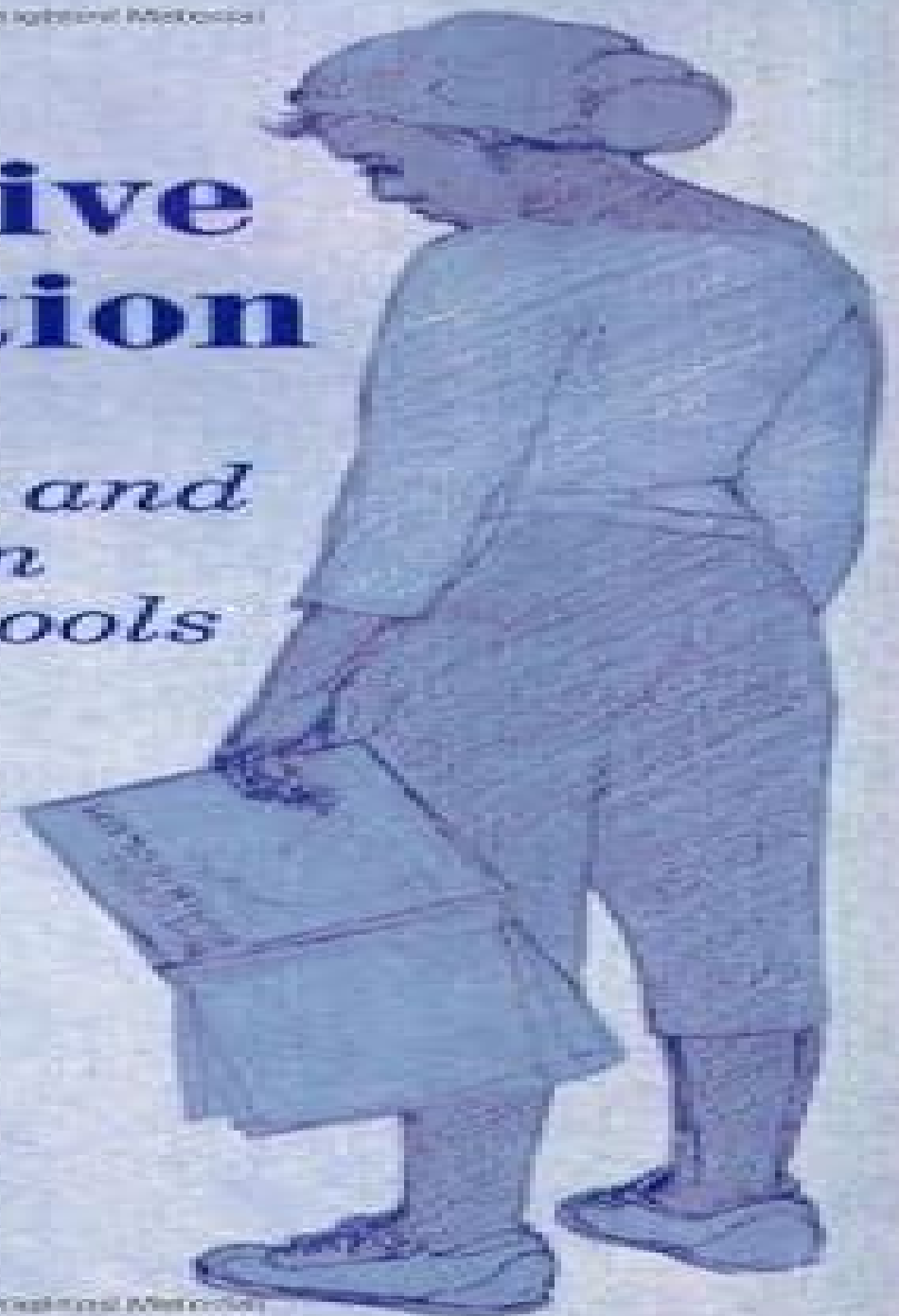


An Exclusive Education

*Race, class and
exclusion in
British schools*

Chris Searle



Exclusive Education Race Class And Exclusion In British Schools

Hallam , Susan,Rogers, Lynne



Exclusive Education Race Class And Exclusion In British Schools:

An Exclusive Education Chris Searle, 2001 A polemical but well researched analysis of the policies which are causing unacceptable levels of exclusion in British primary and secondary schools particularly of black children from a well known educational campaigner

The Palgrave Handbook of Race and Ethnic Inequalities in Education P. Stevens, A. Dworkin, 2014-01-22 This comprehensive state of the art reference work provides the first systematic review to date of how sociologists have studied the relationship between race ethnicity and educational inequality over the last thirty years in eighteen different national contexts

The Palgrave Handbook of Race and Ethnic Inequalities in Education Peter A.J. Stevens, A. Gary Dworkin, 2019-07-05 This authoritative state of the art reference work builds on its first edition to provide a cutting edge systematic review of the relationship between race ethnicity and educational inequality Studying 25 different national contexts drawn from every inhabited continent on earth and building upon material from the earlier edition the work analyses educational policies practices and research on minority students immigrants and refugees The editors and contributors explore principal research traditions from countries as diverse as Argentina China Norway and South Africa examining the factors promoting social cohesion as well as considerations regarding the use of international test score data Seamlessly integrating findings of national reviews the editors and contributors analyse how national contexts of race ethnic relations shape the character and content of educational inequalities and deftly map out new directions for future research in the area Global in its perspective and definitive in content this one stop volume will be an indispensable reference resource for a wide range of academics students and researchers in the fields of education sociology race and ethnicity studies and social policy Chapter 20 of this book is available open access under a CC BY 4.0 license at SpringerLink https://link.springer.com/chapter/10.1007/978-3-319-94724-2_20

Exclusion from and Within School Alison Kearney, 2011-11-19 As societies become more diverse so too must they become more inclusive In inclusive societies all members regardless of their ethnicity religion socio economic status ability or disability are valued and free to participate and there is equity of access and reward Schools have a powerful role to play in creating inclusive societies and this begins with the notion of inclusive schools schools where all children belong where all children have a place and where difference is a natural part of what it is to be a human being Based on this understanding many countries around the world are moving towards more inclusive education systems However working against inclusive education are forces of exclusion factors that act to exclude and marginalize minority students from participation and learning at school Therefore in order to progress the principles and practices of inclusive education an examination of the construct of exclusion is critical Important questions to be interrogated if inclusive education is to be a reality are What is exclusion Why does it occur How can it be reduced and eliminated This book critically examines the construct of exclusion exploring how disabled students experience exclusion both from and within school and suggesting reasons why this occurs Finally key foci for change are proposed as platforms for interrogating

reducing and eliminating the forces of exclusion **'Race', Class and Gender in Exclusion From School** Alex McGlaughlin, Debbie Weekes, Cecile Wright, 2002-11 First published in 1999 Routledge is an imprint of Taylor Francis an informa company Schooling and Travelling Communities Dave Cudworth, 2018-06-12 This book calls for a re thinking of educational provision for Gypsy Traveller communities Despite having been recognised by the government and educational providers for over fifty years underachievement of children from Gypsy Traveller communities persists Rather than focusing specifically on access attendance and attainment the author provides a structural analysis of the cultural tensions that often exist between Nomadic communities and current school provision based on the interests and values of Sedentarism The author uses spatial theory as a base upon which to build knowledge and understanding of the educational exclusion of children from Gypsy Traveller communities highlighting the social role that space plays within schools This innovative book will be of interest and value for students and scholars interested in not only education and Gypsy Traveller communities but education for minority communities more widely *Learning and Teaching in Secondary Schools* Viv Ellis, 2013-04-17 Linked to the new Teachers Standards this is an essential text for all secondary trainees and PGCE students training at an ITT institution or in a school The text covers all fundamental issues for learning and teaching in secondary schools It guides trainee teachers through the professional attributes skills and knowledge they need focusing on a range of key topics and summarising important educational research It examines the curriculum planning assessing and SEN and explores EAL equality and diversity and pastoral care A chapter is included to help support students in their Masters level work at PGCE and throughout interactive activities make essential links between theory and practice In all chapters practical examples demonstrates how all aspects relate to the classroom About the Achieving QTS Series All the books in this successful series support trainees through their initial teacher training and guide them in the acquisition of their subject knowledge understanding and classroom practice All new titles within the series are linked to the 2012 Teachers Standards and consider the impact of key government initiatives Viv Ellis is Professor of Head of Education at Brunel University in London UK and a Visiting Professor at Bergen University College in Norway **Ethics and Research in Inclusive Education** Kieron Sheehy, 2005 The recent move towards inclusive education has radically influenced the way educational research is conducted Students need to become aware of the critical legal and ethical responsibilities that arise from investigation in this new and expanding area Written from the standpoint of inclusive education rather than special education this carefully edited collection of readings from a wide variety of sources will develop the student's ability to identify and respond to ethical dilemmas that occur within their particular research methodologies and settings respond appropriately to the myriad of complex legal issues that are pertinent to their own work The contributions to this book draw upon examples of inclusive practices from around the world Students taking postgraduate courses or diplomas in Inclusive education will find this an invaluable read *Social and Critical Practice in Art Education* Dennis Atkinson, Paul Dash, 2005 This book takes a new

exciting and important approach to art It shows how children and older students can use art to explore personal social and cultural issues that touch their lives The book covers new ground responding as it does to the increasingly diverse nature of cities and to recent government initiatives worldwide to foster social inclusion and equality of opportunity and support active citizenship The contributors are art educators They write about their ways of engaging with contemporary art practice in their particular fields so as to encourage young people to acquire critical understanding They also challenge the pedagogies that perpetuate long established forms of art practice Tim Rollins writes about his work with disaffected youths in the Bronx and John Johnston describes work in art to bring communities together in Northern Ireland Other contributors include Toby Jackson head of interpretation at Tate Modern Diedre Prinz curator of the Robben Island museum in South Africa the 198 Gallery in south London and Viv Golding who works in museums and gallery education Sinath Bannerjee explores socio cultural issues in comic novels in India and Sue Lok explores identities through art practices Educators at each level also contribute to this groundbreaking book Andy Gower describes his innovative art practice in a secondary school and children of Room 13 in a Scottish primary school report on their organization of their own focus for art Lesley Burgess and Nick Addison give an account of their development of critical and social practices in art education at London s Institute of Education The book is for all those working in art education in museums and galleries schools and communities Contributor information Tim Rollins work in New York with Kids of Survival KOS has achieved world wide acclaim Beginning in the 1980s Rollins taught a highly disaffected group of teenagers in the Bronx and together they established an art workshop where members of the group produced challenging conceptual art work Subsequently work was sold and is now held in major galleries around the world Through their visual practices many members of the group overcame feelings of rejection and alienation and developed self assurance and confidence John Johnston works with the Protestant communities in Belfast and through the use of visual practices he has been working with young people in a variety of community sites to explore issues of identity This is a difficult educational challenge given the history of Northern Ireland Recently he has been invited to work in Lebanon at a human rights summer school He has been working with young people there to explore themes of home and belonging through visual practices Room 13 consists of a highly creative group of children at Caol Primary School near Fort William in Scotland The children are producing contemporary art which has received much interest and acclaim nationally and internationally The children run Room 13 as an entirely self funding business independent from the school Rob Fairley and Claire Gibb are the only adults involved they offer advice but they are not the children s teachers An elected committee of children makes all decisions about the work and the business Viv Golding is a lecturer in museum studies at Leicester University She uses the concept of museum clearing to counter the discourses of lack often a self fulfilling prophecy that frequently permeates much discussion of Black children and their under achievement in UK schools today The practical value of her critique is illustrated through a fieldwork project involving imaginative art and literacy school and museum work in

south London with early years children Deidre Prins and her team work as education officers at Robben Island Museum in South Africa They provide some background to the work of the museum and introduce readers briefly to the legacy of creative forms used in the maximum security prison between 1960s and 1991 and the role it played in creating a process of normalization under conditions that were repressive and alienating A large part of the audiences of Robben Island Museum are children and youth All of them have no memory or experience of the colonial period in RSA history and very few of them have a memory or experience of apartheid These are two defining periods in the lives of all South Africans with the scars benefits and joys of a new democracy To create a dynamic learning environment in which children and youth can engage with a legacy which is at once painful and liberatory requires a process of making memory speaking about the past doing the past and understanding the past Their engagement with this past in turn creates their own memories and leaves its mark on Robben Island which is a living museum The theme of memory making will be described through the production of a photographic collage which is part of the annual Spring School activities 198 Gallery The team at the 198 Gallery write about their work on the Urban Visions scheme which is an outreach programme that deals with disaffected youth in south London Lucy Davies the chief administrator and other gallery staff will write about how their program has impacted on the learning experience of children from this diverse urban environment Many are excluded from schools or have learning difficulties which schools find difficult to address The gallery in its work across a range of media but more especially electronic media has earned the respect of many in educational and fine art circles both in this country and in mainland Europe Sue Lok is an artist and lecturer at Middlesex University She has a particular interest in the experience of Chinese British artists and young people Her work will explore themes central to their experience alongside issues emanating from her own experience as an artist and researcher Lesley Burgess and Nick Addison are art educators at the Institute of Education in London They have a nation wide reputation for their seminal publication Learning to Teach Art and Design in the Secondary School They have carried out further research in the arena of teacher education for this book Andy Gower is head of art at a north London comprehensive school He and his team have devised a way of teaching which is unique but very successful within the state system Their issues based approach extends across the year groups and encourages responses which address issues of personal social cultural and political concern The idea is not to focus greatly on the development of traditional skills in making art but in fostering a creative thinking environment in which children respond imaginatively and personally to issues which impact on their lives Sarnath is a comic artist he addresses issues through the graphic medium of comic imagery His work explores relationships and issues of exclusion both physical and psychological The ways in which his pieces unfurl encourage different interpretations and readings of what is being said It is an extraordinarily intense and challenging comic style which demands constant revisiting and re-reading His chapter invites us to enter the world of a south Asian man whose thoughts drift in and out of different points of experience It takes us on a physical and psychological journey and deposits us

in a space that begs more questions about identity and belonging Sarnath Banerjee has initiated a scheme in the south Asian community of Tower Hamlets in east London which will see Bengali women make comics about their lives and thoughts He is developing a similar scheme among a number of minority ethnic communities in the Brixton area of south London He is shortl

New Labour and Secondary Education, 1994-2010 C. Chitty, 2013-05-01 New Labour and Secondary Education

1994 2010 assesses New Labour s policy towards secondary education in Britain It shows that in many respects New Labour education policy was a continuation of the policies pursued by the education ministers of Margaret Thatcher and John Major

African Caribbean Pupils in Art Education Paul Dash, 2010-01-01 This book deals with the issue of African Caribbean pupil invisibility in the art and design classroom As such it addresses African Caribbean pupil invisibility in almost any teaching and learning context The book argues that the slave trade which ruptured their continuities with an African past continues to impact on the learning of such pupils relative to others In seeking to explicate this matter the book places African Caribbean pupils in the wider context of African Caribbean and Western cultural identities Just where do they belong To address this matter it calls on the theorising of thinkers with an interest in identity construction learning and belonging particularly with reference to the Caribbean The book is organised in three sections the first presents the rationale for the enquiry the second outlines the outcome from a small research project with a focus on African Caribbean learners in the art and design classroom and the third reflects on key issues that emerged from the research in relation to the rationale The book ends by offering possibilities for developing African Caribbean teaching and learning in art and design African Caribbean Pupils in Art Education is very erudite and the centre of a world of reference and allusion Dash relates its arguments and insights to many different writers and contexts These will lead readers to many other writers and their arguments in related fields of study personalised research interviews with teachers and students adds realism and close to the bone insight to the points Dash makes These interviews are not academised and made tedious or uninteresting but real life and real classroom and curriculum issues come out clearly and undisguisedly in the subjects words Many of their points are full of meaning and lucidity and add more power to Dash s arguments Thus the book will be of real value to prospective teachers and teacher educators too as a tool of learning and a stimulus for discussion The book goes a long way beyond only being a text for Art Education students It s arguments have salience for all Educationalists and trainee teachers as well as for staffrooms in Britain and North America Canada and the U S for example It deals with vital questions both for African Caribbean students and their white and Asian classmates canvassing issues of intellectual and cultural confidence for African Caribbean students and historical and contemporary truth for others Chris Searle Director of the Ahmed Iqbal Ullah Race Relations Resource Centre at the University of Manchester

Studying Teaching and Teacher Education Cheryl J. Craig, Juanjo Mena, Ruth G. Kane, 2023-08-10 The ISATT 40th Anniversary Yearbook presented over three volumes celebrates the contributions of ISATT members over time and offers current scholarly research to inform current and future teacher

education and teaching **Spatial Theories of Education** Kalervo N. Gulson, Colin Symes, 2007-11-21 This collection of original work within the sociology of education draws on the spatial turn in contemporary social theory The premise of this book is that drawing on theories of space allows for a more sophisticated understanding of the competing rationalities underlying educational policy change social inequality and cultural practices The contributors work a spatial dimension into the consideration of educational phenomena and illustrate its explanatory potential in a range of domains urban renewal globalisation race markets and school choice suburbanisation regional and rural settings and youth and student culture

Politics of Anti-Racism Education: In Search of Strategies for Transformative Learning George J. Sefa Dei, Mairi McDermott, 2013-12-02 This collection of essays invites readers to think through critical questions concerning anti racism education such as How does anti racism education centre race as an analytic and simultaneously work with multiple sites of oppression without reifying hierarchies of difference How can anti racism education be engaged to speak to historical questions of power and privilege within conventional schooling practices How do we recognize anti racism education in its many iterations In this book the authors explore the knowledge that constitutes anti racism education and the ways in which knowledge constitutive of anti racism education becomes embodied through particular pedagogues The authors are anti racism educators with experiences in diverse settings the chapters cover various fields and socio historic geographies address contemporary educational issues and are situated within personal political historical and philosophical conversations Anti racism education is a discursive stance and steeped in politics that shape and are shaped by everyday conversations theories and practices The essays in this collection work through many of the possibilities and limitations of engaging in counter hegemonic education for transformative learning Readers will discover lived experiences theory practice and critical reflexivity

The Colour of Class Nicola Rollock, David Gillborn, Carol Vincent, Stephen J. Ball, 2014-11-13 How do race and class intersect to shape the identities and experiences of Black middle class parents and their children What are Black middle class parents strategies for supporting their children through school What role do the educational histories of Black middle class parents play in their decision making about their children s education There is now an extensive body of research on the educational strategies of the white middle classes but a silence exists around the emergence of the Black middle classes and their experiences priorities and actions in relation to education This book focuses on middle class families of Black Caribbean heritage Drawing on rich qualitative data from nearly 80 in depth interviews with Black Caribbean middle class parents the internationally renowned contributors reveal how these parents attempt to navigate their children successfully through the school system and defend them against low expectations and other manifestations of discrimination Chapters identify when how and to what extent parents deploy the financial cultural and social resources available to them as professional middle class individuals in support of their children s academic success and emotional well being The book sheds light on the complex and relatively neglected relations between race social class and education and in addition poses

wider questions about the experiences of social mobility and the intersection of race and class in forming the identity of the parents and their children *The Colour of Class* The educational strategies of the Black middle classes will appeal to undergraduates and postgraduates on education sociology and social policy courses as well as academics with an interest in Critical Race Theory and Bourdieu *The Colour of Class* was awarded 2nd prize by the Society for Educational Studies Book Prize 2016 *International Perspectives on Theorizing Aspirations* Garth Stahl, Derron Wallace, Ciaran Burke, Steven Threadgold, 2018-11-01 *International Perspectives on Theorizing Aspirations* offers new insights and guidance for those looking to use Bourdieu's tools in an educational context with a focus on how the tools can be applied to issues of aspiration Written by contributors from the UK USA Australia Nigeria Jamaica and Spain the book explores how Bourdieu's tools have been applied in recent cutting edge educational research on a range of topics including widening participation migration ethnicity and class The contributors consider how aspirations are theorized in sociology as well as exploring the structure agency debates before recapitulating Bourdieu's tools and their applicability in educational contexts A key question running through the chapters is how does social theory shape research Including recommended readings this is essential reading for anyone looking to use Bourdieu in their research and for those studying aspiration in an educational research setting

International Bibliography of Sociology Compiled by the British Library of Political and Economic Science, 2002-12 IBSS is the essential tool for librarians university departments research institutions and any public or private institution whose work requires access to up to date and comprehensive knowledge on the social sciences **Understanding Minority Ethnic Achievement** Louise Archer, Becky Francis, 2006-09-25 This timely and authoritative book builds upon and contributes to ongoing debates about levels of achievement among minority ethnic pupils working class pupils and more generally the issue of boys underachievement **Improving Behaviour And Attendance At School** Hallam, Susan, Rogers, Lynne, 2008-03-01 This book draws together research and practice to uncover the complexities of improving behaviour and attendance in school and offers a range of practical solutions aimed at tackling behavioural issues and its prevention for schools teachers non teaching staff and those working to support them in Local Authorities **The Changing Faces of Ireland** Merike Darmody, Naomi Tyrrell, Steve Song, 2011-10-22 Before the economic boom of the 1990s Ireland was known as a nation of emigrants The past fifteen years however have seen the transformation of Ireland from a country of net emigration to one of net immigration on a scale and at a pace unprecedented in comparative context As a result Irish society has become more diverse in terms of nationality language ethnicity and religious affiliation and these changes are now clearly reflected in the composition of both primary and secondary schools presenting these with challenges as well as opportunities Despite the increased number of ethnically diverse immigrant children and young people in the Ireland currently there is a paucity of information about aspects of their lives in Ireland This book is aimed at contributing to this gap in knowledge This edited collection will be of interest to researchers in the fields of migration studies childhood

studies education studies human geography sociology applied social studies social work health studies and psychology It will also be a useful resource to educators social workers youth workers and community members working with or preparing to work with children with immigrant and ethnic minority backgrounds in Ireland

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