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# Educating All: Multicultural Perspectives in the Primary School

Grugeon, Elizabeth

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# Educating All Multicultural Perspectives In The Primary School

**Paul Connolly**



## **Educating All Multicultural Perspectives In The Primary School:**

*Educating All* Elizabeth Grugeon, Peter Woods, 2017-07-20 Originally published in 1990 Following the Swann Report of 1985 and its pleas for Education for All the need for multicultural education in all areas was generally recognised This need was particularly pressing in primary schools since racial attitudes are formed early in life and may be difficult to change later This book documents and evaluates a number of approaches in this area considering their effects on pupil learning and development These include whole school projects in mathematics environmental studies and a school exchange and experiences of pupils at key stages The authors argue that collaboration participation and democratic procedures lay behind the more successful developments

**The Moral Dimensions of Teaching** Cary Buzzelli, Bill Johnston, 2014-03-18 Cary Buzzelli and Bill Johnson reinvigorate the enduring question What is the place of morality in the classroom Departing from notions of a morality that can only be abstract and absolute these authors ground their investigation in analyses of actual teacher student interactions This approach illuminates the ways in which language power and culture impact the moral in teaching Buzzelli and Johnson's study addresses a wide range of moral issues in various classroom contexts Its practical and diverse examples make it a valuable resource for teachers and teacher development programs *Routledge Library*

*Editions: Education and Race* Various Authors, 2021-03-04 Reissuing three works originally published in 1984 and 1992 this collection brings together books across the issues of education and race This small set will be of benefit to teachers and education researchers in these areas as well as those interested in education history *Looking Into the Lives of Children*

Edith W. King, 1999 Eleanor Roosevelt once described Edith King as a worldminded woman In *LOOKING INTO THE LIVES OF CHILDREN A WORLDWIDE VIEW* Edith King maintains this tradition which has guided her observation research writing and university teaching Taking as her central theme the wide ranging diversity and cultural pluralism which she sees as one of the key features of postmodern nations she looks at the ways in which education should be delivered to young children ages four to ten years in the complex and diverse contemporary society in which they grow up Her ultimate goal is that her writing will help teachers around the world to develop teaching strategies that acknowledge our human diversity within an overall context of equality and peacefulness

**Racism in Children's Lives** Barry Troyna, Richard Hatcher, 2018-10-03 Originally published in 1992 Both teachers and the general public have traditionally been unwilling to acknowledge that concepts of race might play a part in the lives of primary school children For this book the authors spent a term in each of three mainly white primary schools They talked to black and white pupils individually and in small groups about issues not necessarily of race which the children themselves saw as important From these conversations they present a fascinating study of how race emerges for young children as a plausible explanatory framework for incidents in their everyday lives The final picture is both disturbing in its demonstration of how significant racism is and hopeful in showing how frequently anti racist attitudes exist even in the thinking of children who engage in racist behaviour A final chapter looks at how school

policy can combat racism and build on these positive elements      **Tackling Controversial Issues in the Primary School**

Richard Woolley, 2010-06-24 Talking effectively about controversial issues with young children is a challenge facing every primary school teacher Tackling Controversial Issues provides teachers with support and guidance as you engage with the more tricky questions and topics you and your pupils encounter      *Racism, Gender Identities and Young Children* Paul

Connolly, 2002-01-04 This book offers a fascinating yet disturbing account of the significance of racism in the lives of five and six year old children drawing upon data from an in depth study of an inner city multi ethnic primary school and its surrounding community It represents one of the only detailed studies to give primacy to the voices of the young children themselves giving them the space to articulate their own experiences and concerns Together with detailed observation of the children in the school and local community it provides an important account of how and why they draw upon discourses on race in the development of their gender identities The book graphically highlights the understanding that these children have of issues of race gender and sexuality and the active role they play in using and reworking this knowledge to make sense of their experiences      **Reflective Teaching** Andrew Pollard, Janet Collins, 2005-03-04 Reflective Teaching is the definitive

textbook for reflective classroom professionalism It offers support for trainee teachers mentors newly qualified teachers and for continuous professional development This second edition has been revised and updated to enhance classroom use

**Additional Educational Needs** Sue Soan, 2013-05-24 Based on the latest national legislation and the importance of achieving inclusive communities within schools this book provides succinct and practical information on working with children with a full range of additional educational needs      Supp. Identity, Diversity & Language in the Early Years Iram Siraj-Blatchford, Priscilla Clarke, 2000-06-16 This book provides the main ingredients for professional development in working with young children in a diverse society It fills the gap that most early years training neglects that is how to work with children in developing a positive disposition towards themselves regardless of their differences By helping children to develop a strong self identity and good self esteem we set the foundations for positive attitudes towards others and towards learning Practical advice real examples and staff activities bring the book to life The book provides clear evidence and practical guidance on how to develop young children s emerging language especially those children who have English as an additional language and how to generate activate and assess curriculum for diversity The book focuses on all children s learning for cultural diversity Culture is used as a broad term to include language ethnicity social class and gender Each chapter offers a clear combination of theory and practice and ends with excellent staff development activities and further readings The book will be important reading for all students and practitioners working with young children      **Asian**

**Children at Home and at School** Ghazala Bhatti, 2002-01-04 This book is an ethnographic study of a comprehensive school in the south of England It explores the views of teachers Asian parents and their children concerning education and schooling Young people between the ages of 13 and 18 were studied at home and at school and their experiences form the main focus

of the study The experiences of fifty Pakistani Bangladeshi and Indian families mostly of Muslim faith are studied with a view to discovering what parents expect from their children s school and how the teachers perceive their own role with regard to their students These young people are the first generation of Asians to be educated in Britain Their location in terms of their social class positions gender and ethnicity are inextricably bound together They describe how they see their past and their future This is the first study to take account of boys and girls in order to capture the complexity of their lived experiences

*Transforming Learning* Sue Askew,1998-06-01 This study promotes a model of education which is collaborative and non hierarchical While traditional approaches to learning and teaching stress cognitive aspects of development and learning this text advocates an approach which synthesizes the cognitive affective and social dimensions of learning Revealing personal and social learning as being involved with the whole school experience the authors support the nature of learning within this radical model and highlight key social values such as equality respect and justice

*Foundation Subjects and Religious Education in the Primary School* Peter D. Pumfrey,Gajendra K. Verma,2018-12-07 First published in 1993 This volume brings together writings of specialists in the key components of both the whole and the basic curriculum It sets out to describe and discuss cultural diversity and the whole curriculum from a variety of perspectives and to consider how the concerns of ethnic groups may be addressed within the framework of the national curriculum To this end specialists in areas of the curriculum consider some of the challenges and describe promising practices in the secondary school Much remains undecided concerning the structure content pedagogy and assessment of many components of the primary school curriculum Despite these considerations the multicultural nature of the population and of schools will develop These developments and their educational implications must be considered if the educational system is to respond adequately Although the rules of the curricular game are still being negotiated in relation to a number of aspects of the curriculum the editors have deliberately ventured into this controversial field They do so because of the increasing importance of ethnic diversity of the school population and of the country

**Gender and Ethnicity in Schools** Martyn Hammersley,Peter Woods,2014-07-22 A serious but highly accessible look at recent work on the issues of gender and race Gender and Ethnicity in Schools raises crucial educational and political issues paying particular attention to the pupils experience of school

**Navigating Model Minority Stereotypes** Rupam Saran,2015-08-11 Though Asian Indians are typically thought of as a model minority not much is known about the school experiences of their children Positive stereotyping of these immigrants and their children often masks educational needs and issues creates class divides within the Indian American community and triggers stress for many Asian Indian students This volume examines second generation America born and 1.5 generation foreign born Asian Indians as they try to balance peer culture home life and academics It explores how through the acculturation process these children either take advantage of this positive stereotype or refute their stereotyped ethnic image and move to downward mobility Focusing on migrant experiences of the Indian diasporas in the United States this volume brings attention to highly

motivated Asian Indian students who are overlooked because of their cultural dispositions and outlooks on schooling and those students who are more likely to underachieve It highlights the assimilation of Asian Indian students in mainstream society and their understandings of Americanization social inequality diversity and multiculturalism      **Re-examining Psychology** Len T. Holdstock, 2013-08-21 First published in 2004 Re examining Psychology takes a critical look at some of the principles underlying the discipline and offers an insight into alternative psychological perspectives deriving from sub Saharan Africa      *SAGE Handbook of Play and Learning in Early Childhood* Elizabeth Brooker, Mindy Blaise, Susan Edwards, 2014-06-17 This Handbook offers diverse perspectives from scholars across the globe who help us see play in new ways At the same time the basic nature of play gives a context for us to learn new theoretical frameworks and methods A real gem Beth Graue Department of Curriculum and Instruction Wisconsin Center for Education Research USA Play and learning scholarship has developed considerably over the last decade as has the recognition of its importance to children s learning and development Containing chapters from highly respected researchers whose work has been critical to building knowledge and expertise in the field this Handbook focuses on examining historical current and future research issues in play and learning scholarship Organized into three sections which consider theoretical and philosophical perspectives on play and learning play in pedagogy curriculum and assessment play contexts The Handbook s breadth clarity and rigor will make it essential reading for researchers and postgraduate students as well as professionals with interest in this dynamic and changing field Liz Brooker is Reader in Early Childhood in the Faculty of Children and Learning at the Institute of Education University of London Mindy Blaise is an Associate Professor of Early Childhood Education in the Department of Early Childhood Education at the Hong Kong Institute of Education Susan Edwards is Associate Professor in Curriculum and Pedagogy at Australian Catholic University This handbook s International Advisory Board included Jo Aliwood The University of Newcastle Australia Pat Broadhead Leeds Metropolitan University Australia Stig Brostrom Aarhus University Denmark Hasina Ebrahim University of the Free State South Africa Beth Graue Wisconsin Center for Education Research USA Amita Gupta The City College of New York CUNY USA Marjatta Kalliala University of Helsinki Finland Rebecca Kantor University of Colorado Denver USA Colette Murphy Trinity College Dublin Republic of Ireland Ellen Sandseter Queen Maud University College of Early Childhood Education Norway      **The Happiest Days?** Peter Woods, 2020-07-16 This book addressed to learning aspects emphasizes on reality as a social production on the individual s construction of meanings on a rational basis on the emergent and negotiated character of interaction and on how understandings are based on symbols such as mood and laughter      **Mixed-Race, Post-Race** Suki Ali, 2020-05-27 Social scientists claim that we now live in a post race society where race has been replaced by ethnicity Yet racism is endemic to British society and people often think in terms of black and white With a marked rise in the number of children from mixed parentage there is an urgent need to challenge simplistic understandings of race nation and culture and interrogate what it means to grow up in Britain and claim a mixed identity

Focusing on mixed race and inter ethnic families this book not only explores current understandings of race but it shows using innovative research techniques with children how we come to read race What influence do photographs and television have on childrens ideas about race How do children use memories and stories to talk about racial differences within their own families How important is the home and domestic culture in achieving a sense of belonging Ali also considers through data gathered from teachers and parents broader issues relating to the effectiveness of anti racist and multicultural teaching in schools and parental concerns over the social mobility and social acceptability of their children Rigorously researched this book is the first to combine childrens accounts on race and identity with contemporary cultural theory Using fascinating case studies it fills a major gap in this area and provides an original approach to writing on race **Cross-Cultural Child**

**Development for Social Workers** Lena Robinson, 2020-01-03 This innovative text explains child development from a cross cultural perspective Using examples to illuminate key points it considers a range of topics from attachment to identity and communication to socialization This is essential reading for social workers at all stages of their careers who want to develop culturally sensitive practice

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