

WELCOME

Welcome back to a new term and a new year. EMAT is now nearly-fully staffed and welcomes to the team Amanda Gay, Secondary EAL Consultant, Lisa Schulkind, Refugee Home School Liaison Officer and Clare Warner, African Caribbean Achievement Consultant. The expanded team will enable EMAT to provide more support schools and help develop the range of exciting programmes and initiatives. Much is planned this year developing many of the themes raised at the highly successful EMAT conference. There will be considerable focus on African-Caribbean achievement with Clare now in post and the newsletter will in future contain a page with this as a focus. The Portuguese Education Network (PEN), will focus on the taking forward of the recommendations of the recent Portuguese conference. There will be continuing progress in the Primary EAL Programme with similar work being progressed in secondary schools. It is also planned to produce a publication on supporting mid-term admissions in secondary schools. And these are only a few aspects of the work being developed this term!! I hope you have a really successful year.

Amy Thompson

“EXCELLENT” EMAT ANNUAL CONFERENCE AT ROYAL SOCIETY

There were no spare spaces at the annual EMAT conference held in the splendid Georgian surroundings of the Royal Society of Science on 28th June. Over 100 teachers and education staff heard a range of speakers and attended workshops around the theme of “Inclusive Curriculum, Inclusive Schools”. The conference was opened by Cathy Twist, Assistant Director of Education, Standards (pictured below). Cathy highlighted Lambeth’s successes since 2000 in terms of achievement. Lambeth is now 6th nationally for the value added to pupils education. At all key stages pupils are improving at a faster rate than the national average and at Key Stage 4, Lambeth students have improved at four times the national average over the past five years. Cathy praised the work of schools and the advisory services including EMAT who are achieving high standards in often quite challenging situations. These challenges includes high mobility within schools (some with over 20%), 600 looked after children, 180 unaccompanied asylum seekers and high degrees of social and economic deprivation. Amy Thompson, Head of EMAT, developed the theme of successful schools being inclusive schools and in that way they achieve social and academic success. Amy emphasised the fact that certain ethnic minority groups continue to underachieve and we need to continue to develop inclusive strategies to raise achievement.



The key note speakers included Gary Wilson and Dr Marie Stewart who both looked at the issue of boys achievement and learning styles. The other main speakers were Liz Agbetoh from the DFES giving a national picture on ethnic minority pupil issues and Arthur Ivatts (retired HMI) who talked passionately about the issues faced within the school system by Travellers. The workshops covered a broad swathe of issues mainly focusing on practice. These included 3 schools presenting classroom strategies to meet the needs of EAL pupils, a workshop on refugee issues and, Mike Vance from Hackney talking about meeting the needs of newly arrived Jamaican pupils. The conference was very well received by delegates who in evaluations rated it as the best conference yet. Delegates described the event as “fabulous”, “inspiring”, “thought provoking” and there were “lots of great ideas to take back to school”. A conference report will be produced for circulation in the autumn which will include all of the main presentations.

INCLUSIVE SCHOOLS

“Inclusive schools find and create opportunities, within the framework of the National Curriculum, to show recognition and respect for their pupils’ and students’ cultural, ethnic, religious and linguistic identifies.”

(from *Making the Difference: teaching and learning strategies in successful multi-ethnic schools*, Blair and Bourne, 1998)



RAISING BOYS' ACHIEVEMENT

One of the most popular presentations and workshops at the EMAT conference was delivered by Gary Wilson, a school improvement officer from Kirklees. Boys' achievement is an issue of national concern with, for example, girls doing better in all GCSE subjects in 2004 (see table below). Gary took the conference through some of the key discussion points identifying why some boys do not achieve and strategies for challenging this. In looking at ways in which achievement can be raised, he focused on a number of areas including the need to raise the self-esteem of boys, the role of emotional intelligence, the need to understand the importance of teaching and learning styles, working closely with parents and challenging macho anti-learning cultures.

Differential achievement starts very young according to a gender analysis of Foundation Stage Profile. Boys are behind

“School for some boys represents a system of hostile authority and a series of meaningless work demands”

Mike Younger - Homerton College

girls on many of the Early Learning Goals including academic, social, physical and creative development and this seems to persist through primary education. One suggestion mooted was that boys should actually be placed in classes with girls one year younger to reflect their development. Gary also looked briefly at some effective strategies already used in some schools such as all classrooms having seating plans and delivering work tasks in time-limited bite sized chunks. The importance of positive reward strategies was also emphasised, the key role of sport and the use of active learning in the classroom.

A good reference for further strategies is the DfES report “Raise Boys Achievement” available via the DfES Standards website. Gary’s presentation is available in electronic format from EMAT.

WHOLE SCHOOL SEATING POLICY (SECONDARY)

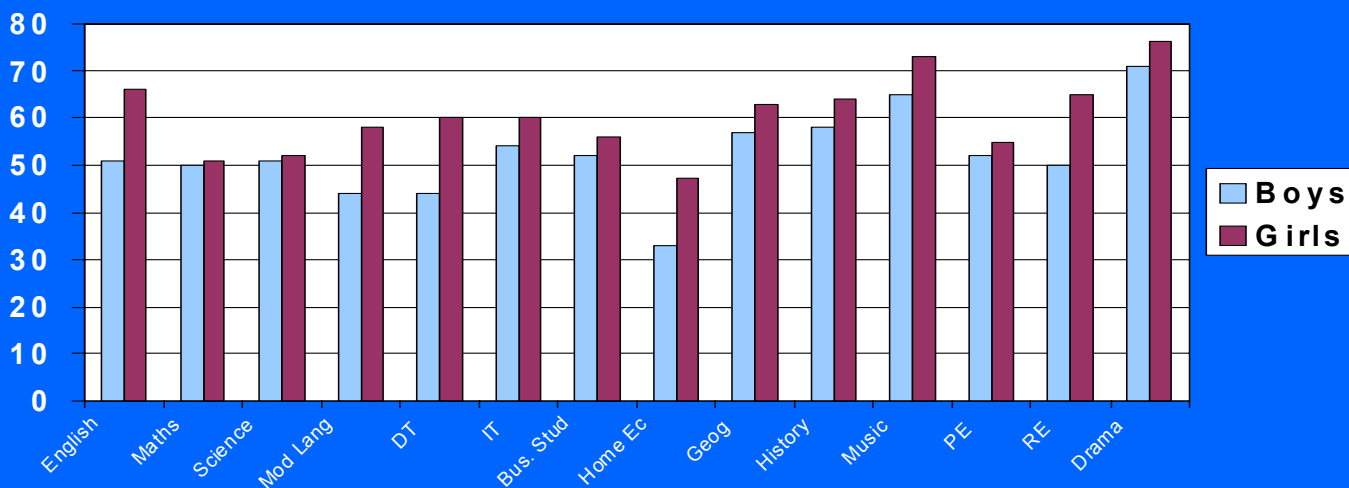
- The teacher decides where pupils sit
- Criteria used should be made clear and be based on positive educational needs
- Criteria should appreciate boys’ needs to reflect on their work and avoid “anti-boff” peer pressure
- Criteria should promote language development for bilingual pupils
- Seating plans are useful in directly supporting group work strategies e.g. by ability, gender, behaviour, pairs or group work.

Thornhill High School



(Cartoon from G.Wilson presentation)

NATIONAL GCSE RESULTS FOR 2004 - PERCENTAGE PASSES at A*-C grades





EMAT CONFERENCE 2005—KEYNOTE SPEAKERS



Pictured above is Liz Agbettoh, a team leader within the Ethnic Minorities team at the DfES who was one of the keynote speakers at the EMAT conference. She is currently strand leader for the Aiming High: African Caribbean Achievement Project. Liz gave a national overview of data and initiatives to raise ethnic minority achievement. In terms of data for example:

- In 2004, 17% of the school population were from ethnic minorities
- 44% of ethnic minority pupils in this country are at school in London.
- There is a 16.5 point difference at GCSE level between Black Caribbean boys and girls achievement

Other data shared showed the considerable difference between the 5 A*-C grade standard with and without Maths and English. This has a big impact in terms of overall achievement reducing it by nearly 12% down to a 40% 5 A*-C national pass rate. For some ethnic minority groups this lowers pass rates to 8% for Gypsy/Roma, 23% for Black Caribbean and 31% for Black African pupils. Exclusion data shows that you are 3 times more likely to be excluded if you are Black Caribbean, Black Other or White/Black Caribbean (than the national average) and 4.5 times more likely if you are Gypsy/Roma. Black African pupils are at the national average. As Liz noted, although the gaps are narrowing, there is still a long way to go. Lambeth is involved in many of the DfES initiatives Liz highlighted to raise achievement and address inequality. These include the successful Primary EAL Programme which is led by Ros Ferrara in Lambeth and ran a conference workshop involving Loughborough, Lark Hall and St Anne's RC primary schools. Two secondary schools are also involved in a national initiative to raise Black pupils achievement and EMAT is involved in a similar project at Key Stage 2 (continued next column).

The DfES Ethnic Minorities Team is also working towards:

- Developing a national EAL qualification for teachers and teaching assistants
- Publishing guidance on "Dealing with Racist Incidents"
- Commissioning research to examine the linkage between ethnicity and special educational needs
- Examining how the NCSL programmes ensure that their leadership programmes develop capacity in race equality

The above is only part of the team's work. For more information visit the "Ethnic Minority Pupils" website on www.standards.dfes.gov.uk/ethnicminorities or contact Liz direct on liz.agbettoh@dfes.gsi.gov.uk

LEARNING STYLES AND ACHIEVEMENT

Dr Marie Stewart an international speaker on education issues (pictured below), gave a highly relevant & humorous presentation focusing on the importance of learning styles particularly looking at the needs of black boys. She identified that black culture has a number of key qualities. These include valuing expressiveness (in language and emotion), having strong kinship bonds, having a strong oral tradition (humour, imagery) and using high-context communication (non-verbal). She is also noted the importance of religion and spirituality. She encouraged participants to reflect on how the culture of a community impacts on learning styles and therefore on teaching styles and the ethos of the classroom.



“OUT OF SITE, OUT OF MIND”

Arthur Ivatts, retired HMI gave a powerful presentation focusing on the underachievement of Traveller pupils in our schools. They are by far the lowest performing ethnic group. It is estimated that about 12,000 Travellers are not in school: attendance is well below 75% (Lambeth average attendance for 2004/5 was 85% in primary and 78% in secondary) and as Ofsted identified in 2003, they are on the periphery of the education system. On top of this, Traveller pupils often face considerable amounts of racism and some pubs still display notices (illegally) saying “No Travellers”.

Traveller Education Services, including Lambeth’s, provide good support to Traveller pupils and to schools and there are many examples of good practice. These include schools with an inclusive ethos which are known within the Traveller community with pupils gravitating to these schools. Working with Traveller families is clearly crucial because of the negative experiences parents themselves may have had at school. Developing the curriculum with strong Traveller role models is also clearly crucial such as using powerful images like the painting below from Salford Art Museum (image available electronically from EMAT). For further support with Gypsy/Roma and Traveller Education please contact Nerea Olano, Emma Moore or Carrie Stewart at the EMAT office (020 7926 69680)

VIVA O PORTUGUÊS

“Viva o Portugues” is the title of a booklet and video produced for Portuguese speaking parents by SureStart Stockwell with the Language and Literacy Unit at South Bank University. Presented at the EMAT conference by Cidalia Fraga and Frances Taylor, the booklet and video focus on the importance of bilingualism and supporting families with strategies to develop both English and Portuguese. “Frequently Asked Questions” are examined and answered in the booklet and a range of strategies are provided for parents to use. A copy will shortly be sent to each Lambeth primary school.

Cidalia also explored some of the strategies used at Stockwell Primary School to support Portuguese speaking children. These included:

- Parent/pupil workshops for Year 1 and Year 5 covering Literacy, Numeracy, Science, SATs and secondary transfer.
- Portuguese modern languages provision
- Portuguese book fair and other community links activities such as with Surestart.

The video is being distributed to all Primary and Nursery Schools in Lambeth. For more information contact Stockwell Sure Start on 7737 2197.

“The Image dealer with Roma” painted by Keeley Halswelle (1832-91) from Salford Art Gallery



SOMALI PUPILS IN KS3 SCIENCE

Catherine Driver, Head of EMA at South Camden Community School delivered a workshop focusing on raising achievement in Science with a specific focus on Somali pupils. Catherine has been an EAL teacher for over 20 years and has specialised on work with in Maths and Science. This workshop covered three main areas:

- Baseline assessment and target setting
- Modelling the genres of Science
- Involving parents and carers

This work is part of the Minority Ethnic Achievement Pilot being led by the DfES. Catherine shared the strategies that are being used in the classroom including looking at writing frames, use of first language and visual approaches to learning.

WE ALL HAVE STORIES TO TELL

The conference was lucky enough to include two workshops led by Alex Pascall OBE. Alex is well known for his work for television and radio for example "Common Threads", a musical linking the sugar cane workers of Grenada with the Big Pit Colliery in South Wales.

Alex's workshop focused on storytelling interweaving various aspects of the curriculum including music, drama and role-play. He included examples from Maths, History, Geography and Science and showed how to use storytelling to teach a range of related themes from these subjects.

He showed how pupils could take the lead in sharing what they already knew from their own cultures related to these subjects. Teachers found these ideas inspiring and very practical in terms of the classroom..

YEAR FIVE MENTORING PROJECT AT WOODMANSTERNE PRIMARY SCHOOL

Since September, Year 5 pupils at Woodmansterne Primary School have visited the nursery every week to work with the children. They have been guided by and trained by the Nursery teacher, Mrs Hadfield. She has encouraged the Year 5 children to talk to the Nursery children in English and also in their mother tongue (see picture below)

The project has been of enormous benefit to both the younger and older children. The Year 5 children have learnt to be committed, punctual and reliable. Their confidence and self esteem have improved and they have learnt to value their knowledge of their home language. They have been taught how to talk to the Nursery children in order to facilitate a two way dialogue which aids language development for all the children. The Nursery children have thoroughly enjoyed working with the Year 5 children and have gained from the extra attention and language modeling. The scheme has been very successful and both Nursery and Year 5 staff have agreed to it continuing in 2005/6.

G.L.Ainger - Woodmansterne Primary School



EVENTS IN SCHOOLS

Lambeth schools celebrated Refugee week with a wide range of interesting and exciting events. For example, Eight secondary schools were involved in the Greenwich and Lewisham Young People's Theatre production of "Red, White Black and Blue (see review opposite and picture below). Also, four refugee and asylum seeker students in Charles Edward Brooke Schools VI induction programme visited Larkhall, Heathbrooke and Woodmansterne Primary Schools to share their digital artwork from their GCSE course. This artwork highlighted aspects of their homelands, cultures and their aspirations. The students spoke to either whole classes in during KS2 assemblies and were subject to rigorous questioning about their work!! At the end of the formal sessions, the students talked to individual pupils in English or in their first languages (Somali, French and Dhari). All of the schools are doing follow up work in terms of citizenship. At Larkhill, this led to colourful artwork displays and work on identity (see opposite page) while at Heathbrooke the citizenship curriculum is being amended to include similar work next year.

REVIEW OF RED, WHITE, BLACK AND BLUE

By Trisha B. - Dunraven School

Three performers came to Dunraven and performed a magnificent play for 30 students chosen out of Year 7. The play was based on what Britain is like today and how it's changing by the colour of people's skin. They taught us that it shouldn't matter what colour your skin is and that everyone gets the same rights as anyone else. This is a valuable lesson to learn and it has helped Britain throughout the years to beat racism. Throughout the play they stopped at a difficult situation and asked us to answer questions on how they should solve the problem and how they could do it. We all had a go at answering and we all thought how it must be like for people now in the exact situation. It shouldn't matter what colour people's skin is now and we have to stop people being treated differently from other people and I'm sure that in a few years time you will feel proud of what you have accomplished or done to change Britain today.

BRITISHNESS BY FLORENCE FAIRWEATHER - 7T - DUNRAVEN SCHOOL

Britishness, in general is a very vague word. After all, Britain's population is so diverse that no two people are the same. I don't think that religion is a reasonable criteria for becoming a British citizen. Someone can be British and still worship any God. I think that if someone wants to become a citizen, they have to be aware of the customs and traditions and to respect the people who partake in them.

Pictured below - The play "Red, White Black and Blue" being performed at Stockwell Park High School to an audience of Year 7 and Year 8 pupils



Asylum News

The Government has announced that as from August 30th August, people given refugee status will no longer automatically qualify for indefinite leave to remain, but instead will be given leave to remain for 5 years. The Home office will continue to monitor situations in the countries where conflicts occur and if it deems that it is safe to return, then refugees and asylum seekers will be returned to their countries of origin at any time within the five year period.

The Refugee Council has pointed out that many of the conflicts that result in high numbers of refugees such as in Afghanistan, Somalia and Sri Lanka have been long running and often lasting for decades, therefore a 5 year review will mean years of uncertainty for refugees. Lambeth schools and teachers need to be aware of the implications of these regulations since it may be that once a negative decision has been given and all procedures have been exhausted, families, including children, will be removed to detention centres very rapidly in the first step towards deportation.

FREE ENGLISH LANGUAGE COURSES FOR REFUGEE AND ASYLUM SEEKERS

Free language courses are available for Refugees and Asylum Seekers. They are available for students who are over 16 years old and are for 15 hours a week. Students can choose from 3 sessions per day and there are 5 levels of course.

The course is being run at the Leicester Square School of English (next to the Odeon Cinema) - 22 Leicester Square, WC2H 7LE (020 7839 7772)) or e-mail info@lsse.ac.uk Students may be eligible for free transport.

If you are interested in classes students need to take their IND or document confirming status: evidence of receipts of benefits or support from NASS or a letter from social services or income support cheque book or a letter from the job centre.

WHY REFUGEES?

A video resource in 11 units. Sixth Form students talk to politicians, journalists, lawyers, historians and refugees themselves. Excellent for stimulating debate and discussion. From Hounslow Language Service (020 8583 4166).

“MY IDENTITY”

**By Kevin Wayou - Year 5
Larkhall Primary School**

I have chosen the flag of Ivory Coast because my family come from there. On my flag I put name Gbabo because he is the president and important to me. I want peace in my country and no more wars. I wish that I can have freedom in Ivory Coast. I also love Nigeria because they helped us during the war. My Dad is a pastor his church is called The Apostical ministry of the revelation of Jesus Christ. I wish to go there again. I love football I'm a great football player and

Asylum Statistics – January to March 2005

According to latest Home Office figures, applications for asylum in the UK fell by 18% during January, February and March 2005 when compared to the previous quarter,

- Applications increased from Iraqi and Somalian nationals.
- There was a decrease of applications from China, DR, Congo, Pakistan, Afghanistan, Sudan and Eritrea.
- The largest number of applications from unaccompanied asylum seeking children came from Iran, Afghanistan, Iraq, Somalia and Vietnam.

Useful websites

a) This guide has been produced by the DfES to support teachers in their work with refugee and asylum seeking children.

www.standards.dfes.gov.uk/ethnicminorities/links_and_publications/

b) QCA Pathways to learning has guidance and case studies on admission and induction and teaching refugee children.

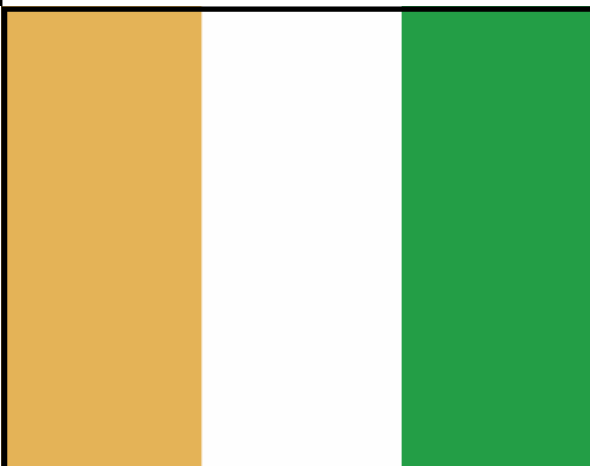
www.qca.org.uk/10005.html

c) The 2005 World Refugee Survey is available online. A range of activities could be developed for older primary and secondary age pupils for Maths, Geography, Citizenship curriculum areas.

www.refugees.org/article.aspx?id=1343

d) Do It 4 Real is offering a series of residential camps for 11 – 17 year olds.

www.doit4real.co.uk





Ethnic Minority Achievement Team
6th Floor, International House
Canterbury Crescent
London SW9 7QE

Phone: 020 7926 9850
Fax: 020 7926 9362

"Striving for Equality".

RESOURCES: RESOURCES: RESOURCES

1. **"JAMAICA TALKS"**: An Induction pack and video for new pupils from the Caribbean—developed by Hackney EMAS - The Learning Trust.—020 88207329
An excellent publication devised to meet the needs of newly arrived Jamaican pupils. Provides some background information on Jamaica and its education system, information on Creole and language issues and ideas & recommendations to support pupils in school.

2. **"MEETING NEEDS OF PUPILS WITH EAL"**

Produced by The National Association for Gifted Children, this booklet offers "some practical guidance" on the factors that need to be taken into account when identifying potentially gifted or talented pupils from minority ethnic backgrounds and/or EAL. A number of case studies are included as are 10 practical tips for the classroom. To order a copy, please visit the NAGC website on www.nagcbrtain.org.uk

3. **EAL-BILINGUAL FORUM**

Are you a member? This a web-based forum for teachers of English as an additional language, specialist teaching assistants and all others involved with bilingual pupils. It can provide instant access to ideas for resources and possible answers to questions you may have (answered by your peers). To join the forum send the message, *subscribe eal-bilingual* to majordomo@ngfl.gov.uk

4. **TAM-TAM TALES MULTILINGUAL DVDs**

DVDs (and videos) of The Tiger Child, The Dream Tree and Tiddalick are available at a cost of £6 each. These are excellent interactive DVDs which are very useful for individual or group work with pupils. Available in many Asian, African and East European Languages from Tam-Tam on 020 89814419 or by e-mail to tttcharity@btinternet.com.

NEW REFUGEE/TRAVELLER SUPPORT TEACHER

Pictured below is Carrie Stewart who has started working with EMAT in April. Carrie has been teaching English in London schools for the past two years. She comes from a very beautiful part of the world, British Columbia in Canada.



WELCOME

EMAT has three new team members who have just started this term. They are:

- Clare Warner - African Caribbean Achievement Consultant who was previously teaching English at Waverley School in Southwark
- Lisa Schulkind - Refugee Home School Liaison Officer who previously worked at Centre 70 in Lambeth
- Amanda Gay - Secondary EAL Consultant who comes from working in schools in Camden

NALDIC ANNUAL CONFERENCE 19th NOVEMBER WARWICK UNIVERSITY

The National Association for Language Development in the Curriculum, (the national body for EAL teachers) is holding its annual conference on 19th November. The conference is entitled "Beyond the individual—EAL in social contexts". The keynote speaker is Margaret Hawkins from the University of Wisconsin. Other speakers include Roxy Harris and Angela Creese. The conference will feature many workshop presentations from EAL practitioners from around the country—it is usually a really enjoyable (and fun!!) learning experience and is highly recommended. Booking forms are available on www.naldic.org.uk