

WELCOME

Welcome to this issue of EMAT news. The Spring term has been a very busy and exciting one and the Summer term should prove to be the same. The Portuguese achievement conference was a great success as the lead article shows. It was also a real opportunity for a range of Portuguese speaking professionals to get together to discuss issues impacting on the community. The development of a networking group has already begun to ensure that the issues raised at the conference are carried forward.

The primary EAL pilot has been extended for another year and has now become the EAL programme. All the pilot schools have found the programme very helpful in improving teaching and learning and impacting on the progress not only of EAL pupils but of all pupils.

The EMAT summer conference will take place at The Royal Society of Science close to Buckingham Palace - further details will follow but speakers will include Inderjit Dehal, Head of EMA at the DfES, Dr Marie Stewart on Learning Styles and also a range of local schools sharing good practice. It should prove to be another very exciting and informative event.

Have a good term!!

AMY THOMPSON

PORTUGUESE CONFERENCE SUCCESS

The first ever London wide conference focusing on "Raising Portuguese Achievement" was held on 12th January 2005 at Lambeth Town Hall. Organised by EMAT, the whole day event was attended by over 100 people from schools, the local community and community organisations and was a tremendous success. In Lambeth schools, Portuguese speaking children are the third highest language group yet are the lowest achieving at all key stages. The focus of the conference was to provide a forum for all involved in teaching and supporting Portuguese pupils and adults to hear about the latest research and share knowledge. It was also to develop a shared agenda to be taken forward by a network group of interested parties.

Cllr Bottrall, Executive Member for Education and Phyllis Dunipace, Executive Director for Education, gave the opening addresses; and both focused on the need to address the achievement issue. Amy Thompson, Head of EMAT, then described the local context in particular highlighting the performance of Portuguese pupils in Lambeth, compared with other groups. Keynote speakers included Dr Guida De Abreu, Professor Tony Cline (Luton University) and Dr Viv Moriarty (London University). There were also presentations from Janet Mulholland, Headteacher of Stockwell Primary School, Mark Ripper from Lansdowne School, from the CfBT Action Zone, Stockwell Sure Start and Lambeth Crime Prevention Trust. A full report on the conference will be published shortly including research and discussion papers and the outcomes from workshop groups. The first Portuguese Education Network will be meeting on the 27th April.

Pictured right - Dr Rui Alvim de Faria, Social Affairs Attaché, who attended the conference on behalf of the Portuguese Consul General.



Pictured above is Dr Guida De Abreu from Oxford Brookes University who spoke about the research "Education of Portuguese Children in England and the Channel Islands Schools".



LAMBETH EMAT ANNUAL CONFERENCE 28TH JUNE 2005 AT THE ROYAL SOCIETY

Lambeth EMAT will be holding its annual conference entitled "Inclusive Curriculum, Inclusive Teaching" on the 28th June at the Royal Society. Further details will follow but the conference will look at a range of pertinent issues including learning styles, underachievement, EAL and refugee needs. Put the date in your diary now!!



INVISIBLE PUPILS?



Professor Tony Cline from Luton University in his keynote presentation at the Portuguese achievement conference highlighted some of the key findings from the research on the achievement of Portuguese pupils. These included:

- a) Often Portuguese students were invisible in the systems used to monitor school performance because this group were not separately identified.
- b) When compared with other children in the same schools, a high proportion of Portuguese children performed below the target expected for their age.
- c) In general (but not universally) the longer a child had been living in the UK the better the school performance
- d) Children enrolled in Portuguese lessons were more likely to be achieving at the target level for their age in core subjects in the curriculum.

He then reviewed some of the key traditional explanatory factors relating to underachievement. Is the underachievement explained by:

- Low income, class and occupation impacting on parental support and children's commitment?
- Family support systems undermined by urban life-style?
- The school socialisation process being alien to the traditions of some communities?
- Teachers treating pupils from minority ethnic communities with a lack of understanding or schools (and the curriculum) being hostile to minorities?

Tony then looked at some of the key messages coming from the DfES and Ofsted on effective schools and it is clear that there are many aspects which are very pertinent. Inevitably strong leadership and high expectations are very relevant as is the use of data to pinpoint and tackle underperformance. Further key actions advocated include:

- The effective use of bilingual and minority ethnic staff to support the aims of the school such as building strong links between schools and family.

- Positively encouraging parents and the wider community to play a full part in the life and development of the school to support their children's education.
- Ensuring that systematic measures are in place to enable pupils improve their English language skills
- Ensuring that an atmosphere of mutual respect permeates the school with a clear and consistent approach to bad behaviour, bullying and racism that focuses on prevention. Staff persistently combat hostility and discrimination against any group within the school
- The culture and identities of the communities represented in the school are recognised and celebrated in their full diversity in taught lessons and throughout the life of the school.

CELEBRATING CULTURES

Macaulay CE School recently involved every class in the school in making banners that "celebrates the cultures in our school". The banners represent the multicultural make up of the school giving the children the opportunity to share and be proud of their heritage. The banners are displayed in the school hall and look fantastic The example below is the South American banner.





MARCH MULTILINGUAL MONTH

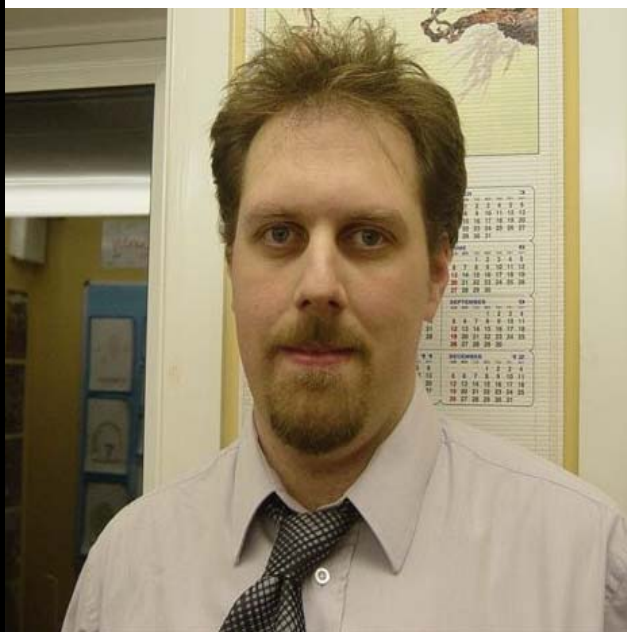
Why not celebrate a multilingual week or month in your school? EMAT has distributed a booklet of ideas produced by Lynk Ray Ltd to promote multilingualism and knowledge about languages. The booklet suggests March as a multilingual month/week but of course a school could do this at any time. The booklet includes lesson ideas, information about languages, websites to visit, a crossword, etc. If you haven't received a copy and would like one, please call EMAT. If you did celebrate multilingual month in your school, we would really like to hear about your experiences to share with other schools.

RESOURCES FOR ORACY (1)

Talk Box KS1 (£14, ISBN 1-84312-202-2) & **Thinking Together KS2** (£13, ISBN 1-904806-01-5) Available from David Fulton, these books provide an excellent approach to developing children's speaking, listening and thinking skills. A series of lessons teaches children to engage in effective discussion to share information, articulate ideas, reason and negotiate. There is also a range of ideas for whole-class and small group talk lessons across the curriculum.

PORTUGUESE WEEK AT LANSDOWNNE

Pictured below is Mark Ripper, EMA Coordinator at Lansdowne School who organised a Portuguese week at his school last June. Mark produced a booklet of activities designed around national curriculum subjects such as English, Maths, Geography and History for teachers to use with their classes throughout Portuguese week. The week was highly successful and involved many parents. The booklet is available from Mark.



PORTUGUESE CAFÉ PROJECT AT ST STEPHEN'S

Pictured above from left to right are Steve Williamson (Headteacher), Berta Tachiero (teaching assistant) and Androulla Charalambous (nursery nurse) with a waiter from the Estrela Restaurant in Stockwell. This Portuguese Café is central to a successful home-school literacy project. The project at St Stephen's came about from Mr Williamson's observation of the local community. He soon realised after his arrival at the school 4 years ago that the Estrela was a local hub which many of the parents visited to chat, exchange information and make contact. These same parents were the ones who often lacked confidence in the school environment, might speak little English and lacked much educational experience themselves.

The project aims to encourage parents and children to work together to develop literacy. Its basic objectives are to:

- To establish a pedagogy in the home
- To encourage male carers to engage with their children through literacy
- To establish a meaningful dialogue with parents concerning literacy

The project involves parents and children attending the local South Lambeth library with staff from the school on Thursday after school ends. There they have a story telling session sometimes with puppets and activities: a book/s are then taken out of the library and then the parents, staff and children retire to the café across the road to read the book with free tea and cakes (sponsored by the EAZ). The waiters are very welcoming and enjoy having the young children around. This is an important project for the school 23% of whose population speak Portuguese. A key aim is to model good early reading strategies. The project has been running for just over a year now and has a core of about 10 Portuguese speaking parents involved. For more information about the project, please contact the school.



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“Striving for Equality”.

REFUGEE WEEK 2005 JUNE 20TH - 26TH

The importance of refugee week this year is now even more critical with the heightened negative focus in the media currently in the run up to a general election. The area suggested by the Refugee Council to highlight is “conflict and persecution” under the theme of global forced migration and displacement. Information will be sent out to schools shortly with ideas to support events that schools may wish to run - the Refugee Council website is also a useful source of information.

“CONSEQUENCES OF CONFLICT”

Secondary schools may wish to buy a recent publication from John Kelly Girls School in Brent. The school runs an LEA Refugee & Asylum seekers project and has just published “Consequences of Conflict”. This tells the individual stories of 6 different pupils from Afghanistan, DR Congo, Somalia, Ivory Coast, Eritrea and Cameroon. The booklet costs £3:50p and is available from the school on 020-84524842.

LANGUAGE IN SCIENCE

Language & Literacy in Science Education - OUP by Wellington and Osbourne - £16.99p

Learning the language of science is a major part of science education but it can be a barrier to many students. This book draws together and synthesizes good practice and research into the teaching of science. It provides guidelines in developing language and literacy through practical strategies and tried and tested materials.

Crystal Palace FC 2003-4

Show Racism the Red Card

Anti-Racist Educational video and CD ROM available for only £15 (including postage and packing) www.TheRedCard.org

Show Racism the Red Card, PO Box 141, Whitley Bay, Tyne and Wear, NE26 3YH. tel: 0191 291 0160 fax: 0191 297 1555 email: ged@TheRedCard.org

“When eating an elephant, it is acceptable to take one bite at a time”
Nigerian proverb

GTC “ACHIEVE” NETWORK

The General Teaching Council has launched a new professional network entitled “Achieve”. The network is intended to promote racial equality and diversity in schools with a focus on the school workforce, curriculum and pupil achievement. It will share, stimulate and support good practice and influence policy in:

- Tackling the underachievement of some black and minority ethnic pupil
- Preparing all pupils to live in a multi-ethnic and multi-cultural society
- Recruiting, retaining and developing BME teachers

For more information, and to sign up, please visit the “Achieve” website on www.gtce.org.uk/achieve.

CASE STUDIES IN EQUALITY AND INCLUSION

The Specialist Schools Trust has just launched a new publication entitled “Case Studies in Equality and Inclusion” which has a strong focus on ethnic minority achievement besides looking at boys achievement and social inclusion. St Martins in the Fields School is included within the publication and the case study highlights the schools transformation over the past 10 years to a very successful school with some of the strategies used to achieve this. Other case study schools focus on EAL, refugee education and variety of social inclusion issues. Copies are available from the Specialist Schools Trust on 020 78022300.

RESOURCES FOR ORACY (2)

SPEAKING FRAMES Yr3 to Yr6 by Sue Palmer published by David Fulton - £13 each

This series focuses on the development of “literate” talk for presentation which will then develop control over written language. They include photocopiable frameworks for directed speaking and listening activities which scaffold children’s language learning directly linked to the NLS speaking and listening objectives. There are also guidelines for teachers and useful assessment sheets for each objective. These booklets are being widely used as part of the EAL pilot.

Posters of your pupils favourite team are downloadable from Show Racism the Red Card - just put this title in your computer search engine and print them off.