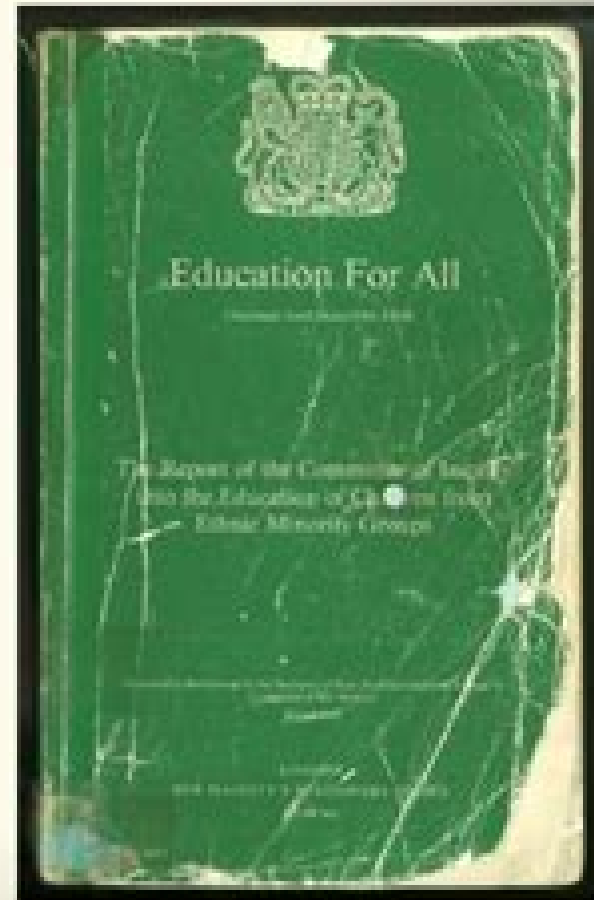


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The needs of English as a second language learners should be met by provision within the mainstream school as part of a comprehensive programme of language education for all children.

(The Swann Report, DES 1985: 426)



The Swann Report 1985

E Durkheim



The Swann Report 1985:

Language Policies in English-dominant Countries Michael L. Herriman, Barbara Burnaby, 1996-01-01 This text provides an analysis of current policies on languages in the USA Canada Britain New Zealand South Africa and Australia The linguistic background of each country is examined along with the status of languages as determined by statute or practice Consequences for all languages and language education are also analyzed *Agendas for Second Language Literacy* Sandra McKay, 1993-04-30 This text examines sociopolitical economic familial and educational agendas that influence attainment of second language literacy This book examines the sociopolitical economic familial and educational agendas that influence an immigrant's attainment of literacy in a new language Each agenda is introduced through illuminating case studies drawn from research in North America Australia and the United Kingdom The book addresses teachers and teachers in training involved in second language education whether their students are in special language classes bilingual education or enrolled in the mainstream curriculum It also provides valuable insights to individuals responsible for developing second language literacy policies in the political labor and educational sectors **'Education for All'** Great Britain. Committee of Inquiry into the Education of Children from Ethnic Minority Groups, Michael Swann Baron Swann, 1985 *Key Issues in Bilingualism and Bilingual Education* Colin Baker, 1988 The book looks at world wide evidence on issues surrounding bilingualism and bilingual education These issues include the relationship between bilingualism and intelligence the advantages and disadvantages of bilingual education and the role of attitude and motivation in bilingualism A Language Policy for the European Community Florian Coulmas, 1991 CONTRIBUTIONS TO THE SOCIOLOGY OF LANGUAGE brings to students researchers and practitioners in all of the social and language related sciences carefully selected book length publications dealing with sociolinguistic theory methods findings and applications It approaches the study of language in society in its broadest sense as a truly international and interdisciplinary field in which various approaches theoretical and empirical supplement and complement each other The series invites the attention of linguists language teachers of all interests sociologists political scientists anthropologists historians etc to the development of the sociology of language **The Education Debate** Stephen J. Ball, 2008 Education is a key political issue and seen as a crucial factor in ensuring economic productivity and competitiveness In this enthralling book Stephen J Ball offers an analysis of the flood of government initiatives and policies that have been introduced over the past 20 years including Beacon Schools the Academies programme parental choice Foundation Schools faith schools and teaching standards He looks at the politics of these policy interventions and how they have changed the face of education This bestselling book makes essential reading for student teachers other students of politics and social policy courses and for the general reader who wants to get beyond the simplistic analyses of the newspapers Religion in Education 4 William K. Kay, Leslie J. Francis, Keith Watson, 2003 Migration, Education and Socio-Economic Mobility Nitya Rao, 2014-06-11 The primacy of education in development agendas is unquestioned With the

gradual acknowledgement of the potential benefits that migration can hold for development the relationship between migration and education is a growing area of research Migration Education and Socio Economic Mobility explores how the decisions people make in terms of both their migration choices and educational investments mediated as they are by gender class caste and nationality can potentially contribute to earning incomes building social and symbolic capital or reshaping gender relations all elements contributing to the process of economic and social mobility Much of the existing literature examining the links between migration and education focuses either on the investment of migrant remittances in the education of their children back home or on brain drain that refers to the migration of skilled workers from the developing to the developed world Most of these discussions are firmly rooted in materialist arguments and while undeniably important tend to underplay the social processes through which migration and education interact to shape people s lives identities and status in society Along with economic security people also aspire to social mobility and status enhancement The ideas presented in this book take a more varied and nuanced view of the relationship between education and migration This book was originally published as a special issue of Compare A Journal of Comparative and International Education

Readings in Language and Identity Hassen Zriba,2020-07-06 This edited collection studies the complex and multifaceted relations between language and identity from a variety of theoretical perspectives It brings together researchers from a range of fields to broach and shed light on crucial but tricky aspects of the relationships between language and identity The contributors here employ different theoretical and methodological approaches to evince the discursive formations that emerge out of the encounters and conjectures of language and identity and their manifestations in various theories and practices As such this collection will serve to inform and advance debates about language and identity and their meanings in contemporary academic communities and cultural contexts

Education and the Social Construction of 'Race' (RLE Edu J) Peter Figueroa,2012-06-14 Does the education system help or hinder the fight against racism This volume provides a constructive critique of the Swan Report of 1985 and of sociological research into racial and ethnic relations The author undertakes a searching philosophical and sociological analysis of multicultural and antiracist education He shows how the education system itself can reinforce racist assumptions and behaviour in society but also argues that through educational and social reconstructing it can promote constructive cross cultural relations

Cultural Diversity And The Schools James Lynch,Celia Modgil,Sohan Modgil,1992 Addresses the accommodation of social equity with cultural diversity in educational terms The book seeks to find the pathways to a less selfish and parochial response to the problem with new approaches and policies

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.

About The Boys Lynn Maddern, 2014-07-18. At a time of unprecedented international immigration, seven Somali and African Caribbean boys are working their way through primary and secondary education. It is inner city Bristol and like large cities across the UK, local communities and schools are receiving many thousands of Somali refugees on their doorstep. As new priorities are swiftly established in the staff room, a new pecking order develops in the playground. In an attempt to improve relations between rival groups, seven boys are referred into a Year 6 social skills group run by the author. Five years later, she meets the boys again and at home with their mothers, grandmothers and siblings, hears stories of exclusion and disappointment, success and ambition as they progress towards their GCSE examinations. Drawn from the author's doctoral research, this engaging and emotionally honest book offers gripping stories from young people who live at the leading edge of demographic change, a critical discourse on the underachievement of Black and Somali children, a detailed account of the use of a performance narrative methodology and an exploration of the author's positioning as a White researcher working with Black participants. *About the Boys* is vital reading for those interested in the attainment of Black and Somali children and in schools and communities coping with demographic change. It is of particular relevance to students and researchers of narrative inquiry.

International Handbook of Migration, Minorities and Education Zvi Bekerman, Thomas Geisen, 2011-10-06. Migrants and minorities are always at risk of being caught in essentialized cultural definitions and being denied the right to express their cultural preferences because they are perceived as threats to social cohesion. Migrants and minorities respond to these difficulties in multiple ways as active agents in the pedagogical, political, social and scientific processes that position them in this or that cultural sphere. On the one hand, they reject ascribed cultural attributes while striving towards integration in a variety of social spheres, e.g. school and workplace, in order to achieve social mobility. On the other hand, they articulate demands for cultural self-determination. This discursive duality is met with suspicion by the majority culture. For societies with high levels of migration or with substantial minority cultures, questions related to the meaning of cultural heterogeneity and the social and cultural limits of learning and communication, e.g. migration education or critical multiculturalism, are very important. It is precisely here where the chances for new beginnings and new trials become of great importance for educational theorizing, which urgently needs to find answers to current questions about individual freedom, community, cultural affiliations and social and democratic cohesion. Answers to these questions must account for both political and learning perspectives at the macro, mezzo and micro contextual levels. The contributions of this edited volume enhance the knowledge in the field of migrant minority education.

with a special emphasis on the meaning of culture and social learning for educational processes **Essays on Secularism and Multiculturalism** Tariq Modood,2019-04-25 Whether the recently settled religious minorities Muslims in particular can be accommodated as religious groups in European countries has become a central political question and threatens to create long term fault lines In this collection of essays Tariq Modood argues that to grasp the nature of the problem we have to see how Muslims have become a target of a cultural racism Islamophobia Yet the problem is not just one of anti racism but of an understanding of multicultural citizenship of how minority identities including those formed by race ethnicity and religion can be incorporated into national identities so all can have a sense of belonging together This means that the tendency amongst some to exclude religious identities from public institutions and the re making of national identities has to be challenged Modood suggests that this can be done in a principled yet pragmatic way by drawing on Western Europe s moderate political secularism and eschewing forms of secularism that offer religious groups a second class citizenship

Cartographies of Diaspora Avtar Brah,2005-08-18 By addressing questions of culture identity and politics Cartographies of Diaspora throws new light on discussions about difference and diversity informed by feminism and post structuralism It examines these themes by exploring the intersections of race gender class sexuality ethnicity generation and nationalism in different discourses practices and political contexts The first three chapters map the emergence of Asian as a racialized category in post war British popular and political discourse and state practices It documents Asian cultural and political responses paying particular attention to the role of gender and generation The remaining six chapters analyse the debate on difference diversity and diaspora across different sites but mainly within feminism anti racism and post structuralism *Black Student Teachers' Experiences of Racism in the White School* Veronica Poku,2022-06-02 This book investigates the racism experienced by Black teacher trainee Post graduate students whilst on teaching placements in South London primary schools Using critical race theory as an epistemological lens the book goes on to explore their experiences in school via testimonies around the gaslighting they were subjected to Chapters delve into how these students work to fit themselves into the school s white space at an emotional and psychological cost and addresses the questions these experiences raise for those in charge of PGCE courses and Initial Teacher Education *The Ethnic Crucible (RLE Edu J)* Gajendra Verma,Paul Zec,George Skinner,2012-04-27 Many schools in developed countries have children and adolescents from a variety of ethnic linguistic religious and cultural backgrounds They relate to each other in various degrees of encounter that range from harmony to hostility The issue of how a school can foster inter ethnic relationships and challenge the manifestations of bad relationships cannot of course be divorced from tensions and inequalities in the wider society This book focuses on ways in which schools might make a difference to the quality of such relationships within their walls It has sought to do this by studying nine secondary schools in some depth their organisation structures and interactive processes and the experiences attitudes and behaviour of students and their teachers The research on which the book is based has also

yielded data on the influence of policy and procedure in schools on relationships **The Ethnic Crucible** Gajendra K. Verma, Paul Zec, George Skinner, 1994 The authors hope that the schools find a basis for a more systematic and proactive approach to fostering good relationships in the various actual contexts in school life The book is intended to be accessible and useful to teachers teacher educators educational decision makers parents and others interested in and responsible for education in plural societies in the UK and elsewhere **Cultural Diversity in the Classroom** Julia Athena Spithourakis, John Lalor, Wolfgang Berg, 2011-09-25 The so called nation states have created ethnical minorities Also due to migration cultural diversity is the reality The multicultural society is strongly reproduced in the schools all over Europe Cultural diversity in the classroom is increasingly recognized as a potential which should not be neglected The educational system has above all to provide all children with equal opportunities Experts from Finland the UK Hungary Spain Greece Cyprus and other European states mostly responsible for teacher education have contributed to this volume with critical but constructive remarks on the classroom reality in their countries This book is valuable reading for academics and practitioners in educational sciences

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