CHAPTER EIGHT: THE EFFECTS OF THE PROJECT

This chapter looks for evidence of change resulting from the school project, using some of the methods discussed in chapter six. Fullan (1991) described educational change as consisting of three 'dimensions': use of new materials, use of new teaching methods, and the alteration of beliefs. Our attempts to evaluate the effects of the project focussed firstly upon alteration of beliefs - that is, changes in attitude on the part of teachers. These were measured through attitude questionnaires issued to all staff at the start and again at the end of the project. Related to changes in attitude was change in the ethos or atmosphere of the school, which reflected the 'hidden' as opposed to formal curriculum. This was investigated using a series of depth interviews with selected individuals. We also wanted to know whether there had been change in the formal curriculum (materials, methods, and syllabus content) as evidence that changes in attitude had influenced behaviour. A cross-curricular survey and departmental evaluation exercise were employed for this purpose.

The chapter deals firstly with attitudes and ethos, and then the formal curriculum. In each case, there is a description of the method or approach, followed by an analysis of the findings, and speculative comments on what conclusions we might draw from them. The information from the evaluations is presented in tabular form; complete transcriptions of the data may be consulted

in the appendices. There are flaws in each of the exercises, arising from weaknesses of methodology. Attention is drawn to these, and the implications discussed.

The evaluation exercises provide direct evidence of the effects of the project. Indirect evidence came in the interest shown in our efforts by outsiders. This implied that what we had done was valid. External interest also had the effect of boosting the school's reputation and morale. The chapter includes a discussion of the 'unintended' effects of the project.

8.1 Evaluation of change in teacher attitudes

8.2 Evaluation of change in school ethos

8.3 Evaluation of change in the formal curriculum

8.4 The unintended effects of the project

8.5 Conclusion

8.1 Evaluation of change in teacher attitudes

The main aim of the project had been, from the beginning, to change the attitudes (or beliefs) of teachers towards multicultural education. In our view, if this could be achieved, curriculum change would follow. Without it, any changes could only be superficial or temporary. For this reason, one of our most important instruments in evaluating change was

a questionnaire, issued to teaching staff at the start and the end of the project, which was designed specifically to measure attitudes towards ethnic diversity.

The first staff attitudes questionnaire, December 1987

The idea of a questionnaire came from our tutors on the DES course (Shamira Dharamshi and Pauline Lyseight-Jones). They saw it as a way of recording the position at the start of the project, so that we would have a base for comparison and the measurement of change at a later stage. As can be seen from the document below, it was also felt that such an exercise could be useful in other ways, in particular as a preparation for the planned inservice conference in February 1988: and as a formal mechanism to enable staff to express their concerns and feelings. A draft version of a self completion questionnaire to assess staff attitudes was drawn up for this purpose in November 1987.

Davidson's (1970) ideal questionnaire would display the following qualities:

> *It is clear, unambiguous and uniformly workable. Its design must minimize potential errors from respondents... and coders. And since people's participation in surveys is voluntary, a questionnaire has to help in engaging their interest, encouraging their cooperation, and eliciting answers as close as possible to the truth.*

Having quoted this passage, Cohen and Manion (1985) advise researchers to avoid questions which are leading, highbrow, complex, irritating, open ended, or use negatives (p.103). At the time of writing the questionnaire, we were unaware of this advice, and relied instead upon common sense, and support from the TREE team. In a preamble to the draft questionnaire, the aims were elaborated:

1. To give us a clear picture of attitudes among staff towards the issue of ethnic diversity in general, and towards our project in particular;
2. To help us plan our inset conference, so that it meets effectively the needs and interests of our staff;
3. To provide material to help us to evaluate the impact of our work in school up to now;
4. To enable us to evaluate the effectiveness of the 2 day conference, and thus justify its expense to the LEA;
5. To raise awareness and debate of the issues in the period leading to the conference.

The exercise had to be carried out sensitively, if it were to be valid. We concluded that the questionnaire should be:

- short; not antagonising colleagues by asking too much of their time (max. 15 qs)

- easy to complete (suggest format using ticking of boxes)

- capable of numerical analysis for presentation of responses to staff

- self-explanatory (no meeting to introduce it to staff)

- non-threatening

- anonymous, to encourage honesty and openness of response

- for all staff, with intention of 100% return.

If possible, it should give staff the opportunity to express concerns, which can then be methodically addressed at the conference. (Edwards, 21.11.87)

Method

The method was based upon the Lickert scale of attitude response (as used by Lyseight-

Jones to evaluate the DES course). The schedule consisted of 12 statements relating to the issue of ethnic diversity. Underneath each was a set of 5 boxes, with possible responses ranging from AGREE STRONGLY to DISAGREE STRONGLY. Staff were invited to show their feelings about the statements by ticking the appropriate box. A space was left for comment after each one. At the end of the 12 statements was a section designed to elicit information about progress in departments, perceived constraints upon change, and expectations concerning the forthcoming conference (Feb.1988).

After discussion of this draft version in the forum of the working party (MECG), the document was sent for comment to Shamira Dharamshi and Pauline Lyseight-Jones. They both made suggestions to improve the questionaire, and it was this amended version which was issued to staff in December, 1987. A mechanism was devised to enable staff to remain anonymous, whilst also making it possible for us to follow up non returners. The front page of the questionnaire promised that confidentiality would be respected, and exhorted colleagues *'to make (their) responses as honest and as truthful as possible.'* It was signed by the Head Teacher.

Methodological weaknesses

The method for guaranteeing anonymity was completely successful; as a result, we had a high return rate (75 staff - over 80%), and the responses were characterised by frankness (in some cases, bluntness). The construction of some of the questions was, however, flawed. One respondent wrote:

I feel that several of these questions are worded in such a way that I am unable to answer them. They make sweeping statements that cannot be proved or quantified.

Since the questionnaire was about attitudes, and did not require proof or quantification, this response seemed pedantic.

Another commented that many of the statements had two parts, and wondered what to do if he agreed with one part but not the other (e.g. q.2: *'Many pupils in Britain feel alienated from our schools/and underachieve as a result'*). While this was true grammatically, I felt that conceptually it was not - that the two parts of the statements represented a coherent intellectual position. Nevertheless, it was a weakness of the wording of the schedule which might have been avoided with more thought, and which distracted attention from the issues behind the statements. Perhaps the most serious weakness was that a number of the statements were expressed negatively (qs 1,5,9,10,11,12). While some of these were still easy to understand (q.11: *'Racism does not exist between pupils in this school'*) others may have been rendered needlessly complex by expressing them in this way, thus increasing the potential for false results (q.5: *'The reasons why black pupils underachieve have nothing to do with schools or what we teach'*). The aim in adopting this approach was to vary the reasoning between statements, so that they were not all favourable towards a multicultural position, or all against it; in fact, this effect could have been achieved without the use of negatives.

The results were collated into an A5 size booklet, and a copy of this was given to all members of staff. This included a numerical analysis of responses to each statement, followed by a selection from the comments which had been made, 'chosen for interest, conciseness, and to reflect a range of the opinions expressed' (introduction to the questionnaire summary). In fact, the comments had been selected with great care. We hoped to show that there were positive attitudes amongst the staff; but we also perceived potential benefits in taking a demonstrably open approach - for example, encouraging openness in debate, and 'earthing' oppositional attitudes. Conversely, we perceived risks (and a lack of integrity) in the temptation to manipulate what had purported to be an exercise in open discussion. Thus, the selection was made on the basis described - to represent a range of attitudes. However, we tried to ensure that the balance was generally in favour of positive comments.

Analysis

The questionnaire provoked considerable debate in the school amongst staff. Statistically the picture was reassuring, with a majority showing what might be regarded as positive or open attitudes. A few of the responses were informed and subtle: some were strongly negative. The complete summary of the questionnaire and selected responses can be consulted in the appendix. Here are examples of negative comments:

Question 2 in the schedule was about the alienation of black pupils in the education system:

* *Many pupils alienate themselves*

* *A good excuse for the pupil to a) underachieve b) be lazy*

* *They have as much opportunity as the white child to achieve in the classroom.*

Question 3 was concerned with negative images of black people in the curriculum:

* *On the whole there is no negative image of any child in the curriculum.*

* *How can it with questionnaires like this plus all the courses people go on.*

Question 7, about adopting the majority culture, provoked the most responses, positive as well as negative.

* *It is wrong to pull someone away from their own culture, yet that person should not inflict it upon the majority. 'When in Rome.'*

* *What is the point in coming here ? If they wish to keep their own culture they have their own country.*

Question 8 suggested that using examples from other cultures in teaching could help make children more tolerant:

* *In maths ?*

* *Sometimes this emphasises the difference.*

In response to a statement about racism in the school (question 11) one commented

* *Yes, I agree with this statement - the racism is anti-white !*

Question 15 asked what could be expected from the forthcoming conference on racial equality. Some negative responses:

* *Nothing as I feel that the racism is caused by the black pupils themselves, not by the teachers who teach them.*

* *How to educate black parents - many children seem to expect racism and their behaviour merely confirms this.*

Finally, there was a space at the end for comments on the questionnaire itself, or the project in general, which elicited the following:

* *The questions appear 'loaded' ie. they presuppose that certain issues or problems are special to blacks... this itself is a form of racism.*

* *When are we going to acknowledge the existence of sexism ?*

* *I feel very strongly that the approach to this subject should be very carefully thought out.*

* *I am very worried by the project as I feel that if not handled very, very carefully it will cause more trouble between the races than already exists.*

* *I thought we were trying to make the curriculum more 'multicultural' so why are we focussing on one particular group ?*

At the end of the booklet was a brief summary of some of the main conclusions to be drawn from the questionnaire:

i. A clear majority of those who responded to the questionnaire believe that racism still exists in our society (96%), albeit in many different forms: and that there is racism between pupils of this school (79%). There was general agreement that underachievement of black pupils is an issue for Parkview (69%): and that this has <u>*something*</u> *to do with the teaching process (61%). The exact relationship between underachievement and the curriculum was* <u>*not*</u> *generally agreed, and in fact several respondents expressed serious reservations about the whole idea indicating the importance of the many other (social) factors involved.*

ii. Are schools powerless to affect the attitudes of pupils ? 68% did not think so: and an even higher proportion (84%) felt that multicultural teaching could help to make

pupils more tolerant towards each other. This though, will not be enough, by itself, to eradicate racism (96%).

iii. Indeed, it is apparent from the responses to question 13 that a number of departments have already started the process of moving towards a multicultural perspective in their teaching (70%). Only a small number of staff felt that it could not be done in their subject (10%), or that it was not relevant (7 out of 21).

iv. The aspect of racial equality in education which most people would like to discuss at the conference was the reasons for underachievement (34%), followed by working with parents (15%) and the nature of racism (13.5%).

Several colleagues made appeals for this debate to be as open and truthful as possible.

(First staff attitudes questionnaire, December 1987)

Summary

The first questionnaire revealed a very mixed picture of attitudes.

1 A majority occupied the 'middle ground' in the debate. Amongst these, many seemed uncertain of their exact position.

2 Some of the comments revealed considerable insensitivity, even hostility ('What is the point in coming here ?' 'The racism is anti-white !') suggesting the existence of a group of staff who held strongly antipathetic attitudes towards this issue.

3 It was also evident that there was a degree of animosity, or cynicism, towards the project itself ('How can it with questionnaires like this and all the courses people go on.')

4 One of the most notable features of the exercise was the strong sense of anxiety which

it exposed. Some members of staff clearly felt threatened by the proposed changes. There was a fear that the project would 'highlight the differences', exacerbating difficulties. This explains the comments which called for the approach to be 'very carefully thought out' and handled 'very, very carefully'. The anxiety may have reflected the difficulties which had been recently experienced in the school, and the effects on staff confidence in dealing with this issue (see 5.4). From the results of this exercise we anticipated that there would be significant opposition to the project.

The second staff attitudes questionnaire: March 1990

Towards the end of the project, at the suggestion of Dr Mary Fuller, we decided to re-issue the 1987 questionnaire for comparison. Two difficulties were immediately apparent:

- A number of staff had left the school since 1987, and some of these had been replaced by outsiders:
- There were flaws in the construction of the original questionnaire which we wished to rectify in the second.

Due to these difficulties, it was not possible to make an exact comparison between the results of the two exercises. Nor was it possible to use the materials to measure changes in the attitudes of particular individuals because of the mechanisms ensuring anonymity. Nevertheless the results were collated, as before, and a copy was given to all staff. 59 questionnaires were completed and returned. The first page had asked respondents to signify whether they had completed the previous questionnaire (1987). 48 said yes: 9 no: 2 did not indicate. The responses were collated so that those who had not completed the earlier

exercise were shown in brackets (the 2 who did not indicate were included with the yes group). In the analysis of responses the questionnaires were numbered, and grouped by the same principle (Y, N, and ? for the not known group). Two versions of the analysis were produced. The first was a complete version (see appendix). It included the coding, and all comments written on the questionnaires. The second, for staff, did not include the codes, and many of the comments were left out for the sake of brevity.

Once again the exercise provoked considerable interest and debate, and this was reflected in the number and length of comments. Some questions had been added to the schedule. Because these were intended to provide evidence of the impact of the project, they deserve to be considered in detail.

Statement 14 suggested that 'The multi-ethnic project has been a waste of time and effort.' Two respondents agreed. Of the 47 who disagreed, 21 disagreed strongly. The comments were also positive:

* *So many examples of increasing awareness. There is no way now that we can pretend that we are not aware - what has happened and is happening has become part of each of us and part of the ethos of the school.*

* *It has been a source of enormous pleasure to me.*

* *It has made me more aware of the problems and has given me a positive way of dealing with racist incidents. I am more positive in my thinking.*

* *The project has undoubtedly affected the staff, the curriculum and the environment - but I*

wonder how far we have directly touched the children.

** Even if it has only made us aware of issues, or helped make us clear in our own mind, one way or the other, on our views of racism, living in a multi-ethnic society, etc, discussion, the project will have achieved something.*

** I am grateful for the opportunities it has presented for my own personal development.*

** It must not end after 3 years or it will have been a waste of time. Staff must be made aware that it is an ongoing, permanent part of the school. Multi-ethnic education is integral to the curriculum, and staff should not see it as something that is tacked on at the end of a topic. Continuous departmental monitoring will be important in evaluating the success of the work.*

This final comment, presumably from someone who was in favour of the general principles of the project but did not identify with the work done in school, implied that it had been used (cynically) to advance the career interests of individuals:

** The intentions of the project were good but some people have used it to gain acknowledgement and I doubt whether some of them were promoting their own beliefs and attitudes.*

Statement 16 expressed the view that 'Colleagues are now more positive towards multi-cultural teaching than they were at the start of the project.' Again, the overall response was strongly positive (38 agreed, 4 of them strongly; 4 disagreed). The comments were however more cautious, and there was a degree of cynicism about the extent to which other staff had changed their beliefs, rather than their behaviour:

** Certainly, <u>some</u> colleagues are more positive.*

** Suspect little change in individual attitudes.*

** I hope !*

** I hope so, but one still hears amazing comments.*

** I feel that there is greater interest in multicultural teaching voiced among some colleagues.*

** "Colleagues are now more CYNICAL towards multicultural teaching ..."*

** I'm not sure about this one. I hope that the majority are but comments I have heard might suggest otherwise.*

The following statement (q.17) asked staff if they, personally, felt 'more positive towards multi-cultural teaching' than they had done at the start of the project. A clear majority said that they did (39 agreed, 15 of them strongly). The hard core remained evident in the 4 teachers, all of whom had been in the school since the start of the project, who did not feel more positive. Again, the comments suggested that at least some of this group had felt excluded from the project:

** In the past, I have done all I could to include ethnic minorities in the teaching process and I intend to continue to do so.*

** I was always positive.*

Other comments emphasised heightened awareness, and the growth of confidence which comes from improved understanding and mutual support:

** I still need to learn more, and to have my awareness raised further. But I have moved in the right direction.*

** Felt positive before - but it has raised questions I hadn't considered before.*

* *Even more positive and much more prepared to adopt a high profile.*

* *More confident.*

* *It is more supporting to know that other staff are giving the same priority to this cause.*

* *I am much more confident about how to tackle the subject.*

Question 21 asked respondents to say what they thought had been the strong points of the project. The most highly rated feature by far was **the conference at Easthampstead Park**, in 1988. 32 people mentioned it in their list, and it achieved an average rating from these of 1.9. The next most frequently mentioned was **outside speakers** (20 mentions, average rating of 3.25). Quoted slightly less frequently, but with higher ratings, was **opportunities for discussion** (19 mentions, average 2.8). This was followed by **meetings with departments** (18 mentions, rating 3.2); and **school policy on racial equality** (17 mentions, average 2.4). The **handbook on ethnic diversity** was also considered a strong point by many (14 mentions, average rating 3.4). One comment was particularly perceptive and positive:

* *The fact that the project has achieved all the above to a greater or lesser degree is important - it is not relevant, I feel, to list these in order of importance. Perhaps its most important achievement is a raising of awareness among staff, and therefore, hopefully among pupils... If one black pupil leaves Parkview feeling more confident about her/himself than s/he would have done without the project, or one white or black pupil leaves with a world rather than ethnocentric view, the project will have succeeded. I believe, despite 'failures', more than this has already happened.*

Question 22 was about the weaknesses of the project. Two stood out clearly from the

responses. The first was **parental involvement**, which was mentioned by 29 people, and achieved an average rating of 1.3. The second was **pupil involvement**, which was mentioned 21 times (average 1.8). Otherwise, the most commonly felt weaknesses were external support, subject specific advice, and time for development. Only three people mentioned Easthampstead as a weakness. ***All three of these rated it number 1.*** This suggests that while the conference was successful in the view of the majority, it was a strongly negative experience for at least three people.

Towards the end of the questionnaire there was an invitation to make 'general comments relating to the multi-ethnic project'. This was intended to allow colleagues to express views which had not been elicited by the questions. The comments made were generally positive, revealing a high degree of commitment to the cause, without being complacent:

* *It has been one of the most worthwhile experiences of my life. Its momentum must not be allowed to falter.*

* *A start has been made - there is still a lot to do !*

* *I feel that we have been competing for time/attention with other issues.*

* *I think that the whole school approach was essential. It would be useful if we could involve parents and pupils more directly.*

* *We must ensure that multi-ethnic issues remain a high priority and do not become neglected as the project officially draws to a close.*

* *I think the balance of events has been about right.*

One respondent remained resolutely negative, arguing that the project had exacerbated

difficulties:

* *The project often not only highlighted but also magnified multi-ethnic problems. Very little has been said about the high achievements of black pupils and outside school influences have not been considered seriously.*

Summary

1 The section of the schedule concerned with cultural pluralism vs. assimilation (qs 2 and 3) once again provoked a vigorous response. This time, it was apparent that attitudes had been influenced (negatively) by the Rushdie affair. Other responses made reference to gender issues and animal rights, illustrating the complexity of the issue of culture.

2 The responses to question 14 (whether the project had been worthwhile) were positive, both numerically and in terms of the comments which were made. The implication was that the project was well regarded, and had a core of enthusiastic supporters. It was credited with having increased awareness: affected staff, curriculum, and environment: and given opportunities for personal development. One respondent described the project as 'one of the most worthwhile experiences of my life.'

3 The importance of inservice training, and in particular the central role of the Easthampstead conference, stood out from the evaluation. This event had clearly made a considerable impact, even upon those who had not experienced it positively. For three members of staff it had been the greatest single weakness of the entire project, suggesting that they had found it a traumatic experience.

4 The responses (to q.19) showed a considerable degree of understanding of the true nature of a multicultural curriculum, as a dimension or way of approaching the curriculum rather than additional to it. They also showed (in q. 20) that this understanding could be important in the implementation of the National Curriculum.

5 One commentator was positive about the intentions of the project, but cynical about the motives of some who had supported it. Cynicism was apparent again in comments about the attitudes of colleagues; but most felt that colleagues were more positive now than before the project began (64%). A similar number said that they themselves felt more positive than before (66%). These feelings were relected in greater confidence, willingness to adopt a higher profile, and a sense of support from knowing that colleagues were like minded.

Comparison of 1987 and 1990

Direct comparison between the two surveys of staff opinion is problematic, for the reasons given. Nevertheless the questionnaire analysis concluded with general comments, in which there was an attempt to compare the two surveys statistically. At the same time the limitations of the exercise were indicated.

There is widespread agreement that racism exists in Britain today - 93% (the figure for this question in 1987 was 96%). A majority of colleagues welcome the multicultural nature of our society (73% ; 1987 - 83%), and do not believe that people who come to Britain from other countries should have to adopt the culture of the majority (63% ; 1987 - 63%). Is there racism amongst pupils ? 90% think there is (1987 - 79%). An

overwhelming majority of staff believe that schools can change attitudes (92%; 1987 - 68%), and that multicultural approaches can help to increase tolerance (86%; 1987 - 84%). (General conclusions to questionnaire summary, April 1990)

It is tempting to try to draw specific conclusions from these results, to demonstrate a change in attitudes between 1987 and 1990. The increased awareness of the existence of racism amongst pupils, for example (which had risen from 79% to 90%), was encouraging; and the conviction that schools can influence the attitudes of children (from 68% to 92%) was significant, as a potential source of empowerment. But several of the results give pause for thought. In particular, those questions relating to culture showed relatively little change in attitudes, and revealed instead ambivalence.

More fruitful than the simple statistical analysis is a comparison of the differences in tone between the two surveys. In the first, there was a strong sense of resentment towards black children, and some of the views expressed were unquestionably prejudiced. This tone was far less evident in the second survey. There were still examples of insensitivity or lack of understanding; but these were expressed less forcefully, and were outnumbered by strongly expressed positive views.

Another difference was that the first survey revealed a sense of fear and apprehension on the part of some staff, including those who occupied the middle ground. In the second, this had been replaced by a more positive, upbeat tone, and expressions of self-confidence. Presumably, if this analysis is correct, then the two changes were related. What they

suggest, taken together, is that the balance of staff opinion had shifted away from those opposed to change for ethnic diversity, and towards those who supported the cause.

The value of the staff attitudes questionnaires

The questionnaires were valuable in a number of ways in furthering the aims of the project.

- They gave a picture of staff opinion which was both quantitative and qualitative. When the summaries were published, some staff expressed surprise at the degree of insensitivity which was apparent among colleagues. The debate in the school thus became more informed.
- In the case of the first questionnaire, the information which resulted made a useful contribution to planning the two day conference, by helping us to identify specific concerns which deserved to be addressed. A copy of the results was sent to each of the keynote speakers along with other information about the school and a brief for the lecture; they all said that it had been valuable. Professor Eggleston told us that it had given him a sense of his audience, thus enabling him to pitch his talk more accurately. Given the expense of the first conference, and its importance as a catayst for change, this function was significant.
- Staff were also able to see, as a result of the questionnaire (and references to it by speakers) that the conference agenda addressed their concerns in a direct way. By inviting staff to express their opposition to the project in a format which permitted personal views, and by publishing some of those views in a summary for all staff, we demonstrated that such views would be listened to and discussed. This provided an

outlet for what were clearly in some cases deep feelings of resentment on the issue.

- The second questionnaire gave us useful material for gauging the impact of the project upon staff attitudes, and for analysing perceptions of its strengths and weaknesses.

It became apparent as a result of the questionnaires that the majority view was positive. This conclusion would not necessarily have been apparent from informal conversation in the staff room. In my experience, the people who dominate debate in such situations are those who lack subtlety of thought, and are willing to express their views in a forceful way. By contrast, those who see the complexities and nuances are more inclined to listen, or propose a view in a tentative fashion. These would represent the majority in most staff rooms; but as one comment put it (to q.17), it is supportive to know that other staff share your views on an issue as sensitive as this one. For these reasons, the questionnaires may have influenced the development of the informal debate, which in turn would have influenced the way that the project was perceived. As I said above, I believe that the tone of the two questionnaires suggests that there had been a shift in the balance of majority opinion between 1987 and 1990. It is also clear that there had been a growth of awareness, and therefore of confidence in relation to the issue of racial equality.

8.2 Evidence of changes in school ethos

The concept of ethos refers to the climate, or atmosphere of an institution. Bacon (n.d.) defines ethos as

the way people deal with people... the values which emerge from personal

relationships. (p.16)

Dancy (n.d.) quotes the Oxford Dictionary definition:

the prevalent tone of sentiment of a people or community

and points out that because a tone is prevalent, it soon becomes embedded in the traditions of the institution (p.29). Research has suggested that ethos is a key factor in school effectiveness. It exists beyond the formal curriculum, yet has a powerful influence upon the experiences of children at school; hence the concept of a 'hidden curriculum' as discussed in chapter one. According to Rutter (1979),

the importance of the separate school process measures may lie in their contribution to the ethos or climate of the school as a whole. (p.183)

How is ethos created ? It manifests itself in, and is influenced by, values, aims, attitudes and procedures. The interconnectedness of the factors is important to an understanding of the way in which ethos develops. Rutter also emhpasises the importance of a sense of direction, which can be influenced or even provided by external circumstances - for example, a major curriculum project (p.192).

If the project had succeeded in its aim, of influencing staff attitudes, then we hoped to find evidence of this reflected in a change of ethos in the school. In January, 1990, a set of ten questions was drawn up to evaluate the impact of the project upon the school's ethos. Intended for use with the pastoral staff (i.e. year heads, and deputy year heads), they included questions on the school's situation before the project began: the project itself: and the impact of the project upon the school. The emphasis was upon the 'pastoral' aspect of

the school's activities - here meaning such issues as the attitudes (and behaviour) of children towards each other, towards teachers, and towards the school in general. The questions were to be administered through a series of structured interviews with the individuals concerned.

Jones (1985) describes an interview as 'a complicated, shifting, social process.' Bias is an inevitable feature of this process, as of all human interactions. But Jones believes that once this fact has been admitted, it can be used creatively, and can even be a strength:

> *We use ourselves as research instruments to try and empathise with other human beings. No other research instrument can do this.* (p.48)

When people are interviewed, they respond in different ways, depending on the audience and situation. They are concerned both with 'intelligibility' (that is, explaining their behaviour), and 'warrantibility' (making their actions seem legitimate). The data which result can never be taken at face value. Account must be taken of any factors which may have affected the relationship. An example is the degree of trust involved. How will the data be used ? Who will read it, and will individuals be identifiable ? Jones argues that there should be a clear commitment to feed the findings back to the interviewees as soon as possible, in order to reassure them about the trustworthiness of the account.

Method

The interviews were conducted by two people. A head of year asked the questions, and I recorded the responses, and wrote the results up. This approach had several advantages:

i. It enabled the head of year to be involved with the process of evaluation, and therefore to contribute to a planned publication of an account of the project, without having to carry the burden by himself;

ii. It allowed me to make detailed notes of the responses to questions, without also having to think about the direction of the interview, or having to encourage the respondent with eye contact;

iii. It meant that we did not have to use a tape recorder to record answers verbatim. We discussed beforehand whether one should be used; and my colleague felt strongly that it would affect adversely the conduct of the interview, in constraining the honesty of responses. I am sure, retrospectively, that he was right about this. As it was, some of our colleagues were clearly nervous about the interview. Others made comments which they did not wish to be recorded in writing.

iv. It enabled me to play the role of the 'time-keeper' - the one who cut short the interview after a certain time. This allowed us to stick closely to our planned schedule, and avoid disrupting our colleagues' time more than had been agreed in advance.

v. Possibly the most important advantage was that the questionnaire was administered by a person who was himself a member of the pastoral team, with considerable standing and experience. He did not have a direct link with the work of the project. Although he had supported our work in various ways - for example, by contributing towards the school's 'Handbook of Ethnic Diversity' - he was not a member of the working party, and had not been uncritical of the project. Consequently, he would not be expected to have a biased view of the project, in evaluating its achievements. By

comparison, I had been associated with the project from the beginning, and would therefore have been seen as having a vested interest in its positive evaluation.

As I was present continuously and making notes during the interviews, this point should not be overstated. Colleagues may still have been influenced in their responses as a result of my presence. Occasionally, I intervened in the discussion, to elicit further explanation of a particular point; and found that I was engaging in discussion. However, I felt that any effects my presence may have had were mitigated because the principal interviewer was not closely identified with our cause. Moreover, my role in the school (as a head of department, and a relative newcomer) was unlikely to have intimidated colleagues who, for the most part, occupied fairly senior and well established roles in the school's hierarchy. They had no reason (in terms of career progression) to want to impress me by responding positively to the project evaluation. On the other hand, it is distinctly possible that some of them may have resented my involvement with the project. For example, they might have wondered why I had been chosen to be involved with this initiative, rather than staff who had been in the school for a far longer time. If this was the case, it would have had a negative influence on their responses to the exercise (see chapter six for Stern's discussion of 'on stage effects' and other 'artifacts' arising from the research process itself).

The first stage was for the interviewers to go through the questions together, to check that they would be effective in eliciting responses, and also to gauge how long they might need. We did this by my interviewing the colleague who would be helping me during the week before the planned schedule. It became apparent that the questions gave more than enough

to talk about, but that there was considerable overlap between them. We decided not to worry about this, and instead, to allow the interviewees to talk as much as possible without interruption, expressing or emphasising their own particular concerns. Thus, the method could be described as open-ended, and semi-structured. The results of this trial interview are included in the analysis.

In consultation with Dorothy Coleman, we made the following decisions about how to proceed:

a) A copy of the questions to be asked would be given to all those involved several days before the interview, so that they would know what to expect, and could prepare their thoughts. Mrs Coleman had already announced, at a Heads of Year meeting some weeks before, that we intended to evaluate progress on the project: and had asked for agreement to carry out the interviews.

b) The interviews would be restricted to 30 minutes each, corresponding roughly with the school's timetable (8 periods of 35 minutes). We felt the need to contain the exercise within a time limit, not wanting to antagonise those concerned by taking up too much of their time.

A schedule was drawn up for 5/2/90. One head of year was absent on the day, and his place was taken by a deputy (this interview was carried out on his return to school). Although I was a deputy head of year, I was not interviewed, having been in the position for a relatively short period of time (five months) and also because I was so closely involved in

the project. At the start of each interview, I explained that my colleague would ask the questions, and I would record the answers - as accurately as possible. Two points were emphasised: firstly, that we wanted the evaluation to be as honest and open as possible, rather than complacent or self-congratulatory; secondly, that before the written record of the interview was used, it would be given to the interviewee for comments. This would make it possible to check the record for accuracy. We hoped in this way to reassure colleagues sufficiently to allow them to be frank in their responses.

It took me a long time to collate the responses, with other, unrelated matters taking priority. Eventually, in June, the drafts were returned to the interviewees, who were asked to say whether they were an accurate representation of what had been said in the interview. Then, the record was adjusted in the light of comments received. Of the ten people interviewed, eight took up this option of commenting on the draft record, by writing on the printed sheet, and returning it to me with details of the desired changes. Most of the adjustments were minor, concerned with clarification. However, one teacher modified her comments to a more significant extent, altering her choice of words or phrases - particularly in her description of the school's situation before the project began. This was because she felt that some of her earlier statements, although true, would be difficult to substantiate if challenged. Also, some of her phrases, when written down, seemed more extreme than she had intended; for example, for 'totally chaotic', she substituted 'chaotic'. In this way the tone of her responses was modified, but the overall message remained the

same. These alterations were made immediately on receipt of the comments from colleagues, and are incorporated as the final and considered version of the interview.

What follows is a resume of the main points arising from the interviews. The material used in section 5.4 to describe the school context ('the situation before the project began') has been omitted. The information has also been summarised in tables 1 ('the situation before the project began') and 2 ('the perceived effects of the project'). A complete transcription of the interviews is included in the appendix.

Initial responses to the project

Most of those interviewed remembered generally positive feelings about the project when it was first suggested. But amongst these, one would have put it lower on a list of priorities for the school at that time, and two others, while supporting the general idea, felt relieved to be able to leave it to others to address more directly. Teacher C had felt negative towards it ('We were bending over backwards to be fair to West Indian pupils'). One (teacher D) expressed deep disappointment with the project, having supported it (he claimed) in the beginning. Another, while believing that the project could be good for all pupils, had felt that the issue of class was the key rather than race. Teacher F thought that we, the project leaders, were 'on to a loser', as the problem of racism exists outside the school's sphere of influence. The responses to this section of the questionnaire were very mixed, and reveal a range of feelings, from optimism, through cynicism, to pessimism.

The perceived effects of the project

The effects of the project, as perceived by the staff who were interviewed, can be summarised under three headings: pupil and parental attitudes; materials; and teachers.

i) Pupil and parental attitudes:

- pupils more prepared to come forward when they have been racially abused;
- improvement in pupils' attitudes;
- greater openness with teachers and self-confidence in discussing racism;
- evidence of an improvement in the attitudes of black parents towards the school.

ii) Materials:

- standard letters in community languages for communicating with parents;
- heightened sensitivity in the selection and use of teaching materials;
- more pictures of black people around the school;
- practical strategies relating to classroom method;
- work in subject departments.

iii) Teacher attitudes:

- less fear amongst staff of being described as racist, and therefore more willingness to discuss;
- greater awareness amongst staff who were previously indifferent to this issue;
- clear procedure for responding to racist incidents, and greater confidence in dealing with them;
- moderation of teachers' language;
- modification of teachers' behaviour;

- understanding and awareness of the 'hidden curriculum';
- an improvement in the way pupils are handled;
- an improvement in staff relationships, as a result of the conference at Easthampstead Park.

One teacher who felt that the project had been generally successful commented that its success had been limited by the identification of this issue with the senior management team. Negative attitudes towards senior management amongst staff were focussed upon the project, thereby slowing its progress.

The question also prompted comments on the project's perceived failings. These included

- the continuation of racist attitudes amongst pupils;
- the lack of emphasis on pupils throughout the project;
- the need for greater parental involvement, in the work of the project and the school in general;
- the need for more language support for pupils of Asian background;
- the need to address underachievement.

The perceived effects of the project listed above are collated from all the responses. They were not shared equally by all. There was a range of opinions on the exact degree of effectiveness of the project. However, the majority felt that it had had some positive and identifiable effect, except for one person. The same teacher who had expressed a strong sense of disappointment about the project earlier (teacher D), having had high expectations of it in the beginning, felt that it had not affected the behaviour or attitudes of pupils at all,

with racist abuse continuing. Also, there were still (in his view) racist teachers, with stereotyped attitudes towards black children.

Perceived changes in atmosphere in the school

There was a general feeling that there had been a change in atmosphere (ethos) since the start of the project in 1986/87, and that the school was now 'a more friendly, open place.' Some were willing to attribute this to the project (teachers A,B,F,G,K). It was evident in a 'dramatic improvement' in the way pupils were handled by staff; changes in staff behaviour and use of language; and an improvement in pupil attitudes. Staff were more open and willing to discuss this issue. This was partly due to the first staff conference, which had helped to 'clear the air' and 'united staff'. One teacher (J) felt that the project (via the working party, the MECG) had served to boost staff morale, and she took pride from the fact that the school had gained a reputation for its work in this area.

Others attributed the improved atmosphere to a number of factors, in addition to, or rather than, the project. These included the ending of industrial action, changes in the numbers of pupils in the school, changes in the cultural make-up of the pupil intake, work in departments, departure of discontented staff, better relationships with pupils. Two (teachers C,D) were generally negative towards the project; and a third (E) was ambivalent in her contradictory responses. Teacher D should (given his views on the issue of racism) have been a supporter of the initiative. Instead, he saw the project as having failed, and expressed his disappointment. However, his attitude towards life in general was cynical,

and this reflected his broader disenchantment with the school and his place in it. There was inconsistency in his view that there were racist teachers, but that the project should have focussed its efforts upon pupils. He expressed disappointment with the work of the project, but had done nothing specific to support it; and his surprise that there were still racist attitudes coming from primary schools - in spite of the project - seems irrational.

Teacher E was D's assistant in the pastoral team. She was evidently influenced by him in some of her views (e.g. that the project should have focussed more on pupil attitudes). One of her recurring themes was that 'grass roots' staff (like her) had not been involved in the project, and had not been touched by it. Yet she also admitted that she had been influenced by it in specific respects. My view is that her ambivalent attitude reflected a degree of resentment due to her perceived exclusion from the project (represented by the working party).

The response of teacher C (who had 'stopped bending over backwards') reveals a pre-project mentality and lack of awareness. As such, it is evidence in support of her claim, that the project had not influenced her. The reasons for this response would, no doubt, be complex. But I would speculate that as with teacher E, C felt uninvolved with the project at a personal level. Her hope was to leave the school, and she was seeking promotion (out of area) for some time before she achieved it. This may have caused her to feel disillusioned and trapped, which might have enhanced her feelings of exclusion from the project initiative.

Conclusion

The most useful outcome of the interviews with pastoral staff was the detailed picture it gave of the school's situation before the project began. That there were racial tensions in the school at the time was clear. But this was just one of many problems faced by the newly merged school. These included conflicting philosophies, enormous logistical/organizational problems, and the disruption and general feelings of stress associated with such extreme change in people's lives. That the merger was not well handled at a level beyond the school's control seems evident. The school which was created was too large at the top end to be manageable, and staff were left deeply divided by the process of reallocation of jobs, and loss of status (and insecurity) which this entailed. There was apparently no attempt to take account of the differing (and conflicting) philosophies of the two institutions.

To these problems, sufficient in themselves, was added the disruption of the teacher's action. This undermined discipline, attendance, and the development of routine at a moment when the new school could least afford it. The legacy of an incident in the girls' school before the merger meant that the issue of race became the focus of the other difficulties. Instead of being seen as a symptom of the problems, it was regarded by some as a cause of them: 'People wanted to blame someone'. The school was accused of racism by some parents, and became the subject of pressure from black community groups.

The picture which emerges is of a school which had too many problems to cope with at one time. The resulting cocktail of grievances and practical difficulties was a powerful mix.

There was, if the accounts are to be believed, a breakdown in order within the newly merged institution. This was associated with a loss of staff confidence, and a sudden and steep decline in the school's reputation and numbers. At this stage, the school was in a vicious spiral of collapsing confidence and trust - between teachers and pupils, teachers and parents, and teachers and senior staff. This description of the situation was vivid and disturbing, and it helped to explain the school's participation in the DES course, the genesis of the project, and its acceptance at the level of senior management in the school.

For the purposes of evaluating the impact of the project, the interviews were less useful. This was perhaps due to the psychology of the situation, and might have been predicted. For by asking directly whether the change in atmosphere in school was connected with the work of the project, the questionnaire implied the existence of a causal relationship. This invited a response which was likely to be negative, from people who had not been directly involved, or at least which would feel constrained to draw attention to the many other factors at work at the same time.

Indeed, it is questionable whether it is possible to identify a causal relationship of such complexity with any degree of confidence. Commenting on the findings of the Rutter report, Ackland and Bloomer (n.d.) challenged the idea of a direct relationship between inputs and outcomes in school processes. There were, they argued, simply too many variables to be taken into account to claim causation (p.49). Wragg (n.d.), discussing generalisation from statistical inferences in the same commentary, made a similar point:

Cause and effect are not easily inferred from correlation studies, and often concealed, underlying, unmeasured variables may be more powerfully causal, than the highly correlated 'public' measures. (p.7)

Mortimore and Pring (n.d.) defended the Rutter research against these criticisms. According to Pring, it is reasonable to claim a causal relationship between factors and outcomes, without having to explain how the relationship comes about, as long as the researchers do not claim the same degree of certainty as between physical events. The claims made by Rutter were both provisional and tentative (p.73-79).

The situation in which the project was undertaken was a highly complex one. If it changed subsequently, it is very likely that this would have been due, not to one factor, but to many (e.g. changes in staff; changes in intake; the diminishing of merger factors). To untangle these, and measure their relative importance, would have been difficult for a trained researcher with experience in the dynamics of institutions. To ask these particular individuals to comment on the process, having been so closely involved with the school but not the project, was not appropriate.

8.3 Evaluation of change in the formal curriculum

To what extent had the work of the project led to changes in the school's formal curriculum ? To find out, we began by carrying out a survey of all subject departments to identify topics being taught which might contribute towards a multicultural curriculum. This proved inadequate, and it was followed up with an exercise targeted more closely at subject areas.

Fullan's criteria for change - new materials and new approaches - were considered relevant; but more important still were *changes of syllabus content*. This was because such changes were more likely to continue after the project was over, and to be implemented across whole departments rather than by individuals.

Cross-curricular survey

The first survey was carried out in September, 1989, at the start of the third year of the project. In the note which accompanied it, the survey was explained as a way of avoiding duplication of topics. A number of colleagues had commented on the potential for repetition/duplication across the curriculum, and had suggested that this could be avoided, or at least co-ordinated. From our point of view, the survey would give us an opportunity to measure changes in the school's curriculum since the start of the project.

Method

The survey was introduced at a meeting of heads of departments. It took the form of a list of 36 suggested topics or themes which might be found in a multicultural curriculum. At the end was a space for other topics which might be covered, but which were not included in the list. Respondents were invited to use this where necessary, and to describe (briefly) the added topics.

On the right hand side were 7 columns, each one representing a year group. On the front page of the document respondents were asked to indicate which topics were covered in the

department's syllabus, and in which year group. Two symbols were suggested; a tick, to indicate an agreed part of the syllabus: and an asterisk, to indicate a topic which was not a part of the formal syllabus, but which would be likely to arise during the course of the year.

Responses were received from all subject departments, except for maths. and special needs. The head of special needs explained that her subject was not taught in the same way as other subjects, and could therefore not be reduced to a list of topics in a syllabus. The failure of the head of maths. to respond to the survey was a reflection of his attitude towards the project, which was one of apathy rather than opposition (see this department's response to the evaluation in March, 1990). The resulting data have been summarised in tabular form (tables 3 and 4), and a complete transcription is included in the appendices.

Summary

The survey indicated a wide range of topics being covered throughout the school's curriculum, which could contribute significantly to the objectives of the project. The topic most widely covered was Tolerating/respecting the views of others (number 23), which was described as occurring 31 times as part of the formal syllabus in various subjects across the year groups. This was followed by topic 35, Biased Viewpoints (24 times). Key issues such as stereotyping, prejudice, and racism (in various forms) were given as being dealt with in a number of subject areas in every year group of the school. Discussion of British cultures (topic 5) and the development of a multicultural society (topic 26) occurred 21 times each. There was similarly broad coverage of Third World issues, such as geography, development,

trade, and aid. The survey suggested that black visitors were being used in English, PE, and other areas. Other topics not included in syllabuses, but likely to arise in the course of teaching, included racism (topic 19 - 16 mentions) and common themes in world religions (topic 22 - 17 mentions).

Departments which came out of the exercise particularly strongly were English, geography, history, social education, and family concern, where coverage of topics through syllabuses was considerable. But many other subjects claimed to be covering the issues at various stages as well. Out of a list of 36 topics, only one (topic 7 - Black Scientists) was not being covered somewhere, either formally or informally. On average, a topic was dealt with 9.36 times over the seven years as a regular part of departmental teaching somewhere in the school. Every response claimed to be doing something positive towards a multicultural curriculum. Thus overall, and taken at its face value, the survey was very encouraging, as it suggested widespread and systematic coverage of multicultural topics within subject areas. There was no evidence of coordination between subject areas.

The survey was, however, an unreliable instrument for evaluating curriculum change, and the results must be treated with scepticism for the following reasons:

1. *The method used for collecting the data was open to misinterpretation.*

Although the introduction explained the use of two symbols to differentiate between topics which would be covered every year, as part of the syllabus, and topics which were 'likely to arise', it is clear from certain responses that not all respondents followed this instruction.

For example, the response of the head of boys' P.E. showed topics 13 (name calling and prejudice), 23 (tolerating/respecting the views of others) and 26 (the development of a British multicultural society) as being covered as an agreed part of the syllabus for years 1 to 7. The syllabus for P.E. does not contain such specifications. This implies that some respondents did not bother to make this differentiation, or did not understand it.

A similar problem was apparent in the response of the geography department, and may suggest an alternative explanation. The head of geography claimed that topic 23, Tolerating/respecting the views of others was an agreed part of the syllabus in years 3-7. While this seems implausible at first sight, it might be less so if the words 'agreed part of the syllabus' were understood to include syllabus aims and objectives.

The phrase 'likely to arise' may also have been open to misinterpretation. The intention was to identify academic topics which would arise in the course of the year, as an adjunct to formal programmes of study. However, it would appear that the phrase was interpreted more widely, to include anything which might take place in the classroom environment, giving cause to discuss the topic with pupils. For example, name calling/prejudice (topic 13) is shown as likely to arise in music lessons, and in boys' P.E. Presumably, this would be in relation to matters of discipline rather than formal study.

The list of topics was open to a considerable degree of interpretation; some needed clarification. For example, topic 5, British cultures, was intended to discover where in the

curriculum the plurality of British society is recognised and taught. But as this was not explained, it could have been interpreted in a wholly different sense, as anything concerned with British society or culture - even at its most ethno-centric. Ignoring the 's' at the end of 'cultures' would significantly change the meaning. Some topics overlap, and the list could have been reduced in number (for example, Third World development, and Trade and the multinationals.).

2. *The survey did not seek information about teaching approaches.*

Related to the point of interpretation is the more fundamental problem that even if the survey tells us *what* was taught, it does not begin to tell us *how* it was taught. To take an obvious example, the topic of Third World development is shown as being delivered by a total of twelve departments, as diverse as English, geography, science, social education, commerce, CDT, and information technology. But the way that the issue is approached in geography will differ enormously from the way it is covered in commerce. In fact, there is an indication of this in the response from social education, where the teacher in charge has added in the margin the words 'smoking, famine, waste' to indicate more precisely the way the topic is taught. But even this amplification does not help a great deal.

Third World development is a political issue; underlying it are questions of power, and the relationship between developed and developing countries. In the classroom of a teacher who has an understanding of and political sympathy with the position of the Third World, the topic could contribute enormously to a multicultural curriculum, serving to break down

prejudices and undermine stereotypes. Conversely, in the hands of a teacher who does not understand the political and historical context of development, or is unsympathetic, the topic could be used to reinforce traditional prejudices about black people and Third World poverty.

3. *The breadth of coverage claimed by some departments was implausible.*

Boys' P.E. has already been mentioned as claiming to cover issues as part of the syllabus which do not belong there. This may have been due to misinterpretation. But there may have been other reasons. The head of department was strongly opposed to the aims of the project, which makes his return seem even less plausible. Possible reasons for exaggerating his support might include a desire to 'spoil' the project by falsifying information; or to reduce pressure for change, by appearing to comply.

More complex examples were English and social education. In the case of English, the extent of coverage of topics seemed surprising. English was shown as covering 18 topics as part of the syllabus, and 11 others as likely to arise. Topics such as Human Rights, Stereotyping, Name Calling, and Tolerating the views of others were described as being addressed in every year group through the school. At the end of the survey, the head of English acknowledged that the return might look exaggerated, when she wrote

> *Sorry this is a little ridiculous but you know the situation in our subject.*

The coverage of topics by social education (taught only in years 1-3) was also very broad (10 topics as part of the syllabus, including British cultures, Anti-Semitism, Human Rights,

Stereotyping and Name Calling) in a subject which was allocated one period in forty (2.5% curriculum time) per week.

4.*The survey did not measure the effects of the project.*

The survey was intended to be simple and quick to complete. It did not ask respondents to say whether the topics were introduced as a result of the project, or whether they had been established practice before the project began.

So, the survey was of limited use in indicating progress towards a multicultural curriculum. The method was flawed; the information revealed what was taught in the curriculum, but not how it was taught; finally, there was no base point in the data which would have been necessary to identify change in the curriculum since the start of the project.

Departmental evaluation exercise

In view of the inadequacy and unreliability of the first survey, we decided to ask subject teachers to evaluate the work done in departments in a fuller way, as part of an inservice training day in March, 1990. This would serve several purposes:

- it would add more detail, both quantitative and qualitative, to the data already gained about work being done in departments towards the project objectives;
- it would give colleagues an opportunity to consider the future development of the project;

- it would prepare staff for the inservice conference planned for the following month on this issue.

Method

The week before the inset was to take place, heads of departments were given three sheets. The first gave a general description of the evaluation exercise, and instructions about reporting. The second, which was also given to all other members of staff on the day itself, was a more detailed breakdown of the task, with prompts to start discussion. In part 1, staff were asked to 'write a list of changes, initiatives, or discussions, relating to multicultural education in your subject area, which have taken place since 1987.' Part 2 asked what constraints had either slowed or prevented change. The following list was provided as a stimulus:

Lack of knowledge, lack of interest, lack of time, lack of suitable resources, lack of finance, not relevant to my subject.

In the 3rd section, staff were asked to comment on the possible effects of the National Curriculum on this work, and to suggest ways of ensuring the delivery of equality of opportunity in the future. The last piece of paper was a blank report, in three sections, corresponding exactly with the three tasks described - brainstorm, constraints, and the future.

The time allocated for the exercise was one hour. At the start of the inservice day, Mrs Coleman and I gave a 15 minute introduction to the whole staff. In this we talked about the

project's future development, and the need to evaluate our progress up to now. We also provided a brief summary (on an overhead projection) of the main stages in the project - e.g. inservice conferences, formation of the working party, meetings with departments. During this introduction, which was intended to start people thinking about the project as a whole, we consciously avoided making any comments about the perceived success or failure of the project, as we felt this would pre-empt and possibly influence the evaluation. We stressed that the aim was to measure progress made in departments (as opposed to change at the individual level), and that we wanted the responses to represent a collective view. The questionnaire issued in February had given people the opportunity to express personal feelings about the project as a whole; this required a different perspective.

Responses to the evaluation were received, in varying amounts of detail, from all subject areas except for media studies (years 4 and 5), music (1 to 3), special needs, general studies (6th form), and information technology. In each case the department was one person, working alone or with help from non-specialists. Summaries of the data are provided in tables 5 and 6. A complete transcription of the responses is included in the appendix.

Summary

The summary which follows uses the three headings which structured the task and report. It also includes evaluative and speculative comments on the data.

<u>Brainstorm</u>

In this first section, staff were asked to list changes or initiatives relating to multicultural

education introduced since the start of the project in 1987. If the initiatives described are added up, they amount to 77. As they range from discussions within the department to complete changes of syllabus, such a crude analysis is inadequate to show the extent or character of the changes.

English:

The English department had been engaged upon this work for some time before the project began. Besides acquiring new texts, the department had tried to ensure that its displays reflected cultural diversity and to enhanced respect for other languages through drama and the use of positive texts. There was now a policy in lower school of using at least one reader which has a strong black character with every class. There had been visits from four black writers running workshops for pupils since 1987. The last of these was financed by the AEMS project (Arts Education for a Multicultural Society). The resulting work was then used towards the school's world festival in July, 1990. Members of the department hosted a workshop on Commonwealth literature for teachers from a number of Berkshire schools in July 1989.

In the library, the range of periodicals had been broadened to include such magazines as Wasafiri, Ebony, and Education Impact. The 'book beware' scheme was initiated by the teacher in charge of the library. This was a mechanism which enabled pupils (and teachers) to comment on books in the library stock which they found objectionable - because, for example, they included material which was racist or sexist. [The response from the librarian failed to mention the staff library, initiated in 1987, to provide materials to support the

development of the project, and subsequently extended to include a wide range of materials relating to the curriculum.]

The response of the English department to the project had been very strong. As the work had been going for many years before 1987, it cannot be claimed that all the work resulted simply from the project. What seems to have happened is that the work was given extra impetus, and structured more formally.

Mathematics:

In his account of the inservice day the head of department referred to a report written in March 1990 for details of work done. This report was intended as a contribution to an account of the project for publication. In the report, the head of department described how pupils were set exercises in symmetry based on American Indian rug design, in the hope that this would 'encourage pupils to produce symmetrical patterns related to their own cultural background when given a free range.' The techniques of Rangoli and Hindu/Islamic patterns were also introduced at the same time. He suggested that the exercise had been successful, and that the material was still being used. Members of the department had also been given 'a sheet for display' showing Asian numbering systems. Since that time, 'further development has been a little patchy'. Various ideas had been considered, but none adopted:

> *It was at this stage that we lost our way and the initiatve took a 'back seat' and was overshadowed by our worries over GCSE and coursework in general. Consequently, little further development took place, though we did keep searching for input of a*

multi-ethnic nature.

The prime mover for change in the department in the initial stages, who was also a member of the working party, was redeployed to another school in September 1989.

Science:

The science department, by comparison, had introduced a number of initiatives since 1987. These included the introduction of improved textbooks, new topics and materials, multi-lingual safety posters, and the start of a new GCSE course (Suffolk Balanced Science) which was believed to be likely to raise levels of achievement through the use of a number of different methods of assessment. As the course is the same for all pupils, it could also be said to promote equal opportunity in a broader sense.

The head of science also claimed that there was a greater awareness in the department, as perceived both by members of the department itself, and by outsiders (a student teacher). This was evident in a process of change in attitudes towards the nature of the subject: 'Ethnocentric Science is not the only Science - continuous.' However, there were elements of inconsistency and complacency in this comment added in the section on constraints against change:

Science has a lot of global aspects anyway, so the need for change might not have been so great.

The context in which these developments took place was significant. When the department was first approached in 1988, and asked to suggest an initiative, there was resistance to the

idea - and indeed to the aims of the project in general. Against this background, even relatively small changes would count as evidence of progress. If there had been a shift in attitudes by members of the department, this was an important development, and would have had a long term effect. The department had seen a number of changes in personnel since 1987, most notably the departure of the head of biology, who was also a member of the working party, in September, 1989; and the arrival of a new head of science, in April 1989. The latter change was particularly important, as the old head was associated with opposition to the ethos of the project. The new head of department adopted the issue of ethnic diversity as a priority area for change from his arrival. This was in part because it was made clear that the project was important, and that he was expected to support it. It was also because he was willing and able to introduce change in this direction, agreeing with the principles of the project.

Geography:

The department had changed the outline maps which were given to pupils so that they were not Eurocentric; had bought anti-racist materials; and had examined its existing resources. The main thrust of change had been in year 3, where the course was designed specifically to challenge stereotyped or racist attitudes towards the Third World. In years 4/5, the GCSE syllabus was chosen for its multi-ethnic approach. In his report, the head of department claimed that the department was 'very much in tune with the anti-racist approach', and that he and his colleagues now felt 'able and confident' in dealing with racist incidents. Two of those who contributed to the report were involved in the school's pastoral system (as head of

year and deputy), and would presumably have carried this confidence to their work outside the department.

History:

The contribution of the history department was to rewrite its aims and objectives, and to change completely the lower school syllabus (years 1-3), in the light of the project. The syllabus previously followed by the department was written at the merger (1985). It had been criticised publicly by members of the black community as racist and Eurocentric. The syllabus which was written in 1987 attempted to answer these objections, whilst also fulfilling other demands - such as the need to build upon the existing expertise of members of the department, the desire to include local history, the need to avoid alienating white parents. Principal features were a module on British history which presented the phenomenon of immigration in a positive historical context; two studies of non-white, non-European peoples, emphasising their sophistication and achievements (the people of Benin and the Mughals); and several modules around the theme of human rights. As with geography and science, the report claimed a 'heightened awareness'. Since two members of the department were heads of year, and a third was a deputy head of year at the time of writing the report, this could have been expected to have a positive effect elsewhere in the school.

Religious education (RE):

The principal initiative in this department was concerned with strengthening the elements of world religion in the syllabus. This was done through the purchase of new textbooks (with a

multi-faith approach) for years 1-3, and the recording of television programmes on the major faiths. As this subject was often taught by several teachers, mostly non-specialists, the careful selection of materials had particular significance.

Modern languages:

The theme of replacing materials was also present in the work of this department; according to the head, recent purchases had been more multicultural in their images. The other main initiative was the administering of a language survey, in 1988 and 1989. Written by the Linguistic Minorities Project, the aim of the survey was not just to collect accurate information about the languages spoken by pupils; it was also to raise awareness about bilingualism and to present non-European languages in a positive way.

Business studies (commerce):

The first initiative described in the department's report was 'Work in 4th, 5th, and 6th years'. This could have been something, or nothing. However, further on it became clear that the department had made an effort to grapple with the issue, even if it had not been very successful. This could be seen in the fact that the two members of the department had written a number of letters seeking information and materials. The most important contribution had been the typing of materials for the project - such as conference reports, and the handbook on ethnic diversity. This helped to relieve the burden on the school office; moreover, it involved pupils 'through the back door'. According to the head of department, pupils engaged on typing assignments for the project had been stimulated to lengthy discussion on the issue.

The final element in the list was again difficult to quantify, but implied heightened awareness: 'Regular discussions in our weekly department meeting'.

Careers/social education:

No specific initiatives were listed by the respondents, apart from two meetings with county Careers Officers at which a number of suggestions were made, but not subsequently implemented by the Careers Office. There was though a claim to greater awareness and sensitivity in the selection and use of materials.

Home economics:

The list for this group of subjects was also short, but included specific changes. These were: the selection of materials, attention to the elements of displays, and greater freedom of choice with practical work, to allow pupils to bring their own cultural experience and interests to bear on their work. The department also organised a 'multicultural food day' in July 1987, and played a major role in the World Festival in July 1990.

Certificate for Pre Vocational Education (CPVE):

Awareness was evident throughout the report from CPVE - which might be better described as a subject area than a department in itself. The project was felt to have permeated and influenced such details as the planning of a buffet lunch; a residential weekend; and the use of videos.

Family concern:

The personnel of this department overlapped with social education and CPVE, and the same awareness was again in evidence. The report pointed out that (as in English) work on this issue had begun before the merger of the two schools (in 1985) and therefore well before the start of the project. Initiatives since then had continued that effort, and had largely been concerned with ensuring that teaching materials were sensitive and multi-ethnic. A number of the visitors to the department had been black professionals - such as the health visitor. These had been invited to the school partly in order to provide positive role models for black pupils.

Art:

This department took the lead in work towards a multicultural curriculum, from the start of the project, as can be seen from documents such as the Project Report written in June 1987. In fact members asked for a meeting with the working party, and advice on how to proceed, before advice could be offered. As well as workshops with visiting artists (e.g. in mehandi - hand painting, and carnival costumes), and contributions to the LEA's AEMS project ('Arts Education for a Multicultural Society') in 1990, much time and effort had gone towards widening the resource base used by the department in order to reflect cultural diversity more positively. Having achieved this in upper school, the recent aim had been to improve the resources in years 1-3. The search took in libraries, bookshops, museums, exhibitions, and galleries as far afield as London. It had not always been fruitful (a cause of much frustration), but provided evidence of the commitment described by the head of department

in June, 1988, when she wrote:

> *We are totally committed to the ethos of the idea, but practical considerations control the speed of implementation.*

Since the cross-curricular survey had been carried out in September 1989, there had been change in leadership, with the head of department leaving after a period of illness. The new head was appointed from within the school, and the change did not appear to have weakened the commitment or interest shown earlier. According to the March 1990 report, written by the new person in charge, a further review of materials was being undertaken, and discussion was 'ongoing - daily !'

Craft Design Technology (CDT):

Work towards the project in this department had been very limited. The March report mentioned improvements in materials, but this seemed incidental rather than planned. The head of department argued that the nature of project work in the department allows pupils to make a personal input reflecting their background and culture: 'Projects are not black /white specific.' Suggestions made at the meeting with the working party for projects with a multicultural character had not been developed further, and the position adopted was essentially permissive: 'All projects can have a multicultural input where required.'

Like the art department, this department underwent a change in leadership during the course of the project, with the head of department (since 1987) leaving in July 1989. This affected the capacity for change towards a multicultural curriculum, as he was a member of the

working party, and a supporter of the principles of the project, while the other members of the department were either opposed or indifferent to it. Taking these facts into account, it could be argued that the mere acceptance of the aims of the project and of the need for curriculum change which are implicit in the March report represented progress, as they were evidence of a change in attitudes: 'Meetings have been held with the working party and intend dept. to discuss possible changes'.

Physical Education (PE):

In its brainstorm of initiatives, the PE department mentioned six changes supporting the project. Two were limited in scope, relating to difficulties with showering and the wearing of tracksuits. A third was concerned with ensuring cultural diversity in displays. The others were more significant: the use of music from a wide range of cultural sources for dance programmes, workshops with black dancers, participation in both the AEMS project (June 1990) and the World Festival (July 1990).

As mentioned earlier (chapter 7. section 4), there is a need to distinguish between the two sections of the department - Boys and Girls - which for many or most purposes acted independently of each other. Work in the area of ethnic diversity is a good example, as the reactions of the two groups towards the project were very different. The three major initiatives all came from the girls' side, and their attitude was positive from the beginning. By comparison, the response of the boys' side had been mixed. The two members of the male department who supported the project both left the school in the early stages of the

project, taking their commitment to other institutions. Those who remained were consistently ambivalent, or actively opposed. As with the response of the CDT department, seen in this context, any evidence of acceptance of the aims of the project could be interpreted as evidence of changed attitudes - either in the direction of supporting the project, or, more realistically, towards accepting its existence without either supporting or opposing it - at least in public. Less positively, it could conceivably have been a strategy for deflecting attention from the department, with a view to relieving pressures for change.

Constraints

This part of the evaluation offered the following list of examples as a stimulus to discussion:

> *LACK OF - KNOWLEDGE, INTEREST, TIME, SUITABLE RESOURCES, FINANCE, RELEVANCE.*

No-one suggested that lack of interest was a constraint. Three departments felt that relevance was an issue - business studies (with its emphasis on practical skills), CDT, and PE. Maths., science, modern languages, business studies, home economics, art, CDT, and PE all complained of a lack of suitable resources, whereas the problem for English was keeping up with the wealth of materials available. Lack of knowledge or expertise was felt to have been a problem for maths., history, art, CDT, and PE.

Finance - or the lack of it - was quoted by science, geography, modern languages, careers/social education, and art. Two of these admitted that they had received financial support towards work in this area (described by geography as 'generous'), but simply wanted

more. This particular constraint must be seen in the wider context of an underfunded system of state education. For example, the complaint of the careers department about their lack of a telephone was not concerned with the funding provided for this project. The art, geography, and science departments, like any teachers wishing to do their job properly, will always want more money from whatever source; and the argument of the modern languages department that they lacked the finance to be able to produce worksheets was unconvincing. The real answer to this problem must surely be to use existing financial resources to acquire materials which are, as a matter of course, suitable for a multicultural curriculum.

More convincing was the view that change had been constrained by a lack of time - to keep pace with new materials (English): to research new sources (art, modern languages, science): to generate resources within school (home economics): to visit employers (careers). Of the 15 departments which responded, 11 mentioned this as a constraint. There was a clear perception in the majority of the responses that teachers were working under pressure. This pressure was coming both from within - through an increasingly crowded curriculum, heavy teaching loads, or demands on pastoral staff; and from outside - through externally imposed initiatives, such as the National Curriculum.

Theoretically, the complaint of a lack of time to develop a multicultural curriculum could be seen as a failure to understand the true nature of this issue - as a dimension of existing work, requiring a new approach or attitude, rather than additional topics, requiring new resources.

This argument, like the complaint about lack of resources, can be used as an excuse to avoid change.

However, it would surely be unwise to dismiss the complaint simply as an excuse for laziness or indifference when it was so widely repeated, by teachers whom one knew to be neither lazy nor indifferent. The experience of teaching for many is one in which there is barely sufficient time to keep up with the pace of everyday school life, and even less time to plan ahead, or to consider the implications of change fully. As the head of business studies said in her comments in this section:

> *Sensitive subject which requires thinking and time. Also time to think of effects before implementation.*

Patently, many of the departments in the school found time to develop the curriculum, in spite of difficulties. The geography department is an example of one which managed to make a significant contribution, as shown above. But as the head of this department said in his report,

> *Although what we have done is pleasing, with more time we could do so much more.*

In terms of methodology, it was perhaps mistaken to provide a list of possible constraints to act as a stimulus for discussion, since these may have preempted responses rather than stimulated ideas. It would have been sufficient to provide one or two examples rather than six (for a summary of this information in tabular form, see table 6).

The future

This section was intended to gauge reactions to the planned National Curriculum, and also to encourage staff to think ahead to the next stage, beyond the formal end of the project, thereby ensuring the continuation of the work.

> *How can we ensure as a school that equality of opportunity is delivered in the future ? Suggest some starting points or strategies for ensuring that our efforts of the past three years are not wasted.*

Several reports (maths., geography) mentioned the need for more language support in the classroom. Increased parental involvement was called for by 3 departments, and it was thought that this could be achieved by making the school more open or accessible to parents - particularly of Asian origin. Other suggestions included monitoring academic success by ethnic group: staff training on Asian language and culture, opportunities to learn an Asian language, and the appointment of Asian teachers: staff training to develop subject expertise, with the help of outsiders: offering the use of school premises to teachers of minority languages, to allow them to hold classes in school time. The business studies department suggested that the issue should be kept on the agendas of future meetings - management, heads of department, heads of year, departments. It should also influence future decision making.

The impression given by this section of the reports was a positive one. The details of many of the suggestions revealed awareness (for example, the idea that we need to raise the status of minority languages) and openness (in the desire to involve parents). There was in the

comments of the PE department an apparent willingness to countenance change which at the start of the project could not possibly have been assumed. Taken together they implied a desire to continue the work of the project, and they included realistic suggestions on how this might be achieved.

The departmental evaluation on March 2nd suggested that there had been many concrete and identifiable initiatives undertaken in the school since 1987 resulting from the school project. These ranged from reviews of materials to extensive changes of syllabus, in lower and upper school. Only one of the fifteen departments which took part in the evaluation - CDT - could show no evidence at all of an attempt to change the curriculum. A further three departments could be said to have undertaken modest or limited initiatives in response to the project: maths., careers/social education, and PE. Six departments - English, science, history, geography, family concern, and art, had, according to the results of this exercise, made significant efforts in support of the project.

Comparison of the cross-curricular survey and departmental evaluation

The weaknesses of the first attempt to gain information about the effects of the project through a cross-curricular approach (September 1989) have been noted. Some of the responses seemed exaggerated, and it became clear these that there were flaws in the way the survey had been constructed. As a means of measuring the impact of the project, it could not be regarded as sufficient, since the respondents were asked what topics they were covering at the time, and not which ones they had introduced as a consequence of the project. The

evaluation in departments in March 1990 was more effective in giving detailed and qualitative information about the perceived effects of the project, and facilitated cross checking of the earlier claims. Whilst the first survey had been completed by the head of department alone, the evaluation was to be completed by the whole department. This would make it more difficult for individuals to exaggerate achievements. How did the results of the two exercises compare ?

In the case of English, the findings supported each other. Initially, the response to the cross-curricular survey seemed exaggerated. But this was a department with a high degree of awareness of the issues. It was led by a teacher who had long experience of and considerable commitment to multicultural education, having taught for some years in the Caribbean. She also had great personal integrity, and a respect for truth. If there was any ambivalence in her response to the project, it was due to the fact that the department was so advanced before the project began. The widespread coverage of topics which the Head of department had described as 'a little ridiculous' in the cross-curricular survey was a reflection of the extent of the work done already, and also, perhaps, the inherent suitability of the subject for adaptation to this purpose.

Maths. was also consistent. The head of department made no response to the first survey, and only a limited response to the second. To this extent the findings support each other. With science, the claims made in the first survey were modest, and consistent with those made in the second.

The geography and history departments claimed to have done a great deal, and the evidence of the two exercises was internally consistent. In both cases, the initiatives had been undertaken as a result of the project, justifying the high change ratings awarded in table 5.

There was a discrepancy between the two returns for modern languages. The departmental evaluation was modest in its claims, whereas the cross-curricular survey was more bold. For example, it described the department syllabus as covering the music of different cultures (topic 15), tolerating/respecting the views of others (topic 23), and biased viewpoints (topic 35), in every year from 1 to 5. The fact that this return did not use many asterisks ('likely to arise') may indicate a misunderstanding of the symbols.

The business studies department had changed its name (from commerce) between the two evaluation exercises, but the membership and leadership were the same. The returns were consistent, and showed willingness to support the aims of the project, in spite of the fact that the subject did not lend itself naturally to the purpose. At the end of the first survey, under the heading 'Others' the head of department had written 'Real contribution in terms of booklets produced - engendered much NATURAL discussion.' (HoD's emphasis)

In the first survey, social education had claimed widespread coverage of multi-cultural topics (34 ticks and 42 asterisks). This was commented on earlier when it was pointed out that the subject was allotted only 5% of curriculum time, and operated only in three year groups (1-3). At the end of the return, the teacher in charge of the subject had written

The nature of the course is such that most of the topics will be raised by students if not by teachers - and so must be addressed at that time.

This comment may help to explain the frequency with which some topics were 'likely to arise' across the three years. But it does not explain how topics such as British Cultures, Racism, and Tolerating the views of others could be described as part of the formal syllabus each year for three years. This could be another example of interpreting the words 'agreed part of syllabus' to include broad syllabus aims.

The departmental evaluation results for social education were modest compared with those of the earlier survey. Much of the discrepancy may be due to the fact that, as already noted, the first exercise asked for information on what was being taught at the time, rather than what had resulted from the project. The teachers of social education would have claimed that the syllabus described in the cross-curricular survey was already largely in place before 1986. Hence, changes due to the project would have been necessarily limited compared with subjects starting from a less advanced position. On the first occasion, the return for careers was completed by the same member of staff who had responsibility for 6th form general studies. There was no return for general studies in the second evaluation.

Home economics was similar to social education, in showing a discrepancy between the two exercises. Once again, the cross-curricular survey showed a more positive response. But the head of department had qualified the claims in the survey, by making notes in the margin. For example, next to topic 5, British Cultures, she had added 'some family traditions'. This

highlights the weakness of the survey construction, and the inadequacy of the topic headings. It also suggests that the head of department was anxious to state the case accurately, and not to exaggerate her claims. As with social education, the discrepancy may simply have been due to the fact that many of the topics were in the syllabus before the project began, and would therefore have been absent from the departmental evaluation.

CPVE did not make a return to the first exercise. This may have reflected its odd status, in the departmental structure; it was more of a course than a subject. Those who taught CPVE were also closely involved in other subjects, especially family concern and social education. There is no reason to doubt the claims made for heightened sensitivity, as both the teachers concerned were aware and supportive of the project aims from the beginning. The returns for family concern (years 4 and 5) were consistent, showing wide coverage of topics in the first exercise and a high degree of awareness in the second. As with home economics and social education, most of the progress at the level of syllabus had been made before the project began.

The art department mentioned only two topics as being covered in the survey: Art of different cultures (topic 1) and British cultures (topic 5). Both were being covered in every year group from 1 to 7. Given the response of the department to the evaluation, and the nature of the subject, there is no reason to doubt these claims at all.

In the case of CDT, the same attitude was apparent in both reports. Essentially, this was permissive:

> *The nature of this subject particularly with a view to project work and individual design briefs means that practically any topics may be covered, depending on the interests of the individual pupil or group of pupils.* (Cross-curricular survey)

The CDT survey response did, however, make some odd claims. For example, that Third World development issues (topic 4) was likely to arise in all years, 1 to 7. British cultures (topic 5) and Tolerating the views of others (topic 23) were described as part of the agreed syllabus in all years from 1 to 7. This seems implausible, even if the head of department was interpreting this category as including syllabus aims (as in the cases of geography and social education).

The P.E. department also included a few odd claims in the cross-curricular survey, as noted earlier. Otherwise, the picture is a consistent one: a positive response from the female side of the department, and a negative one from the male side.

Conclusion

There were some discrepancies between the findings of the cross-curricular survey and the departmental evaluation. But many of these will have been due to flaws in the technique used for collecting information in the first survey. In addition, the two exercises were asking for different information. It should also be remembered that there was a period of six months between the two surveys, which may have affected the data to some extent - not least because

of changes of personnel. Overall the findings were consistent. The principle difference was that the evaluation in departments sought more specific information about the effects of the project than the first. Putting the two sets of data together, it would seem that some departments (notably English, family concern, home economics and social education) had begun the process of curriculum change long before the project began, and had built a multicultural dimension into their syllabuses. For these, the process was strengthened, encouraged, or formalised by the activities of the project. Others which were willing to change (such as art, geography, history, R.E. and Girls' P.E.) found that the project provided the incentive and occasion to make a start. There were constraints on progress, the most important being lack of time. But where staff considered this issue a priority, progress had been made quickly in spite of the difficulties.

Some subjects made limited progress which, in the context, was significant. The science department, for example, had been led by a member of staff who was opposed to the aims of multicultural education, and the new head of department had to change a strongly established culture, which was negative towards the project, before he could make progress. In the case of business studies, the staff showed a clear willingness to contribute, but were constrained by a perceived lack of materials and ideas.

A few subjects contributed little in terms of curriculum change. Maths. may not lend itself as readily to a multicultural approach as, say, English, geography or history. But it is a key subject, and work has been done elsewhere to show how materials can be adapted without

betraying the integrity of the discipline. The head of department was reluctant to get involved, as shown by his failure to complete either of the evaluation exercises. He did not voice opposition to the project in public, and his lack of response was probably the result of apathy rather than principle. CDT and Boys' P.E. contributed little also. In these cases the background was one of direct opposition to the project's aims and objectives.

8.4 The unintended effects of the project

As part of the discussion in chapter four about the dynamics of institutional change, I described the Hawthorne experiment (Mayo, 1927, in Madge, 1953). What this experiment suggested was that the intervention of researchers into a specific situation, for the purpose of testing a hypothesis, could itself become a factor influencing the outcome of the experiment. Thus when writers talk about the 'Hawthorne Effect', they are referring to the phenomenon of an unanticipated or unintended consequence of an external intervention.

The project which is the subject of the present study was not established in order to test a hypothesis, and the 'intervention' was carried through, not by externally-based researchers, but by teachers who were part of the institution. Nevertheless, the project developed some of the characteristics of an experiment because of the approach towards evaluation; the intervention was deliberate, and was externally inspired and monitored. Most significantly of all, the project led to effects which were neither intended nor anticipated when it was first conceived.

The original intended outcomes of the Parkview project were

- changes in the formal curriculum, and
- changes in the attitudes of teachers.

There is evidence that its effects went beyond these goals. There was, for example, a perceived change in the ethos of the school, during the period of the project, by which the institution was said to have become more settled, and relaxed. The attempt to attribute this change to the project alone (section 8.2) was rejected. But there is no reason to doubt that the project was one of the factors involved, since the staff who were questioned felt that it was responsible for the improvement in relationships between teachers and pupils, and had also helped to restore the confidence of staff in their dealings with black children.

I believe that the project may have contributed to changes in ethos in other ways, which were not identified by the main evaluation exercises.

1 *The project may have had a positive influence on the practice of inservice training.*

The standard of training set by the first inservice conference (February 1988) was very high. It included outside speakers, detailed materials, and a carefully contructed workshop structure. There was a booklet of pre-conference reading, and a post-conference report. The conference was evaluated by an experienced outsider, and the results of the evaluation published. This approach to staff training is likely to have influenced practice from then onwards, not just on days concerned with multicultural issues, but on others also.

2 *The project may have had a positive influence on concurrent initiatives.*

The approach adopted towards the management of change may have influenced other curriculum developments. For example, discussion of the underachievement of black pupils led to the setting up of a monitoring group (by the curriculum deputy, John Sears), designed to collect and analyse data on academic performance. Also the working party's pattern of fortnightly meetings was adopted by another working party which was developing the school's profiling system.

3 *The project led to significant additional funding for the school.*

A major initiative which resulted directly from the work of the project was undertaken in the year immediately afer it ended. This was funded by grants from the Home Office under Section XI (of the Local Government Act, 1966). Intended to ensure the continuation of the previous three years' work, the new project focussed upon three important areas of the school's activity: contacts with parents, the achievement of black pupils, and language support for children who spoke English as their second language. It is difficult to imagine this project being undertaken without the experience of the previous work to build on. As a result of it, the school gained a significant amount of money to improve its staffing at a time when the the total number of teachers was contracting.

4 *The project led to the school's involvement in LEA initiatives.*

During the third year of the project (1989/90) Parkview was asked to advise on the use

in schools of a video produced by the county's multicultural resource centre (21.11.89). Later, we were invited to contribute a section on 'racist behaviour' to an LEA policy on discipline (31.1.90). In the same month we began participation in a project on the role of the arts in a multicultural curriculum ('AEMS' - 'Arts Education for a Multicultural Society'), which involved funding for artists in a variety of media: art, literature, and dance. In July, we were consulted about the setting up of a county-wide data base to monitor the academic achievement of black pupils. Taken separately, these initiatives may not appear very important. Taken together, they suggest firstly that the school was now restored to favour in the eyes of the LEA, and secondly, that it was seen as 'expert' in the field of multicultural education.

5 The project enhanced the school's reputation.

One of the original intentions of the DES course organisers was that schools which were trained to undertake curriculum development should provide examples of good practice, functioning as advice centres for other schools. In the case of Parkview, this process occurred, and went further. From an early stage, interest was shown in the work of the project by outsiders. In October, 1987, the project leaders were asked to make a formal presentation to the members of the following year's DES course. The main focus of this talk was the management of change in the school situation. After this, requests for advice continued, increasing in number towards the end of the formal project (1990). The requests came from schools, both within the LEA (seven requests) and outside it (two requests); LEA advisers (East Sussex, Hants., Oxfordshire,

Birmingham); the Training Agency (TVEI); Reading University; and HMI. Sometimes, the request was simply for an informal discussion, about how to get a similar initiative started elsewhere. In the case of the Training Agency and conferences organised by advisers, we were asked to offer what amounted to a case study type analysis of the strategies which we had employed in the management of institutional change (the approaches to the school made by outside agencies are listed in table 7).

What these requests for advice did was to portray the school as a 'centre of excellence' in one field of educational practice. The benefits were twofold. Firstly, they enhanced LEA support for the school's efforts, with implications for funding, involvement in LEA funded initiatives, and the reputation of the school in the community.

Secondly, and more importantly, I believe that they helped to improve staff morale. The school had, shortly after the merger, reached a low point in terms of its self-perception, reflecting a crisis of confidence. Now, as a result of the project, people from as far afield as Canada were asking to visit the school to learn from our way of doing things. The knowledge that we were doing something well regarded by outsiders gave a boost to the school's reputation, and therefore to staff morale. This may, in turn, have helped to increase the momentum of the project. By giving external legitimacy, it reassured the initiative leaders that they were doing the right things. For project supporters, the result was probably enhanced motivation. Others, previously unconvinced, may have felt encouraged to associate themselves with an initiative which was clearly deemed to be successful.

8.5 Conclusion

Evaluation of the Parkview project was carried out using a combination of quantitative and qualitative methods: questionnaires, surveys, and structured interviews. In each case, the instruments used had methodological weaknesses. These stemmed in part from the way in which the investigation was originally undertaken. The point has been made already (introduction and section 6.2) that the project was conceived as a practical exercise in curriculum development. It was not intended to provide the material for academic research; this notion came much later on. Consequently, the approach to evaluation was generated as the project developed, without an overarching strategy. We had a commitment to evaluation, and were supported by the TREE team in our efforts. Nevertheless, given our lack of experience or theoretical grounding, it is hardly surprising that the attempts at evaluation were flawed in certain respects.

In spite of these weaknesses, it seems to me that the process of evaluation was reasonably effective as a means of assessing the impact of the project upon the school. It was not dependent upon one method of data collection, but several. The questionnaires provided material which was open to statistical analysis (the number of responses to given statements), and also in terms of individual attitudes (the comments). The departmental evaluation made it possible to list and number the changes in the formal curriculum; while the structured interviews were valuable because of the depth and quality ('sexiness'?) of the information which they provided. We can therefore claim that the findings were 'not simply artefacts of one specific method of collection.' (Cohen and Manion, 1985, p.269. See section

6.1 for discussion of the advantages of 'triangulation'). Finally, the findings from the different sources are relatively consistent and mutually supportive. The strengths and weaknesses of the sources for the study are summarised in figures 8.1 ('Evaluation data set validity') and 8.2 (Evaluation data set usefulness').

Having established a basis of reliability for the methods used, what conclusions can we draw without straining the credibility of the data ?

The evaluation of the formal curriculum revealed that there had been specific, measurable changes - in syllabus, materials, methods, or all three - in a majority of subject areas. In some cases (for example, history, art, geography), the changes were so extensive that they represented virtually a new departure. In others (English, family concern), they were more a continuation of work already begun. But even here the work of the project had added impetus, and led to a quickening of the process of development. Some departments (notably science) started from a negative position, so apparently modest developments should be seen as significant. Those departments which could not show any evidence of change (maths., C.D.T., boys' P.E.) were in a minority. The fact that key members of these departments did not actively oppose the project in public after the early stages was surprising. Their apparent (if not real) acceptance of its premises - that is, the need to adapt the curriculum to meet the needs of a multicultural society - may, in itself, have been an achievement.

FIG. 8.1 : EVALUATION DATA SET VALIDITY (Mason, 1994)

SOURCE	QUANTITATIVE ASPECTS	QUALITATIVE ASPECTS
CROSS-CURRICULAR SURVEY (September 1989)	Information about number of topics covered across whole curriculum	None
Claims based on:	1 High response rate (17 departments out of 20 - 85%) 2 Capable of simple numerical analysis 3 Data cross checked against departmental evaluation	
Limitations:	1 Topic list lacked clarity of meaning 2 Misuse of notation by respondents: 'agreed part of syllabus' not understood by all 3 Completion by HoD alone: some returns exaggerated ? 4 Collected information on topics covered already, not specifically on effects of project	

SOURCE	QUANTITATIVE ASPECTS	QUALITATIVE ASPECTS
EVALUATION IN DEPARTMENTS (March 1990)	Information about number of initiatives undertaken	Allowed for comments to elaborate information; Departments rated numerically for extent of change; Change rating took account of starting point
Claims based on:	1 High response rate (15 departments - 75%) 2 Exercise involved staff of whole department, not just HoD 3 Descriptions of change were concrete and specific (data was 'thick') 4 Data cross checked against earlier survey	
Limitations:	1 Intended to evaluate project effects: but earlier progress not always distinguished explicitly 2 Written by staff for Senior Management audience: responses likely to have been constrained 3 Lack of anonymity also a possible constraint upon frankness	

SOURCE	QUANTITATIVE ASPECTS	QUALITATIVE ASPECTS
INTERVIEWS WITH PASTORAL STAFF (January 1990)	None	Carried out through series of interviews Detailed responses to questions included descriptions of atmosphere and feelings

Claims based on:	1 Number of staff interviewed, and status in organisation 2 Anonymity promised to ensure frankness of response 3 Method included cross checking of record by interviewees 4 Information gained was high in reality: anecdotal detail easily accessible
Limitations:	1 Staff chosen may not have represented cross section of opinion 2 Information difficult to categorise

SOURCE	QUANTITATIVE ASPECTS	QUALITATIVE ASPECTS
1ST STAFF ATTITUDES QUESTIONNAIRE (December 1987)	Capable of statistical analysis Utilised Lickert Attitude Measurement scale	Space for additional comments Capable of categorisation
Claims based on:	1 High response rate (75 respondents) 2 Anonymity of respondents promised and maintained 3 Information collected at start of project, providing base line for later comparison 4 Space for comments used by many, providing rich supporting detail	
Limitations:	1 Flaws in construction of the questionnaire: some questions deemed to have been ambiguous 2 Anonymity of respondents - impossible to identify change process at level of individuals	

SOURCE	QUANTITATIVE ASPECTS	QUALITATIVE ASPECTS
2ND STAFF ATTITUDES QUESTIONNAIRE (March 1990)	Capable of statistical analysis Lickert scale used	Space for additional comments Capable of categorisation
Claims based on:	1 High response rate (59 respondents) 2 Anonymity promised and maintained 3 Information collected towards end of project, making it possible to identify changes in attitude during course of project 4 Additional comments again provoked many detailed responses	
Limitations:	1 There had been reductions and changes of staff between the two questionnaires, making direct comparison impossible 2 Flaws in the survey schedule could not be ironed out completely without reducing the comparability of the two exercises 3 Anonymity of respondents, as before, meant that the questionnaire could not be used to measure the process of change in individuals	

FIG. 8.2 : EVALUATION DATA SET USEFULNESS

Key:
* = limited use ** = useful *** = very useful

INFORMATION ON CHANGES IN:

DATA SETS:	curriculum	attitude	ethos
Staff attitudes questionnaires (all staff)	*	***	*
Cross-curricular survey (HoDs)	*		
Departmental evaluation (depts)	***	**	*
Interviews with pastoral staff	*	**	***

These findings were supported by the evaluation of changes in staff attitudes. While the questionnaires did not permit the tracing of change at the level of individuals (a limitation which could, with anticipation, have been overcome), they pointed to a numerical 'shift in the balance of majority opinion', and suggested that the project was perceived as having had a positive influence on the attitudes of most staff. Negative attitudes still remained, but were expressed less stridently than before; or they took the form of expressions of cynicism about the motives of those who had been in the project team. If there had been a shift in staff opinion, this would have made it more difficult for those who were strongly opposed to the aims of the project to voice their opposition freely, and thereby exercise a negative influence. In addition, the questionnaires showed that one of the main achievements of the project had been to restore staff confidence in their dealings with black children. A key factor which emerged from the analysis was the crucial importance of inservice training as a catalyst for change.

The interviews with members of the school's pastoral staff were less successful in measuring the impact of the project. For although they provided further data to support the view that there had been a change in the atmosphere of the school since the project began, they also (justifiably) challenged the implication of a simple causal relationship between the two. However, as a means for establishing a picture of the school's situation before the project began, they proved to be a rich source. It transpired that the newly merged school had been through a period of extreme change, which had had a traumatising effect upon all who were connected with it. The changes were not well handled, and the effects were worsened by

external factors. The result was a school in crisis. In this very difficult situation, the criticism that the school was discriminating against the interests of black pupils became the focus of discontent. The debate then became polarised and politicised. This would explain both the strongly antipathetic views, and the underlying sense of anxiety about the dangers of tackling such a sensitive issue, as expressed in the first attitudes questionnaire. It would also make sense of the finding that one of the main achievements of the project was to restore to staff a sense of confidence which had been lost.

In addition, I have speculated that the project led to unanticipated effects, which were beneficial to the school in a variety of ways. Amongst these, external perceptions of the success of the project (as reflected in requests for advice from outside) may themselves have created a new dynamic, helping to change the prevalent atmosphere of the institution, and contributing to the further success and development of the initiative.

CHAPTER NINE: WHY WAS THE PROJECT SUCCESSFUL ?

The penultimate chapter of the study reviews the evidence which has been presented so far, and asks how successful the project was in achieving its aims. Was the expenditure of time, energy and resources justified ? If the project was successful (as is argued here) then it may have something to contribute to an understanding of curriculum change - but only if it is possible to identify the reasons for its success. Why did the project happen when it did, and in the way it did ? Once the idea of a project had been established, what factors enabled it to have an impact upon the institution ? Finally, the chapter attempts to relate the main findings drawn from this experience to the issues concerning the management of change outlined in chapter four.

9.1 Does it matter whether attempts at educational change are successful ?

9.2 Was this attempt successful ?

9.3 Why did the project happen when it did ?

9.4 What factors beyond the school helped to make the project successful ?

9.5 What factors within the school helped to make the project successful ?

9.6 Conclusion

9.1 Does it matter whether attempts at educational change are successful ?

In chapter two, I quoted a passage from Aristotle, to show that the debate about the purpose of education goes back a very long way, and that certain features of it - notably, the right balance between practical ends and more liberal, long term aims - remain unresolved. Nor are they likely to be resolved in the future since, ultimately, they are a matter of opinion. Nevertheless, it is clear that in certain periods, there have been shifts of emphasis in the way that theorists have viewed the meaning of education. In addition to the idea of personal growth, the aims of education have been variously described as primarily social, or political, or economic. These shifts have come about in response to changing conditions in society as a whole.

For example, following the extension of the vote to some members of the working classes in 1867, the provision of a basic standard of education to the masses was seen as essential for the good of the political system. At roughly the same time, education was being used in the expanding states of the USA to achieve social cohesion. After the second world war, Mannheim emphasised the role of education in rebuilding consensus. At the end of the 19th century, when Britain was experiencing a challenge to her economic supremacy from foreign competitors, the response was to extend the state system of education beyond the elementary phase, into secondary schooling, and to include science in the curriculum. During a more recent period of economic difficulty, the government's answer was the introduction of the Technical and Vocational Education Initiative.

Change is a feature - an increasingly predominant one - of modern life. It is not going to go away. Instead, the pace of technological change is quickening, and this is bound to have social and political consequences as well as economic ones. In these circumstances, it is inevitable that attitudes towards the purpose of education will also change. It may be that as Fullan (1993) argues, preparing young people to cope with change will itself come to be seen as one of the primary functions of schooling (see chapter four). Alongside changes in emphasis concerning the aims of education, there has been a deepening understanding of the processes involved in putting it into practice. This has come about as the result of the development of a discipline of psychology, and the study of schools as institutions. Consequently, the operationalization of the school's aims, the curriculum ('all the experiences a learner has under the guidance of the school') is seen as a complex and dynamic concept, which should be subjected to periodic revision. The implication for schools is that educational change is a fact of life.

But changing the curriculum of a school is notoriously difficult. It is a process mediated by individual teachers, who have their own values, attitudes, and priorities. Their perceptions of reality may be powerfully subjective, or mistaken; but these will influence or even define their reactions to proposals for change. Teachers work in the context of institutions which have their own particular dynamics, resulting from subtle differences in ethos, tradition, circumstances. Built into them is an innate reluctance to change, as this is perceived (consciously and subconsciously) as threatening the stability of the organisation. Fullan identifies the failure to take account of these interrelated, interacting factors as the main

reason why so many attempts at educational reform, originating from outside schools, have failed to achieve their goals.

Failed attempts to change schools are inefficient. They represent a waste of time, effort, and money - all precious resources in an underfunded state-run system, which would be far better employed in improving the existing situation. In addition to wasting resources, failed initiatives are actively demoralising. They encourage the mentality that the situation of the school is not susceptible to change, either because it is too large and complex, or because the problems originate outside the school, in society, and teachers are powerless to influence them. Such a mentality has to be harmful, as it is a recipe for cynicism, apathy, and falling standards.

By comparison, successful initiatives give the message that people have some measure of control over their immediate situation, and this is empowering and motivating. The lesson learnt in one area of school life can be transferred to others. The results are likely to be improved morale, a raising of standards, and better schools.

9.2 Was this attempt successful ?

> *We must always think of complex situations leading to other complex situations rather than isolated causes leading to isolated results.* (Walker (1973), in Bastiani and Tolley, n.d., p.8)

The task of evaluating a curriculum project of this kind is not straightforward. As implied by

Walker, the notion of a 'cause and effect' type analysis is not helpful for the purposes of research into the curriculum. There are simply too many variables - the attitudes of individual teachers, pupils, parents - and too many possible factors - personal, social, physical, cultural, political - to be accounted for in a sufficiently precise way, to enable us to say with confidence that 'this action had that effect'. On the other hand, to put considerable amounts of time, energy and resources into a project, and not attempt to judge whether it was worthwhile would be irresponsible. The answer is to undertake an analysis which seeks evidence of changes, but avoids simplistic explanations of how these may have come about. It will also rely as much upon an assessment of the quality of the findings, as upon the quantity of them, reflecting the complexity and subtlety of human interactions.

As shown in chapter six, the techniques exist for such an analysis. The approach used in the present study has been to tell the story of the project, describe the circumstances in which it was undertaken, and display the results of evaluation, in such a way that the reader can see for her or himself whether the claims made concerning its effects are plausible and consistent with the evidence presented.

What claims are being made in the present instance ? The stated aim of the project was to develop a multicultural curriculum in the lower school (years 1-3). It has been argued that the project led to changes in the formal curriculum of the school, in terms of materials, teaching approaches, and syllabus content - not just in the first three years, but throughout

the age range. The evidence for these could be found in a majority of subjects, across the curriculum.

A more fundamental aim was to modify the attitudes of teachers, so that changes in the formal curriculum would have real and long term meaning. Here also there was evidence (in the questionnaires and interviews) of a degree of success. But the picture was difficult to interpret precisely. This was partly due to the methodology used; the anonymity of the questionnaires, and the time lapse between the two made direct comparison at the level of the individual impossible. It was also due to the complexity of the issue itself. People's attitudes do not fit neatly into discrete categories, such as 'racially aware', or 'racially unaware'. These positions may have been relevant at the extremes of analysis, to describe the views of a few individuals. But in between, there were many shades of response, reflecting numerous different positions. These were, we believe, influenced positively by the efforts of the school project. But they must also have been influenced by many other considerations - personal, professional, political - which were beyond the scope of evaluation. For this reason, to claim any kind of direct causal relationship between the project and changes of attitude on the part of individuals must be treated as problematic.

The project was not without its weaknesses, as the evaluations showed. It failed to achieve change in some important areas of the school's life. For example, as some staff pointed out in the evaluation exercises, there had been little direct impact upon the experience of pupils. The involvement of parents was also perceived to have been a weakness, only partially

addressed by the third staff conference. My answer to these criticisms at the time they were made (1990) was to accept them, since they were superficially true, and since they showed a laudable desire to take the project further.

In fact, such criticisms were unfair, since these were not the aims of the project. Our intention was consistently to focus upon the issue of staff attitudes, and the formal curriculum. If the project led to change in the curriculum, it will have impacted upon the experience of pupils every day of the school year. If the project caused staff to review their attitudes towards children, this would also have affected their behaviour towards them - both inside and outside the classroom. As far as parents were concerned, there were potential risks in drawing their attention to the project at too early a stage, or in a high profile manner. The greatest of these was that we would build expectations of immediate and significant change which we could not be sure of meeting. Failure to deliver might then have worsened the situation by increasing the pressure on the school, confirming the fears of black parents, and adding support to the arguments of those staff who were unwilling to change in response to external demands.

Another risk was that parents who hoped for dramatic whole-school changes in attitudes would find, on close inspection, pockets of awareness and commitment; elsewhere, evidence of crass insensitivity. We started to address the issues of parental and pupil involvement more systematically during the final year of the project, and then afterwards (in the Section 11 project which followed); but to have done so sooner would, I still feel, have been trying

to run before we could walk. In other words, I would not accept that these were, in fact, weaknesses of the project, since they were not aims of the project.

Is it reasonable, on the basis of the evidence presented, to go beyond claiming changes in the formal curriculum and in staff attitudes ? It appeared that the project had impacted upon the atmosphere of the school in a positive way. As with changes in attitude, the evidence is largely circumstantial, and should be treated with caution. Improvements in the general atmosphere of the school may have been due partly to other factors (such as a smaller pupil body; the efforts of senior management; distance from the merger; departure of disaffected staff), and these variables could not be controlled for in the evaluation process. But there is no doubt in my mind that the atmosphere of the school did improve, while the project was happening. The project could have had a negative impact, rather than a positive one, if it had led to further dissent and division amongst staff. In fact, the long expected opposition to our efforts never really materialised at the level which we had anticipated, and I would argue that this was due in large part to the way in which the project was introduced to staff and subsequently managed.

Related to improvements in the general atmosphere of the school, I would speculate that the project also helped to restore the morale of teaching staff in a period of challenge to their professionalism. The evaluations suggest that staff felt more confident when dealing with incidents between pupils as a result of the project. Also, after the project had become

established, criticism from the black community was considerably reduced, relieving one important source of pressure on the school.

The project may also have helped the new school - created only in 1985 - to develop a sense of direction and purpose. I described earlier (section 5.4) how the two schools which contributed to the merger had very different traditions, and argued that this was one factor in the build up of tensions in Parkview school. The development of a whole school project in curriculum reform, focussed upon an area which was perceived by many to be a source of difficulty, may have helped to give staff a sense of purpose which otherwise would have been lacking. It undeniably provided specific, structured opportunities for staff to meet together, and work cooperatively, thus improving social cohesion and effectiveness. In section 8.4 I described some of the unanticipated benefits which resulted from the project, and argued that the interest shown in it by outsiders helped to boost the school's reputation and consequently the morale of teaching staff.

How much change was achieved, in proportion to the time and money spent ? Was the effort justified ? To answer this question is problematic, for several reasons:

1. *It is impossible to quantify precisely how much effort was expended on the project.* Of the effort expended, a proportion might have been directed into other school initiatives, if the project had not been undertaken. But what proportion ? And how much extra energy was generated and put into the school as a result of this particular initiative, which otherwise would not have been contributed to the school at all ?

2. *The effects cannot be measured in a precise way, as their value cannot be assessed objectively.* Even if it were possible to make some sort of assessment of the extra staff time and resources which went into the project, or to measure the effects accurately, it would still not be possible to weigh the input against the outcome, and come up with an assessment of relative value which was more than one person's opinion. This point was made by one respondent in his or her comments on the achievements of the project in the second staff attitudes questionnaire:

> * *Perhaps [the project's] most important achievement is a raising of awareness among staff, and therefore, hopefully among pupils... If one black pupil leaves Parkview feeling more confident about her/himself than s/he would have done without the project, or one white or black pupil leaves with a world rather than ethnocentric view, the project will have succeeded. I believe, despite 'failures', more than this has already happened.*

9.3 Why did the project happen when it did ?

The reason why the project happened in 1986 was that two members of the school's staff were invited to participate in an inservice training course which both required and enabled it to undertake a specific initiative in the area of curriculum development. The next question is: why did the course take place at this time ? As its title implies, the DES course was a central government funded initiative. There was, at the end of the 1970s and into the early 80s a marked change in government policy on the issue of educational opportunities for black children, and the need to combat racial prejudice in schools. This was typified firstly by the

Rampton Report (1979), and secondly by the landmark Swann Report (1985). If we accept Tomlinson's (1987) analysis of these developments, the driving forces behind the change were social and economic, rather than educational. It was, she argues, due partly to economic concerns, which were creating pressure to make the curriculum more 'relevant' to the needs of a modern economy. But it was primarily the result of fear: fear of social breakdown following the inner city disturbances in Bristol, and Brixton, which the Scarman Report (1981) attributed in part to school failure and unemployment. The course was one aspect of the government's response to Scarman, and to Swann.

While it may seem cynical to suggest that changes in government policy were the result of riots in the inner cities, it is also entirely consistent with the behaviour of governments in the past. The 1832 Great Reform Act was passed by the Whig government, not to move the country towards democracy, but to undermine demands for democratic change, avoid revolution, and preserve the status quo. There had been inner city riots then also (in Bristol, Nottingham and Derby) which focussed the minds of politicians on the need for reform.

In addition to the evidence of the past, Tomlinson's analysis is supported by Dorn (1984), who found the same pragmatic concerns at local government level, to explain the rush to adopt policies on multicultural education at this time (see section 5.1). In Berkshire, fear for the maintenance of law and order was one factor in the acceptance of a policy on 'Education for Racial Equality' (1983), which took a surprisingly radical anti-racist stance, in the apparently all-white context of a shire county. In fact, Berkshire had sizeable black

communities in the main population centres, and the new policy was partly the result of their efforts, through the medium of well organised black pressure groups within the county. A further significant factor was the support of committed individuals (particularly Peter Edwards and Robin Richardson). The fact that the county had a well known and highly regarded policy may help to explain why it was asked by the DES to run a pilot course on the issue in 1986.

These responses were informed by the development of a theory of multicultural education, which originated in the Social Democratic perspective, with its concern for equality of access to educational opportunity. Multicultural education advocated the development of approaches to the curriculum which would remove obstacles to the achievement of black pupils, and also prepare all children for living in a pluralist society. During the late 1970s, there was a challenge to these positions. Under the influence of the 'new sociology' of education and also neo-Marxist interpretations of the economic, social and political context of schooling, the debate moved away from issues of culture to a wider concern with the social structures in which the curriculum operated. Some writers challenged the premises of multicultural education, dismissing it as yet another, more subtle, attempt to maintain the racist structures of white society. In its place they advocated anti-racist education, which sought to empower children to challenge the racist foundations of white institutions. Both multicultural and anti-racist approaches were supported by growing awareness of the failure of the traditional curriculum, and the resulting alienation of many children within the school system.

Thus the DES regional course, 'Towards a curriculum for ethnic diversity', and the project which resulted from it, can be regarded as the products of socio-political changes and developments in educational theory which took place in the early 1980s.

9.4 What factors beyond the school helped to make the project successful ?

The DES course was well planned and delivered, and should, in my view, be regarded as a model for effective professional development. It began by establishing a strong case to support the need for change, and then took participants methodically through the principles of how to manage the process at the 'chalkface'. Several of these principles were learnt early and carried through into the project. Amongst them were the nature of this issue as a professional rather than a personal or political matter: the need to take account of our own school's situation (no quick fixes, no simple formulas): the importance of evaluation: and the desirability of avoiding confrontation or polarisation by respecting the views of others. The course was expensive, for reasons of its length, the number and quality of the speakers, the requirement that there should be two members of staff (both fairly senior) from each participating school, and the amount of travelling involved in seeking out good practice. The course could not have been delivered in this way without the commitment of resources as a matter of policy.

The Team for Racial Equality in Education (with the appealing acronym, TREE) which was responsible for organising and delivering the course should be given the credit for its

effectiveness. The team (Pauline Lyseight-Jones, Shamira Dharamshi, and Marina Foster) was itself created in order to help implement the county policy. After the course was over, members of the team continued to support the participant schools in the development of initiatives, to a degree which went beyond their responsibilities; this was important on many occasions and to several aspects of the project's success. Similarly, the county advisory services provided back-up in the form of materials, advice, and finances, without which progress would have been hampered. The County of Berkshire had made an unequivocal commitment (at that time) to the cause of racial equality. This explains the generous provision of resources and support. The same fact gave the issue political as well as educational legitimacy, which was important for the purpose of convincing those staff who were undecided about the need for change on the basis of intellectual argument alone.

9.5 What factors within the school helped to make the project successful ?

The first and perhaps most important point is that the project was carefully planned. The reason why it was so well planned is that the DES course gave us the time and the structure to think our aims through. There is no doubt that it could not have been done so thoroughly in school, in the usual place reserved for important planning meetings - the end of the day. Planning was informed and stimulated by a judicious amount of theory, drawn to our attention by the course organisers.

The role of the head teacher in the project was limited. She gave support to the cause in public, but this was due to political calculation - the result of pressure from parents, and also the LEA - rather than commitment or understanding. In reality, she was (in my opinion) ambivalent towards the broader issue, and deeply worried in case the project backfired. By comparison her deputy, Mrs Coleman, played a central role in the initiative throughout, providing the strong leadership identified by Hoyle (1972) as so important for the success of an innovation. She had an idealistic personal and professional commitment to this cause unconnected with her participation in the DES course. In the recent (pre-merger) past she had attempted to start a process of change, but this had failed due, in her view, to lack of support. Her roles in the development of the project were many. She negotiated or mediated our plans with the head teacher, so that we retained her acquiescence or (as the project went on) support; similarly, she kept the governors informed of our intentions at every stage. As a consequence of these efforts, we were able to direct the project very much as we saw fit. Mrs Coleman and I attended the course together, and we drew up the aims and objectives of the project at that time. She chaired all meetings of the working party; approached staff for support; spoke at staff meetings on behalf of the project; and used her influence as deputy to ensure that the project progressed. Finally, her experience as a manager and a teacher, gained over a long and successful career, and her knowledge of this school, were invaluable in ensuring that the initiative was handled with firm diplomacy.

My roles were, as described earlier, different but complementary. I wrote agendas, suggested strategies, and drew up planning documents. But in all of this we worked closely

together: as a team. This was yet another respect in which the DES course was well structured. The requirement that each participating school should send two members of staff - one from senior, the other from middle management - was, in our experience, inspired. For it meant that there were two people returning to the institution with commitment and ideas. When one of us was feeling burdened or disillusioned (and this does happen) the other was able to provide support and maintain the momentum. We could share ideas about strategy and discuss sensitive matters, in confidence, in a way that could not be done in a larger group setting.

It transpired fairly quickly that Mrs Coleman and I were able to work well together. This was, in fact, one reason for the success of the project, and not admitting it would be misleading. We shared the same faith tradition; we held similar assumptions about the purpose of education; we were both committed to the cause of equalising opportunity; we were both willing to work beyond contractual hours to take the project further. There were differences of opinion, emphasis, or approach between us. But they were never sufficient to prevent us from working together. While this factor may have been important, it was also largely coincidental, and could not easily have been planned or predicted.

The working party ('MECG'), which was one of the main instruments of change, was also one of the project's main achievements. Its members were loyal, committed, hard working, and got on well together. As with the relationship between the project leaders, it is impossible to quantify the element of good fortune in the creation of such a group, based as

it is upon so many complex and coincidental factors. But there is no doubt that social cohesiveness matters; and it can be encouraged (if not guaranteed) by the use of strategies, such as making meetings enjoyable, and celebrating the group's achievements socially.

Underlying all our strategies were certain principles which informed the way that we approached the task overall. When, late in the project, we were asked to give talks to interested groups outside the school, we drew up a list of ten points of strategy which we perceived as being relevant to our experience. These are reproduced below, with a brief elaboration of each one.

1. Take account of the school's situation.

In our case, this meant the need to tread carefully, especially at first. The school had been through a difficult period, during which the issue of race had become a focus for criticism of the institution and of individual teachers. We anticipated that some people would be defensive about it; therefore, we should not expect change to happen quickly or easily. On the other hand, the same reasons meant that this was an issue which, if addressed in the right way, many staff would perceive as being immediately relevant to the school.

2. Have clear aims and objectives.

This is just about good planning, in any area of activity. But even if it is obvious, it does not always happen. Writing our aims and objectives down was an essential discipline in the process of deciding where we were, and where we hoped to get to. Publishing them meant

that we could demonstrate to colleagues that the project was being taken seriously, and was properly thought out at an intellectual level. It also meant that we, the project leaders, could remind ourselves of our aims from time to time.

3. Plan meetings carefully if you want them to be successful. Anticipate objections or negative responses.

This was a reference to an early experience, when we set up a voluntary meeting for staff to get discussion going. The meeting went badly, and came as something of a shock. Our next such meeting was more carefully planned, and was more successful. Anticipating objections ensures that you retain psychological control over the situation, and makes it possible to depersonalise the arguments of opponents, thus reducing the complication of personal antagonism.

4. Acknowledge the fears and concerns of colleagues: value their contributions.

Specific efforts were made to respond to staff concerns, especially at the start. This was part of the attempt to take account of Fullan's 'subjective reality'. It was also an ackowledgement of the objective reality - that the majority of teachers were working hard already, and having to deal with an increasing number of external demands. Any contributions to the project were acknowledged in the documentary records. The aim of this was to reward supporters with public recognition of their efforts.

5. Advance slowly - at least at the beginning; seek allies.

Again, this was related to the situation of the school. Many staff needed to rebuild their confidence before they could take the issue on board in a wholesale way. This could be seen in the way that the project did not begin formally until the start of the academic year after the course (1987/88); and also in the tentative way that the working party began. The deliberate decision to approach colleagues we thought might be willing to support us meant that the project did not remain the preserve of the two course members for long. At meetings, we were able to demonstrate that the issue had support from colleagues who, for reasons of personality or style, might not otherwise have spoken in our favour.

6. Document, monitor, and evaluate - as part of the whole process, from the beginning.

We were encouraged to write everything down by one of the members of the TREE team, Shamira Dharamshi. From an early stage, it was apparent that the discipline of recording everything would be valuable to us. When, at the end of the preparatory year (1986/87) we collated all our materials into a booklet to show the other course members what progress we had made, we surprised ourselves with the volume of material which had been produced. Documentation and recording became part of a continuous process of monitoring. This in turn contributed towards the development of a mentality geared towards evaluation - a 'self-critical awareness' - which helped us to monitor the progress of the project and generate new strategies as it developed. It also made this study possible.

7. Communicate properly: let people know what you are doing and achieving.

The availability of detailed documents showing blow-by-blow progress on the project was important in relieving external pressures on the school while the project was getting started. Such documents were not intended for consumption by outsiders. But they were read by members of the education service, right up to the Director of Education, and influenced the attitudes of the support services in deciding to lend their support and financial muscle to the cause. They also reached community groups, who would have been worried by some of the things they contained, but encouraged by the evidence that the school was at last taking their concerns seriously.

8. Be consistent in your argument, that providing equal opportunity is not just for a minority, but is good practice for all pupils. White parents must not feel that their needs or concerns are being ignored.

One serious potential objection to a multicultural/anti-racist curriculum is that it is geared towards the needs of minorities, rather than the majority. This might, in fact, be based upon a misconception of the aims of multicultural/anti-racist education. But it is a misconception which could be socially divisive and damaging, as was revealed by the report on Burnage High school. The point being made here was that the perceptions of white working class parents and pupils were important, and should be borne in mind. Otherwise, the project would succeed in achieving the support of one group of parents, at the cost of alienating another, much larger group. One answer was to stress the value of multicultural/anti-racist education as good education for all, as in the Swann report.

9. Plan at a theoretical level.

We were conscious, as a result of our experiences on the DES course, of the value of thinking the thing through at the level of strategy, and of drawing upon the experiences of others - through research - to inform the process.

10. Work at a human level.

Originally this was added to round the list up to ten points. But on reflection, we discovered that there was an idea here worth elaborating. It was that no matter how many conferences were held, how many initiatives were proposed or grandiose schemes undertaken, what would decide whether change actually occurred was what went on in the minds, and the classrooms, of individual members of staff. The same point was made by Fullan, when he argued that the success or failure of attempts at educational change comes down, eventually, to the relationship between new policies, and the subjective realities of individual people and organisations, which explain how they interpret the meaning of change; **'because it is at the individual level that change does or does not occur.'** (1982, p.38)

In addition to these ten points, *the careful use of language* was important, in helping us to avoid either polarisation or politicisation of debate within the school. By emphasising the phrase, 'multi-ethnic curriculum' we were following the example given to us by the course. It also gave prominence to the educational dimension in the word 'curriculum'. Later, we employed the phrase 'racial equality and justice'. At various points we considered the use of the term 'anti-racist' in relation to our activities, and decided against it, because of its recent

bad press. We were similarly careful to avoid the use of terms which categorised our opponents too readily, or were as insulting as the sort of name calling which we claimed to be trying to eradicate. In this context, the advice of Marina Foster (TREE) not to categorise our opponents too readily or simplistically was particularly valuable. Finally, to underline a point made earlier, the provision of generous funds to support the project - for buying materials, and particularly for financing inservice training events - was essential.

9.6 Conclusion

The argument of this study has been that the the project in whole-school curriculum reform undertaken in Parkview school in 1986 was relatively successful in achieving change, and that this was the result of a number of factors both inside and beyond the institution. While it may be unwise to indulge in 'predictive generalisation' on the basis of these experiences, the story of the project can be interpreted as providing confirmation of the validity of the principles relating to the management of change which were discussed in chapter four. Those which it confirms are:

- The importance of locating change within the school, rather than outside it, and allowing the exact proposals for change to be mediated by inside practitioners, rather than outside academics or administrators.

- The value of good inservice training and support for staff development at LEA level. ('All in all there is considerable evidence that it is through the local authority and its

advisory services that the opportunities open to schools and teachers are created, defined, and negotiated.' Stenhouse, 1975, p.188)

- The central role of individuals - classroom teachers as well as deputies - in the process of change. ('The quality of schools depends on the quality of involvement of the individuals in them.' Stenhouse, 1975 p.184)

When we were attempting to start the project in October 1986, the effects of the teachers' action were still being felt. The imposition of 'Directed Time' did nothing to restore a sense of idealism to the profession; many teachers perceived it to be a calculated insult to their professionalism. From this time on, the number of extra-curricular activities undertaken in schools declined.

But this was just one factor making the educational climate unreceptive to innovation. The period during which the project was undertaken was one of enormous change - and therefore stress - in education generally. The advent of GCSE to replace O levels and CSEs: greater parental choice, and open enrolment: and Local Management of Schools (LMS) were just a few of the major changes which were implemented at this time. All of them had the effect of making the school's - and consequently the teacher's - position less secure than it had been before.

It was also, as described in chapter 5 (section 4) a difficult period for this particular school, due to the effects of the merger in 1985. There had been a partial breakdown in discipline; the school's reputation and numbers were in decline; and staff had lost confidence. To any of the teachers in this situation, Huberman's 'classroom press' would have been instantly recognizable. There was little enough time to do the existing job properly, without the additional and threatening burden of yet more change (Huberman, 1981, in Fullan, 1982, p.26).

Asking colleagues to undertake yet another major initiative in this context - especially on an issue that for some people was certain to raise very strong feelings - was felt to be unavoidable. It was also risky, and not guaranteed of success. The approach which was adopted towards this difficult task originated outside the school, and was informed by theoretical reflection. In this, the role of the LEA was crucial. The DES course was financed by central government funds. But it resulted from LEA policy, and was delivered by a team of LEA advisers. The course gave to the school the incentive, theoretical grounding, and practical support to carry out the project. Brandt (1986) recognised the importance of such an external intervention:

> *The observations suggest that sometimes, even when there is a professional and political will, teachers need the space and stimulation that in-service training provides in order to clarify their perspectives and sharpen their practice in the attempt to develop and realize anti-racist teaching.* (p.190)

Brandt also believed that changes in classroom practice, to be effective, had to be supported

in a wider context:

> *the context of the overall policy and practice of the school, in the context of policies and practices of education authorities, and in the context of action in the community.* (p.190)

It was just such a context in which the project was undertaken in Parkview. Inservice training was essential. But such training is not always or automatically effective in bringing about change. Siedow, Memory and Bristow (1985) found that the most common complaint about inservice training programmes was their failure to lead to long-term change. The programmes which they looked at were 'conducted reluctantly, attended unwillingly, and soon forgotten.' (Siedow et al, in Burnaford, 1996, p.138). Such criticisms would be difficult to apply to the DES course, which took account of the phenomenology of change. The chosen strategy was to ensure that initiatives which resulted from it were mediated by insiders, who knew their schools' characters and situations and were able to tailor their responses. If, in Parkview school in 1986, we had taken a more dogmatic, authoritarian, or externally dictated line in the management of change, it might well have militated against the cause we were advancing, and added further to the school's problems. The fact that a high degree of goodwill was generated in spite of the prevailing climate is, in part, a tribute to the professionalism of many Parkview teachers. It is also evidence that the project succeeded in addressing teachers' 'subjective reality'.

Taking account of the 'subjective reality of teachers' sounds, to a teacher's ear, vaguely patronising. I would prefer to express this in terms of respect for the opinions of others. The question is whether, in the business of managing institutional change, we respect colleagues sufficiently to allow them to come to terms with new ideas and ways of doing things in their own time; or do we expect them to jump, like Marris's puppets, in response to our own timescale or requirements ?

> *When those who have power to manipulate changes act as if they have only to explain, and when their explanations are not at once accepted, shrug off opposition as ignorance or prejudice, they express a profound contempt for the meaning of lives other than their own.* (Marris, 1975, in Fullan, 1982, p.25).

The evidence of this study suggests that curriculum change can be achieved, even in settings which appear far from propitious, given the right combination of factors: a clear theoretical grounding, effective inservice training, careful planning, strong leadership, good support, and adequate resources. But success is also dependant upon an approach which is founded upon an appreciation of the complexities of change, and a respect for those who will be needed to carry changes to fruition in the long term. In the case of this project, the role of the LEA in mediating government policy and ensuring the presence of these factors was critical and effective.

CHAPTER TEN: CONCLUSION

The Parkview project began, with the start of the DES course, in 1986. How relevant is the experience of the project to the educational debate today ? In the concluding chapter of the study, I discuss whether the issue of curriculum change for ethnic diversity is still significant; and whether changes in the political and economic context of education have made the experiences of the project obsolete. In the introduction, this study was described as a dialogue between theory and practice. Section 10.3 considers the relationship between theory and practice in education, and the role of teachers in contributing to curriculum development. The chapter concludes with a personal view of the need for change, and the prospects for change in the culture of teaching in the immediate future.

10.1 Is this issue 'significant' ?

10.2 Is the experience of the project still relevant ?

10.3 The role of teachers in curriculum development

10.4 'Towards a curriculum for ethnic diversity': into the new millenium

10.1 Is this issue 'significant' ?

According to Yin (1994), to be 'exemplary', a case study needs to be strong on five counts:

- it must be 'complete';
- it must consider alternative perspectives;
- it must display sufficient evidence, presented in a neutral fashion;
- it must be composed in an engaging manner;
- it must be 'significant'.

By significant, Yin means that the subject of the case study is either of general public interest, or the underlying issues are nationally important, to theory, practice or policy (p.147).

The reader will decide to what extent the present study measures up to the first four of these demanding criteria. However, I would argue that the issue which has been investigated - that is, the process of curriculum change towards multicultural/anti-racist education - is inherently *significant*, on both of Yin's counts: it is of general interest, and also nationally important. Why ?

Firstly, because *it goes to the heart of what education is about.* In chapter two, I argued that education can be expected to fulfil a number of inter-related purposes simultaneously. At individual level, it is about 'leading out': personal growth, or liberation. The aim is the development of a person who has self-awareness, self-respect, and self-discipline. Beyond the individual, I argued that it is about teaching people to work effectively with others, and

giving them a sense of their role in society by teaching them about their cultural inheritance. Self-knowledge, self-esteem and self-respect are preconditions for respecting others. Finally, at the level of wider society, the purpose of education is to produce active, informed, and tolerant citizens, committed to the creation of a better society through the development of democratic institutions based upon principles of justice. It is also about developing the skills and aptitudes necessary for individuals to contribute to and share in the benefits of material prosperity.

Multicultural/anti-racist education supports these aims. It is about self-respect, respect for others, and liberation from prejudice or ignorance. It shares a concern for teaching children to cooperate with each other, and its ultimate aim is a society in which people of different cultures live successfully together, with equal access to opportunities for political and economic participation. As shown in chapter three, there are differences of emphasis between the two approaches; whereas multicultural education emphasises change at the level of the individual, anti-racist education points to inequalities within wider social and political structures. But they both seek to contribute towards the creation of a better, more just society. The origins of these perspectives lie specifically in racial inequality and are therefore concerned in the first instance with achieving justice for black people. However, the process of raising awareness of the mechanisms of inequality is liable to benefit other oppressed groups - women, working class people, people with disabilities - and is nothing less than good education.

Secondly, it is significant because *multicultural/anti-racist education supports the development of a pluralistic view of society*. Conflict between different ethnic and religious groups is a major cause of suffering in many parts of the world, such as Northern Ireland, the Balkans, Israel, Iraq, Indonesia, Rwanda, and South America. Such suffering, unacceptable in its own right, can also lead to international instability.

In countries without armed conflict, xenophobia is too deeply ingrained in the human psyche to be eliminated through legislation alone; and the migration of peoples between continents since the Second World War has helped to ensure that issues of ethnic difference, cultural pluralism, and racial discrimination are matters of debate in all the world's democracies. Since the late 1980s there has been a reemergence in mainstream politics of neo-Nazi racist groups in the USA, the UK, and France (Gillborn, 1996). In the USA (where demographic trends suggest that by the end of the century one in three Americans will be non-white) there was, at the end of the 1980s, a wave of racial conflagration in high schools and colleges across the country, and widespread evidence of attacks on black students (McCarthy, 1990).

A third reason for regarding it as significant is that *it is about changing and improving schools*. The obstacles to equality of opportunity which marginalise and oppress some groups of people throughout society also exist within the structures of schools, as can be seen in the academic underachievement and alienation of such groups (McCarthy, 1990; Gillborn and Gipps, 1996). These obstacles to achievement need to be removed; to remove them requires changing the school. In addition, society is changing very rapidly. There are pressures upon

the education system to respond. The school curriculum needs to be developed, to reflect social change; to prepare pupils for more technologically advanced roles in the workplace; and to teach pupils the skills needed to adapt to change itself. Because the process of developing the curriculum is mediated by teachers, who have their own subjective understanding of the reality of the school situation, it is a complex undertaking. Too often, little account is taken of the phenomenology of change in the introduction of new policies, and as a consequence attempts to improve schools are not always successful (Fullan, 1993).

As explained in chapter 5, the issue of curriculum change for ethnic diversity was highly relevant to Parkview School in 1986. A decade later, I believe that this issue remains of interest to pupils, parents, teachers, and educational policy makers, and is 'nationally important'.

10.2 Is the experience of the project still relevant ?

In the previous chapter, it was argued that the Parkview School project resulted from the coincidence of a number of socio-political and educational factors. These included pressure from parents, LEA policy, and support from central government. The DES course (1986) which initiated the project was the practical outcome of these pressures at local and national level. It was funded by central government, and delivered by the LEA. I have also suggested that the course was a particularly effective example of inservice education for the purpose of generating and managing change in the school setting.

At the end of the 90s, the educational world seems very different. Even if the issue of curriculum change for ethnic diversity remains significant, are the strategies for managing change adopted in this instance still relevant, or have changes in the political and economic climate rendered them obsolete ?

The changed political context of education

The project began in October 1986. Writing the following year, Tomlinson (1987) was encouraged by what she perceived as a move away from the racially inexplicit policy of the 1970s. The Swann report (1985) had been a major step forward. Government statements had included the rhetoric of removing racial prejudice, and there were signs that multicultural education would be included in teacher training as a priority issue. A further positive development was the setting up of curriculum projects by the DES since 1986 in areas with few or no ethnic minorities (p.96). The DES regional course at Bulmershe College was, presumably, one of the initiatives Tomlinson was referring to (see chapter five).

So the project was begun at a time when central government policy was to support and even encourage multicultural approaches. But even while these positive developments were taking place, a political challenge to the idea of multicultural/anti-racist education was emerging. In 1979, Margaret Thatcher had said that 'alien cultures were swamping British values.' While some interpreted the inner-city disturbances of the early 80s as evidence of the need for changes to address inequality, others saw them as evidence that black people were 'the enemy within' (the Times, 19.11.85). Attacks on multicultural/anti-racist education policies

followed, from Honeyford (1982), the Monday Club (1985), and Palmer (1986). As described above, the racist murder of a black pupil in Burnage High School (September, 1986) was widely reported as the consequence of anti-racist policies, in spite of the protestations of the enquiry team; and this misrepresentation was not corrected even after the full report was published in 1989. The same unfair treatment was given by the press to reporting of the 'Race Spies' allegations against Brent LEA (1987), while the positive findings of HMI (1988) received scant press coverage (Todd, 1991).

The Education Reform Act (1988) appeared to enshrine these criticisms in law. To many commentators at the time, the act spelt the end of multicultural/anti-racist initiatives (Ball and Troyna, 1989; Dorn, 1990). It would remove control over what was taught from LEAs and also schools, making it impossible to adapt the curriculum in response to the circumstances of a particular institution. There was also a widespread concern that aspects of the curriculum might be highjacked to serve political as opposed to educational purposes. In particular, proposals for the new history syllabus were seen as disturbingly Anglo-centric and nationalistic (Ascherson, The Observer, 26.7.87; Vulliamy, The Guardian, 17.11.87; Ward, TES, 31.3.89).

In Dale's view (1989) the Education Reform Act went far beyond an attack on multicultural education. Taken with the reforms since 1984, it represented a major restructuring of the British education system. Dale saw these changes as a response to the 'Great Debate' about the contribution of education to the economy after 1976 (see chapter two). The outcome had

been a fundamental change in the dominant view of education, away from public interest, towards private or national interest. The guiding principles behind the 1944 settlement, of collective concern for the welfare of individuals, and opportunity for all, had been replaced by a new principle - that of the market (Dale, p.104).

Apple (1989) identified similar trends in other developed countries. The main features of the trends were proposals to make schools more market-orientated; extension of government control over teaching and the curriculum; concern with standards; attacks on the curriculum for its lack of patriotism; and pressure to meet the needs of business and industry (p.5).

The changed economic context of education

Kallen (1996) confirmed that the trend towards a market-led view of education described by Dale and Apple had continued. A development which was observable 'nearly everywhere' was the devolution of administrative responsibility from national to regional, local, and institutional levels; a process offset by increased control over other matters. However, this process was operating in contradictory ways. In countries with a strong tradition of central authority (such as France, Norway, Sweden) it had led to greater power being given to regional bodies. By comparison, in the UK and USA, both of which had traditions of regional control, there had been a significant strengthening of the authority of central government (for example, in curricular control), alongside greater institutional autonomy (over budgetary matters).

While acknowledging differences of tactics between different countries, Guthrie (1996) expressed surprise at the 'remarkable resemblance' of international education policies. Why have these, and similar reforms, been implemented in so many countries at the same time ? The main driving force, according to Guthrie, has been economic:

> *Increasingly, OECD countries expect their education systems and a variety of occupational programmes to contribute forcefully to economic growth and are enacting reform policies to achieve this objective.* (p.61)

As shown in chapter two, the idea that education might contribute towards economic growth is not new. What has changed, making this the driving force of educational reform in all the world's developed countries, is the pace of technological and economic development. Globalization of the economy has focussed the attention of governments on the need to respond quickly to technological changes, in order to protect standards of living and chances of re-election. There is also, according to Guthrie, a concern with international status. National power previously depended upon the possession of raw materials, geographically strategic positions, or military capability. Guthrie argues that in the future it will depend upon 'human capital':

> *Whereas a nation's influence was once largely dependant upon what it could derive from the ground, national power now increasingly depends upon what can be derived from the mind... the goal is to utilize educated intellect as a strategic means for a nation to gain or retain an economically competitive position in the global marketplace.* (Guthrie, 1996, p.63)

The capacity of western countries to achieve this goal, and thus retain their dominant

position in global politics, has been brought into question by the phenomenal growth of the 'Pacific Rim' economies (South Korea, Japan, and Taiwan):

> *What is labelled 'recession' in Europe and North America is better seen as the result of a global redistribution of economic power.* (Reynolds, 1997)

Although the phenomenon of the 'Tiger' economies is due to a number of social and cultural factors, it also seems clear that a key element in their success is a high standard of state-run education. Attempts to compare standards between different countries and different education systems (through surveys carried out by the International Association for the Evaluation of Education; the International School Effectiveness Research Project) have shown that pupils in Pacific Rim countries work longer hours, more efficiently, and to a higher average standard (for example, in mathematics and science, pupils in Pacific Rim countries score on average three or four years ahead of pupils in British schools. Reynolds, 1997). The lesson being drawn by governments is that to maintain competitiveness in international markets, western nations will have to compete in educational standards as well.

So, there have been considerable changes in the political and economic context of education since 1986. How have these affected the curriculum ? Amongst the most important features of the trend towards a market-led education system have been a growing concern with the role of education in providing an educated work force: the advent of a centrally prescribed curriculum, designed to make schools more responsive to economic and technological change: and a decline in the role of LEAs, with the devolution of administrative power to

schools. The impact of these developments on multicultural/anti-racist education is considered next.

1. The need for an educated workforce

There is in modern economies a growing demand for middle and highly trained workers. The job of providing a skilled and adaptable labour force has remained with the initial education system, leading to a tendency to treat it as another part of the economy. In this view, the school is an enterprise, like others, which must produce the best output in the most efficient way. And it must also do it as quickly as possible. According to Kallen (1996), public services - including education systems - in all the countries of OECD have become more consumer-orientated, and concerned with short term outputs:

> *The short-term has replaced the middle- and long-term perspective and expediency tends to be privileged over ethical concerns.* (Kallen, p.10)

Such a development must give cause for concern to those who see education as a process which is intended precisely to widen our perspective beyond our immediate circumstances, and to assert the importance of ethical over material concerns. It also justifies a neo-Marxist critique of education, as a means to produce a docile and compliant workforce. Racial equality and justice are ethical as well as political goals. The implication is that the tendency to view education as part of the economy, concerned with short term outputs, will undermine the cause of multicultural/anti-racist education.

The same tendency could also, paradoxically, lend support to the cause. In chapter two, I argued that it is legitimate to see education as a means to economic growth, since personal and national prosperity are desirable ends. It would not be legitimate to design the education system in order to prevent people from developing a capacity for criticism and social/political awareness; such a process would not be 'educational' (*educere*). I also argued that technological changes mean that there will be less need in the future for workers who are docile and unskilled, and greater need for workers who are highly trained, imaginative, and adaptable - in other words, well educated.

There are signs that government policy is returning, as in the early 1980s, to an interest in the education of children from ethnic minority backgrounds:

> *Ethnic monitoring, multicultural and anti-racist policies were once denounced as 'loony left'; now they are Conservative policy.* (MacLeod, The Guardian, 10.9.96)

Then, the political impetus came from disturbances in the inner cities. Now, it appears to originate from economic concerns. There is statistical evidence, collected through Ofsted inspections, of continuing high levels of underachievement and alienation amongst some ethnic groups, particularly African Caribbean boys. The Ofsted report makes reference to injustice, but also to the economic implications if this situation is allowed to continue:

> *One of the clearest findings of this review is that if ethnic diversity is ignored, if differences in educational achievement and experience are not examined, then considerable injustices will be sanctioned and* <u>*enormous potential wasted*</u>.
>
> (Gillborn and Gipps, 1996. Emphasis added)

2. The National Curriculum

As explained above, due to the prevailing political climate when the National Curriculum was first proposed there were fears that a centralised curriculum would be used to prevent the development of multicultural/anti-racist approaches, and initiatives in curriculum reform at local level; also, that existing good practice would be replaced with politically-inspired Anglo-centrism, leading to an increase in discrimination against black people. These concerns were mitigated when the first details of the new curriculum began to emerge. For example, the DES circular 5/89, 'The Education Reform Act 1988: the School Curriculum and Assessment' stated:

> *It is intended that the curriculum should reflect the culturally diverse society to which pupils belong and of which they will become adult members.* (section 17)

In accordance with their briefs, each of the subject reports commissioned for the new curriculum made reference to cultural diversity, and offered opportunities in the programmes of study for multicultural/anti-racist approaches. The National Curriculum Council also identified a set of cross-curricular themes, dimensions, and skills which were expected to be covered across the subjects of the curriculum. These included equal opportunities, multicultural education, and education for citizenship (NCC, 1990). At the time, these themes and dimensions were welcomed; but they looked like something of an after-thought, and were seen by some as 'window dressing'. They were always likely to have a limited impact upon curriculum practice, for two reasons:

- they would not be assessed; and
- there was general agreement that the curriculum which had been assembled by

separate working groups was overcrowded and would need cutting back to make it manageable.

The National Curriculum took from schools and LEAs the power to develop the curriculum in response to local circumstances. However, for those who sought to develop multicultural/anti-racist approaches, opportunities were written into the new structures, and it was up to individual teachers and schools to exploit them. But suppose that such opportunities had not been included: would it have been possible, through determination of curriculum content, to prevent teachers adopting an anti-racist approach where they chose to do so ? In chapter three, I argued that good multicultural/anti-racist practice does not require selection of specific curriculum content, so much as a change of perspective. The approach advocated by Grinter (1985) and utilised in the Parkview project is still, therefore, viable within a centrally prescribed curriculum:

> *Effective anti-racist multicultural education is more a matter of approach, emphasis and choice of examples, analogies and implications in the teaching of traditional curriculum content, a question of sensitivity to issues and perspectives which might otherwise be omitted.* (Grinter, 1985)

3. The changed role of LEAs.

As explained above (chapter four), the third main feature of the move towards market-led provision of services in the UK has been a diminution of the role of Local Education Authorities. Besides losing their influence over curriculum policy as a result of the National Curriculum, LEAs have also lost much of their capacity for strategic planning due to reforms

such as open enrolment, opting out and City Technology Colleges. Their importance has been further reduced by Local Management of Schools (LMS), which devolved financial control to schools; the Assisted Places Scheme, which has taken funds out of the maintained sector to support private schools; and rate-capping, which limited LEA powers of spending. Kogan (1996) sees the managerial tie between schools and LEAs as having been broken, and replaced with a more distinct role in monitoring and evaluation. While LEA advisory teams still exist, the emphasis in their work has shifted away from giving advice, and generating/supporting initiatives, towards accountability through inspection. LEAs have been forced, by economic constraints, to bid for contracts to inspect schools - both within and outside their own authorities - under the criteria established by Ofsted (Office for Standards in Education).

One perhaps unexpected result of this development is that issues of inequality in schools have been subjected to systematic scrutiny on a national scale. In the official handbook produced by Ofsted to provide guidance for inspections (1993), section 7.3 (ii) addresses equality of opportunity. Inspectors are directed to consider the effectiveness of the school's arrangements for promoting equality of opportunity:

> *The core task is to assess the influence of the school's practices and policies on pupils' access to the curriculum and their achievements.* (p.57)

Evidence is to be sought from analysis of documents, such as the school policy on equality of opportunity; admissions policy; staffing and staff development; curricular access and content; the achievements of different groups of pupils; provision for bilingual students; and

resources for learning. Under the heading of curriculum content, inspectors are reminded to

> *take account of the responsibility of every school to prepare young people for the reality of an ethnically and culturally diverse society.* (p.57)

Further evidence is to be drawn from observation inside the classroom and in other contexts; from discussion with pupils and parents; and from the inspection of individual subjects. The investigation process should look at teacher expectations, stereotyping, classroom interactions, whole-school ethos, and 'the structure, content and processes of the curriculum' (p.59).

The Ofsted schedule represents a rigorous approach for monitoring the performance of schools in this area, which it would be difficult to dismiss as 'tokenist'. The criteria are based upon two significant assumptions:

- firstly, that the issue of inequality is pertinent to all schools, not just those with pupils from ethnic minority backgounds;
- secondly, that the mechanisms of inequality operate within the structures of the school, through 'hidden' processes such as pupil grouping, admissions, and teacher expectations.

It should, however, be noted as a potential cause for concern that in the revised Ofsted handbook (1995), the section devoted to equality of opportunity has been reduced from 3½ sides to 1 side.

How the process of inspection will affect education in the long term is still unclear. Looking on the positive side, the mechanism has been set up in such a way as to force schools to tackle aspects of their practice which are identified as weak according to the criteria. Governors are required to draw up an 'action plan' responding to the findings within forty days, and copies of the inspection report are sent to parents, the local press, and other interested parties. There is a clear intention that the process should have specific outcomes. So, for example, a school which was deemed to be failing black pupils could be publicly identified, and required to improve matters. In addition, Ofsted reports are fed automatically back to central government, and analysed for more general findings concerning trends in education. There are signs that this process will inform future central government policy (see, for example, the report referred to above, by Gillborn and Gipps (1996) on the achievement of ethnic minority pupils, commissioned by Ofsted).

On the negative side, as a means of evaluation the 'snapshot' approach used in inspection is unlikely to reveal all of an institution's hidden secrets. More worryingly, the process of inspection places responsibility for the management of change on the school, and then leaves it to its own devices. This, and the pressure of short time scales, mean that the solutions are likely to be internally referenced. Kogan (1996) was unsure how this new role would affect the capacity of LEAs to operate as agents of change:

> *Their authority to monitor actively, in the sense of moving from evaluation to taking actions which will cause a direct effect in institutional behaviour, is unclear.* (p.27)

In the case of the Parkview project, the role of the LEA was crucial in bringing about

change. If the school had been inspected in 1986, it would probably have been concluded from the meeting with parents, and from a review of examination results, that the school was failing to meet the criteria on equality of opportunity; and curriculum development to ensure equal access might well have been included in the action plan. But it is difficult to imagine how this goal might have been translated into practice, against the wishes of a number of influential members of staff, who had limited understanding of or sympathy with the notion of ethnic diversity,

- without considerable LEA support, from professionals who stood outside the situation of the school, and had experience in changing the curriculum in this area;
- without a proper grounding in the principles of managing whole-school curriculum change, such as can only be provided through an expensive programme of professional development.

To summarise: there have been considerable changes in the political and economic climate of education since 1986. Fears that the imposition of a curriculum prescribed by central government would lead to the demise of multicultural approaches have proved precipitate. The National Curriculum, while severely restricting opportunities for curriculum adaptation in response to local contexts, could not prevent the development of a multicultural/anti-racist approach within a school, since it prescribes *what* is taught, not *how* it is taught. In fact, it also offers explicit encouragement to schools to recognise the ethnic diversity of society through the curriculum. This commitment is reasserted and strengthened through the process

of school inspection by Ofsted, which considers equality of opportunity amongst its criteria for judging the effectiveness of a school.

Such evidence suggests that a multicultural perspective has become 'institutionalized', permeating the whole curriculum and the educational environment (Banks, 1988). Nevertheless, the general political climate has been hostile, particularly towards the notion of anti-racist education, and this has been exacerbated by pressures on the education system to serve economic ends.

At the end of the nineteenth century, there was a crisis of national confidence as a consequence of the growing economic and political challenge from Germany and the USA; this led to greater emphasis on the role of education in contributing to the economy, and to developments in the education system. A century later, Britain is once again feeling threatened by economic challengers - this time, in the far east; and the view of education as a means to support economic growth has become the dominant political view of education. The perspective is short term, and gives higher priority to material concerns, such as standards and accountability, than to issues of social justice. There are, though, signs that the need to maximise the potential of human resources in the work force, allied to the cyclical fear of social unrest, may act as contradictory incentives towards putting equality of opportunity back on the political agenda.

The development which, in my view, is most likely to have a deleterious effect upon the approach to curriculum development described in this study is the diminution in the role and importance of LEAs, and resulting changes in opportunities for professional development. In chapter nine, I concluded from the experience of the Parkview project that the main factor in its success was the role played by the LEA. The political impetus, in the form of sponsorship, could be traced back to central government (DES). But the process of managing of change was undertaken at local level, through the DES regional course. This was structured and delivered by LEA advisory staff, who also selected the participating schools. The course attempted - in my view, successfully - to link theoretical perspectives on multicultural/anti-racist education with examples of good practice, and opportunities for reflection on our own institutional context.

Without this intervention by the LEA, the Parkview project would not have happened. If the intervention had been less skilfully managed - for example, if it had been more dogmatic, or prescriptive - attempts to change the curriculum of the school would have been at best short term, or ineffective; at worst, damaging and divisive. Instead, responsibility for managing change within the institution was given to practitioners, who knew the situation of the school, and were able to take account of the subjective perceptions of their colleagues in their overall approach. As I have argued in chapter 9, the result was that specific, beneficial changes in the school's practice were achieved, without a damaging polarisation of staff attitudes.

10.3 The role of teachers in curriculum development

On all questions of Reform I have always been a most decided opponent and mainly because I am a stupid matter of fact man and adhere to practice attaching little or no value to theory. (the Duke of Newcastle to Lord Stanley, 5th May 1846. In: Blake, 1985)

The Parkview project was influenced by educational theories - of multicultural/anti-racist education; and of curriculum change. It was conceived and initiated at LEA level, and carried out within the institution by practitioners. My argument has been that because the intervention took place at a theoretical level, and because it offered structured opportunities for reflection and adaptation of ideas, the practical initiative which resulted from it was able to become self-sustaining, and developed in a way which was appropriate to the particular school.

When, having taught for ten years, I read Stenhouse's (1975) exhortation, that 'ideas should be disciplined by practice, and practice should be principled by ideas', it struck a chord; not because it related to my own experience of teaching, but because it was so singularly absent from it. The sort of issues which Stenhouse was discussing impinged upon my activities as a teacher every day. But they were customarily addressed, within the schools where I had taught, in terms of a practical and internally referenced response. As described in chapter four, Hargreaves (1989) saw teachers as being over-reliant upon their own experience, and the culture of teaching as

narrowly focussed, individualistic, classroom based, pragmatic. (p.55)

As a practising teacher, I feel ambivalent towards this analysis. On the one hand, I do not accept the implication that teachers are narrow minded and unintellectual, basing their practice on pragmatism rather than principles. The key staff at Parkview who supported the project did so generously and idealistically, giving considerable time and energy to the cause. Unlike the project leaders, they had not had the benefit of a long and stimulating programme of inservice development to fire them up; but they accepted the aims of the project and worked hard to implement them. Teachers in general feel criticised and unsupported. They are held responsible for many of the ills of society; expectations of the education service have been raised, at the same time that their core role is becoming increasingly difficult to carry out due to changes in attitudes towards authority. If, in response to higher expectations, they manage to get more pupils through more exams at higher grades, this is seen as evidence that educational standards are falling. And just to ensure that they get the message clearly of how highly society values education, basic resources have been drastically reduced. This means larger teaching groups, and increasing amounts of time and energy devoted to fundraising for such luxuries as books and roof repairs - even teachers. I have no desire to add to these burdens by criticising fellow professionals.

On the other hand, I also have to accept (because it is true) that many teachers are resistant to change, rely upon their own experience when responding to proposed innovations, and show a lack of interest in research or formal educational theory:

Theory and research play a much less significant part in teaching than they do in other

professions... what evidence there is suggests that most teachers regard research as an esoteric activity having little to do with their everyday practical concerns.

(Carr and Kemmis, 1986, p.8)

Who is to blame for this state of affairs ? Is it simply that teachers are, like some 19th century peers, stupid, matter of fact people, who are instinctively opposed to reform and attach little or no value to theory ? Hargreaves denied that teachers are stupid, preferring to blame the culture of teaching rather than the limitations of individuals. The culture of teaching was, in turn, the result of environmental factors, related to the structure of the profession:

What teachers think and do - the culture which they share and which binds them together - is a meaningful and rational response to the pressures and priorities of their environment. (Hargreaves, 1989, p.91)

Teachers operate to a very large extent behind closed doors; and their priorities are defined in relation to this context. According to Hargreaves, the nature of this situation leads to isolation, making professional collaboration difficult, and explains why teachers rely so heavily upon personal classroom experience. Because of its reinforcement of traditional subject boundaries, the National Curriculum has, in Hargreaves' analysis, bound teachers even more closely to the 'non-reflective environment of the classroom', reinforcing the individualistic culture of teaching.

In addition to the National Curriculum, there are other, steadily increasing pressures which have conspired to dominate teachers' priorities, and push reflection or research down the

professional agenda. The first job of a teacher is to master the context of learning, the classroom, by exerting a sufficient degree of authority and organisation to ensure that learning can take place. As suggested above, this task has become more, not less difficult. Other pressures include the development of new forms of assessment, records of achievement, monitoring of pupil progress, improved provision for pupils with special needs, use of new technologies across the curriculum, the relentless drive for higher and higher levels of attainment... all of which are to be achieved with fewer and fewer resources. If, at the end of an evening's work planning lessons (carefully designed to excite the attention of all pupils, and with suitably differentiated materials) and marking books (33 in a set, each one with a personal comment and individual target for the pupil to work towards), teachers are unwilling to find the time to read around the theory of education, this is not necessarily because they see research as an esoteric activity, or because they lack professional commitment, but probably just because they need to go to bed.

The professional isolation of teachers is liable to be exacerbated by the demise of LEAs. Devolution of financial responsibility (LMS), and increased competition between schools (through open enrolment and the publication of league tables) mean that schools are today less likely than in 1986 to share experiences, regarding other schools as potential rivals; and less likely to be willing to release two senior members of staff to be out of school for 25 days, especially if they have to pay for the privilege. Inservice opportunities like the DES course ('inservice education') have been replaced by short term programmes with a more practical and technical focus ('inservice training'), too brief to allow time for reflection.

Thus the isolation of the classroom will be replicated at institutional level, in school communities which are also 'narrowly focussed, individualistic, pragmatic.'

A further possible explanation why teachers might see research as 'esoteric' is that it is often just that. Esoteric means difficult to understand without special training (Longman M.E.D, 1976). Much research, it seems to me, is written in a technical language which makes it at best unappealing, and at worst, incomprehensible to the lay person. According to Jungck (1996) the received view of research is that it is carried out by professional scholars, whose capacity for objectivity is such that they can reduce reality to relationships between precise variables. The dominance of this 'positivistic' tradition explains why teaching and research appear to be such separate activities:

> *The dominant perception and language of what is 'real' research has functioned effectively to separate teachers from researchers and teaching from research. Also, by analogy, it supports the myth that theory and practice are separate endeavours.* (Jungck, p.169)

Like Jungck, Carr and Kemmis (1986) rejected the assumption that theory and practice are separate activities. All theories are the product of some practical activity; similarly, all practical activities, whether we realise it or not, are guided by some element of theory. Therefore, they argued, practice and theory do not exist apart from each other, in the way which is often implied:

> *Theories are not bodies of knowledge that can be generated out of a practical vacuum and teaching is not some kind of robot-like mechanical performance that is devoid of*

any theoretical reflection. (Carr and Kemmis, p.113)

In order to become more professional, teachers needed to develop a capacity for 'praxis', or 'doing-action' - a combination of practice, wisdom, and knowledge. This should be guided by 'phronesis', the desire to act truly and justly, and would combine thought (theory) with action (practice), giving equal weight to both. Thus, the transition being sought was not from theory to practice, but

from irrationality to rationality, from ignorance and habit to knowledge and reflection. (Carr and Kemmis, p.116)

Carr and Kemmis rejected both the positivistic and interpretive models of educational research as being concerned with bringing the practices of teachers into conformity with the theories of academics, or policies of administrators. Instead, they advocated an approach which involved practitioners 'becoming critical'; questioning their own practice, reflecting on and learning from their experiences, and generating new or better theories through a process of 'wise decision-making' to replace those they were working from already.

So, how can teachers contribute towards developing the curriculum and improving schools ? The culture of teaching is narrowly focussed. Teachers typically do not use research or external references to modify their practice, but rely heavily upon their own experience. The main reason for this is the nature of teaching as a classroom-based activity, which causes an individualistic approach, and makes collaboration or collegiality difficult. This structural problem has been exacerbated by growing external pressures upon the profession as a whole. A further reason for the unprofessional attitude of teachers is their traditional perception of

educational research as an esoteric activity. This has arisen from the dominance of a positivistic view of research, by which theory is something which originates outside the school, and is separate from practice. To acquire the same status as other professions, teaching must become grounded in theory and research. What is needed to achieve this is a redefinition of the relationship between theory and practice, in which the two are understood as dialectically related; and the active participation of teachers in research, through the development of a 'critical' approach to teaching.

> *The only legitimate task for any educational research to pursue is to develop theories of educational practice that are rooted in the concrete educational experiences and situations of practitioners and that attempt to confront and resolve the educational problems to which these experiences and situations give rise.*
>
> (Carr and Kemmis, p.118)

10.4 'Towards a curriculum for ethnic diversity': into the new millenium

In chapter nine, I argued that the Parkview project was successful in achieving specific changes which were beneficial to the institution. This chapter has argued that

- the issue of curriculum change for ethnic diversity is still relevant today, regardless of changes in the political climate. It will continue to be relevant in the future, since it is concerned with issues of justice and equality, which are central to the development of a just and stable society;
- the experiences of the project are also still relevant, although changes in the structure

of the education system (the diminished role of LEAs) and in the resources allocated to professional development would make it more difficult to carry out;

- changes in the global economy have enhanced perceptions of the importance of education in responding to change, and consequently the need to develop the curriculum;
- to be successful, curriculum development must be located in the practices of the school situation. But to do this it will be necessary first to change the culture of teaching, to make teachers more self-critical, reflective, and open to discourse.

Everything in this study - the success of the project in achieving change, and particularly in avoiding polarisation of staff opinion; Fullan's emphasis on taking account of the subjective reality of individuals, and respecting them sufficiently to give them the time to accommodate new ideas; the complexity of attitude change; Gillborn's comparison of Burnage with schools which had implemented anti-racist policies in a pragmatic rather than doctrinaire way; and Carr and Kemmis's view of the central role of teachers in developing theory - all of these ideas point in the same direction: the need to locate change at the level of the individual if it is to have meaning:

> *because it is at the individual level that change does or does not occur.*
>
> (Fullan, 1982, p.38)

How can this be achieved ? Hargreaves' (1989) solution included the following elements:

1. widening of educational experiences beyond a subject-based academic curriculum, in order to reduce fragmentation;

2. more generous staffing policies, to allow teachers time for collective planning, reflection and review;

3. a return to a view of professional development as concerned with education, meaning opportunities for reflection and institutional self-criticism, as well as training.

A reduction of the average teaching load, and more opportunities for professional development would make a huge difference to the morale of the profession. Changes of this kind would, in the longer term, make it possible to transform the culture of teaching, making it more 'critical', reflexive, professional, and effective. In this context, change would be seen as a challenge rather than a burden.

What this would involve, in the first instance, would be a political commitment to increasing the financial resources for the education service. Given the current situation which teachers find themselves in, of declining resources and mounting pressures, this prospect looks like nothing more than a pious hope. Education has been at the top of the political agenda for some years, and was a key issue throughout the last election. The election of a new government, with a large majority, and the proximity of the new millenium, might suggest that the moment is right for a break with recent education policy. However, as yet, the signs indicate continuity rather than change. The Labour government has carefully avoided committing itself to extra resources, apart from those released by ending the Assisted Places Scheme, and looks set to maintain an ideological emphasis upon education as a means to economic growth, rather than the creation of a better, more just society.

Consequently, the idealistic vision of an education system in which curriculum reform is undertaken at school level by practitioners, who have through 'praxis' reflected upon their habits and theories, and seek to change them for the better, is liable to remain unfulfilled, despite its potential:

> *Research workers have a contribution to make; but it is the teachers who in the end will change the world of the school by understanding it.* (Stenhouse, 1975, p.208)

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TABLES

1 PASTORAL INTERVIEWS (1) (Feb'90): the situation before the project began

2 PASTORAL INTERVIEWS (2) (Feb'90): the perceived effects of the project

3 CROSS-CURRICULAR SURVEY (1) (Sep'89): frequency of topic reference

4 CROSS-CURRICULAR SURVEY (2) (Sep'89): analysis by topic

5 EVALUATION OF THE PROJECT IN DEPARTMENTS (1) (Mar'90): changes

6 EVALUATION OF THE PROJECT IN DEPARTMENTS (2) (Mar'90): constraints

7 UNINTENDED EFFECTS OF THE PROJECT (1987-90)

TABLE 1: PASTORAL INTERVIEWS (1) (Feb'90): the situation before the project began

Factors in this analysis which recur have been grouped using the following codes:

PERCEIVED CAUSES OF THE SITUATION:
PAR(pol) = PARental (political) concerned with pressure from outside the institution - e.g. from parents or community groups
PUP(beh) = PUPil (behaviour) concerned with the perceived behaviour of black pupils
MER(log) = MERger (logistical) referring to practical difficulties arising from the merger of the two schools in 1985
MER(cul) = MERger (cultural) referring to difficulties arising from perceived differences in the cultures/ethos of the two schools
STA(rac) = STAff (racist) attitudes towards pupils
STA(mis) = STAff (mishandling) of pupils
INC = reference to a specific INCident
TA = reference to the Teachers' Action of 1985/86

PERCEIVED EFFECTS OF THE SITUATION:
STA = effects upon STAff perceptions/attitudes
PAR(b) = effects upon perceptions of black PARents
PAR(w) = effects upon perceptions of white PARents
PUP(beh) = effects upon black PUPil behaviour/attitudes

INFORMANT	SITUATION PRE PROJECT	PERCEIVED CAUSES	PERCEIVED EFFECTS
A	'Enormous problems' in 1st year of merger	MER(log) organisational, size of site MER(cul) 'a weakness to be conciliatory' TA 'ten times more diff.' STA(rac) 'We don't behave that way here' STA(mis) lack of relationship with new pupils	PUP(beh): alienation PAR(b): alienation

B	Staff 'on trial'	INC legacy:'resentment among staff'	STA loss of confidence dealing with A-C pupils PUP(beh) A-C pupils 'defensive' PAR(b) challenged school STA percieved lack of support from pastoral staff PAR(b) loss of confidence in school
C	Aware of 'racial tensions'	INC legacy: 'badly handled and twisted' PUP(beh) 'problems from home' brought into school PAR(pol) pupils 'incited' to challenge staff,	PAR(b) seen as 'racist school' PAR(w) annoyed by teacher action, confused with merger
D	'Anxious' before merger	STA(rac) 'children knew that some teachers were racist' INC: knew what had gone on would affect boys	PUP(beh) black boys took up racist cause STA unwilling to challenge pupils STA black pupils seen as 'a threat' PAR(w) school reputation suffered PAR(b) 'voted with their feet'
E	'Discipline poor' Staff felt 'threatened' Staff authority challenged	PUP(beh) black pupils 'aggressive, antagonistic' MER(log),TA 'situation chaotic' MER(cul) staff 'who didn't like teaching pupils of opposite sex'	STA disillusionment, resentment STA loss of confidence dealing with black pupils STA perceived lack of support from senior staff PAR school's reputation 'went within months'
F	'Certainly tensions'		PUP(beh) strains in certain areas - corridors, playground, classrooms, toilets PAR(b) school seen as racist
G	'Pressures, tensions'	PUP(beh) 'fairly delinquent' group of A-C girls PAR(pol) tensions with group of black parents	PUP(beh) A-C boys seeking attention STA felt 'infuriated', 'powerless' PAR(b) school seen as racist PAR(w) loss of confidence (graffiti)

INFORMANT	SITUATION PRE PROJECT	PERCEIVED CAUSES	PERCEIVED EFFECTS
H	'Very difficult'	PUP(beh) 'diff. girls put staff on spot' MER(log) 'sheer size of new school' MER(cul) 'problem had come from girls' school' TA pupils sent home at lunchtimes MER(log) unhappiness over jobs, change; overcrowded playgrounds; '2 years too early' Racial tension - one problem amongst many	STA duty staff 'went in pairs' STA loss of confidence dealing with black pupils PUP(beh) teachers 'baited' PUP(beh) boys became 'more anti-teacher' PAR(w) perceived unfairness in treatment of black/white pupils STA morale very low: 'overwhelmed'
J	'Pretty tense'	PUP(beh) group of A-C girls transferred to school had 'pretty rotten time' PAR(pol) parents had other grievances MER(log) 'sheer physical size' STA(rac) heard racist abuse from colleagues TA union action a factor	PUP(beh) black pupils challenged system, dominated corridors: STA loss of confidence to challenge pupils STA perceived lack of support from senior staff PAR(b) school subjected to political pressure from black parents for two years
K	'Not a happy place'		STA 'Generally difficult time' PUP(beh) 'Feeling of aggression around place' PAR Black and white parents dissatisfied

TABLE 2: PASTORAL INTERVIEWS (2) (Feb'90): the perceived effects of the project

INITIAL REACTIONS TO PROJECT:
FAV = FAVourable
NEU = NEUtral
AMB = AMBivalent, contradictory or unclear
UNF = UNFavourable

EFFECTS OF PROJECT:
STA(at) = change in STAff attitudes/awareness
STA(beh)= change in STAff behaviour
PUP(beh)= change in PUPil behaviour
PUP(at) = change in PUPil attitudes
PAR = change in PARental perceptions
CUR = change in CURriculum
ATM = change in school ATMosphere
NEG = no change, or NEGative response
AMB = AMBivalent or contradictory response

INFORMANT	INITIAL REACTION TO PROJECT	PERCEIVED EFFECTS
A	AMB important, but 'other issues more urgent'	STA(beh)'dramatic improvement' in way pupils handled - more sensitive PUP(at) 'have improved also' STA(at) 'staff so much more aware' STA(at) Easthampstead 'united staff' STA(beh) greater consistency due to policy ATM project deserves 'a lot of the credit'
B	FAV 'definitely necessary'	STA(at) need to 'consider cultural backgrounds' STA(at) clearer on how to deal with incidents STA(beh)'less likely to make mistakes' STA(beh) use of language modified STA(beh) behaviour of some 'moderated' CUR awareness of materials,pictures PUP(at) more prepared to report incidents PAR more approachable to parents

INFORMANT	INITIAL REACTION TO PROJECT	PERCEIVED EFFECTS
C	UNF 'we were bending over backwards to be fair to W.I. pupils'	NEG Has 'stopped bending over backwards' NEG curriculum change 'coming in anyway' NEG Still wary of some black pupils NEG Project 'involved small group' ATM but due to other factors (end of TA, staff changes) NEG People feel 'cheesed off' with changes
D	FAV	NEG 'hadn't lived up to expectations' NEG racist pupil attitudes unchanged in 1st yr NEG insufficient emphasis on pupils NEG still racist teachers
E	FAV 'something needed to be done'	AMB did not involve teachers 'at grass roots' Easthampstead 'never really reached people' Easthampstead 'made her think about things' Ideas 'really useful' - practical STA(at) talk more about issue than before ATM but due to other factors AMB policy 'positive, but elitist' (insufficient emphasis on pupils)
F	AMB 'one more thing to do'; good idea, but 'glad not to be involved'; 'on to a loser'	STA(at) lot more discussion: 'not afraid to express things'
G	FAV 'good for white pupils as well as black'	STA(at) has 'raised awareness amongst staff previously indifferent' NEG perceptions of A-C parents unchanged insufficient emphasis on parents

INFORMANT	INITIAL REACTION TO PROJECT	PERCEIVED EFFECTS
H	AMB felt uninvolved; for it, but 'someone else's job'	STA(at)now able to talk issues through STA(beh)'tries to watch' use of language PAR 'some black parents more positive' STA(at) racist graffiti dealt with quickly ATM 'definite change of atmosphere' STA(at) Easthampstead 'cleared the air' CUR 'think more carefully about what we teach' NEG Easthampstead 'alienated some staff'
J	FAV v.positive: 'chance to put ideas into practice' 'thrilled to bits'	NEG difficult to change racist attitudes of pupils from home ATM 'connected with MECG work and other factors' ATM school getting known: proud of reputation STA(at) more confident 'taking on staff'
K	FAV no experience, but 'a good idea', for staff awareness	STA(at)'more relaxed and confident' STA(at)'more sensitive to things that hurt' PUP(at)'more confident talking about racism' CUR more pictures of black people, more black visitors, sensitive choice of books ATM 'much more friendly, open place' PUP(at) response less racialised

TABLE 3: CROSS-CURRICULAR SURVEY (1) (Sep'89):
frequency of topic reference

	Part of syllabus	Likely to arise
1. ART OF DIFFERENT CULTURES:	7	12
2. HIST. OF NON-WHITE-EUROPEAN PEOPLES:	2	9
3. GEOGRAPHY OF THIRD WORLD:	4	11
4. THIRD WORLD DEVELOPMENT ISSUES:	9	11
5. BRITISH CULTURES:	20	6
6. COMMONWEALTH /BLACK LITERATURE:	6	0
7. BLACK SCIENTISTS:	0	0
8. GREEK/ARAB CONTRIBUTION TO MATHS./SCIENCE:	4	0
9. NON-EUROPEAN SCIENCE:	4	0
10. ANTI-SEMITISM:	7	1
11. HUMAN RIGHTS:	14	3
12. STEREOTYPING:	16	8
13. NAME-CALLING /PREJUDICE:	14	8
14. RACIST IMAGES IN THE MEDIA:	9	4
15. MUSIC OF DIFFERENT CULTURES:	13	5
16. APARTHEID:	3	5
17. TRADE AND MULTI-NATIONALS:	6	2
18. RACISM AND POLITICS:	1	5
19. RACISM IN SCHOOL /AT HOME:	5	16
20. NON-EUROPEAN CUISINE:	5	7
21. IMMIGRATION /EMIGRATION:	9	9
22. COMMON THEMES IN WORLD RELIGIONS:	4	17
23. TOLERATING/RESPECTING THE VIEWS OF OTHERS:	31	14
24. BLACK HUMANITARIANS:	3	8
25. BLACK VISITORS/SPEAKERS:	12	1
26. DEVELOPMENT OF BRITISH MULTICULTURAL SOC:	21	8
27. COLONIALISM/IMPERIALISM:	9	1
28. RACIST LANGUAGE:	8	5
29. BILINGUALISM /MULTILINGUALISM:	15	3
30. RACISM AND MORALITY:	6	4
31. SLAVERY:	5	4
32. NON-EUROPEAN CRAFTS:	7	4
33. NON-EUROPEAN TECHNOLOGY:	8	5

	Part of syllabus	Likely to arise
34. THIRD WORLD AID:	7	12
35. BIASED VIEWPOINTS:	24	6
36. RELATIONSHIPS ACROSS CULTURES:	12	5
AVERAGES:	9.36	6.08

On the basis of this information, each topic in this list was covered, on average, 9 times as part of the syllabus in years 1-7. In addition to formal syllabus coverage, each topic was likely to occur, somewhere in the curriculum, on an average of 6 occasions.

Topics occurring most often:
23. Respecting the views of others (31 times part of the syllabus)
35. Biased viewpoints (24 times part of syllabus).
5. British cultures (21 times part of the syllabus)
26. Development of British multi-cultural society (21 times part of syllabus)

Topics most likely to arise (without being a part of the formal syllabus):
22. Common themes in world religions (17)
19. Racism in school/home (16)

Topics least well covered:
7. Black scientists (0/0)
18. Racism and politics (1/5).

TABLE 4 : CROSS-CURRICULAR SURVEY (2) (Sep'89): analysis by topic

[KEY: S = topic is an agreed part of the syllabus.
* = not an agreed part of the syllabus, but likely to arise.
(4-5) = subject taught only in these year groups.]

TOPIC 1: ART OF DIFFERENT CULTURES

SUBJECT: YEAR:	1	2	3	4/5	6/7
ART	S	S	S	S	S
C.D.T.	*	*	*	*	*
ENGLISH	*	*	*	*	*
FAMILY CONCERN (4-5)				*	
GENERAL STUDS.(6-7)					S
HISTORY			S		
MEDIA STUDIES (4-5)				*	
PHYSICAL ED. (GIRLS)		S			
			S = 8	* = 12	

TOPIC 2: HISTORY OF NON-WHITE EUROPEAN PEOPLES

SUBJECT: YEAR:	1	2	3	4/5	6/7
ENGLISH	*	*	*	*	*
FAMILY CONCERN (4-5)				*	
GENERAL STUDS.(6-7)					S
HISTORY			S		
SOCIAL ED.	*	*	*		
			S = 2	* = 9	

TOPIC 3: GEOGRAPHY OF THE THIRD WORLD

SUBJECT: YEAR:	1	2	3	4/5	6/7
ENGLISH	*	*	*	*	*
GEOGRAPHY			S	S	S
HISTORY			S		
RELIGIOUS ED. (1-3)	*	*	*		
SOCIAL ED.	*	*	*		
			S = 4	* = 11	

TOPIC 4: THIRD WORLD DEVELOPMENT ISSUES

SUBJECT: YEAR:	1	2	3	4/5	6/7
COMMERCE					*
C.D.T.	*	*	*	*	*
ENGLISH	*	*	*	*	*
FAMILY CONCERN (4-5)				S	
GEOGRAPHY			S	S	S
GENERAL STUDS.(6-7)					S
HOME ECONOMICS	S	S	S	S	
			S = 9	* = 11	

TOPIC 5: BRITISH CULTURES

SUBJECT: YEAR:	1	2	3	4/5	6/7
ART	S	S	S	S	S
COMMERCE (4-7)					*
C.D.T.	S	S	S	S	S
ENGLISH	*	*	*	*	
FAMILY CONCERN (4-5)				S	
GENERAL STUDS.(6-7)					S
HISTORY	S	S			S
HOME ECONOMICS		S	S	S	
MEDIA STUDIES (4-5)				*	
SOCIAL ED.	S	S	S		
			S = 21	* = 6	

TOPIC 6: COMMONWEALTH/BLACK LITERATURE

SUBJECT: YEAR:	1	2	3	4/5	6/7
ENGLISH	S	S	S	S	S
FAMILY CONCERN (4-5)				S	
			S = 6	* = 0	

TOPIC 7: BLACK SCIENTISTS

NIL RETURN

S = 0 * = 0

TOPIC 8: GREEK/ARAB CONTRIBUTION TO MATHS/SCIENCE

SUBJECT: YEAR:	1	2	3	4/5	6/7
HISTORY		S			
PHYSICAL ED. (GIRLS)			S		
SCIENCE	S	S			
			S = 4	* = 0	

TOPIC 9: NON-EUROPEAN SCIENCE

SUBJECT: YEAR:	1	2	3	4/5	6/7
GENERAL STUDS.(6-7)					S
HISTORY		S			
SCIENCE	S	S			
			S = 4	* = 0	

TOPIC 10: ANTI-SEMITISM

SUBJECT: YEAR:	1	2	3	4/5	6/7
ENGLISH			S	S	
FAMILY CONCERN (4-5)				*	
HISTORY			S		
MODERN LANGUAGES					S
SOCIAL ED.	S	S	S		
			S = 7	* = 1	

TOPIC 11: HUMAN RIGHTS

SUBJECT: YEAR:	1	2	3	4/5	6/7
COMMERCE					*
ENGLISH	S	S	S	S	S
FAMILY CONCERN (4-5)				S	
GENERAL STUDS.(6-7)					S
GEOGRAPHY				S	S
HISTORY			S		
INFORMATION TECH.				*	
MEDIA STUDIES (4-5)				*	
MODERN LANGUAGES					S
SOCIAL ED.	S	S	S		
			S = 14	* = 3	

TOPIC 12: STEREOTYPING

SUBJECT: YEAR:	1	2	3	4/5	6/7
COMMERCE				*	*
ENGLISH	S	S	S	S	S
FAMILY CONCERN (4-5)				S	
GEOGRAPHY			S		
GENERAL STUDS.(6-7)					S
HISTORY		S			
HOME ECONOMICS	*	*	*	*	
INFORMATION TECH.				*	
MEDIA STUDIES (4-5)				S	
PHYSICAL ED. (GIRLS)				*	
SCIENCE	S		S		S
SOCIAL ED.	S	S	S		
			S = 16	* = 8	

TOPIC 13: NAME-CALLING/PREJUDICE

SUBJECT: YEAR:	1	2	3	4/5	6/7
COMMERCE				*	*
ENGLISH	S	S	S	S	S
FAMILY CONCERN (4-5)				S	
HISTORY		*			
HOME ECONOMICS			S		
MEDIA STUDIES (4-5)				*	
MUSIC	*	*	*		
PHYSICAL ED. (BOYS)	*	S	S	S	S
SOCIAL ED.	S	S	S		
			S = 14	* = 8	

TOPIC 14: RACIST IMAGES IN THE MEDIA

SUBJECT: YEAR:	1	2	3	4/5	6/7
COMMERCE					*
ENGLISH	S	S	S	S	S
FAMILY CONCERN (4-5)				S	
HOME ECONOMICS			S		
INFORMATION TECH.				S	
MEDIA STUDIES (4-5)				S	
SOCIAL ED.	*	*	*		
			S = 9	* = 4	

TOPIC 15: MUSIC OF DIFFERENT CULTURES

SUBJECT: YEAR:	1	2	3	4/5	6/7
ENGLISH	*	*	*	*	*
FAMILY CONCERN (4-5)				S	
MEDIA STUDIES (4-5)				S	
MODERN LANGUAGES	S	S	S	S	
MUSIC	S	S	S		
PHYSICAL ED. (GIRLS)	S	S	S	S	
			S = 13	* = 5	

TOPIC 16: APARTHEID

SUBJECT: YEAR:	1	2	3	4/5	6/7
COMMERCE					*
ENGLISH				S	
GEOGRAPHY				S	
HISTORY			*		
PHYSICAL ED. (BOYS)				S	
SOCIAL ED.	*	*	*		
			S = 3	* = 5	

TOPIC 17: TRADE AND THE MULTI-NATIONALS

SUBJECT: YEAR:	1	2	3	4/5	6/7
COMMERCE				*	*
ENGLISH			S	S	
GEOGRAPHY			S	S	
GENERAL STUDS.(6-7)					S
INFORMATION TECH.				S	
			S = 6	* = 2	

TOPIC 18: RACISM AND POLITICS

SUBJECT: YEAR:	1	2	3	4/5	6/7
GEOGRAPHY					*
MEDIA STUDIES (4-5)				*	
MODERN LANGUAGES					S
SOCIAL ED.	*	*	*		
			S = 1	* = 5	

TOPIC 19: RACISM IN SCHOOL/AT HOME

SUBJECT: YEAR:	1	2	3	4/5	6/7
COMMERCE					*
ENGLISH	*	*	*	*	*
FAMILY CONCERN (4-5)				S	
HOME ECONOMICS	*	*	*	S	
MEDIA STUDIES (4-5)				*	
MUSIC	*	*	*		
PHYICAL ED. (GIRLS)		*	*	*	
SOCIAL ED.	S	S	S		
			S = 5	* = 16	

TOPIC 20: NON-EUROPEAN CUISINE

SUBJECT: YEAR:	1	2	3	4/5	6/7
ENGLISH	*	*	*	*	
FAMILY CONCERN (4-5)				S	
HOME ECONOMICS	S	S	S		
INFORMATION TECH.				*	
SOCIAL ED.	S	*	*		
			S = 5	* = 7	

TOPIC 21: IMMIGRATION/EMIGRATION

SUBJECT: YEAR:	1	2	3	4/5	6/7
COMMERCE					*
ENGLISH	*	*	*	*	
GEOGRAPHY	S	S	S	S	S
HISTORY	S	S		*	
HOME ECONOMICS				S	
MODERN LANGUAGES					S
SOCIAL ED.	*	*	*		
			S = 9	* = 9	

TOPIC 22: COMMON THEMES IN WORLD RELIGIONS

SUBJECT: YEAR:	1	2	3	4/5	6/7
ENGLISH	*	*	*	*	
GENERAL STUDS.(6-7)					S
GEOGRAPHY			*	*	*
HOME ECONOMICS	*	*	*	*	
MUSIC	*	*	*		
RELIGIOUS ED. (1-3)	S	S	S		
SOCIAL ED.	*	*	*		
			S = 4	* = 17	

TOPIC 23: TOLERATING/RESPECTING THE VIEWS OF OTHERS

SUBJECT: YEAR:	1	2	3	4/5	6/7
COMMERCE				*	*
C.D.T.	S	S	S	S	S
ENGLISH	S	S	S	S	S
FAMILY CONCERN (4-5)				S	
GEOGRAPHY			S	S	S
GENERAL STUDS.(6-7)					S
HISTORY			S		
HOME ECONOMICS	S	S	S	S	
INFORMATION TECH.				S	
MEDIA STUDIES (4-5)				*	
MODERN LANGUAGES	S	S	S	S	S
MUSIC	*	*	*		
PHYSICAL ED. (BOYS)	*	*	*	*	S
PHYSICAL ED. (GIRLS)	*	*	*	*	
RELIGIOUS ED. (1-3)			S		
SOCIAL ED.	S	S	S		
			S = 31	* = 14	

TOPIC 24: BLACK HUMANITARIANS

SUBJECT: YEAR:	1	2	3	4/5	6/7
ENGLISH	*	*	*	*	*
GENERAL STUDS.(6-7)					S
HISTORY			S		
RELIGIOUS ED. (1-3)			S		
SOCIAL ED.	*	*	*		
			S = 3	* = 8	

TOPIC 25: BLACK VISITORS/SPEAKERS

SUBJECT: YEAR:	1	2	3	4/5	6/7
ENGLISH	S	S	S	S	S
FAMILY CONCERN (4-5)				S	
GENERAL STUDS.(6-7)					S
HOME ECONOMICS				*	
PHYSICAL ED. (GIRLS)		S	S	S	S
SOCIAL ED.			S		
			S = 12	* = 1	

TOPIC 26: DEVELOPMENT OF BRITISH MULTI-CULTURAL SOCIETY

SUBJECT: YEAR:	1	2	3	4/5	6/7
COMMERCE				*	*
C.D.T.	*	*	*	*	*
ENGLISH	S	S	S	S	S
GEOGRAPHY				S	S
HISTORY		S			
HOME ECONOMICS	S	S	S	S	
INFORMATION TECH.				*	
PHYSICAL ED. (BOYS)	S	S	S	S	S
RELIGIOUS ED. (1-3)			S		
SOCIAL ED.	S	S	S		
			S = 21	* = 8	

TOPIC 27: COLONIALISM/IMPERIALISM

SUBJECT: YEAR:	1	2	3	4/5	6/7
ENGLISH	S	S	S	S	S
GEOGRAPHY			S		S
HISTORY			*		S
MODERN LANGUAGES					S
			S = 9	* = 1	

TOPIC 28: RACIST LANGUAGE

SUBJECT: YEAR:	1	2	3	4/5	6/7
ENGLISH	S	S	S	S	S
FAMILY CONCERN (4-5)				*	
MEDIA STUDIES (4-5)				*	
MUSIC	*	*	*		
SOCIAL ED.	S	S	S		
			S = 8	* = 5	

TOPIC 29: BILINGUALISM/MULTILINGUALISM

SUBJECT: YEAR:	1	2	3	4/5	6/7
ENGLISH	S	S	S	S	S
FAMILY CONCERN (4-5)				S	
MODERN LANGUAGES	S	S	S	S	S
SCIENCE	S	S	S	S	S
SOCIAL ED.	*	*	*		
			S = 16	* = 3	

TOPIC 30: RACISM AND MORALITY

SUBJECT: YEAR:	1	2	3	4/5	6/7
ENGLISH	S	S	S	S	S
FAMILY CONCERN (4-5)				S	
GENERAL STUDS.(6-7)					*
SOCIAL ED.	*	*	*		
			S = 6	* = 4	

TOPIC 31: SLAVERY

SUBJECT: YEAR:	1	2	3	4/5	6/7
ENGLISH	S	S	S	S	S
HISTORY			*		
SOCIAL ED.	*	*	*		
			S = 5	* = 4	

TOPIC 32: NON-EUROPEAN CRAFTS

SUBJECT: YEAR:	1	2	3	4/5	6/7
C.D.T.	S	S	S	S	S
ENGLISH	*	*			
FAMILY CONCERN (4-5)				*	
GENERAL STUDS.(6-7)					*
HISTORY			S		
HOME ECONOMICS	S				
			S = 7	* = 4	

TOPIC 33: NON-EUROPEAN TECHNOLOGY

SUBJECT: YEAR:	1	2	3	4/5	6/7
C.D.T.	S	S	S	S	S
ENGLISH	*	*			
GENERAL STUDS.(6-7)					*
HOME ECONOMICS	S				
INFORMATION TECH.				*	
MEDIA STUDIES (4-5)				*	
SCIENCE	S	S			
			S = 8	* = 5	

TOPIC 34: THIRD WORLD AID

SUBJECT: YEAR:	1	2	3	4/5	6/7
COMMERCE					*
C.D.T.	*	*	*	*	*
ENGLISH	*	*			
GEOGRAPHY			S	S	S
GENERAL STUDS.(6-7)					S
HOME ECONOMICS			S	S	
MEDIA STUDIES (4-5)				*	
MODERN LANGUAGES					S
SOCIAL ED.	*	*	*		
			S = 7	* = 12	

TOPIC 35: BIASED VIEWPOINTS

SUBJECT: YEAR:	1	2	3	4/5	6/7
COMMERCE				*	*
C.D.T.					*
ENGLISH	S	S	S	S	S
FAMILY CONCERN (4-5)				*	
GEOGRAPHY			S	S	S
HISTORY		*	S		S
HOME ECONOMICS				S	
INFORMATION TECH.				S	
MEDIA STUDIES (4-5)				*	
MODERN LANGUAGES	S	S	S	S	S
RELIGIOUS ED. (1-3)			S		
SCIENCE	S		S		S
SOCIAL ED.	S	S	S		
			S = 24	* = 6	

TOPIC 36: RELATIONSHIPS ACROSS CULTURES

SUBJECT: YEAR:	1	2	3	4/5	6/7
COMMERCE				*	*
ENGLISH	S	S	S	S	S
FAMILY CONCERN (4-5)				S	
GEOGRAPHY					*
GENERAL STUDS.(6-7)					*
HOME ECONOMICS	S		S	S	
RELIGIOUS ED. (1-3)			*		
SOCIAL ED.	S	S	S		
			S = 12	* = 5	

TABLE 5: EVALUATION OF THE PROJECT IN DEPARTMENTS (1) (Mar'90): changes

KEY: CHANGE RATING

0 - NONE : no evidence of any changes in response to project
1 - LOW : minor change(s) only. Tokenistic response
2 - LOW/MEDIUM : minor changes in more than one area
3 - MEDIUM : specific changes introduced, mostly one-off or in resources
4 - MEDIUM/HIGH : long term syllabus changes apparent and/or significant attitude change
5 - HIGH : extensive syllabus change, supported by extensive use of new materials. Evidence of heightened awareness/understanding.

The mark given for change makes an allowance for context: i.e. where the change process started from.

SUBJECT	SYLLABUS CHANGE	NEW MATERIALS	INITIATIVES/APPROACHES	AWARENESS/OTHER	CHANGE RATING	COMMENT
ENGLISH		1 New readers policy 2 library review 3 staff library	1 AEMS project 2 'Book Beware' scheme 3 Visiting Black writers 4 Black lit. workshop	1 Displays reflecting diversity	3/5 MEDIUM/HIGH	Initiatives in response to project were substantial; but process of change begun long before project
SCIENCE	1 Suffolk Balanced Science GCSE 2 New topics in yr3	1 New textbooks 2 Bilingual posters	1 Use of SXI language support	1 Awareness of ethno-centrism 2 Priority issue for new HoD	4/5 HIGH	Changes were limited, but seen in context, represented major attitude shift. Were changes 'owned' by all ?
MATHS.		1 Asian numbering systems	1 Use of Rangoli patterns for exercises in symmetry	1 Initiative took a 'back seat'	1/5 LOW	Token support only. Key change agent redeployed mid-project. Opposition or apathy ?

SUBJECT	SYLLABUS CHANGE	NEW MATERIALS	INITIATIVES/APPROACHES	AWARENESS/OTHER	CHANGE RATING	COMMENT
GEOG.	1 Yr3 course on Third World 2 New GCSE selected on multi-ethnic criteria	1 Outline 'Peters' maps 2 Anti-racist materials 3 Review of resources	1 Workshop for Humanities dept. Icknield school, 1989	1 'Able and confident' dealing with incidents	5/5 HIGH	Strong and consistent response. Changes were significant and long term.
HISTORY	1 New syllabus 1-3 Benin,migration, Mughals, S.Africa, Holocaust 2 Aims/objectives rewritten	1 text on migration 2 Amnesty materials on human rights 3 text on Mughals	1 Human Rights module 2 emphasis on evidence/ bias 3 A level personal study (AEB 673) 4 workshops for other schools, 1987/89	1'Heightened awareness'	5/5 HIGH	Changes extensive and long term. Led by HoD with support of some, acquiescence of others. Area of key importance for contextual/political reasons
R.E.	1 Element on world religions	1 New textbooks in years 1-3 2 Video series on world religions	1 Multi-faith approach thematically taught 2 profile emphasis on tolerance as key value		4/5 MEDIUM/HIGH	Subject with limited curriculum time/resources. Important for school to recognis diversity of pupils' faiths
MODERN LANGS.		1 Awareness influences selection of texts	1 Language survey (LMP) issued and collated on behalf of project, 1988/89 2 Post exam project in yr4 on Francophone countries	1 Wall displays reflect diversity 2 Language awareness	2/5 LOW/MEDIUM	Some evidence of change and heightened awareness
COMMERCE (yrs 4-6)			1 Typing of project materials (Eth. Div. handbook: conf. reports)	1 Letter writing 2 Awareness - 'regular discussion'	3/5 MEDIUM	Area where syllabus change not very feasible: but project actively supported wherever poss

SUBJECT	SYLLABUS CHANGE	NEW MATERIALS	INITIATIVES/APPROACHES	AWARENESS/OTHER	CHANGE RATING	COMMENT
CAREERS/ SOC.ED.		1 Greater care in selection and use	1 Two meetings with county careers officer on issue		2/5 LOW/MEDIUM	Considerable awareness before project began: some complacency ?
HOME EC.		1 Careful selection 2 Multi-c displays 3 Multi-c recipe books	1 Freer choice in practical lessons 2 Multi-c Food Day, 1987 3 World Festival, 1990		4/5 MEDIUM/HIGH	Potential for change exploited. Support consistent
C.P.V.E. (yr6)		1 Heightened sensitivity in selection and use of videos	1 Lunches - multi-c food (1987/89)	1 Sensitivity to diet issue (residential trip) and to diffs.of work placements	3/5 MEDIUM	Limited possibilities for change. High degree of awareness of issues before project began
FAMILY CONCERN (yrs4/5)		1 Videos reviewed 2 Early materials discarded/updated	1 Use of Black professionals	1 Displays carefully selected	3/5 MEDIUM	High degree of awareness before project began
ART	1 Review of critical studies to include non-European art	1 Extensive process of research for multi-ethnic resources	1 Carnival w'shop '87 2 AEMS w'shop '90 3 Visitng Black artist for staff training	1 'Discussion ongoing - daily'	5/5 HIGH	Vigorous and sustained response. Dept. members took initiative in seeking advice, materials, funding
C.D.T	1 Projects 'can have multi-c input where required'	1 'Books have changed'	1 Meetings with MECG 2 No specific projects		1/5 LOW	Much discussion but little to to show. Approach permissive

SUBJECT	SYLLABUS CHANGE	NEW MATERIALS	INITIATIVES/APPROACHES	AWARENESS/OTHER	CHANGE RATING	COMMENT
P.E.		1 Multi-ethnic displays 2 Multi-ethnic music	1 Phoenix black dance group 1988 (G) 2 AEMS project 1990 (G) 3 Tracksuit intiative (B)	1 Debate over showers resolved (B)	2/5 LOW	Difference in response between Boys and Girls sections of dept. Girls - specific initiatives. Boys - ambivalent/negative

No returns were received from the following departments:

MUSIC, SPECIAL NEEDS, MEDIA STUDIES, INFORMATION TECHOLOGY, GENERAL STUDIES

Average change rating: 3.1

TABLE 6: EVALUATION OF THE PROJECT IN DEPARTMENTS (2) (Mar'90): constraints

The following list was offered as a stimulus for discussion on this section of the evaluation:

LACK OF - KNOWLEDGE
INTEREST
TIME
SUITABLE RESOURCES
FINANCE
RELEVANCE

1. 'LACK OF KNOWLEDGE':

SUBJECTS	COMMENTS/ELABORATION
MATHS.	Insufficient recorded evidence on African cultures
HISTORY	Mastery of materials
ART	But not for want of trying
CDT	-
P.E.	-

(5 mentions)

2. 'LACK OF INTEREST':

SUBJECTS	COMMENTS/ELABORATION
No mentions.	

3. 'LACK OF TIME':

SUBJECTS	COMMENTS/ELABORATION
ENGLISH	- Shortage of time to fit in variety of experiences of other types of language
	- Keeping pace with wealth of resources
MATHS.	-
SCIENCE	- Time to look through resources/find them, and write material into curriculum
	- rapid changes in science syllabuses - Nat. Curric., Balanced Sci.
GEOGRAPHY	- Work had fallen on HoD because of responsibilities of other members of department
	- heavy teaching loads - limited time for preparation and evaluation
	- educational changes from outside school more pressing
HISTORY	- Pressure on pastoral staff (also members of dept.)
	- pace of change slowed, not stopped

3. 'LACK OF TIME' (continued):

SUBJECTS	COMMENTS/ELABORATION
MOD.LANGS.	- e.g. to investigate other French speaking countries
BUS. STUDS.	- Time to develop own resources, and to think of effects before implementation
CAREERS/SOC.ED	- Time to visit employers
HOME EC.	- Time to develop own resources and consider effects on different groups of children
	- display work, writing recipes, preparing African Caribbean dishes
ART	-
GIRLS' PE	-

(11 mentions)

4. 'LACK OF RESOURCES':

SUBJECTS	COMMENTS/ELABORATION
MATHS.	Wealth of materials for mid-eastern/oriental cultures, but not African
SCIENCE	-
MOD.LANGS.	Some countries or areas - no materials available in library, or very small entry
BUS.STUDS.	Nothing in books. Six letters written, without response
CAREERS/SOC.ED	Lack of telephone
HOME EC.	Utensils, skills, ingredients, books, etc.
ART	Do not seem to exist, often
CDT	Lack of literature available
GIRLS' PE	Dance

(9 mentions)

5. 'LACK OF FINANCE':

SUBJECTS	COMMENTS/ELABORATION
SCIENCE	Lack of money to buy resources
GEOGRAPHY	Although we have received generous financial help - particularly resourcing our third year - there are many excellent materials we would really like to purchase
MOD.LANGS.	To produce necessary worksheets and materials
CAREERS/SOC.ED	For publications
ART	Lack of finance underlies <u>all</u> intentions and possibilities

(5 mentions)

6. 'LACK OF RELEVANCE':

SUBJECTS	COMMENTS/ELABORATION
SCIENCE	Science has a lot of gloabl aspects anyway, so the need for change might not have been so great
BUS.STUDS.	In terms of skills (typing, word processing, etc) "black fingers are the same as white". How do you motivate children in a school where all teachers are white ?
CDT	Find it very difficult to find relevant multi-ethnic specific projects
BOYS' P.E.	-

(4 mentions)

7. 'OTHER':

SUBJECTS	COMMENTS/ELABORATION
HOME EC.	Lack of staff from other cultural backgrounds, as their experience is an important part of educating
CPVE	Sensitive staff essential
FAM. CON.	None

[No returns were received from the following departments:
MUSIC, SPECIAL NEEDS, MEDIA STUDIES.]

TABLE 7: UNINTENDED EFFECTS OF THE PROJECT (1987-90)

The following contacts were made with groups or individuals outside the school seeking information about the Parkview project. In every case the contact was requested by the group.

KEY: PRES = formal talk and presentation to audience
DISC = Informal discussion
WSHOP = Workshop session during inservice event

Date	Group/place	Nature/subject of contact	
9.10.87	DES course, 1987/88 (Bulmershe College)	PRES	management of change
2.6.88	PGCE students (Reading Univ.)	PRES	management of change
10.6.88	B'ham Headteachers' conference (Malvern)	PRES	management of change
13.6.88	Bucks. LEA advisory teacher (Parkview)	DISC	history syllabus
22.7.88	Windsor Boys' School (Windsor)	WSHOP	multi-c curriculum
11.10.88	Abbotsfield School (Hillingdon)	WSHOP	multi-c curriculum
16.12.88	Easthampstead School (Parkview)	DISC	management of change
23.1.89	LINCS resource centre (Reading)	PRES	management of change
20.3.89	Beechwood School (Slough)	WSHOP	multi-c curriculum
17.4.89	Hants. LEA advisory teacher (Parkview)	DISC	history syllabus
13.7.89	Various Berks. schools (Parkview)	WSHOP	on Commonwealth lit.
28.11.89	Oxf. LEA (TVEI) adviser (Parkview)	DISC	management of change
3.1.90	Icknield School (Oxon)	WSHOP	humanities resources
1.2.90	Ashmead School (County Hall)	DISC	management of change
8.5.90	Indian educationists (Parkview)	DISC	multi-c curriculum
17.5.90	TVEI coordinators conference (Poole)	PRES	management of change
9.6.90	Special Needs conference (Reading)	WSHOP	multi-c curriculum
12.7.90	Canadian educationists (Parkview)	PRES	multi-c curriculum
27.9.90	HMI (Parkview)	DISC	management of change
2.11.90	Slough and Eton School (Parkview)	DISC	multi-c curriculum
23.11.90	PGCE students (Reading Univ.+ Parkview)	PRES	multi-c curriculum
10.12.90	PMRF School (Windsor)	PRES	multi-c curriculum
17.1.91	East Sussex LEA advisers' conf.(Seaford)	PRES	management of change

Other unintended effects of the project:

Membership of county working party on racist incidents
Membership of AEMS ('Arts Education for a Multicultural Society') project
Section XI project, 1990 onwards

APPENDICES

1 GLOSSARY OF TERMS: Further Education Unit (FEU)
Curriculum development for a multicultural society: policy and curriculum: an FEU view.

2 EDUCATION FOR RACIAL EQUALITY (1983): Berkshire LEA
i Policy paper 1: *General policy*

ii Policy paper 2: *Implications*

3 DES COURSE (1986)
i Course background: *Inservice teacher training grants scheme: discussion Paper* (n.d.) Singh,J.

ii Course description: *The curriculum for ethnic diversity.* (October 1986) Edwards,J.

4 PROJECT CHRONOLOGY 1986-1990

5 FIRST STAFF ATTITUDES QUESTIONNAIRE, December 1987
Responses

6 SECOND STAFF ATTITUDES QUESTIONNAIRE, March 1990
Responses

7 PASTORAL INTERVIEWS, February 1990
Verbatim transcription

8 CROSS-CURRICULAR SURVEY, September 1989
Raw data

9 EVALUATION OF THE PROJECT IN DEPARTMENTS, March 1990
Verbatim transcription

10 PARKVIEW SCHOOL POLICY FOR RACIAL EQUALITY, July 1989

PUBLISHED

PAPERS NOT

INCLUDED

APPENDIX 4

PROJECT CHRONOLOGY

1986-1990

PREPARATORY YEAR : 1986/87

Oct.'86 - Jun'87 : DES COURSE

Dec. :	Project written; Head, senior staff, Governors consulted
Dec. :	First languages survey carried out
Jan.'87:	Project given to Heads of Department for comment
Feb. :	Staff resources library planned
Feb.2nd :	First meeting with Heads of Department; detailed presentation
Feb. :	History dept. aims and objectives rewritten
Feb. :	Presentation of the project to governors
Feb.18th :	First open meeting for staff to discuss project
Mar.4th :	Second open meeting
Mar.17th :	Second meeting with Heads of Department; discussion
Mar.24th :	Publication of detailed responses to project from HODS
Mar. :	Lower school history syllabus rewritten
Mar. :	Special Needs library restocked
Mar. :	Mother tongue letters to parents begun
Mar. :	Meeting with art department to discuss resources for change
Apr. :	Inset plans drawn up, and discussed with Head Teacher
Apr. :	Discussion of new history syllabus with humanities adviser, and presentation to governors
May :	Planning for two day inservice conference during following year
May :	Art dept. Reading Carnival costume workshop with visiting black artist
May :	Voluntary discussion meetings: 1) Language awareness (6th + 21st) 2) Stereotyping (10th June) 3) Pastoral care (24th June)
June :	Staff resources library created
June :	Home economics dept. 'Multicultural food day'

July : Art dept. Mehandi workshops with visiting black artist
July 8th : Visit for science teachers to Oxford Dept. of Education
July 16th : First meeting of working party (MECG): discussion of 3 year plan
July : Booking of venue and keynote speakers for conference following Feb.

YEAR ONE : 1987/88

Sep.1987 : WORKING PARTY MEETING FORTNIGHTLY
Sep. : Programme of meetings with departments published in staff handbook
Sep.24th : Meeting with geography dept.

Oct. : Three year plan revised by MECG
Oct.15th : Meeting with English dept.

Nov.2nd : Invitations to conference sent out + workshop leaders approached
Nov.4th : English dept. creative writing workshops with visiting black writer
Nov.19th : Meeting with the history dept.
Nov.24th : MECG recommendations to head concerning school environment
Nov.26th : Multicultural history workshop hosted by Parkview

Dec.3rd : Attitude questionnaire issued to staff

Jan.14th 1988 : Meeting with the art dept.
Jan.18th : Questionnaire summary given to all staff, with conference schedule
Jan.19th : MECG recommendations concerning school meals provision
Jan.28th : Meeting with the textiles dept.

Feb.1st : Minority Rights Group display in school
Feb.16th : Meeting for conference facilitators
Feb.18th/19th : TWO DAY INSERVICE CONFERENCE, 'EDUCATION FOR RACIAL EQUALITY'

Mar.15th : Letter form staff to Education Committee, protesting the plan to end the county policy on racial equality
Mar.16th : Conference evaluation
Mar. : Handbook of ethnic diversity for staff in preparation
Mar.17th : Meeting with the mathematics dept.
Mar.24th : Berks. Regional Group visit to Hornsey Girls' School.

Apr.28th : Meeting with the science dept.

May 3rd : Berks. Regional Group workshop on PSE
May 10th : MECG noticeboard in staff room
May 12th : Meeting with the R.E./social education depts.

May 23rd : Planned discussion of Burnage in HODS meeting
May 23rd : Girls' PE - visiting black dance troupe
May : Proposal to hold one day conference following year - agreed by head

June 23rd : Meeting with the modern languages depts.
June : Request to departments for report on initiatives undertaken
June : Voluntary discussion meetings:
1) Racism in the media (14th)
2) Multi-ethnic issues in personal and social education (21st)
3) The hidden curriculum (28th)

July 1st : Berks. Regional Group meeting and end of year presentation
July 13th : Berks. Regional Group - planning for following year
July 21st : 'Work in progress' booklet circulated amongst staff
July : Negotiations with school canteen supervisor

August : Multilingual signs in corridors

YEAR TWO : 1988/89

Sep. : Continuing programme of calendared meetings with departments
Sep. : Working party open; new venue - library classroom
Sep.14th : Berks. Regional Group
Sep.22nd : Meeting with the careers/social ed. depts., and careers officers

Oct.11th : MECG meeting at LINCS resources centre
Oct.17th : Presentation to candidates for 3rd deputy
Oct.20th : Meeting with the pastoral team: decision to monitor racist incidents

Nov.1st : Discussion in MECG of inset, gender issues, and parental involvement
Nov.2nd : Negotiations for section xi support with LINCS
Nov.7th : Deputy (curriculum) plans to monitor achievement in lower school, and will include ethnic background
Nov.8th : Distribution of Easthampstead conference report
Nov.9th : MECG logo designed by head of art
Nov.10th : Racist incident monitoring forms implemented
Nov.10th : Second meeting with careers/social education and careers officers
Nov.15th : MECG planning inset day; decision to write staff policy
Nov.21st : Speaker booked for conference and new CEO invited
Nov.24th : Meeting with PE dept.

Dec.12th : Berks. Regional Group
Dec. : 'News from MECG' published for staff information

Jan.3rd 1989 : Brief departmental evaluation during inset day
Jan. : Section XI support teacher on staff
Jan. : Publication of handbook of ethnic diversity for all staff
Jan.9th : Meeting with the librarian; decision to undertake 'Book Beware' scheme
Jan.12th : Meeting with the special needs dept.
Jan.23rd : Talk about project to staff at LINCS

Feb.3rd : Pre-conference reading for staff
Feb.7th : Open meeting; 'The eye of the storm'. Meeting for conference facilitators
Feb.10th : Conference: 'Towards a policy for racial equality'. First draft policy
Feb.27th : Languages survey in year one (Linguistic Minorities Project)
Feb.28th : Policy statement refined by MECG, school aims and objectives changed in light of policy

Mar.3rd : Berks. Regional Group
Mar.14th : Conference evaluation published, policy refined
Mar.15th : Meeting with media studies and music depts.
Mar. : High profile article in school newspaper

Apr.13th : Meeting with commerce (business studies) dept.
Apr.18th : Second draft of policy statement: affirmed by senior management
Apr. : announcement of possible redeployment of staff at end of academic year

May 5th : Meeting with family concern dept.
May 15th : First results of monitoring published
May 16th : Decision to involve pupils more directly in project
May 17th : Berks. Regional Group
May 25th : Collective worship group: discussing implications of legislation for project

June 6th : Plans for pupil involvement
June 7th : Meeting with the home economics dept.
June 16th : Visiting speaker in 6th form general studies on Nicaragua
June 26th : External (Reading University) evaluation of project
June 27th : Meeting with CDT dept.
June 29th : Collective worship group: 'thoughts' to be drawn from many world faiths

July 5th : Berks. Regional Group, including preliminary results of evaluation
July 10th : Third draft of staff policy given to all staff, with request for comments
July 13th : Workshop for Berks. schools on Commonwealth literature led by English dept.
July : Production of staff policy statement, conference report from Feb., and 'work in progress' booklet - to be distributed in September
July 18th : Plans for inset day next year discussed; will focus on school effectiveness and parental involvement

YEAR THREE : 1989/90

Sep. :	Invitation to join the AEMS project
Sep. :	Keynote speakers approached for inset day in April
Sep.18th :	Conference report, progress booklets distributed to staff
Sep.18th :	Cross-curricular survey of multicultural topics through HODs
Sep.19th :	MECG objectives for year agreed; idea of joint publication discussed
Oct. :	Plans for world festival at end of year
Nov.7th :	Visit of MECG to LINCS exhibition
Nov. :	Language survey in year one
Nov. :	Coordinated work in year two on name-calling, involving RE, English, history, Soc Ed.
Nov.14th :	Assembly in year two on name-calling
Nov.14th :	Plans for case study formalised
Nov.15th :	Policy presented to head and governors for approval
Nov.28th :	Assembly in year two on name-calling
Nov.28th :	Open meeting with visiting speaker (black publisher) on home/school links
Nov. :	Pupil policy on name-calling discussed in year two tutor periods and year council;
Dec. :	Pupil policy written up by second year council: duplicated, read out in tutor groups for comments
Dec.12th :	Discussed improving signs to direct visitors around school; made recommendations
Dec.16th :	Plans for inset revised in favour of greater emphasis on parental involvement
Jan.1990 :	Detailed planning for inset in April
Jan.31st :	Start of AEMS project, involving visiting black artists in English, art, girls' PE
Feb.2nd :	Discussion of ways to integrate project in National Curriculum development
Feb.5th :	Interviews with pastoral staff towards project evaluation
Feb. :	Proposal to produce video about the school in several languages, portraying the ethnic diversity of the school positively, with help of LINCS
Feb.19th :	Proposal to county for project in Nat. Curric. development
Feb.28th :	Staff attitudes questionnaire re-issued
Mar.3rd :	Evaluation of the project in departments during inset time
Mar.8th :	Announcement concerning overstaffing in some depts., and possibility of redundancies
Mar.12th :	Case study for publication - first drafts
Mar.20th :	Open meeting; showing of video about WIPA Saturday school, Slough
Mar.20th :	Social gathering for parents invited to inset day
Mar.21st :	Letter to Reading Borough Council, supporting efforts against racial harassment
Mar.28th :	Meeting concerning possible section xi project

Apr.3rd : Meeting for conference facilitators
Apr.5th : Analysis of staff attitudes questionnaire given to all staff
Apr.9th : Revised section XI bid
Apr.23rd : Conference: 'Towards a more effective school'

May 5th : 8 redundancies announced from September
May 10th : Appeals against redundancies
May 15th : World festival plans
May : Conference evaluation

June 5th : Open meeting with outside speaker: 'Islam and the Islamic community in Britain'
June 2nd-6th : World Festival Week - work in PE, music, English; workshops in home economics
June/July : Sixth general studies programme on theme of prejudice

July 10th : Strategies for parental involvement
July 11th : Ethnic monitoring requirements dicsussed
July 16th/17th : World Festival evenings for parents

July 1990 : End of 3 year project

FIRST STAFF ATTITUDES QUESTIONNAIRE, DECEMBER 1987

The following summary was published in the form of an A5 booklet and returned to all staff in January 1988.

E D U C A T I O N

F O R

R A C I A L E Q U A L I T Y

A questionnaire given to staff of Parkview School, December 1987.

EDUCATION FOR RACIAL EQUALITY

Evaluation of responses to staff questionnaire, December 1987

INTRODUCTION

A total of 75 members of staff completed the questionnaire.

The number of responses is given in the boxes, according to the format of the original. Also shown is the number of 'no responses'.

Beneath is a selection from the many comments which were made to all of the questions. It was obvious that many people had taken the trouble to think out their responses carefully, and were prepared to explain themselves. We regret that we are unable to reproduce more than a selection: these are chosen for interest, conciseness, and to reflect a range of the opinions expressed.

At the end of this evaluation you will find a summary of the main conclusions to be drawn from the responses.

1. Racism may once have existed in Britain, but it's not really a problem any more

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
0	*1*	*2*	*40*	*32*	0

Comments:

* Brixton
* Go onto the terraces at a football match when there are black players in the away team and listen.
* Much racism amongst older members of the community would seem to be based on fear and ignorance.
* Has changed in nature, but still exists.

2. Many black pupils in Britain feel alienated from our schools and under achieve as a result

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
8	*37*	*14*	*13*	*1*	2

Comments:

* Some
* Alienation is not just in school, but society generally.
* I believe the reasons are far deeper and more complicated.
* Many pupils alienate themselves by not wishing to conform to school requirements.
* A good excuse for the pupil to a) underachieve b) be lazy.
* Do they not merely use this as an excuse these days. Many black pupils have talent, yet fall easily into this "underachievement" bandwagon/tag. They have as much opportunity as the white child to achieve in the classroom - Is there really any excuse for underachievement.

3. One reason why they feel alienated and underachieve in school is that the curriculum includes negative images of black people and black culture.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
6	22	14	24	4	5

Comment:

* This is a patronising statement in my view. It suggests that black pupils are not capable of more objective thought.
* Not only a question of negative images of black people, but whether black pupils perceive material to have relevancy for them.
* You could agree with this in a subject like history (ie, slavery). But on the whole there is no negative image of any child in the curriculum.
* Not nowadays
* How can it with questionnaires like this plus all the courses people go on.

4. The alienation of black pupils is all about attitudes and schools are powerless to affect attitudes.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
1	6	13	37	14	4

Comments:

* Children are heavily affected by the attitudes of their parents which makes it very difficult for schools.
* Not powerless - but on their own they may not achieve any significant change.
* Read Rutter.
* If so, we should all pack up and go home.

5. The reasons why black pupils under achieve have nothing to do with schools or what we teach.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
1	14	13	35	11	1

Comments:

* It is a problem facing all the children; not only black pupils. Teacher expectations etc., Quality of teachers - what they teach.
* It depends on what you want them to learn - the three 'R's should be independent of race and culture. Their parents need to believe that in order to do well as an adult in the U.K., their offspring need to learn to understand the British natives!
* If underachievement occurs then schools must accept some responsibility but it would be more complicated than a single root cause.
* Schools could make more effort to include black children in activities, and show that they value their culture.

6. Britain is now, and always has been, a society of many cultures. We should accept that and see it as a good thing.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
28	34	6	5	0	2

Comments:

* All cultures have value.
* But must still expect certain standards.
* Do we have any choice!!

7. People who come from other countries to live in Britain should adopt the culture of the majority and not try to keep their own.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
2	5	10	41	8	9

Comments:

* Rubbish! I think integration between the groups is desirable, without any erosion of individuality or culture.
* If you take a person's culture away you will take away their identity. The laws of British society should be adhered to publicly but persons from different cultures should not be asked to abandon them unless they interfere with others progress, safety and well-being.
* Although a positive spirit of understanding is necessary and willingness to adapt to some aspects - eg language - a respect for certain traditions rather than adoption.
* Home is the correct place for culture, if different from the majority, to be celebrated.
* This would cause more problems than we already have. It is wrong to pull someone away from their own culture, yet that person should not inflict it upon the majority. "When in Rome".
* What is the point of coming here? If they wish to keep their own culture they have their own country.

8. By using examples from other cultures in our teaching, we can give our pupils a broader perspective and help make them more tolerant towards each other.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
27	36	9	0	1	2

Comments:

* It enriches the curriculum.
* "Can"!! "should be able to!" or "ought to be able to!" - but ignorance and prejudice, and low intelligence are formidable obstacles!!
* "Tolerant" implies superiority and that there is something intrinsically wrong with these other cultures. The entire vocabulary relating to the multi-ethnic issue needs constant assessment and vigilance for such anomalies,
* Sometimes this emphasises the difference.
* In Maths?

9. Teaching about other cultures is all very well, but I cannot see how it can be done in my subject.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
3	5	11	30	26	0

Comments:

* It probably can be done, but I don't know how to do it.
* Obviously this should be left to the Humanities, English and Arts.
* Problem as regards French is that if there is French spoken elsewhere in the world, it's the result of colonisation, if not slavery! I think if I was black I would have a pretty massive chip on my shoulder for purely historical reasons.
* The role that other cultures have had to play in mathematical development is important - not necessarily the cultures themselves!

10. Teaching about other cultures is not enough, by itself, to get rid of racism.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
26	46	3	0	0	0

Comments:

* More complex than that.
* Actions speak louder than words.
* We really need to teach the parents, media and in some cases, the teacher.
* Prejudice is part of the human condition - but we can at least alleviate ignorance and misunderstanding.
* Knowledge does not necessarily mean understanding - and tolerance/ acceptance has more to do with emotions than intellect, I suspect - however knowledge helps - but is not enough by itself.

11. Racism does not exist between pupils in School.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
1	3	11	43	16	1

Comments:

* Difficult to assess whether some incidents in school are racially motivated or simply 'normal' adolescent behaviour.
* This is a difficult one! Kids see things a lot more simply than adults and somehow an appearance of racial awareness (ie, black and white children being real best buddies) co-exists with a sort of general racism - inherited prejudices.
* If it exists in society at large, it must exist in School.
* It is awful between pupils
  - micky - taking because of regional accents
  - West Indian versus white - whose the strongest.
  - Pakistani versus Bangladesh etc.
* Wish it didn't.
* Racism between pupils is more obvious and less hidden. Some would refer to it as a form of honesty. It does exist and sometimes in the most unpleasant form.
* Yes, I agree with this statement - the racism is anti-white!

12. Under achievement of black pupils is not a problem in School.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
0	6	12	43	9	4

Comments:

* We only have a real problem with non-English speaking Asians - in my experience.
* Although, not because of lower expectations of teachers; pupils themselves do not have self-motivation, high absence etc.
* Underachievement of all pupils is a problem.
* Many pupils in my top sets/A level are coloured and clever. Only 3 in lower sets.

13. How much do you feel has already been done in your department towards a multi-cultural perspective?

a. none	19
b. some	29
c. a lot	25

NO RESPONSE : 2

Any others:

(Specific initiatives mentioned here - in Family Concern (use of black professionals); in Art department (costume design, hand printing, workshops, loans from library service); in history (reform of lower school syllabus).

* We still have a long way to go and need help!
* We feel that the personal relationship between the child and the teacher is a more important factor than any of those in the box above: everything else stems from that initial relationship.

Development of Materials	37
Departmental Discussions	46
Evaluation of Resources	41
Teaching Methods	26

NO RESPONSE : 0

Comments:

* I think there is a scandalous lack of time for teachers to implement anything they want to do. This government does not value non-contact teaching time.
* Mathematics is a very objective subject and (with the exeption of statistics) relies very little on personal interpretation.

13. (continued) If your answer was (a) none why would you say this is?

Lack of Knowledge	7
Lack of Finance	0
Lack of Resources	2
Lack of Time	5
Not relevant to my subject	7

NO RESPONSE : 2

14. When you are taking part in the two day conference at Easthampstead Park next February, which aspects of the issue of racial equality in education would you most like to discuss?

Comments:

* Let's get clear about what we mean by it (RACISM), and find different terms to express different kinds of behaviour. The "racism" of a skinhead can be very different from the "racism" of a teacher.
* Has anyone found out what the black parents want?
* Everyone is a racist, to some degree, and many of us see ourselves as being above or exempt from the entire issue. We as a professional body must examine our attitudes, actions and motivations to see how, in the eyes of those subject to racism, they may be interpreted.

Of the various aspects which you may have ticked, which one do you consider to be the most important?

Underachievement	25	34%
Nature of racism	10	13.5%
Working with parents	11	15%
Implementing change	8	11%
Hidden curriculum	8	11%
Subject implications	7	9.5%
Participation of black pupils	4	5.5%
Resources/Financial	1	1%

NO RESPONSE : 3

Comments:

* Implementing change. the two days will be wasted if no positive way forward is seen.
* Participation of black pupils. If they see they are valued and needed and their abilities used, they will know they have a place in our society.
* Nature of racism - the others spring from it.
* Underachievement, as a value of self is a key to easy relationships and confidence.

15. What can we (realistically) expect to achieve?

SUMMARY

Most of those who responded to question 15 were very positive, and felt that the conference could achieve something worthwhile (only one person who commented thought that it could achieve nothing). The responses called for a methodical and clear-headed identification of the issues: the raising of awareness: and the developing of solutions.

It is clearly felt that discussion should be open and honest in order for it to be valuable, and that this should lead to a measure of concensus on the way forward before the next steps are taken.

Comments:

* A general awareness/concern over racism and underachievement in schools. A desire to follow up in departments to develop an approach (recognisably long term and slow) to develop better teaching environment within subject.
* Nothing as I feel that the racism is caused by the black pupils themselves, not by the teachers who teach them.
* An awareness that racism in many forms exists, and can be unintentional.
* School which is FAIR to ALL pupils and ALL teachers.
* In a realistic sense, if we can make teachers think about their attitude to black kids then I feel that we will have achieved quite a lot.
* We should have heightened awareness of the issues and come away <u>united</u> in a wish to build a better education at School.
* How to educate black parents - many children seem to expect racism and their behaviour merely confirms this.
* I can see no way in which this can change the <u>content</u> of my teaching (Maths, computer studies). It could only give me a greater insight into the views of others.
* I think that it is most important that we should all genuinely feel that something <u>is</u> to be done and that we eventually receive an assessment of what our efforts bring forth.
* Honesty' - rather than look for excuses.
* Clarification. I think the whole issue is very imprecise and ill-defined.
* If the conference is sufficiently thought - provoking and contributes to an awareness of the problems among staff in general it will be worthwhile. Don't try to run before you can walk!
* A lot, I hope! It all depends how <u>honest</u> people are going to be and whether they are <u>intelligent</u> enough to admit they might have lurking prejudices etc!
* A clear idea of what is meant by racism (it is obviously not just disliking pupils for instance).

Comments on the questionnaire itself, or the project in general

* The questions appear 'loaded' ie., they presuppose that certain issues on problems are special to blacks: whereas they are often general to pupils irrespective of colour. This itself is a form of racism.

* I feel that several of these questions are worded in such a way that I am unable to answer them. They make sweeping statements that cannot be proved or quantified.

* When are we going to acknowledge the existence of sexism?

* I feel very strongly that the approach to this subject should be very carefully thought out. If you suggest to thinking and caring people that they are 'guilty' then the inclination to deny such charges by assuming entrenched attitudes will become immediate.

* Questions related to under achievement of black children and racism are difficult to answer on a personal level due to my limited experience. However, from information gained in discussion, from the media and published material I believe the problems do exist and need positively responding to.

* I feel that a lot of time effort and money has gone into this project - at the same time as the closure of the language units. Children who cannot speak, read or write in English are greatly disadvantaged educationally and socially.

* I am very worried by the project as I feel that if not handled very, very carefully it will cause more trouble between the races than already exists.

* Objectives:
  To raise the levels of participation of black pupils in school-led activities.

  Comments:
  I thought we were trying to make the curriculum more 'multi-cultural' so why are we focussing on one particular group?

EDUCATION FOR RACIAL EQUALITY

A questionnaire given to staff of School, December 1987

GENERAL CONCLUSIONS

1. A clear majority of those who responded to the questionnaire believe that racism still exists in our society (96%), albeit in many different forms: and that there is racism between pupils of this school (79%). There was a general agreement that underachievement of black pupils is an issue for (69%): and that this has something to do with the teaching process (61%). The exact relationship between underachievement and the curriculum was not generally agreed, and in fact several respondents expressed serious reservations about the whole idea indicating the importance of the many other (social) factors involved.

2. Are schools powerless to affect the attitudes of pupils? 68% did not think so: and an even higher proportion (84%) felt that multi-cultural teaching could help to make pupils more tolerant towards each other. This though, will not be enough, by itself, to eradicate racism (96%).

3. Indeed, it is apparent from the responses to question 13 that a number of departments have already started the process of moving towards a multicultural perspective in their teaching (70%). Only a small number of staff felt that it could not be done in their subject (10%), or that it was not relevant (q 13 - 7 out of 21).

4. The aspect of racial equality in education which most people would like to discuss at the conference was the reasons for underachievement (34%), followed by working with parents (15%) and the nature of racism (13.5%).

   Several colleagues made appeals for this debate to be as open and truthful as possible.

We are grateful to all who completed the questionnaire and especially those who found time to comment thoughtfully and constructively. The responses have raised a number of issues of importance. We will ask our speakers at the conference to address these issues, and will also allow time in the schedule of the two days for debate and discussion, as requested.

DOROTHY COLEMAN

JOHN EDWARDS

January 1988

SECOND STAFF ATTITUDES QUESTIONNAIRE, MARCH 1990

In this version of the results of the questionnaire, all comments made are included, the responses are numbered to show which group (Yes, No, or ? for No response) they belonged to, and to make it possible to track the comments of individuals. The version which was published for all staff included most of these comments, but not the numbering.

EDUCATION FOR RACIAL EQUALITY

A QUESTIONNAIRE FOR STAFF OF PARKVIEW SCHOOL, MARCH 1990

This questionnaire mirrors closely the one which was issued in December 1987, at the start of the project, 'A curriculum for ethnic diversity'. The aim of issuing it again, with only minor changes, three years later, is to help us measure the effectiveness of the project, and also to pinpoint the areas which colleagues still feel need attention.

In order to facilitate a comparison between the results of the 2 questionnaires, this analysis distinguishes between those members of staff who were here in December 1987, and those who have joined the school since. The first question asked people to say whether they completed the questionnaire issued in 1987 relating to this issue. The result was as follows:

YES 48 NO 9 NO RESPONSE 2

Thus a total of 59 members of staff completed the questionnaire. The responses of those who confirmed that they were not here when the project began (9) are shown throughout in brackets; the 2 who did not answer the question are included in the figures of the YES group.

There were 22 sections in the questionnaire. Staff were invited to respond to the statements, using the Lickert attitude scale; a space was left for comments after each section. A selection of these comments is included. They have been chosen to represent a range of the views expressed.

There is a brief summary of the main conclusions to be drawn from the questionnaire at the end of the booklet.

1. Racism is not a problem in Britain today.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
0	1	2	24 (7)	22 (2)	1

Comments:

* There is lots of evidence that racism is a very serious problem still. Y1
* I would suggest that there are few countries where racism is not a problem. Y10
* But the emphasis is shifting from the Afro-Caribbeans to Asians (even before Salman Rushdie !) from colour to culture ? Y27
* Since the Easthampstead Park conference, when I was made aware of and sensitised to the issue of race I have found that almost everyday I am confronted or experience situations where there are racial aspects. This applies both to my professional and personal life. N8

2. The fact that Britain is a multi-cultural society is a good thing.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
12 (2)	23 (6)	13 (1)	0	0	2

Comments:

* I am not happy about the word 'good'. It is far too vague an epithet. I am not happy about the question in any case - the fact of the case begs the question. Do you really mean 'Are you happy about the multicultural nature of our society ?' or 'Whatever your personal view, is a multicultural society preferable to a monocultural society ?' ? Y1
* Is this a platitude - many countries in the UK do not have a black 'community'. 'A good thing' - please define ! Y4
* Can be viewed from many different aspects. Y16
* It will be a better thing when it is recognised as such. Y20
* It can only be seen as an enriching experience. Britain has been a multicultural society for hundreds of years. Y27
* Although one would hope that as it is, people from different cultures could get along. I'm not sure that this is the case. Y41

* The good tends to be balanced by the bad aspects. Y43
* Ideally yes. Y45
* For whom ? N3
* We should celebrate cultural diversity. N4
* Isn't the history of Britain one of almost constant invasion or immigration which is at first strongly and antagonistically resisted by the indigent population followed by assimilation ? N8

3. People who come from other countries to live in Britain should adopt the culture of the majority.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
2	7 (1)	9 (2)	27 (6)	4	1

Comments:

* Any answer here will be coloured by whether one would or would not adopt the culture of a minority if one went to live abroad. This question is too general. So much depends on what is meant by 'culture'. Surely 'should' is not the correct tone when linked with 'culture'. Y1
* Who defines the culture of the majority ? Y2
* This is too simplistic - I feel strongly that any person coming to live in Britain should live within the law - if not change through democratic measures e.g. the Salman Rushdie affair. Y4
* It is not a question of adopting. There has to be adaptation on both sides. Y5
* Depends what you mean by culture.Y8
* A meeting of cultures is essential, but each must maintain its own personal and individual identity. Y9
* Not <u>adopt</u> - but <u>acknowledge</u> the culture of the native population. Y10
* But they should RESPECT it ! Y11
* However, they should learn English in order to have one common language. In order to communicate effectively. Y14
* I don't want to see polygamy, infibulation, stoning of adulterers or even, on a different level, the ritual (and slow and cruel) slaughter of animals in the UK. Unfortunately we've got the last thing already. Y15
* Natural fusion inevitably occurs - as in science the ability of an organism to survive depends not on its ability to retain its identity immutably, but on its capacity to change and adapt. Y16
* (Agree) - While maintaining some of their own culture. Y17
* (Agree) - with reservations. Adoption of the majority culture doesn't have to

be at the expense of their own. Y18
* They should also be able to maintain links with their own heritage and culture. Y19
* I think a medium way must be found and an effort at assimilation without loss of cultural identity. Y20
* (Disagree) - Though there are bound to be changes in their thinking and lifestyle. Y21
* (Agree strongly) - But at the same time retaining their own. Y22
* But they should learn the language. Y23
* Inevitably they will adopt some of the cultural mores of the majority - but they should not be amde to feel that they must abandon their roots. Y27
* Some integration important but own cultural identity also important. Y28
* The disaffection felt by subsequent generations when groups do this - would be far reaching I feel - particularly if they lost their language too. Y30
* Should have understanding of cultures. Y31
* On the basis of the word 'should', I must disagree. my initial response was based on the ideal that if people who come to this country wish to adopt 'our' culture, they should be made welcome to do so - but no pressure can justifiably be put on them to do so. If they wish to pursue their own culture, this, too, should be encouraged. Y32
* Only if they can keep their own culture and the two cultures can work together - their won culture obviously taking first place. I disagree if they have no choice. Y40
* But I think they should, nevertheless, abide by the rules/laws of their adopted country (peaceful demonstrations, etc.). Y41
* Only as far as it affects the majority. Y43
* There is room for all but what concerns me is the possibility of ignoring the host country's traditions, etc.. Britons abroad are expected to conform. Which is right ? Y46
* They should try and have a balance but certainly not give up their cultural values. ?1
* They may or may not adopt our culture but they should accept the idea of freedom to express ideas even when they conflict with their own. N7
* People should have the freedom to choose how they want to lead their lives without fear of disapproval from the host country. N9

4. Many British black pupils feel alienated from our schools.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
8 (1)	28 (3)	4 (4)	8 (1)	1	1

Comments:

* I think the word 'alienated' is not the correct word. Again, the question is too vague - black pupils may feel ill at ease in school for many reasons other than their blackness. Y1
* Cannot give an opinion - not enough accurate information; do not have personal knowledge. Y4
* Black parents need to make more effort to help their children - not particularly here. Y11
* Some do, some don't. Y16
* Some black pupils. Y18
* Not specifically at Parkview. Y20
* Cannot accept that they are living in another culture. Y22
* We 'know' what makes them feel alienated - do we also know what makes them feel less alienated ? Y27
* Language difficulty - means many pupils are disadvantaged. Y29
* The 'system' does not take account of the fact that we live in a multicultural society. The ERA reinforces this ethnocentric view. Y32
* Some black pupils feel alienated. Y34
* Is it always the school's fault ? Should the pupils make more effort to conform ? Should we always be the ones bending over backwards to help them, when it is sometimes apparent they do not want to be helped. Y41
* Many are an integral part and participate fully. Y46
* Not this school ! ?1
* Although Rampton/Swann might state this, can we extrapolate this from our experience in Parkview/Berkshire to a national situation. Do we know the feelings of the majority of black pupils - would they feel the same regardless of their cultural background ? N4

5. One reason why black pupils feel alienated from school is that they do not see themselves or their culture reflected positively in the curriculum.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
4 (1)	24 (2)	9 (3)	9 (1)	2	2 (2)

Comments:

* I have never heard this complaint from a black pupil.They may feel at odds with school, but it may not be the school curiculum that alienates them. Could it not

be that the school reflects authority and it is this element that 'alienates' ? - this could be true of any young person. Y1
* But I feel this must be done but with sensitivity and non-patronage in attitude. (sic) Y20
* This is a general comment - not specific to Parkview. Y24
* But this is surely changing in this and many other schools eg many new text books are well illustrated with positive illustrations. We as teachers should be aware of materials in which blacks are 'conspicuous by their absence' - and reject them. Y27
* Hopefully this situation is improving here. Y28
* Parental attitudes / outside influences. Y31
* Initially I would agree with the statement but I feel that things are changing. N8

6. Schools are powerless to affect the attitudes of pupils.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
0	4	1	28 (5)	17 (4)	0

Comments:

* It would have been better I think to have substituted 'teachers and other staff' for 'schools'. Bulidings and books do affect pupils but not to the same extent as people ! Y1
* Let's all go home ! Y8
* But society at large has greater influence. Y10
* But probably home/parental attitudes have most impression, and are hard to affect. Y16
* But the home attitude is very telling. Y20
* Without help. Y22
* How defeatist ! But we must also be very aware of the effect on attitudes of parents and other outside influences. We at school can only contribute part of any student's personal makeup. Y27
* What are we here for ? Y32
* Home must surely always be the biggest influence on a young person's life. Only a few hours are spent at school, moving from room to room/ teacher to teacher. Home/local community /religion are where attitudes are probably formed. Y41
* It is possible for schools to adversely affect pupils' attitudes. N2

7. The reasons why black pupils feel alienated have nothing to do with schools.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
1	2 (2)	7 (2)	25 (3)	11 (1)	4 (1)

Comments:

* Too general a question. It is not possible to answer this honestly. Y1
* Very unlikely. Y2
* However outside forces are also a factor. Y9
* Any situation which causes underachievement by pupils should be the concern of schools. Y10
* Not nothing. Y11
* Alienation is not solely experienced by black pupils. Factors such as class and parental attitudes to the school also play an important part. Y14
* But there are also reasons outside schools. Y17
* Not the main reason ! Y22

* Schools contribute to black pupils' feelings of alienation - wittingly and unwittingly - but can also work against them. Y27
* Pupils often influenced by parents and groups outside the school. Y29
* Schools reflect society/ society reflects schools. Y32
* This generalisation is too difficult to answer. Y43
* Although much of the problem is outside our control. Y45
* Schools reflect society thus the alienation starts outside the school. N2
* School often mirrors the views of society in general but voices the views in the closed community within which we operate. N7
* I'm sure that schools are just one of the many experiences which act either positively or negatively so affecting people's attitudes. N8

8. Racism does not exist between pupils of Parkview school.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
0	2	2 (1)	37 (7)	8 (1)	1

Comments:

* I have become very aware recently that different groups of blacks (ie Asian and Afro Caribbean pupils) feel very jealous of one another. This is something which needs close attention and together they are still aware of what they see as racism - sadly, sometimes, with reason. Y1
* In one form or another, it goes on every day. As teachers, we are not always aware of it. Y2
* The racist comments, however, are seldom meant in a nasty way I feel. Children quite often call other children 'paki' as a matter of course, without realising the precepts this is based upon or the hurt it causes. This is where we must educate- to teach them that it is not acceptable ! Quite often children of the same racial background call themselves names that probably originated from the white population. Y9
* But I hope pupils realise this is not approved behaviour - and any incidents will be dealt with. Y10
* I have not come across any direct racial incidents. In any case of disagreement between pupils of different ethnic background, there has been a strong personal motive. Y14
* One has to look at which groups are involved. There is a great deal of 'sectarianism' amongst Asian pupils - though I must admit that this is based on hearsay. Y18
* Not a great deal but it surfaces now and then. Y20

* Not to a great extent but tomorrow is another day. Y22
* There are many good friendships between pupils of different races - same sex and opposite sex - but there are also individuals (few in number) who express racist views. Y27
* Particularly towards Asian children - but often not open racism. Y31
* It may be less immediately evident after 3 years of MECG, but nevertheless, it still exists. Y32
* Minority. Y33
* Often racist remarks are made supposedly in jest. Pupils must realise that racism is not a laughing matter. Y34
* There are certainly far less incidents arising from racism than there were when I first came to the school but it still exists. Y40
* If it exists in society at large I believe it must exist in school - any school. Y41
* On the whole. Y43
* What about between the factions / groups ? Y46
* There are still hurtful comments made by pupils amongst themselves - name calling is prevalent in this school but not necessarily aimed only at the black children. White children are hurtful to whites as well ! ?1
* Racism exists between Afro-Caribbeans and Asians. N2
* Again we reflect the way pupils are treated outside in society. Racism also exists between Asians ans Afro-Caribbeans as well as between different Asian sects. N7
* With many pupils it is a case of the sergeant beats the corporal and so on down to the private. These pupils (white) who have very little going for them, in my experience tend to be the most vociferous in their abuse of black pupils. In my hearing however these pupils will not express such opinions because of my strong disapproval but I doubt that they think about why I disapprove or that I influence their opinions - but I keep trying ! N8

9. The underachievement of black pupils is not a problem in Parkview school.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
0	8 (1)	1 (3)	29 (5)	9	3

Comments:

* I don't really know. The black pupils whom I teach <u>are</u>achieving as far as I am aware otherwise I would have sought help for them. Y1
* The underachievement of any pupils is a cause for concern. Y10

* Ther are also many black pupils whose results are on the top range of academic achievement. I suggest that this is also taken into consideration. Y14
* But underachievement of white pupils is also a problem. Y17
* But I think Parkview really tries to avoid this. Y20
* It's a problem for all pupils. Y22
* This is being monitored and addressed - numbers are small and difficult to validate statistically. Y27
* In some cases thois is more to do with language issues than alienation. We need more language support. Y34
* It must be a problem, but could someone give positive help and advice on how we deal with it ? Y41
* Monitoring (on the sample size used) would indicate a problem with Asian boys ? N4
* I really don't know about this question - it's the hardest so far ! N8

10. By using examples from other cultures in our teaching, we can make our pupils more tolerant in their attitudes.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
13 (1)	30 (7)	5 (1)	1	0	1

Comments:

* Not happy about 'tolerant' - that is a patronising attitude. Perhaps 'balanced' would have been a happier word. Y1
* Needs careful handling. Y8
* Tolerance based on <u>understanding</u> from education of <u>adults</u> as well as children. Y20
* Hopefully. Y30
* ... and by learning more ourselves. Y32
* Understanding naturally brings tolerance. Lack of understanding in any field means, to some, dislike or poking fun - in art, music, literature, etc. The familiarity of other cultures is bound to bring understanding, appreciation and therefore tolerance. Y40
* I don't know, but surely anything is worth trying if we think it might help in bringing a more tolerant attitude. Y41
* Cultural diversity should be a matter for celebration. N4
* The use of role models is important. N8
* Much depends on the 'attitude' of the techer in conveying thses examples - and

as it is difficult to assess attitudes, so it is difficult to assess the success of raising levels of tolerance. N9

11. Teaching about other cultures is not enough, by itself, to get rid of racist attitudes amongst pupils.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
19 (2)	27 (6)	3 (1)	0	0	1

Comments:

If this were so all well taught people would be rid of racism.That is patently no the case. Y1
* It is an important and essential part. But it may be that we need to go further, and actually address the issue of racism itself. Y2
* It's a good starting point. Y9
* Family, friends, society at large play a great part. Y10
* Racist attitudes can be induced by families, peers and community. Y14
* Environment - home approach etc. are very strong. Y20
* Parents' attitudes are more important. Y22
* It is one of many positive measures that need to be taken. Y32
* Probably not - but it will go a long way. Y40
* Certain Asian children require to be taught English in the school by an EFL teacher ! a course. Y48
* We need to show by example that racism is unacceptable and deal with any situation of racism that arises with a consistent policy. ?1
* It needs the 'education of society'. N4
* Attitudes are difficult to change. N8

12. We should tackle the issue of racism directly through the curriculum.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
9 (1)	26 (5)	9 (3)	3	1	2

Comments:

* Surely this is what we have been investigating ? 'Directly' is not a happy word. Are you suggesting 'issues of racism' as a timetabled subject ? Y1
* This would have to be done in a subtle way to be effective. Y2
* Again, careful handling needed. Y8
* Not only this way. Y11
* But staff approach in general is the key. Y20
* Indirectly can be effective too. Y21
* Whole school approach - all aspects of school life. Y31
* Not just through, but also across the whole curriculum. Y32
* I feel that perhaps we should be tackling the issue of racism but find it difficult to envisage how this could be done sensitively and successfully. Y34
* How ? Y41
* As one strategy amongst many. N8
* I agree in principle but racism cannot be tackled alone through the curriculum, it has to be part of every agenda - eg pastoral care - through PSE and notice has to be taken of the hidden curriculum. N9

13. Teaching about other cultures is easy in some subjects, but not in mine.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
3	12	6 (3)	13 (4)	16 (2)	0

Comments:

* My subject lends itself to teaching about all cultures fortunately. Surely <u>every</u> teacher teaches more than their subject ? For instance good manners is not on the curriculum but we should teach them. Y1
* My subject is particularly well suited. But I believe that all subjects can contribute to a multi-ethnic curriculum. Y2
* Easy in mine - but I should think more difficult in some e.g. mathematics. Y10
* But we have a problem in finding resources. Y20
* Efforts in most departments have shown how multicultural approaches can be applied in a variety of subjects. Y34
* There is a wealth of material in my subject which makes it much easier than other subjects I can think of. Y40
* My subject is an ideal vehicle for this. Y46
* It is easier in other subjects than mine. N3
* You have to be careful that the examples you use are not too contrived. However

it is important that you find opportunities to exploit the use of other cultures. N8
* A broad and balanced and fair curriculum is possible in all subjects. N9

14. The multi-ethnic project has been a waste of time and effort.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
0	2	7 (3)	23 (3)	18 (3)	0

Comments:

* So many examples of increasing awareness. There is no way now that we can pretend that we are not aware - what has happened and is happening has become part of each of us and part of the ethos of the school. Y1
* The intentions of the project were good but some people have used it to gain acknowledgement and I doubt whether some of them were promoting their own beliefs and attitudes. Y14
* It has focussed attention on lots of issues. Raised yet more questions. But we need time/money/resources as well. Y16
* I have found most of it very valuable. Y20
* It has been a source of enormous pleasure to me. Y27
* It has made me more aware of the problems and has given me a positive way of dealing with racist incidents. I am more positive in my thinking. Y29
* The project has undoubtedly affected the staff, the curriculum and the environment - but I wonder how far we have directly touched the children. Y34
* Certainly not. Y40
* Even if it has only made us aware of issues, or helped make us clear in our own mind, one way or the other, on our views of racism, living in a multi-ethnic society, etc, discussion, the project will have achieved something. Y41
* Hopefully it has heightened racial awareness. Y42
* I am grateful for the opportunities it has presented for my own personal development. N8
* It must not end after 3 years or it will have been a waste of time. Staff must be made aware that it is an ongoing, permanent part of the school. Multi-ethnic education is integral to the curriculum, and staff should not see it as something that is tacked on at the end of a topic. Continuous departmental monitoring will be important in evaluating the success of the work. N9

15. There were other issues which should have been given priority over the issue of racial equality at this stage in the school's development.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
4	9 (2)	14 (2)	19 (5)	3	1

Comments:

* This subject is basic in a multicultural society. A school needs a strong foundation. Y1
* This was an issue which needed to be addressed urgently, and deserves more attention than it gets in a general way. Y2
* (Agree strongly) - given the many legislative changes at present. Y4
* I think we have dealt with other issues, and that many other educational priorities were raised because of the project ! Y9
* Other issues have been tackled - but not so thoroughly. Y10
* More effort could have been put into teaching and the improvement of the general organisation and day to day running of the school. Y14
* People are not ready for the question of female equality. Racism is more obvious to most people. Y15
* Always plenty of issues clamouring for attention. Y16
* Gender equality ? Y18
* But many of equal value. Y20
* Discipline and pupil behaviour. Y22
* We had recently merged and I felt there were other issues at that time. Y29
* Certainly there are other issues which need tackling - but this is important. Y34
* There are and will always be 'other issues'. Y41
* The need is less than before. Other problems need to be addressed. Y43
* This issue is obviously important but I feel that perhaps a disproportionate amount of time has been spent on it when we have had other issues that have been 'shelved'. ?1
* Information technology in its widest sense across the whole school curriculum. N3
* National Curriculum development. N7
* The school was in desperate need of development in the area of education for racial equality. I do agree that gender and equal opportunities is something that is equally important and which is not being addressed at present. N9

16. Colleagues are now more positive towards multi-cultural teaching than they were at the start of the project.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
4	30 (4)	11 (4)	4	0	1 (1)

Comments:

* Certainly, <u>some</u> colleagues are more positive. Y2
* Suspect little change in individual attitudes. Y4
* I hope ! Y9
* I have seen no change. Y14
* I hope so, but one still hears amazing comments. Y15
* I feel that there is greater interest in multicultural teaching voiced among some colleagues. Y32
* "Colleagues are now more CYNICAL towards multicultural teaching ..."
* I'm not sure about this one. I hope that the majority are but comments I have heard might suggest otherwise. N9

17. I now feel more positive towards multi-cultural teaching than I did at the start of the project.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
13 (2)	22 (2)	11 (3)	3	1	(2)

Comments:

* I still need to learn more, and to have my awareness raised further. But I have moved in the right direction. Y2
* In the past, I have done all I could to include ethnic minorities in the teaching process and I intend to continue to do so. Y14
* I was always positive. Y15
* Felt positive before - but it has raised questions I hadn't considered before. Y16
* Even <u>more</u>positive and much more prepared to adopt a high profile. Y27
* More confident. Y31

* It is more supporting to know that other staff are giving the same priority to this cause. Y35
* I am much more confident about how to tackle the subject. Y40

18. Multi-cultural teaching pays too much attention to the needs of minorities, and ignores the needs of the majority.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
2	3 (1)	12 (2)	23 (5)	10 (1)	0

Comments:

* 'Too much' and 'ignores' are very emotive terms. It is not possible for me to answer this question - it is too open ended. Y1
* Racism is a problem for white society, and so multicultural teaching is just as important - maybe more important - for white pupils. Y2
* Vague - means different things to different people. Y4
* We are all minorities. Y10
* Can do sometimes. Y11
* Who are the majority ? Y14
* This can be a consequence. Y22
* The two are interwoven. Y32
* It <u>is</u> a need of the majority to be aware of racism and to be aware of Britain as a multi-racial society. Y34
* I think multicultural teaching <u>is</u> the need of the majority. Y40
* It shouldn't. What is meant by 'multicultural teaching' anyway ? Devising schemes that include children from all cultures. Y41

19. There simply isn't the time to introduce multi-cultural topics into the school curriculum.

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
1	5	9 (2)	19 (6)	15 (1)	1

Comments:

* Multicultural awareness is about attitudes and topics with multicultural bias, overtones, whatever you will, add variety and interest - there is always time for those and in any case we would be evading responsibility and not doing our best for our pupils if we took this attitude. Y1
* The statement shows a misunderstanding of the meaning of multicultural teaching, which is a dimension of the curriculum, not a separate topic. Y2
* There doesn't seem to be the time to think about it and cionsider and evaluate the options within the various subject areas. It is too sensitive a subject to rush. Y3
* They can be introduced as a matter of course. Instead of discussing a white scientist who invented a certain theory one could examine a black scientist thus covering the topic. Y9
* As well as the Nat. Curric. ? Y11
* Elements of multicultural teaching should be introduced wherever the topic is suitable. Introducing whole topics of a multi-ethnic nature forcefully only alienates all involved, including blacks. Y14
* Not a matter of introducing a new topic, but of taking a wider view of what you do already. Y16
* With all the other things to do, when will we do any teaching. Y22
* This is a poor excuse. Y27
* If we don't have time to develop, we don't have time to teach children ! Y32
* Depends how it is done. If schemes of work always reflect ethnic diversity within the school - and topics are selected with equal care - this has to be done anyway. Y41
* Time is a problem combined with the other initiatives being introduced. Y46
* However staff cannot teach what they don't know, therfore inset should be made available to provide subject specific training for certain areas. N9

20. When the National curriculum comes in, there will be even less time for such things as multi-cultural teaching..

AGREE STRONGLY	AGREE	NEUTRAL	DISAGREE	DISAGREE STRONGLY	NO RESPONSE
6	14 (1)	10 (1)	12 (6)	7 (1)	1

Comments:

* Nonsense. Is this a serious question ? Y1
* Evidence so far suggests that multicultural teaching will be required in the

new curriculum. And as I said for 19, it is a dimension rather than something added on. Y2
* There is a danger of this and we will need to be positive in our plans to avoid this. Y5
* Not enough information available - I hope that this is not the case. Y8
* There is no provision for multicultural teaching. Also omitted are education about citizenship,peace studies, awareness of women's studies or the causes of pollution, etc. Y15
* It should be at the heart of planning and an intrinsic part of the curriculum. Y24
* Awareness of a multicultural approach should run throughout our curriculum. Y27
* Uncertain of content within subjects - but effort should be made. Could be more difficult. Y31
* But should not be allowed to discourage the development of multicultural teaching. Y32
* We could try and make it part of setting up schemes of work, developing project work, etc. Perhaps it could become another thing we consider at the outset ? Perhaps after a while we might feel that it just 'fits in'. Y42
* It will take some time to re-adapt given the curriculum documents in some areas. Y45
* Planning ! N3
* The NC. states that the curriculum must be broad and balanced. Multi-ethnic education will fit in naturally if people want it to be there. N9

21. What, in your opinion, have been the strong points of the project, as an exercise in curriculum development ?

Put a number against as many/few of the suggestions in the list as you think appropriate, with number 1 as the strongest point:

Parental involvement	Pupil involvement
Time for development	Financial support
External support (advisory)	Management/leadership
Subject-specific advice	Opportunities for discussion
Outside speakers	Open meetings after school
Easthampstead conference, 1988	School policy conference,1989
Meetings with departments	Handbook on ethnic diversity
School policy on racial equality	Working party (MECG)

If you think that there are some points missing from this list, write them below. Alternatively, if you think that there were no strong points, say so.

The most highly rated feature by far was **the conference at Easthampstead Park**, in 1988. 32 people mentioned it in their list, and it achieved an average rating from these of 1.9.

The next most frequently mentioned was **outside speakers** (20 mentions, average rating of 3.25). Quoted slightly less frequently, but with higher ratings, was **opportunities for discussion** (19 mentions, average 2.8). This was followed by **meetings with departments** (18 mentions, rating 3.2); and **school policy on racial equality** (17 mentions, average 2.4). The **hanbook on ethnic diversity** was also considered a strong point by many (14 mentions, average rating 3.4).

Comments:

* Financial support re 1988 conference was also important. MECG important for impetus.
* Parents were involved in some areas before this project started. I see no change in any of the above aspects.
* The fact that the project has achieved all the above to a greater or lesser degree is important - it is not relevant, I feel, to list these in order of importance. Perhaps its most important achievement is a raising of awareness among staff, and therefore, hopefully among pupils... If one black pupil leaves Parkview feeling more confident about her/himself than s/he would have done without the project, or one white or black pupil leaves with a world rather than ethnocentric view, the project will have succeeded. I believe, despite 'failures', more than this has already happened.

22. What would you say have been the weaknesses of the project ?

The same list of features was provided, and respondents were once again asked to rate them - this time, with the greatest weakness as the highest rating.

Two weaknesses stood out clearly from the responses. The first was **parental involvement**, which was mentioned by 29 people, and achieved an average rating of 1.3. The second was **pupil involvement**, which was mentioned 21 times (average 1.8).

Otherwise, the most commonly felt weaknesses were external support, subject specific advice, and time for development. Only three people mentioned Easthampstead as a weakness; all three rated it number 1.

Comments:

* The weakest point of the project has undoubtedly been the lack of parental involvement - we are at last addressing this.
* Pupils are still not aware that the school has a policy.

* Parental involvement needs developing - particularly with Asian parents.
* Except on an individual basis, not enough has been done in the fields of parental and pupil involvement. This is why the project needs to continue to develop these ideas.

[Any general comments relating to the multi-ethnic project ?]

* I would like to know more about what our pupils think.
* A start has been made - there is still a lot to do !
* The project often not only highlighted but also magnified multi-ethnic problems. Very little has been said about the high achievements of black pupils and outside school influences have not been considered seriously.
* I feel that we have been competing for time/attention with other issues.
* It has been one of the most worthwhile experiences of my life. Its momentum must not be allowed to falter.
* I think that the whole school approach was essential. It would be useful if we could involve parents and pupils more directly.
* We must ensure that multi-ethnic issues remain a high priority and do not become neglected as the project officially draws to a close.
* I think the balance of events has been about right.

GENERAL CONCLUSIONS:

The last staff questionnaire on racial equality was issued in December, 1987. Much has changed since then in the school - not least because of the departure of a number of colleagues, and the arrival of others. This fact alone means that a direct comparison between the results of the two questionnaires is problematic; in addition, the two surveys are not identical. Nevertheless, it may be of interest to place the responses to certain statements in this document next to those of 1987.

1. There is widespread agreement that racism exists in Britain today - 93% (The figure for this question in 1987 was 96%). A majority of colleagues welcome the multicultural nature of our society (73% ; 1987 - 83%), and do not believe that people who come to Britain from other countries should have to adopt the culture of the majority (63% ; 1987 - 63%). Is there racism amongst pupils ? 90% think there is (1987 - 79%). An overwhelming majority of staff believe that schools can change attitudes (92%; 1987 - 68%), and that multicultural approaches can help to increase tolerance (86%; 1987 - 84%).

2. Has the project been successful ? In response to q.14, 80% felt that it had not been a waste of time; there was less agreement about whether it should have been given such a high priority, with 25% feeling that other issues were more

important. Nevertheless, the general perception is that colleagues are more positive towards this issue than they were before the project began (64%). This view was supported by the figures for statement 17, to which a majority (66%) responded that they personally felt more positive than before. The same proportion (66%) believe that multicultural teaching does not ignore the needs of the majority; and that it does not require the addition of extra topics to the curriculum (69%). These responses can be seen as evidence that a majority of staff understand what is meant by good multicultural practice. However, many of the same colleagues are much less confident about the impact of the National Curriculum on this work (q.20). Amongst the strengths of the project, the conference at Easthampstead (the food ?) and the school policy stand out; parental and pupil involvement were easily identified as the main weaknesses.

3. It would not be fair to analyse the views of staff solely in terms of numerical response. Many colleagues made detailed comments to explain or amplify their responses. These indicate the complexity of people's feelings towards a complex issue. As many of these responses as possible have been included, at the risk of making the analysis overlong, in order to further the debate in the school. Most of the comments reveal sensitivity, perception, and a considerable degree of awareness. Some suggest less awareness, and a measure of cynicism.

As one respondent put it, commenting on question 7:

"Schools reflect society: society reflects schools."

April 1990

PASTORAL INTERVIEWS, FEBRUARY 1990

The information from the interviews is summarised in tables 1 and 2. What follows is a verbatim transcription of the responses. Staff were not indentified, in order to preserve anonymity and encourage openness.

QUESTIONS:

(These questions were given to staff before the interviews so that they had some idea of what to expect, and could prepare their thoughts.)

1. How did you see the school's situation, in terms of racial tensions and relations, in September 1986 (i.e. before the project began) ?

2. How did the problems manifest themselves ? Give details if you can, for example anecdotes - there is no need to mention names.

3. How do you think the school was viewed at that time, by each of these groups: TEACHERS, PARENTS, PUPILS ?

4. Where did YOU see the problem as lying ?

5. Can you remember your feelings about this issue in particular ? For example, powerless ? or confident?

6. When the idea of the project was first presented, (Oct.1986) how did you feel about it ? For example, positive ? or cynical of its chances of success ?

7. What do you feel you have learnt about racism and its effects on children's behaviour - black and white - as a result of the project ?

8. Assuming that you have grown in awareness, has this affected your practices or strategies in dealing with pupils in any way ? Are you, for example, more confident in dealing with racist incidents ?

9. What particular strategies have been introduced which you have found helpful ?

10. In your opinion, has there been a change in the atmosphere in school since the project began ? How would you describe the change ? And would say that this change is connected, or unconnected with the work towards a multi-ethnic curriculum ?

TRANSCRIPTION OF RESPONSES

It was found that there was considerable overlap in the areas of reponse elicited by the questions above. Consequently, we did not require the respondents to answer all the questions, if we felt that they had already covered the points in a previous answer. There were really three underlying questions which we relied on to structure all the interviews:

- What was the situation in the school before the project began ?
- How did you perceive the project ?
- Has the school changed since then ? How, and why ?

1. HOW DID YOU SEE THE SITUATION AS FAR AS RACIAL TENSIONS WERE CONCERNED BEFORE THE PROJECT ? HOW DID THE TENSIONS MANIFEST THEMSELVES ?

TEACHER A:

[Not a member of the pastoral team at merger or when the project began]
Thought that there were racial tensions. Before the merger, the ways that the two schools handled them were completely different. Woodgate got far more publicity, good and bad. Quarryhill didn't see this issue as a problem. After the merger, Quarryhill staff came into a situation with far greater awareness of this issue. Quarryhill staff saw it as a weakness to be conciliatory. The issues are different for boys and girls, and require different responses.

There were enormous problems in the first year; logistical, with such a big site: organisational. The teachers' action the same year made things ten times more difficult. In upper school a group of West Indian boys would hang around together, outside doors, in the corridor. Some staff and younger pupils found this threatening. They weren't actually doing anything wrong; but they were perceived as threatening.

A did not feel so threatened as she knew these pupils, having started in Quarryhill 18 months before the merger, and having taught many upper school classes. It was more difficult to deal with girls, as she didn't know their names, or their personalities. Some incidents arose simply from mishandling on the part of staff, because they didn't know the pupil concerned. This reinforced the perception of some of our ethnic groups that this is a racist system. A has only seen two incidents of racist attitudes by staff towards pupils.

(In one, a teacher said to a black boy in the corridor, "We don't behave that way here".) Such incidents serve to reinforce pupils' and parents' perceptions that the school is against them. We must treat all pupils the same, but we must also ensure that pupils aren't singled out.

TEACHER B:

When the merger took place, the school was still under the legacy of an incident with a pupil in the girls' school which had been much publicised. It caused a lot of resentment among staff, that we had to accept this pupil back. This affected people's confidence; they became tentative about speaking to Afro-Caribbean children. The Afro-Caribbean children were very defensive: how they reacted then made us defensive also. Parents brought members of the community into school with them. This made you feel as though you were 'on trial'. You had to be absolutely certain of your facts - you were challenged about the truth of your statements. This made you wonder whether you were talking to a pupil because he/she was badly behaved, or because black. We got into the numbers game on suspensions, and had to balance black and white. If black pupils were involved in an incident, staff held back. Some staff felt resentment against those responsible for discipline, as they felt that they were not being strict enough with black pupils.

TEACHER C:

There were racial tensions, but these were played upon. The most obvious group were the West Indian pupils. There was a carry over from Woodgate of an incident which had been badly handled and then twisted to suit people's needs. It was West Indian pupils rather than any others - not Asian or European. Much of the trouble was West Indian vs West Indian; problems from home being brought into school. C looked forward to the merger, and didn't feel bad about it.

TEACHER D:

Viewed the situation pre-merger with trepidation, because he knew that what had gone on at Woodgate would affect the boys. Certain teachers were racist. But this word could not be said. 'Racist' was a dirty word. The children knew that some teachers were racist, and said so.

The boys took up the 'racist' cause - running around the school, challenging teachers in the dining room. The threat came, not from the pupils being black, but from the teachers being racist. A lot of people wouldn't challenge pupils, and walked the other way. Some staff saw black pupils as a challenge and a threat.

TEACHER E:

[Not a member of the pastoral team at merger or when the project began]
Did not think that racism was an issue for the boys' school before the merger at all; it was not something talked about in the staff room. But when the schools joined together, it was suddenly a real issue, particularly amongst West Indian pupils. These became aggressive, antagonistic, anti-authority. Behaviour in the dining hall was appalling - shouting, food thrown around occasionally, etc.. E was on duty. After 6 months she said she would not do the duty again, unless something was done about the black pupils. They weren't tackled. Staff lacked confidence in dealing with incidents and wanted more support from senior management, which at the time did not appear to be forthcoming. Added to that there were the merger and industrial action. The situation was chaotic, and discipline was generally poor. There were areas of the school - such

as corridors - where staff were unhappy to do duties. There were incidents in the first year of the new school where staff felt, or were, threatened.

E had always taught in what she believed to be a multi-racial way - with pictures, visits to the Commonwealth Institute, etc. West Indian kids had always enjoyed this. So, she started off feeling confident. But after 4/5 months she became disillusioned, and started to feel resentful towards black pupils, because they were so badly behaved. She had always had good relations before, being involved (for example) in the West Indian Women's Circle. Now, her authority was challenged. She felt that girls had a bad effect upon the boys - in the area of race, and she lost confidence in dealing with black pupils.

TEACHER F:

There certainly were tensions in 1986, and there still are. When there are strains they tend to show in certain areas - playgrounds, toilets, classrooms. There were problems in the corridors of upper school. We had a National Front daubing which was quite extensive, from A block to D block.

TEACHER G:

There were pressures, both internal and external, and tensions with a certain group of black parents. This put pressure on the pastoral system, and made it difficult to deal with pupils in a straightforward manner. We had a fairly delinquent group of Afro-Caribbean girls. This increased tension around the school, and was at times intimidating for other pupils. These girls had an influence on black boys. Before the merger, there was not a 'them and us' situation with black boys in Quarryhill. But they were influenced subsequently by the girls. It was partly a question of numbers; we were starting to get larger numbers of Afro-Caribbean boys.

The tensions manifested themselves through black boys seeking attention. They wanted to stand out. G was conscious of not wanting to go for them, because they stood out. He had never considered himself racist before. But in the first year of the merger, he found it difficult to decide whether he was being racist or the black pupils were being naughty. He would go home at the end of the day feeling infuriated by their behaviour, and feeling powerless. There was not much the school could do about it.

TEACHER H:

The situation was very difficult. Groups of difficult black girls put duty staff on the spot. Staff were worried about going on duty, so went in pairs. You could find your self trapped in a classroom. There was a game of 'bait the teacher'. A lot of staff were worried about dealing with black pupils. In fact, the situation was difficult, not just because of racial tension, but because of many problems - this was just one problem amongst many.

For example, children were not allowed in at break times: industrial action: tensions/resentments caused by the merger. The sheer size of the new school (1700 pupils).

But black pupils were high in profile, and West Indian pupils - not Asian - were seen to be a 'problem'. Quarryhill staff had not experienced such difficulties with black pupils before, and felt resentful that the problem had come from the girls' school. Boys were seen to be influenced adversely by the girls, and became more anti-teacher.

During the first year of the merged school, one particular black pupil walked up to the teacher concerned in the corridor, and said, in front of a large group of friends, "I don't like you." It was intended to be an open challenge to his authority. The teacher responded with a humorous riposte, which succeeded in defusing the situation. But this sort of incident undermined the confidence of staff in dealing with black pupils.

TEACHER J:

The situation was pretty tense. There was a group of Afro-Caribbean girls who really did 'push the system'. Some of these had been transferred from Alfred Sutton school, and had had a pretty rotten time transferring at that age. She also felt that behind some of these pupils were a few parents who had other grievances.

Amongst the boys there were some wild characters, as equally aggressive as the girls. There was a lot of work to do, with 12 groups in year 4 and 13 in year 5. The sheer physical size of the new school was a major problem. Also, the 4th year pupils were starting on options courses, always a time of uncertainty and confusion. The school was not able to offer very much support to those who needed it, and those who wished to grind an axe were allowed to do so.

(Was there an excuse for axe grinding ?)

Very much so. J had heard racist abuse from staff to pupils. She found this very unpleasant. Tensions manifested themselves in the number of black pupils standing outside the head's room - totally disproportionate to their number in the school. There was no deliberate attempt by pastoral staff to target black pupils. But these pupils gathered in gangs around corridors - very threatening. Staff were unwilling to challenge them. Maybe the pupils saw it in terms of protection, but staff found it very frightening - male as well as female. Staff avoided this building [i.e. upper school, blocks D and E], and still do. The cloakroom area was a 'no-go' area. All staff here had to work very hard to defuse the situation. But they got no help from the rest of the school, in terms of a 'presence' of senior staff.

TEACHER K:

[Not a member of the pastoral team at the time of the merger, or when the project began]
It is a long time ago, but she remembers that the school was not a happy place. Doesn't specifically recall racial tensions, apart from an incident in which a difficult 5th year pupil accused her of writing racist comments about her. It was a generally difficult time, with a feeling of aggression around the place.

3. HOW WAS THE SCHOOL PERCEIVED BY PUPILS AND PARENTS ?

B: Parents had lost confidence in our ability to deal with things - she sees this with hindsight. At the time, we felt challenged. Pupils were very defensive. Parents brought members of the community into school with them: this made you feel as though you were 'on trial'.

C: To black parents, this was a no-go area - we were a racist school. They played on incidents, and even incited pupils to challenge every decision. Leaders from the community were brought in to case conferences, with the intention to challenge everything that was said (or so it appeared).

Other parents were probably wondering about a merged school anyway. Previously, the two schools were good, and had good reputations. The opportunity was there to develop a really good school. The merger coincided with industrial action - lots of people were annoyed because pupils were sent home. The merger and action were two separate things; but some wouldn't have seen them as separate.

D: Children saw teachers as a threat; some still do (those in year 5). The feeling exists also in year 4. The feeling you got from parents was that the school was giving a bad impression: "too many blacks and Asians". Black parents voted with their feet. Where are the West Indian pupils from year 3 down ?

F: It was said that Parkview was racist, although F didn't have any parents say this to her directly. She wasn't aware of the pupils' views of the school in detail. She has been more aware of children talking about racial tension in the last 12 months, but doesn't believe that this shows the situation is worse. She would have said that it is better; it may be that people are now more aware of support, and therefore more willing to talk about it.

G: The school was viewed as racist by black parents. Certain white parents felt that the school was not doing enough about the problems. This manifested itself in a spate of out and out racist graffiti.

H: The perception of white parents was that black pupils were not dealt with in the same way as white. If two black pupils had a fight, this was seen as a black problem. The school was seen as having a lot of problems, due to particular incidents (e.g. a fight between 2 pupils in Cockney Hill. Both were black, but the fight was seen as being concerned with race.).

J: Certain parents had a political view, and we were subjected to political pressure for two years, until their children left the school. The suspension issue was very important. These were all Afro-Caribbean parents; she had no idea how Asian parents felt about the school.

K: Black parents were not very happy. White parents had no axe to grind from the point of view of racism. They were probably unhappy about the teachers' action and were therefore not too happy with the way things were going.

4 + 5. WHERE DID YOU SEE THE PROBLEM AS LYING ? HOW DID YOU FEEL AT THE TIME ?

E: The school's reputation outside went within a few months. There were people on both staffs who didn't like teaching pupils of the opposite sex.

H: There was a problem with black kids, but this was only one of many... eg industrial action, truancy, etc.. Black pupils were a very visible group, easy to identify. Also, year 3 (in 1985) was a bad year generally.

People wanted to blame someone. There was unhappiness about the merger - over jobs, and over change. Quarryhill and Woodgate staff had not had the chance to grow up with the kids. The merger took place 2 years too early.

The children must have had problems too - overcrowded playgrounds: sent home at lunchtimes (due to industrial action): anti-black graffiti in toilets and on walls. Reactions to this graffiti were too slow. (one member of staff had mentioned racist graffiti to teacher H, but had not done anything about it himself.) H felt "overwhelmed": staff morale was very low.

J: Problems at the merger included size, union action... racial tension was just another factor in the equation. They had started looking at this issue in Woodgate years before. But they'd got so far, then stopped, not knowing where to go next. When the merger came along, it was a question of survival. J is only small; found approaching a large black boy frightening. There had been a nasty incident when a 5th year girl was 'touched up' by a group of black boys. It needed all of us to have courage, and say 'that's enough. It's got to stop.' But the heads of years 4 and 5 had too much responsibility at the time to do more than deal with major issues.

6. HOW DID YOU FEEL ABOUT THE PROJECT WHEN IT WAS FIRST PRESENTED ?

A: Felt that this was an important issue to address, but that other issues needed to be addressed first - eg discipline. Staff needed a sense of support, and this was more urgent - not more important. She would have put it lower on her list of priorities.

B: Definitely necessary. It had made her more aware of the need to consider people's cultural backgrounds. We are less likely now to make mistakes.

C: Couldn't remember very well. Positive or cynical ? A bit of both. We were bending over backwards to be fair to West Indian pupils - this is not fair to others.

D: All in favour of the project. But it hadn't lived up to its expectations.

E: Thought it was a good idea. Something needed to be done. This was another way of tackling it - but not the whole issue. Saw it as the involvement of a small group in school and not involving grass roots (ie classroom) teachers at all.

F: Just one more thing to do. Saw it as a good idea, but was glad not to be involved. Thought we were on to a loser: we will never solve the problem, as the problem lies in society outside the school. But our work would help rather than hinder, and it is right that time and effort

should be spent on it.

G: Felt positive about the project. Didn't see it as a problem of racism alone: also a class issue. Working class pupils in general in a middle class school culture were not being catered for. Thought that such a project could be good for white pupils as well as black.

H: Didn't feel involved. Still doesn't - although is for it, and feels that the attitude of staff towards children has changed. But H deals with so many naughty children, that this must be someone else's job.

J: Very positive. Studied social anthropology at university, and saw the project as a chance to put her ideas into practice. Was thrilled to bits - didn't feel cynical.

Sometimes, on a bad day, you feel it's an enormous amount of effort for a few pupils. But on a good day, it's an enriching experience - black students are enriched, and white students can only have benefited from the widening of their horizons.

K: Hadn't experienced great problems before, but thought this a good idea, for there are problems in the community generally. This would make staff more aware.

(Did it bring staff together ?)
No, I don't think it did. There were staff who were opposed to it, and resented it. Until you start on a project like this, you aren't necessarily aware of the problems. Some staff felt positive, others felt that it was a waste of time to spend it on this issue. K thought though that we would learn and improve, despite the negative feelings of staff. Definitely good for staff, definitely.

7, 8, 9: WHAT EFFECT HAS THE PROJECT HAD ? WHAT HAVE YOU LEARNT FROM IT ? ANY PARTICULAR STRATEGIES ?

A: Since Easthampstead, there has been a dramatic improvement in the way pupils are handled - eg the way that an interview is prepared. Staff are more sensitive. Pupils' atitudes have improved also - but there is much work still to do. We still need to get parents more involved.

(Do white parents think we are too lenient towards black children ?)

A doesn't know the parents personally. But it is patently obvious that some have prejudiced attitudes towards ethnic minority children, and that this is passed on to pupils. There are a very small number of parents who are openly hostile and racist. These attitudes spill over to the children - it won't make any difference to talk to them.

A liked two things in particular about the project:

1. Easthampstead. It gave a chance to meet colleagues in a new situation, and listen to their views. Enlightening, and helpful to know that others shared areas of 'grey' [unclear

understanding of issues]. Easthampstead united staff to some extent. But there was a lack of time. It would have been better to have had fewer talks, and more time for them.

2. Hidden curriculum was the other thing. Very important. A had never really thought of this before, and it opened her eyes. Also, the video (the Black and White Media show - shown in a voluntary workshop at Easthampstead) was very useful.

Other things ? Carlton Duncan - so positive. He came at a time when we had discussed the issues, and were asking 'Where do we go from here ?'. Some speakers made impractical suggestions - It's no good being given unrealistic ideas. Having a policy is a great help to staff, as it provides a clear procedure. 'If this happens, you do this and this.'

A is not particularly more confident as a result of the project; previously worked in ILEA. But for staff in general, it is a very good thing to know what we are doing. We all have to react in the same way, if we are to stamp racism out. If different staff handle things differently, it will reinforce the perception of unfairness on the part of pupils.

Underachievement is the next issue to address - not just for black pupils. Also, the lack of language support - this applies to all pupils as well. The National Curriculum is based on tests, and tests are written. This will penalise poor readers. Very worrying. Too many staff are accepting low standards from pupils who can do better. This is all hand in hand with the work of the project so far. The way to approach it is through monitoring and parental involvement.

How to involve parents ? We need to explain the system better, especially with testing at 7, 11, 14. This has to be done from the primary stage onwards. Also, we need to make the school more open. Parents need to be able to come in and express their concerns. All staff must be prepared to meet parents.

B: There are still incidents of racism amongst the pupils. But they are more prepared to come forward, and to tell staff about it and feel that it will be dealt with. The message should have got through - we've said it often enough. B is more aware of materials, pictures, language, and avoids certain expressions now that she would have used before. The main minority in the school has changed, and is now Asian. So the language issue is more important. Also, we are now getting similar problems with Asian pupils as we once got with Afro-Caribbean pupils; they are becoming more westernised, in the 2nd generation.

C: Has gone back now to dealing with all pupils in the same way - as before. Not because of the project: she has just stopped bending over backwards. There are still some Afro-Caribbean pupils we are wary of dealing with. The change of primary feeders has affected our intake. A lot has been done in her subject department. Prior to the merger, some of this work had been coming in anyway. In the pastoral system, there are now letters in Urdu and Punjabi. But why not in French or Spanish ? The multi-lingual signs in school are a good idea in principle. But if you had every language, the list would be as long as your arm.

D: The project has not tackled racism amongst the children at all. It's alright to talk about our views as teachers, textbooks, and so on. But racist abuse continues in the first year. There is not enough concentration on it. Asians are the victims at the moment. Relationships between West Indian and Asian pupils are very poor. Individual black children are still picked on. The situation has not improved much. There are still pupils with racist attitudes coming from primary schools, and there are still racist teachers. There has been no change amongst those techers who are racist. Perhaps we are more aware of them. Some teachers still say 'black children are unreliable'; they still have the same stereotyped attitudes as before.

We've had speakers coming in to talk to staff. But who has come in to talk to pupils ? The weakness of the project is that it hasn't approached children directly.

E: Staff do talk about this issue now more than would have been the case before. The two days at Easthampstead were good. But E felt embarrassed that the speakers thanked us for asking for two days on this issue; we hadn't asked for it. It was not requested from grass roots level, so it never really reached people. What she enjoyed about Easthampstead is that she did learn from the speakers, and they made her think about things. The ideas were really useful, as a stimulus for thinking about classroom teaching. Likes to have practical examples of what you can do. Some of the speakers did give this.

F: Now, there is a lot more discussion and people are not afraid to express things as before and be accused of being racist. Particularly useful were the work on the hidden curriculum, and also the information on customs. It is still difficult to contact Asian parents - such a different culture. F is conscious of the gulf. Lots of parents are over-ambitious for their children; it is difficult to reach realistic points of contact. The main problem is the male/female thing. Often, they've got no ambitions for their daughters, and anyway, it's difficult to get parents in. There were very few Asian parents at the open evening.

(Is that due to us or them ?)
Us. We are failing to make Asian parents feel comfortable.

G: In general terms, the project has been a success. It has raised awareness amongst staff who were previously indifferent to the issue. It's difficult to assess the degree of success. And the achievement has been limited by circumstances, eg the school merger. Without the involvement and support of senior management, the project couldn't have gone so far. But because of the feelings that existed, opposition to the project wasn't necessarily to this issue, so much as a way of opposing this particular management.

H: There is much less graffiti in school now, especially racist graffiti. The Head and the caretakers have worked hard on this. Having Jawaid (Asian background) as head caretaker has been good. He's nice, young, and accepted. It's good to see Asian adults walking around the school. In the first year of the merger, H would have worried that a black visitor might be insulted walking through the building. These days, H tries to watch himself more than he used to - eg instead of saying immediately "an incident between two black pupils" he stops himself, and asks whether the fact that they are black is relevant.

H still worries about Asian pupils. It's hard to communicate with their parents. Also, there are problems with Asian girls - eg unable to go on field trips. But in general, the project has made us think far more carefully about what we teach.

H also worries about interviews with Asian parents, and having to rely upon an Asian pupil to translate. Does the child do so fairly ? It's difficult to get Asian parents in - with West Indian children the picture varies. Some staff are still inclined to say "black pupils are lazy". H is now able to talk issues like this through with some black pupils. They seem to appreciate being able to talk about it. Some black parents have become more positive in their attitudes towards the school. H was much heartened by Mrs Augustus (Community Education Officer, and parent), when she stood up at a meeting, and said that one particularly critical parent "did not represent the views of black parents at this school." This had served to boost confidence, and he felt this was what was needed most. So, outsiders - black people - coming in, to tell us what we should be doing, was a good thing. Speakers to rebuild confidence. The two days at Easthampstead were good, but alienated some staff, who felt the effort should be going elsewhere.

J: It is difficult to change the attitudes of pupils, gained from parents at home. Racist attitudes are still there. J is really sorry, and thought we'd come further than that. Some pupils hide their attitudes in public, but come out with them in private.

J now worries about Asian pupils: are they treated equally ? and feels uncomfortable still about describing all non-white pupils as 'black'. the language issue needs more work, as do RE, uniform. The whole Muslim question is next on the agenda, and we need to be prepared for it.

K: The children - black and white - feel more confident now in talking about racism. Black pupils are more conscious that, if they are abused, the staff are there and we will take it further. Children are more confident and more aware in group discussion. They've got to be - we are much more aware. K still finds it difficult to deal with a racist incident, but is less inclined to be upset. She understands now that we are all racist, and therefore is more relaxed and confident in dealing with it. Thinks we're better at it now - more sensitive to the things that hurt.

Particular strategies ? Being able to talk to black people, professionals, about sensitive areas of her teaching subject. They have given us confidence. K now looks very hard at materials to see how black people are portrayed. She was heading in that direction before the project began, but is more sensitive now.

We have more pictures of black people around the school in general, and have more black visitors in school. Some of the students ask her questions about racism - good that this can happen. We also have a black health visitor. There's a lot goes on which staff don't know about, because of the separation of upper and lower schools.

10. HAS THERE BEEN A CHANGE IN ATMOSPHERE IN THE SCHOOL SINCE THE PROJECT BEGAN ? IS THIS CONNECTED WITH THE PROJECT ?

A: The project has to take a lot of credit [for the improved atmosphere], because it has made staff so much more aware. Several colleagues commented privately that Easthampstead made them more aware. But there have also been lots of other changes for the better, in faculties and departments.

B: The project has helped to moderate the behavior of some staff: there are others whose behaviour will never change. Similarly with parents. All we can say is that racist behaviour is unacceptable in school. There is still frustration about dealing with incidents of misbehaviour by black pupils, and more because of red tape in Shire Hall.

B is clearer in her own mind about how to deal with racist incidents. Heads of year know each other better, and have more chances to air views and ideas. We are more approachable to parents than we were 4 or 5 years ago. But racist incidents continue - they are more underhand than they used to be.

C: The atmosphere has changed. People have moved on. Things had to get better after industrial action was over. But a lot of people feel overwhelmed and demoralised with all the changes coming in. The project has involved a small group of people all the way through. There was a long gap between the conference at Easthampstead and the conference report. Workshops have been very spread out. Between times, you forget. Behaviour-wise we don't have the same confrontations as we used to. This is partly because we know all the pupils now instead of only half the school. Children are more likely to come up and report things when they have happened than they were before.

E: The atmosphere has improved, but not necessarily because of the project. Reasons ? Smaller school, departure of discontented staff, more experience in dealing with boys and girls, end of staff industrial action.

Racial confrontations or incidents involving members of staff do not appear to be a problem now. But we haven't got as many West Indian pupils as before. These have chosen to go elsewhere. We do have Asian pupils, but their parents were not as critical as West Indian parents, because they were not involved in the problems experienced between the West Indian community and Woodgate school prior to the merger.

The policy is another positive thing, but it has never really reached grass roots level: somewhat elitist. It has had little effect on the kids at all. Working in year 1 affects the view - whatever policies we have, won't have an effect until pupils have been in the school for a while. We need to work in the primaries.

(How to avoid being elitist ?)

The working party needed to be made up of those who were antagonistic, racist. Perhaps these could have been involved through the back door eg through the issue of discipline.

G: You can't measure atmosphere easily. The obvious problem was connected with the Afro-Caribbean community. But the numbers of Afro-Caribbean pupils are right down. So, in terms of improvement, we can't measure. Parents are free to opt for the school. The project hasn't influenced the perceptions of the school by Afro-Caribbean parents. We haven't done enough to address the issue of parents. This should have been done when we first started.

Asian pupils in the 5th year tend to take a low profile. Is this because of personality ? Character ? Or racism when younger ? The Asian pupils are increasing in number, and in lower school they have more social/behavioural problems.

H: There has definitely been a change in atmosphere in the school. There is a problem with special needs: Asian pupils are getting help and felt to be pushing others out. Also there are problems with staff; some teachers have found it difficult to adapt to a changed intake.They don't change their teaching styles to accommodate pupils. The atmosphere of 'blacks here' has gone from the school, and gone from the parents too. H hasn't heard that kind of comment for a long time.

In the past, Asian pupils have kept their heads down. This is changing, and in the future these pupils could be a problem area. We need to watch this.

Easthampstead Park 'cleared the air' a great deal between staff.

J: The cultural make-up of the school has changed. There are far more Asian pupils than Afro-Caribbean now in lower school - the reverse of the earlier situation. This is sad - Afro-Caribbean pupils are missing out: we have a lot to offer them here.

The change in atmosphere is connected with MECG [working party] work. But it is also connected with school size. There is a solid core of people who go to MECG meetings for a shot in the arm. We are more prepared to take on members of staff, take on things, reject things, whereas we were unable to before. J also enjoys the feeling that Parkview is getting known as a school which is trying to do something, appearing in print. Is very happy to say "I'm from Parkview school and this is a school with black pupils." But did feel that we have not addressed the Muslim issue.

K: Overall, the school is a much more friendly, open place. There's always been support there, but now it's much stronger than it was. Does find though that Asian pupils are still isolated in groups. At the drop of a hat, other pupils look down on them.

In 1986, if you pulled a child up about behaviour, they would immediately regard it as an example of racism. Now, no longer the case.

APPENDIX 8

CROSS-CURRICULAR SURVEY, SEPTEMBER 1989

This information has been summarised and presented in tabular form in tables 3 and 4.

YEAR ONE

1. ART OF DIFFERENT CULTURES:	ART ENGLISH* CDT*
2. HISTORY OF NON-WHITE-EUROPEAN PEOPLES:	ENGLISH* SOCIAL EDUCATION
3. GEOGRAPHY OF THIRD WORLD:	ENGLISH* SOCIAL ED.
4. THIRD WORLD DEVELOPMENT ISSUES:	ENGLISH* SOCIAL ED.* CDT* HOME EC.
5. BRITISH CULTURES:	HISTORY CDT ART SOCIAL ED. ENGLISH*
6. COMMONWEALTH /BLACK LITERATURE:	ENGLISH
7. BLACK SCIENTISTS:	-
8. GREEK/ARAB CONTRIBUTION TO MATHS./SCIENCE:	SCIENCE
9. NON-EUROPEAN SCIENCE:	SCIENCE
10. ANTI-SEMITISM:	SOCIAL ED.
11. HUMAN RIGHTS:	ENGLISH SOCIAL ED.
12. STEREOTYPING:	SCIENCE ENGLISH SOCIAL ED. HOME EC.*
13. NAME-CALLING /PREJUDICE:	ENGLISH SOCIAL ED. MUSIC* BOYS' PE*
14. RACIST IMAGES IN THE MEDIA:	ENGLISH SOCIAL ED.*
15. MUSIC OF DIFFERENT CULTURES:	MOD.LANGS. MUSIC GIRLS' PE ENGLISH*
16. APARTHEID:	SOCIAL ED.*
17. TRADE AND MULTI-NATIONALS:	-
18. RACISM AND POLITICS:	SOCIAL ED.*
19. RACISM IN SCHOOL /AT HOME:	SOCIAL ED. HOME EC.* ENGLISH* MUSIC*
20. NON-EUROPEAN CUISINE:	HOME EC. ENGLISH* SOCIAL ED.
21. IMMIGRATION /EMIGRATION:	HISTORY GEOGRAPHY ENGLISH* SOCIAL ED.*
22. COMMON THEMES IN WORLD RELIGIONS:	R.E. ENGLISH* MUSIC* SOCIAL ED.* HOME EC.*
23. TOLERATING/RESPECTING THE VIEWS OF OTHERS:	SOCIAL ED. MOD. LANG. ENGLISH CDT HOME EC. MUSIC* BOYS'/GIRLS' P.E.*
24. BLACK HUMANITARIANS:	ENGLISH* SOCIAL ED.*
25. BLACK VISITORS/SPEAKERS:	ENGLISH
26. DEVELOPMENT OF BRITISH MULTICULTURAL SOC:	ENGLISH SOCIAL ED HOME EC BOYS' P.E. CDT*
27. COLONIALISM/IMPERIALISM:	ENGLISH
28. RACIST LANGUAGE:	ENGLISH SOCIAL ED MUSIC*
29. BILINGUALISM /MULTILINGUALISM:	SCIENCE MOD.LANG. ENGLISH SOCIAL ED*
30. RACISM AND MORALITY:	ENGLISH SOCIAL ED*
31. SLAVERY:	ENGLISH SOCIAL ED*
32. NON-EUROPEAN CRAFTS:	CDT HOME EC ENGLISH*
33. NON-EUROPEAN TECHNOLOGY:	SCIENCE CDT HOME EC ENGLISH*
34. THIRD WORLD AID:	ENGLISH* SOCIAL ED* CDT*
35. BIASED VIEWPOINTS:	SCIENCE MOD. LANG. ENGLISH SOCIAL ED
36. RELATIONSHIPS ACROSS CULTURES:	ENGLISH SOCIAL ED HOME EC

YEAR TWO:

1. ART OF DIFFERENT CULTURES:	ART GIRLS' P.E. ENGLISH* CDT*
2. HISTORY OF NON-WHITE-EUROPEAN PEOPLES:	ENGLISH*, SOCIAL ED*
3. GEOGRAPHY OF THIRD WORLD:	ENGLISH*, SOCIAL ED*
4. THIRD WORLD DEVELOPMENT ISSUES:	HOME EC ENGLISH* CDT* SOCIAL ED*
5. BRITISH CULTURES:	HOME EC HISTORY CDT ART SOCIAL ED ENGLISH*
6. COMMONWEALTH /BLACK LITERATURE:	ENGLISH
7. BLACK SCIENTISTS:	-
8. GREEK/ARAB CONTRIBUTION TO MATHS./SCIENCE:	SCIENCE HISTORY
9. NON-EUROPEAN SCIENCE:	SCIENCE HISTORY
10. ANTI-SEMITISM:	SOCIAL ED
11. HUMAN RIGHTS:	ENGLISH SOCIAL ED
12. STEREOTYPING:	HISTORY ENGLISH SOCIAL ED HOME EC*
13. NAME-CALLING /PREJUDICE:	ENGLISH SOCIAL ED BOYS' P.E. HISTORY* MUSIC*
14. RACIST IMAGES IN THE MEDIA:	ENGLISH SOCIAL ED*
15. MUSIC OF DIFFERENT CULTURES:	MOD LANG MUSIC GIRLS' P.E. ENGLISH*
16. APARTHEID:	SOCIAL ED*
17. TRADE AND MULTI-NATIONALS:	-
18. RACISM AND POLITICS:	SOCIAL ED*
19. RACISM IN SCHOOL /AT HOME:	SOCIAL ED HOME EC* ENGLISH* MUSIC* GIRLS' P.E.*
20. NON-EUROPEAN CUISINE:	HOME EC ENGLISH* SOCIAL ED*
21. IMMIGRATION /EMIGRATION:	HISTORY GEOGRAPHY ENGLISH* SOCIAL ED*
22. COMMON THEMES IN WORLD RELIGIONS:	R.E. ENGLISH* MUSIC* SOCIAL ED* HOME EC*
23. TOLERATING/RESPECTING THE VIEWS OF OTHERS:	SOCIAL ED MOD LANG HOME EC ENGLISH CDT MUSIC* BOYS'/GIRLS' P.E.*
24. BLACK HUMANITARIANS:	ENGLISH* SOCIAL ED*
25. BLACK VISITORS/SPEAKERS:	ENGLISH GIRLS' P.E.
26. DEVELOPMENT OF BRITISH MULTI-CULTURAL SOC:	HOME EC HISTORY ENGLISH SOCIAL ED BOYS' PE CDT*
27. COLONIALISM/IMPERIALISM:	ENGLISH
28. RACIST LANGUAGE:	ENGLISH SOCIAL ED MUSIC*
29. BILINGUALISM /MULTILINGUALISM:	SCIENCE MOD LANG ENGLISH SOCIAL ED*
30. RACISM AND MORALITY:	ENGLISH SOCIAL ED*
31. SLAVERY:	ENGLISH SOCIAL ED*
32. NON-EUROPEAN CRAFTS:	CDT ENGLISH*
33. NON-EUROPEAN TECHNOLOGY:	SCIENCE CDT ENGLISH*
34. THIRD WORLD AID:	ENGLISH* SOCIAL ED* CDT*
35. BIASED VIEWPOINTS:	HISTORY* MOD LANG ENGLISH SOCIAL ED
36. RELATIONSHIPS ACROSS CULTURES:	ENGLISH SOCIAL ED

YEAR THREE:

1. ART OF DIFFERENT CULTURE:	ART HISTORY ENGLISH* CDT*
2. HISTORY OF NON-WHITE-EUROPEAN PEOPLES:	HISTORY ENGLISH* SOCIAL EDUCATION*
3. GEOGRAPHY OF THIRD WORLD:	HISTORY GEOGRAPHY ENGLISH* SOCIAL EDUCATION*
4. THIRD WORLD DEVELOPMENT ISSUES:	SCIENCE HOME EC GEOGRAPHY ENGLISH* SOCIAL ED* CDT*
5. BRITISH CULTURES:	ART HOME EC CDT SOCIAL ED ENGLISH*
6. COMMONWEALTH /BLACK LITERATURE	ENGLISH
7. BLACK SCIENTISTS:	-
8. GREEK/ARAB CONTRIBUTION TO MATHS./SCIENCE:	GIRLS' P.E.
9. NON-EUROPEAN SCIENCE:	-
10. ANTI-SEMITISM:	HISTORY ENGLISH SOCIAL ED
11. HUMAN RIGHTS:	HISTORY ENGLISH SOCIAL ED
12. STEREOTYPING:	SCIENCE GEOGRAPHY ENGLISH SOCIAL ED HOME EC*
13. NAME-CALLING /PREJUDICE:	ENGLISH SOCIAL ED HOME EC MUSIC* BOYS' P.E.
14. RACIST IMAGES IN THE MEDIA:	ENGLISH HOME EC SOCIAL ED*
15. MUSIC OF DIFFERENT CULTURES:	MUSIC MOD LANG GIRLS' P.E. ENGLISH*
16. APARTHEID:	HISTORY* SOCIAL ED*
17. TRADE AND MULTI-NATIONALS:	GEOGRAPHY ENGLISH
18. RACISM AND POLITICS:	SOCIAL ED*
19. RACISM IN SCHOOL /AT HOME:	SOCIAL ED ENGLISH* HOME EC* MUSIC* GIRLS' P.E.*
20. NON-EUROPEAN CUISINE:	HOME EC ENGLISH* SOCIAL ED*
21. IMMIGRATION /EMIGRATION:	GEOGRAPHY ENGLISH* SOCIAL ED*
22. COMMON THEMES IN WORLD RELIGIONS:	R.E. GEOGRAPHY* ENGLISH* MUSIC* SOCIAL ED* HOME EC*
23. TOLERATING/RESPECTING THE VIEWS OF OTHERS:	SOCIAL ED HOME EC HISTORY R.E. MOD LANG GEOGRAPHY ENGLISH CDT MUSIC* GIRLS'/BOYS' P.E.
24. BLACK HUMANITARIANS:	HISTORY R.E. ENGLISH* SOCIAL ED*
25. BLACK VISITORS/SPEAKERS:	ENGLISH GIRLS' P.E. SOCIAL ED
26. DEVELOPMENT OF BRITISH MULTI-CULTURAL SOC:	HOME EC R.E. ENGLISH BOYS' P.E. SOCIAL ED CDT*
27. COLONIALISM/IMPERIALISM:	GEOGRAPHY ENGLISH HISTORY*
28. RACIST LANGUAGE:	ENGLISH SOCIAL ED MUSIC*
29. BILINGUALISM /MULTILINGUALISM:	SCIENCE MOD LANG ENGLISH SOCIAL ED*
30. RACISM AND MORALITY:	ENGLISH SOCIAL ED*
31. SLAVERY:	ENGLISH SOCIAL ED* HISTORY*
32. NON-EUROPEAN CRAFTS:	HISTORY CDT
33. NON-EUROPEAN TECHNOLOGY:	CDT
34. THIRD WORLD AID:	GEOGRAPHY HOME EC CDT* SOCIAL ED*
35. BIASED VIEWPOINTS:	SCIENCE HISTORY R.E. MOD LANG GEOGRAPHY ENGLISH SOCIAL ED
36. RELATIONSHIPS ACROSS CULTURES:	ENGLISH SOCIAL ED HOME EC R.E.*

APPENDIX 8

YEARS FOUR AND FIVE:

1. ART OF DIFFERENT CULTURES:	ART FAMILY CONCERN MEDIA STUDIES* ENGLISH* CDT*
2. HISTORY OF NON-WHITE-EUROPEAN PEOPLES:	FAMILY CONCERN ENGLISH*
3. GEOGRAPHY OF THIRD WORLD:	GEOGRAPHY ENGLISH*
4. THIRD WORLD DEVELOPMENT ISSUES:	HOME EC SCIENCE GEOGRAPHY FAMILY CONCERN ENGLISH* CDT* INFO TECH*
5. BRITISH CULTURES:	CDT ART HOME EC ENGLISH* MEDIA STUDIES* FAM CONCERN
6. COMMONWEALTH /BLACK LITERATURE	ENGLISH FAM CONCERN
7. *BLACK SCIENTISTS:*	-
8. GREEK/ARAB CONTRIBUTION TO *MATHS./SCIENCE:*	-
9. NON-EUROPEAN SCIENCE:	-
10. ANTI-SEMITISM:	ENGLISH FAM CONCERN*
11. HUMAN RIGHTS:	GEOGRAPHY FAM CONCERN ENGLISH MEDIA STUDIES* INFO TECH*
12. STEREOTYPING:	FAM CONCERN ENGLISH MEDIA STUDIES HOME EC* GIRLS' P.E.* COMMERCE* INFO TECH*
13. NAME-CALLING /PREJUDICE:	FAM CONCERN ENGLISH BOYS' P.E. MEDIA STUDIES* COMMERCE*
14. RACIST IMAGES IN THE MEDIA:	MEDIA STUDIES INFO TECH FAM CONCERN ENGLISH
15. MUSIC OF DIFFERENT CULTURES:	MEDIA STUDIES MOD LANG FAM CONCERN GIRLS' P.E. ENGLISH*
16. APARTHEID:	GEOGRAPHY ENGLISH BOYS' P.E.
17. TRADE AND MULTI-NATIONALS:	ENGLISH GEOGRAPHY INFO TECH COMMERCE*
18. RACISM AND POLITICS:	MEDIA STUDIES*
19. RACISM IN SCHOOL /AT HOME:	FAMILY CONCERN HOME EC MEDIA STUDIES* ENGLISH* GIRLS' P.E.*
20. NON-EUROPEAN CUISINE:	FAMILY CONCERN INFO TECH* ENGLISH*
21. IMMIGRATION /EMIGRATION:	GEOGRAPHY HOME EC HISTORY* ENGLISH*
22. COMMON THEMES IN WORLD RELIGIONS:	ENGLISH* GEOGRAPHY* HOME EC*
23. TOLERATING/RESPECTING THE VIEWS OF OTHERS:	CDT HOME EC MOD LANG GEOGRAPHY INFO TECH FAM CONCERN ENGLISH MEDIA STUDIES* COMMERCE* BOYS'/GIRLS' P.E.*
24. BLACK HUMANITARIANS:	ENGLISH*
25. BLACK VISITORS/SPEAKERS:	FAM CONCERN ENGLISH GIRLS' P.E. HOME EC*
26. DEVELOPMENT OF BRITISH MULTI-CULTURAL SOC:	HOME EC GEOGRAPHY ENGLISH BOYS' P.E. COMMERCE* CDT* INFO TECH*
27. COLONIALISM/IMPERIALISM:	ENGLISH
28. RACIST LANGUAGE:	ENGLISH FAM CONCERN* MEDIA STUDIES*
29. BILINGUALISM /MULTILINGUALISM:	SCIENCE FAM CONCERN MOD LANG ENGLISH

30. RACISM AND MORALITY:	FAM CONCERN ENGLISH
31. SLAVERY:	ENGLISH
32. NON-EUROPEAN CRAFTS:	CDT FAMILY CONCERN*
33. NON-EUROPEAN TECHNOLOGY:	CDT INFO TECH* MEDIA STUDIES*
34. THIRD WORLD AID:	HOME EC GEOGRAPHY CDT* MEDIA STUDIES*
35. BIASED VIEWPOINTS:	HOME EC ENGLISH MOD LANG GEOGRAPHY INFO TECH FAM CONCERN* MEDIA STUDIES* COMMERCE*
36. RELATIONSHIPS ACROSS CULTURES:	ENGISH FAMILY CONCERN HOME EC COMMERCE*

YEARS SIX AND SEVEN:

1. ART OF DIFFERENT CULTURES:	ART GENERAL STUDS CDT* ENGLISH*
2. HISTORY OF NON-WHITE-EUROPEAN PEOPLES:	GENERAL STUDS ENGLISH*
3. GEOGRAPHY OF THIRD WORLD:	GEOGRAPHY ENGLISH*
4. THIRD WORLD DEVELOPMENT ISSUES:	GEOGRAPHY MOD LANG GEN STUDS CDT* COMMERCE* ENGLISH*
5. BRITISH CULTURES:	ART CDT GEN STUDS COMMERCE* HISTORY
6. COMMONWEALTH /BLACK LITERATURE	ENGLISH
7. BLACK SCIENTISTS:	-
8. GREEK/ARAB CONTRIBUTION TO MATHS./SCIENCE:	-
9. NON-EUROPEAN SCIENCE:	GEN STUDS
10. ANTI-SEMITISM:	MOD LANG
11. HUMAN RIGHTS:	GEN STUDS ENGLISH GEOGRAPHY MOD LANG COMMERCE*
12. STEREOTYPING:	SCIENCE GEN STUDS ENGLISH COMMERCE*
13. NAME-CALLING /PREJUDICE:	ENGLISH COMMERCE* BOYS' P.E.
14. RACIST IMAGES IN THE MEDIA:	ENGLISH COMMERCE*
15. MUSIC OF DIFFERENT CULTURES:	ENGLISH*
16. APARTHEID:	COMMERCE*
17. TRADE AND MULTI-NATIONALS:	GEN STUDS COMMERCE*
18. RACISM AND POLITICS:	MOD LANG GEOGRAPHY*
19. RACISM IN SCHOOL /AT HOME:	COMMERCE* ENGLISH*
20. NON-EUROPEAN CUISINE:	-
21. IMMIGRATION /EMIGRATION:	MOD LANG GEOGRAPHY COMMERCE*
22. COMMON THEMES IN WORLD RELIGIONS:	GEN STUDS GEOGRAPHY*
23. TOLERATING/RESPECTING THE VIEWS OF OTHERS:	MOD LANG GEOGRAPHY GEN STUDS ENGLISH CDT BOYS' P.E. COMMERCE*
24. BLACK HUMANITARIANS:	GEN STUDS ENGLISH*
25. BLACK VISITORS/SPEAKERS:	GEN STUDS ENGLISH GIRLS' P.E.
26. DEVELOPMENT OF BRITISH MULTI-CULTURAL SOC:	GEOGRAPHY ENGLISH BOYS' P.E. CDT* COMMERCE*
27. COLONIALISM/IMPERIALISM:	HISTORY MOD LANG GEOGRAPHY ENGLISH
28. RACIST LANGUAGE:	ENGLISH
29. BILINGUALISM /MULTILINGUALISM:	SCIENCE MOD LANG ENGLISH
30. RACISM AND MORALITY:	ENGLISH GEN STUDS*
31. SLAVERY:	ENGLISH

32. NON-EUROPEAN CRAFTS:	CDT GEN STUDS*
33. NON-EUROPEAN TECHNOLOGY:	CDT GEN STUDS*
34. THIRD WORLD AID:	MOD LANG GEOGRAPHY GEN STUDS CDT* COMMERCE*
35. *BIASED VIEWPOINTS:*	SCIENCE HISTORY MOD LANG GEOGRAPHY *ENGLISH CDT* COMMERCE**
36. RELATIONSHIPS ACROSS CULTURES:	ENGLISH GEOGRAPHY* COMMERCE* GEN STUDS*

APPENDIX 9

EVALUATION OF THE PROJECT IN DEPARTMENTS, MARCH 1990

The material which follows is a verbatim transcription of responses from departments, organised under the three headings of Brainstorm, Constraints, The Future. It has been summarised in the body of the text, and the main points represented in tabular form (see tables 5 and 6).

BRAINSTORM

1. ENGLISH:

The project was seen as consolidating existing work and widening the scope of work to involve all teachers and all pupils. We had to continue to find out and introduce texts with a wider cultural base and as a general policy every member of staff would try to use with every class at least one reader featuring a strong black character. Display spaces would also reflect cultural diversity, thus showing the high value we place on contributing to our communal life from all cultures. Respect for the language forms used by others is an integral part of the English curriculum and this would be furthered through the use of texts which establish their value and through the use of drama in the Lower school. In the library there would be continued purchasing of both fiction and non-fiction stock: the library would reflect the awareness and the multi-ethnic nature of our community. What follows is a selection of the material we use.

Years 1-3:
Gillian Cross, The Mintyglo Kid
Anita Desai, The Village by the Sea (Heinemann New Windmill)
Jean D'Costa, Escape To Last Man Peak (Longman Caribbean)
Gene Kemp, Gowie Corby Plays Chicken (Puffin)
Rosa Guy, The Friends (Puffin)
Francis Selomey, The Narrow Path (Heinemann Windmill)
Worlds of English and Drama (Oxford University Press)
The Languages Book (ILEA English Centre)
Making Stories (ILEA English Centre)
Poetry: Many People, Many Voices (Hutchison)
James Berry, When I Dance.

Years 4-6:
Sam Selvon, A Brighter Sun (Longman Caribbean)
Alan Paton, Cry the Beloved Country
Julie Peam, Poetry in the Caribbean (Hodder and Stoughton)
Kenneth Ramchard and Cecil Gray, West Indian Poetry (Longman Caribbean)
Robert Royston, Black Poets in South Africa (Heinemann African Writers)
Valerie Bloom, Touch Mi, Tell Mi (Bogle L'Ouverture)

We encourage private reading from the section in the Senior library, which includes many titles by Achebe, Ngugi, Naipaul, as well as a variety of novels in the Heinemann African Writers

series. We also have a number of audio tapes of Caribbean writers and video tapes of Caribbean poets and theatre and documentary programmes about South Africa.

We have had visiting writers Eintou Springer, Paa C. Quaya and Leena Dhingra; and in July 1989 we shared our ideas with other Berkshire teachers in a seminar on Commonwealth literature, which included sessions on Australian folk tales, work based on Bird and Norris, Worlds of English and Drama (OUP), Anita Desai's Village by the Sea, Jean D'Costa's Escape To Last Man Peak, James Berry's prize-winning books, When I Dance and Thief in the Village, Samuel Selvon's A Brighter Sun, Stories from South Asia, and a selection of Asian and Caribbean poets.

The library began to stock Amar Chitra Katha, from India Book House, a selection of stories in magazine format, and added the following magazines to the shelves: Wasafiri, Libas, Ebony, The New Internationalist, and Education Impact. Dictionaries in Punjabi, Hindi, Urdu, Bengali, Gujerati and Vietnamese have also been added. The Book Beware scheme to monitor library books and remove offensive material was begun. (AEMS project - 1990)

2. MATHS:
See report (sic)

3. SCIENCE:
Ethnocentric Science is not the only science - continuous
Section XI and special needs staff in class have helped pupils with learning and language difficulties
Suffolk Science with different forms of assessment and different forms of communication helps achievement
Introduction of Science in Process and Active Science books - better negative images (!) 1988
Energy (esp. 3rd year coordinated science) and Food - worldwide
H.G. has provided materials for people to use
Some perceive that the project has raised awareness/made them think
Money has been more freely available to buy e.g. food for worldwide food tests
Use of language other than English in pupil posters has been increased
Safety posters in other languages were used esp. from 1st year, 1989
We have a directory of world science events
Our student teacher recognised that we are sensitive to the issues
Dissection - we are aware of the religious considerations of some pupils
Provision of brown crayons and suitable instructions in colouring a baby
All pupils can now do balanced science - equal opportunity

4. GEOGRAPHY:
Changed syllabus in lower school with particular attention to third year syllabus. We feel the third year syllabus to be fairly radical in that it is an active attempt for us to challenge pupils' values, and a vehicle for them to re-examine their own values and attitudes, e.g. stereotyping, perceptions, etc..
Now use Peters projection world maps in all years

Often use non-Eurocentric maps
Have examined all existing resources - discarding those we felt were racist
Chose 'Avery Hill Project' GCSE (MEG), which has a multi-ethnic approach
Examined recent anti-racist literature and resources. Taken on board many packs which are relevant to our syllabus.
At this juncture, the department is very much in tune with the anti-racist approach. We are now very critical of new publications if they are at all biased or racist in nature. We all feel able and confident in dealing with racist incidents which may happen in or out of the classroom. We like to promote the feeling that the geography department is a positive department in these terms.

5. HISTORY:
The whole lower school syllabus (years 1-3) was re-written in the light of the project. This process began with the members of the department drawing up a set of aims and objectives which would support more directly the aims of the project. The syllabus which is now in use has equal parts of local, national and world history. The aim is that the pupil should base her study upon an understanding of her place in the local community, as an individual. Then, each year, that understanding should be gradually widened further, until she begins to see herself as a member of a global community, with many shared aspirations and ideals.

The course includes study of a pre-colonisation African culture (16th century Benin), and pre-colonisation Indian culture (the Mughal Emperor Akbar), both of which serve to demonstrate the sophistication of these peoples compared with their European contemporaries. The modules of study on British history are designed to show that migration is neither a modern nor a negative phenomenon, and that our culture has been influenced continuously and beneficially through the past by other cultures (e.g. by Islamic culture, via the Crusades). There are elements which directly challenge stereotyped ideas of national identity.

In year three our syllabus is underpinned by the concept of rights. This includes a module of work on war, the causes of it, and the consequences: also, a module on human rights, and a study of either South Africa, the American Civil Rights Movement, or the Holocaust in this context. The theme of rights is picked up again in work on the changing status of women in society. Throughout the syllabus there is an emphasis on the importance of evidence to historical study. Our aim is that all pupils should develop the skill of detecting bias, and a habit of looking for factual evidence to support an argument. Such skills are the enemies of prejudice.

The reformed syllabus was introduced in all 3 years at once, in September, 1987. We have spent much time trying to support it with suitable materials.

In years 6-7, the A level syllabus which we adopted includes a personal research study, which carries 25% of the total marks for the final exam. The reason we adopted this syllabus was that it allows pupils to study in depth a topic of their own choosing. In a number of cases the choices have reflected the cultural interests of the pupils. Topics have included the partition of India: the Arab-Israeli conflict: the American Civil Rights movement: bias in history textbooks.

There is now a heightened awareness in the department of the way in which black people are portrayed in textbooks, and some books are not used for this reason. In 1987 the department hosted a workshop on multicultural history with the participation of Windsor Girls' school. In 1989 the head of history and the head of geography led a workshop session at an inservice day in Icknield school, Watlington, on multicultural humanities.

6. RELIGIOUS EDUCATION:
The lower school RE syllabus is in conformity both with the 1988 Education Act, and the Berkshire Agreed syllabus, in the way that it starts from the base of a study of Christianity, and examines the beliefs of other major world religions. Our main aim has been to improve materials used to support the syllabus. Over the course of the project, we have acquired three major texts as the principal materials for use in lower school. They are:
Skills in Religious Studies, Book 1, Fageant and Mercier (Heinemann):
Steps in Religious Education, Book 1 and Book 2, Michael Keene (Hutchinson)

All of these texts take a multi-faith approach, examining the teachings of the major world religions on a thematic basis. In this way the fundamental similarities are highlighted, and differences are explained in a way which does not show them as exotic. Qualities such as an understanding of the main teachings of the major world religions, and a tolerant attitude towards the beliefs of others, have been built into the subject profiles for assessment in years 1 to 3.

7. MODERN LANGUAGES:
Language survey carried out in year 1, 1988 and 1989. (In the course of multi-lingual preparation for this it was noted that some pupils could do role plays in Urdu/French, but not in English !)
Nov.88: noticed that some English speaking pupils were learning Urdu from friends
1989: more aware of multi-ethnic representation in textbooks. This has influenced our choice in recent purchases
June 1989: 4th years with GC did post exam project on French speaking countries in Africa/Caribbean/Canada, using library
1989: displays on boards now more representative (see lower school bottom corridor)

8. BUSINESS STUDIES:
Work in 4th, 5th, and 6th years:
Look at books more carefully
Devise materials
Tried displays
Wrote to relevant bodies for information
Tried LINCS
Involved pupils in word processing booklets for the multi-ethnic project (e.g. conference reports, Ethnic Diversity booklet)
Regular discussions in our weekly department meeting

9. CAREERS / SOCIAL EDUCATION:
Greater awareness and sensitivity to publications but still room for improvement

Very aware and concerned about the policy of some banks who refuse work to employees (female) who wear trousers - caused some difficulty for one Asian girl
Meeting with Careers officers where issue was raised when all agreed that a change of policy was needed. At same meeting, careers department raised issue of information leaflets re. careers interviews, letters to parents should be available in other languages - have careers office implemented any changes yet ?

10. HOME ECONOMICS:
Care with the selection of books
Classroom displays showing cultural diversity
Freedom of choice with practical work
Work on family groups
Choice of recipe books with wide cultural elements
Multicultural food day (World Festival)

11. CPVE:

Buffet lunch - multi-cultural food planned and prepared by students; Ramadan deliberately avoided to allow all students to participate (1987, 1989)
Mini-company - sale of food to staff reflected multicultural interest (1987, 1989)
Residential weekend: dietary factors taken into account
Outings - Houses of Parliament - information re black MPs
Bath visit - American Museum visit reflected the history of American Indian
Video shown to the 6th years about how CPVE works showed a stereotyped view of a black girl - considered unsuitable in 1988 though we used it in previous years !
Work experience - placement of black boys (by their own choice) in sports dept. of a store, and in leisure centre - they gained a great deal from these placements and a positive contribution to career - one is now manager of a department and has been responsible for helping other work experience students from Parkview. Negative outcome: one employer in a store chose to simplify an Asian boy's name rather than use his proper one - he appeared not to mind

12. FAMILY CONCERN:
Started well before amalgamation. Clearly stated in syllabus objectives so we can teach directly about other cultures, in the areas of physical development, personal relationships, nutrition.
Use of videos - sensitively scrutinised
Developed own workbooks pre 1986 and updating
Printed material checked constantly - some unsuitable and discarded
Display material - sensitively selected
Some of our visiting professional speakers are black

13. ART:
Still further questions thrown up - but no answers
Staff had days out looking for multi-ethnic resources
Bhajan Hunjan's (visiting artist) insights on Inset day (10th Feb.1989) most helpful
Discussion ongoing - daily !

Review of critical studies area to include more non-European art forms
Carnival workshop '87 sponsored by TVS and Southern Arts
Much personal time /money spent going to exhibitions and searching for resources
AEMS workshop '90
Library books - to find non-European

14. CDT:
No specific multi-ethnic projects introduced
Books have changed to reflect a multi-ethnic culture
Projects have always had a high input from pupils which does TEND to reflect their background/culture
Meetings have been held with the working party and intend dept. to discuss possible changes
Projects are not black/white specific, being of a general nature
All projects can have a multicultural input where required

15. PHYSICAL EDUCATION:
Track suit initiative for some boys
Showers - acceptance of means to overcome problems
Multi-ethnic dance group (Pheonix) 1988
Use of wide range of music for dance programes
AEMS project 1990
Use of multi-ethnic displays

[No responses were received from media studies, music, or special needs.]

CONSTRAINTS

1. ENGLISH:

All pupils are entitled to an education which provides them with a good quality of standard English and, in the time we have, it is difficult to fit in a great variety of experiences of other types of language. We have no lack of material: one of our problems is having time to keep apace with the wealth of literature which is available to select carefully what we can usefully include in our classrooms.

2. MATHS:
As regards middle eastern/ oriental cultures, a wealth of recorded evidence. Not the case when it comes to African civilisations with the exception of the Egyptians. Consequently, lack of knowledge, lack of suitable resources, lack of time.

3. SCIENCE:
Not enough time to either look through resources/ find them; to write material into the curriculum.
Lack of suitable resources

Lack of money to buy
Constant, rapid change in science syllabuses - National Curriculum, Balanced science, and the problems of writing something that fits into the present course and the one coming up
Science has a lot of global aspects anyway, so the need for change might not have been so great.

4. GEOGRAPHY:
Because of other responsibilities of many members of the department elsewhere in the school, the development of materials and the managing and production of an initiative have fallen on one person - Head of Department.

The situation has been exacerbated by heavy teaching loads - time for preparation of materials and time to evaluate and discuss becoming very limited. Although what we have done is pleasing, with more time we could do so much more.

With so much going on in the school and educational change from outside, multi-ethnic initiative is one of many, and is one which is probably the least pressing.
Although we have received generous financial help - particularly resourcing our third year - there are many excellent materials we would really like to purchase.
Generally felt that Geography very conducive to this initiative.

5. HISTORY:
Time, knowledge, mastery of materials. Also pressure on pastoral staff - particularly in this department.
These things have acted as constraints to slow the pace of change, rather than stopping change completely. We are aware of how much more we could have done with more time.

7. MODERN LANGUAGES:
Lack of time - e.g. to investigate other French speaking countries;
Lack of suitable resources - some countries or areas, no materials available in the library, or very small entry.
Lack of finance - to produce necessary worksheets and materials.

8. BUSINESS STUDIES:
Lack of suitable resources - nothing in books. JJ wrote 6 letters and follow-ups; no response.
Lack of time - to develop own resources. Sensitive subject which requires thinking and time. Also time to think of effects before implementation.

Relevance to subject - in terms of skills (typing, word processing, etc.) "black fingers are the same as white". Level of English vital. Attitude to subject. Felt that knowledge and skill improvement led to better self image. How do you motivate black children in a school where all teachers are white ? And experience of black staff.

9. CAREERS / SOCIAL EDUCATION:
Lack of resources - telephone

Lack of time - to visit employers
Lack of finance - for publications

10. HOME ECONOMICS:
Lack of suitable resources - e.g. utensils, skills, ingredients, books, etc.
Lack of time to develop own resources and to consider the effects of them on different groups of children.
Time for display work, writing recipes, and also time to prepare lengthy Asian/Caribbean dishes with the children.
Lack of staff from other cultural backgrounds, as their experience is an important part of educating.

11. CPVE:
Sensitive staff essential.

12. FAMILY CONCERN:
None.

13. ART:
Lack of finance underlies all intentions and possibilities
Lack of time
Lack of suitable resources (do not seem to exist, often)
Lack of knowledge, but not for want of trying.

14. C.D.T.:
Find it very difficult to find relevant multi-ethnic specific projects:
possibly due to a lack of knowledge, and lack of suitable resources i.e. lack of literature available.

15. P.E.:
Lack of knowledge and/or not relevant (boys)
Lack of time/ lack of resources (girls - dance)

THE FUTURE

1. ENGLISH:
National Curriculum proposals for English encourage the development of the multi-ethnic curriculum. Paragraph 2.8 states:

"A major assumption which we make is that the curriculum for all pupils should include informed discussion of the multi-cultural nature of British society, whether or not the individual school is culturally mixed. It is essential that the development of competence in spoken and written Standard English is sensitive to the knowledge of other languages which many children have."

With regard to literature paragraph 7.5. states:
"Today, literature in English in the classroom can - and should - be drawn from many different countries. All pupils need to be aware of the richness of experience offered by such writing, so that they may be introduced to the ideas and feelings of cultures other than their own."

Paragraph 10.12 makes the point:
"Bilingual children should be considered an advantage in the classroom rather than a problem. The evidence shows that such children will make greater progress in English if they know that their own knowledge of their mother tongue is valued."

The National Curriculum should not therefore present a problem for us, providing our subject is allocated sufficient time for us to do justice to its demands. We look forward to the festival on July 3rd and have begun to devise plans for that, and we shall continue our reading programme and our bringing in of new resources to the department.

2. MATHS:
i) See report
ii) Language support is needed.

3. SCIENCE:
i) SC will co-ordinate resources and provide a staff guide of material that could be used to write/use in our courses.
Suffolk exam - not enough representation of cultural diversity. We should complain.
We will be and have written materials for our new curriculum.
ii) All pupils can do balanced science = equal opportunity
Pupils' ethnic group academic success should be looked at through whole school
Parents should be more involved
Do we know how pupils travelling and attending the mosque affects their capability to do homework ?

4. GEOGRAPHY:
Felt that the multi-ethnic initiative must keep its present high profile to ensure its continued development.
Concern about the changing structure of our ethnic population from Afro-Caribbean to Asian and the associated underachieving. Is this a language problem ? Learning difficulties ? Home environment ? What room for research ?
Initiatives could be :
- more parental involvement - thoughts on the accessibility of the school to Asian parents
- language support in the classroom
- open afternoon for staff and parents - interpreters
- future appointments for staff with an Asian language - secondment for existing teachers interested in learning Hindu, etc.
- tendency to 'umbrella' Asians as the same. Do we need inservice training on the various cultural backgrounds - felt that pupils realised we were willing to help over racist incidents but

they were also aware of our ignorance of their cultural heritage - particularly where incident is between two Asian pupils.

5. HISTORY:
The national curriculum interim report is still the subject of debate. It makes the right kind of noises, as far as multicultural history goes; but I very much doubt whether it will be multi-cultural in practice, unless we make it so. The potential is there.

6. R.E.:
The position of religious education in the curriculum has not been substantially affected by the Education Act. RE is not part of the National Curriculum, but will still be required to be taught by law. School syllabuses must conform to the general requirements of the Agreed syllabus for the county; this is unchanged. If anything, the mutli-faith approach adopted by many syllabuses has been strengthened, in the requirement that courses should reflect the character of local religious traditions, which include non-Christian traditions.

7. MODERN LANGUAGES:
i) National Curriculum should give the opportunity for pupils to study any language included in schedule 2 list (e.g. Urdu, Punjabi, etc.) provided that the school also offers an E.C. language. Pupil does not have to choose the E.C. language.
ii) Suggestion: would it be possible to liaise with teachers of minority languages (at present operating out of school hours) to encourage them to hold classes in school time on school premises ? This could be a starting point to ensure that equality of opportunity is delivered in future, and to give more weight to minority languages ?

8. BUSINESS STUDIES:
i) National Curriculum means that we will get away from practical skills and be replaced by general business courses.
ii) Try and put into practice things we have talked about
Keep on agenda for management /Heads of Department / Heads of Year and department meetings
Bear it in mind for future decision making

9. CAREERS / SOCIAL EDUCATION:
What is it ? It is hoped that the March 20th conference on Careers in the National Curriculum will tell us - and is there time to implement the findings ?

10. HOME ECONOMICS:
The National Curriculum could change the nature of the subject with its content being mainly technological activities. There is a wide body of knowledge e.g. family, relationships, experience and personal development that could be lost.

11. CPVE:
i) Changes in the organisation of the course - time in college
ii) number of schools in the consortium

iii) CPVE being made available to all students in the 6th form
iv) status of Southlands

12. FAMILY CONCERN:
Not recognised in the National Curriculum and so cannot comment on future strategies. What a waste.

13. ART:
i) Don't think the National Curriculum will have much effect on our approach - but it will force many schools to address this issue (who don't already)
ii) We do. (More finance needed to keep reinforcing and expanding on what we do already.)

14. C.D.T.:
Technology in the National Curriculum only really pays lip service to ethnic minorities in THREE paragraphs (1.44, 1.45, 1.46)
Need for more special needs to help pupils who cannot speak English, or speak English as a second language
Children who are going to live and work in an English speaking society need to be able to speak and understand English. This may be positive discrimination, but unfortunately no other way round this problem could be found at this meeting.

15. P.E.:
i) No idea.
ii) We maintain curriculum time in order to continue to provide a wide range of disciplines to cater for the range of backgrounds (children of different backgrounds associate with different disciplines)
iii) We continue to have sufficient money for equipment for the range of disciplines
iv) We have staff training and funding so that expertise in all disciplines is obtained (talk to the county organiser)
v) Closer links with out of school agencies and /or parents.

APPENDIX 10

SCHOOL POLICY FOR RACIAL EQUALITY

INTRODUCTION

This policy was produced as a result of an extended process of staff development and inservice training, which began in 1987. At that time, the school embarked upon a project, "Towards a Curriculum for Ethnic Diversity." This project was intended to look at the school as a whole, and included the creation of a working party, curriculum innovations, and two inservice conferences.

The general aims underpinning this policy are to be found within the statement of the school's aims, in the Staff Handbook.

They are:

To promote an understanding of the principles and practices of racial equality and justice and to help all members of the school to understand, appreciate and value the contributions which reflect the ethnically diverse nature of our society.

To develop a balanced curriculum which ensures contact with the major areas of knowledge and experience.

To enable all children to realise their academic potential and to develop as fully as possible their abilities, interests and aptitudes and to make additional provision as necessary for those who are in any way disadvantaged.

There is obviously a sense in which all of the school's aims have the same ultimate goal: that is, the best possible opportunity for all our pupils. It was felt, however, that the issue of racial equality deserved special attention at this stage of the school's development. On 10 February 1989, we held a one-day conference in school. This statement was the result of our efforts on that day, and includes contributions from all members of the teaching staff in Prospect School.

It should be stressed that this policy is not a finished document. As we said above, it was the result of a long process. We would like it to be seen as a starting point, rather than an end in itself: it is intended to guide future efforts, and will, we hope, be changed to reflect growing awareness as the school moves further towards its aim of racial equality in education.

July 1989

ISSUE	RESPONSE	ACTION
ETHOS AND ATMOSPHERE		
The general appearance of a school carries hidden messages for those who work in it, staff and pupils, about the way that the institution regards itself and its members. These messages set the tone for the overall atmosphere of the place.	A pleasant environment is more conducive to achievement for all pupils.	1 Senior Management should review the allocation of rooms in order to encourage a better environment.
Teachers may say 'we value other languages.' But if every sign in the building is in one language only, what hidden message does this convey to those whose first language is different.	The school should reflect the ethnic and linguistic diversity of its members and value this diversity.	2 There should be a regular review of displays. Department Heads have a responsibility to ensure that displays support the school's policy of reflecting and valuing ethnic diversity. LINCS and the Library Service can provide advice and materials.
Teachers may say 'we acknowledge the place of black* people in our society. But if every poster, picture or display ignores black people, how seriously will such statements be taken.	Relationships between all members of the school - teachers as well as pupils - should be based on politeness, co-operation and helpfulness. It should show a respect for individuals and their culture and traditions.	3 All aspects of the curriculum should aim to promote good relationships and there should be a system of rewards for positive achievements and good behaviour.
		4 Members of all cultures and religious groups should be able to obtain an acceptable and nourishing meal in the school canteen; eating together is an important part of the corporate life of the school.
		5 Pupils should be allowed to observe religious and cultural festivals.

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* The word "black" is used here, and throughout this policy statement, in the sense that it is used by a majority of writers in the current debate - that is, as a shorthand way of describing all those groups of people who live in this country and are not white.

ISSUE	RESPONSE	ACTION
RACIST INCIDENTS		
These can take many forms: physical atacks, graffiti, and name-calling are the most obvious. But they can also include intimidation of a more subtle kind. The wearing of racist badges, membership of racist organisations, or the dissemination of racist literature, are all activities which could undermine the security of black pupils and thus limit their access to schooling.	The school aims to inculcate the highest standards of moral behaviour in all pupils. All forms of racist abuse or intimidation are unacceptable in this institution. Our response should be immediate, and designed to prevent the recurrence of any such incidents	1 GRAFFITI Teachers should express strong disapproval of racist symbols, pictures or language. Graffiti should be removed <u>immediately</u>, preferably by the perpetrator. Caretakers and cleaners should be made aware of this policy, and their support encouraged. Examination desks/tables should be checked regularly. Ownership of classrooms and corridor areas should be encouraged by timetabling policies. Textbooks should be checked regularly, and those with racist graffiti removed from use. 2 VERBAL ABUSE No member of staff should ignore any form of racial abuse, anywhere, or at any time. Offenders should be reported to Head of Year. If incident recurs, parents should be notified, and brought into school. The victims of abuse should be encouraged to take pride in their ethnic origins, and their parents should be kept informed of the steps which we are taking to prevent recurrence. 3 PHYSICAL ATTACKS No incident should be ignored. Action should be taken immediately to stop the attack. The pupils involved should be isolated; the incident reported to the Head of Year (who will write an account on green form for Deputy Head); and parents brought in. If the incident recurs, steps should be taken to exclude the perpetrator from this school.

ISSUE	RESPONSE	ACTION
CONTACT WITH PARENTS		
Some parents, especially those whose first language is not English, find schools intimidating and unfriendly places. Letters sent home can be difficult to read; open evenings may occur at awkward times.	We should aim to encourage an open exchange between the home, community and school.	1 We should ensure that the atmosphere of the school is welcoming. We should explore the possibility of sending letters home in mother tongues.
Added to these difficulties is the sense of insecurity felt by people who may have been educated in a different country, in different subjects, under a different system.	We should aim to promote an understanding of the educational system amongst parents.	2 We should welcome involvement of parents.
These parents may believe strongly in the importance of education, and want to help their children to succeed but they are unable to do so, and feel frustrated by their impotence.	We should perceive parents as a potential resource.	3 We should develop contacts with members of the community who might be able to facilitate liaison with the school.
		4 We should explore the possibility of involving parents in the classroom.

ISSUE	RESPONSE	ACTION
CURRICULUM CONTENT		
Many of our misconceptions, stereotyped views, and deep-seated prejudices come from what we are taught - or not taught - about the culture and history of other peoples. A narrow, or "ethnocentric" selection of subject content will leave pupils with a distorted view of the world, thus helping to perpetuate ignorance and prejudice.	Through careful choice of curriculum content, we should aim to give pupils an interest in and understanding of other societies, cultures and religions. Xenophobic attitudes, which see all foreigners as worthy of mockery, should be identified and challenged. We should also ensure that pupils are given an awareness of political processes and institutions, to promote equal access to power.	1 Subject syllabuses should be changed, where necessary, to support these aims. 2 In examination years, these issues should be taken into account when choosing syllabuses. 3 There should be a whole-school review of syllabus content, to ensure coverage of these issues, and also to avoid duplication.
CURRICULUM DELIVERY		
Pupils may, on occasion, be asked to do things in lessons which go against their religious beliefs or culture. Children learning English as a second language who are withdrawn from lessons for extra help may find it more difficult to integrate socially as a result, while total immersion in the main-stream curriculum could cause confusion and bewilder-ment. Methods of assessment are often culturally biased; this, with subjective assessments based on stereo-typed expectations, can lead pupils to be wrongly placed in groups.	All departments should be aware of the social as well as academic needs of the pupils. In delivering the curriculum, it is important to be sensitive towards the religious and cul-tural backgrounds of pupils; we should aim to teach using methods which will encourage them to think for themselves, and to develop positive values and attitudes.	1 Regular monitoring to ensure that pupils are put in groups appropriate to their abilities. 2 Early identification of pupils who are under-achieving, and steps taken to combat this. 3 Teaching methods to include such activities as discussion, co-operative work, and resource-based learning.

ISSUE	RESPONSE	ACTION
RESOURCES		
Many of the resources available for use in schools, such as textbooks, library books, videos, posters, etc, do not reflect the fact that we live in a multi-racial society. Some include stereotyped images of black people, portraying them in a negative way.	All staff should ensure that resources are multi-cultural and contain positive images of people from ethnic minorities.	1 Heads of Department should institute a review of existing materials and discard potentially offensive resources. Future purchasing of resources to be closely monitored by Heads of Department.
	All staff should provide pupils with opportunities to reconsider their values and attitudes.	2 All pupils and staff should be encouraged to use the 'Book Beware Cards' in the libraries and to identify and report offensive material, which should subsequently be removed.
At a more subtle level, they often fail to present a global view of the issues, and do not challenge underlying cultural assumptions in the way they approach topics.	All staff should be aware of the need to ensure that resources they use reflect a global rather than eurocentric perspective.	3 Careful regard should be shown in the use of outside speakers in order to ensure that an appropriate variety of positive role models is presented.

ISSUE	RESPONSE	ACTION
LANGUAGE		
Pupils whose first language is not English are sometimes seen as 'slow learners' and their proficiency in their mother tongue ignored.	Lack of proficiency in English should not be allowed to prevent pupils from achieving across the curriculum wherever possible.	1 A language survey should be carried out on entry, and information about pupils' linguistic abilities should be made available in an accessible form each year.
		2 Senior Management should aim to maximise the external support available to bilingual pupils.
Their own languages are regarded as exotic, difficult, strange.	The bilingualism of pupils should be valued; and seen as the advantage that it is.	3 We should provide curriculum support for pupils to develop their linguistic skills. We should examine teaching materials currently in use and improve them as necessary. We should take care to spell and pronounce words clearly.
These attitudes can have the effect of undermining the self-confidence of those involved, and also of reinforcing racist attitudes among pupils.		4 We should encourage the use of other languages by having materials available in them. Pupils should be offered the opportunity to sit an examination in their mother tongue, with the school providing the facilities.
		5 We should encourage contacts with people who can communicate in pupils' mother tongue.

ISSUE	RESPONSE	ACTION
STAFF DEVELOPMENT		
Through the mechanism of low expectations, staff can have an important influence upon the performance of pupils. Teachers, in common with any other group in society, can be subject to cultural bias, and make subconscious assumptions about the abilities of black pupils. This can adversely affect the performance of those children, and prevent them from fulfilling their educational potential.	We should provide opportunities for staff development, to ensure that we are aware of the issues, and more able to avoid low expectations.	1 Provision of inservice courses to develop staff expertise. 2 Support for staff wishing to attend external courses on this issue.
	The composition of the staff should reflect the ethnic balance of our society, if at all possible, to provide strong role models for pupils.	3 Short introductory course for colleagues new to the school, to raise their awareness of racial equality in education. 4 Development of the staff library to provide materials for professional development and also classroom use. 5 This issue should be considered by Senior Management when appointing new staff.
PREPARING FOR WORK		
Many of our black pupils will experience discrimination in the job market when they leave school. Some will have experienced it before they leave, either on work experience, or in a part time job.	We should aim to raise the self-esteem and confidence of all pupils so that they can take full advantage of opportunities presented to them.	1 We should raise awareness among employers by a close liaison with them with respect to work experience and future employment.
Within the school, advice based on racial stereotypes can seriously limit career choices later on. Advice which does not challenge or stimulate can allow children to settle for the sort of occupations which their parents or grandparents had to settle for when they first came to this country, thus perpetuating the cycle of disadvantage.	We should aim to give pupils positive career aspirations, encouraging them to use their talents fully. Pupils should leave this school equipped with the knowledge and skills needed to function in a technologically complex world.	2 We should involve parents and pupils in subject choices for GCSE. We should ensure full access to careers information providing specialist advice. We should make sure that our resources show all ethnic groups in a wide variety of occupations. We should aim to provide information for parents in mother tongue.

ISSUE	RESPONSE	ACTION
PASTORAL CARE		
The work done by the pastoral team plays a large part in developing the dominant ethos of a school, and in creating a secure atmosphere to support the learning process. An understanding of pupils' needs, based on a lack of knowledge, or racial sterotypes, will undermine rather than support a secure atmosphere. On the other hand, an approach which "treats all children the same", and ignores the importance of pupils' cultural backgrounds is just as insensitive, and is no more likely to succeed in developing an atmosphere of confidence and trust.	Children should be seen as individuals, and the importance of their culture acknowledged. All staff should be aware of the dangers of stereotyping.	1 Responsibility for pastoral care should be shared by <u>all</u> staff. 2 The Staff Handbook on Ethnic Diversity should be given to all new members of staff, for information, and updated periodically. 3 Heads of Year, Deputies, and Form Teachers, should be aware of the cultural backgrounds of their pupils, and the implications. There should be a transfer of information wherever it would be valuable in helping to identify pupils' needs. 4 Assemblies should reflect the diversity of cultures in our school community, within the constraints of the Education Reform Act. 5 Cultural and religious differences in dress should be acknowledged in the school's uniform policy, and variations agreed with members of the community. 6 The school's profiling system should be monitored to ensure that it is not working against the interests of pupils because of social or cultural differences.

NOTTINGHAM UNIVERSITY LIBRARY