

# Curriculum 2000 – monocultural or multicultural?

## 1. Introduction

The government has set out its new curriculum in two handbooks titled *The National Curriculum: Handbook for Primary School Teachers in England* (QCA, 1999a) and *The National Curriculum: Handbook for Secondary School Teachers in England* (QCA, 1999b).

Curriculum 2000 comprises twelve subjects. Three are core subjects:

- English
- Maths
- Science

and nine are non-core foundation subjects:

- Design and Technology
- Information and communication technology
- History
- Geography
- Modern Foreign Languages
- Art and Design
- Music
- Physical Education
- Citizenship

The new subject of Citizenship will run alongside Personal and Social Health Education (PSHE) in primary schools and come into effect for 2002 in secondary schools.

With the enactment of Curriculum 2000 in September 2000, this paper reflects on the development of the national curriculum and examines why the Labour government has undertaken the second most important review of the curriculum since its implementation in 1988.

More importantly, this paper focuses on the question of race and the curriculum. The review of the national curriculum has presented teachers, researchers and interested parties with the opportunity to discuss race,

racism and cultural diversity at the political level. This paper draws on some of their ideas by discussing the relevance of 'race' and cultural diversity in the curriculum and also by examining the extent to which Curriculum 2000 meets the needs of minority ethnic and, indeed, *all* pupils in multicultural Britain.

## 2. Background

### 2.1 What is a national curriculum?

The national curriculum set of core (English, Maths and Science) and non-core foundation subjects (History, Geography, Technology, Music, Art, Physical Education and Foreign Languages) were planned, prepared and organised by central government. At the ages of 7, 11, and 14 pupils have to undergo standard assessment tests in the core subjects, and at the age of 16 most pupils sit GCSE (General Certificate of Secondary Education) exams in the ten prescribed subject areas.

The Education Reform Act (ERA) 1988 introduced this type of curriculum for the first time in England and Wales. (Prior to its enactment, curriculum content was the responsibility of schools and local education authorities [LEAs].) In 1988 the government set a national curriculum to give teachers and pupils a uniform framework in which to concentrate on the subjects that they perceived to be of vital importance. The aims of the curriculum were to 'prepare pupils for the opportunities, responsibilities and experiences of adult life'; and to promote 'the spiritual, moral, cultural, mental and physical development of pupils at the school and of society' (Aldrich and White 1998:1).

### 2.2 Why a national curriculum?

The national curriculum emanated from a set of ideologies, policies and practices that started to take shape around the mid-1970s. At the time, Britain was experiencing a social and economic crisis (declining manufacturing and extractive industries, mounting unemployment and a skills shortage in vocational occupations) which required a radical rethink in the way social policy, particularly educational policy, would address these issues.

In 1976 Labour Prime Minister James Callaghan set the tone for change in his speech at Ruskin College. He called for a 'Great Debate' on education, and it was argued in the subsequent green paper (a government discussion document) that:

**It is vital to Britain's economic recovery and standard of living that the performance of the manufacturing industry is improved and that the whole range of government policies, including education, contribute as much as possible to improving industrial performance and thereby increasing the national wealth. (Finn 1987: 106)**

Education was now viewed as servicing the needs of industry and the economy – as opposed to addressing social inequalities by providing equality of opportunity – a paradigmatic approach that had come to dominate postwar educational policy.

The New Right and the Conservative government who came into power in 1979 were advocates of this role for education. They believed that in order to promote economic growth the skills of the workforce would have to be improved. They perceived the present education system to be failing to produce

appropriately skilled and motivated young workers (giving rise instead to a high risk unemployment group) because of falling standards compared to those of other countries, and a politicised (multiculturalism; sociology; peace studies) curriculum which was simultaneously distracting students from the 3 Rs and weakening British culture and traditions (Gordon 1989). Implementing a national, prescriptive curriculum would, the government believed, equip all pupils with the skills and knowledge that industry and the economy of Britain needed.

In a 1987 Channel 4 News special report, the then Secretary of State for Education Kenneth Baker said:

There are two fundamental aims behind our reforms. Raising standards and increasing [parental] choice... I want to ensure that when our children leave school they will be ready for work in a very competitive and technically advanced world. At the heart of our reforms is the National Curriculum reinforced by attainment targets for children at the age of 7, 11, 14 and 16. This will help parents, pupils and teachers to know where they stand both locally and nationally. (Hardy and Vieler-Porter 1992)

### 3. Contemporary context

#### 3.1 Why review the national curriculum?

Since its implementation the national curriculum has been subjected to a number of piecemeal changes.

In 1993-4 it underwent a major review by Sir Ron Dearing. It had come to light that the curriculum was seen as too prescriptive and detailed in content and the administration that accompanied it consumed the time of teachers and educators. Dearing's Review culminated with the slimming down of curriculum content and the reduction of administrative duties (Dearing 1994).

In 1997 the Labour party were elected, and although educational standards were rising, the Secretary of State for Education, David Blunkett, asked the Qualifications and Curriculum Authority (QCA) to adopt a light-touch revision.

The impetus behind the revision stemmed from a need to tackle problems perceived as having national significance. These included:

- Over one-third of primary school pupils were leaving school without reaching the expected level of achievement in English and Maths
- Teachers were finding that they had to

'reinvent the wheel' by preparing personal teaching plans based on the curriculum

□ There was much variation in the ways schools were teaching pupils about democracy, their rights, roles, responsibilities and duties

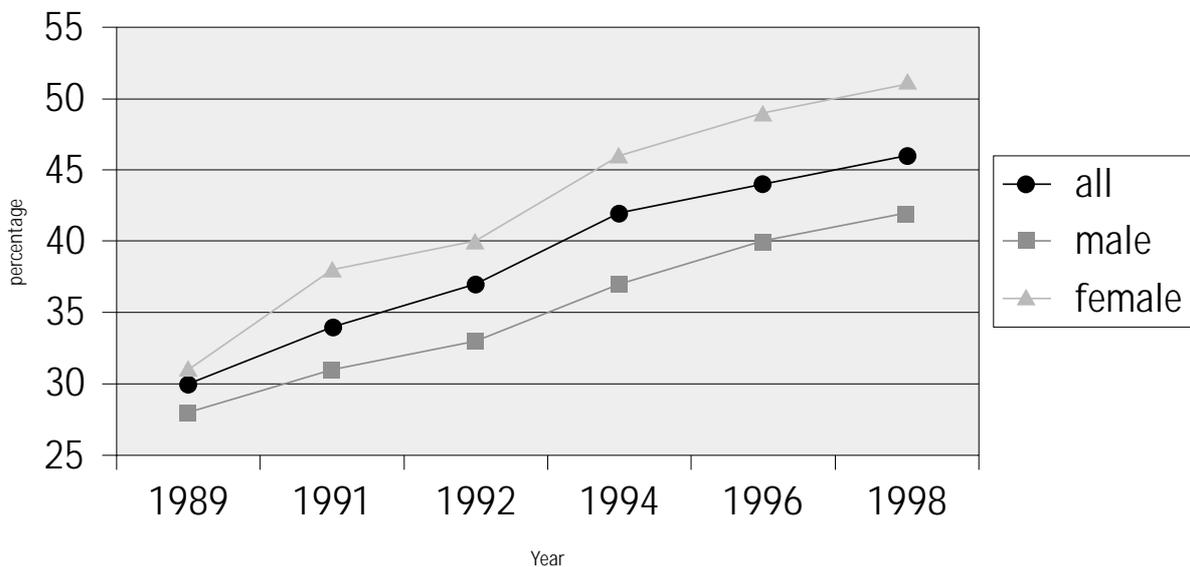
□ The national curriculum was failing to engage a significant minority of 14 -16 year olds who were becoming disaffected with learning

(QCA 1999c: Foreword)

Like most educational policy and initiatives for change the revised version encapsulates a vision for a new society/nation. In *The Review of the National Curriculum in England: The Secretary of State's Proposals*, David Blunkett said:

Our ambition is to create a nation capable of meeting the challenges of the next millennium. We aim to raise the level of educational achievement for all young people, enabling them to fulfil their potential and to make a full contribution to their communities. We wish to help young people to develop spiritually, morally and physically. And we want them to become healthy, lively and enquiring individuals capable of rational thought and discussion and positive participation in our ethnically diverse and technologically complex society. (QCA 1999c: Foreword)

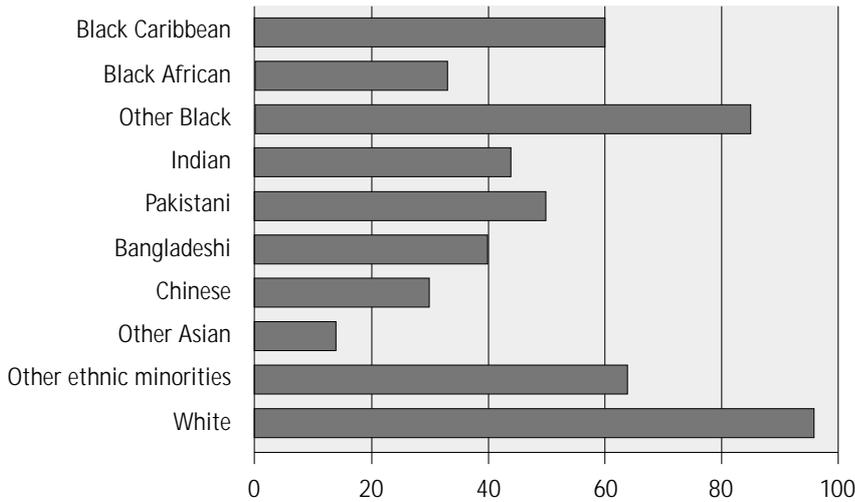
Attainment of 5 or more GCSE grades A\*-C in year 11: 1989-1998



Source: YCS cohorts 4-9, sweep1

## People born in the United Kingdom, Spring 1995

Great Britain Percentages



Source: Labour Force Survey, Office for National Statistics

though Britain was and is evidently a multicultural society. The idea of the curriculum contributing to a non-discriminatory society and preparing all for life in multi-ethnic Britain was not debated at national level, until now.

The 1999 revision of the national curriculum chanced to coincide with the publication of the Stephen Lawrence Inquiry Report, the findings of the government's investigation into the murder of the black teenager, Stephen Lawrence. Its recommendations (R: 67-9) were a landmark for those concerned with race and education for it called into question at national level the relevance of a colour-blind curriculum in multicultural Britain (Macpherson 1999).

In order to prevent and counter the street racism that Stephen Lawrence endured and the institutional racism of wider society, the Report urged the government to implement 'a national curriculum aimed at valuing cultural diversity and preventing racism, in order to better reflect the needs of a diverse society':

These ideas are not new. They emanate from two schools of thought that gained momentum in the 1980s: Multicultural education (MCE) and Anti-racist education (ARE). While they differ in their understanding of the workings of racism, both policies support the right of black and minority ethnic pupils to learn about the contribution that their communities have made to all aspects of British society, past and present. Through being offered contemporary and historical examples, black and minority ethnic pupils will gain knowledge that they can relate to/identify with and consequently engage with as part of the learning process. As for white students, it was argued that a

### 3.2 Who was involved in the review process?

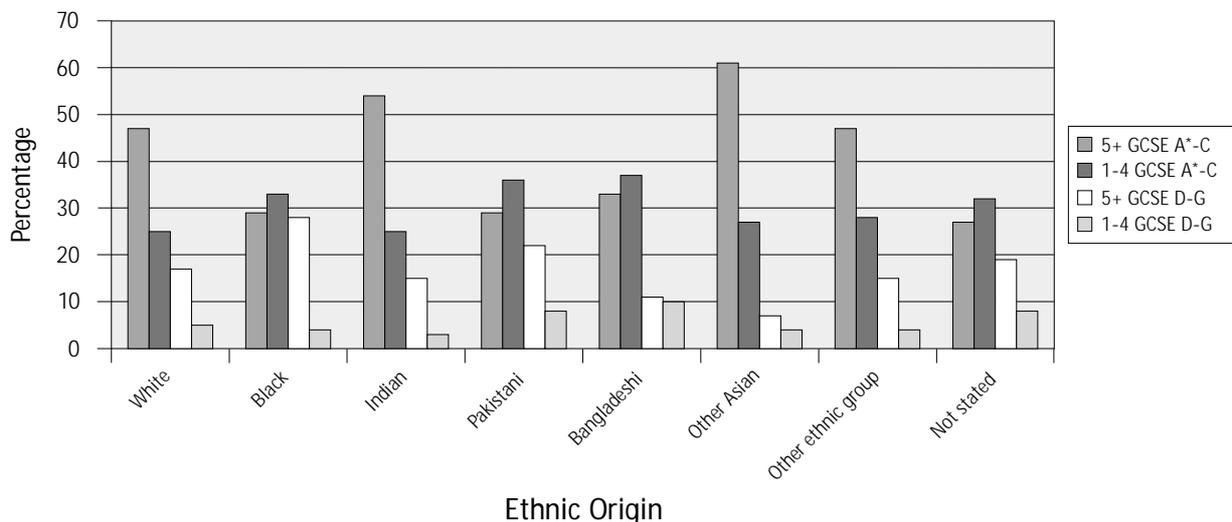
During 1999–2000 the QCA carried out a wide-ranging review of the national curriculum, and in the revision process gave teachers, researchers, educators and other interested parties the opportunity to shape its contents. Groups such as the Runnymede Trust, the 1990 Trust and Race on the Agenda were part of this consultative process, and they were concerned to ensure that the new national curriculum should be multicultural and/or anti-racist in both vision and content.

### 3.3 Why should race be an integral part of Curriculum 2000?

Black and minority ethnic communities are part of the fabric of British life and culture. In Spring 1995 the Labour Force Survey found that 3.2 million of the British population belonged to an identifiably discrete, minority ethnic group. Furthermore, nearly half of that minority ethnic population had been born in the United Kingdom (ONS 1995: 12)

The Education Reform Act 1988 had enacted a colour-blind curriculum even

## Academic attainment in Year 11 by ethnic origin: 1998



Source: YCS cohort 9, sweep1

Quotes from students who cannot relate to the curriculum content:

'...at school...you read books about white people...you never see anyone in a book like a black hero.'

'Even world war I and II, you don't hear about how many black people were sent to the front line, how many died.'

'...when I was at school, they weren't teaching me history and geography that was relevant to me and my experiences.'

Taken from Focus Group Research (Commission on the Future of Multi-Ethnic Britain, 1999)

culturally diverse curriculum would release them from the eurocentric straitjacket (Parekh 1986) of British and European knowledge and provide them with an understanding of multi-cultural Britain that could go some way to addressing their racism.

MCE and ARE practices are evidently relevant today. Despite the fact that some ethnic groups are performing well at national level, Bangladeshi, Pakistani and African-Caribbean boys still underperform. This can be partly attributed to the fact that they cannot identify with/relate to the curriculum and thus actively engage with the process of learning.

On racism in the wider society, Birmingham Racial Attacks Monitoring Unit (BRAMU) have found that a quarter of the perpetrators who instigated racial attacks and harassment were under 17 years old. An anti-racist curriculum could contribute to countering the attitudes that lead to such attacks.

### 3.4 How should race be an integral part of Curriculum 2000?

The Runnymede Trust responded to the new national curriculum proposals in the fourth review phase, welcoming those aspects that made explicit reference to race and cultural diversity issues (see Table 1).

However, responding to its piecemeal, as opposed to permeated, approach to race and cultural diversity, the Runnymede Trust proposed a national curriculum that:

1. States as one of its aims the need for the curriculum to foster an understanding of the multicultural society that we live in, and equip students with the skills to prevent, recognise and combat racism.
2. Teaches anti-racism in all subject areas and not just under the rubric of citizenship.
3. Is accompanied by guidance notes and exemplification material on anti-racist teaching/resources and whole-school race equality policies and practices.
4. Addresses in greater detail, in specific areas, the needs of minority ethnic pupils and other vulnerable groups.

## 4. Race and Curriculum 2000

Curriculum 2000 is being implemented by schools and LEAs in September 2000. It is a curriculum that has to prepare pupils for life in the 21st century. The importance of understanding cultural diversity and combating racism is not limited to national borders, for we live, work and travel in a culturally diverse world. Therefore, the concepts of 'race', anti-racism and multiculturalism need to be at the heart of this curriculum. To determine the extent to which race and cultural diversity issues have been incorporated into Curriculum 2000, this section of the briefing paper examines, discusses and puts forward recommendations under the following curriculum headings:

- Values and purposes underpinning the school curriculum
- PSHE and Citizenship
- A more flexible key stage 4
- Programme study of history
- Promoting skills across the curriculum
- Learning across the curriculum

Table 1. Curriculum 2000 Proposals referring to Race and Cultural Diversity

Curriculum section	Evidence of proposed curriculum addressing race, ethnicity and cultural diversity issues
Aims and values of the curriculum (QCA 1999d: 3-5)	For example: <input type="checkbox"/> 'The school curriculum should contribute to the development of pupils' sense of identity through knowledge and understanding of their spiritual, moral, social and cultural heritages...(p. 5) <input type="checkbox"/> 'It should promote equal opportunities and enable pupils to challenge discrimination and stereotyping' (p. 5)
Programmes of study (subject areas) (QCA 1999d: 12-205)	For example, in the subject of English black and Asian writers could be studied under the section headed 'writers from different cultures and traditions' (p. 28)
Inclusive curriculum framework (QCA 1999d: 6-10)	The curriculum asked all teachers to build into their schemes of work high expectations and teaching and learning approaches that maximise the participation of ethnic minority students (p. 6)
Combating of racism (QCA 1999d: 17-31)	In response to the Stephen Lawrence inquiry the government announced that anti-racism would be taught in the subject orders of PSHE and Citizenship. For example, pupils are taught to 'appreciate forms of diversity', and understand the causes and consequences of racism, and to recognise and challenge stereotypes (p. 28)

#### 4.1 Values and purposes underpinning the school curriculum

The values and purposes of the school curriculum have been contextualised by two broad aims that set the framework 'within which schools develop their own curriculum' (QCA 1999a and b: 10). These are:

- (1) the school curriculum should aim to provide opportunities for all pupils to learn and achieve; and
- (2) the school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

In short the aims set the tone for the kind of society we want to be.

Within that there is a recognition that the curriculum should provide pupils with an understanding of the multicultural society and world (for individual and societal reasons) that they inhabit:

The school curriculum should contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives. (QCA 1999a and b: 10)

[the curriculum] should develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individual societies. (QCA 1999a and b: 10)

Although these global statements are most welcome they have not been reiterated within each subject order. As a result some teachers, particular those in mostly or all-white schools, may not feel obliged to teach about different cultures and religions because they may not see the relevance. More importantly, the statements make no reference to the curriculum equipping pupils with the skills to pre-empt and challenge racism. In short, the curriculum has only partly endorsed the spirit and recommendations of the Stephen Lawrence Inquiry Report:

To meet the needs of black, minority ethnic and all children the curriculum needs an explicit aim in itself that reiterates the Lawrence recommendation

– a national curriculum aimed at valuing cultural diversity and preventing racism, in order better to reflect the needs of a diverse society. This aim should be stated in each subject order so that it will be at the heart of teachers' schemes of work.

#### 4.2 PSHE & Citizenship at key stages 1 to 4

In the subject orders of PSHE and Citizenship key stages 1 to 4 several themes get pupils to examine and understand issues such as identity, culture and anti-social behaviour. For example, pupils should be taught to 'identify and respect differences and similarities between people' (QCA 1999a: 138); and 'to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom'. Key stages 2-4 tackle the more pressing issues of racism and discrimination. In key stage 3 pupils should know 'about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively' (QCA 1999b: 184). In key stage 4 pupils will be taught 'to challenge offending behaviour...racism and discrimination assertively and take the initiative in giving and receiving support' (QCA 1999b: 185).

Statements that refer to pupils having an understanding of multicultural Britain; and that they should 'respect our common humanity, diversity and differences' are admirable. However, pupils need to be equipped with the skills and knowledge to exercise their rights, roles and responsibilities as citizens of a multicultural society and those skills should include the ability to pre-empt as well as challenge racism – concepts which are barely mentioned in these subject orders. In short, before PSHE and Citizenship can prepare pupils for this society, they need first to have a vision for multicultural Britain. More focused and detailed work is needed in these subject areas.

The subjects of PSHE and Citizenship key stages 1-4 need an explicit statement setting out a vision for the type of multicultural society we want to be. In each key stage a statement should be made about PSHE and Citizenship promoting awareness of people's rights and responsibilities in multicultural Britain. In key stages 3 and 4 students should be taught about their rights and responsibilities under Equal Opportunity and anti-discriminatory legislation.

#### 4.3 A flexible key stage 4

To re-engage pupils in the learning process the government has extended the practice of disapplication from the school curriculum. Disapplication allows students to opt out of certain subjects or to pursue some in greater detail (at the expense, for example, of modern foreign languages, science or design technology).

Teachers will welcome this practice because it will allow 'pupils making significantly less progress than their peers to study fewer national curriculum subjects, and to allow pupils to build on their strengths and talents by exchanging a national curriculum subject for a further course in a particular curriculum area' (QCA 1999e: 7).

Disapplication will enable teachers to cater for the specific needs of individual pupils, especially for those who need to be stretched and others who are struggling to keep abreast of the whole curriculum. However, this practice has not been accompanied with guidance.

To strengthen the beneficial use of this practice we recommend that schools need to ensure that all students have access to the broad curriculum. Schools need guidance on disapplication so that black and minority ethnic pupils are not disproportionately represented in the vocational curriculum; or a curriculum where they take fewer subjects because disapplication has been based on stereotypical judgements. For those black and minority ethnic students opting for the vocational route, schools should ensure that their work experience is meaningful. In other words, it has to be work that can lead to future study or worthwhile employment. Disapplication should be monitored by ethnicity, and schools should be made accountable for their actions via LEA and OFSTED.

#### 4.4 Programme study of history

To understand the composition and dynamics of contemporary Britain one has to look to the past. It is therefore of vital importance that history should make a significant contribution to an understanding of multicultural, multi-ethnic Britain.

Key stages 2 and 3 will provide students with an understanding of the 'social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world' (QCA 1999a: 105). In key stage 3 they will

study 'the cultures, beliefs and achievements of an African, American, Asian or Australasian society...' before 1900 (1999a: 152). The explicit reference to the lives of black and minority ethnic groups is welcomed. However, black and minority ethnic communities have resided in Britain from Roman times, but their lives and experiences are not to be found under such headings as 'Romans, Anglo-Saxons and Vikings in Britain' (1999a: 106), or 'Britain and the wider world in Tudor Times' (1999a: 106).

History in key stages 1, 2 and 3 needs to develop a sharper focus and a more permeated approach to providing an understanding of multicultural Britain past and present.

We think that explicit reference should be made to the distinctive contribution that the study of history as a subject should make to fostering an understanding of multicultural Britain. Key events and historical figures, from the black and minority ethnic communities in Britain and continents with a relationship to Britain, should permeate the subject in key stages 1, 2 and 3. The QCA should provide teachers with guidance on teaching a culturally diverse history because it will require pedagogic practices/resources that require more than just integrating the black and minority ethnic experience into the History curriculum. The subject of history has to divest itself of eurocentric and ethnocentric values and thus embrace the myriad perspectives articulating the black and minority ethnic 'British' experience, as some teachers are unfamiliar with the discourses of postcolonialism and/or the black diaspora.

## 4.5 Learning across the curriculum

### 4.5.1 Use of language

The proposal for the use of language across the curriculum stated that pupils should read, write and speak in Standard English. In the revised curriculum these points remained unchanged.

It is accepted that access to Standard English is essential for all pupils. However, many pupils in English schools are bilingual and/or bidialectal. These languages and dialects are an essential part of pupils' identities and contribute to the diversity of the country. Runnymede's original recommendation should form part of the guidance in this area.

**The statement on Use of Language Across the Curriculum should advise teachers to ensure that variety of language in the school/classroom is respected and that the teaching of Standard English is not used to denigrate pupils' and communities' varied language use.**

### 4.5.2 Promoting skills

The government has identified six key skills that must be promoted and developed throughout the curriculum:

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem solving

Four out of the six key skills – communication; working with others; improving own learning and performance and problem-solving – overtly encourage the development of skills that are characterised by conflict resolution programmes.

It has been documented (Sewell 1997; Richardson and Wood 1999) that infusion of conflict resolution strategies can go some way to addressing the high levels of conflict and tension between black pupils and teachers that subsequently lead (some pupils) to school exclusions.

The QCA can build on the work of promoting key skills across the curriculum by highlighting to teachers via guidance the imaginative use of key skills as a preventative exclusion strategy.

### 4.5.3 Inclusive learning

The national curriculum has set out three key pedagogic practices that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Under each of the above headings the government has provided a number of examples to enable teachers/educators to provide an inclusive curriculum. For example, the curriculum states that stereotypical views are challenged in classroom settings and children should learn to value difference. It also states that harass-

ment, for example racial harassment, should be challenged. The inclusion statements go some way to addressing the teaching and learning needs of black and minority ethnic pupils, therefore they are welcomed. To implement an inclusive curriculum teachers will need to be trained and supported in this area, for some of them are not familiar with pedagogic practices that have been identified as being successful for black and minority ethnic pupils.

To build on this work we recommend that anti-racism, as argued by the Stephen Lawrence Inquiry recommendations, should be an integral part of the curriculum and therefore it needs to be pedagogically defined with clear aims and objectives for all to see and understand.

Multicultural and anti-racist issues/perspectives should be integral to school textbooks and to all internal/external assessment practices and procedures.

QCA should provide guidance notes for schools to enable them to develop whole-school race equality policies and practices. The guidance must acknowledge and address the educational needs of vulnerable groups, i.e. ethnic minorities, Gypsy/Traveller children, children in care, refugees and asylum-seekers.

Beginning teachers and existing teachers should receive periodic training in race equality issues, policies and practices. To assist headteachers' use of EMTAG, guidance notes should be produced to make them aware of the type and benefits of organisations/provisions that meet the needs of minority ethnic students, e.g. mentoring, buying EAL teaching services. The National College of School Leadership should train all headteachers in whole-school race equality issues. OFSTED should be provided with training and guidance in the field of race and education so that they can make more informed judgements in this area.

## 5. Conclusion

The Runnymede Trust acknowledges and welcomes Curriculum 2000, particularly the interesting and innovative steps that have been taken by the QCA in meeting the educational needs of black and minority ethnic pupils. The statements that refer explicitly to minority ethnic pupils can be built on, but their mere inclusion does not amount to a curriculum with cultural diversity at its very core. Curriculum 2000 still has the potential to be taught and received as a monocultural curriculum. This, unfortunately, may take place in mostly or all-white schools, the very places that need to inform and prepare pupils for life in multi-ethnic Britain.

To focus the curriculum on the needs of black and minority ethnic pupils and the roles/responsibilities of all pupils in multicultural Britain, Curriculum 2000 needs to have a clear and coherent framework. An explicit statement that reiterates the recommendation of the Stephen Lawrence Inquiry Report – a national curriculum aimed at valuing cultural diversity and preventing racism, in order better to reflect the needs of a diverse society – should not only form part of the curriculum's objectives but also be an aim of the curriculum in itself. A statement to this effect needs to be made in each specific subject order, to maintain a clear focus for the work of teachers, educators, researchers and government agencies.

The Runnymede Trust intends to work with these groups to revise our own curriculum toolkit *Equality Assurance in Schools: Quality, Identity, Society* (RT 1993). This multicultural/anti-racist handbook was originally produced in response to the colour-blind curriculum of 1988. We envisage that, by revising it for Curriculum 2000, it will continue to help prepare pupils for life in a successful multicultural, multi-ethnic Britain.

## Appendix: Recommendations to Government

### Values and purposes of the curriculum

➤ The national curriculum should explicitly state as one of its aims its commitment to preparing all pupils for life in multicultural Britain and that in part involves educating them to pre-empt and challenge racism. This aim should then be reiterated in each subject order so that cultural diversity and anti-racist teaching permeates all national curriculum subjects. (see QCA 1999a and b: 10)

### Flexible key stage 4

➤ If the curriculum is to be more flexible, schools need to ensure that all students have access to the broad curriculum.

➤ Teachers identifying students for the proposed vocational curriculum should not predicate their judgements on stereotypes: African Caribbean boys and white working-class boys are disproportionately stereotyped as vocationally orientated.

➤ For the black and minority ethnic students that will take the vocational route, schools should ensure that their work experience is meaningful. In other words, it has to be work that can lead to future or worthwhile employment.

➤ To provide role models for black and minority ethnic students schools should forge links with black and minority ethnic businesses so that students can take up work experience places in these respective companies and organisations.

➤ Disapplication needs to be monitored by ethnicity. Schools should be made accountable for their actions via LEA and OFSTED.

### History

➤ The History orders should explicitly state the distinctive contribution that the study of history as a subject should make to fostering an understanding of multicultural Britain.

➤ Key events and historical figures from black and minority ethnic communities in Britain and the respective continents should be taught at key stages 1, 2 and 3.

➤ The lives and experiences of black and minority ethnic figures and communities in

Britain and continents with a relationship to Britain should form part of the specified subject areas at key stages 2 and 3.

➤ The QCA should provide teachers with guidance on the teaching of a culturally diverse history because the history of black and minority ethnic communities cannot be merely integrated into the history curriculum.

### Use of language

➤ The statement on the use of the language across the curriculum should also make reference to the need for teachers to respect the languages of students who are bilingual and/or bidialectal.

### Promotion of key skills

➤ The QCA should highlight to teachers the use of key skills as a preventative exclusion strategy because some of them, e.g. communication and working with others, characterise conflict resolution skills.

### Inclusive learning

➤ Cultural diversity and the combating of racism (anti-racism) need to permeate the teaching and learning materials of all national curriculum subjects.

➤ Anti-racism needs to be pedagogically developed to thus address the needs of all students in multicultural Britain today and in the future.

➤ Anti-racism needs to be defined with clear aims and objectives for all to see and understand.

➤ Multicultural and anti-racist issues/perspectives should form an integral part of school textbooks and internal/external assessment practices and procedures.

➤ Inclusive learning in respect of 'race' and ethnicity should be a facet of whole-school race equality policies, e.g. policies on dealing with racial harassment.

➤ Schools should target set and monitor attainment by ethnicity.

➤ The teaching staff of the school should reflect the cultural diversity of multi-ethnic Britain.

continued on p.8

## Appendix (contd)

### School support

- Schools should consult the CRE's *Learning for All* document to enable them to develop whole-school race equality policies and practices.
- The QCA should provide guidance for schools that addresses the needs of vulnerable groups, i.e. ethnic minorities, Gypsy / Traveller children, children in care, refugees and asylum seekers.
- Teachers should have periodic insets on pedagogic practices that have been identified as successful for black and ethnic minority pupils.
- To assist headteachers' use of EMTAG, guidance notes should be produced to alert them to the types and benefits of organisations/provisions that meet the needs of minority ethnic students.
- The National College of Leadership should train all headteachers in whole-school race equality issues.
- Race equality issues should permeate the inspection framework and not be confined to the statement referring to the encouragement of 'Pupils' Spiritual, Moral, Social and Cultural Development' (Osler and Morrison 2000: xx).
- OFSTED should provide guidance to inspectors and schools on ethnic monitoring as an essential feature of school inspection and school evaluation (Osler and Morrison 2000: 155)
- OFSTED should incorporate aspects of *Learning for All* (CRE 2000) into their inspection framework.
- OFSTED should require inspectors to identify in their reports successful strategies to prevent and address racism in schools.
- OFSTED should employ experts on 'race' and minority ethnic educational issues as advisors.
- The composition of OFSTED inspectorate teams should reflect the cultural diversity of British society.
- OFSTED should ensure that race equality is an explicit feature of mandatory training for contracted inspectors (Osler and Morrison 2000: 155).

## References

- Aldrich, R and White, J (1998) *The National Curriculum beyond 2000: the QCA and the aims of education*. London: University of London, Institute of Education
- Commission on the Future of Multi-Ethnic Britain (1999) *Focus Group Research, October 1999*. London: The Runnymede Trust
- CRE (2000) *Learning for All: Standards for Equality in Schools*. London: Commission for Race Equality
- Dearing, R (1994) *Dearing: The Final Report*. London: SCAA
- Finn, D (1987) *Training without Jobs*. London: Macmillan
- Gordon, P (1989) 'The New Educational Right', *Multi cultural Teaching* 8(1): autumn issue
- Hardy, J and Vieler-Porter, C (1992) 'Race, Schooling and the 1988 Education Reform Act', in Gill et al. (eds) *Racism and Education Structures and Strategies*. London: Sage
- Macpherson, Sir William (1999) *The Stephen Lawrence Inquiry*. London: The Stationary Office
- Office for National Statistics (1995) *Social Focus on Ethnic Minorities*. London: Stationery Office
- Osler, A and Morrison, M (2000) *Inspecting Schools Race Equality: OFSTED's Strengths and Weaknesses*. Stoke-on-Trent: Trentham Books for the Commission for Racial Equality
- Parekh, B (1986) 'The Concept of Multicultural Education', in S. Modgil et al. (eds) *Multicultural Education: The Interminable Debate*. London: Falmer
- Qualifications and Curriculum Authority (1999a) *The National Curriculum Handbook for Primary School Teachers in England*. London: QCA
- Qualifications and Curriculum Authority (1999b) *The National Curriculum Handbook for Secondary School Teachers in England*. London: QCA
- Qualifications and Curriculum Authority (1999c) *The Review of the National Curriculum in England: The Secretary of State's Proposals*. London: QCA
- Qualifications and Curriculum Authority (1999d) *The Review of the National Curriculum in England: The Consultation Materials*. London: QCA
- Qualifications and Curriculum Authority (1999e) *Flexibility in the Secondary Curriculum*. London: QCA
- Richardson, R and Wood, A (1999) *Inclusive Schools, Inclusive Society: Race and Identity on the Agenda*. Race on the Agenda in partnership with Association of London Government and Save the Children. Stoke-on-Trent: Trentham Books
- Runnymede Trust (1993) *Equality Assurance in Schools: Quality, Identity, Society. A Handbook for Action Planning and School Effectiveness*. Stoke-on-Trent: Trentham Books
- Sewell, T (1997) *Black Masculinities and Schooling: How Black Boys Survive Modern Schooling*. Stoke-on-Trent: Trentham Books

RUNNYMEDE



The Runnymede Trust, founded in 1968, is an independent think tank on race relations, ethnicity and cultural diversity. Runnymede's core mandate is to challenge racial discrimination, to influence anti-racist legislation and to promote a successful multi-ethnic Britain. While maintaining a broad general interest in all matters to do with race and racial discrimination, one of the Trust's priority areas is to develop specific and targeted strategies to raise the educational achievement levels of ethnic minority pupils.

Linda Appiah is a Research and Policy Analyst (Education) at The Runnymede Trust.

An early version of this paper was first presented at the NUT Black Teachers' Conference in Grantham, Saturday 20 May 2000

Other publications by Runnymede, dealing with youth and education issues, include: *Examining School Exclusions and the Race Factor*. (1998) *Improving Practice: A whole school approach to raising the achievement of African Caribbean youth*. (1998) *Young People in the UK: Attitudes and opinions on Europe, Europeans and the European Union*. (1998) *Black and Ethnic Minority Young People and Educational Disadvantage*. (1997) *Equality Assurance in Schools* (as listed in References opposite) (1993 - and to be revised for 2001)

Articles by Linda Appiah available from Runnymede as photocopies: 'Race' and School Exclusions: Can the curriculum make a difference? (2000). Also published as an article in *Multicultural Teaching* 18(3) (summer): 11-15  
Response of the Runnymede Trust to the 4th Review Phase to the National Curriculum. (1999)

This report is copyright © 2000 Runnymede

The Runnymede Trust  
Suite 106  
London WoolExchange  
Brushfield St, London E1 6EP  
Tel: 020 7377 9222



e-mail: [info@runnymedetrust.org](mailto:info@runnymedetrust.org)  
website: [www.runnymedetrust.org](http://www.runnymedetrust.org)

Registered Charity No. 1063609