

Cyber-racism in schools

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Racist violence in schools is on the documented increase worldwide. This paper will make the argument that the nature of and motivations for such attacks are changing as a function of the new electronic communication technologies available to students. The prevalence in school communities is thought to be under-represented due to the under-reporting of incidents to authorities. Victims may belong to visible minorities, new migrants, or refugees. Precursors to incidents of racist violence include physical appearance, languages spoken, and learned discriminatory attitudes from within the family and community at large. Combining these variables with the multimedia inter-personal and inter-group communication technologies available to young people, the scene is set for the prevalence of racial vilification to escalate within our school settings.

Despite the many personal, social, cultural, intellectual and political levels on which the battle to defeat racism has occurred, it remains a destructive element of human behaviour present in cultures and countries around the globe. Although racism may be enacted on macro-social levels, a particularly destructive and personally distressing manifestation of new racism is in more specialised niches, such as schools, as indicated in this Daily Mail report:

Race Relations In The Primary Schools

Robert Elliott Speer



Race Relations In The Primary Schools:

Race Relations in the Primary School Cecile Wright, 2018-09-05 Originally published in 1992 This book presents research carried out by the author in four inner city primary schools It documents the experiences of black and Asian children particularly in interaction with their white peers and with their teachers from both observation and interviews with parents teachers and the children It presents cases both inside and outside the classroom The children's academic progress is also examined and the book considers the link between home and school The concluding chapter is concerned with measures for promoting good practice in the primary school context

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Cross Curricular Contexts, Themes And Dimensions In Primary Schools Gajendra K. Verma, 2005-06-21 The final volume of four the authors all specialists in the areas of the curriculum consider how the concerns of ethnic groups may be addressed within the framework of the National Curriculum Despite the indecision surrounding the structure content pedagogy and assessment of many components of the primary school curriculum it remains that the multicultural nature of the population and of schools will develop These developments and their educational implications must be considered if the educational system is to respond adequately

Race Relations and Urban Education Peter David Pumfrey, Gajendra K. Verma, 1990 A presentation of a radical but systematic approach to the study of some of the educational problems and issues which ethnic minority children and adolescents face within the context of urban schooling as we move into the 1990s

Teaching about Race Relations Lawrence Stenhouse, Gajendra Verma, Robert Wild, Jon Nixon, 2012 This is the report of two linked research projects the SSRC Project on Problems and Effects of Teaching about Race Relations and the Calouste Gulbenkian Foundation Project on Teaching About Race Relations through Drama Its aim is to help teachers who will face race as a theme whether it arises in the normal course of their subject teaching or is introduced as a separate topic The project worked with three groups of teachers each of which adopted a different approach and the results of the testing programme are given alongside a series of case studies of classroom teaching The book includes a summary of the findings of the research expressed as hypotheses and an account of the teacher dissemination of the project's work it concludes with reflections by the director of the project and a participant teacher

Race, Identity, and Representation in Education Cameron McCarthy, 1993 Despite differing orientations the contributors here all share a common concern for stressing the importance of social context nuance and language in understanding the dynamics of race relations

Racism in Children's

Lives Barry Troyna, Richard Hatcher, 2018-10-03 Originally published in 1992 Both teachers and the general public have traditionally been unwilling to acknowledge that concepts of race might play a part in the lives of primary school children For this book the authors spent a term in each of three mainly white primary schools They talked to black and white pupils individually and in small groups about issues not necessarily of race which the children themselves saw as important From these conversations they present a fascinating study of how race emerges for young children as a plausible explanatory framework for incidents in their everyday lives The final picture is both disturbing in its demonstration of how significant racism is and hopeful in showing how frequently anti racist attitudes exist even in the thinking of children who engage in racist behaviour A final chapter looks at how school policy can combat racism and build on these positive elements

Reflective Teaching in Primary Schools Andrew Pollard, Dominic Wyse, Ayshea Craig, Caroline Daly, Sinead Harmey, Louise Hayward, Steve Higgins, Amanda McCrory, Sarah Seleznyov, 2023-01-26 The book you can trust to guide you through your teaching career as the expert authors share tried and tested techniques in primary settings Dominic Wyse with Andrew Pollard have worked with top practitioners from around the UK to create a text that is both cohesive and that continues to evolve to meet the needs of today's primary school teachers This book uniquely provides two levels of support practical evidence based guidance on key classroom issues such as relationships behaviour curriculum planning teaching strategies and assessment evidence informed principles and concepts to help you continue developing your skills New to this edition More case studies and research summaries based on teaching in the primary school than ever before New reflective activities and guidance on key readings at the end of each chapter Updates to reflect recent changes in curriculum and assessment across the UK reflectiveteaching.co.uk provides a treasure trove of additional support

Ethnic Relations and Schooling Sally Tomlinson, Maurice Craft, 1995-01-01 A sound knowledgeable and balanced account of the issues affecting ethnic relations in primary and secondary schools in the 1990s Addressed to teachers governors parents local and central government this book reflects the tensions and pressures felt in schools today and points to the policies and practices working for improvement This book is greatly needed since much of the earlier literature in this field is now outdated

Beyond Ethnicism Wairimu Nderitu, 2015-12-29 The manual *Beyond Ethnicism Exploring Racial and Ethnic Diversity for Educators* a first of its kind in Kenya speaks to the key issues of ethnic and racial belonging that are such a key determining factor in defining and dividing Kenyans These two issues influence many social economic and especially political decisions The manual transcends the limitations of current discussions on ethnicism and racism Questions of ethnic and racial belonging are connected to some of the deepest moral and political decisions of our time Belonging is an emotional subject that as a country citizens should not lose capacity to discuss coherently An educator who wanted to know how to end ethnicism and racism inspired the writing of this manual Ethnic and racial favoritism as well as discrimination have seeped into the Kenyan education system Educators sit in staff rooms as members of political parties or ethnic communities and

sometimes consciously or unconsciously perpetuate ethnic and racial stereotypes and prejudices Educators find talking about ethnicity and racism difficult They do not know where to begin yet they can recognise ethnicity and racism in learners Sometimes they practice it themselves favouring or discriminating learners on the basis of ethnicity or race Educators are sometimes helpless in arresting ethnicist and racist practices in their learners or themselves as they do not have the tools to do so This manual is a practical resource which assists educators in contextualising ethnic and race related concerns without undermining the human rights it also helps in creating the space for discourse amongst educators on how to combat ethnicity and racism It asks rarely addressed critical and significant questions on the meaning of ethnic and racial belonging The manual addresses the arresting of stereotypes and prejudice before they morph into actual discrimination and sometimes violence

Beyond Ethnicism Nderitu, Alice Wairimu, 2018-12-14 The manual *Beyond Ethnicism Exploring Racial and Ethnic Diversity for Educators* a first of its kind in Kenya speaks to the key issues of ethnic and racial belonging that are such a key determining factor in defining and dividing Kenyans These two issues influence many social economic and especially political decisions The manual transcends the limitations of current discussions on ethnicity and racism Questions of ethnic and racial belonging are connected to some of the deepest moral and political decisions of our time Belonging is an emotional subject that as a country citizens should not lose capacity to discuss coherently An educator who wanted to know how to end ethnicity and racism inspired the writing of this manual Ethnic and racial favoritism as well as discrimination have seeped into the Kenyan education system Educators sit in staff rooms as members of political parties or ethnic communities and sometimes consciously or unconsciously perpetuate ethnic and racial stereotypes and prejudices Educators find talking about ethnicity and racism difficult They do not know where to begin yet they can recognise ethnicity and racism in learners Sometimes they practice it themselves favouring or discriminating learners on the basis of ethnicity or race Educators are sometimes helpless in arresting ethnicist and racist practices in their learners or themselves as they do not have the tools to do so This manual is a practical resource which assists educators in contextualising ethnic and race related concerns without undermining the human rights it also helps in creating the space for discourse amongst educators on how to combat ethnicity and racism It asks rarely addressed critical and significant questions on the meaning of ethnic and racial belonging The manual addresses the arresting of stereotypes and prejudice before they morph into actual discrimination and sometimes violence

Science in Primary Schools: The Multicultural Dimension Alan Peacock, 2006-05-23 Designed to help primary school teachers build a multicultural dimension into their teaching of science this book provides a wide variety of practical ideas for use in both multi ethnic and all white classrooms The contributors also examine the underlying rationale for a multicultural approach to science education

A Survey of Race Relations in South Africa South African Institute of Race Relations, 1972

Time to Shut Up & Listen Sundiata Foundation, 2000

Race and Race Relations Robert Elliott Speer, 1924

Key Issues for Primary Schools Michael Farrell, 2003-09-02 *Key Issues for Primary Schools* is a concise

comprehensive guide to the main issues in primary education and the implications for schools Presented in a convenient A Z format the book includes coverage of special educational needs attendance truancy and exclusion bullying and behavioural problems management and administration safety and security There is also a review of up to date DfEE requirements and suggestions for further action and reading The addresses of useful contacts help to make it a reference book no primary school should be without **Foundation Subjects and Religious Education in the Primary School** Peter D.

Pumfrey,Gajendra K. Verma,2018-12-07 First published in 1993 This volume brings together writings of specialists in the key components of both the whole and the basic curriculum It sets out to describe and discuss cultural diversity and the whole curriculum from a variety of perspectives and to consider how the concerns of ethnic groups may be addressed within the framework of the national curriculum To this end specialists in areas of the curriculum consider some of the challenges and describe promising practices in the secondary school Much remains undecided concerning the structure content pedagogy and assessment of many components of the primary school curriculum Despite these considerations the multicultural nature of the population and of schools will develop These developments and their educational implications must be considered if the educational system is to respond adequately Although the rules of the curricular game are still being negotiated in relation to a number of aspects of the curriculum the editors have deliberately ventured into this controversial field They do so because of the increasing importance of ethnic diversity of the school population and of the country International

Handbook of Urban Education William T. Pink,George W. Noblit,2008-09-03 It is evident that urban education has become the central focus of educators at the present time In the U S for example almost one third of all school age children attend schools in large urban school districts It is in these urban schools where the diversity of cultures and languages is highest and where student learning is most problematic What has emerged from recent work to improve urban schools is the insight that there is no one size fits all panacea Rather we have discovered that the local context shapes in critically important ways what will be effective at the school level The universality of the problematics with urban education together with the importance of understanding the local or situated context of improvement interventions brings into sharp focus the importance and timeliness of an undertaking like the International Handbook of Urban Education An important focus of the International Handbook of Urban Education will be the interrogation of both the social and political factors that lead to different problem posing and subsequent solutions within each region An important question to be answered for example is what it takes in terms of resources political will and policy actions to improve urban education **Race Relations in**

Britain Tessa Blackstone,Bhikhu Parekh,Peter Sanders,2005-06-27 Bringing together distinguished experts in the field of race relations this book addresses questions which are increasingly relevant in the current socio political context of Great Britain The kind of visions of multicultural Britain which are currently being canvassed and the problems which ethnic minorities continue to face are addressed together with an examination of the new policy initiatives which are needed to

tackle these problems Race Relations in Britain falls into three parts which analyse contemporary trends articulating a vision of multicultural Britain and exploring important theoretical controversies identify the obstacles that stand in the way of a racism free Britain looking at current policy in areas such as immigration employment education the criminal justice system as well as the role of the media offer a vision of a multi cultural Britain advancing new policies based on current research

Race, Equality and Schools Richard Willey, 2018-10-03 Originally published in 1984 How to respond to ethnic diversity is a question of major importance for teachers The multi ethnic school is only one aspect of a multi ethnic society and the problems and complexities teachers face have far reaching implications Attention has turned from fitting minority ethnic groups into existing education systems to achieving equality in a multi ethnic society with consequent questions about and changes in the practice of teaching This book guides the reader through the complexities of changes in the field of race and education examining developments in both policy and practice It looks at the radical answers which were developing within a number of national education systems in Britain Australia Canada the US and elsewhere and at the teachers practical responses to the pressing problems

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