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INTRODUCTION

The purpose of this book

Who is this book for?

Complementing Teachers is for teachers, headteachers, governors, local authority officers and advisers, and others delivering education in all types of schools and educational establishments, including:

- early years' settings
- primary, middle and secondary schools
- pupil referral units and special schools
- mainstream and specialist schools
- inner-city, rural and suburban establishments
- multi-ethnic and less ethnically diverse schools
- community, foundation, voluntary-aided, voluntary-controlled and independent schools
- religious and charitable foundations
- city technology colleges, city academies and city colleges for the technology of the arts
- supplementary, mother-tongue and community religious schools.

What can this book do for you?

This book will help those involved in providing education to meet the general and specific duties of the Race Relations (Amendment) Act 2000 and other relevant legislation.

It is intended to help you to review school practice to ensure that it:

- provides a high quality education for every pupil, whatever their ethnic identity, cultural tradition or community experience
- works towards removing prejudice, harassment, racism and discrimination
- prepares pupils in less ethnically diverse and multi-ethnic schools for life in a culturally diverse society
- prepares all pupils for the shared responsibilities of citizenship in a modern UK and the world
- supports all pupils in their development of personal and cultural identities.

LEARNING FOR ALL

Complementing Teachers is an educational handbook that will enable the planning and delivery of an inclusive curriculum in school.

It promotes the education and achievement of all, particularly those who traditionally have been excluded from or marginalized in some mainstream educational establishments (i.e. African Caribbean and other pupils from minority ethnic groups; Traveller and Gypsy pupils; refugees and asylum seekers; new arrivals). It will help all pupils be prepared for life in a culturally diverse society.

Aims of the National Curriculum

- to provide opportunities for all pupils to learn and to achieve
- to promote all pupils' spiritual, moral, social and cultural development and prepare them for the opportunities, responsibilities and experiences of life.

National Curriculum inclusion statement

...teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

The National Curriculum (1999)

The Government's commitment to 'equality of opportunity and high standards for all' is evident in the aims of the National Curriculum. It also remains an important component of the legal and structural framework that has been created to enable schools and educational practitioners to meet the requirements and standards for educational inclusion and the promotion of race equality (see Section C Chapter 3: The Statutory Framework). However, if this is to be fully realised, both schools and educational practitioners need to be equipped with the appropriate skills to provide an equitable education for all.

By drawing on the National Curriculum framework and the recommendations to promote race equality, *Complementing Teachers* advocates a curriculum which:



prioritises **equality** of opportunity and access

- ensures that every child has equal access to its content, resources and pedagogic practices
- takes into account the ethnicity, background and language needs of all pupils
- promotes cultural diversity and challenges discrimination and racism across the explicit and hidden curriculum.



ensures **excellence** for all

- sets high standards and provides a high level of support to enable pupils to realise their potential
- enables monitoring of the attainment of all pupils by ethnicity
- implements strategies to address inequalities in attainment.



supports the development of cultural and personal **identities**

- draws on the interests of pupils from all ethnic groups
- encourages positive attitudes towards ethnic difference, cultural diversity and race equality.



prepares pupils for **citizenship**

- promotes the roles and responsibilities of citizenship at local, national and international levels
- uses and develops life skills.

