

# God Save the Queen? Multiculturalism resurfacing at a time of increased monoculturalism

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# Structure

- Contextualise the paper – July 2022 – Education and the politics of monoculturalism and multiculturalism in England.
- Typologies of citizenship (Banks, 2017).
- Educational Inequality (Demie, 2019).
- Policy 1 – Fundamental British Values (DfE, 2014)
- Policy 2 – Prevent (DfE, 2015)
- Monoculturalism or Multiculturalism (Race, 2019, 2020, 2022a, 2022b; Kuper, 2022)?

# Banks - Typology of Citizenship (i)

- Failed citizenship Failed citizenship exists when individuals or groups who are born within a nation or migrate to it and live within it for an extended period of time do not internalize the values and ethos of the nation-state, feel structurally excluded within it, and have highly ambivalent feeling toward it. Individuals who experience failed citizenship focus primarily on their own needs for political efficacy, group identity, and structural inclusion rather than the overarching and shared goals of the nation-state. Their allegiance and commitment to the nation-state is eclectic and complex.
- Recognized citizenship Recognized citizenship exists when the state or nation publicly recognizes an individual or group as a legitimate, legal, and valued member of the polity and provides the individual or group full rights and opportunities to participate. Although recognized citizenship status gives individuals and groups the right and opportunity to fully participate in the civic community of the nation-state, it does not require their participation. Individuals who have state-recognized citizenship status participate in the polity at very different levels, including nonparticipation.

# Banks - Typology of Citizenship (ii)

- Participatory citizenship Participatory citizenship is exercised by individuals and groups who have been granted recognized citizenship by the nation-state. It takes place when individuals with citizenship rights take actions as minimal as voting to influence political decisions in their communities, nations, and the world to actualize existing laws and conventions. An example of participatory citizenship is the action taken by civil rights groups to enable African Americans to vote after the Voting Rights Act was signed into law by President Lyndon Baines Johnson on August 6, 1965.
- Transformative citizenship Transformative citizens take action to implement and promote policies, actions, and changes that are consistent with values such as human rights, social justice, and equality. The actions that transformative citizens take might—and sometimes do—violate existing local, state, and national laws. Examples are actions taken by transformative citizens such as Mahatma Gandhi, Martin Luther King, Jr., and Rosa Parks that violated national laws but helped actualize values such as human rights and social justice and eliminate institutionalized discrimination and racism.

• Banks, 2017

# Demie (1) – The gaps in achievement at school

The hard question that faces educational policy makers today is not how to raise achievement, but how to tackle educational inequality. A well-established body of research evidence shows that inequality in educational outcomes has grown for some groups over the last three decades, and that a large number of children are underachieving at school. Yet policy makers do little to tackle it. Of particular concern is the growing inequality in educational outcomes for some disadvantaged groups, such as Black Caribbean, White working-class and Pakistani pupils on free school meals. The attainment gap between children eligible and not eligible for free school meals is apparent at the age of seven and at the age of eleven. Generally, pupils eligible for free school meals have lower rates of progress.

Demie, 2019: 1

# Demie (2) Success factors behind outstanding achievement

- Strong leadership on equality and diversity
- Consistently excellent teaching
- Effective use of data
- Effective use of pupil voice
- Effecting targeted support through intervention strategies such as
  1. Small-group additional support
  2. One-to-one tuition
  3. Feedback
  4. Directing the best teachers to teach English and maths
  5. Booster classes using class teachers
  6. Enrichment activities
  7. Early intervention.

## Demie (3) – Factors that were found to raise the achievement specifically of ethnic minority and bilingual children

- Engaging parents in school and classroom activities
- Links with the community
- Celebrating cultural diversity
- An innovative curriculum that reflects and meets the needs of the community
- Targeted support from teaching assistants, EAL teachers and learning mentors
- Home language classes
- Diversity in the school workforce

Demie, 2019: 192-193

# Britain and British Values ...

- What is Britain in July 2022?
- What is your citizenship? Do you regard yourself as British or British and ... or another nationality?
- Is your identity local, national, international or global in July 2022?
- What are British Values and how important are they in July 2022?
- What challenges does Brexit still have for Britain and the European Union in July 2022?
- What is the future of the United Kingdom and Britain in July 2022?

# Fundamental British Values (2) (DfE, 2014)

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

# Prevent – What is it?

## **The Prevent duty: what it means for schools and childcare providers**

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

(DfE, 2015)

# Prevent Questions and Issues

- What is the connection between Prevent and British Values?
- What is Prevent looking to prevent? Is it working?
- When will Sir William Shawcross publish his Prevent review for the Home Office?

# Monoculturalism or Multiculturalism?

- Multiculturalism, if applicable, is political and therefore politically conditional and political values in a country or countries.
- In England, a national curriculum has been in existence since 1988. The first education White Paper in England was published earlier this year, the first policy document of this depth in six years.
- In Wales, a bilingual country, will see a new national curriculum introduced in September 2022. Look at the new policy development to see the lessons that England (and Scotland / Northern Ireland) can learn or avoid.
- Why do we not see the United Kingdom as an opportunity to compare international education policies? Is this because British Values are English values and if so, what does this mean for cultural diversity?

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