Something to consider before we begin...

What does an inclusive school look like to you?
Exploring inclusion of migrant learners in primary schools in England and South Africa through creative visual methods

Some initial thoughts

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Today’s themes

Research problem

Doing the research

Pupil views on inclusion
How is inclusion of migrant pupils understood in primary schools in England and South Africa?

- Learners
- Teaching staff
- National and school policies
Research problem
The research problem

• Migration in England and South Africa

• Diversity of pupils within non-segregated schools

• Role of education in social cohesion, national identity and belonging?

• ‘Inclusion’ or ‘integration’ as an educational policy aim

• But pupils’ perspectives not always or easily accessed or incorporated
England

- Population: 53 million
- 84.5% White
- 7.8% Other
- 3.5% Asian
- 2.3% Black
- 1.9% Mixed

Population: 53 million
7.3 million not born in England

South Africa

- Population: 54 million
- 80.2% Coloured
- 8.9% Indian/Asian
- 8.4% African
- 2.5% Other

Population: 54 million
2.2 million not born in SA
Challenges faced by new migrant children in England and South Africa

• Documentation
• School registration
• Language difficulties
• Xenophobia / bullying
• Families separated
• Religious and cultural differences
• Making new friends
• Being new!
Inclusion = participation

Participation and access

Participation and belonging

Participation and achievement

Participation and collaboration

Black-Hawkins, Florian and Rouse, 2007; Rouse, 2009
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Creative visual research

• Creative methods (Kara, 2015)

• Photography/visual (Banks, 2001)

• Picturebooks among migrant children (Arizpe, Colomer and Martínez-Roldán, 2014)

• Children’s right to be consulted on anything that affects them (UNCRC) – thus involvement in research
Pupil views on inclusion: Access and participation
Inclusion = participation

Participation and access

Participation and belonging

Participation and achievement

Participation and collaboration

Black-Hawkins, Florian and Rouse, 2007; Rouse, 2009
If participation requires access, then access requires...

1. Access to the physical school
2. Access to the curriculum
3. Access to the classroom culture
If participation requires access, then access requires...

1. Access to the physical school
2. Access to the curriculum
3. Access to the classroom culture
2. Access to the curriculum

Migrant pupils as experts on their own lives (England)

Ahmed: Do you know there is some teachers are not from our countries but they teach, they found out some things about our country and they could, like, tell us

Interviewer: Do they do that?

Ahmed: yeah, like we’re learning about Muslim people, me and Bilal and Sara and Widad...

Widad: yes, because we are learning about the Muslims and I know more [than the teacher]...and I also like to correct Miss when she’s incorrect
Migrant pupils as experts on their own lives (SA)

Teacher: I think it’s nice for them, and I think for the first time, with this time that you’ve been spending with them, they might have thought, ‘somebody’s taking notice from where we are from’ and we’re giving that little bit of recognition that they’re not from South Africa, ‘you’re welcome here, but we didn’t forget where you’re coming from’.

Using ‘The Arrival’ and other picturebooks that reflect their experiences.
2. Access to the curriculum

Rethinking ‘the group at the back’ (England)

Interviewer: What about you, Sara, do you like to sit at the back or do you want to sit with the other children?

Sara: sometimes I like to front sometimes I want to the back, yeah
Rethinking ‘the group at the back’ (SA)

No funding for Teaching Assistants, so pupils are ‘integrated’ out of necessity!

But pupil-researchers said they didn’t want to be separated in other ways:

*Interviewer: What can teachers do to help you feel welcome at school?*

*Barbara: they can just say your name in class when you are new... but me, I was scared just to say my name*

*Anna: My first day at my old school, you must come in you must say how old are you, where you live, and oh! I didn’t want to*

*Interviewer: OK, so is it better if the teacher introduces you?*

*Anna: yes... and I think the teachers should just let us sit anywhere.*
3. Access to the classroom culture

A different learning environment (England)

Interviewer: and the children, are they the same or different?
Sara: different... quietly only

Interviewer: quiet only in your home country, really?
Sara: yeah...waaa aaaaah aaaaah [doing an impression of the noisy pupils]

Interviewer: Do you like it noisy or quiet?
Sara: No, I like it quietly...no shouting out

Interviewer: teachers?
Sara: teachers, yeah, too noisy
3. Access to the classroom culture

A different learning environment (SA)

Interviewer: How did you feel when came here to school?
Anna: I felt bored... because I didn’t like there were so many books, I thought there was going to be too much work
3. Access to the classroom culture

Pupils as collaborators and experts (UK)

Bilal: me and Ahmed and other people were playing with him [new boy in class] and we do action to, like, understand all this... He’s funny as well. Last time when Widad said, ‘Can I play with you?’, he said, ‘No’, and [name of friend] said, ‘If you let him he gonna be on’, and I said, ‘Yeah, yeah, yeah, go’ and then everybody laughing, he just don’t want to be on’ [laughs]
3. Access to the classroom culture

Pupils as collaborators and experts (SA)

Interviewer: What can other children do to make us feel welcome?
Ramon: talk to us, become friends
Barbara: they can help you
Anna: or maybe if they speak another language, like your language, they can like help you and they can translate it into your language if they speak that language...

Interviewer: What should they stop doing?
Ramon: they should stop bullying

Interviewer: Other teachers or learners?
Ramon & Anna: learners
Anna: Or even some teachers
3. Access to the classroom culture

Pupils as collaborators and experts (SA)

Interviewer: Somebody told me, you can tell me if this is true, somebody told me that the children from Congo, they fight a lot. Is that true?

Ramon: A LOT

Anna: Yes. No, my friend, she is from Congo, she doesn’t fight

Interviewer: Why do the Congo children fight so much?

Ramon: they are violent

Anna: maybe in Congo they fight so much so when they come to South Africa and then they start [fighting]

Ramon: ... they get that from their parents
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See my article in The Conversation Africa

How teachers can help migrant learners feel more included
Education in England and South Africa
• Post-war immigration
• Recent immigration from Middle East, northern Africa, East Asia
• Extremism and ‘failed’ multiculturalism

• Indigenous/colonial ethno-racial diversity
• Post-apartheid migration from central and southern Africa
• Xenophobic attacks in the ‘rainbow nation’
Charter for Inclusion

- Never be excluded
- Listen on you
  - Happy
  - by cool
  - by cool

- In sly
  - make good iad
  - move in
  - like

- Be
  - less smart
  - include

- Sad
- Conclusion
- Jump

- Say
- Free
- Play
1. I didn't talk with your friend.
2. do not fight with your friend.
3. Always be happy.
4. Respect fathers and mothers.
5. Never swear.
6. Always be friends.
7. Always help other with work.
8. Be happy with your friend.
9. Do not pushing
10. Do not swear.

I think teachers should intrust other.

Teachers should intrust other.

Agam it's a good idea to be nice to teachers. It will be nice to teachers.

Anywere the first day.
Questions for South African children:

Do you like Africa?
Do you have relatives?
What food do you have?
Do you speak English?
What is your favorite animal?
What games do you have from childhood?

How old are you?
Questions for learner researchers in England

- Do you like England?
- Would you want to come to South Africa?
- What game do you like?
- How old are you?
- How is your friend?
- Do you love your school very much?
- Will you come and see us to grill?
- What food do you like?
- How about you like?
- Do you have any games?
- Who is your sister?
- Are you happy at school?
- What story do you like to read?
- What is your favourite movie?
- Do you have a dog?
- Always be happy friend. Love you friends.