

Visit to Hungerford Primary's Partner School in Vhangani, South Africa

Visiting Hungerford's partner school in South Africa for two weeks was fascinating and challenging. The country itself is struggling to overcome the rotten legacy of apartheid. Teachers told me about how they were treated with contempt under the old system. One showed me the sjambok scar on his leg. In rural schools like Vhangani, an area people migrate from rather than to, the school comprises one community. Further up into the hills, schools which were previously exclusively Afrikaans-speaking have now taken in Tsonga and Tshi-venda speakers.

South Africa has 11 official languages. Children are taught for the first few years in their home language; at Vhangani this is Tshi-venda. There is then a transition to English by Secondary School. There is now a very ambitious curriculum that most of the teachers I met felt insufficiently trained to fully implement, so there is a huge challenge for professional development. The children are extraordinarily patient and good humoured in a way that would be hard to imagine in London. We are about to receive a visit from the Head of Vhangani and we aim to build a much closer partnership in the years ahead where we exchange teaching ideas and work together on aspects of the curriculum.

Paul Atkins, EMA Co-ordinator, Hungerford School

Turkish Puppet Making (Rotherfield School)



After watching the 'Karagöz Comes to London' puppet show at the Little Angel Theatre, we decided to try and re-create the two famous Turkish shadow puppet characters, Karagöz and Hacivat, for ourselves at the Turkish Club at Rotherfield School.

The workshop was attended by many children and parents, who all made their own puppets and screens, along with comical dialogue in Turkish and English.

'Beyond the Welcome Poster' - a new resource for Foundation Stage practitioners.

We are in the process of sending out this new booklet and lovely supporting photopack (produced by Early Years Equality) to every primary school. 'Beyond the Welcome Poster' is a resource designed to give practitioners meaningful opportunities to raise equality issues with young children and to promote racial equality in an appropriate way.

If you haven't already received your pack, you should do so at the beginning of the autumn term.

For more information please phone Tracy Smith on 0207 527 5582.

Numeracy Workshops (Hargrave Park School)

Over 20 numeracy workshops were held for Turkish speaking children and their parents this year, on Wednesday mornings from 9:00 - 10:45am. The last three workshops were spent making numeracy-related games, including a Snakes & Ladders board game and a more complex 'electrical buzz game', which will have question cards in various subjects (such as numeracy, science, opposite words, bilingual words).

Yuksel Ferit, Consultant (Turkish / Kurdish boys)

GOOD PRACTICE FOR ETHNIC MINORITY CHILDREN IS GOOD PRACTICE FOR ALL CHILDREN



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EMAS Conference Successes

The Education of Bangladeshi Heritage Children - Ensuring Success, June 27th



The themes of this first Bangladeshi conference were celebrating achievement and sharing good practice. Delegates from Islington and around the country attended, with Hull, Walsall, St Albans, South Shields, Portsmouth and Stoke-on Trent among the areas represented. The conference was opened by Dr Kirit Modi, who welcomed delegates in Bengali and stressed the importance of having high aspirations and expectations for this substantial group of pupils. The keynote speaker, Dr Bari, Chairman of the East London mosque, gave a welcome historical overview of the Bangladeshi community's history in the UK and London. Asiya Kazmi, Director of the DfES National Project, gave a stimulating presentation on the performance of Bangladeshi pupils nationally, while Jamal Uddin shared with us the extensive programme of first language provision in Tower Hamlets.

Some comments from delegates included:

- A most enjoyable and informative day. Hope we can make it an annual event!
- Very clear presentation - excellent delivery (DfES speaker)
- The dance was gorgeous - really good to see our students taking part
- Lots of time to share ideas between participants (workshop)

- Very inclusive and thought-provoking. Motivational for women and girls!

- Good visible presence of both male and female Bangladeshi speakers

Delegates were delighted with the dance, presented by EGA Language College students and ably choreographed by their dance teacher, Rana Chowdhury. The day ended with boys from Central Foundation School and girls from EGA outlining what they saw as the important issues for the future, and what helped them to succeed.

A full conference report is available from Ann Jones, EMAS.

Raising the Achievement of Boys in Inner City Schools

Nearly a hundred delegates attended a national conference at the Barnsbury Centre on May 23. Keynote Speaker Gary Wilson was in the words of delegates 'inspirational', 'full of passion', 'stunning' and 'awesome'. Graham Smith provided a 'thought provoking' overview of the local and national context. Ann Braham gave an 'encouraging' outline of Islington's efforts to engage men in learning, and Kate Kelly and Scott Cohen presented the Arsenal Double Club's work which was 'a very good incentive for other possible schemes'; both presentation left non Islington delegates hoping for similar initiatives in their own LEAs.

There was something for all phases of practice in the workshops which covered getting boys to read, reading into writing, gaming and boys' achievement, visual literacy and boys, superhero play, popular culture and boys, and successful strategies from the foundation stage to GCSE.

Workshops were well received, 'lots of excellent strategies', 'such good practice', 'lesson plans we can take away and teach' and 'changed my way of thinking'. The conference closed with an outstanding presentation on peer mentoring by the Central Foundation Boys 'Anti Bullying Massif' who delegates said were 'excellent role models for school and society', 'positive role models of what it looks like when it all comes right' and 'brilliant young people doing a brilliant job'.

EDUCATING OUR BLACK CHILDREN: LEARNING FROM SUCCESS II

'A really inspiring and informative day', 'I now have a long list of actions to take forward with my school', 'Many thanks for the positive picture of Islington and its team', 'Excellent! Perhaps we should come back next year to check our progress!'

The word from delegates describing this year's conference was 'INSPIRING', so a big thank you to all who contributed towards an extremely successful and thought provoking conference. Focussing on the theme of good practice, Islington's Ethnic Minority Achievement Service were proud to be able to showcase work being done here in Islington schools as well as welcoming contributions from colleagues from further afield. Delegates came from all over the country.

The conference was opened by Lela Kogbara, Assistant Director CEA@Islington and Helen Bailey, London Borough of Islington's Chief Executive.

Our keynote speaker, Jan McKenley, reported on her work for the DfES Ethnic Minority Achievement team's pilot involving 30 schools and the CFBT KS3 London Challenge pilot, 'Ensuring the attainment of African Caribbean boys.' Jan was able to inspire and challenge the audience with her honest and practical views on what makes a difference for these pupils.

Other speakers included Graham Smith, School Improvement Officer for Achievement and Diversity for CEA@Islington, who gave us an overview of the Islington context. We had the opportunity to view a range of exciting new resources to support our work, much of which is now on the CEA@Islington website www.islingtonschools.net (see Teaching and Learning/ EMAS), including the recently launched pupil publication 'Black Performers in London, 1800-1930. There was also a report from Liz Campbell on curriculum developments in the E & L team and a presentation from Olusola Adebisi, a member of Black Educators' Network (BEN) about the new Black History timeline.

Delegates were then able to choose from a range of workshops, which included:

- Using Rap to Bridge the Writing Gap, presented by EMAS consultant Emma Joseph. This workshop was a huge success, with comments from delegates such as 'fantastic', 'outstanding', and many requests for materials to be made more widely available.
- Exploring Good Early Years Practice was presented by Rose White and Tracy Smith from Islington's Early years EMAS team. Delegates' comments were: 'Some crucial insight into how early attitudes towards cultural and ethnic differences are formed', and 'a very creative and imaginative approach'.
- Working Effectively with Parents, by Cassius Francis, Senior Learning Mentor and Policy Advisor, EMAS. This workshop on how to set up and run effective groups for parents was run in collaboration with parents, 'very well organised, practical and inspirational', 'Great! Wonderful to hear parents and see them leading in this way. Cassius has great presence and used a range of resources.'
- Kokayi Project - raising boys' achievement at KS2, presented by Hugh Dale, Director of Kokayi African Caribbean Supplementary School in Islington - outlined the after school project with African Caribbean boys at KS2 in partnership with City and Islington College. 'Excellent. An inspiring speaker with a passion for his subject- why didn't we know about Kokayi before!'
- Reducing Exclusions, presented by Derek Willis, principal Officer for Pupil Inclusion, National Children's Bureau, reported on strategies which schools have used to develop pupils' skills in conflict resolution and mediation. 'Very good - some great discussion'.
- Raising the Achievement of Boys at KS3 and 4, presented by Judith Fortune, head teacher, Central Foundation School for Boys. 'Very good', 'Clearly presented, informative, good ideas'.

Many thanks to all who contributed to make this such an inspirational event and let's hope that we can look forward to a third conference in 2006, keeping Black achievement firmly on everyone's agenda.

Beyond Black History Month: A day of education and entertainment organised by the Achievers Group at St John's Upper Holloway (Parents of Pupils of African and African Caribbean Heritage)



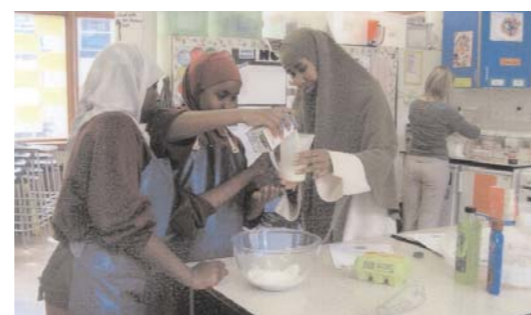
Lisa Ferguson, Sandra Calder, Revd Karwei Dorgu, Andrew Daniel planned a day of fun and learning about South Africa in partnership with teaching staff for both pupils and parents on Tuesday 19 May. The parents felt that Black history should not be restricted to October and with the support of the school started the planning early in the year. The day was also an opportunity for the Year 5 and 6 pupils to share some of what they had been learning about South Africa in the lead up to the event in their classes.

The parents invited Lela Kogbara (Assistant Director, CEA@Islington) to talk about her experiences of the Anti-Apartheid Movement and her meetings with Nelson Mandela. Lela stressed the point about recognising the importance of the freedoms that we enjoy, she also challenged the pupils to think about a cause they would feel strongly about even though it may not directly affect them.

Lucky Moyo (from Music for Change) worked with pupils for the day and supported them in a performance to parents and other classes.



Successful Somali Programmes at EGA



Habiba Hirsi from the Community Bilingual Team has been developing a range of interesting initiatives with Somali students and parents since she started working at EGA two years ago. Habiba set up the Somali Social Club in September 2004 with the overall aim of helping students to maintain their own culture and identity, while also learning to respect and enjoy aspects of other cultures. The club has shown Somali films (the students are particularly fond of Indian films dubbed in Somali), and programmes on famous Somali singers. Cooking sessions have included traditional Somali dishes, samosas and pancakes. The club has been so popular that Habiba has had to restrict participation to KS3. Habiba is now seeking funding to teach a popular form of Somali dance called Buraanbur. She comments: "It's very important for girls to learn traditional dance, so that they can join in at family

events such as weddings, and not feel left out."

The Somali Homework Club is organised by Habiba, but taught by a teacher from EGA and a Somali teacher. This is targeted at KS 4 students, particularly those who need support to improve their predicted grades and newly-arrived pupils. Students' response has been that it really helps to have a bilingual teacher and this enhances their understanding. Funding from Learning Plus pays for the teachers and is much appreciated.

There has also been a drive to involve Somali parents. Two parents' meetings a year have been held, one each for KS3 and KS4. Each meeting is tailored to the needs and interests of this particular group - for example the KS4 meeting included input on how Somali pupils are doing at GCSE, Post 16 opportunities, and how parents can support their children with exams. EGA is now setting up a Somali Parents Group, one of the aims of which will be to plan ways to get involved in the life of the school.

All in all, the position now is very different from two years ago. There is much more provision for Somali-heritage students and their families and a two-way communication process has been set up.

Refugee Week: 20 - 26 June 2005

The EMAS department at Elizabeth Garrett Anderson School pushed Refugee Week this year. This school has approximately 18% of students from refugee backgrounds. We publicised Refugee Week through the school newsletter and tried to raise awareness by including an informational quiz about asylum seekers and refugees.

As the theme of Refugee Week in 2005 was persecution, we decided to involve our students by raising money for Amnesty International. We used 25 Year 7 'Buddies' and 13 Year 9 Peer Mentors to collect money during morning registrations by selling Amnesty International stickers and talking about the work that Amnesty International do. These students also donated to and ran cake stalls during one break-time.

We also involved staff by distributing a variety of resources to departments and Faculties and teachers were asked to try to devote at least 1 lesson during the week to asylum and refugee issues.

We raised approximately £200.

Advice to future fundraisers

- Write a comprehensive list of what is required before committing to raising money.
- Make sure you have sufficient staff to help - maybe form a Refugee Week committee.
- Where possible, try to incorporate asylum seeker and refugee issues and resources into departmental schemes of work.
- Having Refugee Week during examination time limited our opportunities to promote the week through guest speakers at assemblies, tannoys, performances etc.
- Ice lollies were very popular in the warm weather!!!

Kate Wilson and Sophie Wales
Refugee Week Coordinators

Good News from Ofsted Reports

EGA Languages College

The college community, at all levels, provides a shining example of high expectations, developing self esteem and racial harmony in which the respect for and celebration of the similarities and differences evident in a rich and diverse cultural community are at the heart of all its work...Students who enter the college with special educational needs or English as an additional language make excellent progress, due to the personalised support that they receive... The support given to students with English as an additional language is very good and often excellent.

Ashmount School

The provision for pupils who speak English as an additional language was judged to be a strength. Further comments were, "vibrant displays throughout the school reflect the different cultural traditions represented in the school...most pupils with English as an additional language achieve well because of the good quality support provided for them".

Literacy and refugee week @IAMS

For 30 minutes each week everyone at IAMS reads. 'Reading 30' has been successfully running for the last two years and involves the whole school. Once a week the 10-minute registration time is extended to 30 minutes and everyone is encouraged to read. Occasionally the 30-minute reading time is used for whole school literacy activities.

For Refugee Week the literacy co-ordinator, Julian Eaves, and the EMA department came together to organise a literacy activity to raise awareness of refugee issues through poetry. The activity consisted of paired reading, analysing a poem about refugees, then writing their own. As well as displaying the poems in the new poetry corner in reception, a prize is going to be given to the best poems from each year group.

Kate Birch
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