

Race, Ethnicity and Inclusion

13 November 2015 08:59

Britain is a multi-faith society, where everyone has the freedom to practice their own religion. The main faiths in the UK, according to the Census (2001), are:

- Christianity
- Islam
- Hinduism
- Sikhism
- Judaism
- Buddhism
- Atheism

It is important to acknowledge the different faiths in a classroom/nursery so that inclusion is effective for everyone.

Ethnicity is the expression of the way people define or represent themselves. It comprises of for example, people's history, language, beliefs, religion, nationality, and geographical region.

Everyone has an ethnicity and a member of an ethnic group.

An **ethnic group** comprises those who share at least some cultural features.

In a globalised world in which people are becoming more integrated the boundaries of ethnicity are increasingly porous and are more difficult to define.

The term **race** is a contested term - it is now generally accepted that race is a social construct which has to be understood historically.

It is used as a way of categorising individuals and population groups usually based on perceived physical differences - skin colour and so on - but these do not correlate with genetic differences.

In a globalised world where population movement is more fluid than at any other time in history and the hybridisation of the population is also on the increase then 'racial' categorisation will be more difficult to sustain.

Mixed race families do, each time, have to work it out by themselves: how they are going to negotiate the mix of origin and cultures. And for most of the families, being of mixed origin is a positive thing; it is how other people perceive their family that can, potentially make it negative.

Legislation:

- Race Relations Act
- Equality Act (2010)
- UNCRC - identify the articles within this legislative document that relates to race, ethnicity, etc...
- The Children Act (2004)

Goodman (1964) identified that children develop racial awareness in three stages:

1. Phase 1: 2-3 years, Children take note of racial differences
2. Phase 2: 4-5 years, Children are able to express their orientation (positive or negative) towards specific racial groups
3. Phase 3: 7-9 years, Children express stereotypical and prejudiced attitudes

Ways to include race and ethnicity:

- Going into the community

Oral Assessment

13 November 2015 13:05

11th December 2015 (Week 19)

10-15 minutes

One-to-One appointments - book with Chandrika - 9am!

Submit reference list plus plan/notes by **Monday 7th December 2015 by 10am** - if any further reading done between the Monday and Friday, then you do not need to submit (does not affect final mark)

Prepare for the four questions in the module handbook:

1. What is your understanding of the concept of inclusion?
2. What published research and literature have you read?
3. Have you observed any practice in the past which has influenced your work?
4. Which legislation influences inclusion?

Mind Maps for each question/Prompt cards allowed - use different colours for each question...

- 1 - What you think inclusion is - talk about own personal experience and opinions, evidence/references as to why this is your own opinion
- 2 - Who has influenced me, introduce debates - what else have you read, compare and contrast (what you agree/disagree with), how it has evolved and any challenges
- 3 - Talk about placement - what was your experience of being included/excluded, talk about your own childhood experience, resources and how are they used, give examples relating to placement/personal experiences, how is this linked to the first and second question
- 4 - Talk about legislation and how it has changed over the years - as a practitioner how do you relate to the legislation

Questions link together - question 1 and 2 link, question 3 links to 1 and 2, question 4 links to 3

Websites that will help:

- EENET
- CSIE
- Preschool Learning Alliance

Marking Criteria:

Cognitive Skills	90–100 (1 st class/FD Distinction)	80–89 (1 st class/FD Distinction)	70–79 (1 st class/FD Distinction)	60–69 (upper second/FD Merit)	50–59 (lower second/FD Pass)	40–49 (third class/FD Pass)	30–39 (Fail/FD Fail)	20–29 (Fail/FD Fail)	10–19 (Fail/FD Fail)	0–9 (Fail/FD Fail)
Weighting = 30%										
Selection and use of information	Outstanding level of original synthesis, analysis, argument and evaluation	Creative, innovative synthesis of ideas	Convincing ability to synthesise a range of views or information and integrate references	Ability to synthesise a range of views or information and incorporate references	Evidence of drawing information together	Little discrimination in use of material; limited perspective or consideration of alternative views	Superficial use of information, minimal association; references not integrated	Incorrect use of material or information	Little or no use of material or information	Little or no use of material or information
Interpretation of information	Work produced could hardly be bettered when produced under parallel conditions	Sophisticated perception, critical insight and interpretation	Excellent perception, critical insight and interpretation	Perceptive, thoughtful interpretation	Sound explanation; this may be partly descriptive and factual; ideas tend to be stated rather than developed	Some interpretation or insight; may be largely descriptive, or superficial; over-reliance on narrative or anecdote for explanation	Little attempt to interpret material, or merely descriptive explanations; may be muddled at times	Purely descriptive; very limited discussion	Any attempt at discussion limited to personal view; no discernible insight	No interpretation of information
Critical analysis using theory	Work produced could hardly be bettered when produced under parallel conditions	Challenging, comprehensive critical analysis sustained throughout	Very good depth and breadth of critical analysis; sustained, thorough questioning informed by theory	Consistent development of critical analysis and questioning, using theory	Some attempt at critical analysis using theory; may be limited and lack consistency or conviction	Some evidence of analysis; may be minimal or superficial; some argument but lack clarity	Limited breadth and depth of analysis, inadequate critical skills; shallow and superficial	Lacking or erroneous analysis; negligible evidence of thought	Isolated statements indicating lack of thought	Isolated statements indicating lack of thought
Structure and argument	Work produced could hardly be bettered when produced under parallel conditions	Authoritative and persuasive argument	Excellent organisation of ideas; clear, coherent structure and logical, cogent development of argument	Logically structured and organised; well reasoned argument	Reasonable structure; organisation may lack some logical progression; attempt made to argue logically with supporting evidence, although some claims may be unsubstantiated	Basic structure; may be some repetition or digression; some attempt to construct an argument but lack clarity	Poorly structured, little logic; may have unsubstantiated conclusions based on generalisation	Structure confused or incomplete; poor if any relationship between introduction, middle and conclusion; lack of evidence to support views expressed	Lack of recognisable structure or reference to argument; no related evidence or conclusions	Lack of evidence of reasoning
Practical or Professional Skills										
Weighting = 10%										
Integration of theory and practice	Skilled integration of theory and practice	Skilled integration of theory and practice	Skilled integration of theory and practice	Useful links drawn between theory and practice	Consideration of related theory and practice	Consideration of both theory and practice, which may be uneven	Uneven balance between theory and practice	Little appreciation of theory in practice	Relationship between theory and practice not evident	No awareness of theory in practice evident

Communication Skills	90–100 (1 st class/FD Distinction)	80–89 (1 st class/FD Distinction)	70–79 (1 st class/FD Distinction)	60–69 (upper second/FD Merit)	50–59 (lower second/FD Pass)	40–49 (third class/FD Pass)	30–39 (Fail/FD Fail)	20–29 (Fail/FD Fail)	10–19 (Fail/FD Fail)	0–9 (Fail/FD Fail)
Weighting = 25%										
vocabulary and style	Exceptional clarity and coherence; highly sophisticated expression; work produced could hardly be bettered when produced under parallel conditions	Extremely well-spoken, with accuracy and flair; Highly sophisticated, fluent and persuasive expression of ideas	Very clear, fluent, sophisticated and confident expression; highly effective vocabulary and style	Clear, fluent, confident expression; appropriate vocabulary and style	Clearly written, coherent expression; reasonable range of vocabulary and adequate style	Expression, vocabulary and style reasonably clear but lack sophistication	Expression of ideas insufficient to convey clear meaning; inaccurate or unprofessional terminology	Lack of clarity, very poor expression; style inappropriate, terminology inadequate and inappropriate	Inaccuracies of expression and vocabulary render meaning of written work extremely unclear	Incoherent expression
Referencing	All sources acknowledged and meticulously presented	All sources acknowledged and meticulously presented	All sources acknowledged and meticulously presented	Sources acknowledged and accurately presented	Sources acknowledged and referencing mostly accurate	Sources acknowledged; references not always correctly cited/presented	Referencing incomplete or inaccurate	Referencing inaccurate or absent	No attempt at referencing	No attempt at referencing
Presentation skills	Complete accuracy in presentation; highly autonomous, thorough and well-managed approach	Great clarity and maturity of presentation; independence in extensive planning and preparation	High standard of presentation; evidence of thorough planning, preparation and organisation	Good standard of presentation; well-organised; relevant planning and preparation	Presentation generally sound, maybe some weaknesses; fairly good organisation, planning and preparation	Some confidence in presentation, with some lapses; adequate organisation, planning and preparation	Few presentation skills; weaknesses of organisation, planning and preparation	Ineffective presentation skills; serious deficiency in organisation, planning and preparation	Inadequate presentation skills; almost no evidence of organisation, planning or preparation	Presentation totally ineffective; no evidence of organisation, planning or preparation