EMPOWERING THE NEWLY ARRIVED CHILD

The challenges of diversity, communication and social morality

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3 KEY RESEARCH AND POLICY AGENDAS

1. A holistic approach: compassion, belonging and rights

2. The EAL Education Triangle: achievement, integration and language

3. The empowerment agenda: transactional school-home-school communication
A HOLISTIC APPROACH

1. Constructing a positive image and promoting cultural diversity
2. Integrating education and bio-psycho-social needs
3. New indicators of successful integration
4. A caring ethos and a child centred approach.
Arnot, M., Schneider, C. Evans, M. Liu, Y., and Welply, O (2014) *School Approaches to the Education of EAL Students*, The Bell Foundation
SCHOOL COMMUNICATION POLICIES AND PRACTICES

1. Management => parents and pupils
2. School management => staff
3. Specialist language staff => teaching staff
4. Teaching staff => pupils
5. Non-EAL Pupil => EAL pupil
6. Families and communities => schools
TRANSACTIONAL
SCHOOL=> HOME=> SCHOOL COMMUNICATION

- Two-directional fluid communication
- Context, content and mode
- Discrepancies and stereotypes
- Empowering families/communities
SOCIAL MORALITY

- The Dualistic Construction of ‘Us’ and ‘Them’
- The Mobilisation of Fear
- New Forms of Social Morality?

• Bell Foundation project School Approaches to the education of EAL students
  https://www.educ.cam.ac.uk/research/projects/ealead/


• Schneider, C and Arnot, M. (2018) Transactional school-home-school communication: addressing the mismatches between migrant parents’ and teachers’ views of parental knowledge and barriers to engagement, Teaching and Teacher Education 75, pp 10-20