

ITET Forum

Social class-sensitive pedagogy and MFL
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The articles

Living Contradictions and Working for Change : Toward a Theory of Social Class-Sensitive Pedagogy

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EDUCATIONAL RESEARCHER published online 19 March 2013

DOI: 10.3102/0013189X13481381

The online version of this article can be found at:

<http://edr.sagepub.com/content/early/2013/03/19/0013189X13481381>

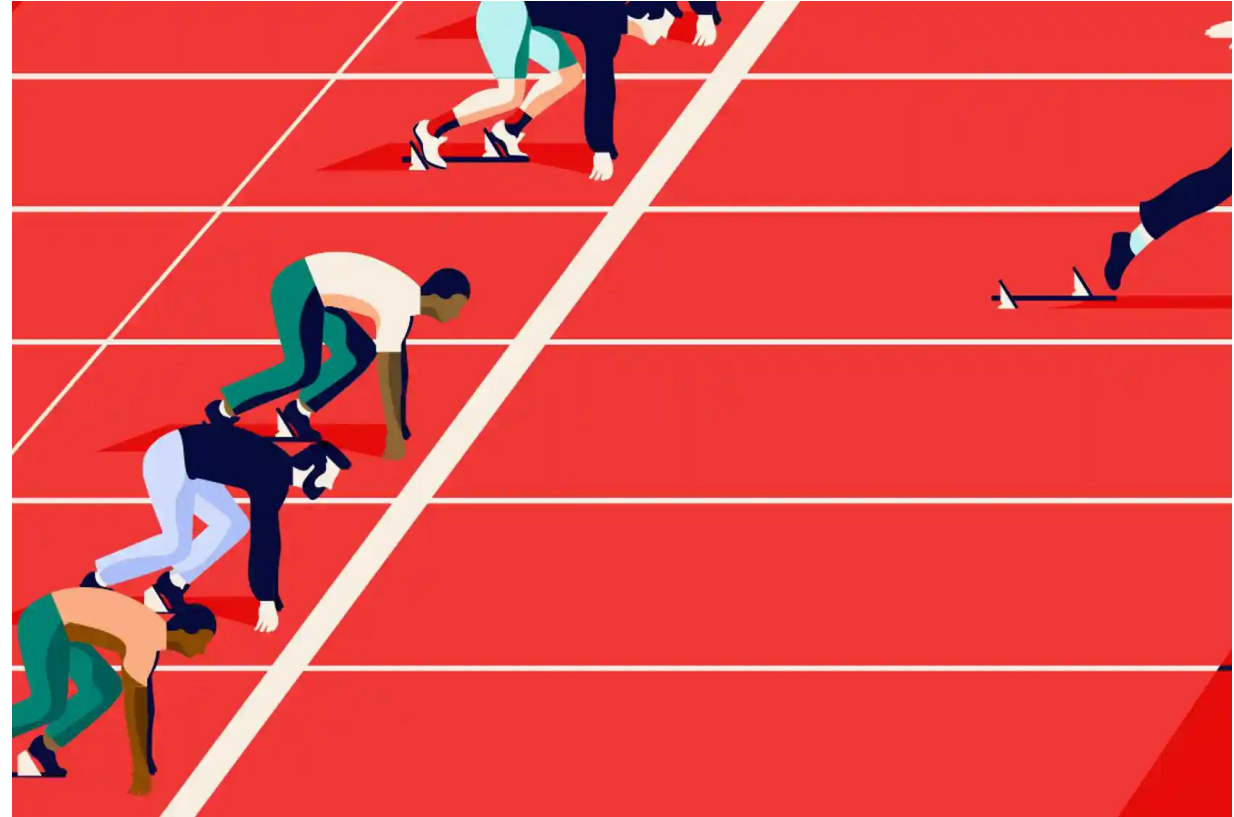
Initial teacher education: What does it take to put equity at the center?

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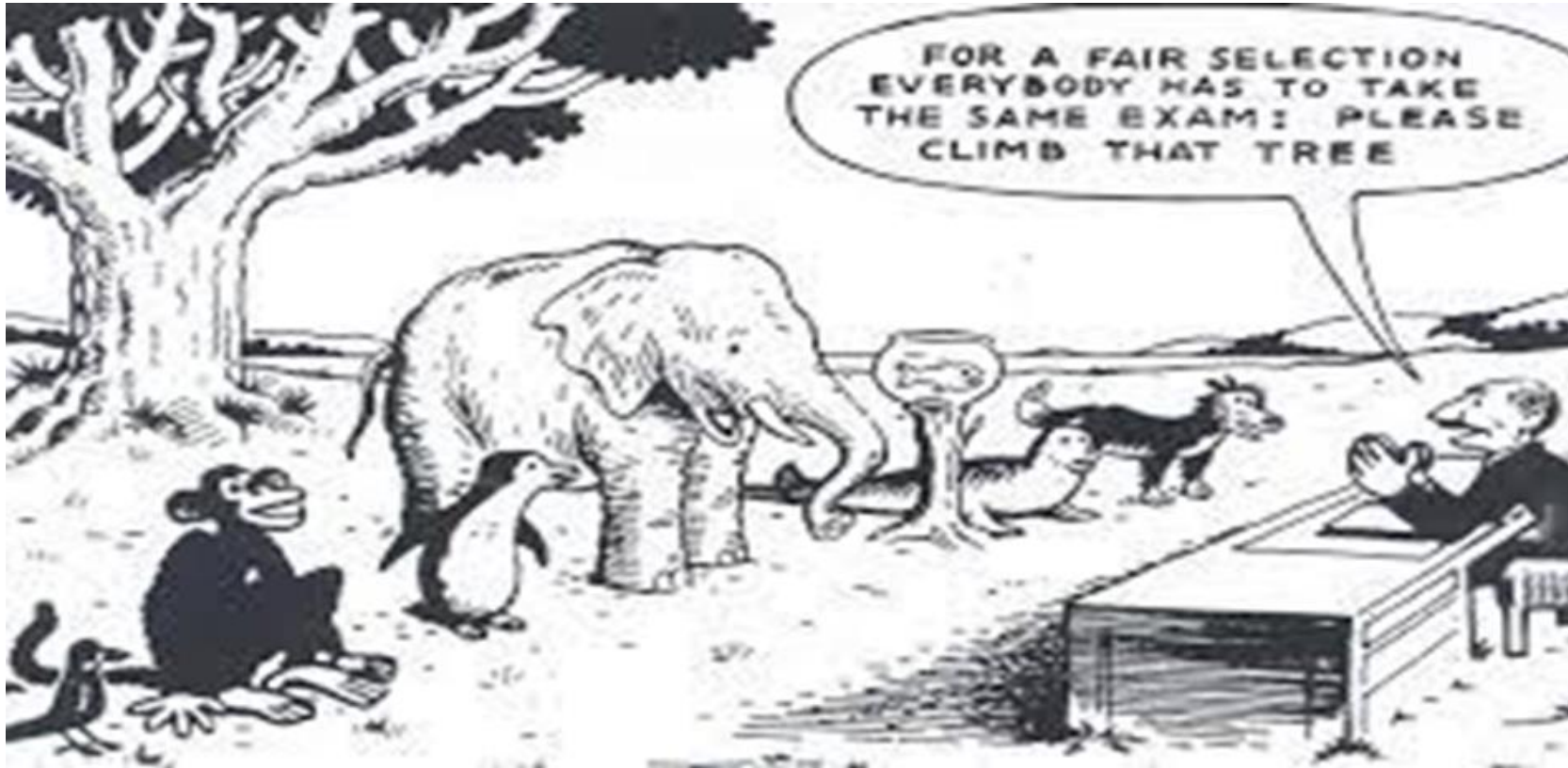
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Meritocracy



Meritocracy and education in England



Socio-economic status and MFL

- The Modern Foreign Languages Pedagogy Review (2016, p.6) 'The improvement of achievement in languages **for disadvantaged pupils** is a priority in improving social mobility'
- APPG on Modern Languages (2019) Strategic Objective 1: Schools. Goals
'**Improved social equity** in languages education, closing gaps in participation and attainment (irrespective of socio-economic or regional factors).'
- Ofsted (2021) 'GCSE entry patterns are clear. Higher prior attaining pupils and girls often opt for languages. Others, including boys, pupils with SEND and **disadvantaged pupils are underrepresented** in comparison with other subjects.'
- Language Trends (2021, p 23) – 'the **most disadvantaged students** are more likely to have been impacted negatively by the Covid-19 pandemic. Their schools are also less likely to offer them a choice as to which language they learn...Children who attend a quintile 5 school are statistically less likely to have a language assistant.'

NALA (2020) – The language curriculum and disadvantaged students. Survey Report.

- ‘The link between poorer outcomes in languages and lower uptake of languages for those who are socioeconomically disadvantaged has been well documented for many years:’ (p.2)
- ‘... notable socio-economic and regional divides.’ (p.2)
- ‘This initial research revealed that questions about holidays, family relationships, descriptions of a student’s house, restaurant visits, and live events were potentially problematic for vulnerable and disadvantaged pupils.’ (p.3)
- ‘The majority of language teaching professionals who responded, feel that the current GCSE content disadvantages some students including: - socio-economically deprived students’ (p.11)

The role of teacher

‘...the teaching-learning process [is] a non-neutral one. It is positioned by the subjectivities of those who are involved in it’.

Duckworth and Cochrane (2012, p. 588)

A matter of
perspective?





'Made-up people'

Six facets of teaching

- (1) selecting worthwhile content and designing and implementing learning opportunities aligned to valued learning outcomes;
- (2) connecting to students' lives and experiences;
- (3) creating learning-focused, respectful, and supportive learning environments;
- (4) using evidence to scaffold learning and improve teaching;
- (5) adopting an inquiry stance and taking responsibility for professional engagement and learning; and,
- (6) recognizing and challenging classroom, school, and societal practices that reproduce inequity.

Cochran-Smith et al. (2016, p.71)

Five principles

- 'We... hope the five principles here can serve as either a beginning point, a reminder, or a catapult for readers to engage their own class-sensitive work:
- 1. analyzing educators' and students' experiences of class within broad social and political contexts;
- 2. locating and disrupting social classed hierarchies in schools and communities;
- 3. integrating social class and marginalized perspectives into curriculum;
- 4. perceiving classed bodies in moment-to-moment interactions with educators, students, and families; and
- 5. changing broader school and classroom policies and practices to reflect an anticlassist and antipoverty commitment.'

Jones and Vagle (2013, p.130)

Final thoughts and questions



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