

Education Studies

Year3: Social Class, `Race` and Gender in Education

EDU3016 Dave Hill

SCHOOL	Education
FIELD	Education
MODULE TITLE	Social Class, `Race`, Gender and Education

Module Code	Level	Credit Value	Leader
<i>EDU3010</i>	<i>Level 3</i>	<i>20</i>	<i>Dave Hill</i>

Pre-requisites: *Two of EDU2001, EDU2002, EDU2004*

Co-requisites: *none*

Restrictions: *none*

Context/Rationale:

This module addresses issues of social class, `race`, and gender in education and the widespread concerns about differential patterns of educational achievement and expectations of pupils and students from within different communities, schooling and educational systems and the wider social system. Issues of Equal Opportunities, Equality and Inequality have been and are among the dominant education issues in Britain and elsewhere. This is true in terms of both theoretical analysis and public policy implementation and evaluation This module enables students to become aware of, understand and evaluate different theoretical analyses and policies with respect to these various inequalities.

Learning outcomes

On successful completion of the module the learner will be able to:

Knowledge and Understanding:

- a) Understand and apply key concepts with respect to social class, `race` and ethnicity, and gender.
- b) Critically analyse recent developments in education and in society and the economy with respect to social class, `race` and gender.
- c) Understand the major theories underpinning debates in relation to social class, gender and `race`.

Subject-specific skills:

- c) develop a critical appreciation of the relationships between social class, `race` and gender.
- d) identify and evaluate the connections between a range of theoretical explanations and developments in education with respect to social class, `race` and gender.
- e) develop and justify own well-considered evaluative judgements.

Key Skills:

- f) engage in critical analysis of a wide range of texts.
- g) present complex arguments, logically and clearly in appropriate formats.
- h) lead, stimulate and structure discussion of complex material.
- i) interact effectively within the student group taking on a variety of roles.

Indicative content:

This module examines data and developments concerning social class, 'race', and gender in contemporary schooling, education and their relationships to developments in the economy and society. It scrutinises and evaluates explanatory theoretical developments in the economy, in society and in education. These theories include structuralist neo-Marxism, culturalist neo-Marxism, Postmodernism, Feminism, Postmodern Feminism, and liberal democratic theories. The module also examines and critiques developments in education policy and practice with regard to social class, 'race', and gender.

Teaching and Learning Strategy:

TEACHING, LEARNING AND ASSESSMENT ACTIVITIES	STUDY HOURS
12 x 1 hour lectures	12 hours
12 x 2 hour seminars	24 hours
12 x 1 hour seminars	12 hours
24 x 3 hours preparation and reading	72 hours
1x 3000 word extended assignment	30 hours
Individual Presentation (Analytical Autobiography) (lasting 20/30 minutes)	10 hours
Individual Book Review Presentation (lasting 10-15 minutes) with accompanying handout	10 hours
Tutorial and skills development	30 hours
TOTAL	200 hours

Assessment:

	UN-ITS	WEIGH-TING	LEAR-NING OUT-COMES
<p>1 x Individual Book Review Presentation of c.1,000 words (Autumn Term, 2001)</p> <p><i>This should be a review of one book but would advisedly refer to other relevant books, articles, other cultural artifacts and experiences (such as film, dance, poetry, literature, religious observation, pop or other culture) and the perspectives therein.</i></p> <p><i>The review should briefly summarise the book, locate its political/ ideological position (and perhaps, geneology), in particular with respect to issues underlying this module. Students should then evaluate the book in terms of their own ideological position.</i></p> <p><i>80% of marks will be awarded for the presentation content, 20% for the oral presentation. The 20% of the marks for the Presentation aspect will include marks for the handout for distribution. The formal presentation (including presentation and resulting discussion) will last between 10-15 minutes. It may well be followed by (non-assessed) discussion.</i></p>	1 unit	0.2	a,e,f,g,h,i.

<p><i>The accompanying handout (for distribution and discussion by the rest of the student group) should contain Appendices comprising the front and back dust-jackets/covers of the book; the list of contents; a selection of between 8 and 12 paragraphs selected from the book to illuminate the content and perspectives in the book..</i></p>			
<p>1 x Individual written Presentation of c.1,000 words (Spring Term, 2001)</p> <p><i>The actual presentation (both oral and written) will be marked individually, though it could be presented as an individual or paired or small group presentation.</i></p> <p><i>The content should be of one's own or of family or of other person/group of people's experience of 'race' and/or gender and /or social class and the way in which it/these has/have structured/ influenced that individual or that small group of people.</i></p> <p><i>The content should be analysed in terms of relevant theoretical and analytical concepts and theories. There should be a bibliography as an Appendix. The use of Appendices as supporting documentary material is acceptable and desirable.</i></p> <p><i>80% of marks will be awarded for the presentation content, 20% for the oral presentation.</i></p>	1 unit	0.2	d,e,f,g,h,i
<p>1 x 3,000 Word written Assignment (Summer term, 2002)</p> <p><i>This will be presented to a sub-group of 4 or 5 or so students as 'work-in-progress' during the summer term</i></p> <p><i>The title will be self-selected by the student in consultation with the tutor. Students should take the opportunity to critically examine any aspect deriving from the course that most interests them.</i></p> <p><i>The assignment may develop from either (or both) of the previous EDU3016 assignments, though where this is so, that/ those previous assignments must be attached as Appendices to this assignment. Clearly, the level of analysis and explanation of conceptualisation will need to be more detailed than in the prior assignments.</i></p> <p><i>The presentation should conform to the Harvard system of referencing. Non-written material may also be submitted as Appendices should a student so desire.</i></p>	3 units	0.6	a,b,c,d,e,f,g

Assessment criteria:

Learning Outcomes: Knowledge and Understanding

Through the written assignment, focusing on one or a series of major educational developments in either theoretical explanation or of empirical developments, through the individual presentations and through seminar discussions and mini-presentations, to demonstrate a knowledge and critical understanding of:

- a) Key concepts with respect to social class analysis; 'race', racism and ethnicity and their analysis; gender and feminisms;
- b) major contemporary and recent developments within schooling with respect to social class, 'race' and gender;
- c) key aspects of post-World War Two political ideologies in education such as social democracy, liberal-progressivism, Radical Left/ Marxist , Radical Right Conservative and 'Third Way' ideologies and their relationship to policy.

Learning Outcomes: Subject-specific skills:

Through the extended written assignment, the individual presentations and through seminar discussions and mini-presentations, to demonstrate:

- d) critical consideration of a range of theoretical explanations and ideological perspectives on education policy;
- e) development and justification of their own well-considered evaluative judgements.

Learning Outcomes: Key Skills:

Through the extended written assignment, the individual presentations and through seminar discussions and mini-presentations, to demonstrate:

- f) critical reading of a wide range of texts;
- g) sophisticated presentation of arguments;
- h) individual presentation skills of presenting an argument/analysis and responding to questioning others lucidly, analytically and relevantly.
- i) effective interaction with others in the student group

In all coursework assessment cover sheets will be used to indicate clearly to students the precise criteria to be fulfilled. As part of the presentations, the student will be required to conduct a self-evaluation of the presentation, which shall form part of the assessment.

Indicative reading and other learning resources

Set Text 1 **Hill, D. and Cole, M. (2001) *Schooling and Equality: Fact, Concept and Policy*. London: Kogan Page. (£17.99)**

Set Text 2 **Hill, D., McLaren, P., Cole, M. and Rikowski, G. (eds.) (1999) *Postmodernism in Educational Theory: Education and the Politics of Human Resistance*. London: Tufnell Press. (£15)**

In particular the chapters in these two books on class, 'race', gender, education policy and globalisation will be used as texts by the class.

Other Reading

Note: 24 of the following 58 books are being reviewed by course members and summaries/extracts distributed to the class.

Adonis, A. and Pollard, S. (1997) *A Class Act*. London: Hamish Hamilton.

Arnot, M., David, M. and Weiner, G. (1995) *Education Reforms and Gender Equality in Schools*. Manchester: Equal Opportunities Commission.

Arnot, M., David, M. and Weiner, G. (1999) *Closing the Gender Gap: Post-War Education and Social Change*. London: Polity Press.

Bhatti, G. (1999) *Asian Children at Home and at School*. London: RoutledgeFalmer.

Bleach, K. (ed.) (2000) *Raising Boys' Achievement in School*. Stoke-on-Trent: Trentham Books.

Callinicos, A. and Harman, C. (1996?) *The Changing Working Class*. London: Bookmarks.

Cannadine, D. (2000) *Class in Britain*. London: Penguin.

- Channer, Y. (1995) *I am a Promise: the School Achievement of British African Caribbeans*. Stoke-on-Trent: Trentham Books.
- Cole, M. (ed.) (1999) *Equality, Education and Human Rights*. London: Falmer Press.
- Cole, M., Hill, D. and Shan, S. (eds.) (1997) *Promoting Equality in Primary Schools*. London: Cassell.
- Cole, M, Hill, D, McLaren, P and Rikowski, G (2001) *Red Chalk: on Schooling, Capitalism and Politics*. Brighton: Institute for Education Policy Studies.
- Copeland, D. (2000?) *Lessons in Class*.
- Davies, N (2000) *The School Report: Why Britain's Schools are Failing*, Vintage, London
- Department for Education and Employment (DfES) (2001) *Schools Achieving Success*. London: DfES.
- Epstein, D. (1993) *Changing Classroom Cultures: anti-racism, politics and schools*. Stoke-on Trent: Trentham Books.
- Epstein, D., Elwood, J., Hey, V. and Maw, J. (1998) *Failing Boys: Issues in Gender and achievement*. Buckingham: Open University Press.
- Gaine, C. and George, R. (1998) *Gender, 'Race' and Class in Schooling: a New Introduction*. London: Falmer Press.
- German, L. (1996) *A Question of Class*. London: Bookmarks
- Gerwitz, S., Ball, S. and Bowe, R. (1995) *Markets, Choice and Equity in Education*. Buckingham: Open University Press.
- Gillborn, D. (1995) *Racism and Anti-Racism in Real Schools*. Buckingham: Open University Press.
- Gillborn, D. and Gipps, C. (1996) *Recent Research on the Achievement of Ethnic Minority Children in Schools*. London: HMSO.
- Gillborn, D. and Mirza, H. (2000) *Educational Inequality: Mapping Race, Class and Gender*. London: Ofsted.
- Gillborn, D. and Youdell, D. (2000) *Rationing Education: Policy, Practice, Reform and Equity*. Buckingham: Open University Press.
- Gordon, D and Townsend, P (eds) (2001) *Breadline Europe: The Measurement of Poverty*. Bristol: The Policy Press.
- Griffiths, M. (1998) *Educational Research for Social Justice: getting off the fence*. Buckingham: Open University Press.
- Griffiths, M. and Troyna, B. (eds.) (1995) *Antiracism, Culture and Social Justice in Education*. Stoke-on-Trent: Trentham.

- Grosvenor, I. (1997) *Assimilating Identities: Racism and Education Policy in Post 1945 Britain*. London: Lawrence and Wishart.
- Halsey, A. H., Lauder, H., Brown, P and Stuart Wells, A. (1997) *Education: Culture, Economy, Society*. Oxford: Oxford University Press.
- Hammersley, M. and Woods, P. (19xx)
- Hill, D. and Cole, M. (1999) *Promoting equality in Secondary Schools*. London: Cassell.
- Hill, D., McLaren, P., Cole, M. and Rikowski, G. (2002) *Marxism Against Postmodernism in Educational Theory*. Lanham, MD: Lexington Books.
- Hillcole Group (1997) *Rethinking Education and Democracy: A Socialist Alternative*
- Holly, L. (1989) *Gender and Sexuality: Teaching and Learning*. Milton Keynes: Open University Press.
- Knight, C. (1990) *The Making of Tory Education Policy in Post-War Britain 1950-1986*. London: Falmer.
- Levin, M. et al (199?) *Equal Opportunities: a Feminist Fallacy*. London: Institute for Economic Affairs.
- Mahony, P. and Zmroczek, C. (1997) *Class Matters: 'Working-class' Women's Perspectives on Social Class*. London: Taylor and Francis.
- Matheson, D. and Grosvenor, I. (eds.) (1999) *An introduction to the Study of Education*. London: David Fulton.
- McCulloch, G. (1998) *Failing the Ordinary Child: the theory and practice of working-class secondary education*. Buckingham: Open University Press.
- McLaren, P. (1997) (Third edition) *Life in Schools: an Introduction to Critical pedagogy in the Foundations of Education*. Harlow: Longman.
- McLaren P. (2000) *Che Guevara, Paolo Freire and the Pedagogy of Revolution*. Lanham, ML and Oxford: Rowman and Littlefield.
- Murphy, P. and Gipps, C. (1996) *Equity in the Classroom*. London: RoutledgeFalmer.
- Myers, K. (ed.) (1999) *Whatever Happened to Equal Opportunities? Gender Equality in Schools*. Buckingham: Open University Press.
- Naidoo, B. (1992) *Through Whose Eyes: Exploring Racism*. Stoke-on-Trent: Trentham Books.
- O'Keeffe, D. (1986) *The Wayward Curriculum: Cause for Parents' Concern*. London: the Social Affairs Unit.
- O'Keeffe, D. (1990) *The Wayward Elite*. London: The Adam Smith Institute.

- Parekh, B. (2000) *Report of the Commission on the Future of Multi-Ethnic Britain ('The Parekh Report')*. London: Profile Books.
- Parker-Jenkins, M. and Baig, A. (1995) *Children of Islam*. Stoke-on-Trent: Trentham Books.
- Plummer, G. (2000) *Failing Working-Class Girls*. Stoke-on Trent: Trentham Books.
- Rahman, M., Palmer, G., Kenway, P. and Howarth, C. (2001) *Monitoring Poverty and Social Exclusion 2000*, York, Joseph Rowntree Foundation, <www.jrf.org.uk> (accessed 7 August 2001).
- Reid, I. (1998) *Class in Britain*. Cambridge: Polity Press.
- Runnymede Trust (1997) *Islamophobia - Its Features and Dangers*. London: Runnymede Trust.
- Sarup, M. (1983) *Marxism Structuralism Education*. Lewes: Falmer Press.
- Saunders, P. (1996) *Unequal But Fair: a study of class barriers in Britain*. London: Institute for Economic Affairs.
- Searle, C. (1997) *Living Community, Living School*. London: Tufnell Press.
- Searle, C. and Lankshear, C. (1998) *None But Our Words*. Buckingham: Open University Press.
- Sewell, T. (1997) *Black Masculinities and Schooling*. Stoke-on-Trent: Trentham Books.
- Sivanandan, A (2000b) *Outcast England, How Schools Exclude Black Children*. London: Institute of Race Relations.
- Tomlinson, S. (2001) *Education in a post-welfare society*. Buckingham: Open University Press.
- Tomlinson, S. and Craft, M. (eds.) (1995) *Ethnic Relations and Schooling: Policy and Practice in the 1990s*. London: Athlone Press.
- Weiner, G. (1994) *Feminisms in Education*. Buckingham: Open University Press.
- Williams, F. (1989) *Social Policy: an Introduction*. Cambridge: Polity Press.
- Wright, C. (1991?) *Race relations in the Primary School*.

Key Journals and Magazines

British Journal of Sociology of Education
Gender and Education
Race and Class

Education and Social Justice
Multicultural Teaching
Times Educational Supplement

For Radical Right wing articles/ books on education see the websites of the (ne-liberal) Institute for Economic Affairs www.iea.org.uk, and the Conservative Party,

<www.conservatives.com>. For Radical Left articles / books on education, see the website of the Institute for Education Policy Studies <www.ieps.org.uk> and the website of the Institute for Race relations <www.homebeats.co.uk>

Throughout the course brief readings and extracts will be distributed showing a variety of responses and political positions regarding issues of social class, 'race' and gender.

Students should note that although the lecture sessions are headed and organised into three discrete/ separate sections) one each on social class, 'race' and gender, that the course will continuously examine the interconnections, the multiplicity of experience (eg of social class being gendered and 'raced'). This will be through the ongoing programme of student presentations which will not be organised into those three discrete blocs, and through a number of the guest lecture sessions that may well refer to more than one discrete/ separate aspect of equality/ inequality/ opportunity/ experience.

Course Programme

Date: Friday	Sess -ion	1st hour	2nd hour
1 Oct 2001		No meeting: In the first week students should read one of the book texts and also locate and skim/ read through a copy of each of the journals and magazines listed. During the first session students will spend some time giving a brief (c. 5 minutes) description and evaluation of their reading.	
8 Oct 2001	1	OVERVIEW: Introduction to course: Class, 'Race' and Gender in Schooling and in Society, The Interconnections and Issues, Course Objectives, Content and Assessment	<p>Student plenary discussion and negotiation of assessment items</p> <p>Student examination of copies provided of each book on the reading list</p> <p>Setting of reading for next week</p>
15 Oct 2001	2	<p>INTRODUCTION TO BLOC ON SOCIAL CLASS AND EDUCATION</p> <p>SOCIAL CLASS 1 Social Class in schooling and society Set <u>chapter</u> on social class from set text 1 (Hill and Cole, 2001).</p>	<p>Plenary discussion and sub-group activity</p> <p>Individual student feedback to the class on their reading- plus student questioning and student and tutor commentary</p> <p>Student examination of copies of each book on social class and education on the reading list plus additional material (both teaching and policy)</p> <p>Setting of reading for next week</p>

22 Oct 2001	3	SOCIAL CLASS 2 Theories and analyses of social class: Marxist theories Set chapter on social class from set text 2 (Sanders, Hill and Hankin, 1999) See Sarup, 1983; Hill, 2001 on globalisation, See also Gillborn and Mirza, 2000). Distribution of extract from <i>Red Chalk</i> (Cole et al, 2001)	Plenary discussion and sub-group activity Individual student feedback to the class on their reading- plus student questioning and student and tutor commentary
29 Oct 2001	4	SOCIAL CLASS 3 Theories and analyses of social class: anti- Marxist theories See the (right-wing) IEA booklet on Social Class by Pete Saunders (1996)	Plenary discussion and sub-group activity Individual student feedback to the class on their initial reading- plus student questioning and student and tutor commentary
5 Nov 2001	5	<i>No session. Preparation for Assessment 1</i>	
12 Nov 2001		READING WEEK	
19 Nov 2001	6	ASSESSMENT 1 Formal individual book review presentations and subsequent written submission	SOCIAL CLASS 4 Social class and experience of education (see McCulloch, 1998; McLaren, 1997 and Hill autobiographical handouts)
26 Nov 2001	7	ASSESSMENT 1 Formal individual book review presentations and subsequent written submission	Discussion on Assessment 2 State policy and social class- macro-policy and education policy (see Hill, 2001 on policy; DfES, 2001; Gewirtz et al, 1995)
3 Dec 2001	8	ASSESSMENT 1 Formal individual book review presentations and subsequent written submission	Education and Social Class- Policy for Transformation? (see McLaren, 2000; Hillcole Group, 1997)
10 Dec 2001	9	ASSESSMENT 1 Formal individual book review presentations and subsequent written submission	INTRODUCTION TO BLOC ON 'RACE' AND EDUCATION
		XMAS BREAK	

7 Jan 2002	10	<p>ASSESSMENT 1 Formal individual book review presentations and subsequent written submission Continuation of any delayed Assessment Presentations.</p> <p>Plenary discussion and sub-group activity</p>	<p>`RACE' 1 `Race' in Schooling and Society <u>Set chapter</u> on `race' from set text 1 (Waller, Cole and Hill, 2001) (See also Gillborn and Gipps, 1996; Gillborn and Mirza, 2000) <u>Set chapter</u> on `race' from set text 2 (Bourne, 1999).</p>
14 Jan 2002	11	<p>ASSESSMENT 1 Formal individual book review presentations and subsequent written submission Continuation of any delayed Assessment Presentations.</p> <p>Plenary discussion and sub-group activity</p>	<p>`RACE' 2 `Race' in Schooling and Society and Theories and analyses of `race' (with reference to the set readings over Xmas) <u>Set chapter</u> on `race' from set text 1 (Waller, Cole and Hill, 2001) (See also Gillborn and Gipps, 1996; Gillborn and Mirza, 2000) <u>Set chapter</u> on `race' from set text 2 (Bourne, 1999).</p> <p>`Race' and Education Policy</p>
21 Jan 2002	12	<p>`RACE' 3 `race', identity and experience of education (see McLaren, 1997, Sewell, 1997)</p>	<p>Plenary discussion and sub-group activity</p> <p>Individual student feedback to the class on their reading- plus student questioning and student and tutor commentary</p>
28 Jan 2002	13	<p>ASSESSMENT 2 Individual or paired or small group analytical presentation of own or of family or of other person/group of people's experience of `race' and/or gender and /or social class (c.1,000 words)</p>	<p>`RACE' 4 language, the curriculum and `race' (see Gaine and George, 1998, Cole et al, 1997; Hill and Cole, 1999)</p>
4 Feb 2002	14	<p>ASSESSMENT 2 Individual or paired or small group analytical presentation of own or of family or of other person/group of people's experience of `race' and/or gender and /or social class (c.1,000 words)</p>	<p>INTRODUCTION TO BLOC ON GENDER GENDER 1 Gender in schooling and society <u>Set chapter</u> on gender from set text 1 (Hirom, 2001)</p>
11 Feb 2002		READING WEEK	
18 Feb 2002	15	<p>ASSESSMENT 2 Individual or paired or small group analytical presentation of own or of family or of other person/group of people's experience of `race' and/or gender and /or social class (c.1,000 words)</p>	<p>GENDER 2 Theories and analyses of gender <u>Set chapter</u> on gender from set text 2 (Kelly, 1999) (see Weiner, 1994, Williams, 1989)</p>

25 Feb 2002	16	ASSESSMENT 2 Individual or paired or small group analytical presentation of own or of family or of other person/group of people's experience of 'race' and/or gender and /or social class (c.1,000 words)	GENDER 3 Gender and experience of education (see Myers, 1999)
4 Mar 2002	17	GENDER 4 Gender and Education Policy (see Arnot et al, 1995)	
11 March 2002	18	Research and Social Justice (See Griffiths, 1998, Griffiths and Troyna, 1995)	Plenary discussion and sub-group activity Individual student feedback to the class on their reading- plus student questioning and student and tutor
18 March 2002	19	Postmodern Analyses of Social Class, 'Race' and Gender (see Hill et al 2001)	Student discussion Discussion on Assignment 3
		<i>EASTER BREAK (3 WEEKS)</i>	
15 Apr 2002	20	PRESENTATION TO SUB-GROUP OF STUDENTS re Assignment 3: work in progress on the 3,000 word essay	Education and Transformation (See McLaren 1997, 2000, Hillcole Group, 1997, DfES, 2001)
22 Apr 2002	21	PRESENTATION TO SUB-GROUP OF STUDENTS re Assignment 3: work in progress on the 3,000 word essay	Negotiated aspect
29 Apr 2002	22	Negotiated aspect	Negotiated aspect
6 May 2002	23	Conclusion to course	SUBMISSION DATE FOR ASSIGNMENT 3: Friday 10 May 2001

Book Reviews carried out and presented for discussion to the student group

19 Nov 2001

- German, L. (1996) *A Question of Class*. London: Bookmarks
Davies, N (2000) *The School Report: Why Britain's Schools are Failing*, London: Vintage.
Saunders, P. (1996) *Unequal But Fair: a study of class barriers in Britain*. London: Institute for Economic Affairs.

26 Nov 2001

- Naidoo, B. (1992) *Through Whose Eyes; Exploring Racism*
Gaine, C. and George, R. (1998) *Gender, 'Race' and Class in Schooling: a New Introduction*.
Reid, I. (1998) *Class in Britain*.

3 Dec 2001

- Channer, Y. (1995) *I am a promise: the school achievement of British African Caribbeans*.
Bhatti, G. (1999) *Asian Children at Home and at School*. London: RoutledgeFalmer.
McLaren, P. (1997) (Third edition) *Life in Schools: an Introduction to Critical pedagogy in the Foundations of Education*.
Parekh, B. (2000) *Report of the Commission on the Future of Multi-Ethnic Britain ('The Parekh Report')*.
Wright, C. (1991?) *Race relations in the Primary School*

10 Dec 2001

- Bleach, K. (ed.) (2000) *Raising Boys' Achievement in School*
Copeland, D. (2000) *Lessons in Class*
McCulloch, G. (1998) *Failing the Ordinary Child: the theory and practice*
Murphy, P. and Gipps, C. (eds.) (1996) *Equity in the Classroom*.

7 Jan 2002

- Epstein, D., Elwood, J., Hey, V. and Maw, J. (1998) *Failing Boys: Issues in Gender and achievement*. Buckingham: Open University Press.
Adonis, A. and Pollard, S. (1997) *A Class Act*
O'Keeffe, D. (1990) *The Wayward Elite*.
Weiner, G. (ed.) (1994) *Feminisms in Education*.

14 Jan 2002

- Plummer, G. (2000) *Failing Working-Class Girls*. Stoke-on Trent: Trentham Books.
Holly, L. (1989) *Gender and Sexuality: Teaching and Learning*.
Grosvenor, I. (1997) *Assimilating Identities: Racism and Education Policy in Post 1945 Britain*. London: Lawrence and Wishart.
Department for Education and Employment (DfES) (2001) *Schools Achieving Success*. London: DfES.