

Could the promotion of literacy through literature be the answer to Black Caribbean male pupils’ underachievement?

Keisha Ann Stewart

Overview

Black Caribbean pupils have been underachieving in the UK since the 1950s. (Demie and McLean, 2015).

This research will explore:

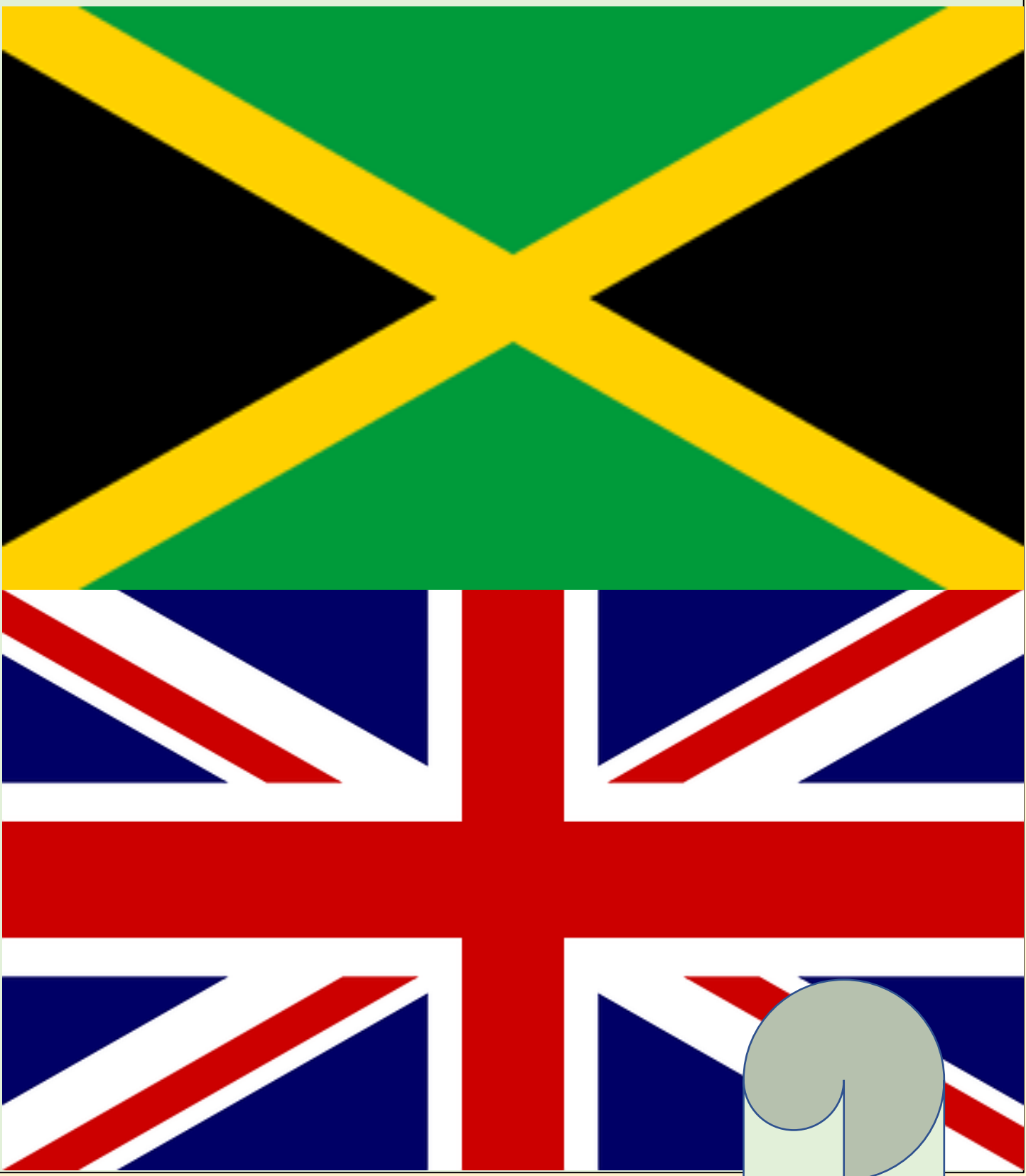
- if texts influence pupils’ feelings of safety and belonging
- if texts permit cultural, emotional, intellectual and creative development;
- if students enjoy reading the texts on the GCSE curriculum;
- the relationship between Black masculinities and literacy practices;
- the distribution of power that is reflected through the classifying and transmitting of public educational knowledge, and the agency exercised by the receivers of this knowledge.

Established Knowledge

Research conducted over several decades have identified social, cultural and in-school factors that influence the learning achievements of Black Caribbean pupils.

- Overall, Black Caribbean pupils do not perform as well as peers.
- Black Caribbean children eligible for free school meals (FSM) are consistently the lowest performing ethnic group of children from low income households.
- The attainment gap between those children eligible for FSM and the remainder is wider for Black Caribbean pupils.
- Black Caribbean pupils from advantaged homes underachieve in relation to White counterparts.
- The attainment gap for Black Caribbean pupils widens particularly at the end of secondary education.
- For Black Caribbean pupils, the gap in performance between boys and girls is higher than any other ethnic group.
- Only 16% of all Black Caribbean young men in the UK study at university level.

Position



Theoretical Framework: Critical Race Theory (CRT)

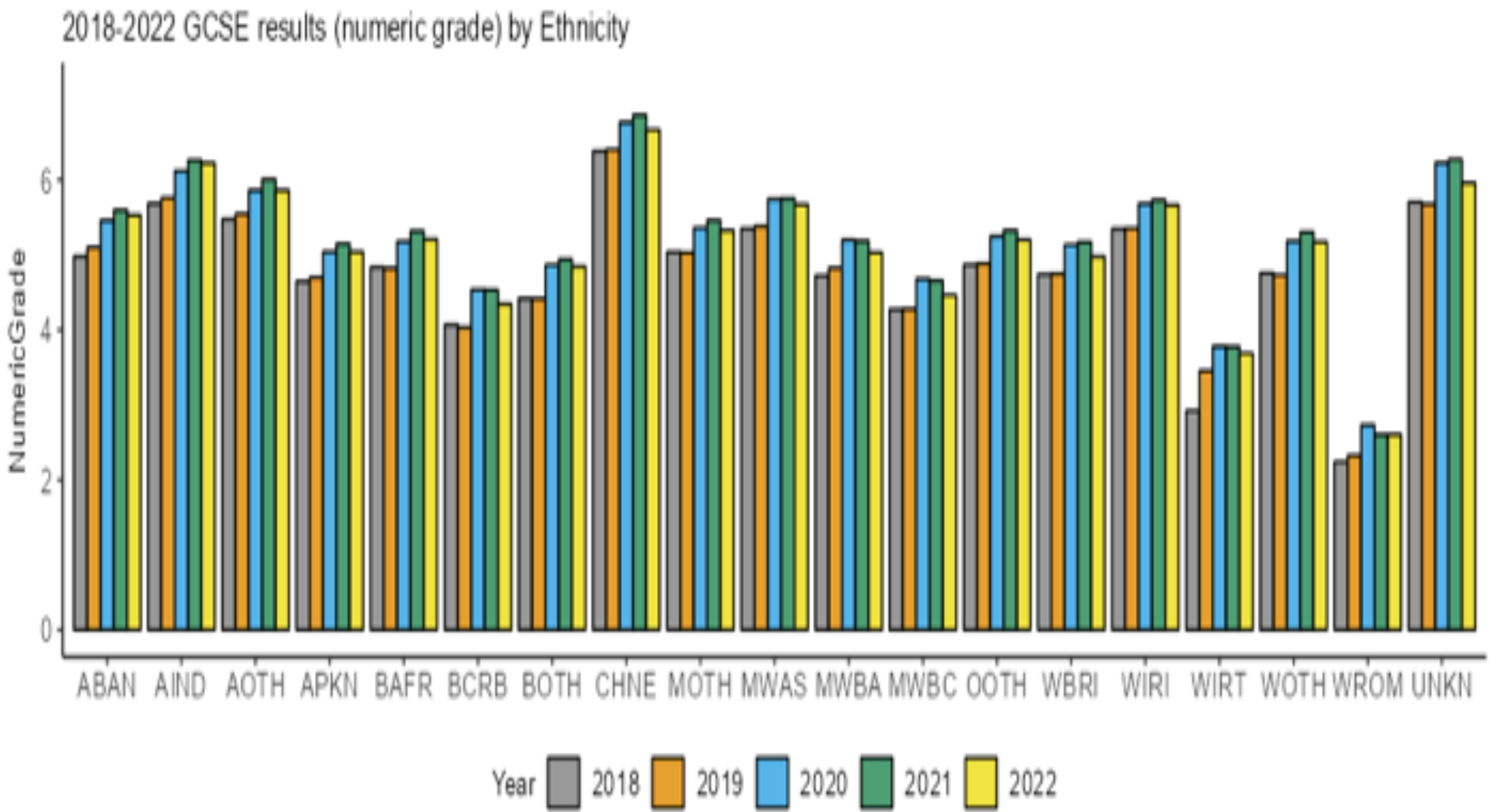
Using CRT as a critical lens will enable the exploration of:

- race and racism being interwoven into policies and practice;
- ideologies such as colour blindness, meritocracy and equal opportunities;
- race and racism in historical and contemporary contexts;
- traditional research paradigms and theories used to explain the experiences of ethnic minority groups;
- the counter-narrative as a legitimate tool to understand the experiences of minority groups.

Research Aim: To investigate the influence literature texts studied at Key Stage 4 (KS4) have on Black Caribbean male pupils’ learning experiences.

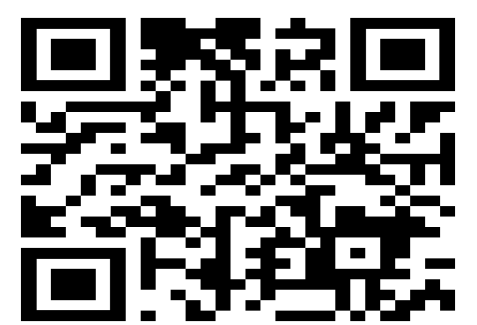
Main research question: How do Black Caribbean heritage male pupils, in three secondary schools/Pupil Referral Units (PRU) perceive or experience studying literature texts at KS4?

Figure GA.2 2018 to 2022 GCSE results (numeric grade) by ethnicity and outcome difference after controlling for other background variables



Methodology

- ★ Qualitative Interpretive
- ★ Narrative + CRT

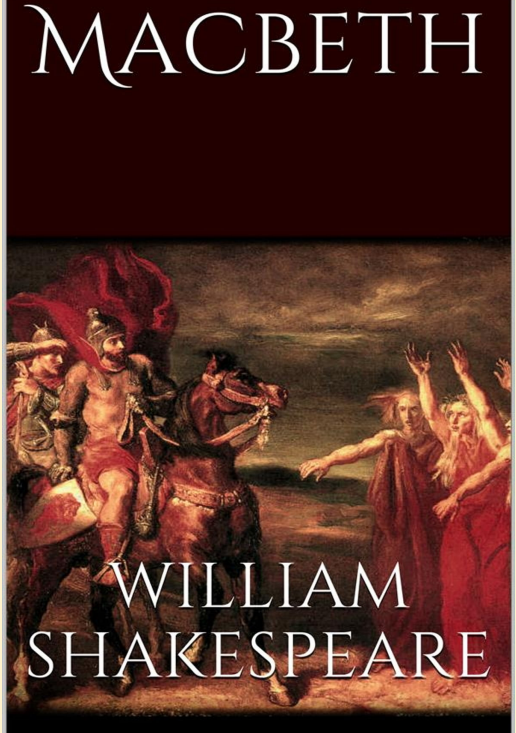
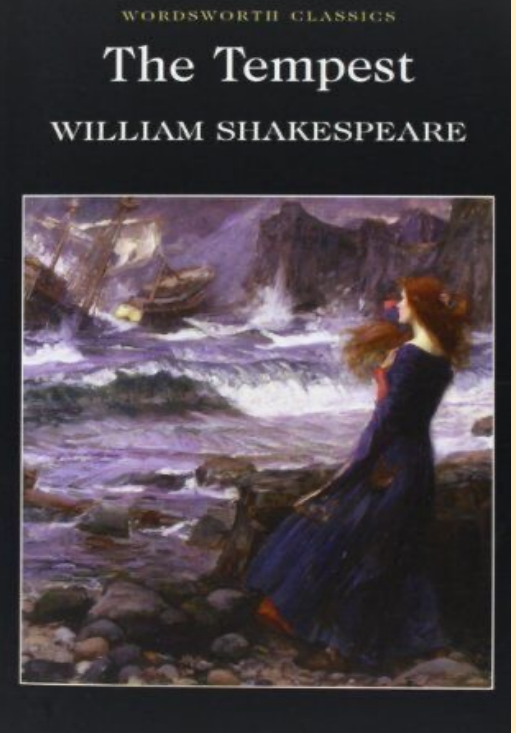
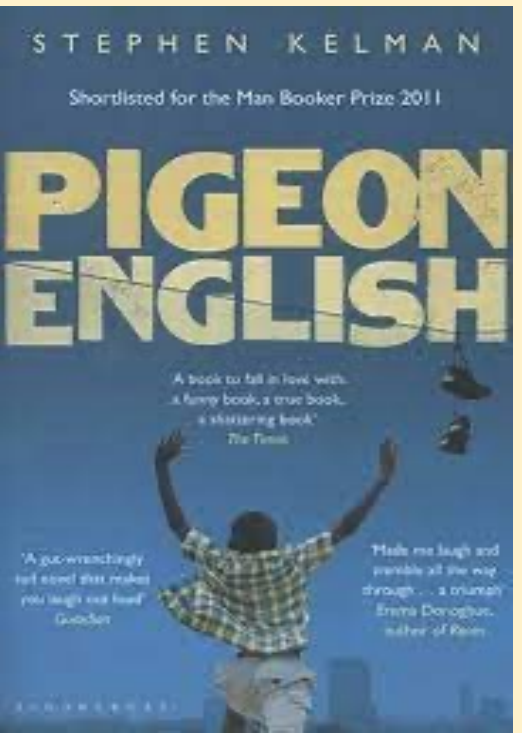
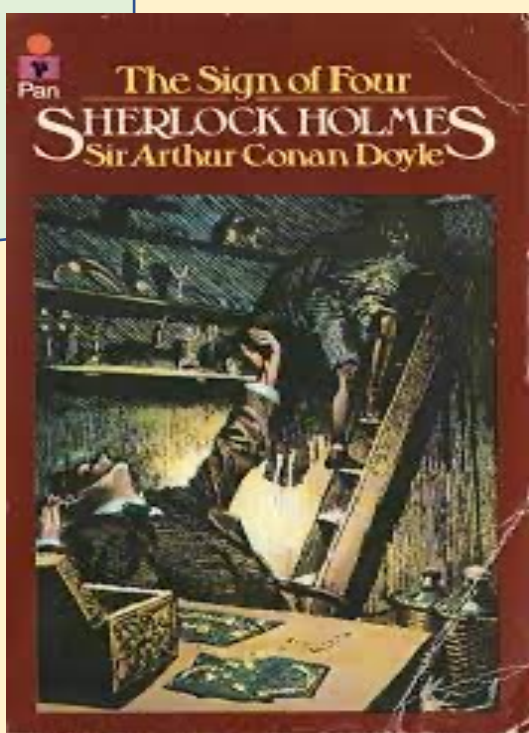


Methods

- ★ Multi-modal Interviews

Data Analysis

- ★ Thematic Analysis
- ★ Narrative Analysis
- ★ Dialogic Narrative Analysis



Bibliography

- Andrews, M., Squire, C. and Tamboukou, M. (eds). 2013. *Doing narrative research*. Second edn. Los Angeles, California: SAGE.
- Braun, V. and Clarke, V. 2022. *Thematic analysis : a practical guide*. London: SAGE.
- British Educational Research Association. (2018). *Ethical guidelines for educational research*. 4th edn [online]. Available from: <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018>. (Accessed: 17 June 2023).
- Demie, F., and McLean, C. 2017. 'Black Caribbean Underachievement in Schools in England'. Lambeth Education and Learning.
- Gillborn, D., 2002. 'Race, Nation and Education: New Labour and the New Racism'. In: Demaine, J. (eds) *Education Policy and Contemporary Politics*. Palgrave Macmillan, London.
- Silverman, D. 2009. *Qualitative research : theory, method and practice edited by david silverman*. 2nd edn. London: Sage Publications
- Solórzano, D. G., and Yosso, T. J., 2009. 'Critical race methodology: Counter-storytelling as an analytical framework for educational research'. In: Taylor, E., Gilborn, D., and Ladson-Billings, G., (Eds.), *Foundations of critical race theory in education* pp131–147. Routledge.