



South Asia in the English Classroom

Drawing on the **BFI's India on film** season, LATE explores the presence of South Asian culture in our schools.

Praise for our keynote speakers

Imtiaz Dharker

'If there were to be a World Laureate, then for me the role could only be filled by Imtiaz Dharker.' - *Carol Ann Duffy*

'This is a passionate, uplifting collection of poems about language, love and loss, grief and joy, elegy and celebration. The loss of a great love makes poems of piercing beauty. In her finest book to date, Imtiaz Dharker finds resolution in language itself, and in a world the more loved for the sharpness of loss.'
- *Gillian Clarke, National Poet of Wales.*

The Good Immigrant

A successful sportsperson is a 'good' immigrant; only some minorities are considered 'model'. These essays, edited by Nimesh Shukla, cast a sharp light on 'othering' in the UK *The Guardian*

To say the publication of *The Good Immigrant* has come at a good time would be an understatement. As I write this, the news is gushing with hostility towards anything and anyone resembling otherness *VICE*

Conference

Programme

9.30am: Coffee and registration

10.00am: Keynote: Darren Chetty

11 am: Workshops (rooms announced on the day)

12.15 pm: Imtiaz Dharker closing plenary

1 pm Closing remarks and lunch

Darren Chetty

Darren Chetty is a doctoral candidate and Teaching Fellow at UCL Institute of Education. He taught in London primary schools for twenty years.

His research focuses on Philosophy for Children, Multiculturalism and Racism. He was awarded the 2013 Award for Excellence by the International Council for Philosophical Inquiry with Children (ICPIC) for his paper, 'The Elephant in the Room: Picturebooks, Philosophy for Children and Racism.' He co-wrote, with Judith Suissa, "'No Go Areas": Racism and Discomfort in the Community of Inquiry', a chapter in the *Routledge International Handbook of Philosophy for Children*.

He is the author of 'You Can't Say That! Stories Have to be About White People', an essay in *The Good Immigrant*, edited by Nikesh Shukla and published by Unbound.

Darren also convenes the 'UK #HipHopEd' Seminar Series, a space for artists, teachers, activists and academics with an interest in the relationship between education and Hip-Hop culture to come together to present, discuss, support and challenge each other, in a spirit of democratic learning.

Darren is a reviewer for Letterbox Library, a Special Advisor for #BAMEed and Breakin Convention and co-chair of the Committee on Race and Ethnicity of the Philosophy of Education Society of Great Britain.

Workshop 1

Singing in the rain: using visual media to develop pupil writing

Manisha, Park High School

Manisha is a teacher at Park High in London and teaches a unit on Empire. When teaching writing Manisha draws on Bollywood for inspiration. Teaching in London means that we teachers encounter a variety of pupils, many of whom come from culturally diverse backgrounds. This workshop will aim at exploring different ways in which visual media, specifically Bollywood and the infamous 'dancing in the rain' songs in some films can be used to aid pupil understanding of poetry and develop ideas for nonfiction writing.

Workshop 2

Using film to support writing about textual structure

Charlotte Harrison, @sometimesmovies

Charlotte will be combining her expertise as an experienced English teacher with her passion for movie-going in this workshop. The workshop is designed to highlight how film can be used in classroom practice to enhance students writing about structure within literary texts. By exposing students to the required technical terminology and applying it to the study of film, before then transferring the same skills to their writing, students will become more confident in recognising and then discussing the writer's use of structure. During the workshop technical terminology glossaries will be provided and example clips will be shown on how to integrate this strategy into teaching.

Workshop 3

Looking from the Outside In? Teaching in India and London

Stuart Scott, Collaborative Learning

Can teaching in India help with understanding, addressing and celebrating cultural and linguistic diversity? Stuart Scott has worked recently with teachers all over India (Chandigarh, Ambala, Delhi, Hoshiarpur, Raipur, Guwahati, Surat, Puducherry, Hyderabad and Simla.) The focus of his work was the encouragement of exploratory talk. This workshop will explore how teaching and learning in India can impact on teaching in London.

Workshop 4

Indian Shakespeare

Mehrunissa Shah, Preston Manor School

Mehrunissa is the head of English at Preston Manor school. She is also an MPhil/ PhD candidate at the IOE exploring how young people from different backgrounds respond to literature. This workshop will look at Indian versions of Macbeth (Maqdool) and Hamlet (Haider) and how these films interpret the famous plays. How might looking at Shakespeare through the eyes of Indian directors help you to open your mind to new readings and help your students see Shakespeare as something other than an English heritage text?

Waiting for Crossrail, Imtiaz Dharker

Victoria and Elizabeth, Ada and Phyllis
swoop in from the ends of the city to marvel
at the newly unearthed find. The tunnel
has seen it all before. It yawns, and at its open mouth

these people have materialised like words
it has just spoken, a speech balloon
that blossoms out of darkness. The tongue
is black and can only stutter, starless,

I lived on your street, this baby fed at my breast.
We had names, we sat where you sit to drink and eat.

Between the City and the pit, the builders
and the diggers are speechless, staring into
no-man's land, its accidental inhabitants
written out in rows. The earth knows

The world is many-layered and must be used
and used again. It throws a blanket over them,

but we are the ones who are shivering.
We remember their passing as if it were our own.

We will always be aware of them
coming and going in our neighbourhood.
They are with us, hurrying
to the market, or standing side by side

on the platform, holding hands,
hoping we will turn and say their names.

They have been here all this time,
waiting for our train.

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