Glossary

Supporting Opportunity in Schools: Promoting Educational Equity

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This **glossary** is an alphabetical list of terms related to equity, which are used in the rubric to self-assess school equity, with the definitions of these terms.

1) Aids and Helps

Aid: Money, equipment, or services that are provided for any student who need them but cannot provide them for themselves.
Source: https://www.collinsdictionary.com/es/diccionario/ingles/aid

Help: Assistance or support given with an educational purpose.
Source: https://www.merriam-webster.com/dictionary/help

2) Aspirations and Expectations

Although educational aspirations and expectations are conceptually and empirically very proximate, they are distinct measures that capture unique elements of students' educational ambitions. The aspirations question asks students how far they would LIKE to go in school, which implies that the student should note their educational aspirations regardless of any constraints (e.g. finances, grades…) that may keep them from achieving this level of attainment. The expectations question, on the other hand, asks students to note the level of schooling that they REALISTICALLY expect to complete, indicating that the students should factor in to their response the potential constraints that may hinder their educational attainment.

Source: https://depts.washington.edu/uwbhs/pdf/EducationalAspireExpect.pdf

3) Coeducation

Co-education is a system where both the genders (male and female) participate in the same learning center or an educational institution. In this process, both the genders would benefit equally in learning or attaining knowledge from the institution.

Source: https://content.wisestep.com/advantages-disadvantages-co-education-system/

4) Community

When used by educators, the term school community typically refers to the various individuals, groups, businesses, and institutions that are invested in the welfare and vitality of a public school and its community—i.e., the neighborhoods and municipalities served by the school.

Source: https://www.edglossary.org/school-community/

5) External supports

The external supports refer to changes to *how* and *what* students learn. They are aimed at helping learners succeed in school and they are provided by staff who do not belong to the school. They are often called *related services* or *direct services*. Services provide the extra help children need to benefit

from education, for example, speech-language therapy, occupational and physical therapy, counseling, adaptive physical education...

Source: https://www.understood.org/en/school-learning/special-services/special-education-basics/the-difference-between-services-and-supports-for-kids-with-learning-and-attention-issues

6) Intercultural issues

Intercultural issues refer to the matters that can happen in situations where other people are perceived as members of another cultural group rather than as individuals, the self is then also categorized as a cultural group member rather than in purely individual terms, with intergroup comparisons being made (Oakes et al., 1994). On the other hand, intercultural competence is defined as the set of values, attitudes, skills, knowledge, and understanding that are needed for understanding and respecting people who are perceived to be culturally different from oneself, for interacting and communicating effectively and appropriately with such people, and for establishing positive and constructive relationships with such people.

Source: https://econtent.hogrefe.com/doi/pdf/10.1027/1016-9040/a000308

Source:https://springinstitute.org/whats-difference-multicultural-intercultural-cross-cultural-communication/

7) Learning ecology

We learn based on a series of activities, resources, relationships and contexts that shape our immediate surroundings. Based on our involvement, new possibilities of learning are created. This context is called learning ecology and is a reality of each person, although it is nourished by its own social environment.

Source: http://epce.blogs.uoc.edu/ca/2017/01/11/ecologies-aprenentatge-que-son-com-fomentar/

8) Multiculturality

Multicultural education embraces the idea that all students, regardless of gender, social class and ethnic characteristics, ethnic, cultural, education system should have an equal opportunity to learn. Multicultural education is not limited to changes in the curriculum, but also involves changes in the school and educational environment.

Source: Banks, J. A., & Banks, C. A. M. (Eds.). (2009). Multicultural education: Issues and perspectives. John Wiley & Sons.

9) Multilingualism

Multilingualism is the use of more than one language, either by an individual speaker or by a community of speakers. It is believed that multilingual speakers outnumber monolingual speakers in the world's population. Multilingualism is advantageous for people wanting to participate in globalization and cultural openness. Owing to the ease of access to information facilitated by the Internet, individuals' exposure to multiple languages is becoming increasingly possible.

Source: https://en.wikipedia.org/wiki/Multilingualism

10) Newcomers

The term 'newcomer' is used to refer to a pupil who does not have satisfactory language skills to participate fully in the school curriculum and does not have a language in common with the teacher.

Source: https://www.education-ni.gov.uk/articles/newcomers

11) Pastoral support

Pastoral support is a service that gives help and support to students as well as providing information, advice and guidance. They always work in close partnership with teachers, parents, carers and other specialist agencies.

Source: http://teddingtonschool.fluencycms.co.uk/MainFolder/Pastoral-Support-Leaflet.pdf
Source: https://dictionary.cambridge.org/dictionary/english/pastoral

12) Psycho-pedagogical advice

Psycho-pedagogical advice is all the information and recommendations given by professional psychologists or educationalists to schools, teachers and students to help them and their needs. They develop action plans with close collaboration with other social services and external professionals aimed at helping students to succeed in their careers and personal development.

13) Recruitment systems

Recruitment refers to the overall process of attracting, shortlisting, selecting and appointing suitable candidates for jobs (either permanent or temporary) within an organization.

Source: https://en.wikipedia.org/wiki/Recruitment

14) School community

When used by educators, the term **school community** typically refers to the various individuals, groups, businesses, and institutions that are invested in the welfare and vitality of a public school and its community—i.e., the neighborhoods and municipalities served by the school.

In many contexts, the term encompasses the school administrators, teachers, and staff members who work in a school; the students who attend the school and their parents and families; and local residents and organizations that have a stake in the school's success, such as school-board members, city officials, and elected representatives; businesses, organizations, and cultural institutions; and related organizations and groups such as parent-teacher associations, charitable foundations, and volunteer school-improvement committees.

Source: https://www.edglossary.org/school-community/

15) School policy

School policies and procedures are essentially the governing documents by which a school district and school buildings are operated. They govern the day-to-day occurrences that happen in the school. They offer the guidelines for how the administration and school board believe their school should be run. These policies come into play every single day. They are a set of expectations that all constituents within the school are held accountable by.

Source: https://www.thoughtco.com/draft-effective-policy-and-procedures-3194570

16) School staff

School staff includes teaching staff (professional personnel directly involved in teaching students) and it also includes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel.

Source: https://stats.oecd.org/glossary/detail.asp?ID=5437

17) Social cohabitation

School social cohabitation refers to the sense of social belonging that everyone in the school community has. The school has to engage with the principle of social cohabitation and make sure that interculturality and well-being are ensured all the time.

18) Support and intervention activities

In some circumstances, students will need additional support through a specialist programme concentrating on certain skills or through extra help in the classroom. Support and intervention activities include social skills, anger management, literacy, numeracy or oracy. There are also

interventions or activities focusing on stretching the most able and emotional support groups. Interventions may take place during the school day, at lunchtimes or after school.

Source:

19) Voice activities

Students participate and take decisions related to the different activities developed in the school as well as in school committees, associations and councils.