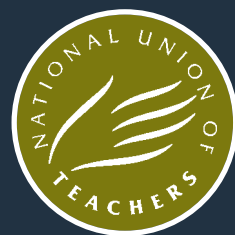




Born To Be Great

**A Charter on Promoting the
Achievement of Black Caribbean Boys**



www.teachers.org.uk

BORN TO BE GREAT

A CHARTER ON PROMOTING THE ACHIEVEMENT OF BLACK CARIBBEAN BOYS

A MESSAGE FROM THE GENERAL SECRETARY, STEVE SINNOTT AND PROFESSOR GUS JOHN

Schools are at the heart of promoting social progress, equality and justice and enhancing the lives of future generations. Only if schools carry the idea of a collective purpose, however, can they work towards making all young people feel valued as individuals and enabling them to succeed.

Education is a fundamental human right. It enables young people to make sense of society and to contribute to it. As a special right, education promotes other rights and responsibilities. It is crucial, therefore, to aspire to equality of access and entitlement to education for all young people.

This Charter intends to contribute to this urgent task. By setting out the rights, entitlements and responsibilities of all stakeholders, the Charter seeks to promote a common understanding on the issues and challenges of promoting the achievement of black Caribbean boys.

The publication of this Charter is particularly timely as it coincides with the bicentenary of the Act of Parliament in 1807 that heralded the abolition of the transatlantic slave trade. What is important to note, but all too frequently forgotten, is the capacity of African people, whose identity was reshaped in the Caribbean, to emerge as survivors and to contribute to the development of civil society.

It is time, therefore, to remind ourselves of that fundamental instinct for freedom and the determination to confront and challenge injustice that inspired the struggle against the slave trade.

Black Caribbean boys are born to be great – let them live up to this responsibility – let us all live up to our responsibilities – let us all give respect – always.

We commend the Charter to you.



STEVE SINNOTT
General Secretary
National Union of Teachers



PROFESSOR GUS JOHN
Visiting Faculty Professor of Education
University of Strathclyde

INTRODUCTION

This Charter on promoting the achievement of black Caribbean boys is rooted in the belief about the nature and purpose of education.¹ In its education statement, 'Bringing Down the Barriers', the National Union of Teachers set out its views on how education should be carried forward over the next decade.

The introduction to 'Bringing Down the Barriers' emphasises that education is a fundamental human right:

"All children and young people have a right to high quality education. Education is central to the personal development and health of young people. It encourages them to think and acquire knowledge. Education enables young people to make sense of and contribute to society. At the heart of education are teachers. Teachers inspire young people and unlock their potential. Teachers enrich their countries and societies.

As a human right, education is special. It promotes other rights and responsibilities. Globally and at home education can play a central role in the elimination of poverty. It has the power to help liberate not only individuals but also whole groups of people."

Fundamental to this belief is that whatever their needs, no child or young person should ever be 'written off' or have their potential underestimated. Rather, the NUT believes that the public provision of quality education is a fundamental entitlement for all.

School communities consist of pupils, teachers, support staff, parents, carers and governors. Individually and collectively, they have rights and entitlements. Each have responsibilities to themselves and to others. This Charter sets out those rights, entitlements and responsibilities.

The NUT recommends this Charter as a working document for all those who have a stake in promoting the achievement of black Caribbean boys. In particular, it is recommended to schools, communities, students, parents, carers, the teaching profession, employers, colleges and universities and, of course, government. It is hoped that they will all adopt and adapt it to suit local circumstances.

Readers of this Charter are strongly urged to use it and to provide the NUT with details of their views on it. A response form is included for the return of comments. (Appendix 1).

¹ In this Charter, we are using the term 'Black Caribbean' as defined by the census and used in official collation of data on pupil achievement

THE AIMS OF THE CHARTER

It is recognised that many schools and teachers are already working effectively to address the issues raised in this Charter. The achievement of black Caribbean boys, however, remains a matter of concern. Through this Charter, our aim is to promote and rapidly enhance the achievement of black Caribbean boys. The Charter is therefore intended to support teachers, schools, parents, carers and the community more widely in achieving that objective. As a pre-requisite, the Charter explains how stakeholders can promote the achievement of black Caribbean boys by:

- being proactive and rigorous;
- having a positive focus;
- emphasising the importance of self-respect;
- acknowledging that not all black Caribbean boys have the same experience of schooling or the same attitudes to learning;
- acknowledging that the circumstances and needs of individual children differ and that planning and organising schooling provision to meet individual needs must reflect such complexities;
- helping to raise the aspirations of black Caribbean boys and their belief in their capacity to meet those high aspirations;
- promoting the achievement of black Caribbean boys as a worthwhile goal;
- making a concerted effort to reduce the disproportionately high exclusion rates of black Caribbean boys generally;
- taking the necessary steps to avoid the exclusion of black Caribbean boys individually, including the establishment of appropriate measures to support them in focusing on learning and self development;
- acknowledging that parents, carers, the community, teachers, schools and the pupils themselves share a common responsibility that may be supported by partnership and improved communication;
- emphasising the crucial role of school leaders and managers;
- tackling racism in its institutional and individual manifestations;
- developing strategies which will rectify, rather than merely rehearse, problems which have been identified;
- critically investigating and understanding the context of culture, for example, school culture and ethos, as well as the cultures and backgrounds of the students;
- identifying how expectations of self can be complemented by the aspirations of the school and of parents and carers;
- emphasising the need for rigorous monitoring and analysis of outcomes; and
- celebrating the academic and other achievements of black Caribbean boys and other males in the community and in civil society.

A CHARTER ON PROMOTING THE ACHIEVEMENT OF BLACK CARIBBEAN BOYS

BLACK CARIBBEAN BOYS ARE

ENTITLED TO:

- respect and dignity;
- study, learn and be taught in an environment in which that right is routinely respected;
- have their voices heard, to be listened to and to know where to go to share their concerns;
- achieve their potential based on high expectations from parents/carers, teachers, the wider school community and their own peers;
- an educational provision that meets their needs, enables them to enjoy their learning, develop emotionally and socially and make a positive contribution to their schools and the wider community;
- sustained, high quality teaching and educational provision without discrimination;
- be told how well or how badly they are doing and to plan with teachers and parents/carers the targets they might set themselves and how they would be supported in meeting those targets;
- a creative, flexible and relevant curriculum that stimulates learning and encourages engagement;
- a curriculum which enables them to recognise and be motivated by their own heritage and background and which includes black history;
- opportunities to help create the curriculum from what they bring to the teaching and learning relationship;
- a school ethos which contributes to their moral, spiritual and cultural development;
- opportunities to contribute to the development or review of school behaviour policies and how they are applied;
- fair implementation of schools' discipline policies;
- personalised learning supported by a well-resourced teaching and learning environment;
- access to role models within the school community;
- opportunities to suggest and discuss measures the school might adopt in order to eliminate the need to exclude students;
- help and guidance in resolving conflict and resisting aggression;
- be free from circumstances in which they are bullied, ignored, ridiculed, or subjected to any forms of discrimination or stereotyping;
- a safe environment in which to share their concerns and the assurance that their confidences will be respected; and
- evidence that there is a whole-school approach to dealing with their concerns fairly and justly.

BLACK CARIBBEAN BOYS ARE

RESPONSIBLE FOR:

- conducting themselves with dignity and self-respect;
- treating their teachers, their peers and all members of the school community with respect and consideration, both by their use of language and by their general behaviour;
- taking responsibility for the development of their own learning, success, self-effectiveness, progress and self development;
- helping their teachers and their parents/carers to understand how they learn best;
- seeking help and support when they need it, accepting it when they are assessed as needing it, and making good use of it;
- bringing to the attention of the school any issues that might be affecting their ability to focus on learning and to work to the best of their ability;
- building their own self-respect;
- building a positive self-image;
- engaging in their personal self-assessment;
- offering their skills to the school community;
- their own moral, spiritual and emotional development;
- accepting and supporting their school's discipline policies and norms of behaviour and the roles and responsibilities of all staff; and
- helping to contribute to the good reputation of their schools.

SCHOOLS, TEACHERS AND SUPPORT STAFF ARE

ENTITLED TO:

- be treated with respect;
- freedom from verbal abuse, threats or physical assaults within their working environment;
- preparation for teaching a diverse school population through initial teacher training, induction and continuing professional development;
- education and professional development that enables them to develop the knowledge, understanding, skills and competences necessary for tackling racism in its institutional and individual manifestations;
- professional development which equips them to enable black Caribbean boys to achieve their potential; including identifying and meeting their needs;
- the time necessary during the school day to provide pastoral support to black Caribbean boys and the space for them to share their concerns, stresses and anxieties and receive support in dealing with them;
- a well-resourced teaching and learning environment;
- the size of class necessary to respond to the needs of individual black Caribbean boys;
- work in an environment where high expectations are the norm and the ethos is supportive of teaching and learning;
- utilise all their skills and expertise;
- use disciplinary measures when warranted according to the school's agreed behaviour policy;
- clear guidelines and professional development on tackling racial harassment and dealing with racist incidents;
- a strong lead on race equality from head teachers and those with management responsibilities who provide leadership, support and supervision to staff;
- be consulted fully as key stakeholders in the process of drawing up, reviewing and monitoring the implementation of schools' race equality policies;
- training in respect of the requirements of the Race Relations (Amendment) Act 2000 and the duties it places upon them;
- training in impact assessment with respect to the General Duty of the Race Relations Amendment Act and other strands of equality legislation;
- support when implementing schools' race equality policies; and
- know where to turn when they need support and to receive appropriate support.

SCHOOLS, TEACHERS AND SUPPORT STAFF ARE

RESPONSIBLE FOR:

- meeting the learning needs of all pupils including black Caribbean boys;
- promoting and encouraging the aspirations, confidence, self-effectiveness and achievement of black Caribbean boys;
- demonstrating a moral commitment to raising the achievement of black Caribbean boys;
- demonstrating to black Caribbean boys that they have high expectations of them and encouraging them to have high expectations of themselves;
- telling them how well or how badly they are performing and encouraging them to higher levels of achievement, both academically and in terms of their personal development;
- providing feedback to parents/carers when their children are doing well and giving them an honest and early assessment of their children's educational and social progress prior to difficulties arising;
- providing continuous assessment of children's academic, social and emotional development to them and to their parents/carers;
- demonstrating cultural competency in dealings with the communities they serve;
- being approachable and respecting the children and young people they teach;
- treating parents/carers with respect and working in partnership with them to support their children's learning and self development;
- encouraging black Caribbean boys' parents/carers to have high expectations and to work to realise them;
- encouraging good behaviour and respect for others;
- preventing all forms of bullying, including racist bullying amongst pupils;
- treating parents/carers with consideration when they raise concerns with the school;
- helping contribute to black Caribbean boys' moral, spiritual and emotional development;
- working with parents/carers and the community to reduce the high number of exclusions (both permanent and fixed-term) of black Caribbean boys by developing and maintaining a whole-school approach to dealing with black Caribbean boys fairly and justly;
- providing support and guidance to youngsters at risk of exclusion;
- enabling black Caribbean boys to develop a positive self-image;
- creating links with others, for example, supplementary schools, to enhance black Caribbean boys' achievement;
- providing a safe environment in which children could share their concerns, anxieties and stresses and receive support in dealing with them;
- working with other teachers and support staff to share good practice in this area;
- developing and supporting black teachers and support staff and not making them account for, or seeing them as the only people capable of dealing with, the behaviour of black children and their parents/carers;
- meeting their legal duties under the 2000 Race Relations (Amendment) Act to promote race equality and eliminate unlawful discrimination; and
- assessing the impact upon the school and especially on black students and teachers of implementing the 2000 Race Relations (Amendment) Act and for consulting with black teachers, students and parents/carers in the process.

PARENTS/CARERS ARE

ENTITLED TO:

- receive positive feedback on achievement, as well as an honest and early assessment of their children's educational and social progress prior to difficulties arising;
- regular assessment of children's academic, social and emotional development;
- consultation on the school's policies and procedures;
- consultation on the school's race equality policy and how the school is meeting the requirements of the Race Relations (Amendment) Act, so that they can influence decision-making;
- information on the results of the race equality impact assessment of the school's policies;
- detailed information on the school's monitoring of children's achievement by ethnicity;
- guidance and information that empowers and enables them to support their children's learning and self development and encourage them to higher levels of achievement;
- respect from schools and the right not to be viewed in stereotypical ways;
- expect from their children's schools high quality education, whatever their children's learning needs;
- scrutinise the school's discipline and behaviour policies;
- the facility and time provided by the school to discuss and resolve any concerns they may have about their children's schooling experience or their own relationship with the school; and
- access to the records schools hold on their children.

PARENTS/CARERS ARE

RESPONSIBLE FOR:

- exercising a balance between pressure and encouragement in order to promote their children's achievement;
- encouraging their children to recognise the importance of education and learning and to work hard;
- encouraging their children to have high aspirations and to believe that they could realise their aspirations;
- making the time to listen to their children and encouraging them to talk openly and honestly about their school experience and their relationship with their peers;
- giving their children due praise and encouragement for their effort and achievements in the school, home and community;
- supporting the school in its application of behaviour policies and its systems of incentives, rewards and sanctions;
- insisting that their children pay proper respect to teachers and support staff and to their peers;
- insisting that their children are treated fairly and with respect and consideration;
- preparing their children for school and encouraging them to have a positive attitude to learning;
- telling the school about matters which might impact upon their children's ability to focus on learning;
- nurturing a positive self-image amongst black Caribbean boys;
- taking all reasonable steps to ensure that their children carry out work set for them; and
- respecting staff, pupils and the school environment.

SCHOOL GOVERNING BODIES

Each school governing body has a legal responsibility to comply with the requirements of the Race Relations (Amendment) Act 2000 and in particular the General Duty to promote equality of opportunity, combat unlawful discrimination and promote good relations between people of different racial groups.

School governing bodies have a duty to be involved in formulating, reviewing and monitoring the application of the race equality policies of their schools. Their insights and contributions should be valued and fully taken into account.

Each school governing body has a responsibility to undertake training such that they understand how racism manifests at institutional, cultural and personal levels and how their school could be implicated in the perpetuation of it.

Each school governing body has a duty to ensure that their school is monitoring by ethnicity and providing information to them, to parents/carers and to the general public on their performance in respect of educational outcomes for pupils, attendance, exclusions, and complaints.

Each school governing body should have regard to the concerns and aspirations of parents/carers and the community in relation to black Caribbean boys' achievement.

School governing bodies have a responsibility for contributing to the positive ethos of the school and to the school's work in enhancing pupils' learning.

School governors have a duty to be mindful of the evidence provided by the Youth Justice Board and others of the link between school exclusions and youth offending.

School governors have a responsibility to work with school managers, teachers and parents/carers to ensure that they exclude children in the most exceptional circumstances only and that parents/carers are supported in managing excluded pupils.

BLACK TEACHERS

Black teachers have the same entitlements and responsibilities as other professionals within education. There are however, some entitlements, which are specific to black teachers.

Black teachers are entitled to:

- an explicit recognition of the additional value that they bring to the school workforce and to the school's interactions with black Caribbean boys and their parents/carers;
- a recognition of the barriers that they face, particularly in relation to their promotion prospects and access to professional development, and proactive steps to remove them;
- specific support from the school where they may experience racist behaviour from other teachers, pupils, governors, senior leaders, parents/carers or the wider school community; and
- evidence that the school acknowledges the phenomenon of institutional racism and is taking appropriate measures to eliminate it.

BACKGROUND

The public provision of quality education for all as a fundamental entitlement of all is the foundation on which schooling in this country has developed, at least since the 1944 Education Act.

Nevertheless, since the 1960s, black parents/carers have been concerned about the schooling experience of their children, especially black Caribbean boys.

While there has been a reduction in the attainment gap between black Caribbean children, particularly boys, and others, it remains the case that their attainment at GCSE is well below the national average. Figures from the 2006 GCSE results in England show that 44.9 per cent of black Caribbean students gained five good GCSEs or equivalent as compared to 57.3 per cent for white students.² Whilst these figures represent an improvement of 6 percentage points on the previous year, the gap is still unacceptably large. In Wales, figures show that at key stage 4 black pupils performed well below the national average.³

Research evidence shows further that during the primary phase black Caribbean pupils achieve at least as well as their peers, although there is some recent local evidence to suggest that black Caribbean pupils are now falling behind during the primary phase⁴. Something happens at secondary transfer and during their adolescence, however, which impacts negatively on attainment.

The causes of black Caribbean pupils' under-attainment are complex.⁵ Academic debates on this issue lay varying emphases on the impact of peer pressure and street culture, the socio-economic position of the black Caribbean community, home background, relationships between parents/carers and schools, low expectations of teachers and institutional racism.⁶

The attainment gap between black Caribbean pupils and the national average is further compounded by the high levels of permanent exclusions of black pupils. Every year, 1,000 black pupils are permanently excluded and nearly 30,000 receive a fixed period exclusion. Research has shown that black pupils are three times more likely to be excluded than their white peers.⁷

Teachers have a key role in tackling discrimination, promoting equal opportunities in schools and creating a positive school environment for all pupils. Research evidence is very clear on the impact of teacher expectations on pupil achievement.⁸

² Statistical First Release, DfES, 15 February, 2007

³ Statistical Bulletin 75/2006, National Assembly for Wales, 14 December 2006.

⁴ *Ethnicity and Education: The Evidence on Minority Ethnic Pupils*: DfES, 2005

⁵ N. Rollock, *Dressed to fail? Black Male Students and Academic Success*, Runnymede Quarterly Bulletin, June 2005 No.342

⁶ Cf. L. Cork, *Supporting Black Pupils and Parents: Understanding and Improving Home-School Relations*, (Abingdon: Routledge, 2005), G. John, *Taking A Stand: Gus John Speaks on Education, Race, Social Action and Civil Unrest 1980-2005*, (Manchester: Gus John Partnership, 2006), T. Sewell, *Black Masculinities and Schooling*, (Stoke-on-Trent: Trentham Books, 1997), D. Gill, B. Mayor and M. Blair, *Racism and Education: Structures and Strategies*, (London: SAGE, 1992), B. Richardson (ed), *Tell It Like It Is: How Our Schools Fail Black Children*, (London: Bookmarks, 2005), D. Youdell, 'Identity Traps or How Black Students Fail: The Interactions between Biographical, Sub-Cultural, and Learner Identities' in *British Journal of Sociology of Education*, vol. 24, no.1, (2003), pp.3-20, M. Mac an Ghail, *Young, Gifted and Black: Student-Teacher Relations in the Schooling of Black Youth*, (Milton Keynes: Open University Press, 1988).

⁷ Cf. P. Wanless, I. Dehal and R. Eyre, *Exclusion of Black Pupils: Priority Review – Getting it. Getting it right*, DfES, September 2006.

⁸ Cf. D. Gillborn, 'Ethnicity and Educational Performance in the United Kingdom: Racism, Ethnicity, and Variability in Achievement', in *Anthropology & Education Quarterly*, vol.28, no.3, (September 1997), pp.375-393; J. Haynes, L. Tikly and C. Caballero, 'The Barriers to Achievement for White/Black Caribbean Pupils in English Schools', in *British Journal of Sociology of Education*, vol. 27, no.5, (November 2006), pp.569-583.

Due to its role in enhancing the life chances of pupils, the education system has a clear and particular responsibility to equip teachers with the knowledge, skills and understanding as necessary tools to challenge their own and their pupils' stereotypical views about particular black and minority ethnic groups. Equally, parents/carers and pupils themselves have to take their share of responsibility. Black Caribbean boys must take responsibility for their own learning and show themselves self-respect. Parents/carers must live up to their responsibilities too. In this way we all have a role in eradicating the attainment gap between black Caribbean pupils and the national average.

Resolution 61/19 of the United Nations General Assembly designated 25 March 2007 as the International Day for the Commemoration of the Two-hundredth Anniversary of the Abolition of the Transatlantic Slave Trade. That resolution:

'Urges Member States that have not already done so to develop educational programmes, including through school curricula, designed to educate and inculcate in future generations an understanding of the lessons, history and consequences of slavery and the slave trade'.

200 years after the Act of Parliament abolishing the slave trade, the descendants of slaves are still among the worst performing groups in the schooling system. What is more, the societal consequences of that are far too severe to be ignored. In certain parts of the country, black Caribbean males have a life expectancy of 25 because of a culture of gun violence and rivalry between gangs. Black Caribbean males are in prison and youth custody in disproportionate numbers. They are also over-represented among users of mental health services.

NUT ROUNDTABLES ON PROMOTING THE ACHIEVEMENT OF BLACK CARIBBEAN BOYS

During late 2006 and early 2007, the NUT convened a series of roundtables to discuss the issues surrounding the promotion of the achievement of black Caribbean boys. The purpose of the roundtables has been to produce a Charter for promoting the achievement of black Caribbean boys. The Charter is based on a rights and responsibilities approach and aims to build consensus between the various stakeholders and a common understanding on the issue.

The Charter, in particular, includes the entitlements and responsibilities of:

- pupils;
- schools, including teachers;
- governors;
- black teachers; and
- parents/carers and the community.

The NUT roundtable discussions involved teachers, pupils and parents/carers, as well as 'experts', to guide the deliberations with the purpose as described above. The roundtables were chaired by Professor Gus John (see appendix 2 for full biographical details).

ISSUES AND CHALLENGES WHICH INFORM THE CHARTER

Set out below are the key themes, issues and challenges identified for each of the groups by the roundtables. These issues and challenges inform the Charter.

Black Boys

- One significant challenge in engaging black Caribbean boys is how to tackle some of the negative aspects of the youth culture which engulfs some of these boys.
- Fairness and mutual respect are key ingredients of successful institutions and teacher-student relationships.
- Students need to have a full understanding of their own responsibility; they are the authors of their own success.
- The impact of street culture on black Caribbean boys' achievement should be investigated.
- Gender issues need to be tackled systematically; stereotypes about masculinity and femininity in particular need to be challenged.
- Black Caribbean boys are three times more likely to be excluded than their white peers.
- There should be attempts to imagine a different educational culture.

Schools and Teachers

- There is a need for a more detailed understanding of the background, culture and abilities of black Caribbean boys in order to avoid generalisations.
- One significant challenge in engaging black Caribbean boys is how to tackle some of the negative aspects of the youth culture which engulfs some of these boys.
- There should be a positive focus on black Caribbean boys who achieve and events to celebrate their success.
- The under-achievement of black Caribbean boys is a community issue as well as a challenge for educational institutions and black parents/carers.
- Black Caribbean boys tend to be concentrated in schools with significant challenges such as low prior attainment, high staff turnover and a transient teacher workforce.
- The Government needs to investigate resource levels within these schools and allocate funding commensurate with the needs of individual schools.
- Personalised attention, often prevented by large class sizes, is a crucial issue.
- Teachers need to have consistently high expectations and must not be deflected from their aspirations for black Caribbean students.
- Black Caribbean boys are three times more likely to be excluded than their white peers.
- Fairness and mutual respect are key ingredients of successful institutions.
- Schools should work together with parents/carers, based on support, encouragement and respect.

- There should be an emphasis on stretching students academically, with appropriate challenges.
- Whilst recognising that black teachers bring additional qualities to the teaching profession, there should be an emphasis on good teachers, regardless of ethnic origin.
- Race equality issues are crucial to teacher training, but the Training and Development Agency expectations are often insufficient. In addition, there is often only superficial training on race equality provided by initial teacher training settings.
- Examples of good practice should be widely shared amongst colleagues.
- The impact of street culture on black Caribbean boys' achievement needs further investigation.
- Schools should monitor achievement disaggregated by ethnic group.
- It is important that an ethos of achievement is built into all schools.
- Gender issues need to be tackled systematically; stereotypes about masculinity and femininity in particular need to be challenged.
- Professional associations should provide professional development opportunities on race equality issues to their members.
- There should be attempts to imagine a different educational culture.
- There should be a closer investigation of potential benefits which the supplementary school system can bring to mainstream education.

Parents/Carers and the Community

- There should be a positive focus on black Caribbean boys who achieve and events to celebrate success.
- One significant challenge in engaging black Caribbean boys is how to tackle some of the negative aspects of the youth culture which engulfs some of these boys.
- The under-achievement of black Caribbean boys is a community issue as well as a challenge for educational institutions and black parents/carers.
- Black Caribbean boys are three times more likely to be excluded than their white peers.
- There needs to be an open discussion on the role of black fathers – for example, black fathers could potentially serve as key role models.
- Fairness and mutual respect are key ingredients of successful institutions and community school relations.
- Schools should work together with parents/carers, based on support, encouragement and respect.
- Clear expectations are needed regarding 'respect' for children in our society – for example, there is no agreement about strategies and solutions within the community and, therefore, schools can sometimes be caught in the midst of this dilemma.
- There should be more support for isolated black lone parents/carers.

- The impact of street culture on black Caribbean boys' achievement should be further investigated.
- Gender issues need to be tackled systematically; stereotypes about masculinity and femininity in particular need to be challenged.
- Community groups have a role in monitoring race equality issues in schools and in obtaining relevant data which help them to promote the achievement of black Caribbean boys.
- There should be attempts to imagine a different educational culture.
- There should be a closer investigation of potential benefits which the supplementary school system can bring to mainstream education.

APPENDIX 1

FEEDBACK FORM-YOUR VIEWS AND GOOD IDEAS

This Charter has been written by and for pupils, parents/carers and teachers to:

- consider how the achievement of black Caribbean boys can be promoted;
- acknowledge the joint responsibility of all stakeholders in raising black Caribbean boys' achievement;
- emphasise the crucial role of school managers and leaders;
- identify how expectations of self can be complemented with the aspirations of others;
- emphasise monitoring and outcomes;
- address racism in its institutional and individual manifestations; and
- promote the rights of black Caribbean boys.

Feedback on your experience of using this Charter would provide valuable information for future enhancements. Please complete the following pro-forma and return to the address below.

Your name (optional): _____

Your address (optional): _____

Your e-mail (optional): _____

Type of school: _____

Sections of the Charter you used: _____

Context in which you used the Charter: _____

Any outcomes of the use of the Charter: _____

Any constructive criticism relating to the Charter: _____

Any suggestions for the further development of the Charter and any follow-up: _____

Any other views or good ideas regarding this Charter? _____

Are you a (please tick) parent/carers student teacher
 school governor head teacher other (please specify)

Thank you for your comments. Please return this form to:

Education and Equal Opportunities (Race Equality)

National Union of Teachers

Hamilton House, Mabledon Place, London WC1H 9BD

APPENDIX 2

Professor Gus John

Born in Grenada in 1945, Gus John has lived and worked in Britain since 1964.

Gus John is an international Management Consultant and Chief Executive of The Gus John Partnership (GJP) Limited. He has an extensive record as an activist on race equality issues and has held senior positions in local government, most recently as Director of Education and Leisure Services in the London Borough of Hackney.

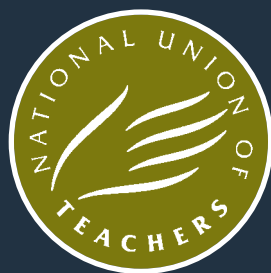
Since leaving local Government in 1996, Gus John has been engaged as a consultant on race equality issues by a range of public bodies. He is an Honorary Fellow of the Institute of Education, University of London and a contributor to its Investing in Diversity programme for developing black and ethnic minority school managers.

Gus John is currently Chair of Parents and Students Empowerment (PaSE). He is a Founder Trustee of the George Padmore Institute and has written extensively on education and social policy issues. His most recent publication is *Emancipate Yourself...Choose Life*, essays on the 1807 Slavery Abolition Act and on guns and gangs in Britain's inner cities.

Select List of Publications:

- 1989 **Murder in the Playground**, The Burnage Report – a report of the Macdonald Inquiry into Racism and Racial Violence in Manchester Schools (with Ian Macdonald QC, Lily Khan, Reena Bhavnani), Longsight Press, London (still available in print)
- 2005 **School Exclusion and Transition into Adulthood in African Caribbean Communities**, with Cecile Wright, Penny Standen and Gerry German and Tina Patel, Joseph Rowntree Foundation, York
- 2006 **Taking a Stand: Gus John Speaks on education, race, social action and civil unrest 1980-2005** The Gus John Partnership Ltd, Manchester
- 2007 **Emancipate Yourself...Choose Life**, The Gus John Partnership Ltd, Manchester

OUR AIM: PROFESSIONAL UNITY
NUT – The Largest Teachers' Organisation in Europe



www.teachers.org.uk