# Strategic Framework for Delivery

> **Our strategy has three strands which are Learning and Development, Engagement and Active Contribution and Ambition Aspiration and Expectations. We have identified a range of actions in respect of key stakeholders under each of the strands. This is presented below.**

| Stakeholders | Learning and Development | Engagement and Active Contribution | Ambition Aspiration and Expectations |
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| **Parents**<br><br>*Empowering Parents* | • Resources for Parental workshops focused on their role in contributing in pre-conditions for learning<br>• Parental Conferences on<br>−responding to and managing experiences of stereotyping and racism<br>−how to ensure they create pre-conditions for learning for their children so that they are successful in their learning and development at school<br>• Development of advisory booklets for parents on "what to do when…..." in areas where their contribution is a key to success in securing successful outcomes for their children | • Supporting schools to develop their school strategy for parents as partners<br>− Case studies<br>− Consultations and direct support from Chalkhill Team<br>− Opportunities for schools to observe Chalkhill Practice<br>• Development of a transition model between Chalkhill and a secondary school, focused on parental engagement and active contribution | • Development of Parents' understanding and confidence through the Father Figure programmes and activities<br>• Support for schools in the identification and designation of parent advisers with skills to support and mentor BC parents to raise their aspiration and expectation for their children. |
| **Pupils**<br><br>*Empowering Pupils* | • Development of a Curriculum Model in which Black Caribbean achievement and History are integral to, and embedded in the curriculum offered<br>• Supporting supplementary schools to strengthen the quality of provision they make | • Student/pupil questionnaires on what works and what hinders their learning and progress<br>• Focus groups of students on issues and challenges around transition from primary to secondary schools<br>• Re-establishing the previous successful | • Tool Kit for pupils to support them in the identification and management of stereotyping and racism<br>• Conferences and seminars for pupils with input from successful Black Caribbean males on what lead to their success and |

| | | initiative in Brent- "Black Boys Can" and encourage schools to engage | how they overcame barriers<br>• Making available successful coaching and mentoring programmes from a range of external organisation to raise expectations of BC boys and to secure their success. |
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| **Stakeholders** | **Learning and Development** | **Engagement and Active Contribution** | **Ambition Aspiration and Expectations** |
| **Teachers**<br><br>*Effective change in schools* | • The establishment of a resource-base of research and publications on Black Caribbean Achievement at Chalkhill Specialist Centre<br>• Workshops and seminars for teachers on effective approaches to maximising the progress of Black Caribbean pupils thereby closing the achievement gaps<br>• Bespoke consultancy support from Chalkhill and Newman College for teachers<br>• Support individual schools in the development of their curriculum and school environments where the achievement and history of black people are integral and embedded within the curriculum | • Establishment of a Black Caribbean Achievement leaders/champions network<br>• Research and development projects on raising BCA in two schools and findings to be disseminated across Brent. | • Programme of training and development for teachers to:<br>– develop an understanding of stereotyping and institutional racism and the impact of these on the achievement and life chances of the Black Caribbean community<br>– understand and adopt methods and approaches which are effective in responding to the needs of Black Caribbean pupils<br>– develop strategies to minimise the risk of exclusion of Black Caribbean pupils from schools |
| **School Leaders and Governors**<br><br>*Effective change in* | • Development of the "Success for All" audit tool and support for schools in the use of the audit to identify priorities to raise the achievement of Black Caribbean pupils (and other disadvantaged pupils)<br>• Supported audit of the school workforce to evaluate the extent to which Black and Minority Ethnic staff (in particular Black | • Engagement of headteachers and other leaders in the development and implementation of a Brent-wide strategy for raising BCA<br>• Dissemination of case studies of effective practice to raise BCA | • Leadership Development opportunities for leaders at all levels to review and analyse pupil performance data rigorously and ensure early intervention for Black Caribbean pupils underachieving or at risk of underachievement<br>• Conference for school Governors and training opportunities for individual |

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| *schools* | Caribbean staff) are represented at all levels | | governing board in raising Black Caribbean Achievement |
| **Other Stakeholders** <br><br> *LA Wider BC community* | • TBC | • TBC | • TBC |

**The strategy group to consider a) Timeline for implementation, b) Engagement and sign-up from all schools, c) The role of the local authority and d) Budgets to secure successful implementation of the strategy**