

P4C & Rokeby School

Emmanuel Dakoru-Whyte - A Philosophy for Children (P4C) Champion

Tamunotanye Dakoru-Whyte (also known as Emmanuel) is a Year 10 Philosophy for Children (P4C) Champion at Rokeby School, Newham, East London. Although only 15 years old, he is Level 1 trained, engaged in and delivering P4C at a level that many trained teachers would aspire to achieve.



Emmanuel comes from a highly disadvantaged background. He came to the UK from Nigeria as a mid-phase admission with limited experience of the English education system. He has grown up without a father figure from a very young age. He is also an active young carer for his autistic younger brother. Despite these factors he is expected to achieve at least 10 A-A* grades in the summer of 2015.

P4C sessions are typically facilitated by an experienced teacher who has undergone 2 days of special training. Rokeby School has developed the idea of putting promising pupils through this same training and then letting them facilitate enquiries in classes lower down the school. These pupils are called P4C Champions and Emmanuel is outstanding amongst them.

Examples of what Emmanuel has done in his role as a P4C Champion are:

- delivered P4C enquiries to a range of Key Stage 3 (age range 11 – 15) classes, something which he has been doing for the last two years;
- supported school staff with the planning of their P4C enquiries;
- developed resources for use in P4C;
- made a two minute video for the SAPERE P4C film competition;
- hosted the SAPERE P4C Gold Award inspection visit.

Here's feedback from an English teacher, where Emmanuel led an enquiry with a Year 7 class.

Just to let you know Emmanuel was a star today! Watching him deliver P4C was no different to watching a teacher deliver a fantastic lesson. Please pass on to him that he has made my day.



Emmanuel has shown sustained passion for P4C. He has worked hard to learn the skills of P4C facilitation and he is an inspiration to others in the school. As well as his involvement in P4C, Emmanuel has:

- set up his own radio station;
- become a senior prefect;
- set up and lead a Rokeby News Team working closely with the BBC;
- served as a member of the student council;
- acted as a school events ambassador.

Emmanuel's self-assurance and communication abilities are extra-ordinary for someone of his age. He says that P4C has helped him develop these skills in an area of social deprivation, where such skills are in short supply. As a P4C Champion, he is continuing to build his own abilities by passing them on to others. P4C is an approach that asks the teacher to let some control go back to the pupils as they shape their own learning.

What better way to do that than to put someone like Emmanuel in the centre of the group and facilitate on behalf of the teacher?

About Philosophy for Children

P4C is a powerful educational approach that uses techniques of philosophical enquiry to:

- improve educational attainment;
- improve oral communication skills, literacy and numeracy, particularly in the less able;
- improve behaviour in class and beyond, with an increased ability to resolve disputes by discussion rather than by physical means;
- increase self-esteem, especially in children with lower self-esteem;
- increase motivation to learn;
- enhance respect for the opinions of others and increase confidence in one's own opinions.

About Rokeby School

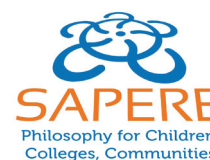
Rokeby is a boys' secondary school in Newham, which has been practising P4C for five years. Regular P4C sessions have played a significant role in improving attainment. Rokeby has much higher than national average percentages of pupils eligible for free school meals, pupils with English as an Additional Language and children from ethnic minority backgrounds. In 2013, Rokeby became the first secondary school in the country to achieve SAPERE Gold Award Status.

Rokeby's experience and success is summarised in the following testimonial.



“ The SAPERE Level 1 and 2 training has had a huge impact on the whole school community of Rokeby School. P4C has been introduced into the whole school curriculum. It has supported the development of staff and student relationships, as well as peer relationships. ”

For more information about P4C courses or whole-school training,
email: janmarples@sapere.org.uk
call: 01865 408333
www.sapere.org.uk



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