

Successful Practices in the Education of Black Students

Viewing Guide

The following are suggestions to facilitate reflection, discussion and plans for action among educators at all levels of our system.

BEFORE VIEWING THE WEBCAST

Prior to viewing, consider the following questions:

- How have I made my program reflective of the interests and learning styles of Black students?
- How have I built upon the skills, knowledge and experiences of my students in developing and delivering my program?
- Are my strategies effective with my Black students? Are they engaged and interested?
- Have I explored a range of strategies: collaborative/ cooperative teaching and learning, Multiple Intelligences, effective schools research?
- What messages does the hidden curriculum send Black students in my classroom or in my school? (The posters on the walls, the materials that we use, the guests we invite, the things that we validate through recognition and celebration.)
- In what ways do community connections enhance my students' school experiences?
- Are there ample enrichment opportunities to enable Black students to expand their intellectual talents?
- Are there ample opportunities and pathways established to guide Black students into programs that expand their future career options and lead to post-secondary education?

POST VIEWING

After viewing the webcast, think about the following questions and activities as you contemplate the issues raised with your colleagues in your teaching and learning teams. These questions and activities are meant to guide your discussion and to assist you in focussing on the realities of your own context.

We encourage you to consider the following questions:

- What am I already doing that was validated in this presentation?
- What made me uncomfortable? Why?
- What road blocks exist that undermine efforts to improve the education of Black students?
- What are the key strategies to overcome these obstacles?
- What would I like to know more about?
- What could I try tomorrow? Next week? Next school year?
- What resources would I like to access?
- What did I learn that I did not know before?

An equity pedagogy exists when teachers modify their teaching in ways that will facilitate academic achievement of students from diverse racial cultural, and social groups.

(Banks)

To extend your discussion:

The purpose of data is to inform academic programming. Although we do not officially collect data based on race, by observing patterns in your school you may be able to identify issues of proportional representation that should be considered as we look at the needs that Black students have as a general group. Reflect on your school and your classroom context and complete the table. Remember, this is observational data and cannot be considered as empirical evidence.

	Total number	Black children	Girls	Boys
SCHOOL: Total school population is:				
Students in Behaviour classes				
Students referred to the office to share a success				
Students referred to the office for behaviour				
Students in LD/ Remediation classes				
Students in Gifted (Advanced)Classes				
Students suspended this year to date				
Students who have received the monthly recognition award				
Students who are in one academic club (math club, science, chess, debate)				
Students who are on the most popular sports teams?				
CLASS: Total class population				
Students who have achieved level 3 or 4 in reading				
Students who have achieved at level 1 or lower in reading.				
Students who have achieved at level 1 or lower in two or more strands of math.				
Students who have level 3 or 4 in two or more strands of math.				
Students who have been late and/or absent more than 15 times in the year to date.				

Food for thought...

What patterns emerge from these data?

Are the proportions reflected in this data equitable? (that is, if Black students make up 15% of your school is there 15% representation in all aspects of your program?)

What are the possible reasons behind these patterns?

Are there patterns that you think can or should be changed to facilitate greater success for an identifiable group of students?

Choose two areas of this table where you would target your efforts to create a positive change.

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