NACCA
est.2018

Action Plan – Anti-Racism and Inclusive School Framework

Priority: A commitment to learning and a demonstration of commitment from leadership to entire student body.

1. Anti-Black Racism Staff Training

All Staff Training Towards Increased Racial Literacy

This workshop will engage participants in a historical and present-day overview of anti-Black racism in Canada. We will explore how racism impacts our workplace and community by looking at the Black experience. Over 90mins, participants will review key occurrences, misconceptions and ideologies that lead to racial inequities and will also learn how racism is systemically reproduced. Designed with bold leadership in mind, you will learn what best practices look like when committed to anti-racism and system-wide intervention. This workshop will allow you to reflect on your own policies and practices as a school through an equity lens.

The workshop is open to all participants with a desire to effect change as a leader towards an anti-racist community and workspace while striving for increased equity and inclusion for all.

Anti-Black racism: an overview of terminologies and context
- Understanding how anti-Black racism shows up in our workplace and community
- System level thinking for transformation
- Moving from inclusive to anti-racist

Cost: $2500.00
(Proceeds to the Newmarket African Caribbean Canadian Association)
Contact: chair@naccacommunity.ca

2. School Climate

Engage in a School Resource Audit

1. Engage and support Black teachers and staff as role models and mentors
2. Actively recruit Black, Indigenous and other racialized teachers and administrators
3. Create anti-colonial classroom environments – provide suggestions for Teachers for classroom environments
4. Conduct an inclusivity audit of all resources in the Classroom and Library to support the inclusion of Black and Indigenous students
    a. Approach the Indigo Love of Reading foundation for funding to augment text selection
        i. Indigo Love of Reading Foundation (Literacy Fund Grant)
    b. Engage students in choice of Authors and mirror in classroom learning
    c. Engage author visits regularly in the classroom with authors who write to the Black experience

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d. Engage visits from Black and Indigenous communities and other racialized communities in ongoing Assemblies
    i. NACCA can help with some recommendations and connections

3. Setting the Foundation

'I Belong' – Implementing an anti-Racist Framework

An inclusive curriculum is defined as 'the process of developing, designing and delivering programmes of study to minimise the barriers that students, regardless of educational dispositional, circumstantial or cultural background, may face in accessing and engaging with the curriculum' (adapted from Grace and Gravestock 2009, Thomas and May 2010, NUS 2011).

- Build on the idea of belonging to create different themes
- Engage speakers, authors and artists from the Black community – **see resource sheet**
- Engage panel discussions to share, affirm and uplift students with their participation
- How do I 'belong?'
    o I Belong when I am…
    o I belong where…
    o I belong when…
    o I belong when ___ and ___ are considered

4. Social Inclusion and Psychological Safety

1. Establish a Dear Principal email and box where all, especially Black and Indigenous students, can ask questions, seek support and comment anonymously – Principal can email directly or answer in newsletter where appropriate
2. Establish a mechanism to deal with student conflicts mirroring an Indigenous model
3. Visit a Black focused celebration as a school community. Ie: attend a Black History Month celebration outside the school community walls together with your Black students
4. Establish a Student Wellness and Mental Wellness support program or linkages to Black therapists
    a. NACCA has established a network of Black and certified Practitioners and a fund to support youth and adults
    b. Activism work is triggering and may leave students whom are participating more vulnerable – a safe and accessible program for support must be considered
5. Seek Black parent volunteer engagement to augment support folks for Black students

5. Student Engagement

1. Survey and Focus Groups
    a. Have the students help to create a survey to teachers to learn how best to support their learning
    b. Have the students create the survey for the parent community
    c. Keep the survey brief and impactful

2. Engage a University or College Black Student organization to help implement, support and establish the Student group.
    a. Benefits: peer mentorship and leadership
    b. Build bridges for transition for students to Post-Secondary education
    c. Black students will have opportunity to have additional support, potential in-harmony projects
    d. Students will engage with older 'education peers'
    e. Engage students from colleges and Universities to visit and share their experiences in Post-Secondary education
    f. Develop potential placements for the Red Seal program

3. Commit to obtaining support from an outside Black led organization to advise on internal school student challenges (NACCA currently contributes to supporting schools in this capacity along with other Black-led organizations).

6. Students Personal Attributes

1. Carefully reconsider using a 'criteria' selection process for student recognition
2. Link Black student passions and outside interests to curriculum and opportunity to explore outside the school walls ie: gallery visits, artist studio visits, invite Black performance artists in for workshops, etc.
3. Monthly student Appreciation:
    a. Self-efficacy, self-image, motivation, attendance, academic perseverance/excellence
    b. Encourage success through staff support, especially through encouragement, caring, relationship building and respect
    c. *How will your team provide additional support when a student is not doing as well? Do you have resource folks outside of the school community to provide additional support?*
4. Create ongoing opportunities for Black centred art works, films, performance arts in school and year round
5. Support interests through links to other Black-led organizations for volunteer opportunities and programming specifically geared for Black youth
6. Celebrate with student choice: How would you like to celebrate?
7. Social Justice program is a great starting place
8. Find ways to celebrate those students who are not academically achieving
    a. Celebrate student attributes and interests: music, art, sports, mentorship, volunteerism, perseverance, patience, writing, Spoken Word, poetry, Black pride, etc.

7. Academic Inclusion

According to Maslow's hierarchy of needs, a sense of belonging is ranked third, only behind the importance of basic physiological needs and safety (Maslow, 1943). For university students, this need extends to academic belonging, referring to how socially supported and connected students feel — their sense of how they fit into the larger school community.

1. Use of Culturally responsive practices and resources – how will you know? ie: bring in an outside resource team to look at this: [Diversity, Inclusion & Equity Consultancy - KOJO Institute](#)
2. Add/eliminate books using an anti-colonial text selection tool/guide – especially garnering suggestions from parents and students
3. Canadian Resource: [Towards-Race-Equity-in-Education-April-2017.pdf (yorku.ca)](#)
4. Seek diverse voices in all curriculum-based materials
5. Engage of filmmakers, artists, authors, activists, speakers and animators
6. Appreciate that there may be cultural differences in how Black and Indigenous students perceive and act on seeking help and support.
7. Encourage all students to interact with academic staff through establishing positive norms around this behaviour from the outset.
8. Staff can play an important role in encouraging and facilitating the development of positive peer relationships through 'integrating social elements into academic programmes', for example, through:
   - field trips;
   - collaborative teaching and learning; and peer mentoring

8. Parent Engagement

1. Host focus groups to parents of Black students twice yearly to garner feedback
   a. Act on the feedback
2. Commit to obtaining support from an outside Black led organization to advise on internal school student challenges (NACCA currently contributes to supporting schools in this capacity along with other Black-led organizations) – taking parental feedback for consideration outside the school decision-making body
3. Engage in regular and timely anonymous surveys to parent community and learn from their direction
4. Make sure that there is adequate presentation on parent councils for Black, Indigenous and other racialized community representation
5. For traumatic incidences – act immediately to support individuals affected including students parents, administrative staff and teachers

9. School Transitions

Black Canadian students suffer from a multitude of systemic barriers which continue to be experienced in spite of decades of literature shedding light on these disparities. There is a continued need for educators to support Black Canadian students by recognizing the unique culmination of challenges that they endure, the negative impact of educator cultural biases in teaching, as well as the systemic barriers that impact the academic achievement of Black Canadian students. These challenges to a thriving educational experience can be addressed by creating and sustaining a sense of belonging in schools for Black Canadian students through the development of cultural competence and racial literacy of educators.

a. Pathway Planning – scholarship awareness for Black students
b. Engagement in practical placements with peers with Post-Secondary school relationships
c. Peer matching programs for incoming grade 9 students

d. Development of a mentorship program – each student is fully supported to make the transition to post-secondary education – development of a framework to support this transition for Black and Indigenous students

Holley and Steiner (2005) propose a safe space is:

e. "The metaphor of the classroom as a 'safe space' has emerged as a description of a classroom climate that allows students to feel secure enough to take risks, honestly express their views and share and explore their knowledge, attitudes and behaviours.
f. Safety in this sense does not refer to physical safety. Instead classroom safe space refers to protection from psychological or emotional harm…
g. Being safe is not the same as being comfortable. To grow and learn, students must confront issues that make them uncomfortable and force them to struggle with who they are and what they believe.

CULTURAL COMPETANCE

Resource: bame_awarding_gap_toolkit_2020.pdf (ucl.ac.uk)

Microagressions

What are microaggressions?
Sue et al. (2007) define microaggressions as:
"are brief and commonplace daily verbal, behavioural or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of colour." (p.271)

Some examples of microaggressions include:
- o   Inappropriate jokes
- o   Stereotyping
- o   Exclusion from groups and/or being dismissed or ignored
- o   Not learning names
- o   Denial of racial reality
- o   No Black or racialized staff in the school

Whilst microaggressions are typically subtle and interpersonal, macroaggressions are often overt and occur at a systemic level.

Micro-affirmations

Rowe (2008, p.46) defines micro-affirmations as gestures of inclusion and caring and graceful acts of active listening. Research suggests that students' experiences of micro-affirmations can support their integration into academic communities. Micro-affirmations include recognising and validating experiences, active listening and affirming students' emotions.

Be guided by Ubuntu, an ancient African philosophy. Translated from the Xhosa language, Ubuntu means "I am because you Are." Ubuntu emphasizes the importance of connection, community and collective empowerment and success. Make a commitment to:

- Being student-centered and include student voice in program development.
- Recognizing the diversity among Black students and meeting the needs of students who exist at the intersections of different marginalized identities.

- Collaborating with fellow staff and community partners to develop programming and services that enhance Black students' experience at school.
- Celebrate the unique histories, cultures and contributions of people of African descent.

RESOURCES

inclusive_teaching_practices.pdf (upenn.edu)

Challenging Systemic Barriers: Anti-Racism And Equity (For Organizations) — Shop KOJO Institute

EDUCATIONAL RESOURCES

IDENTITY AFFIRMING
Virtual Library - Children

Newmarket Public Library
Anti-racist resources

Aurora Public Library - highlighting a CBC list about Black Experience in Canada
25 books about being Black in Canada

Black-owned Bookstores
A Different Booklist
https://www.adifferentbooklist.com/
Knowledge Bookstore
https://www.knowledgebookstore.com/
Nile Valley Books

Black History
Teaching African Canadian History
Rella Black History Foundation
Teaching African Canadian History Resources

Other Resources
Beginning Courageous Conversations about Race
Video - TED How to Build an Anti-Racist World
Anti-racism Resources for all Ages
Video - Documentary Children's Aid Society (CAS) Documentary on Black Families
20-minute documentary, which aired on OMNI TV, discusses the over representation of Black children and youth in the child welfare system, and in Toronto in particular.

ANTI-BLACK RACISM REPORTS

- Toward Race Equity in Education
- Adapting the Snap Program For Use in the African Canadian Community
- Stephen Lewis Report on Race Relations in Ontario
- Centennial College Definition of Anti-Black Racism
- Anti-Black Racism in Ontario Schools
- Ontario's Anti-Black Racism Strategy

- [ETFO Action on Anti-Black Racism](#)
- [Toronto Action Plan to Address Anti-Black Racism](#)
- [The Black Experience Project - GTA](#)

MENTAL HEALTH SUPPORTS

Across Boundaries: (416) 787- 3007
Black Mental Health Canada INC: 289-432-1377
Black Youth Helpline: 1-833-294-8650
Taibu Community Health Centre: 416-644-3536
Tropicana Community Services: 416-439-9009
Women's Support Network Sexual Assault Crisis Line: 1-800-263-6734

Black Health & Well-Being Support

Black Health Alliance
Working in partnership to improve the health and well-being of Black Communities

LEGAL SUPPORT

Black Legal Action Centre (BLAC)
A non-profit community legal clinic that provides free legal services for low or no income Black residents of Ontario

SUPPORTING THE ARTS

Black Artist's Network in Dialogue (BAND)
http://band-rand.com/site/
Nia Centre for the Arts
https://niacentre.org/