



Enough is Enough: Disrupting Marginalizing Practices in Guidance

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Nicole Baxter-Lyn

Co-Founder and Vice-President

*The Canadian Multicultural LEAD
Organization for Mentoring and Training*

OCT B.Sc B.Ed M.Ed

lynnict@hotmail.com

www.theleadorg.com

Twitter: @Nicole_Baxter21



Kamilah Clayton

President and CEO

ADWO Counselling and Consulting Services

MSW RSW CBT

info@adwocc.com

www.adwocc.com

IG: @adwocc

LinkedIn: Kamilah Clayton



Land Acknowledgement



“Is a declaration of intent to fully inhabit this moment; it symbolizes a willingness to engage with **integrity** and **humility**”

(Dr. Njoki Wane)

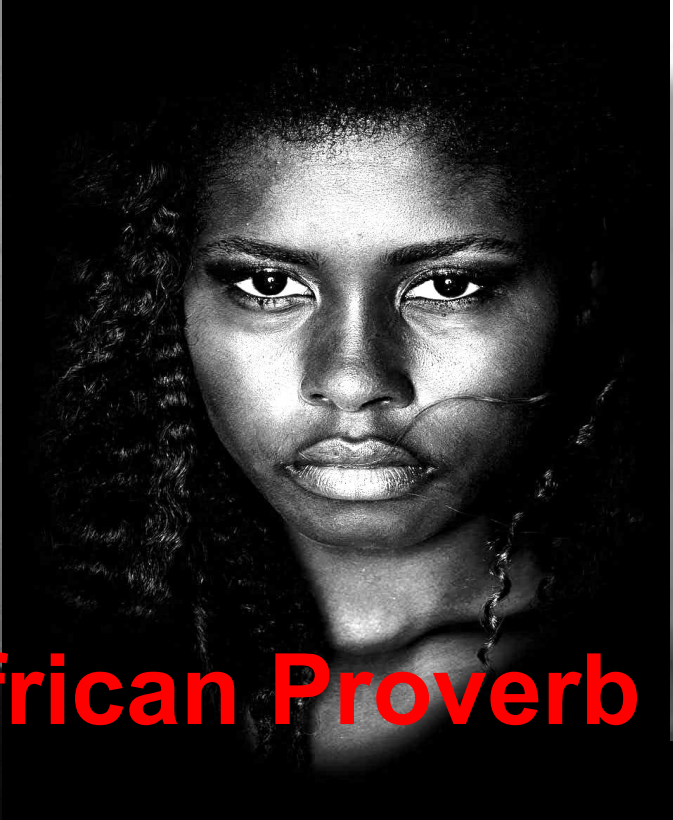
Community Commitments



- We are a COMMUNITY
- Embody receiving energy
- Sit with your emotions ~ then reflect
- Commit to change
- Remember ~ Discomfort is necessary for change

Engaging with Discomfort





African Proverb

“Until the tale of the hunt is told by the Lion, the tale of the hunt will always glorify the hunter”

“The Talks”



Reflection Question

Think about a
time when you
engaged with
discomfort.
How did it **feel**?
What did you
learn?



What is Anti-Black Racism?

“Anti-Black Racism is defined here as **policies and practices** rooted in Canadian institutions such as **education**, health care, and justice that mirror and reinforce beliefs, attitudes, prejudice, stereotyping and/or **discrimination towards** people of **Black-African descent**”.

Source: (<http://blackhealthalliance.ca/home/antiblack-racism/>)



White Supremacy

Refers to “a **system of power** that seeks to benefit white people; it is a **hierarchy** that **designates Black people as less than full human beings**, as disposable labour, as chattel and has been used to **justify European imperialist conquest and exploitation** in Africa, America, Asia, and Oceania”

Source: Desmond Cole, *The Skin We're In*, 2020

Anti-Black Racism in Canada



- Often **goes unspoken**
- Is **assumed** to exist in another time (centuries ago), or in another place (the United States)
- Is **linked** to an economic system of using Black bodies for labour
- Is **normalized** in Canadian institutions, policies, and practices
- Is an **erasure** of Black representation in the public institutions, including education (i.e. "**null curriculum**")

Source: Robyn Maynard, Policing Black Lives, 2017, p.3

Poll Question #1

Are white people the only ones that benefit from White Supremacy/Whiteness?

Anti-Black Racism in Schools

- **More** office referrals
- **Suspended** and **expelled** more often
- **Disproportionate** Special Education referrals (excluding gifted)
- **Lower** expectations
- **Underrepresented** in academic award recipients
- **Overrepresented** in athletic award recipients
- **Often** seen as the aggressor in conflicts
- **Assessed** as having poor learning skills and work habits
- **Overrepresented** in behaviour programs

Source: R. San Vincent, Administrator TDSB (June 2020)



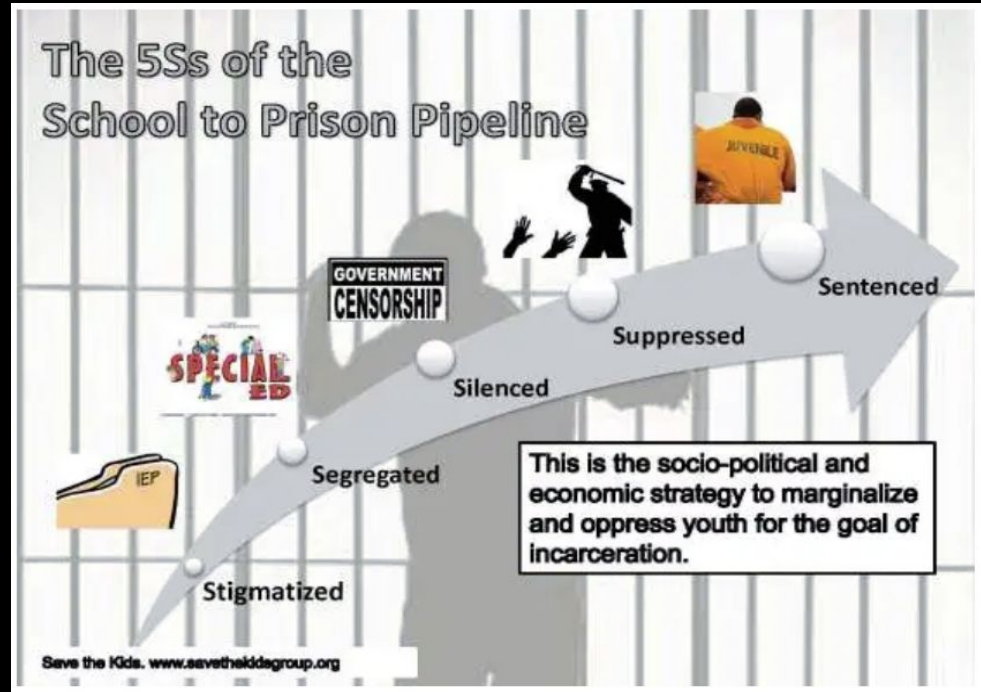
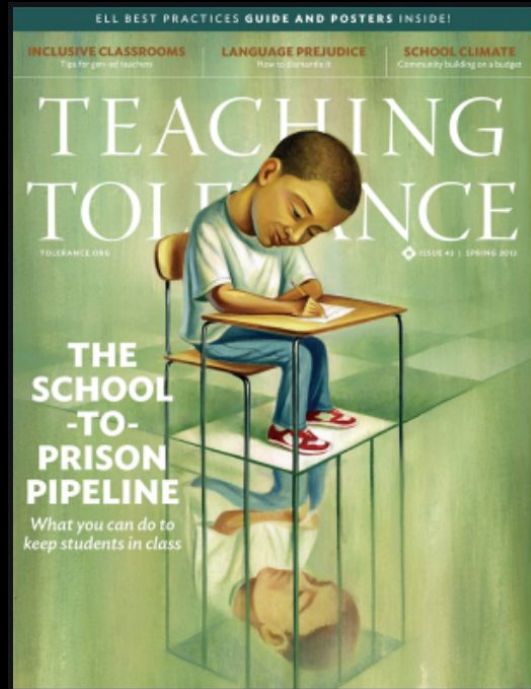


Anti-Black Racism in Schools

- **Not seen** (“I don’t see colour”)
- **Assumed** to have unsupportive parents
- **Overrepresented** in stream lower programs of study
- **Identified** as needing a mentor or positive role models
- **Less likely** to have educators that look like them
- **Blackness relegated** to slavery and Black History Month
- **Higher** push-out rate
- **School-to-prison** pipeline

Source: R. San Vincent, Administrator TDSB (June 2020)

Other School-to-Prison Pipeline Avenues



Guidance Counsellors



Recognitions:

- Hold lots of power
- Have many opportunities to engage in disruption

Opportunities:

- Destreaming
- Transitions
- In-school teams
- Timetabling
- Accessing resources
- Counselling
- Connecting with Community

Credit Counselling Summary (CCS)

CREDIT COUNSELLING SUMMARY

Student Name: _____
 Student Number: _____
 OEN: _____
 Date of Entry: 2012 Sep 04
 Language of Instruction: English
 First Language: English
 Mature Student:
 Homeroom: _____

Status: Active
 Gender: F
 Birthdate: _____
 Grade: 10
 SES:

Absences to Date: 2.0
 Lates: _____
 Telephone: _____
 40 hrs Comm. Inv: 20
 Literacy Requirement: not c
 Diploma/Earned Date: OSS

Look for graduation requirements:

- 40 hours of community involv
- Successful completion of literacy

Successful Compulsory Credits _____
 Completed Courses _____

Course	Exam	Mark	Req.	Comp	Credit	Date
BTT101-01	82	1.0	1.0	2013 01		
CCG101-01	78	1.0	1.0	2013 01		
ENG101-01	80	1.0	1.0	2013 01		
ESF101-01	88	1.0	1.0	2013 01		
MO101-01	72	1.0	1.0	2013 01		
PPL101-01	85	1.0	1.0	2013 01		
SNC101-01	75	1.0	1.0	2013 01		
TU101-01	74	1.0	1.0	2013 01		

Current Year Courses & Achievement

Course/Section	Date	Req.	Lat	Att.	Earn	1	1	2	2	F
			es			M	F	M	F	
AMU201-01	2013 Sep1	0.0	0.0	1.0	0.0					
BTT201-02	2013 Sep1	0.0	0.0	1.0	0.0					
CHC2P1-04	2013 Sep1	0.0	0.0	1.0	0.0					
CHV201-03	2013 Sep1	0.0	0.0	0.50	0.0					
ENG201-06	2013 Feb4	0.0	0.0	1.0	0.0					
GLC201-03	2013 Sep1	0.0	0.0	0.50	0.0					
MF2P1-05	2013 Feb4	0.0	0.0	1.0	0.0					
SNC2D1-03	2013 Feb4	0.0	0.0	1.0	0.0					
TG201-01	2013 Feb4	0.0	0.0	1.0	0.0					

Next Year Courses

Course/Section	Req/Schd	Att/Vol

CREDIT TOTALS

	French	Math	Sci	Comp	History	Art	Phys.Ed	Civics	Careers	Group1	Group2	Group3	Comp	Elective
Req	1.00	3.00	2.00	1.00	1.00	1.00	1.00	0.50	0.50	1.0	1.0	1.0	18.0	12.00
Earn	1.00	1.00	1.00	1.00	0.00	0.0	1.00	0.00	0.00	0.0	1.0	1.0	8.00	0.00

Credit Totals
Req: Required number of courses by area
Earn: Credits attained to date, divided by requirement area
 Total number of compulsory & elective credits earned to date

MERITOCRACY is a myth! Credit Counselling Summaries reveal a story of passions, dislikes, and the **EXISTENCE OF BARRIERS...**

Guidance Counsellor: Challenges



Education identified as **the “root of the immediate risk factors”** for Black youth (Roots of Youth Violence Report, 2008).

Five problematic elements of the Ontario education system:

- Safe Schools policies;
- the curriculum;
- the approach taken by guidance counsellors;**
- composition and training of teaching force;
- the way the education system contributes to the criminalization of Black youth

Guidance Counsellor: Challenges



Metro Morning with Ismaila Alfa - Oct. 22, 2020:
Students call for accountability in high school
guidance offices



The **only way** to
undo racism is to
consistently
identify and
describe it - and
then **dismantle** it!

(Dr. Ibram X. Kendi)

REFLECTION QUESTION

Within your
practice, **HOW**
have you
intentionally
disrupted
anti-Black racism?





Canadian History: Going Deeper

In **1964**, **Leonard Braithwaite**, the first Black MPP **put forth a motion for the government to repeal the section of the Act that allowed for racially segregated schools** (Morrison, 2015).

The **Separate Schools Act was amended** to remove the provision that allowed for the segregation of Black students. The last segregated school in Ontario closed in **1965** in Colchester...and In Nova Scotia in **1983**.

Source: Turner Consulting Group Inc Research

Outcome:

The integrated educational system then **created a path to disparities and disproportionalities** for Black students.

Black schools were closed, Black educators and administrators were removed, and Black children integrated into formally all White spaces with people who never intermingled with the Black community.

The **onus of integration** was **placed on the Black students** to “teach” classroom teachers and administrators about the Black community.

A young Black child with a serious expression is looking through the vertical bars of a prison cell. The child is wearing a light blue collared shirt. The background is dark and out of focus.

IMPACT

“Their **mistreatment** taught them to **hate** due to the racism that they endured”

(Revisionist History)

Past and Present Education: Reminder

Conventional Education:

- Is **socially and culturally constructed**
- **Controls** whose knowledge is valued and gets distributed within systems
- **Normalizes**, affirms, and privileges Eurocentric, patriarchal, classed beliefs and approaches
- **Names** and controls worthiness, and significance

(Source: Elizabeth Minnick, 1990, Transforming Knowledge)



Late 80s/90s

Western University (Ontario) professor **Phillipe Rushton** proclaimed that the Black race was inherently inferior and attempted to use science to support this racist claim. **His research was refuted.**



Problem:

“Race” is a social
construct with
significant
implications in
education

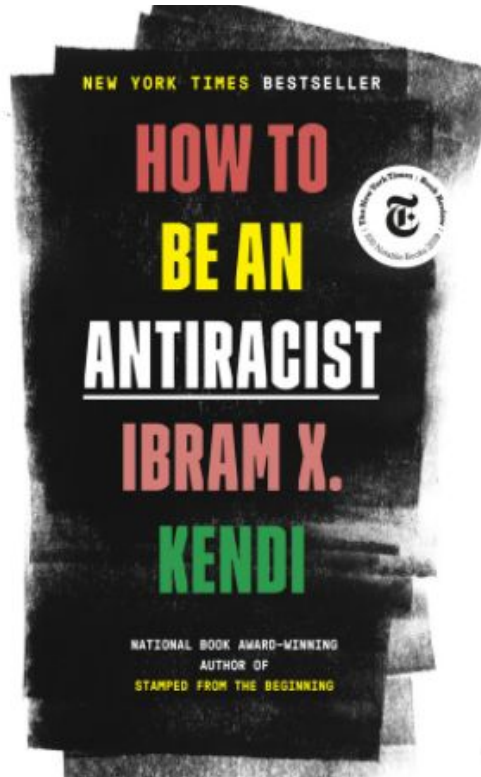


The plague of racism is insidious, entering into our minds as smoothly and quietly and invisibly as floating airborne microbes enter into our bodies to find lifelong purchase in our bloodstreams.

— *Maya Angelou* —

Poll Question #2

Have you been formally taught about the history of race as a social construct?




The History of Race

“Latinx and Asian and African and European and Indigenous and Middle Eastern are...power identities...linked to a power construct (i.e ‘race’)...that categorize and judge, elevate and downgrade, and includes and excludes others based on perceived monolithic races”

(Kendi, 2019, p.28)

Pie Analogy: Racist Ideas

A black and white photograph of a pie in a dark, round pan. The pie is partially cut, with several slices visible. A large white text box with a black border is overlaid on the center of the pie. The text box contains two paragraphs of text. The first paragraph is in red and black, and the second paragraph is in black. The background of the pie is a light, textured surface.

Next, fill crust with “**negative qualities and dehumanizing terms pertaining to Black people that would justify Prince Henry’s evangelical mission to the world**”

E.g. “Like beasts; lost; no understanding of good; not reasonable beings” (Zurara)

Create a race (“**race making**”); this is the “crust” that holds the pie

Race: Prince Henry the Navigator (1400s)

- In the 1400s he was the **first global power to construct race and racist power**
- First exclusive **slave trader** of the constructed race **of African people**
- Sponsored Atlantic voyages to West Africa and **brought enslaved Africans back to Portugal**



THE CHRONICLE OF THE DISCOVERY AND CONQUEST OF GUINEA

Chapter XLI-XCVII; With an
Introduction on the Early History of
African Exploration, Cartography, Etc

Vol. 2

by
Gomes Eanes de Zurara

...Race: Gomes de Zurara (mid-1400s)

- Was the royal chronicler and commander in Prince Henry's Military Order of Christ
- Created the first European

Gomes de Zurara grouped people from Africa into a single race to create hierarchy and the first racist idea

- He blended all of the captives into one single group (race) of people worthy of enslavement” (Kendi, 2019, p. 4)

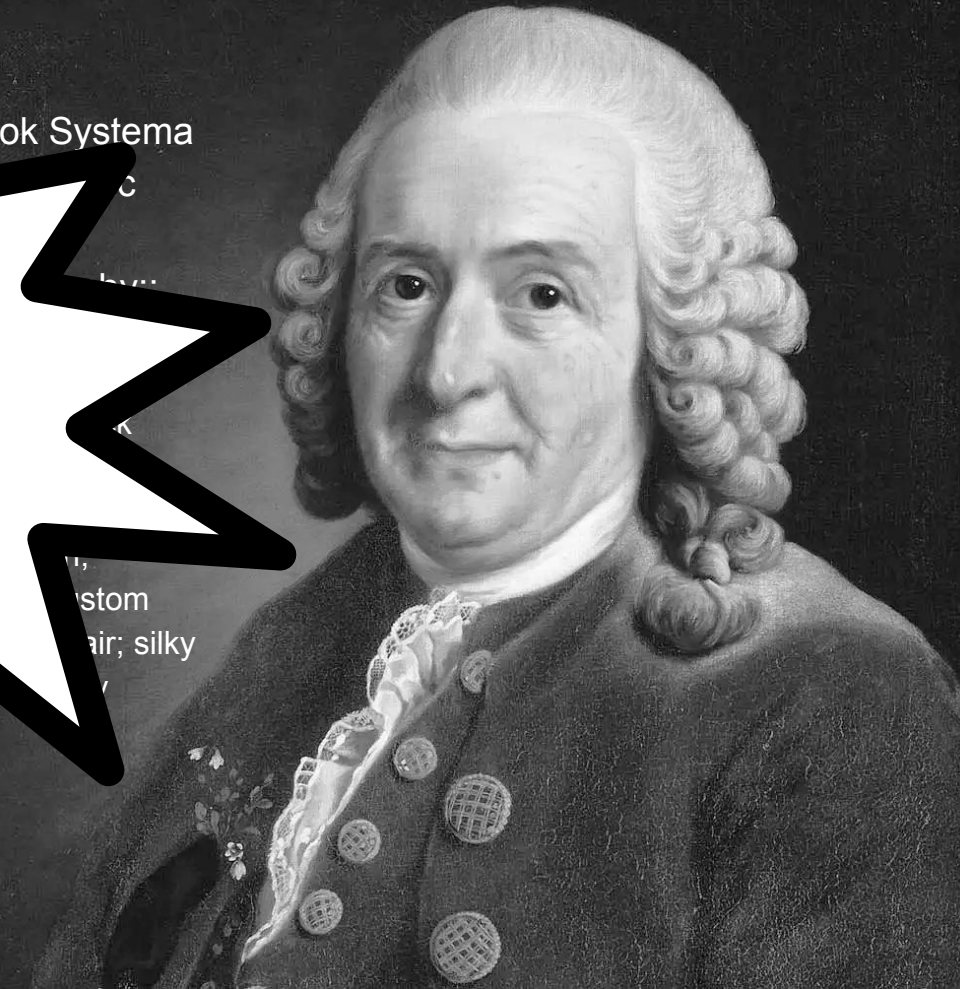
Carl Linnaeus (1735)

- Locked the racial hierarchy of humans in book *Systema Naturae* (the Agricultural Revolution, the history of the Americas, the history of the world)
- Color-coded

Race is NOT neutral!

- hair, **Homo**
- **Homo**
- **Homo** skin; flat nose; curly hair; silky grease; ruled by captives

(Kendi, 2019, p. 47)



Race Impact: Dr. Chester Pierce (1970)



Coined the term “microaggressions” to describe the constant verbal and non-verbal racist attacks geared towards Black people. He is also the brains behind Sesame Street --created to provide a counternarrative that affirmed Black and other racialized identities.

Race: Dr. Afua Cooper (1980s)

- Canadian professor of African Caribbean heritage
- Coined the term “**anti-Black racism**”
- Recent 2020 poet laureate recipient
- Former professor at Ryerson University; current professor at Dalhousie University



How do I have the right to intervene?

I don't want to cause a scene.

If I don't respond right away, I might be reprimanded.

I don't feel comfortable enough; I need more training.

This is the administrator's job.

I promote empathy and kindness in my classroom.

They're nice kids; they were just joking.

I don't see colour, I only see students and grades.

2020+

I don't want to ruin my relationship with the students.



What Can We Do Now?



1. Focus on how we **build relationships** with Black students and affirm their identities

2. Consider how we **envision their futures** and support their well-being and aspirations

3. Get serious about how we can **deepen our knowledge** related to anti-Black racism

**If I don't see race,
I can't recognize racism.
If I can't recognize racism,
I can't be anti-racist.
If I can't be anti-racist,
I participate in racism.
This is where color-
blindness gets us:**

--

Racism.



EquityLiteracy.org



"Lift Off"



#LETSNOTFORGET

#AHMAUD ARBERY #BREONNA TAYLOR #GEORGE FLOYD #TAMIR RICE



#TRAYVON MARTIN #PHILANDO CASTILE #ERIC GARNER #OSCAR GRANT #STEPHON CLARK



#SAMUEL DUBOSE #ATATIANA JEFFERSON #SANDRA BLAND #JORDAN EDWARDS



#WALTER SCOTT #TERENCE CRUTCHER #MIKE BROWN #BOTHAM JEAN #ALTON STERLING



#CLIFFORD GLOVER #CLAUDE REESE #RANDOLPH EVANS #JONATHAN FERRELL #FREDDIE GRAY



#AMADOU DIALLO #COREY JONES #JOHN CRAWFORD #KEITH SCOTT #AIYANA JONES



LET'S NOT FORGET EVERYONE WHOSE NAME DID NOT MAKE IT TO A HASHTAG
WE STAND TOGETHER

56 BLACK MEN LET'S CHANGE THE NARRATIVE FOR LIFE

Poll Question #3

Which of the following stages best describes where you're at with respect to shifting the trajectory for Black students?

Thank You