



Webinar #2

A Focus on Inclusion

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Land Acknowledgement



Poem Reference: <https://decolonialfutures.net/portfolio/why-i-cant-hold-space-for-you-anymore/>



SANKOFA

“Go back and fetch it”

Community Commitments



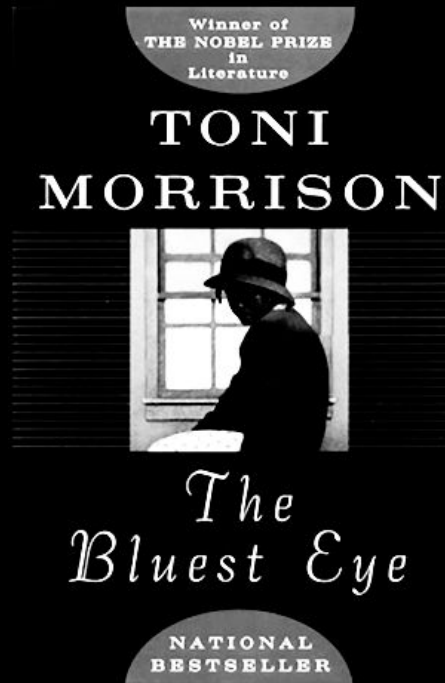
- We are a COMMUNITY
- Embody receiving energy
- Sit with your emotions ~ then reflect
- Commit to change
- Remember ~ Discomfort is necessary for change

A spiral-bound notepad is mounted on a wooden stand. The notepad is white with black text. On either side of the notepad, there is a small white ceramic pot containing a dark green, spiky plant. The background is a light-colored, textured wall.

**Key Points
From Webinar #1**

**“Enough is
Enough:
Disrupting
Marginalizing
Practices”**

Consider



Poll Question #1

Were you ever taught about pre-colonial African history in your K-12 education?



The Impact of Biases & Assumptions

“The way that Black children and youth are treated - and the way that their suffering is largely ignored or unseen, makes clear that anti-Blackness determines their experiences with the education system and beyond”

Source: Maynard, R. “Canadian Education Is Steeped In Anti-Black Racism”. *The Walrus* (November 2017)

Impact of **Biases** & **Assumptions**

Prone To **Violence**

Absent Parents

Not **Academically** Inclined

Slavery Is The Extent Of **Black History**

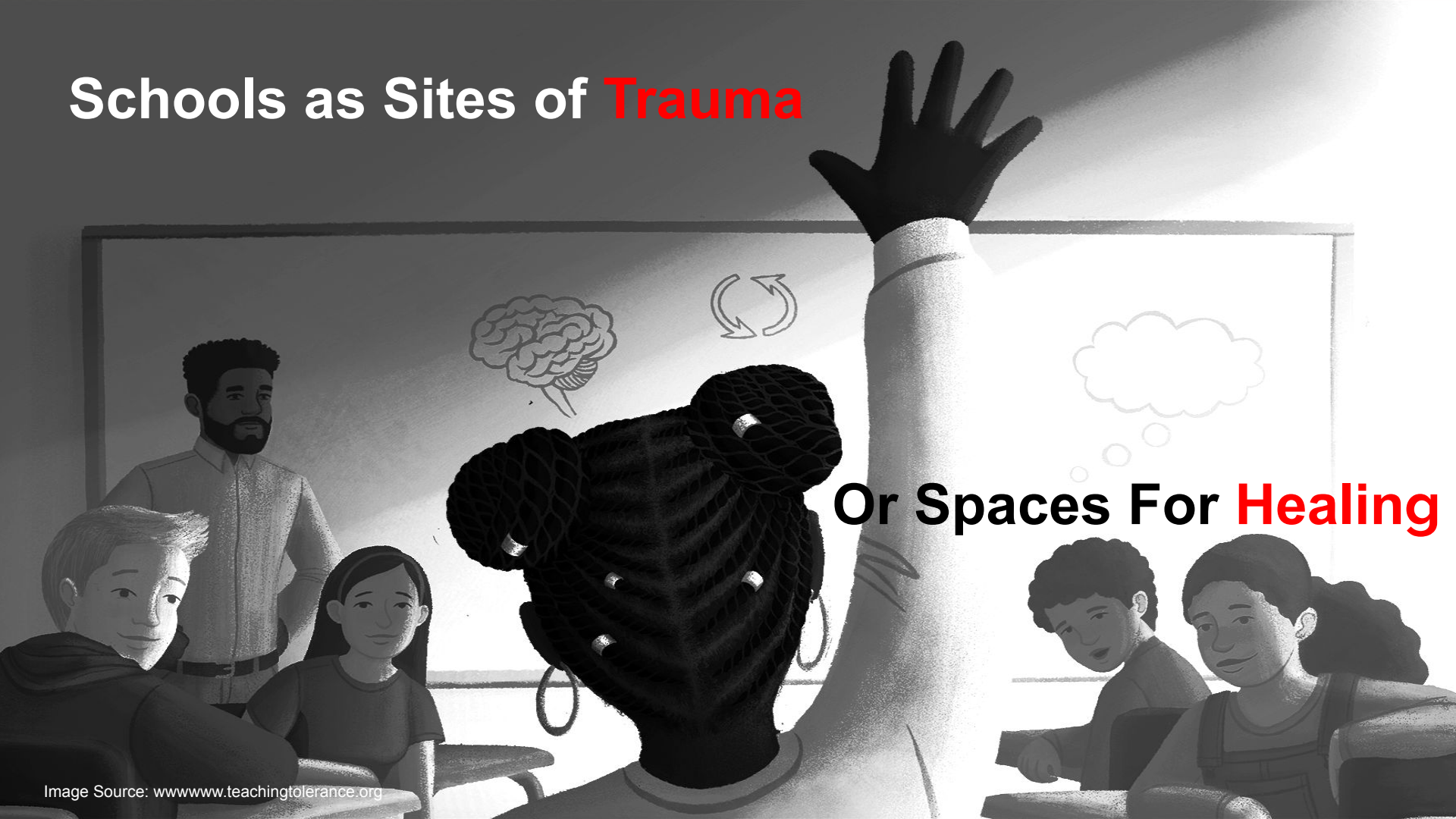
Source: R. San Vincent, Administrator TDSB (June 2020)

Source: Maynard, R. "Canadian Education Is Steeped In Anti-Black Racism". *The Walrus*
(November 2017)



Schools as Sites of **Trauma**

Or Spaces For **Healing**



Schools As Sites of Trauma

- Streaming
- Discipline
- Lack of Representation
- Centering of Whiteness
- Unaddressed Anti-Black Racism
- Policing Black Students



Schools As Spaces of Healing

- **Name** Anti-Black Racism and White Supremacy
- **Create** space to talk about the impact of racism on their impact
- **Address** In
- **Bel**
- **Cr**
- **Use** Culturally Responsive Trauma-informed Approaches

These steps are a part of the framework for how to respond to trauma related to incidents of anti-Black racism.



Nothing About Me Without Me

Revisiting and Disrupting the Pipeline



1. In what ways have you been complicit in upholding the school-to-prison pipeline?
2. In what ways have you disrupted this pipeline?
3. What would a School-For-Success Wraparound look like?

School-For-Success Wraparound©

Seen



Represented

Amplified

Honoured

Inspired

Poll Question #2

**Do you have a thorough understanding
of how to affirm Black students?**

Identity Affirming Learning Space©

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Identity Affirming Learning Space©

A school where a child's **identity** and **worth** are **reflected** in every aspect of the organizational structure.



Key Features

A stack of several books is shown against a dark background with circular patterns. The books are arranged in a slightly irregular stack, with some standing upright and others lying flat. The lighting is dramatic, highlighting the edges of the pages and the spines of the books.

- Representation
- Inclusive Curriculum
- Intersecting Identities are acknowledged and embraced
- Action Oriented on issues of Equity
- Racially/Culturally Responsive Trauma informed supports
- Anti-Racism Policy

Identity-Affirming Schools Need Race-Conscious Educators - Buchanan Rivera (2019)



The Role of School Counsellors In An Identity Affirming Learning Space



An
**African Centred
Approach**
To
Support
Black Student
Success



Nguzo Saba

Dr. Maulana Karenga is professor and chair of the department of Africana Studies at California State University, Long Beach. He created Kwanzaa in 1966 as a way to bring African Americans together in the spirit of community.

Dr. Karenga also developed the Nguzo Saba, a set of principles derived from different aspects of African culture that contribute to building and reinforcing community among African Americans.

During the 7 day Kwanzaa celebration in December, each day focuses on one of the principles.

Source: <https://www.maulanakarenga.org/biography/>

Source: <https://www.history.com/topics/holidays/kwanzaa-history/>

7
PRINCIPLES
OF
KWANZAA



Unity

Guidance Counsellors will support the building of a network of support around Black students to ensure their academic, social and emotional needs are met.

UMOJA



(oo-MO-jah)

KUJICHAGULIA



(koo-jee-cha-goo-LEE-ah)

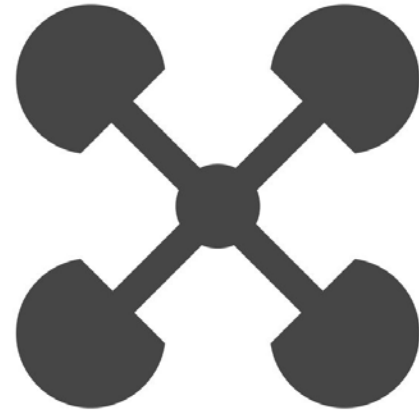
Self-Determination

Guidance Counsellors will honour the rights of Black students to decide their academic pathway.

Collective Work and Responsibility

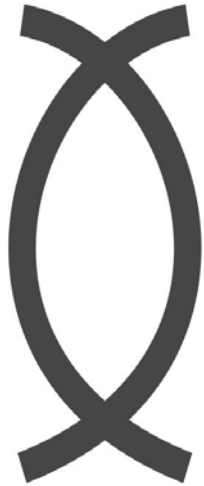
Guidance Counsellors will see themselves as a part of Black students circle of care, and work in collaboration with students and their families to achieve positive outcomes.

UJIMA



(oo-JEE-mah)

UJAMAA



(oo-JAH-mah)

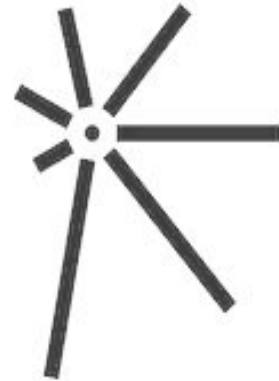
Cooperative Economics

Guidance Counsellors will connect Black students to Black serving organizations to access culturally relevant supports as needed.

Creativity

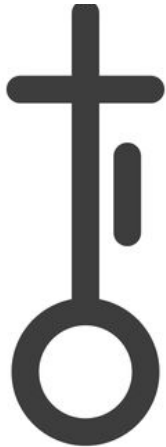
Guidance Counsellors will honour the multiple and intersecting identities of Black students and support them with the expression of their full selves.

KUUMBA



(koo-OOM-bah)

NIA



(nee-AH)

Purpose

Guidance Counsellors will support the aspirations of Black students and offer them resources and opportunities to help them discover their life purpose.

Faith

Guidance Counsellors will honour the inherent worth of Black students and engage in critical reflective practice to uncover and address their biases and assumptions.

IMANI



(ee-MAH-nee)

Reflection Question:

What are some ways that you can **integrate** what you've **learned** today in your practice moving forward?





**BLACK
STUDENTS
MATTER**