



**EXECUTIVE SUMMARY:
VOICES OF ONTARIO BLACK EDUCATORS
An Experiential Report**

May 29, 2015
(Revised)



EXECUTIVE SUMMARY

In February 2015, the Ontario Alliance of Black School Educators (ONABSE) contracted with Turner Consulting Group Inc. to conduct research into the experiences of Black educators in Ontario. The goal of this research was to give voice to the experiences and perspectives of Black educators and identify how best ONABSE can continue to work to influence public policy concerning the education of African Canadian people. This study also tackles the important question of the contributions that Black educators make to a diverse student population, particularly their contribution to Black student success.

While there are various studies that explore the experiences of African Canadians in the labour market, none have specifically explored the experiential realities of Black educators. This research, a first in Ontario, is the product of three month's work by the consulting team.

This report includes an overview of the context for equity in Ontario's public education system, which is important when considering how best to address the issues raised throughout this report. This report will help ONABSE, Ontario school boards, and the Ministry of Education understand the issues throughout Ontario's public education system with respect to equity and meeting the goal to successfully educate all students. It is hoped that this document will be used to continue the discussion about issues of anti-Black racism, employment equity, and the systemic changes needed to ensure Black student success.

Research Methodology

This research study uses survey and interview data collected from a non-random sample of African Canadian educators in Ontario. The link to the online survey was distributed to Black educators who are members of ONABSE. In addition, networks of Black educators at various school boards across Ontario were asked to distribute the link to the online survey to their members. Given that not all Black educators are members of these associations, survey respondents were asked to share the survey with other Black educators in Ontario. This snowball sampling technique allowed existing participants to recruit additional survey respondents from among their networks. The link to the online survey was also share through social media. In total, 148 Black educators from 12 Ontario school boards completed this survey.

To deepen our understanding of the survey data, the perspectives and experiences of Black educators were further explored through one-on-one interviews. Ten Black educators from four school boards were interviewed.

Anti-Black Racism in Ontario's Public Education System

While Ontario enjoys a reputation as a safe haven for African Americans fleeing slavery and oppression in the United States it also has a legacy of anti-Black racism which includes slavery, exclusionary immigration laws, forced housing segregation, exclusion from post-secondary education, restrictive covenants that prevented Black people from buying property, employment discrimination, and legal discrimination by businesses. The racism refugee African Americans encountered in Canada caused many to return to the United States following the conclusion of the American Civil War and the abolition of slavery.¹

Ontario also has a long history of segregation and anti-Black racism in public education. With the influx of African Americans, communities throughout Ontario began to exclude Black children from attending public schools. In response to lobbying White communities, the superintendent of schools for Canada West, Egerton Ryerson, added a provision to the *Common School Act* of 1850 that allowed for separate schools based on race. Section XIX of the *Act* reads:

It shall be the duty of the Municipal Council of any Township, and of the Board of School Trustees of any City, Town or incorporated Village, on the application, in writing, of twelve, or more, resident heads of families, to authorize the establishment of one, or more, separate schools for Protestants, Roman Catholics, or Coloured people.

Racial segregation in education was now legal in Ontario. Some communities established separate schools for Black students, which were often underfunded and staffed with poorly trained teachers. Some communities continued to bar Black children from attending local public schools while refusing to establish schools for them. While Black residents were required to continue to pay their property taxes which funded the growing public education system, in many Ontario communities, they did not reap the benefits of the public education system.

As historian James W.St.G. Walker points out:

By circumstance and public attitude, a colour line was drawn in Canada which affected the economic and social life of the blacks. The various attempts to give legal sanction to the line failed universally except in one important area: blacks were denied equal use of public schools in Nova Scotia and Ontario, and this

¹ Bakan, A. (2008). "Reconsidering the Underground Railway: Slavery and Racialization in the Making of the Canadian State." *Socialist Studies* 4(1), pp.3-29.

division was recognized by the law. The most important manifestation of colour prejudice in Canadian history is in education.²

Racial segregation remained legal in Ontario's public education system for 114 years. In 1963, Leonard Braithwaite was elected as Ontario's first African Canadian MPP. During his first speech in the Legislature, Braithwaite called for the government to "get rid of the old race law."³ Because of his efforts, the law was changed in 1964. The last segregated school in Ontario was closed in 1965 following lobbying by African Canadians.

The importance of education to Black parents is evident by their persistent efforts to gain access to education for their children. Black parents delivered petitions to local and provincial governments, challenged policies and the legislation through the courts, withheld education taxes, and when those efforts failed, demanded funds to build their own schools or built their own schools without the support of the local government. To this day, the Black community continues to advocate for a public education system that equitably supports the success of Black children.

Teacher Diversity Gap

The data shows that Ontario experiences a large demographic divide between teachers and students of colour. In 2011, while racialized people represent 26% of Ontario's population, they make up only 13% of the province's 76,030 secondary school teachers and 129,105 elementary school and kindergarten teachers. Most interestingly, the gap for the Toronto CMA where the majority of the province's racialized population lives, is slightly better at .53. In the Toronto CMA, racialized people make up 47% of the population, yet make up 25% of secondary school teachers and 24% of elementary school and kindergarten teachers. That is to say, in terms of racial demographics, teachers in Ontario and Toronto CMA are far less diverse than the student population they teach.

Statistics Canada projects that, by 2031, Canada's racialized population will grow to 32% of the population and 63% of the population of the Toronto CMA.⁴ Without significant increases in the

² Walker, J.W. S. G. (1980). *A History of Blacks in Canada: A Study Guide for Teachers and Students*. Hull, QC: Minister of Supply and Services Canada, p. 107. For a contemporary, comprehensive discussion of the history of African Canadians see: Walker, J.W. S. G. (1999). African Canadians. In Paul Magocsi (Ed.). *Encyclopedia of Canada's Peoples*. Toronto: University of Toronto Press.

³ "Get rid of old race law—Negro MPP". *The Toronto Daily Star* (Toronto). February 5, 1964. p. 35.

⁴ Caron Malenfant, E., Lebel, A., & Martel, L. (2010). *Projections of the Diversity of the Canadian Population 2006 to 2031*. Statistics Canada. Retrieved from <http://www.statcan.gc.ca/pub/91-551-x/91-551-x2010001-eng.htm>

number of racialized teachers, the Teacher Diversity Gap will likely widen as the provincial population becomes increasingly racially diverse.

Employment Equity in Ontario School Boards

Ontario school boards have a long history of implementing employment equity programs to advance gender equity. In 1975, the Ontario Secondary School Teachers' Federation (OSSTF) Task Force on Women noted that women represented 37% of high school teachers, yet only represented 5% of vice principals and 2% of principals.⁵ In 2011, women represented 83% of all elementary school and kindergarten teachers and 59% of all high school teachers, and represent 60% of all school administrators.⁶ The closing of this gender gap was the result of very deliberate efforts by the teachers' federations and the provincial government.

In 2009, the provincial government recognized the need for greater diversity within school boards through its Equity and Inclusive Education Policy. The policy requires that school boards "implement positive employment practices that support equitable hiring, mentoring, retention, promotion, and succession planning." However, while the policy notes that board staff "should reflect the diversity within the community," it did not include any requirement that boards collect data on the composition of its workforce or student population, analyze the diversity gap, or implement efforts to close the Teacher Diversity Gap.

THE VOICES OF ONTARIO BLACK EDUCATORS

EXPERIENCES IN THE WORKPLACE

Perceptions of Board Commitment to and Action on Workplace Diversity

Survey respondents were asked about their perception of their board's commitment to workplace diversity as well as whether the organization has placed enough emphasis on hiring and promoting staff from diverse backgrounds.

Less than half (46%) of respondents think that their board values a diverse teaching population. In addition, many perceive there to be a gap between the board's commitment to hiring a

⁵ Gidney, R.D. (1999). *From hope to Harris: the reshaping of Ontario's schools*. Toronto: University of Toronto Press.

⁶ Government of Canada. (2011). *Workforce Population Showing Representation by Employment Equity Occupational Groups and Unit Groups (2011 NOC) for Women, Aboriginal Peoples and Visible Minorities*. 2011 Employment Equity Data Report, Ontario – Table 5. Retrieved from http://www.labour.gc.ca/eng/standards_equity/eq/pubs_eq/eedr/2011/report/tables/table05/page07.shtml

diverse teacher workforce and its concrete actions taken to achieve this goal, with only 14% agreeing that the board has placed enough emphasis on hiring racialized teachers.

Many respondents further commented on their perceptions of their school board's commitment to diversity:

The staff optics speak for themselves. In this board, people of colour are hard to find. ~

We have all these great policies in place. Someone who looks at the board from the outside would think it looks great. But that's not what it looks like on the ground. Nothing has changed. ~

The staff does not adequately represent the diversity of the students they are supposed to serve. ~

Survey respondents thought that a commitment to diversity was not evident among board employees. Only 33% of respondents agreed that board employees value what diversity brings to the organization. Some also shared experiences of the negative reactions that their colleagues have expressed and their resistance to equity and diversity initiatives within their school and school board:

There is still resistance, eye-rolling, and a begrudging attitude toward the acceptance of diversity as a strength for this organization. I don't know what's to be done about that. You can't change the way people think but perhaps it needs to be made even clearer to them that failure to respect and fully carry out the organization's diversity policies will result in real administrative consequences beyond just a transfer to another school. ~

Perceptions of the Hiring Process

In both the interviews and online survey African Canadian educators were asked about their perceptions of the hiring process within their respective school boards. A large proportion of Black educators expressed concerns about the hiring process and the board's ability to hire based on qualifications rather than favouritism and personal connections.

Only one-third (32%) of the Black educators who completed the survey agree that their school board fairly hires new teachers based on skills and abilities. Despite the introduction of Regulation 274 by the provincial government, which was meant to remove nepotism in school board hiring, many felt that personal connections continue to be very important to the hiring of educators within the organization. They felt that the lack of accountability mechanisms means that administrators can continue to hire who they know, which will result in little change in the composition of Ontario's teacher workforce. While this study was not designed to determine how widespread these practices are within Ontario's school boards, 68% of survey respondents

thought that hiring within their respective boards is biased toward teachers with personal connections to others at the board. As some survey respondents commented:

Nepotism is still an issue. Administrators support the advancement of their relatives or people in their cliques. It's all about who you know. In such a large board, personal connections are disguised. You don't know who is connected to who. ~

Regulation 274 was supposed to break up that old boys' club but nothing has changed. They've learned to work around the system. They go through the motions but make sure that the person they want to hire is hired. When you look at it from the outside, it looks like they are complying with the regulation. But next time around will I apply for all those jobs and do those interviews, maybe not, but then they'll be able to say that people don't apply. ~

In addition, 40% of survey respondents felt that personal biases about Black people influence hiring decisions at their school board. Some research participants further elaborated on what they felt were conscious discriminatory attitudes on the part of those involved in hiring:

There was an awareness of other Black educators at some schools that those administrators don't hire Black people. So I knew I wouldn't be hired there. Those teachers told me that the only reason they were there is because they were already on staff before that administrator was hired and that this administrator doesn't hire Black teachers. ~

One survey respondent noted that Black educators are so much of a rarity that students themselves are surprised to see them at the front of the classroom:

Students will often treat me differently (initially). It takes a few weeks for their disbelief to dissipate; they are surprised that I am a real teacher. In some instances the students' media perception of Blacks is transferred to me. ~

Perceptions of the Promotion Process

The online survey asked respondents about their perceptions of their board's promotion process. The majority of survey respondents felt that, despite the framework provided by the Ministry of Education, the promotion process within Ontario's school boards is based more on nepotism and favouritism than on skills and abilities to be an effective administrator.

The vast majority of survey respondents felt that nepotism (73%) and favouritism (80%) have a significant impact on who advances and gets opportunities within the board. Many commented that personal networks and informal mentoring was critical to the advancement within Ontario's school boards. This includes being provided with insider information about the promotion process and being provided with opportunities to meet and work with those who

are involved in the promotion process. Access to these networks often gives an unfair advantage to certain groups of employees and allows "who you know" to outweigh "what you know" in the selection process. As survey respondents noted:

I worked hard and had to take lots of extra courses, but I was bypassed on more than one instance when I was more than qualified for an opportunity that presented itself. However, I was told because someone knew the superintendent I would not get the job and that's the way it was. ~

The struggle to get ahead is harder [for Black educators]. I am less likely to have "inside information" or "speak the language." ~

Many indicate then that the path to advancement for White educators is very different from that of Black educators:

There are certain barriers or hurdles for Black educators that are dismissed, ignored or removed for White educators. ~

I was not supported in order to complete my practicum that would allow me to complete the requirements for my Principal Qualification Program 2 training. My white colleague was supported in doing her practicum, (around the same time) and she became my VP in a matter of months. ~

White educators are given many more leadership opportunities. If you walk into any school success workshop, you see almost entirely white people, especially white women. There are schools that bring large teams where the entire group is white, blonde and female. Staff complain that workshops... strangely fill up quickly, even though the workshop is posted at 1 a.m. in the morning. Staff will try to sign up at 5 a.m. and find out that it is full. The question is 'How did those successful staff members know to sign up at 1 a.m. in the morning?' ~

Networks and Networking

Throughout this study, many participants expressed concern that the small number of Black administrators and the exclusion of Black educators from the old boys' (and girls') club, means that they have limited access to decision-makers and limited opportunities to be mentored for advancement. They raised concerns that informal networks are used to pass on critical information about the organization, raise the profile of certain individuals, and provide information about the promotion process—all factors which are critical to individual success within the organization.

Participants shared that there are established and entrenched networks within each board that are based on personal and familial connections. These networks tend to exclude Black and other educators of colour.

This Board is very cliquey, so if you are not part of the social scene outside of the school, you are not going to be chosen, recommended, included in the "outside of school" discussions when transfers, new staff lists, new school hirings are being discussed. ~

Marginalization and Isolation

While some Black educators with whom we spoke talked of the warm relationships they had with their colleagues, one common theme we heard was marginalization and isolation in the workplace. Some Black educators shared the various ways in which they are marginalized such as not being included in personal networks, not being invited to collaborate with colleagues, and colleagues' belittling of Black people in casual conversation.

Micro-aggressions such as the use of racist jokes, racial name calling, and racialized disrespect can also make the workplace uncomfortable and hostile for Black educators. Some educators spoke of hearing negative comments made either directly to them or in their presence, including colleagues joking about lynching, referring to Black students as "animals," and using the word "n*****" in conversation.

The "N" word was used in casual conversation in our staffroom. I was introduced as "home girl" to a student teacher. When showing a picture of my grandchildren they were called, "cute little monkeys". ~

A colleague was shocked that I was raised by both parents and expressed it in the staff room. ~

Racism, Harassment and Retaliation

Survey participants were asked about the impact of racism on Black educators generally. 60% of survey respondents agreed that racism affects advancement opportunities given to Black teachers, while 51% agreed that racism and racial discrimination affects the ability of Black teachers to find employment within their school board. Further, 66% agreed that racism and racial discrimination affects the ability of Black teachers to find employment in Ontario.

Survey respondents were also asked about their experiences of workplace harassment. 51% reported that they have experienced racial harassment at their current school board, while 25% reported that they have experienced racial harassment in the past two years.

While 68% reported that if they were harassed today they would report it, only 32% report that they are confident that a complaint of racial harassment would be handled effectively by their board.

Importantly, close to half of all respondents (49%) feel that their career would be negatively affected if they made a complaint of harassment. As noted earlier in this report, in an

organization in which personal networks and the recommendation of your administrator is critical if one is to be considered for advancement and other opportunities, the fear of being "blacklisted" is a consideration for many when deciding how to deal with an issue of harassment. For those who did not report an experience of discrimination or harassment, fear of reprisal was the main reason given:

What purpose would that serve? Not sure it would yield a positive outcome. It wasn't that big a deal. Happens all the time. ~

I experienced harassment by a colleague and did not report it—due to fear of reprisal. ~

It would be used negatively against me. ~

These fears mean that Black educators who feel that they have experienced harassment or discrimination often have to choose between exercising their rights under the Ontario *Human Rights Code* and potentially severe career consequences in an even more hostile workplace.

THE VALUE OF BLACK EDUCATORS

Because research shows a connection between Black teachers and Black student success, the under-representation of Black educators is not only an issue of equitable hiring and promotion but also a contributor to student success and the preparation of all students for an increasingly diverse workforce. In the 2008 *Review of the Roots of Youth Violence* report, commissioned by the government of Ontario, McMurtry and Curling concluded that creating teacher workforce that reflects the student body is an "urgent priority":

In the education system, we feel that the most urgent priority is to bring more teachers who reflect and represent the diversity of the students into schools in priority neighbourhoods. This cannot be left to chance or to the vagaries of the hiring practices of individual schools. Through whatever mechanisms the Ministry of Education has or can develop quickly, we believe that action on this issue must be advanced immediately.⁷

As one research participant indicated, there is a need for school boards to act on an issue that has been extensively studied:

⁷ McMurtry, R. Curling, A. (2008). *Review of the Roots of Youth Violence*. Volume 1, Chapter 9. Retrieved from:
http://www.children.gov.on.ca/htdocs/English/topics/youthandthelaw/roots/volume1/chapter09_structural_reform.aspx

There is a real sense of urgency to address these issues. Year after year after year we're failing Black students. It's been documented since the 1980s. Boards need to ask, "If we saw every Black boy entering kindergarten as a future doctor, what would we do differently?" ~

Role Models

Black educators also have an important symbolic impact on a racially diverse student population. In the face of persistent negative stereotypical images from news and entertainment media about Blacks, the presence of Black educators in Ontario schools helps to counter these messages. Their presence as competent, caring professionals also sends a strong message to both Black and non-Black students that African Canadians are much more than what is portrayed in the media and that they have a place in Canadian society. Being seen by other educators in leadership roles throughout the school and school board also helps other educators see the potential of Black students.

Kids no matter where they are, need to see that Black educators exist and that not just Black educators, but Black people in general, are caring, kind, competent, principled, intelligent, all those things that good teachers are. I like to think that I'm changing their cognitive map—their awareness and idea of what a Black man is, is different because they've had a year with me. And even if they haven't been in my class just seeing me in the hallway, talking to their friends about how much fun we have in class, about how I'm really strict, the high expectations that I have, all the cool stuff they learned, and how they can come to me and talk to me if they're hurt. Those are the things that change a child's impression of what a good person looks like. People go through the public education system never having had a teacher of colour. So if everything they know about Black people is from a biased perspective, what are you going to think about Black people when you get to be the age of majority and you're voting, or you're policing, or you're litigating or judging. What are you going to think about Black people then and how is that going to impact marginalized people? ~

Culturally Informed Relationships

Black educators come from similar cultural backgrounds and experience the world in similar ways because of their common racial heritage. This shared lived experience is particularly important when students are experiencing challenges that are rooted in racism, inequality or cultural misunderstanding. Black educators who have gone through Ontario's public education system themselves also understand the experiences of Black students in the school environment and can thus act as valuable sources of navigational capital.⁸ Black educators use

⁸ "Navigational capital refers to skills of maneuvering through social institutions. Historically, this infers the ability to maneuver through institutions not created with Communities of Color in mind". (see Yosso,

this cultural knowledge to build and sustain meaningful relationships with their students and support them to understand and overcome experiences of racism.

A strong black teacher who engages students of all ethnicities is essential to creating a positive school environment. However, being a black teacher, I can say and respond to my black students in a way that is culturally responsive and my students understand that I have their best interest at heart. They appreciate that I am real with them and that I understand their struggles. I have the ability to communicate with them in a way my white teachers are unable to. Being a black educator also allows me to see the students in a different light, I don't see "attitude" but I let them know that I understand their struggles and that they can let down their guard. I am not there to judge them but help them in whatever capacity that I can. ~

Culturally Responsive Classroom Management

Research in Canada and the United States shows that Black students are disproportionately expelled and suspended by the education system. These studies also show that teachers tend to punish Black students more harshly even when their behaviour is the same as White students.⁹ In fact, some educators talked about the fear that some teachers have of Black students or a fear of being accused of racism if they were to address inappropriate behaviours. As a result, minor inappropriate behaviours are not addressed. When these behaviours escalate into more serious inappropriate behaviours, it can lead to student suspension and expulsion:

White people are afraid of Black people and so White teachers don't want to confront Black students who are not behaving appropriately the same way they would approach White students. So there isn't that remediation of that behaviour. We have all those zero tolerance policies that affect Black students differently. White teachers are more empathetic to the experience of White students in a way that they can't be with Black students. And so having a Black teacher there can bring down suspension and expulsion rates. ~

Parent Connections

Black educators with whom we spoke also report that they are able to build positive relationships between the home and school to support Black student success. Many interviewees talked about how they have engaged Black parents to work with them for the benefit of their children.

T.J. (2005). Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth. *Race, Ethnicity and Education*, 8(1), pp. 69-91.)

⁹ Cooper-White M. (2015, April 17). When 'Deshawn' And 'Greg' Act Out In Class, Guess Who Gets Branded a Troublemaker. Retrieved from: http://www.huffingtonpost.com/2015/04/17/black-students-troublemakers_n_7078634.html?ir=Education&ncid=tweetlnkushpmg00000023

The biggest impact with parents and the community has been the trust. They listen to me differently and speak to me differently. They will actually come in to the school because it's me. One parent said, "I didn't know you were a sister—now I can talk to you." It makes a difference. I can connect and understand him and his children. He knows I won't be biased against him and his children. ~

There is also a connection with black parents. The majority of black parents feel you can understand their issues; that you're on their side. They confide in you because they feel you are looking out for their child. They feel that you'll give honest feedback and not underestimate their child, not stream their child. So when there is an issue, they believe you are telling them reality rather than racially profiling their child. ~

High Expectations

Due to their shared racial background, Black educators reported seeing Black students from an asset-based perspective that acknowledges and builds on the strengths that they bring with them to the learning environment. They are committed to the success of Black students and therefore are less likely to accept mediocrity from them. They see the capacity for Black students to be successful, have accordingly high expectations, and push them to do their best work.

Whether the student is Black or White, what they like about their teacher is that they push them to be the best that they can be. But if I don't ever push them, if I don't think they are capable, or if I don't like them based on their gender, or sexual orientation, or skin colour, then they'll only achieve what they're achieving, they'll never excel. If we look at graduation rates, if we look at post secondary attendance we can see there is an issue. Yes, some of it has to do with the home environment. But some of it has to do with your teacher and whether they make that effort to push you so you can reach your potential and call you out when you are slacking. But some people are afraid to offend. ~

POLICY IMPLICATIONS

The findings from this report support the long list of studies that have explored the challenges that Black youth face in Ontario. Like those reports, this report calls for the provincial government to urgently address the racial disparities in the teacher workforce, create the conditions in which all board employees can contribute their best to their students, and in which all students are able to succeed.

The findings of the research identify the need for:

- **Legislated Employment Equity:** Deliberate efforts are needed to identify and remove discriminatory barriers to hiring, retention, and advancement of Black and other racialized workers. As is evident by this study, employment equity is needed to close the Teacher Diversity Gap in Ontario's public education system. This approach was successful to close the gender gap within public education and can be successful to close the racial gap.
- **Workplace Discrimination and Harassment Prevention Programs:** There also appears to be the need for each school board to create and implement Workplace Discrimination and Harassment Prevention Programs. Such programs would play a role in reducing the experiences of discrimination and harassment and also to ensure that any issues that do arise are appropriately investigated and addressed.
- **Race Equity:** Various studies conducted in Ontario and other jurisdictions have identified the systemic forces that criminalize Black youth, undermine their emotional well-being, limiting their access to post-secondary education, jobs and ultimately a good future.¹⁰ Race equity education and training is important for all staff if the experiences of Black students in Ontario's public education system are to change.
- **Ongoing Training and Support for All Teachers:** A key finding from this research is that all teachers and education staff should receive training to increase their ability to effectively interact with and educate Black students. This includes increasing staff understanding and awareness of racism, racialization, and racial profiling and how they affect the success of Black students. Training for all teachers and education staff can alert staff to cultural differences, nuances, and complexities in order to increase their ability to teach and interact effectively with Black students.
- **Support Networks:** Given the importance of mentoring and networks to advancement within school boards, school boards should create opportunities for Black educators to network with White and other staff. In addition, school boards should create and

¹⁰ See McMurtry, R. Curling, A. (2008). *Review of the Roots of Youth Violence*. Volume 1, Chapter 9. Retrieved from:
http://www.children.gov.on.ca/htdocs/English/topics/youthandthelaw/roots/volume1/chapter09_structural_reform.aspx

support Black employee networks which would be useful to provide support and help individuals to succeed and advance within the organization.

- **Changed Staffing Models:** The connection of Black educators to the academic success of Black students has long been made. Therefore, it is critical that school boards not only increase the number of Black educators within the system as a whole, but specifically in schools with a significant number of Black students.
- **Africentric Curriculum:** The redaction of African Canadians from the curriculum and classrooms continues to be a concern for both Black educators and students. A curriculum that includes African Canadians, as one important element of supporting the success of Black students, has been consistently advocated for over several decades and continues to be needed.
- **Support Black Parent Involvement in the Education System:** This study suggests that school boards can do more to help Black parents understand the Ontario public education system and support their children's education. Information and supports to navigate the school system could help Black parents understand the resources available to them to advocate effectively for their children when issues arise.
- **Additional Research:** While this and other research shed light on the issues facing Black educators and students in Ontario, larger and more comprehensive studies are needed to assess the extent of these issues and develop solutions that address the identified issues. Recognizing the immediacy of disparities experienced by Black students and educators, it is important to balance research that focuses on more immediate action, which addresses current community needs, with other research that attends to more strategic, long-term goals.