

ABSTRACT

The dropout rate among Black students attending secondary schools in the metropolitan Toronto area ranks among the highest in Canada, raising questions as to whether the public school system with its Eurocentric ethos bears any responsibility for the poor academic performance on the part of this minority group. Drawing on Afrocentric Theory, this critical qualitative study examines Black parents' perceptions of the Toronto Afrocentric Alternative School and Afrocentric education. Snowball sampling and ethnographic interviews, i.e., semi-structured interviews, were used to generate data. A total of 12 Black parents, three men and nine women, were interviewed over a 5-month period and data analyzed. It was found that while a majority of the respondents supported the Toronto Afrocentric Alternative School and Afrocentric education, some were ambivalent and others viewed the school and the education it provides as divisive and unnecessary.

The research findings show that the majority of the participants were enamored with Afrocentricity, believing it to be a positive influence on Black lives. While they supported TAAS and AE, the minority opposed the school and its educational model. The findings also revealed a Black community, divided between a majority, seeking to preserve whatever remained of (their) African identity, and a determined minority that viewed assimilation to be in the best interests of Black students.

It is recommended that the school adopt antiracist education; that it appoints a spokesperson to field public inquiries to counter adverse perceptions of the school and its programs; that it fosters an on-going dialogue between its supporters and critics; and, most importantly, that it takes steps aimed at rebuilding relations among the stakeholders, i.e., the school, Black parents, the Toronto District School Board and the community

BIOGRAPHICAL NOTES

Academic Studies: B.A (Hons.), University of Toronto, 2000
M.Ed. University of Toronto, 2005

GRADUATE STUDIES

Field of Study: Afrocentric Schools and Afrocentric Education

Courses		Instructors
EDST 601A:	First Year Doctoral Seminar in Critical Social Theory	Dr. Claudia Ruitenberg
EDST 601B:	Doctoral Seminar in Advanced Methodologies in Education	Dr. Jennifer Chan
EDST 602	Doctoral Seminar—Developing Research Agendas, Research Methods and Research Proposal	Dr. Shauna Butterwick
EDST 508A	Review of Research in Educational Studies:	Dr. Handel Wright
EDST 508B	Review of Research in Educational Methods, II	Dr. Deirdre Kelly
EDST 508	Qualitative Research Interviewing	Dr. Shauna Butterwick
EDST 570	Introduction to Qualitative Methods Sociology of Education and it Discontents	Dr. Leslie Roman
EDUC 503A	Ethnography in Education	Dr. Lisa Loutzenheiser

AWARDS: Amanda Araba Ocran Memorial Award.

SELECTED PRESENTATIONS:

Radebe, P. (2017). *Multicultural education in practice: White teachers and black students' alienation*. Paper presented at the Research and Innovation Conference, Lakehead University, Orillia, ON. Canada.

Radebe, P. (2015). *Black Canadian Presence on the 'Great White North:' Problematizing Colonial Myths*. Paper presented at the 3rd Annual Conference on Science Research and Education in Africa, University of Toronto, Toronto, ON.

Canada.

Radebe, P. (2012). *Stories from the Grave: Pioneer Black Women Settlers in Canada's British Northwest II*. Paper presented at the Claiming the Promise: A Retrospective on African Canadian History and Invitation to New Research. 5th Promised Land Project Symposium, Chatham-Kent, ON, Canada.

Radebe, P. (2012). *Racism and disaffection: Examining Toronto's Black Students' Experience through an Afrocentric Lens*. Paper presented at the Department of Educational Studies (EDST) Annual Research Day, University of British Columbia, Vancouver, BC, Canada.

Radebe, P. (2012). *Stories from the Grave: Pioneer Black Women Settlers in Canada's British Northwest*. Paper presented at Black British Columbians: Race, Space and the Historical Politics of Difference at the US/Canada Border, University of British Columbia, Vancouver, BC, Canada



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Graduate and Postdoctoral Studies

PROGRAMME

The Final Oral Examination
For the Degree of

DOCTOR OF PHILOSOPHY
Educational Studies

PATRICK RADEBE

B.A (Hons.), University of Toronto, 2000
M.Ed. University of Toronto, 2005

Wednesday, April 12, 2017, 12:30 pm
Room 202, Anthropology and Sociology Building
Latecomers will not be admitted

“Afrocentric Education: What does it mean to Toronto’s Black parents?”

EXAMINING COMMITTEE

Chair

Dr. Monique Bournot-Trites (Language and Literacy Education)

Supervisory Committee:

Dr. Handel Wright, Research Supervisor (Educational Studies)

Dr. Samson Nashon, (Curriculum and Pedagogy)

Dr. Shauna Butterwick (Educational Studies)

University Examiners:

Dr. Andre Mazawi (Educational Studies)

Dr. Bonny Norton (Language & Literacy Education)

External Examiner:

Dr. George Dei

Department of Social Justice Education

University of Toronto

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