

# Exploring the Ideology of Success for Black Nova Scotian Students in High School Science

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# A Little About Me

- 15 years teaching with Halifax Regional Centre for Education (HRCE)
- Primarily teaching Physics 11, 12, and the IB Physics Curriculum
- Year 2 of the Inter-University Doctoral PhD Program (StFX)
- MEd Thesis:  
*A Teachers Autoethnography of Grit and Student Success in a High School Physics Classroom*
- MEd in Educational Leadership and Administration (StFX)
- MEd in Curriculum and Instruction (StFX)



**Methodological Approach:** Autoethnography

**Research Interest:** Grit, student success, equity, STEM inclusion

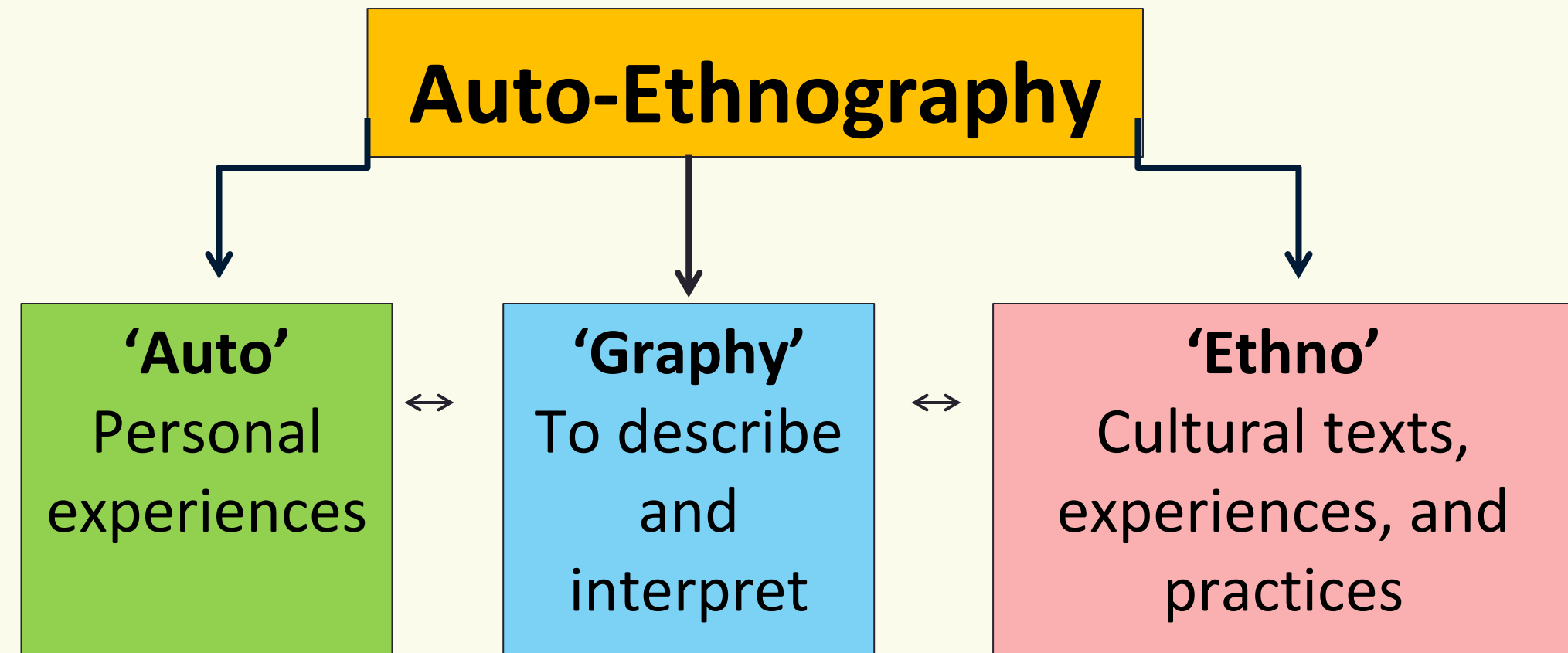
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# WELCOME

# What is Autoethnography?



**Auto-Ethnography** is an intersection between an **autobiography** and an **ethnography**





# Rationale & Significance of the Study

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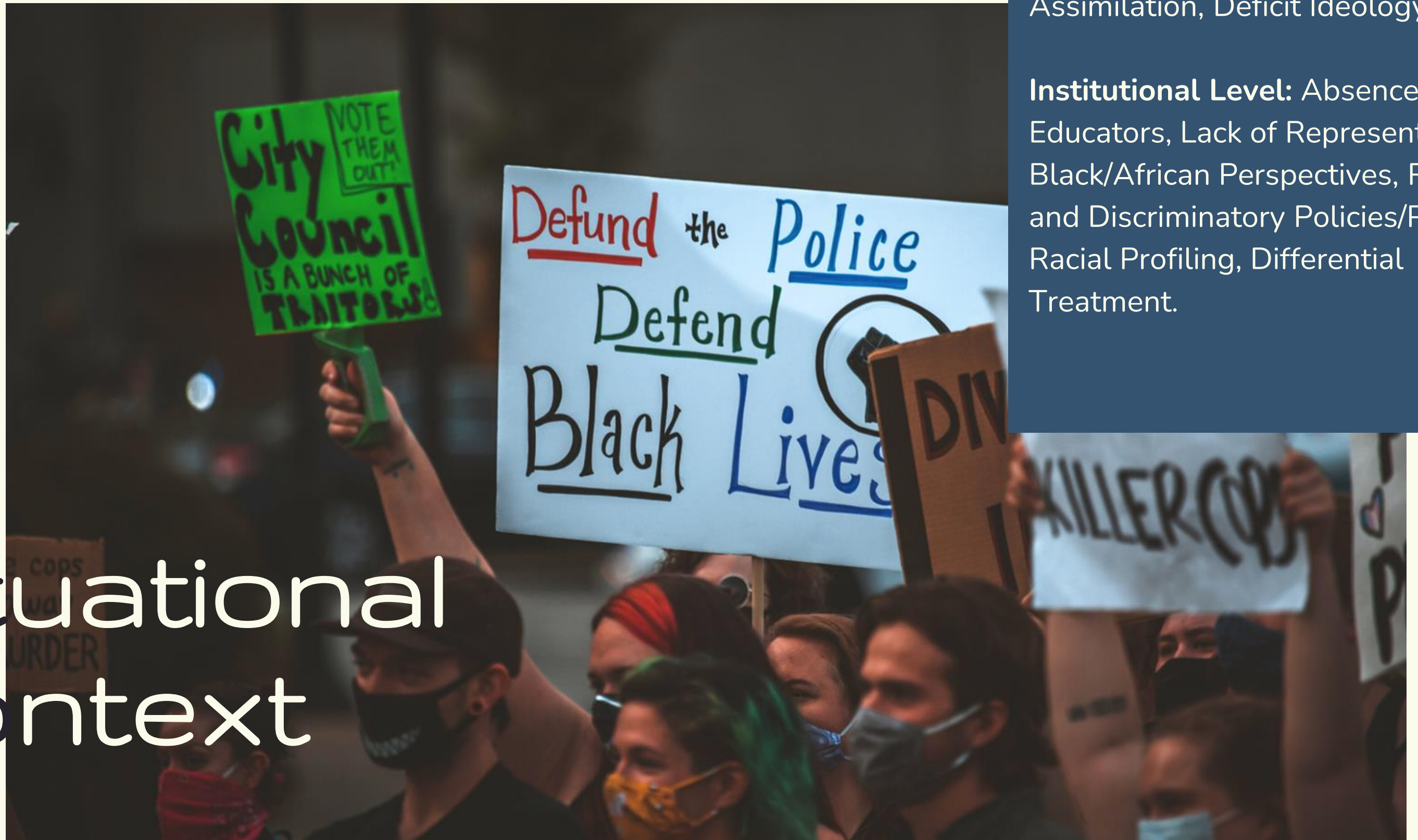


In Canadian society, direct and overt racism is present at the individual, cultural and institutional level (Finlayson, 2013; Fletcher & Hernandez-Gantes, 2021; Malinen & Roberts-Jeffers, 2021). Because racial prejudice is normalized in everyday societal practices (Fletcher & Hernandez-Gantes, 2021), educational practices for Black learners have not been prioritized in the mainstream Canadian education system (Codjoe, 2006).



# 01

## Situational Context



**Individual Level:** Prejudice, Labelling, Microaggressions, Cultural Assimilation, Deficit Ideology.

**Institutional Level:** Absence of Black Educators, Lack of Representation of Black/African Perspectives, Racist and Discriminatory Policies/Practices, Racial Profiling, Differential Treatment.

Since racism occurs in society, it also exists in schools (Black Learners Advisory Committee, 1994)



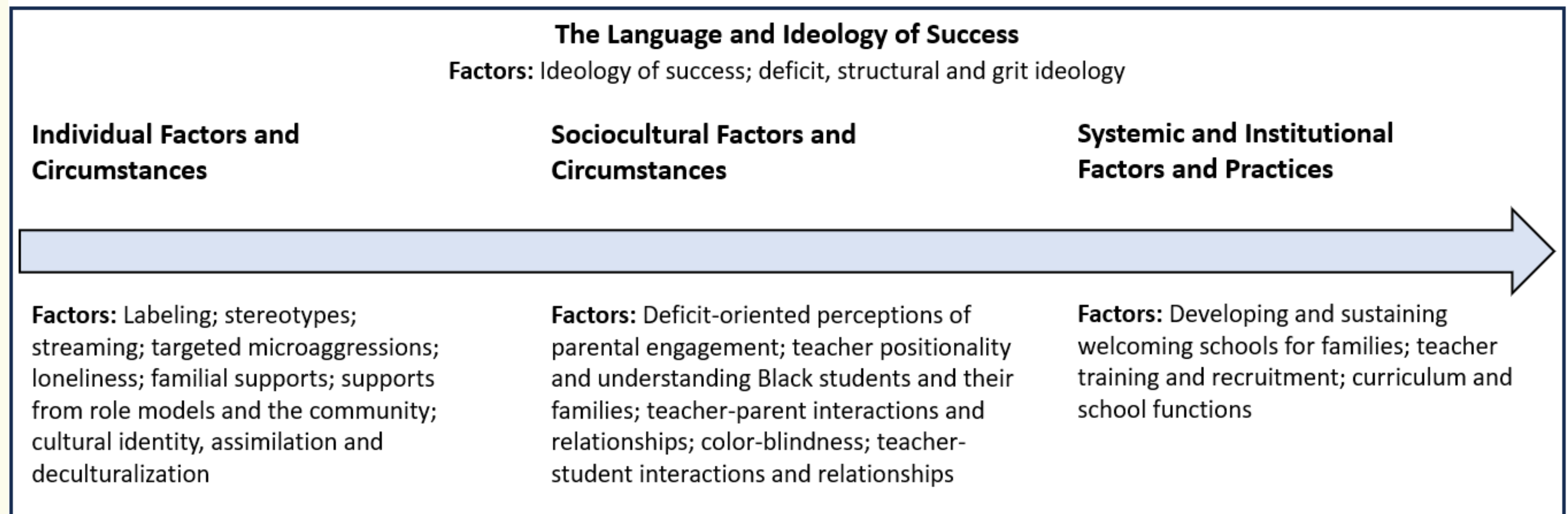


**EDUCATION**

**OUTLOOK**

Situational Context

# Early Literature Review



While the intention for this chapter was not to dichotomize these factors into separate categories, as an individual who do not belong within the Black community, I interpreted the literature as a stacked deck of cards, of multiple layers affecting Black learners in today's schooling practices.



# Ideology of Success



## Deficit Ideology

Deficit ideology is the believe that people's shortcomings (e.g., difficulty reaching success) is through an individual's decisions, motivations and actions (Gorski, 2016, 2018). Consequently, in an educational context, an educator who subscribes to deficit ideology tend to believe that students can change their trajectory of success by adjusting their behaviour, attitudes, cultural perspective and mindsets (Gorski, 2016, 2018). This may appear in our voice and actions.



## Grit Ideology

Grit is coined by Duckworth et al. (2007) as perseverance and passion for long-term goals. As these scholars claim, for individuals who have a high degree of grit, such individuals have the immense ability to be persistent at their goals despite significant obstacles and barriers.



## Structural Ideology

Individuals who subscribe to structural ideology believe that the disparity in education is due to the inequitable distribution of access and opportunities including variables such as poverty, socioeconomic status, family structure, gender, race and inequity in school policies and resources (Gorski, 2016, 2018). There are likely many more structural variables that impact the learning of individual students.



What Does

**THIS**

**MEAN?**





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# Thank You!



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