



Black Teachers Promoting Well-being and Academic Achievement of Black students

Exploring the Role of Black Teachers in Promoting Well-Being and Academic Achievement of Black Students

The research will explore how Black teachers support Black students' well-being and achievement. It will underscore the significance of the role of Black teachers in promoting safety and belonging in Black students towards their academic success.

The well-being and achievement of Black students continues to be disproportionately lower than their White counterparts. Collective effort must be embraced to develop strategies that are supportive of Black students' well-being and academic success. This research seeks to present research on the impact of Black teacher relationships on Black students' well-being and achievement. By centering and privileging Black teachers' voices, their "ways of thinking, knowing, being, and doing" with Black students, it aims to influence educational policy and schooling focused on improving Black student academic success through Black affirming pedagogical practices.

Location and Length

Location: In-person or virtual interview at a convenient location.

- Length: Approximately 1hr and 30 mins

Are you eligible?

- Self-Identify as Black Teacher
- Work with Black Students
- Has a Social Justice/Black Affirming Orientation in Pedagogical Practices

If you're unsure if you meet the requirements, call or email the researcher:

- Hannah Mahepath
- Researcher
- Hannah.mahepath@mail.utoronto.ca
- 647-300-9847

Your personal information including your name will always be kept confidential. Pseudonyms will be used.

Participation is completely voluntary.

Participants may withdraw at any time during the process.