
From Dialogue to Action: Learning from Proyecto Latin@

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Guiding Questions

What can we learn about ourselves and our students that can improve our practice as educators and community activists? **(inner exploration)**

How did one school use data and student input as the foundation for a Student Success initiative? Why does this work matter? **(practice)**

What are we collectively going to do to increase Latin@ student engagement and achievement ? **(reflection and action)**

Presentación

Contexto

Temas claves – datos e interpretaciones

- el idioma
- la clase social
- el racismo y los estereotipos
- las relaciones con los adultos en la escuela

El presente y el future del Proyecto Latin@

- colaboraciones con los estudiantes latino/as (y portugueses) en nuevos proyectos de investigación

Demographics and Achievement Data: A Context for Equity Work

“Student data should...be used as a catalyst for change within the school. It can be used as a focus for conversations about the challenges that students face, and the opportunities to help them meet those challenges. Used in this way, the data will create the opportunity for new commitments among staff, parents and students to work together to help all students become successful.”

TDSB. (2010). Closing the Achievement Gap Task Force Draft Report.

El contexto

Según unos informes del consejo escolar público de Toronto:

- el 39 por ciento de los estudiantes de habla hispana y/o de orígenes/herencia latinoamericana dejaban sus estudiantes secundarios
- los estudiantes latinos realizaban entre los más bajos resultados en varios cursos obligatorios y en varias pruebas estandarizadas

Contexto

- mayo del 2008 - un grupo de miembros de la comunidad latina, maestros, e investigadores se convocaron en el Centro de la Escolaridad Urbana para tratar con tales metas escolares
- otoño del 2008 – se inició una colaboración entre el Consejo Escolar Público y el Centro de la Escolaridad Urbana llamada “Proyecto Latino

Cuestiones claves de la investigación

las experiencias escolares de los estudiantes latino/as

las ideas de estos estudiantes con respecto a cambios en el sistema escolar que puedan servirlos mejores

Metodología

6 sitios escolares en Toronto

- los datos fueron recopilados en mayo y junio del 2009
- más de 60 participantes

12 grupos focales

33 entrevistas individuales

Temas claves

- el idioma y la escuela
- la clase social
- la discriminación y el racismo
- las relaciones con los adultos en la escuela

Una recomendación clave de los estudiantes

Like you know ah... like Latino students like to get together in the school and like I don't know do like artsy stuff, research, like about their own country, or like, I don't know like stuff like that. So like but us together, you know, not in a class like thing. So like they're interacting ... like some activist stuff, and like like social stuff, like social justice and all that.

La segunda fase: Investigaciones hechas por los jóvenes, para los jóvenes

- Un curso diseñado como un curso de ciencias sociales.
- Dependiendo de la situación de cada estudiante:
 - Uno de:
 - Introduction to Anthropology, Sociology and Psychology (HSP3M)
 - Challenge and Change in Society (HSB4U)
 - Philosophy: Theories and Questions (HZT4U)

Los estudiantes

- 20 students initially enrolled (11 males & 9 females), 18 completed the course
- Aged 15-22
- 18 out of the 20 were born outside of Canada
- Represented a wide ranges of countries across Latin America, including Mexico, Colombia, Uruguay, and Guatemala

Nuestra clase

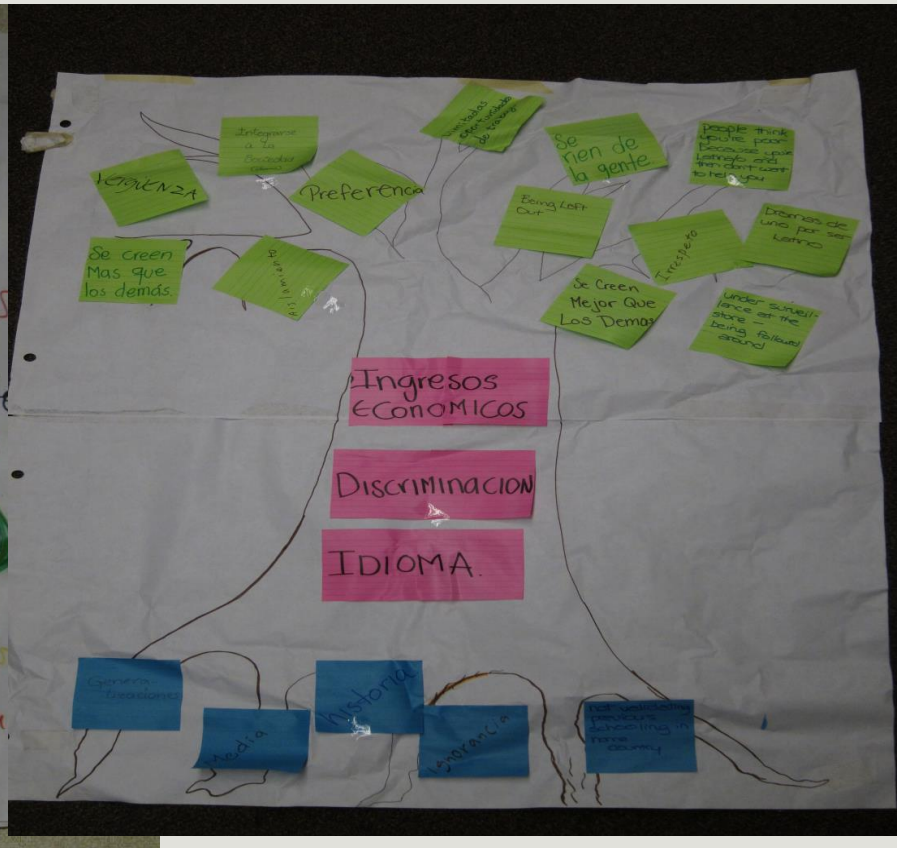
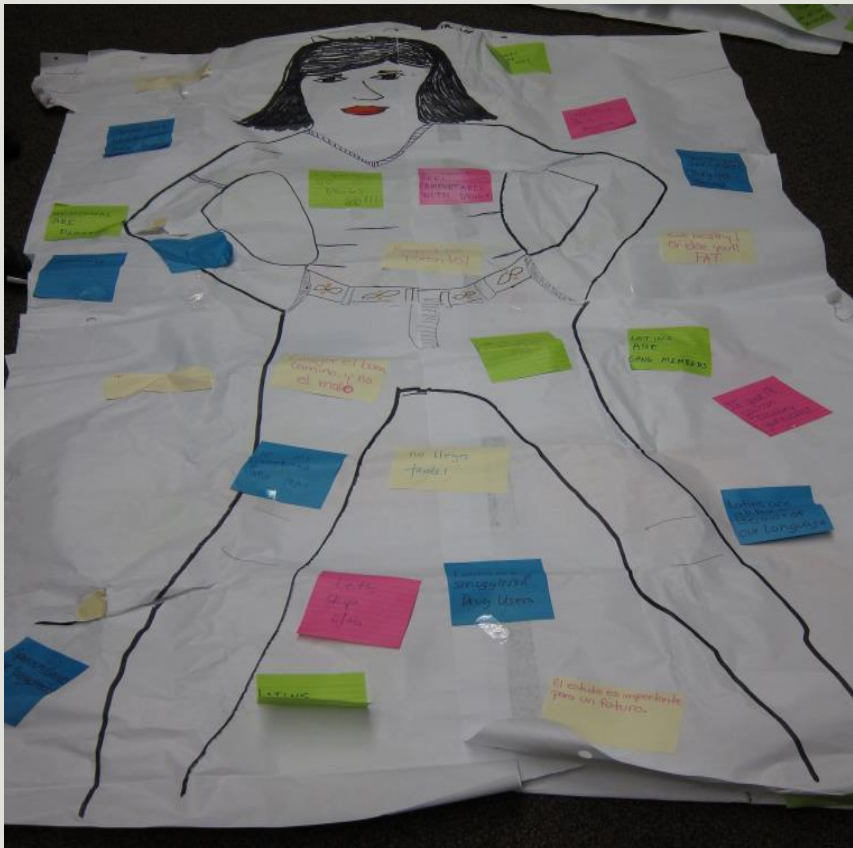


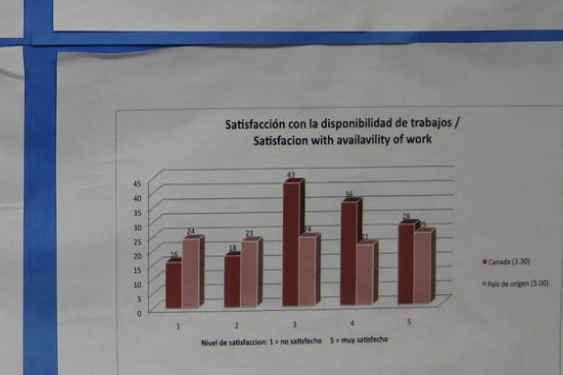
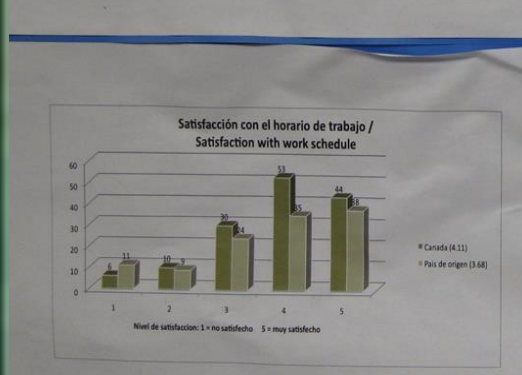
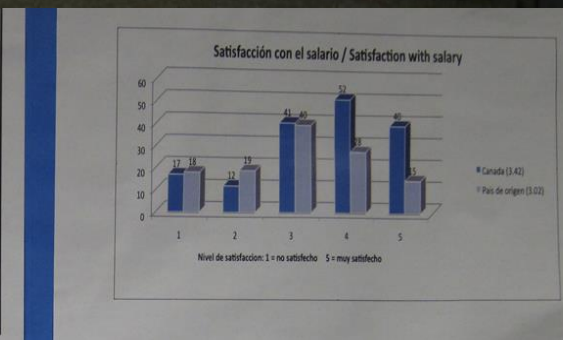
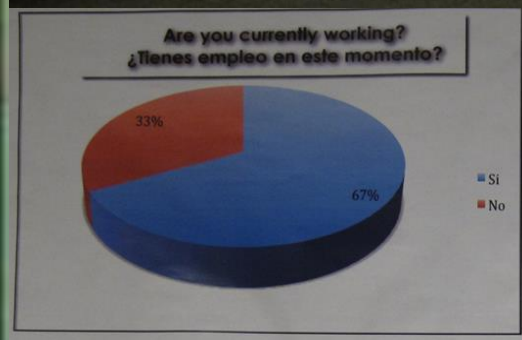
Methodology: The Class Activities

3 part structure: Minds On, Action, & Consolidation

1. **Minds On:** Culture circles and team-building
2. **Action:** Varied, but incorporated the students' input and scaffolded on their previous knowledge and activities
3. **Consolidation:** Culture circles and decision-making

Algunas actividades





Desde el curso...

Gender Studies (HSG3M) & Equity Studies (HSE4M)

- Followed a **participatory action research** format thus always reflecting the Research and Inquiry strand of the course
- The **summative assignment was co-constructed** with the students to reflect the issues pertaining to them as Latin@ youth and incorporated:
 - the organization and implementation of a system-wide **conference** for Latin@ youth
 - **primary research** stemming from an issue that resonated with them through the conference
 - an **academic research paper** outlining their research and findings

Beyond Borders: Unid@s para Nuestro Futuro

- Student-led – they co-determined the event theme, keynote, and designed the workshops
- They facilitated a number of the workshops in conjunction with staff from various TDSB departments and community organizations
- Student made over 300 empanadas for the event





