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FLO FRIDAY

Anti-racist Teaching Practices

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Since time immemorial, the səliiwətaʔt təməx^w (Tsleil-Waututh), Skwxwú7mesh-ulh Temíxw (Squamish), x^wməθk^wəyəm (Musqueam), WSÁNEĆ (Saanich), and the Esquimalt and Songhees Nations of the Lək^wəŋən (Lekwungen) Peoples have walked gently on the unceded territories where we are grateful to live, work, and play. We are committed to building relationships with the first peoples here, based in honour and respect, and we thank them for their hospitality.

Before we begin ...

- Land Acknowledgement
- A little about myself
- Keep compassion in mind

Learning Objectives

- Define the concept of anti-racism within a teaching and learning environment
- Apply potential remedies towards creating an anti-racist teaching and learning environment
- Identify where to go for resources and support to assist with creating and fostering an anti-racist classroom

Definitions from Pre-session Activities

- **Positionality:** how differences in social position and power shape identities and access in society
- **Intersectionality:** forms of multiple oppressions (e.g. race and gender); oppressions work together in producing injustice

Reflect

- What is your positionality? How might that impact your teaching?
- What does anti-racist teaching mean to you?

More Definitions

- **Race:** a social construct vs. biological categorization
- **Racism:** negative differential treatment towards a person or group based on race
- **Anti-racism:** actions that aim to transform beliefs and practices at individual and societal levels^{1,2}

Anti-racist Teaching Practices

- **NOT** about simply incorporating racial content into courses and curriculum
- **ARE** about ...
 - How you teach, even in courses where race is not the subject matter

Anti-racist Teaching Practices [2]

- Challenge assumptions
- Decenter authority in the classroom
- Create a sense of community

Focus Areas

- Content and resources
- Educator-Learner interactions
- Classroom environment
- Assessments

Content and Resources

- Include a wide range of perspectives, experiences, and backgrounds
 - Do you promote work by racialized individuals and/ or those **not** from Western Eurocentric worldviews?
 - Do your students feel reflected and represented in the content?

Educator-Learner Interactions

- Disrupt traditional power (im)balances and assumptions
 - Do you create opportunities for students to take leadership roles?
 - Do you treat all your students with respect?
 - Do you pronounce names correctly?

Classroom Environment

- Create an environment where students feel welcome and comfortable sharing their ideas and prior knowledge
 - Do you provide opportunities to learn about your students as unique individuals?
 - Do you establish class/ community guidelines?

Assessments

- Re-evaluate the type and purpose of assessment
 - Do you provide multiple (or alternative ways) for students to demonstrate engagement?
 - Do you provide opportunities for sharing alternative ways of understanding, and acknowledge lived experiences of students as knowledge?

Reflect and Discuss

- Does your current teaching align with the 4 focus areas?
- What changes can you consider?

Anti-racist Teaching Practices [3]

- Individuals and institutions are both implicated so ... institutional policies and practices must change⁶
- Create social change beyond the classroom⁷

Reflect

- How does your institution help or hinder your progress?

Summary

- Start with acknowledging racism as an ongoing agenda, and your positionality
- Take a self-reflective approach and challenge assumptions
- Implement specific actions and commit to continuous improvement and engagement
- Institutions must commit to change

Questions?

Helpful Resources

- Racial Equity Tools [Glossary](#)
- Unsplash, Nappy, Iwaria, Stocksy, DiversityPhotos, TONL, Open Peeps
- Concordia University (Montreal) [Strategies for Decolonizing Curriculum and Pedagogy](#)
- Niagra College [Anti-racism in Teaching & Learning](#)
- Western University, [Power and Privilege](#) module
- UBC Library resources on [Decolonization & Anti-racism](#)

Helpful Resources [2]

- University of Saskatchewan [Anti-racism and Anti-oppression](#) materials
- Columbia University [Anti-racist Pedagogy in Action](#)
- [Scarborough Charter](#)
- [I, Racist](#) by John Metta
- [Racial Microaggressions in Everyday Life](#) by Derald Wing Sue
- The [Anti-racist Discussion Pedagogy](#) by Chew, Houston, Cooper

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Thank you everyone!



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