

# Working Towards an Anti-Racist Approach

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## Who Are We?

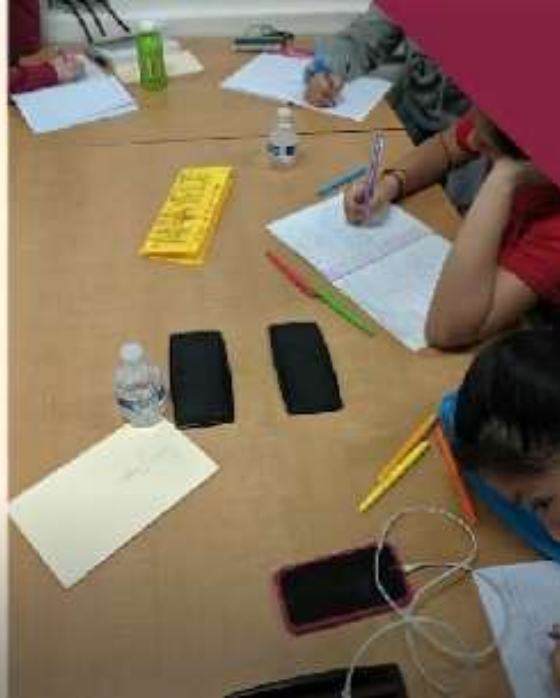
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## Learning Objectives:

- Define important terms and their application
- Examine our current state and determine where our practice lies
- Define specific steps we can take to move towards an anti-racist instructional approach



## Agreements

01

### Stay engaged

Commitment to remain engaged morally, emotionally, intellectually, relationally involved in the dialogue

03

### Speak your truth

Being honest about your values, feelings, thoughts, actions

02

### Experience discomfort

Willingness to take risks to deal with reality of race & racism

04

### Expect & accept non-closure

Recognize that closure in racial understandings and interracial interactions are not always reached

## Multicultural Education

Multicultural education is an idea, an educational reform movement, and a process (Banks, 1997). As an idea, multicultural education seeks to create equal educational opportunities for all students, including those from different racial, ethnic, and social-class groups. Multicultural education tries to create equal educational opportunities for all students by changing the total school environment so that it will reflect the diverse cultures and groups within a society and within the nation's classrooms. Multicultural education is a process because its goals are ideals that teachers and administrators should constantly strive to achieve.

Dr. James Banks

## Culturally Responsive Pedagogy

"A next step for positing effective pedagogical practice is a theoretical model that not only addresses student achievement but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate. I term this pedagogy, culturally relevant pedagogy."

Dr. Gloria Ladson-Billings



## Culturally Sustaining Pedagogy

"CSP seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of schooling for positive social transformation and revitalization. CSP positions dynamic cultural dexterity as a necessary good, and sees the outcome of learning as additive, rather than subtractive, as remaining whole rather than framed as broken, as critically enriching strengths rather than replacing deficits. Culturally sustaining pedagogy exists wherever education sustains the lifeways of communities who have been and continue to be damaged and erased through schooling. As such, CSP explicitly calls for schooling to be a site for sustaining—rather than eradicating—the cultural ways of being of communities of color."

Dr. Django Paris

## Anti Bias Education

Anti-bias education is an approach to teaching and learning designed to increase understanding of differences and their value to a respectful and civil society and to actively challenge bias, stereotyping and all forms of discrimination in schools and communities. It incorporates inclusive curriculum that reflects diverse experiences and perspectives, instructional methods that advance all students' learning, and strategies to create and sustain safe, inclusive and respectful learning communities.

Louise Derman Sparks



## Anti Racist Education

“Anti-racist teaching is not just about acknowledging that racism exists, but consciously committing to the struggle of fighting for racial justice” (p. 54, 2019). This is a lifetime commitment. Anti-racist teaching is about fighting for more equitable and just institutions, and policies that support the thriving of BIPOC (Black, Indigenous and People of Color).

Dr. Bettina Love (as quoted by Tufts Center for the Enhancement of Teaching and Learning)