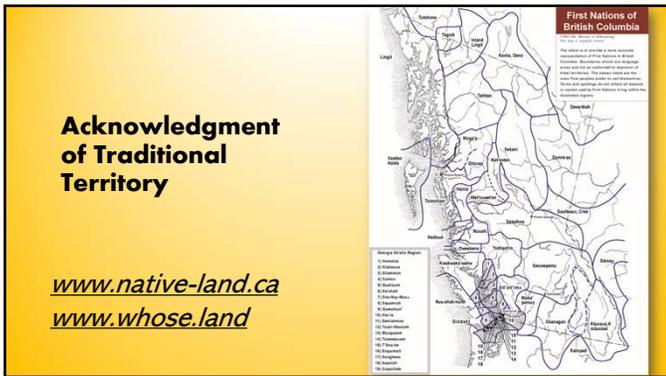


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Health and Safety for Online Workshops

- fire protection
- emergency procedures
- electrical safety
- ergonomics.

4

Workshop Goals

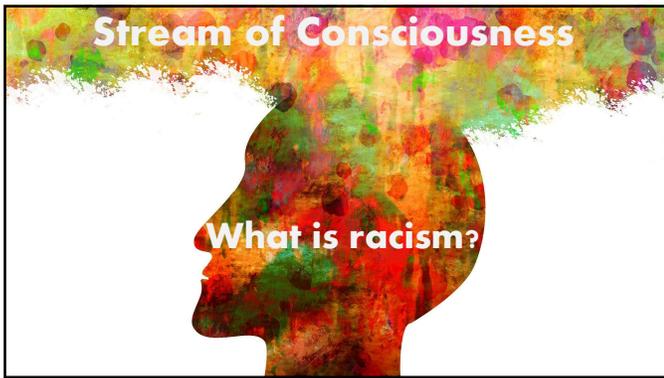
Develop	Develop a shared understanding of racism and antiracism.
Recognize	Recognize our collective responsibility to intervene and disrupt racism in our schools, unions, and communities.
Build	Build resilience and skills to dismantle racism at the individual and systemic level.

5

Community Agreement

bcff.ca/uploadedFiles/Public/AboriginalEducation/Aboriginal.ens.pdf

6



7

Vocabulary

- White supremacy
- Oppression
- Discrimination
- Prejudice
- Privilege
- Allyship
- Internalized oppression
- Intersectionality
- Stereotype/bias

8

What is Antiracism?

www.theguardian.com/commentisfree/video/2016/jan/13/marlon-james-are-you-racist-video

What is non-racism according to Marlon James?
Are there other examples of "non-racism" you have seen in the school context?

9

ANTIRACIST VS. RACIST

- **Racist:** one who is supporting a racist policy through their actions or inaction, or expressing a racist idea.
- **Racist idea:** any idea that suggests one racial group is inferior or superior to another racial group in any way and that this explains racial inequities in society.

Source: Ibram X. Kendi's *How to be an Antiracist*

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ANTIRACIST VS. RACIST

- **Antiracist:** one who is supporting an antiracist policy through their actions or expressing an antiracist idea. To be antiracist is to admit when we express racist ideas, or support racist policies, support racist power, or reinforce it.
- **Antiracist idea:** suggests that racial groups are equals and that racist policies are the cause of racial inequities.

Source: Ibram X. Kendi's *How to be an Antiracist*

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Antiracist vs. Racist: Sample Scenario

In discussing students belonging to particular racial/ethnic groups, a colleague states:

- They don't really care about school. That's why they achieve lower grades.
- They probably won't graduate on time.
- They are always late.
- Their parents don't care about their children; they never answer phone calls or emails when I try to reach out.
- They do not attend "Meet the Teacher" nights.
- If they could just get their priorities straight, they would do better in school.

Based on the definition, what makes this scenario racist and how does antiracism allow us to see this differently?

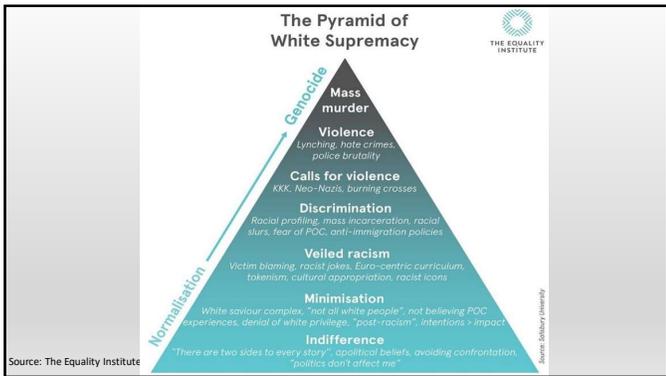
12

Antiracist vs. Racist: Sample Scenario

A working group made up of teachers of colour is created to address systemic racism in the district, but White leadership insists on being included. They argue that they are "experts" in pedagogy and arrive with a pre-developed plan without having consulted or listened to any other teachers of colour in advance.

Based on the definition, what makes this scenario racist and how does antiracism allow us to see this differently?

13



14



15

Resilience-building Scenarios

- I didn't learn anything about Aboriginal cultures...I don't know how to begin.
- I can't find any resources on residential schools...
- But I teach all different cultures in my classroom...if I teach about Aboriginal peoples I have to teach about all of the cultures...
- I don't see race; I treat all the people the same way...
- But that happened a long time ago and can't we just get over it...
- I don't think of myself as White or a settler.
- Doesn't talking about racism create racism?
- When I have a problem, I ask (racial minority colleague) to deal with it...
- But, they are not like the other (racial group members), they...

Adapted from Dr. Shauneen Pete's presentation, *BCTF Issue Session on Racism*, November 2019

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The screenshot shows the BCTF website with a navigation menu on the left and a main content area. A red circle highlights the 'Teacher magazine' link in the menu. The main content area features a large graphic that says 'Teacher magazine is on its way to you!' and lists various resources like 'Action groups', 'Disability Justice', and 'Equity and Inclusion'. To the right of the screenshot, the text 'BCTF Resources bctf.ca' is displayed.

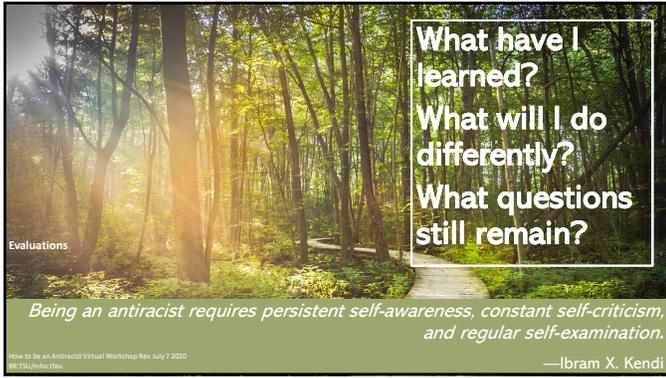
20

Recommended Resources to Continue your Learning

1. Read a book. Start a local book club.
2. Watch a YouTube video series.
3. Subscribe to a podcast.

The illustration shows a person's head from the back, with a funnel placed on top. The funnel is overflowing with various books of different colors and sizes. The person has dark hair tied back. The background is a light teal color.

21



Evaluations

What have I learned?
What will I do differently?
What questions still remain?

Being an antiracist requires persistent self-awareness, constant self-criticism, and regular self-examination.

How to be an Antiracist Virtual Workshop Rev July 7 2020
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—Ibram X. Kendi
