

TOUCHSTONES FOR ANTI-BIAS/ANTI-RACIST EDUCATORS

Recognizing the histories of colonization, settler colonialism, white supremacy, imperialism, and neoliberalism upon which the United States and its systems of education have been built and sustained, and with awareness of the impacts of these systems of oppression along intersectional lines of race, culture, language, Tribal status/membership, gender, sexuality, dis/ability, religion, economic circumstances, and immigrant status, the faculty of the PSU Elementary Education major propose that our program be guided by these touchstones for anti-bias/anti-racist educators.

Through engaged, critical, collaborative partnerships with local school and community college leaders committed to advancing anti-bias/anti-racist teaching, the PSU Elementary Education Undergraduate program offers culturally-affirming/sustaining, meaningful, rigorous, transformational learning experiences to prepare a critical mass of aspiring anti-racist/anti-bias teachers who will:

ENGAGE IN CRITICAL SELF-REFLECTION ROOTED IN KNOWLEDGE ABOUT COLONIAL HISTORIES AND SYSTEMS OF OPPRESSION.

- Engage in challenging conversations and critical self-reflection around power and privilege to raise awareness and take ownership of and responsibility for their own actions and complicity with humility, curiosity, and an eagerness to grow and change.
- Critically analyze curricula, programs, policies, structures, and systems, and their own practices with an understanding of the roots, causes, and impacts of oppression.

IDENTIFY AS COMMUNITY TEACHERS AND COLLABORATE TO ENGAGE IN ASSETS-BASED PEDAGOGY AND ASSESSMENT ROOTED IN THE PERSPECTIVES, VALUES, AND EXPERIENCES OF THE COMMUNITY AROUND THE SCHOOL.

- Participate fully in the communities within and around the school, motivated by genuine respect for and desire to learn from and with students, families, and community members.
- In collaboration with communities, use student, family, and community knowledge along with disciplinary pedagogical content knowledge to (re)design curriculum, instruction, and assessment that offer accessible, meaningful, culturally affirming/sustaining, rigorous learning experiences to all students.
- Apply restorative practices to relationships within and beyond the classroom to honor the humanity of all children, youth, and adults.

ENGAGE IN COURAGEOUS ANTI-OPPRESSIVE ACTION AT THE CLASSROOM, SCHOOL, AND COMMUNITY LEVELS.

- Identify oppressive conditions, including micro- and macro-aggressions, and engage in intentional, concrete, courageous actions to interrupt oppression and change inequitable classroom and school systems in the interest of liberation for students and communities.
- Actively work to change inequitable systems and disrupt institutional racism and white supremacy within and beyond the school.
- Provide learning experiences that raise critical consciousness and help students come to interrupt micro-aggressions, identify and stand against injustice and inequity, and engage in critical self-reflection and interrogation of their own privilege and power.