All too often we think of community in terms of being with folks like ourselves: the same class, same race, same ethnicity, same social standing and the like. I think we need to be wary: we need to work against the danger of evoking something that we don’t challenge ourselves to actually practice.

― bell hooks, Teaching Community: A Pedagogy of Hope
UOTeaching Community is a partnership project to support faculty in reflecting upon and improving inclusive and transformative teaching practices across our teaching community.

- Anti-Oppressive Pedagogy
- Abolitionist Pedagogy
- Anticolonial Pedagogy
You’ll see that it’ll take more than five and a half months to wipe away—peel—scrape away the blanket of ignorance that has been plastered and replastered over those brains in the last three hundred years. You’ll see.

Ernest J. Gaines    A Lesson Before Dying

Exclusion and Oppression
INSTRUCTIONAL GOALS

- Belonging - Connectedness
- Critical Thinking Skills
- Improved Learning Outcomes
- Subject Area Relevance
- Student Retention

Inclusive and Anti-Oppressive Curriculum and Pedagogy
I want American history taught. Unless I'm in that book, you're not in it either. History is not a procession of illustrious people. It's about what happens to a people. Millions of anonymous people is what history is about.

James Baldwin

Inclusion and Anti-Oppression
<table>
<thead>
<tr>
<th>Project Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Build individual and institutional capacity for inclusive AND anti-oppressive pedagogy</td>
</tr>
<tr>
<td>2. Amplify Abolitionist, Anticolonial, and Anti-Oppressive Teaching Scholarship</td>
</tr>
<tr>
<td>3. Center, Cite, and Compensate Black, Indigenous, and Queer Education Scholars</td>
</tr>
<tr>
<td>4. Structure for Diverse Community Access and Input</td>
</tr>
<tr>
<td>5. Structure Ongoing Critical Analysis of Power in Access to Ideas and Input</td>
</tr>
</tbody>
</table>
Principle 1
Build individual and institutional capacity and professional practice of inclusive AND anti-oppressive teaching.
1. Build Individual and Institutional Capacity for Inclusive AND Anti-Oppressive Teaching
Principle 2

Amplify
- Abolitionist
- Anticolonial
- Anti-Oppressive

Teaching (Education Studies) Scholarship
2. Amplify Abolitionist, Anticolonial, and Anti-Oppressive Teaching Scholarship
2. Amplify Abolitionist, Anticolonial, and Anti-Oppressive Teaching Scholarship
Principle 3
Center, Cite, and Compensate Black, Indigenous, and Queer Education Scholars

Elevate visibility of scholars who embody these underrepresented communities.
Principle 4
Structure for Diverse Community
Access and Input
1. Build Institutional Capacity for Inclusive AND Anti-Oppressive Teaching Pedagogy

4. Structure for Diverse Community Access and Input

**UOTeach Partners**

- **Bethel School District**
  - Leadership Team
  - Willamette BSU

- **Eugene School District**
  - Leadership Team
  - Churchill BSU

- **Springfield School District**
  - Leadership Team
  - Springfield HS BSU

- **Lane ESD**
  - Migrant Education
  - Black Student Success Team

- **Oregon Safe Schools and Communities Coalition**

- **Oregon Department of Education**

- **Oregon Safe Schools and Communities Coalition**
Principle 5
Structure ongoing critical analysis of power in access to ideas and input
5. Structure ongoing critical analysis of power in access to ideas and input

INCLUSIVE PROJECT DESIGN TEAM: Participatory Democracy

University Scholars
- Black Studies Scholar
- Indigenous Studies Scholar
- Queer Studies Scholar
- Teaching Engagement Scholars
- Education Community Supports Scholars

Education Studies Faculty
- Indigenous Partners - Sapsikwala
- Preservice Teacher GE
- Teacher Licensure Director

University Partner Voices
- Equity in Curriculum Administrator
- High School Faculty
- Black Student Unions
- State Dept of Ed.
- State advocacy group
1. Explore and connect to a meaningful topic related to Inclusive and Anti-Oppressive Pedagogies

2. Read, write, and think about this work in relation to your practice

3. Connect with peers from within and outside of your field to think more about this work.

4. Attend a conference and connect with scholars doing this work.

5. Go back to your own syllabi and teaching with new ideas and new connections
Select an anti-oppressive pedagogy book.

Attend the anti-oppressive pedagogy Kick-Off Event

Read your text and reflect on applications to your teaching

Attend the book discussion and share your reflections

Attend the 2020 UOTeach-In with Keynote Dr. Bettina Love

January

January

February

March

March 14
Access: blogs.uoregon.edu/uoteachingcommunity/
Email invitations to explore and connect

This winter, TEP and the UOTeach program are inviting faculty and staff to participate in Anti-Oppressive Pedagogy Study Circles; this is part of a community effort to engage in ongoing professional development on culturally responsive and culturally sustaining pedagogies.

We welcome your participation in reading and discussing one or more of the selected books during the term. The three books focus on abolitionist pedagogy, anti-oppressive pedagogy, and anticolonial pedagogy texts. The study circles are part of professional development for faculty teaching or interested in teaching the United States: Difference, Inequality, Agency (US:DIA) undergraduate courses.

- Sign up here to join an Anti-Oppressive Pedagogy UO Study Circle
- Learn more about the UOTeaching Community project and the upcoming March 14, Equity & Anti-Oppressive Pedagogy TeachIN with keynote speaker Bettina Love.

2020 Equity & Anti-Oppressive Pedagogy TeachIN Planning Committee
Julie Heffeman, UOTeach: Graduate Director of Curriculum and Instruction
Jason Schreiner, Associate Director; Teaching Engagement Program
Avinash Tiwari, UO Black Studies
Leilani Sabzalian, Sapsik’utla (Teacher) Education Program Co-PI
Textual Exploration
“Abolitionist teaching is as much about tearing down old structures and ways of thinking as it is about forming new ideas, new forms of social interactions, new ways to be inclusive, new ways to discuss inequality and distribute wealth and resources, new ways to resist....”
“Mainstream media and dominant discourses routinely and stubbornly portray Indigenous peoples as vanished, as victims, or as broken and damaged, et Native Survivance is a persistent feature of Native communities. Native courage, creativity, intelligence, determinization, and artfulness—acts of Native survivance—are our inheritance and our legacy as Indigenous peoples.”

... Recognizing Native survivance means recognizing the various ways Indigenous peoples continue to chart meaningful for ourselves in spite of colonial violence and telling stories of how Native youth, families, and educators carve out spaces of survivance within and in spite of US Indian policy, in spaces such as Indian Education.
This book contextualizes developing literature on anti-oppressive education by summarizing and critiquing the four primary approaches that educational researchers have taken in conceptualizing:

- the nature of oppression and
- the curricula, pedagogies, and policies needed to bring about change.

These four approaches to anti-oppressive education are (1) Education for the Other, (2) Education About the Other, (3) Education that Is Critical of Privileging and Othering, and (4) Education that Changes Students and Society.

Engaging in anti-oppressive education requires not only using an amalgam of these four approaches. In order to address the multiplicity and situatedness of oppression and the complexities of teaching and learning educators also constantly need to "look beyond" the field of educational research to explore the possibilities of theories that remain marginalized.
Make connections with the text and with colleagues

1. Read your text and reflect on applications to your teaching
2. Attend the book discussion and share your reflections

February

March
Attend the 2020 UOTeach-In with Keynote Dr. Bettina Love

UOTeach
Equity & Anti-Oppressive Pedagogy TeachIN

Workshops • Abolitionist Teaching
• Anticolonial Teaching (Sapsikʷalá Education)
• Anti-Oppressive Teaching

KeyNote Speaker Bettina Love

March 14, 2020, 8:30am - 2:00pm
UO School of Law

Registration Opens Feb 1, 2020
https://blogs.uoregon.edu/teachin/
UOTeach
Equity & Anti-Oppressive Pedagogy TeachIN

Workshops • Abolitionist Teaching
• Anticolonial Teaching (Sapsikʷlah Education)
• Anti-Oppressive Teaching

KeyNote Speaker Bettina Love

March 14, 2020, 8:30am - 2:00pm
UO School of Law
Registration Opens Feb 1, 2020
https://blogs.uoregon.edu/teachin/
Community Based Professional Learning Communities

University of Oregon Sponsors
- College of Education
- UOTeach: MEd in Curriculum & Teaching
- Sapsik’wala (Teacher) Education Program
- Teaching Engagement Program
- Black Studies
- Center for the Study of Women & Society (CSWS)
- Division of Equity & Inclusion
- Educational and Community Supports
- Department of Education Studies
- Museum of Natural and Cultural History
- Lylye Reynolds-Parker Black Culture Center

State & Community Partners
- Bethel School District
- Eugene 4J School District
- Springfield Public Schools
- Oregon Department of Education (ODE)
- ODE Office of Equity, Diversity & Inclusion
- Safe Schools & Communities Coalition (OSSCC)