



## Department of Learning & Teaching

### Fieldwork Setting Prioritization Statement

As teacher educators, we embrace anti-racist pedagogy. This comes from an understanding that we, as teachers, are in a position of privilege and power to effect and impact change, to raise our voices in the face of intolerance, and to love our students fiercely with action, truth-telling, and by doing what is right.

We also embrace teaching which respects and supports students' cultural identities. We understand that to teach is also to learn, and that our students have as much to teach us as we have to teach them. We understand that as our country's consciousness continues to evolve, so must our own understanding of the world around us. With the acknowledgement that we are lifelong-learners comes the power of growth and opportunity in working toward a more just world.

Teacher candidates in the Department of Learning and Teaching demonstrate their understanding of social justice through their implementation of anti-bias/anti-racist (ABAR) and inclusive pedagogy and approaches by providing all students with equitable access to their curriculum during field experiences.

Teacher candidates have multiple opportunities to observe and work with culturally and linguistically diverse groups, such as students with disabilities, emergent bilinguals, and students from socio-economically diverse communities. We encourage candidates to view and treat students with dignity and respect and focus on their assets and funds of knowledge. The Department prioritizes field placements in districts and schools that reflect the cultural and linguistic diversity of our communities.

Teacher candidates are able to identify intentional or unintentional behaviors related to social justice and anti-racist situations and are able to address them using restorative practices and other strategies to transform beliefs and dispositions. They are reflective about their attitudes and approaches.

Teacher candidates recognize students' assets and funds of knowledge and incorporate them in their planning and implementation of lessons. They are also able to facilitate courageous conversations about inequalities or inequities and prejudice in and outside the classroom.

Administrators, faculty, supervisors, and cooperating teachers support candidates in their pursuit of pedagogy and environments that are conducive to promote anti-bias/anti-racist and inclusive pedagogy.