**Week 3 Reflection**

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At this moment in my learning journey, I feel as though I’ve come full circle. In the first semester, WayI WAH! Guide my understanding of teaching pedagogies grounded in Indigenous knowledge, emphasizing relationships, inclusivity, and the importance of honoring diverse perspectives. Now, in my final semester and last class, the focus on anti-racism has deepened and expanded that foundation. The connection between these teachings have become clear, both call for a commitment to equity, intentional action, and willingness to challenge systems of oppression. This journey has not only solidified my understanding but has also revealed the interwoven nature of these frameworks, inspiring me to approach education with a more holistic and informed perspective.

Through my learning in the anti-racism course, checking out the ERASE modules and remembering readings like White Fragility, WAYI WAH! And the Wheel of Privilege and Power, I have developed a clearer understanding of the differences between not being racist and being anti-racist. I understand the distinction lies in action versus inaction. Not being racist is a passive stance that involves avoiding overtly racist behavior or beliefs. Being anti-racist, requires deliberate actions to identify systemic racism. Anti-racism involves recognizing how privilege and power operate and using this awareness to advocate for equity and justice actively.

I remember going through the Wheel of Privilege and Power in first year, it highlighted how societal structures have benefited some groups while marginalizing others. As an educator, I must acknowledge my own privileges, such as my race, socioeconomic status, or position of authority in the classroom, and use them to challenge inequities. In my role as an educator, I commit to taking purposeful actions to promote anti-racism in my practice. I will do this by creating a classroom environment where diverse perspectives are celebrated and ensuring that all students feel seen and valued. I also commit to continually educating myself about systemic racism and how it manifests in education. I recognize that being anti-racist is an ongoing process that requires reflection, humility and discomfort.

Using my privilege to create change can look like using my position as an educator to advocate for change. I can do this by amplifying marginalized voices and integrating diverse narratives into the curriculum. We explore Jordan’s Principle in class, and I can see myself using this as a resource to teach students about the inequities faced by Indigenous children in Canada. I think it can also be used to show that advocating can lead to meaningful change.

In the end, I know that being anti-racist requires both individual and collective action. By committing to continuous learning, using my privilege to challenge inequities, and fostering inclusive spaces, I can contribute to the continued anti-racist education system. While the journey is complex and ongoing, it is one that I and other educators must embrace to ensure that all students have the opportunity to thrive in an equitable and affirming environment.