

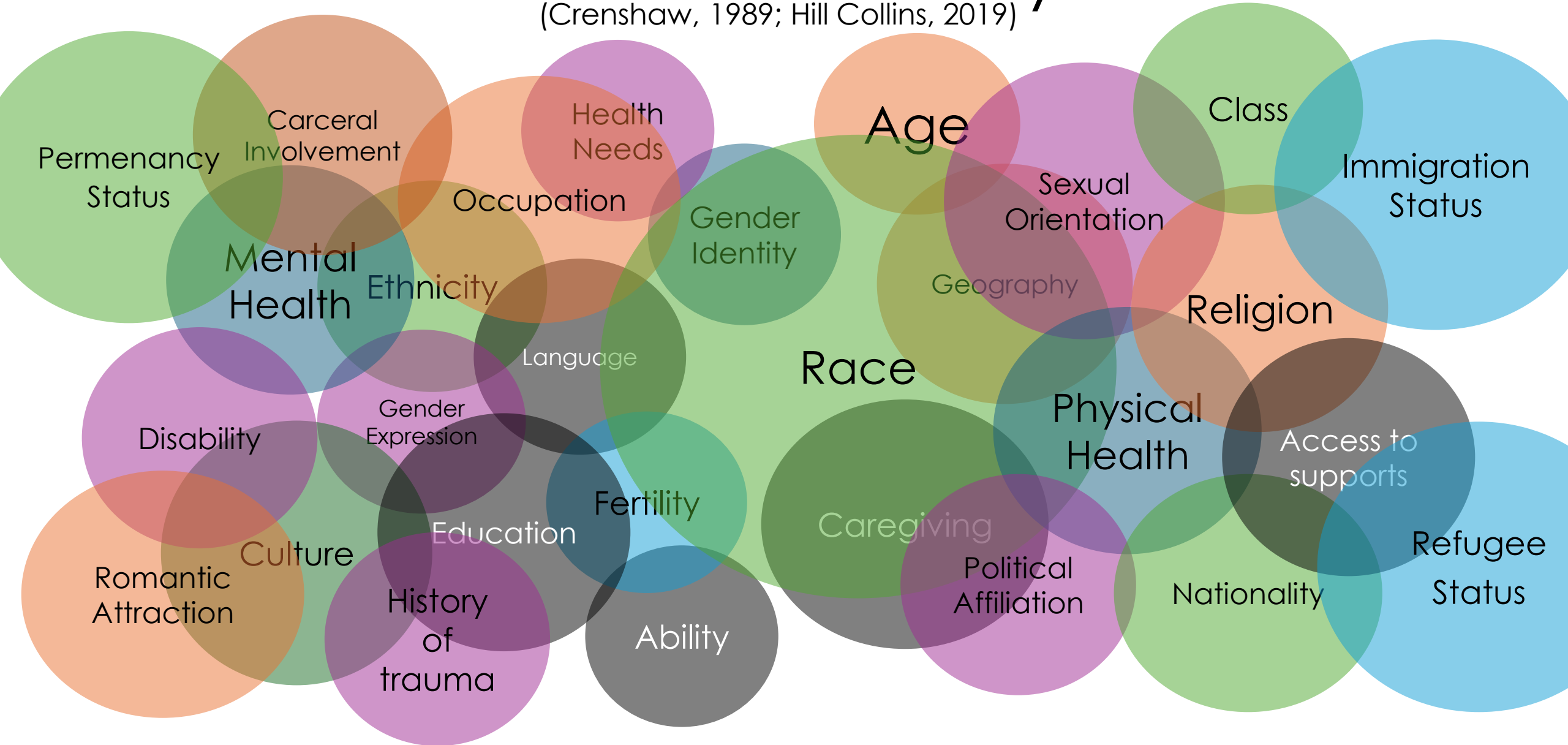
The Centre for Teaching and Learning presents:
Leaning Into Discomfort:
Creating Positionality and Inclusivity Statements
for Teaching and Learning

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Intersectionality

(Crenshaw, 1989; Hill Collins, 2019)



Think-**Pair**-Share

Connect with someone
and talk about **your
intersecting identities:**

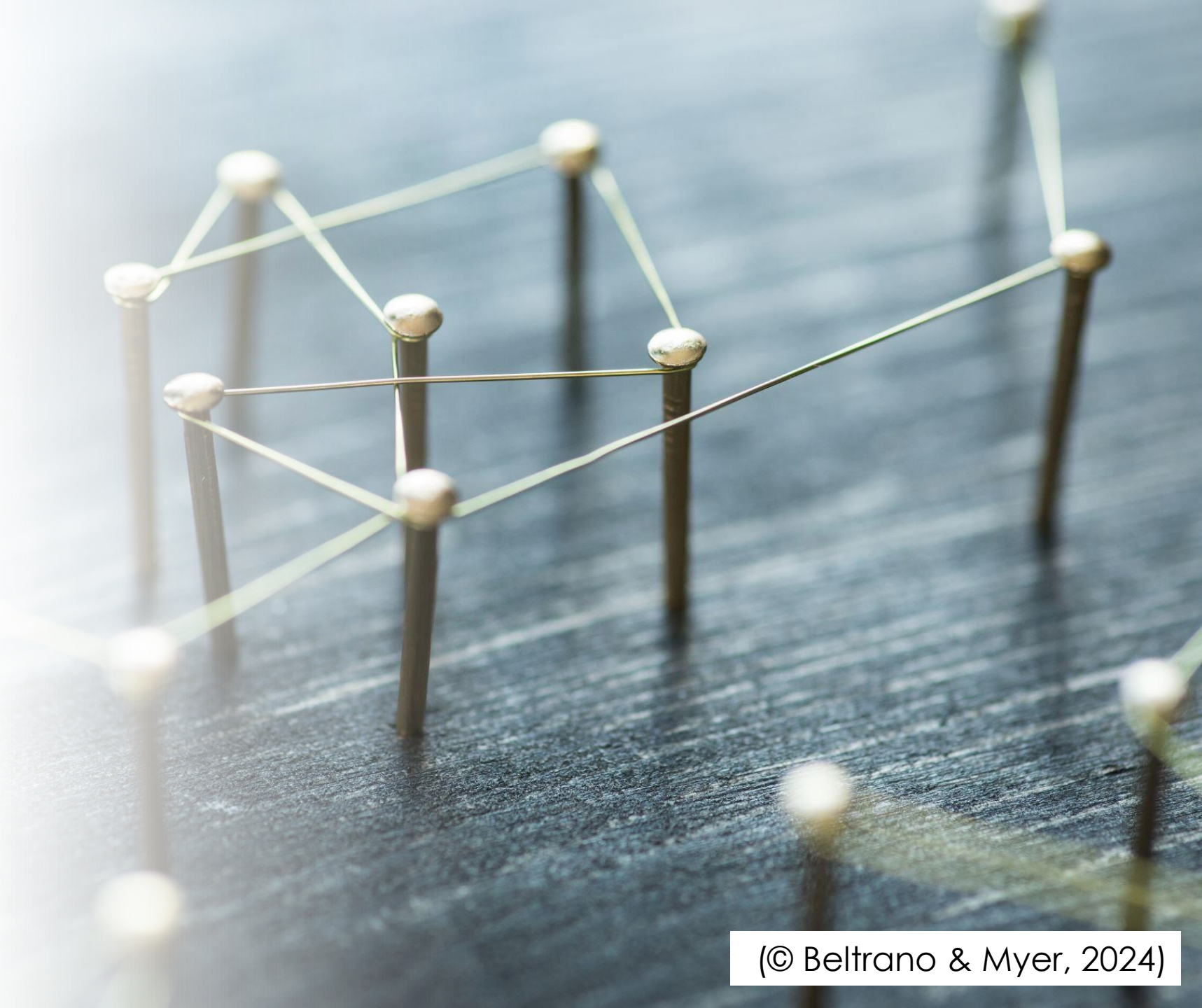
How are you similar?

*What identities do you
share?*

How are you different?

*How do you experience
privilege?*

*How do you experience
oppression?*



Begin writing...

Don't worry about anything. Don't worry about grammar.
Don't worry about spelling. Don't worry about sentence structure.
Keep writing.

Reflect on your conversations in your small group and your intersecting identities,
and self-reflect on...

What are your intersecting identities?

What did you learn about yourself in relationship to your small group
(community)?

What questions do you still have?

What do you want to learn more about?

***It is important to engage with parts of yourself that feel vulnerable and/or
marginalized.***



Look back on your
initial writing...

Use this to continue
writing your
positionality
statement.

We will write for at
least 5-minutes.

Then we will take time
to share what we
have written and
obtain feedback.

How do positionality statements apply in...

The Classroom and Community?
Teaching Approaches and Methods?
Curriculum and Learning Objectives?
Assessments and Evaluations?
Syllabi?

Working together, write down your ideas on sticky notes and post them under the corresponding titles.

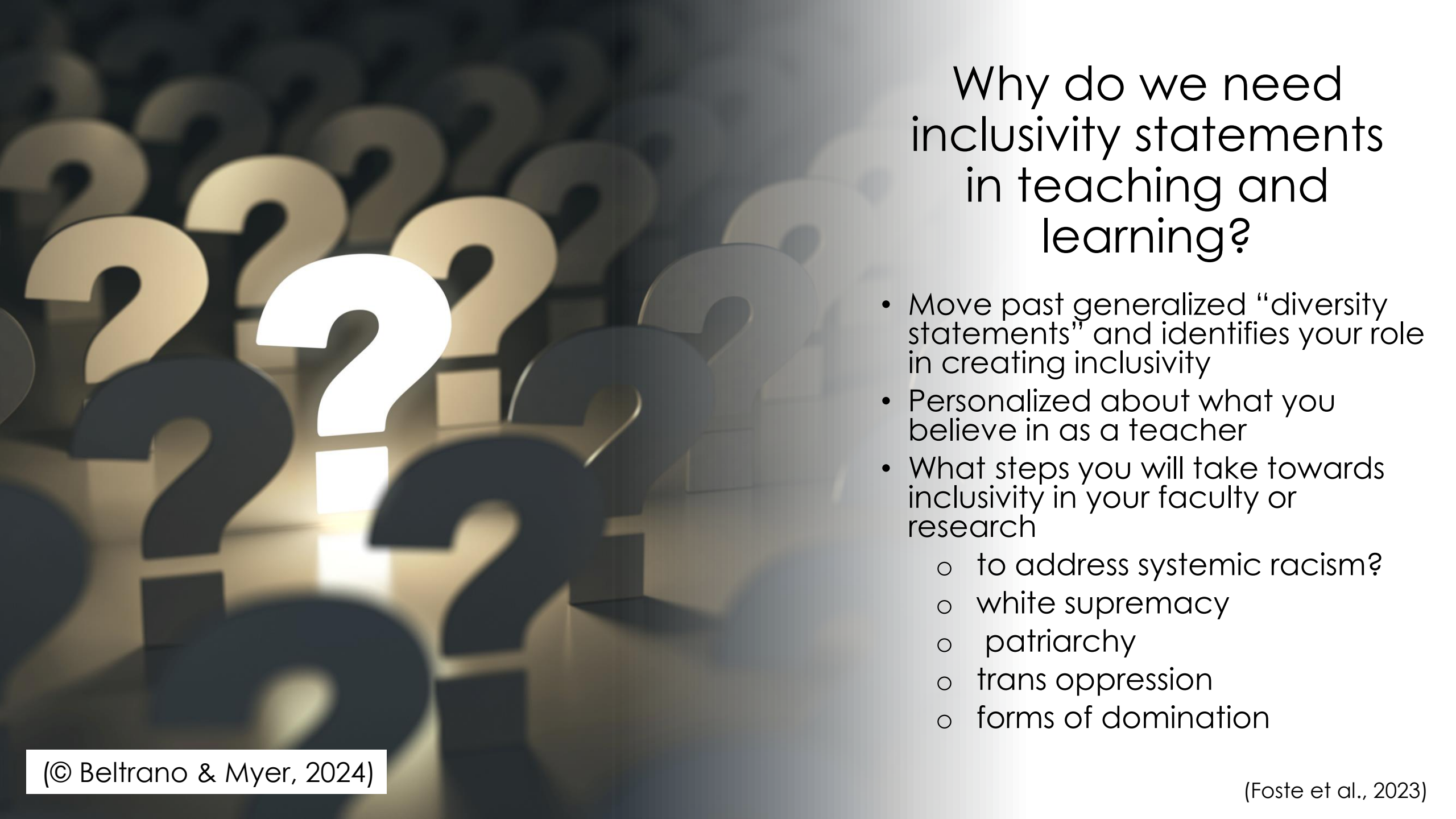
Inclusivity Statements



- Aspirational not declarative
- Identify the work that needs to be done to redress, challenge, and overcome inequities in society; goes beyond your knowledge of diversity.
- Communicating the valuing and understanding of issues that contribute to oppression
- Applying language that emphasizes the value of diverse cultures, experiences, thoughts, and contributors
- What are your goals to promote inclusivity?

(Medina et al., 2024; Pitts et al., 2019)

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The background of the slide is a dark, textured surface with a gradient from black on the left to a lighter grey on the right. Numerous question marks are scattered across the background. Most are dark grey or black, but one question mark in the center-left is bright white and stands out prominently. The question marks vary in size and are slightly out of focus, creating a sense of depth.

Why do we need inclusivity statements in teaching and learning?

- Move past generalized “diversity statements” and identifies your role in creating inclusivity
- Personalized about what you believe in as a teacher
- What steps you will take towards inclusivity in your faculty or research
 - to address systemic racism?
 - white supremacy
 - patriarchy
 - trans oppression
 - forms of domination

Developing Inclusivity Statements

Similar to positionality statements, but...

Who has traditionally been centred in teaching and learning?

Who has been erased?

(think of students, friends, peers, colleagues)

What are the historic and current systemic barriers?

What do you want to see changed in higher education? In society?

How are you prepared to commit to supporting this change?

Time to write...

How can you create actionable items for yourself about the following...

Who has traditionally been centred in teaching and learning?

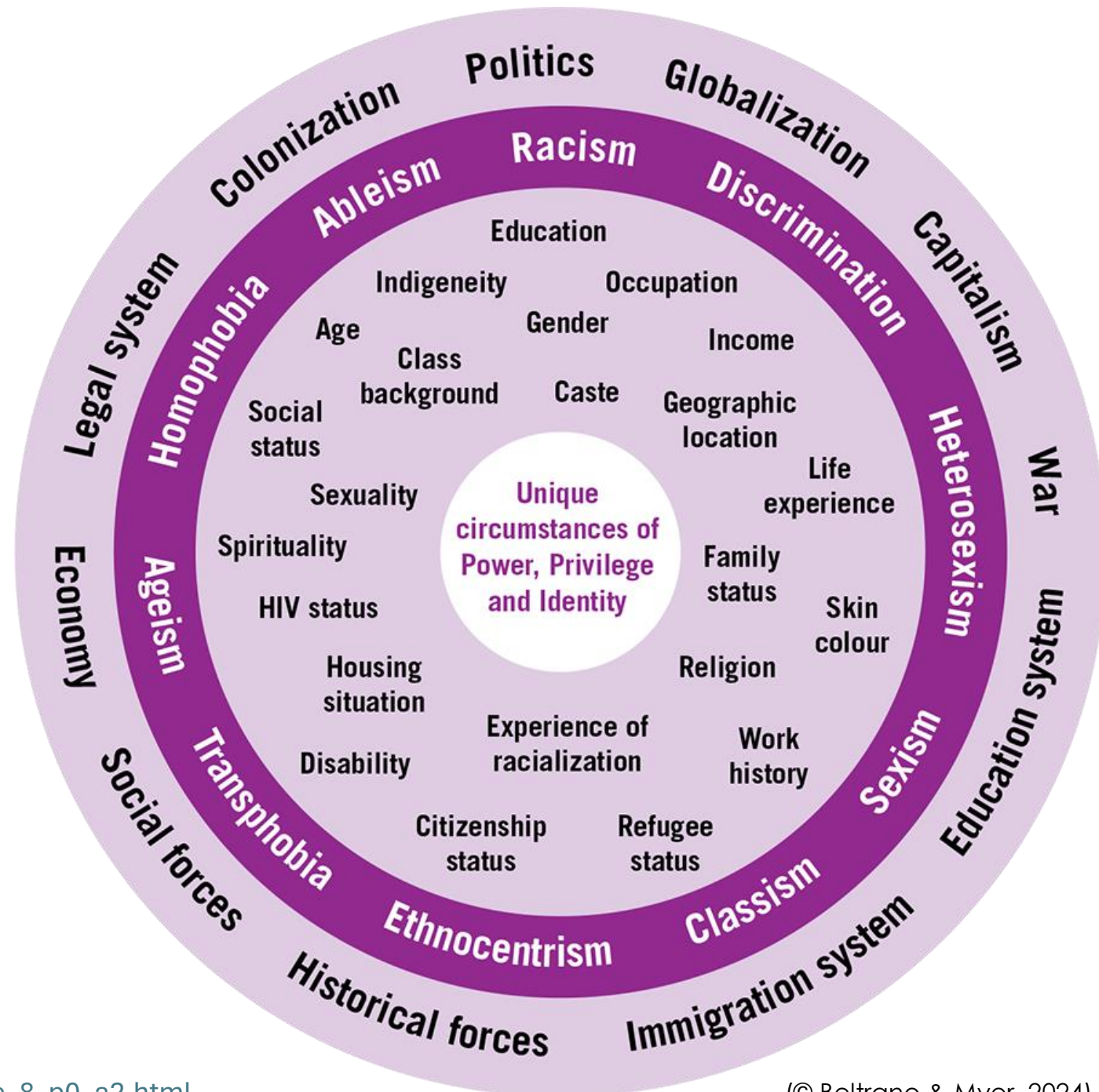
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Where do we go from here?

Requires ongoing critical self-reflection

Our identities, experiences, and knowledge change over time, so do our communities and students; this is a lifelong learning and journey.

Positionality and Inclusivity Statements are not built alone; they are developed and shared in community with colleagues and students.

References

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[Queen's University \(2022\). Positionality statement. Positionality Statement | Centre for Teaching and Learning \(queensu.ca\)](https://www.queensu.ca/teaching-learning/positionality-statement)

Additional Resources

[Courageous Conversations About Race \(corwin.com\)](https://www.corwin.com)

[Me And White Supremacy \(laylafsaad.com\)](https://www.laylafsaad.com)

[Biased by Jennifer L. Eberhardt, PhD | Penguin Random House Canada](#)

[Teaching to Transgress: Education as the Practice of Freedom - 1st Edi \(routledge.com\)](https://www.routledge.com)

[UBC Press | Decolonizing Education - Nourishing the Learning Spirit, By Marie Battiste By Marie BattisteForeword by Rita Bouvier](#)

[Policy Press | Anti-Racism in Higher Education - An Action Guide for Change, Edited by Arun Verma \(bristoluniversitypress.co.uk\)](https://www.bristoluniversitypress.co.uk)