



DEN 16. NORDISKE LÆRERUDDANNELSESKONFERENCE

INNOVATION I UNDERVISNING OG LÆRING

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Jobtitel:	Universitetslektor / phd-student
Kvalifikationer	PhD- stipendiat.
Organisation:	USN Universitetet i Sør-Øst Norge
Titel på Præsentationen:	Skin in the game. Navigating tensions in anti-racist education as black and white teacher-educators.
Type af præsentation:	Presentasjon i symposium. Presentasjon med Jocelyne von Hof. Symposium ønsket med Kristin Gregers Eriksen, Mari Jorde m.fl.
Sprog:	Engelsk (alternativt norsk)
Tema:	3 Innovativ uddannelse i relation til inklusion, køn og multikultur
Abstrakt:	<p>According to the Norwegian framework plan for Kindergartens, staff shall “combat discrimination, prejudice, stereotypes and racism” (Directorate for Education and Training, 2017, p. 56). However, racism is not mentioned in the national guidelines for Early childhood teacher education (ECTE), leaving the subject up to individual teacher educators to address. This presentation is a collaborative reflection upon our experiences, arranging joint workshops about racism as Early childhood teacher educators. One of us being black and the other white, we have found ourselves navigating different tensions and challenging different forms of fragility (DiAngelo, 2018).</p> <p>Following Pollock et al, we investigate tensions between personal and professional development, seeing the personal and professional as intrinsically linked together (Pollock, Deckman, Mira, & Shalaby, 2010). A major insight from Ragnhild, being white and holding seminars about racism in ECTC since 2015, is how the atmosphere changed when Jocelyne joined as a co-teacher in 2019. Having a teacher sharing own experiences of racism opened the room for students reflecting of their own relations to race and racism, and paved way for more confident conversations linking theory and practice. For Jocelyne, however, the seminars involved complex emotional labor, well known to other scholars of color, but often academically unacknowledged (Ahmed, 2012). These experiences raises both didactical and ethical questions.</p> <p>Teachers with majority background overwhelmingly dominate teacher education in Norway. We discuss how our positionality affect anti-racist education, and what roles, responsibilities and emotional labor we as teachers of different colors go through on our journeys as teacher educators.</p>



Nøgleord: Positionality, fragility, anti-racism, personal as professional development Litteratur: Ahmed, S. (2012). On being included : racism and diversity in institutional life. Durham, N.C: Duke University Press. DiAngelo, R. (2018). White fragility : why it's so hard for white people to talk about racism. Boston, Mass: Beacon Press. Directorate for Education and Training. (2017). Framework Plan for Kindergartens, contents and tasks. Directorate for Education and Training Pollock, M., Deckman, S., Mira, M., & Shalaby, C. (2010). “But What Can I Do?”: Three Necessary Tensions in Teaching Teachers About Race. Journal of Teacher Education, 61(3), 211-224.
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