



Enacting Anti-Racist and Activist Pedagogies in Teacher Education *Canadian Perspectives*

Edited by Ardavan Eizadirad, Zuhra Abawi, and Andrew B. Campbell

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ABOUT THE TEXT

Enacting Anti-Racist and Activist Pedagogies in Teacher Education is a timely edited collection that examines the complexities, challenges, spaces of resistance, and possibilities when faculty—specifically Black, Indigenous, and racialized faculty—advocate and implement anti racism approaches and pedagogies in Canadian teacher education programs.

Taking an explicitly critical anti-racist approach, the text challenges the pedagogical, curricular, structural, and institutional underpinnings in teacher education framed by whiteness. As a collective, the chapters explore how to disrupt white normalcy by dismantling the hierarchies in place and unpacking intersectionalities, positionalities, and knowledge production through transformative anti-racist pedagogies.

Established and emerging academics, as well as field practitioners, present a holistic and nuanced understanding of anti-racism within the educational context and seek to reframe teacher education through resistance and activism, preparing teacher candidates as practitioners for anti-racist work with racialized students, families, and communities.

Including key terms, discussion questions, and “toolbox” sections highlighting advice for pre-service K–12 teachers, this text is an essential resource for undergraduate and graduate students in teacher education.

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