Establishing a CRGBA-Informed Classroom

This tool supports educators in putting the CRGBA framework into practice in the classroom by fostering reflection on positionality and colonialism's influence on gender, sexuality and Indigenous communities.

Instructions

First, consider the stated objective outlined in the chart below. Next, consider the questions in the *Key Considerations* column and use your answers to inform the specific actions you can take to meet the stated objective (list these in the *Actions* column). Finally, in the *Indicators* column, list possible markers of success that demonstrate you are meeting the stated objective. If a question does not apply, explain why, and consider to what extent this is influenced by you as an individual and/or by the institution you are affiliated with.

For greater impact, complete this activity with other educators, community members, critical scholars, and learners in your institutional and/or community context. This activity also serves as a valuable evaluation tool to identify any needed changes in the program content, or possible avenues for institutional advocacy. This list is not exhaustive, and educators are encouraged to adapt the activity as necessary to meet their needs.

Objective 1: Critically Integrating Positionality		
Educators should be able to critically interrogate to what extent their positionality influences their practice, including how their positionality (1) shapes what content, perspectives, and knowledge is represented, (2) informs who has access to and/or is represented within the learning space, and (3) informs their capacity to equitably engage learners in the co-learning process.		
Key Considerations	**Actions**	**Indicators**
What do I bring to the learning space? What are my experiences and what are my biases?		
Do I bring a unique perspective to this conversation/space, or am I taking space away from other, more competent, or better positioned perspectives? If so, can I complement that work or use my platform to further the work collectively?		
Am I the right person to facilitate these conversations, or is the content beyond my scope? Whose perspectives am I missing?		

Key Considerations	Actions	Indicators
What other perspectives or diverse lived experiences exist in the learning space – i.e., through colleagues, learners, other facilitators, etc.?		
What makes me uncomfortable? Can I handle being challenged and take constructive and critical feedback in a meaningful way? If I can recognize some areas of discomfort, can I establish a support system to help me process, embrace, and plan for this discomfort?		

Objective 2: Addressing the Legacy of Colonization

Within their classrooms, educators should facilitate the critical interrogation of how colonial oppression, white supremacy, and neoliberalism have impacted and disproportionately targeted Indigenous communities. This includes (1) interrogating colonial binaries of knowledge and values, (2) dismantling the 'white gaze' of development, and (3) establishing equitable, reciprocal, and transparent relationships with Indigenous communities to inform the learning process.

Key Considerations	Actions	Indicators
Does your approach place value on Indigenous Ways of Knowing and transmitting knowledge? Have you consulted and/or integrated sources outside of the Western/White gaze?		
When discussing Indigenous Peoples' lived experiences, how do you center Indigenous Peoples' voices? Have you considered, discussed, and/or mobilized relevant principles of Indigenous self-determination in your practice?		
Have Indigenous Knowledge Keepers, Elders, or other relevant community members contributed to and/or meaningfully engaged in the development of the course content? If so, have you credited them for sharing their knowledge? Do you know how to do this according to community and/or cultural protocols? How have you compensated Indigenous Peoples for their contributions to the learning process? Are you prepared to continue these relationships and ensure you are mobilizing this knowledge appropriately, according to protocols?		
Do you have the capacity and/or the authority to meaningfully and ethically incorporate storytelling, ceremonies, sharing circles, or land-based learning into your approach?		

Objective 3: Addressing the Intersections of Colonialism, Gender, and Sexuality

Educators should interrogate the gender- and sexuality-specific implications of colonialism, particularly as they relate to the historic and current lived experiences of Indigenous WG2STGD+ Peoples. This requires considering (1) how colonialism has prescribed and/or reinforced socially constructed binaries of sexuality, gender roles, and gender expressions, and (2) how the intersections of colonialism, gender, and sexuality have reinforced experiences of intergenerational trauma, violence, and displacement among Indigenous WG2STGD+ Peoples and their communities.

Key Considerations	Actions	Indicators
Does your curriculum explore the often-intrinsic relationship between specific Indigenous WG2STGD+ Peoples, their communities, and the land? **What were this specific community's kinship relationships, understandings of sexuality, gender, governance structures, legal traditions, and cultural values before colonization?** **How were pre-existing community structures and ideologies changed through processes of colonization?** **What resources have you and your learners consulted to learn about this? Have you engaged in appropriate consultation or involved the right people to begin reclaiming this knowledge?**		
Considering the impacts of colonization, what are the contemporary lived realities of WG2STGD+ Peoples in the specific cultural/community contexts your classroom seeks to learn about? **What resources have you and your learners consulted to learn about this? Have you engaged in appropriate consultation or involved the right people to begin reclaiming this knowledge?**		
Has care been taken to ensure Indigenous WG2STGD+ Peoples are included in conversations pertaining to their lived experiences? **Are Indigenous WG2STGD+ Peoples' distinct knowledge systems, ways of being, and roles incorporated or reclaimed within your classroom content, activities, and discussions?**		
Has care been taken to disrupt pan-Indigenous, homogenizing, and/or stereotypical portrayals of Indigenous WG2STGD+ Peoples? **Do you and learners emphasize place-specific and culturally distinctive learning grounded directly within grassroots community perspectives?**		

Key Considerations	Actions	Indicators
How does your classroom mobilize an inclusive understanding of gender and sexuality? Does your curriculum recognize that, for many communities, gender, sex, and sexuality often exist across spectrums? **Does your classroom de-center and/or disrupt heteronormative, trans-exclusionary, or binary values or ways of being?**		

Objective 4: Co-Learning and Collaborative Knowledge Creation

Educators should be equipped to foster and reinforce equitable, relational, and reciprocal learning spaces that incite co-learning and co-production of knowledge. Relationship building, transparency, and mutual responsibility between educators, learners, and the broader community should be centered.

Key Considerations	Actions	Indicators
Is the learning space/institution I work within accessible? If so, who is it accessible to? Who is left out and why? **Do I have the personal, professional, and institutional capacity to address this?**		
Is knowledge and content shared in an accessible way? Do learners have multiple options for accessing and engaging with class materials? For example, consider the implications of language barriers, or the needs of learners with limited access to technology.		
Are alternative styles of learning suitably accounted for within your approach? **How else might you accommodate people with differing learning and engagement styles?** **How might this accommodation translate to people whose lived experiences may prevent or limit their capacity to engage in course content?**		
Are learners equitably and consistently engaged in the learning process? **How do you facilitate their engagement in the learning process?**		
What options do learners have to provide feedback on your approach in a safe and transparent way? For example, do you provide space for in-class, electronic, and anonymous methods of providing feedback?		

Objective 5: Fostering a Trauma-Informed Learning Space

When considering the intrinsic links between intergenerational trauma, displacement from the land, violence, and colonization, it is imperative that educators integrate a trauma-informed approach to practice when discussing the lived experiences of

Indigenous WG2STGD+ Peoples. Educators should (1) consider the ways that academia and other institutional powers often reinforce false objectivity and desensitization to the lived experiences of oppressed and dispossessed learners and community members, and (2) establish safe and intentional space for educators' and learners' to be vulnerable and effectively process challenging content.		
Has due consideration been given to the role that GDS often plays in perpetuating pathologizing, stigmatizing, and damage-centered narratives about Indigeneity? What is being done to disrupt these narratives? **To what extent does the broader academic institution reinforce colonial oppression, violence, and/or intergenerational trauma? How is this being addressed?**		
Does your learning space promote safety between educators, learners, and community members? How? **Does it reduce or prevent harm? How?** **How are dispossessed and impacted learners with lived experience safeguarded within your classroom?**		
Have you considered how trauma may impact someone's ability to engage with or access classroom content?		
Do you have mechanisms for engaging with and supporting someone who experiences re-traumatization in your learning space? Do you know where to reach out for support should something like this come up?		
Do you use content or trigger warnings prior to discussing potentially traumatizing content? **Do you share plans for class content or discussions in advance of lectures to ensure learners who may struggle with such material can do what they need to be safe?**		
How is conflict addressed in your learning space? Do you have a restorative and/or transformative process in place for navigating and addressing conflict?		
Do you have a transformative method for meaningfully addressing any harm caused during learning activities or discussions? **Do you have resources you can turn to as an educator to support yourself in managing this?**		

| Have you provided similar resources to learners? | | |