

ANNUAL PSA DAY CONFERENCE OCT 21, 2022

Afternoon Workshops



7. INHABITING BORDERLINES IN EARLY YEARS CLASSROOMS

Gloria Anzaldúa (1999) claims that we are always on the borderlands—between people, between races, between genders, and between classes. Inhabiting borderlands is the ability to hold multiple social perspectives while simultaneously maintaining a centre that revolves around fighting against concrete forms of oppression. In this workshop we will explore anti-oppressive teaching practices in the early years (K-3). Guided by the First People’s Principles of Learning, we will explore scenarios and resources that will aid in decolonizing our practice, navigating “risky” conversations with students at an early age, and unlearning racist ideologies. How can we approach the cultural, social, environmental, and political borders in primary classrooms? Let’s work together to learn, reflect, discuss, and take action to better support the needs and empower our diverse students in the school system.



Thais Pimentel Cabral (she/her/hers) is an Afro-Indigenous educator originally from Rio de Janeiro, Brazil. She has a Master’s degree in Political Science and International Relations from Europe. She came to Canada with a bundle of experience teaching overseas, especially in Latin America. In her process of becoming a teacher in BC, she could see challenges and compare pedagogies used in different school grade levels and communities. In her career as an educator in Surrey, she continues to apply Paulo Freire's pedagogy by promoting an anti-racist and inclusive curriculum with social justice and intercultural lenses. Her commitment is to decolonize education through Indigenous ways of teaching, learning and relating. In her view, education should be holistic and include strategies that support students' needs and empower them academically, emotionally and socially.