

Critical Consciousness Checklist

As Ontario educators it is our responsibility to affirm and embed the diverse lived experiences and social identities of Black people in Canada. Creating meaningful, authentic entry points that affirm Black identity are key in disrupting the dominant narrative that permeates the Canadian education system. Educators need to use critical consciousness when selecting resources, using examples and creating lessons to directly challenge Anti-Black Racism.

The purpose of this checklist is to support the development of Critical Consciousness in school and classroom based planning. This checklist can be used in all areas of pedagogical practice including (but not limited to) lesson planning, event planning and engaging parent/guardian communities.

An Equitable and Inclusive curriculum is based on the principles of respect and inclusion with the objective of having students see themselves reflected in the curriculum, their physical surroundings and the broader environment. This curriculum checklist provides education workers with the opportunities to ensure that voices are valued in planning.

For this checklist, Black identities are honoured and all individuals are supported and inspired to succeed in a culture of high expectations for learning where all needs are addressed.

Staff and students' learning should foster critical thinking, value diversity, demonstrate respect for others and foster a commitment to establishing an anti-Black racism and anti-oppressive approach to teaching and learning.

- ☐ Do I ask students to understand how knowledge reflects social and cultural power positions of people in society?
- ☐ When choosing resources and/or examples for lessons, have I made selections that affirm Black identity and disrupt deficit-based narratives?
- ☐ Did I/Can I involve Black community and Black community organizations to contribute to the planning community involved?
- ☐ Have I created opportunities to invite members of the Black community in to increase opportunities for representation tied to the curriculum?
- ☐ Do the learning tasks I am planning challenge stereotypes of Black people? Can I maybe add resources, materials, examples as well?
- ☐ Do I model democratic values and act against injustice, oppression, exploitation and discrimination?
- ☐ What biases are present in the activities being planned and resources being used? Did I consider how I will counter those biases?
- ☐ Are authentic Black, Caribbean, African and diasporic voices and stories represented in my lesson?

- ☐ Have I considered whose voices (perspectives, experiences and viewpoints) are excluded?
- ☐ In what ways have I highlighted and affirmed Black identity?
- ☐ In what ways have I used Black perspective and voice to share ideas connected to the curriculum?
- ☐ Do Black students see themselves reflected in the materials/activities?
- ☐ Are Black students' intersecting identities reflected in the materials/activities?
- ☐ Are all learning styles supported?
- ☐ Does the learning include opportunities to model a healthy relationships based on equality and respect, free from violence and harassment?
- ☐ Do my lessons encourage students to take their learning beyond the classroom into the realm of social action?
- ☐ In what ways have I normalized conversations around race and racism in my classroom?
- ☐ Have I ensured that every student has the background knowledge and context to engage in discussions that include Black Identity and perspectives?