



Reimagining learning spaces

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Pedagogical Values Series
Royal Roads University

Introduction

- Tiffany Hill
- Pilipino scholar, artist, and educator
- Métis (Fraser)
- Waniska
- Agapito Zamora Zialcita
- *Kapwa*
- Associate faculty at RRU
- NYU, UofT, UBC
- Indigenous studies, Black studies, queer of colour critique, critical grief studies, and affect studies





**Spaces that are spacious enough
for creativity, complexity, and
possibility,**

**while inviting critical engagement
with the systems that shape our
learning and our lives.**



- Applied and authentic
- **Caring** and community-based
- Transformational

Learning, Teaching, and Research Model (LTRM)

“Caring refers to our humanistic focus, our intention to build relationships that create a safe community, and our commitment to provide spaces for students to discuss the tensions that they face as they learn, change, and grow” (RRU, 2020).

- Reducing harm
- What harms are already present in our classrooms, and what are we doing about them?


Caring and safe spaces





- The classroom can be a space of possibility, but only when we are willing to confront how domination operates within it (hooks, 1994)
- Residential schools (TRC, 2015)
- Education as a site of governance and control (Friere, 1968; Givens, 2021; Vowel, 2016)
- Suspend damage (Tuck, 2009)

Harm and repair in the classroom

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- Not everything needs to be shared, explained, or made visible in order to have value (Grande 2018; Simpson, 2007; 2014; Tuck & Yang, 2014)
 - Participation is invited and not demanded
 - Rethink what we mean by participation
 - *In practice*

Make room for refusal

- Moving away from equating how hard someone works with how much they are valued
- Black and racialized bodies are expected to constantly produce, endure, and give (Sharpe, 2016; King, 2019)
- Knowledge is not owned, but co-created with one another, and with the more-than-human world (Chilisa, 2012; Kimmerer, 2013; Smith, 2000).
- *In practice*

A photograph of a small motorboat on a calm lake. The boat is in the middle ground, and the background shows a dense forest of trees along the shore under a hazy sky. The foreground has some reeds and grasses.

**Rethink labour and value
in the classroom**



- Equity, diversity, and inclusion
- To be in relation as we learn to disrupt what we know (Simpson, 2020; Starblanket, 2024)
- Asks for humility and generosity
- In practice...

Support learners to be critical

Summary

- Making room for refusal
- Rethinking labour and value in the classroom
- Supporting learners to be critical





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Q&A