

Intersectional Pedagogy

refers to teaching strategies and learning opportunities that incorporate the coexisting experiences of multiple, overlapping social identities, e.g. race, gender, socioeconomic status, sexual orientation, or disability, in a classroom environment.

The problems students with disabilities face may stem from the multiplied oppressions that accompany their particular combination of identities (Bell, 2016). For example, one student on the Autism Spectrum could also hold minoritized identities of race, gender, or socioeconomic status. The special education practitioner may only be considering this student's disability status when determining curriculum or learning strategies.

The other issue is that school systems have historically ignored or erased aspects of identity (Chugh, Bazerman, & Banaji, 2005; Bazerman & Tenbrunsel, 2011) because they typically regulate diversity to awareness days, weeks, or months, or discuss it diagnostically (Linton, 1998).

Steps to incorporate intersectional pedagogy:

1. Start with your own self-awareness. *Seek opportunities for professional development and / or self-reflection.*
2. Acknowledge any 'intersectional blind spots' for yourself, other practitioners, and respective school environments.
3. Look at the classroom and school environments, curricula, libraries and books, and learning and teaching strategies (Harkins Monaco, in press). *Who is represented (or not?)*
4. Apply sensitive concepts such as oppression, bias, representation, or privilege to the classroom and school environments, curricula, libraries and books, and learning and teaching strategies.
5. Apply social constructs like disability or race to the classroom and school environments, curricula, libraries and books, and learning and teaching strategies.
6. Be prepared to guide this process. *This may mean you need to continue finding opportunities for professional development and / or self-reflection.*