

**Building TA Training
Programs through
Indigenous
Engagement and
Equity & Inclusion
Frames**

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Today's Facilitators:

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Land Acknowledgement



UBC's Vancouver Point Grey campus is situated on the traditional, ancestral, and unceded territory of the Musqueam people.



1.
Setting the Space
Learning Objectives & Agenda

AGENDA

- Welcome and Land Acknowledgement
- Contextualization of today's session
- Why is TA training Important in the context of ISP and IAP?
- II Curriculum
- Break
- EIO Curriculum
- Key Insights and Impactful Practices II & EIO
- Wrap-up and Close

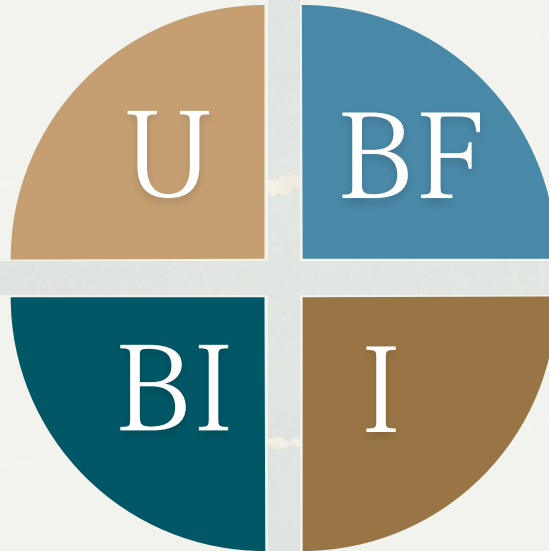
Learning Objectives

UNDERSTAND

What to expect from II classroom climate and EIO TA training approaches

To resources and concepts covered in II and EIO TA training

BE INTRODUCED



BECOME FAMILIAR

With UBC policies and strategic priorities supporting equity, diversity, inclusion, and Indigenous engagement for TA development

Who to contact for more support

IDENTIFY



*Padlet Activity:
In your context or discipline,
why is it important to support
TA's and TA training?*

TAs themselves come from various different backgrounds and some may be more aware and knowledgeable on Indigenous history in Canada, while others may not know as much, or anything at all. So it is important to provide these educational tools so that all TAs have an understanding.

TAs are the most impactful on students and role model

International TA

Many TAs are international students and they do not know about the Indigenous history in Canada.

Also, most Master students don't stay too long (2 to 3 yrs vs 4 yr for undergrad), ie higher turn over rate and more training and reminders needed.

Teaching is the common languages

With grad students from different countries and conducting research in a wide range of disciplines, teaching and learning becomes our common language.

TAs are the backbone of our undergraduate education

TAs are our future instructors :)

TAs are in a very unique position because their "spheres" intersect: they are students themselves, but are in a position of supporting other students' learning, supporting faculty through leading tutorials/labs, and possibly responsible for evaluating/assessing student performance. There is a need for them to be supported as a community and to understand where they fit as far as role/boundaries.

Class room skills, especially mediating group discussions on topics of race, class etc are not necessarily obvious or easy and support is definitely needed

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Being a TA is part of your educational experience and becoming a well rounded educator, things you learn starting out really impact all future students in your career

TAs are the direct and possibly most effective link to course content

Some students feel more comfortable approaching TAs than instructors or professors for help - equipping TAs with appropriate tools is important so that they can be a support for students.

TAs are a vital part of the classroom and need/deserve support to allow them to thrive

Teaching assistants contribute to the overall enterprise of teaching and learning at the university.

TAs work with various different students who come from numerous different backgrounds. With that being said, it is important to provide support for them in order to provide a better foundation for them so that they can also better support their students (i.e. be able to understand how to approach different situations, being understanding and empathetic and recognizing everyone's different background

TA

TAs, play a critical role in creating classroom or labroom culture, and often are involved in the development of the curriculum

TAs may work closely with students and can be the first point of contact

Student-TA relationship

Students can feel more comfortable around TAs than around professors, and may relate to them more easily. Therefore, students may mimic TA behavior, and if TAs are trained in EDI, students can learn how to approach issues of EDI.

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To prevent or make TAs aware of their own bias during marking/interacting with students

Teaching assistants can have a significant impact on shaping and responding to the classroom climate.

Why is TA training important in the context of ISP and IAP

ISP

Goal 7: Providing tools for success

Action 33: Professional Development programs to foster safe and inclusive classrooms and workplaces

Action 34: Develop and deliver Indigenous history and issues training for faculty and staff within the first year of employment

IAP

Goal 3: Capacity Building

Action A: EDI Education and Training Programs to resource, develop, implement, and evaluate comprehensive education and training programs on EDI

Goal 4: Learning, research, & engagement

Action B: Inclusive Teaching and Learning, to implement inclusive course design, teaching practice, and assessments.

The background features a watercolor-style pattern. It consists of overlapping, semi-transparent circles in various shades of blue and teal. Superimposed on these circles are thin, golden-brown lines that resemble the branching structure of a tree or coral. The overall aesthetic is soft and artistic.

2.

Why is it important to
support TAs?

TAs are often the main point of contact between undergraduate students and instructors



Why is it important to support TAs?

- TAs are responsible for delivering course content, leading class discussions, and grading students' assignments
- They often work in an apprenticeship-like role so they need to build their teaching skills for their personal and professional development
- TA's learning will not only be used in the classroom and hopefully carried into their professional careers

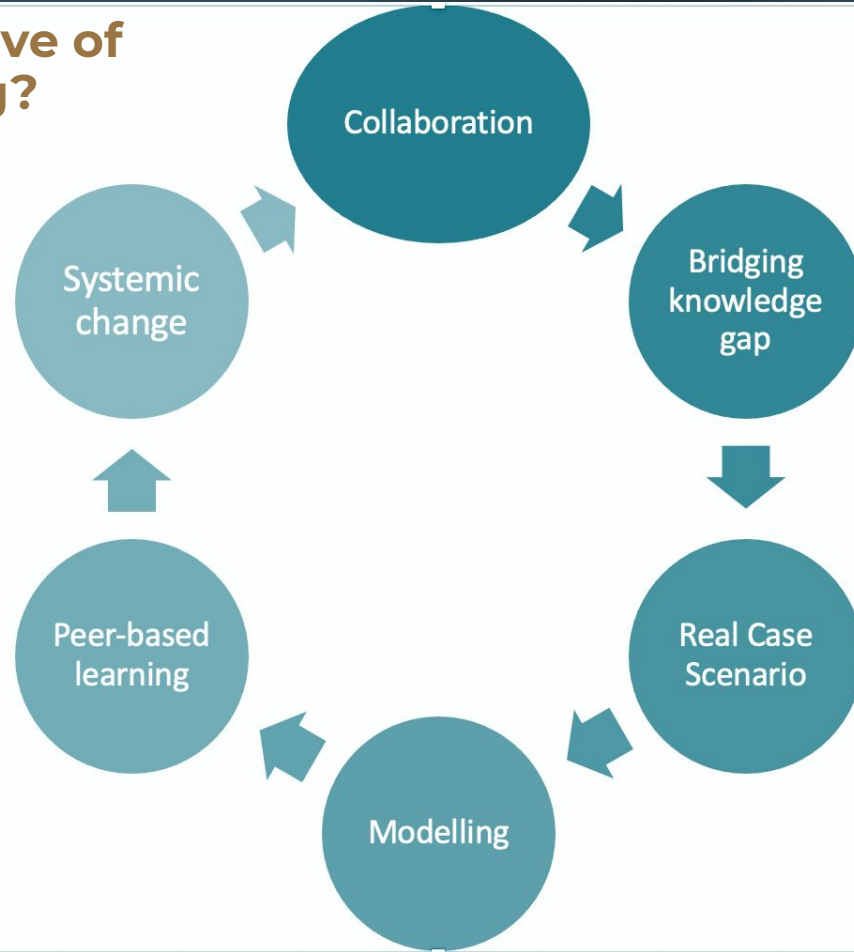


3.
TA's Training
Climate Classroom

What is our curriculum?

- Situating where our learning takes place
 - [Delta Animation](#)
- Classroom Climate and supporting Indigenous and non-Indigenous students
- Navigating difficult conversations and socially contentious topics in the classroom
 - [What I Learned in Class Today: Student Speak](#)

What is distinctive of II TA training?



How do we work with departments?

Needs Assessment

TA training workshop

Feedback and Further
Collaborations

II Ed. Consultant

II facilitators

II Ed. Consultant

+

+

+

Senior TAs

TA Coordinator

+

TA Coordinator

TAs



4.
Supporting EDI in the
TA Role

EDI in TAing: EIO Approach to TA Education

Equity, diversity, and inclusion (EDI) is not just about the **content** that you teach.

It is also about **how the class is set-up** and **conducted**:

- how you use self-reflection and set expectations
- how students interact with you and each other
- how student learning is assessed

EDI in TAing: Curriculum Covered

Main areas covered include:

- Critical Reflections on Teaching and Learning
- Setting Expectations with Students and Instructors
- Understanding the Policy Landscape at UBC
- Microaggressions in the Classroom
- Assessing Students' Learning with Equity and Integrity

Example: Policies that matter

	Intent of the Policy/Guideline	Impact for TAs
Policy #SC 7 Discrimination	<ul style="list-style-type: none"> • Outlines the 14 protected grounds from discrimination and harassment • age (actual or perceived), ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation, gender identity or expression, and criminal conviction unrelated to employment 	<ul style="list-style-type: none"> • The 14 grounds provide shape and inform an approach to interacting with students and instructors • Supports TAs' understanding of discrimination vs. personal bullying and harassment (RES)
Policy #SC 3 Conflict of Interest	<ul style="list-style-type: none"> • All UBC members must act with integrity and adhere to the highest ethical standards at all times. 	<ul style="list-style-type: none"> • Helps to outline unethical behaviors with students • Highlights the potential for TAs to inadvertently treat some students differently
Policy #SC 17 Sexual Misconduct Policy	<ul style="list-style-type: none"> • UBC members can study, work, and live free from sexual misconduct and sexualized violence • Student/TA relationships are prohibited 	<ul style="list-style-type: none"> • Clear expectation that no sexual misconduct will occur • SASC & SVPRO as key sites for support and education

EDI in TAing: Session Delivery

Online Sessions

All TAs from UBC-V and UBC-Okanagan can access the appropriate TA session via Zoom.

Session Streams

- STEM
- SS & Humanities
- Creative Arts
- Open Session

Session Offered

- September
- January
- May
- Dates are predetermined

STEM

- Focus on labs
- Common issues explored through scenarios & examples

SS & Humanities

- Focus on discussion group and written assignments
- Contentious topics

Creative Arts

- Focus on critiques as the main form of evaluation
- Contentious topics
- Boundary/ies for contentious topics

EDI in TAing: Working with Departments

EDI Online Session

EIO Equity Edu.
Strategist

+

TA Coordinator
(to communicate
session info)

Open to all TAs

Tailoring TA training

EIO Equity Edu.
Strategist

+

TA Coordinator
+
Sr. TAs

Supporting TA within
Department/Faculty

Feedback & Participation

EIO Equity Edu.
Strategist

+

TA Coordinator

To support future
TA education



*Great session! Thank you.
The break out rooms were a very
good chance to connect with TA's in
different disciplines and discuss
inclusiveness and how they are
managing their approach to their
responsibilities*



Appreciated the discussion on implicit bias and the education around deep-rooted structures of power and oppression - very important conversation to have currently. Many students (especially in STEM) do not receive exposure to this during regular learning, so it is good to cover here.



*[The facilitator] modeled how to
facilitate inclusive learning
environments online and
demonstrated different ways of
engaging participants/students...
SUPER helpful*



5.
Insights and Impactful
Practices

Key Insights and Impactful Practices II & EIO

Collaboration

Highlights that learning is a collaborative practice involving diverse perspectives and experiences

Knowledge Gap

II and EIO provide valuable knowledge and expertise that extends beyond academic discipline

Depth & Breadth

II offers depth for engaging with Indigenous histories, knowledge, and content

EIO offers breadth for both policies and inclusive practices

Demonstration

The design and delivery of the TA training is informed by and models practices that TAs can take into their work with students and instructors

Engagement

These sessions create opportunities to bring Indigenous engagement and EDI efforts into the training of TA across disciplines and departments

Support

TAs learn about the support and resources that are available to them and the students they support.

The background features a repeating pattern of light blue circles and gold-colored antlers on a dark blue background. A central gold rectangle contains the text.

Questions ?

Resources & Events

- Indigenous Initiatives:
 - Classroom Climate Events (including Virtual Coffee Hour Drop-ins)
 - Sign up for our monthly newsletter
- Equity & Inclusion Office:
 - Request for Consultation (Webform)
 - Inclusive Teaching through 5 online modules

THANK YOU!

**CTLT Indigenous Initiatives
Vancouver Campus
Musqueam Territory
214-1961 East Mall
(Irving K. Barber Learning
Centre)
Tel: 604 827 0360**

**Equity & Inclusion Office
Vancouver Campus
Musqueam Territory
2306 – 1874 East Mall
(Brock Hall)
Tel: 604.822.6353
E-mail: info@equity.ubc.ca**

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