

## Fostering a community of practice through an Antiracism and UDL Book Club

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Although the “UDL guidelines do not explicitly name racism and other social pathologies as a barrier to learning, they do give educators numerous ways to explicitly address racism...” (Fitzgerald, 2020, p. 11). In this regard, while Universal Design for Learning (UDL) and antiracism have gained much prominence in general education contexts in recent years, its application to English Language Teaching (ELT) is still in its infancy. In this session, we will share best practices and lessons learned from fostering a 5- week book club, guided by *Andratesha Fitzgerald’s book Antiracism and Universal Design for Learning (UDL): Building Expressways to Success*, for faculty and staff in the School of ESL and Immigrant Studies at George Brown College. We will begin by identifying the benefits of taking on a book club approach to spur discussion and seek the intersection between UDL and anti-racist practices. Moreover, we will elaborate on how we engaged practitioners in critical dialogue, reflections on one’s own biases and discussion around the shifts being made or need to be made in support of anti-racist policy through action and implementation of UDL in language learning/teaching contexts. Also, we will provide examples of the book club’s guiding questions and share our community’s collective and individual steps in identifying how to best apply the book’s writing to our work as faculty and administrative staff in the School of ESL and Immigrant Studies.

**Bhupinder Gill** is a resourceful and passionate educator. His understanding of teaching and learning has evolved over two decades including assuring program excellence, providing strong and effective leadership to faculty, staff, and diverse students within a variety of colleges, universities and school board programs. His extensive teaching experience in providing learner-centered and outcome-based learning has allowed him to implement effective leading-edge programs for students. Bhupinder continues to promote Universal Design for Learning (UDL) principles, accessibility, second language learning, and an inclusive classroom environment for all learners.

**Erna Kucanin** is a VR content and curriculum developer at Global XR Academy (GXRA) and teaches in the EAP Program at the School of ESL and Immigrant Studies, George Brown College. She is currently completing her MA at the Ontario Institute for Studies in Education (OISE), University of Toronto, in Curriculum and Pedagogy with a collaborative specialization in Knowledge Media Design and a research focus on XR technologies and English Language Learning.