

ON FEELING AND KNOWING: EPISODE 3, ANETTE HENRY

ABOUT THE SERIES

ON FEELING AND KNOWING

Classrooms are to be safe spaces, we're told. Yet educators working within complex realms, where the tensions and discomforts of human experience offer no safe havens, know that deep learning often elicits strong feelings. Created by [Dr. Tara Mayer](#) and presented by the [Peter Wall Institute for Advanced Studies](#), *On Feeling and Knowing*, is a series of seven recorded conversations with seasoned educators working at the creative frontiers of their disciplines. Their insights reveal what classrooms of higher education were traditionally conceived to be and what they can become. These conversations aren't prescriptions or guidelines, but generous and candid reflections by educators daring to disrupt educational norms, in search of deeper and more diverse pathways to knowledge.

ABOUT ANNETTE HENRY

Annette Henry holds the David Lam Chair in Multicultural Education in the Faculty of Education at the University of British Columbia. She is a Professor and former department head in the Department of Language and Literacy Education and is cross-appointed to the Institute for Race, Gender, Sexuality and Social Justice. She was a former department head and held the David Lam Chair in Multicultural Education in the Faculty of Education. Her scholarship examines race, class, language, gender and culture in socio-cultural contexts of teaching and learning within the United States, Canada, and the Caribbean. A highly decorated and world-renowned scholar and teacher, Annette is currently working on locating intersectionality in non-Western archives and expanding global conversations about diverse feminisms. She is a 2021 Wall Scholar at the Peter Wall Institute for Advanced Studies.

[More about Annette Henry](#)

RELATED RESOURCES

Henry, A. (2019). [Standing Firm on Uneven Ground: A Letter to Black Women on Academic Leadership](#). In *African Canadian Leadership* (pp. 170–189). University of Toronto Press.

Henry, A. (2018). [Power, Politics, Possibilities Thoughts Toward Creating a Black Digital Oral History Archive](#). *Language and Literacy*, 20(3), 89–99.

Henry, A. (2017). [Culturally Relevant Pedagogy in Canada: Reflections Regarding Black Students](#). *Teachers College Record*, 1–16.

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Henry, A. (2015). [Reflection: Groundings – A framework for educational inquiry](#). In J. E. King (Ed.), *Dysconscious racism, Afrocentric practice and education for human freedom: The through the years I keep on toiling* (pp. 19–21). Routledge.

Roman, L. G., & Henry, A. (2015). [Diasporic reasoning, affect, memory and cultural politics: An interview with Avtar Brah](#). *Discourse*, 36(2), 243–263.

KEYWORDS & TIMECODES

Equity, political power of pedagogy, critical race feminisms, vulnerability

Timecode	Content	Related References
5:15	Formal and informal education	(Anette Henry, 2019)
10:13	Efficacy of equity offices	
12:20	The political power of pedagogy	(Henry, 2018)
17:23	No one-size fits all	(Henry, 2017) (Roman & Henry, 2015)
20:40	The mirror in the classroom	
30:50	Vulnerability	
46:20	The legacy of great teaching	(Henry, 2015)

INTERVIEW-SUMMARY:

Henry distinguishes between formal and informal settings of education. She questions the efficacy of some equity offices and their impact. In her publication she offers thoughts on Black women and their opportunities of academic leadership. She explains approaches for shaping institutions with an open heart and with an oppositional spirit (Henry, 2019). The greatest place to be an activist is in your classroom. She highlights the political power of pedagogy. Being able to read the group and accepting that there is no one-size fits all approach in education is a quality of a good teacher. Her essay exemplifies this concept investigating Black identities in British Columbia (Henry, 2018). She encourages institutions to offer students the opportunity to engage

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with different perspectives. In an interview with Brah she examines the different voices, which contribute to post-colonial feminism (Roman & Henry, 2015). Henry mentions the mirroring function of a classroom. It replicates the dynamics of society.

She explores pedagogies that foster Black self-love and self-worth in an opposing society (Henry, 2017). Emphasizing the importance of a dialogue culture she advocates for vulnerability in classrooms in a less dramatic way. Henry makes a point that there exist issues, which only pertain to women. The legacy of what makes a great scholar does not acknowledge this. Henry (2015) follows this notion in her publications. In the end she offers practical advice to young educators. Don't be too hard to yourself, nobody said it would be easy. She encourages TAs to reach out to their professors if they feel overwhelmed with the task of grading.