

According to the [Abolitionist Teaching Guide for Racial Justice and Social Emotional Learning](#), abolitionist teaching centers on creating equitable learning conditions by addressing the source, structures, and practices that produce harm in order to create an environment for students who are most impacted by structural oppression to thrive. In a previous CFI Teaching Toolbox titled [Abolitionist Teaching](#), Daisy Breneman and Joshua Streeter provide a detailed application for abolition approaches within the classroom. With teaching during a global pandemic, where instructors and students had to pivot their learning environments in unexpected ways, I also leaned on abolitionist perspectives to inform my attendance policies where I provided hybrid instruction for students who choose not to learn in person out of safety for themselves and their community. I continue to consider ways to fully accommodate students' needs in order to create an effective learning environment. Abolitionist teaching enables me to continuously consider and identify the source and replication of harm in order to create a learning environment for students' needs to be met.

As I embrace the future, I look forward to maintaining the connections and relationships I've built at JMU. I will continue to strengthen the tools and skills I have gained from colleagues and students while dreaming for a more just society. I am truly grateful for a community that is not bound to one institution.

With much love and solidarity,
Amy

About the author: Amy Lewis is an assistant professor of Music Education and a CFI faculty associate in the teaching area. She can be reached at lewisab@jmu.edu.
