



Be the Change in Education

Annual Conference

Hosted by [Re-imagining Learning Communities](#)

15th March 2024

12.30 – 17.30

Keyworth Events Centre, Keyworth Building, Keyworth Street, London, SE1 6NG.

12:30-13:00 Registration and Refreshments

13:00-14:00 - Introduction, Keynote and Q&A.

Dr Janet Ramdeo, Re-imagining Black women teachers in schools: challenging racial stereotypes and controlling images.

Research on Black women teachers is overwhelmingly negative, focussing on their oppressive experiences and how white gaze (Good, 2000, p. 105) appropriates a range of unhelpful and damaging stereotypes upon them. There is a palpable vacuum of knowledge and discussion of alternative perceptions of these women in school spaces. This talk provides counter-narratives to challenge the prevailing stereotypes of Black women teachers in England that enable us to re-imagine their place and value in education. Through the lens of Crenshaw's (1991) *representational intersectionality* (one of three dimensions of her intersectional analytical framework) and Collins' (2000) consciousness of Black feminist thought, this talk presents the findings of research with ten Black women teachers to illuminate and share their experiences of resistance and courage that reframes the negative stereotyping grand narrative on Black women, specifically in schools.

14.00 - 14.10 – Short break

14.10 - 15.10 – Paper session 1

Paper 1, Martha Shaw and Alexis Stone, *Understanding the Interplay: Education, worldviews & lived citizenship.*

In the context of increasing polarisation, the rise of nationalist agendas and discrimination of minorities, there is a recognised need to support global citizenship education (UN, 2015, 2021) that promotes acceptance and appreciation of difference, challenging 'us' and 'them' understandings that fuel division in society. This session presents an international collaboration between researchers, teachers and teacher educators in Religious Education (RE) and Citizenship, that responds to growing divisions in society, which increasingly invoke religion as a marker of difference.

Paper 2, Natalie Law, *'Being, becoming, belonging' - Black Women's Experiences of Spiritual and Religious Identity Work in Higher Education Professional Youth and Community Work Training*.

Is the Freireian approach relevant for working with spiritual Black women during research? Freire's concept of problem-posing education can be a powerful pedagogical approach for promoting anti-racist education, racial inclusivity, collaboration in classrooms and in research – encouraging critical thinking, dialogue and active participation. My research will explore the experiences of marginalized communities and will examine barriers to collaboration to foster successful strategies in achieving racial, gendered cultural and religious/ spiritual (and non-religious) inclusivity.

Paper 3, Emma Rehal-Wilde, *SQEwing Ourselves: To what extent does the teaching of social welfare law pose a threat to the legal aid sector?*

Decades of underfunding, culminating in the crushing effect of the Legal Aid, Sentencing and Punishment of Offenders Act 2012 ("LASPO"), have left the majority

of UK households without the safety net of publicly funded legal support and representation. I am exploring the role of the law school in equipping the next generation of legal aid lawyers to enter the profession and flourish. My project is participatory in nature, working closely with a charity in the legal aid space. I am collaborating with them to better understand the motivations of law students interested (or not) in a career in legal aid.

15:10-15:30 – Comfort Break

15:30 -16:30 Paper session 2

Paper 4, Zoe Leadley-Meade, *Assume nothing: Developing a Personal Development Plan tool to better understand the contexts, strengths and development needs of higher education students.*

In 2021 London South Bank University launched the Professional Development Plan as an institution wide initiative building on previous collaborative work between student service teams and academics, led by Zoe Leadley-Meade and Russell Goodwin. The PDP was developed with the aim of both understanding student needs and personalising the services and interventions that are offered as well as providing a space for students to assess their own strengths and needs, taking ownership of their development and success. This presentation will discuss the original research aims and findings alongside reflecting on the development and implementation of the PDP at an institutional level.

Presenter's Bios: Martha Shaw is an Associate Professor in the Education division in the School of

Alexis Stone is the Subject Lead and Tutor for the PGCE in Religious Education at University College London, IoE.

Natalie Law lectures in Social Studies, teaching Social Community Work, Youth Work and Community Development at Goldsmiths, University of London. Natalie is also a doctoral student at LSBU.

Emma Rehal-Wilde is a Senior Lecture at London South Bank University where she teaches on the undergraduate and postgraduate law degrees.

Law and Social Sciences at London South Bank university.

Zoe Leadley-Meade is a Senior Lecturer in Education, in the School of Law and Social Sciences and the School's Lead for Equality, Diversity and Inclusion.

Dr Federica Rossi is Senior Lecturer in Criminology at LSBU. Her research interests focus on two main areas, criminalisation of activism and dissent, and theories and practices of punishment, with an interdisciplinary theoretical and methodological approach.

Holly Wing is a 2nd year undergraduate student in Criminology at LSBU. She is working as a Research Assistant with Federica on this research project, as part of her 2nd year Work Placement module.

Paper 5, Federica Rossi and Holly Wing, *From “Police Out of Schools” to the Child Q scandal: local campaigns and wider challenges.*

This paper will present the initial findings of a small-scale research conducted in the London Borough of Hackney. Based on archival research (materials from the local teachers association's campaigns in the 1980s) and interviews with community campaigners, teachers, and education union representatives, the project aims to trace the local history of mobilisations against police presence in schools. In doing so, it shows that the presence of police in schools has long been denounced and challenged, particularly in relation to the over-criminalisation and under-protection of black youth, key issues that have returned to the forefront of public debates with the Child Q case in 2022.

Paper 6 – Book Launch, Nicole Brown, Amanda Ince and Karen Ramlackhan, *Creativity in Education: International Perspectives.*

Creativity has become a buzzword across all disciplines in education and across all phases, from early years through to tertiary education. Although the meaning of creativity can change vastly depending on the global educational setting, it is impossible to ignore the applicability and relevance of creativity as educational tool, philosophical framework and pedagogical approach. Through case studies of creativity in varying settings and diverse contexts, this collection explores the ground-breaking work undertaken internationally to support, develop and future-proof learners with, and for, creativity.

16:30 – 17:30 Refreshments and Networking.

Nicole Brown is Associate Professor at University College London and Director of Social Research and Practice and Education Ltd.

Amanda Ince is an Associate Professor at University College London.

Karen Ramlackhan is an Assistant Professor of Educational Leadership and Policy Studies at the University of South Florida, USA.