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presentation

Enhancing anti-racist school-based practices through learning from 'Memory-Responsive Teaching' pedagogies of Black women teachers.

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Room 12.4.19

Abstract

Key issue: The discourse about ethnic minority student outcomes and underachievement remain a concern, particularly in the light of disproportionately representative teaching staff that lacks diversity (Gorard et al., 2025; Demie, 2025). Black women teachers can and do take a trauma-informed approach to their praxis (Farinde-Wu et al., 2023), drawing on memories of educational oppression and undervalued abilities they faced in their own schooling to justify entering the teaching profession (to make changes) and to provide a more socially just form of pedagogy to ethnic minority learners. These negative memories form the basis of empowerment and resistance to structural and institutional oppressions that exist and persist in schools as a legacy of education policies that have historically and continue to marginalise racialised pupils. So, what can be learnt from Black women teachers to enhance anti-racist practices in schools?



Enhancing anti-racist school-based practices through learning from 'Memory-Responsive Teaching' pedagogies of Black women teachers

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