



EDUCATIONAL SCHOLARS

These Educational Scholars resources were inspired by an episode of Dr. Muna Abdi's podcast *Becoming An Antiracist*, in conversation with Liz Pemberton and Jamel C. Campbell. And by the conceptual paper *Black skin, White theorists: Remembering hidden Black early childhood scholars* by Anthony Broughton. You can listen to the podcast by [clicking here](#), and read the conceptual paper [here](#).

Traditionally, the voices of the educational theorists and scholars we know and are taught in training are predominantly white voices and more specifically, white male voices. Their research was carried out through the lens of a white person, and while they might not have explicitly excluded children who were not white, disabled, neurodivergent or who did not fit the idea of a typically developing child, they did not explicitly include them either. The need to engage with scholars who see through different lenses and explore and share their work for all children is vital.

Educators are trained in these theories and will make judgements on children's learning and development based on their theoretical knowledge. The perspectives we know and learn will likely be the perspectives we apply to our teaching and support. Therefore, to support the learning and development of all children in our educational settings and to deepen our understanding of their diverse lived experiences, we need to ensure our understanding of how children learn and develop is also diverse.

These resources are just snippets of the lives and works of some educational scholars, and we encourage you to delve deeper, challenge your thinking and be open to new ideas and new voices. This collection will continue to grow. We hope you will come back to this space to find out more about the multiple voices in education you might not have come across yet.

DR. EVANGELINE WARD



BACKGROUND INFORMATION

Dr. Evangeline Ward (1920–1985) worked mainly towards ensuring that children were treated as individuals, and working with the child's family to support the development of the child.

DR EVANGELINE WARD'S WORK

"Parents are a child's first and most continuous teachers ... We who move in intermittently to foster the plan for growth have a responsibility with parents, to do so jointly," (Ward)

The quote above, made in 1969, is credited as being the catalyst for driving the modern ideological shift from childcare to family care.

With professional experience that spanned several decades, Dr. Evangeline Ward is seen as one of the architects of early education for Black children.

In her publication, "Early Childhood Education", she began to outline a code of ethics for professionals which provided a base of professionalism for educators today. This code of ethics is created around principles relating to three primary commitments: to each child as an individual; to each family as a unique constellation of people; and to yourself.

Through her work with the World Organisation for Early Childhood Education (OMEP), she led discussions and research that challenged people's perceptions of how to treat and teach children in the early years.

In a speech made in 1970 at the University of Alabama, she talks about the children of the 70s being the ones who will be solving the problems of that generation, and how important it is that educators at the time let them choose to make their own decisions.

She also discusses how it is not only important for children to feel loved but also respected by adults. For adults to celebrate childhood, making sure we meet children where they are at and not just focus on getting them ready for the next stage.

REFLECTIONS ON DR EVANGELINE WARD'S WORK

How do you ensure that young people are able to explore their learning in detail?
Do you allow them the time to get into their learning without interruption, and decide when they have reached the end of that learning experience?



Thinking about each child, what barriers to their development might they experience?

What can you do to ensure that there is equity in experiences and opportunities for every child you work with?

What would releasing the full potential of a child's development do for the problems in the world?

"For every child in Early Education at the moment, if we could release just 1% extra of their potential, imagine everything that could be solved in the world." (Ward)

How can you help them reach just 1% extra of their potential?



REFERENCES

- Broughton, A. (2020). Black skin, White theorists: Remembering hidden Black early childhood scholars. *Contemporary Issues in Early Childhood*, p.1-16.
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- Ward, E.H. and New, I. (1972). *The Young Black Child: His Early Education and Development*.