

# 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.

# KIMBERLÉ CRENSHAW



## BACKGROUND INFORMATION

Kimberlé Crenshaw (1959 -) is a civil rights activist and prominent figure in critical race theory. She is currently a university professor, specialising in civil rights, race and gender issues.

## KIMBERLÉ CRENSHAW'S WORK

Crenshaw used the term intersectionality to describe how various parts of a person's identity might contribute collectively to the way they experience life, and the discrimination or privilege they receive.

Examples of the types of factors we have that intersect are; gender, race, sexuality, class, culture, sexual identity, nationality, whether you have a disability or are neurodivergent.

Early years settings and schools need to understand and respond to these various stereotypes and assumptions: how they converge and overlap; the reactions and unconscious bias that stem from them; and the impact this has on a child's life.

Crenshaw speaks specifically about the intersection of race and gender, in particular in relation to Black women/girls. Crenshaw encourages us to reflect on the knowledge that women are treated differently because of their gender and Black and Brown people are treated differently because of the colour of their skin.

"Intersectionality isn't so much a grand theory, it's a prism for understanding certain kinds of problems... so I encourage people to think about how the convergence of race stereotypes or gender stereotypes might actually play out in the classroom between teachers and students, between students and other students... and commit themselves to understanding that as a way of intervening and providing equal educational opportunity for all students regardless of their identities."

(Crenshaw)

# REFLECTIONS ON KIMBERLÉ CRENSHAW'S WORK

What are your assumptions about the numerous layers of intersectionality? What judgements do you make without thinking when you learn that a person is Black or Brown? When they are neurodivergent and/or disabled? When they are female, male, non-binary or gender fluid? Do you challenge your own assumptions and question why you have them?

How does this impact how you interact and respond to others?



Be mindful of how our identities impact our experience of the world, and also how the world experiences us. This will help you to truly support children and adults in all of the characteristics that form their identity.

It is important to recognise how factors such as race or gender significantly impact children's lives. How do you ensure that children have equitable experiences?



## REFERENCES

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