

Witness the Reframe of Educational Equity: The Case for African Centered Education

What brought you to this work?

Thomas: “[C]ultural preservation educators working at the intersection of social, racial, and educational justice, require research and evidence based practices to reimagine equity to include globally Diasporic scholarship with an emphasis on African centeredness. It took years of study and personal evolution to meet this moment and the fellowship provides the most ideal and balanced opportunity to realize this goal.

Warren-Grice: “For me, this is the work—moving from theory to practice and bridging the connection between researchers and practitioners. This initiative extends my work focusing on honoring the practices, voices, and legacies of minoritized educators, particularly Black educators.

Research questions

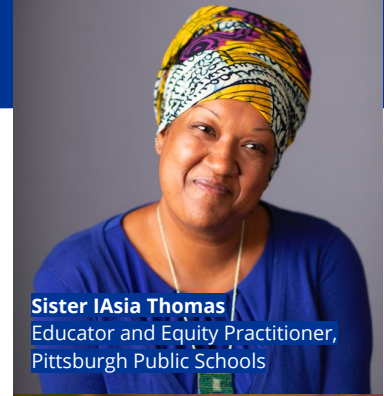
(1) How do two Black women, one from South Africa and one from the United States, conclude that African Centered Education (ACE) is equity work for Black students? (2) How can using equity-based cultural enrichment opportunities, specifically an Africana arts-based approach, tell the story of migrant African girls and support their cultural preservation? (3) How were African migrant girls influenced by their participation in The Promise of Sisterhood, an equity-based Africana arts-integrated program in Pittsburgh Public Schools (PPS)?

Research plan

Using community autoethnography, we explore ACE as educational equity work. We review ACE and equity-related literature, district and equity-related information in PPS, such as: Culturally Responsive Arts Education Program evaluations, and the Memorandum of Understanding between PPS and the Equity Advisory Panel. Lastly, we explore our experiences, practices, and reflections on ACE. Taken together, we analyze the emerging themes from the data.

Working together

We meet weekly for 60-90 minutes, take notes during each meeting, and complete writing/artistic prompts in between meetings. Our time together serves as a space to plan, reflect, co-mentor, community build, and heal.



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