

ScholarOne - The Fugitive Lives of Black Women Teachers in K-12: Transformative Educator Perspectives of Resistance

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Abstract

Since the Brown v. Board of Education decision, the plight of Black educators continues to be one of resilience and resistance. One important question is how Black teachers continue to live out Brown's mission while navigating the effects of COVID-19. Using Givens' (2021) Fugitive Pedagogy framework this narrative inquiry explored Black Women teachers' attempts to fulfill the promise of the Brown decision. We found that participants enacted the following forms of resistance: a) intellectual acts of subversion, b) fictive kinship, and c) enacting shared vulnerability. Findings shine a light on the complexities of exhibiting resistance in anti-Black K-12 classrooms.

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