

Speaker 1 ([00:00](#)):

My name is Megan Green and I'm presenting sister outsider lived experiences of black women, early childhood educators who employ culturally relevant pedagogy. Educational researchers have long looked at the lived experiences of black women teachers. But unfortunately, the lived experiences of early childhood educators who specifically employ culturally relevant pedagogy has not been explored as in depth. This current narrative inquiry sought to fill this gap in the literature narrative inquiry provides the educational researchers with both windows into the human experience and mirrors into our time in the world. Clan did and, and Connelly further described dimensional narrative inquiry space, including the, when the who the what and the, where this current narrative inquiry took place at Eagle primary pre-K to fifth grade primary campus and a suburban community in the Southeast sector of a large urban city narrative inquiry invited study participants to become co-research through a process of relational narrative work.

Speaker 1 ([01:05](#)):

While our experiences may share common features, they can be better understood as a mosaic experience rather than a blanket of universal truth. The following research questions guided the study first, what are the lived experiences of black women, early childhood educators who employ cultural relevant pedagogy. And secondly, how do those lived experiences inform their use of culture relevant pedagogy with students in pre kindergarten to third grade data was collected using decolonial methods, such as semi-structured life story interviews, sister circle, collective gatherings, photo, voice, and researcher produced life notes, qualitative coding. Again, as soon as the first interviews were transcribed in order to preserve the voices of the co-researchers the researcher decided to use in vivo coding, picking out phrases and words that really captured how the co-researchers identified their intersections of being the second round of coding was narrative coding, narrative coding allowed the researcher to create story outlines, who were the characters in these life histories?

Speaker 1 ([02:13](#)):

What was the setting? What were the problems and solutions throughout the study? The researcher checked with co-researchers to maintain the accuracy of the narrative portraits. E each story outline was then turned into an individual life history. The results included the following quotes from the co-researchers Judy, honestly, just comfort. I would say is what I bring because I never felt comfortable ever Mimi. So for me, that symbolizes a part of who I am. It's like ever changing, being flexible, being free to do what you wanna do. Bobby. I always look at it like we may grow in size. We may grow in our career and in all these different types of things that come our way, we are becoming adults. We're really learning how to navigate through this world, but who we really are, where we come from will never change Scarlet. It's hard to become creative in a society that wants a shame or blame and stop you from being who you are, because I lack the understanding or lack the capacity to accept differences. And finally, Chris, I am 35 and I'm just discovering who I really am. I'm just discovering my own identity. There were certain themes that were found across the my researcher's stories. They all remembered their culturally situated work with young children and families. This helped them to support the development of their cultural competence. They also reimagined how the authentic lives of black indigenous and children of color are reflected in early learning spaces. Lastly, all of my co-researchers recognize the inherent power of cultivating the genius of black indigenous in children of color.

Speaker 1 ([03:48](#)):

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Future directions for research include looking at how early childhood educators can create intentional communities that honor what we know and who we are in terms of early childhood administrators. How can leadership ensure that the workplace values lived experiences, educators, how can early learning settings create opportunities for communities to share intergenerational knowledge? And then finally, what lessons can educational researchers and teacher educators learn when they center the needs of the community. Instead of the aims of researchers, I would like to thank my co-researchers for being so vulnerable and trusting me with their life stories as well as my dissertation advisor, Dr. Sherry Colby, without whose guidance and support this project would not be possible.