All lives matter equally

A black woman in the English classroom is a rarity and, as a result, when I first decided to embark upon my journey into teaching, I questioned the legitimacy of my desires. I was marked continually by imposter syndrome, which was in tension with my audacity, the boldness to dream and believe that I could teach English Literature to young minds.

"Making the case for representation, from my perspective, has always been easy: you cannot become what you have never seen."

If we are truly aiming for a society of inclusion, diversity and tolerance, then representation - in leadership, classrooms and within the curriculum – are all necessary aims.

Written by Joy Mbakwe, Head of English, LilianBaylis Technology School
The classroom is the place where each child encounters new worlds around and within themselves and, by championing representation, ensuring that its necessity guides every decision that we make, we have the privileged opportunity to shape their expectations of the world that awaits them in the years to come.

*Almost 1/2 (48%) of teachers have seen an increase in pupil awareness around racial inequality over 2021-22*

*Pearson School Report - April 2022.*

If we continue to build homogeneous norms, to teach literature birthed in just a few places around the world, neglecting and ignoring the narratives of millions and only mentioning the names of the people that were given to us as pioneers of greatness, we will continue to narrow the perspectives of our students.

I am often asked to make the case of representation, but I encourage us all to ask another question: why not? Why wouldn't we include the very children we serve in such a broad and deeply pertinent conversation? These are the children who will one day go on to create, what we hope, will be a better world than the one we currently live in so we must arm them with what matters: the belief that all lives matter equally and that societal change, where representation is concerned, is possible.

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