Chapter 5
# Examining Teacher Narrative Vignettes of Experience to Foster Educational Equity

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## ABSTRACT

*Current scholarship has engaged teacher/educator narratives and revealed how they might encourage critical reflection, curate innovation with respect to teaching and learning, and also push forward social justice efforts in the field of education. To date, however, the narratives of student-teachers have not been appropriately tended to. Student teachers are uniquely positioned to contribute to educational innovations, and their voices offer meaningful insights into the ways in which such innovations might emerge, so that students can reach their ultimate potential. Given the aforementioned understandings, this chapter seeks to accomplish two things: (1) position teacher narratives, particularly those of student-teachers, as a tool of inquiry for substantive change in elementary learning contexts and (2) highlight equity-based instructional approaches that stand to increase student academic success.*

## INTRODUCTION

This book chapter seeks to accomplish two things: (a) examine narrative vignettes of two student teachers and one teacher educator and center them as a tool of inquiry for equitable change in elementary learning contexts; and (b) highlight equity-centered instructional approaches that stand to increase student academic success while also tending to the whole child, inclusive of their cultural background(s) and heritage. The book chapter will present dialogues of experience from reflective journal excerpts through the prism of narrative vignettes while sharing identified themes between them.

This book chapter was a collaborative writing process involving two undergraduate students who are majoring in elementary education and their professor/university supervisor at a Historically Black College/University (HBCU) in the American South. Throughout this book chapter, we use our own names in sharing aspects of our teaching experience. Below, we have provided author positionality statements, acknowledging elements of our identities and lived experiences that shape who we are, the work we do as educators and our commitments to educational equity for all students.

## AUTHOR POSITIONALITY STATEMENTS

## Demetrius

I am a Black, Christian, heterosexual male from the Pacific-Northwest region of the United States of America. I was raised by a single mother; however, I also gained a lot of influence from my grandparents. I am a teacher candidate who chose the education field to make lasting change in the system and to be an example of positive representation for students who look like me and who I share common identities with. I chose to pursue my education at an HBCU after the death of many black people at the hands of the police in 2020. I never had a black teacher before coming to the university. I believe that this experience, in part, shaped my fascination, obligation, and passion for education. As a teacher candidate, I believe that it is important to focus on teacher quality, service, and justice. My teaching style is focused on centering the students and their experiences in order to build their self-efficacy.

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