

**Call for Papers:
Intersectionality and education work during COVID-19 transitions**

Guest Editors

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“Teachers, we cannot go back to the way things were,” wrote education theorist, Bettina L. Love, for *Education Week*, a large trade news outlet (2020, April). She emphasized educators’ potential to change their work and the potential for learning from that change to transition toward a dreamed of education reality. For the rest of the 2020 calendar year, schools and universities will not return to the way things were. Most educators will work from home, distanced by the global pandemic from classrooms or labs and students. Education officials and administrators at multiple scales of governance will scramble and continue to reconfigure the school day and teaching occupations. Despite generations of efforts to change educational institutions and educators, “things” will continue to change.

Indeed, educating and the space and place of education changed overnight. Educators—from early years through graduate school—actively engaged, as well as adapted in myriad ways to the process. These changes have been readily apparent in any home with pre-COVID children who attended kindergarten through university or any educator’s home. Homes of educators and students became classrooms, revealed to all with a link to the meeting. Cell phones and landlines became lines of communication. Home offices became a redundant term. They are just offices. Educators engaged in work on the streets and in their cars as activists fighting against the multiply intertwined injustices of the pandemic and oppression.

It is with the terms ‘change’ and ‘transformation’ that this Special Issue seeks to engage authors and readers. Change and transformation of the labor of teaching are underway and will continue long after a COVID-19 vaccine. The aim of the Special Issue is to theorize change and the nature of educators’ engagement with it as workers, as activists, as mothers and caregivers, and as members of communities while not overlooking the intersectionally gendered nature of change, of the occupation, and of the educational institution(s) in focus. We welcome contributions concerned with educators from PK-16 settings.

The practice as well as the purpose of educating at all levels has been transformed by the virus within neoliberal reform contexts. Theorizing change may bring into focus educators’ practices as well as policies, institutions, and on-going ideological projects. We encourage authors to attend to the relational and systemic nature of transformations in particular. Past policies and guidelines were not written or negotiated for the new workplace but remnants remain. Primary and secondary schools, as well as, universities have been retooled toward privatization/public defunding and market logics, individualism and entrepreneurialism, technology and standardization convenient for private economic concerns while continuing to deeply embed whiteness and patriarchy within Westernized governance systems. Policy and other systemic processes are most certainly engaged as teaching work is changed: How is the fast policy process involving intersectional dynamics? Which dynamics remain firmly

entrenched in the labor of educating during COVID-19? How have educators responded to the dual, though not dueling, crises of the pandemic and authoritarianism (e.g., Chile, Hong Kong)? How does the pre-COVID policy regime echo in the zoom context and phased-in return to teaching work? How do educators (continue to) fight back and for what?

While theorizing teachings' transformation, authors will attend to the intersectionally gendered nature of the work and workforce with contextual or case specificity. Complex historical, socio-cultural, political and economic systems of oppression are intertwined and embedded within the walls of any learning institution and its workers. Intersectionality, as a complex concept, is defined in a multitude of ways. We encourage authors to be clear about the starting point from which they attend to the concept. At minimum, intersectionality is the complex, cumulative process through which multiple systems of oppression combine, overlap, and / or meet to shape and be shaped as identity, interactions, and institutions to confer advantage and disadvantage. The intertwined inequality is as individualized as it is patterned; localized as it is globally manifest. Also transformation is not ideologically specific. How has the transition to a so-called new way to educate shaped intersecting dynamics of oppression? What do organizational response times and mobilized resources reveal about intersectional inequality in education work? In what ways do pre-COVID challenges to teaching work emerge with lockdown or "pauses" and re-openings? How have educators translated struggles for justice into the world of COVID and racial uprising?

Classroom walls continue to be those of workers' homes in much of the world. Teaching, as a globally feminine and feminized occupation from early years through university, has been transformed and translated into our homes and in some contexts back to that of the school or university. Intersectional gender, in particular, needs to be in focus as that work changes for all women who also are caregivers but especially women of color and /or women teaching for marginalized populations, so as to work toward more just and equitable education work and institutions.

Proposals for this Special Issue will attend to the role of intersectionality in transformations of education work applied to these and other proposed topics:

- The nature and quantity of work at various education levels and within a diversity of education communities (e.g., Migrant/Immigrant; Urban-to-Rural; adjunct, nontenured/tenured, hourly work arrangements; carework; work/life conflict)
- Teaching work and technology
- The home as an education workplace and learning space
- Educators' grassroots organizing and community mobilization during lockdowns and uprisings
- Policy conflicts and negotiations on different scales
- Inter- and intra-national comparisons of school closures and/or reopenings
- Discursive negotiations of multi-sector stakeholders
- Re-formulations and phases of openings and/or work practices
- COVID-19 in the neoliberal education system
- Creative translations of intersectional methodologies for education work research

Interested authors should send extended abstracts by close of business **10 November 2020** to Sarah A. Robert (sarah@buffalo.edu). Proposals will contain a title, author(s) name(s) and affiliations, an extended abstract (500 words), and a short bio for each author (150 words).

Deadline for sending extended abstracts: 10 November 2020

Submission Instructions

Submissions should be made electronically through the Scholar One submission system: <https://mc.manuscriptcentral.com/gwo>. Please refer to the Author Guidelines at <https://onlinelibrary.wiley.com/page/journal/14680432/homepage/forauthors.html> prior to submission.

Please select the 'Special Issue' article type on submission and select the relevant Special Issue title from the dropdown list where prompted.

For questions about the submission system please contact the Editorial Office at gwooffice@wiley.com

For enquiries about the scope of the Special Issue and article suitability, please contact Sarah A. Robert (sarah@buffalo.edu) directly.

Deadline for full submissions: 1 June 2021