

Learning from One Another – Changing Schools Together.

Racism-Critical School Development through Multi-Voiced Dialogue among
Practice, Communities, Research and Policy

Sarah Theermann, René Breiwe, Joshua C. Ikpegbu, Kathrin Racherbäumer & Daniel Scholl (eds.)

AIMS AND SCOPE OF THE VOLUME

From a racism-critical perspective, schools must be analyzed as social institutions in which racialized orders of difference and inequality are addressed while also being reproduced through curricular bodies of knowledge, assumptions of normality, language regimes, interpretations of achievement and selection decisions (Gomolla & Radtke 2009; Mecheril et al. 2010). Critical Race Theory, in turn, draws attention to the structural normality of racism and to the epistemic significance of the experiential knowledge of racialized subjects for scrutinizing ostensibly neutral educational orders (Ladson-Billings & Tate 1995; Delgado & Stefancic 2023; Busey, Duncan & Dowie-Chin 2023).

Racism-critical school development therefore seeks to transform organizational structures of knowledge, decision-making and responsibility. The professional development of teachers cannot be reduced to the acquisition of supposedly culture-specific competencies for action. Rather, it encompasses critical reflection on one's own positionality, professional interpretive frameworks, institutional entanglements in racist orders and the limits of one's own knowledge (Doğmuş, Karakaşoğlu & Mecheril 2016; Doğmuş 2022, 2024; Dechêne & Shure 2024; Bonk & Steinbach 2024).

We conceptualize this exchange as a *polylogue*—a multi-voiced, multi-positional dialogue that brings together different forms of knowledge. The polylogue among practice, communities, research, and education governance is also intended to problematize epistemic hierarchies: at issue are who can define racism, whose knowledge is accorded institutional legitimacy, and who is effectively able to shape decisions in processes of school change.

Racism-Critical School Development as a Shared Responsibility

The planned edited volume is being developed in the context of the collaborative project RAISE – Racism-Critical School Development for (More) Equitable Education in a Migration Society. It starts from the premise that racism-critical school development cannot be assigned to any single profession or institutional level. Rather, it must be addressed as a shared responsibility within a constellation of actors in which responsibilities, resources and opportunities for influence are unevenly distributed.

By bringing racism-critical educational research into dialogue with perspectives from educational governance, the volume approaches schools as part of complex constellations of action and governance. Within these constellations, actors from the state and civil society, school practice, research and administration, as well as communities and people with lived experience of racism, possess different resources, bodies of knowledge and opportunities for institutional influence. This brings into view not only forms of cooperation, but also asymmetrical responsibilities, epistemic hierarchies and the power-laden distribution of authority to define problems and make decisions.

THE CENTRAL QUESTION OF THE VOLUME IS THEREFORE:

How can racism-critical school development be shaped collaboratively under conditions of differing institutional responsibilities, forms of knowledge and power relations?

The volume understands itself as a contribution to a polylogical process of knowledge production and change. Different forms of knowledge, experiences and institutional positionalities are not to be assembled merely additively; rather, their claims to validity, limitations and effects of power are to be brought into critical relation with one another. We particularly welcome contributions that reflect on the conditions of this exchange itself and ask whose knowledge receives institutional recognition, who is able to define racism, and who participates in school change processes with effective decision-making power.

Thematic Areas

We particularly welcome contributions on:

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| <ul style="list-style-type: none"> • theoretical and conceptual perspectives in racism-critical educational research • education governance in the context of racism-critical school development • empirical studies on schools, teacher education and other educational institutions • perspectives of students, parents and legal guardians • perspectives of teachers, school leaders and actors in school development and professional development • perspectives of school supervisory authorities, education administration and education policy | <ul style="list-style-type: none"> • perspectives of communities and civil-society actors • intersectional and postcolonial analyses, Critical Whiteness approaches, and perspectives and bodies of knowledge of Black, Indigenous and People of Color (BIPOC) • research-practice relations and collaborative and participatory research approaches • tensions, contradictions and (institutional) conditions of racism-critical school development • further perspectives, questions and approaches that contribute to racism-critical school development |
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The list is not final. Contributions that bring different institutional positionalities and forms of knowledge into relation with one another and critically address relations of power, representation and responsibility are particularly aligned with the aims of the volume.

Contribution Formats

The volume is open to a range of text formats. Alongside theoretical and empirical research articles, submissions may include reflective essays, dialogical or collaboratively authored texts, commentaries or contributions written in response to one another, edited transcripts of conversations, practice-based reflections, or fictional texts (prose or poetry). Academically framed practice reflections should present their subject matter, the underlying experiences and the insights derived from them clearly and systematically, and situate them within relevant scholarly debates. Edited conversations should be framed by a brief introduction outlining the context, participants and guiding question. Contributions may range from very short pieces to texts of no more than 45,000 characters (including spaces and references). Contributions may be written in either German or English.

RESEARCH theoretical · empirical	REFLECTION essay · practice reflection	DIALOGUE conversation · commentary
COLLABORATION co-authored	FICTION prose · poetry	LANGUAGES German · English

Interrelated or commentary formats may be proposed jointly from the outset or initiated by the editors during the editorial process.

Contributions may be disciplinary, interdisciplinary or transdisciplinary in orientation. Joint authorship by actors from research, school practice, education administration, civil society and communities is explicitly encouraged. We offer editorial support during the writing process to authors without or with little experience in academic publishing formats.

Review Process

Theoretical and empirical research articles will undergo double-blind peer review. For all other formats, feedback processes will be adapted to the respective contribution and organised editorially or dialogically. The specific form of feedback will depend on the contribution format and will be communicated to authors following acceptance of the abstract. In this way, the volume combines academic quality assurance with a dialogical understanding of publishing and extends its polylogical character to the review and revision process.

For double-blind peer review, full manuscripts must be submitted in anonymised form. Author information must be provided on a separate title page.

Target Audiences

The edited volume is aimed at researchers in education and the social sciences, actors in teacher education, teachers, students, parents and other legal guardians, school leaders, actors in education administration and education policy, as well as civil-society organizations, initiatives and communities engaged in racism-critical school development.

Submission

DEADLINE

31 October 2026

ABSTRACT

 max. 2,500 characters
(incl. spaces, excl. references)

EMAIL

raise@uni-wuppertal.de

SUBJECT

Call RAISE Edited Volume

Abstracts proposing contributions must be submitted by email to raise@uni-wuppertal.de by 31 October 2026.

Abstracts should be no more than 2,500 characters including spaces, excluding references. They should include a working title, the research question or central concern, the proposed contribution format, and the theoretical, empirical or practice-based approach. Empirical contributions should also briefly specify the data basis and methodological approach.

In addition, please submit a separate PDF file containing:

- the names of the authors and, where applicable, their institutional affiliations,
- brief information about the authors,
- the planned length of the contribution,
- for collaborative, dialogical contributions or contributions developed jointly with practitioners and community actors, brief information on how the collaboration came about.

Please submit the abstract and the supplementary information as two separate PDF files. Name the files according to the following scheme: Surname_ShortTitle_Abstract.pdf and Surname_ShortTitle_Details.pdf, respectively, and use “Call RAISE Edited Volume” as the email subject line.

Guidelines on the formal preparation of contributions will be sent after acceptance of the abstract. The editors will inform contributors of the selection by 30 November 2026. The edited volume is expected to be published Open Access by Klinkhardt in spring 2028:

Timeline

31 October 2026	Submission of abstracts
30 November 2026	Notification on abstracts
28 February 2027	Submission of full contributions
30 June 2027	Feedback (double-blind peer review or commentary)
30 September 2027	Submission of revised contributions, if applicable
15 November 2027	Editorial feedback, second revision if applicable
Winter 2027/28	Proofs sent to authors
Spring 2028	Publication of the volume

Contact



For enquiries, please contact:

Sarah Theermann
University of Wuppertal
Institute for Educational Research

Dr René Breiwe
University of Wuppertal
Institute for Educational Research

Email: raise@uni-wuppertal.de

We look forward to contributions that examine relations of power, knowledge and responsibility in racism-critical school development, bring different actor positions into relation with one another, and thereby open up (new) perspectives for schools, professional development and education governance.

Upon request, we are happy to provide a Call for Contributions aimed at education practitioners, as well as Easy Read and Plain Language versions, all of which are available in both German and English.

References

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