

Urban Education

***Intro* IDEA 61a Too much school, too little education: Why school is the enemy for urban students...and what to do about it**

OpportunINDY and Marion County public school educators who educate students from marginalized communities must understand and act upon the reality that for some of these children and youth, and their families, school is the “enemy.” That is, their school and teachers are seen as agents of social control--agents of the status quo who are not educating them in the students’ own self-interest, but in the interest of America’s dominant status group. Knowing the difference between schooling and education instinctually, being resistant to schooling becomes an essential part of the identity of urban students regarding who they are.

To the extent that these students are portrayed as those most likely to not have a high school diploma and end up in jail, *OpportunINDY* and Marion County schools need to regard the difference between schooling and education. Once appreciated, curriculum and pedagogy must adapt if all* students are to be reached.

IDEA 61a Too much school, too little education: Why school is the enemy for urban students...and what to do about it

<http://vorcreatex.com/wp-content/uploads/2016/08/Too-much-school-too-little-education-Why-school-is-the-enemy-for-urban-students...and-what-to-do-about-it.pdf>

***Intro* IDEA 61b What is a high quality education for urban students?**

Under the past No Child Left Behind imitative, the move to “reform” public education by privatization has advanced. School reformers talk about a “high quality education” provided by “great schools” with “great teachers.” Although terms like “great” and “quality” sound good, school reformers offer no detailed definition of a quality education beyond test scores and Indiana’s A-F school and corporation accountability grading system.

This begs the question: What is a high quality education for urban students?

IDEA 61b What is a high quality education for urban students?

Recent research on charters show many fare no better than regular schools. This is alarming since traditional schools continue to struggle. So, it is clear, schooling options are serving the needs of some, but not all children. These insights compel debate among those who wish to move beyond questioning both charter and traditional schools. It suggests critics spend less time and energy on what they are against and more on what they are for. This is why the issue around a high quality education is for urban students?

<http://vorcreatex.com/wp-content/uploads/2016/03/What-is-a-high-quality-education-for-urban-students.pdf>

***Intro* IDEA 62 What is hip hop?**

“I define Hip Hop and rap as socially and politically conscious, or ‘socio-political, when they focus on the social , economic, and political situation of oppressed people...This genre of Hip Hop or rap examines historical problems with black communities, such as racism, police brutality, crooked politicians, greed, poverty, and substandard education...Socially and

politically conscious hip hop and rap often espouses [agency, critical conscious, and transformational resistance] as ways to ameliorate problems in black communities...”

~ From Derrick Alridge. Civil Rights to Hip Hop: Toward a Nexus of Ideas. *The Journal of African American History*. 90(3), 226-253.

IDEA 62 What is hip hop?

<http://vorcreatex.com/wp-content/uploads/2016/08/What-is-hip-hop.pdf>

Intro IDEA 63 Engaging youth who identify with hip hop culture: Education as a political act for disaffected “neo-indigenous” urban students: OpportunINDY’s fundamental support of critical pedagogy

“For African Americans, public education has historically been a double-edged sword: it has been used both as a source of oppression and of liberation.” ~ Pedro A. Noguera

It is not news that despite every reason in the world given to some Marion County youth to stay in school, taking their education seriously and graduating, still many youth remain alienated while in school or drop out--even to their own detriment, but why?

IDEA 63 Engaging youth who identify with hip hop culture: Education as a political act for disaffected “neo-indigenous” urban students: OpportunINDY’s fundamental support of critical pedagogy

<http://vorcreatex.com/wp-content/uploads/2016/08/Engaging-youth-who-identify-with-hip-hop-culture-Education-as-a-political-act-for-disaffected-neo-indigenous-urban-students-OpportunINDYs-fundamental-support-of-critical-pedagogy.pdf>

Intro IDEA 64 What is hip hop-based education doing in nice fields such as early childhood and elementary education?

Hip-Hop-Based Education (HHBE) has resulted in many positive educational outcomes from teaching academic skills to teaching critical reflection at secondary levels. Given what this approach has accomplished, it is troubling that there is an absence of attention to these methods in education programs for elementary and early childhood educators.

IDEA 64 What is hip hop-based education doing in nice fields such as early childhood and elementary education?

<http://vorcreatex.com/wp-content/uploads/2016/08/What-is-hip-hop-based-education-doing-in-nice-fields-such-as-early-childhood-and-elementary-education.pdf>

Intro IDEA 65 We can’t be against all* resistance of urban students to school: We have to be for opposition that’s transformational

Research in urban education shows urban students as disadvantaged by a public educational culture that discourages academic effort by branding it as “acting white.” This label leads students to resist/oppose schooling. But, are we to view all oppositional behavior as “bad” or

can such behavior actually be transformative of existing negative educational patterns of social, racial, and gender relations for the student/s involved, their classmates, and the school?

IDEA 65 backs Dr. Akom's call for a review of oppositional theory and its main suppositions.

IDEA 65 We can't be against all* resistance of urban students to school: We have to be for opposition that's transformational

<http://vorcreatex.com/wp-content/uploads/2016/08/We-cant-be-against-all-resistance-by-urban-students-to-school-We-have-to-enable-opposition-thats-transformational.pdf>

Intro IDEA 66 A question for Rigor vs. Vigor: Which concept is more academically appropriate and culturally relevant for all* students, especially African Americans?

As a result of Bill Dagget's re-envisioning the traditional "Three R's" as "Relationships, Relevance, and Rigor" (see <https://preilly.wordpress.com/2008/06/05/the-three-rs/>) much debate has occurred. Any number of school districts uses the term "rigor" to describe how they want students to learn and study. Our IPS is such a district:

"IPS Strategic Plan Goal Area I: Teaching & Learning ITEM 1.4 IPS will ensure that rigorous instructional offerings are provided in every classroom by 2018, as measured by district data."

<http://www.myips.org/Page/38723>

Before accepting the need for rigor, looking more closely at the definition will help:

- strict
- harsh
- severe
- obsolete
- inflexible
- stringent

Does any of the above sound like a good description of a learning environment we would want for children?

Look more closely at the definitions for vigor

- drive
- active strength
- energetic activity
- force
- flourish
- vitality

Does not vigor sound like a far more engaging and purposeful learning environment?

IDEA 66 A question for Rigor vs. Vigor: Which concept is more academically appropriate and culturally relevant for all* students, especially African Americans?

<http://vorcreatex.com/wp-content/uploads/2016/08/A-question-for-rigor-vs-vigor-Which-approach-is-more-academically-appropriate-and-culturally-relevant-for-all-students-especially-African-American.pdf>