

School disaffection is global: Links to international-level research papers

Perpetrating Disaffection: Schooling as an International Problem

This paper suggests urban educators will gain new insight and responsibility when their school districts respect the role that schooling plays internationally in perpetrating disaffection. School districts need to seriously consider the view that school phobia and other forms of school refusal as the normal response of normal students--it is the schools that are sick, students are not sick. It is less a case of drop out than push out.

<http://vorcreatex.com/wp-content/uploads/2016/08/Perpetuating-Disaffection-Schooling-as-an-international-problem.pdf>

Youth and the police: On school disaffection in “new times”: Hard-nosed policies, inflexible institutions and bruised young people

A cultural change is needed if police are to win the confidence of those on the margins. As with schools, those youth who are disadvantaged often reject the values and cultures associated with the police establishment that they associate with authoritarianism and unjust social control.

<http://vorcreatex.com/wp-content/uploads/2016/08/School-disaffection-in-new-times-Hard-nosed-policies-inflexible-institutions-and-bruised-young-people.pdf>

One-dimensional [A-F] School Rankings: A Non-neutral Device that Conceals and Naturalizes Inequalities

Disaffection is associated with the rise of “neo-liberalism” and the business model of public education where schools are privatized like prisons and compete like Hardees vs. Burger King.

Ranking schools (A-F) creates an educational marketplace. But are school rankings as objective and neutral as it is often claimed? This paper shows the [A-F] ranking system is actually a process of the social construction of inequalities, thus making inequality seem normal.

<http://vorcreatex.com/wp-content/uploads/2016/08/One-dimentional-school-rankings-A-non-neutral-device-that-conceals-and-naturalizes-inequalities.pdf>

Re-engaging the Disengaged: challenging the dominant policies and school culture that exclude and marginalize young people

“Re-engaging the disengaged” associates school disaffection with the rise of “neo-liberalism” which is behind the current privatization of public services like prisons and education. This political-economic concept uses the profit/loss business model and “school choice” marketing to run our public schools. Public education’s civic/common good purpose to create citizens is replaced with the private purpose of creating workers.

This paper highlights the idea that young people’s involvement in anti-social behavior is often related to their experience of the social challenges and limitations of highly constraining school structures. These pressures are mainly caused by high stakes standardized testing which is the basis for competition, ranking, and the excuse to close and privatize our public schools.

On the surface 1) school choice 2) zero tolerance, 3) testing, and 4) “college or die” public relations campaigns appear necessary to improve public education, but this actually creates systems of exclusion constraining genuine social support and agency among young people.

<http://vorcreatex.com/wp-content/uploads/2016/08/Re-engaging-the-Disengaged-Challenging-the-dominant-policies-and-school-culture-that-exclude-and-marginalize-young-people.pdf>

Re-colonizing an ethics of life: Repositioning Indigeneity in Australian “gap talk”

This paper will help *OpportunINDY* and Marion County educators compare the choice by Australian Aboriginal students to dis-connect from their education with the actions of similarly situated urban students which urban educator Chris Emdin calls “neo-indigenous.” Both reject “government” schooling due to its “colonial” curriculum, pedagogy, assessment, and basic purpose, all of which confuse assimilation with education.

Australian schools rely on Indigenous students and their parents to become “what the government expects they should be” in order to be successful in school. This policy is doomed to fail because it defines the culture associated with Indigenous youth as the main barrier to school success--ignoring any school-based factors that may be fuelling disaffection.

Acting the way the Australian the government “expects” calls for Indigenous people to change their behavior. It calls for the rejection of their “ethics of life”—values/beliefs around what it is to be Aboriginal. These expectations are actually an affront to the very essence of Indigeneity.

Likewise, US education “expects” African American students to reject their urban experiences and identities--ones characterized by a hip hop and now *global* youth culture which similar experiences created in the 1980’s in New York City’s South Bronx.

“[Urban] students quickly receive the message that they can only be smart when they are not who they are. You learn to suppress who you are, but more dangerous than suppression, you learn to devalue the things that make you you. In urban public schools if you want to succeed academically, you have to disavow essential parts of yourself--the loud parts, the parts inclined to challenge authority.”

~ Prof. Chris Emdin

<http://vorcreatex.com/wp-content/uploads/2016/08/Recolonizing-an-ethics-of-life-Repositioning-indigeneity-in-Australian-gap-talk.pdf>

Pushed out, shut out: Addressing unjust geographies of schooling and work

Conversations with young people reveal that many of them are disaffected with mainstream schooling because their basic needs for social relationships and identity formation in their lives are not being met.

Essentially, these young people are searching for meaningful connections with those who care deeply about them and their futures. In this context, the values of respect and relational trust are essential to establishing a sense of identity and belonging. Only then is it possible to create the kinds of schools in which teaching and learning can occur and dis-engagement reduced.

<http://vorcreatex.com/wp-content/uploads/2016/08/Pushed-Out-and-Shut-Out-Addressing-unjust-geographies-of-schooling-and-work.pdf>

“If you tolerate this, then your children will be next.” Compulsion, compression, control, and competition in secondary schooling

“If you tolerate this...” is based on the idea that compulsory schooling without debate allows punitive authoritarianism to thrive. Schools in England are theorized as particularly oppressive institutions. Oppression occurs through institutional processes that are politically ideological rather than pedagogical. These conditions make UK children the unhappiest amongst the industrialized nations. The system is needlessly harsh, especially for a substantial minority of young people--generating precisely the disaffection that they then criticize and punish students for.

<http://vorcreatex.com/wp-content/uploads/2016/08/If-you-tolerate-this-then-your-children-will-be-next.-Compulsion-compression-control-and-competition-in-secondary-schooling.pdf>

Reproducing Disaffection: How teachers get stuck when they ignore the obvious

The inability or unwillingness of students to engage with learning is shown to depend on the quality of the relationships they have with teachers. Engagement increases when teachers establish a greater flexibility in the curriculum and recognize that as young people become more independent in late adolescence, they begin to pose a challenge to authority in their demand for greater autonomy and more respect from them and the school as an institution.

<http://vorcreatex.com/wp-content/uploads/2016/08/Reproducing-Disaffection-Ignoring-the-obvious.pdf>