

## **IDEA 38 What are urban schools for: Disrupting or eradicating poverty?**

“The paradox of educational inequality is that urban schools remain among the few institutions situated to produce opportunities to contest structural inequalities.”

~ Jeffery Duncan-Andrade & Ernest Morrell

*Engaging all\* children and youth* believes that because most public urban schools are in areas of poverty, these institutions are uniquely situated as community centers for anti-poverty actions. It is quite justifiable that those who suffer from the existential immediacy of poverty and other social toxins be directly involved in the eradication of these conditions. Thus, urban students, and their communities, must reason with their neighborhood school and local district officials to provide them pedagogy and curricula addressing the conditions of urban life, and foster among them a sense of opportunity and power for altering those conditions.

<http://kinumedia.org/vorcreatex2/wp-content/uploads/2012/11/Urban-schools-as-sites-to-contest-inequalities.pdf>

### **Disrupting poverty or ending it?**

The concept of urban schools easing and eradicating poverty via an anti-poverty curriculum runs counter to a current video series on practices known as “disrupting poverty.”

Professors Parrett and Budge want schools to meet the needs of poor students, while pushing them to high achievement. “Disrupting” poverty issues are: leadership capacity; healthy, safe, and supporting schools; and, student, teacher, and system learning—indeed, all great concerns.

Yet, Parrett and Budge do not also suggest a curriculum built around easing and ending poverty. Evidently, they want students and families, and their neighbors to put up with this social toxin until they can leave their community.

*[Turning High-Poverty Schools into High-Performing Schools](#)*

*[Disrupting Poverty in the Elementary School](#)*

*[Disrupting Poverty in the Secondary School](#)*