

# *The “Super 6” Urban Education Fundamentals*

Keynote Address Part I

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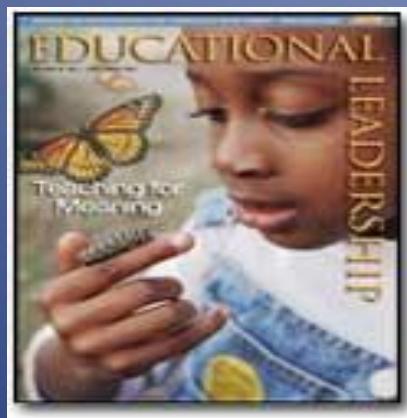
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The Black & Latino Policy Institute

# B&LPI's "Super 6" Urban Education Fundamentals

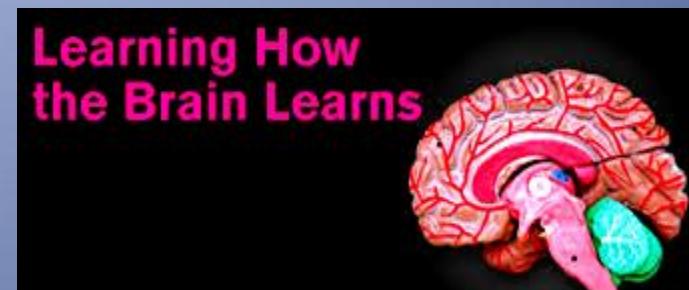
1. We are each born curious and motivated to learn



We are *Homo curaos*

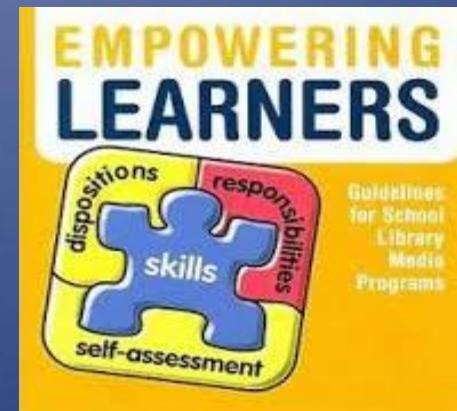
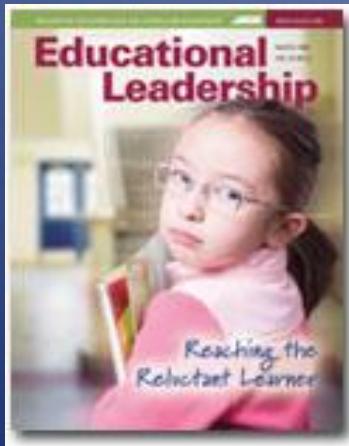


Our Brain does not have  
to be taught how to learn



There is no such student as  
a “reluctant learner”

A Learner’s Bill of Rights



# Our brain is a social brain



# Our brain connects new information to what it *already* knows



Learning does not come from teaching; learning comes from thinking



## 2. Abandon “one-size-fits-all” normalcy and the bell curve mentality



Create of a fluid educational system where difference is a “taken for granted” attribute of every child who enters a public school classroom



Create a *strength-based* Individualized Education Plan (IEP) for each student



### 3. Western epistemologies are not the only epistemologies in the world

#### Non-linear epistemologies



#### Other epistemologies

*~African~*

“The inclusion of Indigenous epistemologies in higher education in south Africa”  
by Dr. Soul Shava

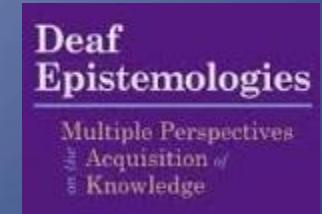
Decolonizing Epistemologies



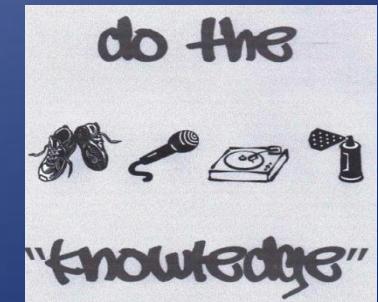
*~Female~*

Stand Point Theory

*~Deaf~*



*~Hip Hop~*



#### 4. America's urban schools are not failing; they are doing exactly what they were designed to do

Educating all children equally and effectively has never been the mission of public education

*We can't call urban schools designed to fail, broken*



The mission of urban school must be eradicating poverty and other social toxins not just to get students “out of poverty”

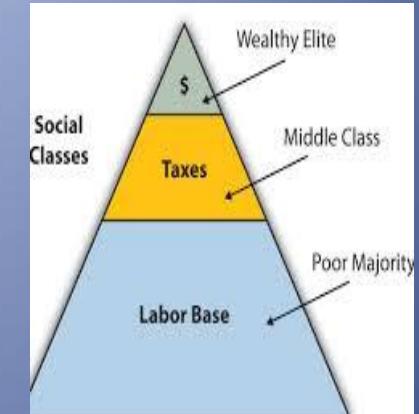


# 5. Schools are political sites

Whoever controls the schools, controls the future

Schools reproduce the social hierarchy

Learning how to read and write is a political act



Disability & Special Education are political, not educational ideas

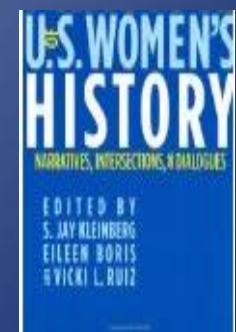
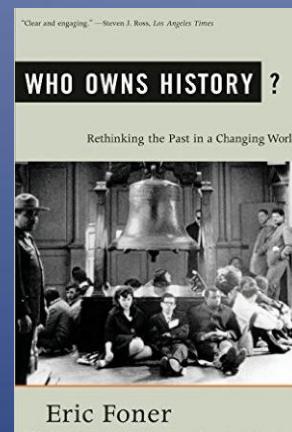
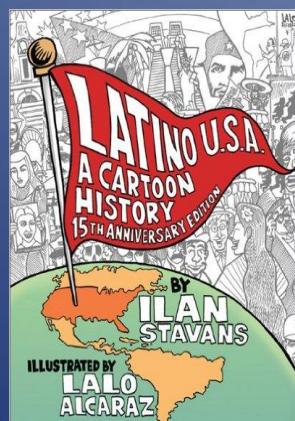
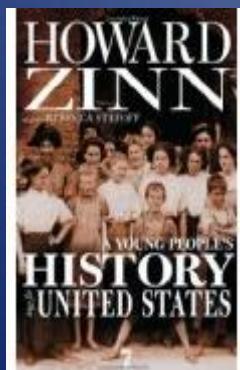
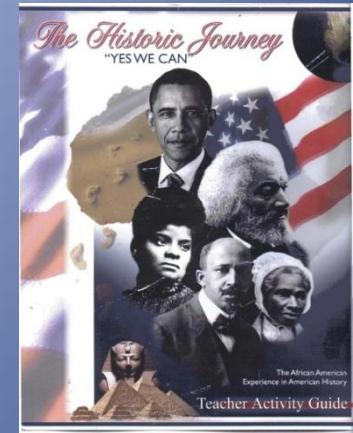
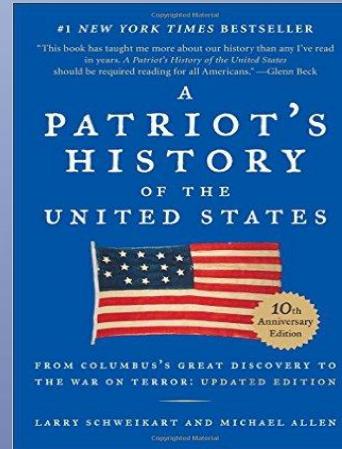
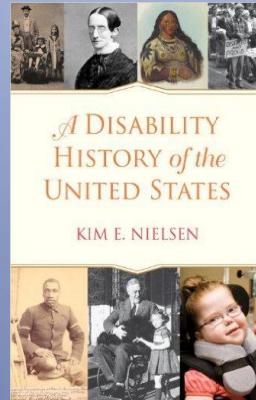
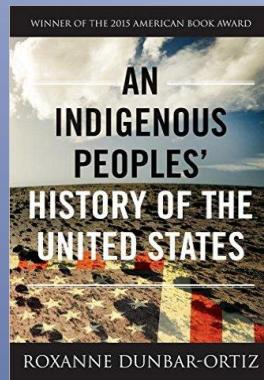
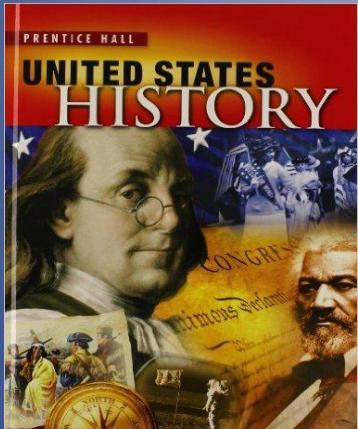
Disability	Gender (%)	
	Male	Female
MR	58.5	41.5
S/L	62.7	37.3
EBD	80.6	19.4
OHI	72.7	27.3
SLD	72.7	27.3
MD	70.6	29.4
Autism	84.7	15.3
DD	68.5	31.2



Standardized Testing is a political, not an educational concept



# Provide perspectives on US history



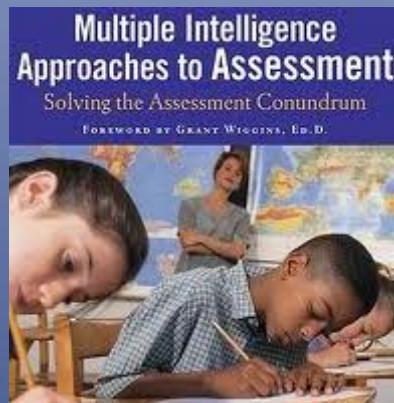
Turner Fair Charts African perspective  
on history of Africa & North America

# Multiple authentic and equitable assessments

“Cross the river in a crowd and the crocodile won’t eat you.”



Provide students a variety of ways to show what they know and can do



Is it professional malpractice not to provide assessment options?

**malpractice  
or treatment  
or neglect  
— malpracti**

## 6. Our public schools have a civic purpose, not a private purpose

According to Jefferson, the purpose of public education is to “nurture virtuous citizenship” and a viable democracy



Transformational Community Schools “Where neighborhoods practice self-determination”



# Parent Voices: Local School Councils

6 parents + 2 community members--elected every 2 yrs

2 teachers + 1 student (if high school)

1 school principal



Help develop, approve, monitor school's improvement plan and budget

Hire/fire the principal



# Student & Youth Voices

What can students do to help run their school?

Young people must be a part of creating the world they will inherit



View global hip hop youth culture as an asset, not a liability



Japan



Brazil



India

# Rites of passage: From child to adult-citizen

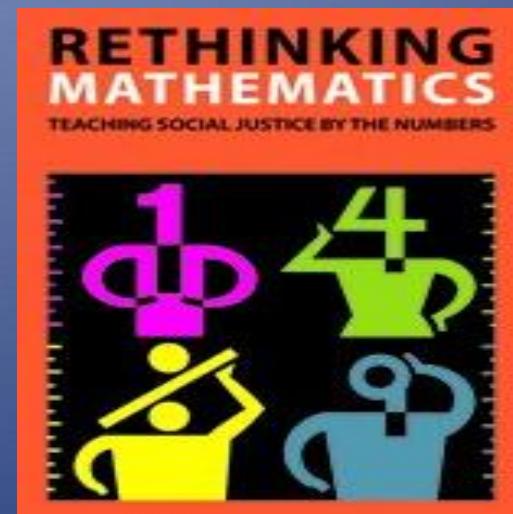
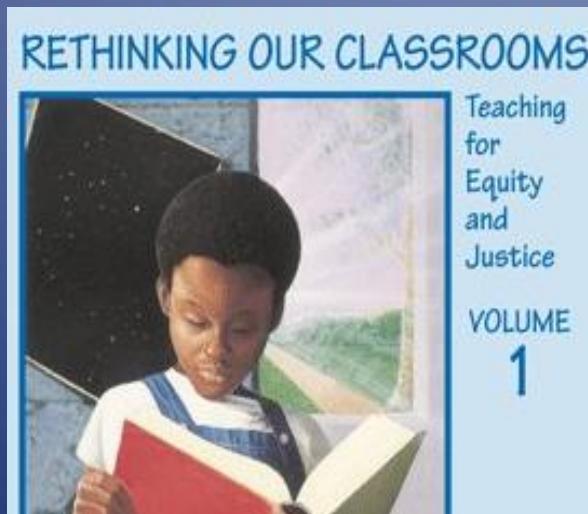
Youth must show they're no longer children  
Society must provide youth rites of passage or  
youth will create their own



# Teacher Voices

If teachers are to win the hearts and minds of urban students and their families, they must take 4 actions:

- a) Teach for social justice
- b) Organize peers to do the same
- c) Live around the school where they teach



d) Use pedagogies of liberation

## Critical Education

*Critical Pedagogy*: students become critical thinkers and problem solvers

*Pedagogy of Recognition*: recognizes and validates a student's personhood, family, culture, neighborhood; and, recognizes the social toxins such as poverty they face daily

*Culturally Sustaining Pedagogy*: sustains linguistic, literate, and cultural pluralism as part of the democratic project of schooling

*THUG LIFE Pedagogy*: a way of teaching based on the life and poetry of Tupac Shakur

