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poverty
children

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poverty children school

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

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International Handbook of Educational Leadership and Social (In)Justice

— —

Springer International Handbooks of Education

volume 29

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Ira Bogotch · Carolyn M. Shields
Editors

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The Courageous Conversations Project: Interrogating Perspectives and Perceptions of Race, Poverty, and Schooling in South Africa and the United States

34. The Courageous Conversations Project: Interrogating Perspectives and Perceptions of Race, Poverty, and Schooling in South Africa and the United States [PDF Full Text](#)

Chapter 34
The Courageous Conversations Project: Interrogating Perspectives and Perceptions of Race, Poverty, and Schooling in South Africa and the United States

Arnold Dodge and Berte van Wyk

Creating freedom, community and viable relationships has its price. It costs time and courage to learn how to sit in the fire of diversity. It means staying centered in the heat of trouble. It demands that we learn about small and large organizations, open city forums and tense street scenes. If you step into leadership or facilitatorship without this learning, you may spend your time recapitulating the blunders of history. ~ Arnold Mindell

Background/Rationale

We (the authors) met in 2009 during a People to People exchange event at Stellenbosch University near Cape Town, South Africa. Since that meeting, we have

in beta (or, mobility, peer-to-peer, and, digital involvement (in)TA membership and volunteering) between high-poverty and low-poverty schools. · It is estimated that by the time a child is age 4, children of professional parents have heard on average 48 million words addressed to them while children in poor welfare families have heard only 13 million (Hart & Risley, 1995). · Students are subject to conditions in poor communities which can have dramatic effects on their ability to perform in school (low socioeconomic status and high

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Advocates of the good-schools-are-possible-in-spite-of-poverty mantra often point to "high-flying schools" that achieve high test scores despite serving disadvantaged populations. The fact is that the likelihood of becoming a "high-flying school" in spite of poverty should give any thoughtful and honest individual pause. Of 60,000 schools considered, low-poverty schools are 22 times more likely to reach consistently high academic achievement compared with high-poverty schools. Schools serving student populations that are both low poverty and low minority are 89 times more likely to be consistently high performing compared with high-poverty high-minority schools (Harris, 2007). Not only is poverty self-evidently destructive to a child's well-being, but it produces a host of metastasizing branches that impede educational progress. The Century Foundation in "Turnaround Schools That Work: Moving Beyond Separate but Equal" (Kahlenberg, 2009) suggests that the current trend in the USA for turning around schools ignores important factors, including the students and parents in high-poverty and low-poverty schools. Dramatic differences exist in behavior, mobility, peer vocabulary, and parental involvement (in PTA membership and volunteering) between high-poverty and low-poverty schools. It is estimated that by the time a child is age 4, children of professional parents have heard on average 48 million words addressed to them while children in poor welfare families have heard only 13 million (Hart & Risley, 1995). Students are subject to conditions in poor communities which can have dramatic effects on their ability to perform in school: low birth weight; alcohol and cigarette use, diabetes, and influenza during pregnancy; inadequate dental and vision

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