Fools, Foes or Freedom: Which One Will We Feed?

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Only a fool would let their enemy teach their children.

-Malcolm X*

*This quote has been attributed to Malcolm X.
Etymology of “Enemy”

- Latin
  - in
  - -amicus

OED, v. 2, definition 1.2
Etymology of “Enemy”

Latin: -in-amicus

Not

OED, v. 2, definition 1.2
Etymology of “Enemy”

Latin

OED, v. 2, definition 1.2

-not

-in

-amicus

friend
Etymology of “Enemy”

- Latin
  - in
  - amicus (friend)

A thing that harms or weakens something else.

OED, v. 2, definition 1.2
Etymology of “Enemy”

- **Latin**
- **not**
- **-in**
- **-amicus**
- **friend**

A thing that harms or weakens something else.

OED, v. 2, definition 1.2
Etymology of “Friend”

Germanic

- freond
- vriend
- freund

OED, v. 2, definition 1.2
**Etymology of “Friend”**

Germanic

- freond
- vriend
- freund

Someone/something one knows and with whom one has a bond of mutual affection; on the same side.

*OED, v. 2, definition 1.2*
Etymology of “Friend”

Someone/something one knows and with whom one has a bond of mutual affection; on the same side.

OED, v. 2, definition 1.2
Etymology of “Friend”

From the root: “to love”, shared by “free”

Someone/something one knows and with whom one has a bond of mutual affection; on the same side.

OED, v. 2, definition 1.2
Enemy or Friend?
Enemy or Friend

Enemy: A system that harms or weakens.

Friend: A system with whom one has a bond of mutual affection; on the same side.
Equality or Equity?
Equality

Taiyari

Amaru
Equality

Taiyari

Amaru
Equality

Taiyari

Amaru
Equality (?)

Taiyari

Amaru
Equality (?)

Taiyari

Amaru
Equality (?)

Taiyari

Amaru
Equality or Equity?

Taiyari

Amaru
Habits form early...
Equality (?)
Is this equal?

Amaru

Taiyari
Today’s “Equality”

- Vulnerable
- Traumatized
- Isolated
Today’s “Equality”

- Vulnerable
- Traumatized
- Isolated
Hyper-testing
Technocratic relationships

Lack of teachers of color
Lack of male teachers

High teacher turnover
School to prison pipeline

Widening gaps

Emphasis on outcome over process

ACGR is Adjusted Cohort Graduation Rate (see National Center for Education Statistics)
What Has Equality Gotten Us?

TABLE 7A
State 2013 ACGR for Non-Low-Income Students

ACGR is Adjusted Cohort Graduation Rate (see National Center for Education Statistics)
Hyper-testing

Technocratic relationships

Lack of teachers of color

Lack of male teachers

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What Has Equality Gotten Us?

ACGR is Adjusted Cohort Graduation Rate (see National Center for Education Statistics)
Hyper-testing

Lack of teachers of color

High teacher turnover

Emphasis on outcome over process

Widening gaps

Technocratic relationships

Lack of male teachers

School to prison pipeline

What Has Equality Gotten Us?

TABLE 7B
State 2013 ACGR for Low-Income Students

ACGR is Adjusted Cohort Graduation Rate (see National Center for Education Statistics)
Largest income gap in the history of the industrialized world (Reich, 2013)
Highest per capita incarceration rate in history of industrialized world (694:100,000)

(Graph 4: Change in Incarceration Rate, 1910-2000

America’s incarceration rate is nearly 7 times what it was at the beginning of the century, and is three times what it was in 1980

Source: Justice Policy Institute analysis of Bureau of the Census and Bureau of Justice Statistics Data)
What Has Equality Gotten Us?
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What Has Equality Gotten Us?
**Global Peace Index (2015)**

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<td>93</td>
<td>Saudi Arabia</td>
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<td>Trinidad and Tobago</td>
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<td>1944</td>
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<td>1944</td>
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<td>1944</td>
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<td>Nicaragua</td>
<td>1944</td>
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<tr>
<td>73</td>
<td>Togo</td>
<td>1944</td>
</tr>
<tr>
<td>72</td>
<td>Macedonia (FYR)</td>
<td>1944</td>
</tr>
</tbody>
</table>

What Has Equality Gotten Us?

*Ranked 94th in the Global Peace Index (2015)*

United States
ST. JAMES, WESTMINSTER.

The GOVERNORS and DIRECTORS of the POOR
HEREBY GIVE NOTICE,
That, with the view of affording prompt and Grateful assistance to Poor Persons resident in this Parish, affected with Bowel Complaints and

CHOLERA,

The following Medical Gentlemen are appointed, either of whom may be immediately applied to for Medicine and Attendance, on the occurrence of those Complaints, viz.—

Mr. FRENCH, 41, Gt. Marlborough St.
Mr. HOSLEY, 26, Broad Street.
Mr. WILSON, 16, Great Ryder St.
Mr. JAMES, 49, Princes Street.
Mr. DAVIES, 25, Brewer Street.

SUGGESTIONS AS TO FOOD, CLOTHING, &c.

Regularity in the Hours of taking Meals, which should consist of any description of wholesome Food, with the moderate use of sound Beer.
Abstinence from Spirituous Liquors.
Warm Clothing and Cleanliness of Person.
The avoidance of unnecessary exposure to Cold and Wet, and the wearing of Damp Clothes, or Wet Shoes.
Regularity in obtaining sufficient Rest and Sleep.
Cleanliness of Rooms, which should be aired by opening the Windows in the middle of each day.

By Order of the Board,

GEORGE BUZZARD,
Chiro.

Parochial Office, Poland Street,
30th November, 1853.

It is requested that this Paper be taken care of, and placed where it can be easily referred to.

London, England circa 1854
John Snow
Equity

Hungry
Equity

Hungry

Thirsty
Getting What We Need When We Need It

Hungry

Equity

Thirsty

Equity

Hella Thirsty
Hope Dealers

Critical hope
- Material hope
- Socratic hope
- Audacious hope

Duncan-Andrade, 2009

Pathways + Agency =

Hope: sense of control of destiny
pathways: access to necessary information to navigate challenges and move toward goals
agency: self-efficacy to respond to challenges and move toward goals
Hope Dealers

Agency: self-efficacy to respond to challenges and move toward goals

Pathways: access to necessary information to navigate challenges and move toward goals
Begin with Maslow (1943)

- **Physiological needs:** food, water, warmth, rest
- **Safety needs:** security, safety
- **Belongingness and love needs:** intimate relationships, friends
- **Esteem needs:** prestige and feeling of accomplishment
- **Self-actualization:** achieving one’s full potential, including creative activities

- **Relevance**
- **Responsibility**
- **Relationships**
The community responsive educator is committed to building meaningful relationships with students and families, understanding that students do not care what we know until they know that we care.
Research Concurs

Robert Sapolsky, PhD
Professor of Biological Sciences, Neuroscience, and Neurosurgery

WHY ZEBRAS DON'T GET ULCERS

Robert M. Sapolsky
Author of A Primate's Memoir

The Acclaimed Guide to Stress, Stress-Related Diseases, and Coping

"One of the best science writers of our time."
—Oliver Sacks

Now Revised and Updated

THIRD EDITION

LELAND STANFORD JUNIOR UNIVERSITY
1891
Again,

Brené Brown, PhD
Research Professor
College of Social Work
University of Houston
Again,

Bruce Perry, MD, PhD
Senior Fellow at Child Trauma Academy
+ Professor at Feinberg School of Medicine
...and again.

Nadine Burke-Harris, MD
CEO, Center for Youth Wellness

David Williams, PhD
Harvard School of Public Health

Bruce McEwen, PhD
Professor of Neuroscience
Rockefeller University

Elizabeth Blackburn, PhD
Professor of Biology and Physiology
University of California, SF
What does it look like?

Schooling creates systems that prioritize profit over people. Education creates micro-ecosystems that heal and inoculate.
The community responsive educator is committed to developing curriculum and pedagogy that connects to students' daily lives, their communities, their families, and their ethnic, cultural, and linguistic histories.
Why does relevance matter?
Why does relevance matter?

- Education
- Ethnic Studies
- Medicine
- Neuroscience
- Psychology
- Social Epidemiology
Why does relevance matter?
Why does relevance matter?

Builds knowledge of self
Why does relevance matter?

Builds knowledge of self

Builds self-esteem
Why does relevance matter?

- Builds knowledge of self
- Builds self-esteem
- Builds critical hope
Why does relevance matter?

- Builds knowledge of self
- Builds self-esteem
- Builds critical hope
- Interrupts stereotype threat
Why does relevance matter?

- Builds knowledge of self
- Builds self-esteem
- Builds critical hope
- Interrupts stereotype threat
- + Pygmalion effect
Why does relevance matter?

- Builds knowledge of self
- Builds self-esteem
- Builds critical hope
- Interrupts stereotype threat
- + Pygmalion effect
- Critical growth mindset
What does it look like?

Schooling grows trees with strong branches and shallow roots. Education grows trees with deep roots.
Responsibility

The community responsive educator is committed to understanding and responding to the wide range of needs (social and academic) that can impact a student's capacity to be at their best.
Why does responsibility matter?
Why does responsibility matter?
What does responsibility look like?

Schooling teaches us to accept oppression. Education teaches us to end it.
Who wins?
The One We Feed

Practice

Community

Research

ROSES in CONCRETE
COMMUNITY SCHOOL

I-SEEED
Institute for Sustainable Economic, Educational, & Environmental Design

10
ten
TEACHING EXCELLENCE NETWORK
Fools, Foes or Freedom: Which One Will We Feed?

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