Poor Teaching for Poor Children ... in the Name of Reform (##)
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By Alfie Kohn

Love them or hate them, the proposals collectively known as "school reform" are mostly top-down policies: divert public money to quasi-private charter schools, pit states against one another in a race for federal education dollars, force school districts to close poor and struggling schools, and introduce the "high-stakes" testing craze.

Policy makers and the general public have paid much less attention to what happens inside classrooms — the particulars of teaching and learning — especially in low-income neighborhoods. The news here has been discouraging for quite some time, but, in a painfully ironic twist, things seem to be getting worse as a direct result of the "reform" strategies pursued by the Bush administration, then intensified under President Obama, and cheered by corporate executives and journalists.

In an article published in Phi Delta Kappan back in 1991, Martin Haberman, an economics professor at the University of Wisconsin, coined the phrase "pedagogy of poverty." Based on his observations in thousands of urban classrooms, Haberman described a tightly controlled routine in which teachers dispense, and then test students on, factual information; assign seatwork; and punish noncompliance. It is a regimen, he said, "in which learners can 'succeed' without becoming either informed or thoughtful" — and it is noticeably different from the questioning, discovering, arguing, and collaborating that is more common (though by no means universal) among students in suburban and private schools.

Now, two decades later, Haberman reports that "the overly directive, mind-numbing, anti-intellectual acts" that pass for teaching in most urban schools "not only remain the coin of the realm but have become the gold standard." It's how you’re supposed to teach kids of color.

Earlier this year, Natalie Hopkinson, an African American writer, put it this way in an article called "The McEducation of the Negro": "In the name of reform, education — for those "failing" urban kids, anyway — is about learning the following directions. Not critical thinking. Not creativity. It's about how to correctly eliminate three out of four bubbles."

Those who demand that we "close the achievement gap" generally focus only on results, which in practice refers only to test scores. High-quality instruction is defined as whatever raises those scores. But when teaching strategies are considered, there is wide agreement (again, among noneducators) that what constitutes appropriate instruction in the inner city:

- The curriculum consists of a series of separate skills, with more worksheets than real books, more rote practice than exploration of ideas, more memorization of facts than discussion.
- Teachers act more like the strictest of drill instructors: "Nodding" is acceptable, "shaking" is not. "Is that clear?" "Thank you, yes!" "Thank you." "Very well."
- Of course, he added, that sort of education is appropriate for affluent children. For disadvantaged children, on the other hand, it is . . . essential.

The result is that "certain children" are left farther and farther behind. The rich get richer, while the poor get worksheets.

To be sure, the gap is not entirely due to how kids are taught. As economist Richard Rothstein reminds us, all school-related variables combined can explain only about one-third of the variation in student achievement. Similarly, if you look closely at those international test comparisons that supposedly find the U.S. trailing, it turns out that socioeconomic factors are largely responsible. Our wealthier students do very well compared to other countries; our poorer students do not. And we have more poor children than do other industrialized nations.

To whatever extent education does matter, though, the pedagogy of poverty traps those who are subject to it. The problem isn't that their education lacks "rigor" — of poverty can sometimes "work" to raise those scores, which makes everyone happy and inclined to reward those teachers. Unfortunately, that result is often at the expense of real learning, the sort that more privileged students enjoy, because the tests measure what matters least.

Thus, it's possible for the accountability movement to simultaneously narrow the test-score gap and widen the learning gap.

What's to be done? In the short run, Deborah Meier is probably right when she remarks, "Only secretly rebellious teachers have ever done right by our least advantaged kids." To do right by them in the open, we would need structural changes that make the best kind of teaching available to the kids who need it most. And we know it can work — which is to say, the pedagogy of poverty is not what's best for the poor. There's plenty of precedent. A three-year study (published by the U.S. Department of Education) of 140 elementary classrooms with high concentrations of poor children found that students whose teachers emphasized "meaning and understanding" were far more successful than those who received basic-skills instruction. The researchers concluded by decisively rejecting "schooling for the children of poverty . . . [that] emphasizes basic skills, sequential curricula, and tight control of instruction by the teacher."

Remarkable results with low-income students of all ages have also been found with the Reggio Emilia model of early-childhood education, the "performance assessment" high schools in New York, and "Big Picture" schools around the country. All of these start with students' interests and questions; learning is organized around real-life problems and projects. Exploration is both active and interactive, reflecting the simple truth that kids learn how to make good decisions by making decisions, not by following directions. Finally, success is judged by authentic indicators of thinking and motivation, not by multiple-choice tests.

That last point is critical. Standardized exams serve mostly to make dreadful forms of teaching appear successful. As long as they remain our primary way of evaluating, we may never see real school reform — only an intensification of traditional practices, with the very worst reserved for the disadvantaged.

A British educator named David Gribble was once speaking in favor of the kind of education that honors children's interests and helps them to think deeply about questions that matter. Of course, he added, that sort of education is appropriate for affluent children. For disadvantaged children, on the other hand, it is . . . essential.