

# SUPPLEMENTARY EDUCATION

THE HIDDEN CURRICULUM  
OF HIGH ACADEMIC ACHIEVEMENT



*edited by*  
**Edmund W. Gordon, Beatrice L. Bridgell,  
and Aundra Saa Morae**

# Supplementary Education The Hidden Curriculum Of High Academic Achievement

**Edmund W. Gordon, Beatrice L.  
Bridglall**



## **Supplementary Education The Hidden Curriculum Of High Academic Achievement:**

**Supplementary Education** Edmund W. Gordon, Beatrice L. Bridglall, Aundra Saa Meroe, 2004-12-01 In *Supplementary Education* the editors argue that while access to schools that enable and expect academic achievement is a necessary ingredient for the education of students schools alone may not be sufficient to ensure universally high levels of academic development Supplemental educational experiences may also be needed The idea of supplementary education is based on the assumption that high academic achievement is closely associated with exposure to family and community based activities and learning experiences that occur both in and out of school in support of academic learning For low income and some ethnic minority student groups opportunities to participate in such activities are generally under resourced and underutilized in comparison to the access to and participation in such activities by many European and Asian Americans from mid to high socio economic backgrounds This book makes the case for supplementary education Specifically it focuses on the need for universal access to high levels of academic achievement and the challenge of reducing the achievement gap that exists between Asian American and European American students and their African American Latina o and Native American counterparts Having posed the problem the editors define the construct and provide in depth descriptions of some of the more colloquial expressions of supplementation in after school care youth development and other forms of supplemental education The editors close with a discussion of the emerging institutionalization and need for more thoughtful and rigorous research of the supplementary education movement

**Supplementary Education** Edmund W. Gordon, Beatrice L. Bridglall, Aundra Saa Meroe, 2005 In *Supplementary Education* the editors argue that while access to schools that enable and expect academic achievement is a necessary ingredient for the education of students schools alone may not be sufficient to ensure universally high levels of academic development Supplemental educational experiences may also be needed The idea of supplementary education is based on the assumption that high academic achievement is closely associated with exposure to family and community based activities and learning experiences that occur both in and out of school in support of academic learning For low income and some ethnic minority student groups opportunities to participate in such activities are generally under resourced and underutilized in comparison to the access to and participation in such activities by many European and Asian Americans from mid to high socio economic backgrounds This book makes the case for supplementary education Specifically it focuses on the need for universal access to high levels of academic achievement and the challenge of reducing the achievement gap that exists between Asian American and European American students and their African American Latina o and Native American counterparts Having posed the problem the editors define the construct and provide in depth descriptions of some of the more colloquial expressions of supplementation in after school care youth development and other forms of supplemental education The editors close with a discussion of the emerging institutionalization and need for more thoughtful and rigorous research of the supplementary education movement

**Toward Equity in Health** Barbara

C. Wallace, 2007-11-26 This essential collection presents a state of the art framework for how workers in public health and related disciplines should conceptualize health disparities and how they should be addressed worldwide The contributors who are leading public health professionals educators and practitioners in complimentary fields advance new evidence based models designed to mobilize and educate the next generation of research and practice The resulting chapters articulate new theory procedures and policies the legacy of racism community based participatory research new internet technology training community workers and educators closing the education and health gap and addressing the needs of special populations Toward Equity in Health is an essential book for all who are working toward global health equity whether in health education health promotion disease prevention public health the health care delivery system or patient and population level health     School, Family, and Community Partnerships, Student Economy Edition Joyce Epstein, 2018-10-03 This book encourages more professors of education sociology psychology and related fields to prepare the next generation of education professionals to understand and implement programs and practices of family and community involvement to increase student success in school     Superdiversity and Teacher Education Guofang Li, Jim Anderson, Jan Hare, Marianne McTavish, 2021-03-30 This edited volume addresses the pressing imperative to understand and attend to the needs of the fast growing population of minority students who are increasingly considered superdiverse in their cultural linguistic and racial backgrounds Superdiverse learners including native born learners Indigenous and immigrant families foreign born immigrant students and refugees may fill multiple categories of diversity at once This volume helps pre and in service teachers and teacher educators to move beyond the demographic backgrounds of superdiverse learners to consider not only their ways of being motivations and social processes but also the ongoing systemic issues of marginalization and inequity that confront these learners Challenging existing teaching and learning paradigms in the K 12 North American context this volume provides new methods and examples for supporting superdiverse learners in a range of settings Organized around different conceptual underpinnings of superdiversity contributors identify the knowledge gaps and effective practices in engaging superdiverse learners families and communities With cutting edge research on this growing topic this text will appeal to researchers scholars educators and graduate students in multilingual education literacy education teacher education and international education     **Affirmative Development** Edmund W. Gordon, Beatrice L. Bridglall, 2007 Affirmative Development makes the case theoretically for deliberate intervention to develop academic ability for students not naturally disposed to develop such ability by the conditions under which they live The book includes discussions of intellectual competence and intell     **Cases on Strategic Partnerships for Resilient Communities and Schools** Thomas, Ursula, 2020-04-24 As the importance of public education increases both globally and nationally partnerships between schools and their community become key to each other s success Examining the intersection of schools with their communities reveals the most effective strategies for supporting school populations that are traditionally marginalized or

underserved in both rural and urban areas

**Cases on Strategic Partnerships for Resilient Communities and Schools** is an essential publication that uncovers the problems and pitfalls of creating strategic partnerships between schools and other members of the community in which the schools are situated that include for profit businesses not for profit entities and private organizations The book reveals that schools that are thriving effectively do not do so in isolation but as vibrant members and centers of the communities in which they serve students and families Moreover it examines the difficulty in advocating for the schools and the leadership of the schools within these communities so that they can be better served Highlighting a wide range of topics including leadership community based outreach and school advocacy this book is ideally designed for teachers school administrators principals school boards and committees non profit administrators educational advocates leadership faculty community engagement directors community outreach personnel entrepreneurs researchers academicians and students

**Vygotsky at Work and Play** Lois Holzman, 2016-12-14 Vygotsky at Work and Play is an intimate portrayal of the Vygotskian inspired approach to human development known as social therapeutics and the psychology of becoming Holzman provides an accessible practical philosophical portrayal of a unique performance based methodology of development and learning that draws upon a fresh reading of Vygotsky This expanded edition includes new content dealing with how Lev Vygotsky's work can be applied to profound social issues of our times including worsening police community relations authoritarianism in schools the medical model approach to social emotional life and the erosion of play in Western cultures Holzman also weaves together Vygotsky's discoveries with qualitative case studies from organizations that practice the approach in psychotherapy offices classrooms outside of school programs corporate workplaces and virtual learning environments The new edition of Vygotsky at Work and Play poses a practical critical challenge to more traditional conceptions and methods of psychology and education introducing performance as a new ontology and the author's own activist research performance as a new way to do psychology It is an essential read for researchers and professionals in educational and developmental psychology psychotherapy cultural historical activity social science performance studies and education

**The Asian American Achievement Paradox** Jennifer Lee, Min Zhou, 2015-06-30 Asian Americans are often stereotyped as the model minority Their sizeable presence at elite universities and high household incomes have helped construct the narrative of Asian American exceptionalism While many scholars and activists characterize this as a myth pundits claim that Asian Americans educational attainment is the result of unique cultural values In *The Asian American Achievement Paradox* sociologists Jennifer Lee and Min Zhou offer a compelling account of the academic achievement of the children of Asian immigrants Drawing on in depth interviews with the adult children of Chinese immigrants and Vietnamese refugees and survey data Lee and Zhou bridge sociology and social psychology to explain how immigration laws institutions and culture interact to foster high achievement among certain Asian American groups For the Chinese and Vietnamese in Los Angeles Lee and Zhou find that the educational attainment of the second generation is

strikingly similar despite the vastly different socioeconomic profiles of their immigrant parents. Because immigration policies after 1965 favor individuals with higher levels of education and professional skills, many Asian immigrants are highly educated when they arrive in the United States. They bring a specific success frame which is strictly defined as earning a degree from an elite university and working in a high status field. This success frame is reinforced in many local Asian communities which make resources such as college preparation courses and tutoring available to group members including their low income members. While the success frame accounts for part of Asian Americans' high rates of achievement, Lee and Zhou also find that institutions such as public schools are crucial in supporting the cycle of Asian American achievement. Teachers and guidance counselors, for example, who presume that Asian American students are smart, disciplined, and studious provide them with extra help and steer them toward competitive academic programs. These institutional advantages in turn lead to better academic performance and outcomes among Asian American students. Yet the expectations of high achievement come with a cost: the notion of Asian American success creates an achievement paradox in which Asian Americans who do not fit the success frame feel like failures or racial outliers. While pundits ascribe Asian American success to the assumed superior traits intrinsic to Asian culture, Lee and Zhou show how historical, cultural, and institutional elements work together to confer advantages to specific populations. An insightful counter to notions of culture based on stereotypes, *The Asian American Achievement Paradox* offers a deft and nuanced understanding of how and why certain immigrant groups succeed.

**Unfinished Business** Pedro A. Noguera, Jean Yonemura Wing, 2008-08-18 In this groundbreaking book, co-editors Pedro Noguera and Jean Yonemura Wing and their collaborators investigated the dynamics of race and achievement at Berkeley High School, a large public high school that the *New York Times* called the most integrated high school in America. Berkeley's diverse student population clearly illustrates the achievement gap phenomenon in our schools. *Unfinished Business* brings to light the hidden inequities of schools where cultural attitudes, academic tracking, curricular access, and after school activities serve as sorting mechanisms that set students on paths of success or failure.

**The Achievement Gap in Reading** Rosalind Horowitz, S. Jay Samuels, 2017-04-07 In this volume, prominent scholars, experts in their respective fields and highly skilled in the research they conduct, address educational and reading research from varied perspectives and address what it will take to close the achievement gap, with specific attention to reading. The achievement gap is redefined as a level at which all groups can compete economically in our society and have the literacy tools and habits needed for a good life. Bringing valuable theoretical frameworks and in-depth analytical approaches to interpretation of data, the contributors examine factors that contribute to student achievement inside the school but which are also heavily influenced by out-of-school factors such as poverty and economics, ethnicity and culture, family and community stratifications, and approaches to measurement of achievement. These out-of-school factors present possibilities for new policies and practice. The overarching theme is that achievement gaps in reading are complex and that multiple perspectives are necessary to address the problem.

The breadth and depth of perspectives and content in this volume and its conceptualization of the achievement gap are a significant contribution to the field      Research on Schools, Neighborhoods and Communities William F. Tate, 2012-02-23

Research on Schools Neighborhoods and Communities Toward Civic Responsibility focuses on research and theoretical developments related to the role of geography in education human development and health William F Tate IV the Edward Mallinckrodt Distinguished University Professor in Arts Sciences at Washington University in St Louis and former President of the American Educational Research Association presents a collection of chapters from across disciplines to further understand the strengths of and problems in our communities Today many research literatures e g health housing transportation and education focus on civic progress yet rarely are there efforts to interrelate these literatures to better understand urgent problems and promising possibilities in education wherein social context is central In this volume social context in particular the unequal opportunities that result from geography is integral to the arguments analyses and case studies presented Written by more than 40 educational scholars from top universities across the nation the research presented in this volume provides historical moral and scientifically based arguments with the potential to inform understandings of civic problems associated with education youth and families and to guide the actions of responsible citizens and institutions dedicated to advancing the public good      **Mental Wellbeing in Schools** Arif Mahmud, Liam Satchell, 2022-06-22

Teachers see the impact of pupils mental wellbeing on the experience of school every day But often there is not enough practical advice on what can be done to support pupils who might need help and especially for pupils from diverse backgrounds who might face unique challenges This important book is a practice facing evidence based guide for teachers support staff education students and schools giving advice on the ways in which we can support the mental wellbeing of pupils from diverse backgrounds Bringing together advice and strategies for supporting pupil mental health and wellbeing this book makes accessible key knowledge about mental health and examines how this might vary in different pupil populations by exploring the unique challenges for disadvantaged and minority pupils Offering valuable insights into the diverse nature of pupils mental health experiences each chapter provides practical suggestions and approaches that teachers can use in the classroom and schools can adopt into their pastoral care systems Including real life case studies and key takeaways Mental Wellbeing in Schools will be valuable reading for teachers in primary and secondary schools as well as school leaders      Research on Schools, Neighborhoods and Communities William F. Tate IV, 2012-02-23

Research on Schools Neighborhoods and Communities Toward Civic Responsibility focuses on research and theoretical developments related to the role of geography in education human development and health William F Tate IV the Edward Mallinckrodt Distinguished University Professor in Arts Sciences at Washington University in St Louis and former President of the American Educational Research Association presents a collection of chapters from across disciplines to further understand the strengths of and problems in our communities Today many research literatures e g health housing transportation and

education focus on civic progress yet rarely are there efforts to interrelate these literatures to better understand urgent problems and promising possibilities in education wherein social context is central In this volume social context in particular the unequal opportunities that result from geography is integral to the arguments analyses and case studies presented Written by more than 40 educational scholars from top universities across the nation the research presented in this volume provides historical moral and scientifically based arguments with the potential to inform understandings of civic problems associated with education youth and families and to guide the actions of responsible citizens and institutions dedicated to advancing the public good

**Pedagogies for Equitable Access** Lourdes Cardozo-Gaibisso, Ruth Harman, Max Vazquez Dominguez, Cory Buxton, 2024-07-01 During the COVID 19 pandemic public health recommendations for physical distancing created an urgent need for new and remixed online and distance ways of preparing teaching and assessing learning practices This new context forced teacher educators administrators and public policymakers around the globe to rethink reshape and redesign curriculum instruction and assessment practices and modalities While online education has been an option available to many for decades no other moment in recent history has demanded such a rapid shift in educational practices impacting tens of millions of teachers and hundreds of millions of students worldwide Fortunately in some cases highly innovative advances in technological resources have supported educators in designing and implementing transformative approaches In the field of language education educators have had to reconceptualize online instruction so that digital and other multimodal resources are designed to fully engage multilingual students in optimal and equitable learning contexts This edited book serves the purpose of focusing the research agendas of K 12 educators teacher educators and policymakers on the lessons and insights the field can gain from this crisis as we adapt to the post pandemic future of language education As argued over the past three years the pandemic has exposed multiple structural issues related to accessibility inequity and poverty ubiquitous issues that have existed in our societies for decades It has also drawn attention to the notion of competing priorities challenging our ability to determine what can and cannot be done in terms of human financial and logistical capacity around the globe With this focus in mind the aim of this edited book is to provide readers with robust and systematic thinking about the multifaceted strengths and challenges that have emerged during and after the COVID 19 pandemic Specifically informed by a critical perspective on societal power dynamics and equity this edited book explores the following interconnected topics in multilingual multicultural settings i instructional strategies and curriculum adaptations ii in service and pre service teacher education practices iii classroom based pedagogical innovations and assessment

Thinking Comprehensively About Education Ezekiel Dixon-Román, Edmund W. Gordon, 2012-05-16 While much is known about the critical importance of educative experiences outside of school little is known about the social systems community programs and everyday practices that can facilitate learning outside of the classroom Thinking Comprehensively About Education sheds much needed light on those systems programs and practices conceptualizing education more broadly through a



nuanced exploration of the various spaces where education occurs the non dominant practices and possibilities of those spaces the possibilities of enabling social systems institutions and programs of comprehensive education This original edited collection identifies and describes the resources that enable optimal human learning and development and offers a public policy framework that can enable a truly comprehensive educational system Thinking Comprehensively About Education is a must read for faculty students policy analysts and policymakers *The Price We Pay* C. R. Belfield, Henry M. Levin, 2007 Highlights costs of inadequate education attaching hard numbers to the relationship between educational attainment and critical indicators as income health crime dependence on public assistance and political participation Explores policy interventi

**Critical Issues in Mathematics Education** Bharath Sriraman, Paul Ernest, Brian Greer, 2009-06-01 The word critical in the title of this collection has three meanings all of which are relevant One meaning as applied to a situation or problem is at a point of crisis A second meaning is expressing adverse or disapproving comments or judgments A third is related to the verb to critique meaning to analyze the merits and faults of The authors contributing to this book pose challenging questions from multiple perspectives about the roles of mathematics in society and the implications for education Traditional reasons for teaching mathematics include preparing a new generation of mathematics researchers and a cadre of technically competent users of mathematics training students to think logically and because mathematics is as much part of cultural heritage as literature or music These reasons remain valid though open to critique but a deeper analysis is required that recognizes the roles of mathematics in framing many aspects of contemporary society that will connect mathematics education to the lived experiences of students their communities and society in general and that acknowledges the global ethical responsibilities of mathematicians and mathematics educators The book is organized in four sections 1 Mathematics education For what and why 2 Globalization and cultural diversity 3 Mathematics education and society and 4 Social justice in and through mathematics education The chapters address fundamental issues such as the relevance of school mathematics in people s lives creating a sense of agency for the field of mathematics education and redefining the relationship between mathematics as discipline mathematics as school subject and mathematics as part of people s lives *Handbook of Urban Educational Leadership* Muhammad Khalifa, Noelle Witherspoon Arnold, Azadeh F. Osanloo, Cosette M. Grant, 2015-06-01 This authoritative handbook examines the community district and teacher leadership roles that affect urban schools It will serve as a foundation for pedagogical and educational leadership practices that foster social justice equity and advocacy for those who have been traditionally and historically underserved in education The handbook s ten sections cover topics as diverse as curriculum instruction and educational outcomes gender race and class higher education and leadership preparation and support Its twenty nine chapters offer both American and international perspectives *Theorizing Shadow Education and Academic Success in East Asia* Young Chun Kim, Jung-Hoon Jung, 2021-07-12 This volume tackles perceived myths surrounding the academic excellence of East Asian students and moves beyond Western understanding to offer in depth

analysis of the crucial role that shadow education plays in students academic success Featuring a broad range of contributions from countries including Japan China Taiwan and Singapore chapters draw on rich qualitative research to place in the foreground the lived experiences of students teachers and parents in East Asian countries In doing so the text provides indigenous insights into the uses values and meanings of shadow education and highlights unknown cultural and regional aspects as well as related phenomena including trans boundary learning culture nomadic learning individualized learning and the post schooling era Ultimately challenging the previously dominating Western perspective on shadow education the volume offers innovative theorization to highlight shadow education as a phenomenon which cannot be overlooked in broader discussion of East Asian educational performance systems and policy Offering pioneering insights into the growing phenomenon of shadow education this text will benefit researchers academics and educators with an interest in international and comparative education curriculum studies and East Asian educational practices and policy Those interested in the sociology of education and educational policy will also benefit from this book

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