

## **In the Know: Urban Education**

It might not be possible to spot schools as you walk through districts of major cities. However, this does not mean that nearly all schools are far away from the suburbs. Most [sociology topics for research](#) say that statistics show that 43% of the private school students and 30% of the public school students attend classes in urban areas. Children require the same knowledge and skills, but then we think of the environment and the context of the urban education system. Each urban school has a specific context, but there is overlap.



### **Urban classroom**

When families with financial means migrate out of cities, then the percentage of English-speaking, non-white, and poor students increases. Urban public exists in the US because of the history of racism and segregation that made students of color from families earning a low income. Such students get exposed to violence and need support for meals. Urban school students need help to meet their basic school needs for learning to continue.

### **Reflections for urban education**

Being familiar with the distinct aspects of [urban education](#) will help you to better understand and prepare for effective leadership. Essential to put into consideration is the rich multiculturalism of the urban schools with the limited resources.

- **Great diversity:** In the twenty largest urban schools in America, over 80% of the students are non-white. A majority of American teachers are white and female. The urban classroom is full of racial biases, cultural norms, and multiple languages. Therefore, to meet all learners' requirements, educators must know the diversity and relevant strategies. While acknowledging and respecting every [student's perspective](#) and background is essential regardless of the location of schools. It is appropriate in schools from the urban setting since students and teachers come from diverse backgrounds.
- **Limited resources:** According to education week, 43% of urban school leaders say they could provide students with digital learning opportunities, and 12% of teachers said that parents picked up classwork in person. It was the only way in which students without internet access could continue with their classes. With this in mind, you can now know that urban schools are not wrong than rural or suburban schools.
- **Navigating the new space.** Most teachers who opt to work in urban district schools have experience working in similar environments, and some find adapting to the new roles. Teachers need to know their social standing by understanding their relationship in different privileged areas. It means that teachers need to know and understand students' experiences that can shape their learning.

### **Making an impact in urban schools**

Several techniques can help professionals impact students and continue the themes of attention, community, and collaboration.

- **Check your mindset:** Since urban schools are deficient and struggling, teachers need to combat the get to such schools to save them. To accomplish this, the teacher needs to look for opportunities for learning and collaboration. Make use of reciprocal relationships where you bring in content, and the community brings in contextual expertise. Educators also need to pay attention to unconscious biases and how experiences have led to change in mindset.

- **Utilize culturally responsive teaching:** Make sure that your teaching methods, curriculum, teaching materials reflect the diverse backgrounds of the students, and in so doing, you increase the chances of success in [urban district schools](#). Culturally responsive learning methods include reading stories on characters with the same background as your students and inspiring them to leverage their experience when making sense of the information at your disposal.