

The ‘Dead Ends’: Reconsidering place for school leaders

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This qualitative study employs a framework that sits at the intersection of the overlapping fields of critical and human in order to examine the ways in which 42 Southern, middle school Students of Color who live in a high-poverty community known as the Dead Ends understand the significance of school as a meaningful place in their development. The case study approach had ethnographic tendencies in that we relied on community maps as a primary data source, conducted interviews, received written narratives from participants, conducted focus groups, utilized demographic data, and engaged in participant observation. Analysis of findings revealed students from the Dead Ends did not identify school as a significant place in either their maps or ecological conceptualizations of their lives. What emerges is a critical-place-oriented model to provide school communities with intellectual tools to examine multiple ways to interrupt uneven geographies and revisit the influence of childhood places. *[Article copies available for a fee from The Transformative Studies Institute. E-mail address: journal@transformativestudies.org Website: <http://www.transformativestudies.org> ©2019 by The Transformative Studies Institute. All rights reserved.]*

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RECONSIDERING PLACE

Historically, school leaders may be aware of practices and policies that perpetuate injustices in city schools. However, administrators are in need of understanding how injustices influence the way in which we “do school.” To what extent they are prepared to undo culturally deficit-laden practices and policies, re-conceptualizing what schools should do to create socially just education? By fiat and design, city schools are negatively impacted by poverty, limited resources, and other challenges

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