

# CHANGING THE DISCOURSE IN SCHOOLS

*“Schools are a major part of society’s institutional processes for maintaining a relatively stable system of inequality. They contribute to these results by active acceptance and utilization of a dominant set of values, norms, and beliefs, which, while appearing to offer opportunities to all, actually support the success of a privileged minority and hinder the efforts and visions of a majority.” Eugene Eubanks*

<b>Discourse One DI</b>	<b>Discourse Two DII</b>
<p>The language we usually use to talk about, question and plan the work of schools, change, or reform.</p> <p>DI supports and maintains the status quo without appearing unresponsive to outside demands for improvement.</p>	<p>The language that tends to be about uncomfortable, unequal, ineffective prejudicial conditions, and relationships in schools.</p> <p>DII opens up the space for ambiguity and change to be part of a purposeful structure.</p>
<hr/> <p><b>Discourse Zero D0</b></p> <hr/> <p>Overtly prejudicial and harmful language which we might disguise as “honesty” or confuse with DII</p> <hr/>	

## DI                      DII

“The change process”	The desired circumstances
Improving what exists	Changing something significant
Techniques, methods, and content	Learning and school relationships
Symptoms	Causes
The way things are	What could be
Blaming others for not meeting our standards	Questioning whether our standards are hindrances
Discipline and control	Alienation and resistance
Competency	Relevance
The familiar	The uncomfortable
Answers and solutions	Dilemmas and mysteries
Information transfer	Knowledge creation
Ability and merit	Privilege and oppression
Dropouts	Pushouts
Reproduction	Transformation
The work of adults	The learning and experience of students

