The Nature of Discourse(s) in Education:
Notes on "Changing the Discourse in Schools"
a.k.a. Discourse I & II "T" Chart

Chart Developed by Bay Area Coalition for Equitable Schools, 2003.

The contents of this chart are derived from:
Eugene Eubanks, Ralph Parish and Dianne Smith. "Changing the Discourse in Schools." In Race, Ethnicity, and Multiculturalism: Policy and Practice, ed. Peter Hall. New York: Routledge, 1997.

"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, Ralph Parish, and Dianne Smith

Discourse I deals with. . . .	Discourse II deals with. . . .
Singular truths	Multiple stories
"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
World-class standards	Re-creating our society
Limited time and ability	Getting started anyway