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**FIGURE 9.1 OPPOSING NARRATIVES OF SCHOOLING**

<b>COMPONENT</b>	<b>INSTITUTIONAL NARRATIVE (Authoritarian)</b>	<b>EDUCATIONAL NARRATIVE (Empowering)</b>
<b>Goal</b>	<ul style="list-style-type: none"> <li>• Ensure compliance</li> <li>• Prescribe performance</li> <li>• Focus on safety, security, and structure</li> </ul>	<ul style="list-style-type: none"> <li>• Go beyond competence</li> <li>• Promote autonomy</li> <li>• Focus on commitment (a cause beyond self)</li> </ul>
<b>Characteristics</b>	<ul style="list-style-type: none"> <li>• External reinforcements</li> <li>• Employee compliance with limits of the organization</li> <li>• Restricted individual choice</li> <li>• Familiarity with (and obeisance of) norms and minimum expectations of organization</li> <li>• Lists</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded choice and opportunities to decide</li> <li>• Expanded sources of feedback</li> <li>• Freedom to choose according to interests and curiosity</li> </ul>
<b>Reaction of school community member</b>	<ul style="list-style-type: none"> <li>• Resistance/oppositional behavior</li> <li>• Resentment towards controller</li> <li>• Feelings of powerlessness, dependency, and passivity</li> </ul>	<ul style="list-style-type: none"> <li>• Driven to be powerful, independent, and active</li> <li>• Committed to become an initiator</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Must</li> <li>• Should</li> <li>• Ought to</li> <li>• Need to</li> </ul>	<ul style="list-style-type: none"> <li>• Can</li> <li>• Could</li> <li>• Consider</li> <li>• Might</li> </ul>

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**FIGURE 9.2 APPLYING OPPOSING NARRATIVES TO SCHOOLWIDE PROBLEMS**

PROBLEM OF SCHOOLING	INSTITUTIONAL NARRATIVE (Authoritarian)	EDUCATIONAL NARRATIVE (Empowering)
<b>The problem of institutions</b>	The organizational structures and policies of a school should be designed to develop habits of punctuality, responsibility, and dependability.	The organizational structures and policies of a school should be designed to disrupt inequalities and create opportunities for social change and justice.
<b>The problem of pedagogy</b>	Teaching and learning are the accumulation of facts and skills learned through processes of practice and feedback.	Teaching and learning should be organized to cultivate active exploration in the service of real-world tasks.
<b>The problem of goals</b>	Our mission is to prepare students for success in the working world.	Our mission is the full development of the private and public self of each student.
<b>The problem of experience</b>	Teachers should provide students with the knowledge and skills they will need for mastery of disciplinary learning.	Teachers should build on the natural interests and capacities of students.

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