



Ideology, Discourse, and School Reform (Critical Studies in Education and Culture Series)

Zeus Leonardo

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Leonardo introduces an integrated theory of ideology that examines its necessary, negative, and positive functions. A three-dimensional theory highlights the concept of ideology during the reform process and links it to domination. Through an ideological critique of reform language, the book provides insights into domination and ways to counteract it.

The movement for educational change lacks a concerted engagement with ideology with respect to school reform. Ideology is a central, structuring concept in education, especially regarding the intractable problem of domination. Race, class, and gender inequalities have become dilemmas that plague many students' chances for academic success, let alone the good life. In addition to constructing ideology as a form of distortion, the book considers it as a necessary mechanism for teachers as they make meaning of their daily experiences as well as a positive force for teachers who combat relations of domination.

This work introduces an integrated theory of ideology that examines its necessary, negative, and positive functions. A three-dimensional theory highlights the concept of ideology during the reform process and links it to educational and social inequality. This work looks at the rhetoric of education reform and ways to counteract it so that the goal of educational equality will be possible for all.

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