Paradox

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Paradox

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Should education . . .

develop people or economies?
be standardized or individualized?
enhance individual potential or societal needs?
attend to the ends or the means?

Schooling’s missteps leverage . . .
economies over students.
standardization over individuation.
easily measurements over rich curricula, responsive pedagogy.
impositions on society over individual potential.

As if . . .

standards are equality,
pass rates teaching and test scores learning,
global ranking quality.

It’s easy to . . .

Choose one and ignoring another,
Seeking middle ground, an average, the median, or compromise,
Pushing both sides continuously in opposition to each other,
Destroying a part to make the other seemingly
The only option.

But if we could hold the questions . . .
in all their complexity and contradictions . . .

long enough to breathe,
supportive enough to walk,
persistent enough to notice
how each benefits
and when it harm

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1 This poem, Paradox, is in communication with the article, Paradox, protest, and wise communities: Responses to the common core state standards (Huckaby, 2014).
References