

Popkewitz, T.S., Tabachnick, B.R., Wehlage, G. (1982). *The myth of educational reform: A study of school responses to a program of change*. Madison, WI: The University of Wisconsin Press

The cultural patterns identified by the researchers in the IGE schools are illustrated in the Table 1 below. These patterns of technical, constructive, and illusory, are revealed in the artifacts of the school that represent the values and underlying meanings and assumptions (Popkewitz, Tabachnick, Wehlage, 1982, p.9) The work, knowledge and professionalism of the school are encouraged by existing institutional patterns and beliefs as well as the context of social conditions. “The three characteristics of schools direct attention to the social assumptions and values that underlie school practices, and provide a vantage point from which to consider the authority, legitimacy, and social control that are maintained in the day-to-day activities of schooling” (p.11). Beliefs, values and assumptions about work, knowledge, and authority give deep meaning to the school culture and strongly influence the patterns of behavior within the school culture.

In one of the so-called illusory schools, the artifacts of the IGE program were used politically “to relieve pressure from different groups within and outside education” (p.152). In a public relations effort aimed at legitimatizing the school, principals and faculty could point easily to the objectives and test scores of the IGE program as an example of information the public needed to know to justify what was going on in the school. Recordkeeping and curriculum organization were emphasized over implementation of instructional practice creating an illusion of form rather than substance.

The constructivist schools

The technical schools ...

Popkewitz Matrix of Technical, Constructivist, Illusory Schooling			
Category	Technical	Constructive	Illusory
<p>Style and patterns of work</p> <p>(IGE assumes that work is structured by IPM model and is a system of planned sequential activities involving testing, grouping, instructional materials, and testing again.)</p>	<ul style="list-style-type: none"> Technologies and procedures elevated to the status of values. Work is fragmented, isolated, and unrelated to truly purposeful activity. Characterized by repetition and routine. 	<ul style="list-style-type: none"> Children learn through active participation in school affairs. Variety of activities that emphasize interpersonal skills and strategies. Work includes plays, art, music, and group activities. Personal responsibility in instructional setting 	<ul style="list-style-type: none"> Instructional processes concern community pathology and docile student behavior. Illusion of productivity relieves pressure by producing an appearance of work. Self-discipline and hard work lead to substantial achievement.
<p>Nature and conceptions of knowledge</p> <p>(IGE assumes that knowledge may be formulated in advance of instruction by way of behavioral objectives that can be measured subsequently by performance criteria.)</p>	<ul style="list-style-type: none"> Excellence defined as looking busy (process) or by producing in quantity (outcomes). Knowledge is standardized reducing the curriculum to that which can be measured. 	<ul style="list-style-type: none"> Pedagogy stresses ways knowledge is created; principles are established. Emphasis on students' responsibilities, rights, and personal knowledge. Self-discovery and multiple ways of knowing are emphasized. Knowledge is seen as permeable and provisional. 	<ul style="list-style-type: none"> Definition of knowledge is tangential to formal curriculum. Formal curriculum secondary to developing a controlled, morally correct student.

<p>Ideology of professionalism: authority, legitimacy, and social control</p> <p>(IGE assumes that the role of the professional is to implement the instructional program as defined by IGE designers. Reform has taken place when the school staff manages instruction according to the practices prescribed by IGE.)</p>	<ul style="list-style-type: none"> • Poverty of professional dialogue. • Managerial nature of professional discourse limited the range of teachers' decision making. • Teachers have little or no professional autonomy over nature and character of work. • Teaching and learning is seen as correcting children's deficiencies and managing instructional program efficiently. 	<ul style="list-style-type: none"> • Teachers exercise control by appealing to students' interests and establishing norms of behavior. • Teachers' notion of competence related more to developmental theory than a fixed notion of achievement. • Activities guided by behavior for participation and expression, not external control. • Teacher and student relationship influenced by children's intellectual and social growth. 	<ul style="list-style-type: none"> • Teachers are concerned with an image of the school that projects what they want parents to think.
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Table 1: Popkewitz Matrix of Technical, Constructivist, Illusory Schooling