

**Popkewitz Matrix of Technical, Constructivist, Illusory Schooling**  
 Based on *The Myth of Educational Reform: A Study of School Responses to a Program of Change* by Thomas S. Popkewitz, B. Robert Tabachnick, Gray Wehlage, 1982

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

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<p><b>Ideology of professionalism: authority, legitimacy, and social control</b></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"> <li>• Poverty of professional dialogue.</li> <li>• Managerial nature of professional discourse limited the range of teachers' decision making.</li> <li>• Teachers have little or no professional autonomy over nature and character of work.</li> <li>• Teaching and learning is seen as correcting children's deficiencies and managing instructional program efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers exercise control by appealing to students' interests and establishing norms of behavior.</li> <li>• Teachers' notion of competence related more to developmental theory than a fixed notion of achievement.</li> <li>• Activities guided by behavior for participation and expression, not external control.</li> <li>• Teacher and student relationship influenced by children's intellectual and social growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are concerned with an image of the school that projects what they want parents to think.</li> </ul>
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