

School Culture-Lit Review

Female Teachers	Whistleblowing	Male Teachers	Teacher Union	Ethics
<p>Lortie (1969, 1975) believed teaching attracts individuals who accept the status quo and who identify with conventional values. In addition, the occupation attracts women who, because of personal-life factors (such as children and family) have only a limited interest in occupational affairs (Blasé, 1988, p. 127).</p>	<p>In this economically motivated modern age, when 'it doesn't pay' is sufficient reason for the abandonment of the best of causes, martyrs are almost extinct (Beale, 1938, p. 58 as cited by Blasé, 1988, p. 125).</p>	<p>Being a man proved to be an unexpected advantage in the struggle to get a job. (...) Although he felt a bit guilty about this <i>gender-bias</i>, Rob quickly learned to accept it as a feature of the school system that he simply could not change (Kelchtermans, Ballet, 2002, p. 758).</p>	<p>Although he was quite successful in his self-marketing, Rob soon learned that career development was more complex and involved issues of structural power games that were more difficult to deal with and often went beyond his control (Kelchtermans, Ballet, 2002, p. 760).</p>	<p>Types of political styles (interpersonal, managerial, political) and control strategies used by school officials are examined with regard to their impact on teachers. The politics of visibility, acquiescence (in teachers) favoritism, gossip, and nonverbal posturing (dress, facial expression) are also analyzed (Blasé, 1988, p. 126).</p>
	<p>Most teachers desire above all else a chance to earn a livelihood in peace. They will yield to almost anything rather than have a fight (Beale, 1938, p. 58 as cited by Blasé, 1988, p. 125).</p>	<p>Another gendered element in the struggle on the labour market, was turned by Rob into a proactive strategy to increase chances of getting a job. He called it the "spotting of pregnant female teachers" (Kelchtermans, Ballet, 2002, p. 758).</p>	<p>The local teacher union representative knew before...in that respect I think unions are important. Because the more you're in, the more you learn to know the games they (School Boards) play (Kelchtermans, Ballet, 2002, p. 761).</p>	<p>Beale discovered that teachers appeared, in all areas, to be 'severely repressed' by political pressures existing within their work environments (as cited by Blasé, 1988, p. 127).</p>

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	<p>Often they grumble among themselves and protest - not too loudly lest it be heard by somebody in authority. Most teachers are cowards (Beale, 1938, p. 58 as cited by Blasé, 1988, p. 125).</p>	<p>Another basic rule in Rob's marketing strategy was the development and maintenance of contacts with powerful gatekeepers (Kelchtermans, Ballet, 2002, p. 759).</p>		<p>"Praxis shock" refers to the confrontation with the realities and responsibilities of being a classroom teacher that puts their beliefs and ideas about teaching to the test, challenges some of them, confirms others (Kelchtermans, Ballet, 2000, p. 2).</p>
	<p>Among other things, Waller described the pervasive forms of control that communities tended to exert over teachers and argued that although many factors contributed to a conservative political orientation, the moral mission of the school vis-à-vis 'character development' of children and the demand that teachers should serve as exemplary role models</p>	<p>Discussions of gender and politics, for example, the male domination of opportunities for promotions, appointments, colleagueship, and decision making, are explored. The influence of external factors – licensing agencies, community values/expectations – on the authority/discretion of teachers is described (Blasé, 1988, p. 126).</p>		

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	were most fundamental (as cited by Blasé, 1988, p. 127).			
	Further analyses of these categories suggested that the teachers studied were relatively 'conservative' (passive) in responding to the use of power by others. Additional categories – time, demand, overload, isolation – which were initially implicit in the data, were identified (Blasé, 1988, p. 129).	He contacted the School Board and confronted them with his experiences and disappointment (...) Rob used proactive strategies (contacting stakeholders, using a direct and even demanding tone in his communications) and felt entitled to do so because others had failed to keep their promise (Kelchtermans, Ballet, 2002, p. 760).		
	A headteacher's expression of bitterness at this metamorphosis from educator to policeman demonstrates his entrapment in "the contradictions of the social world" (Bourdieu, 1998, 1); it is the expression of emotion provoked by his awareness of the	The school board did want to keep me, but because of the legally imposed priority system based on seniority they couldn't be sure...they wanted as many young male teachers as possible. All schools do nowadays (Kelchtermans, Ballet, 2002, p. 761).		

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	contradictions, as well as the mediation of them in his daily work, that constitutes an act of resistance (Fuller, 2019, p. 34-35).	“God this situation will only last for a week or two”...his lack of commitment at the school level was also motivated by strategic reflections. There would not be any gain for him from commitment to others (Kelchtermans, Ballet, 2002, p. 762).		