

Vulnerable and Marginalized Populations- Lit Review

Mental Health	Social Identity	Teachers	Age of Exposure	PTSD
<p>Child and adolescent mental health conditions such as anxiety, depression, and ADD are quite prevalent with rates that continue to rise. Among US 12-17 year olds, for instance, an estimated 3.4 million are receiving inpatient or outpatient treatment for a substance use or mental health problem (66 as cited by Silberholz, Brodie, Spector & Pattishall, 2017, p. 722).</p>	<p>When a stranger comes into our presence, then, first appearances are likely to enable us to anticipate his category and attributes, his ‘social identity’ – to use a term that is better than ‘social status’ because personal attributes such as ‘honesty’ are involved, as well as structural ones, like ‘occupation’ (Goffman, 1963, p. 11).</p>	<p>Further analysis of the meaning this vulnerability has for teachers revealed its moral and political roots. Vulnerability implies the feeling that one’s professional identity and moral integrity are questioned (Kelchtermans, 1996, p. abstract).</p>	<p>Individuals preserve audience segregation by following the rules of decorum of each social situation and by filtering the information about themselves available to each audience (Abril, Levin, Del Riego, 2012, p. 63-64).</p>	<p>This usage attempts to invert the concern that CCTVs undermine trust, but it may prove a double-edged sword if the pupils do not believe the principal (Perry-Hazan, Birnhack, 2018, abstract).</p>
<p>Despite increasing numbers of children with mental health concerns, access to services remains a challenge (Silberholz, Brodie, Spector & Pattishall, 2017, p. 722).</p>	<p>Typically, we do not become aware that we have made these demands or aware of what they are until an active question arises as to whether or not they will be fulfilled (Goffman, 1963, p. 11).</p>	<p>Teachers do not experience only positive feelings. Teaching also implies feelings of powerlessness, frustration, disappointment, disillusion, guilt and even anger and fear (Kelchtermans, 1996, p. 307).</p>	<p>The disclosure of information to unintended audiences discredits the construction of roles and identities within the group and causes “difficult problems in impression management” (Goffman, 1959 , p. 139 as cited by Abril, Levin, Del Riego, 2012, p. 64).</p>	<p>The focus here is on headteachers’ resistance of the neoliberal reforms they opposed (Fuller, 2019, abstract).</p>

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	<p>It is then that we are likely to realize that all along we had been making certain assumptions as to what the individual before us ought to be. Thus, the demands we make might better be called demands made ‘in effect’, and the character we impute to the individual might better be seen as an imputation made in potential retrospect- a characterization ‘in effect’, a virtual social identity (Goffman, 1963, p. 11).</p>	<p>In this article I will explore teachers’ feelings of vulnerability. This vulnerability refers to one way in which teachers experience their interactions with other actors in the school and the community. It thus encompasses not only emotions (feelings), but also cognitive processes (perception, interpretation) (Kelchtermans, 1996, p. 307).</p>	<p>The publication of school performance data is intended to enable school choice. It engenders competition between schools as a quasi-market and facilitates punitive accountability. Shifting measures of school effectiveness creates ontological insecurity making education professionals “unsure whether [they] are doing enough, doing the right thing, doing as much as others, or as well as others, constantly looking to improve, to be better, to be excellent” (Ball, 2003, p. 220 as cited by Fuller, 2019, p. 33).</p>	<p>By virtue of their long service, it might be assumed experienced headteacher/principals are largely compliant having successfully managed a school’s performance and secured its place in the market (Fuller, 2019, abstract).</p>
		<p>When I discussed this theme with teachers, they often expressed embarrassment, because they felt that it was as if they, as teachers, were seen as pitiful victims, looking for compassion. This is not the idea I</p>		<p>Detrimental effects include “institutional schizophrenia” (Blackmore, 2004, p. 454 as cited by Fuller, 2019, p. 32).</p>

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		want to present in this article, neither do I want to reinforce the negative image of teachers that has recently been promoted by certain media (Kelchtermans, 1996, p. 307-308).		The totalitarianism of dictated education policy, surveillance and punitive accountability destroys the soul (Ball, 2003, Ball & Olmedo, 2013, Gunter, 2014, Stevenson & Wood, 2013 as cited by Fuller, 2019, p. 32).
		However, vulnerability in teaching is real and profoundly affects teachers' job satisfaction and the quality of their professional performance (Kelchtermans, 1996, p. 307-308).		They include hidden acts such as silence (Niesche, 2013) disengagement (Shain & Gleeson, 1999) "foot dragging" or delay, false compliance, slander and flight (Scott, 1989, p. 34). These alternative forms are used when overt forms prove dangerous (Fuller, 2019, p. 34).
		While vulnerability is part of teaching, teachers manage it differently, and these differences have profound importance for teachers and their development, students		Discourses of risk and crisis have facilitated colonization by engendering fear and precarity to perpetuate the ontological insecurity associated with changing

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		and their learning, and teacher educators and their practice. Some teachers seek to make themselves invulnerable, immune to the possibility of failing, while others seem to enjoy risking self” (Bullough, 2005, p. 23).		constructions of what in education is, could and should be valued (Ball, 2003 as cited by Fuller, 2019, p. 32).
				Work-related posttraumatic stress disorder (PTSD) has received widespread attention among military personnel, first responders, and emergency health care workers, whose jobs put them at elevated risk for the condition (1,2 as cited by Hilton, Ham, Rodrigues, Kirsh, Chapovalov & Seto, 2020, p. 221).
				Exposure to critical events and number of chronic stressors were significant contributors to PTSD symptoms. Neither discipline nor

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				gender provided additional explanatory power (Hilton, Ham, Rodrigues, Kirsh, Chapovalov & Seto, 2020, p. 224).
				Our finding that chronic stressors contribute as much as critical events is a strength of our study (Hilton, Ham, Rodrigues, Kirsh, Chapovalov & Seto, 2020, p. 224).