Teaching in New Times

Week 10

Governance
Activity 1: Institutional architecture

- Examine the architectural plans of the institutional buildings in the slides below (the asylum, prison, school)
- What similarities do you notice?
- How do elements of disciplinary power--such as hierarchical observation, normalising judgement (utilising techniques of individuation and differentiation), and assessment--shape the very design of these spaces.
- Describe the sort of individuals these spaces seek to produce.
Newgate Prison

A. The Keeper's House
B. Lodges for the Turnkeys
C. Top Rooms
D. The Wardrobe under the Chapel
E. Closet
F. Stair Case
G. Cells for the Refractory
H. Passage to the Condemned Cells
I. Passage to the Sessions House
J. Ward
K. Relaxation Rooms for Turnkeys
L. Cellar Stairs
M. Cells under the Chapel
N. Passage on the Cellar Floor
Fig. 3.—First Floor.

A.—Teachers’ Entrance
B.—Boys’ Hall.
C.—Girls’ Hall.
D.—Boys’ Clothes-room.
E.—Girls’ Closets.
F.—Lecture Room.
G.—Library.
H.—Hall.
I.—Platform.
a. a.—Stairs.
b. b.—Wash-stands.
c. c. c.—Porches.
d. d.—Teachers’ Closets.
e.—Laboratory Stairs.
f.—Ventiducts.
g. g.—Seats.
h.—Iron Columns.
i.—Apparatus.
k.—Book Case.
Activity 2: What is governance? Discuss with examples

Governance: General Meaning

- The ‘conduct of conduct’
  - Of children by parents
  - Of citizens by political authorities
  - Any more or less calculated activity, undertaken by a multiplicity of authorities, employing a variety of techniques and forms of knowledge, that seeks to shape conduct by working through our desires and aspirations for definite but shifting ends (Dean, 2010)
Activity 3: Standards and governance

What do you think is the purpose of schooling today in Australia? (see next slide for hints)

Consult key documents (google these)

- Australian Professional Standards for Teachers
- The Melbourne Declaration
- The Department of Education QLD
- The Early Years Learning Framework
• Developing students into good citizens?
• Developing Australian values?
• Promoting students’ languages and literacies?
• Developing knowledge of Maths/Sciences?
• Creating students who are global citizens: environmentally aware and active?
• Preparing students for vocations (work/trades)?
• Preparation students for university (careers/professions)?
• Others?
Activity 4: Governance and stakeholders

Education has always been contested as different stakeholders have different views about education.

*Who are some of the key stakeholders in the Australian education landscape?*

- Whose voices are “loudest” & in what ways?
- Whose voices are ignored or marginalised?
- Who/what defines & governs key aspects of teachers’ work?
Activity 5: Governance and statistics

• Discuss the relationship between statistics and measurement, discipline and surveillance. Consider the My School website as an instrument of measurement and surveillance:
  • What statistics are gathered?
  • How, and by whom?
  • How do these become mechanisms for discipline and surveillance?
Activity 6: Governance and time

Watch this clip from the 1985 film Clockwise
https://www.youtube.com/watch?v=Znmt3v6Zgq0

• Consider the ways in which the organisation of time works as a disciplinary practice in schooling.
• How is time organised in schools? Has this changed? Are there better ways of organising time?
• Why does time need to be organised in the first place – or does it?
Activity 7: Governance and information collection

Identify and map the different institutions with which you engage or that you encounter over the period of a week (e.g. education institution, church, sporting club, community organisation, government department, bank, health service).

- What data are collected about you in these institutions?
- What are the different categories used?
- In what ways are these examples of discipline and surveillance?
- What do you think about these practices in relation to the formation of norms and maintaining social order?
- What would happen if these categories did not exist?
- What do you think should be done differently?
Activity 8: Processes of Observation & Normalisation

Explain with examples. Note these all overlap

• Individuation
• Locate in space and time

Differentiation

• Assess

Normalisation

• Intervene
Activity 9: Psychology as a mechanism of social control and governance

Decypher and discuss the following statement, with examples which either support or debate this statement

• One fruitful way of thinking about the mode of functioning of the psychological sciences ... might therefore be to understand them as techniques for the disciplining of human difference; individualising humans through classifying them, calibrating their capacities and conducts, inscribing and recording their attributes and deficiencies, managing and utilising their individuality and variability (Rose, 1988).