

AAEGT 12th National Gifted and Talented Conference Hobart

Session 10D 11th July 2008

Teachers' work and gifted education

Ingrid Galitis

Faculty of Arts and Education

ingridg@deakin.edu.au



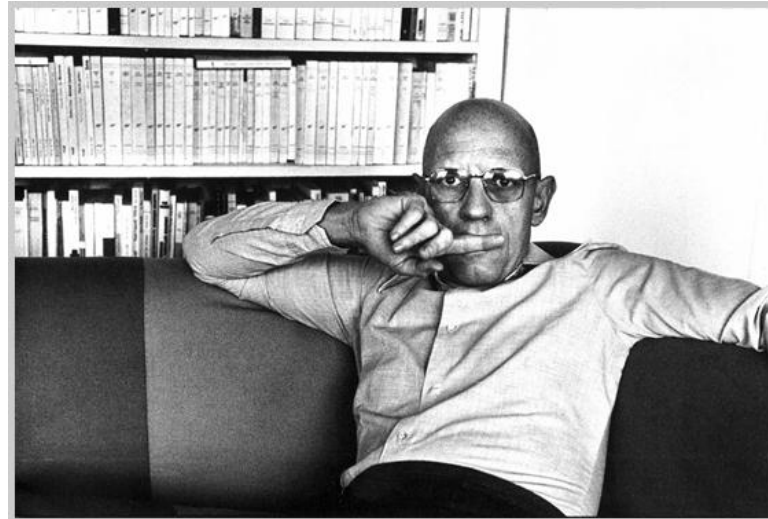
Case study

- > Melbourne primary school
- > Semi-structured interviews
- > Bright Futures



Michel Foucault 1926-1984

- > French
- > Philosopher
- > Historian
- > Author
- > Structuralist



Kennett Liberal Government

Schools of the Future:

- > Devolution of power
- > Regulation
- > CSF/OBE
- > LAP



Contradictions:

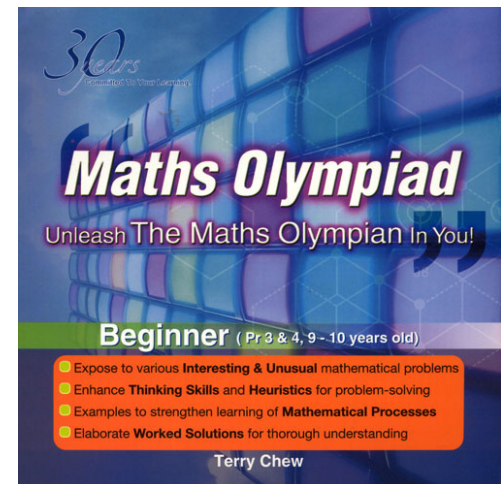
- > *OBE*
- > Régime of truth
- > Normalised work & PD
- > Non-differentiating curriculum
- > Explicit equity goals
- > *Bright Futures*
- > Identify gifted students
- > Support gifted students
- > Differentiating students
- > Broad-brush approach



DEAKIN

Curriculum v Activities

- > Activities
- > Programs
- > Enrichment
- > Extension



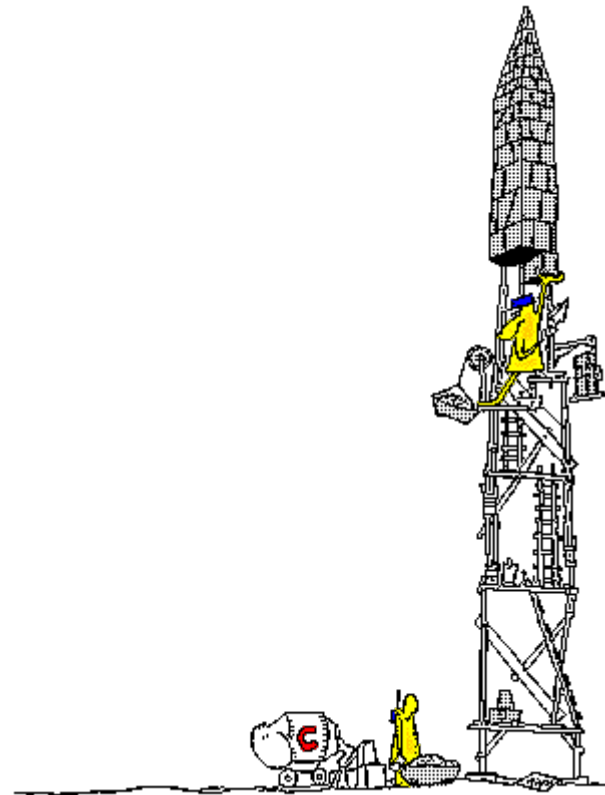
Bright Futures professional development

- > Micro-political
- > Policy directives
- > PD
- > Resistance?



Bright Futures professional development

- > Compelling
- > Top down
- > Difficult
- > Useful
- > Important



DEAKIN

Power

- > Fluid
- > Surveillance
- > Self-surveillance
- > Compliance?

1968 poster (Paris)



Four years after?

- > BFPD = good
- > Lack of clear policy guidelines
- > Change of government
- > New initiatives
- > C&O ↓ .5
- > Focus on gifted children positive



Conclusion

- > Foucaultian framework
- > Schools of the Future
- > Curriculum Standards Framework v Bright Futures
- > Régime of truth
- > Egalitarianism
- > Little impact



*Gifted students are in need of
unambiguous support*



ingridg@deakin.edu.au

