

Weasel Words Archives – Education and Training

'innovations architect' and 'pipeline effect'. [Heard in a recent meeting. Thanks to Kris.](#)

'This program is designed for specialist TAFE staff wanting to gain a greater understanding of the theories and practices relevant to personal and managerial competencies including individual learning styles, self management, integrating managerial competencies with development and facilitating a learning environment. Staff will gain a greater self awareness and receive useful tools to increase their effectiveness in both the workplace and their personal life.'

[TDC- Specialist Series: Improving your personal effectiveness](#)

[Blueprint Makes Victoria Education Revolution Ready.](#)

The Premier, John Brumby, today declared Victoria at the forefront of the education revolution, launching a bold, five-year education reform agenda designed to deliver excellence in schools...

"Our Government is committed to lifting up all schools to a standard of excellence...These reforms show that Victoria is leading the way nationally when it comes to education and that we are education revolution-ready ... we are now ready and willing as the first State to drive the implementation of that reform ... We have also announced a \$10 million Institute of Educational Leadership will be established to develop current and aspiring school leaders, because great leadership drives excellence in the classroom".' [Premier of Victoria's website](#)

'Macquarie University is building a world-class advancement operation.' [So naturally they have introduced an Office of Institutional Advancement. Thanks to Cathy.](#)

'...a number of leading international universities have been reconceptualising their Science, Technology, Engineering and Mathematics activities ...I wish to propose the disestablishment of the Faculty of Science and the Faculty of Information Technology and the establishment of a new Faculty of Science and Technology ... We also wish to reassure all staff of the University's ongoing commitment to job security.' [Professor Peter Coaldrake, Vice-Chancellor, Queensland University of Technology](#)

'I'm asking you today to consider partnering once more with your University to achieve ongoing transformations.' [In a letter from the University of Melbourne 'Advancement Office' to Charles who comments: 'Presumably this is a euphemistic way to ask for money.'](#)

[Quality Initiatives Grants 2007 - La Trobe University, Victoria](#)

In 2007 the University will continue the successful scheme of Quality Initiatives Grants. These grants assist groups to research/develop and/or implement a quality improvement initiative. Projects may be initiated from any organisational unit within the University...

Quality Initiative Grants support the development, pilot or introductory phase of an activity and proposals are assessed in terms of the following criteria:



- . the feasibility of what is proposed, including the appropriateness of the plan, timescale and resources applied to the project
- . demonstration of a clear link between the funding proposals and the Quality Improvement Plans of the Organisational unit as a whole .'

'We are driving towards developing key statements leading towards the improved visualisation of our school...We want the image we create to be representative of our key statements. It is part of getting our symbolisation into the community.'
[Acting principal of a public school in Dee Why, Sydney. Manly Daily. Thanks to Rob Towns](#)

'Janine's learnings from this experience, which were:
3.2 To seek conceptual frameworks – literature and explicated concepts can help to get a 'helicopter' perspective. This, she gained through her readings, reflections and discussions with her researcher/sounding board.
Janine's strategy to model relationship-based leadership and reflective practice was a profound statement of her leadership intentions for the District. If this strategy is successful – even marginally – it will bring a positive change in organisation culture in the District.
Janine was in a Women in Leadership course with the Western Australian Department of Education.' [Thanks to Charlie Myres who found this rubbish quoted on the PLATO \(People Lobbying Against Teachers Outcomes\) WA website forum.](#)

'The paper describes proposed cross-sectoral actions that draw on existing linkages and foster new linkages between schools and early childhood services. A list of possible indicators, which span from birth to adulthood, have been outlined to help focus our efforts and for measuring progress against the actions as described in the three Blueprint volumes.' [From the Blueprint for Early Childhood Development and School Reform discussion papers, Victorian Education Department.](#)

'The Knowledge Tree: an e-Journal of Learning Innovation is a leading journal of e-learning. It was originally an e-journal in flexible learning produced through the Flexible Learning Leaders Project of the Framework ... Publication of two further editions of The Knowledge Tree in 2008 under the 'umbrella' of the Access to E-learning Knowledge and Know-how Business Activity will provide opportunities for VET professionals to publish articles of an academic quality ... As the organisation producing and publishing the content of The Knowledge Tree , you will be required to: Provide strategic thinking for continuous improvement... Research widely in the area of innovative and embedding practices of e-learning in the VET system and across educational sectors ... Network, liaise and collaborate with stakeholders ... Use The Knowledge Tree to 'capture' and extend knowledge shared in online networks, CoPs and forums and f2f activities focused on e-learning.' [EOI \(expression of interest\) from the Australian Flexible Learning Framework](#)

Schools enacting Rich Tasks and the QCAR Framework Schools enacting Rich Tasks are well placed to implement the QCAR Framework. The 5 main deliverables of QCAR have, in a sense, already arrived in Rich Task schools:

Essential Learnings



Assessment bank

Standards-based assessment

Common assessment tasks

Reports.

The Rich Task to Essential Learnings Mapper (Version 2) A computer-based tool for mapping the alignment of Rich Tasks and the draft Essential Learnings. The mapper was developed as a pragmatic response to the need for teachers to demonstrate how their enactments of the Rich Tasks, Blueprint tasks or school-developed tasks satisfy systemic requirements under the QCAR framework.

[Queensland Department of Education, Training and the Arts Thanks to Kerry Harding](#)

'Functional and Traditional Grammar:

The QSA Grammar Scope and Sequence that accompanies the English Essentials and Standards is underpinned by a functional model of language, but foregrounds traditional grammar terminology.

Education Queensland's literacy professional development draws on both functional and traditional grammar. However, the functional grammar is foregrounded because it assists teachers to develop a shared language about how to improve students' reading and writing.

In addition, Education Queensland's literacy training considers the role of grammar in identifying the different language patterns in all KLAs not just in English. Both functional and traditional grammar need to be explicitly taught. Neither is more important than the other; each fulfils a different but complementary purpose.'

[QCARupdate newsletter March 2008, a publication of the Queensland Department of Education, Training and the Arts, sent to principals and teachers with the purposes of 'consistency, continuity, comparability and creating space for deeper learning'](#)

[Thanks to Ralph Walker who says: ' I don't know which model of English this was written in, but it fails in being neither functional nor traditional. No fewer than five apparently unembarrassed signatories were attached to this missive, with email addresses and phone numbers for further information. I suppose it takes that many to explain what it means.'](#)

'I set students challenging tasks that I knew they would be able to achieve with guidance, assistance and appropriate scaffolding.'

'These IEPs are structured using conspicuous strategies and mediated scaffolding to ensure learning strategies are developed, understood and retained, as well as the achievement of the learning outcomes.' [From teachers' application for promotions. Thanks to Lloyd](#)

'This edition of Research eLert explores the concept of 'value-added ' measures as a means of measuring how schools are progressing in improving student learning outcomes ... These international models demonstrate how value-added measures can be used as a tool for school improvement....'



[From the Project Officer, Research Branch, Education Policy and Research Division, Office for Education Policy and Innovation, Department of Education and Early Childhood Development Victoria. Thanks Mark.](#)

'This unit introduces students to the field of Communication Studies by examining a series of topical debates that exemplify key intellectual and methodological themes that animate communications research...'

[From the University of Western Australia handbook . Thanks to Mike Robertson.](#)

'Student priorities are issues arising from the contributing feedback processes and are generally underlying causal issues being different from specific issues identified and addressed within the contributing feedback process.'

[University Student Priorities Policy and Process, Edith Cowan University. Thanks to anonymous.](#)

'Discussion was held on the draft Middleware and Action Plan Strategy Roadmap that had been recently released for comment. Outcomes from the discussion were:

... Emphasis appears to be lacking on the value-add of Teaching and Learning collaboration as by-product ...'

[West Australian Regional Network Organisation \(WA RNO\) \(they manage the 'electronic communications network established to connect the WA based Universities, CSRIO and IVEC for inter-institution communication and shared connection'.\) Thanks to Paul Falconer.](#)

[Gordon Institute of TAFE in Geelong does it again:](#)

'The Institute Board held a successful workshop with the Executive Team last week. The main item discussed was the long term planning on the Institute's physical footprint.'

'This training has been designed to facilitate the smooth implementation of the six strategic change projects the Institute is currently developing. These change projects are strategically important in moving the organisation forward and it is vital that they are implemented in an effective and non threatening way. To remind you these projects will be defined under the following headings;

- Silos
- Communication
- Role Clarity
- Optimal Systems and Processes
- Business Case Methodology
- Demand Driven Education and Training'

[From two emails to staff from the acting CEO. Sent in by an anonymous contributor who says ' I especially admire the use of the word 'Clarity' because little here is clear to me'.](#)

'Suppose you are an intellectual impostor with nothing to say, but with strong ambitions to succeed in academic life, collect a coterie of reverent disciples and have students around the world anoint your pages with respectful yellow highlighter. What kind of literary style would you cultivate? Not a lucid one, surely, for clarity would expose your lack of content.'

[Richard Dawkins: 'Postmodernism Disrobed'](#)

[A project recently approved by the Australian Research Council:](#)

'This philosophical project can contribute directly by investigating paradigm cases of successful groupings of individuals around specific clusters of related problems. It aims at exploring the nature of such structures and conditions that



determine the emergence and flourishing of conceptual creativity. Understanding the nexus between creativity, innovation and these groupings is of central importance to the promotion and maintenance of modern societies. It is central to the dynamics of societal processes and enhances creative responses in the realm of e. g. conflict solving.'

'In 2005, Premier Morris Iemma was dismayed by the report card his young daughter brought home which was full of incomprehensible weasel words.'
[26 July, Editorial, *The Australian*. Thanks to Charlie Myres who says that in WA it is clearly an overbank of weasel!](#)

THE KEY WORDS ARE "engaging", "contextualised" and "inclusive" curriculum. PLEASE REFER TO THE FOLLOWING WEBSITE FOR THE 16 GUIDELINES :www.guidelinesonlearning.unsw.edu.au/overview.cfm] [For example, "we expect to engage students in learning through structured hands-on activities, encourage independent computer-assisted work, and provide meaningful and timely feedback.] [University of NSW's template for course guides](#)

Curtin Universtiy of Technology's new home page will 'encompass the following':
Enhanced navigational gateways that are user-centric and demonstrate a stronger commitment to the primary user groups,
A major visual overhaul to the homepage that is more contemporary and reflects best practice in web design,
More screen real estate for promotional material, events and items (news stories, events, campaign related activities),
Improved brand enhancement and integration with campaigns.
[Rick Barrett, Director, Business Development, Print & Digital Media, Corporate Communications](#)

'Eastern Washington University's (Cheney, WA) University Relations Department requested \$30,000 to "Evolve the the University Relations organizational structure.'

[I was asked to comment on this request and sent a note to the University's Vice-President of Business and Finance that, "As a matter of principle, I reject any financial proposal requesting \\$30,000 to Evolve University Relations organizational structure."](#)
[Sincerely, Tom McArthur.](#)

'The Knowledge Management (KM) Steering Committee which was formed to provide support for the direction of Knowledge Management in the Institute, has sponsored several small projects designed to progress the Knowledge Management strategy of the Institute ... This initiative aligns with our new Institute Strategic Plan and will assist in the development of the Gordon's capability as an educational leader in the region ... As the climate of educational delivery changes, we need to be more responsive to opportunities and develop our capacity to change and be at the forefront of training and education in our region. Knowledge Management is a key strategy in achieving this result.'
[Grant Sutherland Chief Executive Officer Gordon Institute of TAFE \(thanks to anonymous\)](#)

Sydnovate - The commercial arm of the University of Sydney.
A conflation of Sydney, Innovate and Ova.
[From Tom Goodfellow who says 'Ugly, meaningless and confusing. Well done!'](#)



'Ongoing parallel qualitative work indicates that explicit consideration of personal values attached to potential outcomes challenges women's perceptions of the optimal decision and this may influence their resolve to achieve a vaginal birth.' [University of Bristol](#). Thanks [Stuart Prescott](#)

'...Visual Arts, Craft, Design and Visual Communication, with the words 'visual education' used as an all-embracing term.'
National Review of Education in Visual Arts, Craft, Design and Visual Communication. Thanks to Charlie Myres who suggests:
'It should read: Pictures, craft, design and expression have now been mutilated by a ghastly weasel expression called visual education. Weasel worders! I spit on their vocabulary!' [Thanks Charlie](#)

'Is it possible to evaluate dynamic, complex, unpredictable, multifaceted, emergent processes where there is a shift from highly structured and linear professional learning and development to embedding enablers that support confident, capable, connected, curious and committed learners?
[NSW Department of Education and Training \(thanks to Jeremy Gilling](#)

'Narre Warren South P-12 College aims to create an Ongoing Learning Community which cares, stimulates and ensures opportunities for equality and growth by responding to individual needs, whilst sharing collective responsibility for building and sustaining an optimum Learning and Teaching environment.'
[Thanks to Michael Clarebrough](#)

'The core business of the School of Arts is to service the Communication and Creative Industries that are central to the Gold Coast economy. ...Staff also have expertise and interests in using new media to find digital solutions for creating and engaging communities in a professional context.'
Griffith University (thanks to Helen Pringle)' Over 2000 users from "early adopter" areas have already been migrated, with many expressing high levels of satisfaction with their newly gained functionality.' [Melbourne University Staff News March 2007 \(Thanks to Vicky\)](#)

'There are many Domain area specific initiatives... All policies have an operational aspect... Domain Leaders were asked to develop and implement strategies to lift student performance at all levels (one target being) The Managed Individual Pathways Program.' [From the Principal's Report, published in the Dandenong High School Awards Night programme, December 2006. Thanks to Louisa John-Krol](#)

'This is part of the development of an audience-centred information architecture ... The information architecture itself was the result of extensive consultation with stakeholders...'
[Deputy Vice Chancellor \(Academic\), University of New England, on their new Home Page \(thanks to Paul Ashley\)](#)

'Review and assessment of existing capacity has been under review and consideration by executive management of Curtin over the course of the year as it became increasingly evident that Curtin needed to address critical strategic imperatives and positioning within the changed, dynamic higher education environment and government climate.'
[Prof Gregory Craven, A/Deputy Vice-Chancellor, Curtin University of Technology](#)



'In these forms of governmentality through enclosure, bureaucratic barriers, legal exclusions and registrations, we perceive the modern idea of enclavement as an essential political strategy for domestic and international regulation.'
From '[The Enclave Society: towards a sociology of immobility](#)', a public lecture at Murdoch University (thanks to Elisabeth)

'I set apart, subject to the following specifications, the areas on the sites of the University at St Lucia, Herston, Turbot Street, and Ipswich, represented by the parts of the plans to which this document is attached and signed by me "the plan", which have been coloured or distinguished as parking places and loading zones for vehicles, provided always that the plan shall be read and construed bearing in mind that an area coloured or distinguished can only be an approximation of the actual area set apart for the purpose, and in any case of doubt, the actual area set apart for the relevant purpose for which it has been set apart shall be ascertained by reference to appropriate signs or markings placed, erected or marked on or near that area of the particular site.'
[Queensland University Vice Chancellor explaining the new parking guide.](#)

Academics at a recent meeting were hoping to 'trimesterize' the curriculum.
[Thanks to Miranda who says: 'I suppose it's already been semesterized and it's many years now since it was termed - though come to think of it, that was the original trimesterization!!'](#)

Teaching your 11 year old English in 2006

'Students read, view, discuss, analyse and respond critically to imaginative, informative and persuasive texts in a range of media text types. These include contemporary, classical and popular texts, documentaries, reviews and texts in the workplace. They use literal, inferential and evaluative comprehension to identify multiple perspectives. They explain the ways that texts could change if set in different sociocultural contexts. They identify the differences between media text types and infer by whom and for whom texts were written. They identify the significance of symbols that have specific cultural or chronological meaning within texts. They compare and contrast the typical features or conventions of different media text types, including the use of imagery, stereotyping and symbolism.'
[One of twelve paragraphs in an email to help clarify what should be taught in Victorian year 7 English, taken from Victoria's new VELS \(Victorian Essential Learning Standards\). We suspect that the authors would say that this is the pedagogical theory that underlies the practice and is necessarily technical. What always seem to go missing though is a concrete example of the practice. \[thanks to Steve\]](#)

'... strategies aimed at alleviating dysfunctional conflict outcomes.'
[Western Australian Education Department. From Charlie Myres who thinks it means 'reducing arguments.](#)

'To ensure each student gets their allocated study time from the date of their initial enrolment, all new enrolments are automatically rolled over in the first year to expire on the 15 November in the next calendar year.'



Course details from the NSW TAFE's 'Plain English Writing at Work'. Thanks to Virginia who notes that they also have a correspondence unit on 'Interpersonal Skills'.

'We define reading as critical social practice ... It is through this carefully planned and strategic scaffolding that teachers support students with developing control over a range of reading practices that enable them to engage with text as effective readers for the 21st century.'

[Victorian State Council of Australian Literacy Educators Association refusing permission to invite teachers to try out a free 30-minute cartoon-graphics DVD spelling program: Ozreadandspell \(thanks to anonymous\)](#)

'Neither the provision of contraception nor the exhortation to preserve chastity serves adolescents' need to integrate their now-present biological capacity to procreate into their operational self-concepts.'

'Know how to use the curriculum to facilitate cognitive and experiential learning as logical stimuli to surface the values involved.'

[From the newsletter of the Australian Family Association in an article entitled 'STAR Program offers abstinence centred sexuality teaching for teens'. \(thanks to Jane\).](#)

'Because a student has ownership, they are far more engaged in the learning - it connects with prior knowledge and learning can be deeper.' [A primary school principal in Western Australia \(thanks to Charlie Myers\).](#)

'EASIFYING THE TEXT: This practical computer-based workshop will give you knowledge of a core academic vocabulary that will assist you in decisions regarding: text selection...' [Victoria University, Melbourne](#)

'FORWARD THINKING- Ideas for teaching in the global village'.
[Front cover of the 'Australian Educator' magazine, Winter 2006 \(thanks Charlie\)](#)

'The AHRC has announced the decision to end its support for resource enhancement through the discrete responsive-mode scheme, but to continue to support the enhancement of research resources alongside a process of research within the Research Grants scheme, and to establish a scheme in strategic mode through a series of communication activities with the community.'

[The Arts and Humanities Research Council \(AHRC\) Strategic Resource Enhancement Programme in the UK \(thanks to anonymous\)](#)

'Andamooka has been assured of an education service ...'

[Education spokesperson, Stateline report \(South Australia\) ABC-TV, 7 July, talking about Andamooka Primary School and the possibility that the school might not be rebuilt, following four fires in ten weeks at the school earlier this year. \(Thanks to Jill Knight who succinctly says 'Tripe'.\)](#)

'As part of the end of year processing, all classes need to be statisticalised by Friday 9th December. I appreciate that some programs may still have classes timetabled beyond this date but if most of the resulting can be completed before the deadline then any remaining classes can be processed without delay.'

[From a TAFE South Australia client newsletter \(thanks anonymous\)](#)



'Children in our programs participate in a wide variety of activities as well as a flexible daily routine and planned transition times which are developed to ensure that every part of the day is a "teachable moment in time".'
[ABC Learning Centres who teach 4-5 year old children to develop both long and short term goals.](#)

'Investigate how language has been used to construct representations of the artefacts and iconography of a particular culture in a range of texts, considering to what extent the texts are constructed in socially valued modes, and the ways they employ representations to reflect, reinforce or challenge dominant ideologies in terms of what social groups are included or excluded from a sense of community. Present your findings in a PowerPoint, with accompanying written text.'
[Sample Investigation Task for English from the WA Curriculum Council \(thanks Charlie\)](#)

'Our staff and students will be: entrepreneurial in their endeavours -generating innovative ideas ... which will deliver a Swinburne by 2015 ... that is engaged with industry and community underpinned by a commitment to a sustainable Swinburne.'
[Swinburne University of Technology, Statement of Direction 2015 - Building a sustainable future.](#)

'...the challenges and worries will turn to excitement ... Design and Technology will be reborn - evolve as a forward thinking vibrant learning subject (sic).'
[President of the Design & Technology Teachers' Association's magazine; Edition 1, 2006. Thanks to anonymous who tells us 'This is the President's response to the growing concern amongst WA teachers, who can make no sense of the weasel words in the new curriculum documents.'](#)

'The purpose is to equip us better to achieve the 'ambition inspired by achievement' which underpins our new strategic plan It is now imperative that we define the pathways, the priorities and the performance indicators that will make a reality ... This position is intended to optimise the feedback loop in which energy and initiative at the 'cutting edge' is encouraged and also shapes and is influenced by corporate strategies.'
[University of Sydney's new organisational structure. Thanks to Maryanne Large](#)

'A further important element of the Growing Esteem strategy is knowledge transfer - the third strand of Growing Esteem's 'triple helix' ... This year we will work to embed knowledge transfer into the core work of the University...'
['Melbourne Update', The University of Melbourne](#)

'At the Queensland University of Technology – the 'Master of Education' course has become the 'Master of Learning Innovation'. [Thanks to Allan Turton who says: 'I'm unsure as to whether this means that one becomes a master of the nebulous discipline "learning innovation" or that one would become a master of learning how to be innovative \(but not actually being innovative\).'](#)

'What is TNE? Transnational education or TNE now appears to be the term preferred over "offshore". The term is used internationally, and in recent Australian Government documents such as the Brendan Nelson report "A national quality strategy for Australian transnational education and training: a discussion paper'
[From a university memo April 2005 \(thanks to Nick\)](#)



James Cook University's staff magazine, *On Campus*, ran a weasel words competition. Three entries won copies of the Weasel Words Diary, including this one:

James Cook University commits itself to:

- establishing consistency between stated objectives and the content, teaching interactions and assessment tasks of all
- subjects. As part of this commitment, students
- will receive adequate and prompt feedback on their assessed work so that with support from teaching staff they can adjust their learning practices to achieve the stated objectives

'Our Strategic Pillars

In attempting to formulate solutions to address our strategic issues, we needed to create a focus for our activities whilst maintaining core activities. This was accomplished through the creation of Pillars. Pillars, in the CQU context, are those areas where we need to concentrate in order to adequately and appropriately respond to our identified strategic issues.'

[Central Queensland University Strategic Plan \(Thanks to 'maladjusted'\)](#)

The co-curricular activities are designed ... To allow the girls to take their place as global citizens ... the building program places its learning environment at the forefront of educational design.'

[Ruyton Girls' School \(thanks to Ruth Shnookal\)](#)

'By the 1940's changes in the application and conditions associated with grazing homestead, grazing farm and agricultural selection tenures promoted the evolution of agrarian closer settlement into what might best be described as a species of agro-pastoral closer settlement based upon broad-acre mixed grazing and cultivation.'

[From an essay in the book Struggle Country - The Rural Ideal in Twentieth Century Australia \(Monash University Press\). Thanks to Ben who says:](#)

['Whew! I admit taking this sentence out of its context but ... I really struggled ... after reading it two or three times - and with the help of what follows I think I know what the writer means but I'm sure it could have been written in a more reader-friendly way. '](#)

'...As we enter into 2006 I am confident that a number of developments of a strategic sort will begin to drive the School's agenda in the short to medium term....

On the research front, five emerging teams of researchers suggest that the School has intrinsic nodes of research strength worth developing further....The School finds itself thrust into a "force-field" that gives great weight to research teams more than ever....

On the teaching front, matters will be stretched to the limit.... I hope that all staff can see the writing on the wall, namely, that we will all have to get used to teaching more. Also, disciplines will want to reassess whether conducting tutorials for advanced courses is really "best practice."...

When it comes to service, [sic - administration] we all expect it, don't we? However it's important to ask not what your School can do for you, but what you can do for your School. During 2006 I shall be asking Discipline Convenors to meet regularly with me and the School Manager each fortnight throughout the year....That means more meetings, but this is not necessarily a bad thing.



Lines of communication in the School need serious attention, especially as we tool up for the coming of the government's RQF regime in 2007. All members of the School will be encouraged to use the electronic UQ Calendar to foster increased communication....

'Morale boosting' open letter from the Head of the School of History, Philosophy, Religion and Classics, at the University of Queensland, following a 'change management' restructure that resulted in the 'voluntary separation' of five and a half members of staff. Submitted anonymously.

Michael Stove tells us, 'My son starts Kindergarten next year. He won't be taught any subjects. He will engage in key learning activities. What hope is there?

'The methodology promotes effective management and governance of projects by constantly reviewing the business case with stakeholders at key decision points in the project lifecycle. It provides a transparent framework for communication about project progress, processes, issues, and risks ... a strong focus on business benefits and provides a standard method to clearly define project outcomes or products ...' Macquarie University, (thanks to Nigel Armfield)

In the 18th November, 2005 issue of the North Shore Times, a reporter refers to a school's handball court as a covered outdoor learning area'. (thanks to Tom Price)

Following a recent restructure in a community-based NGO, the Library has become a Learning Centre and the librarian is a Knowledge Coordinator. (anonymous)

'Not a teacher but knowledge navigator' (from A.F. Hilton)

'In a context of greater devolution of responsibilities to schools within a market driven framework, this culture of performativity has worked to narrowly define success and achievement in schools to the measurement of specific academic outcomes against standardised accountability frameworks. ... [performativity is] The neo-liberal tenets, underpinning these regimes of efficiency and supporting a broad decline in social policy, are understood as spawning a culture of performativity within the sphere of education.' Dr Amanda Keddie Journal of the Australian Curriculum Studies Association, in an article by of the University of Queensland, September 2005 (thanks to Monty Stephens)

'Performative process of translation ... Transcultural cross coding ... Ephemeral space of the emotional ... Empathic space subsystems ... Sedimentation of a notion ... Landscape of deficit.' From the Drawing Symposium at Monash, Caulfield campus 1/10/05 (thanks to Linda Robertson who says 'Maybe art jargon could be called Easel Words.')

'Unit standard: a nationally registered, coherent set of learning outcomes and associated performance criteria, together with technical and management information that supports delivery and assessment.' From the New Zealand Qualifications Authority (thanks to Ingrid Hood)

'Traditional department and discipline based approaches are being supplemented by multi-disciplinary, problem-based approaches, supported by a



wider mix of contributors inside and outside institutions, often referred to as 'mode 2' knowledge production.

Michael Gibbons (1997) describes the emergence of 'mode 2' knowledge production as follows: "In mode 1 problems are set and solved in a context governed by the, largely academic, interests of a specific community. By contrast, mode 2 knowledge is worked out in a context of application...it includes a wider, more temporary and heterogeneous set of practitioners, collaborating on a problem defined in a specific and localised context...in mode 1...problems are defined largely in terms of criteria which reflect the intellectual interests and preoccupations of the discipline and its gatekeepers. In mode 2... the context of application... incorporates a diverse range of intellectual interests as well as other social, economic or political ones... research in many important areas is cutting loose from the disciplinary structures... research centers, institutes and 'think tanks' are multiplying at the periphery of universities...some of the best academics have tunneled out of their institutions and have joined problem configurations of various kinds..." [From Growing Esteem: Choices for the University of Melbourne \(thanks to Helen Pringle\).](#)

'Council noted that over the past seven years Melbourne University Private has developed a range of innovative, client-focused education programs and client responsive processes and infrastructure which previously the public university would have been constrained from delivering. '

[From a meeting on 6 June 2005 of the University of Melbourne Council discussing the merging of Melbourne University Private's \(MUP\) academic and business operations with the University of Melbourne. The meeting resolved that:](#)

' the private university's business activities have significant value to offer the public university but could add more benefit if directly aligned with the public university's strategies.'

[\(thanks to Jane Edwards\)](#)

'I hope you find your school to be a safe, caring, Catholic learning environment ... It is our aim to provide the best possible learning and faith environment for your children....Get to know your child's teacher and form a partnership ... We look forward to working with you to achieve educational excellence.'

[Superintendent, Dufferin-Peel Catholic District School Board, Mississauga, Ontario. \(Thanks to parent David L. Denomme who's also concerned that Nick, the Superintendent, is 'committed to our student's success.'\)](#)

'Concept map: One of the tools teachers and students use to organise and represent knowledge. They illustrate concepts and the relationships between them. The links are indicated by words that specify the relationship between two or more concepts. Concept maps provide a process for students to build their understanding by progressively adding information and increasing the complexity of the links. They can be used for formative and summative assessment ' [In the Jargon Buster from the Tasmanian education department](#)

'All lecturer and tutors at Australian International University are SSP's. SSP stands for "Subcontracted Service Provider." The utilisation of SSP teachers keeps costs as low as possible for us. We can then pass on these cost savings to you, our valued clients.' [The Australian International University](#)



'Resiliency inoculates against these problems and increases positive life functioning.' [Narrogin Education Office News](#) (WA), edition 8, 22 Aug 05. Our anonymous contributor translates this as 'Talking to kids with problems can help them regain their confidence.'

'An introduction to body mapping: enhancing musical performance through somatic pedagogy and its practical application for musicians and music teachers.' [Advertisement for a workshop at the Queensland Conservatorium](#). (Thanks to Courtenay Rule)

'Any communication strategy needs to be multi-layered and very flexible and dynamic.'

[From Report of the Ministerial Task Force on Issues Surrounding Proposed Changes to Post-Compulsory Education, July 2005](#). From an anonymous contributor who says 'This report in WA was in response to community concerns, especially of teachers, who can't understand the weasel words in Curriculum Council publications [and shows] how well they have grasped the problem.)

We are committed to a systematic and visible focus on continual improvement across the University ... We believe the nexus between teaching and research enriches the learning experience of all our students ... We value our tradition of scholarship blended with practical application through continual encouragement of sustained innovation in all we do.' [University of New South Wales Strategic Plan 2005, which is not time-limited](#).

'It will take a specific angle on the effects of institutional policies on individuals and be based on a range of texts that communicate various attitudes and beliefs about such effects.

It will explore the questions of what these attitudes and beliefs are and how the texts communicate ideas about institutions and their beliefs on individuals.' [HSC English assessment task, Write a Feature Article, New South Wales](#) (thanks to Fred Dagg)

'An information factory, supported by a data warehouse would provide the longitudinal information needed for improving education in Arizona.' [Arizona Educational Technology Plan Adding the Sixth "C" to the Economic Picture 2002 - 2007](#) (Thanks to Chris Simmons)

'Facilities and Services ... have been working with cleaning staff to discuss ongoing service provision and how it may be managed into the future ... From an end-user perspective, initially, there should be little change in the service. Moving forward Facilities and Services will be developing a more user focussed and performance-driven cleaning regime across the campus. [Monash University's ' New Cleaning Structure'](#).'

'Title: Re-conceptualising the Creative Industries: The horizontalisation of the Film and TV industry in Sydney.

Abstract:

There is a plethora of literature on the creative industries and their situation in the economic-cultural nexus, as well as their global and local processes. Much of this work however, in situating the creative industries in the fulcrum of these meta-narratives serves to deny the multiplicity of connections that the creative



industries embroil. Viewing these creative industries as a Deleuzo-Guttarian 'Body Without Organs' demands us to move away from the constraints of a 'top-down', metaphysical approach that has been built on the preconceived falsities of 'culture', 'economics', 'global' and 'local', and allow us to conceptually and empirically study the 'realational' connections that formulate the networks of the creative industries. Using an Actor-Network Theory approach, data was collected from the film and TV production industry of Sydney to show that if we 'horizontalise' our conceptualisation of the creative industries we find that there is a multiplicity of topologies which simply cannot be restricted, constrained or limited to the preconceived meta-narratives of conventional creative industries research.' [University of Technology Sydney](#)

'The reporter stated that, with the introduction of the Prep year into Queensland State Schools in 2006, during this year primary school teachers would be upskilled'. [ABC radio news \[thanks to Karen Garson\]](#)

'Our Vision: Being cognizant of the rapid globalisation of the world economy and industry practice in general and committed to maintaining its position as a globally recognised 'Best Practice institution' in the delivery of internationalised curriculum, RMIT envisions through activities of [RIIERP](#) an Industry Teaching and Learning integrated program with strong international flavour to enable its students to acquire graduate attributes, which make them globally employable.' [RMIT International \[thanks to Nicole\]](#)

'The aims of the subject are to explain and critique a range of contemporary theoretical perspectives on adult communication management and team culture in order to enhance educators' analysis of the role of teams in specific organisations to achieve high performance and for learning collaboratively in organisational settings.' [Adult Communication Management and Team Work course, University of Technology, Sydney \[thanks to Michael Robertson\]](#)

'Colleagues: As you are aware NSI is reviewing its Business Lines to improve the performance and sustainability of the Institute by strengthening the value adding connection between and across the customer service points. During the course of this project, roles and responsibilities of Business Lines will be clarified and the dimensions of Business Lines will be revisited. An operating model will be developed to enable NSI to achieve planned outcomes through the development of products and services, marketing and selling of products and services, and the customer relations and delivery of products and services. Efforts will be clustered to match the defined customer profile groups and to capitalise on the changing market environment and emerging opportunities.' [Northern Sydney Institute of TAFE Director \[anonymous\]](#)

'Indigenous texts, which convene a non-indigenous audience (in addition to indigenous audiences), perform crucial work in brokering new configurations of intersubjectivity. 'From 'Reading Indigenous Australian Texts', on the Project Altitude website. The Project
' is committed to the ideal of democratising knowledges, concerned with enabling and provoking vibrant and exploratory textual conversations amongst new and emerging critical and scholarly writing.' [\[Thanks to Rod Hagen\]](#)



'Explain in 1500 words how a conceptual understanding of the Internet as a nexus of communication and information produces active and advanced users.'
[From Shona Parker: 'Does ANYONE know what a conceptual understanding is?!!'](#)

'Generalist university administrator and a specialist information disseminator.'
The skills of a public relations officer employed at a university. [From Ian & Monica Lowe: 'I was rude enough to suggest that this meant he could read and write and had the telephone number of the local paper.'](#)

How do these texts construct a phatic relationship between addresser and addressee, and what discourses and ideologies govern that construction?' Essay question in 'Introduction to Communication and Cultural Studies', a first-year course at the University of Queensland. [Thanks to Courtenay Rule who says: 'What it means in English - I think - is "What do these texts say about where they are from and to whom they are directed, and what is the way of thinking behind this?"... I think. Everyone in my class complained to the tutors that we couldn't understand what the heck we were supposed to do... they admitted they might have made it a bit hard, and promised to go easy on the marking, which they must have done, as I got a High Distinction for the biggest load of garbage I have ever had to write.'](#)

'Pedagogy in Learner Engagement Strategy - Teaching Teachers?
Seasoned staff - experienced people?
..a compelling concept is revisited with such gusto that it almost takes on a life of its own.- WHAT?? brain research - What other organ could you use?
Facilitating differentiated instruction - individual approach?
Different entry points and end points to learning - as above Compendium of best practices - box of tricks?
Internalising the learning - thinking about it?
Actively involved and mindfully engaged in the learning experience for authentic learning to occur - working?
Queensland School Reform Longitudinal Study -allows no latitude Pedagogical enhancement - doing the job better
Metacognitive approach to learning and teaching - bovine excrement.' [\[thanks to D. Gibbs for these words and his attempted translation. They are from a series of flyers distributed to schools\]](#)

'Although such dehistoricization may occasionally serve some historic purpose, it is mainly used in the tradition with soteriological and metaphysical intent.'
[Arvind Sharma writing on Hinduism in "Our Religions: The Seven World Religions Introduced by Preeminent Scholars from each Tradition" \[thanks to Marty Channon\]](#)

'I attended a training session this morning, through my employer. Our trainer was introduced to us by our group mentor.
A flow chart was handed to us, "... which demonstrated that, through the process of mentoring, our concerns had been listened to, in order to produce the training course" for his (the mentor's) 'mentees'. Logically, we were therefore mentee trainee attendees. [\[thanks to Victor Szudek\]](#)

'The role of the Liaison Librarians project team is to:



Facilitate the objective-setting process, work with those in similar roles to reach consensus on role-specific objectives and KPIs, obtain buy-in from stakeholders during the planning process by seeking feedback, reporting back to stakeholders, keep in mind the overall aim of the objective-setting process.'

[Internal memo of the University of Sydney Library](#)

'Communication Framing and Stakeholder Alignments in Intractable Environmental Conflicts (followed by afternoon tea):

This presentation focuses on the communicative framing of intractable environmental conflicts. It reviews the different approaches to framing and focuses on framing as a communicative process in which the disputants reveal their sensemaking about five aspects of conflicts. The presentation then centers on the homogeneity and heterogeneity of stakeholder framing in these five categories across four different conflict sites. Through the use of cluster, log linear, and discriminant analyses, the study reveals a complex picture in which individuals in classic stakeholder categories (e.g., environmentalists, citizen activists, business/industry, etc.) cohere in their groups on some framing patterns while forming unusual alliances with other stakeholders through framing rooted in conflict roles. The study draws implications for the role of stereotypes and communicative framing when intervening in complex multiparty conflicts.' [Seminar at Griffith University Brisbane given by Linda L. Putnam \(PhD, University of Minnesota\) Professor of Communication at Texas A&M University. \[thanks to Ric Natrass\]](#)

'Can specialists in the history of academic disciplines relate apparently counterintuitive discoveries within traditional "historiographical genealogies" to wider trends in international politics or sociocultural fields that are of interest to nonspecialists?' [An American Annales? The AHA and the Revue internationale d'histoire économique of Lucien Febvre and Marc Bloch by John L. Harvey, St. Cloud State University, The Journal of Modern History, September 2004 \[thanks to Gregory Haines\]](#)

'This book discusses bioregion approaches as integrative planning and management tools also nesting with various elements of society or resource use, but integrating horizontally across restrictive and disruptively fragmented jurisdictions. In acknowledging humans as a part of landscape-scale ecosystems, bioregions provide pragmatic holistic management context based on both human culture and environmental attributes.' [David J. Brunckhorst 'Bioregional planning: resource management beyond the new millenium', Harwood Academic Publishers \[thanks to Ben Lawson\]](#)

'Riverina Institute has made a commitment to the Department of Commerce to provide statistical data of current usage patterns and the type of products purchased in relation to the washroom consumables.' [Email from a NSW Department of Education Regional Administration Managerl. Subject: Washroom Consumables Usage \[thanks to Steve Forsyth\]](#)

Geoff Young has provided a translation of some words commonly used in education:

Clientele - students

Pedagogy - teaching

Big Picture - everything

Empower students - students select the subjects they want to study



Curriculum differentiation - teach in different ways
Collegiality - get on with each other
Broaden the curriculum - introduce more subjects
Teams - committees
Team Leader - committee chairperson
Sensitive to students' needs - find out what they want

'Taking the Bible as a template for history in the palindromic mode, we see that the old continues to exist ambivalently: its presence is superseded even as its shadow articulates the contours of transfiguration.' Deborah Bird Ross, cited in D'Cruz, J.V and William Steele (2004) Australia's Ambivalence Towards Australia, (Clayton: Monash Asia Institute), p.124. [\[from Dougal Robertson who asks 'Apart from the tortured metaphor of a shadow articulating a contour, what in good God's name is the 'palindromic mode'?\]](#)

'The aim of the Department of Education and Children's Services (DECS) is to achieve quality learning and wellbeing outcomes for children and students in its children's services, preschools and government schools. In order to do this, DECS is developing connecting roles and interdependencies throughout the organisation.' [From a booklet called: 'Putting the Jigsaw Together: DECS Roles and Interdependencies' produced by the SA Dept of Education and Children's Services. \[Thanks to Michelle Prak\]](#)

'It's a school with a very good reputation, it's got a strong focus on learning and education.' Parent speaking about a prestigious private school program (costing \$2000 a term) ABC 7.30 Report of April 15, 2005. [\[From Jill Knight who comments 'Really?'\]](#)

'As part of the branding strategy for the University ... we now have a new process for the development of creative concepts for advertising purposes ... all creative work will be referred to the agency appointed to help develop the University's brand identity ... This is to ensure that we consistently deliver "on brand" communication ... we are aiming to be the "challenger" brand in the education market.

The brand personality is a key tool for differentiating Victoria University. It has been defined as:

- can do, expressive, cheeky, brave
- open minded, suprising
- straight talking, individual: and
- worldly, friendly.

From a highly confidential document: 'Developing "street smart" creative', outlining Victoria University's new approach to marketing. [Click here to read more \(PDF file\). \[From an anonymous source who wonders about what ' we could do with the money being paid to whoever dreams this up'.\]](#)

'Since the focus of the Australian Flexible Learning Framework for this year is embedding e-learning and engaging clients, here's an exciting opportunity to re-energise the change process by focusing on what is working well and then amplifying it ... Appreciative Inquiry is a strength-based process which engages a range of stakeholders in collaboratively identifying what is working well then compiling those compelling features into a system for positive change.' [From a](#)



[Staff Training & Development Officer at TAFENSW Riverina Institute \[thanks to Steve Forsyth\]](#)

'National Statement on Ethical Conduct in Research Involving Humans' From the Southern Cross University Graduate Research Centre [\[thanks to anonymous contributor\]](#)

'In the past 25 years, much post-structuralist theory has offered an account of literature as fundamentally a constructed entity, embodying the dominant cultural and political forces complicit in hierarchies of privilege. Critical theorists have tended to concentrate their literary analyses on the maintenance of power relationships, cultural and gender dominance and resistance. Literature, once assumed to be underpinning educated, liberal, divergent thought, has been problematised in revisionist theories and post-colonial criticism, as generally written and read by those who have prevailed. The stories of the victorious in this argument subjugate alternative narratives and impose the normalising coherence of 'story' to create a dominant discourse. Literature, read in this way, it is claimed, has offered falsified unities. The entity of literature is seen to work, from such a position of ideological prejudice and partiality, that the basic stance when reading literature, it is asserted, must be one of resistance.

Otherwise, critical theorists argue, we may, in the reading activity, participate in an exploitative process.' Hermina Burns, assistant principal of Eltham High School, speaking on the subject, [The Great Social Experiment of Reading: Faltering Expectations on ABC Radio National's Lingua Franca, Saturday 26/02/2005 \[Thanks to Graham Giblin who says ' In Hermina's defence it should be said that teachers who are serious about getting ahead are virtually required to use language like this in order to be taken seriously. A would-be Deputy Principal - an otherwise lucid, accessible, fiction writer - told me straightforwardly that although she hated the jargon her application for the position would be "full of it" because "you just have to".](#)

'Vehicles add velocity to landscape's powers, compressing distance and reframing senses of space" (Translation: cars move?) 'conjunctures of Australian automobility' (I think they mean intersections or fender benders but not sure.) [From 'Cruising Country', a conference to be held at Australian National Univeristy. \[Thanks to Kate Lyons\]](#)

'A new Way of Looking at Principal Performance & Development: Flagship Strategy 3. Building Leadership Capacity is a key strategy of the "Blueprint for Government Schools". The Blueprint acknowledges that principals are central to building the capacity of teachers, shaping the school environment and leading sustainable school improvement ... The Principal Performance and Development initiative will continue to build the capacity of our school leaders so that they possess the necessary knowledge, skills and attributes to drive school improvement and student outcomes.' [Blueprint Update, November 2004, Victorian Department of Education \[from a teacher who 'will be resigning from this farce and fraud of a 'system' this year.'\]](#)

'Swinburne TAFE is offering you a chance to pathway into the wine industry without having to rearrange your life.' [An advertisement for Swinburne University of Technology, Victoria \[Thanks to Bronwyn Gannan\].](#)



'The twenty-first century challenge is to find a cross-cultural methodology to speed up ideation for this purpose without sacrificing the creativity and humanity of our ideas. Creative Aerobics (CA) is an evolutionary multi-cultural, time-sensitive, process-driven heuristic paradigm I designed that utilizes new methodologies to generate new messages in a fraction of the time required by traditional creative approaches. CA employs semiotics, the literary and less-than-literary, and the art of engagement. By completing four mental exercises in succession that increase the flexibility of information exchange between left and right brain, CA users develop multiple approaches, strategies, markets and solutions they can utilize for the assignment at hand - fresher, more persuasive outside-the-box solutions.' Linda Conway Correll Assistant Professor, College of Journalism, Department of Advertising, University of Florida. [From the workshop titled 'New Directions in Global Commercial Communication: Creative Aerobics: The Art of Ideation', a workshop which will be run at a conference held at Monash University's Tuscany site in July \[thanks to Angela Bell\].](#)

'Strategic Goals:

S17.1 Enhance the student experience by developing a student focused culture across the administrative units.

S17.2 Work toward the integration of the unified, student focused administrative and support units at a central physical location.

S17.3 Improve the student experience by building quality processes to unify student support and information services within a central physical location.'

[University of NSW Strategic Plan \[Thanks to Michael Rogers\]](#)

'Viewing health and physical activity as social constructs:

Viewing health as a social construct involves viewing health from a sociocultural perspective (from the viewpoint of society as a whole). In this way we can look at the underlying causes or contributing factors relating to health status.' [From 'Personal Development, Health and Physical Education' text book.](#)

'Outcomes 2 (2001): There are five action areas of the Ottawa Charter: building healthy public policy, creating supportive environments, developing personal skills, strengthening community action, reorientating health services' [From Year 12 text book. \[Thanks to Angus Ryan for both of these\]](#)

'Build the talent pipeline with required workforce capability...

Talent management is under the leadership and culture umbrella of the change roadmap.' [From training sessions at Kimberly Clark Australia](#)

'Enterprise Architecture is a structured holistic way of describing an organisation. It shows the various components, the relationships between them and how they contribute to the organisation's overall purpose. The six 'primitives' of an enterprise: who, what, where, when, how and why are the cornerstones of an EA. They are described in forms such as strategies, processes, plans, structure, technology and systems. The most important elements of the architecture, however, are the relationships between the primitives - how the elements affect or influence each other.' [Course offered at the University of New South Wales, Australian Defence Force Academy, School of Information Technology and Electrical Engineering \[thanks to Brendan Smith\]](#)



'...some children are not getting on to a growth trajectory as early as they should in terms of literacy.' [Dr Ken Rowe - Chair of the Australian Government's national literacy review Sydney Morning Herald, Dec 2004](#)

'The Productive Pedagogies project is the first stage of the learning and development program to support curriculum renewal, through the curriculum framework planning process, in all Queensland schools and is a strategy to engage schools in professional development in Productive Pedagogies and productive assessment.'

'The culmination of a dynamic mixture of developmental and discipline based content that is connected to performance indicators and congruent opportunity to learn standards.'

'Giving a macro, big-picture interpretation by helicoptering above an issue.'
[Explanation of 'meta-frame' from former Director General](#)

[All of the above quotes come from Education Queensland \[thanks to Neal Waddell\]](#)

'Business Information Centre' New name for RMIT University library (Melbourne) [\[thanks to Julie Bloom\]](#)

'The Community, Place and Change theme area addresses research and teaching that advances the individual and collective understanding of the dynamic character of different communities-of-place and communities-of-interest. Exploring the scope and meanings of 'change' and 'community' is integral to that task. Contributors appreciate the need to develop strategies to enhance community well being; enable consultation, participation and communication; and promote community action and interaction in the quest for sustainable, developing communities.'
[University of Tasmania - research guidelines \[Thanks to Lynne Turner\]](#)

'Including topics as diverse as ... Managing Your Knowledge Assets, Building and Leveraging Communities of Practice and Organising Your Knowledge: Building, Using and Developing Taxonomies.' [E Connect November 2004, University of Technology Sydney](#)

'How Best to Incentivise Medical Research -- Or Why the TRIPs Agreement is a Moral Catastrophe.'
[Centre for Applied Philosophy and Public Ethics, University of Melbourne.](#)

'Candidates: make decisions about the appropriateness and effectiveness of the staging of texts and the sequencing and organisation of subject matter, and of the use of cohesive ties to link ideas in a range of texts, including those that are multigeneric and multimodal; use a range of sentence and clause structures, and use grammar, as appropriate to purposes, cultural context, and social situations; deploy paragraphing and punctuation and control spelling as appropriate to and effective for particular purposes in particular cultural contexts and social situations.'
[External Senior English Syllabus, Queensland Studies Authority -\[thanks to Upyaj Aksee\]](#)

A design agency developed a “brand architecture” for Monash University, because the previous logo:

- o 'could not deliver the brand architecture;
- o did not deliver the desired positioning; and
- o was not seen as a logo that is immediately linked to a high quality education provider.'

The benefits of the new logo are: 'flexibility and clarity in communicating key components of Monash University, reinforcing Monash University as a high quality, innovative and international teaching and research institution.'

Monash University explanation for new logo. [[Thanks to Tony Richardson from TUTI](#)]

'Teaching and learning that fosters enthusiasm and an eagerness to learn and to embrace challenges. St Clare's College commits itself to implementing a rigorous, dynamic and student-centred curriculum. It recognises the need to provide for the uniqueness of the individual student and is enhanced by the professionalism of its staff.'

<http://www.stclares.nsw.edu.au> [[Thanks to Virginia Tressider](#)]

'Our school facilitates and implements a comprehensive curriculum, developed from eight key learning areas, that engages students in developing the essentials of lifelong learning within a safe, tolerant and disciplined environment. Through clear, delineated learning outcomes aligned to the developmental level of students, they are empowered to communicate, create, reflect, investigate, understand and participate effectively in our multiliterate, global society.'

[Gordonvale State School's statement of purpose -www.gordonvass.eq.edu.au](http://www.gordonvass.eq.edu.au) [[Contributor: Upyaj Aksee](#)]

'3.1 Facilitative communication skills are utilised to assist the client to identify areas of concern, to prioritise areas for immediate and longer term action and to determine options for action and workable strategies to address their priority areas'.

Performance criterion - unit of competency CHCCS402A: Respond holistically to client issues. [Community Services Training Packages. For further information: www.ntis.gov.au](#)

'The network has progressed towards achieving its aim with stakeholders to develop strategic partnerships to keep young people engaged in education, training or employment.'

[Outer Eastern Local Learning Employment Network, 2003 Annual Report](#)

'When introduced, market-based competition was expected to result in improved choice and diversity, efficiency, responsiveness, quality, flexibility, innovation, and access and equity within vocational education and training'.

[The National Centre for Vocational Education Research](#)
www.ncver.edu.au/newsevents/insight/issue15/market.html

'This approach to the contexts requires accurate whole of program mapping and planning and the core learning outcomes as the endorsed core curriculum should be used as reference points to ensure a realignment of contexts is appropriate for particular core learning outcomes and for particular bands of schooling.' [Studies of Society and Environment \(SOSE\): Planning considerations for the Years 1 to 10 Syllabus, Queensland Studies Authority - \[thanks again to Upyaj Aksee\]](#)