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Australian Bureau of Statistics

Continuing Professional Education in Australia Barrie Brennan, 2016-09-01 This book offers a history of Continuing Professional Development (CPD) in the Australian context. It presents an approach that links the development of CPD to a series of 'missed opportunities' and the identification of three key themes (mandatory CPD, competencies and regulation/registration) as well as with national regulation for select health professions. It not only relates the evolution of CPD in Australia but also serves as a guide to examining the situation in other countries and the emergence of CPD in individual professions. CPD has been provided for many decades, but it has not been rated as a 'high priority' or a key area of provision and has not been the focus of discussions or disputes in the higher education sector or in vocational education circles. Nevertheless in describing CPD's development, evidence is presented that CPD has made a significant contribution to the broad field of vocational education.

Official Year Book of the Commonwealth of Australia No. 62 - 1977 and 1978 Australian Bureau of Statistics, 1974

National Union Catalog, 1978 Includes entries for maps and atlases.

The International Handbook of Educational Research in the Asia-Pacific Region J.P. Keeves, Ryo Watanabe, 2013-11-11

The aim of the Handbook is to present readily accessible, but scholarly sources of information about educational research in the Asia-Pacific region. The scale and scope of the Handbook is such that the articles included in it provide substantive contributions to knowledge and understanding of education in the Asia region. In so doing, the articles present the problems and issues facing education in the region and the findings of research conducted within the region that contribute to the resolution of these problems and issues. Moreover, since new problems and issues are constantly arising, the articles in the Handbook also indicate the likely directions of future developments. The different articles within the Handbook seek to conceptualize the problems in each specific content area under review, provide an integration of the research conducted within that area, the theoretical basis of the research the practical implications of the research and the contribution of the research towards the resolution of the problems identified. Thus, the articles do not involve the reporting of newly conducted research, but rather require a synthesis of the research undertaken in a particular area, with reference to the research methods employed and the theoretical frameworks on which the research is based. In general, the articles do not advocate a single point of view, but rather, present alternative points of view and comment on the debate and disagreements associated

with the conduct and findings of the research. Furthermore, it should be noted, that the Handbook is not concerned with research methodology, and only considers the methods employed in inquiry in so far as the particular methods of research contribute to the effective investigation of problems and issues that have arisen in the conduct and provision of education at different levels within the region.

Opening Education Terry Evans, Daryl Nation, 2013-04-15 We live in a society with ever-changing needs and expectations. Education practitioners and policy makers need therefore to face the challenges of new economic, social and technological conditions in their work. There is a global concern to develop forms of education and training which are open to the demands of needs of learners, and which are accessible at times and places suitable to those learners. Governments, institutions and practitioners are developing and implementing policies which reflect these trends. The overall theme of this book is the relationship between government and organizational policies and the work of practitioners in open and distance learning. The book does this by exploring a selection of international examples. The authors, many of them recognized experts, write from a wide range of international and organizational perspectives. Each one draws on significant experience within his or her field. Terry Evans is Head of the Graduate School of Education at Deakin University. He was the foundation director of the Master of Distance Education course there and has extensive experience teaching undergraduate and postgraduate students. Daryl Nation is Deputy Head of the School of Humanities and Social Sciences at Monash University. He is Associate Professor in the School and divides his time between policy development, research and teaching.

Comprehensive Systems Design: A New Educational Technology Charles M. Reigeluth, Bela H. Banathy, J.R. Olson, 2012-12-06 Educational technology in the broadest sense is knowledge and competence for improving the educational process: for using hardware (equipment), software (methods), and underware (underlying organizational structures). This volume in the Special Programme on Advanced Educational Technology presents the results of a NATO Advanced Research Workshop on educational systems design as a new educational technology. The objective of the workshop was to advance our knowledge about the comprehensive systems design approach for improving educational systems. The workshop was organized for the transdisciplinary interaction of three scientific groups representing design science, organizational/systems science, and educational technology. Participants were selected based on their scholarship as members of one or more of these three groups. The book opens with the framing papers sent by the editors to participants prior to the workshop, then presents five sets of thematic contributions: the conceptual and empirical contexts of comprehensive systems design, the systems design focus, a systems view of designing educational systems, the educational context of systems design, and high technology focus in systems design.

Action Research for Sustainable Development in a Turbulent World Ortrun Zuber-Skerritt, 2012-03-06 Presents and celebrates Action Learning and Action Research (ALAR) through stories, experiences, reflections and specific works of key

proponents and participants in ALAR World Congresses. This title argues for the benefits of action research for sustainable development and problem solving in a turbulent world in the 21st century.

The Pacific Ranginui Walker, William M. Sutherland, 1988

With Love & Fury Judith Wright, 2006 This wide range of letters reminds us of Judith Wright's deep engagement with life, her love of the world (and of friends), and the fine fury that led her to battle so courageously on the world's behalf.

Australian Journal of Adult Education , 1985

Australian National Bibliography , 1978

Australian National Bibliography: 1992 National Library of Australia, 1988

Free Hands and Minds Susan Bartie, 2019-09-19 Peter Brett (1918–1975), Alice Erh-Soon Tay (1934–2004) and Geoffrey Sawyer (1910–1996) are key, yet largely overlooked, members of Australia's first community of legal scholars. This book is a critical study of how their ideas and endeavours contributed to Australia's discipline of law and the first Australian legal theories. It examines how three marginal figures – a Jewish man (Brett), a Chinese woman (Tay), and a war orphan (Sawyer) – rose to prominence during a transformative period for Australian legal education and scholarship. Drawing on in-depth interviews with former colleagues and students, extensive archival research, and an appraisal of their contributions to scholarship and teaching, this book explores the three professors' international networks and broader social and historical milieux. Their pivotal leadership roles in law departments at the University of Melbourne, University of Sydney, and the Australian National University are also critically assessed. Ranging from local experiences and the concerns of a nascent Australian legal academy to the complex transnational phenomena of legal scholarship and theory, *Free Hands and Minds* makes a compelling case for contextualising law and legal culture within society. At a time of renewed crisis in legal education and research in the common law world, it also offers a vivid, nuanced and critical account of the enduring liberal foundations of Australia's discipline of law.

Framing the Islands Greg Fry, 2019-10-25 Since its origins in late eighteenth-century European thought, the idea of placing a regional frame around the Pacific islands has never been just an exercise in geographical mapping. This framing has always been a political exercise. Contending regional projects and visions have been part of a political struggle concerning how Pacific islanders should live their lives. *Framing the Islands* tells the story of this political struggle and its impact on the regional governance of key issues for the Pacific such as regional development, resource management, security, cultural identity, political agency, climate change and nuclear involvement. It tells this story in the context of a changing world order since the colonial period and of changing politics within the post-colonial states of the Pacific. *Framing the Islands* argues that Pacific regionalism has been politically significant for Pacific island states and societies. It demonstrates the power associated with the regional arena as a valued site for the negotiation of global ideas and processes

around development, security and climate change. It also demonstrates the political significance associated with the role of Pacific regionalism as a diplomatic bloc in global affairs, and as a producer of powerful policy norms attached to funded programs. This study also challenges the expectation that Pacific regionalism largely serves hegemonic powers and that small islands states have little diplomatic agency in these contests. Pacific islanders have successfully promoted their own powerful normative framings of Oceania in the face of the attempted hegemonic impositions from outside the region; seen, for example, in the strong commitment to the 'Blue Pacific continent' framing as a guiding ideology for the policy work of the Pacific Islands Forum in the face of pressures to become part of Washington's Indo-Pacific strategy.

The Indian Journal of Adult Education ,1972

The Making of the Australian National University, 1946-1996 Stephen Glynn Foster, Margaret M. Varghese, 2009-08-01 First published 1996. This edition-with new introduction-published July 2009. The Australian National University has always been a university with a difference. Conceived in the mid-1940s to serve Australia's post-war needs for advanced research and postgraduate training, it quickly embraced the ideals and traditions of Oxford and Cambridge. Undergraduate teaching was introduced in 1960, following amalgamation with Canberra University College. The University continued to adapt to changes in Australian society, while retaining much of its unique structure and objectives. Stephen Foster and Margaret Varghese trace the ANU's history from its wartime origins to its fiftieth anniversary in 1996, featuring many of the prominent Australians who contributed to its making: 'Nugget' Coombs, Howard Florey, Mark Oliphant, W.K. Hancock, Douglas Copland, John Crawford, Peter Karmel; and others who stood out in particular fields, such as J.C. Eccles, Arthur Birch, Manning Clark, Russell Mathews, Ernest Titterton, Beryl Rawson, John Mulvaney, John Passmore and Frank Fenner. *The Making of The Australian National University* explores many themes in higher education during the last half century, including academic freedom, relations between universities and politicians, recruitment practices, the 'two cultures' of science and the humanities, collegial versus managerial structures, equality of opportunity, student politics, academics and architecture and universities in the marketplace. This is an affectionate and critical account of a remarkable Australian institution; and, more broadly, a fascinating study of how institutions work.

Year Book Australia No. 63, 1979 Australian Bureau of Statistics, 1979

Pacific Perspectives on Non-formal Education Michael Crossley, Joseph Sukwianomb, Sheldon G. Weeks, 1987

Australian Overseas Aid Philip Eldridge, Dean Forbes, Doug Porter, 2019-07-05 Originally published in 1986, this book evaluated the review of the Australian Overseas Aid Program (the 1984 Jackson Report) and discusses the significance of Australia's contribution to overseas aid for the future. The book focusses on the overall context of the Jackson report; discusses the geographical distribution of aid proposed by the report and examines aid administration in its more specific bureaucratic context and with broader questions of community participation in developmental processes.

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