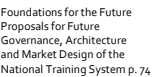
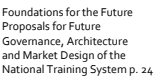
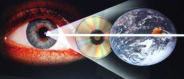




Foundations for the Future
Proposals for Future
Governance, Architecture
and Market Design of the
National Training System p. 69







Feeding the insatiable monster

VET

Shaun Tan 'The Lost Thing'

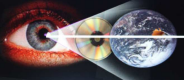
figuration

Figuration has many meanings besides, or intersecting with, those proper to the legacy of Christian realism. ... Figures must involve at least some kind of displacement that can trouble identifications and certainties.

Figurations are performative images that can be inhabited. Verbal or visual, figurations can be condensed maps of contestable worlds.

...Figures always bring with them some temporal modality that organizes interpretive practice.

(Haraway 1997, p11)



Vision	Australia has the workforce capability required for a productive, sustainable and inclusive future. Australian enterprises have the capacity to develop and use the skills of their workforce to maximum advantage for industry and community benefit.				
Objectives	Sustain economic growth and raise productivity by increasing skills and addressing future skills shortages	Lift the workforce participation rate to 80 per cent by 2020 to provide the required workforce and improve social inclusion	Lift the unacceptably low level of adult language, literacy and numeracy skills	Increase productivity, employee engagement and job satisfaction by making better use of skills in the workplace	Position the tertiary education sector to ensure it has the resourcing and productive capacity to deliver skills for the new economy
Actions	Meeting Australia's future skills and workforce demands Australian Governments to address skills shortages as projected in the Open Doors scenario Implement a collaborative workforce and skills planning framework with a targeted focus on specialised occupations	Raising workforce participation Address the skill needs of groups with relatively low participation rates: • women aged 25-34 • men aged 25-54 • older workers 55-64 Address the complex skill needs of vulnerable learners and the disadvantaged	Improving adult language, literacy and numeracy skills Develop and implement a national adult language, literacy and numeracy strategy to drive improvement Significantly upscale successful approaches such as the Workplace English, Language and Literacy Program and the Literacy and Numeracy Program for jobseekers	Better using skills to increase productivity Use government funding to bring workforce development at industry and enterprise level, eg: • expand the Enterprise Connect program • develop a national program of industry cluster networks Encourage education, industry and enterprise partnerships, that align training with business strategy Introduce supplier criteria related to workforce development	Enhancing the capability of the tertiary education sector Enhance education and training provider capacity to meet future skill needs Develop and implement a workforce development strategy for the tertiary education workforce Creating a shared agenda on workforce futures Provide a strategic framework through a national workforce development agreement that better coordinates the efforts of governments, industry and education providers Establish a 'Workforce Development Council' to foster change and build capacity
Success indicators	By 2025 three-quarters of employed people (75 per cent) will have non-school qualifications Skills shortages identified for specialised occupations Skills shortages or overabundance in specialised occupations diminish over time	Participation rate increases from 65 per cent in 2008 to 80 per cent by 2020 Lift performance of specified groups to highest participation levels Reduce labour force underutilisation to pre-GFC levels and continue downward trend	Substantial reduction in the proportion of adults with low language, literacy and numeracy skills National language, literacy and numeracy strategy in place by mid 2011	Increased participation of employees in structured education and training Reduced performance gap between small and large firms Improved levels of skills and qualifications use in employment Increase in education / industry partnerships	Annual increase in tertiary education enrolments of 2 per cent per annum to 2020 Workforce Development Strategy for the tertiary education sector developed and implemented A national agreement is implemented by 2011 providing a strategic and coordinated national approach to workforce development

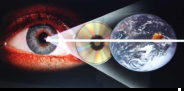
Skills Australia (2010) Australian Workforce Futures: A National Workforce Development Strategy (p. 8)



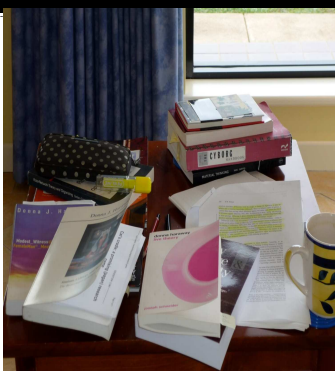
hybrid work



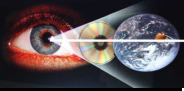




The point is not just to read the webs of knowledge production; the point is to reconfigure what counts as knowledge in the interests of reconstituting the generative forces of embodiment.



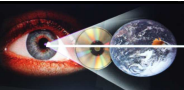
(Haraway 1994, p62)



witnessing

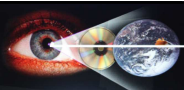
... seeing; attesting; standing publicly accountable for, and psychically vulnerable to one's visions and representations. ...a collective, limited practice that depends on the constructed and never finished credibility of those who do it, all of whom are mortal, fallible, and fraught with the consequences of unconscious and disowned desires and fears. (Haraway 1997, p267)

invokes 'multiple situatedness, not from the single perspective of Author, but from the appendaged collection of authors-in-the-making'. (Wilson 2009, p505)



situating

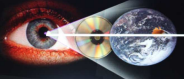
Is placing historically. It requires us to be visible as agents in that situating, placing, locating, while at the same time, countering '... a leap out of the marked body and into a conquering gaze from nowhere' (Haraway 1997, p188)



diffraction

Diffraction is about heterogeneous history, not about originals. Unlike reflections, diffractions do not displace the same elsewhere. (Haraway, 1997 p273)


a recording of the 'history of interaction, interference, reinforcement, (and) difference'. (Wilson 2009, p505 citing Haraway 2000 p102)



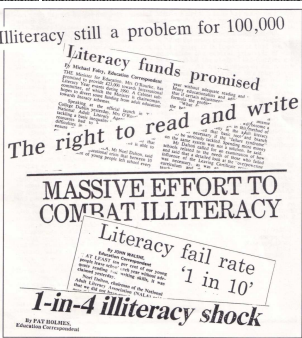
acquiring

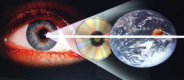
‘To acquire is to become vulnerable to alternative, even contradictory discourses – doing so enables the kind of hybridising diffraction that messes knowledge practices based in reflection extraction and synthesis’

(Wilson 2009, 506).



sue's stories

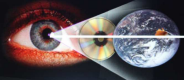




a fantasy position viz. 'White-and-very-worried-about-the nation-subject

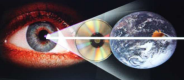
“the last resort of the weak... the last available strategy for staying in control of social processes over which they have no longer much control”

(Ghassan Hage 1998 p10)



DOCUMENT SCALE

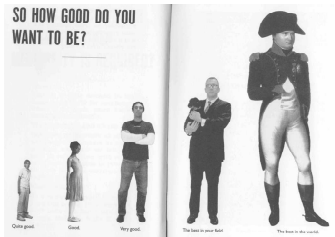
New South Wales	22.0	1	28.1	4	36.2	5	13.7	7	4 497	1
Victoria	22.0	1	26.3	7	35.7	6	16.0	6	3 329.0	
Queensland	15.0	6	30.7	2	36.4	3	17.9	5	2 385.4	
South Australia	17.9	4	27.4	5	36.3	4	18.4	3	1 070.9	
Western Australia	15.9	5	30.4	3	35.7	6	18.0	4	1 270.3	
Tasmania	20.6	3	32.7	1	34.5	8	12.3	8	340.5	
Northern Territory	13.0	7	27.2	6	38.8	2	21.1	2	102.6	
Australian Capital Territory	10.7	8	20.5	8	40.6	1	28.2	1	225.0	
Australia	19.5		28.3		36.1		16.1		13 220.8	



historical diffractions

“whiteness” as a transnational form of racial identification. (Lake and Reynolds 2008 ps)... that functions as a priori description and prescription to constitute hierarchies of consciousness about human capacity’

(Shore 2010).




Arden, P. (2003) *It's not how good you are, it's how good you want to be.* London: Phaidon



elaine's stories

CBT AND ALL THAT STUFF



Sopp D & K. (2005) *Safe baby handling tips*. Philadelphia, Running Press Book Publishers. Historical diffractions

