

Congratulations Melton

Peter Blunden, Lifelong Learning Coordinator, Melton City Council reports that the City of Melton has joined UNESCO's Global Network of Learning Cities (GNLC). The City of Melton through its Community Learning Board has been proactive in aligning its commitment as a learning community to the [UNESCO Framework for Key Features of Learning Cities](#). This is reflected in Melton's sixth community learning plan, Melton a Learning City: Community Learning Plan 2015-2018 which will be published online shortly. [and](#)

In October 2014 ALCN member Peter Blunden in his role as executive officer to the Melton City Council's Community Learning Board was invited to present at the UNESCO 2014 Asia-Pacific Expert Symposium on Global Citizenship. The Symposium was held in the City of Changwon, Republic of Korea South Korea.

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The future of Libraries

In this project, ALIA set out to investigate the big questions. Heading towards 2025: How will libraries remain relevant for users? What changes will institutions and individuals in the sector experience? Will 'library and information professional' continue to be a necessary and desirable occupation?

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The early childhood flexibility practices and patterns report

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Lessons from a Flexible Learning program

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Mapping Australian Higher Education 2014-2015

When it comes to earnings, what you study matters more than where you study, according to this report. Mapping Australian higher education, 2014-15, the third report in an annual series, puts key facts and their context in one place

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Association between Learning and Health

The Marmot Review provides many examples of the association between learning and health amongst adults.

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Understanding the potential of Australia's Regional Cities

This paper explores the connection between the competitive advantage of a region and actual growth experienced

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Children Communities and Social Capital in Australia

The report documents how excessive use of alcohol, aggressive drivers and the threat of violence make children feel unsafe in their communities. It also highlights the importance of strong, caring relationships.

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Resilient Leadership amongst complexity

Amidst more than two decades of a discourse calling for third sector organisations to be more 'businesslike', there has been relatively little research about the strengths of being 'nonprofit-like'

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The Teenage Dream Unravels

Amid a steady rise in the overall unemployment rate, Australia's youth continue to bear the brunt. This snapshot, using ABS data, shows that youth unemployment has remained much higher than the overall unemployment rate and the probability of finding a job has not improved since the global financial crisis.

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What's on for Youth

10 to 13 year olds are invited to join in a fun book club that meets at the Hallett Cove Library once a month.

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Youth Survey 2014

This survey finds that young Australians are struggling to cope with stress as they strive to achieve their goals in life.

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White Paper on Federation Reform: Implications for Local Government

A response to the Government's White Paper on Reform of the Federation, this paper traces key themes of local government's place in the Federation historically as well as examining the role for subsidiarity in shaping the ensuing reforms.

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The Social Sciences look at the Neoliberal University

This collection of essays arose from a workshop held in Canberra in 2013 under the auspices of the Academy of Social Sciences in Australia to consider the impact of the encroachment of the market on public universities.

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The City of Melton, Victoria, Australia Joins UNESCO's Global Network of Learning Cities

Posted February 5, 2015 - 07:11

Peter Blunden, Lifelong Learning Coordinator, Melton City Council reports that the City of Melton has joined UNESCO's Global Network of Learning Cities (GNLC).

The City of Melton through its Community Learning Board has been proactive in aligning its commitment as a learning community to the [UNESCO Framework for Key Features of Learning Cities](#). This is reflected in Melton's sixth community learning plan, Melton a Learning City: Community Learning Plan 2015-2018 which will be published online shortly.

UNESCO's Institute of Lifelong Learning (UIL) has shown interest in Melton's journey to becoming a learning city. In September 2014 UIL interviewed Cr Bob Turner the then Mayor of the City of Melton and Peter Blunden, Executive Officer to the city's Community Learning Board about what Melton has learned as it develops as a learning City. The interview can be viewed on the UNESCO Institute of Lifelong Learning's [website](#).

2014 Asia Pacific Expert Symposium on Global Citizenship

In October 2014 ALCN member Peter Blunden in his role as executive officer to the Melton City Council's Community Learning Board was invited to present at the UNESCO 2014 Asia-Pacific Expert Symposium on Global Citizenship. The Symposium was held in the City of Changwon, Republic of Korea South Korea.

The symposium's audience were educators and representatives of local government from the Asia Pacific region. Presentations included UNESCO developments in Global Citizenship Education (GCE), best practice GCE programs in schools, business

philanthropy through CSR Asia and the role that Local Government can play in fostering global citizenship through learning city policies and practices.

Melton's presentation described Melton City Council's work as a developing learning city, its Community Learning Board, the community partnerships it has developed and the Community Learning Plan initiatives the city has been implementing. ALCN and Learning as a *Driver of Change: Learning Community Framework*, were also included in Melton's presentation. Symposium presentations can be viewed via the UNESCO Bangkok website:

www.unescobkk.org/en/education/literacy-and-lifelong-learning/meetings-and-conferences/asia-pacific-expert-symposium-on-global-citizenship/?utm_medium=twitt



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Future of Libraries

Australian Library and Information Association

In this project, ALIA set out to investigate the big questions. Heading towards 2025: How will libraries remain relevant for users? What changes will institutions and individuals in the sector experience? Will 'library and information professional' continue to be a necessary and desirable occupation?

We were looking for bold thinking and we received challenging, insightful, inspiring responses to our request for feedback, through submissions from individuals and groups; participants at our Future of the LIS Profession discussions around Australia; senior library leaders, who gathered at our Summit; and the heads of other associations in the sector, who attended our sector roundtable. All these events were held between May and October 2013. Conversations initially focused on the current issues facing library and information professionals, before projecting forward into how we saw the landscape developing by 2025.

As a result, we have been able to identify indicators, which will enable us to map our journey, and actions that will support positive outcomes. We concluded that the future is not fixed and we are in a position to write it ourselves rather than having it written for us. We need to be the architects of our own destiny, anticipating change and adapting our library and information services to be part of the flow

We received challenging, insightful, inspiring responses to our request for feedback at events held all around Australia. As a result, we have been able to identify themes and develop actions that will support positive outcomes. The findings from the project have been produced as seven reports:

Future of the Library and Information Science Profession Report ([link is external](#)) | [Action List](#) ([link is external](#))

Future of the LIS Profession: Professionals Report ([link is external](#))

Future of the LIS Profession: Collecting Institutions Report ([link is external](#)) | [Summary](#) ([link is external](#))

Future of the LIS Profession: Public Libraries Report ([link is external](#)) | [Summary](#) ([link is external](#))

Future of the LIS Profession: Special Libraries Report ([link is external](#)) | [Summary](#) ([link is external](#))

Future of the LIS Profession: School Libraries Report ([link is external](#)) | [Summary](#) ([link is external](#))

Future of the LIS Profession: Tertiary Libraries Report ([link is external](#)) | [Summary: University](#) ([link is external](#)) | [Summary: VET](#)

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Early childhood flexibility practices and patterns

Link to Resource:

[Early childhood flexibility practices and patterns \(link is external\)](#)

[Early childhood flexibility practices and patterns \(link is external\)](#)

Early Childhood Australia
16 December 2014

Executive summary

The early childhood flexibility practices and patterns report highlights recommendations and future directions for early childhood education and care (ECEC) services in providing flexible arrangements for families and local communities.

The Report was informed through sector surveys, interviews with early childhood services and a Reference Group of sector leaders.

Children's interests are a paramount consideration when considering flexible practice. The stability, quality, and intensity of early childhood services are all relevant when considering children's interests, as well as children's wishes. Children may also benefit from flexibility in some circumstances. Putting children's interests into practice may include considering children's rights and identifying and treating risks associated with flexible approaches.

Flexibility in early childhood services also should be placed in the context of family flexibility and workplace flexibility which also contribute to parents' workforce participation. In this Report, the approach to flexibility in early childhood services has been broad, and includes both workforce participation objectives as well as the broader needs of the family. Models of flexible practice include not only extended operating hours but flexible location, flexible sessions and enrolment patterns as well as early childhood services offering a broader set of family support services and partnerships.

There are links between flexible practices and the National Quality Standard (NQS), including Collaborative partnerships with families and communities (NQS Area 6), Relationships with children (NQS Area 5) and Leadership and service management (NQS Area 7). These links provide cause for services to reflect on flexibility in the context of quality improvement of their services.

The attributes of flexible services may help to support flexible practice. The stability and consistency of attendance of families, and flexibility in early childhood programming, are important enablers of flexible early childhood practices reported by services. Some service types may show inherent flexibility, like in-home care and family day care, particularly in providing care after hours. Technology use may also support services to implement flexible practice.

Early childhood services may encounter barriers to flexible practice. Lack of demand, workforce issues and related costs were particular challenges. Local government

regulations, as well as leadership and management capabilities were also barriers to flexible practices.

Some early childhood services provide extended hours of care, especially in family day care and in-home care, with some educators offering 24 hours care. Long day care services and outside school hours care services were less flexible in terms of their opening hours, with few services open past 6.30 pm. Removal of local government restrictions on opening hours may help to improve flexibility in this area.

Flexible sessions were also offered by some services, utilising the existing provisions under Family Assistance Law. Changes to enrolment were also offered by early childhood services. With the exception of outside school hours care and in-home care, most services were not flexible in relation to changes to bookings at short notice. High levels of utilisation may make it difficult for services to offer flexible sessions and enrolment.

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Learning Link parent engagement program

Community West

In conjunction with local primary schools, Community West has developed the Learning Link School Partnership Project to help engage parents of students who are new to Australia. The accredited English program is delivered at participating schools during school hours.

While Learning Link's main focus is developing language and literacy skills, the program's key learning outcomes are designed to encourage parents' knowledge and understanding of their children's education, the school system and internet safety. The curriculum includes topics such as being part of a school community, how to read school reports, preparing for an excursion, and what to ask at parent-teacher interviews.

Learning Link programs will commence in Term 1, 2015 across schools in Brimbank. For further information about Learning Link, visit the [Community West website](#) or

E: jwood@communitywest.org.au

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Lessons from a flexible learning program

[Link to Resource](#)

The Brotherhood of St Laurence Community VCAL education program for young people 2010–2013

Creator: George Myconos

Source: Brotherhood of St Laurence

19 December 2014

The Brotherhood of St Laurence 'Community VCAL' program is a response to widespread concern in Victoria about youth disengagement from secondary education. Operating in Frankston since 2010, it enables 15–18 year olds who have encountered significant challenges to undertake the Victorian Certificate of Applied Learning—a course which combines classroom tuition with vocational training and work placements—in a non-school setting. Using the 2013 program experience as its starting point, the report describes the evolution of an integrated approach to assisting young people through teaching, wellbeing and pathways support.

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Mapping Australian higher education 2014-2015

Link to Resource:

[Mapping Australian higher education 2014-15 \(link is external\)](#)

[Mapping Australian higher education 2014-15 \(link is external\)](#)

Report broken link

Andrew Norton

Grattan Institute

12 October 2014

When it comes to earnings, what you study matters more than where you study, according to this report.

Overview

For people new to higher education and higher education policy, the field can seem bewildering. Basic facts are surprisingly difficult to find and interpret. Funding entitlements reflect the sector's history more than consistent policy principles. Proposed radical changes to higher education policy add to the complexity.

Mapping Australian higher education, 2014-15, the third report in an annual series, puts key facts and their context in one place.

Australia has 40 full universities, and around 130 other higher education providers. Their revenues in 2012 exceeded \$26 billion, making higher education a significant industry. Enrolments are growing strongly. In 2014, domestic enrolments should exceed 1 million for the first time. International enrolments are recovering from a downturn, with China the single largest source of students.

Online enrolments have grown rapidly in recent years, but the distinctions between online and on-campus are blurring. Almost all students use online technologies, while some universities have established study centres for their off-campus students.

The higher education workforce is increasing, with more than 50,000 people holding academic jobs. They are supported by larger number of casually-employed tutors and lecturers.

As well as teaching more students, Australian academics have increased their research output, particularly through journal articles. Student satisfaction with teaching is slowly but steadily increasing, but subject pass rates are declining. As entry requirements are eased, more students struggle academically.

Recent graduates are finding it increasingly difficult to find fulltime work. Despite slower transitions from university to career, graduates still earn significantly more than people finishing their education at Year 12.

This report includes new research showing that graduates of sandstone universities and of technology universities earn about six per cent more than graduates of other universities over a 40- year career.

Yet field of study is a greater driver of income differences among graduates than is university attended. For example, a graduate who chose engineering at any university over science is likely to earn more than a graduate who chose science at a sandstone university.

Although Australian universities have increased their private income since the 1980s, they still rely on government. About 60 per cent of their cash flow is government grants or loans.

The single largest government higher education program pays tuition subsidies for students. It will cost taxpayers \$6.4 billion in 2014. Subsidies to the student loan scheme, HELP, are also going up.

The Government plans to bring students at non-university higher education providers into the public funding system, to remove regulations setting maximum fees, and to charge real interest on student debt. If passed, these changes will have big implications for higher education providers and their students.

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Association between Learning and Health

The Marmot Review provides many examples of the association between learning and health amongst adults²), some of which follow:

- Adults who engaged in at least one academic, accredited course increased their levels of exercise
- Those who took at least one vocational, accredited course reduced their alcohol consumption
- Other studies have estimated the effect of education on reducing the risk of depression during adulthood
- Studies of adults in their 30s and 40s have reported a correlating relationship between measures of participation in learning and outcomes such as life satisfaction and/or psychological wellbeing.

Amongst these older adults, it was leisure courses, rather than vocational courses, which appeared to have significant effects.

The benefits in this area are not simply social, but also economic and should also concern communities. The economic and social are false dichotomies. There are clearly positive links between LLL and health. Less people taking part in learning in the third age may increase the escalating health bills of most countries. It is communities and de facto individuals who will pay the price of not investing in learning.

Youth and Older Adults

How we engage young people and older adults, the simple answer is that we have to provide them with hope that they and their communities can achieve better lives through engagement in learning.

There are some examples of possible approaches. One strategy that seems to have an effect is inter-generational learning.

The National Institute for Adult and Continuing Education (NIACE 2010) in the UK reports on how younger Bengali women from an East London literacy project assisted older Bengali women in learning English, through sharing experiences of literacy learning and emotional and physical support.

This led to increased self-confidence (especially in relation to employment) and volunteering among the younger women, and reduced feelings of isolation among the older women.

Another example is the Men's Shed movement, which emanates from Australia, and this provides examples of inter-generational support and informal skills exchanges between older and younger men (Golding *et al.*, 2007).

The influence of cities in national and world affairs has increased considerably in recent years. This is partly due to the growth in the number of city dwellers.

Since 2008, the majority of the world's population lives in cities. By 2030, the proportion is likely to exceed 60 per cent. As cities expand in size and population density, local governments are facing challenges associated with social inclusion, new technologies, the knowledge economy, cultural diversity and environmental sustainability. In response, a growing number of cities are developing innovative strategies that allow their citizens – young and old – to learn new skills and competencies throughout life, thereby transforming their cities into 'learning cities' (UNESCO 2013c).

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Prosperous futures: Understanding the potential of Australia's regional cities

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Prosperous futures: understanding the potential of Australia's regional cities (link is external)

Prosperous futures: understanding the potential of Australia's regional cities (link is external)

Report broken link

Case studies: Goulburn and Orange, New South Wales

Regional Australia Institute

3 October 2014

This paper explores the connection between the competitive advantage of a region and actual growth experienced.

Summary

The connection between the competitive advantage of a region and actual growth experience is complex. Some regions with a high degree of competitive advantage remain 'below par' in terms of economic performance or population growth, while other regions perform well in the sense of growth and development, despite being under-endowed with the competitiveness factors of other regions.

To understand how competitive advantage and growth can become more closely aligned, the Regional Australia Institute (RAI) is developing a series of case studies of successful regional cities, starting with Goulburn and Orange in NSW. This project seeks to better understand the differences between competitive advantage and successful regional development outcomes through the use of qualitative research methods.

The project is designed to identify areas for policy intervention in regions to foster potential and enable regions to understand and respond to external factors beyond their control. It will enable regions to consider how they can convert competitive advantage or other factors into growth.

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Putting the pieces in place: Children, Communities and Social Capital in Australia

Link to Resource:

Putting the pieces in place: children, communities and social capital in Australia

External Links icon

Report broken link

Sharon Bessell, Jan Mason

Benevolent Society

National Association for Prevention of Child Abuse and Neglect

Australian National University

University of Western Sydney

13 March 2014

Provides insights into the aspects of Australian communities that support children and those that fail them. It examines the ways in which communities can be strengthened from the standpoint of children. The report documents how excessive use of alcohol, aggressive drivers and the threat of violence make children feel unsafe in their communities. It also highlights the importance of strong, caring relationships.

Executive summary

What do children in Australia value about their communities? How are communities supporting children? How are communities failing them – and why? Over the past fifteen years, governments at Commonwealth, state and local levels have been concerned with strengthening communities as part of a policy shift towards "local solutions to local problems" and to place-based initiatives. This policy shift was heavily influenced by ideas of social capital. Children are often assumed to benefit from "strong communities", yet we know very little about children's views on what makes a strong, supportive community. Indeed, we know very little about children's places and roles within Australian communities. If policies and initiatives are to be inclusive of children – as this report argues they should – it is crucial that we understand children's views and experiences of their communities.

The research project explores in depth what children in middle childhood think about their communities, how children experience "community" on a daily basis, and what vision they have for their communities. This report presents the findings of participatory, rights-based research with 108 children aged between eight and twelve years across six sites in eastern Australia. The findings provide important insights into communities from a child's standpoint. This research also demonstrates children's capacity to engage in detailed discussion and deliberation about "what works" - and "what is broken" – within their community. Additionally, it demonstrates the important insights children can provide into how to fix that which is broken.

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Resilient leadership amidst complexity

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[Download file](#)

Margy-Jean Malcolm
Australian and New Zealand Third Sector Research
Christchurch Polytechnic Institute of Technology
7 November 2014

Introduction

Amidst more than two decades of a discourse calling for third sector organisations to be more ‘businesslike’, there has been relatively little research about the strengths of being ‘nonprofit-like’.

This paper draws on recent research which was grounded in theory-building with civil society practitioners in two Aotearoa NZ leadership learning contexts to draw out their tacit wisdom about leading amidst complexity. The research challenges dominant, implicit assumptions about leadership, for example as strong, heroic, decisive, visionary heroes and heroines. An alternative understanding of leadership is explored, drawing on complexity thinking constructs, to see leadership as a whole, multi-layered, dynamic learning system.

What may look to the outsider as messy, disorganised or contradictory leadership responses, are instead understood as polarities within a complex adaptive system that is always in movement.

This paper highlights some of the learning for civil society practitioners, researchers and educators from this collaborative inquiry research, in particular:

- four interwoven layers of leadership – personal, relational, cultural and structural – and some of the polarities that are in ongoing movement
- complexivist leadership strategies that help leading amidst the complexity of civil society contexts
- three core interactions to pay attention to, to enable leadership learning in everyday complex contexts

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The teenage dream unravels: trends in youth unemployment

[Link to Resource](#)

Creator:
Brotherhood of St Laurence
Source: Brotherhood of St Laurence
2 March 2015

Amid a steady rise in the overall unemployment rate, Australia's youth continue to bear the brunt.

This snapshot, using ABS data, shows that youth unemployment has remained much higher than the overall unemployment rate and the probability of finding a job has not improved since the global financial crisis

However preliminary analysis suggests that the overall unemployment trend cannot be explained by changes in the educational profile of the unemployed group: the proportion of unemployed Australians with less than year 12 appears to have fallen since 2005.

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What's On for Youth

Book Busters: Book Club @ Hallett Cove Library

10 to 13 year olds are invited to join in a fun book club that meets at the Hallett Cove Library once a month.

After school on a Wednesday they will be able to connect with others, browse the latest release books, magazines and graphic novels and take part in fun and exciting craft activities.

There are even snacks provided!

Book Busters is a free program and bookings are essential.

- Bookings can be made by browsing for the upcoming Book Busters event via the [Online Event Calender](#). Book Busters is held once a month on a Wednesday afternoon.
- Bookings can also be made by phone on 8375 6785.

Teen zone

Marion Libraries offer a range of activities and services for teens, it's teenspiration!

Marion Libraries provide a variety of programs during the school holidays and after school, including a range of craft activities, new book browsing and borrowing, and much more.

Not only can you access our teen specific collections, including fiction, non-fiction, CDs, DVDs, magazines, graphic novels, talking books and books on teen culture, but Marion Library sites also have PS2s and DS consoles and games to play and borrow.

If you want to study or look for a job, we have public PCs, wireless internet and a variety of online databases to access all free of charge. Marion Library also provides external links to other websites that could be of use to young people.

Speak to a staff member at [any of our branches](#) for more information.

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Youth survey 2014

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Youth survey 2014

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Youth survey 2014

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Report broken link

Joann Fildes, Amanda Robbins, Leah Cave, Brianna Perrens, Andrew Wearing

Mission Australia

1 December 2014

This survey finds that young Australians are struggling to cope with stress as they strive to achieve their goals in life.

Overview

This year, 13,600 young Australians aged 15-19 took part in Mission Australia's 13th annual youth survey.

The 2014 survey explored what young people value, their issues of concern, where they turn for help, their engagement in community activities and feelings about the future and included a particular focus on young people's aspirations.

The survey revealed that while over 8 in 10 young people felt that achieving career success and being financially independent were highly important, only around 6 in 10 of young people who highly valued these aspirations felt that they would be achievable.

At the same time, the issue of greatest personal concern for young people in 2014 was coping with stress, with more than one in three respondents expressing high levels of concern, highlighting the immense pressure young Australians are facing in their final years of school.

Other survey highlights

- Around 80% of young people ranked education and hard work as the top two factors they believe will influence their career opportunities in the future
- Almost 50% of young people believe where they live will affect the career opportunities available
- More than 70% of young people ranked owning their own home as a key aspiration, and most felt this was also achievable despite falling rates of home ownership in Australia
- Coping with stress is the number one personal concern for young people, alongside school or study problems. Young women in particular are increasingly overwhelmed with more than half saying they are either extremely or very concerned about coping with stress

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White Paper on the reform of the Federation: Implications for Australian Local Government

Link to Resource:

[White Paper on the reform of the Federation: implications for Australian local government \(link is external\)](#)

Bligh Grant, Roberta Ryan

Australian Centre of Excellence for Local Government

23 September 2014

A response to the Government's White Paper on Reform of the Federation, this paper traces key themes of local government's place in the Federation historically as well as examining the role for subsidiarity in shaping the ensuing reforms.

Executive summary

On 28 June 2014 the Office of the Prime Minister announced the 'White Paper on the Reform of the Federation'. The White Paper was initially devised in the Office of Prime Minister and Cabinet following the swearing in of the Abbott Government on 18 September 2013. The development of the Terms of Reference (ToRs) was subsequently handed to the Council of Australian Governments (COAG) with the process being guided by 'a Steering Committee comprising the Secretaries and Chief Executives of the Commonwealth Department of Prime Minister and Cabinet, State/Territory First Ministers' departments and the Australian Local Government Association'. The schedule for the White Paper has continued apace, with the ToRs being released on the day of the announcement, 'Issue Papers' scheduled to be released in the second half of 2014, a Green Paper scheduled for the first half of 2015 and the White Paper itself due to be delivered to Government by 'the end of 2015'.

Ostensibly exercises of this type are pursued in a spirit of a-political inquiry. However, as pointed out with respect to the findings of the Abbott Government's 'Commission of Audit' released in June of 2014, the overwhelming assumption is that they are engaged to produce recommendations that have a grounding in a particular political economy. Prima facie this would appear to be a reasonable assumption about the White Paper on Reform of the Federation. As such, from the perspective of local government the announcement of the White Paper could be viewed as cause for concern, as well as being an opportunity for reform.

Historically, the replacement of Labor governments with their conservative counterparts has been followed by a diminution of direct funds flowing to local government. Further, attempts at achieving constitutional recognition for local government in 1974 and 1988 have been characterised by party-political disagreement and framed around flows of direct funds from the Commonwealth to local government. With this track record in mind representatives of local government might be expected to be concerned about the sector's future financial robustness and its role as the third tier in Australia's democratic fabric. However, a more nuanced analysis of Australian political history, one which takes into account the engagement of all sides of politics with the contested nature of regionalism, understood in a variety of spatial, ideational and party-political ways suggests that the White Paper process ought not to be presaged as a party-political conflict. In the discussion below we argue that the local government sector ought to play a crucial role in defining its own future in the context of the White Paper.

This 'Draft Background Paper' is divided into four main parts:

- Section one examines the ToRs of the White Paper, arguing that there is cause for concern that the local government sector will be diminished, but that the White Paper also presents the sector with an important opportunity to pursue reforms.
- Section two examines the historical record to support this assumption, providing a brief account of the party-political history of the Commonwealth's relationship with local government in the post WWII era.
- Section three counters this narrative by examining the contested nature of regionalism in Australia's political history and the relationship of this history with local government. In so doing we draw on the work of A. J. Brown.
- In section four, following Allan we identify three ideal-type responses available to Australian local government over the next 18 months, a 'minimalist', a 'maximalist' and an 'optimalist' response.
- We argue that the sector ought to realise the imminently political nature of the 'White Paper' process, reject a 'third way' or so-called 'optimalist' approach and embrace the possibilities for reform and revitalisation presented by the White Paper.

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Through a glass darkly: The social sciences look at the neoliberal university

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[Through a glass darkly: the social sciences look at the neoliberal university \(link is external\)](#)

[Report broken link](#)

Margaret Thornton
ANU E Press
Australian National University
10 December 2014

Overview

This collection of essays arose from a workshop held in Canberra in 2013 under the auspices of the Academy of Social Sciences in Australia to consider the impact of the encroachment of the market on public universities. While the UK tripled fees in 2013 and determined that the teaching of the social sciences and the humanities would no longer be publicly funded, it was feared that Australia would go further and deregulate fees altogether.

In the best tradition of the social sciences, the contributors have assumed the role of critic and conscience of society to present penetrating analyses of the ramifications of the corporatisation of the university as neoliberalism continues to occupy the ascendant position in the political firmament. The *dramatis personae* in these analyses are students, academics, managers and political mandarins with the gendered character of corporatisation an important sub-theme.

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