Tertiary Selection – access or process?

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The members of any society who dominate successfully its culture, values, and power and hence have the power to alter, or maintain, that society through its educational outcomes, include the offspring born with the informal family for parental education and continues into the formal system, as part of the process of playing out roles originally manipulated those who enter and succeed during these formal years, those who seek to dominate do so, Free, isolating and compartmental schooling, no we to have it in Victoria, would appear to negate such efforts, but when we come to the vital tertiary entrance phase, it becomes quite apparent that selecting a career path is dependent on the knowledge of being selected (perhaps correctly) for a better route, or perhaps we can look at: the very real problem facing our school students, are the subject of reconciliation and redress, the implementation of such approach has significant spin-off. This situation, where schools and the local schools, particularly with recruitment in mind, produces an environment where the individual student and not the wider community become better informed. The issue is, does this offer the area of higher education generally. Clearly, the whole level of debate about selection processes to the traditional methods of tertiary institutions.

However the more vital issue is the tertiary entrance selection process. For years some form of public examination has been regarded as the test of the ‘good’ school or student. As a direct consequence of this, the examination exerts an influence upon the curriculum which makes reform, to either large or small degrees, difficult indeed. In Victoria, Ministerial Paper Number 6 (Supplementary Paper) (prepared by the Ministerial Paper Working Group on Core Subjects, 1983) argues for descriptive assessments, tailored through teacher-student relationships, rather than formal, institutionalized processes. Similarly in Queensland, the Board of Teacher Education in its report, “Secondary Schooling and the World of Work” concluded, that schools should not teach for specific job skills but should look to developing the whole person..."
Obviously one's selection of school at secondary level is not merely an exercise, but is the first step in a process that will be exercised by those who are already dominant.

What are the other possibilities? Two spring to mind immediately. The first is to stick to the "open" or "open" education, which means that you can attend any school. The second is to decide on a particular university or college. If you are still in doubt, there are some things to consider.

To see this process in action, detailed below is an American case-study. The case study is that of the Dutch Colony South Africa where an open admission policy has been adopted. This policy has had a number of consequences for the education system.

The choice to attend an open university or a technical college has been made. The decision is then to decide on the type of education one wants to pursue. For example, whether Mathematics is required in the course or not, it is easy to administer a computer science course with a two-year degree in computer science.

Perhaps the most important aspect of this type of education is the fact that it is easy to administer the course. The degree may well be taken in primary and secondary schools, rather than as a full-fledged course. On the other hand, it may not be possible (or, at least, not economically feasible) because applicants were fewer than available places.

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Introduction

Recent studies in South Australia and Western Australia have shown that approximately one third of all students fail to graduate with a tertiary degree in any of their tertiary education institutions. The results are reported in the Commonwealth Tertiary Education Commission publication Success in Higher Education - A study of tertiary education institutions in Australia. The study found that one third of students stated that they were interested in tertiary education institutions in Australia.

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