

1976

A review of the award of a Diploma of Teaching (UG2) and, A submission for the award of a Bachelor of Education (UG1)

Mount Lawley College

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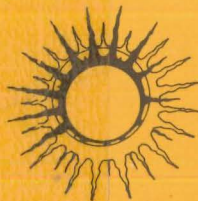
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Mount Lawley College

**A Review of the Award of a
DIPLOMA OF TEACHING (UG2)**

and

**A Submission for the Award of a
BACHELOR OF EDUCATION (UG1)**

Part 1 :

The College – Objectives, Organization, Facilities

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**School of Teacher Education
July 1976**

MOUNT LAWLEY COLLEGE

A REVIEW OF THE AWARD OF A
DIPLOMA OF TEACHING (UG2)

AND

A SUBMISSION FOR THE AWARD OF A
BACHELOR OF EDUCATION (UG1)

PART I

THE COLLEGE

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PREFACE

In view of the policy of the Commission on Advanced Education not to support a four year preservice preparation for primary school teachers, this submission presents the proposed Bachelor of Education degree as a five year program comprising three phases:

- (i) A three year full-time pre-service teacher education program leading to the award of Diploma of Teaching (UG2);
- (ii) a minimum of one year successful in-field teaching experience;
- (iii) a one year full-time or equivalent part-time program leading to the award of Bachelor of Education (UG1).

The degree program is conceived as a natural and integral extension of the diploma program.

This submission is presented in four parts:

- PART 1 The College - Objectives, Organization, Facilities
- PART 2 General Introduction, Synopsis and Staffing
- PART 3 Education Studies, Core Studies and Practicum
- PART 4 Elective Studies

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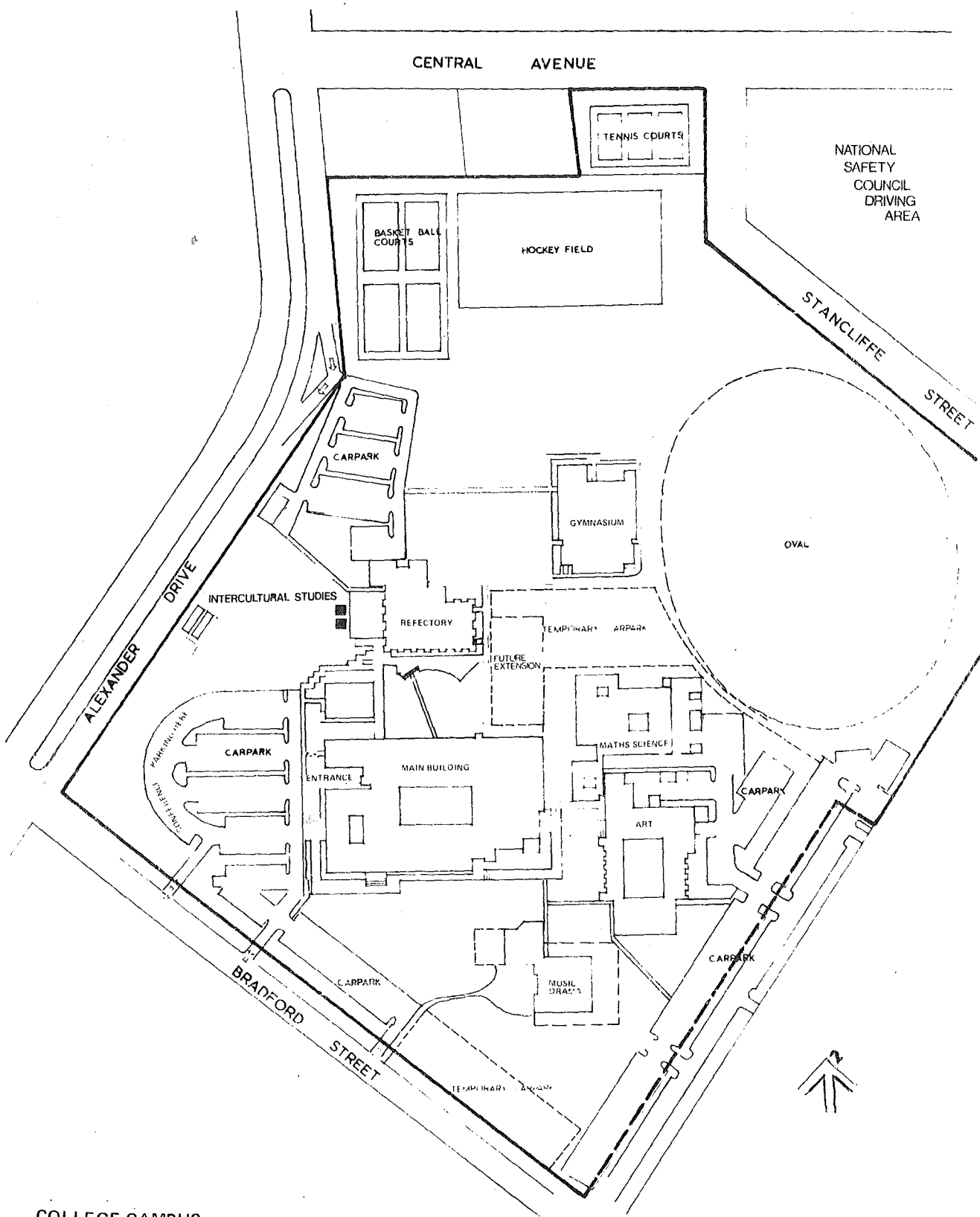
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SECTION I

THE COLLEGE

I THE COLLEGE

I.1 A BRIEF HISTORY OF THE ESTABLISHMENT OF MOUNT LAWLEY COLLEGE OF ADVANCED EDUCATION

A site was provided in the Scaddan Pine Plantation for a teachers college as early as 1964. The present site of nearly 13 hectares was gazetted for Education Department use in September 1968 as the location for the first primary teachers college to be built in W.A. since 1902. This planning anticipated the changing locus of the Perth Metropolitan Area to the mushrooming northern suburbs.

In 1967 Mr. R.G. Peter, who at the time held the position of Principal of Graylands Teachers College, was appointed to act as the liaison officer between the Public Works Department architect and the Education Department and to establish an advisory committee to assist the architects in this planning. Later, Mr. Peter co-ordinated planning between college staff committees and the architect. These committees submitted detailed reports which were translated, wherever possible, into the design of the College. The buildings are designed on a cluster system with a number of self-contained specialist complexes adjoining. The College was able to occupy in September 1970 the half-completed Stage One of Phase A of the entire project, i.e. into the south wing of the main teaching and administrative block comprising fifteen lecture and seminar rooms, twelve staff studies and the staff common room. In 1971 the College had the use of the remainder of the First Stage, comprising general office and bookshop, six lecture and seminar rooms and 41 staff studies.

During 1972 sections of Stage Two became available progressively, including six lecture and two seminar rooms and the Learning Resources Centre, i.e. Library (on the first floor), Multi-Media Library, Television Studio, Audio Studio, Self-Instructional Laboratory, Curriculum Library, and Photographic and Graphics Areas (on the ground floor). Such additions as these in the field of educational technology meant that the capacity of the College to expand and enrich its learning-teaching strategies was considerably enhanced. The official opening ceremony, on Friday 22nd September, 1972, took place in a further addition, the canteen-recreation hall; and the occupation of the two lecture theatres saw the completion of the main administration and teaching block and thus of Stage Two of the project.

The major building project of 1973 was the gymnasium which, with its stage facilities, has been used for other programs, especially music and drama, until specialist complexes were built for these purposes. The gymnasium has added considerably to the range of student activities outside the normal physical education teaching uses.

The Report of The Special Committee on Teacher Education of the Commission on Advanced Education, in March, 1973, recommended that the Australian Government support a capital program for the College as follows:

WT16	Completion of Gymnasium	\$247,000
WT17	Erection of Arts and Crafts Block	645,000
WT18	Erection of Student Association Building	100,000
WT19	Erection of Science Block	564,000
WT20	Erection of Music and Drama Block	500,000
WT21	Erection of Residential Accommodation	177,000
WT22	Erection of Caretaker's Residence	18,000
WT23	Alterations to provide for Administration, Teaching and a Media Resource Centre	43,000
WT24	Alterations to Canteen	5,000
WT25	Site Development	75,000
WT26	Planning	35,000
WT27	Equipment	74,000
Estimated capital expenditure		\$2,483,000

Work already commenced under the original State Government program on the Gymnasium was completed in January 1974 and construction on the Arts and Crafts Block (renamed Art Education), which commenced in December 1973, was completed by the beginning of the 1975 academic year. The Science Block (revised to include Mathematics), and the Student Association Building, were commenced in February and July respectively, and both were completed early in 1975. Construction of the Music and Drama Block commenced in January 1975 and the building was completed early in the 1976 academic year. This project has been considerably modified due to escalating costs. Forward building planning commenced in 1974 for a Special Education/ Education centre and this project will be a priority capital project in the 1977-79 triennium, together with the second stage of the Music and Drama Block, and extensions to the Learning Resources Centre.

Planning was initiated in 1974 for the building of an Aboriginal Centre. A successful submission was made to the Department of Aboriginal Affairs for a special capital grant for construction of this centre which also accommodates some of the staff of the Aboriginal Teacher Education Program.

Four possible policies, taken either separately or in combination, appear to offer a solution to the problem of the comparatively small site: first, a "high rise" building approach; second, a vigorous program of new site acquisition; third, an extension of the locus of College programs into the schools and community by means of mobile educational centres, itinerant tutor teams in country areas, multi-media self-instructional kits for external students, and other devices; fourth, a reduction in the space allocated to playing fields. The second of these possibilities is the one most favoured by the College at present.

Under the Teacher Education Act of 1972-74 Mount Lawley Teachers College became an autonomous tertiary institution and a constituent member of the Western Australian Teacher Education Authority. Functions which had previously been carried out by State Government departments such as the Public Works Department and Education Department became the responsibility of the College.

On 10th May, 1974, the Executive Council decreed that Reserve No. 3720 should vest in and be held by the Mount Lawley College in trust for the purpose 'Mount Lawley Teachers College'.

While design work proceeded in 1969 at another level, the lines of policy and organization of the new college were traced out with special reference to certain changes from the traditional; by the third year of operation the following were features of the College program: continuous assessment, teaching practice preparation weeks, the semester system, staff-student involvement in College policy determination, and Closed Circuit Television and other new instructional strategies and techniques had all become quite accepted features of College working.

A significant decision was taken in late 1974 when Mount Lawley College, having attained the status of a College of Advanced Education, was requested by the W.A. Teacher Education Authority to provide external studies programs for the constituent colleges in areas not already available externally from the other major tertiary institutions in the State.

	1970	1971	1972	1973	1974	1975	1976	1980
STUDENTS								
Full-Time	192	431	674	746	840	963	986	
Part-Time						84	145	
External					34	87	237	
	192	431	674	746	874	1134	1368	2500
STAFF								
Academic	23	38	54	68	87	101	103	210
Non-Academic	6	10	15	41	57	79	80	170
Other Staff	4	10	21	38	47	52	52	110

Table 1. The growth of the College community, indicating rate of actual and projected development.

I.2 THE ROLE OF THE COLLEGE

The main thrust of Mount Lawley College of Advanced Education as a multi-purpose tertiary institution continues at this point to be in the field of Teacher Education. In 1976, in addition to the under-graduate award of Diploma of Teaching, the College mounted Graduate Diplomas in the areas of Special Education and Aboriginal Education.

In seeking to serve the educational needs of the community the College has undertaken planning for a general degree (B.A.), a professional degree (B.Ed.), further post-graduate diplomas, (Educational Technology, Intercultural Studies, Art Education) and associate diplomas (Social Training, Aboriginal Teacher Aides, Industrial Relations, Safety Officers, Justice Officers, Social Administrators). Approval to mount these courses will dramatically change the student population as well as demands on the development of the campus. (See Table 1.)

1.3 RELATIONSHIP WITH OTHER STATE AND TERTIARY EDUCATION INSTITUTIONS

The College now exists as a statutory body within the Western Australian Teacher Education Authority (WATEA). Mount Lawley was the fourth of the five constituent colleges of the Authority to be established. Originally the College was part of the Teacher Education Division of the Western Australian Education Department. At that time Mount Lawley's relationships with other tertiary institutions were through official Education Department channels in the main. Since autonomy in 1974 the College has been represented at the level of the Western Australian Tertiary Education Commission (WATEC) by the WATEA.

With the implementation of the WATEC Amendment Act (1976) the former Tertiary Education Commission becomes the Western Australian Post-Secondary Education Commission (WAPSEC) and the principle of representation of institutions in The Tertiary Commission will be abandoned. However, the new Act prescribes that one member should be selected for his knowledge of, and interest in, teacher education and two other additional members should be selected from persons having a knowledge of, and interest in, advanced education.

At the informal level the College has direct contact with other tertiary institutions through course advisory committees of the College on which are represented many members of the Universities' staffs, members of the West Australian Institute of Technology staff and staff from other WATEA colleges. Similarly, members of the College staff have been invited to serve on advisory bodies and panels of the other tertiary institutions. Additionally the College provides primary teaching workshop and practical teaching units for Education Faculty students of the University of Western Australia.

Informal relationships with other State educational institutions and bodies occur at three levels. At the College Board level the W.A. Education Department is represented by the Director General, and the W.A. State School Teachers Union by its President. At the level of the courses advisory committees the W.A. Education Department is represented on each committee by a nominee and there is also an appropriately representative teacher from the Department's schools on each committee.

A third level at which the College works with the W.A. Education Department is in the field of Practical Teaching and In-Service education. The College works directly with some fifty contributing schools which undertake to assist with practical teaching programs for the School of Teacher Education. These schools plan programs jointly with the Department of Practical Teaching at the College. Groups of Country schools are also involved in a similar specific program each year. Many in-service courses are conducted each year on the College campus by the Western Australian Education Department and the Catholic Education system with varying degrees of participation by the College Staff. In 1974 and 1975 the College was host to one-year Special Education certificate courses for the W.A. Education Department.

The private primary school system in Western Australia is almost entirely made up of parochial schools of the Catholic Education Commission. The College Principal is a member of this body and representatives of the Catholic school system are included on most courses advisory committees.

For funding, course approvals and accreditation, the College submits to the same co-ordinating structure as the other smaller Colleges of Advanced Education in Western Australia. However, with the inclusion of the Technical and Further Education sector in the Post-Secondary education field it will be important for the College to establish stronger formal and informal links with existing and future TAFE Colleges.

SECTION II

COLLEGE AIMS, OBJECTIVES AND ACADEMIC POLICIES

II. COLLEGE AIMS, OBJECTIVES AND ACADEMIC POLICIES

II.1 AIMS

The general tradition of tertiary education has emphasized four conceptually distinct but related areas of responsibility for academic institutions. They are:

the vocational preparation of candidates aspiring to enter the professions; the advancement of research and scholarship; a concern for developing the pedagogic skills; and an awareness of the way in which the institution can contribute to community development.

When faced with the task of identifying its aims, any institution must do so in relation to the four areas of responsibility listed. The institution must be willing to face the task of evaluating its own performance in relation to such purposes. To this end the objectives guiding the operation of Mount Lawley College are put into effect in ways that make it possible to decide whether or not the objective has been achieved.

In relation to the first of the four major areas of concern listed above - the vocational preparation of professionals - the College accepts the view that such preparation is a complex task. It involves the College in providing a social environment in which the following are available to its students:

a broad learning experience coupled with appropriate professional preparation; emphasis on the dual concerns of personal development and professional competence; and an emphasis on the development of a flexible approach in seeking answers to problems encountered and situations faced in the professional role.

The College realistically accepts the view that pushing back the frontiers of knowledge in areas of theoretical research is properly the domain of the university component of the higher education sector. ^{However,} The College would see it as a waste of human and physical resources if it did not encourage staff to use their expertise in research and scholarship in relation to their teaching roles.

Because the College is dedicated to fostering the highest standards in the teaching/learning situation, it fully accepts its responsibility for the development of the pedagogic skills. The ways in which this aim is implemented are mentioned in a number of places throughout this submission and especially in Section IV which deals with Facilities and Resources.

The College has adopted a policy of "community access" which is cognisant of its responsibility to be aware of community needs and to contribute to community development. The community access philosophy is exemplified in many ways but in particular it can be seen in two examples:

the manner in which community members of the College Board have been encouraged to accept meaningful and responsible roles in the administration of the College; and the appointment of community representatives to academic course advisory committees in order to participate in the development of programs of study.

II.2 OBJECTIVES

Granted that the College's broad objective is to meet societal needs through the provision of general and specialised educational programs at the post-secondary level, the following additional general objectives ought not to be overlooked:

- to foster scholarship and the advancement of knowledge and to provide some measure of opportunity for applied research in fields relevant to College and community interests;

- to ensure throughout the College, the highest standards of teaching and communication, commensurate with the level of innovation and excellence appropriate in tertiary level courses;

- to provide technological and liberal education for a varied range of students (including external students) selected from a significant number of age groups and backgrounds in the community;

- to identify important new fields of professional and personal development studies which are not being adequately provided for, and to devise programs appropriate to them;

- to provide opportunities for study beyond the first diploma or degree, including the provision of continuing education and refresher courses;

- to seek ways in which the College and the community, especially its educational institutions, may develop as a result of fostering a close working relationship;

- to seek to change what can be shown to be obsolete or obsolescent, especially in professional practice, and to respond flexibly to change at all levels;

- to work for the utmost co-operation between state tertiary education institutions while keeping in focus the overall needs and objectives of the community;

- to create conditions which will encourage the student to continue studying, questioning, thinking critically, and seeking to update his skills and knowledge throughout his professional career;

- to help students to develop a reasoned and informed awareness of contemporary world problems; and

- to ensure that the college provides a real service to students enrolling in courses, so that the community investment in learning resources, educational services, academic and support staff, buildings and grounds, is ultimately fully justified.

II.3 ACADEMIC POLICIES

II.3.1 First Degree and Undergraduate Diploma Courses Policies

Academic administration of these courses, including the development of specific course requirements, is effected by the relevant School of Studies through its Academic Council and Graduate or Undergraduate Studies Committees as appropriate.

The College Board establishes the overall academic policies (rules and regulations) under which all Schools of Studies offer the College courses. These rules reflect the decisions and directives of the W.A. Teacher Education Authority Council and, ultimately, the policies of the Australian Council on Awards in Advanced Education (ACAAE) which approves at the national level the academic courses offered by Australian Colleges of Advanced Education.

At present the College has confined its course offerings at first degree and diploma level to the category of course which is or will be approved by the ACAAE. However, non-approved courses funded by the clients are under development. All internal College academic approving procedures will apply to these latter courses.

II.3.2 Graduate Diploma Courses Policies

The academic policies of the College in relation to Graduate Diploma courses are determined in the same manner as those for the undergraduate courses.

As distinct from the other College courses the Graduate Diplomas are required to be more selective in their enrolment and more rigorous in terms of content and standards of assessment submissions.

It is assumed that for each hour of student confrontation in formal teaching/learning sessions, the student will spend two hours in self-directed study or course work.

Proposals for new Graduate Diploma courses are discussed fully with other WATEA Colleges to ensure that duplication and needless competition are avoided. Co-operative arrangements have been made to utilize staff and facilities available in certain other Colleges and to reciprocate where required for courses at these Colleges.

II.3.3 Student Academic Status

College policy provides for the determining of the academic status of each student at the end of each semester in one of the categories - Good Standing, Conditional, Unsatisfactory.

A student whose Academic Status has been classified as either *Conditional* or *Unsatisfactory* by the Academic Review Committee may appeal to the Appeals Committee of the College Board.

Detailed rules governing Student Academic Status and Appeal Procedures are before the College Board awaiting adoption.

II.3.4 Admission Regulations for Undergraduate and Graduate Courses

II.3.41 Entry through the Tertiary Admissions Examination

Eligibility for admission by means of the Tertiary Admissions Examination is based on performance in five subjects, one of which must be English or English Literature. The College reserves the right to require an interview for entry into Teacher Education Programs.

Candidates over the age of 21 at the beginning of an academic year will be eligible for admission if they:

attain a required aggregate under the Tertiary Admissions Examination mature-age provisions - the aggregate will be determined on the marks attained in two subjects and the scaling test sat at the one annual Tertiary Admissions Examination; and

meet the requirements of pre-requisite studies, interviews and aptitude tests as specified under II.3.41 above.

II.3.42 Other Entry Regulations

Mount Lawley College recognizes other qualifications for purposes of determining eligibility for admission to undergraduate courses.

School candidates may be admitted on the basis of evidence, other than the Tertiary Admissions Examinations performance, such as school assessments and reports.

As part of the open education policy the College grants provisional entrance to mature-age students on the basis of a qualifying examination, interviews and referees' reports.

II.3.5 Admission regulations for Post-Graduate Courses

Applicants normally will be regarded as eligible for selection if they have completed a three-year tertiary degree or diploma (e.g. Diploma of Teaching or its equivalent) and have at least one year of appropriate full-time professional experience. In special circumstances where experience and alternative qualifications are highly relevant, applicants may be approved to commence studies if it is considered that they are likely to succeed in the course. Students so admitted may be subject to additional course requirements.

II.3.6 Advanced Standing

Candidates enrolled in teacher education programs in another tertiary institution are eligible to apply for Advanced Standing. Credit may be granted for tertiary level studies in other disciplines.

II.3.7 Course Development

To ensure that the spectrum of expertise from both within the college community and the community at large is brought to bear in the development of new courses, Mount Lawley College observes the following procedures. A Course Advisory Committee comprising relevant academic staff and consultants is formed for each proposed new course at the direction of the Chairman of the appropriate School of Studies. Recommendations from this committee are directed to the Academic Council and Studies committees of the School of Study before being presented to the College Board and its Academic Sub-Committee. The membership of the Advisory Committee is drawn widely from appropriate sectors of government, the professions and industry and includes students.

II.3.8 External Studies and Part-time Studies

In general external students and part-time students are subject to the same academic policies, rules and regulations as full-time students.

However, external students, by virtue of the exigencies of distance, postal services and difficulties with reference and media facilities, are permitted to receive particular variations of submission deadlines at the discretion of the Co-ordinator of the External Studies Division. Additionally, these students are provided with the services of a Special External Studies Library. Another difference in their mode of studies is the requirement where appropriate of attendance at 'On-Campus' weeks during each academic year.

II.3.9 Continuous Assessment System

The College has always maintained a policy of eschewing final examinations as the prime mode of evaluating student performance.

The Continuous Assessment System of the College has been subject to progressive review since its inception when the College was founded. As with other policy decisions of the College, both the student body and the academic staff have contributed significantly to the present form of the assessment procedures.

At present the draft of the completely revised Continuous Assessment System is awaiting final ratification by the College Academic Committees. However, the revised procedures retain the following essential characteristics of the System used since the College was established:

there must be at least three different categories or types of submission of work or evaluation modes used in each study unit;

submissions of work or performance tests must be required at intervals distributed over the whole period of the study unit;

feed-back of results must be made available to the individual student and the appropriate studies committee sufficiently early and with sufficient frequency for the student to adjust work levels or obtain remediation during the study program concerned.

The revised Continuous Assessment system will constitute an appendix to course accreditation submissions as soon as it receives the final approval of the College Board.

II.3.10 Academic Rules and Regulations

The College Academic Rules and Regulations which apply to all Schools of Studies are awaiting final approval of the College Board. Their development has been a joint exercise of staff and students working in committees. These regulations will constitute an appendix to future accreditation submissions.

SECTION III

ADMINISTRATIVE AND ACADEMIC ORGANIZATION
WITHIN THE COLLEGE.

III ADMINISTRATIVE AND ACADEMIC ORGANIZATION WITHIN THE COLLEGE

III.1 GOVERNING BODY

III.1.1 The College Board

The Teacher Education Act, 1972-1974, Section 31 defines a constituent college of the Western Australian Teacher Education Authority in the following terms:

"A constituent college shall consist of a Board, and members of the academic and other staff and enrolled students of the College."

"The governing body of a college is the Board of the College" (Section. 37).

The Act, Section 38(i) (b) further defines the composition of the Board:

"(1) A Board of a college -

(a) shall consist of -

- (i) the Principal who shall be the Chairman of the Board;
- (ii) the Vice Principal and Deputy Vice Principal of the college;
- (iii) five persons from the academic and other staff of the college elected by such staff in accordance with those rules but so that at least one person so elected shall be from the other staff of the college;
- (iv) not less than one person and not more than two persons from the enrolled students of the college elected by such students in accordance with those rules;
- (v) four persons from the general community appointed in accordance with those rules; and
- (vi) four persons appointed by the Minister, and being such persons as he considers, by reason of their qualifications, interest, or experience in teacher education, the general community, or otherwise would be capable of making a contribution to the functions, powers and duties of the Board."

The functions, powers and duties of the College Board are defined in the Act as :

"47. Subject to the general policy determined by the Council, a Board -

- (a) shall provide courses of teacher education and such other courses as may be established from time to time for such awards of the Council as the Council approves;
- (b) may admit students to courses in the college;
- (c) shall foster the general welfare of staff and enrolled students of the college and the development of those students;
- (d) shall cause to be prepared and submitted to the Council, as and when required by the Council, proposals for the development of the college and the financial programme relating to that development;
- (e) shall allocate financial and other resources within the college;
- (f) may provide such administrative services for the college as are necessary or desirable, and are not provided by the Council;
- (g) shall furnish a report to the Council on the activities of the college not later than three months after the 31st day of each December; and
- (h) may do all other things necessary or convenient to be done for or in connection with the exercise of its functions."

III.1.2 Committees of the Board

Six standing committees of the Board exist (See Figure 1). They are the Legal, Staff, Finance, Academic, Student Affairs and Buildings Committees. The Principal is ex-officio a member of all these Committees and is Chairman of several. They have power to co-opt but must comprise not more than seven members of whom not more than five shall be members of the College Board.

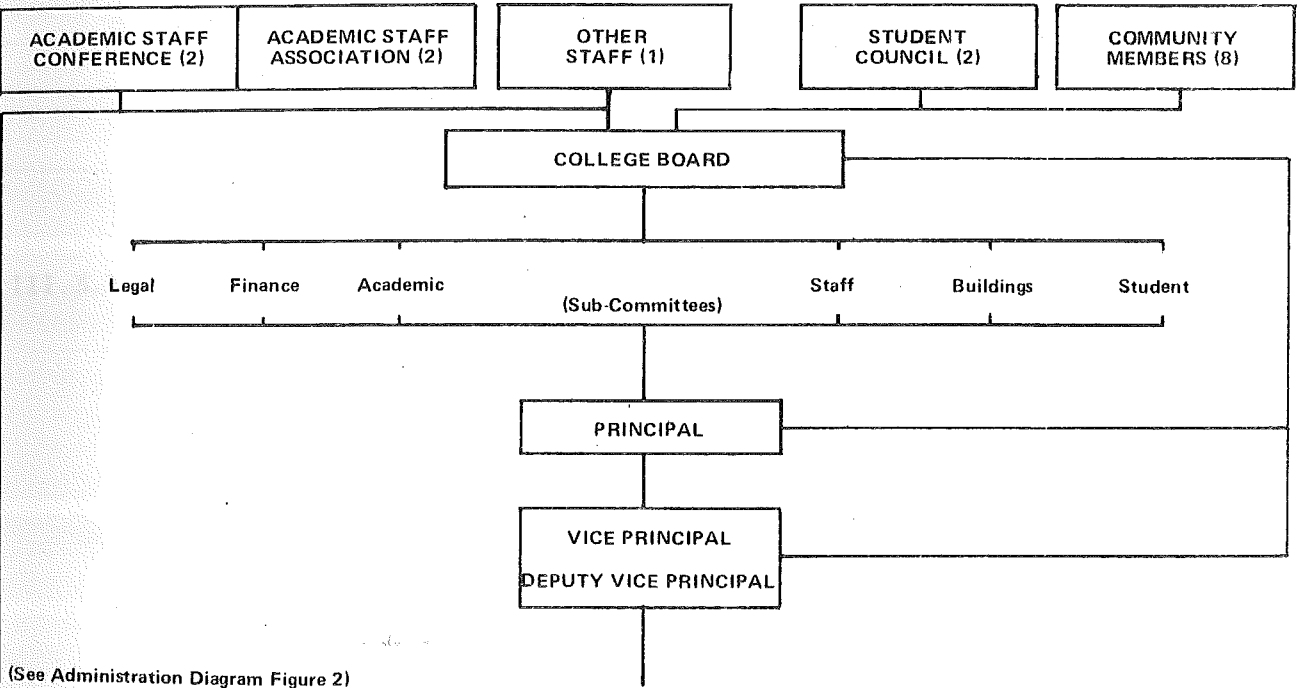
III.2 THE PRINCIPAL, SENIOR ACADEMIC ADMINISTRATION, HEADS OF DEPARTMENTS

The Principal, who is also Chairman of the College Board, is the chief executive officer and chief academic officer of the College (Teacher Education Act, Section 49(i)).

The Conditions of Service for Academic Staff in Teachers Colleges in Western Australia, Paragraph 2.1, stipulates that

"There shall exist a structure of academic positions....."

As well as the Principal, this structure includes: Vice Principal, Deputy Vice Principal, Assistant Vice Principal, Senior Lecturer, Lecturer, Senior Tutor, Tutor/Demonstrator.



(See Administration Diagram Figure 2)

(See Administration Diagram Figure 2)

Figure 1 : THE COLLEGE BOARD

In the Administration are Vice Principal, Deputy Vice Principal, Assistant Vice Principals, Academic Registrar (Senior Lecturer), Senior Lecturer Administration and Research and Planning Officer (Lecturer). Assistant Vice Principals were first appointed in 1974.

Heads of the teaching and the non-teaching departments administer their departments and, convening as the Heads of Departments Meeting with the senior academic administration, form an important administrative body within the College.

III.3 SCHOOLS AND TEACHING DEPARTMENTS

III.3.1 Historical Perspective

At its inception Mount Lawley Teachers College was a single purpose institution, having only one course and preparing students for the UG2 Award, the Diploma of Teaching (Primary).

Its academic staffing structure to fulfil that objective, and as referred to above, could be represented diagrammatically in Figure 2.

The Teaching Departments were those of Art Education, Early Childhood Education, Education and Psychology, English, Speech and Drama, Mathematics and Science, Music Education, Physical and Health Education, Practical Teaching and Social Sciences.

III.3.2 Development of Schools within the College

It is envisaged that, since the College has become a College of Advanced Education, a multi-purpose institution, it will soon offer a variety of courses for awards at various levels both in and outside the field of teacher education. In order to cater for these developments the administrative and academic organization of the College is undergoing certain changes, especially as a result of the establishment of Schools of Study which are responsible for the various courses.

Initially two Schools have been formed, the School of Teacher Education and the School of General Studies. For the present an Assistant Vice Principal is the Chairman of the School of Teacher Education and another the Chairman of the School of General Studies.

The Vice Principal is charged with overall responsibility for all courses.

The Teaching Departments continue to function independently of the Schools and service the study-units in courses in each School of Studies.

The administrative and academic organization envisaged is represented diagrammatically in Figure 3 but it should be noted that development of the Schools is likely to be uneven and much of the former administrative and academic organization remains in operation.

III.3.3 The School of Teacher Education

The Academic Council of the School comprises the Chairman, The Principal or Vice Principal and Deputy Vice Principal, Heads of Departments contributing units, Principal Librarian, Supervisor of Media Services, and Head of External Studies, all ex officio, and two elected members from each of the Academic Staff Conference and the Student Council.

The Chairman is also Executive Officer of the School.

Under the Academic Council are Undergraduate and Graduate Studies Committees and working parties.

III.3.4 The School of General Studies

The School of General Studies is part of the concept of schools of studies within the College, but at present remains largely undeveloped. Its structure and organization is similar to that of the School of Teacher Education.

III.3.5 Teaching Departments

In addition to the Teaching Departments already listed, since 1973 the College has conducted an Aboriginal Teacher Education Program (ATEP) with funds provided by the Department of Aboriginal Affairs.

III.4 NON-TEACHING AREAS

III.4.1 Learning Resources Centre

The Centre comprises the Library and the Educational Technology Department, including the Media Library, each with its own professional, specialist and support staff. Further details are provided in Section IV.3.

III.4.2 General Office and Bursar's Office

These offices lend clerical and accounting support to the College and the teaching departments and are responsible for maintaining the buildings and grounds of the College as well as the ordering and reception of stores and provision of physical services.

III.4.3 External Studies Division

This Division services courses operating in the external mode and works directly with the staff of appropriate teaching departments in the preparation and administration of study programs. On behalf of the relevant School of Studies it recruits and enrolls external students and is responsible for College mailing services.

III.4.4 Publications Production Department

This Department is responsible for all printing and reprographic services of the College.

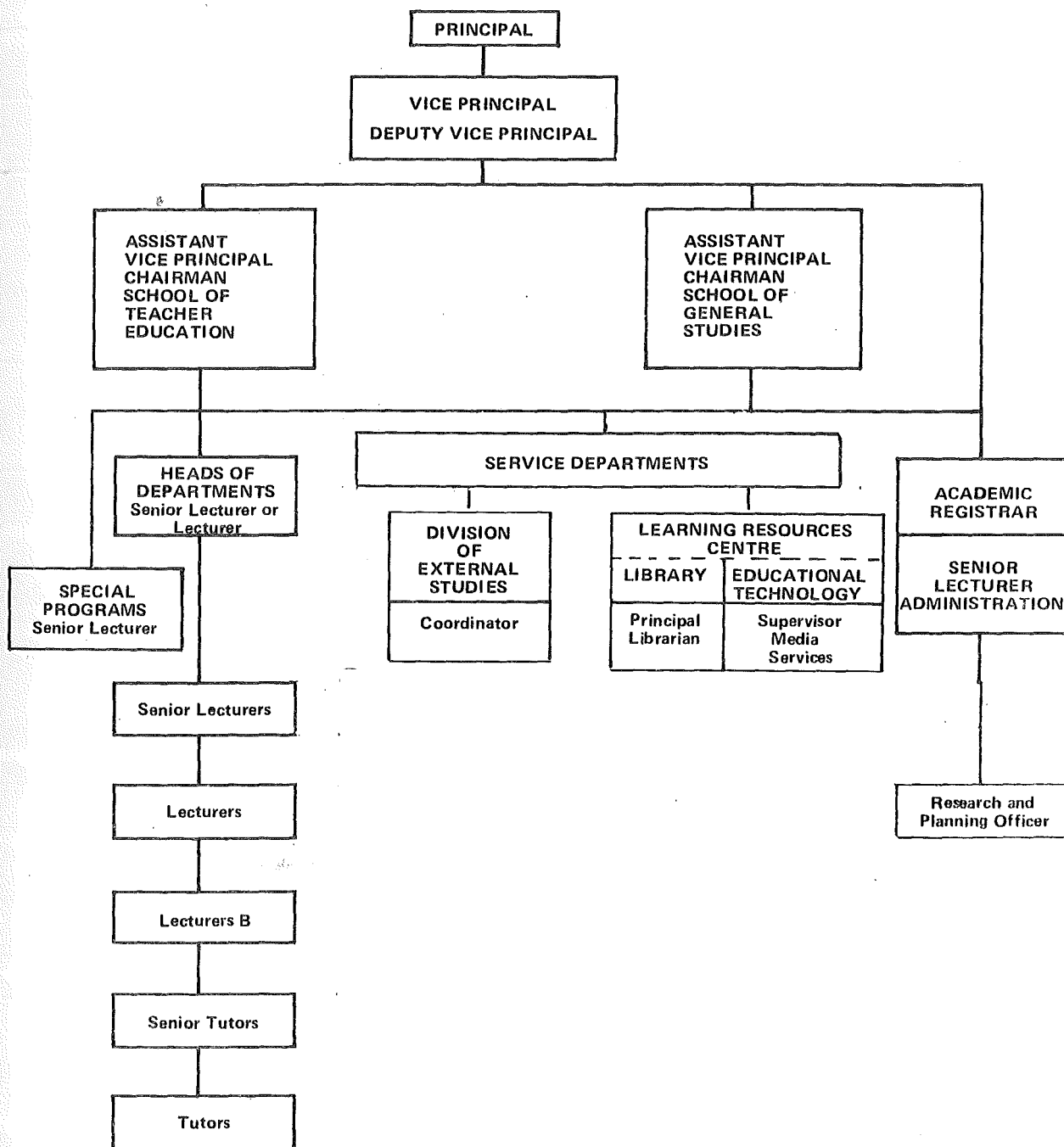
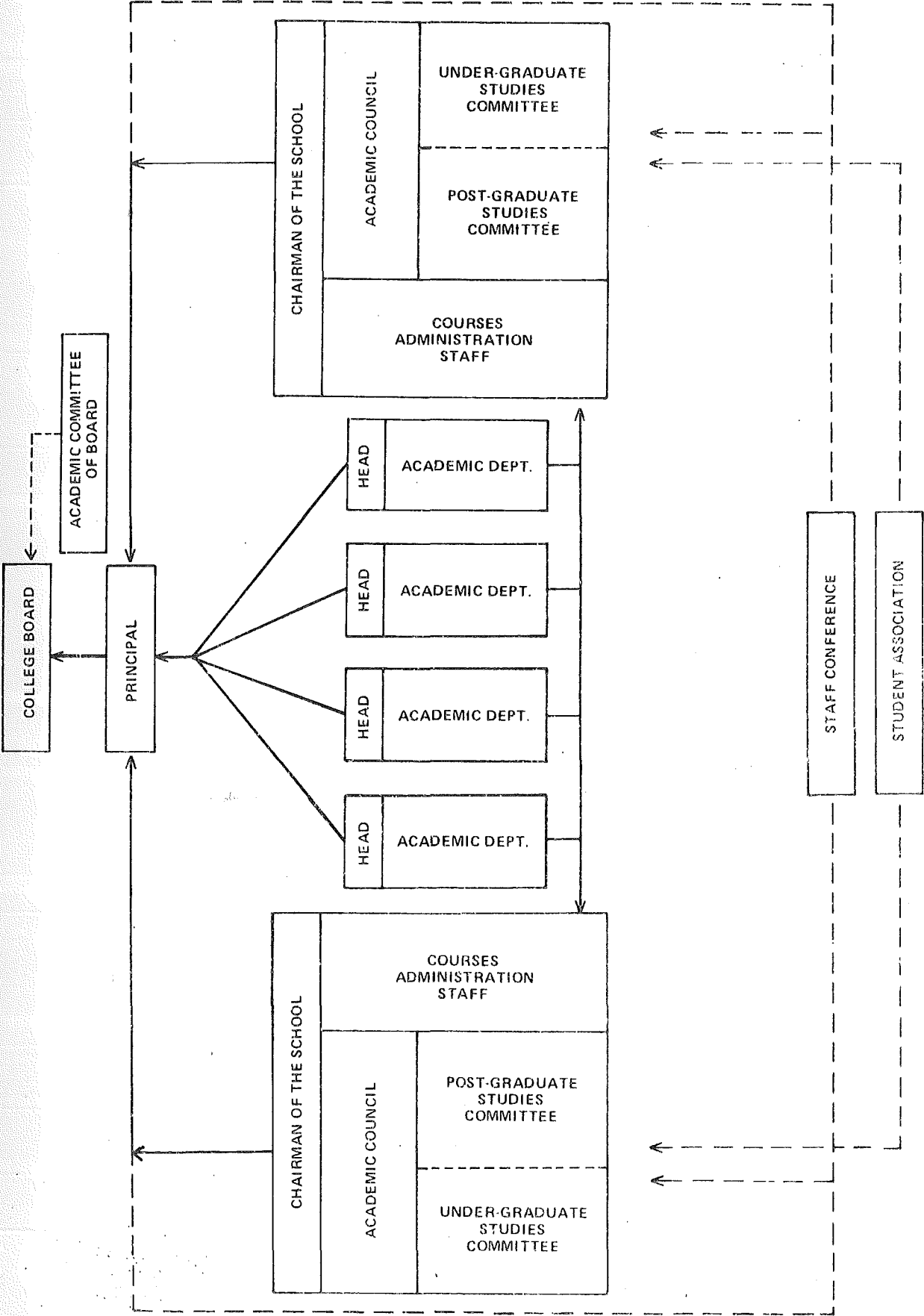


Figure 2
ADMINISTRATIVE AND ACADEMIC ORGANIZATION

SCHOOLS OF STUDY IN RELATION
TO COLLEGE ORGANIZATION
Figure 3



SECTION IV

FACILITIES AND RESOURCES

IV.

FACILITIES AND RESOURCES

IV.1

GENERAL

As already explained in Section I, the Western Australian Education Department originally commenced planning of a teachers college on this site in 1967 when Mr. R.G. Peter was requested to prepare architectural briefs and liaise with the State Public Works Department.

The general and specialist teaching centres on the campus which have been planned with the assistance of various consultative groups are eminently compatible with the teaching and learning strategies adopted by the College. (See Appendix). Each teaching area has access to closed circuit television and is equipped with a wide range of audio-visual aids; a very large number of variable group size instructional areas can be created and the two well-equipped lecture theatres are adequate for the relatively small proportion of the course conducted in the mass instructional mode. Campus buildings include the Main Administrative/Teaching Block comprising Principal's Reception and Senior Administration, Departmental staff studies, General Office, Bookshop, Bursar's Office, Staff Room, meetings and conference rooms, specialist teaching areas for English, social sciences, early childhood education, education and psychology, practical teaching and the Learning Resources Centre. There are also separate centres or facilities specifically designed for art education, dance, physical and health education, mathematics, science, music and drama. The College therefore has the capacity to cater for the needs of professional training in education at both pre-service and in-service levels. In addition it makes provision for various areas of general or liberal studies especially in the fine arts.

From its establishment in temporary quarters in 1970, the College has grown to its present population of nearly twelve hundred students and about two hundred academic and support staff and accommodates them in a learning environment which is considered to be as advanced as any in Australia. Further building projects are planned in the period 1977-79 to cater for new programs in the fields of Special Education and Education and Psychology. In addition, extensions of the Learning Resources Centre, Music-Drama Centre and other buildings are to be given priority to meet the College's anticipated needs.

IV.2

ACADEMIC STAFF DEVELOPMENT

Implicit in the approach adopted by the College to the question of academic staff development is recognition of the 'professional isolation' of tertiary institutions in Western Australia. Academic staff are encouraged to establish contacts with colleagues, professional organizations, and tertiary institutions in the wider academic community. Two formal ways in which this

approach is put into operation are through study programs at institutions both within and outside Western Australia, and in a liberal approach to participation in conferences held in the other Australian States and overseas.

Another facet of academic staff development is a new program being implemented within the College. This program could be classified under the broad heading of 'continuing education' of academic staff. Two components of the program are:

addresses presented to staff by visiting academics; and
the organization of colloquia at which staff involved in study projects can discuss their work with colleagues in an interactive and constructive situation.

IV.3 EDUCATION SUPPORT RESOURCES

IV.3.1 The Learning Resources Centre

The Learning Resources Centre (or LRC) at Mount Lawley College embodies the College's primary commitment to fresh approaches to tertiary education based on marshalling the widest possible range of resources to assist the learning-teaching process, particularly by widening opportunities for individualized learning and by the use of modern technology. The fact that the LRC is located close to the geographical hub of the campus emphasizes the key role envisaged for it in the educational program of the College.

The Centre itself is a two-storey building which consists of two major departments - the College Library located on the First Floor, and the Department of Educational Technology, including the Media Library, on the Ground Floor.

The main aim of the Learning Resources Centre is to provide the widest possible range of resource materials which are considered to be of value for learning and teaching, and to support these with facilities and services related to retrieving and exploiting these materials.

IV.3.11 Library Services

The Library on the first floor houses a growing collection of nearly 45,000 books, more than 750 periodicals and a large number of serials, microforms and pamphlets. In the Media Library area on the ground floor, materials such as videotapes, films, film-strips, slides, audiotapes, records, charts, pictures and multi-media kits, as well as teaching practice books, form an extensive collection of materials which are being integrated as far as possible on conventional book-shelves into one sequence. Access to materials in both Library areas can be gained through reference to the integrated catalogue on the First Floor.

The basic purposes of the Centre's Library services are to provide: learning resource materials for students' tertiary studies in all subject areas; materials which staff can use in the development of their individual teaching programs; learning resources and aids of all types for students to borrow for use while undertaking field experiences.

IV.3.12 User Services and Facilities

The Centre provides comprehensive facilities and services for the use of the multi-media library collection in a wide variety of teaching-learning modes.

As an extension of the 200 normal study places in the Library there are also 40 mono and stereo listening points, either in the Group Listening Room or Audio-Carrels. These cater for replay of music, drama and poetry recordings. Also in the Library is a periodicals reading area. Photocopying services are provided.

In the Department of Educational Technology 30 serviced carrels in the Self-Instructional Laboratory provide for group or individual listening or viewing of multi-media program material. An extension of this service provides closed-circuit television to all College teaching areas with live, video-recorded or telecine replay facilities.

IV.3.13 Media Production Services

Perhaps the most important facet of the Department of Educational Technology's work is its professional services and facilities for media materials production.

Equipment includes studio monochrome and colour cameras together with associated video-recorders. A Mobile Equipment Recording Video (M.E.R.V.) unit has been developed for video-tape recordings on location in schools or elsewhere outside the College precincts. Within the College there are various production areas in lecture theatres and laboratories to supplement the fully operational studio.

Other media production facilities include an audio studio, cine editing room, dark-rooms and graphics and photographic design studios. Professional staff provide the design, production and operational expertise to enable the College staff and students to fully utilize these facilities.

IV.3.14 Student Production

Certain facilities are available to students for the production of teaching aids, assignments and creative work. These facilities include tape recorders, access to a dark-room, 8mm film-making equipment and duplicating machines. Some students also assist in the LRC's professional television production work by acting as camera operators, floor managers or sound operators.

IV.3.15 Staff/Student Training

The Learning Resources Centre has a developing role to play in training related to the many facets of the organization of learning resources and educational technology in general.

The Department of Educational Technology offers opportunities for training in the effective utilization and production of most types of learning resources.

The basic objective of the Learning Resources Centre is primarily to consolidate and develop fully the wide range of services, facilities and functions described.

IV.3.2 External Studies Division

The College is fully in accord with the argument advanced in the recent Partridge Report¹ in its suggestion that extra-mural studies should be made available to as wide a clientele as can meaningfully make use of such provisions.

The College has already illustrated its commitment to the 'distance-teaching' mode of education through its establishment in 1975 of a Division of External Studies. As a result of its initiatives in making courses available to students by the external mode, and through the co-operation of the other constituent colleges of the Western Australian Teacher Education Authority, Mount Lawley College now has the official sanction of the Council of the Western Australian Teacher Education Authority to be the single outlet for the constituent colleges for courses offered through the external mode. (If the Partridge Committee recommendation, that the Teachers' Centre for Continuing Education be phased out, is implemented and its further recommendation, that the present functions of the Centre be transferred to Mount Lawley College, the External Studies Division will take on additional responsibilities in the continuing education of teachers.)

The following broad policy for the operation of external studies within the College has been outlined for the period 1976-79:

participation with the Western Australian Institute of Technology and Murdoch University, in the establishment of Regional Study Centres throughout Western Australia;

conduct of investigations on the feasibility of offering external studies courses within specialised educational areas for country teachers (these will be carried out in consultation with the W.A. Education Department and the W.A. Teachers Union, to ascertain needs);

¹Report on Post Secondary Education in Western Australia, Perth, January 1975.

development of individualized learning modules for students who are disadvantaged by their inability to study on-campus.

Appointment of staff, the availability of increased reprographic resources and the extensive Learning Resources material within the Library will facilitate such developments.

The vast area of Western Australia and the wide dispersal of teachers within the State highlights the need for external courses in the Education field to be available to allow practising teachers to upgrade their academic status and to keep abreast of modern developments.

The College sees its commitment in this area as vital and the provision of facilities for these students to overcome their difficulties is taken into account when designing and programming courses.

IV.3.3 Counselling Service

There are two components of the student counselling service: the 'staff-tutor' component and the 'professional counsellor'. The two components are interactive and complementary in operation. The staff-tutor's primary role is to provide academic guidance if a student is finding difficulties in carrying out the requirements of his course. There is however a second important aspect of the staff-tutor role. This is to act as an agent in referring students with problems not solely of an academic nature to the professional counselling service.

The professional counselling service has a wide ranging frame of reference. The Counsellor's role is in a formative stage and will be refined through experience in the performance of his duties. Currently he is expected to:

provide counselling services to students who may be functioning below their optimum level;

conduct individual and group diagnostic programs related to personal, learning, vocational and other problems that may result in counselling, therapy or educational intervention treatments;

provide consultative and advisory services in relation to College structures involving both staff/students to allow for maximum interaction and information;

develop and maintain viable liaison with other institutions and clinics so that helpful referrals can be made;

organize and conduct staff development programs aimed at improving understandings and skills involved in staff-student interactions;

assist in the organization, development and teaching of units of study related to the theory and practice of the counselling functions;

conduct research, in co-operation with the College research unit, to allow for the identification and development of relevant student services and counselling programs.

IV.3.4 Printing and Photocopying Services

The Publications Production Department of the College was established in 1976 to provide improved reprographic (i.e. photocopying, printing and publishing) services.

IV.3.5 College Computer Services

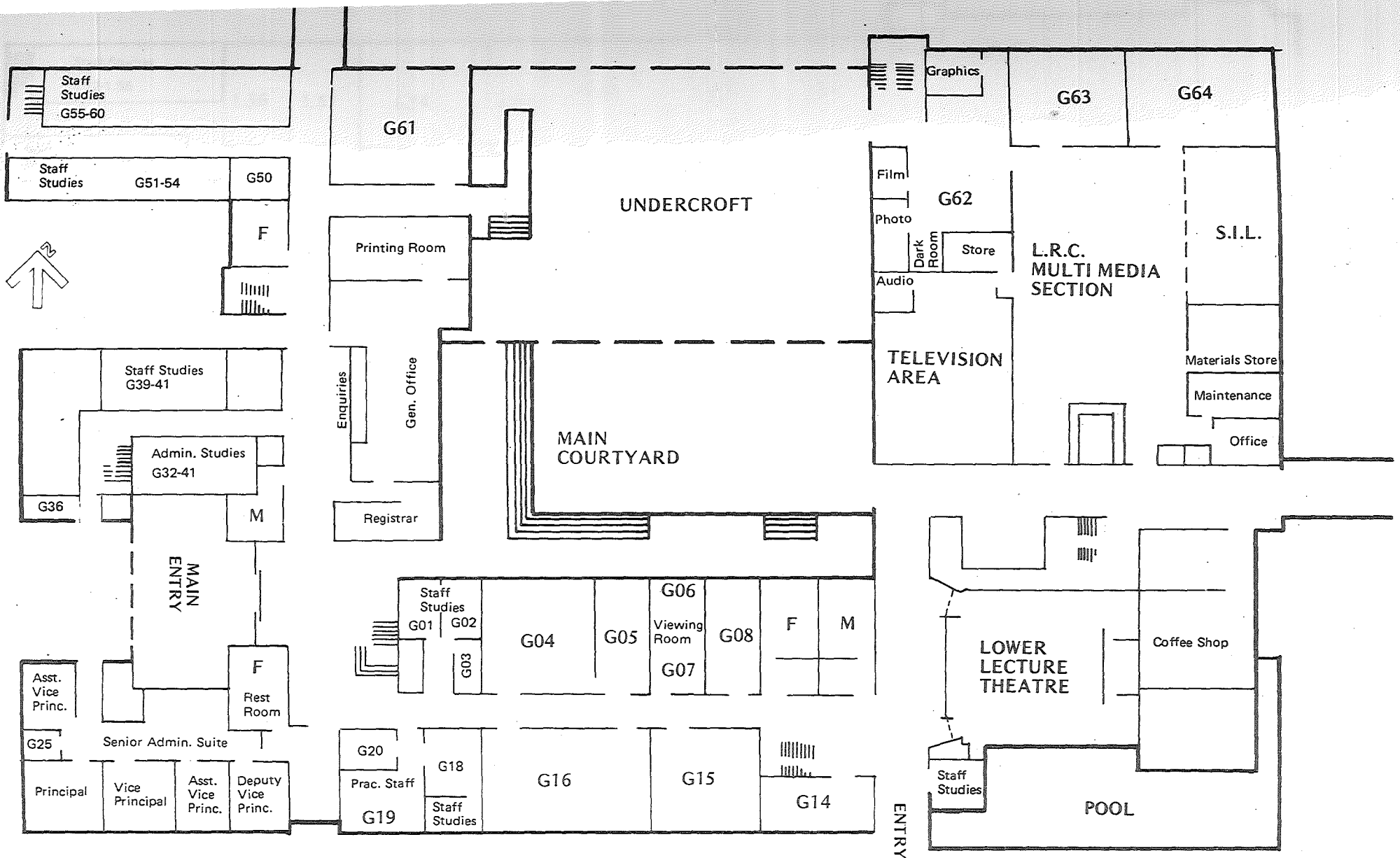
Since 1972 the College has been developing courses in computing. These developments are directed toward the computer as a mathematical tool and as an aid to administration and teaching. Two hard copy terminals are connected to the Western Australian Regional Computing Service PDP/10 and two Visual Display Units service the administrative needs of the College.

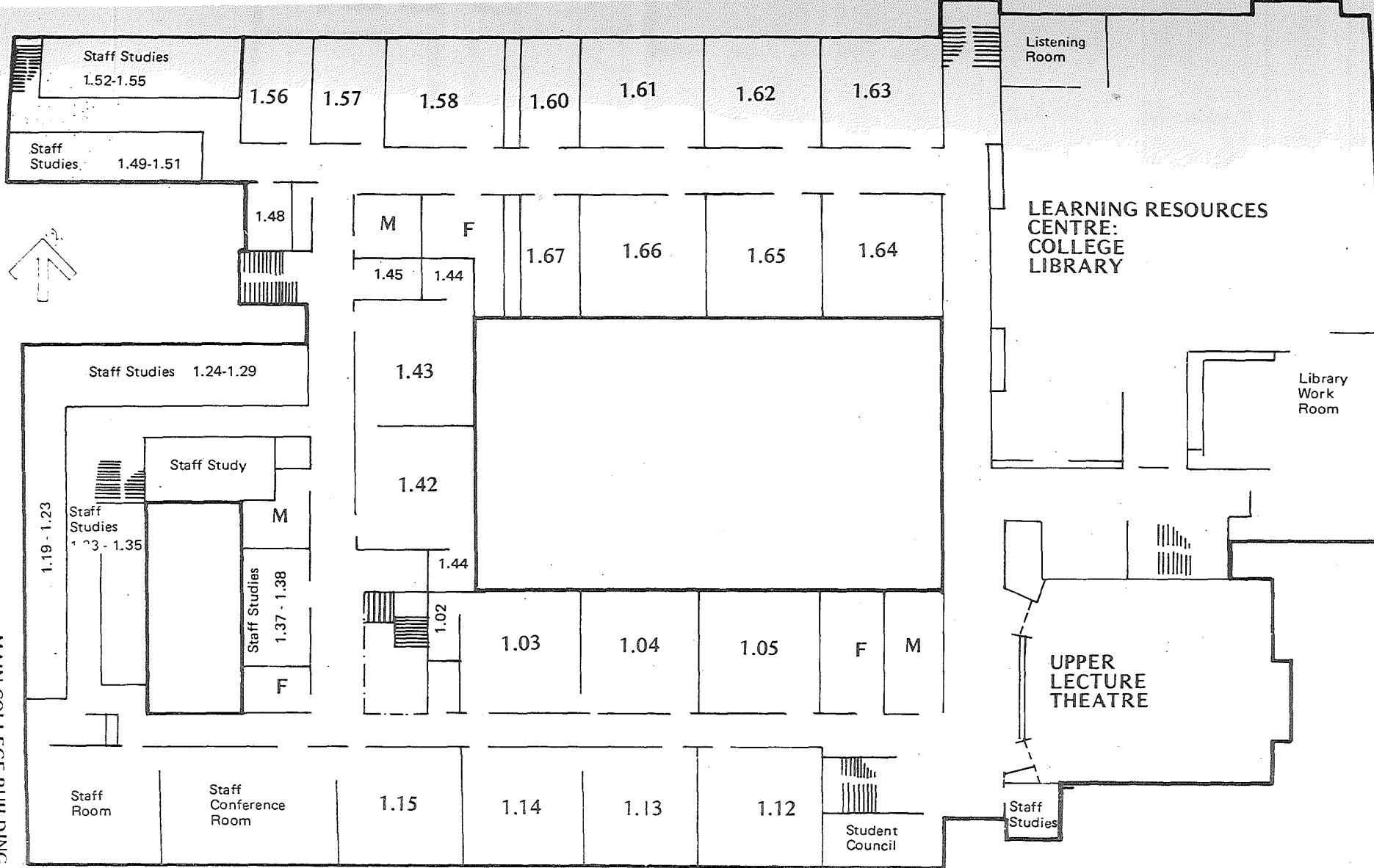
Besides "package" programs in economics, geography, mathematics, science education and psychology, the College computer services the needs of local high schools.

The College expects to have on site a PDP/11 installation by 1978.

SECTION V

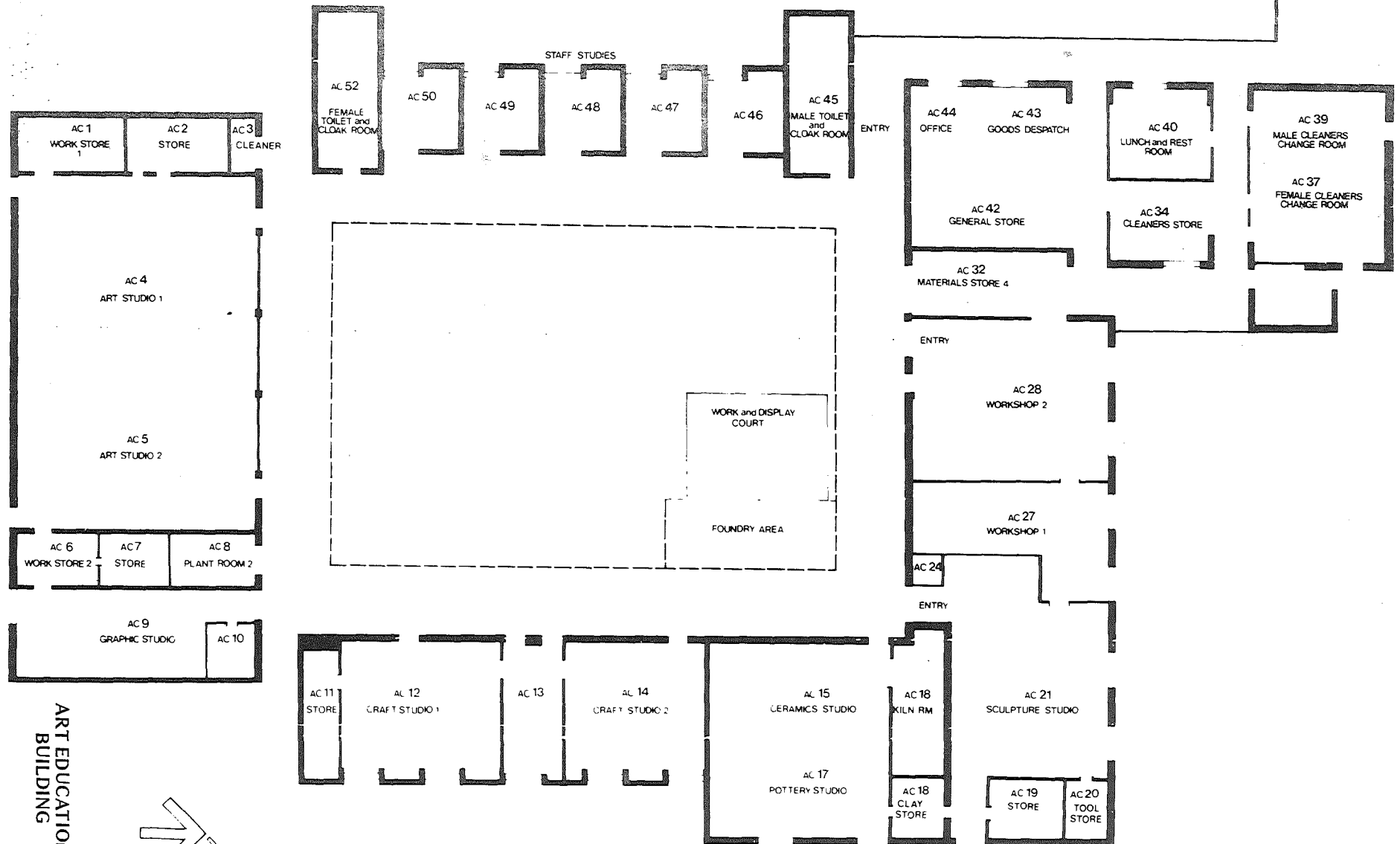
APPENDIX

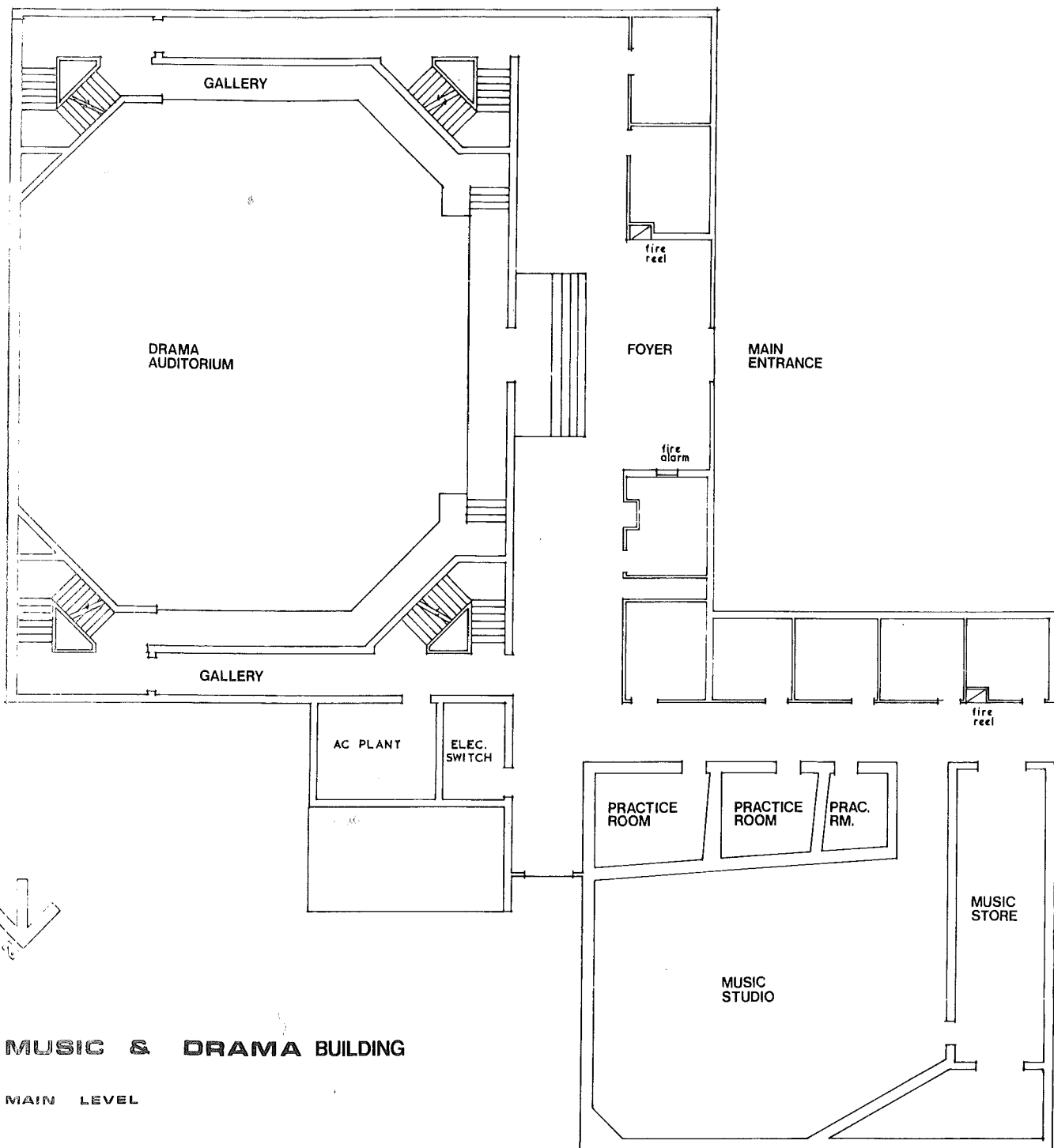




MATHEMATICS AND SCIENCE
BUILDING





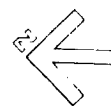
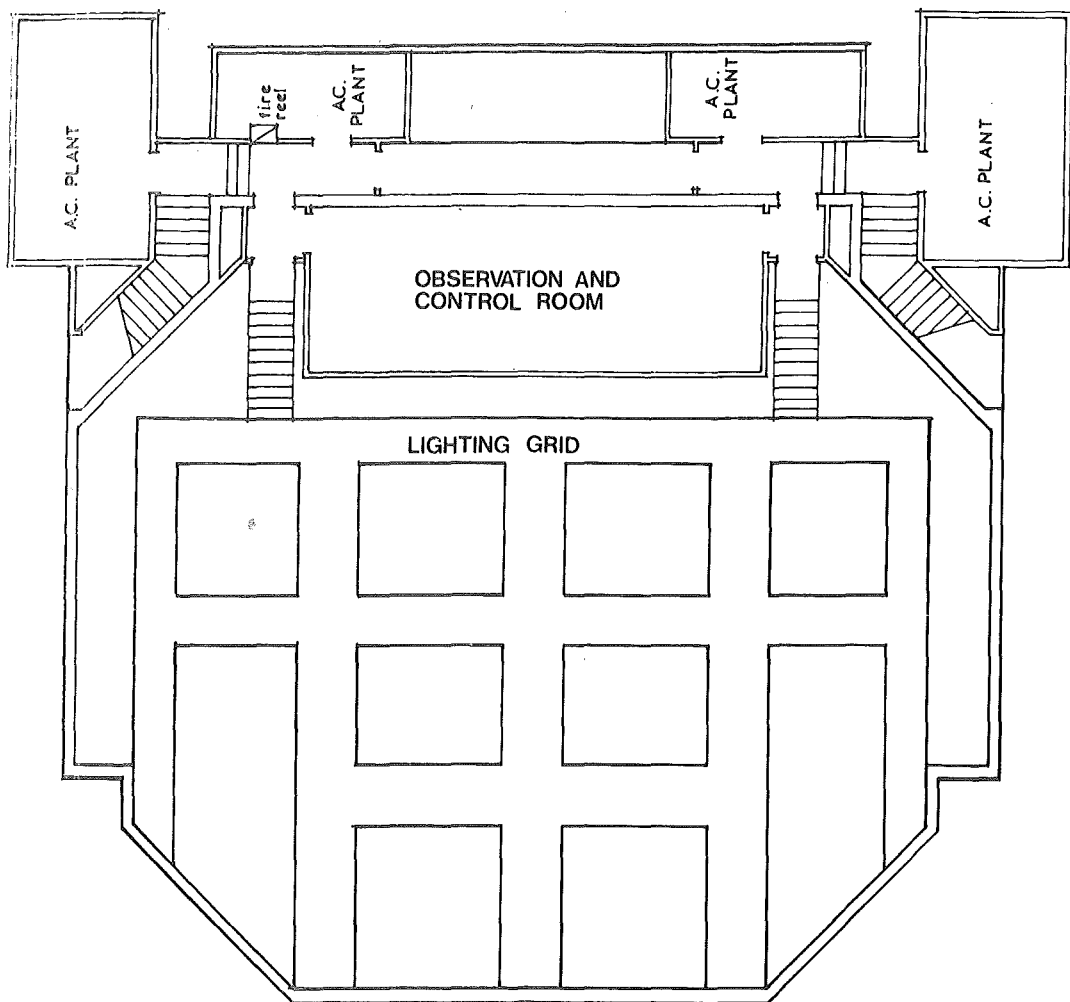


MUSIC & DRAMA BUILDING

MAIN LEVEL

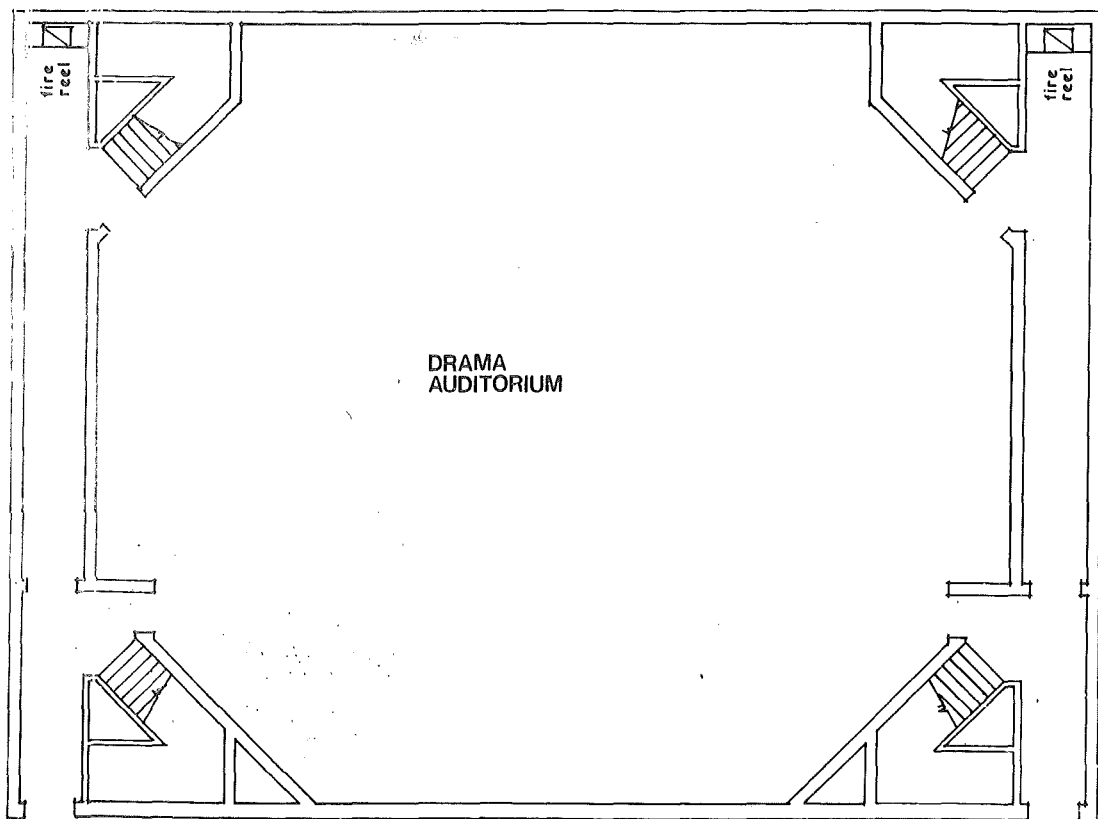
MUSIC & DRAMA

UPPER LEVEL



MUSIC & DRAMA

LOWER LEVEL



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MOUNT Lawley College

A review of the award of a
Ciploma of Teaching (UG2)
& Submission for the award
of a Bachelor of Education'
(UG1)

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