

1973

A Submission for the Award of a Diploma of Teaching

Churchlands Teachers College

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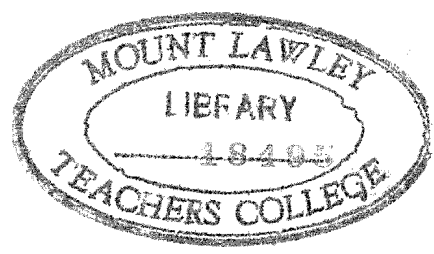
**A SUBMISSION FOR THE AWARD OF A
DIPLOMA OF TEACHING**



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Churchlands
Teachers College

CHURCHLANDS TEACHERS COLLEGE



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A SUBMISSION FOR THE AWARD OF A
DIPLOMA OF TEACHING.

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The Churchlands Teachers College was established in 1972 and at September, 1973, had a total enrolment of 422, including 253 first-year students and 169 students in their second year of primary training.

The programme is being developed in accommodation designed on similar principles to the open-area primary schools which are being established in Western Australia. Teaching blocks are modular cluster units, each of which typically comprises a large open area surrounded by teaching areas of adjustable size, a tutorial room and staff studies. The teaching blocks are positioned in close relationship to the centrally-placed buildings of the Educational Resources Service which consists of the Library and the Audio Visual Centre.

At the present time the buildings which are completed are Administration, Art Education, Communications, Education and Psychology, Social Sciences, Lecture Theatre, Library and Audio Visual Centre. Also available for teaching purposes is the building which was previously the Churchlands Primary School.

In the current triennium further buildings which will be available for occupation are Mathematics and Science, Cafeteria and Student Association, and Music and Drama. In addition, the proposed Gymnasium will be erected at the beginning of the 1976-78 triennium to complete the first phase of the development envisaged in the initial planning of the College.

In the long term, the forty acre site could accommodate up to 3,000 students, and development beyond initial planning will undoubtedly take place. The staff of the College is prepared to expand the programme to train teachers for pre-school institutions, for secondary schools, and in the future to consider the establishment of tertiary courses other than teacher education. It is also anticipated that the three-year course will be extended to four years to enable a selected number of students to continue to degree status both on a full-time and part-time basis.

Accordingly, an important principle adopted in the planning of the diploma is that there should be sufficient flexibility in the structure of the course to enable course expansion and extension to be implemented without the need for major revisions of the existing course organization.

In this submission there is reference to a revised and to a superseded course. Full details of the revised course are included with a briefer survey of the superseded course. The significant differences between the revised and superseded course are:

1. Substitution of a coordinated methods programme for the traditional demonstration schedule;
2. A reduction of 258 hours in the total time allocated to the academic course;
3. An increase of 100 per cent in the time allocated to elective courses, thus reducing the time allocated to prescribed courses to 60 per cent as against 80 per cent in the superseded course;

2.

4. Reorganization of the structure of the elective courses into a greatly increased variety of course offerings;
5. Implementation of a term unit or trimester system.

II. COLLEGE POLICY ON THE DIPLOMA OF TEACHING

Diploma courses are to be structured so that on graduation the student will be well prepared to become an efficient practitioner in the schools. Thus there will be emphasis on the application of vocational knowledge and skills.

Isolation and fragmentation of professional courses is to be avoided. Provision will be made for communication among departments, and for coordination of professional courses within the framework of a Professional School. It is intended that this organization will also stimulate individual and innovative activities in professional courses offered by the subject departments.

Students on graduation will be required to teach all subjects in the primary school. Accordingly, there will be a significant allocation of time to a core of prescribed studies in the diploma course to deal with syllabus content, teaching and learning activities in the various primary school subjects, as well as basic principles of education and educational psychology.

Notwithstanding the direct demands of general primary teaching, teacher education is recognized as being necessarily individualized and personalized. The diploma courses will include elective units which allow students to study at depth in chosen areas of interest.

Provision will be made in the diploma to enrich the general or liberal education of students. Major themes of general education will be available, and will be organized in a School of General Studies.

Pre-service training for primary teaching inevitably involves students in the study of a relatively large number of subject fields. Concurrent study of a large number of course units will be avoided at the Churchlands Teachers College by structuring the programme on a term-unit or trimester basis. Rotation of course units will ensure that students will be required to study in no more than five subject areas in any given term.

The educational desirability of continuous assessment and continuous review of progress is accepted by the College. Cumulative assessment within all course units will be implemented and students will be advised of their progress at the end of each term.

Students need time for study and reflection and time to mix informally with their peers on the campus. Scheduled classes will be limited to approximately twenty hours in each week. Within the twenty-hour schedule a significant amount of time will be given to tutorials, and workshop and practical activities.

The approach to teaching in the College will include a variety of teaching and learning activities according to the needs of students and the demands of course content; flexibility of time sequences for classes in the scheduled hours of instruction; and the use of teams of lecturers in particular course units. As sufficient staff and resource materials become available it is intended to reflect, as far as is appropriate at the tertiary level, the techniques of teaching and the organization of course units which students will need to develop as future teachers in the open-area primary schools.

It is recognized that the diploma course should be structured in the perspective of diploma courses at present offered in other

primary teachers' colleges in Western Australia. The Churchlands Teachers College will offer a diploma in which innovation, diversity and academic autonomy will be balanced against needs which are common to students in all colleges.

III.

COURSE PLANNING AND REVIEW

Procedures for course planning and review have not been finalized at this stage. The proposed College Board cannot ratify procedures until there is an "appointed day" on and from which the Churchlands Teachers College is to be maintained under the Teacher Education Act, 1972.

Thus the planning of courses has necessarily proceeded under a system of ad hoc committees as follows:

1. A course committee which reviewed and recommended to the academic staff the structure or pattern of courses in the diploma.
2. A coordinated methods committee which has commenced the planning of the coordinated methods programme.
3. Subject department committees which include all of the staff members in a particular subject area, and which have been responsible for the detailed syllabuses of the subjects.
4. A committee established to review all courses. Members of this committee are the Principal, Vice Principal, Deputy Vice Principal, Academic Registrar, and staff who are currently in charge of the subject departments.

When the College Board is operating it is proposed that two major committees will form the nucleus of a group of committees which will plan and review courses. The two committees will be:

1. An academic council or board which will make recommendations to the academic staff or faculty, and which will have represented on it members of the administrative staff, heads of departments, and officers of the Educational Resources Service.
2. An advisory committee with a significant part of membership drawn from headmasters and teachers in schools.

IV.

GENERAL OBJECTIVES

Courses in the diploma of teaching are designed to further the general education of students and to prepare them for the professional demands of teaching. It is also recognized that because teaching is essentially the interaction of persons a basic purpose of the diploma course is to provide students with opportunity for personal development. Development of personality cannot be defined in course structure or content; it is regarded as a process arising from studies in general education, study and experience in the activities of professional education, and participation in the corporate life of the College.

Objectives for unit courses are stated in the subject areas outlined in Section VIII. General objectives for the diploma course are stated below in the categories of attitudes and interests, knowledge and understandings, skills and techniques.

(a) Attitudes and Interests

To promote:

1. Appreciation of the significance of the role of the teaching profession in the community.
2. Acceptance of professional responsibility towards children.
3. Opportunity for discovery and development of special interests.
4. Recognition that self education and the achievement of professional competence is a continuing process.

(b) Knowledge and Understandings

To develop:

1. Understanding of fundamental educational aims and principles.
2. Knowledge of the developmental phases of childhood.
3. Understanding of the basic principles of the learning process.
4. Comprehension of the material to be taught and knowledge of the sources of further information.
5. Specialised knowledge in selected fields of general and professional education.

(c) Skills and Techniques

The student should be able to:

1. Use sound educational principles in the planning of course units.

7.

2. Demonstrate adequate skills in the traditional techniques of teaching.
3. Adapt techniques of teaching to the needs and interests of individual children.
4. Apply techniques of evaluation to pupil progress, teaching and learning activities, and course units.
5. Use elementary techniques of educational inquiry.

V.

COURSE STRUCTURE

A. REVISED COURSE - 1973 INTAKE

1. Core Course

Terms		1	2	3	4	5	6	7	8	9
Art	80 hrs	* 40B	40A	40B	40A	-	-	-	-	-
English	140 hrs	40A _B	40B _A	40A _B	40B _A	-	-	-	60B	60A
Oral Eng. & Drama	60 hrs	40A	40B	20A 20B	-	-	-	-	-	-
Ed./Psych.	240 hrs	40A	40B	40A 40B	80A 80B	40A 40B	-	-	40A	40B
J.P.Ed.	60 hrs	40B	40A	20A 20B	-	-	-	-	-	-
Maths	100 hrs	40B	40A	-	-	60A	60B	-	-	-
Science	100 hrs	40A _A	40B _B	-	-	-	-	-	60A	60B
Music	80 hrs	40B _B	40A _A	40B _B	40A _A	-	-	-	-	-
Phys.Ed.	80 hrs	40A	40B	40A	40B	-	-	-	-	-
Soc.Sci.	140 hrs	40B	40A	-	-	60B	60A	-	40B	40A
Core Course Total:	1080 hrs	200	200	160	160	100	60	-	100	100

STREAM ALTERATIONS EFFECTIVE FROM 1974 INTAKE ONWARDS (COLUMNS 1/4)

*

40 hours (4 hrs per week) with half of the total number of students in the year. Streams A and B of the student enrolment rotate each term.

2. Electives

Each student is required to complete three major studies of at least 160 hours (4 forty-hour elective units) at the end of the three-year course. A major must be taken from each of the three areas as follows:

- i. General Studies
- ii. Professional Studies - Education and Psychology
- iii. Professional Studies - Teaching and Learning Processes.
(A major in Teaching and Learning Processes may also be built up by taking two sub majors of 80 hours, each in different subject areas.)

The sequence of elective units is developed in the following pattern:

1	elective unit	in the 3rd term	of the first year	=	40 hrs
1	"	"	"	1st	"
4	"	"	"	2nd	"
4	"	"	"	3rd	"
4	"	"	"	2nd	"
4	"	"	"	3rd	"
4	"	"	"	2nd	"
4	"	"	"	3rd	"
4	"	"	"	2nd	"
4	"	"	"	3rd	"
4	"	"	"	2nd	"
4	"	"	"	3rd	"

(First term, third year, is a full term's practice in the schools.)

Electives Total: 720 hrs

In addition to the three major studies (480 hrs minimum), students have the opportunity to choose up to 6 additional elective units (240 hrs) to extend their majors or to develop further interests.

3. Total Course Distribution

Based on 90 academic weeks (equivalent) at 20 hours per week. Total course is 1,800 hours, excluding Teaching Practice and activities associated with the Coordinated Methods Programme.

	Core Course	Electives
1st Term - 10 weeks = 200 hrs	40 40 40 40 40	
2nd Term - 10 weeks = 200 hrs	40 40 40 40 40	
3rd Term - 10 weeks = 200 hrs	40 40 40 40	40
4th Term - 10 weeks = 200 hrs	40 40 40 40	40
5th Term - 13 weeks = 260 hrs	40 60	40 40 40 40
6th Term - 10 weeks = 220 hrs	60	40 40 40 40

7th Term - 13 weeks

Extended Teaching
Practice.

8th Term - 13 weeks = 260 hrs	40 60	40 40 40 40
9th Term - 13 weeks = 260 hrs	40 60	40 40 40 40

CORE COURSES	1,080 hours (60 per cent)
ELECTIVES	<u>720</u> hours (40 per cent)
TOTAL:	<u>1,800</u> hours

4. Teaching Practice and the Coordinated Methods Programme

	Briefing & Preparation	School Experience (Block Practice)
1st Term	2 days	5 days
1st Year 2nd Term	5 days	10 days
3rd Term	5 days	10 days
4th Term	5 days	10 days
2nd Year 5th Term	-	-
6th Term	5 days	10 days
7th Term	-	Assistant Teacher (13 weeks)
3rd Year 8th Term	-	-
9th Term	-	-

TOTAL: 26 weeks, 2 days.

In the Coordinated Methods Programme approximately 50 hours are allocated to first-year lectures, workshops, demonstrations and demonstration tutorials. In addition, micro teaching will be undertaken by selected first- and second-year students.

B. SUPERSEDED COURSE - 1972 INTAKE

1. Core Course

The second year population of students is enrolled in three streams. Streams A, B and C rotate each term.

	First Year			Second Year			Third Year			10 week Totals (hrs)
Terms	1	2	3	4	5	6	7	8	9	
Art Ed.	5	2½	-	-	-	-	-	-	3	105
English	2½	5	5	4	4	2	-	-	-	225
Oral Eng. & Drama	-	5	-	-	-	2	-	1	-	80
Ed. Psych.	5	-	5	4	4	-	-	5	5	280
Jun. P. Ed.	-	-	2½	3	-	-	-	-	-	55
Maths	5	-	-	-	-	3	-	-	-	80
Science	-	2½	-	-	2	-	-	3	-	75
Music	-	-	4	-	2	-	-	-	2	80
Phys. Ed.	-	5	5	-	-	5	-	5	-	200
Soc. Sci.	5	-	2½	3	3	3	-	-	5	215
Weeks per Term	10	10	10	10	13	10	10	13	13	1395
Plus additional 9 weeks terms 5, 8, 9										132
CORE COURSE TOTAL:										1527

2. Electives

(Continuous Course of 5 Terms)

Elective I	-	-	-	3	3	3	-	3	3	150
Elective II	-	-	-	3	3	3	-	3	3	150
Elective III	-	-	-	3	3	3	-	3	3	150
Weeks per Term	10	10	10	10	13	10	10	13	13	450
Plus additional 9 weeks terms 5, 8, 9										81
ELECTIVES TOTAL:										531

3. Total Course Distribution

Core Courses	1527 hours	(80 per cent)
Electives	531 hours	(20 per cent)
TOTAL:	2058 hours	

4. Teaching Practice

The organization of teaching practice is the same as that outlined in the course structure of the revised course on p. 9 with a time allocation of 26 weeks 2 days.

Demonstrations are scheduled for a total time allocation of 50 hours.

The Coordinated Methods Programme does not apply to the superseded course.

VI.

RESOURCES1. Policy on Academic Staffing

The general policy on academic staffing in the Churchlands Teachers College is to build up standards of academic staffing which are consistent with standards in the wider community of tertiary education.

Quality of passes achieved in the various studies and activities associated with the professional qualifications of potential appointees is regarded as very important. Furthermore, where appointments at the level of Senior Lecturer or above are to be made, a master's degree of acceptable standing is the minimum level of qualification generally required.

In some instances, where courses have strong practical orientation, outstanding practical experience will be a major criterion for appointment. Similarly, formal qualifications will not be the only criterion for appointment to teaching positions in the fine arts. Consideration will also be given to artistic reputation, talent, and the ability to enthuse and involve students.

It is also the policy of the College to achieve a balance of staff with local experience and staff with experience elsewhere in Australia and overseas. To this end the Principal and Vice Principal of the College have interviewed applicants in the Eastern States, New Zealand, the United Kingdom, the United States of America and Canada for appointments to the staff in 1974.

Selection panels have been set up to recommend particular appointments. Each panel is constituted according to the level and nature of the position to be filled. Officers from other tertiary institutions and senior officers of the Western Australian Education Department have been invited to participate in the selection of staff by serving on the panels.

2. Academic Staffing 1973 and Appointments 1974

Details of academic staff, 1973, additional staff who have at the time of this submission accepted appointments for 1974, and the academic staffing schedule are listed in Appendix A.

At the present time each subject department is staffed by a Lecturer A In Charge, Lecturers A and Lecturers B. First appointments to some subject departments at the level of Senior Lecturer are currently being made for duties to be assumed in 1974. As the staffing pattern develops the staffing principle of multiple senior lectureships within departments will be adopted, and responsibility for administrative duties within a department will be rotated among the departmental senior lecturers.

Other senior appointments being made for 1974 are the positions of Assistant Vice Principal, Educational Services and Assistant Vice Principal, Professional School. The Assistant Vice Principal, Educational Services, will assume overall responsibility for the coordination of the services of the Library, Audio Visual Centre and secretarial staff, and the integration of these services into the

educational programme. The Assistant Vice Principal, Professional School, will be responsible for the co-ordination of all professional and applied studies and activities, and the development of models of teaching and learning activities in the professional courses.

3. Professional Development of Academic Staff

A policy of encouraging and assisting staff in their professional development has been adopted by the College. Within the exigencies of the College budget every effort will be made to provide for adequate study leave, and assistance will be given to staff who wish to add to their formal academic qualifications.

Members of staff have this year been given leave and financial assistance for travel, fees and accommodation to attend such conferences as:

South Pacific Association of Teacher Educators,
Annual Conference, Monash University, Melbourne.

The Australian College of Education, 14th Annual
Conference, Sydney.

Workshop on Education for Teachers in the
Aboriginal Context, Canberra College of Advanced
Education.

ANZAAS Annual Conference, Perth.

In addition, visiting lecturers have been invited to address staff in the College on areas of special interest to teacher educators. Two examples:

Associate Professor Cliff Turney - a lecture/
seminar on his work in micro teaching at the
University of Sydney.

Dr. Terry Heyes, Sydney Teachers College - a
lecture on his research into the relationship
between anxiety and learning in the primary
school.

4. Physical Facilities for Teaching

(a) General Teaching Areas.

General teaching areas comprise the three modular cluster units of Education and Psychology, Communications, and Social Studies, each with an area of approximately 86 squares. A major aim of the design is to provide maximum flexibility to house up to 180 students in each cluster at any time in different-sized groups. Six individual teaching and learning areas can be formed with operable walls and mobile screens. Some areas combine into double or triple areas to allow for several seminar work groups. Maximum privacy in teaching is allowed for in a withdrawal area for groups of up to 30 and in a tutorial room for groups of about 15 students. Central teaching

areas combine with a large open area that can be used for a variety of activities.

The Lecture Theatre is an additional general teaching area of 74 squares which will house 262 students in the main theatre, and up to 20 students in each of two seminar rooms contained in the theatre building.

(b) Mathematics and Science (under construction)

The Mathematics and Science building of 136 squares contains two modular sections connected by a large display area.

Teaching areas in the Mathematics section are designed on similar principles to those in the modular clusters of the general teaching buildings. There is a large open area, two teaching areas that can be adjusted for size with an operable wall, a tutorial room, and a large storeroom.

In the Science section there is also a large open area closely associated with three laboratory areas, each accommodating about 30 students. The laboratory areas are provided with power, gas, water and drainage facilities for science teaching. Other working areas are:

- 1) A workshop in which students can engage in simple woodwork, metalwork and glasswork.
- 2) An experiments area designed to cater for long-term experiments.
- 3) A small "options" laboratory area designed to cater for special interests of staff or students.
- 4) A shade house and glass house, both providing sufficient space for a small group of students to conduct experiments and to allow for the long-term maintenance of a variety of plants.
- 5) An animal house to allow for breeding and maintenance of all standard laboratory animals.
- 6) A large, covered outside working area equipped with benches.
- 7) A technician's room which will accommodate two technicians and permit a variety of light work.

(c) Art and Craft Education

The Art Education building of 96 squares has also been organised within the basic design construction of the modular cluster units of the general teaching buildings. The only major variation is the addition of an outside undercover workshop area, kiln room and bulk store room.

In the main building teaching areas are designed for functional efficiency of furniture, storage and display areas. Lecture, studio and workshop areas are defined because of the need to locate specific equipment and materials. These are as follows:

- 1) The withdrawal and tutorial rooms which are furnished with student desks, chairs, conference tables and armchairs, library shelving, storage and filing cabinets.
- 2) The general art, printmaking and general craft studios which are furnished with work tables, stools, sinks and such equipment as card cutters, handprinting presses, silk screens, spinning wheels, hotplates, vices and tools.
- 3) A painting and exhibition studio which is furnished with painting easels and tables, display boards and mobile storage and display cabinets.
- 4) The sculpture and machine workshop which is furnished with heavy work benches, sink area, mobile storage and display units, enamelling kilns and tools and equipment for working with wood, stone and metals. Machinery installed includes wood and metal lathes, band and circular saws, grinding, buffing and drilling machines.
- 5) The ceramics workshop which is furnished with terrazzo-topped tables, sink area, storage and drying cabinets and tools also houses equipment for working with clay. In this section pottery wheels and a pug mill have also been installed. The separate kiln room has a large gas kiln and electric kiln, two test kilns and a grinding machine installed.

In the current triennium, and in 1976, the two further teaching blocks to be built are Music and Drama and the Gymnasium. At the present time plans for these buildings are not available.

5. Policy on Support Staffing

To encourage emphasis on learning activities rather than traditional lecturing techniques the College policy is to develop strong support services of all kinds. Secretarial, clerical, technical and professional aide services will be progressively developed.

The details of the two key support staff, the Principal Librarian and the Supervisor Media Services; and the schedule of support staff are included in Appendix B.

It is envisaged that the Supervisor Media Services, in conjunction with the Assistant Vice Principal, Educational Services, will play a major role in integrating media and technology into the overall programme of the Diploma of Teaching. It is also envisaged that the Supervisor will develop courses in media and technology as a component of professional studies, and establish patterns of evaluation and review of the activities of the Audio Visual Centre.

6. Educational Resources Service

(a) Library

The library component of the Educational Resource Service is a single-storeyed building of 100 squares,

completed and occupied in September, 1973. An area of land on the east side has been left for future expansion and would enable the present capacity to be increased by half as much again.

The interior has a central stack area for 55,000 volumes surrounded on three sides by seating. This comprises 6 working tables, with 6 chairs each and 152 carrels. The periodical display/reading area has 20 armchairs and a number of these are also placed in the alcove windows. Total seating is 223 places, occupying about half the area of the building.

The public service areas comprise an entrance lobby of 256 square feet. Entrance through a non-controlled turnstile opens directly to the bibliographic area, with the card catalogues, reference/readers' adviser librarians desk nearby. To the left of these are the reference collection and the periodical area mentioned above. Adjacent is a small room with coin-operated photocopier for student and general use. On the right of the entrance is the circulation desk with the reserve collection. Behind these, but partitioned off is the library staff work area, totalling 1124 square feet. It includes the librarian's office and over 1000 linear feet of compactus shelving for additional storage. In the south-west corner, another 256 square feet is taken up by air conditioning plant.

It is estimated that by the end of 1975 (the fourth year of operation) the bookstock will have reached 25,000 volumes and serial subscriptions will number about 500.

(b) Audio Visual Centre

Facilities in the Audio Visual Centre are being established:

- 1) to provide access to a wide range of curricula and non-book educational materials;
- 2) to accommodate instruction in the selection, production and utilisation of educational media and communication systems;
- 3) to create opportunities for self-instruction;
- 4) to produce teaching and learning materials for use in the College programme and in the school;
- 5) to permit the design, construction and servicing of audio-visual equipment required in the College.

The Centre is 96 squares in size. The functional areas include:

- 1) a television studio, control room, video distributing room and an audio studio;
- 2) two dark rooms, an editing room and a viewing room;
- 3) a bank of 30 audio-visual carrels equipped with television monitors and 8 audio lines;
- 4) a graphic design and materials production area with a copying room adjoining to provide facilities for photocopying and duplicating;

- 5) two open areas for shelving, display and use of curricula and non-book materials;
- 6) audio-visual equipment maintenance rooms, store-rooms, an office, circulation desk and two staff studies.

The Centre's production and distribution are linked with all the teaching clusters and the lecture theatre. Television programmes can be reticulated to monitors in all teaching areas through a closed circuit system based on the 1" tape format. Additional cables have been laid to permit the use of the lecture theatre and an area in each of the teaching clusters for video tape recording, especially for micro teaching. A further mobile system under construction will permit video-recording anywhere on the campus and in the schools.

A range of production and distribution systems including 8mm and 16mm film, sound filmstrips, slide/tape sequences and a telecine chain gives the College an extended capacity to develop an effective programme in educational media.

VII. THE DIPLOMA OF TEACHING AND FUTURE DEVELOPMENT OF COURSES
AND AWARDS

In the introduction to this submission it was stated that there should be sufficient flexibility in the structure of the Diploma of Teaching course to allow course expansion and extension to be implemented without the need for major revisions of the existing course organization.

Planning is proceeding to submit for approval courses leading to awards for teachers in pre-school institutions, teacher-librarians in the primary schools, and teachers of special education. Trainees in pre-school courses would also be equipped to teach in the junior primary school, and trainees in the other categories would be qualified for general teaching duties in addition to their specialised fields.

The basic approach to course structuring for trainees in these specialist categories would be one of allocating them to an appropriate proportion of the existing core courses and concentrating specialist training in the general and professional elective streams.

A second phase of the development of awards could be that of extending the diploma course to a four-year degree course, and also establishing post-graduate diplomas in education for primary and secondary teachers.

Again, the proposed, revised structure of the Diploma of Teaching in this submission could readily be adapted to courses for awards of that kind. The fourth-year of the degree course could be an adaptation of the elective majors in General Studies, Professional Studies (Education and Psychology) and Professional Studies (Teaching and Learning Processes). Students would study at depth in a field of general education, in a special field of teaching and learning, and in education and educational psychology. Thus the strong background of education and psychology developed in the third year of the diploma course, plus fourth-year studies in the field, would satisfy the professional orientation required of a Bachelor of Education degree.

Adaptation of courses to post-graduate diplomas would not require extension of general studies majors, but expansion of course offerings in major streams of the professional electives could be effected to establish a suitable foundation for the post-graduate diploma course organization.

Another phase of development of awards could be that of establishing internal diplomas for general and specialist secondary teachers. Staff experience in the teaching and development of general studies courses would be invaluable for the development of background, knowledge-based courses for future secondary teachers; and experience in developing major streams of courses in teaching and learning processes would also be highly relevant. In the longer term experience and development of resources in courses in general studies could lay the foundation for a School of General Studies which would be basic to the establishment of a multi-vocational institution.

VIII.

DETAILS OF COURSES.

REVISED COURSE - 1973 INTAKE

1. CORE COURSES(a) ART EDUCATION

<u>Course Title</u>	Art Education
	Section 1 : Academic (Theory)
	Section 2 : Studio (Practical)

Objectives

To promote:

1. An understanding of the role of art education in the primary school and the contribution it can make to the development of children.
2. The development of personal creative skills and techniques of expression.

Time Allocations

In first and second year a total of 80 hours - 4 hours per week for two terms. (Academic 30 hours, Studio 50 hours).

Teaching and Learning Activities

Lectures	25%
Demonstrations	15%
Practical	60%

To allow students to develop activities based on study units, free activities are included in the practical work.

Course OutlineSection 1: Academic (Theory)

- 1) The development of art education.
- 2) The role of art education.
- 3) Trends in art and their influence on art education.
- 4) The influence of educational theory and psychology on art education.
- 5) Developing visual sensitivity.
- 6) Developmental stages of children's art.
- 7) Individual differences in art education.
- 8) Planning the art education programme.
- 9) Relating the art education programme.
- 10) Organizational requirements for the art education programme.
- 11) Individual programme preparation.
- 12) Teaching methods in art education.
- 13) Evaluating and reporting techniques in art education.
- 14) Teaching drawing and painting.
- 15) The use of group activities in art education.
- 16) Art activities for slow learners and gifted children.
- 17) Methods of developing children's appreciation of art.

ART EDUCATION - CORE COURSESection 2: Studio (Practice)

- 1) Design.
- 2) Drawing and painting.
- 3) Working with paper.
- 4) Printmaking.
- 5) New Media (Projected Images).
- 6) Puppetry.
- 7) Fabric printing.
- 8) Sculpture.
- 9) Ceramics.
- 10) Textiles.
- 11) Leathercrafts.
- 12) Bookcrafts (Art File)

Assessment

Written assignments	30%
Objective tests	20%
Visual tests	15%
Self-evaluations	10%
Programme presentation	25%

Textbook

Gaitskell, Charles D. & Hurwitz, Al., Children and Their Art, 2nd ed., (Harcourt, Brace and World, 1970).

(b) ENGLISH, ORAL ENGLISH AND DRAMACourse Title

Primary School English - Unit I

Objectives

1. To develop the students' awareness of the role of language in the child's total development and to equip him with the skills to foster and assess that development.
2. To develop the students' expressive and receptive linguistic abilities.

Time Allocation

In first and second year a total of 80 hours -
4 hours per week for two terms.

Teaching and Learning Activities

Lectures	25%
Workshop activities	50%
Tutorials	25%

Course Outline1) Language.

A total view of language. History of language. Acquisition, development and function of the mother tongue.

Language theory as a basis for teaching strategies. Dictionaries and other language reference material. Using dictionaries, word games, vocabulary building games, levels of language, meaning in language. Language and experience. Spelling and the teaching of spelling.

2) Children's Literature.

Its history, aims and development. Prose and poetry as 'virtual experience'. Various levels of children's literature. Criteria for selection. Approaches at various levels in schools. Reading and discussions of texts. Practical activities relating theory to the classroom.

3) Reading.

Approaches to the teaching of reading in the upper primary school. Individual and unit progress schemes as used in schools. Cognitive and affective development. Familiarisation with materials and experience in their use in simulated and micro teaching situations.

4) Literature and Film.

An independent strand providing a weekly focus on an array of contemporary, relevant literature and film as a means of developing awareness and sensitivity.

5) Writing.

A multi level course, entry to be determined on

ENGLISH - CORE COURSE

the basis of written language ability.

An individual and group writing course designed to develop competence in different writing modes and to promote interest and activity in creative writing.

Teaching strategies in all aspects of writing (including spelling).

Production and publication of poems plays and stories.

Assessment

Written assignments	50%
Practical activities	25%
Tests	25%

Textbooks

Anderson, P.S. Language Skills in Elementary Education
2nd ed. (MacMillan Coy., N.Y. 1972).

Lindsay, N. The Magic Pudding (Puffin)

Smith, D. The Hundred and One Dalmations (Puffin)

Green, R.L. The Tale of Troy (Puffin)

Serraillier, I. The Silver Sword (Puffin)

Garner, A. Elidor (Puffin)

ENGLISH - CORE COURSECourse Title

Primary School English - Unit II

Objectives

1. To develop student expertise in a particular approach to the teaching of reading.
2. To develop student understanding and ability in integrating language activities in the total class curriculum.
3. To provide demand courses in areas of teaching English in the primary school.

Time Allocation

In third year a total of 60 hours - 6 hours per week for one term.

Teaching and Learning Activities

Lectures	25%
Workshop activities	50%
Tutorials	25%

Activities include micro and simulated teaching procedures.

Course Outline

- 1) Reading.
The language experience approach to the teaching of reading.
The method, the supporting theory, texts and assessment procedures.
- 2) Language Integration.
Designing integration techniques for language activities within the total class curriculum.
Preparing detailed integration plans embracing a number of subject areas.
- 3) Demand Course.
Based on student selection from a limited number of course areas during their term of practice teaching the department will offer courses in which students require more knowledge, clearer teaching strategies, etc.

Assessment

Written assignments	50%
Practical activities	25%
Tests	25%

ORAL ENGLISH AND DRAMA - CORE COURSE

Course Title

Oral English and Child Drama

Objectives

To develop in the student the ability to:

1. Support and extend the central importance of language in the child's development and education.
2. Promote awareness of speech education in the primary school and its place in a total teaching programme.
3. Promote awareness of the skill of oral communication and its place in society.
4. Add dramatic creativity to the child's experience.

Time Allocation

In first and second year a total of 60 hours - 4 hours per week for one term, and 2 hours per week for a second term (Oral English 34 hours, Child Drama 26 hours).

Teaching and Learning Activities

Lectures and workshops	75%
Practical activities	25%

Course Outline

- 1) Oral English.
The Oral English syllabus. Interchanging experiences.
Discussion method.
Picture talks and lecture story telling.
Interpretative speaking.
Listening.
Personal speech.
Speech problems.
Assessment in Oral English.
Programme planning.
- 2) Child Drama.
Commencing creative drama.
Movement.
Improvisation and story sequence.
Scripted and radio drama.
Puppetry.
Assessment and planning.

Assessment

Practical Activities	60%
Written Tests and Assignments	40%

Textbooks

Oral English: Anderson, P.S. Language Skills in Elementary Education, 2nd ed., (Macmillan, 1972)

ORAL ENGLISH AND DRAMA - CORE COURSE

Textbooks (cont'd)

Ellyard, M. Fun with Speech (Hortwitz Martin, 1967).

Drama:

Anderson, D. I'm 4 Potatoes (Pact, 1971)

Lightwood, D. Creative Drama for Primary Schools (Blackie, 1971).

(c) EDUCATION AND EDUCATIONAL PSYCHOLOGYCourse Title

Introduction to the Study of Education

Objectives

To develop:

1. Understanding and appreciation of educational concepts, issues and developments.
2. Critical evaluation of personal educational aims and values.
3. Study skills and creativity in both group and individual learning situations.

Time Allocation

First year, 20 hours - 2 hours per week for one term.

Teaching and Learning Activities

Lectures	10%
Tutorials	20%
Workshop activities	70%

Course Outline

- 1) Education - some definitions.
- 2) Educational aims and values.
- 3) The teacher and the teaching profession.
- 4) Open education.
- 5) Grouping and flexible scheduling.
- 6) Team teaching.
- 7) Continuous progress.
- 8) Programmed learning.
- 9) Discipline.
- 10) Classroom management.

Assessment

Weekly worksheets	50%
Research folio	50%

Textbooks

Connell, W.F. et al, The Foundations of Education, 2nd ed.,
(Novak, 1967)

Schoenheimer, H.P., Good Schools, (National Press, 1970).

EDUCATION - CORE COURSECourse Title

History of Educational Ideas

Objectives

To promote:

1. Understanding of the nature of certain educational problems, through a study of past and present experience and thought, and consideration of possible solutions.
2. Improvement of communication, study and assessment skills through participation in co-operative small group presentations of the problems.

Time Allocation

First or second year, 20 hours - 2 hours per week for one term.

Teaching and Learning Activities

Tutorials	40%
Workshop activities	60%

Course Outline

- 1) Educational goals.
- 2) Freedom and authority.
- 3) Democracy and education.
- 4) Selection and differentiation.
- 5) Child-centred education.
- 6) Morals, religion and education.
- 7) The educated man.
- 8) What knowledge is of most worth?
- 9) Personal relationships and education.

Assessment

Written assignment	30%
Folio	15%
Oral presentation	30%
Discussion contribution	25%

EDUCATION - CORE COURSECourse Title

Sociology of Education I.

Objectives

To promote:

1. Understanding of the relationship between education and contemporary Australian society.
2. Application of knowledge and understanding of the sociology of education to the solution of practical problems.
3. Understanding of the relationship between the school and other social institutions, and the social processes that affect the school and the individual child in the school - community environment.

Time Allocation

First or second year, 20 hours - 2 hours per week for one term.

Teaching and Learning Activities

Lectures	30%
Tutorials	40%
Workshop activities	20%
Individual study with audio aids	10%

Course Outline

- 1) Sociology of education - definitions.
- 2) Education in its social context in Australia.
- 3) Economic and social significance of education in Australia.
- 4) Social forces influencing the school.
- 5) Mass media and education.
- 6) Equality of opportunity in education in Australia.
- 7) Effects of dimensions of equality of opportunity in Australia on education.
- 8) The teacher in Australian society.
- 9) Education and social change.
- 10) Objectives and directions for education in Australia.

Assessment

Written assignments	40%
Tests	30%
Discussion contribution	15%
Oral presentation	15%

Textbook

Katz, F.M. & Brown, R.K., (Eds), Sociology of Education. Readings Pertinent to the Australian Educational System (Macmillan, 1970).

EDUCATION - CORE COURSECourse Title

Sociology of Education II (Group Dynamics)

Objectives

To develop in the students:

1. Knowledge of group dynamics and the interactions, both cognitive and affective, that influence life and learning in the classroom.
2. An awareness of the group processes which are active in their own professional and private lives.
3. Insight into, and a measure of control over, the group processes which operate in and out of class.

Time Allocation

Second year, 20 hours - 2 hours per week for one term.

Teaching and Learning Activities

Lectures	30%
Tutorials	10%
Workshop activities	60%

Course Outline

- 1) Classroom climate.
- 2) Leadership.
- 3) Attraction.
- 4) Norms.
- 5) Communication.
- 6) Cohesiveness and developmental stages.
- 7) Organizational characteristics.
- 8) Practical conclusions.

Assessment

Written assignments	80%
Research summary	10%
Discussion contribution	10%

Textbook

Schmuck, R.A. & Schmuck, P.A., Group Processes in the Classroom (W.C. Brown, 1971)

EDUCATION - CORE COURSE

Course Title

Educational Measurement and Evaluation.

Objectives

To develop in the students the ability to:

1. Understand the basic concepts of educational measurement and evaluation.
2. Apply the various techniques of classroom evaluation.

Time Allocation

Second year, 10 hours - 2 hours per week for one half term.

Teaching and Learning Activities

Workshop activities 100%

Course Outline

- 1) Importance of testing in primary school.
- 2) Specifying educational objectives (use of taxonomies).
- 3) Evaluating knowledge, understanding, skills and attitudes in the primary school.
- 4) Types of tests.
- 5) Test construction in the classroom.
- 6) Validity and reliability.
- 7) Treatment of test results and other data.
- 8) Grading and reporting to parents.
- 9) Basic statistical concepts.
- 10) Research in the classroom.

Assessment

Practical	70%
Tests	30%

EDUCATION - CORE COURSE

Course Title

Comparative Education.

Objectives

To promote:

1. Understanding of the relationship between educational systems and society.
2. Appreciation of the potential of comparative education for international understanding.
3. Application of cross-cultural comparison to the aims, structure, methods and achievements of various educational systems (Australia, U.K., U.S.A., Canada, U.S.S.R., and Japan).

Time Allocation

Second year, 10 hours - 2 hours per week for one half term.

Teaching and Learning Activities

Lectures	50%
Workshop activities	50%

Course Outline

- 1) Purpose of comparative education, and brief review of methodology (from cultural borrowing era, historical tradition, factors and forces, to the problem approach).
- 2) Comparative analysis of educational issues, e.g. centralization, de-centralization, sources of finance, local participation.
- 3) Comparative analysis of structures, e.g. primary to secondary transition, age of entry, length of schooling.
- 4) National responses to catering for individual differences and open education.
- 5) Case studies - provision for extra-curricular activities and community participation.

Assessment

Written assignment	50%
Test	50%

EDUCATION - CORE COURSECourse Title

Curriculum Study (Open Education)

Objectives

To develop in the students:

1. Understanding of the theories underlying different types of curricula (in particular the "open" curriculum).
2. Application of this understanding to the construction and evaluation of a curriculum.
3. Appreciation of the necessity for, and development of the skills involved in, making appropriate learning materials for a curriculum.

Time Allocation

Third year, 20 hours - 2 hours per week for one term.

Teaching and Learning Activities

Lectures	10%
Tutorials	10%
Workshops	80%

Course Outline

- 1) Curriculum theories.
- 2) Types of curricula.
- 3) Theory underlying "open" education curriculum.
- 4) The "open" curriculum.
- 5) Criteria for selection and organization of curricula.
- 6) Organization of teaching and learning with an "open" curriculum.
- 7) Resource support for the "open" curriculum.
- 8) Curriculum construction and evaluation.

Assessment

Written assignments	10%
Folio	15%
Practical	40%
Discussion contributions	15%
Oral presentation	20%

Textbooks

Golding, F., and Poad, D., General Studies in the Open Classroom (Angus & Robertson, 1973)
 Tewksbury, J.L., Nongrading in the Elementary School (Merrill, 1967).

EDUCATIONAL PSYCHOLOGY - CORE COURSECourse Title

Introduction to Educational Psychology.

Objectives

To promote:

1. Understanding of basic concepts in the study of educational psychology.
2. Specific methods in applied educational psychology.
3. Personal growth of students.

Time Allocation

First year, 20 hours - 2 hours per week for one term.

Teaching and Learning Activities

Lectures	50%
Workshop activities	50%
Discussion	
Simulations	
Group Interactions	
Work Sheets	
Quiz	
Value Examination.	

Course Outline

- 1) Vocabulary.
- 2) Research methodology.
- 3) Learning theories:
 - classical
 - s.r.
 - expectancy
 - instrumental.
- 4) Maslow.
- 5) Drive reduction theory.
- 6) Drive for disequilibrium.
- 7) Role of anxiety.
- 8) Motivation.
- 9) Needs.
- 10) Reinforcement.
- 11) Phenomenal field.
- 12) Behaviour determinants.
- 13) Attitudes.
- 14) Self concept.
- 15) Rogers.
- 16) Transactional analysis.
- 17) Testing theory.
- 18) I.Q.
- 19) Sibling and birth order.
- 20) Maternal influences.
- 21) Home environment.
- 22) Transfer.

<u>Assessment:</u>	Written assignments	30%
	Folio	30%
	Annotated bibliography	10%
	Tests	30%

Textbook : Mouly, G.J. Psychology for Effective Teaching (2nd Ed.), (Holt, Rinehart International, 1970).

EDUCATIONAL PSYCHOLOGY - CORE COURSECourse Title

Child Development.

Objectives

To promote:

1. An understanding of the phases of development of children.
2. An application of this understanding to teaching.

Time Allocation

First or second year, 20 hours - 2 hours per week for one term.

Teaching and Learning Activities

Lectures	50%
Workshop activities and tutorials	50%
Films	
Discussion of assignments	
Written & multiple choice tests	
Structured reading	
Worksheets	
Practical sessions on IQ and personality tests	
Piagetian experiments	
Language development kits	
Sociogram	

Course Outline

- 1) Physical development
- 2) Motor development
- 3) Cognitive development
- 4) Social development
- 5) Emotional development
- 6) Speech and language development
- 7) Personality development
- 8) Piaget's theory.

Assessment

Written assignments	40%
Class worksheets	30%
Tests	30%

Textbook

Mouly, G.J., Psychology for Effective Teaching (2nd Ed.)
(Holt International, 1970).

EDUCATIONAL PSYCHOLOGY - CORE COURSECourse Title

Mental Abilities.

Objectives

To promote:

1. An understanding of the ethics of testing.
2. Knowledge of basic statistical methods.
3. Elementary knowledge of research in the field of mental abilities.

Time Allocation

First or second year, 20 hours - 2 hours per week for one term.

Teaching and Learning Activities

Lectures	50%
Practical work	50%
films	
quiz	
worksheets	
reading	
group discussion.	

Course Outline

- 1) Pioneer researchers.
- 2) Development of theories.
- 3) The meaning of intelligence.
- 4) The structure of the mind.
- 5) Nature versus nurture.
- 6) Physiology of the nervous system.
- 7) Ability control.
- 8) Ethics of testing and control.
- 9) Higher mental processes - cognitive development.
- 10) E.S.P.
- 11) Basic statistics.

Assessment

Tests - Test material	45%
Films/Lecture material	45%
Test construction	10%

Textbooks

Mouly, G.J. Psychology for Effective Teaching (2nd Ed.)
(Holt International, 1970)

Wiseman, S. (Ed.), Intelligence and Ability (Penguin
Modern Psychology Readings, 1971).

EDUCATIONAL PSYCHOLOGY - CORE COURSECourse Title

Diagnostic and Remedial Techniques.

Objectives

To promote:

1. An awareness of the main causes of learning disabilities and the types of dysfunction which can occur.
2. Information on the usefulness and availability of a wide variety of diagnostic tools.
3. Experience in their use.

Time Allocation

Second year, 20 hours - 2 hours per week for one term.

Teaching and Learning Activities

Lectures	20%
Presentation of papers/ practicums	80%

Each student researches -

- .. a disability
- .. an assessment tool and presents a paper

Primary school children used over 3 sessions to act as subjects.

File of material compiled.

Case study presented for remediation.

Course Outline

- 1) Introduction
- 2) Assessing intellectual capacity
- 3) Emotional factors
- 4) Visual and auditory perception
- 5) Integration of sensory and motor integrities
- 6) Problems of laterality dominance, and the immaturity of motor development
- 7) Tests
 - & reading vocab.
 - & reading ability
 - 8) and comprehension
- 9) Major remedial approaches
- 10) Remedial exercises for use within a normal programme.

Assessment

Case study	10%
File	30%
Research paper	30%
Practicum	30%

Textbook

Tansley, A.E., Reading and Remedial Reading
(Routledge & Kegan, Paul, 1967)

EDUCATIONAL PSYCHOLOGY - CORE COURSECourse Title

Personality.

Objectives

To promote:

1. Understanding of the major theories of personality development.
2. Recognition and remediation of common emotional problems in children.
3. Knowledge of the role of anxiety and anxiety-defences in personality dynamics.
4. Understanding of the formation of attitudes, values and the possibility of their change.

Time Allocation

Third year, 20 hours - 2 hours per week for one term.

Teaching and Learning Activities

Lectures	50%
Seminars	50%

Course Outline

- 1) Major theories of personality development
analytic
behaviourist
self actualisation.
- 2) The role of school and family.
- 3) The emotionally disturbed child
causes
signs
remediation.
- 4) Anxiety
anxiety and personality dynamics
common defences against anxiety
the effects of anxiety on behaviour.
- 5) Attitudes and values
development
changing attitudes and values.

Assessment

Seminar paper	30%
Seminar participation	10%
Tests	60%

Textbook

Mouly, G.J. Psychology for Effective Teaching (2nd Ed.)
(Holt International, 1970).

EDUCATIONAL PSYCHOLOGY - CORE COURSECourse Title

Learning.

Objectives

To promote:

1. A basic understanding of learning theory.
2. Familiarity with the theoretical bases and practical implications of modern methods of teaching and learning.

Time Allocation

Third year, 20 hours - 2 hours per week for one term.

Teaching and Learning Activities

Lectures	50%
Workshop activities	50%
Use of equipment	
Visits	
Tutorial papers	
Discussion	
Practical class work.	

Course Outline

- 1) The meaning of learning
- 2) Teacher-directed learning
- 3) Discovery and inquiry
- 4) Problem solving
- 5) Technological aids to learning
- 6) Thematic and integrated approaches
- 7) Motivation
- 8) Personal and social factors
- 9) Creativity
- 10) Retention and transfer
- 11) Measurement.

Assessment

Tutorial papers	30%
Workshop reports	60%
Practical	10%

Textbook

Mouly, G.J., Psychology for Effective Teaching (2nd Ed.)
(Holt International, 1970).

(d) JUNIOR PRIMARY EDUCATIONCourse Title

Junior Primary Education - Section A: Communication Arts & Skills
 Section B: Mathematics
 Section C: Social Studies.

Objectives

1. To develop in students an understanding of the physical, social, emotional and intellectual development of the child in relation to readiness for formal learning.
2. To study the development of oral and written communication in young children.
3. To study the development of children's thinking in relation to mathematics.
4. To study the inquiry approach to learning in mathematics and social studies.
5. To investigate different learning and teaching strategies in the junior grades.
6. To give practical experience with young children in a simulated teaching situation.
7. To give experience in planning and implementary learning programmes.

Time Allocation

In first year, a total of 60 hours - 4 hours per week in one term, 2 hours per week in a second term.

Teaching and Learning Activities

Lectures	30%
Tutorials	20%
Workshop activities	50%
Films	
Lesson & programme preparation	
Syllabus and material resources study	
Worksheets	
Simulated teaching situations.	

JUNIOR PRIMARY EDUCATION - CORE COURSE

Course Outline

Section A. Communication Arts and Skills

1) Reading Readiness

The readiness concept
 Readiness for reading - the educational factors
 Visual and auditory discrimination
 Language development
 Different approaches to beginning reading
 Organization and programming for reading readiness.

2) Reading

Issues and trends in the teaching of reading
 The reading process
 Objectives and teaching of reading
 Developmental reading lessons
 The word identification skills
 Word recognition - the whole word approach to teaching reading
 Phonic analysis and synthesis - the phonic approach to teaching reading
 Structural analysis and synthesis
 Context cues
 Dictionary skills
 Different approaches to teaching reading - I.T.A., words in colour, language - experience approach to teaching reading
 Individualizing and personalizing reading programmes
 Organization and programming for reading.

3) Handwriting

Handwriting in the junior school
 Readiness for handwriting
 The manipulative skills - hand - eye co-ordination
 The handwriting syllabus - progression of handwriting through the grades
 Individualizing the handwriting programme
 Organization and programming.

4) Spelling

Spelling in the junior grades
 Objectives involved in teaching spelling
 Evaluation of spelling ability
 The individualized spelling programme
 The spelling syllabus and work books
 Programmed learning in spelling.

5) Creative Writing

Objectives for creative writing
 Individualized and personalized programmes, in creative writing
 An approach to creative writing - A. Chapple
 The creative writing programme and its correlation with other subjects
 Organization and planning.

JUNIOR PRIMARY EDUCATION - CORE COURSE

Section B

1) Mathematics

Contemporary influences in mathematics in the junior grades
 Growth of thinking in mathematics
 The development of number, numeration and the set concept
 The operations using coloured rods
 The operation and the presentation of the algorithm
 Rational and applied number
 Planning for understanding
 Organization and programming in mathematics.
 Individualizing the mathematics programme.

Section C

1) Social Studies

The objectives of teaching social studies in junior grades
 The inquiry approach to social studies
 Individualizing the social studies programme
 Organizing and programming for social studies.

Assessment

Tutorial papers	20%
Tests	50%
Workshop file	30%

Textbooks

Moyle, Donald. The Teaching of Reading (London, Word Lock Educational, 1968)

Lovell, Kenneth. The Growth of Understanding in Mathematics: Kindergarten through Grade Three. (New York, Holt, Rinehart & Winston, 1971).

(e) MATHEMATICS AND SCIENCECourse Title

Mathematics Education - Section A: Mathematics Method
 Section B: Mathematics Content

Objectives

1. To give understanding and knowledge of modern mathematics.
2. To prepare students to be effective teachers of modern mathematics in the classroom situation.
3. To give experience in the use of structured materials and mathematical teaching aids.
4. To develop a favourable professional attitude towards teaching in general and mathematics in particular.

Time Allocation

First year, 40 hours - 4 hours per week for one term.
 Second year, 60 hours - 6 hours per week for one term.
 (Mathematics method 42 hours, content 18 hours).

Teaching and Learning Activities

Exposition and discussion	40%
Workshop exercises	60%

With the exception of three introductory lectures, no formal division of course time into lectures, tutorials, and workshops occurs. Mathematics teaching in the primary school is seen as a series of periods involving exposition, discussion and child activity, with the duration of each period being gauged by the particular situation, and the rate of the children's progress. The same sequence is used in the college situation. Considerable emphasis is based on the presentation of problems to students, and the use of questioning techniques by the lecturer. Students do a large number of exercises on method, in the same way as children do many exercises on mathematics. Emphasis is placed on the variety of possible ways in which a particular concept can be taught. The blackboard is used a great deal, as this is considered to be an integral part of mathematics teaching. Workshop exercises oblige students to use a variety of teaching aids and source materials.

Student choice in the course is rather limited, and a set sequence is followed by all. This corresponds with the nature of the primary mathematics syllabus, and the sequential nature of the subject.

The approach used is topical, a particular theme such as fractional numbers, or sets, being treated for all grades before a new topic is introduced.

The course concentrates on middle and upper primary grades, but each topic is introduced with some consideration of the relevant junior primary work.

Mathematics content is treated in association with the relevant areas of method. This takes the form of brief periods of exposition, classroom exercises, and formal tests of the content of particular topics. Additional exercises done in the student's own time can be used to support this programme.

MATHEMATICS - CORE COURSE

Those students failing to meet the required standards are then given additional or remedial treatment in tutorials, and through the use of text material and exercises. This is an ongoing programme which continues for as long as a student requires it.

Course Outline

Section A: Mathematics Method

The course will require all students to be familiar with the content of the text, teachers' handbooks, syllabus, etc. together with selected material which will be indicated during the course.

Students will be required to become familiar with the use of structured materials, mathematics aids - multi-base blocks (M.A.B.), attribute blocks, geo boards, coloured rods, etc.

The course will consist of lectures, discussions, practical exercises and workshop sessions and in the main will follow the sequence as set out below:

Introduction

- 1) The basis of change from traditional arithmetic to modern mathematics.
- 2) Differences between the modern and traditional approach.
- 3) Teaching and learning principles associated with the modern approach.

The Syllabus Its divisions and sub-divisions The aims of teaching mathematics.

- 1) Exploring the use of sets in elementary mathematics
- 2) Understanding and teaching the structure of the number system
- 3) Exploring different systems of numeration
- 4) Exploring the characteristics of base and place
- 5) Understanding and teaching the four fundamental operations
- 6) Understanding and teaching the concept of rational number
- 7) Understanding and teaching the operations on rational numbers
- 8) Evolving concepts of measurement
- 9) Understanding and teaching the operations on applied number
- 10) Understanding and teaching the concepts of spatial knowledge
- 11) Understanding and teaching the concepts of graphs and elementary statistics.
 - a. Use of teaching aids and structured materials
 - b. Drill and consolidation work in mathematics
 - c. Problem solving
 - d. Testing, evaluating and recording
 - e. Diagnostic and remedial work
 - f. Providing for individual differences
 - g. Lesson planning
 - h. Programme and policy planning.

MATHEMATICS - CORE COURSELocal Syllabus

All areas of the method course are directly related to this. Considerable attention is given to programming.

Overseas Syllabuses and Methods

No direct examination of any one overseas system is made during the course. However, considerable reference to a variety of these is made wherever they are relevant to the work being done. The college possesses a great deal of overseas literature and source material for mathematics. This provides the greater part of the material used in workshop exercises. Such an approach is necessary because of the shortage of locally produced materials. Students are encouraged to use much of the ideas in this material when on practice, and an attempt is made to give them as broad an approach to the subject as possible.

Section B: Mathematics Content

This includes the content of the entire primary syllabus for Grades 1 - 7, with emphasis given to those areas emphasized in the methodology. Some treatment of lower high school mathematics to approximately first year level also occurs.

Assessment

Quality of participation in, and work submitted on, discussions, workshop sessions and practical exercises. 30%

Short answer tests. 60%

Written essay-type tests (maximum of 45 minutes) 45%.

Separate assessments are made for method and content. This is necessary because the mathematics content is associated with a remedial programme.

Textbook

Heddens, J.W., Today's Mathematics, 2nd. ed., (Science Research Association, Inc., 1971).

SCIENCE - CORE COURSECourse Title

Science Education.

Objectives

- 1st Year.
1. To involve students in a consideration of the major principles of science education, and the application of these to lesson and course preparation.
 2. To give students experience in the use of materials, practical activities, and content research, of the types which are relevant to primary science education.
 3. To commence work directly related to the implementation of the new primary science syllabus.
- 3rd Year.
1. To give students familiarity with the new primary science syllabus, and experience in solving the problems entailed in implementing this syllabus.
 2. To have students examine other current programmes in primary science teaching, and determine how these can be used to augment locally produced source materials.
 3. To increase the ability of students to acquire relevant scientific knowledge and skills and incorporate these in their teaching.

Time Allocation

First year, 40 hours - 4 hours per week for one term.

Third year, 60 hours - 6 hours per week for one term.

Teaching and Learning Activities

1st Year Course:	Practical work	50%
	Workshop tutorials	25%
	Lectures	25%
3rd Year Course:	Practical and	
	Workshop exercises	80%
	Exposition and discussion	20%

First Years

The first year course is concerned with a general overview of science education, and with problems and aspects of single lessons. It is also concerned with assisting students to cope with the practice situation.

The course is centred on practical work because:

1. we recommend this approach for use in the primary school;

SCIENCE - CORE COURSE

2. it gives students a wide experience of practical activities suitable for use with children;
3. the students have previously experienced a largely theoretical approach to science;
4. the students in general are not skilled in handling science materials;
5. there is a need to try out most activities in the practical situation before presenting them to children;
6. students learn much about science from the activities, many of which are not carried out in traditional courses;
7. where the activities do not reveal "new" science to students they provide much information of educational significance.

The activities of each practical period require reporting of their scientific aspects, and written considerations of various relevant educational problems. First year practical work has three phases:

1. A series of lessons or activities presented by the lecturer in the manner in which we suggest these activities should be presented in schools. Each lesson is a "starting point" for a particular topic.
2. A period of time in which the students carry out, and assess, a number of activities.
3. Another series of activities presented by the lecturer to illustrate unusual and imaginative approaches to science lessons. Each of these is open ended and permits the student to make further investigations.

Tutorial periods are used in this course to promote thought about the lecture material, and to attack the rather traditional attitudes towards science education which most students seem to have. Typically a tutorial consists of an exercise lasting at least half of the available time, followed by student discussion. We attempt to reduce lecturer involvement to a minimum.

Lectures are used mainly to broaden the range of topics dealt with in the course, and to provide the basic information needed to give relevance and coherence to the work of practical periods and tutorials.

Third Years

This course has two major components:

1. Syllabus Implementation - concerned with presenting

SCIENCE - CORE COURSE

and extending the new primary science syllabus, and with solving the problems entailed in teaching science in the local situation.

2. Overseas Trends in Science Education - an examination of Nuffield Junior Science, A.A.A.S., S.C.I.S., E.S.S., and aspects of other programmes.

The first phase is based entirely on two-hour practical periods. Typically a practical period has this sequence. The lecturer introduces a problem concerning an aspect of science education such as: the aims of a topic, the overview of a topic, explanations, discovery and problems, group activities, individualizing activities, the provision of equipment, and others. The student then chooses a topic and a series of integrated activities, which he wishes to relate to the problem. (Choice may be made from local syllabic material, or from any source. Students are encouraged to modify and add to any source material.) The student then carries out a selection of the activities from his topic, and submits a brief report on their scientific aspects. He then does a written exercise relating this topic to the particular educational problem.

Frequently choices have to be made in advance, and rarely are all students at quite the same stage in the sequence of assigned work.

No formal lectures or tutorials are given in this course. Brief periods of exposition, and discussion, are used as necessary to provide background information and to organize students' work. Discussion of written exercises is used frequently.

Course Outline

General Aspects of Science Teaching	40 hours
Syllabic Implementation and Local Problems	40 hours
Overseas Programmes	20 hours

First Year

- 1) Aims of primary science teaching.
- 2) Problems and advantages of teaching science in the primary school.
- 3) Aspects of developmental psychology as they relate to primary science teaching.
- 4) Creativity, the child, and things. The importance of inquiry, discovery, and materials.

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- 5) the role of the teacher in the science class.
- 6) Features of: lesson preparation, topic and course development, which are of particular importance in teaching science.
- 7) Comparison of physical and biological sciences as they relate to primary school courses.
- 8) Evaluation of children's work in science.
- 9) Information and idea research.
- 10) Practical work, initially on isolated topics, then on more extended units directly related to syllabus material - this will form a very large part of the course.
- 11) First year students have a brief introduction to the local syllabus, and to pertinent features of the local situation at the end of their course. Some contact with this area of work is inevitable during their first year, but is considered to be incidental to the general framework which is provided. It is felt that too early an approach to syllabus implementation may hinder the serious consideration of general problems which we consider to be important.

Third Year

- 1) Major features of the Western Australian primary science syllabus - development, aims and fundamental assumptions; the development of selected topics - selection of suitable activities, practical problems, explanations required, content research.
- 2) The provision of materials.
- 3) Class organization.
- 4) The role of books and the school library in primary science.
- 5) The use of visual aids.
- 6) Children's records.
- 7) An approach to biological science.
- 8) Excursions and the use of local resources.
- 9) Nuffield Junior Science, and A.A.A.S., S.C.I.S. and E.S.S., Science 5/13, and other programmes.

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- 10) Detailed treatment of overseas syllabuses will offer a great deal of student choice.

Many of the activities for practical work, and materials for workshop exercises in tutorials are from overseas programmes.

Assessment

<u>1st Year</u>	Written exercises	30%
	Results of tests	20%
	Practical activities	30%
	Reports on practical work	20%.

3rd Year

To be based on quality and level of participation in class work, and on the written reports submitted. Some formal testing may be used.

Students will be required to submit detailed written reports on all workshop and laboratory exercises, and all library research.

Textbook

Anastasiou, Clifford J., Teachers, Children and Things: Materials-centred Science (Holt, Rinehart & Winston, 1971).

(f) MUSIC EDUCATION

Course Title

Music Education - Unit 1.

Objectives

To promote:

1. Musicianship skills in music literacy.
2. Musicianship skills in aural acuity.
3. Skills in performance (recorder and tuned percussion).
4. A basic knowledge in essential classroom strategies.

Time Allocation

First year, 40 hours - 4 hours per week for one term.

Teaching and Learning Activities

20% of the time is allocated to tutorial discussions,
80% to activity sessions involving worksheets and listening
tapes (musicianship skills) or direct music making
(performance skills).

Course Outline

- 1) Basic theory and notation
- 2) Historical backgrounds of music
- 3) Descant recorder technique
- 4) Tuned percussion techniques
- 5) Non-tuned percussion techniques
- 6) Training in aural skills
- 7) Music making and singing
- 8) Classroom strategies (as related to the coordinated
methods programme).

Assessment

Objective tests (two given), each taking 25%
Practical tests (two given), each taking 25%.

MUSIC EDUCATION - CORE COURSE

Course Title

Music Education - Unit 2.

Objectives

To promote:

1. Further musicianship in understanding music concepts.
2. Further skills in aural acuity.
3. Further skills in classroom techniques (the music lesson).
4. Skill in constructing simple classroom percussion instruments.
5. Appraisal of a range of repertoire suitable for classroom presentation.

Time Allocation

In first or second year, 40 hours - 4 hours per week for one term.

Teaching and Learning Activities

35% of the time will be allocated to tutorial discussions, and 65% of the time will be allocated to activity sessions involving work sheets and listening tapes (musicianship skills), direct music making (repertoire appraisal), or construction (construction skills).

Course Outline

- 1) Extension of basic theory and notation (including basic concepts of form, etc.)
- 2) Extension training in aural skills (sight reading of rhythmic and melodic patterns)
- 3) The making of simple classroom instruments.
- 4) Strategies and techniques of presenting and making music in the classroom
- 5) Demonstration lesson situations
- 6) Discussion of a guideline repertoire.

Assessment

One essay (30%), one objective test (20%), construction items (10%), practical teaching skill (10%), written test (30%).

(g) PHYSICAL AND HEALTH EDUCATIONCourse Title

Physical and Health Education

Section A.

1. Fundamentals of Games and Games Skills.
2. Movement Education (Educational Dance, and Educational Gymnastics).

Section B.

1. Athletics
2. Folk Dance
3. Health Education.

Objectives

To develop in students:

1. Competence in the planning and teaching of Physical and Health Education in the primary school.
2. Appreciation of the values accruing from regular activity, and the maintenance of organic fitness.

Time Allocation

In first year, 40 hours - 4 hours per week for one term (Section A.)
 In third term, first year or in second year, 40 hours - 4 hours per week for one term (Section B.).

Teaching and Learning Activities

Section A. Presentation will take the form of lectures, workshop activities and practical periods.

Methods studied will include teacher exposition, problem solving, demonstration, etc.

In movement education, the emphasis will be on methods which allow a maximum of free expression in the establishment of movement principles.

Personal development and knowledge-base areas will be developed through regular participation in practical sessions.

Section B. Lectures, practical sessions, small group work, visiting lecturers from community health agencies.

Course OutlineSection A.Fundamentals of Games and Games Skills

- 1) Scope of physical education aims and objectives in relation to education as a whole.
- 2) Unit and lesson planning, class organization.
- 3) Methodology.

PHYSICAL AND HEALTH EDUCATION - CORE COURSE

Movement Education

- 1) Introduction to basic movement through the development of the following factors:

 Body awareness
 Space
 Effort
 Relationships
- 2) Development of themes, using basic movement principles, and the above factors.
- 3) Introduction to basic educational gymnastic equipment.
- 4) Methodology and class organization.
- 5) Unit and lesson planning.

Section B.

Athletics

- 1) Introduction to the basic techniques of running, jumping, and throwing.
- 2) Unit and lesson planning - class organization.
- 3) Methodology.

Folk Dance

- 1) Movement education principles and their relationship to folk dance.
- 2) Introduction to folk dances suitable for primary school children.
- 3) Planning at unit and lesson levels.
- 4) Methodology.

Health Education

- 1) Study of the primary school health education syllabus.
- 2) Unit and lesson planning.
- 3) Methodology.
- 4) Material resources and audio-visual aids.

Assessment

Each section will be progressively evaluated.

Where a section has both theoretical and practical

PHYSICAL AND HEALTH EDUCATION - CORE COURSE

components, weighting will be related to the amount of time spent on each component.

Textbooks

Physical Education: A Handbook for Teachers, Standard 2 to Form 11, (Government Printer, Wellington, N.Z.)

Dunn, Margaret, Games Activities for Juniors (Blackie & Son Ltd., 1970)

Farley, Pamela, A Teacher's Guide to Creative Dance, (A.H. & A.W. Reed, 1969)

Sports Instruction Series, 10 Books, (Government Printer, Wellington, N.Z.)

Anderson, Margaret E., Inventive Movement (W. & R. Chambers Ltd., 1970)

Manual of Water-Safety and Lifesaving, R.L.S.S.A., 5th ed. 1969.

Miller, B.F., and Burt, J.J., Good Health: Personal and Community, 2nd ed., (Saunders & Co., 1966).

(h) SOCIAL SCIENCESCourse Title

Social Studies Method I.

Objectives

1. To develop an introductory course in the teaching of primary school social studies as a prelude to:
 - a. practice teaching,
 - b. the development of an inquiry orientated approach in Social Studies Method II.
2. To provide students with a basic understanding of the objectives of social studies in the primary school.
3. To introduce students to basic teaching techniques, particularly exposition, review, excursion, and broadcast lessons.

Time Allocation

First year, 10 hours - 1 hour per week for one term.

Teaching and Learning Activities

Lectures	50%
Workshop activities	30%
Discussion	20%

Course Outline

- 1) Introduction to social studies in the primary school.
- 2) Objectives of social studies.
- 3) Objectives and Western Australian curriculum development.
- 4) Teaching aids for social studies.
- 5) Preparation of development and review lessons.
- 6) Presentation of development on review lesson for closed circuit T.V.
- 7) Planning excursions.
- 8) Controversial areas, e.g. current events and religion.
- 9) Evaluation in social studies.
- 10) Throughout the course students will be encouraged to develop a topic suitable for teaching practice.

Assessment

Workshop exercises	60%
Examination	40%

Textbook

Traill, R., Logan, L., and Rimmington, G.T., Teaching the Social Sciences: A Creative Direction, (McGraw-Hill, Sydney, 1972)

SOCIAL SCIENCES - CORE COURSE

Course Title

Social Studies Method II.

Objectives

1. To train teachers in handling child-centred strategies for the teaching of social studies in the classroom.
2. To give students the opportunity to plan units based on child interest, clearly illustrating necessary objectives, content, learning experiences, resources, and methods of evaluating the original objectives.
3. To review new curriculum developments, especially those promoted within Western Australia.

Time Allocation

Second year, 20 hours - 2 hours per week for one term.

Teaching and Learning Activities

Lectures	40%
Workshops, discussions, personal research	60%

Course Outline

- 1) The child-centred approach.
- 2) Planning, preparing and organizing enquiry units.
- 3) Idea-expansion charts.
- 4) Evaluation in social studies.
- 5) Preparation of a programmed unit of work based on child interest.
- 6) Specialized studies - mapping, weather, scripture/moral education.
- 7) Preview and analysis of new equipment and learning materials.

Assessment

Assignments	25%
Workshop Exercises	75%

SOCIAL SCIENCES - CORE COURSECourse Title

Social Science I.

Objectives

- Northern Ireland:
1. To present a multi discipline approach to the examination of a problem situation.
 2. To introduce students to several fundamental sociological concepts, e.g. institutions, groups, and roles.
 3. To establish a model of a method suitable for the examination of current issues on problems in a classroom.
- Western Australia:
1. To provide students with a revised content background in Western Australian history for the period 1616-1850.
 2. To introduce students to the methodology of the Social Sciences, particularly elementary statistical techniques.

Time Allocation

First year, 30 hours - 3 hours per week for one term.

Teaching and Learning Activities

<u>Northern Ireland:</u>	Lectures	30%
	Workshops, films, guided reading	50%
	Tutorials	20%
<u>Western Australia:</u>	Lectures	30%
	Workshops	30%
	Tutorials, excursions	40%.

Course Outline

- Northern Ireland:
- 1) Survey of current events in Northern Ireland together with an historical, geographical and political survey.
 - 2) Institutions.
 - 3) Groups.
 - 4) Roles.
 - 5) The sociological 'processes' and their application to Ulster.
- Western Australia:
- 1) Interpretative exercise based on workbook.
 - 2) The establishment of Swan River Colony.
 - 3) 'Swan River Mania.'
 - 4) 'Swan River Bubble.'
 - 5) Pioneering in Western Australia 1829-1850.

Assessment

<u>Northern Ireland:</u>	Assignment	30%
	Workshop Exercises	70%

SOCIAL SCIENCES - CORE COURSEAssessment - cont'd

<u>Western Australia:</u>	Assignment	40%
	Workshop Exercises	60%

Textbook

Readings in Social Sciences (W.A. Education Department)

SOCIAL SCIENCES - CORE COURSE

Course Title

Social Science II.

Objectives

1. To provide an understanding of contemporary Australian society (post 1945), through studies in history, politics, geography, and sociology.
2. To train students in some of the elementary techniques and skills employed in each area so they can employ them where relevant, in the classroom.
3. To reinforce the multi-discipline approach to the teaching of social studies.

Time Allocation

Second year, 40 hours - 4 hours per week for one term.

Teaching and Learning Activities

Lectures	50%
Workshops	35%
Tutorials, discussion	15%.

Course Outline

History

1. Historical research, and local history.
2. Australia 1941-49 - the Labour years.
3. Post Labour developments and the achievements of the Menzies era.
4. Foreign policy and foreign relations.
5. The contemporary Australian ethos.

Politics

1. Parliamentary institutions - the Federal Parliament.
2. Executive and judicial branches.
3. Political parties.
4. The electorate.
5. Electioneering.

Geography

1. Australia's resource base.
2. Primary and secondary production, location and distribution, factors affecting development.
3. Demography, reason for population distribution, urban growth, capital city dominance.
4. Prospects.

Sociology

1. Upward mobility in society
2. The role of aborigines in society.
3. Migrants and society.
4. Basic class structure.

Assessment

Workshop Exercises	90%
Tests	10%

SOCIAL SCIENCES - CORE COURSES

Textbooks

- Byrt, W.J., & Crean, Frank, Government and Politics in Australia
(McGraw-Hill, Sydney, 1972)
- Conway, Ronald, The Great Australian Stupor (Melbourne Sun, 1972)
- Andrews, John, Australia's Resources and their Utilization
(University of Sydney, Sydney, 1970).
- Moore, J.H., The American Alliance (Cassell, Melbourne, 1970).

SOCIAL SCIENCES - CORE COURSECourse Title

Sociology.

Objectives

1. To introduce the student to the basic concepts and perspectives of sociology.
2. To provide the student with an opportunity to engage in sociological field research on a subject of his choice.
3. To acquaint students with a wide selection of historical and contemporary sociological literature.
4. To encourage students to develop insight, and an inquiring and appreciative mind as they confront society.

Time Allocation

Third year, 40 hours - 4 hours per week for one term.

Teaching and Learning Activities

Lectures	25%
Workshops, discussions, field trips	75%

Course Outline

- 1) Introduction to concepts and perspectives.
- 2) Sociology and the individual.
- 3) Research methodology.
- 4) Socialization.
- 5) The family.
- 6) The community.
- 7) Society.
- 8) Social differentiation and stratification.
- 9) Deviance.
- 10) Change.
- 11) Values and beliefs.
- 12) The application of sociology.

Assessment

Workshop Exercises	40%
Tests	30%
Personal research	30%

Textbook

Berger, P.L. & Berger, B., Sociology: A Biographical Approach
(Basic Books, New York, 1972).

2. ELECTIVESGENERAL STUDIES(a) Example of the Structure of Units in a Major Study

As indicated in the section on course structure Section V, p.8 major studies are developed as major themes. Each theme comprises at least four forty-hour elective units. In the example given below it will be seen that, after choosing a major theme, the student studies units which are essential for the major, then selects further related units to meet the course requirements of the major. The policy of major themes, rather than the traditional content sequences of 150 hours, is adopted to allow students to select individual units as additional units in fields other than those of their own major studies. This policy is limited to some extent by the necessity for pre-requisites in some unit areas.

MAJOR THEME - POLITICAL SCIENCE

	COURSE TITLES (Each unit 40 hrs - 4 hrs per week for one term.)
<u>Essential for Major</u>	1. Democracy, Australian Style 2. International Politics
<u>Related Units</u>	At least <u>one</u> from: 1. The Politics of Protest 2. Communism and Fascism 3. Democracy, American Style
<u>Acceptable Units from Other Areas</u>	Any unit from the areas of Sociology and Anthropology, or History

ELECTIVES - GENERAL STUDIESSCIENCE(b) Example of Course Details in an Elective Unit.COURSE OUTLINE FOR ELECTIVE - BIOLOGY 1

Duration - 40 hours distributed over 10 weeks.

Instructor - J.D. Rowe

Aims - The course is designed so that students should:

- (a) develop an interest in and an understanding of environmental problems.
- (b) acquire a scientific approach to ecological problems.
- (c) experience the application of some of the basic methods of the practicing ecologist.
- (d) become familiar with some of the available literature of both classical and contemporary ecology.

Method of Presentation - The course is largely based on field work with some practical exercises being carried out in the laboratory. Lectures, usually brief, will be used to provide the information and organization necessary for this work.

Initially all students will be involved in an ecological survey of a selected local area. All students will carry out certain structured laboratory exercises. This part of the programme is designed to cover most of the content outlined below.

Following this students will work as individuals or in small groups on specific local problems. There will be some choice in this area. Students will be invited to suggest problems on which they would like to work.

Each student will be required to carry out a reading programme on references nominated by the lecturer. This will consist of two parts:

1. general references selected to provide a theoretical background on the subject.
2. particular journal references selected to give the student some knowledge of and interest in contemporary issues.

Reading programmes will be individualized and arranged to avoid difficulty in obtaining references.

Course Outline

- 1) Some procedures for the identification of relevant species.
- 2) Basic measuring techniques such as: frequency and density of a species, determination of population sizes, diversity of populations, establishing population parameters.

ELECTIVES - GENERAL STUDIESSCIENCE

- 3) Comparison of individuals of the same species, comparison of populations.
- 4) Effect of variables such as: clearing, traffic, fire, pesticides, soil type.
- 5) Species interaction, for example, competition and predation.
- 6) Recognition of problems, formulation of hypotheses, methods of statistical analysis, and significance of findings.

Assignment Work

Students will be required to submit detailed reports of field and practical work, and to complete written exercises based on their reading programmes.

Prerequisites

No previous studies in biology, other sciences, or mathematics is required, however, as these may be of some advantage, each student's academic background will be considered in evaluation procedures where this is appropriate.

Evaluation

This is based on the following:

Practical work - participation, quality and reports	70%
Reference work - exercises	30%

Textbook None required.

References

The college library has a great deal of material relevant to this course. It is assumed that students will have different needs in this area, depending on their background and interests. A detailed reference list with annotations can be obtained from the course instructor.

ELECTIVES - GENERAL STUDIES(c) Abstracts - Major Themes

Full details of the elective units that comprise the majors which are offered by each department are available in the course outlines held by the departments.

Art Education1. Art and Design.

An academic study of Art and Design with special reference to the visual arts and their relationship to the individual and the community.

2. Drawing.

A practical study of drawing techniques and their application to various themes and their interpretations.

3. Painting

A practical study of painting techniques and their application to various themes and their interpretations.

4. Print-making

A practical study of a wide variety of techniques, materials and applications of print-making.

5. Textiles

A practical study of the techniques of designing, decorating and constructing fabrics with a variety of materials.

6. Sculpture

A practical study of the techniques of sculpture and their application to various themes and their interpretations.

7. Ceramics

A practical study of the various techniques of pottery and ceramic sculpture.

ELECTIVES - GENERAL STUDIESEnglish, Oral English and Drama1. Mass Media

A study of the development of the mass media from early beginnings to contemporary achievements in film and television. Students will have the opportunity to concentrate on a particular area of development and to extend this study by individual activity in one of the media.

2. Literature and Society

A study of a variety of literature reflecting the changing patterns of society and the roles and attitudes of human groups and individuals. Units of study include "Women in the Nineteenth & Twentieth Centuries," "Children in Literature," "Australian Society," etc.

3. Film Study

A study of film appreciation, film production and the use of related electronic and optical equipment. Students will have the opportunity to view a wide range of films and to make their own films.

4. Theatre

A study, with a practical emphasis of the theatre and theatrical production. Students will have the opportunity both to view and to participate in a wide range of productions.

5. Creative Writing

A study designed to aid the individual student to develop his response to language and his creative writing skills. Students will have the opportunity to specialise in journalism, script writing, poetry or prose.

6. Children's Literature

A study of a wide range of children's literature with consideration of its history, recent development and the criteria for selecting children's literature for various age groups.

7. Poetry

A thematic study of the poet's contribution to man's understanding of himself and his environment.

8. Drama

A study of the works of Greek, Elizabethan and modern playwrights who have contributed to our understanding of the human condition.

9. Australian Society

A major course offered jointly with the Department of Social Sciences. The English component deals with Australian society through the literature

ELECTIVES - GENERAL STUDIES

of two significant periods: the era of The Bulletin (1885-1920) and the post World War II era (1945-1970).

10. Communication Breakthrough

A practical course designed to develop the individual student's understanding of the techniques of oral communication.

Junior Primary Education

1. Early Childhood Education

A study of the formative pre-school years and the current research in early childhood education both in Australia and overseas. Students will have the opportunity to study the impact of a child's environment on his development.

2. Junior Primary Education

A study of current experimental and research methods in junior primary education.

Mathematics

A study of mathematics with special emphasis on theoretical mathematics or statistics or data processing.

Music Education

1. Academic Studies

A study of the music from various eras such as the Renaissance, the Baroque and the Romantic era, etc. Students will have the opportunity to study form and style in musical compositions from these eras.

2. Compositional Studies

A practically oriented course which includes both the theory and practice of the composition of music in its more traditional forms, and in its experimental forms, such as synthetic electronic music.

3. Performance Study

A practical major designed to enable individual students to develop their performance skills with

ELECTIVES - GENERAL STUDIES

the instrument of their choice, in ensemble groups, or in choral performance.

Physical & Health Education

1. Scientific Bases of Physical Education

A scientific study of the human body including the testing, measuring and evaluation of elements of human physical performance, using laboratory equipment and research techniques.

2. Biomechanics Laboratories

A study of functional anatomy and aspects of physics as they apply to the major games skills.

3. Dance

A practical study of many forms of dance including folk, national, educational, ballroom, dance drama and modern ballet.

Science Education

1. Physical Science

A study of selected areas of modern physical science with emphasis on topics such as waves and vibrations, mechanics, electronics, modern physical concepts and everyday physical sciences.

2. Biological Science

A study of biological science with an emphasis on either ecology or the functional systems of particular groups of organisms.

3. General Science

A major area designed for students who wish to study several aspects of science and broaden their knowledge of science.

Social Science Education

1. Resource Management

A study of man's interaction with his environment with an emphasis on three main problem areas:

ELECTIVES - GENERAL STUDIES

man's impact on his physical environment; the stresses created by increasing urbanisation; and the hindrances to economic development in Africa, Asia, and Latin America.

2. Australian Society

A major course offered jointly with the Department of English, Oral English & Drama. The Social Science component deals with the Australian way of life in the Twentieth Century and includes an examination of the British society out of which Australia emerged. Major themes will include attitudes and beliefs of the ordinary man; and Australia in the modern world.

3. Political Science

A study of the theory and practice of liberal democracy with particular reference to Australia including an introductory study of international relations and the concepts and problems involved in the study of politics as a science.

4. Asian History

A study of the social and political development of Asian countries such as China, Japan, and Russia with an emphasis on the Nineteenth and Twentieth Centuries.

5. The Anthropological Study of Childhood

A study of those aspects of anthropology which are particularly relevant to the teacher. Students will have the opportunity to examine a wide range of case studies that deal with traditional patterns of socialization and education in simple societies.

ELECTIVES - PROFESSIONAL STUDIESEDUCATION AND PSYCHOLOGY(a) Example of the Structure of Units in a Major Study

MAJOR THEME - REMEDIAL & SPECIAL EDUCATION

	COURSE TITLES (Each unit 40 hrs - 4 hrs per week for one term.)
<u>Essential for Major</u>	<ol style="list-style-type: none"> 1. Introduction to Remedial and Special Education. (For those interested in both remedial and special education.) or 2. Psychology of Learning and Behaviour Disorders. (For those whose main interest is remedial education.)
<u>Related Units</u>	<p>At least two units from:</p> <ol style="list-style-type: none"> 1. Introduction to Remedial & Special Education. 2. Psychology of Learning & Behaviour Disorders. 3. Special Education I. 4. Special Education II. 5. Mentally Retarded. 6. Remedial Techniques I (psychological). 7. Remedial Techniques II (psycho-educational). 8. Practicum (Remediation of individual learning problems.) 9. Behaviour Modification.
<u>Acceptable Units from Other Areas</u>	<ol style="list-style-type: none"> 1. Counselling Techniques. 2. Remedial Mathematics. 3. Remedial Reading. 4. Remedial Spelling. 5. Remedial Written Expression. 6. The Migrant and the Ethnically Different Child in the Classroom. 7. Children from Disadvantaged Environments. 8. Children: Their Problems with Verbal Communication I. 9. Children: Their Problems with Verbal Communication II.

ELECTIVES - PROFESSIONAL STUDIESEDUCATION AND PSYCHOLOGY

(b) Example of Course Details in an Elective Unit.

1st Year Elective "THEORIES OF PERSONALITY" 40 hours

Elective area: "PERSONALITY"

There will be 4 (or possibly 5) electives of 40 hours each offered in this area of psychology over a three-year period.

These may be combined to form a major, or may be taken as single units, though there are restrictions involved for some of them.

The units which may be offered are:

- | | |
|---|--|
| <p>1. <u>Introduction</u> - Theories of Personality
(content is set out in full below)</p> | <p>This unit must be taken before any other unit in Personality.</p> |
| <p>2. <u>Personality Dynamics</u>
This is a theoretical unit which will proceed through reading and seminars. It covers anxiety, conflict and frustration and the ego defences commonly used to counter these threats.</p> | <p>Must be taken before 3, 4, or 5.</p> |
| <p>3. <u>Personality Assessment</u>
Will explain psychometric tests, projective tests, rating scales, interviews, observers' check lists, etc.
This course will include practical work.</p> | <p>May be taken toward major in Measurement in Psych. & Ed.</p> |
| <p>4. <u>Personality Change</u>
This unit is entirely a workshop course. It will proceed by a series of group sessions employing various techniques to change personality of group members along the dimensions of greater sensitivity to others and expanded self concept.</p> | |
| <p>5. <u>Personality Disorders</u>
It is not known at this stage if visits to Mental Health Institutions can be arranged. It may be a purely theoretical course.</p> | <p>This unit may only be taken by those doing a five unit major in Personality and only in 3rd year.</p> |

ELECTIVES - PROFESSIONAL STUDIESEDUCATION AND PSYCHOLOGYUNIT 1.ELECTIVE - 40 HOURSPERSONALITY THEORIES

TERM 3 1973

Course Instructor - N. HowiesonCourse Outline

There is no one firm, proven theory of personality which tells us how an individual's characteristic mode of perceiving and responding to the environment becomes established. There are many ways of describing personality and many theories as to how it develops. This unit looks at the major approaches to this psychological problem.

It is felt that this background is necessary in order that:

1. Later topics (such as how personality disorders occur) can be understood.
2. So that the effect on a child's personality of environmental forces acting on him in an educational setting, can be understood.

This course will involve reading outside the main textbook and will proceed largely by seminars and discussion on this material.

The course will consist of the following approaches to the study of personality.

- 1) The psychodynamic approach which focuses on the development of a person's inner life, which concerns perception, feelings emotion, thoughts and actions and involves the structuring of strong ego boundaries which counter the forces of the super ego, the id and the unconscious.
- 2) The Learning Theory Approach.
This focuses only on manifest behaviours and how these behaviours become established through the reinforcing agencies of the environment.
- 3) The trait-and-type frame of reference to the understanding of personality identifies consistent patterns of behaviour and labels them with trait names. This approach seeks to find the minimum number of dimensions within which to describe personality.
- 4) The self-concept or life-space approach focuses on the individual's notion of who he is in relation to the environment. This self-concept, or concept of role determines his behaviour.
- 5) The cognitive approach discusses personality in terms of characteristic ways of perceiving and thinking.
- 6) The Biological Approach.
The course will examine each approach in turn for

ELECTIVES - PROFESSIONAL STUDIESEDUCATION AND PSYCHOLOGY

cont'd several weeks. Seminar discussion will also focus on the implications of each for the promotion of mental health in the classroom.

Evaluation.

There will be no tests or examinations. Assessment will be based on preparation for seminars and seminar participation. In addition, one essay will be required, of a minor, not major, type (approximately 1500 words).

A seminar and assignment sheet will be issued on the first meeting of the elective group.

Textbooks and References.

For those intending to major in "Personality" the text over several of the units will be:

Sarason, I., Personality: An Objective Approach (Wiley, New York, 1966).

For those not majoring there will be multiple copies in library reserve.

References(1) Trait and Dimension Approaches

Allport, G.W., Traits Revisited. American Psychologist, 1966, 21 1-10.

Cattell, R.B., The Scientific Analysis of Personality (Pelican, London, 1965).

Eysenck, H.J., The Structure of Human Personality (Methuen, London, 1960).

(2) Analytical - Psychodynamic

Cameron, N., Personality Development and Psychopathology a Dynamic Approach. (Vakels, Feffer & Simons Private Ltd., Bombay, 1963 - Chapters 1-7).

Cohen, Jozef, Personality Dynamics. Eyewitness series in Psychology (Rand McNally & Company, Chicago, 1969).

Lazarus, R.S., Personality and Adjustment. Foundation of Modern Psychology series (Prentice-Hall Inc., New Jersey, 1969).

(3) Learning Theory Approach

Krasner, L. & Ullman, L. (Eds.) Research in Behaviour Modification (Holt, Rinehart & Winston, New York, 1965).

Yates, A.J., Behaviour Therapy (Wiley, New York, 1970) Chapter 1.

(4) Field Theory and Self Concept Approach

Lewin, K., Field Theory in Social Science (Harper, New York, 1951).

Lewin, K., Behaviour and Development as a Function of the Total Situation, in L. Carmichael (Ed.), Manual of Child Psychology (Wiley, New York, 1954).

ELECTIVES - PROFESSIONAL STUDIESEDUCATION AND PSYCHOLOGY

cont'd

Rogers, C.R., A Theory of Therapy, Personality and Interpersonal Relationships as Developed in a Client-Centred Framework, in S. Koch (Ed.) Psychology: A Study of a Science, Vol. 3. (McGraw-Hill, New York).

(5) Cognitive Approach

Massick, S., & Rose, J., Measurement in Personality and Cognition, (Wiley, New York, 1962) Part III, esp. Chapter 12.

Eysenck, H.J. The Biological Basis of Personality (Thomas, Springfield Illinois, 1967).

Gardner, R.W., Genetics and Personality Theory, in S.G. Vandenberg (Ed.): Methods and Goals in Human Behaviour Genetics (New York, 1965).

It is expected each student will use some of the books from one or two areas.

ELECTIVES - PROFESSIONAL STUDIESEDUCATION AND PSYCHOLOGY(c) Abstracts - Major Themes1. Child Study

A course that includes both the theoretical study of child development (physical, social, emotional, intellectual and moral), and a practical study which involves students in selecting three interest areas in which to complete readings and in which to design and executive a simple observation/action-research project.

2. Personality

The emphasis of this course will be on the study of the normal personality but students may select a unit from personality disorders or personality change to complete their major area.

3. Learning

A study of learning theories with an emphasis on relating these theories to classroom practice. Students will also have the opportunity to study recent research in teaching and learning and to consider the application of this research in the classroom in areas such as: discovery methods, enquiry procedures, problem solving, thematic and integrated approaches, and creativity.

4. Remedial and Special Education

A study of the characteristics and special educational needs of exceptional children including the gifted, the mentally retarded, and the handicapped (physically, socially or emotionally). Students will also study the problems of children with learning disabilities which result in failure in areas such as reading, spelling, and mathematics.

5. Measurement in Psychology and Education

A study of measurement, statistics, and research design in education and educational psychology. Various measuring instruments in the behavioural sciences will be discussed from the point of view of construction, and of the validity and reliability of estimates. Basic and more advanced courses in statistics will be offered and related to a unit dealing with research design in education and educational psychology.

6. Curriculum Studies: Open Education

A study of various aspects of an approach to education that is having a considerable impact on primary education in Western Australia.

ELECTIVES - PROFESSIONAL STUDIESEDUCATION AND PSYCHOLOGY

Students will study the open-plan school, the concepts of team teaching, continuous progress, and programmed learning. They will also have the opportunity to visit several open-plan schools and will be involved in a variety of practical activities.

7. History and Philosophy of Education

A study of the history of educational thought from 500BC to the present with emphasis on the relevance of these ideas to current theory and practice. Students will also have the opportunity to make a special study of the history of education in Australia, Europe, the United Kingdom and Western Australia.

8. Comparative Education

A study of the methods of comparative education followed by comparisons of educational practices in the United States of America, the United Kingdom, France, Japan and Australia.

9. Sociology of Education

A study of the relationship between the school and the community in Western Australia. Emphasis will be placed on the function of the media, peer groups, family, and school in the socialisation process. A special study of the community school concept is included in this major.

10. Australian Education (Critical Issues)

A study of current issues in Australian education with an emphasis on the problem of the provision of education for deprived groups in society.

11. Social Psychology

A study of the dynamic interrelationships of the individual with society, and further study of such related units as Group Dynamics, Counselling Techniques, and Decision Making.

ELECTIVES - PROFESSIONAL STUDIESTEACHING AND LEARNING PROCESSES(a) Example of the Structure of Units in a Major Study

MAJOR THEME - CONSTRUCTING MUSIC MATERIALS

	COURSE TITLES (Each unit 40 hrs - 4 hrs per week for one term.)
<u>Essential for Major</u>	<ol style="list-style-type: none"> 1. Building a Basic Repertoire of Music Aids. 2. Constructing Musical Instruments for the Classroom.
Related Units	<ol style="list-style-type: none"> 1. The Classroom Record Library.
<u>Acceptable Units From Other Areas</u>	<p>Any units from other major areas, e.g.:</p> <ol style="list-style-type: none"> 1. Creative Music in the Classroom. 2. Producing a Children's Opera. 3. Acquiring keyboard skills. 4. Tuned Percussion Playing in Schools.

ELECTIVES - PROFESSIONAL STUDIES

TEACHING AND LEARNING PROCESSES

(b) Example of Course Details in an Elective Unit

JUNIOR PRIMARY EDUCATION

Course Title

Readiness and Beginning Reading

Number of Hours

4 hours each week for ten weeks.

Instructors

D.E. Gardiner

K. Barnett

The Scope of the Course

Emphasis will be placed on a study of the theory of readiness and its application to the preparation of materials and planning methods of presentation.

Purpose of the Course

This is a practical unit of work designed to equip the junior primary teacher with the necessary knowledge and materials for effective teaching in the first grade.

Method of Presentation

Lectures, tutorials, discussions and workshop sessions.

Course Outline

- 1) What is the nature of reading readiness?
Reading readiness development at home and at school.
- 2) Vision readiness and reading readiness.
Visual discrimination and visual memory.
- 3) Reading readiness and the importance of accurate listening.
Auditory discrimination and auditory memory.
- 4) Physical skills and reading readiness.
Lateral dominance and right-left discrimination
in the development of reading readiness.
- 5) Assessing and developing abilities underlying beginning
reading.
Study readiness test. Administration of readiness
tests.
- 6) Child development and the language arts,
developmental patterns.
- 7) Problems in teaching the communication arts and skills.
Oral communication and its relation to reading.
- 8) An introduction to the word identification skills.
Word recognition and picture context clues.
- 9) The word identification skills. Phonic analysis and
synthesis.
Verbal content clues.

ELECTIVES - PROFESSIONAL STUDIESTEACHING AND LEARNING PROCESSES

- 10) Structural analysis and synthesis.
 The development of the dictionary skills.
 The linguistic approach to teaching reading.

Evaluation

- | | |
|---|-----|
| 1. A set of readiness materials will be submitted
for assessment | 50% |
| 2. Tutorial papers | 25% |
| 3. A workshop file | 25% |

Learning MaterialTextbooks

- De Boer, John J., and Dallman, Martha, The Teaching of Reading (Holt, Rinehart & Winston, Inc., 1970).
- Russell, David H., and Koop, Etta, (Ed.) Reading Aids Through the Grades, Three Hundred Developmental Reading Activities. (A.C.E.R., 1972).
- Russell, David H., and Russell, Elizabeth F., Listening Aids Through the Grades (A.C.E.R., 1971).

General References

- Anderson, Verna Dickenan, Reading and Young Children (Collier-Macmillan Ltd., London, 1968) 372.4
- Downing, John, Reading Readiness (University of London Press, 1971) 372.414
- Frost, Joe L. Issues and Innovations in the Teaching of Reading (Scott, Foresman and Co., 1967).
- Gray, William L. On Their Own in Reading (Scott, Foresman and Co., 1960) 372.41
- Gardner, Keith, Towards Literacy (Basil Blackwell and Mott, 1965) 372.4
- Goodacre, E.J., Reading in the Infant Classes (N.F.E.R., 1967).
- Hester, Kathleen B, Teaching Every Child to Read, 2nd Ed. (York, Harper & Row, 1964) 372.41
- Hildreth, G., Teaching Reading (Holt, Rinehart & Winston, 1958) 372.41
- Miller, Wilma H. Elementary Reading Today, Selected Articles. (Holt, Rinehart & Winston, 1972).
- Moyle, Donald, The Teaching of Reading (Word Lock, 1970) 372.41
- Pappas, G., Reading in the Primary School (Macmillan, Melbourne, 1970) 372.41
- Schonell, Fred. J., The Psychology and Teaching of Reading Edinburgh, 1970 372.41
- Spache, G.D., Toward Better Reading (Garrard Pub. Co., Illinois, 1963) 372.4

ELECTIVES - PROFESSIONAL STUDIESTEACHING AND LEARNING PROCESSES

Southgate, Vera, Roberts, G.R., Reading - Which Approach
(University of London Press, 1970) 372.414

Children's Work Books - Available in the Junior Primary
Education Department.

Brickhill, N. and Bynes, N. Effective Pre-Reading
Jones, Doris and Lindsay, Janet, Pre-Reading Begins

Education Department of Western Australia. Primary
Readiness for Formal Learning, Grade 1, Teachers
Notes, 1968.

Reading Materials

Scott, Foresman Reading Systems

S.R.A.

ELECTIVES - PROFESSIONAL STUDIESTEACHING AND LEARNING PROCESSES(c) Abstracts - Major Themes

Students are required to complete either one major comprising 4 forty-hour units or two sub-majors, each comprising 2 forty-hour units in professional studies, teaching and learning processes.

Art Education

Students who wish to complete a major or a sub-major in the area of Art Education will have the opportunity to study units which include the strategies and techniques of art education in the primary school.

English, Oral English and Drama

1. Reading. A study of current reading materials and methods. Students will have the opportunity to participate in a research study of the present standards of reading ability in a number of Western Australian primary schools and to observe methods of teaching reading.
2. Language Study. A practical research course which involves the study of aspects of language acquisition and development in young children. Students will have the opportunity to study both observed and recorded language used by children during the primary school years and to participate in the development of programmes for teacher-guided language development.
3. Communication in Schools. A practical course designed to extend the students' understanding and teaching competence in the field of oral communication.
4. Written Language. A course designed for students who wish to make a more detailed study of the development of written language ability. It offers opportunity for the study of recent research and the practical study of different classroom techniques. The course will also emphasise the differences between spoken and written language.
5. Language Skills Remediation. A study of the theory and practice of the remedial techniques for various language skills. Students completing a major in this area may include in it a unit (or units) from the major area of Remedial and Special Education which is offered by the Department of Education and Psychology.

This course is also offered for students who wish to improve their own language skills.

ELECTIVES - PROFESSIONAL STUDIES

TEACHING AND LEARNING PROCESSES

Junior Primary Education

1. Pre-Primary School Child. Students will participate in the practical planning of a pre-primary programme with emphasis on cognitive and language development, movement and dance, music and music-making, Oral English, drama and art education.
2. Communication Arts and Skills in the Junior Primary School. A study of teaching and learning strategies particularly relevant to the junior primary school. Students will also have the opportunity to study the wide range of resource materials that are available for the implementation of junior primary communication arts and skills programmes.
3. Creativity in the Junior Primary School. A detailed study of creative activities particularly relevant to music, art, movement, Oral English and drama for young children.

Mathematics Education

Students who wish to complete a major, or sub-major, in Mathematics will be able to structure a course of study that will develop their knowledge of such areas as remedial mathematics, catering for individual differences in mathematics, the use of material resources, aids, and modern developments in the teaching of Mathematics.

Music Education

1. Constructing Music Materials. A practical course concerned with the construction of musical instruments for the classroom, the building of a basic repertoire of music aids and the classroom record library.
2. Performance Skills. A practical study with emphasis on recorder playing in schools, and the use of tuned percussion and non-tuned percussion instruments in creating music.
3. Performance Skills for Pre-School and Junior Primary Children. A practical study of the learning strategies involved in the sensing of rhythm through body movement, use of tuned and non-tuned percussion, and in the creating of sound patterns through the use of the voice.
4. Creating Music with Children. A study of the various techniques and skills needed to encourage creative music in the classroom and to produce children's operas, etc.

ELECTIVES - PROFESSIONAL STUDIES

TEACHING AND LEARNING PROCESSES

Physical and Health Education.

1. Physical Education in the Primary School. A course designed to provide opportunities for students to teach a wide variety of Physical Education activities in the primary school.
2. Aquatics. A study of modern teaching techniques and their application to swimming and water safety skills. Students will have the opportunity to teach these skills to primary school children while they are participating in the course.
3. Teaching of Dance. A study of folk dance with a special emphasis on the development of an individual student's practical ability and his teaching techniques in this area. Students participating in this course will have the opportunity to teach dance to primary children.
4. Outdoor Education. A course designed to develop and extend student interest in outdoor education (particularly in areas that relate to primary school camping), and to equip them to organize and conduct camps for primary school children.
5. Health Education. A study of the personal and community health problems that relate to the primary school health education syllabus. Students will be encouraged to develop aids to assist them in teaching health education in the primary school.

Science Education

Students who wish to complete a major, or sub-major, in Science Education will be able to structure a course that will assist them to develop a wider knowledge of different approaches to science teaching and to improve their skills in the provision, preparation and organization of material resources. Students will also have the opportunity to pursue their individual interests in the teaching of science in practical classroom situations.

Social Science Education

Students who wish to complete a major, or sub-major, in Social Science Education will have the opportunity to reinforce and enlarge the particular skills and techniques necessary for successful Social Studies teaching. The area of study will cover a variety of issues such as simulations, politics in the primary school and excursions, and will provide students with the opportunity to develop their own knowledge of Social Studies.

3. TEACHING PRACTICE AND THE COORDINATED METHODS PROGRAMME(a) Teaching PracticeCourse Title

Teaching Practice

Objectives

1. To develop proficiency in teaching techniques appropriate to the primary school.
2. To give students guided practice in the performance of their future role.
3. To provide opportunity for the practical application of the theories, methods and techniques studied in the professional component of the College course.

Time Allocation

26 weeks, 2 days

Teaching and Learning ActivitiesPractice Preparation:

Lectures (briefing)	18%
Preparation: aids lesson notes consultation with lecturers.	82%

Practice:

Prepared teaching	44%
Supervision, observation, discussion	56%

Activities and AssessmentTerm 1.Content:

Two days' observation and supervision of small groups.
Two fully prepared lessons on each of last three days. Emphasis is upon thorough preparation rather than effective teaching.

Assessment:

Headmaster awards a mark on a three point scale, average +, average, average -, for preparation. Supervising lecturer awards a mark for the notes of lessons book on the same scale. No lessons are viewed by assessors.

TEACHING PRACTICE

Term 2.

Content:

One fully prepared lesson on first day and two per day thereafter, plus incidental supervision and teaching of small groups. Lessons are isolated but should include the teaching of ability groups and individualized learning.

Assessment:

By Headmaster on Headmaster's Report Form.

Marks awarded for Level of Teaching Skill and Level of Professional Development on a five point scale.

By supervising lecturers for Professional Attitude which includes lesson preparation on a five point scale. Estimate of teaching potential, on a three point scale, is judged on the basis of those skills already covered in the Coordinated Methods Programme, lectures, workshops and demonstration lessons.

Term 3.

Content:

Two fully prepared lessons per day in the first week and three per day in the second. All subjects of the primary curriculum are covered and as wide a range as is practicable of lesson types. A series of two or more lessons is taken in each of three subjects.

Assessment:

By Headmaster as for Term 2.

By supervising lecturers for Professional Attitude and Teaching Skill, each on a five point scale. Report forms comment on points under three headings: Planning, Teaching, Evaluation. At this stage the least emphasis is placed upon evaluation as this has not been fully covered in the Coordinated Methods Programme.

Term 4.

Content:

From Term 4 lesson preparation does not require the writing of full lesson notes. Second year lesson notes include Lesson Aim, General Objectives, Steps of Procedure (brief) and Evaluation. A great deal of emphasis is placed on the evaluation of learning outcomes. Three prepared lessons per day plus two half days of continuous teaching. Students are required to take series of lessons in sequence.

TEACHING PRACTICE

Assessment:

By Headmaster as for Term 2.

By supervising lecturers as for Term 3 with a greater weighting for the evaluation of learning outcomes.

Term 6.

From 40% to 50% of students practice in selected country schools.

Content:

Two students in each classroom divide the teaching load equally. Students are responsible for each subject for one week. Thus the emphasis is on continuous teaching for longer periods and on the teaching of a series of lessons in each subject.

Assessment:

By Headmaster and supervising lecturers as for Term 4.

Term 7. Assistant Teacher Programme.

Content:

Each student spends the full term as an assistant teacher in a primary school. The planning of the teaching assignment is centred in the Headmaster and staff of the school who generally follow guidelines laid down by the College. The student spends periods of time from 3 to 4 weeks in each of four or three classes during which he is responsible for the programming, teaching and evaluating of one skill subject and one general subject. In each class the pattern of teaching begins with a partial teaching load, leading progressively to full responsibility in the final week. Lesson preparation is along the lines of a daily workpad format with emphasis on the entering of records of learning outcomes. The teaching assignment is designed to afford sustained, continuous contact with all phases of a teacher's activities and is differentiated according to the needs of the individual student.

Assessment:

By the Headmaster on the Assistant Teacher Assistant Programme Headmaster's Evaluation Form.

Professional attitude assessment on a three point scale, and teaching ability assessment on a five point scale.

Progress reports are made by Practice Supervisors visiting the schools.

In remote country areas District Superintendents are asked to submit progress reports for students.

TEACHING PRACTICEFinal Assessment

The final teaching mark awarded to students will be awarded on the basis of reports for the final full term practice. In borderline or doubtful cases, reports for second year practices will be taken into consideration. The chief purpose of assessments in the first and second year is to provide students with knowledge of their progress and to make suggestions for improvement.

(b) COORDINATED METHODS PROGRAMMEIntroduction

This is an experimental programme which is designed to lay the foundations for extension of the Professional School organization into the core and professional elective courses in the College.

The basic aim of the programme is to provide communication and coordinated planning among the Departments of Education and Educational Psychology, Teaching Practice, and sections of subject departments which deal with teaching methods and learning strategies in the various school subjects.

The first-year programme is organized around three units: Planning (Term 1), Teaching and Learning Activities (Term 2), and Evaluation (Term 3). There are 5 topics within each term unit, each topic being treated for a period of two weeks. In the first week the theoretical background to the topic (usually drawn from Education or Educational Psychology) is presented by a team of lecturers in a lecture and workshop situation. In the second week the application of the theoretical principles to classroom practice is presented in demonstrations arranged by the Department of Practice Teaching. Also during the fortnightly sequence lecturers in the subject departments illustrate in their own courses the relevance and application of these principles and practices to their special subject areas.

The second year of the Coordinated Methods Programme is to be implemented for the first time in 1974. It is planned to develop the major activities of the programme around a sequence of micro teaching episodes for second-year students. As with the first-year programme, the intention is to ensure communication and coordination by involving all departments in this programme.

The activities are planned and organized by the C.M.P. Committee comprising the departments of Education and Psychology, Teaching Practice, Junior Primary Education and lecturers in special, subject-method courses.

Teams of lecturers participate in lectures, workshop activities, demonstration supervision and demonstration tutorials. All of the academic staff participate in the workshop activities, and the demonstration supervision and tutorials.

Teaching and Learning Activities

Each topic is treated as a two weeks' unit.

Week 1	9.00 a.m. Lecture
	10.00 a.m. Workshop
Week 2	9.00 a.m. Demonstration Lesson
	10.00 a.m. Discussion.

During the two weeks the topic is also treated as part of the core course in each subject method course.

COORDINATED METHODS PROGRAMME

Lecture/demonstration	42%
Workshop/discussion	58%

Course Outline

<u>Overview:</u>	Term 1 Lesson Planning
	Term 2 Teaching Techniques
	Term 3 Evaluation.

Unit 1. Lesson Planning

Objectives

To develop students' teaching ability by:

1. Giving an understanding of the importance of thorough planning.
2. Developing skill in the planning of three basic lesson types.
3. Giving practice in writing lesson notes.

Topics

- 1) Introduction: Teaching, a three-phase model.
- 2) Planning lesson aims and objectives.
- 3) Planning the exposition lesson.
- 4) Planning for learning in small groups.
- 5) Planning for individualized and personalized learning.

Unit 2. Teaching

Objectives

To develop students' teaching ability by:

1. Giving an understanding of the importance of basic teaching techniques.
2. Providing the opportunity for the observation and discussion of techniques.
3. Giving an understanding of the psychological basis for the employment of the techniques

Topics

- 1) Establishing pupil-teacher relationships.
- 2) Maintaining interest.
- 3) Developing understanding and attitudes.
- 4) Reinforcing learning.

Unit 3. Evaluation

Objectives

To develop students' teaching ability by promoting:

1. An understanding of the importance of evaluation.
2. Knowledge of evaluation techniques.

COORDINATED METHODS PROGRAMME

3. An opportunity to observe and discuss techniques of evaluation.
4. An understanding of the uses of evaluation.

Topics

- 1) Why, when and what to evaluate.
- 2) How to evaluate.
- 3) Practical application of evaluation techniques.

Assessment

Evaluation of students will be a part of the assessment of attitude and teaching skill on practice.

Future Developments

It is intended to conduct an inquiry into the techniques of teaching in professional courses in the College in an attempt to improve these techniques in the College.

A micro teaching programme will be developed by the Practice Department, and it is intended to seek close integration of this activity with the subject method courses and lectures.

IX. SURVEY OF COURSES. SUPERSEDED COURSE
 1972 INTAKE

1. Core Courses

It would be repetitive in this submission to present full course outlines of the core course currently being offered to students who were enrolled in 1972. The scope of the superseded core course necessarily includes essential material that has been incorporated in the revised core course. The main difference between the two courses is that the revised course has been planned to exclude material that is lacking in consistent relevance to the professional demands of primary teaching. There have been some changes in textbooks, but teaching and learning activities and methods of assessment in the superseded course units are the same as in the revised course.

Time allocations and course titles in the superseded core course are listed below:

Art Education

First and Third Year	Academic (Theory)	40 hours
	Studio (Practical)	<u>65</u> hours
	Total:	105 hours

English

First Year	Written English	20 hours
	English Method	20 hours
	Language Theory	25 hours
	English Literature	<u>60</u> hours
	Total:	125 hours
Second Year	English Method	30 hours
	Aust. Society (English Component)	<u>70</u> hours
	Total:	100 hours

Oral English and Drama

First, Second and Third Year		
	Oral English	40 hours
First, Second and Third Year		
	Child Drama	<u>40</u> hours
	Total:	80 hours

Education

First Year	Introduction to the Study of	
	Education	20 hours
	Comparative Education	10 hours
	History of Educational Ideas	<u>20</u> hours
	Total:	50 hours
Second Year	Sociology of Education I	20 hours
	Sociology of Education II	<u>20</u> hours
	Total:	40 hours
Third Year	Ed. Measurement & Evaluation	20 hours
	Curriculum Study & Open Ed.	<u>30</u> hours
	Total:	50 hours

Educational Psychology

First Year	Introduction to Educational Psychology	20 hours
	Child Development	30 hours
	Total:	50 hours
Second Year	Mental Abilities	20 hours
	Diagnostic & Remedial Techniques	20 hours
	Total:	40 hours
Third Year	Personality	20 hours
	Learning	30 hours
	Total:	50 hours

Junior Primary Education

First Year	Communication Arts & Skills	
	Mathematics	
	Social Studies	25 hours
Second Year	as above	30 hours
	Total:	55 hours

Mathematics

First and Second Year		
	Mathematics Education	Total: 80 hours

Science

First, Second and Third Years		
	Science Education	Total: 75 hours

Music

First Year	Basic Theory & Performance Skills	40 hours
Second Year	Application of Musicianship Skills to the Classroom	20 hours
Third Year	Music Education III	20 hours
	Total:	80 hours

Physical and Health Education

First Year	Aims and Objectives	10 hours
	Water Safety Skills	20 hours
	Basic Movement	20 hours
	Total:	50 hours
	Health Education	25 hours
	Fundamental Games Skills	15 hours
	Scientific Bases of Phys.Ed.	10 hours
	Total:	50 hours

Physical and Health Education (continued)

Second Year	Teaching of Swimming	10 hours
	Athletics	10 hours
	Softball	14 hours
	Netball	8 hours
	Folk Dance	8 hours
	Total:	50 hours
Third Year	Movement Education	10 hours
	Games Skills	40 hours
	Total:	50 hours

Social Sciences

First Year	Introduction to the Social Sciences	25 hours
	Social Studies Method I	15 hours
	Social Science I	35 hours
	Total:	75 hours
Second Year	Social Studies Method II	20 hours
	Australian Society (Soc.S. Component)	70 hours
	Total:	90 hours
Third Year	Sociology	20 hours
	Social Sciences III	30 hours
	Total:	50 hours

2. Electives - Abstracts and Examples

In the traditional terminology used in teachers colleges in Western Australia elective courses have been referred to as "options". The practice in the past has been to offer students choices of one option within each of three streams: academic, "personal", and teaching. The options proceeded from the beginning of the second year for five terms during the second and third years with a class schedule of 3 hours per week for each option.

The Churchlands Teachers College adhered in principle to this pattern with the first intake of students in 1972. General electives (the traditional academic and "personal") and teaching electives are being offered to current second year students, each with an allocation of 150 hours for the five terms. One departure from traditional practice has been that of allowing students to choose two teaching electives of 75 hours each to meet the requirements of the teaching elective programme.

Abstracts of the electives in which students are enrolled, and an example of course details of one elective in each elective stream are listed below. Details of all electives are available in the course outlines held by the subject departments.

General Electives - Abstracts

Creative Arts Elective. A practical course in which students will have the opportunity to develop their creative abilities in the areas of painting, drawing, graphics, textiles and weaving, ceramics and sculpture.

School Crafts Elective. A practical course in needlework, textiles and weaving, three-dimensional forms, leather-crafts and cane basketry, which will correlate with the requirements of the Primary School Craft-Needlework Syllabus.

Open Education Elective. A detailed study of the philosophy and learning theory underlying open education, and of implications for school design, organization and curriculum. Visits to open-area schools will be made, and the students will work closely with the Churchlands Open-Area Primary School. Practical activities will be featured, particularly the construction and use of appropriate resource materials and equipment.

Child Study Elective. A study of basic principles of developmental psychology as applied to normal and atypical children, child development theory and research methods and child observation.

English Literature Elective. A study of particular works chosen from the following areas of significant achievement in English Literature: Shakespearean drama, the nineteenth century novel, and short stories and poetry from representative authors of the nineteenth and twentieth centuries.

Students will have the opportunity to develop an individual

study of a particular author or of a particular literary form; this period of supervised study will extend over one complete term.

Modern American Literature Elective. A study of modern American writers with an emphasis on the literature of minority groups. Students will have the opportunity to develop a project reflecting their own particular interests.

Film Study Elective. An introduction to film appreciation and film making. Short and long films will be studied and books, magazines, pamphlets and essays read and criticized in tutorial sessions. Students will be involved in making several short films during the course.

Issues and Trends in Pre-School and Junior Primary Education. An elective for students wishing to specialize in teaching in the junior primary school. Topics will be drawn from various countries and particularly from Australia. An individual research project will be selected and investigations carried out in one particular facet of education and the young child.

Mathematics Elective. A detailed theoretical examination of selected areas of classical and modern mathematics, e.g., numeration, sets, rational numbers, operations. The content will be related to areas of primary school mathematics, but the approach will be in terms of the theory of mathematics rather than teaching techniques.

Biological Science Elective. A study of the major concepts of biology as they relate to man and other organisms. All students will follow a basic core of activities and will have some opportunity to follow individual interests.

Physical Education Elective. A course designed to give students the opportunity to develop and extend an academic interest in Physical Education, and to investigate and measure elements of human performance.

Health and Recreation Elective. A study of school and community health problems and services, recreational activities (other than team games) and youth leadership.

Australian History/Politics Research Elective. A course designed to give the opportunity to write a research study on a topic in one of the above disciplines. The study topic will be decided in consultation with the staff member conducting the course. Students will be trained in research techniques, which will also be applicable to Social Studies teaching, and will be free to work in an area of interest. Two copies of the study shall be lodged; one for the College Library and the other for the W.A. Historical Society.

Geography Elective. A study of urban and rural environments, particularly the Perth Metropolitan Area and adjoining regions. Topics will include urban planning, residential patterns, local land use, and the impact of landforms and climate on man. Some elementary practical exercises in meteorology, surveying, map reading, etc. will be included.

Political Science Elective. A study of the development and current operation of the British, American, and Australian political systems. Political leadership, political parties, and the structure of the government in each country will be primary areas of study. For comparative purposes the Soviet Union's system of government will be studied also.

Social Anthropology Elective. A study of general anthropological and sociological principles and an intensive investigation of Aboriginal society and culture which will relate to issues such as assimilation, integration and acculturation.

General Electives - Example of CourseCourse Title

Social Anthropology

Objectives

1. To introduce the student to the basic theoretical and methodological frameworks of sociology and social anthropology.
2. To develop in the student a positive appreciation of cultural diversity through an examination of those structures and processes common to all societies.
3. To further in the student an understanding of the varied factors involved in change, particularly in those cases involving minority groups.

Time Allocation

3 hours per week for 50 weeks = 150 hours.

Teaching and Learning Activities

Workshops	33%
Tutorials	33%
Lectures	34%

Course Outline

- 1) Theoretical and methodological development of sociology and social anthropology.
- 2) Basic concepts of the course, among them such topics as society, culture, structure, process, function, and objectivity.
- 3) Examination of economic organization, political organization, belief systems and kinship systems.
- 4) Social change, integration, assimilation, and acculturation.
- 5) Australian aboriginal societies and change, particularly in relationship to the socialization and education of aboriginal children.

Assessment

Assignment	25%
Short tests	35%
Workshops	40%

TextbookChinoy, E., Sociological Perspective, (Random House, 1968)

Teaching Electives - Abstracts

Art Education Teaching Elective. The course will have a practical teaching emphasis and provision will be made for art teaching experience. A study of art techniques and methods of interpretation, the history of art, and contemporary art education.

Remedial and Special Education Teaching Elective. An introduction to background theory and practical techniques in diagnosis and remediation of disabilities in basic subjects. In addition a study will be made of the characteristics of children with special educational needs, including physically, mentally, visually, emotionally and culturally handicapped children, and gifted children.

The course will also include a study of teaching methods and special educational facilities for children with special educational needs.

English Teaching Elective. A study of literature for children, children's creative writing and reading development theory. Students will produce information sheets for schools dealing with all three aspects of the course.

Secondary Teaching Elective (English Component). A review of the Achievement Certificate course in English in the lower secondary school, with particular reference to course organization and content, relevant resources and teaching techniques.

Oral English and Drama Teaching Elective. A study of Oral English, Drama, Choral Speaking and functional speech disorders. Students will have the opportunity to participate in practical work in all these fields in the primary school.

Theatre Elective. An introduction to the theoretical and practical aspects of theatrical performance and production: theory of drama, stage movement, costume, make-up, lighting, sound effects, set design and construction, etc. The course will conclude with a full-scale production in which all students will be expected to take an active part.

Junior Primary Education Teaching Elective. A study of the methods and techniques involved in the teaching of language arts and mathematics to junior school children. The use of charts, teaching and audio-visual aids in individual learning situations will be studied. Students will have practical experience with methods suitable for the open area school (with emphasis placed on the integrated day) in the Churchlands Open-Area School. An individual project will be selected and investigations carried out in one particular area of teaching in the junior school.

Primary Mathematics Teaching Elective. A study of ancient number systems, the contribution by famous mathematicians to today's mathematics, the Primary School Syllabus, teaching methods, curricula in other Australian States and a critical survey of current research and developments in primary mathematics. Students will conduct a research project relevant to

a selected area of the Primary School Syllabus.

Secondary Teaching Elective (Mathematics Component). A review of the Achievement Certificate course in Mathematics in the lower secondary school, with particular reference to course organization and content, relevant resources and teaching techniques.

Science Teaching Elective. A workshop programme in which students will have the opportunity to develop skills in giving demonstrations and organizing practical work suitable for primary school children. Teaching aids will be constructed and source materials and overseas programmes examined. Although specific activities will be suggested at all stages it is hoped that students will develop their own programme and follow their own interests as much as possible.

Music Teaching Elective. A study of school music and practical work designed to develop the student's musical skills. This elective will include the selection, production and performance of an operetta for children, in liaison with the Churchlands Primary School staff and children.

Physical Education Teaching Elective. Further practical and theoretical study of the Physical Education Programme in the Primary School.

Social Studies Teaching Elective. A study of publications and teaching materials in which students will have the opportunity to prepare teaching aids and resource materials for use in the teaching of social studies.

Secondary Teaching Elective (Social Science Component). A review of the Achievement Certificate course in social studies in the lower secondary school, with particular reference to course organization and content, relevant resources and teaching techniques.

Teaching Electives: Example of CourseCourse Title

Primary Mathematics.

Objectives

1. To provide students interested in mathematics teaching with a background of the development of mathematics.
2. To encourage students to take a professional interest in current developments in mathematics education.
3. To give students the opportunity to prepare teaching aids and materials that will enrich their instruction.
4. To give students the opportunity to study aspects of classroom organization.

Time Allocation

3 hours per week for approximately 25 weeks (75 hours)

Teaching and Learning Activities

The elective is essentially workshop orientated. It is estimated that time will be divided as follows:

Lecture, discussion	25%
Workshop	75%

Some workshops will include practical work with primary school children. Some will involve visits to other institutions.

Course Outline1) History of Mathematics

A brief study of the development of mathematics from ancient times:

- a) Systems of numeration;
- b) Ancient Egyptian and Babylonian mathematics;
- c) Greek mathematics and mathematicians;
- d) Mediaeval period;
- e) The dawn of modern mathematics.

Emphasis is given to areas most relevant to the Primary Syllabus.

2) Current Development in Mathematics Education

A study of reference books and journal articles on such issues as:

- a) General objectives of contemporary school

mathematics programmes;

- b) Psychological bases for mathematics education;
- c) Expository and discovery approaches to mathematics;
- d) The laboratory approach to mathematics;
- e) Individualization of instruction;
- f) Attitudes and motivation.

Where appropriate, students will be given the opportunity to examine materials relevant to the above sections.

3) Preparation of Teaching Aids and Enrichment Materials

Practical experience in preparation of:

- a) Teaching aids;
- b) Materials suitable for a mathematics laboratory;
- c) Mathematical games;
- d) Remedial and enrichment materials.

This part of the course will include visits to institutions where students can examine such materials. Students will be encouraged to read journals such as the Arithmetic Teacher in the search for new ideas.

4) Classroom Organization

- a) Preparation of programmes for first half of first term (grades 3 - 7);
- b) Examination of mathematics texts currently available;
- c) Preparation of diagnostic tests;
- d) Preparation of lesson plans.
- e) Preparation of a mathematics policy.

Assessment

25% for participation in lecture and discussion situations.

1. Presentation of papers.

2. Preparation of reading summaries.

3. Contribution to class or group discussion.

75% for materials prepared in workshop sessions

Textbook

No text book is required. Emphasis will be placed on a study of reference books and journal articles.

3. Teaching Practice

The teaching practice organization and schedule of activities for students who were enrolled in 1972 is the same as those detailed in the programme outlined in Section VIII, pp 84 - 87 of this submission.

Current second years have not been involved in the co-ordinated methods programme which was offered for the first time to first years in 1973. It is planned, however, to enable some students of the 1972 intake to participate in the micro teaching activities in 1974.

APPENDIX A

ACADEMIC STAFF

1. Academic Staff - 1973

PRINCIPAL

- Douglas Jecks: B.A., B.Ed. (Hons) (W.A.), Dip.Ed. (London),
M.A., Prof.Dip., Ed.D. (Columbia)
- Prizes & Scholarships: Bertha Houghton Prize in Education,
University of W.A.
Fulbright Travel Scholarship
Heft Scholarship (Columbia)
- Professional Associations and Committees: Member of the Australian College of Education
Member of the Commonwealth Council for
Educational Administration
Phi Delta Kappa
Member of the Consultative Committee on
Open Area Schools
Member of the Western Australian Institute
of Technology Consultative Committee
on Teacher Education.
- Publications: Co-author of two professional texts in
Education
Author of twelve professional articles in
Education
Contributor of several chapters to professional
publications in Education
Co-author of fourteen mathematics text books
and six English text books
Currently completing research and publication
related to sources of influence in
Australian education.
Currently commencing a survey of the Australian
inspectorate.
- Teaching Experience:
- | | |
|-----------|---|
| 1948 - 61 | Teacher and headmaster, primary and junior
high schools in Western Australia |
| 1962 - 66 | Senior Lecturer, Teaching Practice, Claremont
Teachers College. |
| 1966 - 68 | District Superintendent of Education, W.A. |
| 1968 - 72 | Senior Lecturer in Education, University
of Sydney. |
| 1972 - 73 | Principal, Churchlands Teachers College. |

VICE PRINCIPAL

John Liddelow

B.A., B.Ed.(Hons), M.Ed.(W.A.)

Prizes:

H.L. Fowler Prize in Psychology, University of Western Australia.

Professional Associations and Committees:

Member of the Australian College of Education
 Past Secretary-Treasurer, currently Vice President of the Western Australian Institute for Educational Research
 Member of the Council of the Western Australian Teacher Education Authority.

Publications:

An article reporting the application of sociometric techniques and associated small group techniques to classroom organization and learning activities.

Teaching Experience:

1951 - 59	Teacher and headmaster, primary schools in Western Australia
1960 - 67	Lecturer in Education, Claremont Teachers College
1968	Lecturer in Charge, Education and Psychology, W.A. Secondary Teachers College
1969 - 71	Senior Lecturer, Education and Psychology, W.A. Secondary Teachers College (1970 External tutor, Education 32, University of W.A.)
1972 - 73	Vice Principal, Churchlands Teachers College.

DEPUTY VICE PRINCIPAL

Avril S. O'Brien:

B.A.(Hons), M.A.(Iowa), Ph.D.(Rice)

Academic Distinction and Fellowship:

B.A. granted with distinction
 Ford Foundation Fellow, 1962-3.

Professional Associations:

Modern Language Association
 Australian Universities Literature and Language Association
 Renaissance Society of America

Publications:

Articles and research in the fields of Renaissance Prose and Western European Fiction of the Nineteenth and Twentieth Centuries

Teaching Experience:

1962 - 63	Graduate Teaching Fellow, State University of Iowa
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(cont'd over.....)

1963 - 68	Graduate Teaching Fellow, Rice University
1968 - 71	Lecturer in English, University of N.S.W.
1971	Lecturer in English, Graylands Teachers College
1972 - 73	Deputy Vice Principal, Churchlands Teachers College

ACADEMIC REGISTRAR

Arthur Gardiner:

B.A., B.Ed. (W.A.)

Completed an M.A. preliminary in Anthropology

Completing a Bachelor's Degree in Social Science at the Western Australian Institute of Technology

Professional Associations and Committees:

Member of the Anthropological Society of Western Australia

Member of the W.A. Naturalist's Club
Committee member, W.A. Gould League

State Secretary, Gowrie Scholarship Trust Fund

Author of the W.A. Education Department's Science A textbook on Genetics

Author of articles on Natural History

Member of the W.A. Education Department's Curriculum Committee on Elementary Science (1953-4)

Assistant Examiner, Science A (1960-70)

Teaching Experience:

1948 - 52

Teacher in primary schools in W.A.

1953 - 73

Lecturer in Science, Claremont Teachers College.

(1963-68 visiting tutor in Anthropology 10 and 20, University of W.A., also visiting lecturer Kindergarten Teachers College.)

1973

Academic Registrar, Churchlands Teachers College

DEPARTMENT OF ART EDUCATION

Ray Montgomery:

A.T.D. (P.T.C.), A.I.T. (W.A.I.T.)

(Lecturer A in Charge)

Completing Dip.Ed.Admin. (W.A.I.T.)

Prizes:

Claude Hotchin Youth Art Prize (Nat.Fit.)

Principal's Art Prize (Claremont Teachers College)

(cont'd over)

Syllabus Committee: Member of the W.A. Education Department's
Primary School Art Syllabus Committee

Professional Activities: Illustrations for a number of primary
school textbooks

Teaching Experience:

1956 - 58	Teacher in secondary schools in W.A.
1959 - 71	Lecturer in Art, Claremont Teachers College
1972 - 73	Lecturer in Charge Art, Churchlands Teachers College.

Barry Armstrong: A.I.T. (W.A.I.T.)

(Lecturer B) Completing B.A., University of W.A.

Exhibitions: Exhibitions of sculpture in various
competitions. Research in ceramic
sculpture and the manufacture of rock
and ash glazes from local materials.

Professional Associations:

Member of the Executive Council of the
Craft Association of W.A.

Teaching Experience:

1958 - 71	Teacher in primary and secondary (Art) schools in W.A.
1972	Lecturer in Art, Graylands Teachers College
1973	Lecturer in Art, Churchlands Teachers College

Elwyn Hawthorn: A.T.D. (P.T.C.), A.I.T. (W.A.I.T.), B.A. (W.A.)

(Lecturer B)

Prizes: Undergraduate's Prize for Painting (Guild of
Undergraduates, University of W.A.)
J. Franke Prize for Film Making (Melbourne
Moomba Festival)

Exhibitions: Joint exhibition of painting and sculpture
at the Cremorne Art Gallery 1972 and 1973,
also contributions to group exhibitions

Professional Associa-
tions: Member of the Contemporary Art Society
Member of the Media Association

Teaching Experience:

1959 - 68	Secondary teacher in W.A., England & Canada
1969	Lecturer in Art, Claremont Teachers College
1970 - 71	Lecturer in Art, Graylands Teachers College
1972 - 73	Lecturer in Art, Churchlands Teachers College.

Elsje King:

A.I.T. (W.A.I.T.)

*(Lecturer B)*Exhibitions:

Has exhibited textiles in group exhibitions

Teaching Experience:

1968 - 72

Secondary teacher in W.A. and Victoria

1973

Lecturer in Art, Churchlands Teachers College.

DEPARTMENT OF ENGLISH, ORAL ENGLISH AND DRAMA

Eric Carlin:

B.A., Dip.Ed. (W.A.), A.I.E. (London)

(Lecturer A in Charge)

Completing M.A., University of W.A.

Fellowship:

I.R.T. Fellowship, London University 1970-71

Professional Associations and Committees:

Member of the English Teachers Association of Australia

Member of the W.A. Education Department's Secondary School English Syllabus Committee for Achievement Certificate 1965-69

Member of the W.A. Education Department's Primary Schools English Syllabus Committee, 1972-73

Assistant Examiner Leaving English 1971-73

Teaching Experience:

1958 - 68

Teacher and Senior Master (English), secondary schools in W.A.

1969 - 71

Lecturer in English, Claremont Teachers College

1972 - 73

Lecturer in Charge, English, Oral English and Drama, Churchlands Teachers College

Diana Barker:

L.T.C.L., A.T.C.L.

(Lecturer B)

Completing B.A., University of W.A.

Professional Associations:

Member of the English Speaking Board Secretary, Screen Education Committee

Publications:

Author of handbook on Speech and Speech Problems for teachers in junior primary schools (published in Canada).

Teaching Experience:

1960 - 62

Teacher in secondary schools, W.A.

1963 - 68

Teacher in secondary schools and at a technical college, Victoria

1969 - 70	Teacher in Special Services, Canada
1971 - 72	Teacher in secondary schools Victoria and W.A.
1973	Lecturer in Oral English & Drama, Churchlands Teachers College
<u>John Beaton:</u>	B.A. (W.A.)
(Lecturer A)	Completing Dip.Ed., University of W.A.
<u>Professional Associations:</u>	Member of the Steering Committee of the Media Association
<u>Publications:</u>	Author of articles on computer technology associated with International Computers Ltd.
<u>Teaching Experience:</u>	
1959 - 68	Teacher in secondary schools in W.A. and England
1969 - 71	Lecturer, I.C.L., London
1972 - 73	Lecturer in English, Churchlands Teachers College
<u>Jennifer Macphail:</u>	B.A. (W.A.)
(Lecturer B)	Currently completing Dip.Ed., University of W.A.
<u>Publications:</u>	Editing assistance with a textbook for English in secondary schools
<u>Teaching Experience:</u>	
1961 - 72	Teaching in secondary schools in W.A. and Canada
1973	Lecturer in English, Churchlands Teachers College
<u>Richard Rossiter:</u>	B.A. (Hons), Dip.Ed. (W.A.)
(Lecturer A)	
<u>Professional Associations:</u>	Committee Member of the English Teachers Association Member of the editorial committee, poetry magazine for the W.A. Education Department Assistant Examiner Leaving English Literature
<u>Teaching Experience:</u>	
1969 - 72	Teacher and Senior Master English in secondary schools in W.A.
1973	Lecturer in English, Churchlands Teachers College.

<u>David Waddell:</u>	F.T.C.L., L.T.C.L., A.T.C.L., A.S.D.A.
(Lecturer A)	Completing B.A., University of W.A.
<u>Professional Associations:</u>	President, English Speaking Board, W.A. Life Member, English Speaking Board, London Member, Society for Speech & Drama Teachers, London Member, 1962-3, Committee for Spoken English for Secondary Schools, W.A. Education Department
<u>Publications:</u>	An article on Speech Education in W.A.
<u>Teaching Experience:</u>	
1960 - 64	Primary and secondary teacher (Spoken English specialist) in W.A.
1965	Advisory teacher Oral English and Drama, W.A. Education Department
1966 - 71	Lecturer in Oral English and Drama, Claremont Teachers College
1972 - 73	Lecturer, Oral English and Drama, Churchlands Teachers College
<u>George White:</u>	B.A., Dip.Ed. (W.A.)
(Lecturer B)	Completing M.A., University of W.A.
<u>Professional Experience:</u>	Member of the A.B.C. committee, pilot programme, English in the achievement certificate. Musical director Kings Park Pageant "The Millionth Citizen" Musical director, musical variety programme on television.
<u>Teaching Experience:</u>	
1962 - 71	Teacher (music specialist) and later Senior Master English, in secondary schools in W.A.
1972 - 73	Lecturer in English, Churchlands Teachers College

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

George T. Amerson: B.S. (Northern Arizona), M.S., Ed.D. (Oregon)

(Lecturer A)

Academic Distinctions: Phi Delta Kappa
Kappa Delta Phi
LISOE Doctoral Fellow in Special Education

Professional Associations and Committees: New England Leadership Conference
Council for Children with Behavioural Disorders
Council for Exceptional Children
Division for Children with Learning Disabilities
International Council for Education for Teaching
National Curriculum Development Association
Served on numerous curriculum committees
in Oregon, Idaho, New Mexico, etc.

Research: Research project Oregon, peer teaching in
reading

Teaching Experience:

1964 - 65	Teacher in Carogyn Park, Californian school system
1966 - 69	Instructor and Fellow, University of Oregon
1969 - 71	Assistant Professor, Universities of Idaho and New Mexico
1971 - 73	Associate Professor, Rhode Island College
1973	Lecturer in Educational Psychology, Churchlands Teachers College

David Bambach: B.A. (Sydney), Dip.Ed. (London), M.Ed. (Bishops),
F.C.P.

(Lecturer A)

Professional Associations:

Member of the Australian College of Education
Fellow of the College of Preceptors, London
Member of the Western Australian Institute
for Educational Research
Member of the Education in Drama Committee,
Montreal (1969-70)
Religious Education, Study Group Leader
Christian Education Fellowship, 1973

Publications and Research:

Participation in the Open Education Schools
Research Project
Two articles on religious education

Teaching Experience:

1958 - 71	Primary and secondary teacher in W.A., N.S.W., United Kingdom, Canada
1972 - 73	Lecturer in Education, Churchlands Teachers College (also part-time lecturer for Diploma of Religious Education, Wollaston College, W.A.)

John Carroll:

B.A., M.A. (Sydney)

*(Lecturer A)*Professional Associations:

Member of the Australian College of Education
 Member of the South Pacific Association for Teacher Education
 Board of Secondary History Studies, Sydney
 Religious Knowledge Advisory Committee, Archdiocese of Sydney.

Research:

Review of practice teaching methods
 including micro-teaching techniques

Teaching Experience:

1960 - 68

Primary and secondary teacher, N.S.W.

1969 - 72

Lecturer in Practice Teaching, Mount St. Mary College, N.S.W.

1972

Secondary teacher, W.A.

1973

Lecturer in Educational Psychology, Churchlands Teachers College.

Heather Haselhurst:

B.A., B.Ed. (W.A.), M.A.P.S.

*(Lecturer A)*Prizes:

Bertha Houghton Prize in Education, University of W.A.
 Convocation Prize, University of W.A.

Professional Associations:

Member of the Australian Psychological Society
 Member of the Western Australian Institute for Educational Research.

Teaching Experience:

1966 - 71

School Psychologist and Guidance Officer in W.A. schools. (Also Colombo Plan tutoring, Education 32, University of W.A.)

1972 - 73

Lecturer in Educational Psychology, Churchlands Teachers College.

Noel Howieson:

B.A., Dip.Ed., B.Psych. (W.A.), M.A.P.S.

(Lecturer A)

Completing M.A., University of W.A.

Professional Associations:

Member of the Australian Psychological Society

Teaching Experience:

1952 - 57

Teacher and Principal Mistress in secondary schools, W.A.

1967 - 72

Teacher/Counsellor and Guidance Officer in schools, W.A.

1973

Lecturer in Educational Psychology, Churchlands Teachers College.

Ian Kerr:

B.A., B.Ed.(W.A.)

(Lecturer A)

Completing M.Ed., University of W.A.

Professional Associations & Committees:

Member of the Western Australian Institute
for Educational Research
Board of Education (W.A.) Curriculum
Advisory Committee : Social Studies.

Teaching Experience:

1958 - 70

Primary and secondary teacher in W.A. and
England

1971 - 72

Lecturer in Education, Mt Lawley Teachers
College.

1973

Lecturer in Education, Churchlands Teachers
College.

Maurice Woodworth:

B.S.(Purdue), M.A.(Evansville)

(Lecturer B)

Post-master's degree counselling units
University of Evansville

Academic Distinctions:

Outstanding Marine Option Student
Phi Kappa Phi

Professional Associations:

National Association Independent Schools (U.S.A.)
Independent Schools Association of Central
States (U.S.A.)
S.W. Independent Professional Guidance
Association (U.S.A.)
Western Australian Institute for Educational
Research.

Publications:

An article on simulations

Teaching Experience:

1964 - 66

Teacher at the Howe Military Academy

1966 - 72

Teacher and Assistant Headmaster in a
secondary school in the U.S.A. and part-
time lecturer at the University of Evansville.

1973

Lecturer in Educational Psychology, Churchlands
Teachers College.

DEPARTMENT OF JUNIOR PRIMARY EDUCATION

Elizabeth Gardiner:*(Lecturer A in Charge)*

Completing B.A., University of W.A.

Professional Association:

SPELD Association

Teaching Experience:

1954 - 55

Teacher in primary and junior primary schools in W.A.

1962 - 69

Teacher in primary schools in W.A.

1970 - 71

Lecturer in Junior Primary Education, Claremont and Mt Lawley Teachers Colleges

1972 - 73

Lecturer in Charge, Junior Primary Education, Churchlands Teachers College.

Veronica Pickett:*(Lecturer A)*

B.A.(Old), Dip.Ed.(W.A.), A.S.D.A., A.T.C.L., L.T.C.L.

Completing B.Ed.(Hons), University of W.A.

Teaching Experience:

1962 - 1972

Teacher in primary and secondary schools in W.A. and Queensland. (Also private speech teaching.)

1973

Lecturer in Junior Primary Education, Churchlands Teachers College.

DEPARTMENT OF MATHEMATICS AND SCIENCE

John Rowe:

B.Sc., B.Ed., M.Ed.(W.A.)

*(Lecturer A in Charge)*Professional Committees:

Leaving Biology Syllabus Committee (1962-66)

Teaching Experience:

1960 - 68

Teacher and lecturer in mathematics, science, and biology at technical schools and colleges in W.A.

1969 - 70

Senior Master in Biology at a secondary school in W.A.

1971

Lecturer in Mathematics & Science at Claremont Teachers College

1972 - 73

Lecturer in Charge Mathematics and Science, Churchlands Teachers College.

Ronald Gleeson:

(Lecturer B)

Professional Associations:

Teaching Experience:

1963 - 72

1973

B.Sc., Dip.Ed. (W.A.)

Completing B.Ed., University of W.A.

Hon. Secretary, Maths Association of W.A.

Teacher and Senior Master Mathematics in secondary schools in W.A., including a period of secondment as Lecturer, Mathematics and Science

Lecturer in Mathematics, Churchlands Teachers College.

Denis Goodrum:

(Lecturer A)

Professional Associations and Committees:

Teaching Experience:

1968 - 72

1973

B.Sc., Dip.Ed., M.Ed. (Sydney)

Member of the W.A. Science Teachers Association
Member of the N.S.W. School Certificate Syllabus Committee (1971-72)

Teacher in secondary schools in N.S.W. including one year's secondment as Curriculum Officer in the N.S.W. Education Department.

Lecturer in Science, Churchlands Teachers College.

Donald Peggs:

(Lecturer A)

Professional Associations and Committees:

Teaching Experience:

1951 - 69

1970 - 71

1972 - 73

B.A. (W.A.)

Member of the Mathematics Association of W.A.
Member of the Primary Mathematics Curriculum Committee

Teacher and headmaster in primary schools in W.A., and experience as a temporary lecturer in teachers colleges.

Lecturer in Mathematics and Teaching Practice, Claremont Teachers College.

Lecturer in Mathematics, Churchlands Teachers College.

DEPARTMENT OF MUSIC EDUCATION

Kenneth Spanney:

B.Sc. (Hons), Dip.Ed., M.A. (W.A.) Mus.
Bac. (Melbourne), A.Mus.A., Dip.Met.

(Lecturer A in Charge)

Teaching Experience:

1959 - 71

Teacher and lecturer in science and mathematics at secondary and technical schools in W.A. and Victoria.

1972 - 73

Lecturer A in Charge, Music, Churchlands Teachers College.

Phyllis Wilkin:

Part-time lecturer, see appointments 1974

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION

David Roberts:

Dip.Teach. (N.Z.), M.Sc. (Oregon)

(Lecturer A in Charge)

Academic Distinction:

Foreign Students Honour Roll (1967-68)

Professional Associations and Committees:

Member Editorial Committee, A.C.H.P.E.R.
Member of the Council of the Australian Sports Medical Foundation
Member of the Outdoor Education Curriculum Committee, W.A. Education Department
Member of Health Education Services Committee

Teaching Experience:

1952 - 66

Teacher and Advisory Teacher, Physical Education in primary and secondary schools in New Zealand, U.K. and Canada.

1967 - 69

Part-time instructor, Lane Community College, U.S.A.

1970

Lecturer in Physical Education, North Shore Teachers College, N.Z.

1971

Lecturer in Physical Education, W.A. Secondary Teachers College.

1972 - 73

Lecturer in Charge, Physical and Health Education, Churchlands Teachers College.

Bette Allison:

B.Ed., Dip.Phys.Ed. (W.A.)

(Lecturer A (in Charge Women))

Completing M.Ed., University of W.A.

(cont'd over)

Professional Associations and Committees:

Member Sports Medicine Association
 Member A.C.H.P.E.R.
 Member Exchange Teachers Association
 Past member curriculum committees primary
 Physical Education.

Teaching Experience:

1950 - 58

Teacher in primary and secondary schools in W.A.

1959 - 71

Lecturer in Physical and Health Education,
Graylands Teachers College.

1972 - 73

Lecturer in Physical and Health Education,
Churchlands Teachers College.Carol Blight:

Dip.Phys.Ed.(W.A.)

(Lecturer B)

Completing B.A., University of W.A.

Teaching Experience:

1969 - 71

Teacher (Phys.Ed.) in secondary school, W.A.

1972 - 73

Lecturer in Physical and Health Education,
Churchlands Teachers College.Harold McKnight:

B.Sc., M.Sc., (Oregon)

*(Lecturer B)*Enrolled for Ph.D. programme 1974, University
of W.A.Academic Distinction:

Foreign Students Honour Roll (1967-68)

Professional Associations:

Member A.C.H.P.E.R.
 Member Australian Sports Medicine Federation

Research:

At present assisting with research at the
 University of W.A. on the updating of the
 Greulich and Pyle Radiographic Atlas of
 skeletal development of the hand and wrist.

Teaching Experience:

1961 - 72

Teacher in primary and secondary schools
in W.A. and Canada.

1973

Lecturer in Physical and Health Education,
Churchlands Teachers College.Diana Sanderson:

Dip.Phys.Ed.(Chelsea)

*(Lecturer B)*Teaching Experience:

1965 - 72

Secondary teacher in England, Canada and W.A.

1973

Lecturer in Physical and Health Education,
Churchlands Teachers College.

DEPARTMENT OF SOCIAL SCIENCES

- Edwin Jaggard: B.A., B.Ed., (W.A.), Dip.Ed.Admin. (W.A.I.T.)
(Lecturer A in Charge) Completing M.A., University of W.A.
- Professional Associations: Member of the History Teachers Association
- Publications: Three articles on historical topics published in national journals
- Teaching Experience:
- 1964 - 67 Teacher in secondary schools in W.A.
- 1968 - 71 Teacher in secondary schools, U.S.A.,
 Lecturer in Social Sciences, Claremont and
 Graylands Teachers Colleges. (Also part-
 time tutor at W.A.I.T. and University of W.A.)
- 1972 - 73 Lecturer in Charge, Social Sciences, Churchland
 Teachers College.
- Kevin Barry: B.A. (W.A.)
(Lecturer A) Completing Dip.Ed. and B.A. Honours,
 University of W.A.
- Teaching Experience:
- 1961 - 72 Teacher and headmaster in primary schools, W.A.
- 1973 Lecturer in Social Science, Churchlands
 Teachers College.
- James Cameron: B.A. (W.A.)
(Lecturer A) Completing Ph.D., University of W.A.
- Professional Associations: Member of Institute of Australian Geographers
 Member of Association of American Geographers
 Member of Geographical Society of N.S.W.
 Past Secretary Geographical Society of W.A.
 Member of Geography Teachers Association of W.A.
- Publications: Vice President and Editor of *Western Geographer*
 Has published twenty-one geographical articles.
- Teaching Experience:
- 1963 - 69 Teacher in secondary schools, W.A.
- 1970 - 72 Ph.D. candidate at the University of W.A. and
 part-time tutor in Geography, University of W.A.
 and W.A.I.T.
- 1973 Lecturer in Social Science, Churchlands
 Teachers College.

<u>Ronald Day:</u>	B.A. (Hons) (W.A.)
<i>(Lecturer A)</i>	
<u>Curriculum Committee:</u>	Member, primary English syllabus committee
<u>Publications:</u>	Various book reviews and a journal article
<u>Teaching Experience:</u>	
1956 - 71	Teacher and deputy headmaster in primary schools in W.A. and N.S.W.
1972 - 73	Lecturer in Social Sciences, Churchlands Teachers College.
<u>Melanie Von Bamberger:</u>	B.A. (Hons) (Hawaii)
<i>(Lecturer B)</i>	
	Completed M.A. Preliminary, University of W.A.
	Completing Ph.D., University of W.A.
<u>Scholarships:</u>	John S. Embree Scholarship for Graduates in Anthropology, University of Hawaii.
<u>Professional Associations:</u>	Member of the W.A. Anthropological Society
<u>Teaching Experience:</u>	
1962	Teaching Assistant E-W Centre, Hawaii
1963	Social Science teacher, secondary school in Tasmania.
1969 - 73	Part-time lecturer in Social Work, University of W.A. Part-time lecturer in Anthropology, Kindergarten Teachers College
1973	Tutor in Anthropology, University of W.A. Lecturer in Social Science, Churchlands Teachers College.

DEPARTMENT OF TEACHING PRACTICE

<u>Lionel Green:</u>	B.A., Dip.Ed. (W.A.)
<i>(Lecturer A in Charge)</i>	
	Completing B.Ed., University of W.A.
<u>Teaching Experience:</u>	
1947 - 67	Teacher and deputy headmaster in primary schools in W.A.
1968 - 71	Lecturer in English Method, Graylands Teachers College.
1972 - 73	Lecturer in Charge, Teaching Practice, Churchlands Teachers College.

Barry Bamford:

(Acting Lecturer)

Completing B.Soc.Sci., W.A.I.T.

Teaching Experience:

1960 - 71

Teacher in primary schools, W.A.

1972 - 73

Acting Lecturer, Teaching Practice,
Churchlands Teachers College.

Kathleen Barnett:

See Appointments, 1974, to Junior Primary
Education.

Barry Hancock:

(Acting Lecturer)

Prizes:

W.E.F. (W.A. Branch) Prize in Educational
Research.

Teaching Experience:

1963 - 72

Teacher and demonstrating teacher in
primary schools in W.A.

1973

Acting Lecturer, Teaching Practice, Churchlands
Teachers College.

2. Academic Staff - Appointments 1974

ASSISTANT VICE PRINCIPAL : EDUCATIONAL SERVICES

Lawrence McGrath

B.A., Dip.Ed. (W.A.), Dip.Lib. (U.N.S.W.),
M.S. (Illinois), M.A. (Hons) (W.Mich.), A.L.A.A.

Completing Ed.D., Western Michigan University.

Prizes and Scholarships:

Shapiro Prize - University of Illinois
Library School
Beta Phi Mu - International Library Science
Honor Society
Australian-American Educational Foundation
Travel Grant.

Professional Associations and Committees:

Member of:
The Australian College of Education
The Library Association of Australia
The Western Australian Institute for Educational
Research
The Western Australian Institute of Education
Administration
The Australian School Library Association
The Society for Media and Resource Technology
The American Library Association
The Association for Educational Communications
and Technology (U.S.A.)
The International Association of School
Librarians

The Commonwealth Secondary Schools Libraries
Committee (appointed by the Commonwealth
Minister for Education)
The Committee on Audiovisual Services
The Committee on Federal Government Aid to
School Libraries (appointed by the General
Council of the L.A.A.)
School Library Representative on the Australian
Advisory Council on Bibliographical Services.

Also past member of the L.A.A. Committees on
Status and standards, School Libraries Section
Committee on Current Problems of School
Libraries, Committee on the Training of School
Librarians.

Publications:

Author of twenty-one articles on libraries
and associated topics in national and inter-
national journals.

Teaching Experience:

1950 - 61

Teacher, Senior Master, and School Librarian
in primary and secondary schools in W.A.

1963 - 72

Superintendent of Library Services, W.A. Education
Department.

1973

Senior Lecturer in School and Children's
Librarianship W.A.I.T.

Has also had experience as a graduate assistant
and temporary instructor, University of Illinois,
and part-time tutor at the University of W.A.

ASSISTANT VICE PRINCIPAL : PROFESSIONAL SCHOOLDouglas O'Dwyer:

B.A., B.Ed., (W.A.), Dip.Ed.Admin. (P.T.C.)

Granted M.Ed.Prelim./Honours status on the basis of quality of work attained in undergraduate studies at the University of W.A.

Currently enrolling in the M.A. in Education, at the University of Sydney.

Prizes:

Shared the Bertha Houghton Prize in Education, University of W.A.

Convocation Prize, University of W.A.

Professional Associations:

Member of the Australian College of Education.

Teaching Experience:

1950 - 56

Teacher in secondary schools, W.A.

1957

Deputy headmaster of a Junior High School, W.A.

1958 - 67

Senior Master English and Deputy Principal secondary schools in W.A., also temporary lecturer at a teachers college.

1968 - 73

Lecturer in Charge and Senior Lecturer, Teaching Practice, W.A. Secondary Teachers College.

Also experience as part-time lecturer (Ed.34) and tutor (Ed.32) at the University of W.A.

Other Teaching Experience:

1950 56

Part-time lecturer in geology to mine managers, deputies and surveyors at Collie Technical Centre.

1963

Part-time Officer in Charge, Technical Centre, Merredin.

DEPARTMENT OF ART EDUCATION

Elizabeth Ford:

A.I.T., (W.A.I.T.)

(Lecturer A, Art Education)

Completing Associateship in Fine Art, (W.A.I.T.)

Prizes:

Albany Art Prize, 1973

Exhibitions:

1972 Cremorne Art Gallery

(cont'd over)

Major Invitation Exhibitions:

1973 Perth Prize for Drawing International
1972 W.A.I.T. Third Invitation Art Exhibition
by Western Australian artists

Group Exhibitions:

1973 Albany Art Prize
1972 Festival of Perth - Four West Australian
painters
1970 Textiles exhibited at W.A.I.T.
1970-71 Paintings selected for exhibition
at W.A.I.T.
1969 Advent Arts Festival
1968 Bunbury Prize
1967 Guild Art Exhibition

Public Collections:

Western Australian Institute of Technology
Claremont Teachers College
St. Columba's Anglican Church, Scarborough
Life Triptych 9' x 5'
'Life Rhythm' - private collection Mr. & Mrs.
James Stafford Fox, Vic.
Represented in private collections in W.A.,
Victoria and England.

Professional Committees:

Committee member in planning the new Craft
and Needlework Syllabus, W.A. Education
Department.

Publications:

Publication of pamphlet design layout for
Co-operative Bulk Handling Ltd. featuring
"Our Farm Hygiene Educational Project",
issued to all Western Australian schools.

Teaching Experience:

1962 - 64	Teacher and demonstrating teacher in primary schools in W.A.
1965 - 69	Advisory Teacher in Art and Crafts, W.A. Education Department.
1970 - 73	Lecturer in Art Education, Claremont Teachers College.

DEPARTMENT OF ENGLISH, ORAL ENGLISH AND DRAMA

Neil Curnow:

(Lecturer A, Oral English
and Drama)

B.Ag.Sci., Dip.Ed., (Melb.), Dip.Drama,
(C.S.S. & D. London), M.F.A. (Georgia).

Scholarships:

International Theatre Institute/Rotary
International Junior Artist in Residence
at the University of Georgia.

(cont'd over)

Arts Council of Great Britain Travel Grant
(Theatre Studies)
Graduate Teaching Fellowship, University of
Georgia.

Professional Associations and Committees:

Association of British Theatre Technicians
Board of Guild of Adelaide University Theatre
Life Membership and member of the Committee
of Management, Australian Dance Theatre
Member of the Drama Committee of the Australian
Council for the Arts.

Teaching Experience:

1951 - 69

Commenced career as a teacher in secondary schools in 1951. From 1951 to 1970 taught in secondary schools in Victoria and the U.K., in periods when not engaged in theatre and academic activities.

Has experience in the U.K. and Australia as actor, producer, writer and director in repertory and professional theatre, and in television and radio.

1970 - 73

Lecturer in Communication Arts, Sturt College of Advanced Education.

Lorelei Liddelow:

A.S.D.A.

(Lecturer A, Oral English and Drama)

Teaching Experience:

1953 - 56

Teacher and demonstrating teacher in infant primary and junior high schools, W.A.

1957 - 73

Lecturer in Oral English and Drama, Claremont Teachers College, visiting lecturer, W.A. Kindergarten Teachers College, visiting lecturer in in-service courses W.A. Education Department.

Len McRae:

B.A., (Oregon), M.A. (Guam)

(Lecturer A, English)

Completing Ed.D., University of Northern Colorado.

Specialized Experience:

Remedial Reading Teacher - 2 years
Educationally Handicapped Teacher - 1 year
Teaching English as a Second Language - 4½ years
Speedreading and Study Skills Teacher - College - 2 years.

Publications:

Editor, Remedial Reading Handbook, Government of Guam
Statistical Evaluation of Reading Classes: University of Northern Colorado.

Teaching Experience:

Ten year's teaching experience in elementary, junior high, high schools, junior college and college in the U.S.A. Has taught at the Taipei American School, Taiwan; the Indian School, Busby, Montana; and in the Government of Guam School system. Teaching in elementary schools includes experience in teaching Grades 3, 4, 5, 6 in one room in a rural school in Idaho.

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Paul Keith:

B.S., M.S., (Oregon)

(Lecturer A, Educational Psychology)

Completing Ph.D., University of Southern California.

Honours and Scholarships:

National Honor Society
State Fee Scholarship
Athletic Scholarship
Phi Delta Kappa

Professional Associations:

Member of:
American Educational Research Association
Civic Music Association

Publication:

Article in geographic journal

Teaching Experience:

1966 - 73

Teacher in elementary schools, part-time instructor in adult education, teacher in secondary schools, part-time reading clinician and speech therapist, mathematics instructor and coordinator in a high school district, U.S.A.

Irene Moffitt:

B.A. (Chatham), M.A. (Wisconsin),
Ph.D., (Ohio State).

(Lecturer A, Education)

Teaching and Other Experience:

1953 - 62

Pittsburgh Post-Gazette, general news reporter and feature writer, member of the Women's Press Club of Pittsburgh.

1962 - 63

Assistant Director, Public Relations, Chatham College.

1963 - 65

Student, Research Associate, Institute of Government Affairs, University of Wisconsin.

1965 - 66

Teacher, Haaren High School, New York City.

1966 - 69

Public Relations, The American Nurses Association both in New York and Ohio

1970 - 73

A teaching associate at the Ohio State University. A Counsellor at the same university's Division of Continuing Education, and also a teacher at the Black Education Centre.

Michael O'Callaghan.

B.Econ. (Latrobe), Dip.Ed. (Monash)

(Lecturer B, Educational
Psychology)

Completing B.Ed., Monash University.

Professional Associa-
tions:

Member of the Australian College of Education
Member of the Australian Remedial Education
Association.

Special Experience:

Mr. O'Callaghan is concentrating on studies
in special education at Monash. Courses
include psycholinguistics and disorders
of communication, perceptual bases of
learning disabilities, parameters of talent
and disability.

Teaching Experience:

1949 - 69

Teaching Brother in primary and secondary
Catholic schools in South Australia.

1970 - 73

Lay teacher in secondary schools in Victoria
where he has initiated elementary programmes
of a remedial nature for slow learners in
Mathematics, English, and Social Studies.

Richard Puttock:

L.R.A.M., B.A. (Hons), M.Ed., (Bristol)

(Lecturer A, Education)

Overseas Specialist Secondments:

1968 seconded to the British Council as
U.K. specialist in the teaching of
English as a foreign language, Madras
University.

1972 seconded to UNESCO as education expert
to Papua, New Guinea.

Teaching Experience:

1948 - 54

Teacher and headmaster in primary schools,
England.

1954 - 63

Senior Lecturer teachers college Uganda,
District Education Officer, Kenya.

1966 - 73

Lecturer and Senior Lecturer in Education,
Worcester College of Education.

Aaron Steenbergen:

B.A., M.A. (Iowa State), Ph.D. (Michigan)

(Lecturer A, Education)

Professional Associa-
tions and Awards:

Phi Delta Kappa
EPDA Fellowship on Instructional Media,
Michigan State University.

(cont'd over)

Teaching and Other Experience:

1953 - 58

1964 - 65

Teacher in a high school in Iowa

1965 - 66

Instructor at a community col

1966 - 68

Graduate assistant in the
of Education, Michigan State

1968 - 73

DEPARTMENT OF JUNIOR PRIMARY EDUCATION

Kathleen Barnett:*(Lecturer B, Junior
Primary Education)*

ting B.A., University of W.A.

Teaching Experience:

1963 - 72

schools in W.A., and
for 6 months a teacher in a primary
school in Victoria.

1973

Teachers

DEPARTMENT OF MATHEMATICS AND SCIENCE

SENIOR LECTURER MATHEMATICS EDUCATION

Walter Green:B.A (Hons), .Ed., (W.A.), M.A , .Sc.,
Ph D. (Stanford)Professional Associa-
tions:Member of
National Council Teachers of Mathematics
(U.S.A)
Australian College of Education
ANZAAS
Past committee member and president of the
Mathematics Association of Western AustraliaResearch:Granted research assistantship at Stanford
University assisted with two projects:

1. Responsible for the development of tests
used in a teacher effectiveness
2. In a s motivated by the claims of

(cont d over

Professor Bloom concerning 'Mastery Learning' was responsible for the writing and testing of the materials used, liaison with schools and the planning and analysis of data obtained.

Teaching Experience:

1947 - 68	Senior Master Mathematics, Master in Charge of Boarding School, Wesley College, W.A. Visiting tutor in Mathematics (1964-67), University of W.A.
1970 - 71	Assisted with the supervision of Stanford Teaching Interns.
1972 - 73	Lecturer in Mathematics, University of W.A.

Alan Brady:

B.Sc., Dip.Ed. (Sydney)

(Lecturer A, Mathematics Education)

Completing M.Ed., University of Sydney.

Professional Associations:

Member of the Australian Mathematics Association.

Publications & Research:

Contributor to a trial edition of a mathematics programme.
Currently assisting with a research project conducted by the Centre for Research into Learning and Instruction (the P.A.C.E. project) within the New South Wales Department of Education.

Teaching Experience:

1959 - 70	Teacher in secondary schools in N.S.W.
1970 - 73	Lecturer in Mathematics, Alexander Mackie Teachers College, N.S.W.

Rhona Giles:

B.Sc. Agric. (Hons), Ph.D. (W.A.)

(Lecturer B, Science)

Completing Diploma of Dietetics

Professional Associations:

Associate member, W.A. Dietetic Association
Past member of the Australian Institute of Agricultural Science and the Australian Biochemical Society.

Publications:

Joint authorship of an article in a national journal reporting research into some sources of protein.

Teaching and Other Experience:

1950 - 53	Junior research fellow, Institute of Agriculture, University of W.A., also demonstrator in biochemistry.
1954 - 56	Laboratory technician, Biochemistry Department, Government Medical Laboratories, Royal Perth Hospital, and biochemist, King Edward Memorial Hospital.

(cont'd over)

1965	Assistant,
	Universi
1966 - 70	Senior

B. M. T.

Professional Associations:

the Auckland Mathematics Society
the New Zealand Computer Society

Publication: One textbook.

Lecturer

OR SA. S.
incl.
Victorian teachers for one year

John Hammond: B A - b.)

(Lecturer A, Music)

choral and instrumental
performance in schools
colleges engaged in war
full-scale work
social

1962 66

1970 73

Senior s o, City of Leeds &
e. in Music, City of Leeds

Phyllis Wilkin:*(Lecturer B, Music)*

Dip.Mus. (Melbourne), B.Mus. (W.A.)

Completing Dip.Ed., University of W.A.

Professional Associations:

Member of:

Australian Society for Music Education

Western Australian Music Teachers Association.

Special Experience:

1949 - 73

Private practice - singing and voice production; University of Melbourne Conservatorium Choral Group; soloist; member A Capella Choir, University of W.A. including a period as relieving conductor; occasional A.B.C. broadcasts.

Teaching Experience:

1971 - 73

Part-time Choir Mistress and Class Music Mistress - Penthos M.L.C., and Choir Mistress, Presbyterian Ladies College, W.A.

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION

Joaquim Lobo:*(Lecturer B, Physical & Health Education)*

Dip.Phys.Ed. (Carnegie), M.Sc. (George Williams)

Completing M.Ed., University of W.A.

Scholarships & Awards:

Commonwealth Bursary Awarded by the Government of the United Kingdom.

State Department Scholarship, United States Government.

Professional Associations and Committees:

Member of the Physical Education Panel for Planning and Programming of Schools and Teachers College Syllabuses in Uganda, 1962-72.

Member, Physical Education Association of Uganda.

Past Secretary, East and Central Africa and Malagasy Physical Education Association.

Executive membership of numerous physical education and sports committees.

Appointed member of the National Council of Sports, Uganda, 1972.

Teaching Experience:

1958 - 60

Teacher in a primary school, Uganda.

1961 - 64

Lecturer in Physical Education, Shimoni Teachers College, Uganda.

1964 - 72

Head of the Department of Games, Sports & Physical Recreation Dept., Makerere University, Kampala.

1973

Teacher of Physical Education and Science at South Fremantle Senior High School.

DEPARTMENT OF SOCIAL SCIENCES

SENIOR LECTURER SOCIAL SCIENCE EDUCATION

James Wicks:

B.A. (Hons) (New England), M.Ed. (Alberta)

Completing Ph.D., University of Alberta.

Scholarships & Awards:

External Students Scholarship, University of New England.

Graduate teaching assistantship, graduate research assistantship, dissertation fellowship, University of Alberta.

Professional Associations:

Past Secretary Armidale and District Historical Society

Past Committee member Armidale City Folk Museum.

Member of the Australian College of Education.

Publications:

An article on an historical topic.

Teaching Experience:

1951 - 53

Teacher in primary and junior secondary schools in N.S.W.

1954 - 55

Teacher of a Special Opportunity Class for retarded children at the primary level.

1956 - 68

Teacher, Deputy Principal and Assistant Principal in primary schools in N.S.W.

1969 - 71

Lecturer in Social Sciences, Armidale Teachers College.

1971 - 73

Masters and doctoral student at the University of Alberta.

3. Academic Staffing Schedule : 1973-75 Triennium

	1973	1974	1975
Principal	1	1	1
Vice Principal	1	1	1
Deputy Vice Principal	1	1	1
Assistant Vice Principal	-	2	3
Academic Registrar	1	1	1
Student Counsellor	-	-	2
Administrative Asst.	-	-	2
	<hr/> 4	<hr/> 6	<hr/> 11
Lecturing Staff:			
Art Education	4	5	6
Eng., Oral Eng. & Drama	7	9	11
Education & Psychology	7	12	13
Junior Primary Ed.	2	5	6
Mathematics	2	5	5
Science	2	3	4
Music Education	2	3	4
Physical Education	5	6	6
Social Sciences	5	6	8
Teaching Practice	4	5	6
Kindergarten	-	3	5
	<hr/> 40	<hr/> 62	<hr/> 74
TOTALS:	<hr/> 44	<hr/> 68	<hr/> 85

APPENDIX B

SUPPORT STAFF

1. Principal Librarian and Supervisor Media Services

PRINCIPAL LIBRARIAN

Anthea Williamson: B.A. (W.A.), A.L.A.A., A.L.A. (Gt. Brit.)

Experience:

1950 - 61 Senior Library Assistant, University of W.A.
 1962 - 66 Head Cataloguer, Mt. Allison University,
 Canada.
 1967 - 71 Assistant Head Cataloguer, University of
 Massachusetts, U.S.A.
 1972 - 73 Principal Librarian, Churchlands Teachers
 College.

SUPERVISOR MEDIA SERVICES

Roy Little: B.A. (Toronto)

Professional Associa-
tions:

Member of the W.A. State Film Archives Committee,
 and the Film Purchasing Committee of the
 State Film Centre.

Patron of the W.A. Federation of Film Societies.

A Governor of the Australian Film Institute.

Member of the Committee of International Film
 Theatre and the Perth International Film
 Festival.

Ordinary member of various bodies for
 professional purposes including the Association
 for Educational Communications and Technology
 (Washington) and the British Film Institute
 (London).

Previously in Canada:

Representative on the Canadian National
 Commission for UNESCO and a member of the
 Commission's Mass Media Advisory Panel.

Adjudicator for the Canada Council. etc.

Teaching and Other
Experience:

1954 - 59 Teacher and student counsellor in schools in
 Toronto, Canada.
 1959 - 67 Assistant Executive Director until June, 1962,
 and thereafter Executive Director of the
 Canadian Film Institute, Ottawa.
 1965 - 66 Adult Education Board, University of W.A., during
 a leave of absence from CFI.
 1967 - 73 Self employed consultant and lecturer.
 1973 Supervisor Media Services, Churchlands Teachers
 College.

2. Support Staffing Schedule : 1973-75 Triennium

LIBRARY

	1973	1974	1975
Principal Librarian	1	1	1
Librarian	-	1	1
Professional Officer	-	-	1
Senior Library Assistant	3	4	4
Library Assistant	2	2	2
Library Aide	1	2	3
Lecturer (A or B)	-	1	1
Typiste	<u>1</u>	<u>2</u>	<u>2</u>
	8	13	15

AUDIO VISUAL CENTRE

	1973	1974	1975
Supervisor Media Services	1	1	1
Senior Library Assistant	1	2	2
Library Aide	1	1	2
TV Producer	1	1	1
TV Technician	1	1	1
TV Assistant	-	1	1
Supervising Technician	1	1	1
Technician	-	1	2
Storeman	1	1	1
Lecturer (A or B)	1	1	1
AV Specialist	-	-	1
Graphic Artist	-	1	1
Typiste	<u>1</u>	<u>2</u>	<u>2</u>
	9	14	17

SUPPORT STAFF : SUBJECT DEPARTMENTS

	1973	1974	1975
Technician	-	1	1
Laboratory Technician	1	1	1
Laboratory Assistant	-	1	1
General Assistant (Male)	2	2	2
General Assistant (Female)	-	2	4
Clerk C.IV	<u>1</u>	<u>1</u>	<u>1</u>
	4	8	10

ADMINISTRATIVE REGISTRAR'S OFFICE : CLERICAL AND

SECRETARIAL STAFF

	February <u>1973</u>	1st July <u>1973</u>	1st Jan. <u>1974</u>	1st Jan. <u>1975</u>
Registrar	1	1	1	1
Clerk C.II.1-2	-	1	1	1
Clerk C.II.1	-	-	2	2
Clerk C.IV	1	1	1	2
Typiste C.III.1	-	1	2	2
Typistes	4	4	8	10
General Assistants (Female)	2	2	3	3
General Assistant (Male)	-	1	1	1
Storeman	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
	9	12	20	23

GENERAL STAFF

	1973	1974	1975
Maintenance, etc.	31	37	40

APPENDIX C.

ENROLMENT STATISTICS 1973-75

STUDENT ENROLMENTS

Course Title	Year of Course	Actual (at Sept.)	Estimated	
		1973	1974	1975
Diploma of Teaching	1	253	360	360
	2	169	246	335
	3	--	167	332 261
TOTAL:		422	773	1,027 936

Proposed Kindergarten Course.	1	-	50	75
	2	--	--	45
	3	--	--	-
TOTAL:			50	120