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ALDRIDGE STATE HIGH SCHOOL

SUBMISSION TO THE SELECT COMMITTEE

OF INQUIRY INTO EDUCATION

This submission has been prepared by the members of the Aldridge State High School staff who are members of the Queensland Teachers Union.

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1. LITERACY - ENGLISH

As a preface to this submission, we, the staff of Aldridge State High School do not believe that the standards in literacy in Secondary Schools have declined. Largely, we feel that the problem that is now evident is the result of increased numbers of students remaining at High School, in comparison with the situation of even fifteen years ago and, perhaps, even more importantly lack of school-community communication. However, this does not mean that we are satisfied with the present situation and this submission is aimed at overcoming present deficiencies.

Staffing:- The singular most important factor hindering large-scale improvement in the standard of literary is inadequate staffing in secondary schools.

Class sizes in general are not only too large but they also do not cater for the needs of the rates of achievement of the various students. The latest survey by the Queensland Teachers' Union has shown that.... "More than 55% of all classes have more than the A.T.F. recommended number of 25 students. In 1976 the percentage was 53.2%" (1.)

However, while 25 may be a reasonable number for a level 1 class, a maximum of 15 would be more feasible for a level 111 class if any progress is to be made. While the present student-teacher ratio, taken on a state basis, would at first glance indicate that this situation is possible, other factors determine otherwise.

The present formula for determining staff size is also not valid for the same reasons, Subject Masters, Librarians, Resourch Teachers, Music Teachers etc are included despite the fact that by virtue of their position they either have more Preparation, Correction and Supervision time than the norm, abnormally small classes or even no classes at all. Not taken into account also, is the need for schools to provide classes in subjects, e.g., languages, music, history etc., despite the relatively small numbers of students selecting these options.

Course Organization:- Because students have to be rated and to provide adequate stimulation for the brighter students, lower achievers are doomed to overall "failure" in English as it is presently organized. However, should English be divided into two distinct sections; e.g.,

1. Language and Communication
2. Literature and Media Studies

it may be possible to overcome some of these problems.

LANGUAGE AND COMMUNICATION would be a basic skill developing course. Ideally, it should be structured over the twelve years of student's schooling. Assessment could be made by an external examination at year 10 and year 12 if desired.

Obviously this submission cannot propose a detailed course. However, the following factors could be taken into account in the development of such a cirriculum.

1. Based on careful research of the community's needs and expectations, standards to be attained at a particular level could be established.
2. Grading need only be on a three point scale e.g., Very competent; Competent; Not Competent. Over and above this, while students may not be competent at, for example, Grade 10 level, they may be granted competency at Grade 9 level.
- 3a. A suggested time allocation for Grades 8, 9, and 10, (based on a 35 period week) could be:-

	Expression & Communication	Literature and Medi Studies
Grade 8	2	3
Grades 9&10 - Level 1	2	3
Grades 9&10 - Level 11 & 111	3	3

- 3b. A structured Language and Communication course would facilitate special consideration to be given to the needs of migrant and Aborigine Children who are frequently disadvantaged both inside and outside the classroom by the lack of basic English language skills. In this area, it is envisaged that all six periods would be spent on Language and Communication.

However, as this is a specialized area of teaching provision should be made for in-service education of teachers interested in this area to school them in all relevant cultural details related to their charges. At present there are enormous communication gaps between students and teachers because of this lack of cultural experience.

4. Grades 11 and 12 could be organized in a similar fashion. However, it may be necessary to allocate three periods to each area. For those students not interested in matriculating more concentration could be given to the area of Expression and Communication with literature aimed at their ability level and studied not from the critical point of view but for enrichment purposes.

LITERATURE and MEDIA

In Grade 8 all students would study the same prose, poetry, drama and media set by the individual school and in accordance with the present syllabus.

The literature course in Grades 9 and 10 would be divided into various levels as Mathematics is at present. Students' study of a particular level would depend upon their Grade 8 assessment. Therefore, the present concept of school assessment should be retained.

Since community expectations would be satisfied by the standards of Expression and Communication, teachers would be free to develop students' interest in literature at their, (the students), ability level.

For Senior students, the present Literature section of the English Syllabus appears to be adequate for those contemplating post-secondary education. As stated above, students undertaking more vocational courses would be well catered for by an expanded Expression and Communication course.

In conclusion, it must be pointed out that in our school, the English Course is, to a large extent, organized along these lines. However, because it is a total course and because of the demands of comparability in assessment of students certain difficulties arise:-

- a. Students may be competent in basic skills but fail to achieve a 'four' standard because of the demands of the literature section of the course are too great.
- b. Teachers have to meet the demands of the literature component of the syllabus and do not have sufficient time to undertake remedial work in basic skills, creating, in effect, a vicious circle.
- c. The concept of failure spreads to all sections of the course and students who fail to attain accepted levels in one area tend to accept their status as failures.

Therefore, a distinct division of the course into the two areas suggested with their separate evaluation should help to overcome present shortcomings.

REMEDIAL NEEDS IN LITERARY

The claim that students leaving secondary schools to seek employment are lacking in basic skills of literacy may or may not be true. Assuming that it is true, little attention has been given to understanding the cause of the problem. A solution which has often been suggested and equally often been ignored is to increase the amount of remedial resources both human and non-human. Students who have problems communicating may often have a serious learning disability. Because of large scale cut-backs in educational spending, high school and indeed primary schools do not have access to resources which could help students overcome these specific learning difficulties and thus improve their powers of literacy.

Further, if the Education Department were to provide specialist remedial teachers, the problems students may have, could be diagnosed early enough for a solution to be reached. This, of course, is related to the staffing submission above.

The basic point, then, is that because of the lack of finances leading to a lack of resources in schools, students are being disadvantaged and discriminated against in employment opportunities simply because they cannot be provided with remedial training designed to correct special difficulties.

The solution is simple. More finances should be directed towards providing remedial resources and training specialist teachers skilled in solving reading and other communication difficulties. The added advantage would be that pressure would be taken off general teachers who are not qualified to handle these problems.

RESOURCES

English is a subject which every student in every form of education must undertake. Obviously it is basic to any person's education and adequate detailed teaching of the subject to improve and advance literacy is essential. This can only be achieved in an environment where resources are adequate and plentiful to undertake such an important task as teaching English.

Science has the benefit of laboratories to undertake practical work. The humanities and English in particular also need laboratories to carry out to the full, the development of the student's English Education. In other words, English demands a fully stocked and equipped LIBRARY - the humanities' laboratory.

Large numbers of schools lack this essential learning environment. It is a basic necessity as English and other humanities' subjects are research based. Students should be provided with varied resources to allow them to research topics and to have used varied resources in trying to reach a decision concerning a certain subject matter.

In addition libraries could be used as a community resource. Staff should be provided to man school libraries outside school hours to allow others to use this essential resource should they desire to improve not only their knowledge but also to perhaps correct a certain communication problem they may have.

Cut-backs in education spending is once again at the heart of the matter. If we are to develop, improve and correct literacy problems, students and non-students need to have resources provided in the form of libraries to remedy the situation. Decreases in spending, leading to a decrease in resources will certainly not help us in our bid to improve literacy, or indeed total education, standards in our community.

SELECTION OF LITERATURE:-

Many works of literature presently taught in schools have been deemed ~~unsuitable~~ by some sections of the community because of their references to experiences of a violent and sexual nature. It is the belief of this school that most of the criticism is unjustified for the following reasons:-

- a. Since many great works of literature - great because of literary and philosophical work - come into this category at least to some degree, literature courses would be severely restricted and unrepresentative if this criteria were applied. Very often, the author is making a very moral point about human nature by means of showing the less worthy aspects. It is, therefore, the overall theme of the book rather than individual incidents which need to be considered.
- b. Trained English teachers can be trusted to both judge whether a work of literature has a worthwhile theme and whether events are suitable to age limits, and, having decided these, lead students to an appreciation of the author's aims. If these books are not dealt with students never have the opportunity to look at a work of literature from this standpoint and thus are not ~~exposed to the~~

universal themes with which good literature deals - their ideas, attitudes and experiences are consequently limited.

It is therefore felt that the choice of texts for students can be left to teachers provided:-

- a. Works of literature of this nature are studied under the guidance of a teacher.
- b. More than one teacher is involved in the decision to study a certain work.
- c. A parent has the option of disallowing his/her child ~~permission to~~ **study the work.**

2. FOREIGN LANGUAGES

The teaching of Foreign languages presents, once again, a problem where finance is concerned. At present, owing to time-tabling difficulties, because of staff shortages, some classes have two foreign language periods on some days and none on others. This is a ridiculous situation in a subject which demands continuity.

At present approximately 40% of assessment in Foreign languages is oral/aural. Some schools have language laboratories and consequently students attending these schools are advantaged. Schools which have no language laboratories often cannot afford to buy sufficient equipment e.g., video tapes, portable language laboratories etc. to counteract the inequality between schools.

Teachers need their own centre in which to teach a specific subject so as to be able to correlate materials. At present teachers move from room to room and therefore have to transport materials with them, having no time to set up hardware + other materials - a situation which could be totally overcome by having a French room for example.

Implementation of the present syllabus is partially impossible due to the fact that many teachers do not have sufficient training to speak the language with any degree of fluency - an ability that can be achieved only through first hand experience of the country and its people.

This is also relevant to the teaching of cultural/civilisation which the syllabus emphasises should not be a separate entity but integrated into the language experience.

Due to inexperience teachers still have the tendency to teach 'grammar' as an end in itself and not as a means to become aware of the workings of a language. The syllabus strongly desires this attitude.

Suggestions for improvements:-

The need for first hand knowledge of the language.

3. MATHS

1. SYLLABUS & CURRICULUM CONSTRUCTION

- (i) A Maths Curriculum "Committee" is necessary to plan to coordinate as a unit the compulsory years of Mathematics from Grade 1 to Grade 10. This would aid the 7/8 transition. At present the stages 1-8 in the primary school, because of their content, is a terminal course in itself.
- (ii) Development of curriculum in the upper schools to cater for students returning to school because they were unable to find suitable employment. This is to avoid the lowering of standards

in Maths 1, Maths 11 & Social Maths Units because "watered-down" versions are being offered. Such can be community and work force orientated.

- (iii) Development of Materials & Resources (activity based courses) for Lower Level Courses.

2. PROFESSIONAL DEVELOPMENT

- (i) Provision of requirements to up grade knowledge in continually expanding subject area i.e., improved In-Service Courses.
e.g. Computing

3. CAREER STRUCTURE

- (i) At present promotion is only available to positions outside the classroom. There should be:-
- promotional positions
- financial rewards for specialization in Maths teaching.

4. SOCIAL SCIENCES

Defence of Present Methods:-

- 1) Continuation of present progressive methods in teaching social sciences i.e. teaching of education for life and not retention of factual information. (Some factual information however is necessary e.g., Knowledge of Hire Purchase, Consumer Education, and Insurance.)
- 2) Soc. Sciences trains students in decision making skills so that the best decisions can be made in the real world when required.
- 3) The real world situation is emphasised in soc. science teaching e.g., appreciation of problems faced by other people in Australia and overseas develops a concern in students for the underprivileged. (N.B. Social engineering is not intended - teachers observe without advocating and realise that the ideological views of parents must be respected.
- 4) Develops in students skills of researching

Suggested Improvements in Teaching of Soc. Sciences

- 1) The subject of Citizenship Education is valuable for reasons stated above and yet at present in QLD Secondary Schools there are no specialized Citizenship Education Teachers. Therefore there is a need for the subject of Citizenship Education to be treated as a separate elective teaching subject offered to pre-service teachers undertaking training in Colleges and University.
- 2) There is a need for a Senior level extension course of Citizenship Education offered in QLD Secondary Schools.
- 3) More liaison should exist between primary and secondary schools so that some themes are not repeated needlessly to the exclusion of others. Grades 1-10 should be seen as continuous.
- 4) The use of S.E.M.P. materials in Social Sciences courses is to be permitted.

5. SCIENCE

The major problem area in Science lies primarily with the low ability

group in grades 8,9,10.

Admittedly ASEP has brought activity and concrete situations into learning in accordance with educational theory, but it seems a little astray in that it has only chosen a few real life topics e.g., weather and plants. It could therefore be suggested that the above mentioned students really only receive an activity-orientated and simplified version of grade 11 & 12 preliminaries. This is of little interest and value to them, and the lower half of the advanced classes are reacting in a similar way.

A satisfactory re-organization might be a core of "Science for Living" for every student and naturally, the pre-requisites for 11 and 12 Chemistry, Physics and Biology have to be added for those intending to continue. The core work would include sub-units based around real-life topics such as fire, telephones, radios, cars, health.

These ideas have been bandied around for some years now, but even the most creative and industrious teacher is burdened by day to day routine and very little can be done using the above ideas. The solution must be with more money to either stimulate extra activity or relieve those willing to design such sub-units from their present duties. Committees constructing units might also need a reasonable budget to obtain genuine support by real life participants such as tradesmen, machine operators and housewives. This would surely prevent the intrusion of irrelevant material, although some allowances would have to be made for predictable changes in lifestyle in later years.

Simply, the solution might be less spending on conferences without tangible results and a re-direction of funds to personnel who produce results in the way of textbooks, audio visual material and life-oriented resources.

6. FIRST YEAR SECONDARY EDUCATION

Problems in first year secondary education:-

- 1) Classes are too large for successful teacher-student interaction; present level is 35.
- 2) Lack of remedial teachers and resources.
- 3) Insufficient liason between primary and secondary schools, especially with relation to curriculum.
- 4) Students entering secondary school without having achieved a basic standard in literacy and numeracy.
- 5) Lack of resource teachers and large classes results in insufficiently challenging programs for above average achievers leading to behavioural problems.

SUGGESTED SOLUTIONS

- 1) Maximum class size should be 25 students in Grade 8.
- 2) Remedial teachers should be appointed to every school, extra to the **staffing** scale. Resources for the teaching of remedial work should be supplied to schools as a Departmental issue.
- 3) Committees for curriculum development should include representatives of primary and secondary education and devise curricula that spans both primary and secondary levels..
- 4) Students should be required to have reached an acceptable level of literacy and numeracy before attempting the normal secondary school courses. (e.g., a special course for one year of remedial instruction).

following

- 5) Sufficient staff should be available to provide enrichment programs for above average achievers.

7. SPORT & HEALTH EDUCATION

- (i) Storage areas and indoor gymnasiums should be provided.
- (ii) More funds should be made directly available to schools. P&C Associations should not be given such a share of the ~~burden~~ of providing facilities.

8. AUDIO-VISUAL

- (i) There is a need for an expansion of services at a regional level. Ways of doing this effectively require investigation. One possibility is the establishment of a regional pool for the lending of equipment while schools have equipment under repair.
- (ii) The method of purchasing audio-visual hardware through the annual grant scheme requires revision, at least outside the metropolitan area. At the present time the school is required to buy through the media centre in Brisbane. Equipment arrives without facilities for setting it up e.g. matching VCR's to T.V. sets, cameras etc. Assistance is often obtained from local suppliers and service-people who should have the opportunity of competing for the original scale. Alternatively, the school receives no assistance and does not get maximum benefit out of expensive equipment.
- (iii) Recommendations of equipment for schools to buy i.e., through the annual media catalogue should be better researched. Much recommended equipment cannot easily be repaired constituting a waste of resources.
- (iv) Personnel employed in advising schools on media should have some demonstrated ability to use and understand equipment.
- (v) Expenditure on audio-visual equipment should be maintained or even increased BUT the type of equipment purchased should be carefully evaluated on the basis of cost c.f. educational advantage.
- (vi) Regional film libraries should be established, and/or city, town, or district networks should be established for the sharing of VCR material. This would necessitate standardization of equipment in schools but this is almost the situation now.
- (vii) Audio visual coordinators should be appointed to schools in addition to teacher-librarians. These people should be trained teachers who demonstrate ability to use A.V. equipment successfully.
- (viii) Audio-visual officers should be appointed to Regions. These people would coordinate network services and control pool of equipment on loan.

9. GENERAL

1. In most subject areas there is insufficient liaison between primary and secondary systems. Years 1-10 should be seen as continuous and coordinated in such a way that particular themes are not pursued repetitiously to the exclusion of others.
2. There should be coordination in syllabus construction from subject to subject. At present some topics are taught in a number of different subject areas (e.g. insurance and hire purchase are taught in Maths, Home Economics, Business Principles, and Citizenship Education.)
3. There should be more liaison between syllabus Committees and classroom teachers. Many teachers now have course thrust upon them

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without sufficient consultation or training.

4. Religious instruction in its present form should be discontinued.
5. Sex education should be introduced and taught by specially trained people.
6. Resource teachers should not be included in the number of teachers when determining staff-student ratios. The real classroom situation is often obscured and inequities result.
7. Avenues for promotion within subject areas should exist for teachers. The present situation of leaving the classroom for administration and eventually returning as an inspector is unsatisfactory for the following reasons:-
 - (a) Inspectors have often lost touch with their subject
 - (b) People with a high degree of expertise in a particular subject area do not necessarily make good general administrators.
 - (c) People who desire advancement within their areas of expertise will not be forced to leave teaching for other areas.
 - (d) "Subject Inspectors" as distinct from "General School Inspectors" could have much to offer in an advisory capacity and as moderators
 - (e) The "Subject Inspectors" could coordinate syllabi from primary to secondary level.
8. Holidays and course construction should be coordinated. The present system of semester courses and term holidays is unsatisfactory particularly at secondary level.
9. Instrumental music should not be forced into schools at the expense of literacy and numeracy, i.e. individual students should not be taken from the classroom for music lessons, but music should be timetabled as extra curricular.
10. All new schools should open with an established library.

10. CONCLUSION

Summing up, therefore, this submission is the culmination of many hours of discussion and work by a body of professional men and women vitally interested in the education of our students. Just as this group, which is representative of the teaching profession as a whole, were willing to give up their own time to make this submission, they likewise do the same for their student's education throughout each year. Despite the claims of a vociferous minority, the average teacher is so concerned with the demands of the profession itself that he/she has no time to be concerned with such concepts as "Social Engineering". As should be evident from this document, our concern is the education of the student to a level whereby he/she may reach his/her full potential. Of course the present situation is not ideal but we do not believe that there has been any significant decline in standards if there has been any at all.

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SUBMISSION TO THE SELECT COMMITTEE ON EDUCATION.

concerning

- (i) the efficiency and adequacy of the present system of secondary education
- (ii) the adequacy of social science courses for secondary students.

This submission was drawn up by the fifty-three members of the staff of All Hallows' School (secondary department), 533 Ann Street, Brisbane.

PRINCIPAL

Date: 29th June, 1978.

THE EFFICIENCY AND ADEQUACY OF THE PRESENT
SYSTEM OF SECONDARY EDUCATION

If is our considered opinion that the present system of secondary education is in many ways inefficient and inadequate both as a means of preparing students for after school life, and for enabling them to achieve their full potential as persons and members of society.

Theoretically, the present system is meant to remove the undesirable effects of the public examination, and to allow for greater flexibility in the secondary education system by the introduction of moderated school-based assessment. The old secondary system was seen by the Radford Committee as too exam oriented, and the old Senior examination was considered to be primarily a device for selecting tertiary students - a function which was perceived to be too narrow and not meeting the needs of a large percentage of students. The removal of public examinations, especially the Junior examination, was supposed to give greater freedom to the school and to the individual teacher to offer courses of study other than these hitherto prescribed, and, within the limits of broad syllabus prescriptions, to allow the provision of learning experiences appropriate to the needs of a particular school or group. To some extent, this has happened.

We commend the present system of broad syllabus prescriptions, and the freedom allowed to the individual school/teacher for flexibility in choice of content and methodology. We realize the responsibility that this freedom places on the individual school or teacher, and accept that schools and teachers should be aware of their accountability to students, parents and the community for the choices they make.

Despite this freedom, we are of the opinion that the claims made by the Radford Committee for the system of education proposed in its report do not seem to have been realized to any great degree. Our criticisms of the system may be grouped as follows:

- (i) the situation of the student under the present system;
- (ii) the dominating influence of tertiary entrance requirements in the selection of subjects and courses of study;
- (iii) the increased responsibility and workload of the school and the individual teacher;
- (iv) problems of assessment and moderation

Regarding (i) :-

It would seem that the removal of the public exam and its replacement by internal assessment has resulted, from the students' point of view, in the substitution of one form of tyranny by another.

The evils attendant upon the old system - cramming, neglect of non-examinable content, pre-occupation with assessment, examination anxiety, to mention but a few - are still present.

Students have become obsessed with competitiveness. The child anxious to succeed is unwilling to spend time on extra-curricular activities, and feels that any attempt to help another student will increase the latter's chances of success at the expense of his own.

Parents complain that family life is disrupted by constant assessment pressures. On the other hand, parental pressure to succeed has probable increased, as the student is assessed four times in Years 11 and 12, not once.

Believing that certain subjects/courses are more likely to advantage him in the compilation of the T.E. Score, students often at the instigation of parents, and against the advice of teachers, choose subjects that are too and then they are dogged from the start by fear of failure.

The child who does badly in Semester I, Year Eleven may react in either of two ways: (a) he/she may feel that further effort is useless and give up trying, thereby becoming a potential element of distraction in a class; (b) he/she may become so obsessed with the notion of "making up lost ground" that both mental and physical health are impaired. We can cite several examples of both of these situations occurring in schools in which we have taught.

The average Year 11 student is hardly mature enough to cope with the jump in standards from Year 10 to Year 11. Too much is expected of him at the end of Semester I.

Regarding (ii) :-

Because of the subject prerequisites demanded by all tertiary institutions, a student is advised to choose subjects that enable him to keep all his options open for as long as possible. Students who choose vocational or "interest" subjects in Years 9 and 10 may find certain tertiary avenues closed to them. The situation is even more critical in Years 11 and 12. Although the T.E. Score is based on performance in twenty semester units, many students do not wish to limit themselves to studying twenty semester units only of Board Subjects. Hence School subjects are not generally chosen by those hoping for tertiary entrance. Even lower ability students feel that Board subjects have more status than school subjects, and will carry more weight for employment prospects.

Regarding (iii) :-

The decision to allow schools more autonomy in development of subjects, planning of assessment programmes and interpretation of syllabuses has inevitably increased the workload of teachers, particularly those in administrative positions. A fair proportion of teachers' time is taken up with paper work in connection with the assessment programme, and with providing information for BOSSS. Teachers generally appreciate the efforts of the Board to make their procedures as streamlined as possible, but the problem still exists.

The necessity of attendance at moderation meetings (often involving several staff members on the one day) disrupts the teaching schedule of the school. Students become restless, and the cost of replacement salaries can be considerable also.

Teachers generally feel that with the pressures of continuous assessment and its associated paperwork, they have less time to devote to the more innovatory recommendations of the Radford Committee e.g. development of new subjects, or to avail themselves of in-service opportunities such as Professional Development Programmes.

Many teachers feel ill-equipped professionally for the tasks of curriculum development and reliable student evaluation.

Regarding (iv) :-

While we accept the necessity of some means of assuring comparability of standards among schools, we have doubts as to whether the present moderation system is the best way of accomplishing this.

Some moderation meetings are farcial, because a number of

teachers do not take their duty of moderation seriously.

Teachers are often discouraged from varying assessment techniques for fear that these will not be acceptable at the moderation meeting. For the same reason the assessment programme is sometimes unduly rigorous and demanding on students. Teachers would rather do too much than too little and risk being advised at the meetings to lower suggested ratings because of low assessment standards. The moderation meeting is thus viewed by many teachers as a major constraint on the flexibility of the Radford System.

There seems to be much confusion among teachers (and schools) as to what constitutes acceptable standards for various gradings in each subject. This sort of problem is not always resolved satisfactorily at a moderation meeting.

It is extremely doubtful whether the freedom allowed to schools to vary the methods and frequency of assessment has had the desired effect of removing the evils of the public examination system.

Frequent testing (even if tests are of short duration) increases pressures on students and teachers, and the workload of students taking humanities subjects has undoubtedly been increased because of extra research involved in assignment work.

CONCLUSION

While much of the above seems negative in tone, there are very few of us who would want to return to the old Public exam system, although about half of the staff would favour the introduction of some form of public examination on "core" areas of the curriculum in conjunction with internal assessment in other areas. In theory, the Radford system has much to recommend it, but we are of the opinion that modifications to and refinements of the system are necessary in order that secondary education in Queensland be made more efficient and adequate to serve the needs, not just of students proceeding to tertiary institutions, but of all secondary students. We would see the adoption of the following proposals as moving towards the achievement of that goal:

1. A core curriculum for all students in years 8 - 10, with levels in the various subjects to cater for different student abilities (as is at present the case with Mathematic). Suggested core areas - English, Maths, Science, A Social Science Subject. Some variations may be necessary for students of very low ability.
2. An investigation of the adequacy of the present system of compiling T.E. Scores. Consideration to be given to assessment of the T.E. Score on the basis of sixteen semester units (instead of twenty as at present).
3. Assessment (for Certificate purposes) at the end of 1st Semester, Year 11 be dropped, and official student assessments be given for three semesters only.
4. Increased opportunities for in-service education for all teachers, especially in the areas of assessment methods, curriculum development, and syllabus implementation.
5. More emphasis to be placed on the development of school subjects to cater for the interests and needs of students. Public awareness of the nature of these subjects needs to be increased so that they are not necessarily seen to be inferior to Board subjects.
6. More attention to be given, throughout the entire period of secondary education, to the needs and interests of the less able student.

7. We would like to see the present system of assessment moderation reviewed, so that comparability between schools may be achieved in a way that is less threatening, more productive of real professional dialogue between teachers and ultimately more conducive to a fairer assessment and rating of the achievement of the individual student.
8. A review of matriculation requirements by all tertiary institutions, especially regarding subject prerequisites for entrance into various faculties.

ADEQUACY OF SOCIAL SCIENCE COURSES
FOR SECONDARY STUDENTS

For purposes of this submission, we understand the social sciences to include economics, geography, history (ancient and modern), citizenship education and the study of society.

It is our intention to comment on the adequacy of the social sciences for secondary students in three ways:

- (a) the adequacy of their role in the school curriculum
- (b) the adequacy of current syllabuses in terms of content and methodology in the teaching of social science subjects
- (c) the adequacy of their present role in preparing the students for adult social life. *Life*

The social sciences are responsible for providing the student with a social education which concerns itself with the promotion of:

- (i) knowledge about people as social beings
- (ii) the development of knowledge and understanding about contemporary society and the forces shaping the lives of people in that society
- (iii) the informed and responsible participation of students in social life
- (iv) the development of the student as an autonomous human being.

Today more than ever before the need for this social education is pressing. Young people assume full adult responsibilities at 18 years of age and confront a pluralistic society in which many conflicts and problems lie before them - racism, environmental issues, incomes and prices policies, consumerism and decisions about personal morality. The social sciences provide a framework within which these problems may be intelligently approached since they may be investigated in a way that will provide not only a background of information (content), but also a methodology for critical thinking, and the development of skills that will enhance ability to tackle and interpret problems both at school and in the world beyond the school.

(a) Adequacy of role of social sciences in the curriculum

If we look at the pattern of curriculum choices for students in Queensland secondary schools, it becomes obvious that whilst most students in the Grade 8 year take a core of social science subjects (usually history and geography), during the ninth and tenth grade years, many students cease to participate in any way in a social science education; often opting for vocationally - oriented courses that, though valuable in themselves, operate against the principle of the broad general education and an adequate social education that are desirable for true participation as responsible citizens in complex industrial and democratic societies with a rapidly changing technology. The situation is not greatly different in the upper secondary school where again pre-requisites for tertiary entrance and vocational opportunities exercise a dominant effect on choices made by students, to the detriment of social science subjects that are not pre-requisites for entrance to tertiary courses.

Thus it is contended that the social sciences should form part of the core of subjects studied by every student in the State throughout the first three years of secondary school and that greater emphasis be given to them in the upper secondary school, if necessary by making them pre-requisites for tertiary entrance in certain fields and for vocations especially those involving close inter-personal relationships and an understanding of the society in which we live.

(b) Adequacy of current syllabus in the social sciences.

Social science syllabuses are no longer prescriptive. The pattern is one of offering a range of topics for study within a framework of aims and objectives. This has in part arisen from the great proliferation of knowledge that has characterised our time, and in part from a desire to allow for planning of courses appropriate to the needs and interests of pupils in a particular time and in a particular place. Such non-prescriptive syllabuses are entirely appropriate to our rapidly changing society and to the size and diversity of this vast State.

They come too at a time when teachers are better educated and more competent than ever before to make appropriate choices. The task of the school and its staff is to select from within the framework of each syllabus appropriate content for study. Syllabuses have increasingly endeavoured to ensure that students develop an understanding of the contemporary world and the forces that have created it and continue to change it. However, there are now areas of knowledge which tend to be peripheral to the established social science disciplines and which are not dealt with in any comprehensive or integrated manner. For example, consumer education and environmentalism are both included in the economics, geography and citizenship education courses with varying degrees of emphasis. Both topics have assumed increasing importance in our time, and it could be argued that because each of the disciplines has different insights into these topics that some effort should be made to integrate the study of such topics. In some schools, these topics have been offered in a more comprehensive way as school subjects but their appeal has been lessened by the tendency for students to choose Board subjects in preference to school subjects.

It is our contention that the content of syllabuses in the social sciences, with emphasis on developing an understanding of the contemporary world, is appropriate, that schools and teachers are competent to choose from the range of options offered by syllabuses, but that there is a need to consider some topics relevant to the social education of students in a more integrated and comprehensive manner. Ideally such approaches to curriculum development need the time and attention of experts in the development of curricula, and may need to be given the status of Board subjects. Nevertheless, schools should be given encouragement to develop these courses and they should find acceptance in the community.

Increasingly, syllabuses in social science subjects tend towards a methodology based on the development of skills through a process of enquiry. It is no longer considered sufficient to prepare students by asking them to master a body of content which may well be out of date before the student leaves the school. In a world where change is more apparent than continuity, where the knowledge explosion and technological change are almost at a revolutionary pace, it is desirable that students come to understand the social, political and economic decision-making processes which operate in the world in which they live, that they learn how to evaluate these and that they learn processes by which they will be able to continue to enquire and adapt as the process of change goes on. In this regard, there is evidence that, contrary to popular belief, the spirit of syllabuses is not being kept. The process of enquiry on which these syllabuses are founded is much talked of, but not put into practice in schools. Mastery of content is still very much emphasised in the test question and student responses brought to moderation meetings. Thus, we believe that the teaching of the social sciences, because it still remains founded in many schools on the mastery of content rather than on the development of the skills of enquiry, is largely inadequate. Much greater emphasis needs to be placed on pre-service and in-service teacher training courses on the preparation of teachers skilled in development of enquiry learning lies in the need to provide adequate reading and other resources for development of these skills, and this should

receive priority in budgets, and perhaps in the setting up of banks of possible enquiry learning experiences as has been done in Britain in the Schools 13-16 Programme.

(c) Adequacy of the Social Sciences as a preparation for adult social life - values education.

A further aspect of the current social science syllabuses is their emphasis on the development of values. Adolescence is a time when the student is establishing an identity separate from that of his parents. Students should be given the opportunity to develop values as part of this emerging adult identity. The society in which today's students grow is pluralistic in every sense of the word, and many students come face to face in their lives with a complexity of moral and social problems to an extent that no preceding generation has been forced to do. Syllabuses rightly direct the attention of schools to the need for concern with the development of values. Despite popular opinion to the contrary. Few schools have endeavoured to tackle this new responsibility for making students aware of the range of beliefs within the society or for providing opportunities for students to clarify their own values. That the whole question of the range of beliefs within the society or for providing opportunities for students to clarify their own values. That the whole question of the clarification of values is of great concern has been made manifest in the last months. It is made more difficult because many schools lack a statement of philosophy which provides a framework within which teachers may operate and through which parents would be able to exercise their responsibility in the choice of schools and in their expectations of teachers. Schools cannot ignore the plurality of values that exist in this democratic society, if they are to prepare students for the world beyond the school. An adequate social education must include values education. If schools provided statements of philosophy, the question of accountability to the community could operate within the framework it provided. In relation to this area of values clarification, we draw attention to the need for the development of resources for use in courses directed towards social education. In a pluralistic society, such resources are likely to be very diverse indeed to meet differing needs. SEMP materials are an attempt to meet this need and as such should be available for schools to investigate. Not all of the SEMP materials will be useful in every school, but schools are competent to choose and should have the right to use materials that will in their view, enhance the social education offered to their pupils.

CONCLUSIONS:

- (1) Social Science subjects should form part of the core curriculum of all students in the lower secondary school, and students should be encouraged to continue their social science education in Grades 11 and 12.
- (2) The present broad syllabus prescriptions related to content should continue, with expansions in some increasingly pertinent areas.
- (3) The emphasis on the methodology of enquiry learning should be greatly increased and appropriate resources provided for this purpose.
- (4) Schools should be encouraged to pursue values education through values clarification experiences. Accountability of schools should come in the context of a statement of school philosophy. Resources for values education should be diverse and made more freely available.

JL-657

(T)

ARAMAC STATE SCHOOL

SUBMISSION

PREAMBLE:

The following submission represents a consensus of opinion of members of the staff of the Aramac State School, arrived at during a series of extremely valuable and wide-ranging discussions at staff meetings.

In the belief that Education in Queensland is, on the whole, carrying out its functions satisfactorily and is not in need of any radical revolutionary change, we have not attempted to produce an overall manifesto for education but have limited our comments to those areas which we feel have been under concerted attack and/or are in need of review.

For the sake of brevity, we have omitted supporting arguments, but are fully prepared to further develop any point if required.

Principal: *J. E. Williams*

Staff Members:

Ann Miller
B. J. Morris
M. A. Bedford.
P. Shuman
D. Bevers.
L. Conway.

A. M. Adams

Affirmed

ARAMAC STATE SCHOOLSUBMISSIONA. General Aim

We see education as the helping of the individual to cope with the present and the preparation of the individual for the future. .

B. Policy

State policy on education should be established through co-operation between educators and the government.

We feel that thorough investigation and discussion involving departmental officers should precede any important policy decisions on education.

C. Education Commission

We support the formation of a statutory Commission to administer all aspects of education.

D. Teaching Training

Provision should be made for a great deal more practice teaching during teacher training.

E. Core Curriculum

We feel there is a need for a suggested concise sequence of knowledge and basic skills per grade level to be used in conjunction with the present syllabus in all subject areas.

F. Methods

We consider that rote learning is only one method of reinforcing knowledge and should not be used to the extent that it interfered with other methods which facilitate understanding.

We believe that teachers should be aware of the educational implications of the findings of behavioural scientists.

We feel that provision should continue to be made to cater for the varying ability levels of all students.

G. Content

Courses in sensitive areas such as sex education and drug education should be permitted with parental consent.

H. Professional Responsibility

We feel that **it** is the professional responsibility of the teacher, according to the accepted standards of the community, to decide the nature and content of what is taught. We submit that at present teachers are not forced to use any particular resource which they may feel is invalid or offensive.

We believe that evolution and creation are not mutually exclusive, and, in any case, are taught as theory rather than as proven fact.

ARAMAC STATE SCHOOL

SUBMISSION

H. Professional Responsibility(continued)

We believe that teaching aids such as films and tapes should be used according to the professional discretion of the teacher subject to the checks and balances already existing in the education department.

I. Social Studies

The social studies curriculum should aim at developing each child's understanding and knowledge of his own country as well as different countries and cultures and tolerance of the differences he observes.

We believe that any lessening of the present emphasis on tolerance and awareness of cultural differences would be a retrograde step.

While we accept that our society is primarily christian in character, we feel that schools should encourage respect for the beliefs of others.

J. Pre-school

We feel that pre-school facilities are most beneficial when physically integrated with the infant grades of the primary school, rather than the present system of separate establishments.

K. Secondary Subjects

We believe that the present system of a compulsory Grade Eight course, and optional subjects in Grades Nine and Ten, ensures that the students have been exposed to all subjects before being required to choose their area of study.

We believe that provision should be made for the inclusion of remedial work in basic subject areas for high school students.

Commercial subjects should be available options for academic students.

L. Assessment

We feel that the present system of internal assessment gives a result which is more indicative of the child's overall capabilities. Under this system the student's abilities in such areas as discussion and practical work can be included in the total evaluation.

The present scheme of internal assessment gives teachers an opportunity to develop their own curriculum according to local conditions within a framework of stated aims and objectives.

We oppose the re-introduction of an entrance exam into high school.

M. Ancillary Services

We believe that there is a crying need for more itinerant guidance and special education advisors, particularly in small/isolated schools of this state.

ARAMAC STATE SCHOOL

SUBMISSION

M. Ancillary Services(continued)

We believe that there is a need for advisory teachers in all subject areas to maintain high standards of expertise.

We feel all grade one children should be medically screened to determine any physical disabilities which inhibit the learning process, followed by checks in subsequent years. Any such disabilities should be followed by professional attention.

N. Sexism

While we accept the need for education to reflect the views of society, we feel that sex role alternatives should be presented to children.

O. Teacher Housing

Due to the widespread teacher housing problems, we feel there is a need for a separate, non-profit, Teacher Housing Authority.

P. Vacations

For the physical and emotional well-being of children and staff, we would be in favour of a four(4) day weekend during third term.



Ayr State High School

82-90 Wickham Street,

Ayr, Q. 4807.

27th June, 1978.

All Communications to be
addressed to the Principal.

The Secretary,
Parliamentary Select Committee on Education,
Parliament House,
BRISBANE

Dear Sir,

Please find attached a Submission concerning school-based
assessment. The members of staff in support of this
Submission are as shown below.

The Chairperson of the Assessment Committee does not wish to
appear before the Select Committee.

Yours faithfully,

...*Brian H. Glover*.....
Brian H. Glover - Chairperson
Assessment Committee, Ayr High School.

...*W.J. Mott*.....
W.J. Mott - Principal, Ayr High School.

W. Mott.	Principal.
P. Stewart.	Deputy Principal
K. Gardner.	Senior Mistress.
J. Cameron.	Teacher
J. Carne.	Teacher
L. Gallagher.	Subject Master (English)
B. Glover.	Subject Master (History)
L. Newell.	Teacher.
J. Parkes.	Teacher.
B. Pearson (Mr.)	Teacher.
G. Porta.	Teacher.
L. Zanella.	Teacher.
W. Barrett.	Subject Master (Mathematics.)



Ayr State High School

82-90 Wickham Street,

Ayr, Q. 4807.

All Communications to be
addressed to the Principal.

G. Blackman.	Teacher.
P. Killin.	Subject Master (Science)
C. Meredith.	Teacher.
S. Noakes.	Teacher.
B. Pearson. (Mrs.)	Teacher.
J. Platten.	Teacher.
J. Stewart.	Teacher.
J. McLean.	Teacher.
K. O'Sullivan.	Teacher.
R. Archer.	Teacher.
M. Mulcahy.	Subject Master (Manual Arts).
J. Daniells.	Subject Mistress (Home Economics).
P. Price.	Teacher.

SUBMISSION
TO
SELECT
PARLIAMENTARY COMMITTEE
ON
EDUCATION

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APPENDIX 1 - Order of Merit Calculation Sheet.

APPENDIX 2 - Trial Unit - "Who Gets What and Why".

1.00 INTRODUCTION

As a general expression of opinion, the signatories from Ayr High School to this Submission are aware of five elements that school-based assessment has provided that did not exist under the system of centralized external examinations. These five elements are:

- 1.10 That school-based assessment has increased the opportunities for teachers to determine teaching strategies because of increased control of testing program.
- 1.20 That school-based assessment has increased the opportunities for teachers to discuss with colleagues the objectives of a course of study and the criteria for determining when those objectives are being fulfilled.
- 1.30 That school-based assessment has increased the opportunities for teachers to give inputs into syllabus development as
 - a member of a syllabus committee where teachers are in a majority.
 - a teacher participating in a trial or pilot program.
 - a teacher who is invited to comment or to draft a proposal.
- 1.40 That school-based assessment has increased the opportunities for teachers to determine detailed content of syllabuses presented in broad outline.
- 1.50 That although school-based assessment has increased the workload of teachers of Ayr State High School, this workload is more than compensated for, by the increased benefits to students.

2.00 PROCEDURES ADOPTED

The following procedures have been adopted at Ayr State High School to ensure that these procedures are both valid and reliable. This means:-

- 2.10 That the amount of assessment to be done by any one student in any one semester is not overly excessive and that assignments are so spaced to minimize undue pressure.
- 2.20 That all students of Years 10,11 and 12 are issued a list showing the date of all assessments that are due.
- 2.30 That where students are doing the same subject where there are two or more teachers, procedures are adopted to ensure that all students are equitably treated.
- 2.40 That all assessment instruments are monitored by teachers to reduce ambiguity, thus increasing the validity and reliability of the assessment instrument.
- 2.50 That all raw scores for each semester of Years 11 and 12 are standardised to a mean of 62 and a standard deviation of 12. Under no circumstances do these standardised marks become the sole criteria for assigning ratings as they are meant to be a guide (and guide only). Please refer to Appendix 1.
- 2.60 That similar procedures for Year 10 are used as outlined in 2.50 to ensure validity and reliability.
- 2.70 That any student who has experienced extramural problems which may have interfered with his studies e.g. a serious accident or a death in the family, a note is made so as to allow consideration when the Order of Merit is compiled at the end of Year 12.
- 2.80 That the ratings obtained by students in all subjects must proceed through the following processes.
 - Raw scores are provided by the teacher to the Subject Master (Mathematics) who standardises raw scores and explains the significance of the obtained mean and standard deviation.
 - Teacher shows these results to the appropriate Subject Master or Subject Area Moderator for final determination of ratings.
 - Results are shown to the Principal by Subject Master or Subject Area Moderation for comment and approval.
- 2.90 That the procedures adopted in 2.80 remove any suggestion that some student is receiving favourable treatment from some teacher.

3.00 DISSEMINATION OF INFORMATION

The signatories from Ayr High School to this Submission are aware that the Board of Secondary School Studies has been diligent in providing information to schools, teachers and students regarding the process of school-based assessment. To ensure the effective dissemination of information from the Board of Secondary School Studies to teachers, students and parents, the following procedures have been adopted at the School.

3.10 TEACHERS

3.11 All information concerning school-based assessment from the Board of Secondary School Studies is directed to the Assessment Committee of Ayr State High School and that this Committee ensures its dissemination to members of staff.

3.12 The Assessment Committee regards as its task the informing of all first-year teachers of the nature and scope of school-based assessment.

3.13 Every teacher has the right to approach the Assessment Committee for information regarding assessment.

3.14 The Board of Secondary School Studies arranged seminars in 1976 and 1977 concerning school-based assessment. Two representatives of Ayr State High School attended and, as a result, and where necessary, appropriate modifications have been instituted.

3.20 STUDENTS

3.21 All information sent from the Board of Secondary School Studies for students is distributed as such and, in the case of charts, displayed in class rooms.

3.22 Students, especially at Years 11 and 12, have the process of school-based assessment explained to them.

3.23 The Principal of Ayr State High School explains to Year 12 students the significance of ASAT before it is given. Students are encouraged to raise any queries re ASAT at that meeting.

3.30 PARENTS

3.31 All parents of students of Ayr State High School are aware of the opportunity to approach the school at any time regarding school-based assessment.

3.32 Parents of Aboriginal and South Sea Island students attending Ayr State High School were invited, in 1977 to a special meeting with the Principal, Deputy Principal, Senior Mistress and Subject Masters to hear explained, inter alia, the meaning of school-based assessment.

3.33 Parents of all Year 8 students have been invited to a similar discussion this year.

4.00 TRIAL COURSE

This year Ayr State High School has been selected by the Board of Secondary School Studies to trial Year 11 Study of Society. Aware of its responsibilities the following procedures were adopted by the School.

- 4.10 All parents of Ayr State High School students were invited to hear the Subject Master (History) explain the trial unit and to be shown ALL materials involved.
- 4.20 An open invitation was extended to those present at that meeting to observe a lesson taught in this trial unit.
- 4.30 An outline of the trial unit developed at Ayr State High School is attached.

See Appendix 2.

5.00 CONCLUSION

In summary, it must be stated that the signatories from Ayr High School to this Submission acknowledge that the Board of Secondary School Studies in its dealings with this school has provided guidance from descriptive, rather than prescriptive viewpoint. This has served to encourage a professional outlook in regard to school-based assessment.

In addition, the screening devices which have been set up at Ayr State High School ensure that no student is advantaged or disadvantaged in respect to another student by some teacher.

It is the belief of the signatories from Ayr High School to this Submission that school-based assessment is functionally viable and that a return to external assessment would be a regressive step, even in the form of half-external and half school-based.

SUBJECT: TEACHERS:

All Semester marks are adjusted to a mean or 'average' of 62 and a standard deviation or 'measure of scatter' of 12. On this basis, and with certain assumptions, the following table should provide some guide (and guide only) to you in assigning ratings for moderation purposes.

Rating:	7	6	5	4	3	2	1
Range of Marks:	83+	75+	68+	54+	46+	36+	0+
Approx. % of Students in Range:	5%	10%	20%	40%	16%	7%	2%

SUBMISSION TO: SELECT COMMITTEE OF ENQUIRY INTO EDUCATION
FROM: P.J. FRENEY,
PRINCIPAL,
BARKLY HIGHWAY STATE SCHOOL,
MOUNT ISA.

SPECIFIC TOPIC: PRESERVICE TRAINING OF TEACHERS.

Summary: In my opinion, the present system of training teachers is inadequate; the training institutions are too much "ivory towers" away from the realities of life in classrooms. Student teachers are educated, they are not taught to teach. A possible solution is proposed.

Relevant Personal Information:

From 1975 to 1977 I was Principal of Aramac State School, with a Secondary Department attached, in the North-West Educational Region. Staffing there was as follows:

1 Principal, 4 Primary Teachers, 4 Secondary Teachers, 1 Pre-School Teacher.

At the beginning of 1978, I was appointed to Barkly Highway State School, also in the North-West Region. This school is staffed with approximately 17-19 Primary Teachers (depending on fluctuations in enrolment).

Teacher Training Questioned:

When teachers are appointed to the North West Region, a very high percentage are first and second year teachers, and my experience has confirmed this. These young teachers, I must add, often have great talent and potential. However I question whether their teaching potential is even tapped, let alone developed, in the training institution. They are not given the basics in good teaching method. I will give two quick examples:

- (a) I have not yet seen a first year teacher who has been taught how to teach reading. There seems to be no knowledge of the basic underlying skills necessary for reading, no attempt to diagnose those skills, no systematic plan for the presentation of those skills. There is not even a basic lesson outline that can be adopted and/or adapted. I have no doubt that theoretical lectures on reading have taken up a large part of the student teacher's time in College; but that doesn't seem to help much in Term One of the first year teaching.
- (b) A structured materials basis for teaching mathematics in Queensland is the Quisenaire Rods. These are referred to in our Mathematics Curriculum - Program in Mathematics. This type of structured material is not the only sort that can be used, but it is certainly a viable alternative. Yet, beyond seeing the odd box of rods in a Practicing school, the Quisenaire method is not taught at Teacher Training Institutions-- at least I haven't struck a young teacher for many years who understands what the rods are all about. As a result, younger teachers are tending to avoid the Quisenaire Rods and use other structured material-- like bottle tops.

(b) Continued.

I do not mind a decision by a teacher to "throw out the rods" provided it is an informed decision - provided they fully understand what they are throwing out.

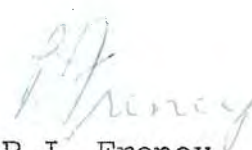
Young teachers are being denied this knowledge, this basis for an informed decision, by the training institutions.

There are other "bread and butter" areas where teachers are ill-prepared. These two will suffice as examples.

A Possible Way Out:

If the training institutions are not prepared to fulfil this role, why not give it back to the schools? Let the Tertiary Institutions look after the personal education of the student, and the schools look after the professional side - a sort of apprenticeship scheme. The students could be appointed to schools for, say, two years on one-quarter teaching load. Special training officers could be attached to schools, also on a part-time teaching basis. The present system where the training of teachers is entrusted to people who have lost contact with the classroom is ludicrous. A further point of some importance lies in the inability of students, who have not spent an extended period in classrooms as a teacher, to know what it is they want from the institution. Students would have to pass both the theory and the practical to qualify.

Why is the training of teachers so different from, say, carpenters? or doctors?


P.J. Freney

Recd 17/8/77

SUBMISSION TO: SELECT COMMITTEE OF ENQUIRY INTO EDUCATION
FROM: TEACHERS AT BARKLY HIGHWAY STATE SCHOOL

Introduction: A series of questions were asked of teachers, and their replies, together with comments, are reproduced below. The survey form is attached as Appendix A. This summary was compiled by the Principal, Mr. Freney.

1. Most teachers ($\frac{13}{14}$) felt there was a reasonable balance between basic education and other activities in the school. The one dissenter considered that there should be more organized sport on a house basis.
2. A majority of teachers ($\frac{9}{14}$) thought there should be more subjects/activities in the school. These were specifically: Organized and funded craft/hobby activities (photography, camping, pottery etc); foreign language in upper primary (twice), comparative religion, sex education, history, cooking, community involvement by pupils.
3. Only one teacher requested that an existing subject be dropped-- Religious Education in its present form.
4. Eight teachers were quite happy with present emphasis in subject areas. Six wanted the emphasis changed in the following ways:
More emphasis on basic skills areas - 5.
More art, physical education and hobbies - 1.
5. Teachers were fairly evenly divided on whether parents should have more say in what children are taught at school. Seven approved the concept, six were against, and one was undecided.

Of those who approved, some thought that machinery should be set up on a local or regional basis, with representation from class levels or schools, to form committees. School staff would also be represented. Others felt that existing arrangements were reasonable - P & C Meetings, parent-teacher interviews, written communications, surveys-- but that parents should avail themselves of these more. Those who were not in accord with the idea questioned the qualifications of parents to determine curriculum requirements.

6. Once again an even division was apparent on the question of decision making in schools, 6 for 7 against, one undecided. Mostly those against felt that opportunities were available for those parents who wanted to become involved, and there was some doubt whether some parents would participate even if further opportunities were available.

Only one of those who were for more decision making by parents suggested the setting up of elaborate local and regional committees to effect this; the rest felt avenues were available now for those who wanted to avail themselves of it.

7. Only one teacher was undecided about whether parents had an unrealistic view of school. All the rest felt that parents did have such a view, eleven stating only some parents, two stating many parents.

The comments made, indicated that teachers felt that some parents completely abdicated their responsibility in the education and disciplining of the children to the school. A feeling evident, too, was that it was mainly those parents who were not in any way involved in the school, who were the main offenders in this regard.

8. ($9/14$) teachers felt that the present Social Studies Course was adequate, ($5/14$) felt it needed revision in the following ways---

- more resources were necessary
- needs to be updated
- needs to be more specific, local before national and international.

9. & 10. Only ($3/14$) have had experience with MACOS, but all of those three felt it was a suitable course for Primary children.

11. All 14 teachers oppose the way the MACOS Course was withdrawn.

12. ($5/14$) teachers felt a Parliamentary Enquiry into education was necessary at this time; ($9/14$) couldn't see a need.

13. The following reasons, in the opinion of the teachers, precipitated this Enquiry:

- .The MACOS and SEMP controversy where a minority of parents exerted undue influence. (7)
- .Attempt to involve whole community in the education of its children. (1)
- .The present government is attempting to find fault with the education system in order to gain public support for increased and arbitrary control of teachers and curriculum. (1)

13. (Continued).

- .Mismanagement of Education Department - lowering of capital expenditure. (1)
- .The need to cover up (the MACOS and SEMP dispute) and throw a red herring on the trail. (1)
- .Nil reason. (3)

14. (⁵/₁₄) felt there was a need for an independent authority to investigate complaints; (⁹/₁₄) felt existing machinery was adequate.

15. All teachers commented favourably on the excellent working relationships within the school. The actual comments are contained in Appendix "B". This obviously reflects the policy that a school is people; co-operation, recognition, fair treatment are necessary foundation stones for personal development, academic and social.

16. (³/₁₄) left the unfavourable comments blank; a further 3 were not happy with basic facilities (lighting in classrooms, size of rooms etc.); 3 complained of lack of parent support; 2 weren't happy with Staff Development Workshops held out of school time; one felt there should be more professional communication between teachers; one felt we should be experimenting more with new ideas; one wasn't happy with the food at the Tuckshop. (The actual comments appear in Appendix "B". It might be noted that all unfavourable comments were peripheral to the business of learning).

17. Only three comments appeared in the last section of the survey -- other comments. They were:

- .On the whole this school has very pleasant parents who take an active interest in the children.
- .From the comments made by visitors, it is obvious to others that there is a good atmosphere in the school in all three areas; academic, discipline, social.
- .If parents aren't going to discipline children, I feel the school should have authority to do so.

Summary: No tremendous impetus for change was evident from the teachers at this school. It is felt there is a reasonable balance between basic education and other activities at the moment, with some call for wider experience by the introduction or substitution of some further activities.

A minority want more emphasis on basic skills. The majority feel that the present emphasis is enough. Most teachers felt that some parents expected too much of the school, and required the school to perform miracles and develop children in those areas rightfully the province of the home. All were opposed to the manner of the withdrawal of MACOS and SEMP. The most striking outcome of the whole survey was the evidence of high staff morale.

TEACHER OPINION SURVEY

26/5/78

Yes/No.

- | | Yes/No. |
|---|---------|
| 1. Do you feel there is a reasonable balance between <u>basic education</u> and other activities in this school? <u>Comments:</u> | |
| 2. Are there any subjects you would like to see introduced into the curriculum? If so, which ones: _____ | |
| 3. Are there any subjects you would like to see dropped? If so, which ones: _____ | |
| 4. Would you like to see the emphasis changed anywhere? Should more or less importance be attached to particular subjects. If so, elaborate _____ | |
| 5. Should parents have more say in what children are taught at school? If so, how could this be implemented? _____ | |
| 6. Should parents be in a position to be more involved in the decision-making processes in the school? Comments if necessary: _____ | |
| 7. Do parents have an unrealistic view of school, what it can and can't do? If yes, do you think this applies to only some parents/ most parents/ or all parents. Comment if necessary: _____ | |
| 8. Is the present social studies course adequate? Comments: _____ | |
| 9. Have you examined or had experience with the Social Science Course, MACOS? | |
| 10. If yes, do you consider this to be a suitable course for Primary school children? | |
| 11. Do you agree with the manner in which MACOS was withdrawn? | |
| 12. Do you feel a parliamentary enquiry into Education is necessary at this time? | |
| 13. Briefly state the reason(s) which, in your opinion, precipitated this enquiry _____ | |

14. Is there a need for the introduction of an independent authority to investigate complaints by parents, or community organizations, concerning any aspect of education?

15. What is the best thing about this school?

16. What is the worst thing about this school?

17. Any other comments?

TEACHER OPINION SURVEY.APPENDIX "B"

Principal/Staff Relationships

Feeling of unity among teachers who due to size of school, know each other, and children well, and can assist each other for benefit of children.

Its size and friendliness.

The friendly relationship between (a) Principal and Teachers, (b) Teacher and Parents, (c) Teachers and children, (d) the feeling of belonging to something worthwhile.

Happy and co-operative staff.

Staff co-operation and Principal-Staff co-operation.

Barkly has always enjoyed a terrific staff who work together.

Good kids from stable homes.

The staff work well together, the basic philosophy of school and staff, good discipline, helpful parents in general.

Student attitude/behaviour (1)

Staff co-operation and feeling of solidarity (2)

Principal/Staff understanding (3)

Smallness of size has its advantages, parental help with reading.

Size; liaison between Principal and Staff.

Size; small enough to become familiar with children and staff.

The staff.

The general running and organization and the friendly relationship among the staff.

3 did not comment.

The hesitancy of both staff and parents to become really involved in the school and experiment with new ideas, that might make education a bit more interesting and meaningful for the actual children.

Lack of heating and poor lighting in classrooms.

Lack of facilities in classroom.

No "flow" of reading maths or Language Arts schemes or ideas. Grade 4 teacher doesn't know what Grade 3 or 5 is doing. Not enough talk amongst teachers about what they are doing in classrooms -- homework setups, expectations, reading done, texts used in various subjects -- so as to avoid repetition next year.

Extra-curricular activities which impose upon personal and individual time outside school hours; which stifles class planning time usually done at night.

Lack of funds - inconsistent parental support.

The food sold at the Tuck Shop.

Lack of parent support - not moneywise - but personal.

Lack of parent interest.

TEACHER OPINION SURVEY.APPENDIX "B" (CONT'D).

Classroom facilities not all they might be - dark rooms, too small etc.)

The time that will be spent doing set workshops might be better used doing some kind of optional workshop in drafts of each grade aimed at assisting ones own class, eg. planning and social studies program, a theme together, a reading program, a music session. In this way the benefit is being passed on directly to the children.

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Submission to the Select Committee of Inquiry, prepared and submitted by the Staff of the Beaudesert State Primary School.

1. Aims of Education.
 - (a) Intellectual Development
 - (b) Integration into Society
 - (c) Physical and Mental Health
 - (d) Economic Competence
 - (e) Emotional and Spiritual Growth
2. Pre-School Education
3. Primary Education
4. Special Education
5. Physical Facilities and Conditions in Schools
6. In-Service Education
7. Teacher Education
8. Education Commission
9. Vacations
10. Females in the Queensland Education System
11. Transfer System
12. Teacher Housing
13. Superannuation
14. Specialist Music Teachers.

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1. AIMS OF EDUCATION

(a) Intellectual Development

Education should promote the student's intellectual development by helping him :-

- (i) Improve techniques of communication
- (ii) Consolidate basic skills and develop study skills
- (iii) Develop the elements of logical thinking and problem solving
- (iv) Develop interest in the pursuit of knowledge
- (v) Develop appreciation and taste

(b) Integration into Society

Education should contribute to the student's integration into Society by helping him:-

- (i) Understand Australian society, including its cultural, social and political traditions and the role of the individual, the family and other small groups
- (ii) Recognize the rights and responsibilities of individuals and groups in relation to other individuals and groups, and in relation to society and to the State
- (iii) Recognize the role and significance of industrialisation, technology and science in modifying society.
- (iv) Recognize the agencies which mould public opinion and identify the methods they employ.
- (v) Participate adequately in group discussion
- (vi) Participate in and enjoy aesthetic and artistic activities
- (vii) develop cultural background through reading and participating in other appropriate activities and by a variety of forms of self-expression.
- (viii) Interpret current events and conditions in their historical and cultural perspective.

- (ix) Help students to understand and to cope with changes in society
- (x) Help students understand the role and responsibilities of organisations within the community in initiating, modifying and directing changes

(c) Physical and Mental Health

Education should promote the student's physical and mental health by helping him:-

- (i) Understand and control his body and emotions
- (ii) Follow accepted health and safety practices
- (iii) Cultivate recreational interests and foster a continuing concern for personal fitness
- (iv) Appreciate and support the services of health and safety authorities
- (v) Recognize health as a world-wide problem

(d) Economic Competence

Education should assist the student to become economically competent by helping him:-

- (i) Explore interests, develop abilities, and receive a sufficient range of experiences to make a wise choice of future employment and career
- (ii) Understand something of the functioning of the economic system, including the pressures directed at consumers
- (iii) Develop competency in handling personal financial matters
- (iv) Appreciate measures designed to conserve human and natural resources

(e) Emotional and Spiritual Growth

Education should help the student:-

- (i) Move towards emotional maturity
- (ii) Assimilate moral principles and develop modes of behaviour in accordance with these principles
- (iii) Develop sympathetic understanding of other individuals and groups including the other sex and other age groups and recognize

health and economic welfare as world-wide problems in which human beings are interdependent, and

- (iv) participate in and appreciate constructive corporate experiences.

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2. PRESCHOOL EDUCATION

The concept of pre-school for 4 year olds is a good one. However, the first grade teacher now has an ability gap in most cases, between those who have been to pre-school and those who have not. The first grade teacher then has to provide the activities that these children should have had in pre-school.

To overcome this, we suggest that pre-school should become compulsory. A co-ordinated program in Term 3 to prepare the children for a more formal grade one would be beneficial to the children and the grade one teacher.

One unit at Beaudesert is in an unsatisfactory building but on the whole, most pre-school buildings are very modern and well equipped.

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3. PRIMARY EDUCATION

Primary Schools are producing as good an end result as in the past. The Australian Teachers Federation Conference on Literacy and Numeracy (December, 1977) found that assumptions that educational standards are falling are unfounded, because inappropriate comparisons are made across time, across different cultures, and on different sets of data. The hard fact is that there is no valid evidence either way.

The Report went on to say that "They (falling standards) are based on the assumption that schools are the only institution influencing standards of literacy and numeracy. This does not take account of other influences such as racial and ethnic factors, socio-economic factors,

the influence of electronic media and the changing patterns of society."

We feel that this is particularly relevant as much criticism has been levelled at Primary Schools because every child leaving Primary School is not proficient in the "basic skills". We recognize that there are failures, but there have always been failures. In the past, these "failures" left school before the Scholarship exam, or just after it, with or without a pass. Today, all children regardless of ability proceed to Secondary School.

Because of the depressed availability of jobs, many students who would have discontinued their education at school have continued, and are continuing to Grade 12, and subsequently presenting themselves for jobs that people of the same ability would not have considered in earlier years. This creates a false impression with employers, many of whom believe that standards of literacy and numeracy are falling. Further, we believe that employers (and other adults) base their expectations of school leavers on their idealized recollections of their own standards on leaving school.

We believe that the position can be improved by increased educational provisions such as:-

1. An increased provision of specialist teachers, such as Music and Physical Education teachers.
2. An increased provision of pre-service and in-service training of teachers to cope with the problem.
3. The application of a diversity of approaches to suit the specific circumstances of those students inadequately catered for by past and present educational provisions.

We further believe that:-

1. Schools should ensure school leavers achieve skills adequate for both vocational purposes and social challenges which they are likely to face when they leave school.

2. The syllabi of Primary and Secondary schools should be a spiral curriculum from Grade 1 to 12.
3. The Queensland Teachers Union policy on class size should be enforced.

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4. SPECIAL EDUCATION

While all teachers must to some degree provide remedial teaching, the amount of remedial teaching at present needed in some classes and some schools is beyond the scope of the normal classroom teacher.

At present this school of over 500 children has the services of one remedial teacher for $3\frac{1}{2}$ days a week. Only 20 children are able to receive the assistance they require. More than twice that number actually need help. Only 50% of children identified as having problems in Queensland are actually receiving remedial assistance.

An allowance in staffing should be made for the percentage of children in a particular school needing remedial help. Unemployed teachers could be of valuable assistance if they were to spend one or two days a week working with children who need this individual help.

Assistance given by the officers from Guidance and Special Education is, at present, unsatisfactory. Teachers are not consulted effectively as to the results of an interview with a child as visits to the school are infrequent due to lack of time. (Once a term) The same personnel do not continue to come to the same school.

The numeracy/literacy problem which exists for a minority of children can only be solved by an increased provision of specialist teachers and inservice courses to help the dedicated classroom teacher cope with the problem.

Recommendations -

1. Class size should be reduced to allow classroom teachers to give more remedial help.

2. More remedial teachers are needed
3. Unemployed teachers could be used to give individual assistance to children with problems
4. More assistance is needed from Guidance and Special Education.
5. Increased provision of in-service remedial courses.
6. Surveys of each school to determine actual numbers of children needing remediation so that help is given in proportion to the need.

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5. PHYSICAL FACILITIES AND CONDITIONS

With regard to facilities and conditions in school, we recommend the following:-

1. With the vast improvement carpet brings- all classrooms be carpeted.
2. Remedial teaching needs greater emphasis - more personnel and better facilities.
3. An adequately appointed sick room be provided - for students and staff.
4. Staff facilities are of a very primitive nature, staffroom too small and austere, lacking toilet facilities. Therefore all common rooms/staffrooms be centrally situated in the building to allow easy access for staff members with the following:-
 - (a) The size of Common Rooms be as follows:-

Up to 5 teachers	25 sq. metres
5 - 20 teachers	50 sq. metres
20 - 25 teachers	100 sq. metres

The maximum number of teachers in any Common Room be 25.
 - (b) Fluorescent lighting
 - (c) Tables, laminex-type tops: 1 table 150cm x 74cm per eight teachers.
 - (d) Chairs, comfortable with cushioned seats: one per person.

- (e) Single comfortable lounge chairs at the rate of one per two teachers.
- (f) Coffee tables to suit height of lounge chairs at the rate of one per eight teachers or part thereof, and extra as required.
- (g) Floor covering.
- (h) Electric Clocks.
- (i) Electric Fans.
- (j) Electric Wall Strip Heaters.
- (k) Inner venetian blinds.
- (l) Three power points additional to those required for fans and heaters.
- (m) Provision to keep umbrellas, hats and coats.
- (n) Door mat.
- (o) Notice Board.
- (p) Full length mirror in toilet and change room.
- (q) Telephone and Intercom.
- (r) Insect Screening.
- (s) Vanity basin with hot and cold water in toilets adjacent to Common Room.
- (t) Each Common Room have an annex containing the following items:-
 - i. Stainless steel sink (centre basin) with hot and cold water. It was felt we should not overlook the possibility of solar hot water panels. The problem of their running down in the morning would not apply here.
 - ii. Suitable refrigerator.
 - iii. Stove (electric or gas) suitable for heating or warming food.
 - iv. Electric urn.
 - v. Electric kettle.
 - vi. Sufficient crockery for staff and visitors.
 - vii. Built-in vermin-proof cupboards in addition to storage space under sink.

- viii. Adequate teapots, sugar basins, covered milk jugs, spoons and tea towels.
 - ix. Refuse container with cover (not waste paper basket).
 - x. Fire Extinguisher
 - xi. Towel rack.
- 5. Toilets and change rooms be situated adjacent to common rooms.
 - 6. Showering facilities be made available for students, and teachers.
 - 7. Covered walkways be provided between all buildings.
 - 8. When the Department of Works is planning improvements and/or alterations to a school, the Principal, staff and P. and C. Association be consulted before plans are implemented.
 - 9. That efficient dividers be provided for open space teaching areas to convert these areas into separate teaching spaces, should the teachers in those areas so desire.
 - 10. That school size be limited wherever possible to 500 (five hundred) for primary schools and 800 (800 hundred) for secondary schools.
 - 11. Eating facilities for students in schools are primitive. They should be able to eat their meals indoors and seated at tables and chairs.
 - 12. The Opportunity School be an entity within its own separate grounds and Departmental policy of attaching Opportunity Classes to existing Primary Schools be discontinued.

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6. IN-SERVICE EDUCATION

In-service programs are necessary to implement and re-inforce current trends in Education, and participation in such programs should be mandatory.

We propose approximately 10 days each school year be

set aside as "Professional Development" days. Schools should be closed on these days and teachers freed to attend seminars etc. Such a system is extremely desirable as it would enable teachers to better themselves without the worry of finding relief personnel. Many teachers, particularly those in smaller schools, are reluctant to participate in In-service programs held during school time because other teachers at their schools would be responsible for their classes on those days. While one teacher may benefit from the day, the remaining teacher and two classes in his/her control do not.

It is recommended therefore, that:-

1. Those 5 days now given to In-service training plus 5 extra days be designated to "Professional Development" days.
2. Schools be closed on these days
3. 2 of the 10 days be set aside for use by teachers at the semester changeover as is now policy in High Schools
4. The public be suitably prepared for such a program.

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7. TEACHER TRAINING

The training of teachers today appears most inadequate. The major reasons for this inadequacy stems from the lessening of emphasis on the practical development of teachers towards a more theoretical and self developing emphasis of the student (i.e. Major Studies).

Although theory and self development are essential to the professional development of a teacher, the emphasis placed on this area, and the practical method of teaching should be vastly reviewed as there appears to be a great imbalance between the areas. Surely if a teacher is to be professional he should not only be knowledgable in theoretical areas but he should also know how to teach. Isn't this the job of a teachers' training college?

Another discrepancy of teacher training stems from inadequate lecturers at C.A.E. Often many lecturers have become so unattached from the real school scene, as a result of either

1. Too many years away from teaching.
2. Never having taught in State Schools before.

that they are unable to teach teachers despite their own abundance of academic qualifications.

Recommendations

1. Greater emphasis be placed on teaching method techniques and procedure (i.e. school administration and individual school policies)
2. Major Studies be concentrated on teaching areas rather than self development or interest.
3. Lecturers to have had reasonable classroom experience as well as sufficient qualifications and that they return to the classroom at regular and reasonably extensive intervals.
4. More practical teaching experience be gained
5. That practical teaching teachers, have to present certain facets of teaching techniques to students for observation.

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8. EDUCATION COMMISSION

The establishment of an Education Commission in Queensland is of great importance. Such a Commission would allow for greater participation by all people in the decision-making processes of Queensland Education.

The Commission should be responsible to the Minister of Education, for all education, and the Minister should be responsible to the Parliament.

The Commission should -

1. determine Educational policy
2. Ensure planned integrated progress through the whole educational field.

3. Consider policy recommendations
4. Prepare estimates of Expenditure
5. Disburse money to the various boards and ensure they keep within their budgets.

The composition of the Commission should be -

1. Chair person
2. Chair persons of the following boards
3. (i) Board of Primary Education and a) both
 Q.T.U. member and a member of) nominated
 Q.C.S.S.O.) by the board
- (ii) Board of Secondary Education
 and a Q.T.U. member)
 and a member of) both nominated by
 Q.C.S.S.O.) the board.
- (iii) Board of Technical Education
- (iv) Board of Building and Planning
- (v) Board of Supply
- (vi) Board of Special Fields of Education
3. President of Q.T.U.
4. Professor of Education
5. President of Queensland Council of State Schools Organizations.
6. A member of from the Queensland Association of Teachers in Independent Schools.

The Boards

The Boards should be given power to call in advisors when necessary.

1. Board of Primary Education - responsible for Primary Education and Primary Schools.
2. Board of Secondary Education - responsible for Secondary Education and Secondary Schools.
3. Board of Technical Education - responsible for Technical Education, Adult Education, Technical Colleges, and Rural Training Schools.
4. Board of Building and Planning - responsible for all buildings - present and future.

5. Board of Supply - responsible for equipment materials and texts.
6. Board of Special Fields of Education - responsible for Guidance, Research and Curriculum, and all Special Schools.

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9. VACATIONS

While the present school vacation system does not present any major difficulties to Primary Schools, most Primary Schools do operate on a Semester basis, and for this reason we recommend -

1. The introduction of a semester vacation system with the major vacation break being the Christmas break.
2. The 2 day semester break now in force in High Schools be extended to Primary Schools.

10. FEMALES IN THE QUEENSLAND EDUCATION SYSTEM

1. Students

We support the motion that -

1. Any subject made available is made available to both sexes.
2. Physical education be done by all children in unrestricting clothes, i.e. shorts and T-shirts
3. Disciplinary measures be the same for both sexes.

2. Teachers

1. Locality Allowances.

As locality allowances are now paid to single females, and single or married males, we recommend that -

1. Locality allowances be paid to all female employees regardless of marital status.
2. Accouchement Leave.

The extended period of accouchement leave to 52 weeks is welcomed by teachers, but due to the clauses in the new superannuation scheme, has placed females at a de-

cided disadvantage. (See Section 13 Superannuation).

We recommend that -

1. State accouchement leave be available without the extra monitory burden caused by the new superannuation scheme payments.
2. Some reasonable form of adoption leave be introduced.
3. Some reasonable form of maternity leave be introduced.

3. The Female Principal

The present policy is to exclude female employees (married or single), from becoming tenants in official school residences. This policy excludes female principals, (married or single) from occupying school residences. Should the house be not required by the Principal, it also excludes single female staff members, and married staff members, whether the husbands are employed by the public service or not.

We recommend that -

1. School residences be available for occupancy by female principals, married or single.
2. When a such residence is not required by the Principal, it be available for occupancy by any staff member who requires accommodation.

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11. TRANSFER SYSTEM

The present transfer system has many disadvantages.
It -

1. Reduces a sense of "belonging" to a particular school.
2. Reduces the desire to become involved in long-term projects and developments within a school.

The introduction of an incentive transfer system
would -

1. Encourage teachers to teach in less desirable regions for reasons of -

- (i) Availability of suitable low cost accommodation for single males, females and married couples.
- (ii) Realistic locality allowances for male and female employees regardless of marital status.

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12. TEACHER HOUSING

For many years teacher Housing has been an area of development in remote and isolated areas. This area has been reasonably developed. However, teachers in provincial cities and smaller towns near the coast still have housing problems.

These teachers are not vocal in protests for fear of being transferred to remote areas.

For this reason we find teachers driving 80 km - 100km each way to school. e.g. In Beaudesert we have teachers travelling from Brisbane daily.

We also have teachers travelling 30km and more daily to teach in small schools in the district.

We therefore recommend -

- 1. Provincial Cities and small coastal towns be provided with accommodation equal to that which is provided in remote and isolated areas.

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13. SUPERANNUATION

Many teachers are dissatisfied with the present superannuation scheme, for these reasons:-

- 1. Contribution is compulsory
- 2. No provision is allowed for women to contribute to the assurance benefit.
- 3. The interest gained on superannuation monies is 7%. A much higher rate of interest can be

gained from banks etc.

4. The new provisions regarding Special Leave without pay place unreasonable demands upon contributors. Teachers taking leave have to subsidise their own contributions (at 231% of own payments) which is usually done by their employer. Up to 13 weeks, contributors may pay before the leave is taken, or at regular intervals during the leave. For periods exceeding 13 weeks i.e. Acouchment Leave (16 weeks compulsory exclusion) the contributor has the option of not paying the contributions and subsidy and instead accepting a reduction in their benefit entitlements. However, if the woman returns to teaching, the Board then charges a penalty of 7% interest on contributions not paid.
5. Teachers have no access to monies in the fund. They should be allowed to borrow from the fund.

Recommendations

1. Contribution be not compulsory.
2. Assurance benefits be available for women contributors.
3. Contributors be allowed to make loans from the Superannuation fund with interest terms lower than those offered by banks etc.
4. The new provisions for Special Leave be revised with a view to a more reasonable scheme.

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14. SPECIALIST MUSIC TEACHERS

Considerations have been made over the past 15 years to cut down on the number of Specialist teachers. It has not been until recently that any cut-down on the intake of Student Teachers in the area of Music, have been made.

For many years Principals of Class 1 and Class 2 schools have been making continuous requests for Music

teachers and yet we are losing our Trainees. As much as it is important for children in the larger schools to have a Music Teacher in the school, it is also important in smaller areas where General Class teachers are not able to see exactly what is required in the musical education of their children.

Principals of Class 4 & 5 schools rarely have the opportunity to observe a music teacher with their classes, and are expected to become expert in this field as well as the many other important areas they must cover. If the Physical Education Teacher is sent on a circuit to smaller schools within the area of the Base School, why is it that A Music teacher cannot be appointed to a Class 3 or 2 school within an area where there are a number of Class 4 & 5 schools which could benefit from his/her assistance instead of relying on the rather infrequent and rushed visits of the Advisory Teacher who can only spare the time to supply reams of material with little explanation of how to use same?

Training centres for Specialist Music teachers are few, and even fewer are the number of these Institutions which cater for music teachers in the Primary School. Most of the Brisbane Colleges provide musical training for those trainees doing a major in this subject, but this does not prepare them to teach full time music within a school. There are Six and Ten week courses available for the classroom teacher to become a Music Teacher, but how much of the methods of Mary Helen Richards, Karl Orff, Dalcroze and Kodaly can they possibly take in, sort out and use within this time? We doubt that they could confidently attack a full music program with this short amount of training.

The majority of Class Teachers do not feel they are able to successfully take over the Music Program for their class, as their training and talents in this field are inadequate, and they have not the time to devote to it when there are so many other equally important areas they need to concentrate on.

Recommendations -

1. Recognition of the need to train more teachers in the Music field.
2. Training for Music specialists contain concentrated study of the various effective methods used, and more practical experience during the training period.
3. Observance by colleges of the need for specialist teachers to be aware of the other subjects in the school and how they may relate their lessons to these other areas.
4. Music Teachers be appointed to schools other than Class 1 schools in order to give all children the benefit of their training.
5. Music Teachers be trained in General Primary Studies as well.

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Rev 24/8/78

FRYER
Ms. 7
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22 June 1978

The Secretary,
Select Committee of Inquiry into Education,
Parliament House,
BRISBANE. 4000.

Dear Sir,

It is my wish to make the following submission to
your committee.

Members may be interested in my "credentials" before
considering the content of the submission.

- 1948 passed Senior Public Examination
- 1949 - 50 two complete years at Kelvin Grove Teachers
College
- 1951 - 53 staff teacher in small country schools
- 1954 - 63 principal of one-teacher schools (4)
- 1964 - 69 principal of Class 3 school with secondary
department
- 1969 - 71 principal of Class 2 school with secondary
department
- 1972 - 74 principal of Class 2 "Disadvantaged School"
(West Ind, Brisbane)
- 1975 - principal of Class 1 school (Beenleigh); current
enrolment - 970; Attached Opportunity Classes

Qualifications

Bachelor of Arts, Bachelor of Education; course work
completed for Master of Educational Administration (Unit of
CIA.)

Special Duties

- 1974 ten weeks in Head Office working on submission to
Australian Schools Commission for programs for
triennium 1976 - 78
- 1976 six weeks in Head Office writing booklet (3) on
"Use of School Facilities"

member of Disadvantaged Schools Committee for several years

member of Primary Library Committee for several years

1978 Acting-Inspector of Schools (Primary) for six weeks

Professional Activities

former Newsletter Editor, Secretary, Vice President, President of Queensland State Primary Schools Principals Association

represented Q.S.P.S.P.A. at national conferences in Lancelton (1975), Sydney (1976), Brisbane (1977)

Program Director and Convenor of Australian Primary Principals Association Annual Conference in Brisbane, 1977

represented State Primary Principals at Schools Commission Conference in Sydney, 1977 on "School-Based Decision-Making"

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TEACHER EDUCATION

College graduates, in the main, are appointed to primary schools as from the first day of school in each calendar year. They are counted as part of the school's allocation of classroom teachers and, as such, are expected to be completely functional units on staff. The first two or three weeks in schools are among the most hectic in the entire year and it is extremely difficult for the principal or other administrative team members to make large amounts of time available to assist beginning teachers. In essence, when they need help most is the time when help is least able to be given.

Of concern, under these circumstances, is the fact that college courses no longer appear to place sufficient

- 3 -

emphasis on teaching method in the various subject areas. Of equal concern is the fact that methods in Reading and methods in Mathematics are not continuous, obligatory strands that go right through all six semesters of pre-service training. I think it is vital that Colleges of Advanced Education accept the fact that they must train as well as educate.

Schools cannot expect to receive graduates who require no help to develop them more completely as skilled teachers. Practising Schools must play their part in sharing responsibility for teaching methods, as they have always. However, in more recent years there appears to have been quite an abdication by the colleges of their responsibilities in these matters.

PHYSICAL FACILITIES IN SCHOOLS

There is no doubt that in terms of standards of provision, conditions in schools have improved markedly in the past couple of decades. This improvement must be viewed compa-
ratively, however, for in the same time housing standards, office accommodation in commerce and industry, hotel accommo-
dation, shopping complexes have also improved to a most marked degree.

To us in the schools, there appears to be a shortage
of money for the Capital Works Program. This school increased in enrolment from 670 in August, 1974, to 1105 in December, 1977. It was a very real "battle" to obtain permanent classrooms, additional toilet facilities, drinking taps and fountains. Planning did not appear to be able to be performed sufficiently in advance to ensure that facilities were there when required. The system of annual budgeting would appear to be the severely limiting factor in relation to forward planning.

In this school now, I consider that the offices of the principal and deputy principal are both unworkable and inadequate. Although the school has had an infant mistress

- 4 -

since September, 1975, there is no office for her. There is no general services room, no waiting room for parents, totally inadequate office storage space.

The school's library measures 48 feet by 24 feet, less an office of 9 feet by 6 feet for the teacher-librarian. It also is totally inadequate for a school of this size. It has an assortment of old wooden chairs of varying heights and stages of dilapidation and four large wooden tables that make a mockery of flexible arrangement of furniture.

For a school of this size, there is inadequate playing space when building zones are removed from the total. There is the possibility of joint development of an adjacent area of land owned by the Beenleigh Show Society, if funds were available for that purpose and if the relevant Acts of Parliament were amended to allow for such development to occur. I consider that such amendments should be made without delay.

I realise that in relation to specific matters mentioned above -

- . administration block
- . library
- . playing fields -

the committee has no power to act. These were given as examples only to support the contention that there is a shortage of funds for the Capital Works Program.

CLASSROOM DESIGN

There is no doubt in my mind that two teachers, compatible and committed to the concept of "open" education can do quite exciting things in terms of classroom organisation and learning experiences for their pupils in the so-called "open area classrooms". Two good heads are indeed better than one, individual differences amongst pupils can be catered for more adequately, rooms can be made to appear much more attractive through displays, interest and activity centres can be established, and so on.

However, problems do arise where teachers are literally "thrown together" because of transfer or resignation or sabbatical leave, etc., of any member of a team. Provision should be made for the large classroom space to be divided by a movable or concertina - type partition where this may be considered necessary. Some of the problems which occur because of staff movement during the year could thus be eliminated.

VACATIONS

Primary schools do not really work on a semester basis, even where half-yearly reporting to parents is practised. Terms at present are extremely uneven. For example, the School Calendar for 1978 shows the following:

Term 1	66 school days
Term 2	64 school days
Term 3	80 school days

Term 3 is far too long in primary schools which work fairly formally until the end of the second last week of school at least. Term 2 should be lengthened so that Terms 2 and 3 are as nearly equal as possible. Term 3 seems to drag on into the increasingly hot summer months quite remorselessly.

PARENTS & CITIZENS ASSOCIATIONS

The Education Act is too restrictive in terms of what P. & C. Associations are permitted to do. Consideration should be given to making these bodies corporate with all the privileges and responsibilities that that entails. They should also be permitted to examine and discuss matters pertaining to curricula and school policy.

In connection with the use of school facilities, a Board of Management consisting of the principal, elected members of staff and also members of the P. & C. Association should be established to formulate and implement policy in connection with the use of school facilities. This Board should be formally recognised and given official status : such Boards already exist unofficially in some schools but I

am not referring to them.

COUNTER-INFLUENCES IN SOCIETY

I make a reasoned plea that whatever might or might not be happening in schools today be viewed in the total social context. This is not an attempt to "pass the buck" but we must be realistic. I commenced teaching in 1951 and right up until I taught my last "Scholarship" class, I operated in a society vastly different from what it is today. Anybody who wants to turn back the clock in schools in terms of methods, curriculum, and standards must also face the impossible task of turning back the clock in society.

Some of the counter-influences which I see operating in society and making the task of schools much more difficult than in former years are as follows:

- (a) increasing mobility of the population: in 1977, this school enrolled 517 pupils for a nett gain of 210
- (b) separation of parents or family break-up: the trend to more and more one-parent homes is clearly evident: many children from such homes are emotionally disturbed
- (c) influence of advertising - spelling is not important (MUTRA-GRO, FREED, DUV, GORCHA, BRAVAGOWEECEED, SUPA-VALU, PRICE-RITE, PETER SHEARER WILL GEECHER, etc.)
- (d) the "cocker" image now projected by so many T.V. identities with the appalling speech and grammatical patterns that go with it
- (e) increased affluence and pleasure seeking; week ends are now difficult times for children who have homework set for them
- (f) resistance to authority figures; flagrant disregard for the law and for police officers are the most extreme examples of this attitude but teachers are no immune; control in classrooms becomes increasingly difficult

(c) the "good life" is projected through so many advertisements - cigarettes, both hard and soft drinks, confectionery, cars, clothes, holidays; where is the emphasis on hard work?

Most children now live in an audio-visual world. There are very few who do not have colour television in their homes and many own their own cassette radios. If we are genuinely concerned about standards in spelling, speech, grammar, attitudes to work, consideration for others, then in all fairness a Select Committee of Enquiry into Radio and Television should also be set up for I cannot see how the findings from this current enquiry into Education can be completely meaningful otherwise.

LITERACY AND NUMERACY

(a) Literacy

There is a deal of statistical evidence available to the Committee which I have no doubt it will examine in detail and I do not intend to repeat it here. However, I refer to the Education Department's own tests administered to Year Seven pupils in October each year, Year Five tests in Reading administered periodically by the Education Department, the A.C.E.R. Survey and Report, and so on.

* * * My own feelings, first, in regard to Reading, are as follows:

- (i) Oral Reading is generally not as good as it used to be in terms of expression, attention to punctuation marks, and phrasing. Without doubt, this is because it no longer receives the same time or emphasis that it used to.
- (ii) Comprehension of what is read, I feel, is better than it used to be. Children are reading a much greater variety of materials in schools across all subject disciplines and are taught a wide range of comprehension (or "reading for understanding") skills.

(iii) Use of library resources - fiction, non-fiction, reference - is vastly greater than it used to be. With the Library Development Grant system having been in operation now for a number of years, libraries are fairly well-stocked with a wide range of attractive books. This is a necessity if we are to compete with the audio-visual world outside where people can get most of the essential information without having to read much at all.

Many primary schools have quite inadequate physical library facilities in terms of space and furnishings. This is of very real concern to us in primary schools.

*** Second, in regard to Spelling:

(i) There is not such a tremendous emphasis on mastering a basic list of spelling as in the past. This is not to say that the official list, almost unchanged, since 1964, contained in the Language Arts Curriculum Guide does not receive attention. It does. Recently, I had occasion to take a Year Seven draft when their teacher was away. I gave them the following ten words from the official list. For those who have to teach Spelling, there would be an appreciation of the difficulty of these words - affectionate, bitumen, cautious, descend, experience, instrument, occasion, provisions, skilful, valuable. The class averaged 81 p.c., counting all children, even one who obtained only 1/10. For the ten words they had to learn or revise for homework the night before, the class obtained 91p.c.

(ii) There is more emphasis on phonics analysis, word structure, generalisations than in the past.

(iii) There is certainly more encouragement for children to use words more widely and use dictionaries and extended reference lists to help them enlarge their written vocabulary.

Third, in regard to Writing:

- (i) Handwriting as a mechanical skill is not as good in terms of copperplate reproduction as it was. Copy Books and "Exercises" are generally not used.
- (ii) Most of the writing I see throughout this school is, in my opinion, quite reasonable. It is certainly legible and does not give me cause for concern. Teachers emphasize neatness in presentation of work and the suggest of courtesy to the potential reader.
- (iii) Children's creative writing - stories, compositions, essays, plays, poems, etc. - is generally more original and imaginative than previously. They are not afraid to try new words, new forms.
- (iv) It is becoming an increasingly difficult problem to have them write in complete sentences but so much of what they hear on radio and T.V. is in non-sentence form. They cannot help but be influenced by what they may be listening to for as many hours in a week, in many cases, as they actually spend in school.

(v) Number

- (i) Children are not as fast in responding to Tables as they need to be.
- (ii) I gave that same Year Seven class I mentioned previously ten Tables that same day. They obtained 89% and the lowest mark was 7/10. Admittedly, I went more slowly than I would have in 1964.
- (iii) I regard Orignaire Rods as one valuable teaching aid in Mathematics. When supplemented by counters of all kinds, unifix cubes, M.C.M. blocks, educational games, etc., they should not be discarded when used by themselves as the only aid to the

teaching of Mathematics, limited concept development occurs.

- (iv) I agree that concept development, mastery of basic understandings, discovery methods, activity methods are all absolutely necessary. However, I feel that, when all these approaches have been tried, and some children are still having difficulty, then use of rote learning and practice examples according to a set procedure should be used in Tables and Basic Computations.
- (v) I feel that children are perhaps not as adept at doing a restricted list of basic computations as they once were but that they do know a lot more about Mathematics generally than in the past.
- (vi) I question the place of "Sets and Logic" in the primary program.
- (vii) It worries me that many High Schools have so little Arithmetic and Mensuration in their Year Eight courses and then wonder why students have partially lost knowledge and skills acquired in primary school. There must be reasonable continuity.
- (viii) I am not as quick, or as certain, in basic Arithmetic as I used to be because for some years now I have used a small calculator to do my "back work" for me. A tiler who did some work for me recently prepared his quote on site for me using a calculator. What business or profession does not use electronic devices extensively? Is there the necessity to endeavour to achieve past standards in basic Arithmetic?

REMEDIAL TEACHING

A politician uttered these words in State Parliament on 18 November 1976:

- 11 -

"But these days there is a proliferation of so-called remedial teachers. They are everywhere. We never saw them in my days at school. I would define a remedial reading teacher as one who teaches reading to students who did not learn reading from the teachers who were paid to teach them reading in the first place. It is easy to discern what is wrong in our schools. Remedial reading teachers indeed!"

- (7) There is currently one remedial teacher for the entire Beensleigh district, a total of twelve schools and 2700 pupils. She deals with just thirty pupils but has a waiting list of perhaps fifty, some of whom have been on the waiting list for up to eighteen months.
- (11) Ever since I have been teaching, there have been children in need of much more remedial help than the ordinary classroom teacher could give. I remember the first Inspector I ever had (1951) saying to me at Theodore, "Teach the front seat and the rest will grasp things alright." What a shocking philosophy! I couldn't teach the "front seat" much at all, I remember, and I could still name those five very poor achievers in Grade Four. There wasn't any enrichment for the "back seat" under these conditions, either.
- (11i) Today, we can identify more specifically why some children cannot master the symbolization of Reading and do something much more scientific and human about it. There is a need for more - not fewer - remedial teachers for these reasons, not because classroom teachers cannot teach the skills of Reading.

SOCIAL EDUCATION

The aims and objectives of the Primary Social Studies Syllabus are readily available to the Committee and need not be repeated here.

- (i) Facts still have a place but mere memorisation of great lists of facts would seem to serve little purpose.
- (ii) Concept development, generalisations, a wide range of skill development, attitudes all receive attention. I believe strongly that this is as it should be.
- (iii) Children should be taught to think intelligently about social issues, to weigh evidence and opinion on both sides, to come to personal decisions. Care should be exercised, however, that the issues raised are able to be handled responsibly by children of that age.
- (iv) I am the father of four children the youngest of whom is fifteen. I don't want teachers passing judgement on social issues but rather leaving them as open-ended once all the known data has been presented.

I see primary schools today as being much happier places, generally, than they were when I commenced teaching. Serious, bitter fights about the grounds are a rarity today. Classrooms are generally busy places with children more personally task-oriented, more prepared to work before school, at lunch time, and after school. The library is never empty. Groups of children work productively together. Hopefully, some of these visible improvements are the results of a different type of emphasis on social education in the primary school.

PROFESSIONALISM OF TEACHERS

In my opinion, no person is a "professional person" simply because he has completed a course of study, been awarded some form of qualification, and been registered as competent to practise. He must work constantly to earn the tag of "professional" every day of his working life. I could

set out my criteria, perhaps ten or so, but don't consider this necessary in the circumstances.

Many teachers are indeed real professionals and deserve to be treated as such. Some teachers, quite clearly, do not measure up to my criteria. Currently, on staff, I have a teacher whom I do not consider has the necessary skills or personality to be in charge of a group of children. He has been inspected by a panel of two inspectors, over two months ago now, who agree with me and have reported accordingly. He is still here as a "local relieving teacher". The machinery for dismissing unsuitable teachers should be examined most critically.

Principals and Inspectors should have every right to request to see teachers' preparation and to see them teach. The competent teacher has nothing to fear and everything to gain - recognition of effort, commendatory remarks. The poor or incompetent teacher may be helped more readily and rehabilitated, if this is possible. Inspectors today are very reasonable people who wish to help, to be constructive in their criticisms. (Out of humility, I can't talk about principals.)

I am not an authoritarian type of person but it worries me that some authority positions in education have definitely lost a great deal of real authority. The position of Inspector of Schools is one of these.

* * * *

CONCLUSION

I see primary teachers, in the main, striving very hard to maintain basic standards in literacy and numeracy and, at the same time, striving to make school an interesting and enjoyable place for children. They are without doubt attempting to satisfy a very wide range of objectives across all subject disciplines, a much wider range than in the past. Only thoroughly organized research would reveal how well they are actually succeeding.

They spend a lot of time relating with parents, not just at formal interview time, something that occurred very much less in past decades.

Time is required also for the more democratic modes of decision-making within schools - committee systems, co-operative evaluation, and the like.

An increasing number of teachers, two and three-year trained, is enrolling for up-grading or degree courses at C.A.E.'s and universities.

As for principals and other administrative team members, many of the remarks in the previous paragraph apply equally. The job is becoming much more demanding. With much school-based funding, plant and equipment control systems, accounting control systems, fairly constant curriculum changes and innovations, school-based in-service, it is increasingly difficult for principals in large schools (over 800) to effectively supervise the work done by teachers in the class-rooms. An administration officer (clerical) has long been evident as a felt need in such schools.

At the local school level, the great majority of parents appear satisfied with the school's efforts. This comes through again and again at P. & C. Meetings, at formal oral interviews between teachers and parents, and at informal contact level which many of us have through service and other clubs. Even when, some two years ago, we tried to provoke an animated discussion on the "basic standards debate" at an open meeting, well advertised, we were unable to do so.

THIS IS NOT TO IMPLY COMPLACENCY. We are not complacent and must not become complacent. We are concerned about our own efforts and about what we see as counter-influences in society. But we do not see a massive reversion to so-called traditional methods as being the simple solution.

.../15/41

to the problems of the late seventies.

Signed: *J. M. Cochran*
.....

John McLelland
COCHRAN

23 June 1978

TELEPHONE 40



P.O. BOX 69,
BLACKALL Q. 4723

FRYER
Mss.

81/2

STATE

SCHOOL

6th October, 1978.

The Chairman,
Select Committee on Education,
Parliament House,
BRISBANE. 4000.

Dear Sir,

Please find enclosed a submission to your
Committee from me, as Principal of the
Blackall State School.

Yours faithfully,

A. Anderson,
Principal.

SUBMISSION to SELECT COMMITTEE ON EDUCATION

I am Principal of the Blackall State School. This school has a Secondary Department. The problems I outline below are probably common to many schools which are as isolated as is Blackall.

Because of our isolation we find that there is little specialist help for children needing:

- (a) speech therapy
- (b) remedial help
- (c) inclusion in opportunity classes
- (d) checks of hearing and sight

I have been Principal of Blackall since January 1977 and with reference to the above I advise:

- (a) This school has had a visit for one week only, from a speech therapist. This visit was shared with the local convent.
- (b) Resource teachers visit the school on a very limited basis. (Roughly once per term).
- (c) The nearest opportunity school is in Charleville. Parents are reluctant to have a child in need of such education, boarding so far from home. (Approximately 320 kilometres).
- (d) No health services have visited the school during my term as Principal. The Bush Children have given help to (2) two children during the period of my being Principal here.

If the children of this area were living in more closely settled areas they would have access to the type of help listed above, but because their parents choose to work in this area, these children are deprived of what are other children's rights.

I do agree the complete solution is difficult but below is a suggestion which would greatly relieve the situation.

A special teacher could be appointed to each section of the school to handle small groups in a type of open area situation.

Primary

The teacher appointed would not be a normal class room teacher. The teacher would need to have some special training and have a love of such children as he/she would handle. The teacher would need to have an understanding of the children and an ability to complete programmes to suit such children.

The normal class room teacher may not have this expertise and possible would lack the patience and understanding to fully cope with the situation over a lengthy period.

The group to be handled would be no greater than 12.

The matter of placing children in such a group would be discussed with parents before such action was taken.

Benefits:

- (a) Such children could be happier than in normal class room situations.
- (b) Such children could progress better than in a normal class room.
- (c) Teachers of normal classes could devote more time to the average or better children and the system would benefit these children also.

Secondary.

A situation similar to the primary situation outlined above could be implemented.

The teacher would be required to handle a single group for about 20 of a 30 period week, with the students being fed into the normal class room situation for Religious Education, Art, Music, Electives, Manual Arts and Home Economics.

My submission is that the Select Committee consider the proposals above and recommend that in isolated areas of this State that funds be made available to implement such a programme.

A. Anderson

A SUBMISSION TO THE SELECT COMMITTEE OF INQUIRY INTO EDUCATION

BY

CERTAIN MEMBERS OF THE STAFF OF BOONAH STATE HIGH SCHOOL, BOONAH, QLD.

THE TERMS OF THE SUBMISSION.

1. The efficiency and adequacy of the present system of secondary education.
2. The adequacy of technical and further education to meet today's industry needs.
3. The decision-making processes in education and the role of the community in this area.
4. The adequacy of social science courses for secondary students.
5. The need for new courses, the ability of the education system to provide them and the administrative machinery for implementing them.
6. The introduction of an independent authority to investigate complaints by parents or community organizations concerning any aspect of education.
7. The adequacy of certain select areas.

THE DETAILS OF THE SUBMISSION.

1. The efficiency and adequacy of the present system of secondary education.

- 1.1. We believe that the function of the education system is to provide a means by which individuals may develop to their fullest potential physically, intellectually, emotionally, spiritually, and aesthetically in the process of becoming a more mature, autonomous responsible member of society.
- 1.2. As the present system lacks a clear statement of aims, this impairs its efficiency.
- 1.3. While the fundamental authority in a Westminster system resides in the Parliament, with the consent of the governed, a basic democratic premise is that power, and the concurrent responsibility, is shared throughout the system.
- 1.4. The recent inconsistency of direction, (the implementation then withdrawal of 'Man: a Course of Study' and assistance in the development then banning of the 'Social Education Materials Project') has led to disillusionment with the present system, as we believe that if aims (1.2) were clearly defined this would never have occurred and we would be able to work more efficiently.
- 1.5. We believe that the existing level of efficiency will be further eroded by staff shortages and cutbacks in expenditure.
- 1.6. We believe that the school should be accountable to its local community within broad guidelines laid down by bodies authorized by the Parliament.
- 1.7. We believe that the needs of emotionally, physically and mentally disturbed/handicapped children are not adequately catered for within the present system.
- 1.8. There is an inadequate number of specialist teachers, in particular music and resource teachers, and guidance counsellors.
- 1.9. We believe that the present healthy interest in innovation in education should not be stifled by Government opposition or intervention, or withdrawal of funds.
- 1.10. As students are remaining at school after year 10 for a variety of reasons in greater proportions, steps must be taken to accommodate the needs of these students who remain at school, for reasons other than to matriculate to university, or proceed to colleges of advanced education.

2. The adequacy of technical and further education to meet today's industry needs.

- 2.1. We believe that basic technical education courses should be available at all year levels of the secondary system, in all schools that wish to offer them.
- 2.2. Technical courses in the secondary system should not be regarded as job training for industry, but as catering for the technical interests of students.
- 2.3. Technical education should be provided within the existing structures and not in separate Technical High Schools.
- 2.4. There is not adequate vocational guidance provided by schools for those students who wish to enter industry and commerce.
- 2.5. We believe that the school should be more effectively utilized in the provision of further education courses.
- 2.6. The local community should have more ready access to the school and its resources in "out of school" hours, to pursue further education courses.

3. The decision-making processes in education and the role of the community in this area.

- 3.1. Since there are many valid inputs of knowledge, expertise, interest and involvement in education, the locus of power and authority in matters educational should not reside in merely one element of our society, but should be spread throughout the system.
- 3.2. We believe that the education system should be the product of valid contributions by Parliament and politicians, State Education departments and boards, tertiary institutions, churches, teacher organizations, employers and employer organizations, trade unions, parents and parent groups, schools, teachers, students, and any other individual or group that displays concern for education. Each has its own contribution to make, and must be granted some say in the educational decision-making process.
- 3.3. We believe that the school and its teachers, as professional people should have the responsibility for:
 - (i) selection of texts and resources,
 - (ii) selection of course content,
 - (iii) implementation of courses, and teaching technique,
 - (iv) assessment of our students,
 - (v) providing social and vocational education,within broad guidelines laid down by bodies, representative of society, authorized by the Parliament.
- 3.4. We believe that the veto power of Cabinet and its Ministers should be limited in educational matters to general policy areas, because of the potential for the application of undue influence by partisan politics and vocal pressure/minority groups.
- 3.5. We believe that trained educators, at all levels of the education system, should be given the relevant responsibility, power, and trust that is deserving of their profession.
- 3.6. We believe that consistency of decision-making is imperative.
- 3.7. We believe that the Senior Members of the State Education Department should be answerable directly to an Education Commission and not Cabinet.

4. The adequacy of social science courses for secondary students.

- 4.1. We believe that Social Education is a basic and integral part of secondary education and should be offered in the same way as other 'basic' subjects; English, Mathematics, and Science.
- 4.2. All students should study some social science course for a minimum of three years in the secondary system.
- 4.3. We believe that all students in the upper secondary school should recognize fully the implications of living in a pluralist society.
- 4.4. In a pluralist society, and one in which individuals are subjected to pressures and influence from a wide range of sources, education should prepare students for making choices about their values, relationships and their life-style.
- 4.5. Many of the present social science courses are the product of the Curriculum Branch, and the professional integrity of these professional educators must be maintained, and is respected.
- 4.6. We believe that social science material developed by Australian educators, in Australia, for Australian schools should be permitted to be trialled in all Australian schools.
- 4.7. A social science education curriculum should draw from as many of the social science disciplines as possible, (e.g. Anthropology, Sociology, Psychology, Economics, History, Philosophy, Economics, History, Geography), to give the curriculum as broad a perspective and as deep an understanding as possible.

5. The need for new courses, the ability of the education system to provide them and the administrative machinery for implementing them.

5.1. We believe that the Research Branch and the Curriculum Branch of the State Education Department are professionally competent to design, formulate, implement, and evaluate new courses.

5.2. We believe that the current processes for the introduction of new courses are conservative rather than radical:

- (i) new material for state wide use is researched, tested, and trialled, before being widely implemented,
- (ii) new courses are able to run in particular schools as options, or school subjects, depending on the needs of the community and the abilities/facilities of staff and school.

5.3. We believe that the school and its staff are best able to perceive if new courses are necessary, and, with the approval of its community and parents, should be able to call upon the expertise of the Curriculum and Research Branches for assistance with development, implementation and evaluation.

5.4. There should be a special allocation of funds for school based courses and schools should be encouraged to introduce new courses if the need arises.

6. The introduction of an independent authority to investigate complaints by parents or community organizations concerning any aspect of education.

6.1. We believe that the present position of Ombudsman provides a sufficiently competent and independent authority to undertake this task.

6.2. If he is unable to carry out this additional task under present legislation he should be given a wider brief, more resources, and the power to co-opt.

7. The adequacy of certain select areas

7.1. Funding: :

We believe that any further cutbacks in expenditure in the following areas will be detrimental to the adequacy and efficiency of the present system, and the morale of the teaching profession.

- (i) In - Service Programmes.
- (ii) The provision of Resource Teachers, other specialist teachers, and supportive services.
- (iii) Building Programmes. (We have Temporary Classrooms erected in 1965 at our school).

7.2. Disadvantaged Schools :

We believe that the criteria for 'disadvantaged' schools should be re - evaluated using contemporary, relevant data.

7.3. Vacation Periods: :

We believe that the present system of teaching within a Semester System but with holidays assigned on a Three Term Basis is highly incompatible and undesirable. If the Semester System is to operate adequately a more appropriate division would be:

- (i) Five weeks Christmas Vacation.
- (ii) Three weeks between semesters.
- (iii) One week each mid-semester.

7.4. Evaluation and Assessment:

We believe that evaluation and assessment should be primarily for educational purposes, and not as the sole predictor for further success or employment, though they may be valuable in these areas.

- 7.4. 1 We believe that if schools can continue to demonstrate, through inspection of course programmes, evaluation techniques, and standards of work, that they are professionally competent and responsible bodies, then they should be given a major part of the responsibility to assess and rank students in terms of their achievement, skills, and abilities.

- 7.4. 2 Therefore we do not believe in state wide public examinations for they:

- (i) emphasize knowledge retention and regurgitation at the expense of a genuine understanding,

7. The adequacy of certain select areas

- 7.4. 2 (ii) ignore the professionalism of the teacher, the vast difference in schools because of their social or geographic environment.
- (iii) do not protect the standards of scholarship,
- (iv) were used by employers and tertiary institutions as a major predictor for future success — when universities and colleges of advanced education themselves do not have common examinations, but have assessed their students internally and independently.
- 7.4. 3 We believe in the broad principles of the Radford Scheme but accept that certain modifications may be necessary.

We respectfully tender this submission for your consideration.

We are willing to appear before your committee.

Signed by: R. E. Mc Hugh, *R. E. Mc Hugh*
Ross Clark, *Ross Clark*
N. G. Florence, *N. G. Florence*
B. J. Davidson, *B. J. Davidson*
D. T. Balmano, *D. T. Balmano*
M. J. Eilola, *M. J. Eilola*
R. D. Jackson, *R. D. Jackson*
D. Emerson, *D. Emerson*
P. G. F. Murphy, *P. G. F. Murphy*
V. Nicholson, *V. Nicholson*
S. Davidson, *S. Davidson*
John Butler, *John Butler*
G. J. Roche, *G. J. Roche*
R. G. Ditchburn, *R. G. Ditchburn*
E. Pfingst, *E. Pfingst*
B. Jackson, *B. Jackson*
R. Nicholson, *R. Nicholson*
J. H. Wicks, *J. H. Wicks*
T. Galletly, *T. Galletly*
E. Mason, *E. Mason*
C. E. Herriott, *C. E. Herriott*
A. C. Bell, *A. C. Bell*
S. W. CARROLL, *S. W. Carroll*

This Paper is to be used by Teachers in corresponding with the Education Office. Secretaries of School Committees will also oblige by using it. A margin three inches wide must be left blank.

*Tea Letter
Circulate only*

✓ JL-942

FRYER
MSS.

81/19

(Date) 26 June, 1978.

(No. of School) 01/0859

(Name of Writer) Ian D. Terrey (Emp. No. 089938)

(State or Provisional)

State

School Caloundra

(Nearest Post Town) CALOUNDRA. 4551

(Subject matter of Letter) Stanley River Field Study Centre

(Reference Number of Previous Correspondence)

Sir,

We would like to present this submission to the Education Commission on the importance and value of the field study centres as operated by the Department of Education.

We are teachers at Caloundra State School and have taken numerous groups of grade six and seven children to the Stanley River Field Study Centre. These excursions have involved two days with overnight camping in the school grounds.

The activities which the children were involved in included two hikes, camping, camp fire activities, general study of the environment and astronomy. Whilst on the two trails the children have been able to observe the changes man has made to the environment, its benefits and disadvantages, the importance of our remaining forests and their impact on our native species, the food cycles of all living things and their interdependence on each other, learn to identify different species of birds, butterflies and plants and examine first hand the adaptations of living things to their environment.

Whilst on these trails the children have had the opportunity to write and sketch and learn to appreciate the quietness and noises of the countryside.

The children have also gained from the social experience of camping. They have had to learn to accept responsibility for tasks assigned to them, they have had to learn to co-operate with each other and contribute to a night entertainment program. During the night observations of planets and stars have been made with the aid of a telescope.

We have included with this submission a magazine produced by one class as a result of an excursion. The poems were written and collected on the trail and the remainder were completed at school. Apart from actual duplicating the work was entirely done by students. We have also included results of work related to science. The students also gained a greater appreciation of land use and its productive capacity which is closely related to the examination of natural resources and their utilization as found in the social studies syllabus.

.../2

In conclusion we present this submission in an attempt to show the benefits that can arise from this type of activity. Having seen the benefits of such a Field Study Centre, and being aware of the negative feeling some people have towards them, considering them a waste of time; we feel that were they to be discontinued or eroded in any way in future funding allocations, a great educational opportunity would be denied to the children of Queensland.

Yours faithfully,

Van Lier
04/00/08 MM B. Ed. St.
A.R. Tree
C. Howard

To the submissions of the class teachers I would like to add further observations of benefits accruing from the time spent by classes at the Field Study camp.

Excellent contributions have been displayed in follow-up work in the areas of Language Arts, Science, and Social Studies. Class magazines, that reveal deep interest shown by the children through the high standard of individual items, have been compiled. Improved social relationships between teacher and children are quite evident to me as an administrator and there is no doubt in my mind of the educational benefits that have been achieved by the camps.

A.R. Tree

A.R. Tree.
Deputy Principal.

A group which recently went to Stanley River is currently working on science projects, samples of which will be forwarded within the next fortnight to be considered as part of this submission.

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26. 6. 98

SUBMISSION TO PARLIAMENTARY ENQUIRY INTO EDUCATION

Multiple - Area Classrooms

Multiple area classrooms are the only sort now being built in Qld. and not all teachers, children, and parents are happy with the concept.

Theoretically forty per cent of the open space provided is designed for special purposes e.g. wet area with vinyl tiles for messy activities, store room, hat and bag racks. Sixty per cent is provided with easily movable furniture to be used for multi-purpose informal space. Unfortunately, because of the time and noise factors involved in shifting furniture, it tends to stay fixed and some of the flexibility of the open space room is lost. Some teachers like to establish certain areas:- quiet areas for reading and listening and other areas for science, mathematics, art, and research. In special work periods devoted to group activities, groups of six to ten pupils rotate around these areas working contractors or assignments in particular subjects.

3 Organization of the multiple area classroom is flexible and varies with each pair of teachers and with each individual teacher. Advantages of the best type of organization include the following:-

1. Variety of approach and personality differences of the teaching team widen the social experience of the children and their relationship with adults.
2. Each teacher has unlimited opportunity to learn from the strengths of the other.
3. Teachers with special talents in certain areas can take the lead and give direction to improve the learning situation for the whole group.
4. More can be done to cater for children with common problems in basic skill subjects. While one teacher takes charge of a large group of children who are achieving satisfactorily, the other can concentrate in helping the smaller group with their problems.
5. Each child in the large group is involved in more social interaction than the child in the normal self-contained class room. This should allow for more socializing influences acting upon each. Each should learn to share, to take turns, to be responsible for certain duties, to lead and to be led.

Now for the disadvantages which can easily outweigh the advantages and too often do.

1. The greatest difficulty is probably compatibility of the teaching team. There has to be compatibility of personalities, of educational philosophies, of methods of control, and of approach to moral issues. A harmonious, effective team is far more difficult to find than a similar marriage. There are teachers who cannot work with others and teachers with whom others cannot work. Many teachers, naturally enough, are people who wish to do things their way and herein lies the difficulty of working with another. Restrictions are placed upon behaviour with regard to preparation, organization, and discipline. Such restrictions easily lead to tensions that often build up to the point of explosion.
2. Teachers may acquire bad habits from the other partner: lethargy from the non-committed partner; teaching by turns instead of as a team; sarcastic and/or stormy methods of imposing discipline.

3. A dominant personality may completely over-ride a more submissive one whose talents may become repressed or dimmed by force of the former.
4. The large number of children - anywhere from 60 to 70 under the present staffing scale (often exceeds 70 in upper grades) - means that instead of the usual three or four children with behavioural problems in a smaller class there are six to eight children whose efforts to disrupt the work of the classroom often involve others who would not normally present a problem. Freedom of the multiple-area organization can lead easily to a situation of general unrest, chatter, and noise where little worthwhile work is being achieved. It is much harder to restore this to a work situation than with a smaller group in a self-contained classroom.
5. The amount of preparation that is needed for successful operation and organization of the classroom calls for a high sense of dedication. We are fortunate to have many teachers who devote hours of their spare time each day to the tremendous amount of preparation involved in catering for the wide interests and abilities of a large class. It would be naive of us to expect that all teachers have such dedication and energy.

From conversations with teachers in such classrooms and with administrative teams I doubt that even twenty-five percent of teachers like the situation or believe it provides a better educational outcome for the child. Many insecure children find only added insecurity among the numbers and groups operating. Most teachers would prefer an individual class room set up as generously as are the double teaching areas.

The simplest remedy would be to have effective movable partitions to divide the room into two units if so desired and provide a blackboard at each end. This would permit an even more flexible arrangement of complete separation of groups if required as well as the ability to open up as one unit.

Pupil to teacher rate should be no more than thirty pupils to one teacher to relieve pressure of numbers on both pupils and teachers.

Yours faithfully,

A. H. Lee

F. Mills

J. Storer

G. D. Addams

C. J. Howard

A. M. Stewart

I. J. Amey

L. R. R. R.

J. H. Roberts

A REPORT TO THE SELECT COMMITTEE ON EDUCATION

The Teaching Staff of the Church of England Grammar School (herein referred to as The Staff) has considered the matters being investigated by the Select Committee on Education in Queensland, and wish to submit opinions under the following headings listed in the terms of reference of the Committee.

- (a) the efficiency and adequacy of the present system of Secondary Education.

The Staff registered their views on the following statements:-

1. That the broad principles of the Radford Scheme for Secondary Education are adequate and should be retained:
Yes 58 No 13 Uncertain 1 No Reply 1 73
2. That the system of External Examinations used in Queensland prior to the introduction of the Radford Scheme be re-introduced:
Yes 12 No 52 Uncertain 1 No Reply 8 73
3. That both systems mentioned in (1) and (2) are inadequate and a new scheme should be developed:
Yes 5 No 42 Uncertain 6 No Reply 20 73

It is clear that 80% of the Staff wish to retain the "broad principles" of the Radford Scheme for Secondary Education in Queensland.

These principles are seen as being:

- (a) broadly based curriculum which allows Schools some scope to exercise professional judgement on the content of what is taught and the method of teaching it.
- (b) school-based assessment of a student's academic achievement.
- (c) the Moderation of school results to maintain standards and comparability of assessment between schools in the State.

A number of assumptions lie behind this vote in favour of the broad principles of the Radford Scheme.

These assumptions include the views -

- . that the educational needs of students in Queensland's Secondary Schools are being met more adequately under the present system than they would be under a system based on a curriculum geared to an external examination.

- . that external exams are not compatible with the spirit and practice of the school-based assessment of a student's academic achievements.

It is also important to say that whilst wishing to maintain the present approach to Secondary Education, there is a need to improve some of the strategies used to implement the scheme, and with this in mind the Staff expressed their views on a wide range of issues relating to the implementation of the Radford Scheme for Secondary Education. The results of this survey are supplied as an appendix to this report. The following comments represent the general trend of the Staff's thinking on the issues raised for comment.

CURRICULUM

There was sound support for the view that existing syllabus statements should be reviewed to list core topics and elective topics, and that such a review should, wherever appropriate, clearly describe specific skills to be taught.

The aims that the education system seeks to achieve are quite diverse but in relation to the current debate about the need to prepare students for entry into the world of work it is important to remember that Secondary education is mainly concerned with the development of an individual's academic, practical, social and personal knowledge, all of which may have some relevance to Tertiary and Vocational settings. The teaching of skills used in specific careers is properly the responsibility of post-Secondary institutions, such as Colleges of Technical and Further Education, C.A.E's and Universities.

ASSESSMENT

There was strong support for the retention of the school-based system of assessment and rejection of external exams as a means of assessing a student's academic achievements.

The majority of Staff positively supports the present rating system based on State-wide distribution, using the normal curve concept for the allocation of highest to lowest achievement, and rejects an alternative concept of competence as a means of assessing students' performance.

The Staff also soundly rejects any proposal to replace the 1 - 7 scale with a 1 - 5 scale.

MODERATION

Moderation meetings are essential for the operation of the Radford

Scheme. In practice these meetings often don't meet the expectations of those who attend them. Hence the inconclusive responses to the statement "that Moderation meetings are an effective means of monitoring school assessments and should be retained". It is clear that more attention needs to be given to the operation of these meetings to ensure that they do what they are intended to do.

Some points which may help to improve the effectiveness of Moderation meetings are:-

- (i) that they be used more widely as a means of providing information to teachers and schools on tests and teaching strategies.
- (ii) that more use be made of existing provisions, allowing State Moderators to give schools "check tests" to ensure that the syllabus is being taught adequately.

The Special School Assessment 100 point scale used in calculating a T.E. Score is not at present subject to Moderation, and a substantial number of the Staff consider that the Special School Assessment 100 point scale should be subject to Moderation.

TERTIARY ENTRANCE SCORE

Strong support was registered for the retention of the concept of a Tertiary Entrance Score and the present method used for its calculation. Notwithstanding the fact the S.S.A. used to calculate the T.E. Score is moderated for the School as a whole by A.S.A.T., there is no accountability for the S.S.A. for each subject awarded by the School, to the Board of Secondary School Studies, the student or the student's parents. Such a procedure can lead to abuses, real or imagined. Only when the Board of Secondary School Studies, the student and the student's parents are aware of the procedures used in assigning this score, will the possibility of one or more students being disadvantaged at the expense of others in the same school be removed.

This School considers that the above problem is a serious one in the present system.

The Staff's views were evenly divided about the inclusion of results of one School Subject in a student's aggregate score. However, this is an idea which is worthy of closer investigation. The whole matter of the Tertiary Entrance Score is confused in many people's minds, largely because of the complexity of its calculation. Hence, the large number of Staff selecting an "uncertain" response to the issues raised in this section.

There was strong support for the view that uniform procedures be

adopted by schools for the purpose of awarding the special school assessment used to calculate a student's aggregate score.

A continuing need exists for parents, students, employers and teachers to be educated regarding the method used to calculate a T.E. Score.

- (b) appropriate emphasis in Primary Education between basic Education and other activities:

At present there is considerable debate in the community and in schools about the level of competence demonstrated by Queensland students in the fields of Mathematics and English Language Skills (Reading, Comprehension, Vocabulary, Spelling and Writing). Over the past 10 years there has been little change in the number of students entering Grade 8 at C.E.G.S. who require the services of a Remedial Teacher to improve their basic English Skills. The number has been consistently about 20% of each year's intake.

It is difficult at the present time to make a factual statement regarding the overall state of literacy and numeracy of students entering Secondary Schools in Queensland. There is certainly a need to investigate the feasibility of establishing a systematic and continuing programme of research to gauge relative levels of competence in the basic educational skills of English language and Mathematics.

- (d) a review of the decision-making process in education and the role of the community in this area.

The Staff considered several propositions in relation to decision-making in the field of Education. In each case there was very strong support for the following statements:

That the Government in power at any particular time should consult with all parties involved in a dispute before making a decision on a specific issue concerning curriculum materials, teaching strategies or other matters relating to the function of schools and/or the teaching profession.

That the decision-making process which functioned in the cases of SEMP and MACOS was inadequate and hence the decisions themselves were unjustified and irresponsible.

That parents, students and community organisations should be encouraged to put forward their ideas on education to the appropriate authorities in State and Independent Schools, but the decision-making power should remain ultimately with those public and private authorities who are at present accountable for their actions.

- (e) adequacy of social science courses for primary and secondary students.

The Staff consider that courses such as Study of Society and Social Science as taught in this school, are legitimate fields of study for Secondary Schools. It is very important for students to understand the structure and operation of their own and other societies.

These courses aim at giving a broader understanding of societies by making use of the contributions of a range of subject disciplines. The courses need to be so structured that these contributions are coherent and effective.

Value judgements are implicit in all studies of a social nature, and are not limited to courses such as Study of Society or Social Science. The pre-service and In-service education of teachers of all studies of a social nature should therefore include adequate practice in the handling of values and controversial issues. Teachers and students need to appreciate the importance of value-systems to the operation of all societies and the stresses generated by social change.

In relation to the SEMP materials, the sections used at this School in Social Science, Geography and Economics have proved very useful. The Staff consider that the recent blanket criticisms and banning of these materials are unwarranted and that the bans on their use should be removed.

- (f) the need for new courses, the ability of the education system to provide them and the administrative machinery for implementing them.

Overall, the Staff did not consider that there was a great need to introduce more new courses into schools. However, a number of suggestions were made by members of Staff who have particular areas of interest which are not yet covered in the curriculum. Comments on these suggestions about new courses will be made later in this section of the report. In addition to these specific suggestions on new courses, several Staff members have made comments on this topic which are worthy of consideration.

- (a) While the needs of the academically able student are well catered for at present, this is not always the case for the less able student. New courses need to be developed for this group, especially since more of these students are wishing to stay on until Grades 11 and 12. This trend presents a number of problems in Secondary Schools, which, in the main, are not geared to cope with such students in Grades 11 and 12. It may not be difficult to develop new courses, but some thought needs to be given to the

present status of School Subjects and Board Subjects, and the possibility of including a School Subject in the calculation of a T.E. Score.

- (b) Consideration should be given to the development of full-time courses in Colleges of Technical and Further Education, such as the Pre-Vocational Trade Training Course.
- (c) Another view put forward was that the range of courses at present is adequate and more effort should be put into developing the resources and teaching strategies of the existing subjects, both "new" and "old".
- (d) There was sound support for the view that teacher training institutions should give more attention to teaching students "how to teach" both new and established subjects and that more funds be set aside for the development of curriculum materials for new courses.
- (e) It is also considered that the present administrative machinery for the introduction of new courses is adequate.

* NEW COURSES AND TOPICS FOR SECONDARY SCHOOLS

- Australian Heritage: This course could include topics on Literature, Arts, Architecture, International Relations and Great Australians.
- Computer Science: Due to the increasing use of computers, there is a case for a course intended to be an Introduction to Computers and Data Processing. Some clarification of the place of this field in relation to Mathematics and Accounting may also be required.
- Consumer Education: This course would develop students' awareness of impact of advertising, product quality control and the rights of purchasers.
- Health: Schools have a responsibility to support parents in promoting healthy patterns of living for children and adolescents. The criteria for the content of such a course would include the following areas of concern:-
- (a) Human relations and values awareness.
 - (b) Personal health and fitness.
 - (c) Care of teeth, eyes, ears and skin.
 - (d) Nutrition.
 - (e) The human body, growth and human sexuality.

- (f) Drug education (tobacco, alcohol, narcotics, etc.)
- (g) Consumer health and health quackery.
- (h) Safety and first aid.
- (i) Community and environmental health.

This is a field which has not been given the attention it deserves. Teachers need to be trained to teach health.

It is a legitimate subject in its own right and not a "topic for wet days" in the physical education programme.

For the past 3 years all students in Grades 8-10 at this School have taken a course on Health based on the abovementioned criteria. The response of students has been good and many parents have commented favourably about this development in the School's curriculum.

Modern History:

There is a need to develop additional units of Australian History in the existing subject of Modern History.

Outdoor Courses:

A course to develop awareness of nature, need for conservation, bush-craft and self confidence.

Religious Studies:

A re-appraisal of Religious Education to encourage greater appreciation of the spiritual side of man's nature; also greater emphasis on moral education both personal and in relation to society as a whole.

- (g) the introduction of an independent authority to investigate complaints by parents or community organisations concerning any aspect of education.

Strong support was given to the proposal that a committee should be formed to investigate complaints by parents or community organisations concerning any aspect of education and that this committee's charter simply be to obtain in an orderly way the viewpoints of the parties involved in the complaint.

The decision as to what action should be taken on such complaints or issues investigated by the committee should remain the province of the relevant Board, employing authority, Government Department and/or Parliament.

QUESTIONNAIRE TO FORM THE BASIS OF

A REPORT TO THE SELECT COMMITTEE ON EDUCATION IN QUEENSLAND

The Staff met recently to consider matters being investigated by the Select Committee on Education in Queensland.

With reference to the efficiency and adequacy of the present system of Secondary Education, the Staff of C.E.G.S. registered their views on the following statements.

- I. That the broad principles of the Radford Scheme for Secondary Education are adequate and should be retained:

Yes	58	No	13	Uncertain	1	No Reply	1	73
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- II. That the system of External Exams used in Queensland prior to the introduction of the Radford Scheme be re-introduced:

Yes	12	No	52	Uncertain	1	No Reply	8	73
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- III. That both systems mentioned in I and II are inadequate and a new scheme should be developed:

Yes	5	No	42	Uncertain	6	No Reply	20	73
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It is clear that 80% of the Staff wish to retain the "broad" principles of the Radford Scheme for Secondary Education in Queensland.

A number of assumptions lie behind this judgement.

The broad principles of the Radford Scheme are seen as being:

- (a) Broadly based curriculum which allows teachers some scope to exercise professional judgement on the content of what is taught and the method of teaching.
- (b) School based assessment of a students' academic achievement.
- (c) The Moderation of School results to maintain standards and comparability of assessment between schools in the State.

Other assumptions which are implied by this vote include the view that the educational needs of students in Queensland schools are being met more adequately under the present system than by a system based on fixed curriculum geared to an external examination and that external exams are not compatible with the spirit and practice of the school based assessment of a student's academic achievements.

It is also important to state that whilst wishing to maintain the present approach to Secondary Education there is a need to improve some of the strategies for its implementation and with this in mind the opinion of the Staff is sought on the following issues:

CURRICULUM

(i) That existing syllabus be reviewed to clearly list core topics and elective topics:

Yes	34	No	17	Uncertain	5	56
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(ii) That where appropriate, specific skills to be taught in a subject be clearly described:

Yes	49	No	6	Uncertain	1	56
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(iii) That existing syllabuses are too prescriptive:

Yes	3	No	44	Uncertain	9	56
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(iv) That the present arrangements for stating the content of subjects in the curriculum are adequate and should be retained:

Yes	24	No	19	Uncertain	12	No Reply	1	56
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(v) That the main aim of Secondary Education is preparation for entry into Tertiary Institutions:

Yes	9	No	46	Uncertain	1	56
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(vi) That the main aim of Secondary Education is the development of skills that have vocational application:

Yes	17	No	35	Uncertain	4	56
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(vii) That the main aim of Secondary Education is the development of an individual's academic, practical, social and personal knowledge which may have some relevance to Tertiary and vocational settings:

Yes	50	No	3	Uncertain	3	56
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ASSESSMENT

I That the School based system of assessment should be retained :

Yes	44	No	9	Uncertain	3	56
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II That external exams used for the purpose of assessing an individual student's achievement are incompatible with the concept of School based assessment:

Yes	36	No	14	Uncertain	6	56
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ASSESSMENT (continued)

III That the present rating system (1 - 7 scale) based on State-wide distribution using the normal curve concept for the allocation of highest and lowest achievement be retained:

Yes	29	No 15	Uncertain 12	56
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IV That a rating system be based on the concept of demonstrated skill in a specific subject (competency) be introduced:

Yes	13	No 28	Uncertain 15	56
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V That the 1 - 7 scale be replaced by 1 - 5 scale:

Yes	5	No 45	Uncertain 6	56
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MODERATION

(i) That Moderation meetings are an effective means of monitoring School assessments and should be retained:

Yes	20	No 16	Uncertain 20	56
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(ii) That Moderation meetings be used more widely as a means of providing information to teachers and schools on tests and teaching strategies:

Yes	43	No 6	Uncertain 7	56
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(iii) That more use be made of existing provisions allowing State Moderators to give schools "check tests" in specific subjects to ensure that the syllabus is being taught adequately:

Yes	37	No 12	Uncertain 7	56
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(iv) That the student's marks (Special School Assessment 100 point scale) used in calculating a T.E Score should be subject to moderation:

Yes	25	No 13	Uncertain 18	56
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TERTIARY ENTRANCE SCORE

I That the present concept of a Tertiary Entrance Score be retained:

Yes	37	No 4	Uncertain 15	56
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TERTIARY ENTRANCE SCORE (continued)

II	That results in one school subject be eligible for inclusion in the calculation of a T.E. Score:			
	Yes	14	No 16	Uncertain 26 56
III	That the present method of calculating a T.E. Score be retained whether or not school subjects are included in the aggregate score:			
	Yes	22	No 6	Uncertain 28 56
IV	That uniform procedures be adopted by schools for the purpose of awarding the raw scores used to calculate a student's aggregate score:			
	Yes	41	No 5	Uncertain 10 56
V	That parents, students, employers and teachers need continuing education regarding the calculation of a T.E. score:			
	Yes	54	No 1	Uncertain 1 56

(b) Appropriate emphasis in Primary Education between basic education and other activities:

(i) That there has been little change over the past 10 years in the basic English language skills (Reading; Comprehension; Spelling; Writing) of students entering Grade 8:

Yes	16	No	19	Uncertain	21	56
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(ii) That there has been little change over the past 10 years in the Maths skills of students entering Grade 8:

Yes	15	No	17	Uncertain	23	No Reply 1	56
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(iii) That no factual statement can be made about current levels of basic skills in English language or Mathematics at this time:

Yes	18	No	20	Uncertain	18	56
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(iv) That a systematic programme of research be set up to gauge relative levels of competency in the basic educational skills of English language and Mathematics:

Yes	44	No	4	Uncertain	8	56
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(d) A review of the decision-making process in Education and the role of the community in this area:

I	That the Government in power at any particular time should consult with all parties involved in a dispute before making a decision on a specific issue concerning curriculum materials, teaching strategies or other matters relating to the function of schools and the teaching profession.						
	Yes	54	No	-	Uncertain	2	56
II	That the decision-making process in relation to SEMP and MACOS was unjustified and irresponsible:						
	Yes	48	No	3	Uncertain	5	56
III	That parents be encouraged to submit their ideas on Education to appropriate authorities in State and Independent schools:						
	Yes	49	No	5	Uncertain	2	56
IV	That students be encouraged to submit their ideas on Education to appropriate authorities in State and Independent schools:						
	Yes	43	No	9	Uncertain	4	56
V	That community organisations be encouraged to submit their ideas on Education to appropriate authorities in State and Independent schools:						
	Yes	48	No	5	Uncertain	3	56
VI	That whilst ideas on Education from parents, students and community organisations are encouraged, the decision-making process should remain with those public and private authorities who are at present accountable for their actions:						
	Yes	55	No	-	Uncertain	1	56

- (e) The need for new courses, the ability of the education system to provide them, and the administrative machinery for implementing them.

NEW COURSES

- (i) That there is a need for new courses in Secondary Schools:

Yes	15	No	13	Uncertain	28	56
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If your answer is Yes, please state briefly what course and the basis of the need for its introduction.

ABILITY OF THE EDUCATION SYSTEM TO PROVIDE THEM

- (ii) That adequate funds be specifically set aside for the development of new courses:

Yes	24	No	8	Uncertain	22	No Reply	2	56
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- (iii) That teacher training institutions should give more attention to the training of teachers for new courses introduced into schools:

Yes	31	No	7	Uncertain	16	No Reply	2	56
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ADMINISTRATION

- (iv) That the present administrative machinery for the introduction of new courses is adequate:

Yes	24	No	4	Uncertain	27	No Reply	1	56
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If your answer is No, please state why.

(g) The introduction of an independent authority to investigate complaints by parents or community organisations concerning any aspect of education.

(i) That a committee be formed to investigate complaints by parents or community organisations concerning any aspect of education:

Yes	39	No	8	Uncertain	7	No Reply	2	56
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(ii) That the activities of such a committee be regarded as a means of obtaining in an orderly way the view points of the parties involved:

Yes	42	No	5	Uncertain	6	No Reply	3	56
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(iii) That the decision-making process on specific issues investigated by the committee remain the province of the relevant Board, employing authorities, Government Department and/or Parliament.

Yes	40	No	8	Uncertain	5	No Reply	3	56
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If there is any other matter upon which you wish to comment, please do so in the space provided.

A SUBMISSION TO
THE SELECT COMMITTEE ON EDUCATION
PARLIAMENT HOUSE
BRISBANE.

BY
THE TEACHING STAFF OF CLAYFIELD COLLEGE
SANDGATE ROAD
CLAYFIELD.

SUMMARY

A review of points of discontent with the present system of primary and secondary education is presented.

A number of recommendations are made.

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INTRODUCTION

Clayfield College seeks to prepare each individual student so that she may live a well adjusted life and make a meaningful personal contribution to society.

The following is a composite submission by the Teaching Staff of the College. It raises specific questions relative to our individual and corporate experience in both primary and secondary education.

I. Rationalization of School Holidays for the Semester System.

This first point applies to both primary and secondary schools. The current arrangement of holidays does not result in efficient organization of the school year.

II. Two Areas of Concern in the Primary School.

Social maturity is important and we feel that life-long adverse repercussions can result if it is not ensured in year one.

Both the beginning and the end of primary school are important transitions. More liaison is required of teachers on both sides of these transitions.

III. Tertiary Entrance Selection.

All students who are sufficiently gifted must be allowed to continue at tertiary institutions.

IV. Alternative Approaches to the Teaching of Less-able and More-gifted Students.

Being less-able, the majority of students will not attend tertiary institutions. They should be helped in later life by their secondary education. Equally the more-gifted should be challenged and enriched by their secondary education.

V. Sundry Considerations.

Some points unrelated to the above issues are mentioned. Following the detailed discussion of these topics some recommendations are presented in Section VI.

I. Rationalization of School Holidays for the Semester System.

We feel that both students and staff in all schools would benefit from a three-week vacation between semester one and semester two. Further, we suggest each semester be divided by a one-week mid-semester vacation.

The summer vacation could remain unchanged.

II. Two Areas of Concern in the Primary School.

(a) The Age of Entry to Year 1.

The law presently allows Queensland children to enter Year 1 if they have their 5th birthday before the end of February in the year of enrolling.

We have found that children turning five during January and February of the year they start Year 1, are able to cope academically, but in the majority of cases are not socially mature enough to cope with formal learning situations. Consequently we feel that a child should be five years old before 31st December of the year prior to commencing Year 1.

In other states of Australia children are allowed to begin at school earlier than this. However, comparison of syllabi of Queensland schools in Year 1 with those of other states, shows that Queensland requires greater maturity in this first year of school.

(b) Teacher Liaison at Transition Periods.

There are two transition periods for primary school children.

- (i) Preschool - Primary
- (ii) Primary - Secondary.

We feel that there is an urgent need for more liaison between teachers at these two transitions.

The need is especially serious at the Year 7 - Year 8 transition. More interaction is required between the teachers of these two grades, such as periods of exchange teaching where Year 8 teachers teach Year 7 and vice versa.

Our Year 7 teachers presently feel for example that Year 8 English does not extend the children, except perhaps for a few slower learners.

III. Tertiary Entrance Selection.

The main point of contention is the method of selecting the tertiary students. There are three methods that have been used in Queensland in recent times. A fourth suggestion is also presented.

(a) External Exam.

By far the simplest method of selection for tertiary entrance is by tertiary institutions appointing examiners to set and mark examinations in all subjects required by them as prerequisites for further study. The examiners would also have to nominate syllabi as the bases of the exams.

Criticism of External Exams.

This system was replaced largely because of unpopular and unreal assessment practices by some tertiary examiners.

These practices and the teaching techniques they engendered made little allowance for the complexity and variety of the students involved.

It was felt that the external exam gave too much influence to the tertiary institutions in determining syllabus content and examination policy.

Conclusion.

No member of the teaching staff of Clayfield College is in favour of a return to the system where an external exam is the sole criterion of selection for tertiary entrance.

(b) The Radford Scheme.

It will be assumed that the readers of this submission are familiar with the Radford Scheme.

Criticism of the Radford Scheme.

(i) Excessive administrative paper work.

The paper work and time involved in administration of the Radford Scheme does not appear to be commensurate with the use to which these results are put.

In addition the moderated marks are not necessarily used directly for tertiary entrance selection, but only for the Board of Secondary School Studies certificate.

(ii) Excessive pressure on the students.

Students relax very little during the full two-year period of the senior school. Thus the system has become much more demanding on students than an external exam.

(iii) Elimination of moderation of first semester, year eleven.

The transition from junior secondary school to senior secondary school is difficult for many students. A number of students take one complete semester to decide on their final choice of subjects. These students may be penalized with bad marks due to a faulty decision during the first semester. Therefore we feel that semester one should be unmoderated, unrecorded on Board of Secondary School Studies certificates and unused in tertiary entrance scores.

(iv) More valuable use of moderation time.

Moderation meetings would be more valuable than they are at present if they were used to promote the exchange of ideas, methods and teaching approaches by teachers.

(v) Earlier Moderation meetings.

To allow for preparation of course material for semester one, and for revision of teaching plans, the moderation meeting now held in February should be held in November/December.

(c) A Compromise System.

Just prior to the introduction of the Radford Scheme in Queensland, a new system was being trialled in some subject areas. This system amounts to a compromise between internal assessment and an external exam, where each contributes 50% towards the Tertiary Entrance Score. Only when these two components differed from each other was moderation of the internal assessment undertaken. This procedure is more comprehensive than the Radford Scheme and in the estimation of many teachers would overcome a number of the major criticisms of it.

(d) A Fourth Suggestion.

The time spent at secondary school up to Year 12 should not be included as a basis of selection for tertiary entrance. This time should be spent educating students towards more practical and functional objectives than the present highly academic objectives.

At the completion of Year 12 all students who wish to pursue tertiary studies should be admitted to matriculation colleges or classes where the selection will be

based on a one-year assessment of courses and syllabi required by the tertiary institutions.

(e) Tertiary Entrance selection to be Determined on Criteria more complex than Academic Excellence.

It is not felt that academic standards are here in question, but rather the personal standards and attitudes of the individual student.

Likewise it is not proposed to deny the fundamental rights of individuals to be educated to the highest level of which they are capable.

The purpose is to guard jealously the privilege of entry to, and the traditions of, the professions, and to base such entry on more complex criteria than academic excellence alone. These more complex aspects can be appraised only by prolonged personal interaction between senior members of the profession and the prospective entrants. For example one can question that the sole prerequisite for entry to the Medical profession should be achieving a high tertiary entrance score.

We conclude:

- (i) A personal interview by panels of senior members of the profession should be mandatory for all prospective students of the professions.
- (ii) A three-month probationary period should be served by the students, before final acceptance as students of the professions.

(f) Summary of Attitudes to Tertiary Entrance Selection.

We are not in favour of an external exam being the sole criteria for tertiary entrance selection.

We are about equally divided on how tertiary entrance selection should be judged during years 11 and 12. Half favour retention of the Radford Scheme and half favour a compromise system of 50% contribution from an internal assessment and 50% contribution from an external exam, moderation to occur only when differences are apparent.

Many of us feel that secondary school is not the place where tertiary entrance selection should be made. We feel that all secondary school graduates should be given entrance to matriculation colleges or classes after Year 12 if they want to pursue tertiary studies, the selection for such study to be made during this matriculation year.

Some of us feel that entry to the professions should be based on more complex criteria than academic excellence alone.

We do not wish to suggest that complexity is inherently good. Any satisfactory system will necessarily be complex; we should choose the simplest of these.

IV. Alternative Approaches to the Teaching of Less-able and More-gifted Students.

Both extremes of ability in students must be specially considered. The post-sputnik era has perhaps seen the more able students treated well, especially in science and mathematics. The gifted students must always be well nurtured and this should be an area for special consideration.

Less-able students are in the majority in most secondary schools. They have to be given specific consideration to ensure that their education is purposeful and satisfying.

To meet special needs, ways in which the present syllabi and assessment methods could be modified are now suggested.

(a) Two Possible Methods of Altering Syllabi:

Of the alternatives given below, some subjects may be best served by the first, others by the second.

(i) Two syllabi for each subject.

A good many teachers feel that all academic subjects should be given in two streams with different syllabi.

1. - Academic stream with syllabus as for most subjects at the present time.
2. - A more practical stream leading in directions other than tertiary studies. eg. Social Mathematics does this now in the field of mathematics.

Of course there are reservations about dividing schools into groups based on ability. Too many social divisions already exist in our society.

(ii) A single Compromise Syllabus.

There is a move in progress in Chemistry, for example, to alter the syllabus so that many advanced ideas which are still controversial, are discarded in favour of more basic facts of proven work. This move was instigated by the Australian Academy of Sciences.

The basic material introduced could be made very attractive by including practical projects for which

the academic syllabus at present provides no time. In Chemistry the class could make a furnace to produce metals from ores. In Physics the class could grind lenses or mirrors or assemble micro-computers.

The very advanced "ideas" would be postponed till tertiary studies. Secondary studies would be more realistic and meaningful.

(b) Assessment Practice to be Broader.

Present assessment methods rarely give attention to the potential and creativity of a practical exercise undertaken by an individual in that only the final result is considered. If the outcome is not immediately successful the student is given bad marks, and there is no time for further experimentation. Students are losing initiative and the spirit of creativity when it is only a successful outcome that gives good marks.

We suggest that more awareness of creative potential be included in assessment practice so that new developments will be encouraged.

(c) New Curricula and Resources to be Developed.

For any new syllabus to be successful the curriculum materials and equipment must be available at reasonable cost, and teachers trained to use them. Otherwise, new syllabi will be unworkable. An example of this situation already exists in the English syllabus where film-making has been included. However as there are very few trained teachers and the equipment required is very expensive, few schools have been able to include film-making in their English studies.

V. Sundry Considerations.

These items are unrelated to the preceding issues, but certainly bear mention in this submission.

(a) Basis of Order of Merit.

Much of the effort and corresponding results of moderation is not of necessity applied to tertiary entrance score because the moderated marks may be adjusted by class teachers making allowance for disadvantaged students in the order of merit list. However it may be a distinct advantage for the system to have this flexibility built into it. Human complexity demands some flexibility.

(b) Unsatisfactory Examination Procedures.

Some schools have the practice of not returning marked exam papers to students for discussion. We feel that this practice should not be allowed to continue. It is important that students see how marks were awarded, where their errors were and consequently learn from their experiences.

(c) Literacy a Desirable Prerequisite for Secondary School Education.

Every effort should be made through remedial teaching in primary school to have all children literate by the time they reach secondary school.

VI. Recommendations

(I) School holidays should be rationalized by introducing a three-week vacation between semester one and semester two. Two mid-semester vacations of one week should also be introduced.

(II) (a) Children should have had their 5th birthday in the year preceding entry into Year 1.

(b) Interaction should be promoted between Year 7 teachers and Year 8 teachers to smooth the transition from primary to secondary school.

(III) Tertiary Entrance Selection

This area is controversial, but some general points of consensus are as follows:

(a) The period of assessment for tertiary entrance selection should be shortened.

(b) There should be no restriction on students entering the tertiary selection years.

(c) High schools should serve to extend the education of the whole population in a wide variety of ways and not be designed solely as a means of selection for tertiary entrance.

(d) To aid in assessment of areas other than purely academic ones, the high schools should keep detailed records (to be available for public scrutiny) of all phases of activity and achievement within the school eg. Breadth of studies and practical accomplishments.

- (e) Tertiary entrance should be judged on more complex criteria than academic excellence alone. A school recommendation should be necessary.

(IV) Alternative Approaches to the Teaching of Less-able and More-gifted Students.

Some points of consensus were:

- (a) Separate Syllabi, curricula and resources should be specially tailored to both less-able and to more-gifted students.
- (b) Assessment practices should be broadened to encourage creativity in students.

(V) Sundry Considerations.

- (a) The practice of not returning marked student exam papers to the students for discussion should be discontinued.
- (b) Every effort should be made through remedial teaching in primary school to have all children literate by the time they reach secondary school.

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Rem 15/8/78

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On the ABC news 19/5/78, Lyal Schutner, Q.T.U. president said that an estimated 16,000 Queensland school children in need of remedial help were not receiving it, either because they were not identified, or because facilities were not available.

Mr. Van Davies, Australia Teachers Federal president echoed Schutner's views on A.M., when commenting on the Schools Commission Report by saying:

"87% of migrant, non metropolitan children who are in need of assistance to overcome a linguistic difficulty, receive no help from their schools".

He went on to say:

"49% of children who need remedial help at present receive none".

In view of the large numbers quoted, some action should be taken to alleviate this problem. I propose that guidance and remedial personnel be placed on permanent staff in every high school or secondary department in the state.

In many cases the need for such people will not be full time, but surely students in all centres in Queensland are entitled to the same standards of remedial help. To accomodate schools where this problem occurs, G.P. in small high schools could work part time as G.P. and for the remainder of the time work in their particular field of teaching. (e.g. Geography or Science)

pw Andrew

CLEERMONT STATE SCHOOL

It should become Departmental Policy for moderators to visit Remote Area schools at least once every three years to plan years 8,9, and 10 work. Moderation meeting and subject area meetings should be rotated throughout the schools of the entire area, instead of always being held at the same centre.

per
D. Andrew

CLERMONT STATE SCHOOL

When staffing Primary Schools, the Department of Education should give attention to individual grade sizes rather than school averages, especially in view of the huge surplus of teachers.

per

O. Andrews.

CLERMONT STATE SCHOOL

That infant and primary teachers be given time for preparation and correction periods similar to the system operating for Secondary teachers.

per
O. Anderson

CLERMONT STATE SCHOOL

Primary School Principals appointed to a Secondary Department should undergo an inservice programme to familiarise themselves with moderation, subject requirements, timetabling, and other problems associated with Secondary Schools.

pu
D Andrews

CLERMONT STATE SCHOOL

As Secondary Departments have no subject masters, they should be affiliated with a large Secondary School, which would be responsible for supplying workbooks, moderation guidelines and samples of examinations.

for

D. Andrew

CLERMONT STATE SCHOOL

At present, beginning teachers on appointment to Secondary Departments find themselves in sole charge of specific subject areas and are required to plan workbooks, moderation forms, and examinations without prior training. Such teachers should undergo compulsory in-service training prior to taking up these appointments. This in-service training should involve specific attention to planning work programmes and assessment in the subject areas of the beginning teacher.

for
D. Andrews

CLERMONT STATE SCHOOL

That the Education Department consider stating in the Maths and Language Arts Curriculum what stage is relevant for a particular grade as is illustrated in the Social Studies Curriculum. This would assist inexperienced teachers to know approximately what standard the average level of her/his grade should be attaining. Consideration given to individual differences in the grade could be stressed so that the standard for a grade is only a guide. This seems necessary for:

- (1) teachers who are first year teaching
- (2) teachers who are on a staff with many other young teachers
- (3) teachers who receive no guide from Senior teachers
- (4) teachers in isolated areas
- (5) teachers who have the only draft of their grade.

pm

W. Dodson

CLERMONT STATE SCHOOL

First year High School teachers should have a maximum of three preparation areas to teach.

for
Andrew

CLERMONT STATE SCHOOL

I wish to make a submission requesting that additional teachers be employed for primary, infant and special education in schools, in an effort to lower class sizes. Teachers at present are too often compelled to consider the demands of the whole class, and have little time to devote to the highly talented or the slow-learning child.

If additional assistance is provided and class size reduced, the teachers will be able to have more time for a number of things:-

- (1) individual assistance for those with special problems.
- (2) planning courses of work based on varying needs of pupils.
- (3) talking to parents about children's progress or problems.
- (4) sharing special skills e.g. in music, or art or drama among several classes.

As the primary groundwork is crucial for secondary schooling the provision for extra assistance and individual assistance for students should ensure a firm foundation.

/m
D. Andrews

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CLONCURRY STATE PRIMARY SCHOOL
AND SECONDARY DEPARTMENT.

SUBMISSION.

Presented to Queensland State Government Parliamentary Select Committee on Education - 26th September, 1978.

This submission is presented on behalf of the Cloncurry State School, herein referred to as "this school".
Wherever the words "this school" occurs in this submission they should be taken as referring to the buildings, the equipment, the students, the teachers, the ancillary staff, the parents, parent organizations, the community that together form an entity known as the Cloncurry State School.
Although this submission expresses our concern for the education of the children of Cloncurry, it can also be taken as being concerned with the education of children of other remote areas.

1. Pre-School Education.

- 1.1 Education, buildings, equipment, staffing and assistance similar to that now being provided should continue to be provided for our children.
A Speech Therapist, Guidance Officers and Health Officers should be in regular attendance.

2. Primary Education.

- 2.1 It should be a particular concern of this school to ensure literacy and numeracy of our children.
- 2.2 Means should be available for teachers and parents to evaluate and compare the level of achievement of each child.
- 2.3 Learning difficulties should be detected at an early stage and appropriate action taken.
 - 2.3.1 This school should have among its teachers, a teacher specifically trained in the teaching of slow learners.
 - 2.3.2 It should be the responsibility of this teacher to devise learning and instructional programmes for any slow learner within this school, to supervise individual learning programmes for any slow learner and to assist class teachers in the development of programmes and strategies that will reduce the occurrence of learning difficulties
- 2.4 This school should decide the content of all programmes it adopts, the resources and teaching techniques used by its teachers and the evaluation and assessment of its programmes.
- 2.5 In arriving at these decisions this school should have the support of teachers, parents, students, parent groups, community organizations, State Education Department, teacher organizations, support personnel.

- 2.6 To help it arrive at these decisions this school should be provided with broad guidelines laid down by the Minister of Education, broad outlines of syllabii and curricula prepared by the Department of Education.
- 2.7 This school should develop sequential programmes uniquely suited to its environment and its students, that will provide class teachers with guidelines for appropriate content, resources, strategies, processes and evaluation.
These sequential programmes should cater for our children's education from Pre-School to Year 12.

3. Secondary Education.

- 3.1 This school should provide for our Secondary students, alternate courses that provide them with a choice between academic, commercial, home economics, industrial subjects.
- 3.2 There are, in our community, many students who cannot succeed at the Academic Courses now being provided for students beyond Year 10. This school should provide for students who elect to stay on beyond Year 10, alternate courses.
- 3.3 Alternate courses should be provided that have, as their prime aim, the enhancement of our student's job opportunities. There is a need for industrial courses and commercial courses extending beyond Year 10.

4. Equating Educational Opportunities.

- 4.1 There are a number of factors, e.g., remoteness, harsh environment, the climate, limited access to other communities, the socio-economic level, which contribute towards the inequality of educational opportunity that our students endure.
Measures that are specifically designed to reduce this inequality of educational opportunity should be implemented.
- 4.2 We would like to list some measures that could be taken that would reduce the inequality of educational opportunity that does exist:

Buildings, Grounds and Equipment:-

- 4.2.1 This school should have adequate playing areas and sports grounds, as well as areas for lawns and gardens.
The classrooms should be adequate to meet the needs of all classes. The rooms screened, lighted and airconditioned and the floors carpeted, repaired and painted as required.
All necessary equipment should be supplied and maintained by the Education Department.
A Library should be provided to meet the needs of the school.

4.2.2 Staffing

This school should be staffed on a more liberal scale than the State average. Endeavours should be made to ensure that a higher proportion of our teachers are experienced and competent.

The teachers of this school should have the assistance of visiting specialists, Advisory Teachers, Inspectors, Guidance Officers and Health Officers on a regular basis.

Specialist teachers of Slow Learners, Music, Physical Education, Speech and Art should form a normal part of the staff of this school.

Our Teachers should be encouraged to implement learning programmes uniquely suited to our children.

4.3 Health.

4.3.1 *Dental services similar to those provided in the majority of Queensland Schools should be provided at this school.*

4.3.2 *Health service's should similarly be provided with regular visits from qualified nurses.*

4.3.3 *Much more attention should be given to the matter of children's lunches. In this area of the State, children must depend very heavily on Tuckshop facilities as cut lunches brought from home dry out so much on a day of normal temperatures as to be unpalatable. Government assistance should be provided in the form of a paid Tuckshop Convenor who would be responsible for ordering food of highly nutritional value, organizing voluntary assistance and preparing lunches.*

5. Teachers.

5.1 *It is of particular concern to all involved with this school that there are few experienced teachers appointed to this school. Steps should be taken to overcome this problem, a more realistic cost of Living Allowance should be paid to teachers at this school. It seems unjust to us for example, that teachers in Cloncurry receive a lower cost of Living Allowance than do teachers in Mount Isa where living costs are lower.*

There should be a change of policy which would ensure that teachers had 2 or 3 years experience in metropolitan, near-metropolitan or provincial city schools before being transferred to remote areas of the State.

Accommodation should be provided for married teachers.

5.2 *Specialist Teachers in teaching of Slow Learners, Music, Art, Physical Education should be appointed.*

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SUBMISSION ON THE SEMESTERISATION OF HOLIDAYS
PRESENTED ON BEHALF OF THE STAFF OF
CLONCURRY STATE SECONDARY DEPARTMENT.

Existing:

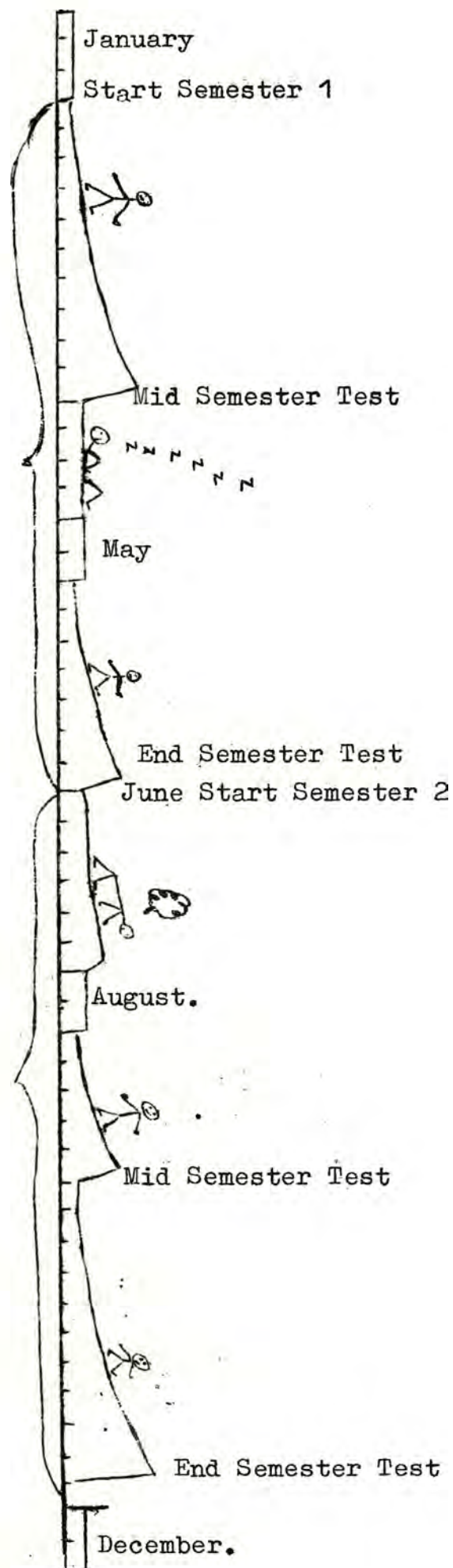
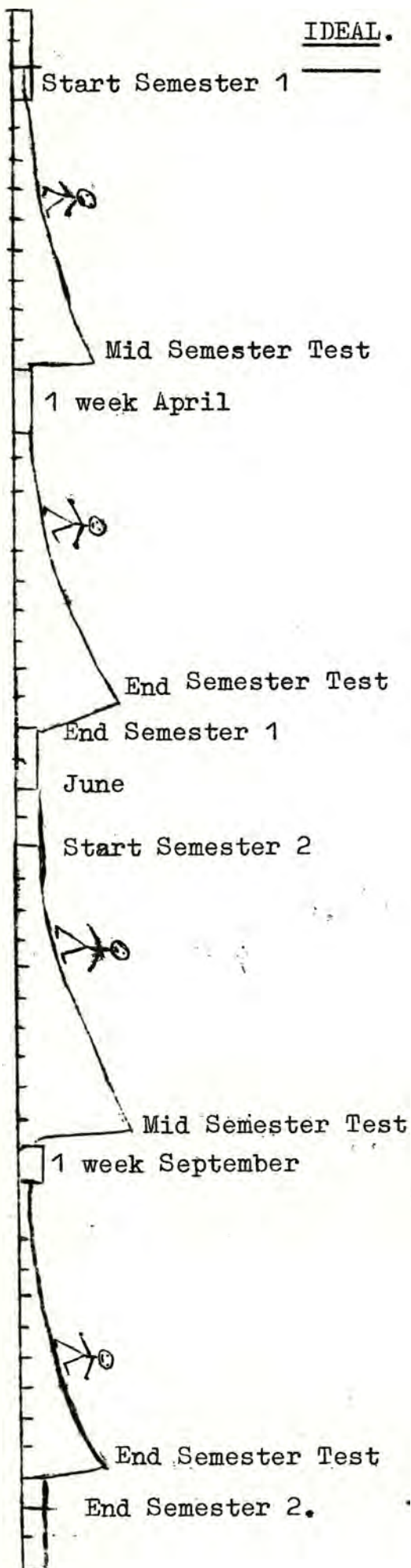
Students are working semester format tests etc., within the old term holiday system. This creates problems in relation to the timing of tests and the finish of semester 1 and the start of semester 2. The holiday situation seems to be tied to the tourist industry and the Brisbane Exhibition and not the needs of the students. Also the summer (Christmas) holidays appear to be too long creating a slow start to the following year. December and January are not a good time for holidays because of floods etc.

Ideal:

- 1a) Students would return fresh from shorter better spaced holidays.
- 1b) Holidays are suited to the semester format with a break at the end of each semester and a short break after each mid-semester tests.
- 2) June holidays would allow students to travel south to see snow etc., without worrying about being flood bound.
- 3) Tourist industry would receive a better spread of clients throughout the year.
- 4) Mid-semester 2 break could coincide with the Brisbane Exhibition.

IDEAL.

EXISTING.



CLONCURRY STATE SCHOOL.

1978

EXISTING.

Working new system within old guidelines.
Too many flat spots. 6 (7) weeks too long for students.
Tied by tourist industry.
Too many stops starts and slow take offs.

IDEAL.

Short summer holidays not so bored at start of year.
No flat spots between holidays and tests etc.
Students work, tested, and then return refreshed from break.
Complete division between semesters.

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SUBMISSION TO THE PARLIAMENTARY SELECT
COMMITTEE ON EDUCATION FROM THE PRINCIPAL
AND STAFF OF THE COLLINSVILLE STATE SCHOOL AND
SECONDARY DEPARTMENT

The format adopted is: posing a problem and followed by a recommendation.

PART A. GENERAL EDUCATION MATTERS.

1. CURRICULUM

One of the biggest problems facing primary and secondary education is meeting the expectations and needs of students, teachers, parents, employers, legislators and the general community. There is such a divergence of opinion on what and how schools should teach, that one could be excused for thinking that the problem cannot be solved to the satisfaction of all parties concerned. Everyone would agree that there is much to be added or subtracted from the present curriculum, but what specifically should be changed caused disagreement. There are those that argue that marriage, sex education, ethics, sociology and more vocational subjects should be added to the curriculum. Others would say that the curriculum is already overloaded and contains much that is irrelevant to life in adult society, with a great deal of knowledge, skills and concepts that are never used after leaving school. What is an educated person? Is it one trained for a certain vocation or one with a broad academic education? The problem is compounded by the ever-increasing sociological, scientific, demographic, political, economic, cultural, ethnic, and ethical changes in the Australian way of life.

RECOMMENDATION: That the Select Committee reach a definite decision as to which groups should be involved in the compiling of the school curriculum and their decisions not be changed by government.

2. INFORMAL EDUCATION

Much of the criticism of formal education overlooks the fact that there are many agencies educating our children besides the schools.

The fact that schools influence children for about 7 hours per day while outside agencies educate children for better or worse for the rest, justifies placing part of the blame for educational defects on such sources.

Possibly the home environment is the most important influence on a child's education. The amount of tender loving care a child receives from parents has a great bearing on the child's personality, development and progress at school. Again, the family's income is a big factor in the availability of educational opportunity from books, magazines, newspapers, radio, television etcetera. Parental discipline, moral values, and stability are all education influences. The amount of time spent watching television and the kind of programs watched affect a child's education. There is a direct educational benefit resulting from parental interest, support and encouragement in a child's progress and work at school, but unfortunately apathy is often the prevailing attitude.

In any community there are a large number of forces educating children in one way or another. There are factors such as geographical location of the town, population,

the kind and extent of cultural facilities, the range of occupations, the number and nature of childrens clubs, business and industries and a host of others all have a bearing on education. There are peer group values, interests and examples affecting the education of children. In smaller towns community attitudes, values and beliefs influence children.

All the above points could be expanded and elaborated.

RECOMMENDATION: That the Select Committee highlight those informal agencies of education and determine which are amenable to improvement by government action through the Department of Education and other government departments and legislation.

3. STANDARDS.

Criticism of educational standards is not a modern phenomenon as a perusal of old documents will quickly show. Criticism of standards only has pertinence or relevance after an assessment has been made of the authority of the complaintant, and the measuring device used to guage standards.

The problem of so much of the current criticism of school standards for example on spelling, literacy and numeracy relies for its validity quite often on opinion or subjective evaluation.

Such criticism quite often neglects the fact that so many more students remain at school for so much longer. The public has little access to research findings on the results of standardized tests. Often too, it becomes a case of a general condemnation of the system because of a small minority of low standards.

Again many critics expect every student to be competent in all aspects of the curriculum. The fact of individual differences among students is conveniently forgotten because of the egalitarian myth that still is a feature of our society.

Since everyone has a stake in education, too many people see themselves as experts and their criticisms are avidly reported by the mass media. Research findings and objective evidence do not appear to have news value for they are rarely published except in Departmental Publications.

Standards in some aspects of the curriculum such as grammar have declined because of decreased emphasis in the syllabus. Community expectations of schools are often behind what schools are really doing. Such ignorance leads to irrelevant criticism.

It is not argued that all students achieve at high standards, but rather that criticism should be based on information from objective measurements. Perhaps student performance should be assessed more regularly on a state-wide basis using properly constructed test instruments. Perhaps too, teachers and departmental officers should publish more evidence to show the true picture.

RECOMMENDATION: That the Department of Education publish reliable information for the use of the general public on the evaluation of schools performances.

PART B. SOME PROBLEMS IN PRIMARY EDUCATION

1. THE LANGUAGE ARTS SYLLABUS

The language Arts Syllabus does not delineate clearly the content for each level in all aspects of the subject. This allows many areas to be overlooked or left to the next year's teacher, deliberately or accidentally. This becomes most evident in the skills areas such as punctuation and grammar, both of which need greater emphasis. The sheer size of the two volumes is a daunting prospect both to experienced and inexperienced teachers alike. It needs to be structured so that ready reference can be made to any aspect of the year's work. That is, the basic work for each year level needs highlighting with the rest of the volumes being a resource book for enrichment activities.

RECOMMENDATION: That an addendum to the Language Arts Syllabus be published which summarizes each year's basic work in each of the sub-sections of the subject and in particular, grammar.

2. THE MATHEMATICS SYLLABUS.

The mathematics syllabus, while being well-designed, has too much content. When it is realized that many of the concepts treated are re-taught in Years 8, 9 and 10, it is obvious that many of the more difficult concepts could be subtracted. Much of the set theory, certain aspects of statistics and measurements could easily be transferred to the Secondary section. Apart from the concept of a vulgar fraction, most operations in vulgar fractions need no longer be taught at all, since we have a decimal system of money, weights and measures. However decimal fractions should receive more emphasis. After comparing the content of the previous mathematics syllabus with the current one, it appears that teachers are expected to teach nearly twice as much content as before. Since the adoption of a standard nomenclature for school years in Australia, the light stages should be reduced to seven to correspond to the year level.

RECOMMENDATION: That the mathematics syllabus be reproduced in a form which eliminates those aspects of mathematics which are properly suited to secondary education or no longer necessary in society, in seven year levels of content.

3. READING GRANTS

As reading is without a doubt the most important aspect of the curriculum, the selection and availability of appropriate reading materials is of paramount necessity. In too many schools there has not been adequate supervision of the selection of materials to be ordered from the reading grants, so that most schools possess aspects of many reading schemes and in many cases do not possess all materials for one basic scheme for the school or section of the school. The resulting proliferation of materials is wasteful and detrimental to the effective teaching/learning of reading.

RECOMMENDATION: That all schools be compelled to adopt a specific reading scheme and only materials that reinforce or enlarge that scheme be ordered from the Reading Grant without change for a period of at least three years.

4. SPECIALIST TEACHERS

While many teachers possess varying competencies in music, art and physical education, the net result of their efforts in general is less than satisfactory. But of course there are notable exceptions. If these subjects are to receive the attention they deserve and standards are to be improved, there needs to be many more specialists in these areas trained and appointed so that all schools could benefit from their services on a part-time or full-time basis. An incidental benefit that would accrue from such development would be availability of some time for preparation and correction periods which they sorely need.

RECOMMENDATION: That additional specialist teachers in music, art and physical education be appointed so that each school has services of all three specialists at least once per week.

5. STANDARDIZED TESTS

In view of the fact that most schools use standardized tests in reading and mathematics to establish levels of ability for the proper choice of learning materials, all schools should be supplied with these as a basic issue of stock. There are two reasons why these should be supplied by the Department of Education. Firstly the cost of tests is increasing each year with a decreasing amount of funds available locally. Secondly, there is such variety of these tests available, that a decision should be made as to which is the most suitable or suitable tests should be designed by the research branch.

RECOMMENDATION: That all schools be supplied with suitable standardized tests in reading and mathematics, as part of the annual issue of stock.

6. SPELLING

While all moves to obtain higher standards of spelling are supported, it is felt that for many children, spelling will always cause difficulty because of ~~vagaries~~ ^{vagaries} of our language. Realizing that the spelling of words has changed vastly since Chaucer's time, it would appear that many benefits would accrue if this evolutionary process was accelerated. It is time, Australia adopted a simplified spelling scheme based on using the same letter symbols or combinations, for sounds in whatever word in which they appear. Why should these pairs of words with similar sounds be spelt differently? Socks, box; enough, scruff; thought, sort; chore, poor; daughter, mortar; soup, hoop; cough, scoff; taught, bought; and many more? Do we still need to retain those silent letters for example - gnaw, lamb, knight, yacht, autumn? Why are there so many sounds of "a" alone or in combination: ago, rain, hat, mate, was, day, farm, saw, author, grass, wall for example when we have other vowels for these sounds? What is so exasperating to many children is that there are so many exceptions to the so called spelling rules.

*See special note on Fido.

RECOMMENDATION: That the Department of Education encourage the Establishment of an Australian committee to standardize the spelling of words adopting a uniform system of phonic elements and structure.

7. TIME ALLOCATIONS FOR SUBJECTS.

In this age of computers, space travel and electronics, the time allocated to science, in Queensland schools is hard to understand. It receives up to 1½ hours while art receives up to 3 hours. The allocation of time to all subjects need revision so that science receives at least 3 hours per week.

RECOMMENDATION: That the allocation of times to various subjects be changed so that science receives at least 3 hours per week.

PART B PROBLEMS IN SECONDARY EDUCATION

1. SYLLABUSES

Much of the content of certain subjects is irrelevant to adult life. The majority of students leave school after Year 10 yet they have been forced to learn concepts and skills they will never see. The syllabuses show little continuity with primary education and very little evidence of coordination, often they duplicate the primary syllabuses as in mathematics and Citizenship Education.

Designers of secondary syllabuses are so subject-oriented that there is much duplication of content for example in Citizenship Education, General Commercial Studies and History.

Subjects once designated as vocational such as Manual Arts, Home Economics contain concepts, skills and equipment that are not used in the vocation for which they are supposed to prepare students.

RECOMMENDATION: That syllabuses be compiled in continuity with primary education and in coordination with other subjects areas, so that irrelevant material is eliminated, duplication eliminated, basic content emphasized and the goals of each syllabus rationalized.

2. YEAR 8 & 11

Many primary students enter Year 8 as slow learners with a history of underachievement and working at different levels within subjects. These students can not cope with the demands of ordinary Year 8 subjects. Often they become behaviour problems. Prior to the abolition of the Scholarship Examination such students did not reach secondary level. Similarly many students enrol in Year 11 without having a rating of 4 in the Junior exam. Often these students simply return to school because they cannot find employment. In many cases these students just waste their time. If entry qualifications to Year 8 and 11 were raised, many of these problems would be overcome.

RECOMMENDATION: That the Department of Education institute special classes and subjects for students underachieving prior to Year 8 and Year 11.

3 INDIVIDUAL DIFFERENCES

Though there have been some attempts to cater for the problem of individual differences in secondary students such as remedial classes and streaming, the net effect, has at best, been minimal. Secondary education is stereotyped by over-reliance on text books, whole class teaching and the rigidity of syllabus requirements. (Sometimes students enrol in subjects such as General Commercial Studies, General Science and General Mathematics because they are regarded as requiring less work) The small groups at the top and bottom of the achievement scale suffer the most. Both groups need special classes, specially trained teachers and much individual attention.

RECOMMENDATION: That research be conducted to determine the most effective means of catering for individual differences in secondary students.

4. DISCIPLINE

Discipline on the control and direction of student behaviour is the most perennial problem of secondary schools. Any experienced teacher knows some of the reasons for discipline problems and some of the ways of achieving good discipline. Over the last twenty years a host of books have been published on student behaviour. What is needed is for the most promising findings of various researchers to be collected and tabulated in summary form as resource for teachers. Why, for example are girls excluded from corporal punishment even though there is a great deal of physiological evidence to suggest they can stand pain better than boys?

RECOMMENDATION: That the research branch publish and supply to teachers a summary of the latest research findings on all aspects of student discipline.

5. ART, MUSIC & PHYSICAL EDUCATION

Most small secondary schools do not effectively cater for art, music and physical education, simply because these subjects are either neglected for want of staff or poorly taught by teachers not trained in these areas. Since it is possible these days, more so than ever, to make a career in art, music and sport, it is very important for talents found in students in these areas to be fostered and encouraged in every way even if necessary to the detriment of the academic subjects.

RECOMMENDATION: That additional teachers in art, music and physical education be appointed to serve each secondary school in each of these three subjects each week.

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Appearance before Committee.

Mr. J.C. Underwood B. Ed., the Principal of Collinsville State School and Secondary Department, wishes to appear before the Committee to give supporting evidence for this submission if the Committee feels it desirable.

Signature of Principal: J. C. Underwood.

Possible ways of Spelling "Fido".

Spelling	Words with Similar Sound
1. Feyedoh	eye, oh!
2. Fayedowe	aye, owe
3. Fuydough	buy, dough
4. Fydoh	by, oh!
5. Fyedew	dye, sew
6. Fiedeau	pie, beau
7. Fighdoh	high, toe
8. Fidow	Hi! tow
9. Phydeau	phantom, hydroelectric
10. Phidow	phantasy
11. Phayedowe	as for 2
12. Pheydough	as for 3
13. Phydoh	as for 4
14. Phyedew	as for 5
15. Phiedeau	as for 6
16. Phighdoh	as for 7

Plus many more combinations.

Rev 24/8/80

Jr-259 81/2
(T)

SUBMISSION TO SELECT COMMITTEE ON EDUCATION IN QUEENSLAND

BY CONCORDIA COLLEGE

"RADFORD SYSTEM"

1. We believe the present system of secondary education under the so called Radford Scheme has many deficiencies; viz
 - (a) No true comparability of standards from school to school with the so called moderation scheme can be achieved
 - (b) There is much wrangling at moderation meetings about distribution of results and quality of work
 - (c) The particular student is victimised by the distribution of grades having to conform to the ideal curve e.g. Grade 12 Maths II students in 1974 - 3 7s out of 8 - at first not allowed - finally won through - 3 gained 990.
 - (d) Teachers still unwilling or in some cases incapable of passing judgement of other schools' work. Moderation meetings frequently attended by teachers with little experience in the subject. The possibility exists for meetings to be misled by unscrupulous teachers, who disguise a test to make it appear to be a fair test, when different instructions have been given to the students orally from those that appear on the test instrument.
 - (e) There is obviously a wide variation (as evidenced by the experience of teachers who transfer from a school in one district to a school in another district) between the districts as to what is regarded as an acceptable standard - there are frequently conflicts when a teacher transfers to a different district.
 - (f) The system institutionalizes mediocrity by a deliberate structuring of obstacles handicapping upward movements and virtually rules out just reward for individual students whose work improves in a particular subject.
 - (g) The end-Semester I Moderation meeting can virtually set an unalterable distribution of ratings especially for small classes and small schools.
 - (h) Statistical distributions have no relevance to (a) small groups, (b) special groups - single-sex schools, special schools, etc - This factor is ignored at moderation meetings and although undue regard is given in practice to statistical factors at moderation meetings.
 - (i) Semester one moderation gives too much weight to work from inexperienced students who may be (a) in a new subject, (b) in a new school and is a poor indicator of future performance in the subject.
2. The moderation system is cumbersome and inefficient and does not achieve its goals.
 - (a) We suggest that in its place we revert to the 50-50 system - 50% internal assessment left entirely to the school and 50% external examination. The external examination could be an area one, set by teachers themselves and marked by a panel of teachers. Thus, comparability would be achieved and fairness restored.
 - (b) Order of merit list could be still used and T.E.Scores given as now.

3. The amount of paper work has been increased tremendously under the present system. We would like that this is reduced considerably.

Standards

We believe standards have declined in some areas, particularly in literacy and numeracy. Those students who are deficient in literacy lack the confidence and ability to achieve in other areas that have been emphasized at the expense of literacy and numeracy.

Syllabus

The area examination system will bring back some common sense to the construction of a syllabus. The tendency these days is to set down almost nothing that students have to learn and use many pages to describe so called ideals and rationale. Thus a syllabus for any particular subject could be interpreted in many different ways, with many different goals and almost no set subject matter. How can this be moderated? No comparability of standards can be achieved because there is little in common to compare. The vagueness of syllabuses indicates a failure to define precisely the goals that ought to be set - they are vague wishes, rather than specific goals. We need syllabuses with more content, and definite goals.

On behalf of Concordia College,

.....*O. J. Smith*..... Headmaster

.....*R. J. Tedman*..... Council
Chairman

Jm 24/8/78

JN-224
(P)

81/1a

Submission for Select Committee enquiring into the Education
System in Queensland.

The Integration of Physically Handicapped Children.

Note: Although this aspect is not specifically mentioned in the general terms of reference, the consideration of this aspect of education reaches into each level of the education system in Queensland.

Submission:

I am a trained primary and special schools teacher. Over the past five years I have been involved in various programmes of integration of physically handicapped children into the normal stream of education facilities.

Although staffing, funding and facilities have been limited approximately three hundred children with identified physical handicaps such as cerebral palsy (spastic), spina bifida, muscular atrophy etc., are presently placed in regular state and private, pre-schools, primary and secondary schools. (Note: a separate service and lists for hearing and visually handicapped children also operates.)

Much professional literature has been produced to show the clear social, emotional, academic and economical benefits of this type of integration both for the handicapped child and the other children and teachers in the host schools. I am sure your committee can be advised by your expert advisors of the specific references in the literature concerning this matter.

For my part, having in the past dealt with many integrated children and remaining directly concerned with the present programme, I wish to express to the committee my belief in the absolute necessity of not only continuing with the philosophy of integration

but also the expansion of the present service within Special Education.

As indicated earlier, the service of Special Education through the Advisory (Visiting) Teachers reaches the majority of physically handicapped children in normal schools. The benefit to the community is not only to be seen in social terms of the enlightened society allowing all its members to live as fully and independently as possible but also in economic terms.

With the integration of large numbers of physically handicapped children into normal schools, the pressure on building and extending special school provisions has necessarily been reduced proportionally.

If these children can be meaningfully catered for without special school placement and with support services such as the Advisory (Visiting) Teachers the saving to the community in capital and maintenance expenditure is considerable. The greatest gain, however, to both the individual child and community surely must be seen in terms of the handicapped individuals' right to be educated to her/his fullest potential within as normal a school setting as possible. Thus the child will be best equipped to become a meaningful independent, and productive member of the community and can be accepted fully by her/his fellow members.

In following through individual case histories of the integrated children there is no doubt about the absolute benefits to be gained through the continual application of the philosophy of integrating the suitably physically handicapped into the normal stream of education.

John WORTHINGTON (T.P.T.C., Dip T., Grad Dip Spec Ed (C.P.O.H.)
B.Ed. St.)

Teacher in Charge, Integrated Secondary Unit, Corinda State High School. Advisory (Visiting) Teacher for Physically Handicapped Children.

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Rep 17/7/78

SUBMISSION

TO

THE PARLIAMENTARY COMMITTEE INQUIRING INTO EDUCATION

FROM :

S.W. RYAN,
HEAD TEACHER,
STATE SCHOOL,
CROW'S NEST, Q. 4355

I hereby signify my willingness to attend the Inquiry
person should the Committee so wish

Signed: _____

S.W. Ryan

SUBMISSION TO THE SELECT COMMITTEE IN EDUCATION

Name : RYAN, Stanley William
School : Crow's Nest State
Position : Principal
Classification : 09/92/03
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PREFACE

The Department of Education is a good employer - at the moment I believe, too good an employer in the sense that it does not demand enough of its employees compared with employers in private industry.

I do not want my remarks to be misconstrued as being cynical or sarcastic - the Department is a good employer - in spite of its size, its 'bureaucracy'; it is sympathetic towards the needs of the individual employees; it has a heart. To me, any criticism to the contrary would be unfair even though I would admit that human errors would have occurred and these may have led to temporary injustices to individuals; that the injustices were permanent, I doubt.

I have faith in my employer; I have confidence in my employer. There is much to be proud of in the Department and the work teachers do and there is much Departmental Officials can be proud of, both in the distant past and in the last decade. The 'good will' and 'good intentions' of the administration in the past decade is, to my mind, beyond question. They are good men of honourable intentions, but the pressures placed on them have led, in my opinion, to an equivocation which can only be corrected by firmer direction from the nation.

I SUBMIT, HOWEVER, THEY ARE NOT BEING SUPPORTED BY THE CLASS ROOM TEACHERS AND PRINCIPALS IN SUFFICIENT NUMBERS FOR ME TO HAVE FAITH THAT THE EXCELLENCE IN EDUCATION THE ADMINISTRATORS DESIRE WILL BE ATTAINED SIMPLY BY DISPLAYING 'GOOD WILL' AND 'HONOURABLE INTENTIONS'.

Perhaps this is because Principals, Inspectors and Administrators are not looking for the disquieting news. On one hand there is a smugness and a complacency that all is well, 'children to-day know more than their parents', 'our budget allocation is bigger than ever', 'class size has decreased', 'teacher training is longer', and 'a million dollars was spent on In-service Education last year'. On the other hand, are the Jeremiahs who insist 'standards have fallen' and nothing is as good as it was before the abolition of the external exams. Meanwhile administrators are striving to improve classrooms, facilities, class size, library facilities, in-service education and teacher education and at the same time cope with endless criticisms

from the public, parents, employers and politicians that standards have declined.

The Departmental Administration is made up of human beings and it is only human in a situation such as this to console oneself with the 'good news' - class size is down, reading comprehension in Grade Five tests is no worse than it was when last tested etc. etc. If they, themselves, do not, through the Inspectorate, look for the disquieting news, they must be shocked to learn in letters to them and to the editors of newspapers that some things are wrong in the eyes of certain people. People do claim their children are not being adequately taught; people do feel the school should stress that children should 'know' tables, spelling etc.

It is not a matter of 'Who is right?' Departmental policy has never been that basics must not be taught. Well might they read with surprise that their motives are otherwise. Skills to be taught are stated in most Departmental curricula. The officials trust teachers to teach them, believe longer training in the C.A.E.'s fits them to do so and select men and women whom they believe are professionally competent and intellectually and morally honest enough to monitor, as principals, that behaviour of those teachers.

Is their faith well placed?

Do teachers teach the basics sufficiently? Are they trained by autonomous C.F.E.'s to do so? Do Principals in fact, check to see teachers are giving adequate attention to the basics, or to anything else in teaching, for that matter? And looming over all this, is the question, what is expected of Inspectors and the Board of Secondary School Studies?

Are Departmental Administrators looking for the disquieting news in the places that matter - the school room the student pad, the oral answer - instead of the letter of complaint, the letters to the editors and the pressure groups?

If Administrators are not checking in the class rooms, why not?

It cannot be claimed that Inspectors inspect as they did formerly. In my school, no inspector has asked a question of a Secondary Class since I have come here in January, 1972. Nobody in authority in the Education Department has examined the worked Exam Scripts of students of the school since October, 1973. I have received no advice from any superior that the exams set were fair

or unfair either in regards to the syllabus or in the marking scheme adopted. Doctors are accused of burying their mistakes. I am not even asked to show a Death Certificate. God knows, and only God, how many mistakes I have made.

In the Primary area I have been more fortunate in that one Inspector has kept close contact with students and teachers, does take 'sample' lessons, does see and hear students 'do things' and has asked questions of students and commented on pads etc. This has been done at my request and done to the best of his ability without **raising** 'hackles'. I am led to believe that not many of his fellows look as closely at student and teacher output as even he is daring enough to do.

IN SHORT I HAVE HAD PROFESSIONAL FREEDOM - one of the changes promised by Departmental Officials and asked for by teachers and the Teacher's Union. I have not been told that tables must be taught a certain way or by a certain grade level and known by 'x' percent of students. Indeed if I had chosen not to teach tables and allow students to look them up whenever they had to be applied I doubt I would ever have been questioned on that. If I had have been, I could have no doubt pulled out some piece of abstruse research to justify my stance.

My example may be exaggerated. My statement is not - No body checked to see if tables were known adequately. Nobody has checked to see if a 'five' rating given to a Grade Ten Student was given because the syllabus as set was taught, examined, and marked by any criteria other than my own? Am I to be trusted to that extent?

I have had the professional freedom to teach, or not teach, tables (or any other subject) in the way I choose at a time and rate of my choosing. Fair enough. But what guarantee was there that my students know them? That I fulfilled the trust placed in me to see they were taught?

School students are not in the same situation as the patients of doctors and the clients of lawyers, accountants, consulting engineers etc. Our patient, our client - the student (and their parents quite often) - do not know he is ailing or getting further into debt; his loss is not tangible; he does not know what he should know and hence be taught. The teacher should know; the teacher should see that what is set down by the State to teach is taught. Where are the checking devices? We look in vain. Can teachers be trusted? Do teachers want this unqualified trust?

Can teachers be trusted? Can lawyers? Can doctors? Can engineers? As a group - obviously not. Can a patient question his doctor, change his doctor? Yes. Can a doctor or lawyer or engineer be debarred? Yes. Can a student change his teacher? Can a student have his English assessment altered by a board of review? When was a teacher debarred from teaching because he was found to be incompetent?

WHY DOESN'T THE DEPARTMENT MONITOR THE WORK OF TEACHERS?

Is it because it is not necessary to do so because all teachers are professionally competent and dedicated enough to do their job without supervision?

To digress -

Firstly, I believe teachers are not any more honourable than other groups of professional people. There are severe penalties for lawyers who are found to have absconded with a client's funds. What penalties are there for teachers who regularly fail to do their job?

Secondly, I believe that teachers as groups are not now as committed to the job as they were a decade ago.

Thirdly, I believe it is as difficult to judge what a teacher does for a student as it is to judge what any human does for any other human because teaching is a human relationship and not a science. Even, when we examine how much a student knows of the content taught by a dedicated competent teacher one finds it difficult to judge what the teacher has done for the student.

However, there are many criteria one can apply to judge if a teacher is doing a reasonable job and her students are benefiting by contact with her. These are not clearly defined but well enough known to determine whether the employing authority wants the teacher to continue in their employ or not. Besides, should not an employer set up his own criteria?

But again, why doesn't the Department monitor the work of teachers and make a decision as to whether they do or do not wish to employ a teacher?

Some reasons for not monitoring work of a teacher are:-

(a) The belief that by stressing 'Professional Freedom' the students will receive a better all-round education through decisions made closer to the 'work-face'. The Principal and staff

are in the best position to determine the needs and hence the teaching strategies, content etc. for the students.

(b) The fact that Syllabuses are in some ways broader than syllabuses of the past and cannot be so narrowly examined.

(c) Beliefs, among which are such as the following taken at random from an Administrators' journal :

(i) "For 5 000 years, the most effective method of calculation was based on a thorough knowledge of mathematical principles. To arrive at, for example, a mean and a standard deviation of a group, it was essential to know the mathematical principles involved, the processes involved and possess the arithmetical agility and accuracy needed to calculate correctly. For four years now, I have been arriving at means and standard deviations! I have no idea at all of the mathematical principle and processes, and my arithmetic has never been accurate."

(ii) "Technology will mean a shrinking work-force, and we face the problem of vast numbers of unemployed citizens. Secondly, the 'basics' on which we have founded our systems of organized education for five millenia will be needed by only a small number of technocrats."

The above list is sadly wanting in details of other salient reasons but the list is endless and not worth pursuing because it is never admitted, for example, that even though teachers may be the best judge of what their students should be taught that someone else should or could evaluate his success. Again the futurologists in educational thinking seem so positive in their statements of a learner's needs as to make one wonder about the basic premises of their arguments. Again it seems certain that if such reliance is to be placed on computer then criminals, terrorists, strikes and national enemies need only sabotage the computers of a nation to hold that nation to ransom. We realise the significance of their case but it would be dangerous to overstate it. How can mathematical thinking be taught or inculcated if the teacher first convinces his students that it is not necessary to learn mathematics because computers will do it for him? Why would a teacher teach spelling and the difficult art of writing if she is told the generation of students she is teaching will not need to write - the spoken word will be more important? Who are these Divine Seers that they can be so positive in their forecast?

If schools are not needed, close them and save the money. If schools are needed tell the school what they should attempt to teach and check to see that it is being done. Allow different systems to exist in society so that certain people will have some or all of the skills the future will demand. (Voucher system of payment for education?).

The class room teacher is a practitioner. Too much theory confuses and destroys her confidence. She needs direction and needs some re-assurance she is heading in that direction and keeping on the right course. A teacher needs as much security as does her students.

Another reason the Department does not monitor its behaviour is that the Union has exercised an authority which is purported to reflect the view of the majority of teachers who are, according to the Union, in favour of the present role of the inspector — a role emasculated to such an extent, there is no role as inspector. Does the Union reflect the majority view of its members? Did the Department surrender too much of an employer's right to insist on quality control too easily in an effort to enlist the co-operation of the Union and its members in the hope that by this method teachers would adopt a more professional attitude to their work, free of constraints, morally and intellectually responsible to their students?

I repeat, the Department is a good employer. It trusts its officers. Is this trust well founded? Are the Principals and teachers supporting the administrators?

And, equally as important, are the Administrators honouring the trust placed in them by the people, through Parliament, to see that the syllabuses of academic work, approved of by Parliament are being implemented and successfully mastered by our young people?

I believe one of the most important aspects for the Board to examine is the question, 'Is the Education Department's present faith in the professional integrity of its employees justified?'

- 7 -
SECTION A.

SUMMATIVE ASSESSMENT

Recommendation One:-

That external supervision of standards of work measured against the expectations of syllabuses set in each subject be re-introduced and carried out by a combination of (I) below with one or some of the following methods at Grade Ten and Twelve Levels.

(I) Greater supervision by the Inspectors of the work teachers teach in classrooms and the standard of work students attain - with consideration given to the individual abilities of students attempting the work.

More direction by Inspectors as to what they want of their teachers.

Power given to Inspectors to see their wishes are carried out - i.e. power to dismiss unsatisfactory teachers.

Together with one of the following:-

- (a) External Exams in all subjects.
- or (b) External Examination of students being taught in the following categories:
 - (i) In Secondary Departments;
 - (ii) In Subject Areas where no Subject Master or Mistress has been appointed.
 - (iii) In Subject Areas in High Schools where most teachers teaching the Subject, in spite of the Subject Master's experience, have had less than two years' experience in teaching the subject.
 - (iv) In Subject Areas where Inspectors deem a school should be assessed Externally in spite of Teacher experience.
 - (v) In Subject Areas where Parents of Students wish their children to sit for an External Exam.
- or (c) External Examination of all students together with a Board of Review to consider the School's Internal Assessment of the work of a student who has declared before he sits for the External Exam that he wishes such a Review to be made.

Recommendation Two

That Secondary Education begin in Year Nine of a Student's Schooling and not Year Eight.

Reasons:-

My access to research on this matter is very limited but I understand that in Sweden students remain in Primary School for eight or nine years before attending Secondary School. My experience over twelve years in Secondary Departments and in teaching Grade Eight under the present system since 1964, leads me to believe the following:-

(a) Grade Eight students are not educationally or socially mature enough to cope with Secondary School.

(b) Generally speaking, teachers of Grade Eight students are not as experienced as the teachers they have left in Grade Seven in the Primary School. The young often teach Grade Eight.

(c) Constant changes of teachers throughout the day do not ~~give~~ Grade Eight students the stability they need - they need a more definite parent-surrogate type teacher interest and control.

(d) Many students have not acquired reading skills in Seven Primary years - this is not the fault of anyone. Reading research tends to indicate that a percentage of students needs more time to learn basic reading skills. It is my belief that Secondary Teachers do not have the skills to teach reading - nor do they have the time. In Primary School, Grade Seven students are instructed in reading for at least a half hour per day. Is this done in any Secondary School? Prior to 1963, Grade Eight students in Primary School spent one half hour per day in reading instruction and, further, read a novel in class.

(e) Many students cannot master basic mathematical skills in seven years of Primary Education. An eighth year is needed to re-enforce skills and concepts e.g. tables and notation as well as operations in fractions, measurement and spatial knowledge.

(f) To expect a Primary School to submit Year Seven students to any form of external examination is asking too much of the student at that age and yet not to expect the Primary School to submit to some external standard seems to be a denial of the right of a student to a basic education deemed adequate by the State. I therefore recommend students be left in Primary School for eight years.

Recommendation Three

(i) Compulsory education to age fifteen be discontinued and society's resources and human efforts be directed to finding ways of helping students who cannot cope with the formal learning processes to learn skills necessary to finding gainful employment and meaningful acceptance in society.

(ii) A board should be set up to investigate cases where

(a) a student and his parents request he be allowed to leave before fifteen, or

(b) a school suggests that a student is not benefiting by staying at school.

This Board consisting of the Principal, an experienced Staff teacher, a Parents' and Citizens' Representative, another citizen of the town or district serviced by the school and the Regional Director or his representative should weigh the evidence as presented by the student, his school attainments, his parents, a report from Research and Guidance Officer and any report from the relevant Social Workers or Probation Officers.

Reasons:-

At the moment a student remains at school to disrupt and waste the time of his fellow students. Further options should be left open in the case of a student, who leaves school before attaining the qualifications he needed or later finds he needed. It should become accepted behaviour for adolescents and adults to return to schools to acquire skills and knowledge that they did not avail themselves of in childhood or early adolescence. This type of behaviour has to be 'built-in' to our society as being normal and the accepted thing to do when one needs pre-requisites for further job training. Such 'building-in' will take many years. Compulsory education to fifteen and ratings of one to seven (as against fail and pass results) tempts people to believe that 'attending' the school is sufficient education in itself.

If there is some merit in my Recommendation Two in this section (a) then these students will have sufficient mastery of the basic skills to be able to come back to school should they need to in later life.

Recommendation Four

I. That all students in Secondary Schools study

- (i) English
- (ii) Mathematics
- (iii) History
- (iv) Geography
- (v) Civics

With a special, yet not jingoist, emphasis on Australian Literature, History, Geography and Civics.

II That inter-disciplinary subjects (Study of Society etc.) be taught only when Students have some knowledge of the disciplines themselves.

Reasons

1. Students to-day are woefully ignorant of place-name geography, let alone Geography in its widest sense.

2. Students know little history and may then 'be condemned to repeat the errors of history' through ignorance.

3. Many people who go on to be Primary Teachers lack a background in English and Australian literature - they are sadly deficient in a knowledge of History and or Geography which they must know to teach Primary Social Studies. Perhaps the Teacher Training Institutions bear a responsibility here but as little is presently done in these institutions, a lack of knowledge on the part of these young teachers reflects the lack of knowledge of their peers, who go into other walks of life.

Recommendation Five

That if Year Eight Level Students must go into Secondary Schools, greater emphasis should be placed on

(i) the teaching of reading skills to all Grade Eight students and other students in Grades Nine and Ten who are in need of help;

(ii) the teaching of mathematics already partly mastered in their first seven years, in Primary Schools;

(iii) a firmer supervisory role by staff and administration of a school on the behaviour of these twelve and thirteen year olds;

(I do not believe that ^{the} latter can be achieved satisfactorily in our Secondary Schools but submit the thought in the belief that Recommendation Two in this Section A will not be supported widely - at the time this Committee meets).

and

(iv) Students leaving Grade Seven be subjected to common tests to enable High Schools to know that there is some comparability of expectations from 'feeder' schools. I do not believe this is in the best interests of students but if Grade Eight is not retained in Primary Schools, it appears to me a sad alternative.

I would, however, rather see Grade Eight left in Primary Schools and common tests be applied to them before they enter Secondary School. I do not believe Year Eight students could be expected to attain a sufficient level of competency in seven years of Primary Education in reading and writing skills, let alone Dictionary and Research Skills to make testing a meaningful assessment of a student's ability

I further believe Year Eight students need more challenge in their work and the satisfactory attainment of that challenge will give them greater confidence to tackle Secondary Studies.

Recommendation Six

The Secondary School day be lengthened by one half hour per day to enable -

- (a) more reading and remedial reading to be taught;
- (b) more time to be devoted to developing (with teachers' help) better study habits, greater efficiency in research skills, library skills and reporting skills.
- (c) more time for oral communication between teacher and student and student and student.

Recommendation Seven

That the role of the Primary School with Secondary Department be looked at in a new light. This type of school be accepted as an innovation that should be re-considered and developed as a creature with a special role to play in the education of students, the training of teachers and the training of experienced Head Teachers.

Recommendation Eight

That Secondary Teachers adopt a parent-surrogate role to a greater extent than they do at present; that they are responsible for a student's knowledge - the student is not old enough to accept total responsibility for his own learning and behaviour.

Recommendation Nine

That Mathematics and Science be taught at two levels, to Grade Ten, but that all students do the first level and the better students do the second or harder level as well as the first level (as was done with Maths A, Maths B and Science A, Science B)

Recommendation One

Primary teachers should be given clearer guidelines as to

- (i) their role in teaching the pre-requisites for Secondary and further education ('Basics' if you wish)
- (ii) how these might be attained - i.e. in-service training in class room methodology and training whilst at teachers' college in how to teach 'phonics' (as an example) instead of merely being told phonics is important.
- (iii) Syllabuses and classroom text-books which help them to attain those goals.
- (iv) more supervision by Inspectors and Principals to see that the teacher is doing all that is possible to achieve those goals.

Reasons

I do not believe there is a need for me to outline specific reasons as I feel sure the Committee will be aware of those reasons. I would like to say, however, that, because:-

- (i) all teachers are not equally competent or dedicated, and
- (ii) experience is not synonymous with years of training, it is imperative that young teachers and certain less committed older teachers would be better left purely to the role of instructing rather than teaching (educating). Some teachers will, with supervision, adequately instruct from a text book or narrow syllabus because they will know what to do, students will know what to do, and parents, by looking at the text book, will be able to see the steps being used and the knowledge being taught. Some teachers will always be 'mechanics' but if they fulfil this pedestrian role adequately and the Principal has sufficient numbers of better teachers on his staff, students instructed adequately by these 'pedestrian' teachers in one year would be given a better teacher the next time staff is changed.

However teachers must be trained to perform this instructional role.

I wish here to comment on text books currently being used.

A textbook used to be, as I understand them, more a product of classroom experience and they often came about in the following way - a classroom teacher developed successfully a set of daily exercises and supplementary exercises to enable him, over a period of years, to teach a syllabus in the time allotted to it. After some time the suggestion was made, (or the teacher felt his work

was worth of it), to have the notes printed in textbook form. This was done and young and inexperienced teachers were offered a reliable guide from an experienced teacher.

It appears that with quick syllabus changes and very broad syllabuses that clearly do not show teachers that ~~which~~ must be instructed and by what steps (as against somewhat more difficult concepts to be developed over years of teaching and learning) textbooks have been written by either the writers of older texts, or the syllabus committee members themselves who have had no classroom experience with the new syllabus and consequently their text books are highly, but not well, illustrated, flashy, expensive but of little use to a practising teacher.

I do not see there is a reason to bar the use of textbooks from the classroom and I believe the Director of Primary Education, whilst I know he has good reason (with which I agree, in part) for saying that no textbooks are necessary in Primary Schools, is incorrect in issuing statements such as the last sentence in the following:-

'No Primary School should place undue demands on Parents for the purchase of material to be used at school. Items that schools may expect children to purchase should be kept to a minimum. In particular Schools should not expect children to purchase text books.

There is no need in Primary Schools for individual text books to be used by children.' (The Primary Principal - May, 1977 Vol. 4 No. 12 Page 11).

There are simply just not enough of the dedicated and highly competent teachers who can do without good textbooks.

Recommendation Two

History and Geography, not Social Studies, be taught in Primary Schools.

Reasons

My reasons would be best explained to Members of the Committee if they could find time to visit our school - and that invitation I would like to make in a more formal manner.

One has to see what is happening to realise what is not happening.

Social Studies, as I wrote, in answer to request by the Director General in 1963 for comments on syllabuses, was the

illegitimate offspring of the illegal marriage of history and geography. Now it is the pathetic child of the miscegenation of history, geography, research skills, anthropology, sociology, economics and mapping and graphing skills.

Emotional as the foregoing is, it cannot describe the sad state of knowledge students have in this subject.

The Directors of Education must not be fully informed on what is happening to factual knowledge and skills in the classrooms. A fine syllabus, with lofty and worthwhile ideas, does not mean it is being translated into student behaviour based on the same ideals.

Recommendation Three

Year Eight Students be retained in the Primary School
(See Recommendation Two - of Part (A))

Recommendation Four

That Primary Teachers and Primary Schools be inspected every two years and that detailed reports on student work be made available to the Director General and the Parliament.

Recommendation Five

That the schools be available out of hours for instruction of students by government paid instructors (other than teachers) in Music, Art, Ballet etc. for as many schools as these instructors can be found.

Recommendation Six

That the main emphasis in the teaching of Science in Primary Schools be placed on the study of animal life and plant life (particularly Australian) so that students know the habits and lives of a larger number of animals and plants rather than vague and meaningless concepts of astronomy, physics, conservation etc. which could be better taught in Secondary Science courses. A sympathetic understanding of life in all its forms is within the grasp of primary students. From this will come a concern for conservation. Science at Primary level is not Science at Secondary level.

Recommendation Seven

That the Primary School day be increased by a half hour per day to enable more time to be devoted to the teaching of reading and the development of reading habits.

STANDARDS

'You never know what is enough, until you know what is more than enough'. William Blake.

Teachers and students lack challenge in the present situation.

I do not wish to enter the 'standards Debate', but I do wish to submit that teacher's expectations of students have dropped, and have dropped for the reason given in the quote above - 'teachers do not know what is more than enough'.

I further wish to recommend the Committee consider

(i) That Inspectors inspect schools not only to see that the administration is in order but the students are learning to the best of their ability.

(ii) That parents of Xth, XIth, and XIIth year students have the option of allowing their children to sit for external exams - if we are to continue under the Radford Scheme.

(iii) That schools with a preponderance of inexperienced staff members and inexperienced administrators be compelled to submit students to external exams based on the syllabus - if we are to continue under the Radford Scheme.

Among the reasons for this are -

(i) The experienced teachers are leaving or have left the classroom to retire or become administrators. Those of whom 'more than enough' was demanded by the external exam systems and the inspectors have left.

By virtue of their years of experience, most of which have been in a time of rapid syllabus change when it is difficult to establish new standards of expectations, young Principals, subject masters/mistresses and teachers as a group can not have been expected to 'know' children or to have had enough experience to demand higher standards. I am not talking about the good teacher of whom there is, has been, and always will be the usual percentage.

As there are individual students with individual needs so are there individual teachers who need to be challenged and motivated by someone or something outside themselves. These teachers are not having enough demanded of them and are hiding in ever increasing numbers in the system.

The good teacher would welcome the challenge.

(ii) Many teachers have not been inspected for years. I believe they should be; just as I believe some few teachers would do outstanding work in spite of inspections. The latter, however, always seek re-inforcement or need to be re-inforced by an authority in a position to be a little more aloof from the subject matter and the students than the committed teacher herself. In other words, I believe a committed teacher is not afraid to be inspected and would welcome it. Many of these committed teachers are losing confidence and are low in morale.

(iii) Teacher made tests may be of some educational value but I have yet to meet a good teacher who is confident of the validity of his own tests (or marking) to the extent he would not welcome the opinions of others.

Many teacher-made tests, test only the work the teacher taught and ignore the work that should have been taught - the syllabus as laid down by the Department.

The Committee of Inquiry may feel the need to investigate this area very closely as it is here that many teachers (and Principals) would have most to explain.

Rarely does one see a 'new' question on a Secondary Exam used for Assessment.

Rarely are the disquieting questions asked.

Quite often teachers teach towards their own exam or the exam their fellow staff member set. It would be unfair of a teacher to set a question if his fellows had not taught the work. Perhaps that is true as far as it goes, but who is seeing that the work is being taught at all?

(iv) Good work is labelled as excellent and so on down through the levels of achievement. It is so long since teachers have had standards other than their own applied when marking worked scripts that we are losing sight of what students could really achieve if exhorted to greater efforts by teachers who constructively teach students to reach those higher levels.

In Appendix I is a copy of a student's (Grade IX Girl) essay marked by a teacher whom I believe is not constructively challenging a reasonably capable student. What is more, when certain points are made in discussion about this type of marking

the teacher finds it very difficult to accept advice.

Seminars, Work shops etc. do not seem to be the complete answer in helping a teacher to establish high expectations of a student. The employing authority should surely indicate what its employees are to expect of students.

(v) Moderation at Junior (Grade Ten level) has ceased. It was never really tried. This is not the fault of the Board of Secondary School Studies - but could well be that of Principals and teachers. In the absence of moderation each school sets its own standards without question and indeed it is said some schools allow each teacher teaching a given subject to set his/her own standards (i.e. no comparability within the school). It is not sufficient for the Board to say that the percentage of students gaining a certain rating has remained fixed over the years. The same percentage of students may this year be gaining a five rating as did seven years ago but who is checking to see the syllabus was taught and then examined and marked to an approved set of criteria?

(vi) In Primary Schools, the broad, non-prescriptive syllabuses create a lazy-man's golden opportunity. In some syllabuses, it is not clearly set down what should be taught to a certain grade and unless the Principal makes a valiant effort to clearly lay down that certain aspects of the work be taught (and sees that this is done) chaos reigns supremely.

(vii) Do Reports to Parents clearly inform? How can the school report to parents? Schools have valiantly tried to do so in recent years. In spite of all our efforts have we told parents the only information we can really offer and perhaps the important information they should know? - 'Johnny was taught twenty spellings and on a certain day could only write twelve of them correctly.' When 'twelve' out of twenty 'becomes satisfactory' on a report card the teacher has made a value judgement that (a) could be questioned by other educationists; (b) may well be best left for parents to decide; (c) reflects one opinion only; (d) makes no reference to the competence of the teacher to determine; (e) does not compare the results with Johnny's ability; (f) does not compare those results with those of other students either in his class or in his total State peer group.

To report all these facts would be extremely difficult or even impossible. But surely parents should be entitled to know more than they are told by a letter or a code. Should they not have some confidence that the test was compared with one a student in the same grade might be expected to attempt at another school?

After all, teachers may follow many paths but if they are working to the same syllabus should they not attain the same goals if not this year, then at the end of their Primary or Secondary schooling?

Teachers are not demanding enough of their students and it can be said they have every opportunity to 'cover-up' their own inadequacies. To make it appear, for the sake of the integrity of the teacher, that justice is done, I believe the Principals, Subject Masters, B.O.S.S.S., and inspectorate should exert a more positive role in their demands on teachers after examining closely the relevant information on the factors impinging on the student's ability to benefit from the education offered - socio-economic factors, intelligence, health etc.

I submit, that rather than become embroiled in the standards debate, the Committee might approach the problem from this aspect.

- 20 -
SECTION D

Recommendation One

Any attempt to further community involvement in the fiscal management of the school or the construction of local curricula be implemented very, very slowly and that genuine trials be conducted in certain areas with staff, and Principal left in that school for at least ten years before an evaluation of the effects of greater community involvement are assessed.

Recommendation Two

While trials of greater parent involvement in the management of the school are conducted slowly in some areas all schools be encouraged to make schools available in after-school hours for an increasing range of local and government sponsored uses: e.g. education of adults at night so they might further their studies at primary, secondary, trade, farm, or tertiary work; discussion groups; hobby groups; theatre, drama, music groups; drug education; driver education not only as presently used but for those about to obtain licences; religious and political meetings.

Recommendation Three

The setting up at regular intervals of Parliamentary Committees such as this one to enquire into many public needs including education and to use the school buildings and facilities to help in so doing.

I believe that if the work of Committees such as this is encouraged, the people will be able to inform Parliament of its needs and the need to have the involvement in the local school will not be as great. The people will be involved in the sittings and hearings of such Committees set up by Parliament to inform itself of its needs. The democratic process will be encouraged at the local level, but in such a way that local politics (pressure groups that adversely affect a school) will be subservient to the will of the democratically elected authority of a central State Government that could be seen to have at least been aware of the politics at the local level and observes or ignores its force as it wills. Local communities will not be split because the decision will be made at the State level - yet they would have expressed their opinions.

SECTION F

Sex Education

A separate enquiry be established into

- (i) the need for sex education in our communities;
- (ii) how overseas countries are attempting to undertake sex education;
- (iii) the effectiveness of sex education programmes in informing students;
- (iv) the effectiveness of sex education programmes in informing patterns of socially desirable behaviour.

Recommendation:-

As the results of such enquiries will take some time, a trial programme be implemented by the beginning of the 1981 school year.

This programme to:-

- (i) be undertaken by qualified people;
- (ii) encompass the physical, physiological, anatomical, biological, ethical, moral and Christian aspects of the subjects to help parents explain these matters to the children in their family when ready for such information (e.g. thirteen plus);
- (iii) be offered to students only in those schools where an adequate number of parents so desire it;
- (iv) be offered out of school hours;
- (v) be offered to students only after parents have been fully informed of the contents of the course by personal attendance at separate parent meetings and in attendance with their children at selected sessions;
- (vi) be conducted with the full knowledge of the clergy, medical and school authorities in a town or suburb and such people be invited to attend with parents of children who are taking the course;
- (vii) be reviewed and commented upon by those taking part (Students, Parents, Public). 'Trialing' in this way would involve the parents and public in the decision leading up to the possible implementation of a full programme.

I feel it is imperative that the parents of students taking the course should be involved with their children and take an active part because:-

(i) of the highly 'individual' and 'private' nature of the subject and because the parent is in the best position to decide if the child is ready or not for the information given;

(ii) the issue is too important to be divorced from the family;

(iii) the family should not be encouraged to shrug off a responsibility that belongs largely to it.

SECTION G

I have always felt there is a need for an Ombudsman within the Education Department (but not of the Education Department). Such a person, I have felt, should be approachable by teachers, parents, employers, churches etc. to enquire into such claims by teachers as 'unfair' transfers, 'unfair' Principals' and Inspectors' Reports, complaints by parents about teachers (other than those of criminal assault etc.) and so on.

The role, duties and powers of such a person or persons be similar to that of the State Ombudsman but that only matters of complaints about education be dealt with.

The ombudsman should issue a report to Parliament annually and should have close liaison with such bodies as this present Committee.

1. DISCIPLINE

I recommend that the Committee of Inquiry spend a deal of its time on this subject.

Without discipline there is not mutual respect between teacher and student. Students should be trained to believe that they are **not** free to do as they wish, but free to do what has to be done for their democratic nation, their fellow-men, their families and themselves.

Briefly I believe

(a) Staffroom talk is of poor discipline but because of a fear that talk of it outside the classroom will mean a suspicion of the individual's ability to carry out his/her duties adequately, the complaints seldom reach the administration of the schools or the Department.

(b) Students will talk more freely of discipline problems than will teachers.

(c) Respect for authority in schools is at an all time low. Reasonable authority delegated by the State is not being exercised and supported by all levels of society - the Politicians, the Administrators, the Police, the School Administration, the teacher, the parents - and so we are all guilty.

The questioning of authority is to be encouraged but the questioning is taking an unhealthy turn.

(d) Teachers are neglectful of their role in some instances and are actively encouraging students to rebel against the authority of the school and their parents.

These teachers must be stopped. There must be a 'tightening-up'.

(e) Lack of direction (for whatever the reason) leads to lack of discipline. Our schools lack the direction they had a decade ago.

(f) Disinterested and incapable students should not remain at school to disrupt other students but should go to Trade Schools or find employment before they are fifteen.

(g) Teachers who cannot control classes are not teaching, their job satisfaction is low and in spite of the improvement of conditions (pay etc.) will resign rather than be humiliated.

Poor discipline, its causes and remedies, would be, to me, the most pressing issue for the Committee to consider.

SECTION H

2. STAFFING

I submit that the Committee of Inquiry examine the following:-

(a) The incompetent teacher should be sought out and if, after remedial steps have been taken to remedy his short-comings, he is still incompetent, he should be removed.

The term incompetent should not be as broad and meaningless as it has been but should be so defined that the Department can 'sack' teachers or offer alternative employment as in (c) below. A way should be found to free the Education Department from the restrictions of the Public-Service Acts that limit the Department's power to dismiss a teacher.

If Department Officers, Inspectors and Principals would not want their child taught by that teacher because of the inability of the teacher to see that students did not strive for excellence and achieve a reasonable standard of work, that teacher should be deemed incompetent.

(b) If a teacher, Principal, Inspector or other Department Officer has reached a position that they feel, because of ill-health or other factors, they do not wish to continue in, a way should be found to enable that teacher to work in another capacity without loss of Superannuation or other benefits. The Principal of a school who no longer wishes to remain in that position could, for example, be encouraged to return to the class-room without loss of the benefits he strove so hard to attain.

(c) There should be a far more thorough examination than there is at present of the manpower resources of the Department. Some teachers' talents are not fully utilised as people - they may not be competent class-room teachers but could be tried in a situation as 'teacher-aide' or as teacher of adult education, A.V. expert etc. The competent class-room teacher should be left wherever possible with classes. The less competent channelled into other work associated with teaching. The incompetent should go.

(d) It is sad that lack of understanding of another teacher's role in educating the whole child should lead to frictions in teaching and these to suspicion and mistrust. Primary teachers do not understand the work conditions of secondary or Pre-School teachers and secondary understand little of the role of the other two.

It would to me appear ideal that a secondary teacher had some experience of Primary teaching and vice versa.

Steps should be made to encourage teachers to do this and the problem of the dichotomy of Primary and Secondary Budgets should be surmounted.

I feel strongly that an applicant for a classified position, Secondary, must have had experience as a Primary teacher at a satisfactory level of competence and an applicant for a classified position Primary School have had experience at least to Grade Ten level in Secondary Schools.

A Pre-School teacher should have experience in Primary teaching and an applicant for the position of Infant Mistress should have experience as a Pre-School teacher.

(e) When major syllabus changes are made, as many Inspectors of Schools as possible be given the opportunity to go back into schools for the planning of these syllabuses and ~~their~~ implementation in class rooms so they are not strangers to the work they are going to inspect.

One of the reasons Inspectors may be hesitant to help teachers in the class rooms of to-day is their lack of familiarity with the operation of a syllabus or a method of teaching - open area etc

(f) The emphasis in remedial work should be that it is the responsibility of the class room teacher. Too often a class room teacher tends to shed her responsibility of a student once a remedial teacher begins to help. Fewer children should need the full-time assistance of a remedial teacher. Teachers should accept more of the responsibility for failing students. There should not be the need there is supposed to be for remedial teachers.

Comment:

(g) As teachers' salaries have increased - teachers' dress standards have declined. Is it any wonder students too, are sloppy in appearance?

SECTION H

3. Recommendation

An inquiry be held into the advisability of introducing the voucher system of payment for education.

Reasons

Whilst this might be in its experimental stages overseas, I feel it worthy of consideration on many grounds but chiefly on the grounds that the parents will be exercising their freedom of choice of schools to an even larger extent than is done at present, be forced to take a more active interest in their child's education and will encourage greater parent participation and divers methods of educating.

4. Philosophy

Recommendations:-

1. That the Committee inquire into the effect on the class room teacher and his student of the conflicting philosophies of education as espoused by the 'Progressives' on one hand and the 'Conservatives' on the other.
2. That the Committee inquire into the wisdom of allowing civil servants of one particular philosophy or the other gaining dominance in the Education Department to the extent that bureaucrats might alienate themselves from the Parliament, the bulk of teachers trained under a different philosophy and many parents reared in an age of a different philosophy. (This may not have happened but there is a possibility it could happen).
3. That Parliament re-assert, subtly, its dominance over the Civil Service and assume responsibility for Education, but that dominance be based on informed, enlightened Parliamentary decision-making by such means as this Committee of Inquiry proposes to do.

Reasons

1. The ordinary teacher should be so occupied (in working with students, preparing, teaching and correcting work involved in the routine out-of-school duties (drama, sport etc.) that a good teacher is involved in) that changed philosophies should only unsettle his confidence when it is a matter of national survival that it does so.

2. The protagonists of an educational philosophy may become so firmly entrenched in the immediate future that there is now way that the classroom teacher or parent can make them question the outcome of their beliefs, without the help of the Parliament. At present we will have to wait for a 'new' philosophy if we are to see a moderation of certain 'extremist' attitudes.

As an example - Some of the men and women responsible for new Syllabuses are now Inspectors and Administrators who are not objectively testing the outcome of their syllabuses themselves, not asking for independent outside analysis, not even asking questions themselves, and discount the opinions of teachers who are neither the 'Progressive' or 'Conservative' poles as those typical of teachers who do not share their God-given vision anyway. They

ask for stimulating, exciting changes and seldom see the mediocrity of the effort; and are certainly deluded by the unscrupulous who introduce pseudo-changes. At the moment some officers in the administration of Education in this State and, more regrettably, many Principals appear to be living the life of the 'Emperor Who Wore No Clothes'.

Administrators may not have thumbed their noses at their political boses over the past few years, but Principals have. This may be acceptable if students were gaining from their stance, but their stance is not one of resolve but could, unfairly, be seen to be one of purely personal, political and philosophical gain. Rarely do Administrators mention the word 'child' at Seminars or in class rooms. The system - the philosophy - dominates. Rarely do some Principals discuss the child - their promotion may depend on seeing the system is perpetuated.

3. No philosophy of education has exclusive rights to dominate in a secular society. There is room for genuine experimentation but only when Parliament, the teachers concerned and the parents of the students concerned are fully aware of the philosophy and how it is to be implemented and monitored.

4. In many cases of these recent changes, teachers were not fully convinced of the need for change, paid them lip-service because the 'boss said to' and when the hypocrisy of the situation became evident retired into cynical pretence that all was well. Some retired from the Department as soon as possible.

5. The Teachers' Colleges or C.A.E.'s exert far too great an influence on the philosophy of education with little, or any, attempt to help their student teachers to develop the methodology of class room procedure.

6. The philosophy of many Progressives is that is the Principal has an Education Degree, an Administration of Education Degree and the right planning done in his school, he is ready for promotion. Children do not matter except in academic philosophical discussions.

My observation leads me to propose that many of the 'Progressive' administrators and Principals make sure their own children attend the 'best State School' or a private school, and see the child's basic education is not neglected by helping their own child at home. Why? What is wrong with the belief that if the education I provide in my school is not good enough for my own children, then, it is not good enough for the children of others'?

7. Many of my reasons are best expressed by Dr Desmond Crowley in an article he wrote for Vol 54 No. 12 of the May, 1978 issue of the Current Affairs Bulletin.

SECTION H

5. TEACHER TRAINING

The subject is as vexed as it ever was - perhaps worse since the Department no longer controls the training of teachers.

The short answer would seem to be that either the Department does control the training of teachers or carry out a thorough induction course for new teachers.

Some reasons for this are given, in part, in the copy of a letter I wrote to the Director General of Education on 25 October, 1977, See Appendix II.

Further questions the Committee of Inquiry could consider are:-

- (i) How is time spent by students in the C.A.E.'s?
- (ii) What class room teaching experience do lecturers in C.A.E.'s have or gain during their time as lecturers?
- (iii) Are students lectured to in classroom methodology?
- (iv) Do graduates know the work they are to teach?
- (v) Do graduates know ways of evaluating this work?
- (vi) Should the Education Department continue to surmise that because a student has graduated from one of several training institutions that he, without an interview, without a written application, without a thorough inquiry into the training he has received, is deemed fit by the Department to influence the students in the classroom?
- (vii) Should C.A.E.'s dictate to the Department that it must accept students who have specialised in a field (Pottery Major) which has little or no relevance to the basics that have to be taught? (I can quote examples of teachers coming on staff who have had such majors and yet are expected to teach Primary Social Studies without any further knowledge of History or Geography than that they received in Grade Seven themselves).
- (viii) Should it be compulsory for a Primary Teacher to have passed in Senior Maths I as well as English before they are accepted for teacher training?
- (ix) Should teacher trainees be expected to attend a C.A.E. for regular hours e.g. 9:00 a.m. to 3:30 p.m. daily? (Their ability to

'put in' a day at school when they start work might be enhanced).

(x) Could the present three year courses be condensed into a shorter period of time? e.g. What is the comparison of the amount of time spent by a student engineer in his hours in the lecture room and that of a student teacher?

(xi) How could a teacher who marks a Grade Four Students' Composition in the way shown in Appendix III be allowed to Pass Senior or Junior English let alone a Teacher's College exam?

(xii) No teacher should be allowed to teach unless he displays a high degree of command over the English language. 'All teachers in English must be teachers of English.'

All teachers should be versed in

- (i) how to teach writing skills.
- (ii) how to teach reading skills.
- (iii) how to teach comprehension skills.
- (iv) how to teach phonics and word attack skills.
- (v) how to teach a love of the spoken and written word.

Too often teachers take it for granted that a child can write geography, science, history etc. They do not realise their role in teaching the skills of writing.

The Fatal Dare.

The day - August 25, the year - 1977, the time - 1.30 p.m., the place - New York. All the citizens were going about their daily business. Some working, some shopping and some enjoying what was left of their summer holidays. Everyone ^{singular} had a smile on ~~their~~ ^{his} face all except one, Andy Harris, a boy who had made a bet with some of his mates to walk on the ledge outside the twenty-first floor of the newspaper building in one of the main streets.

It was two o'clock when the boys gathered at the foot of the huge structure. The leader, the most educated but cheekiest of the group, asked Andy, "do you still want to go on with it, or are you chicken?" A pricker went through the small company of boys. However, Harris, covering up his nervousness with a courageous act, answered, "For this sort of money and in my financial state, I'd do anything."

They soon were in the store room of the twenty-first floor. One opened the window which led out onto the ledge and said to Andy, "Be my guest," while he had his arm outstretched showing him the way. Before Andy walked over, Ben, the leader, stopped him and said, "You'll climb through this window and walk about ten feet from here. I'll call you back approximately ten minutes later and then pay you, that is, if you're still there." A shy grin could be now seen on each boy's face.

A look of worry suddenly appeared on Andy's face as he answered with a stutter, "O-O-O-Okay." He walked hesitantly to that dreaded window, paused for a while and then climbed carefully through. Harris stood up on the ledge while he held the window in his hands firmly. They said to him before he started off, "Good luck, ~~and~~ don't fall now," in their own sarcastic way. He took a deep breath and started on his way.

Andy ~~feet~~ ^{moved} slowly along as his hands stuck to the wall like glue. He tried not to look down but he couldn't help it. He saw the people walking beneath him and the traffic speeding along the roads. After a few minutes of standing there as rigid as Ayer's Rock, dazed and dizzy, a crowd of spectators was forming below - mainly composed of women and children.

One woman let out a scream, while one shouted, "Get down!"

from there; you'll break your neck!"

"He's committing suicide," said another.

"Quick! call the police, call the fire brigade. Call anybody!"

A smart-aleck little boy in the front of the crowd yelled, "Is it a bird? Is it a plane? No! It's Superman!" He was soon quietened by his mother.

It was only a few seconds afterwards that Ben called out to him, "You can come on back now! I didn't think you'd have the nerve to do it, but you proved yourself!"

Andy was so relieved with this, that he ran ~~to~~ ^{to} the window. However, ~~he didn't~~ ^{he didn't} reach that window. He slipped half-way there and fell, ~~clinging~~ ^{on} to the edge of the ledge with one hand. Andy couldn't hold on any longer and let out a yell as he plunged to his death.

You have created a spine-chilling, realistic incident. Well-done, Lindsey.

APPENDIX II

This Paper is to be used by Teachers in corresponding with the Education Office. Secretaries of School Committees will also oblige by using it. A margin three inches wide must be left blank.

(Date) 25 October, 1977

(No. of School) 04/0293

(Name of Writer) RYAN, Stanley William

(State or Provisional) State

School

Crow's Nest

(Nearest Post Town) Crow's Nest

(Subject matter of Letter)

(Reference Number of Previous Correspondence)

Sir,

Over recent years the matter of the Induction of First Year Teachers and Teachers Returning after some Years of Absence from our Department has given me concern. I fully realise our Department has made attempts to overcome these problems so what I wish to write about is not a criticism of what has or has not been done but a statement of reasons why I feel we need to do something about the induction of these people to the Queensland Education Department. I wish to discuss some needs briefly under four categories:-

General - applicable to all teachers

(a) The Colleges of Advanced Education state they are not training teachers for any one particular organisation and do not feel responsible for students knowing such matters as - Education Department Organisation, Departmental Regulations, Duties of teachers and Rights of Teachers in our Department. It is appalling to find that teachers do not know of the E.O.G., the name of the Director General, the names of the Directors and certainly don't know who or what the Regional Director is. The Inspector and his role come a poor last. They do not know that the correspondence goes through the Principal to the Regional Director and so on. Their first years are lived in a bewildering world of names of people, positions, rules and regulations of which they know, it seems to me, so little. I do not wish to deny I have a responsibility in this regard but surely I could have some prior knowledge to work on.

12.

(b) Many beginning teachers say they do not know that work programmes have to be written up, at all, and claim ignorance of the need to do so. I doubt this, but the claim is made, and perhaps it should be made clear before their admittance to the Department that they have a duty to do this.

Pre-School

(c) Their responsibility to the Principal of the School to which they are attached still does not appear clear to them. They look to their Advisory Teacher as their Regional Director and it means a lot of work on the part of the Advisory Teacher to convince them otherwise. Surely they could know this prior to admission to our service.

Primary

(d) The C.A.E.'s encourage students to major in options which have little or no relevance to the major syllabus areas. Rumours of how few majored in Mathematics, Language Arts and Music are probably exaggerated but it is all too apparent that a student admitted to the C.A.E. with no background in Senior Mathematics and very little College training in Maths (let alone the teaching of Maths) does not find the major in Pottery of much assistance in planning a Maths Programme with the Principal. These young teachers are quite often bitterly disillusioned to find there is not a Maths specialist to take their maths whilst they teach pottery. The example used may not be common but is not isolated. Teachers should be made aware of their duties before going into classrooms.

Secondary

(e) These teachers enjoy the privilege of Preparation and Correction Periods but should be told prior to admission what Preparation and Correction mean - particularly the latter.

(f) Little experimentation with course flexibility can take place until Secondary Teachers, admirably trained in their subject areas, are also trained to teach students in

other subjects. The skills of a History - English teacher are confined to just these subjects and a desire to teach Citizenship Education or some other subject, particularly to Grade Eight is usually absent or very latent and the thought of exercising a parent-surrogate role over students is a remote one.

(g) Science teachers in particular lack a knowledge of (i) laboratory equipment supplied by the Department and its usage (ii) safety.

If a young graduate is admitted to a large company there is, I believe, an induction period. It is the job of each school to induct the new appointee to the peculiarities of that school, but surely a vast organisation such as ours would develop greater cohesion if the rights and responsibilities (and realities) of the teacher in our Department could be explained to new appointees before they take up their appointment in a school.

Yours faithfully,

Head Teacher.

Rocky

Rocky was a fine cat but he was always getting into ~~trouble~~^{mischievous}. One night he ~~sneaked~~^{sneaked} into the bathroom when I wasn't looking. Before we had morning tea today Rocky scratched my arm.

a. I wasn't too bad but it hurt.

Yesterday he nearly got ran over by a semitrailer.

" The camy ~~missed~~^{missed} Rocky by seven centimetres. Lucky the camy never ran over him. I'm happy with Rocky now.

cm. $\frac{1}{10}$

Au 5481/16

SUBMISSION
to
SELECT COMMITTEE OF INQUIRY INTO
EDUCATION
presented by
PRINCIPALS OF HIGH SCHOOLS AND
SECONDARY DEPARTMENTS
of
DARLING DOWNS AND SOUTH-WEST REGIONS

MEMBERS OF SUB-COMMITTEES

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Co-ordinating Committee

B. KRAUTZ, R. WALKER, E. BRAY

GENERAL PHILOSOPHY OF EDUCATION

and

STANDARDS

PART A

PHILOSOPHY

It appears that, at the present time, the secondary education process in Queensland is based on:

- (a) a "laissez-faire" method of syllabi construction,
- (b) a dual system of high and high "top" schools,
- and (c) secondary school teaching staffs trained specifically for teaching in secondary schools only.

By virtue of the fact that there appears ample evidence to support contention(a), it seems that student-centred education is more often the exception than the rule. Syllabi appear to be geared to the professional outlook of the individual compiler(s) instead of being closely linked to the more realistic needs of the student. In short, theorists seemingly have a disproportionate amount of credence given to their contributions. In this context also, the term "Community Involvement" is employed somewhat nebulously.

With a view to effecting improvement in syllabi construction particularly, other areas of secondary education generally, the following suggestions are offered:

- (i) the specific roles and responsibilities of all in the educational hierarchy be clearly defined and practised,
- (ii) the decision making process be clearly defined for all in the system,
- and (iii) the theorists, as a consequence, be afforded firm direction and support from both super-ordinates and subordinates in the system.

In relation to (ii) it is felt that it is both uneconomic and educationally unsound to continue the dual system. Evidence points to the fact that, in the present system, high "tops" are neither valid nor viable.

Improvement can be gained, particularly in the educational experience of Years 7 and 8 students, if the philosophies of teacher training and employment (see (iii) above) were re-examined with a view to:

- (i) placing lesser emphasis on the professionalism of the individual teacher, and more on the accountability of teachers to their students, to parents, to their peers and super-ordinates, and to the employing authority,
- (ii) lessening the degree of compartmentalisation so that there can be exchange of staff between primary and secondary schools, particularly, at upper primary and lower secondary levels, and
- (iii) having training institutions being more specific and directional in preparing teachers to assume their primary roles, viz, teaching students who possess varying levels of skill and potential.

STANDARDS

The term "standards" is difficult to define, but if it is taken as "achievement levels", and if the levels of achievement of students in the Public Examinations, are compared with those of present students then the former are superior. Significant factors to be considered in this context are:

- (i) The Scholarship Examination ensured that the "cream" of the Year 7 students only proceeded to secondary education, whilst in present times, all from the highly literate and numerate to those barely capable of reading and inept in numeracy proceed to Year 8.
- (ii) In Years 11 and 12 there are students, more numerous than ever, attempting courses of study, more often than not academically oriented, whose aptitudes and general academic intelligence levels render their chosen courses of study little less than incomprehensible.
- (iii) Syllabi are far less prescriptive than those of previous years, lacking, in many cases, definition. In fact, they have been described, at both secondary and primary levels, as being composed of "bits and pieces", and imbalanced, with the abstract elements being over-emphasised.
- (iv) The power to enable those in authority, from The Director-General of Education, to the Subject Master/Mistress, to insist on positive achievement, in a challenging and positive matter, has been/is being constantly eroded.

If the teaching profession is obliged to be accountable and to report to parents in a conclusive manner, the ability to enhance the quality of accountability particularly can be achieved by adopting all or some of the following procedures:

- (a) Year 8 students remain in the primary school to undergo a monitoring process, viz, to be under the supervision of one teacher per class, accepting responsibility for teaching a "block" of courses of study.
- (b) Syllabi be so written as to permit revision, particularly at primary level, and to enable greater continuity of study to be pursued than primary and secondary syllabi permit at present. The student making the transition from primary to secondary will be confronted with a less formidable task than that with which he/she encounters at present.
- (c) The possibility of reintroduction of Trade Schools, Commercial Schools, Domestic Science Schools be considered, to cater to Year 12.
- (d) The whole concept of Teacher Selection and Training be re-examined (see this section under Philosophy).
- (e) The budget for Education be closely examined with a view to channelling more of that which is now available into meeting costs incurred by employing more teachers.
- (f) The confidence of the community generally, employers and students particularly, will be renewed if the system of assessment is placed under close scrutiny.

Possibilities that should be given consideration are:

- (i) the re-introduction of the External Examination in toto,
- (ii) the re-introduction of the assessment of each student in each course of study undertaken, based on part External Examination and part Internal Assessment,
- (iii) a modification of the existing Radford method of assessment.

This, by no manner of means, exhausts all the elements of General Philosophy and Standards that were raised and touched on briefly, but, in the time at the disposal of those directly involved, the aforementioned were those dealt with in detail.

In conclusion, as a generalisation, it was accepted that teachers' accountability must be given greater emphasis, and that secondary school should be more challenging to all students, irrespective of their talents, than it appears at the present time, and that practical, realistic approaches to the challenge be employed rather than approaches leaning too heavily on unbridled altruism and idealism.

DALBY SUB-GROUP SUBMISSION TO PARLIAMENTARY SELECT COMMITTEE

PART B

STAFFING

There has been a significant improvement in the service available to schools since staffing responsibility was decentralized. This improvement stems mainly from direct consultation between Regional Staff Inspectors and Principals regarding staff appointments, including personal suitability for school and community.

The considerable improvement in the provision of ancillary staff, particularly Aides and Clerk Typists, is acknowledged.

The holding of supernumeraries (Primary schools only) creates planning difficulties as such personnel face transfer to fill Regional vacancies, thereby leaving vacancies in the schools to which they were originally appointed. These teachers are held in the super-numeracy category against the inevitable attrition occurring during the year. Thus there is little inter-regional movement, and it is possible for imbalance between regions to occur.

While the development of teaching specialties in two areas is an acceptable norm, there are difficulties in Secondary Departments when specialists are required to teach in four or even five areas.

Some specialists (for example teachers of Home Economics, Commercial, Manual Arts, Physical Education) are not readily replaceable.

There exists extreme inefficiency in some Secondary Departments where either students or teachers have to travel for a subject or area such as Home Economics or Manual Arts. Hence subjects in these areas are grouped over one day (usually) rather than being spread evenly through the week.

In country High Schools and Secondary Departments, there is a significant proportion of young teachers on staff. In the case of Secondary Departments, this young staff is thrust into a position of responsibility, and assistance from teachers with experience in a particular subject or area is not easily obtained.

Administration Officers or Bursars are urgently needed in schools. Perhaps smaller schools could be serviced on a shared basis.

Improvement is required in the method of appointing Clergy-Typists to schools, so that mature people fill these positions. This is essential when the nature of the Clerk-Typists work is considered - confidential matters relating to students; handling of money; relationships with parents.

An extension of guidance and counselling services is required to provide the service necessary in schools. For example in the vast South-West Region there are only two Guidance Officers, one stationed in Roma and the other in Dalby.

Revision of application of staffing scale is required so that Resource Teachers, Librarians, Audio-Visual Coordinators are not counted when pupil-teacher ratios are calculated. Inclusion of these personnel gives a false impression of the staffing situation.

Greater flexibility in use of staff such as Janitors, Janitor/Groundsmen and Cleaners is requested so that certain duties may be performed out of normal school hours. This applies in particular to the practical community use of school facilities including Assembly Halls.

CURRICULA

It is suggested that a closer liaison should take place among those associated with general design of curricula from Year 1 to Year 12 with the specific objectives of:-

- (i) Providing programmes with a continuous and logical development from Year 1 to Year 12 inclusive.
- (ii) Ascertaining the vital core that should be taught in all schools. (It is suggested that the core include the basic skills and knowledge required to function in our culture).
- (iii) Determining the minimal core not only within each of the basic school subjects (namely Language-Arts, Mathematics, Social Sciences and the Sciences) but also in the total school programme.
- (iv) Determining the stages or year levels these basic programmes should cover so that there is more consistency within schools.
- (v) Outlining the optional courses that could be made available to students to explore their personal interests and which should be a natural extension of the core in the basic subjects.
- (vi) Providing clear, unambiguous statements on community programmes and responsibilities that are within the parameters of school instruction. It is suggested these include religious education, sex education, drug education, driver education.
- (vii) Establishing a more efficient communication network with employer groups, representatives of technical and further education (including academic tertiary institutions) and parents, to determine the necessary pre-requisites, proficiencies and skills which the schools should attempt in their programmes to satisfy the varying demands of these pressure groups.

IMPLEMENTING CHANGES IN THE EDUCATION SYSTEM

It is noted with some concern that when major changes occurred in the Queensland Education System (such as the abolition of the Scholarship and the movement of Year 8 students to secondary schools in 1964, and the introduction of the "Radford" system of internal assessment as against external public examinations in the early 1970's) they were introduced without sufficient preparations of Education Department personnel (especially ordinary teachers) and without the public awareness programmes necessary to condition people to major changes which concerns them or their children. Hence it is requested that if and when major changes are contemplated within the Education system of this State, they are introduced only after those who have to implement them are adequately prepared and those who are going to be affected by the changes are sufficiently informed.

DECISION MAKING PROCESSES

In local areas it is suggested that there be established advisory groups, including School Administration personnel, members of teaching staffs, members of Parents and Citizens' Associations, community representatives and Student Council representatives to establish priorities for:-

- (i) Building improvement programmes in schools
- (ii) Furnishings for Schools
- (iii) Hardware equipment for schools
- (iv) Educational resource materials for schools

Before these programmes are implemented there should be a necessary process of consultation among the local school authorities, local advisory groups, Education Department representatives (such as the Inspectors for School Building Programmes and Equipment) and the construction and provision authorities (such as the Works Department or private contractors).

It is acknowledged that there has been an improved system of Government Grants to schools in recent years, but again it is suggested that in some areas these become unnecessarily restrictive (for example, the inadequate grant for equipment repair and new audio-visual equipment in secondary schools; the \$30 limit on certain types of Home Economics and Manual Arts equipment). It is acknowledged that there is the need for schools to be accountable for monies received from the Government (through Government or other Audit checks) but we request a total grant for schools for purchase and repair of all types of equipment.

(The associated need for more administration officers and improved clerical assistance is covered in the submission on staffing needs and problems in schools).

AUTHORITIES TO INVESTIGATE COMPLAINTS

Some dissatisfaction exists with the present situation whereby complaints (sometimes verging on trivia) can be sent direct to Ministers or Directors. It is thought that there should be a three-stage level of complaint:-

- (i) the school itself
- (ii) the regional authority
- (iii) the central authority (perhaps in this case an appropriate independent authority or educational ombudsman)

The public (parents and community) should be conditioned to work from (i) to (ii) to (iii) rather than the reverse, and hence school authorities should accept the added responsibility of trying to satisfy most complaints at the local level by all means at their disposal.

WARWICK SUB-GROUP SUBMISSION

PART C

ENTRY TO TEACHER TRAINING/EDUCATION

Our concern is that at present the sole determinant for entry to Teacher Training is the T.E. Score of the applicant. The contention is that factors other than academic ability should be taken into consideration.

Proposals:-

1. A questionnaire be designed, similar to that used by the Australian National University and the New England University for early entry, in which a school panel would be able to evaluate such factors as emotional stability, ability to gain co-operative support and Leadership potential among other relevant criteria.
2. In the selection of students for courses such as Physical Education, Pre-School, Manual Arts, Art, and Home Economics the questionnaire should be concerned to evaluate the applicant's degree of skill or potential in the area. For Physical Education we would expect that some or all of the following would come into consideration:-
 - (a) Tertiary Entrance Score
 - (b) Personality
 - (c) Ability to get along with people of various age ranges particularly children and near adults.
 - (d) Acceptable level of physical fitness and motor ability
 - (e) Appreciation of skill development
 - (f) Suggested Grade 11 and 12 subjects as pre-requisites for tertiary studies in Physical Education - English, Biology, and Physical Education.
 - (g) Knowledge and interest in a variety of sports.
3. That a State 'Selection Panel' be established and a member of the Panel visit each school each year to conduct Personal Interviews with the applicants.

SUMMARY

We feel that selection for entry to a Teacher Education/Training Programme should depend on

- (a) T.E. Score
- (b) a satisfactory report through the Questionnaire to the School
- (c) a satisfactory report from the interview with a member of the Selection Panel.

Final selection should rest with the 'Selection Panel'.

TEACHER TRAINING/EDUCATION PROGRAMME

We contend that the teacher taking up his first appointment after his graduation from the training institution must be equipped well enough to make a successful start. In making this assertion we do not deny that this teacher will need to have his training, through an in-service programme, continue for the duration of his teaching career.

We find from the evidence gathered from Teachers in the Darling Downs and South West Region, (N.B. The Research was done in late 1977 and involved over 170 teachers)

"-- that courses of training should be made far more practical in their outlook than at present. What new teachers want is to be equipped with as many skills of teaching as possible when they reach the work face."

One first year teacher trained in a C.A.E. had this to say:-

"One does not appreciate the problems involved in teaching until an extended period of continuous contact, and teaching in the classroom, is experienced."

Proposals:-

1. Much greater proportion of time be given to practical teacher training in schools.
2. The secondment of successful practising teachers to the staff of teacher training institutions for a period of 2 - 5 years at a time.
3. The machinery should be established to allow the lecturing staff of training institutions to return for short periods e.g. 1 term, to the school classroom, on a regular basis e.g. once in 5 years.
4. Since many first year teachers will be appointed to schools in rural areas, these rural area schools should be involved in the Teaching Practice Programme of Teacher Trainees, provided these schools have experienced and capable staff.

The following are suggestions made by first year teachers contacted:-

Primary 1st Year C.A.E. Trained

- (a) Restructuring for a more practical work and less academic
- (b) More time for practical teaching; more time on preparing programmes and unit plans
- (c) More specific work on method and attention to areas like assessment, roll books etc.
- (d) More liaison between practical schools and colleges.

Primary 2nd Year C.A.E. Trained

- (a) To be taught by teachers rather than glorified academics
- (b) Syllabus studies; recommended text books; black-board preparation; work preparation.
- (c) College personnel too far removed from the work face.

Secondary 1st Year C.A.E. Trained

- (a) More practical work on administrative aspects
e.g. examinations, assessments, workbooks and problem students

Secondary 1st Year University Trained

- (a) Less history and philosophy of education; more practical work
- (b) More contact with children of varying abilities, intelligence, backgrounds etc. develop a technique of manipulating people, which I think teaching is all about.

Secondary 2nd Year University Trained

- (a) Less theory and more practical application of theories
- (b) More time spent on teaching techniques.

One would expect that good teachers entering the service would have a good knowledge of:-

- (a) Administrative procedures and general classroom procedures
- (b) Teaching children similar to those they were to experience at their first school
- (c) Teaching mixed ability or less able students
- (d) The use of assessment procedures

5. That a practical manual be prepared as a handbook for young teachers and that this publication be kept up to date. What we have in mind is a publication for teachers similar to that given to Principals but with emphasis on matters that directly interest the classroom teacher in the performance of his duties.

THE NEED FOR A PROGRAMME OF CONTINUING TRAINING

As indicated in our section on Teacher Training/Education Programme we believe that a teacher needs to be involved in a continuing in-service programme covering the teacher's working life in order to keep his qualifications current.

Proposals

1. A First Year Teacher must be given an opportunity to make the necessary adjustments required in becoming a member of staff, must be given the opportunity to gain mastery of the subject material required in the teaching programmes, time to determine the best methods of resolving problems in discipline. It is therefore considered essential that, in the first year, a teacher should receive particular consideration in allocation of duties, that a full teaching load should not be the expectation.
2. Staffing be provided to implement this proposal.
3. That guidelines be established, for school based continuing programme of in-service training for beginning teachers,
4. That a Staff Common Room be provided in Schools to facilitate Staff Communication and interaction.

STAFF APPRAISEMENT

(i) There is concern about the present requirement, that one report be made on new teachers within eight months. This could result in the retention of persons unsuited for teaching.

(ii) A category, possibly "Decision deferred", should be introduced into the report.

(iii) A review should be made of Public Service procedures to ensure that a teacher deemed completely unsatisfactory can be transferred to some other section of the Public Service or can be dismissed.

CHINCHILLA SUB-GROUP SUBMISSION

PART D

BOARD PROCEDURES AND CURRENT CURRICULA

- (1) The Board of Secondary School Studies should continue to award Junior Certificates and Senior Certificates.
- (2) Board Certificates based on school assessment should be available only to students in those schools which accept the Board's moderation of the standards of assessment.
- (3) A Senior Certificate should be issued to all students who complete two years of study in at least one Board Subject. An official statement of results could also be issued for those leaving at end of Year 11 and Year 12.

- (4) Provision should still be made for students enrolling from other states, the student who repeats, students who have had some time in employment, and Exchange Students.
- (5) The Board should approve syllabuses designated as Board Subjects and encourage initiative to develop School Subjects.
- (6) All new syllabuses and major revisions should be subject to careful trialling or piloting to identify any defects or problems.
- (7) Syllabuses should be clearly defined and present content in a logical way. Sufficient examples of strategies, learning experiences, textbooks and resource material should be included.
- (8) Syllabuses should be developed with the following framework in mind:-
 - Rationale
 - General Aims
 - Objectives
 - Content (including time allocation)
 - Evaluation
 - Resource Material
- (9) Syllabuses should be presented as full-year programs years 8 - 12. Year 8 should be considered as a one-year course of study, and years 9 - 10 as a two-year course of study. A realistic attitude should be given to the allocation of time for the year based on numbers of periods, period length, necessity of doubles, frequency of interruptions to time rather than a designation of a mandatory 100 hours a year.
- (10) School assessment programs should provide for the evaluation of students' performances throughout the course of study and schools should maintain records of those evaluations.
- (11) Long-term effects of teaching and learning should be regarded as being as important as the immediate recall of information.

... *B. G. Krautz* ...
B.A. Krautz
Convenor

JL-609

8/1/19

(T)

SUBMISSION

PRIMARILY ON DISTANCE EDUCATION
THE SECONDARY CORRESPONDENCE SCHOOL IN PARTICULAR
WITH ADDED GENERAL COMMENTS

DISTANCE EDUCATION

Schools involved in Queensland - Technical, Secondary, Primary, and Pre-School Correspondence Schools, and Schools of the Air.

Liaison. There is very little, except between Primary Correspondence and Schools of the Air. Technical and Secondary Correspondence Schools are using each others facilities and are coming closer together.

The schools would be better combined under one Principal. This would save duplication of services and of salaries. It should result in:

- (a) A common policy;
- (b) An immediate saving of money by the Department;
- (c) Pooling resources instead of having individual material;
- (d) A pooling of staff for greater diversification of expertise and manpower.

Methods of Instruction. It is largely by printed material but there is an increase in Audio-Visual material in the forms of audio cassettes and slide transparencies.

Attaching students to the nearest school for periodic visits would enable those students to have peer contact, to do courses such as Physics and Chemistry now not available to them, to take part in school productions, to have access to A.V. material, and to have the teachers in a position where face-to-face contact with students would be possible.

SECONDARY CORRESPONDENCE SCHOOL

Teaching Staff. Generally very experienced, but most are in the establishment because they are not suitable for a classroom. Reasons are largely on medical grounds (e.g) high blood pressure or heart trouble, but there are a few who have been unable to handle a class. Through lack of school or class contact, many are out of touch with the class room situation.

Teachers are encouraged to visit local high schools at the beginning and end of each year to keep in touch. This is having a marked effect.

Possibly a greater flow of teachers in and out of the establishment would benefit both this place and the schools, as this establishment has much to contribute if people knew more of it.

Most new staff are now interviewed by the Supervisor before acceptance. This is an unofficial arrangement between the Staffing Inspectors and the Supervisor to try to maintain a high standard.

Staffing Scale. The Supervisor is not aware of any method of working out the staffing requirements. There is presently an establishment of 67 teachers, one Supervisor, and two Deputy-Supervisors.

If the aural/oral aspects of different subjects are to be taught as is stated in the Syllabus, the staff will have to be increased.

At present there are 59 effective teachers out of the 67 allotment.

Non-Teaching Staff. There are 27 in number. They are engaged in clerical duties and in the production of courses.

An increase in the number of courses (Biology, Typewriting, Music, Home Economics, and Art) has not led to an increase in non-teaching staff.

These courses have led to a marked increase in course preparation.

The introduction of the A.V. section has created a need. Three people from the non-teaching staff deal exclusively with the production and distribution of A.V. material.

A Graphic Artist to uplift the quality of courses is desperately needed. At present, one is employed as a Teacher Aide. His wages are funded by the Priority Country Area Programme. A Graphic Artist is normally paid under a different and much higher award wage.

Each of the other Correspondence Schools has two Graphic Artists paid the wages of a Graphic Artist.

Student Body. Over 5 000 are enrolled for an average of two subjects.

Most are adult women under the TAFE scheme. Over half of the adults do not submit their first assignment. Research into causes of drop-out is desirable.

The drop-out rate in the school-age student body is small, but there are few full time school age students in Years 11 and 12.

Seminars are now being held to aid students, but they are in only Brisbane, Nambour, and Toowoomba.

Itinerant Teachers. There is only one in the Secondary situation. He works with the P.C.A.P. scheme and has made a remarkable difference to students from Roma to the Western border. Drop-out rate is cut, and parents are able to discuss study techniques and problems in a face-to-face situation.

Examinations. Most students sit for the External Senior and Junior Examinations.

If students are attending high schools and those schools are able to assess for the internal certificate, they are assessed by those schools.

A number of aged students - the oldest is 85 years of age - study to keep themselves mentally alert.

In the external examinations, adults have a marked advantage over the school age student on account of maturity and experience.

Attaching school age students to local high schools would allow the schools to assess the students for examination purposes.

Changes in Syllabus cause trouble. It takes a teacher at least a year to prepare and write a course. This means that the teacher is taken from the teaching staff; typists must type the course at least twice; A.V. material must be produced. The whole business is rather expensive.

The Board of Secondary School Studies now gives the school three years to produce any new course and prepare the students for the new examinations.

GENERAL

1. Text Books. Changes in text books mean a major alteration in any course. The same happens when a book goes out of production.

Students on transfer from one high school to another are frequently required to buy new books.

Standardisation of text books throughout the State would save parents money, publishers and booksellers headaches and would ensure that a high standard is maintained throughout the State.

Because each school chooses its own texts, booksellers and publishers are not prepared to maintain stocks on account of a fear of overstocking and uncertainty of orders.

On the other hand, normal high schools enjoy a freedom in book selection which is very frequently of marked benefit to the student body.

2. Schools are being used more as a Community Centre, and liaison between school and local bodies is proving beneficial.
3. Relationships between students and teachers has shown a remarkable change over recent years.

Where there is a mutual respect, and where teachers are able to do their work effectively, the bond is very strong.

Students who come from broken homes or from a one parent family frequently rely on some teacher to confide their problems and to seek advice.

4. I have been out of a normal high school for just over two years and still visit schools. I believe there is no deterioration in the student body.

Students are more questioning; their morals are as high as ever they have been; they are more friendly; they have a different set of values from the older generation; but when the older generation takes the trouble to study the student the true values are discovered.



F.V. Exelby,
SUPERVISOR,
SECONDARY CORRESPONDENCE SCHOOL.

TEACHERS OF THE EDGE HILL STATE SCHOOL, CAIRNS.

SUBJECT OF SUBMISSION: The Open Area System of Education as now pertaining in Queensland primary schools.

— PART A —

The following data was gathered from teachers and parents of the above school and suggests that there exists a fairly strong aversion to the open-area system of teaching which has been in operation for several years. (The system should not be confused with co-operative or team teaching which works well).

Research has indicated that twelve (12) teachers from a staff of thirty (30) have had some experience in open areas but none ^{has} have received any intensive or formal training in the system apart from a few brief lectures at the College of Advanced Education, attendance at seminars of brief duration or cursory reading on the subject.

Whilst some teachers are willing to engage in multiple area teaching the vast majority prefer to manage a single class-room for the following reasons -

- (1) No intensive training has been received in O-A management.
- (2) The success of the O-A system relies heavily on the compatability of the teachers engaged therein. This is rarely attainable principally because teaching is a highly individualized and personalized profession. The difficulties of arranging staff into compatible groups for open-area teaching is an organizational hazard.
- (3) Children, especially those with learning and other difficulties feel more secure in a smaller room with one permanent teacher.
- (4) Supervision of so large a group of children is difficult and so control can easily become a major problem. In such a situation slow learners are at a disadvantage.
- (5) In such a large group where so many diverse activities are proceeding the noise factor tends to increase to unbearable levels.
- (6) Preparation by teachers in the O-A system is necessarily far greater than is normal for the same or lesser results. Teachers need to be together to prepare. This presents difficulties in timing.
- (7) In attempting to cater for individual needs in such a large group some children tend to be neglected. This is not so apparent in a smaller class with one teacher.

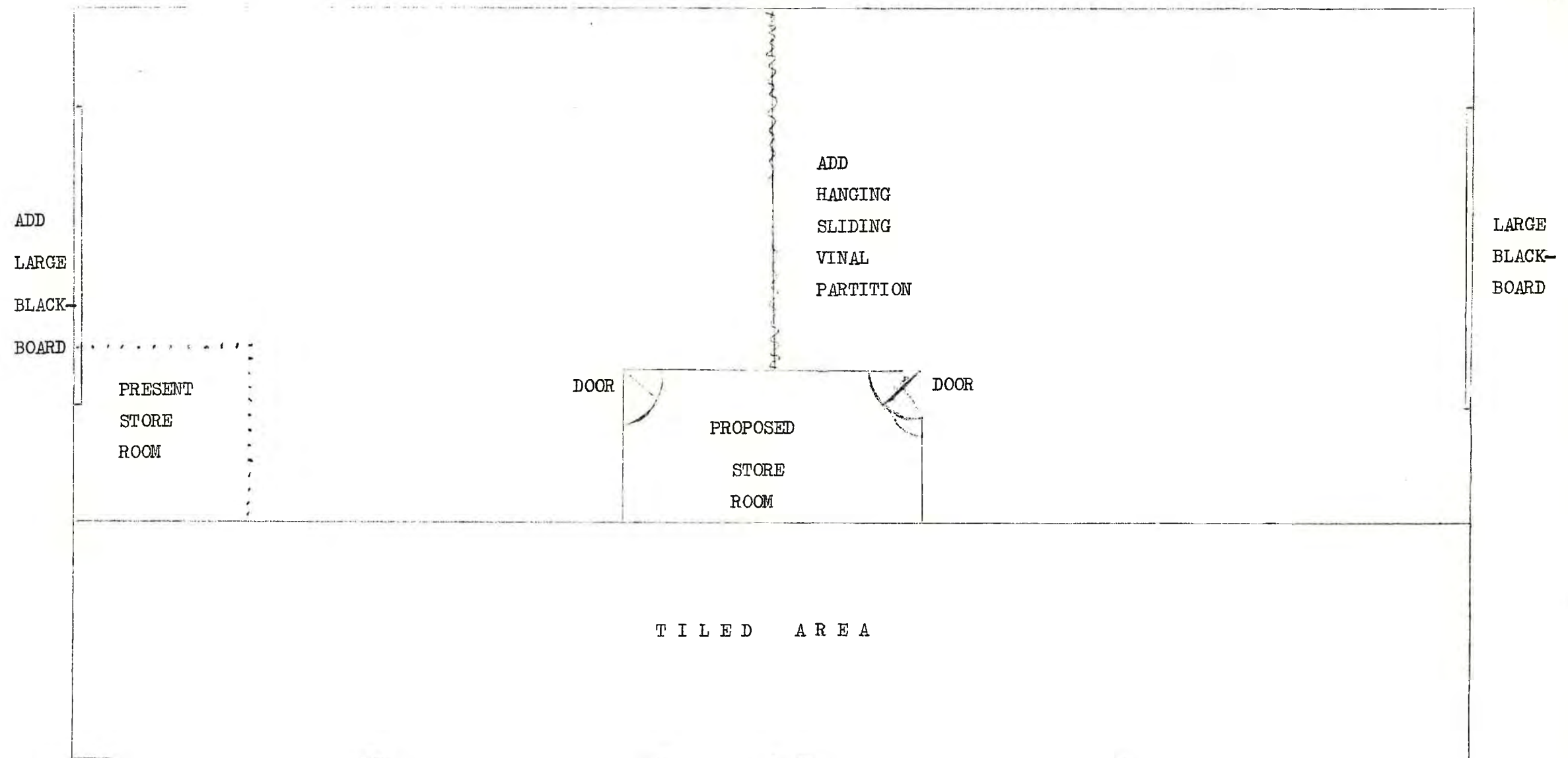
- (8) Teachers spend too much preparation time in room organization (moving groups, etc.). This time is available to the single-class teacher for ordinary preparation.
- (9) A teacher in an O-A situation loses identity with a group of children, an identity which she enjoys in the single-classroom situation. This is analagous to the Secondary School system where a grade does not "belong" to any particular teacher.
- (10) Evaluation of pupils in the O-A system is far more difficult than in the ordinary situation. Numbers are against satisfactory assessment.
- (11) Diffident or retiring children find the large group of pupils rather overpowering.
- (12) The O-A system can hardly succeed if only half the rooms in a school are built for the need. Some schools have no open-areas. Conséquently many children who transfer from the traditional to the O-A system are not able to cope with such a free and unstructured situation.

— PART B —

Whilst there is a solid core of opinion tending away from the O-A system teachers feel that the rooms constructed for the purpose are excellent and with some modification could be used as accommodation for—

- (a) O-A teaching where so desired
- (b) Co-operative or team teaching
- (c) Two separate class-rooms. The modifications suggested are:
 - (1) A concertina or folding partition could be installed to divide the teaching area but not the tiled area.
 - (2) Black-boards should be attached to both end walls.
 - (3) The store-room should occupy a centre position to serve both areas.
 - (4) Ceilings should be lower to facilitate hearing.
 - (5) There should be less window space to lessen glare and to give more space for display boards.

N.B. A rough plan is attached.



N.B. (1) NOT TO SCALE

(2) WITHDRAWAL AREA TO BE CONSTRUCTED OUTSIDE THE ABOVE

Au 146

FRYER
Mss.

Emerald Education Centre,
c/ Emerald State School,
P.O. Box 153,
EMERALD. 4720 81/16

11/08/78

TO: Select Committee of Inquiry into Education
FROM: Emerald Education Centre

A request is made by the Emerald Education Centre for consideration of minimum standards of housing, furniture and equipment being provided for all Education/Teacher Centres.

Emerald Education Centre caters for 202 teachers of schools, both government and non-government of the Central Highlands.

With consideration to remoteness and the high percentage of relatively inexperienced young teachers we find that equality of professional support and assistance should be made available to all teachers.

Provision should be made to staff the Education Centre with a full time teacher and aide who could assist teachers desirous of using the centre's resources.

Resources should be improved and similar standards of equipment provided.

Such a centre, adequately staffed and equipped, would result in a huge saving, to teachers, parents and Parents and Citizens' Associations.

The well-being of the children of the Central Highlands is our sole consideration, and by improving support and facilities to teachers such an end may be achieved.

Yours faithfully,

U. Barnett

(Mrs) Una Barnett
Secretary

Engelsburg State School, 81/16
George Street,
KALBAR. 4309.

25th July, 1978. Au 107

The Secretary,
Select Committee of Inquiry into Education,
Parliament House,
BRISBANE. 4000.

Dear Sir,

We, the undersigned, being the members of the Fassifern District Principals' Association, wish to present the following submission to your Select Committee of Inquiry into Education. The general consensus of opinion of the group is that the overall Primary Education output is quite satisfactory, but that, as with all large organizations, there are many areas where improvements may be possible. Being a Principals' Association we have endeavoured to keep more to the organizational side of education. We recognize that a total inquiry must inquire in depth into many other facets - the future needs of the present child: the hereditary I.Q. of the individual community: the environment in the different areas: the individual needs of each child - to mention just a few.

The first point for discussion in an attempt to offer constructive criticism was Teacher Training.

It was felt that the Colleges of Advanced Education should continue their present efforts to further the education of the young people who are to teach our children. However, we feel that more areas of practical aid to the trainees should be covered. Most Principals felt that teachers at the commencement of their careers in schools should have the ability to build an acceptable Current Curriculum Programme, coupled with a daily format for work and a working knowledge of the syllabus for each subject so that they may set up these programmes.

It was also felt that most new programmes, although well piloted in some schools, were then introduced with insufficient in-service for the majority of teachers who have to implement them. While recognizing that the efficient school achieves a great deal through staff meetings, so much time is required for actual teaching and preparation that it is felt that for the introduction of new methods, practising teachers require full release for training in same. This has been more adequately covered lately, and should be continued and extended.

From the point of view of Principals in charge of schools, it is projected that a minimum of one week's training and orientation is required for each promotional step to each class of school.

One of the complaints made about incompatibility between Principals and staffs could be helped by continuing the present programmes of Organizational Development, Problem Solving, and Interpersonal Relationship for Principals, and the last two for staff members; many competent people in the service have already attended these on voluntary or departmental levels.

The next subject discussed by the group was Finance. Most expressed pleasure at the liberalisation of funds forwarded for use in the schools, compared to the austerity of ten years ago and hoped that this scheme will be further extended. However, the way in which the scheme is now implemented did not receive such favourable comment as it places so much added pressure on administrators, and makes so much extra inroads into precious organizational time. As stated at the beginning of the submission, being such a large body of people in the Education system, if there have been a few cases of misuse of this funding, the group deplores the action of the few irresponsible people involved. It feels that the present ponderous system of accounting recently introduced should be streamlined to alleviate the position somewhat, and, in particular, the new internal accounting is thought to be an unnecessary imposition as all well-run schools have their own systems to suit their own local conditions. It is also hoped that, in future, material issued through the Annual Grants system will be received much more quickly than at present.

Staffing has caused some concern recently. For greatest benefits to pupils, e.g. to allow teachers time to pursue remedial work with the slow learners in each class; maximum class numbers should be thirty pupils per ordinary primary class and twentyfive pupils per teacher in composite areas. In the smaller schools the assistance from the Department in the form of employment of teacher aides is much appreciated and these people are well used. One anomaly exists, in that, very small one-teacher schools (under 15) have no aides. Perhaps these could be helped on a proportionate (children to number of hours) basis.

A topic which elicited unanimous opinion quickly, was, maximum size of primary schools. While realizing that many factors influence the size of each school - such as availability of suitable ground space, finance for new construction, etc., there was total agreement that no primary school should exceed 600 pupils. (Many advocated a maximum of 500).

Many reasons were tabled for this; some of which were:-

- (a) Large schools are very difficult to organize;
- (b) The individuality of pupils is entirely lost in the multitude.
- (c) Most of the playground is covered with building;
- (d) Even where there is a large playground there can never be sufficient facilities for the large numbers.

It was also suggested that where additions or alterations are to be made that there be more liason between Principals and the Department of Works.

Touching briefly on the specific subjects of the syllabus, the group was unanimous in its praise of the expertise of those people responsible for the development of the curriculum in each subject area, and expressed the hope that this development would continue on similar lines. It was felt that each syllabus was prescriptive enough to show teachers the basic requirements that are necessary for each step in the child's development, plus further work for the average children and wider expansion for brilliant people. As with all subjects the amount finally achieved by the child will depend a great deal on individual ability (both child and teacher).

As most of the group belong to one-teacher schools, the recommendation that no teacher be transferred to one-teacher schools until he has a minimum of two years as an assistant, is a very valid argument.

Finally, we wish to emphasize the contents of paragraph one, that we believe that in most schools the overall primary output is satisfactory. As is the case with any member of our communities, all or any members of the Committee of Inquiry are welcome to visit our schools at any time they please, to observe our schools in operation.

Signed:

<i>E. Laach</i>	President.	Engelsburg State
.....	Secretary.	Peak Crossing
<i>W. J. Macmillan</i>	Treasurer.	Boonah State
<i>John Beattie</i>	Vice President	- Harrisville State
.....	Member	Aratula State
.....	"	Coulson State
.....	"	Maroon State
.....	"	Milford State
.....	"	Mt. Alford State
.....	"	Roadvale State
.....	"	Tarome State
.....	"	Teviotville State
.....	"	Warrillview State
.....	"	Special Schools :-
.....		The Outlook.

Au 46

81/10

The Chairman,
Select Committee on Education,
Parliament House,
George St,
Brisbane, Q.4000.
Dear Sir,

We wish to present the following submission to your Committee.

1. Problems attend the transition from one stage in education to the next - primary to secondary and year 10 to year 11. Similar problems seem to attend the transition from secondary to tertiary studies.
2. Standards are unreliable, largely because of the vagueness of many syllabuses. While we welcome a measure of freedom, we believe that in every subject definite core studies should be undertaken, and that the final report or certificate from a primary school, a secondary school, or a secondary department should, among other things, indicate the achievement of the student in these core studies.

We make the following additional comment on these two matters.

1. The transition from primary to secondary studies is difficult for teachers and students alike; teachers cannot safely assume that students have reached a definite level of knowledge or competency in any subject. This ^{is} evident in the transition from Language Arts (primary) to English and foreign languages (secondary). We believe that a knowledge of fundamental grammar is essential; every teacher of foreign languages can testify to the number of students who abandon these because they lack this knowledge. Grammatical **terms** are rarely known and grammatical concepts even more rarely understood; these include the parts of speech and the ways in which they can be inflected. Terms such as tense, mood, voice, person, number, gender, case, etc. are often unfamiliar, and descriptions of inflected words (present indicative, first person plural, etc.) require lengthy explanation.

At the start of secondary Mathematics, the following are often unfamiliar or only faintly familiar, and are therefore badly handled:

- (a) simple proportion - one of the essential mathematical operations;
- (b) concepts such as multiple, factor, product, etc.;
- (c) mathematical logic, as found in Euclidean Geometry;
- (d) operations with decimals, especially long division (and this in spite of the almost universal adoption of metric and decimal systems;
- (e) the changing of a mixed number to an improper fraction;
- (f) operations in Algebra such as the solution of simple equations;
- (g) practical consumer Mathematics, which seems to be neglected in many primary schools.

The transition from year 10 to year 11 can also be difficult; it is much more likely to be difficult if there is also a move from a

secondary department. We enclose some evidence: samples of work done by a year 11 student who for Junior English was awarded a 5. This is not an isolated case. Unreliable standards in Science and Mathematics, and failure to cover the full syllabus, produce similar results in these subjects. A typical example is a year 11 student who last year gained 6 in Science and 6 in Mathematics; she dropped Chemistry before the end of first semester this year - her rating would have been 2, or at the best 3. She is still struggling with Mathematics. The discouragement that such students feel when they are measured against others and found wanting seems to indicate that they are the victims of a system that is far from satisfactory.

In spite of moderation and tertiary entrance scores, the expertise of students at the beginning of their tertiary studies, especially in the Sciences, varies greatly, and their literacy is often questionable.

2. Varying standards and lack of definition in syllabuses cause difficulties in most branches of study. Students themselves express concern at their lack of background knowledge in History and Geography; they attribute this to the deficiencies of the syllabus in primary Social Studies. Perhaps they are right.

The English syllabus for years 8-12 has merit in that good teachers are free to interpret it according to the needs, talents, and interests of their students; we endorse the intention of this syllabus, but deplore its vagueness, which leaves it open to abuse. Some schools and teachers emphasize creativity at the expense of accuracy; presumably they take the Christmas gift view that 'it's the thought that counts.' People - adolescents or adults - who use the language in a slipshod fashion seldom have the inspiration for creative writing, and cannot appreciate the sensitive use of words that is an intrinsic part of all that is finest in literature.

We acknowledge that there are trends in society that partly account for what seems to be a decline in literacy. A much higher percentage of students now remain at school until the end of year 11 or year 12. A much lower percentage come from homes where reading and thoughtful conversation are habitual. Many young (and some older) people learn English from the sensational press and from television and radio; they accept what they pick up in this way as good English (occasionally it is); they acquire a stock of clichés and fashionable words, and learn how easy it is to use these without thinking. As George Orwell wrote, "The smaller the area of choice (of words), the smaller the temptation to take thought." What is even worse is the banal, repetitive language of the 'pop' culture.

We believe that today no student should be without some knowledge of mathematical and scientific principles and processes, and that a good

3.

command and a sound understanding of language are of greater importance than they have ever been. If education is succeeding, our students should be achieving higher standards. It is not enough that standards remain constant; it is deplorable that they may already have become lower.

Yours faithfully,

Bella Gillies

(Principal, Fairholme College)

Karen L. Summors

(Headmistress, Glennie Memorial School)

Toowoomba,

8th August, 1978.



Frawley College

Co-educational Senior School
In association with Soubirous & De La Salle Colleges.

JL - 6009



Phone: 284 9777
After hours: 284 2241

Scarborough, Qld. 4020

5th July, 1978.

Attention: Members of Select Committee of Enquiry into Education in Queensland.

Submission from: Teaching Staff of Frawley College.

Points:

- (1) We suggest that, wherever possible, particularly in newly developing urban areas, the possibility of establishing separate co-educational Senior Secondary Colleges for years 11 and 12 should be given careful consideration.
- (2) We submit that the advantages to be gained from such autonomous senior schools by the students, staff and administration are many, provided that enrolments are not permitted to grow to a stage where individuals are again lost in a large crowd.
- (3) We submit that the students gain in the following ways:
 - (i) An apparent greater degree of freedom hand in hand with increased responsibility;
 - (ii) Vexatious rules applicable and probably beneficial to years 8, 9 and 10 students can be reduced or abandoned; e.g. mass regimentation;
 - (iii) More flexibility in time-tabling is possible since the senior school is a compact very workable unit;
 - (iv) More flexibility in curriculum is possible as the demands of the all pervading huge time-table (for years 8, 9, 10, 11 and 12) do not have to be met;
 - (v) Increased pastoral care and vocational guidance can be given to each student. Provided such schools are kept reasonably small in enrolments each student assumes his/her rightful identity to the staff, and is able to relate to staff on a friendly but courteous basis;
 - (vi) A sense of belonging is strongly felt by the students;
 - (vii) More mature study habits, not applicable in the early Secondary School, are more easily fostered by the staff;
 - (viii) The benefits listed in (iii) to (vii) are also applicable to students in years 8, 9 and 10 in corresponding separate junior secondary schools;
 - (ix) The transition from the Senior School to tertiary institutions or the work-force is greatly facilitated because students have become familiar with increasing freedom and responsibility.
- (4) We submit that the staff gain in the following ways:
 - (i) From the company of other teachers experiencing the same problems, peculiar to this special age group;
 - (ii) Discipline problems, while they do not disappear altogether, nevertheless are greatly diminished through the removal of 'vexatious' rules;



Frawley College

Co-educational Senior School
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Phone: 284 9777
After hours: 284 2241

Scarborough, Qld. 4020

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- 2 -

- (iii) This promotes in the school a climate of healthy attitudes in which the staff can pursue its work of instruction and pastoral care;
- (iv) The staff also feel strongly a sense of belonging since the decision-making process can be made more democratic;
- (5) We submit that the administration gains in the following ways:
 - (i) From the obvious fact that a senior school is a compact, very workable unit;
 - (ii) Experimentation of a wholesome nature in curriculum and in educational endeavours generally can be undertaken;
 - (iii) Since the majority of teachers employed in senior schools tend to be well experienced, less supervision of them is required;
- (6) We submit that since such Senior Secondary Colleges are not yet very common in Australia (they are chiefly in evidence in Tasmania and A.C.T.), by fostering such schools Queensland would be taking a further educational initiative.
- (7) We submit that, if the establishment of such senior schools became favoured in Queensland, the parents of the students could (and should) be given a large say in curriculum and policy formulation, and their general involvement in the school encouraged. This would be another welcome educational initiative.
- (8) Finally we suggest that the extra cost of such senior schools to the community is far outweighed by their advantages, some of which we have outlined. Senior Secondary Colleges, being compact units of students, parents, staff and administration, can operate at an "adult" level somewhat inappropriate to years 8, 9 and 10. It is our experience that many of the current problems besetting schools disappear in a "senior school" context.

With best wishes in your deliberations,

Yours sincerely,

Marion Cair

B. M. Smith

Jean Rome

Br. James R. Wall

Jane Fellingberg

Catherine Long

St N. Martin's

Key & Bishop

Mark & Higgs B.C.

[Signature]

B. M. L. Lynch

Submission:The Select Committee of Inquiry into Education

From - The English Department
Gordonvale State High School

On April the 10th our school held a Parent-Teacher meeting for Grade 11. We spent a great deal of time preparing for this event - discussing individual students, assessing their work, organizing a suitable night, making sure all the teachers could come (some having to make a round trip of forty-five miles for the event).

Some parents received a special invitation (rather than a general request) for we all felt that their child was having special difficulty coping with Grade 11 work.

We have 42 students in Grade 11.

Do you know how many of these (approximately) 84 parents arrived? Perhaps 15.

Fifteen local parents came to this meeting!

Speaking to other teachers at other schools, we found that this response is not atypical. It seems that Gordonvale is not an especially apathetic community. Perhaps, when we thought about it again, we should feel pleased - everyone in the community is so satisfied and well informed about what is happening to the children in the local schools, that they don't feel the need to interfere.

It is true that we have had very few complaints - at least in the English Department in the last three years (no member of the staff has been at the school for longer than that). Hundreds of exam papers have been marked, hundreds of reports have gone home, hundreds of assignments have been submitted and marked, hundreds of books, plays, and poems have been read and discussed. The school has presented suitable plays and musicals for public performance.

Perhaps everyone is satisfied and content.

And yet, talking to parents and citizens informally in the town, they suddenly confide in us that they believe -

"That noone can spell anymore - or fill in forms either."

"That standards have fallen alarmingly since they completed 'Scholarship' or 'Junior' or (more rarely) 'Senior'."

"That books such as X (which their child has probably read and discussed at some time in the High School) should not be allowed into the schools, and that programmes such as SEMP and MACCS should certainly have been banned."

The media seems to reinforce these views - giving great prominence to claims of community illiteracy and dangerously corrupting material being studied in the classroom.

Those of us who are closely involved in the education process, are becoming somewhat alarmed by this public criticism, especially when it seems to be being reinforced (and confirmed) at an official level by such decisions as the sudden withdrawal of the SEMP and MACOS programmes.

None of us is saying that the present system of education is perfect in every aspect, but we do feel that in the interests of informed and reasonable debate, the following points should be made.

1. There does not seem to be any concrete evidence that standards in any subjects have fallen. Most people who maintain that this is so base their opinion on the most flimsy evidence - such as their personal recollection of the quality of work of their classmates or friends when they were at school. Very few people, apart from teachers, have an overview of standards of work within a school. Most people who are in a position where they can judge the quality of job applications were not in that same position fifteen or twenty years ago, and even if they were, it is doubtful whether they have samples of such applications from prospective employees with which to compare contemporary ones.

When comparing these "standards" it is also important to remember that education fulfils quite a different function in society to the one it attempted to fulfil in the days of the external examination system.

2. Many claims have been made lately that a return to the external examination system would ensure a return to high educational achievement.

We in the English Department at this school would strenuously deny this.

Those of us who were educated in a system where our total worth and achievement were judged in a series of final exams, or who have taught in such a system, would like to point out that apart from the fact that such a system places some students in a stress situation which they are unable to cope with, it is unfair in that it only uses one test instrument to judge a student's ability.

In our English programmes, each student presents work which he has completed at home, in the library, in class under exam conditions, or is a result of quite informal supervision. Some of the work is presented orally, and while some of his work is quite impromptu, other sections of it might take a whole semester to complete.

Thus, we feel that we have a fairly deep and accurate view of each student's strengths and weaknesses - an evaluation which is much more comprehensive than one obtained in a formal examination.

The student who is working within this programme is able to have a realistic knowledge of his own progress, and is able to regulate his work, and see the goals he is working towards quite clearly.

The English Syllabus places equal emphasis on four aspects of the course. These are - reading, writing, speaking, and listening. It is obvious that the traditional system of examination would be quite unsuitable as a method of evaluation of at least two of these areas.

Some public distrust of the present system of assessment is probably due to lack of accurate information. Educational institutions should be encouraged to begin a campaign to make parents and other members of the community more familiar with our methods of evaluation.

3. Campaigns such as the ones waged against MACOS and SEMP threaten the very foundation of education in Queensland. Education should be an enriching process - not one subject to the narrowing influences of small and prejudiced pressure groups.

It is not to be denied that the members of any group in the community have the right to make judgements about educational matters. Indeed public participation in decision making about education should be encouraged.

However this public participation should be open, informed and reasoned, for a decision to change educational policy has far-reaching effects, and should not be made hastily, emotionally, or as a result of personal bias.

An atmosphere of mutual trust and confidence must exist within the community between all people involved in education. Everyone must feel free to express an opinion which will then be discussed and evaluated by the whole community. This trust and respect is totally destroyed when one small group is given the power to make the decisions which effect the whole community - with regard to such things as course content or resource material.

4. We would urge that funding for education will continue to provide for the expansion of such programmes as remedial english, and that in-service training courses are extended particularly in country areas where professional isolation becomes a problem.

We welcome the opportunity to present our ideas in this investigation of education, and hope that the public interest sparked by this Inquiry, will lead to greater public participation in the education process.

S. Davey
R. Fahy
B. Borrow
A. Harper
J. McLoughlin
M. Mlikota
T. O'Shea
M. Smith
J. Wagner

Borrow
R. J. Fahy
S. Davey
A. Harper
J. McLoughlin
T. O'Shea
M. Mlikota
J. Wagner to finish.

PHONE 56-1033
P.O. BOX 239
GORDONVALE
4865.



NQC 15 FRYER
Mss.
81/2

GEORGE ST.
GORDONVALE

PRINCIPAL.....T.F. Bertwistle.....

.....4th July,.....1978...

S U B M I S S I O N

SELECT COMMITTEE OF INQUIRY INTO EDUCATION

The Staff of the Gordonvale State Primary School wish to submit the following nine (9) general aspects of education.

1. We believe there should be two intakes per year of children from Pre-Schools into Grade 1, and that there should be a transition year for some slower children between Grade 1 and 2. It would be necessary to have three years in the infant section of the school for some children instead of two but with a separate group and teacher for transition children.

2. We believe that more staff and resources should be available for exceptional children in the Primary School. By exceptional children we include children with specific learning and behavioural problems as well as gifted children. This latter group we feel is especially neglected as there are few avenues open for the full development of their abilities. Slow learning children are receiving some attention in relation to reading difficulty but mathematics remedial teachers are lacking.

In modern society the number of behavioural problems in children seems to be increasing and we believe that children with such problems need specialized attention which the average classroom teacher is untrained to give.

3. We believe teacher training is a real area of concern. We believe that teacher training institutions should be orientated to the practical side of teaching. Present teacher preparation and pre service education seems to be biased towards the theoretical and philosophic side. While theory is essential it should not dominate the courses at the expense of practical teaching and method. At all teacher training institutions, specialists in the teaching of reading should be employed. These personnel are not available in most colleges.

Research into teacher selection needs to be carried out as it is felt that some students are not really committed to teaching and seek the job only after unsuccessful attempts in other positions.

4. We believe that educational decisions should be made by a wide spectrum of politicians, administrators, teachers, businessmen, and parents in combination, especially in relation to decisions that affect schools and students closely and directly. The Education Commission to control and administer state education would involve many people from the community and the system. A Commission representing such a variety of people, groups, and organisations would make better and well informed decisions than the present bureaucratic framework.

5. We believe that Class I primary schools should be supplied with administration officers due to the increase in the number of forms, vouchers, and school accounting procedures. This would allow more time for the Principal to supervise and help with planning and teaching at the classroom level. Class II Primary Schools with over 400 children should have Deputy Principals (teaching part-time) to help with supervision of young teachers and relieve the administrative burden of the Principal.

6. We believe that there should be research into the development of more Queensland produced standardized tests in mathematics and language arts. These tests could then be used as a measuring yardstick to determine whether children are actually performing at a level comparable with other children of their age.

7. We believe that investigations need to take place into making the transition from primary school to secondary school much smoother. Many children find the change traumatic as there seems to be such a wide gap between teaching methods, curriculum and school organisation.

Secondary education should be a natural step in the education process and not a strange new environment. A sequential curriculum from primary school with more interaction between primary and secondary teachers would facilitate the progression.

8. We believe that with the increase in the extent of knowledge, skills, understanding and application in the various subject areas, many children are obtaining only a superficial experience in the less academic subjects. With the increase in leisure time, children need to have a better knowledge and understanding as well as more experiences in art, music, speech and drama which will occupy more of their time as they get older. For this reason specialists in these subjects should be made available to teach these subjects in greater depth to give children wider and more meaningful experiences.

9. We believe that school populations in both primary and secondary schools should be limited to around 500 students to allow for better supervision and more personalized education. We believe if most teachers are able to get to know most children in the school a better school climate is fostered which is conducive to the all round development of the child academically, personally and socially.

Pertinatti

STUDENTS Rem 7/12/78

JN-85 B FRYER
Ms. 81/2
(T)

SUBMISSION TO SELECT COMMITTEE ON EDUCATION IN QUEENSLAND

This submission is the result of a process of consultation with Students of Grade 12 in four Catholic Colleges of Brisbane:-

Stuartholme, Mt. Maria, Marist College, Ashgrove and Mt. St. Michael's
A total of 247 students completed the final questionnaire. Some omitted certain questions. These results form the main body of the submission. Some comments which are representative of the opinions of at least a group of the students are also submitted for consideration.

The considered opinion of such a large group of students, most of whom have experienced twelve years of Queensland Education, must be worthy of careful consideration - particularly where the weight of opinion is obvious, as in items 2, 4, 16.

FOR EACH STATEMENT, INDICATE WHETHER YOU AGREE, ARE UNCERTAIN OR DISAGREE BY PLACING A CROSS (X) IN THE CORRECT SQUARE

	AGREE	UNCERTAIN	DISAGREE
<u>THE SECONDARY SCHOOL CURRICULUM</u>			
1. (a) Board Courses for Grades 8 - 10 are generally worthwhile	174	45	25
1. (b) Board Courses for Grades 11 - 12 are generally worthwhile	125	49	72
2. Other courses at Senior and Junior levels should provide for general needs such as household budgeting, career choices, health and development or preparation for special careers, or for special interests	230	11	4
3. More status should be given to such other (or "School") Courses	179	67	26
4. More provision is needed for outside experience of job situations within the secondary curriculum	232	7	5
5. Some Board Courses should provide a less academic approach to allow emphasis on skills, values and inter-personal experiences	184	40	17
6. There should be provision in courses for the difficulty of transition in type and difficulty of courses from Grade 10 to Grade 11	167	49	27
<u>ASSESSMENT OF STUDENTS</u>			
X 7. School assessment has certain problems, but is preferable to a purely external examination	161	57	29
X 8. School assessment as it is used at present leads to too much competition within the school	112	50	70
X 9. A combination of school assessment and external examination should be used in each subject at the end of Grade 11 and Grade 12	94	66	85
X 10. The use of a rating in each of the four semesters in Grades 11 and 12 (which appear on the senior certificate) is the best system	54	87	105

	AGREE	UNCERTAIN	DISAGREE
X 11. Ratings should only be given at the end of Grade 11 and of Grade 12	44	55	148
12. There should be a formal Grade 11 certificate issued for those who leave at the end of Grade 11	206	24	17
13. Ratings should be given for three semesters only (i.e. omitting present Semester 1)	77	53	117
14. The use of A.S.A.T. is a fair method of making different school and different subjects reasonably comparable so that T.E. Scores can be calculated	96	101	50
15. The T.E. Score is a fair method of allowing entrance to Tertiary Courses	84	67	95
X 16. Other methods such as interview and school comments should be used in addition to the T.E. Score in allowing entrance to Tertiary Courses	201	26	20
17. The T.E. Score should not be used <u>except</u> by Tertiary Institutions (i.e. by employers) so should not be available to others	97	77	73

COMMENTS:

SOME REPRESENTATIVE COMMENTS

"The use of ratings is criticised as not sufficiently informative, especially for the middle sections.

The assessment system as practised now imposes constant pressure on students."

"The present system's faults are:

1. its workings are shrouded in mystery, and everyone is an authority with a differing opinion.
2. competition is fierce, and it is nothing short of ridiculous that 17 year olds should be grappling for results against each other the way they are at present.

ASAT is fair in theory, but in practise subject to abuses. External exams involve 'putting all one's eggs in one basket'. What is the answer?

All I know is we seem to be producing a race of students who have no idea of learning for enjoyment, simply because they want to know. There must be something wrong with a system like that."

"Education is supposedly for the benefit of those who wish to learn. Ideally, it should be a desire - a want - and not a burden. If education held the interest of students by a diversification of study areas, there would be no need for compulsory education. People would "want" it.

The entire idea of ratings is for assessment - the assessment of the student. It seems that assessment has taken the back seat to competition and "how smart you are". It seems that the ratings themselves and not assessment have become pre-eminent."

"To begin with, my biggest grudge against the system as it is now, is that there is far, far too much competition and sometimes, it amazes me that one school seems to do just so much work and get such a seemingly lower number of '7's'. I really do feel that an interview and "personal" assessment in this way to see if one is suited for a particular job is an extremely good system - if in some way it could be accomplished.

So the system has its good and bad points. However, it is better than an external exam and cramming. I feel, a compromise must be reached. Pressure, too, is far too much."

"The workload in the course for each semester is too much. The limited amount of time and the large number of subjects to be covered in one course can cause much strain and pressure upon the individual student. A greater emphasis should be placed upon the more important areas of work, disregarding the details. A standard set of a wide variety of subjects should be offered to all schools throughout Queensland. Maybe a thorough investigation should be made of a combination of the New South Wales system and the Queensland system."

"There should be a wider choice of subjects in senior at all schools and there should be more subjects which will be of practical use in later life as well as more career-orientated subjects."

"I think that the school system and basis for selection to tertiary institutions is too much orientated towards academic qualifications. A person's suitability for a particular course or profession does not seem to carry enough weight."

"Schooling is a hard part of life. It is hard to evaluate and know what is best. To make education more successful, I believe we must constantly experiment with new ways, not at the risk of loss, but in the hope of adjusting the system to make it best for the present of the majority of people."

HAPPY VALLEY STATE SCHOOL

RESULTS OF PARENT CIRCULAR - APRIL 1978

Number of returned circulars: 103
 Number of children represented: 152
 Percentage of total children in school represented: 28

Q2. Are you satisfied with your child's level of

	<u>% Satisfied</u>	<u>% Not Satisfied</u>	<u>% No Answer</u>
Reading	86	11	3
Spelling	72	22	6
Mathematics	71	25	4
Social Studies	85	8	7

Q3. Do you feel there is enough teaching of the basics - reading, writing and arithmetic?

<u>% Ample</u>	<u>% Just Enough</u>	<u>% Not Enough</u>
34	46	20

Q4. Does your child enjoy school?

<u>% Yes</u>	<u>% No</u>
94	6

Q5. Is there any specific subject you would like to see introduced into the present curriculum?

<u>% Yes</u>	<u>% No</u>
30	70

Majority requested more emphasis on speech, writing, manual arts, sex education, physical education and good manners. Other subjects included languages, Aboriginal History, road safety, swimming instruction at an earlier age, drug education, health education, human relations, basic psychology and more basic maths and general science.

Q6. Is there any specific subject you would like to see dropped?

<u>% Yes</u>	<u>% No</u>
10	90

Majority requested religious instruction be dropped. Other subjects included sport in summer, sex education, abstract maths, ancient history, roman numerals and general "irrelevant subjects"

Q7. Should parents have more say in what should be taught in school?

<u>% Yes</u>	<u>% No</u>
26	74

Of those answering yes, the majority of people felt that parents should be shown and have explained to them a summary of the curriculum, and of any proposed changes. Parental discussion and opinion should then be sought, particularly if the topic is controversial.

Other people felt that parents should be involved in homework only, or their opinions sought only if they show an interest. Access to the school should always be available and parents should be kept informed of the child's ability and progress. The only comment received from people answering no, was that it was felt that the education system would tend to progress less if parents had more say.

Q8. Are you aware of what your child studies at school?

<u>% Yes</u>	<u>% No</u>
92	8

Q9. How often would you, as parents, participate in your child's education in the following ways?

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Q9. (Cont'd)

	<u>% Seldom</u>	<u>% Occasionally</u>	<u>% Frequently</u>
Look through child's book.	4	19	77
Check homework.	5	12	83
Check there is h'work.	6	5	89
Take part in parent nights, P & C meetings, working bees, take reading groups.	48	22	30
Consult teachers if your child expresses concern with school.	23	35	42

Q10. If you answered 'No' to Q8, is this the fault of?

	<u>% of those who answered No</u>
Lack of communication between school and parent	27
Teacher and parent	13
Child and parent (OR)	27
Full confidence in the education system	33

Q11. What does education mean to you?

	<u>% of response</u>
Preparation for adult life in a democratic society.	29
To provide children with a wide range of knowledge, skills and experiences.	52
To prepare children for the workforce.	19

Q12. Would you like to make any other comments?

Of the returned circulars, 38% said yes.
Comments included:-

Solid basic education is required, placing more emphasis on spelling, mental arithmetic and tables, leaving peripheral knowledge and experiences to later on at an individual level. Lack of communication between school and parents regarding changes in curriculum. Parents should be invited to express opinions before changes.

More family group nights, open days, parents evenings etc. where the children's work and syllabus are explained and discussed. These are an effective means of parent/teacher communication. Schools should not be expected to perform parent responsibilities. Teachers assuming role of parents in some subjects, leaving themselves insufficient time to properly check childrens work. More example of childrens work should be sent home.

Most parents have no idea of what is being taught, and it is difficult to obtain the information from the children. SEMP and MACOS should be in school library for parents to study. Stricter discipline is required, and teachers should be given authority to deal in class with misbehaviour. Parents should only assist with homework.

Education system does not sufficiently utilise modern technology eg. computers.

Parents pleased with interest shown in their children, and that their children enjoy school.

There is a very happy communication between teachers and parents in Grade 2.

Children should be prepared as early as possible for future shock in social and work environment.

Children are not prepared for the workforce under the present system.

Politicians should not decide educational matters.

Parents must trust professional judgement of teachers. Education should be free as in the U.K. system. The system of teacher transfer is unsatisfactory. More varied tuckshop list and a cool place for lunch boxes.

SE 4 81/19

SUBMISSION TO THE PARLIAMENTARY SELECT COMMITTEE

INQUIRY INTO EDUCATION

COMMUNITY INVOLVEMENT IN EDUCATION

J. M. O'DONOHUE

PRINCIPAL

HARRIS FIELDS STATE SCHOOL

COMMUNITY INVOLVEMENT IN EDUCATION

PREAMBLE:

There have been increasing calls for higher levels of community involvement in all aspects of school life over recent years in Australia. One of the first attempts to promulgate community involvement as an educational objective at the societal level occurred in 1973 with the publication of the Karmel Report. The belief in the necessity and efficacy of community involvement expressed in the Report was further developed in the Schools Commission Report for the triennium 1976 - 78. Administration and Government should provide support and attempt to develop a climate within which programs of community involvement can be conceived and nurtured at the local level.

A belief in community involvement has been expressed at all levels in Australia, and by all major organisations interested in the operation of schools. The Australian Teachers' Federation has published an extremely well-compiled and comprehensive policy statement giving guidelines for teachers in this area. The Australian Council of State Schools' Organisation has developed a policy of community involvement as have most State Parents' Organisations. Principals' Associations, both primary and secondary, have held major discussions on the topic and senior Department of Education Officers, both State and Federal, have publicly supported the concept. A study of community involvement now comprises part of the course work at many tertiary institutions. A major difficulty, however, is that there is little general agreement on the constitution of community involvement either within or between most of these organisations. The only real agreement which has been reached so far is that community involvement is a desirable goal, and even then, there is still much suspicion of the concept and its application among teachers and principals. There are so many people and organisations with a vested interest in institutionalised education that consensus determination of the constitution of community involvement is virtually impossible.

Existing Situation
in many Communities

Blocking
Forces

Desired
Situation

Traditional Barriers Separate School and Communities.	← Vested interests suspensions. ← Differing and opposing views in constitution of Community Involvement. ← Dysfunctional relationship between goals of school and some Community organizations. ← Lack of skills in interpersonal relationships.	A Harmonious symbiotic relationship between school and its community.
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BARRIERS TO IMPROVED COMMUNITY/SCHOOL RELATIONSHIPS AND GREATER
INVOLVEMENT AND PARTICIPATION IN SCHOOLS BY THE COMMUNITY.

Since there is little likelihood of consensus on the form of community involvement at the societal level, and given the widely divergent views of the group just outlined, the only way in which Community Involvement programs can be developed to their fullest potential, is through increased autonomy at the local level. Brindlecombe believes that "to release the full potential of professional teachers, by decentralising administration, delegating responsibility, increasing autonomy and encouraging collaborative decision making would prepare teachers substantively, psychologically, and in terms of skill for coping with this new phenomenon."

A result of the devolution of responsibility for programs of community involvement to the schools would be the development of a wide range of programs. Since community involvement should be need oriented, this would not necessarily be a bad thing. It would only be a bad thing if the devolution gave to principals and staff members the power to stifle local initiative and moves toward greater participation and involvement. (From an address I gave at the 1977 ACEA National Conference.)

THE NEED ORIENTATION OF COMMUNITY INVOLVEMENT: -

Programs of community involvement should be need oriented. The need may be expressed either by the school or the community or both, but it must exist as a reality and not just as a perception. Two difficulties are inherent in this belief and its logical extension into practice. First there is the danger that needs may be incorrectly diagnosed or may exist only as a perceptual entity for only a few people. Strategies designed to meet wrongly perceived needs would not only waste energy and possibly draw attention away from real needs, but could also cause well-intentioned personnel to "Lose Heart" when their efforts are ridiculed or passed unnoticed or unrewarded.

Second, there is the danger that some very real and very great needs may not be recognised because of the failure of a section of the community to articulate them. At Harris Fields School, we have conducted a survey designed jointly with staff and students of the Griffiths University, and which endeavours to isolate some community needs of families with children in attendance at this school.

This method of determining community needs is not sufficient, as it would not cater for non-English speaking people, families with a low level of literacy, or families too apathetic or too alienated to respond. It does, however, constitute one of a number of methods which combine to give reasonably accurate profile of community needs.

Other strategies include teacher knowledge, parent / teacher interviews, liaison with social workers and other community personnel, principal / parent interviews, etc. all of which provide information for the community needs profile.

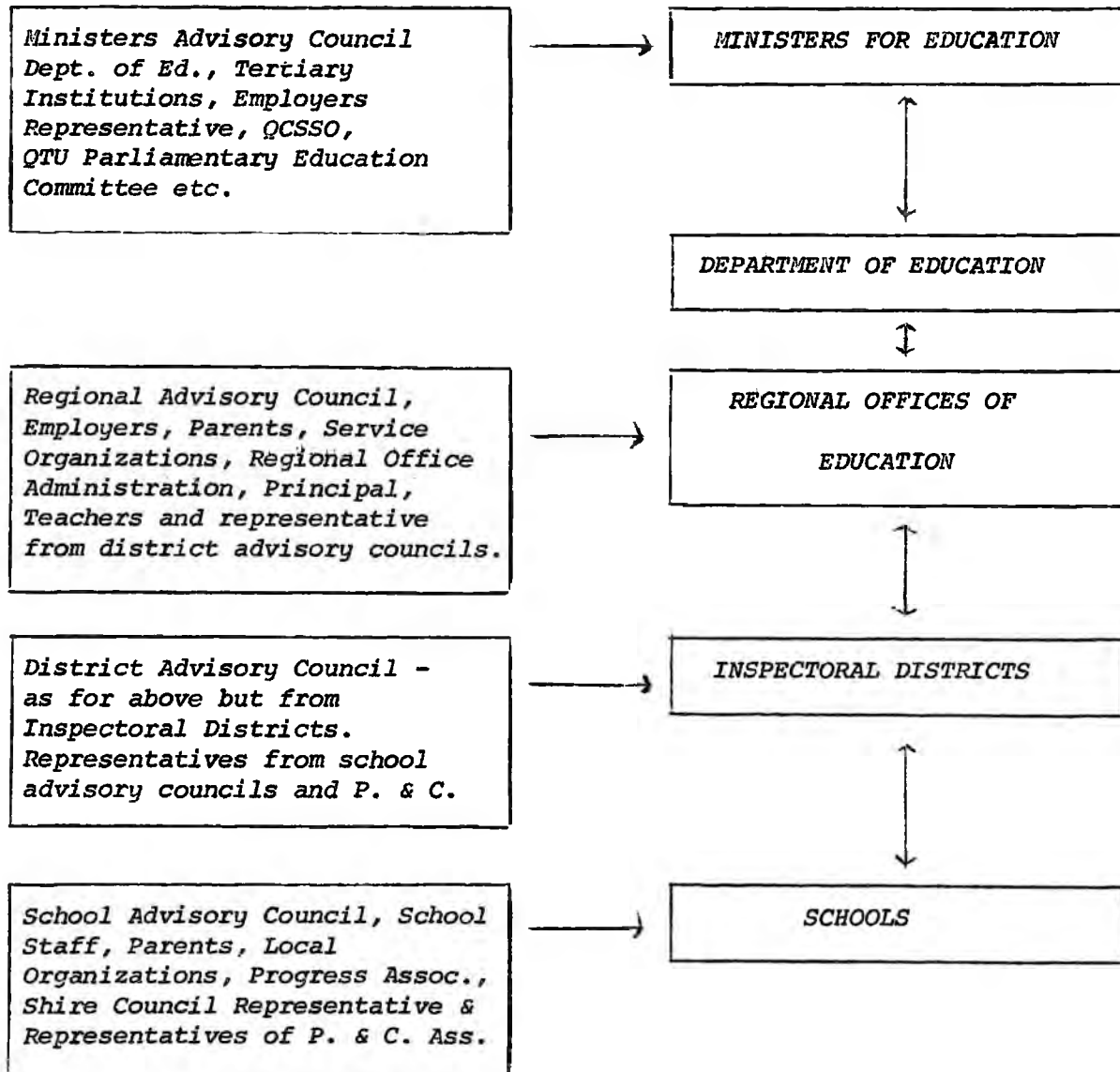
COMMUNITY INVOLVEMENT - Precept and Practice

In order to encourage a climate in which Community Involvement can take place at the local level, the following changes need to occur.

- A. There is a need for legislation to be enacted to allow the formation of Advisory School Councils where the school and its community determine the need for such a structure. These Advisory School Councils should be incorporated so that they may enter into contracts, handle money, select and appoint ancillary staff and provide positive input into Educational decision making within the school.

The Role of the Council would include supervision of use of school facilities, provision of adult education programs, determination of community needs, curriculum modification to meet local needs and advice on, and involvement in, other aspects of school life.

B. Whereas Community Involvement in Education at the local level is of extreme importance, it must extend to all levels of education so that it is perceived to be important. A suggested structure could be:-



In order that this may occur, Inspectoral districts will need to be made smaller, and more Inspectors appointed. The role of the Inspector of Schools will need to be changed so that they may take a more positive leadership role in education in the district.

C. At the local level, there should be provision of suitably trained and qualified personnel to encourage greater interaction between a school and its community.

1. A Community Education Officer, appointed full time on the basis of one such officer per 1000 children (with some flexibility) and part time where such an officer cannot, because of geographical factors, influence schools with this enrolment.

For example, a school with an enrolment of 1100 pupils would have a full time officer. Schools with an enrolment of 500 would share a community education officer on the basis of one per two schools. Smaller schools, in reasonably isolated areas would have a part time officer, or an allowance paid to a teacher or principal who would carry out the duties of such an officer.

Such officers would be ex officio members of school advisory councils and would report to these Councils, but would be responsible to the school principal.

The duties of such an officer would include use of school facilities, the fostering of adult education programs, co-ordination of existing community programs, encouragement of cultural and recreational activities within the community.

D. The appointment of a Home School Liaison teacher on the basis of one per 500 students, similar in allocation to "C" above. The duties of such an officer would include the facilitation of improved contact between the school and the home in such cases where in the opinion of the principal and the class teacher, such closer contact is needed to ensure the educational development of the child. These teachers would make home visits within flexible hours to educate parents and encourage them to have greater contact with school and childrens teachers.

E. The establishment of a Community Education section within the Department of Education. This section would be headed by an officer at the level of 1 - 15 and would include a team of suitably trained and qualified field officers of sufficient status to be accepted by Principals, teachers and community members.

Such officers would travel around Queensland fostering programs of Community Involvement, helping set up advisory school councils, providing inservice in Community Education for teachers, parents, community education officers and home / school liaison teachers.

This section of the Department of Education could also disseminate material on Education in Queensland to the news media and the public and act as a public relations office for the Queensland Department of Education.

CONCLUSION:

Community Involvement should have, as its aim, the improved educational development of children and the wider community. There is sufficient evidence available from research to establish, beyond doubt, that children benefit educationally from improved home/school relationships and greater community involvement in the life of the school. I had ample evidence of this on my recent Churchill Fellowship visit to North America.

I do not believe that school boards promote greater community involvement for the following reasons:-

1. They are not usually representative of the community of the school.
2. They allow for an articulate, minority influence on school without encouraging participation by members of the wider community, many of whom are unable to define or articulate their needs.
3. They encourage people to say that there is community involvement in education and may therefore restrict the wider development of this concept.
4. They may antagonise teachers and principals who see such structures as abrogating their professional prerogatives (cf NSW Buggie Report and the reaction to it).

It is important, therefore that a climate to promote the theory and practice of Community Involvement be established in Queensland. In order that this may occur positive support through legislation and through restructuring of education, as suggested, is essential.

It is a basic assumption of this submission that members of a community should be involved in decisions concerning school management and curriculum. Teaching strategies and methodology should remain the professional prerogative of teachers.

J. M. O'DONOHUE

Principal.

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SUBMISSION TO THE PARLIAMENTARY SELECT
COMMITTEE OF INQUIRY INTO EDUCATION
IN QUEENSLAND

INDIVIDUAL SUBMISSION by B.A. KRAUTZ,
PRINCIPAL,
HARRISTOWN STATE HIGH SCHOOL,
TOOWOOMBA.

(a) STANDARDS

For the purpose of my comments in this segment of my submission a standard may be defined as a level of performance or achievement for a specific purpose or objective. From an educational viewpoint the purpose is fundamentally the development of the potential of an individual, his self-fulfilment, and his capacity to participate effectively in, and contribute to his community.

From my observation, experience, and contact with others, there has been a deterioration in the achievement and performance standards of secondary school students particularly in the areas of literacy and numeracy and closely allied studies.

The deterioration of standards is attributable to diverse causes, many of which lie outside the range of formal school education. Criticism of the formal educational processes must be made against the background of societal values and behaviour.

Firstly the school, its staff, and students, will reflect the attitudes, behaviour, morals, and standards of performance of their community and society at large, and particularly those aspects of society presented alluringly, romantically and unrealistically by the unchecked amoral media of communication which accepts no responsibility for the influence it exerts on the minds of those whose critical judgements are embryonic and whose wills are still very pliable. Affluence, permissiveness, the eschewing of religious ideals, the decay of family life, incursions of the television media, disrespect for all forms of authority, the "do your own thing" philosophy, the insistence on rights and privileges with the omission or exclusion of duties, obligations, responsibilities cannot but have a deleterious, eroding effect on motivation, determination in the face of difficulties, academic achievement wrought by effort, refinement of judgement and taste.

Secondly, and closely associated with the foregoing there has developed noticeably in schools an attitude of readiness to retire from what is considered (often mistakenly) as difficult. Grit, stickability, consistent application and persistence have declined. Teachers comment repeatedly and exasperatedly on this deficiency and cast about for causes. Rightly or wrongly some of this loss is attributed to more recent practices adopted in primary schools, where formal examinations have been replaced by verbal assessments, active purposeful teaching by learning at one's own pace, and where peripheral activities have displaced basics or eroded time formerly given to basic literacy and numeracy knowledge and skills.

Thirdly, children and teenagers have not changed fundamentally. It is not unnatural for them or most of them not to like formal academic work, or persistent effort academic work requires. Most think at least that play, outdoor pursuits, pop carnivals etc. are preferable to work. School students need the application of some pressure, firm, sympathetic, sensitive, but sustained pressure if they are to achieve anything like their potential. The mature student, the strongly motivated, wilful student can discipline himself. The majority of students need some pressure, extrinsic motivation. This they respond to cheerfully particularly when they sense achievement, be it knowledge or skills.

It would seem that extrinsic motivational, pressure, or plain external discipline, has been discredited by theorists remote from classrooms and real, living school students.

In recent years High Schools have been encouraged to offer as many option subjects as practicable to meet needs of individuals. Many students choose what they think is going to be easy, to require less effort, the soft option, if it is available, - despite advice given.

Fourthly, despite the assertions made by some so-called researchers, standards of literacy of many students entering High School, or leaving, are deficient for their purposes - be it employment or further study. Students entering High School at Grade 8 level are not as well equipped to pursue their studies as formerly. This is a general consensus among older experienced teachers. In the opinion of many teachers some 30% to 40% of students entering Grade 8 have literacy skills inadequate for successful performance in the Grade 8 year. Depending on the

community from which this group comes a fair proportion is virtually at Opportunity School level. This problem is exasperated by the fact that Grade 7 students are virtually not allowed to repeat Grade 7, though Grade 8 students repeat Grade 8, that High Schools have few teachers trained to give special assistance slow learners require, that the basis of staffing for Grade 8 is one teacher to thirty-five students, with no consideration for a lower teacher-student ratio for slow learners or students seriously deficient in literacy or numeracy levels. Consequently the level of achievement in the Grade 8 year has declined. Literary deficiencies infect all other areas. Text-books lose much of their value for the student deficient in literacy skills. Note taking, summary preparation, and study practice and skills are adversely affected. In the longer term many students emerging at Grade 10 level carry into the workforce a literacy and numeracy level unacceptable to very many employers, and often lackadaisical habits resulting from their lack of motivation and deficient self-discipline.

Literacy problems do not disappear at Grade 10 level even though the upper Grade 11 and 12 school is a much more select population. The frustrations and complaints of faculty heads of established tertiary institutions often attest to this fact.

Recommendations

- (i) That a government sponsored and supported body of respected citizens and practising teachers be set up to counter the incursions of permissiveness and licence sapping the fibre and moral strength of boys and girls.
- (ii) That close scrutiny and re-examination of the methods and procedures adopted in teaching reading, writing, listening and speaking skills take place.
- (iii) That new emphasis be given to teaching of basic skills, with well defined programmes at each grade level, an adequate allotment of time, and smooth transition from primary to secondary level.
- (iv) That teacher training courses be reviewed and re-structured to ensure that teachers are adequately trained to teach basic literacy and numeracy in the classroom.
- (v) That practical classroom training of teachers be the responsibility of separate institutions controlled by the Department of Education.

- (vi) That cognisance be taken of the fact that learners at all levels require extrinsic motivation, and profit from the application of sympathetic pressure, demand and discipline.
- (vii) That achievement standards at each level in primary schools be clearly defined, that assessment procedures to gauge achievement be understood, and that pupils not proceed automatically to higher levels if achievement is not satisfactory at lower levels.
- (viii) That pupils not proceed from primary to secondary schools unless they have reached a satisfactory level of literacy enabling them to read and understand textbooks of Grade 8 level.
- (ix) That remedial or improvement work be done at primary level when deficiencies are noted, so that accumulated deficiencies are not transported willy-nilly to Grade 8 level, where expertise and staffing are not available to deal with these problems.
- (x) That the present English syllabus for secondary schools be replaced by a precise well-defined syllabus, so that teachers know clearly what to teach.
- (xi) That a more favourable teacher student ratio be provided at Grade 8 level.
- (xii) That specially trained teachers be posted to High Schools to implement programmes for slow learners, and that these teachers not be included in the staffing scale presently being applied.

B. ASPECTS OF RADFORDISATION

The desire to free schools from the strait-jacket of public examinations, especially University controlled examinations, though well-intentioned, has contributed to a curriculum development craze by various bodies and theorists some of whom have lost touch with the realities of the school, the students in it, and parent communities.

The emphasis on development of new curricula, accompanied by the Radford recommendation that the Board of Secondary School Studies approve only broad framework syllabuses has lead to either vague and confusing syllabuses e.g. English or multi-faceted syllabuses with unlimited growth factors e.g. Social Studies.

These developments have had the following results:-

- (i) No solid well-defined core of studies to fulfil needs of students.
- (ii) Problems in student movement from school to school in a period of growing population mobility.
- (iii) Few appropriate textbooks to put into hands of students.
- (iv) Assumptions that all schools have readily available wide resources.
- (v) Assumptions that all teachers, inexperienced or not, will be able to provide necessary learning materials for students.
- (vi) An assumption that students generally can adequately "research" a subject.
- (vii) Units of study or work being selected to suit the interest, studies or knowledge of an individual teacher, not the needs of the student.
- (viii) Continuity problems arising from the foregoing, with consequent disadvantage to students.
- (ix) Problems of moderation and maintenance of a measure of subject comparability.
- (x) Impossibility of satisfactorily and meaningfully interpreting information on a certificate.
- (xi) A pre-occupation with Grades 11 and 12 to the neglect of the lower levels, particularly the Grade 10 exit level.
- (xii) A major contribution to the jargon of education which, without a uniformly accepted dictionary of "educationese", creates a new Babel.

Recommendations

- (i) That for all subjects a core of studies be clearly defined, and be mandatory for all schools offering the subject.
- (ii) That additional units or peripheral studies be kept within sensible limits appropriate to the age and maturity level of students, and the resources schools can be expected to provide.

C. MODERATION

The machinery set up by the Board of Secondary School Studies to maintain comparability has lead to exasperation and frustration, if not despair.

Factors contributing to this state of affairs:-

- (a) The assumption that all teachers were experienced, judicious, knowledgeable and unbiassed.
- (b) The assumption that teachers understood clearly the objectives of moderation processes.
- (c) The widely diverse assessment programming.
- (d) The diversification of subject content i.e. choice of units, emphasis on selected aspects.
- (e) Time available for moderation procedures especially scrutiny of scripts submitted to meetings.
- (f) The "fighting for our kids" syndrome.
- (g) The consensus assumption. In small groups one strong will and loud voice can dominate.
- (h) The inability of the Board of Secondary School Studies to provide reference tests and subsequent guiding standards. (Growth factors in subjects would have impeded this).
- (i) The assumption that teachers would approach the impossible at least professionally.
- (j) The human frailty or cussedness factors.

Recommendations

That the present system of internal assessment and moderation be replaced by the following:-

- (i) External examinations conducted by the Board on core syllabus contents, such examinations to comprise 50% of the total assessment.

- (ii) The remainder of the assessment on additional syllabus content as specified by the Board, to be conducted by schools.
- (iii) The internal assessment syllabus elements and testing programmes to be approved by special district subject panels, set up by the Board.
- (iv) That an order of merit list be abandoned, or based on the performance in the Board conducted examinations.
- (v) That no far reaching changes be implemented in secondary education unless and until schools, parents, employers, the general public have been made aware of proposals and have had opportunity and time to consult with appropriate authorities, and to voice their opinions.

B. A. Krautz
B.A. Krautz

8/4
NQT 8

A REPORT ON EDUCATION IN QUEENSLAND

COMPILED BY THE S.T.P. COMMITTEE (HEATLEY STATE HIGH)

1. Introduction

Education has evolved since primitive man came into being and reflects his inspirations and quest for knowledge to improve his understanding of his environment. It is a social process by means of which a community, society, or nation, has sought to transmit to the emergent generation those traditional aspects of its culture which it considered fundamental and vital for its own stability and survival. In addition it should be directed to promoting growth of the system so that man's inspirations are accepted into his culture.

2. Function of the Education System

2.1 The function of the education system should provide a means by which individuals may develop to their fullest potential, physically, intellectually, emotionally, spiritually, and aesthetically, in the process of becoming a mature, autonomous, responsible member of society.

2.2 The system must be established so that it provides the student with the basic requirements of living and must be able to be built on throughout the student's life.

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2.3 The system must be constructed so that the knowledge imparted to the student is challenging, interesting and exciting. Subjects should not be padded with goob-a-gook to fill in the time of the student.

3. The Efficiency and Adequacy of the Present System of Education

3.1 Since all students are required by law to remain at school until age 15, the organisation and curriculum until year 10 should be structured to meet the needs of all students who attend.

3.2 This can be accomplished more readily and effectively by viewing years 8 - 10 as being more the final years of a primary education for the many, rather than the preparatory years of a specialised higher education for the few.

3.3 Similarly, since students are remaining at school after year 10 in greater proportions, serious steps must be taken to accommodate the needs of those students who remain at school, for reasons other than to matriculate to University, etc.

3.4 The present system of school assessment should be retained, with modification if necessary.

3.4 (Contd.)

Emphasis on continuous assessment should not result in an unduly heavy work load for students e.g. excessive numbers of assignments.

3.5 Final public examinations being reintroduced primarily as a control device, for "standards", for curriculum content, or for teachers, is considered a damaging traumatic experience not warranted. Other methods, far less damaging, are available for these purposes.

3.6 The concept of a wide participation and representation of public and educational interests in the Board of Secondary School Studies should continue. This Board should be constituted by experienced practising teachers, parents, employer organisations, headmasters, union and the government.

3.7 More courses should be trialled and approved as BOSSS courses providing they enrich the student's knowledge to assist him in his development. These courses should not replace, but be complementary to, a well developed nucleus of English and Mathematics and Social Science which are fundamental and basic to our society.

.../

3.8 Urgent steps should be taken to reduce the enrolments at high schools to 800, or alternatively, drastically reconstitute the administration and organisation of large high schools, in order to afford high schools the opportunity of becoming human organic institutions.

4. Appropriate Emphasis in Primary Education Between Basic Education and Other Activities

4.1 Primary schools have a particular responsibility to ensure literacy and numeracy in their students.

4.2 Broad outline syllabuses, prepared by the Department of Education and officially approved by interested parties, should provide the framework within which each school's policy and programme is drawn up.

4.3 Each school should develop and make public its policy on all matters pertaining to education within its ambit, so that parents can have a better understanding of the activities within the school.

4.4 As primary schools are a prerequisite to secondary education, they should be structured so that there is a smooth transition from one to the other.

5. Adequate Technical and Further Education to Meet Today's Industry Needs

5.1 Technical and Further Education (T.A.F.E.) must be seen to play its role in the overall education process of Queensland, but in view of the increasing numbers of post-secondary students who will not find work, T.A.F.E. can fill a purpose of assisting in this problem.

We therefore see T.A.F.E. in a multi-purpose role:-

- (1) Assisting training apprentices
- (2) Assisting those (young or old) who wish to learn new skills, trades, etc.
- (3) By the introduction of new courses to assist in the learning of Arts and Culture - an increasingly important part of Education for leisure.

T.A.F.E. must be expanded and made to attract those youth who cannot find work or who, for various reasons after leaving Secondary School, decide on a different employment vocation.

6. A Review of the Decision Making Process in Education and the Role of the Community in this Area

6.1 Education policies should be reviewed periodically to determine whether they are effective and meet the needs of the community.

6.2 It must be recognised that the effectiveness of our schools is primarily dependent on the effectiveness of the individual teacher in the classroom.

In planning courses and setting administrative procedures every consideration should be given to

.../6

6.2 (Contd.)

the need for fostering the enthusiasm of teachers and providing scope for development of professional responsibility.

- 6.3 As education is in the interests of the community for its transfer of knowledge to the young, then the community at large should be involved in its decision making. Cabinet should not accept the role of overriding decision makers, but be a brake for referral to others.

The removal of curriculum materials without allowing time for consideration of its worth or otherwise, threw into question the whole question of decision making and who can be involved and at what levels.

The existence of this S.T.P. committee indicates our efforts to develop better relations between sections involved in Heatley High.

This we believe will help break down the schools isolation, and assist the school to reflect community values and ideals. The mutual involvement of school and community should develop.

We support the principle of parent and community involvement, as accepted by the A.S.C. and supported by the Queensland Teachers and Parent Organizations.

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6.3 (Contd.)

Progress was being made in this area and we urge the committee to recommend student, teacher and parent involvement in decision making, at levels commensurate with their understanding and ability.

7. Adequacy of Social Science Courses for Primary and Secondary Students

7.1 Provision should be made in the school curriculum for social science courses in both primary and secondary students if the community requires it for example, the experiences associated with S.E.M.P. and M.A.C.O.S. were, in our opinion, valuable.

We urge their re-introduction to schools to allow them (students, teachers and parents) to assess and use that which they feel is necessary in our students Education for life.

7.2 However, before such material is used parents should be encouraged to make themselves familiar with curriculum material.

8. The Need for New Courses, the Ability of the Education System to Provide Them and the Administrative Machinery for Implementing Them

8.1 New courses should be provided if there is a demand for them from the community. These courses may not only be at primary and secondary level, but may be at adult level.

.../8

8.2 They should be set up by the Education Department in conjunction with the best available means from the community i.e. experienced people in that field in all walks of life.

9. The Introduction of an Independent Authority to Investigate Complaints by Parents or Community Organisations Concerning Any Aspect of Education

9.1 Some industries in Queensland use a tripartite method of solving their problems by having committees consisting of employees, employers, and government.

9.2 A Review Committee should consist of practising teachers, teachers union, parents, employer organisations and the Education Department representing the government. This could best be served by a commission as already proposed by the Teachers Union and Queensland Council of Parents and Citizens Organisation.

10. Any Other Matters Pertaining to the Matters for Inquiry. Report and Recommendations as Aforesaid

10.1 Before any future decision on cancellation or complaint of a course, Cabinet should refer it to the select committee without prejudice and accept its recommendation.

11. Conclusion

11.1 Since Education reflects the continuing state of change educators should realise new ideas and concepts are necessary to enable society and the community to handle the complex problems which exist in modern living.

11.2 As education is financed out of tax paid by the whole community, educators are responsible to the community for a product which must meet the needs of that community.

Developing the R.E. Curriculum Project

Religious Education has traditionally had a place in Australian schools. However, in recent years there has been widespread discussion of the nature of religious education, and a search for more effective approaches to the subject. In each State this has led to the appointment of committees of inquiry into various aspects of the conduct of Religious Education. The sensitive nature of the subject is reflected in the difficulty experienced in attempts to implement some of the recommendations made by the various committees of inquiry.

The Education Act

In Queensland the Education Act, and Regulations, provide guidelines for the conduct of Religious Education in schools. (See pp 11-12 for relevant sections.) The main provisions may be summarised as follows:

- (i) Teachers in primary and special schools are provided with Bible reading books for the purpose of covering selected Bible lessons with their students during one half hour per week. This shall not include any teaching in the distinctive tenets or doctrines of any religious denomination, society or sect.
- (ii) Ministers of religion or accredited representatives of religious denominations are entitled to provide instruction to members of their religious societies or denominations during school hours. There is also allowance for classes to include students from several denominations, by agreement of the denominations concerned.
- (iii) Parents may notify the principal in writing if they wish to withdraw their children from all such religious instruction.

Background to Recent Developments in Queensland

In the early 1960s, submissions with reference to Religious Education were made to a committee by the then Director-General of Education, Mr H.G. Watkin, appointed to inquire into secondary education in Queensland. The interim report, produced in September 1961, recommended that the secondary curriculum at all levels should include religious education as one of its components. However religious education was merely listed along with other areas of study and no developments took place in religious education when other areas of secondary education were reshaped on the basis of the report. In 1971, in response to requests from the churches and other interested groups, a committee of inquiry was appointed, with

Mr E.F. Gutekunst as chairperson. The work of that Committee and submissions to it reaffirmed the need for action to be taken to improve the standard of Religious Education. Although later developments are not those specifically recommended by the Gutekunst Report, they are an expression of the continuing search for ways to improve this area of the educational task.

Though Religious Education is a focus of debate and there are major problems involved, there is still a strong commitment by the churches in terms of the time and the personnel devoted to the conduct of R.E. in the schools. This involvement has seemed sufficient to defer any attempt to amend the Education Act. Rather it has been decided to continue the pattern of Religious Education established by the Act, and to involve the Curriculum Branch of the Department of Education in the field of Religious Education through a Religious Education Curriculum Project. There are numerous factors behind that involvement, including the work of earlier committees of inquiry.

The Religious Education Curriculum Project

This Project was established within the Curriculum Branch during 1975, as a result of decisions by State Cabinet. Persons with appropriate qualifications have been seconded to the Branch to work on Religious Education. This team, comprising Rev Dr Ian Mavor, Sr Gretchen Kelly, Rev Garth Read, Rev Dr John Munro and Miss Elizabeth Nolan, has three areas of responsibility:

- (i) to draw up a syllabus and to provide curriculum materials which could be used by all denominations;
- (ii) to develop a suitable in-service training course for members of the clergy, lay personnel and interested teachers; and
- (iii) to establish pilot schemes in different parts of the State.

The Hon. the Minister for Education and Cultural Activities has appointed within the Department, a body to be known as the *Religious Education Advisory Committee*. This Committee is chaired by Mr W.L. Hamilton, Deputy Director-General, and includes representatives of the Department of Education, the Churches, the Queensland Teachers Union, and the Queensland Council of State School Organisations. This Committee has shared in the selection of members for the Project Team and continues to meet regularly to assist with the Project.

The Project is an activity of the Department of Education, but it recognises that under the Act and Regulations, Religious Education is conducted in the schools by representatives of the religious denominations. Thus, these groups will be responsible for provisions of staff, drawing upon ministers and accredited lay representatives. Those approved by their denomination to teach R.E. are required to receive a letter of authorisation from the Director-General. Where a staff teacher of a particular school wishes to teach R.E., and the

school timetable can be arranged to make this possible, the same pattern of approval by a denomination and authorisation by the Director-General would apply. In each case authorisation is obtained through the regional director.

Local Options

Many decisions about the conduct of R.E. will need to be made at the local level. The Act allows for co-operative programs by agreement of the religious denominations concerned, but rather than attempting to achieve State-wide acceptance of an agreed syllabus, these working relationships will depend on local initiatives. Those making these decisions will be encouraged to draw upon the assistance available through the Project Team, and to work in close consultation with school principals and staff, parents and students.

A variety of options is available at the local level depending on such factors as availability of religious education personnel, denominational relationships and school organisation. Some denominations may work together while others exercise their option to continue denominational classes. Alternative patterns may be developed which could include special seminar programs, denominational or combined worship services, and some forms of chaplaincy to supplement the teaching program.

Some R.E. Problems

While the Religious Education Curriculum Project is a new development, its tasks relate to a system of Religious Education which has been functioning for many years. The work of the Project Team must be linked to that system if it is to be effective. This includes identification of particular problems faced by the system.

There is little research data to indicate the extent to which the provisions of the Education Act are implemented. The number of ministers and accredited representatives of the religious denominations who are involved in R.E. is not known, nor the percentage of students receiving some form of R.E. However, it is possible to get a reasonably clear picture of what R.E. personnel consider to be their greatest needs.

A survey of innovative practices in Religious Education was undertaken during 1975. The reports of these practices suggest that innovations have been in response mainly to the problems raised by increasing numbers of students and decreases in available R.E. personnel, and by the growing need felt for more appropriate and meaningful presentation of content. These problems have tended to threaten not only the discipline desirable in a school context, but, more seriously, the prestige of the subject itself. Re-thinking has been undertaken in terms of *organisation* - especially a growing tendency to retain class-groupings rather than the often unwieldy denominational divisions - and in terms of the *material* selected and the *approach* adopted, but especially

in terms of the increasing readiness of many R.E. personnel to work as interdenominational teams, operating either at appropriate age levels, or in rotation, or in other rostered or volunteer co-operative systems. This latter move is particularly significant after so long a history of sectarian segregation, and gives additional hope for the project now being undertaken.

A survey of the reports from schools indicates some of the areas in which assistance is needed:

- . suggestions as to possible organisational patterns for making most effective use of the time and personnel available, and appropriate learning situations and activities;
- . provision, on a trial basis, of materials and resources suitable for different levels and approaches; and
- . assessment procedures and evaluative criteria by which the suitability of certain programs for an R.E. course may be ascertained.

A more detailed analysis of these problem areas helps to clarify the points at which the Project Team can offer assistance in developing the three areas of the Project:

1. Purposes

- (a) Clarification of the nature of R.E.
- (b) Specification of aims/objectives, both in relation to the total program and in relation to age levels.
- (c) Diversity of aims/objectives among the various denominations.
- (d) Range of student interests and knowledge about religion.
- (e) Establishment of criteria for assessment of R.E. programs.
- (f) Evaluation of present and future practice of R.E.

2. Relationships

- (a) The identity of R.E. personnel in the school community, including familiarity with the school context and its resources, and contact with school personnel.
- (b) Patterns of communication throughout the R.E. system.
- (c) Working relationships between denominations.
- (d) Establishment of rapport with students, and the handling of discipline.
- (e) Development of cohesion among students drawn from different class groups and age levels.
- (f) Local church and community support for R.E. personnel.
- (g) Personal and/or spiritual nurture of R.E. personnel.

3. Procedures

- (a) The level of teaching competence among R.E. personnel.
- (b) R.E. personnel's knowledge of subject matter.
- (c) Awareness of methods appropriate to R.E. in general and to particular age levels.
- (d) Organisational issues, such as class size, room arrangement and movement of students.

4. Materials

- (a) Provision of appropriate materials for teacher and student use.
- (b) Cost of available materials.
- (c) Awareness of and access to resource materials.
- (d) Fitting of materials into an overall syllabus/curriculum.

Curriculum Development

Central to the work of the Project Team has been a concern to provide assistance to R.E. personnel in the area of curriculum materials. There are already many resources available, but often these are not known to R.E. personnel, or expense is a problem. Furthermore, the materials themselves may not really be appropriate for the purpose, either as regards aims and content, or in terms of the teaching process they suggest or presuppose. This is a major problem for many R.E. teachers.

In the light of these needs, the team has focused on several areas:

- (i) The continuing collection and survey of as wide a range of resource materials as possible.
- (ii) The preparation of supplementary teaching notes to assist in the use of certain materials.
- (iii) The provision of resource materials to schools for use by R.E. personnel. The first distribution of these, in the form of *R.E. Mini-Libraries*, took place in July 1976, with separate primary and secondary sets of materials (see page 8).
- (iv) The development of new curriculum materials designed for Queensland schools and intended to be used by as wide a range of denominations as possible. This is a major undertaking and has called for a detailed analysis of the nature and aims of religious education. A preliminary document, *Curriculum Platform* (3/76), commenced this analysis, and this is further developed in *Curriculum Assumptions* (9/76). This latter document has been prepared

for publications by the Curriculum Branch as a contribution to discussion of issues relating to religious education and to curriculum development in general. Other important statements relate to the development of children, with particular reference to selection of appropriate content and processes for various age levels; the analysis of trends in R.E. in various countries and in the States of Australia; and the rationale for selection and sequencing of content in the R.E. program.

To assist in the preparation of materials, a *Religious Education Review Committee* has been established. This consists of teachers from primary, secondary and special schools, with a school inspector, Mr J.E. Pearson, serving as convenor until he departed overseas in October. The Committee meets regularly with the Project Team to review materials before they are used in classroom situations.

- (v) The provision of assistance in the area of organisational patterns at the school level. It has been recognised that no one pattern can be generally applied to all schools, and this would be contrary to the general direction of school administration. Also, in terms of the Education Act, certain important planning decisions rest with the denominations conducting R.E., while others depend on the school principal.

In response to invitations from R.E. personnel and school principals, members of the team have participated in a number of consultations in the metropolitan area, organised for the purpose of planning R.E. in specific schools. This has provided valuable contact with those responsible for conduct of R.E., and has assisted in the improvement of some of these programs. However, it is recognised that it is not possible to provide this service throughout the State, and that other forms of help must be developed. Thus there is need for the sharing of information about programs being used effectively in various schools, and for guidelines for a process of educational planning at the local level.

The Newsletter, *R.E. News*, provides a channel for dissemination of information about programs being implemented in some schools. This can help stimulate the thinking of those teaching in other schools. To assist persons involved in planning, a document, *A Religious Education Planning Guide* (11/75), has been prepared. This suggests questions which need to be considered in the development of a pattern of organisation appropriate to specific schools. One section is designed for use at a planning meeting for R.E. personnel, and another section is intended as a guide for discussions between R.E. personnel and school administrative staff.

These planning meetings should become part of the conduct of religious education, whether denominations are acting separately or co-operatively at the classroom level. The *Planning Guide* has been widely distributed through seminars and in response to requests, and it has served a useful purpose in encouraging local planning for R.E.

In-Service Courses

As the Project is oriented to a functioning system of R.E., in which a commonly identified problem is the lack of teacher-training among R.E. personnel, it has been important to move as quickly as possible into the development of in-service courses. Several types of in-service programs have been developed in 1976, and others will be formulated as the need and opportunity arise. Especially this will be the case as materials are compiled.

In contrast to normal in-service programs offered by the Department of Education, it cannot be assumed that R.E. personnel have had prior teacher-training. Further, one of the intentions of the courses will be to increase the number of persons available for R.E. by providing basic teaching skills for new volunteers. This means that some of the distinctions normally made between In-Service and Pre-Service Education do not apply to Religious Education. While the Project Team has taken responsibility for initiating and conducting the early courses, it is intended to draw upon the institutional resource of the Department wherever possible, so that the work of the Project Team itself can be made more widely available. To assist this process, a teacher, Miss E. Nolan, has been seconded to work with the R.E. Project Team to assist in planning and co-ordinating local courses throughout the State.

Some forms of In-Service Education can be carried out most effectively in the local school context, using staff teachers as resource persons. This will help to make R.E. personnel more aware of the functioning of the school and its facilities. It will also help to develop a closer working relationship between the school staff and those conducting R.E. To encourage school principals in organising such activities, and to suggest some possible topics for inclusion, the team has developed the document, *School Familiarisation Program for R.E. Personnel*. A copy of this document was sent to every school principal with the July 1976 edition of *R.E. News*.

During second term, courses for R.E. personnel were conducted at Salisbury, Wavell Heights and Ipswich. These were held one morning per week in each centre for ten weeks. The courses were advertised through the regional offices to the schools in the three regions involved. The response was so enthusiastic that it was necessary to plan third term courses at each of those locations, as well as an additional course at Caboolture. These seven courses have offered training to some 280 ministers and lay persons involved in R.E. At the conclusion of the second term courses, a questionnaire was used to gain information about

the participants and to give them an opportunity to provide feedback for the Team. A detailed analysis of this information has been prepared by the Research Branch and is assisting the planning of future courses.

To make this course more widely available, the notes prepared for it, and process directions for each session, are being developed into a Training Kit which can then be used by suitably qualified persons throughout the State. A video-tape of teaching methods in R.E. classes is being produced to be available for use with the kit. The course will also be offered as part of the program being arranged for the summer school vacation by the In-Service Education personnel of the Department.

Pilot Projects

So that new materials and pattern of operation might be adequately studied in use, the Project includes provision for the conduct of pilot schemes. To assist in planning, and to supervise the processes of evaluation, Mr Peter Varley, of the Research Branch, has become officially associated with the Curriculum Project. Because of the variety of ways in which R.E. is conducted, various options and aspects of curriculum planning need to be tested.

- (i) There will be research into the use of particular *types of materials*, particularly those which are being developed by the Project Team, and those which seem likely to be useful as associated resources. In selecting schools for this purpose, account will have to be taken of the developmental needs of the Curriculum Project, as well as the needs of the particular schools. Some such schools should be readily accessible to team members for purposes of trialling new materials as they are developed.

Once curriculum materials have been trialled and re-processed, it will be important to have designated pilot schools which will allow for research by the Project Team, and will also allow the various denominations to see the materials in use. There will be provision for further adaptation of materials at that stage, in the light of responses to them. These pilots will be established in various parts of the State.

- (ii) Pilot projects will also give opportunity for closer study of particular *organisational patterns*, as many problems in R.E. are linked with difficulties in this area. As noted in the earlier reference to educational planning, it is inappropriate to develop one pattern for all schools. However, there will be certain identifiable types of organisation which can be studied. Because any pattern needs to be appropriate to the school context in which it operates, it will be best to select as pilots certain schools where representative patterns have already become established. These will include

situations in which denominational groupings continue to operate, as well as some in which co-operative teaching arrangements have been developed. For example, a range of denominations may agree to work co-operatively retaining normal class groupings, or some other pattern of organisation regularly used in the school. In the secondary schools, patterns include seminar programs, chaplaincy arrangements and the use of school pastoral care groupings, while at the primary level, the organisational demands of multiple-area schools and infant schools call for special attention.

- (ii) The six primary schools in Mt Isa have been chosen as a pilot scheme. Particularly important in this situation has been the detailed planning process, involving the denominations and the schools, which has taken place, and the wide range of churches involved. Further, there is a significant proportion of staff teachers serving as accredited R.E. personnel, and it will be useful to study the organisational issues that have to be dealt with to make this possible. Thus, this pilot offers good opportunity for study of a range of organisational factors, and will provide an appropriate location for field-testing the In-Service Training Kit once it is assembled. The materials being used in Mt Isa are those prepared by the Victorian Council for Christian Education in Schools, known as *Religion in Life*. A set of these has been included in the *Primary Mini-Library*, and they are used extensively in Queensland. Thus the Mt Isa situation will provide opportunity for some research associated with those materials, as well as allowing for study of organisational patterns.
- (iv) The needs of special schools have been of particular concern to the Project Team. In July, the Director of Special Education, Mr P.M. Briody, convened a meeting of persons broadly representative of special schools to suggest ways the team may help in this area. After far-ranging discussion it was agreed that the best starting point would be in the opportunity schools. In the case of other special schools, materials developed for primary, secondary or opportunity schools could be used as appropriate, drawing upon the specialist skills of staff teachers to assist R.E. personnel. This suggests that trials of materials should include work in the opportunity school context.

Communication

Essential to the success of the Curriculum Project is the establishment of a communication network within the Religious Education system. R.E. personnel have a remarkable degree of autonomy in selection of materials, content and methods, but as this has usually arisen from a

lack of identity and cohesion within the system, the result is a feeling of isolation rather than free choice.

As well as two-way communication between the Project Team and R.E. personnel involved at the classroom level, there is a need for channels of communications with interested groups such as the churches and the parents' associations, and between R.E. personnel in various parts of the State. The churches and the Queensland Council of State School Organisations are both represented on the Religious Education Advisory Committee, which allows for the expression of their views and the channelling of information to them. Because all denominations cannot be directly represented on the R.E.A.C., the churches also have a Churches' Committee on Religious Education in State Schools as a further link in the communication network.

Debates about the nature of Religious Education and its implementation have increased in intensity in recent years. This is a positive sign but also has led to confusion in the minds of some people as to the intentions of the Project. To help clarify the situation, as well as to establish contact with R.E. personnel as widely as possible, team members have travelled extensively throughout the State during 1976. In each of the following centres seminars have been conducted, either for a day or a half-day: Ipswich, Wavell Heights, Salisbury, Mt Isa, Longreach, Cairns, Innisfail, Ingham, Charters Towers, Townsville, Ayr, Bowen, Proserpine, Mackay, Rockhampton, Emerald, Gladstone, Biloela, Nambour, Gympie, Murgon, Kingaroy, Maryborough, Bundaberg, Warwick, Goondiwindi, Dalby and Roma. Several consultative visits have also been made to Toowoomba.

In each town the visit was arranged through the regional director and organised by a local school principal. Participants included principals and other school staff, ministers, lay R.E. teachers and interested parents. For the sake of effective communication, visits to various parts of the State will need to be continued, but these will serve different purposes as the Project progresses.

An important channel for information is provided by the Project newsletter, *R.E. News*, which is published each term with a current distribution of 12 500 copies. It incorporates information about the Project, views and discussions about R.E. in Queensland, other States and overseas, and descriptions of innovative practices in various schools. The joint involvement of the Department of Education and the churches in Religious Education is recognised by distributing the newsletter through both these agencies. Several copies are sent to each school for the principal, the parents' association and the R.E. personnel of the school. Copies are also made available to the denominations to enable one to be sent to each minister through church mailing systems.

Because developments in R.E. in Queensland are part of an Australia-wide process of change, it is important to maintain contact with those working on R.E. in the other States. Documents prepared by the Project

Team are a contribution to the theoretical development of the field of Religious Education and thus are distributed to interested groups in Australia and New Zealand. In return the team has been assisted by documents received from those sources. During November 1975, Ian Mavor visited Sydney, Hobart, Melbourne and Adelaide to meet persons working on R.E. or serving on committees of inquiry. This process was carried further when Ian Mavor, Garth Read and Gretchen Kelly attended the biennial conference of the Australian Association for Religious Education in Sydney during August 1976. The A.A.R.E. draws together persons involved in Religious Education in government and non-government schools throughout Australia, and the conference provided a useful contact with others involved in the development of materials and programs for R.E. in schools. In Queensland there are branches of the A.A.R.E. in Brisbane and Toowoomba, and this Association could prove helpful in encouraging a sense of professional identity among R.E. personnel.

In November 1976, a National Consultation on Religion in State Schools was held in Victoria. This was another opportunity for representatives from all parts of Australia to work together on common problems in the R.E. field. Ian Mavor, who was among the Queenslanders present, described developments in this State. These may be seen as a very significant part of the range of developments in religious education throughout Australia, and the opportunity to work with others in such a consultation was mutually beneficial.

The Education Act and Regulations

The conduct of Religious Education in Queensland State schools is governed by the terms of an Act of Parliament. The Education Act has not been amended and any new initiatives that might be developed will conform to the existing Act and Regulations. The relevant sections are as follows:

Religious Instruction in School Hours

- (1) *Any minister of religion or accredited representative of a religious denomination which representative has been approved by the Minister for the purpose shall be entitled during school hours to give to the children in attendance at a State school who are members of the religious society or denomination of which he is a Minister or the accredited representative religious instruction in accordance with regulations in that behalf during a period not exceeding one hour in each week on such day as the head teacher of that school appoints.*
- (2) *Instruction in accordance with regulations in that behalf shall be given in State primary and special schools during school hours in selected Bible lessons. A separate reading book shall be provided for such purpose.*

Such instruction shall not include any teaching in the distinctive tenets or doctrines of any religious denomination, society or sect.

- (3) Notwithstanding anything in this section, any parent of a child in attendance at a State school may withdraw such child from all religious instruction in such school by notifying in writing the head teacher that he desires the child to be so withdrawn.

Education Regulations of 1971 - Religious Instruction

- (9) (1) A minister of religion who desires to give religious instruction on a school day to pupils or students who are members of the religious society or denomination which he represents shall make application in writing to the Director-General for approval to give such religious instruction.
- (2) The letter of authority to give religious instruction at a State school during school hours shall be made available by the holder for sighting by the principal when required.
- (10) (1) A minister of religion shall give only such religious instruction as is authorised by the religious society or denomination he represents.
- (2) If a minister of religion contravenes sub-regulation (1) of this Regulation, the Director-General may cancel the approval, and the minister of religion shall thereupon deliver up to the Director-General the letter of authority issued to him.
- (11) (1) A principal shall not permit a pupil or student to attend religious instruction given by a minister of religion who represents a religious society or denomination different from that of which the pupil or student is a member, unless the parent has given written consent.
- (2) This Regulation, subject to Regulation 14, shall not apply to pupils or students attending classes arranged for pupils or students of more than one denomination by agreement of the religious denomination concerned.
- (12) (1) Subject to Regulation 8 of these Regulations, a principal shall provide for a period of one-half hour per week for a minister of religion to give religious instruction.
- (2) A principal of a primary or special school shall provide a period of one-half hour per week for religious instruction in selected Bible lessons from a separate reading book provided by the Department of Education for such purposes.

- (13) (1) *A principal shall not permit a person other than a minister of religion to bring upon school premises or to use thereon any sectarian or denominational publication.*
- (2) *A principal shall not permit a minister of religion to leave upon school premises any sectarian or denominational publication used by such minister of religion for the purpose of giving religious instruction.*
- (14) *If a parent notifies a principal that he desires his child to withdraw from all religious instruction, the principal shall arrange that such a pupil receive other instruction in a separate location during the period provided for religious instruction.*
- (15) *A principal shall allocate separate rooms to ministers of religion of different denominations: provided that where this is not possible such principal shall in planning the school day routine make provision for a religious instruction period for each society or denomination.*
- (16) *If a minister of religion is not in attendance at the beginning of the period provided for religious instruction, such period of religious instruction shall lapse for the school day and a principal shall thereupon provide other instruction.*
- (17) *If a minister of religion is not able to attend he shall notify the principal before the beginning of the period provided for religious instruction.*
- (18) *A principal shall keep a register of the ministers of religion who attend the school and the dates and times of attendance.*

Religious Education Curriculum Project
Curriculum Branch
Department of Education
Queensland

MEETINGS - URGENT!

The EDUCATION ISSUE is the
PHILOSOPHY OF EDUCATION
as highlighted in

MACOS, SEMP,
STUDY OF SOCIETY

etc.

Mrs Rona Joyner (Director STOP & CARE) will speak
at a series of meetings
for STOP & CARE supporters

COME TO ONE OR MORE!

Friday, 17 March	7.45pm	16 Portwood St., Redcliffe
Sat'dy., 18 March	2.30pm	296 Buckland Rd., Nundah
Monday, 20 March	7.45pm	35 Durham St., St. Lucia
Tuesday, 21 March	5.30pm	Gospel Book Depot, Kodak Bldg., Queen St., City.

And a meeting sponsored by Hamilton-Hendra Presbyterian Church
(Ph. 268, 4151) at which Rev. G. Paxton and Mrs. R. Joyner will speak
Tuesday, 28 March 7.30pm Physiology Lecture Hall,
Unl,

SHOW YOU CARE -

COME AND SUPPORT MRS JOYNER

as she speaks in opposition to the topic -

"WHY TEACH SOCIAL EDUCATION?"

ON: Saturday, 1st April, 1978 commencing at 2pm.

at: Teachers' Union Bldg., Boundary St., City

A N. Bris. CAE lecturer will speak in favour of the topic.

R.S.V.P. to PO Box 162, Margate, 4019 or
Ph. 2843575

(FTD)

41
FRYER
Ms.
81/2

HUGHENDEN STATE SCHOOL

Dear Parents,

I wish to make a submission to the Parliamentary Enquiry into Education.

To help in making this submission I have attached a form and ask all parents to spend a few minutes to fill it in and return it to the school by the end of this week. The questions on this form are not meant to be critical of anyone, and I do hope for accurate replies.

Hopefully your replies will provide the Education system with better information. From this a bright future for your children can be ensured. No signature is required but your assistance is needed.

G.W. Irving
Principal.

1. The first part of the document is a list of names and titles, including "The Hon. Mr. Justice" and "The Hon. Mr. Justice".

child 1	child 2	child 3

SUBMISSION TO PARLIAMENTARY ENQUIRY INTO EDUCATION, 1978
RESULT OF PARENT OPINION SURVEY, HUGHENDEN STATE SCHOOL
 (ANONYMOUS)

No. of Questionnaires issued	-	118
No. returned	-	75
representing	-	63.5%

Number and Age of children recorded:

Age of Child(years)	Number
13	2
12	14
11	21
10	17
9	17
8	14
7	16
6	10
5	16
	127

Satisfaction or dissatisfaction in the following subjects:

	Reading	Social Studies	Spelling	Maths.
Satisfied	83%	92%	77%	75%
Not Satisfied	17%	8%	23%	25%

Is there enough Teaching of the Basics - Reading, Writing and Arithmetic?

Ample	Just Enough	Not enough
31%	48%	21%

Hughenden State School.

- 2 -

Does your Child enjoy School?

Enjoys School	Does not Enjoy School	Undecided
83%	13%	4%

Some Parents suggested additional subjects which may be taught in School. Listed hereunder are the subjects with the number of families interested in brackets:

Cooking, Sewing and Woodwork	(5)
Art and Craft	(2)
Activity Groups	(1)
Elocution	(1)
Copy Books	(2)
Manners	(2)
Sign Language	(1)
Self-Expression	(1)
Return to Social Studies involving detailed History and Geography of Australia	(1)

Other Parents suggested subjects which should be deleted from School Curriculum. Subjects included were:

Complete Social Studies
Complete Religious Instruction
No Sports in hot weather
Much less "so-called" Art
Witchcraft
French in High School

Should Parents have more say in what should be taught in School?

Number in Favour	Not in Favour
15%	85%

Comments of the above 15% were:

(a) The 3R system should be re-introduced (b) Parents' permission should be obtained before using M.A.C.O.S., S.E.M.P., or giving Sex Instruction (c) Educators should consult parents before planning a Curriculum.

Hughenden State School

- 3 -

Is Parent aware of what Child studies at School?

Aware	Not Aware
80%	20%

Does Parent participate in Child's Education -

Look through Child's book

Check Homework

Check there is Homework

Frequently	Occasionally	Seldom
86%	8%	6%

Does Parent take part in P. & C. Association and other School based Activities?

Yes	No
66%	34%

Does Parent consult with Teachers regarding any problems?

Yes	No
85%	15%

15 Parents were not aware of what their child/children studied at School.

5 blamed lack of communication between School and Parent

2 blamed lack of communication between Teacher and Parent

1 blamed lack of communication between Child and Parent

7 had full confidence in the Education System

On the Question of Personal Meaning of Education -

22% believed that Education should be a preparation for their child to live in a democratic society.

46% wished for the provision of a wide range of knowledge, skills and experiences.

32% wished for the preparation of their children to enter the work force.

Hughenden State School

- 4 -

Other Comments Section

26% of Parents availed themselves of this section of the Questionnaire.

50% of these Parents wished for a return to basic education as in previous years.

25% expressed the wish for more discipline.

Other requests of interest were teaching of Sign Language, Uniform Text Books throughout the State, Parent Education in new methods and more stress on manners and respect for elders.

One severe critic emphasised his criticism to be State wide and not for this particular School.

Principal's Comments

This exercise did not require a signature to be put to the Questionnaire, so that I could get a true picture of the Educational scene in this area.

I would also add that M.A.C.O.S. and S.E.M.P. are not used in this School, and Witchcraft and Sex Education are not taught.


.....
G.W. Irving
Principal.

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(T)

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INDIVIDUAL SUBMISSION

SELECT COMMITTEE OF INQUIRY INTO EDUCATION

JUNE, 1978.

From: I.K. Fyfe, B.App.Sc., Dip.Ed.
Secondary Department
State School
TOOGOOLOWAH. Q. 4314

The Writer: Ian Keith Fyfe is aged 25 years and is a Secondary School teacher in his fourth year of service. He spent three years at the Capricornia Institute of Advanced Education in Rockhampton, gaining the degree of Bachelor of Applied Science. In 1974, he gained the Diploma in Education from the University of Queensland, and is currently completing the degree of Bachelor of Educational Studies externally. He taught for one year at a Metropolitan High School and has been teaching at Toogoolawah Secondary Department since 1976. Professionally, he is a member of the Science Teachers' Association of Queensland, the Queensland Association of Mathematics Teachers and the National Council of Teachers of Mathematics (U.S.A.). He is also an associate member of the Australian Institute of Physics.

Submission

ITEM A: THE EFFICIENCY AND ADEQUACY OF THE PRESENT SYSTEM OF SECONDARY EDUCATION.

The introduction of the Radford Scheme was a step forward for Queensland Schools, and set Queensland at the forefront of educational innovation in Australia. The scheme was not without its teething troubles, and the document "Schools under Radford" (Board of Secondary School Studies) outlined some of these, together with suggested improvements. It can be said that teachers were ill-prepared for the roles cast upon them, and few reference services were provided. School Curricula have been improved by the removal of the arbitrary constraints of entrance requirements for the Queensland University, which is merely one out of eleven tertiary institutions in Queensland. This has been of advantage to the University of Queensland, providing it with students of far richer backgrounds than the previously "safe and all-encompassing" English/Maths I/Maths II/Physics/Chemistry/Foreign Language Senior Course, which was unattractive and of little interest to many students. There is a need for two major strands to be developed in Queensland schools. The first strand is for those who seek a career via academic qualifications. The second is for those who do not intend proceeding with formal education beyond year 10 or year 12. It is highly unlikely that the current organisation of schools in Queensland could facilitate this.

The present courses for Mathematics and Science are reasonably adequate, though the Mathematics Syllabus is currently under review.

The current Science Syllabus is excellent for Year 11 and 12 students; however for Year 8, 9, and 10 students, CORE STUDIES could be recommended, comprising approximately 40% of the course content; with the remaining options being chosen by staff with reference to their expertise. There is concern that gross imbalances of subject matter can occur, especially so with teachers who are inexperienced or whose experiences may be rather limited.

The Mathematics Syllabus: The current "Standards Debate" in Mathematics is merely grandstanding of much ignorance. It is hard to believe that some people can remember with exact detail large portions of childhood experience.

There are no records of the general capability of students in Australia prior to about 1960. Indeed the poor retention rate of schools prior to 1960 points up the inadequacy of educational practices at that time. What can be said is that basic computational skills of pre-teenage students may have declined slightly in the last ten years (A.C.E.R. results). However, there has been little attempt to make measurements of algebraic and geometrical skills.

It is striking that in view of the vast amounts spent on education, little money is spent on providing concrete evidence on which rational judgments can be made. Indeed only this year have high quality test items been made available to classroom teachers (A.C.E.R. Item Banks in Mathematics, Science, and the Social Sciences).

There is another problem confronting schools today, the increasing number of 15+ years students staying on at school because of lack of employment and opportunities. These students are unhappy at school and a burden to their teachers and fellow classmates. One solution may be a minimum points score necessary to continue on to Year 12. The politicians' promise of ten years free education is quickly becoming a nightmare of twelve years for parents, students, teachers and administrators.

There is appended a number of documents relating to Mathematics Education. Their perusal is recommended.

ITEM B: APPROPRIATE EMPHASIS IN PRIMARY EDUCATION BETWEEN BASIC EDUCATION AND OTHER ACTIVITIES.

No comment as outside field of expertise.

ITEM C: ADEQUATE TECHNICAL AND FURTHER EDUCATION TO MEET TODAY'S INDUSTRY NEEDS.

There is a need for technical and further education, not only to meet the needs of industry but also to provide the community with basic skills for leisure activities. Courses must be organised to suit the needs of the individual, the local community and of industry and business.

ITEM D: A REVIEW OF THE DECISION MAKING PROCESS IN EDUCATION AND THE ROLE OF THE COMMUNITY IN THIS AREA.

Major changes need to be undertaken in the field of educational expertise. The Education Act is outmoded and needs to be replaced. As schools become more complex an increasing responsibility load is being placed on School Principals, which they are ill-equipped to handle. The writer advocates the following changes:

(1) The Introduction of an Administrative System (similar to that in Queensland Hospitals) for all schools with enrolments above 200 students. This would take the form of separate Administrative and Academic Heads in schools. The STUDIES CO-ORDINATOR would be responsible for the implementation of the curricula within schools. The ADMINISTRATIVE CO-ORDINATOR and clerical staff would be responsible for the administration of schools in the fields of accounts, stock and so on.

(2) Class I Principals of State Schools or "Studies Co-ordinator" as they would be known: These positions should be advertised Australia-wide to attract only the best persons to our schools. Tenure would be for a period of five (5) years. Salaries would be as for Class II positions, with a cash only bonus for Class I schools. Thus a person who was unsatisfactory would transfer back to a Class II school with no loss of privileges such as superannuation. In order to choose teachers suitable for these important roles, a selection panel of persons with wider experience and qualifications than Inspectors of Schools would be necessary.

(3) There needs to be two kinds of schools: One for those seeking an academic career and one for those seeking a terminating course, akin to the Victorian situation. This could be easily facilitated in the metropolitan areas, but could be hard to implement in non-metropolitan areas.

(4) Teachers holding classified positions, e.g. subject masters and mistresses, senior mistresses, etc., should be

inspected every five (5) years, and be returned to general teaching duties if found unsatisfactory. Again a bonus system could operate to avoid loss of privilege.

(5) There are too many departmental officials between schools and the Minister. A more appropriate solution would be an Education Board, perhaps in each of the existing regions. Such a Board would comprise parents, departmental officials, teachers, and would be directly responsible to the Minister. No one group would enjoy a majority.

(6) Schools should be open to mature aged students. The quality of lessons and other students' work would improve remarkably.

ITEM E: ADEQUACY OF SOCIAL SCIENCE COURSES FOR PRIMARY AND SECONDARY STUDENTS.

Students need to be made aware of the real world and the forces at work therein. The need for parental guidance in many areas is recognised. However, many parents are unwilling or unable to give proper guidance. There needs to be a way found to INVOLVE parents in the education of their children.

ITEM F: THE NEED FOR NEW COURSES, THE ABILITY OF THE EDUCATION SYSTEM TO PROVIDE THEM AND THE ADMINISTRATIVE MACHINERY FOR IMPLEMENTING THEM.

No comment.

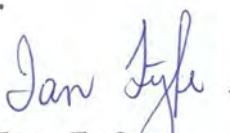
ITEM G: THE INTRODUCTION OF AN INDEPENDENT AUTHORITY TO INVESTIGATE COMPLAINTS BY PARENTS OR COMMUNITY ORGANISATIONS CONCERNING ANY ASPECT OF EDUCATION.

An Independent Authority to investigate complaints by parents or community organisations concerning any aspect of education would quickly become tied down by complaints by noisy minority groups to the detriment of more representative groups. The Education Board in Item D (5) would be an adequate safeguard.

ITEM H: ANY OTHER MATTER PERTAINING TO THE MATTERS FOR INQUIRY, REPORT AND RECOMMENDATION AS AFORESAID.

Teacher Training. There needs to be more Departmental interaction with teachers in training, to ensure their entry to the teaching forces is smoother.

I am prepared to appear before the Inquiry to elaborate on any points made, if so requested.


Ian Fyfe,
Toogoolawah.

A POSITION PAPER ON BASIC MATH SKILLS

National Council of Supervisors of Mathematics

The narrow definition of basic skills which equates mathematical competence with computational ability must be expanded. In recognition of the inadequacy of computation alone, the National Council of Supervisors of Mathematics is providing a general list of basic mathematical skills and a clarification of the need for such an expanded definition of basic skills.

Basic skills must include computation. However, the role of computational skills in mathematics must be seen in the light of the contributions they make to one's ability to use mathematics in everyday living. In isolation, computational skills contribute little to one's ability to participate in mainstream society. Combined effectively with the other skill areas, they provide the learner with the basic mathematical ability needed by adults.

The Council views these basic skills as falling under 10 vital skill areas, which are interrelated and often overlap with each other and with other disciplines. All are basic to pupils' development of the ability to reason effectively in varied situations. The order of the listing of these 10 areas should not be interpreted as indicating either a priority of importance or a sequence for teaching and learning.

1. Problem-solving. Learning to solve problems is the principal reason for studying mathematics. Problem-solving is the process of applying previously acquired knowledge to new and unfamiliar situations. Solving word problems in texts is a form of problem-solving, but students should also be faced with nontextbook problems. Problem-solving strategies involve posing questions, analyzing situations, translating results, illustrating results, drawing diagrams, and using trial and error. In solving problems, students need to be able to apply logic needed to arrive at valid conclusions and to determine which facts are relevant. They should be unfearful of arriving at tentative conclusions, and they must be willing to subject these conclusions to scrutiny.

2. Applying mathematics to everyday situations. The use of mathematics is interrelated with all computation activities. Students should be encouraged to translate everyday situations into mathematical expressions, solve the math, and interpret the results in light of the initial situation.

3. Alertness to the reasonableness of results. Students should learn to inspect all results of mathematical work and to check for reasonableness in terms of the original problem. With increased use of calculators, this skill is essential.

4. Estimation and approximation. Students should be able to do rapid approximate calculations by first rounding off numbers. They should acquire simple techniques for estimating quantity, length, distance, weight etc. It is also necessary to decide when a particular result is precise enough for the purpose at hand.

5. Appropriate computational skills. Students should gain facility with addition, subtraction, multiplication, and division with whole numbers and decimals. Today, it must be recognized that long, complicated computations will usually be done with a calculator. Knowledge of single-digit number facts is essential, and mental arithmetic is a valuable skill. Moreover, everyday situations demand recognition of, and simple computation with, common fractions. The ability to recognize and use percentage should be developed and maintained.

6. Geometry. Students should learn geometric concepts needed to function effectively in the three-dimensional world, such as point, line, plane, parallel, and perpendicular. They should know basic properties of simple geometric figures, particularly properties relating to measurement and problem-solving skills. They also must be able to recognize similarities and differences among objects.

7. Measurement. As a minimum skill, students should be able to measure distance, weight, time, capacity, and temperature. Measurement of angles and calculation of simple areas and volumes are also essential. Students should be able to measure in metric and customary systems with appropriate tools.

8. Reading, interpreting, and constructing tables, charts, and graphs. Students should know how to read and draw conclusions from simple tables, maps, charts, and graphs and to condense numerical information into more manageable or meaningful terms by setting up simple tables, charts, and graphs.

9. Using mathematics to predict. Students should learn how elementary notions of probability are used to determine the likelihood of future events. They should learn to identify situations where immediate past experience does not affect the likelihood of future events. They should become familiar with how mathematics is used to help make predictions such as election forecasts.

10. Computer literacy. Students should be aware of the many uses of computers in society. The "mystique" surrounding computers can put those who do not understand computers at a disadvantage. The increasing use of computers by government, industry, and business demands an awareness of computer uses and limitations.

Concerning this list of skills, it should be remembered that, as society changes, our ideas about which skills are basic also change. For example, today's students should learn both metric and customary measurement; future significance of the customary system will be mostly historical. There will also be increasing emphasis on when and how to use hand-held calculators and other electronic devices.

MINIMUM GRADUATION ESSENTIALS

On the question of minimum essentials for high school graduation, the Council feels that efforts to mandate mastery of such skills should consider the potential pitfalls of doing this without appropriately defining "basic skills". If Math requirements are inordinately high, a significant number of students may not graduate. If requirements are too low and Math skills are too narrowly defined, the result could be a sterile math program concentrating exclusively on low-level math skills.

We neither recommend nor condemn minimal competencies for high school graduation. However, the 10 basic skills mentioned here may serve as guidelines for state and local school systems considering such requirements.

As opportunities to learn basic skills are offered, options must be provided to meet varying learning styles. The "back to basics" movement may lead to an emphasis on drill and practice, which is a viable option, but only one of many. Learning centers, contracts, tutorial sessions, individual and small-group projects, games, simulations and community-based activities are some of the others. Furthermore, to help students fully understand basic mathematical concepts, teachers should utilize all available activities and materials, including objects the students can actually handle.

Learning of basic math skills continues all the years a student is in school. In particular, a tendency to emphasize computation and neglect the other nine skill areas at the elementary level must be avoided.

EVALUATION AND REPORTING

Any systematic attempt to develop basic skills must necessarily be concerned with evaluating and reporting pupil progress. In evaluation, test results are used to judge the effectiveness of the instructional process and to make needed adjustments in the curriculum and instruction for the individual student. In general both educators and the public

have accepted and emphasized an over-use of and overconfidence in the results of standardized tests.

These tests yield comparisons between students and can provide a rank ordering of individuals, schools, or districts. However, they have several limitations, including the facts that (a) items are not necessarily generated to measure a specific objective or instructional aim; and (b) the tests measure only a sample of the content that makes up a program — certain outcomes are not measured at all.

Because they do not supply sufficient information about how much mathematics a student knows, standardized tests are not the best instruments available for reporting individual pupil growth. Other alternatives such as criterion referenced tests or competency tests must be considered. In criterion-referenced tests, items are generated which measure the specific objectives of the program and which establish the student's level of mastery of these objectives. Competency tests are designed to determine if the individual has mastered the skills necessary for a certain purpose, such as entry into the job market. There is also need for open-ended assessments such as observations, interviews and manipulative tasks to assess skills which paper and pencil tests do not measure adequately.

Reports of pupil progress will surely be made. But, while standardized tests will probably continue to dominate the testing scene for several years, there is an urgent need to begin reporting pupil progress in other terms. This will also demand an immediate and extensive program of in-service education to instruct the general public on the meaning and interpretation of such data and to enable teachers to use testing as a vital part of the instructional process.

Large-scale testing, whether involving all students or a random sample, can result in interpretations which have great influence on curriculum revisions and development. Test results can indicate for example, that a particular mathematical topic is being taught at the wrong time in the student's development, and that it might better be introduced later or earlier in the curriculum. Or, the results might indicate that students are confused about some topic as a result of inappropriate teaching procedures. In any case, test results should be carefully examined by educators with special skills in the area of curriculum development.

This paper represents a preliminary attempt by the National Council of Supervisors of Mathematics to clarify and communicate its position on basic mathematical skills. The NCSM position under-scores the Council's fundamental belief that any effective program of basic mathematical skills must be directed not "back" but forward to the essential needs of adults in the present and future.

This item was extracted from the February, 1978 Issue of "The Mathematics Teacher", a monthly publication of the National Council of Teachers of Mathematics, (U.S.A.). The February Issue was devoted to the topic of Minimum Competency.

THE QUESTION OF MINIMUM COMPETENCY AS VIEWED FROM THE SCHOOLS

*Requiring minimum competence can pay off;
it can also backfire.*

By ROSS TAYLOR

Minneapolis Public Schools
Minneapolis, MN 55413

To paraphrase Malvolio in Shakespeare's *Twelfth Night*, "Some are born with minimum competency requirements, some achieve minimum competency requirements, and some have minimum competency requirements thrust upon them." Many of us in the schools are having minimum competency requirements thrust upon us. A survey by the National Center for Educational Statistics revealed that of the fifty states and the District of Columbia, performance-based educational activities were occurring in twenty-nine as of July 1976 (Goor and Tomlinson 1976). More recent data indicate that even more states have become involved. Usually these activities involve performance-based graduation requirements in basic skills. Most of these states are still in the planning stage, and so the main impact of the minimum competency thrust is yet to be felt.

The *Mathematics Teacher* Editorial Panel is to be commended for devoting this issue to the vital and timely topic of *minimum competency*. In the call for contributions to this issue, the panel appropriately asked for an appraisal of the *promise* and *problems* of the basic skills and minimal competence in mathematics. We in the schools should be fully aware that the current interest in basic skills offers great promise. There is promise in the attention that mathematics is receiving, and there is promise in the focus on learning. The result can be improved mathematics programs. However, we must avoid the problems that can be caused by hasty implementation of ill-considered programs. The Editorial Panel referred to the challenge of defining

terms like *basic skills* and *minimum competence*. When talking about basic mathematical skills, we are usually interested in the skills that all adults should have in order to function effectively in society. Recently I have been involved in two efforts to address the question, "What are basic mathematical skills?" One was the Euclid conference held in October 1975 under the sponsorship of the National Institute of Education. The other was the Basic Skills Task Force of the National Council of Supervisors of Mathematics (NCSM), which produced its "Position Paper on Basic Mathematical Skills." (The NCSM position paper appears elsewhere in this issue.) In each case the overwhelming conclusion of all persons involved was that the term *basic mathematical skills* is least useful when restricted to computation and most useful when given a broad interpretation. The NCSM position paper lists ten basic skills areas:

- Problem Solving
- Applying Mathematics to
Everyday Situations
- Alertness to Reasonableness of Results
- Estimation and Approximation
- Appropriate Computational Skills
- Geometry
- Measurement
- Tables, Charts, and Graphs
- Using Mathematics to Predict
- Computer Literacy

I am confident that the mathematics education community will accept the notion of an expanded definition of basic skills. Our mathematics training has taught us to define terms in a manner that will optimize their usefulness. It remains to be seen if we can sell the idea to the public and to the decision makers at all levels of education.

Let us go on to address the four questions raised by the Editorial Panel in its call for contributions to this issue.

1. *What are minimum mathematical skills?*

Three of the things that I think we should stop seeking are the fountain of youth, the pot of gold at the end of the rainbow, and a universally accepted definition of minimum competence in mathematics. The application of *minimum competence* to the mathematical skills necessary for survival does not appear to make sense. After all, who ever heard of a person who dropped dead from a lack of mathematical skills? Even if we could reach universal consensus on minimum competence, rapid changes in our society and our technology would soon force us to change our ideas. *Minimum competence* is useful, not as a term with universally accepted meaning, but rather as a term with specific meaning in a specific situation, such as a graduation requirement for a particular school. Then, minimum competence can be defined and measured, and decisions can be made on the basis of whether a student can demonstrate the attainment of the particular minimum competence.

A lot of confusion can be avoided if we maintain a clear distinction between the terms *basic skills* and *minimum competence*. *Basic skills* should be used as broadly as

We should maintain a clear distinction between basic skills and minimum competence.

possible, including the wide range of mathematical skills people should have to function effectively in adult society. *Minimum competence* should be used as a relative term that has meaning only as it is used in a specific context. If we maintain this distinction, we shall not fall into the trap of narrowing our concept of basic skills as we focus on the minimal skills needed for a specific purpose.

We have to be very careful if we attempt to require the attainment of proficiency in minimum mathematical skills as a requirement for high school graduation. If we set the requirements too high, we shall significantly decrease the number of students receiving diplomas. If the requirements are too low and too narrowly defined, we could end up severely limiting the mathematical horizons of many students.

The question of minimum competency requirements for promotion from one grade level to the next is even more complex. On the one hand, such requirements could be used to punish students who do not achieve or teachers of students who do not achieve. On the other hand, requirements could be used to identify learning needs and to provide help to meet those needs.

2. *What types of assessment instruments give valid measures of mathematical competence and information useful for remedial instruction?*

Interpretations of test results can yield more heat than light. For example, the schools are currently being blamed for declining Scholastic Aptitude Test scores. However, if the tests really do measure student aptitude, how can the schools be blamed? Perhaps the schools should blame the parents for not sending them smarter students.

If we are to have minimum competence requirements, we need assessment instruments that measure student progress toward the mastery of specific objectives. Consequently, these instruments must be determined at the level that the minimum competence requirements are decided. For example, if the requirements are to be decided at the local level, then the tests to determine if the minimum competence objectives have been mastered will have to be determined at the local level. The conditions for the testing should also be decided at the level that the requirements are established. For example, is the use of calculators to be allowed? Are the questions to be read to the students?

Furthermore, associated with each objective there should be either a pool of test items or the capability of generating test items that test the objective. With this capability, teachers can use sample test items to communicate to students and parents the objectives that are to be mastered. Furthermore, the teacher will have a supply of practice items. More important, the teacher will not have to worry about compromising the test because another form can easily be generated. Survey tests can be generated to get a general idea of student achievement. Such a test could contain one item for each objective, or if there are many objectives, it could contain items that measure a sampling of the objectives. Subtests can be used to establish exactly which specific objectives have been mastered. To determine with reasonable certainty whether an objective has been mastered, one probably needs to use two free-response items or three multiple-choice items. In a subject as highly structured as mathematics, learning effectiveness can be greatly increased if the students and teachers know precisely which objectives have been mastered.

In a minimum competency testing program the computer can be very useful for generating tests. The test items can be randomly selected from sets of items stored in the computer, or the test items can be randomly generated according to specific parameters. If this type of capability is made available on a time-sharing computer system, then teachers are able to generate tests and worksheets (along with answer keys) from terminals located in their own schools. For example, Minneapolis teachers have developed a program called COMPUTE for generating approximately five hundred different types of computation items. Minneapolis and Saint Paul teachers and students are currently developing programs for generating items in other areas such as problem solving and geometry. This type of capability for easily generating new forms of tests and worksheets is particularly useful in minimum competency programs because such programs usually involve some reteaching and retesting.

The standardized norm-referenced achievement tests that are in general use today are designed to detect differences in achievement among students. They are useful in making comparisons among students, schools, or districts. However, the items are not designed to measure specific objectives. Therefore, standardized norm-referenced tests do not generally yield diagnostic information identifying specific needs for remedial instruction.

The use of existing standardized norm-referenced tests in a minimum competency program would be inappropriate. In a minimum competency program one needs tests with items that most students will ultimately be able to answer correctly. However, to be useful for discriminating among students, standardized norm-referenced tests must contain many items that half or more of the students will miss.

Standardized norm-referenced tests are not appropriate for a minimal competency program.

Some of the national testing services are developing basic skills tests. I served on an advisory panel for the Educational Testing Service, and I was pleased to see their inclusion of questions in the various skill areas listed in the National Council of Supervisors of Mathematics "Position Paper on Basic Mathematical Skills." However, I don't feel that such tests should be used to determine if students have achieved the minimum competency necessary for high school graduation. Even though local schools can set their own levels of performance required for graduation, this use of nationally developed tests would seem to imply the acceptance of a national curriculum.

I feel that for determining minimum competency, a criterion-referenced testing system involving test items keyed to locally selected objectives is appropriate. Such a

For example, the implementation of minimum competency requirements without accompanying instructional programs could prove harmful to the students. A reasonable goal for legislators is to understand the level of commitment necessary for effective learning of basic skills.

State legislators have legitimate concern.

With the increasing emphasis on basic skills and minimum competence, we know that mistakes are going to be made. However, if we can proceed cautiously and observe what others in similar situations have done, we can avoid their mistakes. Then, at least, whatever mistakes we make will be new ones.

The federal role with respect to minimum competency should also be examined. Currently, over two billion dollars in Title I funds are being spent annually, primarily for improving the achievement of disadvantaged students in reading and mathematics. It is estimated that approximately 25 percent of this money, or about half a billion dollars, is being spent each year for instruction in mathematics. I have been able to identify only one person in the Office of Education (OE) with a mathematics education background, and his job is not specifically related to mathematics education. There is no effective vehicle of communication so that members of the mathematics education community can influence how OE funds are spent. Could you imagine a similar expenditure of funds for medical purposes without the opportunity for input from the medical community?

Another government agency, the National Institute of Education (NIE), has only one mathematics educator working in its basic skills group. (Even the Lone Ranger has Tonto for company.) The third governmental agency concerned with mathematics instruction is the National Science Foundation (NSF). The NSF has focused its attention on "precollege" courses and has not become significantly involved in the

basic skills area.

We are faced with the dilemma that although there is increasing pressure from boards of education and from state legislatures for accountability in basic skills, the amount of support for instruction in basic mathematical skills in the senior high school has been minimal at the local, state, and national levels. We should suggest to the new administration that as it goes about reorganizing the federal government, it should organize and staff it in a manner that will be more responsive to needs in mathematics education. (At present the NIE effort in mathematics education is quite small, OE has school people but not mathematics people, and NSF has subject-matter people but not school people.) We should work through our state affiliated groups and other channels to influence decisions at the state level. Finally, we should each take an active role at the local level. We need to emphasize the importance of competence in the broad range of basic mathematical skills, and we need to influence our schools to do everything they can to help students achieve this competence.

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2. Homework and drill are very important pedagogical tools used to help the student gain understanding as well as proficiency in the skills of arithmetic and algebra, but students should not be burdened with excessive or meaningless drill. We therefore recommend that teachers and authors of textbooks step up their search for interesting problems that provide the opportunity to apply these skills. We realize that this is a difficult task, but we believe that providing problems that reinforce manipulative skills should have high priority, especially those that show that mathematics helps solve problems in the real world.
3. We are aware that teachers must struggle to maintain standards of performance in courses at all levels from kindergarten through college and that serious grade inflation has been observed. An apparently growing trend to reward effort or attendance rather than achievement has been making it increasingly difficult for mathematics teachers to maintain standards. We recommend that mathematics departments review evaluation procedures to ensure that grades reflect student achievement. Further, we urge administrators to support teachers in this endeavor.
4. In light of recommendation 3, we also recognize that the advancement of students without appropriate achievement has a detrimental effect on the individual student and on the entire class. We therefore recommend that school districts make special provisions to assist students when deficiencies are *first* noted.
5. We recommend that cumulative evaluations be given throughout each course, as well as at its completion, to *all* students. We believe that the absence of cumulative evaluation promotes short-term learning. We strongly oppose the practice of exempting students from evaluations.
6. We recommend that computers and minicalculators be used in imaginative ways to reinforce learning and to motivate the student as proficiency in mathematics is gained. Calculators should be used to supplement rather than to supplant the study of necessary computational skills.
7. We recommend that colleges and universities administer placement examinations in mathematics prior to final registration to aid students in selecting appropriate college courses.
8. We encourage the continuation or initiation of

- joint meetings of college and secondary school mathematics instructors and counselors in order to improve communication concerning mathematics prerequisites for careers, the preparation of students for collegiate mathematics courses, joint curriculum coordination, remedial programs in schools and colleges, the exchange of successful instructional strategies, the planning of in-service programs, and other related topics.
9. Schools should frequently review their mathematics curriculum to see that it meets the needs of its students in preparing them for college mathematics. School districts that have not conducted a curriculum analysis recently should do so now, primarily to identify topics in the curriculum that could be either omitted or de-emphasized, if necessary, in order to provide sufficient time for the topics included in this statement. We suggest, for example, that the following could be de-emphasized or omitted from the curriculum:
 - (a) Logarithmic calculations that can better be handled by calculators or computers
 - (b) The extensive solving of triangles in trigonometry
 - (c) Proofs of superfluous or trivial theorems in geometry
 10. We recommend that algebraic concepts and skills be incorporated wherever possible into geometry and other courses beyond algebra to help students retain these concepts and skills.

This position statement was prepared jointly by the National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091, and the Mathematical Association of America, 1225 Connecticut Ave., NW, Washington, DC 20036.

NCTM-MAA
Position Statement
on

RECOMMENDATIONS for the PREPARATION of high school students for COLLEGE MATHEMATICS COURSES

The following statement, adopted by the Board of Governors of the Mathematical Association of America and the Board of Directors of the National Council of Teachers of Mathematics, is a brief outline of the basic ingredients of adequate preparation for collegiate-level mathematics.* The statement does not break new ground; it reflects standards that have been generally accepted for over a decade. It is intended to support the continuing efforts of conscientious teachers everywhere to provide students with sound and stimulating mathematical training. It is specifically designed to provide a benchmark for our efforts and those of others to assess and react to recent reports of a general decline in the performance of students in mathematics.

A joint committee of the Mathematical Association of America and the National Council of Teachers of Mathematics consulted with secondary school and college teachers in various parts of the country to study recent trends in the preparation of students. The comments from these consultations on which there was strongest consensus are the basis for this statement and its ten recommendations.

The Mathematical Association of America and the National Council of Teachers of Mathematics wish to emphasize that the statement and recommendations, as they refer to secondary school programs, are addressed only to those programs for students planning to go to college and that they are not intended to be more comprehensive. During the past twenty years many important changes have taken place in both the content and teaching of mathematics at the secondary school level. Many excellent new programs have been adopted and taught effectively by teachers in elementary and secondary schools. Nevertheless, any consideration of the relative merits of new versus traditional school curricula has been deliberately avoided. A study of this issue would have

* *Collegiate mathematics* refers to courses in calculus (or calculus and analytic geometry), probability and statistics, finite mathematics, and higher-level mathematics courses.

needed both the charge to the committee and its limited resources. This statement and these recommendations incorporate many of the best features of both of these curricula and are addressed to all mathematics programs regardless of pedagogical heritage.

Necessary Course Work

Mathematics is a highly structured subject in which various concepts and techniques are greatly dependent on each other. The concepts of arithmetic and algebra, however, are basic to all of mathematics. Further work in mathematics and in all areas in which mathematics is used as a tool requires correct performance, with understanding, of basic arithmetic operations, the manipulation of algebraic symbols, and an understanding of what the manipulations mean.

Any student who is unable to perform arithmetic calculations and algebraic operations with accuracy and reasonable speed, to understand which operations to use in a given problem, and to determine whether the results have meaning is severely handicapped in the study and applications of mathematics. The prevalence of inexpensive pocket calculators makes the performance of complicated calculations less tedious, but the use of calculators does not lessen the need for students to understand which concepts and operations are needed to solve a problem, to make sensible estimates, and to analyze their results.

For further work in mathematics, and in many other areas from business to psychology, from biology to engineering, the ability to use algebra with skill and understanding is also essential. Having a passing grade in algebra is not enough. Both understanding and competence in the skills of algebra are necessary. Neither conceptual understanding nor technical skill alone will suffice in today's world, let alone in tomorrow's. Algebra is a useful subject which will help to solve problems in the real world. Opportunities to apply algebraic skills should be provided whenever possible, especially to problems that show the utility of mathematics.

Algebra courses in secondary school should include, in addition to the basic topics—

- (a) polynomial functions;
- (b) properties of logarithms;
- (c) exponential and logarithmic functions and equations;

- (d) arithmetic and geometric sequences and series;
- (e) the binomial theorem;
- (f) infinite geometric series;
- (g) linear and quadratic inequalities.

For most students, adequate coverage of the topics in algebra requires at least two years of study.

Students who will take calculus—and this now includes many students who will take college work in business, premedicine, economics, biology, statistics, engineering, and physical science—may or may not need trigonometry, depending on the type of calculus course appropriate for their particular programs. But they will need a good deal of what is often called precalculus, including especially a sound understanding of the concept of a function, which is also fundamental for work beyond the most elementary level in probability and computing.

Those students needing trigonometry should study—

- (a) trigonometric functions and their graphs;
- (b) degree and radian measure;
- (c) trigonometric identities and equations;
- (d) inverse trigonometric functions and their graphs.

For such students, the equivalent of one semester should be devoted to the study of the topics in trigonometry.

All students who go on to take collegiate mathematics will find their college work easier if they have been introduced to some axiomatic system and to deductive reasoning. Traditionally this has been accomplished in a geometry course. Geometry courses in secondary school should include, in addition to basic topics—

- (a) fundamental properties of geometric figures in three dimensions;
- (b) applications of formulas for areas and volumes;
- (c) experience in visualizing three-dimensional figures.

Other courses (the word *course* refers here and elsewhere in this statement to a semester course unless otherwise noted) beyond algebra, trigonometry, and geometry should be available to students who have adequate background and time to take them. A course in coordinate (or analytic) geometry is ideal, since it combines algebra with geometry and provides a useful preparation for calculus. In addition to co-

ordinate geometry, courses in the following topics are valuable: probability, statistics, elementary finite mathematics (or linear algebra), an introduction to computers and computing, and applications of mathematics.

If coordinate geometry is offered, it should include, in addition to the basic topics—

- (a) conic sections;
- (b) rational functions and their graphs;
- (c) polar coordinates;
- (d) parametric equations and their graphs.

Inductive as well as deductive reasoning, techniques of estimation and approximation, and an awareness of problem-solving techniques, with special emphasis on the transition from the verbal form to the language of mathematics, should be emphasized in all courses.

Calculus, where offered in secondary schools, should be at least a *full year* course and be taken only by those students who are strongly prepared in algebra, geometry, trigonometry, and coordinate geometry.

We recognize that many secondary schools have a curriculum similar to that outlined above. We emphasize again that, in order to be properly prepared for collegiate-level courses in mathematics, students need to develop skills (1) in applying standard techniques and (2) in understanding important concepts.

Recommendations

The Board of Governors of the Mathematical Association of America and the Board of Directors of the National Council of Teachers of Mathematics make the following recommendations:

1. Proficiency in mathematics cannot be acquired without individual practice. We therefore endorse the common practice of making regular assignments to be completed outside of class. We recommend that parents encourage their children to set aside sufficient time each day to complete these assignments and that parents actively support the request of the teacher that homework be turned in. Students should be encouraged to develop good study habits in mathematics courses at all levels and should develop the ability to read mathematics.

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FRYER
Mss.
81/2

INGHAM STATE HIGH SCHOOL



a submission to the

select committee on education

1978

INGHAM STATE HIGH SCHOOL,
P.O. Box 869,
INGHAM. 4850
24th July, 1978

Mr. M.J.Ahern, M.L.A.,
Chairman,
Select Committee on Education,
Parliament House,
BRISBANE. 4000

Dear Mr.Ahern,

Following is a submission to the Select Committee on Education from members of the staff of the Ingham State High School. Your receipt of this submission was foreshadowed in my letter of 7th June, 1978.

The report was prepared by a small committee under my chairmanship. It deals with issues that are of concern to teachers in their role as educators in a provincial High School.

Members of the drafting committee were;-

Erica M. CARR
Peter COUGHLIN
Sharon HAYSTON
Delphine M. ROBERTS
Bill SPERRING
Paul SUTTON
Rhonda THOMSEN

I present this submission for your consideration.

Yours faithfully,

A handwritten signature in dark ink, appearing to read 'Peter McK. Smith', with a stylized flourish extending from the end.

(PETER McK. SMITH)
CHAIRMAN

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ROLE OF SECONDARY EDUCATION

There are three major areas of development for all human beings - cognitive, social and physical. In Secondary School we see ourselves having very important roles in all three areas:

COGNITIVE DEVELOPMENT

In this category, there are three types of student who come to us for further education - the gifted, the average and the low achievers. These are very general categories and it is seldom that any one student can be positively classified as one of a particular group. The groupings are more useful in helping to determine our role in the development of each student.

WE BELIEVE :

1. the Secondary School should be a sampler of the diverse academic and cultural activities of man.
Through a broad range of such activities, each student should learn the processes of rational thought which characterises intelligence.
2. the Secondary School should be a second chance for the now rapidly maturing student who needs re-mediation in concepts and skills which previously he may not have had the capacity to master
3. the Secondary School should be a source of challenge for the gifted student to develop within the individual those powers of analysis, synthesis and self-evaluation, which are so necessary in the field of tertiary education.

SOCIAL DEVELOPMENT

For most students, the Secondary School is their closest contact with realistic demands of the community at large in contrast to the limited experiences of their family life. The unwritten rules and understandings which are satisfactory for family life would be totally unsatisfactory for the whole of our rapidly changing society.

WE BELIEVE :

the Secondary School should adequately equip all students to learn and understand the essential rules and conventions of our wider society so that they might follow such rules and conventions and continue to improve them.

PHYSICAL DEVELOPMENT

Competitive sport is the traditional form of physical development in Secondary Schools, but its effectiveness is being challenged by an over-emphasis on the excellence of the very few top sportsmen and women, which discourages others from participating.

We commend the Education Department for the provision of Physical Education teachers.

WE BELIEVE :

the Secondary School should provide the opportunity and incentive for all students to acquire the necessary skills to participate and enjoy some sporting activity.

PASTIME ACTIVITIES

As working hours decrease, the need for alternative pastime activities grows. There appears to be two major types; (i) active - sport, theatre, service clubs and so on, and (ii) passive - watching television, reading, excessive drinking and other asocial activities which limit meaningful contact between people.

Since Primary and Secondary Schools are the usual avenues through which ALL people pass,

WE BELIEVE :

the Secondary Schools should expose all students to a wide range of pastimes.

THE SENIOR SECONDARY SCHOOL

Some statements on the concept of the development of senior Secondary Schools in Queensland looking only at the district High School in a country town.

WE RECOMMEND :

1. the senior students should remain as part of the school as a whole thus preserving the school identity. However certain privileges and or special conditions should be available.
2. teachers should be allotted to classes across the school, that is, a senior staff is to be avoided at all costs. This point is strongly made as it is felt that the resulting staff disunity and possible friction far outweighs any gains based on subject expertise or organizational convenience.
3. there should be a relaxation of the Board of Secondary School Studies' requirements for the Tertiary Entrance Score to allow more flexibility of subject offerings and the growth of more school subjects. This could possibly be achieved by reducing the present twenty semester-unit requirement and the inclusion of a possible two school subjects in the compilation of the Tertiary Entrance Score.
4. the development of well-balanced school subjects which require the availability on staff of some expertise in curriculum development techniques. This is time-consuming. Therefore it is considered that teacher-student contact time for some teachers must be reduced necessitating a

relaxation of the present staffing scale.

Furthermore, counsellors competent to advise students on courses of study, are essential to these recommendations and should be attached to all schools as quickly as possible.

5. senior students should be given more independence in their approach to course work. This suggestion involves greater emphasis on and commitment to independent study time and facilities. The time can be made available now but the facilities constitute a major problem.
Facilities needed include -
 - (i) a well-appointed library and resource centre' to which a student may withdraw for independent study
 - (ii) a well-appointed annexe of seminar and meeting rooms with flexible partitions to allow for large and small group instruction to be used predominantly, but not entirely by seniors.
The same annexe would be available for staff meetings and meetings of the Parents' and Citizens' Association and could even incorporate a student common room. The availability of a building of this type would not only facilitate varied teaching strategies, but would constitute a boost in the prestige of the students concerned.
6. a situation in which compulsory attendance for the upper school is waived. A modification of the school day would facilitate a greater variety of

offerings and teaching-learning strategies.

Some rearrangement of the school bus services

in a school of this type could be required

but this problem is not seen as insurmountable.

7. the School and its senior section in particular
should draw more heavily on community resources.

Programmes of Work Experience are seen as

essential. Furthermore, expert personnel from

the community should be recruited on a part-

time basis, both in a paid and voluntary capacity,

to come into the school to support various aspects

of the curriculum. Conversely the school's pro-

gramme should be made available to older members

of the community, either on a full- or part-time

basis. Problems of dress, attitude, rules and

regulations are not seen as insurmountable in

this regard, particularly if the recommendation

for increased independent study time and facil-

ities are met.

We wish to emphasize the educational role of the school, (as previously outlined), as fundamental. The school, while introducing practical and vocationally-oriented courses should not be seen as a training or prevocational institution.

PROFESSIONALISM

The word "professionalism" implies that a person has been educated appropriately to fulfil a client-centred responsibility. In light of this definition, a teacher's sole objective should be to promote self-actualization of the students under his care. Such a vitally challenging task is of an intellectual, physical and emotional nature. Although the modern teacher is equipped by training to cater for individual differences within a normal class, today's society is far more complex and demanding than that of the past. There is, therefore, a need to develop skills within students to permit them to accommodate to this continuing transformation.

WE RECOMMEND :

1. the continuation of the exercising of teachers' professional judgement in the choice of material to foster intellectual skills. (The removal of SEMP from schools was contrary to the judgement of our staff.)
2. the fostering of intellectual skills, rather than solely rote memorization
3. teachers should be consulted for their professional opinion on any changes with respect to curriculum organisation, resources or methodology
4. inservice opportunities for teachers be extended as outlined on page 17
5. the sizes of classes be minimized so that an optimum learning situation may be created
6. the appointment of a local ombudsman for education to facilitate greater interchange between teacher and parent on issues of a specifically individualized nature
7. the maintenance of the roles of specialist teachers (Subject Masters, Teacher-Librarians, and others,) who have much to contribute to the advancement of

both students and fellow teachers

8. the present practice of appointing Advisory Teachers who assist in the process of disseminating ideas amongst professionals be continued and expanded
9. location preference and incentives be prime criteria for teacher transfer.

TEACHER TRAINING

Although it is realized that no institution can fully equip people to deal with every situation they will encounter in school, it is felt that courses of teacher training could be altered to improve the lot of beginning teachers.

The main problem of the beginning teacher is that he has not encountered the real teaching situation until he receives his first class. He has not been totally responsible for class control, nor had the responsibility or the opportunity of being a teacher - he has always been a student. The lot of the beginning teacher could be improved in the following ways.

WE RECOMMEND :

1. a period of training followed by periods of up to six (6) months in small and large high schools under the direction of specified teachers.
During these blocks of practical teaching, students should assume the responsibilities of teachers and become a part of the school.
2. courses of study at the training institution should be spaced in between teaching practice
3. during the first year, (after completion of training), beginning teachers should be allocated two-thirds student contact time
4. a school-based inservice programme of teacher induction, (currently in operation at Ingham High School), could be expanded within this reduced student contact time
5. a programme of inservice for lecturers in methodology be introduced so that they spend periods of six (6) months on a sabbatical basis in schools as teachers in the work situation.

MULTICULTURAL EDUCATION

Australians are becoming increasingly aware of the valuable contribution to the quality of life that is being made by Australia's continuing intake of migrants.

Official policy in Australia is towards tolerance of linguistic difference. Both Liberal and Labor parties support pluralism not assimilation. Pluralism was defined by Mr. A. Grassby ("The Australian", 15th June, 1974) in this way -

"a pluralist society is one in which each ethnic group is permitted to create its own cultural heritage indefinitely while taking part in the general life of the nation."

Attitudes have changed to such a degree that many people realise that there are long-term advantages in absorbing two or more cultures simultaneously. Not only does the migrant benefit from the learning of English and adapting to the Australian way of life, but the Australian also gains by being introduced to sometimes vastly differing cultures.

It has been estimated that 21.9 per cent of all Australian children have at least one parent born in a non-English-speaking country. ("Working Party on Languages and Linguistics", Australian Universities Commission, 1975:46). At Ingham State High School a survey has shown 18.6 per cent of students have one parent born in a non-English-speaking country and 10.4 per cent use a language other than English as the language of communication at home. There are also Aborigines and Islanders from non-mainstream Australian backgrounds.

Increasing attention is being paid by the Queensland Department of Education to the fact that schools contain children from a variety of linguistic and cultural backgrounds. In an English-medium educational system a child is obviously handicapped if he cannot speak English, and if facilities for teaching him English are inadequate.

Uninformed people sometimes conclude that under-achievement among minority-group children is caused through deficiencies in the child's language and home environment. Their remedy often is to change the child to fit into the existing educational and social framework. Many informed people hold that the language or dialect of minority groups is different but not deficient. They feel that emphasis should be on changing the educational and social environment rather than on changing the child to fit the existing structure.

The British report, "A Language for Life" (H.M.S.O., 1975), suggests it is of great importance to devise strategies which emphasise language development right across the curriculum.

One implication for Australian educators might be that one should not aim to replace the home language or dialect with standard Australian. Rather, the aim would be for the first language variety to remain, and to be valued

for use at home, among friends, and in the community whenever it is the natural and expected form to use. It would be for the educational system to help the child master literacy in English and to help him acquire the language skills to enable him to participate in an increasing range of situations.

The first issue of a migrant newspaper, "Newcomer News", was released in August 1976. The newspaper is published by the Queensland Association of Teachers of English as a second language. "Newcomer News" is a graded newspaper for free distribution throughout Australia and is of general interest to the migrant and foreign student community. Its aim is to teach them more about their adopted land and to encourage them to express their views and queries.

Oxley State High School is one Queensland Secondary School with special provision for the continuing education of immigrant students with English language difficulties. A programme was started in 1971 with the appointment of a special 'migrant teacher', and financial assistance from the Federal Government. A survey taken in 1975 showed that one-third of the 850 students were migrants.

The National Curriculum Development Centre, established in June 1973 by the Commonwealth Government with the co-operation of the States, is at present providing funding through the Queensland Department of Education to schools, individuals, and community groups for grants in support of small-scale, school-based projects related to the development of multi-cultural education.

The purpose of the grants is to enable individual teachers and groups of teachers in schools, and community groups experienced in working with children, to carry out small-scale, school-based projects and thereby encourage initiative at individual teacher and school level.

Ingham State High School is especially interested in the outcome of the projects.

WE RECOMMEND :

1. the Department of Education continue investigations into the educational needs of children from a variety of linguistic and cultural backgrounds
2. the Department of Education provide full facilities for the teaching of these students in those schools where it is deemed to be necessary

3. the Department of Education cause to be devised certain strategies which emphasise language development right across the curriculum
4. the Department of Education investigate means of extending radio and television school programmes to further meet the requirements of ethnic groups within the society
5. the Department of Education continue to provide special 'migrant teachers' in those areas where such a service would be beneficial to students
6. the Department of Education continue to support a State Review Committee for Multicultural Education to investigate applications for grants such as those outlined above.

ASSESSMENT OF STUDENT ACHIEVEMENT

EXTERNAL EXAMINATIONS

External examinations produce a stereotyped teaching process on content-based materials necessary for students to be successful at external examinations. If there is not flexibility in the approach to assessment to suit local needs and conditions, then the students' real talents cannot be extended. Progressive thought is stifled giving rise in the long term to a moulded inward-looking society rather than an outward-looking, advancing one.

Mass external examinations are no longer useful because:

WE BELIEVE :

1. retention and memorization of facts is gained at the loss of understanding of the subject matter
2. teaching strategies become inflexible as the aim is to "get the students through" rather than getting students to learn
3. students are individuals and this factual knowledge will be at the expense of relevant experiences
4. an external system cannot be justified as fair or valid if there are no checks and balances in the standards of assessment
5. there are too many discriminatory elements in terms of country children, minority groups, income and social levels, geographic distribution in the social environment.

Having carefully studied chapter 4 of "Public Examinations for Queensland Secondary School Students"

(commonly called the Radford Report), we would direct your attention to this document for a most comprehensive overview of public examinations as they previously existed in Queensland.

The system of internal assessment is not perfect but far more suited to students' needs than the previous, more imperfect system of external examinations.

If we are to "maintain standards", that is, to hold or improve the quality of teaching and learning; then the product in the process of production (the students) should be assessed at different stages in the process to give a valid indication of the students' mastery in various subject areas. This cannot be achieved using an external superficial check at the end of the process.

INTERNAL ASSESSMENT

Teachers are professional people and therefore through the combined efforts of professional people in one school and across a number of schools a system of internal assessment is appropriate. The role of the school is to educate the youth of a community and not just to teach the retention of some narrow basic knowledge to satisfy an external examination system.

We are confident that the introduction of internal assessment for students has resulted in a higher quality educational programme. In particular it has enabled our objectives to broaden to include study skills, research skills, self-reliance and personal responsibility, and in general self-education skills to be learned by our students. We have been able to write programmes with local content and orientation which has made them more relevant and meaningful for students.

Because of its continuous nature, internal assessment has an inbuilt, self-corrective input. Certainly part of the responsibility of modern education is to diagnose problems in the process of student learning and thus make adjustment to approaches in order to remedy individual learning difficulties. Diagnosis under external examinations was solely to highlight deficiencies in rote-learning. On the other hand, diagnosis under internal assessment systems is designed to enable the student to achieve his maximum potential.

At the same time, we are aware of the importance of the moderation process and of our responsibility to work to improve it where improvements are needed.

When we look at society today, we see that it is more complex than it was previously and undoubtedly it will become more complex in the future. We cannot give students a prescription for life but we must provide a wide range

of educational experiences so students of today can form a useful part of tomorrow's society:

'Give a man a fish and he will eat today.
Teach a man to fish and he will eat forever'

This can be very much assisted by a system of controlled internal assessment.

INTERNAL ASSESSMENT AT INGHAM STATE HIGH SCHOOL.

This is a statement of the procedures followed at the Ingham State High School.

Role of Board of Secondary School Studies

Since the school desires its students to receive Board of Secondary School Studies certificates at the end of year 10 and year 12, the school agrees to follow the Board of Secondary School Studies syllabuses and to enter into the process of moderation.

The Board provides a syllabus in broad outline for each subject in the school.

The Board organises, in consultation with the school, the necessary moderation meetings at district level, or at State level for small subject groups, for example, Italian, and provides the necessary moderation structure beyond that level.

Work programmes

Detailed work programmes within the syllabus outline are prepared in the school by Subject Masters or experienced teachers in the subject area. These programmes are presented for the approval of other schools before the semester in which they are to be worked.

Each teacher of a subject is presented with a copy of the work programme.

Assessment programme

The assessment programme is designed in accordance with the work programme. It is designed with end-of-semester and mid-semester examination as its core, supported where (and only where) necessary by a variety of oral tests, aural tests, written assignments, practical work and lecturettes where these are needed to test the achievement of specific objectives of the syllabus.

The design of tests or other assessment instruments is under the guidance of Subject Masters or experienced teachers to ensure the greatest validity and reliability possible. These instruments are checked by teachers

to reduce ambiguity and to ensure a satisfactory range of questions both for coverage of the programme and for level of difficulty.

The number of assignments required is limited to keep the work load within reasonable bounds and meetings are held to set due-dates for assignments that are spread to reduce pressure on the students. The due dates are published for all students to see, and are not extended to ensure no unfair advantage is gained in that regard.

Marking of student work

Close teacher consultation occurs before, during and after the marking of student work. Marking schemes are agreed upon and standards defined before marking. Where possible each teacher marks across a whole grade range in a subject and teachers meet afterwards to view each other's marking. This process applies to both tests and assignments. Outcomes of test programmes are discussed with Subject Masters or experienced teachers.

Marking is viewed by students and open to their queries wherever possible before final marks are entered.

Parent enquiries are always investigated, fully discussed and resolved justly.

Ratings

The raw score for each student is provided by the class teacher to the Subject Master or experienced teacher in the subject area who compiles a rank-order list of all students in that subject for the semester.

He decides where he feels cut-off points should lie for the various ratings. These are discussed with the teachers and the work of those students lying near cut-off points is reviewed to ensure that they are placed in the correct category.

The ratings awarded each particular group are reviewed by the Principal to ensure that they lie within his expectations of that group of students.

The ratings are subjected to the review and advice of the moderation process.

The procedure does, we believe, ensure the fullest consideration of the worth of a student's work.

Order-of-Merit

The raw scores obtained by students in each semester examination are the basic inputs which determine each student's place on the order-of-merit for that subject.

Before raw scores are combined, they are standardised to reduce any unintended weighting by one input over another. Consideration is also given to the effect on separate inputs of any catastrophic occurrence outside the school, for example, death in the family, extended illness for an individual student.

The order-of-merit resulting from these procedures has reflected each student's overall achievement in the subject and his place relative to other students.

Australian Scholastic Aptitude Test

The A.S.A.T. test, as currently administered, is the most feasible means of making the necessary comparisons required for the compilation of a single State list.

The school has been sufficiently informed by the Board of Secondary School Studies regarding procedures and developments.

The approach by the Board of Secondary School Studies to moderation A.S.A.T. to ensure fair treatment of all students involved has been most conscientious and competent.

WE RECOMMEND :

1. the Board of Secondary School Studies continue to provide Secondary Schools with syllabuses in broad outline for use in all subjects
2. the development of detailed work programmes remain the professional responsibility of the teaching staff
3. assessment of student work remain the professional responsibility of the subject teachers
4. suitable assessment instruments be used to test the achievement of the specific objectives of the syllabus
5. a continual review of the moderation process to ensure the best treatment for all students.

INSERVICE EDUCATIONWE RECOMMEND :

1. since Inservice Education is essential to any profession, it should be viewed as a continuing process, which implies co-ordination with pre-service education, and should be available to all teachers throughout their career. The major aims of any inservice programme should be:
 - (i) to upgrade the qualifications of teachers
 - (ii) to provide specialist training
 - (iii) to provide for the continuing education of teachers.
2. access to inservice education as the right of every member of the teaching profession. The educational authorities should be urged to continue to:
 - (i) develop machinery to initiate inservice education programmes
 - (ii) co-ordinate various inservice educational activities
 - (iii) provide study leave for teachers to attend such courses
 - (iv) provide additional ancillary staff in schools to handle any additional non-teaching responsibilities
 - (v) develop professional libraries in schools to suit the needs of the teachers in each school.

3. compulsory courses of inservice education should be held during teachers' normal working hours. A core of teachers should be employed to act as replacement teachers for those attending inservice courses.
4. teachers should not incur any expense in attending inservice education courses arranged by the educational authorities; teachers should be encouraged to attend such courses by the payment of realistic travelling and accommodation allowances
5. teachers should be fully involved in the planning of inservice courses developed by the educational authorities at the State, Regional and local levels
6. committees at the various levels should be formed for this purpose; at least 50 per cent of the members of these committees should be practising teachers
7. education centres should be developed and encouraged by the Educational Authorities and adequate funding should be provided for their function
8. the Department of Education has the responsibility to provide the opportunity, facilities and resources to enable teachers to undertake courses and other inservice educational activities
9. approved courses of inservice education taken by teachers should be credited towards some qualification, whether certificates, diploma or degree.

Ingham State High School is pleased to be associated with the inservice programmes as they have been developed, and the benefits accrued have been worth the effort.

WE RECOMMEND :

10. the continuation and expansion of the State Development Committee and the Inservice Section in the Education Department
11. the need for adequate funding for inservice
12. that teachers in all parts of the State have equal opportunity to attend all relevant inservice courses - money for transport and accommodation is essential
13. incentives to attend inservice should be provided
14. school-based inservice should be encouraged. This gives an immediate benefit to the student body as well as to staff teachers. The Ingham State High School has taken part in school based-inservice since November 1974.
15. teachers, presently employed in the schools, but with fewer than four years of formal preparation should be released progressively to attend specially-designed courses.

GENERAL STATEMENTS

This section considers other items of concern to us.

BUILDINGS

Many of today's school buildings are of such a standard that they fall well below the quality of building that the student encounters at home. Open wooden floors with an unfinished surface dominate the school floor scene. Toilets are unlit, proper eating areas non-existent, covered areas for movement and shelter in the wet season are limited. The unsatisfactory comments on ventilation, suitability of design of buildings is almost endless.

WE RECOMMEND :

1. enough fully-equipped teaching space be provided for each class teacher
2. suitable floor coverings, for the teaching activity involved in the room, be provided
3. schools be provided with properly designed libraries, remedial teaching areas, small group areas, assembly halls, sick-rooms, and specialist rooms for all subject disciplines
4. the provision of cafeteria facilities for students to eat their meals in a civilized manner. (this area should be easily convertible for other educational uses.)
5. furniture and fittings be supplied to provide the students with a comfortable environment in which to learn
6. the upgrading of teacher amenities in the form of staff rooms, common rooms, interview areas, meeting rooms, change rooms, resource-preparation rooms to a standard agreed to in negotiation with the Queensland Teachers' Union and the Education Department.

DISCIPLINE

Many excellent reports have been prepared in recent years on discipline in Secondary Schools. We are very aware of the complexity of the problem. To concentrate efforts, only at the end of a child's education in Secondary Schools, does not do a great deal to promote discipline. There must be procedures to deal with the severely deviant student. We look to preventative measures all through the child's education as the best means of eliminating discipline problems.

WE RECOMMEND :

1. the careful and extensive screening of children at preschool level to find those who have learning difficulties
2. the provision of trained staff and resources to give the best remediation possible at this level
3. the provision of enough teaching staff at all levels of education so that smaller classes (sizes described on page 24 of this report) can operate
4. Secondary School sizes not to exceed 800 at any time.

ISOLATION :

We are 1,600 kilometres from Brisbane and there are times when we really feel it. Future planning will continue to diminish this isolation.

WE RECOMMEND :

1. expansion of the Inspectorate to allow more advisory visits. (The service by our Regional Inspectors is highly valued for its support and we would like it extended.)

2. that the Advisory Teacher service be maintained
3. that mobile units for specialist services or
displays of recent advances would be useful to us
4. that inservice funds be maintained or increased
to allow professional development within the
school
5. air-travel to seminars to be maintained.

LIBRARIES

The days when a student had a textbook which was supposed to contain all necessary knowledge have gone. The text is now the foundation. Libraries provide the rest of the necessary building materials for the students' knowledge. The cost of providing books is not cheap. Textbooks are usually cheaper than most books placed in the library; but books are not all that is needed. There must be maps, magazines, models, films, photos, charts, audio-cassettes and video-cassettes. We would like to have them all and in fact for the best education possible we MUST have them all. The major problem is not more resources - although these are needed - but where to put the resources. Today the library at the Ingham State High School can seat less than 6 per cent of the student population at any one time. 40 students can find a seat and a writing space. 40 out of 700. What of the others? They miss out!

WE RECOMMEND :

1. the expansion of this library-resource centre
within all schools
2. the development of special library buildings
and their immediate construction as a matter
of urgency
3. the employment of enough trained personnel to
staff these school libraries so that they can
provide effectively, the service that is so
necessary for a better education
4. the provision of enough money to equip and
maintain these libraries to the best possible
standards

PASTIME ACTIVITIESWE RECOMMEND :

the present system of adult education be expanded to cater for pastime activities as well as academic pursuits and to make more use of the school in its community

STAFF CONDITIONS

The establishment some years ago of a Union Department Liaison Officer has given encouragement to the Staff. This should be and is no doubt, a most effective method of avoiding industrial problems. This liaison, not only through the Liaison Officer, but also through the placement of Union representatives to help handle promotions, to hold positions on Committees and Statutory Boards, has given some sense of control in the decision-making that affects teachers both on a day-to-day and forward-planning basis. We have faith in our senior Union and Department Officers as the most suitable people to guide and develop the best educational system for the children of this State.

WE RECOMMEND :

1. the liaison and participation at all levels should be encouraged and in some cases enlarged

Most teachers, especially married teachers, have been able, in recent years, to settle in small country towns, provincial towns and cities, with some unwritten assurance that they would not be transferred out without request. This has enabled teachers to become residents of the town and plan a future for their families in an environment that they prefer. The purchase of a house and land is mostly a top requirement for a family but in today's inflationary times can be a heavy liability if an unexpected transfer occurs.

We have said "most teachers" for, while this is true, teachers in Manual Arts and Home Economics do receive transfers for no other reason than that they have served for some years and should be moved on to some place else. If a teacher is happy, why a transfer? The control of transfers by the Inspectors in Regional Office would, no doubt, remove the problem that is suffered by Manual Arts and Home Economics. A happy staff willing to serve in an area should be encouraged not discouraged, as it appears in Manual Arts and Home Economics.

WE RECOMMEND :

2. that the best solution is a worthwhile incentive transfer system which has been proposed by the Union and is now under consideration by the Department.

STAFF SCALE AND MANAGEMENT PERSONNEL IN SCHOOLS

We look towards an improvement in the scale to allow a more effective programme in the school.

WE RECOMMEND :

1. that specialist services such as Teacher-Librarian, Resource Teachers, Remedial Teachers, Audio-Visual Co-ordinators, Sportsmasters, are necessary in schools and should be established and encouraged by liberalising the staffing scale
2. that the current year 11 ratio of one (1) for each twenty-five (25) students should be increased to one (1) for each twenty (20) students and the year 8 ratio increased to one (1) for each twenty-five (25) students. Both of these areas require special introduction to their particular facet of High School life and this can only be provided at present at some cost to the general school
3. that an urgent change is needed for the educational programme to be improved with the expansion of the number of Deputy Principals, Senior Mistresses, Administrative Officers and Clerk-Typists in schools. (The current scale of staff in these areas is inadequate and is creating great strain on current administrators.

STANDARDS

Much has been said on standards. We believe that, no matter what the standards of education, decisions on standards cannot be made on the basis of "gut feelings". Decisions on standards must be made in the light of the results of well-conducted and -corroborated research evidence.

WE RECOMMEND :

1. the establishment of research teams of independent and suitably qualified people to monitor the standards of education
2. the regular reporting of the results of these research teams.

STUDENT FREE DAYS

We are pleased with the introduction of two (2) student free days at the "between-semesters" weekend. There is no doubt that these enable an expedient service to parents with Semester 1 Report cards.

WE RECOMMEND :

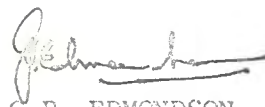
1. a change in the school holidays to:
 - two (2) weeks at the end of Semester I
 - two (2) weeks in the middle of Semester II
 - six (6) weeks at the end of Semester II
2. that the starting week of the school year has two student free days. During this time the induction programme for new staff could be expanded to help new teachers to become effective members of school and town more rapidly. (The professional expertise in this school is such that a worthwhile programme could be designed and implemented. We believe this to be true of schools in general.)

WORK EXPERIENCE PROGRAMME

We look forward to the early passage of legislation to enable us to proceed with this form of educational programme for our students. This school has successfully co-operated with the community in a pilot programme; therefore, we are set up to run this valuable option for our students.



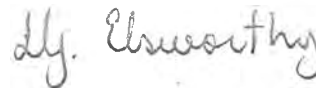
P. COUGHLIN, B.Ed.
(A/PRINCIPAL)



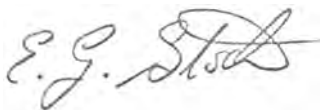
G.R. EDMONDSON
(MATHS.)



W.H.L. SPERRING, B.Econ.
(A/DEPUTY PRINCIPAL)



L.G. ELSWORTHY, B.Ed.,
(ENGLISH)



E.G. STOCK, Dip.H.Sc.,
(SENIOR MISTRESS)



A.J. GILIBERTO, B.Econ., Dip.Ed.
(ITALIAN/ACCOUNTING)



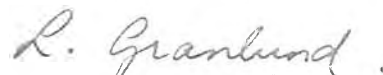
V.L. AGIUS, B.Econ.
(MATHS.)



D.K. GRANLUND, B.A., Dip.Ed.
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E.M. CARR, B.A., Dip.Ed.
(ENGLISH/MATHS.)



L.M. GRANLUND, Teach.Cert.
(HOME ECONOMICS)

J.M. Harding
J.M. HARDING, Dip.T.,
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D.J. Leonardi
D.J. LEONARDI, B.Ed.,
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S.A. HAYSTON, B.A., (Hons.) B.Ed.,
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B.R. McGregor

B.R. MCGREGOR, B.A., Dip.Ed.,
(HISTORY/GEOGRAPHY)

D.I. Hillyard

D.I. HILLYARD, B.Ed.,
(ENGLISH/FRENCH)

D.L. Murdoch

D.L. MURDOCH, B.A., Dip.T.,
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Kathy Howell

K.G. HOWELL, Dip.T.,
(COMMERCIAL)

B. Newman

B.W. NEWMAN, B.Ed.,
(GEOGRAPHY/MATHS)

W.L. Jull

W.L. JULL, M.Sc., (Hons.) Dip.Tch.,
(SCIENCE)

M.G. Press

M.G. PRESS,
(HOME ECONOMICS)

J. Kelly

J. KELLY, B.A., Dip.Ed.,
(ENGLISH)

M.J. Petrobon

M.J. PIETROBON, B.Sc., (Art Ed.)
(ART)

R.L. Lane

R.L. LANE, Dip.T.,
(HOME ECONOMICS)

Daphne M. Roberts

D.M. ROBERTS, A.Ed.,
(REMEDIAT ENGLISH)



P. McK. SMITH,
(TEACHER-LIBRARIAN)



P.J. SUTTON, B.Sc., Dip.Ed.,
(SUBJECT MASTER, MATHS.)



R.M. THOMSEN, B.Sc., Dip.Ed.,
(SUBJECT MISTRESS, SCIENCE)



C.M. WARD, Dip.T.,
(COMPUTER)



A.R. WILLIAMS, B.App.Sc.,
(SCIENCE)



K.L. WALKER, Dip.H.E.,
(HOME ECONOMICS)



P.M. WILSON



L.J. WRIGHT, B.Sc., Dip.Ed.,
(SCIENCE)

I. THE STATE SECONDARY SCHOOL1.1 Internal Assessment

The proposed move to competency based assessment should be supported and internal assessment should be maintained. It has provided the necessary framework in which schools can react of change more rapidly and provide for distinct local needs of a community.

An external examination system such as we had before should be avoided at all costs.

More than at present, but not unlimited use of comparison testing as suggested by the Scott report should be encouraged.

1.2 Remedial Work

Secondary schools must accept this as part of their role and the intensive nature of this work requires recognition when staffing schools. It is not easy to provide a teacher to six students under the present staffing scale. Special allowance should be made.

1.3 Social Education

Social education which is interactive in its method and which aims to help a student know himself and his responsibilities to others is essential. In view of the recent Federal Government announcement regarding future unemployment levels, the secondary school has an increased responsibility to help individuals develop satisfactory self-images.

1.4 Recreation Education

Students at all levels in the school should have the opportunity to learn skills and crafts to help their positive use of leisure time. Schools should offer a wide range of these experiences as part of their regular curriculum.

1.5 Tertiary Entrance Requirements

The hold that Tertiary institutions have over the Secondary School curriculum should be lessened by decreasing the number of Board Subjects which count towards a TE - Score.

There would seem to me to be no need for any institutions to require more than 16 semester units of Board Subjects thus allowing reasonable freedom for all students to broaden their education through the study of School Subjects.

1.6 School Subjects

There is a need to continue the development of these. I should like you to support the development of a School Subject in the English Subject Area based on Communications skills and their application, with no emphasis on the study of literature.

II TEACHER EDUCATION

2.1 Pre-service

The current education of young teachers-to-be should have a greater emphasis on teaching skills to include lesson design, motivational techniques and control techniques. My experience with recent first year teachers suggests that they are not familiar with these necessary survival skills for their first few years of teaching.

2.2 In-Service

The recently boosted in-service education of teachers has been in my opinion the greatest force developing teacher professionalism yet devised. The mature teachers we have to-day are far more self-assured in all aspects of their educational task than ever before. School based, system-based and state wide in-service of all kinds should remain a high priority.

III SCHOOL MANAGEMENT

3.1 Time-tabling

Schools need to be guaranteed replacement staff through the year to allow the initial timetable to proceed through the year. A policy of dropping staff numbers as student population drops is quite unsatisfactory.

3.2 Ombudsman

If you recommend this idea I feel it should operate on a single school level. A citizen of good standing in the community whose nomination is supported by the Principal and school P. & C. Association should be appointed. He should preferably have no students at the school.

3.3 Secretary to the Principal

Principals of all State High Schools, or at least all Class I State High Schools should have a personal secretary distinct from the office staff currently employed.

3.4 Co-ordinator Positions

Co-ordinator Positions with lighter teaching loads, and higher salary allowance should be made in all schools which justify suitable criteria. These positions would include Co-ordinator of Sports, Cultural Activities, Year levels. The current work done by people in these positions should be recognised and rewarded by the official sanction of the position.

3.5 Support Personnel

All State High Schools should have at least one full time Guidance Officer at the school.

3.6 Community Involvement

All State High Schools should have an open week one week each year in which all members of the community are invited in to see the school working.

All State High Schools should send home a questionnaire twice a year seeking parents rating of their performance and parents suggestions for improvement. This circular should be sent back to the P. & C. Association rather than the school and the results reported by the Association to the school.

Conclusion

The State High School has many demands made upon it and the key to its ability to respond to these demands lies, I feel, in the preservation of the Internal Assessment of students.

The preservation of this should be your top priority.

Submitted by Peter Coughlin,
Acting Principal,
Ingham State High School

Ipswich Opportunity School

MILFORD STREET,
IPSWICH, QUEENSLAND

P.O. BOX 464,
IPSWICH 4305.

PRINCIPAL:

D. A. PETERSON, B. Ed.

TELEPHONE: 281 1541

ERIK
MSS.

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PARENTS AND CITIZENS ASSOCIATION

SECRETARY:

Mrs. McKean,
21 York Street,
East Ipswich. Q. 4305
Tel.: 281 2656

24th July, 1978.

Mr. E. S. Newton,
Secretary,
Select Committee on Education
in Queensland,
Parliament House,
BRISBANE. Q. 4000

Dear Sir,

Enclosed herewith our submission.

This is a specific submission which relates to the provision of special facilities for children who are of school leaving age at our special school, as well as the Opportunity schools at Goodna and Ipswich West. We are familiar with the needs of this area.

In the process of preparation of this submission the concept was the subject of discussions between our Principal and the Principal's of Ipswich West and Goodna Opportunity Schools.

We are enthusiastic about the idea. Our Principal has advised us that approaches to his Special Education Staff Inspector for permission to launch the scheme were vetoed on the grounds of finance. A proposal for a pilot scheme was vetoed because of possible state wide demand, with unknown financial implications.

It is known that special programs for this age group do operate in both South Australia and Western Australia.

In simple terms the program could be described as a community oriented program for handicapped young people.

Although this submission is prepared with Ipswich city and district in mind, it might be considered as a prototype for future developments in Special Education in Queensland as a whole.

Yours faithfully,

H. D. McKean

Mrs. McKean.
Secretary.

DEVELOPMENT OF PROGRAMS

FOR

HANDICAPPED PEOPLE AGED 15-20 YEARS

AT IPSWICH OPPORTUNITY SCHOOL

1. GENERAL DETAILS

1.1 NAME OF INSTITUTION

Ipswich Opportunity School

1.2 NAME OF PROGRAM

Handicapped Young People's Program (high school for special students).

1.3 DIVISION RESPONSIBLE FOR PROGRAM

Special Education Branch of the Department of Education.

1.4 AVAILABILITY AND DURATION OF THE PROGRAM

To be available during the day and/or evening. To be available to handicapped people in their fifteenth through twentieth years.

2. HISTORY OF THE PROGRAM

Special Education in Queensland has undergone several changes in emphasis and school population over the last twenty years. These changes have been due to changing philosophy and changes in legislation relating to education.

In 1961 the typical opportunity school of the day would expect to have a school population with an age range of eight through fourteen years. In most respects this paralleled the primary schools of the day and opportunity schools in many respects were equated with primary schools for organizational purposes.

Two decisions of the Queensland Government obtruded

(over/...)

into the Opportunity School system. In 1964 Grade 8 transferred to the High School, and in 1965 school leaving age was raised to fifteen. These decisions have changed significantly the balance between the previously existing age ranges of opportunity schools and state primary schools. The children attending opportunity schools continue to remain at special schools till they reach the official leaving age of fifteen whilst in the primary schools the grade eight people move to the high school.

This means that the upper age limit in opportunity schools has risen significantly in relation to the state primary schools where the average age has decreased by twelve months. In 1977 the average age of the primary school child in grade seven was twelve years and three months. (Refer to E.O.G. Vol. 79 No. 11 Nov. 1977).

Demographically the situation in Opportunity Schools is apparent from data published in relevant E.O.G.'s.

SPECIAL SCHOOLS				MENTALLY HANDICAPPED		
	Total Schools Population	13 to 16+ yrs.	%	Total Schools Population	13to16+ yrs.	%
1974	4190	1430	34.1	3433	1215	35.
1977	4293	1593	37.1	3393	1324	39.0

These figures reveal an ever increasing aggregate number as well as percentage of children of high school age in both Special Schools in general and "mentally handicapped" in particular.

3. DESCRIPTION OF THE PROGRAM

3.1 (a) OBJECTIVES OF SPECIAL EDUCATION/MILDLY MENTALLY HANDICAPPED IN QUEENSLAND

"Special education practices in Queensland are based on the belief that every child in our society has a right to an
(over/...)

- 3 -

education which is appropriate to his needs. In particular, the mildly mentally handicapped child is seen as an individual with assets as well as handicaps. These abilities and disabilities will vary from child to child. It is the main duty of the school system to ensure that each child is able to actualize his potential in order to take his place as best he can in our complex society with its ever-increasing demands upon the individual.

The general objectives of education for the mildly mentally handicapped are the development of personal adequacy, social competence and occupational skills. In order to achieve these objectives, those involved in the education of the mildly mentally handicapped in Queensland concur with the view that educational practice should be attuned to the following:

1. learning to communicate ideas;
2. learning to understand one's self and to get along with others;
3. learning to travel and move about;
4. learning to handle and adjust to one's social, technological and physical environment;
5. learning to keep healthy;
6. learning to live safely;
7. learning to earn a living;
8. learning home-making;
9. learning to manage one's money;
10. learning wise use of leisure time;
11. learning to appreciate, create and enjoy beauty;

(over/...)

12. learning to be a responsible citizen.

A flexible, stimulating, supportive school environment geared to meeting the needs of each child will be likely to promote those habits, skills and attitudes which are vital for after-school life.

The educational programs followed in the opportunity schools are designed to achieve these objectives."

(Special Schools Bulletin Vol. 14 No. 2
November 1972)

3.1 (b) THE AIMS OF THE IPSWICH OPPORTUNITY SCHOOL:-

In tune with the above objectives, a summarized statement of what is being endeavoured in this school is:

1. To habilitate or rehabilitate the child, so that he will leave the school to become a productive and worthy citizen of the community;
2. To encourage the child to think critically and act independently;
3. To extend each child, individually, to his maximum commensurate with ability and with due regard for the many variables that govern achievement.

(Extract from School Policy Book).

3.1 (c) OBJECTIVES OF THE SPECIFIC COURSE FOR
HANDICAPPED YOUNG PEOPLE'S

1. The development of independence
 2. The development of vocational skills
 3. The development of basic school skills
 4. The development of communication skills
 5. The development of health and physical education
 6. The development of recreational activities
- (over/...)

3.1 (d) COMMENT

Under the present circumstances there is an increasing need for a positive course which helps to fulfill the officially stated objectives. The current opportunity school program falls short of meeting:

- (a) The needs of the opportunity school leaver and
- (b) The stated objectives when these objectives are seen in a 1978 perspective.

3.2 ENTRY REQUIREMENTS

Entry would be at the discretion of the Staff Inspector, Guidance and Special Education. The following points would be guidelines when eligibility for attendance was considered.

- (a) physical, medical, mental, educational, emotional or social / cultural handicaps which mitigate against the immediate employment of the person concerned,
- (b) Minimum age limit to be the final year of compulsory schooling,
- (c) maximum age limit of twenty,
- (d) the school population would include mildly intellectually handicapped, moderately intellectually handicapped, physically handicapped,
- (e) some would be in receipt of social benefits
- (f) all would be self contained in relation to bodily care and attention,
- (g) all would be independent of the school for transport,

3.3 THE COURSE STRUCTURE

Whilst varying in emphasis and degrees according to the

(over/...)

individual needs and the locality involved, the structure of the course would be geared to the achieving of the pre stated aims and objectives.

The course would be adjusted to the needs which are peculiar to the adolescent and young adult handicapped age group.

Structurally the course is envisaged to contain three major areas -

- (1) Recreation
- (2) Work Preparation
- (3) Basic cognitive skills

RECREATION

- (1) Participating Sport. (a) Team games e.g. Cricket
(b) Individual games e.g. Billiards
- (2) Spectator Sport - at the field and on T.V.
- (3) Arts & Crafts - e.g. pottery, geared to adult group participation.
- (4) Group Activities - such as camping, canoeing.
- (5) Cultural Activities - Library, theatre etc.
- (6) Home Development - gardening, home repairs, etc

WORK PREPARATION

- (1) On the job work experience.
- (2) Work education at school. e.g. piece work, jobs in school.

COGNITIVE SKILLS

- (1) Reading - opportunity to develop skills to meet demands ranging from pure survival vocabulary to reading of novels.
- (2) Numeracy - as required to meet demands of community.
- (3) Writing - ranging from sufficient to complete requirements of form filling through to letter writing skills.

(over/...)

SOCIAL COMPETENCE would be an overall objective.

CONSUMER AFFAIRS, SAFETY, AND HEALTH would be integrated throughout the matrices that developed.

MANUAL ARTS AND HOMECRAFT would be diverse and geared to the above program. Mt. Gravatt C.A.E. In-service courses have afforded us with much good material in these areas.

4. INCREASING NEED FOR THE PROGRAM

- Demographic -increasing number of handicapped adolescents remaining at school eg. 15 (fifteen) who are of school leaving age attend Ipswich Opportunity School at present
- Sociological -work opportunities are at an all time low, leaving many adolescents unemployed. From this situation arises the social problem of conflict with the law which is an increased hazard with teenagers who cannot read.
- Political -in the Welfare State there is increasing recognition by the community of responsibility towards the handicapped segment.
- Educational -report of the Advisory Committee on Special Education recommended extension of responsibility to include all ages of handicapped people.

Projected Enrolment Patterns

Student numbers enrolled at the three schools who fulfill the entry requirements are:

Ipswich Opportunity School	-	15	
Goodna Opportunity School	-	6	
Ipswich West Opportunity School	-	<u>2</u>	
		<u>23</u>	(over/...)

It is anticipated that the enrolment would steadily increase as the mean age of the school population increased over the period of the first five years.

It is anticipated that the school population would increase as an awareness and acceptance of the course increased

5. PERSONNEL RESPONSIBLE FOR PLANNING AND PROGRAMMING COURSE

5.1 Basically the school based curriculum would be developed by the professional staff at the three schools, parents, representatives of agencies in the community and the community in general.

5.2 The Curriculum Branch of the Department of Education could act as resources personnel to assist in structuring the experiences, and providing resource material.

6. FACILITIES AND EQUIPMENT

The physical aspects should be such that the graduate from the special school would enter a new experience somewhat divorced from the traditional school building and furniture. It would be more closely related to everyday living conditions. and to the outside community situation into which the enrollee would enter when moving away from the school situation.

For the immediate present the Ipswich Opportunity School resources could be reorganized to allow this young people's course to utilize the Activities Room as the base of their operations. Arrangements have been made for such a group to use toilet facilities at the Further Education Community Centre in the same building. The old tuck shop at the Centre would facilitate
(over/...)

several facets of the program. Canoes are stored in this area. The top oval could be utilized for appropriate activities. In most respects the unit would be self-contained in that locality.

The facilities of the three schools could be utilized according to the experience envisaged. Goodna and Ipswich would be able to organize facilities for Manual Arts and Homecraft through rationalization of resources.

Considerable use would be made of outside facilities such as the City Library as the students were subjected to community oriented activities.

In addition to the physical resources of the building and furniture it is desirable that provision would be made for mobility to allow for more integration between this group of children and the outside community. In the longer term this demands the provision of a school bus.

Human Resources

The number of adults in relation to the number of students would need to be higher than in a typical special school for the mildly intellectually handicapped because the student population of this unit for handicapped young people would be such that those who could be adequately accommodated in the work situation would have already left school and be involved outside. Thus, those who remained would be in the lower performance level.

For the immediate present the situation could be met by re-allocation of duties and rationalization of professional staff at this school. Six classroom teachers and a teacher-
(over/...)

librarian would meet the immediate situation. One teacher could accept responsibility for the new group.

The only request for assistance would be the provision of a Teacher Aide, full time, with the new group. Such a provision would facilitate the enrolment of a greater number than would be possible otherwise. Without a teacher aide enrolment would be limited to 15 for the immediate present. With a teacher aide places could be offered to all 23 students.

7. INFORMATION ON SIMILAR OR RELATED COURSES IN QUEENSLAND

Skills for living and working for E.P.U.Y. scheme, Technical Education Branch, Department of Education. Community Youth Support Scheme.

IN OTHER STATES - South Australia has several of these establishments eg. Kensington Senior Special School. Western Australia endeavours to include this program under the umbrella of the existing special school which results in an age range of five through twenty.

SUBMISSION TO THE ENQUIRY INTO EDUCATION FROM THE STAFF OF THE
ISIS DISTRICT STATE HIGH SCHOOL.

SE 27

Sirs,

We, the undersigned staff of the Isis District State High School, Childers, do hereby present to you our submission concerning some aspects of education which we believe to be important. The opinions contained herein are the majority views of 21 members of our 23-membered staff.

In preparing the submission a series of possible topic headings were listed and staff were asked to rank them according to priority and importance. A detailed questionnaire on the top 5 topics was then prepared. The topic areas chosen were as follows:-

- (a) class size
- (b) staff preparation
- (c) transfer system
- (d) educational decision making
- (e) staff selection/training
- (f) assessment procedures

Our staff represents a wide cross-section of teachers with a diversity of training, experience and insight which we think enhances the value of our submission.

Yours sincerely,

1. <i>W. Smith</i>	11. <i>[Signature]</i>
2. <i>E. J. Flint</i>	12. <i>R. Young</i>
3. <i>K. C. Franklin</i>	13. <i>O. Plath</i>
4. <i>M. Smart</i>	14. <i>[Signature]</i>
5. <i>E. J. Smith</i>	15. <i>May Day</i>
6. <i>L. Morris</i>	16. <i>B. Baker</i>
7. <i>A. Gordon</i>	17. <i>D. K. [Signature]</i>
8. <i>J. Shephard</i>	18. <i>G. D. [Signature]</i>
9. <i>A. D. Lorraine</i>	19. <i>R. [Signature]</i>
10. <i>K. Baland</i>	20. <i>H. [Signature]</i>
21. <i>Helen Morris</i>	

Additional thoughts from 25% of the teachers included the following:-

- (a) The size of school should be considered in staffing scales, so that schools with small numbers of students wishing to take a particular subject are not penalized by the non-appointment of a teacher. That subject is not offered because an unrealistic staff:student ratio appears to have been set. Country students are therefore disadvantaged.
- (b) Staffing scales should not include specialist teachers - as it leads to a false statement of actual staff:student ratios. (This includes the counting of advisory teachers, administrative staff - this total number of "teachers" is then divided into total student population to produce a misleading staff:student ratio.)
- (c) Staffing ratios appear to be beneficially biased towards larger regional centres eg. Brisbane - their having a higher percentage of remedial teachers. Quoted numbers of remedial teachers can sound good, but they are not proportionally distributed throughout the state, according to need.
- (d) Remedial classes need to have small numbers of students and need to be conducted in appropriately equipped rooms.

(b) STAFF PREPARATION

1. Sixty percent were in favour or strongly in favour that "teachers regardless of subject areas, should have the same number of preparation and correction periods". It was recognised that different subject areas require differing amounts of preparation and correction time.

(b) cont.

2. Over seventy percent were strongly against or against "first-year teachers having a full teaching load."

The first year has enough problems for the beginning teacher, and extra time for preparation is very important.

3. Ninety-five percent were in favour or strongly in favour of teachers starting the school year without students so that adequate preparation of new staff, course materials etc. could occur.

4. Additional items suggested by teachers include:

(a) First-year teachers should not have large classes of slow learners. (see item no. 4 for further comment on first year teachers).

(b) Special days for examination correction, mark collating etc. should be had without students - and not necessarily at the end of semester, as at present.

(c) Holidays should coincide with Semester breaks, not terms.

(d) Primary teachers should have preparation and correction periods similar to their secondary colleagues.

(e) Supply teachers should always be called in to replace absent teachers - rather than allowing colleagues to lose their P and C's.

(f) Preparation time could be made more effective with the use of more ancillary staff.

(c) TRANSFER SYSTEM

1. Fifty-five percent of teachers do not believe that "Teachers should accept, as a condition of their employment, transfer anywhere in the state."
2. All staff were in favour or strongly in favour of "An incentive transfer system to encourage staff to accept positions in unfavourable locations."
3. All staff were in favour or strongly in favour that "Teachers' belongings should always be shifted by road or air transport."
4. All staff were in favour or strongly in favour that there should be higher living allowances in certain areas of the state.
5. Additional staff views on aspects of the transfer system include:-
 - (a) Schools should receive, as early as possible, transferee's qualifications, teaching preferences etc.
 - (b) Teachers should be given as early notification of transfers as possible.
 - (c) Transfers should be tempered with common-sense eg. Mid-semester transfers should be kept to a minimum; consideration of married teachers for disruption to family life - consideration of place of work of spouse etc.
 - (d) Where acceptable accommodation is unavailable, motel, accommodation should be provided.
 - (e) Married couples desirous of teaching in remote areas should be allowed to teach there with acceptable accommodation being provided.

The previous items concerning transfers, staff:student ratios, and correction and preparation periods may appear to be teacher-centred and selfishly concerned with teacher conditions, and not that of the students. It is our belief that the quality of education for our students suffers when teachers are burdened with unrealistic preparation times, correction times, class loads etc. These situations lead to a dilution of a teachers' time with his students.

Students are disadvantaged through disruption of Mid-semester transfers, repeated staff changeover etc.

Students are disadvantaged (especially rural, remote area students) by having unhappy teachers whose unacceptable living conditions, financial burdens due to higher living costs, social deprivations etc. lead to a diminished effectiveness in the classroom.

Improvements, as outlined in the above items would improve teacher efficiency and hence improve the quality of teaching.

(d) DECISION MAKING

1. Seventy-five percent were not in favour of the present system of making policy in Brisbane, with Regional Directors enforcing it in their Regions.
2. Eighty-five percent were in favour of a system of educational decision making that allowed Regions more autonomy in setting Regional policies of curricula etc.
3. Eighty percent were in favour of a system of Educational decision making that allowed schools more autonomy in setting policies of curricula etc.

(d) cont.

4. Seventy percent did not believe that the Regional Office was currently providing good support for school initiated programmes (by way of staffing deployment, facilities, moral support etc.)
5. Seventy percent believed that the Regional Office was not interested in nor helpful to the needs and problems of individual schools and teachers.
6. Ninety percent were not in favour of decision making on selection of curricula, materials etc., being done solely by the school administration.
7. Ninety-five percent were in favour, or strongly in favour of decision making on selection of curricula, materials etc. being done by the school staff, in committee.
8. Fifty-five percent were not in favour of students being involved in the selection of curricula, materials etc.
9. Seventy percent were in favour of decision making on selection of curricula, materials etc. involving parents and other members of the community.
10. Additional comments on decision making:-
 - (a) Selection of curricula etc. should involve all levels of educators. It must not be done only by those out of the classroom situation. Some consideration must be taken of the fact that the population is more mobile and some continuity of study is necessary state wide.

(d) cont.

10. (b) Materials should not be condemned by parents and other community groups with a superficial knowledge of the materials and their application. Teachers should have the final say.

(c) There should be more "grass-roots" decisions such as design for buildings. Science, Home Economics and Commercial allocation grants should not have to be spent in one year. Money could be carried over for use in next year.

(d) The supply of materials ordered is too slow.

(e) There is a need for flexibility within a continuous framework. There must be core material for the whole state but allowing for local specialised work.

(e) STAFF SELECTION/TRAINING

1. The majority of 90% of respondents felt more qualified teachers of suitable standards should be selected, and that any selection system should continue to include consideration of personal suitability as well as academic suitability.
2. Seventy-two percent of respondents felt that the present system of teacher selection does not best provide the Department with the opportunity to select the better candidates for employment.

(f) TRAINING

1. The recency of pre-service teacher training at the school extends from 7 months to twenty years and more (with the majority being under 7 years?). 84% of respondents indicated that they believed the present system of training is inadequate.

(f) cont.

2. More than 70% felt that more and longer periods of practice teaching and /or observation of teaching and unavoidable/necessary procedures during pre-service training might provide a means of better preparing trainee-teachers to become more effective more rapidly.
3. All respondents agreed that an appreciation of the curricula and their application in the Pre-School, Primary and Secondary fields of Education, should be an aim of teacher training.
4. 95% of respondents felt that teacher-training courses should include practice and advice in setting relevant examination papers.

SCHOOL ASSESSMENT OF STUDENTS.

1. 96% of respondents felt that the present system of school-based assessment of students is an attempt to evaluate fairly the students' work, but only 68% felt that it was successful in this attempt.
2. School-based assessment of students was accepted by 45% of respondents. A similar percentage of respondents felt that it was not accepted by the students, parents and post-secondary education authorities.
3. 64% of respondents felt the system was accepted by employers as a valid means of evaluating the students' work.
4. While the majority of respondents felt that a total return to the old system of evaluation involving external/public examination would not prove beneficial to the majority of students, even more respondents felt that some workable combination of internal and external

4 cont.

assessment might prove beneficial to the majority of students. Such a combination should not remove freedom of interpretation of the syllabus.

5. Just over half of the respondents felt that any system of evaluation of students involving external examinations (in whatever proportion) should concern students of Grades 10, 11, and 12.
6. All respondents felt that access to a bank of examinations collated from all schools would help provide teachers with a guide to preparing tests with a wider comparative basis.
7. 74% of respondents felt that moderation meetings do not really achieve comparability.
8. Nearly 75% of respondents felt that the moderation system causes student stress and disadvantages students in small schools, especially atypically bright students. A similar proportion of respondents felt that continuous assessment also causes student stress.
9. 65% of respondents felt that the influence of tertiary institutions and the moderation system effectively limits teachers in their interpretation of the syllabus in the upper school.
10. 68% of teachers felt that under the present system many students see the teachers as judges of their performance, and so may develop a poor or even negative approach to their learning.
11. 72% of respondents felt that 'semesterization' has reduced the flexibility of time in the upper school that used to be available when courses were spread over two years.

PARENT QUESTIONNAIRE

Please indicate your views on the form below.

If you require more space, please attach additional comments on another sheet at the back.

Please sign the questionnaire and any additional comments you add at the back.

* * * * *

- Q.1 To what extent do you think this school provides a good education for your children?
(Tick the appropriate box below.)

☐ Very Well
 ☒ Well
 ☐ To a fair extent
 ☐ Poor
 ☐ Very Poor

- Q.2 If you see the school as providing a good education for your children, what is this due to?

GOOD ORGANISATION

- Q.3 What, do you consider is "a good education"?

One which is a major issue in developing the child's mind to the fullest extent to question and reason whilst remembering the social & moral issues of our society.

- Q.4 (a) What deficiencies do you see in the secondary schooling your children receive?

The inability of children to communicate verbally and to work "in" with people of varying age, intelligence and outlook when they commence work.

- (b) What are these deficiencies caused by?

Too little oral expression taught in the school.

Too little experience gained from school work of the real outside world.

- (c) How could they be remedied? More debating classes; formation of "clubs", clubs, organisations etc visits to meetings, conferences, seminars

- (d) By whom could they be remedied?

Teachers experienced and efficient in imparting this knowledge.

- Q.5 Compare the quality of education your children receive now with the quality of the education you received.

- (a) Which do you consider better? Why?

NOW is much better, as regards the sciences, maths, social studies although we have a long way to go with the deficiencies above

- (b) On what do you base your opinions?

By comparing my children's progress to mine at a similar age.

- Q.6 (a) Have you examined the SEMP materials (Social Education Material Project) which was banned by Cabinet in February, 1978?

☐

Yes

☒

No

P.T.O.

Q.6 contin.

- (b) What is your opinion of these materials for use in the secondary school?

Can't comment.

- (c) How did you arrive at your opinion?

Signed:

H. J. Rogers.

Date:

31.7.78.

SUBMISSION

to

SELECT COMMITTEE
ON EDUCATION IN
QUEENSLAND

by

THE LONGREACH STATE
PRIMARY SCHOOL

and

THE LONGREACH EDUCATION
CENTRE

LONGREACH — 11th JULY, 1978

COMMITTEE REPS:- Mr. Lynn Powell
Mr. Eric Shaw
Mr. Colin Miller

**

SUBMISSION OVERVIEW

**

1. INTRODUCTION

- 1.1 Preparation of Survey.
- 1.2 Range of Survey.
- 1.3 Population.
- 1.4 Data collection and analysis.
- 1.5 General Comments.

2. DETAILED ANALYSIS OF SURVEY RESPONSES

- 2.1 Social Education.
- 2.2 Literacy.
- 2.3 Numeracy.
- 2.4 General Education.

3. SUMMARY OF COMMENTS FROM SURVEY

- 3.1 Social Education.
- 3.2 Literacy.
- 3.3 Numeracy.
- 3.4 General Education.

4. APPENDICES

- 4.1 Copy of Survey Form.
- 4.2 Summary of responses to survey questions.

1. INTRODUCTION

1.1 PREPARATION OF SURVEY

The survey (see Appendix 4.1) was prepared jointly by the teachers of the Longreach State Primary School and Management Committee of the Longreach Education Centre. The questions were based on topics thought to be of interest to all community members. Most questions were of the yes/no response type but comments to support responses were also invited.

The Longreach State Primary School Parents and Citizens Association encouraged and supported the survey and agreed to its being used as the basis of a submission to the Select Committee on Education.

1.2 RANGE OF SURVEY

Comments and responses were invited about the following matters in relation to Primary Education in Longreach.

- (a) Social Education
- (b) Literacy
- (c) Numeracy
- (d) General matters with special reference to School/Community Relations

1.3 POPULATION

The survey was distributed to:-

- (a) Parents of children attending the Longreach State Primary School. (This comprised 210 forms distributed by the school personnel. 101 completed forms were returned,

and

- (b) to adults in the local community who did not have children attending a Primary School. The Longreach Education Centre Management Committee was responsible for the distribution of survey forms to these people. Of 120 forms distributed, 31 were returned completed. (Most forms were distributed to business houses in Longreach)

Of the total forms distributed 40% were returned for analysis.

1.4 DATA COLLECTION AND ANALYSIS

Teachers, Education Centre personnel and parents collated data from the returned survey forms for seven hours and an analysis of percentages of yes/no responses was reached. (See Appendix 4.2 for full details)

Also comments, both specific and general were analysed, grouped and summarized according to common characteristics.

These comments are outlined in section 3.

Analysis was based on two distinct populations: viz.

- (a) Responses from persons who have children attending a Primary School in Longreach,
- and (b) Responses from persons who do not have children attending a primary school.

1.5 GENERAL COMMENTS

This whole exercise was designed to obtain an accurate indication of the ideas, feelings and beliefs of the Longreach Community. No individual or small group opinions were to be outlined or debated.

The submission simply reflects the opinions, either favourable or otherwise, re Primary Education in Longreach.

In presenting the submission the more significant matters will be outlined in detail based purely on the responses received.

2.0 DETAILED ANALYSIS OF SURVEY RESPONSES

2.1 SOCIAL EDUCATION

(a) RESPONSES OF PEOPLE WITH CHILDREN AT SCHOOL

Only 11% of people were familiar with the content of MACOS, and 93% felt the public should have been more informed of the content of this proposed innovation. 65% of these people did NOT agree with the banning of MACOS.

With reference to the behaviour standards of to-day's children, 60% stated they were not happy with children's general social attitudes and behaviour. 94% of the population were of the opinion that the home was the place for this to be learnt.

77% stated that it was necessary for parents to be familiar with the content of the Primary School Social Studies programme, and in fact, 75% were satisfied with the level of learning in Social Studies.

Nearly 100% of the population approved of activities (such as Student Council) whereby students are encouraged to make independent decisions, and they also saw great value in the conducting of social activities such as dances, concerts, school camps and excursions.

82% of people felt Religious Education should be taught, while 58% saw the need for sex education in the Primary School syllabus.

97% stated that the community should be involved in school activities. 76% felt that the "modern age" life style of the 1970's has affected the learning standards of school children. The "General Comments" section allows elaboration on these figures.

(b) RESPONSES OF PEOPLE WITH NO CHILDREN AT SCHOOL.

Only 15% were familiar with the content of MACOS, while 97% felt that the public should be informed of the content of proposed innovations. 93% did not agree with the banning of MACOS.

100% stated it was not the job of the school alone to foster good behaviour, good manners and courtesy in children, while 40% were not happy with these behaviour standards.

84% were familiar with the content of the Primary School Social Studies programme, with 80% feeling it was necessary to know such content. However, 44% were satisfied with the level of learning in this area.

Nearly 100% support was given to activities such as Student Council whereby students are encouraged to make independent decisions and to social activities such as dances, concerts, school camps and excursions.

80% felt that Religious Education should be taught in Primary Schools while 66% expressed the opinion that sex education be included in the curriculum.

67% felt that "modern age" life styles of the 1970's has affected the learning standards of school children. The "General Comments" allows elaboration on these figures.

2.2 LITERACY

(a) RESPONSES OF PEOPLE WITH CHILDREN AT SCHOOL.

55% felt that the standard of spelling was satisfactory and a similar percentage agreed that there was enough teaching of the basics of reading.

This percentage stated they were familiar with the reading programmes used in the school and that the standard of reading has improved in recent years.

Standards of written expression and handwriting were regarded as satisfactory by this same percentage. In summary, slightly more than half the population were satisfied with the standard of literacy.

(b) RESPONSES BY PEOPLE WITH NO CHILDREN AT SCHOOL.

55% of people stated they were satisfied with the standard of spelling and a similar percentage agreed that there was enough teaching of the basics of reading. This percentage stated they were familiar with the reading programmes used in the school and that the standard of reading has improved in recent years.

The standard of written expression was satisfactory, according to this percentage, while 51% felt the handwriting standard was satisfactory.

2.0 DETAILED ANALYSIS OF SURVEY RESPONSES

2.3 NUMERACY

(A) RESPONSES OF PEOPLE WITH CHILDREN AT SCHOOL

With regard to knowledge of the content of the Mathematics Program, 31% of parents said they knew the content while 69% did not.

36% said they understood the principles involved in the mathematics program and 64% did not. This 64% felt the new maths was too confusing and covered too many topics.

In response to the question if the mathematics program gave adequate preparation for future life in society, 53% thought it did while 47% thought it did not.

With reference to the levels of achievement by children in mathematics, opinions resulted in 50% of the population being satisfied and 50% not being satisfied. Again the general feeling was that too many areas were covered and many comments were concerned with the knowledge of tables.

45% agreed that the "standards" in mathematics have improved while 55% felt "standards" had not improved.

2.0 DETAILED ANALYSIS OF SURVEY RESPONSES

2.3 NUMERACY

(B) RESPONSES OF PEOPLE WITH NO CHILDREN AT SCHOOL

With regard to knowledge of the content of the mathematics, 28% indicated they knew the content while 72% said they did not.

43% said they understood the new mathematics, while 57% said they did not. A general comment was that there were too many different methods which were time consuming.

In response to the question if the Mathematics Program gave adequate preparation for future life in society, 41% thought it did while 59% thought it did not.

With reference to the levels of achievement by children in mathematics, 39% were satisfied and 61% were not.

18% felt that standards had improved while 82% felt they had not. A general feeling was that the mathematics had improved in scope, but basic methods had become too lengthy and too numerous.

2.0 DETAILED ANALYSIS OF SURVEY RESPONSES

2.4 GENERAL TOPICS

(A) RESPONSES OF PEOPLE WITH CHILDREN AT SCHOOL

Only 7% of the survey population indicated that from their observations they found children did not enjoy school. 93% stated that children enjoyed school.

(B) 75% of responses indicated confidence in the ability of today's teachers.

(C) With reference to the professional right of teachers to select books and materials for school use, 87% agreed that this should occur. The general feeling was one of trust in teachers' discretion after consultation with the Principal and advice to parents.

(D) 46% of the survey population felt that they should have more say in what is taught in schools, while 54% felt that they should not, generally commenting that this was the responsibility of educationists, teachers, etc.

(E) When asked "What does education mean to you?" the following percentages indicate the first preference of responses.

What does education mean to you?

preparation for adult life in a democratic society	27.4%
to provide children with a wide range of knowledge, skills and experiences,	62.6%
to prepare children for the work force.	10%

(F) 72% of parents have observed recent classroom procedures while 28% of parents had not.

2.0 (A) RESPONSES OF PEOPLE WITH NO CHILDREN AT SCHOOL

Only 11% of the survey population indicated that from their observations they found children did not enjoy school. 89% stated that children enjoyed school.

(B) 81% of responses indicated confidence in the ability of today's teachers.

(C) With reference to the professional right of teachers to select books and materials for school use, 87% agreed that this should occur. The general feeling was one of trust in teachers' discretion after consultation with the Principal and advice to parents.

2.0 (D) 63% of the survey population felt that they should have more say in what is taught in schools, while 37% felt that they should not, generally commenting that this was the responsibility of educationists, teachers, etc.

(E) When asked "What does education mean to you?" the following percentages indicate the first preference of responses.

What does education mean to you?

preparation for adult life in a democratic society,	36.3%
to provide children with a wide range of knowledge, skills and experiences,	50.1%
to prepare children for the work force.	13.3%

(F) 43% of parents have observed recent classroom procedures while 57% of parents have not.

3.0 OUTLINE OF COMMENTS FROM THE SURVEY POPULATION WHICH
BEST INDICATE THE RANGE OF OPINIONS ON EACH QUESTION

3.1 SOCIAL EDUCATION

(a) Are you familiar with the content of MACOS?

"Not familiar with MACOS"

"More publicity needed"

"More accessibility needed"

(b) Do you think the public should be informed of the content of proposed innovations/methods to be used in your school?

"Yes"

"Definetly"

(c) Do you agree with the banning of MACOS?

"Unfamiliar"

"Undemocratic decision"

"Wrong people decided"

I can't really comment as I don't know enough"

(d) Is it the job of a school alone to foster good behaviour, good manners, courtesy in children?

"No"

"Home should initiate this and the school reinforce it"

(e) Are you satisfied with the general social attitudes and behaviour of to-day's young children?

"No"

"No respect by children"

"Parents are at fault if it's bad"

(f) Are you familiar with the content of the Primary School Social Studies programme?

"Parents are either interested or not"

"Yes"

"No"

(g) Is it necessary that parents know the content of such Primary programmes?

"If parents knew, they could help the children at home"

"Parents should have the initiative to find out, thus being able to help the child"

3.0. OUTLINE OF COMMENTS (CONT)

- (h) Are you satisfied with the level of learning in Social Studies?
"No"
"Go back to traditional Social Studies"
- (i) Do you approve of activities such as Student Council whereby students are encouraged to make independent decisions?
"Yes"
"Good for responsibility"
"Good idea"
"Preparation for adulthood"
"Teachers should not have all the say"
- (j) Is there value in the conducting of social activities such as dances, concerts, school camps, excursions?
"Yes"
"Improves social relationships"
"Effective if well organized"
- (k) Should Religious Education be taught in the Primary School?
"Yes"
"It's the only chance for some"
"Family and the Church should do it"
"Should be comparative, not denominational"
"Not a teacher responsibility"
"Should be taken by a trained person"
- (l) Should sex education be included in the Primary School curriculum?
"Upper primary grades only"
"It shouldn't be compulsory"
"Must be a qualified person"
"It's the only chance for some"
"Should be done at home"
- (m) Do you feel that the community should be involved in school activities?
"Yes"
"Better parent/teacher relations"
"Community is apathetic"
"Definetly"
- (n) Do you feel the "modern ~~age~~" life style of the 1970's has affected the learning standards of school children?
"Broader experience through television, but not equipped for the work force"
"Television is a bad influence"
"Working mothers are a bad influence"
"Children are required to learn faster".

3.0 OUTLINE OF COMMENTS (CONT)

(o) General Comments.

"Television is a bad influence"

"Calculators lead to bad attitude to learning"

3.2 LITERACY

- (a) Are you satisfied with the standard of spelling being taught in the Primary School?

"Yes"

"Spelling has improved in recent years"

"More correction by teachers, rather than children in their pads"

- (b) Do you feel there is enough teaching of the basics of reading?

"Yes"

"More opportunity for the individual"

"More remedial services have helped"

"Individual differences better catered for"

- (c) Are you familiar with the Reading Programmes used in Primary Schools?

"Only with my own child's grade"

"Some"

- (d) Do you feel the standard of reading has improved in recent years?

"No"

"Too much T.V."

"No understanding"

"Yes"

"More interesting material available"

"More remedial services have helped"

"Bad T.V. influence"

- (e) Do you think the standard of written expression (essays, poems, letter writing etc.) is satisfactory?

"More emphasis needed"

"Not satisfactory compared to thirty years ago"

- (f) Are you satisfied with the handwriting standard in Primary Schools?

"More copybook needed"

"They write too fast"

"Emphasis should be on what you write, rather than how you write"

- (g) General Comments

"Bad influence of T.V."

3.0 OUTLINE OF COMMENTS FROM THE SURVEY POPULATION WHICH BEST INDICATE THE RANGE OF OPINIONS ON EACH QUESTION.

3.3 NUMERACY

- (a) Do you know the content of Mathematics Programs in the Primary School?

Too confusing
Doesn't cater for slow learner
Bright child suffers

- (b) Do you understand the mathematics that Primary School Children do?

Old methods are simpler
They've lost me
Too many methods for one solution
Children show good understanding
Methods hard to follow

- (c) Do you think that Primary School Mathematics Programs give adequate preparation for future life in society?

Tables are weak
Upper grades should use calculators
Children cover more work
Accounting principles should be taught
I have confidence in educational professionals to ensure this
Too many different methods

- (d) Are you satisfied with children's level of achievement in mathematics?

Rods seem ineffective
Too many children work at too low a level
Work is too hard for children
Children seem able to cope with new maths
Rote learning of tables should be done

- (e) Do you think that "standards" in mathematics have improved?

No. Return to old methods
Same as ever
Tables poor, that's all
Doing more advanced and interesting work
Understanding seems better
Children don't understand basics

- (f) GENERAL COMMENTS

- * Rods should be deleted
- * Overall standards are good
- * Some areas need improvement
- * Parent information night should be conducted
- * Rods good for bright children only
- * Teachers don't have enough experience before they teach
- * New maths excellent
- * Teach Tables, don't count on fingers.

3.0 OUTLINE OF COMMENTS FROM THE SURVEY POPULATION WHICH BEST
INDICATE THE RANGE OF OPINIONS ON EACH QUESTION

3.4 GENERAL TOPICS

- (a) Is there any specific subject you would like to see introduced into the present curriculum?

Public speaking
Social Psychology
Drama
Sex Education
First Aid
Asian Languages
Knitting and Sewing
History

- (b) Is there any specific subject you would like to see dropped from the present curriculum?

Religious Education
Handcrafts
Art
Present Maths.

(c) GENERAL COMMENTS

- * Too much freedom in schools
- * Teachers should have most say in education, they're trained, parents there to cooperate
- * Re introduce external examinations
- * I'm happy with today's teachers, can't say the same about the past
- * There should be greater provision and use of electronic media
- * No complaints, teachers do a great job
- * Most teachers don't care less if children don't learn
- * Generally the education system seems sound, some areas need improvement
- * Parents are apathetic
- * Teachers don't correct students' work
- * All teachers should be able to use corporal punishment
- * Kids like going to school these days
- * Things are O.K. too much art.

4.2 SUMMARY OF RESPONSES TO SURVEY QUESTIONS

SOCIAL EDUCATION

1. Are you familiar with the content of MACOS?

A- Children at sch. B- No child. at sch.			
A		B	
% YES	% NO	% YES	% NO
11	89	15.6	84.4

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S U R V E Y

Conducted jointly by The Longreach Education Centre and the Longreach State Primary School.

PURPOSE: To present a submission to the Select Parliamentary Committee of Enquiry into Education.

RANGE OF SURVEY: Your comments and opinions about the following matters of Primary Education In Longreach.

(1) Social Education

(2) Literacy

(3) Numeracy

(4) General matters with special reference to School/Community Relations

NOTES: (a) No signature on the Questionnaire is needed.

(b) Answer the questions with regard to Primary Education only.

(c) Three areas of opinion are being sought:

(i) Opinions of Parents of students of Longreach State Primary School.

(ii) Opinions of Parents of students of other Primary Schools.

(iii) Opinions of others who do not have children attending Primary Schools.

GENERAL NOTES: (1) Any individual or group also has the right to make a submission to the Select Committee.

(2) The information gathered will be analysed by the Select Committee which will then advise and recommend measures which should ensure effective, worthwhile education for young people.

Please return this form to the Longreach Education Centre or the Longreach State Primary School by Wednesday 14th June.

LITERACY

		A- Children at sch.		B- No child. at sch.	
		A		B	
		% YES	%NO	%YES	%NO
1.	Are you satisfied with the standard of spelling being taught in the Primary School?	54.3	45.7	20.8	79.1
2.	Do you feel there is enough teaching of the basics of reading?	55.2	44.8	18.2	81.8
3.	Are you familiar with the Reading Program used in Primary Schools?	52.2	47.8	33.3	66.7
4.	Do you feel the standard of reading has improved in recent years?	55.9	44.1	31.6	68.4
5.	Do you think the standard of written expression (essays, poems, letter writing etc.) is satisfactory?	55	45	33.3	66.7
6.	Are you satisfied with the handwriting standard in Primary Schools?	51.1	48.9	42.1	57.9

NUMERACY

1.	Do you know the content of Mathematics Programs in the Primary School?	30.9	69.1	27.6	72.4
2.	Do you understand the mathematics that primary school children do?	35.7	64.3	43	57
3.	Do you think that Primary School Mathematics Programs give adequate preparation for future life in society?	52.6	47.4	41.2	58.8
4.	Are you satisfied with children's level of achievement in mathematics?	49.4	50.6	38.9	61.1
5.	Do you think that "standards" in mathematics have improved?	45.2	54.8	17.6	82.4

GENERAL TOPICS

		A- Children at sch. B- No child. at sch.			
		A		B	
		% YES	% NO	% YES	% NO
1.	From your observations do you find that children enjoy school?	93.5	6.5	88.8	11.2
2.	Is there any specific subject/s you would like to see introduced into the present surriculum?				
3.	Is there any specific subject/s you would like to see dropped from the present curriculum?				
4.	Do you have confidence in the teaching ability of today's teachers?	75	25	80.9	19.1
5.	Do you think teachers have a professional right, after considering parent and community views, to select books and materials for school use?	86.8	13.2	86.6	13.4
6.	Should parents have more say in what should be taught at school?	46.5	53.5	62.9	37.1
7.	What does education mean to you?				
	(a) preparation for adult life in a democratic society	27.4		36.6	
	(b) to provide children with a wide range of knowledge, skills and experiences	62.6		50.0	
	(c) to prepare children for the work force.	9.9		13.3	
8.	Have you observed classroom operations in any Primary School within the last five years?	72.5	27.5	42.8	57.2

