

# ***Tasmanian Education: Next Decade (TEND)***

Tasmania. Education Department, 1978

## **Overview of the document**

136 page report of the Tasmanian Education: Next Decade (TEND) Committee, commissioned in November 1976. The Committee was chaired by W.F. Connell and submitted to the Hon. Harry Holgate, Minister for Education, Recreation and the Arts, in June 1978.

## **Keywords**

Lifelong education; continuity from kindergarten to Year 12; literacy and numeracy; school-community relationships; new approaches to curriculum; teacher education; examinations and certification; disadvantage; innovation; public relations; core curriculum.

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## **Summary of Contents**

### **CHAPTER 1: BASIC ASSUMPTIONS AND PRIORITIES (PP. 1-12)**

- Explains four basic principles which have guided the Committee's deliberations:
  - Education is concerned with raising the quality of all human experience: Notes that: "Traditionally schools have emphasised intellectual education and formation of character" and argues that education should not be confined to intellectual and character development, but should be "concerned with developing human beings." (p. 1)
  - Education should be related to the needs of the community: Notes that this relates to both the local and wider community and argues that the community's needs should to be taken into account by educators along with the general purposes of education (of raising the quality of life) and identifies three kinds of educational needs that should be attended to: basic, developmental and qualitative.
  - Education is a lifelong pursuit: Discusses the importance of education as a lifelong pursuit in the context of life becoming more complex and changing.
  - Education in the next decade should be developed through a careful managed programme of innovation and consolidation: Notes the continuing tension between progressive and conservative ideas in education and predicts that the momentum of the 1970s is unlikely to diminish in the 1980s and that more educational change will be seen in coming decade. Argues that this period should be one of carefully managed change, with appropriate guidance, control and evaluation and notes that: (i) "Guidance to teachers should be made available to encourage and inform all those who wish to be involved in

- any new educational practice”; (ii) “Teacher education, both pre- and in-service, will need careful and constant attention”; (iii) “Public relations will need extensive and skilful attention”; (iv) “Some administrative order can be introduced into the conduct of experimentation by providing financial assistance”; and (v) “Evaluation is essential, and should be a continuous process, the results of which are fed back into the experimental situation in order to modify and improve it as it develops.” (p. 4)
- Provides an overview of Tasmania and notes that:
    - “The particular requirements of highly efficient and specialised industries and of the Tasmanian life-style demand certain qualities of education. There are three that are of particular importance: (i) Education as a development and creative factor; (ii) Education as compensatory; (iii) Education for solidarity.” (p. 5)
    - “We look towards the development of the next ten years of the kind of education in Tasmania that is characterised by a concern for the quality of life, by an exacting standard of performance, by a warmth of personal relationships and by courage in innovation.” (p. 7)
    - “In pursuit of an education with these qualities we think that priority should be given to the seven matters summarised in the following section.” (p. 7)
  - Lists and discusses seven general priorities for the next decade:
    1. “Raising the quality of literacy and numeracy,
    2. Maximising educational opportunity, particularly for the rural population,
    3. Strengthening school-community relationships,
    4. Improving education for the 16 to 20 year old,
    5. Developing new approaches to the school curriculum, particularly core curriculum and school-based curriculum,
    6. Maintaining and developing the quality of the teaching service, and
    7. Achieving a sense of direction.” (p. 7)

## CHAPTER 2: CURRICULUM

- Begins with the statement: “We think that one of the most important things that should be done in the next decade is a thorough overhaul of the primary and secondary school curriculum.” (p. 13)
- Notes expansion in secondary education and recent “re-thinking of educational objectives and methods in all countries”. Goes on to say that: “School curricula have, in consequence, been modified by the introduction of new subjects such as various social sciences, by the decline in others such as foreign languages, by reform in the content and methods of teaching reading and writing, by programmed learning, by team teaching and by other proposals to restructure traditional approaches to curriculum.” (p. 13)
- Notes that Tasmanian educators have been aware of these changes and have modified the curriculum, but that modifications have been piecemeal and that what is needed is an overall review.
- Argues that “It is time for a fundamental assessment and consolidation. This, we think, should be one of the basic tasks of the coming decade” and that in this task there are five main problem areas which need to be resolved: “(i) the schools responsibility for curriculum development, (ii) the nature and content of the core curriculum, and general education, (iii) education in moral, religious and aesthetic values, (iv) numeracy and literacy, and (v) examination and certification.” (p. 13)

### **School-based Curricula**

- Notes that over the last ten years there has been tendency to reduce the “prescriptiveness” of central authority and to increase the responsibility of schools for determining the curriculum. (p. 13)
- Notes that this movement has two substantial advantages: “it enables each school to provide a curriculum best suited to the needs of its own particular students and it provides substantial a professional challenge and stimulus to the teachers and to parents.” (p. 13)
- Notes that it also has two principle disadvantages: “it may tend to produce such differing programmes in schools that students who move from one school to another may experience more difficulty than usual in adjusting to the programme of the new school and students and members of the community may have some difficulty in assessing and in comparing, where necessary, such as in job selection, the standards achieved by students in different schools.” (pp. 13-14)
- Outlines ways in which the benefits of school-based curriculum can be secured and the disadvantages minimised including: working out form and comprehensive guidelines, providing extensive pre- and in-service training for teachers in curriculum and making frequent access to resource persons readily available.
- Argues that “Guidelines should cover the curriculum in general and also each area of the curriculum. They should treat the curriculum as a single whole from kindergarten to Year 12.” Notes that these guidelines must not be regarded as syllabuses or be written in a form which could be used as syllabuses but that “the object is to produce a substantial statement that will help teachers of a school make up their own programme of work within a clearly stated framework.” (p. 14)

### **Core Curriculum and General Education**

- Outlines the principles of a core curriculum as part of a general education and discusses the notion of a general education.
- Argues that a general education should: “introduce students to the main human activities: recreation and work are two of these. It should cultivate and provide a balanced development of the principal methods of human experience, e.g. intellectual, manual, social, aesthetic. It should offer a programme that leads to understanding, satisfaction and personal growth. And it should be seen to be relevant to the present, and, at the same time, sufficiently forward-looking to be a stimulus to continued study in the future.” (p. 17)
- Notes that “Within such a programme of general education there is a central core of processes that are imbedded in and affect every aspect and every area of the general programme. A core curriculum is an invitation to search for the ideas, skills and values that should be experienced and learnt by all persons living in our culture. When once these common experiences have been identified, the curriculum maker can build a framework within which they can be expressed, and a style and sequence through which they can be learnt.” (p. 17)
- Argues that “In our view there are three broad and basic elements in a core curriculum for Tasmanian primary and secondary schools. These are: communicating, thinking and valuing. The three basic tasks of the school are to ensure that every child should learn to communicate effectively, to think effectively and to develop humane standards of value. These are the three threads that run through all our social activities, and determine, by their quality, the quality of our society.” (p. 17)

## **Values Education**

- Notes that concerns were expressed in submissions to the Committee that students “lack some of the virtues” and have “no clear moral standards.” (p. 19)
- Notes that the Committee does not “completely agree with these views” but argues that schools “at the present time are finding great difficulty in performing adequately their traditional function of teaching values.” (p. 19)
- States that “The school’s task, as we conceive it, in the values field is to contribute to the quality of community life by developing the students’ self-awareness and by raising the level of their social awareness and social responsibility. The school, accordingly, should aim at six things: (a) to make students sensitive to the existence of moral and aesthetic questions and principles; (b) to teach students to think critically in the values areas as in other areas; (c) to encourage students to make informed judgements, and, where appropriate, to take action on the basis of these judgement; (d) to help students grow in self-confidence in their ability to recognise, analyse and judge values issues; (e) to support the growth of interpersonal trust among students and throughout their contacts with the community; and (f) to get to realise that, as they make their decisions, they are gradually forging their own personal standards of value, and that their community too, through the judgements that are passed and accepted within it, is steadily building a moral and aesthetic pattern that is the embodiment of the quality of its life.” (pp. 19-20)
- Discusses different ways in which values can be taught including through moralising, values clarification, cognitive development, moral behaviour and value making.
- Discusses values education internationally and how values can be taught without pronouncing a set of values.
- Discusses religious education and distinguishes between religious education with the objective of strengthening a particular faith, and religious education which is concerned with “explaining and examining the Christian and perhaps other faiths” (p. 24). Notes that the Committee favours the latter.

## **Literacy and Numeracy**

- Notes that many submissions were critical of literacy and numeracy levels of Tasmanian students.
- Discusses the 1975 ACER research, supplemented in 1976 and 1977, on literacy and numeracy across Australia. Notes that in comparison to England, Scotland and the USA, Australian schools performed at about the same level in reading, writing and number work but that progress on improving literacy and numeracy has, nevertheless, been unsatisfactory.
- Discusses Tasmanian results and notes that approximately 30 percent of ten year olds had fundamental weaknesses in both literacy and numeracy, and that about 30 percent of fourteen year olds had fundamental weakness in numeracy, and about 40 percent in numeracy.
- Discusses the potential causes of inadequate performance and notes they can be placed in three groups: those to do with the child, the environment, and the school.
- Suggests seven things that are needed for improvement: a substantial program of diagnostic testing; annual monitoring including state-wide proficiency testing at different age levels; the introduction into teacher education of basic methods of dealing with language and numeracy competence; additional teachers and community helpers to help individual students; more community and family involvement in school activities; and additional remedial teachers.

- Argues that whatever method of teaching used, there should be an emphasis: in writing, or more extensive writing practice; in reading, on encouraging students to read widely and consolidate reading skills; in numeracy, on practice in applying numeracy skills to a wide variety of problems; and in general, on building up confidence and satisfaction and solid demand by the teacher for student effort and work done.

### **Examinations and Certification**

- Notes that “Tasmania, for the past thirty years, has had a statutory and independent Schools Board responsible for awarding certificates to be gained by secondary school pupils as a result of an assessment of their work.” (p. 28)
- Discusses the School Certificate (awarded at the end of Year 10 on the basis of internal examinations within schools) and the Higher School Certificate (awarded for work completed in Year 11 or 12 on the basis of external examinations).
- Refers to statements of 1967 and 1968, following the re-organisation of the Schools Board, by the then Chairman who “pointed out that its function was not to act as a custodian of secondary education but that it was ‘concerned with testing primarily as an instrument of the teaching process and not as an end in itself’. Our Committee is in complete agreement with this objective.” (p. 29)
- Notes that over the last ten years the Board has moved in this direction and that the Committee would “like to see considerably further progress.” (p. 29)
- Recommends changes to certification, including the discontinuation of School Certificate (and notes that several schools have already discontinued their association with the School Certificate award of the Schools Board).
- Recommends that each school and college issue students with certificates which provide a “comprehensive statement of performance at school in all activities, at whatever point the student chooses to leave school”. (p. 30)
- Discusses the merits and disadvantages of the Higher School Certificate. Notes that the Committee does not recommend the precise form that examination should take, but does suggest that Tasmanian schools adopt an approach based on that of the ACT.
- Argues that “For the proper development of secondary education in Tasmania, we are firmly of the opinion that: (a) “colleges should be responsible for devising their own courses”; (b) “college courses should cover the final two years of a six year secondary education; students leaving at the end of the fifth year (year 11) should be issued with an appropriate certificate from the college, and after work experience might be sympathetically considered by university and CAE authorities for entry into their institutions”; and (c) “teachers in colleges should be responsible for the assessment of students in college courses.” (pp. 31-32)
- Recommends that the Board appoint a working party to propose in detail certification procedures suitable for Tasmania that make possible the implementation of the above three principles.

## **CHAPTER 3: ORGANISATION OF EDUCATION**

### **The School System**

- Provides an overview of the organisation of schooling in Tasmania.
- Notes that the administrative structure is three-tiered involving central administration, regional directorates and school administration. Notes that regional organisation is fairly recent and that though it is functioning well, it should broaden its responsibilities to take on some of those currently administered by central office.

### **Central Office**

- Argues that Central Office, in consultation with regional officers, should set guidelines and be responsible for: finance, property, planning and policy making, monitoring educational developments and standards, personnel and recruitment, research and innovation and relations with federal agencies.

### **Regional Offices**

- Argues that Regional Offices should perform the following functions: school staffing and teacher assessment, pupil placement and guidance, property maintenance, curriculum, in-service education, consultation and research and community relations.

### **Staffing of Central and Regional Offices**

- Discusses the staffing arrangements in central and regional offices.

### **School Organisation**

- Argues that various submissions to the Committee lead them to believe that there is a need to examine and clarify five matters relating to methods at present in use in the organisation of schools: (i) Administrative Processes within Schools; (ii) Continuity (administratively and in programs); (iii) Streaming (recommends that streaming not be used); (iv) Open Education (discusses its benefits); and Size of Schools (notes that the optimal number is between 300 and 500 students).

### **Pre School and Primary School**

- Emphasises the importance of continuity in early childhood education and discusses various aspects of pre-school and primary school education.

### **District Schools**

- Discusses K-10 schools which “have been discouraged and emasculated by a declining rural population, by the supposed academic superiority of the high schools, and by an undiscerning public”. (p. 48)
- Describes the three distinctive characteristics of District Schools as continuity from kindergarten to Year 10; atmosphere and warmth; and close community contact.
- Notes the criticisms of district schools, especially the poor condition of secondary work due to the fact that “the brighter students, after completing primary work are bussed off to a high school...secondary level staff is correspondingly reduced, and so too, is the range of secondary subjects.” (p. 49)
- Notes rapid turnover of staff and lack of specialist staff in District Schools.
- Discusses the improvements currently underway and planned for district schools and endorses recommendations made in the recent report *The Future of District Schools in Tasmania*, including that all students should be educated in their local school, wherever possible and that bussing students to High Schools should be phased out; that there be improvements in the curriculum and staffing numbers; and that positive discrimination should be made in favour of country children.
- Suggests that further consideration be given to: the provision of specialist teachers; increase in support staff; more resources for student travel; the upgrading of physical facilities; and an increase in general funding.
- Makes two further recommendations:
  - That District Schools be treated as equal but different institutions to primary or high schools and that a Deputy Director of District Schools be appointed whose first task would be to work out administrative procedures to “articulate

District Schools more effectively into the patterns of both regional and central administration". (p. 51)

- Endorses the recommendation of the departmental committee on District Schools that a Policy and Planning Committee be established.

### **High Schools**

- Refers to Secondary Education in Tasmania (1977) and notes that the Committee is in general agreement with the Report and the guidelines it established for junior secondary. Notes that the title of the report is misleading, in that it only deals with junior secondary education (first four years) and that a full secondary education comprises six years: "To regard secondary education as four instead of six years of post-primary work is not merely a matter of terminology, it is an error with serious social and educational consequences. It has already become a serious disability in Tasmania." (p. 53)
- Overviews retention rates in Tasmanian government schools and discuss the problem of "premature dropout from school" which it notes, is a complicated one, involving "many economic, education and attitudinal factors". (p. 55)
- To improve retention, recommends: greater continuity through a six year curriculum; efforts to convince students and parents that secondary education is a six year program; the wider development of community colleges; and upward extension of some district and high schools.

### **Independent Schools**

- Notes that the issues dealt with elsewhere in the Report such as curriculum, education for 16-20 year olds, open education and examinations apply to independent schools.
- Also notes the education contribution made by independent schools and the sharing of resources and argues that this should be more widely developed. Recommends a review of education in independent schools.

### **Special Education**

- Notes that "In recent years there has been a much greater consciousness of the large numbers of children who suffer from physical, psychological and environmental handicaps. There has been a corresponding increase in knowledge of the ways in which disabilities affect the children's learning and of the educational treatment that is appropriate for them." (p. 59)
- Recommends a greater emphasis on early detection, diagnosis and treatment and an increase in competence of classroom teacher to recognise disability.

### **Education of Girls**

- Acknowledges girls as a disadvantaged group and make three recommendations for improvement in the education of girls.

### **Education Act**

- Recommends drafting a new Education Act: "It should be short and should consist of simple statements enabling appropriate appointments to be made, institutions to be established and measures to be taken for the conduct of education." (p. 61)

## **CHAPTER 4: SCHOOL AND LOCAL COMMUNITY**

- Overviews present practices relating to community involvement in schools, attitudes to community involvement, reasons for encouraging community involvement, school



participation in the community, and requirements for successful school-community involvement.

#### **CHAPTER 5: 16-20**

- Notes that proportion of 15-24 year olds in full-time education in Australia “do not show up very well” in comparison with other developed countries, and that Tasmania is “below the average for the Australian states”. (p. 70)
- Discusses the characteristics of 16-20 year olds, including the maturity and interests of students, as well as the high drop out rates in Tasmania which is attributed to parental attitudes, lack of facilities and student attitudes.
- Overviews the existing structure of educational facilities and the future needs of students and the community.
- Identifies three kinds of change needed for the education of 16-20 year olds:
  - Structural Changes: Sees the present pattern as unsatisfactory and suggests that it be discontinued. Notes that it is essential that students studying vocational and other general education should be brought together within the one institution and recommends: the extension of District or High Schools in selected rural areas; that larger independent schools should add vocational training to the upper years; that community colleges be built in urban areas.
  - Curricular Changes: Argues that each school should work out its own curriculum within broad guidelines and that curriculum and certification should be modified in four ways: General education for all (containing social science, politics, communication, manual and practical skills and personal values); an expansion of vocational education; an expansion of community education; and certification through which each college produces a certificate for each student.
  - Attitudinal Changes: Notes that this should be achieved through a significant public relations campaign.

#### **CHAPTER 6: TEACHERS AND TEACHER EDUCATION**

- Discusses and makes recommendations on supply of teachers, pre-service education of teachers, and in-service education.

#### **CHAPTER 7: EDUCATION IN RURAL TASMANIA**

- Covers issues related to the disadvantages of rural schools and educational effects of disadvantage.
- Makes suggestions for improving the situation of rural students through the improvement of staffing, teacher education, enrichment of the curriculum and school facilities, the development of “zonal services”, and greater involvement between the school and the community.
- Discusses the “task” of the rural school and notes that it mirrors that of other schools but also has to prepare students for life in the country and the life elsewhere that many of them will choose, and also should enrich not only the lives of the student, but also the whole community.

#### **CHAPTER 8: DEVELOPMENT AND INNOVATION IN EDUCATION (PP. 105-108).**

- Notes that there is “an almost inevitable tendency in the teaching profession and especially among educational administrators, to be content merely to maintain the existing state of affairs”. (p. 105)

- Notes that during the last 10 years in Australia there has been interest in “experimenting with new methods of teaching, with new approaches to the curriculum, with different forms of schooling, and with changing patterns of educational administration”. (p. 105)
- Argues that “It is important that a reasonable balance be kept between new educational development and the maintenance of existing procedures. It is important also that the educational system will be kept abreast of the best contemporary developments, that the school will feel a challenge and stimulus to original and creative work.” (pp. 105-106)
- Recommends that a Director-General’s committee on development and innovation be established.
- Notes that one of the Director General’s committee’s tasks would be to set up selected task forces: “Leading tasks related to our list of priorities in Chapter 1, for which the establishment of task forces would be appropriate are: raising the quality of life in rural communities; the development of different kinds of schools within the government system; the improvement of literacy and numeracy in secondary schools; community college development; and the development of educational zones.”

## **RECOMMENDATIONS**

### **General Priorities**

- States that “We recommend that educational authorities, schools and colleges, teachers and members of the community focus attention in the next decade upon the following educational priorities – 1) raising the quality of literacy and numeracy; 2) maximising educational opportunity; 3) strengthening school-community relationships; 4) improving education for the 16 to 20 year old; 5) developing new approaches to the school curriculum; 6) maintaining and developing the quality of the teaching service; and 7) achieving a sense of direction.” (p. 109)

### **Curriculum**

- Recommends the following:
  1. “an overall review of the school curricula as a single whole from kindergarten to year 12”;
  2. “that firm and comprehensive curriculum guidelines be established” (p. 109);
  3. “that experienced teachers with post-graduate training in curriculum development be recruited as curriculum officers, and that provision be made for interested teachers to gain post-graduate qualifications in curriculum development”;
  4. “resource persons and material resources be readily available to support school-based curriculum programmes”;
  5. “that the work of the Curriculum Centre and In-Service branches of the Education Department and of the Media Centre should be closely co-ordinated and their staff expanded to cope with the substantial task that will face them in the coming decade”;
  6. “working parties be established by the Curriculum Branch to examine the teaching-learning processes that are involved in developing a core-curriculum in primary and secondary schools and colleges”;
  7. “that in the values field schools should contribute to the quality of the community by developing the student’s self-awareness and by raising the level of social awareness and responsibility”;

8. "that values education should not be introduced as a separate subject, but should be spread throughout the whole curriculum with teachers taking the time and opportunity to teach it on every promising occasion";
9. "in schools where the staff and parents agree upon it, there should be a course in religion";
10. "a departmental committee be established to assist with and monitor whatever courses in religion are established";
11. "a course in religion should have the following characteristics: it should be:
  - a. a course about religions and not distinctive of any particular faith,
  - b. compatible with and make a contribution to the educational goals of society as a whole,
  - c. a course agreed upon by the school staff and parents,
  - d. implemented in a manner in keeping with the school's organisation provided that parents may be able to withdraw children from it if they wish to";
12. "that a co-ordinated series of efforts be implemented to upgrade the quality of literacy and numeracy, including –
  - a. a substantial and regular programme of diagnostic testing,
  - b. an annual monitoring programme,
  - c. the introduction, into teacher education courses for all teachers, of basic methods of dealing with language and numeracy competence,
  - d. the extension of in-service education to provide information on new resources for teachers, guidance on standards that are required, and experience in appropriate techniques,
  - e. additional teachers and community helpers,
  - f. the appointment of additional remedial teachers,
  - g. a programme of community involvement, and
  - h. a teaching programme which places emphasis on more extensive writing practice, wider reading, problem-solving and stronger motivation of students";
13. "that each school and college should issue a pupil with a certificate, containing a comprehensive statement of performance in all activities, at whatever point the pupil chooses to leave school";
14. "that, on examinations and certifications there should be continued consultation between schools, within appropriate zones, without the formal structure of moderation but with some form of advisory monitoring from regional and central offices";
15. "that for the proper development of secondary education –
  - a. years 11 and 12 colleges should be responsible for devising their own courses,
  - b. colleges courses should cover the final two years of a six year secondary education,
  - c. teachers in colleges should be responsible for the assessment of students in college courses";
16. "that the Schools Board should appoint a working party to propose in detail certification procedures suitable to Tasmanian circumstances that make possible the implementation of the above three principles." (pp. 109-111)

## Organisation of Education

- Makes thirty nine recommendations in relation to the organisation of education including:
  - Recommendation 1: “That schools and all levels of educational administration should be designed to ensure the possibility of continuing lifelong education.” (p. 111)
  - Several recommendations relating to technical education (that it be improved and extended).
  - A number of recommendations made in relation to superintendents (the number should be increased).
  - Recommendation 8: “That all schools take measures to promote continuity in the school system.” ( p. 112)
  - Recommendation 9: “That teachers and school administrators should no longer stream pupils according to varying abilities.” (p. 112)
  - A number of recommendations in relation to pre-school education.
  - That primary schools should focus on improving levels of literacy and numeracy.
  - That the recommendations of the report *The Future of District Schools in Tasmania* be endorsed. In particular that: “all students in years 7 and 10 should be education in their local secondary school wherever possible, and that bussing students to high schools from areas where district schools are available should be phased out”; “in all secondary classes there should be a range of experiences in six basic areas and improved facilities for further enrichment of the curriculum”; “positive discrimination should be made in favour of country children”; and “the staffing should take a whole-school approach and that all teachers should be used wherever it may be appropriate throughout the school”. (pp. 112-113)
  - A number of recommendations in relation to the organisation and staffing of District Schools.
  - Recommendation 21: “That continuity should be more clearly seen in the secondary programme by planning a co-ordinated six year curriculum, and by the addition of year 11 and 12 classes to some country district and high schools where attendance at a Community College is difficult.” (p. 113)
  - That a concerted effort should be made to convince student and parents that secondary education is desirable and that a complete secondary education is six years.
  - Recommendation 25: “That within broad curricula and structural guidelines, individual schools should be able to develop different educational programmes and experiences.” (p. 113)
  - That parents should be restricted in their choice of secondary schools.
  - A number of recommendations in relation to independent schools.
  - That immediate steps be taken that would lead to earlier identification of children with physical, psychological and environmental handicaps.
  - That considerably more attention be paid to special education and that more support be provided
  - That there be further programs of vocational education for ‘handicapped’ students.
  - That work on girls and education should be continued and further supported.
  - Recommendation 38: “That a new and shorter Education Act should be drafted consisting of simple statements enabling appropriate appointments to

be made, institutions to be established, and measures to be taken for the conduct of education.” (pp. 114-115)

### **School and the local community**

- Make six recommendations are made in relation to creating stronger partnerships between the school and the community including:
  - Recommendation 1: “That greater community participation in schools should be strongly encouraged and that there should be increased levels of school participation in the community.” (p. 115)
  - Five other recommendations relating to staff appointments, advisory councils in schools, and for a centre to be built to incorporating facilities for compulsory schooling and life-long education and other community services.

### **16-20**

- Makes nine recommendations in relation to the education of 16 to 20 year olds including:
  - That district or high schools in selected rural areas be extended to include Years 11 and 12.
  - That larger non-government schools should add substantial vocational training to the upper year levels.
  - Recommendation 3: That in urban areas: (a) the practice of separate technical and secondary colleges be discontinued and that the work of both colleges should be combined in the one institution”; (b) that no building or renovation work should be undertaken which would tend either institution to continue as a separate entity, and (c) that a small committee should be established to determine details of amalgamation.
  - Recommendation 4: “That each community college work out the details of the curriculum best suited to the needs and interests of its community and that it should include general, vocational, and community education.” (p. 116)
  - That a committee be established to investigate the problems of course design, work experience, certification, employment and trade union membership that might arise from the mover from part-time apprenticeship training to full time pre-service training.
  - That individual colleges produce certificates for students indicating vocational, general and adult education courses completed.
  - That schools establish working parties to consider certification.
  - That a substantial public relations program be mounted to discuss education in community colleges.

### **Teachers and Teacher Education**

- Makes seven recommendations in relation to teachers including:
  - Two recommendations relating to combing the facilities of the University Faculty of Education and the Mount Nelson Division of Teacher Education.
  - That teacher instruction institutions consider how to strengthen activities in the areas of curriculum construction, core processes, rural education and community involvement.
  - That an additional year of studentship should be granted to students who gain honours degrees.
  - That a committee be established to consider more satisfactory teacher education programs for technical college staff.

- “That a committee be established to investigate and recommend a more satisfactory teacher education programme for teacher counsellors and guidance staff.” (p. 117)
- That there be further development of in-service education activities

### **Rural Education**

- Makes thirteen recommendations in relation to rural education including:
  - That there be positive discrimination in favour of rural schools.
  - That staffing of rural schools be improved.
  - That promotion procedures in rural schools be considered by the Director-General.
  - That pre-service education address issues of rural education.
  - That student teachers should have the opportunity of teaching practice in a rural school.
  - That country teachers be given opportunities to participate in in-service education programs.
  - That schools aim to make their programs relevant to local community.
  - That students be given more encouragement and more opportunities.
  - That there be an in-service campaign to improve remedial work in primary and secondary schools.
  - That kindergarten classes be extended.
  - That libraries be upgraded.
  - That regions be divided into zones – with each zone designated centre of activity.
  - That rural schools be encouraged to stimulate greater community interest in the activities of the school.

### **Development and Innovation**

- Makes five recommendations, all of which relate to various activities to be undertaken following the establishment of a new committee on development and innovation.