

# ***Secondary Education in Tasmania: A review of the Education Department by the Committee on Secondary Education.***

Tasmania. Education Department, 1977 (Chair J. G. Scott)

## **Overview of the document**

243 page report prepared by the Committee on Secondary Education whose brief was to undertake an examination of secondary education in Tasmanian high schools and district schools. The Committee was appointed in February 1976 by Mr A. V. Gough, the Director General of Education.

## **Keywords**

Accelerating social and technological change; importance of good relationships within schools; compensatory education for disadvantaged students; gender disadvantage; at risk students; support for transition from school to work; balanced curriculum, core-curriculum; general education; devolution of decision making to schools.

## **Terms of Reference**

The Committee is to undertake an examination of secondary education in Tasmanian high schools and district schools.

In carrying out this role the Committee is to consider existing provisions and desirable lines of future development with particular reference to the educational program and the organization of secondary schools.

## **Table of Contents**

### INTRODUCTION

#### CHAPTER 1: THE SOCIAL AND EDUCATIONAL SETTING

- Education and the Social Context
- Adolescent Development and Schooling
- The Purposes of Secondary Schooling
- Curriculum Planning and Evaluation

#### CHAPTER 2: NEW CONCERNS AND ORIENTATIONS

- The School and the Outside World
- The Education Department and Other Authorities
- Education and Disadvantage
- The Transition from Schooling to Work

#### CHAPTER 3: THE EDUCATIONAL PROGRAM

- Teaching and Learning
- Guidelines for a Balanced Curriculum
- Some General Curriculum Questions
- Issues related to Particular Areas in the Curriculum
- The Evaluation of Schools and Students

#### CHAPTER 4: THE ORGANIZATION OF THE SCHOOL

- Introduction: School Organization and Student Involvement
- Size of Schools
- Relationship between Teacher and Student
- Authority and Student Behaviour
- Provision for Pastoral Care
- The Grouping of Students
- Exceptional Children

Decision-Making by Students  
School Management, Decision-Making and Organization of Staff  
CHAPTER 5: RESOURCES FOR TEACHERS AND SCHOOLS  
Teacher Education and Teacher Development  
Special Support for New Schools  
Libraries in Secondary Education  
Support Services for Schools  
Resources for Curriculum Development  
CHAPTER 6: RECOMMENDATIONS

## **Summary of Contents**

### **CHAPTER 1: THE SOCIAL AND EDUCATIONAL SETTING**

- Discusses the background to the Report, the terms of reference and the work of the Committee. Notes that Chapters 3 and 4 form the core of the Report.
- Discusses the social and educational context and notes the distinctive characteristics of Tasmania, including its size and isolation.
- Identifies communication technology and the growth of information, the reaction against a technological society, the changing role for women and family, the growth of a youth culture, changes in the world of work and increasing leisure as key changes over the last few decades. Discusses how these changes impact on education, particularly in terms of economic uncertainty and changing requirements of employers.
- Discusses adolescent development and argues that “secondary students are not the same as primary school children” as they are becoming conscious of their own selfhood and identity. (p. 11)
- Discusses the purposes of education under the following headings:
  - Purposes arising from politically-based social change: To develop basic competence in literacy and numeracy; to introduce young people to the norms of the culture in which they live; to assist the selection processes of society by classifying and ranging students at the school exit-point; to enable students to leave school with the best leaving certificate they are capable of gaining; to provide courses in the traditional academic disciplines for students who are capable of profiting from them; to provide an education suited to their needs and capacities for all students in the secondary age range; to foster the ideal of equality of opportunity; and to act as a compensating agency for students who are disadvantaged or handicapped.
  - Purposes arising from changed educational thinking: To provide meaningful activities that will allow students to experience the transition from adolescence to maturity; to give students an understanding of themselves; to give students an understanding of the world of work and guide their entry to it; to provide an environment where young people can make significant choices; to develop powers in handling information from various sources with discrimination and purpose; to help students to develop competencies that will give them a sense of their own adequacy; to develop quality relationships between teacher and student and student as student; to develop the powers of students in the use of language; to provide a stress free situation; to provide realistic insight and genuine participation in social, political and ethical issues; to provide an understanding of the physical environment and of man’s physical

development; to provide care and counselling to prevent personal problems of students; and to relate schooling to life in society.

## **CHAPTER 2: NEW CONCERNS AND ORIENTATIONS**

- Notes that the structure of the Tasmanian education system has not changed since the last major review was carried out in 1968 by the School in Society Committee.
- Notes that since this review there has been an increasing need for schools to respond to concerns that were not perceived earlier including: “the relationship of secondary schools to the community they are serving and to the education system as a whole; the importance of closer links between the education system and the wider Tasmanian community; the need to provide more fully for disadvantaged students, those whose chances in education and in their later life are at risk; and finally, the transition of students from school to the world of work” (p. 30). Discusses the four concerns.

## **CHAPTER 3: THE EDUCATIONAL PROGRAM**

- Discusses teaching and learning and the relationship between them and notes the importance of the teacher and their awareness and readiness to respond to the interests and maturity of the learner.
- Discusses balance in the curriculum and notes that in the past too much emphasis has been placed on providing a sample of content from the vast body of knowledge but that more recently there has been attempts to formulate a curriculum approach that is “more purposeful and that has a reduced emphasis on content”. (p. 82)
- Argues that the present concept that curriculum balance is achieved through providing a choice between subjects should be challenged and that after the age of twelve, “there are very few specific items of information or discipline content that society requires all students to know”. (p. 82)
- Identifies a core of six broad areas in which the school should attempt to involve all students: “language, mathematics, gaining insights into the physical environment, gaining insights into the social and cultural environment, experience in the arts and crafts, and a consideration of the problems of humanity that concern and puzzle adolescents”. (p. 83)
- Discusses learning outcomes and notes that “Engagement in these activities should be of a kind that will permit each student to take from school his own package of content skills and values.” (p. 86)
- Notes that in terms of school organization it is the life determining choices that students make that are important: “In short the crucial element is the process by which students can become locked into or out of the sequences that lead to success in gaining a job.” (p. 89)
- Recommends a general education for all students.
- Discusses the assessment of skills in expression and calculation and notes that current assessment of English and mathematics in Year 10 does not pinpoint the ability of students to read, write and calculate.
- Discusses issues in relation to language and literacy, foreign languages, numeracy, environmental education, the arts and teaching about moral and ethical issues.
- Discusses the evaluation of school programs and organization. Proposes a common set of educational purposes for Tasmanian schools and a common core-curriculum.

## **CHAPTER 4: THE ORGANIZATION OF THE SCHOOL**

- Notes that there has been a growing appreciation of the central place of the school organization in any consideration of secondary education.

- Notes that in reviewing school organization, the Committee has focused on three principles: fostering good relationships, flexibility and participation.
- Discusses the size of schools, the relationships between teacher and student, authority and student behaviour, the grouping of students, exceptional children, decision making by students and school management, decision-making and organization of staff.

#### **CHAPTER 5: RESOURCES FOR TEACHERS AND SCHOOLS**

- Discusses resources in terms of teacher education and development, new schools, libraries, support services and curriculum development.

#### **CHAPTER 6: RECOMMENDATIONS**

- Provides an outline of the Report's recommendations as follows. Notes that they are separated into three types: General Principles for the System (A); Recommendations for the Administration (B); and Recommendations for Secondary Schools (C).

##### **The General Framework for Secondary Education**

- A1: "The State should continue to provide comprehensive high schools and district schools for secondary education in Years 7-10." (p. 209)
- A2: "The purposes of secondary education should be subject to review and re-interpretation as an ongoing process." (p. 209)
- A3: "Tasmanian secondary schools should have a set of purposes and a core-curriculum that are consistent with the principles outlined in this Report." (p. 209)
- A4: "The Education Department should provide an overview of the curriculum in schools and formulate general educational policy within which schools work. The Education Department should also continue responsibility for ensuring an appropriate distribution of resources, providing research and support services, organizing teacher education and development, maintaining academic standards throughout the system and ensuring the easy transferability of students between schools." (p. 210)
- A5: "Each secondary school should have the responsibility of interpreting the general curriculum policy in the light of both its resources and the character of its student intake. Within the core curriculum there should be a variety of acceptable approaches and beyond it all aspects of curriculum development should be the responsibility of the school." (p. 10)
- A6: "The idea of diversity between schools, deriving from variations in approaches to the core curriculum and from extension courses outside it, should be endorsed." (p. 210)
- B1: "A standing committee on secondary education be set up to undertake an ongoing review of the purposes, values and processes of secondary education." (p. 210)
- C1: "Each high school and district school initiate a review of its existing program and organization in light of the principles laid down in this report." (p. 210)

##### **The Education Department and Other Authorities**

- A7: "Educational planning should be integrated and co-ordinated with other economic and social planning especially to avoid duplication and to tackle large social problems effectively." (p. 210)
- A8: "Educators as individuals have an important role to play in the development of community attitudes towards social and economic questions." (p. 210)
- B2: "In each region a team approach to the provision of psychological, health and welfare services to children be established." (p. 211)

- B: Two other recommendations, one relating to social welfare and housing and the other to establish a committee to study transitions from school to work.

### **The Relationship between Schools and the Education Department**

- A9: “Decisions should be made at school level except for matters defined as requiring decision at central or regional level.” (p. 211)
- A10: “Further aspects of decision making should be progressively devolved to schools.” (p. 211)
- A11: “The Education Department should be seen to be supporting schools in relation to the programs and organizations they are developing.” (p. 211)
- B: Makes a number of recommendations in relation to administration, including issues of staffing and professional development of school staff.
- C1: “Each secondary school prepare a statement of its aims and approaches to secondary education for potential members of staff and for parents.” (p. 212)

### **Schools, Parents and Community**

- A: Eight recommendations in relation to: developing closer relationship between schools and their communities; recognizing that parents are the foremost educators of their children; providing greater choice in deciding which school in which to enrol; the sharing of facilities between school and community; the involvement of parents in decision making; the establishment school councils if schools choose to do so; and the use of community resources for outdoor education.
- B: Seven recommendations relating to: the introduction of a de-zoning policy for schools; the employment of liaison officers; the development of guidelines for entry of students outside school’s feeder area; the development of a plan for increased community awareness of the purposes for which schools use community resources; the development of regulations for use of school facilities by community groups; the coordination of community resources by regional advisory committees; and the development of guidelines in respect of adventure activities.
- C: Seven recommendations in relation to encouraging greater parental and community involvement in schools.

### **Education and Disadvantage**

- A20: “All groups in society should be able to share equally in education and children’s chances in life should not be reduced by their social origins, sex, or place of residence.” (p. 214)
- A21: “The need for compensatory education to help disadvantaged students should be accepted.” (p. 214)
- A22: “Formal education should be seen as being of crucial importance in increasing or reducing the life-chances of the individual, even if it is not the most effective way of bringing about a just society.” (p. 215)
- A23: “Students in Year 7 to 10 should attend their local secondary school if possible.” (p. 215)
- A24: “A policy of positive discrimination in favour of country children in the allocation of educational resources should be accepted.” (p. 215)
- A25: “The disadvantage of girls in some aspects of education should be recognized and acted on.” (p. 215)
- A26: “Co-ordinating committees involving different government departments and voluntary agencies should be set up to consider (a) the future development of country communities and (b) means of reducing social disadvantage.” (p. 215)

- B: Ten recommendations relating to: encouraging greater parental participation in educational process; reviewing the financial assistance schemes for children from poor families; improving the provisions in selected district schools; discontinuing the provision of bus transport to high schools where the local district school has resources to retain students to Year 10; establishing a committee to consider future secondary provisions in district schools; accepting a minimum enrolment of 50 students save for special conditions; exploring ways of attracting teachers to isolated areas; developing new ways of providing specialist teaching; appointing specialist vocational guidance staff to country areas; and expanding allocations for cultural activities and travel. (pp. 215-216)
- C10: “Each school develop techniques for identifying children at risk in the secondary school and consider strategies for tackling their problems.” (p. 216)
- C11: “Procedures be developed, including the practice of regular home visiting by school-based personnel, to establish effective communication with the families of children at risk.” (p. 216)
- C12 “Schools review their current programs and organizational policies to ensure that there is no discrimination against girls.” (p. 216)

### **The Transitional From Schooling to Work**

- A27: “The change of students from schooling to work should be seen as a process and not an event.” (p. 216)
- A28: “Schools should become better informed about the subsequent experience of students and provide them with support during the period of job search.” (p. 216)
- A29: “Early leaving should be seen as having continuing consequences that are likely to reduce permanently the life-chances of the individual. Accordingly, existing compulsory education provisions should continue.” (p. 216-217)
- A30: “The preparation of students for entry to the labour force should be seen as one of the responsibilities of schools and that some change of emphasis in the secondary program is accordingly required.” (p. 217)
- A31: “Secondary schools must exercise principal responsibility for career education if it is to be successful.” (p. 217)
- A32: “The need for improved consultation between employing authorities and education authorities should be accepted.” (p. 217)
- A33: “Education should be seen as a life-long process with opportunities provided for the individual to return to learning institutions for further study, as required.” (p. 217)
- A34: “People who have left school early should be given the opportunity to resume formal education at a later time.” (p. 217)
- A35: “New combinations of work and education for older adolescents should be developed as alternatives to continued formal education.” (p. 217)
- B: Seven recommendations relating to: the allocation of resources to assist unemployed young people; the development of guidelines for career education from Years 8-10; the appointment of additional staff with responsibility for career education; that the Department maintain detailed records of exemptions so that those leaving on exemption grounds can be supported; that the Welfare Branch of the Department provide support to schools for counselling of students applying for exemptions; that pilot program be set up to explore feasibility of follow-up of school leavers; and that the Department continue to exercise co-ordinating role in relation to work experience schemes.
- C: Six recommendations including that schools: investigate the experiences of school-leavers, especially those who had exemptions; arrange for “responsible counselling”

of both the student and the family at the time of leaving; accept career education as a responsibility; one staff member is nominated to accept responsibility for organizing a program of career education; accept work experience schemes as a valuable element of their program; and that they be sympathetic to those who wish to gain re-admission to school.

### **Teaching and Learning**

- A36: “All teaching approaches from “traditional” to “progressive” should be accepted as legitimate with any one of them being likely to have adverse effects for the student if used exclusively.” (p. 218)
- A37: “The subject matter presented to students should be meaningful, interesting and personally relevant.” (p. 219)
- A38: “Teaching should take account of individual differences between students.” (p. 219)
- A39: “The view that there are very few specific items of information or discipline content that society expects secondary students to acquire should be accepted.” (p. 219)

### **Guidelines for a Balanced Curriculum**

- A40: “The balance of the curriculum for each student should be considered in terms of activities undertaken rather than of choice of subjects.” (p. 219)
- A41: “The core-curriculum for secondary schools should consist of the six broad areas of activity: language, mathematics, gaining insights into the physical environment, gaining insights into the social and cultural environment, experience in the arts and crafts, and a consideration of the problems of humanity that concern and puzzle adolescents. It should include activities in physical education.” (p. 219)
- A42: “All secondary students should work in each of the areas of activity in the core-curriculum throughout the Years 7 to 10.” (p. 219)
- A43: “Schools should provide further studies as an addition to the core-curriculum or as an expansion of one of the areas of activity.” (p. 219)
- A44: “Teachers should accept the need to be more flexible with respect to the areas of the curriculum they are prepared to teach.” (p. 219)
- B34: “The Curriculum Branch give priority to the preparation of material to amplify the Committee’s guidelines on a balanced curriculum in secondary schools.” (p. 219)
- C19: “Each high and district school ensure that all secondary students are provided with a program that includes experiences in each of the areas of curriculum that activity throughout the period from Year 7 to Year 10 and with such other experiences as the school considers appropriate.” (p. 220)

### **The Issue of General and Pre-Vocational Education**

- A45: “The Education Department should reaffirm that a general education is most appropriate for young people in the compulsory years of education.” (p. 220)
- A46: “Schools should accept that, to secure employment, young people need to leave school both with an appropriate level of competence in basic skills and with personal capacities of flexibility and responsibility.” (p. 220)
- A47: “The secondary system and individual schools should be prepared to state that employers and secondary colleges have the major responsibility for developing attitudes and skills specific to particular employment or a further level of education.” (p. 220)

- B35: “The Directorate of Schools and Colleges encourage secondary colleges to take specific initiatives directed towards the development of a closer liaison with high and district schools.” (p. 220)
- C20: “In accordance with their needs, individual students be given units in their Year 10 course that sharpen the competencies they may require in the labour market or in the Higher School Certificate study.” (p. 220)
- C21: “Students who reach the end-points of courses of study be provided with units directly related to the next stage of education or extending them in particular curriculum fields.” (p. 220)
- C22: “Senior staff in secondary schools respond to initiatives from secondary colleges directed towards a closer liaison between the two types of institution.” (p. 221)

### **Particular Areas of the Curriculum**

- A48: “Language should be seen as the means to learning and consequently the basis of the whole education process in secondary schools.” (p. 221)
- A49: “The literacy and numeracy problems of many secondary students should be recognized and a program of remediation undertaken.” (p. 221)
- A50: “All schools should establish an overall language policy and develop a program based on the responsibility of all teachers for language development.” (p. 221)
- A51: “All students should be provided with some experience of foreign-language study but it should not be made compulsory for all students for the total of Year 7 to 10 period.” (p. 221)
- A53: “Special interests such as environmental education should be developed within the general program rather than be picked out as separate fields of study.” (p. 221)
- A54: “All students should be able to experience a range of the Arts in a curriculum which emphasizes the related arts and extends over the four years, 7 to 10.” (p. 221)
- A55: “Every secondary student should be able to engage in a study of at least one of the arts or of the hand-skills over an extended period.” (p. 221)
- A56: “The importance of music in the secondary curriculum should be emphasized and all students should be helped to develop their appreciation of music.” (p. 221)
- A57: “The informal effect of the school and of the individual teachers on the moral and ethical development of students should be recognized.” (p. 222)
- A58: “Schools should develop a specific program in which moral and ethical issues can be considered.” (p. 222)
- B: Two recommendations: one that provision should be made for students to transfer to another school to extend their study of foreign languages, the other that the existing foreign language curriculum should be reviewed.
- C: Five recommendations including: that teachers increase their understanding of the place of foreign languages; that schools develop a language development program that extends over all areas of the curriculum; that schools initiate action to tackle problems of numeracy and literacy; that schools initiate contacts with primary schools to assist in the early recognition and remediation of problems with mathematics; and that schools develop program for consideration of moral and ethical issues.

### **The Evaluation of Schools and Students**

- A59: “The evaluation of secondary schools should be a process of self-evaluation.” (p. 222)
- A60: “Self-evaluation should be an ongoing process which involves the whole staff, uses advice of professional educators from outside the school, and includes consultation with the community.” (p. 223)



- A61: “A process of monitoring standards of achievement in literacy and numeracy be supported.” (p. 223)
- A62: “Student assessment should be seen primarily as a normal part of the teaching program but the necessity of grading students for external purposes should also be accepted.” (p. 223)
- A63: “The effectiveness of the moderation system and, indeed, the whole School Certificate system should be questioned.” (p. 223)
- B: Six recommendations including: that staff nominated by schools as leaders of the self-evaluation program be able to consult together; that the decision of the Education Department to introduce periodic monitoring of standards in literacy and numeracy be endorsed; the Department prepare guidelines for teaching basic skills; a working party be established with representatives from the Department, schools, and employing authorities to exchange information about certification and student performance; that the Education Department move to abolish the School Certificate (Preliminary); that the Education Department support the phasing out of the School Certificate and its replacement by certificates issued by schools and that in the interim the Department seek a review of existing moderation procedures.
- C: Four recommendations relating to school evaluations of programs and organization and that this be an ongoing and long-term process.

### **General Principles of School Organization**

- A: Two recommendations: one stating that a key aim of organization of the secondary school be to foster the development of good relations among the staff and students; the other to provide the program recommended in this Report, bring about increased student involvement and for schools to be flexible.

### **School Size**

- A: Two recommendations: one stating that High Schools should be smaller than present; the other that the establishment of classes should be based on schools capacity to offer a quality program with experiences over the core-curriculum rather than on the size of the enrolment.
- B: Six recommendations in relation to school size.

### **Relationships Between Teacher and Student**

- A68: “All teachers should accept that the quality of learning is heavily influenced by the quality of relationships between the teacher and student.” (p. 225)
- A69: “Schools should be encouraged in the efforts they are making to reduce transfer difficulties between primary and secondary schools.” (p. 225)
- B: One recommendation for the administration of pilot programs for exchange of teachers between years 6 and 7 and two for schools relating to ways in which relationships between teachers and students can be improved.

### **Authority and Student Behaviour**

- A: Five recommendations including the abolition of corporal punishment.
- B: Four recommendations: one relating to the amendment of the Education Act to exclude the use of corporal punishment, the others to support for ‘problem’ students.
- C: Three recommendations relating to a review of existing school rules and the management of problems in the school.

### **Provisions for Pastoral Care**

- A75: “A major role of the pastoral-care teacher should be to accept overall responsibility for the course being followed by the student.” (p. 227)
- B55: “The Curriculum Centre prepare material, for pastoral-care teachers to use as desired, on problems facing young people.” (p. 227)
- C: Five recommendations in relation to improvements in pastoral care arrangements.

### **The Grouping of Students**

- A76: “Policy on grouping should be a matter for decision at the school level but must allow for students to work for some of their time in each area of the core-curriculum, must allow for students to change from one group to another, and must allow students to take up new studies in the later years of secondary education.” (p. 228)
- A77: “Streaming should be generally opposed because of the adverse effects of categorizing students and the known effect of teacher expectation on student behaviour and attainment.” (p. 228)
- A78: “In Years 7 and 8 there should be a common course during which the method of grouping students does not lead to course specialization and is not influenced by the final classification to be gained at the end of Year 10.” (p. 228)
- C42: “In organizing the teaching program, all schools take account of the following considerations: provision for students to progress at their own rate, including making available extension and remedial units of study; provision of some opportunity for students to pursue their own interests and concentrate on a particular area of interest over an extended period of time; avoidance of an organization totally based on whole-class groups, streamed by achievement and undertaking year-long courses. (p. 228)
- C43: “In considering the grouping of students, secondary schools take account of the guidelines indicated for the different years of secondary schooling.” (p. 229)
- C44: “Year 7 organization be on the basis of heterogeneous groups for all areas of the curriculum.” (p. 229)
- C45: “Specialization in studies that reflect the student’s ability or ambitions for the future be deferred until Year 9 and taken place after consultation with parents.” (p. 229)
- C46: “Year 10 be timetabled flexibly in order to provide for increased student choice about the learning program and to offer the opportunity for students to undertake a course suitable to their present and future needs.” (p. 229)

### **Exceptional Children**

- A: Seven recommendations including that: the provision for children with special needs should be a priority of the Education Department and of individual schools; wherever possible, “exceptional children” should be integrated into normal schools; special education teachers have a role as a resource for other teachers as well as teaching children with special needs; talented children should be given special attention; provision for special units for “severely maladjusted children” should be supported; children with physical or sensory deprivation should be given special consideration, rather than a special program of education; and the development of migrant education services should be towards the use of teachers in normal schools and of advisory teachers to support them.
- B: Six recommendations which generally relate to the provision of adequate resources and for special education and the provision of services for students with disabilities.
- C47: “Talented students be provided with opportunities to progress at their own rate.” (p. 230)

- C48: “Special efforts be made to adapt the curriculum areas identified by the Committee to the needs of low-achieving students by relating them more closely with their own lives, to their need for leisure activities, and to the world of work.” (p. 230)
- C49: “Provision be made for children with learning difficulties to be temporarily withdrawn from the normal classroom situation in order that a remedial program may be instituted.” (p. 230)

### **Decision-Making by Students**

- A86: “Decisions by students that may affect their participation in further education or their chances in life after leaving school should be deferred for as long as possible and then made with the support of parents and teachers.” (p. 230)
- A87: “The secondary school organizations should be flexible enough to allow students to revise their choices.” (p. 231)
- A88: “Students should be provided with an increased opportunity to make decisions about the work they are doing in school.” (p. 231)
- A89: “The kinds of responsibilities undertaken by school councils should, in the main, be directed to particular projects or functions.” (p. 231)
- C50: “All secondary teachers ensure that opportunities for students to make decisions about their learning be built into all programs.” (p. 231)

### **School Management, Decision-Making and Organization of Staff**

- A: Five principles including that: the importance of the leadership role of the principal be recognized; teachers participate in decision-making; each school have responsibility of deploying staff in accordance with its own assessment of teaching requirements; organization of staff not be tied exclusively to curriculum compartmentalization; and the primary and secondary staff of district schools be recognized as a single unit.
- B: Five recommendations including that: the Education Department provide opportunities for leadership training for existing principals; the Education Department strengthen their funding provisions for financial support staff so that the principal can more fully exercise their function of educational leadership; principals from different schools engage in discussions; a system of sabbatical leave for principals be introduced; and the Directorate of Schools and Colleges initiate and evaluate a pilot project of staffing a small number of schools on a total-school basis.
- C: Makes four recommendations in relation to general decision making and organization.
- C56: “Schools review their existing organization of staff and consider alternatives to a “subject based organization” such as grading-teaching teams or team-teaching groups working in related areas of the curriculum.” (p. 232)

### **School Buildings**

- A: Two recommendations: one that the standard of buildings should be improved, the other that new buildings should have flexibility built into them in relation to open and closed space.

### **Teacher Education and Teacher Development**

- A: Eight recommendations relating to: the continuation of a close association between tertiary institutions and education authorities; courses of study in teacher education; the need for ongoing professional development; and support for beginning teachers.
- B: Fourteen recommendations relating to the administration of teacher education.

- C: Three recommendations in relation increasing support for beginning teachers.

### **Special Support for New Schools**

- One general principle (that the need for special support for new schools be recognized) and three recommendations in relation to the administration and schools.

### **Libraries in Secondary Education**

- A: Three recommendations including that: the importance of the library as an essential resource; teacher-librarian partnerships should be developed; and the library should be available for community use.
- B: Three recommendations relating to the improvement of facilities, the appointment of a second librarian to high schools and the development of central library services.
- C: Two recommendations relating to professional development for librarians and the role of the library in schools.

### **Support Services for Schools**

- A: Five recommendations relating to: the development of special support services to back up the assistance that teachers provide for “children at risk”; the support for research and development of special programs in country schools; the development of diagnostic services to help teachers identify the nature of individual learning difficulties; that schools should seek the support and involvement of professional educators outside the school to assist with the development and evaluation of programs; and that where possible, professional support staff in schools should be qualified both as teachers and in their special field of support.
- B: Six recommendations including that: guidance officers be appointed to serve country schools; the Education Department press for the appointment of additional staff to the school-health service; problem areas in schools be identified; special support be given to new schools; individuals with qualifications in psychology or social work be given the opportunity of transferring to such work after gaining teaching experience.
- C63: “Schools utilize the Information Service of the Education Department in producing publicity material for their parents and local communities.” (p. 237)

### **Resources for Curriculum Development**

- A114: “Curriculum development should take place through co-operative activity by the school, the state curriculum centre and external agencies.” (p. 238)
- A115: “Close links between individual schools and the state curriculum centre should be developed to meet the curriculum needs of schools.” (p. 238)
- A116: “Teachers should recognize they must be active participants in the process of curriculum development.” (p. 238)
- B93: “Major curriculum development should not be undertaken without an action research program at a national or state level.” (p. 238)
- B94: “The development of close co-operation between the Curriculum Development Centre and State curriculum organizations be continued.” (p. 238)
- B95: “In order to undertake work in the priority areas identified by the Committee, the Curriculum Centre be further developed with the appointment of additional staff, including teachers on secondment.” (p. 238)
- B96: “The Curriculum Centre develop strategies by which the curriculum needs of schools can be communicated to the Centre and acted on.” (p. 238)

- B97: “Curriculum guidelines which can be used by teachers as they require be developed through co-operation between teachers, Curriculum Centre staff and other professional groups. More detailed teaching guides be developed and made available for those teachers who require them.” (p. 238)
- C64: “Each school nominate a senior member of the staff to take responsibility for curriculum coordination, to act as a point of reference for members of the staff in curriculum matters, and to serve as a contact person in relation to outside curriculum development.” (pp. 238-9)