The material printed in this handbook outlines what is proposed for 1975. However, The Institute of Education reserves the right to vary its proposals should circumstances, in its opinion, justify such action.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Wollongong Institute of Education</td>
<td>5</td>
</tr>
<tr>
<td>A Brief History of the Institute</td>
<td>7</td>
</tr>
<tr>
<td>Staff, 1974</td>
<td>9</td>
</tr>
<tr>
<td>The Academic Board</td>
<td>12</td>
</tr>
<tr>
<td>Members of the Academic Board</td>
<td>17</td>
</tr>
<tr>
<td>Statistics of Enrolments in Courses of Study</td>
<td>18</td>
</tr>
<tr>
<td>The Institute Calendar for 1975</td>
<td>19</td>
</tr>
<tr>
<td>Academic calendar for 1975</td>
<td>20</td>
</tr>
<tr>
<td>Term dates for Wollongong Institute of Education, Wollongong University and Schools, 1975</td>
<td>22</td>
</tr>
<tr>
<td>Calendars for 1974 and 1976</td>
<td>23</td>
</tr>
<tr>
<td>Professional Experiences</td>
<td>25</td>
</tr>
<tr>
<td>Demonstration lessons</td>
<td>26</td>
</tr>
<tr>
<td>Demonstration schools</td>
<td>28</td>
</tr>
<tr>
<td>Practice teaching</td>
<td>30</td>
</tr>
<tr>
<td>Information for Students</td>
<td>33</td>
</tr>
<tr>
<td>General regulations of the Institute</td>
<td>34</td>
</tr>
<tr>
<td>Student organization</td>
<td>37</td>
</tr>
<tr>
<td>Welfare information</td>
<td>38</td>
</tr>
<tr>
<td>Library services</td>
<td>40</td>
</tr>
<tr>
<td>Diploma and Certificate Course Structures</td>
<td>43</td>
</tr>
<tr>
<td>Diploma in Teaching (Primary)</td>
<td>44</td>
</tr>
<tr>
<td>Diploma in Teaching (Secondary)</td>
<td>46</td>
</tr>
<tr>
<td>Diploma in Physical Education</td>
<td>47 - 49</td>
</tr>
<tr>
<td>Certificate in Health Education</td>
<td>47 - 49</td>
</tr>
<tr>
<td>Regulations governing progression and qualification</td>
<td>50</td>
</tr>
<tr>
<td>Courses for the Diploma in Teaching (Primary)</td>
<td>53</td>
</tr>
<tr>
<td>Core courses</td>
<td>54</td>
</tr>
<tr>
<td>Curriculum studies</td>
<td>59</td>
</tr>
<tr>
<td>Elective courses</td>
<td>68</td>
</tr>
<tr>
<td>Courses for specialists in Infant teaching</td>
<td>88</td>
</tr>
<tr>
<td>Courses for the Diploma in Teaching (Secondary)</td>
<td>93</td>
</tr>
<tr>
<td>Core courses</td>
<td>94</td>
</tr>
<tr>
<td>Curriculum studies</td>
<td>94</td>
</tr>
<tr>
<td>Elective courses</td>
<td>68, 100</td>
</tr>
<tr>
<td>Courses for the Diploma in Physical Education</td>
<td>101</td>
</tr>
<tr>
<td>Physical Education Strand</td>
<td>102</td>
</tr>
<tr>
<td>Core Physical Education</td>
<td>108</td>
</tr>
<tr>
<td>Education</td>
<td>108</td>
</tr>
<tr>
<td>Scientific Bases of Human Movement Strand</td>
<td>110</td>
</tr>
<tr>
<td>Second Major Courses</td>
<td>115</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>121</td>
</tr>
<tr>
<td>Field Work</td>
<td>122</td>
</tr>
</tbody>
</table>
Courses for the Certificate in Health Education

Health Education I
Health Education II

Index

PHOTOGRAPHS

Pupils from Fairy Meadow Demonstration School begin a natural science excursion

Administration Block and Library, Wollongong Institute of Education (August, 1974)

Music Centre, Wollongong Institute of Education (August, 1974)

Mount Keira Demonstration School (August, 1974)

Fairy Meadow Demonstration School (August, 1974)

Student Union Building, Wollongong Institute of Education with library block and Mount Keira in background (August, 1974)

Administration Block, Wollongong Institute of Education; northern side

An upper division reading session at Mount Keira Demonstration School (July, 1973)

A group of Secondary Diploma students engaged in an informal seminar session, Wollongong Institute of Education, (August, 1974)

Physical Education Centre, Wollongong Institute of Education (August, 1974)

The Library, Wollongong Institute of Education

PLANS

Wollongong Institute of Education — Room Location

Fairy Meadow Demonstration School — Room Location
Wollongong Institute of Education

- A SHORT HISTORY
- STAFF, 1974
- THE ACADEMIC BOARD
- STATISTICS OF ENROLMENT IN COURSES OF STUDY, 1973 and 1974
Wollongong Institute of Education

Room Location

1. Administration
2. Library
3. Lecture Block
4. Music Centre
5. Physical Education Centre
6. Student Union Building
7. Student Office Block
8. Food Court Centre
9. Tennis Courts
10. Student Parking

Legend:
- Student Union Building
- Lecture Block
- Library
- Administration
- Physical Education Centre
- Food Court Centre
- Tennis Courts
- Student Office Block
- Student Parking
The first students of Wollongong Teachers College were enrolled in 1962 and with Mr. W. C. McGrath as Principal and Dr. F. C. Whitebrook as Vice Principal were housed at Wollongong Technical College.

In 1963 the first buildings were completed on the site at the foot of Mount Keira, and by the time the College was officially opened by the Minister for Education in 1965, the Music Centre, Library and Gymnasium were also in use. More recently a block of offices for lecturers and the first stage of the students' union building have been added.

To the original 2-year course for Primary and Infants teachers, a 3-year course for the Diploma in Physical Education was added in 1965; since 1968 the College has assisted the Wollongong University College in the work for the Diploma in Education. The 3-year course for Primary and Infants teachers, to culminate in the award of the College’s Diploma in Teaching, was introduced in 1969 but, because the opportunity for a third year of full-time study was available only to thirty-five students, an External Studies division was set up to enable the remainder to qualify for the diploma by part-time study by correspondence after entering the teaching profession. The first thirty students qualified for this diploma in December, 1971.

Commencing with the 1973 intake, all General Primary and Infants students will follow a full-time course of three years for the diploma. Full-time, 3-year diploma courses for teachers of secondary school Mathematics or English with History were introduced in 1971.

From 1965 to 1972, a small number of students and two lecturers went to the Western Highland District of New Guinea each year for a period of Practice Teaching.

From 1966 to 1973, teachers from Uganda, Tanzania, Zambia, Lesotho, Fiji, Samoa, Gilbert and Ellice Islands, Guyana, Mauritius and Hong Kong came to further their studies in Infant Education and Physical Education.

In 1970, Her Majesty, Queen Elizabeth II and their Royal Highnesses, the Duke of Edinburgh and Princess Anne visited the College and met a large group of representatives of educational institutions of the Illawarra District; in 1971 His Excellency, Sir Paul Hasluck, Governor-General of Australia, also honoured the College with a visit.

In 1969, Dr. Whitebrook was succeeded as Vice Principal by Mr. Walter Pike. Mr. W. C. McGrath retired at the beginning of 1973 and was succeeded by Mr. M. E. Hale.

Throughout its existence, the College has been concerned to provide opportunities for students to broaden knowledge of their environment through travel. Accordingly a variety of excursions has been undertaken by groups of lecturers and students. In addition to the New Guinea expedition mentioned above, the “Centre Trip” - usually during the May vacation - has become a regular feature as also has the biennial trip to the Adelaide Festival.

On 1st September, 1971, the College was declared by the Minister for Education to be a college of advanced education under the Advanced Education Act of 1969.

During 1973, a committee comprising representatives of the Wollongong Teachers College the Wollongong University College, the University of New South Wales and the Department of Education under the chairmanship of Major General Sir Ivan Dougherty made recommendations to the Minister for Education as to the future relationships of the College and the Univers-
ity College. As a result, the Minister announced that a merger would take place as from 1st January 1975. A joint Working Party has continued to meet to work out the details of this development.

Meanwhile, as a step towards this end, the Minister declared that from 1st. January 1974, the College would become the Wollongong Institute of Education and that the Principal and Deputy Principal would be its Director and Deputy Director.

On Monday, 24th. June, 1974, the Minister for Education, the Hon. E. Willis, M.L.A., announced that the proposed amalgamation of this Institute with the Wollongong University could not now take place. It is anticipated that this Institute will develop as an autonomous single purpose institution under its own Council early in 1975.

THE BADGE

With the creation of the Institute of Education to carry on the work of the Teachers College, the College badge has been retained.

Designed by Mr. J. W. Cramp, a former lecturer at the College, the badge with its two flames of knowledge symbolises the influence of teacher education in both a local and a wider context.
ADMINISTRATIVE STAFF

Director
Maurice E. Hale, M.A., A.B.Ps.S., J.P.

Deputy Director

Dean of Women

Administrative Assistant
David McNeice

Administrative Officer
Allan House, Dip. Tech. (Public Admin.)

Librarian
Mary T. Tow, B.A., A.L.A.A.

ACADEMIC STAFF

ART and CRAFT
Francis W. Osborne, B.A., A.S.T.C., M.I.I.A.
Anthony E. Bell, B.A., A.S.T.C., M.I.I.A.
Dianne Callender, B.A.
John A. Chapple, B.Sc., A.S.T.C.
Raymond Gall, A.S.T.C., M.I.I.A.
Col Jordan, B.A.
Peter Pinson, M.A. (R.C.A.), Dip. d'Hon., Dip. Art (Ed.)
Peter L. Shepherd, Dip. Art (Ed.)
John A. Shipperlee, Dip. Art Ed.
Leo Sturman, N.D.D., A.T.C.
Alan S.T. Walpole

EDUCATION
Kenneth V. Mathews, B.A., M.Ed.
Donald G. Asquith, B.A., M.Ed.
Isobel R. Barr
Kenneth Davies, M.A., M. Ed., M.A.C.E.
Brian M. Gaffney, B.A.
Maurice E. Hale, M.A., A.B.Ps.S., J.P.
Donald P. Hogan, B.A., Phd.
Peter J. Keeble, B.A., M.A.C.E.
Paul T. Mawter, B.A.
Kevin P. Moffat, M.A.
Keith A. McLeLLan, B.A., M.Ed., Dip. P.E.
ENGLISH
Donald N. Campbell, B.A.
Robert W. Colvin, M.A., M.A.C.E.
Pat F. Farrar, B.A.
Peter C. Geake, B.A., Litt.B.
Thomas J. Langston, M.A., Dip. Ed.
Ronald K. Pretty, M.A.
Barry C. Waters, B.A., Litt.B.

HEALTH and PHYSICAL EDUCATION
Duncan D. Dawson, Dip. P.E.
Carmen J. Duncan, Dip. P.E.
Harry G. Fuller, B.Sc., Dip. P.E.
Frederick Frame, B.Sc., Dip. P.E.
Michael J. Hatton, M.Sc., Dip. P.E.
Robyn G. Leabeater, Dip. P.E.
Brian J. Matthews, Dip. P.E.
Diana E. Moller, Dip. P.E.
John Paterson, M.Sc., Dip. P.E.
Thomas F. Penrose, M.Sc., Dip. P.E.
Patricia A. Rees, Dip. P.E.
Sylvia A. Rice, Dip. Ed. (P.E.)
Barry Watkin, M.Sc., Dip. P.E.
Noel Whitely, B.A., Dip. P.E.
Richard G. Wilsmore, B.P.E.

MATHEMATICS
Norman R. Aylward, B.A., Litt.B.
Marilyn Brooks, M.A., Litt. B.
Bede E. Murray, B.A., M.Sc.(O.R.), M.A.C.E.
Ian Rae, B.A.

MUSIC
Rodney A. Hollands, B.A., D.S.C.M., M.A.C.E.
Charles K. Baxter, D.S.C.M., F.T.C.L.
Diana Polley, L.Mus. A., M.M.E.
John G. Stender, D.S.C.M.
NATURAL SCIENCE
John W. Gammage, B.A., B.Sc.Agr., M.A.I.A.S., M.A.C.E.
Barry Harper, B.Sc., Dip.Ed.
Malcolm McD. Harris, B.A.
William Mowbray, B.Sc., A.S.T.C.
Kevin M. Rigby, B.A., B.Sc., DipEd.
Ellis R. Thomas, B.Sc., A.S.T.C.,

SOCIAL SCIENCE
David B. Stamp, B.A., M.Ed., M.A.C.E.
Howard Akitt, M.A., U.E.D., M.A.C.E.
Bevan J. Ferguson, B.A., M.Ed.
Warren E. James, B.Sc. (Econ.)
Bruce Pennay, M.A.
Brian Rogers, B.A., B.Ec., Dip.Ed.
John Scarlett, B.A., M.Com.

EXTERNAL STUDIES
Director -
Howard Akitt, M.A., U.E.D., M.A.C.E.

Assistant Director -
CONSTITUTION
(As Amended, July 1974)

A. Preamble
1. The Wollongong Institute of Education is a College of Advanced Education under Clause 17 of Act No. 65/1971, "The Higher Education Act".
2. The Academic Board, established by the staff meeting on 12th March, 1973, and approved by the Director, is responsible to the staff meeting, the forum of staff opinion. Normally the Director is guided by this opinion.
3. The Academic Board shall make decisions and submit recommendations to the staff, in the manner set out elsewhere in this constitution, on matters within its authority.
4. The Academic Board shall implement decisions approved by the staff and Director and shall determine any necessary rules, regulations, or procedures for so doing.

B. The Functions of the Academic Board
1. a. The Academic Board shall be responsible for the courses of study to be followed by students, but
b. The detailed control of the subject matter of courses is the responsibility of heads of departments of the Institute.
2. The Academic Board.
   a. Shall consider and make recommendations to the staff concerning any matter referred to it by the Director, or with his consent;
   b. May refer matters to the staff or to a subject department or to any committee for consideration and report;
   c. May establish committees, which may include persons other than its own members;
   d. May consult with any person or persons;
   e. May make recommendations on:
      (i) the selection, admission, examination and classification of students
      (ii) academic awards and prizes
      (iii) practical school experiences
      (iv) the advising of students
      (v) the professional development of staff
      (vi) research
      (vii) use of equipment
      (viii) the library and the office
      (ix) the organisation of the Institute
      (x) financial matters
      (xi) relationship between the Institute and other institutions.
3. Any matter referred to the Board between meetings may be referred by the Chairman to an appropriate existing committee. The Chairman shall report such action to the Board at its next meeting.

C. Composition and Appointment of Members
1. The Academic Board shall consist of twenty-one members, as follows:
   a. One member from each department elected by that department, eight members of staff to be elected by and from the staff as a whole, and two student members to be elected by and from the student body.
   b. The Director and Deputy Director as ex-officio members.
   c. The non-voting Secretary of the board who shall be appointed by the staff meeting.
2. In the case of elected members of the Board the following procedures shall apply:
   a. For the election of members to represent the departments, the head of another depart-
      ment shall act as Returning Officer. All members of the department shall be considered
      nominated except lecturers who notify the Returning Officer that they do not wish to
      stand. Voting shall be by secret ballot on the preferential voting system. Preferences are
      to be exhausted. The Returning Officer shall notify the Secretary of the Board of the
      results of the election as soon as possible after voting has taken place.
   b. The election of members to represent the staff shall be by secret ballot employing a
      preferential system of voting.
      The Secretary of the Board shall be the Returning Officer. Nominations shall be in writing
      and be signed by the nominee and two proposers. Candidates shall draw for positions on
      the ballot paper.
   c. Election of the student members will be conducted annually by the Students’ Represent-
      ative Council using a preferential system of voting.
   d. The Secretary of the Board shall publish by notice or circular a full list of the names of
      the members of the Board, appropriately classified, as soon as practicable.

3. The Academic Board year will be from 1st July of one year to 30th June in the succeeding
   year.

4. Members elected by the staff as a whole will hold office for two years. Members elected
   from departments will hold office initially for one year, and thereafter for two years.

5. All retiring members of the Board will be eligible for re-election.

6. The election of staff representatives will be completed by the 22nd June each year. The elec-
   tion of student representatives will be concurrent with the election of Student Representa-
   tive Council.

7. The Academic Board will elect its own Chairman at its first meeting each year.

8. The Academic Board will meet at regular intervals, at least ten times per annum. The agenda
   for meetings of the Academic Board will be circulated to members of the Board, members of
   staff, to the Students Representative Council, and displayed for the perusal of students at
   least three working days prior to a meeting of the Board. Minutes of meetings of the
   Academic Board will be similarly circulated as soon as possible after each meeting.

9. With the permission of the Academic Board the Chairman may introduce, without notice,
   a. Any non-controversial or formal matters requiring attention, or
   b. Any matter requiring urgent attention.

10. If, in the opinion of the Chairman of the Academic Board, a matter arises that requires the
    urgent attention of the Board, a meeting of the Board may be summoned with less not-
    ice than three working days in advance provided that all reasonable steps have been taken to
    advise members of the Board, members of the staff, and students.

11. Meetings of the Academic Board will be open to observers from the academic staff and the
    student body of the Wollongong Institute of Education. Such observers shall have no speak-
    ing or voting rights.

12. Notwithstanding the provisions of Clause C11 above, the Chairman of the Academic Board
    has the power to hold discussions in camera.

13. The extent of the revelation of any matter regarded as confidential shall be left to the
    discretion of the Chairman of the Board.

The Relationship Between Academic Board and Staff Meeting

1. The decisions of the Academic Board may be challenged by the staff meeting. Where it is
   practicable these decisions may be reversed. Where rejection is not practicable the staff
   meeting may indicate the policy to be followed in similar circumstances on future occasions.

2. The Academic Board is responsible to the staff meeting. The Board's composition, powers
   and responsibilities have been determined by the staff meeting and may be altered by a
   majority vote of a specially convened staff meeting. With knowledge of Academic Board
   decisions, and within seven days of receipt of Academic Board minutes, the Director may be
asked to call a staff meeting to discuss these decisions by either an Institute Department or by twenty individual members of staff. The request for such a staff meeting, together with a statement of the decision or decisions nominated for discussion, must be submitted to the Director in writing and signed by those requesting the meeting. In the case of an Institute Department, the request must be signed by a majority of the members of that Department.

3. Should a majority of the Academic Board request it, the Board may at any time request the Director to convene a staff meeting to ask the staff to make decisions on any matter.

E. Rules for Meetings

1. A quorum shall be 50% of the members of the Board, plus 1.
2. The names of those present at each meeting shall be recorded.
3. Members of the Board are expected to attend all meetings unless granted leave of absence by the Board.
4. The Board may grant leave of absence for a period of up to four months.
5. When a member of the Board has been granted leave of absence, the Board may ask for the election of a temporary member, elected in the same way as the member on leave, to act during the member’s absence.
6. Membership of the Board shall lapse if the member fails to attend two consecutive meetings without leave of absence for those meetings.
7. If a member of the Board expects to be absent for four months or more, the seat shall be declared vacant and an election held: the replacement member to be elected in the same way as was the member whose seat has been declared vacant.
8. Where a member of the Board has been granted the maximum leave of absence of four months and fails to attend the next meeting following that period the seat shall be declared vacant and filled by election.
9. In the event of the resignation of a member of the Board a replacement member shall be elected in the same way as the person resigning.
10. Members of the board elected under Clauses 7, 8 and 9 above shall hold office for the remainder of the term of the members replaced.
11. In the absence of the Chairman, the most senior elected member of the Institute staff present shall take the chair.
12. The Chairman shall have a cumulative vote but not a casting vote. In all event of the vote on a motion being equal in number, the Chairman shall declare that the status quo prevails.
13. In debate, speakers for and against the motion shall be alternated. The same member shall not speak twice on the same motion without the approval of the Chairman. The Chairman shall check speakers if what is being said is not relevant to the motion being discussed. When the debate is complete the mover of a motion shall be given a maximum of three minutes to reply.
14. Board members shall not speak until called upon by the Chairman.
15. When a motion is passed that the motion be now put, the Chairman shall give the mover of the motion the right of reply, and then shall then put the motion.
16. The Chairman’s ruling on all points of order and procedure shall be final, unless a motion is moved, seconded and carried “That the Chairman’s ruling be disagreed with”.
17. When there is a motion of dissent from the Chairman’s ruling the most senior elected member of the staff present, not being the Chairman, shall take the chair. The mover of the dissent motion shall be given not more than two minutes to explain the reason for the motion and the chairman shall have not more than two minutes to explain his ruling. The motion then put to the meeting will be “That the Chairman’s ruling be upheld”.
18. Should any matter of urgency arise, a member may move that the order of business on the agenda be varied for a stated period of time to allow the urgent question to be discussed.
19. A motion that the meeting resolve itself into committee may be carried so that there shall be no restriction on the number of times a member may speak to the question.
20. Resolutions may be rescinded only by giving notice of motion.
21. Motions on notice shall be given priority on the agenda. Members are urged to give notice of motion of all important business to enable proper consideration of that business. The notice of motion may be given at the previous meeting, or it may be delivered to the Chairman.
five working days prior to the meeting.

22. Reports of Diploma Committees, ad hoc committees, and other reports to be discussed at any meeting should be in the hands of board members at least three working days prior to the meeting.

23. Other meeting procedures shall be according to general custom.

F. The Diploma Committees

1. The following committees, to be known as Diploma Committees, shall be established:
   - Diploma in Teaching (Primary) Committee
   - Diploma in Teaching (Secondary) Committee
   - Diploma in Physical Education Committee

2. Each Diploma Committee shall consider and make recommendations to the Academic Board on the following matters:
   - (i) structure and organisation of courses within its area;
   - (ii) the selection, admission, examination and classification of students;
   - (iii) academic awards and prizes;
   - (iv) practical school experience;
   - (v) the advising of students;

3. The composition of the Diploma in Teaching (Primary) Committee shall be:
   - A Chairman appointed by the Academic Board
   - One representative from the Institute Department of Education
   - One representative from Health Education, and
   - One representative from each of the eight (8) courses in curriculum studies
   - Two representatives elected by the students taking a Primary Course.

4. The composition of the Diploma in Teaching (Secondary) Committee shall be:
   - A Chairman appointed by the Academic Board
   - One representative from each of the Institute Departments of Education, English, Mathematics, Social Science and/or each department engaged in preparing students to teach in its subject area.
   - Two representatives elected by the students taking a secondary course.

5. The composition of the Diploma in Physical Education Committee shall be:
   - A Chairman appointed by the Academic Board
   - Four representatives from the Physical Education Department
   - One representative from each of Education, Science, Social Science and Communication (English, Art, Music)
   - Two representatives elected by the students taking the course in Physical Education.

6. The Chairman of each of the Diploma Committees will be appointed annually by the Academic Board at its first meeting.

7. a. Other representatives of staff will be elected annually by their respective departments in any way the department deems fit, provided that the election is completed within fourteen days of the first meeting of the Board.
   b. Student representatives will be elected to the Diploma Committees at the same time as the student representatives are elected to the Academic Board, and by the same method.

8. Student representatives to a Diploma Committee may not be present at a Diploma Committee meeting when decisions on examination results are being made or discussed.

9. With the necessary changes in wording, clauses 2 - 11 of the rules for meetings of the Academic Board will apply also to the Diploma Committees.

10. In any circumstances where a Diploma Committee has no rule, the rules set out for the Academic Board shall also apply to the Diploma Committee.

11. An existing Diploma Committee will continue to function until the new committee has been elected.
12. The Diploma Committee shall report to the Academic Board at least monthly. The reports of the various Diploma Committees shall be standardised, and shall make obvious any matters requiring the attention of the Academic Board, the standardised arrangement being determined by the Chairmen of the Diploma Committees.

G. Administrative Committees

1. The Academic Board may appoint any Administrative Committees it deems fit to implement policies, either directly or through the several Diploma Committees.

2. An Administrative Committee may make recommendations either direct to the Academic Board or to the appropriate Diploma Committee on any matter relative to its area of administration.

3. The Chairman of the Administrative Committee shall be appointed by the Academic Board after consultation with the Director of the Institute.

4. Details of the functioning of Administrative Committees shall be determined by the committee individually.

5. Administrative Committees, once appointed, shall function for an indefinite time at the discretion of the Academic Board.

H. Ad Hoc Committees

1. a. The Academic Board and/or the Diploma Committee may appoint *ad hoc* committees to consider any matter or matters referred to them. Those committees shall report to the body establishing them, and shall then cease to exist.

   b. Diploma Committees may set up *ad hoc* committees which include student members, to discuss matters concerning which student advice could be significant.

2. The Chairmen of *ad hoc* committees appointed by the Academic Board shall make monthly reports to the Board during the period of their existence.
Membership of the Academic Board

CHAIRMAN
J. W. Gammage

DEPARTMENT REPRESENTATIVES
(To hold office until 30th. June, 1976)
Art and Craft: F. W. Osborne
Education: K. V. Mathews
English: A. R. H. Millar
Health and Physical Education: D. R. A. Anderson
Mathematics: B. E. Murray
Music: R. A. Hollands
Natural Science: J. W. Gammage
Social Science: D. B. Stamp

STAFF REPRESENTATIVES
(To hold office until 30th. June, 1975)
D. G. Asquith
J. A. Chapple
R. W. Colvin
K. Davies
B. J. Ferguson
B. M. Gaffney
D. P. Hogan
W. Mowbray

STUDENT REPRESENTATIVES
P. J. Seymour
P. Kalyvas

EX-OFFICIO MEMBERS
M. E. Hale
W. Pike

SECRETARY
A. House
WOLLONGONG INSTITUTE OF EDUCATION

ENROLMENTS IN COURSES OF STUDY
as at 31st. March.

<table>
<thead>
<tr>
<th>Course</th>
<th>1973</th>
<th>1974</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Teaching (Primary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>209</td>
<td>205</td>
</tr>
<tr>
<td>Second Year</td>
<td>204</td>
<td>167</td>
</tr>
<tr>
<td>Third Year External</td>
<td>293</td>
<td>344</td>
</tr>
<tr>
<td>Third Year Internal</td>
<td>38</td>
<td>45</td>
</tr>
<tr>
<td>Diploma in Teaching (Secondary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English/History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>Second Year</td>
<td>31</td>
<td>21</td>
</tr>
<tr>
<td>Third Year</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>68</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Second Year</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>Third Year</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>62</td>
<td>61</td>
</tr>
<tr>
<td>Diploma in Physical Education and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate in Health Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>54</td>
<td>51</td>
</tr>
<tr>
<td>Second Year</td>
<td>37</td>
<td>41</td>
</tr>
<tr>
<td>Third Year</td>
<td>41 (24)*</td>
<td>33(14)*</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>142</td>
<td>149</td>
</tr>
</tbody>
</table>

Overseas Students **                   | 8    | -    |

<table>
<thead>
<tr>
<th>Students</th>
<th>1973</th>
<th>1974</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERNAL STUDENTS</td>
<td>730</td>
<td>695</td>
</tr>
<tr>
<td>EXTERNAL STUDENTS</td>
<td>293</td>
<td>344</td>
</tr>
<tr>
<td></td>
<td>1023</td>
<td>1039</td>
</tr>
</tbody>
</table>

* Bracketed figure indicates students enrolled for Diploma in Physical Education/Certificate in Health Education.

** Course discontinued.
The Institute Calendar
for 1975

- ACADEMIC CALENDAR FOR 1975
- TERM DATES FOR WOLLONGONG INSTITUTE OF EDUCATION, WOLLONGONG UNIVERSITY AND SCHOOLS, 1975
- CALENDARS FOR 1974 and 1976
## Academic Calendar

### January
- **13th.** Deferred and Teachers Examinations
- **28th.** School term begins

### February
- **17th.** Term begins
- **18th.** Assembly for all First Year students 9.30 a.m.
- **18th. to 21st.** Introductory Programmes for all First Year students.
- **19th.** 9.00 a.m., Lectures begin for First Year students.
- **25th.** Lectures begin for all later year students.

### March
- **28th. to 31st.** Easter recess

### April
- **25th.** Anzac Day. Institute and Schools closed

### May
- **2nd.** Term ends
- **19th.** School term begins
- **26th.** Term begins
- **Practice begins**

### June
- **13th.** Practice ends
### July

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### August

- 22nd. Term ends
- School term ends

### Michaelmas Term

### September

- 8th. School term begins
- 15th. Term begins
- Practice begins

### October

- 3rd. Practice teaching ends for all students except those in the third year of the Diploma in Teaching (Primary)
- 6th. Eight-hour Day Holiday
- 24th. Practice teaching ends for students in the third year Diploma in Teaching (Primary)

### November

- 14th. Lectures end
- 19th. Examinations begin

### December

- 19th. Term ends
Term Dates for 1975

WOLLONGONG INSTITUTE OF EDUCATION

Lent Term: February 17 to May 2
Trinity Term: May 26 to August 22
Michaelmas Term: September 15 to December 19

***

WOLLONGONG UNIVERSITY COLLEGE

Session 1: March 3 to June 15
Recess: May 12 to May 18

Session 2: July 21 to December 2
Recess: August 25 to August 31
Study Recess: November 3 to November 9
Examinations: November 10 to December 2

***

SCHOOLS

First Term: January 28 to May 2
Second Term: May 19 to August 22
Third Term: September 8 to December 19
Schools Resume: January 28, 1976

***

22
### 1974

<table>
<thead>
<tr>
<th>JANUARY</th>
<th>FEBRUARY</th>
<th>MARCH</th>
<th>APRIL</th>
<th>MAY</th>
<th>JUNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>S 6 13 20 27 S 3 10 17 24 S 31 3 10 17 24 S 7 14 21 28 S 5 12 19 26 S 30 2 9 16 23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 5 12 19 26 M 4 11 18 25 M 4 11 18 25 M 1 8 15 22 29 M 1 8 15 22 29 M 3 10 17 24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T 1 8 15 22 29 T 5 12 19 26 T 5 12 19 26 T 2 9 16 23 30 T 2 9 16 23 30 T 4 11 18 25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 3 9 16 23 30 W 6 13 20 27 W 6 13 20 27 W 3 10 17 24 W 3 10 17 24 W 5 12 19 26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 5 10 17 24 31 T 7 14 21 28 T 7 14 21 28 T 4 11 18 25 T 4 11 18 25 T 6 13 20 27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S 4 11 18 25 F 1 8 15 22 29 F 1 8 15 22 29 F 5 12 19 26 F 5 12 19 26 F 7 14 21 28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JUNE</td>
<td>JULY</td>
<td>AUGUST</td>
<td>SEPTEMBER</td>
<td>OCTOBER</td>
<td>NOVEMBER</td>
</tr>
<tr>
<td>S 7 14 21 28 S 4 11 18 25 S 1 8 15 22 29 S 6 13 20 27 S 3 10 17 24 S 1 8 15 22 29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 5 12 19 26 M 3 10 17 24 M 31 3 10 17 24 M 7 14 21 28 M 4 11 18 25 M 2 9 16 23 30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T 2 9 16 23 30 T 6 13 20 27 T 3 10 17 24 T 1 8 15 22 29 T 5 12 19 26 T 3 10 17 24 31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T 4 11 18 25 T 6 13 20 27 T 3 10 17 24 T 1 8 15 22 29 T 5 12 19 26 T 6 13 20 27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 6 13 20 27 S 2 9 16 23 30 S 6 13 20 27 S 4 11 18 25 S 1 8 15 22 29 S 7 14 21 28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1975

<table>
<thead>
<tr>
<th>JANUARY</th>
<th>FEBRUARY</th>
<th>MARCH</th>
<th>APRIL</th>
<th>MAY</th>
<th>JUNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>S 5 12 19 26 S 1 8 15 22 29 S 30 2 9 16 23 S 6 13 20 27 S 4 11 18 25 S 1 8 15 22 29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 6 13 20 27 M 3 10 17 24 M 31 3 10 17 24 M 7 14 21 28 M 5 12 19 26 M 2 9 16 23 30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T 4 11 18 25 T 6 13 20 27 T 3 10 17 24 T 1 8 15 22 29 T 5 12 19 26 T 3 10 17 24 31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 1 8 15 22 29 W 5 12 19 26 W 5 12 19 26 W 2 9 16 23 30 W 7 14 21 28 W 4 11 18 25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T 5 12 19 26 T 6 13 20 27 T 3 10 17 24 T 1 8 15 22 29 T 5 12 19 26 T 6 13 20 27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 3 10 17 24 31 F 7 14 21 28 F 7 14 21 28 F 4 11 18 25 F 2 9 16 23 30 F 6 13 20 27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S 4 11 18 25 S 1 8 15 22 29 S 5 12 19 26 S 3 10 17 24 S 1 8 15 22 29 S 7 14 21 28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1976

<table>
<thead>
<tr>
<th>JANUARY</th>
<th>FEBRUARY</th>
<th>MARCH</th>
<th>APRIL</th>
<th>MAY</th>
<th>JUNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>S 4 11 18 25 S 1 8 15 22 29 S 7 14 21 28 S 4 11 18 25 S 30 2 9 16 23 S 6 13 20 27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 5 12 19 26 M 2 9 16 23 30 M 4 11 18 25 M 6 13 20 27 M 31 3 10 17 24 M 6 13 20 27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T 6 13 20 27 T 3 10 17 24 T 2 9 16 23 30 T 6 13 20 27 T 4 11 18 25 T 1 8 15 22 29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 7 14 21 28 W 4 11 18 25 W 1 8 15 22 29 W 6 13 20 27 W 7 14 21 28 W 5 12 19 26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T 1 8 15 22 29 T 5 12 19 26 T 4 11 18 25 T 1 8 15 22 29 T 5 12 19 26 T 3 10 17 24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 2 9 16 23 30 F 6 13 20 27 F 5 12 19 26 F 2 9 16 23 30 F 7 14 21 28 F 5 12 19 26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S 3 10 17 24 31 S 7 14 21 28 S 6 13 20 27 S 4 11 18 25 S 1 8 15 22 29 S 6 13 20 27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JULY</th>
<th>AUGUST</th>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>S 4 11 18 25 S 1 8 15 22 29 S 5 12 19 26 S 31 3 10 17 24 S 7 14 21 28 S 5 12 19 26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 5 12 19 26 M 2 9 16 23 30 M 6 13 20 27 M 4 11 18 25 M 1 8 15 22 29 M 6 13 20 27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T 6 13 20 27 T 3 10 17 24 T 2 9 16 23 30 T 6 13 20 27 T 1 8 15 22 29 T 7 14 21 28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 7 14 21 28 W 4 11 18 25 W 1 8 15 22 29 W 6 13 20 27 W 3 10 17 24 W 1 8 15 22 29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T 1 8 15 22 29 T 5 12 19 26 T 4 11 18 25 T 1 8 15 22 29 T 5 12 19 26 T 3 10 17 24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 2 9 16 23 30 F 6 13 20 27 F 5 12 19 26 F 2 9 16 23 30 F 7 14 21 28 F 5 12 19 26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S 3 10 17 24 31 S 7 14 21 28 S 6 13 20 27 S 4 11 18 25 S 1 8 15 22 29 S 6 13 20 27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Professional Experiences

- DEMONSTRATION LESSONS
- DEMONSTRATION SCHOOLS
- PRACTICE TEACHING
Demonstration lessons provide opportunity for students to observe experienced teachers employing a variety of teaching strategies. In general, each lesson observed will focus on one particular teaching strategy, but some basic skills, such as questioning, will form part of almost every lesson. In addition, demonstration lessons provide opportunity for students to observe the skills of classroom management applied in a variety of situations.

Before each demonstration lesson, a period of ten minutes is allotted for "briefing" of students by a lecturer and the demonstration teacher, both of whom discuss the particular lesson in terms of the aim, progression, preparation and lesson steps.

Immediately following the actual demonstrations, a similar period of ten minutes is allocated for lecturer-teacher-student discussion of the lessons. Subsequently students record their impressions of the lessons so that, over a period of two years, students will have built up quite a considerable amount of educational data which should prove invaluable during the first few years of teaching.

Times for Demonstration Lessons

Students should attend demonstration lessons at the following times:-

**First Year**
- **Primary:** Tuesday, 9.00 a.m. to 11.00 a.m. (Demonstration Schools)
- **Secondary:** Wednesday, 11.10 a.m. to 12.40 p.m. (Demonstration Schools)

**Second Year**
- **Primary:** Thursday, 9.00 a.m. to 11.00 a.m. (Demonstration Schools)
- **Secondary:** Friday, at selected times. (High Schools)

**Third Year**
- **All courses:** As arranged with school principals by Institute lecturers.

Arrangements for Demonstration Lessons

Students are expected to make their own transport arrangements for attendance at demonstrations.

At the demonstration schools, the following procedures should be followed:-

1. **Demonstrations for First Year Students (Tuesdays) and Second Year Students taking Diploma in Teaching (Primary).**
   (a) Students should assemble informally in sections. The usual assembly time is 9.05 a.m., but Second Year students will need to be present by 8.55 a.m. for demonstrations in Curriculum Studies B subjects (Art, Craft, Music, Natural Science and Physical Education).
   
   At Fairy Meadow Demonstration School the Students Centre is the usual assembly point (see plan), and information concerning the demonstrations and any variations thereto may be found on the notice boards in the Students Centre.

   (b) Students will move into the classroom at the direction of the lecturer in charge of the first discussion and be ready to commence work by 9.10 a.m. (or 9.00 a.m. in the case of demonstrations for second-year students in Curriculum Studies B subjects).

   (c) The second demonstration will be discussed first and then the first demonstration in rooms shown on the lesson notes.

   (d) The first demonstration will be from 9.25 to 9.55, and the second from 10.00 to 10.30. The interval is to allow lecturers and students to move from room to room.
(e) Post-demonstration discussions will be held in the room of the second demonstration after its completion. The second demonstration will be discussed from 10.30 and the first from 10.45 to 10.55, five minutes being allowed for changes of rooms by lecturers and teachers.

(f) Demonstrations for second-year students in Curriculum Studies B subjects will be discussed in the rooms indicated on lesson notes. The times for post-demonstration discussions will be the same as those for lessons in other subjects.

(g) The pattern of demonstration lessons on Tuesdays for First Year Students and on Thursdays for Second Year Diploma in Teaching (Primary) Students in Curriculum Studies A Subjects (English, Mathematics, Social Science) may be summarised as follows:

- 9.18 - 9.25 - Pre-demonstration discussion of first demonstration.
- 9.55 - 10.00 - Students and staff change rooms if necessary.
- 10.00 - 10.30 - Second Demonstration.
- 10.30 - 10.40 - Post-demonstration discussion of second demonstration.
- 10.40 - 10.45 - Lecturers move to next discussion room.
- 10.45 - 10.55 - Post-demonstration discussion of first demonstration.

(h) The pattern of demonstration lessons on Thursdays for Second Year Diploma in Teaching (Primary) students in Curriculum Studies B Subjects (Art, Craft, Music, Natural Physical Education) may be summarised as follows:

- 9.00 - 9.10 - Pre-demonstration discussion of second demonstration.
- 9.10 - 9.15 - Students move to room of first demonstration.
- 9.15 - 9.25 - Pre-demonstration discussion of first demonstration.
- 9.55 - 10.00 - Students move to room of second demonstration.
- 10.00 - 10.30 - Second demonstration.
- 10.30 - 10.40 - Post-demonstration discussion of second demonstration.
- 10.40 - 10.45 - Students move to room of first demonstration.
- 10.45 - 10.55 - Post-demonstration discussion of first demonstration.

2. Demonstrations for First Year Students in the First Year of the Diploma in Teaching (Secondary) and the Diploma in Physical Education (Wednesdays, Terms II and III).

(a) The general procedure is similar to that for demonstrations in Term I, but it differs in two respects. The first difference is that the demonstrations are given between 11.15 a.m. and 12.35 p.m. on Wednesdays; the second is that only a single lesson will be observed.

(b) The pattern of the demonstrations is as follows:

- 11.15 - 11.30 - Pre-demonstration discussion of lesson.
- 11.30 - 12.00 - Lesson is given.
- 12.00 - 12.05 - Students and staff change rooms.
- 12.05 - 12.35 - Post-demonstration discussion of lesson.


- Physical Education II, III & IV
- Secondary Mathematics II & III
- Secondary English/History II & III

Demonstrations will usually take place on Friday mornings, but occasionally at other special times arranged by the lecturers concerned. The lessons will be given in local high schools.
The demonstration school situated on the corner of Princes Highway and Balgownie Road, Fairy Meadow, is approximately one and a half miles from the Institute.

This first class school has both Primary and Infants departments, and is staffed with experienced teachers who have been specially chosen by the Department of Education to demonstrate methods of teaching to trainee teachers. The importance of this school, which all students visit weekly for a period of two hours for the purpose of observing lesson techniques, cannot be overestimated for it is here that students become familiar with the practical application of methods which have previously been considered in Institute lectures. Thus the school plays an integral role in teacher-training and works in close liaison with the Institute.

Demonstration lessons are planned two weeks before the lessons are given by the teachers and are the result of careful planning by the lecturers, executive officers and teachers of the school. The demonstrating teacher writes the notes for his/her demonstration lesson and a copy is given to each student before the lesson takes place.

Demonstrations to first year students usually illustrate basic methods in the various subjects of the curriculum. Second year demonstrations aim at an extension of these methods to produce efficient teaching procedure. Further extensions into varieties of teaching strategies and innovations in demonstration lesson processes (team teaching, micro-teaching, videotaping) occur during third year of this experience.

The Demonstration School provides important services in a number of other fields. In the first instance it affords the necessary link with theory and demonstrates that theory in practice, at the same time providing the opportunity for students to "keep in touch" with children in the five to twelve age group. It also allows students to observe, at first hand, modern teaching methods, modern equipment and experimentation in classroom dynamics, and opportunities exist for students to participate in some of the demonstration lessons. Lecturers and students are afforded an opportunity to experiment in the field of educational psychology. It is at this school that material for case studies is gathered.

The School asks that students observe the following simple rules of conduct:

(a) Students should usually assemble at the Students Centre (see plan), and should not enter classrooms before 8.55 a.m.
(b) Students are requested to be in attendance at the school at the time set down by the lecturer and/or as shown on the demonstration notes. Late arrivals will not be permitted to enter a classroom once the demonstration has commenced.
(c) Quiet, orderly movement of students through the corridors and to and from the demonstration rooms is requested.
(d) Students should use the concrete paths when entering the school grounds.
(e) Entry to the Primary Department should, for the most part, be made from the asphalt assembly area and through the General Display Centre.
(f) Dress should be appropriate to the occasion. Students should not wear jeans or thongs. In exceptional circumstances, such as hot weather, when a coat is not worn, a long-sleeved shirt with tie is acceptable.
MOUNT KEIRA DEMONSTRATION SCHOOL
PRINCIPAL
Mr. B. R. Banks, B.A.

This is a two-teacher school situated at the foot of Mount Keira with a panoramic view of Wollongong. It is about three miles from the Institute on Mount Keira Road.

Second year students visit the school at least once during the year for demonstrations. Other second year students have the opportunity to undertake practice teaching in the school.

This school is typical of hundreds of other small schools operating throughout New South Wales. Individualised instruction is at a premium. Students will be in a position to observe in action the initiative and independence engendered and the unique teacher-pupil relationship which is a feature of small school education.

Practice Teaching

During 1974 the approach to practice teaching was modified as the result of the report of a committee set up by the Academic Board, under the chairmanship of the Deputy Director and including representatives of the Diploma Committees and of the students in the three areas Primary, Secondary and Physical Education. The result of the modifications has been to

1. Extend and particularize the programme of practical school experience already being followed for all First Year students and to provide for a similar graded initiation of students in the second year of Diploma in Teaching (Secondary) and Diploma in Physical Education. Micro-teaching and directed observations are important features of this.

2. Assume a pattern of student development to include
   (a) the building of student confidence,
   (b) the building of student awareness of individual differences amongst learners,
   (c) the development of teaching skills,
   (d) integration of these into a personal style of teaching.

3. Re-state the role of the lecturer as an adviser, guide and consultant rather than as supervisor and assessor.

4. Modify the processes of evaluation of student effort by abolishing "grading" of students in relation to one another and by assessing progress in relation to stated objectives. Reports will be written by the lecturer in consultation with the student and the teacher(s) with whom he has been working.

5. Introduce a "Student Log" to be a cumulative record of a student's practical school experiences, an account of a student's progress and a repository of useful ideas.

THE STUDENT IN THE SCHOOL

1. Students should report to their schools at 9.00 a.m. on the first day of practice (Coniston, Primbee and Warrawong students 8.45 a.m.). No teaching will be done on this day. They will be allocated to their particular classes and will have the opportunity of seeing their class at work. On this day, they will obtain details of lessons to be given where this is appropriate.

2. Students are to regard themselves as temporarily attached to the school staff and under the
general control of the principal of the school. They should accept all the obligations that the status of teacher implies. Apart from giving their set lessons, students are expected to take part in the duties for which the class teacher is responsible (e.g., playground supervision, games supervision). They should acquaint themselves with local rules and customs of the school.

3. (a) Students will sign a time-book each day indicating time of arrival and departure, and lessons (with times indicated) to be given for the day.
(b) A student at each school or department will be made responsible for the return of the book to the Deputy Director of the Institute at the end of the practice.
(c) Time of duty is normally from 9:00 a.m. to 3:30 p.m. Coniston, Primbee and Warrawong: 8:45 a.m. to 3:15 p.m.

4. In case of absence during practice teaching, students are required to:
   (a) notify the principal of the school before the beginning of classes. It will be sufficient if another student at the school conveys a message to the principal.
   (b) report to the principal of the school immediately on return to duty and obtain from him a leave of absence form provided by the Institute. This form should be addressed to the Deputy Director of the Institute and forwarded through the principal of the school. This form should always show the student’s Institute section number.

5. First year students will follow the modified programme in their first period of practice teaching, followed by gradually increasing responsibility during the second practice. Second year students will generally be required to teach two hours per day and to gain experience in a broad range of teaching skills. Third year students will be expected to take part in the planning of a programme and to implement a major portion of it in the classroom. They will teach for about half of each day as a normal load while being responsible once in each week for a full day’s teaching.

6. (a) Lecturers will advise on lesson notes but where full notes are required they should follow the general plan found in Demonstration School lesson notes and should be sufficiently detailed to make it clear that real thought has been given to the lesson, and its needs foreseen in preparation.
   (b) Students should use a foolscap-size book for their lesson notes or day-book. The lesson plan should be written neatly on the right-hand page of the book. The upper half of the left-hand page may be used for chalkboard plans, lists of examples, analysis of results, etc., leaving the lower half for comment by the class teacher or supervisor and/or for the student’s own criticism of the lesson.
   (c) These lesson notes or day-book should be shown to the class teacher prior to the presentation of the lesson.
   (d) Second-year students will write full lesson notes for two lessons each day, and use day-book form for the remaining lessons on that day. Third-year students will record all preparation in day-book form.
   (e) Students are advised to seek the co-operation of the class teacher in securing their teaching timetable as far in advance of the day’s teaching as may be convenient and practicable.

7. In addition to formally structured observations of classroom reactions as set out for First Year, all students should be continuously seeking useful information and ideas in such areas as the following:
   (a) Classroom Management
       The student should observe the class teacher at work and take note of the procedures employed to establish and maintain routine in the classroom, e.g., control of movement; distribution and collection of materials; reasons for seating arrangements; groupings; use of praise and censure; competition and incentive; methods of dealing with correct and incorrect answers; methods of correcting written work, etc.
   (b) Teaching Procedures
       Useful aids (ideas for arts and crafts, progress charts, school texts, teacher reference texts, equipment).
       Teaching skills (questioning, revising, recording, testing, follow-up).
       Grouping for specific teaching purposes.
(c)  Manners and Attitudes
This is a fundamental aspect of teaching and the student should recognise that any contact he has with school children represents an influence that extends beyond the stated specific aims of any lesson.
What attitude does the teacher develop so that the longer he takes the class the more readily teachable will the children become?
What is done to help children develop a sense of concern and eagerness with relation to learning itself?
What is done in relation to honesty, obedience, courtesy, care of school property?
What is of importance for achieving harmony within the classroom and "tone" in the school?

(d)  School Organization
School routines (assemblies, special subject organization such as choir, "wet weather" planning etc.)
Major items of school equipment. How provided - the Department and the P. and C., how maintained, how repaired. Consider an order or priority in the building up of such equipment.
Extra-curricular duties of members of staff.
Schemes for reading, writing, etc. planned to operate throughout the school as a whole.

(e)  Programmes
List of the source materials consulted in the preparation of lessons.
Study the goals of the programme and their relationship to the needs of the community.
Observe how the programme is set out and how provision is made for integration of subjects.

Students will of course see the observation book as a continuing record and in their own interests will add to the comment of previous practices whatever they observe that is of value, avoiding repetition.
Students should remember that, while observation should include critical awareness, no adverse assessment may be recorded in the observation book.

8. Special care should be taken with dress, deportment and speech, in keeping with the dignity of teachers as professional people.
9. Students are expected to adopt the style of chalkboard writing used in the school, and to practise this regularly.
10. Institute Library hours during practice are as follows:
    Monday to Friday  9.00 a.m. to 6.00 p.m.
    Saturday  9.00 a.m. to 12 noon.
Notice will be posted at the Library to provide for variations due to public holidays.
11. Lecturers will show students a written report on their work. Students may discuss this with their supervisors and they should take particular note of references to points for development. Students will sign their report as evidence of their having read the report.
12. Students incurring travelling or accommodation expenses in excess of normal may claim a refund from the Teacher Education Scholarships Office. Claims should, however, be handed first to the Administrative Assistant at the Institute for checking.

HOME PRACTICE
1. Where considered necessary, the Institute may direct some students to engage in practice teaching for two weeks during the latter part of the summer vacation.
2. Students may select their own schools, subject to Institute approval, but all such arrangements must be made through the Deputy Director.
3. For this practice, no travelling or other expenses incurred by students will be refunded.
4. Students should prepare lesson notes and add to observation books as appropriate.
Information for Students

- GENERAL REGULATIONS OF THE INSTITUTE
- STUDENT ORGANIZATION
- WELFARE INFORMATION
- LIBRARY SERVICES
Enrolment Procedure

With the establishment of a New South Wales Teacher Education Scholarship Office in 1973, the Institute relinquished all authority in matters relating to Departmental Teacher Education Scholarships.

Scholarship holders must complete Scholarship formalities at the Scholarship Office according to instructions issued by Scholarship Branch before enrolment at the Institute can be finalised.

All students are required on enrolment to pay compulsory fees to the cashier, and scholarship holders must present the appropriate warrant for admission. Evidence of enrolment, without which scholarship allowances will not be paid, will not be supplied to the Scholarship Office until all obligations have been met.

Compulsory Fees

All students enrolled in Institute courses must pay an Institute General Service Fee, and a Students Representative Council Fee.

The amounts payable per academic year are:

- General Service Fee: $5.00
- Students Representative Council Dues: $12.00

The Students Representative Council fee is used to finance various student activities, including those of the several clubs and societies, and to provide certain amenities within the Institute.

Library Deposit

All students are required to pay a library deposit of $5.00. This money is refunded at the conclusion of the student's course.

General Office Hours

The General Office will be open for business between 9.00 a.m. and 5.00 p.m. from Monday to Friday.

Use of Institute Premises

Student groups, societies or clubs wishing to use Institute premises should contact the Director or Deputy Director. The Director's Secretary keeps a record of the booking of rooms.

Dress

Students are expected to be professionally attired when attending school for demonstrations or teaching practice. (For example, men will normally be expected to wear collar and tie on these occasions).

Sport or gymnastic attire should be worn only at the appropriate time, and not at all in the Library or the Administration Block.

Smoking

Smoking is not permitted in Lecture Rooms, corridors or Library.
Correspondence

Students writing to the Director, Administrative Officer, or any member of the staff should indicate the number of their section and, where applicable, Departmental serial number immediately below their signature.

Leave of Absence

Where absence of half a day or more is anticipated, an application for leave must be submitted in advance to the staff adviser. Any student who is compelled to be absent without notice, should telephone the Deputy Director or the Dean of Women to arrange to have this done.

Full reasons for any absence are to be given on the special Application for Leave of Absence card available at the office, and the completed card should be delivered to the Staff Adviser immediately attendance at lectures is resumed. A medical certificate is necessary for absences of more than three days. However, there may be occasions when a student is required to present a medical certificate for recurrent absences of less than three days.

Failure to fulfil these requirements may result in leave not being granted.

Regulations to be observed when a student is absent from a school during a practice teaching session, or from a recognised examination are detailed under "Practice Teaching" and "Regulations Governing Progression and Qualification" respectively.

Lecturer Not at Lecture

If a lecturer fails to arrive at a lecture within five minutes of the advertised time of commencement of the lecture without prior warning or explanation, the section representative shall make an effort to contact the lecturer concerned. If he cannot do so, and if the lecturer has not arrived within ten minutes of the time of commencement of the lecture, the section representative may dismiss the section. He should immediately report his action to the Administrative Officer.

Care of Property

Students should take all commonsense precautions with property, and avoid, as far as possible, bringing large sums of money or valuables to the Institute. These should not be left in rooms or corridors. Valuables may be left with the Administrative Officer or Gymnasium Attendant for safe keeping during the day, but not overnight.

Student Accommodation

The Institute attempts to provide information about accommodation and students with problems of this kind should consult the accommodation advisers. Students should notify the Administrative Officer promptly of any change of address.

Tidiness

Students are asked to place all refuse in the receptacles provided, and to avoid leaving papers, bottles, etc., in lecture rooms, corridors, common rooms or anywhere in the Institute grounds. It would be appreciated also if the cloak lobby in the lecture block were not used for eating.

It is hoped that all students will assist in keeping the Union and cafeteria comfortable and attractive by disposing of table litter in the bins provided.

Travel Concessions

(a) Students entitled to concession fares on trains or buses should complete the appropriate certificate obtainable from the Administrative Officer’s Office. These need to be returned to the Administrative Officer for attention.
(b) Week-end concession fare certificates may be obtained by students wishing to travel home for week-ends. They must be endorsed, *Travelling Home and Returning to College*. These should be completed and handed in for the Administrative Officer's endorsement not later than 10.30 a.m. Wednesday. They will be available in section boxes from 1.30 p.m. Thursday. Certificates for use during Institute of Education vacations are required for checking at least one week before end of term.
THE STUDENTS REPRESENTATIVE COUNCIL

Student organization in the Institute centres on the Students Representative Council, and membership of this body is compulsory for all students. Membership dues are collected on behalf of the Council by the Institute, and enrolment will not be completed until the dues are paid.

Officers of the Students Representative Council

<table>
<thead>
<tr>
<th>Position</th>
<th>1973-4</th>
<th>1974-75</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Wayne Thomas</td>
<td>Gregory Miller</td>
</tr>
<tr>
<td>Vice President</td>
<td>Jill Falk</td>
<td>Martin Arrowsmith</td>
</tr>
<tr>
<td>Secretary</td>
<td>Peter Carnovale</td>
<td>Steven Barca</td>
</tr>
<tr>
<td>Treasurer</td>
<td>Kerry Jones</td>
<td>Peter Giorgianni</td>
</tr>
<tr>
<td>Clubs Director</td>
<td>John Lloyd-Hind</td>
<td>Peter Bensi</td>
</tr>
<tr>
<td>Social Director</td>
<td></td>
<td>Stephen Bignall</td>
</tr>
</tbody>
</table>

The Sports Union and a number of clubs are affiliated with the Students Representative Council as indicated in the diagram below.

THE SPORTS UNION

The task of the Sports Union is to promote and manage competitive sporting teams representing the Wollongong Institute of Education. The clubs affiliated with the Students Representative Council through the Sports Union are listed in the diagram of student organization. Funds are allocated from the Students Representative Council to these clubs through the Sports Union.

OTHER CLUBS

A variety of clubs caters for both cultural and non-competitive sporting interests, as the diagram shows. Funds are allocated to these clubs directly from the Students Representative Council.

CONSTITUTION AND STANDING ORDERS

The Constitution of the Students Representative Council, the Sports Union and the several clubs, and the Standing Orders for the conduct of meetings will be published separately by the Students Representative Council.
TEACHER EDUCATION SCHOLARSHIPS OFFICE

A Teacher Education Scholarships Office, located in the University grounds, handles all matters related to Teacher Scholarships for students of the Institute as well as those of the University. The following information is given as a guide to the services of the Office.

Enrolment

Students who hold Teachers Scholarships must enrol with the Scholarships Office as well as with the Institute. Scholarship holders should also advise the Office of changes in address, or marital status, or when a change of course is planned.

Scholarship Allowances

The rate of Scholarship allowance is determined individually at the time a scholarship is awarded. Students who believe they become eligible for a higher rate of allowance during their course should consult the Teacher Education Adviser.

Accident Insurance Schemes

An accident insurance scheme affords scholarship holders the same protection as employees have under Workers Compensation Act, in respect of injuries sustained while travelling to or from the Institute, or while engaged in activities which are part of their course of training. The Office should be notified of any injury without delay.

Refund of Expenses

The Office handles claims for:

(a) refund of expenses incurred in travelling to the Institute for initial enrolment.
(b) refund of expenses incurred in attending demonstration lessons and practice teaching.
(c) a $15 allowance is payable to students receiving living at home allowance, who live beyond a seven mile radius from the Institute.

AUSTRALIAN GOVERNMENT ASSISTANCE

A system of Australian Government assistance for students in tertiary courses has operated from 1974. This scheme, the Tertiary Assistance Scheme, applies to students who commence approved courses in 1975 as well as to those who commenced their courses earlier, but does not apply to all unbonded students.

Application forms will be available at the Institute’s General Office.

Further information is available from:
The Regional Director,
New South Wales Office,
Department of Education,
59 Goulburn Street,
Sydney, N.S.W. 2000
Telephone: 2 0929

STUDENT ADVISORY SERVICES

Wollongong Institute of Education

Students desiring information or advice on any Institute or personal matter, or wishing to discuss problems of any kind may, in the first instance, consult their Staff Advised. The Deputy
Director and the Dean of Women Students are also readily available for consultation either directly or through staff advisers.

**Wollongong University Counselling Service**

Mr. Jim McLennan, the student counsellor at the Wollongong University, is available to give assistance and advice to Institute students with personal problems.

**Youth Counselling Service**

A professional counsellor, Anne Opie, is available to assist young people with problems on Thursday evenings between 5.00 p.m. and 8.00 p.m.

This is a free service, provided by the N.S.W. Association of Mental Health, at Fusion Headquarters, 11 Auburn Street, Wollongong. Please telephone 28-6742 for an appointment. Interviews are strictly confidential and available to any person between the ages of 15 and 22.

**CHAPLAINS 1974**

The Church of England, the Roman Catholic and the Methodist Church have all appointed chaplains to the Institute. They are available to assist the Christian groups in the Institute, to help students link up with their own church and to offer personal counsel.

**Church of England**

Rev. Eric Bird. Th.L.
St. Michaels Pro-Cathedral, Wollongong Telephone 29-1167

**Catholic**

Father T. Fox
Catholic Presbytery, Fairy Meadow Telephone 29-4133

**Methodist**


**Y.M.C.A.**

**International House**

International House, owned and operated by the Y.M.C.A. of Wollongong, is the only residential college serving students at the University and Institute of Education. It is situated on the Princes Highway at its junction with the Wollongong by-pass road between the University and the North Wollongong Beach.

For the Academic Year of 1975, the College will offer accommodation for 222 graduate and undergraduate students and 10 tutors.

The resident students, both male and female, are housed in five three level residential blocks. Facilities include a large common room, dining room, tutorial room, music and television rooms, laundry, students' kiosk and a large multi-purpose recreation hall for student functions, films, etc.

International House is a non-denominational College.

For further information contact the Warden, International House, P.O. Box 1799, Wollongong 2500 (Telephone 29-9015)

WARDEN: T. A. Lambert, ThB., DPhil., J.P.
DEAN OF STUDENTS: P.B. Baynes, B.A. (Hons.), STL.

**The Youth Activities of the Y.M.C.A. of Wollongong**

Of interest to prospective teachers is the Youth Programme conducted by the Y.M.C.A. in Wollongong
The co-ordinator of these activities is Mrs. J. Whitehead (Telephone 74-2424)

Many activities are held for adults as well as for children. They range from gymnastics to classes in copper working, creative craft activities and basic car maintenance. Students of the Institute of Education are invited to join these activities as a participant or in a leadership role. Leaders are required for team activities and for Holiday Programmes for school children. Fieldwork points may be gained by Diploma in Physical Education Students involved in these courses as a leader. In either capacity you will be fulfilling a worthwhile community based-role which would form a valuable foundation for your future teaching career.

Y.W.C.A.

Accommodation is available for both male and female students at Edith Amer House, Thomas Street, Wollongong. Single and double accommodation is provided. For enquiries ring Mrs. Hollands (Telephone 29-1980)

Programmes and craft clubs are organised for women and girls of all ages. For additional information telephone 28-7014 (Monday and Friday mornings only).

THE INSTITUTE LIBRARY

The main functions of the library are to provide material related to the educational programme of the Institute and a place for quiet reading and study. Membership is open to all students and staff of the Institute, and to teachers upon the payment of a subscription fee.

In March 1974, the collection consisted of approximately 37,630 books and music scores, 4,400 mounted pictures, 2,400 gramophone records, 820 filmstrips, 980 art prints, 56 microfilms, and a file of classified pamphlets. In addition the library receives 400 periodicals and annual publications regularly by subscription or donation.

Microfilm readers and a reader-printer are available for use, and the library also possesses the facilities to play gramophone records, tapes and cassettes.

The Catalogue

The card catalogue is an alphabetical index to the library collection, with entries for books under author, subject and title. The call number of a book appears at the top right-hand corner of the catalogue entries and indicates the location on the shelves. The books are arranged on the shelves by subject according to the Dewey Decimal Classification.

This system divides all knowledge into nine main classes, with a tenth class for material too general to belong to any of the major groups.

000 General works - Encyclopedias, etc.
100 Philosophy and Psychology.
200 Religion and Mythology.
300 Social Sciences - Sociology, Political Science, Economics, Government, Education.
400 Language.
500 Pure Science - Mathematics, Astronomy, Physics, Chemistry, Geology, Biology, Botany, Zoology.
600 Applied Science - Medicine, Engineering, Agriculture, Home Economics, Business, Manufacturing.
700 The Arts - Architecture, Sculpture, Drawing, Crafts, Painting, Music, Theatre, Recreation.
800 Literature.
900 Geography, Biography, History.

How to Locate Material
Check the author's name in the catalogue. If the title is held, it will be filed in alphabetical order under the author's name. When particular titles are not known and material is needed on a certain subject, check under the specific subject.

The location is often indicated by a letter prefixing the call number.
The 'R' indicates a book on the reference shelves.
The 'Q' and 'F' indicate that the book is larger than usual and is housed in the Quarto or Folio Section.
The 'P' indicates that the item is in the Periodical Section.

Usually, title cards are made only for twentieth century novels and plays, but a Play Index of titles has been compiled to help locate plays in collections, and a Song Index has been compiled for the same reason. There are separate catalogues for the gramophone records, filmstrips, art prints, microfilms and cassettes.

Additional and more up-to-date information may sometimes be found in periodical articles, so the relevant periodicals should be checked. There are periodical indexes on the Reference Shelves to assist in this checking.

Hours
The library is open from 9.00 a.m. to 5.00 p.m., Monday to Friday, both during term and vacation. During practice teaching periods the library hours may be extended after 5.00 p.m. These times and any other variations in hours will be posted on the Institute notice boards.

Care of Books
Library material of all kinds must be returned in good order and not marked in any way. Any damage or losses should be reported to the Librarian immediately.

Borrowers are held responsible for all material taken out of the library in their name and will be required to replace lost items.

Conduct in the Library
The library is a place for reading and study and should be quiet at all times. Students are not permitted to talk and they should move about quietly.

Books must not be defaced or maltreated.
Brief cases, bags and coats should not be brought into the library, but left on the shelves and hooks provided on the ground floor.

Readers are asked to help keep the shelves tidy and to make sure they return books to their correct place. If this place cannot be found, the book should be placed flat on the end of the shelf or brought to the charge desk.

Smoking or eating in the library is not permitted.

Students must show all folders and publications to the Librarian when leaving.

Borrowing
A loan card must be made for every item borrowed from the library for however short a time.

Books may be kept for one week but renewed if not in demand. Books already on loan to others may be reserved and borrowers will be notified when they become available.

Students may borrow three books and two periodicals and may not have more than five items on loan at the one time.

Art prints, pictures and other material may also be borrowed on application to the library.
Failure to return books on time will lead to fines and may eventually mean the withdrawal of borrowing privileges.

If students have any difficulty in finding books or information they should ask the library staff who will be glad to help them.

OTHER LIBRARY SERVICES

University of Wollongong Library

Whenever the Library is open, students from the Wollongong Institute of Education may use the collection on site.

Hours:
- During Sessions: 9.00 a.m. to 10.00 p.m. Monday to Friday
  - 9.00 a.m. to 5.00 p.m. Saturday
- During University Vacations: 9.00 a.m. to 5.00 p.m. Monday to Friday
  - 9.00 a.m. to 1.00 p.m. Saturday

Public Holidays, and any variations to hours, will be promulgated by notice board announcements.

Council of the City of Wollongong Library

The reference section of the Wollongong Public Library is open from 10.00 a.m. to 9.00 p.m. from Monday to Friday, and from 9.00 a.m. to 9.00 p.m. on Saturday. Facilities for study are available, but because seating accommodation is very limited only material belonging to the reference collection may be used.

In addition to books, periodicals, pamphlets, maps and newspaper cuttings, some material (e.g. The Sydney Morning Herald) is on microfilm, and a microfilm reader may be reserved. Copies from both microfilms and books etc. are obtainable for 10c. There is also a special collection of local material.
Diploma and Certificate Course Structures

- DIPLoma in Teaching (Primary)
- DIPloma in Teaching (Secondary)
- DIPloma in Physical Education
- CERTificate in Health Education
- REGulations Governing Progression and Qualification
In 1971, the Advanced Education Board approved the award of a Diploma in Teaching (Primary) for students successfully completing a three year course of study in Primary Education at this Institute. This Diploma is also awarded to those students who specialise in Infant Education in the second year of the course.

As can be seen from the outlines of the alternative courses given in tabular form below, the studies undertaken by Infant Education specialists differ from those for general primary teaching only in the second year. In that year:

1. Infant Education replaces Curriculum Studies A.
2. Curriculum Studies B are modified to suit the needs of infants teachers.

EXTERNAL STUDIES

The Institute offers a correspondence continuation course which is designed to enable two-year trained teachers to achieve three-year status.

The full course runs over a minimum period of two years and involves one year's study in each of the areas of Education, Elective A, Elective B, and Curriculum Studies.

Elective Courses are offered in English, Geography, History, Economics, Asian Studies, Music, Craft, Art, Physical Education, Natural Science, Education, Mathematics and Readings in Drama. It is expected that teachers who graduated from Wollongong Teachers College (i.e. Wollongong Institute of Education) will continue with the elective subjects which they studied while at College.

Students wishing to complete two subjects per year must, in the first year of the external studies course, enrol for Core Education and Elective B; in the second year, provided that they have successfully completed Core Education and Elective B, students must enrol for Curriculum Studies and Elective A. This does not, however, prevent a student from taking only one course each year, provided that he enrols for Core Education in his first year and Curriculum Studies in his second year.

Eligibility for Course

Ex-students of recognised Teachers Colleges who have satisfactorily completed all the requirements for a two year course in Teacher Education are eligible for enrolment in courses offered through the External Studies Department. Because the Institute can cater for only a limited number of external students, priority will be given to its own ex-students, and ex-students of other Colleges will only be enrolled if vacancies exist and if the College in which they did their initial training does not itself provide a means of securing three year status.

Requirements for Three Year Status and Award of Diploma in Teaching (Primary)

In order to satisfy the requirements for the granting of three year status and the award of the Institute's Diploma in Teaching (Primary), students must secure a pass in all the areas specified in the Course outline, i.e. Education, Elective A, Elective B, and Curriculum Studies.

Duration of Course

The course will be run over the period commencing 1st. March and ending 31st. October each year.
Enrolment Procedures

Students wishing to be enrolled for the external studies course should apply in writing to:

The Organiser,
External Studies Department,
Wollongong Institute of Education,
P.O. Box 1496, Wollongong, 2500

no later than 1st December of the year prior to the one in which they wish to commence their studies. The necessary enrolment forms and relevant information will then be forwarded to them. Ex-students of colleges other than Wollongong must submit documentary evidence of their attainments when they return their completed enrolment forms.

Structure of the Diploma in Teaching (Primary).

<table>
<thead>
<tr>
<th>Year</th>
<th>Core Education</th>
<th>Core Communication</th>
<th>Core Physical Education</th>
<th>Core Health Education</th>
<th>Curriculum Studies</th>
<th>Electives</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>3 hours</td>
<td>2 hours</td>
<td>1 hour</td>
<td></td>
<td>Group A: 2 hours</td>
<td>3 hours</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mathematics 2 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Social Science 2 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Art 1 hr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Craft 1 hr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Music 1 hr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Natural Science 1 hr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Physical Education 1 hr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>3 hours</td>
<td>1 hour</td>
<td>1 hour</td>
<td></td>
<td>Group A: 1 hour</td>
<td>3 hours</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mathematics 1 hr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Social Science 1 hr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Two of: Art 2 1/2 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Craft 2 1/2 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Music 2 1/2 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Natural Science 2 1/2 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Physical Education 2 1/2 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>3 hours</td>
<td>1 hour</td>
<td>1 hour</td>
<td></td>
<td>Principles of Teaching 3 Hours</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Structure of the Diploma in Teaching (Primary) for Specialists in Infant Education.

<table>
<thead>
<tr>
<th>Year</th>
<th>Core Education</th>
<th>Core Communication</th>
<th>Core Physical Education</th>
<th>Core Health Education</th>
<th>Curriculum Studies</th>
<th>Electives</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>3 hours</td>
<td>2 hours</td>
<td>1 hour</td>
<td></td>
<td>Infant Education 3 hours</td>
<td>3 hours</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Two of Infant: Art 2 1/2 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Craft 2 1/2 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Music 2 1/2 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Natural Science 2 1/2 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Physical Education 2 1/2 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>3 hours</td>
<td>1 hour</td>
<td>1 hour</td>
<td></td>
<td>Principles of Teaching 3 Hours</td>
<td>4 hours</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Art 2 1/2 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Craft 2 1/2 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Music 2 1/2 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Natural Science 2 1/2 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Physical Education 2 1/2 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>3 hours</td>
<td>1 hour</td>
<td>1 hour</td>
<td></td>
<td>Principles of Teaching 3 Hours</td>
<td>4 hours</td>
<td>16</td>
</tr>
</tbody>
</table>
In 1971, courses of three years' duration were introduced, qualifying students to teach either English/History or Mathematics in the Secondary School. Students successfully completing the three years of this course will qualify for the award of a Diploma in Teaching (Secondary).

The structure of this course is shown in the table below. The main groupings are Core subjects, Curriculum Studies and Electives:

Core subjects are those offered in the core area of the general primary course, but Health Education is modified to meet the needs of the secondary teacher.

Curriculum Studies in either English and History or Mathematics will treat aspects of content and teaching method appropriate to Secondary Schools. These courses are outlined in following pages.

Electives will be chosen from those offered to general primary students. Students in Mathematics will take only one elective subject; students in English/History will take two elective courses.

Structure of the Diploma in Teaching (Secondary).

<table>
<thead>
<tr>
<th>Core</th>
<th>1st. Year</th>
<th>2nd. Year</th>
<th>3rd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>3 hours</td>
<td>3 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>Communication</td>
<td>2 hours</td>
<td>1 hour</td>
<td>1 hour</td>
</tr>
<tr>
<td>P.E.</td>
<td>1 hour</td>
<td>1 hour</td>
<td>1 hour</td>
</tr>
<tr>
<td>Health</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Studies</th>
<th>Mathematics</th>
<th>English</th>
<th>History</th>
<th>English or History</th>
<th>Games Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st. Year</td>
<td>12 hours</td>
<td>4 hours</td>
<td>6 hours</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>2nd. Year</td>
<td>12 hours</td>
<td>4 hours</td>
<td>6 hours</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>3rd. Year</td>
<td>7 hours</td>
<td>2 hours</td>
<td>2 hours</td>
<td>3 hours</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>&quot;A&quot; E/H only</th>
<th>&quot;B&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st. Year</td>
<td>3 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>2nd. Year</td>
<td>3 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>3rd. Year</td>
<td>4 hours*</td>
<td>4 hours*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st. Year</td>
</tr>
<tr>
<td>2nd. Year</td>
</tr>
<tr>
<td>3rd. Year</td>
</tr>
</tbody>
</table>
Diploma in
Physical Education

Successful graduates will be recommended for appointment as teachers of Physical Education in high schools.

The course has seven strands. The hours allocated in each year are indicated in the schedules on pages 48 and 49.

At the end of the second year of the course, outstanding students may be offered the opportunity to elect to undertake additional work in the field of Health Education. This will involve an additional year's study and lead to the award of the Certificate in Health Education. A supplementary schedule shows the way in which the Certificate course is integrated with the Diploma.

Certificate in Health Education

Students in Secondary courses may apply for admission to this course which will require an additional year of study. The course will be integrated into the student's existing secondary course and prerequisite subjects may have to be completed by some students.

The entire course will consist of twenty three credit hours integrated with the existing course of study and may extend through two or more academic years. The curriculum will be structured to include those areas of health and health education appropriate to the environmental conditions of the school pupil.

Time allocated in each year is summarised in the following table.

<table>
<thead>
<tr>
<th>Health Education I</th>
<th>Hours per week</th>
<th>Health Education II</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bacteriology and Ecology</td>
<td>2</td>
<td>Community Health</td>
<td>2</td>
</tr>
<tr>
<td>Health Education Method</td>
<td>3</td>
<td>Curriculum Construction</td>
<td></td>
</tr>
<tr>
<td>Diseases and School Health</td>
<td>3</td>
<td>and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Personal Health Problems</td>
<td>3</td>
<td>Drug Education</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Health</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td>12</td>
</tr>
</tbody>
</table>
## DIPLOMA IN PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PHYSICAL EDUCATION</th>
<th>EDUCATION</th>
<th>SCIENTIFIC BASES of HUMAN MOVEMENT</th>
<th>SECOND MAJOR</th>
<th>COMMUNICATION</th>
<th>FIELD WORK</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dance ... 2 hours</td>
<td>2 hours</td>
<td>Anatomy and Physiology ... 2 hours</td>
<td>Science or</td>
<td>(English and</td>
<td>Variable</td>
<td>27 hours</td>
</tr>
<tr>
<td></td>
<td>Games - Theory &amp; Coaching ... 3 hours</td>
<td>2 hours</td>
<td>Physiology ... 2 hours</td>
<td>Social Science</td>
<td>Music)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gymnastics ... 2 hours</td>
<td>2 hours</td>
<td>Biology 3 hours (Half Year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theory &amp; Method in Physical Education ... 2 hours</td>
<td>3 hours</td>
<td>Chemistry 3 hours (Half Year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Dance .... 2 hours</td>
<td>2 hours</td>
<td>Anatomy &amp; Physiology ... 1 hour</td>
<td>Science or</td>
<td>(English and</td>
<td>Variable</td>
<td>27 hours</td>
</tr>
<tr>
<td></td>
<td>Games - Theory &amp; Coaching ... 3 hours</td>
<td>2 hours</td>
<td>Care and Prevention of Injuries ... 1 hour (Half Year)</td>
<td>Social Science</td>
<td>Music)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gymnastics ... 2 hours</td>
<td>2 hours</td>
<td>Kinesiology ... 1 hour (Half Year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theory &amp; Method in Physical Education ... 2 hours</td>
<td>3 hours</td>
<td>Physics ... 1 hour (Half Year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 hours</td>
<td>Statistics ... 1 hour (Half Year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Dance .... 2 hours</td>
<td>2 hours</td>
<td>Anatomy &amp; Physiology ... 1 hour</td>
<td>Science or</td>
<td>(English and</td>
<td>Variable</td>
<td>27 hours</td>
</tr>
<tr>
<td></td>
<td>Games - Theory &amp; Coaching ... 3 hours</td>
<td>2 hours</td>
<td>Exercise Physiology ... 2 hours</td>
<td>Social Science</td>
<td>Art)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gymnastics ... 2 hours</td>
<td>2 hours</td>
<td>Functional Anatomy ... 2 hours (Half Year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theory &amp; Method in Physical Education ... 2 hours</td>
<td>2 hours</td>
<td>Research Methods ... 1 hour (Half Year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 hours</td>
<td>Tests &amp; Measurement ... 1 hour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YEAR</td>
<td>PHYSICAL EDUCATION</td>
<td>CORE PHYSICAL EDUCATION</td>
<td>SCIENTIFIC BASES OF HUMAN MOVEMENT</td>
<td>SECOND MAJOR</td>
<td>COMMUNICATION</td>
<td>HEALTH EDUCATION</td>
<td>FIELDWORK</td>
</tr>
<tr>
<td>------</td>
<td>---------------------</td>
<td>-------------------------</td>
<td>----------------------------------</td>
<td>-------------</td>
<td>--------------</td>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>1</td>
<td>9 hours</td>
<td>2 hours</td>
<td>5 hours</td>
<td>Variable</td>
<td>Variable</td>
<td>Variable</td>
<td>11 hours</td>
</tr>
<tr>
<td>2</td>
<td>9 hours</td>
<td>2 hours</td>
<td>4 hours</td>
<td>Variable</td>
<td>Variable</td>
<td>Variable</td>
<td>12 hours</td>
</tr>
<tr>
<td>3</td>
<td>3 hours</td>
<td>2 hours</td>
<td>5 hours</td>
<td>Variable</td>
<td>Variable</td>
<td>Variable</td>
<td>2 hours</td>
</tr>
<tr>
<td>4</td>
<td>6 hours</td>
<td>2 hours</td>
<td>Variable</td>
<td>Variable</td>
<td>Variable</td>
<td>Variable</td>
<td>Variable</td>
</tr>
</tbody>
</table>
1. Assessment
   (a) All students will be assessed at the end of each academic year of their course. This assessment may be by yearly examinations and/or by progressive assessment.
   (b) Deferred Examinations may be granted after the yearly examination for such cases as may be approved by the Director in accordance with the regulations.

2. Grades
   For the purposes of recording results in academic work, subjects may be grouped into areas or strands as defined in the Institute Calendar or by written announcement. For progression, students will be awarded a pass or failure in the subject, area or strand, as applicable. Students may also be awarded a credit or distinction in each subject if their work merits such an award.

3. Progression
   (a) Progression to each year of the course shall be contingent upon the student gaining a pass in all subjects, areas or strands as applicable, and meeting all course requirements including attendance and achieving success in practice teaching.
   (b) Students who fail to satisfy requirements for progression at the end of the year may be recommended for:
       (i) discontinuance
       (ii) repetition of the year
       or (iii) deferred examinations.
   (c) Students who fail to satisfy requirements for progression after deferred examinations may be recommended for:
       (i) discontinuance
       (ii) repetition of the year,
       (iii) progression carrying one failed course which then becomes a part of the next year's course and must be satisfactorily completed within that year in ways that are defined by the Head of the Department.

4. Award of Diploma
   (a) Students who have passed in all subjects, areas, or strands, as applicable and who have met all course requirements including attendance and achieving success in practice teaching shall be awarded.
       (i) the Diploma in Teaching (Primary)
       (ii) The Diploma in Teaching (Secondary)
       or (iii) The Diploma in Physical Education
   according to the course followed.
   (b) Students who fail to qualify for the award of a Diploma at the end of the third year may be recommended for
       (i) discontinuance
       (ii) repetition of the year,
       or (iii) deferred examinations.
   (c) Students who fail to qualify for the award after deferred examinations may be recommended for
       (i) discontinuance,
       or (ii) repetition of the year.
5. Certificate in Health Education

Students undertaking the four year courses leading to the award of a Diploma in Physical Education and a Certificate in Health Education shall at the end of their third year be considered for progression as in section 3 above and at the end of their fourth year shall be considered for the award of the Diploma and Certificate as in section 1.

6. Exemptions

(a) Students who repeat the year under clauses 3(b) (ii), 3(c) (ii), or 4(b) (ii) may at the discretion of the appropriate Diploma Committee, be granted exemption for those subjects in which they gained a credit or distinction.

(b) Students who repeat the year under clause 4(c) (ii) may, at the discretion of the appropriate Diploma Committee be granted exemption for those subjects in which they gained a pass.

7. Graduation with Merit

A student may be awarded a Diploma with Merit if over the full duration of the course the student has a sufficiently outstanding record, as determined by the Academic Board.

8. Deferred Examinations

(a) Students who fail to satisfy requirements at the end of the first, second, third of fourth years may be granted deferred examinations. The Head of each Institute Department, after consultation with the lecturer or lecturers concerned, shall be responsible for determining the eligibility of a student for a deferred examination in a subject area in that Department.

In the case of a student failing in one or more subjects, the granting of deferred examinations shall be determined by the appropriate Diploma Committee, except that no student may be admitted to deferred examinations in any subject in which he has been declared ineligible.

(b) Absence from any examination may be regarded as failure in the subject concerned, but students who have been absent from a yearly examination may be granted deferred examinations. Students seeking deferred examinations in those circumstances must supply the appropriate Diploma Committee with the following information as soon as possible.

(i) Name and Section,
(ii) Subject and Lecturer,
(iii) Reasons for absence. (The plea of illness must be supported by a Medical Certificate).

Deferred examinations in all years shall be held in January of the following year.

9. Attendance at Lectures

Unsatisfactory lecture attendance may preclude students from being admitted to Institute examinations.

10. Amendment of Regulations

These regulations may be amended, such amendments to be effective from the commencement of any future Institute year.
Courses of Study for Diploma in Teaching (Primary)
EDUCATION

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 3 Hours per Week

Course Relevance

Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)
Diploma in Physical Education (First three units only)

Summary of Content

The general aim of the complete course in Education is to engender in students a knowledgeable and technically competent approach to the profession of teaching, and a firm base for the establishment of a satisfying and effective personal philosophy of education. The course will extend over three years and will be conducted within the general framework set out below.

<table>
<thead>
<tr>
<th>First Year</th>
<th>1st Half-year</th>
<th>2nd Half-year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 1</td>
<td>Unit 2</td>
</tr>
<tr>
<td></td>
<td>Child growth</td>
<td>Psychology of teaching</td>
</tr>
<tr>
<td>Second Year</td>
<td>Unit 3</td>
<td>Unit 4</td>
</tr>
<tr>
<td></td>
<td>Psychology of learning</td>
<td>History of Education and Comparative Education</td>
</tr>
<tr>
<td>Third Year</td>
<td>Unit 5</td>
<td>Unit 6</td>
</tr>
<tr>
<td></td>
<td>Sociology of Education</td>
<td>Curriculum Process</td>
</tr>
</tbody>
</table>

Some re-arrangement of units may be necessary during the three year period. Texts and references together with more detailed statements of course content will be made available to students at the commencement of each course unit and/or at appropriate times thereafter.

Unit 1. Child Development
Objectives — Knowledge —
Attitudes —
Skills —

development as a concept; influences on and stages of development; implications for teaching towards children as individuals and as learners for assessing children’s psychological functioning in a learning situation, including their educational progress

54
Summary of Content —
The concept of development
Methodology of child study
Influences on development - constitutional, learning and environmental
Pattern of developmental stages - Infancy, Childhood and Adolescence
Educational implications for management of children and for teaching

Unit 2. Psychology of Teaching
Objectives — The student will be required to display an understanding of recognised minimal teaching competencies, as integral behaviours in the teaching process models used for this course.

Summary of Content —
Teaching models - assumptions, purposes, definition.
Formulating aims, goals, objectives.
Recognising and analysing the teaching situation.
Management behaviours - situational maintenance, lesson facilitation, discipline and control.
Teaching behaviours to provide learning experiences.
Organisation - time and space dimensions.
- school and classroom.
Evaluation - measurement procedures and judgement.

References —

Second Year

Unit 3. Psychology of Learning.
Objectives — Knowledge, comprehension and application of basic concepts and principles of learning both generally and in the classroom.

Summary of Content —
Types and theories of learning: behaviourism, neo-behaviourism cognitivism.
Factors involved in human learning: readiness, remembering and forgetting, transfer of learning, motivation.
Learning and development of concepts, skills, attitudes.

Textbook —

Unit 4. History of Education and Comparative Education
Objectives — To promote understanding of current educational practices and problems through an awareness of the origins and development of education in N.S.W. and of similarities and differences between patterns of education in N.S.W. and those of other countries.

Summary of Content —
1. An introduction to the historiography of education and its application to N.S.W. through an examination of the development of the present system from its earliest beginnings.
2. A critical study of education in N.S.W. today, with special reference to the changing nature of its administration and other current issues.
3. An introduction to comparative methodology and its application by a study of other systems and such recent modifications as international education and development education.
Third Year

Unit 5. Sociology of Education

Objectives — To study the purpose and scope of education as a social institution within a society.

Summary of Content —
This course begins with the study of some basic sociological concepts in an endeavour to enable students to apply these concepts to education.

Approximately one-quarter of the time allocated to the course will be devoted to the presentation of the basic concepts and descriptive materials of sociology. The remaining three-quarters examines education as a social institution, its relationship to other social institutions, the school and society, and role theory as it applies to teacher and pupil.

A detailed course outline will be available at the beginning of the Institute year.

Unit 6. Curriculum Process

Objectives — Knowledge — formulating aims and objectives; integrating a system of teaching; developing curricula.
Attitudes — towards a teacher’s role in society and the school.
Skills — of selecting relevant content and procedures for different learning situations.

Summary of Content —
Aims and objectives
Content areas
Learning situations, including patterns of organisation
Evaluation

References —

COMMUNICATION

First Year: 2 Hours per Week
Second Year: 1 Hours per Week
Third Year: 1 Hours per Week

Course Relevance
Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)

Objectives
This course of work is designed to help students become more knowledgeable, experienced and proficient in those areas of communication which are generally considered to come under the heading “English”, namely, Speaking, Listening, Writing and Reading. To develop confidence in self-expression, some practical work in drama will also be undertaken. The basic principle of the course is that a high standard in communication must be attained, and maintained, by teachers.

Summary of Content
First Year
1. Work in the areas of communication mentioned above will proceed concurrently to allow for as much integration as possible. Some students may be involved more than others, as their needs suggest; work in remedial groups may be required of some.
2. Speaking. Clear, confident and effective speech will be sought. The major items of work will be:

a. Survey. All students will be required, individually, to speak briefly in an audience situation early in the course.

b. Prepared Reading. Each student will be required to introduce, read, and comment on a passage of verse and a passage of prose. This work may be tape recorded. Assessment will be made on the basis of clarity, fluency, eye-contact and interpretation. Time limit: 5 - 8 minutes per student.

c. "Point of View" Speech. Each student will be asked to express a personal point of view (and, if need be, defend it) on a topic of his choice. Aids (pictures, charts, models) may be used, but notes should be used sparingly, if at all. Aspects for assessment will include: preparation, organization, clarity, fluency, confidence, eye-contact and audience response. Time limit: 6 - 10 minutes per student.

3. Listening. Work in this area will be integrated with speech assignments and discussion situations. Exercises in discrimination and selectivity will be given. "Active" listening will be discussed, demonstrated and tested in a variety of situations in order to develop confidence, efficiency and enjoyment in listening.

4. Writing. Clear, concise and precise expression will be sought. Exercises to improve vocabulary, usage, sentence construction and paragraphing will be given frequently. At least two longer pieces of work will be required:

a. A report on an approved subject, with recommendations based on conclusions arrived at (500 - 750 words, Term I).

b. A critical review of a work, or works, set for study in (5) below (750 - 1,000 words, Term II).

Students interested in creative writing will have an opportunity to work in this field as part of the course.

5. Reading. All students will undertake a study of poetry. The emphasis will be on practical criticism of particular poems. Reading lists will be supplied by lecturers.

In addition, some thematic study will be made of examples of one of the following literary forms:

- Modern Drama
- Novel
- Short Story

6. Assessment. In general, this will be based on evaluations of performance in assignments set during the year. Additional work, including an examination at the end of the year, may be required of students whose record is unsatisfactory at any stage.

References

General Reading

Verse Anthologies
Note: Every student should possess a worthwhile dictionary such as Concise Oxford or Wyld's Universal.
Another useful acquisition would be a reputable guide to usage, e.g.

**Second Year**

Presentation and critical appreciation of verse or prose extracts. These may be selected from reading lists.
Exercises in critical listening.
Individual or group work in verse speaking.
Informative talk: a combination of exposition, narration and demonstration (at least two) on a subject of interest to the student and approved by the lecturer.
Written work includes three main strands.
A summary of an appreciation of a verse or prose extract.
A verse writing exercise.
Short exercises to maintain standards of written expression.

Assessment will be based on both evaluation of performance in the assignments set and general contribution in lectures.
A written examination at the end of the course may be required of those students whose assignment work has not been considered satisfactory.

**Third Year**

To encourage reading, students will receive lists of current fiction, selections of drama available in Penguin editions, and selections of verse from anthologies available in quantity in the Library. The latter will include *The Faber Book of Modern Verse*, *The Penguin Book of Modern Australian Verse* and *The Albatross Book of Verse*.

To encourage listening, short talks will be given on topics directly related to communication such as current usage, clarity of thought, varieties of aesthetic expression, statements of controversial topics, and the general use and misuse of language. To encourage speaking and discussion, extracts will be made available of material from a variety of sources ranging from extracts taken from contemporary newspapers and journals to quotations from the works of writers who are directly concerned with communication. The latter will include S.I. Hayakawa and Marshall McLuhan.

Regular short written assignments will be given to try to maintain standards of reading discrimination and written expression.

**References**


**PHYSICAL EDUCATION**

*First Year: 1 Hours per Week*
*Second Year: 1 Hours per Week*
*Third Year: 1 Hours per Week*

**Course Relevance**

Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)
Diploma in Physical Education

**Objectives**

1. To encourage a systematic improvement in and maintenance of personal physical fitness in the areas of cardio-respiratory endurance, general muscular strength and endurance and flexibility.
2. To assist students in developing personal recreational and sporting skills and knowledge which will enable them to participate effectively in a wide range of such activities.
3. To develop student understanding of the main principles of exercise physiology which when correctly applied will result in desirable adaptations.

Summary of Content

Each lecture hour will be divided into two sessions. Session one will involve students in a systematic approach to the development of personal fitness through circuit training activities which have been organised and planned to meet the needs of the individual students.

Session two will enable students to select a total of three recreational and sporting activities from among nine presented per year in three blocks of three. The development of skill, techniques and knowledges involved in the selected activities will be encouraged at the personal level.

A fitness testing programme will be entertained to demonstrate changes of personal status based on a longitudinal study approach.

REFERENCE


HEALTH EDUCATION

Second Year: 1 Hour per Week

Course Relevance

Diploma in Teaching (Primary)

Objectives

1. The identification and discussion of personal health problems.
2. The examination of aspects of school health education, including health problems and methods of teaching, peculiar to the age group being trained to teach.
3. The investigation of school health services and referral procedures.

Summary of Content

<table>
<thead>
<tr>
<th>Modern Concept of Health</th>
<th>Philosophy of Health Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diseases</td>
<td>Integrated Body as a Whole</td>
</tr>
<tr>
<td>Smoking</td>
<td>Drugs and Abuse</td>
</tr>
<tr>
<td>Safety Education</td>
<td>Mental Health</td>
</tr>
<tr>
<td>Dental Health</td>
<td>Nutrition</td>
</tr>
<tr>
<td>School Health Services</td>
<td>Family Life and Human Sexuality</td>
</tr>
<tr>
<td></td>
<td>Methodology in Health Education</td>
</tr>
</tbody>
</table>

CURRICULUM STUDIES A ENGLISH

First Year: 2 Hours per Week
Second Year: 1 Hour per Week

Course Relevance

Diploma in Teaching (Primary)

Objectives

This course, which extends over two years, aims at developing the attitudes and skills which may help the student to become an effective teacher of English at the primary level.
Summary of Content

The course takes as its starting point an examination of the processes of language acquisition in children, with some references to the nature of language itself.

The 1973 Curriculum in English for Primary Schools will be studied in detail and the discussion of methods of putting its principles into effective practice will be the central concern of the course.

The following topics will be considered,

1. The nature of language. The structure of English, including a consideration of some of the grammars which have attempted to describe it.
2. Language acquisition in children and its implications for the teaching of the language arts.
4. The language arts in the infants school.
5. The teaching of speech and drama in the primary school.
6. Reading in the primary school, including a special study of children’s literature.
7. Written expression in the primary school, including the teaching of handwriting and spelling.
   (It is expected that students will develop competence in an accepted form of handwriting as part of the course.)
8. Remedial teaching in English with special emphasis on the teaching of reading.
9. Making provision for the gifted child.
10. The use of the library, television, film, radio and other facilities in the teaching of English.
11. Film making in the primary school.
12. The construction and use of teaching aids.
14. Planning the English programme in the primary school.

The course will include lectures, practical exercises and demonstrations related to the teaching of English at the primary and infants levels. Students will be expected to apply observed teaching skills and methods during practice teaching sessions.

REFERENCES

Anderson, D., I'm Four Potatoes, Melbourne, PACT, 1971.
Spache, E. B., Reading Activities for Child Involvement, Boston, Allyn and Bacon, 1972.

CURRICULUM STUDIES A MATHEMATICS

First Year: 2 Hours per Week
Second Year: 1 Hour per Week

Course Relevance

Diploma in Teaching (Primary)

Objectives

This course is designed to acquaint students with methods of teaching mathematics, and to give them the background necessary to understand and teach mathematics in the primary school.
All students will be required to pass a test in primary school mathematics. Students failing to reach the required standard will attend remedial classes, or do such other work as the lecturer directs, until the required standard is reached.

Summary of Content

First Year

1. Method
   Development of knowledge and skills.
   Planning and preparing lessons.
   Aims and attitudes.
   Development of the number concept in the child. Conservation and Seriation.
   Cuisenaire material and other structured aids.

2. Background to Primary Mathematics.
   Set theory.
   The number system.
   Number laws.
   Algorisms.
   Geometry and topology.
   Enrichment topics.

Second Year

A detailed study of the syllabus in primary school mathematics with particular emphasis on the development of understandings, knowledge, and skills.

   Teaching techniques, grading of work, programming.
   The development and use of teaching aids.
   The use of Cuisenaire material in the primary school.

CURRICULUM STUDIES A SOCIAL SCIENCE

First Year: 2 Hours per Week
Second Year: 1 Hour per Week

Course Relevance

Diploma in Teaching (Primary)

Objectives

1. Through a study of the problems and challenges which face mankind in the present and have faced him in the past, to develop an understanding of the essential unity of mankind, and to awaken sympathy and toleration within the student.

2. To present the chosen material at a depth and breadth resulting not merely in superficial knowledge, but in an understanding, and it is hoped, a desire to read further for its own sake.

3. To enable the student to read in the disciplines of anthropology, economics, geography, history, political science, social psychology, and sociology, to become aware of the concepts and modes of inquiry of the social sciences, and to appreciate their interactions in the teaching of social studies.

Summary of Content

1. Social Studies as an area of the curriculum.
   The nature of social studies.
   Changing perspectives in the social sciences.
   Developing a new curriculum.
2. Content and structure of knowledge.
   Significance of structure in the social science disciplines.
   Inquiry-conceptual approach to learning.
   Introduction to the basic concepts of the social science disciplines.

   Critical examination of attitudes, beliefs and values.
   Moral development and moral reasoning.

4. Learning and teaching social studies.
   Basic teaching skills.
   Teaching strategies.
   Unit planning.

REFERENCES


CURRICULUM STUDIES B ART

*First Year: 1 Hour per Week*
*Second Year: 2½ Hours per Week*

Course Relevance

Diploma in Teaching (Primary)

First Year

Objectives

The Art course sets out to provide, through practical experience an understanding of the various skills, and of the various types of thought and response which are the special province of Art. Whilst the work that is done is basically designed to provide an interesting variety of lesson types of immediate relevance to the classroom, the course itself is expected to develop and extend the student’s own creative potential.

Summary of Content

The course includes an introduction to the creative development of children as revealed by their art; practical and theoretical aspects of the elements of art; the application of principles of design to the school environment; reference to the art of historical and modern periods; and experience in using media suitable in the classroom.

Lectures will be designed to develop the confidence and skill of students. In addition to discussion and practical work, students will prepare individual assignments that will form the basis for assessments of the students’ progress.

REFERENCES

Second Year

Objectives

This course, to be undertaken by approximately two-fifths of those students electing to prepare for general primary teaching, is designed to expand the understandings and skills established during first year.

Students completing the course are regarded as having the basis for progressing towards ultimate art specialisation in primary schools.

Summary of Content

The processes of creative thought are studied together with the contribution art can be expected to make to the child’s total education.

Practical work, in a wide range of media, is organized around the environmental and situational stimuli relevant to the experience of infant and primary children.

The relationship between the ideas of the artist and the technical problems involved in organizing them is constantly considered.

Emphasis is placed on the art of recent decades through a survey of changes in the concept of art during the twentieth century.

REFERENCES


CURRICULUM STUDIES B CRAFT

First Year: 1 Hour per Week
Second Year: 2½ Hours per Week

Course Relevance

Diploma in Teaching (Primary)

First Year

Objectives

To provide a broad general background to the teaching of craft at all levels in the primary school.

Summary of Content

Practical work will be undertaken in the following crafts.

Bookcrafts, including paper decoration
Puppetry
Canework
Light woodwork
Weaving

Lectures will also deal with aims, organisation and programming.
Second Year

Objectives

This course, undertaken by approximately two-fifths of those students preparing for general primary teaching, aims to review and extend topics covered in first year, and to broaden the students’ craft background by introducing other creative activities.

Summary of Content

Opportunity will be given for students to develop skills and techniques associated with the following media.

- Textiles
- Copper Foil
- Leather and Leather substitutes
- Vitreous enamel
- Paper
- Mosaics
- Indigenous Materials
- Plastics

Lectures will also be presented dealing with aims, organisation and programming.

CURRICULUM STUDIES B MUSIC

First Year: 1 Hour per Week
Second Year: 2½ Hours per Week

Course Relevance

Diploma in Teaching (Primary)

First Year

Objectives

In this course, students will follow a programme aimed at the development of musical literacy, and whose content is relevant to the primary school situation. The course serves as a foundation for subsequent curriculum studies in music in the Diploma in Teaching (Primary) Course.

Summary of Content

1. Sound - its significance and control in a musical context.
2. Proficiency is required in a practical study. The choice of this study will be determined during the course. In addition, the use of tuned and untuned percussion instruments will form a common practical strand.
3. Skill and practical musicianship will be established in the following areas and related to the classroom teaching situation:
   (a) song repertoire and the essentials of voice production.
   (b) basic music reading skills and the essentials of elementary music theory.
   (c) study of Carl Orff and Kodaly techniques in music education.
4. Introduction of recorded works and techniques suitable for classroom listening activities.

Second Year

Objectives

Students will develop skills in each area established in the Curriculum Studies B first year course.

Summary of Content

The procedure and problems concerned with: music programming and grading of material; musical arrangement; creative activity; elementary conducting skills and rehearsal techniques, will be strands of the course developed by students in practical exercise.
REFERENCES

CURRICULUM STUDIES B NATURAL SCIENCE

*First Year: 1 Hour per Week
Second Year: 2½ Hours per Week*

Course Relevance
Diploma in Teaching (Primary)

First Year

Objectives

1. To show that the communication of attitude and skill is at least as important as the teaching of science content.
2. To develop confidence in the presentation of some basic science teaching via the observation lesson and the experiment lesson.
3. To facilitate the development and reinforcement of concepts and content appropriate to primary school science.

Summary of Content

- The structure of science as a discipline.
- The observation lesson as applied to the classroom study of living organisms.
- Sound - an inquiry approach.
- Machines - a series of simple experiments
- Native flora - the identification of flowering plants.
- Conservation - a rationale and teaching approach.

Assignments

Students are required to present collections of material and artifacts relevant to the teaching of the content and concepts of the topics studied in the course.

Second Year

Objectives

1. To discuss teaching techniques that have particular relevance to the teaching of Natural Science as well as general relevance to all teaching.
2. To examine, using Natural Science as a vehicle, ways in which objectives and procedures in modern teaching reflect the current ideas of educational psychologists.
3. To develop a series of model lesson plans embodying the above principles.
4. To choose for study certain content material appropriately taught by the above lesson models.
5. To emphasise the priority of communication of attitudes and development of mental skills over the teaching of content.
Summary of Content

Comparison of the discovery method with the exposition method.
The development of a set of aims for the teacher, and specific behavioural objectives for pupils in primary science, based on Bloom’s Taxonomy.
Implications for the teaching of science from the educational psychology of Piaget, Bruner, Gagne, Ausubel and Skinner.
Application of the principles of Gagne to the development of the curriculum known as “AAAS Science - The Process Approach”.
TPS - the Western Australian version of the process approach.
The impact of Skinner on programmed instruction, and its extension to the multi-media mix.
Observation lessons inside and outside the classroom. The nature ramble and excursion.
Specimens and locations upon which observations can be practised, including local excursions.
Various kinds of experiment lesson and problem-solving exercise.
Physics and biology topics suitable for experiment work.
The teaching of children about the scientific method.
The importance of aids in the teaching of science, and the lesson based on aids.
The use of various kinds of aids, visual, audio, and copying will be integrated with the rest of the course.
The science table, the school garden and other facilities needed for the teaching of science.
The film lesson and the narrative lesson. Principles of programming and time-tableing.
Natural Science in the primary school.
The teaching of topics that present special difficulties e.g., electricity.

Assignments

The assignments set complement the classroom lectures, and are to be regarded as an integral part of the course.

CURRICULUM STUDIES B PHYSICAL EDUCATION

First Year: 1 Hour per Week
Second Year: 2½ Hours per Week

Course Relevance

Diploma in Teaching (Primary)

Objectives

To acquaint students with the Curriculum designed for Physical Education in the Primary and Infants Schools. To prepare students for the teaching of basic skills in the areas of gymnastics, games, dance and athletics. To provide for students’ personal development through participation in the curriculum activities.

Summary of Content

First Year

Aims and objectives of Physical Education in the Primary School.
Minor games and Organisation games.
The Folk Dance Lesson: lesson planning and content.
The Gymnastics Lesson: lesson planning, unit planning, curriculum content, class organisation and formations.
Tabloid games: planning and organisation.
Athletics: activities for Primary Schools, organisation of events for carnivals.
Physiological Background to Physical Education.

REFERENCES
Dept. Of Education, N.S.W., Curriculum for Primary Schools, Physical Education, 1965 (Supplied)

Second Year

Further work on the physiological basis of Physical Education and general fitness.
Lesson planning, unit planning, content material and class organisation for teaching.
Learn to swim and general water safety.
Dance - creative, folk, square.
Gymnastics - modern educational and traditional.
Games - minor and major.
Organization of sports afternoons and carnivals.
Organization features. Care of equipment, facilities available, Sport and Recreation in the community, source materials, etc.

PRINCIPLES OF TEACHING
Due to the increased numbers of students in Third Year in 1975, this course has been under review. Details will be made known to staff and students as soon as they are available.
Students will be required to elect two courses from those listed below, bearing in mind that freedom of choice may be restricted by timetable constraints and limitations on the number of places available in any one course. Conditions governing choice of elective courses will be detailed at the beginning of the academic year.

The elective courses offered in the Institute are as follows:

**Art and Craft Department**
- Art
- Contemporary Crafts
- Textile Crafts
- Traditional Crafts

**Mathematics Department**
- Advanced Mathematics
- Mathematics

**Music Department**
- Aesthetics and Choral Music
- Instrumental Music

**Natural Science Department**
- Biology
- Earth Science
- Science in the Environment of Man
- Science Today

**Social Science Department**
- Asian Studies
- Economics
- Geography
- History

**English Department**
- The Contemporary Scene
- Creative Writing
- Dramatic Art
- Literature and Society

**Health and Physical Education Department**
- Human Biology and the Science of Sport
- Physical Education

**ART AND CRAFT**

**ART ELECTIVE**

*First Year: 3 Hours per Week*
*Second Year: 3 Hours per Week*
*Third Year: 3 Hours per Week*

**Course Relevance**
- Diploma in Teaching (Primary)
- Diploma in Teaching (Secondary)

**Objectives**

The elective studies aim to enrich the students' personal artistic experiences by introducing them to ideas and processes with which they may be unfamiliar, assisting them to develop their existing capabilities, knowledge and interests, and to achieve satisfying creative work.

Further, the course aims to widen the students' background generally, increase their understanding of the art of their own time and heighten their appreciation of fine art of all periods.

**Summary of Content**

Three strands will be offered, each continuous and progressive over three years and designed to enable students with or without previous art training to participate.
Practical work will predominate and will normally proceed by a series of experiments and investigations into the creative possibilities of the various media available.

Each of the three strands, though broad in scope and catering for varied interests, will in some degree relate to the present international scene. Individuality is encouraged. It is anticipated that one strand will embrace both painting and sculpture and be concerned largely with three-dimensional work in various contemporary materials; another will investigate schools of modern art and relate mainly to painting in contemporary styles; a third will involve painting in a range of styles and the opportunity for a limited number of students to follow an introductory course in hand-built and wheel-thrown pottery. Students will be given the opportunity to elect to pursue one particular strand.

Third year students will investigate individual avenues of creative expression based on the contact and experience developed during the first and second years.

It is intended that in each year students will produce work suitable for exhibition. Annual assessment is based upon the students' assignments during the year.

Activities will include visits to art exhibitions, talks by practising artists and other means of increasing students' awareness of problems facing artists in the current environment and widening students' outlook on art.

CONTEMPORARY CRAFTS ELECTIVE

*First Year: 3 Hours per Week*
*Second Year: 3 Hours per Week*
*Third Year: 4 Hours per Week*

**Course Relevance**
- Diploma in Teaching (Primary)
- Diploma in Teaching (Secondary)

**Objectives**
To allow student development in the techniques and skills involved in expressive and creative craft work in a variety of modern media.

**Summary of Content**
The crafts included in this course are Art Metalwork, Wood Crafts, Jewellery making, Wood turning and Plastics.

During the initial lectures, students will be instructed in procedures and techniques necessary to ensure success at these crafts and will, through intensive practical work, be given opportunity to develop the necessary skills.

Students then will be encouraged to select projects in some of these craft fields and to progress to a high standard of proficiency. Some examples of these projects may include construction of furniture, table settings, lamps, jewellery sets.

In the first year of the course, a study will be made of the basic elements of design as related to contemporary crafts. At the same time opportunity will be given, through practical work, to develop skills in handling tools and materials.

In the second year, although most time is utilised on practical work, a more detailed study is made of the theoretical aspects or working in wood and metal, together with lectures on workshop drawings and cutting lists.

In third year an opportunity is provided for more specialised work in two of the fields explored in earlier years.

The course work in second and third year is dependent upon the skills acquired in previous years.
TEXTILE CRAFTS ELECTIVE
First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance
Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)

Objectives
Through this elective, the student is given the opportunity to develop awareness of good design and finish, together with the practical techniques and skills involved in creative and expressive work in Textile Crafts.

Summary of Content
During this course, students will be introduced to the following aspects of the textile crafts, with opportunity for creative work in each field.

- Embroidery (modern and traditional)
- Fabric printing
- Knitting
- Crochet
- Dressmaking
- Soft furnishings
- Macrame
- Weaving (Third year only)

Written works will include studies of the following:
- Historical background
- Elements of design
- Fibres and filaments
- Processes of construction

During the third year of the course, students will be encouraged to work in depth in areas of their own choice.

TRADITIONAL CRAFTS ELECTIVE
First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance
Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)

Objectives
Through practical involvement in a group of traditional crafts, to develop independence in design and construction, together with an appreciation of the history of these crafts and of their place in contemporary society.

Summary of Content
This course offers three strands drawn from the traditional hand crafts.
- Bookcraft - including printing.
- Leatherwork.
- Weaving - including basketry.

In each strand a study will be made of the historical background and of modern developments in the craft, including the production of materials such as boards, paper, leather, cane and fibres.

In bookbinding, an extensive course will begin with folders, albums, single-leaf and single-section bindings, followed by multi-section bindings on tapes and cords. These will employ cloth, buckram and leather as covering materials for a variety of treatments such as cased, letterpress,
split-board and flexible bindings. In association with bookbinding, a study will be made of methods of printing, with practical experience in letterpress work leading to a combined printing and binding project.

The leatherwork strand will deal with sources of leather and methods of tanning and finishing, together with practical work involving a wide variety of processes: thonging in various patterns; hand sewing; modelling; carving; staining; polishing; lacquering; fitting of eyelets, press-buttons, buckles, catches and other hardware.

In weaving, practical work will include cane basketry as well as elementary textile weaving with wool, cotton and other fibres.

After initial instruction in each strand, students will be encouraged to design their own work and in the third year of the course to follow one strand to considerable depth.

**EDUCATION**

**EDUCATIONAL MEDIA ELECTIVE**

*First Year: 3 Hours per Week  
Second Year: 3 Hours per Week  
Third Year: 3 Hours per Week*

**Course Relevance**

- Diploma in Teaching (Primary)
- Diploma in Teaching (Secondary)

**Objectives**

1. To provide an understanding of the theory underlying the use of educational media and the research findings relevant to this field.
2. To enable this theory to be put into practice by familiarising students with as wide a range of educational media as possible.
3. To enable students to prepare and develop teaching/learning kits which will utilise a variety of educational media.

**Summary of Content**

It is planned to deal with as wide a range of educational media as are available. These will include programmed learning, teaching machines, overhead projectors, tape-recorders, filmstrips, transparencies, radio, closed-circuit and broadcast television, synchronised tapes and filmstrips, teaching packs, etc.

**REFERENCES**


**HUMAN DEVELOPMENT ELECTIVE**

*First Year: 3 Hours per Week  
Second Year: 3 Hours per Week  
Third Year: 4 Hours per Week*

**Course Relevance**

- Diploma in Teaching (Primary)
- Diploma in Teaching (Secondary)
Objectives

Knowledges - modes of human functioning; patterns of influences on the stages of development.
Attitudes - towards the person as an individual and as a learner.
Skills - assessment of psychological functioning and related educational achievement.

Summary of Content

Motor learning (sports skills)
Cognitive development
Social and emotional development
Development of interests and attitudes
Research methods in experimental psychology
Implications of development for teaching

Practical work in laboratory and schools is involved in most areas.

REFERENCES

SPECIAL EDUCATION ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance

Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)

Objectives

The aim of this course is to develop an understanding of the problems associated with the education of exceptional children. It is designed to lead the general classroom practitioner to an awareness that the handling of the problems of exceptional people is essentially the magnified problem of individual differences among people in general.

Summary of Content

It is planned to study the various groups of exceptional children as follows.

First Year
Nature of individual differences.
The intellectually exceptional - the mentally retarded; the gifted and creative.

Second Year
The socially and emotionally disadvantaged: e.g., delinquency, aborigines, migrants.
The sensorially and physically handicapped e.g., the deaf, blind, cerebral palsy, epilepsy.

Third Year
Learning disabilities (especially reading) i.e., dyslexia, aphasia.
General philosophical issues.

Visits to schools and other institutions responsible for the education and care of the exceptional will be an integral part of the course.

TEXTBOOK

One of the following is recommended as a textbook,
ENGLISH

THE CONTEMPORARY SCENE ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance

Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)

Objectives

To encourage some breadth of reading and appreciation of some of the main strands of writing of the last hundred years.

Summary of Content

The first year will be taken up with the treatment of certain themes in prose, verse, and drama by nineteenth century writers. These will be balanced against works by modern writers in which similar themes are treated.

The second year course will cover a wide range of drama, verse and prose of the last sixty years with emphasis on British writers.

The third year course will be devoted mainly to Australian literature of this century.

CREATIVE WRITING ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance

Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)

Objectives

Many students find that as a result of their experience in reading creative material they wish to write creatively themselves. Too often this wish is only partly fulfilled. The primary aim of this course is to provide the opportunity to write - for individual satisfaction and personal growth. Students will be expected to work in a variety of forms, with guidance given as necessary. The course will also be concerned to develop perceptive responses to writing: critical comment on the work of other students and of established writers will be called for. Discussions of writing by and for children will be a noted feature.

Summary of Content

In First Year the emphasis will be placed on shorter forms in verse and prose. Later year students will be encouraged to undertake more sustained work as their interests suggest. No upper limit in quantity of work is prescribed; each student will be required to keep a journal of work in progress and this journal should be brought to all meetings.

Most timetabled sessions will be for the whole of an elective group and at least one group project will be undertaken each year. Excursions will be organized from time to time and practising writers will be invited to address groups.

Assessment will be made in terms of quality of work as determined in collective discussion.

References

Freeman, J., Creative Writing, London, Frederick Muller, 1966.
DRAMATIC ART ELECTIVE

First Year: 3 hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance

Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)

Objectives

This elective is a course in educational drama. It aims to help the student to perceptive and imaginative expression of himself, to know himself and others better and his relationship with reality. This self-expression is in the various techniques of dramatic art and the course aims to make it a clear and valid communication for others.

Summary of Content

In the first year the following aspects of dramatic art will be treated.

Development of confidence in self-expression, the problem of self-consciousness
Improvisation
Mime
Dance drama
Speech
Impromptu drama
Judgment in acting; relations between players; sense of truth

In the second year and third year these aspects are further treated. Each student is required to participate in the production of major plays. There is also provision for the student to become acquainted with a wide number of plays and the different styles of production appropriate to them. Make-up, stage-lighting, sound effects are also included.

LITERATURE AND SOCIETY ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance

Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)

Objectives

Through a study of the possible relationships between literature and social trends, this course attempts to encourage students to become more aware of literature and the society which produced it, and to develop critical attitudes towards both.

Summary of Content

The first year will be devoted to a study of significant literary works dealing with themes related to War and the Fighting Man, The Problems of Being Young, Cultural and Racial Conflict, The Plight of Women, Delinquency, and other topics which reflect social concerns.

The second and third years of the course will be devoted to examination of particular periods in social history and the literature which they have produced. Possible areas of study here will include Elizabethan and Jacobean England, Victorian England, Australia since World War II, Modern America and Restoration England. It is hoped that occasional lectures may be given by members of the Social Science, Art and Music Departments.

The course will include an investigation of the modes through which writers explore social issues and to this end satire, tragedy, comedy and propaganda will be examined.
HEALTH AND PHYSICAL EDUCATION

HUMAN BIOLOGY AND THE SCIENCE OF SPORT ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance
Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)

Summary of Content

First Year
Basic study of the structure and function of the systems within the human body.
Practical experiments on human performance; heart, lungs, muscles.

Second Year
Study of sport and long term changes resulting from participation in sport and training.
Experiments related to fitness.
Effects of regular training on health throughout life.

Third Year
1. Physical Conditioning
   Principles for Training based on Physiology
   Continuous versus intermittent exercise
   Training of muscle strength
   Training of anaerobic power
   Training of aerobic power
   Year round training
   Physiological aspects
   Tests
   Biological Long-Term Effects
   Locomotive organs
   Oxygen transporting system
   Recovery from exercise
   Mechanical efficiency, technique
   Orthostatic reaction
   Body composition
   Blood lipids
   Psychological changes
   Studies of Bed Rest and Training
   Oxygen transport system
   Muscular training
   Nonspecific effects

2. Physiology of various Sport Activities
   Analysis of Various Sports
   Walking
   Running
   Swimming
   Skiing

PHYSICAL EDUCATION ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

75
Course Relevance
Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)

Objectives
This course is designed as sufficiently flexible to enable students with a widely varying background of participation in Physical Education activities to be able to undertake individual studies within the field.
The course will be both practical and theoretical and it is expected that significant levels of work will occur in both areas.
Students will be required to select at least two areas from:
- Dance
- Gymnastics - (performing, coaching or officiating)
- Games (participating and either coaching or officiating)

MATHEMATICS

ADVANCED MATHEMATICS ELECTIVE

*First Year: 3 Hours per Week*
*Second Year: 3 Hours per Week*
*Third Year: 4 Hours per Week*

Course Relevance
Diploma in Teaching (Primary)
Diploma in Teaching (Secondary) - (excluding Secondary Mathematics Students)

Objectives
These courses are designed for students with an aptitude for mathematics and a background of at least second level mathematics at the Higher School Certificate.

Summary of Content
- First Year - Calculus
- Second Year - Algebra and Computing
- Third Year - Statistics and Geometry

MATHEMATICS ELECTIVE

*First Year: 3 Hours per Week*
*Second Year: 3 Hours per Week*
*Third Year: 4 Hours per Week*

Course Relevance
Diploma in Teaching (Primary)
Diploma in Teaching (Secondary) - (excluding Secondary Mathematics Students)

Objectives
This course is designed for students with an interest in mathematics but with little or no mathematical background.

Summary of Content
A wide variety of topics will be studied including logic, computing, statistics, navigation, astronomy, etc.
MUSIC

AESTHETICS AND CHORAL MUSIC ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance
Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)

Objectives
To develop skill and musicianship in the area of vocal performance and choral singing, a perspective of historical musical studies, and theoretical studies aimed at functional skills and stylistic understanding.

Summary of Content
A graded programme of unison and part songs from various periods will be introduced in lectures and a thorough knowledge and performance of these will be required.

Tuned and untuned percussion instruments will be used in practical music making and in conjunction with the study in the Carl Orff approach to music education.

Through the study of set works and score reading, the student will acquire a knowledge of the different styles and periods of music. The growth of the orchestra, numbers of players and instruments used will form an integral part of this study.

A general treatment of the history of music will continue throughout the three years of the course. In the third year, topics dealing with certain aspects of music education in other countries will be studied.

First Year
1. Observation and analysis (through performance) of musical developments, from the pentatonic scale to the major-minor system of the Baroque period.
   The student's own creativity in melodic composition is paralleled with these specific observations.

Second Year
1. Conducting skills, introduced through individual experience in the conducting of unison songs and rounds. Students will have an opportunity to develop an appreciation of beat patterns and style, use of the left hand.
2. Tuned and untuned percussion techniques that can be applied to making percussion arrangements of rounds, songs and melodic invention. Simple harmonic vocabulary required for this will parallel the Theory and Harmony strand of the course.
3. Development of the major-minor system to include chromaticism, tonality, modulation and the effects of form on composition. Student creativity in melodic composition and simple song arrangement in the styles under study, for the performance of students in lectures.
4. History of Music, surveying the resources and growth of repertoire of the symphony orchestra during the eighteenth and nineteenth centuries.
   Baroque Music and Practice
   The Concerto Principle
   The Emergence of Sonata Form
   The Classicists
   Formal Developments.
Third Year

1. Observation and analysis of Romanticism - the “leit-motif”.
   Impressionism - the whole-tone scale. Twentieth century - the tone-row.
   Student creativity in melodic composition in the above styles (where appropriate) and,
   similarly, simple arrangement in these styles under study, for the performance of students
   in lectures.

2. Comparative Music Education.

3. History of Music; The Romantic movement in Germany; Romanticism; From Romanticism
   to Realism; Trends of the later nineteenth century; Opera - some perspectives of early opera
   - Mozart’s operas - Wagner; Twentieth century music as a development of previous trends;
   Twentieth century music - new paths.

References


INSTRUMENTAL MUSIC ELECTIVE

*First Year: 3 Hours per Week*
*Second Year: 3 Hours per Week*
*Third Year: 4 Hours per Week*

Course Relevance

Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)

Objectives

These instrumental courses aim at developing

(i) skills and musicianship through the experience of solo, ensemble and orchestral
    playing.

(ii) Historical studies giving a wide range of musical perspective.

(iii) Functional theoretical studies aimed at developing skills of arrangement and class­
    room repertoire in the appropriate instrumental area, and an analytical understand­
    ing of the periods of musical history being studied.

Summary of Content

Three instrumental areas are offered in Group B: STRINGS, WOODWIND AND BRASS.
The courses are designed to cater for any student; those who wish to start an instrument for
the first time, or those who may already have some practical skill or background in music.
There is opportunity to allow students who already play the piano or study singing to take this
as a part of their course.
Students elect to "take-up" or "continue" music studies on an orchestral instrument. Tuition on the chosen instrument is given by visiting tutors who, in general, will have individual contact with each student for 1 hour per week.

Musical instruments are available on loan from the Institute for students who take these courses. A small rental is asked to meet the costs of maintenance and repairs, etc. It is hoped that by the last year of the course, students will have commenced purchasing their own instruments so that they will leave the Institute adequately equipped.

The instruments usually offered within each group are set out below. (A student wishing to take an instrument not mentioned, or wishing to depart from the courses as set out, should make enquiries of the music staff.)

<table>
<thead>
<tr>
<th>Strings</th>
<th>Woodwind</th>
<th>Brass</th>
<th>Recorder Flutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violin</td>
<td>Flute</td>
<td>French Horn</td>
<td>Descant</td>
</tr>
<tr>
<td>Viola</td>
<td>Oboe</td>
<td>Trumpet</td>
<td>Treble</td>
</tr>
<tr>
<td>Cello</td>
<td>Clarinet</td>
<td>Trombone</td>
<td>Tenor</td>
</tr>
<tr>
<td>Double Bass</td>
<td></td>
<td>Tuba</td>
<td>Bass</td>
</tr>
</tbody>
</table>

A general treatment of the history of music will continue throughout the three years of the course. In the third year, topics dealing with certain aspects of music education in other countries will be studied.

**First Year**

1. Practical
   Where applicable, students experience a "settling in" period to ensure that an instrument best suited to their abilities is chosen. Basic skills are introduced and, once established, simple ensemble playing is used to develop elementary musicianship and an awareness of, and sensitivity in, controlling sound.
   Students with practical background who are continuing their study of an instrument commence at the level already attained, and follow a programme designed to suit their background. Ensemble playing and the development of musicianship apply at the appropriate levels.

2. Detailed study of the technical problems and possibilities of the instrument chosen, and an introductory survey of the repertoire of the instrument.

3. Observation and analysis (through performance) of musical developments, from the pentatonic scale to the major-minor system of the Baroque period.
   The student's own creativity in melodic composition is paralleled with these specific observations.

4. Perspectives.
   Some facets of pre-sixteenth century musical styles and practice.
   The Baroque and Rococo-Style Galant eras.
   Classicism and the confluence of classicism and Romanticism.
   From Romanticism to Realism.

**Second Year**

1. Practical.
   The development of technique on the chosen instrument.
   Solo and ensemble playing according to the standard being reached by the individual student. Introduction to orchestral playing.

2. A survey of the resources and growth of repertoire of the symphony orchestra during the eighteenth and nineteenth centuries, with particular reference to the role played by the instrument the student has elected to study.

3. The development of the major-minor system to include chromaticism, tonality and modulation.
   The effects of form on composition.
   Student creativity in melodic composition and simple song arrangement in the styles under study, for the performance of students in lectures.
A survey of the resources and growth of repertoire of the symphony orchestra during the eighteenth and nineteenth centuries.
The Baroque music and practice.
The concerto principle.
The emergence of sonata form.
The Classicists.
Formal developments.

Third Year

1. Practical
The development of repertoire and technique on the chosen instrument.
General musicianship, rehearsal techniques, group and ensemble playing.
Orchestral playing.

2. Comparative Music Education.

3. Observation and analysis of: Romanticism - the "leit-motif" - Impressionism - the whole-tone scale, Twentieth century - the tone-row.
Student creativity in melodic composition in the above styles (where appropriate) and, similarly, simple arrangement in these styles under study, for the performance of students in lectures.
History of Music.

4. The Romantic movement in Germany.
Romanticism
From Romanticism to Realism
Trends of the later nineteenth century
Opera - some perspectives of early operas - Mozart's Operas - Wagner.
Twentieth century music as a development of previous trends.
Twentieth century music - new paths.

REFERENCES
Suzuki S., Cello School, Zenon.
Sachs, C., History of Musical Instruments, New York, Norton, 1940.
NATURAL SCIENCE
BIOLOGY ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance

Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)

Objectives

Introduce the student to a broad spectrum of appreciation and understanding of the biological world. It is hoped that the experience will be useful in the teaching of natural science, as well as being helpful in understanding other things in the field of education, and the interdependence of all living things.

Summary of Content

First and Second Years

1. Botany Strand
   Introduction to the microscope
   Cell structure, functions and division
   Classification of organisms - general principles of classification
   The plant kingdom - study of the anatomy, reproduction and ecology of selected examples of the major divisions supported by laboratory studies and field work.
   Students will be required to present an herbarium containing specimens of the group of plants studied.

2. Zoology Strand
   Classification of the animal kingdom
   Detailed study of the major phyla of the animal kingdom with laboratory observation of selected specimens.
   Study of the marine rock platform as an exercise in identification of the various species and their adaptations to the environment.
   Simple comparative anatomy studies in animals - respiration, the heart and circulation, the digestive system, the nervous system, the pentadactyl limb, animal locomotion.

REFERENCES


Third Year

This course is designed for both internal and external students. It includes a study of the history of biological science, field work in selected ecological habitats, and experimental work in animal and plant physiology.

EARTH SCIENCE ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance

Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)
Objectives

To develop the student's understanding and knowledge of earth science. This necessitates acceptance of responsibility for the student's growth in the cognitive, affective and psychomotor domains relevant to this discipline.

Summary of Content

First Year
- Introductory geology and the history of geology as a science
- The anatomy of the earth
- The history of life on earth
- Local geology

Second Year
- Earth materials
- The surface of the earth
- Earth resources and applied geology
- Geological mapping
- Local geology

Third Year (Internal Students Only)
- Geologic time and ancient environments
- The oceans and the atmosphere
- Introductory crystallography and mineralogy
- Geological mapping
- Geology of Australia

Throughout the course, emphasis will be placed on practical work, both field and laboratory.

Third Year (External Students Only)

Summary of Content
- Earth resources
- Earth materials
- Ancient environments
- Geology of the student's local area
- Geological mapping

REFERENCES

Foundations of Earth Science, Series published by Prentice-Hall.

SCIENCE IN THE ENVIRONMENT OF MAN ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance
- Diploma in Teaching (Primary)
- Diploma in Teaching (Secondary)

Objectives

To examine some uses that man has made of the environment and the realisation that some control is necessary if these resources are to be maintained.

Summary of Content
- Metals in the service of man
  - The ores of the major metals
  - The extraction of metals from their ores and their use; alloys; practical work to illustrate the basic metallurgical processes.
2. Conservation - water, fishes and wildlife, vegetation - as applicable to the Australian environment

REFERENCES

**SCIENCE TODAY ELECTIVE**

*First Year: 3 Hours per Week*
*Second Year: 3 Hours per Week*
*Third Year: 4 Hours per Week*

Course Relevance
- Diploma in Teaching (Primary)
- Diploma in Teaching (Secondary)

Objectives
(a) carry out a detailed study in an area of modern scientific endeavour
(b) make practical investigations in an area of science.

Summary of Content
The course is a study of science within man's environment. Three topics will be studied each year and these topics will be selected by the students. The selected topics should lend themselves to practical investigation inside and/or outside the laboratory, and be of topical interest. Possible areas of study include

1. Astronomy: The celestial sphere; observation of heavenly bodies; the moon, planets, stars, quasors and pulsors. Astrology. Radio astronomy.
   Practical investigations would include
   - observation of stars and planets using small and large telescopes
   - visits to local observatories
   - observation of stars using radio telescope.

2. Man's Energy Problem
   Present energy sources
   - the sun
   - hydro-electricity
   - fossil fuels
   - atomic
   Possible future energy sources
   Practical investigations would include visits to local power stations and Lucas Heights nuclear reactor.

**SOCIAL SCIENCE**

**ASIAN STUDIES ELECTIVE**

*First Year: 3 Hours per Week*
*Second Year: 3 Hours per Week*
*Third Year: 4 Hours per Week*

Course Relevance
- Diploma in Teaching (Primary)
- Diploma in Teaching (Secondary)

Objectives
1. To call attention to sources of knowledge about non-Western peoples.
2. To acquaint students with major civilizations.
3. To develop awareness of and insight into similarities and diversities within and among Asian countries.

4. To develop understanding of the modernization problems of traditional Asian societies, including the impact of Western culture patterns, and how such problems as population growth, political change and economic dislocation have been met.

5. To consider Asian influences, both historical and modern, on Western cultures.

6. To explore the approaches, methods and means involved in developing mutual understanding and in communicating, co-existing and co-operating with Asian peoples.

7. To develop the ability to appreciate Asian points of view through making comparisons, inferences and generalizations requiring the use of non-Western concepts and values.

8. To encourage the learning and application of techniques of inquiry.

Summary of Content

1. A background to Asian civilization will be presented through a general survey of the geography and history of the area and its peoples; its religions and philosophies and some aspects of its material culture.

2. Detailed studies will be carried out, both on a class and individual basis, according to the interests of students and will include Asian countries, politics, religions and cultures, as well as contemporary problems and issues.

REFERENCE


ECONOMICS ELECTIVE

*First Year: 3 Hours per Week*

*Second Year: 3 Hours per Week*

*Third Year: 4 Hours per Week*

Course Relevance

- Diploma in Teaching (Primary)
- Diploma in Teaching (Secondary)

Objectives

1. To elaborate the relationship between economic theory and real world observations.

2. To consider the relationship between economic theory and economic policy.

3. To examine ways in which economic theory past and present can be effectively criticised and improved.

Summary of Content

**First Year**

Labour Economics

Theories of wages and employment

- Theories of wages and employment
- Labour input-output
- Marginal productivity theory
- Collective bargaining
- Wage agreements
- Legal fixation
- Supply of labour

Labour input-output

- Labour mobility
- Structure of Australian work force
- Determination of wages in Australia
- The Arbitration system
- Trade Unions in Australia
- Significance of disputes

REFERENCES


Vernon Report, Part II

International Trade

Reasons of international trade
Comparative advantage theory
Terms of trade
Gains from trade
Free trade
Barriers to international trade
Protection methods

Income effect
Balance of payments
International exchange rates
Pattern of Australian overseas trade
Objectives and operations of G.A.T.T.
I.M.F.

REFERENCES


Second Year

An intermediate course in microeconomics is offered in the first half year covering the following topics.

Theories of demand - utility and indifference curve analysis
Elasticity
Theory of production
Theory of costs

Prices and output in perfect competition
Price and output in imperfect competition
Monopoly
Oligopoly
Theory of factor pricing

The second half year is concerned with theories of public expenditure and covers such topics as:

Public and private goods
Optimal resource allocation to public goods supply
Decision making models

Some empirical work may be included.

REFERENCES


Third Year

Macroeconomics

Income determination - consumption, saving, multipliers.
Determinants of investment.
Role of government.
Effects of money on the macro system.
Monetary and fiscal policy.
Aspects of the Australian economy with emphasis on problems of internal and external balance.
Scientific method.
Classical theory of employment.
Modern income and employment theory.
Advanced theory of consumption, saving and multiplier.
Elaboration of investment theory.
Public sector and Income changes.
Theories of inflation.
GEOGRAPHY ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance

Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)

Objectives

1. To introduce students to selected areas of geographical inquiry.
2. To develop skills in geographical inquiry through in-depth studies.

Summary of Content

Six topics, each of one half year duration will be selected from the following:

1. Geomorphology
   Structural and climatic influences on landform development; glacial geomorphology; arid geomorphology.
2. Climatology
   Atmospheric processes; air mass analysis and forecasting; climatic classification.
3. Biogeography
   The ecosystem and vegetation dynamics; world plant communities; vegetation and climatic change.
4. Cartography
   Principles of map making and map reading, including reconnaissance, topographic and statistical maps.
5. Weather, Climate and Man
   Atmospheric processes, meteorological observations and weather forecasting; the role of satellites; impact of weather and climate on human activities; weather mitigation and modification.
6. Geography of Transport
   Empirical and theoretical studies of ports and shipping, air transport, rail systems and pipelines, freight rates and transportation of specific commodities.
7. Population Geography
   Theories of population growth; pattern of world population; migration; pluralism.
8. Political Geography
   Systematic treatment of concepts in political geography; current problems.
9. Urban Geography
   Basic concepts; theories of central place and metropolitan primacy; urban networks; principles of urban morphology; city patterns.
10. Historical Geography
    The special viewpoint of the historical geographer; methods and materials for research. Studies in the historical geography of Australia. Students will undertake research projects related to the historical geography of the Illawarra and South Coast.

HISTORY ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance

Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)
Objectives

1. To give students a background for teaching some aspects of history in the Primary Schools Social Studies Syllabus.
2. To introduce students to the study of the history of developing nations in Africa and the East.
3. To help students understand the problems involved in historical investigation and study.
4. To develop a critical approach to the subject.
5. To develop a competence in research and writing.
6. To develop a philosophy of history.

Summary of Content

There are six units in the course. Two will be covered each year.

First Year

Unit 1  Britain from Prehistoric Times to 1066
A survey of early British history which will involve a study of
Prehistoric Britain
Roman Britain
Anglo-Saxon England
The Norman Conquest

Unit 2  Australian History to 1860
A study of source material relating to
The foundation and settlement of Australia, and
Aspects of social and economic development in the nineteenth century with British and world history as a background.

Second Year

Unit 3  Australia: The Last Hundred Years
Australian political history
Australia’s relations with other countries
Themes related to the changing economy and society of Australia in the last one hundred years.

Unit 4  Selected Topics in Asian History
Areas of study will include
The traditional societies of India, China and Japan
European incursions into South, East and South-East Asia
India - Independence and Partition
Japan - the decline and fall of militarism
China - Sun, Chiang and Mao
South-East Asia - Independence, Nationalism and conflict

Third Year

Unit 5  British Constitutional History and its Offshoots from 1066
Constitutional concepts
The English Feudal Monarchy
The emergence of Parliament
Feudalism in decline - The Tudor Monarchy - Renaissance and Reformation
Parliament vs Crown; the Constitutional Monarchy
The mechanism of the Parliamentary System; Prime Minister and Cabinet
Democratization: franchise and the freedoms
The American variation
Australian transplantation and growth
Unit 6  Africa in the Nineteenth and Twentieth Centuries
Major topics for study will include:
  The scramble for Africa
  Colonialism and growth of African Nationalism
  Africa today with special emphasis on the development of apartheid in South Africa, independent Southern Rhodesia, and some of the newly independent African states.

Infant Specialist Courses

INFANT EDUCATION
Second Year: 3 Hours per Week

Course Relevance
  Diploma in Teaching (Primary)
  Infant Specialisation

Objectives
To develop understandings of the theoretical bases of the education of young children and to lay a foundation for the application of these principles in the classroom.

Summary of Content
1. An Introduction to the Course on Infant Education
   The pre-school child.
   The transition from the home to the school.
   Levels of child development.
   The role of the teacher in creating a desirable school atmosphere in the learning situation.

2. English
   Linguistic education as continued development.
   Communication through oral, visual and written language. As interrelated components, techniques for the development of listening, speaking, reading and writing place emphasis on the sequential development of skills and evaluation of individual rates of progress.
   The values of literature and drama.
   Integration of these strands using creative approaches. Integration with other subject areas.
   Management procedures and organization to provide for these experiences.

3. Mathematics
   This strand is designed to show an approach which will encourage the young child to gain an understanding of mathematics through experiences of discovery and application using both structured and environmental materials.
   Emphasis is placed on progression and development.

4. Social Studies
   This strand centres on an inquiry-conceptual approach which involves the child in the interpretation of his social environment through a variety of appropriate learning experiences. It includes an integrated approach in programming and classroom management.
   The use of audio visual aids is stressed.

Throughout the course, the principles involved in the making of activity materials and teaching aids to suit a variety of levels of development are discussed and applied. As well, stress is put on the need for intending teachers to understand that the younger child's approach to
learning involves an appreciation of the wholeness of knowledge. While teachers themselves will
necessarily use defined subject areas in teaching, their procedures in the classroom must take
this characteristic of children into account. Here the course examines current trends in teaching
such as "integration", "units of work", and "open plan" systems of organization.

CURRICULUM STUDIES B ART
Second Year: 2½ Hours per Week

Course Relevance
- Diploma in Teaching (Primary)
- Infants Specialisation

Objectives
This course aims to expand the understandings and skills established during first year and
to place special emphasis upon ideas and materials relating to art in infants classes.

Summary of Content
An analysis will be made of creativity and its role in the art lesson as a determinant of
1. the young child’s expressive development
2. the style of teaching in an art lesson
3. the selection of exercises to encourage understanding of the causal relationship between the
   elements of design and expression
4. the interpretation and integration of art understanding with stages in child growth and deve­
   lopment.

REFERENCES
The list for Curriculum Studies B Art in the Primary Course is, in general, appropriate for this course.

CURRICULUM STUDIES B CRAFT
Second Year: 2½ Hours per Week

Course Relevance
- Diploma in Teaching (Primary)
- Infants Specialisation

Objectives
This course is designed to provide the students with the essential techniques and teaching
methods associated with the infant school handicraft courses, together with an appreciation of
the scope and educational implications of craft work. The practical work involved in these
courses provides the students with opportunity for individual expression and the development
of creativity. It will be undertaken by those students preparing to teach in the infants school
who have selected Craft as one of the two areas of curriculum studies to be continued in depth.

Summary of Content
The topics covered in first year will be reviewed with emphasis on special features applic­
able to the infants school. In addition, further practical activities will be undertaken in Paper
crafts, Textile crafts, Modelling, and Creative activities.

Lectures will also cover the following
- Aims, attitudes and standards
- Lesson types
- Organization
- Programming
- Tools and materials: sources, storage, maintenance and requisitioning.
CURRICULUM STUDIES B MUSIC
Second Year: 2½ Hours per Week

Course Relevance
- Diploma in Teaching (Primary)
- Infants Specialisation

Objectives
The course programme is aimed at the further development of musical literacy and skills through the media introduced in the First Year Curriculum B course and the extension of content areas relevant to the lower primary school situation.

Summary of Content
- Singing lessons and song repertoire
- Listening lessons and appropriate works
- The composition lesson
  - Orff Schulwerk - music for children as devised by Carl Orff
  - Kodaly method
  - Movement and music
- Instrumental work in the school - creative approach to percussion
- Broadcast lessons

REFERENCES
*ABC Radio for Primary Schools - Children’s Book*, Sydney, The Australian Broadcasting Commission. (Current and past editions.)

CURRICULUM STUDIES B NATURAL SCIENCE
Second Year: 2½ Hours per Week

Course Relevance
- Diploma in Teaching (Primary)
- Infants Specialisation

Objectives
To broaden the student’s science background and to develop positive attitudes and approaches to the teaching of science to infant classes.

Summary of Content
- An examination of the present Natural Science curriculum
- Examination of the experimentation with other curricula
- Presentation of science to children in the infants grades - theory and practice
- Aids and apparatus
- Conservation and the preservation of Australia’s heritage

CURRICULUM STUDIES B PHYSICAL EDUCATION
Second Year: 2½ Hours per Week

Course Relevance
- Diploma in Teaching (Primary)
- Infant Specialisation
Objectives

To provide students with knowledge and practical experience to enable presentation of purposeful lessons in Physical Education to infants children.

Summary of Content

Learning motor skills
Movement orientation and exploration related to Dance, Gymnastics, Games and Swimming
Lesson planning and methods of presentation
Programming

REFERENCES

Kirchner, G., et.al., Introduction to Movement Education, Dubuque, Wm. C. Brown, 1972.
Courses of Study for Diploma in Teaching (Secondary)
The core courses in Education, Communication, and Physical Education are identical with those offered in the Diploma in Teaching (Primary). A specialised course in Health Education, designed for people who intend to teach in secondary schools, is given in place of that described for the Primary Diploma.

HEALTH EDUCATION
Second Year: 1 Hour per Week

Course Relevance
Diploma in Teaching (Secondary)

Objectives
1. To examine some of the major personal health problems in our society.
2. To make constructive decisions regarding one's personal health problems.
3. To actively and intelligently engage in discussion and thus show evidence of readings and research in the selected health topics.

Summary of Content
Modern concept of health
Communicable and non-communicable disease
Alcohol and alcoholism
Nutrition
Mental health
Public health
Human sexuality
Birth and population
School health
Nature of disease and disease process
Degenerative disease
Smoking
Drug abuse
Safety education
Environment quality
Individual and society
Family life
Consumer health

CURRICULUM STUDIES ENGLISH
First Year: 4 Hours per Week
Second Year: 4 Hours per Week
Third Year: 2 Hours per Week (Method)
3 Hours per Week (Literature - optional)

Course Relevance
Diploma in Teaching (Secondary)
Objectives

This course aims to prepare the student for the teaching of English in the Secondary schools. The main emphasis in the course will be on preparation for teaching forms I - IV, but the third year of the course will include sections on remedial English and on English in the senior forms.

First Year students will be introduced to the primary curriculum in English since they will practice-teach at primary schools during their first year at College. Second and Third Year students will be expected to plan programmes, including a thematic approach to teaching English, and to prepare resource material.

Summary of Content

Method

The main areas to be covered in the three years of the Method Course will include:

- Various approaches to the teaching of English, especially the Thematic approach
- The speaking of English
- Reading and comprehension
- Written expression and creative writing
- Language
- Prose and novel
- Poetry
- Drama
- The mass media

Literature

The purpose of lectures and tutorials in literature is to introduce students to outstanding literary works, to stimulate reading habits, to establish techniques for critical evaluation, and to provide a background and some direction for further reading.

There will be some integration of the study of literature with method lectures on the teaching of poetry, drama and prose.

In the three years of the course, modern Australian, American and English literature will be studied. The following list of authors is indicative of the general scope of the course, but it is suggestive rather than prescriptive; actual texts studied will vary according to the lecturer and students concerned.

Australian Literature

Poetry: Neilson, Slessor, Wright, McAuley, Fitzgerald, Campbell, Stewart; Contemporary Poets.
Drama: Stewart, Lawler, Seymour, Buzo, Hibberd, Williamson, White, Romeril.
Prose: Lawson, Herbert, Stead, Boyd, Keneally, Porter, Johnston, White, Stow, Oakley, Cook, Mathers, Moorhouse.

American Literature

Drama: O'Neill, Williams, Miller, Albee, Heller.

English Literature

Poetry: Eliot, Auden, Yeats, Thomas, Graves, Hughes.
Drama: Eliot, Pinter, Beckett, Osborne, Wesker, Synge, Shaw, Behan, Hopkins.
Prose: Wells, Forster, Huxley, Lawrence, Greene, Waugh, Amis, Spark, Maugham, Cary, Joyce, Golding, Orwell, Murdoch, Burgess.
CURRICULUM STUDIES HISTORY

First Year: 6 Hours per Week
Second Year: 6 Hours per Week
Third Year: 5 Hours per Week

Course Relevance

Diploma in Teaching (Secondary)

Objectives

1. To give students a background for teaching some aspects of the history and social science syllabuses currently in use in secondary schools.
2. To lead students to a critical understanding of the work in history being done in secondary schools.
3. To encourage students to experiment with different approaches to the teaching of history, and to assess the suitability of such approaches.
4. To help students understand the problems involved in historical investigation and study.
5. To develop a competence in research and writing.
6. To develop a philosophy of history.

Summary of Content

First Year

This course is designed to prepare students for teaching history in secondary schools. A prime concern of the course is to develop in students some understanding of how historians and competent teachers of history work by looking at the questions they study and the approaches they adopt both in their research, or lesson preparation, and in the presentation of their work. The course will cover many of the topics suggested for secondary school study so that students will have a knowledge of the material they may be required to teach. Approaches to the teaching of history generally will be examined throughout the course so that a study of teaching methods will be integrated into the course as a whole. Initially special attention will be given to the major teaching skills of questioning and task construction.

Nineteenth Century Australia

This course is developed by weekly lectures and tutorials around a study of source material relating to
(a) The foundation and settlement of the Australian colonies.
(b) The economic growth and principal political developments of the colonies to 1901.
(c) Aspects of social development such as changes in schooling, work and recreation; attitudes towards aborigines; the role of women in colonial society; the effects of urbanisation; the practice of religion.

Students will consult newspapers and magazines at the turn of the century to compile their own anthologies of source materials to use in the classroom.

REFERENCES

Alexander, F., Australia since Federation, Melbourne, Nelson, 1972.

Economic History of Western Europe to 1750

This course will deal with the economic consequences of the decline of the Roman Empire and the invasions; origin, nature and decline of manorial system; mediaeval commerce and industry; growth of towns; economic causes and effects of expansion of Europe; economic significance of rise of Protestantism; Mercantilism, work of Colbert; the "mercantilist" wars; pre-industrial Revolution changes in agriculture, industry and commerce.
REFERENCES

Second Year

**England in Tudor and Stuart Times**

Tudor and Stuart times are removed enough from our age to correct any parochialism of the present moment and yet still remain culturally familiar. In this course, students will be concerned with religious, social and political changes in a period that stretches from the Reformation to the Enlightenment.

REFERENCES

They will also complete two other courses of study, each of one half year duration.

**Britain from Prehistoric Times to 1066**

A survey of early British History which will involve a study of
Prehistoric Britain
Roman Britain
Anglo-Saxon England
The Norman Conquest

REFERENCES

**Africa in the Nineteenth and Twentieth Centuries**

This course is designed to give the student an overall view of the transformation of Africa over the last hundred years, and also a detailed understanding of an area where the native population has won its independence (Kenya) and another area (South Africa) where a white minority continues to dominate a black majority.

(a) Africa in the Nineteenth and Twentieth Centuries
    Africa before the great scramble for colonies
    The partition of Africa
    The effects of the partition of Africa
    The collapse of colonial empires

(b) Kenya in the Nineteenth and Twentieth Centuries
    Kenya before the coming of the white man
    The origins of Mau Mau
    Independent Kenya and its problems

(c) South Africa
    Origins of the population
    The opening up of South Africa
    Britain and the Boer Republics
    Apartheid
REFERENCES

Third Year
Students will follow one course for two hours per week and are permitted to choose another course for three hours. Currently the courses offered are related to the topics set for study in fourth, fifth and sixth forms of New South Wales high schools. Method work in this year is related to the senior secondary school.

Economic History of the United States of America
Study of the agricultural, industrial, commercial and labour developments of United States for the following periods: The period of colonial dependence; the period of dominant sectionalism; rise of capitalism, the climax of capitalism; trend towards State capitalism.

REFERENCES

Australia in the Twentieth Century
This course is developed by weekly lectures and tutorials around a study of source material relating to
1. The origins of and development in Australian political parties
2. Australia’s relations with other countries: its involvement in wars and in treaties, and its economic and cultural links with nations such as USA, UK and Japan.
3. Changes in Australian society. In addition to the themes dealt with in first year, a study is also made of the effects of post war immigration and changing policies with regard to social welfare.
4. Special mention is made throughout the course to developments in the local area, and students are encouraged to do some original research of a theme of local consequence.

REFERENCES
Crowley, F. K., Modern Australia in Documents, Volumes 1 and 2, Melbourne, Wren, 1972.
MacMahon Ball, W., Australia and Japan, Melbourne, Nelson, 1969.
Alexander, F., Australia since Federation, Melbourne, Nelson, 1972.

CURRICULUM STUDIES MATHEMATICS
First Year: 12 Hours per Week
Second Year: 12 Hours per Week
Third Year: 7 Hours per Week

Course Relevance
Diploma in Teaching (Secondary)
Objectives

This course is designed to acquaint students with methods of teaching mathematics in the secondary school, to extend their own mathematical knowledge and to familiarise them with modern trends in the subject.

Summary of Content

First Year

Mathematics Method I - (4 hours per week)
Review of methods of instruction in primary school mathematics with particular reference to standards achieved in the sixth grade.
Detailed study of the first form syllabus.
Mathematics IA - (4 hours per week)
Calculus - differentiation, integration, partial differentiation, polar co-ordinates.
Mathematics IB - (4 hours per week)
Algebra - complex numbers, matrices, determinants, polynomials.
Computing - programming, numerical methods.

Second Year

Mathematics Method II - (4 hours per week)
Organisation of courses in forms 2, 3, and 4.
A detailed study of topics from these courses.
Mathematics IIA - (4 hours per week)
Calculus - multiple integrals, differential equations.
Series - McLaurin, Taylor, Fourier, convergence.
Mathematics IIB - (4 hours per week)
Algebra - vector analysis, linear algebra, group theory, Boolean algebra.
Statistics - probability and sampling theory.

Third Year

Mathematics Method III - (3 hours per week)
Organisation of courses in Forms 5 and 6
Detailed study of topics from these courses.
Mathematics III - (4 hours per week)
Geometry - conics, co-ordinate geometry. Number theory.
Mechanics - statics, dynamics.

REFERENCES

SECONDARY GAMES COACHING

*Third Year: 1 Hour per Week*

Course Relevance

Diploma in Teaching (Secondary)

Objectives

To provide a course of study, practical and theoretical, which will enable the student to make a positive contribution to school sport and physical education.
Summary of Content

A selection of four games will be studied from the following.

Volleyball                    Rugby Union        Rugby League
Hockey                        Squash             Badminton
Tennis

Coaching and umpiring will be emphasised.

Elective Courses

Elective Courses available to students working for the award of a Diploma in Teaching (Secondary) are those offered to students studying for the Diploma in Teaching (Primary), subject to limitations indicated in the Diploma Schedule. These courses are described on page 68.
Courses of Study
for
Diploma in Physical Education
This strand of the Diploma in Physical Education course includes firstly, the theoretical, methodological and administrative aspects involved in being a teacher of physical education, and secondly, an examination of the practical content materials which will be taught in the school programme, including dance, theory and coaching of games and gymnastics.

DANCE

First Year: 2 Hours per Week
Second Year: 2 Hours per Week
Third Year: 2 Hours per Week

Course Relevance
Diploma in Physical Education

Summary of Content
First Year

Dance A (Men and Women)
This course, involving two hours per week for the first half year, consists of an introduction to the social dance area of the physical education curriculum.

The course includes folk and national dances, ranging from the simple type which are used throughout the primary school to the more difficult and advanced dances generally reserved for adults; traditional social dance of the pattern type, such as barn dances, Maxima, Pride of Erin, and square dances of the modern style.

Dance B (Men)
The aim of this unit, which takes up the second half year, is to introduce students to the basic elements of dance-making, including a knowledge of concepts and terms used. Most dances will tend towards dramatic expression and the development of communication in movement.

A secondary aim is to teach responsiveness to movement as an art form underlying all forms of physical education.

Dance B (Women)
This course is introduced through an analysis of movement in general. Expressive movement is then studied as a means of communication leading to creative dance,

Basic training in bodily awareness, the use of effort, the use of space, working with a partner and in a group will be covered.

A brief background knowledge of the ideas of Rudolph Laban will be explored.

It is planned to develop a good rhythmic sense, as well as to develop spontaneity and creative ability in movement.
Second Year

Dance A (Men and Women)

This course consists entirely of Modern Ballroom Dance and follows in general the syllabus required for the award of the Bronze Medallion of the Federal Association of Teachers of Dancing.

Included together with a study of techniques of dance is the consideration of how such material might be taught in the school situation as a regular part of the physical education curriculum.

Dance B (Men and Women)

This course which is a development from the Dance I (B) course will include major emphasis on the structure of the creative dance lesson and its relevant methods of teaching, as well as the relationship between creative dance and other art forms, both musical and non-musical.

Third Year

Dance C (Men and Women)

This part of the course will involve students for one hour per week for one half year. The main aim of this course is to consider the various methods of presentation of creative dance in the high school situation, and to evaluate the effectiveness of a variety of approaches considering all art forms. At the same time, it is hoped to further develop personal dance skills in relation to more advanced themes.

In the co-educational group situation, students will explore work on the more advanced of Laban's sixteen basic movement themes, in the development of movement motifs, choreographic techniques of a simple kind, and advanced partner and group themes.

A secondary aim of this course is to enable the production of work of a high quality entirely constructed by the students. To this end some time will be spent on technical expertise, while the final presentation should allow qualities of originality, superior presentation, and a high level of application of work from the three years of this course.

GAMES - THEORY AND COACHING (MEN)

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 3 Hours per Week

Course Relevance

Diploma in Physical Education

Summary of Content

First Year

This course involves students in a study of several areas of major and minor games with an emphasis on teaching non-swimmers to swim, and track athletics.

Consideration in other games areas is given to the techniques of basic skills, the teaching of rules and tactics, officiating and class management.
Second Year

In this course, the emphasis changes to advanced swimming techniques for competition swimmers and field athletics where all the standard men’s events are studied with coverage given to techniques, rules of competition and officiating duties.

In addition, major games not dealt with during the first year will be studied in the same way.

Third Year

This course has two sections, one of which is geared towards recreational activities at an adult level with an emphasis on the organisational aspect, while the other enables the student to select one major game and make an intensive study of it from all the aspects covered during the previous years’ programmes.

GAMES - THEORY AND COACHING (WOMEN)

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 3 Hours per Week

Course Relevance
Diploma in Physical Education

Summary of Content

First Year

This course deals with the teaching of swimming and lifesaving, together with a selection of major and minor games which are examined with study of techniques of relevant basic skills, rules, elementary tactics and teaching methods suitable for school presentation.

Second Year

Major and minor games taught in the N.S.W. secondary schools and which were not covered in the First Year programme are presented with similar emphasis.

Units of Athletics and Synchronised Swimming are included. The athletics unit covers techniques for all women’s track and field events, rules of competition together with officiating duties for each event.

The synchronised swimming unit encompasses the specialised students for the five categories, and the organisation of stunts into sequences for musical accompaniment.

Third Year

The third year course provides advanced units of work in the major games areas with an emphasis on specialised techniques, tactics, coaching and officiating.

GYMNASTICS (MEN)

First Year: 2 Hours per Week
Second Year: 2 Hours per Week
Third Year: 2 Hours per Week

Course Relevance
Diploma in Physical Education

First Year
Objectives
1. To familiarise students with the content of the syllabus in primary school gymnastics.
2. To study the form of the primary school gymnastics lesson.
3. To commence the study of gymnastics at the secondary school level.

Summary of Content
Elementary tumbling
Elementary balancing
Pyramids
Balance bench (single and partner)
Ropes - climbing, swinging, play gymnastics
Elementary horizontal bar
Elementary vaulting
Outdoor fixed equipment
Use of small equipment - balls, hoops, ropes, circlos, rings, biffs, sticks
free play, informal games, relays, skill practices, tabloids

Additional to Primary School Gymnastics
- Weight training (specific)
- Tumbling (more advanced)
- Balancing (more advanced)
- Springboard tumbling
- Mini trampoline tumbling
- Elementary parallel bars
- Elementary trampolining
- Practice teaching activities

Students will be expected to
(a) demonstrate an ability to teach gymnastic skills at an appropriate level,
(b) have a full knowledge of safety precautions for all activities,
(c) maintain an acceptable level of personal performance.

REFERENCES

Second Year
Content will include
- Tumbling (floor exercises)
- Vaulting (primary to advanced)
- Trampolining
- Parallel bars
- Specific activities designed for the practice teaching experience

Third Year
Content will include
- Horizontal bar
- Roman rings
- Advanced trampolining
- Display gymnastics
GYMNASTICS (WOMEN)

First Year: 2 Hours per Week
Second Year: 2 Hours per Week
Third Year: 2 Hours per Week

Course Relevance
Diploma in Physical Education

Objectives

To furnish a knowledge and understanding of gymnastics and improve the standard of personal gymnastic skills so that a foundation has been set for method of teaching.

Summary of Content
Modern gymnastics using balls, ropes, ribbons, hoops and Indian clubs. Olympic gymnastics involving free floor exercise, beam, uneven parallel bars and vaulting.

REFERENCES

Second Year
As students have already acquired a vocabulary of skills in first year, this course will have, as one of its aims, the extension of Olympic gymnastics to more advanced work, at a competitive level of attainment.

The second strand of this course will be concerned with the practical and theoretical nature of Educational Gymnastics, which will be viewed both as a performance area and as a teaching method in lectures.

REFERENCES

Third Year
This course is designed to provide a wide coverage of gymnastic activities in three areas of Olympic Gymnastics: bars, beam and vault which, together with tumbling will be dealt with in a manner suitable for both class teaching and club work.

Emphasis will be placed upon progressive teaching of suitable lead ups for all skills, supporting techniques and correction of skills.

REFERENCES

THEORY AND METHOD IN PHYSICAL EDUCATION

First Year: 2 Hours per Week
Second Year: 2 Hours per Week
Third Year: 2 Hours per Week

Course Relevance
Diploma in Physical Education

Objectives

106
The introduction of the subject area of physical education as it operates at primary school level in N. S. W.

Through personal practical involvement to introduce teaching and teaching strategies in aquatics, athletics, games, gymnastics and dance as related to both the primary school pupil and the college student.

Summary of Content

Theoretical foundations of physical education with particular reference to primary school methods in physical education, practical and theoretical aspects of gymnastics, games, swimming, track and field and dance for girls and boys aged five years to twelve years.

This course will also include a study of the methods employed to teach other subjects within the primary school curriculum.

REFERENCES

Second Year (Men)

Objectives

Basically, this course is designed to prepare the student to enter and perform efficiently as a teacher of physical education within the secondary school.

Summary of Content

Conditions of effective motor learning
Introductory activities
Skills, both basic and specialised
Concluding activities
The lesson plan for gymnastics, games and dance
Construction of a unit of work - graded progression of activities
Class organisation and techniques of successful teaching
Teaching methods
Inclement weather lessons - related where possible to units of work
Demonstrations

Second Year (Women)

This course will provide students with the skills, associated knowledge and understanding, of the following major aspects of physical education in secondary schools.
The aims and objectives of physical education
The curriculum in physical education
Needs and interest in physical education
Practice teaching information
Lesson structure in gymnastics and games
Characteristics of secondary school pupils
Content, method and organisation of teaching in gymnastics lessons, games lessons
Tabloid sports organisation
Evaluation of practice teaching sessions

Lectures, discussions, demonstrations, student presentations and films will be integrated to allow students to gain the best possible understanding of the teaching of physical education

Third Year

Objectives

The aims of this course are

1. to develop an awareness of the responsibilities of the specialist teacher with regard to the
administration and organisation of physical education in N. S. W.
2. to integrate in principle the physical education strand of the course in its application to teaching.
3. to develop an attitude towards ethical, professional behaviour.
4. to consider the role of the teacher within the community.
5. to give practical experience in organising and teaching lessons.

Summary of Content

Teaching
- Principles of lesson planning
- Aims and objectives
- Evaluation of teaching
- Problems and exceptional children
- Adapted physical education

Administration of physical education in N.S.W.
- History and structure
- Responsibilities, regulations

Care and maintenance of equipment
- A practical course in the maintenance of equipment, together with the marking of fields and playing areas.

Ethics
- What is professional behaviour?

Core Physical Education

This course is the same as that followed by students in the Diploma in Teaching (Primary) and Diploma in Teaching (Secondary) courses. For a summary of the course see page 58.

Education

EDUCATION
First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 2 Hours per Week

Course Relevance
Diploma in Physical Education

Course Structure
The Education strand in the Diploma in Physical Education consists of six units each of one half-year duration. The first three units (i.e. both units taken in first year and the first unit taken in second year) are identical with the first three units of the Core Education course for the Diploma in Education (Primary)

First Year

Unit 1 Child Growth and Development
Unit 2 Psychology of Teaching
For course details see the appropriate sections of the course outlines for the Diploma in Teaching (Primary).
Second Year

Unit 3 Psychology of Learning
For course details see the appropriate section of the course outlines for the Diploma in Teaching (Primary)

Unit 4 History of Education and Comparative Education
(History of Physical Education)

Objectives
An introduction to the historiography of education and its application to New South Wales through an examination of the development of the present system from its earliest beginnings.

A critical study of physical education in New South Wales, with special reference to the changing nature of its administration and other current issues.

An introduction to comparative methodology in physical education and its application by study of other systems and such recent modifications as international education and development education.

Summary of Content
Early beginnings of the history of education in N. S. W., with special reference to education in England, America and Europe at this time.

The history of physical education in early times; physical education in the twentieth century; Church and military roles in evolving physical education; pre World War II physical education in N. S. W.; twenty five years of physical education since World War II.

The role of Man: a pen profile of a N. S. W. physical educator: past, present, future.

Third Year

Unit 5 Sociology of Education
(Sport in Society)

Objectives
Introduce basic sociological concepts in an endeavour to allow students to appreciate school and society.

Examine sport in Australian society, describing and explaining many of the interrelationships between sport and society at a variety of levels.

Formulate a description of sociological foundations of physical education.

Summary of Content
School and society; the structure of educational institutions and teaching as an occupation. The school society.

The nature of sport; study of sport as an element of culture; towards a sociology of sport.

Sport and study; sport and politics; team competition, group structure; sports discrimination. The science of sport and sports sociology.

REFERENCES

Unit 6 Motor Learning

Objectives
1. An introduction to some theoretical issues pertaining to secondary school pupil performances of selected sports tasks.

Summary of Content

Conditions for effective motor learning.
Physical fatigue and motor learning.

REFERENCES

Scientific Bases of Human Movement Strand

The following courses are offered as a foundation for the future development of rational physical education programmes which may be based on a detailed knowledge of the specific effects of the many facets of physical exercise upon the human body and its functions.

ANATOMY AND PHYSIOLOGY

First Year: 2 Hours per Week
Second Year: 1 Hour per Week
Third Year: 1 Hour per Week (for 1 half-year)

Course Relevance
Diploma in Physical Education

Objectives
To provide a fundamental knowledge of structure and function in the human body. This knowledge to serve as a basic reference for further in-depth courses.

Summary of Content

First Year

1. Body as a whole
terminology
body cavities and planes
structural units
language of anatomy
approaches to anatomy

2. Histology
types of tissues
structure and functions
3. Body system
   structure and function of each body system in detail
   skeletal
   arthrology
   muscular
   circulatory

Second Year

Summary of Content

The Nervous System
   Central nervous system
   Peripheral nervous system
   Nerve impulse transmission
   Synapses
   The motor unit

The Digestive System
   The alimentary canal
   Accessory organs of digestion
   Digestion and absorption of carbohydrates, fats and protein
   Metabolism

The Respiratory System
   The respiratory tract
   Mechanics of breathing
   External and internal respiration
   Blood transport of O₂ and CO₂

Third Year

Summary of Content

Urinary/genital system
Endocrine system
Reproduction

REFERENCE


BIOLOGY

First Year: 3 Hours per Week (1 half-year)

Course Relevance

Diploma in Physical Education

Objectives

To give background biological information required for other courses in physical education.

Summary of Content

   Plant and animal cells.


5. Histology: Classification of tissues. Epithelial tissues, connective tissues, muscle tissue, nerve tissue.

CHEMISTRY

First Year: 3 Hours per Week (1 half-year)

Course Relevance

Diploma in Physical Education

Objectives

To develop an understanding of the chemical structure and function of the compounds of which living organisms are made and of the major catabolic and anabolic processes which occur in living cells.

Summary of Content

Revision of the fundamental concepts of chemistry - element and compound, atom, molecule and ion
Properties of acids, bases and salts - the pH scale - buffers
Hydrocarbons and their derivatives
Esterification and saponification
Hydrolysis and condensation reactions
Compounds of biological significance - proteins, lipids, carbohydrates, steroids, haemoglobin. The chemistry of digestion, respiration, and of some of the anabolic reactions in living organisms.

CARE AND PREVENTION OF INJURIES

Second Year: 1 Hour per Week (1 half-year)

Course Relevance

Diploma in Physical Education

Objectives

To study modern concepts of injury prevention in sport and principles of treatment.

Summary of Content

Legal responsibility
First aid principles
Nature of common sports injuries
Principles of treatment
Prevention of injuries in sport

KINESIOLOGY

Second Year: 1 Hour per Week

Course Relevance

Diploma in Physical Education
Objectives

To examine in detail the application of physics in general, and mechanical principles in particular, to the analysis of human performance.

Summary of Content
Brief history of Kinesiology
Methods of analysing movement
Common terminology
Mechanical principles underlying movement
Basic movement patterns

PHYSICS

Second Year: 1 Hour per Week

Course Relevance
Diploma in Physical Education

Objectives

The course should enable students to acquire a knowledge of the basic laws of physics and solve problems related to these laws.

Summary of Content
The basic laws of mechanics vectors Energy and power
Static equilibrium Friction
Uniformly accelerated motion Circular motion
Newton's laws Rotation of rigid bodies
Work

STATISTICS

Second Year: 1 Hour per Week (1 half-year)

Course Relevance
Diploma in Physical Education

Objectives

To provide a course which will enable the students to understand the relevant research readings.

Summary of Content
Grouping of data Student t ratio
Measures of central tendency Correlation
Measures of dispersion Chi-square
Z scores

EXERCISE PHYSIOLOGY

Third Year: 2 Hours per Week

Course Relevance
Diploma in Physical Education
Objectives
1. To review basic physiological principles as they apply to exercise.
2. To develop an understanding of physiological benefits to be derived from exercise.
3. To understand the conditioning processes for regular physical education students, sportsmen, and to an extent, the sub-par student.
4. To read intelligently the professional literature in this field.

Summary of Content
- Energy liberation and transfer
- Muscle contraction
- Neuromuscular function
- Circulation of blood and body fluids
- Respiration
- Physical work capacity
- Body dimensions and muscular work
- Physical conditioning-strength, muscular endurance, circulo-respiratory endurance, flexibility.
- Temperature regulation
- Nutrition and physical performance

REFERENCE

FUNCTIONAL ANATOMY
*Third Year: 2 Hours per Week (1 half-year)*

Course Relevance
Diploma in Physical Education

Objectives
To relate and apply the anatomy of the human body to the analysis of human movement and activities.

Summary of Content
- Review muscle physiology
- Muscle locations and actions
- Joint actions - prime movers, assistant movers, neutralisers and stabilisers
- Analysis of locomotion and other selected physical activities

REFERENCES

RESEARCH METHODS
*Third Year: 1 Hour per Week (1 half-year)*

Course Relevance
Diploma in Physical Education

Objectives
To acquaint students with general research methodology and its specific application in physical education.
Summary of Content
Library techniques
Experimental method
Historical study
Philosophical study
Survey techniques
Instrumentation

REFERENCE

TESTS AND MEASUREMENT
Third Year: 1 Hour per Week (1 half-year)

Course Relevance
Diploma in Physical Education

Objectives
The acquisition of knowledge and skills related to testing and measuring techniques in physical education and the use of such in the evaluation of structure, function and human performance.

Summary of Content
Test construction
Posture testing
Flexibility
Somatotyping
Maturity
Anthropometry

REFERENCE

Second Major Subject

Each student is required to study in depth another teaching subject. The student may elect to study this at Wollongong University College adjacent to the Institute. Such elected subject should not involve more than seven hours of attendance per week in any of its three years.

In the past the following subjects have been elected by Diploma students:

English
History
Economics
Geography

Biology
Physics
Geology
Mathematics

Timetable requirements may necessitate some evening attendances at the University as well as some overlap in term dates.
The student may instead undertake this study in the Institute where courses in Science or Social Science may be elected.

The Director reserves the right to direct any student to follow a course within the Institute instead of electing a subject to be studied at the University.

**SCIENCE SECOND MAJOR**

*First Year: 6 Hours per Week*
*Second Year: 6 Hours per Week*
*Third Year: 5 Hours per Week*

**Course Relevance**

Diploma in Physical Education

**Summary of Content**

This is a three-year course in the teaching of Junior Secondary Science, which is available only to those students taking the Diploma in Physical Education course who wish to make Junior Science their second teaching subject. The weekly time allocation is divided as follows.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Year</td>
</tr>
<tr>
<td>Biology</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Geology</td>
<td>1</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>3</td>
</tr>
<tr>
<td>General Teaching Method</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Biology**

**Objectives**

To provide students with the knowledge, attitudes and skills necessary to plan and present educational experiences relevant to pupils, to the School Certificate level, in the field of biological science.

**Summary of Content**

The topics covered include the following.

- A rationale for science education
- Methods of presenting biology to the school certificate level
- Controlled experimentation
- The classification of plants and animals and the characteristics of selected representatives of each of the major phyla
- Cells as the basis of structure and function of living things
- Metabolism, including photosynthesis, respiration, plant and animal
- Nutrition
- Ecology
- Evolution and genetics
Chemistry

Objectives
1. To develop a knowledge of those aspects of chemistry which are significant for the School Certificate Science course.
2. To consider methods by which these topics could be taught.
3. To consider the role of chemistry in dealing with the topics listed in the School Certificate Syllabus and how chemistry can be integrated with the other scientific disciplines at the Junior Secondary level.

Summary of Content
Subject matter and teaching methods are integrated. The course is essentially a practical one. Students will perform experiments, suitable for junior secondary pupils, which are designed to develop or illustrate those aspects of chemistry appropriate to this level.

Geology

Objectives
To provide foundations for the effective teaching of the geology sections in the science courses for junior secondary classes.

Summary of Content
The course consists essentially of two integrated segments - method and content. The method segment concentrates on the theory and practice of the teaching techniques applicable to science in general and geology in particular.
The content segment concentrates on the major fundamental ideas and concepts of geology.

Physics

Objectives
After completing this course the student should be able to provide children with science experiences which contribute to their development in interest and attitudes, knowledge, understanding and skills.

Summary of Content
The principles of basic physics in the following areas

<table>
<thead>
<tr>
<th>Heat</th>
<th>Electricity</th>
<th>Magnetism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electromagnetic waves</td>
<td>Light</td>
<td>Fire</td>
</tr>
<tr>
<td>Liquid</td>
<td>The atmosphere</td>
<td>Energy</td>
</tr>
<tr>
<td>Waves</td>
<td>Mechanics</td>
<td></td>
</tr>
</tbody>
</table>

Activity

Objectives
To develop an awareness of the problems associated with the science education of children of less than average ability, a rationale of teaching approaches that may be used to provide relevant educational experiences for these pupils, and an understanding of, and practice in, the selection of content and the planning of lesson sequences consistent with the adopted rationale.
Summary of Content

Problems associated with the science education of low performance pupils
The skills of science
A rationale of science education
Lesson planning, science skills and content selection
The preparation of lesson sequences based upon selected areas of the following topics

<table>
<thead>
<tr>
<th>Living things</th>
<th>Keeping healthy</th>
<th>Care of the environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work and machines</td>
<td>Water</td>
<td>Air</td>
</tr>
<tr>
<td>Earth and Fire</td>
<td>Common substances</td>
<td>Communication</td>
</tr>
<tr>
<td>in the home</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Teaching Method

Summary of Content

This course is concerned with the general principles of science teaching, its aims and objectives, and with school science procedures.

First Year

The syllabus for school certificate science
Conservation

Second Year

Questioning
Practical work in science teaching
Formal lesson procedures, (e.g. discussion lesson, inductive lesson, deductive lesson, film and broadcast lessons)
Informal procedures (e.g. the problem approach)
The preparation and use of aids
Collections

Third Year

The Wyndham Committee Report
Aims and objectives in science teaching
School procedures such as assessment
Brief consideration of Higher School Certificate syllabuses
The A. S. E. P. scheme

SOCIAL SCIENCE SECOND MAJOR

First Year: 6 Hours per Week
Second Year: 6 Hours per Week
Third Year: 5 Hours per Week

Course Relevance
Diploma in Physical Education

Objectives
The preparation of students for teaching Social Studies, Commerce and Geography in Secondary schools, to form IV.

Summary of Content
The time allocated for the course is divided as follows:
<table>
<thead>
<tr>
<th>Strand</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Commerce</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Seminars in Teaching</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

**Social Studies**

This course examines a number of themes from the new Social Studies Syllabus and at the same time develops those teaching skills which have particular application to the teaching of social studies.

Themes for study will include the following:

- Primitive societies
- Authority in society
- Cities and society
- Conflict in society
- Economic systems
- Education and society
- The races of mankind
- Religion and belief
- Rural communities
- Science, technology and society

**Geography**

This course provides a balance between an examination of the areas of geographical knowledge detailed in the N. S. W. Geography Syllabus for Secondary Schools, and developing teaching skills which have particular application in geographical education.

Geographical knowledge included in the course includes the following topics.

- Distinctive Landscapes of Tropical Regions
  - Rainforest Landscapes
  - Savanna Landscapes
  - Desert Landscapes

- Distinctive Landscapes of High Latitudes
  - Coniferous Forest Landscapes
  - Tundra Landscapes

- Mountain Landscapes

- Distinctive Farming Landscapes
  - Mediterranean Rural Landscapes
  - Commercial Farming Landscapes
  - Rural Landscapes of Monsoon Asia

- Industrial Landscapes

- Urban Landscapes
Regional Geography
  Australia
  Western Europe
  Monsoon Asia
The Geography of World Trade
Geographical aspects of pollution.

**Commerce**

This course is designed to give students a degree of competence necessary for the teaching of commerce in junior secondary classes.

Introduction to elementary accountancy using the balance sheet approach - cash books - banking and reconciliation statements
The local area as a basis for studying personal and commercial problems
Problems of the firm
Problems of local and state governments
Orthodox bookkeeping practices as a background to the interpretation of revenue accounts and balance sheet
Economic problems of the Australian economy
Special accounts, such as club accounts with balance day adjustments, control accounts, and elementary partnership and company accounts.

**Social Science Methods**

Fundamental Concepts
  The nature of the social science disciplines
  The purpose of teaching the social sciences in the Secondary School
  N. S. W. Syllabuses in Geography, Commerce, Social Studies, and Asian Social Studies
  Bases of teaching and learning in the social sciences

Teaching Organisation
  The class programme and unit planning
  Developing a resource unit

Methods of Developing Learning Skills
The Use of Sample Studies
The Local Area and Fieldwork
Methods of Evaluation
Effective Use of Visual Aids
Developing the Affective Domain
Course Relevance

Diploma in Physical Education

Summary of Content

In first and second years, the English and Music Departments each provide courses aimed at developing the student's own personal powers of communicating with other individuals. In the third or fourth year, the English and Art Departments present such courses.

ENGLISH

First Year: 1 Hour per Week
Second Year: 2 Hours per Week
Third Year or Fourth Year: 1 Hour per Week

The English Department will introduce students to specific skills in communication and encourage a critical self-awareness of the student's own ability in these fields:

- Written expression
- Spoken English; self-expression and oral reading of poetry and prose
- Self-expression through movement
- Dance drama
- Aspects of dramatic art
- Comprehension: silent reading of poetry and prose; spoken poetry and prose
- Development of self-possession, and individual and sensitive reaction to works presented (e.g., poetry reading by established artists).

MUSIC

First Year: 1 Hour per Week
Second Year: 1 Hour per Week

The Music Department's course consists of two strands, one cultural and the other practical. The cultural strand will trace the development of music in Western Civilization from the listener's point of view, and is aimed at cultivating intelligent listening techniques. The concept of music as a language of sounds through which the composer can communicate with his listeners will underline the approach to much of the music studied.

The practical strand will aim at developing confidence and skill in the type of group music situation in which students could later be involved. Opportunity will be given to learn the guitar as a means of increasing effectiveness in the field.
ART

*Third Year or Fourth Year: 1 Hour per Week*

Objectives

This course is intended to give Diploma in Physical Education students an opportunity to experience the materials and types of thought associated with the visual arts; it is not designed to provide a basis for teaching art as a subject. It is anticipated that the work undertaken will be interesting and rewarding to students, will achieve worthwhile standards, and that the principles involved will have meaningful relevance to other aspects of the Diploma course.

Summary of Content

The work is almost wholly practical. This aspect is regularly preceded by a clarification of the ideas, the scope of the materials and the techniques related to a specific type of expression. The scheme offers opportunity for individuality and initiative in the creative field, largely concerned in this course with drawing and painting.

Fieldwork

(No time allocation)

Course Relevance

Diploma in Physical Education

Summary of Requirements

This required part of the Diploma in Physical Education course is designed to bring the student into contact with some of the physical education activities which are carried on outside the school environment. It includes experiences in camping, vacation swimming schools and, play centres, youth leadership and community work in recreation.

Of necessity some of the work must be done during week-ends and vacation periods, and students are strongly advised to satisfy the requirements as early in their three years as possible as it may sometimes be difficult or impossible to gain the required experiences in the final year of the course.

Fieldwork is divided into four sections and students are required to gain points in at least three of the four sections.

In general, camps with children are worth twice as many points as are camps without children; practice teaching camps during regular practice teaching periods are worth half as many points as similar camps held during vacations.

1. Camps With Children
   10 day Vacation Camp 20 points
   5 day Vacation Camp 10 points
   3 day Vacation Camp 6 points
   10 day Practice Teaching 10 points

(A minimum of 10 points must be gained if this field is to be claimed)
2. Camps Without Children
   10 day Play Centre Training 10 points
   3 day Week-end Training 3 points
   (A minimum of 9 points must be gained if this field is to be claimed)

3. Vacation Play Centres and Swimming Schools
   Swimming Schools - First 20 points
   Subsequent 10 points
   Play Centres - First 10 points per week
   Subsequent 5 points per week

4. Community Work in Recreation
   10 attendances in one season 10 points
   5 or more attendances in one season 3 points
   (A minimum of 6 points must be gained if this field is to be claimed)
   Students must submit evidence of any work they present in this field, which will be individually assessed.

**Note:**
- i. Work must be presented in at least three areas.
- ii. A minimum of 59 points is required for a pass.
Courses of Study for
Certificate in Health Education
Health Education 1  
( Third Year )

BACTERIOLOGY AND ECOLOGY

Third Year: 2 Hours per Week

Course Relevance

Certificate in Health Education

Objectives

1. To introduce the basic principles of microbiology and familiarise the student with the role of bacteria and other micro-organisms and their importance to man.
2. To study the dynamics of infectious disease and interrelations between organisms and the physical environment.

Summary of Content

The discovery of the microbial world will serve as an introduction to the course leading into study of microbial ecology, mechanisms of constitutive host resistance, microbial pathogenicity, and inducible host resistance.

As well as the study of immunology, the course will include the basic principles of applied microbiology, micro-organisms and disease and the study of human ecology in regard to populations, resources and environment.

HEALTH EDUCATION METHODS

Third Year: 3 Hours per Week

Course Relevance

Certificate in Health Education

Objectives

1. To establish an understanding of the need for health instruction in schools.
2. To provide a knowledge of preparation of courses of instruction in health.
3. To investigate methods and techniques to be used in the teaching of health.
4. To examine and evaluate resource materials available for health instruction.

Summary of Content

A study of the various methods involved in health education. By critical examination and demonstration, the student will develop a repertoire of skills suitable to the effective teaching of all the areas in health education.

Basic principles in classroom health education; facilities, audio-visual aids, and techniques, modern trends in teaching methods. Assistance in planning an effective programme in the secondary school.

Special emphasis will be placed on the Scope and Sequence method of programming and the Conceptual Approach to teaching - supporting contributions to the total school health programme.

REFERENCE


126
DISEASES AND SCHOOL HEALTH
Third Year: 3 Hours per Week

Course Relevance
Certificate in Health Education

Objectives
1. To familiarise students with the nature, prevention and control of the common communicable and non-communicable diseases of man.
2. To present and discuss recent medical progress and current findings regarding the disease processes.

Summary of Content
A brief introduction to the nature, prevention and control of the common communicable and non-communicable diseases of man. The study of the basic concepts of disease and their application to specific diseases will motivate the student to research and inquire into the etiology of similar diseases not included.

Recent progress in disease control, current findings effecting disease prevention and new knowledge of disease processes will be discussed. Special reference will be made to health services in N. S. W. State Schools, and the role of the teacher in observing basic symptoms and special problems of individual pupils.

REFERENCE

PERSONAL HEALTH
Third Year: 3 Hours per Week

Course Relevance
Certificate in Health Education

Objectives
1. To investigate some of the significant health problems in Australia and the world.
2. To reduce the gap between biomedical discovery and general health information and the actual use of this knowledge.
3. To become acquainted with sources of accurate health knowledge and engage in purposeful discussion based on the individual's research, personal experiences and critical examination of references and related readings.

Summary of Content
An investigation of some of the significant personal health problems in Australia and the world, leading to critical examination of the various programmes designed to deal with such problems, to endeavour to reduce the gap between biomedical discovery or public health information and the actual use of this knowledge. In doing so, the individual should be liberated from the confining limits of ignorance, unhealthy practice, or prejudice through the insights which knowledge and understanding generate.

The modern concept of health education will be developed through investigation into such topics as the major causes of death in our society and those areas associated with the total quality of life especially nutrition, mental health, drug use and abuse, physical fitness, quality control and safety education.

REFERENCES
CURRICULUM CONSTRUCTION AND EVALUATION

Fourth Year: 3 Hours per Week

Course Relevance
Certificate in Health Education

Objectives
1. Appraisal and evaluation of the programme in terms of objectives and standards with special emphasis on health education in the secondary school.
2. To examine recent trends in health education.
3. To engage in the process of curriculum construction.

Summary of Content
To engage in purposeful discussion and exchange of ideas regarding the health education curriculum and its implementation into the school programme. Recent trends in health education will be examined in the light of the construction of a health education curriculum and the administration of such a curriculum in the secondary school.

Each student will develop a philosophy of health education and further develop objectives as predicated by his philosophy. The student will be expected to show evidence of readings and research by class seminars and written probes.

Appraisal and evaluation of the programme will be made in terms of objectives and standards. The function of measurement; measurement of health knowledge, attitudes and habits; school health policy and administration of the total school health programme will be included.

COMMUNITY HEALTH

Fourth Year: 2 Hours per Week

Course Relevance
Certificate in Health Education

Objectives
1. To understand the structure and function of a community
2. To examine the common health problems that are evident in the community
3. To perceive the difficulties involved in identifying and alleviating the problems peculiar to groups in the community.

Summary of Content
Basic community health problems important to school health instruction. Community action plans will be constructed in selected areas of those problems discussed.

Major functions of a community will be dealt with including health related social problems such as disadvantaged communities, poverty and poverty solutions, occupational health, delinquency and youth movements, suicide and other problems of special groups including the health of senior citizens and the functions of the police force.

REFERENCE
SOCIAL HEALTH

Fourth Year: 2 Hours per Week

Course Relevance

Certificate in Health Education

Objectives

1. To formulate a philosophy of sex and family life education for adaption in the N. S. W. State Schools.
2. To examine various social health issues and through seminar presentation critically discuss such issues.
3. To determine a proper approach to the implementation of a social health programme in a high school and determine meaningful curriculum content to meet the needs and interests of the school pupil.

Summary of Content

Through the examination of the criteria of sex education, the historical perspective and theories of sex education, to formulate a philosophy of sex education in relation to the teaching of Social Health in the secondary school. By seminar presentation, various issues will be dealt with, including birth control, abortion, variations in sexual behaviour, marriage, youth and the “seductive society”; the philosophy of SIECUS will also be discussed. Founding of a sex education programme in a secondary school will be outlined.

REFERENCES


USE AND ABUSE OF DRUGS

Fourth Year: 2 Hours per Week

Course Relevance

Certificate in Health Education

Objectives

To present the essential facts and theories relating to the use, misuse and abuse of drugs and to the social, psychological and medical implications of drug misuse in our society.

Summary of Content

The course will consist of lectures, discussions, informal debates, student seminar presentations, films and possible guest speakers. An attempt will be made to provide students with current references and source materials, and teaching aids relating to drug abuse. Topics to be treated include

Definitions and perspectives of drug misuse
Drugs in sport
Drug groups common to drug abuse
History of use
Medical use, methods of use, abuse
Effects and dangers
Laws relating to control of drug misuse
Methods of control
Identifying education programmes
Survey of treatment centres

Assessment will be made as follows
10% Class participation, including discussion of assigned readings
20% Class quizzes
30% Term tests
20% Assignments
20% Final examination

Reading Assignments: A reading list will be presented at the beginning of each term. This material is to be read BEFORE the lecture date indicated, so that appropriate participation in discussion can be expected.

TEXTBOOKS
Students must possess a copy if EACH of the following:


REFERENCES


PUBLIC HEALTH

*Fourth Year: 3 Hours per Week*

Course Relevance

Certificate in Health Education

Objectives

To introduce concepts and principles underlying Public Health programmes.
Summary of Content

Historical background
Philosophy of public health
N. S. W. Public Health Department
  Structure and functions
  Branches and divisions
  Divisions of establishments
  Legislature
Tools of public health
  Demographic data
  Vital statistics
  Epidemiology
The concepts, nature and scope of public health programmes in
  medical care
  mental health
  communicable diseases
  chronic diseases
  addictive diseases
  environmental health
  maternal and child care
Supportive service in public health
Future trends in public health
INDEX

A
Academic Board, Constitution  12
    Membership  17
Accommodation, Student  35
Advanced Mathematics Elective  76
Advisers, Staff  38
Aesthetics and Choral Music Elective  77
Art Elective  68
Asian Studies Elective  83
Assistance to Students, Australian Government  38

B
Badge, Institute  8
Biology Elective  81

C
Calendar for 1975, Academic  19
Calendars for 1974 and 1976  23
Chaplains, 1974  39
Communication, Core  56
    Diploma in Teaching (Primary)  56
    Diploma in Teaching (Secondary)  56
    Diploma in Physical Education  121
Contemporary Crafts Elective  69
Contemporary Scene Elective  73
Core Physical Education, Diploma in Physical Education  108
Correspondence  35
Counselling Services  38
    Wollongong Institute of Education  38
    Wollongong University  39
    Youth  39
Creative Writing Elective  73
Curriculum Studies A — Diploma in Teaching (Primary)  59
    English  60
    Mathematics  61
    Social Science  61
Curriculum Studies B — Diploma in Teaching (Primary)  62
    Art  63
    Craft  64
    Music  65
    Natural Science  65
    Physical Education  66
Curriculum Studies B Infant Specialisation  88
    Art  89
    Craft  89
    Music  90
    Natural Science  90
    Physical Education  90
Curriculum Studies, Diploma in Teaching (Secondary)  94
    English  96
    History  98
    Mathematics  100
Demonstration Lessons
Demonstration Schools
  Fairy Meadow
  Mount Keira
Diploma in Physical Education
Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)
Dramatic Art, Elective
Dress

Earth Science, Elective
Economics, Elective
Education, Core, Diploma in Teaching (Primary)
  Diploma in Teaching (Secondary)
  Diploma in Physical Education
  Electives
Educational Media Elective
Elective Courses, Diploma in Teaching (Primary) and Diploma in Teaching (Secondary)
  General Description
  Art and Craft
  Education
  English
  Health and Physical Education
  Mathematics
  Music
  Natural Science
  Social Science
English, Communication
  Curriculum Studies (Primary)
  Curriculum Studies (Secondary)
  Electives
Enrolment procedures
Enrolment, Statistics of
Examinations, regulation
  deferred
External Courses

Fees
Functional Anatomy, Diploma in Physical Education

Games Coaching, Secondary
  General regulations
  Geography Elective

Health Education, Certificate in
  Courses
    Core, Diploma in Teaching (Primary)
    Diploma in Teaching (Secondary)
  History, Curriculum Studies, (Secondary)
  Elective
Hours, General Office
Human Biology and the Science of Sport Elective
Human Development Elective

I Infant Education
Infant Specialisation
Infant Specialist Courses
Information for Students
Instrumental Music Elective
International House

L Leave of Absence
Library, Deposit
Wollongong City Council
Wollongong University
Wollongong Institute of Education
Literature and Society Elective

M Mathematics, Curriculum Studies (Primary)
Curriculum Studies (Secondary)
Elective
Music, Curriculum Studies
Electives

N Natural Science, Curriculum Studies
Electives

P Physical Education, Core
Elective
Physical Education, Diploma in
Communication Skills
Education
Field Work
Physical Education
Scientific Bases of Human Movement
Second Major, Science
Social Science
Practice Teaching
Premises, uses of
Principles of Teaching
Professional Experiences
Progression and Qualification, Regulations Governing

R Regulations, General
Governing Progression and Qualification

S Science in the Environment of Man Elective
Science Today Elective
Science Second Major, Diploma in Physical Education
Smoking
Social Science, Curriculum Studies
Electives
Second Major, Diploma in Physical Education
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Elective</td>
<td>72</td>
</tr>
<tr>
<td>Sports Union</td>
<td>37</td>
</tr>
<tr>
<td>Staff, Administrative</td>
<td>7</td>
</tr>
<tr>
<td>Academic, 1974</td>
<td>7</td>
</tr>
<tr>
<td>Statistics, Dip. P.E.</td>
<td>113</td>
</tr>
<tr>
<td>Statistics, Enrolment</td>
<td>17</td>
</tr>
<tr>
<td>Student Accommodation</td>
<td>35</td>
</tr>
<tr>
<td>Organisation</td>
<td>37</td>
</tr>
<tr>
<td>Student Representative Council</td>
<td></td>
</tr>
</tbody>
</table>

| Teacher Education Scholarships Office | 38 |
| Term Dates | 20 |
| Tertiary Assistance Scheme | 38 |
| Textile Craft Elective | 70 |
| Tidiness | 35 |
| Traditional Crafts Elective | 70 |
| Travel Concessions | 35 |

| Welfare Information | 38 |
| Wollongong Institute of Education, History of | 7 |
| Wollongong University, Counselling Services | 39 |
| Library | 42 |

| Y.M.C.A. | 39 |
| Youth Counselling Service | 39 |
| Y.W.C.A. | 40 |