HANDBOOK 1981
## STATE COLLEGE OF VICTORIA AT FRANKSTON
### COLLEGE SCHEDULE 1981

### AUTUMN SESSION

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<tr>
<th>Week</th>
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### EASTER VACATION

**NOTE:**

1. All 1st year students undertake one day per week schools experience and 2nd year Childhood students spend one day per week in pre-schools which are not shown above.

2. The Council on 25 July, 1980 approved the following closing dates for 1981:
   - 26 January - AUSTRALIA DAY
   - 9 March - LABOUR DAY
   - 16 - 22 April - EASTER
   - 8 June - QUEEN'S BIRTHDAY.

3. 1981 SCHOOL VACATIONS
   - 9 May - 24 May
   - 22 Aug - 6 Sep.

4. Weeks shaded in on the schedule are the weeks when students are out of College participating in the Schools Experience Program.
ADMISSION

All inquiries should be addressed to:

The Academic Officer,
State College Frankston,
McMahons Road,
Frankston, Victoria, 3199.
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The Order in Council establishing the College
Constitution of the Board of Studies
College By-Laws
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...
ACADEMIC YEAR, 1981

Autumn Session commences
16 February (second and third year students)
23 February (Bachelor of Education fourth year students)
2 March (Graduate Diploma students)
10 March (first year students)

Autumn Session ends
26th June

Spring Session commences
13 July

Spring Session ends
20 November

Summer Session commences
7 December

Summer Session ends
5 February 1982
COLLEGE SCHEDULE 1981

The academic year is made up of three sessions:
   Autumn Session: February 16, 1981 to June 26, 1981
   Spring Session: July 13, 1981 to November 20, 1981
   Summer Session: December 7, 1981 to February 5, 1982

Upon enrolment, students will receive a copy of the Assessment
Calendar and Assessment Policy. The College Administrative Schedule
will be made available on the Administration Notice Board.

PORTSEA

The academic program in 1981 will involve use of the Portsea Annexe.
All first year students will undertake a compulsory program for a
prescribed period of time at the Portsea Annexe.

SUMMER SESSION

The provision of the Summer Session enables students to accelerate
their programs, to distribute their studies over three sessions instead
of two, or to qualify for entrance to a course beginning in the Autumn
Session.
Regulations governing the maximum number of units to be taken during a
Summer Session are determined by the Board of Studies from time to time.
Students enrolled in Summer Session units are issued with a full state-
ment of the course content and details of the requirements for satis-
factory completion of the program. The usual method of study utilizes
the Personalized System of Instruction (P.S.I.) in which students
complete a program of study with the assistance of a College adviser
with whom they meet for discussion, assistance, classes, workshops or
seminars as requested by either students or lecturers.

College Services Available

The air-conditioned library is staffed and available for borrowing,
research and study purposes.
Other College services and facilities may be available, dependent on
demand. These include: residential accommodation (for students and
their families), Curriculum Materials Centre, laboratories and audio-
visual facilities.
Summer Session academic advisers will assist with any necessary
arrangements relating to the provision of these services.

Units Available

Units that are offered by College Divisions over the Summer Session
are announced during the previous Spring Session when applications for
enrolment are made.
Application forms will be available from the Academic Officer, phone
extension 290.
Any enquiries regarding the Summer Session should be made, in the first
instance, to the Summer Session Co-ordinator, phone extension 326,
Room A2-10.
1981 CALENDAR

Application for admission into pre-service and post-initial courses

First round offers pre-service (posted by VUAC)

Enrolment pre-service and post-initial courses

Second round offers pre-service (posted by VUAC)

Commencement of lectures: Autumn Session

Deadline for students to confirm/amend enrolment details for the Autumn Session

Deadline for withdrawal without penalty for Third year students

B.Ed. Fourth year students

Last day for submission of application for special consideration: Autumn Session

Commencement of lectures: Spring Session

Last day to appeal against Autumn results

Deadline for students to confirm/amend enrolment details for Spring Session

Deadline for withdrawal without penalty for B.Ed. 1, B.Ed. 2, Conversion, Grad. Dips. all Early Childhood students

Deadline for withdrawal without penalty for B.Ed. 3, and B.Ed. 4 students

Last day for submission of application for special consideration: Spring Session for B.Ed. 3 for B.Ed. 1, 2 and 4 and Grad. Dips.

Commencement of lectures: Summer Session
COUNCIL AND

STAFF OF THE COLLEGE
COUNCIL OF THE COLLEGE

Appointed by the Governor in Council
Geoffrey J. Cornish, MB BS
Arthur C. Morgan, FRAIA
Robert K. Wagstaff, JP
Emeritus Professor W.G. Walker,
AM MA PhD TC FACE FCCEA Hon FIEA FInstD FAIM

Appointed by the Minister of Education
Rex S. Murfett, BA BEd MACE

Co-opted by the Council
Ronald K. Browne, BA BEd(Hons) PhD FRIPA MACE
William Craven, BSc MSc CEng FI MechE MI MarE
Paul Freadman, BA(Hons)
Barry Marshall, JP AAIM MRMIA MAITD

The Director, ex officio
Graham A. Trevaskis, BA BEd MA EdD TPTC

Appointed by the Board of Studies
Laurence J. Flynn, BA BSc BEd MEdAdmin(Hons)

Elected by the Academic Staff
H. Janice Williamson,
BA BEd MEdAdmin(Hons) EdD MAPS RegPsych

Elected by the Students
To be appointed

Secretary
To be appointed
PRINCIPAL OFFICERS OF THE COLLEGE

Presiding Chairman of Council
Robert K. Wagstaff, JP

Director
Graham A. Trevaskis, BA BEd Melb
MA EdD Columbia TPTC

Deputy Director
Gertrude F. Kentish, BA BEd DipPhysEd
Melb TPTC

Dean of Education and Assistant to the Director
H. Janice Williamson, BA BEd Melb
MEdAdmin(Hons) NE EdD Pacific States
MAPsS RegPsych

Business Manager
Barry J. Bilham, AASA
COLLEGE STAFF

ACADEMIC DIVISIONS

Arts Division

Head of Division
Brian C. McFarlane, MA DipEd Melb

Principal Lecturers
Raymond J. Giles, FRMIT AMTC TPTC
Trevor J. Jones, BMus DipMus Melb TPTC STPC

Senior Lecturers
Timothy R. Haslett, MA DipTchg Auck MEdAdmin NE
James N. Ogden, BMusEd Melb BMusTherapy Kansas TPTC
Iris L. O'Loughlin, BA DipEd Melb ATCL

Lecturers
Gillian L. Barnett, BA Monash DipEd NE
Robert Greaves, ARMIT TA/CTC TPTC
Peter G. Macris, BA BEd Monash TPTC AAPsyS
Charles Meyer, MA Monash DipEd Melb
Ivor C. Morgan, BMus Melb BEd Monash TPTC STPC
Brian J. Murphy, BA BEd Monash TPTC
R. Noel Teasdale, DipA&D BendigoIT GradDipVisArts GIAE TPTC
Helen A. Tebble, BA(Hons) Monash MLitt Edin TPTC
James A. Williamson, Ma BrCol FRMIT ARMIT TPTC

Tutor
Hans Hoefken, FRMIT DipGold & Silversmithing Hamburg

Secretary to Head, Arts Division
Valerie Grinblat

Secretary to Arts Division
Marie Bunyan

Education Division

Head of Division
Terence A. Seedsman, BA(Hons) Monash MS PhD Oregon DipPhysEd Melb TPTC

Senior Lecturers
Raymond M. Anderson, B Com BEd Melb MEd Monash TPTC
Robert C. Bilsborough, BMus Melb BEd Monash TPTC STPC Dalcroze Lic
Peter F. Caulfield, BA BEd Melb MA Lanc TPTC Reg Psych
Leon F. Costermans, BSc Melb TPTC
Elizabeth Mellor, BA AdvDipEd DipSecEd Adelaide MEd(Hons) Waikato PTC Alberta
Lecturers

Robert Cameron, BA BEd Monash TPTC
Leslie Cartwright, BA DipEd Monash LSDA
Sheila Devapragasam, MA Madras MA Oxford DipEd Monash
Joseph Dora, BA BEd Monash TPTC
David F.M. Gamble, MA Dublin BEd Monash TSTC
John R. Griffiths, BEd Melb MA Monash TPTC
Margaret A. Guest, BA BEd Monash TPTC
David Mellor, ARMIT PTC Alberta
Anthony C. Townsend, BA(Hons) Monash MEd Monash
TPTC TACTC(Prim)
Richard L. Whyte, BA DipEd Melb BEd Monash TPTC

Technical Assistant (Materials Developer)

A. Max Quanchi, BA(Hons) MA Monash TPTC

Laboratory Technician

D. Rae Whitaker, DipT(Prim) SCV Frankston

Secretary to Head, Education Division

Jan Foster, AdultLit&NumTTCert SCV Frankston

Secretary to Education Division

Lay Lin Oh

Support Secretary to Division (Curriculum)

Jenny Holton

Secretary to School Experience Office

Karen Martini

Science Division

Head of Division

Laurence J. Flynn, BA BSc BEd Melb MEdAdmin(Hons) NE TPTC MACE

Principal Lecturer

Brian A. Parton, MS EdD Oregon BEd DipPhysEd Qld

Senior Lecturers

George L. Hughes, BSc DipEd Melb MS MSED USC TPTC
Richard J. Trembath, BSc Melb MEd Monash PhD Texas MACE

Lecturers

Frederick E. Brown, BSc Melb MEd Monash TPTC
E. Bernard Daly, BPE MSc Dalhousie DipPhysEd Melb DipEd (Tertiary) Monash
Cornelius G. Duyvestyn, BSc BEd Melb MEnvSc
Monash
John W. Hille, BSc BEd Melb
Patricia A. Hyland, BSc (Ed) BSc(Hons) Melb
BA Monash
James S. Keddie, BEd WA DipPhysEd Melb TPTC
Ewan D. McPherson, BSc Monash TPTC
Peter D. Norman, BSc BEd Melb MACE
Peter R. Robertson, BA Monash DipPhysEd Melb
TPTC

Laboratory Technician  Joseph Römer, BAgSc Zagreb
Laboratory Assistant  Janice E. Drake
Secretary to Head, Science Division  Claire Thonemann
Secretary to Science Division  Kaye Waghorne

Continuing Education Division

Executive Officer  A. Dale Ingamells, BSc(Hons) Monash DipAgSc
                  Dookie TPTC MATA MACE MAPsS
Secretary to Continuing Education Division  Ann Massee
Halls of Residence Staff  Annie D. Allen (Matron)
                        Elizabeth H. McKenna
                        Marie Scotter
                        Christina Hodgson
                        Connie Clarke
                        Synthia Agius

ADMINISTRATION AND SERVICES

Office of the Director

Director  Graham A. Trevaskis, BA BEd Melb MA EdD Columbia TPTC
Deputy Director  Gertrude F. Kentish, BA BEd DipPhysEd Melb TPTC
Dean of Education and Assist. to the Director  H. Janice Williamson, BA BEd Melb MEdAdmin(Hons)
                                              NE EdD Pacific States MAPsS RegPsych
Educational Media Unit

Head of the Educational Media Unit
Byron Nichols, DipArt & Design SwinburneIT DipEd SCV Hawthorn

Theatre Supervisor
Bruce Morton, BE Monash

Maintenance Technician
John Blyth, BApSc (Electronics) Melb

Production Technician
Robert W. Pignolet, AsstCameraOpCert AFTS

Academic and General Administration

Senior Administrative Officer
To be appointed

Academic Officer
Kim Lee, BA(Hons) Malaya DipEd Rusden

Office Manager
John R.B. Denniss

Administrative Officer
To be appointed

Administrative Assistant
Michael Owens

Printer
David Caplan

Secretaries
Glenys Borger
E. Ruth Powell

Reception
Anne Hansen
Mandy Browning

Finance and Building Administration

Business Manager
Barry J. Bilham, AASA

Personnel Officer
Anthony G. Heawood

Administrative Assistants
Maria A. Fleetwood (Clerical)
Maree M. Mayne (Personnel)
Desmond O'Brien (Stores)
Jeanette Robinson (on leave)
Shirley Y. Taylor (Accounts)

Buildings Officer
Robert Drummond
<table>
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<td>R. Grant Austin</td>
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<td>Cleaning Staff</td>
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<td>Gunter Luca</td>
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<td>Jean Luca (Leading Hand)</td>
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<td>W. Bruce White</td>
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<td>Grounds Staff</td>
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<td>Frederick Winters</td>
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AN INTRODUCTION

Historical Background:

The State College of Victoria at Frankston - formerly Frankston Teachers' College - is a constituent college of the State College of Victoria.

In December, 1972, the government of Victoria passed an Act which established the State College of Victoria as a corporate body "to advance the provision of tertiary education in branches of learning of importance in the preparation of teachers and especially in the arts, humanities and sciences". This was followed by an Order in Council effective from 1st August, 1973, constituting the State College of Victoria at Frankston, and Mr. D. Watson became the first principal of the new autonomous college.

Although the main function of the State College is to co-ordinate the development of the constituent colleges for the purpose of teacher education, the charter is sufficiently broad to allow for the provision of courses in arts, humanities and sciences for students other than those intending to become teachers.

In 1978, the College conducted pre-service courses leading to the award of the Diploma of Teaching in Primary or Early Childhood Education. Post-initial courses consisted of a conversion course to enable both primary and early childhood teachers to upgrade their present qualifications to qualify for the award of the Diploma of Teaching. The College continued to offer graduate diploma courses in Art Education and Multicultural Education and introduced the first strand of a Diploma of Education Studies, in the area of Learning Difficulties in Language and Mathematics.

1978 was particularly significant for the College as it marked the introduction of the Bachelor of Education degree. Students were admitted into the first and fourth years of the course which consists of three years pre-service study, after which a Diploma of Teaching is awarded, and a fourth year, offered on a part-time basis to candidates who have completed one year's teaching experience.

The College is situated in eleven hectares of grounds approximately 1.5 km from the Frankston business centre, railway station and beach. Frankston itself is forty kilometres from Melbourne, an hour's journey by electric train.

Very few situations could offer a happier compromise between city and country and at the same time add the seaside for good measure. The advantages of this compromise are probably appreciated more by our resident students than by our daily travellers, but all agree that the spacious College grounds, with their views of Port Phillip Bay and the Dandenong Ranges, are a most attractive setting for a College.
The site was purchased piecemeal for $55,816 during 1957-58, after the Education Department had satisfied itself that the College should be built at Frankston. The College opened at the beginning of 1959 with an enrolment of 109 students, all but four of whom were living at home. Staff and students who were associated with the first principal, Mr. W. Eunson, during that inaugural year will always look sentimentally upon "Struan", the old brick mansion which stands at the College entrance and which accommodated the College throughout 1959. Four rooms in "Struan" were large enough to take small classes and other rooms served as library, offices, and storerooms, with some overflow into an old weatherboard cottage, since demolished, but which stood across the drive from "Struan".

Mr. G. Jenkins was appointed Principal in January, 1962, and he served in that position until 1st July, 1973. During that time, the two-year course for the Trained Primary Teachers' Certificate and the three-year course for the Trained Infant Teachers' Certificate were replaced by the course for the Diploma of Teaching (Primary). By February, 1960, the lecture block in the new buildings was ready for occupation and a few weeks later the physical education and administrative blocks were also in use. There was little more than a lull in building operations and siteworks before erection of the residential halls began. They were completed by February, 1962, when the first students went into residence.

During 1972, further building was carried out and greatly enlarged and improved facilities became available for use early in 1973. Twin four-storey blocks provide a library and resource centre, student lounge and cafeteria, staff lounge and dining area, and offices and lecture rooms for Education, English and Mathematics. In addition, there is an excellent theatre for drama and a new administration block. In 1975, the opportunity was taken to renovate "Struan" so that it could again be used for staff offices and College activities.

Beyond the College, but working in close co-operation with it, are the training schools where teachers assist with the students' schools experience program.

The College also has an annexe at Portsea. The disused rural school there, on a delightful 1.2 hectare site, was transferred to the College by the Education Department in November, 1968, for development as a College annexe. Although the College depended upon its own resources in this project, a good start was made during 1969 and many enjoyable activities were conducted. Students and staff have assisted with the building of new sleeping lodges which can accommodate 32 students. All first year students now spend one week in residence there.

The appearance of the College itself owes much to the landscaping of playing-fields and gardens. A small area of the original bushland has been preserved and enclosed as a native flora and fauna reserve called "Yarrianbiack". Elsewhere there has been extensive planting of native trees and shrubs. The large environmental
sculpture in Mt. Gambier stone, which occupies a focal point between the College and the residential halls, was the work of two students during 1968 and the welded metal wall sculpture at the College entrance was likewise the work of a student during 1969.

At the commencement of 1980, the College had completed its first twenty years of activity as a post-secondary education institution. During those twenty years the College had been an Education Department organization and an autonomous college controlled by a Council under the provisions of the State College of Victoria Act.

As part of the reorganization of post-secondary education in Victoria the State College of Victoria Act is to be repealed before the end of 1980 and, as a consequence, the name and structure of the College will change in order to accommodate to the increased and changing needs of the residents of the Frankston region for post-secondary education. The Council of the College has proposed that the functions provided by the College in the past continue to be provided through the operation of a newly created co-ordinating authority - the Frankston Institute.

At the time of going to press, the proposal relating to the establishment of the Frankston Institute has been submitted by the Victorian Post-Secondary Education Commission to an independent Board of Inquiry. By the commencement of the 1981 academic year the Commission's proposals for the development and organization of post-secondary education in the Frankston region will be known. The year 1981 will therefore mark another significant stage in the history of the College.

31 August, 1980.
ORDER IN COUNCIL, 1 AUGUST, 1973
At the Executive Council Chamber, Melbourne, the thirty-first day of July, 1973.

Constitution of Council to manage and control the State College of Victoria at Frankston.

Whereas sub-section (1) of section 29A of the Education Act 1958 provides that, where the Governor in Council is of the opinion that it is necessary or expedient for the development of a State school as an institution for tertiary education to constitute a corporate body to manage and control the institution, he may by Order published in the Government Gazette constitute a council by such name as is specified in the Order as a body corporate to manage and control the school and exercise the several other powers set out in the said sub-section in relation to the council so constituted:

And whereas the State school formerly known as Frankston Teachers College is now known as the State College of Victoria at Frankston:

An whereas the Governor in Council is of the opinion that it is expedient for the development of the State College of Victoria at Frankston as an institution for tertiary education to constitute a corporate body to manage and control the State College of Victoria at Frankston:

Now therefore His Excellency the Governor of the State of Victoria, by and with the advice of the Executive Council thereof, doth by this Order provide as follows:-

Constitution of Council:

1. There shall be a council to be known as the Council of the State College of Victoria at Frankston (hereinafter called "the Council") which shall be a body corporate to manage and control the State College of Victoria at Frankston (hereinafter called "the College").

2. (1) The Council shall consist of not more than fourteen members and shall be constituted as follows:-

(a) Not more than five shall be appointed by the Governor in Council.
(b) One shall be an officer of the Education Department appointed by the Minister.
(c) The Director of the College shall be a member ex officio.
(d) Where there is a Board of Studies (whether called by that or any other name) of the College one shall be a member of the Board appointed by the Board in a manner determined by the Council.
(e) One shall be a member of the academic staff of the College elected by the academic staff in a manner determined by the Council.
(f) One shall be a student of the College elected annually by the students of the College in a manner determined by the Council.

(g) Not more than four shall be persons having a special interest in education from time to time appointed by co-option by the Council.

(2) A member appointed by the Governor in Council may be removed by the Governor in Council.

(3) Members of the Council (other than the Director and the person elected by the students of the College) shall be entitled to hold office for four years from the dates of their respective appointments and elections: Provided that in the case only of the first appointments not more than three of the members appointed pursuant to paragraph (a) of subclause (l) and not more than two of the members appointed pursuant to paragraph (g) of sub-clause (l) may be appointed to hold office for two years.

(4) A member of the Council shall be eligible to be re-appointed or re-elected (as the case may be), but a member shall not be elected or appointed for more than three successive terms unless he is appointed by co-option for a further term under paragraph (g) of sub-clause (l).

(5) If a member of the Council (other than the Director) -
   (a) resigns his office by writing under his hand directed to the Chairman of the Council;
   (b) becomes of unsound mind or becomes a person whose person or estate is liable to be dealt with in any way under the law relating to mental health;
   (c) becomes bankrupt;
   (d) is convicted of any indictable offence;
   (e) without special leave previously granted by the Council absents himself from four consecutive meetings of the Council;
   (f) ceases to hold any qualifications required for his becoming or being a member of the Council;
   (g) being a member appointed by the Governor in Council is removed from office; or
   (h) dies -
   his office shall become vacant so as to create a casual vacancy.

(6) A member appointed or elected to fill a casual vacancy shall be entitled to hold office for the unexpired portion of the original term of office only.

(7) Where for any reason the Council appoints a person to be Acting Director the person so appointed shall, while holding such office, be entitled to attend and vote at any meeting of the Council and for that purpose shall have all the rights and privileges of the Director.

(8) Notwithstanding anything to the contrary in subclause (l) of this clause, the said Council shall be properly constituted where there is a deficiency in the number of members or of members of any class whether originally or as the result of the occurrence of a vacancy.
(9) No member of the Council shall be entitled to vote either in the Council or in a committee of the Council or in a joint committee of members of the Council and of officers of the College on any subject in which he has a direct pecuniary interest and if any member does vote on any such subject his vote shall be disallowed.

Proceedings of Council:

3. The following provisions shall apply to the Council of the College -

(a) Six members of the Council shall constitute a quorum at any meeting.

(b) The Council shall each year, or where a vacancy occurs during any year, on the occurrence of the vacancy, elect a member to be Chairman of the Council and the Chairman or, in his absence, another member elected to preside, shall preside at any meeting of the Council.

(c) The Council shall meet at least six times in each year.

(d) The decision of the majority of those present at any meeting of the Council shall be the decision of the Council.

(e) In the event of equality of votes on any question, the member presiding shall have a second or casting vote.

(f) The Council shall provide for the safe custody of the Seal, which shall be used only by authority of the Council and every instrument to which the seal is affixed shall be signed by a member of the Council and shall be countersigned by the Secretary (if any) to the Council or by some other person appointed by the Council for that purpose.

Powers of Council:

4. The Council shall have power to -

(a) from time to time determine the terms and conditions on which students of the College and any other persons may attend classes or make use of any premises or equipment of the College;

(b) employ members of the academic staff of the College on such terms and conditions as are for the time being fixed in respect of them by the Governor in Council on the recommendation of the Senate of the State College of Victoria;

(c) employ members of the administrative technical and other staff of the College on such terms and conditions as are for the time being fixed in respect of them by the Senate of the State College of Victoria;

(d) from time to time define the duties of members of the academic, administrative, technical and other staff of the College;

(e) suspend or dismiss any member of the academic, administrative, technical, or other staff of the College (but, in the case of dismissal of a member of the academic staff, only on a resolution of the Council passed by a majority consisting of not less than two-thirds of the total number of members of the Council);

(f) charge fees in connexion with education provided, examinations held and any other services provided by the College;
from time to time hold examinations in the several
subjects and courses offered by the College and award
diplomas, certificates and other awards (except degrees)
to students who reach the required standard in any subject
or course;
grant scholarships on such terms and conditions as it
thinks fit;
purchase, take on lease or in exchange or hire, and sell,
mortgage, lease or dispose of any real or personal property
(which power to sell mortgage lease or dispose of property
may, in the case of any real property, be exercised only
with the consent of the Senate of the State College of
Victoria) and enter into agreements for the supply of
services for the College;
engage architects and other professional advisers and enter
into contracts for the erection of buildings, the making of
improvements or alterations, or the carrying out of repairs,
on any land or buildings vested in, or occupied, or used by
the College;
borrow on overdraft of current account at any bank;
invest any moneys of the College not immediately required
for its purposes in any securities which are authorized
investments within the meaning of any law relating to trustees
or, with the consent of the Senate of the State College of
Victoria, in any other manner;
accept gifts of real or personal property to the College;
delegate, subject to such conditions as it thinks fit, any
powers vested in the said Council to any member or committee
of members of the Council, any officer or committee of
officers of the College, or any joint committee of members
of the Council and officers of the College;
do all such things as advance the interests of the staff
and students of the College;
do all such things as may be required to be done in order
to render the College eligible to receive grants under any
law of the Commonwealth of Australia or of the State of
Victoria which provides for the making of grants to educa-
tional institutions; and
do all such other things as are necessarily incidental to
the proper management and control of the College or the
effective exercise of the powers conferred on the Council.

Duties of Council:
5. (1) It shall be the duty of the Council to invite tenders by
publishing an advertisement in a newspaper circulating
generally throughout the State for the supply of any goods
or services or the carrying out of any work the cost of
which is estimated by the Council to exceed $5,000.
(2) This clause shall not apply to the engagement of architects,
consultants and professional advisers whose charges are
normally made at rates fixed and published by statutory
bodies or professional associates.
Use of Land, Buildings and Equipment by Council:

6. The Council may use the land, buildings and equipment vested in or under the management and control of the Minister of Education which when this Order takes effect constitute or are contained in the premises of the College and any buildings or equipment subsequently erected or placed on or in the said land or buildings.

And the Honorable Lindsay Hamilton Simpson Thompson, Her Majesty's Minister of Education for the State of Victoria, shall give the necessary directions herein accordingly.

T. J. FORRISTAL,
Clerk of the Executive Council.
CONSTITUTION OF THE BOARD OF STUDIES
CONSTITUTION OF THE BOARD OF STUDIES OF
THE STATE COLLEGE OF VICTORIA AT FRANKSTON

1. The Board of Studies (hereinafter referred to as the Board) is constituted under the Council of the State College of Victoria at Frankston (hereinafter referred to as the Council), to make recommendations relating to academic matters.

Membership of the Board
2. a) The Board shall be constituted as follows:
The Director, the Deputy Director, the Heads of the Divisions of Arts, Education and Science (3), the Head of the Eunson Resource Centre, one member elected from each of the Divisions of Arts, Education and Science (3), nine staff members elected from and by the Committee of the Whole Staff (9), students (4). Chairman – Director; Secretary – Academic Officer.
b) An elected member of the Board shall be entitled to hold office until the next annual election.
c) An elected member of the Board shall be eligible for re-election to the Board.
d) If an elected member of the Board
   (i) resigns his office by writing under his hand directed to the Secretary of the Board; or
   (ii) ceases to be a member of the academic staff* of the College, or an enrolled full-time student of the College, as the case may be; or
   (iii) without special leave previously granted by the Board, absents himself from four consecutive meetings of the Board; or
   (iv) ceases to hold any qualification required to becoming or being a member of the Board, his office shall become vacant so as to create a casual vacancy.
e) A member elected to fill a casual vacancy shall be entitled to hold office for the unexpired portion of the original term of office only.
f) The manner of election to fill casual vacancies shall be as provided for in chapter (iv) of the By-laws of this College relating to the election of members of Council.
g) Where for any reason the Council or the Director appoints a person to be Acting Director; Acting Deputy Director; Acting Head of the Division of Arts, Education or Science; Acting Head of the Warwick Eunson Resource Centre, the person so appointed shall, while holding such office, be entitled to attend and vote at any meeting of the Board, and for that purpose shall have all the rights and privileges of that office.
h) Each member of the Board may appoint a proxy to attend meetings of the Board in his place, provided that any person nominated as proxy by the Board shall have previously been approved at a meeting of the Board. Such a proxy shall be entitled to attend and vote in place of a member at any meeting of the Board.

(*) as defined in College By-laws, Ch.IV , Notes, 1)
d) Agenda for meetings of the Committee of the Whole Staff shall be circulated to all members of the Board and to all staff members, and posted on the notice board in the Student Lounge, at least five working days in advance of the meeting. Staff members and students may make submissions to the Committee orally and/or in writing.

e) Agenda for meetings of Standing Committees shall be displayed in a prominent place in the Staff Lounge, and in the Student Lounge. Staff members and enrolled students of the College may make submissions to these committees, through their representatives, or in writing.

f) Recommendations made to the Board by Standing Committees or the Committees of the Whole Staff shall be printed and issued to all members of the Board, and all members of academic staff*, and displayed in a prominent place in the Staff Lounge and in the Student Lounge, for at least five working days in advance of a meeting of the Board at which it is intended the recommendations will be considered; provided that, in cases where the Board decides that the consideration of such recommendations shall be treated as a matter of extreme urgency, no such advance notice regarding the recommendations need be given.

Committees and the Committee of the Whole Staff, staff members and students may make submission of dissent in writing to the Secretary of the Board up to one hour prior to the advertised time of a meeting of the Board at which it is intended the recommendations will be considered.

Constitution

7. a) Amendments to the constitution of the Board may be proposed by Members of the Board, or any Standing Committee or Sub-Committee thereof, or by the Committee of the Whole Staff, the Director, Heads of Divisions, members of academic staff*, the Staff Association, or the Student Union.

b) Amendments to the constitution will become effective after they are approved by a two-thirds majority of members present at a meeting of the Committee of the Whole Staff, and approved by the Council.

c) Proposed amendments to the Constitution shall be circulated to all members of the Board and to all staff members and posted on the notice board in the Student Lounge, at least five working days in advance of a meeting of the Committee of the Whole Staff at which such changes are to be voted upon.

(The Constitution of the Board was initially approved by the Council at its meeting on September 21, 1973, with subsequent amendments at later dates.)

(* as defined in College By-laws, Ch.IV, Notes, 1)
Chapter I - Preliminary

1. These By-laws may be cited as the "State College of Victoria at Frankston - By-laws".

2. These By-laws are divided as follows:

   - CHAPTER I - Preliminary
   - CHAPTER II - Interpretation
   - CHAPTER III - The Council
   - CHAPTER IV - Election of Members of the Council
   - CHAPTER V - The Common Seal
   - CHAPTER VI - Fees
   - CHAPTER VII - Student Conduct and Discipline
   - CHAPTER VIII - Student Assistance Scheme
   - CHAPTER IX - Academic
   - CHAPTER X - Continuing Education

Chapter II - Interpretation

1. Where authorised by the By-laws, regulations may be made.

2. All such regulations shall in the first instance be placed before the Council for approval and if approved, shall come into force on a date specified by the Council.

Chapter IV - Election of Members of Council

Election of Member of Academic Staff

Notice of Election:

1. The Senior Administrative Officer shall give fourteen days notice for holding an election by posting a notice on the Staff Notice Board and by sending a circular to all staff.

Nomination of Candidates:

2. (a) Nominations shall close seven days before the proclaimed date of the election. The time and date of closure will be stated on the "Notice of Election" publication. Nominations must be returned to the Senior Administrative Officer.

   (b) In order that a person be a candidate at an election of the Council, he must be nominated by two members of the Academic Staff and sign the prescribed form obtained from the Senior Administrative Officer. The "prescribed form" is that nomination form shown hereunder.

   (c) The list of nominees, in alphabetical order, shall be placed on the Staff Notice Board two days prior to the election date.
Roll of Voters:
3. The Council shall publish on the Staff Notice Board a list of the Academic Staff entitled to vote in the election at least seven days prior to the election.

Returning Officer:
4. The Senior Administrative Officer or the Acting Senior Administrative Officer shall be the Returning Officer.

Scrutineers:
5. (a) Each Candidate in an election shall be entitled to nominate a scrutineer to observe the count made by the Returning Officer.
   (b) Neither the Returning Officer nor any scrutineer shall in any way whatever, directly or indirectly, divulge or disclose, or aid in divulging or disclosing, for what candidate or in what manner any voter has voted at any election.

Preparation of Ballot Papers:
6. Preparation of Ballot Papers is the responsibility of the Returning Officer.
   Each voting paper shall contain the names of the candidates for election in alphabetical order.

Voting Procedure:
7. (a) The Returning Officer shall establish, on the College premises, a polling booth, which shall be attended by an officer appointed by him and shall remain open between the hours of 10:00 a.m. and 5:00 p.m. for two consecutive days.
   (b) At the discretion of the Returning Officer, postal voting may be permitted. Such votes must be in the hands of the Returning Officer prior to the closing of the poll.

Results:
8. The Returning Officer shall publish the results of the election on the Staff Notice Board within seven days of conducting the election.
9. Unless otherwise stated, elections will be conducted in accordance with the State Electoral Laws governing elections to the Legislative Assembly.

Election of Student Member

Notice of Election:
1. The Senior Administrative Officer shall give fourteen days notice for holding an election by posting a notice on both the Staff and Student Notice Boards.

Nomination of Candidates:
2. (a) Nominations shall close seven days before the proclaimed date of election. The time and date of closure will be stated on the "notice of election" publication. Nominations must be returned to the Senior Administrative Officer.
   (b) In order that a person be a candidate at an election of the Council, he must be nominated by two enrolled students on the prescribed form obtainable from the Senior Administrative Officer.
   The prescribed form is that nomination form shown hereunder.
   (c) A list of Nominees, in alphabetical order, shall be placed on both the Staff and Student Notice Boards two days prior to the election date.
Roll of Voters:
3. (a) The administrative group lists of enrolled students of the College shall serve as an electoral roll.
   (b) Each student must sign the appropriate group list as he votes - or sign the envelope in which he posts his ballot paper - such signed envelopes to be checked against group lists by scrutineers. If a signature appears on both the group list and the envelope, the vote of that student is invalid.

4. These sections as in Sections 4, 5, 6, 7, above concerning election of member of Academic Staff.

Results:
8. The Returning Officer shall publish the result of the election on both the Staff and Student Notice Boards within seven days of conducting the election.
9. Unless otherwise stated, elections will be conducted in accordance with State Electoral Laws governing elections to the Legislative Assembly.

Notes:
1. Academic Staff -
   Academic Staff may be defined as -
   Staff, excluding the Director, employed under the terms and conditions laid down for the employment of academic staff by the State College of Victoria and employed by the College Council for no less than half-time duties, together with those staff whose names are listed on the Education Department's computer pay list as professional officers and teachers together with staff employed under the terms and conditions laid down by the State College of Victoria for the employment of Administrative, Resource Centre and Technical Staff at the level of Administrative Officer III, Librarian I, Technical Officer I, and above, respectively.
2. Should any election result in a tie, as under Australian electoral law, the Returning Officer has a casting vote.
3. At no time has it been determined that voting should be compulsory.

Chapter V - The Common Seal

1. The Common Seal shall be kept in the custody of the Secretary to Council.
2. The affixing of the Common Seal of the College to any document shall be attested by:
   a) The Chairman of Council or the Director;
   and b) The Secretary to Council or some other person appointed by the Council for the purpose.
3. A Register of the Use of the Common Seal shall be maintained to record the authority for the affixing of the Common Seal, the nature of the document to which the Common Seal has been affixed, the date and the signatures appearing on the document.
STATE COLLEGE OF VICTORIA - FRANKSTON

COUNCIL ELECTIONS

Election of Member of Academic Staff

Nomination Form

We, the undersigned members of the Academic Staff of the State College of Victoria - Frankston, hereby nominate

for election to the Council.

Signed 1.

Signed 2.

Date

I consent to the above nomination.

Signed

Dated
STATE COLLEGE OF VICTORIA - FRANKSTON

COUNCIL ELECTIONS

ELECTION OF STUDENT MEMBER

Nomination Form

We, the undersigned, enrolled students of the State College of Victoria - Frankston, hereby nominate for election to the Council.

Signed 1.

Signed 2.

Date

I consent to the above nomination.

Signed

Dated
Chapter VI - Fees

1. The fees payable in respect of an organization of students, or of students and other persons, or in respect of the provision to students of amenities or services that are not of an academic nature; fees in respect of residential accommodation; or fees payable in connection with, or in connection with attendance for the purpose of, studies that are not included in the studies that are required or permitted to be undertaken for the purpose of obtaining a degree, diploma or certificate of the College, shall be the fees determined from time to time by the Council by regulation.

2. Any student who fails to complete the payment of fees by the time determined by the Council shall be liable to pay a late fee of $10.00.

3. The Senior Administrative Officer may exclude from an examination and from the use of any facilities of the College any student who has not paid the fees due by him and who has not discharged any indebtedness to the College.

4. The Council may make provision for waiving fees and late fees in full or in part.

CHAPTER VII - Student Conduct and Discipline

In these By-laws, the expression "Director" shall include any person appointed or authorised to act as Director during the absence of the Director.

1. For breach of discipline or misconduct, any member of the teaching staff may suspend any student from attendance at classes for a period not exceeding one week. Provided that the circumstances relating to the suspension shall be reported in writing by the member to the Director forthwith.

Provided further that the authority hereby conferred shall extend only to any breach of discipline or misconduct committed in or with respect to the classes of such member, or committed in his presence.

2. For breach of discipline (including non-compliance with the rules for the use of the library, as determined by the Director from time to time) or misconduct, the Librarian, or his deputy, may suspend any student from attendance at the library for a period not exceeding one week and from use of the facilities of the library.

Provided that the circumstances relating to the suspension shall be reported in writing by the Librarian to the Director forthwith. Provided further that the authority hereby conferred shall extend only to any breach of discipline or misconduct committed in or with respect to the library or its precincts.

3. (i) Any student in respect of whom a decision of a member of the teaching staff or of the Librarian has been made whereby such student has been suspended under By-law VII 1. or 2., may appeal to the Director.
(ii) The Director, on appeal so made to him, may confirm, quash or vary any such decision, or may refer the appeal to the Discipline Committee under By-law VII 7, for determination by it.

4. (i) The Deputy Director, or any person authorised by him in that behalf, may for breach of discipline or misconduct at a College examination, exclude a student or candidate from attendance or further attendance at that examination.

(ii) The persons supervising the conduct of a College examination shall forthwith report to the Deputy Director any instance coming to his notice of breach or suspected breach of discipline or misconduct or suspected misconduct at that examination.

(iii) The Deputy Director shall forthwith report to the Director in writing any instance coming to his notice of breach or suspected breach of discipline or misconduct or suspected misconduct at a College examination.

(iv) The Deputy Director, or any person authorised by him in writing in that behalf, may, for breach of any regulation made by the Council relating to entry, use or management of a vehicle on the College site, or premises, or regulations made by the Council restricting, controlling, or otherwise regulating the use of the college premises, impose on any student a fine not exceeding ten dollars. Provided that the circumstances relating to the fine shall in any such instance be reported in writing by the Deputy Director to the Director, or by the authorised person to the Deputy Director and by him to the Director, as the case may require.

(v) Any student in respect of whom a decision to impose a fine has been made under By-law VII 4. (iv) may appeal to the Director within seven days of being served by post at his address last known to the Deputy Director with notice of the imposition of the fine and on appeal being so made to him, the Director may confirm, quash or vary the decision appealed from or may refer the appeal to the Discipline Committee under By-law VII 7, for determination by it.

5. For any breach of discipline or misconduct considered sufficiently serious, the Director may impose a fine not exceeding fifty dollars on a student, or candidate at any College examination, or may exclude him from the College, or from any part thereof for a period not exceeding four weeks, or may both so fine him and exclude him.

6. A student indebted to the College by reason of the non-payment of any fine or fines imposed pursuant to the foregoing provisions of this By-law and who has failed to discharge his indebtedness after notice from the Director, on the advice of the Business Manager, requiring payment by a date specified in the notice shall be excluded from the College forthwith after that date until the indebtedness is discharged in full. Provided that any case where it is made to appear to the Director that the full application to a student of such exclusion would be inappropriate having regard to the circumstances, the Director may direct that the exclusion or any specified incidence thereof shall not attach to the student concerned for such time as the Director shall fix.
7. (i) There shall be a Discipline Committee which shall consist of the Director, Deputy Director, two Heads of Division selected by the Board of Studies and two students, one being the member of the Council holding office pursuant to sub-section (f) of section two of the Order-in-Council.

(ii) Four members of the Discipline Committee shall form a quorum.

(iii) The Director may, or at the request of the student shall, refer to the Discipline Committee any matter involving any question as to breach of discipline or misconduct of any kind by any student, or by a candidate at any College examination. The Director, upon or after making such reference, may suspend the student from the use of all or any of the facilities of the College and from attendance within the College premises and grounds pending investigation of and decision on the matter by the Discipline Committee and pending any appeal to the Council by the student from that decision. Any such suspension may be varied during its currency by the Director, or may be lifted by him.

(iv) On such reference the Discipline Committee shall investigate matters which involve any question as to breach of discipline or misconduct of any kind by any student, or candidate at any College examination, and after giving the said student or candidate an opportunity to be heard, if it finds the student or candidate guilty of breach of discipline or misconduct, may discharge without penalty, reprimand, impose a fine not exceeding $50, suspend or expel the student or candidate.

(v) A report of the decision of the Discipline Committee in any matter shall be laid upon the tables of the Council and the Board of Studies as soon as possible after the meeting of the Discipline Committee at which the decision was given.

8. (i) Any person in respect of whom a decision of the Director or the Discipline Committee has been made under By-law 3, 4.(v), 5 or 7.(iv) and who is aggrieved by the decision, may appeal to the Council.

(ii) The Council, on appeal made to it, and upon giving the student or candidate an opportunity to be heard, may confirm, quash or vary any such decision.

9. (i) Where:

a) a student has withheld relevant information, or has furnished false or misleading information,

b) any authority in the College has made a decision with reference to a student's admission, academic standing, or courses of study or otherwise concerning his academic program or academic progress within the College,

c) the authority is satisfied that the withholding or furnishing of such information resulted in the making of the decision,

the authority may reverse, vacate, annul or vary the decision.

(ii) A student in respect of whom a determination by any authority has, pursuant to By-law VII 9.(i), been made reversing, vacating, annulling or varying such a decision, may appeal to the Council.

(iii) The Council, on appeal so made to it and upon giving the student an opportunity to be heard, may confirm, quash or vary any such determination.
Chapter VIII - Student Assistance Fund

At its meeting on 26 March, 1976, Council agreed:

1. That a fund, to be known as the SCV Frankston Student Assistance Fund, be established for the purpose of providing loans to students experiencing financial hardship.

2. That the initial amounts contributed to the fund be $4000 from the Student Representative Council and $1000 from SCV Frankston.

3. That a committee, to be known as the SCV Frankston Student Assistance Fund Committee, be established:
   (i) to receive applications for assistance and to determine the amounts and other conditions of loans in accordance with regulations;
   (ii) to carry out all requirements of the appointed trustees in the administration of the fund;
   and that this Committee be constituted as follows:
   the Vice-President of the Student Union;
   the Secretary of the Student Union;
   the Treasurer of the Student Union;
   the College Business Manager;
   a member of the Student Union nominated by the executive of the Student Union Board.

4. That the Director (to act as Chairman), the President of the Student Union, and a person nominated by the College Council be appointed as trustees of the fund, with the following duties:
   (i) to receive from the Student Assistance Fund Committee financial statements as to the state of the fund, at intervals to be determined by the trustees;
   (ii) to request and receive from the Committee any information concerning the operation of the fund;
   (iii) to direct the Committee in matters relating to the operation of the fund whenever this is deemed necessary by the Trustees or as directed by the College Council;
   (iv) to report to the College Council on the operation of the Fund.

5. That the Fund be administered according to the SCV Frankston Student Assistance Fund regulations.

6. That cheques drawn on the fund require the signatures of two of the trustees.

7. That fund money when not in use be kept in a trading bank account to be known as the "SCV Frankston Student Assistance Fund".

8. That records of the fund be made available to the administration of the College upon request, and be subject to periodic audit by a qualified accountant.

Rules -
1. In these regulations:
   "Committee" means the committee set up to receive applications for financial assistance, and to determine the amount and other conditions in accordance with regulations.
   "Trustees" means the trustees appointed to direct the Committee in matters relating to the operation of the fund.
   "Student" means a duly enrolled student of the College.
2. For the purpose of these regulations the date on which a borrower is no longer deemed to be a student is:
the day following the final date for re-enrolment.
3. Subject to these regulations a student may be granted a loan upon
the Committee being satisfied that:
he/she is suffering financial hardship.
4. An application by a student for a loan shall be in accordance
with the approved form and the signature to the application shall
constitute an agreement by the student to be bound by the terms
of these regulations and of any amendments made hereto.
5. An application for a loan may be lodged at any time during College
term time.
6. An applicant shall appear in person before the Committee.
7. The maximum annual loan to any student shall not exceed $300
unless the Committee is satisfied that special circumstances
render such a limitation undesirable.
8. The Committee may grant a loan subject to the signing of such
documents as it may require; and such other conditions as it
thinks fit.
9. In the event of the Committee not granting a requested loan,
the student shall have the right of appeal to the Trustees
who shall review the application.
10. A student having a liability in respect of any loan shall
notify the Committee of any intention of discontinuing studies
at the College.
11. Normally loans shall be repayable free of interest by a date
specified by the Committee which is within 6 months of the date
of the loan.
Provided that -
11.1 If the borrower fails to repay his loan on the date
specified by the Committee he shall become liable for
interest at the rate of 5% per annum on the balance owing
from time to time calculated from the said date and the
total of the loan and such interest shall be payable on
demand.
11.2 If the borrower ceases to be a student before the date
specified by the Committee he shall become liable for
interest at the rate of 5% per annum on the balance owing
from time to time calculated from the date upon which he
ceases to be a student and the total of the loan and such
interest shall be payable on demand.
11.3 The Committee, on written application by the borrower,
may, under exceptional circumstances and if the borrower
is still a student, permit the repayment of the loan
within a further six months from the date originally
specified:
Provided that -
11.3.1 The Committee may, if it so desires, charge
interest at the rate of 5% per annum on the
balance owing from time to time within the six
months extension period so granted.
12. In the event of a default of a loan, the Trustees shall take the
advice of the Committee about the taking of further legal action
to recover the loan and accumulated interest.
ACKNOWLEDGEMENT OF LOAN (Loan details to be entered by Committee)
I, the undersigned, hereby acknowledge that I am indebted to the SCV Frankston Student Assistance Fund for the sum of $.................. advanced to me from the SCV Frankston Student Assistance Fund. I also acknowledge that the loan is made on the understanding that it will be repaid in full in a lump sum on or before the .................. or by instalments of $.............. with the final payment being made on or before .................. Should the amount of liability or any instalment of it not be paid punctually, the balance of the loan then owing shall immediately, at the option of the Trustees of the Fund, become payable with interest henceforth at the rate of 5% per annum until it be repaid.

Dated the ..................... day of ............... 19....

Signed......................................... (Applicant)

In the presence of ........................................
Trustee of the Fund
Chapter IX - Academic

Amendments concerning these By-laws posted on the official notice board and printed in the College Handbook shall be deemed to be sufficient notice to members of the College.

Interpretation

"Board" refers to the Board of Studies of this College.
"Approved Courses" means those courses funded by the Tertiary Education Commission and recognised as academic awards by the Australian Council for Awards in Advanced Education.
"Director", "Deputy Director", "Lecturer", refer to officials and staff of the College duly appointed by the Council.
"Unit" or "subject" means a component of the educational activities of an approved course as specified in the description of the course, for which a student enrolls and receives a transcript entry based on assessed work.
"Fees" means charges levied by the Council upon students enrolled at the College.
"Supervisor" means a person duly authorised by the Board of Studies to ensure the proper conduct of College examinations.
"Student" means any person enrolled at the College for a course of Instruction.
"Admission" means formal acceptance of the offer of a place in a course conducted by the College.
"Enrolled Student" means any person who has paid the requisite fee and is entered on College records as a current student.
"Auditing" a unit or subject means attendance at classes in that unit or subject, with no provision for assessment or examination, and the granting of credit.
"Credit" for a unit or subject means acceptance of a unit or subject already passed as satisfying a specified unit or subject requirement of an award made by this College or by the State College of Victoria.
"Exemption" from a unit or subject means that the student because of previous study or qualifications may not be required to undertake that particular unit or subject as part of an approved course, but would substitute another unit or subject to meet the requirement of the course.
"Withdrawal" means the notification, in writing, to the College that the student proposes to leave the course for which the student is enrolled without intention to return.
"Deferment" means the reservation for one year of the offer of a place in an approved course.
"Intermission" means the granting of leave at a time subsequent to enrolment for a student to discontinue study in a course for the period specified provided that the student shall upon return recommence the course from the point of the student's most recent enrolment in the units or subjects for which the student then enrolled prior to intermission.

Admission

Every student enrolling in a course conducted by the College shall be required to abide by the following requirement:
I acknowledge that while I am an enrolled student I am subject to the By-laws of the State College of Victoria at Frankston.
Admission with Advanced Standing

(i) The Council may admit to such status in the College, as in each case it thinks fit, persons who have gained standing in any college of advanced education, university or other place of learning and may from time to time on such conditions as it shall determine delegate powers hereunder to the Board.

(ii) A person admitted to the status of the holder of a diploma of the College shall not be entitled to nor deemed to be a holder of such diploma as a graduate of the College, but he shall be entitled to proceed to any other course for which the diploma to the status of which he has been admitted is a prerequisite, upon the terms and conditions as those upon which a holder of such a diploma is entitled to proceed.

(iii) An applicant for admission to the status of a diplomate or seeking credits towards a diploma must made written application to the Academic Officer enclosing documents establishing his academic standing.

(iv) The Council may at any time withdraw or cancel any admission with advanced standing if it is satisfied that the statements supporting the application for admission were untrue or misleading.

(v) In approving his personal program of study, the Board may, at its discretion, require any such person to complete such supplementary units or subjects as it thinks fit either as a prerequisite to, or concurrently with, his course of study for the award of which he is a candidate.

(vi) An application for admission by a student who has been excluded or is liable to exclusion from another post-secondary institution will not normally be accepted if his record is such that he would be liable to exclusion from this College.

(vii) Any person who furnishes satisfactory evidence that he has completed any course or part thereof in another post-secondary institution may be admitted and given advanced standing in a course and granted exemption from attendance or examination or both by the head of division concerned in such units or subjects as the Board may decide.

The standing of any candidate shall be determined upon being admitted to the course.

(viii) Any student admitted to the College with advanced standing in a course shall be awarded the appropriate qualification for that course upon the completion of the specified course requirements.

Enrolment and Registration
Every student shall complete the enrolment procedure laid down by the College. Enrolment shall not be complete until the student has registered and paid the prescribed fees.
A late fee of $10 shall be charged for the student who is permitted to enrol and register after the prescribed and published date.

Course Profile
The course profile for each student shall require the approval of the Board of Studies. Candidates for awards made by the College
shall plan their programs of study in consultation with advisers of studies nominated by the Board. If modification of the program is found necessary, the same consultation is required. Where the Board does not give approval, the student submitting that profile may appeal to the Council.

Where a student applies to undertake units or subjects additional to those prescribed for any course, the Board of Studies may grant approval, in the following terms:

(1) permission to undertake an additional unit or subject, taking into account the student's performance in the course to date, or,

(2) permitting the student to audit a number of units or subjects, i.e. not requiring the student to present for formal assessment in such units or subjects, or

(3) granting a credit for a unit or subject based on established competency in the discipline concerned, or

(4) granting exemption from undertaking a unit or subject in the course by substituting another unit or subject which may be either one chosen by the student or one taken at the direction of the appropriate Course Committee.

Credits

Except where specific provision to the contrary is made in course regulations, a student who has gained passes in units or subjects common to two or more courses may not credit to any one course more than those units or subjects specified by the Board from time to time.

Whenever a student is required, by the regulations for a second award, to obtain a pass in a unit or subject in which he has already gained a pass, but which he is not permitted by this regulation to credit to the second course, he may be allowed, with the approval of the Board of Studies, to submit another unit or subject in its place.

Single Units or Subjects

A student may be permitted to attend classes and sit the examinations for individual units or subjects which form part of an approved course, provided that he has fulfilled the conditions prescribed for taking that unit or subject or has been exempted by the Board from so doing. Such a student may, upon application, receive a statement from the College showing the units in which he has satisfied the examiners.

Withdrawal

(1) A student seeking to withdraw from any course shall notify the Deputy Director in writing. Withdrawal shall not be accepted until the student has discharged his indebtedness to the College as provided in By-law VI - Fees.

(2) A student wishing to withdraw from a unit or subject of any course must notify the Deputy Director in writing. Except in special circumstances, determined by the course committee concerned, any notification received after the date specified in the Administrative Schedule shall be recorded as an academic failure.
Deferment and Intermission
A student may be permitted to defer or intermit his course. A student seeking to defer or intermit shall apply in writing to the course committee concerned through the Deputy Director. Applications for deferment shall be made at the time of enrolment. Unless special circumstances exist, which will be decided by the course committee concerned, the period of deferment or intermission shall not exceed one year.

Changes of Course Units or Subjects
A student wishing to change units or subjects within a course for which he is currently enrolled shall apply in writing through the Deputy Director to the course committee concerned. Changes shall be permitted only within one week of the commencement of the unit or subject.

Assessment
Every student shall satisfy the assessment requirements prescribed by the Board.

Conduct of Assessment
All assessments shall be conducted in accordance with procedures established by the Board of Studies and published from time to time.

Exclusion of Students
The Board may exclude any student from further enrolment at the College, or from further enrolment in a course unit, or subject, on the grounds of unsatisfactory progress. A student excluded from the College will not normally be re-admitted. Applications for re-admission will be considered only after a lapse of six sequential academic sessions. In determining eligibility for re-admission, the record of the student at any other post-secondary institution and in any course other than that for which he is currently enrolled or seeking enrolment shall be taken into account. Re-admission shall be contingent upon the student satisfying the Board that he is likely to pursue his studies effectively.

Exclusion from a Unit or Subject
A student shall be liable to exclusion from enrolment in a particular unit or subject if he has failed to pass that unit or subject after being enrolled for it on two occasions.

Exclusion from the College
A student shall be liable to exclusion from the College if his progress through the course is deemed unsatisfactory by the course committee concerned. A student advised that he is liable to exclusion may make written representations to the Board through the Deputy Director.

Appeals
A student may appeal in writing against any grade awarded in a unit or a subject, or after notification of liability to exclusion. Such appeals should be directed to the Deputy Director, and must be based on one or more of the following grounds:
(a) new evidence tendered since the date of consideration by the Board of the case;
(b) irregularity of procedures in recommending a decision in the case;
(c) bias in interpretation of evidence placed before the relevant bodies, groups or individuals.

Transcripts and Record of Studies
Every student shall on application in writing to the Academic Officer and after payment where appropriate of the prescribed fee be issued with a transcript and record of results of studies completed at the College. In no case shall a transcript and record of results be issued if a student is in default of payment of any fees or fails to meet any other conditions laid down by the Council for the issuing of such a transcript or record of studies.

Council Awards
Awards shall be made by the Chairman of the Council on behalf of the Council, to those who successfully complete course requirements. The award shall be made in person at conferring ceremonies following completion of the requirements for such awards. A graduate whose award is not conferred in person shall have it conferred by the Council "in absentia".

Awards of the State College of Victoria
Awards shall be made by the Chairman of the Senate of the State College of Victoria on behalf of the State College of Victoria to those who successfully complete degree course requirements. The award shall be made in person at conferring ceremonies following completion of the requirements for such awards. A graduate whose award is not conferred in person shall have it conferred by the State College of Victoria "in absentia".

Notification of Change of Address
Every student is required to advise the Academic Officer in writing of any change of his business or term or home address.

Notification of Change of Name
Every student shall submit authenticated evidence of a change of name to the Academic Officer.

Administration Notice Board
Every student is required to inform himself of the advice given from time to time by official notice on the Administration Notice Board. Ignorance of the provisions of this advice shall not be deemed to be an excuse for justification for special consideration or grounds for appeal.

Chapter X – Continuing Education

Interpretation
"Continuing Education" shall apply to those fee-paying programs offered by the College which require no special entry qualifications
or experience and do not lead to an award of the College registered with the Australian Council for Awards in Advanced Education.

Enrolment
Every student shall complete the enrolment procedure laid down by the College. Enrolment shall not be complete until the student has paid the prescribed fees.

Credit
Programs taken by persons enrolled as students in Continuing Education shall not carry credit towards courses leading to awards granted or conferred by the College.

Documentation
Evidence of attendance shall be supplied by the College on request.
GENERAL INFORMATION
Division of Continuing Education

1. Continuing Education applies to those fee-paying programs offered by the College which:
   a) require no special entry qualification or experience;
   b) do not lead to an award of the College registered with the Australian Council on Awards in Advanced Education.

1.1 The Division of Continuing Education has specific terms of reference and in following these becomes involved with and responsible for:
   a) the development of and subsequent offering of Continuing Education courses to College staff, students and the community;
   b) the management and use of all College facilities;
   c) co-ordinating academic programs offered through conjoint shared or contract provisions with other post-secondary institutions.

1.1.1 The following are a selection of the courses offered in 1980:
   Certificate in Education (Teacher Aide)
   Certificate Course in Basic Anatomy & Exercise Physiology
   Adult Literacy and Numeracy Tutor Training Certificate
   Self Sufficiency Course
   Wine Appreciation
   Horticulture for Beginners
   Chinese Cookery
   Gourmet Cookery
   Ceramics
   Leadlight
   Painting
   Jewellery
   Swedish Massage
   First Aid
   Antiques & Interiors
   Computers & Computer Programming
   Relaxation and Coping with Stress
   Weight Reduction Program
   Death & Dying
   Theatre Management
   Primary Mathematics for Parents
   Planning to Start a Small Business
   An Introduction to Business & Profit Planning
   Studies in Early Childhood Development
   Small Business Workshops:
   How to run a Hotel
   Motel
   Caravan Park
   Plant Nursery
   Licensed Grocery
   Restaurant
Some of these courses were run on a number of occasions in 1980. In 1981 it is expected that the range of offerings will increase considerably. Enquiries regarding course offerings in 1981 should be directed to the Executive Officer of the Division.

2. Driver Education Courses
   It is planned to run 11 Driver Education Courses in 1981 in conjunction with the Science Division. Clients for these courses are usually those drivers who have been convicted of driving over .05% blood-alcohol level. Magistrates usually refer at the time when the driver applies for a hearing to have his driving licence re-instated.

   All matters relating to these courses should be referred to the Executive Officer of the Division.

3. Seminars and Conferences
   The Division makes its members available to individuals and organisations wishing to hold seminars or conferences at the College. In 1980 the Division sponsored over 30 such activities. Division members are available for such purposes in 1981 and enquiries should be directed to the Executive Officer.

4. Sporting Bodies and Other Organisations
   A number of sporting bodies and other organizations use College facilities for sports meetings, practice and general business meetings. A schedule of charges is available from the Division.

The Eunson Resource Centre

The resource centre is situated in the third and fourth levels of one four-storey tower. It supplies books and serials, audio-visual hardware and software and other equipment used by college students on schools experience rounds, e.g. musical instruments, science equipment and mathematics equipment.

The main reading room, situated on the third level, houses the books, standard reference works and microfilm collections needed as resources for the College's academic courses. The fourth level houses the serials collection, Teaching Materials Centre, a duplication and photocopy room, a music listening room which is also used as a media study area, and a film/video preview room. Typewriting facilities are available in the Teaching Materials Centre (T.M.C.) and discussion rooms are set aside for students' use.

The Teaching Materials Centre contains materials that are largely related to curriculum studies. The literature and non-fiction at children's level are here, as are the picture, record, film-strip, slide and equipment collections. In addition, the adult literature collection is housed here.

All college students and staff may use the resource centre for reading and borrowing purposes. Books, software, and equipment may be borrowed only from the Charge Desk which is situated at the entrance to the resource centre.
Hours of Opening
The resource centre is open between 8:45 a.m. and 5:00 p.m. each week day of the college year. Additional hours of opening are arranged, and staff and students notified, at the start of the Autumn Session.

The Catalogue
A comprehensive catalogue of the resource centre's holdings is housed on the third level. It takes the form of a card catalogue for material purchased up to the end of 1979 and of a microfiche catalogue for material acquired from 1980 onwards. A duplicate portion of the card catalogue relevant to T.M.C. holdings is located there. In addition, copies of the microfiche catalogue are located in the Serials Room and in the T.M.C.

Microfiche readers are located at convenient points on both levels.

Aid to Staff and Students
Staff and students should feel free to seek information and help from any resource centre staff member; but whenever possible aid should be sought first from the reference librarian on duty at the Information Desk, in either the Main Reading Room or the Teaching Materials Centre. In addition to assisting students to find information for college courses, the reference librarian will also accept inter-library loan requests for books, periodical articles, films and video-tapes, arrange computerised information searches, give directional aid, and arrange orientation sessions and reader education sessions for students.

REGULATIONS

Loans
The normal borrowing period for all material and equipment is one week, except for the following: current periodicals, books in the reserve collection, 16mm. projectors and portapaks.

Borrowers may have no more than six books on weekly loan from the resource centre at any time. Failure to comply with this rule will incur suspension of borrowing privileges. Periodicals, 16mm. projectors and portapaks are available on 24-hour loan only. A maximum of three periodical issues may be held on loan at any one time. Bound periodicals are not available for loan.

All materials may be reserved if they are not available for loan when required. The loan may also be renewed once (except when overdue) unless already reserved for another user. Renewals may be effected by 'phone (ext. 254). Overdue books are not renewable. To facilitate their maximum use, certain texts are placed on restricted overnight loan. These are housed in the reserve collection within the charge area and the catalogue drawers labelled Reserve Collection serve as an index to these items. These items may be reserved; they cannot be taken from the resource centre until 2:45 p.m. and must be returned by 9:00 a.m. the following College day, so that they are available for use within the resource centre during the day. A single copy of all items on restricted loan is held at the charge desk, available for use only within the resource centre. Two reserve collection items only may be borrowed at a time.
No student may borrow any item from the resource centre until he has produced his official college identity card, bearing his photograph. It is against regulations for a student to lend or borrow an identity card for the purpose of obtaining material from the resource centre. Nevertheless, students are responsible for any loans made on the authority of their identity cards, and should any student lose his card, therefore, he should inform the resource centre of its loss immediately.

In addition students wishing to borrow audio-visual equipment must produce their "authorized to borrow" card. These cards are available from the Training Officer of the Educational Media Unit after a student has been tested to prove he is able to use the equipment.

Overdue Loans
All materials must be returned by the due date. In books, this date is stamped on the date slip in the book. Further borrowing privileges may be withheld for a period in the event of books or other borrowed items being late or consistently overdue.

Lost Materials
The loss of or damage to books and other materials should be reported immediately to the charge desk. The borrower will be required to pay replacement costs for such material, but money will be refunded in the event of the lost items being recovered. Under SCV Frankston By-law IX Transcripts and Record of Studies, no transcript or record of results of studies shall be issued to a student of the College who has not paid the charges for lost or damaged material as laid down by the Librarian.

Conduct in the Resource Centre
Silence must be observed in the main reading room and the stair well and students are requested to enter and leave quietly. A discussion room is located on the fourth level. All bags, except small handbags, must be left in the foyer outside the resource centre.

The resource centre reserves the right to have handbags, folders, books and so on examined before users leave the premises. Smoking and eating are forbidden in all resource centre areas except staff offices.

The tables in the standard reference area may be used to consult reference books only and these books should not be removed from this area.

Books consulted within the main reading room should be placed on the sorting shelves under the stairs when leaving. They should not be left in carrels.

Eligibility to use the Resource Centre
The Resource Centre's collections and facilities are available for the use of staff and students of SCV Frankston, students of other tertiary institutions, and adult members of the public of the region for whom the collections have interest and relevance. The two latter categories may obtain borrowing privileges through the CAVAL Reciprocal Borrowing Scheme, and the reciprocal borrowing agreements between the Resource Centre and the public libraries of the region, respectively.

Children may only enter the Resource Centre when accompanied by an adult.
The Educational Media Unit

The Educational Media Unit of the College is an independent service section directly responsible to the Deputy Director. The section is located in rooms A1.1, A1.1A, A1.2A on the lower level of the main building (telephone extension 334). The Educational Media Unit performs the functions of production of all educational media software required by College staff and the related services associated with that production. The unit offers media training to all students in workshop sessions which explain and demonstrate the operation of equipment and production of relevant software materials. Areas covered include transparency making, spirit duplication, overhead projectors, slide, filmstrip and epidiascope projectors, super 8mm. and 16mm. projectors, basic photography (slide making and duplication) audio tape recorders, synchronous tape recording, video portapak systems and basic television.

The Educational Media Unit is not responsible for the loan of any Audio Visual software or hardware. The only exception to this is open reel or cassette videotapes which are available for use within the College. A videotape catalogue is housed in the Educational Media Unit and duplicated in the non-book materials section of the catalogue located in the Teaching Materials Centre (T.M.C.). All audio visual software and hardware is stored in the Teaching Materials Centre (T.M.C.) situated on the fourth level of the Eunson Resource Centre.

All requests for reservation and loan of teaching aids, software and hardware should be directed to the Teaching Materials Centre Librarian, Mrs. Margaret Austin, ext. 274. All requests for the inter-library loan of 16mm. films should be made on the "Film Order" Eunson Resource Centre form to Ms. Rose Ward, Inter-Library Loans Librarian, ext. 275. Ms. Rose Ward is the person responsible for all 16mm. film booking and borrowing within the College.

The Learning Assistance Centre

A facility is established on campus which offers a diagnostic and remediation service to children and adults in the community who are experiencing learning difficulties in oracy, literacy and numeracy. The Centre provides an opportunity for members of staff and students studying language, reading or mathematics difficulties to work with these children or adults in a variety of programs.

The aims of the Centre are:
1. to provide a Centre where teachers, parents, school or community agencies can refer school students and adults for diagnosis of learning difficulties in mathematics, reading and/or language;
2. to provide a Centre where remediation programs can be prepared and carried out on the basis of a foregoing diagnosis;
3. to develop and evaluate the effectiveness of a task analysis approach to the diagnosis and remediation of learning difficulties;
4. to offer a consultancy service to teachers-in-training, schools, parents and community agencies;
5. to provide a facility for research in the area of learning
difficulties.
Inquiries regarding this service should be made through the Chairman
of the Learning Assistance Centre Committee, Mr. Ian Walker,
Room A2-10 (telephone extension 326).

The Curriculum Materials Centre

Curriculum materials that are appropriate for use in the Primary
schools and Pre-schools are housed in the Curriculum Materials
Centre.
This Centre is located in Room A2-1/2.
Undergraduate and graduate students may examine the materials and
participate in formal and informal workshop activities relating to
curriculum development and evaluations in the Centre.
A photocopying machine is located in the room for student use.
Booking arrangements and any inquiries should be directed through
Mrs. R. Whitaker.

Student Services

The College Medical Officer
The College Medical Officer is available to students and staff for
free consultation and medical counselling.
The office is situated on the ground floor of the hostel building
and hours for consultation are from 9:00 a.m. - 4:30 p.m.
Extensive treatment normally carried out by general practitioners
and medical specialists is not undertaken at the College.

The Student Counsellor
The College Counselling Service is available to all students, past
students and staff. The Counsellor is a registered Psychologist
and is situated in room Al.19, on the ground floor of the library
building.
The service may be used without appointment for counselling
regarding personal problems, and College matters, for example,
extensions on assignments, special consideration, assessment
appeals, intermission.
Assistance is also provided regarding such matters as T.E.A.S.,
employment, legal aid and accommodation.
The Counselling Service also offers workshops as advertised through
the academic year designed to encourage various aspects of personal
growth and well-being.
Inquiries regarding any of these matters are most welcome.
The College Tutor System

A tutor system exists for first year students only. The Undergraduate Studies in Education Course Committee appoints two tutors for the whole intake of first year students. These tutors advise on matters of academic concern and college procedure. There is a weekly meeting hour set aside for this purpose and students may request such meetings with the tutors either individually or as an administrative group whenever they so desire. The tutors are available for private consultation at all times. (Second and third year students are free to consult with any member of the academic staff.)

Halls of Residence

The halls of residence are located on campus and provide accommodation, including all meals, for approximately 120 students. Students who wish to be considered for a place should apply on the appropriate form available from the Administration Office. No undertaking will be given that accommodation will be available for all applicants, or that once given it will be available in subsequent years of the student's course. If the demand for places exceeds the number available, the College may be able to assist students in finding private accommodation.

The Warden, assisted by supervisors, is responsible for security and the general welfare of resident students, while domestic arrangements and catering are in the hands of the matron. To have the opportunity of experiencing life in the halls is a privilege in return for which students are expected to make a special contribution to College welfare. Failure to observe rules and the convention of good behaviour will result in the immediate cancellation of a student's place. Further details of accommodation will be forwarded to those students allotted places.

Car Parking

There are ample car parking spaces for all cars in clearly designated car parks on campus. Parking areas are shown on the Campus Plan (see inside back cover). The Visitors' Car Park must not be used by staff or students. Interpretation of "visitor": a casual caller at the College, who is not a staff member of the College nor a student enrolled in any College course or unit.

The Cafeteria

The College Cafeteria operates in the new building between 8:00 a.m. and 6:30 p.m. (Monday to Thursday), 5:00 p.m. (Friday).
A wide range of foods and beverages is available.
Lessee: Mr. N. Dionysopolous.
Phone: 783 6113 or Ext. 269.

Book Store

The College book store operates on the ground level of the central lecture block alongside the Student Union offices. It stocks text books for College courses. Its hours in 1980 were 9:00 a.m. - 5:00 p.m. Monday and Thursday.
Proprietor: Mr. R. Brown.
Manager: Mrs. Brenda Callaway.

Transport Concessions

The Victorian Railways grant travel concessions to teachers-in-training for daily travel to and from College. Application forms for this purpose are available at the Frankston railway station. Concessions are also granted for country and interstate rail travel during weekends and vacations. Application forms are available from the General Office.
Some bus companies grant travel concessions, but these must be negotiated personally by the student. The College does not hold application forms for these concessions.
All completed concession forms are stamped and signed at the General Office for students' convenience.
Airfare concessions are also available, and enquiries should be made from the airline concerned, or your travel agent, who will supply the necessary application form.

Bus Transport Time-Tables

The College is served by Frankston Passenger Services bus transport to and from the Frankston railway station. Dandenong students can use Grenda's bus service from the Dandenong railway station.
Current time-tables are available from the General and Union Offices.

Notices to Students

Two methods are generally used to inform students on official college matters.
a) Letters may be sent to the student's private address; hence the need to inform the Records office promptly of a change of name or address.
b) Weekly bulletins and/or urgent notices are placed on the Administration Notice Board on level 2 alongside the Cafeteria.
Accidents and Injuries

A student who sustains an injury whilst engaged in College activities is required to enter the relevant details in an "Accident Book" kept at the Administration Office, at their earliest convenience.

A Personal Accident Insurance policy covers students against death or permanent disability whilst engaged in College activities, but excluding active participation in any profession and/or in any sport, other than:

a) students participating in sporting activities so required in their curriculum;

b) in respect of students playing sport as a member of an authorised inter-College team. A copy of this policy is available for inspection at the office of the Business Manager.

Student Absences

Students who are absent through illness for any period which will necessitate the requesting of several extensions of time, or replacement tests, should see that the Secretary to the Division is notified (Arts Ext. 268; Education Ext. 242; Science, Ext. 281). The information will be forwarded to the relevant Head of Division who will notify the lecturers concerned. Students are advised to obtain a medical certificate and to forward a photocopy of this to the relevant Head of Division.

If the absence is for a period of more than a month, students should report to the Head of Division on the day of resumption in order to discuss their progress through the course. Original medical certificates should be retained by students, and could be needed later if an application for special consideration is to be made.

Lost Property

Enquiries about lost property should be directed to the Security Officer, Administration Building.
(Phone: Ext. 250. After hours: 059-78 6664.)
Note: The Constitution of the Student Union is currently undergoing review. The Constitution as printed hereafter is correct as at 31st August 1980. It will be replaced by the amended Constitution when the latter is approved by the Student Union.
CONSTITUTION OF THE STUDENT UNION

Section 1 - Name of Union

1.0.0 The name of the Union shall be "The Student Union of the State College of Victoria, Frankston" (hereinafter referred to as the "Union").

1.0.1 The Union hereby constituted is an unincorporated body totally separate and distinct from the incorporated body entitled the 'Council of the State College of Victoria at Frankston'.

1.0.2 The Council of the State College of Victoria at Frankston is not responsible for the debts, engagements, liabilities and activities of the Union.

Section 2 - Definitions and Abbreviations

2.0.0 In this Constitution, except where otherwise clearly indicated or intended.

2.0.1 "Union" means The Student Union of the State College of Victoria, Frankston.

2.0.2 "College" and "S.C.V. Frankston" mean the State College of Victoria, Frankston.

2.0.3 "S.U.B." and "Executive" mean the Student Union Board and its Executive respectively.

2.0.4 "Full-time student" means any student who is a bona fide engaged in a full time course leading to a tertiary qualification as defined by the Board of Studies.

2.0.5 "Part-time student" means any student who is a bona fide engaged in a part-time course leading to a tertiary qualification as defined by the Board of Studies.

2.0.6 "Board of Studies" means the Board of Studies of SCV Frankston.

2.0.7 "Council" means the Council of the SCV Frankston.

2.0.8 "Academic day" means a day during term time, not being a Saturday, Sunday or Public or College Holiday. In calculating a period of academic days neither the day on which notice is given nor the day on which a meeting is held shall be counted.

2.0.9 "Clear day" means any day falling between but not including the day on which notice of a forthcoming event is given and the day on which the event occurs.

2.0.10 "Term" and "Term Time" mean within the terms prescribed by the Council.

2.0.11 "Casual Vacancy" means a vacancy however occurring in the office of any member or officer otherwise than by the retirement of such member of officer on the expiration of their term of office.

2.0.12 "Officer" means the appointed staff of the Union.

2.0.13 "Committee heads" includes student elected heads or secretaries of all social and sports committees, A.U.S. and V.T.U., Editors of student publications, Communications Officer, Portsea rep., Academic Committees Student Reps.
FINANCIAL ASSISTANCE

TERTIARY EDUCATION ASSISTANCE SCHEME
(Correct at the time of going to press.)

The Tertiary Education Assistance Scheme is the prime source of financial assistance for tertiary students. Assistance is available for any student who is an Australian citizen or permanent resident, doing an approved tertiary course, and undertaking at least three quarters or, under special conditions, two thirds of the full time course workload. Students who have entered into a training agreement with an employer are not eligible.

Benefits under T.E.A.S. include:
1. living allowance
2. incidentals allowance
3. dependents allowance
4. fares allowance.

The latter needs to be separately applied for. These benefits are payable only if students are eligible for a living allowance.

There are three categories of beneficiary:
1. Ordinary students living at home can receive up to $1,523 p.a. depending upon a means test based on their parents combined income.
2. Ordinary students living away from home can receive up to $2,348 depending upon a means test based on their parents combined income. To be eligible for living away from home status students must meet one of four requirements specified by T.E.A.S.

The full allowance for both categories of ordinary student is paid when the combined parental income does not exceed $9,400. Living allowance is reduced by $2.50 for every $10 in excess of $9,400. Ordinary students may earn up to $1,500 p.a. without affecting entitlements.
3. Independent students can receive up to $2,348 p.a. depending upon a means test of the student's own income or that of their spouse. To be granted independent status, one of five eligibility criteria needs to be met.

To ensure a full year's allowance, applications should be lodged at the T.E.A.S. offices as soon as enrolment is completed. As the T.E.A.S. regulations and allowance levels may change each year, it is important to consult the current year's application guide before making any decision about eligibility.

Further information can be obtained from the Student Counsellor, Frankston Institute, or the Director, Victorian State Office, Commonwealth Department of Education, 450 St. Kilda Road, Melbourne 3004; Telephone 267 4700.

Student Assistance Fund

The College Council and the Student Union have set up a Student Assistance Fund. Loans of up to $300 are available, upon application, during term time.

Applications should be made initially to the Student Union Office. By-law VIII - "Student Assistance Fund" supplies regulations relating to the matter.
"A.U.S." means Australian Union of Students.
"V.T.U." means Victorian Teachers Union.
"Union Member" means all full-time or part-time students who are financial members of the Union. The singular includes the plural and vice versa where applicable.

Section 3 - Objects

3.0.0 The objects of the Union are -
3.0.1 To protect and advance the social, educational and general welfare interests of its members.
3.0.2 To provide for and encourage communication amongst its members, between its members, between its members and the S.U.B., between the Union and the College administration and between the Union and outside interests.
3.0.3 To represent its members whenever such representation is necessary or desirable.
3.0.4 To publish newspapers, magazines and other publications.
3.0.5 To provide legal, medical, counselling and other assistance to members whenever and wherever considered necessary.
3.0.6 To amalgamate with, affiliate with, co-operate with or absorb any organisation or association which has objects similar to the objects of the Union.
3.0.7 To formulate and carry into operation schemes for the social, recreational, intellectual and general advancement of members.
3.0.8 To purchase, take on lease or exchange, hire and otherwise acquire any real property and in particular any land, building or easements for any purpose connected with the conduct of the Union.
3.0.9 To borrow or raise or secure the payment of money in such manner as the Union may think fit, to secure the same or the repayment or performance of any debt, liability, contract, guarantee or other engagement incurred or to be entered into by the Union in any way, and to redeem or pay off any such securities.
3.0.10 To see, improve, manage, develop, exchange, lease, dispose of, turn to account, or otherwise deal with all or any part of the property and rights of the Union.
3.0.11 To do all such things as the Union may from time to time deem incidental or conducive to the attainment of the above objects or any of them.

Section 4 - Membership

4.0.0 The membership of the Union shall consist of all students enrolled from time to time in any course at SCV Frankston leading to a tertiary qualification.

Section 5 - Membership Fees

5.0.1 Membership fees shall be determined by a general meeting of members held during the month of October and after the completion of the annual elections, provided that any amount or amounts so determined shall not apply until and unless approved by the Council.
5.0.2 Membership fees shall be payable annually on enrolment with the College.

Section 6 - Student Union Board

6.0.0 Composition - The Student Union Board shall consist of -
  Executive:
  6.0.1 The President
  6.0.2 The Vice President
  6.0.3 The Secretary
  6.0.4 The Treasurer
  Committee Heads:
  6.0.5 The Local A.U.S. Secretary
  6.0.6 The Entertainments Officer
  6.0.7 Editor College Magazine
  6.0.8 Editor Student Newspaper
  6.0.9 Communications Representative
  6.0.10 V.T.U. Secretary
  6.0.11 Sports Representatives (1 male and 1 female)
  6.0.12 Theatre and Dramatics Secretary
  6.0.13 Social Secretary
  6.0.14 Social Service Secretary
  6.0.15 Portsea Representative
  Academic Committees Representatives:
  6.0.16 Board of Studies
  6.0.17 Assessment Committee
  6.0.18 P.P.T.
  6.0.19 School Experience
  6.0.20 Principal's Representative
  6.0.21 Staff Representative
  6.0.22 One Representative from each Administrative Group

Powers and Duties

6.1.0 The powers and duties of the Student Union Board shall, subject to the control of members exercised by referendum or in general meeting assembled, be -
  6.1.1 To do all things conducive or incidental to the attainment of any or all of the objects of the Union.
  6.1.2 To study domestic, state, national and international questions related to higher education and to the intellectual matters of students and to act in these spheres in their interests.
  6.1.3 To affiliate with or grant affiliation to any desirable body subject to the furtherance of the objects of the S.U.B.
  6.1.4 To exercise such other powers in respect to elections, finance, appointments, committees and affiliated bodies as are hereinbefore and hereinafter provided.
  6.1.5 To appoint, remove and prescribe the duties of its officers as it sees fit.
  6.1.6 To acquire, manage, deal with and dispose of the property of the Union.
  6.1.7 To publish or authorise publication of any magazine, newspaper or other printed matter on behalf of the S.U.B.
6.1.8 To make, amend or revoke standing orders and regulations not inconsistent with this Constitution.
6.1.9 To make, amend and repeal regulations concerning the extra-curricula activities of Union Members.
6.1.10 To consider and take action where necessary upon any matter laid before the S.U.B. by the Principal.
6.1.11 To approve, or amend on behalf of the Union members, the budget prepared by the Executive indicating the estimated income and expenditure for the coming year. This should, if possible, be finalised by the end of October, to be passed on to Council at their November meeting for ratification.
6.1.12 To make recommendations to the administration or department heads, concerning the general welfare of individual or all union members.
6.1.13 To appoint a qualified auditor, who is not a Union member, to inspect the books of the Union, and to prepare a report on the state of the Union finances. This report must be posted on the student noticeboard after acceptance of the report by a S.U.B. regular meeting.

Section 7 - Executive

7.0.0 Composition - The Executive shall consist of the President, the Vice-President, the Secretary and the Treasurer.
7.1.0 Powers and Duties - The powers and duties of the Executive shall be -
7.1.1 To deal with any Union matter in accordance with established Union policy between meetings of the S.U.B. provided that such matter requires immediate attention and does not involve any significant use of the Union funds not already approved by the S.U.B. or a general meeting of members.
7.1.2 To make decisions and recommendations for consideration and/or ratification by the S.U.B. in relation to matters of general policy and staff supervision.
7.1.3 To co-ordinate the day-to-day activities of the S.U.B. and the Union.
7.1.4 To keep the S.U.B. informed of day-to-day activities as prescribed by the regulations.
7.1.5 To control all financial matters including current and capital expenditure, club grants, salaries and wages, committee allocations, and the approval of any expenditure of Union funds by members of the S.U.B. or the Union.
7.1.6 To enter into and make agreements on behalf of the Union with persons or companies and to employ such staff as is necessary on such terms as it thinks fit, provided that any such arrangement shall be reported to Council.
7.1.7 To grant such awards, trophies and commendations as are determined by the S.U.B.
7.1.8 To present a prepared budget indicating the estimated income and expenditure for the current year, at the first S.U.B. Meeting in March.
7.1.9 To do all such other things as the regulations, the S.U.B. or a general meeting of members may direct.
7.2.0 President - In addition to any other powers and duties conferred upon him/her by this Constitution or the regulations, the President shall -
7.2.1 Preside at all general meetings and meetings of the S.U.B. and Executive.
7.2.2 Be the official representative of the Union and the S.U.B. in Union matters both inside and outside the College.
7.3.0 Vice-President - In addition to any other powers and duties conferred upon him/her by this Constitution or the regulations, the Vice-President shall -
7.3.1 Assist the President at all times in the execution of his duties.
7.3.2 In the absence of the President, preside at general meetings or meetings of the S.U.B. or the Executive and, in the conduct and control of any such meeting, exercise all the functions and powers of the President.
7.4.0 Secretary - In addition to any other powers and duties conferred upon him/her by this Constitution or the regulations, the Secretary shall -
7.4.1 Attend all general meetings and meetings of the S.U.B. and the Executive and keep or cause to be kept minutes of the proceedings of the same.
7.4.2 Forward such minutes and such notices and agenda as are necessary to each member of the S.U.B.
7.5.0 Treasurer - In addition to any other powers and duties conferred upon him/her by the Constitution or the regulations, the Treasurer shall keep proper records of the financial transactions of the Union and provide a full statement of receipts and payments to any meeting of the S.U.B. or the Executive when called upon to do so.

Section 8 - Elections

8.0.0 Generally.
8.0.1 The election of the Executive members and all S.U.B. members, other than group representatives, the Principal's representative and the Staff representative, shall be conducted by secret ballot of all financial members of the Union.
8.0.2 Group representatives shall be elected by secret ballot by and from all financial members of the group concerned.
8.0.3 The Principal's representative and the Staff representative shall be nominated by the Principal and Staff of the College respectively and their names shall be notified to the S.U.B. at or before the commencement of the academic year.
8.1.0 Qualification for Office etc.
8.1.1 No person shall be eligible to be elected or appointed as a member of the Executive or the S.U.B. unless he/she is a financial member of the Union at the time of his/her nomination and election.
8.1.2 No person shall nominate or second the nomination of a candidate for election or appointment as a member of the Executive or the S.U.B. (other than as Principal's representative or Staff representative) unless he/she is a financial member of the Union at the time of signing such nomination.
8.1.3 No person shall cast a vote in any election held pursuant to this Constitution unless he/she is a financial member of the Union at the time of casting his/her vote.

8.2.0 Tenure of Office.

8.2.1 Group representatives shall take office from the date of their election.

8.2.2 The Principal's representative and the Staff representative shall take office from the date of the commencement of the academic year.

8.2.3 All other members of the Executive and the S.U.B. shall take office from the date of their election being a date not later than the second week of November in the year of their election.

8.2.4 All members of the Executive and the S.U.B. except Principal and Staff representatives shall hold office for a period of twelve months or until successors thereto have been elected and take office.

8.2.5 The Principal and Staff representatives shall hold office for a period of two years.

8.3.0 Returning Officer.

8.3.1 Not less than one month before the date of any election the S.U.B. shall appoint a Returning Officer and such number of assistants as are deemed necessary.

8.3.2 The Returning Officer and his/her Assistants may or may not be members of the Union but in any event shall not be candidates in the election for which they are appointed.

8.3.3 The Returning Officer shall have complete control of the conduct of the election.

8.4.0 Election Dates.

8.4.1 The election of members of the Executive and the S.U.B. (other than group representatives) shall be held as soon as practicable after the commencement of the third term, depending upon the placement of teaching rounds and the Academic Calendar but in any event shall be held at such time as would enable the members so elected to take office not later than the second week of November in the year of their election.

8.4.2 The election of first year group representatives shall be held not earlier than three weeks and not later than five weeks after the commencement of their lecture program.

8.4.3 The election of second and third year group representatives shall be held not later than three weeks after the commencement of the academic year.

8.4.4 In all cases, the S.U.B. shall fix the date for each ballot in accordance with this Constitution, such date to be not less than fourteen days after the date of the S.U.B. meeting at which it is fixed.

8.5.0 Nominations and Ballot.

8.5.1 Nominations for election shall be in writing on a form prescribed by the S.U.B., shall be signed by the candidate, the nominator and the seconder and shall be delivered to the Returning Officer at the office of the Union not later than 4:00 p.m. on the day preceding the date fixed for the ballot.

8.5.2 If, upon the closing of nominations, in relation to any office or offices, the number of candidates does not exceed the number of positions to be filled, the Returning Officer shall declare such candidates elected.
8.5.3 If the number of candidates for any office or offices exceeds the number of positions to be filled, the Returning Officer shall have ballot papers prepared containing the names of the candidates for each position in alphabetical order and indicating the number to be elected to each position, the manner in which votes shall be recorded and the time of the closing of the ballot.

8.5.4 On the date fixed for the election, the Returning Officer shall distribute to any member eligible to vote and requesting the same a ballot paper initialled by the Returning Officer.

8.5.5 The member shall record his vote or votes as desired and place the completed ballot paper in a ballot box provided for that purpose.

8.5.6 At the time fixed for the closing of the ballot, the Returning Officer shall open the ballot box and count all the votes cast. If all positions for Committee Heads on the closing of the ballot are not filled, the vacant position shall be filled by appointment at the next Student Union Meeting.

8.5.7 Any such election shall be conducted in accordance with the exhaustive preferential system.

8.5.8 The Returning Officer shall declare the result of any ballot within seven days of the date of such ballot by posting a signed declaration on the Union noticeboard.

8.6 Scrutineers.

8.6.1 Any candidate in an election may appoint a scrutineer who is a member of the Union to represent him at the ballot by notifying the Returning Officer in writing prior to the closing of nominations of the name of such scrutineer.

8.6.2 A duly appointed scrutineer -

(i) shall be entitled to be present throughout the ballot and may query the inclusion or exclusion of any vote in the count, but the Returning Officer shall have the final determination of any vote so queried;

(ii) shall not be entitled to remove, mark, alter or deface any ballot paper or other document used in connection with the ballot; and

(iii) shall not interfere with or attempt to influence any member at the time such member is casting his/her vote.

Section 9 - Extraordinary Vacancies

9.0.1 Any extraordinary vacancy howsoever occurring in the office of a member of the Executive or S.U.B., other than the office of President, Principal's representative, Staff representative or Group representative, shall be filled by an election from among financial members of the union conducted as near as is practicable in accordance with Clause 8 of this Constitution.

9.0.2 An extraordinary vacancy howsoever occurring in the office of President shall be filled by the Vice-President and the S.U.B. shall elect one of its own members to fill the vacancy then occurring in the office of Vice-President.

9.0.3 Subject to clause 9.0.2 any extraordinary vacancy howsoever occurring in the office of a Group representative shall be filled by an election from among the financial members of the Group conducted as near as is practicable in accordance with Clause 8 of this Constitution.
9.0.4 Any extraordinary vacancy howsoever occurring in the office of Principal's representative or Staff representative shall be filled by appointment by the Principal or Staff as the case may be.

9.0.5 Any extraordinary vacancy referred to in this Clause shall be filled within one calendar month of the date of its occurrence.

9.0.6 Any person elected or appointed to fill an extraordinary vacancy shall hold office for the unexpired portion of the term of the person he/she replaces.

10.0.0 Removal from Office

10.0.1 If any member of the S.U.B. is absent from three consecutive S.U.B. meetings, his/her office may be declared vacant by resolution of a meeting of the S.U.B. carried by a two-thirds majority of members present and voting at such meeting; provided that such a member may appeal to a specially convened general meeting of members which shall either confirm the decision of the S.U.B. or re-instate the member.

10.0.2 A motion of want of confidence in the S.U.B. may be proposed by a petition, signed by one third of the financial members. Upon receipt of such a petition, and after satisfying themselves of the validity of the signatures, the President and Secretary shall convene a special general meeting of financial members. Such a meeting must be convened within one month of the receipt of a valid petition. In the event of the motion being carried, all offices shall be declared vacant, and a new election shall be conducted within fourteen days by a Returning Officer to be appointed by the meeting. Such a Returning Officer shall have the right to make such reasonable expenditures as shall be necessary to conduct the ballot. The meeting shall appoint from its members five scrutineers, not being members of the old S.U.B., or candidates for the new S.U.B., to supervise the conduct of the election.

11.0.0 Meetings

11.1.0 S.U.B. Meetings.

11.1.1 The S.U.B. shall meet in the third week of Term One and at least fortnightly thereafter during the academic year and at such other times, whether during the academic year or during vacation, as may be required by:

(i) a resolution of a S.U.B. meeting;
(ii) a resolution of the Executive;
(iii) five members of the S.U.B.; or
(iv) the President.

11.1.2 Except in the case of an emergency, at least ten clear days notice during vacation and at least five days' clear notice at any other time shall be given of the time and location of any S.U.B. meeting.
11.1.3 During vacation, such notice shall be given by letter and at any other time such notice shall be given by the Secretary posting the same on the S.U.B. Noticeboard.

11.1.4 A special meeting of the S.U.B. shall be called by the President upon receipt of a petition signed by not less than 20 financial members of the Union setting out the matter which the members wish the S.U.B. to consider. A special meeting shall deal only with the matter or matters for which it has been called.

11.1.5 A quorum for any meeting of the S.U.B. shall be one-third of the members eligible to be present and vote.

11.1.6 Financial members of the Union may, accommodation permitting, attend meetings of the S.U.B. and may speak with the permission of the President, but in no event shall an observer be allowed to vote and any observer shall immediately leave the room if ordered to do so by the President.

11.2.0 General Meetings.

11.2.1 The Annual General Meeting of the Union shall be held in the week prior to the closing of nominations in the elections for the Executive and S.U.B.

11.2.2 The agenda for the Annual General Meeting shall include -

(i) The S.U.B.'s Annual report consisting of all members' individual reports.
(ii) The Treasurer's report.
(iii) A summary of the financial state of the Union including an interim statement.
(iv) The Auditor's report.
(v) Employee's report where necessary.
(vi) Past activities and any other business as provided on the Agenda.

11.2.3 A special general meeting of the Union shall be held -

(i) by resolution of the S.U.B. or the executive;
(ii) by decision of the President;
(iii) upon receipt of a written request signed by not less than 50 financial members of the Union and specifying the resolutions to be put to such meeting.

11.2.4 Provided that no general meeting may be held during vacation, at least five academic days' notice shall be given of the time and location of any general meeting, such notice to be posted on the Union noticeboard.

11.2.5 All decisions of duly constituted general meetings shall be binding upon the members and office-bearers of the Union and the S.U.B.

11.2.6 No quorum shall be required for the commencement or conduct of any general meeting.

12.0.0 Referenda

12.0.1 A referendum may be conducted in accordance with the regulations.

12.0.2 Provided that at least one-quarter of the financial members of the Union cast a vote, the decision of any referendum shall be binding upon all members and office bearers of the Union and the S.U.B.
12.0.3 No referendum shall be held during vacation and at least five academic days' notice shall be given of any referendum.

13.0.0 Committees

13.0.1 Within the Union there shall be constituted the following committees -
(a) Social Committee;
(b) Communications Committee;
(c) Sports Committee;
(d) Theatre and Dramatics Committee;
(e) Entertainments Committee;
(f) Social Service Committee; and
(g) Such other Committees as the S.U.B. may establish.

14.0.0 Social Committee

14.1.0 Composition - The Social Committee shall consist of the Social Secretary (as Chairman) and co-opted members.

14.2.0 Functions - The functions of the Committee shall be -
(i) To arrange extra-curricula functions of a social nature for the student body;
(ii) To arrange such other functions as may be referred by the S.U.B.

15.0.0 Communications Committee

15.1.0 Composition - The Communications Committee shall consist of the President (as Chairman), the Editor College Magazine, the Editor Student Newspaper, the Communications Representative and co-opted members.

15.1.1 There shall be two sub-committees, the College Magazine Sub-committee, chaired by the Editor College Magazine and the Student Newspaper Sub-committee, chaired by the Editor Student Newspaper. Each Editor shall have power to co-opt any interested members to his/her Sub-committee and to delegate duties to such persons.

15.2.0 Functions - The functions of the Communications Committee shall be -
(i) To ensure the regular publications of the Student Magazine and the Student Newspaper.
(ii) To make suggestions for additional student publications.
(iii) To arrange such other publications as may be referred by the S.U.B.

15.2.1 The duties of the Editors will be:
(i) To provide the student body with reports of concern to students.
(ii) To ensure that accuracy is maintained in reports.
(iii) To ensure fair coverage of all legitimate opinion.
(iv) To ensure that the laws of the State and Commonwealth are observed.
(v) The editors shall not permit the use of student publications to become an instrument of propaganda of any particular group or individual.
(vi) To require all articles submitted for publication to bear the lawful name and address of the writer and to be presented over the writer's signature.

(vii) To permit the use of pen-names provided the original is presented as in Clause 15.2.1 (vi).

(viii) The editors shall be permitted normal editorial function of selecting and editing.

(ix) The editors shall not permit publication of criticism of any person, persons or groups without providing the person, persons or groups so criticised adequate opportunity to reply - normally in the same edition in which the criticism appears.

(x) The editors shall prepare a budget for S.U.B. approval and shall not exceed the approved figure without the approval of the S.U.B.

16.0.0 Sports Committee

16.1.0 Composition - The Sports Committee shall consist of the Male Sports Representative and the Female Sports Representative (who shall alternate as Chairman) and the chairmen of affiliated sporting clubs. The Committee shall invite a representative of the Department of Health, Movement & Recreation to act as adviser.

16.2.0 Functions - The functions of the Committee shall be -

(i) To arrange sporting equipment and functions for the student body, in conjunction with the Department of Health, Movement & Recreation.

(ii) To arrange hospitality for inter-college sporting activities.

(iii) To arrange transport for college sporting activities.

(iv) To arrange such other matters as may be referred by S.U.B.

17.0.0 Theatre and Dramatics Committee

17.1.0 Composition - The Theatre and Dramatics Committee shall consist of the Theatre and Dramatics Secretary (as Chairman) and co-opted members. The Committee shall invite the lecturer in Drama and any other interested members of the College Staff to act as advisers.

17.2.0 Functions - The functions of the Committee shall be -

(i) To arrange S.U.B. theatre dramatics activities and productions.

(ii) To arrange College Theatre and Dramatics activities in conjunction with staff.

(iii) To arrange such other matters as may be referred by S.U.B.

18.0.0 Entertainments Committee

18.1.0 Composition - The Entertainments Committee shall consist of the Entertainments Officer (as Chairman) and co-opted members. The Committee shall invite interested members of the College staff to act as advisers.
18.2.0 Functions - The functions of the Committee shall be -
(i) To organise entertainment activities involving student and staff participation.
(ii) To arrange guest artists for the purpose of entertaining students and staff.
(iii) To arrange such other matters as may be referred by S.U.B.

19.0.0 Social Service Committee

19.1.0 Composition - The Social Service Committee shall consist of the Social Service Secretary (as Chairman) and each Group Representative.

19.2.0 Functions - The functions of the Committee shall be -
(i) To stimulate the student body in matters of social concern.
(ii) To consider requests for assistance from charitable groups and co-ordinate student participation in social service programs.
(iii) To arrange such other matters as may be referred by the S.U.B.

21.0.0 Academic Committee

21.1.0 Composition - The Academic Committee shall consist of the President (as Chairman) and the student elected representatives from the Assessment Committee, School Experience Committee, Studentship Committee, P.P.T. Committee, Policy and Planning Committee, Staffing Committee, Board of Studies and Council.

21.2.0 Functions - The functions of the Committee shall be -
(i) To improve representatives' efficiency by exposing them to the mechanics of other academic committees.
(ii) To communicate between committees.
(iii) To follow progress of a student's submission through various sub-committees of Board of Studies.
(iv) To allow opportunity for each student representative to keep informed of the progress of a student's submission.
(v) To prepare reports on items applicable to student interests arising from the committee meetings for presentation at S.U.B. Meetings.
(vi) To discuss submissions previously presented at S.U.B. meetings by tutor group representatives on behalf of a student and to discuss most efficient course of action for that submission.
(vii) To arrange such other matters as may be referred by the S.U.B.
(viii) The chairman, as a matter of ethics, may rule that an academic committee meeting or part thereof be held "in camera" to retain student's or Council or Board of Studies privacy.

21.3.0 (i) The S.U.B. at a regular meeting, may nominate if required, a board member to fill a student representative vacancy on a newly formed academic committee which has no student representative due to the resignation of that student.
(ii) This nominated board representative will function as the student elected representative pending annual elections for that position.

22.0.0 Finance and Property

22.0.1 All the property of the Union including its funds shall be vested in the executive members of the Union for the time being on behalf of the members of the Union.

22.0.2 The members of the Executive and each of them shall be indemnified by the Union and the members thereof, collectively in respect of any claims for damages, expenses or otherwise in any way arising out of or connected with each and every contract or engagement legitimately entered into by them on behalf of the Union.

22.0.3 The financial year shall end on the 31st (thirty-first) day of January each year.

22.0.4 The Secretary of each affiliated body shall submit to the Treasurer of the S.U.B. at the beginning of each academic year, a statement of anticipated activities together with an application for a grant of some definite amount if such can be desired. The S.U.B. executive shall in the light of all applications and regulations and other demands it may expect to consider during the year, grant financial assistance to affiliated bodies.

22.0.5 Monthly financial statements shall be prepared by the Treasurer and submitted to the S.U.B.

22.0.6 There shall be a qualified auditor appointed to audit the books at least two weeks prior to the Annual General Meeting, and again at least two weeks prior to the end of the financial year.

22.0.7 The Treasurer shall prepare a budget to be presented at a meeting of the S.U.B. as early as practical in the academic year.

22.0.8 The Executive shall be trustees of all monies of the Union.

22.0.9 The S.U.B. shall administer such facilities and space as provided by the College for the Union, as it sees fit or as directed by the College, provided that in all cases general student use shall be given prior consideration over selected student use.

22.0.10 The Treasurer shall maintain a petty cash account.

22.0.11 An inventory shall be kept of all Union property the control of which is vested in the S.U.B. or affiliated bodies and such inventory shall be maintained by an officer or by officers as delegated or selected by the S.U.B. This officer or officers shall submit a report annually upon the condition and amount of this property as per the regulations.

23.0.0 Affiliated Bodies

23.0.1 All bodies granted affiliation with the Union shall comply with the relevant sections of this constitution and the regulations of the S.U.B. regarding affiliated bodies.
23.0.2 Any body may be granted affiliation with the Union by the S.U.B. according to the regulations of the S.U.B. provided firstly that the body:

23.0.3 (i) Has aims not incompatible with those of the Union.
(ii) Has a constitution conforming with the requirements of the regulations of the S.U.B.
(iii) Is comprised of Union members.

23.0.4 From bodies granted affiliation with the Union the S.U.B. may:
(a) require the committees of such bodies to submit copies of their annual balance sheets.
(b) demand an interim balance sheet at any time.
(c) inspect the minutes and books of account of any such body; or
(d) require elections of office-bearers for these bodies to be held in third term.

23.0.5 The S.U.B. President shall act in the capacity of arbitrator in any dispute which may arise between any bodies granted affiliation with the Union.

23.0.6 The S.U.B. on behalf of the Union may apply for and receive affiliation with any body external to the State College of Victoria, Frankston, providing that such body is not a political body or religious sect.

24.0.0 Regulations

24.0.1 The S.U.B. may make regulations consistent with this constitution, namely:
(i) Governing the conduct of Union and defining the powers and functions of any of its Committees.
(ii) Concerning the use of any facilities provided or occupied by the Union and
(iii) for such other purposes as it may deem necessary and desirable.
(iv) Establishing rules of debate and standing orders for all meetings.

24.1.0 The procedure for making a regulation shall be as follows:

24.1.1 A regulation and any amendment to regulations shall in the first instance, be approved at a duly convened and constitutional S.U.B. meeting by a majority of the members voting.

24.1.2 The regulation and any amendment to regulations will then lie on the table of the S.U.B. and suitably posted on the official S.U.B. noticeboard until the next meeting of the S.U.B.

24.1.3 At its next regular meeting or at a subsequent regular or special meeting which is held not less than three weeks after the meeting referred to in Clause 24.1.1 above, the S.U.B. may confirm the regulation, or disallow it. Any amendment deemed to be substantial by the S.U.B. shall lie on the table until the next meeting.

25.0.0 Alteration of Constitution

25.0.1 This Constitution may be altered or repealed as follows:
25.0.2 Any proposal by a member of the S.U.B. shall be made in writing to the Secretary who shall include in the notice calling the next S.U.B. Meeting (not being less than seven clear days later) a full text of the proposed resolution. The proposed resolution shall be considered by S.U.B. and if approved by a two-thirds majority of board members voting it shall be submitted to a General Meeting.

25.0.4 It shall be deemed sufficient notice of intent to conduct a general meeting to alter the Constitution if the said notice is displayed on Union noticeboards for five clear days. This notice of intent must clearly state the purpose for which the meeting is called, and shall indicate both the clause of the Constitution which it is intended to amend, and the amendment.

25.0.5 If the proposal is carried at the General Meeting by a two-thirds majority of those Union Members present the Secretary shall forthwith transmit the same to the College Council.

26.0.0 Interpretation

26.0.1 The Chairman of the S.U.B. shall interpret the Constitution and Regulations thereunto, provided that such interpretation may be challenged by a motion of dissent as provided for in the regulations.

26.0.2 In the event of any conflict between this Constitution and the Regulations to the Constitution, the Constitution shall be binding.

26.0.3 All proceedings and acts of the Executive, the S.U.B. or of any committee thereof or any person acting as a member or office-bearer or of any general meeting of students shall, notwithstanding it may afterwards be discovered that there was some defect in the election or appointment of the members, office-bearers, or persons acting as aforesaid or any of them or that they or any of them were disqualified or that there was some accidental defect in the convening or conduct of any meeting, be as valid as if every such person had been duly qualified and as if every such meeting had been duly convened and conducted.

26.0.4 No election or appointment shall be deemed to be invalid by reason only of such election or appointment being made subsequently to the time provided for in this Constitution; and any person so elected or appointed shall be entitled to continue in the office to which he/she is elected or appointed as if he/she had been elected or appointed thereto at time provided for in this Constitution.

26.0.5 (i) All previous Constitutions of S.C.V. Frankston Student Representative Council shall be repealed.

(ii) Any appointment, decision, determination, nomination, regulation or requisition made, direction given, motion passed, meeting or election held or begun, or act or thing done under the Constitution hereby repealed shall, if in force at the commencement of this Constitution continue in force and, as far as possible, begun or done under this Constitution.
27.0.0 Transitional Provisions

27.0.1 This constitution shall come into effect after approval from -
(i) The majority of the S.U.B. members and
(ii) A 2/3 majority of members present and voting at a General meeting of members.

27.0.2 The Constitution having become effective from the date that the above conditions are fulfilled, will then be submitted to the College Council.

28.0.0 General Provisions

28.0.1 Multiple copies of this Constitution and the regulations shall be available in the Union Office for inspection by members of the Union during office hours.

28.0.2 The retiring secretary each year shall if necessary, cause to be printed, an amendment sheet of size suitable for inclusion in the Constitution and covering all amendments as shall have been made during that year of office.
UNDERGRADUATE COURSES
COURSE INFORMATION

BACHELOR OF EDUCATION DEGREE

AND

DIPLOMA OF TEACHING (PRIMARY)
(1980 Regulations)

Course Regulations
1.0 Definitions.

1.1 The College is the State College of Victoria at Frankston.

1.2 The Council is the Council of the State College of Victoria at Frankston.

1.3 The Board of Studies is the Board of Studies of the State College of Victoria at Frankston.

1.4 The Course is the set of all possible student programs leading to an award.

1.5 The Course Committee is a Standing Committee of the Board of Studies responsible for the administration and co-ordination of the course.

1.6 A unit is a set of lectures, tutorials, practical classes and other activities prescribed by the Board of Studies.

1.8 A Session unit is a unit taken over one session with a contact time equal to twelve times the weekly contact hours prescribed in the syllabus for that unit.

1.9 A Major is a sequential study normally taken over six sessions.

1.10 A Sub-major is a sequential study normally taken over four sessions.

1.11 Arts units are those offered by the Arts Division.

1.12 Science units are those offered by the Science Division.

2.0 Awards

2.1 The Degree of Bachelor of Education is awarded by the State College of Victoria on the recommendation of the Council of the State College of Victoria at Frankston following the successful completion of the requirements set out in Section 5 below.

2.2 The Diploma of Teaching is awarded by the Council of the State College of Victoria at Frankston following successful completion of the requirements set out in Section 5 below.
3.0 Length of Course

3.1 The Degree of Bachelor of Education course requires a minimum of four years of full-time or equivalent study. The maximum period of time for which a candidate may be enrolled in the course shall be twelve years, except that, in special circumstances, the Board may grant an extension of time.

3.2 The Diploma of Teaching (Primary) course requires a minimum of three years of full-time or equivalent study. The maximum period of time for which a candidate may be enrolled in the Diploma shall be nine years except that, in special circumstances, the Board may grant an extension of time.

4.0 Requirements and Conditions of Entry to the Course

Four types of entry to the course are possible: Post-Sixth Form, Mature Age, Special and Entry with Advanced Standing including Block Credit.

4.1 Post-Sixth Form Entry

In order to be eligible for entry to the course, an applicant must have successfully completed the requirements of the Victorian Higher Schools Certificate examination or an alternative approved by the Victorian Institute of Secondary Education, or be regarded by the Institute to possess an equivalent academic background including at least eligibility for university entrance as accredited by the Victorian Institute of Secondary Education.

4.2 Mature Age Entry

Mature Age entry to the course may be available to applicants who are at least 25 years of age and who do not satisfy the Post-Sixth Form entry requirement. Mature Age entry shall be according to the conditions specified by the Board of Studies and approved by the Council.

4.3 Special Entry

Special entry to the course may be available to applicants lacking the formal qualifications required for Post-Sixth Form entry. Special entry shall be according to conditions specified by the Board of Studies and approved by the Council.

4.4 Entry with Advanced Standing including Block Credit

An applicant may be admitted to the course with advanced standing including block credit, under such conditions as may be specified by the Board of Studies from time to time.

a) Entry under this clause will be considered only after receipt of adequate documentation of previous studies for which recognition, in the form of advanced standing including block credit, is sought.
b) The College may grant credit for previous studies and relevant work experience provided that:

(i) the previous studies were within a course that is approved by the College for the purpose of granting credit;

(ii) relevant work experience gained is not credited towards academic studies in the course.

c) When awarding credit for previous studies, the College will take into consideration the compatibility of a candidate's previous studies with the requirements of the accredited course. The College may grant credit for previously completed studies not currently offered by the College, provided that these studies are consistent with the objectives of the course.

d) The College may impose requirements in the form of preliminary studies where such studies are considered necessary to satisfy pre-requisite conditions.

e) The College may exempt a candidate from a compulsory component rather than grant credit where the candidate has completed previous relevant studies. In such cases, the College will require the completion of studies in place of those for which exemption has been granted.

5.0 Course Requirements

5.1 The Degree of Bachelor of Education requires the satisfactory completion of the requirements of the Diploma of Teaching set out in 5.2 together with the requirements of the Fourth Year as set out in 5.3 below.

5.2 The Diploma of Teaching (Primary) requires the satisfactory completion of prescribed courses in Studies in Education, Studies in Curriculum and Studies in General Education.

a) In Studies in Education the candidate must satisfactorily complete the prescribed major and sub-major and the three year Professional Experience Program.

b) In Studies in Curriculum, the candidate must complete all units comprising a major in Language Across the Curriculum, a major in Mathematics Education and a two-session unit in each of Art Education, Music Education, Health Education, Physical Education and Recreation, Science Education and Social Science Education.

c) In studies in General Education the candidate must complete one major and one sub-major such that one of these is chosen from the Sciences and the other is chosen from the Arts.
5.3 The Fourth Year of study for the completion of the Bachelor of Education requires the satisfactory completion of six session units as determined by the course structure, including the selected strands for sessions two and three.

6.0 Progress Through the Course

6.1 At the end of each year a candidate's total assessment for the year shall be reviewed by the Course Committee. If the requirements have been satisfactorily completed, the Course Committee shall recommend to the Board of Studies that the candidate be granted a Pass in that year of the course. If the requirements have not been completed satisfactorily the candidate shall be required to repeat the unsatisfactory units and obtain a Pass in the year before proceeding to the next year of the course.

6.2 A candidate whose performance has been affected by illness or other serious cause may apply, through the Academic Officer, for special consideration of his case by the Course Committee.

6.3 Where the progress of the candidate is considered to be unsatisfactory, the Board may, on the advice of the Course Committee, terminate the course of the candidate.

6.4 A candidate whose course has been terminated may exercise a right of appeal to the Board, such as appeal being submitted in writing in the first instance.

6.5 A candidate whose course has been terminated shall not be permitted to re-enrol except with the permission of the Board.

7.0 Withdrawal, Deferment and Intermission

7.1 A candidate seeking to withdraw from the course or from any unit of the course and to avoid academic penalty for so doing must notify the Academic Officer in writing before the date designated by the College calendar.

7.2 A candidate seeking to defer or intermit must apply in writing to the Course Committee through the Academic Officer. Unless special circumstances exist, which will be ruled on by the Course Committee, the period of deferment or intermission may not exceed one year.
COURSE INFORMATION

DIPLOMA OF TEACHING (PRIMARY)
(1980 Regulations)

Diagram of Course Structure

Unit Codes and Names

Description of Units
**DIPLOMA OF TEACHING (PRIMARY)**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EME107</td>
<td>Liberal Studies</td>
<td>3 hrs</td>
</tr>
<tr>
<td>2</td>
<td>EME207</td>
<td>Liberal Studies</td>
<td>2 hrs</td>
</tr>
<tr>
<td>3</td>
<td>EME307</td>
<td>Liberal Studies</td>
<td>1 hrs</td>
</tr>
<tr>
<td>4</td>
<td>EME101</td>
<td>General Studies</td>
<td>2 hrs</td>
</tr>
<tr>
<td>5</td>
<td>EME304</td>
<td>General Studies</td>
<td>2 hrs</td>
</tr>
<tr>
<td>6</td>
<td>EME303</td>
<td>General Studies</td>
<td>2 hrs</td>
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<td>7</td>
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<tr>
<td>8</td>
<td>EIS303</td>
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<td>9</td>
<td>EGC304</td>
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<tr>
<td>10</td>
<td>ELC306</td>
<td>Major Studies</td>
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<tr>
<td>11</td>
<td>EME107</td>
<td>Sub-Major Studies</td>
<td>3 hrs</td>
</tr>
<tr>
<td>12</td>
<td>EME101</td>
<td>Sub-Major Studies</td>
<td>6 hrs</td>
</tr>
<tr>
<td>13</td>
<td>EME207</td>
<td>Sub-Major Studies</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Courses in Major Studies:**
- EAE308
- EHM309
- EMU310
- EIS303
- EGC304
- ELC306
- EME307
- EPX301
- EIS303
- EGC304
- ELC306
- EME307

**Courses in Sub-Major Studies:**
- EPX301
- EIS303
- EGC304
- ELC306
- EME307

**Courses in General Studies:**
- ENVIRONMENTAL STUDIES
- ESE211
- ESS212
- EHE213

**Total Credits:**
- Major Studies: 15 hrs
- Sub-Major Studies: 3 hrs
- General Studies: 6 hrs
- Liberal Studies: 6 hrs

**Total:** 36 hrs
PART I: STUDIES IN EDUCATION AND PROFESSIONAL EXPERIENCE

Studies in Education
- ECP 103 Studies in Child Psychology 1
- ECP 203 Studies in Child Psychology 2
- EIS 303 The Individual, the School and Society

General Curriculum Studies
- EGC 104 General Curriculum Studies A
- EGC 304 General Curriculum Studies B

Professional Experience
- EPX 101 Professional Experience 1
- EPX 201 Professional Experience 2
- EPX 301 Professional Experience 3

PART II: STUDIES IN CURRICULUM

ELC 106 Language Across the Curriculum 1
- ELC 206 Language Across the Curriculum 2
- ELC 306 Language Across the Curriculum 3
- EME 107 Mathematics Education 1
- EME 207 Mathematics Education 2
- EME 307 Mathematics Education 3

Environmental Studies
- ESE 211 Science Education
- ESS 212 Social Science Education
- EHE 213 Health Education

Liberal Studies
- EAE 308 Art Education
- EHM 309 Human Movement
- EMU 310 Music Education

PART III: STUDIES IN GENERAL EDUCATION

Liberal Studies
- ALS 101 Introduction to Concepts in Arts & Music
- ALS 102 Introduction to Studies in Literature & Society
- ALS 103 Community Languages - Introduction to German Studies
- ALS 201 Aural/Visual Arts Theory & Practice
- ALS 202 Literature & Society - Continuity and Change
- ALS 203 Community Languages - German Studies
- ALS 301 New Directions in the Modern World
- ALS 303 Community Languages - German Studies

Science Studies
- SAE 101 Australians and Their Environment
- SAH 201 Aspects of Human Ecology
- SCE 301 Critical Environmental Choice for Australians
DESCRIPTION OF UNITS

Part I: Studies in Education and Professional Experience

STUDIES IN EDUCATION

ECP 103 STUDIES IN CHILD PSYCHOLOGY I

Two hours per week, Autumn and Spring Sessions.

Children's Development and Learning: Infancy through to Pre-School Years.
The unit commences with a study of children's development and learning in infancy. Particular attention is given to:

Physical development - general principles of physical development, environmental and cross cultural influences on motor development;

Social and emotional development - the infant's personality development, the theories of Freud and Erikson, the process of emotional attachment;

Cognitive development and learning - theories of intellectual development; theories of language acquisition, the chronological development of language, various influences on the infant's intelligence;

Simple forms of learning - habituation, imitation, classical (conditioned) learning, operant (instrumental) learning, complex learning - combined classical and operant conditioning.

The unit concludes with a study of development and learning in the pre-school years. Here, the emphasis is on the child's progress through the years 3-5. Particular attention is given to:

Physical development - the sequence of physical growth and motor development, neglected children and their parents, the effects of play on developing motor skills;

Social and emotional development - personality development, theories of Freud and Erikson, current styles of parenting, the process of identification.

Cognitive development and learning - pre-school intellectual development in the pre-operational stage of Piaget's theory, the nature and assessment of intelligence, short-term and long-term memory, discrimination learning, language acquisition, the nature and importance of motivation and its influence on learning.

Assessment:
Evaluation of field work folios prepared in association with the Professional Experience Program.
Class tests.
ECP 203 STUDIES IN CHILD PSYCHOLOGY 2

Two hours per week, Autumn and Spring Sessions.

Children's Learning and Development: Middle years through to Adolescence.

The unit commences with a study of children's development and learning in the middle years. Particular attention is given to:

Physical development - motor development and growth during the school years, body type and its influence on the development of personality;

Social and emotional development - the theories of Freud and Erikson; personality development in the middle years; the influence of peers; the development of 'self concept' in school children; family influences on the developing child; the occurrence of emotional disturbance in childhood; the role of the school as an agent of socialisation;

Cognitive development and learning - an analysis of Piaget's stage of concrete operations; a study of moral development in conjunction with Piaget's and Kohlberg's theories; the effects of heredity and environment on IQ; the correlates of intellectual functioning; exceptionality - giftedness and mild general learning disability; the importance of educational objectives for instruction of children.

The unit concludes with a study of development and learning in late childhood and adolescence. Here the emphasis is on the child's progress through period 11+ years. Particular attention is given to:

Physical development - consideration of physical changes, maturation and changes in physical appearance;

Social and emotional development - stages of adolescent personality development in Freud's and Erikson's theories; parent-child relationships;

Cognitive development and learning - Piaget's stage of formal operations; adolescent moral development; the influence of environmental factors on motivation; the most effective teaching methods; the evaluation of pupil's learning.
Assessment:
Practical exercises related to learning and development.
Class tests.

References:

EIS 303 THE INDIVIDUAL, THE SCHOOL AND SOCIETY

This unit will not be offered in 1981.

Two hours per week, Autumn and Spring Sessions.

In the first of two sessions, the unit offers a theoretical foundation for the analytical studies in the following session. It provides a descriptive study of certain sociological, historical and philosophical approaches which are relevant to current educational issues. The school is studied as a social system, and its relationship to other social institutions and the individual is examined within this context. The influences on the process of education are examined with respect to: governmental initiatives; familial factors; social class and ethnic backgrounds; and attitudes to freedom and authority.

In the second session the unit provides an opportunity for students to examine particular issues in education from the methodological viewpoint of the philosopher, the historian, the sociologist or the comparativist. Areas for individual study will be identified in a core component of case study and simulation materials in which attention is directed to such issues as the education of minority groups; alternative education systems; the identification of disadvantaged schools; equality in education; and multicultural education.

Assessment:
Individual investigations which demonstrate the manner in which multidisciplinary approaches may be used in tackling current education issues.
Independent research, in depth, of a current educational issue, using the methods of a particular discipline.
References:

General Curriculum Studies

This two-unit study in General Curriculum Studies is designed to allow students to acquire knowledge, understanding and skills important for curriculum decision-making, design, implementation and evaluation. General Curriculum Studies A which is offered in year one of the course introduces students to the basic elements of the curriculum process. General Curriculum Studies B which is taken in year three focuses on the application of curriculum theory to practice in primary settings.

EGC 104 GENERAL CURRICULUM STUDIES A

Two hours per week, Autumn and Spring Sessions.

Students are introduced to the concept of curriculum, including the fundamental sociological, philosophical and psychological elements and constraints that help shape it. Curricula statements from a variety of sources are examined to highlight the impact these elements make on the programs of systems and individual schools. The relationship between educational authorities and schools with regard to the curricula taught in schools is explored. The roles of special personnel and agencies concerned with curriculum development and support are emphasised. Sources of data for curriculum planning are examined including the needs of students and society at present and in the future. The framework for the preparation of curricula is established by studying in detail curriculum decision-making such as: determining objectives; selecting and organising content; identifying appropriate learning experiences and engaging in evaluation. This aspect of the unit is closely co-ordinated with the professional experience program.

Assessment:
An assignment based on the analysis of a given curriculum in terms of its philosophical, sociological and psychological bases, or an assignment requiring the demonstration of the skills of stating objectives, selecting appropriate content and learning experiences and evaluation for selected segments of the pre-school/primary school curriculum.
A final examination.
EGC 304 GENERAL CURRICULUM STUDIES B

This unit will not be offered in 1981.

Two hours per week, Autumn and Spring Sessions.

Studies in the second unit of General Curriculum Studies consolidate and integrate curriculum experiences previously encountered in professional studies and field work. An overview of the historical development of current Australian pre-school and primary curricula is undertaken.

A comparative study of present alternatives in curricula highlights a variety of alternatives within the field. Special focus is placed on school-based decision making, centralised curriculum control, core curriculum and curriculum for individualised instruction and open area schools. A major purpose of this unit is to provide students with the competency to function as effective curriculum decision makers in the school situation. Emphasis therefore is placed on an examination of curriculum design, development, implementation and evaluation and the determinants that contribute to them. A critical appraisal of such factors as teacher receptivity, group cohesion, role perceptions, organisational and community constraints is an important focus of this examination.

Assessment:

The design or evaluation of a teaching resource suitable for use in a pre-school or primary school. This project will be undertaken in consultation with curriculum specialists from the Liberal Arts, Mathematics or Language areas.

A final examination.

References:


PROFESSIONAL EXPERIENCE

Professional Experience is a compulsory unit in each year of the course. The units consist of two complementary components:

An off-campus Professional Experience Program

and an on-campus Teaching Skills Program.

The major part of the off-campus component is devoted to school experience involving practical teaching. At appropriate stages throughout the course, each student will be provided with the opportunity to engage in an activity associated with the preparation of people for occupations other than teaching. In so doing, the student's professional vision will be broadened both by exposure to the demands of other occupations and by suggesting to him other possible outlets for his own professional preparation.

The teaching skills program, through lectures, discussions and workshops, focuses on the development of those skills required by a teacher as he enters the profession.

EPX 101 PROFESSIONAL EXPERIENCE 1

The School Experience program for Diploma of Teaching (Primary) students is designed not only to make students aware that the recognition of individual differences is the basis of modern teaching and education, but also to ensure that students acquire the basic teaching skills requisite for successful teaching in primary schools. This subject is taken by all first year Diploma of Teaching (Primary) students, and consists of two complementary components:

An off-campus School Experience Program, and

an on-campus Teaching Skills Program.

To satisfy the requirements of EPX 101, students are required to obtain a satisfactory assessment in both of these components.

1. Off-Campus Program - The off-campus School Experience Program is a clinical approach to practical teaching of 24 days of school observation, individual child study, and small group teaching with children in the junior grades of the primary school.

The student makes personal contact with individual children to provide opportunities for individual instruction and evaluation, and practises basic teaching skills in small group situations. Initially, contact with large class situations is avoided to minimise problems associated with large groups and to enable the student to practise and establish teaching skills. At the conclusion of the school experience program, the student writes a Reaction Brief in which he analyses his own responses to the teaching situation. The Reaction Brief forms part of the student's Log Book, the latter being assessed as part of the course.
Assessment:
After consultation between school consultants and supervising lecturers, the student will be assessed as either Satisfactory or Unsatisfactory in School Experience. If the student's Log Book indicates that he has failed to attain a prescribed level of competence, he will be required to undertake further work until such level is attained.

References:

2. On-Campus Program - The on-campus Teaching Skills Program is taken two hours per week during the Autumn and Spring Sessions. During this time, a participation program introduces students to the skills of planning, teaching and evaluating. In the Spring Session, through a micro-teaching program, students have the opportunity to develop the skills of introducing and closing teaching sessions, explaining, and questioning.

Assessment:
Competency-based principles of assessment will apply. At the conclusion of each cycle, students will be evaluated in terms of reaching the following criteria:
1. Knowledge
   a) Obtaining 60% competency on tests related to theoretical knowledge of each teaching skill.
   b) Understanding basic teaching processes as evidences in lesson notes.
2. Skills
   a) Consistently being rated Satisfactory for each of the components involved in lesson preparation and evaluation for micro-teaching performance.
   b) Consistently being rated Satisfactory for lesson implementation in a micro-teaching situation.
   c) Making relevant and sound theoretically-based appraisals of self and peers using prepared analysis sheets.
3. Attitudes
   a) Displaying an interest in, and commitment to, teaching as evidenced by attendance, punctuality and appearance.
   b) Maintaining an objective and complete record of program activities in Teaching Skills workbooks.

References:

EPX 201 PROFESSIONAL EXPERIENCE 2

Professional Experience 2 is taken by all second year Diploma of Teaching (Primary) students, and consists of two complementary components:
An off-campus School Experience Program, and an on-campus Teaching Skills Program.

To satisfy the requirements of EPX 201, students are required to obtain a satisfactory assessment in both of these components.

1. Off-Campus Program - Consists of a further period of approximately 30 days practical teaching, under the guidance of school consultants and supervising lecturers, in the middle level of the primary school. Initially, the student is required to plan sessions for small groups of children across a range of curriculum areas, emphasising in their planning such concepts as objectives, procedures, techniques, materials and levels of expected achievement. The student is encouraged to employ interest participation and other principles of learning and evaluate the results in terms of observable pupil change.

By the end of the program the student is expected to assume responsibility for full class teaching. Each student is required to analyse his performance as a teacher in relation to the application of principles of learning to the construction and content of learning situations and instructional organisation.

Assessment:

After consultation between school consultants and supervising lecturers, the student is assessed as either Highly Satisfactory, Satisfactory or Unsatisfactory. If the student fails to achieve a prescribed level of competence, he is required to undertake further work until such a level is attained. Students who are rated as Unsatisfactory in teaching during School Experience are required to participate in a 'remedial' program which is designed to help overcome the difficulties experienced. Such students complete this program during the Spring Session. Under the guidance of supervising lecturers and in liaison with particular school consultants, the student may complete up to a further 20 days teaching. He is assisted in his teaching by self-analysis procedures such as micro-teaching. During this program, a concentrated attempt is made to modify the student's teaching behaviour so that he may become competent.

References:


2. On-Campus Program - The on-campus Teaching Skills Program is taken two hours per week during the Autumn and Spring Sessions. During this time, through a program which includes micro-teaching and large group teaching, students have the opportunity to practise, constructively evaluate, and develop skills and strategies relating to behaviour modification, classroom management and organisation, and motivation. Students will work in
small groups for critical analysis of such techniques. Subject matter and teaching strategies are closely related to material and approaches being treated in Curriculum Studies.

Assessment:
Competency-based principles of assessment will apply.
In the group-teaching programs, students will be evaluated in terms of reaching the following criteria:
1. Knowledge
   a) Obtaining 60% competency on tests related to theoretical knowledge of each teaching skill.
   b) Understanding basic teaching processes as evidenced in lesson notes.
2. Skills
   a) Consistently reaching a Satisfactory rating in lesson preparation and evaluation for practice-teaching performance.
   b) Consistently reaching a Satisfactory rating for lesson implementation in the practice-teaching situations.
   c) Making relevant and sound theoretically-based appraisals of self and peers using prepared analysis sheets.
3. Attitudes
   a) Displaying an interest in, and commitment to, teaching as evidenced by attendance, punctuality and appearance.
   b) Maintaining an objective and complete record of program activities in Teaching Skills workbooks.

References:

**EPX 301 PROFESSIONAL EXPERIENCE 3**

This unit will not be offered in 1981.

Professional Experience 3 consists of a further period of no less than 50 days practical teaching, under the guidance of school consultants and supervising lecturers, with children in the senior grades of the primary school. Lessons planned in the context of the class program are taught in all curriculum areas.

Students are expected to design and prepare appropriate teaching aids and to make use of the full range of teaching equipment. Emphasis is placed on the importance of classroom management and organisation. The student organises and administers the daily program for the whole class. Students compile, arrange and maintain attendance records, achievement records and cumulative records from data obtained. Given data and information on pupil needs, progress and achievement, the student utilises and analyses the record to construct a pre-assessment, the results of which are used to formulate short and long range objectives and appropriate learning opportunities. Classroom management is evaluated and discussed with the teaching consultant and the supervising lecturer.
College-based workshops focus on:
1. Critical Teaching Incidents: through simulation techniques, students are exposed to a series of problems common to the beginning teacher in the areas of Teacher-Pupil; Teacher-Teacher; Teacher-Parent relationships.
2. Professional Orientation: a series of speakers, films, discussions, on topical issues for final year students, e.g. emergency teaching, relating to parents, reporting, legal rights of teachers, etc. as they affect the beginning teacher.
3. Undertaking a field survey.
4. Planning and presenting a workshop/seminar session.
5. Developing a teaching resource.
6. Presenting an essay on literature.
7. In class test.

Assessment:
After consultation between school consultants and supervising lecturers, the student will be assessed as Highly Satisfactory, Satisfactory or Unsatisfactory in practical teaching. If the student fails to achieve a prescribed level of competence, he is required to undertake further work until such a level is attained. Students who are rated as Unsatisfactory in teaching will have to undertake the 'remedial loop' as previously described.

References:

Part II: Studies in Curriculum

ELC 106 LANGUAGE ACROSS THE CURRICULUM I

Three hours per week, Autumn and Spring Sessions.

This unit is an intensive study of the child's language in preschool and early childhood years. Early emphasis is placed upon the nature of language, theories of acquisition of language, and its development. The importance of the roles of pre-school and lower grades teachers in the fostering of oral and written language is stressed as well as their development of communication skills, both verbal and non-verbal. The course includes instruction in teaching the basic skills of reading and hand-writing; an examination of such language-related materials as reading readiness activities and tests and pre-reading and perceptual-motor checklists;
methods of providing language experiences such as drama, children's literature, etc. and of using the language experience approach as an introduction to the teaching of reading. Underlying the course is the importance of language across the curriculum with a particular emphasis upon the role of language in the development of mathematical concepts as shared in Mathematics Education I.

Assessment:
Field tasks based upon child language development (e.g. Berko Test). Evaluation of tests, checklists, mathematics programs in terms of language used.
Essay/examination on language acquisition.

References:

ELC 206 LANGUAGE ACROSS THE CURRICULUM 2

Three hours per week, Autumn and Spring Sessions.

This course is a study of the development of language skills across the curriculum in the middle years of the primary school. In the literacy area, emphasis is placed upon methods of developing and consolidating reading performance and of providing experiences in reading in the content areas of science, social science and health. Attention is paid to means of diagnosing and remediating reading disabilities by demonstrating the use of both informal and standardised tests, readability measures, and specialised remedial strategies. Teaching approaches aimed at developing children's oral language, listening and writing skills are studied as are the roles of drama, children's literature and spoken English in a middle-school language program.

Assessment:
The design and implementation of a remediation or developmental reading program at a middle-school level. Resource kit of drama, children's literature, and spoken English activities for the middle primary grades.

References:
Barnes, D From Communication to Curriculum Harmondsworth: Penguin 1976

**ELC 306 LANGUAGE ACROSS THE CURRICULUM**

This unit will not be offered in 1981.

Three hours per week, Autumn and Spring Sessions.

During the Autumn Session of this unit, the major area of study is the development of higher-order language skills in the upper primary and lower-secondary years. The course examines approaches to training children in the use of such survey and reference skills as locating and using books and reference materials; developing powers of inferential comprehension and critical thinking; and selecting, evaluating, and organising study material. Methods of teaching English as a second language are also studied as is the design of language syllabi for different groups of learners in different types of learning situations.

During the Spring Session, in order that students may pursue the study of a language area in greater depth, elective studies are offered in the methodology of teaching community languages in the primary school, issues in reading and language difficulties (including adult literacy), children's literature, language studies, drama and oral English.

**Assessment:**
Planning an integrated language arts program, or designing a language syllabus for non-English speakers in upper-primary classes.
Independent assignments according to elective study undertaken, e.g. in Issues in Reading and Language Difficulties an independent investigation of a relevant issue.

**References:**

**EME 107 MATHEMATICS EDUCATION 1**

Two hours per week, Autumn and Spring Sessions.
This course is an integrated study of mathematics and mathematics learning in children at pre-school and infant grade levels. The mathematics topics include a systematic study of the structure of number systems, algebraic structures and basic properties of integers, pattern and order in numbers and space, basic statistics including graphical representation of data, practical mathematics of measurement and money, properties of Euclidean space and elementary topology. The study of mathematics learning will include analysis of the Victorian Primary Mathematics Course, application of theories of child development to curriculum planning in mathematics, multi-sensory learning and the role of stories, rhymes, and games in the early stages of development of concepts of number and space. The course will use a workshop approach wherever appropriate in order to help students appreciate the role of structured aids in mathematics learning.

Assessment:
This course consists of four units, each concluding with a unit test or assignment. Students must pass all units.

References:

EME 207 MATHEMATICS EDUCATION 2

Two hours per week, Autumn and Spring Sessions.

This course is an integrated study of mathematics and mathematics learning of children in middle grades of the primary school. The mathematics content includes the extension of the number system to rational and irrational numbers, basic properties of the real numbers, pattern and order, operations and processes, simple relations and linear graphs. The study of mathematics learning includes the application of theories of cognitive development, concept formation and structural learning to the planning of mathematical experiences, catering for individual differences, group work, practical activities and the use of aids. The emphasis is on the prevention of learning difficulties through an understanding of the interaction of motivation, achievement and reinforcement, the role of discovery learning, games, drill and practice, the importance of questioning for comprehension and analysing children's responses.
Assessment:
The course consists of four units each concluding with a unit test or assignment. Students must pass all units.

References:

EME 307 MATHEMATICS EDUCATION 3

This unit will not be offered in 1981.

Two hours per week, Autumn and Spring Sessions.

This course is an integrated study of the curriculum content for upper grades in the primary school and the learning patterns of children at this level, with particular emphasis on the transition from concrete operations to formal operations, learning algorithms, logical thinking and problem-solving. Curriculum materials and standardised tests are studied and their appropriate uses in the classroom are investigated in the context of planning mathematics learning experiences for a whole class of children.

Assessment:
Two assignments on preparation of classroom material to be used during school-based sessions of the Professional Experience Program.

References:

Environmental Studies (Curriculum Studies)

The following compulsory units comprise the environmental studies curriculum section:
Unit 1 Science Education
Unit 2 Social Science Education
Unit 3 Health Education

This section of Studies in Curriculum focuses on content and methods of teaching, to enable teachers to develop in children a better understanding of themselves and the changing world in which they live.

Of major importance to this curriculum section is a study of key relationships between people and the environment, between people and institutions, and between people and values. Social Science Education and Health Education concentrate on skills and concepts essential to a study of the individual and society. Science Education focuses on concepts and methods in the natural sciences which provide a broad base representing the continuing search for understanding of our environment.

Common to these three curriculum units is the importance of key concepts, scientific methods of inquiry and a continuing search for better explanations. These modes of activity are exemplified and encouraged in college and fieldwork settings.

Science education, social science education and health education are presented as parallel but complementary studies. At various times during the course, lectures are combined to deal with topics of common interest, such as excursions and field trips, unit planning and evaluation.

ESE 211 SCIENCE EDUCATION

Two hours per week, Autumn and Spring Sessions.

A study is made of the objectives, content and methods of science programs for children at kindergarten and primary school levels, with particular reference to the Victorian Education Department's Science course, and programs such as Science 5/13 and the New Zealand Science course.

Students undertake a program in which, through participation in practical activities, they develop relevant skills and understanding in subject matter and teaching methodology simultaneously.

Consideration is given to the particular objectives of primary science, and also to those shared with other areas of the primary school curriculum, covering such aspects as language development, practical mathematical skills, enquiry methods, data collection and interpretation, and understanding of human physiological processes.

Teaching methodology is based on a series of models incorporating areas of subject matter which can be dealt with most appropriately by these means. Emphasis is given to objectives and evaluation techniques, initiation and development of activities, classroom organisation and management, and the use of a wide range of resources.

Components of the unit include: planning an environmental study unit based on the beach/marine area, and incorporating an excursion; core subject matter in the life/environment area; ourselves and energy (relating to physical education and health); investigation of a wide range of properties of materials (including measurement and concepts related to mathematics).
Assessment:
See statement following EHE 213.

References:
Science 5-13 (26 volumes) London: MacDonald Educational for the Schools Council.
Victoria. Education Department Course of Study for Primary Schools: Science Melbourne 196?

ESS 212 SOCIAL SCIENCE EDUCATION

Two hours per week, Autumn and Spring Sessions.

This unit introduces students to the objectives, principles and methods involved in the teaching of social studies in the kindergarten and primary school. It aims to develop a framework for helping teachers provide children with the skills, values and knowledge which will give them an understanding of the nature of the world they live in and help them to acquire the attributes necessary for effective citizenship in a time of change. The unit stresses the importance of involving children in the inquiry approach to learning through a variety of instructional material. Students critically examine the structure and content of various social studies programs with a view to designing units for application in a fieldwork setting. Examples of these programs are: Man - A Course of Study; Society in View; Our Working World; Focus on Self Development; Concepts and Values; Case Studies from Southeast Asia.

Assessment:
See statement following EHE 213.

References:
EHE 213  HEALTH EDUCATION

One hour per week, Autumn and Spring Sessions.

The unit encompasses all of the school functions directed at affecting the health of the kindergarten and primary school child. Lecture sessions include a focus upon:

a) related services;
b) variety of approaches to health instruction; and
c) the procedures required for the introduction and maintenance of a healthful school environment.

Students are also advised to participate in certificate courses designed specifically for developing the essential competencies required for:

(i) basic first aid, and
(ii) respiratory emergencies and artificial respiration.

References:
Sorochan, W D and Bender, S J Teaching Elementary Health Science Reading (Mass): Addison-Wesley 1975.


Assessment:
All students are expected to attend at least 80% of scheduled sessions in each of the three units offered, and to participate satisfactorily in workshop or practical activities. To obtain a pass grade in each of the units of Environmental Studies a pass is required in examination work covering the three unit areas, and three pieces of assigned work of which one is based primarily on the science content, one on the social science content, and one on health content.

The assignments will be drawn from the following, each of which may be applied to any of the three unit areas:

1. Planning a unit of work for teaching.
2. Teaching and evaluating a unit.
3. Undertaking a field survey.
4. Planning and presenting a workshop/seminar session.
5. Developing a teaching resource.
6. Presenting an essay on literature.
7. In class test.
Liberal Studies (Curriculum Studies)

This section of studies in Curriculum concentrates on the development in students of an understanding of child growth in the liberal arts, and of the skills necessary to construct meaningful programs in art, movement, and music at the kindergarten and primary levels. Common to these three curriculum areas are studies of creativity in young children and of ways and means of providing classroom environments which stimulate development in the liberal arts. The following compulsory units comprise the liberal studies curriculum section.

EAE 308 ART EDUCATION

This unit will not be offered in 1981.

Two hours per week, Autumn and Spring Sessions.

The unit is designed to prepare students to be able to develop successfully art/craft programs in the primary school and kindergarten.

Students are expected to attain:
1. an understanding of the characteristics, qualities and development of child art;
2. a knowledge of methods of establishing meaningful programs in art education; and
3. an understanding of ways and means of promoting an interest in art forms and the environment.

Practical work supplements the theory and gives the students experience in using the media, tools and equipment appropriate to the age ranges of the pupils.

Assessment:
See statement following EMU 310.

References:
Hall, W and Greig, S Ready, Set ... Art Teacher Frankston: Art Department State College of Victoria 1980.
This unit will not be offered in 1981.

Two hours per week, Autumn and Spring Sessions.

Studies are aimed at developing:
1. an awareness of physical education as an integrated part of the educational process, using movement as the medium of learning and expression;
2. an understanding of the role of the teacher in relation to the needs of the children for movement experiences; and
3. an understanding of methods of establishing meaningful programs in physical education and recreation for the kindergarten and primary school levels.

Students also participate in:
1. laboratory sessions where focus is on the methods of teaching fundamental motor skills, and
2. VicSwim Teacher of Swimming Certificate.

Assessment:
See statement following EHM 310.

References:
Victoria. Education Department Curriculum Guides: Physical Education for Primary Schools Melbourne: 1970-76.
Titles: Facilities and Equipment Gymnastics Dance Ball Handling Skills and Games Athletics Swimming
Victoria. Education Department Physical Education - Suggested Course of Study for Primary Schools Melbourne: 1970.

EMU 310 MUSIC EDUCATION

This unit will not be offered in 1981.

Two hours per week, Autumn and Spring Sessions.
A study of basic musical skills and knowledge covering the areas of rhythm, tonality and the elements of music.

A practical study provides musical basis for the areas covered above.

An overview of the main periods in musical history through a study of various forms and composers.

A study of the skills necessary for children's musical growth and the development of these skills in the area of listening, singing, playing instruments, moving to music and creating music.

A study of modern approaches to Music Education: Dalcroze, Orff, Kodaly, Self, Schafer and subsequent adaptations.

Music Curriculum course planning and collection of resource materials.

References:
Thomas, R B M M C P Synthesis Bardonia (NY): Media Materials n d.

Assessment:
1. All students are expected to attend at least 80% of scheduled sessions in each of the three units offered.
2. To obtain a pass grade in the Liberal Arts curriculum, a pass is required in each of the following items:
   a) An art program designed to suit a particular level of child development.
   b) An item chosen from a series of assignments in art education which includes essays, seminars, evaluation of classroom texts, preparation of lesson sequences, construction and testing of classroom materials, analysis of child art work.
   c) A music resource folio.
   d) A thematic unit in music education designed to suit a particular level of child development.
   e) Assessed practical work in the human movement and recreation unit.
   f) A final examination in the physical education and recreation unit.
Part III: Studies in General Education

GENERAL STUDIES IN LIBERAL STUDIES

ALS 101 INTRODUCTION TO CONCEPTS IN ARTS AND MUSIC

Three hours per week, Autumn and Spring Sessions.

This unit offers an introduction to the Expressive Arts through a study of basic concepts, principles and skills of art and music and provides a basis for further specialised and integrated study in the Liberal Studies area.

Art studies include:

Drawing and the Quality of Line

Line as directional force; line as emotive force; experimentation with ready-made lines: wools, cottons, strings, ropes, strips of paper or card, cane, wire, rods and dowels; experimentation with line-making media: pencils, crayons, pens and inks, brush lines, charcoal, conte, engraved lines, printed lines; the human form in drawing from primitive to contemporary concepts; drawings by Australian artists.

Mass, Colour and Light

Making shapes - geometric, organic, emotive: by tearing, cutting, painting, blotching, printing; combining shapes to produce meaningful relationships; colour ranges - transparent and opaque; human form as shape: silhouettes in action; colour and light in Australian paintings: Colonial, Impressionist, Expressionist, Contemporary; Fashions in colour.

Form, Structure and Texture

Form in space: created by nature - weathering; structural forms and animal bones: the skeleton; tactile qualities: looking at and feeling sculptors; primitive forms - magic forms; the sculptured human form throughout the ages: changing concepts.

Music studies include:

An introduction to the various style periods in the music of western culture and their general characteristics through a selected listening program;

An introduction to basic music materials and formal structures through aural, vocal, instrumental and movement activities. Creating music making using a variety of sound sources with emphasis placed on the elements of music; sound duration pitch, tone colour, texture form and methods of notation.

Assessment:

One assignment on an art/music theme 40%
Practical work 30%
One class test 30%

U32
References:

ALS 102 INTRODUCTION TO STUDIES IN LITERATURE AND SOCIETY

Three hours per week, Autumn and Spring Sessions.

The unit offers an introduction to literary and sociological ways of viewing experience, and introduces the social/cultural interactional patterns which will characterise the later years of study in the Liberal Arts.

The unit:
- introduces a range of literary modes - fiction, drama, verse - so as to alert students to the exciting potential of the imaginative use of language; and, through the study of works of modern writers, to make clear that literature is a vital element in western society;
- fosters a critical receptivity to literary and social issues, and an articulateness in expressing this;
- examines certain key aspects of western society through the study of concepts such as culture, tradition, societal control, interdependence, conflict, technology implications, spiritual belief, change and family relationships. A study of Aboriginal society will provide a basis for contrast and comparison with our western industrial society;
- integrates the literary and social aspects of the unit so that one will highlight the other.

The literature which will provide the basis for the study will be drawn from authors such as:

Fiction: Graham Greene, Bernard Malamud, John Fowles, Patrick White, Muriel Spark, Evelyn Waugh, Sylvia Plath, Ken Kesey.
Drama: Samuel Beckett, John Osborne, Edward Albee, Harold Pinter, David Williamson, Ray Lawler.

Sociology and Anthropology - reading as announced in classes.

Assessment:
One assignment on a socio/literary theme (2000 words) 40%
One class paper or minor assignment 30%
One in-class test 30%
ALS 103 COMMUNITY LANGUAGES - INTRODUCTION TO GERMAN STUDIES

Three hours per week, Autumn and Spring Sessions.

The unit provides opportunities for beginning and more advanced students to develop or extend a communicative competence in contemporary German. It also gives opportunities for the study of contemporary German culture and to consider issues common to Germany (East and West), Switzerland, Austria and Australia. Use is made of sound tapes, radio tapes, slides, films and texts to establish or enhance knowledge of syntactic patterns, vocabulary and situationally appropriate use of contemporary German. Initial emphasis is on spoken German. Students also acquire an overview of recent history, the geography and political and cultural aspects of the main German-speaking countries of Europe.

Assessment:
1. Weekly exercises in language and performance in language laboratory 50%
2. One formal presentation of a paper on a chosen topic dealing with a cultural aspect of the German-speaking countries of Europe 25%
3. One class test 25%

References:
Fiction

Journals such as The Critical Review and Modern Fiction Studies.

Drama

Poetry

Sociology and Anthropology
Prescribed Texts:

References:
Additional photostated material as required.

ALS 201 AURAL/VISUAL ARTS THEORY AND PRACTICE

Three hours per week, Autumn and Spring Sessions.

This unit comprises a study of aural and visual arts through theory and practice. Students are given the opportunity to develop their practical skills in a selected area of Art or Music. The element of aural and visual arts such as shape, melody, contour, rhythm, timbre-texture and structure are discussed and developed through a study of representative examples. The relationships between the aural and visual arts are investigated through a study of styles in the media.

Assessment:
One visual/aural test
Art Strand - Folio 30%)
- Work book 30%)
Music Strand - Practical test of selected repertoire 30%)
- Creative music assignment 30%)
60%

References:

ALS 202 LITERATURE AND SOCIETY - CONTINUITY AND CHANGE

Three hours per week, Autumn and Spring Sessions.

The theme of this program is approached through a series of four modules each approximately six weeks in duration.
In all these modules the aim is to see the interactive pattern of culture and society, to consider how a tradition adjusts to change while preserving continuing elements and how a tradition may be radically altered when a change proves too momentous to be accommodated.

The four modules are:

Module 1
A study of authors, novelists and poets whose works reflect major changes in the societies in which they were written. Novelists are selected from such authors as Austin, Dickens, James, Forster and Lawrence. Poetry is selected from such authors as Blake, Keats, Arnold and Eliot.

Module 2
An integrated study of drama and society, with a related study of poetry of the late 16th century. The continuing appeal of drama as a reflection of cultural consciousness is studied. The texts chosen reflect changing literary genres and social realities in Western culture. Authors may include Sophocles, Shakespeare, Ibsen and Chekhov, and poets such as Donne.

Module 3
While earlier modules treated the theme of Continuity and Change primarily through a literary perspective, this module pursues the concept through a study of these aspects in Indonesia, Australia's most proximate neighbour and a nation struggling to develop within the modern world. Traditional and contemporary Indonesian society and culture will be studied using such themes as religion, the concept of power; dual economy and its aftermath; the influence of environment.

Module 4
The previous module presented a case study of continuity and change in a developing society and this one continues to develop the themes within highly developed countries. Using examples from the USA, Europe and Australia, the effects of modernisation (cybernation, urbanisation and population changes) on societal structures will be investigated.

Assessment:
One major assignment per month (3,000-4,000 words) or equivalent.

References:
Modules 1 and 2

Fiction
ALS 301 NEW DIRECTIONS IN THE MODERN WORLD

This unit will not be offered in 1981.

Three hours per week, Autumn and Spring Sessions.

The aim of this program is to stress the close relationship that exists between the culture of western society and the other aspects of the civilization that produces it. A significant portion of the unit is treated as an integrated whole, using such general social concepts as Violence, Mysticism, Revolution and Religion. A brief introduction to the social background of each of these concepts leads on to discussion of their literary, artistic and musical manifestations or reflections. The remaining and larger portion of the unit then allows students to pursue in greater depth an area of interest in one of the four strands:

Art
Music
Literature and film
Social Science

The following is a brief account of each of these specialist strands which will be taken in conjunction with the core study outlined above.

1. **Art**

   Work in two- or three-dimensional art forms. This work will concentrate on mastering the disciplines of the area selected in the previous year and in each case, will concentrate on using the chosen media as a personal form of creative expression for each individual.

2. **Music**

   Keyboard, voice, guitar or other approved orchestral instrument.
   
   **Note:** The practical work concentrates on mastering the discipline of the selected practical study and relating its function to the core study where appropriate.

3. **Literature**

   "Words and Images: A Study of Film and Literature".
   
   A comparison of the ways in which authors (novelists, dramatists) and film directors realize their respective visions within the modes and techniques available to them and to try to account for the relative appeal of the new as against the older modes.
Topics include: films and books as reflections of their times and their creators; personal responses to life; the language of criticism; "The Film of the Book". Works to be studied include: The Getting of Wisdom, Women in Love, Wuthering Heights (book and film in each case), and a screen play such as Citizen Kane.

4. Social Science
"Images of Society: Subcultures and lifestyles".
The various cultural and social groupings within society are examined and the occupations and institutions in the community that exist to help and support them.

Assessment:
1. A research paper involving the core study 40%
2. A essay (3,000 words) or equivalent (e.g. practical work) 30%
3. A class test or equivalent (e.g. practical test) 30%

References:
1. Core Study
2. Specialist Studies
   Art
   Music
   Literature and Film
   Perkins, V F Film and Film Harmondsworth: Penguin 1972.
   Social Science
ALS 303 COMMUNITY LANGUAGES - GERMAN STUDIES

This unit will not be offered in 1981.

Three hours per week, Autumn and Spring Sessions.

The third year aims at continuing the development of communicative competence in contemporary German. The study of language and culture is closely interwoven. At this stage students are expected to pursue an in-depth study of cultural topics using mainly German language source material. A high level of oral proficiency is aimed at and activities arranged to promote this. Students are expected to study works by prominent German novelists, playwrights and dramatists, e.g. Durrenmatt, Goes, Hesse, Brecht, Fontane, Droste-Hülshoff, Goethe, some in German, some in English.

Assessment:
1. Regular exercises in language, both oral and written. 50%
2. A seminar paper on a cultural topic or specific author. 25%
3. One class test. 25%

References:

GENERAL STUDIES IN SCIENCE STUDIES

SAE 101 AUSTRALIANS AND THEIR ENVIRONMENT

Three hours per week, Autumn and Spring Sessions.

The following topics make no assumptions about students' mathematical and scientific backgrounds or physical capabilities and will cater for a wide range of student achievement.

The unit consists of four topics.

The functioning Human:

Human beings are looked at as physical organisms interacting with their environment in a number of ways: eating, breathing, moving, exploring and interpreting the environment.

The topic is a foundation study of the anatomical, kinesiological and physiological bases of human functioning in the environment. Part of the topic involves the analysis and development of human functioning in a specific physical activity.

The Australian Environment:

As Australians move through their environment, they encounter various habitats. This topic explores the unique characteristics of...
the Australian landscape, including the basic structure and distribution of the main groups of native Australian plants and animals. Throughout this topic the Australian environment is used to exemplify various basic ecological terms and concepts. The limitations and development of the senses, and methods of interpretation of environmental data are introduced through observation, mapping, sampling, measuring, recording and other techniques carried out in the field or laboratory using specialised equipment where appropriate.

Environmental Measurement:

This topic introduces the concepts and calculating techniques underlying the collection, representation and analysis of data drawn from measurement of human anatomy, physiology and performance, and of environmental variables.

Humans and the Computer:

The computer has become so essential as a tool, with so much potential for changing our lives and our world, that it is necessary that everyone develop an awareness of its applications and potential. This topic will cover the basic concepts of computer organisation, the capabilities of computers, and the emerging role of the computer and its impact on society and the environment. Students will have experience in using video terminals to run a variety of software packages including simulation of various environmental systems.

Assessment:
End of session tests. 45%
Assignment 31%
Practical activities 24%

References:
Various manuals associated with computer software packages as required.

SAH 201 **ASPECTS OF HUMAN ECOLOGY**

Three hours per week, Autumn and Spring Sessions.

This unit builds on the knowledge, skills and attitudes gained in Australians and Their Environment to examine further ways in which humans interact with their environment. The unit consists of seven topics.

The Human Evolves:
Basic genetics is shown to be the foundation of human variability. General evolution is considered with particular reference to the past, present and future evolution of *Homo sapiens*. Race, physique, disease and population growth are studied.

The Internal Environment:
The anatomy and physiology of the major human systems and the adaptation of individuals to varying environmental conditions (e.g. temperature, humidity) are described.

Hazards to Humans:
The hazards to human life due to the following factors will be discussed: ionizing radiation, chemicals, food additives, drugs, stress, road accidents, earthquakes, volcanoes, wind and water.

Relating to the Spatial Environment:
This topic will be presented as a study of space experiences with a practical approach taken to the consideration of shapes and their properties, transformations, networks, and aspects of non-Euclidean geometries as observed in the environment.

Living in Today's Economic Environment:
A practical treatment of the mathematical concepts and techniques associated with the financial aspects of borrowing and lending money, hire purchase, credit cards and credit systems, mortgages, insurance, annuities, bonds, depreciation and taxes.

Human Recreation:
As machines gradually replace humans in the workplace more leisure time will become available. This unit explores the recreation activities of humans and develops these in students by involving them in at least one of the following activities: gymnastics, ethnic dance and individual conditioning.
Human Physical Fitness Evaluation:
A study of the physical, environmental and nutritional factors influencing physical activity. Consideration of testing and conditioning programs. Collection and interpretation of data gained by biofeedback mechanisms.

Assessment:
Autumn Session Test 20%
Spring Session Test 20%
Assignment 1 20%
Assignment 2 20%
Practical activities 20%

References:

SCE 301 CRITICAL ENVIRONMENTAL CHOICES FOR AUSTRALIANS

This unit will not be offered in 1981.

Three hours per week, Autumn and Spring Sessions.

In the future, Australians will be faced with a number of critical environmental choices.

This unit:
1. provides the scientific literacy needed to understand facts, assumptions, implications, and perceptions involved in making informed, reasoned choices in relation to major questions associated with -
   a) the future of the human species,
   b) the future of the environment;
2. enables students to apply their knowledge and skills in a practical way by undertaking individual or small group projects dealing with an aspect of the major questions associated with the unit theme. This practical commitment will constitute one-third of students' involvement in the unit.

The following topics will be studied:

Recreation in Our Community:
Consideration of recreation as an area of social concern; recreation needs and programs for various community groups. The practical component of this topic involves students in an adventure-type activity.

Personal and Community Health:
Consideration of emotional development and health, family health, personal health care, health in the environment, death and dying. The practical component of this topic calls for student participation in an activity such as life-saving, fencing, or individual conditioning.

The Reasoning Human:
Society must control its destiny by making informed, reasoned choices from the available options. The fundamental concepts of logic are studied with an emphasis on valid reasoning and its applications to practical situations. A treatment of the concepts and techniques associated with propositions, argument and proof.

Decision Making:
An investigation of the concepts and calculating techniques associated with the science of decision-making under conditions of uncertainty. Experimental design and sample survey methods. Parametric and non-parametric methods of testing hypotheses. Predictive techniques.

Energy and Resource Choices:
Mineral and energy resources, problems of food production, means of utilisation of energy.

Human Species Choices:
The changing numbers of humans, ecologic adaptation, the human life cycle, eugenics, genetic engineering, biology of urban man.

Assessment:
End of session tests 35%
Assignments 15%
Practical activities 15%
Project 35%

References:
COURSE INFORMATION

DIPLOMA OF TEACHING (PRIMARY) 
(1978 regulations) 
3rd Year of Course Only

Course Regulations

Unit Codes and Names

Description of Units
DIPLOMA OF TEACHING (PRIMARY) COURSE
(1978 regulations)

COURSE REGULATIONS

For the regulations that govern the Diploma of Teaching (Primary) Course (1978 regulations) see the State College of Victoria at Frankston Handbook 1979 p.79-83.

UNIT CODES AND NAMES
(3rd Year of Course ONLY)

STUDIES IN EDUCATION AND SCHOOL EXPERIENCE

ED 5 The Individual, The School and Society A
ED 6 The Individual, The School and Society B
GC 3 General Curriculum Studies C
GC 4 General Curriculum Studies D
SX 3 School Experience 3

STUDIES IN CURRICULUM

LC 3 Language Across the Curriculum C
PE 1 Health Education
PE 2 Physical Education and Recreation
AE 1 Art Education
MU 1 Music Education

STUDIES IN GENERAL EDUCATION*

AR 4 Art 4
AR 5 Art 5
LI 4 Literature 4
LI 5 Literature 5
MM 4 Music 4
MM 5 Music 5
IT 4 Italian 4
IT 5 Italian 5
SO 4 Social Science 4
SO 5 Social Science 5
ES 4 Environmental Science 4
ES 5 Environmental Science 5
HM 4 Human Movement Studies 4
HM 5 Human Movement Studies 5
MA 4 Structures in Algebra B
MA 5 Computing with Applications to Statistics B

* The offer of any of these units is subject to availability of staff.
DESCRIPTION OF UNITS

Studies in Education and School Experience

ED 5 THE INDIVIDUAL, THE SCHOOL AND SOCIETY A

Two hours per week, Autumn Session.

This unit offers a theoretical foundation for the analytical studies in ED 6. It provides a descriptive study of certain sociological, historical and philosophical approaches, which are relevant to current educational issues. The school is studied as a social system, and its relationship to other social institutions and the individual is examined within this context. The influences on the process of education are examined with respect to: governmental initiatives; familial factors; social class and ethnic backgrounds, attitudes to freedom and authority, and the influence of modern media in society.

Assessment:
Individual investigations which demonstrate the manner in which multidisciplinary approaches may be used in tackling current education issues.

References:

ED 6 THE INDIVIDUAL, THE SCHOOL AND SOCIETY B

Two hours per week, Spring Session.

This unit provides an opportunity for students to examine particular issues in education from the methodological viewpoint of the philosopher, the historian, the sociologist, the comparativist or the educational technologist. Areas for individual study will be identified in a core component of case study and simulation materials in which attention is directed to such issues as the education of minority groups; alternative education systems; the identification of disadvantaged schools; equality in education; and multicultural education.

Assessment:
Independent research, in depth, of a current educational issue, using the methods of a particular discipline.
References:
Fenley, W J (ed) Education in the 1970s and 1980s Sydney: 
Sydney University 1969.
Reynolds, J and Skilbeck, M Culture and the Classroom London: 
Open Books 1976.
Trehewey, A R Introducing Comparative Education Rushcutter Bay 
Zeldin, D The Education Community Milton Keyes: Open University 

GC 3 GENERAL CURRICULUM STUDIES C

Two hours per week, Autumn Session.

Units three and four of the General Curriculum Studies sub-major 
will be taken in Year Three and will provide a reflective view of 
the curriculum experiences throughout the three years of Professional 
Studies and School Experience. In this unit the student examines 
the determinants of curriculum design with particular emphasis on 
those which are political, economic, social, philosophical, human 
and organisational in nature. Specific approaches to curriculum 
design are investigated through the examination of a number of 
models, such as those proposed by Hughes, Nichols and Wheeler. 
Special attention is given to the adjustments which may have to be 
made to curriculum models to accommodate the demands made by 
practices in ability grouping and the limitations imposed by 
physical resources and the special requirements of open area educ-
ation. The approach in Units three and four will be through a 
modified lecture program with emphasis on workshop and fieldwork 
procedures.

Assessment:
A test and an assignment involving curriculum design which is 
directly related to the student's School Experience program.

References:
Michaelis, J U Grossman, R H and Scott, L F New Designs for 
Elementary Curriculum and Instruction 2nd edn New York: McGraw-
Hill 1975.
Nicholls, A and Nicholls, H Developing a Curriculum 2nd edn 
GC 4 GENERAL CURRICULUM STUDIES D

Two hours per week, Spring Session.

This is the final unit of the four-unit study in General Curriculum Studies and it will aim at a synthesis in which the student undertakes a comparative and evaluative study of the curricula implemented in the various types of educational systems he has encountered during the study. An examination is made of the problems associated with curriculum diffusion, innovation and acculturation in different educational organisations, so that the student is able to appraise critically the influence of factors such as teacher receptivity, group cohesion, role perceptions and specific personality variables. The study focuses on a major practical task in curriculum evaluation.

Assessment:
A major assignment in a piece of curriculum design for a particular level in a particular school, to be implemented and evaluated as part of the School Experience Program.

References:

SX 3 SCHOOL EXPERIENCE 3

School Experience 3 consists of a further period of no less than 50 days practical teaching and college-based workshops under the guidance of school consultants and supervising lecturers. Lessons planned in the context of the class program are taught in all curriculum areas.

Students are expected to design and prepare appropriate teaching aids and to make use of the full range of teaching equipment. Emphasis is placed on the importance of classroom management and organisation. The student organises and administers the daily program for the whole class.

Students compile, arrange and maintain attendance records, achievement records and cumulative records from data obtained. Given data and information on pupil needs, progress and achievement, the student utilises and analyses the record to construct a pre-assessment, the results of which are used to formulate short and long range objectives and appropriate learning opportunities. Classroom management is evaluated and discussed with the teaching consultant and the supervising lecturer.
College-based workshops focus on:
1. The evaluation of aids and equipment in the instructional process. Technical skills involved in using educational hardware, manipulative materials, programmed learning materials and teaching machines, evaluation of educational software.
2. Critical Teaching Incidents: Through simulation techniques, students are exposed to a series of problems common to the beginning teacher in the areas of Teacher-Pupil: Teacher-Teacher: Teacher-Parent relationships.
3. Professional Orientation: A series of speakers, films, discussions, on topical issues for final year students, e.g. emergency teaching, relating to parents, reporting, legal rights of teachers, etc.

Assessment:
After consultation between school consultants and supervising lecturers, the student will be assessed as either satisfactory or unsatisfactory in practical teaching. If the student fails to achieve a prescribed level of competence, he is required to undertake further work until such a level is attained.
Students who are rated as Unsatisfactory in teaching will have to undertake the 'remedial loop' as previously described.

References:

Studies in Curriculum
LC 3 LANGUAGE ACROSS THE CURRICULUM C

Three hours per week, Autumn and Spring Sessions.

The emphases will be on the expressive use of language, the needs of learners of English as a second language and the role of language in the integrated curriculum, especially in relation to the expressive arts.
Autumn Session: Students elect one area of study which incorporates specialisation in and the continuing development of the other areas of language studies begun in the two earlier years. Students who have completed a German sub-major must take CLIPS if they wish to teach German in primary schools.
Assessment:
Language Studies: A description of the communicative network of an ESL student. Children's Literature: A study of one author - practical and written. Drama: Practical application of drama in education theory. Spoken English: Assignments and test designed to assess mastery of oral interpretative techniques and theory. Issues in Reading and Language Difficulties: Independent investigation of an issue relevant to the course. CLIPS: Assessment will consist of two student-designed/lecture-approved assignments involving the preparation of teaching/learning programs and materials for community languages in the primary school.

References:
Language Studies:

Children's Literature:

Drama:

Spoken English:
Berry, C Your Voice and How to Use it Successfully Harrap 1975.

Issues in Reading and Language Difficulties:

CLIPS:

Spring Session: Teaching English as a second language with special reference to developing students' skills in error analysis and follow-up procedures. Language syllabus design for different groups of learners in different types of learning settings.

Assessment:
General: Designing and implementing an integrated language arts program. Error analysis project on the reading or written or spoken language of a non-native speaker of English.

References:
General:
PE 1  HEALTH EDUCATION

Three hours per week, Autumn or Spring Session.

A study of the factors which contribute to the health of the school community - the school health service, the school environment and the health teaching provided. Special emphasis is placed on the role and responsibility of the classroom teacher in this program including observation and referral of specific health disorders, organisation and implementation of a comprehensive health teaching program and establishment of a classroom and school environment conducive to optimal physical and emotional health. Also included is an examination and evaluation of current school health programs in local schools.

Assessment:
Assessment will be progressive through the session and students will be assessed, therefore, by a combination of criteria rather than by a final examination alone. Consideration will be taken of laboratory work, essays, projects and tests held throughout the session.

References:
Sorochan, W D and Bender, J Teaching Elementary Health Science 2nd edn Reading (Mass): Addison-Wesley 1975.

Current literature:
The Journal of School Health; The Australian Journal for Health, Physical Education and Recreation; Health Education Journal; The International Journal of Health Education.

PE 2  PHYSICAL EDUCATION AND RECREATION

Three hours per week, Autumn or Spring Session.

Studies aimed at developing: (1) an awareness of physical education as an integrated part of the educational process, using movement as the medium of learning and expression; (2) an understanding of the role of the teacher in relation to the needs of children for movement experiences; (3) an understanding of methods of establishing meaningful programs in physical education and recreation in the primary school.
Students will also participate in laboratory sessions where focus will be on the methods of teaching fundamental motor skills.

Assessment:
Assessment will be progressive through the session and students will be assessed, therefore, by a combination of criteria rather than by a final examination alone. Considerations will be taken of marks gained in practical work, essays, projects and tests held throughout the session.

References:
Facilities and Equipment Gymnastics Dance Ball Handling Skills and Games Athletics Swimming

AE 1 ART EDUCATION

Two hours per week, Autumn and Spring Sessions.

The unit is designed to prepare students to be able to develop successfully art/craft programs in the primary school. Students will be expected to attain: an understanding of the characteristics, qualities and development of child art; a knowledge of methods of establishing meaningful programs in art education; an understanding of ways and means of promoting an interest in art forms and the environment.

Practical work will supplement the theory and give students experience in using the media, tools and equipment appropriate to the age ranges of the pupils.

Assessment:
Three assessment items will be required.
1. An art program/resource folio designed to suit a particular level of child development. 60%
2. Two items to be chosen from a series of assignments which include essays, seminars, evaluation of classroom texts, preparation of lesson sequences, construction and testing of classroom materials, analysis of child art work. (Each item - 20%). 40%

Further elective projects will be available.
MU 1 MUSIC EDUCATION

Two hours per week, Autumn and Spring Sessions.

A study of basic musical skills and knowledge covering the areas of rhythm, tonality and the elements of music. A practical study which will provide a musical basis for the areas covered above. An overview of the main periods in musical history through a study of various forms and composers. A study of the skills necessary for children's musical growth and the development of these skills in the areas of listening, singing, playing instruments, moving to music and creating music. A study of modern approaches to music education - Dalcroze, Orff, Kodály, Self, Schafer and subsequent adoptions. Music curriculum course planning and collection of resource materials.

Assessment:
An essay of approximately 2000 words. Collection of resource material. The planning of a thematic unit designed to suit a particular level of child development.

References:

References:
Hall, W and Greig, S Ready, Set...Art Teacher Frankston: Art Department SCV Frankston 1980.
Parker, J Artguide Frankston: SCV Frankston 1978.
Studies in General Education

AR 4 ART 4

Three hours per week, Autumn Session.

At this level students will select an area for specialised study. It must be an extension of a unit developed in AR 2 or AR 3. The theory element of the course will be directly related to the methods of production and design of the chosen area of study. The practical work will concentrate on mastering the disciplines of the selected area.

Areas of specialisation to be offered are:

**Fibre Arts**
A lecture series and some structured practical experiences will assist students in developing a greater knowledge of the area and strengthen their design techniques. Both weaving and creative embroidery will be included.

**Graphic Arts**
The unit is designed to develop a greater understanding of printmaking techniques and to explore the medium as an expressive form. Both historical and contemporary printmaking and prints will be studied.

**Painting**
Students will select one medium from the areas studied in Painting AR 2. Special attention will be given to composition and colour and the role of image making to the chosen area. Field excursions for data collection as well as gallery excursions will assist in developing a background of knowledge for painting.

**Ceramic Arts**
This unit will extend the students' skills and technical understanding in the area of art ceramics and will promote individual creative development through self motivated projects. Lectures and discussions will develop an understanding of the philosophies and modes of expression developed in the field of ceramics throughout history and particularly in contemporary society.

**Metal Crafts**
This unit will further develop the techniques and processes beyond the experience of the previous year. A better understanding of the history and development of jewellery making will be gained through lectures, films and exhibition visits. New techniques such as repousse, lost wax casting, chasing, etching the mechanics of movement and the setting of stones will be studied.

**Sculpture**
The unit will give students the opportunity to experience a wider range of materials and equipment than those introduced in Sculpture AR 3. Plastics and metal fabrication will be included and students will be expected to be able to plan and cost and carry out larger works from marquettes and drawings.

**Assessment:**
Assigned work (essay or special investigations) - 40%
Practical submission - 60%
References:

**Fibre Arts**

**Graphic Arts**

**Painting**

**Ceramic Arts**

**Metal Crafts**

**Sculpture**

AR 5 ART 5

Three hours per week, Spring Session.

This session unit continues the specialisation commenced in AR 4 and develops it to a stage where students are expected to have the knowledge and skills to adequately express their developing concepts. The theory element of the unit will be concerned with the student's own critical awareness of his craft and his perception of its role in his own expressive life.
The practical work in each area will concentrate on using the chosen craft as a personal form of creative expression for each individual.

Assessment:
Assigned word (essay or special investigations) - 40%
Practical submission - 60%

References:
As for the various units offered in AR 4.

LI 4 LITERATURE 4

Three hours per week, Autumn Session.

The aim of this unit is to provide, through an intensive study of the topic below, the opportunity for:
1. concentrated attention to a significant period of English literature or to some of the major works of another literature in English or to some major European works not in English;
2. study at an advanced level of achievements in the modes of verse, drama, and prose;
3. consideration of some of the concerns of writers at a particular time or in a particular place, as evinced in their writing;
4. further exploration in the exciting possibility of literature as an expression of the human spirit.
(N.B. Only one of these areas of study will be offered in any given session.)

The emphasis will be on the seminar/discussion/workshop approach with close textual study and wider-ranging analysis of texts.

Studies in American Literature
Through a study of representative texts, this theme will explore some of the preoccupations of another major literature in English (c.f. Australian literary studies in 4th year). Topics will include:
literature's response to the challenge of the American landscape;
"the American dream" in literature; literature in relation to the major historical movements in America's past.
Authors such as Dickinson, Lowell, Melville, Twain, Baldwin, Braudigan, Miller, Wilder, Hemingway, Heller, Faulkner, will be studied.

Assessment:
Class participation. A long essay (2,500 words).
A written test.

References:
Studies in American Literature
Three hours per week, Spring Session.

In what will be the final session of literature studies for pre-service students, it is intended to offer a thematically organized study. The aim of this course is to allow students to pursue a thematic or literary interest through the study of certain key texts.

**Words and Images: a Study of Film and Literature**

The aim of this study is to compare the ways in which authors and film directors realize their respective visions within the modes and techniques available to them. Some appropriate topics for study include: "The Film of the Book", cinematic and verbal equivalences and disparities, talking about films and books - a language of criticism; films and books as reflections of their times and of their creators' personal responses to life; the question of style; the screenplay as literature.<br>

Works of study will include such texts as *Wuthering Heights, Women in Love, My Brilliant Career, The Getting of Wisdom* (book and film in each case) and screenplays such as *Citizen Kane*. (List to vary with availability of films.)

**Assessment:**

Class paper. One long essay (2,500 words). Written test.

**References:**

Kael, P. *The Citizen Kane Book*. St. Albans: Paladin 1974.<br>

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**MM4 MUSIC 4**

Three hours per week, Autumn Session.

Offered subject to accreditation by the Senate, State College of Victoria.

This unit is the fourth unit in a five session Major study in Music. It further extends and develops the studies of the previous units by illustrating the musicological principles associated with the Romantic period which had their origins in the Baroque and Classical periods through a study of vocal and/or instrumental works selected from those of Beethoven, Chopin, Liszt, Schubert, Schumann or Tchaikowsky.<br>

The study of "sound" as an expressive medium will be expanded to embrace the use of the Synthesizer as a direct sound source, or as a modifier of sound. Arrangements will become more complex to include the use of secondary seventh chords and their progressions in writing for keyboard, non-tuned and tuned instruments.
Continuation and further development of the practical study from the previous units will include both individual and ensemble performance.

Assessment:
One class test
Written assignment
Practical assignment
Practical test

References:
Karkoschka, E Notation in New Music London: Universal 1972.

MM5 MUSIC 5

Three hours per week, Spring Session.

Offered subject to accreditation by the Senate, State College of Victoria.

This unit is the concluding unit in a five semester Major study in Music. It continues to extend and develop the studies of the previous units by illustrating how the musicological principles of the Twentieth Century develop from the Baroque, Classical and Romantic periods through a study of vocal and/or instrumental works selected from those of Debussy, Stravinsky, Schoenberg, Britten, Cage, Stockhausen, Berio, Sculthorpe, Banks, Humble, Gershwin, Scott Joplin and jazz composers. The study of "sound" will culminate in original composition using a variety of electronic and/or acoustic media. Arrangements will be expanded to include combinations such as recorders, treble voices, piano and percussion. Continuation and development of the practical study from the previous units will provide for more advanced solo and ensemble performance.

Assessment:
One class test
Written assignment
Practical assignment
Practical test
References:

IT 4 ITALIAN 4

Three hours per week for the Autumn Session plus one hour conversational/tutorial as required.

Note: This unit will be taken in conjunction with the CLIPS unit in EN 300.

The aims of this course are:
1. to continue to develop the students' communicative competence in Italian;
2. to provide opportunities for studying Italian children's literature, and to develop oral story telling techniques in Italian;
3. to examine the use of Italian for the school domain;
4. to ensure students know how to use the services of interpreters and translators, and to teach them how to interpret and translate at a basic level for the school domain;
5. to study the phenomenon of bilingualism, Italian language maintenance and influence of English in Italian in Australia.

The course will involve:
1. the study of selected literature for children;
2. practice in story telling for children using a variety of aids and voice qualities;
3. a study of Italian vocabulary and expressions connected with the school domain; preparation of glossary of terms/expressions;
4. a study of interpreting and translating at basic level; this should enable students to use interpreters effectively and, in the Italian language, to act as interpreters and translators at a level 1/level 2 standard in matters connected with the school domain (e.g. interpreting for principals or other teachers, translating of school reports, notices, letters or parents, etc.);
5. an introduction to bilingualism, Italian language maintenance and influence of English on Italian in Australia.
Assessment:
Regular oral language exercises in story telling, oral reading and use of puppets 25%
One assignment on Italian children's literature 25%
Interpreting and translating/school domain 25%
One paper on bilingualism/language maintenance 25%

References:
Davey, G Young Children - Old World, Non-English Literature and Folklore for Children Richmond (Vic): Primary Education 1980.
Lanera, D Annotated Bibliography of Italian Children's Literature, Songs and Games (Unpublished MS) Frankston (Vic): SCV Frankston Graduate Diploma in Multicultural Education 1977.
Booklist: A list of the Eunson Resource Centre's Italian Children's Literature Collection.

IT 5 ITALIAN 5

Three hours per week, Spring Session plus one hour conversational/tutorial as required.

The aims of the course are:
1. to continue the study of modern and contemporary Italian literature;
2. to study aspects of Italian art forms other than literature, including the study of Italian films, music, drama, sculpture, architecture and other fine arts;
3. to continue to develop the students' communicative competence by examining in particular more difficult points of the language and more common errors, including dialectal interference where necessary.

The course will involve:
1. an overview of the authors who have influenced Italian modern and contemporary Italian prose and poetry and a study in detail of some authors and poets;
2. a study of Italian art forms other than literature, concentrating in particular on some of the especially important periods and trends of Italian art history (e.g. the Renaissance in sculpture and architecture, the "Neo-Realismo" in film);
3. a close examination of the finer points of the Italian language together with a closer look at errors commonly made.
Assessment:
Final examination in language 40%
One major essay in literature 30%
One major essay/presentation on non-literature art form 30%

References:

Selection of poems by modern and contemporary authors including Pascoli, Corducci, Saba, Montale, Ungareth.
Booklists on Italian fine arts will be made available at the commencement of the course.
A selection of films including some of the works of De Sica, Rossellini, Olmi, Pasolini and Visconti will be shown during the course.
Lists of suitable records, cassettes and sheet music from the Vera Bradford Collection in the Eunson Resource Centre will be made available at the commencement of the course.

**SO 4 SOCIAL SCIENCE 4**

Three hours per week, Autumn Session.

This unit is derived from the fields of Australian Urban Studies, Sociology and Politics and centres around the theme of conflict and consensus in our own society. Various units will be offered by Social Science staff, with the emphasis on case studies and fieldwork. Specific areas of study are: Sociology, Lifestyles and Sub-cultures; Science and Technology - Demons or Saviours. More detailed outlines are available on request.

Assessment:
By contract at commencement of Autumn Session.

References:
SO 5 SOCIAL SCIENCE 5

Three hours per week, Spring Session.

Students will be expected to further their understanding of the problems investigated in the previous session by selecting a particular group or issue for detailed social research and examination. A comprehensive reading course, or research project and regular seminars are the basis of this culminating unit. Instruction in research techniques is an integral part of the research seminars.

Assessment:
Satisfactory completion of periodic exercises in the analysis of research data. The presentation of a seminar paper of 2000 words and a research project (4000 words) involving an investigation of a group or issue in Australian society.

References:
Comprehensive reading will be allocated by the lecturer dependent upon the group or social problem chosen by students. All students will be expected to supplement workshop sessions with reading from:

Black, J A and Champion, D J Methods and Issues in Social Research
Moser, C A and Kalton, G Survey Methods in Social Investigation

ES 4 ENVIRONMENTAL SCIENCE 4

Three hours per week, Autumn Session.

Option 1 Earth Studies

The land surface is seen as a product of past and present forces acting on various rock masses. The nature of the forces and the rock materials is examined. Students are introduced to the basics of palaeontology and its use in establishing age relationships. A general overview of the geology and major physiographic units of Victoria is provided. Coastal geomorphology, especially as observable on the Mornington Peninsula, is studied. Studies of soil formation and variation in type according to such factors as geology, climate, etc., and of the relationships between various physical factors such as climate and soil on vegetation type are also included. Conservation problems are studied in the field situation. The unit is designed to make maximum use of the diversity of natural features which are readily accessible on the Mornington Peninsula and in the nearby ranges. The emphasis is on individual investigations and research, supported by class work in techniques and background material.
**Option 2 Astronomy**

This unit extends the concept of environment to the limits of the known universe. The study begins with a consideration of aboriginal myths concerning the more obvious heavenly bodies. Various naked-eye astronomical instruments are then considered in relationship to the celestial sphere and various celestial charts. Next, the role of refracting and reflecting telescopes is examined in the successful Copernican Revolution in which Aristotle's cosmology was replaced with Newton's cosmology. The development of astrophotography in the nineteenth century led to the discovery of a multitude of celestial objects which were given credence in a variety of modern cosmologies. The simultaneous advent of radio-astronomy and nuclear physics has resulted in our present explanation of the universe in terms of the evolution of matter and energy following a big-bang which probably occurred about sixteen billion years ago. Throughout this historically based course relevant practical experiments will be performed and each student will have ready access to optical and radio telescopes. Special emphasis is also given to the contribution of astronomy and other areas of space research to human knowledge of the more immediate environments on earth, particularly as it relates to the provision of future energy resources.

**Assessment:**

**Option 1 Earth Studies**

Laboratory and field exercises and a major individual field study and research relating to a selected aspect of the course.

**Option 2 Astronomy**

Five brief literature surveys covering the content of the course, a practical project relating to a selected aspect of course content, and a research report on a specific topic of choice.

**References:**

**Option 1 Earth Studies**

Bird, E F C *Coasts* Canberra: Australian National University 1976.

Costermans, L F Several duplicated studies on geology and soils, ecological relationships and plant identification for South-East Australia (pilot material for future publication) 1977.


**Option 2 Astronomy**


Three hours per week, Spring Session.

Option 1 Behavioural Ecology

Studies involving selected examples of various animal groups illustrate the wide range of behaviours found in any one group and the behavioural differences between groups. Factors underlying the development of behaviour and the origin of certain behaviour patterns found in humans are investigated. The unit is essentially practical in nature. Sessions spent in the animal house or the College nature reserve develop the student's powers of observation and description and proficiency in the use of specialised measuring and recording equipment. Instruction is given in the relevant statistical methods. Visits are also made to animal sanctuaries and research institutes, and to various selected sites for habitat studies.

Option 2 Environmental Problems and Prospects

In this unit knowledge gained by students in units previously undertaken is drawn together and applied to two major questions:

1. The future of the human species;
2. The future of the environment.

Included in consideration of the former are such matters as population control, eugenics, human cloning, genetic engineering, biological hazards, and the social responsibilities of the scientist. In dealing with the latter, students consider environmental management techniques and projects made necessary because of the extensive alterations the human species has made to its physical and biological environments and the resultant series of ecological problems with possible global effects in the near future.

Assessment:

Option 1 Behavioural Ecology

Laboratory reports, a major assignment based on individual research into the behaviour and ecology of a selected animal species and a final written examination.

Option 2 Environmental Problems and Prospects

An individual tutorial paper and an individual assignment on a major ecological problem.

References:

Option 1 Behavioural Ecology


HM 4 HUMAN MOVEMENT STUDIES 4

Three hours per week, Autumn Session.

Students will pursue studies in either community health or community recreation.

Health Studies: An examination of the current issues, problems, trends and interests in the field of community and public health.

Or

Recreation Studies: Studies aimed at developing an understanding and appreciation of the place of recreation in the community.

Students will be involved in fieldwork with selected agencies in the community to examine special service needs for particular groups in the community.

Students will also participate in skills laboratories in selected team sports (volleyball, basketball, hockey, soccer, Australian football, softball, cricket, etc.) and weekend camping programs.

Assessment:

Assessment will be progressive through the session and students will be assessed, therefore, by a combination of criteria rather than a final examination alone. This unit will provide students with practicum opportunities in the local community and consideration will be taken of marks gained for case reports, as well as tests and oral presentations throughout the session.

References:


Merris, S Care and Recreation of School Age Children Melbourne: Department of Youth, Sport and Recreation 1974.
Three hours per week, Spring Session.

Students will have the opportunity of studying in greater depth one of the following areas considered in Human Movement Studies 2:

1. Acquisition of skill;
2. Aesthetics and human movement;
3. Biomechanical analysis of human movement;
4. Physical work analysis.

Students will also participate in selected skills laboratories (dance, gymnastics, aquatics, fencing, badminton, etc.) as extensions of their classroom laboratories.

Assessment:
Assessment will be progressive through the session and students will be assessed, therefore, by a combination of criteria rather than a final examination alone. This unit will be student project orientated and consideration will be taken of marks gained for the progressive compilation of a project report as well as oral presentations and tests through the session.

References:

MA 4 STRUCTURES IN ALGEBRA B

Three hours per week, Autumn Session.

A further development in depth of the topics of unit MA 2, together with the following areas of Logic and Number Theory:

Logic: The use of standard propositional connectives to represent simple and compound statements; valid and invalid arguments; proof. Formal axiomatic method; propositional and predicate calculi.
Number Theory: Divisibility and its applications including prime numbers and linear congruences. Continued fractions; quadratic reciprocity and quadratic number fields.

Assessment:
A mid-unit test and end-of-unit test.

References:
Suppes, P and Hill, S First Course in Mathematical Logic Toronto: Blaisdell 1964.

MA 5 COMPUTING WITH APPLICATIONS TO STATISTICS B

Three hours per week, Spring Session.

A further development in depth of the topics of unit MA 3 with particular emphasis on Normal distribution theory and derived distributions, hypotheses testing, ANOVA, and the effective use of the computer for computations associated with appropriate problems.

Assessment:
A series of practical assignments using the computer for the application of statistical techniques to data and an end-of-unit test in statistical and computing principles.

References:
COURSE INFORMATION

DIPLOMA OF TEACHING (EARLY CHILDHOOD) 
(1980 Regulations)

Course Regulations

Diagram of Course Structure

Codes and Names of Units

Description of Units
COURSE REGULATIONS FOR THE DIPLOMA OF TEACHING (EARLY CHILDHOOD) (1980 Regulations)

1.0 Definitions

1.1 The College is the State College of Victoria at Frankston.

1.2 The Council is the Council of the State College of Victoria at Frankston.

1.3 The Board of Studies is the Board of Studies of the State College of Victoria at Frankston.

1.4 The Course is the set of all possible student programs leading to an award.

1.5 The Course Committee is a Standing Committee of the Board of Studies responsible for the administration and co-ordination of the course.

1.6 A unit is a set of lectures, tutorials, practical classes and other activities prescribed by the Board of Studies.

1.8 A Session unit is a unit taken over one session with a contact time equal to twelve times the weekly contact hours prescribed in the syllabus for that unit.

1.9 A Major is a sequential study normally taken over six sessions.

1.10 A Sub-major is a sequential study normally taken over four sessions.

1.11 Arts units are those offered by the Arts Division.

1.12 Science units are those offered by the Science Division.

2.0 Award

2.1 The Diploma of Teaching (Early Childhood) is awarded on the recommendation of the Council of the State College of Victoria at Frankston following the successful completion of the requirements set out in Section 5 below.

3.0 Length of Course

3.1 The Diploma of Teaching (Early Childhood) course requires a minimum of three years of full-time or equivalent study. The maximum period of time for which a candidate may be enrolled in the Diploma shall be nine years except that, in special circumstances, the Board may grant an extension of time.
4.0 Requirements and Conditions of Entry to the Course

Four types of entry to the course are possible: Post-Sixth Form, Mature Age, Special and Entry with Advanced Standing including Block Credit.

4.1 Post-Sixth Form Entry

In order to be eligible for entry to the course, an applicant must have successfully completed the requirements of the Victorian Higher Schools Certificate examination or an alternative approved by the Victorian Institute of Secondary Education, or be regarded by the Institute to possess an equivalent academic background including at least eligibility for university entrance as accredited by the Victorian Institute of Secondary Education.

4.2 Mature Age Entry

Mature Age entry to the course may be available to applicants who are at least 25 years of age and who do not satisfy the Post-Sixth Form entry requirements. Mature Age entry shall be according to the conditions specified by the Board of Studies and approved by the Council.

4.3 Special Entry

Special entry to the course may be available to applicants lacking the formal qualifications required for Post-Sixth Form entry. Special entry shall be according to conditions specified by the Board of Studies and approved by the Council.

4.4 Entry with Advanced Standing including Block Credit

An applicant may be admitted to the course with advanced standing including block credit, under such conditions as may be specified by the Board of Studies from time to time.

(a) Entry under this clause will be considered only after receipt of adequate documentation of previous studies for which recognition, in the form of advanced standing including block credit, is sought.

(b) The College may grant credit for previous studies and relevant work experience provided that:
   (i) The previous studies were within a course that is approved by the College for the purpose of granting credit;
   (ii) relevant work experience gained is not credited towards academic studies in the course.

(c) When awarding credit for previous studies, the College will take into consideration the compatibility of a candidate's
previous studies with the requirements of the accredited course. The College may grant credit for previously completed studies not currently offered by the College, provided that these studies are consistent with the objectives of the course.

(d) The College may impose requirements in the form of preliminary studies where such studies are considered necessary to satisfy pre-requisite conditions.

(e) The College may exempt a candidate from a compulsory component rather than grant credit where the candidate has completed previous relevant studies. In such cases, the College will require the completion of studies in place of those for which exemption has been granted.

5.0 Course Requirements

5.1 The Diploma of Teaching (Early Childhood) requires the satisfactory completion of prescribed courses in Studies in Education, Studies in Pre-School Education, Studies in Curriculum, Studies in General Education, and a prescribed Professional Experience program.

(a) In Studies in Education the candidate must satisfactorily complete the prescribed major.

(b) In Studies in Pre-School Education the candidate must satisfactorily complete the prescribed major.

(c) In Studies in Curriculum, the candidate must complete all units comprising a major in Language Across the Curriculum, a sub-major in Mathematics Education and a two-session unit in each of Art Education, Music Education, Health Education, Physical Education and Recreation, Science Education and Social Science Education.

(d) In studies in General Education the candidate must complete one major and one sub-major such that one of these is chosen from the Sciences and the other is chosen from the Arts.

(e) In the Professional Experience program candidates must satisfactorily complete both on and off campus components for both pre-school and primary school.

6.0 Progress Through the Course

6.1 At the end of each year a candidate's total assessment for the year shall be reviewed by the Course Committee. If the requirements have been satisfactorily completed, the Course Committee shall recommend to the Board of Studies that the candidate be granted a Pass in that year of the course. If the requirements
have not been completed satisfactorily the candidate shall be required to repeat the unsatisfactory units and obtain a Pass in the year before proceeding to the next year of the course.

6.2 A candidate whose performance has been affected by illness or other serious cause may apply, through the Academic Officer, for special consideration of his case by the Course Committee.

6.3 Where the progress of a candidate is considered to be unsatisfactory, the Board may, on the advice of the Course Committee, terminate the course of the candidate.

6.4 A candidate whose course has been terminated may exercise a right of appeal to the Board, such an appeal being submitted in writing in the first instance.

6.5 A candidate whose course has been terminated shall not be permitted to re-enrol except with the permission of the Board.

7.0 Withdrawal, Deferment and Intermission

7.1 A candidate seeking to withdraw from the course or from any unit of the course, and to avoid academic penalty for so doing, must notify the Academic Officer in writing before the date designated by the College calendar.

7.2 A candidate seeking to defer or intermit must apply in writing to the course Co-ordinator through the Academic Officer. Unless special circumstances exist, which will be ruled on by the Course Committee, the period of deferment or intermission may not exceed one year.
DIPLOMA OF TEACHING (EARLY CHILDHOOD)

(1980 Regulations)

1. EARLY CHILDHOOD PROFESSIONAL EXPERIENCE
   - EEP 302
   - EIS 303
   - EPS 305
   - ELC 306
   - LIBERAL STUDIES
     - EAE 308
     - EHM 309
     - EMU 310
   - GENERAL STUDIES MAJOR

2. ECP 203
   - EPS 205
   - ELC 206
   - EME 207
   - ENVIRONMENTAL STUDIES
     - ESE 211
     - ESS 212
     - EHE 213
     - 5 hrs
   - GENERAL STUDIES SUB-MAJOR

3. EEP 102
   - ECP 103
   - EPS 105
   - ELC 106
   - EME 107
   - STUDIES IN CURRICULUM
   - STUDIES IN GENERAL EDUCATION

STUDIES IN PRE-SCHOOL EDUCATION

STUDIES IN CURRICULUM

STUDIES IN GENERAL EDUCATION
DIPLOMA OF TEACHING (EARLY CHILDHOOD)  
(1980 Regulations)  

UNIT CODES AND NAMES

EARLY CHILDHOOD PROFESSIONAL EXPERIENCE

EEP 102  Early Childhood Professional Experience 1
EEP 202  Early Childhood Professional Experience 2
EEP 302  Early Childhood Professional Experience 3

STUDIES IN EDUCATION

ECP 103  Studies in Child Psychology 1
ECP 203  Studies in Child Psychology 2
EIS 303  The Individual, the School and Society

STUDIES IN PRE-SCHOOL EDUCATION

EPS 105  Studies in Pre-School Education 1
EPS 205  Studies in Pre-School Education 2
EPS 305  Studies in Pre-School Education 3

STUDIES IN CURRICULUM

ELC 106  Language Across the Curriculum 1
ELC 206  Language Across the Curriculum 2
ELC 306  Language Across the Curriculum 3
EME 107  Mathematics Education 1
EME 207  Mathematics Education 2

Environmental Studies

ESE 211  Science Education
ESS 212  Social Science Education
EHE 213  Health Education

Liberal Studies

EAE 308  Art Education
EHM 309  Human Movement
EMU 310  Music Education

STUDIES IN GENERAL EDUCATION

Liberal Studies
ALS 101  Introduction to Concepts in Arts & Music
ALS 102  Introduction to Studies in Literature & Society
ALS 103  Community Languages - Introduction to German Studies
ALS 201  Aural/Visual Arts Theory & Practice
ALS 202  Literature & Society - Continuity and Change
ALS 203  Community Languages - German Studies
ALS 301  New Directions in the Modern World
ALS 303  Community Languages - German Studies

Science Studies
SAE 101  Australians and Their Environment
SAH 201  Aspects of Human Ecology
SCE 301  Critical Environmental Choice for Australians
DESCRIPTION OF UNITS

EARLY CHILDHOOD PROFESSIONAL EXPERIENCE

The aim of the professional experience program of the Diploma of Teaching (Early Childhood) Course is to develop in students those attitudes, concepts and competencies necessary to become an effective educator of children. The program reflects the scope of the qualifications as it provides opportunities for professional experience with children aged 0-5 in pre-schools, child care centres, play groups and after school groups as well as teaching experience within the junior, middle and upper primary school areas. The time allocation for these experiences reflects the chief emphasis of the course, viz., the education of children aged 3-8.

The structure of the professional experience program reflects the structure of the course. Students will be required to undertake the following components in their professional experience units:

EEP 102: The On-Campus Program of EPX 101 [Diploma of Teaching (Primary) Course (1980 regulations)]
AND
EPT 101 Pre-school Practice Teaching and Field Experience.

EEP 202: Identical with EPX 201 [Diploma of Teaching (Primary) Course (1980 regulations)]

EEP 302: Consists of EPT 301 Pre-school Practice Teaching and Field Experience.

The EPT components are off-campus practice teaching and fieldwork programs that complement the on-campus "Teaching Strategies" strands of the Studies in Pre-school Education major.

EEP 102 EARLY CHILDHOOD PROFESSIONAL EXPERIENCE 1

In order to complete EEP 102, students must satisfactorily complete the strand EPT 101 below and the EPX 101 On-campus Program. The latter may be found in the section on the Diploma of Teaching (Primary) Course (1980 regulations).

Strand: PRE-SCHOOL PRACTICE TEACHING & FIELD EXPERIENCE

EPT 101

This comprises 24 days of Practice Teaching and Field Experience carried out in pre-schools as well as three days of Observation in primary schools.

During their pre-school experience, students carry out observation tasks, individual child study tasks and work with individual and small groups of children within each of the basic pre-school activities. During the Autumn Session, the development of observation and interaction skills are emphasised. During the Spring Session, students use observations as the basis for developing instructional objectives and planning an activity. Students are required to compile a Field Experience folio comprising tasks, teaching plans, Reaction Briefs and resource materials.
Assessment:
Students' practice teaching will be assessed by college and training directors in consultation. In order to satisfy the requirements of EEP 102, students must gain a satisfactory rating for EPT 101, EPX 101 On-Campus Program, and folio.

EEP 202 EARLY CHILDHOOD PROFESSIONAL EXPERIENCE 2

EEP 202 is as for EPX 201 [see the Diploma of Teaching (Primary) Course (1980 regulations)]. Students also undertake a program of excursions to Child Care centres, play groups, and three-year-old groups, as part of the EPS 205 Teaching Strategies strand.

EEP 302 EARLY CHILDHOOD PROFESSIONAL EXPERIENCE 3

This unit will not be offered in 1981.

In order to complete EEP 302, students must satisfactorily complete the strand below, EPT 301.

Strand: PRE-SCHOOL PRACTICE TEACHING AND FIELD EXPERIENCE

EEP 302

Students undertake an extensive program of not less than sixty days of practice teaching in pre-schools. Students are also expected to participate in a voluntary capacity in either a creche, after-school program, holiday program, or a program for children with special needs. At the commencement of the program, students are required to prepare detailed plans and assume responsibility for three adjacent activities. Concurrent teaching and supervising is emphasised. Students also commence a year-long detailed record of eight children within their pre-school centre. Students' teaching responsibilities are increased as they demonstrate increased confidence and competence. During the final teaching round, students are required to plan a program for two consecutive weeks and during that period assume sole charge. Emphasis is placed on the effective deployment of staff, carrying out of administrative duties and planning for parent activities. Students are required to compile a Field Experience folio comprising plans, programs, individual records and resource material.

Assessment:
After consultation between College lecturer, student and training director, students are assessed as Highly Satisfactory, Satisfactory, or Unsatisfactory. Students must achieve at least a Satisfactory grade in order to complete EEP 302.

References:
Studies in Education

A description of the units ECP 103, ECP 203 and EIS 303 may be found in the section on Diploma of Teaching (Primary) (1980 regulations).

EIS 303 will not be offered in 1981.

Studies in Pre-School Education

Introduction
This major study extends the student's understanding of the bases of pre-school educational theory and practice through the study of the social, psychological, historical and philosophical foundations of education as they particularly pertain to young children.

The structure consists of three consecutive units of study, each unit consisting of two compulsory strands taken concurrently. Strand A develops further within a pre-school context concepts and information introduced in the Studies in Education units, while Strand B provides the theoretical bases for the competencies and skills developed in the Professional Experience units.

The content of the first year unit is derived largely from the philosophy and history of Education; the second year unit emphasises sociological and comparative education foundations; whilst the third year unit is oriented towards psychology. The material in Strand A of each unit introduces concepts and constructs followed by a specific contemporary topic to which these concepts and theory will be related.

EPS 105 STUDIES IN PRE-SCHOOL EDUCATION 1

Strand A and B are compulsory and taken concurrently.

Strand A: PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF PRE-SCHOOL EDUCATION

Two hours per week, Autumn and Spring Sessions.

The concepts of Education, Rights and Society form a basis for discussing pre-school education as Education, and the issue of compulsory pre-school education for all. The rights of teachers, parents and the child are compared, and child abuse is discussed as a conflict of rights. The historical development of pre-school education is outlined and the development of the kindergarten movement in Australia studied in detail. Aims, assumptions, issues and innovations in Australian pre-school education are considered, including the role of Montessori Method in Australian pre-school education.
Assessment:
I assignment 30%
I class paper 20%
I test 20%

Strand B: TEACHING STRATEGIES

One hour per week, Autumn and Spring Sessions.

This strand provides students with an overview of the roles of the pre-school teacher and an introduction to planning for specific needs within the range of basic pre-school activities. Topics include the pre-school teacher as facilitator, communicator, instructor and administrator. The sources of pre-school curricula are outlined and their implementation through basic pre-school activities discussed. The role of observation in pre-school education is introduced in preparation for consideration of setting instructional objectives within pre-school activities.

Assessment:
Folio 30%

References:

EPS 205 STUDIES IN PRE-SCHOOL EDUCATION

Strands A and B are compulsory and are taken concurrently.

Strand A: SOCIAL FOUNDATIONS OF PRE-SCHOOL EDUCATION

Two hours per week, Autumn and Spring Sessions.

The sociological concepts of social stratification, institutional roles, social mobility and socialisation are used as a framework within which to discuss the social forces which infringe upon the family as an institution and the family as an institution within social structures. As well, these social dynamics which operate on the child as a member of a family are considered. Social forces currently infringing on education opportunity in Australia, and their implications for pre-school programs, will be discussed. The course will conclude with a comparative study of the family as an institution within Russian and Jewish society, and the provision for pre-school education within those countries.
Assessment:
1 assignment 30%
1 class paper 20%
1 test 20%

Strand B: TEACHING STRATEGIES 2

One hour per week, Autumn and Spring Sessions.

This strand has as its theme interaction in pre-school education, and seeks to make students aware of the importance of effective interaction patterns and programs when working with young children and their families. Topics include teacher/child interaction, parent/child interaction, child/child interaction, teacher/parent interaction and play as a means of interaction. Consideration is given to developing parent programs for pre-school and child care parents, and the establishment of toddler groups and play groups.

Assessment:
Assignment 30%

References:

EPS 305 STUDIES IN PRE-SCHOOL EDUCATION 3

This unit will not be offered in 1981.

Strands A and B are compulsory and are taken concurrently.

Strand A: PSYCHOLOGICAL FOUNDATIONS OF PRE-SCHOOL EDUCATION: CHILDREN WITH SPECIAL NEEDS

Two hours per week, Autumn and Spring Sessions.

This strand provides an overview of three groups of young children with special needs; viz. the learning disabled, the gifted, and migrant children. Consideration will be given to methods for identifying the specific needs of such children, developing appropriate teaching strategies to meet their needs and utilising the community resources available to such children, their families
and teachers. Visits to centres offering specialised programs are an important aspects of the course. Within the overview provided, students are allowed to choose any one of the three designated areas for an in-depth study.

Assessment:
Two assignments, each 30%

Strand B: TEACHING STRATEGIES 3

Two hours per week, Autumn and Spring Sessions.

The major topic, to be considered in depth, is pre-school instructional design and program planning. This includes fundamentals of program design and organisation of a day, the integration of concepts and skills from each curriculum and within the program, the role of assessment with the pre-school program. Particular emphasis will be placed on planning for three-year-olds and integrating children with special needs within a pre-school centre.

The second topic will be pre-school/school transition and attention is given to the development of pre-reading, pre-writing and reading and writing within the pre-school program, assessing school readiness, and co-operation between pre-school and school during the transition and subsequent adjustment period. The third topic is pre-school administration and includes keeping of records, administrative routines, deployment of staff within a pre-school centre, the teacher's responsibilities to the administrative body, as well as the administrative structure and regulations governing pre-school education in Victoria.

Assessment:
Folio 20%
Test 20%

References:

Note: In order to pass EPS 305 students must have attended a course on first aid given by the College Medical Officer.
Within this document, the terms 'kindergarten' and 'pre-school' both occur. This reflects common practice. However, where 'kindergarten' is used in the Studies in Curriculum strand, it denotes programs for children aged 3-5. In the Studies in Pre-School Education major, the more inclusive term 'pre-school' is used in order to signify that the content refers to children aged 0-5.

Studies in Curriculum

All Studies in Curriculum units are described in the section on Diploma of Teaching (Primary) (1980 regulations).

Units ELC 306, EAE 308, EHM 309 and EMU 310 will not be offered in 1981.

Studies in General Education

All units offered by the Arts and Science Divisions in the Studies in General Education section of this course are described in the Diploma of Teaching (Primary) Course, (1980 regulations), in the Studies in General Education section.

Units ALS 301, ALS 303, SCE 301 will not be offered in 1981.
COURSE INFORMATION

DIPLOMA OF TEACHING (EARLY CHILDHOOD)
(1975 regulations)
3rd Year of the Course

Course Regulations

Unit Codes and Names

Description of Units
DIPLOMA OF TEACHING (EARLY CHILDHOOD)  
(1975 regulations)  

THIRD YEAR OF COURSE ONLY  

Course Regulations  
The course regulations for the Diploma of Teaching (Early Childhood) (1975 regulations) may be consulted in the State College of Victoria at Frankston Handbook 1979, p. 64-65.

Unit Codes and Names  
(3rd Year Studies)

Professional Studies  

. PF 300 Procedures of Teaching and Field Experience 3  
  Two Compulsory Components:  
  PF 301 Procedures  
  PF 302 Field Experience 3  

ED 310 Education 3  
  Two Compulsory Components:  
  ED 315 Child Development and Behaviour  
  ED 317 General Education:  
  Elective Units (two to be completed):  
  Comparative Studies in Educational Development  
  Education for a Multicultural Society  
  Language Disabilities  

ED 320 Integrated Creative Arts  

General Studies  

One unit selected from:  
EN 300 English 3  
AR 300 Art 3  
MU 300 Music 3  
AND  
ME 100 Mathematics Education  

DESCRIPTION OF UNITS  

Professional Studies  

Procedures of Teaching and Field Experience  

Introduction:  
The Procedures of Teaching and Field Experience program for Early Childhood students is designed to make students aware that the recognition of individual differences is the basis of modern
teaching and education. It endeavours to foster understanding of the respective contribution of the kindergarten and primary school teacher to the education of the child. It also seeks to ensure that students acquire those basic teaching skills necessary to create effective learning situations for pre-school and primary school children.

To satisfy the requirements of Procedures of Teaching and Field Experience 1, 2 and 3, all students are required to obtain a satisfactory assessment in both the areas of Procedures of Teaching and Field Experience.

**PF 300  PROCEDURES OF TEACHING AND FIELD EXPERIENCE 3**

Two compulsory components:
- **PF 301** Procedures of Teaching 3
- **PF 302** Field Experience 3

**PF 301  PROCEDURES OF TEACHING 3**

This consists of two sections:
1. **Methodology B:**
   Two hours per week.

Syllabus:
The course aims to increase and broaden pre-school teaching competencies and will include the topics:
- Program planning
- Pre-school program alternatives within Australia and overseas
- Pre-school teaching styles
- Professional resources and services within the community
- Pre-school administration and organization.

Assessment:
The satisfactory completion of assignments set in conjunction with teaching rounds.

Required Reading:
Reading guidelines will be provided:

2. **Additional Studies B**
One hour per week.

Syllabus:
This course aims to broaden students' understanding and competencies in the primary school with particular emphasis on curriculum development and teaching strategies.
Topics include: the development of language arts in the middle and senior school; approaches to teaching mathematics in the middle and senior school; curriculum construction and evaluation within the primary school.

Assessment: Completion of satisfactory assignments.

Required Reading:
Bassett, G W Primary Education in Australia: Modern Developments Sydney: Angus and Robertson 1974.

PF 302 FIELD EXPERIENCE 3

The course aims to enable students to develop planning competency and teaching strategies in both kindergartens and the primary school. Students will spend four weeks teaching in both the junior and senior grades of the primary school. They will also spend seven weeks teaching in kindergartens as well as half a day a week through the year. Students will be expected to assume increasing responsibility for planning and supervision throughout the year, culminating in two weeks' full control on their final kindergarten placement.

ED 310 EDUCATION 3

Two compulsory components:
ED 315 Child Development and Behaviour
ED 317 General Education

ED 315 CHILD DEVELOPMENT AND BEHAVIOUR

Four hours per week.

Syllabus: The course will include lectures, discussions and practical work. One hour per week throughout the year will be devoted to case study techniques. The course will be structured into three units:

Unit I Personality and Physical growth. Two hours per week. This unit investigates the complex relationship between personality development, physical growth, and activity as
it applies to early and middle childhood. Discussion will centre around personality development as it relates to -
1. physical development;
2. motor development;
3. social psychological development.

Unit 2 Exceptional Children. Two hours per week.
Topics include consideration of the prevalence, classification and etiology of exceptionality as may be encountered in kindergartens and schools. Particular emphasis will be placed on recognizing the 'at risk' young child and planning programs to suit his specific needs. The cultural and practical considerations in integrating exceptional children will be examined.

Unit 3 Child Study

Assessment:
Assessment will be by means of individual research papers, case studies and tests.

Recommended Texts:
Hall, C S and Lindzey, G Theories of Personality 2nd edn
Waters, J and Cooper, J A Place in the Procession Canberra: Australian Pre-School Association n.d.

ED 317 GENERAL EDUCATION

Two hours per week.

Students may choose two out of three of the following elective units which will be offered subject to staff availability. One elective unit will be undertaken in Autumn session, and one in the Spring session.

Comparative Studies in Educational Development

Two hours per week consisting of a lecture and tutorial.

Syllabus:
The aims of this course are to introduce students to the methodology of comparative education, to describe and evaluate other educational systems, to analyse certain problems common to several countries and to enable students to undertake their own comparative studies.
The course is divided into three main areas:
1. Methodology.
   In this section of the course, an evaluation of the purposes and methods of modern comparative educators is undertaken.
   Included in these purposes are the following:
   Education as an economic investment
   Humanitarianism
Communications and understanding
Planning (the improvement of one's own educational system)
Understanding for the sake of acquiring knowledge.

2. Area Studies.
The areas to be studied include the following:
U.S.A. Many Americans believe that the function of the education process is to perpetuate and strengthen the basic principles of democracy. The American ideals are examined and so are the obvious flaws in the American society. Education is examined against this background, with interstate comparisons being made.
Britain. In England in 1944 a tripartite system of education was developed with the basis for selection to various school levels being the 11+ exam. This has since been rejected by many education authorities, who have instigated a system of comprehensive schools (rather like the American High School). This 'revolution' in England today is evaluated, and the problem of equality of opportunity in education is assessed.
China.
U.S.S.R.

3. Themes.
Political socialisation: The process whereby various nations mould their young into good citizens is examined. Comparisons will be between democratic and Communist countries. Similarities and differences between Australian, Russian and Chinese schools will be studied. Democracy in education: An evaluation of the concept of democracy is undertaken and various issues in the countries studied are reviewed.
Developing countries: The Third World.

Assessment:
Assessment will be by means of a tutorial paper and comparative studies undertaken by each student. Consideration is also being given to a final examination.

Required Reading:
Detailed reading guides will be provided. There is no set text.

Education for a Multicultural Society

Two hours per week.

Syllabus:
The course will involve examination of the following areas:
1. Theoretical Studies:
   the problems involved in assisting newcomers to a country
   the social and psychological problems faced by migrants
   the attitudes of migrants to their home of adoption and of Australians to migrants
   the policies concerning immigration and the selection procedures
   the political, historical, geographical and cultural backgrounds
   of the predominant immigrant groups
the similarities and differences between immigrants to Australia, to America and to England
the movement of migrant groups within Australia
the methods applied in the education of migrant children
the ways in which migrant children are assisted in pre-schools and infant grades
the organization of migrant children within pre-schools and within schools
the use of interpreters in the pre-school and in the community
community involvement in pre-schools and schools and pre-school and school involvement in the community
organizations and government agencies which assist migrants in settling in to the host community.

2. Practical Studies:
It is anticipated that students following this course will be involved in assisting at least one migrant child in a pre-school or in the community over the year.
Excursions to a migrant hostel and to the Child Migrant Education Centre, Melbourne will be arranged at convenient times throughout the year.
On completing the course, students should appreciate the difficulties of adjustment confronting migrants and have a knowledge of how to teach migrant children.

Required Reading:
Eunson Resource Centre - Loans Desk - Multicultural Education I Multicultural Education 2. (Folders of reading available in the library.)
Phillips, S Young Australians - the Attitudes of our Children
Report of the Committee on the Teaching of Migrant Languages in
Robinson, G L N Language and Multicultural Education - an
Australian Perspective Sydney: Australia and New Zealand Book
Co 1978.
Stone, J C and Denevi, D P Teaching Multi-cultural Populations
Two Worlds - School and the Migrant Family - a project of the

Language Disabilities

Two hours per week.

Syllabus:
Students taking this course will examine a range of theoretical
and practical issues involved in language and reading disabilities.
This will include an investigation of diagnostic and remediation
procedures relevant to particular disabilities. An emphasis will
be placed on language disabilities in the pre-school.
The following major sections will form the basis of the course:

Introduction to Language Development
In this unit an examination will be made of the development of
language leading to an outline of stages of expected language
behaviour.

Models of Language and Communication
From an examination of possible models of language and communication
processes, a selection will be made of those models most relevant
in a study of language disability.

Issues in Diagnosis and Remediation
Some of the important issues in diagnosis and remediation will be
introduced. Particular attention will be given to perceptual
versus linguistic testing; formal versus teacher devised diagnosis
(special emphasis will be given to a task analysis approach);
principles of various remediation techniques (e.g. behaviour
modification, psycholinguistics), diagnosis-remediation models and
difficulties; "specialist" versus "team" approaches in language
disabilities.

Particular tests and remediation programs will be selected for
specialised study in the following sections:

"Receptive" Language Disabilities
An examination will be made of visual, auditory, perceptual-motor
and integration difficulties; language structure (syntax and compre-
hension) problems. Suitable measures and interventions relating to
those disorders will be included.
"Expressive" Language Disabilities
The possible causes, manifestations, diagnosis and remediation of oral and written language disabilities will be examined. Particular attention will be paid to speech difficulties, including articulation disorders and stuttering. Ways of examining writing difficulties and the relationship between these and other language disorders (e.g. reading disability) will be included in this section.

Required Reading:
Recommended reading lists will be provided during the course.

Reading Difficulties:
An examination will be made of the concept of reading readiness and the relationship between reading and language. Particular attention will be paid to the role of the pre-school director in the preparation of children for the reading program. An analysis will be made of relevant diagnostic and remediation programs and procedures.

Required Reading:
Wilson, R M Diagnostic and Remedial Reading for Classroom and Clinic Columbus (Ohio): Merrill Publishing 1972.
Further reading will be supplied.

Assessment:
Two workbooks covering some of the basic concepts and skills in diagnosis and remediation of language disabilities.

ED 320 INTEGRATED CREATIVE ARTS

One hour per week throughout the year.

Syllabus:
The aims of the course are to acquaint students will a planned integrated creative experience in environment reality, to give them insight into the practical application of the creative skills already studied and to see them as an all-embracing means of childhood expression.
The program will be run as a series of discussion-workshops conducted by a team of staff drawn from Arts, Education and Science Divisions.
The program will be based on the themes of
1. the home
2. the school
3. the playground
Within each thematic area, activities will be planned through which the everyday experience of the child can be transferred into the creative arts. There will be discussion on the use of such activities to educate the sense of
  sight
  sound
  feel/touch
  smell
body awareness and
sensitivity to surroundings
sensitivity to man-made things
sensitivity to nature

Required Reading:

General Studies

Third year Diploma of Teaching (Early Childhood) (1975 regulations) students are required to select one third-year unit to complete a General Studies Major from:
EN 300 English 3
AR 300 Art 3
MU 300 Music 3
AND to complete:
ME 100 Mathematics Education.

AR 300 ART 3

For a description of this unit see units AR 4 and AR 5, Diploma of Teaching (Primary) Course (1978 regulations).

EN 300 ENGLISH 3

For a description of this unit see units LI 4 and LI 5 Diploma of Teaching (Primary) Course (1978 regulations).

MU 300 MUSIC 3

Four hours per week, Autumn and Spring Sessions.

Because of the essentially practical nature of music, maximum participation is required if optimum benefit is to be achieved from the course. Satisfactory attendance at lectures, tutorials and excursions is required.
Syllabus:
The course aims to extend the student's knowledge of the theory and literature of music and to extend practical skills so that students can play a significant role in the music program of the primary school.

The theory of music is allied closely with the styles of the musical periods studied, i.e. Baroque and the 20th century including experimental and electronic music. Students are given the opportunity to study the use of potentialities of electronic sound equipment, both as an instrument of the modern composer and as an aid of music in the classroom. A study of music of other cultures, particularly that of South East Asia is included. Composition and arrangement of music particularly that suited for children and other techniques associated with the teaching of music form part of the course. Practical music is concerned with vocal and/or instrumental ensemble and small group performances.

Required Reading:
Hoffer, C T The Understanding of Music Belmont (Calif): Wadsworth 1967.

Assessment:
Progressive assessment involves two written assignments, practical and period tests and satisfactory attendance at lectures, tutorials and excursions.
ME 100 MATHEMATICS EDUCATION

For a description of this unit see EME 107 Mathematics Education I, Diploma of Teaching (Primary) Course (1980 regulations).
POST-GRADUATE COURSES
COURSE INFORMATION

BACHELOR OF EDUCATION
(4th Year of Study)

Course Structure

Course Information

Assessment Requirement Categories

Description of Units
SESSION 2
STRAND 1/2/3/4: Advanced Education Studies

STRAND 1: At Work in the Classroom
LOOKING IN CLASSROOMS

STRAND 2: The Curriculum BASES AND CRITERIA FOR CURRICULUM

OR

STRAND 3: The School SCHOOL AND COMMUNITY

STRAND 4: Organisation and Management of Education
AUSTRALIAN EDUCATION

-(4 hours per week)

AND

STRAND 5:
Advanced General Studies
-(3 hours per week)

= (7 hours per week)

SESSION 3
STRAND 1/2/3/4: Advanced Education Studies

STRAND 1: At Work in the Classroom
CRITICAL TEACHING PROBLEMS

OR

STRAND 2: The Curriculum ADVANCED CURRICULUM STUDIES

OR

STRAND 3: The School CASE STUDIES IN SCHOOL AND COMMUNITY

STRAND 4: Organisation and Management of Education
SCHOOL ORGANISATION AND MANAGEMENT

-(4 hours per week)------

AND

STRAND 5: Advanced General Studies, (3 hours per week)

= (7 hours per week)

SESSION 4

PRACTICUM/INVESTIGATORY WORK/INTERNSHIP (related to strand chosen)

(14 hours per week)

* Diagram presents course outline as it would be undertaken by a part-time student taking the course over two years.
BACHELOR OF EDUCATION DEGREE
(Fourth Year of Studies)
Codes and Names of Units

Part 1: Problems and issues in Contemporary Education
BD 400 Problems and Issues in Contemporary Education

Part 2: Specialist Strands in Advanced Education Studies

Strand 1: At Work in the Classroom
Unit A: Looking in Classrooms  Unit B: Critical Teaching Problems
BD 410 A/1 → BD 410 B/1
OR
BD 410 A/2 → BD 410 B/2

OR
Strand 2: The Curriculum
Unit A: Bases and Criteria for Curriculum
BD 420 A/1 → BD 420 B/1 (Language)
OR
BD 420 B/4 (Mathematics and Science)
OR
BD 420 B/5 (Children's Literature)
OR
BD 420 B/6 (Study Seminar)
OR
BD 420 B/2 (Exceptionality)
OR
BD 420 B/3 (Mathematics)

OR
Strand 3: The School
Unit A: School and Community
BD 430 A/1 → BD 430 B/1
OR
BD 430 A/2 → BD 430 B/2

OR
Strand 4: Organisation and Management of Education
Unit A: Australian Education
BD 440 A/1 → BD 440 B/1
Part 3: Advanced General Studies

Strand 5: Advanced General Studies

A1: Advanced General Studies in English: B1
BD 450 A/1 Advanced Studies in → BD 450 B/1 Advanced Studies in
Australian Literature
- (Australian Fiction)

OR

A2: Advanced General Studies in Art: B2
BD 450 A/2 Advanced Studies in → BD 450 B/2 Advanced Studies in Art
Art - (Twentieth Century Art)

OR

A3: Advanced General Studies in Environmental Studies: B3
BD 450 A/3 Advanced Studies → BD 450 B/3 Advanced Studies in
Environmental Studies

OR

A4: Advanced General Studies in Health, Movement & Recreation: B4
BD 450 A/4 Advanced Studies → BD 450 B/4 Advanced Studies in HMR
in HMR (Health and Recreation Movement Studies)

OR

A5: Advanced General Studies in Mathematics: B5
BD 450 A/5 Advanced Studies → BD 450 B/5 Advanced Studies in
Mathematics
A6: Advanced General Studies in Expressive Arts: B6

BD 450 A/6 Advanced Studies → BD 450 B/6 Advanced Studies in Expressive Arts (Renaissance Studies)

OR

A7: Advanced General Studies in Expressive Arts: B7

BD 450 A/7 Advanced Studies → BD 450 B/7 Advanced Studies in Expressive Arts (Film Studies)

OR

A8: Advanced General Studies in Music: B8

BD 450 A/8 Advanced Studies → BD 450 B/8 Advanced Studies in Music (Music in Contemporary Society)

Part 4: The Practicum Research Study

BD 460 Practicum

NOTE With the exception of the compulsory units, the offer of any unit is subject to staff availability.
INFORMATION ABOUT THE BACHELOR OF EDUCATION DEGREE COURSE
(B.Ed.)

The Fourth Year of Study

Status of the Course
The Bachelor of Education degree has received accreditation from the State College of Victoria and is currently listed as a UGI level of award. Registration of the course has also been granted by the Australian Council of Awards in Advanced Education (ACAAE). The course is approved as a (part-time only) fourth year of study by the Victorian Education Department.

Entry to Course
Candidates must have:
either (a) Diploma of Teaching (Primary) or its equivalent registered with the ACAAЕ,
or (b) Certificate A awarded by the Victorian Education Department or its equivalent awarded by the Catholic Education Office,
and (c) at least one year's teaching experience, or its equivalent

Length of Course
A candidate shall follow the course for not less than two years of part-time study. Maximum period allowed for completion of course is governed by the Course Regulations for the Bachelor of Education Degree Course.

Course Structure
(See also diagrammatic representation.)
The two-year part-time course comprises four sessions of study with six units to be completed.
Main elements of the Course are:
a) one compulsory session unit for all candidates;
b) a pattern of four strands in Advanced Education Studies with a focus of study on one of the following:
   At work in the Classroom
   The Curriculum
   The School
   The Organisation and Management of Education
   with a sequence of two session units comprising a strand*;
c) a two session sequence of Advanced General Studies*;
d) a one session practicum devoted to individual areas of study based on investigatory or a fieldwork program of study which has as its base any one of the four strands in Advanced Education Studies.

(* b) and c) are generally carried out concurrently.)
Requirements to Qualify
The Fourth Year of study for the completion of the Bachelor of Education requires the satisfactory completion of six session units as determined by the course structure, including the selected strands for sessions two and three.

ASSESSMENT REQUIREMENT CATEGORIES

Student performance in the course will be evaluated by the use of a wide variety of assessment methods. The methods are listed below in three categories:

Category 1
Essay of 5,000 words.
Curricular materials - e.g. the design, development and preparation of a kit of learning materials.
Folio of practical work.
Literature review of relevant subject area.
Field work - e.g. conduct of survey, analysis of data and presentation of report on activity.

Category 2
Essay of 2,500 words.
Tutorial paper - including written submission and oral presentation to the group.
Folio of book reviews.
Folio of research reports.
Composition of case study and associated activities.
Simulation materials - e.g. preparation of in-basket materials.

Category 3
Demonstrated performance under examination conditions of up to three hours duration.

Category 4
Essay of 10,000 words.
Survey.
Review of literature in specialist area.
Selected case studies based on present conditions of employment.
Teaching under supervision.
Professional or work experience in related educational context - e.g. youth groups, factory, library, community agencies.
Design, development, production, evaluation of teaching and learning materials.
Internship in an educational institution or community group or agency.
DESCRIPTION OF UNITS

PART 1: PROBLEMS AND ISSUES IN CONTEMPORARY EDUCATION

This unit is a compulsory unit undertaken by all students. It is a full session's program taken either at the Frankston campus or at selected campuses as appropriate. Students are advised that attendance at two weekend schools will form an essential requirement for this unit.

BD 400 PROBLEMS AND ISSUES IN CONTEMPORARY EDUCATION

Seven hours per week, Autumn Session.

This unit is concerned with the critical examination of current educational issues. In order to evaluate the contribution of research in specific areas, the student is required to interpret research findings, evaluate investigatory techniques, and show an appreciation of research findings in the resolution of educational problems.

A study will be made of recent developments in education with special reference to those areas applicable and relevant to the students' educational activities. Areas of study may include: role of government (State, Federal); regional administration; community involvement and expectations; roles and influences of parents and teachers; new patterns in organisation of learning; uniformity and variety in education; the value revolution in education; inquiry-based learning; alternatives in education; determination and evaluation of school policy; the school as an institution; accountability; school-based curriculum development; education in the third world; professional growth and socialisation of teachers; and the assessment of teacher competence.

A series of lectures and discussions throughout the session will be devoted to studying the techniques of interpreting and evaluating research literature relevant to the topics noted above. Particular attention will be given to the following basic aspects of research: sampling techniques; probability levels; research design; data collection techniques; and the reporting of findings.

Assessment:

Two items from Category 1; one item from Category 2; one item from Category 3.

References:


Australian Education Index Melbourne: A C E R.


Current Index to Journals in Education New York: Macmillan.


PART 2: SPECIALIST STRANDS IN ADVANCED EDUCATION STUDIES

This is a two-session sequence made up of two related unit options selected from one of four major strands of study. Students are advised that attendance at a weekend school will be an essential requirement for each respective session of study in Advanced Education Studies.

BD 410 STRAND 1: AT WORK IN THE CLASSROOM

This is a two-session sequence made up of two units.

Unit A: Looking in Classrooms
This unit examines, at an advanced level, classroom teaching and establishes a framework to permit students to analyse life in classrooms while concurrently teaching. This unit examines ways of observing teaching in classrooms and allows students to relate their observations to the findings of other students and researchers. Students will look at themselves and others in order to identify variations within the teaching and learning processes as these significantly affect the performance of school children. Attention will also be given to the differences that may characterise classrooms in different sections of education.

Unit B: Critical Teaching Problems
This unit is designed to extend and apply the studies of Unit A to particular problems of the classroom and may include such areas as multicultural education, open school methodology, student behaviour, evaluation, remedial education, parent-teacher relations and design, use and evaluation of teaching and learning materials. The areas offered by the College will reflect staff resources at the time and any special local concern identified for further study by schools and their staffs.

UNIT A
UNIT TITLE: LOOKING IN CLASSROOMS

Four hours per week, Spring Session.

OPTION 1 - BD 410 A/1
An advanced study of the role of the teacher in a classroom and his working day. Analysis of the research literature associated with classroom behaviour which will help the teacher to resolve problems of learning, teaching and student behaviour. Case studies of classrooms in action.
Assessment:
One item from Category 1; one item from Category 2; one item from Category 3.

References:
Chopra, P and O E I T P S "Students in Feedback and Teacher Behaviour" Australian University 13(2) July 1975.

OPTION 2 - BD 410 A/2
This unit will be introduced by a study of the concept of learning difficulty, including alternative approaches to its delineation in preparation for a classroom-based task analysis model of diagnosis and remediation. The introductory section will conclude with a consideration of teachers working with other professionals and parents in catering for the needs of children experiencing learning difficulties in the classroom.

The emphasis in this unit is on "high incident" learning difficulties in mathematics, including examination of available diagnostic and remediation procedures. Specific materials and strategies relating to the acquisition of particular mathematics concepts and developmental programs for the extension and application of these concepts will be investigated.

Assessment:
One item from Category 1; one item from Category 2; one item from Category 3.

References:
UNIT B
UNIT TITLE: CRITICAL TEACHING PROBLEMS

Four hours per week. Autumn Session.

OPTION 1 - BD 410 B/1
Prerequisite OPTION 1 (BD 410 A/1) of Unit A.
This unit is designed to extend and apply the studies of Unit A -
Looking in Classrooms to particular problems of the classroom and
may include such areas as multicultural education, open school
methodology, student behaviour, evaluation, remedial education,
parent-teacher relations and design, use and evaluation of teaching
and learning materials. The areas offered by the College will
reflect staff resources at the time, and any special local concern
identified for further study by schools and their staffs.

Assessment:
One item from Category I; one item from Category 2; one item from
Category 3.

References:
Bullivant, B (ed) Educating the Immigrant Child, Concepts and
Hamachek, D E Human Dynamics in Psychology and Education 3rd
Jones, R L Problems and Issues in the Education of Exceptional
National Council of Teachers of Mathematics The Slow Learner in
Sechinger, D S A Problem Approach to Foundations of Education

OPTION 2 - BD 410 B/2
Prerequisite OPTION 2 (BD 410 A/2) of Unit A.
This unit aims to develop the task analysis approach to diagnosis
and remediation of learning difficulties through an in-depth study
of the skills of oracy and literacy.
The structure and function of language will form a basis for
selecting appropriate materials and teaching strategies to assist
children with difficulties in oral expression and comprehension.
The importance of language as well as other readiness factors
will introduce the student to diagnosis and remediation of reading
and writing difficulties and the application of reading and writing
skills across the curriculum and for a variety of purposes.
Administrative considerations including alternative profile writing
and filing systems, reporting and materials and facilities arrange-
ments will conclude this unit.

Assessment:
One item from Category I; one item from Category 2; one item from
Category 3.
References:

BD 420 STRAND 2: THE CURRICULUM

This is a two-session sequence made up of two units.

Unit A: Bases and Criteria for Curriculum
This unit is designed to provide for advanced studies in the foundations of the curriculum process and the use of specific criteria to evaluate the curricula of preschool primary, secondary and technical institutions of education.

Unit B: Advanced Curriculum Studies
This unit extends and applies the studies of Unit A to a particular subject area of the school curriculum. The following areas will be offered: language; mathematics; mathematics and science; early childhood and junior primary. Other areas will be offered as resources permit.

UNIT A
UNIT TITLE: BASES AND CRITERIA FOR CURRICULUM

Four hours per week, Spring Session.

OPTION 1 - BD 420 A/I
This unit is aimed at developing competency in planning for school based curriculum development and implementation. Different rationales for curriculum will be analysed and evaluated. Included in the treatment will be philosophical, psychological and social bases. Relevant research findings from appropriate disciplines will be considered within the framework of this unit. Practical application of curriculum design and development skills will be integrated into the course, so that basic planning competencies are mastered.

Assessment:
One item from Category 1; one item from Category 2; one item from Category 3.

References:

OPTION 2 - BD 420 A/2
An overview of the different rationale used as bases for early childhood curriculum development with specific reference to Skinner, Piaget and Montessori. An overview of the process of curriculum design with reference to the curriculum models proposed by Glaser, Taba and Wheeler. A comparative study of the Ypsilanti and Montessori programs as illustrations of the implementation of junior primary curriculum design.

Assessment:
One item from Category 1; one item from Category 2; one item from Category 3.

References:

UNIT B
UNIT TITLE: ADVANCED CURRICULUM STUDIES

Four hours per week, Autumn Session.

OPTION 1 - BD 420 B/1 (Language)
Prerequisite OPTION I (BD 420 A/1) of unit A.
This unit provides for the study of the latest developments in language across the curriculum. It will be concerned with an advanced study of the acquisition of the language skills of listening, speaking, reading and writing in relation to the development of language functions for curriculum planning. The relevance of language functions as described by Halliday, Hymes, Jakobson and Britton for language across the curriculum will be explored. Samples of contemporary English language curricula will be examined. Curriculum design and syllabus planning for learners of English as a second language and bilingual education will also be considered.
Assessment:
Short test on language functions. An analysis of the functions of
the speech used by course students during their own teaching
sessions. An error analysis assignment on the speech, writing or
oral reading of a non-native speaker of English. The production
of sample curricula highlighting the relevance of language across
the curriculum.

References:
Barnes, D; Britton J and Rosen H Language, the Learner and the
Doughty, P and Thornton, G Language Study, the Teacher and the
Halliday, M A Explorations in the Functions of Language London:

OPTION 2 - BD 420 B/2 (Exceptionality)
Prerequisite, OPTION 2 (BD 420 A/2) of unit A.
Advanced studies in the implementation and/or adaptation of curricula
to meet the needs of exceptional young children. The characteristics
of giftedness, the availability and evaluation of screening programs.
The needs of the gifted child and the present curricula of Victorian
pre-school and primary institutions. Selection of programs and
teaching techniques for learning-disabled children with specific
reference to the Macquarie University Pre-school, Frostig and
Kephart programs, an overview of the range of physically disabled
children found within pre-schools and primary classes, advantages
and disadvantages of integration versus segregation, adaptation of
programs, classroom management techniques and equipment to cater
for the young child locomotor and/or mental disabilities.

Assessment:
One item from Category 1; one item from Category 2; one item from
Category 3.

References:
Learning Difficulties in Children and Adults: Report of the House
of Representatives Select Committee on Specific Learning Difficulties
Vernon, P E Adamson, G and Vernon D F The Psychology and
Myers, P I and Hammill, D D Methods for Learning Disorders 2nd
Kephart, N The Slow Learner in the Classroom Columbus (Ohio):
Merrill 1971.
Extensive use of such journals as Childhood Education, Child
Development, Merrill Palmer Quarterly of Behavior and Development,
Journal of Educational Psychology.
OPTION 3 - BD 420 B/3 (Mathematics)
Prerequisite OPTION 2 (BD 420 A/1) of unit A.
Recent developments in theories of mathematics learning and the applications of these theories to classroom programs will be studied. The course will provide experiences of large group, small group and individual learning, workshop activities, mastery learning programs and thematic approaches to mathematics learning. The relevance of these learning modes to the various aspects of mathematics learning will be discussed in the context of school mathematics programs. Special emphasis will be given to the development of skills and techniques of diagnosis and remediation as part of everyday classroom practice in the teaching of both skills and concepts in mathematics.

Assessment:
One item from Category 1; one item from Category 2; one item from Category 3.

References:

OPTION 4 - BD 420 B/4 (Mathematics and Science)
Prerequisite OPTION 1 (BD 420 A1) of unit A.
A variety of programs for an integrated mathematics-science study of environmental problems. The criteria for choice of problems, such as inherent motivation, concepts (mathematics and science) involved in relation to the student's age and stage of cognitive development, will be investigated. These questions will be related to the place of mathematics and science in an integrated curriculum or a thematic approach to learning.

Assessment:
One item from Category 1; one item from Category 2; one item from Category 3.

References:
Milton, K and Leo, T Active Interest Mathematics Creative Educational Press.

OPTION 5 - BD 420 B/5 (Children's Literature)
Prerequisite OPTION 1 (BD 420 A/1) of unit A.
This option develops an understanding of children's literature through a close literary study of a wide range of children's
fiction. Picture story books, literature for middle school children, poetry and humour, fantasy, historical and science fiction will be discussed.

The option will have two main emphases. The first will be literary - increasing knowledge of themes, content, form and style of children's books and developing criteria of excellence by which to evaluate children's literature. The second will be the value and place of children's literature in the primary school curriculum. Its widely acknowledged value for entertainment, for extending experience backgrounds, developing self-understanding and the understanding of others, will be developed. However, literature as a language experience presents opportunities for developing children's language facility in personal, creative, communicative and functional ways. Questions to be examined include: How can literature be used to develop communication skills? Vocabulary growth? Awareness of writing styles? Stimulate creative writing?

Hence the option has a double focus: to develop the student's own knowledge and understanding of children's literature; to develop an awareness of the links between reading good literature and literacy.

Assessment:

Two items from Category 1; one item from Category 2.

Prescribed texts:

To be selected from authors such as: Joan Aiken, Helen Cresswell, Ted Hughes, Christobel Mattingley, William Steig, Emily Neville, Colin Thiele, Ivan Southall, Betsy Byars, Robert Cormier, Syd Fleischman, Russell Hoban, Astrid Lindgren, John Yeoman, S.A. Wakefield, Lloyd Alexander, Philippa Pearce, Leon Garfield, Rosemary Sutcliff, Nance Donkin, Henry Treece, Geoffrey Trease, John Christopher, Ursula LeGuin, Andre Norton, Madeline L'Engle and Nickolas Fisk.

References:


OPTION 6 BD 420 B/6 (Study Seminar)

Prerequisite OPTION I (BD 420 A/1) of unit A.

In the seminar in Curriculum Studies for advanced students, participants will select a specific area of the curriculum to study in depth. Supervisors with expertise in that curriculum area will be appointed to direct a suitable program of reading and investigation. Regular meetings will be scheduled with the supervisor. A series
of compulsory seminars will also be held during the session to study the following areas:

Researching the curriculum, literature reviews, quantitative versus qualitative research methods, writing a research proposal. Students will develop in-depth literature reviews of their curriculum areas and an appropriate research/evaluation proposal for the Practicum.

**Assessment:**
One item from Category 1; one item from Category 2; one item from Category 3.

**References:**

**BD 430 STRAND 3: THE SCHOOL**

This is a two-session sequence made up of two units:

**Unit A: School and Community**
This unit is designed to focus the attention of students upon the nature and dynamics of the interaction which occurs between a school and the community which it serves and in which it is located.

**Unit B: Case Studies in School and Community**
This unit is designed to provide advanced studies of the relationships examined in Unit A through detailed studies of schools selected from both Australia and overseas or through an examination of the respective roles of the school and community in education.

**UNIT A**
**UNIT TITLE: SCHOOL AND COMMUNITY**

Four hours per week, Spring Session.

**OPTION 1 - BD 430 A/1**
An advanced study of the political and social context of the school in Australia, together with the bodies, agencies and organisations other than schools which have an interest and involvement in education. An examination of the areas and functions of many of the groups - learning exchanges, Y.M.C.A., Y.W.C.A., adult education groups, citizens' advisory bureaux, community and Social Welfare agencies. The aims and functions will be considered in the context of the concerns of the schools.

**Assessment:**
One item from Category 1; one item from Category 2; one item from Category 3.
References:

OPTION 2 - BD 430 A/2
An in-depth study of international migration, rural to urban migration, and the reasons for migration to Australia, in preparation for an understanding of how urbanisation, the education system, and the legal, political and economic structures affect the immigrant in the multicultural society. This will be followed by the study of cross-cultural psychology aimed at developing intercultural sensitivity for understanding immigrants and their backgrounds.

Assessment:
One item from Category 1; one item from Category 2; one item from Category 3.

References:

UNIT B
UNIT TITLE: CASE STUDIES IN SCHOOL AND COMMUNITY

Four hours per week, Autumn Session.

OPTION 1 - BD 430 B/1
Prerequisite OPTION 1 (BD 430 A/1) of unit A.
This unit is designed to provide advanced studies of the relationships examined in the unit School and Community through detailed studies of schools selected from both Australia and overseas. Particular attention will be paid to the ways in which community attitudes and expectations of educational systems are demonstrated. Opportunities will be provided to visit various institutions and schools in the community which will enable detailed examinations to be made of: the relationships between community and school personnel; and community participation in education.
Assessment:
One item from Category 1; one item from Category 2; one item from Category 3.

References:
McIntyre, R "Case Study at Templestowe" School Bell 30(4) July-August 1975.

OPTION 2 - BD 430 B/2
Prerequisite OPTION 2 (BD 430 A/2) of unit A.
Using insights from a linguistic study of some aspects of the structure and function of English language, the course examines methods, materials, test and syllabus designs for teaching English as a second language to adult and child learners at beginner, intermediate and advanced levels. Types of learners, their motivation, strategies of learning and interference from their first language will form the psycholinguistic component of the course. An overview of the extent and variety of community language used in Australia will provide an introduction to sociolinguistics and to the relevance of teaching community languages in primary schools. A subsequent study of the nature of bilingualism will then enable students to prepare language profiles of individual children and schools for the purposes of planning bilingual and community language programs.

Assessment:
One item from Category 1; one item from Category 2; one item from Category 3.

References:
BD 440 STRAND 4: ORGANISATION AND MANAGEMENT OF EDUCATION

This is a two-session sequence made up of two units:

Unit A: Australian Education
This unit is an advanced study of the structure and issues of education in Australia, particularly in relation to the provision of formal education to all levels, and of the relationships among these levels.

Unit B: School Organisation and Management
This unit extends and applies the studies of Unit A with special emphasis given to the social, political, economic and industrial changes affecting the school.

UNIT A
UNIT TITLE: AUSTRALIAN EDUCATION

Four hours per week, Spring Session.

OPTION 1 - BD 440 A/1
The provision of education at pre-school, primary, post-primary, tertiary and continuing levels will be analysed with particular emphasis being placed on the examination of the relationship between educational and political systems. The role and responsibilities of informal and formal agencies in the general educative process will be critically examined within the context of the structure of the education system and government. Industrial aspects of education, teacher and student organisations and policies are analysed in relationship with the social, political and legal bases of Australian society.

Assessment:
One item from Category 1; one item from Category 2; one item from Category 3.

References:

UNIT B
UNIT TITLE: SCHOOL ORGANISATION AND MANAGEMENT

Four hours per week, Autumn Session.
OPTION 1 - BD 440 B/1
Prerequisite OPTION I (BD 440 A/I) of unit A.
The response of educational institutions to recent and prospective social, political, economic and industrial changes in the community - the diversity of response; the increasing scope for choice.

Assessment:
One item from Category 1; one item from Category 2; one item from Category 3.

References:

PART 3: BD 450 - STRAND 5: ADVANCED GENERAL STUDIES

This is a two-session sequence made up of two units of study selected from only one of the following seven Advanced General Studies areas:

A1: ADVANCED GENERAL STUDIES IN ENGLISH
BD 450A/1 ADVANCED STUDIES IN AUSTRALIAN LITERATURE - (AUSTRALIAN FICTION)

Three hours per week, Spring Session.

Analysis and evaluation of the work of selected Australian prose writers (including children's writers) with a view to establishing:
1. an overview of some important trends in 20th century Australian prose writing until end of World War II;
2. a study of major developments in Australian poetry from the bush ballads to the present day;
3. what view of man emerges in relation to Australian society and landscape from this writing;
4. a critical basis for the appreciation of such writing.
Texts:
A study of the following texts in relation to the aims expressed above:
Furphy, J Such is Life Sydney: Angus and Robertson 1944.
Herbert, X Capricornia Sydney: Angus and Robertson 1956.

Assessment:
One major assignment, one in-class test.

References:
Literary journals including:

B1: ADVANCED GENERAL STUDIES IN ENGLISH
BD 450 B/1 ADVANCED STUDIES IN AUSTRALIAN LITERATURE - (AUSTRALIAN POETRY AND DRAMA)

Prerequisite AI above.

Three hours per week.
(This unit will not be offered in 1981. Those starting General Studies in the Spring Session will take Unit A - Australian Fiction. They will take Unit B in Autumn Session 1982.)

Analysis and evaluation of the work of selected Australian poets and dramatists with a view to establishing:
1. an overview of some important trends in 20th century Australian drama;
2. some major figures in the Australian novel since World War II;
3. whether Australian novelists and dramatists have presented a view of man similar to that of poets, if indeed a coherent view does emerge;
4. the relative emphases of the rural and the urban, the personal and the public, the egalitarian and the elitist as elements in Australian drama and novels;
5. a critical basis for the appreciation of Australian novels and drama.
In conjunction with Unit A, such issues as the following may be discussed: Is there a distinctively Australian literature? What has our literature in common with that of other literatures in English? Does our literature offer a criticism or merely a reflection of 20th Century man?

Texts:
A study of the following texts in relation to the aims expressed above:
Seymour, A The One Day of the Year Sydney: Angus and Robertson 1962.
Stow, R To the Islands Harmondsworth: Penguin 1958.
White, P The Vivisector London: Cape 1970.
Children's books to be chosen from authors such as Southall, Thiele, Wrightson, Chauncy, Martin, etc.

Assessment:
One major assignment; one in-class test.

References:

A2: ADVANCED GENERAL STUDIES IN ART
BD 450 A/2 ADVANCED STUDIES IN ART - (TWENTIETH CENTURY ART)

Three hours per week, Spring Session.

This will be an advanced and detailed study of the visual arts of the twentieth century and their relationships with the social changes of the age. Although the visual arts will form the main study, other art forms will be used to supplement the understanding of the times as expressed through individual artists and art movements. The study will commence with Paris as the centre of the avant garde at the turn of the century and conclude with New York in the 1950s. Australian art of this time will be looked at in its own context and in relation to world movements. This study will be the basis for the unit of contemporary art to be studied in the third session of the course.
Assessment:
One item from Category 1; one item from Category 2; one item from Category 3.

References:
*Discovering Art 10: Twentieth Century* Part 1, Great Britain: Purnell and Sons 1966 (for illustrations).

B2: ADVANCED GENERAL STUDIES IN ART
BD 450 B/2 ADVANCED STUDIES IN ART - (THE VISUAL ARTS AND CONTEMPORARY SOCIETY)

Prerequisite A2 above.

Three hours per week, Autumn Session.

An advanced study of the visual art forms as a reflection of the concepts of contemporary society and in turn the influence of visual art on other art forms and the society in general. World trends will be studied and then their implications for, and influence on, Australian artists and craftsmen. The study will commence with the art forms of the 1960s and continue to the present day. Graphic and sculptural forms will be the major area for study but architecture and the development of craft movements will be looked at in the context of the whole contemporary movement.

Assessment:
One item from Category 1; one item from Category 2; one item from Category 3.

References:

* N.B.: Some re-organisation of the above two units may be necessary to accommodate staff availability and student numbers.

A3: ADVANCED GENERAL STUDIES IN ENVIRONMENTAL STUDIES
BD 450 A/3 ADVANCED STUDIES IN ENVIRONMENTAL STUDIES

Three hours per week, Spring Session.
It is expected that students taking this unit will bring to it a diversity of backgrounds and experiences in Science studies undertaken as part of their Diploma of Teaching (Primary) or equivalent courses at this or other tertiary institutions. The range of concepts, skills and techniques developed in earlier courses will be further extended. To enable students to examine environmental problems and decisions from a broader perspective than is possible with a single discipline background, this unit will incorporate studies in environmental economics, politics and law. The varied resources of the students will then be utilised in a team approach to laboratory and field studies of selected aspects of a multidisciplinary investigation of a specific environmental problem.

Assessment:
Two items from Category 2; team research proposal.

References:

B3: ADVANCED GENERAL STUDIES IN ENVIRONMENTAL STUDIES
BD 450 B/3 ADVANCED STUDIES IN ENVIRONMENTAL STUDIES

Prerequisite A3 above.

Three hours per week, Autumn Session.

Students will carry out, as members of teams, the multidisciplinary investigations planned during the preceding unit. Where possible, they will be given the opportunity to develop areas of personal expertise and interest, but it is expected that the demands of the team will take priority and that relevance to the problem will be the major criterion in deciding the contributions of individual members.

Data compiled by individuals will be analysed, interpreted and integrated with results obtained by other members of the team and by independent researchers. Students will be expected to present their findings in a seminar situation, indicating their sources of data, their interpretation of the data and its contribution to the overall investigation. In addition, each team will be expected to produce an integrated research report.

Assessment:
One item from Category 2; final integrated group report.
References:
Environmental Resources of Australia, a Natural Systems Study of the Southern Mornington Peninsula Victoria: Westernport Regional Planning Authority 1974.
Additional references will be selected according to the particular investigation being undertaken by each team.

A4: ADVANCED GENERAL STUDIES IN HEALTH, MOVEMENT AND RECREATION
BD 450 A/4 ADVANCED STUDIES IN HEALTH, MOVEMENT AND RECREATION
- (HUMAN MOVEMENT STUDIES)

Three hours per week, Spring Session.
An advanced study of the biomechanics of human movement with consideration of both 'external' and 'internal' analyses with the body at rest or in motion. Anatomy, physiology, anthropology and classical mechanics will be involved.
Internal Analysis: Muscle mechanics; Bone and joint kinematics; Intra-truncaI pressures; Haemodynamics; Body size and composition; Work capacity and efficiency.
External Analysis: Analysis of the magnitude, direction and variation with time of the forces evoked from the environment by the human body during physical activity.

Assessment:
One item from Category 1; one item from Category 2; one item from Category 3.

References:

B4: ADVANCED GENERAL STUDIES IN HEALTH, MOVEMENT & RECREATION
BD 450 B/4 ADVANCED STUDIES IN HEALTH, MOVEMENT & RECREATION
- (HEALTH AND RECREATION STUDIES)

Prerequisite A4 above.

Three hours per week, Autumn Session.
A study of the health and recreation needs of special groups within the community. Guidelines for provision of health and recreation services to special groups. Problems and resources in delivery of health and recreation services to special groups. Special groups include: mentally and physically disabled, ageing, poor, socially deviant and dependent youth, aborigines, migrants.
Assessment:
One item from Category 1; 1 item from Category 2; one item from Category 3.

References:

A5: ADVANCED GENERAL STUDIES IN MATHEMATICS
BD 450 A/5 ADVANCED STUDIES IN MATHEMATICS

Three hours per week, Spring Session.

The application of statistical techniques to the problems of education; emphasis on underlying logical principles and concepts. The nature of educational measurement. Concepts and methods of testing; statistics of test construction and interpretation. The use of calculators in the analysis of educational data. The educational applications of computers; the structure, organization and operation of a computer. The operating system; batch and online processing. The use of visual display terminals, printers, and applications software packages. Computer simulations.

Assessment:
One item from Category 1; one item from Category 2; one item from Category 3.

References:
Various manufacturers' computer manuals and software manuals, and journal articles as prescribed during the course.

B5: ADVANCED GENERAL STUDIES IN MATHEMATICS
BD 450 B/5 ADVANCED STUDIES IN MATHEMATICS

Prerequisite A5 above.

Three hours per week, Autumn Session.

On the basis of the mathematical background established in preceding units, students will undertake a study of the evolution of significant mathematical ideas and techniques in relation to celebrated problems. Special emphasis will be given to the development and applications of modern geometries and logic.
Assessment:
One item from Category 1; one item from Category 3.

References:

A6: ADVANCED GENERAL STUDIES IN EXPRESSIVE ARTS
BD 450 A/6 ADVANCED STUDIES IN EXPRESSIVE ARTS - (RENAISSANCE STUDIES)

Three hours per week, Spring Session.

An advanced study of the culture of the Elizabethan Court by way of Renaissance studies to continue studies in music, drama and literature. All students will be involved in the performance of dance, drama and music of the era. This course offers two closely interrelated approaches to the period: an understanding of the background of the period and participation in dance and either music or theatre. An understanding of achievements in literature and the arts will emerge from the three-part study.

Assessment:
One item from Category 1; one item from Category 2; one item from Category 3.

References:
1. Reading List for Music and Drama

2. Bibliography - Drama
Ribner, I  The English History Play in the Age of Shakespeare  
Stroup, T B  Microcosmos: the Shape of the Elizabethan Play  

B6: ADVANCED GENERAL STUDIES IN EXPRESSIVE ARTS  
BD 450 B/6  ADVANCED STUDIES IN EXPRESSIVE ARTS -  
(RENAISSANCE STUDIES)

Prerequisite A6 above.

Three hours per week, Autumn Session.

An advanced study of the culture of the Elizabethan Court by way 
of Renaissance studies to continue studies in music, drama and 
literature.

Section A: Background Study  
A series of lectures to provide the students with sufficient 
information to understand the second part of the course and to 
provide an intellectual framework and a way of viewing the world 
that will correspond with that of the educated Elizabethan. The 
lectures will cover (1) the development of drama with special emphasis 
on the practical aspects of stage craft, (2) the development of 
poetry, contemporary scientific and philosophic thought, especially 
in relation to poetry, (3) the use of music and song and the dance 
as an illustration of man's view of the cosmos, (4) major European 
trends in the fine arts and their influence, and (5) the politics 
of the Elizabethan Court.

Section B: Dance, Drama and Music  
1. Dances of English Renaissance which, for their fullest and most 
meaningful expression, depend on an understanding of the 
educated Elizabethan, e.g. Pavane, La Valla, Galliard.
2. Accompaniment will be provided by a small group of instruments, 
e.g. flute, recorders, krummhorn, viol da gamba, lute and 
small drums.
3. Drama  
Students will be required to become thoroughly familiar with the 
play and then make a selection of scenes for presentation with 
musical accompaniment at the "entertainment". Stress will be 
placed upon the reproduction of a setting as close to that used 
in Shakespeare's day as possible.

Assessment:  
One item from Category 1; one item from Category 2; one item from 
Category 3.

References:  
1. Reading List for Music and Drama  
Ferguson, H  Keyboard Interpretation from the 14th to the 19th  
2. Bibliography - Drama
Bradbrook, M C *Themes and Conventions of Elizabethan Tragedy*

A7: ADVANCED GENERAL STUDIES IN EXPRESSIVE ARTS
BD 450 A/7 ADVANCED STUDIES IN EXPRESSIVE ARTS - (FILM STUDIES)

Three hours per week, Spring Session.

This unit will involve a critical approach to the study of film. It will revolve around the study of a number of core films by such important directors as John Ford, Alfred Hitchcock, Jean Renoir, Max Ophuls, Howard Hawks, Ingmar Bergman and others. These will be used as a basis for discussion of issues such as:
1. the director as the key creative figure;
2. the integration of other elements - acting, screenplay, photography, editing, art direction etc. in the film's meaning;
3. some critical theories - auteurism, genre criticism, sociological approaches;
4. how a film reveals the preoccupation and ideology of its maker;
5. narrative structure and style.

Prescribed Text:
Monaco, J *How to Read a Film* New York: O U P 1977.
N.B. Film titles for study will vary according to availability of prints.

Assessment:
One item from Category 1; one item from Category 3.

References:
Perkins, V *Film as Film* Harmondsworth: Penguin 1972.
Journals: *Sight and Sound. Film Comment.*

B7: ADVANCED GENERAL STUDIES IN EXPRESSIVE ARTS
BD 450 B/7 ADVANCED STUDIES IN EXPRESSIVE ARTS - (FILM STUDIES)

Prerequisite A7 above.

Three hours per week, Autumn Session.

This unit will involve a study of contemporary film-making with an emphasis on the revitalization of the Australian Cinema in the 1970's. The focus will be on such key modern figures in American films as Robert Altman (e.g., *Nashville, McCabe and Mrs. Miller*), Paul Mazurski (e.g., *Harry and Tonto, An Unmarried Woman*) and Martin Scoresese (e.g., *Taxi Driver, Alice Doesn't Live Here Any More*).
More) and in recent local films as Peter Weir (e.g., The Cars That Ate Paris, Picnic at Hanging Rock), Fred Schepisi (e.g., The Devil's Playground, The Chant of Jimmie Blacksmith), and Philip Noyce (Newsfront). Discussion will concern issues such as:
1. the emergence of contemporary directorial preoccupations;
2. ways in which recent films reflect social/political/cultural life;
3. comparisons between contemporary American and Australian film, between contemporary Australian cinema and literature;
4. strengths and weaknesses in the Australian film "renaissance".
N.B. Film titles for study will vary according to availability of prints.

Prescribed Text:

Assessment:
One item from Category 1, one item from Category 3.

References:
Journals: Sight and Sound, Cinema Papers, Film Comment.

A8: ADVANCED GENERAL STUDIES IN MUSIC
BD 450 A/8 ADVANCED STUDIES IN MUSIC
(MUSIC IN CONTEMPORARY SOCIETY)

Offered subject to accreditation by the Senate, State College of Victoria.

Three hours per week, Spring Session.

An advanced and detailed study of contemporary Australian composers and their compositions. Australian music of the present time will be studied in its own context and in relation to current world movements. This strand offers two closely interrelated approaches to the study of the period: an understanding of the period through a study of representative works and practical participation in performance.

Assessment:
1 item from Category 1
1 item from Category 2
1 item from Category 3

References:
Australia Music Centre Australian Compositions; Orchestral Music; Instrumental and Chamber; Keyboard; Vocal and Choral; Electronic; Jazz; Folk; Pop and Rock Sydney: 1976-1978.
B8: ADVANCED GENERAL STUDIES IN MUSIC
BD 450 B/8 ADVANCED STUDIES IN MUSIC 
(MUSIC IN CONTEMPORARY SOCIETY)
Offered subject to accreditation by the Senate, State College of Victoria.

Three hours per week, Autumn Session.

A study of the use of music in association with specific problems/characteristics of contemporary society.
The history and development of the therapeutic use of music. Guidelines for provision of music services to special groups. Behavioural objectives and evaluation procedures as applied to specific needs of special groups. Special groups include: mentally and physically disadvantaged, geriatrics, migrants or gifted.

Assessment:
1 item from Category 1
1 item from Category 2
1 item from Category 3

References:
Bright, R Music in Geriatric Care New York: St Martin's Press 1974.

PART 4: THE PRACTICUM RESEARCH STUDY
BD 460 PRACTICUM

Seven hours per week, Spring Session, Including one compulsory weekend school.
The practicum is designed as a non-specific study, investigatory work or field work program of studies which has as its base any one of the four strands comprising Part 2 (Advanced Education Studies) of the course and will differ from student to student. The practicum will be the basis of a contractual agreement between the student and the staff member concerned and will have a minimum duration of one session.
The setting of the practicum will generally be in the classroom of the student, his school or his school community. Seven hours per week contact time for the 16 week session gives a total of 112 hours. It is proposed that 48 hours of this total will be timetabled early in the session, students being grouped according to the type of practicum being pursued, and undertaking preparatory classes in the appropriate methodology.

e.g. social surveys
experimental design
literature surveys
case study techniques
investigatory methods
statistical methods.
Spring Session students will meet as strand groups for a two hour colloquium/seminar each week. A further two hours will be devoted to directed studies in relevant methodology and/or literature, and in individual discussion. The practicum itself will demand 6-8 hours per week outside the timetabled class periods. Several suggestions as to appropriate practicum activities follow.

PRACTICUM - SAMPLE PROGRAM 1
STRAND 1: THE CLASSROOM - CRITICAL TEACHING PROBLEMS

Aims:
To use research methods to diagnose pupil learning difficulties.
To design and apply a remediation program.
To test the effectiveness of the remediation program.

Content:
In consultation with the supervisor, the student will identify a pupil or pupils in a school who is/are experiencing learning difficulties. Using observation techniques and interviews with children, teachers and parents, the student will endeavour to diagnose the causes of the difficulties and will design and administer a suitable program of remediation. Suitable pre- and post-test measures will be used to ascertain behavioural changes resulting from the remediation measures.

References:
Hayman, J L Research in Education Columbus (Ohio): Merrill 1968.

Method of Presentation:
Throughout the session the student will discuss the project with his supervisor and present a colloquium to report on the progress of his research. The case study will be written up and presented as a Research Project.

Assessment:
The Research Report of approximately 10,000 words will be written up and presented for examination at the end of the session. It must comply with the College requirements for the presentation of assignments.

PRACTICUM - SAMPLE PROGRAM 2
STRAND 2: THE CURRICULUM - ADVANCED CURRICULUM STUDIES IN MATHEMATICS

Aim:
To design, trial and evaluate a curriculum unit for a mathematics topic at a chosen grade level using the "workshop activity" approach to mathematics learning.

Content:
In addition to the preparatory classes covering general methodology of trials and evaluation of curriculum materials in the classroom,
students will be required to undertake an in-depth literature survey and give seminars in the areas of (a) general curriculum development and design, and (b) the workshop activity approach and its underlying theory. The development, trial and evaluation of the unit will be guided by individual discussions with a designated supervisor.

References:

Assessment:
A report consisting of:
1. the theoretical basis for the type of learning mode chosen;
2. the theoretical curriculum model used and the justification for choosing it;
3. the curriculum unit developed including all teaching and learning materials;
4. an analysis of the trial and evaluation of the unit.

PRACTICUM - SAMPLE PROGRAM 3
STRAND 2: THE CURRICULUM - ADVANCED CURRICULUM STUDIES IN LANGUAGE

Aim:
To enable the students to apply contemporary knowledge of the structure, function, and acquisition and development of language to the design of a selected language curriculum.

Content:
Students may choose to develop one of the following:
- language curricula
  a language curriculum based on language functions
  the language component of a social studies curriculum
  a notional syllabus for non-native speakers of English
OR
Students may design an alternative language curriculum or evaluate a specific language curriculum with the approval of the supervisor of the practicum.
Students will make regular detailed reports of work in progress at the colloquia. The colloquia will also be used for reporting to students on contemporary events in language curricula development within Australia and elsewhere. Occasional reports on language curricula and papers on linguistic discourse analysis and speech acts relevant to curriculum design, as they become available, will form the basis of discussion for certain colloquia.
References:
Barnes, D From Communication to Curriculum Harmondsworth: Penguin 1976.

Method of Presentation:
Consultation, colloquia, visits to classroom, occasional meetings with curriculum consultants at the State level and with personnel engaged in the C.D.C. Language Development Project.

Assessment:
Presentation of a typed or printed language curriculum or evaluation of a language curriculum (approximately 10,000 words).

PRACTICUM - SAMPLE PROGRAM 4
STRAND 4: ORGANISATION AND MANAGEMENT OF EDUCATION – SCHOOL ORGANISATION AND MANAGEMENT

Aim:
To involve students actively in the planning and conducting of an investigation into some significant aspects of the administrative process in the educational institutions in which they are employed or to which they have access.

Content:
The educational institution is presented as a complex organisation operating within a larger system of action. Through directed reading and discussion of the relevant literature, a theoretical framework within which the practical investigations are to be conducted is established. Organisational variables such as goals, structure, function, status and role, power and authority relationships, patterns of decision-making, and others not developed in earlier Strand 4 studies are examined. Through these theoretical studies and their application to practice in the educational organisation, students proceed to the identification of an administrative 'problem' in their individual institutions, and to the development of propositions for investigation. In weekly seminars through the session, students present for information and discussion interim reports on methodologies being used, difficulties encountered, and data and findings to date. A final paper is presented at the conclusion of the investigation.

References:
Method of Presentation:
Weekly discussion group, weekly staff/student seminar, frequent individual consultation with supervisor.

Assessment:
One item from Category 4.
COURSE INFORMATION

GRADUATE DIPLOMA IN ART EDUCATION

Course Regulations and Description of Units

Professional Studies
General Studies

N.B. The course is designed to prepare trained specialist art/craft educators for the Primary Schools Division (either as teachers skilled in organisation of, and instruction in, art/craft rooms; or as co-ordinators of art/craft programs in primary schools) and to prepare education officers for state regional galleries.
COURSE REGULATIONS FOR THE GRADUATE DIPLOMA IN ART EDUCATION (Grad. Dip. Art Ed.)

Entry to Course:
Every candidate for admission to the course shall have:
1. completed an approved three year course of teacher training and either a major study in art in that course, or an additional year of full-time study at a recognised tertiary institution; or the equivalent of the above;
2. provided evidence of a practical concern and experience in areas directly related to the role of a teacher, co-ordinator, education officer, or an administrator within the field of art education.

NOTE: Where selection demands ranking of applicants, preference will be given to those with a clearly defined background of active participation in art or art education. As a Graduate Diploma course, it is not a preservice teacher training qualification.

The College Board of Studies advises all intending applicants that they should apply for registration with the appropriate Teachers Registration Board before undertaking any course of study should they desire to use such a course as a means of obtaining full registration with the Registration Board.

Progress Through Course:
1. Length of Course:
   A candidate shall follow a course of study for not less than one year of full-time study and no more than three years part-time study. The maximum time for completion of the course is three years, provided that, in exceptional circumstances, permission to extend the course over more than three years may be granted by the Board of Studies.
2. Units for Examination:

   Professional Studies
   GA 401 Aesthetics and the Arts
   GA 402 Field Experience
   GA 403 Issues in Art Education
   GA 404 Material Studies
   GA 405 Programme Development
   GA 406 Research Methods and Existing Research in Art Education
   GA 407 Research Project

   General Studies
   One major studio study and two minor studio studies must be completed.

   Major Studio Studies
   GA 411 Ceramics
   GA 412 Fibre Arts
   GA 413 Graphic Arts
   GA 414 Metal Crafts
   GA 415 Painting
   GA 416 Sculpture
Minor Studio Studies
GA 421 Ceramics
GA 422 Fibre Arts
GA 423 Graphic Arts
GA 424 Metal Crafts
GA 425 Painting

3. Course Structure:

| Program Development and Curriculum Implementation in Art Education (52 hours) |
| Aesthetics and the Arts (52 hours) |
| Material Studies (52 hours) |
| Research Methods and Existing Research in Art Education (26 hours) | Issues in Art Education (26 hours) |
| Minor Study (26 hours) | Minor Study (26 hours) |
| Major Study (104 hours) |
| Research Project |
| Field Experience |

4. Requirements to Qualify:
To qualify for the award of Graduate Diploma in Art Education, the candidate must complete satisfactorily each of the ten units shown in the Course Structure above.

DESCRIPTION OF UNITS

Professional Studies

GA 401 AESTHETICS AND THE ARTS

Two hours per week, Autumn and Spring Sessions.

Syllabus:
The subject aims to:
1. enable students to experience the nature of the arts and come to understand the relationships between the various forms of the expressive arts;
2. develop in students a critical appreciation of the arts;
3. help students develop ways of introducing children to a knowledge, understanding, and appreciation of art forms.

Topics to be covered will include: the nature of the arts; subject matter of the arts; function of the arts; media of the arts; organisation of the arts; style, contemporary culture and the arts.
Required Reading:

Assessment:
Evaluation of students' progress is by:
Diary (20%).
Tutorial (20%).
Program (20%).
Essay, at least 3,000 words (40%).

GA 402 FIELD EXPERIENCE

Autumn and Spring Sessions.

Syllabus:
The field experience program is designed to give students the opportunity to study a number of different art programs in operation. During the Autumn Session visits will be made to schools and institutions where art/craft is being used as an integral part of educational development, or for therapeutic purposes. It will also involve the students in a compulsory excursion or live-in conference.

During the Spring Session the field experience gives the students the opportunities to work in situations that will enable them to carry out research projects.

Assessment:
The program as such is not formally assessed but students will not be awarded the Graduate Diploma in Art Education if they have not had satisfactory involvement in the program.

GA 403 ISSUES IN ART EDUCATION

Two hours per week, Spring Session.

Syllabus:
The unit aims to provide the students with an understanding of the problems likely to be faced in the classroom, district or gallery situation, and methods of overcoming these difficulties.
Topics to be covered will include: a review of factors influencing human development in art; roles in art education; needs of pupils, schools, administrators; Education Department syllabuses; overcoming blocks to creative expression.

Required Reading:
Carr, P J and Clements, R D *The Relation of Quality of Art Work to Two Socio-economic Variables (Culturally-advantaged and Culturally-deprived), Two Motivational Variables (Fantasy and Realism), and Two Budget Variables (Found and Expensive Materials)* Washington (DC): Office of Education, Department of Health, Education and Welfare 1967.

**Assessment:**
Evaluation of students' progress is by:
- Tutorial paper (50%).
- Essay, 1,500 words (50%).

**GA 404 MATERIAL STUDIES**

Two hours per week, Autumn and Spring Sessions.

**Syllabus:**
The unit aims to give students the opportunity to experiment with new materials and techniques for the purpose of:
1. extending their own understanding and knowledge of the qualities of the materials and the ways in which they can be used;
2. evaluating the material or technique for use by children of various age groups;
3. developing their own creative ideas with the materials used for experimentation.

Areas, such as the following, are to be explored to show their potential for use in the classroom:
- Sounds and their interpretation through line, shape and colour, and the making of objects to produce sounds.
- Rhythm in bodily movement, in sound, in line and in mass and the combination of these in a presentation.
- Light and colour and their relationship.
- Recycled materials for art object making.
- Natural materials and their potential for use in art/craft projects in the classroom.

**Required Reading:**
Students will prepare their own bibliography of useful references for use in the classroom situation.

**Assessment:**
Students are required to keep a diary of experiences, findings and evaluation for each area studied.
Assessment will be based on a presentation folio of the actual work covered together with the diary of their findings.

**GA 405 PROGRAM DEVELOPMENT AND CURRICULUM IMPLEMENTATION IN ART EDUCATION**

Two hours per week, Autumn and Spring Sessions.

**Syllabus:**
The unit aims to provide students with the knowledge and skills required for satisfactory development of art/craft curricula to fit the needs of their local situation as art/craft specialists, district co-ordinators, or gallery education officers.
This section of the course will be dealt with in seminar fashion. Topics to be covered will include: historical developments in art education; identification and formulation of desirable goals in art education; intended learning outcomes; strategies for teaching art; student performance objectives; planning and managing the program; evaluation.

Required Reading:
Blaney, J Housego, I and McIntosh, G *Program Development in Education* Vancouver: University of British Columbia 1974.

Assessment:
Evaluation of students' progress is by:
Tutorial paper (20%).
Essay - 2,000 words (20%).
Preparation of an art/craft curriculum to fit expected needs of each student (40%).
Final examination (20%).

GA 406 RESEARCH METHODS AND EXISTING RESEARCH IN ART EDUCATION

Two hours per week, Autumn Session.

**Syllabus:**
The unit aims to provide students with the understanding and skills required to be able to draw upon existing research and initiate their own, in order to effect necessary program changes. Topics to be covered will include: observation as a basis for teaching and research; varieties of observation; the case study; identifying a researchable problem; measurement; research in art education; planning a research project.

Required Reading:
Assessment:
Evaluation of students' progress is by:
- Research proposal (60%).
- Seminar/tutorial (20%).
- Examination (20%).

GA 407 RESEARCH PROJECT

Spring Session.

Syllabus:
Students are required to carry out and present a research project related to art and education. Course work undertaken in GA 406 Research Methods and Existing Research in Art Education will give the students background knowledge and will influence the choice of topic for independent research. Close and continued discussion between supervisor and student is expected throughout the duration of the research project.

Assessment:
The presentation of the Research Project will consist of a written submission of at least 7,500 words to accompany all documentary evidence in the form of actual art works, films, tapes, surveys or questionnaires.

General Studies

Major Studio Studies

Each student must select and complete one of the Major Studio Studies.

Each studio study will be conducted in close cooperation with the artist in charge of the particular study, and student and artist will plan each individual course to suit the requirements and talents of the student.

GA 411 CERAMIC ARTS

Four hours per week, Autumn and Spring Sessions.

Syllabus:
Students will develop practical projects of special interest. Use of specialised techniques will be demonstrated and encouraged. Students will gain practical knowledge in kiln design, construction and firing using a variety of fuels. Students will be encouraged to undertake personal research into geology and chemistry related specifically to their personal, practical projects. Students will also undertake personal research into aspects of history or philosophy.
Required Reading:

Assessment:
Each student is required to prepare and present an exhibition of completed ceramic works.
A written research submission of about 5,000 words, or other approved written or filmed submission, must accompany the exhibition.

GA 412 FIBRE ARTS

Four hours per week, Autumn and Spring Sessions.

Syllabus:
Students are expected to develop their own weaving or embroidery skills and concepts to a high personal level.
Students will be required to investigate the properties of the materials being used and to carry out experimental work in techniques and/or chemistry related to dyeing of fibres.
An investigation will be conducted by the student in an area of his/her chosen specialisation.

Required Reading:
Students prepare their own bibliography to correspond with their chosen research area.
Tovey, J Weaves and Pattern Drafting London: Batsford 1969.

Assessment:
Each student is required to prepare and present an exhibition of completed works.
An investigation of about 3,000 words must also be presented on an aspect of the student's own specialisation.

GA 413 GRAPHIC ARTS

Four hours per week, Autumn and Spring Sessions.

Syllabus:
Students will be expected to extend their conceptual abilities through drawing as well as other means of graphic communication.
Serigraphic, intaglio and relief printing methods will be available but it is expected that at this level students will develop multi-media printing techniques to suit their own particular needs.
Students will be required to investigate the properties of the materials being used, and to experiment with plates, grounds and inks. An investigation will be carried out on printmaking in Australia and the work of a selected Australian printmaker is to be studied in depth.

Required Reading:

Assessment:
Each student is required to present:
1. a folio of prints and drawings completed during the course,
2. a thesis on an Australian printmaker.

**GA 414 METAL CRAFTS**

Four hours per week, Autumn and Spring Sessions.

**Syllabus:**
Students are expected to develop the various metal techniques studied in previous years into a more complex, refined and personal form of expression. The emphasis will be placed on the aesthetic and functional aspects of the design. Students will be involved in experimental work and in learning advanced skills. They will be encouraged to experiment with materials which are typical of our times. The concept of jewellery as a phenomenon and the urge for personal adornment of the human body is of special interest for study.

Required Reading:

Assessment:
Each student is required to submit:
1. a review of the work of a well known Australian jewellery artist/craftsman;
2. a series of design developments directed towards one major piece of jewellery.

**GA 415 PAINTING**

Four hours per week, Autumn and Spring Sessions.
Syllabus:
Each student will be expected to develop his/her painting through selection of a particular mode of expression towards an individual style or theme. 
Technique will be augmented by the close relationship to drawing. A philosophical or historical investigation will be related to the painting developed by the individual student. Gallery visits and discussion of works will form an important part of the subject.

Required Reading:

Assessment:
The student prepares an exhibition of paintings and a folio of related drawings and preparatory works. A research thesis of about 3,000 words related to a specific area of painting will accompany the work.

GA 416 SCULPTURE

Four hours per week, Autumn and Spring Sessions.

Syllabus:
Students will be encouraged to work in one material or combination of materials. Students will be required to carry through at least one major project from marquette to finished product, including all costing. Students will be required to research the physical qualities of the materials being used for major projects and to be able to carry out all mathematical calculations for the successful completion of the project. Students will also be required to conduct personal research into the history and philosophy of the particular form of practical work they are carrying out.

Required Reading:

Assessment:
Students will present marquettes and working drawings for the projects planned during the year. At least one major project will be prescribed, in situ, for the assessment. A thesis of about 3,000 words will accompany the presentation and be based on the history and philosophy section of the subject.

Minor Studio Studies

Each minor studio study entails two hours per week for one Session. The aim of the minor studio studies is to introduce students to areas they may not have covered in pre-service education, thus broadening their background knowledge and skills. Two minor studio studies are selected from those available.
GA 421  CERAMICS

The unit promotes creative development through discriminating and sensitive use of clay and related materials as artistic expression. Students gain experience in: clay preparation; clay forming - handbuilding and wheel processes; clay firing - kilns; glazing.

GA 422  FIBRE ARTS

The unit is planned to give students an understanding of the properties of fibres and fabrics and develop in them a sensitivity to the use of these materials in weaving and embroidery. A knowledge of terminology and techniques associated with fibre arts will enable students to research and assimilate published information in the area. Work includes: natural dyeing of fibres; spinning; weaving; creative embroidery.

GA 423  GRAPHIC ARTS

Students will explore the materials of the printmaker in a creative manner and will experience the following methods: relief printing; intaglio printing, planographic printing; stencil printing.

GA 424  METAL CRAFTS

The unit will cover basic techniques such as cutting, shaping, joining and gravity casting, using various metals including copper, brass and silver. Students will be encouraged to incorporate other materials into their designs.

GA 425  PAINTING

The unit introduces the student to three painting methods: water colour, oil painting, acrylic painting. Students will be expected to develop an understanding of the requirements of each painting technique through: preparation of support; introduction to pigments; application methods; studio practice.

Required Reading:

Assessment:
Assessment for this unit will be based on the presentation of a folio of completed work. The result will be recorded as Pass or Fail.
COURSE INFORMATION

GRADUATE DIPLOMA IN EDUCATION
(MULTICULTURAL EDUCATION)

Course Regulations and Description of Units
COURSE REGULATIONS FOR THE GRADUATE DIPLOMA IN EDUCATION
(MULTICULTURAL EDUCATION)
(Grad. Dip. Multicultural Ed.)

Entry to Course:
1. Every candidate for admission to the course shall:
   a) have completed satisfactorily a course leading to the
      award of a UGI or UG2 degree or diploma in
      education,
      OR
   b) hold the Education Department of Victoria's Certificate
      A, or have completed satisfactorily some other course
      approved by the SCV as equivalent to a) above,
      OR
   c) show evidence of other attainments or calibre appropriate
      to the course.
2. Normally qualified teachers seeking entry to the course will
   be considered experienced if they have had at least one
   year of professional experience. At the discretion of the Board of
   Studies of the College other qualified applicants may be
   considered as experienced if they have had a professional
   background of comparable length judged by the Board of
   Studies to be appropriate and relevant to the course.

NOTE: The Board of Studies of this College advises all
intending applicants that they should apply for
registration with the appropriate Teachers' Registration
Board before undertaking any course of study should
they desire to use such a course as a means of obtaining
full registration with the Registration Board.

Progress Through Course:
1. Length of course:
   A candidate shall follow the course for not less than one
   year of full-time study or two years of part-time study.
   The maximum time for completion of the course is three years,
   provided that, in exceptional circumstances, permission to
   extend the course over more than three years may be granted
   by the Course Committee and the Board of Studies.
2. Units for Examination:
   GM 401 Linguistics and language learning
   GM 402 Sociology of migration
   GM 403 Cross Cultural studies in social psychology
   GM 404 Background, cultures and community languages
   GM 405 Language and culture
   GM 406 Teaching English as a Second Language and Teaching
      Community Languages
   GM 407 Migrants in society
   GM 408 Multicultural curriculum development
   GM 409 Aesthetic appreciation of migrant cultures
   GM 410 Fieldwork experience.
3. Course Structure:
The course has been organized into ten separate but inter­related units which will normally be taken as follows:

**Full-Time**

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<th>Hrs/wk</th>
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**Part-time**

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<tr>
<td>GM 410</td>
<td>3 three-week blocks of fieldwork</td>
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4. Requirements to Qualify:
To qualify for the award of the Diploma the candidate must complete satisfactorily each of the ten units.

**DESCRIPTION OF UNITS**

**GM 401 LINGUISTICS AND LANGUAGE LEARNING**

Linguistics:

One hour per week, Autumn Session*.

*Time-tabled sessions shown throughout refer to part-time course only.
Syllabus:
The unit includes a study of the basic structures and systems of language with particular reference to English. The course will commence with an examination of a communication model and an overview of the development of linguistics during the twentieth century. Most of the course will be concerned with topics in phonology, morphology, syntax, semantics and discourse structure in preparation for Psychology of Second Language Learning, Methods of Teaching English as a Second Language and Community Languages.

Required Reading:

Assessment:
A linguistic analysis of the language taught in an ESL syllabus.

Psychology of Second Language Learning

One hour per week, Autumn Session.

Syllabus:
The course is concerned with theories of language acquisition, types of second language learners and the varieties of strategies they use when learning a second language. Topics to be studied include first language acquisition and its relevance for second language learning in childhood; second language acquisition strategies; types of learners; bilingualism; and contrastive analysis in preparation for theoretical and practical work in error analysis.

Required Reading:
Assessment:
An error analysis of spoken or written samples of the language of students of English as a second language and the compilation of a set of specific teaching strategies to help the students to overcome their errors.

GM 402 SOCIOLOGY OF MIGRATION

Migration

One hour per week, Autumn Session.

Syllabus:
The unit includes a study of migration patterns in history, with particular reference to Australian immigration policies and immigrants in Australia. Areas of study include basic types of migration; migration patterns; sociological aspects of migration; assimilation; monism; pluralism; integration; multi-culturalism; population trends; rural to urban migration; immigration and the economy; and future directions of Australian migration.

Required Reading:

Assessment:
One seminar paper, maximum 3,000 words.

Sociology

One hour per week, Spring Session.

Syllabus:
The unit will feature an analysis of the characteristics of the urban school in which many migrants are educated and an awareness of the problems and programs put forward to deal with these situations. Migrant specialist teachers will highlight the issues of the relationship between the urban school and immigrants with reference to their own specific problems and programs in migrant education. Studies will also include the impact of immigrants on the Australian society. Visits to inner suburban schools with high migrant enrolments will also form part of the course.
Required Reading:

Assessment:
One tutorial paper, maximum 2,500 words.

**GM 403 CROSS CULTURAL STUDIES IN PSYCHOLOGY**

**Cross-Cultural Psychology**

One hour per week, Autumn Session.

**Syllabus:**
The unit serves as an introduction to the relevance of cross-cultural psychology in a multicultural society and includes a critique of the scope, theory and general methodology of cross-cultural psychology. Studies include inter-racial interaction; problems of isolation; national stereotypes and a cross-cultural approach to the process of socialization; and the development of personality.

**Required Reading:**

**Assignment:**
One assignment, maximum 2,000 words.

**Case Studies**

One hour per week, Autumn Session.

**Syllabus:**
The unit serves as a study of the development of intercultural sensitivity for the understanding of immigrant children, adults and their backgrounds. Students will be involved with clinical and field case studies and the techniques and procedures for gathering information.
Required Reading:
Huber, R *From Pasta to Pavlova* St Lucia (Q): University of Queensland Press 1977.

Assessment:
One case study.

Cognitive Aspects of Cross-cultural Psychology

One hour per week, Autumn Session.

Syllabus:
A study of the cognitive aspects of cross-cultural studies as the basis for understanding individual differences in ability and learning will include: race and intelligence; the nature/nurture controversy; compensatory education viewed cross-culturally; perception and culture; linguistic relativism and the Whorfian hypothesis; and cross-cultural studies of life styles and religio-psychological effects.

Required Reading:

Assessment:
One assignment, maximum 3,000 words.

GM 404 BACKGROUND, CULTURES AND COMMUNITY LANGUAGES

Traditional Social and Cultural Organisations

One hour per week, Spring Session.

Syllabus:
The objective of this unit is to illustrate how knowledge of the traditional background of a group (in particular small-scale societies) can help to explain contemporary sociological and psychological problems facing the group. Specific attention will be directed to Australian Aboriginal society.
Required Reading:

Assessment:
One essay, 2,000 words.

Backgrounds

One hour per week, Spring Session.

Syllabus:
A study of the political, historical, geographical, educational and cultural backgrounds of the predominant ethnic groups in Australia will be offered. Students will be expected to participate in the community life of at least one ethnic group in their own time and to develop an awareness of the attitudes to education by parents of ethnic groups and of their expectations for their children. Studies in this unit will form a link with the studies of cultural backgroups in GM 409.

Required Reading:
MacLean, F To Caucasus, the End of all the Earth London: Cape 1976.

Assessment:
One seminar paper, maximum 3,000 words.

Sociolinguistics

One hour per week, Autumn Session.

Syllabus:
This unit is concerned with sociolinguistic concepts relevant to teaching English as a second language and community language maintenance. Its purposes are: to enable students to develop competence in some aspects of educational language planning by
learning how to produce and use sociolinguistic profiles of pupils, classes and schools; to examine the concepts of speech functions and speech acts for the purpose of designing TESL syllabuses based on a communicative approach to second language learning.

Topics to be studied include sociolinguistics and its relevance to language education; linguistic variation with specific reference to Australian English; paralanguage, kinesics and proxemics; language domains, networks and role relationships; the speech community; speech functions; speech acts; and communicative competence.

Required Reading:

Assessment:
The production of a sociolinguistic profile of one or several students who are learners of English as a second language.

**GM 405 LANGUAGE AND CULTURE**

**Language**

Two hours per week, Autumn and Spring Session.

**Syllabus:**
The unit will develop speaking and reading proficiency in a language other than English and create in students an understanding of the experiences that learners of English as a second language undergo when placed in a foreign language setting. It will thereby develop an empathy with the children who experience difficulties and demands when learning English as a second language.

**Required Reading:**
Dependent upon language studied.

**Assessment:**
Class tests.
Culture

Two hours per week, Autumn Session.

Syllabus:
The unit includes a study of the civilization and culture relevant to the language studied and an understanding of the interdependence of that language and its culture. Studies will also include the particular ethnic group and its position in the Australian society.

Required Reading:
Dependent upon language studied.

Assessment:
One group project.
One assignment, maximum 2,500 words.

GM 406 METHODS IN TEACHING ENGLISH AS A SECOND LANGUAGE AND COMMUNITY LANGUAGES IN SCHOOLS

Teaching English as a Second Language

Two hours per week, Autumn Session.

Syllabus:
The unit is designed to enable students to increase their knowledge and skills for the teaching of English as a second language. Topics to be studied include methods of Teaching English as a Second Language; techniques for teaching, listening, speaking, reading and writing; vocabulary development; testing; learning English in the Australian context; methods of evaluating teaching materials; communicative syllabus design; and techniques for using interpreters and translators.

Required Reading:

Assessment:
The preparation and demonstration of a series of lessons in English as a second language.
The production of a communicative syllabus.
Community Languages in Schools

One hour per week, Spring Session.

Syllabus:
This unit is concerned with the teaching and learning of community languages in primary and post-primary schools. Topics to be studied include the rationale for community language maintenance; administration of community language teaching at the district level; children's literature in community languages; methods of teaching community languages; the evaluation of teaching materials in community languages; curriculum development for community language teaching as a subject and for social studies; and an introduction to the structure and script of selected community languages.

Required Reading:

Assessment:
In discussion with the lecturer concerned, students elect to produce either:
1. a set of teaching aids for use in social education, OR
2. a community language syllabus, OR
3. an annotated bibliography of children's literature in a community language, OR
4. an evaluation of a community language program.

GM 407 MIGRANTS IN SOCIETY

The Economic Location of the Immigrant

One hour per week, Spring Session.

Syllabus:
A study of the relationship between the economic structures of the Australian society and the position of the immigrant. The particular areas of study include the economic impact of migration; migrants and the workforce; consumption and economic behaviour of migrant groups; location patterns and economic mobility of immigrants; welfare of migrants and the economic assumptions underlying migration; and the sociological and educational impact of the economic location of the migrant.
Required Reading:
Birrell, R and Hay, C (eds) *The Immigration Issue in Australia*
Melbourne: Department of Sociology, La Trobe University 1978.
*Immigration Policies and Australia's Population, a Green Paper*
*Migrants' Melbourne* Melbourne: Ministry of Immigration and
Nightingale, J *Migrant Household Economic Behaviour* Canberra:

Assessment:
One tutorial paper, maximum 2,500 words.

Current Issues in Migrant Studies

One hour per week, Spring Session.

Syllabus:
This unit comprises a study of the issues concerning migrants in
the Australian society. Specific aspects will include education;
the position of migrant women; the structure of government and
welfare agencies as resource centres for migrants and teachers;
and migrant participation in politics. Particular attention
will be paid to the rights of migrants and their media and the
effects of migration with respect to social and cultural aspects
of multicultural communities.

Required Reading:
Birrell, R and Hay, C (eds) *The Immigration Issue in Australia*
Melbourne: Department of Sociology, La Trobe University 1978.
*Immigration Policies and Australia's Population, a Green Paper*
Kovacs, M L and Copley, A J *Immigrants and Society: Alienation
*Migrants' Melbourne* Melbourne: Ministry of Immigration and

Assessment:
One seminar paper, maximum 3,000 words.

GM 408 MULTICULTURAL CURRICULUM DEVELOPMENT

Two hours per week, Spring Session.

Syllabus:
This unit presents an integration of the knowledge and skills
acquired throughout the course with the purpose of applying
them to school programs designed for children who are members of
a multicultural/multilingual society.
A study of the skills involved in organizing in-service education,
administration, and in promoting communication with colleagues,
parents and the community.
The design of multicultural curricula for use in primary and post-primary schools emphasising the value and importance of the immigrant child's language and culture in the classroom.

Required Reading:

Assessment:
One Curriculum Theory Paper, maximum 2,000 words.
One Practical Unit to be planned, implemented and evaluated.

GM 409 AESTHETIC APPRECIATION OF MIGRANT CULTURES

Two hours per week, Spring Session.

Syllabus:
The emphasis in this subject is on "reality culture". Students will participate and observe those areas of cultural socialisation that migrant children in Melbourne learn and experience - usually in addition to the learning experiences that occur in Australian schools. Although students will examine a variety of cultures themselves, during lecture time elements of dance, music, cuisine, religion and education will be examined.

Required Reading:
*Ethnic Background Papers*. Canberra: Settlement Branch, Department of Immigration and Ethnic Affairs 1977.

Assessment:
One essay, 2,000 words, based on fieldwork.
One project, 2,000 words, based on participation in cultural activities provided during lecture time.
GM 410 FIELDWORK EXPERIENCE

Three 5-week blocks of fieldwork - scheduled for the beginning, middle and end of the year's program.

Syllabus:
Experience in primary and post-primary schools and/or experience within the community in order to develop an understanding of the role of the school in the community and the community in the school. Topics include the teaching of English as a second language; community languages and multicultural education in primary and post-primary schools; the place of bilingual and multilingual education; the teaching of English as a second language for groups within the community; the agencies which assist immigrants in the Australian community; participation in ethnic cultural events and attendance at seminars on multiculturalism.

Assessment:
A log book of fieldwork experiences.
COURSE INFORMATION

GRADUATE DIPLOMA IN
EDUCATIONAL ADMINISTRATION

Course Regulations and
Description of Units
COURSE REGULATIONS FOR THE GRADUATE DIPLOMA IN EDUCATIONAL ADMINISTRATION
(Grad. Dip. Ed. Admin.)

Entry to Course:
Every candidate for admission to the course shall:

1. a) have completed satisfactorily a course leading to the award of a UGI or UG2 degree or diploma in education, OR
b) hold the Education Department of Victoria's Certificate A, or have completed satisfactorily some other course approved by the SCV as equivalent to a) above, OR
c) show evidence of other attainments or calibre appropriate to the course;

2. have a minimum of five years teaching and/or administrative experience.

NOTE: The College Board of Studies advises all intending applicants that they should apply for registration with the appropriate Teachers Registration Board before undertaking any course of study should they desire to use such a course as a means of obtaining full registration with the Registration Board.

Progress through Course:
1. Length of Course:
A candidate shall follow the course for not less than one year of full-time study or two years of part-time study. The maximum time for completion of the course is three years, provided that, in exceptional circumstances, permission to extend the course over more than three years may be granted by the relevant Course Committee and the Board of Studies.

2. Units for Examination:

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<td>Theories of Organization</td>
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<tr>
<td>School Management</td>
<td>GE 402</td>
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<td>Educational Planning</td>
<td>GE 403</td>
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<td>School and Community</td>
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<td>The Administrator and School Personnel</td>
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<td>The Administrator and the Curriculum</td>
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(*) Two-session units

3. Course Structure:
The course content has been organized into six separate but inter-related units which will normally be taken as follows:

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<thead>
<tr>
<th>Year</th>
<th>Session</th>
<th>Units</th>
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Each unit will be offered on the basis of three contact hours per week.
In 1981 the course will be offered on a part-time basis only.

4. Requirements to Qualify:
To qualify for the award of the Diploma the candidate must complete satisfactorily each of the six units.

DESCRIPTION OF UNITS

GE 401 THEORIES OF ORGANIZATION

Three hours per week, Autumn and Spring Sessions.

Syllabus:
Administrative theories.
Topics include: the development of the major schools of administrative theory; the relevance of these to the administration of educational organizations.

Group behaviour in organizations.
Topics include: the nature of leadership and authority; the psycho-social aspects of group dynamics; key characteristics of follower behaviour; the maintainance of morale; the role of motivation in professional organizations.

Field work. Students must participate in at least four excursions covering both educational and non-educational organizations.

Required Reading:

Assessment:
An essay, not exceeding 3,000 words, involving the analysis of schools in terms of organizational theories studied, 2 minor assignments related to workshop activities.
An organizational analysis report based on the field excursions undertaken.

GE 402 SCHOOL MANAGEMENT

Three hours per week, Autumn Session.

Syllabus:
Business Administration in education.
Topics include: financial management; long and short term budgeting; basic accounting principles and procedures; internal control systems and external requirements; supervision of office staff; secretarial procedures appropriate for school use; office equipment and furniture; maintenance of files; the preparation of business communications.
The role of the administrator in meetings.
Topics include: meeting procedure; the educational objectives of parent-teacher and staff meetings; the operation of working parties and committees; factors associated with the execution of meeting decisions.

The administrator and the law.
Topics include: criminal and civil law as they affect educational organizations; factors associated with the employment and working conditions of staff; the legal rights of staff and students; negotiating with legal authorities and unions.

**Required Reading:**

**Assessment:**
A practical exercise concerned with some aspect of school management.
A case-study dealing with the legal responsibility of the educational administrator.

**GE 403 EDUCATIONAL PLANNING**

Three hours per week, Autumn and Spring Sessions.

**Syllabus:**
Educational Planning in Australia.
Topics include: objectives of educational planning; federal, state, and local responsibilities in educational planning; Commonwealth/State relations; economic aspects of planning; a study of specific examples of educational planning, e.g. the Schools' Commission.

Educational Planning in Developing Countries.
A comparison between the problems experiences in developing countries and those experiences in Australia.

Planning Techniques.
Topics include: a survey of the major planning techniques at the disposal of the educational administrator, e.g. network analysis and manpower analysis; a review of cases where specific planning methodologies have been implemented.

Planning for Change.
Topics include: problems associated with organizational change; facilitation of and resistance to change; change agents; organizational climate and innovations; the responsibility of the educational administrator in planning for change in his organization.

**Required Reading:**
A comprehensive reading guide will be issued.
Assessment:
An analysis of an actual/proposed change in an educational organization to which the student has access.
A review, not exceeding 1,500 words, of a report concerned with some aspect of educational planning.
A written examination.

GE 404 SCHOOL AND COMMUNITY

Three hours per week, Spring Session.

Syllabus:
Decision Making.
Topics include: theories and processes of administrative decision-making; advantages and problems of participatory decision-making; the role of professionals and non-professionals in the governance of education.

Negotiating with the Community.
Topics include: communication networks that will produce effective communication; the influence of pressure groups; practical aspects of dealing with demands for involvement in school organization; a survey of specific programs of community involvement in school management.

School Councils.
Topics include: the parameters of influence of school councils; legislation relevant to school councils; adjustments which may have to be made in the organization of the school or the behaviour of the administrator to accommodate the existence of school councils.

Required Reading:

Assessment:
An analysis of a case concerned with participatory decision-making in an educational institution.
A written examination of a case concerned with some aspect of the establishment or operation of school councils.

GE 405 THE ADMINISTRATOR AND SCHOOL PERSONNEL

Three hours per week, Spring Session.

Syllabus:
The nature of interpersonal relationships.
Topics include: the psychological factors which operate to attract people to each other and to maintain stable relationships; social dependence and social influence; the power base of influence; the importance of interpersonal communication.

The communication process.
Topics include: communication models and concepts; verbal and non-verbal communication; barriers to effective communication; sources of distortion; channels of communication available to
Conflict management.
Topics include: sources of conflict; organizational needs and individual goals; functional and dysfunctional aspects of conflict; strategies for the control of conflict; conflict resolution; staff development.

Required Reading:

Assessment:
Analysis of a conflict situation presented on video-tape and a minor assignment.

GE 406 THE ADMINISTRATOR AND THE CURRICULUM

Three hours per week, Autumn Session.

Syllabus:
Factors influencing Curriculum Development.
Topics include: Setting curriculum objectives; the philosophy and policies of educational institutions; the role of government agencies; financial and other constraints; pressures exerted by community agents; involving the school staff in curriculum development.

Supervision of Curriculum Development.
Topics include: appropriate leadership roles in curriculum activities; communication skills needed for effective management of curriculum projects.

Evaluation of Curriculum Programs.
Topics include: changing concepts of curriculum evaluation; the goals of evaluation; evaluation models; techniques and strategies; evaluation of product and process; the evaluator's role in the curriculum development process.

Required Reading:

Assessment:
A project involving curriculum planning and evaluation in a field-work setting.
COURSE INFORMATION

GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (LEARNING DIFFICULTIES IN LANGUAGE & MATHEMATICS)

Course Regulations and Description of Units
COURSE REGULATIONS FOR THE GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (LEARNING DIFFICULTIES IN LANGUAGE AND MATHEMATICS) (Grad. Dip. Ed. Studies)

Entry to Course:
Every candidate for admission to the course shall:
1. a) have completed satisfactorily a course leading to the award of a UGI or UG2 degree or diploma in education, OR
   b) hold the Education Department of Victoria's Certificate A, or have completed satisfactorily some other course approved by the SCV as equivalent to a) above, OR
   c) show evidence of other attainments or calibre appropriate to the course;
2. have adequate professional experience.

NOTE: The College Board of Studies advises all intending applicants that they should apply for registration with the appropriate Teachers Registration Board before undertaking any course of study should they desire to use such a course as a means of obtaining full registration with the Registration Board.

Progress Through Course:
1. Length of Course:
   A candidate shall follow a course of study for not less than one year of full-time study or more than three years of part-time study. Permission to extend the course beyond three years owing to exceptional circumstances may be sought from the Board of Studies on the recommendation of the Post Graduate Education Course Committee.

2. Units for Examination:
   GL 401 Learning Strategies
   GL 402 Acquisition of Learning
   GL 403 Studies in Mathematics
   GL 404 Individual Project*
   GL 405 Diagnosis and Remediation of Learning Difficulties
   GL 406 Field Work*
   GL 407 Counselling Option*

   (*In consultation with the Course Co-ordinator and under the supervision of members of the teaching staff of the course, the candidate will pursue a particular project or topic of interest on an individual basis.)
3. Course Structure:
The organization of the course as a two year part-time course is set out in the following table:

<table>
<thead>
<tr>
<th>Year</th>
<th>Wks.</th>
<th>GL 401 Learning Strategies</th>
<th>GL 402 Acquisition of Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26</td>
<td>GL 403 Studies in Mathematics</td>
<td>GL 404 Individual Project</td>
</tr>
<tr>
<td>2</td>
<td>26</td>
<td>GL 405 Diagnosis and Remediation of Learning Difficulties</td>
<td>GL 406 Fieldwork</td>
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4. Requirements to Qualify:
To qualify for the award of Graduate Diploma in Educational Studies (Learning Difficulties in Language and Mathematics), the candidate must complete satisfactorily each of the seven units.

DESCRIPTION OF UNITS

GL 401 LEARNING STRATEGIES

Two hours per week for 26 weeks.

Syllabus:
Early theories of problem-solving and thinking.
The Gestaltists and Bartlett.
Theories of cognitive development and concept formation.
The impact of Piaget, Bruner, Dienes and Skemp on learning programs.
Structure and structural learning.
Logical structure, psychological structure and pedagogical structure.
Types of thinking and styles of learning.
The role of play, games and structured aids.
The role of language and symbols.
Verbal and non-verbal learning.
The importance of two-way communication.
Oral and written communication.
Verbal, symbolic and graphic communication and associated mental images.
Mastery learning.
Discovery learning.
Assessment:
One essay discussing some of the implications for teaching/learning of current theories and recent research.
One literature review reflecting an in-depth study of one of the topics of the course.

References:

GL 402 ACQUISITION OF LANGUAGE

Two hours per week for 26 weeks.

Syllabus:
The course will be concerned with four major topics:

1. English Language
   The structure of the sound system of English.
   The phoneme-grapheme non-correspondence of English spelling.
   English grammar (morphology and syntax).
   An introduction to semantics.
   An examination of variety in Australian English idiolects and sociolects.

2. Child Language Acquisition
   A review of the developmental stages of child language acquisition.
   The learning processes and needs of learners of English as a second language.
   A detailed study of error analysis.

3. Functional Use of Language
   An examination of the writings of Halliday, Hymes and Jakobson on the functional use of language.

4. The Role of Language Acquisition in Mathematics Learning

The role of vocabulary and syntax in teachers' explanations and questions peculiar to the development of specific mathematical concepts. Particular emphasis will be given to the early stages of mathematics learning. The production of vocabulary lists and syntactic patterns that teachers can use to encourage mathematics concept development. The language children use in developing mathematical concepts. The degrees of adequacy of their descriptions, questions and explanations.

Assessment:

A written test on topics studied in the English language. An error analysis project on the reading or written or spoken language of a non-native speaker of English. A detailed study of the language used both by teachers and pupils in the teaching and learning of a specific mathematics concept.

OR

A detailed study of the language used in the acquisition of specific language functions (e.g. apologising, thanking, reporting) of a defined group of learners.

Preliminary Reading:


References:


GL 403 STUDIES IN MATHEMATICS

Two hours per week for 26 weeks.
Syllabus:
The mathematics topics as set out in Part II of Background in Mathematics (see References) will be discussed from the point of view of their contribution to the understanding of the nature of mathematics and its philosophy. The mastery of these topics, numbers, operations, algorithms, structures, measurement, and spatial relationships will be achieved through a mastery learning program involving practical activities with a wide range of structured aids. This basic knowledge will be extended by a study of the role of calculators and computers in society and in the classroom, the importance of estimation, data processing and error detection.

Assessment:
All mastery unit tests (approximately 20) to be completed at 80% achievement level.
One written assignment on a school mathematics topic, and underlying mathematics concepts and structure and the relevance and importance of the topic in the school curriculum (approximately 3,000 words).

References:
Willerding, M & Hayward, R Mathematics, the Alphabet of Science New York: Wiley 1968.

GL 404 INDIVIDUAL PROJECT

The amount of work done should be the equivalent of that generated by a course of 4 contact hours per week for 26 weeks. Approximately half of this time will be taken up by the seminars and colloquia referred to below.

Syllabus:
Students will formulate a topic or question to be investigated, plan the literature search, organise the material, and present a colloquium paper to other students. As well, there will be seminar work on evaluative skills (psychometrics) and experimental design and opportunity to discuss the validity of the instruments being used.

Assessment:
A written paper (of about 5,000 words) evaluating the literature studies in the chosen topic. This should cover both the theoretical writings and the research reports.
This paper will be presented as a colloquium and the student's command of the work studied will also be assessed in this oral situation.
GL 405 DIAGNOSIS AND REMEDIATION OF LEARNING DIFFICULTIES

Four hours per week for 26 weeks.

Syllabus:
1. The concept "learning disabilities".
   a) Problems of definition.
   b) Approaches to the delineation of learning disabilities, e.g. medical versus educational.
   c) Possible causes of learning disabilities.
   d) Characteristics and types of learning disabilities.
   e) The learning-disabled child in the secondary school.
2. Learning disabilities in oracy, literacy and mathematics.
   a) An examination of the anatomy and physiology of the speech mechanism, the ear and the eye.
   b) The characteristics of common speech, hearing, visual and conceptual difficulties.
   c) Recent research in the field of speech, visual and auditory acuity and perception relating to difficulties in classroom learning.
   d) The nature of "oracy" and "articulacy".
   e) The role of "oracy" and "literacy" in the development of mathematical concepts.
3. Diagnosis of learning difficulties.
   a) A task analysis approach.
      (i) The role of task analysis in the diagnosis of learning difficulties. Methods used in the construction of a suitable diagnosis-remediation model (including concepts of terminal behaviour, sub-skills, entering behaviour and mastery).
      (ii) The identification of the skills involved in oral expression, speech, listening comprehension, writing, written expression, reading and mathematics.
      (iii) Construction of task analysis of the above abilities; using a task analysis in the diagnosis of oracy, literacy and mathematics difficulties.
      (iv) Training sessions in making observations appropriate to children's skills in oracy, literacy and mathematics.
   b) Diagnostic Testing.
      (i) The distinction will be made between formal and informal diagnostic procedures, including the basic philosophies underlying these approaches.
      (ii) The concept of readiness.
      (iii) Perceptual-motor skills underlying oracy, literacy and mathematics.
      (iv) Examination (including a critical evaluation) of currently available:
         (a) general tests;
         (b) diagnostic tests;
         (c) informal inventories - error analysis, which can be used in the areas of oracy, literacy and mathematics.
      (v) Test experience - students will be given the opportunity of using a selection of these tests.
4. Remediation of learning difficulties.
   a) Basic principles of diagnosis and remediation relevant to the areas of oracy, literacy and mathematics (including report writing and techniques of data collection and retrieval).
   b) The importance of "strengths" and a "whole child" approach in the remediation of learning difficulties.
   c) An examination of the major philosophies and strategies currently available in the remediation of learning difficulties.
   d) Examination, including a critical evaluation, of currently available materials and programs which can be used in the remediation of oracy, literacy and mathematics difficulties.

5. The involvement of other professional people and parents in helping children with learning disabilities.

6. a) Oracy
   (i) Spoken language across the curriculum in the development of self-awareness.
   (ii) Drama programs.
   (iii) Language experience.
   (iv) Teaching strategies for the development of speech skills in a variety of contexts:
       (a) the evaluation and preparation of teaching/learning materials for the skills;
       (b) the teacher as organiser, observer, participant, resource centre, in the creation of experiences of value; simulation, role play, improvisation, verbal differences, poetry speaking, readers' theatre.

   The Skills
   The voice as instrument.
   The content of the expression.
   Ideas, registers, sociolects, aspects of pronunciation, vocabulary, syntax.

   Contexts
   Applied skills in a variety of communicative situations.

   b) Literacy
   Teaching strategies for the development of abilities in reading and writing for a variety of purposes. Preparation of teaching/learning materials for the development of skills for specific contexts. (Speech, reading and writing skills are integrated in classroom practice.)

   The Skills
   Handwriting.
   Composition, including syntax, spelling, punctuation.
   Reading skills - early approaches; oral, silent and speed reading; the taxonomy of comprehension.
   Vocabulary, word attack skills, lexical fields.
   Integrated skills - e.g. taking dictation, note taking, general study skills for all levels, library skills, gisting.

   Contexts
   Exploration of the contexts for which the various skills of literacy are required. Examining the total day's literacy experiences in the lives of selected pupils.
Examination of a variety of social and intellectual purposes of reading and writing; for example, reading and writing for pleasure and escape: letter writing, note taking, shopping lists, producing posters and notices; reading for various types of information across the curriculum, in newspapers, magazines, reference material, directions, labels, signs; use of dictionaries, atlases and street directories.

Selection of Materials

(i) Selection of literature suitable for children of all levels of ability and a wide range of interest. "Readability" in works of literature and in "readers". Theory and practice in this area.

(ii) Core libraries. The appraisal of picture books, fantasy, humour, myths and legends, stories with international settings.

c) Mathematics

Assessment:
Students will be expected to have gained mastery of some basic diagnostic and remediation skills before proceeding to the application of these skills in the areas of oracy, literacy and mathematics. In order to do this, students will be required to compile a satisfactory workbook which will include exercises relating to:
- task analysis
- observation techniques, e.g. time-sample, check lists
diagnostic approaches
- data storage and retrieval
remediation techniques.

Students will plan, teach and evaluate a program relating to spoken language across the curriculum in close consultation with the lecturer concerned.

Students will plan, teach and evaluate a reading program in close consultation with the lecturer concerned.

Students will prepare three structured diagnostic tests on a particular mathematics topic - one literacy test, one oral test and one practical test using structured materials.

Students will design and carry out a program of remediation for a given diagnosis in close consultation with the lecturer concerned.
GL 406 FIELD WORK/SCHOOL-BASED EXPERIENCE

There will be no set contact hours but the field work should involve the student in the equivalent of 6 weeks full-time study.

Syllabus:
The field work should involve some program of diagnosis and remediation carried out in a school or other appropriate setting. It should be related to the Education Studies. It may also incorporate the use of diagnosis and remediation by the supervising teacher in the development of the classroom skills of the undergraduate student in the teaching of language and/or mathematics.

Assessment:
Students will submit a written report of their Field Work Study. This should include a literature review of the theoretical foundation and relevant research on which the study is based if the study is not a continuation of the project undertaken in GL 404. This will be a large project (approximately 10,000 words or equivalent) in which criteria for assessment will include: organization of materials, breadth and depth in acquisition of evidence/information, quality of analysis of evidence, evaluation of project, etc.

GL 407 COUNSELLED OPTION

Students will select, in consultation with the Course Co-ordinator, a course or program from among units offered in Language, Mathematics, or Education as may seem necessary to complement their previous studies and strengthen their background knowledge where necessary. These courses will be selected either from suitable courses offered in the Diploma of Teaching or Bachelor of Education or from units offered in the Graduate Diploma course by the personalized system of instruction method (PSI).
COURSE INFORMATION

GRADUATE DIPLOMA IN MUSIC FOR THERAPY

Course Regulations and Description of Units
Entry to Course:
Every candidate for admission to the course shall:
1. a) have completed satisfactorily a course leading to the award of a UGI or UGZ degree or diploma in education, OR
   b) hold the Education Department of Victoria's Certificate A, or have completed satisfactorily some other course approved by the SCV as equivalent to a) above, OR
   c) show evidence of other attainments or calibre appropriate to the course;
2. hold a recognised qualification in practical music at a level equivalent to 3rd Grade AMEB. Where no recognised qualification is held, admission to the Course may be gained by demonstration of at least equivalent competence and background at interview and audition.

NOTE: The College Board of Studies advises all intending applicants that they should apply for registration with the appropriate Teachers Registration Board before undertaking any course of study should they desire to use such a course as a means of obtaining full registration with the Registration Board.

Progress Through Course:
1. Length of Course:
   A candidate shall normally follow a course of study for not less than one year of full-time study and no more than three years part-time study. The maximum time for completion of the Course is three years, provided that, in exceptional circumstances, permission to extend the Course over more than three years may be granted by the Course Committee and the Board of Studies.
2. Units for Examination:
The units of examination for the Diploma are as follows:
Practical Studies:
GT 401 Elective Instrumental Study
GT 402 Choral Class
GT 403 Harmonisation and Improvisation
GT 404 Music and Movement
GT 405 Creative Music
Professional Studies:
GT 406 Psychology of Music
GT 407 Music in Therapy
GT 408 Psychopathology and Exceptionality
GT 409 Research Methods in Behavioural Sciences
GT 410 Field Experience.
A candidate who, in the opinion of the Course Committee and the Board of Studies has, upon entry, reached a sufficiently high standard in no more than two units as set out above, may be permitted to substitute equivalent units from those offered as fourth year studies by the College (e.g. a unit from the Graduate Diploma in Art Education).

3. Course Structure:

**Plan of Part-time Course:**

<table>
<thead>
<tr>
<th>Year 1</th>
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<tbody>
<tr>
<td>GT 401 Elective Instrumental Study</td>
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<tr>
<td>GT 406 Psychology of Music</td>
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<tr>
<td>GT 404 Music and Movement</td>
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<tr>
<td>GT 402 Choral Class</td>
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<tr>
<th>Year 2</th>
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<tbody>
<tr>
<td>GT 408 Psychopathology and Exceptionality</td>
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<tr>
<td>GT 407 Music in Therapy</td>
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<tr>
<td>GT 403 Harmonisation and Improvisation</td>
</tr>
<tr>
<td>GT 405 Creative Music</td>
</tr>
<tr>
<td>GT 409 Research Project (Autumn Session Only)</td>
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</tbody>
</table>

| GT 410 Field Experience (Time to be arranged) |

Each unit is pursued over two consecutive sessions, with the exception of the Research Project.

4. Requirements to Qualify:
To qualify for the award of Graduate Diploma in Music for Therapy, the candidate must complete satisfactorily each of the ten units.
DESCRIPTIO OF UNITS

GT 401 ELECTIVE INSTRUMENTAL STUDY

One hour per week Autumn and Spring Sessions.

Syllabus:
This unit aims to develop and extend expertise in performance on an appropriate instrument as selected by the student in consultation with the Course Co-ordinator and to achieve personal performance which will ensure competent use of the instrument in the work situation.

Students are admitted to the course and instructed at their own level of competency on the instrument of their choice. Methods of instruction will therefore be generally individualized and will depend on the instrument chosen and the standard at entry.

Assessment:
Degree of progress as well as final standard of performance will form the criteria for successful completion of this unit and will be determined on presentation of an approved program at the end of the year's study. A mid-year test will provide the student with an indication of his/her progress. Under certain circumstances students may be permitted to undertake or continue studies with private teachers outside the College. In such cases the student's program progress and assessment will be decided by a panel of the Course Committee in conjunction with the teacher concerned.

GT 402 CHORAL CLASS

One hour per week Autumn and Spring Sessions.

Syllabus:
The principal component of this unit will be the participation of students in part-singing and choral activities under the leadership of an experienced conductor.

Opportunity will be given to each student to lead the group in learning or performing at least one work.

Music used will include standard part-songs and choral works of a level of difficulty and in such parts as may be appropriate to the group.

The selected repertoire will aim at developing vocal confidence and providing a variety of materials and styles appropriate to various work situations, i.e. elderly citizens' groups, youth groups, etc.

Unison "sing-along" type sessions will also be a feature since these will often be the type of activity which the student will be required to undertake in the work situation.

Assessment:
Satisfactory attendance and participation in the activities of the group. Students who are at risk of not meeting these requirements will be notified in writing during the year.
GT 403 HARMONISATION AND IMPROVISATION

One hour per week Autumn and Spring Sessions.

Syllabus:
This unit aims to provide students with the ability to harmonise and accompany such music and songs as might be required for directed and recreational musical activities.

Areas of study will include:
1. functional piano (ability to invent and organise musical ideas at the piano, as required for such activities as creative movement and rhythms;
2. harmonisation and transposition at sight of songs and provision of a suitable accompaniment;
3. styles of music appropriate to a recreational program, e.g. arrangement techniques for "sing-along", "quiet time", word music, music for movement;
4. techniques and materials to be used in leading singing and other group activities from an instrument;
5. use of simple chord playing instruments such as autoharp, ukelele. Chord progressions and transpositions.

Required Reading:

Assessment:
Assessment will be of a practical nature requiring the student to demonstrate the ability to perform and conduct activities related to the topics set out above.

GT 404 MUSIC AND MOVEMENT

Two hours per week Autumn and Spring Sessions.

Syllabus:
This unit aims: to increase the students' auditory discrimination; to acquaint students with the elements of music through a movement program; to develop the students' ability to improvise on percussion and keyboard instruments; to acquaint students with basic choreographic designing; to increase the students' music repertoire.

Areas of study will include:
1. the following elements of music:
   accent and measure;
   phrasing and cadence;
   tone colour;
   melody and harmony;
   form - theme
   song and chorus
   binary
   rondo
   air and variation;
2. Emile Jaques-Dalcroze:  
philosophical background to the development of his  
Music and Movement program;  
practical application of eurhythms in therapeutic  
situations;  
3. improvisation:  
use of non-tuned and tuned percussion instruments;  
use of the piano;  
use of melodic instruments;  
use of the voice to provide basis for creative movement;  
4. structured dances:  
a study of selected choreographed dances suitable for  
various age levels.

References:  
Abramson, R Rhythm Games: Perception and Cognition New York;  
Findlay, E Rhythm and Movement Evanston (III): Summy  
Birchard 1971.  
Saffran, R First Book of Creative Rhythms New York: Holt,  
Rinehart and Winston 1963.

Assessment:  
1. Practical Test - the demonstration of the understanding of the  
elements of music through creative movement.  
2. Practical Test - improvisation for movement activities.  
4. Essay - approximately 2,000 words on an aspect of creative  
movement.

GT 405 CREATIVE MUSIC

One hour per week Autumn and Spring Sessions.

Syllabus:  
Students will be made aware of the wide variety of methods and  
materials available which allow both elementary and more sophisticated  
creativity in music.

The course will embrace the study of:  
1. aspects of sound (discriminatory listening, classification of  
sounds, organization of sounds into a composition, elements of  
such composition, e.g. sound pictures and sound stories;  
2. electronic sounds (synthesised sounds and the elements of sound:  
frequencies, overtones, wave forms, etc.; methods of employing  
synthesised sounds in creative music;  
3. rhythmic and melodic creativity (Orff Schulwerk instruments and  
methods, rhythmic and melodic ostinati as song accompaniments  
and as part of original compositions);  
4. use of instruments of various kinds to accompany dramatisations,  
etc.;  
5. song writing (creating simple songs based on pentatonic or  
diatonic scales for specific purposes);  
6. use of electronic equipment (tape recorders of various kinds,  
recording techniques, tape manipulation, loop tapes, splicing,  
etc.).
Required Reading:
Dwyer, T Composing with Tape Recorders London: O U P 1971

Assessment:
Periodic exercises and the production of a properly scored and explained original composition for tape or percussion instruments and an original song suited to a specific purpose.

GT 406 PSYCHOLOGY OF MUSIC

Two hours per week Autumn and Spring Sessions.

Syllabus:
Influence of music on behaviour - relationship between music and personality, the function of music in personality adjustment and development.
Music as communication, the nature of musical taste and abilities, the role of music in various world cultures.
Physical, psychological and physiological aspects of sound and systems of tonal relationships, the basis of aesthetic experience in music.
Use of music in establishing therapist-patient relationships.
Use of music for relaxation.

Required Reading:

Assessment:
Minor assignment, essay type, based on lecture topics. Examination - 4 hours.

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GT 407 MUSIC IN THERAPY

Two hours per week Autumn and Spring Sessions.

This unit aims to familiarise students with current procedures and techniques in the use of music in therapy, and to study research in the field.

Areas of study will include:
1. music therapy in practice (appropriate activities to meet the specific needs of patient populations; behavioural objectives and evaluation procedures);
2. group dynamics (the function of the leader in a group situation; creative activities for groups);
3. the history and development of the therapeutic use of music;
4. current literature and reports on the subject;
5. dance therapy, non-directive music play therapy, music therapy and remediation of learning disabilities, and other aspects and applications of music in therapy;
6. planning and structure of a therapeutic music program.

Required Reading:
Bright, R *Music in Geriatric Care* Sydney: Angus and Robertson 1972.

Assessment:
1. Minor assignment on preparation of a remedial or therapeutic program of music for a specific case.
2. Examination - 1½ hours.

GT 408 PSYCHOPATHOLOGY AND EXCEPTIONALITY

One and a half hours per week Autumn and Spring Sessions.

Syllabus:
Required Reading:
Selected readings from the biographical and autobiographical literature.

Assessment:
1. Presentation of a seminar paper on a topic selected from the course. (20%)
2. A 3,000 word essay relating the course content to past or anticipated field work. (40%)
3. A 1½ hour examination in short-answer or multiple-choice form. (40%)

GT 409 RESEARCH METHODS IN BEHAVIOURAL SCIENCES

One hour per week Autumn Session.

Syllabus:
Review the principles of sampling, design, measurement, control, statistics and interpretation of results in the context of relevant research literature and a class project.

Activities will include:
1. Class discussion on the methodological strengths and weaknesses of selected journal articles.
2. A piece of research conducted as a class project including selection of hypotheses, design, measures, collection of data, analysis, interpretation of results and report writing.

References:
Robson, C *Experiment, Design and Statistics in Psychology* Harmondsworth: Penguin Education 1973
Selected journal articles.

Assessment:
1. A critical review of a research paper of the students' (approved) choice not covered in the class discussions. (50%)
2. Satisfactory participation in the class project. (50%)
GT 410 FIELD WORK AND ADDITIONAL EXPERIENCE

Field Work:
25 hours per week for eight weeks.

The timetable for field work will be, as far as possible, directly related to the student's original field of specialisation, although this may not, in all cases, be possible.

Weekly Program for Field Experience:
Week 1: Observing the music therapist in the everyday situation. Studying general clinical procedures including the preparation of accepted clinical reports.
Weeks 2-3: Helping the therapist in the role of co-therapist. Undertaking specific tasks under the direction of the therapist.
Weeks 4-8: Continue activities as a co-therapist with the student taking an increasing part in planning and implementation of programs.

Supervisors:
Supervision will be carried out by music therapists whose qualifications are recognized by the AMTA.

Assessment:
Grading of Satisfactory and Unsatisfactory will be awarded by the supervisor and the lecturer in charge of GT 407 Music in Therapy.

Additional Experience:
Students will be expected to attend a number of day or evening events related to the practical application of their studies. Such events will be workshops, demonstrations, etc. conducted by private arrangement or under the auspices of the Australian Music Therapy Association, visits to institutions, special schools and clinics.
COURSE INFORMATION

GRADUATE DIPLOMA IN CHILDREN'S LITERATURE

Course Regulations

Description of Units

(Note: This course may be offered in 1981 subject to its receiving accreditation from the Senate of the State College of Victoria.)
COURSE REGULATIONS FOR GRADUATE DIPLOMA IN CHILDREN'S LITERATURE
(Grad. Dip. Children's Lit.)

Entry to Course:
Every candidate for admission to the course shall:
1. a) have completed satisfactorily a course leading to the award of a UGI or UG2 degree or diploma in education,
   OR
b) hold the Education Department of Victoria's Certificate A, or have completed satisfactorily some other course approved by the SCV as equivalent to a) above, OR
c) show evidence of other attainments or calibre appropriate to the course;
2. have at least one year's professional experience relevant to the course;
3. a) be employed in a professional situation in a school, a school library or a library,
   OR
b) have access to a school, a school library or a library in which he can engage in professional practice as the course demands.

NOTE: The College Board of Studies advises all intending applicants that they should apply for registration with the appropriate Teachers Registration Board before undertaking any course of study should they desire to use such a course as a means of obtaining full registration with the Registration Board.

Progress through Course:
1. Length of Course:
A candidate shall follow the course for not less than one year of full-time study or two years of part-time study. The maximum time for completion of the course is five years, provided that, in exceptional circumstances, permission to extend the course over more than five years may be granted by the relevant Course Committee and the Board of Studies.
2. Units for Examination:
   GC 401 Sources of Children's Literature
   GC 402 Literature and Literacy
   GC 403 Comparisons in Australian, American, and British Children's Literature
   GC 404 Poetry
   GC 405 Concepts of Excellence in Children's Literature
   GC 406 Children's Literature in a Multicultural Society
   GC 407 Storytelling
   GC 408 Special Study* (* Two-session unit)
3. Course Structure:
The course structure has been organised into eight separate but inter-related units which will normally be taken as follows:
Full-time

| AUTUMN SESSION | GC 401 Sources of Children's Literature | 45 |
| GC 402 Literature and Literacy | 45 |
| GC 403 Comparisons in Australian, American & British Children's Literature | 45 |
| GC 404 Poetry | Contact hours: 180 |

| SPRING SESSION |
| GC 405 Concepts of Excellence in Children's Literature | 45 |
| GC 406 Children's Literature in a Multicultural Society | 45 |
| GC 407 Storytelling | 45 |
| Contact hours: 135 |

TOTAL CONTACT HOURS: 315 plus 90 = 405

Part-time

| AUTUMN SESSION | GC 401 Sources of Children's Literature | 45 |
| GC 402 Literature and Literacy | 45 |
| Contact hours: 90 |

| SPRING SESSION |
| GC 403 Comparisons in Australian, American & British Children's Literature | 45 |
| GC 404 Poetry | 45 |
| Contact hours: 90 |

| AUTUMN SESSION | GC 405 Concepts of Excellence in Children's Literature | 45 |
| GC 406 Children's Literature in a Multicultural Society | 45 |
| Contact hours: 90 |

| SPRING SESSION |
| GC 407 Storytelling | 45 |
| Contact hours: 45 |

TOTAL CONTACT HOURS: 315 plus 90 = 405

GC 408 Special Study
Outline of Topic
Review of Literature
Reading
Research
Consultations
Analysis of Data
Strategies
Colloquia
Presentation of manuscript
Contact hours: 90
4. Requirements to Qualify:
To qualify for the award of the Graduate Diploma in Children's Literature the candidate must complete satisfactorily each of the eight units.

DESCRIPTION OF UNITS

GC 401 SOURCES OF CHILDREN'S LITERATURE

Syllabus:
This unit will be taken early in the course because it is believed that it will enrich students' understanding of the literature they will study in other units.
Students will be required to study the storytelling traditions of European, Australian and American cultures, and to evaluate the significance of these traditions to Children's Literature.
Jung's theories of literature will be studied, especially his concepts of archetype, collective unconscious, symbol and myth. Students will thereby be able to trace recurring patterns in literature from different cultures, and to understand the reasons why, and ways in which modern authors draw upon ancient sources.
A particular study will be made of the links between traditional myths and legends and contemporary works of fantasy and science fiction. Students will have the opportunity to develop storytelling skills with audiences of children and adults.
Use will be made of filmed interviews and lectures given by relevant authors and authorities from all over the world. The College has a considerable collection of video-tapes, books and records in this field.

Assessment:
Class paper
Essay of 2,500 words

References:

Texts:
Children's literature will be drawn from such authors as Hans Christian Andersen, the Brothers Grimm, Dick Roughsey, Tomi Ungerer, Alan Garner, Susan Cooper, J.R.R. Tolkien, Ursula Le Guin and Lloyd Alexander.
Syllabus:
The students, in consultation with the lecturers concerned, will compile a list of books which they believe are worthwhile in literary terms. From these books students will develop language activities which will help promote and develop the reading and writing skills of children. The potential of literature for developing children's oral language will also be explored in this unit. Books which lend themselves to drama, development of dialogue and oral reading will be studied and suitable activities developed. Techniques for introducing books which have real literary value and stimulating children's interest in these books are seen as essential components of the reading and writing program. The encouragement of the reluctant reader will be considered here. Consequently motivating children to read through the use of literature will be an important aspect of this unit.

As series of activities are developed, they will be tested by the students, discussed in class, and prepared for some final form of publication for distribution to other teachers.

Assessment:

Class presentation.

References:

Lickteig, M J  *Children's Language and the Language Arts* Columbus (Ohio): Bell and Howell 1975.


Texts:
This will be drawn up in consultation with students and will include picture books, picture story books, and novels appropriate to children of various age groups.

GC 403 COMPARISONS OF AUSTRALIAN, AMERICAN AND BRITISH CHILDREN'S LITERATURE

Syllabus:
The content of this unit will be based on a thematic approach to Children's Literature. The works of authors from Australia, America and Britain will be discussed.
Cultural comparisons will be made through themes such as alienation, national identity and racial tensions.

Literary pre-occupations of authors from the different countries will be studied through themes such as realism, fantasy and childhood innocence and by direct comparisons of the work of authors such as Southall, Bawden, Cormier, Neville, Wrightson and Spence. The students' knowledge of literature from these countries will be broadened considerably as the unit progresses. Authors and their works will be placed in an historical context and the human condition, with particular reference to children of various ages, will be stressed. Authors such as Garnett, Bruce, Sawyer, Blume, Fitzhugh, Thiele, Martin and Byars will provide appropriate material in this section.

Assessment:
Class paper
Essay of 2,500 words

References:

Titles for this unit will be selected from the works of authors such as:
Mary Grant Bruce, Nan Chauncy, David Martin, Lilith Norman, Joan Phipson, Eleanor Spence, Ivan Southall, Colin Thiele, and Patricia Wrightson from Australia;
Judy Blume, Betsy Byars, Robert Cormier, Louise Fitzhugh, M.E. Kerr, Emily Neville, Ruth Sawyer and Paul Zindel from America; and—Honor Arundel, Bernard Ashley, Nina Bawden, Jane Gardam, Eve Garnett, Jan Mark, Alison Morgan and K.M. Peyton from Britain.

GC 404 POETRY

Syllabus:
The unit aims to develop an understanding at both theoretical and practical levels of two major aspects of poetry, viz. poetry and oral interpretation, and presenting poetry in the classroom.
1. Poetry and oral interpretation
   - the language and form of verse
   - methods of oral interpretation
   - speaking poetry to an audience.
2. Presenting poetry in the classroom
   - choosing poems to present aloud: criteria for selection
   - age level, theme/subject, poetic qualities (rhythm, rhyme, imagery, tone, etc.)
- feed-back from classroom presentation
- mode of presentation: teacher reading, class enacting, use of recordings, use of audio-visual supports, other effects
- students speaking poetry, solo and/or group.

Poetry Reading
Students will be required to present poems of their choice to the class. They will be given a brief introduction to major poets at the beginning of the course. Such an introduction would draw from such poets as Shakespeare, Donne, Marvell, Wordsworth, Keats, Yeats, Auden, Eliot and Graves as well as a selection of Australian poets. Students will also be required to read a large body of children's poetry and to develop an anthology from which they will teach in the classroom. The results of their own work in the classroom will be the subject of class discussion and course assignments.

Poetry Writing
Students will be expected to write some poetry. Different approaches will be explored and students will be encouraged to write in different poetic forms for later presentation to fellow students and children. In developing an enthusiasm for their own writing and an understanding of the process of writing, the students may be better equipped to help the children with their own poetic writing.

Assessment:
Preparation of three sets of teaching materials.
Three practical presentations.

References:

Texts:
De La Mare, W Come Hither London: Constable 1962.
GC 405 CONCEPTS OF EXCELLENCE IN CHILDREN'S LITERATURE

Syllabus:
Students will read a wide range of books traditionally regarded as "good" and compare these with the books children are reading in schools and at home. They will then postulate reasons for any differences that emerge. Students will read and study a wide range of picture story books with a view to critically examining both text and illustrations for excellence and appeal. Students will be required to consider the teacher's and librarian's role in choosing books for children and to formulate clearly expressed opinions on the topic. As well as novels and picture story books mentioned students will also be required to examine the role of non-fiction for children in this unit of the course.

Assessment:
Class paper.
Essay of 2,500 words.

References:
Cameron, E The Green and Burning Tree Boston: Little Brown 1969.

Texts:
Selections of books drawn from the Special Study plus works by authors such as C.S. Lewis, Enid Blyton, W.E. Johns, Alan Garner, Ursula Le Guin, Charles Keeping, John Burningham, Margaret Mahy.

GC 406 CHILDREN'S LITERATURE IN A MULTICULTURAL SOCIETY

Syllabus:
Students will examine a variety of genres; myths, legends, folktales, fairy tales, folk songs, biographies, poetry and comics from a variety of languages and cultures to develop appreciation of different cultural values and identities and with a view to helping children develop positive cultural identities.
In this unit students will critically examine text and illustrations in the original texts, in English translation and in bilingual texts. Particular reference will be made to Japanese, Italian, German and Russian books. Students will be encouraged to see these books as a possible means of fostering intercultural understanding and respect. As a contrast students will examine critically the way the Australian Aborigine has been portrayed in children's books, through the years from colonization to recent times.
Students will develop individually, and in class, strategies for developing enjoyment and appreciation of literature (in English) for children who are learning English as a second language.

Assessment:
A critical literary analysis of Children’s Literature related to this unit.
Developing a literature/reading program for children.

References:
Mattingley, C Recent Translations of European Fiction for Older Children and Young Adults (Bibliographies No. 6) Sydney: Library Association of Australia 1978.

Texts:
A selection of books from multicultural and non-English sources.

GC 407 STORYTELLING

Syllabus:
This unit is essentially practical in nature, but students will attend an initial series of lectures and tutorials in which different storytelling techniques will be witnessed and discussed. Students will then develop stories from literature and their own experience. These stories will be practised in class and later used with children. Students will be expected to report back to the class on their performance and on the responses of the children.
The measures which are taken to select stories, learn them and remember them will be discussed. At this stage in the course students will be familiar with a wide range of literature from which to draw. Time will be devoted to adapting stories, and students will be expected to be familiar with techniques such as repetition which help in the learning and remembering of stories.
Students will be encouraged to develop a personal style of storytelling as well as being familiar with other techniques and aids such as felt boards, illustrated stories, puppets, activity stories and 'catch' stories.
This unit will also emphasise the importance of storytelling as a stimulus to the child's language development. A study of children telling their own stories will be an important aspect of this unit.
Assessment:
Presentation of one class report and two stories.
Preparation of three sets of teaching materials.

References:

Texts:
A wide range of titles will be available for study from other course units.

GC 408 SPECIAL STUDY

Syllabus:
Although this unit is an individual study, students will be required to consult closely on a regular basis with their lecturer/supervisor throughout the course of study.
Early in the course lectures will be arranged on data collection and research techniques.
Later in the course a series of colloquia will be arranged so that information and experiences can be shared by the students. These colloquia are also seen as an important means of clarification for the students before they write and present their findings in final manuscript form.
This study has implications for all the other units of study, but in particular it is relevant to GC 402 Literature and Literacy and GC 405 Concepts of Excellence in Children's Literature. The former is concerned with choice and presentation of literature for its own sake as well as a means of developing the child's total language capacity. The latter is concerned with the whole notion of what is "good" literature and what children actually read. Students will be able to draw on both these units as they proceed with their Special Study.

In summary the approach to this unit will be as follows:
1. Outline and limitation of topic Occasional lectures
2. Review of the literature Regular consultation with lecturer/supervisor
3. Student reading
4. Design of research technique and data collection procedures
5. Collection of data
6. Analysis
7. Design of strategies to remedy deficiencies or extend children's range of reading

Occasional tutorials
8. Presentation of these strategies
in classroom or library

9. Analysis of performance

10. Colloquium presentation

11. Revision

12. Submission of manuscript

Assessment:
Colloquium presentation
Manuscript (5,000 - 6,000 words)

References:
Schools Council. Research Project into Children's Reading Habits,
Sebesta, S L and Iverson, W J Literature for Thursday's Child
Sutherland, Z and Arbuthnot, M H Children and Books 5th edn
D'Arcy, P Reading for Meaning Vol 2 The
Monson, D and Peltola, B J (eds) Research in
Children's Literature Newark (NJ): International
Reading Association 1976.
**TRAINING SCHOOLS, 1981**

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* Students are advised that the training schools for use in the Schools Experience program for 1981 will generally be drawn from those listed here.
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