

# ***White Paper on Tasmanian Schools and Colleges in the 1980s***

Tasmania. Education Department, 1981

## **Overview of the document**

162 page White Paper issued by the Minister for Education in May 1981. Sets out a broad policy for Tasmanian education in the 1980s, including devolved responsibility to schools, development of broad statements to offer curriculum guidance, attention to educational disadvantage, and improvements in the teaching service and the management of education.

## **Keywords**

Core curriculum; recurrent education; Aboriginal education; handicapped children; disadvantaged students; school councils; partnerships between schools and communities, administration, management, funding.

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## **Summary of Contents**

### 1. INTRODUCTION

#### **The reason for a White Paper**

- Notes that over the past ten years the Government has received seventeen reports on activities of the Tasmanian Education Department as well as a number of national

reports from the Schools Commission and the Tertiary Education Commission. Notes that this White Paper takes account of what the Government has learned from those reports, as well as from public discussion in newspapers and magazines, to set out Government policy and intended action in relation to education in Tasmanian government schools in the 1980s.

### **The Government's role in Education**

- Discusses the Government's role in education as "to see to it that all people can get an education of the kind and quality that they need". (p. 2)
- Notes that without diminishing the quality of education for the compulsory years, "the Government will provide education for more of those whose ages fall outside the compulsory range. It also accepts responsibility for the education of special groups – technicians, for instance and children with handicaps – because the facilities which they need are so expensive that only the Government can afford to provide them." (p. 2)
- Notes that sixteen percent of Tasmanian children attend non-government schools and that the rest "regardless of the wealth, background, or job of their parents – attend government schools. These government schools must be excellent so that all children in the community will have a chance to attend schools of equal quality – the wealthy, the poor, the highly talented, the handicapped, those who value education and those who do not." (p. 3)

### **Growth in education during the 1970s**

- Notes that during the 1970s, "the Government spent almost a quarter of its annual revenue on education" and that there was a 36 percent growth in the number of primary and secondary teachers, although enrolment numbers rose hardly at all. (p. 3)
- Notes that the number of technical college teachers rose from 204 to 526, a growth of 158 percent and the number of teacher's aides rose from 29 to 1233. (p. 3)
- Notes a marked increase in the level of people's participation in education in that retention to Year 10 increased from 64 percent in 1970 to 91 percent in 1980 and that the number of people in further education has almost doubled since 1970. (pp. 3-4)
- Other improvements cited include: the building of 37 new schools and colleges; a reduction in the rate of teacher resignations from 13 per cent to 5 per cent; a reduction in the size of schools; the introduction of community colleges; the organisation of early childhood education so that children have continuity of schooling; the integration of "handicapped" children into ordinary schools and a number of other areas in which education in Tasmania has been world class.

### **The Government's views about schools and colleges in the 1980s**

- Begins by noting that Government will not make "rapid or radical changes in its schools and colleges" and most funding will support existing programs. (p. 5)
- States that "The Government accepts the final responsibility not only for providing money to be spent on education, but also for seeing to it that the money is well spent. The Government therefore must ensure that: the things schools and colleges teach satisfy the community; teachers can and do perform well; and members of the community, teachers and administrators – each group in its own way – are able to influence what happens in schools and colleges." (p. 6)
- Identifies two beliefs on which the Government's policy rests: "The first is that a sure way to improve the education of Tasmanian children is for the Government, the community and members of the teaching service to work as partners and learn from

one another. The second is that more responsibilities should be shifted from the Education Department's administration to its schools and colleges." (p. 6)

- Notes that "This White Paper sets out the Government's broad policy for its system of State schools and colleges during the 1980s." Notes that this will require both more spending and changes in the way that existing staff and resources are used. (p. 6)
- Notes that at the time of writing, new arrangements for tax sharing between the State and the Commonwealth were being worked out. Therefore some of the goals may not be realised until later in the decade as funds are available. The White Paper does not make unrealistic goals about education, but rather ones that "are attainable over a period of time". It sets out the most important goals and the ones that can be reached by the end of the 1980s. (p. 7)

## **2. WHAT THE GOVERNMENT WANTS TO SEE HAPPENING IN SCHOOLS AND COLLEGES**

- Notes that since the middle of the 1970s, "people have been alleging that it is the fault of schools that young people find it difficult to get work" (p. 8). Disputes that this is the case, but also notes that "schools have been trying out new ways to help young people bridge the gap between grade 10 and whatever they do afterwards." (pp. 8-9)
- Overviews changing attitudes towards education and notes that "People no longer think of schooling as something to be got over in childhood, like measles" but are increasingly seeking out education over all stages of life. (p. 9)
- Overviews the Government position of schooling for all and important for life chances for everyone.

### **The curriculum needed for primary and secondary schools**

- Defines curriculum and notes that "The word "curriculum" has come to mean a mixture of what is taught in schools and how it is taught." (p. 10)
- Notes that there have been changes both in the content and in teaching methods since 1970 and provides examples including: "open space" classrooms; teaching tailoring work to small groups and individuals; a decrease in the use of testing to rank students; the introduction of "multicultural education"; the use of "work experience" programs; and less emphasis on the teaching of grammar. (p. 10)
- Notes that there has been mixed response to the broadening of the curriculum and that there are conflicting views on the emphasis that should be placed on the teaching of "basic skills" and the "three Rs" and over how much emphasis should be placed on testing and standards. (p. 10)
- Notes that: "A list of all the different opinions people have about education would be nearly endless. The Government believes it would now be helpful for it to declare its own position and let everyone – teachers and community – know what it expects of schools." (p. 11)
- Refers to the booklet Requirements for a Curriculum and its discussion of the "core" curriculum, which might refer to a set of subjects, or to a set of general ideas about what a student should be able to do. (p. 11)
- Notes difficulties associated with the idea of a "core" curriculum – namely that the term is "overused and not very helpful. Nevertheless, the Government expects all schools to agree to teach certain things, and the Education Department to make known what they are." (p. 11)
- Notes that schools and their communities should work together on the details of their curriculum, but there should also be commonality in what different schools teach.

- Notes that the Government will arrange for the Education Department to:
  - “work with teachers and members of the community to prepare broad statements of what all schools should set out to teach (these statements will cover both the whole curriculum and each subject within it);
  - work out a way of making sure that all students who move from one school to another take with them a detailed record of what they have done; and
  - provide help for schools as they work out the details of their own curricula.” (p. 12)
- Notes that the Government wants “statements” that both teachers and members of the community can use – for teachers to plan their work and for members of the public to find out what students are doing. (p. 12)
- Notes that work on these statements is to begin immediately, but the Government has already provided the following direction:
  - “The statements for particular subjects should include a discussion of why they should be taught and a broad outline of their content; if most people agree that students should learn certain facts or skills, the statements should say exactly what these are.
  - The statements should, when necessary, set out conditions under which some “sensitive” topics – sex education, for instance – should be taught.
  - The statements should leave teachers reasonably free to use whatever they think are the most suitable teaching methods and materials.
  - The language and style of writing used in the statements should not leave either teachers or members of the community mystified.” (pp. 13-14)
- Notes that “The Government will require that all statements take into account the following requirements for a curriculum:
  1. “The curriculum must see to it that each child learns the things he will need to get on in his community and become a responsible adult.” (p. 14)
  2. “The curriculum must help each child communicate effectively, think clearly, and form a set of values that will give him the power to make his own judgements and act independently. The curriculum should help children ‘communicate’, ‘think’, and ‘value’.” (pp. 14-15)
  3. “The curriculum must help each child learn, and go on learning, as much as he can about the world and himself.” (p. 15)
  4. “The curriculum must spring from a concern for children.” (p. 15)
- Notes that curriculum has been written about here in a general way so that children, teachers and parents can work out the details of the curriculum and that in addition to having statements about the curriculum written, the Government will provide enough teachers for schools to be able to teach the curriculum outlined in this paper.
- Highlight’s the importance of literacy and numeracy and sets out 14 ways in which literacy and numeracy will be improved including:
  1. Teachers “will be expected to put even more stress on reading, writing and arithmetic”. (p. 17)
  2. In 1981 a policy statement on literacy and numeracy will be issued.
  3. Six schools with students doing well in reading and number tests will be studied.
  4. Language resource centres will continue to operate and be staffed by specialists.
  5. Guidelines for primary school language and course material for School Certificate English will be distributed to schools.

6. Resource centres in each region will provide assistance for teachers with the teaching of mathematics.
  7. Teachers will have training in the use of new guidelines for the teaching of mathematics.
  8. School libraries will be improved, including by extending computer-based technical services.
  9. More teachers will be provided in special education.
  10. Teachers will be given opportunity to learn better techniques for helping children read and calculate.
  11. The Department will investigate the use of computer-assisted learning.
  12. Schools will be encouraged to set up programs to show parents how to help their children with reading and mathematics.
  13. A special program to help overcome effects of minor sight and hearing defects will be completed in 1982.
  14. School guidance officers will help teachers use tests for diagnosing problems with reading and mathematics. (pp. 18-19)
- Notes that children with special talents should be given the opportunity to concentrate on areas of interest but it is important that special provision for talented children should not interfere with the intellectual and social development of all children.
  - Refers to Schools Commission publication *The Education of Gifted Students* (1980).
  - Notes that a policy statement will be issued by the end of 1981.

### **Preparing for adult life**

- Discusses secondary education programs and notes that over the past five years there has been special attention given to how to help students prepare for life beyond Year 10.
- Identifies problems of unemployment and the increasing demand for higher qualifications.
- Notes the use of “career education” (in which students were given information and advice) and recent moves to “transition education” (a broader approach to what students need which includes the provision of knowledge about Australian society, information about jobs and careers, opportunities for continuing education, how to cope with being unemployed and information about how to go about getting a job, how to mix with others, what to do with leisure time and managing money). (p. 21)
- Notes that with such a broad definition of “transition education” every teacher must be teachers of transition education in a sense.
- Notes that the task of secondary teachers is “to plan their teaching with an eye to preparing their students for adult life”. (p. 22)
- Notes that the Government will keep transition programs under review and will continually review activities like work experience and will also give special attention to helping physically and mentally handicapped students.
- Discusses further education programs and notes that the compulsory years of education cannot provide young people with all the preparation they need for adult life.
- Notes that the Government intends to broaden the range of courses offered to students who have finished Year 10 and want to go on with schooling. It will do this by having colleges that offer two types of courses: one that offers skills for particular jobs, the other that contains practical skills but does not give students a qualification for employment in specific occupations.

- Notes that the Government will direct both the Schools Board and the Division of Further Education to develop new forms of certification.
- Notes that the Government is opposed to letting students begin specialised full-time training in trade skills in secondary schools and it expects that Colleges will provide such training in response to community demand for skilled tradesman.
- Notes that the Government is considering the implications of the recent Report of the Inquiry into the Tasmanian Apprenticeship System.
- Notes that the Government recognises “that people with handicaps have special problems in getting work” and will arrange for the participation of people with handicaps into existing courses. (p. 24)

### **Recurrent education**

- States that “The Government believes that jobs, technology and economic conditions are changing so quickly now that a person cannot, between the ages of six and sixteen, acquire all the education he will need for a lifetime.” (p. 25)
- Stresses the importance of being able to resume education throughout life and notes the increase in “recurrent education”. (p. 25)
- Notes that recurrent education begins in primary and secondary schools and the importance of providing a good foundation both in terms of developing the capacity for further education later in life, and also in terms of preventing students being “put off education forever”. (p. 26)
- Discusses community colleges and notes that “The Education Department has recently brought together its former matriculation colleges, technical colleges and adult education system into single institutions which it calls “community colleges’.” (pp. 26-27)
- States that “Community colleges will offer many types of recurrent education.” (p. 27)
- Notes that community colleges are already broadening their offerings but that they will also retain the special features of technical colleges, matriculation colleges and adult education, namely specialised vocational education and academic studies.
- Argues that “Community colleges will become focal points for recurrent education.” (p. 27)
- Notes that the Government has set up a Division of Further Education to provide recurrent education. Notes that the Government will soon announce how it is making recurrent education more available to people and will publish a discussion paper on recurrent education so that the community can more fully understand how recurrent education can help different groups of people in the community.
- Discusses getting primary, secondary and further education teachers to work together and notes the low rate of retention to grade 11 in Tasmania compared with other states and the persistence of the view that secondary education beyond grade 10 is only for those with an “academic bent”. Argues that to overcome such attitudes high schools and community college teachers should plan courses that students will think are “worthwhile”. (p. 28)
- Discusses “link” courses “which give high school students a chance to work with technical college teachers” and notes that they have proved to be a good way to let students know what job opportunities and technical courses are available to them. Notes that the Government will arrange to make these courses available to more students. (p. 29)
- Discusses how to give more people a chance for further education and notes that: “Two broad groupings of people do not take full advantage of what further education

offers them. One consists of those who just do not know what is available to them; the other consists of those who, for one reason or another, cannot take the courses they want to” (p. 29). Goes on to say that this latter group may, for instance, have gaps in their education, or might live in isolated areas.

- Notes that since the 1970s, the Government has tried to bring people into further education by introducing a range of initiatives to target particular groups and will continue to provide programs so that more people are given the chance for further education. Notes that leaflets, advertising and word of mouth will be used “to spread publicity about what further education can offer”. (p. 30)
- Notes that the Government will increase number of further education programs offered to students who live in the country, set up courses according to community need, provide more opportunities for those who are taking the first step towards resuming their education such as courses in basic study skills, support courses for adults who cannot read or write and establish a “service” unit in each college “to work with students who seek advice and also to act as a shop front for the college”. (p. 31)
- Discusses the provision of further education outside institutions and notes that Tasmania has the highest proportion of people in all Australian states classified as rural. Notes the services in existence providing for the dispersed population, including centres for further education, network computer facilities, and radio and television services, which will continue to be used by the Education Department.
- Discusses education in industry and other institutions and notes that the University, the TCAE and various industries and other employers, as well as the Division of Further Education, provide recurrent educational opportunities for Tasmanians.
- Notes that the Government is keen for services not to be duplicated. Notes that a small “Training Advisory Unit” will be established to respond to requests from industry, commerce and government for help in planning training programs; the Tertiary Education Commission will be requested to keep up-to-date information about enrolment of mature aged students and this information will be used as a basis for decision-making about courses; and the Education Department will continue discussions with industry on how industry and training colleges can co-operate in running training programs.
- Outlines professional development for teachers and other support services in further education.
- Notes that Community Colleges are new and that the Government “will keep a close watch on their progress”. (p. 33)

### **Providing for students who are handicapped or otherwise disadvantaged**

- Notes that the Government has decided to give special attention to people whose life chances are limited: those with mental and physical handicaps, and those who are disadvantaged by poverty or geographical isolation.
- States that “The children in both these groups have one thing in common: they cannot get what they need from schooling if they are treated like everyone else. Although some of them manage by themselves either to overcome their problems or to compensate for them, most cannot do so without help beyond that given to others. That they cannot do so is not their fault.” (p. 34)
- Acknowledges two more groups who are disadvantaged and in need of special provision: those from non-English speaking backgrounds and Aboriginal children.
- Notes that more funds are spent on disadvantaged groups and that some of this comes from Commonwealth funding.

- Overviews the current funding emphasis on special schools, the secondary section of district high schools and the provisions made for children from poor families.
- Notes that this policy is endorsed by state and national reports.
- Outlines the specific action that the Government intends to take to help disadvantaged students including that:
  - In terms of students with physical and mental handicaps, the Government will: “integrate most children with handicaps into ordinary schools”; “extend ‘early intervention’ programs”; “encourage parents to take part in programs”; “provide services to children with handicaps who live in country areas”; and “help teachers prepare programs and teaching materials”. (pp 36-39)
  - In terms of students who are poor and students for whom living in the country is a disadvantage, the Government will: “get students from poor and country families to complete full secondary education”; “add staff to schools in Housing Division estates”; “continue to improve country education”; and “give financial assistance to children from poor families”. (pp. 40-43)

### **Judging what happens in schools**

- Discusses how impressions of schools are commonly formed by members of the community and how some of these impressions are misplaced.
- Notes the change in emphasis from the three Rs, when state schools were established, to broader concerns of schooling and more critical views on the purposes and use of testing.
- Notes that the public ought to know what is going on in schools and that schools should be held accountable. Notes that until the early 1970s, formal inspections of schools were carried out by an Education Department superintendent but that these inspections “often did not get to the heart of a school’s problems” and that more recently there have been evaluations or reviews of schools and that for this kind of approach to succeed a school and its community must have a close partnership. (p. 47)
- States that “The Government expects that all schools will carry out periodic evaluations of their own programs, and that they will do so with the help of members of their communities.” (p. 47)
- Notes that many people still believe a school can be judged by test results and certification and cautions that it is important for careful analysis and interpretation of such information.
- Discusses the certificates for Tasmanian students and notes that “The Government set up the Schools Board of Tasmania as a statutory body to award certificates to students in all secondary schools – government and non-government. The Board awards the School Certificate to students up to grade 10, and the Higher School Certificate to students in grades 11 and 12. In 1967 the use of external examinations as the basis for the award of the School Certificate was ended. The Board then introduced a ‘moderation’ system, which was intended not only to do what external examinations had done – that is, provide a way of comparing the performances of students in different schools – but also to let teachers decide what awards their own students will receive. Under moderation, teachers have more freedom to choose what they will teach. They are also able to use all the work their students do during a year as the basis of their assessments. The School Certificate award for each student in each subject is given at one of three levels called, simply, level I, level II and level III – level I being the least difficult, and level III the most difficult.” (p. 48)
- States that “Awards for Higher School Certificate subjects are based either partly or wholly on an assessment of each student by his teacher. For all subjects at level III

there is an external examination as well. As well as colleges introducing new courses, the Board is widening the range of subjects for which it awards certificates. The Government expects the Board to acknowledge that schools and colleges must go on making changes to their curricula and to adjust its certification accordingly.” (p. 49)

- Notes that the establishment of the Division of Further Education has complicated the awarding of certificates to students in Years 11 and 12. It notes that the Government will direct the Board to and the Division “to make decisions urgently about a system of certification which meets all the needs of students in the 1980s.” (p. 49)
- Discusses statewide tests of literacy and numeracy and notes public disquiet about levels of literacy and numeracy among school children. Notes that the Education Department has been periodically testing all ten and fourteen year olds on basic reading and number skills which has resulted in the following:
  - investigations to discover the “special characteristics” of schools whose students show improvements in their results;
  - a realisation that many students score better when tested individually than with their class;
  - stimulated debate amongst teachers as to what works best; and
  - “prompted the Education Department to prepare a policy statement on how schools can improve their teaching of language and number schools.” (p. 50)
- Notes that periodic testing will continue and the Government will arrange for the Education Department to work with national groups to develop tests in subjects for teachers to use at their own discretion.

### **3. WHAT THE GOVERNMENT WANTS OF THE TEACHING SERVICE**

- Defines the teaching service and notes that “What the Government wants from its teaching service is that it be well prepared to do its work and that it do its work well.” (p. 51)

#### **Training an effective and adaptable teaching service**

- Discusses issues relating to pre-service education, the induction of beginning teachers, in-service education, types of in-service education and outlines how improvements will be made.

#### **Sustaining vigour and enthusiasm in the teaching service**

- Discusses the selection of teachers, the support for members of the teaching service, expectations about in-service education, and how improvements will be made, including through promotions, assessment of the teaching service, and new arrangements for reporting on staff.

### **4. WHAT THE GOVERNMENT WANTS IN THE MANAGEMENT OF EDUCATION**

- Discusses the purpose of the Education Act and states that “Many people believe that the main purpose of the Education Act of 1885 was to establish State schools that were ‘secular, compulsory and free’. They are mistaken: it did none of these. In 1885 the State already had compulsory and secular education, and school fees were not abolished until 1908. In fact, the purpose of the Act was to set up a centrally administered government education system.” (p. 75)
- Notes that “schools are different now from what they were then, but the Government continues to believe that providing a system of State schools is the best way for it to ensure that all parts of the State and all groups in the community have schools and further education colleges of high quality.” (p. 75)

### **The responsibilities of schools and colleges**

- Notes that during the 1980s changes in the responsibilities of schools and colleges will occur in the following areas: the educational program, staffing, buildings and finance.
- In relation to changes in the educational program notes the following:
  - There have been changes in the level of control of the Education Department and schools now exercise more control over their programs than they previously did. Contrasts the 1980s to fifty years prior when “State schools offered all Tasmanian children an identical education”. (pp. 79-80)
  - “For instance, instead of prescribing the details of school courses, the Government outlines only a general educational policy, because it believes that teachers are well able to decide for themselves the detail of what they will teach and how they will teach it.” (p. 80)
  - There is “one actual curriculum instruction which the Director General issues: that all secondary school students must be entered for the School Certificate subjects of English, science and mathematics.” (p. 80)
  - The Government expects that each school and college will regularly: consult with parents and other members of the school community; review its work with the help of its community; and provide written reports to the Department about its programs.

### **The responsibilities of the administration**

- Outlines the function of the regional offices and changes in their responsibilities, including more support for schools and colleges in teaching, and changes in staffing.
- Outlines the function and changes in responsibilities of head office, including administration that cannot be done at a regional level such as educational policy and budgeting. Notes that “Head office administrators have to make sure that the quality of the educational program for the whole State is high. They do this by: providing general statement about the curriculum for all schools and colleges to follow; testing students’ performance from year to year in basic reading and number skills; and making sure that in-service activities offered to members of the teaching service meet their own needs and the Department’s.” (p. 89)
- Details head office responsibilities in relation to staffing, finance, buildings, their relationships with other organisations, collection of information, policymaking and ongoing review of the administration.

### **Increasing the influence of parents and the community on what happens in schools and colleges**

- Notes that parents are “the first and most important teachers of their children.” (p. 95)
- Discusses ways of improving parental and community involvement in schools, including the expansion of the role of school councils in further education colleges and their establishment in schools.
- Notes that school councils will: “(1) work out a policy for community use of the schools facilities; (2) take part in such activities as setting the school’s policy and planning its curriculum; (3) help plan building extensions and modifications; (4) help prepare the school’s budget; and (5) help the school staff assess the general working of the school.” (p. 97)

### **5. RESOURCES FOR EDUCATION IN THE 1980S**

- Details current funding arrangements and prospects for future educational funding.

## **6. SUMMARY OF GOVERNMENT POLICY**

- Outlines, in 85 separate points relating to each part of this paper, the course of action the Government will take in the 1980s. Those relating to curriculum and the school program are outlined below:

### **The curriculum needed for primary and secondary schools**

- States the Government will arrange for the Education Department administrators to:
  - “work with teachers and members of the community to prepare broad statements of what all schools should set out to teach.” (p. 111)
  - “work out a way of making sure that students who move from one school to another take with them a detailed record of what they have done.” (p. 111)
  - “provide help for schools as they work out the details of their own curricula.” (p. 112)

### **The staffing of primary and secondary schools**

- States “The Government will provide, as soon as it can, enough teachers to enable primary and secondary schools to teach the curriculum outlined in this Paper.” (p. 112)

### **Literacy and numeracy**

- Makes nine points including: that teachers will be directed to put more stress on teaching reading, writing and arithmetic; that a policy statement on numeracy and literacy will be released; that language resource centres will continue to operate; that school libraries will be improved; that teachers will have the opportunity to learn improved techniques of helping children read and calculate through in-service programs; that the use of computer-assisted learning will be investigated; that schools will be encouraged to provide parental educational programs to help children with reading and number skills; that a special program to overcome effects of sight and hearing impairment will be introduced; and that school guidance officers will help teachers use diagnostic tests in reading and mathematics.

### **Children with special talents**

- Notes that a policy statement on gifted education will be released by the Government.

### **Preparing for adult life: secondary school programs**

- Notes that transition programs will be kept under review; work experience programs will be continually reviewed; and special schools will be encouraged to run transition programs.

### **Preparing for adult life: further education programs**

- Notes that: a system of certification will be developed to meet current needs; training in trade skills will be kept under review; people with ‘handicaps’ will be able to participate in ordinary courses and new courses will also be designed specifically to meet the needs of particular groups of ‘handicapped students’; and that the Government will try to arrange for teachers to take leave without pay so that they can gain experience working in industry, commerce and in welfare.

### **Recurrent education**

- Notes that: a discussion paper will be published that addresses how recurrent education can be made available to different groups of potential students; “Link”

courses will be more widely available; schools and colleges in close proximity will be encouraged to share resources; programs will be provided to enable more people to participate in further education; the Government will publicise what further education can offer; the number of further education courses will be increased; non-certified adult education programs will continue; more programs designed specifically to help people resume education will be offered; support and courses will be offered for adults who cannot read or write; “service” units will be established as “shop-fronts” in colleges; the Government will widen the range of educational programs for students in rural areas; the Government will establish a small Training Advisory Unit within the Division of Further Education to liaise with industry, commerce and government on training needs; the Tertiary Education Commission will be asked to keep up-to-date information about enrolments in mature age and further education; discussions with industry about co-operation in training programs will continue; further education teachers will be released, when necessary, to write new courses and revise existing courses; the Government will try to discover best way of helping further education teachers improve their skills in syllabus writing, working with industry, conducting in-service training etc.; and a research project to monitor the development of community colleges will be continued.

### **Aboriginal education**

- Notes that later in 1981 the Government will state its policy on Aboriginal education.

### **Handicapped children**

- Notes that: teacher education will include units on special education; teachers trained in special education will be employed to assist in ordinary schools; itinerant teachers will be employed to co-operate with parents and professional personnel for programs of early intervention in the home; wherever possible, children with handicaps will attend pre-schools; and partnerships between teachers and parents will be encouraged.

### **Disadvantaged students**

- Notes that: the Government will instigate awareness program targeting poor families and those from the country about continued education beyond Year 10; community centres will be established in some country towns to serve as annexes to community colleges; residential accommodation will be provided in larger centres for further education students; the number of staff appointed to schools in Housing Division estates will be boosted; district high school buildings will be improved; specialist teachers (in areas such as art, music and drama) will be assigned to district high schools; the Government will aim to keep as many country primary schools as possible; the Huon Valley project will be used a model for providing support to schools on other localities; schools will be expected to give special help to needy children using the Schools Commission funds; allowances to poor families will be reviewed and indexed to inflation; and the Government will ensure that fees for adult education will not be prohibitive.

### **Judging what happens in schools**

- Notes that schools are expected to carry out periodic reviews of their programs and that the Government will continue to periodically test language and number skills.