

**THE 'JUNEE PLAN'
DOCUMENTS**

**COLLECTED BY
MARK OLIVER SMITH**

DEDICATED TO



C.J. ('JIM') DEAN

**As creator of 'The Junee Plan',
Jim's inspired leadership enlivened the Junee High School community
at a time when secondary education was losing its vitality.**

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(This article appeared in School Principals Management Bulletin. NSW Government Printer, 1974).

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(This article appeared in The Journal of Teacher Education R.C.A.E. (Riverina College of Advanced Education), Vol. 3, No. 1, 1974.

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(This article appeared in The Journal of Teacher Education, R.C.A.E., Vol. 3, No. 2, 1974).

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- A. **INSIDE EDUCATION** – Journal of the N.S.W. Department of Education; December 1973; Article by Denise Pasley: The Junee Plan; Looks at a scheme that introduces interest electives on a 9-day timetable.

- B. **STUDENTS IN REVIEW** – Magazine of Junee High School, Vol. VI, 1973. A collection of student comments, teacher articles, Principal Comment and P. & C. President comment.

**THE 'JUNEE PLAN'
AND ITS EVALUATION**

MARK OLIVER SMITH

THE 'JUNEE PLAN' AND ITS EVALUATION

INTRODUCTION

The 'Junee Plan' was an innovative administrative plan to invigorate new life into a small country high school. The plan was conceived by the high school's new Principal, Mr C.J. (Jim) Dean and it was outlined by him at a staff meeting on the 17 June 1972. As the visiting School Counsellor of the district I later undertook the task of 'fleshing-out' the proposals and presenting the innovatory aspects in a way which were consonant with the aims of secondary education.

Cyril James Dean

Cyril James Dean preferred to be known as 'Jim'. He was known to me as a Principal, a Confidant and a Friend. I worked closely with him as a staff member for two years (1972-1973) but our friendship has stretched-out over the years.

When I heard of Jim's later disabling condition I tried to evaluate him from three points of view. Firstly, from the point of view of a Psychologist; secondly as a Fellow Principal and thirdly from the perspective of a Friend.

- **Appraisal from a Psychological Perspective**

I judged Jim Dean to be a highly intelligent man with a well-developed imagination and a creative mind. He combined a love of literature and history with a flair for mathematics. He had the enthusiasm and commitment of an educator whose ideas had developed through a long gestation period. At Junee he had, at long last, found the opportunity to test these ideas. In this new setting he harnessed his skills and experience in country high schools as a class teacher, English/History Master and Deputy Principal. Now he had the opportunity to give expression to test these ideas as a Principal. Yet for all his experience in schools I detected two sides to Jim's personality. Beneath the bonhomie of a first-class raconteur was hidden the uncertainty of a country boy venturing into new territory. His imaginative and innovative educational ideas had not been tested in NSW. Jim was now about to display his ideas to full public gaze and he endured the pangs of anxiety. The support and re-assurance he needed was given by an enthusiastic staff. With the backing of his staff Jim found a new dimension to his leadership and the staff, in turn, became united and invigorated by his growing confidence.

- **Jim Dean as a Fellow Principal**

Principals have to be first-class jugglers. They must find a resolution between the competing demands of departmental requirements, community expectations, staffing needs and pupil satisfaction. These competing demands work against innovation. They actually encourage complacency and a 'don't-rock-the-boat' attitude towards change. Jim Dean's 'Junee Plan' was all about change and as such it was to be expected that the Department would be chary, the community apprehensive, the staff suspicious and the pupils uncertain. All of these responses materialised but they were surmounted once the changes became operative. When it became clear that the new administrative arrangements reinforced departmental policies rather than replace them

doubt was replaced by conviction. Community approval of the changes was won by its greater involvement and participation. Staff commitment and willingness to adopt the new proposals was evident in their enthusiasm. Pupil satisfaction with the new arrangements was also uniformly positive. That Jim managed to elicit all of these positive responses was confirmation of his leadership and management skills.

- **Jim Dean As a Friend**

Jim Dean was very attentive to both the formal and informal needs of his staff. One memorable informal event in the life of the staff was the occasion when Jim invited Stan Gilchrist (Science Master) and Mark Smith (Co-ordinator) to join him and Laurie Moss (President P.C.) on a long weekend stop-over at his beach home at Sandy Beach. Other informal social occasions occurred at Jim's home and at the Junee Golf Club. It was on such occasions that one came to appreciate how Pat Dean, his wife, was so central to his life. As a teacher herself, Pat was as sociable as Jim was reserved and she supported him totally in social situations and in all his educational activities. Pat was the mother to Jim's children, who each in their individual ways, brought great credit to their parents. As a father and a family man Jim was ever mindful of the need to provide an education which was pupil-centred. Jim placed the needs of pupils first, second and third. All else was of secondary importance. As his serving District School Counsellor I am happy to claim that Jim Dean was as guidance-minded as a Principal could be. The school he ran at Junee was a pupil-centred one.

The Role of Counsellor in the Junee Plan

The role of a District School Counsellor had, in my days, a number of obligatory functions concerned with pupil assessment and placement and a range of optional tasks related to Principal need and the special skills and interests of the counsellor. Usually Counsellors have a preference for individual counselling and they assist pupils who may be experiencing anxiety problems, self-esteem difficulties and behavioural disorders such as bullying and acting-out behaviour, shyness, stealing, under-achieving etc. Some Counsellors even see their role as a counsel of defence against a teacher or Principal. I never enjoyed the luxury of having so few schools that I could afford the time to give close attention to clinical counselling. Although I had served two years in an educational clinic my psychological training had been in the field of social psychology rather than individual psychology. I saw the proposals of the Junee Plan as a means of introducing more effective guidance programs. My more holistic approach may have diminished my awareness of individual pupil needs of a clinical nature. However, I thought that this oversight would be more than offset by the multiplication of the Counsellor role through the Interest Elective Program and the timetabling of Guidance for every class.

A Holistic Approach to Counselling

A visiting Counsellor-in-Training, David Bond, found difficulty in coming to terms with my more holistic approach to Counselling. He reported back to his Training Officer that my approach represented an abdication of the Counsellor role. I think it may have been an abdication of the 'traditional' role. My aim was to move towards making every teacher a counsellor and to multiply the pastoral effectiveness of teachers.

Documenting the Junee Plan

The Contents page of this collection of articles outlines the literature underpinning the Junee Plan and some of the literature spawned by its implementation. The literature can only hint at the Plan's success. What it can never measure is the personal development undergone by the students and the happier student/teacher relationships the Plan generated.

Mark Oliver Smith
(One-time Co-ordinator of the Junee Plan).

Junee High School

STAFF 1973

Principal	Mr C.J. Dean, B.A.
Deputy Principal	Mr. E.R. Beattie, B.A.
Co-ordinator	Mr M. Smith, B.A.
English/History Department: Master	Mr G. J. Costello, B.A. Mrs. F. de Buis, B.A., H.Dip.Ed. (Res. May). Mr. P. de Buis, B.A., H.Dip.Ed. (Res. May). Miss P. Flynn, B.A. Dip.Ed. Mrs. C. Edwards, B.A. Dip.Ed. (comm. May) Mr D. Davis, B.Sc. (comm.. May) Miss R. Sinclair, B.A. Dip.Ed. (Res. Sept.) Mrs. D. Kaineder (comm. Sept.).
Science and Agriculture Department: Master	Mr S.W. Gilchrist, B.Sc. (Ind.Art) Mr D.R. Esdaile, B.Sc. Agr., Dip.Ed. Mrs. K. Davis Mr D.G. Hobel, B.S. Biology (res. Sept.) Mr M. Cleaver B.Sc. (comm. Sept.)
Language:	Mr D. Shepherd
Mathematics Department: Master	Mr A.F. Kaineder, B.Sc. Dip.Ed. Mr. I.M. Blackert, B.A. Dip.Ed. Mr B. Edwards, B.Sc. Dip.Ed. Mr N.G. Smith
Social Sciences Department: Master	Mr T. Britt, B.A. Mr E.R. Beattie, B.A. Mr R.F. Hurst Miss C. Deady, B.A. Dip.Ed.
Manual Arts Department:	Mr. C.W. Doherty Mr B.K. Beasley, B.Sc. (Ind. Arts)
Home Science Department:	Mrs. J. Gentle Miss E.E. Savage
Music Department:	Mrs. C.M. Lobban, L.Mus.A., L.L.C.M.
Art Department:	Mrs. C. Lord, Dip.Art.Ed.
Physical Education:	Mr R.J. Ruskin, D.P.E.
Clerical Staff:	Mrs E. Myers Mrs C. Fretwell
Ancillary Staff:	Mrs B. Lord (Library) Mrs B. Smith (Science) Mrs M. Cairns (Home Science)



Junee High School Staff 1972



June High School Staff 1973

Back row (left to right): Mr R. Hurst, Mr C. Doherty, Mr D. Shephard, Mr B. Edwards, Mr I. Blackert, Mr D. Esdaile, Mr D. Hobel, Mr N. Smith, Mr B. Beasley. Centre Row: Miss R. Sinclair, Mrs M. Lobban, Mrs. J. Jentle, Miss C. Deady, Mrs. C. Edwards, Miss E. Savage, Mrs. E. Myers, Mrs. S. Smith, Mrs. C. Lord, Miss P. Flynn, Mrs. M. Cairns. Front Row: Mr. R. Ruskin, Mr. T. Britt, Mr. G. Costello, Mr. R. Beattie (Deputy Principal), Mr J. Dean (Principal), Mr. F. Kaineder, Mr. M. Smith, Mr. S. Gilchrist. Absent: Mr. D. Davis and Mrs. K. Davis.

THE JUNEE PLAN

A STATEMENT OF THE PRESENT PROBLEMS BESETTING SECONDARY EDUCATION AND PROPOSALS TO OVERCOME THOSE PROBLEMS IN JUNEE HIGH SCHOOL

**C.J. Dean (Principal) and M.O. Smith (School Counsellor), Junee
High School**

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I. THE PROBLEMS BESETTING SECONDARY EDUCATION

The Present Situation of Secondary Education

In recent years appreciable gains have been made in providing acceptable courses to cater for the variety of individual differences in ability among pupils. The time has now arrived where these gains can be augmented by the introduction of proposals to overcome the limitations arising from the practical day-to-day problems found in the present system and which seek to keep pace with the changes in society since the original proposals were made. It is generally conceded that teachers experience the following difficulties in the field of secondary education.

1. Loss of Capacity to Innovate

The educator is not only a transmitter of knowledge, skills and acceptable social values. His function also is to contribute towards the revitalisation and the renovation of his culture and society. The school is not just a passive reflector of current values and norms, but also a dynamic instrument for change. While the benefits of centralisation are well-known and appreciated, the recent measures to introduce a greater measure of educational autonomy at the local level will provide welcome relief. Channels of communication have for too long been construed as authoritarian and one way. This has unwittingly conspired to frustrate and inhibit the emergence of creative thinking at the grass roots. The time is now ripe to more meaningfully involve teachers in the decision-making process of some of the courses they teach.

2. Lowering of Staff Morale

There is ample evidence that over recent years there has been a lowering of staff morale. This has, in part, stemmed from the unfortunate alienation of staff from administration, but more significantly from a failure to fully exploit the talents and skills of staff members.

These talents and skills are seeking fuller expression and freedom from the inhibiting effects of an over-demanding curriculum. Not only are teachers seeking wider participation in the framing and evaluation of the courses they are teaching, but many of them possess talents and skills which have not always been exploited.

3. Diminution of Pupil Choice

Coupled with the alienation of teachers there is also student dissatisfaction. While the gifted student has been a satisfied one, those who lack ability have found little comfort in selecting electives from an ever-narrowing range. This is especially true in the smaller high school where the possibilities of variegated patterns of electives have given way to the realities of timetabling and staffing limitations. In the small high school the pattern of education has all too often resulted in stereotyped formulae and predictable electives with a minimum of pupil choice. This has tended to defeat the spirit of the Wyndham Scheme. The problem of the forced-choice situation has deprived many students of the opportunity to learn a little from courses which they may take for a short time but which they have no desire to take for a full 3 years.

4. Irrelevance of Electives

Not only has the range of electives become narrower, but there has often been a real lack of relevance in the possible range of electives. The traditional pattern offers limited scope for the introduction of such courses as driver education, sex education, consumer education, elective courses for senior pupils such as music appreciation and physical education and a host of interest and hobby activities mentioned below. While secondary education has stressed the “general” nature of its courses the facts suggest that much of what is at present being offered is highly specific and in many cases irrelevant to the needs of pupils and the demands of society.

5. Restrictive influence of Current Timetabling Practice

Under present timetabling practice there is not only insufficient time for the introduction of experimental courses, but also there is virtually no time available for the satisfactory teaching of level I courses for senior pupils. Again, there is an unfair distribution of subject time to courses which are taught on Mondays. Furthermore, teachers are forever complaining about teaching courses which are timetabled on the last periods of Fridays. Not only is this practice unfair to pupils, but it also contributes to teacher dissatisfaction. The present inflexibility of timetabling practice also results in frequent interruptions to normal teaching whenever excursions, visiting speakers, celebrations and the like are squeezed into the life of the school.

6. Inhibiting Influence of Exam-oriented Teaching

While the realities of external examinations have to be recognised (with the promise of relief in sight), it can nevertheless be claimed that for too long external examinations have undermined the autonomy of the local school. The ameliorating influence of assessments has only served to support the present suffocating effects felt by pupils and staff alike and in some instances introduced more rigorous and strenuous obedience to the letter of the law. Above all, the capacity for innovation and experimentation with courses at the local level has

been stifled, while teachers are urged to an unnatural devotion to examination requirements. Secondary education has, to this extent, become fraudulent.

7. Ability Grouping at the Expense of Interest Grouping

Accompanying the loss of pupil choice in electives and the paucity in the range of possible electives available, there is also a failure to acknowledge the right of students to direct a significant portion of their own education. An important aim in education is the provision of worthwhile opportunities for the development of private interests. The educator should never be tempted to provide for leisure occupations which are too prescriptive or closely regulated. While ability grouping has gone some of the way towards meeting the capacity of the pupil to absorb knowledge and skills, it has not enlarged the scope of interest development. This can only be done by making available a sufficient range of interest activities and programmes to which the individual can privately and wholeheartedly commit himself, and from which he can extricate himself when his interest wanes.

8. Knowledge and Mental Skills to the Detriment of Social Development

The great majority of high school pupils are not destined for academic success and yet the school system is in the main geared to the needs of the few who are so destined. The present emphasis upon excellence in achievement in individuals is a worthy and valuable goal. That emphasis however, tends to set apart the gifted pupil, and places him in competition with his fellows. Leadership is important but so is fellowship. *The school has a definite role and responsibility to promote co-operation along with competition.* It has the important social obligation to develop within all its pupils the capacity to work harmoniously with each other without, at the same time, frustrating the development of excellence.

9. Alienation of Community and School

In order for a school to discharge its obligation to the local community which it serves it must be accessible to the peculiar demands and requirements of that community. Centralisation has unwittingly robbed the local community of a richer and fuller participation in the life of the school. Schools have tended to become secretive and possessive of the knowledge they have acquired about pupils and curricula, and have all too frequently been perceived as impervious to curriculum suggestions and denied active participation in the life of the school to informed individuals within the community. Instead of being a focal point of total community education, schools have become citadels of learning accessible to the children only. The time has arrived when the facilities and skills of teaching should be more freely available to more persons. At the same time those persons should be expected to make their own participatory contribution to the life and aims of the school.

10. Stereotyped Teaching Techniques

The recent decade has witnessed great gains in the development of pupil-centred teaching. Library facilities are extending their function to that of information resources centres and are developing apace. Unfortunately the practical problems of timetabling, and the traditional 8 x 40 minute day, have made it exceedingly difficult to make capital of these advances. There are also real problems associated with implementing team teaching in small high schools. If a fuller exploitation of teacher talent and its associated savings through specialisation are to be achieved there has to be a departure from the traditional pattern of timetabling the day.

II. OBJECTIVES OF THE JUNEE PLAN

The Junee Plan seeks to meet the shortcomings besetting secondary education as outlined above. It proposes to effect some major organisational changes which have important educational implications for the life of the school, and possibly for secondary education in New South Wales.

Purposes

- (a) To provide a more flexible timetable and period teacher allocation.
- (b) To permit a greater use of our educational resources and a fuller exploitation of both pupil and teacher talent and interest.
- (c) To introduce greater variety in non-examination subjects, based more on pupil interest.
- (d) To induce a more positive involvement of staff, students, and parents in the affairs of the school.
- (e) To integrate the school more closely with the local community.
- (f) To realise more fully the aims and objectives of education as stated in the report of the Committee appointed to survey Secondary Education in New South Wales. (1957).

The Junee Plan will provide, within the framework of the current dictates of examination requirements, a workable scheme which will not only overcome the limitations inherent in the traditional pattern, but one which will, at the same time, provide an enriched and variegated pattern of education to supplement the meagre rations presently dispensed. It is an open-ended plan which will not only enlarge the scope of present action, but one which will provide for the possibility of continuous experiment and innovation.

The Junee Plan is a realistic proposal to strengthen teacher morale by allowing for greater involvement in the formulation and execution of policy. At the same time it is designed to elicit warmer pupil response by providing a wide range of non-examinable electives based on interest rather than ability. The plan also envisages the forging of more meaningful relationships between the school and the community by offering courses which enlarge the possibilities of integration.

III. THE MECHANICS OF THE JUNEE PLAN

Several steps are involved in implementing the plan – none of which should be construed as revolutionary or in any way intended to jeopardize the goals of the present system. The plan “adds to” the present goals rather than “subtracts from” them, and it is conceived primarily as a means of realising more fully the goals of the present system.

Proposals

1. That once our staff allocation for the year has been made we then use such staff as we see fit.
2. That the traditional 5-day week of 8 x 40 minute periods be abandoned in favour of a “cyclic timetable” (probably of 9 days duration).

3. That Wednesdays be taken out of the cycle, and be devoted to one period of scripture, three periods of physical education (not only sport) and four other periods.
4. That the four remaining periods on Wednesdays be programmed to provide a wide variety of activities along the following suggested lines:
 - (a) An allocation for pastoral care/guidance, house and class meetings, S.R.C. meetings, celebration of national events.
 - (b) An allocation for level I work for senior students.
 - (c) An allocation for interest courses (non-examinable) based on student choice. It is anticipated that each such course will continue for one term and be programmed to meet student need. The following is a list of possible courses from which choices could be made:
 - (1) *Art.* Drawing, Painting, Modelling, Sculpture, Art Appreciation, Display.
 - (2) *Music.* Appreciation, Choral, Instrumental, Composing, Jazz, Guitar Classes.
 - (3) *Electronics.* Lighting, Sound equipment, Home appliances, Ham Operators, Hi-Fi, Electronics, Computers, Cybernetics, Logic.
 - (4) *Craft.* Modelling, First Aid, Safety First, School Maintenance, Car Repairs, Home Mechanics, Driver Education, Welding, Weaving, Textiles and Design, Tanning, Pottery, Jewellery, Ceramics, Printing, Graphic Arts, Photography, Display.
 - (5) *Service and Community Aid.* Public Speaking, Debating, Junior Rostrum, Home Nursing, Meals on Wheels, Service Clubs, Australian Volunteers Abroad, Community Aid Abroad, Overseas Aid.
 - (6) *Mass Media.* Projector Servicing, Projection, Librarianship, Creative Writing, Film Appreciation, Mass Media, School Magazine, Journalism, Tape Recordings, Writers Workshop.
 - (7) *Cultural Studies.* European Languages and Culture, Asian Studies, Comparative Religion, Aboriginal Studies, Anthropology.
 - (8) *Drama.* Play Production, Acting, Costuming, Lighting, Voice Production.
 - (9) *Education for Leisure.* Beautician Skills, Grooming, Dancing, Squash, Ten-Pin Bowling, Gymnastics, Chess, Synchronised Swimming, Outward Bound, Sauna, Trampoline, Club Life, Canoeing, Fencing, Sailing, Yoga, Judo, Archery, Jazz Ballet.
 - (10) *Family Living.* Home Decoration, Flower Arrangement, Fashion, Nutrition, Child Growth and Development, Mothercraft and Child Care, Sex Education, Introductory Psychology.
 - (11) *Consumer Education.* Marketing, Buyers Choice, Car Purchase, Home Finance, Credit Cards, Taxation, Advertising, Investment, Government, National Service, Law.
 - (12) *Rural Studies.* Milling, Baking, Egg and Wheat Production, Farm Management, Horticulture, Plant Nursery, Pruning, Lapidary, Mapping, museum Work, Agriculture, Bookkeeping, Australian Flora and Fauna, Conservation, Ecology, Ground Keeping, Astronomy, Meteorology, Chemistry, Geology.
5. That the school day be rearranged to allow for the following pattern of lesson times – 1 hour; 1 hour; (recess) 40 minutes; 40 minutes; (lunch) 1 hour; 1 hour – with the possibility of dividing some 1 hour units in 2 x 30 minute units.

6. That team teaching be espoused where it is deemed educationally sound.
7. That the library be developed as an information, resource and study centre with greater scope for liaison between teachers and librarian.
8. That teacher-committee meetings to plan and evaluate courses be developed.
9. That the sports afternoon as traditionally known be modified in order to make provision for:
 - (a) Competitive Sport (Rugby, Soccer, Cricket, etc.).
 - (b) Non-competitive Sport.
 - (c) Skill-building.
 - (d) Fitness 10BX, Yoga, Bush Craft, Weight Training, Gymnastics, Tennis, Volleyball, Vigarò, Cricket, Table Tennis, Swimming, etc.
 - (e) Duke of Edinburgh Awards.
 - (f) Dancing – (Folk and Creative).

IV. PRINCIPLES UNDERLYING THE PLANNING WEDNESDAYS

The following points are presented as a basis for discussion by the planning committee. They deal primarily with possible arrangements in connection with interest electives.

Guiding Principles

1. Interest electives are to be grouped into four (4) areas or schools:
 - (a) Communication;
 - (b) Arts and Crafts;
 - (c) Art and Science of Living;
 - (d) Recreation.
2. Each of these schools is to offer courses under the guidance of a committee of no more than five members with the co-ordinator an ex-officio member of each committee.
3. The function of the committee is to plan, prepare and evaluate courses under the direction of a committee leader. A minute secretary is to be appointed by the committee.
4. In planning course outlines the committee is to be guided by the following principles:
 - (a) all pupils are to be given the opportunity to elect 2 x 1 hour interest elective courses.
 - (b) courses are to be designed to allow for major electives of 40 hours duration and for minor electives of 14 hours duration.
 - (c) the school population is to be divided into three horizontal strata, viz.:
 - (i) A Junior Level (1st and 2nd Forms),
 - (ii) An Intermediate Level (3rd and 4th Forms),
 - (iii) A Senior Level (5th and 6th Forms).
 - (d) As a general rule pupils may only elect to do courses with pupils from their own level. All exceptions are to be negotiated by the co-ordinator.
 - (e) While the school population is organised horizontally into three strata, the committee will have to make provision for progression through a vertical sequence of courses at each level. This will provide the opportunity for pupils to develop an interest in depth.

- (f) A senior pupil doing level I work may be given 1 hour for such work but must do at least 1 hour of an interest elective per week.
5. The following conditions are to govern pupil choice:
- (a) A pupil cannot undertake the same major in 2 consecutive years of any one level although he may elect two majors from one school.
 - (b) A pupil may do a major in a course for 1 year followed by a minor in the same course the next year or *vice versa*.
 - (c) No minor courses can be repeated within any one level.
 - (d) Ideally a pupil will be required to sample courses from each of the four areas during any one level. (This will not be possible for 2nd form or 4th form in 1973). This means that at any one level a person spreads two (2) majors and six minors in each of the four areas. Over a four year period a single pupil must have taken four majors and twelve minors. Only two of these majors can be in the same subject although the whole four can be in the same area.
 - (e) Where a pupil does a major in one subject this may be followed by a minor in the same subject and under special circumstances by yet another minor in the same subject if the second minor constitutes a community aid course involving assistance to the teacher.

The following outline of possible courses and sequence of courses is suggestive and not prescriptive. It does show the possible lines of developing courses within a particular school to allow for variety and depth.

SCHOOL OF THE ARTS AND SCIENCE OF LIVING

Level	Family living	Consumer education	Rural studies
Senior	Introductory Psychology	Investment Government elections National Service Act, etc.	Conservation Ecology Meteorology
Intermediate	Mothercraft Sex Education Child Growth and Development	Consumer Education Advertising Credit Cards Home Finance Car Purchase, Insurance Careers Assignment	Horticulture, Pruning Agriculture Lapidary Mapping Museum work
Junior	Home Management Home Decoration Fashion, Nutrition	Marketing Buyers Choice	Farm Management Egg Production Wheat Production Baking, Milking

SCHOOL OF ARTS AND CRAFTS

Level	Art	Electronics	Craft		
Senior	Art	Computers Cybernetics Logic	Welding Driver Education	Jewellery Ceramics	Printing Graphic Arts
Intermediate	Art	TV Electronics Hi-Fi Ham Operators	Home Mechanics Car Repairs School Maintenance	Pottery	Photography Display
Junior	Art	Lighting Radio Home Appliances Sound Equipment	Safety First First Aid Modelling	Weaving Textiles Tanning Sheep-skin Rugs	

SCHOOL OF COMMUNICATIONS

Level	Service and Community	Mass Media	General Studies
Senior	Community Aid Service Community Aid Abroad Australian Volunteers Abroad Assistance to Teachers	Journalism School Magazine	Comparative Religion
Intermediate	Service Clubs Community Aid Meals on Wheels Home Nursing Assistance to Teachers	Mass Media Film Appreciation Creative Writing School Magazine	Asian Studies
Junior	Assistance to Teachers Public Speaking Debating Junior Rostrum	Librarianship Projectors	European Languages and Culture

SCHOOL OF RECREATION

Level	Drama	Music	Education for Leisure
Senior	Drama	Music	Archery, Water Polo, Yoga, Judo, Canoeing, Fencing, Sailing, Gymnastics
Intermediate	Drama	Music	Trampoline, Outward Bound, Recreation, Club Life, Sauna, Badminton, Gymnastics
Junior	Drama	Music	Squash, Synchronised Swimming, Competitive Swimming, Dancing, Chess, Gymnastics, Ten Pin Bowling

V. THE CASE FOR A CO-ORDINATOR

At the outset it must be emphatically stated that the case for a co-ordinator is not dependent on the provision of an additional staff member to Junee High School. It does require a redirection of existing counsellor function with a partial redefinition of that role for a period of 1 year. Anything more than that would only serve to disprove the feasibility of the total plan. The following cogent reasons are put forward to justify a redefinition of counsellor function for an interim period of 1 year.

1. The Importance of the Educational Implications for the Future Pattern of Secondary Education in N.S.W.

The Junee plan does not seek to be a prototype for other secondary schools. It represents one arrangement whereby the possibilities contained within the present system can be more fully extended and developed. It opens up a wide range of possibilities for all other secondary schools with each responsible for the development of its own unique patterns. It is an open-ended plan that makes no pretence at being a final solution. It is capable of an infinite number of variations when applied to local school conditions. The success of the plan must not be jeopardized for the want of an additional support staff member.

2. In the Initial Stages there will be a Need to Identify and Eliminate the Educational "Bugs"

A plan as innovative and as comprehensive as the Junee Plan will require additional support from staff members. This support is already evident. However the goodwill of staff members must not be overtaxed and at least in the initial stages they will need the support of an extra staff member who is free to be consulted and free to help plan and organise.

3. The Plan Requires the Co-ordination of a Number of Working Committees

A central aim of the plan is to more fully involve staff members in the decision-making processes of education. Its success will largely depend on the degree of that involvement in the planning, implementing, and evaluating of the courses they design. Such planning will need co-ordination so that the objectives of the total plan are not lost sight of, and are realised.

4. The Plan will Involve Additional Inservice Training and Rethinking about Teaching Methods

An important aspect of the plan is the part played by team teaching and the utilisation of technological aids. Teachers will need to rethink their teaching styles and become acquainted with the possibilities which inhere in the proper use of these resources. They will need to be further educated in the function and purposes of the library as an information and resource centre.

This type of inservice training will have to draw on the skills of a resource person who is free to research and instruct in these areas.

5. The Plan Requires a Form of Supervision Over a Wide Range of Elective Interest Courses

The plan requires that pupils make choices among a wide range of interest electives. In practice this will require administration and guidance of pupils in cases where it is not practicable to offer courses of their choice. The rotation of courses for pupil choice will involve close consultation with pupil and teacher so that at any one time a sufficient range of electives is made available to pupils.

6. The Progress of the Plan Requires Documentation, Research, Evaluation and Adequate Publicity

The tasks involved in documentation, research, and publicity are over and above the normal requirements of teachers. Teachers will have additional working loads in the preparation of courses and the part they play in working committees. A support person has to be found to administer these additional tasks.

7. The Plan Envisages Closer Working Relationships with Feeder Schools

There are not only developments within secondary education, but also important changes and experimentation with the infants and primary school.

The High School needs to be continually appraised of these developments and responsive to the new trends in educational practice that have produced the children they inherit. The school counsellor is a person who can provide the necessary liaison work to keep high schools informed. The time has arrived when school counsellors can be more fully integrated into the life of the high school. Such people can perhaps be called upon to administer much of the co-ordinating work associated with the proposals as outlined.

8. The Plan Requires Greater Liaison with the Community

The way in which closer integration between the school and the community is solved will be dependent on the success of public relations. The development of such relations will begin at the P. & C., but could easily end with parent co-operation in servicing the library, in social committee work and even possibly include the instruction of certain elective interest courses.

POSTSCRIPT

In private discussions with teachers it is usual for objections to be raised in relation to the implementation of the plan. The most frequent objection concerns the loss of four periods per week from work which is examinable. To some extent this is a valid objection, but it has been anticipated and by and large can be answered in at least five ways:

- (a) The present allocation of time is unfair to subjects treated on Mondays and Fridays. The adoption of the 9-day cycle at least distributes this inequality in a much fairer manner and at the same time provides for the distribution of additional lost time in a way which is proportional to present time allocation among examinable subjects.
- (b) Because many of the subjects offered as non-examinable electives are in reality extensions of present courses it can be argued that in some instances there will be no loss of time but the opportunity for enrichment work to be done.
- (c) Through the introduction of team teaching it can be expected that the present courses will be treated more efficiently. As well as the gains made as a result of specialist teaching there are also gains associated with the reduction of preparation time in subjects such as science and craft. This saving is connected to the provision of one hour periods rather than a forty-minute unit.
- (d) Although it might appear that the Junee Plan involves a loss of four periods per week it should be remembered that one of these periods will be devoted to guidance

throughout the school. This means that the effective loss is somewhat less than three periods.

- (e) Finally, it must be stated that what is lost in time has to be measured against the gains that will be made. The Junee Plan opens up such a considerable range of possibilities that a loss of something less than three periods per week does not seem to be too high a price to pay for progress.

A second objection is sometimes raised in conjunction with having one hour periods rather than 40 minute periods. The facts as stated make it clear that there will be occasions when 2 hour periods are offered, 1 hour periods, 40 minute periods and even 30 minute periods. The time allocation for each individual subject period has to be determined in relation to the different demands of each subject and the exigencies of timetabling. The overriding consideration has been to provide greater flexibility in timetabling and to make gains associated with the practical subjects which have hitherto involved inordinate amounts of preparation for small units of teaching time. It should not be assumed that because a subject has been given an hour slot that the same work will be taught in that hour or that the possibility of team teaching is excluded.

A third objection is sometimes raised. This is in connection with staffing. It has been said that Junee has been favoured with an additional staff member. This is not true. What we intend to do is make greater use of a present member of staff, *viz.* the school counsellor. He will be more deeply involved in the life of the school than before in both the development of guidance programmes and the extra co-ordination work involved in the plan.

GUIDANCE AT JUNEE HIGH SCHOOL

- 1. INTRODUCTION**
- 2. PROGRAMMING GUIDANCE
FORMS I – IV**
- 3. PROGRAMMING GUIDANCE
FORMS V – VI**

“A comprehensive guidance programme in a Secondary School should embrace a variety of well-organized opportunities for individual and group experiences designed to promote educational, vocational, personal and social development for its pupils. It supplements, but does not replace, the implicit guidance of counselling activities founding the day to day involvement of every teacher with his students.”

(Guidance Syllabus)

GUIDANCE AT JUNEE HIGH SCHOOL

INTRODUCTION

The Guidance Philosophy and the Junee Plan

The Junee Plan has from its inception grown out of the desire to enlarge the scope of individual choice in a situation which was threatening to become increasingly constrictive. It is established on the guidance principle that an individual is entitled to maximise his potential through the process of self-direction provided that the consequences of this process are not inimical to the welfare of the whole. Because of the inhibiting influence of timetabling practice it has not been possible in the past to set time aside for a complete guidance programme for the entire School. The Junee Plan has, because of the flexibility introduced in timetabling, provided the opportunity for a full-scale treatment of Guidance at all levels, based on the Departmental Guidance Syllabus. Under the provisions of the Junee Plan it will also be possible to make guidance courses available under the direct supervision of senior members of staff. It is envisaged that the guidance programme will also embrace pastoral care activities, careers information, house meetings and also have time set aside for the celebration of special events.

Assumptions Underlying the Guidance Philosophy

1. Inner-direction is preferable to outer-direction.
2. The process of education is concerned with social and emotional growth as well as intellectual and physical growth.
3. The prevention of adjustment problems is preferable to their cure.
4. The progressive development of self-awareness, self appraisal and self-direction will lead to a richer and fuller social life.
5. The formation of healthy attitudes and a system of values is as important as the acquisition of knowledge and skills.
6. Behaviour based on rational analysis and judgemental skills can be explicitly cultivated as well as taught incidentally.
7. Satisfying vocational choices are more likely to be made if they are formed on the basis of fuller information.
8. Habits and methods of study influence the outcomes of learning.

Programming Guidance Forms I-IV

Departmental Syllabus

1. The basis of the guidance programme is that provided by the Syllabus of the Department. The material available from the Department includes:
 - (a) **Guidance Syllabus.** This is a 15-page Statement of aims and objectives with an explicit statement of the rationale of the 4-year programme.
 - (b) **Resource Material**
 - (i) Resource Material for use in connection with Careers and Guidance Syllabus Form I.
 - (ii) Resource Material Form II.
 - (iii) Resource Material Form III.
 - (iv) Resource Material Form IV.
 - (c) **Home and Family Living.**
2. The organisation of the syllabus should be respected but not regarded as prescriptive in every detail. The organisation of the material is deliberately repetitive and topics are given an original overview which is later expanded and examined in greater depth in successive years.
3. **The Topics in Forms I – IV should be regarded as Theoretical Knowledge to be Assimilated by the Pupil**
They are background principles to the discussions. In Forms V – VI the emphasis will be on acquiring a theoretical framework for an understanding of human behaviour.
4. The Guidance Syllabus for Forms I – IV presents a course in Careers and Guidance BUILT AROUND 3 SEQUENTIALLY DEVELOPING STRANDS Viz:
 - (a) PERSONAL and SOCIAL ADJUSTMENT
 - (b) EDUCATIONAL ADJUSTMENT
 - (c) VOCATIONAL ADJUSTMENT.

Implementation

1. The overall integration of the various aspects of the programme is under the control of the School Principal in consultation with the School Counsellor and the advice of a representative Guidance Committee.
2. In 1973 The Guidance Committee will be composed of the following members who will assume responsibility for implementation of the programme for the Form indicated against their name.

Committee

Form I	Mr T. Britt	(Commerce Master)
Form II	Mr G. Costello	(English Master)
Form III	Mr B. Beasley	(Careers Adviser)

Form IV	Mr S. Gilchrist	(Science Master)
Form V	Mr A. Kaineder	(Maths Master)
Form VI	Mr E. Beattie	(Dep/Principal)

3. Guidance groups will correspond to Class groups.
4. While it is expected that the Master in charge of each Form will make his own arrangements, provision should be made for the circulation of staff within each Form and possibly between each Form. This will ensure that a fair degree of pastoral oversight is exercised by each Guidance Master. It will also allow for the possibility of specialisation of topics with a consequent reduction in preparation by teachers.
5. The appendix contains an overview of the course and topics and have been arranged in 3 groups which correspond to the 3 developing strands of:
 - (a) Personal and Social Adjustment
 - (b) Educational Adjustment
 - (c) Vocational Adjustment.
6. It should be possible to allocate a particular strand to a teacher in each of the Forms and to arrange (say) a 3-weekly cycle of lessons between classes.
7. An inspection of the resource material will show that provision has been made for the insertion of new material and gaps have been allowed for the normal interruptions which will occur because of house meetings, roll marking, and the celebration of important events. The resource material is particularly sketchy for First Form and this is deliberate as it allows for wide variation in local content.

Notes for Programming Guidance Form I

The Form I pupil presents a special challenge to the Guidance Teacher. His entry to High School is often accompanied by adjustment difficulties as he settles into the routines of a new school system. There are marked differences in the rate of adjustment and every care should be exercised to see that the new pupil has at least one person to whom he can confide or relate his own personal anxieties. He sometimes needs assurance that the fears and anxieties he experiences are not peculiar to himself. For the First Form pupil entry to High School comes at a time when he is undergoing marked physical, physiological and emotional changes. With sympathetic understanding and guidance each pupil should be led to a point where he can readily identify himself with the School and gain a sense of belonging.

Suggested Programme for Form I Guidance

1. **Getting to know you.** Checking of Pupil Record Card, Previous School, Preparation of an information schedule. Pupils introduce themselves by giving a potted history of themselves.
2. **Orientation (i).** School Staff, School buildings, School motto, School Song, Dress standards, Fees, Absenteeism, Punctuality. Role of Girls' Supervisor, Counsellor, Careers Adviser, Sportsmaster etc.
3. **Orientation (ii).** The timetable, Assembly data, sporting information, use of school lockers.
4. **How to Study (i).** Difference between Homework and study. The making of a personalised study timetable.
5. **Making Friends.**
6. **The Story of Smart Alec.**
7. **Television viewing and how to allocate time.** Analysis of time spent viewing TV.
8. **Individual differences.** Examine class differences in age, sporting interests, skills aptitudes, temperament, abilities.
9. **The Story of Dick the Dobber of (How not to win friends and influence people).**
10. **Perce the Pusher and Shover or school bullies and how to handle them.**
11. **Thoughtfulness.** Borrowing and Lending.
12. **Accidents do happen.**
13. **How to Study.** Ernie the Excusemaker.
14. **The Books I Read.**
15. **Leadership and Followership.**

Notes for Programming Guidance Form II

The Second Form pupil is quite distinct from the First Form pupil. He has, from the beginning, committed himself to electives for 3 years and as such has begun the process of self-direction. He should gradually be led to the stage where he can appreciate and tolerate the range of individual differences in people. He will need assistance in developing study habits and a positive attitude toward the subjects he has chosen. Most girls will be negotiating the stresses of pubertal changes and there will be marked differences between the maturation rates of boys and girls. The Second Form Guidance Programme should aim at developing within each pupil a growing self awareness and confidence in his own abilities.

Suggested Programme for Form II Guidance

1. **Orientation.** Form II organisation. Rationale of basic plus additional subjects. The pervasiveness of English, Maths, Science and Social Studies.
2. **Orientation.** The Aims of Secondary Education. Health, Mental Skills and Knowledge, Critical Thought, Readiness for Group Membership, The Arts of Communication, Vocation, Leisure, Spiritual Values.
3. **Effective Study.** "How to Study" can be learnt. Lessons are a form of study. Neatness in writing. Summarising. Notetaking. Preparing a personalised study timetable. Difference between homework and study.
4. **Effective Study.** Listening Skills, Reading Skills, Reading aloud, Silent Reading. Comprehension. Looking for Meaning. Nonsense syllables versus meaningful material (p. 14). Revision work.
5. **Differences in Interests.** Administration of Rothwell-Miller interest Blank. Outdoor, Mechanical Computational, Persuasive, Artistic, Literary, Musical, Social Service, Clerical, Scientific.
6. **Differences in Abilities and Aptitudes.** The Role of V.G.B. Tests of General Ability (Verbal and Non-verbal), Speed and Accuracy, Space Appreciation, Mechanical Comprehension. Ability and Achievement Tests.
7. **Personal Adjustment – Self Confidence.** Individual differences in physique, mental abilities, temperament and aptitude p. 72-73. Self confidence is increased when a person knows what he can do. Reasons for being unsure. Acceptance of what cannot be changed.
8. **Making and keeping friends, p. 78.** Sincerity, loyalty, trustworthiness and consideration are qualities that attract friendship. The confidant, the Counsellor, Mutual interest Friends. Friendship groups.
9. **The Nature of Groups, p. 81.** Compulsory and voluntary groups. Factors which hold a group together. Interaction. Goal setting. Rules.
10. **Differences in Careers.** The Major occupational levels – Professional, Technical, Skilled, Semi-skilled, Unskilled. Training for major occupational levels.

11. **Major Occupational Groups.** Agricultural, Industrial, Scientific, Commercial, Illustrative occupations.
12. **Examination Preparation.** The purpose of examinations. Analysis of Results. Preparation for examination. p. 50.
13. **Family Relationships.** Brothers and sisters. The Eldest, Youngest and middle child. The Only child. One of many.
14. **Family Relationships.** Understanding Parents – parents as people. Unit 25.
15. **Popularity.** Popularity and notoriety. What makes one person popular and another not. The “Pop singer”. Qualities associated with popularity.

Notes for Programming Guidance Form III

The differences in the rates of development between and within the sexes is particularly apparent in Third Form. The personal and social adjustment of each pupil with his own family will show wide variability. There will be a need to give the Third Form pupil opportunity to discuss the problems of adjusting to the expectations of his family, his School and the society. Third Form introduces the pupil to career possibilities and he should be carefully led to the point where he can evaluate his own career prospects. He will begin to experience the fears associated with job determination and will need continual assistance with emotional and social growth.

Suggested Programme for Form III Guidance

1. **Orientation.** The need for authority. Teachers as people. Self-discipline the keynote of success. Co-operation and consideration.
2. **Study Planning and Examination Techniques.**
3. **Emotional Growth.** Havinghursts list of developmental tasks
4. **Moodiness and Emotional Growth.** p. 52
5. **Fears.** Their nature and origin.
6. **Careers.** 1. Trade Apprenticeships.
7. **Careers.** 2. Job. Study.
8. **Family living.** The Path to Maturity.
9. **Problems with parents.** Unit 24.
10. **Living with Brothers and Sisters.** Jealousies. Family favourites. Interdependence. Privacy. Consideration.
11. **Dealing with Distractions and The Habit of Study.**
12. **Career Studies.** (1) Sales Careers.
13. **Career Studies.** (2) Clerical Occupations.
14. **Career Studies.** (3) Radio, Electronics and Design.
15. **Social Roles and Manners.** Social Functions.

Notes for Programming Guidance Form IV

Form IV is a terminal year for many pupils and a year of important decision making for both those who are continuing at school and those who are seeking employment. It marks a mid-point for the adolescent on the path to maturity. The Form IV Guidance Syllabus is designed to lead the pupil to a point where he makes a further step in self-direction. He is introduced to beliefs and attitudes and the different value systems from which he can shape his own life style. It is important that throughout the year each pupil be given the opportunity to discuss his own decisions in a private interview.

Suggested Programme for Form IV Guidance

1. **Organising Study.** Goal setting.
2. **Summarising.** Notetaking, Improving Reading.
3. **Introduction to Values and Maturity.**
4. **Development of Values.**
5. **Ancient Philosophies.**
6. **Spranger's Type Theory.**
7. **Evening and Technical College Courses.**
8. **Job Advertisements.**
9. **Implication of Values for Maturity.** Values and Career Choice.
10. **Signs of Maturity.**
11. **Goals of the Adolescent Period.**
12. **Beliefs and Attitudes.** Introduction.
13. **Attitudes to People.** Family, School and Community.
14. **The Male and Female Image.**
15. **Rationalised Images.**

Notes for Programming Guidance Forms V and VI

Introduction

Under the provisions of the Junee Plan all senior pupils will have the opportunity to have a period of Guidance per week. This presents a great challenge and a unique opportunity. It is a challenge inasmuch as there is no Departmental Guidance Syllabus for senior pupils and few guidelines from the experience of other schools. The opportunity arises from the possibility that exists to introduce into the curriculum social science material such as Introductory Psychology, Home and Family Living, Introductory Sociology, Logic, Government, Consumer Education, Business Studies and some treatment of General Studies.

From the point of view of this school, Guidance will be viewed as both a continuation of the Guidance Programme undertaken in Forms I – IV and an extension of the interest elective programme. There will be a continuing need to further develop the personal and social adjustment strand along with the educational and vocational adjustment strands, of the first four Forms. There will be an even greater need to maintain individual contact with each pupil through a programme of personal interviews. In addition, however there will be an opportunity through the variety of the Social Science content of the course to develop the pupil into an even more independent and decision making person than was possible in the Junior Programme. From the Guidance point of view the content included in the programme should be aimed at increasing both the self and social-awareness of each pupil; to develop more inner-direction, independence, self-confidence; and through knowledge increase the individual's capacity to make his behaviour the product of rational thought.

Resource Material

1. Home and Family Living

This is an excellent compendium of material provided by the Department for inclusion in the Senior Home Science Course. The fact that such a Course is not offered at Junee High School should not prevent some of the material being used within the Guidance Programme even though the intention of Home and Family Living Syllabus is to present material that is part of a regular examinable subject. Some of the Topics are listed below:

- (a) **Scientific Method.** Limitations, application to Sociology, Human ecology, social psychology, political science and law.
- (b) **The Western Conjugal Family System.** The “Australian Character” and the Family, The Australian Family in the present century. Characteristics of the Australian Family, Structure and Activities in the Australian Family Pattern.
- (c) **Responsibilities of Family Living in a Democratic Culture.** Family living. Functions and Tasks in Development. Individual developmental tasks. The stages in the Life Cycle of the individual. The life cycle of the family

2. “Managing the Family’s Affairs”

This is a complete set of 12 colour filmstrips with 6 cassettes. This series can best be described by the titles of each filmstrip and should prove useful for Home Economics, Family Living Courses and Guidance at the senior level.

Titles: Learning to live together
The new home
The budget – today and tomorrow
Cash and credit
How to shop
“Just sign here”
As the family grows
The family and its legal rights
The family and its legal responsibilities
Protecting what the family has
The family and the community
“Help! This is an emergency”.

Programming

There can be no prescription for the implementation of senior guidance courses as these should be closely related to the particular expertise and interests of the teachers concerned. A possible framework can be suggested so that overlap in succeeding years can be minimised.

Form V

1. An introduction to the field of the Social Sciences viz: Individual, small group and Social Psychology. Sociology. Law. Government. Economics. Anthropology. Human and Animal Ecology. Methodology.
2. A more detailed introduction to the scope of individual psychology historical development. Child Growth and Development. Learning. Intelligence. Personality. Perception. Experimental Psychology. Thinking. Physiological and Neurological Foundations.
3. A more detailed introduction to Sociology and/or Cultural Anthropology.
4. Home and Family Living.
5. Elementary Logic leading to an understanding of syllogistic reasoning based on the four propositional statements.

Form VI

1. An introduction to the field of Political Science/Law/Economics.
2. A detailed examination of the Australian Constitution
3. An examination of the structure and function of the United Nations.

4. An examination of some political writers e.g. Mill, Rousseau, Marx, Capitalism, Socialism, Communism.
5. Aspects of Consumer Education, Investment, World Trade, Monetary Theory.
6. An examination of the Welfare State and Social Security.
7. General Studies.

**SCHOOL COUNSELLOR'S
REPORT (A)**

1973

MARK SMITH

JUNEE HIGH SCHOOL

Foreword

“So far as your services are concerned, during 1973 the agreement is that you will provide a normal counselling service to Junee High School and its feeder Primary Schools and devote what time remains to co-ordinating work associated with the new plan in Junee High School.” (M.E. Thomas, Director of Guidance and Special Education. 7th September, 1972).

Under the above terms of reference, the task of writing an Annual Counsellor's Report assumes a different light to that which it would be otherwise. While many Counsellors have experienced close and harmonious working relationships with staff of Secondary Schools few, if any, have had the opportunity to be as closely integrated into the life of a Secondary School as has been my pleasure.

I have written my report in a personal way and given my impressions about the Junee Plan and some of its innovations from the point of view of someone who was completely involved in the planning and implementation rather than from the point of view of an outside evaluator.

The following report assumes an acquaintance with my earlier communications and in particular an understanding of the contents of “A Progress Report on Several Aspects of the Junee Plan”.

I would like to express my admiration for the flexibility of thinking on the part of those responsible that made possible my unique role of Counsellor-Co-ordinator. If the willingness to experiment in the field is backed up by an equal daring in administration then there is hope that our educational system will evolve productive solutions to the continual challenges it faces.

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Foreword

1. Fostering Change
2. Role Requirements
3. Aspects of Counsellor-Co-ordinator Role
4. The Interest – Elective Programme
5. Comments on the Junee Plan
6. Concluding Remarks

“This widespread lack of concern with the dynamics of change in the complex social systems which schools are, has led to a neglect of the fact that expensive resources – time, facilities and skill – must underpin the planning, implementing and consolidating phases of projects undertaken to improve schooling. Promising prototypes of teaching and learning can be abandoned so easily because of the physically and psychologically impoverished conditions in which they are expected to operate. The shortage of resources and the exigencies of budgets tend to lock expenditure into existing patterns.”

(Report of the Interim Committee for the Australian Schools Commission, May 1973, p. 126,).

Fostering Change

“In order to accomplish its objectives and to maintain itself over time, any organisation must be in a constant state of innovation, growth, and change in order to cope with a changing environment.” In David Johnson’s chapter on Organisational Development and Innovation in Education there is a discussion of the value of divergent behaviour in Organisations. He mentions the tension that operates between the convergent forces aimed at inducing conformity to the organisations’ role behaviours and that of the divergent forces which are aimed at changing the norms, values and role requirements of the organisation. From my experience as Co-ordinator of the Junee Plan, I believe I can understand something of the nature of this tension as it manifests itself in someone caught-up in changing role requirement.

Role Requirement

One of my main tasks as a Counsellor-Co-ordinator has been to come to terms with new role requirements. This task was not simply a question of espousing a new role but one which involved the forging of a new role and overcoming the conflict between pupil overseer and pupil counsellor. In general, the outcome has resulted in a gradual relinquishment of traditional counsellor function and a decentralisation of that function to teachers of interest electives.

During the course of the year I have come to the realisation that in a High School setting Guidance objectives are more capable of fulfilment in the context of an Interest Elective Programme than they are by using a highly trained Counsellor who makes a sessional appearance to “mop up” crisis-oriented problems. Even though an overt guidance programme has been introduced into the life of the school from First Form to Sixth Form and made an important contribution to the resolution of personal adjustment problems, I maintain that the most effective counselling has taken place in the Interest Elective Sessions. Here teachers and pupils have the opportunity to meet in small groups and counselling occurs naturally in the atmosphere of a mutual interest. This method of operation is obviously along the lines suggested by Wrenn who says:

“Does the counsellor spend all his time with all who ask for help, thereby neglecting those whose needs are less obvious or less crisis-oriented? It is proposed that the school counsellor of the immediate future consider that he is responsible for developmental needs more than for crisis needs. He will focus on the psychological growth of all students, engage less in emotional first-aid.”

There are, naturally, important implications for counselling when this change in orientation is assumed:

- (i) There are implications for counsellor status. If a counsellor dares to focus on the psychological growth of **all pupils** he needs an administrative platform from which to operate and a level equal to that of a Special Master.
- (ii) There are implications for counsellor training. Such counsellor operation requires the possession of some expertise in administration, timetabling operations and curriculum planning.

- (iii) There are implications for the development of specialised roles in counselling. To be effective in a High School setting, a Counsellor simply has to spend the bulk of his time in that setting. This means that he cannot give the attention required to other important areas such as Infants Counselling, Special Education and so on.

Although new role definition and function is a direct consequence of my espousing the role of co-ordinator in a particular setting, I believe that in almost all High School settings greater effectiveness can be achieved by Counsellors adopting a style along the lines suggested. The realities of High School operation are simply that very often Principals will not entrust cases to itinerant Counsellors who have little working knowledge of the school or the community. When they do refer cases it is often the 'hardest nut' to crack with little prospect of success.

I believe it is a matter of regret that over recent years the energies of the Division have been expended and directed to Special Education needs without the same sort of attention being given to guidance needs. With my experience as a Counsellor in a co-ordinating role I can now see that the time is becoming ripe for the development of an enlarged counsellor role in a High School setting which should result in more effective guidance outcomes than has hitherto been possible.

Aspects of Counsellor-Co-ordinator Role

It is difficult to delineate the function of a Counsellor-Co-ordinator in an experimental programme from that which could be expected to operate in a setting in which operations were running for some time. There have been several areas in which I have operated this year.

1. Planning

A good deal of time has been spent on planning. This has been concerned with the preparation of information memos to teachers, pupils and parents. It has involved the construction of survey sheets to assess teacher talent in relation to interest electives and preliminary survey sheets to pupils. Each term has demanded a fresh compilation of final survey sheets to pupils on choices available to them. This has been followed by the tedious task of pupil allocation to the great variety of electives operating and the preparation of both master lists and individual class lists. In the Third Term the burden of this work was shifted to teachers by the adoption of a much simplified system. Room allocation for electives and guidance classes also had to be prepared.

In addition to the planning required for the interest elective programme work was devoted to the preparation of suggestions for "Guidance at Junee High School" (14 stencils) and "How to Study Material" (17 stencils).

As an outcome of concern for slower-learners a document known as "A New Approach to the Teaching of Activity Classes at Junee High School" was entrusted to me (16 stencils). It is planned to introduce the proposals outlined in 1974. At present I am collaborating with the Social Science Master and the Science Master in the preparation of an integrated course in these two areas for First Form pupils.

I have also been involved in an assessment of the needs of slow learners. This involved a stocktake of existing material and suggestions for the purchase of materials and equipment for 1974.

2. Operating

Apart from compiling the document "Guidance at Junee High School" I have been involved each Wednesday morning in leading Guidance discussions with senior pupils. Guest speakers were invited from time to time. I have worked with the Career's Adviser throughout the year and the enormous range of pamphlets and literature has been classified and now forms part of the library stock with greater access being given to pupils.

As far as Interest Electives are concerned, this has required a form of loose supervision and the provision of contingency plans when teachers were absent. The basic task has been to liaise with teachers and community participants before the establishment of courses and to continue the contact once each term's programme has commenced.

3. Evaluating

Most of the evaluation work attempted has already been reported in "A Progress Report on Various Aspects of the Junee Plan". (See Ch. 5 The Computer Studies Group and the Pupil Attitude Survey). Although evaluation such as described is necessary the evaluation schemes that we have tried suggest that we are only trying to prove the obvious. Pupils are quite happy with the new arrangements. Teachers cannot see themselves willing to swap back to the traditional pattern of daily period allocation or to the imperfections of a 5 day cycle. Nevertheless a further pupil attitude survey has been conducted and the results are in process of computer analysis. There have been minor adjustments from time to time but nothing of any importance. The alteration of the Scripture allocation during Third Term meant that we had to offer 2 x 80 minute sessions rather than 2 x 60 minute sessions for Interest Electives. There is some dissatisfaction in relation to this extended time but teachers have been co-operative. Third Term also provides interruptions because of the departure of 6th and 4th Forms and the introduction of the life saving award programme towards the end of November.

4. Documentation

The major task of documentation was in relation to the compilation of "A Progress Report on Various Aspects of the Junee Plan". This document with its appendices involved the writing and cutting of 106 stencils. As Co-ordinator my task involved the writing of some articles, the soliciting of articles from teachers, the editing of some articles and the proofing of stencils. The clerical assistance in typing etc. was a major task for the school and stretched both goodwill and financial resources to the limit. I believe the document is a significant production and probably unique in the life of secondary schooling in New South Wales. Its creation bears testimony to the spirit of teacher dedication and involvement in the task they undertook to implement the Junee Plan.

5. Publicity

The dissemination of the Progress Report has formed the basis of our publicity. Copies of the report were sent to the many people who were sufficiently interested to make inquiries about

our Plan. We have not sought to actively campaign for publicity although we are continually surprised at how well others have done this for us. Letters of inquiry have been received from diverse schools in the State (including non-government schools) and from interstate. Visitors have arrived at the school and made their own evaluation. We have been encouraged by many people including the Director-General and the Director of Secondary Education. If we have only succeeded in convincing others to experiment in their own way this has been a worthy outcome. It is understood that an article is in preparation for inclusion in "Inside Education".

The Interest Elective Programme

Since the major part of my duties have been concerned with the Interest Elective Programme, a statement about its value in the school system should be made. A more general statement appears in the Progress Report already submitted.

There are almost as many reasons for the introduction of Interest Electives as there are electives but the following broad reasons can be stated:

- (i) to widen the scope of pupil choice;
- (ii) to provide more relevant choices than that are currently available to pupils;
- (iii) to exploit hidden talent of staff, pupils and the community;
- (iv) to develop interests in pupils that can extend into later community life and pay more than lip-service to the concept of education for leisure;
- (v) to provide opportunity for the introduction of new and experimental courses;
- (vi) to make greater provision for the development of creativity;
- (vii) to provide an alternative climate in which pupil initiative and personal industry will be rewarded without the threat of examination;
- (viii) to minimise interference of "extra-curricula" activities such as school newspaper, play productions, film making, school radio etc. on the normal programme;
- (ix) to provide opportunity for social development through vertical class groupings and greater integration of slower learners with normal stream pupils;
- (x) to provide opportunity for career assignments without interfering with the on-going programme;
- (xi) to provide opportunity for meaningful relationships between pupil and community through community service programmes;
- (xii) to supplement subjects taught in the normal programme and especially to cater for some Level 1 work within school time;

- (xiii) to provide therapeutic relief from the pressures of exam-oriented teaching for pupils and staff;
- (xiv) to develop closer-interpersonal relations with teachers and pupils and hopefully minimise the incidence of personal adjustment problems – in effect this means to allow for decentralisation of Counsellor function;
- (xv) to draw on community expertise and thus assist the task of relating the school more closely with the community;
- (xvi) to take a positive step towards overcoming the socio-cultural impoverishment of a town the size of Junee where few opportunities exist for the pursuit of worthwhile interests for young people.

Under the provisions of the new staffing formulae, it should be possible for Junee High School and any other school to make its own arrangements for the allocation of time for the work of co-ordinating. One of my continuing concerns throughout the year has been to devise more simplified arrangements whereby the work of co-ordination can be done within the normal staffing provisions. I believe this task has almost been achieved and with the extra periods now available to Principals, the work of co-ordinating can be done from local teacher resource.

Comments on the Junee Plan

I believe the Junee Plan to be a very worthy educational experiment. Although it has some striking organisational features and some new and interesting departures from traditional practice, it is nevertheless a conservative scheme. It assumes the framework of the Wyndham System and seeks to more fully implement some of its ideas. Perhaps the greatest merit of the Junee Plan is that it makes in-built provision for the possibility of change. Its introduction has created a climate for change and a more ready acceptance of new ideas. Already plans are underway to introduce further changes for 1974. These changes include:

- (i) the introduction of the Continuous Achievement Programme for slower learners (copy appended);
- (ii) the development of an integrated First Form Social Science and Science curriculum;
- (iii) the development of an ungraded Mathematics/Science approach for Third and Fourth Forms.

That such proposals are being planned from within a school is clear evidence of a greater degree of professionalism from within the ranks of teachers. I do not think such changes would have been readily entertained if the climate for change had not been introduced as a result of the Junee Plan. Although the nature of secondary education will undergo important changes in the next few years I am convinced that the principles underlying the Junee Plan will make the pathway to those changes much easier to negotiate for Junee High School.

Concluding Remarks

It is a sobering exercise to reflect on the birth, growth and development of the Junee Plan. The outcomes seem to me to be the result of a fortuitous combination of events, teacher talent and Principal style. I believe that the proposals emerged at a time when the climate for change was altering. Provision for such an experiment may have always existed but was certainly not perceived that way by field staff. Whatever the eventual impact of the Junee Plan may be its encouragement by the Director of Secondary Education and the Director of Guidance and Special Education has done much to demonstrate that processes of change have to be two-way and that change involves a collaborative relationship between staff and field workers.

It is clear from the Report of the Interim Committee for the Australian Schools Commission that the dynamics of promoting change in complex Social Systems is well understood. Unless adequate provision is made for “expensive resources – time, facilities and skill” most changes within schools are likely to be piecemeal and lacking in imagination. I suggest that if it is not already provided for that an administrative liaison staff for the promotion of change be established within the department. Such an administrative unit would have the task of ensuring that “promising prototypes of teaching and learning” were not abandoned because of the physical and “psychologically impoverished conditions in which they were expected to operate.”

**A PROGRESS REPORT
ON VARIOUS ASPECTS
OF THE
JUNEE PLAN**

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FOREWORD

When the **June Plan** was conceived last year, we considered only its application and implementation within our own School. We have been surprised and flattered by the publicity it has received and by the interest it has aroused.

Letters have been received from Western Australia, Tasmania, South Australia, and our own State, seeking further information. Many visitors, mainly Principals and Deputy Principals, have visited the School to see for themselves how the Plan is working. Not all our visitors have been completely converted, but most of them were enthusiastic about the Plan's major innovations, and many were especially impressed by the apparent interest and involvement of our students.

We are most pleased about the way in which the Plan is developing. If we are meeting with some success in our efforts, it is largely through the involvement, enthusiasm and co-operation of Staff Members, and because of the total commitment of the Co-ordinator.

If teachers in other schools have been encouraged in some small measure by our experiment, then that is an additional and unexpected reward.

C.J. DEAN
PRINCIPAL

1.

THE JUNEE PLAN

AN OVERVIEW

C. J. DEAN
PRINCIPAL

M. O. SMITH
CO-ORDINATOR.

1. PROGRESS REPORT ON THE JUNEE PLAN

Introduction

The Junee Plan in Prospect:

On the 17th July, 1972, a document entitled "The Junee Plan" was completed. This document outlined our assessment of some of the major shortcomings besetting secondary education, and a series of proposals to meet those shortcomings in Junee High School. Since the beginning of 1973 the proposals, as outlined, have been implemented, and the Junee Plan has become effective. This report seeks to evaluate the efficacy of the plans in the light of the School's experience.

In brief, the problems that the Junee Plan sought to attack were as follows:

- The alienation of field staff and curriculum planners;
- Staff morale;
- Diminution of pupil choice;
- Irrelevance of electives;
- Restrictive influence of current timetabling practice;
- Inhibiting influence of exam-oriented teaching;
- Lack of scope for the cultivation of the interests of pupils;
- Enlargement of the scope for social development;
- Alienation of School and community;
- Stereotyped teaching techniques.

The Plan contained proposals to treat these areas by effecting organizational changes within the School structures. Foremost among those changes was to be the introduction of a nine-day cyclic timetable to replace the traditional five-day arrangement. Wednesdays were to be excluded from the cycle and devoted to:

- (a) an allocation for pastoral care, guidance, S.R.C. meetings etc;
- (b) an allocation for some Level 1 work for Senior Students;
- (c) an allocation for **interest electives** (non-examinable);
- (d) an allocation for sport; and
- (e) an allocation for Religious Instruction.

As well as making a change away from the weekly rhythm of work, an alteration was also to be effected in relation to the rhythm of the day. The traditional 8 x 40 minute day was to be rearranged to provide for 2 x 1 hour periods before recess, 2 x 40 minute periods before lunch, and 2 x 1 hour periods after lunch.

It was hoped that these structural changes would provide an opportunity for some changes in function. It was predicted that team teaching would receive greater encouragement, and that greater use of the Library as an information and resource centre would be possible. Provision for greater community involvement was forecast in relation to the interest elective programme. Through the interest elective programme, also, teachers would be given the opportunity to make their own courses, both in an individual capacity and by working in committee. These possibilities were entertained without any thought of jeopardizing the goals of the present system.

June Plan in Action:

The data from observation, attitude surveys of pupils and teachers, bears testimony to the fact that all the organizational changes in the school structure have been implemented as planned. The nine-day cycle became operational within eight days of commencing the school year. The six period day was introduced even before the timetable was completed. Pupils were allocated to interest electives according to their preferences before the operation of the first Wednesday of the new programme. Suggestions in relation to a full-scale guidance programme for all forms were available early in the term. Display notices to indicate the day in the cycle were erected in prominent positions in the quadrangle. The new pupil timetable blank was printed. Additional accommodation was made available through the purchase and siting of two railway carriages within the School grounds. One carriage has been set up as a workshop for the Motor Mechanics interest elective group, while, the other was transformed through pupil effort into a Sixth Form study centre. Community involvement is evidenced by the active participation of some skilled volunteers: a trained nursing sister has undertaken a course in Mothercraft; a housewife in cake decorating; a Pharmacist in beautician skills and grooming; a typist/secretary in business and secretarial studies; and the Chamber of Commerce has been represented in the Careers aspect of the Guidance programme.

Donations to the School have been received from a farmer (a car and two engines) and from the curator of the local museum (a buggy for restoration). In turn the School itself is relating more meaningfully to the community. Interest electives in Community service have fostered local goodwill in a variety of service and charitable activities. An unforeseen benefit has emerged from the course in Film Appreciation. The School now screens films weekly, in the evening, and attendances average about 35% of the School population. Craft courses have expanded through the purchase of new enamelling kiln and equipment and a spinning wheel. Community interest and involvement in craft activities have been sparked and could result in School facilities being made available to interested adults.

Under the new arrangements greater benefits are flowing to the school through the allocation of a teacher to full-time Library duties. A small group of pupils is assisting the Librarian as part of the Interest Elective programme, and this service has been extended also to the local Primary School. Also, because of the time now available, selected pupils are now given the opportunity to pursue Science Research programmes under the guidance of a teacher. For the first time it has become possible for Senior pupils to undertake some Level 1 studies during normal school time. It has been possible, also, to form a computer studies group from those interested and capable in Mathematics. In fact it would not be going beyond the evidence to assert that all departments of the School are now able to extend the range and quality of their operations because of the time now available. Moreover, they are now able to do so with pupils who are self-motivated by the interest and preference they have shown for that activity.

There are also benefits to the pupils issuing from the new timetabling arrangements. Greater variety in the School week has resulted from the introduction of the nine-day cycle; pupils no longer have the same periods allocated for every Monday morning or for every Friday afternoon. There are no losses of time for subjects timetabled on holidays as the cycle simply stops at the holiday and resumes after it. The scope also exists for the development of specialised activities such as a school newspaper, computer studies, drama, music,

conservation, S.R.C. meetings, school radio station, and so on, without any disturbance to the on-going programme.

The results of the attitude surveys of both teachers and pupils supply strong evidence that "teachers are generally quite happy with the nine-day cycle", and that only 6.2% of pupils "would much rather have the old five-day timetable". The question of pupil confusion as regards knowing the correct day of the cycle has often been raised by visitors to the school. From the outset this has never been a problem to the pupils, although Staff have had some very minor adjustment problems.

To the question of whether pupils in Junee High "are suffering in their preparations as a result of the Junee Plan" twenty of the twenty-six teachers either disagreed or strongly disagreed. It could be argued that because of the time devoted to the interest electives, many of the subjects are in fact supplementing and extending the possibilities and range of their normal courses.

The allocation of the daily allowance of time to include 4 x 1 hour segments and 2 x 40 minute periods rather than the traditional 8 x 40 minute periods has been the subject of scrutiny. On balance, the evidence is in favour of the new arrangements. While some teachers (11 out of 26) would like an alteration, 78% of all pupils prefer our present arrangement. It is clear that some subjects benefit more than others. Physical Education, Manual Arts, Art, Home Science, Science, and Senior subjects generally make capital of the reduced movement of pupils, and the increased value of lesson preparation where equipment and special aids are required. The teaching of Junior School and slower learning pupils may not always benefit if the lessons are high in cognitive content. But here the possibility is always open to the teacher to divide the hour into 2 x 30 minute segments. The Canberra High School experiment with 2 x 1 hour and 5 x 40 minute periods is a compromise solution that we shall seek to evaluate, as there were some initial difficulties in timetabling associated with the relatively small number of 40 minute periods available for some subjects, (e.g. Library) in the cycle.

One particular benefit of making greater provision for 1 hour periods has been the scope for increasing the effectiveness of team teaching. A 30 minute presentation can now be given by a single teacher to a large group, even a form, with the dispersal of the group into smaller seminar groups for follow-up in the remaining 30 minutes. This is not feasible under the 40 minute period arrangement.

It has been claimed by a number of teachers that despite the loss of 3 x 40 minute periods of teaching time in the normal weekly programme, that they are now further ahead at this time of year than ever before.

The point is sometimes raised in relation to the Junee Plan as to whether there are any real benefits for the slow-learning pupils in the School. This is a valid point which the Plan sought to face squarely. The great majority of pupils are not destined for academic success, yet the school system has been geared largely to cater for the needs of the minority who are. With the provision of two hours per week of activity-type electives, the slow learner has been given the opportunity to choose from an increased range of activities subjects which are not only less examination-oriented, but also which are more in keeping with his abilities and needs. The range of subjects now available, to the slow-learners include such activities as basketry, model-making, kite-flying, consumer education, mothercraft, drama, gardening,

home management, cooking skills, and the like. These subjects are taken by a specialist teacher, and are available with all the social benefits accompanying vertical class grouping. By any yardstick this increased range of subjects has introduced a richer and more meaningful educational experience than could ever be imagined under the traditional pattern. Among these pupils there is less absenteeism than before, as well as greater integration (we believe) into the life of the School.

Nor have those benefits been gained at the expense of the brighter pupils. The great value of the interest-elective programme has been the opportunity that it provides for all pupils to gain a measure of relief from the day-to-day programme. This is of particular value to Senior pupils and slow-learners where the opportunity to engage purposefully and creatively in leisure activities has been limited in the past. The fact that the elective programme occurs mid-week, provides excellent therapeutic relief from the increased demands of curricula with their heavy load of cognitive material.

It was claimed in the original report that in small High Schools the possibilities of variegated patterns of elective had given way to the realities of timetabling, rationalisation, and staffing limitations. The pattern of education that was offered resulted from the application of stereotyped formulae which offered predictable electives with a minimum of pupil choice. The Junee Plan sought answers to this dilemma. At present pupils of Junee High School are given the opportunity to widen their education by electing two additional subjects over a two-hour sessions on Wednesdays.

The idea behind providing a wide range of interest-electives to which an individual could both commit and extricate himself, was to enrich the range of available electives and to provide a more relevant choice in view of the social changes that have taken place since 1957.

The fact that greater flexibility has been introduced is attested by the fact that, at present, 400 pupils can now choose two extra subjects from a range of 53 interest groupings. They have done so, and have been allocated in 141 different combinations!

The creation of three "uncommitted" periods of 40 minutes per week is perhaps the key feature of the structural reorganization at Junee High School. At a time when the timetable was already overloaded, this act at once made it possible for innovation and/or change in emphasis. The decision at Junee High School to use this time for the pursuit of interest-electives represents only one possible arrangement for the wise use of the time. It is possible to think of a number of alternative uses.

These could include an allocation to rostered subject departments, on, say a term basis, for advanced and remedial teaching, to a combination arrangement of interest electives and advanced and remedial teaching. The periods could provide the opportunity for integrated sporting programmes at the Junior level while the remainder of the school was engaged in either subject work or interest-electives. Thus it could create ideal conditions for the wiser use of specialist personnel such as often exist in relation to physical education teachers.

It is sometimes argued that schools cannot afford the loss of three (3) periods per week, but this argument, while having surface validity, cannot stand up to analysis. The introduction of 1 hour periods in the daily programme effects definite savings in the amount of time lost through pupil movement. The six period day involves losses on three occasions between

Periods 1 and 2, 3 and 4, and between 5 and 6, while the eight period day involves losses of time on five occasions between periods 1 and 2, 2 and 3, 4 and 5, 6 and 7, and 7 and 8. Over four days this reduction in lost time could amount to 60 minutes, or a period and a half. Level I work is now possible, so this means that a further fraction of time is not actually lost. If to this is added the gain in providing a great number of electives, which actually extend and supplement the normal teaching subjects the loss could be estimated as being less than 20 minutes, rather than 3 periods.

The loss of 20 minutes of teaching time is, in all probability, offset by the gains made through more efficient teaching. Efficient teaching is to be expected when evaluation steps can be incorporated into the hourly period rather than over two (2) periods separated in time. The further effects of team teaching could tip the balance so that instead of time being 'lost', time is 'gained'. Thus the argument is not really one about a 'quantity' of time being lost, but rather one about the 'quality' of time and its effective usage. Even if some time were lost this would have to be weighed against the gains made in providing an enriched educational diet with increased pupil freedom of choice and the possibilities of experiment and innovation.

Variations:

The original report envisaged the groupings of interest electives into four (4) areas:

1. The School of Communication;
2. The School of the Art and Science of Living;
3. The School of Recreation
4. The School of Arts and Crafts.

Provisional rules were suggested in relation to the movement of pupils between these areas and committees were established to exercise a form of control over the courses offered within these areas. The restrictions governing pupil movement have proven to be cumbersome, unnecessary, and, in part, self-defeating. Either pupils have a choice or they do not. Experience to date has already shown that, if given the opportunity, pupils will vary their choice of electives over a period of time. If they do not, then not a great deal is at stake because they will at least have pursued an elective in some depth out of their own interest. The area organisation of electives would have greater merit if, as suggested in the Vaughan Report, it became the basis of the overall school programme rather than for a small fraction of that programme.

The work of the original four committees has now passed into the hands of one committee of assistants (in non-promotion positions) who assist the Principal and Co-ordinator to make and implement policy.

The Role of Co-Ordinator:

It is now clear that for the initial implementation of a programme involving interest electives the assistance of a co-ordinator is vital. The question of a co-ordinator is a subject which involves two main issues, viz:

1. How much time does a co-ordinator have to spend in his work, and
2. Who such a person should be?

The answer to the first question has to be examined carefully. The work of a co-ordinator in a pioneering situation cannot be the basis for extravagant generalisations.

The present co-ordinator at Junee High School is a District School Counsellor with a reduced counselling load. Because of the nature of his work he has enjoyed the benefits of considerable professional freedom and has been able to devote an amount of time in excess of three days per week to his duties. His main administrative task has been in relation to the allocation of pupils to interest electives and to the setting up of such courses. This task has occupied him for four weeks of each term and is the equivalent of **eight (8) periods per week** throughout the term. That the Co-ordinator has undertaken additional work within the school has been a hidden benefit to the school, but hardly the basis on which any serious recommendation can be made.

The second issue, i.e. who a co-ordinator should be, raises a number of possibilities and they are listed in order of merit, as we see it:

1. He could be a Deputy-Principal with a **reduced teaching load**.
2. He could be a Special Master (Admin.) with a **reduced teaching load**.
3. He could be a Physical Education Specialist/Sports Master with a **reduced teaching load** (preferably with the status of a Master and title of Special Master (Co-ordinator of Activities)).
4. He could be School Counsellor with the status of Special Master (Guidance).

It is clear that **the role of co-ordinator is a responsible one which requires an experienced person with a proven capacity for administration**. The position carries with it a level of operation at least equal to that of Master.

Conclusion:

The Junee Plan has been implemented in all detail. It is constructively tackling the problems it set out to tackle, and is meeting with success in most directions. In summary, the following conclusions can be reached:

- The changes brought about in organisation have had an invigorating effect on the life of the school, without any detrimental effect on the goals of secondary education.
- The Junee Plan does not claim to be a panacea for all educational ills. Its unique contribution to the pattern of secondary education is through the 'creation' of 3 x 40 minute periods per week. The creation of these periods without any effective loss to any of the other school subjects has paved the way for the possibility of continuous

experiment and innovation. Thus the Junee Plan makes provision for change in a controlled way and without causing major upheavals within the system.

- At the same time there has been a widening of the scope of professional freedom for teachers. Teachers now have additional scope to be more meaningfully involved in the planning and execution of the courses they teach and to draw on resources and talents that have been denied expression. This has resulted in higher morale. The fact that they are involved in teaching courses of their own choice which are non-examinable is also a contribution to an improvement in working conditions for teachers.
- At a time when the elective programme has been 'rationalised', the Junee Plan has successfully widened the scope of pupil choice. It has done so by providing an additional range of interest-electives which are more relevant to the social conditions from which education takes root than was previously possible. Furthermore, by so doing it has paid more than lip-service to the concept of education for leisure.
- Accompanying the gains made for teachers and pupils there has been an increase in the degree of involvement by the community in the educative process.

It Is Requested:

1. That approval be granted to Junee High School to have an additional eight (8) periods allowance be implemented as an effective reduction in the teaching load of the Deputy-Principal at Junee High School.
2. That where other schools seek to effect similar organisational changes an incentive, equivalent to eight periods per week, be allowed on their A.O.R. in one of the possible ways suggested in the report.

2.

TIME TABLING

THE JUNEE PLAN

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SECTION B: Working Details

SECTION C: Possible Future Developments

A.F. KAINEDER
MATHEMATICS MASTER

2. TIMETABLING – THE JUNEE PLAN

Introduction

The Junee Plan stated as one of its major objectives the task of providing “a more flexible timetable and period/teachers allocation” (P.7.). Incorporated within the Plan were suggestions as to how this flexibility could be attained without jeopardising the goals of the on-going programme. These suggestions had direct implications for timetabling and they involved two major organisational changes:

1. a change from the 5 day working module to one of 9 days;
2. an alteration to the rhythm of the day by providing 5 periods rather than 8 periods.

The reason for introducing these structural changes into the timetable was to make provision for 4 “uncommitted” periods per week. The Plan then stated that the remaining 4 periods were to be used on each Wednesday in order to provide for a wide variety of activities along the following suggested lines:

- (A) An allocation for pastoral care/guidance, house and class meetings, S.R.C. Meetings, celebration of National Events.
- (B) An allocation for Level I work for Senior Students.
- (C) An allocation for interest courses (non-examinable) based on student choice.

A remaining period on Wednesday morning was to be used for Scripture while the 3 periods in the afternoon were to be used for sport.

SECTION A

THE “NINE DAY CYCLE”

The advantages in using the larger work unit are as follows:

1. The smaller (5 day, or more accurately 4 ½ day) module precludes the possibility of “freeing” time, since particular subjects would suffer unfairly if they sacrificed a period over 5 days, whereas over 9 days the “loss” is more equitably distributed between subjects and can be done without causing embarrassment to any particular subject.
2. The 9 days also give “greater spread” and thus avoids the “cramping” problems of the timetabler - this provides greater flexibility.
3. From the pupil’s point of view the 9 day cycle introduces greater variety into the working week. He no longer has to suffer a pre-ordained “black Friday” every week.
4. The loss due to public holidays is shared between all subjects.
5. The 9 day cycle also opens up the possibility of taking whole days out of the programme without unfairly affecting any particular subject.
6. Greater possibilities also emerge for the introduction of “team-teaching” as a result of flexibility and the hour unit of work.

In summary, the 5 day cycle

1	2	3	4	5	and so on,
M	T	W	TH	F	

↑
(1/2 day only)

now becomes:

M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2		3	4	5	6		7	8	9	1		2	3

and so on, with every Wednesday omitted from the cycle.

THE “SIX PERIOD DAY”

The alteration of the 8 x 10 min. period day into one of 6 periods was done as follows:

Period	Duration
1.	1 hour (or 2 x 30 mins)
2.	1 hour (or 2 x 30 mins)
RECESS	
3.	40 mins.
4.	40 mins.

LUNCH

5. 1 hour (or 2 x 30 mins)
6. 1 hour (or 2 x 30 mins)

The advantages in the new pattern are:

1. It permits a greater combination of lesson time units. For slower pupils 2 x 30 mins may be preferred while other groups have the possibility of 2 x 40 mins or even 2 x 60 mins (3 x 40 mins).
2. Units of 60 minutes give greater scope for pupil evaluation within a lesson and follow-up teaching.
3. There is an appreciable reduction in pupil movement throughout the school, with a consequent reduction in time lost.
4. The 60 minute unit also effects savings in teacher preparation for practical lessons that were once held over 40 minutes. This is particularly true in Physical Education, where disproportionate time is wasted in pupils changing clothes.
5. Greater scope exists for the introduction of team-teaching with mass lectures occupying a fraction of (say) a 2 x 60 unit and small group tutorials, library research sessions, problem solving sessions and directed laboratory or workshop sessions occupying the balance of time.

WEDNESDAYS:

The object in introducing the nine day cycle and the six period day was not only to introduce improvements in the regular programme, but to increase the choice and widen the scope of pupil electives. There are, no doubt, many formulae for using the four (4) periods "freed" for every Wednesday. The present division of the day at Junee High is as follows:

Period:

1. Interest Elective A.
2. Interest Elective B.
3. Guidance (Forms III - VI)/ Scripture Forms I – II.
4. Scripture (Forms III - VI)/ Guidance Forms I – II
5. Sport.
6. Sport.

Notes:

1. The usual period allocation remains.
2. Interschool sport occurs on many Wednesday afternoons.
3. Scripture is rostered weekly and cannot therefore be included in the 9 day cycle.

The scope and variety of interest electives are dealt with in another report. Suffice it is to be stated the difficulties normally involved in making adequate provision for a wide range of electives in a small high school are largely overcome. Pupils now have a choice of 53 electives in the Wednesday morning programme. They take these electives in 141

combinations. (Ranging from Motor Mechanics to Chess). **Thus diversification of pupil activity is added to flexibility in scheduling.**

SECTION B

WORKING DETAILS:

Traditionally a pupil did 40 periods per week, each of 40 minutes duration. One of these periods was spent on scripture and three others on sport. This left a working week of 4 ½ days (36 x 40 min. lessons).

It can be seen that the conversion to a 9 day cycle is a simple matter of doubling. 1 period/week becomes 2 periods/cycle and so forth.

We did however also change the ‘daily rhythm’, hence we needed conversion tables to cover working units of more than 40 minutes.

FOR EXAMPLE:

Pupil does No. of 40 min. Periods/Week	Pupil does (--) per 9 day cycle.
1.	2 periods OR - + 2 x 40 mins
2.	4 periods OR 2 hrs + 1 x 40 mins
3.	6 periods OR 4 hrs + -
4.	8 periods OR 4 hrs + 2 x 40 mins
5.	10 periods OR 6 hrs + 1 x 40 mins
6.	12 periods OR 8 hrs -
7.	14 periods OR 8 hrs + 2 x 40 mins
8.	16 periods OR 8 hrs + 1 x 40 mins
9.	18 periods OR 12 hrs
Etc.	Etc. OR etc.

It should be noted that only the 3 periods/week, the 6 periods/week, and etc., convert ‘evenly’ into our cyclical framework. The 3 periods/week becomes 4 hours/cycle and so on. In all other cases there are ‘left overs’ of either one or two 40 minute periods. A ‘loading’ in favour of certain subjects thus becomes necessary.

FOR EXAMPLE:

1. LIBRARY

1 period/week is allocated to library lessons in the Junior School which is an equivalent of 2 x 40 mins. per cycle. These lessons ‘have to’ be put between recess and lunch since these are the only 2 x 40 minutes time slots available per day. The result is that the Library Teacher never has a 40 minute period ‘**off**’. (always on between recess and lunch).

Unfortunate though this feature might appear to be – it does, in fact create a **desired effect**. As a consequence of this the library is now **more** available at other times for its proper function as a **RESOURCE CENTRE**.

2. MUSIC AND P.E.

EXAMPLE OF A TYPICAL PUPIL TIMETABLE (FORM I)

PERIOD	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9
1.	SCIENCE Lab 1.	CRAFT ✓	ENGLISH 3.	SOCIAL STUDIES 8.	SCIENCE Dem.	SOCIAL STUDIES 4.	MATHS 6.	SCIENCES Dem.	SCIENCE Lab 1.
2.	SOCIAL STUDIES 4.	SCIENCE Lab 1.	SCIENCE Dem.	ENGLISH 9.	SCIENCE Lab 1.	ENGLISH 4.	MUSIC ✓	MATHS 6.	MATHS 2.
RECESS									
3.	MATHS 6.	MATHS 6.	LANGUAGE 4.	HEALTH 3.	LANGUAGE 1.	MATHS 6.	HEALTH 8.	GEOMETRY 6.	LIBRARY ✓
4.	ENGLISH 9.	SOCIAL STUDIES 8.	P.E. ✓	CRAFT ✓	MATHS 8.	ART ✓	ENGLISH 8.	LANGUAGE 8.	MUSIC ✓
LUNCH									
5.	ART ✓	LIBRARY ✓	P.E. ✓	CRAFT ✓	ENGLISH 6.	SCIENCE Lab 1.	MUSIC ✓	SOCIAL STUDIES 3.	LANGUAGE 2.
6.	P.E. ✓	ENGLISH 4.	SOCIAL STUDIES 4.	MATHS 8.	GEOMETRY 6.	GEOMETRY 3.	ART ✓	LANGUAGE 10.	SOCIAL STUDIES 8.

The teacher aspect of conversion is also relatively simple. Again a ‘doubling’ of weekly allocation is necessary. Once the teachers’ establishment for a particular department is ‘fixed’ we then have:

- 2/3 of the Assistants on 28 periods/week
- 1/3 of the Assistants on 27 periods/week
- Masters on 22 periods/week
- Deputy Principal on 14 periods/week.

This formula is applied to all schools in N.S.W. This needs to be translated into ‘cyclical language’ and it is done as follows:

- 28 periods/week becomes 36 hrs + 2 x 40 mins
- 27 periods/week becomes 36 hrs
- 22 periods/week becomes 14 hrs + 1 x 40 mins
- 14 periods/week becomes 8 hrs + 2 x 40 mins.

The criterion that a teacher not teach more than 27/28 periods/week can be easily met (Wednesday allocation can be changed).

The undesirable feature of having a teacher not teaching ‘all day’ is still the same pitfall as it is with a conventional timetable. A typical teacher's timetable is outlined below:

PLEASE NOTE:

1. Not ‘ON’ 6 periods on any one day;
2. Reasonable distribution of periods ‘OFF’.
3. Teaching time totals 25 x 1 hour + 16 x 40 mins OR total of 35 hrs 40 mins. which translated back is 10 minutes less than 27 period/week.

It can be said that there are relatively few problems ‘peculiar’ to the Time Table for the June Plan. Apart from having to ‘think in two ways’ (weekly and cyclically) not much else presented as an unusual difficulty. However the flexibility has given us a way of solving certain problems more easily. Consider the following cases:

1. Elective A (Form 3) contains Agriculture, Needlework, Metalwork and French. The latter, due to small numbers, has been given three ‘face to face’ periods, the former have been given 5. Per cycle it works out as 4 hours versus 6 hours and 40 minutes.

Elective (arranged after due consultation with Subject Teachers)

2 hrs

2 hrs

1 hr

1 hr

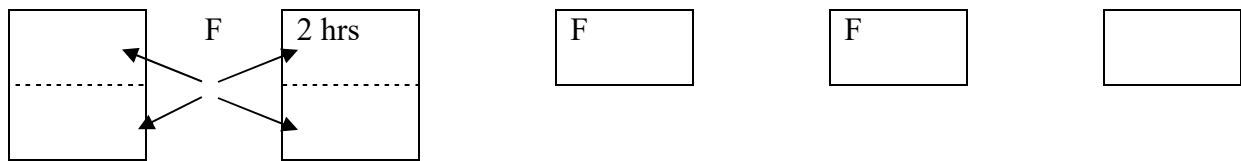
40 min

EXAMPLE OF A TYPICAL TEACHER TIMETABLE

PERIOD	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9
1.			5M Art Rm.	2M ³ Dem	3M ² 8.			2M ³ 6.	2M ³ 10.
2.	5M ¹ Lab 1.		2M ³ 4.	3M ² 6.	1B 6.	5M ¹ 6.	5M ¹ (2F) 6.	1C 3.	5M ¹ (2F) N.W.
RECESS									
3.	2M ³ 10.	3M ² 8.	5M ¹ 10.	2M ³ 10.	5M ¹ 3.		3M ² 6.	1A 6.	5M ¹ N.W.
4.	1B 6.	5M ¹ 9.	4M ² 6.	5M ¹ 6.	2M ³ 4.	3M ² Lab.	2M ³ 9.	5M ¹ 6.	
LUNCH									
5.	5M ¹ N.W.	5M ¹ (2F) 9.	3M ² 6.	3M ² 8.				1B 6.	1A 9.
6.	3M ² 4.	1C 6.			1A 6.	1A 2.	5M ¹ 8.		3M ² 6.

SOLUTION I:

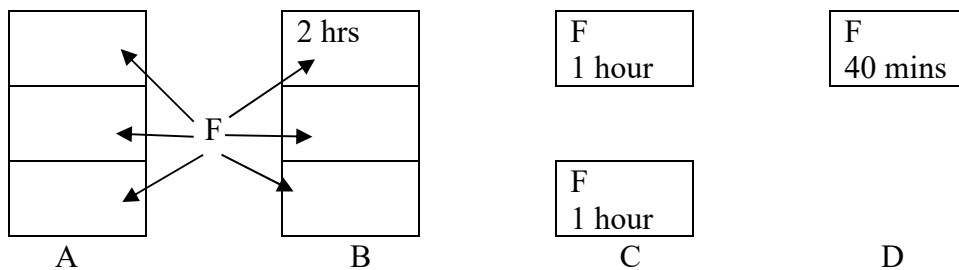
Use 4 x 1 hour units for French.



and arrange them as desired (putting the 1 hour either first or second half of double).

SOLUTION II:

2 hours = 3 x 40 minutes.



In A, B and D, the pupil gets a total of 2 hours, in C he gets 2 x 1 hour.

In both above cases the French pupils have “non-allocated” time. These times are designated ‘study times’ and rooms are allocated to these groups.

- Added flexibility is illustrated by considering the case of a senior pupil. Since most senior subjects carry 6 periods/week or 8 hours/cycle a student would “miss out” on one day per cycle in each of his subjects.

If however, 2 hours are split into 3 lots of 40 minute periods then the pupil allocation becomes 6 hours + 3 x 40 minutes. This ensures that the senior pupil is exposed to the subject once every day in the cycle.

- The attention span of lower ability groups (pupils) is limited. It is possible with our new scheme to put a teacher onto a S/L class for 2 x ½ hour periods (this can be the same or with different teachers).

Ideally, there is a specialist class teacher available, if so, he can split the hour into convenient half hour lots, i.e. English and Maths, or Science and Social Studies, etc.

Even if the case arises where the S/L has to do one hour of the ‘one’ subject, then the activities during that period can be varied to a greater extent. Oral, written and practical work can be alternated.

Example: 10 mins. oral work;

10 mins. written work;
20 mins. 'practical' work;
10 mins. evaluation work;
10 mins. oral.

Any such 'lesson plan' could be adopted.

4. Provisions are made for Form 6 students to do Level I studies during Wednesdays and during school time - the latter is not easily achieved in a small school under the old arrangements.

In conclusion it may be said that the biggest single problem encountered in timetabling for the Junee Plan was contending with the **DUALITY** of the system (necessitating many conversions). As illustrated briefly above, the advantages do outweigh the disadvantages by far. Using a module such as the nine day cycle one can be sure of exciting prospects for more 'ideal' time tabling. A better 'distribution' and much greater flexibility are certainly possible.

The actual 'timetabling' is done in very much the conventional way. (See "Organisation of Classes in a High School" by I.A. Pettit and H. Jansson - an Inservice Training Branch Booklet.).

SECTION C

POSSIBLE FUTURE DEVELOPMENTS

1. Each Subject Master to do His 'OWN' Timetabling;

NOTES:

- a) A central agency (Chief Timetabler) to be established (in the school).
- b) The preliminary work to be done as in the past (electives and specialists 'on first').
- c) The timetable then to be "**thrown-open**" for the masters to put their own subject on.
- d) There is no need to give '**a rigid**' allocation to the timetablers.
- e) Masters not usually involved in timetabling will receive valuable In-Service Training.
- f) The whole thing to work with a set of pre-established ground rules.

2. Another "Look" at the Number of Periods per Day:

NOTES:

- a) 6 periods/day as discussed in the above report (see Section A) have advantages.
- b) There; may be another way (an "optimum"). For example a 7 period day with 5 x 40 min. and 2 x 1 hrs. could have many more advantages than our present solution.

3. Scripture Wednesdays:

Introduction of "across-faiths, up-to-date, guidance oriented, form-based, seminar type sessions" as desired by the local ministers. (Working well in some areas already).

NOTES:

- a) Seminar 2 hours in duration for each form about once a term.
- b) Conducted outside school but in school time (maybe at Church Hall).
- c) Forms IV and VI – no session in Term Three.
- d) This may lead to a slight rearrangement of 'Wednesday' (Activity Day) .

4. Further experimentation with teaching techniques aided by special timetable arrangements. (See Science Department Report).

3.

TEAM TEACHING

UNDER THE PROVISIONS OF THE JUNEE PLAN

S.W. GILCHRIST
SCIENCE MASTER

TEAM TEACHING (SCIENCE) AT JUNEE HIGH SCHOOL

An Experiment in Organisation Within the Science Department at Junee High School.

Students at Junee High School in Forms II, III, and IV are now studying Science in a way somewhat different from the traditional methods. Whereas the teaching of Science has far long relied heavily on the stereotyped talk-and-chalk approach punctuated with the occasional practical lesson, we have, at Junee High, been able to develop a team-teaching approach which makes wide provision for:

1. Mass lectures;
2. Small-group tutorials;
3. Library research sessions;
4. Problem solving sessions;
5. Directed laboratory sessions.

As the Junee Plan had as one of its aims to make greater provision for implementing team teaching and an experimental approach to teaching methods, the following paper is an attempt to relate each of the above aspects to the Plan, and to demonstrate the benefits of a new approach to organization within a department. The topics listed above will be treated in order and then related to the philosophy and practice of team teaching.

1. MASS LECTURES

As the name suggests, the mass lecture incorporates two aspects. Firstly, the group is very large (Form II - about 90; Form III - about 86; Form IV - about 74). The students assemble in a large room (actually two rooms with concertina-type partition - normally used as two teaching spaces!) and receive a lecture on the particular topic. This is the second aspect of the Mass Lecture - it is a **lecture**. The teacher allocated the topic simply presents an illustrated (overhead projector, strip films, charts, etc.) lecture – university style – to the assembled, large group.

To attempt to ease the burden of note-taking for the slower students, we present a pre-written **Lecture Summary** at the beginning of each lecture, but insist that all but the least able students also prepare their own lecture notes.

2. SMALL GROUP TUTORIALS

By careful timetabling and manipulation of staff, rooms and students, we are able to arrange groups of 8-10 students with a teacher for a tutorial lesson. This takes the form of a “round table” discussion, and, at the discretion of the teacher, it can be used for one of three purposes, viz.:

- a) extension – topic discussion for advanced students;
- b) assistance with queries and problems for “the average majority”, or
- c) remedial work for the less able students.

Our Form II and III students are arranged in groups to facilitate some control as to which of the three purposes will occur in each particular tutorial session – students may be moved from group to group for obvious reasons.

This small group tutorial has been one of the outstanding successes of the whole scheme, being exceptionally useful for the **very able** and the **very weak**.

3. LIBRARY RESEARCH SESSIONS

Are a great help to both librarian and Science Staff. Each student is given a printed assignment sheet which contains the assignment itself, a suggested booklist (prepared by librarian and science teachers) and some extension problems. He must complete the assignment in Library Research Session and submit it for evaluation. The student is evaluated on:

- a) the information presented,
- b) the presentation itself, and
- c) he may gain extra credit for attempting extension problems.

This Library Research Session allows students to determine for themselves information relevant to the particular topic being studied. It also allows the writer of the particular questions to extend the knowledge of the student beyond the basic material supplied in a mass lecture, as well as teaching the student techniques for the use of the library.

The teacher's time in these sessions seems to be spent mostly assisting the less capable students or directing the advanced student on new leads regarding the extension topics. Library research has become an integral and vital part of the Science programme at this School.

4. PROBLEM-SOLVING SESSION

Our "Probsolve" is an attempt to have the students utilise the knowledge gained (from mass lectures, Library Research., Tutorials, Laboratory work and Homework) to solve various problems related to the particular work being done. Questions are set which require some type of reasoning techniques to be utilised to answer the questions. Students are required to submit written answers at the end of each "Probsolv" for evaluation, and the teacher tries to evaluate the understanding of each student from the work submitted.

5. DIRECTED LABORATORY SESSIONS

Most of the newer style courses (e.g. J.S.S.P., A.S.E.P., and Web of Life) use a type of enquiry-based, self-pacing, laboratory- work-sheet as the basis of the course, and we have adopted this same type of "Lab" for our courses. The "Labs" are printed sheets which fully instruct the students through complete laboratory experiences. However, instead of the customary "conclusion" at the end, we have tried to draw out certain facts (which have been noted by the student) in a meaningful set of questions, always oriented towards the topic being studied. Ours is a strictly work-at-your-own-rate system, but we **do not** discourage **small** groups from forming and students working together in these small groups.

TEAM TEACHING

It has only been as a result of a harmonious group of teachers (including one Mathematics teacher who has the equivalent of just one class of Science) that this whole idea of attempting

to overcome stereotyped practices was conceived, evolved, and put into practice, and only praise, can be given for their enthusiasm, persistence, patience and effort.

Team-teaching, in practice, means forming small teams within the large. (Science) Department Staff, selecting a chairman of the team, and then allowing that team to undertake full responsibility for preparing, programming and then presenting units of work. This is how the concept has been developed at Junee High. Because of the smallness of the staff each team has been nearly the same, but the chairmanship has changed systematically, as have the other responsibilities within the teams, so that each teacher has had beneficial experience in all aspects of team-teaching.

To ease the burden of the teams, and particularly of the chairman, who is responsible for the ultimate correlation of all materials and the actual format and presentation of these materials, it was agreed quite early to adopt a framework on which all our units would be constructed - a model format.

The format is as follows: (It is important to remember that this has been developed around the 9-day cyclic timetable, not the traditional 4 ½ day timetable).

Lesson 1: Mass Lecture – a “general” coverage of the whole topic.

Lesson 2: Research Lesson – a follow-up to the lecture with extensions in some aspects of the topic.

Lessons 3-6: Three (3) “Labs” and one (1) lesson devoted to:
a) Probsolv (30 minutes);

Using this framework, each student would receive the following instruction **each cycle**:

1 x 60 min.	Mass Lecture
1 x 60 min.	Library Research Lesson
1 x 30 min.	“Probsolv”
1 x 30 min.	Tutorial (8- 10 students in group)
1 x 40 min.	“Special”
3 x 60 min.	“Labs”

Each unit of work is designed by the team to last for two full cycles (even if supplementary work as to be added), so that a topic is designed to provide just **double** the above (except that the second “Special” is usually a “test”!!).

This framework has been found to be a most successful and meaningful format for the development of units by the teams involved.

The staff feel very strongly in favour of the type of team-teaching that has been developed. Some of the reasons are:

- a) the evolution of the staff into a real working unit (e.g. the Mathematics teacher is very enthusiastic about being able to be chairman of the team developing a unit on Radiant Energy for Form III).
- b) Chairmanship of a team gives an Assistant a chance to develop themes, philosophies, aspects; a chance which did not exist on most stereotyped Master dominated staffs.

- c) Team-development of units requires close analysis of the material (particularly by the Chairman) with respect to problems, materials and apparatus techniques, the failure of understanding of the students, etc.
- d) Chairmanship is usually determined by mutual agreement, with special emphasis on the teacher's strengths. It is fortunate that on our staff we have one teacher who has Specialised (at least to some extent) in each major discipline. The other staff members have benefited greatly from the specialised knowledge of individual staff members, so we are encouraging and fostering our own In-Service Training Course!!

What other advantages are there in the experiment we are undertaking within the Science Department at Junee High?

Firstly, much lipservice has been paid to the newer Enquiry-based laboratory-oriented science courses – we believe we have achieved such a course with pupil-centred learning greatly increased.

Secondly, opposition to the question of class sizes has lost its relevance. Whilst we acknowledge that the Mass Lecture is a very much oversized group we contend that the size of the group suits that particular activity. But balanced against that is the compensatory situation of the Tutorial, where a teacher has only **eight to ten** students for 30 minutes at a time. This has proved to be an outstanding success.

Thirdly, we have contributed at least in a small way to easing the rooming problem which exists in most small schools, since for the Mass Lecture we are combining three (3) classes into the equivalent of two (2) rooms for both Forms II and III (Form IV has only 2 classes, so no gain is made).

Fourthly, Senior students gain greatly in this School because we actually “save” teacher-time in these lower Forms. When a Mass Lecture is in progress, we allocate only two of the three teachers to the combined (three) classes, thus saving “one-teacher-hour” which we then reallocate into the Senior School. No teacher actually teaches more or less than his normal load, yet we have several groups of senior which are very small (Form VI Level 3 - 2 students; Form V Level 2S - 9 students; Form V Level 2F Geology lobe - 3 students and so on!). We are also able to “save” teacher-hours on Library Research Lessons, and “Specials”, so this is a real advantage.

Fifthly, there is a real re-awakening of interest in Science amongst the lower Form students. Now they are actually participating – “experimenting for myself” - and we need to allow groups of students access to the laboratories at least twice per week for extra interest-oriented science research. It has now become necessary to cater for this awakened interest by making provision for Open Science Research as an Interest-elective in the Wednesday morning programme. Our laboratories are **never quiet** while Forms II, III and IV are in them, but the noise is essentially “busy noise” with pupils essentially engaged in laboratory work.

And finally, what of the “experiment” in relation to the **Junee Plan**? To help answer this, I have copied the Form III Schedule below:

DAY	2	3	4	6	7	8	9
PERIOD	4	1	1	1	5	6	5
STAFF	Cha.	Gil.	Cha.	Cha.	Cha.	Cha.	Cha.

	Hob.	Cha. Hob.	Hob.	Edw. Sin.	Hob. Edw.	Hob. Edw. Gil.	Hob. Edw.
ROOMS	3 4	Lab 1 Lab 2 Tut.	3 4	Lab 1 Lab 2 Tut.	Lab 1 Lab 2 Tut.	Lab 1 Lab 2 Tut.	Lab 1 Lab 2 Tut.
ACTIVITY	“Spec.”		Group Lectures	Lib. Res.			
TUT							
PROBSOLV GROUP		B.			D.	A. & C.	E.

Each new topic commences on Day 4 and follows the cycle of:

1. Lecture
2. Library Research
3.)
4.)
5.) 3 x “Labs” plus 1 x Tutorial and “Probsolv”
6.)
7. Special

Such a “cycle” has proved to be excellent for the construction and teaching of topics, and such arrangement would be impossible on the traditional 5 day timetable. The five periods each week do not give the flexibility to programme such a full range of activities.

In other words, we believe the nine-day cyclic timetable is absolutely essential to the format which we have found so successful.

Furthermore, the second major amendment to the traditional timetable has been the adoption of the 60 minute time-block to replace the traditional 40 minute periods. This has particularly suited the “Labs” and the Tutorial/”Probsolv” sessions.

CONCLUDING REMARKS

In summary, then, the successful aspects of our attempt to overcome both stereotyped programming practices and stereotyped teaching techniques are the result of:

1. Team-teaching (including the rotation of chairmanship responsibility for developing units of work).
2. Mass lectures.
3. Small group tutorial lessons.
4. Problem solving sessions.
5. Integrated (library) research sessions.
6. Directed enquiry-based laboratory-oriented practical science sessions.

Not only have these methods introduced to the pupils anew spirit of inquiry, they have, at the same time, utilized the resources and talents of staff in a way that was not previously

possible. These twin benefits, in my opinion, justify our efforts to make Science teaching more strongly lab-oriented, student-centred programme and are the result of efforts to overcome the limiting effects of stereotyped teaching approaches.

4.

**AN APPRAISAL OF THE
INTEREST ELECTIVE PROGRAMME**

M.O. SMITH
CO-ORDINATOR

“The democratization of education and social-economic opportunity will some day make it possible for every man to become a cultivated individual. The day is fast coming when people can be found in the community who paint, sculpt, pot, weave, sing, play musical instruments, dance, act, make films, not for economic gain but for the satisfaction of the human need to form, create, to communicate, and to enrich life through Art.”

The Education of Creative Man
by D’Arcy Hayman, U.N.E.S.C.O.,
quoted from the *Education Gazette*
February 1969

AN APPRAISAL OF THE INTEREST ELECTIVE PROGRAMME

The Junee Plan stated as one of its fundamental concerns the desire to shape a pattern of education which would keep pace with the changes in society since the days when the Wyndham System was introduced.

It was not until 1955 that the first T.V. licence applications were heard. The social implications of ten o'clock closing, and the expansion of the club movement were only matters of debate when the reorganisation of Secondary Schools was taking place. In the years since 1957 we have witnessed great economic growth and the emergence of an affluent society with increasing leisure time on its hands. The appearance of a teen-age drug problem, the removal of the taboos on contraception, the liberalisation of divorce law, the lowering of the voting age, the proliferation of vehicles, the pollution of the landscape, the impact of computer technology, the inflationary spiral; these and other issues testify to the enormous social changes taking place and which form the environmental backdrop to the pattern of secondary education.

It was the cumulative effect of social change and its all-pervading effect on school life that led to the conclusion that much of what was being done in secondary schools was becoming anachronistic and irrelevant to the real life demands of the society. Coupled with these changes there were also signs of change within the school system itself.

Teachers were asking for a greater say in the issues of education. They formed professional associations, experienced travel and listened to overseas educators. This meant, in effect, that they were quite different as people to their counterparts of 25 years ago. The net result of the impact of social change and the growth of professionalism was the demand by teachers for greater freedom and a more direct involvement in the decision-making processes of the courses they were to teach.

The proposals relating to the Interest-Elective programme have to be evaluated in the light of the above remarks. They represent a genuine attempt to introduce into the life of the secondary school a more realistic, a more relevant and dynamically attuned set of courses based on greater freedom of pupil choice and teacher involvement than was possible under the traditional pattern.

ORIGINAL PLANNING

The original proposals in regard to Interest-Electives were based on an analysis of 132 suggested interests. From those suggestions 12 interest clusters were extracted and these clusters formed the basis of the four (4) interest areas eventually determined. The following outline of each area or school was presented as a basis for planning:

1. SCHOOL OF COMMUNICATION

Effective communication between individuals and nations is becoming an increasing necessity in the world of tomorrow. Not only **what is communicated** is of importance, but also **the means** or methods by which the content is communicated has to be understood. Courses in this school are designed to make communication more effective between individuals and social groups and between nations. They have been grouped into three broad areas:

- (A) **Mass Media:** Librarianship, Projection, Newspapers, Magazines, Film appreciation, Journalism, Creative Writing, Typing.
- (B) **Cultural Studies:** European languages and culture, Asian Studies, Comparative Religion.
- (C) **Service and Community Aid:** This strand could involve practical work assignments, charitable organisations, Aid to the underprivileged, an understanding of Social Welfare, Australian Foreign Aid, Community Aid Abroad.

2. ART AND SCIENCE OF LIVING

It is no longer sufficient to prepare pupils for examination subjects alone. Once pupils leave school they become consumers and parents. A rudimentary understanding of home management, child care and consumer education prepares a pupil for more intelligent participation in the life of the society. Such knowledge is not incidental to Society but at the very heart of community life and should not be wholly dependent on the good fortune of a pupil belonging to a well organised home. Because living does not take place in vacuo, pupils need to be well acquainted with the environment in which they live. Courses in this have been designed in the following three subject fields:

- (A) **Family Living** – Home Management, décor, child care, interpersonal relationships, Introductory Psychology.
- (B) **Consumer Education** – Consumer choice, advertising, marketing, credit, savings, investment, insurance, hire purchase, credit cards, credit rating.
- (C) **Rural Studies** – An understanding of the environment in which community living takes place – farm management, rural production and marketing, conservation, ecology.

3. RECREATION

An increasingly important aspect of living is concerned with the constructive use of leisure time. Society can no longer assume that such time will automatically be used wisely or creatively utilized by ex-students. The school has a definite social obligation to expose its pupils to a wide variety of worthwhile pursuits that will enable them to make satisfying choices among the competing leisure-time activities available. The Arts and Crafts area also contributes to an understanding of worthwhile leisure pursuits.

The area of Recreation sub-divides into three general subject fields:

- (A) **Music:** Including appreciation, instrumental groups and ensembles, folk music, jazz, vocal groups, musical comedy. It may be possible to offer a general course which is available to all levels at the same time.
- (B) **Drama:** Play production revue, one-act plays, grooming, beautician skills, costuming.
- (C) **Physical Fitness:** 5BX, 10BX, General Training and skill programmes, carnival organisation, theory of team coaching, refereeing.

It is not intended that this course duplicate activities from either the normal P.E. programme or the sports after-noon.

It is possible that some time will be devoted to an examination of the role and functions of club organisations within the community.

4. ARTS AND CRAFTS

The Arts and Crafts provide great scope for the development of talent in a wide variety of pursuits. The development of these talents within the school life creates a natural flow-on to community life and can be the seed-bed for life-long leisure time activities. It is not easy to delineate art from craft and design since they can be combined in a creative way in a number of activities. The following list is a sample of the types of activities likely to be offered within this area:

ART: Drawing, modelling, sculpture, art appreciation, display.

CRAFT: Modelling, Home mechanics, Weaving, Spinning, Dyeing, Tanning, Pottery, Ceramics, Jewellery, Design, Welding, Canoe Building, Furniture making, Turning, Fitting.

Each of the schools was to be under the guidance of committee of teachers, and pupils were expected to elect courses from each of these schools over a two year period. The courses were to be offered every Wednesday morning over a two-hour period, and pupils were given the opportunity to elect two courses. The choice was to be based on interest and appropriate to the level of pupil maturity. The appendix contains information regarding the process of pupil allocation.

MODIFICATIONS TO THE ORIGINAL PLAN

As a result of a pupil-attitude survey towards the end of first term it became obvious that some modification in the original procedure of pupil allocation was necessary. While 47.4% of pupils liked doing both of their electives there were 41.4% who liked doing only one, and 11.2% who disliked both. This dissatisfaction was thought to be related to the fact that pupils being allocated to first preferences within areas rather than to their first preferences between areas. Accordingly, the area system was dropped in the Second Term, and pupils were given an open choice between all electives and without undue restriction on the level at which the course was to be taken. In addition some new courses were offered and some were made into two hour electives.

RANGE OF ELECTIVES

In a school population of just under 400 pupils it was possible in first term to offer 41 courses, which meant that groups were, on average, slightly less than 20 pupils in size. In reality 23 different courses were offered because some of the courses were either duplicated in the second hour or offered to a higher level in the second hour.

In the Second Term it was possible to offer 53 courses with 41 of them being different in nature. The two courses elected by pupils were taken in 141 different combinations.

The following is a list of courses that have actually been introduced into the educational diet of the pupils at June High School since the beginning of the year. Although no longer offered under the guise of a school or area name then are listed in that way for convenience:

1. SCHOOL OF COMMUNICATION:

(A) MASS MEDIA:

Mass Media: 1 Junior, 1 Inter./Senior Group.

School Newspaper: 1 Composite two hour group.

School Radio: 1 Composite group.

Creative Writing: 1 Intermediate Group.

Librarianship: 2 Librarian's Aid Groups; (1 at the High School and 1 at the Primary School).

Film Appreciation: 2 Intermediate Groups.

Film Making: 1 Intermediate/Senior Group.

Computer Studies: 1 Composite Group.

(B) CULTURAL STUDIES:

Asian Studies: 2 Groups.

(C) SERVICE AND COMMUNITY AID:

Community Service: 4 Junior Groups.

Teacher's Aid: 1 Int./Senior Group.

School Maintenance: 1 Inter. Group.

(D) OPEN SCIENCE RESEARCH:

1 Composite Group.

(E) LEVEL 1 GEOGRAPHY:

2 Senior Groups.

(F) LEVEL 1 ECONOMICS:

2 Senior Groups.

(G) BUSINESS AND SECRETARIAL STUDIES:

1 Group.

2. ART AND SCIENCE OF LIVING:

Continental Cooking: 1 Inter./Senior Group.

Home Management: 2 Junior Groups.

Cake Decorating: 2 Inter./Senior Groups.

Consumer Education: 1 Junior, 1 Inter. Group.

Rural Studies: 1 Junior Conservation Group.

1 Gardening Group, Inter.

1 Composite Gardening.

1 Composite Conservation.

Mothercraft: 1 Inter./Senior Group.

Beautician Skills: 2 Inter./Senior Groups.

3. RECREATION:

Music: 4 Composite Groups, including General Singing, Creative dance and Creative Music and Musical Production.

Jazz and Pop Music Appreciation: 1 Composite Group.

Drama: 5 Composite Groups.

Modern Dance: 1 Junior Group.
Physical Fitness: 2 Junior Groups.
2 Inter./Senior Groups.
Chess: 3 Composite Groups.
Angling: 2 Composite Groups.

4. **ARTS AND CRAFTS:**
Creative Art/Craft: 2 Composite Groups.
Modelmaking: 2 Junior Groups.
2 Inter./Senior Groups.
Restoration Work: 2 Inter./Senior Groups.
Model Kit Making: 2 Composite Groups.
Kite Making: 2 Junior Groups.
Basketry: 2 Junior Groups.
Motor Mechanics: 3 Inter./Senior Groups.
Fabric Screen Printing: 3 Composite Groups.
Pottery/Spinning/Dyeing: 2 Composite Groups.

INTEREST ELECTIVES AS ENRICHMENT

An inspection of the variety of non-examinable interest electives will show that they encompass activities associated with the normal school programme and extend beyond them to allow for the possibilities of new school subjects being introduced. The courses do not seek to encroach on or replace the existing school subjects and should be viewed as a part of an overall plan to enrich and supplement the present range of courses in a way which allows for greater freedom of pupil choice. In fact some of the subject matter of the on-going programmes can only find realistic expression within an interest elective. Mere oral analysis of films and film making can never have the impact on a pupil without his being given the opportunity to plan and actually make a film. It is exceedingly difficult to provide such time within the normal programme for the few who are intensely interested.

The fact also, that interest electives are based on pupil choice, so far as is possible, carries with it the additional benefit that a teacher is teaching a captive group. As a consequence there is not only a reduction in class management problems, but a real opportunity to cultivate an interest in some depth. There is little wonder that 65.8% of pupils think that coming to school is much better in 1973 than it was in 1972.

THE QUESTION OF TIME 'SACRIFICED' FOR INTEREST ELECTIVES

The questions usually raised in connection with lost time have been answered elsewhere. Such questions lose much of their point when detailed analysis can show that every subject offered in the 9 day cycle actually gains by reinforcement of material through the interest elective programme. Thus Needlework and Home Economics are now extended by courses in Cake Decorating, Continental Cooking, Home Management, Mothercraft and Beautician Skills. The English Department is strengthened by specialised courses in Drama, Newspaper, Creative Writing, Librarian's Assistant, Radio, Mass Media Studies and Film Making. This means in effect, that time is not being sacrificed, because of the interest elective programme.

Further still, many of the subject departments are able to cater for an increased clientele. This is especially true of the craft activities where the normal programme is supplemented by

courses in Pottery, Spinning, Dyeing, Jewellery, Enamelling, Fabric Screen Printing, Model Making, Modal Kit Making, Vehicle Restoration, Motor Mechanics and Basketry.

THE PROBLEM OF STAFF ALLOCATION

The problem of staff allocation is ultimately dependent on a high degree of good will and co-operation. Almost all teachers possess talents, skills and resources that are lying dormant and awaiting the opportunity for expression. Unless these talents are passed on to the community in some form the community is that much poorer. The problem of gaining the co-operation of teachers is firstly overcoming the restrictions of normal timetabling practice. The cyclic timetable with its 'spare' Wednesday morning session provides an answer to this problem. The second difficulty is that of getting teachers to volunteer their skills. This is overcome by involving them in the planning and preparation stage. When teachers realise that there is no additional time allocated to them they tend to welcome the opportunity to pursue their own interests. They realise, too, that there are benefits of relief from the pressure of normal programmes for themselves as well as for pupils.

CONCLUDING REMARKS

The interest elective programme meets the needs of individual pupils, of teachers, of the local community, and of the community in general. It does this by providing opportunity for interest development, for creative expression, for innovation and experimentation, for greater freedom of pupil choice, for wider community participation and it does so without sacrificing the goals of the normal programme. In some measure it contributes to improved working conditions for teachers while at the same time it provides relief to pupils. It makes a positive step towards overcoming the socio-cultural impoverishment of a town the size of Junee where few opportunities exist for the pursuit of worthwhile interests by young people. As such it makes an important contribution to the goal of relating the processes of education to the real-life demands of a Society which is in a continual process of change.

5.

**THE COMPUTER STUDIES GROUP
AND THE PUPIL ATTITUDE SURVEY**

I.M. BLACKERT
MATHEMATICS ASSISTANT

THE ROLE OF THE COMPUTER STUDIES GROUP IN EVALUATING THE PUPIL ATTITUDE SURVEY

The task of evaluating the Junee Plan is a major educational undertaking in itself. Our efforts at Junee High School have been of such wide scope with changes in philosophical emphasis as well as in organisation and administration that it is not easy to reduce all these changes into quantitative measurement. However two evaluative studies have been attempted. The first concerned an attitude survey of teachers. The questionnaire and teacher response of this study is appended. On the whole, teachers responded favourably to all aspects of the programme. The second study concerned a pupil attitude survey (see below).

We have been fortunate that under the provisions of the Junee Plan it was possible to form a Computer Studies Interest Elective. This group is comprised of pupils from 2nd Form to 6th Form. The first major undertaking given to this group was the analysis of results of the pupil attitude survey. This paper is a report on the work of the Computer Studies Group and the part it has played in evaluating pupil response.

THE COMPUTER STUDIES GROUP

The group was formed for two main reasons. Firstly because of student demand that such a group should be formed and secondly to provide practical know-how in computer programming, data-processing and data analysis.

The elective represents an important fulfilment of an aspect of the normal Maths programme of 5th and 6th form and at the same time capitalises on wider pupil interest. The course is an excellent example of our attempts at Junee High School to keep pace with change and in particular to keep up with those changes brought about as the result of the impact of computer technology on our society. The establishment of this working group **within** school hours has contributed, and will contribute, quite valuable assistance in the preparation of lists of pupils for the wide array of interest electives. The allocation of approximately 800 pupils (2 x 400) into 50 different groups is a mammoth sorting and classifying task by normal methods, but a framework is being established whereby the tedium of this undertaking is being greatly reduced.

In addition to the routine tasks of assisting in the preparation of interest elective lists all the students in the Computer Studies group are taking in a computer programming course in the Fortran language. They are learning the rules of the language, examining and analysing prepared case studies and then "flow-charting" writing, coding and then running and debugging their own programmes. In short, they are receiving the whole range of practical experience necessary to equip them for an understanding of computer operations. This experience could not be had in their normal mathematics course.

COMPUTER STUDIES AND THE PUPIL ATTITUDE SURVEY

One task already completed with the assistance of the group has been the setting up and running of a pupil attitude survey on the Junee Plan. One of the important tasks of evaluating the Plan is related to the type and degree of pupil response to the organisational changes and curriculum innovations. At the request of the Principal the Co-ordinator prepared a multiple-choice questionnaire on the important areas of change. As a result of liaison with the author the original form was slightly modified to facilitate the translation of responses onto data

cards. The questionnaire was then administered by the Guidance Staff. The responses were then transferred by the pupils on to a mark-sense computer card. Responses were obtained from all but 11 pupils who, either because of illness or holidays, were not able to be canvassed. Pupils in the Computer Studies Group then coded the cards ready for processing. They also undertook a preliminary manual compilation of all data.

Prior to this stage the author had prepared a programme to process the data. As a result of the efforts of a pupil the programme was coded on cards, tested and debugged by the time the data cards were ready and the presentation of the programme and the data cards to the Besser Computing Centre did not involve the loss of much time. A check printout on all pupils responses, form by form, was obtained. The tables, as shown later, were obtained as output from the programme. The programme will be further developed to give percentage figures rather than raw scores so that comparison of results will be possible. The important aspect of this exercise is that, once having set it up, future evaluative studies can be undertaken with a minimum of delay.

PUPIL ATTITUDE QUESTIONNAIRE

(1) PUPIL'S NAME:

.....

(2) CLASS:

.....

Carefully read each statement and write in the brackets the number in front of the statement that agrees with your attitude.

(3) My attitude to the Wednesday morning Interest Electives is that:

1. I like doing both;
2. I like doing one but not the other;
3. I dislike both my present electives, but I want to keep doing electives on Wednesday mornings;
4. I wish we did not have to do them at all.

()
Answer 1, 2, 3, 4.

(4) In Second Term I would like to:

1. Continue with both my electives;
2. Change one of them;
3. Change both of them;
4. Do school work instead of interest electives.

()
Answer 1, 2, 3, 4.

(5) I would rather do:

1. One interest elective for two hours;
2. Two interest electives for one hour each.

()
Answer 1 or 2.

(6) I think the dress experiment should:

1. Continue;
2. Be stopped.

()
Answer 1 or 2.

- (7)
1. I like the 9 day timetable;
 2. I would much rather have the old 5 day timetable;
 3. I am not sure which timetable I prefer.

()
Answer 1, 2 or 3.

(8) At present the periods of each day are – 1 hour, 1 hour, 40 mins., 40 mins., 1 hour, 1 hour, in duration.

1. I like the way it is;
2. I would rather have all 40 min. periods;
3. I would rather have two 1 hour periods in the morning and five 40 min. periods.

()
Answer 1, 2 or 3.

(9) Coming to school now is:

1. Much better than it used to be;
2. No different;
3. Worse than it was last year.

()
Answer 1, 2 or 3.

- (10) My attitude to the Guidance period is that:
1. It is a waste of time and we should be doing school work;
 2. It is worthwhile;
 3. I am not sure whether it is a good thing or not.

()
Answer 1, 2 or 3.

(see Over for comments and Suggestions).

NUMBER OF PUPILS/PERCENTAGE/FOR EACH CHOICE

FORM 1

ITEM NO.	CHOICE 1		CHOICE 2		CHOICE 3		CHOICE 4		ABSENT
3	29	36	46	57	6	7	0	0	1
4	11	14	35	43	35	49	0	0	1
5	31	38	50	62	0		0		1
6	81	100	0	0	0		0		1
7	65	80	3	4	13	16	0		1
8	67	83	9	11	5	6	0		1
9	51	63	26	32	4	5	0		1
10	3	4	55	78	23	28	0		1
NUMBER OF PUPILS IN FORM = 82									

NUMBER OF PUPILS/PERCENTAGE/FOR EACH CHOICE

FORM 2

ITEM NO.	CHOICE 1		CHOICE 2		CHOICE 3		CHOICE 4		ABSENT
3	28	30	41	44	24	26	0	0	6
4	12	13	38	41	43	46	0	0	6
5	21	23	72	77	0		0		6
6	92	99	1	1	0		0		6
7	63	63	7	8	23	25	0		6
8	78	84	7	8	8	9	0		6
9	70	75	22	24	1	1	0		6
10									
NUMBER OF PUPILS IN FORM = 99									

NUMBER OF PUPILS/PERCENTAGE/FOR EACH CHOICE

FORM 3

ITEM NO.	CHOICE 1		CHOICE 2		CHOICE 3		CHOICE 4		ABSENT
3	44	53	29	35	10	12	0	0	2
4	19	23	48	58	36	19	0	0	2
5	28	34	34	65	1	*	0		2
6	82	99	1	1	0		0		2
7	55	66	6	7	22	27	0		2

8	62	75	9	11	12	14	0		2
9	60	72	18	22	5	6	0		2
10	4	5	46	55	33	40	0		2
NUMBER OF PUPILS IN FORM = 85									

NUMBER OF PUPILS/PERCENTAGE/FOR EACH CHOICE

FORM 4

ITEM NO.	CHOICE 1		CHOICE 2		CHOICE 3		CHOICE 4		ABSENT
	3	34	47	36	49	3	4	0	
4	17	23	44	60	0		0		1
5	29	40	44	60	0		0		1
6	73	100	0	0	0		0		1
7	51	70	9	12	13	18	0		1
8	50	68	15	21	8	11	0		1
9	39	53	34	47	0	0	0		1
10	5	7	35	48	33	45	0		1
NUMBER OF PUPILS IN FORM = 74									

NUMBER OF PUPILS/PERCENTAGE/FOR EACH CHOICE

FORM 5

ITEM NO.	CHOICE 1		CHOICE 2		CHOICE 3		CHOICE 4		ABSENT
	3	34	75	8	25	0	0	0	
4	19	44	11	34	5	16	2	6	0
5	10	31	22	69	0		0		0
6	32	100	0	0	0		0		0
7	26	75	1	3	7	22	0		0
8	23	72	7	22	2	6	0		0
9	21	66	11	34	0	0	0		0
10	3	9	14	44	15	47	0		0
NUMBER OF PUPILS IN FORM = 32									

NUMBER OF PUPILS/PERCENTAGE/FOR EACH CHOICE

FORM 6

ITEM NO.	CHOICE 1		CHOICE 2		CHOICE 3		CHOICE 4		ABSENT
	3	20	83	4	17	0	0	0	
4	11	46	9	38	4	17	0	0	1
5	4	17	20	83	0		0		1
6	24	100	0	0	0		0		1
7	18	75	0	0	6	25	0		1
8	19	79	2	8	3	13	0		1
9	10	42	14	58	0	0	0		1
10	5	21	7	29	12	50	0		1
NUMBER OF PUPILS IN FORM = 25									

**WHOLE SCHOOL
NUMBER OF PUPILS/PERCENTAGE/FOR EACH CHOICE**

ITEM NO.	CHOICE 1		CHOICE 2		CHOICE 3		CHOICE 4		ABSENT
3	179	46	164	43	43	11	0	0	11
4	84	22	178	46	122	31.5	2	0.5	11
5	123	32	262	68	1	*	0		11
6	384	99.5	2	0.5	0		0		11
7	276	71	26	7	84	22	0		11
8	299	77	49	13	38	10	0		11
9	251	65	125	32	10	3	0		11
10	28	7	193	50	165	43	0		11
NUMBER OF PUPILS IN FORM = 397									

NOTE:

1. The tables show four choices for each item, and an 'absent' column. Where there were actually less than four choices in an item we would expect a '0' in non applicable choices, also no % figure is shown. (See Item 5 exception, miscoding of choice 3 by one Third Form student).
2. The absent column is designed to include any miscodings other than a choice of 1, 2, 3, or 4 (none of these occurred).
3. A check print of all responses for each pupil was also made by Computer. This made easy identification of pupil involved in (1) above. This check print is too long to be included here, and is of academic interest only.
4. The percentage figures in the Second Column for each choice were calculated for the number of persons who answered the questionnaire - not the total in the form or school.

5. Time Taken

a) **Computer.**

One complete run on the computer took 3 ½ minutes. In addition, the development and testing of the programme took another 2 ½ minutes of computer time. On a costing basis (Jan .1972) charge would be \$3.60.

- b) **Postal** delays meant an average of between 1 ½ and 2 ½ weeks between each run on the computer. Postal charge approx. \$3.00.

- c) **Card Presentation:** (i) the coding of data cards by pupils took approximately 1 hour 40 min.
(ii) the coding of cards for the programme took approximately 1 hour.

- d) The planning, writing and debugging of the programme took between 3 and 4 hours.

- e) The calculation of percentages in the tables on slide rule took 1 hour.

COMPUTER STUDIES

DISCUSSION OF RESULTS

The following summary of results is presented in order of the magnitude of response.

1. **Item 6:** With the exception of two pupils the entire school thought that the dress experiment should continue. This is a privilege granted to pupils by the Principal in response to representations by the S.R.C. Pupils are permitted to wear clothing of their own choice which is appropriate to the interest electives being done.
2. **Item 8:** Seventy-seven percent (77%) of all pupils like the daily break-up of periods, i.e. 1 hour, 40 mins, 40 mins, 1 hour, 1 hour.
3. **Item 7:** This questions the 9 day cycle -
71% of all pupils like the 9 day cycle;
22% are not sure, and only
7% prefer the old 5 day timetable.
4. **Item 5:** On Wednesdays 68% of students would rather do two interest electives for one hour while 32% would prefer one elective for two hours.
5. **Item 6:** 65% of pupils think that coming to school is much better now than it used to be. While some were not sure, only 3% thought that 1973 was worse than last year.
6. **Item 10:** 50% of pupils think that the Guidance period is worthwhile as against 7% who think it is a waste of time (and would rather be doing school work instead). The remainder are not sure.
7. **Item 3:** 46% of students like both electives;
43% like one;
11% dislike both;
0% wished they did not have to do them at all.

As a result of this pattern of responses the interest elective programme was offered on a quite different basis with wider freedom of pupil choice for second term.

8. **Item 4:** 46% of students wanted to change one elective;
31.5% wanted to change both;
22% wanted to continue both.

See comment in 7 above and also next section. These figures and comments refer to the school as a **whole**. Differential analysis of Forms indicates that the matter is not as simple as the above figures would indicate.

INTERESTING CONTRASTS WITHIN THE SCHOOL

- Item 3:** (i) 83% of 6th Form like both electives; compared with 30% of 2nd Form
(ii) 26% of 2nd form dislike both electives; compared with 0% of 5th and 6th Form
(iii) An additional 44% of 2nd Form dislike one of their electives.
- Item 4:** (i) 45% of 1st and 2nd Form wanted to change both their elective choices for second term, compared with 16% of 5th and 6th Form
(ii) A further 42% of 1st and 2nd Form wanted to change one elective compared with only an additional 36% of 5th and 6th Form

(See later Comments)
- Item 9:** 75% of 2nd Form think coming to school is much better than it used to be yet they expressed the strongest dissatisfaction with their electives 65% for the whole school and 42% of 6th Form
- Item 10:** 78% of 1st Form consider Guidance period is worthwhile, compared with 39% of 2nd Form, and 29% of 6th Form.

The preceding contrasts show a diversity of opinion within the school and raise some inconsistencies and some questions.

- There is an obvious dissatisfaction within Second Form with their electives for First Term.
A large (39%) minority of Second Form think guidance is worthwhile.
Yet 75% of Second Form think coming to school is much better than it used to be.
The radical changes of Wednesdays do not seem to have contributed in any way to their apparent greater liking of school.
- The desire to change electives on the part of many students prompts a better selection method of electives (mentioned elsewhere). A new approach was used for Second Term.
- Are there some pupils who are really dissatisfied with the procedural changes introduced by the June Plan? If so can these pupils be discovered and the reasons for their dissatisfaction be specifically located? On the other hand are there pupils who are really satisfied with the changes? Can these be identified simply and their opinions also sought as to what benefits they find in the Plan?

These two groups of people could be identified, I believe, by examining a combination of responses to the attitude survey. There is a combination of 'negative' responses which could identify the first group and similarly a combination of 'positive' responses which would identify the second group.

A Computer Programme is in the testing stage which will produce an identification number of any student with a particular combination of responses which could be considered

'negative' or 'positive'. These students would be identified by form as well and the number of students as well.

CONCLUDING REMARKS

The establishment of a specialised computer studies group within the interest elective programme is a significant gain for the Mathematics Department. That this group has been able to do work in connection with the evaluation of the Junee Plan is a benefit tht was not originally envisaged. As a result of the work of this group, information has been fed back into the system which has resulted in some modifications to the original planning of interest electives.

Although a detailed understanding of computer technology will always remain the province of the few with particular aptitudes, it is becoming increasingly important that the general population have some means of assessing the impact of computer technology. The establishment of a course such as the one at Junee High School should be seen as a first step towards disseminating general information upon which such an assessment can be based.

6.

A REPORT ON GUIDANCE AT JUNEE HIGH

M.O. SMITH
CO-ORDINATOR

C.J. DEAN
PRINCIPAL

A REPORT ON GUIDANCE AT JUNEE HIGH SCHOOL

In 1973 a weekly period of Guidance for all pupils was introduced into the life of the School. This fulfilled an aim of the Junee Plan. A document called "Guidance at Junee High" was printed and this proposed a framework within which Guidance could operate. The document outlined the nature of Guidance, principles of implementation and suggestions on programming Guidance for each Form Level. This document is appended and a perusal of it will give evidence that the establishment of Guidance within the school was made under the most favourable conditions possible.

EVALUATION OF GUIDANCE

In seeking to evaluate Guidance as a subject, it is necessary to see it in the context of the total Interest-Elective programme. This programme is, in nature, a working expression of the fundamental guidance philosophy and to this extent is fulfilling a number of the objectives of the guidance syllabus. The creation of small working groups of 15 to 20 pupils (sometimes fewer) has provided an excellent opportunity for pupils to come into closer interpersonal contact with one another and with teachers. Teachers are now perceived as confidants and not as pedagogues. Pupil counselling occurs naturally in the atmosphere of a mutual interest. The scope of pupil self-direction has also been considerably widened and the opportunities for social growth increased through vertical grading.

The attitude of pupils to Guidance lessons was canvassed in the pupil attitude survey and the results are as follows:

Question:

My attitude to the Guidance period is that:

Percentage figures for each Form.

		I	II	III	IV	V	VI	TOTAL
1.	It is a waste of time and we should be doing school work	4	9	5	7	9	21	7
2.	It is worthwhile	78	39	55	48	44	29	50
3.	I am not sure whether it is a good thing or not	28	53	40	45	47	50	43

The overall figures indicate that only half of the school population believes that the Guidance period is worth-while. The percentage of positive response varies from 78% in Form I to 29% in Form VI. Form II is a surprisingly low 39%. The reasons for the lack of positive response are difficult to pinpoint with accuracy. They could be associated with the following:

1. the compulsory requirement of pupil attendance involves an inner-contradiction for guidance;
2. the need for guidance -varies with different age groups;
3. a failure to meet an existing need because of poor lesson content;
4. inexpert teaching skills.

Although much good is being accomplished, the fact that pupil response is not high is a cause of concern. It is clear that there is a continuing need for the careers aspect of the programme and the how-to-study aspect, but the benefits of most other aspects can, at this stage, be called into question.

A POSSIBLE SOLUTION

1. In view of the present difficulties in making guidance lessons as effective as they could be it is suggested the weekly lesson might be dropped from the Wednesday programme.
2. An extra period could be allocated to the Form I English programme and to another subject in Form IV to allow for the need for orientation of first form pupils and careers information in Form IV.
3. How-to-study information could become the responsibility of a department and taught as the need arose.
4. Other aspects of Guidance could be offered as Interest-Electives, e.g., Introductory Psychology, Government, Home and Family Living.

This solution would need to be considered in relation to the present scripture arrangements.

The fact that Guidance as a subject would be partially eliminated should not lead to the conclusion that it is not being taught. Nor should it be concluded that there is no place for all the material comprising the guidance syllabus suggestions. It is simply that there are more effective ways of achieving guidance objectives than through an overt guidance syllabus (given the limiting factors at present operating). When teachers are more adequately trained in the techniques of guidance lessons or when specialist assistance is more readily available, then it will be a more workable proposition to implement pure guidance lessons.

ADDITIONAL COMMENT

The Guidance Programme looked most promising, on paper, and the teachers involved in its implementation approached their task with clear intent and purpose. Among those involved directly in the implementation have been the Principal, Deputy Principal, Counsellor, and all Subject Masters. It seems unlikely, therefore, that a possible reason for partial failure of the Programme would be that of inexpert teaching skills.

Most of those involved have had previous experience with Guidance Programmes in this School, and elsewhere. They agree generally that they have never been associated with a Guidance Programme which has been implemented with any real measure of success.

If this is a general feeling throughout our High Schools, it could be that the whole concept of Guidance needs re-organisation and re-thinking. It is most disappointing that a good-looking programme, careful planning, close supervision, regular lessons, and experienced teaching did not meet with more success.)

7.

A REPORT ON ENGLISH/HISTORY

G. COSTELLO
ENGLISH/HISTORY MASTER

ENGLISH/HISTORY DEPARTMENT: Report on the JUNEE PLAN

The implementation of the Junee Plan has affected the function of the English/History department in three main areas:

- in timetabling arrangements under the nine day cycle
- through the extension of activities made possible by the introduction of Wednesday interest electives
- in developing the role of the school library.

NINE DAY CYCLE

The nine day cycle has brought with it advantages and some minor disadvantages. The need to retain two 40 minute periods per day placed certain restrictions on timetabling; these combined with the fact that several classes must be taught by teachers outside this department have meant the dividing of one junior class between several teachers.

With the exclusion of Wednesday from the timetable and the spreading of periods over nine days it was found that a teacher might not see a particular class for a week. This possibility must be avoided, not only over one cycle but in relating the end of one cycle to the beginning of the next. The problem was largely overcome after the trialling of the timetable and making minor adjustments.

The advantages have far outweighed these minor disadvantages. All teachers have commented on the greater freedom possible with an hour period and the opportunities to develop topics more fully. The additional time has been of value in almost every strand of English but particularly in the creative areas of writing and drama. Forty minute periods have often meant that teachers could feel it necessary to extend a short piece of work to fill the period, or to compress a longer activity to avoid interrupting it. The hour period makes it possible to continue an activity or to divide the period into two units that are still of reasonable length.

The hour period has proved especially useful for thematic teaching in English and for project/research work in History. In both cases multiple activities may occur. An English theme, for example, may relate novel study to a poem and be completed by some group discussion. Historical depth studies which involve research into source material and follow up with note making, discussion or reporting can be planned more effectively for an hour period.

INTEREST ELECTIVES

The introduction of interest electives has meant the possibility of developing a number of activities related to the English/History department.

The School of Communications includes areas that, although they are associated with this department, don't conform to any particular syllabus. The general areas include: Mass Media; Cultural Studies and Service and Community Aid. Because these studies are, as the title indicates, interest electives, they have been modified to approach more closely the expectations of the students. An example is the Mass Media study. This was found to be duplicating a similar strand of the Junior English course and so was reorganised into a film

making group and a radio group. Each of these is now functioning very satisfactorily. Creative Writing proved to be too limited in scope and pupil interest and was broadened to become a School Newspaper.

By contrast Community Aid has been an outstandingly successful exercise in communication. It has proved very popular with the students involved and has completed some worthwhile charitable tasks.

Within the School of Recreation, Drama Activities, which would otherwise be only a strand of English, have been developed more fully. These include one-act plays, play production, directing, costuming and make-up.

The election of new courses at the beginning of each term means that students and teachers have an opportunity to sample from different fields over a period of several years.

ROLE OF THE LIBRARY

Despite the current accommodation problems of the library its function has been developed as far as possible to give it a central place in the school's operation.

The Librarian has been removed from normal classroom teaching though she retains the library periods with junior forms. The extra periods are made available for her to be on call in the library. Where a teacher considers it desirable a class can be timetabled in the library for one period per week and, if possible, the librarian is on call during that period.

Under these arrangements it has become evident that the library is being used much more intensively than previously. Its potential is more widely realised and use of library resource is being specifically programmed by other departments.

CONCLUSION

Thus in terms of its effects on the English/History department it is evident that the Junee Plan is making a significant contribution toward improving the educational environment of students at this school. It has opened up greater possibilities within the classroom, and increased the range of learning situations available to the student at Junee High School.

Graham J. Costello
English/History Master.

8.

A REPORT ON THE TEACHING OF ART

C. LORD
ART ASSISTANT

**JUNEE HIGH SCHOOL
THE JUNEE PLAN
REPORT OF THE ART DEPARTMENT**

Under the Junee Plan, the Art Department at Junee High School has made many changes – changes which were made necessary and possible by the introduction of the nine-day cyclical timetable and by the introduction of the Wednesday creative activities periods. Greater changes are, no doubt, still necessary and will be introduced as circumstances warrant.

MODIFICATIONS NECESSARY AS A RESULT OF THE 9 DAY CYCLE

As a result of the introduction of the 9 day cycle some changes were necessary in the presentation of work for the Junior Elective classes. Under the ‘old’ system, work was given to pupils in blocks of three or four weeks in the History of Art. Under the 9 day cyclical timetable this system proved unwieldy and the work was not being covered as quickly or efficiently as previously in the 4 ½ day cycle. The following modifications have been introduced and as result the work is now being carried out more efficiently and with a greater degree of pupil participation and involvement.

At the commencement of each new cycle, the pupils begin a new topic of work and complete the topic within that cycle. The first period of each cycle is an introductory lesson on the history topic being studied. At the completion of this initial lesson printed sheets summarising the work are studied, with an emphasis placed on the use of art prints. After these sheets are studied, questions are answered by the pupils and handed in for assessment. These questions both summarise the work being studied and ensure that the pupils carry out added research on the topics and evaluate the given artist's works. The pupils are then expected to allocate the remaining time of the cycle between research, written work and practical work. At the conclusion of each cycle, the pupils are expected to have completed their written assignment and a practical project. Exceptions to this requirement, especially in Form IV occur where a major art work is being studied. The final period of each cycle is spent in evaluating this unit of work. During the cycle pupils are given freedom and are encouraged to bring any problems or difficulties in their work to the teacher. Under this arrangement time is also available for slow learning pupils to be given individual attention.

In a larger school, where more than one Art Teacher is involved, this system could be developed into a system of team teaching if desired.

PRACTICAL WORK

Given the assumption that there is a spark of creativity in all people it is a cause for concern to see many pupils reach High School convinced that they are incapable of doing anything constructive with their hands.

With the recent purchase of new equipment, such as a spinning wheel, a jewellery kiln, candle making equipment, wood, nails, felt, materials and paints, a stage has now been reached where pupils have a vast variety of arts and crafts from which to choose. With the increased professional freedom now available the art room has been developed into a truly creative workshop.

First Form pupils spend the first two terms learning the basic principles and elements of art. They develop a Language of Vision and a desire is fostered within them to create for themselves. In third term, they put the elements and principles to work in art and craft works. During all this time they learn week by week a basic knowledge and set of skills for many crafts, art, and sculpture. They also learn the value of work to be utilitarian, and to be carried out with the twin virtues of care and patience.

By the time pupils reach Form Two, they therefore have a basic understanding of the possibilities of work open to them. In Forms II and III, when each non-elective art class has two one-hour periods and one one-hour period, each 9 day cycle, pupils are at liberty to develop their interests in the fields of art, craft and sculpture in a way which allows for their individual interests. Pupils work at their own pace and where possible their work is displayed in the school.

PRACTICAL TOPICS TAUGHT

Jewellery -	copper, wire, enamelled, ceramic;
Mobiles -	plastics, wire, paper;
Drawing -	
Painting -	oil, hard edge, acrylic, texture, tile;
Sculpture -	clay, plastics, was, spaghetti, junk, plaster;
Spinning -	will be developed to making of dyes then to dyeing, knitting, crochet, weaving of own spun wool;
Plastics -	liquid plastic, bending and cutting perspex;
Candles -	dipped, moulded, sand;
Miscellaneous crafts -	paper flowers, macrame, nail and cotton pictures, dried flower pictures and arrangements.

WEDNESDAY CREATIVE ACTIVITIES

The two one-hour Creative Activities groups of a Wednesday morning are of particular significance to Fourth Form and Senior Pupils who, for the first time in many instances, are now able to take advantage of this opportunity to express themselves creatively. Without the June Plan, they would have had no opportunity to express themselves visually within the school system (except those 11 pupils who do Elective Art in Form IV). The Wednesday activity period has also made it possible for Junior pupils to become most proficient in one particular aspect of art or craft (four pupils have now become expert spinners, two are in the process of creating most professional chess sets, while others have concentrated on jewellery making, pottery and oil painting).

As well as the two creative activity groups, there is, in addition, a two hour screen printing and wall hanging group in progress. The cost involved with this group has been a drawback, but with the development of the pupils' ability to use found and discarded objects and materials creatively and with the school supplementing materials, these problems should be overcome. Already many pupils in this group are developing these two skills satisfactorily.

Some of the other Wednesday activities not directly connected to the Art Department, but involved in creative activities, are the Antique Vehicle Restoration Group, the Cake Decorating Group, a Basket Making Group and a Music and a Dance Drama Group.

Without the Junee Plan, pupils involved in these activities would probably never have the opportunity to develop these interests.

If, when pupils leave High School, they have begun to develop skills and interests in the fields of art or sculpture and have a keen interest to further develop these skills; if they have the knowledge of various ways to fill their leisure hours, if they are aware of the beauty of the world around them, then education and school has been a rewarding experience. Under the Junee Plan these possibilities are being developed and the degree of success in achieving these possibilities is already in evidence.

9.

COMMUNITY SERVICE AS A PUPIL ACTIVITY

P. FLYNN
ENGLISH/HISTORY
ASSISTANT

COMMUNITY SERVICE AS A PUPIL ACTIVITY

As a part of the Wednesday morning Interest Elective programme activities involving Community Service have been formed. These activities represent an experimental approach to the task of relating the school more meaningfully to the community and also an attempt to cultivate a sense of responsibility within the pupils.

The task of making 'community service' a worthy educational enterprise is fraught with two major difficulties. There is the problem of relating to the community and the problem of pupil organization. A community which does not understand its own needs has, to that extent, to be educated to accept service when it is offered. This involves the careful task of making approaches to various organizations such as homes for the aged, local council, pre-school, hospital and other organizations. Unfortunately there is no guarantee that they will respond to an offer of service.

Again, the problem of pupil organization, is a major one. Although young pupils are enthusiastic and imbued with the power of ideals they cannot simply be let loose on to the community. There is always the danger that they will use the time available in educationally unprofitable ways and make improper use of the freedom they enjoy from routine curricula demands. Pupils must be carefully directed and supervised in the initial stages and gradually led to a point where they can accept the responsibilities of service. The ultimate aim of the course is to cultivate within the pupil responsible action combined with the freedom to serve the community as needs are perceived.

In evaluating the success of this venture some concessions have to be made to the peculiar difficulties faced in establishing the course. Again, Community Service is not the type of course that would flourish in the normal school programme as there would be insufficient time available and a disproportionate effort for the return. But given the present circumstances of the June Plan with its 2 x 1 hour interest Electives there is ample evidence to justify the inclusion of the course in the programme.

Community Service depends on:

- (A) eager volunteers who are interested;
- (B) a high degree of organization and liaison with the community.

Now that we have a cyclical roster of small groups within each community service group the organizational spode-work is paying dividends. We now provide weekly service to the hospital, meals on wheels, the pre-school and the homes for the aged. If this service is combined with the library service to the Primary School and the recent gift of \$500 by the School to the local Ambulance Appeal it can be seen that a very real attempt is being made to relate the school meaningfully to the Community.

10.

THE TEACHING OF PHYSICAL EDUCATION

R. RUSKIN
PHYSICAL EDUCATION
ASSISTANT

THE JUNEE PLAN

AN EVALUATION OF ITS CONTRIBUTION TO PHYSICAL EDUCATION

A. NATURE OF THE PROGRAMME UNDER THE 9 DAY CYCLE

Under the Junee Plan, Physical Education periods come in either 40 minute or 1 hour units, or doubles of both, depending upon the class being taught. Fourth Form pupils receive 40 minute periods, whilst the three lower forms receive the longer sessions.

Specialist groups (one junior and one senior Physical Fitness group) receive an additional hour each during the Interest Elective sessions conducted on a Wednesday morning.

With regard to the Physical Education lesson, the 60 minute period is the most workable. At extremes, ten minutes is lost whilst pupils change. However, the remaining 50 minutes provides ample time for the thorough teaching of skills, pupil practice, and warm-up and warm-down exercises. General fitness, an aspect of Physical Education commonly neglected through excessive focus on skills and technique, can now be given the attention it requires.

B. INTEREST ELECTIVES

The Interest Elective session between 9.00 a.m. and 11.00 a.m. each Wednesday morning is occupied by two groups – Junior and Senior. Each group is comprised of approximately 25 pupils. The groups receive instruction in general aspects of Physical Education that, through various difficulties associated with organisation and equipment cannot be given any or sufficient attention during the normal Physical Education programme.

The two groups, which were virtually hand-picked from the large number that applied for the course, receive instruction in such activities as swimming training, study of swimming technique, diving, trampolining, archery, golf, judo, ten pin bowling, squash, orienteering and bushcraft. They receive instruction on how to organise competitions and carnivals, and are given a general knowledge of the technique of coaching teams. The pupils are encouraged to gain three referees' badges during the year. The overall aim of the course is (not as the name **Physical Fitness** suggests – this plays a minor role), but is to provide each of the students with a basic knowledge of how to coach and organise sport and recreation in the community. It is hoped that, as a result of the information and tuition received, these pupils will encourage, assist and participate in the recreational spheres within their localities.

In essence, the nature of the course is closely related to **Recreation** and the name will probably be changed for Third Term.

C. EVALUATION AND SCOPE

The course has proved very popular and, as a result, many pupils who applied were regrettably rejected.

However, avenues for expansion, whereby many of those pupils can be given a place in the course, are slowly opening. The nearby Riverina College of Advanced Education (Wagga Wagga) has been very co-operative and is, at the moment, sending a student teacher across each Wednesday morning to give lessons in Judo. This has been well received.

One final thought worthy of consideration and possible development concerns the integration of the traditional sports afternoon with the Interest Elective session. By doing this, more Physical Education activities could be offered continuously throughout the day, and thus enable pupils to undertake a course of their choosing. This idea has been put to practice in Canberra High School and the outcome of its functioning there will certainly be of considerable interest.

R. RUSKIN
PHYSICAL EDUCATION TEACHER

11.

**THE IMPACT OF THE JUNEE PLAN
ON THE SOCIAL SCIENCES
DEPARTMENT**

T. BRITT
SOCIAL SCIENCES MASTER

THE IMPACT OF THE JUNEE PLAN ON THE SOCIAL SCIENCES DEPARTMENT

1. CYCLICAL TIMETABLES

The apprehension felt at the beginning of the year in regard to the introduction of the cyclical timetable has been shown to be unfounded. "Teething" troubles were expected by the department. We anticipated interruptions to lessons with students coming prepared for incorrect days during the 9 day cycle. However, we have found that the students have adjusted as readily and as easily as have the teachers in this department and it is rare for a student to come unprepared for the particular lessons on each day of the cycle.

Teachers within this department welcome the new timetable in that the unwanted periods (e.g. last period on Friday) are shared by all staff members and all departments.

In regard to the coverage of syllabus requirements within the Department there is a difference of opinion as to whether the teaching time lost in implementing the Junee Plan has adversely affected the amount of work covered during the first half of the year. Teachers of Senior classes feel that they have not covered less work than previously, but one teacher does feel that the lost time affected the coverage of content with some of the Junior classes. This point is taken up below.

2. PERIOD DURATION

The staff of this Department with very little reservation have welcomed the morning and afternoon one-hour periods. One must admit that teachers at first found difficulty in pacing their lessons to gain the greatest benefit from them, but once this skill had been acquired there was a ready acceptance of the new period duration.

There is little doubt that the one-hour lesson allows a more effective development of lesson content with great scope for discussion, for group research and for practical work such as mapping, book-keeping exercises, simple local-area field work. In regard to field work in Geography and Commerce, several simple and valuable local excursions have been conducted within the space of the hour lesson without disrupting the work of other departments.

Although the one hour lesson is more demanding of the teachers both preparation and presentation, teachers generally agree that the overall result is more rewarding in terms of pupil involvement and from the sense of achievement in having time to present, develop and conclude a topic without the need to "chop off" interesting sidelines and discussion points.

The more Senior teachers on the Staff feel that the one-hour lesson has greatly compensated any loss of teaching time due to the introduction of the Wednesday Activity Day.

Some criticism was raised in departmental discussion of the one-hour period. The point was raised that one-hour periods were too long for some of the junior classes, particularly the S.L. class. The standard answer to such criticism, of course, is to advise the critic to introduce variety of activity within the classes. Despite efforts within the Department to do this, no satisfactory answer has been found to loss of interest during the one-hour period with S.L. classes. It may be possible to consider the introduction of 30 minute periods for these classes

in the core subjects next year, even though this may require allocating teachers to two subjects with these classes.

3. INTEREST ELECTIVES

None of the interest elective schools fell wholly within the subject fields of this department. Teachers from the department were involved in a great many interest electives and only two of them can be regarded as subjects within the Social Sciences Department.

Consumer Education was offered to Junior, Intermediate and Senior Students during Term 1. Although some interesting activities were conducted during the term, this elective was discontinued after Term One. The department held a number of evaluation discussions on the courses offered and concluded that the elective was relatively unpopular for a number of reasons:

- a) insufficient pre-information was given students on the course content;
- b) too many students were unhappy with their placement in these groups;
- c) many of the students experienced the same type of activity in their Commerce classes and felt that the interest elective should not aim at the same type of study.

Despite the shortcomings, the courses did arouse a great deal of interest with particular activities. Comparison shopping activities within the Junee Shopping Centre, a study of local advertising methods, a survey and analysis of the contents of the various types of meat pies available in Junee, and consumer testing of second-hand cars were activities in which students participated with enthusiasm and which aroused great interest and discussion. The objectionable part of the activities, from the student point-of-view, was the analysis of the surveys and the compilation of a report. There is little doubt that the pupil emphasis is on practical activity, preferably outdoor, and that there was little keenness for an academic-type activity.

Although the courses in Consumer Education were discontinued in Term Two, it is felt that a successful, valuable and interesting course could be presented to a small number of interested students. However, adequate pre-information concerning activities and methods would need to be presented to pupils before they elected their electives.

Asian Social Studies: has been offered during Term 1 and 2. The original aim of the course was to foster an interest in the peoples to the north of Australia and to form some type of communication link with a group in an Asian country.

One of the earliest decisions by the group was to adopt an Indonesian child. This entails the raising of a sum of \$11.00 per month, which is forwarded by The World Vision Organisation to the appropriate organisation in Indonesia. The group has become so enthusiastic in this venture that money raising now occupies much of the time and is, in fact, probably the main aim of the group.

During Term Two the group has continued to operate but has branched out into a number of activities, all centring on the adopted child. A small group is learning Indonesian, their teacher being a local resident who became interested in the aims of the Junee Plan and offered her services. Another group is preparing a project book on Junee and Australia generally and once completed will be sent to the Indonesian child being sponsored. The

Indonesian language group will help to translate the project script to Indonesian. A third group is continuing mainly as a fund raising group in an effort to raise the money required each month.

4. PROJECT ENVIRONMENT

It is hoped to introduce Project Environment, sponsored by the Sydney Morning Herald and the Geography Teachers Association as an interest elective next year. This will be an individual research task on a geographical topic within the local area and the practical activity and research methods and visual presentation methods should appeal to the members of the group involved.

THE PROGRAMME

\$JOB 91111
 \$ID K1192E**-007,N.S.W.DEPT.OF EDUCATION
 \$EXECUTE WHATFOR

\$FORTRAN
 C.....S.NOWLAND JUNEE HIGH
 C.....

SURVEY RESULTS

1		INTEGER F,R(9),c(8,5),s(8,5)
2		J=TIME (I)
3		PRINT ,J
4		F=O
5		DO 2 I=1,5
6		DO 2 J=1,8
7	2	S(J,I)=0
10	1	DO 7 I=1,5
11		DO 7 J=1,8
12	7	C(J,I)=0
13		WRITE (6,4)
14		N=0
15		M=F+1
16	5	READ (5,6) (R(I),I=1,9)
17		N=N+1
20		IF (M.LE.4)GOTO 9
21	11	CONTINUE
22		PRINT ,N,M,(R(I),I=1,9)
23	6	FORMAT (9I1)
24	9	CONTINUE
25		IF (R(1).EQ.9)GOTO 100
	C.....	FORM=9,SIGNAL END OF DATA
26	8	IF (R(1).EQ.8)GOTO 50
	C.....	FORM=8,SIGNAL NEW FORM
27	10	DO 20 I=2,9
30		IF (R(I).GT.4)R(I)=0
31		IF (R(I).LE.O)R(I)=5
32		J=R(I)
33	20	K=I-1
34	20	C(K,J)=C(K,J)+1
35		GOTO 5
36	50	WRITE (6,4)
37		F=F+1
40	4	FORMAT (1H1)
41	3	FORMAT (1H)
42		J=TIME(I)
43		PRINT ,F,J
44		DO 60 K=1,8
45		WRITE (6,3)
46		I=K+2
47		PRINT ,I,(C(K,J),J=1,5)
50		DO 55 J=1,5

51	55	S(K,J)=S(K,J)+C(K,J)
52	60	CONTINUE
53		GOTO 1
54	100	WRITE (6,4)
55		J=TIME(I)
56		PRINT ,J
57		DO 70 K=1,8
60		WRITE (6,3)
61		I+K+2
62	70	PRINT ,I,(D(K,J),J=1,5)
63		STOP
64		END
		\$ENTRY

OBJECT PROG 407
 DATA STORAGE 96
 UNUSED CORE 10839
 SYMBOL TABLE 152

***** BEGIN EXECUTION
 337016

**SURVEY OF TEACHER ATTITUDE IN RELATION
TO THE OPERATION OF THE JUNEE PLAN**

** Indicate the strength of your attitude by placing a tick opposite each statement in the appropriate column.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The 9 day cycle is proving confusing to pupils		3	2	17	4
2. Teachers are generally quite happy with the 9 day cycle	2	19	5		
3. There should be some change in the period time arrangement to allow for more 40 minute segments	5	6	4	4	7
4. The children are suffering in their preparation for examinations as a result of the Junee Plan		3	3	10	10
5. The preparation required for the interest elective programme has been more demanding than was at first supposed	3	11	2	9	1
6. At present pupils are given too much freedom of choice and we are only contributing to unrest in the total society	1	2	2	12	9
7. The Junee Plan appears to be making a constructive effort to overcome some of the problems facing secondary education	8	16	1		1
8. Under the present arrangements teachers are required to do more work than they were doing under the traditional pattern	3	8	7	7	1
9. The experiment with student dress on Wednesdays should be discontinued	1	1	4	11	9
10. The Junee Plan has more benefits for pupils than teachers	1	8	8	5	4
11. There is community disapproval of what is going on at Junee High School			8	12	6
12. We are beginning to make education a more meaningful experience for pupils	7	15	2	2	
13. We should draw on the skills and talents of the community to assist us in offering the widest range of interest courses possible	20	4	1		1
14. There is no need for us to feel secretive about what we are doing as it could have benefit to many other High Schools in the State	17	8	1		
15. The present timetable has not introduced the benefits originally proclaimed	3	6	8	8	1
16. Pupils seem much happier at school than previously	1	13	9	1	2
17. Now that the Junee Plan has been in operation for some time we can see that it is not worth the effort and it should be abandoned at the end of Term 1			1	6	19
18. We are not receiving the publicity that we deserve	5	5	10	5	1
19. The Junee Plan could, in principle, be implemented in most High Schools	7	14	5		

**AN EXPERIMENT IN CYCLICAL TIMETABLING
AT JUNEE HIGH SCHOOL**

M.O. Smith

On the 17th August, 1972, a document known as “The Junee Plan” was completed. It outlined some of the major shortcomings besetting Secondary Education in NSW and a series of proposals to meet those shortcomings in the life of Junee High School. Since that time the proposals have been implemented as planned and several schools in NSW have adopted many of the plan’s organisational features.*

Shortcomings Listed in the Junee Plan

In brief, the problems that the Junee Plan highlighted were:

- Alienation of field staff and curriculum planners
- Staff morale and incapacity to innovate
- Diminution of pupil choice
- Irrelevance of electives
- Restrictive influence of current timetabling practice
- Inhibiting influence of exam-oriented teaching
- Inability to provide for the development of pupils interests, and hence to provide for education for leisure
- Failure to enlarge the scope of social development
- Alienation of school and community
- Stereotyped teaching technique.

Proposals of the Junee Plan

The plan outlined proposals to treat these shortcomings by:

- (i) providing a more flexible timetable and period/teacher allocation through the implementation of a nine-day cyclical timetable rather than the traditional five-day non-cyclical one. Wednesdays were to be excluded from the cycle and devoted to:
 - (a) an allocation for pastoral care, guidance, S.R.C. meetings
 - (b) an allocation for non-examinable interest electives
 - (c) an allocation for sport
 - (d) an allocation for religious instruction
 - (e) an allocation for some Level 1 work for Senior Students.
- (ii) making an alteration to the rhythm of the day. The traditional 8 x 40 minute day was to be rearranged to provide for 2 x 1 hour periods before recess, 2 x 40 minute periods before lunch, and 2 x 1 periods after lunch.

These structural changes were intended to precede changes in function. It was predicted that team teaching would receive greater encouragement; that greater use of the library as an information and resource centre would be possible and that community involvement would take effect through the interest elective programme. Through the interest elective programme teachers would be given the opportunity to make their own courses both in an individual capacity and by working in committee. These possibilities were entertained without any thought of jeopardising the goals of the present system.

* The first such school was Canberra High School (1973). Other schools include Mt. Erin High School (Wagga Wagga, 1974), New England Girls School (Armidale, 1974) and Gymea High School (1974).

The Nine-Day Cycle

The advantages of using the larger work unit have been listed as follows:¹

1. The smaller module (i.e. 5 day) precludes the possibility of “freeing” time since particular subjects would suffer unfairly if they sacrificed a period over 5 days whereas this “freeing” can be achieved over a 9-day period.
2. The 9-day module also gives “greater spread” thus avoiding the cramping problems normally found in timetabling. The result is greater flexibility.
3. From the pupil’s point of view the 9-day cycle introduces greater variety into his working week. He no longer has to suffer a pre-ordained “Black Friday” every week. It is also to the teacher’s advantage to get some variety into the working week.
4. The loss sustained by subjects because of public holidays is shared.
5. The 9-day cycle allows for the possibility of taking whole days out of the normal teaching programme without affecting any particular subject. The cycle simply stops at the day and resumes after it.
6. Greater possibilities also emerge for team-teaching as a result of timetable flexibility coupled with the hour unit of work.

The “Six Period” Day

The alteration to the traditional 8 x 40 minute period day was done as follows:

Period	Duration
1	1 hour (or 2 x 30 minutes)
2	1 hour (or 2 x 30 minutes)
	RECESS
3	40 minutes
4	40 minutes
	LUNCH
5	1 hour (or 2 x 30 minutes)
6	1 hour (or 2 x 30 minutes)

Advantages in the New Pattern

1. It permits a greater combination of lesson time units. For slower pupils 2 x 30 may be preferred over the 1 x 60 minutes while other groups have the possibility of 2 x 40 minutes or 2 x 60 minutes or even 1 x 60 minutes + 1 x 40 minutes and so on.
2. Units of 60 minutes give greater scope for pupil evaluation within a lesson and subsequent re-teaching.

¹ A.F. Kainer’s article: “Timetabling the Junee Plan” in *A Progress Report on Various Aspects of the Junee Plan*. (Unpublished).

3. There is an appreciable reduction in pupil movement throughout the school with a consequent reduction in time lost.
4. The 60 minute unit also effects savings in teacher preparation for practical lessons such as industrial Arts, Science, P.E., Home Science where disproportionate time may be lost in arranging equipment or in changing.
5. Greater opportunities emerge for the introduction of team-teaching.

Some variation on these time allocations are being experimented with at Mt. Erin where 6 x 50 minutes + 2 x 10 minutes, and at Canberra High where 5 x 40 + 2 x 60 units are being tried.

Wednesdays

The object of introducing the 9-day cycle and the 6 period day was not only to capitalise on the advantages already listed but also to increase and widen the scope of pupil electives. The original allocation for Wednesdays at Junee High was as follows:

Period	Subject
1	Elective A (1 hour)
2	Elective B (1 hour)
	RECESS
3	Guidance (Forms III-VI)/Scripture (Forms I-II)
4	Scripture (Forms III-VI)/Guidance (Forms I-II)
	LUNCH
5	Sport (1 hour)
6	Sport (1 hour)

Notes:

1. The Usual period allocation remains.
2. Inter-school sport occurs on Wednesdays so that Wednesdays cannot be included in the numbering of the cycle.
3. Scripture is rostered on a weekly basis and cannot be given on any other day.

The Interest Elective Program

The idea behind providing a wide range of interest electives to which a pupil could commit himself for a term and from which he could extricate himself when his interest waned was to enrich his educational diet.

The small high school wishing to offer any variety in electives has for long struggled with the problems of timetabling and limited staffing. What has inevitably resulted has been a stereotyped formulae with predictable patterns of electives and a minimum of pupil choices. The interest elective programme was conceived as a means whereby student choice would be widened and so increase the individual's capacity for intelligent self-direction. At the same time it allows for the possibility of introducing changes into curriculum patterns in a controlled manner without the threat of causing a major upheaval within the system. The original proposals allowed for an additional student choice of two subjects over a two hour

period on each Wednesday morning. The subjects were offered on the understanding that they were not subject to examination and that they could be changed, if desired, at the end of each term (except for some Level 1 student in Form VI).

The Question of 'Lost' Time

While most educators have applauded the major innovations some have entertained reservations about the provision of two hours per week from the already crowded timetable. While this criticism has some face validity it does not stand up to close examination. The arguments against it are:

1. Definite 'savings' are gained by making provision for only 6 periods rather than 8 per day. This 'saving' could be as much as 50 minutes per week.
2. Some Level 1 work is offered to 6th Form students and this means that a further fraction of time is not actually lost.
3. A great number of electives actually extend and supplement the normal teaching subjects. Thus Needlework and Home Economics are now extended by courses in Cake Decorating, Continental Cooking, Home Management, Mothercraft and Beautician Skills. The Craft subjects are supplemented by courses in Pottery, Spinning, Dyeing, Jewellery, Enamelling, Fabric Screen Printing, Wall Hangings, Macrame, Model Kit Making, model Making, Photography, Vehicle Restoration, Motor Mechanics and Basketry. The English Department provides the stimulus for courses which find their natural expression in interest electives of Film-making, Librarianship, School Newspaper, Drama and School Radio. It is exceedingly difficult to provide time within the normal programme for the few who are intensely interested. Subject departments are also able to cater for an increased clientele and do not see interest electives as robbing them of any time at all.
4. The cyclical nature of the timetable ensures that subjects normally allocated on the day of a holiday do not suffer unfairly. It is fairer to all subjects in the distribution of lost time.
5. Subjects which normally interrupt the ongoing programme causing 'lost' time, e.g. drama rehearsals, school newspaper, choir no longer do so. This represents some saving.
6. The provision of hourly periods rather than forty-minute ones makes possible the introduction of team teaching and more efficient grouping of pupils.

In the final analysis it is difficult to argue that time is actually being lost. Even if some time were lost this would have to be weighed against the gains made in providing such an enriched educational programme with increased pupil freedom of choice and the possibilities of experiment and innovation.

Conclusion

While the June Plan does not claim to be a panacea for all educational ills it has introduced organisational and curriculum changes which have had an invigorating effect on the life of

the school without any detrimental effect on the goals of secondary education. That it has widened the scope of professional freedom of teachers and induced amore positive involvement from the community is a benefit difficult to obtain under the traditional pattern. Because it is essentially an open-ended plan with patterns of infinite variation it will be of considerable interest to see what other schools seek to explore the possibilities of the new pattern.

FIGURE 1

Non-cyclical 5-day	M 1	T 2	W 3	Th 4	F Hol	M 1	T 2	W 3	Th 4	F 5	M 1	T 2	W 3	Th 4
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Cyclical 9-day	M 1	T 2	W	Th 3	F Hol	M 4	T 5	W	Th 6	F 7	M 8	T 9	W	Th 1
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Notes:

1. On a non-cyclical 5-day timetable all lessons programmed for the holiday on Friday are lost.
2. On the cyclical 9-day timetable at Junee all Wednesdays are excluded from the cycle.
3. On a cyclical timetable there is no loss on the holiday – day 4 simply transferred to the day following.
4. Day 1 can occur on any day of the week.

**THE CONTINUOUS ACHIEVEMENT PROGRAMME
(C.A.P.)**

**A NEW APPROACH TO
THE SECONDARY SLOWER LEARNER**

MARK SMITH

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THE CONTINUOUS ACHIEVEMENT PROGRAMME (C.A.P.) – A new approach to the Slow Learner - Mark Smith

1. GENERAL INTRODUCTION

The Continuous Achievement Programme is a new approach to an old problem – the education of the slower learning pupil at secondary school. The programme with its curriculum changes has been developed out of the climate of change introduced into the High School at Junee since that school's adoption of the Junee Plan. The programme involves timetabling changes, curricula reorganisation and ultimately depends on a fresh teacher orientation to the teaching task. The curricula reorganisation involves the implementation of a redefined 'core' which entails a 'broad fields' regrouping of traditional subjects cutting across existing departmental specialisations. The learnings involved receive reinforcement by an activities programme of achievement awards which has a strong bias towards career education.

Characteristics of the Slower Learner

The Slower Learner is defined operationally by the Department of Education NSW. He is a pupil who cannot perform in the basic skills of communication and numeracy at a level equivalent to that of a pupil assessed at 90 points on a group verbal scale of intelligence. In real terms slower learners comprise approximately 25% of the school population even though this figure includes secondary O.A. pupils. The following characteristics are found to a greater or lesser degree among pupils of secondary activity classes: -

- Impoverished language skills. Weaknesses in vocabulary, speech, writing, spelling, reading, listening deprives them of the tools of thinking and communicating.
- Difficulty in abstraction, forming concepts, reasoning and making judgements. These weaknesses manifest themselves in poor numeracy and computational skills.
- High distractibility and emotional lability. These children have either learned not to concentrate or have innate weaknesses in this area. Their attention spans are poor and their memories are weak. They tend to live in their feelings and emotions and are victims of impulse.
- Weaknesses physically, physiologically and neurologically. Many slower learners have sensory and perceptual deficits, some have minimal neurological dysfunctions and have specific learning difficulties, many lack co-ordination skills of eye-hand and some have glandular disturbances. Both body awareness and body image are poorly defined.
- Weaknesses psychologically. When physical and neurological weaknesses combine to produce failure in academia and on the sporting field the result is usually a poorly developed self-concept. One of the unfortunate findings of research is that children who succeed best in school stay longest. Slower learners lack confidence in the abilities they possess and can become frustrated and aggressive the longer they stay at school.

In comparison to the better achieving peers, slower learners spend less time at school, have fewer opportunities for engaging in stimulating conversation at home, gain little from the enormous expenditures on education at the senior levels and fewer changes in curricula organisation. Is it any wonder that although their education at school does not drain the

public purse greatly they **eventually** have more spent on them in welfare, more on social services and they receive more prison sentences than other sections of the community?

The argument that slower learning pupils might be more profitably 'educated' outside the school system and that they should therefore be encouraged to leave school early rather than later has received recent publicity. This argument is as specious as it is invalid. Such an argument implies that their 'education' should be left to the vagaries of chance – something that would never be considered for the more capable child. Rather than admit this defeat, schools should overhaul existing approaches where they are failing and evolve programmes which are more relevant to pupil needs and more attuned to the real-life demands made on these pupils. The C.A.P. represents one such effort.

Problems to be faced for curriculum re-organisation

In seeking to reshape curricula it is of fundamental importance to keep the nature of the learner in mind and seek to meet his needs while at the same time giving due weight to the needs of society. Some widespread failings contribute to the difficulty of reorganising curricula:

1. Failure to discriminate between the needs of a remedial pupil and those of a slower learner.
2. Failure to discriminate between the needs of the higher grade slower learner (80-90) and the mildly mentally handicapped (less than 80).
3. Failure to regard the teaching of slower learners as a 'qualitative' rather than a 'quantitative' one. Too often slower learners have been fed on diluted forms of ordinary curricula without thought being given to any variation in the range or relevance of the courses.
4. The dishonesty in calling slow learning classes 'activity' classes when they are in fact characterised by little activity.
5. Failure to recognise the importance of career training for these adolescents who are the first to become redundant when automation hits an industry. Coupled with this there is also the failure to effect a satisfactory transition from school to vocation.
6. Failure to give adequate weight to communication skills.

Fortunately, the NSW system allows some flexibility of approach to any innovation for slower learners.

2. THE INTEGRATION-SEGREGATION ISSUE

The perennial debate between the proponents of integration and those of segregation at one time favours abolition of ability grading and at other times favours segregation of these pupils with their own class teacher. The solution at Junee High School favoured a **modified segregation approach**, and the following reasons were given as justification:

- while conventional segregation approaches have met with limited success in the past, it was argued that no real attempt had been made to make segregation work by offering a curricula which differed in any remarkable way from that given to other pupils;

- there is teacher resistance to integration;
- the adoption by Junee High School of an interest elective programme on every Wednesday already makes provision for vertical/across-the-grades regrouping of children;
- the C.A.P. assumes also that many slower learning pupils have special esteem needs which are likely to be unfulfilled by a programme of full-scale integration;
- the C.A.P. makes provision for the development of communication skills by a 'class' teacher for approximately one-third of the school time and the remaining time allows for some measure of integration.

3. THE CONTINUOUS ACHIEVEMENT PROGRAMME IN OUTLINE

The Continuous Achievement Programme (C.A.P.) implemented at Junee High School is based on the philosophy of the worth and dignity of every person. It recognises the commonsense principle that the major task of educating slower learners is to develop positive attitudes. The development of positive attitudes and an adequate self-concept is dependent on pupils experiencing success. The Programme is activity-oriented with continuous achievement as its main support. Motivation of pupils is secured by a built-in system of Achievement Awards maintained in a Record of Achievement Book. The Programme is open-ended and capable of continuous refinement and modification and it caters for a wide range of pupil interests and abilities. Its worth is dependent on teachers acquiring a new orientation to the task of teaching and one which is freed from the approaches adopted on normal stream classes. It is a programme which seeks to avoid odious comparisons of examination results by redefining subject areas and offering a new style curriculum.

4. PRINCIPLES UNDERLYING THE C.A.P.

- (A) The C.A.P. envisages the abandonment of the normal classification of subjects so that pupils do not transfer their perceived failure in (say) English in the Primary School to English in the High School. This approach should not be construed as an educational sleight-of-hand, but rather as a measure to induce a fresh teacher orientation to the task of teaching and to overcome the negative influence of pre-secondary failure.
- (B) The overall design of the C.A.P. is to make provision for two general strands which can either be kept distinct or which can either supplement or reinforce each other. These are:
- (i) core subject areas, and
 - (ii) achievement awards.
- (C) The core subject areas are concerned principally with skill building and would, under ideal circumstances, occupy most of the morning sessions. The six (6) core subjects are:
- (i) **Citizenship**, and Scripture.
 - (ii) **Communication**: Speaking, Writing, Reading, Spelling, Dance, Music, Art.
 - (iii) **Homecraft**: Craft, Domestic Skills.
 - (iv) **Modern Technology**: Observation, History of Discovery.

- (v) **Living Mathematics:** Trading, Measurement
 - (vi) **Health:** Physical Education, Health and Sport.
- (D) The method envisages that one teacher be assigned for the teaching of communication skills and that up to 14 periods (40 minutes) be allocated weekly. The remainder of the periods are to be taken by a reduced number of teachers where possible.
- (E) Afternoon sessions are, ideally to be devoted to reinforcement skills which cover a wide range of Achievement tasks leading to the award of certificates. The achievement awards are intended to provide interest/activity tasks directly related to the core subjects.
- (F) Achievement awards are to be offered at two levels:
- (i) Proficiency certificate (Red);
 - (ii) Merit Award (Blue).
- The successful completion of eight (8) Proficiency Certificates or five (5) Merit Awards will qualify for a (iii) Principal's Award (Gold).
- (G) All certificates of awards are to be kept in the Pupil's **Record of Achievement Book**. This book should be invested with value by pupils and teachers and its maintenance by the pupil given high priority in the method.
- (H) The award scheme is intended to be educational and not simply a collocation of diversionary pastimes. The specifications for each award are to include wherever possible, opportunity to develop communication skills in more real-life challenge situations.
- (I) The achievement awards are grouped in the six areas of the core programme and are to cover a wide range of pursuits associated with a number of occupations and careers. Thus indirectly, a pupil will learn a great deal about the society in which he lives and develop an increased awareness of the range and diversity of skills of the people who comprise the Society and at the same time re-inforce the skills of the core programme.

The specifications for the achievement awards should, ideally, become the province of the teacher associated with skill development in the core subject area. Care should be exercised so that the specifications for any award are not so difficult as to discourage any pupil from an award at the proficiency level and yet not so easy to accomplish that the award is devalued. Specifications for awards should be written by the pupil opposite the space where the award is displayed in his Record of Achievement Book.

5. SUGGESTIONS AND GUIDELINES TO TEACHERS PREPARING PROGRAMMES FOR CORE SUBJECTS

Core Subject Areas

The redefinition of core subject areas will involve teachers in the preparation of their own curricula. The following suggestions will explain some of the reasons for choosing new core

areas and outline possible lines of approach in each of the areas. Once again, it should be stressed that each core area should contribute something toward the development of communication skills and not leave the development of such skills solely to the teacher in that fields.

1. *Citizenship*

It should never be forgotten that slow learners become voters, consumers, parents and citizens. They have a record of high delinquency, of being easily exploited and of becoming social drop-outs after they leave school. Any course in the area of citizenship which fails to anticipate the probability of such a future is not facing the challenge. A course in this field should aim to develop awareness in pupils at three levels:

- (a) Self awareness;
- (b) Social awareness and lead to an
- (c) Awareness of the world about them.

Civic responsibility, respect for public and private property, an understanding of the law, the use of rates and taxes, pride in good workmanship should be cultivated. These areas should not be taught in an academic way, but through activities involving visits and excursions to council buildings, police stations, court houses, fire stations, ambulance stations, hospitals, shopping centres etc. Such visits may then be the basis for analysis through class discussion, research and awards. Careers assignments should be realistic and assist in enabling the child to find a satisfying vocational placement. Many of the achievement awards lend themselves to excursions within the community.

2. *Citizenship*

The development of skills in the basic field of communication is fundamental to the C.A.P. It is in this area that slow learners have their greatest weaknesses. Communication skills need to be developed in all areas and not limited to the language arts. Communication skills in mime, gesture, movement, visual arts, plastic arts, hard form crafts, and music also need to be cultivated as success in these areas also contributes to personality development.

Most slow learners have skills in language at about a third to fourth grade level and so me have greater deficits than this when they enrol at High School.

- (a) **Oral Skills:** The development of oral skills and speech is fundamental to continuing success with reading, spelling and writing. Speech should receive explicit and overt attention as social acceptability and job placement is greatly influenced by a person's skill in this area. Adequate stimulus materials in pictures should be used to elicit discussion. The tape-recorder has a definite place to assist pupils to monitor their own speech. Verse speaking, recitation and singing should provide activities in this area.
- (b) **Mime and Drama:** Is a natural flow-on of work done in the oral area and should incorporate expressive movement in

- (c) **Dance:** and rhythmical activities which follow definite sequencing of movement. The teaching of such skills should not be too heavily intellectualised and done through demonstration before being analysed conceptually. Exercises in posture and grace in movement also can be incorporated in the dance programme.
- (d) **Music:** should, wherever possible be associated with movement and oral language development such as in singing. Where it can be used as an aid to listening skill development it should be. Care should be taken to develop discrimination of pitch, volume and tone.
- (e) **Visual Arts:** should be taught in a way which allows for the development of communication in the language of feeling. The emotional value of colour should be explored before emphasis is given to line and subject.
- (f) **Plastic Arts:** involving paper moulding and sculpturing in soft material such as clay should lead to an appreciation of the human form. This should lead to an appreciation of symmetry, proportionality and harmony. The plastic arts should be viewed as a vehicle of communication rather than as an exercise in making objects.
- (g) **Writing Skills:** should, ideally, follow from movement and gesture. They represent a heavily intellectualised form of fine movement with accompanying thinking skills. The formation of letters and general writing skills needs to be continued as part of an extended primary school programme.
- (h) **Listening Skills:** Oral Language involves both speaking and listening. A great part of the learning process is heavily dependent on listening abilities. These need particular cultivation in the areas of auditory discrimination of pitch, tone and volume. Auditory memory exercises involving sequencing of sounds, words, phrases and sentences need to be given – especially in association with singing and recitation.
- (i) **Reading:** The reading programme should begin with careful diagnosis of each child's strengths and weaknesses and a subsequent grouping of children into at least three working levels within each class group. This will necessitate having a range of equipment, reading material and tasks for the different groups so that they can work at their appropriate levels. It should be possible to use individualised reading kits with social science material and science material as part of the lessons devoted to communication.

3. *Homecraft*

This subject is intended to develop skills associated with domestic living and should embrace aspects of needlework, craft, cooking, and home maintenance. This subject lends itself ideally to the award programme and units of work which do not extend for prolonged periods should be designed to lead to a proficiency or merit certificate. Efforts should be directed to make all courses available to both girls and boys.

4. *Modern Technology*

Two general fields are suggested in this core subject – Observation and History of Discovery. The aim behind the Observation strand is to extend the work associated with sense training and should lead the child to a point where he can factually and accurately observe a whole range of real-life phenomena. The range of achievement awards will give an indication of the areas where skills in observation, note-taking and recording can be developed. The strand concerned with the History of Discovery is an attempt to humanise aspects of science by associating discovery with personalities and their achievements rather than with abstract, theoretical formulations of results.

5. *Mathematics of Living*

This core subject should be approached in a way which not only seeks a fresh teaching orientation to mathematics, but in a way which leads to the development of a new subject. Mathematics of living is intended to combine elementary commerce and foundation mathematics.

Suggestions for Programming Mathematics of Living

- (a) **Social Arithmetic:** Money handling, change, purchasing power, consumer education, budgeting, grocery bills, banking, savings, cheque book usage, wage compilation, rates, rents, water costs, electricity and gas charges, taxation, discounts, hire purchase; car costs – Insurance, Third Party, registration, tyres, maintenance, depreciation; timetables rosters; home purchase and building costs, furnishings etc.
- (b) **Measurement:** Length, distance, area, capacity, time, speed, mass versus weight, density, scale drawing, plans and specifications of buildings.
- (c) **Design:** Shape, design, tessellation, sewing, paper folding, spirograph, model making.
- (d) **Games and Puzzles:** Monopoly, cards, codes, darts, etc.

6. *Health*

The relevance of health education, physical education and sport for slow learning pupils cannot be over-stressed. Many of these children have deficits in co-ordination skills, flexibility and agility skills, space appreciation is often confused and they have poor body awareness. These deficits result in a lowering of self-esteem and social confidence. Not only are the physical skills immature, but many of these children have never learned adequate body care and grooming. They often have poor dentition, poor diets, and faulty posture. A programme in this area needs to concentrate on developing personal and social confidence as much as it does on physical skills.

6. SUGGESTIONS FOR ACTIVITY AWARDS

Waterman

Proficiency Level

1. Name, identify and explain the use of a barometer, a rain gauge, a weather vane, thermometer.
2. Be able to interpret the meaning of five of the following weather signs:
 - (a) Bright blue sky nearly always means fair weather.
 - (b) A vivid red sky at sunset – fair tomorrow.
 - (c) The same sky in the early morning – sailors take warning.
 - (d) Sky is dull and greyish at sunset – could be bad weather tomorrow.
 - (e) Check the moon – if there is a ring around it it means a storm or rain may be on the way.
 - (f) A weak washy sun could mean rain.
 - (g) The appearance of large heavy banks of heaped cumulus warns of severe squally, thunder, lightning in summer, hail and snow in winter.
3. Explain the difference between the following cloud formations:
 - (a) Cumulus;
 - (b) Nimbus;
 - (c) Cirrus;
 - (d) Stratus.
4. Distinguish between the following types of wind:

	<u>Speed</u>
(a) Light breeze	4-6 knots
(b) Gentle breeze	7-10 knots
(c) Moderate breeze	11-16 knots
(d) Fresh breeze	17-21 knots
(e) Strong breeze	22-27 knots
(f) Gale (Moderate)	28-33 knots
5. Keep a record of the weather for seven consecutive days to demonstrate, where applicable:
 - Temperate range
 - Rainfall
 - Type of wind and wind direction
 - Cloud condition

Merit Level

6. Keep a record of the weather for fourteen consecutive days. This record should include newspaper cuttings of the weather information for five consecutive days.
7. Obtain dictionary definitions of the following words:
gale, hurricane, typhoon, tornado, meteorology, isobar, isohyet.

Citizen

Proficiency Level

1. Know the names of the following office holders:
 - (a) The Governor-General;
 - (b) Prime Minister;
 - (c) State Governor;
 - (d) State Premier;
 - (e) Shire President;
 - (f) Mayor.
2. Draw the Australian Flag and Explain the origin of the Union Jack and the meaning of the stars.
3. Draw the NSW State emblem and draw the flower emblem.
4. Name four of the political parties which contest for government.
5. Name the capital cities of Australia and each of the Australian States.
6. Explain the age at which a person:
 - (a) can obtain a licence to drive;
 - (b) must have a fishing licence if he wishes to fish;
 - (c) can legally enter a licensed club;
 - (d) can vote.

Merit Level

7. Reproduce the Australian Coat of Arms and explain what all the emblems stand for.
8. Attend and report orally to the class on a Council Meeting.
9. Find dictionary definitions of democracy; arbitrate; electorate; toggle; halyard; anthem.

Telegrapher

Proficiency Level

1. Explain orally the difference between **telegraph** and **telephone**.
2. Detail in writing the meaning and function of:
 - (a) a telegram;
 - (b) a cablegram;
 - (c) a telex.

3. Calculate the cost of sending the following telegram:

To: Mr J. Jones,
43 Burwood Road,
STRATHFIELD NSW 2042

Please send one hundred dollars by cheque. Stop Urgent.

4. Arrange the following information in the most economical way for transmission by telegraph:

14 Cowpasture Road
WAGGA WAGGA NSW 2650

Dear John,
Congratulations on your recent success in the Higher School Certificate Examination. I hope to see you as soon as I complete my present job. This should take two weeks. Mary sends her congratulations too.

Your sincerely,
JIM

5. Visit the local Post Office and obtain:
 - (a) two different telegram blanks;
 - (b) the name of the Post Master.

Merit Level

6. In one page of writing describe the part played by satellites in telecommunications. Draw one such satellite.

Space Explorer

Proficiency Level

1. Explain the following terms:
thrust, space capsule, heat shield, re-entry, booster rocket, propellant, orbit.
2. Either draw **or** make a model of a rocket which has been used in space exploration.

3. Distinguish between a rocket and a satellite and explain why satellites stay in a fixed position above the earth.
4. List the qualifications that astronauts should possess.
5. Write a brief description of a space exploration to the moon.

Merit Level

6. Explain what part Australia has played in the American Space Exploration programme.

Architect

Proficiency Level

1. Explain the difference between a tracer, a draughtsman and an architect.
2. Design the ground plan of a three bedroom house.
3. Outline the advantages and disadvantages of building with fibro, wood, brick.
4. List the essential services which need to be supplied to a high-rise housing unit.
5. List against the names the following building materials examples of their use:

<u>Material</u>	<u>Use in Building</u>
Brass	
Aluminium	
Glass	
Timber	
Concrete	
Asbestos cement	
Copper	
Plastic	

Merit Level

6. Complete a project on the historical development of housing.
7. Make a drawing of one of the following:
Sydney Opera House, Sydney Harbour Bridge, Government House Parramatta, or St. James Church of England, Sydney.

Salesman/Saleswoman

Proficiency Level

1. List the personal qualities of a salesman or salesgirl.

2. Demonstrate the correct method of counting change from the following purchases:

<u>Cost</u>	<u>Amount Tendered</u>
(a) 7 cents	20 cents
(b) 24 cents	\$1
(c) \$2.63	\$5
(d) 41 cents	\$2
(e) \$2.89	\$10

3. Demonstrate an appropriate method of wrapping:

- (a) a box (1 sheet)
- (b) a tray (2 sheets)
- (c) a saucepan
- (d) a collection of 4 or 5 items
- (e) a present.

4. Obtain definitions of the following terms:

- (a) money-back guarantee
- (b) hire-purchase
- (c) lay-by
- (d) discount for cash
- (e) stocktake
- (f) perishable goods

5. Some people sell goods and some sell services. Make a list of 6 service industries and describe what each does.

Merit Level

6. Draw a ground plan of a self-service grocery department and indicate where the major items are located.

7. Businesses must run at a profit. Explain how the profits of a business might be spent.

Vehicle Recognition

Proficiency Level

1. Briefly outline the work done by:

- (a) a tractor
- (b) a fork lift
- (c) a grader
- (d) a bulldozer
- (e) a utility

- (f) a panel van
 - (g) a station wagon
2. Recognise by sight the following different cars:
- (a) Holden
 - (b) Falcon
 - (c) Valiant
 - (d) Volkswagen
 - (e) Morris
 - (f) Toyota
 - (g) Mercedes
3. Obtain the brand names of 5 different motor bikes and list the correct retail price of each. Specify the exact model.
4. List the names of 5 railway trucks or 5 makes of aeroplanes.
5. Write brief notes on the following:
- (a) Engine numbers
 - (b) Registration plates
 - (c) Radial tyres
 - (d) Recapping
 - (e) Causes of car rusting

Merit Level

6. Write a page on the precautions necessary to ensure the registration of a trailer or a caravan.
7. Calculate the cost of travelling to Sydney by 2nd class rail and by car. Explain which you prefer and state why.

Launderer/Laundress

Proficiency Level

1. What cleaning method would be used to remove the following stains from clothing:
- (a) blood
 - (b) ink
 - (c) grease
 - (d) chocolate
 - (e) chewing gum

2. List the brand names of 5 automatic washing machines and indicate the retail price of each.
3. Determine the dry-cleaning costs for the following items:
 - (a) a lady's skirt
 - (b) a man's suit
 - (c) a quilt
 - (d) a tie
 - (e) an evening dress
 - (f) a frock
4.
 - (a) List 3 methods of starching
 - (b) Start and iron a shirt.
5.
 - (a) Obtain the brand names of 6 cleaning powders and list the cost and weight of each. State which one you would prefer to use and give your reasons.
 - (b) Obtain samples of 3 different pegs and state the price per dozen of each type.
6. At what setting would the following be ironed:
 - (a) cotton dress
 - (b) acetate scarf
 - (c) jersey blouse
 - (d) polyester knit slacks

Merit Level

7. Investigate the working conditions of a laundry attendant or dry cleaner or presser.
8. Explain the meaning of the following:
 - (a) enzyme detergent
 - (b) alkali detergent
 - (c) bleach.

Buyer or Consumer's Choice

Proficiency Level

1. Price the following items:
 - 1 loaf bread
 - 1 lb butter
 - 1 bottle of milk
 - 1 dozen eggs

- 1 kg potatoes
 - 1 kg tomatoes
 - 1 kg sugar
2. Make a shopping list containing items of groceries, fruit and vegetables, meat suitable for the weekly requirements of your family. Visit the shopping centre and price every item on your list.
 3. Obtain the retail price of:
 - (a) 3 different refrigerators of the same size;
 - (b) 3 different washing machines of the same size;
 - (c) 3 different television sets.
 4. List all the different soap powders by name. Indicate the quantity in the packet and the price. Which one do you prefer? Give your reasons.
 5. Explain the meanings of:
 - (a) wholesale price
 - (b) retail price
 - (c) a bargain
 - (d) a June sale
 - (e) a special
 - (f) a lay-by
 6. With what are the following occupations concerned:
 - (a) Stationer
 - (b) Stock and Station Agent
 - (c) Haberdasher
 - (d) Plumber
 - (e) Greengrocer
 - (f) Upholsterer

Personal Grooming

Proficiency Level

1. Demonstrate with full equipment the proper method of cleaning and polishing a pair of shoes.
2. Demonstrate the correct method of cleaning teeth and gum care. Explain the major causes of tooth decay.

3. Outline the main features of bathing in:
 - (a) a Finnish sauna
 - (b) a Japanese O-Furo
 - (c) an English bathwhich do you prefer?

4. How often would the following be cleaned:
 - (a) hands
 - (b) body
 - (c) socks
 - (d) sheets
 - (e) blankets
 - (f) jumpers
 - (g) finger nails
 - (h) hair
 - (i) kitchen
 - (j) windows
 - (k) underclothes

5.
 - (a) Demonstrate the correct method of cleaning and cutting fingernails and toenails?
 - (b) What is a manicurist?
 - (c) What is a chiropodist?

6. Write out the preparation you would undergo in order to be well groomed for a special event.

Dentist

Proficiency Level

1. Outline the work of the following occupations:
 - (a) Dentist
 - (b) Orthodontist
 - (c) Dental Technician
 - (d) Dietician
 - (e) Dental Nurse.

2. List the types of food which would make a nice but healthy:
 - (a) Breakfast
 - (b) Lunch
 - (c) Dinner
3. List the types of food a dentist tells you **not** to eat.
4. What difference does it make to your comfort and your looks if you have to wear false teeth?
5. Using a diagram show what happens to a tooth if it is not brushed properly after meals.
6. Explain what the following disorders are and give a cure for each:
 - (a) gingivitis
 - (b) tooth decay
 - (c) tooth abscess
 - (d) cramped or crooked teeth.

Social Worker

Proficiency Level

1. Outline the work of the following occupations:
 - (a) social worker or welfare officer
 - (b) psychologist
 - (c) psychiatrist
 - (d) Minister or Priest etc.
 - (e) Occupational Therapist
 - (f) speech therapist
 - (g) marriage counsellor.
2. Outline 5 situations which **could** occur in your local area and would result in people needing a social worker.
3. List some of the needs of people in an 'Old Persons Home'.
4. How many people help in "meals on wheels" in your local area? What does "meals on wheels" mean?
5. Locate one special field of need in your area and act as assistant to a community worker for a total of 2 hours (can be broken up).

6. List 3 other ways in which the council or another group could provide extra special work to your community. Prepare an outline of a letter to this group suggesting your plan.

Merit Level

7. What are the functions of groups such as:
 - (a) Rotary
 - (b) Apex
 - (c) Lions.
8. List 5 reasons why families experience hardship.

Knitter

Proficiency Level

1. List the following abbreviations and explain the meaning:
 - (a) K
 - (b) P
 - (c) 40
 - (d) Dec
 - (e) Inc
 - (f) St
 - (g) Tog
2. What ply wool would you recommend for the knitting of the following garments?
 - (a) a baby's bonnet
 - (b) a winter jumper
 - (c) a teapot cosy.
3. Demonstrate the casting on of 15 stitches by either the two-needle method or the thumb method.
4. Demonstrate the difference between a plain stitch or purl stitch.
5. Construct a 6" square suitable for a teapot stand and demonstrate the correct method of "casting-off" stitches.
6. Draw two items of clothing to clearly show the difference between garter stitch and stockinette stitch.

Merit Level

7. Construct a knitted item of clothing.
8. Demonstrate French-knitting.

Dressmaker

Proficiency Level

1. By reference to a standard text or an encyclopaedia describe in a sentence or two the work of the following occupations:
 - (a) tailor
 - (b) draper
 - (c) seamstress
 - (d) draughter (drafter)
2. Obtain samples of 5 of the following materials:
 - (a) cotton fabric
 - (b) woollen fabric
 - (c) calico
 - (d) silk
 - (e) satin
 - (f) velvet
 - (g) a synthetic.
3. Demonstrate by the use of a tape measure the body measurements to be made before purchasing a dress pattern.
4. Explain orally the meaning of the symbols used on a dress pattern.
5. Demonstrate threading of a sewing machine and the bobbin and explain how to care for a machine.
6. Construct a quilted cushion cover.

Merit Level

7. Using a figure outline sketch three designs to illustrate suitable clothing for leisure time, a social outing and housework.
8. Construct a garment using a commercial pattern.
9. Investigate the working conditions of a machinist.

Time

Proficiency Level

1. Obtain the dates for the following events:
 - (a) your birthday
 - (b) Anzac Day
 - (c) Australia Day
 - (d) Commencement of Spring
 - (e) St. Valentines Day
 - (f) Commonwealth Day

2. Find the meanings of the following terms:
 - (a) decade
 - (b) century
 - (c) millenium
 - (d) A.D.
 - (e) light year
 - (f) leap year
 - (g) millisecond.

3. Find the times for the following world records and indicate the current record holder:
 - (a) 100 metres running (men)
 - (b) 1500 metres swimming (women)
 - (c) 1500 metres running (men)
 - (d) Marathon race
 - (e) Moon trip

4. On a bar graph depict:
 - (a) The number of hours you spend at school in 1 week
 - (b) the number of hours you sleep in 1 week
 - (c) the number of hours you spend watching television.

5. Draw a circle of 2" radius and use a protractor to carefully draw a clock face. Indicate the time at 10.35.

6. Obtain meanings for the following terms:
 - (a) chronometer
 - (b) pendulum

- (c) meridian
- (d) International date line
- (e) sundial.

7. Demonstrate:

- (a) Proficiency in using a stop watch
- (b) Correct method of winding a wrist watch

Entertainer

Proficiency Level

1. Obtain definitions for:

- (a) comedy
- (b) tragedy
- (c) pantomime
- (d) soloist
- (e) duet
- (f) juggler
- (g) ventriloquist
- (h) conjurer
- (i) charade
- (j) trapeze artist

2. Select a real life situation and without using words (mime) enact it in front of the class for 1 minute.

3. Memorise a poem and recite it for the class using expression and gesture to capture the meaning.

4. From the newspaper obtain the names of 6 different places of entertainment and indicate beside each the type of entertainment provided.

5. Using the weekly TV guide list programmes which fall into the following categories:

- (a) detective stories
- (b) variety entertainment
- (c) interviews
- (d) cartoons
- (e) sporting programmes

- (f) westerns
 - (g) information programmes
 - (h) comedies.
6. Play on a cassette or record player one of your favourite songs. Explain to the class details of the song and tell the class some details about the singer.

Musician

Proficiency Level

1. Obtain meanings of the following musical terms:
 - (a) tempo
 - (b) forte
 - (c) allegro
 - (d) largo
 - (e) pizzicato
2. Write the Titles and Authors of 5 Australian folk songs.
3. List the names of the National Anthems of the following countries:
 - (a) Australia
 - (b) England
 - (c) France
 - (d) Russia
 - (e) America
4. Make a chart of the instruments of the orchestra and place each one in its proper section.
5. Aurally identify the following pieces of music:
 - (a) The Dance of the Sugar Plum Fairy
 - (b) Peer Gynt
 - (c) Beethoven's Choral Symphony
 - (d) Peter and the Wolf
 - (e) On the Trail
 - (f) The Sorcerer's Apprentice

Merit Level

6. Listen to some aural tests and demonstrate that you understand the meaning of the following terms:
 - (a) tone
 - (b) volume
 - (c) pitch
 - (d) tempo
 - (e) rhythm
7. Complete a project on the life of a great composer and list some of the musical compositions for which he is remembered. Write out as neatly as you can a sample of this composer's music.
8. Make a sample musical programme such as would be offered at an ABC concert. This could be done on thin cardboard folded down the centre.

Reader

Proficiency Level

1. Make a list of 5 newspapers and 5 magazines purchased by the town or school library.
2. Demonstrate the correct method of opening a new book. How are books best maintained? What are some common practices which damage books?
3. Find the authors of the following books:
 - (a) Kidnapped
 - (b) Seven Little Australians
 - (c) Coral Island
 - (d) Zorba the Greek
 - (e) Which Doctors of Laos
 - (f) They're a Weird Mob
 - (g) Tom Sawyer
4. Demonstrate orally and by using expression that you understand a paragraph (10-20 lines at least) from a book.
5. Explain to the class the story contained in one book you have read this year.
6. Read a newspaper story to the class and answer questions about it.

Merit Level

7. Explain the meanings of the following terms:
 - (a) Preface
 - (b) Foreword
 - (c) Contents
 - (d) Index

8. Obtain three separate newspaper reports of the same event and explain why they differ in presentation.

SUGGESTIONS FOR AWARDS

CITIZENSHIP	SPEAKING	MUSIC	CRAFT	OBSERVATION	TRADING	PHYSICAL EDUCATION
Citizen Aboriginal Lore Civil Defence Red Cross Fire Fighter Rescue Emergency Traveller Local Government Voter Community Service Social Services	Reciter Telephonist Messenger Scout Debater Tape Recorder Public Speaking SINGING Singer Showman Actor Entertainer DANCING folk Dancer Ballroom Dancer Ballet Dancer WRITING Reporter Writer Poet Letter Writer Correspondent Telegrapher READING Reader Librarian Reference Skills Map Reader Film Critic SPELLING Speller Coder Dictionary User Signaller	Musician Chorister ART Sketcher Painter Sculptor Designer Drawer Fashion Designer Architect Draughtsman Tracer	handyman Engineer Modeller Colelctor Mechanic Knitter Dressmaker Cook Restaurateur Toymaker Bricklayer Basketmaker Macrame DOMESTIC SKILLS Household Duties Laundress Sewer Cleaner Gadener Home Painter Maintenance Landscaper Dietician Fire Fighter Use and care of tools	Weatherman Naturalist Conservationist Geologist Animal keeper Horticulturalist Apiarist Bird Watcher Arborist Agriculturalist Fisherman Photographer Astronomer Observer Bushman HISTORY OF DISCOVERY Mechanic Aviator Astronaut Aquanaut Sailor Navigator Explorer Chemist Physicist Anatomist Pollution Controller Geographer Historian	Buyer Cashier Salesman Banker Taxation Insurance Seller MEASUREMENT Estimator Quantity Surveyor Surveyor Weights & Measures Calculator Reckoner	Swimmer Athlete Gymnast Referee Sportsman Cyclist Representative Spectator HEALTH First Aider Road Safety Water Safety Hygiene Survival Endurance Health Care

