

CHAPTER 6

ADULT LITERACY PROBLEMS

6.1 Knowledge about the extent and nature of literacy problems experienced by adults is at present limited. There is a problem at the outset of determining the criteria that should be used in determining adequate levels of literacy. As already noted in Chapter 2, ACER, which surveyed Australian school children, took the UNESCO definition, which is:

A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community, and whose attainments in reading, writing and arithmetic make it possible for him to continue to use these skills towards his own and the community's development and for active participation in the life of his country.¹

On the basis of this standard, ACER estimated that approximately one per cent of 14 year old students were contributing annually to the percentage of illiterate persons in the community (approximately 2000 school leavers per annum). The criteria of literacy applied by ACER would not be of such a standard as to meet the reading capacity required by apprentices in many fields including catering, motor mechanics and horticulture. All of these presuppose some competence in reading.

6.2 A recent survey by Dr J. Goyen of Macquarie University, N.S.W., using an Australian National Opinion Poll sampling of Sydney residents aged 15 years or older, assessed adult literacy problems by interviewing participants and questioning them on their understanding of the material presented to them. Among respondents born in Australia or other English speaking countries 1.6 per cent of those below age 50 could be regarded as functionally illiterate, according to the UNESCO definition. This rate increased to 4.5 per cent for those aged 50–60 years and to 11.9 per cent for those above 60 years of age. Among immigrants from non-English speaking countries, however, the functional illiteracy rate was 43.3 per cent with no significant differences between age groups.

6.3 Evidence from the Commonwealth Department of Employment and Industrial Relations confirmed the impressions that literacy problems were particularly serious among immigrants. It stated that many immigrants from parts of Southern Europe never attained fluency in spoken English or skills in reading and writing English. The submission noted that it was not uncommon to encounter immigrants who were also functionally illiterate in their native languages.

The Consequences of Illiteracy for the Individual

6.4 The need for and the importance given to qualifications for employment in industrial societies such as Australia means additional difficulty for those persons who are not functionally literate. Whilst there are some individuals with severe literacy problems who manage to maintain themselves in employment, the majority of such persons face fewer choices and opportunities in their working lives. For example, evidence from the Department of Employment and Industrial Relations suggested that adults with severe literacy problems are limited to work of an unskilled nature. While there are occupations that can be successfully undertaken by persons without the basic language skills, such persons have little or no opportunity to change their occupation and are deterred from seeking other work for fear of exposing their educational deficiencies.

6.5 The experience of psychologists working in vocational counselling from the Department of Employment and Industrial Relations suggests that illiteracy is either a

¹ See Chapter 2, para. 2.25.

result of, or associated with, other factors. These other factors may influence a person's ability to retain employment more than the illiteracy itself. The social and emotional consequences of illiteracy interact with and aggravate these underlying causes.

6.6 The Victorian Department of Social Welfare, in its evidence, commented:

It is clear that there is a large number of adults . . . who lack the ability to read and write effectively and who can be regarded as functionally illiterate. In addition, there are many more who can read and write, but whose vocabularies and general work skills make both procedures difficult and limit functioning. Only the simplest letters, utilising the most basic words and grammatical construction, can be read with any acceptable degree of accuracy.

There is evidence that communication difficulties such as these have led directly to social difficulties, especially with such items as contracts commonly used in the purchase of consumer items, benefit application forms and letters from government departments, solicitors, etc. Where legislation exists for the protection of the purchaser that requires that, for example, a copy of the schedule to an Act be made available to him, it is common to see situations in which it has fallen flat when the schedule is worded in legal jargon and the reader is semi-literate. Incapacity to read also prevents benefit being obtained from consumer protection advertising, and the educational activities of the media in general. Even in the case of television which one tends to think of as a non-verbal medium, the link between verbal ability and conceptual skills tends to minimise the value obtained from information-giving programs. Similar factors are probably operative in situations where individuals have little understanding of what Courts have decided in relation to them, or of conversations with officials.

The difficulties outlined above tend also to occur in conjunction with low income which renders one especially vulnerable to the attractive proposition of ownership through complex contractual agreements rather than by means of a simple cash transaction . . .

It is clear that, in many cases, intelligence is not the primary lack, and that poverty of opportunity or capacity to take advantage of opportunity, or some specific perceptual or organic dysfunction is the root of the problem. The most disturbing feature of the adult sufferer is that his self-perception has for many years been adjusted to his dullness and slowness and the experience of failure. By adulthood he has come to see himself as dull and slow and perhaps even to function as if he were dull and slow.²

6.7 Evidence³ from the United Kingdom suggests that there are three main tasks to be faced by the adult with severe literacy problems. The first is to remove the apathy, guilt and hostility and convince the adolescent or adult that he need not resign himself to failure. The second is to make known to him where the right support can be found. The third task is to provide support on a comprehensive scale to assist him to accept and take steps to alleviate the problems.

6.8 However, evidence available to the Committee suggested that much higher levels of attainment in areas of basic competence are required if the individual is to fulfil modest aspirations.

6.9 The Committee was told of a remedial teaching program in numeracy and literacy at the Canberra Technical College. Preliminary statistics suggest that the need for such a remedial teaching program is very great. A total of 560 Stage One apprentices and 260 secretarial students were tested before the commencement of their 1976 courses at the College. The tests showed that:

- Of the apprentices, 60 per cent required remedial mathematics and 31 per cent had a reading age below 14 years;
- 27 per cent of the secretarial students required remedial mathematics and 17 per cent had a reading age below 15 years; and

² Evidence, p. 4040-1.

³ Seventeen of the recommendations of the Bullock Committee suggested the need for greater effort in the field of adult literacy.

- Only 8 per cent of the 820 students tested had low ability as measured by their ability test, and in fact 38 per cent were of high ability.⁴

6.10 These estimates suggest a serious inadequacy in schooling, particularly as the group of students assessed could be considered to be among the more successful products of the schooling system.

Facilities for Adults with Literacy Problems

6.11 The Committee was told of the work of the councils for adult education or for further and continuing education in all States where classes are conducted for those wishing to improve their literacy skills. Organisations such as the Victorian Action Committee Against Illiteracy are also involved in volunteer work in this field. These organisations, however, teach few among the group in the population suspected to have severe literacy problems. Continuing education is one base upon which adults can be helped.

6.12 The Council of Adult Education, Victoria, produced a report 'The Way Out' in 1974. The study was based on the experience of the Council in working with adults with literacy problems. The project recognised that many participants had failed in an institutionalised setting and were reluctant to return to such an environment. The program was therefore conducted in informal settings, usually in small groups within private homes.

6.13 The Adult Migrant Education Centre, N.S.W., which is within the Ministry of Education, conducted the program 'Operation Literacy', a program aimed at teaching reading and writing to both migrant and non-migrant adults. From first term 1975 there were 892 full-time students in 74 evening college centres throughout the State who were learning to read and write. Forty-three students were enrolled as 'external' students, who for one reason or another did not wish to attend evening college and who were assisted on a one-to-one basis or by correspondence using a tape cassette. In May 1976 there were also 70 students in classes for immigrants and 265 students who were intellectually handicapped or emotionally disturbed being taught in workshops and hospitals. 'Operation Literacy' establishes classes on the principle that one student constitutes a class but usually finds that when a class is established they soon have half a dozen students to fill it.

6.14 The Committee also noted the initiative of the Extension Services Section, N.S.W., of the Department of Education, for its efforts in the transition period between school and employment for those persons with special learning problems. For example, in 1971 an evening college annexe attached to Cromehurst Special School offered literacy training to intellectually handicapped students over the age of 15 years after school hours. This was followed by wider provision of this type of service through the evening college system.

6.15 The Australian Committee on Technical and Further Education (ACOTAFE) recently reviewed the role of TAFE with respect to adults with learning difficulties, and noted:

*For a number of reasons, the major TAFE sector has a poor record of work in the area of adult literacy. In the main, it is the adult education bodies in most States that are attempting to tackle this problem; for example, the evening college system in New South Wales, the Council of Adult Education in Victoria and the Adult Education Board in Tasmania.*⁵

4 These figures are derived from tests administered by Mr M. Stock, Acting Head Teacher, Remedial Studies, Canberra Technical College, as an aspect of the remedial educational programs in numeracy and literacy at the College.

5 Australian Committee on Technical and Further Education, *TAFE in Australia*, Second Report on Needs in Technical and Further Education, May 1975. Parliamentary Paper No. 102 of 1975, p. 96.

6.16 The ACOTAFE recommended that:

*Each State Government through an existing agency or one established for the purpose, be invited to administer Australian Government grants for the voluntary adult education sector according to guidelines set down by the Australian Government. The Committee further recommends that the agency should be an authority responsible directly to a State Minister and that it include representatives of both the TAFE authority in the State concerned and other adult education providing bodies.*⁶

6.17 A recent U.S. publication from the Committee on Reading of the National Academy of Education⁷ contains a report of a commissioned paper by Rose-Marie Weber on Adult Illiteracy in the U.S. Weber points out that one reason behind the failure in the U.S.A. to develop a comprehensive program to eliminate illiteracy in the entire population is because basic education for adults has always been given marginal importance by educational systems. The Literacy Research Group, Sydney, stated:

Because it would appear that an assumption had been made by educationists and community leaders, that no serious literacy problem existed in Australia, no satisfactory provision has been made for adults to learn to read. But, over the past four years, there has been a significant development in the great number of students who have requested assistance . . . by themselves or through some agency representing them.

6.18 Opportunities for people to improve their skills in basic areas of competence are needed for more than those who might be categorised as functionally illiterate. The difficulty of determining standards has been discussed to some extent in Chapter 2 where it was noted that skills imparted by the schools need to relate to the competencies required by a person to live satisfactorily in society. Employers were invited to comment on their view of the general standards of school leavers seeking their first job. Information was also sought on whether standard tests were used to select applicants for positions. This information was requested in order to establish on what evidence, general impressions or requirements concerning standards were based.

6.19 The majority of companies indicated that their selection tests did not include the use of standard tests. Recruitment is based on a review of reports from schools and tertiary bodies and on personal interviews. Some organisations reported that they had experimented with tests in the past but found them to be of limited practical value in assessing job suitability. To quote one firm:

In general, we are satisfied with the wider educational standards of school leavers. However, we do question accomplishments in such basic subjects as writing, reading and arithmetic. In particular writing legibility, English expression and spelling are sensitive areas which tend to disadvantage some new job holders.

6.20 Some firms use standardised test materials to measure ability in literacy and numeracy. Whilst these tests select out applicants with the highest scholastic ability, certain basic problems still remain. As another company pointed out:

We spend considerable time assisting the trainees develop a passable writing ability and improving oral fluency.

6.21 The Commonwealth Department of Employment and Industrial Relations and ACER are at present adapting tests used in the survey on 'Literacy and Numeracy in Australian Schools' to test the literacy levels of adults. The original ACER tests will be modified and supplemented so that they will be suitable to be administered to individuals to diagnose and identify particular difficulties with reading.

6.22 The Commonwealth Department of Employment and Industrial Relations provides training under the National Employment and Training (NEAT) Scheme for unemployed people experiencing problems in obtaining employment due to low levels

6 Parliamentary Paper No. 102 of 1975, p. xxviii.

7 J. B. Carroll and J. S. Chail, ed., *Toward a Literate Society*, A Report from the National Academy of Education, McGraw-Hill, 1975.

of literacy. Such training includes courses which are aimed directly at overcoming literacy problems.⁸ A pilot project has been established at Footscray Technical School, Melbourne. This is a basic education course, providing training for 21 weeks and is vocationally oriented.

Broadcasting

6.23 There is evidence that live broadcasting media, particularly television, can be helpful in alleviating literacy problems and directing persons to sources of help. The BBC has established an elaborate program using radio and television and involving the local government education system. This is described below:

We have planned two 'levels' of programmes—the first designed mainly to motivate and encourage, with a modest teaching content, the second designed for more committed learners.

The first level consists of fifty weekly ten-minute television programmes on BBC-1. Why fifty? Because that allows a year-long provision, excluding Christmas and Easter weeks. We can't rely on our audience watching conveniently from the beginning of the series—the programmes should be on the air for as many weeks as possible, so that there is chance for non-readers to discover them, and for their images to work recurringly upon inhibition and anxiety.

Why ten-minute programmes? Because we want the programmes to have at least one peak viewing time, so that people can come across the programmes by chance, and can subsequently watch in a casual way. Ten-minutes is a guess at the time suitable for both the attention-span of the illiterate not yet committed to learning, and the interest-span of those of us who can already read and write. Besides this peak viewing we must also arrange two further showings within the week, which enable people with varying domestic and work commitments to watch without embarrassment or difficulty. The programmes contain these elements:

- *film of adults who have (or had) reading and writing difficulties talking freely about them;*
- *strategies for finding information without embarrassment;*
- *a continuing attempt to give the viewer a successful reading experience—to create in him the sense that he can learn and that the process can be pleasurable;*
- *a continuing attempt to encourage the viewer to practice writing;*
- *an invitation to telephone a referral service.*⁹

Conclusions

6.24 The Committee reached the following conclusions, that:

- (a) The problem of adult illiteracy is a substantial one and will continue to be a problem for some time to come.
- (b) School systems should provide some continuity or follow-up for school leavers with learning difficulties. This arises from the results of the Literacy Research Group study, Sydney, which indicate that the numerically strongest age groups among those adults seeking literacy courses were the 15–20 year olds and 20–25 year olds who together constituted 57.6 per cent of all participants. The Committee recognises that generally, motivation to acquire literacy, amongst those who missed out at school, will be strongest in this age group due to social and vocational pressures.
- (c) If a concerted approach is to be made to overcome the adult illiteracy problem then further research is needed into how adults learn to read and what types of

⁸ Evidence, p. 4003.

⁹ C. Longley, ed., *BBC Adult Literacy Handbook*, British Broadcasting Corporation, London, 1975, p. 73.

instructional material and learning environments are appropriate. The use of television and radio, the training of teachers of adults and the involvement of volunteer tutors should be investigated. Consideration should be given by the ABC to using radio and television as a means of reaching those in the community with literacy problems. In this regard the BBC adult literacy project should be examined with a view to its relevance for use in Australia.¹⁰

- (d) The Committee notes the recent action of the Commonwealth Department of Employment and Industrial Relations under the NEAT Scheme. The Committee considers the Department is well placed to assist those with literacy problems since it will encounter them through the Commonwealth Employment Service. The Department should use its position to identify those with literacy problems (by testing job applicants) and direct them to sources of help.

Recommendations

6.25 The Committee recommends that:

- (a) Opportunities and facilities for those adults wishing to overcome literacy problems must be more freely available. Those responsible for adult literacy programs should seek out and encourage those who are illiterate to overcome their reticence and participate in remedial programs.
- (b) The TAFE authority in every State should co-ordinate programs designed to alleviate the difficulties of adults with literacy problems.
- (c) The ABC should acquire from the BBC the material used by the BBC in connection with the operation of its adult literacy program, for the purpose of establishing a similar program in Australia.
- (d) Research should be commissioned into the most effective techniques for teaching adults with deficient literacy skills and for the development of suitable material for use in work with such persons.

¹⁰ The BBC has published a book to accompany the three-year BBC Adult Literacy Project which commenced in the Autumn of 1975. The project uses television programs for adult non-readers and a radio series for tutors.

**PART III TRAINING DEVELOPMENT AND
RESEARCH**

CHAPTER 7

TEACHER EDUCATION

7.1 The responsibility for the pre-service training of teachers has primarily been with universities and colleges of advanced education. Unlike students in other tertiary courses, the majority of students who commence teacher training are generally selected to undertake training by prospective employers, usually State departments of education. Student teachers are accepted for employment on the satisfactory completion of their course. It is usually assumed that trainees have acquired basic teaching competencies during their course of training. It is essential, for this reason alone, that teacher training courses do in fact provide the substantial degree of competence upon which further professional development in the classroom can be based.

7.2 The classroom teacher cannot, however, be expected to deal with all types of learning difficulty likely to be encountered in the classroom. It is important, therefore, that the skills of educational, social, medical and para-medical specialists be developed to support the teachers in their work by providing expert advice, assistance with assessment, advice on teaching programs and methods, behaviour management, and remedial and preventive therapy. The Queensland Department of Education in summarising this approach stated:

The growing recognition in both primary and secondary schools of the importance of individualising instruction probably provides the best hope for improvement in the provision for treatment of learning difficulties. If the teacher sees each child as an individual rather than as one contributing to the total class number and if his management of instruction is directed towards each child's progress then the chances of recognising difficulties at their source are greatly increased. If the teacher has sufficient training to recognise the nature of the problem and treat it, or to realise that the problem is more complex than he is equipped to handle, the disasters that often result from neglect or ignorance of problems may be avoided.¹

Pre-service Education

7.3 The Committee was informed that many children failed to develop competencies in language, reading and numeracy because classroom teachers had not been trained to identify and manage learning problems at an early stage. Accordingly, it was submitted that courses should be included as a component of basis training which enable all teachers to identify and cope with children's learning difficulties.

7.4 Referring to the shortcomings in teacher education courses in respect of children's learning difficulties, the Tasmanian Department of Education stated:

It is vital that all teachers are aware of the problems of children with specific learning problems. Remediation must play a larger part in their training.²

The Queensland Department of Education sought:

Greater emphasis . . . at both pre-service and in-service levels in the education of teachers on the teaching of basic skills, recognition of learning difficulties and methods of remediation.³

7.5 This need for more specific coursework was stressed by many witnesses.

The Catholic Education Office (N.S.W.) recommended the:

Inclusion of courses in special education in pre-service training programmes, to equip all

1 Evidence, p. 1754.

2 Evidence, p. 2989.

3 Evidence, p. 1759.

teachers so that they will be aware of, and sympathetic towards children's learning difficulties.⁴

SPELD (N.S.W.) recommended that:

Knowledge of specific learning difficulties be incorporated in teacher training courses and that it includes:

- (i) *recognition of possible learning difficulties, even in pre-school;*
- (ii) *early preventive measures;*
- (iii) *prescriptive teaching methods to overcome learning difficulties.*⁵

The Torrens College of Advanced Education recommended that:

*All teachers should study introductory units in special education in their pre-service courses to give them an understanding of children with special needs.*⁶

7.6 The need to prepare teachers to manage a wider range of problems by increasing awareness of how children develop and mature, and the need for programs that would develop sympathy, understanding and sensitivity to the difficulties of children with problems were seen as important aspects of pre-service training.

The Teaching of Reading

7.7 Many witnesses suggested that until compulsory coursework in the teaching of reading is an integral part of teacher education courses, classroom teachers will continue to fail in the task of imparting basic literacy skills. While this applies to all teachers, primary school teachers carry a greater responsibility in this area.

7.8 The Australian Council of State School Organisations stated in its submission: *If each general classroom teacher is expected to accept responsibility for the development of basic language and literacy skills for all children . . . it is incumbent upon teacher training institutions to accept responsibility . . . through initial training, for COMPULSORY components, . . . which guarantee a basic framework to enable all teachers to develop literacy skills in children.*⁷

7.9 Concern at the quality of the teaching of reading in schools is not new. Popular criticism in the U.S.A. during the 1950's resulted in an important study of the preparation of teachers for the task of teaching reading.⁸ Its conclusions were that insufficient time was spent on training teachers to teach reading and that time was often used inefficiently. A later survey in the U.S.A.⁹ revealed that larger gaps still remained in the pattern of teacher education in the teaching of reading. This was especially so at secondary level where 79 per cent of the 972 institutions surveyed had no coursework dealing with reading methods.

7.10 Concern in Australia for teachers to be trained to teach reading is evident in a research study of the Victorian Department of Education carried out in Ballarat in 1965.¹⁰ Similar interest was shown by the South Australian Department of Education in 1974 when it convened a conference entitled 'Problems, Practices and Perspectives on the Teaching of Reading in South Australia'.¹¹

7.11 The work of the National Committee on English Teaching (NCET) is a further initiative.¹² A sub-committee on teacher education was established and has taken as its

4 Evidence, p. 452.

5 Evidence, p. 197.

6 Evidence, p. 2234.

7 Evidence, p. 3938.

8 M. C. Austin, C. Morrison, et al, *The Torch Lighters: Tomorrow's Teachers of Reading*, Cambridge: Harvard University Press, 1961.

9 H. H. Roeder, Dr K. Beal and W. Eller, *What Johnny Knows that Teacher Educator's Don't*, Journal of Research and Development in Education, 1973, 7, pp. 3-10.

10 The results of this study are noted in the following section on Teacher Development.

11 *Problems, Practices and Perspectives on the Teaching of Reading in South Australia*. A Report of Conference R98. Raywood Inservice Centre, Department of Education, South Australia, September 1974.

12 The NCET was formed in 1974 at the recommendation of the Australian UNESCO Seminar on *The Teaching of English* and approved by the Conference of Directors-General of Education.

first task an in-depth descriptive survey of all stages of teacher education in the English Language/Language Arts area in Australia. The initial results of the survey are expected shortly.

7.12 Given the large number of submissions emphasising the need for better teaching of reading the Committee decided to seek specific information from institutions throughout Australia involved in the training of teachers. The Committee asked Dr John Elkins, Consultant to the Committee, to design a questionnaire.¹³ Information¹⁴ was sought on compulsory and optional courses dealing with the teaching of reading and courses on children with learning problems. The questionnaire results¹⁵ are tabulated in terms of whether the coursework is compulsory or optional, the type of educational institution and the level of courses offered.

7.13 The results of the questionnaire indicated that there is a wide range in the time that trainee teachers spend on the teaching of reading and on dealing with children's learning difficulties. This suggests that some institutions placed greater emphasis on these topics than did others, where the time was as little as two hours. The median values are quite low (10–20 hours) and even the maximum values (60–75 hours) are less than internationally recommended standards.¹⁶

7.14 There is some tendency for more coursework in these topics to be offered to intending infant teachers. Differences in hours between the pre-school, primary and secondary levels were not marked perhaps because the overall number of hours devoted to these two topics is so low.

7.15 Most teacher training institutions offer optional coursework in the teaching of reading and in dealing with children's learning difficulties especially where little compulsory coursework is required. The time allocations for optional courses are much higher, with several courses of around 100 hours duration. However, the proportion of students taking such optional courses tends to be quite small, around 15–25 per cent.¹⁷

7.16 A section of the questionnaire sought information on specialist coursework. Six colleges of advanced education and one university indicated that they were providing a pre-service course for specialist teachers. None of these courses was specifically designed to prepare specialist teachers of reading or learning difficulty specialists. The courses were mostly for teachers of handicapped children or for counselling and contained about as much (or as little) content on the teaching of reading and of learning difficulties as did normal pre-service education courses.

7.17 When asked about special courses for teachers concerning children's learning difficulties, remedial reading or developmental reading, 21 colleges of advanced education and 6 universities responded. They offered a total of 64 subjects or complete courses such as graduate diplomas. The number of students ranged from 4 to 280 and, while some subjects involved as little as 8 hours of relevant material, some complete courses totalled as much as 250 hours on one or more aspects of reading and learning difficulties. These special subjects and courses were taken by practising teachers on a part-time or full-time basis.

7.18 The overall results of the Committee's questionnaire confirmed that, while some teachers are gaining knowledge in the handling of learning difficulties and the teaching of reading, there is not enough emphasis given to these subjects. It was a point to note that reading was taught more intensively as an aspect of special education. There

13 See Appendix VI.

14 See Appendix V.

15 See Appendix VII.

16 (a) Bullock Report considered that the basic course should occupy at least 100 hours and preferably 150.

(b) International Reading Association (IRA). See Appendix VIII, Attachments A and B for details of minimum standards recommended by IRA.

17 See Appendix VII, Tables 3 and 4.

would appear to be a need for emphasis to be placed on reading skills for the regular teacher. The inclusion of more compulsory coursework in basic training, the provision of opportunities to develop these skills and the introduction of specialist diploma courses in reading (as a general subject rather than an aspect of special education), would seem desirable.

7.19 The Victorian Department of Education cautioned against assessing teacher training merely in terms of the number of hours apportioned to particular courses:

*It would probably be profitable to look not so much at the amount of teacher training that goes on, but at the quality of that training.*¹⁸

At the same time, it is fair to comment that the time devoted to reading indicates the importance attached to it. Time spent in this field is probably a condition precedent to any improvement in quality.

The Induction of New Teachers

7.20 The teaching skills of new teachers gained from their pre-service training have to be further developed in the classroom. It is only in the classroom that new teachers can blend their basic teaching skills, behaviour management and curricula. New teachers need support, particularly in their first year out, in developing approaches to classroom organisation.

7.21 This aspect of teacher training was noted by a number of witnesses such as the Interim A.C.T. Schools Authority:

*Teachers are required to extend themselves over such a big area now. There are many social pressures impinging on them to do certain kinds of things, to create certain kinds of environments, that even after they have had pre-service training, the emphasis in their practice tends to be in other areas.*¹⁹

7.22 The Victorian Department of Education also reflected on the demands presently placed on teachers:

*We are asking them to do things that we never asked them to do in the past. In the past they had prescribed curricula, and fairly conventional, well-understood methods by which they would mediate this material to their classes. In these days, though, teachers are told: 'You have certain guidelines within which you must operate', and they have a large measure of freedom. This is a new situation for many of them, and some of them have some difficulty in coming to terms with the fact that they now must prepare their own programs, (and) that there is no specified program that they must follow . . . This new situation creates new problems that previous generations of teachers did not have to face.*²⁰

7.23 An indication of the width of skills and experience required of the teacher was expressed by the Victorian Teachers' Union:

*We would also desire that pre-service training equip teachers with a sound knowledge of alternative methods for teaching functional skills, an awareness of variations of classroom organisations to cope with specific children's needs; the desirability of structuring an inbuilt success factor into all areas of the curriculum; the capacity to analyse and to evaluate the teaching tasks undertaken and the professional security which enables advice and assistance to be sought from other concerned professionals, as well as being able to co-operatively interact with parents and students for mutual benefit and the sharing of information.*²¹

7.24 Until recently, the new teacher had been assumed to be competent at teaching because he or she had successfully completed a pre-service course. Consequently, schools offered little help to these inexperienced teachers particularly in relation to

18 Evidence, p. 1009.

19 Evidence, p. 3206.

20 Evidence, pp. 944-5.

21 Evidence, pp. 3848-9.

children with special problems. In the past, the inspectorial system within Australian schools was directed to assessment. In effect new teachers felt discouraged from seeking assistance as this may have been taken as an admission of incompetence. The inspectorial system has changed, in recent years, to become more supportive by using inspectors as consultants.

7.25 Departments of education are now showing greater interest in the problems which new teachers face. The Committee received evidence on moves towards the use of an induction program by two State departments of education. These departments are trying to provide some continuity by following up pre-service training with an 'on the job' induction program. A research project on teachers in their first year entitled 'The Induction Project' is being sponsored by the ERDC. The Victorian Department of Education stressed that:

*A school administration . . . must take a greater responsibility for the development of its first-year teachers . . . it therefore becomes the responsibility of the Department to participate in the training of beginner teachers.*²²

Teacher Development

7.26 In Australia, universities, colleges of advanced education and teachers' colleges are all involved in the initial training of teachers. Continuing teacher education is offered by all departments of education as in-service training. A number of colleges of advanced education also offer in-service courses in special education ranging from three months to one year. Some colleges of advanced education have established centres which offer a range of classes and services. These include language teaching, as well as refresher courses and short intensive courses for teachers on an in-service basis.

7.27 An evaluation of an in-service training program was carried out by the Remedial Education Committee, Department of Education, Victoria, some nine years ago in Ballarat. The Report²³ stated that between 1956 and 1965 annual reading surveys in the Ballarat Inspectorate show 12–13 per cent of the Grade 2 population attaining below a Grade 2 standard on transfer to Grade 3. During 1964–66 a series of in-service training courses involving teachers from the Infant Department were introduced. Subsequent surveys showed the following results: 6.2 per cent in 1964; 6.8 per cent in 1965; 5.2 per cent in 1966 and approximately 3 per cent in 1967 when there was no program. The Victorian Department of Education is now conducting further research following a similar format with its Early Childhood Development Study. Both these studies focus on the early years of schooling and it is in these years that classroom teachers' efforts at the remediation of children's learning difficulties are thought to have optimum effect.

7.28 Departments of education indicated that greater emphasis should be placed on the in-service education of teachers. All support this view with courses of various kinds. The Victorian Department of Education stated that:

*Unless teachers themselves continue to involve themselves in training throughout their teaching career, and unless Departments involve themselves in the provision of this then we have no chance of meeting the sorts of difficulties this Committee is involving itself in now.*²⁴

The New South Wales Department of Education indicated that:

*On-going in-service education in the areas of prevention and remediation must be provided and serviced by personnel with specific expertise.*²⁵

²² Evidence, pp. 971–2.

²³ Report of the Remedial Education Committee, Department of Education, Victoria, August 1965, Report No. A67/1437 (Backward Children).

²⁴ Evidence, p. 971.

²⁵ Evidence, p. 1255.

The South Australian Department, on in-service courses in the teaching of reading, stated that:

*A Reading Development Centre has been set up and smaller units with a similar intent are either formed or forming. The Centre acts both as a resource centre and a training unit to encourage greater professionalism in the teaching of reading.*²⁶

7.29 The duration of such courses varies considerably, courses more often being short (such as three weeks) rather than long (three months and upwards). A number of colleges of advanced education have been offering in-service courses of a year's duration in learning difficulties, but there are now moves to reduce these to a three to six month period. Whilst the length and nature of courses vary, they all seek to offer further educational opportunities to teachers.

7.30 In-service training takes a variety of forms and includes workshops, refresher courses and vacation schools. The courses offered by departments of education usually take the form of short conferences and courses. The establishment of reading development centres by some departments of education is becoming an integral part of in-service training in the teaching of reading. The need for in-service training can cause organisational problems within schools. The N.S.W. Federation of Infants' School Clubs stated in their recommendations:

We recognise the problems which arise within the organisation of a school when a teacher or teachers are to be released for in-service training. We also recognise the advantages of having the whole school staff released together for in-service courses in reading methods and the detection of and programming for children with learning difficulties. We therefore request the committee to consider recommending the system of block in-service training recently introduced in Queensland where a whole school staff can be replaced by a relief staff for periods of up to one week.

7.31 Departments of education indicated that organisational problems were being tackled by the provision of supernumerary staff. This enables class teachers to attend courses while the supernumerary takes their classes. Alternatively, teachers can attend these courses after school or during vacation. The Schools Commission notes:

*There has been a trend in Australian education in the last three years to an increase in in-service activities out of school hours.*²⁷

7.32 The evidence indicated that teachers did respond to opportunities to develop their skills. For example, at the Torrens College of Advanced Education 55 per cent of teachers from the Primary and Secondary Division of the South Australian Department of Education are undergoing some kind of further training either part-time or full-time.

7.33 The Committee received evidence from a number of teachers' unions and all of them made some reference to the need for continuing education of teachers. For example, the Victorian Teachers' Union noted:

*We endorse and support the further expansion of courses to equip teachers to work knowledgeably in dealing with specific learning difficulties.*²⁸

7.34 Another type of skill which in-service training can develop is the ability of teachers to work with parents. Dr J. M. Gardner of the University of Queensland submitted:

There is a host of studies on the use of parents as part of the teaching team and these studies indicate that enormous gains can be made when parent and teacher work together. However, the usual school environment/procedures do not facilitate such interactions.

7.35 The Australian Council of State School Organisations also emphasised the importance of this interaction:

26 Evidence, p. 2076.

27 Evidence, p. 3635.

28 Evidence, p. 3849.

*We believe that parent involvement and teacher involvement are fairly hollow things unless they are inter-active; unless parents and teachers are working towards solving a problem; unless they see each other's role as complementary, and sometimes different parts of the same problem.*²⁹

7.36 The Principal of Gabbinbar State School, Toowoomba, stated:

*... the home is the prime educating force, ... if we refuse to take into account the great value of the home situation then we negate the whole basis of what society says about education. ... Parents need us and we need parents too.*³⁰

Training of Pre-school Teachers

7.37 The training of pre-school teachers is dealt with separately as the emphasis in their training is not on the formal learning of reading and writing as it is for primary school teachers. Rather, there is an emphasis on developmental tasks in the areas of physical co-ordination, hand-eye co-ordination, language, knowledge of spatial concepts and tactile skills, and awareness of colours and body images. Given the importance of early identification of children having difficulties in these areas and subsequent intervention, pre-school teachers need detailed training in the normal development of pre-school children and the initial identification of developmental difficulties that might lead to learning problems. While all pre-school teachers should have some training in the devising of programs for and working with handicapped or deprived children, they require the support of specialist teachers and other professionals in catering for the needs of such children.

The Committee received evidence of a lack of post-graduate courses for the training of specialist staff in the pre-school area; particularly the lack of specialist courses for those working with handicapped or disadvantaged children. The Committee was informed that no university offers a Master of Arts in clinical psychology specialising in early childhood.

Training of Specialist Teachers

7.38 The national trend towards the provision of integrated school settings for the education of children includes the development of specialists within the schools. The interpretation of the role of a specialist teacher varies from one State education system to another. Broadly speaking the evidence before the Committee referred to remedial, resource, companion or advisory teachers. The term resource teacher describes teachers who provide support services for classroom teachers. One department of education predicted that teachers who are now called remedial teachers offering services on a withdrawal basis and under a separate administrative division will gradually disappear and resource teachers as members of school staffs will take their place.

7.39 The resource teacher's position is a key position in the integrated classroom structure. The role is a highly complex one requiring a high degree of competency and personal skill. In some respects it seems fraught with the potential for satisfying no one—headmaster, classroom teacher, parent or other specialists. This emphasises the need for resource teachers to be well trained.

7.40 The training of specialist personnel such as resource teachers usually takes the form of a one year post-graduate course at a college of advanced education or university. Shorter courses of one semester's duration are also offered by some colleges of advanced education. The training of other specialists such as guidance officers and

²⁹ Evidence, p. 3971.

³⁰ Evidence, pp. 1689-40. Some 50 to 60 parents assist at the school on a voluntary basis as teachers aides, having been invited to do so by the school's resource teacher.

school counsellors is conducted by departments of education, universities and colleges of advanced education.

7.41 As has already been noted, each of the six States has established one university department of special education which provides post-graduate courses.

7.42 To refer back to the results of the questionnaire on special courses for teachers in children's learning difficulties, remedial reading or developmental reading: 21 colleges of advanced education and 6 universities offered graduate diplomas on a full or part-time basis and a total of 64 single units in special education. Practising teachers either elect for post-graduate training in the field of special education or are nominated by their employing body. In the view of the Torrens College of Advanced Education, departments of education should release more teachers to participate in post-graduate courses.³¹

Teacher Educators

7.43 The role of the tertiary bodies providing teacher education must be considered as the teacher's effectiveness in the classroom is dependent upon the quality of their pre-service and subsequent in-service training. Teacher educators and particularly those in special education need to be experienced teachers themselves.

7.44 While evidence given to the Committee stressed the need for teachers to be competent in a wider range of skills than at present, it was even more emphatic in stressing the need for teacher educators to be better qualified and to have considerable expertise in all aspects of classroom management. Teacher educators themselves need to possess a repertoire of teaching techniques and approaches and be practised in them before they can impart them to their student teachers. This is particularly brought out in the teaching of reading where in the past teachers were taught only one method of teaching reading. Apparently many mathematics teachers while teaching the processes of mathematics have not been taught to understand what mathematics is about.³²

7.45 The Schools Commission described how the atmosphere and organisation of school and classroom may act as impediments to the teacher gaining insights into a child's level of functioning. The gaining of such insight by the teacher requires, in the Commission's view:

*A high level of non-threatening interaction which, particularly in secondary schools, is often not present. It may also require willingness by teachers to enter in a non-judgemental way, into a social milieu different from their own and to learn about it from parents and children.*³³

Unless teacher educators are themselves capable of such openness and interaction, they will be unable to develop such sensitivity in the teachers they train.

7.46 The Committee received evidence that there was a shortage of teacher educators in the area of special education. It is only in recent years that suitably qualified persons with appropriate academic qualifications and teaching experience have become available to staff the special education posts in the various colleges of advanced education and universities. As the Tasmanian Department of Education pointed out: *Until 1974 there were no lecturers available in special education at the University or the Colleges of Advanced Education. With the appointment of a Reader and a lecturer at the University and a lecturer at each of the Advanced Colleges the opportunity for training in this area will be greatly improved.*³⁴

7.47 Similar developments were noted in other States, encouraged by the recommendations and financial support from the Commonwealth Government

31 Evidence, p. 2231.

32 Evidence, pp. 954-5 (Victorian Department of Education).

33 Evidence, p. 3566.

34 Evidence, p. 2988.

following the report from the Senate Standing Committee on Education Science and the Arts on 'The Commonwealth's Role in Teacher Education'.³⁵ This report recommended the establishment of at least one university department of special education in each State, the establishment of specialist courses for teachers for the handicapped in several colleges of advanced education and the incorporation of course units in special education in all general teacher training courses.

7.48 The area of special education has existed for a number of years in the U.S.A. However, in 1972 Cruickshank, writing on teacher educators in the learning difficulties field, stated that:

*Our present instructional group has minimal experience, little or no formal instruction in the problem, no opportunity for research and almost no direct psycho-educational clinical activity.*³⁶

7.49 To overcome this, Cruickshank suggested a two year intensive program in which 50 college professors in the education field were to be granted two-year post-doctoral fellowships at two sponsored university centres. These two centres would then become the faculties for the intensive training of teacher educators.

7.50 In Australia the need for additional post-graduate and post-doctoral places at the university level was expressed in the Report of the Special Committee on Teacher Education:

*The shortage will be overcome permanently only as more appropriate post-graduate courses are developed.*³⁷

7.51 At present in Australia the responsibility for training teachers is located with universities and colleges of advanced education. The responsibility for selecting teachers and employing the graduates of colleges is located with departments of education which are also responsible to teachers for their conditions of service and providing them with material to meet these responsibilities. Departments of education are responsible for determining the needs of school and of children in allocating resources and supplying teachers to the schools. Headmasters of schools are responsible for determining the particular needs of both the school and children who attend it. Teachers are responsible, at least in part, for the outcomes in terms of the performance of particular children. Yet for dissatisfied parents it is often difficult to determine who should be held accountable for the failure of the system to meet the needs of particular children. The Committee does not underestimate the difficulties raised by the question of accountability. At the same time it concludes that the system would function better if:

- Institutions that train teachers responded to the needs of the departments for teachers with skills relevant to the educational objectives of the departments, their policies and philosophies;
- Departments themselves made clear to schools and the community they serve where responsibilities for decisions rested with the schools and where the schools were bound by departmental policy; and
- As concluded in Chapter 4, (s), individual schools should be responsible for enunciating and declaring the educational objectives for children in their care and that these guidelines should be accessible to parents.

7.52 If, at school level, it was clear what the objectives were, then it is possible that the whole system might respond more sensitively to the aspirations of parents for their children leading to consensus as to what the outcomes of schooling should be.

35 Report on *The Commonwealth's Role in Teacher Education*, February 1972, Parliamentary Paper No. 1.

36 W. M. Cruickshank, *Some Issues Facing the Field of Learning Disability*, 1972.

37 *Teacher Education*. Report of the Special Committee on Teacher Education 1973, Parliamentary Paper No. 54, p. 54.

Conclusions

7.56 The Committee reached the following conclusions, that:

- (a) If the regular classroom teacher is to maintain as many children with learning difficulties as possible in the normal classroom situation then it is essential that classroom teachers have acquired the requisite skills from their own educators.
- (b) *It is also essential that teacher training institutions prepare teachers who will be able to devise and record their own detailed program for teaching, setting out its objectives and continually evaluating their achievements within that program.*
- (c) Teacher training programs contain an inadequate amount of compulsory coursework in such subjects as the teaching of reading, basic numeracy and coping with learning difficulties. The number of hours devoted to the teaching of reading is nowhere near the minimum recommended by the Bullock Report or the International Reading Association. The number of hours alone does not constitute a standard—the quality of the course must also be taken into account. However, even if the courses being offered in Australian teacher training institutions were of the highest quality, the number of hours would still be inadequate. This is partly conceded by the institutions themselves in the disproportionate time allocation for the teaching of reading between compulsory and optional coursework. If there is value in some trainee teachers taking an option of 100 hours in the teaching of reading then it must be worth all teachers taking a greater amount of coursework in this area than they do at present.
- (d) General teacher training courses do not necessarily have any compulsory components that will result in the effective teaching of children with learning difficulties. Only over the last few years have learning difficulties courses become an expected part of a teaching institution's course offerings. Diploma and degree courses are now under way, with some still rare special education courses at a masters' level.
- (e) *Every regular teacher must acquire a basic repertoire of skills and techniques that will enable him or her to teach effectively. For instance, the repertoire should include such teaching strategies as: motivating a child; teaching him to pay attention and persist; coping with small-group and individualised instruction in a class of 30 or more children; analysing skills and content into smaller segments for children with learning difficulties; evaluating a child's progress; and evaluating one's own teaching strategies.*
- (f) Whether the teacher is trying to teach matriculation geography, basic reading or 'relating skills', there are basic teaching skills that will be common to all teaching situations. The teaching of reading, numeracy and language should be the responsibility of all teachers. A child who is failing in subjects such as geography or history because of difficulties with basic skills should be taught these skills within the subject area by the subject teacher.
- (g) There has been an increasing emphasis in teacher training courses on general education and on the sociological aspects of education to the detriment of more specific training in teaching techniques such as the teaching of reading and numeracy skills.
- (h) Induction procedures for new teachers are inadequate and are worthy of further investigation. Teaching appears to be a profession that uses a 'sink or swim' approach with its new graduates. This is a haphazard and piecemeal approach to managing a person whose skills have not yet been fully developed, but on whose education quite a deal of money has already been spent. The induction process should be integrated with the teacher registration process as the first step in the professional development by departments of their new teachers. The Committee commends the ERDC sponsored study into the induction process.

- (i) In-service teacher education is essential. Pre-service training may provide the initial impetus for a new teacher but in such a rapidly changing society and with ever-increasing research information on new programs and new techniques, on top of continuous changes in content, there is a need for continuing in-service training. Many children can be taught by a well-intentioned person, many cannot; many children are self-learners, while others are not. For the sake of the latter group, teachers who have not been adequately trained in their pre-service training or whose training may have been 10, 20 or even 30 years ago should receive in-service training.
- (j) In-service training should be an integral part of teacher development regardless of the adequacy or year of pre-service training. Beginning with induction training all teachers should be involved in an organised program of professional development whether it be short courses, teaching institution workshops or at longer intervals (perhaps every five years) a three to six month intensive teacher education course. While special courses have to be seen by teachers as relevant to their own careers and teachers should have a choice as to which courses they attend, in-service courses as a whole should not be optional as only the more aware teachers would avail themselves of this essential training.
- (k) There is a need for higher degrees or diplomas in the teaching of reading both for specialist teachers and teacher educators.
- (l) The existence of in-service courses in learning difficulties alone does not counteract the problem as these are rarely compulsory for the regular teacher. The content of such courses is, in many instances, still too generalised in nature; too theoretically oriented; and not specific enough in the teaching skills and programs that all children, but particularly those with skill deficiencies, will require.
- (m) Effective functioning of the resource teacher both with those in the school framework and with people external to it is seen to be a critical means to achieving advances in children's learning problems. However, skilled resource teachers are still relatively few within the teaching service.
- (n) There should be some rationalisation of teaching courses. There has been undisciplined growth in teacher training institutions with little rationalisation for the variety of courses they offer and the number of students they encourage to undertake particular courses.
- (o) There is a need for evaluative research into teacher training programs. The Committee understands that the Teacher Education Survey by the National Committee on English Teaching includes an evaluation of teacher training by teachers with one year of teaching practice. Similar action research could be carried out by the training institutions themselves in co-operation with teachers' employers with a view to matching the kind of pre-service training teachers receive with the kinds of tasks they face in the field. As the bodies responsible for the registration of teachers and as the largest employers of teachers, departments of education should critically examine the scope and adequacy of pre-service and in-service training provided by tertiary institutions.⁴⁰
- (p) If the quality of teachers is to be improved those bodies responsible for training and employing them should be applying more careful assessment techniques to their personnel selection. Research evidence indicates that it is not possible to predict with a great degree of accuracy whether or not a person will become a good teacher. This highlights the importance of assessing teachers in the field as it is only there that the good teacher will be identified.
- (q) The selection of potential teachers by departments of education needs also to include potential administrators. The Committee believes that the kinds of values

⁴⁰ The Victorian Department of Education indicated they were already doing so. Evidence, pp. 867-9.

and skills required of classroom teachers may not necessarily be the same characteristics needed to be a headmaster or an administrator.

- (f) On evidence available to date, the teaching profession in Australia will face an over-supply of teachers within the next ten years. This may allow a wider scope for the selection of teachers.

Recommendations

7.57 The Committee recommends that:

- (a) The State departments of education in consultation with teacher organisations examine the implications of further training for the career development of teachers, beginning with an induction program for new teachers.
- (b) Post-graduate courses be established to train specialist staff to service pre-schools and train pre-school teacher educators.
- (c) A series of pilot studies on the establishment of the position of a resource teacher within schools be undertaken.
- (d) The Australian Universities Commission examine the possibility of selected universities being responsible for the training of teacher educators. This is particularly vital in the field of special education.
- (e) The Australian Universities Commission and the Advanced Education Commission investigate the need for rationalising the number of teacher training courses particularly in view of the limited availability of skilled teacher educators.
- (f) State departments of education and teacher training institutions become more involved in decisions about their joint and respective roles in the in-service education of both present and future teachers.
- (g) The Commission on Advanced Education establish, as a matter of priority, a teacher training school within the Community College in Darwin.

CHAPTER 8 RESEARCH

8.1 In one respect the Committee's Inquiry created a precedent by its proposal to the Education Research and Development Committee (then the Australian Advisory Committee on Research and Development in Education) that it commission and finance an Australia-wide survey into literacy and specific learning problems in schools. The Australian Council for Educational Research was nominated by ERDC as the appropriate body to make the investigation. The results of the survey and the implications for educational testing have been considered in Chapter 2.

8.2 It will be apparent from this Report that research is important and that many conclusions and recommendations relate to research or depend on being validated by research. It was also apparent that a great deal of information is available from overseas about the management of children's learning problems, much of which can only be used if it is evaluated in Australian conditions.

8.3 The Committee also received, in submissions and in evidence, information relating to initiatives within Australia in educational research by State departments of education, by the Commonwealth Department of Education, departments of health and welfare, and tertiary institutions.

8.4 It was suggested by a number of witnesses that research findings were not made available to professional groups and to the community generally. Various submissions called for the development of evaluative procedures to examine the relevance, methodology and feasibility of implementing many proposed research projects. Suggested fields of investigation include research into incidence, causation, optional methods of treatment and long-term effectiveness, curriculum development, teacher training and adult illiteracy.

8.5 This chapter discusses the role of the Commonwealth Government, State Governments and tertiary institutions in educational research.

Role of the Commonwealth

8.6 Of educational research generally, the Commonwealth Department of Education noted:

... in Australia we are effectively doing relatively little in educational research and have been doing so for many years. The kind of research related directly to education in Australia is an infinitesimally small proportion if you look at it in terms of resources allocation for education.¹

8.7 However, the last six years have seen the emergence of certain committees charged with making recommendations on Commonwealth expenditure for educational research. In 1970 the Australian Advisory Committee on Research and Development in Education (now the Education Research and Development Committee) was set up to advise the Minister for Education on priorities in educational research and the most appropriate allocation of funds. Projects on reading and learning difficulties have been funded under this program and a list of such studies is at Appendix IX. A specific task of the ERDC is the co-ordination of educational research and the dissemination of such findings. The ERDC has recently become more active in this latter role and has set up a particular sub-committee for this purpose. The Australian Research Grants Committee, which reports to the Minister for Science, also makes grants for educational research. A list of projects taken from the Committee's annual reports for 1970 to 1974 is at Appendix X.

8.8 In 1974 the National Committee on English Teaching (NCET) was formed by the

¹ Evidence, pp. 3514-5.

Minister for Education as a result of the recommendations of the Conference of Directors-General of Education, the Interim Council for the Curriculum Development Centre and other bodies concerned with the teaching of English. The Committee's major objectives are:

- To promote research and experiment in order to facilitate the development of curricula and associated materials;
- To collect, exchange and disseminate information on developments in the learning and teaching of English in Australia; and
- To consider the education of teachers.²

8.9 The NCET has to date embarked on three major projects, namely the Teacher Education Survey (which has been discussed in the Chapter on Teacher Education), Development of Oracy Skills in Secondary Schools and a Language Acquisition Project which is examining materials and text books used in assessing how language skills are acquired.

8.10 The Language Teaching Branch of the Commonwealth Department of Education is currently developing materials for three major language courses for migrant children with inadequate competence in English (it should be noted that more than half of the migrant children with English language problems who are in schools were actually born in Australia³). The three courses involved relate to the following age groups, listed in the order of greatest progress to date:

- 8–12 beginners course;
- 10+ development course—which is not a beginners course but aims to provide remedial and enrichment materials beyond the basic levels; and
- under 8 course—which is aimed at children from approximately 4½ to 7½ years.

8.11 The Language Teaching Branch of the Department of Education also initiated a working party on the English language needs of Aboriginal children and adults, the report of which was submitted to the Minister in May 1976.⁴

8.12 As part of its work in the area of special education, the Commonwealth Department of Education, together with the ERDC, is compiling a directory of research which will serve as a guide to what type of research is being carried out, by whom and where. The directory will be completed later this year. Annual supplements will up-date the directory. In an endeavour to build up the number of competent research workers the ERDC recently developed a research training program.

State Departments of Education

8.13 Research and development work is also being carried on in each State department of education either in the form of a research and development branch or a research and curriculum branch. Facilities are available to each department for research into learning difficulties. The departments of education in Victoria, Queensland, Tasmania and the A.C.T. provided information concerning their research.

Victoria

8.14 The Victorian Department of Education established, in November 1973, the Reading Treatment Research Centre under the direct supervision of the Director of Special Services. Its original mandate was to:

- Conduct research into reading problems;

² Evidence, p. 3464.

³ Evidence, p. 4002.

⁴ 'English Language Teaching Material for Aboriginal Children and Adults'—Report of the Working Party to the Hon. J. E. Carrick, Minister for Education (1976), unpublished.

- Act as a centre for the clinical assessment of children with persistent reading problems;
- Disseminate research findings on reading; and
- Act in a training capacity for educational specialists of all kinds and disciplines.

The Centre is staffed by specialists from a wide range of disciplines.

8.15 The Victorian Department of Education currently has in progress three inter-related studies concerned with the problem of learning difficulties. All three are concerned with the early identification and treatment of children in need of assistance but they have differing emphasis and therefore do not overlap.

8.16 The first of these studies is the Early Childhood Development Study (ECDS). The broad aim of the ECDS is to investigate the possibility of the early detection of children who are 'at risk' educationally for a variety of reasons, and the opportunities for intervention. This study will be completed in 1978.⁵

8.17 Secondly, the longitudinal study into variables associated with reading performance was commenced in 1969 by the Psychology and Guidance Branch of the Department. The primary aims of this study are to:

- Examine variables in the area of intelligence, language, perception, motivation, maturity, medical history and social background in order to ascertain the relationship of these variables to reading success or failure in primary school population;
- Develop procedures to diagnose specific reading disabilities (based on current research in these areas);
- Devise associated treatment programs by which these disabilities may be alleviated or overcome;
- Determine whether such psychologically based programs produce a significantly different effect when compared with a control group of schools using their own programs;
- Determine whether the teacher-based programs administered for the Demonstration Unit at East Kew Primary School produce a significantly different effect when compared with a control group of schools using their own programs.⁶

Of major concern was the early identification and treatment of young children needing special programs before failure reinforced undesirable attitudes and behaviour.

8.18 Finally, following a pilot study in 1973-74 the Reading Treatment Research Centre is undertaking research into factors associated with levels of reading performance in Melbourne primary schools. Two thousand Grade III children from 71 randomly selected schools were ranked with respect to reading performance. The low performing group (numbering 256) and randomly selected groups of 100 average readers and 100 high performing readers were then examined in relation to a number of variables. The children's responsiveness to teaching is being evaluated under research conditions at the Centre and in the schools.⁷

Queensland

8.19 For many years now the Research and Curriculum Branch of the Queensland Department of Education has carried out periodic surveys into performance in the basic skill subjects in the primary schools. In addition a pre-school screening survey has been developed together with a comparative study into standards of educational achievement of Queensland Grade 7 pupils in 1967 and 1972. The latter study involved the administration of nine tests to a sample of 1596 Grade 7 pupils from 105 primary schools in October/November 1972. Analysis of the results showed that, between 1967

⁵ This has already been discussed in paragraphs 4.25 to 4.28 of the Report.

⁶ Evidence, p. 784.

⁷ This is reported in evidence, p. 784.

and 1972 there was a significant improvement in graph reading skills, a significant decline in spelling performance and no significant changes in standards of reading for meaning, speed of reading, index, dictionary or map reading skills.⁸

Tasmania

8.20 In 1965 a study⁹ was undertaken by the Tasmanian Department of Education designed to evaluate certain factors which appeared to be associated with reading failure.

8.21 Initially the Department started a testing program at the Grade III level but after trialling it decided that such a program should move to lower age groups, and to this end experimented with what is now called 'An Early Ascertainment Program'. This was fully implemented in 1974. The program aims at early identification plus continuing remediation. There should be sufficient evidence to gauge the effectiveness of this program in 5 to 6 years' time.

The Australian Capital Territory

8.22 The A.C.T. Schools Authority set up a reading centre in 1971 for children experiencing marked reading difficulties. The spokesman from the Authority made the following observations of this program:

*Diagnosis lay heavily in psychological and, to some extent, medical areas. The children involved were not retarded in general ability but were significantly retarded in reading. Some had poor co-ordination and had difficulties in concentration. Many were distressed by failure and consequently had poor self-concepts and negative attitudes to learning. The reading centre programs as structured were not particularly successful. While progress was made by many children, the turnover in the centres was slow, often resulting in children being separated from their home schools for up to eighteen months. Some children were experiencing problems of social adjustment as a result. Younger children, under approximately 8½ years, tended not to make progress.*¹⁰

8.23 Consequently, a shift in the approach to those with reading retardation occurred in 1974. Henceforth part-time remedial reading teachers were attached 3½ days per week per school.

8.24 By October 1974, 524 children had been involved in this program. A follow-up study in April 1975 showed that approximately 22 per cent had passed through the program and no longer needed individual help. A further 67 per cent had made marked progress and were not expected to need help beyond the end of 1975. Eleven per cent had made little progress during this period.

Conclusions

8.25 The Committee reached the following conclusions, that:

- (a) Research within universities appears to have become very dependent on Commonwealth funding and that the role of co-ordinating bodies such as the ERDC is becoming increasingly important, not only in directing funds, but in evaluating research and directing the goals of research. Very few submissions were received from those who had been funded to undertake research.
- (b) It is a criticism of past research that it tended to concentrate on establishing the relationship between learning difficulties and their cause, and that much of it was

⁸ 'A Comparison of the Standards of Educational Achievement of Queensland Grade 7 Pupils in 1967 and 1972'. T. J. Turner and B. E. Tainton, Research Branch, Department of Education, Queensland, February 1976.

⁹ J. E. Farrer & J. Leigh, 'Factors Associated with Reading Failure: A Predictive Tasmanian Survey', *Soc. Sc. & Med.* 1972, Vol. 6, p. 251.

¹⁰ Evidence, p. 3177.

- medical in its orientation. Recently, however, there had been a shift towards research into teaching techniques that will successfully deal with learning difficulties (some of this having already been done overseas). It is clear that a priority for research in Australia is to evaluate overseas research directed towards teaching techniques and to establish its relevance for conditions in Australia.
- (c) Where new policies are envisaged they should be preceded by studies that will reveal their likely outcomes. Consequent programs should be progressively evaluated.
 - (d) A greater proportion of funds available to educational research should be directed to those areas of greatest practical application. Teachers and educational administrators frequently made the point that there was a great need for information that could be used by schools and teachers to help them with everyday problems. The Committee was told that the most useful information from this point of view were studies documenting the results of actual programs using new educational techniques. Action research projects in which new ideas can be tried under experimental conditions were seen as the best means of obtaining practical value from research findings. The Committee received many submissions recommending that funds should be made available for research into a very wide range of topics. If all these projects were to be funded very little would be left from educational resources for expenditure in practical areas.
 - (e) The contributions that can be made outside of the teaching profession by doctors and para-medical workers should be evaluated and assessed in the context of action research projects. This is not to ignore the important role of research into causes undertaken for the purposes of medical research.
 - (f) New initiatives should be co-ordinated and fully assessed, preferably by the departments of education, so that policy can be directed to the most effective approaches as demonstrated by evaluation. This is particularly the case when a number of different projects are being sponsored by departments themselves. Comparative evaluation of these projects is essential if departments are to profit from the projects in determining future policy.
 - (g) Educational research needs to be co-ordinated. A number of bodies exist that could undertake this role. Many operate within subject areas such as the recently formed Australian Reading Association. Professional associations of educators such as the Australian College of Education, could also undertake this responsibility. But the crucial role will probably be played by bodies responsible for directing funds such as the ERDC and the Schools Commission.

ACKNOWLEDGMENTS

The Committee places on record its appreciation of the contribution made to the Inquiry by Mr Mathews, the original chairman, and Mr Oldmeadow and Dr Gun of the former Committee. Throughout the Inquiry the Committee was assisted by Dr Elkins of the Schonell Educational Research Centre, University of Queensland, and Dr Maggs of the Special Education Centre, Macquarie University, in the capacity of educational consultants. It wishes to express particular appreciation of the services these gentlemen rendered the Committee by their advice and assistance during the Inquiry. The Committee gratefully acknowledges the assistance given to it by all those persons and organisations who prepared submissions or wrote to the Committee concerning the area under inquiry; the State Premiers all of whom made officers available to assist the Committee as liaison officers; and Professor Dunn, Chairman of the Education Research and Development Committee, and Dr Radford, Dr Keeves and Lt-Col. Bourke of the Australian Council for Educational Research with whom the Committee consulted in connection with the survey on 'Numeracy and Literacy in

Australian Schools'. It also wishes to express its thanks and appreciation to the Clerk to the Committee, Mr Nairn, and Mr Kelly, Mrs Grimsley, Ms Larkin, Ms Scheetz and Mrs Mackay who, as officers of the House of Representatives Committee Office, provided research, administrative and secretarial services to the Committee throughout the Inquiry. The Committee is grateful to those universities and colleges of advanced education that participated in the survey on teacher education for their co-operation with the Committee, and to the State co-ordinating bodies for their assistance in distributing the questionnaire to the colleges.

14 October 1976

A. G. CADMAN
Chairman

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PART IV APPENDIXES

APPENDIX I

CONDUCT OF THE INQUIRY

Twenty-ninth Parliament

The Committee was appointed on 31 October 1974¹ on a motion of the then Leader of the Opposition, the Rt Hon. B. M. Snedden, Q.C., M.P., with the full support of both sides of the House. Nomination of members to the Committee by the Prime Minister and Leader of the Opposition were notified to Mr Speaker and the fully constituted Committee met for the first time on 2 December 1974.

At the beginning of the Inquiry the Committee issued a press statement outlining the areas it saw as being covered by the terms of reference. The terms of reference were advertised in newspapers in all Australian capital cities and in the foreign language press so that non-English speaking persons would have notice of the Inquiry. These advertisements invited the public to make submissions.

In keeping with the Resolution of Appointment, paragraph (2) (see Attachment A to this Appendix), the Committee sought and gained the co-operation of State governments in the Inquiry. Discussions were held in each State with officers of the State Education Departments on possible approaches to the Inquiry.

The first public hearing was held in Canberra in February 1975, with further public hearings being held in all State capitals during the year.

In April 1975 the Committee interviewed a number of possible consultants and selected Dr John Elkins, Senior Lecturer, Schonell Educational Research Centre, University of Queensland, and Dr Alex Maggs, now Assistant Director of the Special Education Centre, Macquarie University, to act in that capacity.

In view of many submissions emphasising the need for better teaching of reading, the Committee decided to seek specific information from institutions throughout Australia involved in the training of teachers. The Committee asked its consultant, Dr John Elkins, to design a questionnaire, conduct a survey and report the findings based on the survey to the Committee.

In the absence of reliable national data on incidence the Committee sought the assistance of the Australian Advisory Committee on Research and Development in Education (AACRDE, now the Educational Research and Development Committee, ERDC) to commission a survey of literacy and numeracy in school children throughout Australia. A survey was consequently undertaken by the Australian Council for Educational Research (ACER) entitled 'Literacy and Numeracy in Australian Schools' and an interim report was published in mid-1976.

Pursuant to paragraph (4) of the Committee's Resolution of Appointment the members of the Committee ceased to hold office and the Committee ceased to exist when the House of Representatives was dissolved on 11 November 1976.

Thirtieth Parliament

On 17 March 1976^{2,3} the House of Representatives resolved to appoint a Committee to complete the Inquiry. The Resolution of Appointment (see Attachment B to this Appendix) provided that the membership of the Committee be eight members (an increase of one from the previous Parliament). Access to the evidence and records of the Committee in the Twenty-ninth Parliament was provided by paragraph (17) of the Resolution of Appointment. The Resolution also provided, paragraph (16), that the Committee report to the Parliament by 25 August 1976. By motion, the Resolution of

1 House of Representatives *Votes and Proceedings*, no. 32 of 1974, p. 286.

2 House of Representatives *Votes and Proceedings*, no. 10 of 1976, pp. 63-4.

3 House of Representatives *Votes and Proceedings*, no. 11 of 1976, p. 75.

Appointment⁴ was amended on 19 August 1976 to extend the date for completion of the Inquiry to 14 October 1976.

Submissions to the Inquiry included 406 items of correspondence of which 251 were detailed submissions related to the terms of reference. One hundred and eighty persons appeared before the Committee to give evidence at nineteen public hearings. The organisations, witnesses and their exhibits are listed at Appendix II. Nine inspection tours were undertaken by the Committee which included twenty-one schools, clinics and other institutions (listed at Attachment C to this Appendix). The Committee met to deliberate privately on some forty occasions. Informal discussions were also held on the subject of children's television with relevant organisations and interested citizens. The transcript of the formal evidence comprises 4277 pages and will be available for inspection at the House of Representatives Committee Office or at the National Library.

Debates in the House of Representatives relating to the Committee are reported in the House of Representatives Hansard.⁵

Appendix I

Attachment A

- (1) That a select committee be appointed:
 - (a) to inquire into the incidence of all forms of specific learning difficulties among Australian children and adults;
 - (b) to examine measures that are being taken at the present time to overcome such difficulties;
 - (c) to report on the success that present measures are having in alleviating specific learning difficulties;
 - (d) to examine the awareness of specific learning difficulties among the community generally and among the medical, health, teaching and social welfare professions in particular;
 - (e) to examine the extent to which problems associated with the incidence of specific learning difficulties are being researched in Australia at the present time;
 - (f) to examine the social, emotional and other handicaps that individuals with specific learning difficulties suffer;
 - (g) to recommend measures that can be taken to heighten community awareness of specific learning difficulties, and
 - (h) to recommend action that can be taken by the Federal Government or by the Federal Government in co-operation with State and local governments as well as voluntary organisations to alleviate the difficulties and, in particular, to examine the need for wide-spread screenings of young children to detect the existence of specific learning symptoms so that adequate remedial programs can be recommended from an early age.
- (2) That the committee recognise the responsibility of the States in these matters and seek their co-operation in all relevant aspects.
- (3) That the committee consist of seven Members, four to be nominated by the Prime Minister, two to be nominated by the Leader of the Opposition and one to be nominated by the Leader of the Australian Country Party.⁶
- (4) That the members of the committee hold office as a committee until the House of Representatives expires by dissolution or effluxion of time.

4 House of Representatives *Votes and Proceedings*, no. 41 of 1976, p. 273.

5 House of Representatives *Hansard* 31 October 1974, pp. 3183-3191; 28 November 1974, pp. 4232-4234, and 17 March 1976, pp. 737-741.

6 House of Representatives *Votes and Proceedings*, no. 42 of 1974, p. 380.

- (5) That the committee have power to appoint sub-committees consisting of three or more of its members, and refer to any such sub-committee any matters which the committee is empowered to examine.
- (6) That four members of the committee constitute a quorum of the committee, and a majority of the members of a sub-committee constitute a quorum of that sub-committee.
- (7) That the committee or any sub-committee have power to send for persons, papers and records, to move from place to place, and to sit during any recess.
- (8) That the committee or any sub-committee have power to authorise publication of any evidence given before it and any document presented to it.
- (9) That the committee be provided with all necessary staff, facilities and resources and have power, with the approval of the Speaker, to appoint persons with specialist knowledge for the purposes of the committee.
- (10) That the committee report as soon as possible and that any member of the committee have power to add a protest or dissent to any report.
- (11) That the foregoing provisions of this resolution, so far as they are inconsistent with the standing orders, have effect notwithstanding anything contained in the standing orders.

Appendix I
Attachment B

- (1) That a *Select Committee* be appointed:
 - (a) to inquire into the incidence of all forms of specific learning difficulties among Australian children and adults;
 - (b) to examine measures that are being taken at the present time to overcome such difficulties;
 - (c) to report on the success that present measures are having in alleviating specific learning difficulties;
 - (d) to examine the awareness of specific learning difficulties among the community generally and among the medical, health, teaching and social welfare professions in particular;
 - (e) to examine the extent to which problems associated with the incidence of *specific learning difficulties* are being researched in Australia at the present time;
 - (f) to examine the social, emotional and other handicaps that individuals with specific learning difficulties suffer;
 - (g) to recommend measures that can be taken to heighten community awareness of specific learning difficulties; and
 - (h) to recommend action that can be taken by the Federal Government or by the Federal Government in co-operation with State and local governments as well as voluntary organisations to alleviate the difficulties and, in particular, to examine the need for widespread screenings of young children to detect the existence of specific learning symptoms so that adequate remedial programs can be recommended from an early age.
- (2) That the committee recognise the responsibility of the States in these matters and seek their co-operation in all relevant aspects.
- (3) That the committee consist of eight members, five to be nominated by the Prime Minister and three to be nominated by the Leader of the Opposition.
- (4) That every nomination of a member of the committee be forthwith notified in writing to the Speaker.
- (5) That the committee elect as Chairman of the committee one of the members nominated by the Prime Minister.

- (6) That the committee elect a Deputy Chairman who shall perform the duties of the Chairman of the committee at any time when the Chairman is not present at a meeting of the committee, and at any time when the Chairman and Deputy Chairman are not present at a meeting of the committee the members present shall elect another member to perform the duties of the Chairman at that meeting.
- (7) That the committee have power to appoint sub-committees consisting of three or more of its members, and to appoint the Chairman of each sub-committee who shall have a casting vote only, and refer to any such sub-committee any matter which the committee is empowered to examine.
- (8) That a majority of the members of a sub-committee constitute a quorum of that sub-committee.
- (9) That members of the committee who are not members of a sub-committee may take part in the public proceedings of that sub-committee but shall not vote or move any motion or constitute a quorum.
- (10) That the committee or any sub-committee have power to send for persons, papers and records.
- (11) That the committee have power to move from place to place and to sit during any recess.
- (12) That any sub-committee have power to move from place to place, adjourn from time to time and to sit during any recess, sittings or adjournment.
- (13) That the committee or any sub-committee have power to authorise publication of any evidence given before it and any document presented to it.
- (14) That the committee be provided with necessary staff, facilities and resources.
- (15) That the committee in selecting particular matters for investigation take account of the investigations of other Parliamentary committees and avoid duplication.
- (16) That the committee report by 14 October 1976 and that any member of the committee have power to add a protest or dissent to the committee's Report.
- (17) That the committee or any sub-committee have power to consider and make use of the evidence and records of the Select Committee on Specific Learning Difficulties appointed during the Twenty-ninth Parliament.
- (18) That the foregoing provisions of this resolution, so far as they are inconsistent with the standing orders, have effect notwithstanding anything contained in the standing orders.

Appendix I
Attachment C

INSPECTION TOURS

Canberra (1 June 1976)

School Without Walls, Donaldson Street, Braddon.

Malkara Special School, Wisdom Street, Garran.

Woden Special School, Cnr Carruthers and Denison Streets, Deakin.

Darwin (16 June 1976)

Rapid Creek Pre-school and Primary School, Rapid Creek, Darwin.

Ludmilla Public School, Bagot Road, Darwin.

Darwin (17 June 1976)

St Therese's School, Bathurst Island.

Snake Bay School, Snake Bay.

Adelaide (18 June 1976)

Reading Development Centre, Gilles Street, Adelaide.

Mansfield Park Primary School, Mansfield Park.

Brisbane (18 June 1976)

Taringa State School, Morrow Street, Taringa.
Department of Physiotherapy, University of Queensland, St Lucia.

Toowoomba (18 June 1976)

Gabbinbar State School, Toowoomba.

Melbourne (24 June 1976)

Professor Marie Neale's Clinic, Education Faculty, Monash University, Melbourne.
Reading Treatment and Research Centre, Victorian Department of Education,
Melbourne.

St Brigid's, Nicholson Street, North Fitzroy, Melbourne.
Currajong School, Darling Road, East Malvern, Melbourne.

Melbourne (25 June 1976)

Currajong School, Darling Road, East Malvern, Melbourne.
Footscray Technical College, Buckley and Nicholson Streets, Footscray.

Sydney (6 July 1976)

Camdenville Teaching Resources Centre, Wells Street, Newtown.

WIMS Project, Beecroft Road, Beecroft.

Macquarie University, Special Education Centre, North Ryde.

Cromer Public School, Resource Unit, Caroola Road, Dee Why.

APPENDIX II
CONSULTED BODIES AND/OR WITNESSES AND EXHIBITS

<i>Consulted organisation and/or witness</i>	<i>Exhibit number and description</i>	<i>Pages of evidence</i>
<i>Sydney, N.S.W.</i>		
Association for Children with Learning Disabilities: Dr R. Freeman, President; Mr M. L. Thornley, Vice-President; Mr J. W. Cunningham, Vice-President; Mrs B. Robinson, Secretary.		551-580 & 1183-1242
Catholic Education Commission of N.S.W.:		446-487
Sr I. Donnelly, Education Consultant & Inspector of Schools; Sr M. Cowburn, Infants Mistress; Mrs C. L. Packham, School Counsellor & Part-time Instructor, University of N.S.W.		
Department of Education, N.S.W.:	No. 63. Report of the Advisory Committee on Handicapped Children.	1243-1379
Mr W. D. Rose, Assistant Director, Division of Guidance and Special Education;	No. 64. 'A Critical Look at Dyslexia', Dr Peter O'Connor, Dr Judy Goyen & Alex Maggs.	
Mr K. W. Watkins, Inspector of Guidance and Visual Impairment, Division of Guidance and Special Education;	No. 65. 'How Adequate is the Concept of Perceptual Deficit for Education?' Lillian Zach & Judith Kaufman.	
Mr R. M. Shaw, Special Education Consultant, Division of Guidance and Special Education;	No. 66. 'Training Visual Perceptual Processes', Donald Hammill.	
Mr R. I. Birrell, Chief Guidance Officer, Division of Guidance and Special Education.	No. 67. 'Teacher Expectations for the Disadvantaged', Robert Rosenthal & Lenore F. Jacobson.	
	No. 68. 'Interpretation of Reading Test Scores', Marion M. de Lemos.	
Dr C. J. Duffy, Founder and Director, Duffy Remedial Centre; <i>with</i> Mr. M. Stock, Remedial Teacher.		273-334
Mr G. A. Pittman (Senior Lecturer in Education, Macquarie University).		393-445
Mrs D. Kronick—A Canadian Expert in Learning Difficulties.		365-392

<i>Consulted organisation and/or witness</i>	<i>Exhibit number and description</i>	<i>Pages of evidence</i>
Riverina College of Advanced Education, School of Teacher Education: Dr P. D. Rousch, Dean; Dr B. L. Cambourne, Principal Lecturer and Director of Reading Language Centre.		335-364
Royal Newcastle Hospital, Specific Learning Disorders Clinic: Mr B. Fenelon, Senior Lecturer in Psychology, University of Newcastle; Dr J. T. Holland, Staff Neurologist; Dr D. B. Dunlop, Consultant Ophthalmologist; Mrs P. Dunlop, Orthoptist.	No. 5. <i>Cortex</i> , vol. VIII, 1972 No. 6. <i>Cortex</i> , vol. IX, 1973 No. 7. <i>Perception and Motor Skills</i> , vol. 36, 1973. No. 8. <i>Australian Pre-School Quarterly</i> , vol. 14, 1974. No. 9. <i>Australian Journal of Ophthalmology</i> , vol. 2, 1974. No. 10. <i>Australian Orthoptic Journal</i> , vol. 12, 1973. No. 11. <i>Australian Orthoptic Journal</i> , vol. 13, 1973. No. 12. <i>Psychonomic Science</i> , vol. 13, 1968. No. 13. 'Slow Cerebral Responses and EEG Studies of Dyslexic Children', B. Fenelon. Paper presented at an Interdisciplinary Symposium on Cerebral Localisation, Royal North Shore Hospital, Sydney, 4-5 April 1970.	488-527
Spastic Centre of N.S.W.: Miss B. Le Gay Brereton, Research Psychologist.		528-529
Specific Learning Difficulties Association of N.S.W. (SPELD): Dr D. J. O'Sullivan, President; Mrs Y. E. Stewart, Hon. Secretary.	No. 1. 'Delinquents Are Disabled', Dr Allan Berman. No. 2. 'A Neurological Approach to the Etiology and Treatment of Juvenile Delinquency', Dr Allan Berman. No. 3. Summary of Letters Received 1968-1972 concerning Children and Adults Handicapped by SLD Related to Isolation & Poverty. No. 4. Confidential Document.	6-57 and 335-364

<i>Consulted organisation and/or witness</i>	<i>Exhibit number and description</i>	<i>Pages of evidence</i>
<i>Melbourne, Vic.</i>		
Australian Association of Speech and Hearing: Mrs M. Metcalfe, President; Ms R. McPhee, Speech Therapist.	No. 105. Speech Pathology in Australia.	3790–3838
Australian Council of State School Organisations: Mrs J. Kirner, President; Mrs J. Reidy, Executive Member; Mrs J. Brown, Vice President.	No. 108. Schools and Delinquency. No. 109. Preston Region Recurrent Program 1976. No. 110. Statistical Data. No. 111. 'Literacy at Fitzroy High', K. Staples. No. 112. Submission from Standing Committee to Act as Liaison Between Victorian Social Welfare Department, Victorian Education Department and Voluntary Agencies in the Field of Social Welfare on behalf of Persons in Care in Victoria July 1975. No. 113. Survey of Residents of Burwood Boys Home—Reading Skill Development. No. 114. 50 Years of Involvement in Education, Golden Jubilee issue of the <i>Journal of Victorian Federation of State School Parents' Clubs</i> , April 1976.	3918–3989
Australian Remedial Education Association (Vic. Branch): Mrs B. Keir, Secretary; Mr G. G. Saunders, Council Member;		1158–1181
Catholic Education Office of Victoria: Mr F. Downes, Educational Consultant.		682–703
Mr M. A. Clements, Lecturer, Faculty of Education, Monash University.	No. 25. 'The Correlation of Selected Nonmathematical Measures with Mathematics Achievement', W. George Cathcart, <i>Journal for Research in Mathematics Education</i> .	
Council of Adult Education, Vic.: Mr C. F. Cave, Director; Ms D. L. Nelson, Adult Education Officer; Mr P. J. Hansen, Group Leader.	No. 26. 'The Way Out', Published by the Council of Adult Education, Vic.	1111–1142

<i>Consulted organisation and/or witness</i>	<i>Exhibit number and description</i>	<i>Pages of evidence</i>
Department of Education, Vic.:	No. 14. 'Specific Reading Disability:704-906	
Mr A. R. Farmer, Senior Guidance Officer, Primary, Counselling Guidance and Clinical Services;	Some Theoretical and Practical Considerations', Stuart Sykes. Research Report 7/70.	
Mr D. M. Pickering, Senior Special Education Officer, Special Education;	No. 15. 'Some findings on the Role of Language in the Acquisition Operational Structures: Performance on Piagetian Conservation Tasks by Bilingual Greek Children', Graeme Gallagher. Research Report 5/71.	
Mr M. K. Collins, Assistant Director, Primary Education, Curriculum Development;	No. 16. 'Breakthrough to Literacy—a follow-up study of Reading Performance in the Second Year of School', Maureen Cullen. Research report 1/71.	
Mr J. M. Williams, Senior Research Assistant, Counselling Guidance and Clinical Services;	No. 17. 'A Trial of Longman's Breakthrough to Literacy', Des Pickering and Maureen Cullen. Research Report 4/70.	
Mr B. J. Barber, Guidance Officer, Reading Research and Treatment Centre;	No. 18. 'An evaluation and comparison of the behavioural profiles of special school children and primary school children classified as either readers or retarded readers', Stewart Sykes. Research Report. 3/71.	
Mr B. M. Youl, Board of Inspectors, Secondary Division;	No. 19. 'Psycholinguistic Functioning of Educable Mentally Retarded Readers and Non-Readers'. Research Report 5/68.	
Mr J. W. Sargeant, Board of Inspectors, Technical Schools Division;	No. 20. 'Evaluation of the Initial Teaching Alphabet at Ormond Special School. Part I'. Research Report 5/68.	
Mr D. J. Ryan, Senior Research Officer, Curriculum Development;	No. 21. 'An examination of the Psycholinguistic Abilities Underlying Efficient Reading Behaviour in Primary School Children', D. J. Ryan. Research Report 3/73.	
Mr R. H. Cowban, Acting Curriculum and Research Officer, Curriculum and Research Branch.	No. 22. Developmental Resource Units—submission to the Innovations Commission on behalf of the Dandenong Special Services Centre.	

<i>Consulted organisation and/or witness</i>	<i>Exhibit number and description</i>	<i>Pages of evidence</i>
Department of Employment and Industrial Relations, Commonwealth: Mr V. J. White, Acting First Assistant Secretary, Manpower Development and Operations Division No. 2; Mr A. B. Lovell, Principal Executive Officer, Special Services Section; Mr J. M. Urbano, Chief Psychologist, Applied Psychology Section, Manpower Development and Operations Division No. 2; Mr R. S. Smith, Assistant Secretary, Training and Development Branch.		3990-4038
Department of Social Welfare, Vic.: Mr J. Sutton, Acting Head, Training Section.		4039-4066
Mr C. G. Judge, Consultant Psychiatrist.		3748-3789
Mercer House, Associated Teachers' Training Institution: Mr H. R. McWilliam, Principal.	No. 27. 'Proposed Course in Remedial Education 1975'.	1143-1157
Monash University, Faculty of Education: Mr S. C. Sykes, Senior Lecturer in Special Education, Department of Education.		3891-3917
Specific Learning Difficulties Association of Victoria: Mr B. Hamilton, President; Dr G. Fong, Convener of the Professional Sub-Committee; Mrs H. M. McGeorge; Dr T. D. Hagger; Mr A. R. Samuel, Vice-President.		581-675
Mrs E. D. Smelt, Language Therapist and Teacher; with Mrs S. Y. Nicholls.	No. 23. 'How to Speak, Spell & Read', E. D. Smelt. No. 24. A guide to abovenamed book dated April 1975.	676-681 1010-1070

<i>Consulted organisation and/or witness</i>	<i>Exhibit number and description</i>	<i>Pages of evidence</i>
Victorian Teachers' Union: Ms R. A. Bagust, Executive Member; Ms P. Abbott, Staff member.	No. 106. Extracts from the Interim Report of the Ministerial Committee of Inquiry into Special Education in Victoria. No. 107. 'Special Education in Victoria', Dr Douglas Howard, Department of Special Education, University of Virginia.	3839-3890
<i>Brisbane, Qld</i> Australian Council for Health, Physical Education and Recreation (Qld Branch): Miss J. E. Calder, Convener of the Special Interest Group; Mrs J. V. Black, Member; Mrs B. J. Yule, Member.		1528-1582
Mr J. Bailey, Senior Lecturer in Special Education, Darling Downs Institute of Advanced Education; <i>with</i> Mr C. Crain, Principal, Gabbinbar State School, Toowoomba; <i>and</i> Mrs J. Petersen, Educational Clinician, Darling Downs Institute of Advanced Education.		1583-1674
Catholic Education Office, Qld: Mr F. T. Hughes, Officer-in-Charge, Remedial Guidance and Special Services for Queensland; Sr J. Crowley, Visiting Religious Programs Teacher.		1459-1503
Department of Education, Qld: Mr G. F. Berkeley, Director of Planning and Services.	No. 36. 'Special Education, Queensland', April 1975, Department of Education, Qld. No. 37. 'Pre-School Screening Survey', Guidance and Special Education Branch, Department of Education, Qld.	1716-1812

<i>Consulted organisation and/or witness</i>	<i>Exhibit number and description</i>	<i>Pages of evidence</i>
Fred and Eleanor Schonell Educational Research Centre, University of Queensland: Dr R. J. Andrews, Reader in Special Education.	No. 29. 'Helping the Adolescent with Learning Problems', Mancel R. Ellis Robinson, Fred and Eleanor Schonell Educational Research Centre. No. 30. 'The Slow Learning Child', <i>The Australian Journal on the Education of Backward Children</i> , Vol. 21, No. 2, July 1974. No. 31. 'The Slow Learning Child', <i>The Australian Journal on the Education of Backward Children</i> , Vol. 21, No. 3, November 1974. No. 32. 'The Child with Learning Problems', Fred and Eleanor Schonell Educational Research Centre. No. 33. 'The Identification and Treatment of Children with Learning Disabilities', Fred and Eleanor Schonell Educational Research Centre. No. 34. 'Developments in Teaching Children with Special Needs', Fred and Eleanor Schonell Educational Research Centre. No. 35. 'Educational Intervention with Young Children', Fred and Eleanor Schonell Educational Research Centre.	1675-1715
Specific Learning Difficulties Association of Queensland: Dr D. K. B. Fraser, President; Mrs P. A. Savage, Hon. Secretary.	No. 28. 'Learning Disabilities and Juvenile Delinquency', the Hon. Alfred O. Holte.	1382-1458
University of Qld, Department of Child Health: Dr H. M. Connell, Child Psychiatrist and Senior Lecturer in Child Psychiatry; Mrs M. A. Steinberg, Developmental Physiotherapist and Research Officer.		1504-1527

<i>Consulted organisation and/or witness</i>	<i>Exhibit number and description</i>	<i>Pages of evidence</i>
<i>Adelaide, S.A.</i>		
Adelaide Children's Hospital: Dr J. I. Manson, Director of Neurology; Dr H. M. Douglas, Visiting Physician; Dr W. T. McCoy, Medical Superintendent.	No. 50. 'Dyslexia—Definition, Diagnosis and Remediation', <i>Australian Family Physician</i> , Vol. 2, June 1973.	1937–1980
Department of Education, S.A.:	No. 53. Specific learning Difficulties 2068–2225 and the Education Department.	
Mr E. D. Lasscock, Supervisor, Educational Services and Resources;	No. 54. Special Education in S.A.—History of Special Education and its current relevance.	
Mrs R. L. Jordan, Principal Education Officer, Junior Primary;	No. 55. Memorandum to the Director of Primary Education—	
Mr G. D. Crisp, Acting Principal, Reading Development Centre;	Remedial Classes in the Primary Division.	
Mr D. Novick, Senior Research Officer, Language;	No. 56. Survey of Reading and Reading Procedures in Grade III	
Mr M. R. Basford, Supervisor, Special Education;	Classes in Schools of S.A. Education Department 1972–1973.	
Mr A. J. Shinkfield, Principal Education Officer, Secondary Schools.	No. 57. Education of Physically Handicapped Children. No. 58. Reading Development Centre. No. 59. S.A. Education Department Test of Developmental Readiness (trial draft only). No. 60. Focus on Remedial Reading. No. 61. Problems, Practices and Perspectives on the Teaching of Reading in S.A. No. 62. Resource Book on the Development of Reading Skills.	
Mrs E. M. Fearnside, Part-Time Teacher of Adults with Reading Problems; with Mrs M. V. Wainwright, Teacher.	No. 51. 'Adults with Reading Difficulties', E. M. Fearnside, published in the <i>S.A. Teachers' Journal</i> .	1981–2010
Mental Health Services, S.A.:		2275–2296
Dr W. Dibden, Director of Mental Health Services; Dr P. R. Eisen, Senior Psychiatrist, Child Guidance Clinic.		
Public Health Department, S.A.:		2297–2308
Dr I. Maddocks, Consultant to the Child Health Project of the School Health Branch.		

<i>Consulted organisation and/or witness</i>	<i>Exhibit number and description</i>	<i>Pages of evidence</i>
Salisbury College of Advanced Education: Mr K. F. Were, Senior Lecturer; Mr B. E. J. Burdon, Head of the Department of Education and Psychology.	No. 52. An article entitled 'A Little Less Special and a Lot More Children—The implications for teacher educators of changes to the perspective of special education', K. F. Were.	2011–2067
Specific Learning Difficulties Association of S.A.: Dr D. I. Guthrie, Chairman, Advisory Committee; Mrs S. N. Dibden, Honorary Executive Secretary; Mr K. M. Grundy, President.	No. 38. Classification and terminology. No. 39. Report of second multi-disciplinary meeting. No. 40. Some SPELD (S.A.) speaking engagements for one year period. No. 41. The Queen Victoria Research Foundation Inc. No. 42. Report of a meeting with the Minister for Health (S.A.). No. 43. Graph of Intelligence levels. No. 44. Papers presented by Dr R. S. Gillen and Mrs C. Moorhouse to the SPELD seminar 'Remediation, Recognition and Recent Advances', April 1975. No. 45. Statement by Dr John A. Earl, Psychiatrist. No. 46. Statement by N. S. Greet, Psychologist. No. 47. Statement by Allen E. Gale—Consultant Physician (allergy)—on Asthma and Specific Learning Difficulty and an article on Asthma and Specific Learning Difficulty by C. Isbister and L. Mayer published in the <i>Medical Journal of Australia</i> . No. 48. 'Introduction to Clinical Allergy', B. F. Feingold. No. 49. Outline of a psychology research project by K. Mathews.	1813–1936

<i>Consulted organisation and/or witness</i>	<i>Exhibit number and description</i>	<i>Pages of evidence</i>
Torrens College of Advanced Education, Special Education Department: Mr I. M. Watson, Senior Lecturer, Special Education; Mrs H. A. D. Johnson, Lecturer in Special Education and Childhood Programs for Young Children; Mr P. S. Westwood, Staff Member; Mr E. J. Dougherty, Lecturer in Special Education.		2226-2274
<i>Perth, W.A.</i> Association of Heads of Independent Girls' Schools of Australia: Mrs A. I. Symington, Federal President; Mr A. W. Plummer (Guidance Officer).	No. 71. Letter from Mrs Symington to the Chairman dated 21 May 1975. No. 72. Notes by Mr Plummer entitled 'Special Education—Specific Learning Disabilities and Specific Learning Difficulties'. No. 73. Appendixes A to H of the Association's submission.	2310-2366
Churchlands Teachers' Training College: Dr G. T. Amerson, Member; Mrs J. J. Rushton, Member.	No. 86. 'Guidelines for Teaching and Learning—Diagnosis and Remediation of Learning Problems', G. T. Amerson.	2752-2805
Department for Community Welfare, W.A.: Mrs G. Oxnam, Educational Psychologist; Mr M. J. Broun, Superintendent.		2806-2857
Department of Education, W.A.: Mr R. M. Tompkins, Superintendent of Special Education; Mr K. Goslin, Senior Guidance Officer; Dr I. E. Fraser, Superintendent of Planning.		2592-2685

<i>Consulted organisation and/or witness</i>	<i>Exhibit number and description</i>	<i>Pages of evidence</i>
Dyslexia Research Foundation Inc.: Mrs M. R. White, Director and Convenor of Foundation's Consultant Panel.	No. 74. 'Dyslexia—Across Three Continents'. No. 75. 'No Room at the Bottom'. No. 76. 'Some Predictive Antecedents of Specific Reading Disability: A Preliminary Two-year Follow-up', Satz, P. & Friel, J. <i>Journal of Learning Disabilities</i> , 1969. No. 77. 'The Bookless Curriculum: An Educational Alternative', N. F. Silberberg & M. C. Silberberg, <i>Journal of Learning Disabilities</i> , 1969. No. 78. 'In-service Education 1975', Education Department of W.A.	2484–2511
Dr S. S. Gubbay, Neurologist.	No. 81. 'Neurological Appraisal of Autistic Children: Results of a Western Australian Survey', S. S. Gubbay, M. Lobascher & P. Kingerlee, <i>Proceedings of the Australian Association of Neurologists</i> , Vol. 7. No. 82. 'Clumsy Children: A Study of Apraxic and Agnosic Defects in 21 Children', S. S. Gubbay, E. Ellis, J. N. Walton & S. D. M. Court, <i>Brain</i> , Vol. 88, 1975. No. 83. 'A Standardized Test Battery for the Assessment of Clumsy Children', S. S. Gubbay, <i>Proceedings of the Australian Association of Neurologists</i> , Vol. 10. No. 84. 'Clumsy Children: A Pilot Survey of Developmental Clumsiness in W.A.', S. S. Gubbay; and N. S. Stenhouse; <i>Neurology India</i> , Proceedings, Supplement III, March 1973. No. 85. 'Clumsy Children in Normal Schools', S. S. Gubbay; <i>Australian Medical Journal</i> , 1, 1975.	2686–2714

<i>Consulted organisation and/or witness</i>	<i>Exhibit number and description</i>	<i>Pages of evidence</i>
Hear and Talk Association: Mr B. V. Hamence, Chairman; Mrs J. A. McLarty, Committee Member; Mr D. L. Thornton, Consultant.	No. 79. Article by Dr Ann Vincente of British Columbia. No. 80. Cassette recording entitled 'The Learning Assistance Teacher'.	2512-2563
Mr R. J. Lefroy, Remedial Reading Teacher.		2886-2899
Public Health Department, W.A.: Dr T. S. Parry, Senior Medical Officer, Child Health Services.		2858-2885
Specific Learning Difficulties Assoc. of W.A. Inc.: Dr J. G. Jones, President; Mr J. V. Hughes, Vice President; Mr E. A. King, Honorary Secretary.		2368-2425
State School Teachers' Union of Western Australia (Inc.): Miss E. M. Rosewarne, Member; Mr V. James, Member; Mr J. Van Beek, Treasurer.		2715-2751
University of Western Australia, Department of Child Health: Prof. W. B. MacDonald, Professor of Child Health.		2426-2483
W.A. Institute of Technology, School of Teacher Education: Mrs G. J. Jones, Acting Senior Lecturer, Educational Psychologist, Teacher.		2564-2591
<i>Hobart, Tas.</i>		
Department of Education, Tas.: Miss B. T. Richardson, Supervisor of Special Education; Mrs C. Bell, Guidance Branch; Mrs M. R. Porteous, Speech Therapist; Mr J. G. Thorne, Special School Principal, and also representing the Special School Principals' Assoc.	No. 89. Appendix to the Department's submission (being a series of tests administered by the Department). No. 90. 'Ideas for Teachers', Vol. 2, No. 2—In Service Education Program, July-December 1975. No. 91. Table—analysis of handicapped children.	2980-3049
Department of Health, Tas.: Dr J. E. Farrer, School Medical Officer; Dr H. K. Wallace, School Medical Officer.	No. 92. 'Factors Associated with Reading Failure', J. E. Farrer and J. Leigh, <i>Social Science and Medicine</i> , Vol. 6, 1972.	3072-3097

<i>Consulted organisation and/or witness</i>	<i>Exhibit number and description</i>	<i>Pages of evidence</i>
Dr M. S. Jackson, Reader in Special Education, University of Tasmania.		3050-3071
Specific Learning Difficulties Assoc. of Tasmania Inc.:	No. 87. Appendixes to SPELD Tasmania's submission.	2901-2979
Mrs M. L. Parkinson, President;	No. 88. Report to Schools	
Mrs L. H. Dunstone, Parent;	Commission by M. L. Parkinson on	
Dr G. Flaherty, General Practitioner and past President;	SPELD School Project.	
Mrs Y. I. Dudgeon, Secretary, Teacher, Psychologist and Remedial Teacher of children with specific learning difficulties;		
Mrs F. S. Smith, Parent, Welfare Worker;		
Dr S. S. Sindhu, Medical Practitioner.		
Tasmanian Teachers' Federation:		3098-3117
Mr W. J. Turner, Representative;		
Mr F. H. Vaughan, President, and also representing the Tasmanian Association of Teachers of Exceptional Children.		
<i>Canberra, A.C.T.</i>		
Australian Council of State Schools Organisations:		92-118
Mrs J. S. Brown, Vice-President;		
Mrs R. J. Reidy, Executive Member.		
Australian Pre-School Association:		3715-3743
Mrs B. R. Brown, Education Director.		
Australian Psychological Society, Division of Clinical Psychologists, Victorian Section:		3522-3560
Mrs P. M. Kemp.		
Australian Teachers' Federation:		58-91
Dr G. T. Smith, General Secretary;		
Mr R. H. Cavenagh, Acting Assistant General Secretary.		

<i>Consulted organisation and/or witness</i>	<i>Exhibit number and description</i>	<i>Pages of evidence</i>
Canberra College of Advanced Education, School of Teacher Education:		3215-3266
Mr R. J. Rees, Lecturer in Education;		
Prof. B. Strom, Visiting Professor.		
Department of Education, Commonwealth:	No. 103. Schools Commission 1974-75 Programs—Progress Report on Special Education Program, December 1974.	3432-3521
Mr C. L. Beltz, First Assistant Secretary, Research and Development Division;	No. 104. Schools Commission 1974-75 Programs—Progress Report on Program Administration, December 1974.	
Mr P. J. Bowler, Assistant Secretary, General Policy Branch.		
Department of Health, Commonwealth (including National Acoustic Laboratories):		3648-3714
Dr B. L. Hennessy, First Assistant Director-General, Health Services Division, and a Part-time Member of the Hospitals and Health Services Commission;		
Dr T. C. Beard, Senior Medical Officer, Community Health Branch, Health Services Division, and the Department's Nominee on the Children's Commission;		
Mr G. I. Walker, Acting Psychologist-in-Charge of the Neuro-Audiology Research Group of Central Laboratories of the National Acoustic Laboratories.		
Interim A.C.T. Schools Authority:		3175-3214
Mr B. P. Peck, Assistant Chief Education Officer, Schools and General Policy Branch;		
Mr J. W. Ekins, Assistant Principal Guidance Officer.		

<i>Consulted organisation and/or witness</i>	<i>Exhibit number and description</i>	<i>Pages of evidence</i>
Macquarie University, School of Education: Prof. H. W. S. Philp, Head of School of Education; Prof. J. Ward, Director of Education.	No. 93. Original submission to Australian Universities Commission. No. 94. Revised submission and reply from A.U.C. No. 95. Funding details, 1974-75. No. 96. Supplementary submission by Macquarie University to Australian Universities Commission and additional correspondence. No. 97. Current Courses/Programs in Special Education with 1975 enrolments and Undergraduate Programs for 1975 together with Course Outlines. No. 98. M.A. Program details. No. 99. Outline of programs proposed for 1976-1978. No. 100. Information regarding some of the research programs.	3267-3310
Mr G. Papadopoulos, as a spokesman for Ethnic Communities.		119-145
Dr K. O'Bryan, Director, Office of Project Research, Ontario Educational Communications Authority, Canada.	No. 101. 'Another Way to Learn', Ontario Education Authority. No. 102. 'Who Learns from the Electric Company'.	3311-3359
Schools Commission: Ms J. E. Blackburn, Full-time Commissioner; Mr A. D. J. Wood, Part-time Commissioner; Mr R. P. McNamara, Assistant Secretary.		3561-3647
Specific Learning Difficulties Association of the A.C.T.: Dr A. J. Walters, Past President; Dr S. W. Leitch, Vice-President.		3119-3174
<i>Darwin, N.T.</i> Catholic Schools of the Diocese of Darwin: Father I. T. Donnelly, Headmaster, St John's College, Darwin.		4170-4193

<i>Consulted organisation and/or witness</i>	<i>Exhibit number and description</i>	<i>Pages of evidence</i>
Department of Education, Commonwealth (N.T.): Mr M. O. Smith, Principal Education Adviser, Guidance and Special Services, Special Projects Branch; Miss C. M. Nielson, Acting Principal Education Adviser, Curriculum Section, Cur- riculum and Research Section.		4102-4141
Department of Health, Com- monwealth (N.T.): Dr P. H. Wilson, Medical Officer; Sr J. C. Shaw, Sister-in-Charge, Parap Community Health Centre; Mr G. F. Yates, Advisory Teacher of the Deaf for the Northern Region of the Northern Territory (Depart- ment of Education);		4142-4168
Dr F. S. Soong, Assistant Director, Health Education Branch.		4244-4250
Good Neighbour Council: Mrs L. M. Powierza, Vice- President, Good Neighbour Council, and Supervisor, Bi-lingual Education.		4251-4277
Northern Territory Council of Government School Organisations: Mr M. B. Jacob, President.	No. 115. 'Policies Adopted ACSSO Conference 1975', Section 'H': Equality of Opportunity.	4194-4217
Northern Territory Teachers' Federation: Mr T. E. Smith, General Secretary; Mrs R. Bullock, Member.	No. 116. Letter from the Northern Territory Teachers' Federation containing recommendations to the Committee.	4218-4243
Specific Learning Difficulties Assoc. of the N.T.: Mr F. B. Stewart, Vice-President and Teacher; Mrs R. A. Lipscombe, ex-Acting Secretary and Teacher.		4069-4101

APPENDIX III
EXAMPLE OF CATEGORIES

Check list 1. 'Minimal handicaps' in children that may be associated with specific learning difficulties*

Perhaps too much research has concentrated on isolated aspects of children's abilities. This is a summary from all available sources of types of behaviour that has been found associated with specific learning difficulties. Note that

- (i) most children show most of this behaviour at some stage, and grow out of it, but
- (ii) some are slower than others;
- (iii) school achievers may still show many of these characteristics, and
- (iv) *correlates are not necessarily causes.*

The label Specific Learning Difficulty would be more precisely confined to items 45-48 and a break-down of those items.

A. '*Psychological processes*' most often considered in relation to the use of written or spoken language (Categories are arbitrary and causes may be social or emotional. They are not necessarily organic).

- | | |
|---|--|
| I. <i>Perceptual difficulties</i> | IV. <i>Attention</i> |
| 1. Size discrimination | 24. Short attention span |
| 2. Right-left, up-down confusion | 25. Poor concentration |
| 3. Touch discrimination | 26. Very distractable |
| 4. Orientation in space | 27. Motor and/or verbal perseveration (can't alter a set once begun) |
| 5. Judgment of time | 28. Indecisive |
| 6. Judgment of distance | V. <i>Motor function disorder</i> |
| 7. Figure-ground discrimination | 29. Hand movements tremulous, rigid, athetoid or choreiform |
| 8. Part-whole synthesis and analysis | 30. Delayed motor milestones |
| 9. Perceptual integration of sensory input | 31. General clumsiness, poor balance |
| 10. Distorted image of own body | 32. Tics, grimaces or similar mannerisms |
| II. <i>Communication</i> | 33. Poor fine visuo-motor co-ordination |
| 11. Slow language development | VI. <i>School behaviour</i> |
| 12. Mild speech irregularities | 34. Often misunderstands or appears not to hear instructions |
| 13. Poor auditory discrimination | 35. Can't organise work |
| 14. Dysphasic problems | 36. Slow to finish |
| 15. Poor syntax | 37. Variable: often can't do one day what could do yesterday |
| III. <i>Thinking</i> | 38. Easily confused |
| 16. Poor abstract reasoning | 39. Either over-confident or convinced of inability |
| 17. Generally 'concrete' thinking | 40. May do well on non-written tasks |
| 18. Poor concept-formation | |
| 19. Disorganised thinking | |
| 20. Poor short-term rote memory, auditory and/or visual | |
| 21. Poor long-term rote memory | |
| 22. Though perseveration (one track mind) | |
| 23. Autistic thinking | |

* This example of categories has been taken from Mrs Valerie Yule's submission.

- VII. *Test scores*
41. Scatter of abilities
 42. Variability and fluctuation
 43. Discrepancy between verbal and non-verbal intelligence
 44. Some abilities far below overall I.Q., e.g. copying patterns or designs, drawing
- B. *Other signs shown by children also considered relevant in research literature*
- IX. *'Soft' signs*
49. Mild visual or hearing deficit
 50. Slightly 'different' appearance
 51. Strabismus/nystagmus of eyes
 52. Mixed or confused laterality
 53. Over- or under-active
 54. Reflex asymmetry
 55. Physical asymmetry
- X. *Emotional*
56. Impulsive, explosive, poor emotional control
 57. Low frustration tolerance
 58. Reckless and uninhibited on occasions
 59. Quick or wide mood swings
 60. Rage or tantrums if crossed
- XI. *Personality*
61. Poor adjustment to change
 62. If under-active may be very sweet and co-operative
 63. Over-sensitive to criticism
 64. Gullible, easily led
 65. *Imagination may be concrete, wild, or doom-laden and fatalistic*
 66. Stubborn, oppositional
 67. Unpredictable, erratic
- XII. *Social behaviour*
68. Poor social competence, gauche
 69. Behaviour often inappropriate
 70. Lack of apparent awareness of consequences
 71. Anti-social behaviour
- VIII. *School failure*
45. Problems in writing
 46. Problems in reading
 47. Problems in spelling
 48. Problems in maths
72. Negative or aggressive to authority
 73. Poor relations with peers
 74. Better with one or two others than in a group
 75. Easily over-excited in normal play
 76. Appears socially bold and aggressive
 77. Alternates quick acceptance of others and shy withdrawal
 78. Can go to pieces in an unstructured situation, easily confused
 79. Excessive need to touch or hold others
 80. Shows affection excessively, unselectively, inappropriately
- XIII. *Rest Patterns*
81. Irregular
 82. Very light or very deep
 83. Restless movements
 84. Body or head-rocking before sleep
 85. Easily fatigued or 'never tired'
- XIV. *Physical history*
86. General maturational lag
 87. Looks physically immature or advanced
 88. Hard to toilet-train, wetting or soiling late
 89. Odd food habits
 90. Headbanging or teeth grinding
 91. Drooling as a toddler
 92. Late thumbsucking or nailbiting

Check list II. Social factors which increase the risk of specific learning difficulties in vulnerable children

Many children learn to read in spite of great environmental handicaps—but many do not, and, given sufficient environmental handicap, no child can learn. Abilities and personality are stunted, and emotional problems are too great and distracting.

- | | |
|---|---|
| I. <i>The home</i> | 29. Goal-less, unsettled, unconstructive |
| 1. Physical/psychological insecurity | 30. No constructive 'pacemakers' |
| 2. Constant moves, and none upwards | 31. Average I.Q. 80–90 |
| 3. Parents' jobs allow little time or energy for children | IV. <i>The school</i> |
| 4. Parents' jobs unsatisfactory | 32. Many changes of school |
| 5. Parents' own feelings of failure and persecution | 33. Schools depressing; poor morale |
| 6. Parents were school failures | 34. Hostile and rejecting to parents |
| 7. Parents inadequate readers | 35. Low expectations of pupils |
| 8. Parents hostile to school and 'intellectual' activities | 36. Discipline problems; pupils run riot or 'muck around' |
| 9. Parents' poor English | 37. Tedious curricula, boring the teachers also |
| 10. Most communication physical and by tones of voice | 38. No co-ordination of curricula up the grades |
| 11. No books in the home | 39. Remedial teachers used to offload responsibilities |
| 12. Home life confused and chaotic | 40. 'Different' children disliked by staff and/or students |
| 13. Disrupted | 41. Only a few ways for children to experience competence are available |
| 14. Violence, alcoholism, psychosis or other pathology | V. <i>The teachers</i> |
| II. <i>Child-rearing. The Children:</i> | 42. Constant turnover; none permanent |
| 15. Were not talked with as babies, toddlers, or pre-school | 43. All young, inexperienced immature except one or two old, rigid, unpromotable |
| 16. 'Baby sitting' by television from infancy | 44. No knowledge of the world the children must live in, now or on leaving school |
| 17. Rejected and emotionally damaged | 45. Don't really want to teach but don't know what else to do |
| 18. Parents' management inconsistent, uninhibited, abusive, violent | 46. More interest in 'doing own thing' than in the children |
| 19. Parents predict child will fail | 47. Not trained to be methodical or imaginative or commonsense |
| 20. Parents predict school is awful | 48. Unable to put theory into practice |
| 21. Stories never read to children in affectionate setting | 49. Dislike reading themselves (60% of primary teachers, according to a Victorian survey) |
| 22. Children may be given books but not shown how to use them and punished for maltreatment | 50. Communicate dislike of 'hard work' |
| 23. Irregular hours and inadequate supervision | 51. React poorly to stress. Yell, scream, break down |
| 24. Physical neglect | 52. All one sex |
| III. <i>Children's mates</i> | |
| 25. Anti-learning, anti-school ethos | |
| 26. Reading mocked as sissy | |
| 27. 'Bright' children persecuted | |
| 28. Anti-authority, prestige through delinquency | |

53. No sources of moral support or encouragement with problems
- VI. *The community*
54. What educational values do children learn from the media and the behaviour of the adult community?

APPENDIX IV

HOW TO HELP PREPARE YOUR CHILD TO LEARN TO READ

Reading Treatment Research Centre

It is not only important to read books to a child in the pre-school years but also to discuss the stories with him. Discussion is an important factor in the growth of vocabulary.

Reading and listening to stories will be a more meaningful activity if the child sees his parents read for pleasure and information. Of course he should have the opportunity to accompany his parents to the library and select picture storybooks to borrow.

Parents should speak clearly and carefully so that children will hear words enunciated and parents should be good listeners when the child has something to say.

Giving the child many experiences through which he may learn new words and ideas and talking about the experiences afterwards will stimulate his language development.

Playing word games with your child will develop vocabulary and attention to sounds. Learning to discriminate sounds is a first step towards recognising letter-sound relationships. There are numerous sources of sounds that are immediately available to your child. For example:

Answering the telephone helps your child to discriminate voices and listen carefully to messages;

Guessing games, perhaps with the imitation of sounds: animal noises, brushing, knocking, ticking, etc. encourage awareness of sounds;

Listening for a specific piece of information such as a weather report on the radio will help develop his ability to attend to sounds.

Go on a listening walk and notice quiet sounds, rustling, purring, the wind and loud noises such as honking horns, sirens, and voices calling.

Listening to music and perhaps identifying familiar instruments' sounds will help to develop a sense of rhythm and sound. Listening to high and low notes and singing are enjoyable and useful games.

Children also enjoy nursery rhymes and poems with refrains that encourage them to join in.

To help develop vocabulary and attention to sounds play games such as 'I spy with my little eye, something starting with m.' 'Tell me the missing word: Hickory dickory dock; the mouse ran up the' and 'How many (e.g. animals, vegetables, shops) can you think of?'

If your child notices words and letters, on labels for instance, and asks about them, identify them for him.

It is useful if a parent connects books to other activities—a holiday, an outing, something seen on television or a hobby—and shares the book with the child. Children should learn to see that books are useful in many circumstances.

Even when your child can read a little by himself it is important to continue to read interesting books to him. Storytime can remain an important time of day right through childhood.

APPENDIX V

SUMMARY OF TEACHER EDUCATION SURVEY

The questionnaire was distributed to all universities and colleges of advanced education involved in teacher education. The questionnaire was distributed to colleges of advanced education through the co-ordinating bodies in each State. Universities were written to directly. Handbooks and course statements were also requested. Sixty-seven institutions returned the completed questionnaire in time to be included in the survey.

Three major hypotheses were examined:

- (i) that, in courses of initial teacher education, the number of hours of compulsory coursework in: (a) children's learning difficulties; and (b) the teaching of reading, was insufficient in comparison with accepted international standards, to prepare teachers for classroom situations;
- (ii) that courses devoted to the teaching of reading would be concentrated at the pre-school and early primary levels based on the assumption that children in later primary and secondary school years have already mastered this skill;
- (iii) that insufficient courses were provided by colleges of advanced education and universities dealing with children's learning difficulties in order to meet school needs for specialist personnel such as remedial or resource teachers.

APPENDIX VI

SURVEY OF TEACHER EDUCATION COURSES RELATING TO LEARNING DIFFICULTIES AND TO THE TEACHING OF READING

The attached questionnaire has been prepared for the House of Representatives Select Committee on Specific Learning Difficulties in connection with its Inquiry into all forms of specific learning difficulties in children and adults. It would be appreciated if you could complete it and return it as soon as possible.

The questionnaire seeks information relating to pre-service programs for pre-school, primary (infants and middle school) and secondary school teaching. Some information is also sought concerning other courses such as specialist conversion courses. Where the terminology used in the questionnaire does not correspond to that in use at your institution it would be appreciated if you would provide such information as you can and explain (in the space provided) the significance of any different use in terminology.

Needless to say, it is only necessary to complete the parts of the questionnaire relevant to the work of your institution but where a section of the questionnaire is not applicable would you please indicate this clearly and add any explanation that you might consider necessary.

Where your institution conducts more than one course within a particular section, e.g. infants teachers, would you please photocopy and complete that section for each additional course, indicating the different course title on the additional sections.

1. Name and address of institution

.....*
Name of person completing the questionnaire

..... Date

PRE-SERVICE COURSES

2. Pre-school

If students are not prepared as pre-school teachers, please go to question 3.

(A) Within each relevant subject, how many hours of *compulsory* coursework are devoted to the study of:

(i) children's learning difficulties?

subject title no. of hours

(ii) the teaching of reading?

subject title no. of hours

(B) Within each relevant subject, how many hours of *optional* coursework are available which deal with children's learning difficulties? In relation to each subject offered please indicate the percentage of those students completing their course in 1975 who elected to take that subject at any time during their pre-service course.

subject title no. of hours % taking subject

*The spaces provided for answers have been reduced in this reproduction of the questionnaire.

- (C) Within each relevant subject, how many hours of *optional* coursework are available which deal with the teaching of reading? In relation to each subject offered please indicate the percentage of those students completing their course in 1975 who elected to take that subject at any time during their pre-service course.

subject title	no. of hours	% taking subject
.....

- (D) Please make any explanatory comments here.
-

3. Primary (Including infants and middle school)

If students are not prepared as primary teachers, please go to question 4.

PART I *Infants Grades* (children aged 4+ to 7 years)

If teachers are not prepared as specialist infants teachers, please go to PART II of this question.

- (A) Within each relevant subject, how many hours of *compulsory* coursework are devoted to the study of:

(i) children's learning difficulties

subject title	no. of hours
.....

(ii) the teaching of reading?

subject title	no. of hours
.....

- (B) Within each relevant subject, how many hours of *optional* coursework are available which deal with children's learning difficulties? In relation to each subject offered please indicate the percentage of those students completing their course in 1975 who elected to take that subject at any time during their pre-service course.

subject title	no. of hours	% taking subject
.....

- (C) Within each relevant subject, how many hours of *optional* coursework are available which deal with the teaching of reading? In relation to each subject offered please indicate the percentage of those students completing their course in 1975 who elected to take that subject at any time during their pre-service course.

subject title	no. of hours	% taking subject
.....

- (D) Please make any explanatory comments here.
-

PART II *Middle School* (children aged about 8 to 12 years)

If teachers are not prepared as specialist middle school teachers, please go to PART III of this question.

- (E) Within each relevant subject, how many hours of *compulsory* coursework are devoted to the study of:

(i) Children's learning difficulties?

subject title	no. of hours
.....

(ii) the teaching of reading?
 subject title no. of hours

(F) Within each relevant subject, how many hours of *optional* coursework are available which deal with children's learning difficulties? In relation to each subject offered please indicate the percentage of those students completing their course in 1975 who elected to take that subject at any time during their pre-service course.

subject title no. of hours % taking subject

(G) Within each relevant subject, how many hours of *optional* coursework are available which deal with the teaching of reading? In relation to each subject offered please indicate the percentage of those students completing their course in 1975 who elected to take that subject at any time during their pre-service course.

subject title no. of hours % taking subject

(H) Please make any explanatory comments here.

PART III Full Range Primary

If teachers are prepared for teaching the entire range of primary grades, please complete items (I) to (L) below.

(I) Within each relevant subject, how many hours of *compulsory* coursework are devoted to the study of:

(i) children's learning difficulties?

subject title no. of hours

(ii) the teaching of reading?

subject title no. of hours

(J) Within each relevant subject, how many hours of *optional* coursework are available which deal with children's learning difficulties? In relation to each subject offered please indicate the percentage of those students completing their course in 1975 who elected to take that subject at any time during their pre-service course.

subject title no. of hours % taking subject

(K) Within each relevant subject, how many hours of *optional* coursework are available which deal with the teaching of reading? In relation to each subject offered please indicate the percentage of those students completing their course in 1975 who elected to take that subject at any time during their pre-service course.

subject title no. of hours % taking subject

(L) Please make any explanatory comments here.

4. Secondary School

If students are not prepared as secondary school teachers, please go to question 5.

(A) Within each relevant subject, how many hours of *compulsory* coursework are devoted to the study of:

(i) children's learning difficulties?

subject title

no. of hours

.....

(ii) the teaching of reading?

subject title

no. of hours

.....

(B) Within each relevant subject, how many hours of *optional* coursework are available which deal with children's learning difficulties? In relation to each subject offered please indicate the percentage of those students completing their course in 1975 who elected to take that subject at any time during their pre-service course.

subject title

no. of hours

% taking subject

.....

(C) Within each relevant subject, how many hours of *optional* coursework are available which deal with the teaching of reading? In relation to each subject offered please indicate the percentage of those students completing their course in 1975 who elected to take that subject at any time during their pre-service course.

subject title

no. of hours

% taking subject

.....

(D) Please make any explanatory comments here.

.....

5. Specialist teachers (Pre-service only)

(A) Please indicate whether in their initial course of training any students are training for specialist work with children with learning difficulties, as, e.g., remedial teachers, resource teachers, etc.

type of work

no. of students

.....

(B) Within each relevant specialist course, how many hours of *compulsory* coursework are devoted to the study of:

(i) children's learning difficulties?

course title

subject title

no. of hours

.....

(ii) the teaching of reading?

course title

subject title

no. of hours

.....

(C) Within each relevant specialist course, how many hours of *optional* coursework are available which deal with children's learning difficulties? In relation to each subject offered please indicate the percentage of those students completing their course in 1975 who elected to take that subject at any time during their pre-service course.

course title

subject title

no. of hours

% taking subject

.....

(D) Within each relevant specialist course, how many hours of *optional* coursework are available which deal with the teaching of reading? In relation to each subject offered please indicate the percentage of those students completing their course in 1975 who elected to take that subject at any time during their pre-service course.

course title	subject title	no. of hours	% taking subject
.....

(E) Please make any explanatory comments here.

.....

6. Special courses (not pre-service) and specialist conversion courses, e.g., Graduate Diplomas in Special Education

Please indicate the number of teachers* who will receive training pertaining to children with learning difficulties, remedial reading or developmental reading, during 1975. Please give also the duration of each course and a brief title or description for each such course.

course title	no. of teachers	duration**
.....

Additional Comments

.....

*Not student teachers.

**Please indicate the total number of hours of class contact including seminars and tutorials but excluding practice teaching.

APPENDIX VII

Table 1
Number of hours of compulsory coursework at colleges of advanced education

<i>Level</i>	<i>No. of colleges*</i>	<i>Learning difficulties**</i>		<i>Reading**</i>	
		<i>Median</i>	<i>Range</i>	<i>Median</i>	<i>Range</i>
Pre-school	13	12	2-66	24	2-74
Primary infants	22	20	3-45	18	2-74
Primary middle	16	13	3-248	16	3-74
Full range primary	28	12	2-60	13	2-78
Secondary	16	8	2-30	9	2-60

Table 2
Number of hours of compulsory coursework at universities

<i>Level</i>	<i>No. of uni-versities*</i>	<i>Learning difficulties**</i>		<i>Reading**</i>	
		<i>Median</i>	<i>Range</i>	<i>Median</i>	<i>Range</i>
Pre-school	1	6	6-60	3	3-8
Primary infants	2	7	2-12	12	5-65
Primary middle	2	12	10-15	12	12-65
Full range primary	3	6	3-10	10	5-15
Secondary	4	6	3-48	8	2-48

*The colleges and universities which offered courses at more than one level have been included at each of the relevant levels.

**The colleges and universities which offer only a course/s in learning difficulties or reading have also been included, so the results for learning difficulties and reading have to be looked at separately.

Table 3
Number of hours of optional coursework and percentage taking courses at colleges of advanced education

<i>Level</i>	<i>No. of colleges*</i>	<i>Learning Difficulties**</i>				<i>Reading**</i>			
		<i>No. of hours</i>		<i>% taking</i>		<i>No. of hours</i>		<i>% taking</i>	
		<i>Median</i>	<i>Range</i>	<i>Median</i>	<i>Range</i>	<i>Median</i>	<i>Range</i>	<i>Median</i>	<i>Range</i>
Pre-school	11	45	6-74	15	10-85	33	6-74	3	3-30
Primary infants	20	33	3-100	25	2-85	25	3-115	15	6-75
Primary middle	14	15	2-100	15	3-85	8	2-74	15	5-75
Primary full range	24	40	2-180	20	3-85	15	2-60	20	2-80
Secondary	19	28	2-100	12	3-60	12	3-60	15	2-100

Table 4
Number of hours of optional coursework and percentage taking courses at universities

<i>Level</i>	<i>No. of universities*</i>	<i>Learning difficulties**</i>				<i>Reading**</i>			
		<i>No. of hours</i>		<i>% taking</i>		<i>No. of hours</i>		<i>% taking</i>	
		<i>Median</i>	<i>Range</i>	<i>Median</i>	<i>Range</i>	<i>Median</i>	<i>Range</i>	<i>Median</i>	<i>Range</i>
Primary infants	2	52	4-65	32	11-32	27	—	***	—
Primary middle	2	52	52-65	30	10-30	0	0	0	0
Primary full range	3	15	3-56	5	2-20	9	3-15	4	4-10
Secondary	8	20	3-40	20	2-50	18	6-20	32	15-55

***This is one course taken by 12% internal students and 20% external students.

APPENDIX VIII
INTERNATIONAL READING ASSOCIATION

Attachment A

PROFESSIONAL PREPARATION IN READING FOR CLASSROOM
TEACHERS

Minimum Standards
as prepared by the
Professional Standard and Ethics Committee
of the
International Reading Association
September 1965

Because most children are taught by regular classroom teachers, not by reading specialists, it is essential that there be adequate standards for the preparation of such teachers. The International Reading Association believes that classroom teachers of reading should possess the following minimal qualifications.

- I. A Bachelor's Degree, including courses in child development, educational psychology, educational measurement, and children's literature.
- II. A minimum of six semester hours, or the equivalent, in an accredited reading course or courses.
- A. One or more courses for elementary teachers covering each of the following areas:

General background

The nature of language
Psychology of the reading process
Interrelationship of activities and outcomes in the four language arts
Nature and scope of the reading program

Reading skills and abilities

Pre-reading readiness abilities
Readiness for reading at any level
Word recognition skills (including word analysis)
Vocabulary development
Reading comprehension abilities including critical reading
Interpretive oral reading

Diagnosis and remedial teaching

Techniques for evaluation of progress
Difficulties frequently experienced by children in learning to read
Diagnostic techniques that can be used by the classroom teacher
Differentiation of instruction to fit individual capabilities
Corrective methods for use in the classroom

Organisation of the reading program

Classroom organisation for reading
Varied approaches to reading instruction
Planning a reading lesson

Application of reading skills

Skills needed for reading in content fields
Qualities to be appreciated in literature
Fostering lifetime use of reading

Materials

Knowledge and use of basic and supplementary materials of instruction
Selection of suitable reading materials
Knowledge of children's literature

B. One or more courses for secondary teachers covering each of the following areas:

General background

The nature of language
Psychology of the reading process
Interrelationship of activities and outcome in teaching the four language arts
Overview of reading in the elementary school
Nature and scope of the reading program at the secondary level

Reading skills and abilities

Readiness for reading at the secondary level
Word recognition skills
Vocabulary development
Interpretative oral reading
Critical reading
Improvement of silent reading and reading rate

Materials

Materials of reading instruction

Diagnosis and remedial teaching

Evaluation of pupil progress
Differentiation of instruction to challenge individuals, including diagnosis and remediation of student problems

Organisation of the reading program

Varied approaches to reading instruction at the secondary level

Application of reading skills

Varying the approach to reading
Reading in specific content areas
Reading a variety of mass media
Qualities to be appreciated in literature
Fostering lifetime use of reading

C. It is recommended that the course or courses in both elementary and secondary reading include direct observation and participation experiences in appropriate elementary or secondary classrooms, where the student in education grapples with real problems children experience in learning to read effectively. When circumstances prevent firsthand laboratory experiences, the use of taped or filmed observations and problem situations may be substituted.

III. Student teaching experiences in reading

A. Colleges should make every effort to place student teachers with co-operating teachers who demonstrate a good knowledge of the teaching of reading. In some instances, it may be necessary to prepare co-operating teachers in the use of good reading techniques.

B. High school teachers of reading, as well as elementary teachers, should have experience in student teaching of reading in the content areas.

IV. In those states or areas where teachers are required to have additional preparation for permanent certification as a classroom teacher, it is recommended that this preparation include a graduate course in reading as part of the requirements. This course should include, among other topics, the following:

Significant research findings that influence decisions about reading instruction
Advanced information on the psychology of reading
Current issues and methods of teaching reading
Extension of skills taught at the undergraduate level

INTERNATIONAL READING ASSOCIATION
800 Barksdale Road, Newark, Delaware 19711.

APPENDIX VIII
INTERNATIONAL READING ASSOCIATION
Attachment B

**ROLES, RESPONSIBILITIES, AND QUALIFICATIONS
OF READING SPECIALISTS**

The purpose of this brochure

This statement of the roles, responsibilities and qualifications of reading specialists has been formulated by the Professional Standards and Ethics Committee and approved by the Board of Directors of the International Reading Association. It is intended that these minimum standards will serve as guides to

1. Teachers and administrators in identifying the reading specialist.
2. State and provincial departments of education in certifying specialists in reading.
3. Colleges and universities offering professional programs in reading.
4. Individuals planning to train as reading specialists.

These standards are under constant study and are periodically revised by the committee. This guide is a 1968 revision and extension of the brochure. Minimum Standards for Professional Training of Reading Specialists published in 1965.

The need for establishing standards

Reading is a complex process that develops within an individual throughout years of formal schooling and adult life. As a result of expanded knowledge, the demand for trained personnel in reading at all levels has increased tremendously. With the demand high and the supply relatively short, the danger of unqualified persons attempting those tasks which only a trained reading specialist should undertake has become a very real one. One means of preventing such occurrences is by establishing minimum standards for the professional training of reading specialists.

The reading specialist may be designated as that person (1) who works directly or indirectly with those pupils who have either failed to benefit from regular classroom instruction in reading or those pupils who could benefit from advanced training in reading skills and/or (2) who works with teachers, administrators and other professionals to improve and co-ordinate the total reading program of the school.

Definition of roles

Reading personnel can be divided into two categories: those who work directly with children either as reading teachers or reading clinicians; and those who work directly with teachers as consultants or supervisors with prime responsibility for staff and program.

A. Special Teacher of Reading

A Special Teacher of Reading has major responsibility for remedial and corrective and/or developmental reading instruction.

B. Reading Clinician

A Reading Clinician provides diagnosis, remediation, or the planning of remediation for the more complex and severe reading disability cases.

C. Reading Consultant

A Reading Consultant works directly with teachers, administrators, and other professionals within a school to develop and implement the reading program under the direction of a supervisor with special training in reading.

D. Reading Supervisor (Co-ordinator or Director)

A Reading Supervisor provides leadership in all phases of the reading program in a school system.

Responsibilities of each reading specialist

A. Special Teacher of Reading

- Should identify students needing diagnosis and/or remediation.
- Should plan a program of remediation from data gathered through diagnosis.
- Should implement such a program of remediation.
- Should evaluate student progress in remediation.
- *Should interpret student needs and progress in remediation to the classroom teacher and the parents.*
- Should plan and implement a developmental or advanced program as necessary.

B. Reading Clinician

- Should demonstrate all the skills expected of the Special Teacher of Reading and, by virtue of additional training and experience, diagnose and treat the more complex and severe reading disability cases.
- Should demonstrate proficiency in providing internship-training for prospective clinicians and/or Special Teachers of Reading.

C. Reading Consultant

- Should survey and evaluate the ongoing program and make suggestions for needed changes.
- Should translate the district philosophy of reading with the help of the principal of each school into a working program consistent with the needs of the students, the teachers, and the community.
- Should work with classroom teachers and others in improving the developmental and corrective aspects of the reading program.

D. Reading Supervisor

- Should develop a system-wide reading philosophy and curriculum, and interpret this to the school administration, staff, and public.
- Should exercise leadership with all personnel in carrying out good reading practices.
- Should evaluate reading personnel and personnel needs in all phases of a school-wide reading program.
- Should make recommendations to the administration regarding the reading budget.

Qualifications

A. General (applicable to all reading specialists)

- Demonstrate proficiency in evaluating and implementing research.
- Demonstrate a willingness to make a meaningful contribution to professional organisations related to reading.
- Demonstrate a willingness to assume leadership in improving the reading program.

B. Special Teacher of Reading

- Complete a minimum of three years of successful classroom teaching in which the teaching of reading is an important responsibility of the position.
- Complete a planned program for the Master's Degree from an accredited institution, to include

1. A minimum of 12 semester hours in graduate level reading courses with at least one course in each of the following:
 - (a) Foundations or survey of reading
A basic course whose content is related exclusively to reading instruction or the psychology of reading. Such a course ordinarily would be first in a sequence of reading courses.
 - (b) Diagnosis and correction of reading disabilities
The content of this course or courses includes the following: causes of reading disabilities; observation and interview procedures; diagnostic instruments; standard and informal tests; report writing; materials and methods of instruction.
 - (c) Clinical or laboratory practicum in reading.
A clinical or laboratory experience which might be an integral part of a course or courses in the diagnosis and correction of reading disabilities. Students diagnose and treat reading disability cases under supervision.
2. Complete, at undergraduate or graduate level, study in each of the following areas:
 - (a) Measurement and/or evaluation.
 - (b) Child and/or adolescent psychology.
 - (c) Psychology, including such aspects as personality, cognition, and learning behaviours.
 - (d) Literature for children and/or adolescents.
3. Fulfill remaining portions of the program from related areas of study.

C. Reading Clinician

- Meet the qualification as stipulated for the Special Teacher of Reading.
- Complete, in addition to the above, a sixth year of graduate work, including
 1. An advanced course or courses in the diagnosis and remediation of reading and learning problems.
 2. A course or courses in individual testing.
 3. An advanced clinical or laboratory practicum in the diagnosis and remediation of reading difficulties.
 4. Field experiences under the direction of a qualified Reading Clinician.

D. Reading Consultant

- Meet the qualifications as stipulated for the Special Teacher of Reading.
- Complete, in addition to the above, a sixth year of graduate work including
 1. An advanced course in the remediation and diagnosis of reading and learning problems.
 2. An advanced course in the developmental aspects of a reading program.
 3. A course or courses in curriculum development and supervision.
 4. A course and/or experience in public relations.
 5. Field experiences under a qualified Reading Consultant or Supervisor in a school setting.

E. Reading Supervisor

- Meet the qualifications as stipulated for the Special Teacher of Reading.
- Complete, in addition to the above, a sixth year of graduate work including
 1. Courses listed as 1, 2, 3, and 4 under Reading Consultant.
 2. A course or courses in administrative procedures.
 3. Field experiences under a qualified Reading Supervisor.

Code of Ethics

The members of the International Reading Association who are concerned with the teaching of reading form a group of professional persons, obligated to society and

devoted to the service and welfare of individuals through teaching, clinical services, research, and publication. The members of this group are committed to values which are the foundation of a democratic society—freedom to teach, write, and study in an atmosphere conducive to the best interests of the profession. The welfare of the public, the profession, and the individuals concerned should be of primary consideration in recommending candidates for degrees, positions, advancements, the recognition of professional activity, and for certification in those areas where certification exists.

Ethical standards in professional relationships:

1. It is the obligation of all members of the International Reading Association to observe the Code of Ethics of the organisation and to act accordingly so as to advance the status and prestige of the Association and of the profession as a whole. Members should assist in establishing the highest professional standards for reading programs and services, and should enlist support for these through dissemination of pertinent information to the public.
2. It is the obligation of all members to maintain relationships with other professional persons, striving for harmony, avoiding personal controversy, encouraging co-operative effort, and making known the obligations and services rendered by the reading specialist.
3. It is the obligation of members to report results of research and other developments in reading.
4. Members should not claim nor advertise affiliation with the International Reading Association as evidence of their competence in reading.

Ethical standards in reading services:

1. Reading specialists must possess suitable qualifications (See Roles, responsibilities and qualifications of reading specialists) for engaging in consulting, clinical, or remedial work. Unqualified persons should not engage in such activities except under the direct supervision of one who is properly qualified. Professional intent and the welfare of the person seeking the services of the reading specialist should govern all consulting or clinical activities such as counselling, administering diagnostic tests, or providing remediation. It is the duty of the reading specialists to keep relationships with clients and interested persons on a professional level.
2. Information derived from consulting and/or clinical services should be regarded as confidential. Expressed consent of persons involved should be secured before releasing information to outside agencies.
3. Reading specialists should recognise the boundaries of their competence and should not offer services which fail to meet professional standards established by other disciplines. They should be free, however, to give assistance in other areas in which they are qualified.
4. Referral should be made to specialists in allied fields as needed. When such referral is made, pertinent information should be made available to consulting specialists.
5. Reading clinics and/or reading specialists offering professional services should refrain from guaranteeing easy solutions or favourable outcomes as a result of their work, and their advertising should be consistent with that of allied professions. They should not accept for remediation any persons who are unlikely to benefit from their instruction, and they should work to accomplish the greatest possible improvement in the shortest time. Fees, if charged, should be agreed on in advance and should be charged in accordance with an established set of rates commensurate with that of other professions.

Breaches of the Code of Ethics should be reported to IRA Headquarters for referral to the Committee on Professional Standards and Ethics for an impartial investigation.

INTERNATIONAL READING ASSOCIATION,
800 Barksdale Road, Newark, Delaware, 19711.

APPENDIX IX
LIST OF RESEARCH PROJECTS FUNDED BY THE
E.R.D.C. SINCE 1970

<i>Year of Grant</i>	<i>Project Title</i>	<i>Chief Investigator</i>	<i>Funds Provided</i>
			\$
1971-76	The part played by visuo-motor skills and movement in the development of readiness for formal education.	Dr C. Reye and Miss B. Le Gay-Brereton, Spastic Centre of New South Wales	23 664
1973-74	Identification and measurement of components of reading comprehension. The study will provide other researchers with a basis for improved diagnosis and treatment of comprehension difficulties among school children.	Prof. D. Spearritt, University of Sydney.	11 210
1974-76	The WIMS project. (The project is concerned with the identification of specific learning disabilities and the development of remedial treatment through a structured learning environment consistent with the interests, needs and ability of the non-academic adolescent.)	Mr J. P. Le Maistre, Windsor High School.	31 645
1974-75	To develop a screening text that will differentiate children with motor development problems that could be alleviated by a special physical education program.	Miss J. E. Calder, University of Queensland.	6 384
1971-74	Longitudinal reading study 1970-74. (Examines reading success and failure at the primary school to develop more effective and economic procedures in diagnosing specific reading difficulties and to develop suitable treatment programs.)	Mr R. C. G. Lea, Education Department, Victoria.	5 000
1971-73	Predictive studies of learning disabilities. (To develop objective tests for detecting incipient learning difficulties in otherwise capable children, before they develop into serious handicaps.)	Prof. M. D. Neale, Monash University.	12 821

1971-75	The extent and cause of reading disability in the primary school. (A pilot study to identify groups of advanced, normal and retarded readers. A major follow-up study to establish suitable teaching-learning techniques will then be undertaken.)	Mr S. W. Woods, Education Department, Western Australia.	3 450
1976	Methods for language development in deaf students. (This aims to develop materials to teach language structures to deaf children, and also to provide training for teachers in the theory and methods of teaching language structures to deaf students, using models derived from Teaching English as a Second Language or Dialect.)	Dr D. J. Power, Burwood State College, Vic.	20 000
1976	The education of mildly mentally-retarded children in Australia: philosophies, practices and outcomes. (There are many questions that need to be answered if future policies and planning in this area are to be soundly based on knowledge of the outcomes of present practice. It is planned to conduct a descriptive study of current philosophies and practices, and an evaluation of their results.)	Professor B. H. Watts, University of Queensland.	23 277
1976-80	Hyperkinetic Impulse Disorder: A Defect of Motivation. (Learning disorder is second only to mental retardation as a cause of school failure. Hyperkinesis is the most frequent of the learning disorders. The condition is characterised by impersistence and impulsivity. It not only results in underachievement of the affected child but also in disruption of the class and behaviour problems at school and at home.)	Prof. P. Glow, University of Adelaide.	27 630

1976

The evaluation of a sensory integration program for reading remediation. (The Committee is providing funds for Phase II (the remedial phase) of the project on Early Detection of Failing Readers, which the Dyslexia Research Foundation is carrying out in conjunction with Professor Satz of the University of Florida. A sensory integration program is seen as a highly desirable approach to be investigated.)

Mrs M. White, The
Dyslexia Research
Foundation Inc., W.A.

12 000

APPENDIX X

LIST OF RESEARCH PROJECTS FUNDED BY THE A.R.G.C.
FOR THE PERIOD 1970-74

The Australian Research Grants Committee, which reports to the Minister for Science, also makes grants for educational research. The following is a list of projects, extracted from the Committee's annual reports for 1970 to 1974, which appear relevant to the area of specific learning difficulties and reading problems.

<i>Investigator</i>	<i>Project title</i>	<i>Grants</i>				
		<i>\$</i>				
		1970	1971	1972	1973	1974
Dr M. D. Neale (Uni. of Sydney)	Patterns of dyslexia.	6 080	—	—	—	—
Prof. D. Spearritt (Uni. of Sydney)	Development of skills in English in the primary school.	5 257	5 167	6 648	7 086	6 986
Dr M. L. Clark (La Trobe Uni.)	The structure of reading abilities: application of facet design and multivariate analysis in the definition of levels of complexity in different forms of verbal comprehensive tests.	—	5 460	5 800	—	—
Prof. J. Ross & Dr V. Di Lollo (Uni. of W.A.)	The perception of finely structured visual sequences.	—	—	20 281	12 210	7 487
Mr R. G. Cochrane & Dr R. J. Andrews (Qld Uni.)	A study of the interaction between the psycholinguistic characteristics and component reading skills of Grade 3 children.	—	—	3 218	5 311	—
Prof. G. T. Evans & Miss M. Poole (La Trobe Uni.)	Training in information processing strategies for children with language deficits.	—	—	—	7 280	7 000
Dr S. R. Butler (Uni. of Sydney)	Early prediction and identification of retardation in language and learning.	—	—	—	—	5 841
Dr G. V. Stanley (Melbourne Uni.)	Visual information processing in dyslexics.	—	—	—	—	5 879

Dr K. I. Forster (Monash Uni.)	Visual processing of sentences.	—	—	—	—	3 675
Prof. J. Ander- son (Flinders Uni.)	Test of Psycholinguistic abilities using samples of Australian children.	—	—	—	—	5 460

APPENDIX XI
READING TREATMENT RESEARCH CENTRE

Factors measured in reading project

1. Intelligence (I.Q.)—measures non-verbal ability.
2. Language ability (measures knowledge of grammar).
3. Socio-economic status (SES) based on breadwinner's occupation.
4. Migrant status.
5. Emotional stability (based on parent's and teacher's comments, and child's self-concepts measured in questionnaires).
6. Medical status (including medical history, visual and auditory acuity, motor ability, and other areas detected in medical examination).
7. School attendance.

The above are the seven exclusion factors.

In addition the following factors were recorded.

8. Sex.
9. Sub-tests from individually administered I.Q. test, i.e. three performance sub-tests from WISC:
 - (a) Picture completion—requires attention to details in pictures.
 - (b) Block design—requires reproducing patterns with coloured blocks.
(Ability in this test correlates highly with 'general' ability.)
 - (c) Object assembly—jigsaw type task involving assembly of figures from separate parts.
10. Auditory short term memory for:
 1. Rhythms (tapped rhythms have to be recalled)
 2. Digits (numbers have to be recalled)
 3. Sentences.
11. Sound blending.
 - (a) Phonemes—identifying whole word from hearing smallest units articulated separately e.g. 'm-an' 'd-i-m-m-e-r', 't-e-l-e-ph-o-ne'.
 - (b) Syllable blending—identifying whole word from larger, more meaningful units i.e. syllables, e.g. 'sun-shine', 'fin-ish', 'bu-tter'.
12. Auditory closure—identifying words and sentences when parts are missing.
13. Oral reading ability
 - (a) Overall ability
 - (b) Strategies used in reading.
14. Academic performance
 - (a) General achievement.
 - (b) Maths ability.
15. Sequence discrimination—visual pattern perception—ability to memorise sequences of dot patterns and to categorise patterns to assist in memorising.
16. Matching letters and numbers—memorising certain letters in certain orientation (upright or inverted e.g. J versus I, N vs. N etc.). Measures child's tendency to prefer 'correct' orientation (N) rather than inverted/'incorrect' orientation (N).
17. Auditory—visual integration—ability to match visual patterns of dots with their auditory (tapped) equivalents.
18. Home influences:
 - (a) Number of books.
 - (b) Time spent talking with the child.
 - (c) Time spent reading to the child.

