

A·C·E·R

NEWSLETTER

Edited by John King

Themes for the 1990-93 Triennium Research Program

Since July 1987 ACER's research and development program has been organised on a triennial basis and has been thematic. ACER is now entering the second triennium which will run from July 1990 to June 1993 with a program based on five themes. The themes for the new triennium display a blend of continuity and change, and arise from reflection on advice given during wide-ranging consultation. Two of the themes continue from the previous triennium, with a slightly modified focus reflecting insights gained from previous work: 'Beyond the Compulsory School Years' and 'Teachers and Teaching'. A third theme is entitled 'Cognition, Technology, and the Classroom'. Although it brings together some of the work of two previous theme areas (cognitive processes and education, and education and technology), it will differ substantially from the emphases in both of those previous themes. In addition to these three themes, two completely new themes appear in the program for this triennium: 'Assessment and Reporting', and 'Educational Management and Change'.

Beyond the Compulsory School Years

This theme commenced in July 1987. Projects to date have been concerned with three major areas: the processes of senior secondary schooling and how it can be made more relevant to an increasingly diverse population of students; the linkages between schools and post-secondary education; and the transition between education and the labour force. Most of the work in the theme has been commissioned by external funding agencies and it is anticipated that the focus on policy-relevant research will be maintained. A slight reorientation of the theme is proposed for the 1990-93 triennium. It is suggested that the theme should be conceptualised as comprising two broad areas: the structure and processes of post-compulsory education; and education and work. This conceptualisation combines two former areas of research (the processes of senior secondary schooling, and the linkages between schools and post-secondary education) into one, and extends the coverage of the other former area – transitions be-

tween education and the labour force – to allow consideration of broader issues concerned with education and employment.

Theme coordinator for 'Beyond the Compulsory School Years' is Phillip McKenzie.

Teachers and Teaching

When ACER introduced the theme of 'Teachers in Australian Society' in the previous triennium, it was responding to a growing interest in the educational community in teachers' work, teacher education and the context of teaching. The research undertaken during the triennium included: a major review of teacher education in mathematics and science in Australia; an investigation of the structure of the teaching force and teachers' careers; a collection of reports on teacher appraisal; a study involving the identification and development of teachers' craft knowledge; and a survey and case studies of teachers' responses to the challenges of increased student retention to Year 12. Maintaining a research focus on teachers is important to ACER, given the current national developments and debates about the restructuring of the teaching force and the concern, at both national and international levels, with quality of teaching in classrooms. The major part of the work, in line with the traditional focus of research at ACER, will be undertaken with teachers and teaching in primary and secondary schools. The inclusion of the word 'teaching' in the theme title recognises that classroom processes involve interactions between teachers and students. Often a clearer understanding of these processes can be gained when the student perspective, as well as the teacher perspective, is taken into account in research studies.

The context of teaching, teacher education and teachers' work were the three chosen areas of research for the theme in the last triennium, and it is proposed that these areas should continue to be the focus in the theme for the 1990-93 triennium. However, the change in the title of the theme – from 'Teachers in Australian Society' to 'Teachers and Teaching' – does denote some change in emphasis. There will be less emphasis on research into the broader societal context of teaching and

more emphasis on the teacher's role in the classroom and the school.

Theme coordinator for 'Teachers and Teaching' is Margaret Batten.

Cognition, Technology and the Classroom

This theme builds on two previous theme areas: 'Cognitive Processes and Education', and 'Education and Technology'. In 'Cognitive Processes and Education' considerable use was made of psychological constructs from cognitive psychology and traditional psychometrics as explanations for observed differences in cognitive processing. In 'Education and Technology' the emphasis was very much on the technology and its use. In the new theme the focus has been broadened. This is reflected in the theme title 'Cognition, Technology and

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New Face at ACER

Peter McCrossin joined ACER in January 1990 as Consultant, Personnel and Human Resources Management. He is an industrial psychologist with eighteen years' experience in manufacturing industry, local government and personnel consulting. He has extensive experience in personnel recruitment, vocational counselling and psychological assessment, mainly in personnel contexts. At ACER his responsibilities include personnel selection test materials, personality tests for use in industry, including the Myers-Briggs Type Indicator, and adult career guidance materials. Peter can be contacted at ACER, (03) 819 1400.



Themes for 1990-93 from page 1

the Classroom'. The theme is still about cognitive processes involved in thinking, problem solving and learning, but the focus will be on students, teachers, programs and the educational environment. This theme is about thinking, problem solving and learning in various educational environments (with and without computers) from the point of view of students and teachers.

The aim of reports, workshops and other outcomes of research and development studies conducted within this theme during the triennium 1990-93 is to illustrate ways in which 'good' thinking, problem solving and learning occur, and how they have been (hence can be) facilitated by teachers, curriculum programs, technological tools and/or special environments. The users of our research products should then be able to work out how the insights gained in our studies may be applied in their own situations.

Helga Rowe is theme coordinator for 'Cognition, Technology, and the Classroom'.

Educational Management and Change

In recent times there have been significant changes in the organisation and management of school systems and schools. Such changes are usually introduced on the premise that they will result in an improvement in the quality of education experienced in schools. However, such organisational changes are often proposed without reference to a coherent body of literature and research which relates organisation and management to either instructional practice or students' learning. This theme in the ACER research program will focus on those features of school system and school organisation which might be expected to impact most on the quality of education experienced by students. It will build on previous work at ACER associated with devolution of curriculum authority, staff and resource allocation, the curriculum implications of school size, and quality of school life. Two main topics for this work are initially suggested: school organisation and the quality of schooling (especially in relation to the early secondary school years), and instructional leadership.

The theme coordinator for 'Educational Management and Change' is John Ainley.

Assessment and Reporting

The theme 'Assessment and Reporting' is aimed at advancing basic measurement theory and investigating improved methods of assessing and reporting student learning. Of particular interest will be the exploration of approaches to assessment and reporting that are seen, by theorists and practitioners, as a useful part of teaching and learning - assessment that becomes an integrated component of teaching and learning. Research within the theme will focus on three broad areas of research: links between assessment and

learning, improvements in assessment practice, and measurement foundations.

Research on links between assessment and learning will be aimed at improving understanding of how assessment and reporting can be used to promote student learning. It will inform developments in assessment and reporting practices in Australia which are based on a belief that these practices will influence the quality of learning in schools and involve changes to assessment procedures in the senior secondary school; the introduction of basic skills tests and other standards monitoring programs; the development of literacy and numeracy profiles; and the introduction of records of achievement and descriptive reporting to parents. Other research within

this theme will be concerned with improving measurement practice; it will draw on recent research to develop and study new approaches and methods of assessment. A third area of research will be aimed at advancing basic measurement (psychometric) theory. This research will have implications for ACER's testing programs and test development activities, some of which already use the statistical models of Item Response Theory as a basis for analysis and reporting. The approach to be adopted under this theme is to pursue basic measurement research primarily as it relates to and is required for ACER's assessment activities.

Ray Adams is coordinator for the 'Assessment and Reporting' theme.

AEI on AUSTROM

In an exciting new development, the Australian Education Index database, has just been released on the AUSTROM CD-ROM. CD-ROM complements the availability of this prime information source in print and online.

Seedy ROM?

Compact Disk Read Only Memory (CD-ROM) disks are physically identical to the CDs used for music except that they are used for other data, the equivalent of about 250 000 pages. They provide fast, accurate and user-friendly access to information sources. For large user populations, in academic and public libraries, for example, CD-ROM is an extremely effective medium for implementing modern information storage and retrieval technology.

300 000 References!

AUSTROM is a cooperative venture managed by INFORMIT the consulting division of RMIT libraries. Along with the Australian Education Index, AUSTROM will include ten other Australian social science databases. About 300 000 bibliographic references cover subjects from education, librarianship, architecture, sport, criminology, sociology, leisure and recreation.

To use AUSTROM you will need an IBM PC, or compatible, with at least 640 K of RAM, hard disk drive, a CD-ROM drive, at DOS version 3.1 or later, and Microsoft DOS-Extensions. A printer and colour monitor are optional.

You retrieve information from databases on AUSTROM using menus, free text or numeric range searches. You can quickly display, print or save to disk relevant records for use in later reports, and you can display retrieved records in a range of formats. Online help is provided by the software.

Education Information at Your Fingertips

AEI is the key to Australian education information indexing reports on all aspects and levels of education in Australia. Searching AEI on AUSTROM will enable you to identify a list of detailed references, often

including abstracts, which match your information needs. Copies of the relevant items from the search can then be obtained from your library.

Over 350 Australian journals are indexed in AEI, 96 of them comprehensively. A further 550 international journals are scanned for relevant articles. References by Australian authors published overseas are also included. Hard-to-find material like policy documents and reports from State and Federal Departments of Education, Hansard reports and higher degree theses are all listed. Entries are also included for conferences and individual conference papers.

A very broad view of education is taken in selecting material for AEI. Relevant material from such related fields as psychology, sociology, administration and the social and behavioural sciences can be found in the index. On AUSTROM, AEI will also be complemented by the other databases, providing for the first time fingertip access to Australian social science information in one place.

Costs, Information and Ordering

Single copies of the disk cost \$995.00 (\$195.00 to schools). A subscription for three issues per year costs \$1495.00. Discounts for multiple copies are available. A reserved remainder scheme is also available. A separate order form is enclosed.

ACER Library and Information Services will offer training for AEI users, including use of the CD-ROM, later this year. If you want more information please contact ACER's Library and Information Services staff.

**1990
Catalogues**

NOW AVAILABLE

See order form Page 8.

Parent Education

Parent Education Clearinghouse

The Australian Council for Educational Research has been selected by the Minister for Community Services Victoria as the appropriate agency to implement a Clearinghouse on parent education and parent skills programs. The Clearinghouse is just one component of CSV's Parent Help Program which aims to support and assist parenting in the 1990s.

The aim of the Clearinghouse Project is to gather information on courses and materials used in parent education throughout Victoria. This information will then be organised to form an accessible listing. The listing will be made available to rural and metropolitan Victoria through the Clearinghouse tri-annual newsletter and computer systems in libraries and other relevant institutions. It is envisaged that this listing will be most frequently used by those professionals who are working with parents, families and children.

ACER was seen as the most suitable agency to implement the Clearinghouse Project because of its past record in distributing and publishing resource materials in parent education.

The Clearinghouse is staffed by one half-time Project Officer, Carole Finnigan. Those wishing to *contribute information* on parent education programs and resources can contact Carole on Monday, Thursday or Friday mornings on (03) 819 1400 or send the information to Carole Finnigan, ACER Parent Help Program Clearinghouse, PO Box 210, Hawthorn, Victoria 3122.

Assessment of Family Functioning Catalogue

Family Action now has available a *Catalogue of Selected Measures used for Research and Clinical Purposes* to assess family functioning. This catalogue was

Australian Journal of Education

Change of Editor

From Vol. 34, No. 2 August 1990, the Editor of the journal will be Professor Richard Smith from James Cook University of North Queensland.

Professor Poole's statement on the completion of her editorship appeared in Vol. 33, No. 3 November 1989.

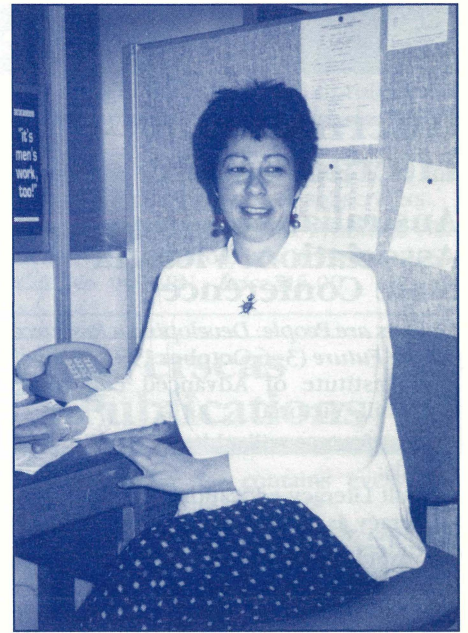
The editorship of an academic journal is onerous in both its scholarly demands and its workload. Professor Poole has been unstinting in her service in both respects. She has maintained and reinforced the international character of the journal while also ensuring that it continued to address contemporary issues in Australian education.

prepared by Dr E. Ogren of the Research Department as a resource for several Family Action projects undertaken during the course of 1989 and will be useful to those interested in measuring aspects of family functioning in both research and practice contexts.

The catalogue is available at a cost of \$20.00 from Family Action Research Department, PO Box 259, Oakleigh, Victoria 3166, or by contacting the Director's Secretary, Judy Hoare on (03) 568 1055.

Leadership Courses for Parent Education Programs

A course in Group Leadership Skills will be held in Melbourne over three consecutive days, 3-5 October 1990. For enrolments and further information about STEP and STEP/Teen courses, contact Joanna Goldsworthy ACER, (03) 819 1400 or toll free outside Melbourne 008 338 402 any weekday except Wednesday.



Carole Finnigan

Centre of Philosophy for Children

It is clear from studies in Australia and abroad that early intervention in teaching and learning can have a significant impact on the ability of children to think critically and formulate well-reasoned judgements, on their willingness to show respect for the views of others, and on their own self confidence and self esteem.

Philosophy for Children is a novel approach to the teaching of thinking which prepares children to become more effective thinkers, both within and beyond the classroom. The connection between the age-old discipline of philosophy and the minds of children is simple enough: both are sparked by wondering, questioning and puzzling over aspects of thought and experience that are usually taken for granted.

Community of Inquiry

In a growing number of schools around the country, children as young as five and six are learning how to articulate, examine and question ideas which are important – indeed precious – to them. They are discovering that the processes of shared dialogue, inquiry and reflective thinking are powerful tools to which they, too, can have ready access. In the course of this discovery they build classroom *communities of inquiry* in which interpersonal communication, respect for ideas and heightened self esteem are key features.

Recent research has shown that children who participate in a community of inquiry improve in a broad range of areas, including:

- reading and comprehension;
- thinking and reasoning (including thinking which is flexible and creative as well as critical);
- questioning and examining (rather than simply taking things for granted);

- articulating views and 'actively' listening to the views of others; and
- interpersonal skills, self confidence and self esteem.

However, these improvements are not automatic. They depend upon a supportive school environment and upon teachers who are both willing and able to help students examine and improve their thinking and reasoning skills. In this respect, it is generally agreed that traditional methods of teacher education are less than adequate, and that teachers, like students, need the time, opportunity and encouragement to attend to the quality of their own thinking.

To meet this need, at ACER, and in conjunction with tertiary institutions around Australia, the Centre of Philosophy for Children offers pre- and inservice activities which focus on:

- the meaning of 'community of inquiry';
- promoting greater awareness of the skills associated with critical and creative thinking; and
- developing strategies for guiding philosophical inquiry and discussion.

In addition, preservice courses are offered by tertiary institutions in most centres.

Forthcoming Philosophy for Children Workshops

Writing: How and Why ('Suki', for use in Years 8-11) 16-17 August and 13 September at Heidelberg School Support Centre (contact Bruce MacRae (03) 450 0577).

Wondering at the World ('Kio and Gus', Years 2-4) 24 August (2.00-9.30, including dinner); 25 August (9.00-1.00); 31 August (2.00-4.00); 7 September (2.00-4.00). Follow-up session 17 October (4.15-6.15). All sessions at ACER [\$80 for Associate Members of the Centre, \$95 for non-members].

Conferences

International Literacy Year

Australian Reading Association: Victoria State Conference

Readers are People: Developing a Resource for the Future (3–6 October 1990, Gippsland Institute of Advanced Education, Churchill, Victoria)

The conference will address the following strands:

- Adult Literacy education
- Literacy as a community resource
- Readers as talkers – the spoken word as a resource
- Interactive and cooperative learning
- Second language readers
- New alternatives in literacy assessment
- Literacy and technology
- Readers in the classroom – texts and responses

Queensland Sunrise Centre

School's in at Coombabah



(Photo © Sim Newspapers Pty Ltd)

The project began in 1990 with 60 eleven-year-old children and will operate over the next three years. These children will complete Years 6 and 7 at Coombabah State Primary School and then move on to Coombabah State High School to complete Year 8. This transition has been designed to keep the group together and thus preserve the class culture and style of operation.

The QSC at Coombabah is a joint venture being undertaken by ACER and the Queensland Department of Education. For further information, please contact Mr Laurie Vogler, Learning Technology Services, Department of Education, Queensland, PO Box 33, North Quay, Qld 4002; Telephone (07) 237 0304, Fax (07) 229 9543; or Liddy Nevile, The Sunrise Project Director, ACER.

- Readers as writers, writers as readers, Years 5-9
- New directions in research in language education.

Further information and registration forms from Pam Gallop, Registration Secretary, School of Education, Gippsland Institute of Advanced Education, Switchback Road, Churchill, Victoria 3842. Telephone: (051) 22 0375; Fax (051) 22 2876.

3rd South Pacific Conference on Reading

Making Connections (13–16 January 1991, Rotorua, New Zealand).

For further information write to The Convenor, South Pacific Conference on Reading, PO Box 42-087, Auckland 5, New Zealand.

Australian Psychological Society

1966 to 1990 Silver Jubilee Conference

The University of Melbourne, 23–28 September, 1990 (with a day at Monash University)

- Celebrating the Silver Jubilee of the Australian Psychological Society.
- Celebrating the first 25 years of Monash University's Psychology Department.
- Presenting a stimulating Scientific Program on the theme 'Theory and Practice'.

Scientific Program: The program will bring together psychologists in theoretical and applied research and in practice on

NOOSR Consultancy on the Assessment of Competencies

The National Office of Overseas Skills Recognition (NOOSR) has engaged ACER to write a report on the assessment of competencies in professions and paraprofessions.

A broad objective of NOOSR is to contribute to the efficient and equitable functioning of the labour market and to make more effective use of migrants' professional and paraprofessional skills. Fundamental to the achievement of these objectives is the development of a set of national skill requirements and standards to facilitate:

- a fairer and more objective recognition of overseas skills by allowing for objective assessment of competencies rather than just an assessment of qualification acquired;
- greater efficiency in the tertiary education sector by allowing for more systematic and flexible accreditation and articulation of courses;

issues of common interest. Suggested symposia topics include:

- ageing
- intellectual disability
- drug use and abuse
- children and the law
- support to victims of trauma
- computer-assisted learning.

Paper sessions, poster sessions, and workshops related to symposia topics are being organised.

Monash Celebration: The Conference will move to Monash University for the afternoon of Thursday 27 September to celebrate the Department of Psychology's Silver Jubilee. There will be sessions on driver behaviour, human decision making, experimental psychology, lateralisation, clinical and forensic psychology, psycholinguistics and cognition. These will be followed by an address by Professor Ross Day.

For further information, contact the 1990 Conference Organisation Secretary, C/- APS Office, National Science Centre, 191 Royal Parade, Parkville, Victoria 3052 or telephone Pam Gilbert on (03) 616 7579.

International Conference

Counselling in the 21st Century (28–30 December, 1990 Sydney, Australia)

Sponsors: San Francisco State University; Chinese University of Hong Kong; Naruto University of Teacher Education, Japan and University of Western Sydney. The conference participants will be counsellors and educators from Pacific rim countries and the United States. Further information is available from Jennifer Fielding, Treasurer, Australian Guidance Counsellors Association, PO Box 214, Pymble, NSW 2073. Telephone: (02) 871 1478 or 871 7839.

- the ability of training institutions to meet the labour needs of employers in a changing Australian economy.

The ACER report will consider how people might be assessed against competency standards, and there will be a parallel report to NOOSR on the identification of competencies in professions and paraprofessions. Both reports will draw on the Government policy as outlined in the Ministerial statement *Migrant Skills: Improving Recognition Processes*.

The ACER paper will consider the most suitable methods for assessing individuals against national competency standards. It will discuss a variety of assessment methods appropriate to competency-based assessment across a range of professions and paraprofessions and will address both cognitive and psychomotor skills. Such assessment tools as job simulations, written tests, interviews, workplace assessments, work/clinical tests and supervised practice will be discussed. Issues of reliability, validity, equity and feasibility will be addressed.

For further information contact Dr Geoff Masters or Doug McCurry at ACER.

Subscriptions

set: research information for teachers

NUMBER 1 1990

Set is published jointly by ACER and NZCER twice a year and is available by subscription (see rates below). The contents offer a wide range of research information accessible to everyone interested in education. Contents in the edition no. 1, 1990 cover:

- Single-sex maths classes
- Meta-learning – encouraging students to ask questions
- The playground jungle: bullies, victims and intervention strategies
- Inside the physical education lesson
- School based assessment
- Behaviour disordered children
- Class size.

Cat. No. 990PS Price \$35.00 (Australian subscribers); \$41.00 (overseas subscribers)

Australian Journal of Education

VOLUME 34, NUMBER 1, APRIL 1990

Contents

Private Schooling and Public Achievement by Trevor Williams & Peter G. Carpenter

The Sociocultural Schism in Australian Schooling by Gerald L. Johnston
Determinants of Teacher Stress by Pauline R. O'Connor & Valerie A. Clarke

Sex Differences in Computing Participation: Concerns, Extent, Reasons and Strategies by Valerie A. Clarke

Teachers' and Students' Perceptions of the Major Advantages and Disadvantages of Coeducational Secondary Schooling by Monica A. Payne & Earle N. Newton

Indicators of Academic Excellence: Is there a Link between Merit and Reward? by F. C. L. Allen

School-Related Fears of Children and Adolescents by Neville J. King, Thomas H. Ollendick & Eleonora Gullone

The Australian Journal of Education (3 issues per annum) is available by subscription: Cat. No. 990PJ Price \$36.00 (Australian subscribers); \$53.00 (Australian subscribers, institutes); \$41.00 (overseas subscribers, surface mail); \$64.00 (overseas subscribers, institutions, surface mail).

Psychological Test Bulletin

The first issue of the *Psychological Test Bulletin* for 1990 includes reviews of the Wechsler Memory Scale-Revised and articles on the factor structure of the 16PF and CAQ and the use of the Work Aspect Preference Scale in apprentice selection. Also included is a research report by Dr Molly de Lemos on the Australian adaptation of the Stanford-Binet 4th Edition and local data for the Advanced Progressive Matrices. Price 2 issues per year (May and

November): Cat. No. 990PB Price Australian subscribers: \$29.00; overseas subscribers (air mail) \$41.00.

Behaviour Problems Network Newsletter

An Australia wide network newsletter published quarterly and designed to:

- disseminate information to people interested/working in the area of behaviour problems;

- stimulate networking and communication in the field;
- review resources and support material worthy of consideration for professional development and program inclusion; and
- publicise forthcoming conferences and workshops of interest to subscribers.

Subscription to *Behaviour Problems Network Newsletter* from July 1990–June 1991. Cat. No. 990BPN Price \$15.00.

New Zealand Council for Educational Research

Assessing the Difficulty of Reading Materials: The noun frequency method (Revised Edition) by Warwick B. Elley and A. Cedric Croft – The revised list comprises 2 050 nouns, graded into eight levels on the basis of how frequently they occur in the free writing of New Zealand primary school children. New words introduced in this revision reflect corresponding changes in linguistic usage, greater recognition of Maori language, the advent of computer technology and other obvious influences (approx. price \$6.50).

National Foundation for Educational Research – Nelson

International Developments in Large Scale Assessments edited by Karlheinz Ingenkamp and Walter Schreiber – A collection of international papers given at a conference on large scale assessments in Germany in 1988. Summaries of the discussions follow each set of papers. The aspects of testing covered are: social and political; educational and didactic; methodological. The editors and contributors are all eminent in the field of educational research.

Register of Educational Research in the United Kingdom Volume 7: (1987-89)

A complete reference to all the major research projects being undertaken in Britain. Each entry provides names and addresses of the researchers, a detailed abstract, the source of the grant and the length of the project. Comprehensive author and subject indexes enable the reader to use the *Register* to its best advantage and to obtain accurate information with both speed and ease.

Reading Ability Series and the Test of Initial Literacy by Anne Kispal, Tom Gorman and Chris Whetton – Provides a thorough, detailed assessment of the range of reading skills that 7-12 year olds need in and out of school, and identifies areas of strength and need. The RAS is the only UK material to assess comprehension of two kinds of text (narrative and factual) at every level using well-written popular children's fiction and factual texts. The Test of Initial Literacy is a unique diagnostic test for use with 7-12 year olds who are experiencing particular difficulties in reading and writing – ideal for use in conjunction with the Reading Ability Series.

Overseas Publications

The Specimen Set contains everything needed to evaluate each title.

Maths Microprobe – Computer administered diagnostic tests of addition and subtraction by Neil Hagues, National Foundation for Educational Research – provides an innovative diagnostic assessment of children's performance in addition and subtraction. Each test is uniquely adapted to individual pupils' needs. It provides the teacher with detailed diagnostic information of each child's incorrect procedures and misconceptions of up to 32 error types for both addition and subtraction.

Scottish Council for Research in Education

Teaching and Learning in Continuing Education – This series of case studies reports the views of adult students and their teachers about what they mean by effectiveness and the kinds of methods that are seen as promoting effective learning. The series by Robinson, Arney, Munn and MacDonald are: Perceptions of Effective Teaching Method in Management Studies; Business Studies; Computer Studies; 'O' Grade English; Personal Effectiveness.

Education in Transition: What Role for Research? edited by S. Brown and R. Wake – Twelve eminent educational researchers turn their attention to major aspects of education today. The result is a collection of papers which demonstrates the relevance of research, whether its main function is seen as 'instrumental' or for 'enlightenment'.

Computers in the Curriculum of Secondary Schools by Arnold Morrison – This book brings together two short studies. The first reviews research into the effectiveness of computers as a means of assisting teaching and learning in general terms and particularly in relation to maths, science, social subjects, modern languages and information skills. The second study focuses on the experiences of a number of teachers as they develop ways of organising their teaching to make sound use of the resources.

All overseas publications are available by the special order system through ACER Customer Services. Full details about the titles are available on request.

Pathways of Language Development

Pathways is a guide for monitoring and assessing language development throughout primary and secondary schooling, providing frameworks for planning and implementing effective classroom programs and practices.

Pathways offers:

- a practical document for teachers to use
- identified markers which highlight aspects of the pattern of language development
- a means of observing and monitoring each child's language growth
- a guide for planning and evaluating the language program
- teaching strategies – springboards to foster language development
- exemplars of classroom use.

Key topics:

- The Pathways model – a process teachers can use to observe, plan, implement and review.
- The conditions under which language grows best and the implications for classroom settings.
- An overview of language use – indicators of important developmental aspects of language awareness and use.
- Ways of collecting and recording information.
- Starting points for teacher observation.

Cat. No.286BK Price \$45.00

Individualised Classroom Environment Questionnaire

by Barry J. Fraser

The *Individualised Classroom Environment Questionnaire* (ICEQ) will give you the opportunity to discover how students perceive their actual classroom environment and what their preferred classroom environment would be. An understanding of the classroom learning environment will help you as an educator to address the broader needs of your students, and, where necessary, institute changes in order to establish an environment more conducive to the learning styles of your students.

The ICEQ:

- assesses those dimensions which distinguish individualised classrooms from conventional ones;
- has a form which assesses preferred classroom environments as well as actual classroom environments;
- can be used with students and teachers to determine if there are differences in the way in which students and teachers perceive their classroom;
- will aid in the evaluation of classroom innovation;
- has been designed to permit ready hand scoring; and
- has a Short Form which can be used to provide a rapid and economical measure

of classroom environment, or a more detailed Long Form.

For the convenience of users, photocopy masters for the four questionnaires and the answer sheets are provided in the Manual.

Cat. No. 700CC

Price Handbook including masters \$49.95

Literacy for a Changing World

A FRESH LOOK AT THE BASICS

Edited by Frances Christie

Literacy for a Changing World brings together nine Australian scholars of distinction. They argue that schools must explicitly teach the nature of language, and that students must be given clear criteria for, and support in achieving, excellence in controlling the different types of written language used in the various fields of study. Teachers need a clear sense of the changing nature of literacy, of the differences between speech and writing, and of the characteristic patterns of discourse used in the school subjects they teach.

The arguments about literacy are made using examples selected from students' writing and textbooks, and demonstrate in a pleasing way the benefit to education of some selected linguistic research. This book is essential reading for educational policy makers and curriculum writers, as well as for teachers of all levels and disciplines.

Cat. No. 011BK Price \$29.95

Being Numerate: What Counts?

A FRESH LOOK AT THE BASICS

Edited by Sue Willis

Numeracy in the classroom is not widely researched in Australia. This book partly redresses the imbalance between the intensity of debate in the community and the amount of published research into the numeracy skills of school children. The implications of redefining numeracy for teaching practice and for student assessment are discussed, and the importance of continuing support for teachers who introduce reforms in pedagogy is emphasised. In addition, an annotated bibliography which identifies much of the best literature available on the subject is included, providing a balanced approach to the ongoing debate.

Being Numerate: What Counts? is the second in a series of monographs about the compulsory years of schooling. It is an exceptional resource for teachers at all levels and will be of interest to policy makers, researchers, and indeed anyone involved in education.

Cat. No. 013BK Price \$29.95

Profiles of Learning

THE BASIC SKILLS TESTING PROGRAM IN NEW SOUTH WALES: 1989

Geofferey Masters et al

The Basic Skills Testing Program (BSTP), introduced by the New South Wales Government in 1989, provides the most comprehensive picture yet compiled of literacy and numeracy learning in Australian primary schools. Through this program some 53 800 Year 6 students were tested in August 1989, in five aspects of literacy and numeracy achievement. Detailed reports of students' performances on each aspect of the tests were then forwarded to parents and teachers. Another 2 300 students were tested as part of a Year 3 pilot study.

Profiles of Learning describes how BSTP tests are developed, how students' results are analysed, and how results are reported to parents, teachers and schools. Some of the questions answered by this ACER report on the Basic Skills Testing Program are:

- How well are students in New South Wales schools achieving basic literacy and numeracy skills?
- What proportions of Year 3 and Year 6 students are achieving only minimal levels of skill in reading?
- How well are students mastering key concepts in number, measurement and space in the Year 6 mathematics syllabus?
- How much growth occurs in reading between Years 3 and 6 on average?
- How do girls' achievements in key aspects of literacy and numeracy compare with boys' achievements?
- How well do students from non-English speaking backgrounds cope with written materials in English?

This detailed report will be of interest not only to New South Wales educators but to all others throughout Australia who want to study the outcomes of this comprehensive program.

Cat. No. 023BK Price \$19.95

ACER Applied Reading Test

Janine van den Berg, Ian Woff
(ACER, 1990)

The *Applied Reading Test (ART)* is a test of the ability to comprehend written technical material such as would be encountered during a trade training course. It was designed for selection of apprentices, trainees, technical/trade personnel, and others who need to read and understand technical text. Six prose passages are presented in a reusable test booklet with four multiple choice response alternatives for each of the various items associated with each passage. The content of the passages deals with such topics as industrial safety and machine operation/maintenance, but attempts to avoid areas where knowledge rather than reading ability is rewarded.

Two alternative forms of the *ART* are available. Both forms (A and B) contain 32 questions and have a 30 minute time limit. Normative data are provided in the Manual for a variety of Australian samples. Used for the selection of applicants for technical and trade positions.

<i>Materials</i>	<i>Cat. No.</i>	<i>\$</i>
Test Booklet (Form A)	100BL	3.50
Test Booklet (Form B)	101BL	3.50
Answer Sheets (OMR) per 10	601BL	3.50
Score Key (Form A)	300BL	3.00
Score Key (Form B)	301BL	3.00
Interim Manual	500BL	17.50
Specimen Set (A & B Combined)	000BL	30.85

Modern Occupational Skills Tests

AUSTRALIAN EDITION

S. F. Blinkhorn

(ACER, by arrangement with
NFER-Nelson, 1990)

Developed following guidelines recently formulated in the UK by the Equal Opportunities Commission, this battery of task-specific tests was designed to cover most of the key skills required in a modern work environment. Although originally intended for use in selecting clerical staff, suggested broader usages include selection for storekeeping, administrative and junior management positions. The battery might also have application as part of career development programs.

There are nine tests in all, grouped into three levels of task complexity to cater for differing literacy and numeracy requirements of clerical occupations. All have been adapted to suit Australian use (e.g. metrication of numerical problems, Australianisation of place names, etc).

The first level includes Verbal Checking, Numerical Checking and Filing. The second, or intermediate, range of skills is covered by tests of Numerical Awareness, Spelling and Grammar and Word Meanings. The final, and most demanding, level of tests comprises Numerical Estimation, Technical Checking, and Decision Making.

For each of the nine tests in the battery, a Test Pack consists of 10 expendable Test Booklets, 10 Test Taker's Guides, and 10 Profile Sheets. The Administrator's Pack consists of an Administration Guide, Score Key, Test Booklet, Task Inventory and Administrator's Test Record. (Component details and costs available on request.) A Reference set consists of one each of Test Booklet, Administration Guide, Test Taker's Guide, one only Administrator's Test Record, Task Inventory, Profile Sheet, User's Guide, and Order Form, but does not include administration instructions or score keys.

Reference Set *Cat. No.* 000QAR
Price \$45.00

Positive School Discipline A practical guide to developing policy

REVISED EDITION, 1990

*Margaret Cowin, Liz Freeman,
Alan Farmer, Meryl James, Ailsa Drent,
Ray Arthur*

The authors, all experienced educational psychologists, are convinced that enormous benefits result when a school community goes through the process of developing a discipline policy of its own. This conviction is based on the authors' first hand experiences in working with school communities in developing discipline policies.

Where members of a school community have worked together to develop policy it has been observed that:

- parents, teachers and students have a much better understanding of the school rules;
- parents have confidence that the school has a positive sense of direction;
- teachers know they have the consistent backing of other staff in handling students; and
- there is more cooperation among the students themselves and a greater sense of responsibility.

The authors describe a step-by-step process by which to achieve a successful policy.

Part One of this guide (The Process), takes you through five phases, with each phase containing a number of detailed steps – twenty-three in all. Part Two (Ways and Means) provides you with practical hints on how to develop the policy. Under each of the ten sections you will find excellent ideas which further assist the process. Part Three (References and Resources) provides an up-to-date list of books, videos and films, arranged under topic headings to help you select appropriate resources to support the process and policy implementation. Included in these headings are references to behaviour management, school climate, student welfare and evaluation.

Positive School Discipline: a practical guide to developing policy has already been

widely recognised in Australia as an essential guide in developing policy and is now becoming accepted by education authorities in the United States and United Kingdom.

Cat. No. 244BK *Price* \$35.00

Keeping in Touch: Teachers and Parents in Kindergartens

Margery Renwick
(NZCER, 1989)

In this new book, the author addresses the vital issue of relationships between kindergarten teachers and parents. The book discusses the various contacts (teacher visits to a child's home, introductory group pre-entry sessions, and parents helping out at kindergartens) and looks at the support parents receive from teachers. Using direct quotations, the author illustrates how parents feel about the teacher's role in their and their children's lives.

Keeping in Touch is thoroughly researched and is sympathetically written and illustrated. There is a good deal of similarity between early childhood institutions in Australia and New Zealand. Australian workers in the field of early childhood will find much of the material useful and interesting. The book would also be of interest to primary schools. A separate section at the end of the book provides invaluable discussion topics for preservice or inservice training.

Margery Renwick is also the author of *To School at Five* and *Going to School: A Guide for Parents*.

Cat. No. 024BK *Price* \$20.00

ACER Word Knowledge Test Forms E and F

(ACER, 1990)

Form E is restricted to personnel use; Form F is available to teachers as well as people working in the personnel area. Suitable for upper secondary students and applicants for employment.

Two new forms of the *ACER Word Knowledge Test* have been developed as replacements for the Adult Form B version. This group administered test enables the user to quickly assess candidates' knowledge of word meanings, and may be used for either selection or educational purposes. Candidates are required to select, from a list of five alternatives, the word or phrase which most closely approximates the meaning of each of the 72 items contained within each version, E or F.

<i>Materials</i>	<i>Cat. No.</i>	<i>\$</i>
Test Booklet E – reusable	101BD	1.95
Test Booklet F – reusable	100BD	1.95
Answer Sheets (OMR) per 10	600BD	3.50
Score Key (OMR, Form E)	301BD	3.00
Score Key (OMR, Form F)	300BD	3.00
Interim Manual	500BD	15.00
Specimen Set E	001BD	20.30
Specimen Set F	000BD	20.30

