

KINGSWOOD COLLEGE OF ADVANCED EDUCATIONPRELIMINARY THOUGHTS ON AIMS AND PURPOSESTHE COLLEGE SHOULD BE PRIMARILY -

- (1) an educational institution developed with a
- (2) vocational bias.

The first concern should be to ensure that the student, as a person, is stimulated to continue to grow on every plane of his being - physical, mental, aesthetic etc., This will be achieved through the courses and their allied activities and experiences; through the educational methods used and through the group life offered by the College. The development of the individual as a person has first importance in its own right but it is also fundamental to the vocational interest of the College. A first requirement of a good practitioner in any vocational sphere is that he should possess the physical and psychological characteristics that will make technical skill and specialist expertise of value to himself, his employer and his society. This implies good health and the development of qualities as initiative, enthusiasm, co-operation, tolerance, responsibility and self-direction. Unhappiness in the personal life of any worker can be very disruptive of personal and corporate efficiency. Hence, a major consideration even from the vocational angle is the kind of person the student will become. Courses, therefore, should not be narrowly vocational.

The certainty of greatly increased leisure time in the life of the prospective students also makes it imperative that any education provided must be concerned first with the person and then with skills, techniques, and knowledge of vocations. There are other social influences which are becoming coercive in personal education. For instance, the affluent society with its rich foods and lack of exercise is resulting in early deaths from coronary heart disease. The social basis for the diseases of stress for other psycho-somatic illnesses, for alcoholism, and for drug taking also argue for a wider education both for the personal happiness of the individual and the vocational efficiency, even the vocational survival, of the individual.

The Courses should be sufficiently fundamental to ensure that the student can change progressively with a changing society and a changing technology.



KINGSWOOD COLLEGE OF ADVANCED EDUCATION - PRELIMINARY THOUGHTS  
ON AIMS AND PURPOSES

The knowledge explosion has made it impossible to cover all the relevant material and ensure all the appropriate activities and experiences in any course of substance. Students must, therefore, develop in the College the habits which will ensure their personal and vocational development after they leave College. The fundamental goal of all influences coming to bear on students and especially teaching methods, should be to encourage them in responsible self-determination and self-direction in their own personal, professional and vocational development. They must not learn merely to assimilate from lectures or set texts and regurgitate for annual examinations.

This is best achieved by progressive assessment in place of annual examinations; emphasis on the participation and personal involvement of the student in the whole educational process, individual assignments and projects, small group work, and the requirement that knowledge be evidenced by newly acquired powers as opposed to verbal familiarity. Central to continual professional and vocational renewal is the necessity for students to become habitual users of all the resources which they will need to continue to seek out for the rest of their lives. The Resource Centre (Books, pictures, films, cassettes, video-tapes, etc.,) must be given great importance and college courses, through their assignments and projects, must ensure that the student can succeed only by his thorough immersion in the sources of his present and future vocational growth. Merely getting "to know" will not be sufficient so the student will need to learn to challenge, to test, to explore, to modify, to adapt and to experiment if his acquisition at any one point of time is to lead on to creative change. This has implications for teaching methods and also it all leads back to the necessity for forging a permanent link with all the sources of new ideas. It means the abandonment of notions that students will be able to live their professional lives on the accumulated capital of the ideas available whilst they are students of the College.

The College should be characterised by good social group life not only for the general happiness and efficiency of everyone working in it but also to give the students an opportunity to learn from social interaction to develop the personal and social characteristics which will make them happy in themselves, effective in their vocations and valuable members of society.



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ON AIMS AND PURPOSES

It should be expected that staff appointed to the College would be both capable and willing to contribute to the personal, vocational and social development of the students through -

- (a) courses
- (b) teaching methods, and
- (c) participation in group life.

The traditional subject-centred and examination-oriented lecturers will require educational reorientation.

IMPLICATIONS OF SUCH AIMS AND PURPOSES

1. Excellence in both academic and practical performance will be sought.
2. Courses, activities or experiences in all Schools will give due weight to personal development apart from the development of specialist vocational skills.
3. Some such courses, activities or experiences might be common to all schools.
4. All would be interested in organising and assisting the group social life as expressed in opportunities for Clubs - art, drama, music, debating, sporting teams etc., for social entertainment - dances, theatre parties; for excursions - visits, travel; for student participation - students's Representative Council, Social Union, Sports Union etc., Student participation in government of the College and the various schools where practicable.
5. Provision for counselling and a physical and mental health service (supported perhaps by relevant personal development courses).
6. Provision for interaction with the surrounding community in intellectual, social, sporting and cultural activities and the use of Colleges facilities by the community in certain circumstances.
7. Provision for really satisfactory experience of the vocational activities in which students will ultimately be involved. This will require close co-operation with relevant employing groups and/or adequate resources for practical experience within the College.

POSITION IN STATE SCENE

Because of the likely large population in close proximity, the College should expect that it will ultimately develop a very wide range of courses. Even if these courses are available elsewhere, it seems likely that the size of the population in the immediate vicinity of the College will make the local availability important.



KINGSWOOD COLLEGE OF ADVANCED EDUCATION  
IMPLICATIONS OF AIMS AND PURPOSES

RELATIONSHIPS WITH OTHER INSTITUTIONS

In its early stages it should co-operate with other institution in providing the early stages of courses requiring expensive resources already available elsewhere (eg: Institute of Technology). Ultimately, however, the size of the immediate population and the difficulties of travel to distant educational institutions will force the provision of local facilities.

COURSES

At the outset - Teacher Education  
Business Studies  
General Studies  
Then, Science, probably

Some research on particular needs of the Western area is needed

Some courses relating to the problems of rapid urban development would be relevant right now.

Teacher Education - introduce in 1975 at Diploma level  
- early progression to degree level

Business Studies - introduce in 1975 at Diploma level  
- early progression to degree level

Others - 1976 or later.

ADMISSION TO COLLEGE

At the beginning as for other C.A.E.'s - Higher School Certificate or equivalent.

Later, favourable consideration for admission of mature age candidates on basis of apparent capacity to cope.

PUBLICITY CAMPAIGN

Early consideration of talks to senior school students, publicity in local and national papers.

Provision for printing own material well in advance of opening is important.

ACADEMIC STRUCTURE

First impression is that a structure very much like that of the Institute of Technology is to be preferred.

ACADEMIC STRUCTURE - TRANSFER OF WESTMEAD TEACHERS' COLLEGE STAFF

Presumably this will take place automatically when the Kingswood College comes into existence at the beginning of 1975.

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