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CDCC Teacher Bursaries Scheme  
Système de Bourses du CDCC pour enseignants  
Lehrerfortbildungsprogramm des CDCC  
Programma di borse del CDCC per insegnanti

Programme of short courses organised in the

UNITED KINGDOM  
- ENGLAND -

(April 1984 to March 1985)

Heads of schools and other institutions are asked to ensure that this programme is displayed on staff noticeboards or in some other prominent position where it may readily be consulted and be available for reference throughout the year.

The Department of Education and Science and the Welsh Office Education Department also publish a programme of one-term and one-year courses for qualified teachers, covering a wide range of subjects. Copies of this programme may be obtained by application to the Department of Education and Science, Teachers Branch 1, Elizabeth House, 39 York Road, London SE1 7PH.

## CONTENTS

For ease of reference courses in the programme are divided into the broad subject categories listed below. Under each subject heading a note of related courses appearing in other sections is given.

Where applicable course descriptions include reference to the phase of education with which the courses are primarily concerned. This is not, however, intended to preclude applications from teachers or lecturers in other phases and fields. A number of courses intended primarily for teachers in schools, for example, may be of interest to lecturers in higher and further education establishments.

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GENERAL NOTES

1. This booklet summarises the programme of short courses organised by the Department of Education and Science and the Welsh Office Education Department for the period April 1984 to March 1985 to be held under the direction of members of HM Inspectorate. It is issued for the information of local education authorities and teachers and others employed in the education service in England and Wales.
2. Applications from all parts of England and Wales will be considered for any of the courses, but preference will be given for some of the courses organised by the Welsh Office Education Department to teachers from Welsh schools, and for certain other courses to teachers from areas specified in the notes on the course.
3. Most of the courses in the programmes are designed to bring together for discussion of teaching techniques, fresh approaches to subjects taught in schools and new subject matter, groups of teachers with relevant experience who could be expected to develop their work further and take part - often a leading part - in local conferences and courses in their area. A smaller number of courses, especially some of those for teachers in further education establishments, cater for highly specialised needs.
4. For many courses, the demand for places greatly exceeds the number available. Applicants should, therefore, be reasonably sure that they will be able to attend if selected, but an accepted applicant who finds later that attendance is not possible should inform the appropriate department immediately. Failure to do so causes considerable inconvenience to the director of the course and prevents someone else from attending.
5. Those selected for admission must be prepared to attend throughout the course and to comply with any rules laid down by its director. Leave of absence will be given only in very special circumstances. Unless otherwise stated, all courses are residential and teachers will not usually be accepted as day students.
6. The director should be informed, during the course, if confirmation of attendance is required for a local education authority or other responsible body. He will be prepared to give a certificate, where appropriate, confirming that the member attended the course.
7. Selected applicants should consider whether they will need insurance cover for the period of the course against illness, accident or loss of property. The departments are precluded from meeting the cost of such insurance.

# COURSES ORGANISED BY THE DEPARTMENT OF EDUCATION AND SCIENCE

## ADULT EDUCATION

*See also* N.348.

### N.301 ADULT EDUCATION: CURRICULUM AND STANDARDS

For senior staff of LEAs, Institutions of HFE and AE, Responsible Bodies and Voluntary Organisations.

January, 1985.

Location to be arranged.

Applications by September 30, 1984.

The intention is to strengthen educational standards in general adult education. The course will carry forward work on the design and development of curriculum for the general education of adults which was initiated in earlier courses and research programmes. As well as considering innovation, it will focus on selected subject areas which feature prominently in adult education programmes (for example, physical education, art, craft, language). Special attention will be paid to relating the work of statutory educational services to that of voluntary organisations. Participants will have in common their concern and responsibilities for the education of adults.

## AGRICULTURE/HORTICULTURE

### N.302 AGRICULTURAL EDUCATION—PROVISION FOR 16-19 YEAR OLDS

For teachers and others concerned with educational provision in agriculture.

July 9 to July 12, 1984.

Derbyshire College of Agriculture.

Applications by April 13, 1984.

The course will consider educational provision for 16-19 year olds in agriculture and related subjects in the light of recent developments in YTS and other vocational preparation programmes.

It will draw on recent college experiences in order to focus attention on important aspects of curriculum design, learning methods, resources and staff development.

## ART AND DESIGN

See also N.317, N.347, N.348, N.360, N.366, N.369.

### N.303 ART AND DESIGN IN PRIMARY SCHOOLS

For primary teachers and art advisers.

April 2 to April 7, 1984.

Worcester College of Higher Education.

Applications by January 31, 1984.

The course will examine the traditional roles ascribed to art and design in schools and will consider how these may be developed in response to changing expectations. Good practice in art characteristically includes observation, response and interpretation, while design includes speculation, planning, construction and evaluation. The course will encourage members to explore the proposition that these learning activities are significant at each stage in the primary curriculum and to consider how they may be most effectively used in teaching infant and junior pupils. The course will include such practical work as is necessary to relate theory to practice but will not require specialist skills or experience of participants. It will consider models for co-operation between teachers to encourage staff development and the full use of environment and resources.

### N.304 SUPPORTING STUDIES IN ART AND DESIGN: 16-19

For specialist advisers and teachers in schools and FE colleges.

July 16 to July 20, 1984.

Royal College of Art, London.

Applications by April 30, 1984.

The course will aim to stimulate and encourage a serious, methodical approach to the teaching of historical, contextual and complementary studies within DATEC and similar FT course programmes covering the age group.

The emphasis will be on the broad and particular support required for the 4 principal areas of study, 3 Dimensional Design, Textiles/Fashion, Graphics and associated work, and Fine Art.

Within the overall critical framework, it is hoped to discuss aspects of culture that include for example applied science, technology and abstract principles as well as the "literacy" tradition.

Such studies are seen as most effective when integrated but should also have a discrete value relevant to the student need as well as the chosen vocation.

### N.305 THE CRAFTS IN SCHOOLS

For teachers of art and design, CDT and home economics in the secondary and middle years.

July 22 to July 28, 1984.

West Surrey College of Art and Design, Farnham.

Applications by May 14, 1984.

This course is for teachers and advisers of art, craft and design, CDT and home economics in the middle and secondary years. It will be run by the Department of Education and Science in collaboration with the Crafts Council. It will be a mainly practical course and members will work alongside eminent craftsmen and women under the guidance of successful teachers of design and the crafts. Two main themes will be explored: designing and craftsmanship. There will be practical groups in resistive materials, including wood, metal and experimental jewellery; heat treatment; plastic media, including ceramics; textiles, both woven and printed. Though the course will offer opportunities for advanced work, less experienced teachers who wish to work in a medium new to them will be welcomed and catered for. There will also be lectures and discussion.

West Surrey College of Art and Design is a most attractive and well-equipped venue. The course will assemble there for tea on 22 July and disperse after lunch on the 28th.

## ASSESSMENT OF PERFORMANCE

### N.306 MEASURING AND RECORDING THE PROGRESS AND ATTAINMENT OF CHILDREN IN THE PRIMARY AND MIDDLE YEARS

For heads and senior staff in primary and middle schools and the early years of secondary schools, education officers, LEA advisers, educational psychologists and lecturers in universities and colleges of education.

October 29 to November 2, 1984.

Anglo Swiss Hotel, Bournemouth.

Applications by June 30, 1984.

Within the context of current educational developments and reports, the course will consider ways in which the progress and attainment of individual children can be measured and recorded by teachers across a wide range of curriculum areas. Means of devising economical yet effective ways of recording progress to help improve provision and continuity within and between schools will be examined. Lectures by those experienced in these fields will form a basis for discussion. The course will include working group sessions. From a wide range of options within these, members can select areas of interest which can be pursued in small groups at some depth with specialist help and guidance.

## BUSINESS STUDIES

*See also N.373,*

### N.308 ECONOMIC UNDERSTANDING IN THE CORE CURRICULUM

For heads, deputies, teachers of economics in secondary schools.

April 2 to April 5 1984.

Heathlands Hotel, Bournemouth.

Applications by December 23, 1983.

This course will consider the potential of economics as a contribution to the education of secondary school pupils for their future roles as active participants in society and as responsible contributors to it. Attention will be given to existing good practice and to recently developed teaching materials.

CLASSICS

See also C.B.E.V.E. courses. Page 7.

N.310 CLASSICS IN THE EIGHTIES DESARLET SUMMER SCHOOL

For teachers, advisers, lecturers in teacher training institutions.

July 23 to July 28, 1984.

Bishop Otter College, Chichester

Applications by April 30, 1984.

This course will be run jointly with the Association for the Reform of Latin Teaching and staffed by HMI and practising teachers. It will be concerned with recent developments, new materials and current issues in Classics teaching and will include lectures by visiting scholars, reading classes, practical literary criticism, some attention to organisation, curricular planning and examinations, and consideration of a variety of teaching techniques. Much of the work will take place in small study groups and members of the course will have some choice of the aspects they will study. Provision will be made for those whose main interest is in the teaching of Classical Civilisation as well as for teachers of Latin and Greek courses.

N.311 ISSUES AND TRENDS IN THE TEACHING OF CLASSICS

For teachers and LEA advisers.

July 9 to July 11, 1984.

Newcastle University.

Applications by June 30, 1984.

This course continues the series of short regional courses organised in collaboration with the Joint Association of Classical Teachers. It is intended principally, though not exclusively to serve teachers and LEA advisers in the North-eastern area.

The programme will include consideration of new courses and syllabuses, resources available, methodology and the practical issues involved in establishing and maintaining a classical component within the curriculum of pupils aged 8-18. Much of the work will be in seminar groups and course members will be invited to express a preference for the particular groups they would like to join. There will also be opportunities to cater for some locally-expressed needs and it is hoped to encourage formal and informal consultation in matters of common concern between groups of classical teachers within the area.

N.312 LATIN TO 16+ LEVEL

For teachers, UDE lecturers and LEA advisers.

January 8 to January 11, 1985.

St Hilda's College, Oxford.

Applications by October 31, 1984.

This course, designed for teachers in maintained and independent schools, LEA advisers and lecturers in University Departments of Education, will be concerned with some of the main pedagogic and organisational issues that arise in teaching Latin to GCE Ordinary level and CSE pupils both below and above 16 plus. Attention will be paid to the more traditional as well as to the more modern courses, to assessment and to the place of the subject within the curriculum. It is hoped to include some lectures and seminars by scholars and experts in particular fields and the reading of texts in small groups.

COMPUTER STUDIES

See also N.314, N.317, N.324, N.335, N.336, N.370, N.387, N.388.

N.313 COMPUTER STUDIES AND COMPUTER APPRECIATION

For teachers of computer studies.

July 9 to July 13, 1984.

Newman College, Birmingham.

Applications by May 1, 1984.

The course is designed for teachers of computer studies, although it is also suitable for heads of those departments in which the subject is based. It will examine current practice and teaching methods as well as possible future developments in examination syllabuses. Particular reference will be made to new hardware, the value of programming, package use and evaluation, staffing requirements and INSET. Computer science at A level will also be discussed.

#### N.314 MICRO-COMPUTERS IN PRIMARY SCHOOLS

For teachers, advisers, college lecturers.

July 16 to July 20, 1984.

Newman College, Birmingham.

Applications by May 31, 1984.

The course is intended principally for teachers in primary schools who have experience of using micro-computers in their schools. It is also intended for advisers and college lecturers who have an interest in the use of computers in primary school work. The purpose of the course is to provide a forum for the exchange of ideas, software and information. Teachers would be expected to bring their school's micro-computer and software that they have found particularly useful in the classroom.

#### COUNSELLING AND CAREERS

*See also N.351.*

#### N.315 GUIDANCE IN SECONDARY SCHOOLS

For heads, deputies, teachers in charge of guidance and advisers.

July 16 to July 20, 1984.

Christ's and Notre Dame College, Liverpool.

Applications by April 30, 1984.

This course is intended for heads, deputy heads and teachers with responsibility for guidance in secondary schools, as well as advisers, administrators and members of the careers service.

The course will consider personal, educational and vocational guidance in a time when patterns of work and of social relationships are changing. Attention will be given to the involvement of the Youth Service and the Careers Service and to approaches such as Active Tutorial Work and Life Skills, and more generally to

the relationship between guidance and the school curriculum and the roles of teachers as subject specialists and as pastoral staff.

#### CRAFT, DESIGN AND TECHNOLOGY

See also N.303, N.304, N.305, N.326, N.360, N.369.

#### N.316 CRAFT, DESIGN AND TECHNOLOGY IN THE MIDDLE YEARS

For teachers from primary, middle and secondary schools.

March 25 to March 29, 1985.

De La Salle College, Manchester.

Applications by December 31, 1984.

The course is intended for specialist and non-specialist teachers, and the objectives are to consider:

1. the implications of craft, design and technology in the curriculum of the primary school, middle school and early years of secondary school;
2. ways in which the essential skills, attitudes, concepts and knowledge can be incorporated into traditional and developing teaching methods associated with the three stages of schooling;
3. ways in which teaching methods can match the various stages of child development within the age ranges and the resources which will be necessary to provide pupils with the realistic practical experiences through which learning can take place.

For the most part, teachers will work in practical workshops with a wide variety of materials relevant to the age range. The practical sessions will be supplemented by seminars and lectures.

#### N.317 DEVELOPMENTS IN CRAFT, DESIGN AND TECHNOLOGY

For practising teachers covering the age range 9-18, lecturers and advisers.

July 14 to July 20, 1984.

University of Technology, Loughborough, Leics.

Applications by April 30, 1984.

This course is open to primary, middle and secondary school teachers, advisers and lecturers who are concerned with any aspect of craft, design and technology teaching. Teachers of practical subjects in primary and middle schools and teachers of art or science/technology in secondary schools will be particularly welcome.

The course will be essentially practical in nature and the common activity throughout will be that of designing and making. There will be 13 sub-groups within the course, each dealing with a practical area of specialism including pre-vocational courses at 17+. When making a general application, applicants are asked to state clearly, in order of preference, the numbered sub-groups they would like to be considered for. Details of these will be found in a course description leaflet available from either DES or the LEA concerned and should be referred to before applications are made. In addition to the practical work, each group will be concerned with planning, structuring and developing school courses that could lead to external examinations across the specialisms. Such examinations will include the CPVE at 17+.

The overall programme will include common lectures and seminars which will aim to highlight the increasing curricular significance of this subject and its recent developments such as the new TVEI course. To this end, County Advisers, College Lecturers and Head teachers will be invited to visit and join the course during the last four days if possible to enrich the seminar sessions.

**N.318 MEETING THE CHALLENGE OF "A" LEVEL COURSES IN CRAFT,  
DESIGN AND TECHNOLOGY**

For teachers and advisers.

April 9 to April 13, 1984.

Middlesex Polytechnic.

Applications by December 31, 1983.

This course is intended for teachers and advisers concerned with the provision of "A" level courses in schools, tertiary and sixth form colleges.

The course will examine the needs of students and will explore ways in which courses might be organised. There will be practical elements involving designing and making together with lectures which will aim to highlight the increasing significance of this subject.

**CURRICULUM AND ORGANISATION**

**N.320 CURRICULUM: 14-19**

For heads and principals and senior staff of schools and colleges, LEA advisers and officers, and lecturers in teacher training institutions.

July 9 to July 14, 1984.

Christ's College, Liverpool.

Applications by April 30, 1984.

The course will consider the implications of recent developments for curriculum design and continuity 14-19. Attention will be given to recent initiatives and publications by DES and MSC in such matters as pre-vocational education and training, certification assessment and profiling, and cross curricular teaching strategies.

**N.321 CURRICULUM AND ORGANISATION IN SECONDARY SCHOOLS**

For senior staff in schools, LEA advisers and administrators.

July 16 to July 20, 1984.

Worcester College of Higher Education.

Applications by April 30, 1984.

The course will be concerned with current issues in secondary education and their relationship with curriculum structures and with the organisation and management of schools, particularly for the age range 11-16. The programme will take the form of lectures on developments and trends in the 11-16 and 16-19 phases of education and a series of working groups which will deal with related organisational and curricular matters.

**N.322. CURRICULUM AND ORGANISATION IN THE MIDDLE SCHOOL**

For heads, deputy heads, teachers holding posts of responsibility, LEA advisers and administrators, lecturers.

July 16 to July 20, 1984.

La Sainte Union College of Higher Education, Southampton.

Applications by May 27, 1984.

#### N.324 MICRO-ELECTRONICS AND INFORMATION TECHNOLOGY IN THE SECONDARY SCHOOL CURRICULUM

For headteachers, Directors of studies, curriculum co-ordinators and LEA advisers.

April 9 to April 13, 1984.

Newman College, Birmingham.

Applications by February 1, 1984.

This course is designed for decision-makers in schools and local authorities. It will examine the potential impact, both at present and in the future, of micro-electronics and information technology on the secondary school curriculum.

All aspects of the use of new technologies will be covered, not just the narrow area of computer studies. Curriculum implications of computerised administration, computer-assisted learning and information retrieval will be considered, as will be staffing implications and the need for school based INSET.

#### N.325 READING POLICY: 10-16

For headteachers, deputy heads, heads of department, advisers and college lecturers.

July 16 to July 21, 1984.

College of Ripon and York St John, York.

Applications by April 27, 1984.

This course is intended for headteachers, deputy heads (curriculum), and heads of department (English and others) as well as advisers, college lecturers, school librarians and teachers who take an interest in the 10-16 age range of pupils in the varied types of school organisations where they are found. Its focus will be upon continuing the development of reading abilities and interest beyond the primary years and, in particular, upon matters of schoolwide policy. In recent years there has been a significant growth in knowledge about reading development after the primary years, but little has been applied behind the classroom door. It will be the purpose of this course to examine recent developments in reading and study skills and to discuss some of the ways in which they might be implemented in the work of schools. The 10-16 age range was chosen both for its importance in reading growth and in order to bring together teachers from a variety of school backgrounds. Lectures and seminar activities will form the basis of the course and attention will be paid to aspects of good practice, to reading research, to matters of liaison and to reading issues in both English and the content subjects.

#### N.327 THE PRIMARY SCHOOL CURRICULUM: ITS PLANNING AND MANAGEMENT

For primary headteachers and local authority advisers who have responsibility for primary education.

October 15 to October 19, 1984.

Anglo Swiss Hotel, Bournemouth.

Applications by June 30, 1984.

The course will focus on the head's role as planner and manager of the curriculum and the organisation for teaching it effectively. It will take into account

HMI surveys and other relevant publications. Issues for consideration will include the deployment of staff; use of specialist expertise, with particular reference to the role of staff with curricular responsibilities; staff development; school self-evaluation and assessment. The course is planned for heads of primary schools and for advisers who have responsibility for primary education and in-service training. There will be lectures, discussions and group workshops.

#### **EDUCATION OF YOUNG CHILDREN**

*See also* N.303, N.365, N.371, N.384, N.385.

#### **N.328 THE IMPLICATIONS FOR PRACTICE OF CURRENT RESEARCH IN THE EDUCATION OF YOUNG CHILDREN**

For teachers, headteachers and advisers concerned with the nursery/infant age group.

April 25 to April 27, 1984.

Christ's and Notre Dame College, Liverpool.

Applications by December 31, 1983.

The course will study a variety of current and relevant research in the education of young children in order to extend teachers' awareness and understanding. Practical discussions will be held to consider means of implementing suggestions arising from the research in ways suitable in nursery and infant classes and schools.

#### **N.329 THE ROLE OF THE HEAD IN INFANT AND FIRST SCHOOLS**

For heads, deputy heads, LEA advisers/inspectors, college lecturers.

March 26 to March 29, 1985.

Royal Hotel, Scarborough.

Applications by December 21, 1984.

This course is intended for heads, deputy heads, LEA advisers/inspectors and administrators, and lecturers in teacher-training establishments. The course will consider the qualities of leadership and management required by headteachers in infant and first schools, though it will, of course, be of interest to those in primary schools. The emphasis will be on issues of current interest, particularly those arising from recent surveys and the 1981 Education Act, and the changing nature of society. These will include curricular planning, staff development and deployment, assessment and record-keeping procedures and relationships with parents, other agencies and support services.

EDUCATIONAL DISADVANTAGE

*See also* N.344, N.352, N.353, N.383.

N.330 EDUCATIONAL DISADVANTAGE AND PUPILS WITH SPECIAL NEEDS

For LEA officers, advisers, lecturers in colleges, heads and teachers.

December 10 to December 14, 1984.

Avery Hill College, London.

Applications by October 5, 1984.

This course is intended primarily for LEA officers and advisers, lecturers in colleges and teachers. It will, however, also have an interprofessional focus and will also be of interest to educational psychologists, youth workers, and social workers who work closely with schools.

The major emphasis will be on those issues of educational policy and provision for disadvantaged pupils which are of immediate and topical interest; in particular, there will be consideration of present attempts to forge closer links between schools, parents and the community; and of possible approaches to the problems of disruptive or disaffected pupils, and to racism. Educational disadvantage will be viewed from a variety of professional standpoints and possible links between professionals and others within disadvantaged communities will be explored. The course will include presentations by outside speakers, workshops and discussion groups.

N.331 EDUCATIONAL DISADVANTAGE: THE CURRICULUM FOR CHILDREN AGED 5-11 YEARS

For teachers, heads and advisers.

December 10 to December 13, 1984.

Edge Hill College, Ormskirk, Lancashire.

Applications by September 15, 1984.

The course will explore current developments in the education of children in schools serving areas of urban or rural disadvantage. A study will be made of the nature of educational disadvantage and the implications for the planning and implementation of an appropriate curriculum. Practical suggestions and ideas for planning schemes of work will be considered in the light of the needs of schools serving different areas. Relations with other agencies, the community and with parents will be a feature of the course.

N.332 PLANNING AND PROVIDING EDUCATION FOR GYPSY, FAIR-  
GROUND AND CIRCUS CHILDREN

For LEA officers, teachers, education welfare officers and members of voluntary bodies.

July 23 to July 27, 1984.

West Sussex Institute of Higher Education, Bognor Regis.

Applications by May 30, 1984.

The course will be concerned with the education and welfare of children who lead nomadic lives, including gypsies, circus and fairground children and others whose time at school has been intermittent. There will be lectures about the children and their backgrounds, about the voluntary agencies that are concerned for them, and about the practices that some schools and local education authorities have found effective in their education. Particular focus this year will be on curricular approaches and effective strategies for teaching and record-keeping.

There will be time for discussion and the sharing of information and opportunities for practical work using a range of materials relevant to the teaching situation. It is hoped that relevant national publications will come forward for review and consideration. Working groups will be established of those with common or complementary experience and responsibilities, and it is hoped that one group will be for those concerned with policy and provision for the education of travellers' children. Consideration will be given to the need for co-operation with other local and national services and to the provision of education for travelling children on a regional basis.

The course should be of interest to headteachers, teachers, administrators, local authority inspectors and advisers, education welfare officers and site wardens, together with groups of applicants from individual institutions or defined areas and representatives of National Voluntary Bodies.

N. 334 THE EDUCATIONAL RESPONSE TO ABSENTEEISM AND DISRUPTION,  
AND TO DELINQUENCY AMONG PUPILS IN SECONDARY SCHOOLS

For senior teachers, advisers and any others who have an interest in the curricular implications of these issues.

July 9 to July 13, 1984.

Christ's College, Liverpool.

Applications by April 30, 1984.

An opportunity for senior teachers, advisers, education psychologists and teachers in special units, and any others who have an interest in the curricular implications to reappraise existing secondary school provision in the light of pupils' current needs and demands. The course will seek first to identify educational needs and some underlying causes of pupils' disaffection. It is hoped that the week will begin with visits to a number of forms of community provision in Liverpool to enable members to talk personally with some young people about the relevance of their own education to their present situation. The course will then proceed to review what secondary schools can do to meet their pupils' needs, with particular reference to the curriculum. Speakers of national standing will be invited to address course members on such specialised matters as pupil assessment, educational management and current enquiries and research into causes of disruptive behaviour, together with some strategies devised to meet them. Working groups will enable members to discuss and evaluate each session among themselves and to pool their own varied experience and expertise.

## EDUCATIONAL RESOURCES AND LIBRARIES

*See also* N.325, N.326, N.360.

### N.335 EFFECTIVENESS IN THE USE OF RESOURCES FOR LEARNING IN THE SECONDARY SCHOOL

For heads, deputy heads and teachers in secondary schools, LEA officers and advisers, media resource officers and school librarians, and lecturers in colleges and departments of education.

April 9 to April 13, 1984.

Sheffield City Polytechnic.

Applications by February 10, 1984.

This course will examine questions relating to effectiveness in the use of resources in the secondary school. It will be relevant therefore to both organisers and users of resources, whatever their subject area. In addition to discussion and demonstration there will be the opportunity for some practical work. It is also hoped to arrange visits to see the facilities provided in some local schools.

Some attention will be given to the development of study skills necessary for the effective use of learning resources, to the problems of copyright and access to learning materials, to the impact of the new technologies on teaching and learning and to the influence of school organisation on opportunities for resource-based learning.

### N.336 RECENT DEVELOPMENTS IN EDUCATIONAL TECHNOLOGY

For LEA officers and advisers, teacher trainers, headteachers and others with a special interest in educational technology and educational resources.

July 11 to July 13, 1984.

University of York.

Applications by May 1, 1984.

The planning of this course will be undertaken in close co-operation with the National Council of Advisers in Education Technology but membership of the course is not restricted to this body. The content will make it relevant to a much wider audience and applications will be welcomed from senior school management, teachers in charge of resource centres, etc. The theme of the course will be finalised closer to the event but will include the increase in emphasis on resource-based learning and the study skills required to profit from this activity.

### N.337 USE OF LIBRARY RESOURCES IN SECONDARY SCHOOLS

For teachers, teacher-librarians and librarians in secondary and middle schools and in school library services.

July 16 to July 20, 1984.

St Martin's College, Lancaster.

Applications by May 1, 1984.

The course will be for teachers, teacher-librarians and librarians in secondary and middle schools and in school library services. It will seek to help members to extend and improve the use of library resources in their schools. Whilst it is intended to consider certain aspects of the provision and organisation of library resources, the main emphasis will be upon their use and their relation to the curriculum. In lectures, discussion and working groups it is hoped to examine such topics as the organisation and use of resources in the library and in the classroom; the selection of books and non-book materials; library resources for a multi-cultural society; library and study skills; micro-processors and the library; the school library service.

## ENGLISH/DRAMA

See also N. 325, N.367.

### N.339 APPROACHES TO LITERATURE

For secondary school teachers, advisers and lecturers.

July 9 to July 16, 1984.

Homerton College, Cambridge.

Applications by March 31, 1984.

This course will enable members both to refresh their own experience of literature and to consider classroom approaches and methods of exploring literature with secondary school children. A wide range of membership is designed to assist free and open exchange of ideas.

There will be plenary lectures and discussions, with a chance to hear distinguished writers, critics and teachers. But the central part of the course will be work in study groups, each group taking a major text (novel, drama or poetry) as the focus for a week's exploration leading out into considerations of pedagogy and teaching approaches. In addition there will be writing workshops, drama workshop activity, consideration of children's literature, and seminars on practical aspects of presenting literature in the classroom. Consideration of poetry is an integral part of the course.

### N.340 DRAMA IN THE PRIMARY SCHOOL

For teachers and headteachers in primary schools, LEA advisers, lecturers in colleges of education.

July 23 to July 27, 1984.

Bretton Hall, Wakefield, West Yorkshire.

Applications by March 2, 1984.

The course will be concerned with the place of drama in the primary school curriculum including its use as a means of illuminating other subjects; for instance the use of role-play and story telling will be examined. The course will be particularly suitable for teachers who are interested in drama as a learning medium but who may not have trained in the subject. The practice of the teacher consultant in drama will also be considered.

### N.341 ENGLISH: 5-11

For teachers, heads, advisers.

July 2 to July 6, 1984.

Christ's and Notre Dame College, Liverpool.

Applications by March 31, 1984.

The course will explore the nature of the tasks set in English, the variety of aesthetic experiences and the ways of extending children's appreciation of them. A major proportion of the course will be spent on considering ways of promoting children's pleasure in reading and writing and of developing language skills through the experience of literature and other materials. The course will consist of lectures and seminars with associated working sessions covering oral language extending reading skills, assessment and promotion of writing and the reconsideration of schools' policy for English.

N.343 ENGLISH 16-19

For teachers from schools and FE, and LEA officers/advisers.

July 16 to July 20, 1984.

Bath College of Higher Education.

Applications by April 30, 1984.

The course will provide an opportunity for teachers of English in schools and colleges to focus on the particular needs of students in the 16-19 age range. In addition to talks and seminars on aspects of language, literature and communication studies there will be "workshop" sessions in which participants may consider and experience strategies for involving students more directly in learning processes.

N.344 ENGLISH FOR THE LESS ABLE PUPIL: 11-16

For teachers.

July 9 to July 14, 1984.

Chester College of Higher Education

Applications by April 27, 1984.

The needs of average and below average pupils, and ways of meeting them, are a continuing source of concern in most English departments. The course will attempt to explore current thinking on this issue, to provide evidence and examples of good practice, and to establish a reasonable match between aims and achievable objectives.

There will be lectures on such matters as language development, educational disadvantage, the influence on learning of classroom organisation and the teacher's own use of language. Talks by speakers with wide experience, and workshop sessions will explore the practical problems of written work in the classroom, and reading provision for the less able or "reluctant" reader. In addition, some time will be devoted to such topics as mixed ability teaching, drama in the classroom, the use of television and radio, new technology and current influences on English 11-16. A central feature of the course will be discussion in small groups, so that course members can focus on common problems. Group work will provide opportunities for devising strategies which may be of use when course members return to their schools. There will be a display of recent fiction and other publications of interest to English teachers.

N.345 O AND A LEVEL DRAMA PROVISION (SCHOOLS AND FE) WITH PARTICULAR REFERENCE TO THE TEACHING OF SHAKESPEARE

For teachers, lecturers in schools and FE, LEA advisers.

October 22 to October 26, 1984.

Shakespeare Centre, Stratford-upon-Avon.

Applications by June 1, 1984.

The course will aim to bring into focus the possibility of satisfying exam requirements with good teaching, making the curriculum relevant to a range of pupil needs and exploring good practice particularly through practical work. Discussions will include reference to textual and practical work, resources, relationship to the whole curriculum and links with professional and educational theatre. Theatre visits will be an integral part of the course. The role of the drama consultant and approaches to the teaching of Shakespeare in the middle years of schooling will also be considered.

Applicants are advised to study the full details regarding course content and accommodation arrangements which are described in the course leaflet obtainable from the Department of Education and Science.

#### N.346 ORGANISATION AND CURRICULUM OF THE ENGLISH DEPARTMENT IN SECONDARY SCHOOLS

For teachers in secondary schools, advisers and others with responsibility for English.

July 2 to July 6, 1984.

College of Ripon and York St. John, York.

Applications by March 31, 1984.

The course is designed for all those who have responsibility for organising and developing work in English in secondary schools: heads of department, teachers with posts of responsibility, advisers and wardens of teachers' centres. It is intended that members will be afforded opportunity to discuss their roles in the light of present developments in the teaching of English. The programme will include lectures on the teaching of language and literature as well as organisational matters; there will also be group discussions in which the main focus will be upon the running of the English department in the secondary school, including the sixth form. Some time will be devoted to consideration of the various examinations available to English teachers.

#### N.347 THE EXPRESSIVE ARTS IN COMMUNITY WORK 16-19

For teachers, FE lecturers, youth workers and trainers.

July 16 to July 21, 1984.

London.

Applications by April 30, 1984.

The course will examine the use of the expressive arts within programmes of formal and informal 16-19 education. The development of personal qualities is a vital feature in new approaches to the 16-19 curriculum and the course will promote identified good practice in the field and consider approaches for using drama, music, dance, painting and other creative art forms in the personal development process of young people in the community.

Plenary lectures, demonstrations, discussions and practical workshops will be of relevance to all those who are responsible for social education work with the 16-19 age group in schools, further education, youth and community organisations, industry, commerce and on training schemes for the young unemployed.

#### ENVIRONMENTAL EDUCATION

*See also* N.303, N.357.

#### N.349 ENVIRONMENTAL EDUCATION AND THE WORLD OF WORK

For teachers, FE lecturers, teacher trainers, advisers.

July 15 to July 20, 1984.

Christ's College, Liverpool.

Applications by April 13, 1984.

The course is designed for teachers from all types of schools, FE lecturers and interested teacher educators and advisers. The object is to explore methods of implementing environmental education as a dimension of the whole curriculum but with particular emphasis on the ways in which decisions and changes in industry, agriculture and in the provision of services have influenced both

## ETHNIC MINORITIES

*See also* N.332, N.386.

### N.352 16-19 EDUCATION AND THE YOUTH SERVICE IN MULTI-ETHNIC AREAS

For teachers, teacher training lecturers, youth workers, advisers and administrators.

Easter, 1984.

Location to be arranged.

Applications by December 30th, 1983.

This course, which is intended for teachers, lecturers in colleges, youth workers, advisers and administrators, sets out to bring together the different perspectives which arise from working in schools, the youth service and further education. These will be examined in the context of the range of provision in education, the MSC and within the community, placing particular emphasis upon the needs of ethnic minority groups.

### N.353 ADVISORY WORK IN A MULTI-ETHNIC SOCIETY

For LEA advisers/officers, advisory teachers and teacher centre leaders.

September 4 to September 7, 1984.

Digby Stuart College, Roehampton Institute of Higher Education, London.

Applications by June 30, 1984.

This course will cover local, national and international initiatives in curriculum development and research concerning the education of ethnic minorities and the education of all pupils and students for life in a multi-ethnic/multi-cultural society. Particular attention will be paid to the findings of the National Committee of Enquiry chaired by Lord Swann. The course will be staffed by HMI and members of LEA advisory services.

### N.354 SECONDARY EDUCATION IN AND FOR A MULTI-CULTURAL SOCIETY

For teachers in secondary school, LEA advisory staff and teacher educators.

April 15 to April 19, 1984.

West Midlands College of Higher Education, Walsall.

Applications by February 14, 1984.

It is planned to deal with specific issues in curriculum development, research findings, specific areas of the curriculum, multilingual teaching and race awareness training as well as implications arising from the work of the Committee of Enquiry into the Education of Ethnic Minority pupils.

**N.355 THE PLACE OF MULTI-CULTURAL EDUCATION IN INITIAL AND IN-SERVICE TEACHER TRAINING**

For lecturers in teacher training institutions, LEA advisers and others engaged in teacher training (initial or in-service).

September 12 to September 15, 1984.

Location to be arranged.

Applications by May 31, 1984.

The course is intended for lecturers in institutions of higher education, both in the university and public sector, LEA advisers, teachers and others who are concerned with the education and training of teachers at initial or in-service stages. Its purpose is to share ideas and information about the implications, for all teachers and those who train them, of the multi-ethnic and multi-cultural nature of British society.

In the light of recent publications and other developments relating to these issues, the concept of multi-cultural education will be examined and its interpretation explored in terms of the planning, construction and content of courses for teachers.

**GEOGRAPHY**

*See also* N.349, N.350, N.369.

**N.356 GEOGRAPHY FOR LESS ABLE PUPILS IN SECONDARY SCHOOLS**

- For teachers and LEA officers, teacher trainers.

September 3 to September 8, 1984.

Christ's and Notre Dame College, Liverpool.

Applications by April 30, 1984.

This course is intended for teachers in secondary schools, LEA advisers and teacher trainers who have responsibility for organising and developing work in geography for the less able pupils in secondary schools.

The course will examine the contribution that geography can make to the education of less able 11-16 year old pupils with special reference to the 14-16 year old for whom traditional 'O' level and many CSE courses may be deemed inappropriate. Attention will be given to the patterns of provision and organisation required, the definition of appropriate objectives, the language needs of the pupils, the design of learning materials, classroom organisation and teaching methods.

**N.357 THE PLACE OF PHYSICAL GEOGRAPHY IN THE SECONDARY SCHOOL CURRICULUM**

For teachers in secondary schools and sixth form colleges, lecturers concerned with teacher training, and LEA advisers.

July 9 to July 14, 1984.

La Sainte Union College of Higher Education, Southampton.

Applications by April 30, 1984.

The course will review the contribution of physical geography to the secondary curriculum. Attention will be given to educational objectives in physical geography, to the potential links between the physical and human aspects of the subject, to teaching methods and to assessment, including recent developments in examination requirements. In addition to lectures, there will be practical activities and discussion in working groups.

## HEALTH EDUCATION

### N.358 EDUCATION FOR FAMILY RESPONSIBILITY

For heads of departments, secondary school teachers, LEA advisers, lecturers in teacher training departments and representatives from other agencies.

July 9 to July 14, 1984.

College of Ripon and York St John, Ripon Campus.

Applications by March 31, 1984.

This course will examine how education for family life and child development can prepare pupils in secondary schools for adult and family responsibility. Teachers from a wide range of disciplines, tutors in teacher training institutions and advisers are offered this opportunity to advance their understanding of the physical, emotional and intellectual development of young children within the context of the family. Applicants are welcome from a wide range of specialist fields all of which make a positive contribution to this multi-disciplinary theme. Teachers of human biology, humanities, health education, home economics and religious education could find the course of particular use. Teachers involved in the development of courses concerned with social education would find the course of interest. The outcome of recent research will be discussed together with work on the development of discussion techniques.

### N.359 HEALTH EDUCATION IN THE CURRICULUM OF PRIMARY SCHOOLS

For primary school teachers, District Health Authority staff.

July 16 to July 20, 1984.

University of Exeter.

Applications by May 1, 1984.

A number of initiatives in recent years has led to an increase in the teaching of health education in primary schools. This course is designed to support that development through examining the place of health education in the curriculum of primary schools. Consideration will be given to a number of related aspects including curriculum planning and organisation, various methods of approach and selecting suitable areas of content. Opportunities will be provided for teachers, advisers and health authority staff involved with programmes of school health education, to familiarise themselves with recent curriculum projects and materials and to take part in lectures, group work and practical sessions.

## HISTORY

See also N.349, N.350.

### N.360 EDUCATIONAL USE OF MUSEUMS, ANCIENT MONUMENTS AND HISTORIC BUILDINGS

For teachers, lecturers, advisers and museums staff.

April 9 to April 14, 1984.

Norwich.

Applications by February 17, 1984.

The course is jointly organised by the DES and the Department of the Environment and is intended for all teachers in schools, lecturers in higher and further education establishments, teacher trainers, advisers, museum education officers and others who have an interest in the educational use of the wide range

of resources provided by museums, castles, industrial sites, country houses and ancient monuments. Tutor groups will provide the opportunity for working on a selected specialist topic, linking field and site work with collections in museums. Emphasis will be placed on developing educational strategies appropriate to a wide range of subjects, within the curriculum. The field and group work will be complemented by plenary lectures and discussions. Applicants are welcome from a wide range of specialist fields such as history, classics, art and design, CDT, drama, the sciences and home economics.

**N.361 HISTORY: 8-13**

For teachers of history in primary and middle schools.

April 16 to April 19, 1984.

Bishop Grosseteste College, Lincoln.

Applications by February 20, 1984.

There is still a wide diversity of practice in the approach to the study of history in primary and middle schools. This course will seek to identify instances of good practice and exemplify a range of teaching approaches which have proved effective. On the basis of these the course will seek to define a number of approaches to drawing up a history or humanities syllabus and will consider the place and role of history in the whole school curriculum.

**N.362 HISTORY: 16-19**

For LEA advisers with responsibility for history, heads of history departments in secondary schools and sixth form colleges, and lecturers in tertiary colleges and colleges of further education.

July 16 to July 20, 1984.

Avery Hill College, London.

Applications by May 1, 1984.

The course will examine the particular problems of teaching history to students aged 16 to 19 at all levels of ability. Existing Advanced level and Ordinary level examination courses will be considered as well as the possibility of history examinations at 17+ and history components in BEC and other courses. There will be lectures on the historiography of English history of the sixteenth and seventeenth centuries and of the modern period. The relationships between schools and colleges on the one hand and employers and institutions of higher education on the other will be examined. Work groups will consider teaching strategies, examinations and assessment and the expectations of employers and higher education.

## HOME ECONOMICS

*See also* N.305, N.358, N.360, N.369.

### N.363 HOME ECONOMICS: TEACHING, ASSESSMENT AND EVALUATION

For teachers, LEA advisers and lecturers in education.

April 9 to April 13, 1984.

Worcester College of Higher Education.

Applications by February 29, 1984.

As one of a number of school subjects which have widened and deepened their scope tremendously in the last two decades, Home Economics teaching is concerned with a wide range of skills which are vital to the successful conduct of life in a highly complex society.

The aim of the course is to generate many questions around four main areas:

1. The place of Home Economics in an appropriate secondary school curriculum;
2. Cognitive development and basic skills in the secondary school pupil;
3. Home Economics and the development of social skills;
4. Assessment, evaluation and recording in Home Economics.

The course will provide opportunities to begin to formulate answers to the above points through lectures, and a variety of group and individual activities.

## INITIAL AND IN-SERVICE TRAINING

*See also* N.334, N.355, N.374, N.377, N.380.

### N.364 MUSIC IN THE INITIAL AND IN-SERVICE TRAINING OF TEACHERS

For lecturers, advisers and teachers.

April 10 to April 12, 1984.

Lady Margaret Hall, Oxford.

Applications by February 13, 1984.

This course/conference will be of interest to all who are in any way concerned with music in the initial and in-service training of teachers. Lecturers from Teacher Training Departments, Polytechnics, Colleges of Higher Education, Music Colleges and Universities should find it both relevant and topical; music advisers and serving teachers are also encouraged to apply. There will be opportunities to appraise the shape and content of existing and projected initial training courses as well as to review various forms of in-service training.

**N.365 THE EDUCATION AND TRAINING OF TEACHERS OF YOUNG CHILDREN: 3-8 YEARS**

Mainly for the staff of teacher training institutions.

January 8 to January 11, 1985.

Avery Hill College, London.

Applications by September 30, 1984.

The course will consider the initial education and training of teachers and its relationship to the needs of young children and their schools. Particular attention will be given to the under-fives. The course is intended mainly for lecturers in teacher training institutions but LEA advisers and teachers of young children who are interested in initial teacher training will be welcome.

**N.366 THE PLACE OF ART AND DESIGN IN TEACHER TRAINING**

For tutors and others responsible for art and design in teacher training.

October 22 to October 26, 1984.

Marsham Court Hotel, Bournemouth.

Applications by June 30, 1984.

The course is designed for course leaders, specialist tutors and others responsible for initial and in-service training with a content which includes art and design education.

Changes in the structure of initial training as well as those in the management and curriculum of schools have emphasised the role of course planners and the necessity to review course content. It is intended that working groups should consider such matters as the effect of curriculum changes brought about by falling rolls and the possible influence of developments taking place in post 16 education and NTVEI. The relationship between art and design and other curricular areas including the arts, sciences and technology, at all levels of education will also be explored. Previous courses have established an expectation of vigorous participation by members which, while stopping short of consensus has led to valuable feedback to the profession.

**LANGUAGE DEVELOPMENT AND READING**

*See also N.337.*

**N.367 SPOKEN LANGUAGE AND ITS ASSESSMENT**

- For secondary school teachers, LEA advisers and lecturers in teacher training.

September 3 to September 8, 1984.

Bath College of Higher Education (Newton Park).

Applications by May 25, 1984.

This course will be concerned with considering how teachers can develop pupils' speech and how they can assess performance. The nature and functions of speech will be considered, as well as some of the more important differences between spoken and written language.

Open to secondary school teachers, LEA advisers, and others concerned with language development, the course will consist of plenary lectures, group discussions, and some practical work. One of the more important aims will be to help teachers develop practical techniques of assessment for use in the classroom; an important element of the course, therefore, will be the production, in working groups, of syllabus guides, profile schemes, assessment frameworks, etc. There will be time for group discussion, as well as plenary lectures by authorities of wide experience in the field of spoken English.

## **MARITIME STUDIES**

*See also* N.360.

### **N.368 THE USE OF BOATS IN EDUCATION**

For teachers, lecturers, LEA officers, and youth workers from statutory or voluntary sectors.

July 2 to July 6, 1984.

National Sailing Centre, Cowes, Isle of Wight.

Applications by March 1, 1984.

This course will aim to bring together those who use or intend to use boats in education. Through discussion, but mainly by practical participation in a variety of activities using boats, it is hoped that wider views of the capabilities of different craft will be encouraged. Users will analyse the aims and objectives of their own activities and all course members will learn from users ways of more effectively organising activities in order to achieve better utilisation in time or function.

## **MATHEMATICS**

### **N.369 DESIGNING A MATHEMATICS POLICY FOR A SECONDARY SCHOOL**

For teachers and advisers.

July 16 to July 21, 1984.

Worcester College of Higher Education.

Applications by April 30, 1984.

The course will be concerned with the need for a school policy on mathematics, the development of such a policy and its implementation. Due consideration will be given to factors of both a local and national nature which may influence this policy, such as the transfer arrangements from primary to middle schools, falling rolls, finance, the shortage of qualified mathematics staff, the availability of electronic calculators and micro-computers, timetable constraints, the place of mathematics within the whole curriculum, developments in assessment and examinations, and the needs of society. Consideration will be given to recent important publications, especially to the Report of the Cockcroft Committee of Inquiry into the Teaching of Mathematics. It is hoped that those attending will include not only teachers of mathematics, but also teachers of other subjects which have a mathematics component and senior members of staff with general curricular responsibilities. LEA advisers, lecturers from teacher training establishments and people from industry and commerce will also be most welcome.

#### **N.370 MATHEMATICS AND MICRO-COMPUTERS IN THE MIDDLE YEARS**

For LEA advisers and advisory teachers.

July 9 to July 14 1984.

Newman College, Birmingham.

Applications by April 30, 1984.

The course will provide an up-to-date review of the developments in the use of micro-computers in the teaching of mathematics in the age range 8-13. LEAs will be invited to nominate one (or two) advisers or advisory teachers so that they may be able to share their experience of successful practice in this rapidly developing field.

#### **N.371 MATHEMATICS FOR CHILDREN WITH SPECIAL NEEDS IN THE PRIMARY SCHOOL**

For lecturers, advisers. (Post holders to be given priority).

July 16 to July 21, 1984.

Bishop Lonsdale College, Mickleover, Derby.

Applications by April 30, 1984.

The course will deal with the needs of low achieving children, those who are very bright, those who have language difficulties and those from ethnic minorities. Reference will be made to "Mathematics Counts" and, if published, the document relating to less successful and slow learning pupils.

### N.372 MATHEMATICS FOR CO-ORDINATORS IN PRIMARY SCHOOLS

For heads, deputies and teachers with responsibility for mathematics in primary schools, LEA advisers.

July 9 to July 14, 1984.

Sheffield City Polytechnic (Totley Site).

Applications by May 31, 1984.

Recent reports (e.g. Cockroft) have identified the mathematics co-ordinator as one of the key positions of responsibility in the primary school. This course aims to help teachers with this responsibility to see and fulfil this role.

Reference will be made to the findings and recommendations of reports and documents which have been published in the last few years, and which are relevant to the teaching of mathematics. There will be opportunities for the discussion of current issues, in addition to time devoted to lectures, working groups, films etc.

### N.373 MATHEMATICS IN FURTHER EDUCATION

For heads of department and staff in colleges responsible for the organisation of mathematics.

July 9 to July 13, 1984.

Location to be arranged.

Applications by March 31, 1984.

The course will be designed for heads of departments and others responsible for the organisation of mathematics in colleges of further and higher education. It is intended to cover organisational and teaching problems in mathematics in further and higher education and the opportunity will be provided to explore the several issues associated with teaching basic quantitative skills in FE provision.

### N.374 PRIMARY MATHEMATICS TOMORROW

For mathematics lecturers in teacher training and mathematics advisers.

September 10 to September 14, 1984.

Matlock College of Higher Education.

Applications by May 31, 1984.

This annual 5-day course for teacher trainers and for local education authority advisers and inspectors has taken mathematics in primary schools as its theme this year. The increasing numbers to be trained as teachers in the primary age range, both in BEd and PGCE courses, signify its importance. Topics which it is hoped to cover include designing and implementing a mathematics curriculum, the role of algorithms in the primary school, the impact of technology and the relationship of mathematics to other curricular areas. Attention will be given to the training of mathematics co-ordinators and to other in-service courses.

Course members will also be able to study a range of topics in mathematics and mathematical education. Discussion and working groups will deal with items of immediate concern.

## MODERN LANGUAGES

### N.377 IMPROVING THE TEACHING AND LEARNING OF MODERN LANGUAGES

For modern language teachers in secondary (including independent) schools, LEA modern language advisers, and teacher trainers.

January 7 to January 12, 1985.

Digby Stuart College, Roehampton Institute of Higher Education, London.

Applications by October 31, 1984.

This course, intended for teachers of modern languages in secondary schools, LEA advisers and teacher trainers, will explore ways of making modern language teaching and learning more effective. By means of lectures, discussions and workshops it will seek to identify teaching techniques and methods of learning which enable pupils of all abilities to fulfil their potential.

### N.378 MODERN LANGUAGES: 16-19

For heads of department, teachers and advisers concerned with the teaching of foreign languages, 16-19, in schools, colleges and establishments of further and higher education.

January 7 to January 11/12, 1985.

Digby Stuart College, Roehampton Institute of Higher Education, London.

Applications by September 30, 1984.

The course is intended for teachers of foreign languages in schools and colleges, and for lecturers in further and higher education providing courses in foreign languages for full-time students. It would also be of interest to advisers with responsibility for foreign languages.

Invited speakers will outline their own approaches to the organisation of teaching and learning, and members will have opportunities in discussion and practical sessions to compare approaches and develop materials for the teaching of language and literature. Consideration will also be given to current developments in examination requirements.

### N.381 TEACHING FRENCH IN THE 11-14 AGE RANGE

For teachers, advisers and teacher trainers.

September 3 to September 8, 1984.

Christ's and Notre Dame College, Liverpool.

Applications by April 30, 1984.

The course is intended for heads of departments and other teachers of French in secondary and middle schools. It would also be of interest to advisers and teacher trainers. It will provide opportunities to consider suitable approaches to the teaching and learning of French with pupils of different abilities, including

## OUTDOOR EDUCATION

*See also N.368.*

### N.383 OUTDOOR EDUCATION AND RESIDENTIAL EXPERIENCE AND THEIR RELEVANCE TO CHILDREN WITH SPECIAL NEEDS

For teachers and others employed in education, youth and social services, including those in outdoor/residential centres, who are responsible for organising short-stay residential and outdoor programmes for disadvantaged young people and those with special needs.

September 24 to September 28, 1984.

Brathay Hall, Ambleside, Cumbria.

Applications by May 30, 1984.

Recent HMI surveys have provided evidence of the particular value attached to outdoor education, camps, expeditions and short-stay residential experience in the curriculum of children with special needs. These activities have some significance in the educational programmes of special schools, community homes, (with education), community homes for observation and assessment communities, based intermediate treatment schemes, special tutorial and behavioural units and of those pupils in ordinary schools who for one reason or another are educationally disadvantaged.

The course should provide a framework:—

1. to examine the use and value of outdoor/residential activities in the curriculum, and the relationship and special contribution to social education;
2. to determine the best educational use of the wide range of facilities and residential provision now available;
3. to identify important aspects of teaching, policy, approach and organisation to ensure a reasonable match between aims and achievable objectives;
4. for an exchange of views on good practice and issues arising from the surveys.

## PHYSICAL EDUCATION

*See also N.347, N.368.*

### N.384 PHYSICAL EDUCATION: CURRICULUM LEADERSHIP IN PRIMARY AND MIDDLE SCHOOLS

For teachers, headteachers, advisers and teacher educators.

June 11 to June 15, 1984.

Woolley Hall College, South Yorkshire.

Applications by April 20, 1984.

This course is intended as a follow-up to the recommendations of the National Primary and First School Surveys concerning the role of teachers with special curricular interests or responsibilities and will give attention to the various issues raised by the Middle School Surveys. It will explore the place of physical education (particularly movement and dance) in the education of pupils in the 5-13 age group. Consideration will be given to the various methods of approach, to suitable content, links with other subjects, the preparation of guidelines and the question of evaluation. Special attention will be paid to the part teachers with a responsibility or particular interest can play in developing the subject in the curriculum of their own school.

## RELIGIOUS EDUCATION

### N.385 RELIGIOUS EDUCATION IN THE EARLY YEARS

For teachers in infant, first and primary schools, teacher trainers and advisory staff concerned with religious education.

July 16 to July 20, 1984.

College of Ripon and York St John, York.

Applications by April 30, 1984.

This course will be concerned with recent developments in the religious and moral education of young children in the age range 4 to 9.

It will consider the underlying principles and ideas which influence the planning of religious education for the early years and deal with relevant concerns and questions: Through lectures and discussions the starting points and possible content of the work in religious education will be examined.

Course members will have the opportunity to plan work suitable for their own schools making use of the Department of Education's extensive collection of religious education resources.

### N.386 TELLING AND HEARING STORIES FROM WORLD RELIGIONS

For teachers and lecturers in schools and colleges, LEA advisory staff. The course might also be of interest to those engaged in the work of denominational bodies.

July 9 to July 14, 1984.

St Martin's College, Lancaster.

Applications by May 31, 1984.

This course intends to examine the place of story and the practice of story telling in the major religions of the world. Various approaches to story, including the visual and dramatic, will be included and the practical implications for teaching in the primary and secondary classroom will be explored.

It is hoped that some visits to places of local religious interest will be made and that a good deal of direct and first-hand experience will be available throughout the course. For this reason, the first part of it will be shared with members of the Standing Conference for Inter Faith Dialogue in Education, whose members are drawn from a number of religious traditions.

## SCIENCE

See also N.317, N.326, N.349, N.350, N.358, N.369, N.373.

### N. 387 MICRO-COMPUTERS IN THE BIOLOGICAL SCIENCES IN HIGHER EDUCATION

For lecturers from colleges teaching at HTEC and degree level.

April 16 to April 19, 1984.

Oxford Polytechnic.

Applications by January 30, 1984.

To consider the impact of the new computer generation on administration, teaching and research in the biological sciences in higher education. There will be emphasis on current use by biologists of available software, computer aided learning, interfacing with microprocessor controlled instruments and experiments, random accessing, modelling systems, complex and repetitive calculations, and

word processing. Facilities will be available for members to use a main frame system as well as micro-computers. Discussions will focus on the value of existing hardware and software, the identification of future needs of biologists and how these may best be met.

#### N.388 MICRO-ELECTRONICS AND THE SCHOOL SCIENCE CURRICULUM

For science teachers, lecturers and advisers.

July 16 to July 21, 1984.

Matlock College of Higher Education.

Applications by April 30, 1984.

The course will examine the use of micro-electronics including micro-computers in school science and its effect on the teaching of science. Instruction and practical work using micro-electronic apparatus and micro-computers will be the central feature of the course. This will be supported by lectures on relevant associated topics. The aim of the course will be to give a general view of the field including computer based learning in science, micro-electronic control techniques, data capture and processing by micro-processors linked to scientific experiments and the applications of information technology to science courses. This will lead to discussion of the implications for the school science curriculum.

#### N.389 SCIENCE 16-19: DEVELOPMENTS IN THE TEACHING OF 'A' LEVEL BIOLOGY

For advisers and teachers of A level biology in schools and colleges.

July 16 to July 21, 1984.

University of Sussex.

Applications by April 30, 1984.

The course will be concerned with major aspects of the teaching of A level biology including questions concerning curriculum development teaching styles and assessment. Particular consideration will be given to some recent advances in biological science and their relevance to A level and there will be opportunities to carry out experimental work of a type not easily or normally performed in schools and colleges. Laboratory work and discussion in small groups will be a major feature of the course. Some sessions on general issues concerning science education will be shared with the concurrent physics and chemistry courses.

#### N.390 SCIENCE 16-19: DEVELOPMENTS IN THE TEACHING OF 'A' LEVEL CHEMISTRY

For lecturers in teacher training institutions, LEA advisers, chemistry teachers in 11-18 secondary schools, sixth form and tertiary colleges.

July 16 to July 21, 1984.

University of Sussex.

Applications by April 30, 1984.

This course will be concerned with all major aspects of the teaching of A level chemistry and will deal with questions concerning curriculum planning, teaching styles and assessment. Particular consideration will be given to more specialised topics in modern syllabuses including organic reaction mechanisms, energetics, kinetics and the general use of physico-chemical data.

Laboratory work and discussion in small groups will be a major feature of the course and the teaching implications of specific syllabuses including Nuffield A level and the JMB alternative in applied chemistry will be compared. The use of micro-computers in chemistry teaching will also be considered.

Some sessions on general issues concerning science education will be shared with the concurrent biology and physics courses.

#### N.391 SCIENCE 16-19: DEVELOPMENTS IN THE TEACHING OF 'A' LEVEL PHYSICS

For advisers and teachers of A level physics in schools and colleges.

July 16 to July 21, 1984.

University of Sussex.

Applications by April 30, 1984.

The course will be concerned with major aspects of the teaching of A level physics including questions concerning curriculum development, teaching styles and assessment. Particular consideration will be given to some recent developments in physics and electronics and there will be opportunities to carry out experimental work of a type not easily or normally performed in A level physics courses. Laboratory work and discussion in small groups will be a major feature of the course. Some sessions on general issues concerning science education will be shared with the concurrent biology and chemistry courses.

#### N.392 SCIENCE IN PRE-VOCATIONAL EDUCATION

For teachers in schools and FE, advisers.

July 16 to July 20, 1984.

University of Technology, Loughborough, Leics.

Applications by April 30, 1984.

An increasing number of students continue their studies after the age of 16 but do not intend to proceed to GCE (A) level. This course will seek to examine the needs of such students, consider the provision of suitable programmes under CPVE and YTS and discuss appropriate teaching strategies.

### N.393 SCIENCE IN SECONDARY SCHOOLS

For science teachers, advisers, lecturers in teacher training.

July 16 to July 20, 1984.

Digby Stuart College, Roehampton Institute of Higher Education, London.

Applications by April 30, 1984.

The course will review the aims of science education as an established component of the 11-16 curriculum and will examine examples of commonly taught topics in science, adapted for pupils of differing abilities and interests. The difficulties encountered in understanding science will be considered with particular reference to the findings of the APU so as to indicate the methods of teaching and learning which are likely to be most successful. Learning experiences in the classroom and laboratory will be the central focus of attention of the course which is intended for teachers of science concerned with pupils in any part of the secondary age and ability range, advisers and those involved in initial and in-service training of science teachers. The course will comprise lectures, discussions and group work with opportunities to analyse science lessons and prepare teaching material for pupils over a wide range of age and ability.

### N.394 THE MANAGEMENT OF SCIENCE DEPARTMENTS IN SECONDARY SCHOOLS AND THE ROLE OF SCIENCE IN THE WHOLE CURRICULUM

For heads of science departments, experienced science teachers, deputy heads (curriculum), science advisers and science tutors in teacher training.

December 3 to December 7, 1984.

The Abbey Hotel, Great Malvern, Hereford and Worcester.

Applications by September 30, 1984.

The purpose of the course is to help experienced teachers of science and heads of science departments in secondary schools to meet the increasingly heavy demands which are made on them in running a science department. Consideration will be given to the problems involved in the management of staff and resources. The course is designed to stimulate the exchange of ideas between colleagues and develop management skills. Much of the work will take place in small seminar groups, in addition to lectures on current issues in science education.

### SPECIAL EDUCATION

See also N.334, N.371, N.383.

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### N.396 MEETING SPECIAL EDUCATIONAL NEEDS IN ORDINARY SCHOOLS

For LEA advisers and officers, headteachers and teachers in primary and secondary schools with designated posts in this area of interest, particularly heads of subject and remedial departments.

March 25 to March 29, 1985.

Cambridge.

Applications by January 31, 1985.

The course will be concerned with identifying and meeting special educational needs in ordinary schools. Current developments will be examined in the light of the 1981 Education Act and attention given to exploring approaches and materials through lectures, seminars and practical sessions.

N.398 TEACHING PUPILS WITH A PHYSICAL HANDICAP IN SPECIAL AND  
ORDINARY SCHOOLS

For teachers in special and ordinary schools.

April 2 to April 6, 1984.

The College of Ripon and York St John, Ripon.

Applications by January 31, 1984.

This course, through lectures and discussion, will examine problems and ways of improving the quality of education for physically handicapped children, particularly in the areas of integration and the curriculum and, through workshops, will offer an opportunity for more specialised work in the fields of the multi-handicapped, children under 5 years and the school leaver.