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Renewing Rural and Regional Teacher Education Curriculum

This resource is designed for all teacher educators.

It has been developed to support teacher educators to prepare future graduates for the challenges and opportunities of teaching in rural/regional communities.

The materials can be readily embedded into lectures, tutorials, workshops and professional learning experiences to provide teaching and learning environments that comprehensively consider the needs of rural and regional students, their families, schools and communities.

The website can be navigated in various ways to suit individual teacher educators’ needs. Underpinning the curriculum module design is a conceptual framework and links to key readings in rural teacher education and other related fields. To find out more about using this website, click on the tab ‘How to use this site’.

Our aim is to inspire all teacher educators to produce quality teachers for regional and rural Australia.

**Renewing rural and regional teacher education curriculum:**

**Final Report 2012**


**Recommended citation/attribution for website content:**


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Support for this website has been provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

The views expressed in this website do not necessarily reflect the views of the Australian Learning and Teaching Council.
About the project

The Renewing Rural and Regional Teacher Education Curriculum (now known as RRRTEC) project has looked at what teacher education can do differently to better prepare teachers for rural and regional workforce needs.

This website has been created specifically to address this issue and to provide all teacher educators with the necessary resources to make more easily accessible, rural and regional teacher education research, curriculum resources and pedagogical strategies for their teacher education students.

The project team would like to specifically acknowledge the financial support of the Australian Learning and Teaching Council (ALTC) without whom this work would not have been possible.

This collaborative project extended over two years (2009-2011) and involved the co-operation of a number of universities, associations and teacher educators across Australia who all contributed their expertise in various ways. Recognition to those who have been involved is outlined in the project team tab.

While the website is the culmination of the ALTC project, we do not wish this to be the final product. We ask those who visit this site to please participate in the ongoing research and scholarship work to improve rural and regional teacher education.

On the footer you will find a confidential evaluation survey. This data will enable the team to consider who might visit this site, how this site is used, the particular resources that are most valuable and easily adapted into university teaching and the functionality of the site. The website will thus remain interactive and improvements and adjustments can be made.

You are also invited to suggest new resources be they research or scholarly to add to the collection. To do this, email us using the contact us link in the footer. Our aim is to continue to build the repository and to also widen its scope to include more international contributions.
Project team

The RRRTEC project team consisted of four researchers. Please find their details below. Professor Simone White was the project leader and she can be contacted on simone.white@monash.edu.

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Reference group

The reference team involved a range of expert researchers and practitioners, as well as representatives of key national association bodies around Australia including the Australian Council of Deans in Education (ACDE), the Australian Teacher Education Association (ATEA) and the Rural Education Forum Association (REFA). The Reference Group acted as a consultative forum and an advisory group in relation to the development, accessibility and usability of the resources.

We thank the following people for their contribution to this project.

Professor Jo Anne Reid (Charles Sturt University)
Ms Jan Page (Charles Sturt University)
Professor Diane Mayer (Deakin University)
Dr Pauline Taylor (James Cook University)
Mr Gary Allen (Rural Education Forum Australia, Chair)
Ms Shirley Gregory (Rural School Principal)
Associate Professor Maxine Cooper (University of Ballarat)
Ms Shirley Richards (University of the Sunshine Coast)
Dr Elaine Sharplin (University of Western Australia)

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Website design and development by Ad Capital Advertising
Curriculum writing team

The curriculum writing team was responsible for developing the modules and modes.

With thanks we acknowledge the contribution of the curriculum writing team.

Professor Simone White (Monash University)
Dr Wendy Hastings (Charles Sturt University)
Ms Jan Page (Charles Sturt University)
Dr Pauline Taylor (James Cook University)
Dr Elaine Sharplin (University of Western Australia)
The RRRTEC conceptual framework

Rationale

Globally many rural schools face more pressure to attract and retain quality teachers than their urban counterparts. It does not appear from all accounts that preparing more teachers is the answer to the staffing crisis rather a re-examination of teacher education curriculum and a focus on the ways in which we can more effectively prepare teachers for rural and regional communities is the key.

In re-examining the ways in which we prepare teachers for the possibility of working in a rural/regional context and developing the curriculum modules and modes, the curriculum writing team drew from the findings of a growing number of studies into rural and regional teacher beginning teachers and rural education more broadly. All the research papers from which this work is drawn are identified and can be accessed through the resource section by using the search option.

The research was analysed and particular themes emerged. Themes were categorised according to the work to inform the reframing of teacher education curriculum or ways in which to improve the rural/regional professional experience, paying particular attention to before, during and after phases.

Rural teacher education research

Over the last two decades a growing number of small and large Australian and international studies have examined the issue of attracting and retaining quality teachers for rural and regional communities from different perspectives. Some have been focused on teacher education, some on professional experience and some on rural education more broadly.

Large Australian related studies in the teacher education area, include:

- Rural [Teacher] Education Project (R[T]EP) (Green, 2008), funded as an ARC Linkage project involving the New South Wales Department of Education and Training, Charles Sturt University and the University of New England from 2002-2005
- Rural Education Forum of Australia [REFA] research into the rural practicum (Halsey, 2005)
- The National Survey of Science, ICT and Mathematics Education in Rural and Regional Australia (Lyons, Cooksey, Panizzi, Aarnell & Pegg, 2006)
- Staffing an empty schoolhouse: attracting and retaining teachers in rural, remote and isolated communities conducted by the New South Wales Teachers Federation (Roberts, 2007)
- The Rural Education Forum of Australia’s ‘Pre-Service Country Teaching Costings Survey’ (Halsey, 2005)
- The three year (2008-2010) ARC funded project, TERRAnova.

These and other localised studies paint a particular picture of the issues facing teachers and pre-service teachers working and living in rural communities.

Roberts (2005) in his report of ‘Staffing the empty Schoolhouse’ confirmed that Australia’s remote, rural and regional schools are frequently staffed with young, inexperienced teachers and teacher turnover is high. O’Brien, Goodard and Keeffe (2007) found that burnout of beginning teachers in these communities to be a common problem that ‘not only has a devastating influence on the personal lives of beginning teachers and their families but the associated attrition also negatively impinges on the entire teaching profession’. Geographic isolation, weather, distance from family, and inadequate shopping were reported among the reasons teachers gave for leaving rural areas (Collins, 1999). Halsey (2005) specifically explored the impact for pre-service teachers taking up a rural practicum experience and highlighted the additional ‘social and economic costs’ pre-service teachers encountered in completing a rural professional experience. Sharplin, (2002) in her study, examined the perceptions of taking up a rural career from the perspective of pre-service teachers and uncovered that for many, fears about access to resources, isolation and cultural differences were associated with teaching in rural areas. These fears were believed to be the major cause of an unwillingness to consider a future rural career or even to trial a teacher education incentive program.

Other studies (Collins, 1999; Hudson & Hudson, 2008; McClure, Redfield & Hammer, 2003) indicated further reasons for rural staffing shortages due to teachers’ (both pre-service and in-service) beliefs about geographical, social, cultural, and professional isolation; inadequate housing; and a lack of preparation for multi-age classrooms, which may explain reasons for losing rural teachers. Classroom burnout again appeared to trigger an exodus from rural classrooms as reported in an Australian newspaper, The Age (26 February, 2007 as cited in
Hudson & Hudson, 2008, p. 67) "Younger teachers point to issues such as overwork, pay structures, being put on contract without assurance of permanency, community expectations, student management and lack of social status" as reasons for leaving rural areas. Further research undertaken by Starr and White (2008) indicated that although teachers and leading teachers, in particular, in rural schools and communities face many of the same issues as their metropolitan counterparts, they also were more likely to deal with real and imagined perceptions of personal and professional isolation and questions about access to professional learning and teaching resources. Beliefs such as increased levels of visibility in the community; requirements to teach 'out of area', and early professional advancement to positions of leadership without preparation at an earlier stage in their careers all appeared to result in considerable personal and professional demands on them as teachers for which were not always prepared.

Each of these studies highlights the ways in which teachers could be viewed as 'unprepared' to teach in rural communities and signifies that teacher education needs to reconsider the ways in which they currently prepare teachers, Halsey (2005) urgently recommended teacher education programs to develop policies to increase significantly the number of pre-service country teaching placements with the view that this might encourage beginning teachers to consider a rural career. Rural practicum however is only one aspect of teacher education and to actually seriously address teacher shortage and staffing churning, White and Reid (2008) argued for a new conceptualisation of teacher education and identified links between the sustainability of rural communities and teacher preparation, finding that rural communities stand to benefit from teacher education that is inclusive of rural education needs. White (2010) further argued that the relationships between rural schools and local communities are reciprocal, whereby successes in the areas of rural leadership and community collaboration can inform teacher education reform.

Further, effective skills for teaching the multi-age and grade class (Page, 2006), understanding rural and regional students' funds of knowledge (Moll, 1992) and the virtual school bags that teachers need to unpack (Thompson, 2002) as well as understandings of place (Grunewald, 2003), and skills to develop place-based or place-conscious curriculum that connects students to their communities are simultaneously distinctly important to teaching in rural schools and readily omitted from current teacher education programs (White, 2010; White and Reid, 2008).

The RRRTEC model design

This growing field of research studies has provided the theoretical knowledge base from which to consider a new rural and regional teacher education curriculum conceptual framework (known as the RRRTEC model).

In drawing together the research studies a number of key themes were identified. In particular themes to do with place, partnership, community and capital emerged from the range of studies. The studies highlighted the need for pre-service teachers' ability to recognise and understand the differences across social, cultural, geographical, historical, political, and service domains.

The RRRTEC model attempts to reframe the preparation of teachers away from a classroom only focus to include the broader key components of preparing teachers to be 'community ready', 'school ready' and 'classroom ready' (White, 2010). Within each frame of community (place), school (site) and classroom (learning space) the further themes were unpacked. These five themes inform the modules.

- Experiencing rurality
- Community readiness
- Whole school focus
- Student learning and the classroom
- Professional experience and advice for working in rural/regional settings

The RRRTEC model design has been likened to a camera comprised of two parts. The camera body or base of the model outlines the nested frames of becoming community ready, school ready and classroom ready these in turn have informed the module design. The camera lens or large circle refers to the cycle of professional experience and the need for teacher educators to attend more to the before, during and after phases of any rural/regional experience. The 'lens' has informed the mode design (module 7).

RRRTEC model
Arrows represent relationships and recognise cyclical crisis and renewal.


Key readings

Community


School


Classroom


Modules

Drawing from the RRRTEC model as described in the framework section, the curriculum writing team focused on five main themes to better prepare teachers for rural and regional contexts (experiencing rurality) and to help them be community ready, school ready and classroom ready. The fourth theme focuses on the professional experience component and the various modes that teacher educators can draw from in the before, during and after cycle of preparing pre-service teachers to take up a rural/regional practicum as well as advice for graduates in taking up a rural career.

Outlined below are the themes and accompanying modules and modes to consider.

1. **Experiencing rurality**
   - Module 1 - Understanding rurality

2. **Community readiness**
   - Module 2 - Understanding place

3. Whole school focus
   - Module 3 - Understanding rural teacher identity and teachers' work
   - Module 4 - Understanding working with rural and regional communities

4. Student learning and the classroom
   - Module 5 - Getting to know rural students’ lives
   - Module 6 - Professional Experience - Modes - Guest speaker, Remote contact, Simulation and scenario, site visits, Field trips and Practicum

5. **Preparing for a rural career**
   - Module 7 - Advice for working in rural/regional settings
Module 1: Understanding rurality

Focus: Considering the diversity of the concept of “rurality”

Outcomes
1. Know and understand the diverse distinctions between definitions of metropolitan, rural and regional communities as they relate to educational policy, resourcing and experience.
2. Know, understand and appreciate how community change and renewal impacts upon rural and regional education.
3. Know and understand historical and contemporary issues and policies related to educational provision, specifically with regard to the employment and retention of teachers in rural and regional contexts.

Topics
- Experiences of rural places
- Rural and Regional definitions
- Rural and Regional Education Policy
- Rural Social Space – Geography, Economy, Demography
- Diversity of Rural and Regional contexts

Key readings


**Key resources**

- **Photo Gallery**

**Some suggested activities**

These activities are designed to be used by teacher educators with their students in tutorial workshops.

**Activity**

In small groups share and discuss the following;

- What experiences do you have of ‘country’ living?
- What films, songs, novels or other media have informed your views of rural/regional life?
- What do you think are the differences between city and country living?

**Activity**

Compare and contrast the following photographs below in terms of the images of country life portrayed.

How do these images portray different aspects of rural/regional life? Can you find other images on the internet, that shows more accurately your understanding of rural/regional life.

![Image of rural and urban landscapes]

**Activity**

Dr Elaine Sharplin (2002) did a study of pre-service teachers perceptions of country life and discovered that most either saw it as ‘heaven’ or ‘hell’.

**Reading**


What are your feelings about rural teaching? What are the implications of taking a ‘heaven’ or ‘hell’ view in terms of meeting the needs of all rural and regional students and staffing rural schools?

**Activity**

Discuss in small groups this statement:

Largely rural communities have seen an urban agenda rolled out across the countryside, with issues of equity and access, rather than appropriateness, dominating the discourse. It is as if rural society is to be judged in terms of a deficit discourse (dominated by the desire to make them like us) rather than a diversity discourse (recognition and value of difference) (Atkin, 2003, p. 515).

**Reading**

Activity

- How do you define the following terms - metropolitan, regional, rural and remote? On what do you base these definitions?
- Name "places" that you would "categorise" using these headings and justify your choices.
- Compare your definitions with the map of Australia below.

![Accessibility Remoteness Index Australia 2006](http://www.australianinstituteoffamilystudies.org.au/images/AIIFS/maps/AMRI_2006_map.jpg)


- Now discuss this statement;

"[T]here is no essential rural or metropolitan, but a concept of rural or metropolitan based on a continuum in regard to population numbers, accessibility of services, attitudes and values" (McGrail et. al. 2005, p. 22).

Reading


Activity

- Watch the following YouTube clip of a group of female students talking about what it is like to live in the country in far north coast of NSW.

  ABC Heywire, (2008). Voices from the country. Available from: [http://www.youtube.com/watch?v=75xL4f2N1Og](http://www.youtube.com/watch?v=75xL4f2N1Og)

- What surprised you about the views of rural life portrayed?

Activity

- Examine the following newspaper article about rural students talking about the drought and recent rains.

Recent Rains Article


- Discuss local, national and global issues and how you imagine they impact on rural and regional students and their schools.
Module 2: Understanding place

Focus: Understanding the diversity and complexity of regional and rural communities

Outcomes
1. Know and understand the rural social space model and the implications for rural and regional education.
2. Know and understand the distinctions between different rural and regional places.
3. Know, understand and appreciate the concept of ‘place consciousness’.

Topics
- Diversity of rural contexts
- Rural social space – geography, economy and demography
- Place consciousness

Key readings


Some suggested activities

These activities are designed to be used by teacher educators with their students in tutorial workshops.

Activity

Discuss in small groups this question...

**Do you think all rural places are the same?**

Investigate via the web a number of rural places in your State/Territory to compare.

Activity

In Module 6 - Mode: Simulations, you will find two rural places to explore further. One Bilby - a virtual place created on-line by Dr Karen Le Rossignol (Deakin University) , and the other Giraween Flat a hypothetical place created by Jan Page (Charles Sturt University).
Activity

Discuss the following phrase...

What we know, we may choose to care for. What we fail to recognize, we certainly won’t (Pyle, 2001, p.18).

Now further consider this quote from the work of David Greenwood (nee Gruenwald) on place consciousness.

The point of becoming more conscious of places in education is to extend our notions of pedagogy and accountability outward toward places. Thus extended, pedagogy becomes more relevant to the lived experience of students and teachers, and accountability is re-conceptualised so that places matter to educators, students, and citizens in tangible ways. Place-conscious education, therefore, aims to work against the isolation of schooling’s discourses and practices from the living world outside the increasingly placeless institution of schooling. Furthermore, it aims to enlist teachers and students in the firsthand experience of local life and in the political process of understanding and shaping what happens there (Gruenwald, 2003, p. 621).

Reading


Activity

Below is the conceptual model to describe a Rural Social Space

![Rural Social Space Diagram]

Choose a rural community in your State and find out as much as you can about;

1. the economy
2. the geography
3. the demography

Questions you might consider when exploring this place....

What types of work are there in the town? What are the main industries? What are the leisure past times? What is the history of the community? What is the physical landscape like? What is the transport system like? What significant landmarks are near by? What are the opportunities in this place? What are the challenges?

More about the model

Rural social space is not a generalised or universal concept – it is the particular set of events, or practices, performed in a particular place over time, that have produced the 'place' that is experienced in the present. The model conceptualises rural social space in terms of the practices that are produced in and through the interrelationship of these factors in any particular place. It is the set of relationships, actions and meanings that are produced in and through the daily practice of people in a particular place and time.

Map the 'rural social space' of a rural place. What have you learnt about the place that surprises you? How do you feel about this place taking a closer look at it?

Reading

Module 3: Understanding rural teacher identity and teachers' work

**Focus:** Considering ways teachers construct and negotiate their personal and professional roles in the community

**Outcomes**

1. Know about, understand and have considered strategies to access information relating to community and school roles and expectations in rural and regional contexts.
2. Know about, understand and have considered strategies to work and live successfully in a rural or regional context.

**Topics**

- School and community expectations of teachers
- Negotiating personal and professional roles
- Developing resilience
- Working within and across community

**Key readings**


**Key resources**

**Key teacher qualities - Rural and Regional Australia**

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Key teacher qualities
Country Teaching DVD, Deakin University, Australia
Career advantages and challenges

Some suggested activities

Activity

Research has highlighted that rural schools often have a special significance to their community. Discuss why you think this might be. Discuss advantages and challenges of this significance for you as a teacher and how this might impact on your work.

If the rural school is indeed the ‘hub’ of the community, what do you think this might mean for a teachers’ work and identity within the broader community?

Activity

Watch the two clips above. What are the key qualities identified as important in working in rural/regional communities? Do you think these are the same for all locations? Why or why not?

Activity

In the mode ‘Guest Speaker’ you will find a set of film clips produced by the NSW DET (2007). You will hear from principals, teachers and community workers about a wide variety of school settings. What do you learn about the work of a rural/regional teacher that excites you? that challenges you?

How might you prepare more fully (thinking through these stories) for a rural/regional placement or position?

Activity

Read the following interview extract and then discuss the opinions expressed.

What do you think it means to be professional - socially?

Interview extract, Teacher Educator (Queensland), June 2010:

Student teachers need to be prepared socially and to be engaged in the community. They need to realise that they are going into a rural community or a remote community and as such, it can be very small and very different from living in a large metropolitan area where they can blend in and live in one suburb and go and teach in another and no-one necessarily knows anything about their life. In a rural community, student teachers are basically in the eyes of the community all the time so they have to be very professional in what they do both socially and professionally. I think that sometimes that’s something that might be lacking in the preparation because students don’t know what to expect if they’ve always lived in a city or a larger metropolitan area until they get out there. Student teachers also need to know about indigenous studies and teaching in a school within an indigenous community.

Activity

Below is an excerpt of Lorina’s story and her recollections of her first day as a beginning teacher.

First day experience of teaching in a rural/remote community

Lorina’s story

I am nervous.

The school is mainly demountable buildings, as if sometime in the future it might be lifted up and taken away. Or bulldozed. The grounds are bone-dry, wide and flat, like the rest of the land out here. A few spindly trees line the playground. Soon the tired buildings are alive with voices from small mousy whispers to the loud, raspy crackling of adolescent boys. The variety of a Central School.

There are questions everywhere. Who you is? Miss, 'ow long ya 'ere for? Miss, where you from? Is that your truck Miss? Miss, 'ow long ya 'ere for? What your name is? 'Ow long you'll be here, Miss? Ay Miss, have you got a man?

How long will you be here, Miss? The question rolls over in my mind. Two years,
that’s how long my contract is. I bet they ask everyone the same thing. They see us come and they’ve seen us go. I tell myself that it is what we do in between that counts. I am ready to try and save the world in two years or less. I kid myself that it can be done.

But first, I’ve got to get used to this heat.


This extract is taken from the story told by Lorina Moss in Into the Whirly Wind, Stories of First Year Out Teaching about her first year of teaching, in Goodoga, in the far north west of New South Wales. in 2003 (Moss 2004). Lorina graduated from a rural university, Charles Sturt, with a Grad Dip Secondary, and was appointed to Goodoga Central School to teach English – as she says on a two year appointment.

Questions and prompts to use in group discussions:

- What strikes and surprises you about Lorina’s experience on her first day of being a teacher?
- What words or phrases stand out for you? Why?
- What images of ‘rurality’ are captured here in this story?
- How do you think the students that Lorina is going to teach feel about Lorina?
- How do they perceive teachers?
- Why do the students ask these particular questions? What do these questions tell you about issues that some rural students might face?
- If you were Lorina taking a rural/remote placement, what advice would you give her in terms of being prepared to teach in a rural/remote community?
Module 4: Understanding working with rural and regional communities

Focus: Understanding community partnerships and stepping up to leadership

Outcomes
1. Know about and have strategies to work collaboratively with colleagues, school support staff, other professionals and community-based personnel to enhance student learning and wellbeing in rural and regional contexts.
2. Appreciate the opportunities and challenges of teaching in rural and regional contexts particularly in relation to leadership in the school and wider community.

Topics
- Creating partnerships
- Social and cultural capital
- Leadership

Key readings


Teacher experience of rurality

Community

Schools

Classroom

Preparing for a rural career
Some suggested activities

These activities are designed to be used by teacher educators with their students in tutorial workshops.

Activity

What particular social/cultural capital do you bring to a school setting? How can you use your strengths to bring about positive outcomes for the students you teach and the broader community?

Activity

View the various clips in Guest Speaker – what particular leadership qualities are required of a beginning teacher in a rural/regional context?

Activity

Consider the advice below given to graduates by a rural principal.
What skills/knowledge and attitudes do you have that meet these leadership characteristics?

Advice from a rural principal...

Rural and regional school contexts can provide opportunities for graduate teachers to take up leadership roles and positions early in their career. Graduate teachers may have the opportunity to develop of budgets, control of learning areas, acting in executive roles, participation in school based decision making and committees, liaising with external organisations, providing professional development

- Career development through identifying and grasping opportunities
- Initiative and being prepared to take risks – flexibility
- Sharing strengths, interests, knowledge, expertise – identifying opportunities to make a contribution
- Leadership within the community
- Social capital (bringing skills and knowledge to a community, adding value, leadership skills per se – the organiser, administrator, communication expertise
- Sharing strengths, interests, knowledge, expertise – identifying opportunities to make a contribution
- Involvement in community organisations (organisational skills/executive roles)
- Developing skills required by community – responding to community requests/interests

Consider the following advice....

As a teacher in a rural or regional school, graduates are more likely to work closely with colleagues in team environments. Graduates may be part of communities of practice working as stage/year-based teams on curriculum planning or cross-curricular or whole school initiatives. Graduates may also work closely with support staff (Indigenous education workers/Teacher Aides/Specialist staff) and other locally based professionals (eg psychs/police/health) (Experienced teacher educator, 2013)

Interview a teacher in a rural/regional location and create a concept map to highlight the various people a rural teacher connects to as part of their everyday work.
Module 5: Getting to know rural students’ lives

**Focus:** Student learning

**Outcomes**
1. Know about and understand how to develop place-based learning experiences that connect the local and the global.
2. Know a range of strategies related to how to work collaboratively with colleagues, school support staff, other professionals and community-based personnel to enhance student learning and wellbeing in Rural and Regional communities.

**Topics**
- Place based curriculum
- Funds of knowledge
- Knowledge of learners
- Curriculum integration

**Key readings**


**Key resources**

**Activities**

**Activity**
These photos below were taken in a particular small scale rural dairy community in Victoria.

**Discuss**
- What do these photos tell you about some of the children who come to this school?
- Consider the working lives of the families and what tasks these children may be doing at home?
- How can you investigate the lifeworlds of the students you may teach in rural/regional settings?
- How can this information be used to purposefully build on the students’ funds of knowledge in the classroom?
Activity

The 'Australian Farm series' is a collection of 12 small books written by Susan Jackson. As a teacher, Susan found that the books available to her class were particularly 'metro-centric' in their content and terminology. Her books are a wonderful example of how a teacher can create their own resources to better match the learning experiences and build from these experiences using place based pedagogy.


Investigate a particular primary industry and the appropriate terminology and expected tasks of this industry. Create a set of classroom resources that are inclusive of this knowledge for students.
Module 6: Professional Experience

Focus: Preparing for the cycle of a rural/regional professional experience

Overview
Pre-service teachers gain their greatest insights into teaching through authentic experiences. Whilst a practicum experience provides an effective way to develop an understanding of teaching and living in a rural or regional community, this is not always possible due to the scope of the subject being undertaken or to individual circumstances.

Teacher educators are therefore encouraged to select experiences that best suit their subject or practicum preparation requirements and that enable pre-service teachers to engage authentically with rural and regional schools and communities.

Prior to undertaking any of the rural or regional experiences (remote contact, site visits, field trips or practicum) pre-service teachers should undertake relevant preparatory activities in order to familiarise themselves with the place, the community and its school.

Below you will find a variety of modes from which to choose the most appropriate for your teaching context. You will also find advice and examples from fellow colleagues who have developed their own innovative approaches to preparing pre-service teachers for a rural/regional professional experience.

Modes

1. Guest speakers
2. Online communications
3. Simulations and scenarios
4. Site visits
5. Field trips
6. Practicum
Guest speakers

Guest speakers can infuse teacher education courses with personalised narratives. By presenting first-hand knowledge of rural and regional contexts, they add to pre-service teachers understandings of rurality and regionality and enable pre-service teachers to gain insights and challenge their own perceptions.

Appropriate guests could include:

**Teachers and principals** who are able to:

- Provide accounts of their experiences of living and teaching in rural and regional schools
- Present ways their own career path has developed in response to the opportunities available to them
- Offer advice and to respond directly to queries.

**Key resources:**


**Early career teachers - Taking the big step**

Country Teaching DVD, Deakin University, Australia

**Michael Kenny, Assumption College, Kilmore**

**Departmental representatives and representatives from Catholic Education Commissions and the Independent schools sector** who are able to:

- Outline employment opportunities and recruitment processes
- Explain the range of incentives available to pre-service teachers considering employment opportunities in rural and regional schools.

**Key resources:**
Paul Lomas, Catholic Education
Office, Diocese of Sale

Rural and Regional Teacher Education forum, 2010, Deakin University, Australia

Department of Education and Training (WA), (2010). DET – Mobile make a
difference teacher in a public school. iTunes application. Perth, WA: Western
Australian Department of Education and Training.

Community members who are able to:

• Provide background that enables pre-service teachers to better understand a
  community as well as its opportunities and challenges. Contacting
  organisations such as the Country Women’s Association, the Isolated
  Children’s Parents’ Association (ICPA) and other local service organisations
  could be considered. Local Government representatives are often happy to
  talk about their communities.

Key resources:
ABC Rural: Rural Legends. (2011). Remarkable characters and legendary tales from
rural Australia. Available from: http://www.abc.net.au/rural/legends/

Making a sea change

Making a sea change (Winemaker)
Country Teaching DVD, Deakin University, Australia

Virtual guests who can be used where it is not possible to arrange a guest
speaker.

Virtual guests may take the form of filmed interviews, radio broadcasts, or
vod/podcasts featuring the guests above. Virtual guests may be particularly useful
for teacher educators working in programs with online delivery and those who want
to present pre-service teachers with a range of viewpoints.
The resources provided in the sections above may fulfill the function of virtual
guests.

Resources:


Online communications

Whilst it is not always possible to visit schools in rural and regional areas, connection directly to classrooms can be made through the variety of communication technologies. These tools can be introduced to pre-service teachers for observation of teaching practices and to communicate with individual teachers online. Teacher educators can develop a relationship with a particular school or group of schools (perhaps through programs such as Priority Country Area Program) to facilitate this process.

It is also possible to use social networking spaces, blogs and ning’s to communicate with schools and communities outside the university.

Including:
- Digital Learning
- New Online Practicum Project
- Blogs
  1. Teaching through technology
  2. Teaching with technology
  3. Virtual teaching
  4. Teaching farms

Resources:

Shirley Richards, University of the Sunshine Coast – Using a wiki to mentor pre-service teachers

Key readings and resources


Simulations and scenarios

Simulations and scenarios provide a realistic context without actually visiting a rural or regional school and community. Teacher educators and their students can create a virtual community to explore and discuss.

Simulations and scenarios can be used by the teacher educator to:

- Structure subjects or sessions around hypothetical places and situations
- Provide a realistic context for the development of understandings and place-based skills for teaching in rural and regional places
- Invent details of a school, its classes and family background to provide pre-service teachers with the opportunity to create place-based programs for "real" classes of students
- Present background information about a community, including its location, climate, history, economic base, commercial and social facilities to set a realistic context for exploring community issues including those associated with rural decline

Pre-service teachers can be "appointed" to the simulated school and activities can be developed that enable them to consider their reactions to the appointment and explore the considerations associated with taking up the position, including:

- Locating the place
- Researching its background
- Organising accommodation
- Preparing for the journey
- Considering what they need to take for the personal wellbeing, professional life and to enable them to participate in the life of the community.

The following resources can be included in simulations and scenarios:

- Images from Google Earth and/or Google Maps
- Local Council and Tourism Bureau websites; e.g. Shire of Roebourne, The Granite Belt Ultimate Guide Site
- Local papers and community correspondence; e.g. The Geelong Advertiser
- School profiles and vision statements; e.g. Assumption College – Kilmore, Chaffey Secondary College
- Photos of the community and people

Resources:

Bilby Simulation (Deakin University)

Karen Le Rossignol, Deakin University - Bilby simulation

ENTER BILBY SIMULATION

Bilby is a simulated Victorian country town. Originally designed for an undergraduate writing unit, Bilby has been adapted for use by pre-service teachers to increase their familiarity with regional contexts.

Embedded in the web-based simulation are job advertisements, profiles of community members and organisations, information about local services, radio broadcasts, Shire Council documents, photo galleries and newspapers. These can be used to identify and explore the local issues and guide activities around preparing for professional experience and engaging with community resources.

To find Bilby schools open the simulation and select 'Bilby Shire Council' from the signpost. From the council homepage select the 'Educating the Bilby Region' tab from the horizontal menu at the top of the page.

Before using this resource, please refer to the copyright information.

Reading


Jan Page, Charles Sturt University - Girraween Flat Public School Simulation

Download Girraween Flat PDF (667Kb)

Girraween Flat is a simulated town designed to introduce pre-service primary teachers to teaching in rural and remote areas.

The simulation invites pre-service teachers to imagine that they have been appointed to Girraween Flat Public School, a small two teacher primary school. Pre-service teachers are given:

- a locality map of the town
- an overview of local history
- information about the school
- a class list
- family profiles

Using this information, pre-service teachers explore preparing for a rural or remote placement. The teacher educator introduces additional information as appropriate to encourage students to reflect on various opportunities and challenges.

Reading

Site visits

A visit to a school provides a first-hand opportunity for pre-service teachers to gain insights into the structure, operations and resources of a school and a community that is different to their regular experience.

Small schools, central schools or providers of distance education may be unfamiliar to some students. For these students, exposure to a range of rural and regional schools will help to convey the complexity and diversity represented in non-metropolitan settings.

For students with experiences of various school types, visiting like schools may increase their awareness of the variations between schools. Visits may be one-off experiences or partnerships may be established whereby pre-service teachers visit a school on a regular basis.

Teacher educators should explore possible funding support from education departments that could facilitate such programs.

Resources:

Photos from Alvie Primary School visit

Building a life in the country

Jo Russell talks about living in Birregurra and teaching at Forrest Primary School Country Teaching DVD, Deakin University, Australia

What does a rural school look like?

What does a rural school look like (Alvie video)
Country Teaching DVD, Deakin University, Australia
Field trips

A field trip of several days enables more in-depth involvement in a school and community. Such trips can be specifically organised by the university to enhance a subject or the teacher educator may wish to access existing programs, such as the NSW Department of Education and Training’s Beyond the Line program.

In order to develop a field trip Teacher Educators should consider the following:

- What is the key objective of the field trip: to develop familiarity with rural communities? To develop familiarity with educational provision in rural contexts? To show variety of rural locations or to provide a depth of understanding of a single rural location?
- How many students (what size bus? Or form of transport?) will you take on the field trip?
- Can schools cope with the intended number of visitors?
- Can the pre-service teachers engage in “Service Learning” opportunities?
- Which cultural sites and local industries could be visited as part of the trip?
- Can students be accommodated within the community – either as a group or through individual billeting of students?
- What are students required to do on the field trip? Maintain a journal? Conduct a mini-research project?

Development of partnerships with schools and community organisations is necessary to facilitate field trips and schools will require information about the pre-service students and your expectations of the activities they might undertake while on the visit.

Examples of programs for pre-service teachers

- Beyond the Line takes pre-service teachers in the final or penultimate years of their course on a one-week community visit to a rural area. Whilst the details of the program vary for different trips, in all programs pre-service teachers visit schools and engage with the community in order to gain a deeper personal understanding of their own preparedness to undertake future employment in such areas.
- Education Rural Field Trip (University of Western Australia) provides rural education pre-service teachers with an opportunity to go on a six day road trip through the Midwest Region of Western Australia.

Examples of programs for school students

- Landcare Education field trips offers a number of field trips through the Landcare centre. Trips explore land degradation issues and their solutions.
- Teaching Farms is a school-based program in Victoria, Australia. It targets middle years students and provides opportunities to build rural and urban partnerships through reciprocal visits.

Resources

Private Video
Log in to watch (if you have permission).

Log in

Elaine Sharplin, University of Western Australia - Rural and Regional Field Trips

Shirley Richards, USC - Coast to Country

http://www.mrrtec.net.au/mode5.html
Readings


This article investigates 17 pre-service teachers’ first experiences of teaching and living in rural areas. These second and third-year pre-service teachers were involved in a five-day rural experience, which included interacting with local communities, living with host families, observing teaching practices, and teaching rural middle-school students.


This article outlines the experiences of 14 pre-service teachers who participated a one-week remote rural practice teaching experience in Alaska. Responses gathered via pre and post experience questionnaires, reveal the the pre-service teachers’ views about rural teaching and seeking rural appointments.


This article outlines the steps and resources that can be used to plan a field trip as well as the rationale for embedding field trips in teacher education programs.
Practicum

Pre-service teachers gain their greatest insights into teaching through authentic experiences. A practicum experience provides an effective way to develop an understanding of teaching and living in a rural or regional community.

Teacher educators are encouraged to select experiences that both suit their subject or practicum preparation requirements, and enable pre-service teachers to engage authentically with rural and regional schools and communities.

Practicum can be divided into three phases:

- Preparation (Before)
- Participation (During)
- Reflection (After)

Resources:


Preparation

Attention to comprehensive preparation of, and by preservice teachers will enable them to become agents of their own professional learning and better equip them for rural and regional professional experiences. Thorough preparation will enable them to enhance the quality of the learning outcomes for students, staff and the community in which they are placed.

Strategies and activities for pre-service teachers

**Strategy 1 – Getting to know community demographics**

Investigate the community and school in which you will be working by completing a search using Google and/or other search engines or sites such as *My School*, *Australian Early Development Index*, *Australian Bureau of Statistics*, so that you have current background knowledge of the school and community. You need to consider issues of social space so that you can bring/prepare appropriate place-based teaching resources. Consider issues in the rural sector that impact on schools – the shearing, planting/harvest time, climate?

**Sample activity**

- Compare the images of the school that are presented to you by the *my school* website to the images portrayed by the school’s own website. What different messages does each site portray? Whose views are privileged on each site?

**Strategy 2 - Getting to know community resources and services**

Investigate accommodation, banking, retail options that might be available to you if you are to undertake a placement in this location. Sites such as *ISSU* (under the link for *Teach in Remote Queensland*) provide answers to the kinds of questions that you should consider when planning for teaching in a rural or regional location. What questions do you need to ask and answer as part of your preparation for your placement?

**Sample activity**

- If you are actually appointed to that community for your professional placement you will need to find the answers to the questions you have listed above.

**Strategy 3 - Preparing a CV**

Prepare a brief CV outlining what you bring to the school and community. You have been provided with a template to assist you in this process. In the CV, you will need to consider not only what you hope to learn while undertaking your placement but also how you can make a positive contribution to the learning of students, staff and wider community.

**Sample activity**

- Your CV should be forwarded to the school/setting via email well in advance of your placement so that you allow time for the school to respond and prepare for your arrival. You could suggest to school staff to display the CV on the staff noticeboard, reproduce it in the school newsletter.
Strategy 4 - Preparing to build relationships
While you have attended to many pragmatic issues to support a successful placement you also need to have effective workplace relationships skills. Consider the following as you prepare for your rural experience:

- Understanding of diverse school cultures and discourses
- Effective communication skills for a range of audiences

Sample activity
- Reflect upon the opportunities you have had in your studies to expand your knowledge and understanding of diverse cultures and discourses.
- How could you make use of these capacities in your rural experience?
- When have you been able to demonstrate effective communication skills with diverse groups?

Outline the benefits to you from these experiences and how they might be useful in a rural and regional professional experience placement?

Strategy 5 – Preparing to travel
If you are undertaking a traditional placement in an unfamiliar regional or rural location, working your way through the following tasks may be useful:

- Consider a range of transport options being mindful of safety and cost issues.
- Check the weather conditions with Bureau of Meteorology that are likely to occur during your placement – eg this will impact on the types of clothing and footwear required.
- Provide university staff with emergency contact details.
- Take the opportunity to discuss your placement with peers who have previously been to the location. Staff in the Professional Experience Unit will be able to assist you here.
- Ensure you have completed all requirements re your funding before you depart.

GETTING THERE SAFELY CHECKLIST:

- Contact school staff re anticipated arrival time
- Ensure that your car is road worthy with appropriate insurance, roadside service coverage (eg NRMA, RACQ)
- Contact RTA to ascertain road status and check the weather conditions at the time of departure
- You should also reconfirm accommodation before you depart
- Explore the location and layout of the community. Use Google maps to locate your accommodation and school site. (Drag the small yellow male icon from the enlargement slide to give you a street level view of the community.)
- Carry copies of car insurance papers, basic spare parts, jumper leads and a tool kit
- Bring contact phone numbers other than in your phone
- Consider carrying food and water if you are making a lengthy journey
- If travelling to an isolated area, ensure you have ample supplies of the medicines and personal items that you may require while on placement.

Participation
Once pre-service teachers have agreed to undertake a professional placement in a rural or remote location, it is your responsibility to ensure they and the setting (staff, students and community) are supported during the placement.

Support may be communicated to schools and pre-service teachers through provision of the following:

- Information about the university point of contact, especially for remote placements
- Induction Checklist (to be discussed with pre-service teachers)
- Information about the School and Community, including information about the strengths pre-service teachers can bring to the school. Pre-service teachers will benefit from information about:
  - community expectations – cultural, legal, OH&S, and other protocols
  - dress codes

This may also include an information package designed for pre-service teachers, containing:

- Feedback from previous students
- Accommodation and transport guides
- Emergency Contact information
- Details of medical services
- Information about food – access and availability
- Local maps
- An overview of the teacher education program including details of how the practicum is linked to other subjects

Throughout the program teacher educators are encouraged to maintain contact with pre-service teachers and school staff.

Strategies and activities for pre-service teachers (continued)
You undertook an extensive investigation of the community and school before you arrived. You should now continue to develop that profile for the reflective phase of this placement.
Strategy 1 – Meeting national standards
There are a number of high quality web sites that can provide support to pre-service teachers who are undertaking a rural placement. Such resources will enable you to more effectively meet the national standards (and state-based registration) expected of the profession – maintaining your focus on quality teaching and learning outcomes for both self and students.

Strategy 2 – Discovering community life
Understanding and experiencing the community is part of the practicum. Consider what aspects of community/school life you discovered when you arrived of which you were previously unaware? Are you able to make use of these in your teaching/learning? What features are no longer in use and in what way has the school & community adjusted to these changes (see Changing Social Space reflection).

Sample activity
- As part of your reflective task, consider in what ways are sites such as these useful for preservice teachers. What were the silences/absences have you identified on these sites?
- How could you use these resources if you chose to undertake a placement in a rural or regional setting of if you were teaching in a rural context?
- Provide a critique of one particular aspect of a website and consider how you could use it to support your demonstration of 3 individual items/aspects of the current state-based registration requirements for graduating students
- Through a reflective journal comment on how you could contribute to the life of the school and community. What do you anticipate will be the rewards/challenges associated with these engagements?
- Collect a series of photos that best portray for you your perceptions of the school and community in which you are working and explain your choice in light of your knowledges of rural and regional contexts.
- Present your students with a range of different images of the school and community in which they live and learn and ask them to choose one which best exemplifies their feelings about their “home” and write a narrative explaining their thoughts and feelings. Reflect on their work. Ensure you get their permission to use their work in a public way, even if it is to be anonymous.

Strategy 3 – Identifying support networks
While on placement you should maintain links with peers, university staff for support either in real time by phone, chat rooms or Skype or in virtual time via emails or forum postings, Blogs, twitter. You are also likely to discover new supports.

Sample activity
- As part of your reflections, consider who were the key sources of support while you were on your placement? Explain the kinds of support provided and why you think it was so important to you.
- Investigate the types and levels of support services that are available to students and community members. Discuss the social justice and equity implications of such support, or the absence of it, for your community.
- Collect and collate information that you will be able to provide to university professional experience information website (if applicable) in order to keep that site dynamic. Ensure that you only choose high quality resources that would prove useful to peers. You need to be mindful of ethical and cultural protocols associated with “capturing” images of students, staff and community members.

Strategy 4 – Identifying educational opportunities
In every setting the educational facilities available to residents will differ. Awareness of what is available locally will help you tap into resources, link students with opportunities beyond the school and ensure that your practice reflects student need. There may be gaps that you can address.

Sample activity
- Investigate the kinds of educational opportunities available to members of the local community – at preschool, school and post-compulsory level? What are the social justice and equity implications for members of this community in relation to access to educational opportunities?
- Investigate the kinds of ICT being used to broaden the curriculum offering to the students in your school? What other possibilities do you think could be made available to the students and the broader community either through ICT or other means? Share your ideas with school leadership.

Reflection
Opportunities for pre-service teachers to debrief post-placement are vital. You may wish to lead discussions about:
- the similarities and differences between undertaking remote, rural, regional or city-based placements
- the role of community in various settings
- parental expectations
- highlights and challenges

To ensure that positive relationships are maintained with placement schools, it is also important to provide genuine opportunities for schools/sites to provide feedback in relation to the experience. Where necessary, this feedback can be used
to introduce program reform.

Strategies and activities for pre-service teachers (continued)

Strategy 1 – Sharing your experience
Share, deconstruct and celebrate your rural experience with others as part of debriefing; to set future goals – personal, professional and pedagogical as a process of learning as being transformational. What were the benefits for you for having participated in the rural and regional professional experience? Also consider what unexpected challenges you encountered? How were you able to overcome them? What sources of support were you able to draw upon at the time?

Sample activity

- Compare your preconceptions with your "lived experience". How were they different/similar? Were there any specific issues that were a surprise to you? In what ways? How did you deal with these surprises – what new learning occurred? How can you make use of this new learning in another context?
- Provide feedback to university in relation to the whole experience for the purposes of future planning. How would you encourage other preservice teachers to engage in a similar program to the one that you have just completed? What do you consider to be the most effective means of promoting such programs?

Strategy 2 – Maintaining contact
Maintain contact with your school beyond the conclusion of the program and encourage the school to provide feedback about the overall program – preparedness, learning & contribution – to the community.

Sample activity

- Write a thank you letter to your placement school outlining your learnings and the highlights of your experience
- Prepare a short article for a local newspaper or community newsletter describing your time in the area

Assessment Items

The form of assessment will depend on the type of rural experience pre-service teachers participated in.

The following assessment tasks may be relevant for pre-service teachers in your program:

Preparation phase
Creation of a hypothetical class list for a class in the particular school/community that you have researched as part of your studies (could be from simulated class, field visit, web-based investigation). Develop a framework for an integrated place-based teaching program for that class for a 3 week period.

Participation phase
Reflective journal – This task requires pre-service teachers to examine their preconceptions and lived experiences as well as deconstruct the placement. Pre-service teachers may be encouraged to include images and anonymised student work samples, being mindful of legal and ethical considerations.

Case Study of a site/ classroom/ community

Reflection phase
Professional Experience Assessment report – report to be completed by mentor teacher/s based on the pre-service teacher’s demonstrated teaching competence and matched to graduate teaching standards.
Module 7: Advice in getting a job

In considering applying for a rural/regional position there are many things to consider. Below is advice given from a range of perspectives to largely a pre-service audience.

Leanne Dawes, Ouyen Secondary College, Rural and Regional Teacher Education Forum, 2010, Deakin University, Australia.

Andrew Robertson, Chaffey Secondary College, Mildura

Andrew Robertson, Chaffey Secondary College, Rural and Regional Teacher Education Forum, 2010, Deakin University, Australia.

Mark Newton, Department of Education and Early Childhood Education, Rural and Regional Teacher Education Forum, 2010, Deakin University, Australia.

Paul Lomas, Catholic Education Office, Diocese of Sale

Paul Lomas, Catholic Education Office, Diocese of Sale, Rural and Regional Teacher Education Forum, 2010, Deakin University, Australia.

You will also find interesting information in the resources section on State based incentive programs you may wish to alert your pre-service teachers to as well as
examples of how other Universities across Australia have developed incentive programs. (See incentives tab on the resources page)
Resources

This section of the website is a gateway to 750 rural and regional education resources. It includes:

- Links to rural/regional professional experience incentives both State/Territory and University based. These links provide information for preservice teachers about financial and cultural opportunities.
- Photos of rural/regional places throughout Australia, click on the photo gallery and geo-tagged photos tabs. The geo-coded photos tab shows where the photos were taken via google maps.
- A resource library. Search the library below using either:
  - keywords - the categories below may help you refine your search
  - author/year
  - resource type

My favourites library

To build your own resource list, click on the Create a My Favourites Library button and fill in your details. You can then log in by clicking on the Go to My Favourites Library button. When you have signed in, begin adding and removing items from your resource list by simply clicking on the Add to Favourites or Remove from Favourites buttons.

*All photos from the gallery may be reproduced in accordance with the copyright license listed in the footer.

Search the resource library

Keywords

Author

Year

Resource type

- All --

Category

- Classroom (learning spaces)
- Climate and crisis
- Community
- Cultural diversity
- Curriculum and pedagogy
- Educational opportunities
- Gender
- Historical perspectives
- ICT
- Indigenous education
- International perspectives
- Leadership
- Literacy
- Mentoring
- Mobility
- Multisite/multi-stage curriculum and pedagogy
- Numeracy
- Place-based approaches to learning
- Policy frameworks
- Professional experience/practicum/placement
- Resilience
- Rural policy
- Rural and regional development
- Rural/regional health
- Rural/regional remote education – general
- Rural Social Space
- School (site)
- Schools-university-community partnerships
- Small schools
- Social capital
- Special education
- Social Justice
- Stories from the field
- Student funds of knowledge
- Sustainability
- Teacher education
- Teacher identity
- Teacher Induction
- Teacher professional learning
- Teacher recruitment and retention
- Teaching resources
- Understanding rurality

Search
Professional experience incentives and programs - State and Territory

New South Wales/ Australian Capital Territory
ACT Centre for Science, ICT and Mathematics Education for Rural and Regional Australia (SIMERR ACT)

Beyond the Line

Department of Education and Training - Rural teaching
Professional experience incentives and programs - State and Territory

Northern Territory
Teaching in the Territory
Professional experience incentives and programs - State and Territory

Queensland
Department of Education and Training - Rural and Remote Reference Group

Department of Education and Training - Remote Area Incentives Scheme (RAIS)

Department of Education and Training - Scholarships
http://education.qld.gov.au/staff/development/scholarships/rural/about.html

Priority Country Area Program (RREAP)

Rural and Remote Education (Includes resources for pre-service teachers)
Professional experience incentives and programs - State and Territory

South Australia
Catholic Education Office-Teaching in Country Schools

Department of Education and Children's Services (DECS)- Country Teaching Scholarships

DECS - Teaching in South Australia
http://www.teachinginsa.sa.edu.au/
Professional experience incentives and programs - State and Territory

Tasmania

Professional Experience in Isolated and Rural Schools Program

Rural and Remote Education
Professional experience incentives and programs - State and Territory

Victoria
Country Education Project
http://cep.org.au

Department of Education and Early Childhood Development (DEECD) - Remote Schools Allowance

DEECD - Rural School and Community Leadership program

DEECD - Student Teacher Practicum Scheme

DEECD - Teaching@DEECD
Professional experience incentives and programs - State and Territory

Western Australia

Country Teaching Program

Rural Teaching Program

Settling into a Country Community: Department of Health - WA Country Health Service

Teaching WA - Rural Teaching Program for student teachers

Teaching WA - Teaching in the Country
Professional experience incentives and programs - University

Universities offer a range of incentives/programs to assist pre-service teachers undertaking regional and rural professional experience. The list below provides links to those known to offer such incentives. This is not a complete listing.

For further details and/or information about the incentives, type the incentive into the university's search engine or contact the School/Faculty directly.

Australian Catholic University
- George Alexander Foundation Bursaries

Charles Sturt University
www.csu.edu.au
- Beyond the Line
- Inland Education Foundation Rural Professional Experience Grants

Curtin University of Technology
http://www.curtin.edu.au/
- Financial assistance and supported placements in rural areas

Deakin University
http://www.deakin.edu.au/
- The Global Experience

Edith Cowan University
http://www.ecu.edu.au/
- Teachers College Memorial Scholarship
- Rural/Remote Secondary Teaching Allowance/grant

Flinders University
http://www.flinders.edu.au/
- Department of Education and Children's Services (DECS) : Country Teaching Scholarships
- On Track Country Teaching Scholarships
- Country Connect Teaching Scholarships

Griffith University
http://www.griffith.edu.au/
- Small grant available for rural/remote professional experience ($200 for travel $200 for accommodation).

James Cook University
http://www.jcu.edu.au/
- Priority Country Area Program

Monash University
http://www.monash.edu.au
- Country Education Project
Queensland University of Technology
http://www.qut.edu.au/
- Over the Hill
- Priority Country Area Program

RMIT University
http://www.rmit.edu.au/
- Victorian Government Travel Allowances and Living Away From Home Allowances for Pre-Service Teachers undertaking a Professional Practice placement in remote/rural settings in Victoria.
- Scholarships available to students interested in undertaking their Professional Practice in Hamilton (Students who are awarded either major or minor scholarships may also receive bed and board at Hamilton & Alexandra College in Hamilton in exchange for some student tutoring).

University of Ballarat
http://www.ballarat.edu.au/
- Regional Entry Education Program

University of Canberra
http://www.canberra.edu.au/
- Rural Student Support Program for students from rural communities undertaking study

University of Melbourne
http://www.unimelb.edu.au
- TimePlan Rural & Regional Student Teaching Scholarship

University of New England
http://www.une.edu.au/
- National Centre for Research in Science, ICT and Maths education (SiMERR) .

University of Newcastle
http://www.newcastle.edu.au
- NSWDET may offer limited financial assistance to third year Education students undertaking placement in NSWDET targeted rural areas

University of Queensland
http://www.uq.edu.au/
- Rural Practicum Incentive Scholarships
- Bid O'Sullivan Teaching Scholarships available to assist Year 12 students from rural and remote areas of Queensland who have chosen teaching as their career
- Priority Country Area Program

University of South Australia
http://www.unisa.edu.au
- Anangu Tertiary Education Program (AnTEP) for Anangu students living in the Anangu Pitjantjatjara Yankunytjatjara lands (APY Lands) in the north-west of South Australia, Yalata on the west coast of South Australia, as well as Oak Valley in the Maralinga Tjarutja Lands, Education Rural Experience Grants
- Hilary Winchester Rural Placement Grant ($3000)

University of Southern Queensland
http://www.usq.edu.au
- Support and funding is available for professional experience in a rural or remote area.
- SPERA and QLD ICPA Rural Education Prize, for outstanding achievement in coursework related to rural education and successful practical teaching experiences in rural settings.

University of Sydney
http://www.usyd.edu.au
- IP rural – rural hubs to support interprofessional student experiences
University of Tasmania
http://www.utas.edu.au
- Professional Experience in Isolated and Rural Schools (PEIRS)
- Partnerships in Teaching Excellence program.

University of the Sunshine Coast
http://www.usc.edu.au
- Workplace learning
- Rural and Remote Education Bursary - up to $2,500 depending on location and distance
  (http://www.usc.edu.au/Students/Future/FinancialAssistance/ScholarshipsBursariesPrizes/UndergraduateCurrent/UGcontinuing.htm#)
- Remote Coast to Country

University of Western Sydney
http://www.uws.edu.au
- Beyond the Line
- Aboriginal Rural Education Program

University of Wollongong
http://www.uow.edu.au/
- Explore your Future - Incorporating: Beyond the Bridge
- Beyond the Line
Professional Development

Overwhelming teacher educators feel they are not equipped to prepare pre-service teachers for teaching in rural, regional and remote contexts. Teacher educators need the opportunity to trial curriculum strategies, use resources and share with their peers the ideas and practices that have improved their own professional learning, teaching and that of their pre-service teachers’ learning.

This PD page is new to the RRRTEC website and contains a set of Professional Development workshops created for teacher educators to use in their own institutions. Each workshop has a set of activities and readings designed to be used in partnership with the resources and materials on the RRRTEC website.

We have also created a RRRTEC facebook site (www.facebook.com/rrrttec) designed to build a community of scholars from across the globe who are keen to share and discuss rural education research and scholarly matters. The facebook site will also be used to update and disseminate new RRRTEC resources and broaden the audience participating in the professional learning community. Please LIKE us and join in the conversation.

Workshops

Download Rural Education Workshop PDF:

- Rural Education Workshop (60 KB)

Download RRRTEC Extension Project 2013 EndNote Library:

- RRRTEC Extension Project 2013 EndNote Library (241 KB)
RRRTEC

Rural Research Workshop

This workshop has been designed for you if you are:

• An academic with a graduate student interested to read more about rural students, families, schools and communities?
• A research leader in Graduate Studies and want to use or embed more resources about rural education in your Master and Doctoral courses?
• Keen to lead a research workshop on rural education with colleagues?

Please see below the following suggested activities for you to use with your colleagues and consider adding new activities. Please post your thoughts and suggestions on the workshop or resources at our RRRTEC Facebook page.

**Activity One:** See the RRRTEC (2013) updated reference list attached and note all resources are available on the RRRTEC website.

**Activity Two:** Visit the RRRTEC website and customise your own rural resource library. Which resources would you consider key for Graduate studies?

**Activity Three:** Compare the following three articles (available on RRRTEC website) that all explore the challenges and possibilities in working to place pre-service and in-service teachers in rural positions.


1. What do you identify are the major themes from this cross analysis that universities and schools need to do to better prepare teachers for rural careers?
2. What initiatives does your institution do to better prepare teacher for working in rural schools and communities?
3. What gaps in the literature does your research contribute to?

Please visit the RRRTEC website or join the Facebook community for further professional learning and research discussion and opportunities.
RRRTEC Extension Project
2013 EndNote library


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Retaining Teachers in Hard-to-Staff Schools. Washington, DC: American Federation of Teachers.


Australian Education Union. (2002). A National Teacher Shortage: A Solution from the Australian Education Union: AEU.


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Buckingham, J. (2005). Good teachers where they are needed (No. 64). St Leonards, NSW: Centre for Independent Studies (Australia) (CIS).


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