

31st NATIONAL SPERA CONFERENCE

MAPPING EDUCATION POLICY LANDSCAPES: RURALITY AND RURAL FUTURES

IN PARTNERSHIP WITH THE CENTRE FOR RESEARCH IN
EDUCATIONAL FUTURES AND INNOVATION (CREFI), THE
SCHOOL OF EDUCATION AND THE FACULTY OF ARTS &
EDUCATION, DEAKIN UNIVERSITY, GEELONG, VICTORIA

4-6 NOVEMBER 2015

DEAKIN UNIVERSITY | GEELONG WATERFRONT CAMPUS



S P E R A
Society for the Provision of
Education in Rural Australia



CREFI
CENTRE FOR RESEARCH IN
EDUCATIONAL FUTURES
AND INNOVATION



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Mapping Education Policy Landscapes:
Rurality and Rural Futures
Proceedings of the 31st National SPERA Conference

ISBN 978-0-9585803-1-1

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ACKNOWLEDGEMENTS

SPERA Conferences are team efforts and this year is no exception. Sincere thanks go to:

- Professor Jill Blackmore, for her assistance with securing the conference venue and funding the welcome reception;
- Dr Jodie Kline, Centre for Research in Educational Futures and Innovation, Deakin University, for coordinating the conference;
- Dr Sue Ledger, Murdoch University, for her role in planning the program and judging the Australian Rural Education Awards (AREA);
- Mr John Borserio for judging AREA;
- Dr Paula Jarvis-Tracey, Ms Louise Martin and Ms Andi Bracey for their assistance judging the Pre-Service Teacher nominations;
- Ms Helen McKenzie, for her assistance with editing;
- Ms Rebecca McKenzie, SPERA Executive Officer, for her administrative assistance;
- Mrs Louisa Bowman, SPERA Treasurer and National Centre for Student Equity in Higher Education Media and Communications Officer, for coordinating, art directing and editing conference materials;
- Mr Ryan Taggart from AdCapital and Mr Ken Bowman from Lodestone for graphic design;
- Ms Donna Squire and Ms Beate Behrendt for photography;
- Ms Sarah Nailer, Ms Christine Schultz, Ms Sri Soejatminah, Ms Kymelise Wilson, Ms Leissa Kelly, Ms Emma King and Mr Sugiono for their work as Conference Ambassadors;
- Geelong High School students and the Deadly Dancers, for their various performances;
- Curtin University, Deakin University, The University of Western Australia, CQUniversity Australia, and the University of Southern Queensland, for their contributions to the conference satchels; and
- Aunty Lyn McInnes for her Welcome to Country.

SPERA would like to acknowledge that the present site of the Deakin University Geelong Waterfront Campus is located on the land of the Wathaurong people. They are connected to these lands, have walked these lands, and continue to care for them and nurture them for future generations.

SPERA President's Welcome Message



The Society for the Provision of Education in Rural Australia (SPERA) promotes a positive view of education in rural, regional and remote Australia. In order to promote the development of these

rural, regional and remote communities through education and training, SPERA continues to link people with a diverse range of interests in this area.

Since the first SPERA National Conference was held 31 years ago, a great deal has been achieved, many innovative practices have been celebrated and ground breaking research around the provision of education in rural areas has been published. All of these achievements have been designed to prepare teachers to undertake careers in these areas and to provide rural students with a smorgasbord of opportunities to open doors for them.

This 31st conference continues the fine tradition of linking people who have a diverse range of interests but with the unifying desire to improve the educational and training opportunities for those living in the bush. The conference organising team efficiently and effectively led by Jodie Kline has put together an exciting program for you. I would especially like to thank the team consisting of Louisa Bowman, Don Boyd, Jodie Kline, Rebecca McKenzie and Sue Ledger for the work they have put into creating this exciting program.

In recognising the innovative practices relating to rural education in educational institutions, we will be awarding the Australian Rural Education Awards at the conference. We have received 16 high quality applications for AREAs. It is heartening to know that there are so many innovative projects taking place and that these will improve the opportunities of so many children. Special thanks to Sue Ledger and John Borserio for their work with organising the AREAs for us this year.

A special program that SPERA administers each year is the awarding of sponsorships to pre-service teachers to allow them to attend our conference. This allows these students who are on the thresholds of their teaching careers to network with leaders in rural education and hear about the innovative practices that are taking place. Such sponsorships would not be possible without the generous support of the Department of Education and Training (Queensland), Teachers' Mutual Bank, the Diocese of Toowoomba's Catholic Education Office, Lodestone, Wykari of Clare, and the Isolated Children's Parents' Associations in Queensland and the Northern Territory. We have received 14 high quality applications this year, which is exciting, but did make the task of the selection panel lead by Paula Jervis-Tracey, difficult. Special thanks to Paula, Louise Martin and Andi Bracey for their work in this area.

Some of the students, staff, parents and schools we focus on are located in extremely isolated areas. That does not mean, however, that SPERA works in isolation. I have discussed my vision in newsletters and this vision is for SPERA to embrace and partner with organisations that have a similar focus. This will mean that we can work together and sing with one voice. After all, one of the strategies to achieve our mission is to "link people with a diverse range of interests in rural Australia and education". It is for this reason that I am proud to have a representative from ICPA (Qld) and the Director and the Media and Communications Officer from the National Centre for Student Equity in Higher Education as SPERA members and as members on our Executive. I am also pleased to welcome the Chair of the Australian Rural Health Education Network as a keynote speaker at this conference. May this be the start of a productive partnership.

This is your conference – be involved, make friends and most of all, enjoy yourself.

Kind regards,
Brian O'Neill
President – SPERA

MAP OF DEAKIN UNIVERSITY



Room numbers

Room numbers at Deakin University comprise the building letter or letters; the level (starting at 1 for ground level); the primary room number; and a secondary room number, for rooms that are accessed via another room.

For example, D2.194 indicates Building D, level 2, room 194.

Wi-Fi Access

Please see pages 56 and 57 for instructions on how to register and connect to the Deakin guest Wi-Fi network.

WELCOME TO DEAKIN UNIVERSITY



It is appropriate that the SPERA conference, Mapping Education Policy Landscapes: rurality and rural futures, is located here at Deakin Geelong. As a regional university, rurality has been

at the heart of Deakin's mission and also a focus of research of researchers in the Centre for Research in Educational Futures and Innovation (CREFI).

Our research indicates that rurality and isolation are key factors in creating conditions of inequality. In turn, while the positive benefits of living in a small rural community are significant, distance and isolation can produce legacies of educational disadvantage for particular social groups and individuals due to lack of resources, employment and infrastructure. Various programs focusing on widening participation in education at all levels, from preschool to university, show that investing in education and community makes a difference in terms of later educational and occupational achievement, as well as collective health and wellbeing.

This conference focuses on a critical policy issue and has keynotes that will provoke debate. The themes of the conference indicate there is a rigorous body of research on rurality and rural education, and hopefully from that strategies that work as well as enabling policies will be developed.

Alfred Deakin Professor Jill Blackmore
Director, Centre for Research in
Educational Futures and Innovation



Deakin University is very pleased to support and sponsor the 31st National Conference of the Society for the Provision of Education in Rural Australia (SPERA).

This has been part of Deakin's remit since the inception of the university just on 40 years ago, and remains a central part of our teaching and research strengths, beginning with the Greater Geelong community but extending into many parts of regional Australia.

The topic of the conference is timely. The education policy landscape in the tertiary sector has been subject to various well-known instabilities in recent times. To invoke Shakespeare, these "slings and arrows of outrageous fortune" have also had a differential and sometimes negative impact on the regions. State government funding and policies have also shifted in significant ways. With a new Minister recently appointed, now is the time for us to think again about the various policy options available to secure better educational outcomes for regional Australia.

As such, on behalf of the Faculty of Arts and Education, I welcome the participants to this conference, and look forward to seeing their fruits in papers and policies in years to come.

Professor Jack Reynolds
Acting Associate Dean of Research
Faculty of Arts and Education

WEDNESDAY 4 November 2015

8:30	Registration and Coffee/Tea Performances by students from Geelong High School Location: John Hay Building Room D2.106
9:00	Opening Ceremony Chair: Professor Sue Trinidad Welcome to Country: Aunty Lyn McInnes Presidential Welcome: Mr Brian O'Neill, President SPERA Opening Address: Professor Christine Ure, Head of School of Education Professor Beverley Oliver, Deputy Vice-Chancellor (Education) Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre
9:45	Keynote Address Chair: Mr Brian O'Neill Keynote speaker: Professor Marie Brennan Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre
10:45	Morning Tea Location: Waterfront Kitchen Café, D1 (Western Beach Rd frontage)
11:15	Keynote Address Chair: Mr Don Boyd Keynote speaker: Professor Sabina Knight Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre
12:15	Address and Book Launch Chair: Mr Brian O'Neill Speaker: Associate Professor Bernadette Walker-Gibbs Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre
12.35	Australian Rural Education Awards (AREA) Chair: Professor John Halsey Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre
1:00	Lunch Location: Waterfront Kitchen Café, D1 (Western Beach Rd frontage)
2:00	Parallel Session 1
3:30	Afternoon Tea Location: Waterfront Kitchen Café, D1 (Western Beach Rd frontage)
3:50 - 5:00	Plenary Session – Developing a Rural Compass: How not to get lost in the rhetoric Speakers respond to questions from the audience about the conference theme Chair: Dr Sue Ledger Speakers: Mr Brian O'Neill, Ms Louise Martin, Professor John Halsey, Professor Marie Brennan, Professor Sabina Knight, Dr Liz Cameron, Ms Britt Gow, Professor Christine Ure Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre
5:30	Welcome Reception Hosted by Deakin University Centre for Research in Educational Futures and Innovation (CREFI) Welcome to Deakin University: Professor Russell Tytler, Chair in Science Education Includes canapés / finger food and drinks (beer, wine, soft drinks). Location: The Edge, 6-8 Eastern Beach (The Esplanade)
6.30	Close

Dinner: Self-catered

PARALLEL SESSION 1

ROOM	D2.193	D2.104	D2.105	D2.204	D2.205
THEMES	Cultural Contexts	Education Pathways and Transitions (K-12-Higher Ed, PST-schools)	Technologies	Policy, Leadership and Networks	Curriculum and Pedagogy
2.00 – 2:30	<p>Pedagogy of the Rural: Teaching and learning for rural futures?</p> <p>Associate Professor Bernadette Walker-Gibbs, Dr Michelle Ludecke, Dr Jodie Kline</p>	<p>Getting to university: building the capacity of young regional people to achieve this goal</p> <p>Mr Don Boyd, Professor Sue Trinidad</p>	<p>Can successful education systems transplant superior technologies to dysfunctional bureaucracies? A case study of rural Philippines</p> <p>Dr Vicente Reyes</p>	<p>Strengthening partnerships in mental health promotion in rural Queensland</p> <p>Professor Margaret McAllister, Ms Shelley Clarke, Ms Cathie Withyman, Professor Bruce Knight, Ms Donna Alexander, Ms Margaret Deurhof, Associate Professor Penny Hasking</p>	<p>Over there, down under and still here too: exploring play-based cross-institutional university learning possibilities</p> <p>Ms Terri Redpath</p>
2.30 – 3.00	<p>Did Australian pre-service teachers develop their intercultural competence through teaching practicum at Vanuatu classrooms?</p> <p>Ms Sri Soejatminah</p>	<p>Transitioning from university to teaching in schools, located in rural and remote settings</p> <p>Associate Professor Judith Miller, Dr John Haynes</p>	<p>Using ICT to support the acknowledgement of Indigenous perspectives in teaching and learning</p> <p>Dr Chris Reading</p>	<p>Partners for successful schools</p> <p>Mr Brian O'Neill, Ms Maria Hoare, Ms Renee Howard</p>	<p>Is it a fairer play? – effectiveness evaluation of China's funding mechanism for rural education</p> <p>Ms Li Yiran</p>
3.00 – 3.30	<p>Unsettling Australian educational landscapes: learning from Aboriginal ex-prisoners in WA</p> <p>Dr Roslyn (Rose) Carnes</p>	<p>Sharing the responsibility for classroom readiness</p> <p>Dr Susan Ledger</p>		<p>Designing a school university partnership for Catholic schools in rural and regional Victoria – building on the learnings of the Catholic Teacher Education Consortium</p> <p>Ms Sarah Nailer, Dr Josephine Ryan, Dr Mellita Jones</p>	<p>Uni – school outreach partnerships across rural Australia.</p> <p>Dr Christine Bottrell</p>

THURSDAY 5 November 2015

8:00	SPERA Annual General Meeting Chair: Mr Brian O'Neill Location: Room D2.105
9:00	Local History Speaker: Mr Will King Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre
9:05	Invited Review Chair: Mr Don Boyd Speaker: Dr Chris Reading Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre
9:15	NCSEHE Sponsored Session Chair: Professor Sue Trinidad Presenter: Mr Josh Arnold, Small Town Culture Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre
10:15	Morning Tea Location: Waterfront Kitchen Café, D1 (Western Beach Rd frontage)
10:45	Parallel Session 2
12:45	Lunch Location: Waterfront Kitchen Café, D1 (Western Beach Rd frontage)
1:30	Keynote Address Chair: Dr Sue Ledger Keynote speaker: Professor Jo-Anne Reid Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre
2:30	Keynote Address Chair: Mr Brian O'Neill Keynote speaker: Mr Gary Fry Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre
3.30	Afternoon Tea Location: Waterfront Kitchen Café, D1 (Western Beach Rd frontage)
4:00	Australian and International Journal of Rural Education (AIJRE) Invited Keynote Symposium Chair: Mr Brian O'Neill Dr Phil Roberts – 2015 AIJRE Special Issue overview Dr Vicente Reyes – Teacher education reform in the Philippines Professor John Halsey – Mapping education policy landscapes: rurality and rural futures – So what's the problem [and opportunity] represented to be? Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre
5.00 - 5:40	Address and Book Launch Chair: Ms Louisa Bowman Speakers: Professor Lorraine Graham and Associate Professor Judith Miller Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre
6:30	Deadly Dancers Performance Location: Western Beach Room, entry via the Sally Walker Building via Cunningham St Room AD6.104
6.45	Pre-Dinner Networking and Drinks
7:00	Conference Dinner Chair: Mr Brian O'Neill Performance: Mr Josh Arnold, Small Town Culture Location: Western Beach Room, entry via the Sally Walker Building via Cunningham St, Room AD6.104
10:30	Close

PARALLEL SESSION 2

ROOM	D2.193	D2.105	D2.104	D2.204
THEMES	Cultural Contexts	Cultural Contexts	Policy, Leadership and Networks	Curriculum and Pedagogy
10:45 - 11:15	<p>Reconciliation Australia Interactive Workshop</p> <p>Narragunnawali: Reconciliation in Schools and Early Learning</p> <p>Mr Alex Shain</p>	<p>Small Town Culture – Delegate Collaboration</p> <p>Mr Josh Arnold</p>	<p>Enacting regional policy – what makes a successful network for implementation?</p> <p>Mr Brian O’Neill</p> <p>Envisaging rural futures and requirements for future rural education</p> <p>Dr Pam Bartholemaeus</p>	<p>When provision is not enough: Curriculum as a spatial justice concern</p> <p>Assistant Professor Phillip Roberts</p> <p>Teaching without a specialisation: the imbalance between rural, regional and metropolitan contexts</p> <p>Dr Linda Hobbs, Mr Chris Speldewinde</p>
11:45- 12:15		<p>Australian and International Journal of Rural Education writing workshop</p> <p>Dr Sue Ledger, Associate Professor Tania Broadley, Dr Paula Jarvis-Tracey</p>	<p>Principals of remote NSW central schools: work intensification and isolation</p> <p>Mr Bruce Pietsch, Dr Tony Dowden, Professor John Williamson</p>	<p>Together we shall become one</p> <p>Ms Dorothy (Dot) Donovan</p>
12:15 – 12.45			<p>De-radicalising Australian schools</p> <p>Mr Nathan Williams</p>	<p>What can be learned from Spanish rural schools? Conclusions from an international project</p> <p>Dr Laura Domingo</p>

FRIDAY 6 November 2015

7:45	Meeting of the new SPERA Executive Location: Custom's House, 57-59 Brougham Street
9:00	Local History Speaker: Mr Will King Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre
9:05	Invited Review Chair: Mr Brian O'Neill Speaker: Mr Don Boyd Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre
9:15	Keynote Address Chair: Professor Sue Trinidad Keynote speaker: Dr Jim Watterston Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre
10:15	Conference 2016 Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre
10:30	Morning Tea Location: Waterfront Kitchen Café, D1 (Western Beach Rd frontage)
11:00	Parallel Session 3
1:30	Conference Close Chair: Mr Brian O'Neill Performances by students from Geelong High School Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre
1:45	Lunch Boxed lunch Location: John Hay Building Room D2.193, Percy Baxter Lecture Theatre



PARALLEL SESSION 3

ROOM	D2.105	D2.205	D2.204	D2.193
THEMES	Cultural Contexts	Education Pathways and Transitions (K-12-Higher Ed, PST-schools)	Technologies	Policy, Leadership and Networks
11:00 – 11:30	<p>Socially just teaching: Bridging homes and classrooms in rural Probolinggo, East Java Indonesia</p> <p>Mr Sugiono</p>	<p>Living and working in rural communities: Preparation across the profession</p> <p>Dr Paula Jervis-Tracey, Professor Lesley Chenoweth, Associate Professor Donna McAuliffe, Adjunct Associate Professor Barrie O'Connor, Professor Daniela Stehlik</p>	<p>Enriching Gross National Happiness: Using ICT with PSTs in Bhutan</p> <p>Mr Karma Chewang, Dr Mitchell Parkes, Dr Peter Fletcher, Dr Chris Reading</p>	<p>Symposium Rurality and rural futures: A schools' perspective</p> <p>Warrnambool District Principals' Network</p>
11:30 – 12:00	<p>Resourcing the study of local Indigenous history and culture: Creating a digital textbook to engage and inform rural students</p> <p>Mr William King</p>	<p>A long way from home: learning to teach in remote communities</p> <p>Associate Professor Marilyn Pietsch</p>	<p>LEAP-Links: using online technologies to engage and support high school students and teachers in rural and remote areas</p> <p>Ms Ruth Tregale, Ms Casey Featon, Dr Sonal Singh</p>	
12:00 – 12:30	<p>What lessons can be learned by listening to the voices of ECTs as they begin teaching mathematics in remote Aboriginal communities?</p> <p>Ms Lorraine Jacob</p>	<p>Researching early career teachers and gender differences: Ramifications for rural education</p> <p>Honorary Associate Professor Andrea Allard, Dr Jodie Kline, Associate Professor Bernadette Walker-Gibbs</p>	<p>Internship: A policy perspective for rural centres</p> <p>Dr Susan Ledger, Professor Lesley Vidovich</p>	
12.30 – 1.00	<p>A place for rurality in schooling: Parent supervisors as curriculum workers incorporating rural perspectives in distance education schooling</p> <p>Ms Natalie Downes</p>		<p>Selfie sticks, smart phones and a strong sense of place: Engaging rural students and teachers in techno-location based learning</p> <p>Ms Terri Redpath, Dr Julianne Lynch, Mr William King</p>	

Professor Marie Brennan

Victoria University

Community ready beginning teachers: key



challenges for inducting teachers into community

Teaching requires capacity for informed and ethical practice in multiple domains, including navigating a complex world, past disciplinary

and other knowledge traditions, a repertoire of teaching methodologies/pedagogies and strategies for building close relationships with their students. All are intertwined: a teacher cannot learn to 'know' students apart from their connections to communities; they usually get to know them through curriculum and assessment work in the institution of schooling, whatever form that takes. Teaching is impossible without knowing the student. Thus, having 'community-ready' teachers is essential since knowing students requires learning to understand the people and resources which shape them.

The concept of 'community-ready' pre-service teachers emerged from a project which aimed to renew the teaching profession through action research with communities in regional/remote South Australia. This talk will unpack the project and the strategies used to explore how best to orient metropolitan pre-service teachers to regional, rural and remote education settings and their implications for schools, community agencies and university teacher education programs.

Professor Marie Brennan started work in education as a Humanities teacher in Victorian technical schools. She subsequently moved to the Access Skills Project Team in the Curriculum & Research branch of the Victorian Department of Education, working with teacher action research around questions of literacy, numeracy and social justice.

After gaining her PhD, Marie moved to the university sector, with stints at Deakin, CQU, Canberra, University of South Australia (where she had a five year term as Dean) and Victoria University.

Professor Sabina Knight

Australian Rural Health Education Network

Leading from the Outback: innovative solutions



The youth drain from rural Australia is a concern for many rural communities and families. At the same time, demand for professional services in health education, engineering,

communication and legal services is growing.

Choice and location of university influences final work destinations. Across rural and Outback Australia, a national network of university departments of rural health (UDRH) has been working to produce the nation's future rural health workforce. Lessons resulting from this work may be applied across the sector. Tertiary institutions' and schools' attitudes to rural campuses, rural origin students and industry greatly influence the career trajectory for young professionals. In this presentation, Sabina will discuss the experience of health professionals and the potential to turn a deficit into a very positive future.

Professor Sabina Knight is the Director of the Mount Isa Centre for Rural and Remote Health, James Cook University (MICRRH) - one of a national network of eleven federally funded University Departments of Rural Health. An internationally recognised leader of remote health, Sabina has an extensive background in remote, rural and Indigenous primary health care.

Originally from north-west NSW, Sabina came to MICRRH from Central Australia and has held various remote health practice, senior management, policy and academic roles. She has served on numerous health and education boards, national, state, regional committees and advisory councils and her leadership roles have included the Council of Remote Area Nurses of Australia, the National Rural Health Alliance, Central Australian Rural Practitioners Association, and the Regional Women's Advisory Council.

KEYNOTE SPEAKERS AND FEATURED PRESENTATIONS

Assoc. Professor Bernadette Walker-Gibbs

Deakin University

Self-Studies in Rural Teacher Education



Book Launch

The purpose of this book is to highlight the work of teacher educators in the field of rural education. In this book, education faculty who work in teacher education

study the ways in which one's identity impacts one's teaching and the partnerships with rural schools. Although the field of research on teacher preparation has an abundance of studies on preparing students for the challenges of urban settings, there is much less emphasis on rural education, despite the prevalence of rural schools. This book problematises notions of rural or rurality which is often considered via a deficit or a generalised model where a stereotype of one kind of rural is outlined. Developing more multi-faceted understandings of rurality is a key to attracting and retaining teachers who understand the complexities and opportunities of living and working in rural spaces.

Bernadette is an Associate Professor in the School of Education at Deakin University and has worked in the higher education sector for over 15 years. Most recently, she has been engaged in two large scale, longitudinal, mixed methods research projects focused on examining the 'effectiveness of teacher education in preparing graduates for a diversity of contexts'.

Bernadette also focuses her research on pre-service teachers in rural settings using place- and space-based understandings of rural. She is passionate about 'country kids', and rural pre-service teachers, their journeys to university and experiences once they get there. Bernadette was recently appointed to the International Editorial Consultancy Board of the Australian and International Journal of Rural Education (AIJRE). Since her employment at Deakin University in 2008, Bernadette has worked on the Warrnambool campus and works closely with local schools and community to better support her pre-service teachers.

PLENARY SESSION

Developing a Rural Compass: How not to get lost in the rhetoric



Dr Sue Ledger will welcome the speakers who will introduce themselves and highlight their contributions and commitment to rural education, and guide them in their response to questions from the audience about this year's conference theme. The session will conclude by framing the Q&A segment around the concept of developing a reliable rural compass and propose ways of how not to get lost in the rhetoric.
Chair: Dr Sue Ledger, Murdoch University and SPERA

Panel members include:



Mr Brian O'Neill
Calen District State
College and SPERA



Ms Louise Martin
Isolated Children's
Parents' Association Qld
and SPERA



Professor John Halsey
The Sidney Myer Chair
of Rural Education
and Communities



Professor Marie Brennan
Victoria University



Dr Liz Cameron
Institute of Koorie
Education



Ms Britt Gow
Hawkesdale P12 College



Professor Christine Ure
Deakin University

AUSTRALIAN RURAL EDUCATION AWARDS (AREA)

Since 1994, the Australian Rural Education Award has been awarded annually to an institution, organisation or industry, to recognise excellence in rural education in Australia. It was the first national award recognising both excellence in rural education and promoting creative ways of meeting the educational needs of rural families and their communities.

To be successful, nominations must clearly demonstrate an initiative that expands education opportunities for rural Australian communities. Each year, nominations are open to community groups, schools or other institutions that can demonstrate a commitment towards the positive aspects of rural education in Australia.

In 2015, nominations were received in two categories:

Category 1

Existing projects that demonstrate a proven link between a school or learning context and the rural community, and that benefit a defined group:

- **Isolated Children's Parents' Association of Australia Project** - Mrs Jane Morton and Mrs Wendy Hick (ICPA Aust)
- **City & Beyond Project** - Mr Joshua, Mr Damien and Ms Caitlin Boccamazzo and Mr Brent Kealy (City & Beyond)
- **Wanaaring Public School Project** - Mr Chris Duley (Wanaaring Public School)
- **Centre of Excellence for Aboriginal Health in East Gippsland Project** - Dr Doris Paton (Centre of Excellence for Aboriginal Health in East Gippsland Ltd)
- **Cooma Universities Centre Project** - Ms Zoe Dawson (Cooma Universities Centre)
- **In2Uni Regional Outreach Program** (Bega and Batemans Bay) - Ms Samantha Avitaia and Ms Jaimey Faccin (University of Wollongong)
- **Supported Pathways to Education & Employment Program** (Bega and Batemans Bay) - Ms Anne Snowball (University of Wollongong) and Ms Sarah Waterson (Eurobodalla Adult Education)
- **Harmony through Harmony Project** - Mr Trevelian Mason and Ms Inga Brasche (Lord Howe Island Central School and Island Voices)
- **Unichoice Project** - Ms Lyn Farrell (Edith Cowan University)
- **Developing Resources for Pre-service Teachers to Promote Online Teaching Support Project** - Ms Yvonne Masters (University of New England).

Category 2

Future projects that support new and creative thinking in professional practice, aimed at improving student outcomes in rural and remote settings:

- **University Classroom Project** - Mrs Hannah Harvey (University of South Australia)
- **Social media the body and rural communities: Implications for health Project** - Dr Valeria Varea (University of New England)
- **Engineering the South West Project** - Ms Lyn Farrell (Edith Cowan University)
- **Learning Practice Project** - Mr Greg Kelly and Ms Jennifer McMahan (Karratha Senior High School)
- **Cooma Universities Centre Project** - Ms Zoe Dawson (Cooma Universities Centre)
- **City & Beyond Project** - Mr Joshua, Mr Damien and Ms Caitlin Boccamazzo and Mr Brent Kealy (City & Beyond).

Category 1 and 2 winners are sponsored to attend the SPERA Conference, during which they have an opportunity to showcase their successful projects. Winners also receive a prize of \$2,000 each to further their endeavours.

PARALLEL SESSION 1 - PRESENTERS AND ABSTRACTS

2.00-2.30 in Room D2.193

Pedagogy of the Rural: Teaching and learning for rural futures

Associate Professor Bernadette Walker-Gibbs,
Dr Michelle Ludecke, Dr Jodie Kline
Deakin University

Pedagogy of the Rural illustrates the complexities of rural space and considers some of the underlying assumptions, 'truths' and 'realities' about rural education and teaching in a complicated and dynamic policy context. Pedagogy of the Rural offers an alternative to current teacher education practice. It is responsive to policy demands as well as local conditions and traditions, and has a futures orientation, in that it provides a way forward for valuing rural contexts for what they bring to teacher identities beyond traditional deficit positionings dominant in current discourses on rural.

The authors examine notions of size and how this impacts on the ways in which beginning teachers in rural locations are positioned in terms of identity at a macro, meso and micro level. They also examine what it means to 'be rural' and use Pedagogy of the Rural to conceptualise rural understandings as a pedagogy that is not a pedagogy 'for' or 'about' but rather 'of the rural'.

Complexities of the Pedagogy of the Rural are understood through Harré's (2004) positioning theory, Baudrillard's (1983) notion of simulation and simulacra and Lefebvre's (2009) arguments around space and economic geographies. The interrelationship of place, space and identity unify teachers' understandings of who they (or we) are, and are becoming, in a specific time and geographical location, raising questions about: subjectivity - who we are; power - what we can do; and desire - who we might become (Harré, Moghaddam, Cairnie, Rothbart, & Sabat, 2009), and the influence of personal and professional histories and what rural brings to our pedagogy within this.

2.00-2.30 in Room D2.104

Getting to University: Building the capacity of young regional people to achieve this goal

Mr Don Boyd and Professor Sue Trinidad
National Center for Student Equity in
Higher Education (NCSEHE)

This study reports on findings from a research project that explored the knowledge young rural people had about university.

A mixed method approach was used to collect data. Prior to collecting data, a literature review was undertaken to inform the development of a "university knowledge typology" consisting of six categories. Findings from first year university studies such as Baik, Arkoudis and Naylor (2015) and James, Krause and Jennings (2010) were key starting points for the review of literature. Analysis of quantitative and qualitative data gathered in this study provided an overview of the participants' current university knowledge.

Also of great interest were the findings in relation to the confidence levels of these young rural people regarding their academic ability, subject selection for senior secondary education, ability to succeed after Year 12 and their ability to cope at university. These findings were then considered in light of the recent work of Zhao et al. (in press) and their argument that student assessment focuses too much on cognitive skills and that formal assessment regimes rarely promote the development of non-cognitive domains such as motivation, confidence, persistence and personality traits.

Outcomes from this study inform the understanding of what rural students know about university. The study also highlights the important role confidence plays in building educational aspirations especially in terms of getting to university.

Policy implications in relation to enabling rural students to construct stronger knowledge about university and address the need for a greater emphasis on developing skills in the non-cognitive domains are also discussed.

PARALLEL SESSION 1 - PRESENTERS AND ABSTRACTS

2.00-2.30 in Room D2.105

Can successful education systems transplant superior technologies to dysfunctional bureaucracies? A case study of rural Philippines

Dr Vicente Reyes

University of New England

From 2011 to 2014, Temasek Foundation-Singapore, the Philippine Ateneo Centre for Educational Development (ACED) and the Philippine government launched the Policy, Governance and Capacity Building Program (PGCB) as an intervention programme to improve access and quality of education in the Philippines. PGCB was a follow-up program to the successful Leaders and Educators in Asia Program (LEAP) completed from 2008 to 2010.

Using data from participating school leaders who come specifically from rural areas (N=104), one main question is raised: How do rural school leaders view their capacities in implementing foreign-influenced education reforms?

This three-part inquiry critiques PGCB from policy implementation and international partnerships perspectives generating mixed results.

First, PGCB goals and accomplishments are explained.

Second, using Rasch measurement analyses, inferences are generated as to the validity of leadership training programs implemented on the one hand and the leadership capacity levels of local Philippine education leaders on the other.

Finally, PGCB "successes" are tackled with the end of addressing questions related to policy learning and transfers between vastly contrasting education systems.

2.00-2.30 in Room D2.204

Strengthening partnerships in mental health promotion in rural Queensland

Professor Margaret McAllister CQUniversity Australia, Ms Cathie Withyman Curtin University, Professor Bruce Knight Department of Education & Training Queensland, Ms Shelley Clarke, Ms Donna Alexander, Ms Margaret Deurhof, Associate Professor Penny Hasking Queensland Mental Health Community

This paper discusses a mental health promotion collaboration between Universities, Education and Health Departments.

Australia faces an enormous challenge in terms of the mental health of our young people. 75 per cent of mental disorder begins before the age of 25. In the average senior school classroom, 1 young person has attempted suicide and the prevalence of self-harm in some schools is as high as 50 per cent. Rather than wait for over-stretched services to react to developed and, perhaps entrenched, problems, a multi-level paradigm shift is required in the ways that (a) young people prepare for the changes ahead in their lives, learn to act preventatively and care for themselves and others; (b) teachers and mental health practitioners interact so that there is more mutual exchange of strategies; and (c) health practitioners are trained so that they confidently reach out to community agencies such as schools.

Our mental health promotion program encapsulates these aims. Termed "iCare-R", the program has been tailored to meet the needs of rural Queensland schools, to engage young people in fun and challenging activities, whilst widening their repertoire of resilience strategies and thus to strengthen their mental health and wellbeing – not just for those who indicate risk, but for the whole classroom population, to encourage a cascade effect benefiting the whole school.

This paper will reflect on and discuss the successes and challenges we have so far experienced in our efforts to strengthen the partnership between educators, health professionals and researchers.

PARALLEL SESSION 1 - PRESENTERS AND ABSTRACTS

2.00-2.30 in Room D2.205

**Over there, down under and still here too:
exploring play-based cross-institutional
university learning possibilities**

Ms Terri Redpath

Deakin University

Access to e-learning platforms signal ways to plan and deliver strategically aligned and place-based courses that are also cross-institutional. This paper constructs a narrative of the affordances and challenges experienced by participants in a USA study tour that took place at a regional Australian university campus.

By exploring the blended learning expectations and experiences of the USA students and staff while travelling “down under”, the desirability and viability of delivering future cross-institutional place-based courses is examined. Data obtained from participant interviews, written reflections and course related audio-visual presentations strongly upholds the educational value of place-based experiences in a regional setting.

Drawing upon the theoretical perspective of de Certeau’s ‘panoptic gaze’, the way participants captured, transformed and shared communicative possibilities beyond their planned and published itinerary and course curriculum is showcased. The details contributing to cross-institutional ‘distance’ are signposted together with tensions to be collaboratively addressed in future cross-institutional course planning.

2.30-3.00 in Room D2.193

**Did Australian pre-service teachers develop
their intercultural competence through
teaching practicum at Vanuatu classrooms?**

Ms Sri Soejatminah

Deakin University

The Global Experience Program (GEP) at Deakin University offers pre-service teachers the opportunity to conduct part of their teaching practicum in other countries such as China, India, Thailand, and Vanuatu. It is expected that pre-service students will develop the knowledge, cultural sensitivity and skills needed to address cultural diversity in any environment in their future through the program.

This paper draws on a doctoral research study on the experience of a group of pre-service teachers who participated in the GEP in Vanuatu. Generally speaking, the pre-service teachers were working in schools similar to those in rural areas of Australia.

In light of capturing pre-service teachers’ learning from intercultural teaching, this paper examined the development of intercultural competence, illuminating an understanding of cultural differences and its pedagogic consequences and argues that knowledge of intercultural theories might assist pre-service teachers to better understand their experience of interacting with different cultures, hence, supporting their learning from experience of different cultures.



PARALLEL SESSION 1 - PRESENTERS AND ABSTRACTS

2.30-3.00 in Room D2.104

Transitioning from university to teaching in schools located in rural and remote settings

Associate Professor Judith Miller, Dr John Haynes
University of New England

This research focused on the issue of transitions of new scheme teachers from university to their first year of teaching. A survey was conducted to identify the level of preparedness of fourth year preservice teacher education students (n=40) to move into teaching in rural settings. Female (n=29) and male (n=11) respondents completed the survey, which was designed to identify students' levels of readiness and comfort when considering teaching in a rural school as their first posting.

Background data were collected revealing that the majority of the teachers identified their hometown as rural and/or small cities within a 400 km radius from the University. This finding confirms that many teachers in rural settings originate from small rural and remote communities. Analysis of data indicated 32 of the participants wanted to teach in a rural school, two wanted to move closer to the coast and five were unsure. Leximancer text mining software was employed to analyse the responses to two open ended questions concerning how the preservice teachers would describe themselves as a teacher, and what their ideas were regarding what constituted good rural teaching.

The concepts and themes emerging from these data are presented as the major findings. Implications of this research include that preservice teacher education programs can be responsive to student needs, resulting in greater preparation for teachers entering the teaching profession in rural and remote settings.

2.30-3.00 in Room D2.105

Using ICT to support the acknowledgement of Indigenous perspectives in teaching and learning

Dr Chris Reading
University of New England

Keeping pace with significant changes to curriculum content and how it is delivered to school students should be foremost in teachers' minds. Two of the more recent challenging changes for teachers have been: how to incorporate the acknowledgement of Aboriginal and Torres Strait Islander culture into their teaching, and how to use information and communication technology (ICT) to support their students' learning. Even more challenging, however, is determining how to combine these two educational changes.

The Australian Professional Teaching Standards for Teachers expect that teachers have knowledge of strategies for teaching Aboriginal and Torres Strait Islander students (Focus Area 1.4) and understand and respect Indigenous people to promote reconciliation between Indigenous and non-Indigenous Australians (Focus Area 2.4). However, elaborating on how these two focus areas might be supported by the use of ICT proved too difficult when the Teaching Teachers for the Future (TTF) Project developed ICT Elaborations for most other focus areas in the graduate teacher standards.

This paper synthesises reported practices with a view to recommending how ICT could be used to support the acknowledgement of Indigenous perspectives in teaching and learning. In particular, possible ICT Elaborations are proposed for focus areas 1.4 and 2.4. Such elaborations have the potential to guide teachers' practice as they embed the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority (Australian Curriculum) and organise these ideas into their teaching.

PARALLEL SESSION 1 - PRESENTERS AND ABSTRACTS

2.30-3.00 in Room D2.204

Partners for Successful Schools

Mr Brian O'Neil, Ms Maria Hoare,

Ms Renee Howard

CQUniversity Australia

It is a known but unfortunate fact that the things that are easily measured are those that get counted and this is why state, national and international standardised tests are the gauges for measuring successful schools.

Recently, Education Queensland has added a new domain in their Whole School Reviews (previously called Teaching and Learning Audits) and this is "Community and Industry Partnerships".

This paper draws on the work of Zoe Barley and Andrea Beesley (Rural School Success: What Can We Learn?); Robert Kladifko (Practical School Community Partnerships Leading to Successful Educational Leaders); and Avis Glaze (How Ontario spread successful practices across 5,000 schools).

After considering this international research, the paper will focus on some practical examples of effective partnerships – ones that derive mutual benefits for the stakeholders and which provide opportunities for students to enhance their learning outcomes and to obtain a competitive advantage in the workplace. This paper will present guidelines for the development of these partnerships.

As Kladifko points out "...one of the most neglected opportunities by a principal is that of developing school community partnerships..[and].. schools do not exist apart from the society to be served". Now is the time to do something about this.

2.30-3.00 in Room D2.205

Is it a fairer play? - effectiveness evaluation of China's funding mechanism for rural education

Ms Li Yiran

University of New South Wales

It has been a decade since China launched its Expenditure-guaranteeing Mechanism (the New Mechanism) for rural compulsory education. With enormous expansion in school funding, the main issue has shifted from inadequacy to inefficient and ineffective use of funds. This research project examines the ways in which education is funded in a relatively wealthy county in China and criticises whether resource allocation has promoted education equity.

With a focus on county and school levels, the study combines three qualitative methods with a triangulated design. In the first stage of research, for the purpose of mapping the procedures and models of school funding, the study draws on data publicly available from various websites of the State, provincial, prefecture and county governments. The second stage of research features data collection through interviews, focus group discussions and a questionnaire survey. Through communicating with officials from local education authorities and school principals and surveying school teachers, the study not only creates a more comprehensive portrait of the real-life practices in implementing the New Mechanism but also investigates perceived effectiveness of funding programs.

The study discovers that even in an area with arguably rich funding, there is considerable deficiency in meeting the needs of students with disadvantages. The results also reveal that the active involvement of local governments in the school funding mechanism may have worsened inequity.

PARALLEL SESSION 1 - PRESENTERS AND ABSTRACTS

3.00-3.30 in Room D2.193

Un-settling Australian educational landscapes; learning from Aboriginal ex-prisoners in Western Australia

Dr Rosyln (Rose) Carnes

Deakin University

What is included in the mapping of a landscape? Assumptions about goals and the purpose of the map may lead to different features being highlighted. This paper maps the purpose of education from the perspective of Aboriginal ex-prisoners in Western Australia, drawing on relevant regional examples. As a critical ally the researcher is a partner with participants in the research journey seeking both academic and cultural rigour. The method is yarning, a culturally and academically rigorous approach to research. What is described by participants is that dominant views limit what is mapped and what landscapes are favoured as successful.

Described in this session is an innovative framework for what participants identify could improve experiences of education policy and practices. At its heart, the purpose of education becomes building and maintaining strong relationships. To achieve this requires attention and further mapping across four areas; healing of historical trauma, starting with strength and agency to keep culture strong, becoming informed of what has been silenced so ignorance can be educated, and recognising sovereignty by operationalising respect.

While its roots are in the experiences of people of education in prisons, the framework is one that could be adopted in a range of contexts. The only essential requirement is a willingness to be un-settled, let go of certainty, and acknowledge stories we believe we 'know' about Aboriginal peoples, their lives, history and issues they contend with. The questions left to ponder in relation to rural educational landscapes are, 'Who says so? Who decides?'

3.00-3.30 in Room D2.193

Sharing the responsibility for classroom readiness

Dr Susan Ledger

Murdoch University

Much scrutiny has centred on the quality of pre-service teachers and their readiness for the workforce recently. However, little has been discussed or researched about school readiness for pre-service teachers. There is little debate about the shared responsibility of Schools and Universities to transform pre-service teachers into professional teachers, but there is debate as to the role and responsibilities that schools have in the preparation of preservice teachers (PSTs).

This paper explores the issue at a national, state and school policy level. It presents an example of these policies in practice and in so doing presents enablers and barriers to establishing school readiness. WA schools offering a 12-month internship program highlight the importance of leadership, organisational structures and the development of school/university mentoring cultures to enhance practicum experiences for PSTs. The findings present possibilities for a more systemic approach to policy implementation surrounding shared responsibility between schools and universities so as to better prepare our next generation of teachers.

PARALLEL SESSION 1 - PRESENTERS AND ABSTRACTS

3.00-3.30 in Room D2.204

Designing a school-university partnership for Catholic schools in rural and regional Victoria – Building on the learnings from the Catholic Teacher Education Consortium (CTEC)

Ms Sarah Nailer, Dr Josephine Ryan,
Dr Mellita Jones Australian Catholic University

The importance of school-university partnerships in teacher education has been highlighted by successive government reports (Parliament of Australia, 2007; Teacher Education Ministerial Advisory Group, 2014). This presentation will consider a partnership model developed for an urban Victorian context and how the approach might be a useful model for other partnerships between Australian Catholic University's (ACU) regional Victorian campus and rural and regional schools.

The Catholic Teacher Education Consortium (CTEC) is a partnership that began in 2012 involving ACU, 14 schools in the northern and western suburbs of Melbourne, and the Catholic Education Office Melbourne. One of the aims of the CTEC partnership is to ensure sustainable numbers of graduates well-versed in the Catholic tradition. This is in recognition of the particular needs of Catholic schools in terms of graduate attributes. Other aims of the partnership include promotion of higher education and particularly teaching as a pathway to senior students in partner schools and provision of an enhanced Pre-service teacher experience through a dedicated tutorial group and close collaboration between university academics and school staff.

Drawing on the research findings from CTEC this paper will explore the differing possibilities, purposes and practicalities of school-university-system partnerships in metropolitan, regional and rural settings.

3.00-3.30 in Room D2.205

Uni – school outreach partnerships across rural Australia

Dr Christine Bottrell
Federation University

Recent research specifically designed to investigate University-School Outreach partnerships in rural and regional settings across Australia, with a particular emphasis on partnerships designed to increase teacher capacity and student engagement in STEM has identified and documented complexities. These complexities can arise from the very different life experiences of those living in metropolitan, rural and remote settings, which become even more apparent when the partnerships, in response to policy, involve different education sectors.

Over the past two years examining Outreach partnerships in rural and regional settings across Australia, with a particular emphasis on partnerships designed to increase teacher capacity and student engagement in STEM fields, it has become evident that regardless of resources allocated to a project, relationships and respect are crucial to success and sustainability. Dialogue around a shared vision and sense of purpose, supported by clear communication, with consistent and manageable methods of evaluation, is desired for the development of resilient and sustainable partnerships.

Embedded in the methodology for this research are theories and models developed from international perspectives through the uniquely Australian landscape lens. This presentation explores the implications of education, community and bureaucratic actions on the decisions that educators and administrators make in the planning, development and implementation of existing and potential partnerships in regional, rural and remote Australia. Central to this exploration is the impact on learners and their families.

AUSTRALIAN AND INTERNATIONAL JOURNAL OF RURAL EDUCATION

The Australian and International Journal of Rural Education (AIJRE), the scholarly publication of the Society for the Provision of Education in Rural Australia (SPERA), is an international medium for educators and researchers with an interest in the provision of education in rural contexts. Previously titled Education in Rural Australia, the Journal has been publishing papers that cover a wide range of interests and concerns related to rural, remote and distance education since 1991.

Contributions to AIJRE are welcome from both members and non-members of SPERA, on any aspect of rural education, and from a variety of disciplinary perspectives at any level of education.

The focus of the Journal is on addressing issues, challenges, developments and opportunities in rural education globally, and we encourage submissions which, for example:

- promote the development of education in rural Australia;
- disseminate innovative ideas, actions, programs and policies in rural education;
- link people interested in providing quality learning experiences in rural contexts;
- provide a forum for new ideas and innovations in rural education; and
- share information and findings related to rural education issues and the development of programs.

The Australian and International Journal of Rural Education publishes papers of up to 6,000 words in length, and that have not been published elsewhere. Papers may be scholarly accounts of educational research relevant to rural education, research reports, book reviews or feature articles.

All AIJRE submissions are double blind refereed.

The 2014/15 Editorial Committee includes:

- Dr Aaron Drummond, Flinders University (Chief Policy Editor);
- Dr Sue Ledger, Murdoch University (Chief Policy Editor);
- Associate Prof Tania Broadley, Curtin University (Chief Production Editor);
- Dr Jodie Kline, Deakin University (Chief Production Editor);
- Dr Paula Jervis-Tracey, Griffith University (Chief Review Editor);
- Prof Elaine Sharplin, University of Southern Queensland (Chief Review Editor);
- Assistant Prof Phil Roberts, University of Canberra (Guest Review Editor); and
- Dr Diane Gardiner, Curtin University (Journal Manager).

To submit your paper for consideration by the AIJRE Committee, please send an email to admin@spera.asn.au, and a member of the team will be in touch with you.

All SPERA members receive access to the AIJRE as part of their membership package. Not currently a member? Join today! Visit

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THURSDAY 5 November 2015

Mr Josh Arnold

Small Town Culture

NCSEHE-Sponsored Session



In this session, Josh will introduce his Production Company, Small Town Culture, and discuss what each project entails with regard to his collaboration with students. He will explain

the ethos behind Small Town Culture and its overall vision, and play a brief show reel demonstrating the result of his work in schools. The session will conclude with some audience interaction in which the beginning of a SPERA theme-song will emerge.

Josh Arnold burst onto the music scene in 2002, winning a Golden Guitar at the Tamworth Country Music Awards after signing to ABC Music. He released three albums with the label and gained positive media attention nation-wide, in addition to receiving airplay across the country.

Diversifying his talents later, Josh developed a school program through which he collaborates with students to create original music based on their ideas and stories. His travels have taken him to schools in Western Queensland, resulting in the development of the Production Company, Small Town Culture, which is dedicated to creating and promoting music and young talent in regional areas in Australia.

Josh's work has been featured in popular television series' Home and Away, Neighbours and Ghost Whisperer, and in 2014 he won the Regional Services Award for his work in schools and communities at the Annual Regional Achievement Awards in Caloundra.

Professor Jo-Anne Reid

Charles Sturt University

Teaching on the edge: teacher education



policy and practice for rural social space.

The recent publication of Tony Vinson's Dropping off the Edge report (2015) has shown that complex and entrenched disadvantage is

experienced by a small number of communities across Australia that have shown few signs of improvement in the past 15 years. A common feature across all state jurisdictions was the prominence of disadvantaged localities in rural areas, highlighting the enormous challenge that confronts policy makers and service providers, as many of these communities, identified as disadvantaged in the Vinson's earlier (2007) study, remain difficult and challenging social places.

Dominant factors in these areas include high rates of criminal convictions, unemployment, lack of internet access, domestic violence, lack of qualifications and significant numbers of young adults not fully engaged in work or study. In such contexts, education is both crucially important and inexorably difficult.

In this presentation, I focus on the problems that face teacher education policy and practice in attempting to understand and respond to the need for schooling to support Vinson's (2015) call that: "As a society we cannot, and should not, turn away from the challenge of persistent and entrenched locational disadvantage, no matter how difficult it may be to solve the problem."

Professor Jo-Anne Reid is currently the Presiding Officer of Charles Sturt University Academic Senate and the Head of the Bathurst Campus. Originally a secondary English teacher, she worked as Curriculum Advisory Consultant for rural teachers in WA before being appointed to WA's Curriculum Branch. She has worked as a literacy teacher educator in three rural universities and is committed to improving the preparation of teachers for schools in rural and remote locations.

KEYNOTE SPEAKERS AND FEATURED PRESENTATIONS

Mr Gary Fry

Charles Darwin University

Building school leadership in remote Northern



Territory schools: a model framework

Over the past 20 years, three major approaches to schooling reform have emerged: market-based (competitive), standards-

based (accountable against prescription) and whole school reform (combines the strengths of the first two whilst navigating the social conflicts this generates); each focused on school leadership as a central, transformational instrument (Pappas, 2007). Present schooling reforms in Australia propel a belief that through the use of private and competitive modelling, increased industry prescription, accountabilities and transparency, the ambiguity that has long characterised the education profession may be streamlined into a disciplined and codified design, and research into schooling reforms identify school leadership is both essential and pivotal to the development of schooling communities and student learning outcomes.

In this regard, the question of what constitutes an effective remote school principal is as important as asking questions of how to retain them, and whilst much contained within various leadership programs and workforce development strategies target such need, the Northern Territory's remote Indigenous context presents a special set of challenges in what such leadership means and how this informs as 'additional' to the established layers already employed. This presentation explores research and sets out a series of recommendations that seek to strengthen the Northern Territory Department of Education and Training's profiling of what characteristics, capabilities and qualities aspiring principals in remotes should have, and ways that the recruitment process and leadership development programs may be tightened and improved beyond that existing.

Mr Gary Fry is an Indigenous man from Darwin in the Northern Territory and his Aboriginal heritage is Dagiman. Gary is recognised nationally for his work in Indigenous and mainstream education and has been a keynote speaker at numerous national educational conferences and forums. Gary has recently worked as a Principal in Residence based at Charles Darwin University for the past two years, and has recently been appointed as the Director for the NT's Centre for School Leadership. Gary has a long-term commitment to tackling Indigenous educational inequality through his many connections in the education industry, including the National Aboriginal and Torres Strait Islander Principals Association (NATSIPA).



AUSTRALIAN AND INTERNATIONAL JOURNAL OF RURAL EDUCATION (AIJRE) INVITED KEYNOTE SYMPOSIUM

In this session, Dr Phil Roberts, Dr Vicente Reyes and Professor John Halsey discuss various aspects of rural education, including a 2015 Special Issue of SPERA's Australian and International Journal of Rural Education.

Assistant Professor Phil Roberts

University of Canberra

2015 AIJRE Special Issue Overview



The aim of the special edition of the journal is to provoke the rural education field to think differently about its research, including by developing connections with the disciplines

of rural sociology and rural geography.

Dr Philip Roberts is an Assistant Professor in Curriculum Studies at the University of Canberra. Before joining UC, Philip was a classroom teacher and Head Teacher for 14 years in rural NSW Public High schools. He has also held various positions in the teachers' union, curriculum board and teacher registration authority. Philip is chief investigator for the Towards Place Based Education in the Murray-Darling Basin project. In 2013 he was a recipient of the Vice-Chancellors award for Teaching Excellence.

Philip has completed major national research projects in the staffing of rural and remote schools and managed large-scale school based research projects. His major ongoing research interest is how teachers situate the curriculum and how spatial theories are incorporated into educational thinking. From this, Philip has developed three interconnected areas of research, rural education, curriculum hierarchies and historical thinking, that are connected through a focus on place and the interests of the least powerful in our society. Philip has an ongoing concern about quality and equity in education and works to disrupt the meta-narratives that have dominated, and hijacked, these import fields through the application of critical theory and spatial justice.

Dr Vicente Reyes

University of New England

International aid and education reform and the

paradox of implementation: Case study of the Philippines



From 2005 to 2011, AusAID and the Philippine government launched Strengthening the Implementation of Visayas Education (Project STRIVE)

to improve access and quality of education in rural Philippines. Using data from all participating schools (N=308) one question is raised: How successful was the international partnership in implementing education reform? This three-part inquiry critiques STRIVE from policy implementation and international partnerships perspectives generating mixed results. First, STRIVE goals and accomplishments are expounded. Second, using non-parametric analyses, hypothesised relationships between reform inputs and project outcomes are tested. Finally, STRIVE 'successes' related to project relevance, effectiveness and sustainability are critiqued revealing implementation paradoxes.

Dr Reyes is a Lecturer at the University of New England, Australia. He is a member of the Executive Committee of the Educational Research Association of Singapore (ERAS), a Fellow of the Centre for Chinese Studies of the Republic of China (Taiwan) and also a Visiting Academic at the Institute of Education, University of London. Trained as a political scientist, his current research are in conceptions of political interest, civic participation, educational leadership, corruption and governance and educational reform. His latest book with Routledge is entitled "Mapping the Terrain of Education Reform: Global Trends and Local Responses in the Philippines" (2015).

AUSTRALIAN AND INTERNATIONAL JOURNAL OF RURAL EDUCATION (AIJRE) INVITED KEYNOTE SYMPOSIUM

Professor John Halsey

Flinders University



Mapping education policy landscapes: rurality and rural futures - So what's the problem (and opportunity) represented to be?

The purpose of this paper is to try and get behind, inside,

and out to some 'new' vantage point in relation to the theme for the 31st SPERA Conference, in the hope that so doing may be informing about current and future rural education policy landscapes. To do this, a variation of Bacchi's (2012) What's the Problem Represented to be (WPR) approach to policy interrogation will be used. WPR is premised on "what one proposes to do about something reveals what one thinks is problematic (needs to change)" (2012, p.21). The starting point for this paper is what one proposes to be a theme for a major conference reveals what one thinks is problematic (and potentially worth pursuing). The paper is framed by a number of assumptions including what we choose to pay attention to makes a difference, and vibrant productive rural communities are integral to Australia's future.

Professor John Halsey commenced his career as a teacher, and was a principal of two schools in South Australia - Ceduna Area School and The Heights School (both reception to year 12, one rural, one metropolitan). He has been the Associate Director of the Senior Secondary Assessment Board of South Australia, the Executive Director in the South Australian Department of Education and Children's Services and a Chief of Staff to a State Minister for Education and Children's Services. He has also worked as an Educational Facilities Project Officer and for the Australian School's Commission Choice and Diversity in Education initiative. He is the former Executive Officer of the Rural Education Forum Australia, and a current consultant with the Center for Relational Learning, Santa Fe, New Mexico.



KEYNOTE SPEAKERS AND FEATURED PRESENTATIONS

Bush Tracks: The Opportunities and Challenges of Rural Teaching and Leadership

BOOK LAUNCH

Transitioning from place to place has been identified as a key marker of many teachers' lives. Notions of place and transition have been researched for new teachers as they move from university to rural teaching positions; and, for experienced teachers who may move from school to school, town to city, city to rural town.

Since 2002, the Bush Tracks Research Group has explored the lived experience of teachers in rural schools. *Bush Tracks: The Opportunities and Challenges of Rural Teaching and Leadership* is a compilation of more than a decade of research conducted by this multidisciplinary group of academics from the University of New England, New South Wales, Australia.

Employing a variety of methodologies, these researchers have worked to understand the intimate lives of teachers working in rural schools – the personal and professional challenges of being in relentlessly close proximity to students and their families; the supports needed to continue professional pathways; and the opportunities for accelerated leadership, all while living in the 'fishbowl' of a rural community.

Chapters also explore the working lives of small school principals, specifically, some of the innovative methods they use to circumvent metrocentric policies; how ingenuity can resolve challenging teaching and leadership situations; and, what can be done to reconcile sometimes conflicting roles.

This book will be of interest to all teachers who have 'gone bush', or have ever wanted to; and, to teacher educators who want a text that is nuanced in discussing the challenges and opportunities of teaching in rural schools.

Professor Lorraine Graham

University of Melbourne



Professor Lorraine Graham's career is focused on school inclusion, literacy strategies, basic academic skill interventions in numeracy and literacy and, ultimately, the effective teaching of all

students. She has a PhD in Instructional Psychology and Master of Arts (Education) along with teaching and special education degrees. She is Professor of Learning Intervention at the University of Melbourne. Past positions include Professor of Inclusion and Educational Psychology at the University of New England, Associate Director (student diversity) of the SiMERR National Research Centre and co-developer of the QuickSmart Numeracy and Literacy Programs.

Professor Graham began as a primary school teacher in the 1980s and then continued her studies at Simon Fraser University in British Columbia, Canada. During this time she developed and implemented the 3H reading comprehension strategy and taught in elementary school and tertiary settings, focusing on cognitive and metacognitive interventions for students with literacy learning disabilities.

On returning to Australia in 1994, Lorraine joined the inclusive education and psychology team at the University of New England. From 2001 onwards, she has been involved in the development and scaling up of the QuickSmart Numeracy and Literacy programs. Her work with Professor John Pegg on QuickSmart alone has impacted over 12,000 Australian students drawn from more than 1,000 schools across the country.

KEYNOTE SPEAKERS AND FEATURED PRESENTATIONS

Associate Professor Judith Miller

University of New England



Associate Professor Judith (Judy) Miller is the current Chair of Higher Degrees Research Courses - Master of Education (Research); Doctor of Education; and, Doctor of Philosophy

for the School of Education. She is also chair of Postgraduate Coursework in Education, Graduate Certificates and Master of Education. Judy is also a member of the Health, Physical Education and Sports Studies team. Within this group, she specialises in personal development, health and physical education (PDHPE) pedagogy.



PARALLEL SESSION 2 - PRESENTERS AND ABSTRACTS

10.45-12.45 in Room D2.193

Narragunnawali: Reconciliation in Schools and Early Learning

Mr Alex Shain

Reconciliation Australia
Interactive Workshop

This workshop is targeted at people who are interesting in learning how they can support schools and/or early learning services to become part of the Narragunnawali reconciliation community. The workshop will provide interactive examples of Narragunnawali in action in the classroom, around the school and with the community that can be translated to learning environments and communities beyond the conference.

Since 2001, Reconciliation Australia has worked predominately with business and government to achieve a more reconciled Australia. More recently, Reconciliation Australia turned their attention to the younger generation and this year launched Narragunnawali: Reconciliation in Schools and Early Learning. There are currently 260 schools and early learning services across Australia engaged with the program and the Narragunnawali community is growing steadily as promotion of the program accelerates.

Narragunnawali is designed to support all schools and early learning services in Australia to develop environments that foster a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions. The program incorporates an easy to use online tool to guide the development of Reconciliation Action Plans (RAPs) for schools and early learning services, and access to curriculum resources and professional learning that support meaningful implementation of RAPs. RAPs are a highly successful framework for action that enable schools and early learning centres to join a community of likeminded institutions that are taking committed steps toward progressing reconciliation in Australia.

10.45-11.45 in Room D2.105

Small Town Culture / Delegate Collaboration

Mr Josh Arnold

In this session, Josh picks up where the SPERA group left off during his main presentation, further developing a theme song unique to SPERA and its mission to support education in rural Australia.



PARALLEL SESSION 2 - PRESENTERS AND ABSTRACT

10.45-11.15 in Room D2.104

Enacting regional policy - what makes a successful network for implementation?

Mr Brian O'Neill

CQUniversity Australia

When departments of education around the country implement educational policy, the implementation is usually accompanied by support provisions to ensure the success of that policy. One form of this support is the clustering of schools to facilitate the networking and the efficient provision of professional development.

However, the dilemma arises – what is the most effective and efficient form of this clustering? Is it better to cluster schools geographically or should you form networks of “like” schools regardless of where they are situated? This is particularly relevant for rural, regional and remote schools.

This paper examines the research and theories pertaining to the clustering of schools for professional development and successful teams. In doing so it will focus on a particular network which has been deemed to be successful and examine through an interview process with participants, what factors were instrumental in making that network a successful one.

The results of this research have significance for departments which intend to cluster schools for the future implementation of policy.

10.45-11.15 in Room D2.204

When provision is not enough: Curriculum as a spatial justice concern

Assistant Professor Philip Roberts

University of Canberra

This paper asks, “What do we mean by the ‘provision’ of education in rural areas?” In answering this question the paper takes a critical stance on the notion of provision and the social justice assumptions that inform it. In so doing it draws on recent projects in relation to curriculum and rural schooling: specifically the place of the rural in the curriculum and a spatial analysis of access to, and achievement in, the (NSW) senior secondary curriculum. The paper argues that a ‘spatial justice’ perspective suggests that provision may by itself not be enough, and instead needs to be followed by corollary questions about the nature of the provision.

Drawing upon arguments that schooling can work against the interests of rural communities (Roberts, 2015), and that schooling often encourages students to leave communities (Corbett, 2007), the two studies referred to are oriented towards a rural standpoint (Roberts, 2014). The first study referred to explores the meaning of sustainability in use in communities (specifically the Murray-Darling Basin), in curriculum documents and in schools. The second study used NSW senior secondary curriculum access and achievement data to map the access to and achievement in this curriculum. This second study showed that rural students have less access to the powerful subjects in the curriculum and that access and achievement is mediated by location more than SES.

Given the availability of distance study options it would seem that geography drives decision-making in a more complex manner than access alone.

PARALLEL SESSION 2 - PRESENTERS AND ABSTRACTS

11.15-11.45 in Room D2.104

Envisioning rural futures and requirements for future rural education

Dr Pam Bartholomaeus

Flinders University

I have been on a journey to establishing a way of conceptualising what rural communities require of education, and the curriculum and pedagogy rural students should be experiencing. A common discussion in Australia in relation to rural communities is about sustainability, in particular economic and ecological. Many of us consider that rural education needs to contribute to the project of strengthening rural communities and ensuring their sustainability into the future.

One way for rural education to contribute to rural sustainability is to ensure quality education is provided to young people living in rural communities, including those who plan to live their adult lives in rural communities. This is in contrast to the view of some that success in education is the opportunity for young people to escape from rural communities.

Futures research methodology offers a means of identifying what the future may hold, including the challenges likely to face rural communities. The futures methodology used for this research will be outlined, and the data and conclusions reached about rural futures for agricultural areas of Australia will be shared. With these insights in hand, recommendations can be made about the educational outcomes that will equip young rural people to build lives in rural communities and be prepared to work for the economic, social and ecological sustainability of their rural communities.

11.15-11.45 in Room D2.204

Teaching without a specialisation: the imbalance between rural, regional and metropolitan contexts

Dr Linda Hobbs and Mr Chris Speldewinde

Deakin University

Teaching out-of-field, that is, teaching a subject without the necessary disciplinary background or methodological training, has significance for both teacher quality and student achievement. Given the evidence that subject matter knowledge is vital to be able to teach effectively, teacher learning is vital if out-of-field teachers are to demonstrate confidence and proficiency.

Out-of-field teaching is particularly acute in science and mathematics, which continue to suffer shortages of appropriately qualified teachers, especially in Australian rural or remote areas (Lyons, et al., 2006). In 2006, 37% and 53% of rural and remote science teachers participating in a national survey, respectively, were teaching out-of-field, compared to 18% of their metropolitan counterparts (Lyons et al., 2006). A 2011 ACER study that found 39% of years 7-10 Australian mathematics classes were taught by out-of-field teachers, with 23% taught by teachers with no tertiary mathematics at all (Marginson, Tytler et al 2013).

This paper draws on research findings of a project that investigates knowledge, practice and identity of teachers new to teaching mathematics or science, and how these interrelate and change as teachers adapt to these new teaching roles. Given the higher unmet demand for teachers and prevalence of out-of-field teaching in non-metropolitan areas (Lyons et al., 2006, Harris & Jenz 2006), the research draws upon the experiences of teachers from regional, rural and remote schools across Victoria, NSW and southern Queensland.

PARALLEL SESSION 2 - PRESENTERS AND ABSTRACTS

11.45-12.45 in Room D2.105

Australian and International Journal of Rural Education writing workshop

Dr Sue Ledger Murdoch University,
Associate Professor Tania Broadley
Curtin University, **Dr Paula Jervis-Tracey**
Griffith University

This workshop will highlight the aims of the Australian and International Journal of Rural Education (AIJRE) and introduce the scope, priorities and style of papers suited to the publication. It will include a detailed outline of the publishing process and helpful hints for researchers for submission. A brief review of past and present articles will be provided followed by a collaborative session that will explore future possibilities and strategic growth and impact of the journal.

11.45-12.15 in Room D2.104

Principals of remote NSW central schools: Work intensification and isolation

Mr Bruce Pietsch University of Tasmania,
Dr Tony Dowden Southern Cross University,
Professor John Williamson University of Tasmania

This paper reports on doctoral research concerning the work lives of central school principals in remote inland areas of NSW. Situational contexts included devolution of government school systems, community remoteness and low socio-economic status, and leading small schools with both secondary and primary departments.

The study used a mixed methods design. Data were gathered through a survey questionnaire of all principals (N= 58) of NSW central schools followed by a longitudinal program of interviews conducted in the schools of twelve participants.

The study provided a more nuanced understanding of work intensification, and highlighted consequences of principals' personal, family, social and professional isolation as they responded to high welfare needs of students and communities.

Findings also suggest answers to the issue of few applicants for the principalship in remote areas.



PARALLEL SESSION 2 - PRESENTERS AND ABSTRACTS

11.45-12.15 in Room D2.204

Together we can become one

Ms Dorothy (Dot) Donovan

CQUniversity Australia

Embedding Indigenous perspectives in the schools' curriculum has become a policy of the Queensland Department of Education and Training.

This paper examines the support provided to schools by the Central Queensland Region.

It will also discuss one school's response to this departmental policy, including:

- traditional fishing techniques in Marine and Aquatic Practices;
- local history and geography-middens, food and medicine sources;
- novels - Kadaitcha by Peter Buckley, Burrumbi Kids by Leonie Norrington, The Poetry of Dr Robertson Skyes, and Noonuccal Dodgeroo By Kath Walker;
- traditional foods - growing yams, kangaroo stew;
- traditional art;
- multi-cultured days - highlighting all local cultures in our local area;
- traditional dancers;
- Dili Sabi conference;
- developing traditional stories into digital sound tracks.

The success stories of some of our school will also be highlighted in this presentation. Our school prides itself in being an inclusive one, and the traditional Indigenous activities we have are open to a broad cross section of students at our school.

12.15-12.45 in Room D2.104

De-radicalising Australian schools

Mr Nathan Williams

University of Southern Queensland

Thirty years ago, programs did not exist in schools or society generally to protect and respond to threats against young people such as (i) drugs & alcohol; (ii) bullying & mental health; (iii) sexual exploitation; (iv) stranger danger; (v) family violence; (vi) teen peer pressure; or (vii) cyber-safety. These recent developments are thanks to the research of the "Baby Boomer Generation" who sought to make a difference in a post-war Australia.

The latest threat is not that different. It joins a long list of threats to young people living in a globalised world.

Nathan Williams JP is proposing to undertake his PhD to design Australia's first successful school-based de-radicalisation strategy, based on research in Europe. A carefully designed intervention, coupled with free world-class teacher PD in this area, would prevent the exploitation of young minds.

Interestingly, none of Australia's young extremists have lived in a rural or remote part of Australia. How does the context of rural and remote schools reduce the likelihood of exploitation of young people to radicalisation?

This video conference presentation will provide a general overview of the proposed research, the journey over 2-3 years and the questions that particularly relate to rural and remote Australian education.

PARALLEL SESSION 2 - PRESENTERS AND ABSTRACTS

12.15-12.45 in Room D2.204

What can be learned from Spanish rural schools? Conclusions from an International project

Dr Laura Domingo

University of Vic – Central University of Catalonia

Literature reviews that make reference to the limited research on rural education have continued to denounce an imbalance (Little, 1995, 2001; Coladarci, 2007). Our contribution builds on a RDT project; it was to go deeply in the process of how children acquire competences in the rural school and to learn how these competences are situated within the framework of a participative-active methodology.

Rural schools give special attention to cultural and social diversity. They could have transferable didactic and organisational components for ordinary (urban and suburban) schools. We analysed how participative teaching methods are linked to the acquisition of competences that are being carried out in some rural schools in Europe (Spain, France and Portugal) and South America (Uruguay and Chile). This paper presents Spanish results.

By basing our work on previous research results, which affirm that the work in multigrade classrooms implies a greater and more varied selection and use of materials (Bandy, 1980) and educational resources (Marland, 2004; OERI, 1990), we have been selecting different pedagogical themes that emerge from the investigation. Our research combines quantitative and qualitative research techniques. Regarding the choice of the sample, we selected the most effective (successful) rural schools that practiced methodologies that supported learning in heterogeneous groups.

In conclusion, our research generates new knowledge about multi-grade teaching, like the importance of analysing the teaching strategies used in multigrade classrooms to understand when and why teachers use them. Secondly, to rate the organisation of space and time in relation to the didactic strategies used. Then, to browse instructional materials used to support the strategies. Another important topic we explored was to appraise the type of assessment and when it is used. And finally, to look at different concepts that rural teachers use sometimes wrongly, for example the “learning autonomy” concept.

PRE-SERVICE SPONSORSHIP RECIPIENTS

SPERA's ongoing commitment to supporting education in rural, regional and remote areas means that each year the Executive team seeks third party sponsorships to enable pre-service educators to attend our annual conference. 2015 was no different, and this year we are grateful to have the support of the Department of Education and Training (Queensland), Teachers' Mutual Bank, the Diocese of Toowoomba's Catholic Education Office, Lodestone, Wykari of Clare; and the Isolated Children's Parents' Associations in Queensland and the Northern Territory. The Executive team also wishes to acknowledge and thank Faculty Magazine, based at Queensland University of Technology, and its Director, Nathan Watts, for generously assisting SPERA by advertising the sponsorship opportunity, nation-wide.

Research shows that pre-service teachers exposed to teaching in rural, regional and remote areas are more likely to go on to teach in these locations than those who aren't. Our sponsors' support means that SPERA can reach out to a larger number of pre-service teachers than if we were doing this alone, thereby demonstrating to these students the potential impact they can make to rural, regional and remote communities by thinking outside of the "metropolitan" context.

In order to receive a sponsorship, pre-service educator applicants must clearly articulate what motivates them to teach in a rural, regional or remote community, and how they believe attending the annual SPERA conference will assist them in realising their rural, regional or remote teaching goals.

This year, we were thrilled to receive applications from 14 pre-service educators from across the country, in addition to two the Department of Education and Training (Queensland) selected to attend.

Applications for sponsorship were received from:

- **Adelaide Ford** – The University of Notre Dame Australia;
- **Ashleigh Partridge** – University of Southern Queensland;
- **Baylee Hardwick** – CQUniversity Australia;
- **Chantelle Eikelboom** – Curtin University;
- **Dannielle Allport** – University of Canberra;
- **Hannah Carty** – CQUniversity Australia;
- **Kiara Newman** – The University of Notre Dame Australia;
- **Livia Letter** – The University of Notre Dame Australia;
- **Kate Ditchburn** – The University of Western Australia;
- **Megan Barlow** – The University of Notre Dame Australia;
- **Megan Knights** – Deakin University;
- **Natalie Christopher** – The University of Western Australia;
- **Rory Quirk** – University of Canberra; and
- **Tess Madeley** - University of Wollongong.

PRE-SERVICE SPONSORSHIP RECIPIENTS

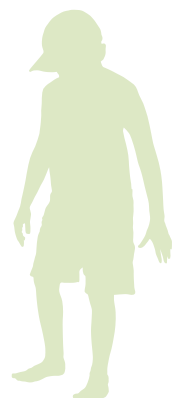
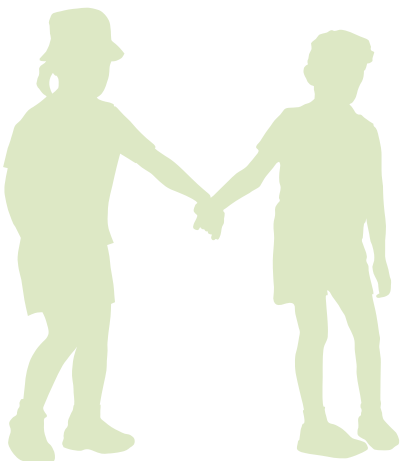
SPERA Executive members Dr Paula Jervis-Tracey and Ms Louise Martin, with the assistance of Isolated Children's Parents' Association Northern Territory President Andi Bracey were tasked with the difficult job of judging the applications received. The judges were very impressed with the quality of the applications received and commend the applicants for their efforts.

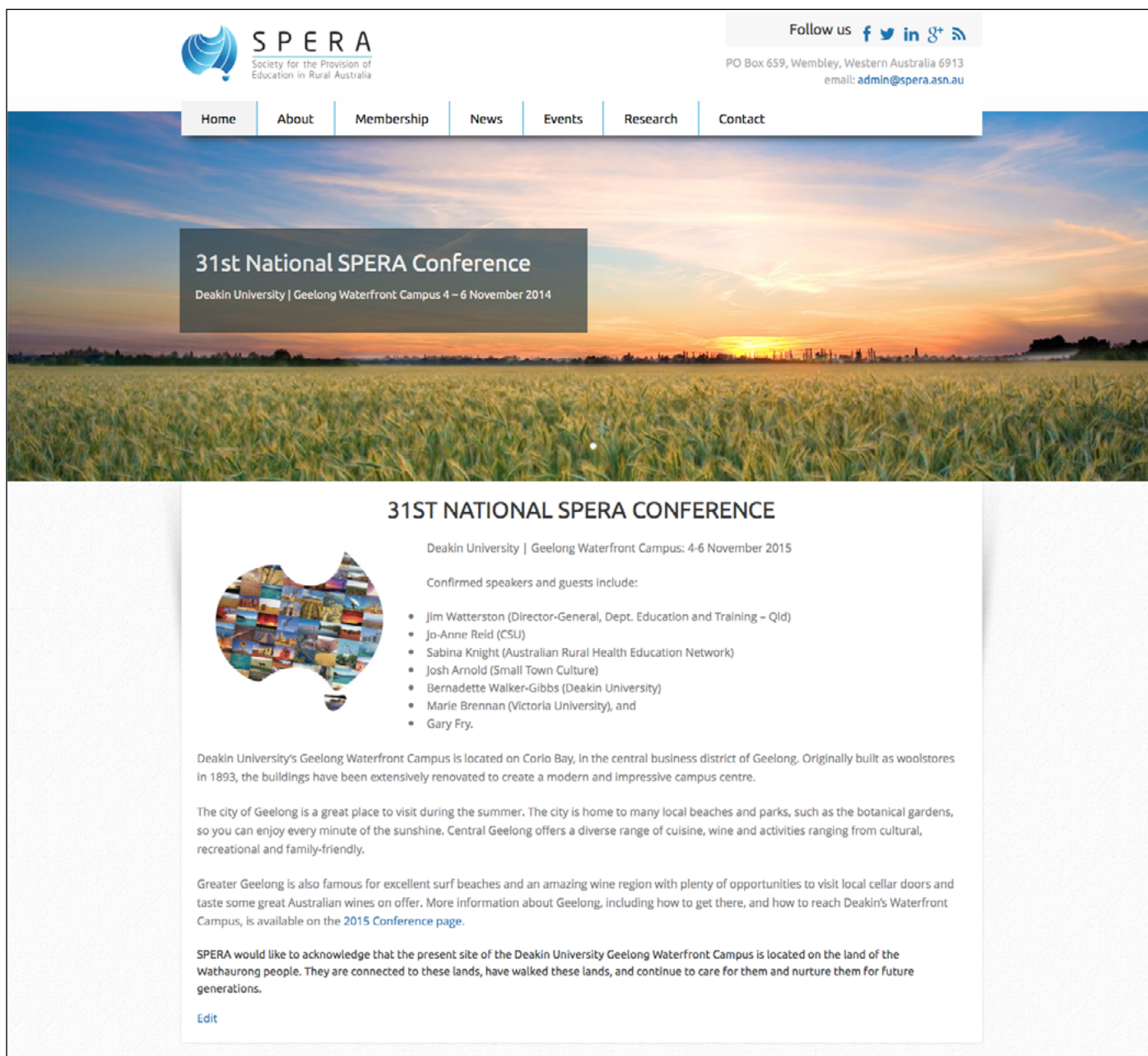
The applicants the judges voted to sponsor include:

- **Adelaide Ford;**
- **Baylee Hardwick;**
- **Megan Barlow;**
- **Megan Knights;**
- **Rory Quirk;** and
- **Tess Madeley.**

In addition, Lauren Schuller and Kylie Cochrane will attend this year's conference, courtesy of funding provided by the Department of Education and Training (Queensland).

In order to acknowledge the high standard of the applications received this year, and to encourage the unsuccessful sponsorship applicants to maintain their focus on rural, regional and remote Australia, the SPERA Executive is awarding complimentary one-year SPERA memberships to all runners up. It is SPERA's hope that the memberships will enable these bright and dedicated students to develop a professional network, learn from the wonderful contributors to the Australian and International Journal of Rural Education, and participate in a national dialogue focused on the maintenance and development of appropriate educational opportunities for rural communities in Australia.





In July 2015, and after obtaining a number of quotes, the SPERA Executive commissioned Perth-based design company Lodestone to develop a new website for SPERA in addition to a new logo.

The new website is mobile-responsive, search engine optimised and social media integrated, providing an improved user experience. We are thrilled to be launching the new site at this 31st National Conference and invite you all to take a look and provide us with any feedback you may have. You can access the site at www.spera.asn.au.

Alongside the website redevelopment project has been the development of a new logo for SPERA. This new logo is featured proudly throughout this publication, and different coloured versions will be used to colour code the various portfolios or sections of SPERA. The sky blue version represents the core SPERA brand while an ochre version now represents the Australian Rural Education Awards (AREA).

The new logo colour palette was derived from a photograph of rural Australia, building the landscape into SPERA's brand.

FRIDAY 6 November 2015



Dr Jim Watterston

Department of Education
and Training (Queensland)

A System Improvement Agenda build on equity and success for all

In this presentation, Dr Watterston will outline what he believes are the necessary elements required to lift the performance of all schools in his jurisdiction. Implicit in such an agenda is the foundational requirement for equity in relation to access, resource allocation and outcomes. All students regardless of socio economic status, location or educational challenge have the right to a quality education that provides a pathway to future success.

Dr Watterston brings more than 30 years' experience in education to his role as Director-General of the Department of Education and Training (DET). He has worked as a classroom teacher, principal and regional director and has led a suite of reforms to make schools better through senior executive positions including Deputy Secretary of the School Education Group in Victoria's Department of Education and Early Childhood Development, and Director-General of the Department of Education and Training in the Australian Capital Territory.

With a focus on empowering staff to succeed, Dr Watterston is working with DET to boost participation and quality in early childhood education, improve the performance of schools and deliver a more responsive vocational education and employment sector.

Dr Watterston has a doctorate and masters in education and is an active advocate of the education sector. He is currently the National President of the Australian Council for Educational Leaders.

PARALLEL SESSION 3 - PRESENTERS AND ABSTRACTS

11.00-11.30 in Room D2.105

Socially just teaching: Bridging homes and classrooms in rural Probolinggo East Java Indonesia

Mr Sugiono

Deakin University

The paper investigates capabilities of rural teachers in Indonesia's Probolinggo regency to make connections between students' homes and their classrooms.

It is acknowledged that making connections between homes and classrooms is believed to determine the extent to which knowledge is more meaningful to students and develops students' knowledge and performance in the context of solving real-life issues or problems. Teachers need to document knowledge existed in students' homes and communities to strengthen the relationship with schools and between parents and teachers.

Data were generated through semi-structured interviews with eight rural primary school teachers in Probolinggo regency, East Java, Indonesia. Further data were obtained from classroom observations and analysis of curricular documents, which include the national curriculum framework, teachers' syllabi and lesson plans.

The findings indicate that education incorporating connections between homes (communities) and classrooms (schools) in the regency is still problematic. While the comments of teacher participants in this study indicate a strong commitment to the ideals of connections, their practices and some curricular objectives do not reflect this commitment. The paper draws on the Capabilities Approach developed by Amartya Sen to provide a basis for a conception of what constitutes 'socially just teachers' highlighting 'connectedness' in teaching.

11.00-11.30 in Room D2.205

Living and working in rural communities: Preparation across the professions

Dr Paula Jarvis-Tracey, Professor Lesley Chenoweth, Associate Professor Donna McAuliffe, Adjunct Associate Professor Barrie O'Connor
Griffith University, **Professor Daniela Stehlik** Charles Darwin University

This paper will explore the management of tensions in work-life balances for professionals with statutory responsibilities living in the rural and remote communities they serve. It engages with the literature on living and working in rural contexts. Specifically, the paper highlights current research aiming to generate new knowledge about: how professionals and their local communities can forge productive links to enhance collaboration and service delivery; and factors contributing to professionals' preparation, support and strategies for managing tensions in such communities. The project draws on three distinct data sets from a three-year nationally funded project - "Managing tensions in professional statutory practice: Living and working in rural and remote communities".

The paper will focus on the lived experience of educators currently living in rural and remote communities in Queensland, Australia. It will also draw comparisons between other professionals' experience living and working in rural communities. Several key questions arise, then, when considering these events and the context of rural and remote communities: What is the nature of the relationships between professionals and their communities? How are these issues negotiated in smaller communities? How are educators prepared for living and working in rural communities? And, What are the support mechanisms within the school and wider community that can be accessed? What is the nature of the tensions experienced by educators and the types of strategies adopted?

PARALLEL SESSION 3 - PRESENTERS AND ABSTRACTS

11.00-11.30 in Room D2.204

Enriching Gross National Happiness: Using ICT with pre-service teachers in Bhutan

Mr Karma Chewang, Dr Mitchell Parkes,
Dr Peter Fletcher, Dr Chris Reading
University of New England

To infuse Gross National Happiness (GNH), the Government of Bhutan initiated and launched a programme called Educating for Gross National Happiness: Refining our School Education Practices to situate GNH principles and values in the consciousness across all that is learnt and taught.

Its primary aim was to create curriculum which is more enjoyable, more pleasurable, and more relevant to enrich learning and ultimately transform the process of education.

The case study described in this paper explores the possibility of using Information and Communication Technology (ICT) to enrich GNH values and principles of pre-service teachers who upon graduation will serve in remote and rural parts of Bhutan.

This paper focuses and reports on the key results from web-based survey designed to assess pre-service teachers' attitudes towards GNH and ICT.

11.00-1.00 in Room D2.193

Rurality and rural futures: A schools' perspective

Warrnambool District Principals' Network
Symposium

In this extended session, principals and special guests from the Warrnambool district introduce their educational settings and examine how the current policy context shapes their work. Areas of significant success are showcased alongside discussion of opportunities for future development. An interactive component is built into the session providing space for presenters and attendees to interrogate the influence of education reform on school culture, academic programs and rural futures more broadly.



PARALLEL SESSION 3 - PRESENTERS AND ABSTRACTS

11.30-12.00 in Room D2.105

Resourcing the study of local Indigenous history and culture: Creating a digital textbook to engage and inform rural students

Mr William King

Deakin University

This paper will examine the challenges that are often faced by teachers in rural areas seeking to develop and resource lessons and curriculum that address the study of local Indigenous history and culture. It will then explore the solutions to these challenges by examining the development of a digital textbook.

This textbook was created by a local teacher in conjunction with an elder from the Peek Wuurong people, one of the tribes that live in the Warrnambool area. The impact of colonialism has meant that in many rural areas the history and culture of Indigenous people has been either lost or in some cases ignored. This means there are often significant difficulties obtaining appropriate resources that will help teachers to construct an alternative Indigenous perspective on the history of their local area.

This paper will outline the process and the rationale behind the creation of the digital textbook 'Tiamanno – To Know'. It will seek to offer some guidance as to how to work with both the Indigenous community and organisations within the broader community, to locate sources that will help to inform rural students about events that are incredibly important to them developing a holistic knowledge about local rural history.

11.30-12.00 in Room D2.205

A long way from home: learning to teach in remote communities

Associate Professor Marilyn Pietsch

Charles Sturt University

This paper reports on a professional experience project which supported a group of pre-service teachers in collaborative placements in schools remote from their university.

Interviews with nine students and eleven school staff explored the perceived effectiveness of the program for pre-service teachers' learning about both the practice of teaching, and about living and teaching in remote and/or isolated communities. Results indicated that successful practicum experience in remote communities can enhance pre-service teachers' knowledge and understanding of school and student diversity in contexts beyond their professional and personal "comfort zones", encourage evaluation of values and beliefs about successful teaching, and promote reflection on professional identity.

In addition, implications related to the issue of attracting and retaining staff in remote schools are addressed. Practicums undertaken in remote locations may serve to provide pre-service teachers with experience in locations which may become realistic career options after graduation.

PARALLEL SESSION 3 - PRESENTERS AND ABSTRACTS

11.30-12.00 in Room D2.204

LEAP-Links: using online technologies to engage and support high school students and teachers in rural and remote areas

Ms Ruth Tregale, Ms Casey Featon, Dr Sonal Singh
Macquarie University

Technology-supported learning and teaching is no longer perceived as an add-on to the education experience, but its employment in providing quality education in rural and remote areas is still underutilised.

Macquarie University's LEAP (Learning, Education, Aspiration, Participation) programs have been designed to support students from disadvantaged backgrounds to access and succeed in higher education. The LEAP-Links program specifically aims to enhance educational outcomes for students from rural and remote areas, in partnership with the NSW Department of Education and Communities through its 'Rural and Remote Education Blueprint for Action'.

The 'LEAP-Links Robotics in Schools' program utilises robotics technology, while the 'LEAP-Links Virtual Classrooms' program provides Science, Technology, Engineering, and Mathematics (STEM) Masterclass video conference sessions with Macquarie University academics via connected classroom technology.

Key benefits of the program are (1) offering curriculum enrichment experiences and supporting students from rural and remote areas in broadening and achieving their aspirations; (2) developing leading teaching materials, through video conferencing, that promote enquiry-driven learning; and (3) providing a connected and collaborative learning experience between Macquarie University academics and school students/teachers.

Findings from student surveys (n=210), teacher interviews (n=126) and academic interviews (n=15) highlight that both LEAP-Links programs have increased student aspirations and motivation. Through exploring various career opportunities, students were empowered to explore educational pathways for effective and productive lifelong learning.

The program is a step towards a more flexible and personalised learning and teaching interaction between academics from a leading metropolitan university and school students and their teachers in rural and remote schools.

PARALLEL SESSION 3 - PRESENTERS AND ABSTRACTS

12.00-12.30 in Room D2.105

What can be learned by listening to the voices of early career teachers as they begin teaching mathematics in remote Aboriginal Communities?

Ms Lorraine Jacob

Murdoch University

This session explores the impact of a numeracy project carried out in a cluster of schools in the Kimberley region, on the content pedagogic knowledge and practice of a small number of early career teachers.

The aim of the numeracy project was to improve numeracy outcomes for Indigenous students by developing a systematic, co-ordinated approach to teaching mathematics that could be sustained beyond staff turnovers, transfer of 'expert' teachers, or one-off funding arrangements.

From teacher interviews and classroom observations over three years as the project unfolded, themes in relation to the teachers' confidence and understanding of the mathematics; how children learn that mathematics and their classroom practice emerged.

This session focuses on what can be learned by listening to those teachers' voices over the years. Implications for systems and teacher education are considered.

12.00-12.30 in Room D2.205

Researching early career teachers and gender differences: Ramifications for rural education

Honorary Associate Professor Andrea Allard,
Dr Jodie Kline, Associate Professor Bernadette Walker-Gibbs Deakin University

Recent research into the lives of early career teachers' in Victoria and Queensland suggest that gender remains a significant factor in shaping the careers of those teaching in rural and regional schools. The cohort of nearly 5,000 teachers involved in the ARC-funded research project, 'Studying the Effectiveness of Teacher Education' (SETE) has a high proportion of females (78%). This composition is consistent with other large-scale datasets and across four rounds of SETE surveys between 2010-2014, and reflected in Case Studies of a selection of Victorian rural and regional primary schools. Continued perceptions of teaching as an 'appropriate' career for women remains - that is, it is reasonably well paid, with holidays and hours that allow a combination of responsibilities in work and family contexts (Acker, 1994).

Yet, the analysis of SETE career progression data shows that employment and career chances, in addition to perceptions of preparedness and effectiveness scores, of female and male graduate teachers diverge.

In this paper, we examine the research data with regards to gender differences in rural and regional schools and ask the question: thirty years after the first Affirmative Action Plan for Women in the Victorian Teaching Service (1986), why do these gender differences in teaching careers still hold true - and does it matter in rural education?

PARALLEL SESSION 3 - PRESENTERS AND ABSTRACTS

12.00-12.30 in Room D2.204

Internship: A policy perspective for rural centres

Dr Sue Ledger Murdoch University,

Professor Lesley Vidovich

The University of Western Australia

Internships are prevalent within all professions. They range from short term to long term, unpaid to paid, non-assessed to assessed, practical to professional and non-mentored to mentored. However, despite their differences they operate from a singular premise, namely, the belief that experiential learning supports transition into the workforce.

This paper examines teacher internships using a conceptual model of policy analysis that explores the policy contexts and policy trajectory of the reform and in so doing reveals the 5 policy threads (5Ps): people, place, philosophy, processes and power inherent in the implementation of teacher internships in Australia.

The findings address the recent Teacher Education Ministerial Advisory Groups future directions for initial teacher education and provide recommendations for future implementation of sustainable teacher internships, particularly those that target rural and remote contexts.

12.30-1.00 in Room D2.105

A place for rurality in schooling: Parent supervisors as curriculum workers incorporating rural perspectives in distance education schooling

Ms Natalie Downes

University of Canberra

This paper explores how parent supervisors of rural distance education students work to include rural perspectives in their children's schooling despite the schooling they are handed valuing other ways of being. To explore this, I draw from one aspect of a project that examined the experiences of parent supervisors in rural primary school distance education.

In this ethnographic study, ten volunteer parent supervisors of students from three distance education primary schools in New South Wales described their actions as supervisors in semi-structured interviews. An important finding is that parent supervisors are key curriculum workers who navigate between at least three phases of curriculum. Each is interpreted with a different place of education in mind, and each has distinct perspectives on the purpose of education.

The official curriculum, and the enactment of the curriculum by the teachers are influenced by metropolitan-cosmopolitan values (Roberts, 2014). However, parent supervisors then further re-interpret the curriculum designed by the teachers and use place-based pedagogies (Gruenewald, 2003) to enact it with their students.

The supervisors' experiences contribute to the broader understanding of rural schooling by indicating that it is necessary to move away from the current standardised approaches, and consider the rural lifeworlds of students.

PARALLEL SESSION 3 - PRESENTERS AND ABSTRACTS

12.30-1.00 in Room D2.193

Selfie sticks, smart phones and a strong sense of place: engaging rural students and teachers in techno-location based learning

Ms Terri Redpath, Dr Julianne Lynch,
Mr William King

Deakin University

This paper looks at the affordances and challenges of technologically enhanced place-based approaches to curriculum. Primarily, its focus is upon a local Indigenous history unit that was introduced in lower secondary classes in a Southwest Victorian school. Guided by an Indigenous elder, students visited significant historical and community sites and were encouraged to audio and video record their experience using mobile technologies such as smart phones and iPads.

Back in class, the data allowed them to recall, interpret and showcase their place-based learning. They created detailed artefacts such as geolocation games that map a historical trail of local Indigenous history.

Results from qualitative research conducted during and after the field trips are discussed. Several themes emerge relevant to teachers regarding the impact that pedagogical choices and mobile technologies have upon authentic learning both within and beyond the school gate.

Additionally, the paper outlines the development of an initiative now bringing rural teachers together to share ideas and skills. A website has been developed that provides resources to support the use of touch screen devices in place-based learning.

BECOME A SPONSOR

Thank you for attending the 31st National SPERA Conference. We hope you have enjoyed it.

The continued success of SPERA conferences relies heavily on the generous support of our sponsors. If you are passionate about the advancement of rural education, we invite you to consider sponsoring our 2016 conference.

SPERA's sponsors contribute in different ways:

By contributing funding for:

- Pre-service teacher attendees;
- The Australian Rural Education Awards (AREA);
- International conference attendees; and
- Conference catering and social functions.

And by donating:

- Merchandise for inclusion in delegate satchels;
- Time / Expertise in the areas of design, media, public relations, public policy, fundraising, administration, research, and more;
- Conference facilities;
- Flights and accommodation; and
- Performances / talent.

In response, as a sponsor of SPERA, you will receive recognition of your contribution in a range of ways:

- Acknowledgement in the conference proceedings publication;
- Acknowledgement at the conference, during the President's welcome address;
- Prominent advertising on the homepage of the SPERA website;
- Acknowledgement in SPERA newsletters and via SPERA's social media channels;
- Acknowledgement in the Australian and International Journal of Rural Education; and
- Acknowledgement of sponsorship on awards (general or specific).

Your commitment to rural education needs to be recognised. We invite you to register your interest in future sponsorship opportunities by emailing admin@spera.asn.au. A member of the SPERA Executive will get back to you.

Thank you for your support of education in rural Australia.

ABOUT SPERA

The Society for the Provision of Education in Rural Australia (SPERA) consists of people who share a common concern and commitment to the maintenance and development of appropriate educational opportunities for rural communities in Australia.

SPERA began in 1983 and has members in all Australian states and territories. The society holds an annual conference each year and produces regular newsletters and journals for its members.

SPERA has as its goals the advancement of education opportunities in rural Australia by:

- serving as a national advocate for rural education
- promoting delivery systems that bring about efficient and effective learning; and
- collating and disseminating information on the provision of education in rural Australia.

MISSION

The Society for the Provision of Education in Rural Australia incorporated (SPERA) links people with a diverse range of interests in education and training to promote the development of rural Australia by:

- advocating for and supporting the provision of quality education and training in rural contexts;
- promoting a positive view of education in rural areas and encouraging innovation and initiative in the provision of rural education services;
- providing a forum for the sharing of concerns, issues and experiences relating to education and training in rural areas; and
- collaborating with universities to support the recruitment and retention of educators for careers in rural education contexts.

GOALS

SPERA advances the education and training opportunities for all people in rural Australia by:

- promoting state and regional delivery systems which bring about efficient and effective education and training for people in rural areas;
- encouraging both the collection and sharing of relevant information on the provision of education and training in rural areas;
- conducting an annual national conference to exchange ideas and information about education and training in rural education;
- servicing as a national advocate representing rural education and training; and
- sponsoring the annual Australian Rural Education Award.

BENEFITS OF MEMBERSHIP

SPERA members are people interested in education and training in rural Australia. They come from early childhood settings, schools, colleges, TAFEs and universities, parent, community groups and education and training authorities. The diverse membership is one of the society's strengths.

For an annual membership fee of \$110 (or \$60 for concession card holders), members receive:

- Access to the online Australian and International Journal of Rural Education (AIJRE), which disseminates and promotes innovative ideas, actions, programs and policies in rural education and training;
- Opportunities to contribute to rural education networks;
- Opportunities to provide input into policy and policy advice at a national level;
- Opportunities to participate in the annual SPERA conference on rural education and training; and
- Discounted conference attendance rates.

In joining SPERA, members support and encourage rural communities and educators to work towards the development of quality education and training in rural areas in Australia.

SPERA'S HISTORY

The Society for the Provision of Education in Rural Australia, or SPERA as it is more commonly known, links people with a diverse range of interests and training to promote the development of rural and remote education and training in rural and remote communities.

SPERA, as a national, rural education and training organisation provides a strong forum through a raft of activities which includes a national annual conference, the tri-annual cutting edge Australian and International Journal of Rural Education, the highly sought after Australian Rural Education Award and regular informative newsletters which combine to celebrate and share the positive learning programs which are embedded in many rural and remote education and training institutions.

SPERA emerged from a New South Wales in-service activity organised by Marie Dale in 1984. The activity brought together Marie Dale and Bob Meyenn, then Lecturer in Education at Riverina College of Advanced Education, and the pair went on to organise a National Conference on rural education, which was held in Armidale, New South Wales in 1985.

At this conference, SPERA was endorsed as a national organisation and Marie became its foundation president.

Concerned by the effect the “disadvantaged” label was having on rural communities, Marie and Bob saw the need to establish a national organisation which would advance the positive aspects of rural life and rural education and celebrate the unique features of rural education.

Around the time SPERA formed, Country Area Program and Disadvantaged Schools’ Program had been operating some ten years and rural communities were becoming conditioned to accept the “disadvantaged” label in order to attract funds. It concerned Marie that these communities were locking themselves into such a negative mind set.

SPERA is an organisation that celebrates the “doers” or quiet achievers in rural education and has promoted many wonderful examples of education excellence in early childhood settings, primary and secondary schools, TAFE, universities, adult and agricultural education at its national conferences.

Its leadership has been shared by community people, adult educators, academics and school administrators from New South Wales, Queensland, Victoria, Tasmania and Western Australia.

2014/15 EXECUTIVE COMMITTEE



Brian O'Neill
President

Brian has been a teacher for thirty-three years and all of his experiences have been in rural schools, from as far north as

Normanton in Queensland's Gulf Country to Childers in the south. For the past fifteen years he has been the principal of the Calen District State College, a small rural P-12 school between Mackay and Proserpine.

Having completed a Bachelor of Education from James Cook University and a Master of Learning Management from CQUniversity Australia, he is currently researching for his Doctor of Education with CQUniversity. The focus of his phenomenographic study is the principals' conceptions of success in rural P-12 schools.

He has researched and written *A Unique School in the Gulf*, *Taming the Isis* and *Education on the Baffle* as well as *Pathways to Effective Leadership*, a training manual for the Australian Junior Chamber, and "Grace Hodge – Distinguished Scholar and Teacher" which is published in the *Australian Dictionary of Biography*.

Brian is a past president and life member of the Queensland State P-10/P-12 School Administrators' Association and is a member of Education Queensland's Rural and Remote Education Reference Group. Brian is the President of SPERA.



Rebecca McKenzie
Executive Officer

Rebecca is an experienced administrator with more than 10 years operational and project

management experience in Western Australia's Agriculture/ Biosecurity public sector working on a nationally significant pest incursion project.



Sue Ledger
Vice President,
Journal Board, AREA

Sue ledger, Murdoch University. (Dip Ed – Primary/ECE, B.Ed,

Grad Dip, M.Ed, PhD candidate) B.Ed Academic Course Advisor, Lecturer and Coordinator of School Experience at Murdoch University. Sue's current teaching and research interests include: International Education, Rural and Remote Education, Literacy, Special Needs and Educational Policy. Sue previously co-authored nine books in the 'Snapshots of Asia' series published by Curriculum Corporation. Sue has worked as a trainer for First Steps Literacy throughout Australia and overseas.

She was awarded a Vice Chancellors Excellence in Teaching Award 2002 and has spent the last 6 years abroad working as in as an International Baccalaureate Primary Years Program Coordinator, Art teacher and multiage settings. Sue has recently returned to W.A to complete her PhD A glonacal approach to policy analysis – International Policy (IBPYP) enactment in remote Indonesian schools. She represents Murdoch University on a range of committees associated with Rural and Remote practicum's and is chair of the combined universities' W.A School experience committee. Sue has taught and held administrative positions in a wide range of rural and remote schools throughout WA and overseas.



Louisa Bowman
Treasurer

Louisa has over 13 years of professional experience and holds a Bachelor of Commerce in Accounting and Taxation

in addition to a Bachelor of Commerce in Marketing. Louisa is currently the Media and Communications Officer at the National Centre for Student Equity in Higher Education at Curtin University.

2014/15 EXECUTIVE COMMITTEE



Don Boyd
Strategic Direction

Don Boyd left school at the end of Year 10 and completed certificate courses at TAFE in Sheep and Wool and Wool

Classing. He worked in the wool industry as a shed hand, shearer and wool classer. Don returned to study as a mature age student completing teacher qualifications and a BA (Social Science) while studying concurrently at the Western Australian Secondary Teachers College and the Western Australian Institute of Technology (now Curtin University).

On graduating in 1975, Don taught in two Perth metropolitan schools and also did a stint in the Education Department's Curriculum Branch. In 1983, he took up the position of Head of Department, Social Studies, at Eastern Goldfields Senior High School and has been involved in rural and remote education ever since. Don has been Principal of Meekatharra and Wyalkatchem District High Schools, Newman and Gosnells Senior High Schools and WA's post compulsory distance education school. In 1990, he was the Superintendent of the Moora Education District and in 1998 was appointed Director, Isolated and Distance Education. A desire to get back to the "grass roots" of rural and remote education saw Don return to the Pilbara in 2003 as Area Director.

In 2006, Don was selected to work with the Fiji Education Sector supporting the Fiji Ministry of Education with their work in developing a process for school monitoring. On returning to Western Australia, Don was appointed Director, Rural and Remote Education with the Department of Education Services. Don is currently mid-way through his Doctoral study, working with the National Centre for Student Equity in Higher Education at Curtin University.



Paula Jervis-Tracey
Journal Board,
Pre-service Portfolio

Paula Jervis-Tracey is an academic with the School of Education and Professional

Studies, Griffith University and has worked in the area of professional experience in Initial Teacher Education Programs for the past 10 years. In so doing she has worked extensively with both final year pre-service teachers and industry in preparing and shaping new graduates as they enter the teaching profession, particularly in rural contexts. Additionally, in her role as Director of Professional Experience she worked with many schools and pre-service teachers on issues relating to the misuse of social media. Paula's research is primarily concerned with initial teacher education and issues concerning beginning teachers (including rural education and preparation, induction and teacher professionalism, and mentoring). Major current and recent research includes an ARC Discovery on Managing tensions in professional statutory practice: Living and working in rural and remote communities; as well as two other Griffith grants for learning and teaching focussing on novice teacher induction and support.

2014/15 EXECUTIVE COMMITTEE



Jodie Kline
Journal Board

Dr Jodie Kline's research interests include rural (teacher) education and social inclusion. Jodie has been a

Chief Investigator on a number of large-scale teacher education projects aimed at reducing inequality in rural settings. Her current appointment is as a Research Fellow for the Studying the Effectiveness of Teacher Education project (ARC Linkage). She is a reviewer for academic journals including the Journal of Research in Rural Education and The Australian Educational Researcher, and a reviewer for the Deakin University Faculty of Arts and Education Human Ethics Advisory Group. Jodie has taught within the Sociology and Political Science programs at the University of Melbourne, and in the Social Sciences at Deakin University. Jodie's PhD explored political resistance in marginalised communities.



Sue Trinidad
Student Equity in
Higher Education

Professor Sue Trinidad is the Director of the National Centre for Student Equity

in Higher Education, hosted by Curtin University. An established scholar in the areas of higher education pedagogy and change management, the use of technology and student learning, Sue's research covers higher education and leadership, including the use of technology for regional, rural and remote areas to provide equity access to all students regardless of their geographical location. Prior to becoming the NCSEHE's Director, Sue was Deputy Pro-Vice Chancellor and Dean of Teaching and Learning in the Faculty of Humanities at Curtin during 2007-2012.



Charles Bradley
Public Officer

Charles is a long-time SPERA supporter and contributor of non-refereed papers to the Australian

and International Journal of Rural Education, having written more recently on the topics of political processes and distance learning.



Aaron Drummond
Journal Board

Aaron Drummond is a Research Fellow for the Flinders Human Behaviour and Health Research

Unit (FHBHRU) at Flinders University. Aaron has a background in Psychological Science and is interested in the intersection of technology, psychology, and public policy. To this end, Aaron's research investigates the efficacy of new public policies to improve mental health such as the NewAccess program, the psychological effects of videogame use, and decision making in areas of public policy relating to important societal issues such as mental health and education.

2014/15 EXECUTIVE COMMITTEE



John Borserio
AREA Portfolio

John Borserio was appointed Director of Catholic Education for the Diocese of Toowoomba, Queensland

in 2003. The Catholic Education Office administers 31 schools employing 1,500 staff and educating 9,500 students across the largest geographical Catholic diocese in Queensland. Previously John occupied a leadership position within the Catholic Education Office, Western Australia as the Regional Officer for the Diocese of Bunbury.

John has a Bachelor of Education, a Graduate Certificate in leadership, a Masters in Educational Management and a Masters in Religious Education. He has taught in rural and metropolitan primary and secondary schools and has held leadership positions as a primary school principal in both rural and metropolitan schools in Western Australia.

John's professional interests are in the area of rural education and leadership. He is currently on the National Executive of the Society for the Provision of Education in Rural Australia. He holds a Private Pilot's Licence and makes use of this privilege to fly to schools in the diocese.



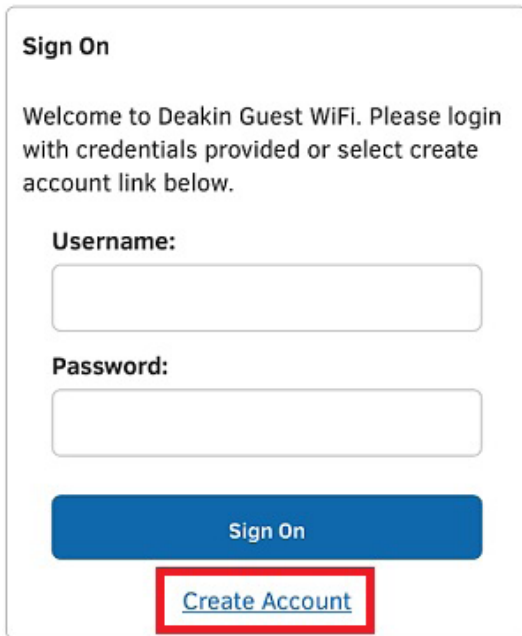
Louise Martin
Pre-service Portfolio

Louise lives on a sheep and cattle property, 30kms from Tambo. Born and raised in the Augathella

district, Louise studied via correspondence through Charleville School of the Air during primary school before going on to board at Stuartholme for years 8-12 and heading to Longreach Pastoral College. After years of "jillarooing" and travelling overseas, Louise moved to Tambo seventeen years ago to take on a position as the bookkeeper/cattle manager at Lansdowne, a position she held for ten years. Louise has always played an active role in the community, serving on the Tambo Stock Show Executive for ten years, and was Treasurer of the Tambo Polocrosse Club for five years. She is currently the President of the Tambo Arts Council, member of the local RADF committee, Convenor of the local book club, ICPA Queensland branch Treasurer, SPERA Executive member, and Vice President of the ICPA Queensland State Council, for which she manages the Financial Assistance portfolio.

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1. Open the Wi-Fi settings on your device and click on the Guest WiFi Deakin network.
2. Launch a web browser, you will be redirected to the guest login page. Click Create account.



Sign On

Welcome to Deakin Guest WiFi. Please login with credentials provided or select create account link below.

Username:

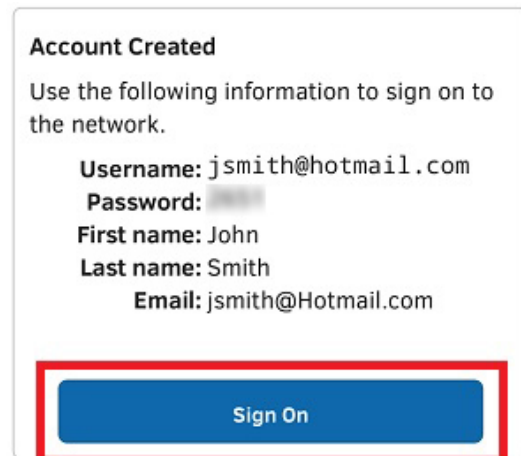
Password:

[Create Account](#)

Please note:

Internet access created via the self-register method will last for 4 hours. Some devices may experience a delay when entering the first character in each field. The Company and Phone Number fields are optional.

4. Your generated credentials will be displayed, with the option to log in. Click Log In.

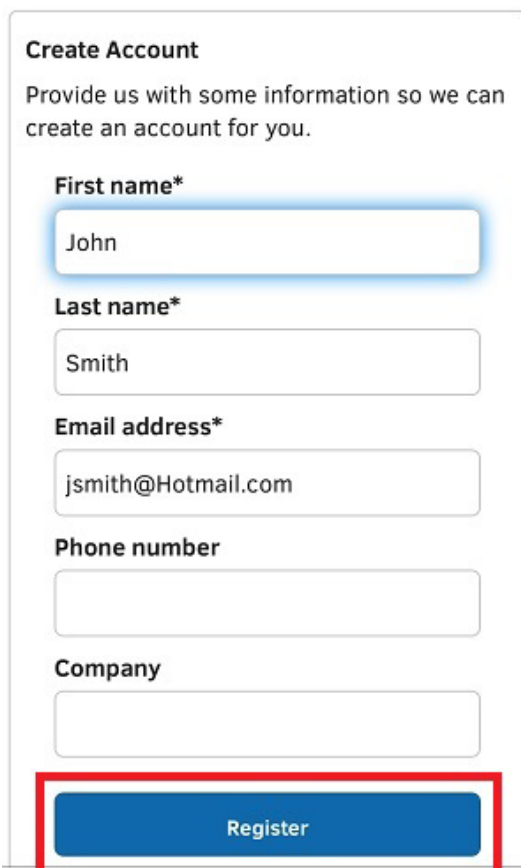


Account Created

Use the following information to sign on to the network.

Username: jsmith@hotmail.com
Password: [REDACTED]
First name: John
Last name: Smith
Email: jsmith@Hotmail.com

3. Complete the fields with your first name, last name and email address. Click the Submit button.



Create Account

Provide us with some information so we can create an account for you.

First name*

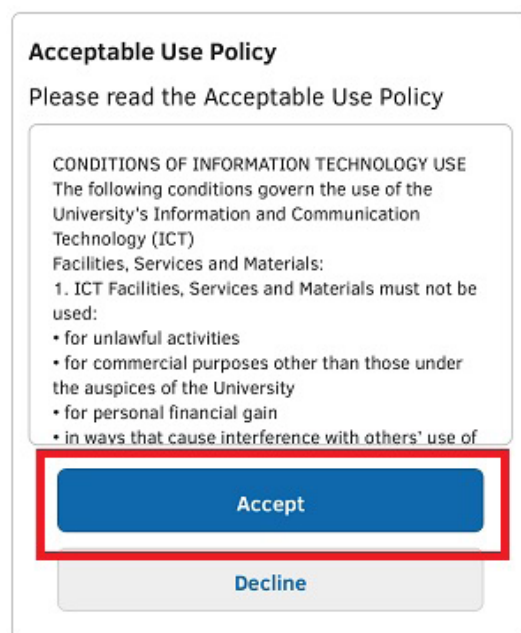
Last name*

Email address*

Phone number

Company

5. You will be prompted with the Acceptable Use Policy. Check the checkbox, then click Accept to accept the terms and conditions.



Acceptable Use Policy

Please read the Acceptable Use Policy

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The following conditions govern the use of the University's Information and Communication Technology (ICT) Facilities, Services and Materials:
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6. You will be asked to automatically use the generated credentials to log you in. Click OK.

Success

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You are now connected to the guest Wi-Fi, and will be redirected to the Deakin web site.



S P E R A

Society for the Provision of
Education in Rural Australia

www.spera.asn.au

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