



*Contributing to the promotion of education in rural Australia*

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## Society for the Provision of Education for Rural Australia Inc.

ABN 282 727 044 01

### SPERA Highlights - President's Report 2011

The last 12 months have been busy ones for SPERA. This brief report attempts to capture the highlights and directions of our small but growing organisation over the past year. The report concludes by highlighting a number of areas that need attention as SPERA moves forward over the next 12 months.

#### Australian Institute for Teaching and School Leadership (AITSL)

The partnership with the Australian Institute for Teaching and School Leadership (AITSL) that I noted in last year's report has continued to grow. In August 2010 I attended an AITSL forum that looked at how professional associations might work with AITSL especially around developing support materials that will make the National Professional Standards meaningful for teachers. As a result of SPERA's participation in that workshop, we have been invited to submit a Request for Proposal to develop Annotated Illustrations for selected Standards focused on the engagement of the Standards in the rural and remote context. The Request for Proposal was last Friday – 16<sup>th</sup> September. I extend my thanks to Professor Simone White (Monash University) and Assistant Professor Karen Noble (University of Southern Queensland) for their leadership in this proposed project.

#### Education in Rural Australia

I extend my thank you to Dr Graeme Lock and the editorial team for their work with SPERA's journal this year. The journal grows from strength to strength particularly as a result of the decision to publish more of the conference refereed papers in Education in Rural Australia.

The executive decided earlier this year to publish the refereed conference papers in the SPERA journal, Education in Rural Australia. Currently, we produce two issues of the journal each year. However, with up to and often beyond 20 refereed conference papers per year in addition to those forwarded by other academics, SPERA will now produce three substantial journals each year.

Following extensive discussion regarding the title of the journal to give it a more international perspective e.g. the decision has been made to change the title to "The Australian and International Journal of Rural Education" from the commencement of 2012.

#### AREA Award

The Australian Rural Education Award continues to attract high quality submissions from around Australia. The Award acknowledges excellence in rural education, endorses a positive image of education in rural Australia and demonstrates approaches to meeting the educational needs of rural people.

As in the past, this year's submissions clearly demonstrate an initiative that expands educational opportunities for rural communities. Congratulations is extended to this year's winner, Calen District State College (Queensland), Principal Brian O'Neill and all school staff, on the partnerships and initiatives they have demonstrated within their communities. The Award winner was announced at the SUMMIT dinner (See page 9 of this newsletter regarding the AREA presentation). Due to the high quality of submissions a number of meritorious awards have also been awarded this year.

### **Rural Education Forum of Australia (REFA)**

SPERA has continued to be an active member of the Rural Education Forum of Australia (REFA). I have continued in my role of Secretary of REFA and Don Boyd is Deputy Chair. REFA's Executive Officer, Gary Allan, is an active executive member of SPERA. We acknowledge REFA's work during the year, especially their work with AITSL and in particular the work they are doing for AITSL in the Murchison area of WA. SPERA is on the Reference Group for the Murchison Project.

### **Australian Learning and Teaching Council (ALTC)**

SPERA is a partner with Curtin University, Murdoch University, Edith Cowan University and the University of Western Australia on the ALTC Project, ***Developing Strategies at the Pre-service Level to Address Critical Teacher Attraction and Retention Issues in Australian Rural, Regional and Remote Schools***. This project is now in its second year and SPERA has been able to add considerable value to this exciting work in WA.

On 1 August 2011, I had the pleasure of representing SPERA at the launch of the RRRTEC website in Geelong. SPERA congratulates Professor Simone White and her team on the outcomes of this ALTC project and looks forward to supporting the RRREAC team in anyway it can to enhance the website and promote the outcomes of the RRRTEC project. Executive members Simone White and Graeme Lock have ensured that SPERA has been well connected to the RRRTEC project.

### **Newsletter**

SPERA has produced three newsletters since the last AGM. The newsletters continue to grow in stature and I extend my thanks to executive members Dr Tania Broadley, Michael Preece and Vince Connor for their work.

### **Professional Teaching Council of Western Australia (PTCWA)**

While SPERA does not have state branches, we have affiliated with PTCWA. This has been an interesting way to be involved with the Australian Professional Teachers' Association of which PTCWA is the WA affiliate. There are excellent equivalents of PTCWA in other states. Through SPERA's involvement with PTCWA we have been able to acknowledge the work of WA SPERA members who have contributed much to the organisation. Last year Rosa Napolitano-Lincoln was presented with an Outstanding Professional Service Award as was Don Boyd in 2009. This year SPERA has nominated Graeme Lock for the Award.

### **Website**

The website continues to be a very important form of communication providing much information to our membership and to the broader community. SPERA is aware that national bodies monitor various sites to determine the degree of activity emanating as a result of postings on the web.

SPERA has entered the area of Social Media and is currently developing a "facebook" forum to which members will be invited to join. It is an ideal way to concisely share information and to gain greater exposure both nationally and internationally.

### **Looking Ahead 2011-2012 and Beyond**

#### **Conferences**

I acknowledge the enthusiasm of the SPERA executive to hold a National Conference in September 2012 (see flyer Page 8) in partnership with the University of Southern Queensland and to be prepared to partner with the University of Western Australia in hosting the 3<sup>rd</sup> International Symposium for Innovation in Rural Education (ISFIRE) in February 2013. SPERA will therefore be very involved in planning two significant events in close proximity. This will take a dedicated effort!! However, the dedication, support, enthusiasm and commitment of SPERA Executive is incredible and will ensure the achievement of positive outcomes for both the 28<sup>th</sup> National SPERA Conference and the 3<sup>rd</sup> International Symposium For Innovation in Rural Education

#### **Building on Momentum in Rural Education**

##### ***RRRTEC (Renewing Rural and Regional Teacher Education Curriculum)***

The ALTC funded project, Renewing Rural and Regional Teacher Education Curriculum (RRRTEC), aims to develop a curriculum that is both inclusive of rural education needs and prepares teachers for the rural workforce. As a key stakeholder, SPERA was invited by Deakin University to attend the launch and workshop on this project. The workshop enabled people to share the work in rural education across Australia.

The resource, on the RRRTEC website ([www.rrrtec.net.au](http://www.rrrtec.net.au)) has been developed to support teacher educators to prepare future graduates for the challenges and opportunities of teaching in rural/regional communities. ***(More information will be provided in the next newsletter on RRRTEC.)***

### **Partnership with TERRR**

SPERA has partnered with the TERRR Project/Network (Tertiary Education in Rural, regional and Remote Australia) to strengthen the capacity and credibility of universities to prepare rural, regional and remote educators, similar to the capacity and credibility that has been created in preparing Australia's rural, regional and remote health workers. This is a collaborative partnership between academics, and others who have an interest and experience in rural, regional and remote education, from four universities in Western Australia, (Curtin University, UWA, ECU and Murdoch University). The TERRR Project/Network was, established in February 2009 after meeting at an international conference and noting the need to continue initiatives discussed at the conference along with those being put forward by the Rural and Remote Education Advisory Council (RREAC) in WA. This network is an innovative cross-institutional, collaborative partnership which has met on a regular basis, in order to further the interests of rural, regional and remote teacher education initiatives.

THE TERRR partnership with SPERA will develop Annotated Illustrations (supporting documentation) for the National Professional Standards for Teachers. SPERA's intention for this project is to work at a National level but specifically in Western Australia. The focus will be on the Middle year's small rural school literacy – multi-stage and age.

The annotations will explore:

- The focus of graduate teachers working in the middle years in a rural literacy classroom that represent multiple stages and ages.
- The focus of graduate teachers working in the middle years in a rural – remote numeracy and ICT classroom that represent multiple stages and ages.

### **SPERA and AITSL**

As mentioned previously, SPERA as a national organisation has also forwarded a proposal to AITSL to develop support documentation for the National Professional Standards for Teachers. SPERA's intention for this project is to work at a National level but specifically in two states; Victoria and Queensland. Professor Simone White and Assistant Professor Karen Noble, both SPERA Executive members will take leadership of this project as co-project leaders. All three annotations will be dynamic. Specifically, the annotations will:

- explore the focus of graduate teachers working in the middle years in a rural literacy classroom that represent multiple stages and ages.
- the focus of graduate teachers working in the early years in a remote literacy classroom that represent multiple stages and ages. The school is located in a remote rural community consisting of sheep and cattle properties. The community has approximately 130 residents. The school caters for students from Prep to Year 7 in two composite classes: Years P-3 and Years 4-7.
- the focus of graduate teachers working in the middle and upper secondary years in a rural – remote literacy, numeracy and ICT classroom that represent multiple stages and ages. The school is located in a remote community that is 200 kilometres from the nearest major town. Of the 190 students enrolled at the P-12 school, approximately 85 per cent are Indigenous. The school experiences a high drop-out rate from Year 4 onwards and many students have large gaps in their attendance at school. The school has worked hard to build strong caring relationships and to connect school learning to the students' real life experiences, as a way of trying to move beyond the 'culture of defeat' that has been evident.

### **Participation - the Combined University Training Schools (WA)**

SPERA has partnered with Murdoch University, Curtin University (School of Business) and the University of Western Australia to develop and deliver an innovative pre-service teacher training program as part of the Training Schools Project in Western Australia. The Training Schools project is part of the Smarter schools national partnership for Improving Teacher Quality and increase to increase the capacity and work readiness of pre-service teachers in both metropolitan and rural areas. Innovative reforms of Training Schools will provide an environment where accomplished mentor teachers and university education lecturers collaborate to improve the classroom readiness of graduates.

I take this opportunity to thank the SPERA Executive for their ongoing commitment and dedication – John Borserio (Vice President and ARWA Award), Don Boyd (Treasurer and Conference Coordinator), Graeme Lock (Editor, Education in Rural Australia), Tania Broadley, Michael Preece and Vince Connor (Newsletter), Simone White and Karen Noble (Co-Leaders AITSL Project), Gary Allen (REFA Executive Officer), Paula Jervis-Tracey, Sue Ledger (Pre-Service) and Vince Fleming (Project Support). I also thank the organisations and individuals who continue to sponsor SPERA activities year after year – ARRNET; Lincoln Consultancy, ICPA WA, Wykari Wines, and Catholic Education Office Toowoomba.

Finally, but very significantly, your membership is important to SPERA as without a strong membership base we would be unable to be effective in promoting and celebrating rural education throughout Australia. Pre-service teachers in their final year of study will work as interns in one of the training schools.

**Emmy Terry, President SPERA: November 2011**

# SUMMIT 2011

## 27<sup>th</sup> NATIONAL CONFERENCE A GREAT SUCCESS!

*Author: Don Boyd*



SPERA's 27<sup>th</sup> National Conference was held at Flinder's University on 21-23 September 2011.

This year SPERA partnered with professor John Halsey, Sidney Myer Chair of Rural Education and Communities, to facilitate this major event titled – SUMMIT 2011: Rural Futures Matter: A Sustainable Australia.

The format of the Summit combined the presentation of research papers on numerous aspects of rural education with discussion based on six critical aspects impacting on rural Australia.

While the topics of the research papers varied, many were focused on the preparation of pre-service teachers for work in non-metropolitan Australia.

Each day of the SUMMIT a number of key note speakers and presenters set the scene for discussion around the critical inputs. The knowledge and expertise of the keynote speakers and presenters along with the information from the research papers lay the foundations for lively discussions during the critical input sessions resulting in the development of 41 Summit recommendations.

Eighty people registered for the Summit coming from a broad cross section of those interested in rural education and communities included: the school and higher education sectors, parent organisations, community groups, industry and regional development authorities.

As is becoming a feature of SPERA National conferences, pre-service teachers were well represented at this year's Summit. Reports on the Summit by two of these students, Rachel Gibson and Nathan Williams, are included in this newsletter. See Pages 6-7 to read Nathan's and Rachel's reports.

The 41 recommendations from the Summit are now being "fine-tuned" and will be distributed to relevant parties such as the three levels of government, peak bodies, universities and government departments.

The list of recommendations will be published in the next SPERA newsletter and will also be posted on the SPERA website (see Page 5 for photos)

## SPERA STALL AT MURDOCH UNIVERSITY CAREERS EXPO

*Author: Don Boyd*

On Tuesday 27<sup>th</sup> October SPERA accepted the invitation from Murdoch University to be represented at their School of Education Graduate Expo.

SPERA participated with representatives from systems and sectors, recruitment agencies and unions to provide graduating students with a range of information that will assist them with their transition to work.

SPERA executive members Sue Iedge and Don Boyd were kept busy answering a number of questions about teaching and living in rural locations.

Sue and Don said it was heartening to hear that a number of graduates were thinking about teaching in rural or remote schools.

A number of graduates also took the opportunity to become "pre-service" members of SPERA.

SPERA wishes all 2011 pre-service teacher graduates every success for the future.



# SUMMIT 2011



## National Education Summit 2011: Rural Futures Matter: Nathan Williams



The National Education Summit 2011 titled Rural Futures Matter was co-hosted by the Society for the Provision of Education for Rural Australia and the Sidney Myer Chair for Rural Education & Communities at the Flinders University, Adelaide from September 21-23. The summit created synergies among leaders in education both young and old, to deliver on creating recommendations for the future of rural education & communities, and to suggest cost-effective strategies for improving the future.

Living and teaching in any rural community has its challenges and as a current pre-service teacher studying a Bachelor of Education (Secondary) at the University of Southern Queensland, Queensland Young Volunteer, and tutor I felt highly privileged to be sponsored by the Society for the Provision of Education in Rural Australia to attend the summit. Without SPERA and sponsors, the life-changing experience for me would not have been possible.

Over the course of the three days, I engaged in what I regard as some intensive consultation and drafting recommendations. I not only gained useful partnerships for the future in education, however, I also discovered the startling demographics that face rural and remote communities, innovative strategies and connections to other professionals within the field.

At 19, I feel attending this summit, the partnerships I have gained, and the follow-on work I undertook myself at my own expense by holding community sessions in Brisbane, Toowoomba & Springfield (online), Bundaberg and Hervey Bay about the National Education Summit, have assisted in my professional development and career aspirations. I attempted to go beyond expectations by holding these sessions to feed information into some communities, refresh some educators, and also advocated to media and completed televised and radio interviews on my experience of the summit and the sessions about how crucial rural and remote education is.

I strongly suggest any pre-service or current educator or education researcher or academic lecturer to attend the summit as it is highly challenging yet rewarding and refreshing.

Of particular significance was the attendance and presentation made by Mypolonga Primary School located approximately 100km north of Adelaide. The students' audiovisual presentation of the turn-around of their school and the community-based curriculum was most motivating.

As a pre-service educator I found the following, the most inspiring and challenging for the education journey towards 2050:

- Australia is the most mobile population in the world with 16% moving house once per year.
- Satellite one-room university systems could be the future for providing remote tertiary education
- Community-based student-centred learning is the most effective curriculum & pedagogy
- Schools and rural communities may have to shift in the future with CSIRO predicting a 5-15% decrease in rainfall for southern Australia which will affect 3 million Murray Darling Basin residents
- Our oversupply of teachers are not making their way into rural and remote communities given there is not adequate one-on-one support during pre-service teacher education, they are not being provided with the opportunities to hear positive stories of living in rural and remote communities, are not provided adequate resourcing to be effective teachers for a different demographic of children, and are not being offered rural and remote professional experience opportunities during their tertiary education.

As a pre-service educator, improving the outcomes of students will be my prerogative as will gaining the best sense of community spirit, and tertiary education. Attending the National Education Summit has created drive and aspirations for me to continue pursuing education in the future as well as experiencing education in its multifaceted layers. As a rural student I now have the drive to apply myself in different ways and think outside of the square when it comes to education, and I am submitting an entry in this year's Oxford University Press Education Innovation Award.

Thank-you to the Society for the Provision of Education for Rural Australia Inc. (SPERA), the Sidney Myer Chair for Rural Education & Communities, and our kind sponsors (Catholic Education Office Toowoomba and the Isolated Country Parents Association of Western Australia) for allowing me to participate in this truly inspiring experience.

**Nathan Williams Pre-Service Teacher University of Southern Queensland**

## National Education Summit 2011: Rural Futures Matter: Rachel Gibson



Having been the product of local community's primary and secondary school, I have long respected the unique role a rural community plays within the function of the local school. This thought process for me, was clarified when attending SPERA's 2011 Summit "Rural Futures Matter: A Sustainable Australia"; co-hosted by the Society for the Provision of Education for Rural Australia and the Sidney Myer Chair for Rural Education & Communities, at Flinders University, Adelaide in September.

In amongst key note speakers, critical input sessions and processing and actions groups, a number of key ideas were highlighted for me. Firstly, from Professor Graeme Hugo: the demographics of Australia and those anticipated by the year 2050. This indicated to me the mobile nature of Australia as a nation and led me to consider our response as educators to this trend. Mr Daniel Birch, the Director of Discovery 1 School in Christchurch, New Zealand, presented another illuminating discussion on education from a unique student directed approach. I was encouraged by the individual responsibility placed on the child for their own education and have since begun to consider ways in which I might employ or adapt these strategies within my own classroom.

Of significant interest as well, was the Critical Input Session 3, led by Professors Jo-Anne Reid and Simone White, who considered the pathways for future education of student teachers. Having just completed four years of university training at Edith Cowan University as a minority (that being, a student teacher determined to teach rural), I was encouraged to see the steps being taken by tertiary educators to expose student teachers to teaching in regional, rural and remote communities. What a fantastic way to encourage the next generation of teachers! This process, is, of course, not alone in its intention-I was similarly impressed when attending a Parallel Session run by Shirley Richards entitled "Coast to Country", where she presented an initiative aimed at changing pre-service teacher's views of teaching and living in rural and remote

communities. I applaud these educator's endeavours as they begin to (and, I am certain, continue to do) yield positive results.

Perhaps the most interesting and challenging session for me though, was the visit from the Mypalonga students and staff. The students presented an oral and video based presentation on their school project, the "School Shop" in which the students turned an old, un-used Post Office building to run a local shop where local goods and arts and crafts were sold. The successful nature of the school, which I believe can be attributed to the students and staff of the school, now sees the School Shop as one of the "must see" tourist attraction in Mypalonga. This presentation was the pinnacle for me in this Summit: as an "almost" graduate teacher, this presentation left me excited for my future in education. Overall, this presentation demonstrated to me the wonderful way in which rural communities can work with their local school, the way in which staff and students can work together to create innovative, exciting, practical and purposeful learning experiences.

Even now, as I consider my future as a teacher, when considering job offers, I am looking for my own "School Shop Moment"; that is, how I might better commit and belong to a school and its community so that the education of the school's students might be improved. I thank the Mypalonga staff and students for their contribution to the Summit-what an inspiring act.

While this is but snapshot of what can only be described as enlightening experience, I return to the Summit focus: *Rural Futures Matter*. This statement is one I know I have long personally held, but has been clarified from this opportunity. Moreover, the chance to attend SPERA's 2011 Summit has left me considering how I can personally contribute to rural Australia's future-be it by contributing to another "School Shop" equivalent project, or, should the opportunity arise, by contributing in a meaningful way to the education of the next generation of teachers-and, more importantly-to those teachers who, like me, are passionate to provide a significant education to the children of rural Australia.

My thanks must, of course, go to the Society for the Provision of Education for Rural Australia Inc. (SPERA), the Sidney Myer Chair for Rural Education & Communities, and the sponsors (Catholic Education Office Toowoomba and the Isolated Country Parents Association of Western Australia) for providing me the opportunity to attend this year's Summit. It has been a most rewarding opportunity and I thank you for the way in which I have been allowed to network and contribute with the other delegates. Can I encourage you to continue this wonderful scholarship-I am certain that Nathan and I can both testify to its significant contribution to our own professional development. I am sure, that, should you continue to do so, further recipients will also find this just as rewarding.

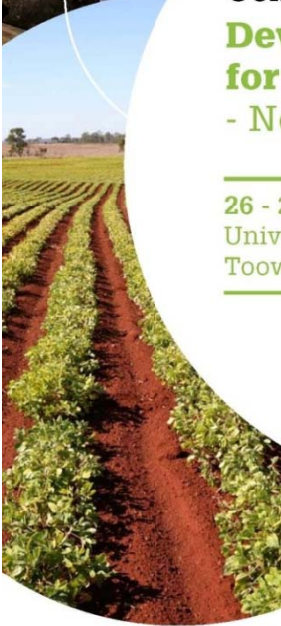
**Rachel Gibson Pre-service Teacher  
Edith Cowan University**

# CONFERENCE 2012



## Conference 2012 **Developing Connections for Sustainable Futures** - Networking the Bush

**26 - 28 September 2012**  
University of Southern Queensland  
Toowoomba QLD



SPERA, Australia's leading professional development or learning organisation and advocate for rural education invites you to their 28th National Conference to be hosted by the University of Southern Queensland, Toowoomba. This National Conference will bring together a range of teachers, school administrators, teacher educators, academics, community groups and organizations and parents who are passionate about rural education.

The 28th SPERA National Conference will be a key means of building and strengthening Australia's rural network and in doing so draw together an increasing body of work focused on improving education outcomes in the bush.



### Sub Themes

- Building and sustaining professional networks
- Bridging the gap – pre-service education; building partnerships with rural and remote communities;
- Networking universities to the bush
- Showcasing good regional, rural and remote education and training practice
- Expanding the network - local, national, international (global)
- Strengthening and networking rural education research

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# AUSTRALIAN RURAL EDUCATION AWARD 2011

## **Different Strokes, Different Spokes, Different Folk**

*Author: Brian O'Neill*



The wheel is one of mankind's first developments in technology. It has also become the symbol of the Calen District State College's "Different Strokes, Different Spokes, Different Folk" project which was recently awarded SPERA's 2011 Australian Rural Education Award.

Calen District State College is a small rural P-12 state school, some fifty-seven kilometres to the north of Mackay. The school has a total enrolment of 220 students from prep to year 12. The major local industry is sugar cane farming although there is also some strawberry and banana farming as well as beef cattle grazing.

The "Different Strokes, Different Spokes, Different Folk" project involves partnerships with industries in the wider Mackay community to provide a range of career pathways for students. The symbolic significance of the wheel relates to the different spokes which are the components of the project as the project will transport the students along the path of their chosen career. The project is available to students from years 6 to 12.

The project aims to provide students with the opportunity to:

- Be involved in a range of real life experiences regarding future career pathways;
- Develop and increase their skill set;
- Obtain recognised qualifications and experience;
- Be involved in experiences otherwise not available in the local area.

The "Different Strokes – Mechanics Matter" spoke involves a partnership with Cummins Mackay, a branch of the largest diesel engine company in the world. Once a week, the students in years 6 to 9 work on lawn mowers under the watchful eyes of a retired motor mechanic and teacher while the students in years 10 to 12 work with the apprentices' co-ordinator and training facilitator from Cummins Mackay. This man drives from Mackay to Calen to work with the students on a diesel motor supplied by Cummins.

Every student who has participated in the senior section of Mechanics Matter has gained the apprenticeship of their choice. In addition, the students enhance their literacy and numeracy skills through consulting manuals, writing job reports and making mathematical calculations.

The "Different Strokes – Radio Rocks" spoke involves a partnership with Mackay's community radio station 4CRM. The students work on both the theoretical and practical aspects of writing, planning,

presenting, recording and editing as well as marketing and law, at the school. They also access the 4CRM studios where they eventually present their own programs live – literature reviews (Rhythm and Rhyme), music requests (Human Jukebox) and heavy metal (Scrap Metal). The students attain either Certificate II in Media or Certificates II and III in Broadcasting in the strands of Production & Presentation and Marketing & Administration. All senior students who have been in Radio Rocks have moved on to tertiary study in either - Aviation, Business, Journalism, Teaching (Literature and Media) and Law.

Students in years 11 and 12 also have the opportunity to undertake study in first year university subjects with CQUniversity Australia's "Start Uni Now" (SUN) program, which is delivered on line. By successfully completing a subject, students obtain guaranteed entry to that degree as well as credit towards their first year study. Students have achieved passes, credits, distinctions and high distinctions in Accounting, Anatomy, Bio-medical Science, Business Management, Journalism, Mechanics, Occupational Health and Safety, and Teaching. Students who are involved in the "Different Strokes, Different Spokes, Different Folk" program are able to use their involvement in the program to gain entry to the SUN courses.

Plans are already underway to include additional spokes – Active Accounting, Catering Capers, Fantastic Furniture and Healthy Horticulture.

Principal of the Calen District State College, Brian O'Neill said that his school would be happy to deliver the Radio Rocks course on-line to other schools and groups throughout Australia. For any information regarding the "Different Strokes, Different Spokes, Different Folk" project, please contact Brian O'Neill on 07 4949 7333 or by email [bonei24@eq.edu.au](mailto:bonei24@eq.edu.au)

## Small Rural School Named Top School in Queensland

*Author: Brian O'Neill*

A small rural school in Central Queensland, the Calen District State College has been ranked as the top performing school in Queensland in terms of senior students' data, according to a new index.

The new Tracking and Academic Management Index, developed by Dr Judy Smeed of the Queensland University of Technology, rates schools according to four criteria: the percentage of senior students achieving an OP of 1 to 15; the percentage achieving a Queensland Certificate of Education; the percentage of senior students who leave with a recognised vocational education qualification and the percentage of students who achieve one of their first two preferences for a university placement.

Schools are given a score out of 400 according to their senior data, and one school in Queensland achieved a score of 400 and that was the Calen District State College.

The top four performing schools are:

- Calen District State College - 400
- All Hallows' School, Brisbane - 393
- Brisbane Girls' Grammar - 393
- Mount St Bernard's School, Herberton - 392

For further details regarding the Tracking and Academic Management Index, please contact Dr Judy Smeed, of QUT. Email – [j.smeed@qut.edu.au](mailto:j.smeed@qut.edu.au)

### **SPERA'S JOURNAL: *Education in Rural Australia***

The journal is produced twice yearly and is part of the SPERA membership package. Non-members wishing to subscribe only to the journal currently pay \$A50 (GST included). This applies to individuals and institutions. Contact person: Graeme Lock [g.lock@ecu.edu.au](mailto:g.lock@ecu.edu.au)

# SPERA Pre-service Teacher Portfolio

Author: Paula Jervis-Tracey

SPERA strongly believes in the contributions of pre-service and beginning teachers to the success of teaching and learning in rural and remote communities across Australia. For this reason SPERA has a number of initiatives – ongoing and to be launched – to support pre-service teachers and beginning teachers in undertaking work in rural and remote communities.

In the first instance we strongly encourage pre-service and beginning teachers to become members of SPERA. We do this through our membership networks and by working with universities to share the SPERA message. The newly established SPERA Facebook page allows people to share ideas, resources, learn about new resources (such as the RRRETEC website) and connect with people working in the area of rural and remote education.

Our aim is to demystify teaching 'in the bush' and to showcase the opportunities that are available to people who are willing to not only get out into rural Australia, but also to work with the strengths of the bush to create excellent learning and teaching environments for our students.

If you would like to learn more about the opportunities that are available to Pre-service and beginning teachers, please contact Dr Paula Jervis-Tracey (Griffith University, Qld) or Sue Ledger (Murdoch University, WA).

Dr Paula Jervis-Tracey – [p.jervis-tracey@griffith.edu.au](mailto:p.jervis-tracey@griffith.edu.au)

Sue Ledger – [S.Ledger@murdoch.edu.au](mailto:S.Ledger@murdoch.edu.au)

## MEMBERSHIP

SPERA membership covers the calendar year.

### 2012 Membership Fees

- Full Membership \$110.00 (incl GST)
- Student Membership \$60.00 (incl GST)
- Overseas Membership \$155.00
- Pre-service Educator Membership Free (no journal supplied-journal is available at the standard subscription rate of \$25.00 per issue).

A membership application form for 2012 is available on the SPERA website: [www.spera.asn.au](http://www.spera.asn.au)

## KEEPING IN TOUCH

Newsletter from Australian Council of State School Organisations

[www.acsso.org.au](http://www.acsso.org.au)

Daily Education Newsletter from USA

[www.edweek.org](http://www.edweek.org)

National Rural Education Association (USA)

[www.nrea.net](http://www.nrea.net)

Sidney Myer Chair of Rural Education and Communities

[www.flinders.edu.au/education/rural](http://www.flinders.edu.au/education/rural)

Society for the Provision of Education in Rural Australia. Newsletters, Publications, Awards.

[www.spera.asn.au](http://www.spera.asn.au)

Rural Education Forum Australia

[www.refa.asn.au](http://www.refa.asn.au)

# SPERA EXECUTIVE 2011 – 2012



From Left: Prof Graeme Lock, Dr Tania Broadley, Sue Ledger, John Borserio, Gary Allen, Prof Simone White, Charles Bradley, Assoc Prof Elaine Sharplin, Brian O'Neill, Don Boyd.

Absent: Paula Jervis-Tracey, Vince Connor, Michael Preece, Karen Noble, Emmy Terry,

Name	Position	Email
Emmy Terry	President REFA; Website	<a href="mailto:e.terry@marmadukehouse.com.au">e.terry@marmadukehouse.com.au</a> ; <a href="mailto:president@spera.asn.au">president@spera.asn.au</a>
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