A resource package Framework for producing quality graduates to work in rural, regional and remote Australia:

a global perspective
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a global perspective
Purpose of the project/resource package

‘Developing Strategies at the Pre-service Level to Address Critical Teacher Attraction and Retention Issues in Australian Rural, Regional and Remote Schools’

Advocates 'context'
- out of 'comfort zone'
- flexible teachers
- understanding
- attributes of the modern teacher

students to be “responsible and effective global citizens who engage in an internationalised world and exhibit cross-cultural competence” (Monash Graduate Attributes Policy, Academic Board, 2008),
out of comfort zone

- flexible teachers
- understanding
- attributes of the modern teacher

students to be “responsible and effective global citizens who engage in an internationalised world and exhibit cross-cultural competence” (Monash Graduate Attributes Policy, Academic Board, 2008),
- Melbourne Declaration
  - Goal 1: Australian schooling promotes equity and excellence
  - Goal 2: All young Australians become:
    - Successful learners
    - Confident and creative individuals
    - Active and informed citizens

- The National Professional Standards for Teachers

- TERRR Network Training Framework
Training Framework

Quality Teaching TERRR

- in demanding locations
- attracted to apply
- improve quality of graduates

<table>
<thead>
<tr>
<th>Teacher Guide</th>
<th>Standard</th>
<th>Focus Area</th>
<th>Descriptor</th>
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<tbody>
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<td>1.1 Physical, social and intellectual development and characteristics of students, and how these may affect learning.</td>
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Seven Teacher Guides developed from the National Professional Standards for Teachers, (TERRR Network, 2012, p. 3).
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<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</td>
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<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.</td>
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<td>Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</td>
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<td>Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.</td>
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<td>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</td>
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<td>Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.</td>
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Diverse contexts

- geographic remoteness - Canada (TERRR Network)

graduate teachers are equipped to be community ready, school ready and classroom ready (White, 2010)

place & school environment
Accessibility/Remoteness Index of Australia (ARIA) definition of remote:

- It is designed to be an unambiguously geographical approach to defining remoteness
- Excluding socio-economic, urban/rural and population size factors

accessibility to services (goods, services and opportunities for social interaction)
My storyline

Remoteness
My background
Teacher Guide 1: Understanding the impact of remoteness on student learning

- 72 kms
- compound
- 2500
- 25% pop Qatari
- over 30 nationalities
- EAL
- SEN problems
- educationally isolated
- QP (business model)
  - impacted recruitment
  - residence permit
  - short of teachers
  - resource budgets
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- compound
- 2500
- 25% pop Qataris
- over 30 nationalities
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- QP (business model)
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Teacher Guide 2: Learning in the remote context

- cocktail of teaching styles
- diverse expectations from parents
- National Curriculum of England & Wales (facilitates)
  - May 2008 EYFS (birth-5)
    - a unique child
    - positive relationships
    - enabling environments
    - learning & development (different rates & ways)
  - limited English (literacy)
  - Letter & Sounds: Principles and Practice of High Quality Phonics' programme

Foundation Stage & KS1
- Nursery - speaking & listening (listen carefully and talk extensively about what they hear, see and do. Involved playing, talking, exploring and investigating through activities that are fun, interesting and motivating).
- Reception - Jolly Phonics programme. Using multi sensory learning of letters (graphemes) and sounds (phonemes) they represent.
- Yr 1 & 2 continued - included words that are an exception to the letter and sound relationships 'tricky'. Phonics - Word recognition, where automatic reading of all words (decodable and tricky) was the ultimate goal.

- Parents were a key to success
- Information nights (prof dev)
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• Letter & Sounds: Principles and Practice of High Quality Phonics' programme
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Teacher Guide 3: Teaching Students from diverse backgrounds in the remote context

- school was respectful of all cultures
- nonreligious
- non denominational
- Islamic country

LOTE - Arabic, French, Spanish, Hindi & Urdu
Cultural celebrations
- house system
- assembly
- induction of new students
- class allocation
- TA class allocation

Communication with parents was vital
- school was respectful of all cultures
- nonreligious
- non denominational
- Islamic country
WALK AROUND THE SCHOOL PATHWAYS

TREAT OTHERS KINDLY

TAKE CARE OF SCHOOL ENVIRONMENT

ALWAYS GIVE YOUR BEST EFFORT
LOTE - Arabic, French, Spanish, Hindu & Urdu
Cultural celebrations
  • house system
  • assembly
  • induction of new students
  • class allocation
  • TA class allocation
Teacher Guide 4: Aboriginal and Torres Strait Islander students

- Qatari nationals increased from 10 - 20% in Foundation & KS1

- Establishing relationships of trust with the community based on shared values.
- Building processes for shared decision making and expectations.
- Addressing issues surrounding parents/carers' own poor experiences at school.
- Demonstrate the value and positive culture of schools.
- Actively promoting the benefits education can provide to children and young people.
- Providing opportunities for carers to obtain positive educational experiences.
- Demonstrating respect for Aboriginal people and culture.
- Eliminating racism in schools.
- Developing programs to set school, community and parent/carer expectations for improving attendance at school. (ITERR Network, 2012c, p. 2)
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Teacher Guide 5: Engage in professional learning in the remote context

National Professional Standards for Teachers would have been a “valuable reference/starting point for teachers to develop their professional skills and knowledge as an effective and quality teacher” (TERRR Network, 2012e, p. 1).

create a learning atmosphere
• no fear
• willing to try new things
• quality teaching & learning look like in practice
• in house
Teacher Guide 6: Engaging professionally in the remote context

- my role - any communication between a staff member and parent/carer was to be through me

- phone calls
- meetings
- interview
- no parent in school
- history - language difficulties
- child's whereabouts
Teacher Guide 7: Engaging professionally: teaching and learning in the remote context

- Community Sports
- volleyball, golf, basketball, soccer, tennis, touch rugby, cricket and badminton
- sailing, harriers, swimming, horse riding, squash & gym

School nurse -Arabic
TAs - Asian languages
Teacher Guide 7: Engaging professionally: teaching and learning in the remote context

- Community Sports
- volleyball, golf, basketball, soccer, tennis, touch rugby, cricket and badminton
- sailing, harriers, swimming, horse riding, squash & gym
School nurse - Arabic
TAs - Asian languages
rapid growth
rapid growth
The Framework would have assisted my preparation.

Prepare graduates for the world of diverse teaching contexts.

Adds strength to Framework.