

2013-02-15

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

Lynch, TJ

<http://hdl.handle.net/10026.1/6477>

Society for the Provision of Education in Rural Australia (SPERA).

All content in PEARL is protected by copyright law. Author manuscripts are made available in accordance with publisher policies. Please cite only the published version using the details provided on the item record or document. In the absence of an open licence (e.g. Creative Commons), permissions for further reuse of content should be sought from the publisher or author.

TERR
Network

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



a global perspective



The Framework would have assisted my preparation.
Prepare graduates for the world of diverse teaching contents
Adds strength to Framework

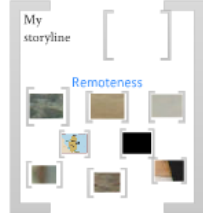
Purpose of the project/
resource package
Creating resources for the delivery of the
TERR Network Training Framework
to produce quality graduates
to work in rural, regional and remote Australia
Addition of content/
use of 'Summer school'
- flexible teachers
- understanding
- attribution of the teacher/teacher

Melbourne Declaration
- The National Professional
Standards for Teachers
TERR Network Training
Framework



'Diverse contexts'
geographic, resources - Canada
TERRR Network
produce teachers are equipped to
be contextually ready, cultural ready
and classroom ready (SLOs,
2016)
class & school
environment

Accessibility/Remoteness Index of Australia
(ARIA) definition of remote:
- A region is considered to be an...
- population density...
- accessibility to services (goods, services
and opportunities for social interactions)



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 Common 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

Teacher Guide	Standard	Focus Area	Descriptor
1	1.0 Know students and how they learn.	1.1 Physical, social and intellectual development and characteristics of students.	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
2	1.0 Know students and how they learn.	1.2 Understanding how students learn.	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
3	1.0 Know students and how they learn.	1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds.	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.
4	1.0 Know students and how they learn.	1.4 Strategies for teaching Aboriginal and Torres Strait Islander students.	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.
5	6.0 Engage in Professional learning.	6.1 Identifying and planning professional learning needs.	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.
6	7.0 Engaging Professionally with Colleagues, Parents/Carers and the Community.	7.3 Engaging with Parents/Carers.	Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7	7.0 Engaging Professionally with Colleagues, Parents/Carers and the Community.	7.4 Engaging with professional teaching networks and broader communities.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

Seven Teacher Guides developed from the National Professional Standards for Teachers. (TERRR Network, 2012, p. 3).

Teacher Guide	Standard	Focus Area	Descriptor
1	1.0 Know students and how they learn.	1.1 Physical, social and intellectual development and characteristics of students.	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
2	1.0 Know students and how they learn.	1.2 Understanding how students learn.	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
3	1.0 Know students and how they learn.	1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds.	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.
4	1.0 Know students and how they learn.	1.4 Strategies for teaching Aboriginal and Torres Strait Islander students.	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.
5	6.0 Engage in Professional learning.	6.1 Identifying and planning professional learning needs.	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.
6	7.0 Engaging Professionally with Colleagues, Parents/Carers and the Community.	7.3 Engaging with Parents/Carers.	Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7	7.0 Engaging Professionally with Colleagues, Parents/Carers and the Community.	7.4 Engaging with professional teaching networks and broader communities.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

Seven Teacher Guides developed from the National Professional Standards for Teachers. (TERRR Network, 2012, p. 3).

'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

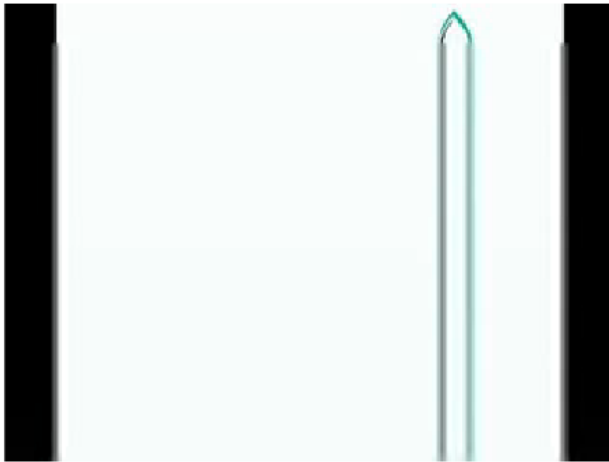
Remoteness



My background



St. Mary's School
2010-2011
Principal: Mrs. J. ...
Teacher: Mrs. ...
Students: ...



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

- 72 kms
- compound
- 2500
- 25% pop Qataris
- over 30 nationalities
- EAL
- SEN problems
- educationally isolated
- QP (business model)
 - impacted recruitment
 - residence permit
 - short of teachers
 - resource budgets



- 72 kms
- compound
- 2500
- 25% pop Qataris
- over 30 nationalities
- EAL
- SEN problems
- educationally isolated
- QP (business model)
 - impacted recruitment
 - residence permit
 - short of teachers
 - resource budgets

(+9V£)
(+9V£)
(+9V£)
(+9V£)

J
Qa

Dr.
He
Hur



مكتب : ٤٧١٦١٤٧ (+٩٧٤)
المنزل : ٤٧١٢٢٨٦ (+٩٧٤)
جوال : ٦٨٤٦١٠٥ (+٩٧٤)
فاكس : ٤٧١٧٤٧٢ (+٩٧٤)
ص. ب. : ١٠٠٠١
دخان - قطر

د. تيموسي لينش
رئيس قطاع رقم ١
إدارة الموارد البشرية



Dr. Timothy Lynch
Head of Sector 1
Human Resources

Tel. Off. : (+974) 4716147
Res. : (+974) 4712286
Mobile : (+974) 6846105
Fax : (+974) 4717472
P. O. Box: 100001
Dukhan - Qatar



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)

- 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)

- lim
- Let
- and
- Ph

- 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.

of all words (decodable and tricky) was the ultimate goal.

- Parents were a key to success
- Information nights (prof dev)

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, Hindu & 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



TAKE CARE OF SCHOOL ENVIRONMENT



TREAT OTHERS KINDLY



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. (TERRR Network, 2012e, p. 2)

- 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. (TERRR Network, 2012e, p. 2)

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



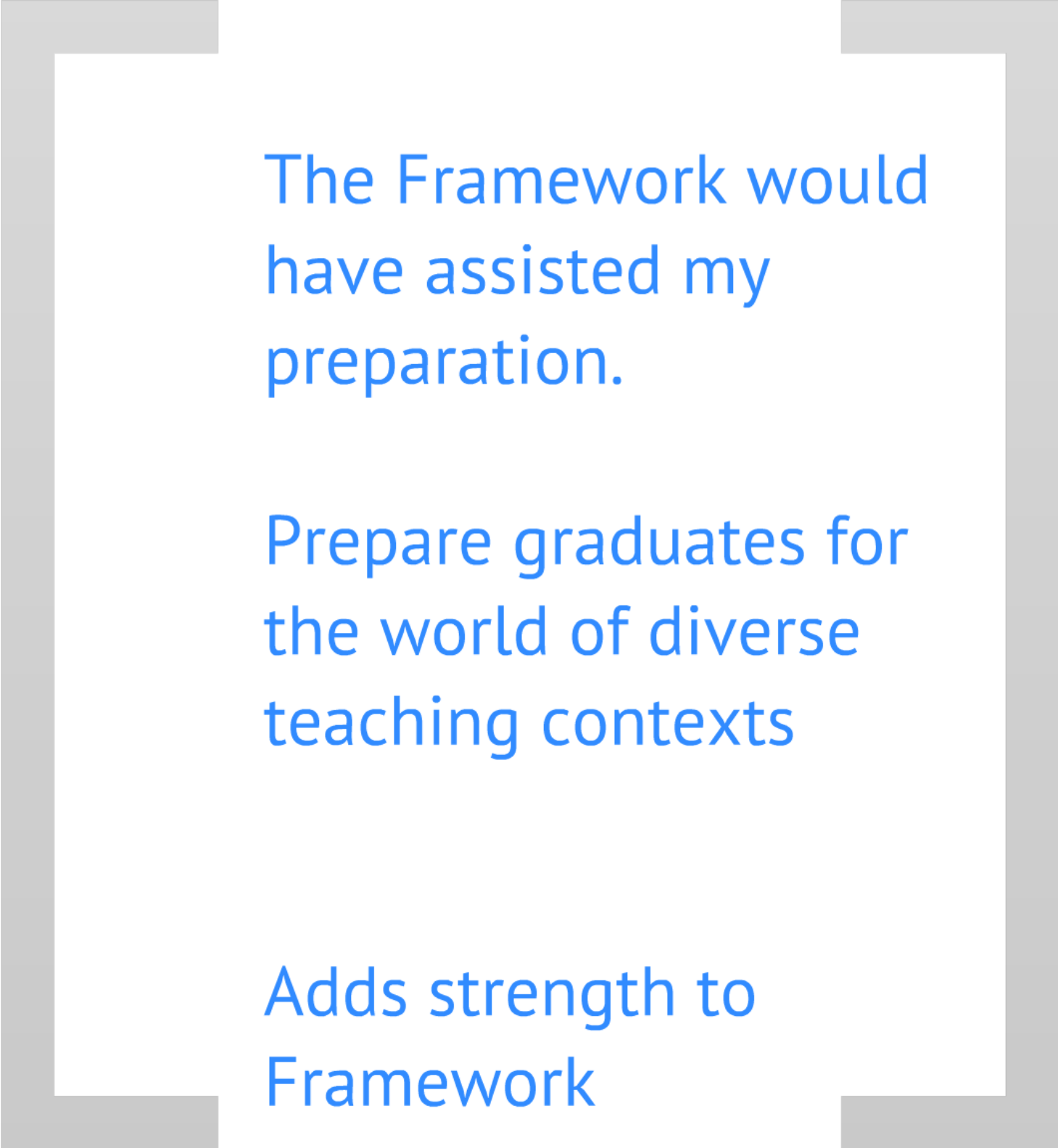
School nurse -Arabic
TAs - Asian languages

rapid growth



rapid growth





The Framework would
have assisted my
preparation.

Prepare graduates for
the world of diverse
teaching contexts

Adds strength to
Framework