

TEACHER GUIDE OVERVIEW

This overview accompanies the seven Teacher Guides in the package 'Teaching in Remote Australian Schools: Enhancing Pre-Service Teacher Education – A Resource Package'.

The Teacher Guides are designed to achieve two main objectives. Firstly, to provide pre-service teachers with starting point to build the specific Graduate knowledge and skills they need to bring to their teaching in the geographic remote school context. In the milieu of the National Professional Standards for Teachers (NPST) a graduate teacher is a person who has "completed a qualification that meets the requirements of a nationally accredited program of initial teacher education. The award of this qualification means that they have met the Graduate Standards" (AITSL, 2011).

Seven Focus Areas of the NPST have been chosen as a framework for pre-service teachers to use to commence the process of building the specific knowledge and skill sets they will need to work in the remote context.

Secondly, the Teacher Guides are a reference point for pre-service teachers who are thinking of working in geographic remote locations to prepare them for living in what, for most, will be a very different environment. The majority of pre-service teachers in Australia are from a metropolitan background. Teachers who take up appointments in remote locations often find their new environment very alien, sometimes threatening and nearly always extremely isolated. Teachers who intend to work in remote locations need to prepare themselves for this experience.

The focus of the resource package is to alert pre-service teachers of the impact that geographic remoteness has on education and in particular, on the achievement of education outcomes by students in these remote locations. The TERRR Network focussed on "remoteness" rather than "rural" and "regional" to build on the excellent work of the RRRTEC project (<http://www.rrrttec.net.au/>). RRRTEC's modules focused extensively on rural and regional. While there are many similarities in non-metropolitan education across rural, regional and remote, the impact of remoteness on people's lives and service delivery received in these very isolated locations presents additional significant challenges for teachers working in remote Australia.

There are numerous geographic classification systems that consider the urban-rural continuum in Australia. For this resource package the Accessibility/Remote Index of Australia (ARIA) is used to define what is meant by remote and very remote— see Map 1.

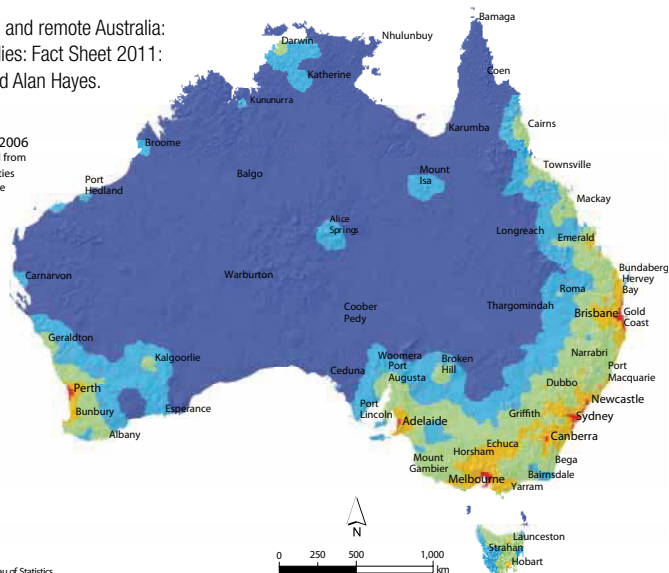
MAP 1; GEOGRAPHIC REMOTENESS IN AUSTRALIA

Source: Families in regional, rural and remote Australia: Australian Institute of Family Studies: Fact Sheet 2011: Jennifer Baxter, Matthew Gray and Alan Hayes.

Accessibility Remoteness Index Australia 2006
ARIA+ and ARIA++ are indices of remoteness derived from measures of road distance between populated localities and service centres. These road distance measures are then used to generate a remoteness score for any location in Australia.

- ARIA+ (2006) 1 km grid
- Major cities (0–0.20)
- Inner regional (> 0.20–2.40)
- Outer regional (> 2.40–5.92)
- Remote (> 5.92–10.53)
- Very remote (> 10.53–15.00)

Data Sources:
GSCA, The University of Adelaide
Australian Government Geoscience Australia, & Australian Bureau of Statistics



To build a more comprehensive understanding of rurality and understanding place, pre-service teachers are encouraged to consider modules one and two in the RRRTEC series - <http://www.rrrttec.net.au/>

REFERENCES

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 Renewing Rural and Regional Teacher Education Curriculum (RRRTEC) project <http://www.rrrttec.net.au/>

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