



Contributing to the promotion of education in rural Australia

www.spera.asn.au

PO BOX 659
WEMBLEY
WA 6913

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Society for the Provision of Education in Rural Australia Inc. ABN 282 727 044 01

FROM THE PRESIDENT

It is difficult to believe we are almost half way through April already. I hope the year is going well for you.

The planning for SUMMIT 2011 is keeping the SPERA Conference Planning Committee busy as we head towards the SUMMIT dates 21 – 23 September 2011. There is an article in this Newsletter updating members on SUMMIT 2011 but briefly, SPERA is partnering with the Sidney Myer Chair (Prof John Halsey) , Rural Education and Communities, Flinders University, to host this year’s conference.

Registration details for SUMMIT 2011 can be found at www.spera.asn.au and www.flinders.edu.au/education/rural

I hope you will be able to participate in the SUMMIT.

I am pleased to inform you that SPERA’s Journal – Education in Rural Australia has maintained its “B” ranking as an academic journal. We are currently in the process of applying to raise our journal, *Australian Journal of Environmental Education*, from a B to an A in the ERA rankings. The journal is currently the second highest ranked journal in the field.

I draw your attention to a request from Meghan Clarke for funding sources and research material on behavior management (see page 9). Meghan won an ICPA Pre-service teacher’s scholarship to attend SPERA’s National Conference at the University of the Sunshine Coast last year. Meghan is now teaching at Coen (about 8 hours north of Cairns), part of the Cape York Australian Aboriginal Academy. Congratulations on your appointment to a remote school.

Membership renewals are now due. SPERA depends on your membership fees to survive so your 2011 subscription is greatly appreciated.

I take this opportunity to thank all those who contributed to this newsletter and to Vince Connor for getting this edition underway.

Best wishes.

Emmy Terry
PRESIDENT



SUMMIT 2011

Planning for this year's National Conference is picking up pace as September draws closer.

As you recall, this year we are hosting the Conference with Professor John Halsey, the Sidney Myer Chair of Rural Education and Communities.

The format of the Conference is somewhat different – in addition to presentation of papers and workshops, there will be opportunity for participants to contribute to discussion around 6 critical inputs, namely:

Critical Input 1: Australia's demographics looking to 2050 and beyond and rural Australia's challenges and opportunities.

Critical Input 2: Sustainability and Globalisation: Partners or Protagonists?

Critical Issue 3: Accessible, affordable quality education and training for all who live and work in rural Australia.

Critical Input 4: Resource companies and business- their legacy in rural Australia in 2050

Critical Input 5: Leadership, human resources and a vibrant productive rural Australia

Critical Input 6: Inclusivity, Choices and Opportunities: Ensuring all who live in rural Australia get a fair go.

The outcome of discussions will be a set of recommendations that will be forwarded to local / state / territory and national governments and agencies, private enterprise, relevant community associations and for wider public interest on Australia's sustainability and the roles of education and rural communities in progressing this.

As the format is quite different with recommendations being produced, we are referring to this year's Conference as SUMMIT 2011 with the theme Rural Futures Matter: A Sustainable Australia.

Keynote speakers who will "set the scene" around the 6 critical inputs include:

Critical Input 1: Australia's demographics looking to 2050 and beyond and rural Australia's challenges and opportunities. **Professor Graeme Hugo, Professor of Geography and Director of the National Centre for Social Applications of Geographical Information Systems at the University of Adelaide**

Critical Input 2: Sustainability and Globalisation: Partners or Protagonists?

Professor Matthew Tonts, University of Western Australia

Provocateur: *Changing the Educational Delivery Paradigms*

Mr Daniel Birch – Director of Discovery 1 School, Christchurch, New Zealand

Critical Issue 3: Accessible, affordable quality education and training for all who live and work in rural Australia. **Professor Jo-Anne Reid tbc: Professor Simone White**

Critical Input 4: Resource companies and business- their legacy in rural Australia in 2050
Mr Paul Wand AM, Chair, The Cooperative Research Centre for Remote Economic Participation, former Senior Executive Rio Tinto Australia

Critical Input 5: Leadership, human resources and a vibrant productive rural Australia
Trudy Vonhoff, Regional General Manager, Westpac Banking Corporation

Critical Input 6: Inclusivity, Choices and Opportunities: Ensuring all who live in rural Australia get a fair go. **Professor Lester-Irabinna Rigney, Director of Studies, Yunggoendi First Nations Centre for Higher Education and Research, Flinders University tbc**

As noted above the workshop / parallel sessions that are normally associated with SPERA conferences will be incorporated into the SUMMIT. As this newsletter goes to press there is a steady stream of abstracts being submitted for the SUMMIT.

The draft SUMMIT program is posted on the SPERA and Flinders websites www.spera.asn.au and www.flinders.edu.au/education/rural

The SUMMIT Planning Committee consisting of Prof John Halsey, Marja Van Breda, Aaron Drummond, Don Boyd, Michael Preece, Vince Fleming, Gary Allen and Emmy Terry, look forward to seeing you at the SUMMIT, Flinders University, 21 – 23 September,



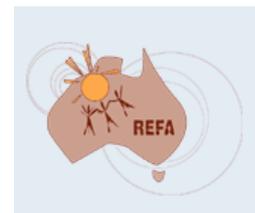
CONGRATULATIONS REFA (RURAL EDUCATION FORUM OF AUSTRALIA)

REFA has recently been awarded a contract by AITSL to carry out a consultation process with regional and remote principals regarding the National Standards for Principals.

The consultation process consists of an on-line survey, two face-to-face meetings with Principals, one in Adelaide and the other in Perth, and a national symposium via video link in April.

REFA's work in collecting data for AITSL around the National Professional Standards for Principals will ensure that the work, regarding principals in the non-metropolitan setting, will be reflected in the Standards.

REFA continues to provide SPERA with considerable support especially in relation to our National Conferences. Further information about REFA can be found at www.refa.asn.au





Call for Applications - 2011 SPERA Scholarships

ITMasters and CSU Scholarships

The scholarships

There will be 2 scholarships available for the Session 1, 2011 intake. All scholarships are for a total of \$1,520 which will be used to pay 25% of the total fees for the Graduate Certificate of ICT Education with Charles Sturt University

Eligibility

To be considered for admission to the course, applicants will generally be expected to have a degree in any discipline. Applicants with a teaching diploma may be considered for admission if they have at least four years of teaching experience. Applicants will also need to be practicing teachers, or at least have access to teachers and classrooms, to be able to complete assessments. All SPERA members who meet the course admission requirements can apply for the Scholarships.

Closing Date: Closing date for scholarships is the 1st June, 2011

Application Process

Applicants are required to submit a typewritten application which addresses the selection criteria in accordance with Scholarship Application Guidelines. The combined word count for Sections C & D should not exceed 800 words. Your scholarship application should be emailed to:

president@spera.asn.au

ITMasters and CSU would like to offer at least 2 part-scholarships exclusively to SPERA members-

- These scholarships will be for 25% of the cost of our Graduate Certificate of ICT Education (i.e. each scholarship will pay for 1 subject of the 4 subjects in the Graduate Certificate in ICT Education).
- The scholarships will be branded with SPERA's name.
- More than 2 SPERA scholarships, dependent on the number of SPERA members who apply for these scholarships may also be offered.
- ITMasters will post a "stand-alone" page on our website advertising the "SPERA scholarships". This page will also include details on how to apply for the scholarships, as well as a SPERA email address to which applicants can post their documentation.
- SPERA will collect applications themselves, and then forward these applications on to Charles Sturt University by no later than June 10th 2011

For further information:

- visit www.ictteachers.info/SPERA
 - call 1300 885 685
- or fax back your details: **FAX back to (03) 9515 3305**

ICT education for *all* teachers SPERA Scholarships

2 SPERA Scholarships are currently offered for the *Graduate Certificate in ICT Education*.

Applications close on the 1st June, 2011.

This course includes:

- on-line distance learning
- eight months of part-time study
- engaging, technology-rich classroom ideas
- the latest Microsoft and Adobe technologies

On-line info session:

To attend an interactive on-line information session, simply go to:
<http://www.icteachers.info/infosession.aspx>

Are you eligible?

If you are a SPERA member with an interest in developing new ICT skills, then you are eligible for a scholarship.

Current Scholarship Criteria

For the grading of scholarship applicants to the Graduate Certificate of ICT Education

Benefit to school (up to 3 marks)

Plans for change/detailed goals for the future (relating to school curriculum, educational approach, extra-curricular programs/activities, etc)

Benefit to students (up to 2 marks)

How many students will benefit (and to what extent) as a result of this teacher studying the course?

Relevance of goals to the course (up to 2 marks)

Relevance of teacher's plans/goals to what they will learn in this course

Potential to succeed in course (up to 3 marks)

Quality of written application, prior academic record, teaching experience

Total potential marks: 10

The Horizon Report 2010 (<http://wp.nmc.org/horizon2010/>)

The annual *Horizon Report* describes the continuing work of the [New Media Consortium's Horizon Project](#), a qualitative research project established in 2002 that identifies and describes emerging technologies likely to have a large impact on teaching, learning, or creative inquiry on college and university campuses within the next five years. The *2010 Horizon Report* is the seventh in the series and is produced as part of an ongoing collaboration between the [New Media Consortium \(NMC\)](#) and the [EDUCAUSE Learning Initiative \(ELI\)](#), an EDUCAUSE program.

In each edition of the *Horizon Report*, six emerging technologies or practices are described that are likely to enter mainstream use on campuses within three adoption horizons spread over the next one to five years. Each report also presents critical trends and challenges that will affect teaching and learning over the same time frame. In the seven years that the Horizon Project has been underway, more than 400 leaders in the fields of business, industry, technology, and education have contributed to this long-running primary research effort. The research methodology employed in producing the report is detailed in a special section that follows the body of the report.

The report's format is consistent from year to year, opening with a discussion of the [trends](#) and [challenges](#) identified by the Advisory Board as most critical for the next five years. Examples of how the technology is being, or could be applied to those activities are given. Finally, each section closes with an annotated list of suggested readings and additional examples that expand on the discussion in the report and a link to the tagged resources collected during the research process by project staff, the Advisory Board, and others in the growing Horizon Project community.

The latest report provides information on Mobile Computing, Open Content, Electronic Books, Simple Augmented Reality, Gesture-Based Computing and Visual Data Analysis.

News from the USA: John White Reports on Rural Issues from Washington

The U.S. Departments of Education and Agriculture are working collaboratively to increase awareness of federal resources available to provide support for high-need schools and communities in rural places. USDA Rural Development has more than 40 programs, including a variety of education programs that should be of particular interest to rural schools and community colleges.

Rural schools, particularly in areas where children live in poverty, face significant challenges: facilities in need of modernization; teacher recruitment and retention; technology; and, frequently, high operating costs. USDA programs can make significant improvements to facilities and turn schools into central locations for community support.

Deputy Assistant Secretary for Rural Outreach John White is the lead on rural issues. Please contact him at John.White@ed.gov or 202-401-8459.

You can find a listing of all USDA Rural Development state offices and state directors at <http://www.rurdev.usda.gov/StateOfficeAddresses.html>.

REFA in conjunction with the Foundation for Young Australians supports the appointment of **Australian Rural Youth Ambassadors** to achieve the following outcomes:

- Provide a greater voice and visibility for young people in rural and remote Australia.
- Increased participation in education and youth public policy consultation in rural and remote Australia.
- Increased public and political awareness of the unique challenges and opportunities impacting on the learning outcomes of young people in rural and remote Australia.
- Identify and showcase examples of young Australians thriving in rural and remote communities.
- Strengthen existing initiatives to support the learning needs of young people in rural and remote Australia.
- REFA is hoping to gain sponsorship for the appointment of fourteen Australian Rural Youth Ambassadors, to promote youth policy with the aim of developing practical and workable solutions to the issues that they identify as important,

REFA aims to bring the ambassadors together at the the Rural Futures Matter Summit at Flinders University in September.

SPERA MEMBERS ACTIVE IN ALTC

A number of ALTC members are involved in ALTC Project, two of which are: *Renewing Rural and Regional Teacher Education curriculum* and *Developing Strategies at the Pre-Service Level to Address Critical Teacher Attraction and Retention Issues in Australian Rural and Remote Schools*.



In the next newsletter we will bring you up to date with the **Renewing Rural and Regional Teacher Education Curriculum** project, led by Professor Simone White (Monash University – formerly Deakin University).

Below is a brief overview of the project **Developing Strategies at the Pre-Service Level to Address Critical Teacher Attraction and Retention Issues in Australian Rural and Remote Schools**.

The aim of the project is 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.

Links with the Combined University Centre for Rural Health (CUCRH) in Geraldton will be established in order to learn from their experience and to investigate the possibility of synergies that could be developed between the two organisations (e.g. the development of a regional professional network involving education and health professionals).

The project will build effective and efficient working relationships between the four universities involved and the wider community and in doing so raise the profile and encourage stronger recognition of the fundamental importance of quality teaching experiences in rural, regional and remote schools.

The project also aims to build upon two major research projects, one completed and the other continuing, investigating rural teacher education. The work of these two projects (the NSW Rural (Teacher) Education Project, or R(T)EP, and *Renewing Rural Teacher Education: Sustaining Schooling for Sustainable Futures - TERRAnova*) complement each other, with the latter developing concepts discussed in the former into a theory of successful pre-service teacher education practices.

SPERA members involved in this project are: Dr Sue Trinidad (Curtin), Dr Graeme Lock (ECU), Dr Elaine Sharplin (UWA), Sue Ledger (Murdoch), Tania Broadley (Curtin), Don Boyd and Emmy Terry.

Partner Universities:



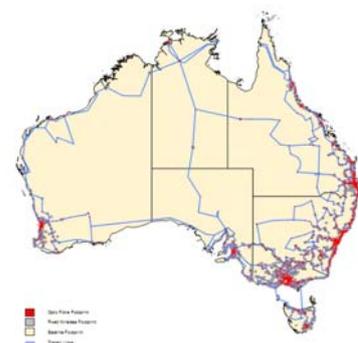
National Broadband Network (NBN)

Much has been stated about the rollout of the NBN.

To find out more log on to

<http://www.nbnco.com.au/wps/wcm/connect/main/site-base/>

The site has information on the release sites and areas, the use of optic fibre, wireless and satellite and FAQs. Maps of the rollout are also available through the 'Our Services' menu and scroll down to 'Coverage Maps'. Individual maps and coverage areas are available for each state. Below is the national coverage area map.



ROSA LINCOLN SPERA MEMBER was recognized on the Annual Teacher's Day, by the Professional Teaching Council of WA for her outstanding service to rural education in Australia. Rosa was nominated by her colleagues at SPERA for this award.



The Professional Teaching Council of Western Australia has as its objective the promotion of professionalism in teaching through an enhancement of the work of professional education associations. It provides a wider context for the work of professional associations through facilitation of networking and communication between individual associations whilst providing a forum for the discussion of broad educational thought and current issues. PTCWA through its membership to the Australian Joint Council of Professional Teaching Associations affords Western Australian teachers a voice at the national level.

The individual being nominated for an Award should: be a current or past member of the nominating association; have made an outstanding contribution to the association's support of teachers and education in WA over an extended period of time as, for example; contributing to the association's publications either at a personal or professional level as a committee member; professional development coordinator; award or accreditation coordinator; website/ ICT coordinator; and/ or have made an outstanding contribution to the association over an extended period of time through the management of the association and/ or association committees. Rosa has a long association with SPERA. She has been member of SPERA for 15 years. Over this time Rosa has been an outstanding advocate for rural and remote education and has also taken on a number of portfolios to promote rural and remote education across Australia, including: role of Convenor of two SPERA National Conferences held in the Goldfields and Perth; as a member of the SPERA Executive she undertook the role of secretary, newsletter/magazine coordinator and Australian Rural Education Award co-ordinator and member of the editorial committee for the SPERA Journal for several years – *Education in Rural Australia* for several years.

Rosa also presented workshop papers at many SPERA conferences on challenging issues related to rural and remote education Rosa continues to advocate for equity in rural and remote education and has taken on additional roles including: Executive Officer with RREAC – Rural and Remote Education Advisory Council; Chairperson (State) Rural and Remote Women's (RRR) Network (2004 – 2007) (Merit Select) Co Editor of RRR Magazine – 4 times per year; Pre-service Teacher Supervisor (Curtin University of Technology); Pre-service Supervisor for Education and Child Care (Edith Cowan University); Quality Assurance and Compliance Director (Australian Technical College – Pilbara; Established a new model for the delivery of Gifted and Talented Education.(SPERA award 2010); teamed with Murdoch University in providing professional learning in Gifted and Talented Education to be delivered in rural areas (Post Graduate Certificate in Gifted and Talented Education; Created a new model for Murdoch University to deliver Post Graduate qualifications in Bunbury during school vacations; Provided, developed and implemented policy papers for the Australian Technical College – Pilbara. Curriculum Manager for Bunbury Education District and Special Projects Manager for Goldfields Education District (Department of Education;

Over a forty year period Rosa has taken on the role of District Director, Lecturer, Principal Consultant, Principal and Teacher within the public and private Education sectors in rural and remote locations (primary, secondary, and tertiary). Other interest focusing on rural and remote education and communities include Rosa's involvement with: Women in Rural Leadership program (WiRL) trialled and delivered throughout WA; Currently in negotiation with Curtin University as to the inclusion of WiRL onto Executive Commercial programs; Provided leadership support to assist schools in their implementation of the Aboriginal Literacy Strategy; Provided strategic and pragmatic advice to Director – Kimberley and Principal as to the Oombulgarri Remote Community School; Department of Education Services – Inaugural Coordinator of Rural Practicums for all WA & Universities; PCAP Rep.

Responding to the Higher Education Needs of Curtin's Regional Students: A School of Education Perspective

The Review of Australian Higher Education conducted by Denise Bradley AC highlights the importance of targeting three under-represented groups:

- Low socio-economic
- Indigenous
- Regional and remote (Commonwealth of Australia, 2008).

More recently, the Senate conducted a national Inquiry into Rural and Regional access to Secondary and Tertiary Education Opportunities (Commonwealth of Australia, 2009).

A substantial number of submissions (n=759) from organisations and community members cemented the foundation of the need for equity and access to quality education programs.



From 2010 the School of Education at Curtin University (WA) has provided the most equitable access for regional and remote students to the Bachelor of Education degrees to date:

2008 intake – Face-to-face at Regional Campus (and/or videoconference to other regional campuses. These include Albany, Esperance, Geraldton, Kalgoorlie, Karratha/South Hedland, Margaret River, and Midland).

2009 intake – Fully online *Blackboard* & mentor sessions at regional campus (used *Elluminate* if necessary) (previous CRE model).

2010 intake – Fully online *Blackboard* & *Elluminate*.

(*Elluminate* session not compulsory however recorded for later viewing)

These students are now online learners and as a result, their needs are very different from previous years. Some students who were previously catered for in the face-to-face or blended learning environments; found the move to fully online daunting. Those who enrolled in first year after 2010 did not appear to be as concerned about the move to fully online as they did not have the previous model for comparison.

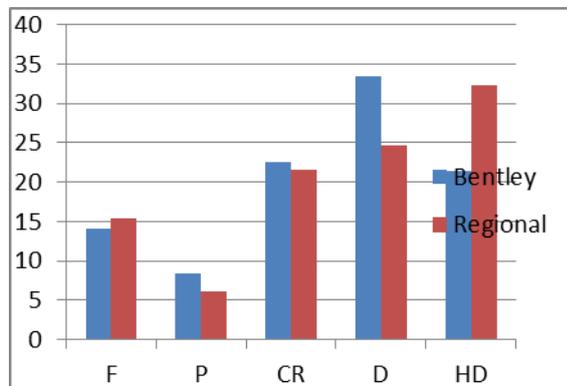
They needed to:

- Be computer literate
- Have a reliable internet connection
- Be independent
- Be motivated
- Be well organised
- Have good communication skills
- Feel supported by their lecturers in the form of regular communication and constructive feedback.

Strategies used by lecturers to promote quality teaching and learning include:

- Create an online presence – *Blackboard* & *Elluminate* (not rely on email)
- Build a learning community – value students
- Respond in a timely manner – always
- Plan *Elluminate* sessions that will engage the students in the weekly topics and tasks (not just a Q&A session)
- Have regular *Elluminate* sessions and add in extra sessions when needed
- Find out a time that students would like to meet online (un-moderated) and set regular sessions for them to do so.

STUDENT OUTCOMES - REGIONAL and BENTLEY STUDENTS IN TECHNOLOGIES FOR LEARNING 160



	F	P	CR	D	HD	TOTAL
Bentley	27	16	43	64	41	n=191
Regional	10	4	14	16	21	n=65

Qualitative, quantitative and anecdotal data show that regional students:

- Are provided with a quality course that is comparable with the on campus students.
- Prefer both asynchronous and synchronous communications in their learning environments.
- Perceive they are adequately supported in the School of Education courses.

Tania Broadley
Lecturer
Curtin University, Western Australia

MESSAGE FROM MEGHAN.....

I'm not sure if you remember me, but I was the sponsorship student that attended last year's conference at the Sunshine Coast University - Meghan Davenport.

I am now teaching in a far north Queensland school called Coen (about 8 hours north of Cairns), part of the Cape York Australian Aboriginal Academy. I am in charge of running a few different programs at the school that are brand new programs on a trial period. I was wondering if you would be able to point me in the right direction in gaining a little bit of funding for some different resources for my students when implementing a culture program. We are looking at teaching the students next term about traditional material arts that their community has identified as being important knowledge.

We have some funding from the government and some money from the Cape York Australian Aboriginal Academy but obviously both of these sources are limited as their main priority is creating educational opportunities in the classroom for these students. I was wondering if there would be anything extra that you might know of that I would be able to apply for.

Hope that the year at SPERA is going along nicely. If you see any current Australian research coming through on behaviour management in Aboriginal schools I would LOVE to have a read of it. Thanks for the help

Meghan Clarke

** please forward any assistance you can offer to admin@spera.asn.au and I will ensure it is forwarded to Meghan. (Emmy)

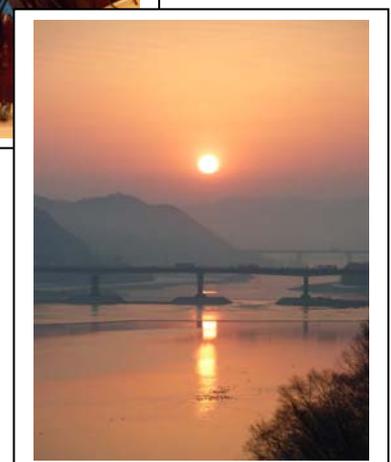
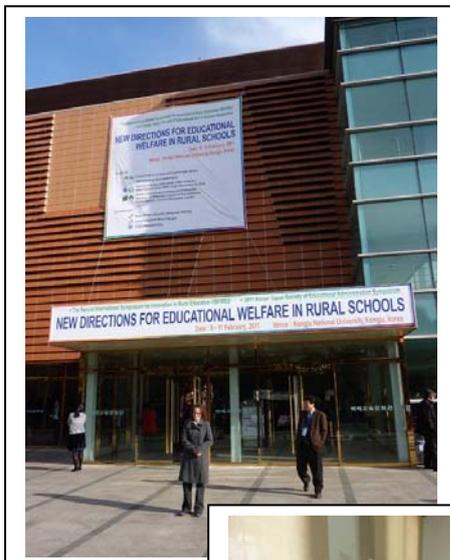
ISFIRE 2011

The Second International Symposium for Innovation in Rural Education (ISFIRE) was held in Kongju Korea from the 9th to 11th of February 2011. This bi-annual symposium, originally developed from a partnership between the University of New England, SiMMER and Kongju National University is now attracting international participants, with keynote speakers from Canada (Michael Corbett – Arcadia University) the US (Walter Barker – University of Nevada), Japan (Saiko Sadahiro – Chiba University) Youn Kee Im (President of the Korean Society of Studies of Educational Administration), John Pegg (SiMMER – UNE), and participants from Germany, the UK and China.

A contingent of Australians from UNE, UWA and Deakin University were engaged in three days of presentations which clearly identified some common international issues in rural education: the increasing cultural diversity of rural regions and the challenge of changing a previously mono or dual cultural educational context; issues of rural teacher retention and the challenges of schools addressing socio-economic disadvantage in rural locations. These scholarly presentations stimulated discussion about potential for future international research collaborations.

The conference also provided an opportunity to engage in cultural experiences ranging from Korean Banquets, museum visits, drumming, and Tae Kwando displays from rural students, Karaoke and visits to ski fields. Of course all this was in temperatures of between -7 and 4 degrees – a vast change from February in Australia.

The Third ISFIRE will be held in February 2013 in at the **University of Western Australia in partnership with SPERA**, in Perth Western Australia. Put a note in your diary so that you can participate in a global perspective on rural education.



MEEKATHARRA SCHOOL OF THE AIR MOVES INTO ITS NEW BUILDINGS

On Friday, 8 April 2011, Dr Elizabeth Constable, Minister for Education, Western Australia, opened Meekatharra School of the Air's new facility in Geraldton.

The opening of the new buildings marks the beginning of a new chapter in its long and successful history. Meekatharra School of the Air first began its operations in 1959 at the Royal Flying Doctor base in Meekatharra.

The school relocated to Geraldton after a fire destroyed their building in Meekatharra, Geraldton is some 450 kms west of Meekatharra and located on the coast. Prior to the fire, parents had commenced a consultation process to consider relocating the school to Geraldton in an effort to make it easier to attract and retain teachers.

Among the many guests at the official opening were members of the Rural and Remote Education Advisory Council.



Meekatharra School of the Air



The RREAC Team



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[Jack Kent Cooke Young
Scholars Program](#)

[ACT](#)

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Consortium](#)

[AppliTrack](#)

Contact Us

jehill@purdue.edu

National Education Foundation Provides Highly Acclaimed Math Program Free of Charge for the January-August 2011 to Eligible Districts.

Does your school or school district have 35% or more of your students receiving free or reduced lunch? If so you can qualify to receive free access to Math Homework Helper—a program that supports students using all major math textbooks. The web-based program provides step by step hints to the questions organized by topic area and adds video instruction as well as lesson plans that emphasize the underlying concepts. The program retails normally for \$70, the NREA through the National Education Foundation (NEF), a non profit located in Alexandria Virginia will make this helpful software available at no cost and no obligation to NREA members.

Why Did NEF select Math Homework Helper? As the only web based software that tracks most of the math textbooks in use between 5-12th grades, it was viewed by NEF founder and systems specialist as the most effective program in its class. As Ann Conaway, National Board Certified Teacher / Mathematics Dept. Chair Palisade High School, Colorado states, *Math Homework Helper*, “empowers students to become independent learners.” The New York Times even went as far as stating that it “.unleashes your inner Einstein ...” (8/14/03). Parents can look forward to working with their children no longer fearful that they do not know enough math to be of assistance. The offer is open to school districts (or schools within those school districts) that have 35 percent or more students receiving free or reduced lunch. It will be given away on a first come first served basis to the first 1,000 school districts that apply by completing the form found at: <http://www.cyberlearning.org/mathgrant/>

For any questions about the program please contact Dr Laurence Peters (703) 823 9999 lpeters@cyberlearning.org



Society for the Provision of Education in Rural Australia

Tax Invoice

(after payment)

Application for Membership 2011

New Member Member Renewal Pre-service

Name:

Postal Address:

..... State: Postcode:

Telephone: Facsimile:

Email:

(Please note: the newsletter is sent via email)

Educational Institute (if applicable):

Position:

2011 Membership Fees

*(Cheques made payable to SPERA; Payment can be made through the website
(www.spera.asn.au) via Paypal (visa card); or direct debit -
SPERA GENERAL OPERATING ACCOUNT; BSB 036 105 ACCT No. 130332)*

- | | |
|--|---------------------|
| <input type="checkbox"/> Full Membership | \$110.00 (incl GST) |
| <input type="checkbox"/> Student (Under graduate) Membership | \$ 60.00 (incl GST) |
| <input type="checkbox"/> Overseas Membership | \$155.00 |
| <input type="checkbox"/> Pre-service Teacher Membership Free (no journal supplied-available at standard subscription rate of \$25.00 per issue). | |

I hereby apply for membership of SPERA for the year ending 31st December 2011

Signed: Date:

SPERA Executive for 2010/2011:



From Left: Gary Allen, John Borserio, Vince Connor, Paula Jervis-Tracey, Michael Preece, Tania Broadley, Emmy Terry, Vince Fleming, Sue Ledger, Don Boyd, Charles Bradley
Absent: Sheila King, Graeme Lock

We're on the Web!

See us at:

www.spera.asn.au

Name	Position	Email
Emmy Terry	President Rural Education Forum Australia; Website	Emmy.Terry@det.wa.edu.au; president@spera.asn.au
John Borserio	Vice President AREA; Life Members Award	John.Borserio@twb.catholic.edu.au
Gary Allen	Sponsorship; Awards	ggallen.esq@gmail.com
Don Boyd	Treasurer Conference 2011; Sponsorship	treasurer@spera.asn.au
Tania Broadley	Secretary Newsletter; Website	T.Broadley@curtin.edu.au
Karen Noble	Journal; Newsletter	Karen.Noble@usq.edu.au
Vince Connor	Newsletter	Vincent.Connor@wf.catholic.edu.au
Paula Jervis-Tracey	Pre-Service/Novice Teacher	p.jervis-tracey@griffith.edu.au
Graeme Lock	Journal	g.lock@ecu.edu.au
Michael Preece	Newsletter; Conference 2011	Michael.Preece@ceo.pp.catholic.edu.au
Charles Bradley	Public Officer	ccdecon@zipworld.com.au
Vince Fleming	Newsletter	v.fleming@cbc.edu.au
Simone White	Pre-Service / Novice Teacher	simone.white@monash.edu

Your Newsletter

Short articles of what is happening in Rural Education may be submitted for the newsletter by emailing a word document to t.broadley@curtin.edu.au

MEMBERSHIP

SPERA membership covers the calendar year.

2011 Membership Fees

- Full Membership \$110.00 (incl GST)
- Student (Under-graduate) 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 2011 is available on the SPERA website:

www.spera.asn.au