

SPERA NEWSLETTER – June 2013



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Society for the Provision of Education for Rural Australia Inc.

ABN 282 727 044 01

IN THIS EDITION

SPERA once again has much pleasure in forwarding the first edition of our 2013 newsletters to you. We trust you are all keeping well.

The main focus for the first two months of 2013 was finalising and hosting the Third International Symposium for Innovation in Rural Education (ISFIRE) at in partnership with The University of Western Australia. Refer to page 2 for a full report on this very successful and significant event.

SPERA, due once again to the generous sponsorship of ICPA Queensland, ICPA Western Australia and the Catholic Education Office Toowoomba and SiMERR, extended the opportunity for four pre-service educators to attend the ISFIRE conference. Natalies Downes (University of Canberra), Sally Edwards (Macquarie University), Thomas Jenkinson (University of South Australia) and Dana Karborani (Murdoch University) were the award recipients. See their reports on pages 3-6.

Plans are already commencing for SPERA's 30th National Conference in 2014. This conference will be held at the University of New England, Armidale, New South Wales (of note is that the first National SPERA conference was also held at UNE). With the theme of "3 Decades On: Reflections Upon Rural Education – Achievement, Challenges and Future Directions", this SPERA Conferences provides opportunity for teachers, academics and communities to share their experiences, research and events. More information will be provided both on the website and in future newsletters.

Page 8 highlights the WACUTS teacher trainee program that provided teacher training interns with a taste of rural life in Kalgoorlie Western Australia.

A comprehensive article (page 9) has been written by Don Boyd on SPERA and the Illustrations of Practice produced for AITSL around the graduate level and in the rural and regional context. We thank Don for his extensive work in managing this program on behalf of SPERA.

Pages 10-12 highlight three schools "Stories of Innovation in Rural and Remote Schools". These were provided by Dr John Halsey, Sidney Myer Chair, Rural Education and Communities. John has highlighted these on his website and the full stories are also provided on the SPERA website. We will continue to upload more stories as they are developed.

We welcome any articles and stories about rural, regional and remote education and communities that you would like to share with SPERA and its members.

ISFIRE 2013 comes to Western Australia

On February 13-15 2013, the 3rd International Symposium for Innovation in Rural Education (ISFIRE) was held by SPERA in partnership with University of Western Australia (UWA) and University of New England (SiMERR). This biennial event followed upon ISFIRE 1 (held in Armidale NSW in 2009) and ISFIRE 2 in 2011 (held at Kongju National University, Korea).

The theme of the conference, which was held at the UWA campus in Perth, was *Rural Education on the Global Stage: Connecting for Innovation*. The five sub-themes of the conference (leadership, indigenous perspectives, curriculum and pedagogy, community and intersectoral networks, and initial teacher education) were well represented in 46 parallel session presentations featuring over 70 named authors/presenters, with topics covering all levels of education from early childhood through to tertiary and continuing education.

The symposium featured five inspiring keynote addresses, delivered by Prof. Michael Corbett (Acadia University, eastern Canada); Ass. Prof. Kai Shaft (Pennsylvania State University, USA); Prof. Peter Merrotty (University of Western Australia); Prof. Gary Partington (Edith Cowan University); and Ms Karen Capel (Managing Director, Australian Institute for Teaching and School Leadership). The opening keynote address was delivered by current SPERA president, Ass. Prof. Karen Noble (University of Southern Queensland).

The indigenous sub-theme of the conference featured presentations by John Guenther, Melodie Bat and Sam Osborne from Ninti One, exploring 'red dirt' thinking on indigenous and remote educational disadvantage.

Also featured at ISFIRE 3 was a Teacher Quality Symposium on February 14. This joint presentation by AITSL and SiMERR discussed the new Australian Professional Standards for Teachers (the Standards) as laid out by the Australian Institute for Teaching and School Leadership (AITSL).

A full description of the Standards can be found at:

<http://www.teacherstandards.aitsl.edu.au/OrganisationStandards/Organisation>

The Symposium featured hospitality, Western Australian style, in the form of a barbecue Conference Dinner held at the Trade Winds Hotel in Perth. Some of the delegates were moved to sing ...



Kai Schafft and Michael Corbett demonstrate their musical skills

Reports from Pre-Service Scholarship Winners - ISFIRE 3

Natalie Downes
Honours Student, University of Canberra

ISFIRE lessons for researching primary distance education

Attending ISFIRE 3 not only enabled me to learn more about the issues facing rural educators, but also provided me with the opportunity to meet and discuss my own research paper with other educators and researchers in the field.

Over the course of three days there were many different topics covered including Indigenous education, curriculum, AITSL standards, research methods and ethics, international perspectives, teacher preparation, gifted and talented students, and place-based education. A consistent theme throughout the conference, one that is a significant issue in rural education, was the need to consider the rural and remote schools as unique to their metropolitan counterparts, and how this shapes education for students in rural areas.

Kai Schafft discussed the issue of competing interests between schools and rural communities, raising questions around the purposes of education. Currently, there is a focus on factors such as raising test scores, which creates a placeless education system that aims to make rural schools like metropolitan schools and in turn disadvantages rural students. Michael Corbett also discussed similar issues, considering how there is tension between the national requirements and standards and local interests in schools. He provided an idea of how these issues can be balanced by viewing curriculum as a framework for improvisation to meet the needs of students in rural communities. Many other presenters also discussed issues around place-based education, considering issues such as literacy in rural schools, the view of 'Red Dirt thinking', the implications of teachers' attitudes and approaches when using place-based approaches and the benefits this brings both teachers and students.

The conference provided me with much to think about in relation to my own work in primary school distance education, where the focus is upon technology and its role in connecting students with each other and with their teachers. An important consideration for the parent supervisors in distance education is Michael Corbett's concept of curriculum as a framework for improvisation.

The conference also demonstrated just how underexplored primary school distance education is. In particular, it raised questions such as how the AITSL standards and other policies in education apply to distance education teachers and also the parents as they have a key role in their children's formal school education. A further consideration was the way in which the uniqueness of place influences these children's education, a fact which is often unconsidered.

Sessions on conducting research in rural communities were also important to me as a beginning researcher. These included a session by Cath Grist on some ethical considerations when conducting research in rural communities; and a session by Philip Roberts on knowing the rural, considerations in methods for rural research and the implications of these. These were enlightening as I begin my journey as a researcher and develop my knowledge further in these areas.

Attending the conference also reinforced my passion for completing research in rural education with the aim of giving a voice to those educators and students who are often overlooked, and assisting to provide an equitable education for children in rural areas.

As an early career researcher in the field of rural education, I was very thankful to receive a scholarship to attend ISFIRE 3. I would like to sincerely thank the organisations who supported the scholarship, including

the Isolated Children's Parents' Association of Queensland and Western Australia, SiMERR, SPERA, and the Catholic Education Office of Toowoomba. Attending this conference has had a profound impact and I will carry the knowledge I gained into the future. I would also like to extend my thanks to all those who conducted sessions at the conference and provided me with insight into issues in rural education, along with the conference organisers for providing myself and many others with the opportunity to attend. I look forward to participating in many more rural education conferences in the future.

Sally Edwards,

Final year student (History, Education), Macquarie University

Simply, attending the ISFIRE conference was not only enlightening but cemented my desire to teach in a rural or remote school.

From the sidelines it is obvious that more needs to be done to ensure rural and remote education meets the needs of both its students and teachers. The most important part of the conference for me is that it has allowed me to understand some key areas in which I will need to develop in my own practice in order to be an effective teacher in a rural environment which in turn will allow my students access to the education they deserve.

I am of the belief that locality should have an impact on your education, but not a negative impact. One's location should enhance their learning, as teachers we should incorporate 'place' into the classroom and enrich the lesson with the real life community we are teaching in. The key areas of 'enlightenment' for me at ISFIRE 3 were the concept of 'red-dirt' thinking and place based pedagogy.

A concept of 'Red-Dirt' thinking, to me, is that, as educators we need to consider context in our remote schools. As the 'red -dirt' thinkers themselves say, it is about keeping our feet firmly on the ground and looking at the reality of the context of the school and creating a learning environment where innovation is possible, and success probable. We need to change our approach to remote education to a view that it is local education. As a teacher, I will need to embrace the 'local' and bring place into my classroom which in turn will create relevance. 'Red-Dirt' thinking has a significant focus on Aboriginal and Torres Strait Islander Education, but for me the most important component of this work, for my current practice, is that context needs to be considered and my perception of my location needs to be local not remote.

Linking the community to the school and developing a relationship with the history of the community and its people is one of the concepts which really stood out for me as a pre-service history teacher. Linking place, curriculum and pedagogy will enhance my teaching practice and is something I will be looking to do in my classrooms and lesson planning. The idea of teaching modern history and giving the units a local context is exciting and essential, I think, for a rural or remote classroom as well as a metropolitan one. For instance, when teaching about World War I think it is important to look at the history of the community in those periods. Did many people in the community participate in either war? Was the community used for anything by the military? What are the local stories in those times? Learning World and Australian history becomes more 'real' when put in the local context.

The opportunity to attend the ISFIRE/SPERA conference in Perth was one that I have found invaluable and has helped to shape my future teaching career and the way in which I wish to approach my teaching as a whole. I look forward to utilizing the ideas from the conference in my future teaching.

Thomas Jenkinson Pre-Service Teacher, University of South Australia

ISFIRE thoughts on indigenous educational opportunity and aspiration

Over the three days of the conference, I was able to work with, engage and network with people all over Australia who share my passion for rural and remote education. From the beginning keynote speech of Professor Michael Corbett about the use of improvisation and creativity in rural education to the final presentation on Friday, I was overwhelmed by the research and dedication of the presenters into bettering rural and remote education, not only in Australia but around the world.

The interwoven theme of this symposium was innovation in rural education and developing ways in which we can better educate students in remote and rural Australia. It would be impossible for me to pinpoint one specific speaker or presentation that was the highlight of the Conference as they were all very informative and rich in thought-provoking detail. However, It was interesting to hear the need to further promote rural and remote teaching to pre-service teachers, a thought that I have had for a while, due to the very little I had heard about it in the first few years of my university degree.

I was intrigued by the Red Dirt Thinking presentations about the gap that currently stands between the educational results of non-indigenous and indigenous students. It brought up some thought-provoking questions such as whether or not NAPLAN should be used to test the levels of indigenous students and whether or not the mainstream curriculum best suits their cultural needs. I sat in on Kym Thomas's presentation on raising aspirations of indigenous students to look further than high school and onto further education. This felt very close to home as this research was done in the Anungu Pitjantjatjara Yunkunytjatjara Lands, which is where I want to teach once I graduate from University.

Hearing the four Indigenous speakers on the second day was a moving experience. This really showed me the challenges that our indigenous students are often faced with at home and in gaining an education. To see the success stories of these four indigenous people really was inspiring to do my best to change the tide of Indigenous education.

As a pre-service teacher only months away from beginning my teaching career, it was great to hear Karen Capel, the General Manager of AITSL, speak of the teaching standards. Karen's presentation ... did pose some interesting questions about how these standards can relate to teachers in different environments.

In closing, attending this symposium was a rewarding, informative and inspirational experience and I would highly recommend it to any other pre-service teachers who are passionate about working in remote or rural education. I was continuously raising questions to myself about how I can use the information gained from this experience to not only raise awareness of rural and remote education in South Australia, but how I will ensure that my teaching in a remote environment is not only effective and content rich, but encourages the students to be life-long learners.

As a Pre-service teacher at the University of South Australia, I would like to thank SPERA, SiMMER and Diocese of Toowoomba, Catholic Education Office for giving me the opportunity to attend the 3rd ISFIRE and 29th SPERA conference in Perth, 2013. Without the sponsorship, it would not have been possible for me to attend the event, in which I'm sure will stay with me throughout my teaching career.



DIocese OF TOowoomba
CATHOLIC EDUCATION OFFICE

.... act justly; love tenderly; walk humbly with your God.
Micah 6:8

Pre-service Educator Sponsorships to attend SPERA Conferences are provided by SPERA, the Isolated Children's Parents Association QLD, Isolated Children's Parents Association WA, the Catholic Education Office, Toowoomba, SiMMER National Research Centre and SPERA.

Rural Education on the Global Stage: Connecting for Innovation



Lisa Bell (UWA) and Barbara Barter
(Memorial University, Canada)



Professor John Halsey



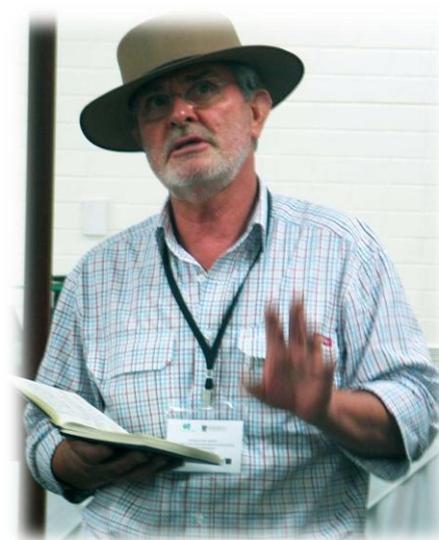
Don Boyd presenting a workshop at UWA



Dr Elaine Sharplin (UWA)



Professor Peter Merrotsy delivering a keynote
address



Professor John Halsey conducting a plenary session

What the delegates thought about ISFIRE 3

I would once again like to thank you very much for the opportunity to attend the conference. The conference was so inspiring for me that I have accepted an internship to O'Connor Primary School in Kalgoorlie after speaking to Steve Delfs and Sandi Fielder over the three days. I leave Friday week and am very excited and nervous at the same time!!

I thought that the conference was a complete success. The organisation and thought that obviously went into this conference paid off and was absolutely top! I really appreciated how we could go to whatever workshop we thought would be most of interest to us. I honestly can't think of anything that could have been done better, everything was fantastic and I feel so privileged to have been a part of it.

ISFIRE Delegate

Name not supplied

Dear ISFIRE Participants, I greatly enjoyed having the opportunity to meet and interact with so many of you and learn about your work and in particular the Australian contexts for rural and remote education.

I want to encourage you to consider the Journal of Research in Rural Education as an outlet for your scholarship. JRRE is a peer-reviewed, open access e-journal publishing original pieces of scholarly research of demonstrable relevance to educational issues within rural settings, established in 1982 by the University of Maine College of Education and Human Development. In 2008, JRRE moved to the Center on Rural Education and Communities, located within Penn State University's College of Education.

We welcome single-study investigations, historical and philosophical analyses, research syntheses, theoretical pieces, and policy analyses from multiple disciplinary and methodological perspectives addressing a variety of issues including (but not limited to): the interrelationship()s between rural schools and communities; the sociological, historical, and economic context of rural education; rural education and community development; learning and instruction; pre-service and in-service teacher education; educational leadership, and; educational policy.

You can access the journal at:

<http://jrre.psu.edu/index.htm>

with detailed instructions for authors here:

<http://jrre.psu.edu/submit.html>

As editor I am, and have been for some time, very interested in building the international scope of the journal, where possible, and would welcome your interest.

With very best regards, and until next time,

Kai Schafft

Editor, Journal of Research in Rural Education (and 2013 ISFIRE Keynote speaker and participant)

Associate Professor of Education, Penn State University

kas45@psu.edu

WACUTS brings trainee teachers to Kalgoorlie

Under a unique educational partnership, teacher training interns have been given a taste of rural professional practice in Kalgoorlie as part of a trip they will never forget.

In Western Australia, the Department of Education and Training (DET, 2006) have identified a continuing and increasing shortfall of teachers, especially in rural and remote areas. According to the Human Rights and Equal Opportunity Commission (HREOC, 2000) teaching courses do not adequately prepare pre-service teachers with the requisite skills and knowledge to teach in rural, regional and remote locations.

The Western Australian Combined Universities Training Schools (WACUTS) project addresses these concerns. WACUTS represents a complex collaborative partnership between three universities, 20 schools, a professional association and the Department of Education. The project is facilitated by new technologies linking metropolitan and rural communities, and opens dialogue between high calibre pre-service teachers and a range of partners who contribute complementary knowledge and skills to students' development.

Under WACUTS, 50 high-calibre students in their final year of pre-service training were offered the chance to experience rurality. Nineteen of the interns were based in country areas. All 50 students were linked to an online portal. The weekly portal entries allowed rural and metro experiences to be shared, plus opportunities for rich dialogue and professional discourse related to education in rural areas.

The field trip to Kalgoorlie was embedded midway through the twelve month internship. Five days of social and professional experiences began with a welcome BBQ and day trip to the races. All primary schools in the regional centre were visited. As many interns stated, "It was amazing to see the contextual differences between schools" (Kirsty).

The group were also introduced to the local history and geographic landscape of the community. One of the ex-geologists in the group reminded the interns "you need to know the historic, geographic and demographic landscape before you can work in the country" (Dan).

The interns were overwhelmed by the hospitality of the Kalgoorlie Network of Educators, Chamber of Commerce and Industry and local government agencies. For interns, one of the social highlights of the trip was an evening function hosted by the Chamber of Commerce and Industries, celebrating the role of 'internships' and combined medical and educational interns in the district. The discussions between supervisors, interns and government departments during the evening revealed synergies between the two groups.

A survey of the interns reinforced the need for pre-service teachers to have more opportunities to 'go bush'. They all considered the experience 'worthwhile' and 'memorable'. Three of the 2012 interns are now working in Kalgoorlie as a result of the visit. They have also connected with the 2013 cohort and act as 'rural ambassadors'.

Dr Sue Ledger

Murdoch University

SPERA Produces Illustrations of Practice for AITSL

In mid 2012 SPERA was successful with its *Request for Proposal* to AITSL to produce four illustrations of practice. SPERA joined forces with the newly formed Country Education Partnership WA (CEPWA) who were also contracted to produce four Illustrations.

The Australian Institute for Teaching and School Leadership (AITSL) is producing *Illustrations of Practice* to support the implementation of the new Australian National Professional Standards for Teachers.

The Australian Professional Standards for Teachers comprise seven standards outlining what teachers should know and be able to do. The seven standards are grouped under the three domains of *Professional Knowledge*, *Professional Practice*, and *Professional Engagement*.

The *Illustrations of Practice* are a resource for teachers and designed to bring the Standards to life. As a resource the illustrations:

- demonstrate what teacher practice could look like in a range of contexts to help teachers situate their own practice within the National Professional Standards for Teachers.
- are an impression of the qualities of teacher practice within a particular career stage of the Standards. The four career stages are designated as *Graduate*, *Proficient*, *Highly Accomplished*, and *Lead*.

All eight *Illustrations* produced by SPERA and CEPWA depicted the *Graduate* level and in the rural and regional context.

With the exception of three Illustrations, interns from the Western Australian Combined Universities Training Schools Project (WACUTS) volunteered their time and experience to enable the production to take place.

The interns and schools that made the project possible were: Annaliese Dawson (Murdoch University), Elizabeth Corp (Murdoch University), and Alexandra Gilbert (Edith Cowan University) who are all interns at O'Connor Primary School in Kalgoorlie; Laura Wilson (University of Western Australia) at Harvey Primary School; Natalie Donkin (Murdoch University) at Harvey Senior High School; Alana Reid (Curtin University) at York District High School and; Tanya Cox (Murdoch University) at Kellerberrin District High School.

Others who were not involved in the WACUTS internship program and providing *Illustrations* were; Tanith Dent, Natalie Perott and Libby Owen. Natalie, a graduated from Edith Cowan, had recently taken up an appointment at O'Connor Primary School (Kalgoorlie) after enjoying the opportunity to complete a practicum at the school in 2011. Tanith also completed a practicum at O'Connor in 2011 and had recently returned to the school to fill a vacancy after completing her teacher education training at Edith Cowan University. Libby was in her first year of teaching at Toodyay District High School after graduation from Notre Dame University.

Each of the graduates involved in the project are exceptional teachers with a passion for rural education. It was a great privilege for SPERA and CEPWA to be involved in the project and to work alongside teachers early in their careers and committed to the provision of quality education beyond metropolitan Australia.

The *Illustrations* produced by SPERA and CEPWA will be published on AITSL website during term two this year. ****Please note that the first two Illustrations of Practice are now posted on the AITSL website at**

<http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00264>

<http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00262>

Both Illustrations are at the Graduate level: Maths Rotations: Elizabeth Corp (O'Connor Primary School in WA) and Differentiated Language Learning: Laura Wilson (Harvey PS in WA)

The Australian Professional Standards for Teachers can be found at: <http://www.teacherstandards.aitsl.edu.au/>

See <http://www.teacherstandards.aitsl.edu.au/Illustrations> for more information about *Illustrations of Practice*.

Don Boyd

Educational Consultant

Sidney Myer Chair of Rural Education and Communities

Stories of innovation in rural and remote schools

During 2013, the Sidney Myer Chair of Rural Education and Communities will produce a series of flyers highlighting stories from rural and remote schools around Australia that are 'Making it Happen', making a difference. These stories are good news stories which have a sense of innovation in their application and achievements. The information has been sourced from the respective schools' websites, the relevant My School webpage, newspaper articles and school representatives. The stories are published with the permission of the school's Principal. We welcome your suggestions if you know of a rural or remote school in your area which is 'making it happen'. Please contact the Editor marja.vanbreda@flinders.edu.au or phone 08 8201 7529. We hope you will enjoy reading the good news from rural and remote schools.

Cowell Area School in South Australia

Cowell Area School was originally established as a primary school in 1892. It shifted to its present site in 1912 and became a higher primary school in 1930. The school was granted area school status in 1961. Our school currently provides enriched learning opportunities for students from Reception to Year 12. A dedicated team of teachers support learning across wide ranging curriculum.

Cowell is located on the Eastern side of Eyre Peninsula, 107 km South of Whyalla and 159 km North of Pt. Lincoln. The township itself is situated on Franklin Harbour; a large almost land locked body of seawater, with a narrow entrance of 300 m wide into Spencer Gulf.

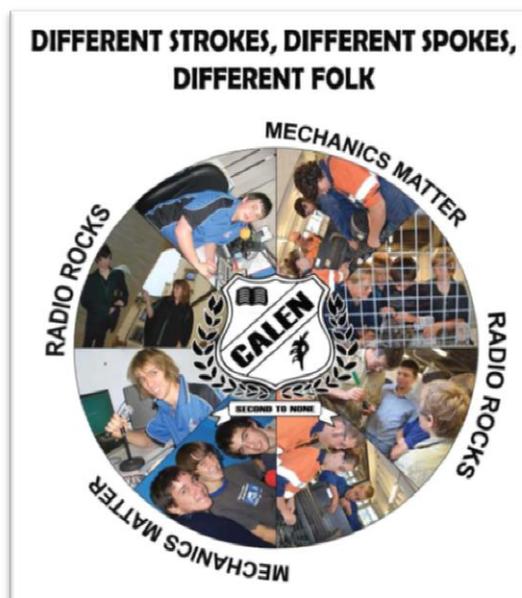
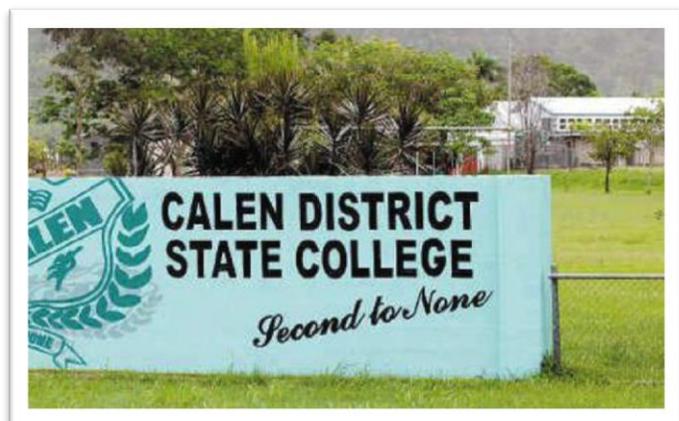
Cowell Area School is set in three sections – Reception to Year 5 is Primary School, Year 6 to Year 9 are Middle School, and Year 10 – Year 12 are Senior School. Each section aims to provide relevant curriculum in a supportive learning environment.



Calen District State College in Queensland

Calen District State College opened its doors as a Provisional school in 1924, and became a Registered State School in 1925. In 1964 the middle school years started, with years 11 and 12 students enrolling from 1991 onwards. The school is committed to installing respect and dignity, developing partnerships, embracing diversity and inclusivity, promoting leadership and accountability, and embodying professional and personal ethics. It is located in the district of Calen, Queensland, on the Bruce Highway between Mackay and the Whitsundays. The region produces more than a third of Australia's cane sugar and operates its largest mining reserves.

The College's vision states that students are: engaged in a powerful and intellectually challenging learning environment; encouraged to become autonomous learners; provided with the opportunity to experience success; provided with the skills, processes and knowledge to achieve to their full potential; engaged in a wide range of experiences; engaged in a seamless, spiral and increasingly challenging curriculum; encouraged to become active and informed participants in society; and supported through the transition from the early to the middle and then to the senior phases of learning.



Mypolonga Primary School in South Australia

Mypolonga Primary School opened its door in 1916. At the start of 2013 it had an enrolment of 125 students. The school's motto is T.I.G.E.R.: **T**eamwork, **I**ntegrity, **G**enerosity of Spirit, **E**xcellence, **R**espect. Its location is in a fruit growing and dairy district near the banks of the River Murray, Australia's largest river, about 100kms from Adelaide.

Mypolonga PS has received many accolades since it began to operate a school shop. When the Post

Office opposite the school became vacant a student suggested it be converted into a shop. The shop originally sold student-made crafts. However, when the Proud Mary, a paddle steamer on the Murray River, started to include the shop as part of their tour itinerary, the shop began to source high quality, locally made crafts.

The shop is open for 45 minutes each Friday and is student-run. Locally-made produce such as jams, preserves and biscuits, and crafts, are sold on a consignment basis.

Under the guidance of its principal, Mrs Rita O'Brien, the shop has grown into a retail business which has become integrated into the school curriculum and has an annual turnover of \$18,000. Profits go back into the school community.



Go to www.spera.asn.au and use Main Menu link *Sidney Myer Chair* to read more.....

Australian and International Journal of Rural Education

The SPERA journal (Australian and International Journal of Rural Education) is produced three times per year and is part of the SPERA membership package. Non-members wishing to subscribe only to the journal currently pay \$A75 (GST included). This applies to individuals and institutions. Contact person: Associate Professor Graeme Lock g.lock@ecu.edu.au

VOLUME 23(2) will be posted out at the end of July / early August 2013.....contents include:

WILL LEARNING SOCIAL INCLUSION ASSIST RURAL NETWORKS?

JILLIAN MARCHANT

THE ATTRACTIVENESS OF REGIONAL TOWNS: INFERRING QUALITY OF LIFE FROM HIGHER EDUCATION FACILITIES

AARON DRUMMOND, MATTHEW A PALMER AND R. JOHN HALSEY

THE CHALLENGES AND OPPORTUNITIES EXPERIENCED BY PARENT SUPERVISORS IN PRIMARY SCHOOL DISTANCE EDUCATION

NATALIE DOWNES

REGIONAL RESILIENCE: PRE-SERVICE TEACHER PREPARATION TO TEACH IN THE BUSH

SUE TRINIDAD, EMMY TERRY, DON BOYD, GRAEME LOCK, ELAINE SHARPLIN AND SUE LEDGER

NETWORKING THE 'BUSH' – IS THERE ANYONE OUT THERE?

JANICE FRANKLIN

THINKING ABOUT FIRST YEAR RETENTION IN TEACHER HIGHER EDUCATION: THREE STUDENTS IN A REGIONAL UNIVERSITY AND THEIR METAPHORS OF SURVIVAL

ROBYN HENDERSON AND KAREN NOBLE

'SHOULD I STAY OR SHOULD I GO': RURAL AND REMOTE STUDENTS IN FIRST YEAR STEM COURSES

SUE WILSON, TERRY LYONS AND FRANCES QUINN

THE ROLE OF THE AUTHENTIC CURRICULUM AND PEDAGOGY FOR RURAL SCHOOLS AND THE PROFESSIONAL SATISFACTION OF RURAL TEACHERS

PHILIP ROBERTS

EDUCATING FOR SUSTAINABLE RURAL FUTURES

PAM BARTHOLOMAEUS

MEMBERSHIP

SPERA membership covers the calendar year.

2013 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 'members only' section has now been added to the website. Login icon is on home page. ISFIRE presentations have been uploaded in this section. Members have been provided with login details.

A membership application form for 2013 is available on the SPERA website: www.spera.asn.au

Contact details for SPERA 2012-2013 Executive and Portfolio(s)

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Don Boyd	Treasurer/Secretary; ISFIRE; Special Projects	donboyd@iinet.net.au ; treasurer@spera.asn.au ;
Gary Allen	AREA; Youth Ambassador; 2014 Conference	ggallen.esq@gmail.com ;
Tania Broadley	Journal	t.broadley@curtin.edu.au ;
John Borserio	AREA	John.Borserio@twb.catholic.edu.au
Robyn Henderson	Pre-Service; Student Scholarship	robyn.henderson@usq.edu.au ;
Paula Jarvis-Tracey	Pre-Service; Student Scholarship; Journal	p.jervis-tracey@griffith.edu.au ;
Sue Ledger	Pre-Service; Student Scholarship	S.Ledger@murdoch.edu.au ;
Graeme Lock	Journal Chief Editor	g.lock@ecu.edu.au ;
Brian O'Neill	Business Manager Journal; AREA	bonei24@eq.edu.au ;
Michael Preece	Vice President, Newsletter	Michael.Preece@cesa.catholic.edu.au ;
Susan Robinson	Newsletter	susan.robinson@unisa.edu.au ;
Elaine Sharplin	ISFIRE; Pre-Service; Student Scholarship	Elaine.Sharplin@uwa.edu.au ;
Charles Bradley	Public Officer	ccdecon@zipworld.com.au ;

KEEPING IN TOUCH

Newsletter from Australian Council of State School Organisations
www.acsso.org.au

Daily Education Newsletter from USA
www.edweek.org
National Rural Education Association (USA)
www.nrea.net

Sidney Myer Chair of Rural Education and Communities
www.flinders.edu.au/education/rural

Society for the Provision of Education in Rural Australia. Newsletters, Publications, Awards.
www.spera.asn.au

