

SPERA NEWSLETTER – October 2013



WWW.SPERA.ASN.AU

PO BOX 659

WEMBLEY

WA 6913

President's Report	1
Annual Report	2
Conference 2014	6
Making it Happen	7
TAP into Learning	9
Agriculture Scholarships	10
Healthy Eating 'Thumbs Up' program	10
AREA Award	11
RRR Project	12
AIJRE	13
Keeping in Touch	13
SPERA Executive	
Contact Details	14
Application for Membership	15

Society for the Provision of Education for Rural Australia Inc.

ABN 282 727 044 01



From the President

Welcome to the final newsletter for 2013. Following the recent AGM it is my pleasure to welcome new members to the SPERA Executive team and to thank those returning for another year of service.

As you will see from my Presidential report included in full in the newsletter, 2012/2013 has been a busy year for SPERA and together we should celebrate our many achievements. I would also like to especially thank our outgoing journal editor, Assoc. Professor Graeme Lock. His commitment to SPERA and the Australian and International Journal of Rural Education (AIJRE) has been commendable and very much appreciated.

Planning for SPERA Conference 2014 has begun in earnest. Conference will run from 1-3 October, 2014(inclusive) and will involve a new look program, including keynotes, workshops and roundtable discussions and action planning, along with parallel paper sessions. It is also timely to announce the relaunch of our AREA Awards, with additional categories developed to celebrate existing rural projects as well as to provide seeding opportunities to assist the realisation of new and innovative ideas. Of course we also remained focused on supporting pre-service educators interested in pursuing a career in rural education via our citations. For further information and access to the online application process please access the SPERA website at <http://www.spera.asn.au/index.php> Please watch out for conference updates provided via the SPERA website and consider submitting an abstract for the program! We hope to see as many members and rural education advocates as possible at University of New England in Armidale, NSW.

As we look forward, it is imperative that SPERA continues to grow in membership and we encourage existing members to encourage colleagues to consider joining our vibrant organisation. The SPERA Executive team remains focused on our mission of advocacy for and support of the provision of quality education and training in rural contexts and we look forward to another exciting year in rural education.

KAREN NOBLE
SPERA PRESIDENT

SPERA President's Annual Report 2013

It is with pleasure that I table SPERA's 2012/13 Annual Report and my first as President of the Society. As is established protocol my report will be presented in 2 parts. The report serves two key purposes. First, it provides an overview of SPERA's work over the past twelve months. Second, it outlines already charted future directions for the organisation as well as proposing some futures-focused initiatives for consideration over the coming year. As we know, rural education in Australia is truly under-resourced and SPERA needs to ensure long-term viability to be able to continue to advocate for and promote high quality education provision and outcomes for rural communities. After all – our mission is to link people with diverse interests in education and training to promote development in rural Australia.

As this has been my first term as President of SPERA there have been many challenges as well as a myriad of opportunities that I wish to reflect back to the membership. It has been an honor to serve as SPERA's president during this time and I would like to take the opportunity upfront to acknowledge the guidance and support offered to me by the Executive team over this time of transition. I especially wish to acknowledge the support provided by Emmy Terry as past-president. In the interim role as Executive Officer she has ensured that SPERA remains in good shape to face the future and to allow us to continue to advocate for high quality rural education. Moreover she has guided my transition into the role of President and she has my personal thanks for that!

SPERA continues to be a financially viable association. A full financial report will be presented by Don Boyd Treasurer at this AGM. SPERA continues to maintain 6 accounts (Operating, Conference, Cash Reserve Account, 2 Term deposit accounts and a Paypal account).

As is always the case, 2012/13 has been a busy year for SPERA as we continue to grow our membership and importantly, advocate for high quality education provision in rural Australia. The remainder of the report provides a brief snapshot from each of the key portfolio areas of SPERA activity for 2012/13 as well as highlighting potential foci for the future.

ISFIRE3

Since 1984, through its annual national conference, SPERA has been bringing people together to talk about rural education, to share innovation and new initiatives that support quality rural education provision, to network debate and interrogate issues and challenges that continue to face rural schools and their communities.

In 2013, in place of a stand-alone national conference, SPERA partnered with SiMERR (University of New England and University of Western Australia) to host the 3rd International ISFIRE conference in Perth, WA. The conference ran from 13-15 February, 2013 with the theme of Rural Education on the Global Stage: Connecting for Innovation. There were a variety of sub themes to underpin the conference proceedings also, including: Leadership; Indigenous perspectives; Curriculum and pedagogy; and Community.

Keynote speakers included: Professor Michael Corbett (School of Education, Acadia University, Canada); Associate Professor Kai Shafft (College of Education, Pennsylvania State University); Professor Gary Parrington (School of Education, Edith Cowan University) and Professor Peter Merrottsy (School of Education, University of Western Australia). The three day conference saw a wide array of paper and panel presentations that reflected the depth and breadth of passion, expertise and localised knowledges of delegates. Many of the papers presented have already been published in our journal or shortly will be.

Professor Helen Wildy, the Dean of the Faculty of Education (UWA) hosted a welcome reception for SPERA members and conference delegates at the historical Boatshed on the edge of the Swan River and this provided the backdrop for 3 days of collegial interactions and robust discussions. Professor John Halsey: Sidney Myer Chair: Rural Education and Communities provided a daily plenary session which was well received and importantly, provided a vehicle for critical reflection on the day's key messages and gave us food for thought as we engaged in a myriad of networking and social opportunities. The social highlight of the conference was of course the Official Conference Dinner, where we were treated to a 'cabaret' style assortment of musical interludes – entertainment at its best! We are a lively and rather rowdy bunch when we are all together and certainly the MC for the evening – no other than Gary Allen – set the scene and managed to corral the merriment (or perhaps it was more like herding cats Gary?). Nonetheless, ISFIRE 2013 was a wonderful event and opportunity to continue to build strong networks in rural education.

In future considerations of co-hosted conferences, it is important for SPERA to consider the timing and potential impacts on regular conference schedules. Given that SPERA usually holds its national conference in late September of each year, any changes to this can bring both positive and negative effects and this should be carefully considered before changing the timing of the annual national event.

Membership of the National Education Forum (NEF), now Australian Alliance of Associations in Education (AAAE)

SPERA has been a member of the National Education Forum for a number of years. At the latest meeting of the National Education Forum (NEF) in June in Melbourne a final decision on the creation of a new entity, which has been a point of discussion over the past 3 years, was made. The proposed entity, called the Australian Alliance of Associations in Education (AAAE), was driven by the members of the NEF out of a desire to establish an entity which is more representative of the voice of national teaching associations. The initiative came out of a belief that national teacher associations have not participated in critical policy discussions at the national level because no entity has existed which represents the voice of national teacher associations. Throughout the process, the NEF has been insistent that this proposed entity is to be focussed on advancing the voice of national teacher associations in the national education landscape and to primarily advocate for the work of national teacher associations. It has frequently been made clear that the new entity was not envisaged to speak on specific curriculum matters relevant to individual national teacher associations. Many hours has been spent at NEF meetings to clarify the purpose of the new entity on these concerns.

It was clearly stated that the new body would not replace the voice of individual associations, rather provide an additional if not improved conduit through which associations could work, and that the NEF would direct and advise the Board. This has been three years in being actioned. It was also felt that NEF lost credibility with Minister Garrett for not being a constituted entity.

The President Malcolm McInerney tabled the notion:

That the National Education Forum (NEF) proceeds, in accordance with the draft constitution and business plan forwarded to all NEF members in May 2013, with the establishment of a new constituted entity to be called the Australian Alliance of Associations in Education (AAAE).

Following discussion the motion was passed at the meeting and progress is now being made to formalise the formation of the Australian Alliance of Associations in Education (AAAE). The next meeting of the AAAE will be held in Sydney in November this year.

A number of interesting guest speakers provide support for the AAAE/NEF. At the June meeting presentations were made by Stuart Tait: Education Services Australia (General Manager) who has

supported a number of associations re SACOL Project that has just concluded, Louise Hanlon: (Group Manager) DEEWR; on the National Plan for School Improvement and School Funding Reform and Sylvia Ercole: AEF Project Officer Asia Education Foundation on “Engage with Asia Through English and History Pilot Project” (funded by DEEWR under the national Asia languages and Studies in School Program (NALSSP)). The project is managed by a consortium (PETAA; AATE; HTAA; AEF).

Engagement with AITSL

SPERA has maintained strong links with AITSL over the past twelve months. Our organisation has been able to contribute to the development and implementation of a range of AITSL resources and initiatives. In doing so, SPERA has been able to advocate the professional learning needs of teachers and school leaders working in Australia's diverse regional, remote and rural locations.

In December last year SPERA, in conjunction with the Country Education Project Western Australia (CEPWA), finalised the production of a number of Illustrations of Practice for AITSL. Illustrations of Practice have been produced to capture the Australian Professional Standards for Teachers in action in various schools and classes, with different cohorts of students and in different settings.

Through SPERA's partnership with CEPWA 10 Illustrations of Practice have been produced in rural schools at the Graduate level. Two of the Illustrations have been posted on AITSL's website with the remainder due to be published by the end of the year. SPERA acknowledges the wonderful support it received from the outstanding graduates who assisted with the project.

To help promote the work of AITSL SPERA once again invited their participation at our National Conference in Perth in February this year. AITSL representatives provided a number of sessions over the three days of the conference and contributed valuable input during the numerous workshop sessions.

SPERA acknowledges the work of AITSL and in particular their commitment to teachers and school leaders working in country locations.

SPERA Website

The SPERA website continues to evolve. A private section has been developed for members and currently hosts presentations from the ISFIRE conference. Log-in details have been provided to all members. A new feature has been the inclusion of information provided by Dr John Halsey, Sidney Myer Chair, Rural Education and Communities. A particular feature is the “Making it Happen” section that highlights stories from rural and remote schools around Australia that are “Making it Happen”, “Making a Difference”.

The site continues to provide information on conferences, current issues and hosts the SPERA newsletter. Any suggestions for improvement are welcome. Please view the website at www.spera.asn.au

Pre-service Portfolio

The Portfolio of Pre-service Teacher has great potential to recruit and retain new members for SPERA and contribute to the professional development of novice teachers and teachers new to the rural/remote context. At present new members are welcomed personally via email from a member of the portfolio. This welcome serves two purposes - to make contact with the new member, and also to seek some background on the new member. At present this is a fairly surface approach.

Paula conducted a short survey in 2012 that indicated very strongly that the new members (whether they were pre-service teachers, novice teachers, or teachers new to the rural areas) really wanted/needed a forum in which they could talk and connect with people in similar circumstances. It also showed that while they knew of SPERA and showed commitment to become members, they weren't entirely sure about what support, information and direction SPERA could provide them.

There is great scope here to identify and target these particular members better. In 2013/14 it would be great to see the portfolio become more of a 'community' with these specific members. Moving forward, it would be great to feature some of the 'stories' from members in this category in the newsletter; we could also do more in the social media forum to connect - and keep connected - to members to have a more 'immediate' response to the concerns, ideas, challenges of teachers working in rural areas across Australia.

This would have flow on effects to other portfolios and create opportunities to potentially target research projects - driven by practitioners currently living and working in rural and remote communities as well as those identifying as future educators for rural communities. To achieve this, of course, SPERA Executive will need to have a more cohesive and targeted approach to the Pre-service Teacher Portfolio. It would also be great to look at how we can capitalize on work SPERA has been/ already is involved in, such as expanding WACUTS to have a national focus and the work done with AITSL Illustrations of Practice and RRTEC. Strengthening research in this area would also feed into the advocacy work that SPERA does.

AREA (Australian Rural Education Award)

A small working party led by Gary Allen and John Borserio are in the process of reviewing the Australian Rural Education Award (AREA) for implementation in 2014.

Applications will be invited from rural remote schools, universities and learning centres for the 2014 AREA Awards. Awards will be made in three divisions.

Division One

The SPERA Award will be given to an existing project that has a proven link between a school or learning context and its community in a rural and remote setting that works and improves outcomes for a defined group of students.

The successful applicant will receive \$2,000 to be used to build the project's sustainability. Representatives will be funded to attend and participate in the annual SPERA conference. The award will be presented at the conference dinner.

Division Two

A future project that supports new and creative thinking in professional practice aimed at improving student outcomes in a rural and remote setting. This award will encourage innovation and provides seeding resources to support the project.

The successful applicant will receive \$2,000 to support the project. Attendance at the conference is encouraged and a report for the 2015 conference required.

Division Three

In this division five pre-service citations will be awarded to pre-service students or institutions recognising demonstrated excellence in professional learning practice in rural and remote settings.

Applications for each division will be made online, with a more detailed examination of shortlisted applicants.

The SPERA Journal

Graeme Locke has guided the editorial team of SPERA's journal for a considerable period of time and we are grateful to him for the extended efforts that he has put into ensuring that the journal continues to maintain its readership. However, following the AGM there will be a call for expression of interest in the role of journal editor/editorial team for 2014. As we move forward in this space it will be very useful to

explore future growth potential through an online system, etc. More information will be forthcoming following the AGM.

Concluding remarks

In conclusion, it is clear from the contents of this report that SPERA has been and will continue to be very active in the rural education space. SPERA is well situated to proactively engage in a range of rural education initiatives and I would hope that such opportunities will continue to emerge into the future.

KAREN NOBLE
SPERA President 2013



**30th
NATIONAL
SPERA
CONFERENCE**

**3 DECADES ON:
REFLECTIONS UPON RURAL EDUCATION
- ACHIEVEMENTS, CHALLENGES
AND FUTURE DIRECTIONS**

SUB THEMES: PRE-SERVICE, CURRICULUM / PEDAGOGY,
POLICY / PLACE, PARTNERSHIPS, TECHNOLOGY,
INDIGENOUS, SUMMIT 2011, ISFIRE3 2013

VENUE: UNIVERSITY OF NEW ENGLAND,
ARMIDALE, NEW SOUTH WALES

EARLY OCTOBER 2014 (TBC)

Society for the Provision of Education in Rural Australia
www.spera.asn.au

Held in partnership with the
University of New England
Armidale, New South Wales



Making it Happen – 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.



O'CONNOR PRIMARY SCHOOL WESTERN AUSTRALIA

O'Connor Primary School is a friendly school that values the support and participation of the school community. The staff are dedicated and enthusiastic in their endeavour to ensure the best outcomes possible for every student. This is epitomised in the school motto 'Friendship and Achievement'.

O'Connor Primary is located in Kalgoorlie-Boulder and was named after Charles Yelverton O'Connor, the Chief Engineer for Western Australia from 1891 until his death in 1902. C Y

O'Connor designed and, for the most part, guided the construction of the Goldfields Water Supply Scheme that first brought water to Kalgoorlie in 1903, as it does today.

Kalgoorlie-Boulder has a population of over 30,000 and lies 600 km east of Perth. It is primarily a mining and service city.



O'Connor Primary was constructed in 1996 and has grown steadily to reach a population of over 800 students from Kindergarten to Year Seven.

The school is well resourced with a number of specialist teaching areas as well as new classrooms. The school site also houses the O'Connor Education Support Centre. Both schools run a very successful integration program that provides many opportunities for inclusion across a broad range of activities.

The dedicated and professional staff provide an academically balanced educational program with a focus on Pastoral Care and the Australian Curriculum. Extra resources and specially trained staff are provided to ensure all students are being catered for and challenged to do their best. The staff at O'Connor PS work together to focus on the school's priorities which ensure all students are given the opportunity to succeed to their potential.

In 2011, O'Connor Primary School became an Independent Public School and this status has allowed the school flexibility to develop specific areas that complement the core business of educating students. The school provides excellent grounds for students to enjoy along with a first class educational program. In addition the school strongly supports the development of young pre-service and graduate teachers through a wide range of programs.

PRE SERVICE TEACHERS

O'Connor Primary School, along with the Kalgoorlie-Boulder Primary Network, has a history of supporting pre-service teachers and in 2012 became a Training School hosting 4th Year pre-service teachers in an Internship programme that provides a placement in a classroom for the full year. The Interns begin the

school year with staff, being involved in professional learning, beginning of the year start up in a classroom and induction with new staff into the school ethos. Interns complete the year building up their time in classrooms from two days per week up to a full time teaching load using the gradual release model with their mentor teacher. Mentor teachers are provided professional learning that allows them to develop skills in conversations to promote growth in pre-service teachers.

Once Interns have completed their final teaching practicum, they are given the opportunity to relief teach across the school, further enhancing their skills and flexibility. Interns are in the school for the end of year processes and actively involved in events throughout the year such as school carnivals, assembly items and end of year concert. Interns who finish the whole year have demonstrated their competence and flexibility and are far more school ready on graduation.

The school and network also host a city to country experience for city based Interns to come and have a taste of the country for a short 5 day period. Interns are exposed to a wide range of schools and also to what the town has to offer for graduate teachers outside of the school environment. They participate in tours of local attractions and sporting facilities as well as developing links with the local Interns. This process is replicated later in the year when a country to city experience also happens.

In addition to the Internship program, the school coordinates and hosts a large number of 3rd Year and final practicum pre-service teachers. The success of getting pre-service teachers into the country is now providing significant changes in staffing. Graduates who have participated in the programme are more prepared and eager to return to a country location. Of pre-service teachers who have participated in either 3rd or 4th Year program, over 70% have now returned to work in a rural location and some of these are working in remote schools.

HIGHLIGHTS

2012

- ✚ 5 Interns completed program: 2 employed at O'Connor PS through Early Offer program, 2 employed locally, 1 employed through an advertised vacancy.
- ✚ 24 pre-service teachers completed practicums in Kalgoorlie-Boulder.
- ✚ 6 final year pre-service teachers are now employed in the region or other country location.

2013

- ✚ 3 Interns again placed at O'Connor PS.
- ✚ 31 pre-service teachers completing practicums in Kalgoorlie-Boulder.
- ✚ 1 final year pre-service teacher already employed in the region (as of beginning of Semester 2).

Printed with permission: Dr John Halsey: Sidney Myer Chair: Rural education and Communities

Melbourne Uni Students TAP into Learning

On Monday 9th September, teacher candidates from the Melbourne Graduate School of Education, Melbourne University, spent a morning immersed in the dairy industry in south west Victoria, undertaking a professional development program originally delivered to teachers at Timboon P-12 School as part of the Timboon Agriculture Program (TAP). The industry activity was followed by a session at Timboon P-12, with school staff, TAP Coordinator Andrea Vallance and WestVic Dairy Careers Coordinator Robyn Vale.

The Melbourne Graduate School of Education teacher candidates are on placement in various secondary schools in the Corangamite region. WestVic Dairy offered the teacher candidates an opportunity to gain an insight into the innovative Timboon Agriculture Program, and to undertake a professional development activity in dairy.

After intensive sessions on two farms, they saw the TAP in action at Timboon P-12 School and spent time with school staff who, supported by local dairy and non-dairy agricultural producers, service providers and dairy manufacturers, have been delivering innovative curriculum in maths, science, business studies and food technology at secondary level, and across the curriculum in Grades 3-6.

The Timboon Agriculture Project is only just into its second year – its pilot stage was supported by a grant from the Gardiner Foundation - and its aim to eventually integrate agriculture into the curriculum in most subject areas and across all year levels is well progressed. It led to the school being short-listed for two Victorian Educational Excellence awards earlier this year.

The following week, a group of six academic researchers from the Graduate School of Education at Hiroshima University visited Timboon P-12 School to learn about the TAP.



UQ Scholarships promote agriculture careers

Scholarships promote agricultural careers with unlimited growth.

Ten Scholarships valued at \$6000 each are now available for high school students considering careers in Agriculture and Agribusiness.

The University of Queensland (UQ) is reserving ten Merit Scholarships to be offered to high achieving students listing the Bachelor of Agricultural Science, Bachelor of Agribusiness or Bachelor of Science at the Gatton campus as their first preference on their Queensland Tertiary Admissions Centre (QTAC) application.

With over 2000 professional jobs in agriculture available every year and only 800 graduates produced nationally by universities, there are exceptional and highly rewarding career opportunities available for students seeking these careers.

Facing global issues such as food security, climate change, biosecurity and economic uncertainty, agriculture will need highly skilled and technology focussed professionals to meet these challenges. Studying agricultural science, agribusiness or science will assist students to become part of this future in Queensland, nationally and internationally.

The programs are offered at the Gatton campus and are supported by scholarships, industry placements, summer research positions and some of the best teaching and research facilities in Australia. UQ is now ranked in the top three universities in Australia, in the top 100 universities in the world and in the top 10 universities in the world for agriculture, forestry and environmental science.

Students can apply for the Scholarships before October 31st online at:

<http://www.science.uq.edu.au/agscholarship>

Healthy Eating

Mimili students star in this video about eating healthy foods and enjoying life on Anangu land. Great stuff!!

<http://vimeo.com/68686317>

The Jimmy Little Foundation "Thumbs Up" program - Mimili APY Lands SA

The Jimmy Little Foundation has worked in scores of Aboriginal communities in Australia spreading their message of good health and nutrition to primary students. The challenge of educating the kids, writing a song and then filming a video clip in just two or three days is challenging but rewarding for all involved.

Australian Rural Education Award (AREA)

A small working party led by Gary Allen and John Borserio are in the process of reviewing the Australian Rural Education Award (AREA) for implementation in 2014.

Applications will be invited from rural remote schools, universities and learning centres for the 2014 AREA Awards. Awards will be made in three divisions.



Division One

The SPERA Award will be given to an existing project that has a proven link between a school or learning context and its community in a rural and remote setting that works and improves outcomes for a defined group of students.

The successful applicant will receive \$2,000 to be used to build the project's sustainability. Representatives will be funded to attend and participate in the annual SPERA conference. The award will be presented at the conference dinner.

Division Two

A future project that supports new and creative thinking in professional practice aimed at improving student outcomes in a rural and remote setting. This award will encourage innovation and provides seeding resources to support the project.

The successful applicant will receive \$2,000 to support the project. Attendance at the conference is encouraged and a report for the 2015 conference required.

Division Three

In this division five pre-service citations will be awarded to pre-service students or institutions recognising demonstrated excellence in professional learning practice in rural and remote settings.

Applications for each division will be made online, with a more detailed examination of shortlisted applicants.

RESPECT; RELATIONSHIPS: RECONCILIATION (RRR Project)

As a nation Australia values the central role of education in building a democratic, equitable and just society—a society that is prosperous, cohesive and culturally diverse, and that values Australia’s Indigenous cultures as a key part of the nation’s history, present and future.

Universities in Australia are responsible for educating professionals who will shape the culture and practices of the future. These professionals have the power to make social change, including societal attitudes and the extent to which all Australians are included in society.

Teachers in particular have an opportunity through their practice both to break down the barriers to socio-economic disadvantage experienced by many Indigenous Australians and to increase understandings of all Australians about Indigenous histories and cultures.

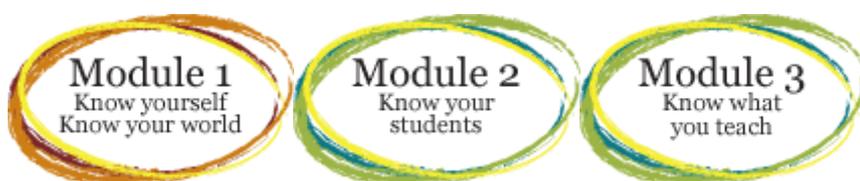
It is therefore imperative that graduate teachers gain a respectful understanding and knowledge of Indigenous cultures, histories and contemporary contexts, and acquire culturally appropriate skills and strategies to work in partnership with Indigenous communities.

RRR provides pedagogical and cultural considerations to support Faculties and Schools of Education to review, revise, refresh, and strengthen existing units of study for the graduate **career stage** of Focus Areas 1.4 and 2.4 of the Australian Professional Standards for Teachers.

KNOW YOURSELF: Underpinning module for improving strategies for teaching Aboriginal and Torres Strait Islander students and teaching of Indigenous studies in schools

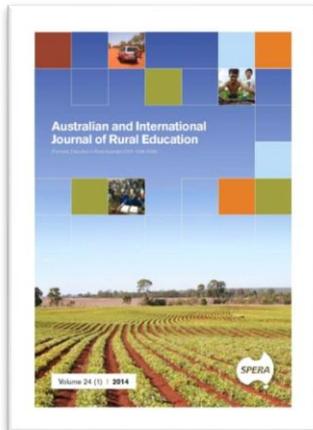
KNOW YOUR STUDENTS: Teacher education Module to support Teaching Focus Area 1.4 - strategies for teaching Aboriginal and Torres Strait Islander students

KNOW WHAT YOU TEACH: Teacher education Module to support Teaching Focus Area 2.4 - to understand and respect Aboriginal and Torres Strait Islander people and promote reconciliation



LINK: <http://rrr.edu.au/>

SPERA'S JOURNAL: *Australian and International Journal of Rural Education*



The journal is produced three times per year and is part of the SPERA membership package.

Non-members wishing to subscribe only to the journal Fee for SUBSCRIBERS ONLY for the journal for 2014 (Volume 24) [i.e. Issues 1, 2, 3] will be AUD\$75-00 GST not applicable. This applies to individuals and institutions. Contact person

As a non-profit organisation with annual turnover below \$100,000, SPERA is not required to register for the GST. No GST has been charged on goods and services supplied by SPERA. SPERA's Australian Business Number (ABN) is 28 272 704 401.

MEMBERSHIP

SPERA membership covers the calendar year.

2014 Membership Fees

- Full Membership \$110.00
- Student Membership (Full Time) and Retirees \$60.00
- 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 2014 is available on the SPERA website: www.spera.asn.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

Contact details for SPERA 2013-2014 Executive and Portfolio(s)

NAME	Position/Portfolio	Email Contact
Karen Noble	President Conference 2014	karen.noble@usq.edu.au ; president@spera.asn.au ;
Emmy Terry	Immediate Past President; Executive Officer; Strategic Planning (Membership; Website; NEF)	admin@spera.asn.au ; e.terry@marmadukhouse.com.au ;
Don Boyd	Treasurer/Secretary; Special Projects: AITSL (Leader)	donboyd@iinet.net.au ; treasurer@spera.asn.au ;
Phil Brown	Vice President Strategic Planning (Leader)	admin@cep.org.au
Gary Allen	AREA; 2014 Conference (Leader); Strategic Planning	ggallen.esq@gmail.com ;
Tania Broadley	AIJRE (Leader) - Journal)	t.broadley@curtin.edu.au ;
John Borserio	AREA	John.Borserio@twb.catholic.edu.au
Robyn Henderson	AIJRE (Journal)	robyn.henderson@usq.edu.au ;
Paula Jervis- Tracey	Pre-Service (Leader); AIJRE (Journal)	p.jervis-tracey@griffith.edu.au ;
Sue Ledger	Pre-Service;	S.Ledger@murdoch.edu.au ;
TBA	Journal Chief Editor	
Brian O'Neill	Business Manager AIJRE (Journal);	bonei24@eq.edu.au ;
Michael Preece	Newsletter (Leader)	Michael.Preece@cesa.catholic.edu.au ;
Vincent Connor	Newsletter	Vincent.connor@wf.catholic.edu.au
Jodie Kline	Pre-Service; AIJRE (Journal)	Jodie.Kline@deakin.edu.au
Charles Bradley	Public Officer	ccdecon@zipworld.com.au ;

