

2021 National Conference for Regional, Rural & Remote Education

Paper Title	Author/s and Affiliation (Faculty or school or department & institution)	Contact Email	Abstract	Presenter Biography
The theory of rural educational leadership	Kathryn Hardwick-Franco, School of Education Psychology and Social Work, Flinders University	kathryn.hardwickfranco@flinders.edu.au	To inspire leaders in regional education, it is critical to acknowledge the complexities of the role, to articulate the difficulties of the role that are bespoke to rural context, and use research findings to advocate for support for rural principals, tailored to their needs. The aim of this paper is to share the theory of rural educational leadership; and the nine elements that constitute the theory. The nature of the paper is both analytical, analysing results of interviews with rural school principals, and theoretical for it concludes with the theory of rural educational leadership. The content of the paper includes results of analysis of interviews with rural school principals. It shares their experiences and shows how they connect with the nine elements that established the theory. Results highlight aspects of the role that are in addition to the role of the non-rural principal and how these aspects link to the theory. Implications of the research include using the theory of rural educational leadership to advocate support for rural principals, customised to rural contexts. Supports required include additional funding for rural principals, professional development bespoke for rurality, additional school staffing, a re-writing of the AITSL Standards such that they be inclusive of rural contexts, acknowledgement of the additional workload and negative health implications for rural principals. The impact of the research can support employers acknowledge the additional complexities brought to the role of rural principal, due to rurality.	Kathryn has been a teacher and educational leader in rural, remote and very remote South Australia, while engaged in higher degree research for over twenty years. She is mother of two daughters and married for 30 years. Her work has been published in a variety of multi-modal formats and she has been cited in a number of languages. Her research has investigated the ways in which people use music for identity maintenance, ways in which NGOs and rural schools co-deliver music education, rural education, and most recently she has focused on rurality and rural educational leadership. Rural educational leadership matters.
The digital divide is alive and well!	Dr Cathy Stone, School of Humanities & Social Science, University of Newcastle and the National Centre for Student Equity in Higher Education, Curtin University; Monica Davis, Country Universities Centre	monica.davis@cuc.edu.au	Australia is currently ranked 62nd in the world for internet connectivity, with connectivity and internet speeds being particularly problematic in non-metropolitan areas. This leads to considerable disadvantage for many regional and remote university students. We asked university students registered with a Country Universities Centre (CUC) in eight regional towns - Cooma, Goulburn, Broken Hill, Narrabri, Moree, Grafton, Griffith and Leeton - to run an internet speed test and complete a short survey. The CUC is part of the Regional University Centres network and the students were mostly enrolled in a fully online, distance degree program through a range of Australian universities. The survey asked them what their home internet download speeds were, whether this was sufficient for them to do their university work and how it was affecting their study. Almost two-thirds of the 55 respondents disagreed or strongly disagreed that their internet was sufficient for their studies, citing multiple problems in accessing or downloading materials, including problems in watching lectures or working on assessment tasks. With online students being two and a half times more likely than those on-campus to withdraw from university without a qualification, this survey highlights the extent to which internet access is a key equity issue. This presentation discusses the findings from this survey within the broader context of regional/remote student participation in higher education, which remains considerably lower than for metropolitan Australia, highlighting the urgent need for governments and universities to recognise and address this inequity.	Cathy Stone, DSW (Research), is a Conjoint Associate Professor in Social Work at the University of Newcastle and an Adjunct Fellow with the National Centre for Student Equity in Higher Education, where she undertook research into improving outcomes in online learning as an inaugural 2016 Equity Fellow. Cathy is an Independent Consultant and Researcher on the support, engagement and success of diverse student cohorts in higher education. Monica Davis is the Director of Educational Delivery for the County Universities Centre. In this role she focuses on student support and collaborations with Australian universities to make higher education more accessible to regional, rural and remote students. Monica completed her Bachelor of Science with Honors 1 from the University of Newcastle, and a Masters in Geostatistics from the University of Adelaide. Monica believes that the future of an aspiring student should not be predetermined by where he or she lives.
Co-Designing Early-Stage Pathway Learning Activities with Regional, Rural and Remote (RRR) Communities	Dr Mollie Dollinger (La Trobe University); Dr Belinda D'Angelo (La Trobe University); A/Prof Andrew Harvey (La Trobe University); A/Prof Ryan Naylor (University of Sydney); Dr Marian Mahat (University of Melbourne)	m.dollinger@latrobe.edu.au	A growing amount of evidence-based literature underscores the importance of early-stage interventions to improve equity student's higher education participation and decision-making (e.g. Gore et al., 2017; Raciti & Dale, 2019). Yet, currently, there are few studies which have utilised participatory design methods to collaborate with authentic stakeholders in the production or co-creation of pathway programs and/or resources. To explore how co-design methods could be implemented to support regional, rural and remote (RRR) stakeholder collaboration, as well as explore RRR stakeholders' perceptions and ideas on early-stage interventions, our project team visited four outer-regional schools in Victoria. We hosted a series of co-design workshops with stakeholder groups including school staff (i.e. teachers, principals), students (Years 7 & 8) and carers (n = 101). Our results yielded several key findings including the varying perceptions on the barriers to higher education from stakeholder groups, the importance of linking careers with regional contexts, and the recommendation to embed RRR-nuanced learning activities in Years 7 and 8 to support postsecondary education and careers decision-making. In this presentation we will focus specifically on how participants helped us co-design ten RRR-nuanced learning activities for Year 7 and 8 students. We will first provide a sample of participatory design activities used in workshops and then showcase how findings informed the co-creation of the learning activities. Gore, J., Holmes, K., Smith, M., Fray, L., McElduff, P., Weaver, N., & Wallington, C. (2017). Unpacking the career aspirations of Australian school students: Towards an evidence base for university equity initiatives in schools. Higher Education Research & Development, 36(7), 1383-1400. Raciti, M. M., & Dale, J. (2019). Are university widening participation activities just-in-time or just-out-of-time? Exploring the (mis) alignment between the timing of widening participation activities and university decision-making among students from low socioeconomic backgrounds. Student Success, 10(1), 47-59.	Dr Mollie Dollinger is the Academic Lead in Student Partnerships for La Trobe University. She previously obtained her PhD in 2018 from The University of Melbourne's Centre for Study of Higher Education where her research focused on student-staff value co-creation and participatory design methods. In her current role, she is tasked with supporting various disciplinary department and service areas in implementing student partnership initiatives to improve delivery and impact.
Quality Education, Marriage Guidance and Real Estate: The unwritten expectations on the role of a principal of a rural combined sector school	Brian O'Neill - Faculty of Business - Deakin University and School of Education and the Arts, CQUUniversity	Brian.O'Neill@qed.qld.gov.au	Even though the position description for a principal of a rural school is the same as that of an urban school, there are unwritten expectations that a community places on the role of the rural principal. The inspiration for this research is derived from the researcher's experiences as a school reviewer and as a panel member of principal selection panels. This presentation utilises research from a mixed methods approach - interviews regarding rural principals' lived experiences (phenomenology) and surveys of parents and community members. The data from both the qualitative and quantitative research will be correlated with results from the School Opinion Surveys from the relevant schools (from which principals were interviewed). This research is the capstone project from the Master of Leadership and will be expanded for the focus for a doctorate study.	Brian O'Neill was born and reared in Normanton in Queensland's Gulf Country. He has been teaching for the past thirty-eight years and principal of the Calen District State College for the past twenty-one years. All of these experiences have been in rural schools. For the past five years, he has been a casual lecturer in education at CQUUniversity. Brian has a Bachelor of Education from James Cook University, a Master of Learning Management from CQU and is completing a Master of Leadership at Deakin. He intends to commence a doctorate in 2021.
Promoting Satisfaction and Well-being for Students on Rural Placement	Michelle Anifotos, Southern Cross University	m.anifotos@uq.edu.au	Limited human and material resources for healthcare are among the factors limiting the supply of health services to small regional communities as compared with major regional and metropolitan centres. Consequently, people living in rural and remote Australia are more likely to experience: poorer health outcomes, lower life expectancy and poorer access to health services than those living in metropolitan areas (AIHW, 2020; Wakerman et al., 2017). Among initiatives to address rural and remote workforce shortages, is the Australian Government's Rural Health Multidisciplinary Training (RHMT) Program which supports students to undertake rural training through a network of rural clinical schools, university departments of rural health, dental faculties offering extended rural placements, and the Northern Territory Medical Program (Department of Health, 2020). University Departments of Rural Health (UDRHs) focus on building capacity of the rural and remote health workforce through student placements, education and support. Southern Queensland Rural Health (SQRH, 2020) is a UDRH established in 2018 as a partnership inclusive of the University of Queensland (UQ), University of Southern Queensland (USQ), Darling Downs Health (DDH), and the South West Hospital and Health Service (SWHHS). SQRH assists students across regional, rural and remote southern Queensland, by offering a range of supports to maximise the quality of placement experiences. This paper reports on a program evaluation of factors which influence rural intentions in students who have recently completed rural placements. As expected, students who reported placement satisfaction and wellbeing were more likely to express positive rural career intentions. Implications, for the design of quality training rural training experiences, are discussed.	Michelle is a Psychologist who has lived and worked in the Darling Downs throughout her career, commencing as a teacher in Stanthorpe and later an Education Advisor, Band 6 School Principal, and Lecturer. Since 2005, Michelle has provided mental health services for children and adults as the Clinical Director of a well-regarded private mental health practice in Toowoomba. Michelle works part-time as a Clinical Educator for Southern Queensland Rural Health (a University Department of Rural Health partnership of the University of Queensland, University of Southern Queensland, Darling Downs HHS, and the South West HHS), supporting psychology students to undertake rural training.

2021 National Conference for Regional, Rural & Remote Education

Promoting Student Retention and Success through Inclusive Learning Environments	Elicia Ford, Centre for Disability Studies; Debbie Rooskov, STEPS Group Australia; Andrea Evans-McCall, SkillsPlus	elicia.ford@sydney.edu.au	People with Disability represent approximately 18.2% of the working age (15 - 64 years) population in regional, rural and remote (RRR) Australia. This is significantly higher than the 12.6% represented in major cities. Disability is diverse, it may be temporary, situational or permanent, it can be acquired or present from birth, visible or invisible and the experience of disability will be unique and individual. Tertiary education enrolments in RRR communities continues to rise - currently around 17,000 (22.8%) Students with Disability in Higher Education and 61,955 (35.9%) Students with Disability in Vocational Education and Training. This presentation will offer practical strategies to support the retention and success of students through the creation of inclusive learning environments (including online) and encouragement for students to share information about their disability. The RRR education community will be provided with opportunities to develop connections and collaborations across Australia; access nationally available resources and training; and find the right information at the right time to respond to individual student support needs. The National Disability Coordination Officer (NDCO) Program is an Australian Government initiative which seeks to drive change so that people with disability have equitable opportunity to access, participate and achieve their goals in tertiary education and subsequent employment. NDCOs work collaboratively and strategically to identify and address gaps and barriers ensuring education contributes to inclusive communities. Key takeaways from this session will be reflection of learning, development of cross sector awareness, building networks, informing future practice and developing a community of practice.	Elicia Ford, National Disability Coordination Officer (NDCO), South East NSW, is a community development and education specialist with substantial experience developing inclusive practice to support social, educational and vocational outcomes for people with diverse learning needs. She values creativity, collaboration and connectedness and is particularly passionate about enabling people who are experiencing disadvantage to reach their unique potential through social inclusion, education and employment. Prior to her current role, Elicia worked in schools and tertiary education, community mental health services, and held senior positions in some of Australia's leading charities.
How disability confident are you and why should this be on your radar in the learning space?	Debbie Rooskov, STEPS Group Australia; Andrea Evans-McCall, SkillsPlus; Elicia Ford, Centre for Disability Studies	debbier@stepsgroup.com.au	Students with disability comprise around 17,000 (22.8%) enrolments in Higher Education and 61,955 (35.9%) enrolments in Vocational Education and Training in regional, rural and remote communities. When we consider that in Australia 1 in 6 (18%) people are estimated to have a disability and another 22% people in Australia have a long-term health condition it could only be beneficial that educational providers be more inclusive. This in turn will lead to an increase in course and program outcomes and a positive student learning experience. This poster presentation aims to visually highlight simple and practical strategies for education providers and learning facilities on inclusive practices that will benefit all students who access in person and online; why some students feel hesitant to share information on disability eliminating access to a wide variety of available supports and services; and an easy step to increase staff knowledge and confidence when engaging with students with disability. Delegates will leave the conference with an increased insight and an improved awareness about disability in tertiary education and practical considerations. The National Disability Coordination Officer (NDCO) Program is an Australian Government initiative which seeks to drive change so that people with disability have equitable opportunity to access, participate and achieve their goals in tertiary education and subsequent employment. NDCOs work collaboratively and strategically to identify and address gaps and barriers ensuring education contributes to inclusive societies.	Debbie Rooskov, National Disability Coordination Officer (NDCO) Southern Queensland, is a passionate advocate for fair, equitable and inclusive tertiary education and employment environments. She brings over 20 years' experience specialising in youth education and training, training management and employment services, and has successfully established and sustained a range of initiatives and stakeholder collaborations across regional Australia. Deb has been instrumental in the development of an Alliance framework for the education, training and tertiary sectors across Queensland, which aims to improve education, training and tertiary transitions for students with disability. She is highly respected by her peers, and an active volunteer in her local community.
Worlds apart but still the same: Leading a rural school through the pandemic in Australia and the USA.	Simone White (Professor and Associate Dean - International and Engagement - QUT); Brian O'Neill (SPERA, QACSL, CQU, Calen District State College)	Simone.white@qut.edu.au	This presentation examines the skills, processes, challenges and learnings from leading rural schools through the pandemic in Australia and USA. This presentation will also refer to the International Virtual Collaborative Leadership Forum where principals from rural schools in Queensland, Kansas and Pennsylvania discussed their experiences, by referring to the processes and what the dialogue has revealed. A documentary has been made about the experiences and the forum and this will be used in preparation and support programs for new rural principals and in Education Leadership programs at universities. Future international dialogue sessions are planned and the concept has been embraced by the participants who are keen to pursue international collaboration.	Professor Simone White is the Associate Dean (International and Engagement) in the Faculty of Education at QUT. She is a leading expert in teacher professional learning and the best ways to prepare teachers for diverse contexts - in particular rural, remote and indigenous. her research is focused on the areas of teacher education policy, teacher learning, professional experience and building and maintaining university-school / community partnerships. Through her collective work, Simone aims to connect research, policy and practice in ways that bring teachers and school and university based teacher educators together and break down traditional borders between academics, policy makers, communities and practitioners.
Transforming the Upper Spencer Gulf	Anita Crisp	ceo@unihubsg.org	Uni Hub Spencer Gulf is a Regional University Centre in South Australia, supporting campuses in Port Pirie, Port Augusta and Kadina. In a region with substantial jobs growth across health and community services, mining and energy, education, and business services, Uni Hub Spencer Gulf is playing an active part in helping to 'grow our own' skilled workforce. In addition to providing study centres for anyone enrolled at university, Uni Hub works closely with local employers and industry groups to identify areas of persistent skilled workforce shortage and then partners with universities to support local delivery of the required qualifications. Academic content is delivered online by the partner university, but supplemented by Uni Hub through local course coordination, enrolment and tutorial support, industry placement and employer networking. In order to help change the prevailing view that there are 'no jobs in the country', Uni Hub also works with local schools to promote the wide range of technical and professional careers and job opportunities available in the region. The 'growing your own' option is hard, it takes time, it's resource intensive and it requires commitment and collaboration, often between competitors. But the benefits are significant: not only for the student, but for the wider social and economic capacity, strength and resilience of regional communities. This presentation will provide an overview of Uni Hub's approach to developing the skilled workforce capability of the region and lessons learned.	After a short and dismal teaching career, Anita has instead spent most of her time working in the local government, environment/NRM and regional development fields, only recently returning to the education sector, as the CEO of Uni Hub Spencer Gulf. With tertiary qualifications in environmental science and education, and completing her MBA at age 40, Anita is a strong advocate for regional communities and has lived and worked in rural South Australia all her life.
Perspectives and experiences of early career rural allied health professionals undertaking the rural generalist training pathway	Alison Dymmott, Flinders University, Caring Futures Institute; Professor Chris Brebner, Flinders University, Caring Futures Institute; Professor Stacey George, Flinders University, Caring Futures Institute; A/Professor Narelle Campbell, Flinders University, Flinders NT	ali.dymmott@flinders.edu.au	Introduction Rural and remote Australians have poorer access to health services metropolitan counterparts. Occupational Therapists and other Allied Health Professionals (AHPs) provide essential and wide-ranging services to rural communities to improve their health and wellbeing. Retention of AHPs in rural areas is low, resulting in poorer health outcomes for communities. The Allied Health Rural Generalist Pathway (AHRGP) was established to train early career AHPs to develop broad, rurally relevant, specialist skills to work across consumer groups and services and to improve retention for local health services. Objectives 1. To explore the experience of working as an early career AHP in rural South Australia and the factors that impact on retention Method A qualitative approach was used. Fifteen AHRGP trainees (including four occupational therapists) and twenty-five of their supervisors, managers and advanced clinical leads, were recruited to share their experiences and perspectives. In-depth interviews and surveys were conducted which were analysed with thematic analysis. Results A range of themes emerged: The AHRGP gives the opportunity for broad skill development and career progression; regular, quality clinical supervision is vitally important; rurally raised AHPs are more likely to plan to remain in a rural area; and workload and organisational pressures in teams may contribute to AHPs leaving earlier than they had planned. Conclusion - Despite AHRGP generating a range of positive outcomes for stakeholders, retention of AHPs in the pathway continues to be a challenge. To maximise retention, health services need to consider AHPs individual circumstances and provide flexible and appropriate workplace supports.	Alison is the Placement Education Coordinator and Lecturer in Occupational Therapy at Flinders University. She is an early career researcher who is undertaking her PhD to evaluate the SA rollout of the rural generalist allied health pathway. She has extensive workforce experience as a practicing occupational therapist in rural areas and has managed a range of state wide workforce projects for SA Health. All's current role involves working with allied health clinicians across a range of practice settings including rural and remote areas to support student engagement and learning.
Collaborative partnerships build the pathway to success for rural higher education students	Rebecca Broadbent, Country Universities Centre; Monica Davis, Country Universities Centre; Christine Howard, Three Rivers University Department of Rural Health, CSU; Maree Bernoth, Charles Sturt University	rebecca.broadbent@cuc.edu.au	Country Universities Centre (CUC) has been driving change in the provision of support for tertiary, rural students since 2013. The change is that the CUC is providing the infrastructure and expertise to empower rural communities to play a role in ensuring their students achieve educational success. This partnership between the rural community, students and the CUC is enhanced through links with Charles Sturt University and local health districts and is motivated to increase the success of rural students enrolled in tertiary education. The current target group for the CUCs are students enrolled in a health qualification with a focus on students enrolled in a Bachelor of Nursing qualification at Charles Sturt University. CUC provides learning spaces in rural communities where students can access a secure space, connect with like-minded people, be supported as they study, improve academic skills and access resources. The partnership has achieved successful recruitment and retention of students enrolled in a health qualification registered at a CUC, with strong representation from equity groups. Organisational collaboration supports rural student success with a lower attrition rate, high participation by equity groups and strong student engagement through positive learning experiences. The collaborative partnership between Charles Sturt, CUC and Industry is a model for future initiatives which are aimed at ensuring the success of rural students and securing the future rural health workforce. The presentation will outline how the collaboration evolved and how it continues to grow and changed based on identified needs of students and capacity of organisations involved.	Rebecca joined the Country Universities Centre in 2020 in a collaborative role between CUC and Charles Sturt University to support students as a nursing specialist tutor studying via distance in communities with a CUC. She holds a Bachelor of Nursing, Bachelor of Midwifery, Cert IV in Training and Assessment and a Masters of Clinical Nursing (Leadership in Practice). Rebecca has 15 years experience from QLD, NSW and VIC health systems as a clinician, educator, leader and senior manager. Throughout her career, Rebecca has been passionate about advocating for and promoting the role of nursing rural generalists as a clinical specialty.

2021 National Conference for Regional, Rural & Remote Education

Local Pathways to Jobs of the Future	Kim Gregory Uni Hub Spencer Gulf; Lexie Morris Uni Hub Spencer Gulf kim.gregory@unihubsg.org	Future jobs in regions will require new skills and more highly-skilled individuals, with employment requiring university qualifications expected to increase. Career paths are no longer linear, with the once clearly defined role of secondary, vocational and higher education and work becoming increasingly intertwined. In partnership with CQUniversity Australia (CQU), Uni Hub Spencer Gulf is working closely with local secondary schools to promote and develop local skills and pathways needed for the jobs of the future. CQU's 'Start University Now' (SUN) program provides senior school students the opportunity to study a university subject that will gain SACE credit recognition, contribute towards the student's ATAR and offer direct entry into one of CQU's undergraduate courses. Uni Hub Spencer Gulf has developed a 'SUN Schools Implementation Manual' to guide local schools and students through the options, risks and opportunities of the SUN program specific to the South Australian context. Uni Hub provides additional support for students enrolling in SUN subjects that offer a pathway into the university degrees supported locally by Uni Hub to address the region's skilled workforce demand. Support includes enrolment assistance, an induction day at a Uni Hub campus, academic writing and referencing workshop, university liaison, school visits, industry networks and career open days. This presentation will provide an overview of Uni Hub's approach to developing the local support package for CQU's SUN program, the importance of linking the program to developing the skilled workforce capability of the region and lessons learned.	Kim is the Student Services Coordinator with Uni Hub Spencer Gulf, a role underpinned by her core values of establishing and maintaining strong student connection, providing excellent support and striving to ensure every interaction with Uni Hub is positive. Kim is passionate about regional South Australia and has lived and worked in McLaren Flat, Port Broughton, Ceduna and Fowlers Bay. Her career spans the not-for-profit sector, the legal profession, waste management industry, state and local government through to employment and education services. Prior to her current role Kim was responsible for the delivery of the Federal Government's Remote School Attendance Strategy in the aboriginal communities of Kooniba, Yalata and Oak Valley.
Evaluation of Obstetrics and Gynaecology term at Gove District Hospital	Dr Katie Williamson - Flinders University, Senior Lecturer in Remote Medicine, Nhulunbuy Campus katie.williamson@gmail.com	Evaluation of Obstetrics and Gynaecology term at Gove District Hospital -Development of an innovative teaching program in a remote hospital during the COVID19 pandemic. Dr Katie Williamson Senior Lecturer in Remote Medicine Flinders University, Northern Territory Medical Program : Nhulunbuy Clinical Education Training Facility Abstract The usual education model from which Flinders University, Northern Territory medical students are trained in Obstetrics & Gynaecology is by undertaking a six-week placement within a hospital located in a major centre, namely Darwin or Alice Springs. During early 2020, there was a demand to reduce student movement throughout the Northern Territory and broader Australia in an attempt to reduce the risk of COVID-19 transmission to our vulnerable communities. A medical student from Adelaide opted to stay in Gove to complete her O&G placement. Gove District Hospital is a smaller hospital servicing 15 remote communities in East Arnhemland. It is staffed by Specialist Rural Generalists, with visits from Specialist O&Gs. Innovative teaching strategies were implemented to deliver a remote O&G training term at Gove. Namely, intensive support from the O&G team based at Royal Darwin Hospital was enabled through the use of Zoom to attend departmental teaching. Potential gaps, such as those with a hands-on component, were identified and teaching provided by the local Senior Lecturer. The development of this teaching program enabled a student to remain in Gove to complete the required term, and it is now an option offered to future students. Familiarity with cloud-based video-conferencing systems has dramatically increased across the world. There has been abundant benefit to the medical profession in particular, who are often late adopters of technology, by potentially expanding education into remote areas. The success of this project could prompt the creation of similar programs by other remote hospitals.	Dr Williamson has worked in rural and remote towns as a General Practitioner for the past 15 years. She has worked both in private practice, public hospitals, and for organisations such as the Royal Flying Doctor Service. She has contributed to the education of medical students across Australia as a supervisor and lecturer. Dr Williamson also helps shape the rural General Practice workforce by supervising and mentoring GP Registrars. She has a passion for delivering innovative and effective educational opportunities to both undergraduate and postgraduate doctors, in rural and remote settings. By creating positive learning experiences in the rural/remote setting we can help build the future of the rural healthcare workforce.
Filling the Gap : Associate Degree in Engineering	Anita Crisp lynn.wallace@unihubsg.org	In partnership with the SA Government, Uni Hub Spencer Gulf is implementing an initiative to support local delivery of an Associate Degree in Engineering, to address significant workforce shortages. Following discussions with several tertiary providers and a tender process, CQUniversity was engaged to deliver the qualification to the region, with opportunity to tailor studies to areas of industry and employer specialisation. In addition to promoting the qualification to school-leavers, Uni Hub has been working with local employers on a partnership to upskill existing employees and develop a strong pipeline of future engineers. Despite strong local job prospects, additional incentive was necessary to encourage enrolments from existing workers - who are often mid-career, and often with existing home, personal and business-related loans and expenses. A high level of socio-economic disadvantage in the region further exacerbates barriers to study and upskilling. An issue facing many regions is the lack of population to make delivery of training and education profitable for providers. The high level of local industry engagement and student support inherent in Uni Hub's model of delivery adds a further resourcing load that commercial training providers do not incur. In recognition of the market failure and education-occupation disadvantage in the region, funding from the SA Government has enabled Uni Hub to: - Support students undertaking the qualification through CQU. - Deliver a program of student, school and industry engagement targeting engineering pathways - Work towards the Associate Degree in Engineering recognised as a declared vocation on the Traineeship and Apprenticeships Pathways Schedule. This presentation will provide an overview of Uni Hub's approach to developing and implementing this initiative.	Lynn is the Engineering Program Coordinator with Uni Hub Spencer Gulf. She has a diverse background including as Training Superintendent with Newcrest Mining in Papua New Guinea, Learning and Development Coordinator with Nyrstar Port Pirie, Economic Development Manager with Regional Development Australia, roles with the mining and resources industry cluster Global Maintenance Upper Spencer Gulf, Workforce Development Officer with SA Works, Lecturer at TAFESA and as a small business owner in Port Pirie. She is also an accredited Life Coach. Her most recent role prior to coming to Uni Hub was Coordinating the Commonwealth funded Multi Skills Training Program, delivering a heavy industry focused training program with 7 key employers across the Southern Flinders and Port Pirie Basins.
Social Emotional Wellbeing (SEWB) and COVID - 19: a regional rural remote student's reflections	Cory Paulson corypaulson@hotmail.com	Social Emotional Wellbeing (SEWB) and COVID - 19: a regional rural remote student's reflections. This presentation will use Aboriginal art and storytelling to describe and depict; COVID - 19's effect from the perspective of a current Aboriginal, 2nd year student in the Bachelor of Health Sciences, Charles Sturt University (Mental Health). Where the implementation of Aboriginal and Torres Strait Islander values and principles underpin the SEWB model. The SEWB model is an integral component of the Bachelor degree. The SEWB model is informing studies and clinical practise for holistic health of Aboriginal and Torres Strait Islander people. The discussion will talk of how COVID - 19 has affected the SEWB of the regional, rural and remote student (RRRS). The RRRS will use the SEWB model as a lens to assess along with the Biopsychosocial model of Psychology. With COVID : 19 preventing face to face contact, prohibiting travel across borders and intrastate and changed the ability to connect with community in different capacities. Furthermore, how COVID 19 impacted the way Aboriginal and Torres Strait Islander people connected to cultural practices, country, spirituality and ancestors. When isolation took place at the start of 2020. Lastly, the case study also discuss how COVID 19 impacted not only individuals and communities but also the institutions, businesses and entities that provide services to the people and communities. With COVID 19 presenting an opportunity to consider the use of the SEWB lens to assess institutions, businesses and entities that deliver services of their wellbeing holistically?	Cory Paulson, 38, Worimi, Mununjali, South Sea Islander with European heritage. Husband to my best friend, partner, lover and mother of our 4 children. I enjoy music, sport, dance and going bush. As a First Nations person, connection to country (land and water), traditional practices, Spirituality grounds me. My Kinship, Totem and language system I belong to directs my values, morals and principles on how I approach all aspects of my life. Current second year student in a Bachelor degree at Charles Sturt University. Working in Community Mental Health drug and alcohol in the Far West NSW Local Health District
We're all like a little family really Supporting Regional Student Success in Higher Education	Samantha Avitaila, University of Wollongong Regional Campuses; Dr Sue Duchesne, University of Wollongong Regional Campuses; Brittany Brown, University of Wollongong Regional Campuses sharris@uow.edu.au	We're all like a little family really Supporting Regional Student Success in Higher Education Regional students and staff reveal the important role that regional university campuses have in building a culture of community, whereby a whole-of-institution 'ethic of care' underpins all interactions to support successful student progression. The University of Wollongong (UOW) is made up of a network that extends to the NSW regional communities of the Shoalhaven, Southern Highlands, Batemans Bay and Bega. The regional campuses support their communities through learning, teaching and research delivered close to home, contributing to the advancement of local communities and enhancing cultural and economic growth. In 20 years UOW's regional campuses have collectively produced more than 3000 proud graduates, most of whom have stayed in their local area. Students on UOW's regional campuses are typically from a broad range of demographics including: low-socioeconomic status (LSES) backgrounds, Aboriginal and Torres Strait Islander, First in Family, learners with disabilities, and carers thereof. Nonetheless, UOW regional campus student retention exceeds comparative national rates, and academic results are actually higher than their fellow UOW metropolitan students. Using Devlin's (2009) success-focused approach, this study investigates the transition and retention practices that support the successful progression of students at UOW's regional university campuses. As students from multiple demographic backgrounds are typically enrolled on Australia's regional campuses, we wish to share our findings with other regional and metropolitan institutions, assisting in building a best practice framework for successfully supporting all students as they progress through tertiary education.	Working in the tertiary education sector for over 20 years, Sam is the manager of the University of Wollongong's regional campus in Bega NSW. Since her commencement at UOW Bega in 2007, the small campus has grown to up to 200 students each academic year. Sam grew up in the Bega Valley and has a passion for providing education opportunities to rural people from diverse backgrounds. She is the coordinator of the Bega In2Uni Schools Outreach Program, winner of several Widening Participation awards, and current Vice President of SPERA - The Society for the Provision of Education in Rural Australia.
My Town: Student narratives of higher education learning journeys across inspirations, aspirations, agency and distance	Carolina Morison, Macquarie University, Widening Participation Unit; Jindri De Silva, Macquarie University, Widening Participation Unit carolina.morison@mq.edu.au	My Town is a collection of personal narratives shared by university students from regional and rural backgrounds. My Town captures the aspirations, motivations, experiences and reflections of 19 students who left home-towns across NSW to pursue city-based learning. The result is a rich collection of visual and audio storytelling (via short-films and podcasts) that engages and connects audiences with genuine and reliable experiences. My Town empowered students to voice their journey of navigation through learning. Collectively, they form important empirical accounts that personify the literature on experiences of students from RRR backgrounds and affirm supporting policy to engage these cohorts with opportunities to participate in higher education (Department of Education, Skills and Employment, 2019) My Town enabled students to reflect on their journey and learning achievements, and by doing so affirmed their sense of belonging to a learning community. Belonging is regarded as an essential 'psychosocial mechanism' that can encourage students to "succeed through its impact on engagement" (Kahu & Nelson, 2017) My Town students embody a positive sense of agency that will resonate with young audiences from RRR areas and provide them with inspiring points of reference. They illustrate pathways and maps towards potential selves that other RRR students can role-model (Gale & Parker, 2015). Narratives are powerful mediums, able to shape meaning for individuals, and inspire them towards their own process of 'guided discovery learning' (Rowe, McQuiggan, Mott & Lester, 2007) My Town celebrates the journey, engagement and participation of these students, who at one point may have considered higher education learning a remote and distant opportunity.	Carolina is a senior equity practitioner at Macquarie University applying her skills in research and quantitative analysis in the role of Senior Evaluations Officer. Alongside reporting on the impact that widening participation initiatives have on disadvantaged and underrepresented students, Carolina is involved in research, development and piloting of new initiatives. Carolina is a former economist with expertise in analysing data to translate findings in a value-added capacity for a range of audiences. Carolina is passionate about research and areas of economic development, the UN's SDGs and the impact of development at macro and micro socio levels.

2021 National Conference for Regional, Rural & Remote Education

<p>The influence of rural placements on pre-service teacher identity</p>	<p>Tim Fish, Faculty of Education, Monash University; Ondine Bradbury, Faculty of Arts & Education, Deakin University; Richard O'Donovan, Faculty of Education, Monash University; Ana Larsen, School of Education, Federation University, Australia</p> <p>tim.fish@monash.edu</p>	<p>The Victorian Department of Education and Training (DET) have invested \$84 million in rural, remote and hard to staff schools, including \$45.2 million in the form of incentives intended to attract teachers and school leaders to these settings (DET, 2020). This project interviewed pre-service teachers' (PSTs) about their experiences of rural placements and how these might inform their future employment seeking choices. We also sought insights into the ways rural placements influenced PST understandings around working in rural settings, the diverse teaching and learning experiences they had on these placements, and what impact these had on their teacher identity. Participants were recruited from two Victorian Universities who had placements in metropolitan, regional, rural, and remote settings. We were particularly interested in metro-based PSTs who undertook regional/rural/remote placements including indigenous placements in the Northern Territory, and also included PSTs who were already based in rural settings. PSTs shared a variety of experiences that enabled them to develop rewarding pedagogical approaches and significant personal growth as well as experiences that challenged their prior notions of quality teaching. Their reflections on growing as a teacher related to the diversity of the student cohorts, the teaching opportunities afforded them, the school cultures, and the support and relationships within the school community. Considerations around future pathways and intentions to pursue employment in rural contexts were varied and highly individualistic, suggesting that while rural placements were highly valued, they are not sufficient to overcome personal circumstances when seeking employment.</p>	<p>Tim Fish is a Lecturer at Monash University, where he coordinates and teaches in the Diploma of Tertiary Studies (DOTS) undergraduate pathway course. Tim currently researches in the areas of pathways to higher education for underrepresented groups and non-ATAR students, and rural placements. Ondine Bradbury is currently in the role of Site Director at Deakin University, Burwood in the School of Education. Her role involves the preparation of pre-service teachers and capacity building of mentors, as well as building and sustaining school-university partnerships. Her current projects include researching the impact of social networks on quality initial teacher education.</p>
<p>Strength in support: Recognising community to enhance success</p>	<p>Jennifer Eadie, Course Coordinator (UniSA); Tanya Weiler, Program Director (UniSA)</p> <p>tanya.weiler@unisa.edu.au</p>	<p>The majority of remote and regional Aboriginal students enrolling in higher education (HE) do so through enabling education programs, with the number of Aboriginal students enrolled in Australian enabling programs increasing by 107.8% since 2008 [3]. The UniSA Aboriginal Pathway Program (APP) is an enabling program designed to equip students with academic skills, experience and a Grade Point Average for alternative entry into a university degree. The APP is grounded in a recognition and embracing of the multiple knowledges that need to co-exist in the academy, and an understanding and respect 'that the time for the primacy of a single Western, euro-centric knowledge subsuming others is over' [1]. The development and design of the APP was and still is derived from ongoing consultation with South Australian Aboriginal communities' leaders and representatives and recognises and leverages the strength of support networks within communities to enhance student success. Aboriginal experiences, knowledges and worldviews are given prominence within the APP curriculum and inform its pedagogical approaches. In practice however, the creation of culturally diverse and respectful content across 5 regions is not without complexities. As Williamson and Dalal (2007) note, negotiating cross-cultural content and pedagogical practices 'are profoundly challenging for both Indigenous and non-Indigenous educators.' In this paper we will discuss both the successes and ongoing efforts to embed Aboriginal perspectives, worldviews and pedagogies into the APP curriculum through authentic and respectful relationships with Aboriginal scholars, students and communities and by engaging deeply with scholarship in best practice approaches for successful outcomes for Aboriginal students.</p>	
<p>One foot in? Understanding regional deferral rates in higher education</p>	<p>Andrew Harvey, La Trobe University; Michael Luckman, La Trobe University</p> <p>andrew.harvey@latrobe.edu.au</p>	<p>This paper will report on findings from a national analysis of deferral rates in Australian higher education, funded by the Department of Education, Skills, and Employment. Our analysis examined the extent to which regional Australians defer a university place, the likelihood of them returning to university after deferring, and the motivations of both deferral and return. Using data from the Higher Education Information Management System (HEIMS), we found that regional students consistently record deferral rates almost twice that of metropolitan students. High regional deferral rates have typically been attributed to educational, financial, and personal reasons (Freeman, Klatt, and Polesel 2014; Ryan 2013; Naylor, Baik, & James, 2013). While many of these reasons can be positive, the higher regional rates of deferral are problematic. Our study confirmed that only 64 per cent of deferrers return to university, many in a different course than the one from which they deferred. Interestingly though, we also found that regional deferrers were substantially more likely than metropolitan deferrers to return to university. Higher rates of return may suggest that many regional students are motivated to defer by the need to save funds and/or qualify for Youth Allowance, and that once such conditions are met they are engaged and motivated to return to study. Our paper will conclude with recommendations to reduce regional deferral rates and to increase rates of return from deferral, drawing on lessons from the data and from our related qualitative research conducted with regional students and university staff.</p>	<p>Professor Andrew Harvey is Executive Director of Student Equity at La Trobe University and Director of the Centre for Higher Education Equity and Diversity Research. Andrew has written extensively on regional education, including 'Far from the studying crowd? Regional and rural Australians in higher education', in the Student Equity in Australian Higher Education (Harvey, Burnheim & Brett (eds) 2016). In 2019 he led a National Priorities Pool project, 'Towards the point of return: Maximising students' uptake of university places following deferral and leave.' Michael Luckman is Manager of Institutional Research in the Centre for Higher Education Equity and Diversity Research at La Trobe University. Michael was a co-investigator on the 2019 National Priorities Pool Deferral project, and was lead author of 'The financial and educational outcomes of Bachelor degree non-completers', which won the Journal of Higher Education Policy and Management's award for best article in 2019.</p>
<p>Understanding wellbeing challenges for rural and regional university students during crisis disruption.</p>	<p>Lynette Vernon School of Education ECU; Kathryn Modecki Griffith University; Kylie Austin University of Wollongong</p> <p>l.vernon@ecu.edu.au</p>	<p>Australian university students have encountered unique challenges in the wake of crises such as bushfires and COVID-19. Globally pre-2020, one in five university students experienced poor wellbeing. In Australia, youth age 15-24 have the highest prevalence of psychological distress and youth in the country have limited access to specialist mental health facilities. Disruption from crises such as bushfires and COVID-19 further affect students' wellbeing, underscoring the need to understand students' challenges and concerns. Using an explanatory mixed method design this research reports on survey data collected from students across Australia in November and December 2020, approaching students from all universities. The study is cross-sectional with quantitative analysis of survey data, however an open-ended qualitative response is used to inform the quantitative outcomes of the study. The survey instrument has questions related to a student's profile determining rurality as well as gender, age, ethnicity, first-in-family status, pathway and field of study as well as questions that examine the stressful life events. The survey findings will be related to student's belief-in-self and others, how engaged they have been in life during the disruptions and academic self-concept. The study will also report on overall wellbeing as experienced during 2020. The findings will be a first step to inform the development of courses of action to better support regional and remote university students in crises and will provide recommendations for higher education institutions to address the wellbeing needs and challenges posed by crises</p>	<p>Lynette Vernon is a senior research fellow with the School of Education at Edith Cowan University, based at the regional Southwest campus. Her research relates to technology management, sleep and wellbeing. Lynette previously worked for three years with the National Centre for Student Equity in Higher Education at Curtin University in Western Australia. Lynette started her career as a high school science teacher, teaching for 20 years in schools across Australia. While teaching in rural Australia, she studied online and completed her Graduate Diploma in Psychology at Charles Sturt University then PhD at Murdoch University.</p>
<p>Building on rural knowledges to unlock the potential of rural, regional and remote students</p>	<p>Prof Karl Maton, LCT Centre for Knowledge-Building, University of Sydney; A/Prof Sarah K. Howard, School of Education & SMART, University of Wollongong; A/Prof Philip Roberts, Centre for Sustainable Communities, University of Canberra</p> <p>karl.maton@sydney.edu.au</p>	<p>Unlocking the potential of rural, regional and remote (RRR) students is critical to Australia's future. We know that successful teaching involves building on experiences and knowledge that students already possess. Yet RRR life is almost entirely absent from the Australian Curriculum. RRR students experience a gap between the knowledge they bring and the curriculum knowledge they must learn. This must be bridged both to unlock the potential of rural students and to include in schooling the knowledge of so many Australians. One difficulty is the sheer diversity of rural experiences. Another is the dispersed and distanced nature of RRR schooling, making classroom engagement costly and difficult. This paper describes how we aim to help teachers bridge the gap between 'rural' and 'curriculum' knowledges in a newly funded major ARC Discovery Project. It sets out how classroom practices can be collaboratively developed with teachers that integrate RRR students' experiences while embracing rural diversity and using new technologies to defeat the tyranny of distance. We shall bring together recent advances in rural studies, sociology and digital research methods to support a place-based form of pedagogy that engages with rural knowledges: the Rural Social Space model will embrace the particularities of place; Legitimation Code Theory will reveal how different knowledges can be productively combined in classrooms; and new digital technologies will allow participatory engagement with dispersed and distanced classrooms over long periods. In this way we aim to embrace diversity, overcome the tyranny of distance, and bridge the classroom gap with rural knowledges.</p>	<p>Karl Maton is Director of the LCT Centre for Knowledge-Building at the University of Sydney and the creator of Legitimation Code Theory (LCT), which is widely used internationally by scholars and educators to understand and change education. As well as having written and edited numerous articles and books, Karl spends his spare time as a bush firefighter with the NSW RFS. Karl is CI, with his fellow paper authors Sarah K. Howard and Phil Roberts, on a newly funded ARC Discovery Project on knowledge-building in rural education.</p>
<p>Developing teacher identity: a comparison of rural and urban preservice teachers developing identity</p>	<p>Chad Morrison, Education Discipline, Murdoch University; Sandi Fielder, Education Discipline, Murdoch University</p> <p>Sandi.Fielder@murdoch.edu.au</p>	<p>Teacher identity formation is complex work for pre-service teachers and is often heightened when they choose to teach in a rural or remote setting. The introduction of teaching performance assessments into Australian initial teacher education has been the impetus for much reform and has implications for this identity development. These assessment tasks emphasise what is valued and valuable for pre-service teacher knowledge, practice and engagement. An important aspect of pre-service teacher development throughout initial teacher education and leading up to this final demonstration of competence is the formation of a teacher identity. This identity work reveals much about how pre-service teachers understand themselves in relation to the profession of teaching. Identifying how theoretical approaches and research links to identity is crucial. Equally, how pre-service teachers are identified by teachers and leaders is influential in the observations and assessments that pre-service teachers make about their alignment and fit within the profession. This poster presentation explores themes of identity formation visible within pre-service teachers' artefacts collected for the purpose of their initial final year placement. Samples were analysed across rural and metropolitan placement settings to explore influential factors that reinforced the scripts that pre-service teachers developed about their alignment with the profession, or otherwise. This analysis builds on previous understandings of preparing pre-service teachers for rural teaching. It also highlights implications for practice, including the need to acknowledge pre-service teachers' roles and perspectives as they navigate new academic, social and professional spaces.</p>	

2021 National Conference for Regional, Rural & Remote Education

<p>The Journey of a Preservice Teacher Linking Regional Students to The Arts</p>	<p>Rebecca Noonan, Preservice Teacher, Education Discipline, Murdoch University; Sandi Fielder, Education Discipline, Murdoch University; Felicity Baker, Education Discipline, Murdoch University</p>	<p>Sandi.Fielder@murdoch.edu.au</p>	<p>This case study presents the journey of a metropolitan-based pre-service teacher who completed her rural placement in the remote town of Broome in 2020. Rebecca has a passion and eagerness to teach and to foster student engagement and motivation for students in rural and remote settings. She is particularly interested in facilitating the success of young Indigenous students and creating a culturally inclusive environment. Like many career-change pre-service teachers, Rebecca is also wife and young mother and seeks to embrace these roles alongside her commitment to rural teaching. During her placement in remote Broome, Rebecca seized an opportunity to create a sequence of lessons in the Arts, which allowed her to produce a rich and culturally inclusive program. A highlight was the connections that Rebecca established with a national touring group of Indigenous performers. This resulted in these performers interacting with the school community to build on the relationships that they had formed with local students. Working in collaboration with university staff, the mentor teacher and the performance group, Rebecca was able to establish strong relationships with staff and students and foster creativity within the Arts learning area. Using a mixture of contemporary and traditional (and culturally responsive) teaching practices, she engaged students and motivated them, lifted their self-esteem, which in turn, elevated their sense of pride and belonging. Her impact culminated post-placement where the national touring group made a surprise visit to the class and performed to the whole school community in conjunction with the classroom students. This visit was embraced by the wider school staff and students, serendipitously coinciding with NAIDOC week celebrations.</p>	
<p>Teaching Performance Assessments in Rural Schools: What are the Implications for Teachers, Leaders and Everyone Involved?</p>	<p>Susan Ledger, Education Discipline, Murdoch University; Chad Morrison, Education Discipline, Murdoch University; Sandi Fielder, Education Discipline, Murdoch University</p>	<p>Sandi.Fielder@murdoch.edu.au</p>	<p>Teaching performance assessments are now part of Australian initial teacher education. The implications of this reform have been far reaching but teacher educators have done much work to embed this component into their course structures, content and assessment practices. Equally, much attention has been given to the ways that teaching performance assessments can be productively incorporated into professional experience (work integrated learning) components of these courses. Professional experience components rely on the relationships that exist between university-based teacher educators and those who work in host sites (early childhood centres, schools and colleges). These relationships are outward signs of the ephemeral and enduring partnerships that exist between educators who come together to prepare pre-service teachers. Teaching performance assessments act as boundary objects for these educators, as they navigate the complexities of their own teaching contexts but reach into those of their colleagues for the purpose of professional experiences. Here, the authors present a case study related to one cohort of rurally-placed pre-service teachers undertaking their final placement and attached teaching performance assessment. Emphasis is placed on teacher educators' accounts of boundary crossings that occurred between them and their rurally-based colleagues (site leaders, administrators and mentor teachers). These accounts concentrate attention on the nature and products of boundary crossings that facilitated the introduction of the teaching performance assessment in rural settings and how they underpinned the preparation, implementation and assessment of the teaching performance assessment for pre-service teachers. Central to this case study is the framing of the teaching performance assessment as a boundary object; an object that provided the impetus to develop common vision, language and priorities amongst these educators. The implications of these insights include what future work is necessary to facilitate future boundary crossings and enduring partnerships</p>	
<p>'Make it Possible' Rural and regional Inspiration Hub</p>	<p>Nicole Wright, Country Education Foundation of Australia; Jacinta Carruthers, Macquarie University - Widening Participation Unit</p>	<p>nicole@cef.org.au</p>	<p>In partnership with Macquarie University Widening Participation Unit, Country Education Foundation of Australia (CEF) created a free, online resource for rural and regional students to provide a tailored tool for broadening aspirations and to assist in decision making and successful transition to further education. Young people in regional Australia are almost 30% less likely to aspire to higher education¹. These students face unique and significant challenges in accessing relevant information about post-school education. The additional challenges presented during COVID-19 required CEF to think innovatively about broadening aspirations and providing information in the absence of face-to-face experiences. The resource was curated and developed in-house by CEF staff. Pre-launch feedback was collected from CEF volunteers, careers advisors and high school students; feedback was incorporated, and the resource launched 20 August 2020. Post-launch surveys were sent to same stakeholders for feedback and website, social media and Electronic Direct Mail (EDM) data reviewed. Since its launch there have been over 3,527 landing page hits, more than 1,282 feature video views and 541 subscribers registered for updates. 70% of pre-launch student survey respondents said they would use the resource, with all cohorts advising it was easy to navigate and that CEF student videos and advice were a highlight. It is clear the 'Make it Possible' Rural and Regional Inspiration Hub is a welcome addition to support regional students, families and community members and other relevant stakeholders with an interest in and passion for improving the educational aspirations, support and access for our youth.</p>	<p>Born and raised in Orange, NSW in regional NSW, Nicole Wright is the Fundraising & Engagement Manager at Country Education Foundation of Australia (CEF). Nicole is passionate about increasing post-school opportunities and access for rural and regional youth, having seen first-hand the unique challenges these students face in following their dreams, an opportunity every Australian should have regardless of postcode. Jacinta Carruthers is an Outreach Support Officer with Macquarie University Widening Participation Unit. Jacinta holds various roles at the university, and is an experienced research assistant and casual academic working in higher education.</p>
<p>Communities leading change</p>	<p>Isabel Osuna-Gatty - Centre for Disability Studies</p>	<p>isabel.osuna-gatty@sydney.edu.au</p>	<p>Communities leading change. Many people with disability from multicultural communities face significant and complex challenges when accessing and participating in education, these challenges are heightened when living in rural and regional areas. Linkages with multicultural communities need to be strengthened among schools, community services, educational providers and employers to ensure inclusion. Research has shown that disability carries a high level of stigma in multicultural families. For these communities, sometimes it is difficult to accept tertiary education or even employment as an option. Connections between industry, education and communities. Service providers need to build relationships based on trust and cultural awareness to engage with multicultural communities, as families and carers would not openly seek out for assistance. People with disability from multicultural backgrounds depend on them for guidance and support. The complexities of engaging people with disability or carers from multicultural communities can be addressed through understanding of cultural values and beliefs. As educational providers, we need to be mindful of the intersectionality of factors impacting people with a disability from multicultural backgrounds, this poster presentation will help us understand these multicultural communities better and to design strategies for service and engagement. Pathways for education - Student engagement, aspiration and motivation. The aim of this poster presentation is to share information, provide strategies and share innovative best practice methods and approaches which will strengthen engagement, organisational capacity and service delivery for education providers when working with students with a disability from multicultural communities.</p>	<p>Isabel Osuna-Gatty is from a Spanish/Latin-American/African background. She is partially sighted and suffers from hearing loss. Isabel has a Master Degree in Psychology and postgraduate degrees in Counselling and Education. Isabel is the recipient of the Excellence in Language, Literacy and Numeracy Practice Australian Training Award. Isabel developed and implemented several local, state and commonwealth funded projects to assist Aboriginal and multicultural communities across Australia. Isabel is currently leading a project to identify the challenges people with a disability from multicultural backgrounds face when accessing and/or participating in tertiary education and subsequent employment before and during the COVID crisis.</p>
<p>What do regional students value in a Regional University Centre?</p>	<p>Monica Davis, Country Universities Centre</p>	<p>monica.davis@cuc.edu.au</p>	<p>The CUC has supported over 1700 students in eight regional communities since opening in 2013. Through three years of biannual survey data, the CUC has compiled a comprehensive view of the aspects that regional students value in our Regional University Centres. These included: -Support from centre staff: this was the most important aspects for our CUC students, who valued informal support and personal connections, as well as more formal workshops and tutorials. -Dedicated study areas: the second most important aspect for students was a quiet place to study, away from the distractions of home, where students are better able to focus upon their study. There was also a frequent emphasis on valuing clean study spaces. -Learning community: each centre created a learning environment with a community of students and a welcoming atmosphere. Many students commented on the importance of being able to interact with local students. -Facilities: including internet access, technology, as well as features of the centres such as the kitchenettes and coffee. -Access: including valuing the extended opening times of the centres, convenient locations of the centres, ability to access exams or assessments and being able to stay in their community to study. The features of the CUC that students valued varied as our centres matured, from a focus upon facilities and access in the early years of operation, towards a focus upon support from Centre staff over time. Emphasis on dedicated study spaces remained consistent across the growth of the centres. This information allows the CUC to focus our support and service delivery for university students accessing a CUC in regional areas.</p>	<p>Monica Davis is the Director of Educational Delivery for the County Universities Centre. In this role she focuses on student support and collaborations with Australian universities to make higher education more accessible to regional, rural and remote students. Monica completed her Bachelor of Science with Honors I from the University of Newcastle, and a Masters in Geostatistics from the University of Adelaide. Monica believes that the future of an aspiring student should not be predetermined by where he or she lives.</p>
<p>Support Connect Program - Partnering with CUC to train regional student support staff about the UNE student journey and create meaningful connections with specialised university professionals</p>	<p>Sue-Ellen Hogan - University of New England</p>	<p>shogan23@une.edu.au</p>	<p>UNE's Support Connect Program Partnering with CUC to train regional student support staff about the UNE student journey and create meaningful connections with specialised university professionals. UNE's network of student support and study centres across NSW provide local students with direct support and quality resources. Staff working within these sites support students in their local catchment through all aspect for the tertiary education journey. UNE is a tertiary education partner of Country Universities Centre (CUC). This partnership provides the opportunity to extend direct student support. The Support Connect project was designed to develop the skills, knowledge and confidence of support staff in these Regional Centres to deliver quality service to UNE students. The Support Connect program used a series of online interactive workshops and the UNE online Moodle platform to create engagement and a knowledge bank that could be shared and accessed by both UNE and CUC staff. Outcomes and feedback - On average, 20 participants joined each workshop each fortnight - The audience expanded beyond the target audience and became a learning tool for professional and academic staff across the university. - 18 specialised staff presented at Workshops and engaged with regional centre staff - Specialised staff developed a greater understanding of the role of the Regional Centres in the student experience and student journey - Regional Centre staff have become more confident in discussing UNE programs, processes and support with local students - Greater connections between specialised student support units and regional centre staff, leading to greater collaboration - Follow-up projects identified and planning has commenced to roll-out activities in 2021</p>	<p>Sue-Ellen is the Manager, Tamworth & Regions for University of New England, managing engagement, projects, partnerships and facilities for the university across regional Australia. With over 10 years in the tertiary education industry, Sue-Ellen has worked within student support, strategic projects, student advocacy and international engagement for a number of Australian institutions. Sue-Ellen is passionate about equal access to education for regional areas and the role education can play in empowering whole communities.</p>

2021 National Conference for Regional, Rural & Remote Education

<p>Is there a place for metropolitan universities in regional and remote student outreach?</p>	<p>Melissa Ronca, Centre for Social Justice and Inclusion, University of Technology Sydney; Amanda Moors-Mailel, Centre for Social Justice and Inclusion, University of Technology Sydney; Sonal Singh, Centre for Social Justice and Inclusion, University of Technology Sydney</p>	<p>sonal.singh@uts.edu.au</p> <p>While Australian universities have come to be regarded as important enablers, even drivers, of regional development, the geographical divide in educational opportunity and outcomes between metropolitan Australia and regional and remote Australia has yet to be overcome (Lamb et al, 2020). Regional and remote student university participation rates remain lower than their metropolitan-based counterparts as a proportion of the Australian population. From 2014-2019, the rate at which regional and remote student university enrollments grew as a proportion of all domestic undergraduate enrollments was slower when compared to other identified equity groupings (i.e. low socioeconomic status, disability, women in non-traditional areas) (Koshy, p.6). In addition, the absolute number of students from regional backgrounds have begun to decline after a peak in 2017 to 2019 (Koshy, p.6). The educational, social and economic benefits to universities and to regional communities of strong university-community engagement partnerships are at risk because of the deepening focus on competitiveness between universities for regional students due to the policy direction recently set by the Commonwealth Government's Job-ready Graduates Higher Education Reform Package. This presentation will focus on debating the role metropolitan universities in regional and remote student outreach and student choice. References: Lamb, S., Huo, S., Walstab, A., Wade, A., Maire, O., Doecke, E., Jackson, J. & Endeckov, Z. (2020). Educational opportunity in Australia 2020: Who succeeds and who misses out. Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute: Melbourne. Koshy, P. (2020). Equity Student Participation in Australian Higher Education: 2014 - 2019. National Centre for Student Equity in Higher Education (NCSHEE). Perth: Curtin University.</p>	<p>Sonal Singh is Manager Student Equity at Centre for Social Justice and Inclusion at University of Technology Sydney. She has 10 years' experience in working in the higher education sector in designing, implementing and leading evaluations for student equity access and transition programs and equity programs. Sonal has led two National Priority Pool Competitive Projects in 2017 and 2018: "LEAP-UP & University Preparedness: Developing a Tertiary Enabling Program for Low SES Students from Refugee Backgrounds" and "LEAP-Links (Digital Literacy): Developing the ICT competencies of regional and remote low-SES students".</p>
<p>Allied Health Regional CoDesign : connecting industry, education and communities in place-based curriculum design and testing.</p>	<p>Professor Chris Brebner, Dean of Education, College of Nursing and Health Sciences, Flinders University; Ali Dymmott, College of Nursing and Health Sciences, Flinders University; Peter Torjul, Director, Student Recruitment, Flinders University; Genevieve Haskett, Manager, Education Pathways, Flinders University</p>	<p>genevieve.haskett@flinders.edu.au</p> <p>Recent review of regional, rural and remote (RRR) education emphasised the need to improve participation and retention rates and strengthen tertiary options for RRR students. The Allied Health Regional CoDesign project responds to the need for place-based solutions in areas of critical skills connecting communities, industry, education and professional associations throughout the process. This co-design project aims to produce a regionally centric, connected, professional learning network. Students across South Australia will connect around location and discipline leading to a home-grown pool of Allied Health professionals to support RRR health services, economic development and workforce retention and growth. Using program logic modelling, to guide the development of a new curriculum process, key evidence will inform a model that is practical, feasible and contextualised. The model design ensures the influence of complex factors and interactions informs the final model for place-based allied health curricula. This presentation will outline the consultation, design and testing phases of the project including the co-design with key stakeholders and reflective practices on the project's possible and actual impacts.</p>	<p>Professor Chris Brebner is Dean (Education) in the College of Nursing and Health Sciences Flinders University. Chris originally trained as a Speech Pathologist and she has extensive workforce experience as a practicing speech pathologist, particularly in working with children with disabilities and their families. Her teaching and research interests include exploring what allied health professionals need for practice and how best to support this, including in regional, rural and remote (RRR) areas. Her expertise in services for people living with disability and competency development in speech pathology has been recognised by national and university awards, as well as national consultancies.</p>
<p>Innovative entry pathways for regional students- Flinders University Assessment Centre</p>	<p>Caitlin Forrest, Access Project Officer, Flinders University; Chelsea Brenton, Access Administrative Assistant, Flinders University; Travis Harriman, Access Project Officer, Flinders University; David Roberts, Education Pathways Project Officer, Flinders University</p>	<p>genevieve.haskett@flinders.edu.au</p> <p>Students from regional and remote backgrounds face complex, multidimensional issues in accessing and participating in higher education and are overrepresented among part-time, external and low Australian Tertiary Admissions Rank (ATAR) students¹. Flinders University Assessment Centre is an innovative pathway, where students engage with an evidence-based assessment to demonstrate capabilities and aptitude for tertiary study as an alternative to the Australian Tertiary Assessment Rank (ATAR). University selection practices, when exclusively relying on the ATAR, solely focus on academic success. Peer-reviewed evidence suggests that the main factors that contribute to a student's ATAR attainment: Year 12 completion, eligibility, and secondary school performance: correlate with socioeconomic status (SES). Based on this finding, using the ATAR as a sole selection mechanism is unlikely to achieve a student mix that reflects Australia's population. Schools from low SES metropolitan and regional South Australia have been participating in the program since 2016. In 2020, regional Assessment Centres were delivered in Port Augusta, Whyalla, Mount Barker, Eastern Fleurieu and Victor Harbor with scope for expansion and further reach into other regional areas of South Australia in forward years. The Assessment Centre admissions pathway received 695 participant registrations (2020), from partner schools across metropolitan and regional South Australia. Of the 526 students who participated. 430 students (134 regional) were made a conditional offer into a Flinders University degree.</p>	<p>Travis Harriman works at Flinders University as an Access Project Officer within the Education Pathways team. As a low-SES and first-in-family student with an articulated university pathway, he brings a wealth of personal experience into a diverse outreach and engagement role. Travis studied a Bachelor of Education (Middle and Secondary) / Bachelor of Arts at Flinders University and has worked within access and equity teams at Flinders University since 2014. He briefly left the university to work as a registered teacher in a Southern Adelaide category 2 school and has returned, bringing firsthand stakeholder perspective, knowledge, and expertise into his practice.</p>
<p>Regional Roadshow : a hands on university experience based in the regions.</p>	<p>Bex Johnson, Access Project Officer, Flinders University; Chelsea Brenton, Access Administrative Assistant, Flinders University; Travis Harriman, Access Project Officer, Flinders University</p>	<p>genevieve.haskett@flinders.edu.au</p> <p>The Flinders University Regional Roadshow provides interactive learning 'in situ', taking experiences into the regions to bring the schools and higher education sectors closer together. The interactive sessions, representing a range of study areas, provide students with first-hand insight into some of the options available to them post-secondary, a glimpse of university life, and the opportunity to engage with academics during a crucial phase of future decision making (Year 10 and 11). Beginning in 2018, the program is a collaborative initiative between teachers, staff within the Education Pathways team, a host school, and representatives from the university's six Colleges: -Business, Government and Law -Education, Psychology and Social Work -Humanities, Arts and Social Sciences -Medicine and Public Health -Nursing and Health Sciences -Science and Engineering To date the Regional Roadshow has been delivered twice in the Eyre Western region (2018 and 2019), offering 317 students from Eyre, Whyalla and the Mid North, the opportunity to engage in a rolling program of workshops on-site at Samaritane College. Early success of the program suggests significant scope for expansion and/or rotation, to provide similar experiences to students from the Riverland and Limestone Coast. Flinders University's Regional Roadshow is a HEPPP program poised to expand with equity reform funding, to offer regional students with the same opportunity to engage with and experience a taste of higher education, as their metropolitan counterparts.</p>	<p>Bex Johnson works within the Education Pathways Team at Flinders University as an Access Project Officer, promoting pathways to higher education and building aspirations for academic and career success for remote, regional and low SES students. Within this role, Bex leads a program for developing interactive workshops for high school students and adult learners, aiming to inspire a future generation of higher education students. Bex holds a Bachelor of Science in Human and Physical Geography and has an academic research background in the UK and the USA within social science and environmental science as well as a local government background involving the management of environmental protection and community development projects</p>
<p>Disruptors of change to current Distance Education provision: The Australian Remote Education Tutor</p>	<p>Dr Brad McLennan (School of Education, University of Southern Queensland); Dr Karen Peel (School of Education, University of Southern Queensland); Professor Patrick Danaher (School of Education, University of Southern Queensland); Elizabeth Burnett (School of Education, University of Southern Queensland)</p>	<p>Brad.McLennan@usq.edu.au</p> <p>Disruptors of change to current Distance Education provision: The Australian Remote Education Tutor This presentation reports on the 2021 survey of Remote Education Tutors (RETs) in Australia. There is a requirement that children in Australian schools of distance education have adult supervision during their school day. This project adds to the limited literature on the demographics and the work of the RETs who provide this supervision. The significance of this project lies in its potential to enhance the sustainability of children's access to consistent and quality educational support. Inspiration for the project originated in the Capricornia School of Distance Education when the researchers observed the urgent need to explore the role and professional identity of RETs. There is a shortfall of RETs for geographically isolated families in Australia, who often live hundreds or thousands of kilometres from their nearest school of distance education. This research uses a sequential, exploratory, mixed-methods approach in which the results of Phase 1 influence the implementation of Phases 2 and 3. This presentation focuses on the survey findings from Phase 1. The RETs, as the participants, included current and recently active governesses, home tutors and parent or family tutors who were engaged in the following measures: -descriptive statistics that reported demographics and work-related experiences; -a measure of the impact of work on RETs' professional and personal lifestyles; and -a Basic Psychological Needs Satisfaction and Frustration Scale. The data from Phase 1 highlight three distinct groups of disruptors of change and innovation to inspire leaders in Australian regional education: the RETs; the parents who employ them; and the researchers.</p>	<p>Dr Brad McLennan is a Senior Lecturer of Initial Teacher Education in the School of Education at the University of Southern Queensland. He has 30 years' experience in collaborative curriculum design and implementation of practices for effective teaching and learning across education sectors. His research is situated in the fields of classroom behaviour management, teacher efficacy, self-determination theory and currently in the understudied work of Remote Education Tutors. He has published in international/domestic journals and refereed books. As a priority, he continues to forge strong relationships and partnerships between the University and key stakeholders across all facets of education.</p>
<p>Regional students and hoped-for futures: motivation and external risks to achieving educational goals</p>	<p>Dr Janine Delahunty, 2020 NCSHEE Equity Fellow, Curtin University; University of Wollongong</p>	<p>janined@uow.edu.au</p> <p>There are deeper issues around regional student attrition from university, that belie the characteristics of determination, resilience, work ethic, problem-solving skills and creativity that regional people are often noted for (report-in-press). Regional students, like others in disadvantaged groups, indeed aspire to hoped-for futures (report-in-press; Davis & Taylor, 2019). However, one's capacity to aspire (Bok, 2010) highlights HE is not a level playing for the educationally disadvantaged. Achieving future aspirations is much more challenging within the realities of compounding multiple equity factors, and unrelated to motivation or academic ability. This will be explored through findings from an Australia-wide project (report-in-press), focusing on data from university students (n150) enrolled at 21 different universities or campuses. Apart from being regional, these students self-selected multiple equity combinations such as first-in-family, mature-age, low-SES, disability, Aboriginal or Torres Strait Islander identification, to name a few. They were also very likely to be studying online, part-time and have other competing responsibilities. Distance clearly brings ongoing challenges. Thus, decision-making leading up to, and throughout study, is often complex and rarely straight-forward. For example, deciding to move or stay, sets in motion a series of complexities that involve financial, emotional and time costs, (un)availability and/or (in)accessibility of courses. Careful consideration is given to the impact on families or close-knit communities. Importantly, students clearly did not lack aspiration or motivation to achieve, so non-completion must be understood around the complexity and emotionality of going to university. Recommendations for how institutions can better support their regional students will be discussed.</p>	

2021 National Conference for Regional, Rural & Remote Education

<p>Living Library pathways:</p>	<p>Vanessa Leane , University of South Australia; Kalpana Goel, Lecturer, University of South Australia</p> <p>vanessa.lean@myemail.unisa.edu.au</p>	<p>Whyalla Town Primary Grade three students listened as their teacher, shared stories of 'Living Libraries' who lived in their town of Whyalla, South Australia. Stories of kindness reaching out to help people. Stories of bravery and mercy during WW2. Stories of determination learning to walk again with 'leg machines.' "These are our Living Libraries," Astrid explained. "We can discover so much listening to their stories about how to live life well. Would you like to help our Living Libraries create stories to share with all children?" With great excitement the children began. A unique intergenerational program 'Whyalla Living Library', an initiative of Kindred Living, supported by Office for Ageing Well, in partnership with University of South Australia, used a strength-based approach to overcome the pandemic gap of Covid 19, building an intergenerational pathway of narrative between three generations. Vanessa and Kalpana will share case studies noting the process and significance of a strength based narrative method developed through Vanessa's doctorate to transform life stories into an educational wellbeing resource for aged care, schools, and universities. The innovative process supported by Kindred Living, engaged older participants with UniSA students to discover developed strengths of character and capabilities expressed through life stories. Stories highlighting strengths were shared and illustrated by grade three students creating three delightful Living Library publications available for education use. The impact of enabling Living Libraries to fulfil a role, creating educational pathways will be explained; experiential knowledge, growth development, best practices and restoring the wellbeing of our communities.</p>	<p>Vanessa Leane is a PhD scholar and provides consultancy in strengths based Wellbeing CPR approach to bring intergenerational wellbeing outcomes.</p>
<p>A new approach to socially just rural school staffing and education: The need for economic and cultural justice</p>	<p>Hernan Cuervo, Associate Professor, University of Melbourne</p> <p>hicuervo@unimelb.edu.au</p>	<p>The appropriate staffing has been a perennial problem for rural schools. The appearance of an array national and international new books and handbooks in rural education research confirm the relevance of this issue. This problem has also been long documented in Australian federal and state government reviews on rural education. The importance of appropriately staffing rural schools is associated with the delivery of good quality of education. To examine this problem, the paper draws on data from semi-structured interviews with urban pre-service teachers undertaking a rural teaching placement. Interviews with each participant took place before, during and after their rural school placement. In this paper, I examine the issue of rural staffing and the role of pre-service teaching and teacher education programs through a bi-dimensional social justice approach by drawing on a politics of distribution and recognition. I argue that while economic justice has always been at the centre of the problem of poor rural staffing through a better distribution of material resources; the solution might also encompass a politics of recognition that helps redressing the misrecognition of rural teaching by higher education institutions through uplifting the institutionalized cultural status of rural teaching and schooling.</p>	<p>Hernan Cuervo is an Associate Professor in the Melbourne Graduate School of Education at the University of Melbourne. His research interests are rural education, theory of justice and youth transitions.</p>
<p>Tracking the Student Journey</p>	<p>Shanon Pillion & Kim Gregory</p> <p>shanon.pillion@unihubsg.org</p>	<p>Only 7.5% of Upper Spencer Gulf residents hold a university qualification, compared to the national proportion of 22%. More alarmingly, with the ability to study online with any university, anywhere in the world, only 4.3% of people in the Upper Spencer Gulf are taking up this opportunity : compared to over 16% of Australians more broadly. Uni Hub's goal is to increase local access to university study and opportunity for advancement in local skilled technical and professional careers. This presentation will provide a snapshot of students supported through Uni Hub and insight into the challenges of 'growing your own' skilled workforce in a state without any large, regional centres and with a small, highly dispersed population. The vast majority of students supported through Uni Hub Spencer Gulf are female and already in the workforce, with nearly half of students registered through Uni Hub already having completed a vocational level qualification. Just under 10% of students have a disability, 6.3% are of Aboriginal or Torres Strait Islander Heritage and - significantly - 70% are 'first in family' to attend university. Nearly 20% of Uni Hub students travel more than 50km to access the study centres, with just over 6% travelling more than 100km for this service. Close to 40% of students value the Uni Hub for providing a local space to study, with 25% seeking help with university enrolment.</p>	<p>Shanon is the Coordinator for Uni Hub Spencer Gulf's Port Augusta Campus. Shanon has more than 20 years in the education and training sector and has a strong connection to local schools and employers right across the Upper Spencer Gulf and Far North of South Australia. She has worked extensively at TAFE SA as a Regional Business Development Officer, Business Analyst and Lecturer and also has experience in the health and correctional services sectors.</p>
<p>Summer Intensive Solution to Rural Health Education Challenges</p>	<p>Michelle Anifotos, SQRH (UQ); Georgia Darr, HABS (UQ); Kuan In Fong, HABS (UQ); Zher Qin Yeoh, HABS (UQ); Tallara Drew, HABS (UQ)</p> <p>m.anifotos@uq.edu.au</p>	<p>Challenges in accessing health care or health care specialists contribute to health inequalities in rural and remote areas (AIHW, 2019). University Departments of Rural Health focus on building capacity of the rural and remote health workforce through student placements, education and support. Quality rural placement experiences may promote students' rural career intentions, however, university curriculum factors, such as compulsory on-campus classes, may present a barrier to rural or remote placements. Southern Queensland Rural Health (SQRH) is a University Department of Rural Health (UDRH), a Commonwealth-funded collaboration between The University of Queensland, University of Southern Queensland, Darling Downs Health and South West Hospital and Health Service. SQRH sought a solution to the 'compulsory on-campus' barrier by developing The Summer Intensive Placement (SIP) program for post-graduate psychology students, allowing them to complete a fulltime 10-week rural placement opportunity during their end-of-year university holiday period. A post-placement survey was completed by students to contribute to quality improvement. This paper evaluates the strengths and challenges of the SIP model and its impact on student satisfaction. This program evaluation informs recommendations for future placements designed to enhance student rural training experiences and ultimately, to enhance the rural health workforce and outcomes for consumers. Australian Institute of Health and Welfare. (2019). Rural & remote health. Retrieved from https://www.aihw.gov.au/reports/rural-remote-australians/rural-remote-health</p>	<p>Michelle is a Psychologist who has lived and worked in the Darling Downs throughout her career, commencing as a teacher in Stanthorpe and later an Education Advisor, Band 6 School Principal, and Lecturer. Since 2005, Michelle has provided mental health services for children and adults as the Clinical Director of a well-regarded private mental health practice in Toowoomba. Michelle works part-time as a Clinical Educator for Southern Queensland Rural Health (a University Department of Rural Health partnership of the University of Queensland, University of Southern Queensland, Darling Downs HHS, and the South West HHS), supporting psychology students to undertake rural training.</p>
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<p>Regional delivery models: Tailoring for unique partnerships</p>	<p>Dr Angelina Ambrosetti School of Education and the Arts CQUniversity; Professor William Blayney School of Education and the Arts CQUniversity</p> <p>a.ambrosetti@cqu.edu.au</p>	<p>Over the past decade, universities have been developing innovative practices and new delivery models to meet the needs of a wider variety of students, thus providing access to higher education to those who may not have been able access it previously. The rise of the Regional University Centre model provides an opportunity for education innovation through specific partnerships developed between RUCs and universities. In this presentation, we discuss three specific partnerships that were developed to deliver initial teacher education in three different regional contexts in Australia. Each partnership is unique, with the offering and delivery of teacher education programs tailored to the context and students who enroll. At the forefront of the development of each unique delivery model is a set of principles. - To reduce the economic and intellectual brain drain from the community when students leave home to study in metropolitan cities often never returning. - Investigate through research the contextual relevance and socio-cultural appropriateness in training teachers for regional Australia. - Why different models are more effective in certain regions and others through partnership with regional teachers and community networks who have contextual knowledge and understanding of the place and its people. - The utilisation of local experts and role models as influencers for the specific structure of the contextualised model and the use of the most suitable technological resources that provide educational pathways. Although each of the partnerships discussed differ in established protocols, the outcomes for communities and the profession are similar. For example, our research so far has shown that the combination of local study support and professional relationships retains students in the course. It also keeps future teachers within the regions preventing youth drain to the metropolitan cities and increases the professional capabilities of the existing teachers within the region that benefit schools and the community long term.</p>	<p>Associate Professor Angelina Ambrosetti is an Associate Dean and Head of Course in the School of Education and the Arts at Central Queensland University. Angelina is a passionate and experienced primary school teacher who taught in Queensland primary schools for 16 years prior to her move to CQU. Angelina's teaching expertise centres on Initial Teacher Education and the pre-service teacher professional experience. Her ongoing research interests include mentoring in preservice teacher education, workplace learning, the professional experience in initial teacher education and professional development for teachers.</p>

2021 National Conference for Regional, Rural & Remote Education

<p>Spinifex Education Network</p>	<p>University of Notre Dame Australia patrick.hampton@nd.edu.au</p>	<p>Case Study : Spinifex Education Network, University of Notre Dame Australia Attracting and retaining teachers in rural and remote settings is an ongoing issue in Australia and in many other countries (Halsey, 2018). The challenges of working in rural and remote schools are well known. It is less clear how typically urban-based initial teacher education providers can effectively prepare teachers for these contexts : particularly where pre-service teachers have often not experienced rural and remote schools and communities and may have unrealistic ideas and views about working in such locations. This case study describes the foundation story behind our University's innovative commitment to preparing graduate teachers for the wide variety of rural, regional, and remote teaching contexts in Western Australia. In June 2020, the University of Notre Dame, Fremantle Campus launched the Spinifex Education Network. The Spinifex Education Network is a School of Education initiative that provides interested pre-service teachers with a coordinated pathway to learn more about and experience teaching in rural, regional, and remote schools. The overall goal of the Spinifex Education Network (SEN) is to prepare quality NDA graduate teachers to work in rural, regional, and remote West Australian schools. Participation in the Spinifex Education Network is voluntary, open to all Early Childhood, Primary and Secondary Education students, and offers three flexible strategies for how and when students participate. These include professional learning, coursework, and professional experience.[Graphic to be added here - please email for details]. One of the principles underpinning the Spinifex Education Network is the importance of partnerships. In addition to an advisory group of national and international rural education experts, effective partnerships have also been established with the Department of Education WA and Catholic Education WA. Despite interruptions to Education programs this year over fifty pre-service teachers have registered for the Spinifex Education Network and undertaken their initial professional learning. In 2021 over sixty ECE, primary and secondary pre-service teachers have already been placed in rural, regional and remote schools across Western Australia for professional experience. This case study will share the early experiences and decisions that have led to the successful establishment of the UNDA Spinifex Education Network and offer an opportunity for participants to discuss the broader application of this model for learning in teacher education programs. Halsey, J. (2018). Independent Review into Rural, Regional and Remote Education. Canberra, Australia: Department of Education and Training.</p>	<p>Patrick Hampton joined Notre Dame in 2010. He has over 20 years' experience teaching in rural and metropolitan primary schools, working in all year levels and curriculum areas. In 2020 Patrick established the Spinifex Education Network. The SEN is a pathway for pre-service teachers to develop the knowledge and skills required for effective teaching in rural, regional and remote schools throughout Western Australia. This initiative aims to provide interested pre-service teachers with opportunities for professional learning, professional experience, and tailored coursework to enhance their confidence to teach in rural and remote WA schools.</p>
<p>Find your future focus: a place-based career education program for high-school students</p>	<p>Laurie Poretti, University of Canberra; Phillip Roberts, University of Canberra; Natalie Downes, University of Canberra laurie.poretti@canberra.edu.au</p>	<p>This case study reports on the implementation of a careers education program for high-school students from LSES and regional, rural, and remote backgrounds with the aim of encouraging them to become more future-focused. This program was informed by principles of best-practice in career advice, specifically the need to address the gap in career advice available for students in the early years of high school. Students in years 7 and 8 in two schools, one regional and one rural, participated in a series of lessons around developing student knowledge, awareness and understanding of possible local careers, and highlighting the connection between school subjects and career pathways in local industries. Prior to participating in the program, students completed a survey to identify their understandings of local careers, industries and school subjects and following participation in the program, changes in student views were measured through a post-survey. Overall, the results indicate the program positively changed students' understanding of local careers and career pathways. Specifically, the program increased student awareness of local jobs and careers and their confidence that they might be able to get the job they want in their location; the importance of grades and subject selection; the importance of doing well at school and selecting valuable electives; and the role of TAFE/University in pathways to work. This study demonstrates the importance of career education programs in the early years of high school that focus on local careers and industries and highlights the role of universities in providing valuable and engaging opportunities for students to participate.</p>	<p>Can we please add this at a later date?</p>
<p>Indigenous Automation in the Budj Bim eel traps and Brewarrina fish traps</p>	<p>Holly Randell-Moon, School of Indigenous Australian Studies; Nick Ruddell, School of Indigenous Australian Studies hrandell-moon@csu.edu.au</p>	<p>In this presentation we outline how pre-invasion Indigenous engineering can contribute to teaching and delivery of science, technology, engineering, and mathematics (STEM) materials in high schools and universities. There is a growing body of work that argues effective STEM delivery should engage with Indigenous communities, their epistemologies and their aspirations. This presentation discusses and realigns the way we view the theoretical space that exists between western and traditional Indigenous knowledge systems by focusing on Indigenous engineering principles of automation in the Budj Bim eel traps and Brewarrina fish traps. Despite principles of automation underpinning the design and operation of many pre-invasion Indigenous agricultural and aquacultural practices, contemporary engineering and technological debates regarding automation exclude Indigenous perspectives. Our approaches include narrative and case study supported by cultural interface and cultural responsibility theory. This approach offers educators a culturally appropriate pathway for future research in the field of cross-cultural science education, particularly in regional and rural areas. Using a narrative approach, we reflect on how educational projects might work in the contested middle-ground between western science and Indigenous engineering. While these case studies have been incorporated into teaching, they are often presented as a historical artefact of the past. Highlighting the case studies' use of automation is an impactful way of connecting Indigenous engineering to contemporary STEM debates about automation and engage regional and rural students with Indigenous science as an ongoing and lived practice.</p>	<p>Holly Eva Katherine Randell-Moon is a Senior Lecturer in the School of Indigenous Australian Studies at Charles Sturt University, Australia. She has published on education, open-space classrooms, and gamification in the journals Review of Education, Pedagogy, and Cultural Studies, Global Studies of Childhood, Policy Futures in Education, and Somatechnics. Her publications on biopower, cultural geography, and digital infrastructure have appeared in Feminist Media Studies, Celebrity Studies, and Media International Australia. Along with Ryan Tippet, she is the editor of Security, Race, Biopower: Essays on Technology and Corporeality (2016).</p>
<p>Reaching out, enabling connection, learning together: Supporting regional, rural and remote students through educational innovation in university pathway programs.</p>	<p>Jennifer Stokes - University of South Australia; Andrew Harvey - La Trobe University; Sarah Hattam - University of South Australia jennifer.stokes@unisa.edu.au</p>	<p>Despite presenting huge challenges, the COVID-19 context has also created a truly disruptive moment, driving educational innovation in online and blended learning. Effective online teaching can foster strong learning communities for those separated by distance, while new technologies support students to share synchronous virtual classrooms and learning outcomes regardless of location. While these technological and pedagogical developments support all students, specific innovations offer great benefit for regional, rural and remote education. This paper will explore case studies of innovative practice in pathway programs at two Australian universities. These case studies provide best practice solutions which support students to engage and study at distance through enhanced technologies and effective pedagogy. Design-based approaches, grounded in Universal Design for Learning (CAST, 2011) and Enabling Pedagogies (Stokes, 2014), have been utilised to further inform content and delivery at UniSA College (University of South Australia). The development of synchronous online classes has extended shared learning experiences across distance, while enhanced site navigation across courses has supported ease of access for students from diverse backgrounds. La Trobe University has developed two new pathways: Achieve and Prepare. These pathways provide new options for students to undertake undergraduate courses within year 12 through blended and other modes, including micro-subjects which can be considered alongside their ATAR. In this paper, these educational innovations in pathway programs will be discussed, with a focus on developing and promoting online learning, and strengthening learning opportunities for regional, rural and remote students. References: CAST 2011, Universal Design for Learning Guidelines Version 2.0, Wakefield MA. Stokes, J 2014 'New Students and Enabling Pedagogies: Supporting Students from Diverse Backgrounds through a University Enabling Program', The International Journal of Diversity in Education, Vol. 13, No. 2, pp.115-124.</p>	<p>Jennifer Stokes is an award-winning educator, who specialises in digital media and enabling pedagogy. She is a Senior Lecturer who coordinates courses in digital and information literacy at UniSA College (University of South Australia). Her doctorate explores enabling pedagogy, and she received a 2018 Australian Award for University Teaching citation for leadership in this area. She is passionate about educational access and the role universities can play in social inclusion and societal betterment. Her background in digital media production and her commitment to social inclusion inform an innovative approach to course content.</p>
<p>The Aboriginal Pathway Program at UniSA - a case study</p>	<p>Barbie Clutterbuck - Regional Tutor (UniSA) barbie.clutterbuck@unisa.edu.au</p>	<p>Recognised with a 2019 SPERA award for 'demonstrating a proven link between rural, regional and remote learning contexts and the local community, and benefitting a defined group' the Aboriginal Pathway Program (APP) is an enabling program which equips students with a Grade Point Average for an alternative entry to university degree. Each with a dedicated APP tutor, the program is offered simultaneously across 5 South Australian campuses and since commencing in 2016, it has increased Aboriginal students at UniSA by >20%. The APP pedagogical approach is one that understands culture, respect and community as the sphere through which academic skills are learnt and developed and Aboriginal experiences, knowledges and worldviews are given prominence within the curriculum. Culturally responsive pedagogies can positively influence outcomes for Aboriginal students, particularly when they influence non-Aboriginal educators' understandings of student experiences. In contrast pedagogical approaches which privilege white voices, knowledges and approaches or a program which seeks to build a traditional 'institutional habitus' or encourages students to 'de-Indigenise themselves' are damaging, outdated and deficit. As non-Aboriginal educators we tread a fine line of cultural sensitivity, striving to create a space for this balance while preparing students for degrees which privilege Western perspectives. This balance of design and delivery of culturally respectful and appropriate content requires collaboration, sensitivity and ongoing communication. This group presentation will explore how the UniSA Aboriginal Pathway Program has approached embedding Aboriginal pedagogical approaches, authorship and content by working alongside students, scholars, communities and industry to enhance community partnerships, student engagement, motivation and success.</p>	

2021 National Conference for Regional, Rural & Remote Education

Informing key influencers of rural, regional and remote students' education and career pathway decisions: a whole community approach	Sue Kilpatrick, Faculty of Education, University of Tasmania; Subhash Koirala, Faculty of Education, University of Tasmania; Jessica Woodroffe, Peter Underwood Centre, University of Tasmania; Robin Katersky Barnes, University College, University of Tasmania; Nicolli Barnes, Faculty of Education, University of Tasmania	sue.kilpatrick@utas.edu.au Effective career education is crucial in preparing rural, regional and remote (RRR) people of all ages for life and work in the increasingly globalised economy. Schools alone are not well equipped to create locally relevant programs that facilitate, promote and enable students to actively understand, negotiate and feel supported in their career and education pathway choices. This presentation reports on a project which utilised an innovative community based participatory research approach to design, trial and evaluate whole community, place-based, coordinated career and education pathway information and support. It established career and education pathway working parties in three case study communities in two States, each resourced with a pathway broker. Working parties and communities were made aware of a suite of programs and interventions found to be successful in informing and influencing key influencers of student pathway choice. Working parties and communities were assisted through a process led by the researchers to select and/or modify programs and interventions aligned with community needs. These were trialled and evaluated. This presentation describes a transferable model designed to increase whole community understanding of career and education pathways and resources available to support higher education pathways. It reports learnings from the three trial communities and concludes that a community based approach, supported by external education and industry players, enhances the chances of embedding sustainable place-based, tailored career and education information and support resources in RRR communities. The methodology also provided learnings about how researchers can best contribute to rural communities.	Professor Sue Kilpatrick researches education, learning for work, health and community development issues in rural areas, mainly applying a social capital approach. She combines her research with community-based regional development roles.
Bridging the 'Great Divide' - innovation in capability and wellbeing support for rural and remote school leaders and teachers: A case study of the Centres for Learning and Wellbeing initiative (Department of Education, Queensland)	Kym Turner, Department of Education Queensland kym.turner@qed.qld.gov.au	Challenges in delivering professional learning and wellbeing support to teachers in rural and remote communities are well documented. In Queensland, where the Great Dividing Range separates our rural and remote schools from the east coast, and where over half of the states' schools are located, four Centres for Learning and Wellbeing have been established to improve access to professional learning and support the wellbeing of staff, so they can thrive and grow in rural and remote Queensland. With their key functions of developing leadership capability, mentoring beginning teachers, coaching mid and experienced teachers, building resilience and facilitating inter-agency wellbeing support, the Centres are not only 'bridging the great divide' and providing quality contextualised professional learning and wellbeing support to staff regardless of where they work and live, they are also positively impacting on rural and remote attraction and retention. In 2019, the Centres delivered over 27,000 hours of professional learning to over 5,200 staff, with 81% of service delivery being face-to-face. Annual survey data indicates that nearly 80% of school leaders and 65% of teachers directly attribute an increase in their level of leadership and teaching confidence to their participation in Centre activities. Over 86% of school leaders report an increase in the confidence of their staff as a result of Centre support. This case study will explore in detail how this innovative education initiative moved from concept to reality and has established itself an integral component in advancing rural and remote education in Queensland. Halsey, J. (2018). Independent review into regional, rural and remote education. Department of Education and Training. Hudson, P., & Hudson, S. (2008). Willis, A. S., & Grainger, P. R. (2020). Teacher Wellbeing in Remote Australian Communities. Australian Journal of Teacher Education, 45(5).	A proud educator for over 35 years, Kym's work has transformed the landscape of learning and wellbeing for students in Queensland state schools. Following 15 years of regional teaching and leadership, Kym joined the Queensland Department of Education's corporate staff to lead complex projects impacting state school students. At present, Kym works alongside senior leaders to deliver the Queensland Government's \$100 million Advancing rural and remote education in Queensland state schools strategy. Having grown up in a small country town and educated in a small school by her teacher parents, Kym understands first-hand the challenges and opportunities for rural and remote students, teachers and families. Kym leads the implementation of key projects associated with the rural and remote strategy including the flagship Centres for Learning and Wellbeing project, a world-first \$31.1 million investment in the professional learning and capability development of teachers and school leaders in rural and remote Queensland.
Get Prepared: Developing Educational Resources For University Students in Transition	Dr. Dashiell Moore, Educational Innovation, The University of Sydney; Dr. Mick Warren, Educational Innovation, The University of Sydney dashiell.moore@sydney.edu.au	In association with the University of Sydney's Widening and Participation Strategy, the University's Educational Innovation (EI) team developed a suite of online 'Get Prepared' modules to be launched in 2021 with the assistance of seven student co-designers from a variety of equity backgrounds to support students in transition. In this paper, we share insights into the co-design process, discuss the Get Prepared modules, and outline the benefits online resources can offer regional, rural, and remote (RRR) students in particular. The Get Prepared site is broken up into three modules oriented around areas of need identified by pedagogical scholarship. The first, 'I can do this!' encourages students from equity backgrounds to see themselves as a vital part of the university in the wake of Morieson, et al.'s report on the importance of student belonging (2015), the second demystifies the 'hidden curriculum' of the University of Sydney (Devlin 2010), and the last provides advice to parents and families in recognition of findings that such support is crucial to student success (Le & Miller, 2005; Scanlon, et al. 2019). Moving forward, we've identified key areas of improvement for future iterations of this project and for other similar initiatives; forming a codesign group reflective of less-vocal students, building content creation scaffolds alongside the students, working in partnership with parents and families (Russell-Bennett, et al. 2020), and adapting our strategy to specifically reach RRR students in both online and face-to-face settings.	Dashiell Moore is an Early Career Researcher and Educational Designer at the University of Sydney. He has research interest in Indigenous studies, postcolonial literature, comparative literary studies, and widening participation in higher education, having published scholarly journal articles in The Journal of Commonwealth Literature, The Journal of Postcolonial Writing, and Overland. Mick Warren is an Educational Designer at the University of Sydney, with the Educational Innovation team. He has extensive teaching experience in Australian history, Indigenous studies and the environmental humanities. Mick completed his PhD thesis Unsettled Settlers: Fear and White Victimhood in New South Wales and Van Diemen's Land, 1788 - 1838 in 2017 at the University of Sydney.
TAFE Specialist Employment Partnerships (TSEP)	Pam Anderson, National Disability Coordination Officer Western Victoria; Kirsty Runciman, National Disability Coordination Officer Western Australia pam.anderson@skillsplus.com.au	The TAFE Specialist Employment Partnership (TSEP) program aims to improve graduate employment outcomes for students with disability by establishing an on-campus specialist employment service that links a Disability Employment Services (DES) provider with TAFE (Technical and Further Education). - The majority of TAFE students report that they are mostly investing the effort and time into their study in the hopes that it will create employment - In 2017, there were 54,125 students with disability enrolled in TAFE nationally (8.2%) - In 2019, students who graduated from a TAFE course were employed overall (76.6%) - the balance of students went on to further study, and some remained unemployed and looking for work - 52.6% of TAFE graduates with disability are employed post-study, compared to 78.8% of their peers without disability. - Students with disability not employed before training have an employment rate of 30%. Students without disability not employed before study have an employment rate of 49.8%. (Source: https://www.ncver.edu.au/research-and-statistics/data/all-data/vet-student-outcomes-2019-data-slicer) The TSEP project aims to meet with as many TAFE students with disability as possible to identify and address the systemic blocks and barriers to employment. Program Proposal TAFE Specialist Employment Partnerships (TSEP) is an employment service based at the TAFE campus to meet specific needs of graduating or graduate students with disability seeking employment. The service will be available to all students identified as having a disability and/or who access support from the TAFE due to the impact of their disability. Students can self-refer or are encouraged by TAFE staff. An initial assessment for Disability Employment Service (DES) eligibility will occur between the consultant and the student for future eligibility purposes. The TAFE SEP consultant will work closely with Student Services to form a relationship that includes cross-training and sharing skills and knowledge from a TAFE and DES perspective when assisting people with disability to engage with employers and the recruitment process.	Pam is the National Disability Coordination Officer (NDCO) for Western Victoria and has been employed in this role for seven and a half years. Pam is passionate about raising aspirations for people with disability to feel confident about moving into tertiary education and gaining quality open employment. Kirsty is the National Disability Coordination Officer based in Subiaco, WA. Kirsty works with many rural and remote communities with a passion for increasing participation for people with disability into tertiary education and subsequent employment, particularly in remote regions.
The 'Value' Survey: Student perceptions of facilities and services offered at a regional university centre.	Natalie Nelmes - Director Geraldton Universities Centre; Dr Stephanie Mills Sizer Academic Co-ordinator GUC - Nursing; Natasha Colliver Project & Communications Coordinator GUC stephms@guc.edu.au	The 'Value' Survey: Student perceptions of facilities and services offered at a regional university centre. Geraldton Universities Centre (GUC) is an independent, regional university centre, supporting university courses in Geraldton, Western Australia, on behalf of its university partners: the University of Southern Queensland, CQUniversity and Curtin University. Academically, the GUC support model is one of mixed mode and supported distance education, specifically targeting online programs which it can augment with face-to-face support. Students are enrolled as external/online students but also receive face-to-face tutorials and support from GUC tutors. The Napthine Review and resulting National Regional, Rural and Remote Tertiary Education Strategy (2019) was set to create potential opportunities for regional higher education delivery, including the funding of a Regional University Centre program following the success of the GUC community driven model. In order to further validate and strengthen GUC's approach, and in recognition of the rapidly changing educational landscape, there was a need to better understand the support needed and wanted by students, responding to changing student expectations, if required. A comprehensive survey of GUC students was undertaken, to determine the relative value of the facilities, supports and services GUC provides. An online survey was developed, in order to capture students' views about aspects of the GUC study experiences and supports most valued by students. The poster describes the survey's methodology and methods, and also reports on results in the key areas of 'facilities and equipment', 'student support and services', 'academic support', 'partner university services', and 'sense of belonging'. The survey allowed GUC to capitalise on strengths, and address perceived gaps in support and provision. References: Commonwealth of Australia (2019) National regional, rural and remote tertiary education strategy (Final Report). Canberra: Department of Education. Authors: Natalie Nelmes (Director of GUC), Dr Stephanie Mills Sizer (Academic Co-ordinator GUC - Nursing), Natasha Colliver (Project & Communications Coordinator GUC)	Natalie Nelmes became the Director of Geraldton Universities Centre in 2015 after serving for five years as the Centre's Special Projects Manager, working at the coal face of creating this innovative model for supported university education in the Mid West region of WA. With a Masters in Management and an Arts degree, and working for 15 years in the marketing and PR industries prior to GUC, Natalie works with the firm belief that communication and collaboration can open doors to new ways of thinking and finding solutions to community issues. It's exactly the approach GUC adopted in establishing the first not for profit universities centre in Australia.

2021 National Conference for Regional, Rural & Remote Education

CUC Far West High School Support Program	Sophie Weathersbee, Country Universities Centre Far West; Danielle Keenan, Country Universities Centre Far West danielle.keenan@cucfarwest.edu.au	Regional students face a range of challenges and barriers to post-secondary education, including financial disadvantage, greater travel distances, and limited choice. In Broken Hill, less than 45% of year 12 students attended university, which is well below the 80.3% of their metropolitan counterparts. In response, the CUC Far West High School Support Program, in line with the National Regional, Rural and Remote Education Strategy, aims to build aspirations of regional students for higher education and impact the number of students seeking post-secondary education. The 2020 program was delivered to 26 students from the Year 11 cohort at Broken Hill High School, who opted in to engage in activities aimed to build knowledge around University and skills in the area of motivation, goal setting, and approaching assessments. The sessions were developed and delivered by CUC Far West's Learning Skills Advisors and Centre Support staff with assistance from local university students. Importantly, the What you need to know about University session gave students the opportunity to ask questions and engage in conversations about the realities, opportunities and practicalities of university study. Feedback on the program indicated that students found the sessions informative and helpful. Surprisingly, the session on university information received the highest positive responses (96%) from students. In consideration of these results, the 2021 program will have a greater focus on University pathways, options and services. Overall, the program highlights the integral role that CUC Far West has in demystifying access to higher education among students in the region: thereby fostering aspiration for post-secondary studies.	Danielle has led the Country Universities Centre Far West team for three years, since its opening in 2018. With extensive experience in the higher education sector, Danielle's focus is on building opportunities for the people of the Far West through Education. The establishment of relevant teaching and support environments, the promotion of opportunities for students in the region and the delivery of successful training programs for students investing in their education are key priorities in her role as Centre Manager.
The Country Universities Centre Learning Skills Advisor Program: providing regional rural and remote students with face-to-face academic skills support.	Lisa Turner - Country Universities Centre Far West; Danielle Keenan - Country Universities Centre Far West lisa.turner@cucfarwest.edu.au	The Learning Skills Advisor (LSA) Program is an initiative of the County University Centre (CUC) that provides regional rural and remote (RRR) students face-to-face support with academic skills development. Since its inception at CUC Far West in 2018, the program has grown to be delivered through six CUCs at eight regional locations with over 200 students supported in 2020 through 823 one-on-one sessions and 76 group workshops. The aim of the Program is to improve student retention, completion and success in higher education. Fundamental to achieving this aim is the Program's approach to service delivery which has been guided by Dr Cathy Stone and her expertise in student support and equity in higher education. Notably, the Program's approach is the provision of support that is personalised, relevant, responsive, and timely, and works to develop student confidence and sense of belonging at university. Accordingly, LSAs are local experts who deliver the service through face-to-face interactions, working to fill the gap that naturally arises for RRR students who typically have limited access to in-person on-campus academic supports. Student response to the Program has been overwhelmingly positive, with survey results showing 98% of students who utilised the service felt that using the CUC improved their academic results, and 95% stating they were more likely to continue with their studies. So, while the LSA Program remains in its infancy, the positive student uptake and response suggests it will continue to grow with the LSA model potentially being suitable for implementation in other RRR locations.	Danielle Keenan is the Centre Manager and Lisa Turner is the Learning Skills Advisor at the Country University Centre Far West in Broken Hill. Both Danielle and Lisa have grown up in the Far West and studied online through various Higher Education providers. Their personal and professional experience identified the need for face-to-face academic support for students studying through the Country University Centre. The identification of this need led to the development of the Learning Skills Advisor Program.
One Size Doesn't Fit All: The importance of community ownership and diversity in the RUC model	Alison McIntosh Taree Universities Campus; Moira Coffey Taree Universities Campus; Donna Ballard Taree Universities Campus alison@tareeuni.org.au	Reasons behind the Federal Government program to provide funding for Regional University Centres (RUCs) to improve access to tertiary education for regional and remote students are well understood and justified. Not as apparent, however, is the level of tolerance and understanding that will permit tailoring of tertiary education delivery to accommodate the unique and diverse demands of different communities. This case study spotlights the MidCoast of NSW where Taree Universities Campus (TUC) was one of nine new RUCs announced in June 2020, with the first students enrolling for early 2021 commencement. TUC is the sole RUC in NSW which is not an affiliated Country University Centre (CUC). In addition to CUC-style infrastructure and support services, TUC students are further assisted through mixed-mode delivery which includes on-campus tutoring, mentoring, local industry sponsorships and other community-generated involvements. The central focus of this paper is to highlight reasons which dictated this style of delivery. These include historical and contemporary influences such as repeated episodes of market failure; fluctuating peripheral intra-region status; trends in socio-economic characteristics and area growth; recent natural disasters; tenacious community leadership; widespread community support; decisions to leapfrog local impediments; government policies on funding; and long-term sustainability goals. What became evident during this process was the need for reassessment of the RUC model and of how CSPs and funding are determined. Accordingly, questions arose of where and how greater flexibility in the program might facilitate tertiary education delivery to diverse community types and what form support mechanisms for RUCs should take.	Alison McIntosh is Chair of the Board of Taree Universities Campus, a new community-owned Regional University Centre in the MidCoast LGA of NSW. She has been a resident for over 35 years, during which time she has attained through distance education a PhD (University of New England) and an Honours Degree in Urban and Regional Planning. She is a former Senior Research Associate, Queensland University of Technology and Adjunct Research Fellow, University of New England. Donna Ballard is Chief Executive Officer of Taree Universities Campus. Donna has lived in the MidCoast LGA for most of her life. Her Bachelor of Business qualifications were acquired through distance education (University of New England) and thus she has experienced, and has a clear understanding of, difficulties for students undertaking this form of tertiary education delivery. Donna has over 20 years' experience in business and financial management and, importantly, strong community connections and networks.
Strongly local natures: generosity of aspiration	Mandy Pryse-Jones Torrens University Design mjoness@laureate.net.au Susan Webb, Monash University; Elizabeth Knight, Victoria University; Melissa Tham, Victoria University lizzie.knight@vu.edu.au	With the opening up of online courses means things like design (interior design) has been easier for students in rural area to access without having to go to the city. I have facilitated an interior Design course online for students at Torrens Uni for 10 years and have noticed the amount of rural students that are partaking in the course and there interest to help make there communities become more design savvy. This has a flow on effect in the community. Case in point I have had a student from Dubbo who has recently completed the interior design Dip Course. This is a change of career for her from working with the National park in marketing. She can see the potential for design and education to play a bigger part in her community and is wanting to emphasis the unique regional design of the area so it defines the Central West. Through subjects like Design context and materials and product to name a few have made her aware of these possibilities. The flow on effect, we are Collaborating and creating an event in Dubbo in Feb of 2021. The aim will be educating the local builders and trades people about interior design and that it's not just fluffing cushions. As well as to high light local artisans and craft people, the idea being to create a more informed community. Recent Australian and United Kingdom education policy has sought to lift the aspirations of young people from regional and remote communities (Brown, 2011; Halsey, 2018). This often aligns with aspirations to leave their area and their community and assumes a poverty of aspiration (Sellar, 2013) in those who do not aspire to a particular form of social and economic mobility. Raco terms this 'politics of aspiration' (2009, p. 437) and this research presentation considers how aspirations can be reframed with different success narratives. It follows Roberts and Green (2013) by seeking disrupt understandings of educational disadvantage by thinking differently about social justice and how we construct aspirations for people, including in regional and remote communities. Drawing on data gathered through a NCVET project which explored geographical and place dimensions of post-school transitions, this presentation considers the motivations of teachers working in educational institutions in four identified case sites in peri-urban and regional areas of Australia. It explores narratives arising out of the interviews with teachers in the case sites which illustrated a particularly under reported phenomenon, the idea of commitment to community and attachment to an area for collective community cohesion. By challenging received ideas about aspiration, this presentation posits a new understanding which support people to remain in regional communities and how people remaining and enine to regional areas become crucial resources and assets to their area in their own right.	I am a full time employee of Torrens Uni for the past 14 years in Common core Design and Interior design, face to face and more recently online. I have my own business in the industry as well as worked for Crone and Associates. My online experience has meant that I have been able to work from and experience remote situations, for instance the Kimberly in WA and East Arnhem land NT. This first hand experience gain volunteering in art centres gave me insight and knowledge to pass on to student. Recently completed my Masters of Design in 2018. Elizabeth (Lizzie) Knight is a Research Fellow at the Centre for International Research on Education Systems and is Research Advisor to the Career Industry Council of Australia. Her research areas include provision of career information, transitions to tertiary education, vocational education and training and the nature of graduate employment and employability. With settler family roots in North-West Tasmania and the Goldfields of Western Australia she is interested in access to educational opportunities in regional and remote areas. A key focus of Lizzie's research is equity of access to and in education outside of school settings.