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Robert	Mitchell	<a href="mailto:rmitchel@uccs.edu">rmitchel@uccs.edu</a>	Colorado	University of Colorado	Franny Harris	Connectivity in learning, Student engagement, aspiration and motivation, Strengthening and networking rural education rese	Case Study	Remote Coupling: Building Effective Higher Ed-Rural Classroom Collaboration	This case study focuses on an innovative solution for the ongoing rural teacher shortages in the United States. Since 2017, university faculty from one public university in Colorado has partnered with the Campo (Colorado) School District – a district with approximately 50 students in a very remote region – to serve as the classroom instructor for the secondary school. In this initiative, the university professor takes on the role of the regular high school teacher, leading to numerous beneficial outcomes for everyone involved in the project. For students, this unique arrangement has provided access to rigorous instruction that links to university resources, provides interaction with internationally recognized speakers and content experts, and supports connections to international students attending university in the United States. The benefits of this initiative include the addition of a new voice in the rural classroom, plus the university faculty also benefit from their direct and sustained interaction with secondary students in the rural school. In addition, the faculty member gains access to an environment that becomes very receptive for the development of various research efforts. This collaborative partnership between rural schools and the university is uncommon, largely due to the geographic location of the school and the specialized focus inherent within university academic structures. Yet, the project has proven to be successful as students are able to leverage their experience with the university faculty to gain admission and financial support to attend university. This case study demonstrates a true win/win partnership that should be replicated wherever possible.
Melanie	Jay	<a href="mailto:melanie.jay@cuccclarenc valley.edu.au">melanie.jay@cuccclarenc valley.edu.au</a>	NSW	Country University Centres	n/a	Connections between industry, education and communities	Case Study	CUC Clarence Valley Community Partnerships 2022	The CUC Clarence Valley Community Partnerships Program is about connecting us with our community. This project is twofold. 1. It gives an opportunity for our students to support local businesses, organisations & professional services. We are now a community that provides access to higher education, we have opened the doors to many higher education opportunities. This is a great opportunity for local businesses to access student volunteers for their organisation. 2. It gives an opportunity for social interaction whilst we support local businesses. Studying by distance, and online has many challenges. One of them is the lack of an on-campus culture and social networking opportunities which can leave students feeling isolated. Students also have the challenge of finding time to study, often limiting their opportunity for full-time work and leaving them on a tight financial budget. We want to remove these social and financial barriers by increasing opportunities for social interaction with other students and supporting our local businesses at the same time.
Natalie	Nelmes	<a href="mailto:natalien@guc.edu.au">natalien@guc.edu.au</a>	WA	CUC		Disruptors and Innovation	Case Study	The link between online and internal university student learning	Title: The link between online and internal university student learning Sub heading: What course related academic support looks like at a Regional University Centre Geraldton Universities Centre (GUC) is the original regional university centre (RUC). Commencing operations in 2002, GUC restructured in 2010 to a community-based model of governance which has become a core feature of the Commonwealth's RUC program. As vitally important as community-based governance is, GUC sees the cornerstone of its model as the face-to-face, unit specific academic support provided to cohorts of local students enrolled in partner university's online courses. Indeed, it is the very way, GUC best responds to the needs of its community. Every week of semester, GUC tutors provide tutorials or intensive blocks of tuition to local students, supporting their online content in courses from bridging programs to Bachelors of Nursing, Education, Psychology and more. Surveys of GUC students consistently reveal how highly they value their face-to-face classes and access to a GUC tutor. It has led to excellent retention and success rates with GUC now producing 40-50 graduates a year – a professional workforce for local institutions, agencies and businesses. This case study examines what is required for this course specific academic support to be offered at an RUC. It considers the challenges of consistently recruiting cohorts of size, sourcing tutors from industry, shifting policy settings and the importance of deep and enduring partnerships with universities.
Annette	Daniels	<a href="mailto:wuyagbastudyhub@gmail.com">wuyagbastudyhub@gmail.com</a>	Northern Territory	Wuyagiba Bush University	Kevin Rogers, Helen Rogers, Emille Ens, Sue Pickham and Andrea Jaggt.	Disruptors and Innovation, Connections between industry, education and communities, Pathways for education, Strengthening and networking rural education research	Case Study	Educating remote Aboriginal leaders of tomorrow	We are Annette Daniels and Kevin Rogers the Traditional Owners of Wuyagiba, where the Wuyagiba Bush University is located in eastern Arnhem Land. We created and run the Wuyagiba Bush Uni in partnership with our families and Macquarie University staff. The Bush Uni was Annette's mother, Mrs Cheryl Wulumir Daniels vision of having both ways learning and culture to teach our young people around south east Arnhem Land. We began to make this dream happen in 2016 with a trial. We had only one classroom and we all camped in small tents next to Kevin Rogers and his wife Helen's house out at the remote Wuyagiba outstation, about 2 hours drive from the nearest town. There were 20 students in the first trial and one of the first teachers was one of our local young people Melissa Wurrarnamba who is now about to complete her Bachelor of Arts in Education at Macquarie Uni this year. She will be the first University graduate since Kevin and Mrs Daniels completed their degrees in the mid-1980s. In 2019 we were lucky enough to win a 4 year Regional Study Hub grant from the Australian Government Department of Education. This gave us funds to build a big classroom, dorms, teacher accommodation and a kitchen. We also developed our both ways University curriculum over the following years. In 2020 Macquarie University accredited two of our cultural units, so now our students can study four full University 1st year level subjects out on Country – 2 Academic Units and 2 cultural units. We believe this is the first time University level subjects have been developed and taught out on Country by remote living Aboriginal communities and we are very proud of our achievements, because it hasn't been easy. We are looking forward to telling you more about our unique two-ways University program.
Melissa	Ronca	<a href="mailto:melissa.ronca@uts.edu.au">melissa.ronca@uts.edu.au</a>	NSW	University of Technology, Sydney	n/a	Pathways for education, Student engagement, aspiration and motivation	Case Study	Student partnership in the big smoke: Strengthening metropolitan universities' ability to provide for students from rural, regional and remote backgrounds	Compared with students in metropolitan areas, students from rural, regional and remote (RRR) Australia are less likely to complete high school, less likely to apply to university, less likely to accept a university offer and, if they accept an offer, are twice as likely to defer and less likely to complete their degrees (Commonwealth of Australia, 2019). The barriers to accessing higher education that students from RRR backgrounds face are numerous and include financial, logistical and emotional constraints related to leaving their communities in order to study (King et al. 2022). These barriers do not stop once these students enroll at university; when studying away from their home environment, students can continue to be challenged by, for example, housing stability and affordability, travel home costs, a lack of tailored information and support as well as institutional indifference to these challenges (Delahunty, 2022). Higher education institutions that are committed to improving enrolment, retention and success rates RRR background students must first understand the unique experiences and challenges facing their students. This presentation will focus on how one metropolitan university is embedding student partnership to ensure that student experience is centered in designing support services and outreach activities for current and future students (respectively) from RRR backgrounds. To date the approach has involved the sponsorship of a student-led society and a series of focus groups exploring the barriers to access and ongoing challenges that students face in their higher education journeys. References: * Commonwealth of Australia. (2019). National Regional, Rural and Remote Tertiary Education Strategy. Final Report. Retrieved from <a href="https://www.dese.gov.au/access-and-participation/resources/national-regional-rural-and-remote-tertiary-education-strategy-final-report">https://www.dese.gov.au/access-and-participation/resources/national-regional-rural-and-remote-tertiary-education-strategy-final-report</a> * Delahunty, J. (2022). 'You going to uni?' Exploring how people from regional, rural and remote areas navigate into and through higher education. National Centre for Student Equity in Higher Education. Curtin University. * King, S., Stone, C. and Ronan, C. (2022). Investigating transitions to university from regional South Australian high schools. National Centre for Student Equity in Higher Education. Curtin University.
Dipane	Hialele	<a href="mailto:hialeled@ukzn.ac.za">hialeled@ukzn.ac.za</a>	KwaZulu-Natal South Africa	The University of KwaZulu-Natal (UKZN)		Connections between industry, education and communities	Case Study	Diyatalawa: A model for sustainable rural learning ecologies partnership for collective impact in South Africa!	The Diyatalawa community was re-conceived as a model for sustainable rural villages in South Africa and has since been recommended for rural renewal and development. Even though a concerted inter-agency effort was embarked upon with the support of government to address the need for continuation of existence of a vibrant rural community, the community continuously engage with the neighbouring urban area. Using the community capitals framework, participants were deliberately sensitized that they were expected to choose narratives that represent their lived experiences of the transformation of their community into a sustainable rural learning ecology. Through narrative analysis, we made sense of these stories in accordance with emerging themes. Finding indicate that whilst the urban area appears to benefit by drawing raw materials (primary economic activities) from the rural area under study, the latter benefits a lot from secondary, tertiary economic activities (including diverse learning opportunities). Preliminary findings further show a skewed posture with an urban bias, the two demonstrate established and somewhat sustainable learning connections. Skewedness inevitably and often unintentionally, results in feelings of superiority versus inferiority and creates a perception of the 'powerful' urban neighbour/partner may not necessarily negotiate in good faith. This therefore implies in our future and continued engagements between the partners, rules of engagement need to be revisited.

Viveka	Simpson	viveka.simpson@teachforaustralia.org	VIC	TeachForAustralia	Disruptors and Innovation, Connections between industry, education and communities, Student engagement, aspiration and motivation, Strengthening and networking rural education research	Case Study	Partnerships for collective action - Case Study: Teach for Australia's work in Rural, Regional, and Remote Australia	Case Study - Teach For Australia's work in Regional, Rural and Remote Australia. Meaningful partnerships are at the heart of Teach For Australia's work in supporting high quality education while ensuring systemic change. Teach For Australia (TFA) has a vision of an Australia where education gives every child, regardless of background, greater choice for their future. Through our programs, we are creating a community of leaders whose lived experience in our partner schools results in a life-long commitment towards educational equity, and we have some stories to share. TFA has partnered with RRR schools since 2010, and the teachers in our programs have myriad experiences of collaborating with their communities to contextualise students' learning, to working with support staff, parents and school communities to improve student outcomes.
Genevieve	Haskett	genevieve.haskett@flinders.edu.au	SA	Flinders Uni	Pathways for education	Case Study		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) students... 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). South Australian regional and low SES metropolitan schools have been participating in the program since 2016. 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.
Nicole	Wright	nicole@cef.org.au	NSW	CEF	Connections between industry, education and communities	Case Study		The work of Country Education Foundation of Australia (CEF) is driven by 44 local foundations in rural and regional areas, run by more than 415 volunteers across 5 states and territories. In the last 5 years, CEF has seen a 118% increase direct funding support to students; a \$385,000 increase in local grants awarded; and national partnership funding increase of 340%. These results are because we know that education, non-profit, corporate and philanthropic organisations must work with communities to reduce the education participation gap to improve opportunities and outcomes for regional youth. Community examples include 'Way Out West Wallabies' in Coonamble that brought people together after three years of COVID19 restrictions, establishing a sense of purpose and connectedness; the Coleambally Irrigation local scholarship providing employment security and; relationships with Country University Centres to provide local study support. Nationally, the inaugural CEF Matched Giving Campaign was held in 2020. Backed by a national partner, the success of this campaign illustrates how national collaboration can increase community engagement and investment in the education of youth. The CEF Extra Scholarship program has awarded over \$381,000 in 2022, with each scholarship providing mentoring, networking, accommodation, work experience and employment opportunities. The scholarships are awarded by national office in consultation with the local volunteers, because they know what their youth need best. This approach sees CEF study completion rates of 90% and inspires alumni to become involved and give back to their communities and other regional youth.
Robert	Brown	r.m.brown@cqu.edu.au	WA		Connectivity in learning	Case Study	One University's View of the RUC Landscape: Emerging Trends and Prospective Futures	CQUniversity (CQU) and the Geraldton Universities Centre (GUC) formed partnership in 2011 to support distance education students. Together they pioneered a model that partnered the University's online learning resources with local staff providing specialist academic and pastoral support. The model has been very successful, and provided a template for the Australian Government's Regional Study Hub program, subsequently rebadged as Regional University Centres (RUCs). As the RUC model enters its fifth year, it has now blossomed to encompass some 13 RUCs covering almost 40 locations, with more foreshadowed to commence in the near future. CQU has continued to be an enthusiastic player in the RUC space, with six formal partnerships covering about half of these regional locations, making it the largest current provider of RUC student enrolments. However, the GUC model is no longer the dominant paradigm. Not surprisingly, the spread of RUCs has meant that a number of different models have now emerged, which reflect differing communities, local needs and philosophies. It is therefore perhaps timely to present a survey from one university's perspective of the development of the RUC landscape over the past five years, and to present some speculation about how the program might develop into the future.
Julie	Hollitt	jhollittpsychologist@gmail.com	NSW		Disruptors and Innovation	Case Study		Looking for evidence or indicators of learner disconnection from formal schooling resulted in a mixed method investigation of the 'outside-of-the-box' locations and schools in which the researcher had participated in a practitioner capacity. This research led to a preliminary definition of what constitutes an imagined learner and a context-specific learner. The investigation included 6 locations across NSW (regional, remote, rural (RRR) and greater Sydney locations), a raft of demographic data associate with these locations and easily accessible by any interested member of the general public, and document data drawn from official literature that is foundational across all Australian school settings (i.e. General Capabilities in the Australian Curriculum (ACARA 2013/2014). This paper reports a major understanding emerging from this larger research study: that 'outside-of-the-box', context-specific learners are likely sharing four characteristics - an experience of 'stacked disadvantage' of at least 3 (and up to 21) location-specific disadvantages, an experience of social-geographic isolation not necessarily dependent on distance, fading from some of the statistics of formal schooling and post-school education, and the likely experience of incongruent conceptual worlds compared to official documents and practices of formal schooling. Implications of this finding will be discussed in relation to future research and within-school considerations.
Anita	Kuss	ceo@unihubsg.org	SA	UniHubs	Disruptors and Innovation	Case Study		
Ben	Archer	ben.archer@tareeuni.org.au	NSW	Taree Uni	Connections between industry, education and communities, Pathways for education, Student engagement, aspiration and motivation, Strengthening and networking rural education research	Case Study	Taree Universities Campus	and Graduate Employment within the Mid Coast Local Government Area. Using an innovative model centred on pastoral, financial and career support for students, students report feeling more supported in their studies and better connected to their community. This connection is not simply through retaining students in the area through study but by providing a place for employers and community organisations to come together and collaborate on important issues. Students receive ongoing vocational support through a dedicated careers advisor who helps to link students with prospective employers, helping to address the local skills shortage one job at a time. Local employers use Taree Universities Campus to host events and facilitate professional development opportunities through relevant providers. The clear link between employers and students culminated in Taree Universities Campus playing a pivotal role in establishing a community-wide careers expo in July of 2022. The campus' involvement extends beyond helping students gain employment. Several students have commenced Higher Degrees by Research using the campus' facilities. These research projects have direct relevance to the local community. They will help enhance the community and demonstrate support for universities undertaking research within the Mid Coast region. By showcasing the work of Taree Universities Campus, we can demonstrate the importance that Regional University Centres can play in enhancing community outcomes and encouraging more positive collaborations with tertiary institutions.

Sarah	Rolton	sarah.rolton@cucafarwest.edu.au	NSW	CUC	Connections between industry, education and communities, Student engagement, aspiration and motivation	Case Study	Country Universities Centre Far West	<p>In the city of Broken Hill located in the Far West of NSW, nearly half of the residents do not have post-secondary education, and just 8.5 percent have attained a bachelor's degree (ABS, 2016). Bok (2010) suggests that often people from lower SES backgrounds have limited access to information that empower them to make bold decisions around higher education and career aspirations. In response to the challenges, Austin et al. (2021) state that students in RRR communities require collaborative support from higher education stakeholders and local industry to co-design career education opportunities.</p> <p>Understanding the benefit to co-designed career education programs, CUC Far West worked collaboratively with local youth to facilitate an interactive networking event, 'Discover Your Future' (DYF) in May 2022. Initially, CUC Far West staff attended the ABC Heywire Youth Innovation Summit in 2021 where local youth presented a concept to increase youth access and exposure to local industries. The group advocated for a project that facilitates connections with a diverse range of professionals to learn about others experience navigating careers and education pathways.</p> <p>DYF was delivered over a single day; approximately 150 students from years 10-12 engaged with industry-focused activities and discussions with over 30 professionals across 15 local organisations. The strong industry involvement resulted from the mutually beneficial partnership, as DYF proved to be a creative contribution to the community's workforce development and youth retention strategies. Positively, almost 80% of students stated they had learned about new careers that they had not considered before and 86% said they feel they have multiple career options to choose from once they finish school. Discover Your Future is an innovative concept for students to have meaningful conversations around diverse employment and education options. Its success demonstrates the importance of a program</p>
Anita	Kuss	ceo@unihubsg.org	SA	Unihubs	Connections between industry, education and communities	Case Study	Growing our Own - Local Pathways to Jobs of our Future	<p>This initiative aims to bust the unfortunate and prevailing belief still held by many regional students, parents and even schools that there are 'no jobs in the country' and that the only opportunity for a professional or technical career is to move to a capital city.</p> <p>This view is exacerbated by a lack of accurate and appropriate guidance for regional students in relation to post-school education and careers and the pathways between school, university and vocational qualifications to meet skilled workforce needs becoming increasingly complex and confusing.</p> <p>Not only are there abundant opportunities for a professional career in regional but compared to metropolitan students, regional university graduates are more likely and more quickly able to gain full time employment, attract higher starting salaries and enjoy faster career progression.</p>
Kim	Gregory	kim.gregory@unihubsg.org	SA	Unihubs	Connections between industry, education and communities, Student engagement, aspiration and motivation	Case Study	On the (im)possibility and (un)desirability of aspiring to university: New insights on fair access to higher education for rural youth.	<p>be categorised as an intransigent policy problem. But to what extent is lower enrolment a problem, and can it change? This paper illuminates how the complex geographical dimensions of 'community' interrelate with the lived experience of young people, thereby complicating how fair access to higher education is commonly understood and addressed. Drawing on case studies of three rural communities we use interviews (n = 10) and focus groups (n = 27) with students, parents, teachers and community members to explore the local formation of post-school aspirations. In Olearia, a community decimated by destructive drought, there is little chance of being able to physically access higher education. In Orlifields, another drought affected community where students have viable career options in the nearby mining industry, university is largely seen as unfamiliar and irrelevant. In the prosperous township of Ironbark, the utility of a university education is questioned given a plethora of high paying local jobs that do not require university degrees. The case studies demonstrate diverse inequalities within the policy category of 'rural and remote' that often escape attention in the widening participation agenda and illustrate the (im)possibility and (un)desirability of aspiring to university for many students in regional and remote areas. In this paper, we unearth the subtle and contextualised inequalities shaping fair access to higher education and demonstrate that 'low aspiration' is not the problem it has been made out to be in rural communities.</p>
Jacinta	Homann	jacinta@puc.edu.au	WA	PUC	Connections between industry, education and communities	Case Study	Pilbara Universities Centre (PUC) Case Study	<p>In recognition of the ongoing skills shortage crisis and the unique challenges of access to high education in the Pilbara, the PUC, sought to develop a grass roots solution to a local problem. In collaboration with major industry organisations and university partners, the PUC identified two Graduate Certificate courses relevant to the Pilbara-based mining industry that would upskill existing employees to meet immediate and future workforce requirements. In 2021 the PUC initiated a pilot project with two cohorts of Rio Tinto employees, establishing a program of supported delivery of these courses. In T2, 2021, eight industry employees commenced studying CQUni's Graduate Certificate in Asset Maintenance and Management, and seven students commenced the Graduate Certificate in Project Management. The PUC provided these Graduate Certificate students local face-to-face support with all aspects of their studies, including contemporary industry knowledge, application and enrolment advice, study preparation and introduction to online student and learning platforms. Throughout the university term, students received regular bespoke and individualised PUC communications around their studies (important dates, upcoming assessments, and events) and weekly tutorial support at the PUC. In their first term of study all 15 students achieved distinction or high distinction grades in their units, and all acknowledged PUC support as a strong contributing factor to their study accomplishment.</p>
Chris	Ronan	chris.ronan@cuc.edu.au	NSW	CUC	Disruptors and Innovation, Pathways for education, Student engagement, aspiration and motivation	Case Study	The RPPPP Eastern Australia Regional University Centre Partnership	<p>universities and 16 Regional University Centres (RUCs) across Queensland, NSW, ACT and Victoria to achieve a coordinated community-led approach to widening participation across Eastern Australia. Universities and RUCs are partnering to codesign new and innovative programs addressing unique community challenges in nurturing aspiration and enable increased access for regional students to higher education. The project draws on recommendations from existing research (Austin 2021; King, Stone &amp; Ronan, 2022; Austin &amp; Smith, 2020; Woodroff et al., 2017; Brown et al., 2020) to reimagine higher education outreach by placing the community at the centre of innovative design and delivery through RUCs, while drawing on the existing knowledge and expertise of equity practitioners from universities across Queensland, NSW, ACT and Victoria.</p>

Alix	Greenhill	alix.greenhill@cucbalonne.edu.au	QLD	CUC		Pathways for education, Student engagement, aspiration and motivation	Case Study	Youth Summit 2022 – Inspire and Lead	<p>The 2022 Youth Summit was a 'Inspire and Lead' themed day in March that invited year 9 – 12 school students' from all South West Queensland Schools to attend in St George. The aim was to inspire youth to think outside the box about their future career, give them exposure to some of the many pathways available and encourage them to become the leaders of tomorrow.</p> <p>The summit consisted of four sessions the students in which all students participated. These included:</p> <ul style="list-style-type: none"> <li>☑ A formula for success from Mat Rogers former professional rugby league and rugby union player.</li> <li>☑ Presentation from Karen Browning from University of Southern Queensland's making Career Choices Program.</li> <li>☑ Pathways Panel consisting of three under 30 local people who shared their pathway and journeys since high school, followed by Q&amp;A via magic wall.</li> <li>☑ Introduction to ABC Heywire competition and learning the value of their own personal story.</li> </ul> <p>The real opportunity was to bring an event that ordinarily would require a trip into the city to the bush to start breaking down barriers as young peoples' futures need not be limited by their location. This was a Balonne Shire Council initiative where CUC Balonne collaborated to design and deliver the event.</p> <p>Since the event the community have fundraised over \$3,500 to go to CUC Balonne for next year's Youth Summit and conversations have already started with universities who have since reached out wanted to get involved in future Youth Summits.</p>
Monica	Davis	monica.davis@cuc.edu.au	NSW	CUC		Disruptors and Innovation	Case Study	CUC Central	<p>The CUC network of Regional University Centres extends from the northern most part of Australia in Cape York, through to the southern most point along the Bass Coast; with communities ranging in population from 600 people to 28,000 people. Whilst each community is unique, what brings the individuals of the CUC network together is a shared passion to bring education opportunities to our communities.</p> <p>CUC Central provides expertise, systems and support to the 15 Country Universities Centres. The recent RUC evaluation highlighted the value that centralised support has been able to offer the network, including efficiencies in the establishment phase, and opportunities for collaboration for mature centres. As the Regional University Centre program continues to expand, new networks of RUCs are establishing in other states. In this case study, CUC Central seeks to share our experience of working as an affiliated network.</p>
Jacob	Cass	jacob.cass@cucparkes.edu.au	NSW	CUC		Connections between industry, education and communities, Pathways for education, Student engagement, aspiration and motivation	Case Study	CUC	<p>Parkes NSW is experiencing unprecedented workforce shortages with the installation of the Parkes Special Activation Precinct. This NSW Government project brings new industries to the LGA and calls for a new, primarily professional workforce.</p> <p>CUC Parkes is working closely with local and state government agencies to pilot new programs that assist in attracting and retaining an external workforce while building aspirations in our community to grow the next generation of workforce. We are doing this through two initiatives.</p> <ol style="list-style-type: none"> <li>1. Parkes Young Professionals: This social networking group will help new professionals meet and socialise outside their work environments. In building these social networks, we believe we can help establish stronger community ties that will keep those skills in our Shire long term. The benefit to the CUC model is that these professionals will create a post-graduate pipeline for the centre while allowing our current students access to people working in their fields, allowing for links to the industry directly.</li> <li>2. Parkes Youth Council: CUC Parkes is partnering with the NSW Office of Regional Youth to establish a Youth Council governed by youth. The Council will allow greater access to community grants for the CUC while giving us direct contact with youth leaders, allowing us to build higher education aspirations and bring them into our sphere of influence.</li> </ol> <p>These two initiatives build pipelines for the CUC model while connecting our students with industry and allowing us to grow our future workforce.</p>
Laurie	Poretti	<a href="mailto:Laurie.Poretti@canberra.edu.au">Laurie.Poretti@canberra.edu.au</a>	ACT	UC/ CUC		Connections between industry, education, and communities, Pathways for education, Student engagement, aspiration and motivation	Case Study	UC and Country Universities Centre, Snowy Monaro Uni4Life School Holiday Program	<p>This case study discusses the Uni4Life School Holiday Program, a joint initiative of the University of Canberra (UC) and the Country Universities Centre (CUC), Snowy Monaro and CUC Goulburn. First piloted in April 2021, the expanded design, implementation and evaluation in 2022 will be showcased to demonstrate regional community collaborations to increase innovative approaches to place-based student support, designed to improve educational access and outcomes for students.</p>
Cathy	Stone	cathy.stone@newcastle.edu.au	NSW	University of Newcastle	Sharron King & Chris Ronan	Connections between industry, education and communities	Academic		<p>Across Australia, students at regional, rural and remote high schools are considerably less likely to go to university than their metropolitan counterparts. Recent research (King et al., 2022) with regional high schools in South Australia, using a mixed-methods approach, has highlighted the importance of collaboration and partnerships between universities, schools, communities and Regional University Centres (RUCs) in encouraging and supporting more regional high school students to be able to consider university as a realistic post-school option. Such collaborations include universities seeking the input of schools, students, parents, local business and industry to improve the effectiveness and relevance of a number of activities, including university outreach visits to regional schools; availability and accuracy of information about costs, financial support, scholarships and other practicalities of going to university; and the range and diversity of courses available to those in regional areas. Effective collaborations could also see the expansion of peer mentoring programs to encompass transition support for both prospective regional students and first year undergraduates. Building partnerships between universities, high schools and Regional University Centres (RUCs) would highlight student and staff awareness of the support available for studying university online through the face-to-face interaction and technology infrastructure offered by a local RUC. This research indicates a clear need for these types of collaborations between universities, schools and community stakeholders and resources – collaborations that are relevant and targeted towards the needs of the local community, with the focus on understanding university in general, building aspirations and widening HE participation.</p>
Brad	McLennan	Brad.McLennan@usq.edu.au	QLD	University of Southern Queensland	n/a	Pathways for Education	Academic	Remote Education Tutors: Building a platform to develop career pathways.	<p>This presentation reports on the 2021 survey of Remote Education Tutors (RETs) in Australia and an in-depth case study of governesses and home tutors. Central to the delivery of distance schooling, RETs are accountable for direct supervision and educational support of students. This project strengthens and adds to the existing literature about the tangible existence of this occupation of RETs and the complex roles that they are required to play in the education of distance schooling students.</p>
Richard	Holden	richard.holden@unsw.edu.au	NSW	UNSW	Isabella Dobrescu, Adrian Piccoli, Philip Roberts, Alberto Motta, Sarah Walker.	Student engagement, aspiration and motivation	Academic	Cultural Context in Standardized Tests	<p>We report results from a field experiment on cultural context in standardized tests among 6th- and 8th-grade school students in Australia. The National Assessment Program Literacy and Numeracy (NAPLAN) is a series of basic-skills tests given to Australian students. In our experiment, 1135 students in Dubbo – a regional area in the North-Western part of the state of New South Wales – were randomly assigned to either a regular NAPLAN test or a con-</p>

									Indigenous Automation in the Budj Bim eel and Brewarrina fish systems: Cultural Responsibility in Cross-Cultural Indigenous Science Education In this presentation we outline how an understanding of pre-invasion Indigenous engineering can contribute to teaching and delivery of science, technology, engineering, and mathematics (STEM) materials in high schools and universities. A growing body of work argues that effective STEM delivery should engage with First Nations communities, their epistemologies (ways of knowing), and their aspirations. This presentation shows how to create a cross-cultural space – a middle-ground – between western and traditional Indigenous knowledge domains by examining Indigenous engineering principles of automation in the Budj Bim eel and Brewarrina fish systems. This cross-cultural space can be achieved through the Mutual Cultural Responsibility framework. Despite principles of automation underpinning the design and operation of many Indigenous agriculture and aquaculture practices, contemporary engineering and technological debates regarding automation exclude Indigenous perspectives. The eel systems at Budj Bim are a vast aquaculture network designed by Gunditjmarra peoples to manage and automate the flow of eels and fish. The Brewarrina fish traps, devised by the Ngemba peoples, are estimated to be one of the oldest human technologies and like the eel traps, worked to automate fish farming. This presentation shows how western and Indigenous knowledges can be productively brought into a cross-cultural space and effectively taught together in STEM education. These case studies' use of automation are an impactful way of connecting Indigenous engineering practices to contemporary STEM debates about technology and sustainability. Our lesson plans engage students through intergenerational learning and demonstrate Indigenous science and engineering as an ongoing and lived practice.	
Holly	Randell-Moon	hrandell-moon@csu.edu.au	NSW	CSU		Pathways for education	Academic			
Janine	Delahunty	janined@uow.edu.au	NSW	University of Wollongong		Student engagement, aspiration and motivation	Academic	Exploring motivations and aspiration: Students from regional and remote areas achieving hoped-for futures	Deeper issues around participation of regional, rural and remote (RRR) students in university belie characteristics of determination, resilience, work ethic, problem-solving skills and creativity that often characterise RRR people (AUTHOR, 2022). RRR students have aspirations for hoped-for futures, but like others who experience educational disadvantage, it is the capacity to aspire (Bok, 2010) that sets an uneven playing field in terms of unequal access to resources, information and 'insider' knowledge of university. Achieving future aspirations is much more challenging with geographical distance and within the realities of compounding multiple equity factors, but is unrelated to motivation or academic ability. This will be explored through an Australia-wide project (AUTHOR, 2022), focusing on qualitative data from university students (n150) from 21 different universities or campuses. The majority of students self-selected other equity categories as well as 'Regional/Remote'; they were also very likely to be studying online, part-time and have other competing responsibilities. This presentation views the data through the lens of 'possible selves' theory (Markus & Nurius, 1986) to explore motivation, and also considers how lived experience of collective hardship and familial/community ties can RRR students in good stead for university. These participants clearly did not lack aspiration or motivation to achieve. However, this must be understood around the complexity and emotionality of going to university, as well as the structural challenges that make decisions for hoped-for futures that much more difficult. Recommendations for how institutions can better support their students from RRR areas will be discussed.	
Mollie	Dollinger	mollie.dollinger@deakin.edu.au	VIC	Deakin University	A/Prof Darci Taylor & Lea Piskiewicz	Connectivity in Learning - Connections between industry, education, and communities	Academic	There is no 'one size fits all' university.	There is no 'one size fits all' university. For every student who dreams of a global, interconnected university, there is a counterpart, a student yearning for a local, community-embedded model that they feel represents their identity, values, and local context. The challenge for universities in the coming years is to understand how they can balance their commitment to global networks and diversity, while supporting a strong connection to place and local missions, and by doing so, jointly support both international and local engagement. In this presentation we will discuss findings from three participatory design workshops that invited Deakin students and staff (n=21) to discuss their perspectives on co-creating a community embedded university (CEU). Our findings highlight the breadth of activities that universities could consider to build stronger local connections, including sharing resources, leveraging local knowledge and expertise, and reorientating the curriculum towards local issues and trends. However, underpinning these activities, we also found that participants desired a CEU which created healthy, sustainable relationships between the university and local communities, centred on transparency, communication, and authenticity. Our findings underscore the importance in exploring not only 'what' universities can do, but 'how' they do it, and in particular, how activities are jointly decided upon and enacted in collaboration with local communities. We will also conclude our presentation with a series of future CEU scenarios to showcase the potential value that can be created when universities and communities work together.	
Lynette	Vernon	l.vernon@ecu.edu.au	Western Australia	Edith Cowan University	Dr Lynette Vernon	Disruptors and Innovation	Academic	Understanding wellbeing challenges for rural and regional university students across Australia during crisis disruption.	Australian university students have encountered unique challenges in the wake of crises such as the COVID-19 pandemic. Globally pre-2020, one in five university students, experienced poor wellbeing. In Australia, youth aged 15-24 have the highest prevalence of psychological distress and youth in regional areas have limited access to specialist mental health facilities. Disruptions from 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 in November and December 2020, from 39 universities across Australia. The study is cross-sectional with quantitative analysis of survey data; however, an open-ended qualitative response informs 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, and questions that examine levels of psychological distress. The survey findings indicate for students living in the rural and regional Australia on average, higher levels of institutional collective support associated with lower levels of psychological distress and on average, higher levels of institutional leadership support associated with lower levels of psychological distress. Technology access contributed to distress. The findings inform courses of action to better support regional and rural university students in crises. Recommendations are noted for higher education institutions to address the wellbeing needs and challenges posed by crisis disruption.	
Angelina	Ambrosetti	a.ambrosetti@cqu.edu.au	Queensland	Central Queensland University	Dr Angelina Ambrosetti	Disruptors and Innovation, Connections between industry, education and communities	Academic	"Regional delivery models: Tailoring for unique partnerships	"Regional delivery models: Tailoring for unique partnerships  Over the past decade, universities have been developing innovative practices and new delivery models to meet the needs of a wider variety of students, particularly those who could not access higher education 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 two specific partnerships that were developed to deliver initial teacher education in two diverse regions in Australia. Each partnership is unique, with the offering and delivery of teacher education programs tailored to the context and students who enroll. Underpinning the development of each unique delivery model are considerations such as regional and community needs, the needs of the student cohort and the utilisation of local experts and role models as influencers. Although each of the partnerships 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."	
Tanya	Rutherford	tanya@learngrowbecome.com	Queensland	Learn Grow Become			Academic	Student engagement, aspiration and motivation	Learning to learn: An exploration of the impact of a self-paced online - Learn2Learn program on students' mindset, study strategies, confidence and self-efficacy	Despite advances in technology and increases in offerings of online learning, there continues to be a discrepancy between the education levels of those people living in regional and remote locations compared to their metropolitan counterparts. It is acknowledged that this is due to a range of factors, including differences in socio-economic status, ease of access and the number of 'first in family' students attending university. Research shows there are also some consistent elements that impact retention, including motivation and mindset, effectiveness of study strategies and confidence/self-efficacy. This presentation reports on a small-scale trial of an online Learn2Learn program designed to enhance these specific student attributes. The trial was conducted with 20 first year university students from various disciplines, all located in regional locations, and assessed using online surveys and focus groups. The program was trialled in two groups, one with and one without the support of a peer mentor. Whilst acknowledging the dangers of drawing conclusions from small cohorts, the survey results combined with the focus groups feedback appeared to indicate that the program had influenced the students' perception of their mindset, their study strategies, and their confidence/self-efficacy. It appeared that the impact of the online Learn2Learn program was enhanced by the support of a peer mentor, and the trial also identified important insights as to the timing of such programs.

Sue	Kilpatrick	sue.kilpatrick@utas.edu.au	Tasmania	UTAS	Connections between industry, education and communities, Pathways for education	Academic	Connections between industry, education and communities, Pathways for education	Rural communities have a significant role in influencing career and education pathway choices. Families, teachers, employers and others may have conversations that influence young people and adults considering pathway choices. This research, funded by the National Centre for Student Equity in Higher Education, aimed to equip these 'key influencers' with knowledge and confidence to have supportive pathway conversations with RRR students and adults. ie. the focus was not on students themselves, but rather those who influence their decisions. We used a Community Based Participatory Research approach in three communities to address the question: • How can a whole of community approach best equip key influencers to inform and support RRR student tertiary education participation? Community working parties were established and worked with researchers to identify education and career information interventions for key influencers suited to each community's individual geographic, demographic and employment context. Communities were resourced with a local pathway broker and small budget for interventions. Individual interventions and overall project approach were evaluated. Findings suggest that researcher-rural community partnerships can be effective in equipping key influencers with confidence and knowledge to inform and support pathway choice. Community partnerships can take account of community assets, and allow for interventions that address community contexts. Partnerships should foster community ownership to deliver pathway information interventions that are flexible, accessible, sustainable, place-based and authentic. This presentation sets out a model for partnerships that equip key influencers in rural communities to support education and career pathway choices, sharing templates to assist others use the model.
Samantha	Avitaia	sharris@uow.edu.au	NSW	University of Wollongong	Student engagement, aspiration and motivation	Academic	Supporting Regional Student Success: An Umbrella of Care	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. In 20 years UOW's regional campuses have collectively produced more than 300 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 ifamily, learners with disabilities, and their carers. Nonetheless, UOW regional campus student retention exceeds comparative institutional and national rates, and academic results are actually higher than those of fellow metropolitan students. Utilising Tronto's (2013) 'Ethics of Care' as a theoretical framework, this study investigates the practices that support the successful retention of regional students. Through focus groups with students and staff on each campus, we found the ethics of care upheld cultures of support and community on the regional campuses. These cultures in turn contributed to students' engagement through belonging, self-efficacy and wellbeing, ultimately resulting in successful progression. 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 supporting all students' successful progression through tertiary education.
Julie	Hollitt	jhollittpsychologist@gmail.com			Disruptors and Innovation	Academic	Conceptual worlds and contextual markers: The case of context and formal schooling in regional,	Formal schooling in regional, rural and remote Australia represents a diverse range of what are loosely known – and sometimes referred to – as 'contexts'. This presentation speaks to an investigation of 'context' as an ill-defined concept used in the evaluation of differences in learning, and proposes instances of context or the 'case of context' as a more useful form of observation of learners in regional, rural and remote Australia. The 'case of context' is considered using notions of contextual markers, conceptual worlds and 'contexts within contexts' as co-constituting any case of context. It also proposes including all learners in formal schooling by considering 'imagined learners' and 'context-specific learners' as participating in formal schooling.
Genevieve	Haskett	gonevieve.haskett@flinders.edu.au		Flinders Uni	Connections between industry, education and communities	Academic	Allied Health Regional CoDesign – connecting industry, education and communities in place-based curriculum design and testing.	The recent review 1 of regional, rural and remote (RRR) education emphasised the need to improve participation and retention rates and strengthen tertiary options for RRR students. Flinders 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 2, 3 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. 4 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.
Craig	Grocke	clgrocke@gmail.com		SA	Connections between industry, education and communities	Academic	The Influence of Place Attachment and Social Capital on Rural Education Partnerships.	This research explores the importance of place attachment and social capital as a missing link in the development of regional education partnerships to attract and retain students and educators. Mainstream approaches to regional development tend to focus on specific ad hoc programs, especially facility investment and programming to attract talent. These are often managed centrally within city-based institutions without recognising the distinctiveness of regional communities and place culture. This can limit the potential of rural education partnerships to support a sense of belonging for students and educators. This presentation details how place attachment and social capital, operate as reciprocal influences on place-based partnerships aimed at connecting people to place. Findings are based on a PhD case study research conducted in the Barossa region of South Australia between 2014 and 2021. In regional Australia, place-based partnerships play a central role constituting the social, cultural, and economic dynamic of towns. Towns, equally, play a vital role for students and educators as a place for social interaction, a place to generate and activate social and other capitals, and a place to anchor personal as well as social identity through the processes of place attachment (Rogers and Collins, 2001; Seamon, 2012b; Martin and Budge, 2011). Place attachment in this context is a less known influence on attracting students and retaining educators, and their potential contribution to the social, economic and environmental prosperity of regional Australia. This position is explored in this presentation.
Kathleen	Blair	kathleen.blair@uts.edu.au		University of Technology, Sydney	Disruptors and Innovation, Connections between industry, education and communities	Academic	The UTS Partnership Evaluation Tool: evaluating our partnerships for social impact	In the higher education context, partnerships often occur across sectors and situate universities in relationships with a highly diverse range of industry, government and community organisations. These cross-sector partnerships are considered to be a viable and constructive approach to addressing interrelated societal problems that may be beyond the scope of influence of individual organisations or sectors (Van Tulder and Keen, 2018), and they are critical for effecting systemic change. However, partnerships and how we work with others is rarely evaluated. In 2022, the University of Technology Sydney (UTS), is piloting the newly developed Partnership Evaluation Tool. This tool has been designed to assess the characteristics, performance and overall quality of a partnership. It measures the overall experience of partners; power, trust, mutual benefit, collaboration and alignment of goals and expectations; outcomes of the partnership, including social impact; and strengths and barriers of the partnership. This presentation will report on the results of the pilot and how the Partnership Evaluation Tool can be used to evaluate and enhance partnerships across universities, industry and community to enact positive social change.

Stephanie	Woerde	stephanie.woerde@reconciliation.org.au	Reconciliation.org		Connections between industry, education and communities	Academic	Reconciliation in Regional, Rural and Remote Educational Communities	<p>Reconciliation Australia's Narragunnawali program supports educational institutions to develop environments that foster a high level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.</p> <p>The ANU-CSRMs ongoing evaluation of Narragunnawali has shown that the number of schools and early learning services engaged with Narragunnawali has continued to increase since the program's inception and, indeed, those schools and services actively engaged with Narragunnawali maintain and increase the reconciliation activities that they have committed to through time.<sup>1</sup></p> <p>However, engagement is not always even, and it is important to consider the particular place of regional, rural and remote institutions within the wider reconciliation-in-education community of practice. There have been relatively lower rates of participation in the Narragunnawali Reconciliation Action Plan (RAP) development process amongst schools in outer regional and remote Australia, and schools and services in regional and remote areas have been generally less likely to progress their RAPs through to publication.<sup>2</sup> Nonetheless, there have also been examples of exceptional commitment to reconciliation demonstrated by institutions operating outside of metropolitan areas, such as the Narragunnawali Award-winning Forbes and Tumut Community Preschools.</p> <p>This presentation will explore some of the challenges and opportunities for rural, regional and remote educational institutions in Reconciliation Action Planning activities, and how the Narragunnawali program may be able to support into the future.</p>
Matthew	Bunn	matthew.bunn@newcastle.edu.au	Newcastle Uni		Connectivity in learning, Disruptors and Innovation, Connections between industry, education and communities, Pathways for education, Student engagement, aspiration and motivation, Strengthening and networking rural education research	Academic	Country University Centres and emplaced rural regional and remote higher education students	<p>study. To do this, our research has worked with the Country University Centre's (CUC). Our research consists of 38 in-depth interviews with HE students registered with the CUC's across four NSW sites. Its aim has been to engage with rural people who have been left out of the 'metonymic reason' of policy making, whereby the simplification of rural life has meant the invisibilisation of the great diversity of RRR communities. The consequence of this is a great deal of RRR policy, and subsequent outreach and equity programs are conceptualised without understanding the pressures, struggles and intersecting forms of inequality that characterise RRR experiences of study. Higher education provision has thus struggled to provide any meaningful options for emplaced RRR students, having primarily engaged in campus building with narrow degree options, or offering distance study. The paper thus engages with the shape and character of HE from the vantage of remaining, either out of necessity or desire, in rural, regional and remote communities. We explore key issues related to this, including the desire and necessity to remain in RRR place, trying to find suitable spaces and support for HE study, the value of HE study and the lack of support for RRR engagement with professional training. We conclude in considering how Country University Centres (CUCs) are providing a crucial step along the pathway to reimagining RRR higher education.</p>
Matt	Lumb	matt.lumb@newcastle.edu.au	Newcastle Uni		Connectivity in learning, Disruptors and Innovation, Connections between industry, education and communities, Pathways for education, Student engagement, aspiration and motivation, Strengthening and networking rural education research	Academic	<b>Advanced neoliberal governance and the emergence of Australia's rural higher education problem</b>	<p>The focus on regional, rural and remote (RRR) access and participation within Australian higher education policy has been present in different forms for some decades. Recent attention to RRR concerns has tended towards a modern governance practice whereby parts of a population are made visible to bureaucracy only through their construction as a problem demanding a solution. This requires a narrow group of parameters – permissible or sanctioned definitions and measurements for example, that provide a means to construct specific forms of intervention. Through these practices, bodies within populations are rendered legible in new ways that enhance their alignment with contemporary governance arrangements. We contend that governance pertaining to rural space requires a flattening and simplification for it to become legible. To understand this, we turn to the notion of 'metonymic reason' (Santos, 2014, p.165) to articulate some key issues we see as associated with current rural higher education policy in Australia. Metonymic reason displaces forms of knowledge and being that do not suit the internal structure of its logic, effectively producing 'non-existence'. This is because despite something being, metonymic reason excludes the possibility of it being known. This produces a dominant form of knowledge that displaces the very people ostensibly represented within it. Specifically, we use this idea to demonstrate the reasoning used to construct 'the rural' as a higher education problem that seeks a distinctive, and subsequently binary, mode of policy and governance for the needs of people beyond major metropolitan cities.</p>
Kelly	Linden	Klinden@csu.edu.au	Charles Sturt Uni		Student engagement, aspiration and motivation	Academic	improving assessment outcomes and student perceptions with embedded tutorial support	<p>traditional backgrounds accessing higher education. However, there is limited information available on interventions that identify and support disengaged students from equity groups at scale. The aim of this study is to investigate the performance and retention of commencing students from different equity groups and the impact of an early intervention targeting disengaged students at a large regional Australian university.</p> <p>The data presented in this study has been analysed from all domestic students enrolled in a bachelor level course from our regional Australian university 2019-2021 inclusive. A total of 86% of students were from at least one of the 5 equity groups examined. Disengaged students were identified due to non-submission of an early assessment item in week 4 in the commencing semester and were provided targeted support via phone and 2-way SMS. If a student identified as disengaged had successful dialogue with the outreach team they were 1.5 times more likely to pass, and 2 times less likely to receive a zero fail. Seventeen per cent of students were members of 3 or more equity groups which was associated with decreased progress and retention rates, and an increased risk of being identified as disengaged. A key finding of this study is that equity group membership is not necessarily an overall risk factor, however at stages of a student's commencing session certain equity groups experience significant disadvantage. This disadvantage is magnified for students who belong to multiple equity groups.</p>

Noelia	Roman	nroman@csu.edu	Charles Sturt Uni	Connectivity in learning	Academic	Teaching First: Professional Development for Sessional Academics	As universities rapidly moved to online learning, urgent professional development was provided to academic staff. Many academics had never taught online before, and some with little formal teaching knowledge taught key subjects. Furthermore, they were not aware, or understood, services available to support them. These key subjects played a pivotal role in transition to university, especially for students from non-traditional backgrounds. A six-session course was developed to introduce sessional academics to online teaching at a large regional university. The sessions were funded, so that sessional academics could claim hours for the readings, attendance and post-work completed. Participants were also offered a paid initial 1 hr personal consultation with an educational designer and/or an Academic Skills advisor to support the embedding and modifications of content discussed within the series. A survey to determine previous teaching experience and specific areas of interest was sent to participants. Discussion during the sessions and general feedback was collected as well as the various changes made due to the personalised support given. Feedback indicated that the sessions and the personal consultations have allowed staff to confidently modify subjects quickly and efficiently to support student learning in the online environment. Offering a series of sessions focussed on identified needs, as well as pre and post session activity, enabled deeper engagement and reflection leading to greater impact than traditional single session professional development.
Aime	Sacrez	a.sacrez@latrobe.edu.au	La Trobe Uni	Strengthening and networking rural education research	Academic	Building Sustainable Pathways into Rural Teaching	Up to 50% of teachers leave the teaching profession in Australia within five years, with even higher rates for regional, rural and remote (RRR) schools (Cuervo, 2016; Dorman & Dyson, 2014). Our experience suggests that a factor in the attrition of teachers from RRR schools may be their transition from studying to teaching, due to the dual challenge of beginning teaching and adapting to the requirements of RRR schools and communities. The Understanding Rural Teacher Transitions project is working with local RRR schools in North-Eastern Victoria to investigate the experiences of graduate teachers during this transitional phase. The results of this research will then inform the development of practical strategies to improve the teacher transition experience, potentially including the use of digitally mediated mentoring, peer interactions and simulations (Quinn et al., 2022), as well as innovative course work such as immersive placements for preservice teachers (Mitchell et al., 2019). Here we present findings from Stage One of our research, an online survey of graduate RRR teachers and focus group interviews with graduate teachers working in RRR Victorian Catholic schools, with implications for educators seeking to build stronger support networks across RRR schools and promote partnerships with universities to foster sustainable pathways into RRR teaching.
Leanne	Fray	leanne.fray@newcastle.edu.au	Newcastle Uni	Pathways for education	Academic	On the (im)possibility and (un)desirability of aspiring to university: New insights on fair access to higher education for rural youth.	Lower enrolment in higher education by students from regional and remote areas continues to be categorised as an intransigent policy problem. But to what extent is lower enrolment a problem, and can it change? This paper illuminates how the complex geographical dimensions of 'community' interrelate with the lived experience of young people, thereby complicating how fair access to higher education is commonly understood and addressed. Drawing on case studies of three rural communities we use interviews (n = 10) and focus groups (n = 27) with students, parents, teachers and community members to explore the local formation of post-school aspirations. In Olearia, a community decimated by destructive drought, there is little chance of being able to physically access higher education. In Oldfields, another drought affected community where students have viable career options in the nearby mining industry, university is largely seen as unfamiliar and irrelevant. In the prosperous township of Ironbark, the utility of a university education is questioned given a plethora of high paying local jobs that do not require university degrees. The case studies demonstrate diverse inequalities within the policy category of 'rural and remote' that often escape attention in the widening participation agenda and illustrate the (im)possibility and (un)desirability of aspiring to university for many students in regional and remote areas. In this paper, we unearth the subtle and contextualised inequalities shaping fair access to higher education and demonstrate that 'low aspiration' is not the problem it has been made out to be in rural communities. (249/250 words)
Kylie	Austin	kaustin@uow.edu.au	University of Wollongong	Connections between industry, education and communities. Pathways for education, Student engagement, aspiration and motivation	Academic	Reimagining WP partnerships in regional, rural and remote areas	Partnerships have been positioned as a critical vehicle to delivering Widening Participation (WP) and subsequently increasing access to higher education in the Australian and United Kingdom (UK) national policy contexts. Collaboration between schools, universities, vocational education providers, community organisations and industry is needed to broaden exposure to diverse pathways and professions beyond post-secondary schooling and reduce barriers to enable individuals to seamlessly transition between education and employment. This is particularly important for students in regional, rural and remote (RRR) areas to improve tertiary education participation outcomes. Despite this, WP continues to be uncoordinated in RRR areas, or less frequently WP activities are offered in these contexts. Drawing on the expertise of practitioners in schools and universities, this paper explores how school and university staff located in Australia and the UK qualitatively experience WP partnerships. These partnerships will be understood through Bourdieu's lens of social reproduction, enabling geographical, organisational, and personal influences on partnership development to be understood. Combining these understandings with extant literature and key learnings from the Australian and UK contexts, key learnings for enacting WP partnerships in RRR areas will be presented.
Kylie	Austin	kaustin@uow.edu.au	University of Wollongong	Connections between industry, education and communities. Pathways for education, Student engagement, aspiration and motivation	Academic	Partners in Career Education: Collaboration being key to developing best practice career approaches.	Career education is shifting to meet the needs of a changing world of work, as individuals navigate complex journeys through multiple post-school educational pathways and professions. This situation has provided an impetus for schools, higher education providers and industry to work together to allow students to seamlessly move between various qualifications and employment opportunities in order to fulfil their aspirations. This presentation and paper will detail the outcomes of a national study that considered how partnerships across various educational sectors may improve career outcomes for young people. Findings indicate how career development learning (CDL) research can be co-designed in ways that leverage partnerships between multiple stakeholders. A partnership approach to CDL research can have significant benefits for participants as learners, as this approach provides an opportunity to utilise stakeholders' knowledge of student cohorts and to position CDL as an ongoing and iterative process through school and into future study and employment.

									Schools striving to achieve high quality teaching in every classroom have led to a thriving industry in teacher professional development (PD) worth billions of dollars internationally. Teachers and school leaders in rural, regional and remote settings, however, face significant challenges in accessing high-quality PD. Face-to-face PD is frequently delivered in metropolitan centres, posing issues associated with the time and costs of travelling for PD and difficulties in obtaining teaching relief in small communities. Online PD, on the other hand, rarely provides teachers with meaningful opportunities for interaction or collaboration with peers. This presentation focuses on the development and evaluation of Quality Teaching Rounds (QTR) Digital, an approach to PD that uses digital technologies and videoconferencing to connect teachers across school sites. We report on findings from a two-arm randomised controlled trial (RCT) involving 111 teachers from small, regional, and remote schools across NSW. The study demonstrated positive effects of participating in QTR Digital on the quality of teaching, teacher self-efficacy, and student academic achievement in reading. Participating teachers described QTR as offering ease of access to high-quality, collaborative PD that supported them in creating networks across a system that can be isolating for many. This approach challenges traditional text-based or asynchronous notions of online PD to enable teachers from all schools to engage in high-quality, rigorously tested forms of PD.
Jess	Harris	jess.harris@newcastle.edu.au	Newcastle Uni		Disruptors and Innovation	Academic	Professional Development		
Stefan	Schutt	S.Schutt@latrobe.edu.au	La Trobe Uni		Connections between industry, education and communities, Student engagement, aspiration and motivation	Academic	Understanding Perceptions of Alternative Placements	For pre-service teachers (PSTs), professional experience (or 'placement') is a core element of their professional training. The role of the modern teacher requires flexibility, adaptability, and creative innovation (Blömeke et al., 2016). The COVID-19 lockdowns have highlighted the adaptive skills of teachers in switching to and from online/remote learning, often at short notice (Carillo & Flores, 2020). Given "professionals act with insight in their field, deal with complexity, uncertainty and are autonomous in non-process environments" (Weller, 2021, p. 279) placements offer rare opportunities for such skills to be practiced, and to establish the local connections that are important to regional and rural life. However, not all mainstream school placements allow PSTs such opportunities. To fill this gap, non-traditional placements in settings such as community learning centres or schools working with disadvantaged students have long been shown to offer benefits including "learning from other experts, working with colleagues, gaining confidence to teach, experiencing other cultural settings, working with children in informal settings, the importance of personalising learning" (Sangster & Green, 2011, p. 469). Our experience suggests, though, that many PSTs are hesitant to take up the opportunities these kinds of placement offer. Through interviews with PSTs and supervisors of alternative urban, regional and international placements, this research aims to better understand their benefits, and the reasons why PSTs may or may not choose to undertake them. We report on emerging study findings and resulting strategies for helping uncertain PSTs see the value in alternative placements.	
Lisa	Turner	lisa.turner@cucfarwest.edu.au	CUCfarwest		Student engagement, aspiration and motivation	Academic	LSA student success	Widening access programs and advancements in online learning technology have improved access to higher education for non-traditional students. However, the Productivity Commission (2019) emphasise that with improving access, focus is now needed on ensuring non-traditional students succeed in higher education, as "access without support is not opportunity" (Engstrom & Tinto, 2008, p.50). Aiming to positively impact student retention and success, the Learning Skills Advisor (LSA) program is a student support initiative established in 2018 at the Country Universities Centre Far West (CUCFW) in Broken Hill, NSW. This face-to-face learning skills support service consists of 4 key features namely: an inclusive, personalised learning pedagogy, which, on a practical level is support that: builds academic capabilities; is delivered in-person; and, is a source of practical insider knowledge of the higher education environment. To explore the impact of the LSA program on student success this presentation will align the program's features with current research in this field and, in particular, Devlin and McKay's (2017) 8 factors that contribute to success for low socioeconomic (LSES) students. Preliminary data on student participation in the program, along with qualitative student feedback, will be shared to suggest that the LSA model of student learning skills support at CUCFW is having a positive impact on the success of students who engage with it.	
Kelly	Linden	Klinden@csu.edu.au	Charles Sturt Uni		Connectivity in Learning	Academic	Improving assessment outcomes and student perceptions with embedded tutorial support.	Institutional commitment to the student experience in the early stages of university has the greatest potential to exceed student expectations. The cross-institutional Embedded Tutors Program provides undergraduate students with access to subject content experts in approximately 30 first-year subjects from across the university in each of the 3 main teaching sessions. A meeting scheduling tool was embedded in the learning management system and a Zoom link is sent to students during the booking session to allow easy access for students studying online from across Charles Sturt University's 6 regional campuses. Tutors provide one-on-one draft assessment feedback in subjects with a large written assessment task, or small group weekly sessions in content-rich subjects, such as physiology and chemistry. Approximately 1200 students book with a tutor each session and students who met with a tutor had higher average assessment marks and cumulative subject marks than those students who did not attend a session. Feedback from students has been overwhelmingly positive, with 78% of students rating the tutor session 'extremely helpful'. This study provides evidence of the value of subject-specific draft assessment feedback for students in first-year subjects. It also provides a sustainable model for providing equitable access to tutorial support.	
Karen	Peel	karen.peel@usq.edu.au	QLD Uni of Queensland		Strengthening and networking rural education research	Poster	Mapping the experiences and perceptions of Australian Remote Education Tutors.	There is a requirement that children in Australian schools of distance education have adult supervision during their school day. Limited literature is available on the demographics and the work of the Remote Education Tutor (RET) that is specific to distance education. RETs, often recognised as a governess or home tutor, act as facilitators and conduits, who mobilise the partnerships that are integral to the teaching and learning processes. This poster illuminates the context, implementation, findings, significance and the timeline that represent the Capricornia Project, which is investigating the RETs' experiences. A national survey in 2021 with 575 participants identified who represented the RET workforce across Australia. Beyond the demographics was an investigatory piloted measure about the roles of RETs to gain insight into RETs' personal and professional perceptions. The second measure was the established instrument of Basic Psychological Need Satisfaction and Frustration Scale (BPNFSFS) - Work Domain. Included in the poster are a range of significant findings from the survey, and the summary that emerged from the analysis of the data. Statements are presented to identify clearly that the RET fulfills a unique and varied educator's role, with no requirement for formal qualifications nor a pathway to gain credentials. Further, the blurred role of the caregiver and the educator should not be overlooked, as it creates a tension that is challenging to acknowledge and does not apply when the mother/family employs a tutor or governess. A visual timeline encapsulates the origins of the Capricornia Project through to the current publications and research commendations.	

										Greenbushes Primary School (PS) is a picturesque small rural school catering for students from Kindergarten to Year 6. It is part of the Warren-Blackwood school community network in southwest of Western Australia. Greenbushes PS connects with industry and community to achieve their moral purpose – learning for life. One of their local industry partners is Talison Lithium, whose strategic focus in community investment is to partner with schools to support quality education and learning opportunities to ensure sustainability and growth and to support initiatives that create a positive learning environment to foster educational outcomes for students. The development and signing of a Partnership Agreement – between Greenbushes PS and Talison Lithium enables both parties to achieve common goals to benefit both Greenbushes PS and the wider community, including contributing to a positive legacy for the future. This dual partnership ensures students in Greenbushes PS are regularly provided with funds, equipment and in-kind industry expertise in a range of authentic contexts, including: equipment and prizes for students to compete in the inter-school robotics competitions, co-hosting the annual Science Fair for schools in the region, co-design of a mining void to restore vibrant wetlands with conservation Blackwood Basin Group, and professional development opportunities for staff with the Fogarty Foundation. The benefits for Talison Lithium come from developing the region's social, cultural and economic capital. Partnerships between small rural schools, their community and industry have enabled the development of teachers' capabilities and expansion of students' horizons so they can aspire to achieve their goals.
Lynette	Vernon	lvernon@ecu.edu.au	WA	ECU		Connections between industry, education and communities	Poster			
Shiron	Kirkman	shiron.kirkman@cuwesternriverina.edu.au	NSW	CUC		Connections between industry, education and communities	Poster		Grow Our Own - POSTER - is an industry-led alliance of business, industry, education, employment providers, and government agencies who seek to inform and inspire young people, on-the-job- trainees, and graduates with the opportunities to live, work and learn in the Riverina. Grow Our Own advocates for workforce issues, connects people and business, and develops and supports learning pathways into local careers with the view of encouraging people to live, learn and earn locally. An integral aim of Grow Our Own is to achieve 'Greater local access to a broad choice of tertiary education courses with diverse delivery models and support'. CUC Western Riverina, as a member of Grow Our Own steering committee, is participating in a Year 9 pilot 6 step program. The program aims to engage local high school students with regional industry and businesses including food manufacturers, wineries, engineering and agricultural businesses, rural health, and local councils. The first step has seen a range of industry videos presented to Year 9 students across local high schools. Videos can be viewed here Riverina Careers Videos Link. Students then complete a survey regarding career aspirations and their interest in visiting industries viewed in the videos. To ensure equitable opportunities the schools will then arrange transport of small groups for the visits. The next phase of the program is an industry 'speed dating event' to be held at CUC Western Riverina (Griffith and Leeton site). Careers advisors, parents, guardians, and students will attend with a booking system to allot timeslots to various industry, while CUC and TAFE will discuss course and study options while working regionally. Culminating in work experience offered to the students the following year, Year 10.	
Ryan	Buckley	ryan.buckley@alpa.asn.au	NT			Pathways for education, Student engagement, aspiration and motivation	Poster		Djalikiri to : Language Literacy and Numeracy (LLN) skills are some of the key foundation for life's pathways, be it education, employment, sharing cultural knowledge or caring for family. In North-Arnhem land, where 72.5% of the population is made up of Aboriginal and Torres Strait Islander people, mainly Yatu (or Yolngu) people, English language skills are low, with only 31% of people having completed year 12. The Yatu describe the learning pathway like building a spear. Each step of the way they watch they learn, they practice, before being trusted to go off and hunt for their families. Throughout this process they are always ensuring the foundations of knowledge are solid. In Yolu Matha language, the word djalikiri describes foundations or footprints. In this sense, language, literacy and numeracy are the footprints or foundations to an education pathway. In Yirrkala, the ALPA Higher Education Hubs have partnered with the Yirrkala Bi-lingual school to support Aboriginal teachers in the Community Based Aboriginal Teacher Education (C-BATE) program. In Ramingining, the Hubs are supporting the Arafura Swamp Rangers to improve their reading and vocabulary to support them in their conservation efforts of the local area. In Galinwin'ku the Hubs are providing support to the local health clinic with entry into Aboriginal and Torres Strait Islander Health qualifications. The support the ALPA Higher Education Hubs is invaluable in supporting self determination and for participants to achieve djambatj or success. Djambatj is an ever-evolving circular process, as is learning, building on ones learned djalikiri to continue the education pathway.	
Vanessa	Leigh	vleigh@rdamr	SA	Murray River Study Hub		Partnerships for Collective Impact	Poster			