Description: Teaching in Small Rural Communities

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU</td>
<td>3341</td>
<td>24781</td>
<td>2</td>
<td>2003</td>
<td>ONC</td>
<td>WIBAY</td>
</tr>
</tbody>
</table>

Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070100

STAFFING
Examiner: Jon Austin
Moderator: John McMaster

PRE-REQUISITES
Pre-requisite: TEA3202 or TEA3104

RATIONALE
Research evidence suggests that a majority of teachers in Queensland will spend part of their careers working in small rural communities. Recent government sponsored reports on education focus attention on selecting teachers with specific qualifications and skills for specific teaching contexts. In order to improve their success in these contexts, students will focus upon those issues and concepts which relate to successful teaching practice in small rural communities. At the conclusion of this course, students will have developed an awareness and understanding of those concerns central to the provision of education in rural, remote and isolated areas of Australia and their effect on teachers newly appointed to rural communities.

SYNOPSIS
The predominant focus of this course will emphasise issues relating to the structure of education in rural Australia, teaching practice and curriculum delivery methods appropriate to a rural context, the integration of advanced teaching technologies with current information and communication technologies, concerns related to professional development and teacher support processes, school management issues, processes designed to support community relationships, and the political and systemic context of rural education. Teaching methodology for this course will incorporate an experiential component which familiarises the student with an array of educational agencies providing services to rural communities. Understanding of the needs of specific rural education agencies will be further developed through a process of modelling, simulation and role play. Participation in an analysis of
both the larger policy context relevant to small rural schools and the administrative expectations appropriate for these settings will complete the preparation of the beginning teacher for a rural placement.

OBJECTIVES
On successful completion of this course students will be able to:

- Identify the structure of and support services available to educational settings in rural areas.
- Define rurality and recognise resultant implications for rural teachers.
- Identify the intricacies of small rural school administration.
- Evaluate the provision of education in rural areas.
- Develop an awareness of the complexities of the role of the teacher in small rural communities.
- Extend and apply teaching skills appropriate to multigrade settings.
- Synthesise appropriate technologies and delivery techniques into the achievement of educational objectives.
- Develop skills associated with the interpretation, analysis and operationalisation of policy documents.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Defining Rurality</td>
<td>5.00</td>
</tr>
<tr>
<td>2. Characteristics of Rural and Isolated Communities</td>
<td>15.00</td>
</tr>
<tr>
<td>3. Structure of Education in Rural Settings</td>
<td>10.00</td>
</tr>
<tr>
<td>4. The Teacher in a Rural Community</td>
<td>15.00</td>
</tr>
<tr>
<td>5. Technology and Curriculum Delivery in Rural Contexts, including Schooling through Distance Education</td>
<td>15.00</td>
</tr>
<tr>
<td>6. Support Structures for Rural Teachers</td>
<td>10.00</td>
</tr>
<tr>
<td>7. Policy influences in rural education</td>
<td>10.00</td>
</tr>
<tr>
<td>8. The role of the teaching Principal and one teacher schools</td>
<td>10.00</td>
</tr>
<tr>
<td>9. Applying skills, strategies, philosophies to a rural setting</td>
<td>10.00</td>
</tr>
</tbody>
</table>

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

Reference materials.
EDU3341 Course Booklet.
REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

A selection of articles and links to resources that deal with issues of teaching in small rural communities can be accessed on the Education Liason Librarian's page at the following web address: http:www.usq.edu.au/library/liason/education/eduhot.htm#rural


STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>40</td>
</tr>
<tr>
<td>Directed Study</td>
<td>60</td>
</tr>
<tr>
<td>Lectures</td>
<td>40</td>
</tr>
<tr>
<td>Practical Experience</td>
<td>30</td>
</tr>
</tbody>
</table>

ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PORTFOLIO PROJECT KNOW ANAL</td>
<td>999.00</td>
<td>60.00</td>
<td>Y</td>
<td>22 Jul 2003</td>
</tr>
<tr>
<td>POSTER PRESENTATION</td>
<td>999.00</td>
<td>40.00</td>
<td>Y</td>
<td>22 Jul 2003</td>
</tr>
</tbody>
</table>

NOTES:

Students will be advised by Course Examined of due dates of assessments. Letter grades will be used in the course and displayed in the Notes Section.

IMPORTANT ASSESSMENT INFORMATION

1. Attendance requirements:
   It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
2 Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assessment items satisfactorily, students must obtain at
   least 50% of the marks available (or at least a grade of C-) for each assessment item.

3 Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a
   penalty of 10% of the total marks gained by the student for the assignment will
   apply for each working day late.

4 Requirements for student to be awarded a passing grade in the course:
   To be assured of a passing grade, students must demonstrate, via the summative
   assessment items, that they have achieved the required minimum standards in
   relation to the objectives of the course by satisfactorily completing all summative
   assessment items (the examination and assignments).

5 Method used to combine assessment results to attain final grade:
   The final grades for students will be assigned on the basis of the weighted aggregate
   of the marks (or grades) obtained for each of the summative assessment items in
   the course.

6 Examination information:
   There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
   There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:
   Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10
   Academic Misconduct for further information and to avoid actions which might
   contravene University Regulations. These regulations can be found at the URL
   http://www.usq.edu.au/SECARIAT/calendar/Part5/ or in the printed version of the
   current USQ Handbook.

ASSESSMENT NOTES

1 (a) The due date for an assignment is the date by which a student must despatch
   the assignment to the USQ. The onus is on the student to provide proof of the
   despatch date, if requested by the Examiner.

2 (b) Students must retain a copy of each item submitted for assessment. This must
   be produced within five days if required by the Examiner.

3 (c) The examiner may grant an extension of the due date of an assignment in
   extenuating circumstances.

4 (d) The Faculty will normally only accept assessments that have been written,
   typed or printed on paper-based media.

5 (h) Students who have undertaken all of the required assessments in a course but
   who have failed to meet some of the specified objectives of a course within the
   normally prescribed time may be awarded the temporary grade: IM (Incomplete -
   Make up). An IM grade will only be awarded when, in the opinion of the examiner,
   a student will be able to achieve the remaining objectives of the course after a
   period of non directed personal study.
6 (i) Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

9 All assessment items must be attempted/submitted with a pass overall gained.

OTHER REQUIREMENTS

1 Students will require access to e-mail and internet access to USQConnect for this course.