Description: Teaching in Small, Rural and Remote 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>66495</td>
<td>2, 2007</td>
<td>ONC</td>
<td>1.00</td>
<td>Fraser Coast</td>
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Academic group: FOEDU
Academic org: FOE002
Student contribution band: National Priority Teaching
ASCED code: 070100

STAFFING
Examiner: John McMaster
Moderator: Jon Austin

OTHER REQUISITES
It is recommended that this course be taken later in your program rather than earlier. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

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

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. articulate the nature and extent of support services available to educational settings in rural and remote areas (Portfolio and Group Workshop)
2. express their view of rurality and remoteness and recognise resultant implications for teachers in these locations (Portfolio and Group Workshop)
3. demonstrate their understanding of the intricacies of rural and remote school administration (Poster Presentation and Group Workshop)
4. evaluate the provision of education in rural and remote areas (Portfolio and Group Workshop)
5. demonstrate an awareness of the complexities of the role of the teacher in rural and remote communities (Portfolio and Group Workshop)
6. make evident their mastery of teaching skills appropriate to multiage settings (Poster Presentation and Group Workshop)
7. synthesise appropriate applications of technologies and delivery techniques into the achievement of educational objectives in rural and remote settings (Poster Presentation and Group Workshop)
8. exhibit skills associated with the interpretation, analysis and operationalisation of policy documents in rural and remote settings (Poster Presentation and Group Workshop).

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Defining rurality and remoteness</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 and remote settings</td>
<td>10.00</td>
</tr>
<tr>
<td>4. The teacher in a rural or remote community</td>
<td>15.00</td>
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<td>5. Technology and curriculum delivery in rural and remote contexts, including schooling through distance education</td>
<td>15.00</td>
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<td>6. Support structures for teachers in rural and remote settings</td>
<td>10.00</td>
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<tr>
<td>7. Policy influences in rural and remote education</td>
<td>10.00</td>
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<tr>
<td>8. The teaching principal and one teacher schools</td>
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<tr>
<td>9. Applying skills, strategies, philosophies to a rural or remote setting</td>
<td>10.00</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within
Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).

EDU3341 course booklet.

Students enrolled in this course must be prepared to use a wide variety of resources and technologies.

**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 Liaison Librarian's page (Available: http://www.usq.edu.au/library/liaison/education/general.htm#rural) [Accessed 02/02/2005]


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>40.00</td>
</tr>
<tr>
<td>Directed Study</td>
<td>60.00</td>
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<tr>
<td>Lectures</td>
<td>40.00</td>
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<tr>
<td>Practical Experience</td>
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**ASSESSMENT DETAILS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tbody>
<tr>
<td>PORTFOLIO</td>
<td>30.00</td>
<td>30.00</td>
<td>24 Jul 2007</td>
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<tr>
<td></td>
<td></td>
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<td>(see note 1)</td>
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<tr>
<td>POSTER PRESENTATION</td>
<td>30.00</td>
<td>30.00</td>
<td>24 Jul 2007</td>
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<td></td>
<td></td>
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<td>(see note 2)</td>
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<tr>
<td>GROUP WORKSHOP</td>
<td>40.00</td>
<td>40.00</td>
<td>24 Jul 2007</td>
</tr>
<tr>
<td></td>
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**NOTES**

1. Portfolio is due at end of semester. The course examiner will advise the due dates for all assessment items. This is a personal reflection and evaluation of the course and relates to objectives 1, 2, 4 & 5.

2. Poster Presentation due date is to be negotiated. This is a group presentation and meets the objectives 3, 6, 7, & 8.
3. Group Workshop is due the week after that assigned to the topic selected. This is a group presentation meeting all of the stated objectives for this course.

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.

3 Penalties for late submission of required work:
   Students must negotiate with the course examiner for extensions to the due date of assignments.

4 Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must complete and submit all of the summative assessment items and achieve at least 50% of the total weighted marks available for the course.

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 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/corporateservices/calendar/part5.htm or in the current USQ Handbook.

ASSESSMENT NOTES

1 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 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.

3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise...
disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.

5 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 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 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

OTHER REQUIREMENTS

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

2 Students are to use a recognised referencing system a specified by the course examiner.

3 IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT ‘BLUE CARD’. For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.