

Recipient Details

Name of organisation or individual: [O] Charles Darwin University

Reference Type: University

State or territory: NT

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Responses

Curriculum and assessment

Rating: 0

Teachers and teaching

The NT DOE has had a number of incentives over the years to encourage teachers into rural and remote placements (such as accommodation and other allowances) and it is critical that such incentives remain.

When teachers have the support in place for their work, and conditions that facilitate their work they are more likely to remain in a location. Resources also include the support mechanisms required to support both the teachers in their work and the students in their learning.

In order to be able to attract and retain the best teachers in rural and regional locations it is essential that significant and attractive allowances are paid. In order to encourage teachers to stay longer these allowances might have a built-in bonus allowance payable as a lump sum say after four years of work in one location.

Teachers need time-out, and a program to support teachers travel and time within the teaching term to get to large communities for essential shopping and services is necessary.

Teachers in rural and regional communities have the same professional development needs as any other teachers. They need to have every opportunity to undertake the full range of professional developing programs either in their communities or through programs that allow them to travel to regional centres. In addition to the standard range of professional dividend courses, teachers in rural and regional areas also require specialist training for example, in living and working in a rural and isolated area, and working and living in indigenous communities.

The development of the workforce for regional, rural and remote community schools and should also include the development of schools and the communities. Many approaches have been taken in the use of digital technologies for improving communications and training activities for teachers in rural and isolated areas but more can be done in this space. Funding should be made available to

support approaches to teachers' professional development using online technologies and pedagogy in interesting and innovative ways.

One of the key issues is reliability, accessibility and speed of the internet in rural and remote communities.

Rating: 0

Leaders and leadership

Principles in rural and remote communities need support in sorting out community-based issues such as issues with infrastructure, equipment, maintenance, and security. Principles would benefit from having someone in their school responsible for this. This person could be a community liaison person who would have both skills in brokering and facilitating linkages with the community but also, a practical focus and skills in dealing with the day-to-day issues that inevitably come up. This would release the principal to have a stronger and better focus on strengthening the academic activity of the school, and supporting teachers in this endeavour.

Increase allowances for rural, regional and remote teachers. There needs to be a scale against this in terms of location and isolation, and the conditions of the community in which the education leader is based.

Additionally, service in such schools should be better recognised for promotion opportunities. However, in order to be able to establish the experience that might come from such service, and incentive scheme that requires the principal or school leader to remain in the position for a minimum number of years is necessary.

School leaders, and indeed all teachers, need to be given access to better living resources. Housing and accommodation could be improved to a higher standard.

Teachers and educational leaders in rural, remote and regional schools need the opportunity to undertake professional development and capacity building just as their counterparts in the city schools have. There needs to be increase allowances and opportunities to facilitate this

School leaders and school principals need the opportunity to be able to get together and compare some of the issues and solutions that they have faced in their work, and through a community of practice take an active role in not only their own professional development but also in improving the practices of other teachers in rural, regional and remote schools.

The Centre of School Leadership receive support for it to further develop programs and focus on supporting principals and teachers in rural, remote and regional schools.

Rating: 0

School and Community

Rating: 0

Information and Communication Technology

Rating: 0

Entrepreneurship and schools

Rating:

Improving access – enrolments, clusters, distance education and boarding

Rating for enrolments: 0

Rating for clusters: 0

Rating for distance education: 0

Rating for boarding: 0

Diversity

Rating: 0

Transitioning beyond school

Research undertaken by the Northern Institute at CDU, into mobility patterns of Indigenous students indicates the need for educational delivery models that expect student mobility and facilitate sharing records, materials and support

The introduction of student fees for enabling programs will deter students from studying. Based on the profile of CDU's current enabling enrolments; and on market research undertaken by CDU regarding drivers for enabling enrolments, it is projected that CDU enabling student numbers will drop by 65%. These students are most likely to be students from key equity groups, low socioeconomic, Indigenous or remote and regional students. CDU's relatively high proportions of target equity student groups such as regional and remote students, Aboriginal and Torres Strait Islander (ATSI) and low SES are already debt averse. It is expected that they will view increased fees and loan charges as disincentives to study and a deterrent to students who commence training under CDU's VET system from accessing CDU's pathways to Higher Education programs.

Regional universities are the engine of innovation in regional Australia - support for these institutions and for internet access have to be the most significant factors to consider when seeking to improve opportunities for regional, rural and remote young people. Access to high speed technology will make an absolute difference to remote and regional education delivery - it means students have access to high level and a broad range of education disciplines and services.

How will any regional study hubs complement and/or support CDU? Support for existing providers to deepen and expand delivery and student support for first in family students. These students succeed when they are able to study close to home, undertake courses that prepare them to work in the region and provide additional support to ensure they will be successful. The best investment is to support existing providers to provide the pre enrolment activity that enables students to enter tertiary education successfully. This is related to the funding models for regional universities that acknowledge the additional needs of students and the additional workload for lecturers and support staff to support success.

Rating: 0

Additional Comments

Regional, Rural and Remote Delivery

**Remote VET campuses such as Katherine provide farm-based training to prepare students for employment in the North Australian Pastoral or Agricultural environment. This training supports the beef cattle industry, which generates ninety percent of the Northern Territory's primary production value. Changes in the pastoral and training industries have required significant shifts in vocational education and training delivery models and practices. For example, the presentation 'Tales from the

Top End' [A. Haines and F. Plunkett, NCVER Research presentation May 2017, Hobart: <https://www.ncver.edu.au/>] describes workplace delivery and assessment of qualifications in Agriculture and Rural Operations to remote cattle stations in the NT, with '50,000km of driving, 38 remote stations and 160 students'.

Enabling programs

** Enabling programs are only the beginning for students who have experienced interrupted schooling. Research indicates that it takes at least 100 hours of Language, literacy and numeracy support to raise a student's LLN levels, and even longer if students speak English as a second, third or other language. In a joint program between CDU and Gumatj Corporation Ltd, a dedicated Learner Support tutor has been engaged to provide daily tuition to Aboriginal participants of the Gulkula Regional Training Centre (GRTC). This ensures that Learner support is contextualised to vocational industry programs and that students can become successful employees when they begin work in local enterprises.