

## Recipient Details

Name of organisation or individual: [I] Glendinning, Clinton

Reference Type: Education Project Manager

State or territory: WA

Serial Identification Number: 476886

## Responses

Curriculum and assessment

Rating: 7

Teachers and teaching

I have been involved in regional/ remote education for 35 years. My most rewarding role is the Principal Consultant for the Rural and Remote Training Schools Project. This innovative initiative (DoEWA) works with universities to re invigorate the profile, opportunities and uniqueness of regional WA. It works across all universities in W.A. to raise interest in regional areas and help to identify quality pre-service teachers who may be suitable to undertake a final, long term practicum placement in a rural/ remote school.

The project promotes the experience of teaching in rural/ remote schools and provides support to schools. Pre-service teachers are supported through a Department stipend, induction, field visit, Debrief program and career pathing. The program works because in a sense it is simple. It identifies and matches good people to supportive contexts and supports them on a journey. It has tangible rewards. To date, approx 84% of the nearly 500 participants in recent years have been employed by the DoE but critically, over 90% have chosen to commence their career in rural/ remote WA, often in their practicum school or region. The benefit to participants in commencing their career in a school/ region they know and want to be in; and to the schools in attracting staff they know and understand their context is invaluable.

It is a critical strategy achieving a high level of success in motivating, identifying, matching, supporting and career pathing capable young pre-service teachers to areas of need in regional WA. Without the project, most of these participants would not have been motivated, identified, matched or supported through to long term practicum placement and employment in positions of need in these regions.

Unfortunately, such initiatives are often not part of core business and can suffer in tight budgetary environments. Hopefully, reviews into regional, rural and remote education can help to identify key strategies that are critical and should be part of core business to address one of the most critical factors affecting regional, rural and remote education - access to quality teachers that are prepared and an appropriate fit for context.

Rating: 7

Leaders and leadership

Rating: 7

School and Community

Rating: 7

Information and Communication Technology

Rating: 7

Entrepreneurship and schools

Rating: 6

Improving access – enrolments, clusters, distance education and boarding

Rating for enrolments: 7

Rating for clusters: 6

Rating for distance education: 6

Rating for boarding: 7

Diversity

Rating: 7

Transitioning beyond school

Rating: 7

Additional Comments

My comment has been in relation to the issue of motivating, selecting, organising, supporting and career pathing good young pre-service teachers into the areas of most need in regional/ remote schools/ communities. I firmly believe if strategies and processes are put in place to support good pre-service teachers out to these contexts for long term placements it will result in an improved return for the areas of most need in these contexts.

This is no easy feat to achieve. It requires:

- Supportive leadership that is prepared to communicate and be proactive in arrangements
- Access to good mentor teachers
- A welcoming and supportive school culture
- Some form of local accommodation solution

More importantly, it requires commitment of government funds to support initiatives that can help to support and drive the strategy into the future so that there is a strategic overview to the concept.

It is my hope that an independent review might look beyond and identify strategies that are working and need ongoing support in order to be successful and sustainable into the future.