

Recipient Details

Name of organisation or individual: [I] Heywood, Roslyn

Reference Type: Parent - University

State or territory: Qld

Serial Identification Number: 475706

Responses

Curriculum and assessment

Choice of subjects can be limited by demographics and Principal choice. Have to work outside the box to get what you want. Information on how to best do this.

Poor resourcing

Teachers posted may be teaching subjects that they are not comfortable or knowledgeable with.

ACARA is available for all Australians to view-s now have a national curriculum and these subjects may vary to those parents studies- confusion here between parent and teacher bodies.

Need to use I.T. interactivity more in isolated areas and Schools of Distance Education.

Rating: 6

Teachers and teaching

Teachers and parents need to have open communication. Farming families do not always know what is happening regarding curriculum and assessment expectations. I feel when parents and educators on same page there is a wonderful unity and stronger success.

Parents to work with teachers and teachers to understand the families and their needs.

Teachers need to want to do rural and remote- so bigger incentives and support here- isolation is a hard thing.

Rating: 5

Leaders and leadership

Each child needs to be resilient and have skills to cope when changes hit. so life coaching i feel would build resilience and self esteem- often needed when country children meet the city.

Each child to see themselves as a leader and work with respect and confident strong well-being.

A good and happy Principal will bring the smaamresults to his/her organization

Rating: 5

School and Community

A good Principal will build a strong school.Has always been the case. Teachers thrive underneath strong leadership and this snowballs.

Rating: 4

Information and Communication Technology

Children need skilling in these areas as it part of national curriculum and assessment. It is a tool to embrace change- not an end in itself. Children need these skills.

Rating: 4

Entrepreneurship and schools

YES- children trained to realize they are able to 'create their worlds' . Have to have the knowledge and skills to do this. Much more emphasis on this would see older students earning income from their passions. I am a very strong supporter of this.

Rating: 6

Improving access – enrolments, clusters, distance education and boarding

Knowledge must be provided to parents. Families have the right to choose. Those choosing the harder option of distance education to be supported in this and be 'checked in on and supported.

When enrolments show many absences Principals to ensure follow up- high needs may exist and children be at risk.

Rating for enrolments: 6

Rating for clusters: 4

Rating for distance education: 6

Rating for boarding: 6

Diversity

Rating: 6

Transitioning beyond school

Building resilience and awareness and knowledge in families and student. I know of one instance where a YR 12 graduate wi-OP 1 and straight 1s on the Year 12 result and school dux of larger school lived away from home and determined medicine was his career path- his farming father on award night refused to attend, told him he could come home and take on a sawmill saw doctor apprenticeship. He was devastated. Result- he is driving trucks for \$\$ when not helping father for nothing on the family farm. He did not have the social emotional or mental resilience or support from significant others to continue forward.

Rating: 7

Additional Comments

Communication- hear the voices of the generations- seniors, parents, young people. Get these recorded, transcribe and analyze.

Keep open and transparent lines of communication.

build our young people and families to succeed and give the mthe skills and resilience to do so. Change is rapid and they need to be built with positive world outlook that enables the mto learn from mistakes and to accept failures as tools of guidance etc. build wellbeing and positivist into all across the board. Give families in remote areas the right to choose and have support available for them. Sending children away in their earliest years is not building strong families and costs a lot of

money and this money goes outside the family and local area. Perhaps provide another line of teachers- rural teaching specialists who are paid by govt to live away from their comfort zones and educate remote families. I personally would have loved this work as I love rural and remote families. This is a huge job for mothers as they also run the property finances, garden etc.

Keep remote and rural families in the loop. Building those resilience skills and ability to cope with change and yet embracing the family on the land-many of these children are working alongside their fathers once lessons are finished and extremely capable people. Just build them to know they can 'create their worlds' whatever these may be. Support their choices in this-they should not feel they need to board their most precious and loved item- their children.