



Australian Government

Department of Education and Training

Improving Teacher Education for Better Indigenous Outcomes

- **PREpared – Partnering for Remote Education Experience**

Final report May 2019

Lead Institution: Monash University

Project Leader: Dr Peter Anderson

Dr Jennifer Rennie

Professor Simone White

Ms Anna Darling

<https://www.monash.edu/>



Support for the production of this report has been provided by the Australian Government Department of Education and Training. The views expressed in this report do not necessarily reflect the views of the Australian Government Department of Education and Training.



With the exception of the Commonwealth Coat of Arms, and where otherwise noted, all material presented in this document is provided under Creative Commons Attribution-Share Alike 4.0 International License [creativecommons/4.0/license](https://creativecommons.org/licenses/by-sa/4.0/)

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the Creative Commons Attribution-ShareAlike 4.0 International License [creativecommons/4.0/legalcode](https://creativecommons.org/licenses/by-sa/4.0/legalcode)

Requests and inquiries concerning these rights should be addressed to:

Learning and Teaching Support
Student Information and Learning Branch
Higher Education Group
Department of Education and Training

GPO Box 9880
Location code C50MA7
CANBERRA ACT 2601

<learningandteaching@education.gov.au>

2019

ISBN 978-1-76051-676-5 [PDF]
ISBN 978-1-76051-677-2 [DOCX]
ISBN 978-1-76051-678-9 [PRINT]

List of Acronyms

DEEWR - Department of Employment and Workplace Relations

DET - Department of Education and Training

ICC - Indigenous Cultural Competency

ITE - Initial Teacher Education

List of Terms

Professional teaching placement – practicum/teaching placement for pre-service teachers that forms a major component of the teaching degree

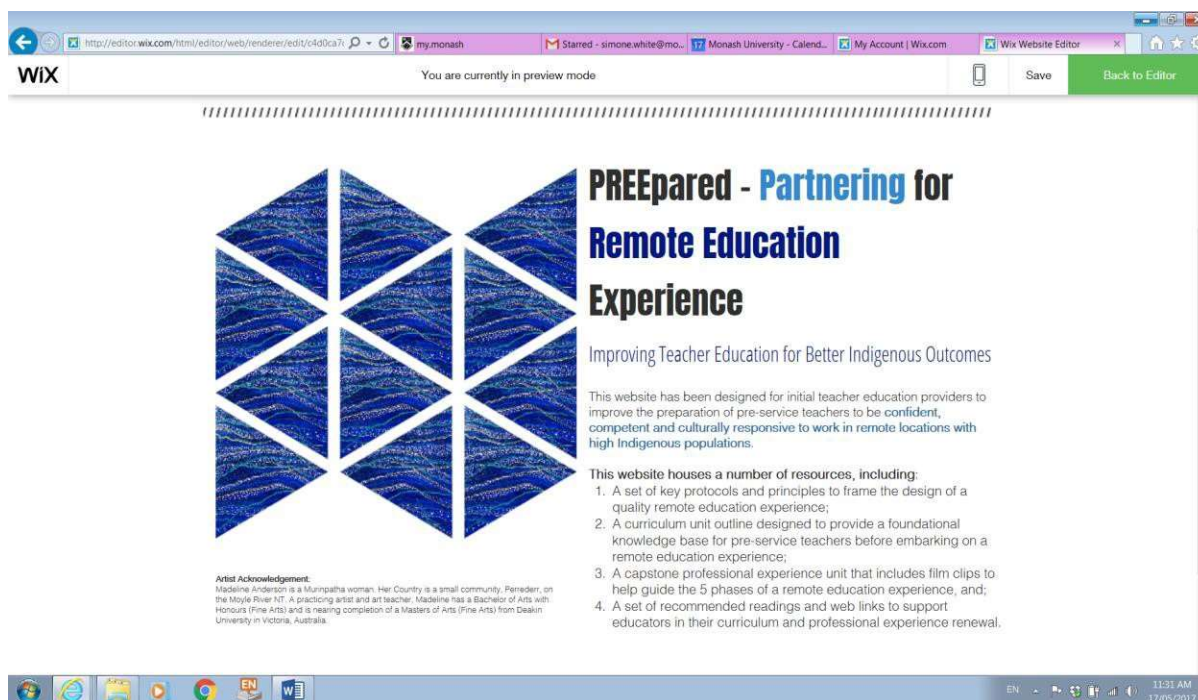
Remote professional teaching placement – practicum/teaching placement that is undertaken at a remote Indigenous school by pre-service teachers

Executive Summary

The **PREpared – Partnering for Remote Education Experience** project (formerly known as Improving Teacher Education for Better Indigenous Outcomes) was an initiative seed-funded by the Department of Education (formerly the Office of Learning and Teaching, OLT) in 2016–2017 and conducted by a project team from Monash University. Data were collected and resources developed in collaboration with a number of teacher educators across Australia who formed a main interview pool, and several members of a diverse expert reference group, whose experience provided a vital, critical reflection on the project’s deliverables.

The guiding principle for this project was to respond to the staffing needs of remote Indigenous schools and ensure graduate teachers are well-equipped and expertly prepared to work and teach inclusively *within* and *for* diverse geographic communities. The project has responded to this aim by providing a central ‘go to’ website that houses both curriculum and professional experience resources for all initial teacher education providers to access and use.

The PREpared (Partnering for Remote Education Experience) website can be accessed at www.PREpared.com



The website houses:

- a literature review as background information
- a set of protocols and principles to guide a remote education experience
- a suggested 'core' Indigenous curriculum unit outline that focuses on both Indigenous Studies and Indigenous Education
- a capstone professional experience unit that has a set of digital clips to provide extra support and guidance in developing and sustaining a remote education experience, and
- links to additional resources.

The materials developed serve to ensure all initial teacher education (ITE) providers are better informed and ready to embed culturally responsive strategies and resources into their ITE curriculum. The principal audience is university-based teacher educators.

This report details the overarching, well-planned and long-term approach of the project to improve Indigenous outcomes by focusing on improving teacher education. The findings, outcomes and recommendations of this project will ultimately contribute to the employment needs of remote Indigenous schools through the provision of highly trained, confident and culturally responsive teachers.

Table of Contents

List of Acronyms	iii
List of Terms	iii
Executive Summary	iv
Introduction and Context	1
Ethics Approval.....	1
Data to Inform the Resource Development	1
Literature Review	3
Part 1: The Remote Practicum – Main Stakeholders, Main Issues	3
Remote Staffing Issues	3
Remote Placement Issues.....	3
Pre-Service Teachers	5
Challenges Faced by Pre-Service Teachers	5
Self-Based Barriers.....	6
Institution-Based Barriers	7
Part 2: Possible Solutions.....	11
Remote Teaching Placement: Service Learning	12
Place-based Consciousness	14
Reflection.....	14
Opportunity	15
Conclusion: Looking to the Future – Attracting and Retaining Teachers in Remote Communities ..	16
Recommendations and Summary.....	17
References.....	18
Appendix A.....	26
Appendix B: Interview Questions for Teacher Educators	27
Appendix C: Indigenous Curriculum and Sequencing Recommendations	29
INDIGENOUS CURRICULUM AND PEDAGOGY.....	29
Appendix D: Capstone Unit and List of Resources	39
Improving Teacher Education for Better Indigenous Outcomes	39
Appendix E: Sample Screenshots of the ‘PREEpared’ Website (www.PREEpared.com).....	45
Appendix F: Project Flyer	47

Introduction and Context

This is the final report of the ‘Improving Teacher Education for Better Indigenous Outcomes’ project, now known as the Partnering for Remote Education Experience – or PREEpared – project, funded by the Department of Education and Training (formerly the Office of Learning and Teaching, OLT) and Monash University in 2016–2017.

The project was created to ensure initial teacher education providers and university-based teacher educators were well-equipped to embed culturally responsive strategies and resources into their initial teacher education curriculum and professional experience. While some universities have tried to prepare graduates for a remote teaching career through a ‘one-off’ remote Indigenous practicum experience, open to anyone to ‘experience’, this ad hoc opportunity has been revealed to the unintended consequences of creating what has been termed ‘education tourism’ and contributing to staffing churn.

This project, as an alternative, has sought to break the cycle of pre-service teachers going to remote communities as ‘educational tourists’ and instead focused on the creation of a developmentally sound and resource-rich curriculum and professional experience program that builds knowledge, expertise and cultural awareness. In this approach, Indigenous students are the key focus and strong and sustainable school and community relationships drive the model.

Ethics Approval

The ethics application to conduct this project was approved by the Monash University Human Research Ethics Committee in May 2016. The project approval number is CF16/557 – 2016000273.

Data to Inform the Resource Development

The overarching questions that guided the outcomes and informed the whole resource development were as follows.

- What are the current national circumstances regarding remote placements at universities, as exemplified by the experiences of teacher educators involved in facilitating remote teaching placements?
- What is the nature of the relationships between universities, remote schools and pre-service teachers, in terms of mutual and ongoing support and communication?
- What are the conditions for effective, long-term, sustainable relationships between remote schools and universities in terms of curriculum and professional placements?

During the initial data collection phase, a review of relevant literature and a desktop

environmental scan of current materials and resources were undertaken. The literature review sought to examine and understand key issues while, more importantly, the environmental scan sought to look at resources that could offer alternative insights into the status quo. The significant work of the project team and other Monash University colleagues was also examined, as this has been a priority area for the Faculty of Education and the University more broadly for some time. Monash University's extensive online library database of articles was used for the literature review for this project and yielded a large number of articles.

Research of relevant literature was ongoing throughout the writing of the literature review. Search terms used included: 'remote teaching placement' (89 results), 'Indigenous education remote placement' (49 results), 'pre-service teacher remote placement' (13 results), 'education remote placement Australia' (94 results), 'remote placement' (4,606 results), 'Indigenous education' (54,932 results), 'Indigenous remote placement' (41 results), 'teacher education remote placement' (73 results) and 'teacher education' (880,940 results). An extraordinarily high number of articles and book chapters for the terms 'remote placement' and 'teacher education' necessitated a critical process of exclusion. After review of article abstracts, introductions and key findings of over 120 articles and book chapters deemed most relevant to this study, a total of 63 articles, book chapters, and reports were included in the main literature review.

To ensure a broad understanding of what might work for all universities, a number of potential participants known for their significant contribution to Indigenous education and professional experience were identified and contacted, with a total of ten interviews conducted and data professionally transcribed. In the second stage of the project, an all-day meeting with members of a diverse expert reference group was held to workshop the gathered data and test out the draft materials and the website that would house them. This meeting was audiotaped with permission; however, all participants have been de-identified. The reference group were drawn from colleagues with key institutional roles in a range of universities to ensure that the resources were well developed and would be well received. The feedback on the work conducted to date from the expert reference group was central in finalising the key set of recommendations and the dissemination of the capstone professional unit.

A further question-and-answer session with two of the project's team members about the processes of setting up, facilitating and evaluating remote teaching placements was conducted and videotaped with permission. The video was then professionally edited to create a digital resource to support the materials created.

Literature Review

Part 1: The Remote Practicum – Main Stakeholders, Main Issues

One of the main recommendations of the Indigenous Cultural Competency (ICC) Reform in Australian Universities (2011) project was for all university graduates to ‘have the knowledge and skills necessary to interact in a culturally competent way with Indigenous communities’ (DEEWR, 2011, p. 9). Cultural competence was defined as ‘student and staff knowledge and understanding of Indigenous Australian cultures, histories and contemporary realities and awareness of Indigenous protocols, combined with the proficiency to engage and work effectively in Indigenous contexts congruent to the expectations of Indigenous Australian peoples’ (DEEWR, 2011, p. 3). Universities in Australia aim to produce teaching graduates ‘who have a comprehensive understanding of ... remote education grounded in practical experience and theoretical knowledge’ (DEEWR, 2011, p. 3). Reciprocally, and in the context of teaching placements and experience, universities are expected to structure their teaching degrees with ‘stronger capacity and credibility ... especially in terms of preparing teachers for work in rural, regional and remote Australia’ (Trinidad et al., 2011, p. 112).

Remote Staffing Issues

Despite this key recommendation, familiar issues continue to affect (remote) pre-service teacher placement experiences, the educational outcomes of Indigenous learners and the long-term benefits to Indigenous communities. Continued high staff turnover and attrition, and inadequate preparation by universities, reveal the struggle with the long-term sustainability of education initiatives in remote Indigenous communities (Warren & Quine, 2013; Riley, Howard-Wagner, Mooney & Kutay, 2013; Partington, 2003). The issue seems to be co-dependent and cascading: the reliable and consistent provision of high educational outcomes for Indigenous learners in remote-area schools is inextricably linked to the quality of graduating teachers, who graduate from largely urban universities, and who may choose to undergo a remote teaching placement as part of their teaching degree. In turn, the remote-area placement itself is tied to the type of relationship formed between the university and the remote-area school (e.g., long-term or temporary). In this regard, the formation and maintenance of long-term ‘quality’ relationships between the universities and the remote Indigenous schools and their local communities is essential.

Remote Placement Issues

Research carried out by international and Australian researchers reveals a notable lack of strong and consistent literature on remote teaching placements; however, the research does uncover similarities in the provision of *rural* teaching placements to pre-service teachers. Barker and Beckner’s (1987) study looked at Canadian teaching programs, finding that ‘there were exceptionally few universities with special training programs for prospective teacher educators ... only a handful [of universities] had any *ongoing* rural components’ (Barker &

Beckner, 1987, cited in Yarrow, Ballantyne, Hansford, Herschell & Millwater, 1999, p. 2; emphasis added). Likewise, in the United States, a study of over three hundred college and university departments by Luft (1992) found that ‘over 70 per cent of those institutions provided no special preparation for teaching in a rural setting. Only nine institutions offered courses devoted solely to the study of small or rural schools’ (Luft, 1992, p. 20). Reporting on the difficulties of recruiting and retaining staff in rural locations in South Africa, Masinire (2015) noted the ‘unattractiveness of the rural province’ to new teaching graduates, citing lack of resources, personal and professional isolation and ‘diminished social and professional status’ as triggering ‘disdain for rural appointments’ (Masinire, 2015, pp. 2–3; see also Adedeji & Olaniyan, 2011; Boylan & Bandy, 1994).

Theoretically, the remote practicum is underpinned by a responsibility to the Indigenous learners, and counterbalanced by issues of funding and long-term sustainability. Provision of education to Indigenous peoples is regarded as a fundamental human right, as explicitly advised by the United Nations Declaration on the Rights of the Indigenous Peoples (UN DRIP) Article 14 and three sub-points, which read:

Article 14

1. *Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.*
2. *Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.*
3. *States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.*

Article 14 also explicitly underpins this research project, while the theoretical framework is provided through the works of leading Indigenous scholars, such as Rigney (2007), Langton (2007), Price (2012) and Anderson and Atkinson (2013), among others.

Australian teacher educators have negotiated a long-term tension between continually improving teaching practicums amid ‘inadequate resources, the intensification of teachers’ work coupled with pressure from an increasing number of teacher education providers’ (Le Cornu & Ewing, 2008, p. 1800) and the requirements of professional teaching standard regulating bodies, such as the Australian Institute for Teaching and School Leadership (AITSL). While undertaking a teaching practicum is mandatory, the option of a remote placement, although selective, is voluntary, which may explain why inquiries into these professional experiences consistently find a lack of specialised and rigorous preparation by the universities (Lock, 2008; Halsey, 2005; Sharplin, 2002).

The main stakeholders (universities, remote communities, schools and learners, and pre-service teachers) are affected differently by the challenges of facilitating and maintaining remote teaching placements. The provision of remote teaching placements falls to mostly urban universities, which are also responsible for the preparation of pre-service teachers for these placements. A number of major themes emerge from the literature: a lack of consistent

preparation, the contextual realities of diverse remote communities (e.g. English as a second language), lack of specialised educational support (e.g., Indigenous Education Workers) for both pre-service teachers and the Aboriginal students, continued reliance on Western education practices and inconsistent incorporation of Indigenous ways of learning and teaching, and the learning needs of Indigenous students, which are not always consistently addressed by preparation prior to the placement. Furthermore, the Teacher Education for Rural and Regional Australia (TERRAnova) ARC study (Reid et al., 2008–2011) revealed that the ‘majority of Australian universities have no explicit focus on rural education in their teacher education programs; have random and ad hoc rural practicum opportunities and no obvious link to any of the various financial incentives across Australia to encourage graduates to work in rural areas’ (White & Kline, 2012, p. iv). Pre-service teachers are also often unaware of the remote placements offered by their institution/university as an option for the teaching practicum.

Pre-Service Teachers

Providing consistent preparation and explicit opportunities for pre-service teachers to participate in a remote teaching placement grants the pre-service teacher ‘an experience about a culture they had little knowledge of’ and an opportunity to ‘change their life view of that culture’ (Jay, Moss & Cherednichenko, 2009, p. 42). On this point, Partington noted that, ‘if teachers know nothing more about Indigenous people than what they see on TV or read in newspapers, the potential for mis-education is dramatically increased’ (2003, p. 40). The challenge to existing, often deeply entrenched beliefs held by pre-service teachers about Indigenous learners and communities has been a subject of much research (van Rensburg, Noble & McIlveen, 2015; Sharplin 2002; Yarrow et al., 1999; Joram & Gabriele, 1998; Tillema, 1994; Kagan, 1992).

Linking the disruption of long-held beliefs with professional and personal growth (Jordan, 2006) has highlighted the importance of ‘personal awareness’, which has been articulated in research as the pre-service teachers’ attentiveness to the influence of their pre-conceived notions, beliefs and values on the positive or negative outcome of the placement (see also Le Cornu, 2008). Personal awareness is entwined with a sense of resilience and a strong professional identity (Cattley, 2007). Tait (2005, p. 13) wrote that, ‘feeling effective as a teacher is at the heart of resilience’.

The next section of the literature review explores three main, intertwined challenges to the success of the remote teaching placement – long-term sustainability of the remote practicum, continued reliance on Western education practices, and the effectiveness of pre-service teacher preparation by the universities prior to the placement – through the impact of each of these challenges on the main stakeholders: the Indigenous learners, the pre-service teachers and the teacher educator institutions.

Challenges Faced by Pre-Service Teachers

Findings in the international literature show that most beginning teachers are from white, middle-class, urban environments and have had little interaction with people of other ethnicities and social class (Allard & Santoro, 2004) and little to no experience of life in isolated rural or remote settings (Causey, Thomas & Armento, 2000). Teacher education tends to be ‘metro-centric’ (Barter, 2008, cited in Masinire, 2015, p. 5), resulting in ‘disconnection between

university courses on educational theory and rural school practices' (Masinire, 2015, p. 5; see also Islam, 2012). In the Australian context, there is recognition that many teachers, who go on to work in remote Indigenous communities are new or recent graduates. Teacher turnover is, therefore, predictably and continually high in rural and remote communities (Heslop, 2003).

The relationship between the university and the pre-service teacher is crucial. For the pre-service teachers, the decision to consider, undertake and reflect on the remote teaching placement is faces to kinds of barriers the self-based and institutional-based barriers, namely, social and financial burdens ('social contingencies'), and the level and quality of preparation and support by the university, pre- and post-remote placement. The latter encompasses the relationship between pedagogical approaches and challenging pre-service teachers' long-held beliefs and 'fears' about Indigenous learners and communities.

Self-Based Barriers

Fear of the Unknown

Various researchers contend that teacher quality is one of the main predictors of high student achievement (Hayes, Mills, Christie & Lingard, 2006; see also Rowe, 2004). Preceding the remote placement, the content and pedagogical knowledge of pre-service teachers tends to be 'quite weak' (Jorgensen, Grootenboer, Niesche & Lerman, 2010, p. 162; see also Price & Hughes, 2009). Some scholars point to a reorientation of teacher education courses provided by metropolitan universities to include credible training for remote-area teaching. Wallace and Boylan (2007) capture this tension well in relation to rural schools, but their findings likewise apply to remote schools:

In Australia, most pre-service teacher education courses are based in the capital cities. The majority of students enrolled in teacher education courses are drawn from metropolitan schools ... rural schools are 'unknown', 'to be feared', 'to be avoided' and have little connection with [the pre-service teachers'] life experiences. (p.22)

A number of other researchers point to the 'fear of the unknown' as one of the main factors in the reluctance of pre-service teachers to engage with a remote placement. However, they also note that the fear of the unknown can be mitigated by 'more targeted preparation' for remote teaching (Wallace & Boylan, 2007, p. 22; see also Halsey, 2005; Lock, 2006, 2007; Sharplin, 2002). This is also reflected in a paper by Anderson and Atkinson, who write, 'By identifying Indigenous education as a specialist teaching method and taking it out of the realm of socio-historical studies, pre-service teachers are given the confidence to be able to engage with Indigenous peoples and communities via successful and meaning partnerships' (2013, p. 144; see also Tudball & Anderson, 2016).

Social Contingencies

Hemmings, Kay and Kerr (2011) described the stresses affecting pre-service teachers as 'social contingencies', comprising financial barriers to participating in a remote placement and personal and professional isolation once on placement (see also Hemmings & Hockley, 2002; Yarrow et al., 1999; Hughes, 1999).

The long-term vision of successful remote placements for pre-service teachers rests on the employment opportunities and uptake of such opportunities by graduate teachers as a serious alternative to employment at urban/metropolitan schools. Again, appropriate and realistic

preparation at the stage of the remote placement is crucial. Trinidad et al. (2012) note that, 'of all the issues surrounding the attraction and retention of the education workforce to regional, rural and remote Australia, the inadequacy of pre-service institutions to prepare teachers for working and living in the bush is significant' (Trinidad et al., 2012, p. 40). Graduate teachers working in remote communities during their first year of teaching were reported to have found it

difficult to build successful working relationships with ... [their] education team and to work effectively with children who have English as a second language. This raises questions of whether, or to what extent ... [students] could have been exposed to consideration of these types of issues in [their] initial teacher education [program] as well as the types of support or mentoring systems that are available to new teachers working in diverse cultural contexts. (Kearney, McIntosh, Perry, Dockett & Clayton, 2014, pp. 347–48).

More recent research continues this point (van Rensburg, Noble & McIlveen, 2015).

Another issue is professional and personal isolation, as well as a lack of quality, supportive monitoring by experienced teachers. Working in 'remote, Indigenous communities present[s] challenges for teacher educators and policy makers, and more research needs to be conducted to evaluate how best to prepare teachers for these difficulties. ... The challenge therefore is to translate these beliefs into concrete classroom practices' (Jorgensen et al., 2010, p. 172). Writing about early career teachers employed by remote schools, Sullivan and Johnson note that these teachers 'often need to be fully reliant on their own skills and resources in a generally unsupported environment' (2012, p. 108). Adequate, consistent and realistic preparation of pre-service teachers in the lead-up to and during their remote placement, as well as support afterwards, may result in an easier transition for these teachers into a remote-area school upon graduation, and arguably improve the rates of long-term, sustainable employment for these teachers. This is especially so given that 'efforts aimed at addressing teacher recruitment and retention have basically focused on those teachers who have already graduated' (Masinire, 2015, p. 3).

Institution-Based Barriers

Pedagogical Approaches, Challenging Beliefs

The question of whether the remote practicum ultimately allows pre-service teachers to 'restructure' their views of teaching in remote communities, rather than 'merely [fine-tuning]' their beliefs and practices long-term, has been asked in research (Joram & Gabriele, 1997, p. 176). On this point, research carried out by Tillema (1994) and Kagan (1992) on challenging pre-service teachers' assumptions using two types of teaching approaches goes to the heart of the universities' preparation of pre-service teachers prior to the placement. Tillema (1994) describes two models of instruction, a concept-based model and an experience-based model, and argues that 'the concept-based model directed little attention' to pre-service teachers' 'existing beliefs and cognitions' (Tillema, 1994, cited in Joram & Gabriele, 1997, p. 178). In contrast, the experience-based model provided a challenge and 'gave explicit attention to prior beliefs' (Joram & Gabriele, 1998, p. 178). This finding is echoed by White and Kline (2012) and Swanson (2012), who acknowledge that long-held stereotypical, negative beliefs held by pre-service teachers could be combated with understanding and experience of the diversity of rural and remote communities and learners. In particular, Swanson describes the teaching

placement as a 'place for cultivating perception', where pre-service teachers 'are challenged to go beyond their initial perceptions' (Swanson, 2012, cited in Masinire, 2015, p. 6). The development of courage in engaging with Aboriginal and Torres Strait Islander mentor teachers and placing trust in their expertise while on placement has been described by Anderson (2016). Thus, pedagogical approaches offer ground to create the 'place' in which to cultivate new perceptions.

Straddling the transmissive model of teaching, Kagan's (1992) research looks at the effect of course readings on challenging pre-service teachers' beliefs, finding that course readings had little effect in shifting the long-held beliefs (Kagan, 1992). This reinforces the conclusions reached by Enriquez-Gibson and Gibson (2015), who call for 'more than a conversation' to effectively challenge long-held beliefs, and for 'effective scaffolds, relevant strategies and guided reflection' to successfully shift 'the students' tourist perspective' (Enriquez-Gibson & Gibson, 2015, p. 109). One is also reminded of research undertaken by Book, Byers and Freeman (1983) which looks at the importance of practical experience on pre-service teachers' sense of the value of their teaching degrees and teaching practice (Book et al., 1983). It seems that challenging and changing long-held beliefs of pre-service teachers about teaching in remote communities is one of the building blocks of successful remote placements. A number of studies also describe the 'stereotypical images' of teaching in remote environments 'that are at best vague and dichotomous' (van Rensburg, Noble & McIlveen, 2015, p. 16; see also Sharplin, 2002; Yarrow et al., 1999).

In the context of pedagogy and challenging beliefs, the concept of 'place' becomes important, both in terms of providing a strong foundation of support and in considering the needs of pre-service teachers and the communities in which they teach. As White (2008) notes, 'teacher education providers can more successfully prepare teachers for rural [and remote] settings if they understand and enact teacher education curriculum with a consciousness and attention to the concept of place' (White, 2008, p. 1). Place-consciousness foregrounds the 'different norms in socio-cultural and political characteristics, values and attitudes' (Lunn, 1997, cited in Yarrow et al., 1999, p. 9) that are often taken for granted and 'are difficult to measure, but ... keenly felt' (Carlson, 1990, pp. 43–44).

In addition, place-consciousness encompasses resilience (Le Cornu, 2007) and the development of a common discourse between the largely urban pre-service teachers and the remote communities. As White (2008) notes, 'getting to know a place often involves seeing, and responding to the people in it, differently' (White, 2008, p. 6).

Changing long-held beliefs is difficult, in part due to the 'type of feedback people get about those beliefs from the environment' (Joram & Gabriele, 1998, p. 187). Indeed, pre-service teachers' beliefs about their teaching and learning 'are frequently reinforced through everyday experience, and convincing corrective feedback is particularly hard to come by in the context of learning and teaching' (Joram & Gabriele, 1998, p. 188). In this context, 'learning circles' (Le Cornu, 2007) and 'creating communities' (Le Cornu, 2007) become particularly useful in providing a meaningful space for pre-service teachers to share their experience with peers and mentors and to receive meaningful, constructive feedback. Such feedback, coupled with the experience of a remote placement, can serve to disrupt long-held beliefs about Indigenous learners and communities, and emphasise the pre-service teacher's mutual responsibility to themselves, their peers, and the Indigenous learners, ultimately leading to improved learning outcomes for the Indigenous students.

Long-Term Sustainability and Western Education Practices

The main issues affecting remote placements are co-dependent and continuous. Warren and Quine (2013) contend that a 'major issue with implementing education initiatives in remote Indigenous communities is their long-term sustainability', which remains exacerbated by 'high staff turnover and experiencing difficulties in attracting and retaining high quality teachers' (Warren & Quine, 2013, p. 12; see also Thornton et al., 2011; Lyons et al., 2006). Additionally, remote schools are 'often isolated and entrenched within Western models of operating that are understood by many Indigenous communities as inappropriate' (Warren & Quine, 2013, p. 12; see also Foley, 2000). Western models of education continue to be taught in urban universities, whose task it is to prepare pre-service teachers for the placement. Appropriate preparation of pre-service teachers for the remote practicum, and the formation and maintenance of strong, long-term relationships between the universities and the remote schools and communities, appear to be at the heart of the sustainability of remote teaching placements.

Historically, the relationship between Aboriginal and Torres Strait Islander peoples and government was 'replete with instances of mistrust' (Kearney et al., 2014, p. 339). Furthermore, 'schools as institutions, and education as a discipline, historically derive from Western frameworks of knowledge which are often tacitly or implicitly embedded in educational policies and practices' (Kearney et al., 2014, p. 339). In this context, Indigenous ways of knowing 'are interpreted through a Western lens and, as a result, there may be limited understanding of Indigenous representations that are based on Indigenous epistemologies and agencies' (Kearney et al., 2014, p. 339). Attempting to steer away from Western ways of teaching can be problematic, as Kearney et al. (2014) attest: 'Even when educational [programs] are informed by Indigenous ways of knowing, they tend still to be fitted into Western categories and hierarchies and, as such, do not necessarily represent a fair exchange of cross-cultural knowledge production' (Kearney, et al., 2014, p. 344; see also Nakata, 2003, 2007).

Moreover, as the literature highlights, the insistence on and proliferation of Western learning models continue to:

[raise] questions of why such models still pervade and, even more so, why such models are transported into Indigenous education contexts and expected to work ... The transposition of new graduates into remote Indigenous contexts with little support or mentoring raises the issue of how the graduates will enact their learning, and what might be the effect. (Jorgensen et al., 2010, p. 165),

As entrenched Western educational practices contribute to the fraught power relations between schools, communities, learners and teachers, a diverse range of stakeholders continue to feel the impact. The control over learning and decision-making in remote schools 'has not always been extended to Indigenous stakeholders in their communities' (Warren & Quine, 2013, p. 12). Control over decision-making ultimately exposes the epistemological and ontological differences between Western and Indigenous ways of learning and teaching (Nakata, 2007, cited in Kearney et al., 2014, p. 339).

As Jorgensen et al. note, the benefits of integrating and legitimating Indigenous knowledge into the formal school curriculum 'helps to ameliorate differences between the two forms of knowledge and may build bridges between Indigenous and Western ontologies' (2010, p. 165).

Ideally, 'education needs to be taught in an environment that privileges the marginalised position of the Indigenous community and legitimises their own knowledge, which is commonly rendered as without agency' (Warren & Quine, 2013, p. 13; see also Anderson & Atkinson, 2013; Gilmore & Smith, 2005).

Indeed, involvement of Indigenous communities in the research process has been a critical point in the literature. Sherwood et al. write that, historically, research has objectified Indigenous communities, imposing, assessing and quantifying Indigenous people through a colonialist framework (Sherwood et al., 2011, cited in McLaughlin, 2010; Riley et al., 2013, pp. 257–58). Consequently, such research has often been interpreted through the 'expert' lens of non-Indigenous researchers, while the role of the Indigenous peoples as knowledge-holders has been erased. From an Aboriginal standpoint, 'this adds insult in demeaning Aboriginal people as being incapable of directing what research is valuable and needs to be undertaken' (Riley et al., 2013, p. 258).

McLaughlin and Whatman (2007) point out that decolonising methodologies that work to empower and liberate Aboriginal people and integrate Indigenous protocols should be prioritised as the research academy moves away from the 'traditional', institutional ways of researching 'about' Indigenous people (McLaughlin, 2010). Davis (2010) backs this assertion, arguing that, 'research needs to be thought about more as a type of behaviour and practice between engaged participants, and less as [a] ... prescriptive approach' (Davis, 2010, p. 10; see also Ma Rhea, 2014).

In the context of merging community engagement and research with the quality of pre-service teacher preparation for the remote placement, Riley et al. note that 'to convey Aboriginal knowledge to non-Aboriginal students would be invalid without the contributions of Aboriginal people' (2013, p. 263; see also Ramsay & Walker, 2010). As one pre-service teacher noted, 'Living and learning with Aboriginal people carefully crafted my pedagogical practices leading me to want to know more. This desire afforded me an opportunity to merge praxis with theory' (McCarthy, 2003, cited in Partington, Beresford & Gower, 2012, p. 42).

Forming Lasting Relationships with Remote Community Schools

The issue of 'mutuality' (Le Cornu, 2008, p. 719; see also Le Cornu & Ewing, 2008) is at the heart of building long-lasting, sustainable relationships with Indigenous communities. Indeed, Ma Rhea highlights that the relationships formed between Indigenous communities and government bodies were 'asymmetrical' and did not take the specific needs of Indigenous communities into account when creating and implementing education policies:

[Parents] and caregivers, and indeed their broader families and communities, had a distinctly different expectation of partnership to that of the government policy. The differences in behaviours highlights the limitations of a concept such as 'partnership' to effectively engage in the breadth and depth of issues raised by Indigenous families while working in an administratively driven, legally-framed, politically-charged business model of partnership. (2012, p. 45)

Indeed, continues Ma Rhea, 'in examining the concept of "partnership", it becomes apparent that Indigenous people are waiting for non-Indigenous people to engage in partnerships that are interactive, mutually relational, that allow for trust to be built and established between the parties' (2012, p. 58).

Underscoring the challenges faced by Indigenous learners, Doecke (2008) describes the responsibility of teaching in remote schools and expectations of 'visiting' teachers.

Student achievement is often low. Living conditions can be challenging. It can be lonely. Students come to school spasmodically. It takes a special person to work in a remote Aboriginal community. To really make a difference you need to be prepared to stay for a couple of years, and to put time and effort into developing relationships with the local people. 'White fellas' come and go frequently in these places and this is very hard on the local people. (Doecke, 2008, p. 50)

The 'critical nature of effective communication with communities, not only to avoid the threat of imposition of unrealistic reforms but also to engage the communities in suggesting and evaluating solutions' has been acknowledged as one of the solutions (Sullivan, Jorgensen, Boaler & Lerman, 2013, p. 175).

Conclusion

The constellation of self-based and institution-based contingencies needs to be seriously considered. In addition to the financial stress of undertaking a remote teaching placement, findings indicate that strong professional and social support networks make a meaningful difference to pre-service teachers (Hemmings, Kay & Kerr, 2011).

Ultimately, improving the educational outcomes of Indigenous learners will remain 'a very difficult task' for teachers who are not culturally and pedagogically prepared to 'deal with the multifaceted challenges that exist in remote communities' (Warren & Quine, 2013, p. 13).

Addressing the challenges of appropriate preparation, social contingencies and long-held beliefs systematically, 'should improve the quality of education that teachers provide to students in remote schools' (Sullivan & Johnson, 2012, p. 107; see also Yarrow et al., 1999). This point is also articulated by Masinire (2015), who writes that 'the problem is more complex and requires collaborative and holistic efforts among stakeholders including teacher education institutions ... these efforts should be complemented by pre-service teacher education programmes that reorient the perceptions of beginning teachers to appreciate the possibility' of teaching in remote schools (Masinire, 2015, p. 4).

Part 2: Possible Solutions

Teaching 'is about relationships' (Le Cornu & Ewing, 2008, p. 1809; see also Palmer, 1998). For pre-service teachers, teaching in remote schools can create 'new understanding of the learners for whom they are responsible' (Cacciattolo et al., 2007, cited in Jay, Moss & Cherednichenko, 2009, p. 40). Thus, the types of strong connections formed 'between community and school are ... an important factor in promoting Indigenous children's educational success' (Kearney et al., 2014; see also Burgess & Berwick, 2009; Newman & Yasukawa, 2005; Weiss & Stephen, 2010).

Long-term, reciprocal partnerships between universities and remote communities are essential for strengthening the remote teaching placement. From the Indigenous communities' point of view, 'it is often hard for families to make connections with people who are originally from outside the community' (Leggett, 2016, p. 16). Here, the responsibility of pre-service teachers to their students intersects with challenges of teaching in an isolated environment. The

creation of strong, shared relationships thus becomes essential for these stakeholders.

The importance of reciprocity has been discussed in the teacher education literature in terms of the development by pre-service teachers of a certain duty to and accountability for their learning and that of their peers. This mutual learning becomes important as ‘pre-service teachers ... negotiate their way through a practicum setting, they need also to acknowledge their role in helping others do so’ (Le Cornu & Ewing, 2008, p. 1808; see also Lavery, Cain & Hampton, 2014). Other researchers describe reciprocity in light of community partnerships, noting the mutually positive impact of remote placements on the pre-service teachers and the Aboriginal community and the promotion of cultural awareness and respect, whereby the ‘pre-service teachers developed an increased understanding and appreciation of Aboriginal people’ (Lavery et al., 2014, p. 52).

However, White, Bloomfield and Le Cornu also warn against viewing partnerships as a silver bullet, writing that, ‘limitations exist when collaborative relationships are too prescriptively specified, measured and mandated’ (2010, p. 183; see also Bloomfield, 2009). As such, there are ‘many instances where the connections between school and Indigenous communities are fraught with difficulty’ (Kearney et al., 2014, p. 340). The diversity of voices and experiences in Indigenous communities, universities (and government departments) come together and form – and are formed by – the new knowledge.

The next section of the literature review delves into some possible, entwined solutions and provides some brief examples of practical application of research into remote placements. From the point of view of universities, the importance and practicalities of mentoring pre-service teachers, creating learning communities and making the opportunity of remote teaching placements more explicit are discussed. These suggestions are reinforced by a focus on building and sustaining long-term relationships with remote schools and communities.

Remote Teaching Placement: Service Learning

In the context of applying research practically, one of the ways in which the teaching practicum has been described in the literature is ‘service learning’ (Lavery et al., 2014), a type of remote practicum experience that extends and complicates previous research (Le Cornu, 2008; Tillema, 1994; Kagan, 1992). Service learning is defined as ‘experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development’ (Jacoby, 1996, p. 5). The point of departure from a ‘typical’ practicum is in the concepts of ‘reflection and reciprocity [being] viewed as essential components of service learning’, as it is ‘through opportunities for structures reflection that students are assisted in making links between theory and practice’ (Lavery et al., 2014, p. 41; see also Jacoby, 1996).

Service learning has the capacity for social change, as the development of deeper self-awareness, social issues and seeing oneself as an agent of change become the ‘building blocks for developing an attitude and disposition towards a “social justice orientation to service”’ (Cipolle, 2010, p. 9).

Providing a possible antidote to the challenge of preparation, ‘service-learning immersion opportunities’ (Lavery et al., 2014, p. 41) outline a practical and experiential learning opportunity that involved the Indigenous community, the pre-service teachers and the

university. Under the mentorship of university educators, a group of pre-service teachers 'assisted in classroom settings during the mornings and interacted with the wider community in the afternoons' (Lavery et al., 2014, p. 41). The bigger-picture ambition of this immersion was to 'understand the complex world of lived experience from the viewpoint of those who live it', by unpacking the experiences of the pre-service teachers themselves (Lavery et al., 2014, p. 41; see also Neuman, 1997). This last point brings to mind the scholarly discussions of the disruption of entrenched beliefs by pre-service teachers, and the growth of awareness and resilience in the beginning teachers.

Service learning has also brought forth the creation of opportunities for remote placements by the universities, and reinforced the importance of mentoring both at university, in the preparation stage for the practicum, and at-school mentoring by experienced teachers when the pre-service teachers undertake the remote placement.

Importance of Mentoring

A strong relationship between the university and the pre-service teachers was tied into the pre-service teachers' experience of (remote) placements in research carried out by Jordan (2006) and Yarrow and Ballantyne (1998). In particular, Jordan (2006) cites the ability of the pre-service teachers to 'ask for help' from the university mentors, and feel confident that such a request would be 'reframed as a strength' (Le Cornu, 2008, p. 720), rather than a re-articulation of the mentors' 'power and control' over the students.

Mentor teachers in schools also play an important role in creating a positive or discouraging placement experience. Confronting feelings of vulnerability, isolation and stress, pre-service teachers 'find some or all of their practicum experience stressful and having the mentor teacher provide encouragement in such a way that enabled the pre-service teacher to cope with their emotional responses as a result of their increased vulnerability is an important aspect of their role' (Le Cornu, 2008 p. 720). This was also found by Ballantyne et al. (1999), who singled out mentoring by supervising teachers as crucial in 'de-mystifying' and 'de-mythologising' 'some of the "taken-for-granted" assumptions associated with teaching and living in rural and remote communities' (Ballantyne, Green, Yarrow & Millwater, 1999, p. 7; see also Sher, 1991).

The conclusions reached by Ballantyne et al. (1999) echo an earlier study conducted by Doecke (1987) that looked at how the construction of educational 'disadvantage' of rural and remote students was created from an urban perspective. Doecke (1987) found that due to 'our perception as urban residents, [we know] what is best for rural students' (Doecke, 1987, p. 31; see also Darnell, 1981). Here, mentoring by supervising teachers operating from a position of strength in rural and remote schools can create a powerful challenge to the long-held beliefs of pre-service teachers undertaking the teaching placement in these locations. Furthermore, Nieto (2003) linked mentorship with resilience, noting that 'resilient qualities do not merely serve the developmental progression [but] at the heart of the process, they interact with the negative influences and constraints and develop in strength together with the teachers' professional qualities' (Nieto, 2003, as cited in Gu & Day, 2007, p. 1304).

The reciprocal relationship between the pre-service teacher and the mentor can often mean that 'personal and professional expectations' (Hastings, 2010, p. 211) are tied up in the notions of commitment, preparation and responsibility, which are in turn reciprocal and dependent on the interrelationship between the pre-service teacher, mentor teacher, the university

educators and the Indigenous community. In terms of commitment and personal preparation of the pre-service teacher for the remote placement (theoretical and practical) and the level and quality of such preparation of the university/teacher educators, such mentorships 'can be viewed as highly significant and productive interpersonal [processes]' Ballantyne et al., 1999, p. 9; see also Cohen, 1995). Placing value on the development of mentoring relationships is a long-term focus of literature, and it has been noted that such relationships nurture and facilitate 'pre-service initiatives that value rural life and prepare teachers entering rural areas', ultimately leading to 'the development of strategies to retain teachers in rural areas' (Ballantyne et al., 1999, p. 10; see also Lunn, 1997; Millwater, 1996; Hersh et al., 1995; Stupiansky & Wolfe, 1991). In turn, the commitment and preparation signal to the Indigenous community the intention of the pre-service teacher and the university that prepares them and facilitates the remote placement to value the responsibility to themselves, their peers, and the Indigenous learners.

Furthermore, Hastings (2010) noted that 'sound professional and personal connections with colleagues' depends on 'closeness ... in time as well as professional and cultural. ... The short time-frame of many school-based pre-service programs (three to five week blocks) often makes it difficult for teachers to establish relationships with their pre-service teacher' (Hastings, 2010, p. 216). Another difficulty is the reality of limited support by universities to mentor teachers: supervising teachers 'are supported to a limited extent and often in uncoordinated ways by university mentors' (White et al., 2010, p. 184).

Place-based Consciousness

When considered alongside the importance of building learning communities, creating service-learning teaching placement opportunities, and the significant role of mentoring, the concept of 'place' becomes especially important, both in terms of providing a strong foundation of support and of considering the needs of pre-service teachers and the communities in which they teach. The concept of 'place' explicitly encompasses the physical and emotional aspects of teaching. As White notes, 'teacher education providers can more successfully prepare teachers for rural [and remote] settings if they understand and enact teacher education curriculum with a consciousness and attention to the concept of place' (2008, p. 1). Place-consciousness foregrounds the 'different norms in socio-cultural and political characteristics, values and attitudes' (Lunn, 1997, in Yarrow et al., 1998, p. 9) that are often taken for granted and 'are difficult to measure, but ... keenly felt' (Carlson, 1990, pp. 43–44). In addition, place-consciousness includes resilience (Le Cornu, 2007) and development of a common discourse between the largely urban pre-service teachers and the remote communities.

Reflection

Reflection is a powerful tool and process of examination that involves all main stakeholders. In considering teacher education institutions, reflection encourages pedagogy that focuses on 'substantive rather than only utilitarian issues' and exposes pre-service teachers to 'ideas and assignments that will help them promote the attitudes ... of open-mindedness, responsibility and wholeheartedness' (Dobbins, 1996, p. 270). As such, reflection is 'not an end in itself but rather is a means to the development of ethical judgements, strategic actions and the realisation of ethically important ends' (Dobbins, 1996, p. 270; see also Liston & Zeichner, 1987). Connecting to the development of resilience (Le Cornu, 2007), reflection empowers the pre-service teacher to 'take control over their own learning' (Dobbins, 1996, p. 271; see also

Smyth, 1989) and examine their long-term, often stereotypical beliefs about Indigenous learners and communities.

From the point of view of Indigenous learners and communities, explicit incorporation of reflective practices in teacher preparation and remote placement can help negotiate the tensions between Western education practices and place-based pedagogies, as pre-service teachers begin to recognise the 'moral endeavour' of teaching (Rogers & Webb, 1991, p. 173; see also Vandenberg, 1990; Tom, 1984). Goodman (1991) writes that reflection 'suggests much more than taking a few minutes to think about how to keep pupils quiet and on task ... Reflection implies a dynamic "way of being" in the classroom' (Goodman, 1991, 60). From the point of view of university-based and school-based mentors, reflection can create an environment for deeper scope and experience of mutual teaching and learning. A conscious and critical engagement with the aspects that make up the pre-service teachers' beliefs and pedagogy can result in 'awareness of their own learning ... and improved teaching practices' (Dobbins, 1996, p. 272; see also Le Cornu & Ewing, 2008). Furthermore, reflection provides a 'space for the detailed reflection on practice and the development of agency through discursive, critical inquiry and reflexive professional action' (Giddens, 1984, as cited in Jay, Moss & Cherednichenko, 2009, p. 42).

Opportunity

Finally, creating more opportunities for a remote placement 'to schools with high Indigenous student populations can empower and professionally enhance the effectiveness of learning and teaching to their students' (Harrington, 2013, p. 87). However, the issue of appropriate preparation remains crucial, not least because the training of culturally competent pre-service teachers is entwined with the aspiration to attract and retain Aboriginal students in schools. Indeed, 'ignorance of Indigenous history, oppression, culture and expectations is likely to lead teachers to adopt strategies that compound the disadvantages Indigenous students experience and accelerate their departure from school' (Partington, 2003, p. 40). Thus, the institutions tasked with preparing pre-service teachers for remote placement 'need to expose their students to the significant, broad and complex issues relevant to rural, regional and remote education' (Trinidad et al., 2012, p. 41).

In a larger sense, the remote practicum can also become a locus of building and affirming the pre-service teacher's professional identity (Cattley, 2007). Indeed, as a study carried out by Trinidad et al. (2012) attests, pre-service teachers who participated in a remote teaching placement reported significant growth in their skills and knowledge, particularly around cultural knowledge, practical classroom skills such as behaviour management, the development and affirmation of personal attributes, such as resilience and resourcefulness, and a disruption of pre-existing expectations about teaching in a remote school.

Importantly, the opportunity of undertaking a remote placement can be inhibited by the 'social contingencies' faced by pre-service teachers. Halsey (2005) recognises that, 'there are a number of reasons why pre-service teachers will not engage in a ... remote professional experience', such as financial costs, loss of income and caring for family members (Halsey, 2005, cited in White & Kline, 2012). Some universities have begun to offer scholarships to defray the costs. This, and other initiatives such as field trips to rural schools (Hudson & Millwater, 2009; Hudson & Hudson, 2008; Sharplin, 2002), can offer fertile ground for helping to 'dispel many misconceptions' about remote Indigenous learners and communities, build

opportunities for more graduate teachers to undertake a remote teaching placement, build professional and personal resilience and, ultimately, shape the attitudes of pre-service teachers towards working in remote communities upon graduation (Richards, 2012, pp. 59–60; see also Lyons et al., 2006; Boylan, 2004).

Conclusion: Looking to the Future – Attracting and Retaining Teachers in Remote Communities

Attraction and retention of teachers (Herrington & Herrington, 2001; see also Butoroc, 1998), high teacher turnover, issues of personal and professional isolation (Herrington & Herrington, 2001; Sharplin, 2002) and poor preparation at universities (Bails, Bell, Greensill & Wilcox, 2002; Sharplin, 2002; Halsey, 2005) continue to figure as significant roadblocks to the consistent provision of culturally appropriate and long-term education outcomes for Indigenous students in remote schools. High rates of attrition also influence the staffing of rural and remote schools (Daniels, 2007; Abbott-Chapman, 2006), putting pressure on the ability to sustainably and consistently staff remote schools. At the policy level, Gibson (1994, p. 1) points out that, ‘despite [a] new policy level activity ... it would appear that a recent analysis of training, staffing and selection practices across the country would indicate that little of this policy level concern has been translated into effective practice’. Other studies note two overarching concerns in pre-service teacher education: ‘a realistic understanding of the rural [and remote] school community’ and the provision to those schools of ‘more realistically trained teachers’ (Murphy & Cross, 1990, as cited in Yarrow et al., 1999, p. 4).

The successful provision and maintenance of remote teaching placements ultimately depends on the quality and longevity of partnerships developed between the main stakeholders: Indigenous learners and remote schools, universities, and pre-service teachers.

A careful facilitation of the experience of ‘socialisation into the rural school system’ would allow the pre-service teacher to ‘experience the emotional, physical and intellectual challenge of being a novice teacher in a rural school’ (Yarrow et al., 1999, p. 4; see also Perry & Rog, 1989). Such sessions could be extended to include remote schools in the Australian context.

Remote practicums can become a window into opportunities to teach in remote settings for pre-service teachers, provided the induction process is thorough and the main stakeholders are well supported and resourced. On the other hand, a remote practicum, which for many students is a one-off experience (however transformative), may not be enough to entice these educators to teach in remote schools long-term. In this case, creation of specialist remote teaching programs and/or units to be undertaken as part of undergraduate and/or postgraduate teaching degrees could provide a solution. Ultimately, any improvements need to be undertaken with the explicit involvement of Indigenous remote school principals, schools and communities. The invaluable feedback from these stakeholders, when placed at the heart of teacher education courses, pre- and post-remote placement support, could result in better outcomes for Indigenous students.

Recommendations and Summary

Two central imperatives have underpinned the design and development of the materials.

The first is the main recommendations of the Indigenous Cultural Competency (ICC) Reform in Australian Universities (2011) project for all university graduates to develop the knowledge and skills necessary to interact in a culturally competent way with Indigenous communities, and for universities in Australia to produce teaching graduates with a strong foundational understanding of remote Indigenous education grounded in professional teaching experience and strong theoretical and pedagogical knowledge. Reciprocally, and in the context of teaching placements and experience, universities are expected to structure their teaching degrees with 'stronger capacity and credibility ... especially in terms of preparing teachers for work in rural, regional and remote Australia' (Trinidad et al., 2011, p. 112).

The second is that in the development of any remote education experience, the school and community should be central to the decision-making of the program, as highlighted in the literature review. Control over learning and decision-making in remote schools 'has not always been extended to Indigenous stakeholders in their communities' (Warren & Quine, 2013, p. 12). Control over decision-making ultimately exposes the epistemological and ontological differences between Western and Indigenous ways of learning and teaching (Nakata, 2007, cited in Kearney et al., 2014, p. 339).

In this project:

- The resources have been created to be developmental. It is recommended that a core unit is developed and that this unit provide the foundational knowledge and skills.
- Pre-service teachers should have successfully completed a core unit and successfully met set criteria (as recommended in selection criteria) before embarking on a remote education experience.

References

- Abbott-Chapman, J. (2006). TAFE to University transfer students: a study of mature-age students in Australia. *Journal of Vocational Education and Training*, 58(1), 1-17.
- Adedeji, S. O., & Olaniyan, O. (2011). *Improving the conditions of teachers and teaching in rural schools across African countries*: Addis-Ababa: UNESCO.
- Allard, A., & Santoro, N. (2004). *Making Sense of Difference? Teaching Identities in Postmodern Contexts*. Paper presented at the AARE National Conference, Melbourne.
- Anderson, P., & Atkinson, B. (2013). Closing the gap: Using graduate attributes to improve Indigenous education. *International Education Journal: Comparative Perspectives*, 12(1), 135–45.
- Anderson, P. J., & Tudball, L. (2016). Recognising Aboriginal and Torres Strait Islander People's rights and perspectives through Civics and Citizenship. *Civics and Citizenship Education in Australia: Issues, Possibilities and Practices*: Bloomsbury Press
- Anderson, P. (2016). *Interview with the Australian Council of the Deans of Education (ACDE)*. Transcript. Available at: Anderson, P. J., & Tudball, L. (2016). Recognising Aboriginal and Torres Strait Islander People's rights and perspectives through Civics and Citizenship. *Civics and Citizenship Education in Australia: Issues, Possibilities and Practices*: Bloomsbury Press. <http://www.acde.edu.au/wp-content/uploads/2016/05/Full-transcript-peter-anderson-interview-april-28-2016.pdf>.
- Baills, L., Bell, S., Greensill, B., & Wilcox, L. (2002). Bridging the gap between beginning teachers and isolated/rural communities. *Education in Rural Australia*, 12(1), 55–62.
- Ballantyne, R., Green, A., Yarrow, A., & Millwater, J. (1999). Reciprocal mentoring: Preparatory learning materials for teacher development. *Teacher Development*, 3(1), 79–94.
- Barker, B. O., & Beckner, W. E. (1987). Preservice training for special educators: A survey. *The Rural Educator*, 8, 1-4.
- Barter, B. (2008). Urban mindset, rural realities: Teaching on the edge. In L. Cooper & S. Walters (Eds.), *Learning/Work: Turning work and lifelong learning inside out* (pp. 135-152). Cape Town: HSRC Press.
- Bloomfield, D. (2009). Working within and against neoliberal accreditation agendas: opportunities for professional experience. *Asia Pacific Journal of Teacher Education*, 37(1), 27-44.
- Book, C., Byers, J., & Freeman, D. (1983). Student expectations and teacher education traditions with which we can and cannot live. *Journal of Teacher Education*, 34(1), 9–13.
- Boylan, C., Sinclair, R., Smith, I., Squires, D., Edwards, J., Jacob, A., ... Nolan, B. (1993). Retaining teachers in rural schools: Satisfaction, commitment and lifestyles. In C. Boylan & M. Alston (Eds.), *Rural Education Issues: An Australian Perspective*. Wagga Wagga, NSW: Spera.

- Boylan, C. R. (2004). *Putting rural into pre-service teacher education*. Paper presented at the Paper presented at the Australian Association for Research in Education conference, Melbourne, Victoria.
- Burgess, C., & Berwick, C. (2009). *Aboriginal peoples' perceptions and beliefs about quality teaching*. Paper presented at the Paper presented at Australian Association for Research in Education International Education Research Conference, Canberra, November–December.
- Butorac, A. (1998). *Summary report of consultations undertaken for the Rural and Remote Education Advisory Council (RREAC)*. Paper presented at the RREAC Narrogin Conference, Narrogin.
- Cacciattolo, M., Cherednichenko, B., Dakich, E., Dalmau, M. C., Davis, A., Gudjonsdottir, H., & Kelly, C. (2007). *Initiating Active Professionals: Rethinking Philosophy Practice and Engagement in Teacher Education*. Paper presented at the American Educational Research Association Conference, Chicago, IL.
- Carlson, R. (1990). What does it mean to work in a rural setting? A study of rural influences. *Journal of Rural and Small Schools*, 5(1), 41–47.
- Cattley, G. (2007). Emergence of professional identity for the pre-service teacher. *International Education Journal*, 8(2), 337–47.
- Causey, V., Thomas, C., & Armento, B. (2000). Cultural diversity is basically a foreign term to me: the challenges of diversity for preservice teacher education. *Teaching and Teacher Education*, 16, 33–45.
- Cipolle, S. (2010). *Service-learning and Social Justice: Engaging Students in Social Change*. Annapolis, MD: Rowman & Littlefield, Inc.
- Cohen, N. H. (1995). *Mentoring adult learners: A guide for educators and trainers*. Malabar:: FlaKrieger Pub. Co.
- Daniels, G. (2007). *Review of teacher recruitment and retention: Final report*. Retrieved from Western Australia Department of Education and Training: Perth.
- Darnell, F. (1981). Equality and opportunity in rural education. In F. Darnell & P. M. Simpson (Eds.), *Rural education: In pursuit of excellent*. Perth: University of Western Australia, National Centre for Research in Rural Education.
- Davis, M. (2010). Bringing ethics up to date? A review of the AIATSIS ethical guidelines. *Australian Aboriginal Studies*, 2, 10–21.
- DEEWR. (2011). *Guiding Principles for Developing Indigenous Cultural Competency in Australian Universities*. Canberra, ACT: Department of Education, Employment & Workplace Relations.
- Dobbins, R. (1996). The challenge of developing a 'reflective practicum'. *Asia-Pacific Journal of Teacher Education*, 24(3), 269–80.
- Doecke, M. (1987). Rural disadvantage: Is it for real? *Curriculum Perspectives*, 7(2), 31–35.
- Doecke, M. (2008). More than just teaching : educating indigenous young people from remote communities. *Teacher*(188), 48-51.
- Enriquez-Gibson, J., & Gibson, I. (2015). (Un)becoming tourist-teachers: Unveiling white racial identity in cross-cultural teaching programmes. *International Journal of Pedagogies and*

Learning, 10(2), 107–20.

Foley, D. (2000). Entrepreneurship in Indigenous Australia: the Importance of Education. *The Aboriginal Child in School*, 27(2), 47-54.

Foley, D. (2000). *Successful Indigenous Australian Entrepreneurs: A Case Study Analysis*, Aboriginal and Torres Strait Islander Studies Unit Research Report Series 4. Retrieved from Brisbane: Aboriginal and Torres Strait Islander Studies Unit, University of Queensland.

Foley, D. (2000). Too White to be Black, Too Black to be White. *Social Alternatives*, 19(4), 44-49.

Gibson, I. (1994). Policy, practice, and need in the professional preparation of teachers for rural teaching. *Journal of Research in Rural Education*, 10(1), 68–77.

Giddens, A. (1984). *The Constitution of Society: Outline of a Theory of Structuration*. Cambridge, MA: Polity Press.

Gilmore, P., & Smith, D. M. (2005). Seizing academic power: Indigenous subaltern voices and counter narratives in higher education. In T. McCarty (Ed.), *Language, Literacy, and Power in Schooling* (pp. 67-88): Lawrence Erlbaum.

Goodman, J. (1991). Using a methods course to promote reflection and inquiry among preservice teachers. In R. Tabachnik & K. Zeichner (Eds.), *Issues and Practices in Inquiry-oriented Teacher Education*. London, UK: Falmer Press.

Gu, Q., & Day, C. (2007). Teacher's Resilience A Necessary Condition for Effectiveness. *Teaching and Teacher Educations*, 23, 1302-1316.

Halsey, J. (2005). Better funded teacher education for our rural schools. Retrieved from Radio National website: <http://www.abc.net.au/radionational/programs/perspective/john-halsey/3372740>

Halsey, R. J. (2005). *Pre-service country teaching in Australia: What's happening—what needs to happen?* Paper presented at the Paper presented at the 21st Society for the Provision of Education in Rural Australia Conference. Darwin, NT.

Harrington, I. (2013). 'When the wattle comes out, the turtles are ready': Success of the enhanced teacher training program. *Australian Journal of Teacher Education*, 38(5), 80–88.

Hastings, W. (2010). Expectations of a pre-service teacher: Implications for encountering the unexpected. *Asia-Pacific Journal of Teacher Education*, 38(3), 207–19.

Hayes, D., Mills, M., Christie, P., & Lingard, B. (2006). *Teachers & Schooling Making a Difference: Productive Pedagogies, Assessment and Performance*. Crows Nest, NSW: Allen & Unwin.

Hemmings, B., & Hockley, T. (2002). Student teacher stress and coping mechanisms. *Education in Rural Australia*, 12, 25-35.

Hemmings, B., Kay, R., & Kerr, R. (2011). The influence of social contingencies on teacher education students undertaking a rural internship. *Education in Rural Australia*, 21(1), 95–109.

Herrington, A., & Herrington, J. (2001). *Web-based strategies for professional induction in rural, regional*

- and remote areas*. Paper presented at the Proceedings of the Australian Association for Research in Education (AARE) International Educational Research Conference. Fremantle.
- Hersh, e. a. (1995). Mentoring entry year teachers: A model for rural communities. *The Rural Educator*, 17(2), 31–36.
- Heslop, J. (2003). Living and teaching in Aboriginal communities. In Q. Beresford & G. Partington (Eds.), *Reform and Resistance in Aboriginal Education*. Perth, WA: UWA Press.
- Hudson, P., & Hudson, S. (2008). Changing Preservice Teachers' Attitudes for Teaching in Rural Schools. *Australian Journal of Teacher Education*, 33(4).
- Hudson, S., Millwater, J., & (2009). *Over the hill' is not so far away: crossing teaching contexts to create benefits for all through rural teaching experiences*. Paper presented at the Australian Teacher Education Conference Proceedings 2009: Teacher Education Crossing Borders: Cultures, Contexts, Communities, Curriculum, Albury, NSW, 28 June- 1 July, Australian Teacher Education Association, Bathurst, NSW.
- Hughes, C. (1999). Faculty publishing productivity: The emerging role of network connectivity. *Campus-Wide Information Systems*, 16(1), 30–38.
- Islam, F. (2012). Understanding pre-service teacher education discourses in communities of practice: A reflection from an intervention in rural South Africa. *Perspectives in Education*, 30(1), 19–29.
- Jacoby, B. (1996). Introduction. In B. Jacoby (Ed.), *Service Learning in Higher Education*. San Francisco, CA: Jossey-Bass Publications.
- Jay, J., Moss, L., & Cherednichenko, B. (2009). The Aboriginal practical experience and its impact on pre-service teachers' decisions about living and working in remote Indigenous communities in Australia. *Education in Rural Australia*, 19(3), 35–43.
- Joram, E., & Gabriele, A. (1997). *Preservice Teachers' Prior Beliefs: Transforming Obstacles into Opportunities*. Paper presented at the Annual Meeting of the American Educational Research Association Chicago, IL.
- Joram, E., & Gabriele, A. (1998). Pre-service teachers' prior beliefs: Transforming obstacles into opportunities. *Teaching and Teacher Education*, 14(2), 175-191.
- Jordan, J. (2006). Relational resilience in girls. In S. Goldstein & R. Brooks (Eds.), *Handbook of Resilience in Children*. New York, NY: Springer.
- Jorgensen, R., Grootenboer, P., Niesche, R., & Lerman, S. (2010). Challenges for teacher education: The mismatch between beliefs and practice in remote Indigenous contexts. *Asia-Pacific Journal of Teacher Education*, 38(2), 161–75.
- Kagan, D. (1992). Implications of research on teacher belief. *Educational Psychologist*, 27, 65–90.
- Kearney, A., McIntosh, L., Perry, B., Dockett, S., & Clayton, K. (2014). Building positive relationships with Indigenous children, families and communities: Learning at the cultural interface. *Critical Studies in Education*, 55(3), 338–52.
- Langton. (2007). Case study XX: Agreements Treaties and Negotiated Settlements database. *Information technology and Indigenous people*. Information Science Publishing.

- Lavery, S., Cain, G., & Hampton, P. (2014). A service-learning immersion in a remote Aboriginal community: Enhancing pre-service teacher education. *International Journal of Whole Schooling*, 10(2), 39–54.
- Le Cornu, R. (2007). *Learning circles in the practicum: an initiative in peer mentoring*. Paper presented at the Paper presented at the Australian teacher education conference, 3–6 July, Wollongong.
- Le Cornu, R. (2008). Building resilience in pre-service teachers. *Teachers and Teaching*, 25, 717–23.
- Le Cornu, R., & Ewing, R. (2008). Reconceptualising professional experiences in pre-service teacher education ... reconstructing the past to embrace the future. *Teaching and Teacher Education*, 24, 1799–812.
- Leggett, A. (2016). Teaching on Country crucial in remote communities. *Bedrock*, 21(1), 16–17.
- Liston, D., & Zeichner, K. (1987). Reflective teacher education and moral deliberation. *Journal of Teacher Education*, 38(6), 2- 8.
- Lock, G. (2007). *The student teacher rural experience program: Preparing pre- service teachers to live in regional locations*. . Paper presented at the Paper presented at the Society for the Provision of Education in Rural Australia National Rural Education Conference, Perth, Western Australia.
- Lock, G. (2008). Preparing teachers for rural appointments: Lessons from Australia. *The Rural Educator*, 29(2), 24–30.
- Luft, V. D. (1992). Teacher recruitment and retention practices in rural school districts. *The Rural Educator*, 14(2), 20–24.
- Lunn, S. (1997). *Rural Strategies Project: Report*. Brisbane, Queensland: Priority Country Area Program.
- Lyons, T., Cooksey, R., Panizzon, D., Parnell, A., & Pegg, J. (2006). *The SiMERR national survey. National Centre of Science, ICT and Mathematics Education for Rural and Regional Australia: University of New England*. Retrieved 20 June, 2007, http://www.une.edu.au/simerr/national_survey/Report.
- Ma Rhea, Z. (2012). Partnership for improving outcomes in Indigenous education: Relationship or business? *Journal of Education Policy*, 27(1), 45–66.
- Ma Rhea, Z. (2014). "Going to school on our country": expanding the concept of schooling in semi-sedentary Aboriginal and Sami Communities in Australia and Sweden. In A. Gunstone (Ed.), *Developing Sustainable Education in Regional Australia* (1 Ed ed., pp. 161 - 188). Clayton VIC Australia: Monash University Publishing.
- McLaughlin, J., Whatman, S. (2010). *Decolonising Curricula in an Australian University: Re-Imagining Curriculum Through Critical Race Theory*. Paper presented at the Paper presented at the World Congress in Comparative Education Conference Istanbul, Turkey.
- McLaughlin, J. M. (2011). Lost in translation : partnerships for authentic education in Papua New Guinea. *International Education Journal: Comparative Perspectives*, 10(2), 86-98.
- Masinire, A. (2015). Recruiting and retaining teachers in rural schools in South Africa: Insights from a

- rural teaching experience programme. *Australian and International Journal of Rural Education*, 25(1), 2–14.
- Millwater, J. (1996). Towards purposeful partnerships: An internship. In A. Yarrow, J. Millwater, S. De Vries, & D. Creedy (Eds.), *Practical experiences in professional education: Re- search monograph, No.1*. Brisbane: QUT Publication.
- Murphy, P., & Cross, W. (1990). Preparing teachers for rural schools: A Canadian approach. *The Rural Educator*, 11(3), 10–11.
- Nakata, M. (2003). Some Thoughts on Literacy Issues in Indigenous Contexts. *The Australian Journal of Indigenous Education*, 31, 7-16.
- Nakata, M. (2007). The cultural interface. *The Australian Journal of Indigenous Education*, 36(Supp), 7–14.
- Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.
- Newman, J., & Yasukawa, K. (2005). Knowing the stories: Cultural learning between schools and the local Aboriginal community. *Education Links*, 69, 20–24.
- Nieto, S. (2003). *What Keeps Teachers Going?* New York, NY: Teachers College Press.
- Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass.
- Partington, G. (2003). Why Indigenous issues are an essential component of teacher education programs. *Australian Journal of Teacher Education*, 27(2), 39–48.
- Partington, G., Beresford, Q., & Gower, G. (Eds.). (2012). *Reform and Resistance in Aboriginal Education*. Sydney, NSW: UWA Publishing.
- Perry, C. M., & Rog, J. A. (1989). A Rural Teacher Preparation Program Designed to Socialize Students to the Role of Teacher. *Journal of Rural and Small Schools*, 4(1), 18-22.
- Price, K. (Ed.). (2012). *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Melbourne: Cambridge University Press.
- Price, K. & Hughes, P. (Eds). (2009). What works? The work program. *Stepping Up: What Works in Pre-Service Teacher Education*. Canberra, ACT: Commonwealth of Australia.
- Reid, J., Green, B., Cooper, M., Hastings, W., Lock, G., & White, S. (2010). Regenerating Rural Social Space? Teacher Education for Rural-Regional Sustainability. *Australian Journal of Education*, 54(3), 262–276.
- Richards, S. (2012). Coast to country: An initiative aimed at changing pre-service teachers' perceptions of teaching in rural and remote locations. *Australian and International Journal of Rural Education*, 22(2), 53-63.
- Rigney, L. (2007). *Indigenist Research Epistemologies*. (PhD Thesis), Flinders University.
- Riley, L., Howard-Wagner, D., Mooney, J., & Kutay, C. (2013). Seeding success in Indigenous

- Australian higher education. *Diversity in Higher Education*, 14, 251–76.
- Rogers, W., & Webb, J. (1991). The ethic of caring in teacher education. *Journal of Teacher Education*, 42, 173–81.
- Rowe, K. J. (2004). In good hands? The importance of teacher quality. *Educare News*, 149, 4-14.
- Sharplin, E. (2002). A taste of country: A pre-service teacher rural field trip. *Education in Rural Australia*, 20(1), 17–23.
- Sher, J. P. (1981). *Rural education in urbanised nations: Issues and innovations*. Boulder, CO: Westview.
- Smyth, J. (1989). Developing and sustaining critical reflection in teacher education. *Journal of Teacher Education*, 40(2), 2-9.
- Stupiansky, N. G., & Wolfe, M. P. (1991). A consortium model for rural based mentor-intern programs: A school-college partnership that works. *Journal of Rural and Small Schools*, 4(3), 22–31.
- Sullivan, A., & Johnson, B. (2012). Questionable practices?: Relying on individual teacher resilience in remote schools. *Australian and International Journal of Rural Education*, 22(3), 101-116.
- Sullivan, P., Jorgensen, R., Boaler, J., & Lerman, S. (2013). Transposing reform pedagogy into new contexts: complex instruction in remote Australia. *Mathematics Education Research Group of Australasia*, 25, 173–84.
- Swanson, D. (2012). *Re-envisioning, Resistance, and the 'Semiotics of Normativity' in Teacher Education: Examples and Reflections*. Paper presented at the Teacher Education Conference, Pretoria, South Africa.
- Tait, M. (2005). Resilience and new teacher success. *Education Today*, 17(3), 12–41.
- Thornton, P., Phelps, R., & Graham, A. (2011). Teacher leaders driving change: an 'inhouse inquiry' process *The Australian Educational Leader*, 33(2), 8-13.
- Tillema, H. (1994). Training and professional expertise: Bridging the gap between new information and pre-existing beliefs of teachers. *Teaching and Teacher Education*, 10(6), 601–15.
- Tom, A. (1984). *Teaching as a moral craft*. New York: Longman.
- Trinidad, S., Sharplin, E., Lock, G., Ledger, S., Boyd, D., & Terry, E. (2011). Developing strategies at the pre-service level to address critical teacher attraction and retention issues in Australian rural, regional and remote schools. *Education in Rural Australia*, 21(1), 111–20.
- Tudball, E. J., & Anderson, P. J. (2017). Recognizing Aboriginal and Torres Strait Islander peoples' rights and perspectives through civics and citizenships. In A. Peterson & L. Tudball (Eds.), *Civics and Citizenship Education in Australia: Challenges, Practices and International Perspectives* (pp. 61-80). London UK: Bloomsbury Academic.
- Vandenberg, D. (1990). *Education as a human right: A theory of curriculum and pedagogy*. New York: Teachers College Press.
- Van Rensburg, H., Noble, K., & McIlveen, P. (2015). Influencing pre-service teachers' intentions to teach in rural locations. *Australian and International Journal of Rural Education*, 25(1), 15–24.
- Wallace, A., & Boylan, C. (2007). *Reawakening Education Policy and Practice in Rural Australia*. Paper

presented at the 19th Society for the Provision of Education in Rural Australia Conference, Canberra, ACT.

Warren, E., & Quine, J. (2013). A holistic approach to supporting the learning of young Indigenous students: One case study. *The Australian Journal of Indigenous Education*, 42(1), 12–23.

Weiss, H. B., & Stephen, N. (2010). From periphery to center: A new vision for family, school and community partnerships. In S. L. Christenson & A. L. Reschly (Eds.), *Handbook of school-family partnerships* (pp. 448–472). New York, NY: Routledge.

White, S. (2008). Placing teachers? Sustaining rural schooling through place-consciousness in teacher education. *Journal of Research in Rural Education*, 23(7), 1–12.

White, S., Bloomfield, D., & Le Cornu, R. (2010). Professional experience in new times: Issues and responses to a changing education landscape. *Asia-Pacific Journal of Teacher Education*, 38(3), 181–93.

White, S., & Kline, J. (2012). *Renewing Rural and Regional Teacher Education Curriculum - Final Report*. Retrieved from Sydney, NSW: Department of Industry, Innovation, Science, Research and Tertiary Education (Office for Learning and Teaching)

Yarrow, A., Ballantyne, R., Hansford, B., Herschell, P., & Millwater, J. (1998). Teacher/intern partnerships in isolated areas: a project review. *Education in Rural Australia*, 8(1), 29-31.

Yarrow, A., Ballantyne, R., Hansford, B., Herschell, P., & Millwater, J. (1999). Teaching in rural and remote schools: A literature review. *Teaching and Teacher Education*, 15, 1–13.

Appendix A

Certification by Deputy Vice-Chancellor (or equivalent)

I certify that all parts of the final report for this OLT grant/fellowship (remove as appropriate) provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

A handwritten signature in blue ink, appearing to be 'Ian Smith', written in a cursive style.

Name: Professor Ian Smith, Monash University, Vice-Provost (Research and Research Infrastructure)

Date: 19 October 2018

Appendix B: Interview Questions for Teacher Educators



Interview Questions

PRE-SERVICE TEACHER EDUCATORS

Section 1 – General Information and Background Questions

Tell us a bit about yourself and your work. How did you become involved in supporting the universities in remote- area placements and why did you continue your involvement? What are some of the positives and negatives of doing this work?

1. Do you work directly or indirectly with the universities in your state?
2. Do you provide support to the Faculty of Education? If so, what is the nature of this support (e.g. Financial)?
Prompts:
 - a. Does the Department of Education have partnerships with universities and/or the universities' placement office?
 - b. Does the Department of Education support the university's placement office? If so, could you describe the nature of this support (e.g. Financial)?
3. Is the Department of Education involved in any way in remote-area placements?
4. Why do you think remote-area teaching placements are important?
5. How and why did you become involved in remote teaching placements? How long have you been doing this sort of work?
6. How did you become interested in facilitating remote placements?
7. What are your responsibilities?
8. What are some of the positives and negatives of doing this work?

Section 2 – Creating Partnerships

When you think back to the initial process of setting up remote-area placements, what was it like to work with the schools and the communities? Are there any ongoing relationships?

1. Thinking back to the initial set-up, how was the partnership established between the Department and the university/universities?
2. To your knowledge, do any of the universities you are working with have an Indigenous Engagement strategy?
3. As a result of these partnerships, have you and/or your predecessor created any strategies or resources to streamline the process?
4. Do you have an ongoing relationship with remote-area schools? If so, which one/s?
5. Do you have an ongoing relationship with an Indigenous community/communities?
6. What kinds of communities make the best partners for this work?

Section 3 – Pre-service Teacher Data

This section will explore the pre-service teacher data when it comes to remote-area placement.

1. Do you have access to pre-service teacher data?
2. How many pre-service teachers take part in a remote-area placement every year?
3. What is the percentage of male to female pre-service teachers?
4. How many pre-service teachers are Indigenous and non-Indigenous?
5. What year of the degree do remote-area placements take place (E.g. Second Year, Third Year, Fourth/Final Year, Honours)?

Section 4 – Placements

This section will explore the logistics and experiences of remote-area placement

1. Do you support the pre-service teachers before, during and/or after placement?
2. What kind of support do you put in for pre-service teachers before, during and/or after placement?
3. Have you kept an ongoing, longitudinal relationship with the pre-service teacher after the placement?
4. Do you communicate with the local Aboriginal community prior, during and/or after the placement?
5. Do you support the school/principal before, during and after placement? What is the nature of this support (E.g. financial, staff support, induction support)?

Section 5 –Professional Development & Resources

This section will explore whether the presence and level of Departmental support for universities in facilitating and maintaining remote-area placements.

1. Does the Department of Education lend direct or indirect support to the universities/Faculties of Education when it comes to remote-area placements? If so, could you describe the nature of this support (e.g. Financial)?
2. Have you developed any resources/strategies as a result of your experience with these placements (E.g. to facilitate an easier integration for the pre-service teacher; community input)?

Section 6 – Long-term Sustainability of Remote-area Placements

These questions will explore the future of remote-area placements.

1. In your work with the Department of Education, have you experienced any difficulties with facilitating/supporting remote-area placements?
2. What are some of the difficulties with facilitating a remote-area placement? Have these difficulties been resolved? If so, how? If not, why not?
3. How can more pre-service teachers participate in remote-area placements?
4. What recommendations would you give to the university to make the process of remote-area placements easier?
5. What recommendations would you give to the Department to make the process of remote-area placements easier?

Appendix C: Indigenous Curriculum and Sequencing Recommendations



PREpared

Partnering for Remote Education Experience

Improving Teacher Education for Better Indigenous Outcomes

INDIGENOUS CURRICULUM AND PEDAGOGY

This Curriculum and Pedagogy Unit is a suggested prerequisite for students considering taking up an Indigenous teaching placement within urban, regional or remote schools. This Unit provides a theoretical and practical foundation for universities seeking to develop their own Indigenous Education units, and could serve as a preparatory foundation for students considering an Indigenous teaching experience. The Indigenous Curriculum Unit incorporates existing, culturally responsive content and provides feedback and critical guidance in implementation.

Possible Coursework and Teaching Placement Sequencing

Bachelor of Education/Teaching (Undergraduate Degree)

In Year 1, the Bachelor of Education/Teaching student should complete foundational socio-historical content (corresponding to Professional Standard 2.4) and pedagogical content (corresponding to Professional Standard 1.4), as well as a teaching placement at an urban school with high levels of enrolment of Indigenous students.

For a four-year Bachelor of Teaching/Education degree, the following sequence is recommended:

Year 1

- Introduction to the Curriculum - Covering Fundamentals of Indigenous Education
 - o *Professional Standard Focus: 2.4*
 - o Discovering the socio-historical contexts of Aboriginal and Torres Strait Islander peoples
 - o Discovering the differences between Indigenous *Studies* and Indigenous *Education*
 - o Establishing a strong foundation for the Indigenous Curriculum unit in Year 2
 - o Essential Resource: Ma Rhea, Z., & Russell, L. (2012). The Invisible Hand of Pedagogy in Australian Indigenous Studies and Indigenous Education. *The Australian Journal of Indigenous Education*, 41(1), 18-25. doi:10.1017/jie.2012.4

Year 2

In Year 2, the Bachelor of Education/Teaching student should consolidate their learning of the foundational socio-historical content (corresponding to Professional Standard 2.4) and pedagogical content (corresponding to Professional Standard 1.4).

- Introduction to Pedagogy – Covering Fundamentals of Indigenous Education
 - o Starting the learning process of Indigenous *Education* (pedagogical focus; theoretical underpinnings of teaching practice)
 - Use of appropriate language (e.g. ‘Them’/’They’/’Those’)
 - Sourcing credible resources
 - Teaching for depth and cultural responsiveness
- Urban Indigenous placement experience
 - o Developing the pedagogical foci and approaches
 - o Putting the learned theory into practice

Year 3

In Years 3 and 4, the Bachelor of Education/Teaching student should complete foundational socio-historical content (corresponding to Professional Standard 2.4) and pedagogical content (corresponding to Professional Standard 1.4). Students will also undertake a remote professional teaching placement.

Prerequisite: Essential that successful completion of Core Unit at High Credit (C) to High Distinction (HD) grade range

- Consolidation of Curriculum and Pedagogy theory and practice
 - o Coursework material provided by the Capstone Unit
- Remote Indigenous placement experience: 4 weeks

Year 4

8-week final teaching placement

- Students can elect to undertake a longer final practicum in same location as Year 3, or choose another location, for example in the Torres Strait Islands

M-Teach Recommendations (Postgraduate Degree)

In Year 1 (Semesters 1 and 2), students undertaking an M-Teach postgraduate qualification should complete foundational socio-historical content (corresponding to Professional Standard 2.4) and pedagogical content (corresponding to Professional Standard 1.4).

Year 1 (Semester 1)

- Introduction to the Curriculum - Covering Fundamentals of Indigenous Education
 - o *Professional Standard Focus: 2.4*
 - o Discovering the socio-historical contexts of Aboriginal and Torres Strait Islander peoples
 - o Discovering the differences between Indigenous *Studies* and Indigenous *Education*
 - o Establishing a strong foundation for the Indigenous Curriculum unit in Year 2
 - o Essential Resource: Ma Rhea, Z., & Russell, L. (2012). The Invisible Hand of Pedagogy in Australian Indigenous Studies and Indigenous Education. The Australian Journal of Indigenous Education, 41(1), 18-25. doi:10.1017/jie.2012.4

Year 1 (Semester 2)

- Introduction to Pedagogy – Covering the Fundamentals of Indigenous Education
- *Professional Standard Focus: 1.4*
 - o Starting the learning process of Indigenous *Education* (pedagogical focus; theoretical underpinnings of teaching practice)
 - Use of appropriate language (e.g. 'Them'/'They'/'Those')
 - Sourcing credible resources
 - Teaching for depth and cultural responsiveness

Year 2

In Year 2, students undertaking an M-Teach postgraduate qualification should consolidate their learning of the socio-historical content (corresponding to Professional Standard 2.4) and pedagogical content (corresponding to Professional Standard 1.4), to prepare them to undertake a remote professional teaching placement.

- Consolidating theory and practice
 - o Indigenous Curriculum (theory)
 - o Indigenous Education (pedagogical practices)
- Remote Indigenous placement experience
 - o Developing the pedagogical foci and approaches
 - o Putting the learned theory into practice

Indigenous Curriculum and Pedagogical Practices: Foundational Coursework

Synopsis

This unit explores local and global Indigenous perspectives on teaching and learning. It develops students' knowledge and understanding of Indigenous cultures with a particular focus on Aboriginal and Torres Strait Islander peoples. The unit considers Indigenous and other forms of education alongside the provision of mainstream schooling by nation states. Students develop their understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. They explore and utilise education programs which have successfully engaged with learners from Indigenous and traditionally oriented societies and achieved improvements in their education outcomes. Students also develop broad knowledge, understanding and respect for Aboriginal and Torres Strait Islander peoples and their histories, cultures and languages, to meet expectations in the Australian Curriculum and the Australian Professional Standards for Teachers. They develop skills and insights into how to engage learners from Indigenous and traditional communities and create successful partnerships that improve academic outcomes and foster reconciliation.

Outcomes

Upon successful completion of this unit students should be able to:

1. Demonstrate cross-cultural skills and knowledge in developing partnerships with Indigenous education experts
2. Demonstrate understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds
3. Understand appropriate cultural protocols and the terms 'Indigenous', 'local', 'Traditional' and 'Traditional Owner' as they pertain to Aboriginal and Torres Strait Islander peoples
4. Develop and apply appropriate teaching strategies for Indigenous learners

5. Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander peoples, histories, cultures and languages, to promote reconciliation between Aboriginal and Torres Strait Islander and non-Indigenous Australians
6. Use this knowledge in developing teaching and learning strategies related to understanding Indigenous education

Weekly Topic Focus and Suggested Activities and Reflective Questions are presented overleaf. With permission, the content has been adapted from the InSights (AITSL) Project: Improving teaching in Aboriginal and Torres Strait Islander education: Australian Professional Standards for Teachers, available at: https://www.aitsl.edu.au/docs/default-source/aitsl-research/insights/re00039_improving_teaching_in_aboriginal_and_torres_strait_islander_education_australian_professional_standards_for_teachers_monash_uni_sep_2012.pdf?sfvrsn=4.

Indigenous Curriculum and Pedagogy: Weekly Focus and Activities

Topic	Synopsis	Useful Discussion Prompts	Key Resources
<p>Professional Standard Focus: 2.4</p> <p>Topic 1: Protocols of Engagement</p>	<p>This topic introduces pre-service teachers to the protocols of engagement with Aboriginal and Torres Strait Islander peoples. The most important thing to remember is that as a teacher, you are not teaching Aboriginal and Torres Strait Islander children their culture. Acquired knowledge from this topic develops the skills and knowledge to affirm and celebrate the cultural identities of all Aboriginal and Torres Strait Islander learners. A number of guiding principles will be introduced as foundational concepts that will be further developed in later topics.</p>	<p>RIGHTS</p> <p>Many protocols of engagement developed by Aboriginal and Torres Strait Islander communities over millennia that governed boundaries between communities were completely ignored by explorers and colonists. What was the basis for these people to ignore local protocols?</p> <p>LANGUAGE</p> <p>What are the protocols around the ownership of Aboriginal and Torres Strait Islander languages? Who should speak these languages? Who should teach these languages?</p> <p>CELEBRATION</p> <p>What are some of the protocols for celebration in Aboriginal and Torres Strait Islander societies?</p>	<p>Herbert, J. (2000). Getting to the heart of the matter: The importance of the Aboriginal voice in education. <i>Queensland Journal of Educational Research</i>, 16(2).</p> <p>United Nations. (2008). <i>Declaration on the Rights of Indigenous Peoples</i>. Available from http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf</p> <p>United Nations. (2007). <i>Frequently Asked Questions on the Declaration of the Rights of Indigenous Peoples</i>. Retrieved from http://www.un.org/esa/socdev/unpfii/documents/FAQsindigenousdeclaration.pdf</p>
<p>Professional Standard Focus: 2.4</p> <p>Topic 2: Culture and Language</p>	<p>Culture and language are aspects of human behaviour that are inextricably linked in learning to understand any culture. This topic encourages pre-service teachers to learn about the diversity of cultures and their languages in Aboriginal and Torres Strait Islander Australia.</p>	<p>RIGHTS</p> <p>What are Cultural Rights? How are they understood by Aboriginal and Torres Strait Islander people? Under Aboriginal law? Under Torres Strait Islander law? Under national and international law?</p> <p>LANGUAGE</p> <p>What is the relationship between Culture and Language?</p> <p>CELEBRATION</p> <p>What are some of the cultural celebrations within Aboriginal and Torres Strait Islander communities?</p>	<p>May, S. (1998). Language and Education Rights for Indigenous Peoples. <i>Language, Culture and Curriculum</i>, 11(3), 272–96.</p> <p>AIATSIS</p> <p>The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) is a world-renowned research, collections and publishing organisation. http://aiatsis.gov.au/explore/articles/indigenous-australian-languages</p> <p>Reconciliation Australia</p> <p>Reconciliation Australia was established in 2001 and is the lead body for reconciliation in the nation. https://www.reconciliation.org.au/</p>

Topic	Synopsis	Useful Discussion Prompts	Key Resources
Professional Standard Focus: 2.4 Topic 3: Identity	<p>History shows that from the earliest days of invasion and colonisation white people have grappled with the issue and constructed and applied definitions of Aboriginality to primarily serve their own purpose and to marginalise and oppress Aboriginal Peoples.</p> <p>Morgan (2011, p. 5) writes that ‘The issue of Aboriginality and Identity is one of the most critical issues in contemporary Aboriginal affairs’.</p> <p>Growing community concern and uncertainty about who is and who is not an Aboriginal and how Aboriginality is defined and determined, usually by non-Aboriginal people to serve non-Aboriginal purposes is a constant source of debate and dialogue in various community settings. He argues that the question of what constitutes Aboriginality and identity, as defined by non-Aboriginal people, is not new.</p>	<p>RIGHTS</p> <p>The right to identify oneself is a foundational human right. Explore this in the local, national and international context.</p> <p>LANGUAGE</p> <p>Identity and Language and inextricably bound. What is the consequence to your identity of being denied the right to speak your language?</p> <p>CELEBRATION</p> <p>How is identity celebrated in Aboriginal and Torres Strait Islander families and communities?</p>	<p>McIntosh, P. (YYYY). <i>White Privilege: Unpacking the Invisible Knapsack</i>. Retrieved from http://www.nymbp.org/reference/WhitePrivilege.pdf</p> <p>Australian Human Rights Commission</p> <p>Australian Human Rights Commission. (2011). <i>Social Justice and Human Rights for Aboriginal and Torres Strait Islander Peoples</i>. Retrieved from http://www.hreoc.gov.au/social_justice/info_sheet.html</p> <p>DVD</p> <p>Ronin is a film distribution company based in Canberra the company is a large distributor of Indigenous themed films.</p> <p>Ronin Films at http://www.roninfilms.com.au/</p>
Professional Standard Focus: 2.4 Topic 4: History, Policies, and Practices	<p>Traditionally, pre-service teachers have not had good access to accounts by Aboriginal and Torres Strait Islander people of their experiences of schooling and education generally. Very little is kept in the written records. This topic connects pre-service teachers with some of the history, policies and practices of education for Aboriginal and Torres Strait Islander children in Australia.</p> <p>By examining the policies and practices associated with these efforts, analysis will be made of the patchy, often contradictory, and ineffective measure used to educate these children. Pre-Service Teachers are encouraged to develop your understanding of the various approaches that have been used and be able to identify what has worked and what has failed over the years.</p>	<p>RIGHTS</p> <p>What are the rights of Aboriginal and Torres Strait Islander peoples and their treatment historically?</p> <p>LANGUAGE</p> <p>Study language policy in education in Australia as a specific example of the impact of policies and practices on Aboriginal and Torres Strait Islander people.</p> <p>CELEBRATION</p> <p>Examine the growing international rights- based policy mechanisms for protecting Indigenous peoples’ rights and other forums such as the World Indigenous Peoples Conference on Education in their contribution to celebrating the now recognised sui generis rights of Indigenous peoples.</p>	<p>Article</p> <p>Behrendt, L. (2001) Indigenous self- determination: Rethinking the relationship between rights and economic development. <i>UNSW Law Journal</i>, 24(3), 850–61.</p> <p>DVD</p> <p>Pilger, J. (2013) <i>Secret Country</i></p> <p>Documentary Series</p> <p><i>First Australians</i> (series can be downloaded at SBS. The film, along with others is distributed through Marcom at www.marcom.com.au).</p>

Topic	Synopsis	Useful Discussion Prompts	Key Resources
Professional Standard Focus: 2.4 Topic 5: Aboriginal and Torres Strait Islander Societies	<p>This topic examines the cultural diversity across and within Australia's Aboriginal and Torres Strait Islander communities. Many non-Indigenous people do not understand this diversity of rich cultural heritages, languages and complex histories.</p> <p>This topic also examines the impact of poverty and the loss of rights on Aboriginal and Torres Strait Islander cultures. In Australia, we have not yet arrived at the best way for Aboriginal and Torres Strait Islander people in Australia to achieve their cultural rights or economic justice as outlined the International Labour Organisation's Convention No. 169 on Indigenous and Tribal Peoples (ILO169).</p>	<p>RIGHTS</p> <p>This topic is all about the sui generis rights of Indigenous Peoples. Consider local, national and international examples of the impact of loss of these rights.</p> <p>LANGUAGE</p> <p>Examine the linguistic diversity of Aboriginal and Torres Strait Islander peoples and the crisis facing these languages. What is the role of education in supporting the preservation and maintenance of Australia's diversity of languages?</p> <p>CELEBRATION</p> <p>What are the significant Aboriginal and Torres Strait Islander rights and the significant political victories won and celebrated?</p>	<p>Ma Rhea, Z., & Anderson, P. (2011). Economic Justice and Indigenous Education: Assessing the potential of standards-based and progressive education under ILO169. <i>Social Alternatives</i>, 30(4), 25-31</p> <p>Tudball, L., & Anderson, P. J. (2016). Recognising Aboriginal and Torres Strait Islander Peoples' rights and perspectives through civics and citizenship. In A. Peterson & L. Tudball (Eds.), <i>Civics and Citizenship Education in Australia: Issues, Possibilities and Practices</i>. London, UK: Bloomsbury Press.</p> <p>Podcast</p> <p>AARE 2016 Conference Keynote 'New challenges and opportunities for Indigenous education and research in the post-imperial world'. Speaker Dr Peter Anderson, Monash University https://youtu.be/qgFvh7fr668</p>
Topic	Synopsis	Suggested Activities to Enhance Your Pedagogy	Key Resources
Professional Standard Focus: 1.4 Topic 6: Understanding myself as a culturally-competent teacher	<p>This topic is designed to enable pre-service teachers to firstly develop their own personal and professional cultural competence awareness and knowledge through self-reflection and questioning. The activities outlined seek to enable pre-service teachers to explore their own culture so they can better respect and appreciate all cultures and develop a better understanding of Aboriginal and Torres Strait Islander education and extend their own professional learning network to develop responsive strategies; and build partnerships to include a broader range of education stakeholders.</p>	<p>Pre-service teachers will identify their own personal/professional knowledge systems and understanding of Aboriginal and Torres Strait Islander education.</p> <p>Pre-service teachers will identify their own professional learning network and identify new and extended key education stakeholders in their school community.</p> <p>Pre-Service Teachers will develop their own professional learning plan to develop their teaching and learning knowledge and pedagogical practice to meet Focus Area 1.4.</p>	

Topic	Synopsis	Suggested Activities to Enhance Your Pedagogy	Key Resources
Professional Standard Focus: 1.4 Topic 7: Understanding learners and learning	<p>This topic encourages pre-service teachers to learn about effective teaching and learning strategies in the context of Aboriginal and Torres Strait Islander educational access, participation and achievement. Pre-service teachers will be better prepared to communicate effectively with a range of Education stakeholders. Pre-Service Teachers will be better prepared to build activities that reflect and value Aboriginal and Torres Strait Islander people, languages, knowledge's and cultures.</p> <p>Pre-service teachers will understand the role of the Aboriginal and Torres Strait Islander community in the success of the school and student achievement levels.</p> <p>Pre-service teachers will understand the implications for learning of the physical, mental, social and emotional issues that may face Aboriginal and Torres Strait Islander students.</p> <p>Pre-service teachers will develop Personalised Learning Plans.</p>	<p>Suggested Reflective Questions</p> <p>What is your own culture and history? What do you think a 'knowledge system' is? How and where have you derived your knowledge system and how does it differ from that of other people you know?</p> <p>Examine your social environment: how would you describe your family, friends and peers including their beliefs, attitudes and core values?</p> <ul style="list-style-type: none"> • What skills do you possess that enable you to connect with others? How do you relate and communicate with others? How do other people relate and communicate to you? • Explain what resilience, independence, security, safety means to you. • Have you worked in different school contexts? • Identify the strengths and weaknesses that are likely to influence what you can offer as a person, and as a teacher, to the students and community in different social contexts. • How would you evaluate yourself as a pre-service teacher (professional person) in light of your personal experiences and knowledge of Aboriginal and Torres Strait Islander education? • What understanding do you have of Aboriginal and Torres Strait Islander cultures in the community you live in? How can you increase your knowledge of Aboriginal and Torres Strait Islander communities and cultures? • Who are your current mentors? Where do you generally get advice from or a listening ear? Who do you think could mentor you in your role as a teacher of Aboriginal and Torres Strait Islander children and in your role as a teacher about Aboriginal and Torres Strait Islander perspectives? 	<p>Nakata, Martin. (2007). The cultural interface. <i>Australian Journal of Indigenous Education</i> ,36, p. i.</p> <p>Useful Prompts Arising from Key Resource:</p> <p>How might Aboriginal and Torres Strait Islander knowledge systems differ from region to region? Identify the similarities and differences that exist between Western knowledge systems, other knowledge systems to which you have access and Aboriginal and Torres Strait Islander knowledge systems? How will this new knowledge impact on you as a practising teacher?</p> <p>Suggested Research Activity Arising from Key Resource:</p> <p>What is a knowledge system? What are the knowledge systems to which you relate? What are the similarities and differences in human knowledge systems? Indonesian, Japanese, Malay, Chinese, Italian, French, German, Aboriginal, Torres Strait Islander knowledge systems?</p> <p>Construct a model of the key elements of the knowledge systems in which you are embedded. Include core values, beliefs and practices. What knowledge is of most importance in your society, and what ways of learning that knowledge predominate?</p>

Topic	Synopsis	Suggested Activities to Enhance Your Pedagogy	Key Resources
<p>Professional Standard Focus: 1.4</p> <p>Topic 8: Developing culturally responsive curriculum</p>	<p>Pre-service teachers need to view themselves as life-long learners. This topic will assist pre-service teachers to better understand the underpinning knowledge's that contribute to Aboriginal and Torres Strait Islander ways of living and being and, therefore, the implications for teaching and learning.</p> <p>Pre-service teachers will learn how to involve Aboriginal and Torres Strait Islander community leaders in decisions made in their schools.</p> <p>Pre-service teachers will be able to critically appraise material presented about Aboriginal and Torres Strait Islander people, determining the perspective being taken on the material.</p> <p>Pre-service teachers will become sensitive to selecting resources that are appropriate to the immediate Aboriginal and Torres Strait Islander community understanding that some materials are culturally biased.</p>	<p>Suggested Reflective Questions</p> <ul style="list-style-type: none"> • What stories exist in relation to your local Aboriginal and Torres Strait Islander traditions, histories, past events, present and future events? How can you relate some of this knowledge to your classroom practices? How does this impact you as a teacher and as a community member? • What is the local language and how far does it extend? What other language groups exist? What do you need to know about the local language, its usage, appropriateness and key terminologies, so that you can liaise and work with Aboriginal and Torres Strait Islander students, families and community members and students successfully? • What do you need to know about the local Aboriginal and Torres Strait Islander family structures? How do such structures impact on planning for the classroom, as well as teaching and learning activities? • What influence does an understanding of the connections between land, families, stories and language have on teaching Aboriginal and Torres Strait Islander students? What significant events have occurred on and around your community over the years? What plans exist for its future? Why is this important for you to know? 	<p>Anderson, Peter J., & Atkinson, Bernadette. (2013). Closing the gap: Using graduate attributes to improve indigenous education. <i>International Education Journal: Comparative Perspectives</i>, 12(1), 135–45.</p> <p>Perso, T. & Centre for Strategic Education (Vic.). (2012). <i>'Cultural competence' and National Professional Standards for Teachers</i>. East Melbourne, Vic., Centre for Strategic Education.</p> <p>Suggested Activities Arising from Key Resources</p> <p>Using Anderson & Atkinson (2013) as a guide, develop and a present to your peers a lesson with a focus on an area <i>that is not the Arts or HPE</i>. For example, you may want to consider Maths, Science, or English.</p> <p>Read and discuss the occasional paper by Thelma Perso: <i>'Cultural Competence' and the Australian Professional Standards for Teachers</i>.</p>

Topic	Synopsis	Suggested Activities to Enhance Your Pedagogy	Key Resources
<p>Professional Standard Focus: 1.4</p> <p>Topic 9: Connecting through the profession to schools and communities</p>	<p>This topic is designed to examine the principles and practices of successful community capacity building and what role the teacher can play in building meaningful relationships between parents and caregivers, school community members, Elders and Aboriginal and Torres Strait Islander Education Officers. A well-connected and culturally competent teacher is necessary in addressing the needs of all Aboriginal and Torres Strait Islander students. Pre-service teachers also need to critically reflect on their learning and view themselves as life-long learners aspiring to move beyond proficiency to becoming accomplished and lead pre-service teachers. This topic will explore further the strategies that make successful schools and learning environments for Aboriginal and Torres Strait Islander students.</p> <p>Pre-service teachers will examine the various strategies that are deemed successful for school-community partnerships.</p> <p>Pre-service teachers will examine their professional learning journey in relation to how they can better improve their communication skills with a range of community members.</p> <p>Pre-service teachers will determine what strategies they could use to further enhance Aboriginal and Torres Strait Islander success at school.</p>	<p>Suggested Reflective Questions</p> <ul style="list-style-type: none"> • What works in relation to building successful school–community partnerships? • How can you build partnerships with your local community? • How can you foster a learning partnership between yourself and the parents and caregivers of Aboriginal and Torres Strait Islander students in the school? • How can you improve your own communication skills? • What self-evaluation techniques can you utilise to assess your skills at teaching and working with Aboriginal and Torres Strait Islander students and staff? • What self-reflective processes can you engage with to understand new experiences? <p>Suggested Activity</p> <ul style="list-style-type: none"> • Investigate what role do Aboriginal and Torres Strait Islander community members currently play in education governance at your local school site if at all. Discuss how schools can improve engagement with the Aboriginal and Torres Strait Islander community. 	

Appendix D: Capstone Unit and List of Resources



PREpared -

Partnering for Remote Education Experience (P.R.E.E)

Improving Teacher Education for Better Indigenous Outcomes

CAPSTONE UNIT

The Capstone Unit is designed to give pre-service teachers the valuable and necessary classroom experience that will prepare them for teaching in a remote Indigenous context. The unit builds on the knowledge base established in the Indigenous Curriculum unit, and seeks to strengthen the on-campus learning experiences of pre-service teachers through a structured enacted curriculum in a classroom setting.

The structure of the Capstone Unit is divided into pre-, during-, and post-placement teaching learning, practice and reflection modules, and incorporates essential videos and resources to guide and strengthen the remote teaching placement experience.

Outcomes

- Apply culturally responsive strategies for teaching Aboriginal and Torres Strait Islander students
- Apply principles of culturally responsive teaching and learning
- Plan and implements learning activities that are responsive to the diverse interests and abilities of the children/students including family and community experiences
- Create and maintain supportive and safe learning environments
- Engage professionally with colleagues, parents/caregivers and the community
- Further develop an understanding and respect for Aboriginal and Torres Strait Islander People to promote reconciliation between Indigenous and non- Indigenous Australians
- Develop an understanding of working in a remote Indigenous context
- Critically reflect on own their own professional practice and learning to improve teaching and learning for all students

Stages and Phases of Planning, Implementation and Reflection

Please see the PREpared clips designed to accompany these stages: (www.PREpared.com).

Stage 1: Preparing for the remote professional teaching placement

- **Phase 1:** Establishing and building a partnership relationship
- **Phase 2:** Preparing success for all
- **Phase 3:** Selecting students and matching partner needs

Stage 2: During the remote teaching placement

- **Phase 4:** Mentoring and supporting the experience

Stage 3: Post-remote teaching placement

- **Phase 5:** Maintaining and sustaining partnerships

Content Detail

STAGE 1 Pre-Placement for University administrative and academic staff		
Setting up the partnership <i>Focus: Navigating bureaucracy</i>	<p>Make sure that you find the right contacts in order to understand what schools might be available. It is important to start from the top and work your way down.</p> <p>Tip – knowing someone in a school and/or community may provide an inroad but beginning conversations ‘from the top’ is still important.</p> <p>Tip – Allow plenty of time to find schools.</p>	<p>See video – Establishing and building a partnership relationship https://youtu.be/IDUoEqBo6Xk</p>
Development of an induction package <i>Focus: Consulting with community</i>	<p>Develop an induction package in consultation with community and school.</p> <p>Things to consider:</p> <ul style="list-style-type: none"> • Geographical space • Environmental space • Cultural space • Social space • Learning space • Languages • 9R's • OHS • Health and well-being • Travel <p>Tip – This package should encompass a variety of information about the community, the school, travel, OHS issues etc. A print copy as well as time to take the students through the package is important.</p> <p>Tip – Important to share draft and final versions of the package with the school and community before sharing with the students.</p>	<p>See video – Preparing for success for all https://youtu.be/8gr-zLjdNRQ</p>

Travel <i>Focus: Travel logistics</i>	<p>Work through the travel logistics.</p> <p>Tip – some places can be difficult to get to and very expensive.</p>	
Selection of students <i>Focus: Competitive selection</i>	<p>Develop a process for selection of students.</p> <p>The kind of student to consider:</p> <ul style="list-style-type: none"> • Students who have had successful placement experiences in the past • Students that are more than half way through their degree • Students who have level of understanding around what it means to be culturally competent • Students who have experience of working with Indigenous youth • Students who are self-sufficient • Students who want to teach in these contexts. <p>Tip – important that you send students who are the ‘right fit’ to work in these contexts.</p> <p>Tip – when students have been selected, send this information to the school – a nice touch is for students to develop a PowerPoint Presentation about themselves. This way schools can put them with classes and teachers in a more informed way.</p> <p>Tip – a three step process involving Expression of Interest, written application and interview is helpful</p>	<p>See video – Selecting students and matching partner needs https://youtu.be/QIOOkLathgo</p>
Induction	<p>Students complete induction package/ professional development related to the experience.</p> <p>Students start a virtual relationship with their teacher and school at least one month prior to the placement (this will need to be negotiated with the supervising teacher and remote Indigenous school).</p>	
<p style="text-align: center;">STAGE 2</p> <p>During-placement University academic staff and pre-service teachers</p>		
Settling in <i>Focus: Mentoring</i>	<p>University staff should accompany students to the community where possible and stay with them for up to five days so they can settle into the school and community environment.</p> <p>Tip – negotiate with the school in relation to them wanting or otherwise university academic staff present for part, all or none of the placement.</p> <p>Tip – ensure that academic staff meet with individual teachers to talk about expectations from the school and the university.</p> <p>Tip – be present but be prepared to stand back.</p>	<p>See video - Mentoring and supporting the experience https://youtu.be/ESOwvGwBZyk</p>

Continued support	<p>Ensure things are put in place so that school, community and students feel supported.</p> <p>Tip – call or Skype students regularly.</p> <p>Tip – maintain regular phone or email contact with the school.</p>	
STAGE 3 Post-placement University academic staff and pre-service teachers		
Continued development of the partnership <i>Focus: Reflection</i>	<p>Reflect on the experience with students, school, and community.</p> <p>Consider 9 R's (www.PREEpared.com):</p> <ul style="list-style-type: none"> • Reconciliation • Rights based education • Relationships • Respect • Reciprocity • Research • Responsibility • Culturally responsive teaching and learning <p>Tip - Encourage students to maintain contact with their teacher and class at least a month post the placement.</p> <p>Tip - Interview school staff in relation to the planning and implementation of the placement.</p> <p>Tip - Interview students in relation to the planning and implementation of the placement.</p>	<p>See video - Maintaining and sustaining partnerships https://youtu.be/7gWDxPeviL0</p>

Assessment

Tip – As with all aspects in the planning and implementation of this placement the assessment of students needs to be negotiated with all parties – university, community and school. The excerpt of the report below shows how standards (in red) have been added to a report to better reflect student experiences on the placement report.

	Beg	Cons	Grad	N/A
Understands how children/students' backgrounds and cultural identities influence their learning				
Differentiates learning activities to meet specific needs of children/students with respect to ability, cultural identity and background				
Effectively communicates with (and actively listens to) children/students				
Forms appropriate professional relationships with children/students				

7. Engage professionally with colleagues, parents/carers, and the community	Beg	Cons	Grad	N/A
Engages professionally, respectfully and ethically with colleagues and other members of the institution				
Understands the importance of communicating effectively, sensitively and confidentially with parents/carers				
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school				
Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians				

Resources

AITSL Illustrations of Practice

Professional Standard 1.4

https://www.aitsl.edu.au/docs/default-source/apst-resources/australian_professional_standard_for_teachers_final.pdf

Professional Standard 2.4

https://www.aitsl.edu.au/docs/default-source/apst-resources/australian_professional_standard_for_teachers_final.pdf What Works Program

<http://www.whatworks.edu.au/dbAction.do?cmd=homePage>

The Society for the Provision of Education in Rural Australia (SPERA)

Teaching in remote Australian schools enhancing pre-service teacher education – A resource package

Teacher guide overview <https://www.spera.asn.au/wordpress/wp-content/uploads/2013/10/MayTeacher-Guide-Overview.pdf>

Training Frameworks and Modules

A Training Framework for Producing Quality Graduates to Work in Rural, Regional and Remote Australia

<https://www.spera.asn.au/wordpress/wp-content/uploads/2015/09/May-Training-Framework.pdf>

Understanding the impact of remoteness on student learning

<https://www.spera.asn.au/wordpress/wp-content/uploads/2015/09/Teacher-Guide-1-Understanding-the-Impact-of-Remoteness-on-Student-Learning.pdf>

Learning in the remote context

<https://www.spera.asn.au/wordpress/wp-content/uploads/2013/10/Teacher-Guide-2-Learning-in-the-Remote-Context.pdf>

Teaching students from diverse backgrounds in the remote context

<https://www.spera.asn.au/wordpress/wp-content/uploads/2013/10/Teacher-Guide-3-Teaching-Students-from-Diverse-Backgrounds-in-the-Remote-Context.pdf>

Aboriginal and Torres Strait Islander Students <https://www.spera.asn.au/wordpress/wp-content/uploads/2013/10/Teacher-Guide-4-Aboriginal-and-Torres-Strait-Islander-Students.pdf>

Engage in professional learning in the remote context

<https://www.spera.asn.au/wordpress/wp-content/uploads/2013/10/Teacher-Guide-5-Engage-in-Professional-Learning-in-the-Remote-Context.pdf>

Engaging professionally in the remote context

<https://www.spera.asn.au/wordpress/wp-content/uploads/2013/10/Teacher-Guide-6-Engage-in-Professional-Learning-in-the-Remote-Context.pdf>

Engaging professionally: Teaching and living in the remote context

<https://www.spera.asn.au/wordpress/wp-content/uploads/2013/10/Teacher-Guide-7-Engaging-Professionally-in-the-Remote-Context.pdf>

The 3R's: Aboriginal and Torres Strait Islander Education – Resources for Pre-Service Teachers
<http://rrr.edu.au>

The Australian Council of Deans in Education (3R's Webinar link)
<http://www.acde.edu.au/3rs-webinar/>

Renewing Rural and Regional Teacher Education Curriculum (RRRTec)
<http://www.rrrttec.net.au>

Appendix E: Sample Screenshots of the 'PREpared' Website (www.PREpared.com)

MONASH University | Australian Government
Department of Education and Training

HOME THE PROJECT PROTOCOLS CURRICULUM UNIT CAPSTONE UNIT RESOURCES CONTACT

////////////////////////////////////

PREpared - Partnering for Remote Education Experience (P.R.E.E)

Improving Teacher Education for Better Indigenous Outcomes

This website has been designed for initial teacher education providers to improve the preparation of pre-service teachers to be **confident, competent and culturally responsive to work in remote locations with high Indigenous populations**.

This website houses a number of resources, including:

1. A set of key protocols and principles to frame the design of a quality remote education experience;
2. A curriculum unit outline designed to provide a foundational

CURRICULUM UNIT

////////////////////////////////////

This Curriculum Unit provides a theoretical and practical foundation for initial teacher education providers seeking to develop their own Indigenous Education units, and could serve as a preparatory foundation for students considering an Indigenous teaching experience. It is recommended that pre-service teachers successfully complete a unit such as this before they commence a remote education experience.

This unit aligns with the Australian Professional Teaching Standards/foci areas in relation to:

- 1.4 Strategies for Teaching Aboriginal and Torres Strait Islander students
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Essential Resources

Ma Rhea, Z. & Russell, L. (2012). The invisible hand of pedagogy in Australian Indigenous studies and Indigenous education. *The Australian Journal of Indigenous Education*, 41(1), p. 18-25.

White, S., Ma Rhea, Z., Anderson, P. & Atkinson, B. (Eds.). 2013. *A unit outline and content for professional learning units to support teachers in meeting Focus Areas 1.4 and 2.4*. Australian Institute for Teaching and School Leadership, Melbourne. Prepared in partnership with Charles Sturt University, Edith Cowan University and Monash University.

CAPSTONE UNIT

The Capstone Unit has been designed to give pre-service teachers the valuable and necessary knowledge and experiences that will best prepare them for teaching in a remote Indigenous context.

The Capstone Unit builds specially on the foundational knowledge base, built through completing the Indigenous Curriculum unit. It is recommended that pre-service teachers have demonstrated a high level of engagement with this unit as a pre-requisite to completing a remote education experience.

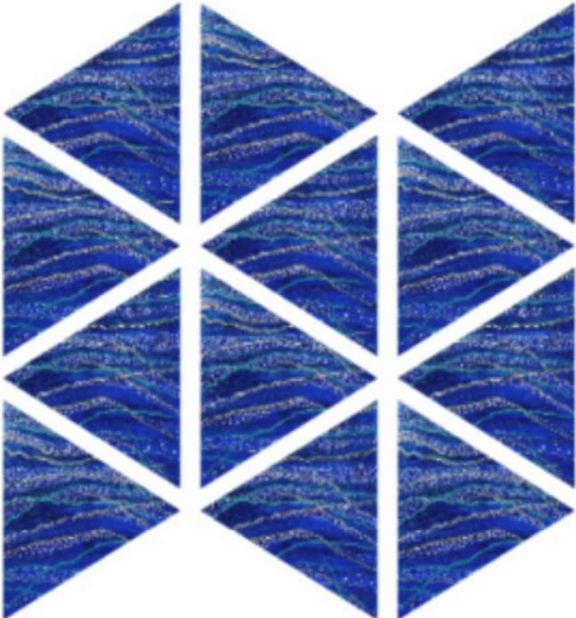
- The unit has been divided into three stages - Pre, During and Post- placement activities.
- A set of videos compliment the stages. You can click on each video and hear Dr Peter Anderson and Dr Jennifer Rennie sharing their own experiences in establishing and sustaining a remote education experience.
- Other support resources have also been provided in the resource tab.

Download the Capstone Unit

Watch the Videos Below



Appendix F: Project Flyer



PREpared


Partnering for Remote Education Experience (P.R.E.E.)

Improving Teacher Education for Better Indigenous Outcomes


Remote Indigenous schools need to be better staffed with teachers who are well equipped and know how to work more inclusively within and for diverse geographic communities. This project adopts a well-planned, long-term approach to improving Indigenous outcomes by focusing on improving teacher education.

Initial Teacher Education (ITE) providers must be better informed and ready to embed culturally responsive strategies and resources into their ITE curriculum. This project will produce a capstone professional experience unit which will be housed with other key documents including: a set of key curriculum guidelines; partnership protocols and illustrations of practice with videos of exemplary practices of teaching. This project will ultimately contribute to the employment needs of remote Indigenous schools through the provision of highly trained, confident and culturally-responsive teachers.

Project Team Contact Details:
Dr Peter Anderson: peter.anderson@monash.edu
Dr Jennifer Rennie: jennifer.rennie@monash.edu
Professor Simone White: simone.white@monash.edu
Ms Anna Darling, Project Manager/Research Assistant: anna.darling@monash.edu



MONASH University
Education



Australian Government
Department of Education and Training