

Poster presentations: 2022 National Conference for Regional, Rural and Remote Education

Name	Author 1 Last name	Email	Uni / School / CUC	Poster/abstract title	Abstract
Karen	Peel	karen.peel@usq.edu.au	University of Queensland	Mapping the experiences and perceptions of Australian Remote Education Tutors.	There is a requirement that children in Australian schools of distance education have adult supervision during their school day. Limited literature is available on the demographics and the work of the Remote Education Tutor (RET) that is specific to distance education. RETs, often recognised as a governess or home tutor, act as facilitators and conduits, who mobilise the partnerships that are integral to the teaching and learning processes. This poster illuminates the context, implementation, findings, significance and the timeline that represent the Capricornia Project, which is investigating the RETs' experiences. A national survey in 2021 with 575 participants identified who represented the RET workforce across Australia. Beyond the demographics was an investigatory piloted measure about the roles of RETs to gain insight into RETs' personal and professional perceptions. The second measure was the established instrument of Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS) - Work Domain. Included in the poster are a range of significant findings from the survey, and the summary that emerged from the analysis of the data. Statements are presented to identify clearly that the RET fulfils a unique and varied educator's role, with no requirement for formal qualifications nor a pathway to gain credentials. Further, the blurred role of the caregiver and the educator should not be overlooked, as it creates a tension that is challenging to acknowledge and does not apply when the mother/family employs a tutor or governess. A visual timeline encapsulates the origins of the Capricornia Project through to the current publications and research commendations.
Lynette	Vernon	l.vernon@ecu.edu.au	Edith Cowan University		Greenbushes Primary School (PS) is a picturesque small rural school catering for students from Kindergarten to Year 6. It is part of the Warren-Blackwood school community network in southwest of Western Australia. Greenbushes PS connects with industry and community to achieve their moral purpose – learning for life. One of their local industry partners is Talison Lithium, whose strategic focus in community investment is to partner with schools to support quality education and learning opportunities to ensure sustainability and growth and to support initiatives that create a positive learning environment to foster educational outcomes for students. The development and signing of a Partnership Agreement – between Greenbushes PS and Talison Lithium enables both parties to achieve common goals to benefit both Greenbushes PS and the wider community, including contributing to a positive legacy for the future. This dual partnership ensures students in Greenbushes PS are regularly provided with funds, equipment and in-kind industry expertise in a range of authentic contexts, including; equipment and prizes for students to compete in the inter-school robotics competitions, co-hosting the annual Science Fair for schools in the region, co-design of a mining void to restore vibrant wetlands with conservation Blackwood Basin Group, and professional development opportunities for staff with the Fogarty Foundation. The benefits for Talison Lithium come from developing the region's social, cultural and economic capital. Partnerships between small rural schools, their community and industry have enabled the development of teachers' capabilities and expansion of students' horizons so they can aspire to achieve their goals.

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Shiron	Kirkman	shiron.kirkman@cucwesternriverina.edu.au	CUC		<p>Grow Our Own - POSTER - is an industry-led alliance of business, industry, education, employment providers, and government agencies who seek to inform and inspire young people, on-the-job- trainees, and graduates with the opportunities to live, work and learn in the Riverina. Grow Our Own advocates for workforce issues, connects people and business, and develops and supports learning pathways into local careers with the view of encouraging people to live, learn and earn locally. An integral aim of Grow Our Own is to achieve 'Greater local access to a broad choice of tertiary education courses with diverse delivery models and support'. CUC Western Riverina, as a member of Grow Our Own steering committee, is participating in a Year 9 pilot 6 step program. The program aims to engage local high school students with regional industry and businesses including food manufacturers, wineries, engineering and agricultural businesses, rural health, and local councils. The first step has seen a range of industry videos presented to Year 9 students across local high schools. Videos can be viewed here Riverina Careers Videos Link. Students then complete a survey regarding career aspirations and their interest in visiting industries viewed in the videos. To ensure equitable opportunities the schools will then arrange transport of small groups for the visits. The next phase of the program is an industry 'speed dating event' to be held at CUC Western Riverina (Griffith and Leeton site). Careers advisors, parents, guardians, and students will attend with a booking system to allot timeslots to various industry, while CUC and TAFE will discuss course and study options while working regionally. Culminating in work experience offered to the students the following year, Year 10.</p>
Ryan	Buckley	ryan.buckley@alpa.asn.au			<p>Djalkiri to : Language Literacy and Numeracy (LLN) skills are some of the key foundation for life's pathways, be it education, employment, sharing cultural knowledge or caring for family. In North-Arnhem land, where 72.5% of the population is made up of Aboriginal and Torres Strait Islander people, mainly Yolŋu (or Yolngu) people, English language skills are low, with only 31% of people having completed year 12. The Yolŋu describe the learning pathway like building a spear. Each step of the way they watch, they learn, they practice; before being trusted to go off and hunt for their families. Throughout this process they are always ensuring the foundations of knowledge are solid. In Yolŋu Matha language, the word djalkiri describes foundations or footprints. In this sense, language, literacy and numeracy are the footprints or foundations to an education pathway. In Yirrkala, the ALPA Higher Education Hubs have partnered with the Yirrkala Bi-lingual school to support Aboriginal teachers in the Community Based Aboriginal Teacher Education (C-BATE) program. In Ramingining, the Hubs are supporting the Arafura Swamp Rangers to improve their reading and vocabulary to support them in their conservation efforts of the local area. In Galiwin'ku the Hubs are providing support to the local health clinic with entry into Aboriginal and Torres Strait Islander Health qualifications. The support the ALPA Higher Education Hubs is invaluable in supporting self determination and for participants to achieve djambatj or success. Djambatj is an ever-evolving circular process, as is learning, building on ones learned djalkiri to continue the education pathway.</p>