

EDITORIAL

Welcome to Issue 3 of the *Australian and International Journal of Rural Education* in 2012. In our first article, Tim Lynch, from Monash University, investigates the implementation of a unit workshop programme concerned with identifying swimming and water safety course units at the university's Gippsland campus. He discusses the strategies employed to ensure collaboration between the major stakeholders; identifying barriers to be overcome and the subsequent strategies employed to ensure successful implementation of the program.

The second article features the work of Janet Sawyer and Joy Penman who discuss the results of a study, which examined the teaching of 'healthy computing skills' to high school students from regional and urban high schools. Using data collected from a questionnaire, the authors outline the implications of the findings for school students' computer practices.

Remaining in South Australia, a study based at the University of South Australia's Centre for Regional Engagement (CRE) is reported by Janet Sawyer, Tahereh Ziaian, Nina Evans and David Gillham. Working with academic staff and students from the CRE sites at Whyalla and Mount Gambier, the authors investigate mindfulness meditation in relation to developing awareness of the affective domain in teaching and learning, and whether this engagement contributes to an increase in affective teaching and learning. The results reveal positive responses to both of these questions.

Our next article is written by three researchers from three different institutions. Judith Miller (University of New England), Lauren Puglisi (NSW Ministry of Health) and Janine Perry (University of Southern Cross) discuss a case study involving two rural and regional high schools. Concerned with the impact of inactivity, particularly among adolescent girls living in rural areas, the authors review the impact of an eighteen month school-based project aimed at preventing the decline of moderate to vigorous physical activity (MVPA) on adolescent girls. Targeting school sport, lunchtime activities and community engagement the authors comment on the impact of this programme.

The implementation of the Australian Curriculum in rural schools is the subject of one of the keynote speeches at the annual SPERA conference and an article written by Aaron Drummond. Using data obtained from two surveys, Aaron presents a thorough discussion of how some rural schools are implementing this new curriculum initiative.

In the sixth article, Tony Brady, from Queensland University of Technology, presents a historical review of the Rural Schools of Queensland scheme, which operated for over forty years. Tony explores the impact of this scheme in providing educational support for agrarian change and development in Queensland.

The experiences of a graduate teacher in a remote school, the subject of our penultimate article, are discussed by Anna Sullivan and Bruce Johnson from the University of South Australia. Using resilience theory, the authors question the provision of adequate support at school and system levels, instead of relying on the personal resilience of early career teachers to adapt to living and teaching in remote schools.

The final article, which examines teaching experiences in remote Western Australian schools, is based on research conducted by Graeme Lock, Fiona Budgen and Ralph Lunay from Edith Cowan University, and Grace Oakley, from The University of Western Australia. Using semi-structured interviews, the study identified affective and professional factors, which influenced teachers' decisions to stay or leave these remote school communities. The authors also comment on the paradoxes of living and teaching in remote communities.