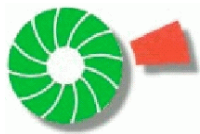


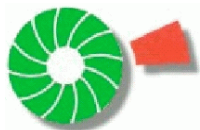
Rural Learning Summit 2010



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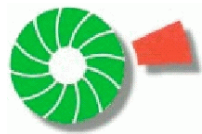
I would like to acknowledge the Kulin people –the traditional custodians of this land that we meet on today.

I would like to pay my respect to their elders both present and past and celebrate their continuing culture within this community.



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- Video clip

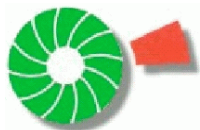


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Rural Community??

While there are many definitions of rural and remote within Australia these are general guidelines for Victoria. They are not seen as determinants of rural but rather a guide to assist in determining a rural community

- **Size of Community**
 - Less than 5000 population
- **Location**
 - At least 25 kms from a population centre of at least 10,000
 - At least 130kms from Melbourne.
- **Access**
 - To community services, adult and further education, local government, retail services, etc
 - To public transport and travel distance to above service
- **Sense of an Identified Community**
 - There is an acceptance that it is a community that is seen as “our place” and there is community activity.

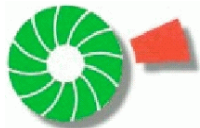


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Victorian Rural Schools

(Within current Victorian definition of rural)

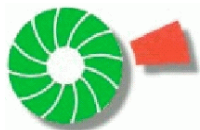
2004	2009
<p>386 Schools</p> <ul style="list-style-type: none">- 321 DEECD- 56 CEO- 9 AIS	<p>366 Schools</p> <ul style="list-style-type: none">- 305 DEECD- 53 CEO- 8 AIS



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School Size

Size	Numbers of Schools
Below 100 students	231
100 to 250 students	88
250 to 500 students	43
Over 500 students	4

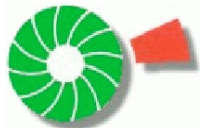


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Student Enrolments

Currently 42,000 students approximately

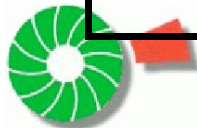
In 2004 46,000 students approximately



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Student Enrolment Changes

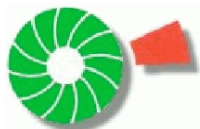
Government Region <i>(includes all sectors)</i>	% Change
Hume	-12.48%
Loddon Mallee	- 13.66%
Grampians	- 12.29%
Barwon South West	- 9.75%
Gippsland	- 11.25%



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Student Enrolment Changes

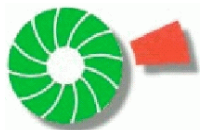
- 72 rural schools experienced student increase from 2004 to 2009
 - Smaller education settings within 25 mins of a larger population
 - Education settings along the coast,
 - Education settings along the Murray River, especially Yarrawonga, Echuca, Kerang
- Significant decreases in enrolment
 - Corangamite area
 - West Wimmera and Southern Mallee
 - North of Sale and along the Strezleki Ranges
 - Smaller schools within the Goulburn Valley and Loddon Mallee region (especially the western side)



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Reflect on

- Learnings from the past in rural within Victoria
- Interstate and international research and approaches
- The potential of the 21st century learning environment.

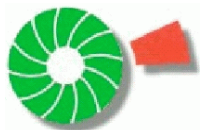


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What Can we Learn from the Past?

Rural education communities were often seen as leaders in education in the late 20th century – Why?

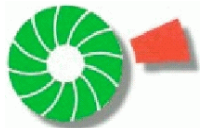
- Education organisations had strong links (and involvement) with their local communities
- Significant resources were allocated to communities rather than individual schools – “dual” level of resourcing
- Education providers worked in cross sectoral clusters within their identified community for provision – in partnership with their communities
- Educational leaders were seen as community leaders.
- Innovative thinking was encouraged and supported.



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Some Interstate and Global Developments

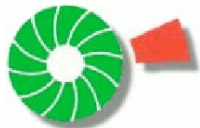
- Group School model that operates within the Northern Territory
- Rural Education approaches within rural UK utilising a collaborative approach in partnership with local communities.
- Collaborative Learning Communities approach to provision in Scottish villages
- Learning Communities within New Zealand.



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21st Century Learning

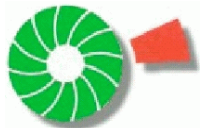
- *Personalised learning*
- *Communication Technology*
- *Highly Collaborative approaches*
 - Between learners
 - Between educators
 - Between systems
 - Between education and broader community
- *“Learning from Questions” rather than “Education from Curriculum”*



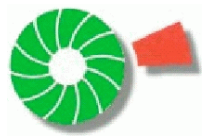
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Government Policy Context

- “Ready for Tomorrow” – Government Blueprint for Rural and Regional Victoria
- Blueprint for Education and Early Childhood Development
- Rural Education Framework

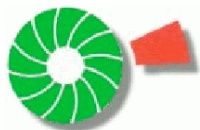


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This Rural Learning Summit will provide a great opportunity to explore the principles, approaches and strategies required to support and improve learning provision in rural communities well into the future.

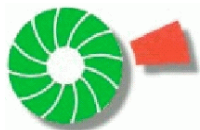


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“Your vantage point determines what you can see”

Charles Leadbeater 2010

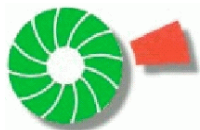
Consider the learning future that could be developed for all rural Victorian learners within a global learning environment.



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**It is not enough to change
strategies, structures and systems
unless the thinking that produced
those strategies, structures and
systems also changes**

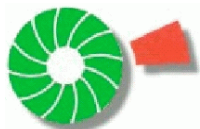
Peter Senge – Dance of Change



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Current Learning Outcomes for Rural Communities

- Breadth of learning options for learners generally less than regional/metropolitan communities – VCE, science, numeracy, LOTE
- Learning outcomes of rural learners are lower than their regional and metropolitan counterparts
- Learning outcomes of indigenous learners especially in areas such as literacy, numeracy, post compulsory participation and retention are lower.
- Lower participation of rural young people in post school education
- Early years learning and development programs not always available within local communities
- Low level of collaborative arrangements between education, business and community to support rural sustainability
- Provision of quality teachers and education leaders

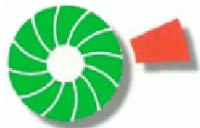


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Strategy Areas of Focus

Based on discussions with rural communities and research, four general strategy areas are highlighted

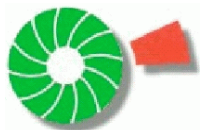
- (i) Partnerships to support rural sustainability
- (ii) Learning Provision
- (iii) Workforce, Leadership and Management
- (iv) Digital Learning



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Current Challenges : Rural Sustainability?

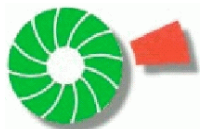
- Regionalisation of public and community services
- The growing importance of education provision contributing to economic/community development, and the sustainability of rural communities.
- The socio economic demographic is changing in a number of rural communities – cheaper housing
- A growing number of people are choosing to live in rural communities – lifestyle choices
- The changing industry base of a number of rural communities
- Rural community populations are generally getting older.
- These changes are not consistent across Victoria



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Challenges : Learning Provision?

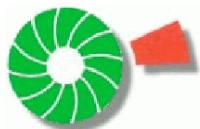
- Capacity of individual rural schools to offer “breadth” of options
- Learning outcomes within a number of rural communities quite strong, but in others very weak. - eg VCE results
- Learning outcomes for indigenous learners lower than non indigenous
- Lower number of rural young people undertaking further/higher education
- Growing number of P-12, K-12, 0-18 years settings
- Not all pre school aged children have involvement in pre school learning programs.
- Growing number of young people choosing to bypass their local education provider to attend larger regional centres – also a growing number of young people (especially in primary) choosing to home school.
- Numerous education organisations serving same community with little co-operation – often competing for student enrolments
- Current resource model has impacted on rural schools working within clusters.
- Education provision within rural communities developed and provided with a focus on “school community” rather than “whole of community”



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Challenges : Workforce, Leadership and Management?

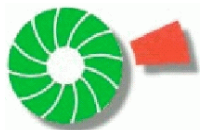
- The difficulty of recruiting quality teachers to rural communities – especially in specialist areas.
- Leadership roles (especially at a principal and assistant principal level) are difficult to fill – often remaining vacant for some time.
- Education leadership roles within a rural environment are broader than in regional/urban schools.
- lack of career pathway opportunities for teachers within rural communities
- Growing requirements of schools to undertake administration tasks – finances, accountability, etc.
- Governance membership.
- New graduates often feel isolated within a rural community both socially and professionally – support not consistent across the state.



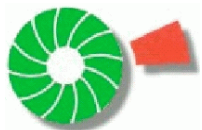
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Challenges : Digital Learning?

- The quality, capacity and variability of the infrastructure
- The skill and knowledge level of staff.
- Low connectivity of families to access digital learning options.
- Less use of Distance Education Centre
- The majority of digital education models are based on a “centralised” model
- Lack of consistency and co-ordination in relation to the development of “delivery platforms” and software,
- “Silo approach” to supporting ICT development across government departments.



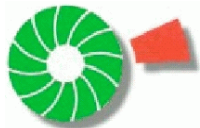
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A Future Paradigm for Rural Education?

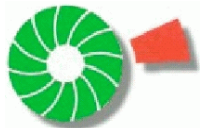
- 21st Century Learning
 - Student centred
 - Collaborative learning
 - Digital learning
- Place based
 - Locally determined
 - Cross sectorial
 - Partnerships with community
- 0-18 Years
 - Early years
 - Schools
 - Further education
- Clustering
 - Collaborative partnerships of education providers within locally identified communities



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The Future???

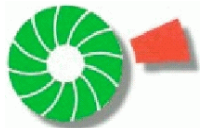
- School community to whole of community
- Acceptance to the “Art of Possibility”
- Reactive to pro active
- Individual to collegiate
- Education to learning
- Survival to sustainability
- Support risk taking and innovative thinking



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Community Partnerships for Future??

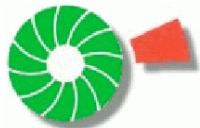
- A place based, whole of community (“community of interest”) approach to planning, developing, and providing learning from 0-18 years
- The development of education facilities as “community learning hubs” providing access to 0-18 years learning.
- Strong leadership networks developed between education, local government, health and the broader community at a local
- Cross industry approach to supporting young professionals
- Partnerships formed between peak rural organisations at a state-wide level.



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Leading Provision for the Future??

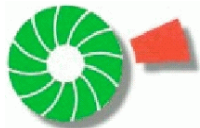
- Development of “Rural Clusters” as focus for learning development and provision
- The development of a 0-18 (or lifelong) years approach to the provision of learning – the development of a learning plan for the cluster.
- A rural education resourcing model that reflects a “Rural Cluster” approach.



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Workforce, Leadership and Management for Future??

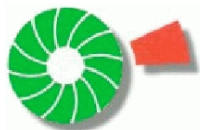
- The development of the state-wide Rural Educators Network to support:
 - development of partnership between universities and rural clusters of schools
 - supporting recruitment strategies focused on rural communities
 - supporting new graduates within rural education settings
 - supporting “rural friendly” professional learning
- Rural Cluster Workforce plan:
 - Staff recruitment,
 - Staff utilisation
 - leadership,
- Development of a Collaborative Governance approach for school councils and administration.
- Development of a specific leadership program focusing on 0-18 years
- Comprehensive and co-ordinated incentives and support mechanisms for rural staff.



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Digital Learning for Future??

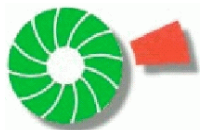
- Rural Digital Education framework for rural education based on a decentralised model that
 - Support professional development
 - Links with the Ultranet, FUSE, etc
 - Builds partnerships with key stakeholders (scienceworks)
 - Includes all education sectors and levels.
- Rural education organisation developed as communication technology hubs as part of the “Learning Hubs”
- Whole of government approach to the role and support of ICT infrastructure.
- Training for teacher trainees



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**‘THE REASON THAT ASTRONOMERS
AROUND THE WORLD COOPERATE SO
WELL TOGETHER IS THAT
YOU CANNOT STAND IN ONE PLACE
AND SEE THE ENTIRE SKY. WE CAN
APPLY THIS SAME PRINCIPLE TO
COMMUNITIES, ORGANISATIONS
AND DEPARTMENTS’**

(Unknown)



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