

SPACES & PLACES: The NSW Rural (Teacher) Education Project



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A joint undertaking of researchers from Charles Sturt University and the University of New England, in partnership with the NSW Department of Education and Training, the NSW Rural (Teacher) Education Project's focus was on teacher education, broadly conceived, and rural schooling in inland NSW. What were the conditions providing for and constraining quality teaching and learning in inland rural schools? What 'productive partnerships' were desirable in order to promote quality educational outcomes in rural schools? What challenges and opportunities were presented for teacher education, from on-campus programs to in-service professional development? To what extent was quality teaching for rural schooling ideally a matter of co-production on the part of the employer bodies and teacher education providers?

This monograph is a key outcome of the Project, the main work of which was conducted from 2002 to the beginning of 2005. It provides, firstly, a rich profile of teaching, learning and schooling in inland rural schools, 'West of the Great Divide'. This is followed by a selection of accounts of different aspects of rural (teacher) education in the period in question, from school staffing through to Aboriginal education. A key feature is the importance of considerations of place and space. Overall, the monograph is a case study of the state of play in rural schooling and teacher education in the first decade of the 21st century.



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Chapter 1 The NSW Rural (Teacher) Education Project: Introduction and Overview
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Part 1 – Profiles

Chapter 2 Rural Teacher Education: A Literature Review
Colin Boylan

Chapter 3 Staffing and the Provision of Quality Teaching in Inland Rural NSW
Bill Green & Matti Novak

Chapter 4 Spatialised Disadvantage: A Sociological Profile for Schooling in Rural NSW
Cathryn McConaghy

Chapter 5 Place, Poverty and Student Outcomes: Identifying the New Socio-Spatial Dynamics of Schooling Disadvantage in NSW

Cathryn McConaghy, T. W. Maxwell & Ros Foskey

Chapter 6 Place, Gender, and Student Outcomes: Implications for Pedagogy Reforms
Cathryn McConaghy, T. W. Maxwell & Ros Foskey with Machteld de Blaeij

Part 2 – Commentaries

Chapter 7 Conceptualising School-Community Relationships in Inland Rural NSW
Andrew Wallace, Colin Boylan, Rol Mitchell & Anneliese Streckfus

Chapter 8 Situating Pedagogies: Rural Pedagogy as Social Action
Cathryn McConaghy

Chapter 9 Situated Leadership and Rural Schooling: Leading Learning Locally?
Matti Novak, Bill Green & Kristina Gottschall

Chapter 10 Aboriginal Education 'Out West': Creatively Responding to Challenges
Will Letts

Chapter 11 Conclusion(s), Implications, Challenges
Bill Green