

RURAL SCHOOLS

May 2005
Amended 2008

POLICY: ICPA seeks to ensure that students in rural and remote areas are offered a balanced educational programme which satisfactorily caters for all facets of their growth and development.

OBJECTIVES:

1. STAFFING

- a. That staffing policies take into account the special needs of small rural schools.
- b. That every effort is made to ensure that a teacher is suited professionally and socially to a specific appointment.
- c. That appropriate staff and resources be made available in small rural schools where students study through schools of Distance Education.
- d. That teachers be given tangible incentives for rural teaching.
- e. That permanent and contract positions in rural schools be filled as quickly as possible.
- f. That teacher placements be for a minimum of one semester.
- g. That a sliding scale staffing formula be applied to schools with enrolments of less than 24 students

2. TRAINING AND DEVELOPMENT

- a. That teachers be trained in the special skills needed to teach in small rural schools.
- b. That country teaching practice be experienced as an essential part of teacher training.
- c. That multi year level methodology and experience be incorporated into teacher training.
- d. That teachers are made aware of the positive aspects of rural living.
- e. That teachers taking up rural appointments be suitable to fulfil such positions and that their appointment be preceded by a briefing on the social and environmental aspects of the area.
- f. That all teachers working in rural and remote areas have access to regular training and development activities.
- g. That teachers are assured access to departmental personnel who are appointed to counsel rural teachers experiencing adjustment or professional difficulties.

3. CURRICULUM

- a. That the attainment of basic oracy, literacy, numeracy and computer skills be regarded as essential to all students regardless of location.
- b. That children at all levels of schooling suffer no difficulties or disadvantages in transferring between curricula or teaching methodology available in small rural schools and that which is offered in urban education, such as the middle school concept.
- c. That the curricula available be such that rural and remote students can be absorbed into trade, employment and tertiary education on an equal footing with that of their non-isolated counterparts.
- d. That multi year level courses be developed for small rural schools.
- e. That Preschool/Primary/Secondary transitional educational programmes be facilitated.
- f. That Commonwealth funding continue to aid in the expansion and initiation of programmes to give greater social and cultural opportunities.

4. RESOURCES

- a. That teachers in small rural schools have readily available access to training and development in all areas of:
 - (i) curricula
 - (ii) school development
 - (iii) administration
- b. That specialist services be available to small rural schools in the following areas:
 - (i) special education
 - (ii) guidance officers
 - (iii) speech pathologists
 - (iv) medical and dental
- c. That extra curricula and financial resources be made available to provide access to a wider educational experience through:
 - (i) resource unit
 - (ii) financial assistance to enable city experience excursions
 - (iii) support grants to assist in the purchase of essential equipment

- d. That provision be made for students at small and remote schools to have access to new educational technology.

5. GENERAL

- a. That any review of school governance include ICPA input.