

EDUCATION'S ROLE IN RURAL-REGIONAL SUSTAINABILITY

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- Modernity can be defined as the move from the rural to the urban.
 - 1948 this happened in Europe, USA etc.
 - 2012 in China.
 - **What does this mean for how we understand and interact with the world?**
 - The knowledges we value in education (curriculum).
 - What we assume as normal or standard (benchmarks/averages).
 - Potential loss of cultures, values & knowledges.
 - Research: Methodologies, epistemologies.

- Curriculum ‘relevance’ or ‘acceptability’
 - Commonwealth Schools Commission, 1987; McKenzie, Harrold & Sturman, 1996; HREOC, 2000.
 - Country Areas Program
 - Learning to Leave (Corbett 2007)
- IRRRRE (Halsey, 2018)

Education:

- Skills & Credentials.
- Cultural, Value laden.
- Abstract v embodied.

Rural is defined:

- Demographically
- Geographically & Economically
- Socio-Culturally

BARRIERS TO SCHOOL-COMMUNITY LINKS

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- Viewing education instrumentally
 - Focus on the outcome and credential, not the process
 - Teachers (from the city) not knowing about 'rural' ways of being
 - Everyone has 'done school so is an 'expert'
 - Lack of familiarity with what is studied
 - Lack of awareness of administrative issues (forms, permission, timetables, OH&S)
 - Short term v long term thinking
 - Who is the community?
 - Time

UNDERSTANDING 'SUSTAINABILITY'

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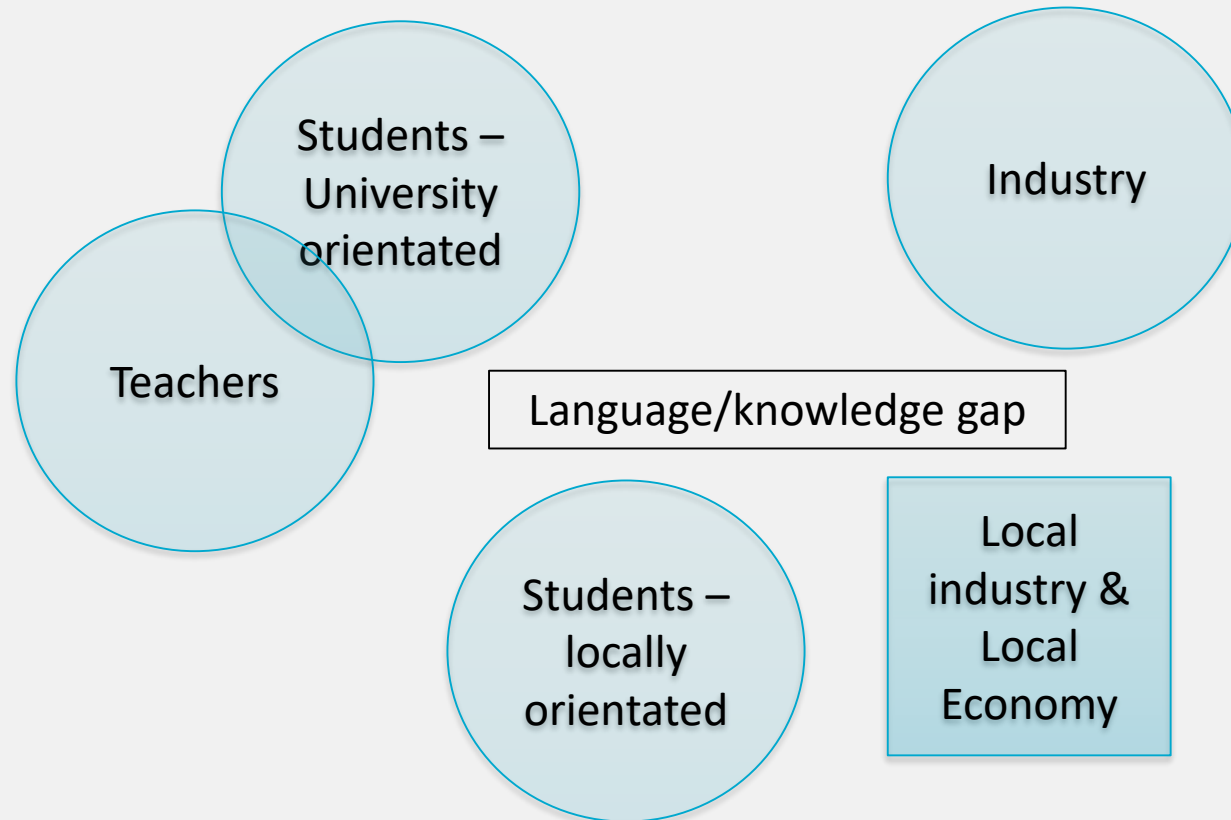
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- Approach:
 - Surveys, focus groups, community workshops & case studies.
 - Difference between communities & schools understandings:
 - School responses focus very strongly on the environment perspective.
 - Whereas community responses are very much aligned to a TBL perspective.
 - Schools responses are closely aligned with the perspective dominant in the enacted curriculum and policy.
 - Communities want education about the broad issue using a TBL approach, schools want to educate about environmental concerns.
 - Community partnerships:
 - 'we never knew they thought that way'
 - Local experts, examples, opportunities
 - Knowledge sharing – knowledge development
 - Knowledge brokering, local knowledge

ENHANCING ASPIRATIONS FOR (STEM) CAREERS IN RURAL, REGIONAL AND REMOTE COMMUNITIES

- Approach:
 - Survey of students, teachers, parents & industry.
 - Focus groups of students, Teachers & Industry.
- How do school subjects relate to rural (STEM) careers?
 - Subject histories:
 - Linked to academic disciplines = ↑ ATAR
 - Situated & subjective = ↓ ATAR
 - What do students study to prepare them to work in rural related industries?
 - Values of modern education

GAPS IN LANGUAGE AND KNOWLEDGE

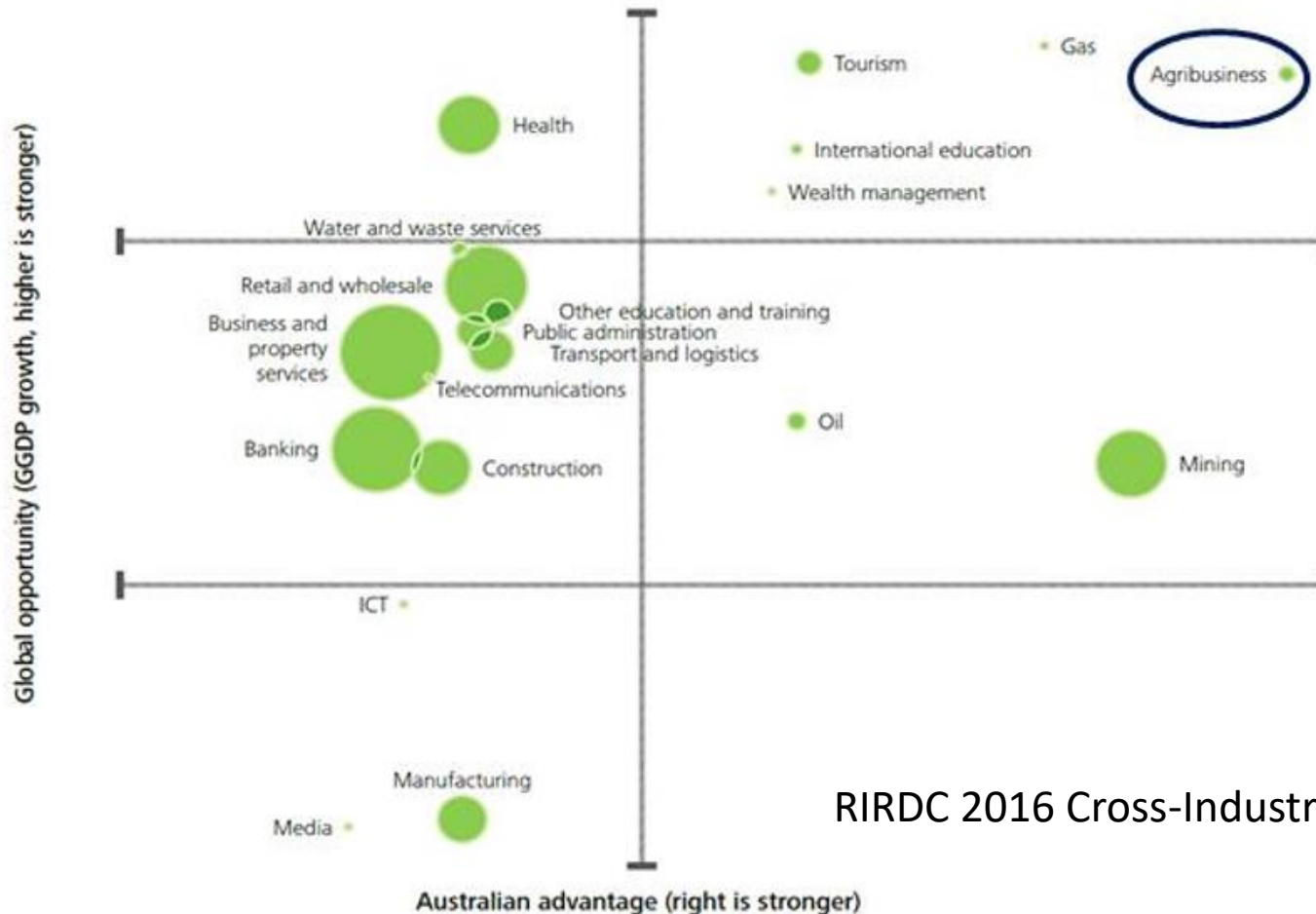
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AGRICULTURE'S COMPETITIVE ADVANTAGE

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RIRDC 2016 Cross-Industry Innovation Scan

AGTECH LANDSCAPE 2017



In-field Sensors & Systems

Post-Harvest Monitoring & Efficiency

<p>Automation</p>	<p>UAV for Ag</p>	<p>Big Data Aggregators</p>	<p>Livestock/Herd Management - Software</p>	<p>Freshness</p>	<p>Food Safety Track & Trace</p>	<p>Food Recovery</p>
<p>VRT Applications</p>	<p>Imagery Systems</p>	<p>Data Analytics (Platform)</p>	<p>Animal Health Technologies</p>	<p>Cold Chain Monitoring</p>	<p>ERP</p>	<p>B2B Marketplace</p>
<p>Input Efficiency</p>	<p>Field Monitoring Sensors & Solutions</p>	<p>Imagery Analytics</p>	<p>Crop / Farm Management Software</p>	<p>Quality Management</p>	<p>Supply Chain</p>	<p>Trading & Finance</p>
<p>Sensors</p>	<p>Adaptive Irrigation</p>	<p>IOT Field Monitoring Platforms</p>	<p>Equipment / Asset Tracking</p>	<p>Supply Chain Analytics</p>	<p>3rd Party Logistics</p>	<p>Market Information</p>

‘We advertise for ‘experts’ to work on an identified problem, however when they come they don’t understand the nature of the problem, but tend to find a new problem we didn’t know we had and then solve it, rather than the problem we still have’

OPPORTUNITIES FOR SCHOOL- COMMUNITY LINKS

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OPPORTUNITIES FOR SCHOOL-COMMUNITY LINKS

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- Knowledge exchange
 - New teacher integration
 - Community forums
 - 'Subject' breakfasts
 - It takes a village...
 - Beyond credentials and towards community
 - Get to know schools – be specific in offers to link.
 - Skills / knowledge audit – what does your sector use?
 - VET, work experience, internships & apprenticeships.
 - Last issue: Much focus on post-school transitions. Need to improve focus on transition to school.

FURTHER DETAILS

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The screenshot shows the top navigation bar of the University of Canberra website. On the left is the university logo. To its right is a horizontal menu with items: CURRENT STUDENTS, STAFF, UNCOVER, UC COLLEGE, MAPS, LIBRARY, DONATE, ALUMNI, and INTERNATIO. Below this is a dark blue secondary menu with items: Future Students, Research, Safe Community, On Campus, and About UC. A large blue decorative banner with wavy patterns and dots spans the width of the page. On the left side, there is a vertical sidebar for the "AUSTRALIAN INSTITUTE FOR SUSTAINABLE COMMUNITIES" with three menu items: "Our People", "The PNG Family Farm Teams Program", and "Rural Education and Communities". The main content area on the right has a breadcrumb trail: "UC Website | Research | Faculty Research Centres | Australian Institute for Sustainable Communities | Rural Education and Communities". Below the breadcrumb is the main heading "Rural Education and Communities" and a large image of a blue sky with clouds and trees.