



National Regional, Rural and Remote Education Strategy

Submission form

Welcome to the submission process for the National Regional, Rural and Remote Education Strategy (the Strategy).

The Regional Education Expert Advisory Group invites all interested parties to put forward ideas on the [framing paper](#) released on 20 December 2018.

The Advisory Group is seeking action-orientated responses to the challenges and key questions identified in this paper. The paper outlines the background of the strategy formation, the problem facing regional, rural and remote education and the challenges faced by those communities.

Your responses to the Framing Paper should focus on practical steps the Government could take to improve tertiary education access and attainment for people from regional, rural and remote backgrounds.

The form can be submitted any time before public submissions close at **5:00pm (AEDT) on 1 February 2019**.

Please note that the fields in the form are text only and pictures cannot be included. To return your completed form or if you experience difficulties in completing the form, please contact the Strategy Secretariat at RegionalStrategy@education.gov.au.

Note:

- information provided through the submission process may be published with your permission, including in the documentation relating to the Strategy and on the department's website
- questions marked with a * require an answer to be provided.

Privacy agreement

I agree to the Privacy Notice and Terms and Conditions of Submissions included at [Attachment A](#) to this document*

Yes <input checked="" type="checkbox"/>

Note: If you do not accept the Privacy Notice and Conditions of Submissions please do not complete or submit this form.

I agree to have my submission published.*

Yes <input checked="" type="checkbox"/>
No <input type="checkbox"/>

Your details

Title*

Professor

First name*

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[REDACTED]

State/Territory*

Tasmania

Would you like to receive updates about the Strategy's process? *

Yes <input checked="" type="checkbox"/>
No <input type="checkbox"/>

Submission details

I am making this submission as a: *

Educator

parent/carer/guardian

Student / potential student

School

University

Training Provider

Employer

community organisation

government agency

peak body / Think Tank

academic person

Other

Are you submitting on behalf of an organisation (including a business, other body or agency)? *

Yes

No

Please specify the organisation on whose behalf you are submitting

School of Education, The University of Tasmania

I confirm that I have the organisation's agreement to make this submission. *

Yes

No

Note: If you do not have the organisation's agreement, please go to the previous question and select "No" to confirm you are not submitting on behalf of an organisation.

Key Questions from the Framing Paper

The Regional Education Expert Advisory Group is seeking responses to the following key questions. Specifically, we are looking for practical steps to overcome the five challenges facing students from RRR backgrounds.

Challenge A: There are fewer study options available in RRR areas

1. What opportunities exist to expand options for further study in RRR areas?
2. What potential is there for universities, vocational training providers and other service providers to better work together in RRR areas, including opportunities to expand service offerings and better support articulation between VET and higher education?

Challenge B: Relocating RRR students face significant financial, emotional and social challenges

3. What financial supports work best for students from RRR backgrounds, including those who choose to relocate?
4. What forms of support might be useful in helping students from RRR backgrounds to continue with their tertiary study?
5. How can universities assist RRR students to feel like they belong on their campus?

Challenge C: Raising aspirations for tertiary education

6. What actions would help to raise aspirations and support informed career choices for students from RRR backgrounds?

Challenge D: RRR often experience multiple forms of disadvantage

7. What practical steps can be taken to support RRR students who experience multiple forms of disadvantage?
8. How can we better support Indigenous people from RRR areas to access and succeed in tertiary education?

Challenge E: Attracting people and jobs to RRR areas

9. How can tertiary education providers further stimulate economic growth in RRR areas?
10. What actions would further strengthen and increase the attractiveness of regional universities?
11. What policies would attract more metropolitan and international students to study at RRR areas, including regional universities and campuses?

Challenge F: Implementing and monitoring a national strategy

12. Would there be value in establishing a National Regional Education Commissioner to oversee the Strategy and, if so, what should their role be?
13. How should success be measured? What goals and targets, including for tertiary education attainment, should be considered both at a national and individual community level?

Please use the space provided below to respond to the questions above

The table cell will expand to accommodate your response. Please limit your response to 3000 words.

Challenge C: Raising aspirations for tertiary education

Q6. What actions would help to raise aspirations and support informed career choices for students from RRR backgrounds?

Teachers and other educators are central to the development and maintenance of aspirations and play a central role in making students aware of opportunities that are outside their experience, as well as contributing to the academic foundations that are necessary for tertiary study. Initial teacher preparation courses should include high quality information about the challenges and unique opportunities facing students in RRR settings as well as providing them with appropriate grounding in effective pedagogical approaches. As the curriculum for initial teacher preparation is already very crowded it may be useful to develop RRR as a specialty teaching area. This would require consultation with and agreement from the Australian Institute of Teaching and Leadership.

On-line learning has the potential to play an important role in supporting RRR students. Successful use of on-line learning requires access to appropriate resources including technology, high quality learning materials and interaction as well as the skills to make best use of these.

In addition, the employment of career counsellors and other supportive professionals in schools and providing space within the teaching program for their input would be beneficial. It would be essential to ensure these counsellors did not operate as an individual service, nor that they were restricted to working in secondary schools but also engage with primary school aged children.

Challenge F: Implementing and monitoring a national strategy

Q9. Would there be value in establishing a National Regional Education Commissioner to oversee the Strategy and, if so, what should their role be?

There are several roles that could be encompassed within the ambit of a National Regional Education Commissioner: (a) advocate for RRR communities and their need and rights for access to higher education to both government and universities; (b) monitor the implementation of the national strategy; (c) engage with the relevant research communities to ensure the strategy remains based on good quality evidence; (d) support high quality research to address relevant issues that remain under-researched.

Q 10. How should success be measured? What goals and targets, including for tertiary education attainment, should be considered both at a national and individual community level?

The goal should be for RRR areas to achieve the same engagement in and success in high education as apply to the nation. There may need to be a set of staged targets towards this goal and setting these at regional level as regions will have different base rates and capacity to engage with the national strategy. Consultation with the stakeholders within a region would be appropriate.

Please provide a short summary of the key points in your submission

Please limit your response to 300 words— **note:** any text above 300 words will be excluded from your submission. The table cell will expand to accommodate your response.

- Educators are in a strong position to support the development and maintenance of students' aspirations
- Initial teacher training and professional development can be used to assist teachers to understand the challenges and opportunities facing RRR students
- There may be value in developing a specialist teaching area in RRR education
- On-line learning has the potential to play an important role in supporting RRR students
- On-line learning requires access to appropriate resources including technology, high quality learning materials and interaction as well as the skills to make best use of these
- Employment of career counsellors in primary and secondary schools in RRR areas would be helpful
- The goal should be for RRR areas to achieve the same engagement in and success in high education as apply to the nation
- Support for research in relevant, under-researched areas is necessary

Privacy Notice and Terms and Conditions for Submissions

Purpose for collection of information relating to submissions, and the use and disclosure of that information

The Australian Government Department of Education and Training (the department) invites you to make a submission in relation to the development of the National Regional, Rural and Remote Education Strategy (the Strategy).

Through the submission process, the department will be collecting certain information, including personal information. The information collected may include your name, your email address, the organisation you represent (if applicable) and any other information that is included in your submission.

The department may use and disclose this information for the purposes of informing or contributing to the Strategy, policy development related to the subject of the Strategy, publishing submissions (including by making submissions publicly available), and providing feedback to the department's Minister about the Strategy and submission process.

The department may also contact you to provide updates on the progress of the Strategy, if you have indicated in your submission response that you would like to receive such updates.

Publishing submissions

The department reserves the right to publish any submissions, including only a sample of submissions, made in relation to the Strategy. This includes by making those submissions publicly available on the department's website, or through any report/s arising from the Strategy.

You may elect **not** to have your submission published. If you do not want to have your submission published, **do not check** the relevant box on this document.

Before publication, your email address, if provided with your submission, will be removed. **However, your name will be published with your submission.**

Note, any information about individuals contained in your submission will be published. Note also that the name and address of any organisation you represent, if included in your submission, will also be published.

The department reserves the right to amend or redact prior to publication, or to not publish, any submission if it considers the submission to be defamatory or derogatory in any way, or if it includes information relating to individuals.

The department also reserves the right to modify or adapt submissions for the purposes of web accessibility and any publishing formatting requirements.

For more information, please also visit the department's [Copyright](#) page.

Third party information, including of individuals, in submissions

If you are making a submission on behalf of an organisation, or represent that you are, you must ensure that you have that organisation's agreement prior to making the submission. By making a submission, you represent to the department that you have such agreement.

If there is information in your submission referencing an individual, which is not otherwise publicly available, you must ensure that you have the consent of the individual to whom the information relates to include it in the submission. By making a submission, you represent to the department that you have such consent.

By making a submission, you further represent to the department that your submission does not contain any confidential information about any individual or organisation.

Privacy policy and contact

For further information about the department's privacy policy and how it deals with information, including how you can access or correct your personal information, please see the department's [privacy policy](#).

For any queries relating to this Privacy Notice and Terms and Conditions for Submissions, the Strategy or your submission please contact the Regional Education Strategy Taskforce via email on: RegionalStrategy@education.gov.au