

Self-Study of Teaching and Teacher Education Practices

Volume 14

Series editor

John Loughran, Monash University, Clayton, Australia

Advisory board

Mary Lynn Hamilton, University of Kansas, USA

Ruth Kane, University of Ottawa, Ontario, Canada

Geert Kelchtermans, University of Leuven, Belgium

Fred Korthagen, IVLOS Institute of Education, The Netherlands

Tom Russell, Queen's University, Canada

More information about this series at <http://www.springer.com/series/7072>

Ann K. Schulte • Bernadette Walker-Gibbs
Editors

Self-studies in Rural Teacher Education

 Springer

Editors

Ann K. Schulte
School of Education
California State University
Chico, CA, USA

Bernadette Walker-Gibbs
School of Education
Deakin University
Warrnambool, VIC, Australia

ISSN 1875-3620

ISSN 2215-1850 (electronic)

Self-Study of Teaching and Teacher Education Practices

ISBN 978-3-319-17487-7

ISBN 978-3-319-17488-4 (eBook)

DOI 10.1007/978-3-319-17488-4

Library of Congress Control Number: 2015941283

Springer Cham Heidelberg New York Dordrecht London

© Springer International Publishing Switzerland 2016

This work is subject to copyright. All rights are reserved by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made.

Printed on acid-free paper

Springer International Publishing AG Switzerland is part of Springer Science+Business Media
(www.springer.com)

Contents

Introduction	1
Bernadette Walker-Gibbs and Ann K. Schulte	
Part I Rediscovering Rural Identities	
Looking for My Rural Identity, Finding Community and Place	17
Ann K. Schulte	
A Road Less Travelled: Becoming a <i>Rural</i> Teacher Educator	37
Simone White	
Notions of Place, Space and Identity in Rural Teacher Education	55
Bernadette Walker-Gibbs	
Getting Better Teachers in the Bush	73
Gaelene Hope-Rowe	
Part II Notions of Rural as Heaven or Hell	
Unpacking Multiple Realities of Rural School Politics	101
Nathan D. Brubaker	
“Knowing the Rules of the Game”: Rural Sporting Biographies and Their Influence on Physical Education Pedagogy	123
Amanda Mooney and Christopher Hickey	
Part III Impact of International Identities on Understandings of Rural Places	
Reading Lefebvre from the Periphery: Thinking Globally About the Rural	141
Michael Corbett	

**“Becoming” Teacher Education Researchers
in Diverse Rural Communities**..... 157
Jodie Kline and Sri Soejatminah

**Dry Stone Walls, Black Stumps and the Mobilisation
of Professional Learning: Rural Places and Spaces
and Teachers’ Self-Study Strategies in Ireland and Australia** 179
Máirín Kenny, R.E. (Bobby) Harreveld, and P.A. Danaher

Biographies

Editor Bios

Ann K. Schulte earned her Ph.D. in curriculum and instruction from the University of Wisconsin-Madison and is now a professor in the School of Education at California State University, Chico. Since joining the faculty at Chico State, she has taught a variety of teacher education courses, with an emphasis on access and equity and democratic education. Professor Schulte coordinates, advises, and supervises students in the Rural Teacher Residency and in the MA in Education programs. In 2009, Dr. Schulte authored the book *Seeking Integrity in Teacher Education: Transforming My Student Teachers, Transforming My Self*. Dr. Schulte is an active member of the Self-study of Teacher Education Practice SIG in the American Education Research Association, having served as its past president.

Bernadette Walker-Gibbs is an Associate Professor in the School of Education at Deakin University and has worked in the higher education sector for over 15 years. Most recently she has been engaged in two large-scale, longitudinal, mixed methods teacher education research projects in examining the “effectiveness of teacher education in preparing graduates for a diversity of contexts”. Bernadette also focuses her research on pre-service teachers in rural settings using place and space based understandings of rural as well as creating narratives around “country kids” and pre-service teachers and their journey to university and experiences once they get there. Bernadette is passionate about ensuring quality education for all children regardless of where they are located and has been recently appointed to the International Editorial Consultancy Board of the Australian and International Journal of Rural Education (AIJRE).

Author Biographies

Nathan D. Brubaker works in the Faculty of Education at Monash University in Melbourne, Australia, as a Lecturer in Curriculum and Pedagogy. He previously taught in the USA at the primary, middle, and tertiary levels. He teaches undergraduate and graduate courses in multicultural education and primary level curriculum, while supervising Masters and Ph.D. students in teacher education. His research interests include self-study, teacher education, and democratic pedagogy. His work on classroom authority, assessment, and inquiry has been published in various journals and books.

Michael Corbett is a Professor of Rural and Remote Education at the University of Tasmania. Corbett's research interrogates contemporary and historical conceptions of the rural, and particularly the ways in which these conceptions have played into policy and discourse around education, teacher education, and literacies. This research has included studies of rural outmigration, educational decision-making, literacies in rural contexts, conceptions of space, place, and the viability of small rural schools.

P.A. Danaher is a Professor in Educational Research in the School of Linguistics, Adult and Specialist Education at the Toowoomba campus of the University of Southern Queensland, Australia, where he is also currently Associate Dean (Research and Research Training) in the Faculty of Business, Education, Law and Arts. He is also currently an Adjunct Professor in the School of Education and the Arts in the Higher Education Division at CQUniversity, Australia. His co-authored research books include *Contemporary Capacity-Building in Educational Contexts* and *Educational Learning and Development: Building and Enhancing Capacity* (both published by Palgrave Pivot in 2014); *Researching Education with Marginalized Communities* (Palgrave Macmillan in 2013); *Identity and Pedagogy in Higher Education: International Comparisons* (Bloomsbury Academic in 2013); *Mobile Learning Communities: Creating New Educational Futures* (Routledge in 2009); and *Teaching Traveller Children: Maximising Learning Outcomes* (Trentham Books in 2007).

R.E. (Bobby) Harreveld is interested in learning and earning capability development, brokered webs of knowledge production, education pathways and workplace transitions. She is an Associate Professor in Professional and Vocational Education and Deputy Dean (Research) in the School of Education and the Arts at Central Queensland University, Australia, and was the Foundation Director of its Learning and Teaching Education Research Centre.

Christopher Hickey is currently the Associate Dean of Research in the Faculty of Arts and education at Deakin University. Chris is an educational researcher with an orientation toward social critical scholarship. His research interest in social

disadvantage is rooted in a theoretical framework that recognises the importance of “networks of social relationships” in influencing personal direction and opportunity.

Building on this, his research has focused on the practices of identity for socially (economic, geographically and culturally) disadvantaged groups across a wide range of settings. Using qualitative research methodologies he has undertaken extensive work with schools, families and sporting clubs as key socialising institutions. Throughout his work, he maintains a strong interest in the translation of research into practice.

He is currently Chief Editor of the *Asia-Pacific Journal of Health, Sport and Physical Education*

Gaelene Hope-Rowe is a Lecturer in Pedagogy and Curriculum at Deakin University, Warrnambool campus. Her teaching intersects with her research through her continued classroom teaching practice in rural and regional school settings. Gaelene’s research interests are in middle years classrooms, interdisciplinary and community-based curricula, and perspectives on teaching students with diverse cultural and linguistic resources. She is interested in pedagogies that promote positively diverse classrooms and the role of withdrawal programs in providing literacy support for older “at-risk” learners. Gaelene teaches preservice teachers from predominantly monocultural communities to reflect on their personal resources in preparing to teach diverse learners and to address disadvantage.

Máirín Kenny is a former Principal of a primary school for Irish Traveller children and an independent research consultant. With Patrick Danaher, she has co-authored and co-edited works addressing mobilities and education internationally, including *Traveller, Nomadic and Migrant Education* (Routledge in 2010). Her research in Ireland includes studies of the experience of people with disabilities in the education system; sectarianism in Early Years education; and Travellers and Roma and the education system.

Jodie Kline Jodie’s research and scholarship focuses on rural and regional teacher education, exploring the partnerships between teacher education, schools and local communities. In recent years, Jodie has contributed to development of the Renewing Rural and Regional Teacher Education Curriculum package and has been a Chief Investigator on state and federally funded projects including the Longitudinal Teacher Education and Workforce Study, and an evaluation of teacher, quality, supply and retention initiatives for the Victorian rural school workforce. Jodie is a Research Fellow appointed through the Centre for Research for Educational Futures Innovation, Deakin University, to the Studying the Effectiveness of Teacher Education project (ARC Linkage). This large-scale mixed-method project is helping to provide an evidentiary basis for policy decisions regarding teacher education and beginning teaching.

Jodie is co-editor of the Australian and International Journal for Rural Education and is a reviewer for international journals including Pennsylvania State University’s

“Journal of Research in Rural Education”. Before joining Deakin University in 2009, Jodie was instrumental in driving the Australian Early Development Index language diversity study through the Murdoch Children’s Research Institute.

Amanda Mooney is a Senior Lecturer in Health and Physical Education at Deakin University and is the Course Director of the Bachelor of Health and Physical Education degree. Amanda has extensive experience as both a teacher educator and secondary Health and Physical Education teacher, a role she enjoyed for nearly ten years prior to her academic roles.

Amanda’s research draws on qualitative methodologies to explore the ways in which cultural and societal factors shape identities, professional practice and pedagogies in Physical Education, Health Education and Sport. To date, much of this work has been largely centered on the role gender can play in these processes. Spanning various contexts including school-based Health and Physical Education, community sporting clubs and Physical Education Teacher Education settings, this work seeks to promote more equitable, enjoyable and meaningful experiences for youth in physical education and sport.

Sri Soejatminah worked at the Indonesian Ministry of Research, Technology and Higher Education in Jakarta for almost 10 years before migrating to Australia. Inspired by her experience of studying and working in a multicultural context, Sri completed her doctoral degree in internationalisation of the curriculum and intercultural competence development in teacher education at Deakin University in 2013. She has co-authored another paper on rural education – “Space, Place and Race: Ethics in Practice for Educational Research in Ethically Diverse Rural Australia” which will be published in *Australian and International Journal of Rural Education*. Drawing on her previous working experience in Jakarta, Sri wrote a book chapter on Internationalisation of Indonesian higher education system.

Simone White is a Professor of Teacher Education at Monash University and leads the Faculty of Education Teacher Education research group. Simone’s publications, research and teaching are focused on the key question of how to best prepare teachers for diverse communities in particular “harder to staff” communities including low socioeconomic, high cultural and linguistic diversity and rural, regional and remote. She recently launched the Office of Learning and Teaching extended funded project known as RRRTEC (www.rrrtec.net.au) and its accompanying online learning community at <https://www.facebook.com/rrrtec>. This project has created particular resources, curriculum guidelines and strategies that have been developed aimed at teacher educators (both school-based and university-based) to make more “visible” the ways in which preparation for rural and regional communities staffing needs can be addressed. Simone is currently the President for the Australian Teacher Education Association (ATEA). She convenes the Rural Education SIG in the Australian Association for Research in Education (AARE) and has recently been elected to serve as the Secretary/Treasurer of the Rural Education SIG in the American Education Research Association (AERA).