

RURAL, REGIONAL & REMOTE TEACHERS: PROFESSIONAL LEARNING (PL)

AITSL (Australian Institute for Teaching and School Leadership) conducted surveys in 2018 and 2019 on professional learning arrangements in rural, regional and remote schools across the country.

Here are some of the survey responses from teachers on their experiences of professional learning.

Note: responses to questions in this survey were optional, so the number of responses received for each question varies.

Source: AITSL, Spotlight: Professional Learning for Rural, Regional and Remote Teachers. Accessed November 2020 via www.aitsl.edu.au



www.teachermagazine.com

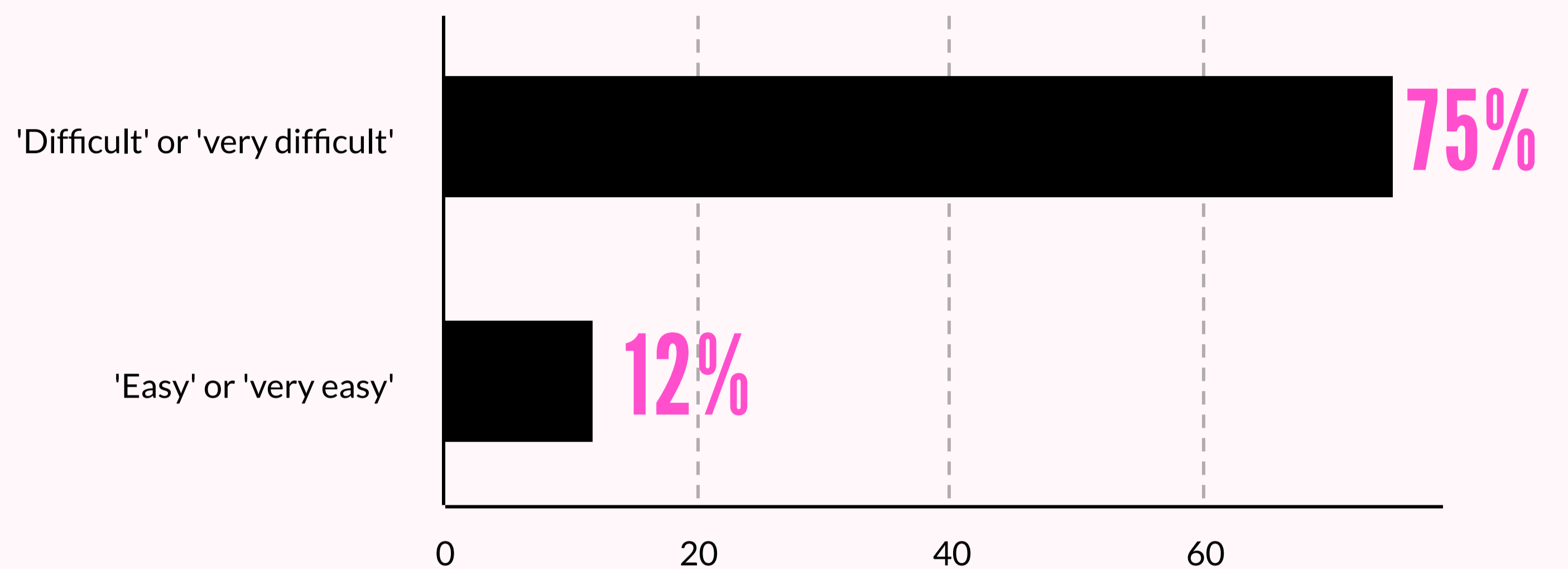
46% of schools in Australia are in rural, regional or remote areas
(N = 4 452)

30% of all teachers in Australia attend a school in these areas
(N = 94 941)

28% of all students in Australia attend a school in these areas
(N = 3 933 840)

Selecting PL

On how difficult teachers find it to select relevant and/or appropriate professional learning:



Key considerations for PL

Percentage of teachers who listed the following factors as 'important' or 'very important' when selecting PL:



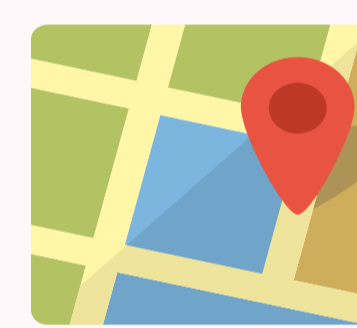
Identified needs in learners

92%



Identified needs in teacher practice

89%



Distance and related costs

87%



Timing of activity

84%



Securing casual relief teacher cover

85% for very remote teachers
54% for inner regional teachers

Current PL activities

The most common PL activities undertaken in the past 12 months

