Curriculum re-enactment and rural re-interpretation: Parental enactment as curriculum work in primary school distance education

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“This doesn’t make any sense, why haven’t they done it right?”

“This teacher doesn’t understand how it is mum”
Curriculum

• Written, enacted and experienced curriculum (Marsh, 2009)

• Curriculum as a representation of the nation (Green, 2010)
Curriculum and the Rural

• Centralised, bureaucratic school education system (Green & Letts, 2007)

• Metropolitan-cosmopolitan values (Roberts, 2014)

• Standardised testing-considers the rural as the same as the metropolitan (Roberts & Green, 2013)
Primary School Distance Education

1. Official curriculum documents
2. Teachers design a program of scripted lessons
3. Supervisors read the scripted lessons and prepare to teach these
4. Supervisors implement the lessons with their students
5. Supervisors send the completed lessons back to the teachers with feedback
6. Teachers further assess the completed lessons and provide feedback to the supervisors
The Experience of Parent Supervisors of Primary School Distance Education School Students

• Ethnography

• Volunteer parent supervisors

• 3 different schools

• Semi-structured interviews
Two Different Approaches

• Scripted lessons

• Re-interpretation
Scripted Lessons

• “...there’s something wrong with me, or there’s something wrong with my kid...”

• “... I put my eldest son off school work because I was too strict on that.”
Re-interpretation

• “You get more confident, you get better at it, you know what gets better results.”

• “…ooooooooh, my life changed. His life changed, school became fun.”
Curriculum Enactment

– Official
– Enacted
– Scripted-Official
– Re-enacted
– Experienced

(Adapted from Marsh, 2009)
Different values

• Teachers
Guided by: Official curriculum can be seen to value metropolitan-cosmopolitan ways (Roberts, 2014)

• Parent supervisors
Guided by: Needs of their children that involves rural knowledges
Rurality

• 3 theoretical models of rurality
  – Functional
  – Political-economic
  – Social
  (Cloke, 2006)
Place-conscious Perspective

‘place is space filled up by people, practices, objects and representations’
(Geiryn, 2000, pp 465)

Place based education allows teachers to structure learning opportunities that are framed as meaningful and relevant to their students because they are connected to their own places, to people and to the popular cultures and concerns that engage them
(Comber, Reid and Nixon, 2007)
‘What is valued in school education is important to community sustainability and the futures of rural communities’

(Roberts & Downes, 2015)

Sustainability

• A contested term (Cocklin & Dibdin, 2005)

• Community knowledge and capital (Roberts & Downes, 2015)

• ‘Learning to Leave’ (Corbett, 2007)
Towards a More Situated Perspective

“Take students beyond their world while leaving that world intact and valued. Show communities other futures that include them”.

(Roberts, 2014)
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References


