

## **Reach In - Reach Out - a journey starts with a good idea**

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### **Simple beginnings**

This is simple story. It is a powerful one for the people involved who are learning about using technology with Indigenous students. It is not leading edge, in its messages about the use of technologies. It is not an exemplar of the next generation of learning technology approaches in Australia. It is however, a story which illustrates that the most effective technology integration may begin with good simple ideas, rather than sophisticated technologies, large professional development programs and complex projects. It illustrates that talking about "what" we should do with technologies in schools, is a significant conversation to have in this country.

It is simply a story of a school who faced the closure of its secondary classes, and who knew that the participation rate of Indigenous Community children in boarding schools was not high enough. The participation rates of students in their primary school is not high enough either, and neither are their literacy levels, technological literacy levels or health standards. This project is not a causal factor in the improvement of these standards but it is part of a range of reforms which seek to address the standard of education and the preparation for children attending away-schools.

It is important to tell this story at a national conference because it draws to the attention of the ACCE community, that the use of technology in Indigenous education is important and that our colleagues working with the Indigenous students in this country, can contribute to our understanding of learning technology and contribute to our debates. There are leadership learning technology projects in many Indigenous communities, as has already been reported in What Works (McRae, Ainsworth, Cumming, Hughes, Mackay, Price, Rowland, Warhurst, Wood and Zbah 2000) and will continue to be reported through the Commonwealth funded National Information Exchange on Quality Teaching, a part of the Teachers for the 21<sup>st</sup> Century initiative.

This story is also one example of harnessing the power of interactive websites in education. There is no doubt in this writer's mind, that the acceleration of participation by students and teachers, demonstrated in this project, is a direct consequence of web site design which enables people to write to the web, even when their language and literacy capacity is diminished.

This story is presented as a narrative genre. It is my story of managing this project and valuing the people who participate. As a project management story, it examines what has happened from multiple perspectives and seeks to tell the story in a "warts and all" fashion. Not everything worked. Some lessons have been learned and some are not yet resolved. This project is the subject of formal research, conducted by the Research in Information Technology Group (RITE) at Queensland University of Technology (QUT), led by Margaret Lloyd. I will draw on Lloyd's research and share my personal conclusions from my experiences.

## The context

Lockhart River is a remote Indigenous community, 780 km north of Cairns by road on the east coast. It is often cut off from the Cape between October to May. Flights happen five times a week and a barge drops in supplies once a week. The Lockhart River area comprises six territories over 300 kilometres, including Kanthanumpa (Southern Kuuku Ya'u) which hosts the small township of 300-400 people. It is geographically beautiful and important to our nation, but it is also hosts a tragic human story of failed reconciliation and other debates to do with the survival of Indigenous Communities.

The Lockhart State School is a central Community service. There are approximately 130 students enrolled in the pre-school and primary school. Daily attendance varies enormously but is generally hovering at 70-80% as a weekly median in "normal" weeks, an outstanding achievement.<sup>1</sup> In 2000, the Community decided to close its secondary school and send Lockhart children away to boarding schools. Approximately 30-40 secondary age children are away at boarding school for some time in a year, with approximately 5-10 dropping into an Alternative Secondary Program at the primary school at any point in time.

The school focuses on participation in schooling, a term which encompasses regular attendance on the campus, participation in educational activities and the capacity to participate. Health issues are substantial. The school has recently been awarded an Excellence Award for its health program that has directly tackled the issues of nutrition, Otis Titus and other hearing problems, and dental health as well as behaviour caused by poor health. Under the current leadership of the school, children have become healthier and are happier, outcomes substantiated by reports from the Department of Health and Children's Services. This means there is a new capacity to learn.

The literacy levels at the school remain substantially under the state average. At year seven, very few have reading levels above phase four, with most at a phase three level, called Early Reading in the First Steps program. A number of indicators confirm this, including a count of words children can recognise by sight, often used internally in the school to benchmark literacy levels. It is usual for year seven students to have less than 400 words in their lexical frame, with too many having far less. Oral language use, complicate efforts to focus on Standard Australian English. The

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<sup>1</sup> Attendance in Indigenous Communities is highly variable and can be interrupted by Community issues, funerals and tragedies. A Normal Week is one where no interrupting activities occur.

students mostly use a hybrid of native "Cape" English which is influenced by a local Kuuku Ya'u language. Oral communication to mainstream people is difficult, complicated by cultural difference. The literacy and language contexts makes assimilation into mainstream education at 13 years old extremely complex and problematic.

However, the uniqueness of the land and sea and the spirit of people is a substantial asset. The students have local knowledge and are able to share it easily with other people from similar contexts. They have an astounding capacity to understand technology and its value to their future. The project has taught us that technological literacy and powerful application need not be limited because of literacy differences between mainstream teachers and community students.

### **The project beginnings**

On the beach one day after school in August 2000, Mike Longhurst the Principal, was sharing his frustrations about low participation rates in secondary education and the seemingly endless stream of children returning from boarding school to the community after extremely unsatisfactory experiences. In the first year of high school closure, things were not going well. Perhaps we talked about technology because I was there. It is hard to project, but the conversation resulted in a diagram on the sand - of connections, of learning technology projects and of literacy through technology. Over a now-traditional bottle of wine as the sun sets at Lockhart River, we talked about communication in multiple mediums and about generating texts which Lockhart children would want to read and want to write for their peers. We talked about children's loneliness when they first go away and the lack of understanding of traditional schooling when they are suddenly thrust into a class of school-able children with 7-8 years experience in mainstream schooling. We wondered if we were brave enough to commit time, energy and some money into doing something different.

Our diagram eventually formed the core representation of activities under the umbrella Reach In - Reach Out.

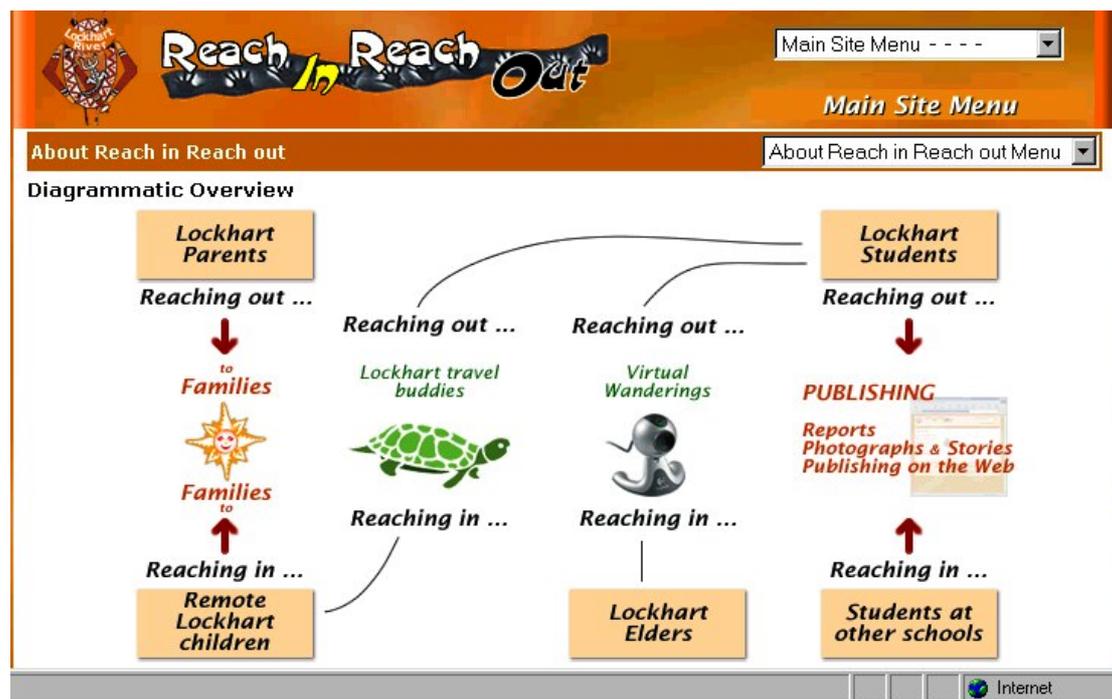


Figure 1: Diagrammatic representation of the Reach In - Reach Out Project from Lockhart River.

The project was not invented from grains of sand. It represented for me, a unique point where I was able to draw on the experiences I had gained from ACCE projects, my teaching and research interests at QUT and from learning with the myriad of people who built oz-TeacherNet. The project design drew heavily on two existing RITE projects: the Travel Buddies project where soft toys are exchanged between classes as stimulus for writing and learning of other cultures and a Virtual Field Trips/Virtual Tour model being explored at the time. It also drew on ten years of telecommunications experiences but particularly it developed from what had been learned in online publishing projects from CEGs and ACCE, which enabled people to write information directly into a web site. The web toolboxes which helped professional associations build maintainable web sites, had given David Potter who builds them and myself, a glimpse of the educational and curriculum potential of web-based publishing by students.

From the beginning, the project was not about using new technology, but about using existing ideas wisely to meet important and unique local goals. Further, everyone knew intuitively, that off-the-shelf solutions built for mainstream schools, would not work here.

## The project design

The project involves a number of components aiming at

- helping children get ready to go to school by knowing about it in a first-hand kind of way

- connecting students who are away from home, back home in any way we could.
- providing texts for literacy activities through this project
- helping children and their families experience how technology will support their lifestyles, no matter where they end up
- promoting schooling and Lockhart River Community's commitment to Education.

### *Family Connections*

The project's signature component is called Reach Out to Families or sometimes Family Connections. It revolves around using a variety of communications technologies in a live event. Typically, a teleconference is conducted between two sites which also have web cams running. Multiple computers are used: one for capturing web cam images, one for displaying both web cams in a web site and sometimes other computers are used for family members to go and look through the publications constructed by students and community groups. Students are also encouraged to email each other, share pictures via email and write snailmail. Community and school newsletters are exchanged too. Every piece of news is so important when you are 13 years of age and have not been home for a while. These sessions are powerful and important and often result in emotions from hysterical giggling to sobs and tears which break your heart. They are also so hard to organise and conduct.

These live connections have become entrenched into the school connections too. The children from Lockhart watch the classroom at Herberton State School once or twice a week. This is part of a formal Transition Program, where students observe patterns of activity and learn concepts of schooling like uniforms, school routine, appropriate classroom behaviour and what school is like. Further, the connections in school time are between brothers and sisters and cousins. Children want to connect and have plenty to write and say when they do connect, which is in amazing contrast to the reluctance to paper-based literacy activities generally imposed on these children by their mainstream boarding schools.

### *The Travel Buddies*

I will be forever grateful that Lindy McKeown introduced Travel Buddies to the oz-TeacherNet family of projects and always thankful that the oz-TeacherNet team unselfishly allow me to work with this project in North Queensland. It works for us even though most mainstream teachers tell me continually that 13-15 year old boys won't want to work with stuffed toys. Their predictions are ill-founded. They have always worked. We send toys to boarding schools as ambassadors of year 6-7 classes to find out about school routines, boarding facilities, people who are part of children's lives when they are away and lifestyles the children will have away from home. We send Travel Buddies home from school to encourage parent participation, and ask them to gather up news about Community events and families to share back at school.

They are also an integral component of literacy, numeracy, culture and learning programs at Lockhart and increasingly so at some of the boarding schools.

Travel Buddies in the Cape have their own web sites and these smart database driven sites enable them to share their missions and adventures online, have online multimedia galleries and online diaries. Their web sites are a genre and text for children to read and write. They are immediate and current - this week, today. They are about things that matter to these children. They are now an important contribution to the small and narrow range of texts available for older Indigenous children with limited literacy skills. They have also been instrumental in engaging children, parents and schools in this project. The web design enables interaction in such a subtle way, that these students think all web sites at all schools are interactive, immediate and a communication tool. The concept of web sites as sources of information is not part of how these children understand technology.

### *Online publishing*

In this project, we invented a new genre to enable these children to write for each other and read. The structure of the genre matched what we knew about literacy patterns of Indigenous students. It began when I found a book illustrating art and stories from Indian Reservation children. The two-page layout sparked an idea for a page design on a web. David Potter and I then conducted excited conversations about design and navigation of the genre structure. It soon became another implementation of our existing system for adding content to database-driven web sites.

The media gallery has some characteristics which suit Indigenous children's way of reading, writing and thinking. Images are central. They are the key communication device and a text in themselves. They are accompanied by text, sound and other media. Each image and story is titled and then put together in a gallery in an unordered way. You can continue to develop the story in any order. You don't have to plan it all out and many children can contribute their own part. You can also read the gallery in any order, read part of it or all of it. You can construct your own story by gathering images into a new collection. You can search the galleries and construct different texts using familiar components. The flexibility supports precisely how Indigenous children engage in communication. This image-centred genre captures the essence of the most likely strategy to engage Indigenous Children in writing and reading at all.

Although media galleries are used within the Reach In - Reach Out project, a range of other web-based devices enable other texts to be developed stored and shared: school newsletters, community newsletters, school-based information like rules, daily notices and so on. In this project getting access to these texts from boarding schools is imperative. Publishing them online, for use by the communities and schools who need them as resources for Transition Programs, just makes sense.

### *Virtual field trips*

Lockhart State School has not yet developed Virtual Field Trips. However, boarding schools and other mainstream schools now use this Virtual Field Trip model as a collaborative project. Implementations range from development of Virtual Tours of the schools to a series of complex curriculum investigations where children design field trips for multiple schools to undertake. The Indigenous Education and Training Alliance (IETA) which supports Reach In - Reach Out has facilitated VFT projects. These investigations involve children at many schools solving open-ended problems which matter in communities; such as the increasing impact of tourist fisherman in remote communities. The curriculum imperative of the project design is to immerse in the issues from multiple perspectives including what is known and published in mainstream knowledge, local observed knowledge, and indigenous stories and perspectives about the issue. The children design a field trip for other students to take and invite schools to participate in field experiences. Students also interview elders and digitally record oral stories around the subject matter of the investigation. The web site enables students to share their problem descriptions, data and solutions. An information literacy or social investigations process underpins the classroom implementation of these Virtual Field Trip projects.

### *In balance*

At Lockhart State School, a range of learning technology experiences complement other activities in the school. The Reach In - Reach Out project does not dominate at the expense of other curriculum goals. Multimedia texts and interactive software is used constantly. Applications software is used for writing, creation of digital art, digitising art and dance and working with music. Ordinary classroom activities occur too. A health program complements the science and life skills curriculum. Cultural activities form the basis of much of the curriculum. It is a normal school like any other.

### *The project approach*

The Reach In - Reach Out Project is a whole-of-school project which has caused infusion of technology into the school's experiences. Every teacher in this school uses technology in a variety of ways with children. There are a few computers in every classroom. Most are Internet-connected. There is one laboratory of machines arranged to enable multiple activities and support connections in Reach In - Reach Out. Teacher aides, reading tutors and other people who support the schools activities, all use technology and have a role to play in this project. Email-based connections to 'away' students, are the responsibility of teacher aides. Training programs for teacher aides enable them to connect with their children and extended family members. The whole school has adopted the project and this stimulates higher levels of other learning technology activity.

### *Project management*

The project is jointly managed. A learning technology coordinator, Janette Rutherford was appointed to the school, especially to manage this project and conduct some of its activities. This role is a cornerstone of the project design and absolutely essential. She works with students, teacher aides, teachers and community members. She plans activities, especially live events, and conducts some of them. She has also developed the Transition Program and Teacher Aide Training. Her role includes some web site maintenance and management of facilities. Michelle Williams is responsible for working with Boarding schools, web site design (not building), and invention of new ideas. Management is necessarily distributed and conducted through long web-based, email-based and phone conversations as well as face-to-face site visits in Cairns and Lockhart River. Management of the project is quite substantial but becoming less and less direct as the project gains momentum.

### **Reflections on the project**

The project has taken two years to develop momentum within the school and to become part of normal business. As a strategy to incorporate learning technology into school culture, this project could be deemed as successful. Indicators include all staff being involved, active and sophisticated use of technology in every class and increasing understanding of technology value by students. The lexicon of students has a large proportion of technical words and technology-related words for such a small vocabulary set. On a lighter note; if numbers of travel buddies in classrooms, is anything to go by, the project is successful. They inhabit all classrooms and seem to be growing in importance as they undertake tasks at school and in the community.

The quality of staff at Lockhart contributes to the momentum of this project. The teaching staff at Lockhart are experienced teachers with only one beginning teacher, an usual situation in remote Cape schools. The project is now attracting staff who want to come and teach at Lockhart. The small numbers of staff turnover will continue in the next couple of years. Such a project also requires long term and innovative leadership. Lockhart has been fortunate to have one principal for the life of the project so far with no periods of interruption, two factors highly unusual in Cape schools. The fulltime nature of the learning technology coordinator is an essential feature. Projects of this complexity and impact, require staff commitment. This has been a non-negotiable condition of implementing this project and just makes sense.

The project's least successful component is Family Connections. It has proved so very difficult to engage parents in live events in pre-organised times. The context of community problems, and the timeless nature of community life, means people are not good at turning up at prearranged times. This is probably not related to desire for connections but rather just the nature of the rhythm of life in Communities. Boarding schools want to connect in early evenings and this is not suitable in Communities who want connections in daylight hours and early in the week. Timing is everything and so hard to achieve.

Further, the transient nature of Boarding school attendees creates issues. Students struggle with a new way of experiencing schooling and soon flag. Many arrive home

before patterns of communication have time to work or change to new schools so they can get a fresh start. Students' attendance at boarding schools is problematic and their engagement in the activities of school even more so, as adolescent exuberance complicates a difficult situation. This is made more complex by late arrivals at boarding schools, as much as four weeks into the school term, and the complications in coordinating paperwork in communities where literacy levels and patience with paperwork procedures are low.

After a year of trials and tribulations, boarding schools still need to coordinate their management and implementation. Interestingly in this era of discussion about the perceived values of state and non-state education, we have found the state school-boarding institutions more able to contribute to this project than private boarding schools. Issues which have frustrated both teachers in boarding schools and the Lockhart community include:

- Lack of facilities to provide every student with an email address
- Poor quality technology facilities not able to accommodate fairly simple web use, web cams and media manipulation
- Lack of technology facilities for students in boarding houses
- Lack of technology-trained tutors to support students
- Turnover of staff and turnover of learning technology managers, if one exists
- Restrictive school policies about learning technology use by students and lack of flexibility to incorporate new projects into school planning

Progress continues.

#### *Typical stories of the human side to this project*

Multimedia resources and the fireside nature of the keynote presentation will share some of the intimate stories of the project. Most of these will highlight the simple benefits which sustain everyone in the project.

One story reminds me of the lack of literacy in the lives of these young Australians. We had asked one of the Lockhart girls staying at Woodley College in Herberton and attending Herberton State School, if she would help a travel buddy tell a day in the life story of boarding school. She was sent a fax by her travel buddy to say thankyou and that he was arriving by mail soon. I then went to Herberton the next day and was greeted by news that this young lady was desperate to see me. She raced to me and started crying uncontrollably as she tried to tell me about her fax. She said that it was the first letter she had ever received. She was 15 years old and in year 10.

Early in the project, we struggled with the students disengaging with the travel buddy concept as soon as he was mailed away. He seemed to be "out of sight" and "out of mind". Children did not seem to care about what he was up to. We found later that the Lockhart children's sense of time and the distance was the issue. Children who go "away", go "for a long time" and are "grown up before they come home". We had to bring the buddy back and assure the students he was going to travel back and forth. The concept of a "short time away", was not part of their framework for interpreting this project. They also believed he would not come back and so you did not need to

worry about him. We also struggled with too many travelling toys at first and settled eventually into one toy per school; one who went to boarding school on time, behaved himself while he was there and came home only for holidays. The serialisation of the scenario was more important than we realised or predicted.

The triumphs in teacher change make this project worthwhile too. The teacher who is now the strongest advocate of the project began with explaining to me on several occasions how she could not possibly help in this project because not only was she uncomfortable with the technology, but that her students did not have enough grasp of language to participate. Nine months later, she led a presentation to staff from multiple boarding schools about how the project was working as a literacy project in her classroom and that it was now central to her redeveloped program. Her classroom changed to contain a hammock full of toys, posters about the Buddies adventures, places in class for the buddy, continuous activity with technology and such enthusiasm, she has shaped entirely the development of the program.

## **Reflections on the web design**

In the beginning of this project we knew that the levels of literacy and lack of prior experience with technology would impact on teacher and especially student participation. We simply did not know how to build a web interface and design a site which would help Indigenous students participate. The literature in the area did not help. There was not a person in the country, we could find, who might mentor us in this project. We decided to ignore that obstacle and forge ahead anyway. The comradeship and argument with David Potter was significant. We had to begin with a set of hunches.

- We knew how to develop a web design that enabled people to write directly into the site. Databases sitting under the site and some clever ASP programming, meant that children could contribute content if we placed clever metaphors into a screen design.
- We guessed that children would not be able to conceptually cope with being a reader and writer of the site by working with two areas, a characteristic of our previous designs in Natcom projects for ACCE. The control room structure for writing, separate to the reading interface, would not work. These students had hardly navigated the web before, let alone worked within two roles.
- We thought that if they could read the site and while developing conceptual understanding of what they were reading and navigating, they would write "on the spot". We needed to build an interface that let students write and edit while they read.
- We knew images, sound and video were everything, when engaging Indigenous children. We knew the interface had to appeal.
- We knew that the students and their teachers would not be able to manipulate graphics. The site had to do that for them.

- We knew that the web site had to cater for project managers, teachers and students and their families and that we needed multiple layers so people could do things online rather than simply look stuff up.
- Printing was essential. Print literacy is key.
- We had begun to think about genres of writing and reading but did not have a test site to work with yet.

When the site was constructed by the NetRide, it was not tested and launched. It was simply used. We learned a great deal by observing students, talking to their teachers and applying common sense. There was no-one to help us, though some ideas about multimedia development for young children were useful. We had to redesign a number of elements. The link between web design, literacy and culture can not be separated either. We learned that

- these young Australians navigated by images. They clicked on pictures and not words and not icons.
- their mental maps and conceptual understanding of the site was determined by visual queues. For example, unless the travel buddy's picture was on every page, they lost track of which story they were reading.
- they needed several visual queues per page for navigation and conceptual understanding.
- consistency of operation was important in web site parts.
- the concrete experiences of working with the toy and then reading about it developed memory and reasoning about what was happening. The site had to invoke their long term memory. Image use and placement did this better than anything else.
- the genres needed to be short, sharp. We found order of elements of a story was not necessary. They read them randomly. They loved to re-read.
- they read them to their parents when they were allowed to take the texts home. Printing became essential and we needed to ensure students could print parts or all of a story. This project generated texts for classrooms, the school library, and the community. Printing in colour was essential.
- the images had to be familiar and of concrete things they understood and loved. The local pictures and images of people they knew were essential. They enjoyed writing about things they knew and reading about things they knew. The site design used a mural from the Toilet Block and was an instant success in both the community and amongst children away at school. They owned it. It belonged to Lockhart.

There is still much to learn about how the site can facilitate the technical and literacy skills of students. It has been a trial and error process and a willingness to edit and change. The custom-built nature of the web site and the capacity to buy-in web development as a continuous project, not a one-off need, made a difference. We did not know what we did not know and we knew that the web site had to be changeable. We also wanted to change the content continuously and we needed novice technical people and puppets to be able to write new and additional content.

We also knew we had to give away control of the site to the teachers and project managers. We could not ask them in advance what new projects might be called, what galleries they might want and how many. They needed to be able to have a toolbox and a structure to build their own web site and be allowed to get on with it.

This notion of developing tools so people can use sites and conduct activities rather than simply read them, has now grown and through a similar site. IETA now provides project space to any Community or boarding school who wants it. We need people to work with us and be enabled to do so. This is key to web site design for us and complements the unique interface designs we require.

## **The impact of this project**

This project is being formally researched in a range of ways. That research is not trying to identify causal factors about why participation rates in secondary education are low. The communities and their schools understand the complexity of factors and the individual circumstances which impact on this. Rather, the research looks at the impact of the project and seeks to explain what has happened, using an Activity Theory system (Enstrom 1987) to both capture and analyse the interrelationships between the people in the project, the pedagogy, the technology and the environment. This research is being conducted by Margaret Lloyd and the RITE Group at QUT. This is being reported in this conference and elsewhere.

In conclusions to her initial report, Lloyd (2002) refers to the positive reference to the Reach In - Reach Out Project in the Cape York Justice Study and its recommendation to "develop, trial and evaluate strategies to support primary students accessing secondary education outside of their home communities...including the models built upon the successful Reach In - Reach Out Program." (State of Queensland, 2001a. p.65). The project has quickly extended to other community schools and many boarding schools. A second web site to support activities has been continuously developed and projects within the program extended to cater for new schools and new circumstances. The project is now duplicated for communities in the Torres Strait, western and central Queensland areas. Project management is now shared amongst some Learning Technology Education Advisors in Queensland, some cluster level coordinators and tentatively some learning development centres in Queensland. The model has duplicity and much has been learned about improving the original idea.

Lloyd also concludes that "The Reach In - Reach Out Project must be deemed to be a success by the measures of [her] study. It has "reached out" to those it has intended to reach, and has changed the learning environment of the school from low-tech to high-tech. It has seen, though its active adoption by teachers, the integration of information and communications technology into the curriculum, particularly through literacy activities." (p.94). The change in the school from having disintegrated and occasional learning technology activity to a coherent set of continuous activity is remarkable to observe and one which seems so natural. This school has a learning technology focus and it did not seem hard to achieve that. We began with a simple idea, a local need and made it happen.

It has been interesting for me to reflect that a deliberate professional development program was never put in place for this project in either Lockhart River or the boarding schools. There have been none of the usual hybrid mix of professional development activities suggested by Downes (2001) and no resourcing or time allocated to professional development. It did not seem necessary and no one asked for it. People just got on with the job and learned and worked together. Perhaps you just need a good idea, and teachers will adopt a contributory attitude.

In learning technology terms and of interest to the ACCE community, this project represents an example of implementing what we have collectively learned. The project itself did not develop any new directions. It simply implemented what we knew already. It also illustrated that we knew a learning technology coordinator was an essential infrastructure in making this project happen. We knew that projects needed to be long term and that they needed to be centred in the local needs of the local community. We knew we needed a good idea and little more. This in itself tells a story about learning technology leadership in the country. Perhaps leadership can be recognised when people try old ideas in new contexts. It is time to learn more about that from each other. We should share at this conference, strategies to create and implement projects of this scale in our schools. These are both directions for computer education, we have to continue exploring.

The Reach In - Reach Out project is also an example of how school websites can be developed to become places where people do things. The website of this project, hardly describes the school, has no picture of the principal and front gate, and is not a 'postcard in the sky'. It is place to connect to people you know and a place to participate in activity. It tells this story in contrast to that told by most school web sites. It is interestingly, along with its counterpart at IETA, still a lonely example in too-smaller group of examples of interactive web activity in schools. It really is astounding that we are not applying what we know about learning and the importance of student involvement, to web site design. This alone, is worthy of discussion and resolution at this conference. Interactive web sites are clearly a future and why we are not using them for curriculum purposes more readily, is difficult to fathom.

Finally, the project has highlighted that Indigenous remote community schools can take a leadership position in learning technology agendas in this country. You can do it from behind. You can use technology powerfully to address the needs of Indigenous children and many people are doing so. The absence of the voice of these innovative and dedicated teachers in our ACCE conversations is deafening and I implore CEGs to welcome the people who through QTP and state initiatives, are forging their own futures in the use of ICT in their educational spectrum.

*Michelle Williams*

Thanks to the people and students of Lockhart River for allowing me to participate in your lives and this project. Thanks also to the teachers of Lockhart State School who make it happen in powerful ways.

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