RESPONSE TO THE REGIONAL EDUCATION EXPERT ADVISORY GROUP

Addressing challenges and key questions in the National Regional, Rural and Remote Education strategy

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Contents

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Introduction

1. Alphacrucis College (AC) congratulates the Government for the establishment of the Regional Education Expert Advisory Group to address the issues in Regional, Rural and Remote (RRR) education. We appreciate the opportunity to provide a response to the National Regional, Rural and Remote Education Strategy (NRRRES).

2. At the core of this submission lies a paradigm shift in RRR education, indeed Australian education per se. The structure is laid out as a response to the challenges (A-F) in the framework provided.

3. It is widely recognised that the inability to guarantee a high-quality supply of teachers in RRR areas is one of the main causes of education disadvantage; perhaps *the* main cause. Up until this point, the best suggestions have proposed importing talented new and experienced teachers from urban centres (e.g. Halsey 2019). However, we argue this approach will always fail at scale, owing to the unique challenges of RRR education, and the natural career opportunities that teacher talent attracts in urban centres.

4. Rather, the solution lies in halting the exodus of talent from RRR communities *in the first place*. Many community members who aspire to become teachers already have strong family and sentimental attachment to the *genius loci* of their homes, and a heightened interest in advancing their home communities 'on country'. This is particularly the case in remote indigenous communities.

5. This submission proposes that a key aspect of improving RRR higher education rates is training teachers **'on country, for country'**, and it outlines an innovative approach already operating in the NSW Hunter and surrounds, including in towns long known for suffering from education disadvantage.

6. AC offers this practical solution to the challenges raised in the NRRRES through the 'AC Hub model'. This model, outlined below, can be viewed in more detail in the attached document *The Hub business plan*: *Transforming teacher training through clinical training clusters* (Dec 2018), as well as in its specific relevance to the teaching profession through the AC's recent submission to the *House of Representatives Standing Committee on Employment, Education and Training's inquiry into the status of the teaching profession.* These proposals describe the operating prototype, the scalable model, are costed, and contain a cost benefit analysis.

7. AC propose that the AC Hub model provides a clear opportunity for responding to the A-F challenges in the NRRRES by
    a) developing new tertiary and VET study opportunities in RRR areas;
    b) training students *on country for country* with increased local opportunities;
    c) improving the status of the teaching/education profession in RRR areas which in turn raises aspiration for higher education;
    d) increasing teacher quality and the RRR gap in the disadvantage of educational outcomes;
    e) securing education standards in RRR areas which encouraging regionalisation (and provides a solution to the urban housing crisis); and
    f) developing a practical and proven initiative with immediate national opportunity and impact.

8. AC holds that a widespread transformation of teacher training through the Hub model can also directly impact a number of findings of the *Independent Review into Regional, Rural and Remote Education* (Halsey 2018). This would bring opportunities in recommended developments, particularly:
    a) ensuring RRR contexts, challenges and opportunities are explicitly included in the selection and pre-service education of teachers, initial appointment processes and their on-going professional support;

b) ensuring RRR contexts, challenges and opportunities are explicitly included in the selection, preparation, appointment and on-going professional support of educational leaders;
c) ensuring RRR children start school with a strong foundation for learning;
d) supporting RRR students to make successful transitions from school to university, training, employment and combinations of them;
e) improving opportunities for RRR schools to implement entrepreneurship in education through curriculum, teaching, system and cultural changes and building on good practice; and
f) supporting RRR communities to implement innovative approaches to education delivery designed to improve education access and outcomes for students living in remote communities.

9. The AC Hub model offers a new approach to Australia's unique geographical and educational challenges and has the potential to be a key part of any coherent suite of policy responses which deliver higher education outcomes to students in RRR areas.

Practical Response – the AC Hub model: *Transforming education through clinical training clusters*

10. The AC Hub model is an innovative approach to teacher training in Australia that not only secures new high-quality teachers (particularly in regional areas), but also helps develop school communities into educational Hubs which enable better research, stronger professional development, vocational training and leadership succession plans.

11. The conventional model of Australian teacher-training is almost exclusively provider-centred, with chronically poor reference to end-user, ie. local schools and their specific needs (Dinham, 2013: 228; Dinham, Ingvarson and Kleinhenz, 2008: 14). The central aspect of the Hub model flips the conventional model of teacher training, bringing exceptional higher education entirely onsite to local school clusters. This strategic HR approach allows the schools to sponsor annual cohorts of quality pre-service teachers and provide clinical training from day one. Based on an adaptation of the Clinical Practice models at the University of Melbourne (McLean Davies, Dickson, Rickards, Dinham, Conroy & Davis 2015) and the University of Glasgow (Conroy, Hulme and Menter, 2013), students in Hubs are located and trained in school sites - a permanent practicum. It enables a tertiary-industrial partnership approach to teacher training, embedded in regional knowledge and the unique ethos of the schools. The model includes:

    a) A cluster / consortium of schools (connected through geographical proximity and ethos) of between 3000 and 10000 school student enrolments, providing 8-30 initial teacher education positions per year, delivered entirely onsite by tertiary faculty through a blended model of intensives and online learning, fully accredited by a tertiary provider.

b) Initial Teacher Education (ITE) students who are screened by the tertiary provider and local schools at programme entry level based on quality (IQ and EQ), proven and locally vouchsafed volunteerism, local diversity needs, future HR needs and ethos alignment.
c) The school cluster sponsoring at least 50% of the clinical teaching training costs and providing at least 1 day of paid placement as a teaching assistant for the ITE students Cadetship.
d) The students having virtually guaranteed employment upon completion, and schools having the option to bond the trainees as a condition of entry.
e) The school cluster simultaneously financially supporting 6-20 Higher Degree Research and 10-30 Master of Leadership (MLead) degrees for senior teachers within the cluster. These researcher-teachers also provide staff professional development for the local school cluster thus reducing the costs of regional professional development (PD).
f) A designated regional director provided by the Higher Education Provider (HEP) to manage integration in the school, coordination of Clinical Teaching cadetship placement, ongoing support of ITE students, and support to key school staff.
g) The HEP forming a close long-term partnership with the school clusters, bonded by a MOU for annual minimum viable numbers of students (minimum 8/ cluster).
h) The assignment of an external research team from an external tertiary institution for each teaching school Hub which provides a longitudinal programme evaluation for an improvement spiral.
i) The School Hub also becoming a VET provider with part of the student training involving teaching Certificate courses to the local community.
j) Each Hub requiring approximately 3.75 million for 5 years. After 5 years of government or donor support, increased community and donor sponsorship will reduce the Government funds to the programme.

12. AC proposes that up to 32% of *all* teacher training could be delivered (6360 ITE students at 40 students per Hub) through the Hub- style model, or 80 Hubs nationwide by 2025, distributed proportionally across the three schooling sectors. The CBA benefit ratio for the model is 7 generally but rises to **12 for regional Australia**. At this scale, we calculate that the net benefit for the model is $1,280,514,291 across all jurisdictions; and **$746,397,172 for regional Australia in particular**. This does not include a number of potential value-add measures including educational export, regionalisation, private partnerships and broader educational impact within the Hubs.

13. For a more detailed business plan around the Hub model, as well as the proof of concept in an existing AC Hub model, see the additional attachment to the AC response: *The Hub business plan*: *Transforming teacher training through clinical training clusters* (Dec 2018), and *St Philip's Christian College. Offering a uniquely better approach to teacher training* (St Philip's Teaching School, 2018).

Challenge A response –

The AC Hub model provides a number of new study opportunities in RRR areas

14. Although RRR areas often do not have the population density to sustain extensive tertiary options, the AC Hub model centres tertiary and vocational opportunities through school clusters, which have a more significant presence in RRR areas.

15. The first tertiary opportunity provided is **constant locally-based Bachelor of Education / Master of Teaching degrees** which are clinically taught and half-sponsored. This means that the ITE students can remain near their hometowns for the entirety of their education, rather than leaving for large regional centres or metropolitan areas. The tertiary provider oversees the program, with (at minimum viable numbers of initial teacher education (ITE) students) lecturers travelling into various locations in the school clusters for intensives. We believe a Hub model can sustain, with 6-12 member schools enrolling 3000-10000 students, 8-40 students (or Bachelor of Education /MTeach degrees) per year.

    a) ST PHILIPS CASE STUDY: *The St Philips Hub spreads across Newcastle, Cessnock, Port Stephens and Gosford now has 20 ITE students in their HR pipelines, drawn from the local areas, and recruited through a range of trusted and vouchsafed pathways for IQ, EQ and proven prior volunteerism amongst children and youth. The average ATAR of these students is significantly higher than the national average for ITE students. See Appendix 1 below.*

16. Part of the AC Hub model also provides for a **regular supply of Higher Degrees by Research (HDR)** opportunities for master teachers and executives. The AC Hub model includes 6-10 MPhil/PhD degrees fully sponsored for master teachers intended for research projects related to the cluster's needs.

17. The Hub model also 8-12 MLead degrees annually for executive training pathways. These degree opportunities are spread throughout the school cluster and allow local leaders to be prepared for executive and principalship roles in RRR schools, thus reducing the occurrence of the 'FIFO principal'.

18. Lastly, the AC Hub model also involves opportunities for school clusters to extensively incorporate VET awards as part of their local hubs. Part of the training of the ITE students will be coordinating VET classes within the cluster (e.g. School age education, early childhood, counselling, business) for school parents and community members.

    a) ST PHILIPS CASE STUDY: *At the St Philips Hub, over a hundred students are now in VET courses brokered through the tertiary partnership, including tourism and education support. These courses include a significant uptake in the St Philips DALE special needs and young-parents schools, including a high concentration of indigenous teenagers with young children.*

19. All this is done through a *business to business* partnership between the school cluster and a tertiary institution who has oversight of the degrees (and the VET if the tertiary provider is eligible). These close partnerships carry with them greater engagement and involvement in the RRR areas by the tertiary institutions, which can in turn open opportunities in other degree areas using a similar model.

20. This means for example, if the Hub model was running the Western NSW, a potential student in Dubbo could apply for VET awards or sponsored tertiary degree positions (BEd, MPhil, MLead, PhD) through an Independent cluster school (such as Macquarie Anglican Grammar School, Dubbo Christian School, Orange Anglican Grammar, Parkes Christian School), a Catholic cluster school (say, St Stanislaus Bathurst, St John's Dubbo, James Sheehan Orange, St Raphael's Cowra, St Matthew's Mudgee, plus the many catholic parochial primary schools in the region) or a State school cluster (comprised of the many local state primary and high schools).

Challenge B response –

The AC Hub model provides increased local RRR opportunities which lessens the need to relocate

21. Rather than attempting to address the financial, emotional and social challenges for students who relocate, **the AC Hub model entirely removes the need to relocate for associated degrees** (BEd, MPhil/MLead, Phd). By attaining tertiary training through local clusters partnered with tertiary institutions, students interested in education can study, raise a family, live in community, shop and retire all within that RRR area if they so desire.

22. This solution of local opportunity of course does not cover the broad range of higher education opportunities, but it does provide a clear solution for the education sector which in turn would solve the rural teacher drought, prevent a significant level of 'brain drain' from the RRR areas, and potentially provide pathways for similar models in a wider range of fields (e.g. business and health degrees).

23. The example student from Karratha who wishes to pursue education could do so entirely through St. Luke's College in Karratha. They could therefore save the $20000 in residential fees and need not pay flights to visit family and friends. They would also accrue approx. $15,000 less student debt and earn an annual income approx. $ 11,000 as a one day a week teacher's aide. They would have less financial, emotional and social stress, be well-supported in their networks and familiar environment, have no transition issues and retain connection to their community worldview and interests. They would be able to do their tertiary training ***on country, for country***.

Challenge C response –

The AC Hub model improves the status and financial benefit of the teaching/education profession which raise the aspiration for tertiary education

24. As the NRRRES framework suggests, a lower aspiration rate may in part be due to less exposure to role models who have obtained higher-level qualifications. The AC Hub model, through their local higher education opportunities in cluster schools**, increases the number of higher education degrees (including post-graduate degrees) in the RRR communities.** By providing increased local opportunities and stabilising education through higher quality teachers, the model can in turn encourage braoder regionalisation.

25. The AC Hub model also improves the attractiveness of the teaching and principal ship as a profession. By taking a 'learning ecology' approach to building HR pipelines in schools, the model builds on international best practice to show that locally integrated, cost-effective responses to Principal and teacher 'attraction' are possible**.** Cluster-based organisations with shared administrations (gathered around a mission / vision-driven trust or foundation) and common access to services which are designed within a reflective tertiary partnership based on research loops, produces efficiencies which address the key issues associated with career attractiveness. For more information on this see AC's recent submission to the *House of Representatives Standing Committee on Employment, Education and Training's inquiry into the status of the teaching profession.*

26. Finally, the AC Hub model is also unique among tertiary opportunities in that it has increased financial incentives which can often be a deciding factor in RRR communities and those from a lower SES. The ITE students are not only offered 1-2 days of employment as part of their training, but also have half of their degree cost covered by the school cluster (and similarly sponsored post-graduate degrees).

Challenge D response -

The AC Hub model improves education in RRR areas through improving teacher quality lessening the disadvantage gaps.

27. One of the most significant factors in educational outcomes is teacher quality, and this is particularly evident in RRR areas. Retaining long-term, culturally knowledgeable, high-performing and locally committed teachers would go a long way to closing the educational gaps (12-18 months by the age of 15), thereby lessening the educational barriers for tertiary aspirations. **The AC Hub model provides a steady stream of local and tested quality teachers which would undoubtedly raise the educational outcomes.**

28. The AC Hub model can also address broader disadvantage such as many of those students from Indigenous backgrounds. By recruiting ITE students from the local communities (rather than 'FIFO' teachers), **RRR areas are guaranteed teachers of greater knowledge, commitment and connection to the unique needs of the locality.** The school clusters also have the autonomy to be more selective by offering scholarships to candidates who are under-represented within their cluster. The research shows that school-based training also attracts a wider cross-section of society, with more from ethnic minorities, more aged 25 and over, and more men to primary teaching. (Smithers & Bungey 2017).

29. Due to the opportunity to study locally (and having financial incentives), **the AC Hub model also eases *the financial stress, isolation and work commitments which harm the emotional health and well-being of regional students.*** Remaining in one's local community for tertiary study means that there are greater support networks for RRR students and less disadvantage. The experience of learning shoulder- to -shoulder with a minimum viable numbers cohort, further reduces the sense of isolation. Their cohort will become a community of life-long career-colleagues as they grow and advance in their teaching pathways.

Challenge E response -

The AC Hub model lifts the RRR education standard which increases attractiveness and viability of the RRR areas

30. As articulated in the NRRRES Framing Paper, a *conventional premise* of tertiary is assumed in challenge E. This is the normal 'big tertiary provider centred' model, where education degrees are 'retailed' to individual students, with little reference to industry end-user. **AC believes a fundamental shift in this model is needed for the increased tertiary education outcomes.**

31. The AC Hub model on the other hand, is predicated on a very different paradigm of tertiary, closely aligned to AC's ethos as a Protestant-affiliated HEP. Within high TEQSA compliance standards, AC prefers to re-distribute its academic capital as 'big tertiary', to local communities to enable them to flourish. This places the industry 'end-user' - in this case consortia of schools- at *the centre of the logic of teacher higher education,* with the tertiary provider as the highly accredited facilitator and 'expert critical friend'. **The industry end user then forms a partnership with tertiary to create bespoke pathways and models that are adapted to local conditions.**

32. This model is much more flexible and agile in provider Higher education to RRR, so long as remote delivery is founded upon minimum viable numbers of students, and guaranteed by a financially contracted arrangement with a sufficiently large industry end-user/s. It also requires a great trust between tertiary partner and industry end user, which is why an effective regional director is essential to the model.

33. An unintended consequence of Australia's great economic prosperity is the current urban housing crisis. For the first time in the colonial history of this country, a young, hard-working family cannot buy a house in a large urban centre, unless they inherit wealth. This is creating a disenfranchised generation, not of the wilful and idle, but the hard working deprived of opportunities afforded to their forebears. This factor poses a great risk to our intrinsically egalitarian social contract.

34. Simultaneously, RRR areas are losing their young talent and families, because of the lack of guaranteed stability around employment and -for those with young children- the quality of RRR education. Such people move to the cities to find work, where they cannot afford housing, hence becoming caught in a vicious cycle of intensified work and cost of living, paradoxically at great cost to their families. Our hard-working young are thus caught in a generational Catch 22, the probable outcome of which, over time, is a mass decrease in quality of living for a majority of both urban and rural Australia, excepting a new, small aristocracy of inherited wealth.

35. To replace this with a vicious cycle with a virtuous one, regionalisation is key to Australia's future social stability and prosperity. The beating heart of such a vast venture involves two things: short-term government stimulus for industry and employment; and stabilising the quality of RRR education. Apart from regular employment and health services (which are already comparatively stable in RRR), quality of local education is the big pull / push factor for young families considering staying in or moving to RRR areas.

36. The AC Hub model provides such a stabilizing pathway, and hence has a considerable flow-on effect in the local cost benefit, some of which is conservatively calculated in the *Cost Benefit Analysis* in Appendix 2. The NRRRES Framing Paper challenge E ('Putting the challenge into context') comparison with UK and US universities with regional centres, can only ring true if the population base for these sites is comparable to the UK and US contexts - it simply is not. the population must be stabilised and large enough for tertiary to establish a viable campus. The Hub Model, on the other hand, establishes a 'learning centre', which is a kind of tiny campus, enmeshed in a school consortia, thus stabilising population through education quality, thus increasing population, and eventually enabling the vision of a regional university.

Challenge F response -

The AC Hub model provides a proven initiative with built in implementation mechanisms for immediate national opportunity and impact

37. The experience of improving initial teacher education over the last 30 years has indicated that neither of the preferred approaches of government work terribly well in eliciting cultural responses to complex problems.
    a) On the one hand, government has attempted significant expansion of expenditure (through NPPs and CSPs) etc, with the result that there are more calls for continued review of initial teacher education than at any time in the post-war period. More money alone, without attention to the structures by which teacher education is delivered, and the impact of this upon local communities, is not the answer.
    b) On the other hand, state governments have been enamoured with high stakes testing, and increasingly burdensome and end-on compliance regimes (such as LANTITE and raised entry bars). None of these deal with the cultural and social contexts out of which beginning teachers come.

38. Instead, most research indicates that while money and lack of status can be disincentives, the most effective incentives relate to a sense of vocation ('doing something that matters') and to the affective elements in communities of teaching practice (collegiality, mentoring, interpersonal engagement with students, etc). Financial considerations are contractual, and compliance regimes are alienating and bureaucratizing.

39. Effective implementation of teacher development for RRR settings depends on the development of an effective local administration of national resources, with real local agency in the choice of candidates, the training, resourcing and mentoring of senior teachers and placement supervisors, and an articulated ongoing process of career-relevant continuous professional learning. The AC Hub approach includes all these

elements, at all levels recognised on the Australian Qualifications Framework, by pairing consultancy with the development of a well-financed network 'trust' administration with the continuing presence of tertiary provision.

40. **The university provider in the AC Hub situation is not a distant retail provider, but an embedded partner in the learning ecology of local school clusters.** The provider appoints a regional director and technical support for the school network, who manages student and academic program administration, while the school manages logistics, space, and related compliance requirements. All participants are in direct connection with the student and teaching body, in mentoring roles informed by the local organizational ethos. Communications are thus more effective, frequent and direct, and most problems solved before they reach critical stage, but in a situation where they can be escalated locally and readily solved.

41. A program aligned to solving the problems outlined in the brief needs to include clear key performance indicators and resulting rewards and disincentives. In addition to those criteria central to the AITSL and to state-based teacher registration standards, appropriate regional standards should be compiled in consultation with the communities of learning into which ITE candidates are going to progress.

42. Designing an ITE learning ecology for a remote community will not be identical to that for a well-resourced urban community. The involvement of a research capable tertiary partner adds a higher level of reflection and quality improvement over time. Such a partnership, with clustered HDR programs, ensures that schools are researching their own programs at a high level, and connecting/ contributing to broader best practice. The data generated by the functioning of the hub is itself data which can be used in developing higher level reflection and writing, while the graduates of those HDR programs increase the range of skills available to the regional education network.

43. The lack of preparation and training provided for RRR settings is one of the contributors for 'drift to the cities', where expertise tends to aggregate. **In the AC Hub experience, it takes only 12 months to forward budget, train, and embed systems for an effective and sustainable local learning ecology, which then becomes a learning organization as the various programs are rolled out over a three-year period, assisted by the tertiary partner.**

44. The program can thus be 'rapidly' implemented over every state and territory, as the primary implementation is, in the first instance, with 'self-organising' rural and regional networks who have applied to be involved, and so by definition have worked through the start-up and application criteria. Stage two has to do with distributed local planning for implementation of administrative, financial, and student and staff support systems, and stage three (still in the first year) with identification of potential candidates and the building of community involvement. Orientation of the program towards the self-expressed ethos and needs of the local community means that the school network features higher levels of engagement and motivation from participants.

Conclusion

45. AC's contribution to the disparity in tertiary education for RRR areas is to implement the AC Hub model. This model establishes new study opportunities in RRR areas, provides localised clinically-based tertiary training, improves the status and profile of the teaching and education professions, increases teaching quality, lifts the education standard which decreases disadvantage, and has potential across all states and territories within a short time-frame.

46. The AC Hub model flips the paradigm of teacher-training, from provider-centred, to end-user centred; from retail, to business to business; from generic, to locally bespoke; from the city, to the bush. Significantly, it offers a winsome solution to the

conundrum of rural decline and urban pressure, by guaranteeing a high quality, high volume supply of teachers into RRR, thus stabilising education in the regions, and hence stabilizing and increasing population growth.

47. Workable proportions of three school sectors could be quickly scaled into the model nation-wide, and the tertiary partnership would be best-fit depending on context: ie. Independent education with Alphacrucis College, Catholic schooling with ACU / Notre Dame, and State schooling with an appropriate and adaptable Public university.

48. It is worth noting that not all teachers should be trained through a Hub approach. The AC hub model is not for everyone. Some need to leave an RRR area to rediscover their original love of country, and others leave to train in career specialties, before deciding to retrain as teachers. Imported talent' models should thus still be a partial solution to the ameliorating challenges of RRR teacher quality.

49. We thank the panel for the opportunity to contribute and commend the AC Hub model as an innovative solution to a multi-faceted entrenched problem, for the greater good of all. We would welcome the opportunity to provide further evidence of the proposal and encourage further analysis of AC's other recent documentation in *The Hub business plan*: *Transforming teacher training through clinical training clusters* (Dec 2018), as well as AC's recent submission to the *House of Representatives Standing Committee on Employment, Education and Training's inquiry into the status of the teaching profession.*

Who are we – Alphacrucis College

Established in 1948, Alphacrucis College (AC) is at the forefront of equipping leaders for careers of influence in education, business, social science, chaplaincy, theology, and community services. AC is also the national college of Australian Christian Churches (ACC), the largest movement (by attendance) of Protestant Churches in Australia, consisting of over 1000 churches and over 375,000 constituents.

AC is a multidisciplinary and dual sector college, offering courses in education, business, social science, and theology from VET courses through to PhD. It operates campuses in all Australian state capitals, and in Auckland. Courses are also delivered through onshore and offshore study centres, including in Finland and the Philippines, third parties and a global online platform. All AC higher education courses are accredited by TEQSA. In 2016, AC was approved as a self-accrediting higher education provider (HEP) based on a history of quality learning and teaching.

AC currently enrols nearly 4000 students, studying across all courses and locations, and has maintained steady and consistent growth over the last decade. The College has also performed well in student satisfaction measures through the QILT surveys, consistently being ranked within the top 20 tertiary providers around the country.

AC's vision is to be 'a global Christian university, transforming neighbourhoods and nations'. The College is driven by the understanding that a dynamic hybrid of entrepreneurialism, a commitment to justice, and to local partnership will transform human communities. To these ends, the College has been working towards achieving registration as an Australian University for some years now and will be submitting application for University College status in 2020.

AC is a not-for-profit and mission-based College and is a company limited by guarantee with a majority of independent Board members.

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Appendix 1 - Case study - St Philips Teaching School, Central Coast/ Hunter Region, NSW

The St Philip's Teaching School[1] is an entity of the St Philip's Christian Education Foundation - a central think-tank and administrative Hub attached to this visionary cluster of schools in the NSW Hunter Region. It works in partnership with Alphacrucis College to bring to bear tertiary options for the over 600 staff working across the St Philip's cluster of schools.

Three of the four schools also host a DALE school (Dynamic Alternative Learning Environment). St Philip's Christian College DALE offers small cohort education for students with social and emotional disorders, Autism and intellectual disabilities. Additionally, cohorts of remote indigenous students attend the DALE schools, particularly to address entrenched literacy issues compounded by prolonged non-school attendance. The DALE Young Parents School provides school-age teenagers, who have become parents, with the opportunity to complete their schooling. 37% of these students come from ATSI backgrounds. The DALE Young Parents school currently operates in Newcastle and Wyong, and is about to commence another campus.

In 2018, the St Philip's Teaching School's Teaching Cadetships commenced with a cohort of 9 ITE students. Half of these students came directly from graduating year 12, alumni of St Philip's, but also surrounding schools, several as mature age students, already working in teacher-support roles, and two transferred from a public university when learning of the dynamism of the programme. The average ATAR score for the trainees was 85.

Throughout 2018 it has become apparent that this was a uniquely better way of training. Teachers are being both professionally and contextually prepared to teach at St Philip's Christian College. There are some rich examples. In Term 3 2018, the cohort focused on Inclusive Education, as part of their coursework in the Bachelor of Education programme. They spent four days working at the DALE school, where the primary focus is to provide

[1] https://www.spcc.nsw.edu.au/foundation/our-schools/st-philips-teaching-school

support to students who do not thrive in the mainstream. When studying the Indigenous and multicultural education unit, the cohort spent time with indigenous students in the DALE school, including students from remote communities in the Northern Territory. The experience was something of a revelation for most of them, as they encountered different cultures of communicating, power dynamics and alternative kinetics of pedagogy. This assisted the ITE students to develop a greater understanding of course work, but also enabled them to put theory into practice, and to transfer this this knowledge to the mainstream classroom. According to direct school leaver ITE student, Caleb:

> *"The training school hub allows for great integration between the skills and content taught in lectures and in reading to the real-life classroom. It has been an incredible journey thus far to see how concepts that may seem removed from the classroom in a reading come to life when watching other teachers in practice or using skills for myself."*

The continuous in-service model, or Clinical Teaching Model (CTM) at SPCC has placed trainees in classroom experiences that most graduates would not experience until commencement of their teaching career. For example, the ITE cohort experienced parent teacher interviews in the first week of their training. At the completion of first year of study, the Trainees have testified that the opportunity to engage in the 'real' experience of a classroom has provided them with a depth of understanding about the nature of teaching, that they would not have received in the traditional model of pre-service teacher preparation. After a year, they also gained a greater pragmatic understanding of the *cycle* and rhythms of a typical school year. The CTM has provided them with a wealth of experience in curriculum development, assessment, small group teaching, parent interaction, problem solving, conflict resolution, and many other parts of the broader life in a school.

To develop a sense of the differentiated classroom, they all spent the first year in primary classrooms, regardless of secondary subject specialisations. This also served as a foil for over-familiarity with the late teenage classroom for the immediate school leavers. The Trainee teachers were also employed and remunerated as teachers' aids in the classroom for two

days a week, in addition to their Practicum experience. They gained deep insight and skills under the watchful eye of Mentor teachers.

The profound community experience of the cohort has also become a key feature, with ITE students embraced by the school communities. According to Bethan, who was previously a teacher's aide:

> *"The incredible support you get when immersed in a school … doing study with like-minded people is a game changer"*

Another mature age student, Jarrad, who himself became a young parent in his final year of schooling, testified to the effectiveness of the community embedding:

> *"The teaching model this year has been the only reason I have been able to continue my studies…. being overwhelmed with losing two loved ones in a year, planning a wedding, getting married, and navigating fatherhood around this all. However, the teaching model was continuously there to support me each time I needed anything. I wasn't just seen as a number, but they knew me personally and knew everything I was going through and gave me everything I needed to get through the year successfully… As a mature age student, it has made study possible when I didn't think it could be."*

At the completion of the first year, the SPCC Foundation has found the level of confidence and skill in Trainees well exceeding expectations. Many of them supervised small groups, delivering content and actively engaging in report writing and parent teacher interviews.

Throughout 2018, the Trainees have engaged in regular meetings with the staff at the Teaching School, who have provided support and monitored their progress. Decisions about the placement of Trainees for 2019 was done in consultation with the Head of Teaching School, Trainees and the Principals.

One of the unique benefits of the program, is that there is not a 'one size fits all' approach to the placement of the Trainees. An individual pathway is determined for each Trainee, to

ensure that they are challenged and supported in their development as a teacher. In 2019, three of the 2018 cohort will remain at their current school whist the other six Trainees will be assigned to another St Philip's school. Our purpose is that all Trainees will be offered a breadth of experience throughout their training. Trainees will engage in practice in a number of St Philip's schools, including DALE. In addition to this Trainees will be required to undertake the Practicums in State schools and other non-St Philip's schools. They will also have the opportunity to teach in one of the SPCC partner schools in Vanuatu or India, and emerging partnerships with Leicestershire and Oasis Academies in the UK.

In 2019, entry to the St Philip's Teaching School became more competitive, with a number of applicants vying for ten places. An increased rigour was introduced into the selection process, as candidates were required to teach a small group of students, as a second stage of the interview process. This provided the interview panel with valuable insight into the applicant's ability to work with children, and more importantly, their ability to respond to feedback as they were asked to teach the activity to a subsequent group of students.

The 2019 cohort comprises of ten trainees, two year 12 graduates, three students transferring from a public university with a desire to actively engage in the classroom, four mature-age students, including one who will complete his study at Avondale College whilst engaging in the CTM in a SPCC school, and one overseas student. A significant move is the enrolment of a Trainee who has come through the Young Parents School. A unique pathway of study has been mapped, that will enable her to enrol in the Bachelor of Education program in 2020.

In 2019, St Philip's Teaching School, in partnership with Alphacrucis College, will provide a uniquely better model of teacher training to nineteen Trainee teachers. Mentors at each of the St Philip's schools, will support Trainees on their journey to become teachers who are both professionally and contextually ready, and most importantly who develop a love for teaching.

The St Philips Teaching School Brochure can be found here:
https://www.flipsnack.com/teachingschoolbrochure/st-philip-s-teaching-school-brochure.html

Appendix 2 – Hub model - Cost Benefit Analysis

Cost-benefit analysis attempts to estimate the net benefit to society of a policy intervention. The estimates are in dollars – conceptually the amount that members of the society would be prepared to pay for the net benefits of the policy intervention. These methods are described in Layard and Glaister (1994) and in an educational setting by Woodall (2004). The Australian Government has produced a Manual of Cost-Benefit Analysis (2006) and current Guidance Note (2016). Like all economic modelling it relies on arbitrary assumptions and imperfect estimates (Oslington 2016). The approach here is to acknowledge these limitations and provide a simple and transparent estimate of the impact of funding the Hub model. The underlying assumptions are set out below.

While the analysis involves many arbitrary assumptions, and projections of student numbers for a Hub model that is in its early stages, it suggests that extending eligibility for commonwealth supported places for the Hub model plus providing $3.009 million per Hub for the duration of the start-up phase is likely to yield substantial economic benefits for Australians. There is an overall net benefit of approximately $1.281 billion, representing a benefit ratio of 7.

Much of the benefit comes from improved teacher quality, leading to improved educational outcomes and higher incomes for Australians. There are also substantial benefits from reducing costly attrition of trainee teachers during their degrees and in the early years of their teaching career.

Costs for the government are modest because many of the Commonwealth Supported Places for Hub model students would be transferred from the existing schemes. These funding transfers are being driven by trainee teachers and schools that are choosing the Hub mode, once the funding playing field is levelled, in line with well-established competitive neutrality and good public policy principles. This is what is making the benefits so large from a very modest investment by the government.

Perhaps the most striking aspect of the analysis is the strong spill-over employment benefits for regional Australia (Stevens and Lahr, 1988) from shifting teacher training activity from public universities located in capital cities to schools in regional Australia. Trainee teachers and Hub model activity generates a net benefit to regional Australia of approximately $747 million and a regional benefit ratio of 12.

Benefits *Item*	*Calculation method*	*Australia $*	*Regional Component $*
Improved teacher quality, leading to improved educational outcomes and higher incomes.	Number of students taught by Hub teachers, multiplied by wage benefit from higher Y12 graduation rate for these students.	634,406,854	211,257,482
Reduced attrition during training	Number of trainee teachers saved multiplied by cost of training	221,418,000	73,732,194
Reduced attrition post training	Number of teachers saved multiplied by cost of training	147,612,000	49,154,796
Regional economic activity	Regional employment multiplier applied to students regional Hubs multiplied by value of job	479,739,000	479,739,000
Costs			
CSPs funding for Hubs	NPV of cost of CSPs for Hubs (net of CSPs saved at other institutions)	52,315,931	17,421,205
Hub Regional Directors		76,472,834	25,465,454
Cadetship Day	Dollar for Dollar matching up to 1 day per week	36,700,565	12,221,288
Post Graduate	MLead (Education) and HDR, 50% up to MVN	31,172,232	10,380,353
One off research allocation for first 10 hubs		5,000,000	1,665,000
One off training injection		1,000,000	333,000
Net Benefit		**1,280,514,291**	**746,397,172**
Benefit Ratio		7	12
Cost Benefit assumptions, references and supporting calculations may be found the AC Hub Business proposal			

Appendix 3 – Potential independent school hub locations

The below map indicates potential regional Hub locations as determined by Alphacrucis College. Many of these have already declared their willingness in the arrangement and further information can be provided upon request.