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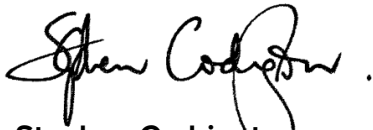
15th July 2021

Ms Lisa Paul AO PSM
Chair
Quality Initial Teacher Education Review

Dear Ms Paul,

Please find attached my submission to the Quality Initial Teacher Education Review in which I advocate a new approach to ITE that I believe will meet the needs of Indigenous students and majority-Indigenous schools far more effectively than current practices.

I would welcome the opportunity to amplify and discuss my thoughts further with your Review Panel or directly with the Minister as you deem appropriate.



Dr Stephen Codrington

Chair of the Djarragun College Board
Director of School Governance and Leadership Development, Alphacrucis College
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SUBMISSION TO THE QUALITY INITIAL TEACHER EDUCATION REVIEW

EXECUTIVE SUMMARY

1. It is self-evident that today's policies and practices are inadequate to meet the needs of **Indigenous students and schools**, and significant reform is required.
2. The research is clear that **raising teacher quality** is one of the most significant factors in improving educational outcomes.
3. A qualified, committed, capable, competent, stable teaching force is **an investment, not a cost**.
4. Effective teachers in MATSIS (Majority Aboriginal and Torres Strait Islander Schools) require **additional skills beyond the normal requirements** of effective teachers.
5. The challenges of Indigenous education demand a new, specific, carefully considered, culturally sensitive, data-driven, adequately resourced, demographically and financially sustainable, **targeted response that is grounded in established, evidence-based best practice**.
6. Effective **Indigenous Initial Teacher Education (IITE) requires teacher education conducted 'on country, for country'** through the Majority Indigenous Initial Teacher Education Program (MIITEP), which incorporates dispersed, early, frequent, applied, in-classroom experiences under accomplished mentor teachers, with delivery through a cluster-and-hub framework that forms a true learning community (see next page).
7. **Bonded merit-based full scholarships** will incentivise Indigenous and Non-Indigenous ITE students from remote and disadvantaged backgrounds to study and train for a teaching degree that equips them for long-term committed service in Indigenous schools, thus reducing high rates of staff turnover in MATSIS.
8. **A lighthouse IITE hub should be established at Djarragun College** to serve the ITE needs of Indigenous students and cluster schools across Queensland through the MIITEP, as well as non-Indigenous ITE students who have a passion to serve in majority-Indigenous schools.
9. Places and funding for IITE should be **linked directly to the IITE hub**.
10. MIITEP builds upon a combination of sound research-based evidence and practical Indigenous experience to build on the strengths of earlier strategies while overcoming their shortcomings to establish **a sustainable model of effective IITE that can be modelled and replicated elsewhere as a lighthouse program**.
11. **Arising from my deep passion to raise the quality of ITE for Indigenous students and schools, I seek** the Quality Initial Education Review's recommendation to the Minister of Education that detailed discussions begin as a matter of urgency with Djarragun College, Alphacrucis College and myself to advance establishment of a lighthouse IITE program (the MIITEP) at Djarragun College and surrounding cluster schools at the earliest possible opportunity.

I ITE Indigenous Initial Teacher Education

MIITEP Majority Indigenous Initial Teacher Education Program

- Long-term, sustainable improvement
- ITE students gain immediate classroom experience
- Cluster-and-hub delivery in partnership with a registered tertiary education provider
- Hub at Djarragun College with links to surrounding cluster schools throughout Queensland
- Focus on raising educational outcomes for Indigenous students and schools
- Includes boarding/residential component
- Training for primary and secondary schools
- Cross-sectoral, meeting diverse MATSIS needs
- Bonded merit-based full scholarships for Indigenous and Non-Indigenous ITE and Mid-career trainees
- Funding attached to the hub and cluster schools
- Ongoing robust, independent critical review of performance and effectiveness
- Lighthouse program for Indigenous hubs elsewhere in Australia

Indigenous Communities' aspirations for educational quality

TEQSA- registered Teacher Education Provider

- Research evidence on improving Indigenous education
- Research evidence on best practice in teacher education
- Research evidence on best practice in school improvement



Culturally appropriate, evidence-based, highly effective ITE
 Teacher education conducted on country, for country
 Better performing majority-Indigenous schools
 Improved staff retention rates in majority-Indigenous schools
 Higher quality educational outcomes for Indigenous students
 More incentives for Indigenous youth to consider long-term careers in education
 Improved national reconciliation through building learning communities between schools
 Meeting local needs and delivering a national dividend

SUBMISSION TO THE QUALITY INITIAL TEACHER EDUCATION REVIEW

DR STEPHEN CODRINGTON

INTRODUCING MYSELF

1. I am **Chair of the Board of Djarragun College** near Cairns. With about 400 students, 99.48% of whom are Indigenous, it is now both Australia's largest majority-Indigenous independent school and Australia's largest Indigenous boarding school. Students from 48 First Nations attend Djarragun College, making it Australia's most culturally diverse Indigenous school. As a P-12 and RTO co-educational day-and-boarding school, it serves the needs of Indigenous students from Queensland, South Australia and the Northern Territory, working in close partnership with other Indigenous schools and affiliated organisations including the Cape York Girl Academy and Cape York Partnership.
2. I am also **Director of School Governance and Leadership Development at Alphacrucis College**, a tertiary liberal arts college based in Sydney. In addition to my work in leadership, school governance and PhD supervision, I lecture in a wide range Bachelors and Masters teacher-training courses including 'Australian Indigenous and Multicultural Education', 'Critical Thinking for Effective Learning', 'Learning and Teaching, Theory and Practice' and 'Educational Policy Development'. My work includes active practical experience teaching in several of Alphacrucis' teaching hubs, thus experiencing at first-hand the benefits and challenges of this innovative approach to develop close partnerships between regional school clusters and a teacher training provider.
3. These roles follow my work as **Head of five independent schools in four countries over 25 years**, schools that included day and boarding, single-sex and co-educational, Christian and secular, national and international, including all age groups and ranging in size from 256 to 1505 students. During this time and subsequently, I have conducted accreditation and evaluation reviews of schools, boards and school leaders for a variety of agencies, as well as leading strategic planning, change management, and other support to enhance governance and overall operational effectiveness. I am a Fellow of the Australian College of Educators, a former Chairman of HICES (Heads of Independent Co-educational Schools) and a former Vice-President of AECS (the Association of Executives of Christian Schools). I served as Deputy Chief Examiner for IB Geography for many years, setting and marking examinations, and helping to develop new curricula. The author of 69 published books, I currently serve as Treasurer of the Geographical Society of New South Wales. A full biography can be found on my personal website at www.stephencodrington.com/Hub/Biography.html.

THE CHALLENGE

4. The educational disadvantage faced by Indigenous students and students in MATSIS (Majority Aboriginal and Torres Strait Islander Schools) in Australia is both well-known and nothing short of scandalous (see Goss, 2018, Lamb *et.al.* 2020, and annual *Closing the Gap* reports). **It is self-evident that today's policies and practices are inadequate in meeting the needs of Indigenous students and schools, and that significant reform is required** to address the gap between today's reality and the aspirations of the Alice Springs (Mparntwe) Declaration (see Education Services Australia, 2019, especially page 11).
5. **When some people are disadvantaged in their educational formation, such as having fewer opportunities to flourish than others, the entire country loses** because those people's skills are lost to everyone. Therefore, in the interests of the national good, under-achieving schools and students should receive relevant remedial support. In the words often attributed to Aristotle, "there is nothing so unequal as the equal treatment of unequals".
6. Summing up a vast array of educational research literature, Barber and Mourshed (2007) found that **"the experiences of top school systems suggest that three things matter most: (1) getting the right people to become teachers, (2) developing them into effective instructors, and (3) ensuring that the system is able to deliver the best possible instruction for every child"**. With these established facts in mind, I have working on an improved model of ITE to meet Indigenous needs for some time. I therefore welcome the Quality Initial Teacher Education Review as I believe all ten of the Terms of Reference questions have acute significance for Indigenous students and majority-Indigenous schools.
7. Indigenous (and indeed all) education should be transformative rather than simply reproducing current shortcomings. Education must enable students to overcome disadvantage (in whatever form this takes), rather than perpetuating it, and thus achieve self-reliance. Education is the key to breaking chronic dependency – in the famous words of Nelson Mandela "education is the most powerful weapon you can use to change the world". **A qualified, committed, capable, competent, stable teaching force is therefore an investment, not a cost**, as it saves long-term expenditure on health, employment, education, welfare payments, etc.
8. Experience and research both indicate that **effective teachers in MATSIS require additional skills beyond the normal requirements of effective teachers** (see, for example, Williams, 2021, especially pp.12-18). Effective teachers in MATSIS must appreciate and affirm the cultural nuances of their students at a deep level, be flexible and adaptable in their approach both within and beyond the classroom, have highly developed skills in trauma-informed care, and show a range of personal and professional characteristics including resilience, creativity, patience, open-mindedness, reflectivity, curiosity, commitment, persistence and high expectations of themselves and others. Effective teachers in MATSIS must also be equipped through their training and experience to use a wide array of distinctive teaching styles and techniques to develop each individual student's multiple intelligences (see Miller & Steele, 2021: 112-132).

9. Experience and research also indicate that Indigenous teachers are especially effective raising educational outcomes for Indigenous students in Australia, not only in areas of cultural and linguistic formation, but in “filling a number of complex and sometimes conflicting roles within and beyond the classroom”, especially when staff turnover is low (Santoro & Reid, 2006). This suggests **a need for greater attention be paid to the recruitment and ongoing retention of Indigenous teachers**. However, only 10.2% of Indigenous 24-year-olds have attained a university degree or are currently enrolled in one, compared with 42.5% of Australia’s Non-Indigenous population (Lamb, 2020: 18).
10. Drawing upon five research papers, *Overcoming Indigenous Disadvantage: Key Indicators 2020* notes: “Schools in remote and/or disadvantaged areas (where Aboriginal and Torres Strait Islander children are overrepresented) often report persistent difficulties in attracting and retaining well-qualified **teachers** who can confidently engage with Aboriginal and Torres Strait Islander people and understand and respect their cultures; these difficulties can impede student learning” (SCRGSP, 2020: p.7.5. See also Halsey, 2018; Hudson et.al., 2016; Jorgensen, 2017; PC, 2012; Thomson & Hillman, 2019). This highlights **the futility of trying to consider ITE and teacher retention in Indigenous schools as separate issues**; they are tightly interwoven challenges that demand attention.
11. When some people are disadvantaged in their educational formation, such as having fewer opportunities to flourish than others, the entire country loses because those people’s skills are lost to everyone. The long-standing challenges identified in paragraphs 4 to 10 above demand **new, specific, carefully considered, culturally sensitive, data-driven, adequately resourced, demographically and financially sustainable, targeted responses that are grounded in established evidence-based best practice** (see Codrington, 2004).

THE ‘BIG PICTURE’ SOLUTION

12. In the interests of Australia’s future, I believe **a new integrated national strategy of Indigenous Initial Teacher Education (IITE) is required to achieve two key attainable and measurable goals**:
 - a. to encourage larger numbers of talented **Indigenous students** to engage in Quality Initial Teacher Education programs with a commitment to working in MATSIS upon graduation and for some time thereafter; and
 - b. to train and equip larger numbers of both Indigenous and Non-Indigenous ITE students to function more effectively with higher ongoing staff retention rates in Australia’s majority-**Indigenous schools**.
13. I have consulted widely with schools and tertiary institutions in several states, as well as engaging in yarning sessions with Indigenous groups that expressed deep concerns about the poor quality of education for Indigenous students today and the low expectations that seem to permeate widely. I have become aware that the concerns expressed in points 4 to 11 above are shared nationally, as is the desire to work together to improve the quality and stability of teachers in

MATSIS in their respective jurisdictions through **an IITE strategy of teacher education conducted on country, for country**. This emerging consensus and consequent commitment to action provides an excellent foundation for raising expectations, developing ongoing co-operative sharing of insights, experience and intellectual property, opening access to widespread teaching training and experience opportunities, and creating efficiencies of scale.

14. There is no simple, quick ‘magic bullet’ to address the complex challenges described in points 4 to 10 above. A long-term sustainable solution is needed, and because of the lag in realising the benefits from investment, this strategy should be implemented as soon as possible. Recognising that the Terms of Reference of this Review focus on two facets of Initial Teacher Education – (i) attracting and selecting high-quality candidates into the teaching profession, and (ii) preparing ITE students to be effective teachers, **I propose an IITE strategy known as the MIITEP [Majority Indigenous Initial Teacher Education Program]**.

INTRODUCING THE MIITEP

15. To be effective and sustainable in the long-term, IITE must be explicitly designed to honour Indigenous cultures and aspirations, and through this lens, to encourage demographically and financially sustainable Australia-wide collaboration and co-operation to transform the quality of education for Indigenous students by ensuring a sustainable supply of high-quality, committed Indigenous and Non-Indigenous teachers. It must be affordable and based on proven effectiveness not just in theory, but in everyday practice. Having investigated a variety of approaches, many of which have failed to live up to expectations, I am strongly attracted to the demonstrated effectiveness of the **CTM (Clinical Teaching Model) delivered through a cluster-and-hub framework**. The MIITEP should be delivered through a hub situated in close proximity to a partnership cluster of majority-Indigenous schools, using subjects/units that have been suitably adapted to meet the distinctive needs of Indigenous schools, teachers and students, provided by a TEQSA-registered tertiary institution with a proven record of effective CTM, or CTM-like, delivery (see Twelves, 2019, and Rieger, 2019).

COMPONENT 1 OF THE MIITEP – the Clinical Teacher Model

16. Twelves (2019) identifies **ten key characteristics of the CTM**:
 - a. Student learning focus.
 - b. Clinical preparation integrated in all of teacher education.
 - c. Data-driven judgements.
 - d. Content, innovation, collaboration and problem-solving paramount.
 - e. Pre-service teachers learn in an interactive professional community.
 - f. Clinical educators drawn from both higher education and the P-12 sector.
 - g. Specific sites designated and funded to support embedded clinical preparation.
 - h. Technology applications foster high-impact preparation.

- i. Systematic use of data supports continuous improvement in teacher preparation.
 - j. Strategic partnerships imperative for powerful clinical preparation.
17. Rieger (2019) provides a SWOT analysis of the effectiveness of the CTM, noting it stands in stark contrast to Australia's current mainstream of ITE because of its emphasis on a **relevant school-embedded, employment-integrated, non-university-based pathway** with a different pedagogical approach.
18. **The CTM (Clinical Teaching Model) is particularly well-suited to the needs of the MIITEP** because it would place ITE students into Indigenous (and other) classroom situations from the beginning of their first year, providing real-world familiarity and practical experience, together with long-term, continuous mentoring under the guidance of experienced practising teachers in majority-Indigenous schools. When training under the CTM, ITE students typically apply their emerging skills-sets in ongoing roles such as teacher assistants and boarding assistants in a designated school throughout their training, generally receiving the usual payments attached to such roles. CTM therefore provides benefits for IITE including enabling ITE students to focus on the practical facets of their destination careers from the beginning and then throughout their training, providing some income in return for practical experience, giving students a deep, authentic understanding of their career aspirations, and providing realistic appreciation of the distinctive challenges, opportunities and solutions inherent in MATSIS teaching situations. As Rieger (2019:47) observes, **the development of certain values, attitudes, dispositions and (Indigenous) worldview do not fall within the orbit of a (mainstream) university, whose assignment is to prepare ITE students for a profession rather than for a teaching ministry (or vocation). The traits, virtues, characteristics and categories mentioned are best developed 'in-house', which the CTM model has the potential to deliver**".

COMPONENT 2 OF THE MIITEP– Cluster-and-Hub Delivery

19. The vast majority of Indigenous students and schools are found outside Australia's main urban areas, far distant from the nation's highest quality and most generously resourced educational opportunities. It is both financially burdensome and socially onerous for Indigenous ITE students to have to uproot and study far away from their supportive communities. As the New South Wales Teacher Education Ministerial Advisory Group summed up in 2019, "We have concluded that **the single most important action to be pursued is the integrated delivery of initial teacher education. This can be achieved through close partnerships between providers, school systems and schools**, and underpins improvement to all aspects of the preparation of teachers" (Craven *et.al.*, 2019:v).
20. Cluster-and-hub delivery of ITE flips the conventional (but ineffective for traditional Indigenous ITE) model of training by bringing top quality ITE programs and practitioners on-site to a local hub that is surrounded by a cluster of participating like-minded schools with shared values and principles, all of which may be in a regional or remote location. In the context of the MIITEP, a formal

partnership is formed between the hub and a tertiary provider to work together to **develop and then deliver approved ITE programs face-to-face at the hub, supplemented by online learning, that meet the specific educational, cultural and social needs of the cluster schools**, which in turn host the ITE students for their professional experience placements and provide ongoing in-school opportunities such as teacher aide and boarding supervision roles.

21. It is expected that over time, experienced staff in cluster schools and personnel in affiliated organisations would engage in Masters or even Doctoral studies with the partner tertiary institution, thus forming **a true learning community** in which experienced staff mentor ITE students and provide contextualised professional development while undertaking their own useful, practical research to deepen the wider community's understanding of Indigenous Education and investigate issues of practical relevance to their school. An allowance attached to this mentoring role, combined with the increased personal and professional satisfaction that working in a learning community provides, should help to **raise staff retention rates in majority-Indigenous schools**.
22. The essence of the cluster-and-hub model is that **the tertiary provider sends its lecturing staff to the hub's location for face-to-face intensive teaching sessions** (that may be supplemented by online tuition), this enabling trainee teachers from remote locations to live and work (i.e. board) in the secure learning community of the hub, away from often-intimidating large cities, situated conveniently close to the cluster schools to which they are attached to maximise internship opportunities. Alternatively, if the ITE student's home is close enough to the hub, they may choose to live at home, continue contributing to the life of their community, retaining their support structures, while still developing their network of like-minded contemporaries who will progress through their careers together having obtained their top-quality, career preparing degrees.
23. Cluster-and-hub delivery for the MIITEP should work somewhat similarly to mentoring internships in companies such as McKinsey, KPMG, PWC, etc, in that cluster schools identify the 'best of the best' potential teachers among their Year 11/12 students, recent graduates, and those they know through local clubs, churches, youth groups, etc. Following an interview, supplemented by any two of (i) references, (ii) personal statement and (iii) past academic performance, and upon satisfaction that the applicant has a sufficiently solid foundation to succeed, the hub offers **a bonded merit-based full scholarship to study and train for a teaching qualification that equips the ITE student for effective service in an Indigenous environment**. Having been awarded their bonded scholarship, trainees experience many different aspects of majority Indigenous schools and receive a guarantee of employment upon successful graduation for (say) five years on the basis that the graduating student commits to remaining in Indigenous education for at least the same period.
24. Variations of the cluster-and-hub model (without any of the adaptations that are required to serve the specific needs of Indigenous schools and students) are being implemented effectively by several tertiary institutions including Alphacrucis College, La Trobe University, Notre Dame University and the

University of New South Wales. These experiences provide **a solid basis of empirical data and practical experience** upon which to construct a sound Indigenous-focussed cluster-and-hub ITE program based around the CTM.

25. Furthermore, the cluster-and-hub approach has received widespread support from independent peak bodies including AIS, CEN and CSA, and several New South Wales Catholic education offices, together with letters of support from Federal Government MPs from every state, particularly in rural and regional settings, who are keen to see it implemented in their regions. I am aware of (and support) the proposed establishment of new hubs including Gawura School, The Scots College, and Catholic Education Wilcannia-Forbes in association with Alphacrucis College. In the 2021-22 New South Wales, the cluster-and-hub model was supported by a grant of \$2.9 million as a contribution towards the cost of establishing three more hubs in regional parts of the state, one each for the government, Catholic and independent sectors. This grant indicates **acknowledgement of cluster-and-hub delivery as a legitimate if innovative approach to improving educational opportunities and outcomes in areas of educational disadvantage.**
26. **For MIITEP students**, cluster-and-hub delivery provides a significant incentive for both Indigenous and Non-Indigenous students to **consider teaching as a career** in the context of an ongoing commitment to Indigenous education, **early and deep appreciation of teaching in Indigenous schools** as a career through the CTM, a supportive program that acknowledges the importance of **maintaining cultural identity** and building long-term relationships, the **assurance of employment** upon graduation.
27. **For schools**, being part of a cluster provides the opportunity to **plan future staffing strategically** because they know the subject areas and characteristics of IITE students who are approaching the conclusion their training, thus overcoming the common current practice of reactive staffing by 'shotgun advertising' whenever vacancies arise. By observing ITE students as they work in cluster schools (the so-called four-year job interview), schools can be very **confident of the quality of teachers** they appoint. By employing bonded IITE students, schools have the assurance of greater medium to long-term commitment, stability, and **reduced rates of staff turnover.**
28. **For Australia**, investment in an effective national MIITEP built upon the CTM and delivered through clusters-and-hubs promises **improved outcomes** for Indigenous students, higher quality education and **greater stability** in majority-Indigenous schools, incentives for young Indigenous people **to become teachers**, new frameworks of **co-operation and information sharing** between IITE educators in schools, hubs and tertiary institutions, and **long-term savings in national expenditure** on health, unemployment, restorative education and welfare.

COMPONENT 3 OF THE MIITEP – Practical Implementation

29. Building on the successes and lessons learned in existing ITE hubs such as the [St Philip's Teaching School](#), the [Teaching Schools Alliance Sydney](#) and the [St Thomas Aquinas Teaching Schools Institute](#), it is proposed that **a lighthouse MIITEP hub be established to serve the needs of Indigenous students and cluster schools across Queensland at a location such as Djarragun College.**

30. **Djarragun College is especially well-suited to serve as a lighthouse MIITEP hub as:**

- a. It is Australia's largest independent majority-Indigenous P-12 school, and therefore provides abundant, on-site, diverse professional experience and teacher-aide opportunities for IITE students at all teaching levels.
- b. It is Australia's largest majority-Indigenous boarding school, and thus provides on-site professional experience opportunities for boarding.
- c. It has Australia's most culturally diverse Indigenous student demographic, with 48 Indigenous nations represented, thus providing outstanding opportunities to learn from a rich mix of Indigenous cultures and traditions.
- d. It is already an RTO (Registered Training Organisation) for VET (Vocational Education and Training) services.
- e. With an area of 18 hectares, there is abundant space available to create an IITE Precinct, which would be situated in close proximity to students' boarding houses, existing recreational facilities and dining facilities.
- f. It is located on the outskirts of Gordonvale, on a secure site beyond the distractions of Cairns and yet within easy proximity to urban services.
- g. There is a fully registered health centre (Ngak Min Health) on-site that specialises in the medical needs of Indigenous people.
- h. It enjoys a wide network of mutual support through its close association with Cape York Institute, local Traditional Owners, peak organisations such as ISQ (Independent Schools Queensland), AHISA (Association of Heads of Independent Schools of Australia), ISA (Independent Schools Australia), IEBA (Indigenous Education and Boarding Australia), plus of course registration with NSSAB (Non-State Schools Accreditation Board).
- i. The Chair of Djarragun's board is currently working with students at the Bachelors, Masters and Doctorate levels, many of whom are training in existing teaching hubs such as those mentioned in point 29 above.
- j. IITE would constitute a core facet of the College's Objects as defined in its Constitution, the introduction of which states: "The objects of the Company are to provide relief from disadvantage, suffering, poverty, sickness, helplessness and misfortune of Indigenous youth by empowering them through education, providing them with a comprehensive program of education for Indigenous students in a culturally supportive manner".

- k. The concept of Djarragun hosting and administering a lighthouse IITE hub that provides an exemplar model for IITE hubs elsewhere in Australia (as well as multiple drafts of this submission) have been discussed with, and are supported by, all relevant personnel and partner organisations.
31. Existing hubs, such as those listed in point 29, typically have 6 to 10 students per cohort (or a design size of 24 to 40 ITE students when all four years of the degree program are functional), and they cater to just one education sector (Catholic, Christian or Independent). Some future hubs, such as one of those mentioned in point 25, will serve the government school sector. **The proposed lighthouse MIITEP hub at Djarragun College will differ from existing hubs** in that:
- a. It will have a specific **focus on raising educational outcomes for Indigenous students and schools**, including promoting understanding of Indigenous cultures, learning styles and ways of knowing.
 - b. It will provide **targeted incentives to expand two groups of ITE students who are inordinately under-represented** in the teaching profession:
 - i. Indigenous teachers to teach in all schools, everywhere across Australia, including MATSIS.
 - ii. Non-Indigenous teachers who are prepared to commit to stable service in MATSIS.
 - c. It will include a **boarding/residential component**, which is necessary preparation for service in many MATSIS environments.
 - d. It will be **cross-sectoral**, serving the diverse needs of Indigenous schools from all sectors.
 - e. Reflecting this cross-sectoral focus, it will have an estimated 25 ITE students in each cohort, or **100 ITE students in total when all four cohorts are functional**, thus increasing the likelihood of achieving MVNs (minimum viable numbers) for each class when bringing lecturers from the partnering tertiary institution.
 - f. It can accommodate mid-career ITE students (i.e. people with a degree in a field other than Education who possess other life experiences) by providing two-year Masters of Teaching (Primary or Secondary) degrees, thus enabling a quicker placement of teachers in schools.
 - g. It will need to be more **reliant on government funding** to be sustainable because almost every IITE student will be coming from a financially disadvantaged background with little or (more commonly) no capacity to contribute to the cost of a tertiary education, and will thus require full (bonded) scholarships.

CONCLUDING COMMENTS

32. Writing in 2014, Lisa Hall observed “there have been numerous ... small initiatives over the last 30 years that have come and gone on the tides of time and government interest. The few successful examples of ITE programmes for

Australian Indigenous teachers have all understood the absolute necessity of subsidiary models of ITE as an essential approach to reversing chronic Indigenous teacher shortage, nested within highly complex cultural and geographic challenges. These mostly short-lived and highly expensive programmes have included: in the Northern Territory the Remote Area Teacher Education Programme (RATE), Remote Indigenous Teacher Education (RITE), Growing Our Own (GOO), More Indigenous Teachers (MIT), and the Indigenous Teacher Upgrade Programme (ITUP); in Queensland the Remote Area Teacher Education Programme (RATEP) and the More Aboriginal and Torres Strait Islander Teacher Initiative (MATSITI); in South Australia the Anangu Teacher Education Programme (AnTEP). **The proposed MIITEP builds on a combination of sound research-based evidence and practical Indigenous experience and wisdom to build upon the strengths of earlier strategies while overcoming their shortcomings to establish a sustainable model of effective IITE that can be modelled and replicated elsewhere.** As Hastie (2019) notes of the programs listed by Hall, “All of these approaches shift the primary site of ITE training from tertiary to the school, into a ‘clinical’ or ‘apprenticeship’ mode, either partially or entirely. The effects on student outcomes of this model, furthermore, have been demonstrated to be more positive than conventional approaches” (p.16).

33. The lighthouse IITE hub at Djarragun College will include **a robust, independent, ongoing program of critical review and evaluation of performance/attainment of set goals**, and be flexible and agile to change, making adaptations and refinements as required on the basis of evidence.
34. It is fundamental to the nature of a lighthouse IITE hub that its **operations and performance outcomes must be transparent**, and welcoming to outside observers, commentators and researchers to serve as a basis for ongoing national improvement.
35. **Places and funding for the MIITEP should be linked directly to the IITE hub, and through it to the cluster schools**, rather than the current practice of tying ITE funding to universities. This shift is necessary to ensure Indigenous autonomy, reducing the likelihood that partner universities/ colleges might try to use financial pressure to force an IITE hub and its cluster schools into accepting culturally inappropriate courses or lecturers. The IITE hub must have the authority to ensure IITE courses provided by tertiary partners serve their schools’ and students’ needs if the challenges outlined in points 4 to 10 are to be authentically addressed, and this requires a high degree of financial autonomy for the IITE hub.
36. The strategic partnerships established through participation in the MIITEP would **benefit cluster Indigenous schools** by bringing in new ideas, expertise and practices that could be modelled to existing staff as a basis for professional development and subsequent wider diffusion. As MIITEP students and their mentors move between cluster schools, all teachers in those schools benefit from the professional development and enriched understanding of best practice in Indigenous education that visiting teachers and MIITEP students bring. **MIITEP should become a pivotal agent of wider ongoing reconciliation in Australia**, especially if such partnerships could incorporate joint [Reconciliation Action Plans](#).

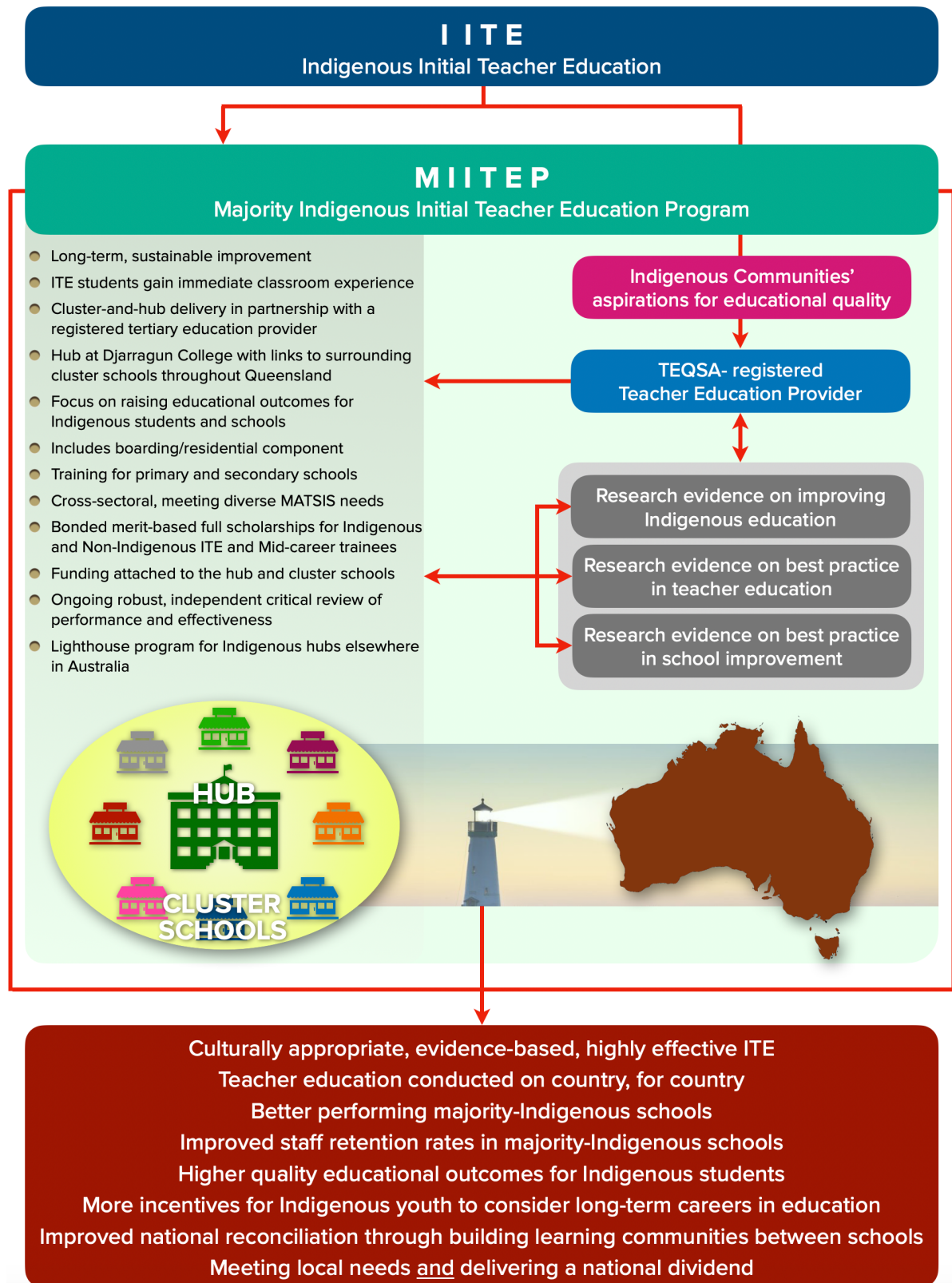
37. Writing on the basis of extensive research evidence, Levine (2006: 104-112) made **five recommendations to improve the quality of teacher education** (in the US), **all five of which would be addressed for Indigenous students and schools in Australia by the IITE framework proposed in this submission:**
- a. Transform teacher education programs from ivory towers into professional schools focused on classroom practice.
 - b. Focus on student achievement as the primary measure of teacher education program success.
 - c. Rebuild teacher education programs around the skills and knowledge that promote classroom learning.
 - d. Establish effective mechanisms for teacher education quality control.
 - e. Close failing teacher education programs, strengthen promising programs and expand excellent programs by creating incentives for outstanding students and career changers to enter teacher education.
38. Reflecting my decades-long career in cross-cultural education, I am passionate about the urgency and importance of addressing the profound challenges facing Indigenous students and schools. I am of the firm belief that improving the quality of ITE is centrally important to addressing the all-too-well-known but profoundly unacceptable shortcomings of Indigenous education in Australia today. The IITE approach proposed here is a carefully considered solution to these challenges. I am confident the MIITEP model will radically and sustainably raise Indigenous educational outcomes in the medium and long-term. To this end, **I seek the Quality Initial Education Review's recommendation to the Minister of Education that detailed discussions begin as a matter of urgency with Djarragun College, Alphacrucis College and myself to advance establishment of a lighthouse IITE program at Djarragun College at the earliest possible opportunity.** The needs of Indigenous students and schools demand nothing less.

Full disclosure: In addition to preparing this submission, I provided substantial input on drafting the Good to Great Schools Australia (GSSA) submission on a *pro bono* basis. I have not been shown GGSA's final submission, but assuming it has remained substantially intact since I last saw it, I would be supportive of that submission to the extent that it does not deviate from or conflict with this submission.

For further information please contact Dr Stephen Codrington at scodrington@gmail.com – 0400 554 909

APPENDIX

The MIITEP model is summarised in the diagram below:



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