![Alphacrucis College logo]

**ALPHACRUCIS COLLEGE**

Professor Stephen G. Fogarty
President

PO Box 337
Parramatta NSW 2124

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Ms Lisa Paul AO PSM (Chair)
Expert panel
Quality Initial Teacher Training Review
ITEReview@dese.gov.au

Dear Ms Paul and the Expert Panel,

**ATTRACTING AND SELECT HIGH-QUALITY CANDIDATES INTO ITE PREPARING THEM TO BECOME EFFECTIVE TEACHERS THROUGH THE ALPHACRUCIS HUB MODEL**

Alphacrucis College wishes to provide a response to the **Quality Initial Teacher Training Review** discussion paper and provide an outline of the Alphacrucis Teaching School Hub model.

We intend to demonstrate that this model of close partnerships between regional school clusters and tertiary providers not only enables high quality teacher training candidates, but also allows for effective teacher training through VET pathways, professional development and higher degrees by research all being delivered entirely on site within local schools.

Alphacrucis would welcome the opportunity to further discuss the model with the

panel. Warm regards

Professor Stephen Fogarty
**President**

# Quality Initial Teacher Training Review

## Discussion paper response - Alphacrucis College

This submission offers for the Review's consideration the model recently funded by the NSW government as a preferred model for high performance teacher formation.[1] The Review's organising questions are directly addressed by the **Alphacrucis Teaching School Hub model,** consideration of which permits the framing of responses in reference to a model which presents the best way of attracting and selecting high-quality candidates into ITE, as well as preparing them to become effective teachers in their local communities.

This is not a *potential* model, but one which is already operating successfully in 3 locations - two in NSW and one in Tasmania. Funding in the 2021-2022 NSW Budget will see this model expand to at least five locations in 2022 (involving over 60 schools across the country), and potentially more.

### *Background*

It is not necessary to spend time on the failures of current, massified approaches to Teacher Education - the faults are readily visible in the many previous reviews of Initial Teacher Education. The contributory elements to the current concerns raised about the quality of teacher supply in Australia include --

I.     a 'false market' approach to funding which encourages universities to over-enrol;
II.    abstracted, theoretical university courses detached from the location of practice;
III.   lack of attention to the actual motivators for initial choice of teaching as a career, and contributors to successful retention;
IV.    a top down, over-compliance driven approach which disincentivizes candidates and early career teachers;
V.     poor workforce management resulting in slow progression to permanent contracts;
VI.    increasingly difficult working conditions for teachers overburdened by 'difficult' stakeholders,
VII.   dysfunctional and irrelevant professional development systems, and
VIII.  red-tape.[2]

These are important only insofar as they point to the significant system benefits should a more internationally competitive ITE approach become available to Australian school systems.

These problems do not, this submission holds, relate to a lack of existing funding, but rather on spending available support in the wrong places. Assuming a 50% non-continuation rate

[1] Perrotet, D. 2021 *NSW Budget Speech 2021-2022*, p. 13
https://www.budget.nsw.gov.au/sites/default/files/2021-06/Budget%20Speech-Budget%202021-22%20%281%29.pdf, online.
[2] Zhou, Naaman, 2021 *'"Everyone's bailing": Australian teachers speak on stress and uncertainty of increasing casual contracts'*, The Guardian, https://www.theguardian.com/australia-news/2021/jul/04/everyones-bailing-australian-teachers-speak-on-stress-and-uncertainty-of-increasing-casual-contracts, online.

along the teacher preparation pipeline, modelling of financial benefits indicates that there is a $146 million efficiency dividend (at minimum) to be obtained by adopting international best practice, and relocating ITE in embedded partnerships between tertiary and secondary institutions. This is *before* calculation of the additional opportunities that these partnerships open up with local industry pathways, and economic impact.

The productivity outcomes and economic impact are more significant again, and have been covered, for example, in the reports of the various state Productivity Commissions. As the recent NSW Productivity Commission report *Rebooting the Economy* notes,

> We know that our children's education, our future workers, and our long-term prosperity all depend on having the right quantity and quality of teachers available. Although it is not an asset for accounting purposes, the human capital of our teaching workforce is the largest economic asset the NSW education system manages. Because of this, efforts to grow the supply of teachers and improve teaching quality represent capital investments, much like our investments in infrastructure.[3]

The real question, then, is 'what best practice ITE models are available by which to obtain effectiveness and efficiency dividends for the benefit of Australia's schools'?

# Alphacrucis Teaching School Hub model

The Alphacrucis Teaching School Hub model is an innovative approach to teacher training, new to Australia, that not only secures high-quality teachers (particularly in areas, such as Regional and Remote, which have proven intractable to other models), but also helps develop school communities into educational Hubs which enable better research, stronger professional development, vocational training and leadership succession plans. The model leverages social capital assets which are largely ignored in the 'retail' model of ITE and provides a solution to the structural disconnection imposed upon ITE by the dissolution of CAEs and Teachers Colleges under the Unified National System reforms of the 1980s.

The central aspect of the Hub model 'flips' the conventional model of teacher training, bringing exceptional higher education onsite to local school clusters. This strategic approach to HR allows the schools to sponsor annual cohorts of quality pre-service teachers and provide clinical training from day one - a form of permanent practicum which results in graduate teachers who have very significantly greater mentored class-time before they start teaching, and so emerge classroom ready. It enables a tertiary-industry partnership approach to teacher training, embedded in regional knowledge and the unique ethos of the schools. Instead of attempting to train teachers to teach 'anywhere' (something which teachers never do), this model concentrates on training teachers to teach 'somewhere', to particular students. It thus recognizes that generalisation of skills is a matter of maturity and formation over time, rather than the result of a degree process. The model includes:

- A cluster of schools (connected through region or ethos) of between 3500 and 10000 school student enrolments, which is organized around a vertically- and horizontally-

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[3] Achterstraat, P. et. al., *Rebooting the Economy: Productivity Commission White Paper*, Sydney: NSW Government, 2021, p. 54.

integrated learning ecology, embracing VET, undergraduate, graduate and research higher degree pathways, and community outreach programs;

- Each cluster (depending on size) provides 8-30 initial teacher education positions per year, delivered onsite by the faculty of a fully accredited tertiary provider through a blended model of intensives and online learning.
- ITE Students who are screened by both the tertiary provider and experienced educators in local schools at programme entry level on the basis of quality (IQ and EQ), proven and locally vouchsafed volunteerism, local diversity needs, future HR needs and ethos alignment.
- 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. (A significant recognition of the pathway requirements which enable ITE students to survive the training process).
- The students having virtually guaranteed employment upon completion, and schools having the *option* (but not the requirement) to bond the trainees as a condition of entry.
- Coherent school clusters which financially support 6-20 Higher Degree Research and 10-30 places in Masters level continuing professional learning 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 PD, expenditure which can be redirected towards ITE formation.
- 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.
- The HEP forming a close long-term partnership with the school clusters, bonded by an MOU for annual minimum viable numbers (MVN) of students, so ensuring viability of the program.
- The assignment of an external research team for each Teaching School Hub which provides longitudinal programme evaluation for continuous improvement.
- The School Hub also becoming a teaching location for targeted VET programs which ensure a supply of candidates and the availability of AQF levels 3-5 Certificate courses to the local community. This not only expands the skill base of the local community but captures the attention of capable potential candidates before the ATAR cycle redirects their choices, and provides employability in schools during candidacy. This also expands the supply of dual sector-trained teachers, a matter of critical concern for state governments seeking to catalyse local economies.

The 'Teaching School Hub model' was initially trialled in the NSW Hunter region in association with the **St. Philip's Christian College group (SPCC – see appendix 1 for case study)**.[4] Since 2018, it has expanded into over 20 school campuses across Australia, including the **Teaching Schools Alliance (TSAS)** based in Sydney,[5] and the **St Thomas Aquinas Teaching Schools Institute** in Tasmania.[6] It was also recently awarded $2.9m in the NSW budget to expand to three additional Hubs across regional NSW.

More detail can be found in the NECSTEP proposal which was developed at the request of former Minister for education, the Hon Dan Tehan, and which has been taken up by the NSW

4 https://www.spcc.nsw.edu.au/foundation/our-schools/st-philips-teaching-school
5 https://www.teachingschoolsalliancesydney.org/
6 https://catholic.tas.edu.au/teaching-schools

government.[7] With the model in mind, we can now turn to its application towards the specific teacher training review questions.

# Teacher training review questions

The responses provided do not address all questions, but only those most relevant to the impact of the Alphacrucis Teaching School Hub model on ITE. Due to the nature of the model, the solutions cannot be taken in isolation, but rather incorporate a range of aspects as part of a whole learning ecology. Therefore, the discussion below is organised around general recommendations which respond to the collection of specific questions from the terms of reference below:

**1. How can we further encourage high-performing and highly motivated school leavers to enter ITE and choose teaching as a career?**

**3. How can we increase ITE completion rates so that quality ITE students graduate and pursue careers as quality teachers?**

**5. How can we attract a more diverse cohort into ITE so that teachers better mirror the diversity in school students and society?**

**7. What more can ITE providers and employers do to ensure ITE students are getting the practical experience they need before they start their teaching careers?**

**9.  How can leading teachers, principals and schools play a greater role in supporting the development of ITE students?**

**0.   Can ITE providers play a stronger role in ongoing professional development and support of teachers?**

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[7] Hutchison, M. Hastie, D. Jensen, N. Youd, 2019 *National Embedded Cross-Sector Teacher Education Pilot* Alphacrucis College.

# Recommendation Responses

## a. Raise the status of the profession in the community

At the moment, students compete to enter not the best ITE program in the country, but the most 'reputable' university permitted by their ATAR scores and (for most, given the fact that Australians do not, as a whole, 'travel' for education) their geographical location at the time of matriculation. It is little wonder, then, that contributors to many government reviews note that there is very little association between ATAR outcomes and teacher performance on entry to the profession. What makes for a good teacher is a range of tacit and explicit knowledge, skills and values which is considerably more extensive than the academic skills addressed in most matriculation programs.[8] The 'false economy' of the ATAR, linked to over-enrolment and 'churn and burn' among ITE candidates in many institutions, exacerbate the disconnection between current candidate selection and the longer term survival of candidates into the profession.

The **Teaching School Hub system,** on the other hand attracts students not to the university, but to the best potential regional employer of choice - so Hub candidates compete for a limited number of cadetship places more in the mode funded and encouraged by leading companies (e.g. a major corporate, such as PriceWaterhouseCoopers, or a teaching hospital, such as Prince of Wales). The competition for funded places and the ability to work in an employer of choice creates 'pressure on place', driving up (over several cycles) the quality of candidates at the point of selection (see the Appendix 1 case studies for actual experience). The reputation of the 'teaching school' and the career benefits on offer effectively counteract the relatively low community reputation of teaching itself.

## b. Provide locally-based programs with more school autonomy

The quality of candidates and graduates is not achievable by compliance measures. The top-down compliance measures imposed upon the profession in recent years, in the absence of significant new incentives and better career planning, are responses to the failure of ITE programs and the declining desirability of the professions: safety nets ensuring a 'lowest common efficacy' rather than predictors of true quality. In a number of reviews, the increase in compliance, indeed, is listed as a factor driving good potential candidates away from the profession.[9] Autonomy and local decision making are important contributors to motivation and depth of learning, both on the part of candidates, and on the part of their mentors and the effect that teacher training has on improving the practice of schools. Moreover, of the key correlatives which predict teacher retention ('support, leadership, communication, and relationships'), none are actionable outside local autonomous communities of practice.[10]

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[8]  see Robert M. Klassen and Lisa E. Kim, 2019 *'Selecting teachers and prospective teachers: A meta-analysis'*, Educational Research Review 26: 46-47.

[9]  See K. Räsänen, et. al., 2020 *'Why leave the teaching profession? A longitudinal approach to the prevalence and persistence of teacher turnover intentions'*, Social Psychology of Education 23: 837–859

[10]  John Buchanan 2010*, 'May I be excused? Why teachers leave the profession'*, Asia Pacific Journal of Education 30:2: 200-201.

Standards seen as 'outcomes' contribute to teaching effectiveness rather better than standards seen as pre-enrolment conditions or in-stream 'inputs'.

The Hub model specifically relocates the school cluster as the key partner and location of professional training and practice. In the HEP/School relationship, the HEP comes to the school, and creates programs which take into account the rhythms, actual capacities and development needs of the school and its candidates. The school cluster provides not just space, but some funding, strategic intent, timetable flexibility, mentor teachers, a 'system director', integration with internal Professional Development programs, administrative support and a learning community for exchanging experience and 'teaching wisdom'. It is not uncommon to hear mentor teachers (who have greater access to continuing professional learning, and career flexibility) say 'it changed my teaching for the better'. Cadet teachers are no longer painful additions to the crowded timetables of supervising teachers, but an invitation into the teaching profession as experienced teachers thought it should be when they themselves first joined. The schools themselves have structural 'buy-in', as this program answers core HR problems, provided more flexible and motivating options for staff, and provides key elements for improved learning outcomes.

## c. Enable early selection and encouragement in the pre-matriculation years

As noted above, a contributor to the decline in standard of candidates is the backward effect of the ATAR and the dominance of university entry ranking on the prestige of courses. As Shergold *et al* note, an 'undue focus on the ATAR has a distortionary impact on educational expectations',[11] while Masters notes:

> As well as functioning as the ultimate measure of thirteen years of school, ATAR was described as a key influence on 'how teachers teach and how students learn'. It led students to choose subjects not on the basis of individual interest or aptitude, but on beliefs about how ATAR might be maximised.[12]

The choice to treat Teacher Education as an option of last resort, or a choice for less capable students, is part of this 'distortionary impact'. Using market and compliance mechanisms to lift the average ATAR entry point of students might be a short term fix, but ultimately participates in the problem, ie. dominance of a blunt instrument which does not in any case predict for the desired outcomes.

The Hub system seeks to build pathways which engage students in schools-based careers prior to the ATAR decision point - by engaging very capable students in paid extension and sub-degree cadetship programs, for example, or in the ancillary programs of schools (sports coaching, peer tutoring, in Outdoor Education, service learning or Leadership programs, for example) which connect them to the life of schools and make visible those aspirations, attitudes and tacit skills which might predict for teacher success. In other settings, particularly

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[11]     P. Shergold et al., 2020 *Looking to the Future: Report of the Review of Senior Secondary Pathways into Work, Further Education and Training,* Canberra: Council of Australian Governments Education Council, p. 18.
[12]     G. Masters (et. al.), 2019. *Nurturing Wonder and Igniting Passion: Designs for a future school curriculum*, Sydney: NESA, p. 37.

for career changers, this can be done through VET or other formal certification programs (see below).

The most influential people in causing capable students to determine that they desire to take up teaching as a career, are already either at home or in their local school. Working collaboratively, with good careers and academic advice at an early stage, local schools (which know their students often for years before they get to HSC subject choice) are arguably in a much better position to identify potential candidates (taking into consideration IQ, EQ, and proven volunteerism) than, say, UAC or a university enrolment office. In a Hub school, the presence of cadet teachers and mentors is a daily reality which students see and experience on a daily basis throughout their time at a school. The ability to envision themselves as teachers, in a space that the school is also regularly promoting, is accordingly heightened.

## d. Utilise alternative pathways into teaching via VET programs.

In addition pre-matriculation engagement pathways (above), sub-degree pathways are excellent preparation for undergraduate programs. Generally, VET programs are sidelined in schools - seen as programs for the less capable, or 'add ons' to the core curriculum and timetable. In a Hub system, however, the whole school cluster works within an articulated, multi-level learning ecology. Increasingly, governments are realizing that:

1. The available skills for critical areas are not to be found within the normal matriculation pathway - see for instance the recent appeal of the NSW government to career-changers in order to bolster the crisis in STEM teacher supply.[13]
2. There are many mature overseas trained people who are active in Teaching Assistant or other roles, without a clear pathway to qualify (or in many cases re-qualify) to become teachers. Often family or other commitments deny them access to standard ITE programs, in ways which a local, supportive learning ecology can identify and address.
3. There are increasing numbers of young people whose life experiences mean that they leave school without the required matriculation qualifications which would enable them to enrol in teaching.
   a. See the DALE school example in the appendix 1 below. In 2020, SPCC hired its first former 'young parent' as a cadet teacher, while TSAS enrolled a gifted young Maori firefighter who had always wanted to be a teacher but faced disqualifying circumstances beyond his control.

The ability for talented, capable career-changers, overseas-trained workers, and non-typical applicants to enter onto a pre-degree VET program (either the Certificate IV in Education Support, for example, or in a school-appropriate VET discipline - such as Outdoor Recreation or Early Childhood) significantly broadens the pool of potential teachers. In the Hub system, the same courses are taught by the dual sector tertiary partner to the broader population of students in the cluster, not only *creating* a significant pool of potential teachers, but generating

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[13] NSW Government, 2020. '*New pathway into teaching for professionals*', https://education.nsw.gov.au/news/latest-news/new-pathway-into-teaching-for-professionals, online.

predictive performance and observation data which enables the local school to preview those students who might well go on to become good teachers.

Teaching School Hub clusters actively recruit in these circles - even for those who are not suited to matriculating into a Bachelor of Education program (or, in the case of career changers, into Masters of Teaching programs), the options are good: employment and certification in a supportive professional environment. The ability for the cluster to offset costs by offering the same VET programs to the broader school community (parents, businesses etc) is also a mooted, but as yet untested, element of the Hub design which could (particularly in regional areas) significantly cut government capital expenditure needs in the broader TAFE sector. (SPCC will commence their first pilot in this area in 2022).

## e. Encourage accredited training pathways for school leaders to better manage HR issues

Failures in human resources planning represent an increasing threat to the mission of schools. The problems of career planning for pre-service teachers compound across the graduate teacher pathway, and through the progression into executive roles. The operational knowledge, skills and values which are *not taught* in the current ITE programs are meant, in some way, to be 'caught' by early career teachers as they circulate in temporary employment for years, or picked up by busy, more senior staff as heads of department, through indirect promotions processes into more senior roles involving budgeting, strategy, whole of institution leadership, policy formation (among other things), for which there is no adequate training. In addition, the average age of Australian school principals has been climbing, and there are corresponding 'high rates of retirement due to the high mean age of the cohort' and because of the intrinsic stressors which a teacher workforce 'age bubble', and the increasingly fractured nature of Australian families and communities, places on schools.[14]

*Teach For Australia*'s Future Leaders Program is one response to what some stakeholders refer to as a 'crisis'. Workforce analysis certainly points to problems in future leadership supply and sustainability. Despite the fact that Australian schooling largely takes place within three publicly funded sectors (public, Catholic, and independent), almost all the research and funding is currently directed towards the public sector which, though large, matriculates only 60% of all students, and so has only mediated impacts on the other sectors. Improved Australian school performance requires better ITE: better ITE programs require a more strategically effective school leadership, and that across all its sectors.

The Alphacrucis Teaching School Hub model addresses this need by vertically integrating the credentialing and career preparation pathway, and providing school clusters with the opportunity to forward plan and train for future growth in the cluster. After four years of operation, the current clusters have the ITE program in place and growing rapidly. VET and pre-degree pathways are in place and also growing rapidly. Currently in development is a defined **Microcredit-Graduate Certificate-Masters-Professional Doctorate pathway,** some elements of which are in place and others are being developed ahead of projected student demand. The Integrated Leadership Career pathway:

14     Simon Beausaert, Dominik E. Froehlich, Christelle Devos & Philip Riley, 2016 *'Effects of support on stress and burnout in school principals'*, Educational Research 58:4: 347-365.

1. is offered locally through short courses, intensives and online 'themes';
2. reorganizes and aligns PD and PD spending to school strategic objectives, and
3. around talent identification and equipping in the 3-4 hours courses which can either be taken on their own (towards regulator PD compliance requirements) or for credit towards the completion of a unit in a purpose-designed Graduate Certificate program;
4. 'Line managers' can progress either to curriculum/ pedagogy or management and administration experiences embedded in bespoke GradCerts and a Graduate Diploma;
5. 'Middle managers' and future leaders are invited to embed their continuing studies within elements of a Masters degree (which is designed collaboratively with school and academic leaders);
6. Future leaders are supported to progress to a syndicate/ cohort model of combined coursework and research projects which result in a professional doctoral degree in Education.

It is not, of course, the accredited awards themselves which make the difference, but their attachment to career pathways and supportive professional social networks. An educational leader's career is well provided for when career goals, succession pathways and strategic planning are offered locally and in cohort fashion. The vital personal, social and support needs of future leaders are catered for within the cluster, or within collaborative 'super clusters', which provide ongoing support networks. The clusters also provide continuing professional mentoring, informational 'updates', planning resources, and access to rarer skillsets than are often found in local schools.

## f. Invest in regional hubs that allow Aboriginal and Torres Strait Islander peoples to train as teachers while remaining in their local communities

It is widely recognised that the inability to guarantee a high-quality supply of teachers in regional, rural and remote (RRR) areas is one of the main causes of education disadvantage; perhaps the main cause. Up until this point, the best suggestions have involved attempts to 'import' talented new and experienced teachers from urban centres (e.g. Halsey 2019). However, 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. The assumption must be that, once the COVID tree-change flow to regional areas passes,[15] the skills 'economy' which effectively strips rural and regional communities of their brightest and best will return in force.

Instead, the solution lies in halting (or at least strategically slowing) 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, where skills gaps can be filled along the integrated Hub pathway, candidates employed in non-teaching roles as they work towards

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[15] Emilia Terzon, *2021 'COVID-19 has made a tree change more alluring – but that may not last'*, The Business, https://www.abc.net.au/news/2021-06-25/covid-regional-australia-population-housing-services/100235562 online.

full qualifications, and can then go on to postgraduate and research degrees to become the future 'teachers of teachers' in this and other spaces.

By building the pipelines which enable the recruitment of ITE candidates from 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 Hub 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 into primary teaching (Smithers & Bungey 2017). Having 'demonstration' Hubs in RRR areas is not simply a matter of serving 'the country'. It also develops a growing pool of Indigenous and R&R based students who can support equity measures in the cities. Directly within the current AC Hub network there are proposals to build an additional 10 schools to cater for city and regionally-based Aboriginal and Torres Strait Islander peoples (expansions from the Indigenous Education programs at Gawura school, The Scots College, and St Philip's Christian College in the Hunter; along with Indigenous programs associated with the Catholic Education Office, Wilcannia-Forbes and (in discussion) the school network associated with Djarragun College in Cairns). Providing a flow of highly effective graduate teachers into this growing network of Indigenous schools will also provide a pool of candidates for all three sectors of Australian schooling.[16]

## g. Drive a greater utilisation of clinical-based models

In Australia, clinical practice school-based initial teacher education has been championed by the University of Melbourne Graduate School of Education, in its Clinical Teaching Model, and now even more intentionally by Alphacrucis College in the Teaching School Hub Model. While these programs differ in their details, they both take seriously the context of learning by ensuring that ITE candidates learn in real world, mentored settings,[17] and the profession of teaching by linking candidates to social networks likely to result in employment. Current evidence is that non-continuance is much lower, and the fitness for purpose and quality of the candidate much higher, than in the standard 'retail' approach.

Most ITE programs struggle to fit the growing requirement for practical experience hours within the degree. The constraining issue is that, by the time ITE programs calculate in NESA and other regulatory demands into the academic workload grids which underpin 'equitable' program design, there is very limited time left. While practice is shifting, most ITE programs until recently did not expose candidates to classroom settings until the second year of study, and few existing programs ask more than 120 or 140 hours of classroom practice.

The Hub, instead, takes a 'whole of student life' approach, and asks 'what time is available in the student's work and community life can be connected to the learning process?' By *employing* students in existing cost lines (as teaching assistants [TAs], sports facilitators, or other class-contact but non-registered teaching roles), more class contact time can be obtained for students, by replacing time-consuming work roles external to schooling. In these

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[16] Dr Stephen Condrington, from Alphacrucis College, has also put in a submission around an Indigenous focus
[17] Izadinia, M. (2016). *Preservice teachers' professional identity development and the role of mentor teachers,* International Journal of Mentoring and Coaching in Education 5.2, pp.127-143.

roles, students observe their mentor teachers in action, and grow (over the years) into 'partnership' and support functions which are contingent to their growth as teachers. By the time they have completed their cadetships, most candidates in the Hub model have already completed more than 360 hours of class time, *before* they undertake their scheduled practicums in a variety of school settings. The short answer to this question (and one which is fundamental to the achievement of classroom readiness) is that 'teaching schools' can obtain significantly greater impact within their existing budget lines, by vertically integrating pre-qualification roles with qualification-track roles. In AC Hubs, this integration is supported by bringing onsite the Certificate IV in Education Support qualification, which creates a pool of potential future ITE candidates within the schools' drawing areas. Existing TAs have also signed on as ITE candidates because of the availability of the program in the school where they are already working.

## *h. Decrease ITE attrition through intrinsic motivations, rigorous interviews and community support*

Researchers (such as Weldon) point out that ITE candidate attrition is 'dynamic, varies by school level and location, and is not always negative and not always due to the school environment.'[18] Weldon's concern for 'comparing apples to apples', on method and defining the specific elements of the pipeline to be addressed, are timely reminders. Even such an observation is not without its problems, however. When one notes that, for instance, it is 'better to find out early' that one is not suited to become a teacher, the truth of the statement obscures the precedent question: why is such a high percentage of candidates who turn out to be 'unsuitable' for teacher education in an ITE program in the first place? It is true that some students will fail to proceed - but on average, at universities such as the University of Sydney, such attrition runs between 15-20% per year.

Regardless of whether teacher attrition is (the lower estimate of) 30%, 50% or (the upper estimate of) 70%, it is still significantly higher than in other programs often in the same institutions. As Weldon and others note, the estimate changes depending on whether one is looking at slices of the pipeline or the whole pipeline. Most researchers are interested only in Early Career Teacher attrition (ECT), due to the direct costs to State constituencies. Wyatt and O'Neill (2021) found that ECTs were more likely to stay in the profession:

1. if hired (early) as a permanent employee;
2. if located in some regions (e.g. the rural Goldfields Region) compared to others (e.g. South Metropolitan Region), which the authors identify as a lifestyle effect;
3. in early childhood compared to primary, and in primary compared to secondary;
4. were locally trained (as opposed to an interstate university).
5. were classroom ready and inducted when they entered the profession;

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[18] Paul Weldon, 2018 *'Early career teacher attrition in Australia: evidence, definition, classification and measurement', Australian Journal of Education* 62.1, p. 61.

6. enrolled in the WA Department of Education's In-school Mentoring or In-Class Coaching programs.[19]

ECT attrition seemed, in this case study, to hover around 32%, though part of this was made up of 'interrupters' rather than 'leavers'. Added to the percentage of students leaving training during enrolment in ITE programs, then, a full pipeline figure of about 50% between first enrolment and 5 years in the profession (with variation by gender, location, age, level of course, etc), seems credible. Reducing this attrition is a key objective of AC's Hub system.

The ability to apply incentivisation (see below) depends heavily on what potential and actual candidates and ECT teachers find motivating. The 'teaching schools' model thus starts with the key drivers for why people choose to become teachers in the first place. The ability to apply incentivisation (see below) depends heavily on what potential and actual candidates and ECT teachers find fulfilling. Internationally, ITE candidates report that they became teachers in order to:

1. Work with children/adolescents
2. Do something of intrinsic value
3. Shape the future through influence in the classroom
4. Work in an area where they, or someone else, had encouraged them to believe they had ability
5. Make a social contribution.[20]

In Australian studies, additional considerations included the desire to work in a learning community, and the conditions associated with the job. Removing barriers to these motivations is obviously one way of avoiding disappointment which, in the midst of the difficulties of Early Career teaching, can lead to burnout. While understanding and removing disincentives to continued involvement in the profession will be helpful (and or that reason listed below), the effectiveness of incentivisation, and their selection for and reinforcement of the core motivations of teachers, has to come first.

As Heffernan, Longuir, Bright and Kim (2019) demonstrate, such disincentives are affected by rising levels of top-down compliance and reporting, the trauma associated with dealing with social dysfunctions, and perceptions among teachers as to how they are seen (ie. how the sense of intrinsic value of the profession is recognised) by the broader community: 'while just over half of teachers are satisfied with their job (56%), a third of teachers (34%) expressed dissatisfaction with their role as a teacher'. Teachers report that:

- Despite public affirmation that 'teachers are respected and trusted, this is not consistently transferring to teachers feeling appreciated for the work that they do';
- teacher workload is an area of serious concern for teachers: workload concerns are influence teachers' intention to leave the profession, and repress community recommendations that younger potential candidates should choose teaching as a career;

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[19] Janine E. Wyatt and Michael O'Neill, 2021 *'Investigation of early career teacher attrition and the impact of induction programs in Western Australia',* International Journal of Educational Research 107: 7-9.
[20] Johannes König and Martin Rothland, 2012 '*Motivations for choosing teaching as a career: effects on general pedagogical knowledge during initial teacher education'*, Asia-Pacific Journal of Teacher Education 40:3: 305.

- they are concerned about their health, safety, and wellbeing;
- are concerned about the rising challenges of working in schools.

The 'teaching schools' (or AC Hub) approach specifically addresses the motivations and capacities of applicants before the sign up to become candidates, through:

1. the ability to draw on a pool of students for whom their experience of school is intrinsically motivating, so removing or decreasing the effect of negative plausibility associated with initial choice;
2. A competitive, high reputation strategy which enables schools to be selective (while also driving up the average ATAR point).
3. A rigorous interview and experiential testing process tests for alignment to items 1, 3, 4, and 5, and perceptions of 'intrinsic value' is tested as a proxy measure by alignment to the particular school's educational mission.
4. High levels of continuing mentoring and whole of school induction and supervision
5. Early involvement with children/ adolescents;
6. Positioning as a member of staff, not as an 'Praccie', with all the associated duties, interactions and responsibilities.
7. Variegation of experience across the campuses of the cluster, and (during the practicums) outside the cluster, so candidates have sufficient experience to make informed choices.
8. Continuous in-program coaching, both by the teaching school and the tertiary partner.
9. Higher levels of security around in-program and post-graduate employment.

## *i. Develop learning ecologies between schools and tertiary*

As noted above, one of the key inhibitors (as a multiplier of inflexion points which impede selection and progression, and exacerbate the disincentives for ITE candidates and EC teachers to continue) is the siloing from one another of the 'communities of knowledge, practice and formation' which input into the paths and personal lives of students. The community of practice - the school - is isolated both from the community of schools which could make their practice more effective, and is also forced into episodic, fragmented, contractual relationships with training and research institutions.

The community of knowledge - the tertiary sector - is funded largely to over-enrol in ITE programs, accept high levels of student disappointment, and to operate as if educational research was about A* journal publications rather than about assisting schools to assist students and their families to achieve lives of impact and fulfilment. Neither the school (burdened with reporting and compliance requirements) nor the university (with its emphasis on state regulation and the presentation of abstracted knowledge) perform the necessary function of teacher *formation*, that combination of growth in maturity, personal resilience and conviction which cannot be taught in an accredited program, but can only be *elicited* from students whose capacities are identified through a rigorous selection process, and *improved upon* by close and repeated coaching and mentoring, and through extensive experience.

In the AC Hub Model the 'teaching schools' provide the social capital and relational settings for formation, while also acting as the primary community of practice, and the integration point for expert and scholarly knowledge as delivered by the tertiary partner.

### j. Establish ongoing effective mentoring relationships throughout training

AC teaching schools formally structure mentoring and coaching into the daily experience of ITE candidates. The tertiary partner works with the cluster's Foundation to train **mentor teachers** on all campuses in the cluster to engage with the nexus between academic knowledge and reflection on practical experience. Mentor teachers have timetable release to commence with first year cadet teachers in their classrooms, and gradually release to them tasks in which they can do and learn in a classroom setting, sitting with them each week to reflect on their learning. By the end of the first six months, mentors report that teacher cadets are operating at least as well as Teaching Assistants, and in many cases better. At that point, the financial investment of the cluster begins to build returns to its overall efficiency, due to the continuous training of cadets through years 2-4, as they are released into increasingly complex supervised tasks - taking whole lessons, then assisting in the design of lessons, programs, etc. These returns build over the four year program, to the point where a whole Hub reaches a cost-neutral position by year five.

These in-class and weekly mentoring events are reinforced by visits from the tertiary partner, and what has become known as the 'Thursday sessions', where the entire cohort meets together from across the cluster for input from the school's leadership, visiting lecturers, or even outstanding national and international practitioners in their field. The Hubs each have a network of '**Teaching Fellows**', drawn from the ranks of eminent present and retired practitioners, who contribute in one-off workshops. As all current teaching schools have elected to operate their sessions on Thursday afternoons (one of the many benefits of having an outstanding demonstrator school at St Phillip's Christian College in the Hunter Valley), and the clusters are in any case linked by video link, all the clusters (Hunter, Sydney, Hobart, and, from 2022, Wilcannia Forbes) are able to draw on each others' resources in real time.

By the time these teacher cadets get to their formal practicums, they are often a surprise to the receiving school supervisors, who generally expect university practicum students to be far from classroom ready. It is not unusual to find, as one supervising practicum teacher noted, that 'it is a joy to receive AC student teachers on practicum - it is much more like having a colleague in the classroom than having a prac student'. When asked about the classroom readiness of cadet students in their second and third year practicums, supervisors refer to the 'light years' which separate AC cadet students from those coming from the university 'retail ITE' sector. The effectiveness of the mentoring and formation program can be seen in the fact that where (in NSW, for example) it is permitted to hire ITE student teachers on a provisional basis in their final year of study, many students are already on permanent contracts before they graduate. While there have been discontinuations, the continuation rate across the four years of the program to this point is about 95% of total initial enrolment.

### k. Fully integrate trainees into school communities

As Beausaert et. al. notes, the literature demonstrates convincingly that 'greater co-worker support lead[s] to decreased depersonalisation and increased feelings of accomplishment'.[21]

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21  Simon Beausaert, Dominik E. Froehlich, Christelle Devos & Philip Riley, 2016 *'Effects of support on stress and burnout in school principals'*, Educational Research 58:4: 359.

Cadet teachers in the AC Hub system are fully-recognized employees of their schools. They are included in all school functions (including staff professional development days), receive school resources (such as any specialist outfitting, teaching materials, access cards, computers, etc), and are part of the 'staffroom conversations', learning groups, planning and development groups, parent interview nights, excursion preparation etc. - in short, all the complex machinery which makes schools run on a daily basis.

While direct responsibility is released at a gradual rate in line with state regulatory requirements, the relationships they form with other teachers, within their cohort, and across the entire Teaching School enrolment, means that there are very few surprises by the time that they reach their final year.

The inflexion points which see dropout in other ITE programs - first contact with students, first observation and planning responsibilities, first 'tough' parent engagement, behavioural management occasions, the stress of dealing with both work and study - all take place within enhanced social capital networks which support and assist teacher cadets. In the demonstrator cluster in the Hunter Valley, the presence of special education campuses, young single parent programs and other outreach class settings, provides a breadth of experience in which most 'retail' students never engage. The maturity and classroom readiness of the program's candidates is ultimately its greatest recommendation.

## I. Pilot State/Federal initiatives with research projects attached

In 2018, a cost-benefit analysis by Professor Paul Oslington which suggested that investment into alternative teacher training pilots like the 'Hub approach' is likely to yield substantial economic benefits for Australians.[22] 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 would be modest because many of the Commonwealth Supported Places (CSP) for Hub model students could be transferred from the existing schemes.

Perhaps the most striking aspect of the analysis is the strong spillover 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. Building on this work, Professor Oslington estimates that if Hubs were rolled out into the regions and facilitated 33% of ITE, that trainee teachers and Hub model activity would generate a net benefit to regional Australia of approximately $747 million and a regional benefit ratio of 12. If developed nationally, with a potential of 80 Hubs, there would be an overall net benefit of approximately $1.281 billion, representing a benefit ratio of 7. [23]

In 2019, AC submitted to the Federal Minister of Education, the Hon. Dan Tehan, a proposal for a Pilot program, NECSTEP,[24] which would have funded three to six Hubs, some from each

[22] Oslington et.al. 2018 *The Hub Model - Transforming Teacher Training through Clinical Training Clusters*. Alphacrucis College.
[23] Ibid.
[24] 2019, Hutchison, M. Hastie, D. Jensen, N. Youd, *National Embedded Cross-Sector Teacher Education Pilot*. Published by Alphacrucis College.

major sector, and shared across states. Interest was shown by stakeholders all over the country, reflecting the growing desire both for change, and the reputation of AC's Hub program in the independent schooling sector. This proposal was submitted and had a strong chance of inclusion in the 20-21 budget, until COVID hit and the proposal was not taken up in the short term.

In the interim however, interest in NSW was such that a bipartisan group of MPs, and the state Treasurer, the Hon. Dominic Perrotet, took up the pilot proposal and, in the 2021-2022 NSW Budget, and has provided $2.9m for seed funding for three Hubs over 2 years. The more federally related elements of the proposal - such as research partnership, and Commonwealth Supported Places - are not included. AC would therefore suggest that the federal proposal be renewed (perhaps in partnership with several interested State Governments) and be considered as part of a new rollout of alternative teacher training pathways.

### m. Allow unused or underutilised CSP reallocation to prioritise clinical teacher training modules

It is important to recognise that the Hubs, particularly in regional areas, require Commonwealth supported places to be competitive with the centralised, retail model. At this point even the Hubs without funding in the Hunter Valley, Sydney and Tasmania, continue to grow, and to generate a significant body of data affirming the 'uniquely better' performance of the ITE program in serving the missions of their host institutions. However, broader roll-outs in regional areas requires an equality of opportunity.

The fact is significant amounts of current CSP funding to the sector is not well directed towards the goal of producing classroom ready teachers. Added to this is the fact that the drop in demand for entry to ITE programs leaves many CSP places unfilled. This will be an issue in the current NSW Government expansion where the city-based public school Hub will be run by the University of NSW and so attract CSPs, while the lower SES regional Catholic and independent school Hubs in the Wilcannia-Forbes and Hunter regions respectively will not. This will also impact the research, as without equity in funding between Hubs, truly comparable candidate data will not be retrievable in order to verify the model.

## Summary

In conclusion, we propose that failures of current, massified approaches to Teacher Education do not relate to a lack of existing funding, but rather on spending available support in the wrong places. In order to attract and select high-quality candidates into the teaching profession, as well as prepare ITE students to be effective teachers, it is recommended that the Government:

    a. Raise the status of the profession in the community
    b. Provide locally-based programs with more school autonomy
    c. Enable early selection and encouragement in the pre-matriculation years
    d. Utilise alternative pathways into teaching via VET programs
    e. Encourage accredited training pathways for school leaders to better manage HR issues

    f.  Invest in regional hubs that allow Aboriginal and Torres Strait Islander peoples to train as teachers while remaining in their local communities

    g.  Drive a greater utilisation of clinical-based models

    h.  Decrease ITE attrition through intrinsic motivations, rigorous interviews and community support

    i.  Develop learning ecologies between schools and tertiary

    j.  Establish ongoing effective mentoring relationships throughout training

    k.  Fully integrate trainees into school communities

    l.  Pilot State/Federal initiatives with research projects attached

    m.  Allow unused or underutilised CSP reallocation to prioritise clinical teacher training modules

The Alphacrucis Hub model provides innovative solutions to implementing these recommendations. Following the NSW Government's lead, providing a pathway for the Hub model would secure high-quality teachers (particularly in Regional and Remote areas) while developing school communities into educational Hubs which enable better research, stronger professional development, vocational training and leadership succession plans.

Alphacrucis would also like to thank the panel and Minister for their interest in this key area of education reform, and look forward to assisting any further discussions as required.

**Professor Stephen Fogarty**

President

**Professor Mark Hutchinson**

Dean of Education, Arts, Business and Social Science

**Dr David Hastie**

Associate Dean, Education Development

**Mr Nick Jensen**

Political Liaison

# Appendix 1: Case study –

## St Philip's Teaching School, Central Coast / Hunter Region, NSW

The St Philip's Teaching School[25] is an entity of the St Philip's Christian Education Foundation - a central think-tank and administrative Hub attached to a visionary cluster of schools (the St Philip's Christian College schools) in the NSW Hunter Region. It works in partnership with the dual-sector tertiary provider, Alphacrucis College, to provide a range of accredited courses, including the Bachelor of Education (Primary and Secondary) and Master of Teaching (Primary or Secondary). This innovative, in-situ teacher training model is a uniquely better approach to teacher training.

The St Philip's Christian College group of schools leads the way in 'Whole of Life' education, catering to over 4500 students from Pre-Kindergarten to Year 12. The group consists of four K-12 schools situated in varying socio-economic and geographical location. Three of the four schools are co-located with 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. Some 37% of these students come from Aboriginal and Torres Strait Islander backgrounds, and several of the campuses are located in lower SES drawing areas. 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 Cadetship programme commenced with a cohort of 8 Initial Teacher Education (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 this pilot progressively demonstrated that this was a uniquely better approach to training. Teachers are being both professionally and contextually prepared to teach both within the St Philip's Christian College cluster and well beyond due to their extensive experience across a range of educational settings throughout the degree. 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 support to students who do not thrive in the mainstream schooling environment. When studying the Indigenous and Multicultural

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

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 their 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, all teaching cadets spent the first year in primary classrooms, regardless of secondary subject specialisations. This also served (for the immediate school leavers) as a foil for over-familiarity with the late teenage classroom. The Trainee teachers were also employed and remunerated as Teachers' Aides in the classroom for at least one day a week, in addition to their practicum experience. They gained deep insight and skills under the watchful eye of their (trained) 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 St Philip's Christian Education Foundation found the level of confidence and skill in the 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 engaged in regular meetings with the staff at the Teaching School who provided support and monitored their progress.

One of the unique benefits of the programme 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 remained at their current school whilst the other six Trainees were assigned to another St Philip's school. Our purpose is that all Trainees will be offered a breadth of experience throughout their training. Trainees engage in practice in a number of St Philip's schools, including DALE. In addition to this Trainees will be required to undertake their formal Practicums in State schools and other non-St Philip's schools.

Weekly Insight Sessions are a key distinctive of the Teaching School programme. Interactive workshops where key areas including pedagogy, theories of education, wellbeing and faith formation are run by exemplar educators from both within the St Philip's Christian Colleges, and other organisations. Topics are determined on the basis of current issues, trainee interest, degree course content and identified areas if need, building a full teacher toolkit.

In 2019, entry to the St Philip's Teaching School became more competitive, with the reputation and incentives in the programme attracting an increasing number of applicants for the limited number of (ten) places. This enabled even greater rigour to be 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 comprised 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 international student.

By the end of enrolment in 2019, St Philip's Teaching School, in partnership with Alphacrucis College, was providing a uniquely better model of teacher training to nineteen Trainee teachers. By the end of selections in 2020, that number had reached 28. Throughout 2020 the reputation of the Teaching School as a uniquely better way of teacher training was widely known. The Teaching School received 51 expressions of interest for the 2021 intake with only 12 places on offer. 27 interviews were conducted from this group and 12 students were offered a scholarship place. Another development throughout 2020 was the relationship which was built with two other local Christian Schools, Hunter Christian School and Maitland Christian School. This allowed for a further two students from the 27 to be offered a place in these

schools. These two students were employed and placed in the partner schools and will complete their tertiary theory through Alphacrucis with the rest of the cohort.

Another expansion to the St Philip's Teaching School throughout the last four years, has been the growing number of teachers desiring to be considered for the role of Mentor Teacher. To date the Teaching School has engaged 70 St Philip's staff in this capacity. The staff see this responsibility as an honour, and they take the role on with dedication. We have also observed that teaching staff who take on this responsibility are refining their craft in the process. To ensure that they are teaching the Trainee current and best practice, they are ensuring that they are modelling this themselves in how they teach in the classroom. Through this, we are constantly developing our teachers and in turn are improving student outcomes through best teaching practice.

This year (2021) there are 40 students enrolled in four year cohorts of the programme. Increasing numbers of other schools are now sending their students to the SPTS for training and are participating in other elements of the integrated Hub pathway (VET, Masters, HDR degrees, continuous professional learning etc) which the existence of the Hunter Valley Hub has made available to the region. The current plan is an equal playing field in place funding for students being available to grow the Teaching School to 80 ITE cadets, and to continue to expand the pathways to include Early Childhood teacher training, professional learning and research elements of the Hub, eventually realising perhaps a total enrolment of around 150 FTE enrolments across the cluster, and in the service of other schools in the region. The ever-increasing pool of trained and experienced Mentor Teachers at each of the St Philip's schools, will continue to support Trainees on their journey to become teachers who are both professionally and contextually ready and, most importantly who have a love for teaching and empowering students.

*"I am constantly hearing from teachers how they would have loved this to have been available when they were training. Because of this model, I'm not wondering if after four years of university I will enjoy teaching or if it is what I want to do. I know now through my classroom experience, that I'm made for teaching and I love it."*

- Bethan