

THE HUB MODEL

Next Generation Teacher Education



+ The future of teacher training

The challenges to Australia's education system are globally unique, in part due to the vast geography and scattered population centres.

The key concern is the training and maintaining of quality teachers, especially in regional and rural areas. There has been a decline in overall quality due to changing professional aspirations, centralisation, increased social expectations and a commoditisation of university-based theory-driven training.

These issues are recognised on both sides of the political divide. The Minister for Education, the Hon Dan Tehan MP, has noted quality teachers as essential for the needs of rural, regional and remote communities. The Shadow Minister for Education, the Hon Tanya Plibersek MP, has identified the lack of respect

for the teaching profession, as well as the high attrition rates in initial teacher training (ITE), as major challenges.

Australia's uniqueness, however, also brings opportunity. The HUB Model is a global first initiative which provides a multi-faceted solution to a number of the challenges facing the teaching profession. The Hub Model flips the conventional structure of teacher training, bringing exceptional higher education onsite to local school clusters through tertiary/school partnerships. This strategic approach to human resources (HR) allows the schools to sponsor annual cohorts of quality pre-service teachers and provide clinical training from day one. It enables a communal approach to teacher training embedded in regional knowledge and the particular ethos of the schools, thereby guaranteeing a consistent supply of quality teachers to the local communities.

+ The problem

There are significant issues in Initial Teacher Education in Australia, particularly in regional areas. The AC Hub Model provides solutions to:

The rural teacher drought

No assurance of quality regional teachers, which undermines the attractiveness and development of regional schools.

The brain drain

Currently students have to leave the regions in order to obtain “retail” teaching degrees, largely at universities in the capital cities.

Low score entrants

In 2015 only one in five teaching entrants had an ATAR above 80.

High attrition rates

In the last 15 years on average only 35 percent of commencing ITE

students survived beyond the first 5 years of teaching, an annual wastage in Commonwealth spending of over 300 million dollars.

Professional development access

Regional schools have to spend three-times as much for their teacher’s professional development due to travel and accommodation costs.

Community vocational learning

Many people in regional areas lack the access to community support for ongoing education.

Teacher support

Lack of support for new teachers, burnout, challenging working conditions and negative cultures are all growing problems affecting teacher quality.

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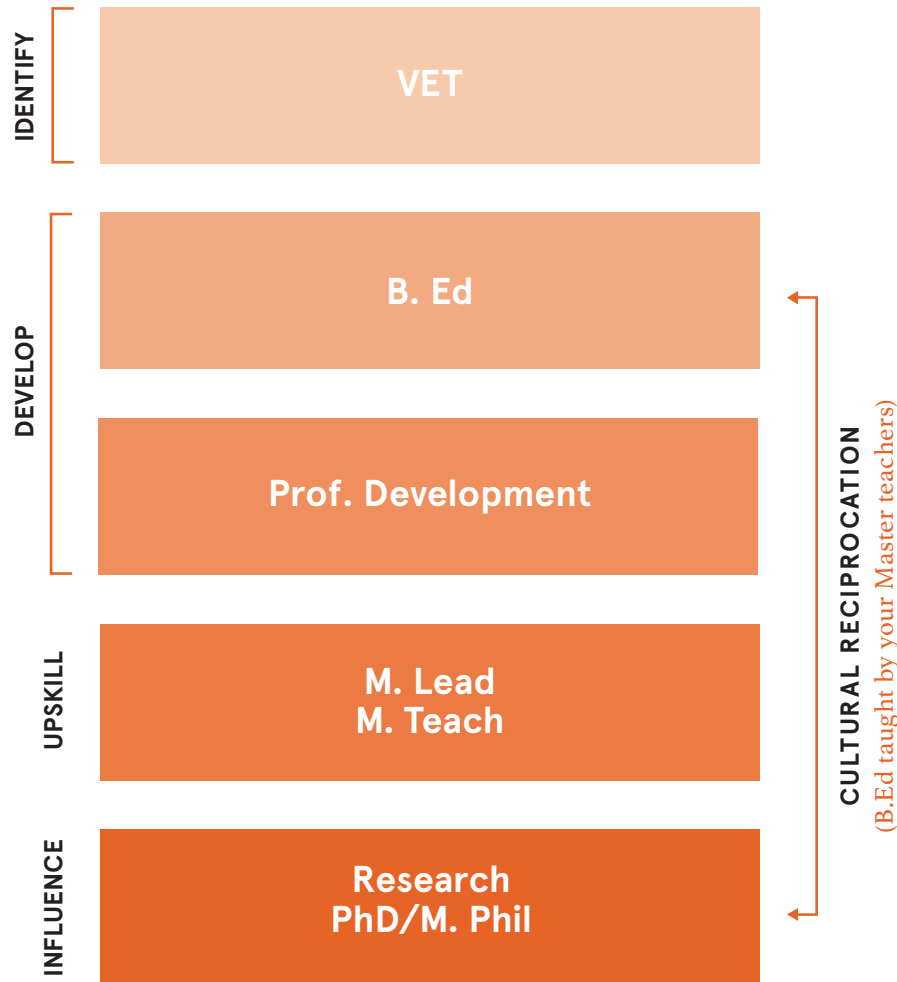
During 2018 Catholic schools in the Diocese of Wilcannia-Forbes experienced first-hand a growing trend of not being able to fill classroom teacher positions. After three unsuccessful rounds of advertising (no applicants), classroom teacher positions at 3 schools were filled internally through reallocation of duties of existing staff. In each case this solution came at the expense of sacrificing key programs/innovations designed to address the unique needs and challenges of our rural, remote students. It is alarming to see this trend continue in 2019.

Mary-Ellen Dempsey
Deputy Director of Catholic Education
Diocese of Wilcannia-Forbes



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The Hub Model flips the conventional model of teacher training by bringing exceptional higher education onsite.



The model enables a cluster of schools (connected through region or ethos) with between 3,000 and 10,000 students to provide 8-10 initial teacher education (ITE) positions per year, with delivery onsite through a blend of intensives and online learning accredited by a tertiary provider.

The students are screened by the tertiary provider and local schools on the basis of quality (IQ and EQ), local diversity needs, future HR needs and ethos alignment.

The schools cover 50% of the fee sponsorship and provide 1 day per week of paid placement as a teaching assistant for the students. The students have guaranteed employment and schools have the option to rurally-bond the trainees as a condition of entry. The schools also provide 6 HDR (Higher Degree Research) and 10 Masters of Leadership half-pay training positions per year for senior teachers within the cluster. These researcher-teachers provide professional development for the school cluster.

The tertiary provider forms a close long-term partnership with the school cluster, which is bonded by an MOU for annual minimum viable numbers of students. Each teaching school Hub will be assigned an external research team from a tertiary institution to provide longitudinal programme evaluation for an improvement spiral. The School Hub also becomes a VET provider with part of the student training involving teaching Certificate courses to the local community.

Therefore, each Hub can provide teachers who are more committed, better equipped, better mentored, with higher ATAR entry scores and are more attuned to the needs of the local community. Over 5 years, each Hub could support 50 BEd cohort students, 230 VET students, 30 MLead students and 30 HDR students – all within the region. If rolled out Australia wide by 2025 these Hubs could comprise 32% of the ITE students nationwide across the Independent, Catholic and Public sectors.



Partnership benefits

Schools

The Hub Model provides schools with greater autonomy, classroom readiness, HR strategic planning, community engagement, professional development, and integrated practice.

Tertiary

The approach provides more effective partnerships with primary and secondary communities, as well as innovation and research opportunities. The Hub Model can also be replicated in international markets.

Government

The Hub Model provides solutions to a host of teacher quality and HR challenges, as well as providing a regional cost-benefit ratio of 12, ultimately saving the Government \$2,632,000 per Hub.

Unions

The Hub Model ensures better mentoring and working conditions for teachers, as well as raising the reputation of the teaching profession. Unions and school cluster partnerships are easily facilitated.

Community

The communities around the school clusters not only have greater access to higher teacher quality, local training and VET opportunities, but the model enables the stabilisation of education in the regions.



+ Clinical teaching benefits

The clinical teaching model, that is the practice of direct learning increased classroom experience, is now recognised as best practice for teacher training.

In Britain, school clusters have in recent years been named among the best providers of postgraduate teacher training in the country, and more recently the Melbourne Graduate School of Education have implemented clinical models. The 2017 *Good Teacher Training Guide* noted the following:

- Teachers trained in schools are more likely to become teachers than those trained in universities.
- Ninety per cent of the final-year trainees from school-centred teacher training entered teaching compared with 79% from university

postgraduate courses and 74% from undergraduate courses. There were no universities among the 17 providers where all final-year trainees became teachers.

- Those training in schools are more committed and schools select trainees more carefully, seeing them as possible future colleagues.
- Forty per cent of the school-based providers were assessed as 'outstanding' by OFSTED compared with 30 per cent of the university departments.
- School-based training attracts a wider cross-section of society to primary teaching, with more teachers from ethnic minorities, more aged 25 and over, and greater numbers of men.

+ Learning communities

The Hub Model also provides the adaptability to effectively address specialised areas of education and need.



Indigenous Hubs

One of the key causes of maintaining the quality of education amongst RRR indigenous communities is inconsistent teacher quality. This inconsistency is fuelled in part by geographic isolation, limited access to services and universities, and the failure of 'importing' teacher talent. The Hub Model can train localised talent on country, for country.



Special needs

Clinically-based trainee teachers gain much greater exposure and are classroom ready for students who are disadvantaged, have social or emotional disorders, or are on the autism spectrum.



Vocational training

The Hub Model involves the integration of VET courses into the teacher training. These courses are not only available for Year 9-12 students, but also for the wider parental community.



Regional opportunity

The Hub Model allows trainee teachers to do their degree at a high level entirely locally. This means that they can be trained, employed, professionally developed, grow a family, shop, volunteer and grow old all in their own region.



Master teachers

The schools also provide 6 HDR and 10 M.Lead half-pay training positions per year for senior teachers within the cluster. This provides executive principal training as well as researcher teachers being able to provide professional development to the school cluster.



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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
SPCC Teaching School

+ St Philip's Christian College (SPCC)

St Philip's Teaching School is the first trial of a Hub model which has been running for 2 years. It is facilitated through a cluster of schools in the NSW Hunter Region.

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

Throughout 2018 it has become apparent that this was a uniquely

better way of training. Teachers are being both professionally and contextually prepared to teach at St Philip's Christian College. This Clinical Teaching Model (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.

One of the unique benefits of the program, is that there is not a 'one size fits all' approach to the placement of the Trainees. An individual pathway is determined for each Trainee, to ensure that they are challenged and supported in their development as a teacher.

+ Proposal

We propose a 4-year trial of 6 x Hubs – two State, two Catholic and two Independent – partnered with corresponding tertiary providers. It would be assessed by a research project from an associated HEP provider.

The Hubs would cost approximately \$10 million each, with \$5 million paid by the school cluster and HEP provider, and \$5 million for the State or Federal Government. The overall cost for Government is therefore **\$30 million** for the trial.

The overall impact of the trial by the 4th year would be (for 6 x Hubs/per annum):

360 to 600

Cert II and III students

240 to 480

Bachelor of Education students

120 to 240

Master of Teaching students

60 to 120

Master of Leadership students

60 to 120

Master of Philosophy/Doctor of Philosophy students

240 to 720

Teacher aide placements (at 0.2FTE)

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The Hub Model, fully implemented, could accommodate up to 32% of teacher training in 80 Hubs nationwide.

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The cost benefit ratio for the Hub Model is 7 generally, and 12 for regional Australia.

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This represents savings of \$1.2 billion across all jurisdictions; and \$746,397,172 in the regions.

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Partner with us

The challenges currently facing Australia to secure stable education, particularly in regional and rural areas, are numerous.

We believe that the key is developing an innovative model which transforms local consortia of schools into 'whole learning ecologies for teacher training'. For this model to become widespread beyond purely private enterprise (such as **St. Philip's Teaching College**), there would need to be government funding from the State or Federal level.

The projected cost-benefit is significant, with the improved educational outcomes, reduced attrition and regional economic activity. This does not include non-quantified economic benefits such as exporting the educational model, regionalisation, private partnerships and the broader educational impact which all create significant social and economic benefits.

This is an opportunity for Australia to initiate a world-first, world-class system that not only makes economic sense, but provides the educational and relational quality sorely needed in our unique educational and regional context.

For more information please contact
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You can also read about the model on ABC online news at:
<https://www.abc.net.au/news/2019-03-27/teacher-training-as-paid-assistants-rather-than-going-to-uni/10899704>



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