



MOTIVATE
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More Aboriginal and Torres Strait Islander Teachers Initiative

**A DEADLY
CAREER!**

Attracting our people into
the teaching profession.



University of
South Australia

www.matsiti.edu.au



More Aboriginal and Torres Strait
Islander Teachers Initiative

A Deadly Career!

Attracting our people into the teaching profession

14-15 October 2013,
Crowne Plaza Hotel, Adelaide

A Deadly Career! is being held on Kurna country.

The Kurna people are the original custodians of the Adelaide Plains.

Translations courtesy of Kurna elder Dr (Uncle) Lewis O'Brien and the Kurna Warra Pityandi committee.

Project Sponsor

This project is funded by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) through the *More Aboriginal and Torres Strait Islander Teachers Initiative (MATSI)*.

Ninna Marni!

The second More Aboriginal and Torres Strait Islander Teachers National Forum will be held on the land of the Kurna nation, the original people of the Adelaide Plains.

Following the 2012 *Yamaiyamarna Paitya: Teachers are deadly!* conference of teachers from 80 First Nations, the focus of this year's MATSITI event is on aspirations and attraction of our people into the noble career of teaching.

Aboriginal and Torres Strait Islander teachers are greatly under-represented in Australian schools - 1% of the total of the teaching workforce in contrast to our Indigenous students who are 5% of the total student population.

We know that there are many young Aboriginal and Torres Strait Islander people who would make excellent teachers, as well as many of our people already working in various roles within schools who would be capable of stepping up to a teaching or school leadership role given the right opportunity.

The MATSITI initiative is part of an ambitious national policy agenda including a more culturally inclusive Australian curriculum, and professional standards for teachers and school leaders to more effectively engage Aboriginal and Torres Strait Islander students.

Supporting the development of the Aboriginal and Torres Strait Islander teaching workforce is a vital part of this policy agenda.

The MATSITI Deadly Career! Forum is designed to engage the hearts and minds of our people and supporters to consider teaching as a career of choice – for young people, for adults considering a career change or to further develop their current education career.

The conference will also capitalise on the opportunities and challenges associated with connectivity and globalisation, with external engagement through webinar and social media channels (#matsiti).

We are particularly pleased that the Minister for Indigenous Affairs Hon Senator Nigel Scullion will open this event.

I look forward to meeting with you at this historic event to make a significant difference to the education and employment outcomes of our people.



Professor Peter Buckskin PSM FACE

Project Director | More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI)

Dean of Indigenous Scholarship, Education and Research Chancellery
University of South Australia

Yalteriburka | MATSITI Leadership Team:




- Professor Peter Buckskin, University of South Australia
- Emeritus Professor Paul Hughes, University of South Australia
- Dr Kaye Price, University of Southern Queensland

Inbarendi | Program

Day 1: Monday 14 October				
9.00	<i>Coffee and registration</i>			
9.30	Forum welcome: Professor Peter Buckskin, Director, MATSITI Welcome to country: Kurna elder Dr (Uncle) Lewis O'Brien Opening address: Senator the Hon Nigel Scullion, Minister for Indigenous Affairs A Deadly Career! Forum purpose and actions: Dr Chris Sarra, Executive Chairman, Stronger Smarter Institute			
10.15	Wonngalonggala Keynote speakers Join our Mob for a Deadly Career! Veronica Willmott, Pam Widders, Darren Bell Staffing Services, NSW Department of Education and Communities			
10.45	<i>Networking activity: *Why is teaching a deadly profession for our people? Morning tea</i>			
11.15	Video showcase, delegate creativity, conference backchannel			
11.30	Turkindi Forum discussion Why I chose teaching as a deadly career! A conversation with Aboriginal and Torres Strait Islander teaching graduates Q&A forum host: Dr Chris Sarra, Executive Chairman, Stronger Smarter Institute			
12.20	Online program			
12.30	<i>Kuranna Mai - Lunch / networking / video interviews (Karpa room)</i>			
1.30	Concurrent workshops series 1: Aboriginal and Torres Strait Islander Teachers' work			
	<table border="1"> <tbody> <tr> <td style="text-align: center;">  Tarnma (Banksia) 1.1 Holistic schooling through an integrated education Worawa Aboriginal College, Victoria </td> <td style="text-align: center;">  Mulla Bakka (Shield) 1.2 Identity, reform and cultural / professional expectations Emmavale Central School La Trobe University </td> <td style="text-align: center;">  Bakka Yoko (Canoe) 1.3 Inspiring leadership and involvement in the teaching profession Nambucca Heads High School, NSW </td> </tr> </tbody> </table>	 Tarnma (Banksia) 1.1 Holistic schooling through an integrated education Worawa Aboriginal College, Victoria	 Mulla Bakka (Shield) 1.2 Identity, reform and cultural / professional expectations Emmavale Central School La Trobe University	 Bakka Yoko (Canoe) 1.3 Inspiring leadership and involvement in the teaching profession Nambucca Heads High School, NSW
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*Share your reasons why teaching is such a deadly profession – including the not-so-obvious ones. Find a creative way to express these on paper, image, photograph, #MATSITI hashtag or short video.










Day 1: Monday 14 October (Cont.)

2.45	Afternoon tea / networking / video interviews (<i>Karpa</i> room)		
3.15	Concurrent workshops series 2: <i>Promoting teaching as a career of choice</i>		
	 <p>Tarnma</p> <p>2.1 Pathways to 2020: Community based Indigenous teacher education RATEP (Queensland)</p>	 <p>Mulla Bakka</p> <p>2.2 Attraction strategies that work NSW DEC WA Dept of Education</p>	 <p>Bakka Yoko</p> <p>2.3 YUMI as teachers: creating a model of growing our own Tagai State College Torres Strait</p>
4.30	Generational change in the teaching profession Day 1 debrief and actions		
5.00	Day 1 forum close		
6.30	Conference dinner Dinner host: Kevin Kropinyeri 😊		




Key Forum questions to consider

- Why were **you** drawn to education as your interest or career of choice?
- What are the key attributes of teaching that could or should be promoted for Aboriginal and Torres Strait Islander people?
- A Year 10 student could begin their teaching career in 2020. What will teaching look like for our people in 2020 and beyond?
- Many Aboriginal and Torres Strait Islander teachers commenced as Indigenous education workers and other education positions. How can teaching be promoted to existing employees who might be thinking about taking their career to the next level?
- What channels, resources or media would be best to reach prospective school students and adults to consider teaching as a career of choice?
- Who is well placed to promote teaching for Aboriginal and Torres Strait Islander people – school authorities, teacher educators or Aboriginal and Torres Strait Islander community advocates? What kind of partnerships would be effective?
- What would you like to see in a future aspirations and attraction marketing campaign and what resources (eg people, media, \$) would it require?

Inbarendi | Program

Day 2: Tuesday 15 October				
8.30	Coffee			
9.00	Welcome to forum day 2 Teaching in 2020: webinar and media highlights			
9.15	<p>Wonngallonggala Keynote speaker</p> <p>What school teachers will encounter: Indigenous schooling in the 21st century and the digital inclusion agenda</p> <p>Professor Lester-Irabinna Rigney Dean, Indigenous Education, University of Adelaide</p>			
10.00	Video pitch			
10.05	<p>Turkindi Forum discussion</p> <p>How do we restore respect and integrity into our profession</p> <p>A conversation with three education leaders:</p> <p>The employer: Pam Widders, Staffing Services, NSW Department of Education The teacher educator: Geraldine Castleton, Dean of Education, UniSA The community: Peter Buckskin, Chair, SAAETCB</p> <p>Q&A forum host: Dr Chris Sarra, Executive Chairman, Stronger Smarter Institute</p>			
10.45	Morning tea / networking / video interviews (<i>Karpa</i> room)			
11.15	<p>Concurrent workshops series 3: <i>Media and teaching as a career of choice</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; vertical-align: top;">  Tarnma 3.1 Teaching for community: Tellin' the stories iTunesU in remote communities Yunggorendi First Nations Centre Apple Education </td> <td style="text-align: center; vertical-align: top;">  Mulla Bakka 3.2 Indigenous education and social media: Online engagement with Aboriginal and Torres Strait Islander people IndigenousX TedX presenter </td> <td style="text-align: center; vertical-align: top;">  Bakka Yoko 3.3 Vision 2020: The changing face of teaching and technology Catholic Education South Australia </td> </tr> </table>	 Tarnma 3.1 Teaching for community: Tellin' the stories iTunesU in remote communities Yunggorendi First Nations Centre Apple Education	 Mulla Bakka 3.2 Indigenous education and social media: Online engagement with Aboriginal and Torres Strait Islander people IndigenousX TedX presenter	 Bakka Yoko 3.3 Vision 2020: The changing face of teaching and technology Catholic Education South Australia
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12.30	<p><i>Kuranna Mai</i> - Lunch / networking / video interviews (<i>Karpa</i> room) 1 pm MATSITI funding Q&A: <i>Bakka Yoko</i> room</p>			



1.30	Action planning workshops: <i>Promoting teaching as a career of choice</i>		
			
	Employer actions	Teacher education actions	Community actions
	Facilitator: Veronica Willmott, NSW DEC	Facilitator: Professor Tania Aspland, Faculty of Education, ACU	Facilitator: Dr Chris Sarra Executive Chairman, Stronger Smarter Institute
2.45	<i>Afternoon tea / networking / video interviews (Karpa)</i>		
3.15	Actions to build aspirations and attraction Action plan workshop groups report back		
3.45	<i>Video pitch - prizes</i>		
4.00	Next steps A future national MATSITI attraction and marketing strategy Dr Kaye Price, MATSITI Leadership Group Forum conclusions and thanks Professor Peter Buckskin, MATSITI Director		
4.30	A Deadly Career forum close		

Yangallitya | For the future

Future aspirations and attraction marketing strategy

Suggestions to date include:

- A national road-show for secondary school students with a social media strategy, inviting local school authorities, universities and community agencies to contribute to and promote to students in their region
- Video competition and resources of practising Aboriginal and Torres Strait Islander teachers for a digital media library of role models
- A targeted information and attraction strategy for existing Aboriginal and Torres Strait Islander education employees to consider a career upgrade to teaching
- Communications strategy with 'influencers' in schools such as AIEWs and career advisers

Your ideas wanted - the Forum, workshops and action plans will be an opportunity to capture innovative and effective strategies to attract Aboriginal and Torres Strait Islander people into teaching. MATSITI will be assisted by leading digital marketing company *The Memphis Agency* in capturing and refining your suggestions.

Wonngallonggala | Speakers

Monday 10:15am (keynote) | 3.00pm (Workshop)

100 Aboriginal teachers joining our mob each year: A deadly teacher recruitment strategy

Veronica Willmott, Pam Widders and Darren Bell
Human Services Directorate, NSW Department of Education and Communities

Teaching is Deadly and Join our Mob, are programs that are fully supported by the NSW Department of Education and Communities in promoting education and employment to all Aboriginal people and communities.

The NSW Department of Education and Communities Aboriginal Employment and Career Development team work very closely with schools, communities and Universities to promote and encourage employment opportunities available to Aboriginal people.

As an ongoing commitment to increase the number of Aboriginal teachers, the Department offers up to 80 teacher education scholarships each year to students completing their HSC, whilst also encouraging community members to apply.

The Aboriginal Employment and Career Development team promote the benefits of becoming a teacher; identifying strategies to increase and retain the number of Aboriginal teachers; ensure scholars are supported in their studies and enter and stay in the teaching profession; Support Newly Appointed Aboriginal Teachers (NAAPT) through the NAAPT Mentoring program and encourage and provide support for Aboriginal teachers that have been in the profession for five years or more to take up leadership roles within the Department through the Aboriginal Teachers Leadership program.

The Department also recognises the importance and value of having Aboriginal people employed in schools in non-teaching roles ranging from General Assistants to School Administration Managers and Aboriginal Education Officers. The AECD also conduct Yarn Ups for Aboriginal people in schools and communities encourages and providing support for members wanting to apply for non-teaching roles within schools.

The *Join our Mob* team will be presenting a keynote presentation on the successes and challenges of their recruitment journey, and a concurrent workshop on aspirations and attraction strategies.



Wonngallonggala | Speakers

Tuesday 9:15am (check local time-zone for MATSITI webinar)

What School Teachers will Encounter: Indigenous Schooling in the 21st century and the Digital Inclusion Agenda

Professor Lester-Irabinna Rigney

Dean, Indigenous Education, University of Adelaide

What will the schooling and education look like in 21st Century for Aboriginal and Torres Strait Islander peoples? What does this mean for teacher preparation? What does Indigenisation of the school mean in this context? Moreover, learning, teaching and schooling are inseparable from the really big questions of transforming the lives of Aboriginal peoples and assisting in finding solutions to modern 21st Century challenges that communities will face in the next decade. For example, are Aboriginal communities prepared and ready to address climate change, sea level rise, digital revolution, water shortage, animal and environmental sustainability and globalisation. These modern day challenges or better known as 'wicked problems' will require curriculum and pedagogy reform, integrated knowledges, learning techniques and solutions that draw upon the transformative power of research, science and higher education. These big questions seem to be inherent to Aboriginal Education and the Indigenisation of schooling. They are also about Aboriginal destiny. How Aboriginal populations and their skills, knowledges and aspirations are embedded into the corpus of the school and included digitally will determine the capacity of Aboriginal communities to meet these wicked problems with confidence.



This presentation will explore digital inclusion issues and ten big questions of Aboriginal Schooling and curriculum in the century ahead. It will draw upon recent research to project forward nuance futures. This presentation will examine the state of 'Aboriginal Education' and 'inclusion', its challenges, toward seeking optimistic evidence based solutions.

Dr Rigney's presentation will also be accessible on the Internet in real time through a webinar stream.

External registration details are available at www.matsiti.edu.au/webinar



Dr Chris Sarra | Webinar and Forum Host

Dr Chris Sarra has had an extensive career in education. His passion has been the pursuit of more positive and productive educational outcomes for Indigenous children. Chris has been the recipient of many awards and much recognition and his ideas, enthusiasm and vision have taken hold nationally and internationally.

Chris believes that the power teachers have to inspire their students should never be underestimated. These are messages that Chris Sarra has drawn from his own life – as an Indigenous child, student, teacher, parent, principal and leader.



Forum delegates and online participants will be able to hear the presentations and ask questions via text chat, moderated by Dr Sarra and IndigenousX host Luke Pearson.

Webinar participants will need a computer connected to the Internet with speakers or headphones to hear the Forum presenters. Direct webinar registration link is <http://bit.ly/deadly-career>

Turkindi | Workshops

Monday 14 October

1.30pm: Workshop series 1

Aboriginal and Torres Strait Islander Teachers' Work

1.1 Holistic schooling through an integrated education

Lois Peeler, Worawa Aboriginal College

Lois Peeler is the Executive Director of Worawa Aboriginal College. Worawa is proudly unique in that it is owned and governed by Aboriginal people. In 2013 the College celebrates its 30th Anniversary. Worawa Aboriginal College is Victoria's only independent Aboriginal school. Situated on Aboriginal land, Worawa is a boarding school that caters exclusively for Aboriginal girls.



Lois is a proud Yorta Yorta woman who uses her heritage, education and experience to direct and enhance learning in a culturally sensitive and honouring fashion. Lois, an original 'Sapphire' (as in the movie and play by the same name) believes in the power of stories, the potential of students and the importance of fostering strong cultural and personal identity.

Worawa has developed a comprehensive understanding of the complexities of Indigenous education. The Worawa model focuses on both the effectiveness of the overall education provided and also to the recruitment, professional development, support and retention of teaching and non-teaching staff. A Council of Elders oversees the culture curriculum and the College resident Elder provides cultural guidance to students and staff.

This unique approach delivers educational outcomes through an Aboriginal perspective which has been carefully developed to ensure culture and well-being are core to a rigorous educational program.

Join Lois and her staff to find out more about the innovative 'Worawa Way' and how these cultural and educational principles can be applied in our schools.

1.2 Cultural and professional identity

An identity-centred approach to educational reform

Bradley Laurie, Emmaville Central School

This presentation by NSW teacher Bradley Laurie is about exploring the magnanimous and typically understated role that identity plays in educational settings. In educational settings throughout Australia, focused identity-based pedagogies and practices are often consumed by mainstream curricula agenda and their respective Anglo-centric educational frameworks. This presentation will illuminate the problems within such a model, focussing on how such a model inhibits the marginalised learner from achieving their scholastic potential. Through international research, a holistic, reconceptualised bi-cultural framework, which back-maps from Indigenous communities, will be proposed as the key method of redressing the educational 'gap' in the 21st century for Indigenous Australians.



Balancing professional and community expectation

Professor Mark Rose, La Trobe University

The second part of workshop 1.2 will consider how Aboriginal and Torres Strait Islander teachers balance professional and community expectations, and leverage community for better outcomes. Professor Mark Rose a Gunditjmarra man is Executive Director of Indigenous Strategy at Latrobe University, and who has contributed to a broad range of educational settings within Victoria, nationally and internationally. Mark is also a member of the MATSITI Reference Group.

1.3 Change, opportunity and fun: Inspiring leadership and involvement in the teaching Profession

Garry Cattanach, Teacher, Nambucca Heads High School

A documentary has been produced that highlights Gary's personal journey in teaching. It focuses on the change, opportunity and fun a career as an Aboriginal teacher has provided him. It profiles his family background and details how difficult it was for him as a child; as it is for many at some point. It is an entertaining 'show and tell' journey describing how life has evolved for him and his family in a small disadvantaged coastal community on the Mid North Coast of New South Wales.



3.15pm: Workshop series 2

Promoting teaching as a career of choice

2.1 Pathways to 2020: Community-based Indigenous teacher education for the future

Gail Mitchell, State Program Coordinator, Helen McDonald, Director, Ian Hodges, Program Coordinator, North Queensland, John Savage, ICT Resources Coordinator

RATEP: Community-based Indigenous Teacher Education program is an enduring partnership between Queensland Department of Education, Training and Employment, Tropical North Queensland TAFE and James Cook University. This presentation explores successful strategies used in RATEP for:

- Pathways into teacher education
- Preparing teachers for 2020
- From graduation to employment

The RATEP partnership fosters smooth transitions from TAFE to university to employment through shared expectations for success supported by appropriate pedagogies using 21st century technologies. Indigenous students studying via RATEP pioneered the technologies that they will be using as quality teachers and school and community leaders in 2020.

This workshop will explore community aspirations to teaching and a range of successful attraction strategies with particular focus on remote schools.



2.2 Recruitment strategies that work

Join our Mob in NSW public schools

*Veronica Willmott, Pam Widders, Darren Bell
NSW Department of Education and Communities*

This workshop will expand on their keynote address to outline the specific strategies employed by NSW DEC to achieve the significant attraction and recruitment results for Aboriginal teachers in NSW public schools.

Education Worker to Classroom Teacher

Keryl Gorton, Principal Consultant, Workforce Policy and Co-ordination, WA Department of Education

The second half of this workshop will focus on successful pathways to teaching for Aboriginal employees in non-teaching education positions.



2.3 YUMI as Teachers: Creating a model of growing our own

Judith Ketchell, Principal and staff, Tagai State College

This session will explore personal and professional qualities, opportunities and effective strategies to attract and support Aboriginal and Torres Strait Islander people into a teaching career. Possibilities for reform include mentoring initiatives, supporting school student aspirations, professional learning, scholarships and leadership networks.



Turkindi | Workshops

Tuesday 15 October

11.15am: Workshop series 3

Media and teaching as a career of choice

3.1 Teaching for Community: Tellin' the Stories

Ali Gumillya Baker, Lecturer, Roland Wilson, Associate Lecturer, Jackie Wurm, Project Officer, Matthew Kauschke, Student Teacher, Flinders University and Aboriginal Education Worker, Urrbrae Agricultural High School Yunggoorendi First Nations Centre, Flinders University team



Yunggoorendi First Nations Centre produced a series of 19 online videos *Tellin' the stories of teachers: Tellin' the stories of teaching* sharing Indigenous voices from the perspectives of students, lecturers, classroom teachers and education leaders as part of the MATSITI project. This workshop will discuss how we engaged schools, family and community members to help inspire Indigenous people to consider teaching as a career. The session will also provide a chance to share strategies to promote teacher education in a broader community context, not just aiming at individuals.

The workshop will also feature the use of new media technologies such as iPads and iTunesU with schools in remote parts of Australia. Presented by Greg Egan, Apple Education.

3.2 Indigenous education and social media: online engagement strategies with Aboriginal and Torres Strait Islander People

Luke Pearson, IndigenousX (Indigenous Excellence)

Luke Pearson is a qualified teacher and creator and administrator of Social Media project **@IndigenousX**. He is passionate about Indigenous education, literacy, numeracy, social media, identity, and excellence.



Luke will outline the use and power of social media within Aboriginal and Torres Strait Islander people and communities, and their potential application to Indigenous education and workforce development.

Luke will also be supporting social media engagement for those unable to attend the MATSITI forum.

Look out for **#MATSITI** and **#IndigenousX** and add these hashtags to your own posts!

3.3: Vision 2020: the changing face of teaching and technology - What does teaching look like in Catholic Education South Australia?

Tom Melingakos with staff and teachers from Catholic Education, South Australia

The workshop will focus on the changing face of the modern classroom and the role of the teacher. It will be a panel discussion with primary and secondary representatives from the Catholic Education sector.



The representatives will be current teachers who live, work and breathe the Catholic Education experience. Participants will have the opportunity to ask teachers from a variety, of backgrounds, questions in order to assist them in gathering information about what teaching looks like today and into the future.

Action planning workshops

This series of planning workshops will review ideas and suggestions captured during the workshop to contribute to national and local communications strategies and resources to promote teaching for and with Aboriginal and Torres Strait Islander people.

4.1 Employer actions

School jurisdictions are the employers of teachers and help shape career aspirations of school students in their care. There are currently approximately 2300 Aboriginal and Torres Strait Islander teachers working in Australian schools, nearly 1% of the total teaching workforce.

Actions by schools that could be progressed after the MATSITI Forum will be led by Veronica Willmott, Assistant Director, Staffing Services, NSW Department of Education and Communities



4.2 Teacher education actions

University schools and faculties of education train teachers for the future, currently graduating nearly 300 Aboriginal and Torres Strait Islander teachers each year. Most faculties have developed an action plan to improve engagement and success of their Indigenous students enrolled in teacher education.

Actions by universities and other tertiary education providers that could be progressed after the MATSITI Forum will be led by Professor Tania Aspland, Head, Faculty of Education, Australian Catholic University and 2014 President-elect, Australian Council of Deans of Education



4.3 Community actions

Aboriginal and Torres Strait Islander communities are the cultural bedrock for Aboriginal and Torres Strait Islander people who are teaching or considering a teaching career in the future.

Actions by community members that could be progressed after the MATSITI Forum will be supported by Dr Chris Sarra, Executive Chairman, Stronger Smarter Institute and MATSITI Forum facilitator.



My suggested actions to progress this workforce agenda

Pirku Partanna | Tell your story...

MATSITI is looking for interesting and varied stories about pathways into teaching for Aboriginal and Torres Strait Islander people.

On the first day we will invite you to creatively express and share why you were attracted to a career in education – in words, a photo (with props), a short video or online post (use hashtag #MATSITI).

Throughout the MATSITI Forum there is an opportunity for delegates to produce a short video - look for the Apple Mac Photobooth and forum iPads in the Karpa room next to the main foyer area.



Here's some prompts to get you started:

- Which country or mob are you from? (if applicable)
- What prompted your interest in an education career?
- What is your role in education now? What do you enjoy about it?
- Tell us a little about your journey to becoming a teacher (or other education role)?
- What would you say to an Aboriginal or Torres Strait Islander student or adult who was thinking about becoming a teacher?
- What could be done to make a difference for our teaching workforce after this forum ends?



You may also want to present a 1-2 minute video 'pitch' to promote teaching for Aboriginal and Torres Strait Islander people to appear on the main screen and/or MATSITI website.

See www.matsiti.edu.au/thepitch for a Youtube example by Forum host Dr Chris Sarra.

Prizes

Enter the completion to win – MATSITI has an iPad Mini for best forum video and several \$50 shopping vouchers for other creative entries!





More Aboriginal and Torres Strait Islander Teachers Initiative

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