Expression of Interest

More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI) Collaborative Workforce Projects

<table>
<thead>
<tr>
<th>Invitation for Expression of Interest (EOI) for:</th>
<th>More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI) Collaborative Workforce Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue Date:</td>
<td>13 September 2013</td>
</tr>
<tr>
<td>Closing Date and Time:</td>
<td>8 November 2013 5pm EST</td>
</tr>
<tr>
<td>EOI Responses to be Submitted via email to:</td>
<td>Professor Peter Buckskin</td>
</tr>
<tr>
<td></td>
<td>Dean, Indigenous Scholarship, Engagement and Research University of South Australia</td>
</tr>
<tr>
<td></td>
<td>Project Director, MATSITI</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:peter.buckskin@unisa.edu.au">peter.buckskin@unisa.edu.au</a></td>
</tr>
</tbody>
</table>
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Introduction

Invitation Part A – Conditions of the EOI Process

Invitation Part B – Overview of Requirements

Invitation Part C – Registrant’s Response

Attachment 1 – MATSITI Teacher Workforce Scoping Plan Summary

Introduction

1 The opportunity

The University of South Australia is seeking responses from suitably qualified organisations or consortia to this Invitation for Expressions of Interest for collaborative projects and partnerships addressing the school workforce outcomes and goals of the More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI) Project.

2 Objectives

The Agency is seeking responses to this Invitation for Expressions of Interest for More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI) Collaborative Workforce Projects.

The purpose of this EOI process is to assess the ability of Registrants to provide these Services.

An overview of the Agency’s requirements in relation to the Services is set out in Part B of this Invitation (Overview of Requirements).
Invitation Part A – Conditions of the EOI Process

Reference Schedule

The information contained in this Reference Schedule must be read in conjunction with the remainder of Part A of this Invitation.

Item 1: Agency (Introduction)

University of South Australia

Item 2: EOI reference number:

MATSITI/2013

Item 3: Project Manager (sections 4 and 14)

<table>
<thead>
<tr>
<th>Name and title</th>
<th>Mark Tranthim-Fryer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Project Manager, MATSITI</td>
</tr>
<tr>
<td>Address for correspondence by post</td>
<td>University of South Australia</td>
</tr>
<tr>
<td></td>
<td>GPO Box 2471 Adelaide SA 5015</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:mark.fryer@unisa.edu.au">mark.fryer@unisa.edu.au</a></td>
</tr>
<tr>
<td>Telephone</td>
<td>08 8302 0562</td>
</tr>
</tbody>
</table>

Item 4: Indicative Timetable*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invitation issued</td>
<td>13 September 2013</td>
</tr>
<tr>
<td>End of period for questions or requests for information (section 4.2)</td>
<td>25 October 2013</td>
</tr>
<tr>
<td>Closing Time (section 5.1)</td>
<td>8 November 2013 5pm Australian Eastern Standard Time</td>
</tr>
<tr>
<td>Intended completion of evaluation of EOIs</td>
<td>22 November 2013</td>
</tr>
<tr>
<td>Intended execution of agreement(s)</td>
<td>13 December 2013</td>
</tr>
<tr>
<td>Intended project commencement</td>
<td>From 20 January 2014</td>
</tr>
</tbody>
</table>

* Note: The timetable is indicative only and may be changed by the Agency in accordance with the Conditions of the EOI Process set out in Part A of this Invitation.
More Aboriginal and Torres Strait Islander Teachers Initiative

Item 5: Lodgement of EOIs

5.1 Email lodgement

<table>
<thead>
<tr>
<th>Email address</th>
<th><a href="mailto:peter.buckskin@unisa.edu.au">peter.buckskin@unisa.edu.au</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Information to be included in email message containing the EOI</td>
<td>Message header MATSITI EOI with Response to EOI attached in MS Word format.</td>
</tr>
<tr>
<td>Other requirements</td>
<td>EOI attachment for Tier Two projects to be no longer than 10 pages including any additional attachments.</td>
</tr>
</tbody>
</table>

Guidelines governing this Invitation and the EOI Process

1 Application of these guidelines

Participation in the EOI Process is subject to compliance with the guidelines contained in this Part A.

All persons (whether or not they submit an EOI) having obtained or received this Invitation may only use it, and the information contained in it, in compliance with the guidelines set out in this Part A.

All Registrants are deemed to accept the guidelines contained in this Part A.

The guidelines contained in this Part A of the Invitation apply to:

(a) the Invitation and any other information given, received or made available in connection with the Invitation including any additional materials and any revisions or addenda;

(b) the EOI Process; and

(c) any communications (including any Briefings, presentations, meetings or negotiations) relating to the Invitation or the EOI Process.

2 Structure of Invitation

This Invitation consists of the following parts:

(a) Introduction – contains an overview of the opportunity presented in, and the objectives of, this Invitation.

(b) Part A – Conditions of the EOI Process sets out the guidelines applying to the Invitation documents and to the EOI Process. These guidelines are deemed to be accepted by all Registrants and by all persons having received or obtained the Invitation.

(c) Part B – Overview of Requirements describes the Services in respect of which the Agency invites EOIs from interested persons.

(d) Part C – Registrant’s Response specifies the information to be provided in an EOI and may also specify any information to be provided by a Registrant by other means. Part C may include templates to be completed and included in an EOI.
3 Invitation

3.1 Status of Invitation
This Invitation is not an offer. It is an invitation for persons to submit an EOI for the provision of the Services set out in the Overview of Requirements contained in Part B of this Invitation.

Nothing in this Invitation is to be construed as creating any binding contract for the supply of the Services (express or implied) between the Agency and any Registrant until the Agency and a Registrant enter into a final, binding contract.

3.2 Accuracy of Invitation
While all due care has been taken in connection with the preparation of this Invitation, the Agency does not warrant the accuracy of the content of the Invitation and the Agency will not be liable for any omission from the Invitation.

3.3 Additions and amendments to Invitation
The Agency reserves the right to change any information in, or to issue addenda to, this Invitation.

3.4 Representations
No representation made by or on behalf of the Agency in relation to the Invitation (or its subject matter) will be binding on the Agency unless that representation is expressly incorporated into any contract(s) ultimately entered into between the Agency and a Registrant.

3.5 Licence to use and Intellectual Property Rights
Persons obtaining or receiving this Invitation and any other documents issued in relation to the EOI Process may use the Invitation and such documents only for the purpose of preparing an EOI.

Such Intellectual Property Rights as may exist in the Invitation and any other documents provided to Registrants by or on behalf of the Agency in connection with the EOI Process are owned by (and will remain the property of) the Agency except to the extent expressly provided otherwise.

4 Communications during the EOI Process

4.1 Project Manager
All communications relating to the Invitation and the EOI Process must be directed to the Project Manager or to the Project Director.

4.2 Requests for clarification or further information
Any questions or requests for further information or clarification of the Invitation (or any other document issued in connection with the EOI Process) must be submitted to the Project Manager in writing, preferably by email.

Any communication by a Registrant to the Agency will be effective upon receipt by the Project Manager (provided such communication is in the required format).

General questions and MATSITI responses about the EOI process will be circulated to identified registrants at least one week before the closing date. Parties intending to register and Expression of Interest should provide contact details to the Project Manager to receive updates.
5 Submission of EOIs

5.1 Lodgement
EOIs must be lodged only by the means set out in Item 5 of the Reference Schedule.

6 EOI documents

6.1 Format and contents
Registrants must ensure that:
(a) their EOI is presented in the required format as set out in Part C; and
(b) all the information fields in Part C are completed and contain the information requested.

The Agency may in its absolute discretion reject an EOI that does not include the information requested or is not in the format required.

Unnecessarily elaborate responses or other presentations beyond what is sufficient to present a complete and effective proposal are not desired or required.

Word limits where specified should be observed and the Agency reserves the right to disregard any parts of the EOI exceeding the specified word limit.

Registrants should fully inform themselves in relation to all matters arising from the Invitation, including all matters regarding the Agency’s requirements for the provision of the Services.

6.2 Preparation of EOIs
The Agency will not be responsible for, nor pay for, any expense or loss that may be incurred by Registrants in the preparation of their EOIs.

6.3 Disclosure of EOI contents and EOI information
EOIs will be treated as confidential by the Agency. The University of South Australia will not disclose EOI contents and EOI information, except:
(a) as required by law (including, for the avoidance of doubt), as required under Freedom of Information legislation;
(b) for the purpose of investigations by the Australian Competition and Consumer Commission or other government authorities having relevant jurisdiction;
(c) to external consultants and advisers of the Agency engaged to assist with the EOI Process;
(d) general information from Registrants required to be disclosed by government policy.

6.4 Use of EOIs
Upon submission in accordance with the requirements of section 5 of this Part A and Item 5 of the Reference Schedule, all EOIs become the property of the Agency. Registrants will retain all ownership rights in intellectual property contained in the EOI. The submission of an EOI does not transfer to the Agency any ownership interest in the Registrant’s intellectual property rights, or give the Agency any rights in relation to the Invitation, except as expressly set out below.

Each Registrant, by submission of their EOI, is deemed to have licensed the Agency to reproduce the whole, or any portion, of their EOI for the purposes of enabling the Agency to evaluate the EOI.
6.5 **Withdrawal of EOI**  
A Registrant who wishes to withdraw an EOI previously submitted by it must immediately notify the Agency of that fact. Upon receipt of such notification, the Agency will cease to consider that EOI.

6.6 **Status of EOI**  
Each EOI constitutes a non-binding proposal by the Registrant to the Agency to provide the Services required under, and otherwise to satisfy the requirements of, the Overview of Requirements (Part B of this Invitation).

7 **Capacity to comply with Overview of Requirements**  
Part B of this Invitation gives an overview of the Agency's requirements with regard to the Services that are the subject of this Invitation. It will be assumed that each Registrant will be capable of providing all of the Services in full. Where Registrants believe they will not be capable of providing all the Services in full or will only comply with the Overview of Requirements subject to conditions, they should either not apply or set out any potential limitations in the Registrant’s Response.

Registrants who are invited to participate in a subsequent tender process (should one eventuate) will be provided with a full specification for the relevant Services at that time.

8 **Evaluation of EOIs**

8.1 **Evaluation process**  
Following the Closing Time, the Agency currently intends to evaluate the EOIs received. EOIs will be evaluated against the Evaluation Criteria specified in Attachment A to this Part A of the Invitation.

An EOI will not be deemed to be unsuccessful until such time as the Registrant is formally notified of that fact by the Agency.

8.2 **Clarification of EOI**  
If, in the opinion of the Agency, an EOI is unclear in any respect, the Agency may, in its absolute discretion, seek clarification from the Registrant. Failure to supply clarification to the satisfaction of the Agency may render the EOI liable to disqualification.

The Agency is under no obligation to seek clarification of anything in an EOI and the Agency reserves the right to disregard any clarification that the Agency considers to be unsolicited or otherwise impermissible in accordance with the guidelines set out in this Part A.

9 **Next stage**

9.1 **Options available to the Agency**  
After evaluation of all EOIs, the Agency may, without limiting other options available to it, do any of the following:

(a) prepare a shortlist of Registrants and invite tenders from those Registrants;
call for tenders from the market generally for the Services or any similar or related services;

(c) enter into pre-contractual negotiations with one or more Registrants;

(d) decide not to proceed further with the EOI process or any other procurement process for the Services; or

(e) commence a new process for calling for EOIs on a similar or different basis to that outlined in this Invitation.

9.2 No legally binding contract

Being shortlisted does not give rise to a contract (express or implied) between the successful Registrant and the Agency. No legal relationship will exist between the Agency and a successful Registrant relating to the supply of the Services unless and until such time as a binding contract is executed by them.

10 Registrant warranties

By submitting an EOI, a Registrant warrants that:

(a) in lodging its EOI it did not rely on any express or implied statement, warranty or representation, whether oral, written, or otherwise made by or on behalf of the Agency, its officers, employees, agents or advisers other than any statement, warranty or representation expressly contained in the Invitation documents;

(b) it did not use the improper assistance of Agency employees or information unlawfully obtained from the Agency in compiling its EOI;

(c) it has examined this Invitation, and any other documents referenced or referred to herein, and any other information made available in writing by the Agency to Registrants for the purposes of submitting an EOI;

(d) it has sought and examined all necessary information which is obtainable by making reasonable enquiries relevant to the risks and other circumstances affecting its EOI;

(e) it has otherwise obtained all information and advice necessary for the preparation of its EOI;

(f) it is responsible for all costs and expenses related to the preparation and lodgement of its EOI, any subsequent negotiation, and any future process connected with or relating to the EOI Process;

(g) it otherwise accepts and will comply with the guidelines set out in this Part A of the Invitation;

(h) it will provide additional information in a timely manner as requested by the Agency to clarify any matters contained in the EOI; and

(i) it is satisfied as to the correctness and sufficiency of its EOI.

11 Agency’s rights

Notwithstanding anything else in this Invitation, and without limiting its rights at law or otherwise, the Agency reserves the right, in its absolute discretion at any time, to:
More Aboriginal and Torres Strait Islander Teachers Initiative

12 Governing law
This Invitation and the EOI Process is governed by the laws applying in the State of South Australia.
Each Registrant must comply with all relevant laws in preparing and lodging its EOI and in taking part in the EOI Process.

13 Interpretation
13.1 Definitions
In this Invitation for EOIs, unless a contrary intention is apparent:

Agency means the government department or agency (as specified in item 1 of the Reference Schedule) responsible for the EOI Process.

EOI means a document lodged by a Registrant in response to this Invitation containing a proposal to provide Services.

EOI Process means the process commenced by the issuing of an Invitation for EOIs and concluding upon formal announcement by the Agency of the selection of shortlisted Registrant(s) or upon the earlier termination of the process.

Evaluation Criteria means the criteria set out in Attachment A to this Part A of the Invitation.

Intellectual Property Rights includes copyright and neighbouring rights, and all proprietary rights in relation to inventions (including patents) registered and unregistered trademarks (including service marks), registered designs, confidential information (including trade secrets and know how) and circuit layouts, and all other proprietary rights resulting from intellectual activity in the industrial, scientific, literary or artistic fields.

Invitation for EOIs or Invitation means this document (comprising each of the parts identified in section 2 of this Part A) and any other documents so designated by the Agency.

MATSITI refers to the More Aboriginal and Torres Strait Islander Teachers Initiative Project which is managed by the University of South Australia.

Overview of Requirements means the overview of the Agency’s requirements contained in Part B of this Invitation.

Project Manager means the person so designated in item 3 of the Reference Schedule.

Reference Schedule means the schedule so designated forming part of Part A of the Invitation.

Services means the services required by the Agency, as specified in Part B of this Invitation.

State means the Crown in right of the State of South Australia.

Registrant means a person or organisation that submits an EOI.
**Attachment A: Evaluation criteria**

To the extent that the Agency evaluates any EOI received in response to this Invitation, the Agency will have regard to:

(a) each of the specific evaluation criteria identified in the table below; and

(b) the overall proposition presented in the EOI.

<table>
<thead>
<tr>
<th>Evaluation criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capability</strong></td>
</tr>
<tr>
<td>1.1 Compliance with Overview of Requirements</td>
</tr>
<tr>
<td>1.2 Capability of Project lead agencies</td>
</tr>
<tr>
<td>1.3 Quality of partnerships, Indigenous leadership and engagement</td>
</tr>
<tr>
<td><strong>Project benefits</strong></td>
</tr>
<tr>
<td>2.1 Alignment with MATSITI Scoping Plan Strategic Actions</td>
</tr>
<tr>
<td>2.2 Degree of reform and innovation</td>
</tr>
<tr>
<td>2.3 Clear success measures of Project outcomes</td>
</tr>
<tr>
<td>2.4 Sharing of Project successes and challenges</td>
</tr>
<tr>
<td>2.5 Lasting benefit after completion of the Project</td>
</tr>
<tr>
<td><strong>Commercial</strong></td>
</tr>
<tr>
<td>3.1 Risk and Insurance</td>
</tr>
<tr>
<td>3.2 Conflict of Interest (if applicable)</td>
</tr>
<tr>
<td><strong>Financial</strong></td>
</tr>
<tr>
<td>4.1 Differentiation from existing programs</td>
</tr>
<tr>
<td>4.2 Value for money</td>
</tr>
</tbody>
</table>
Invitation Part B – Overview of Requirements

Overview of Requirements for
More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI) Collaborative Workforce Projects
MATSITI Background

The More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI) is a four-year national project to increase the number of Aboriginal and Torres Strait Islander people entering and remaining in teaching positions in Australian schools.

Project planning, implementation and review processes are documented in the MATSITI 2012-15 Project Plan1 which outlines the proposed national strategy and documents the scope, governance, reform priorities, project management arrangements and budget for the Initiative.

Detailed project implementation arrangements are contained in annual work plans that include key project tasks, responsibilities and schedules.

The Initiative will be built on the most current qualitative and quantitative research available as the basis for developing and maintaining effective and lasting strategies to meet the objectives of the project.

Developing strategies that enhance the professional and leadership capabilities of experienced Aboriginal and Torres Strait Islander teachers will form a key component of the Initiative.

Key outcomes for the MATSITI project include:

- comprehensive qualitative and quantitative research reports on background factors and various strategies and their effectiveness in increasing the number of Aboriginal and Torres Strait Islander teachers;
- a series of partnerships and co-investment agreements with school authorities, university schools of education and other agencies to achieve lasting reform (the focus of this EOI);
- a national community engagement and marketing strategy to promote teaching as a career.

The MATSITI project is aligned with the COAG National Indigenous Reform Agreement and associated Closing the Gap targets to address Indigenous disadvantage.

Further background information about MATSITI is available at www.matsiti.edu.au.

National Collaborative Action 33

The Standing Council on School Education and Early Childhood (SCSEEC, formerly MCEECDYA) Aboriginal and Torres Strait Islander Education Action Plan 2010-20142 outlines specific national action (Collaborative Action 33) for Indigenous teacher workforce development under the Leadership, quality teaching and workforce development domain of the National Plan:

MCEECDYA will develop a National Aboriginal and Torres Strait Islander Educator Workforce Strategy to assist education providers to make progress towards an equitable ratio of Aboriginal and Torres Strait Islander staff to students. The Strategy will support aspiring Aboriginal and Torres Strait Islander education leaders, include initiatives to attract more Aboriginal and Torres Strait Islander Australians into the education workforce and bureaucracies and provide pathways through the workforce.

The scope of MATSITI is particularly focused on increasing the number and capacity of teachers and leaders in Australian schools rather than all employment classifications across the education sector.

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National Aboriginal and Torres Islander Teacher Workforce Scoping Plan

In May 2013, the NSW Department of Education and Communities completed a national Aboriginal and Torres Strait Islander teacher workforce scoping plan, commissioned by MATSITI.

The Scoping Plan is designed to enable schools and school education jurisdictions, university schools of education, professional associations and Aboriginal and Torres Strait Islander education and community leaders and their networks to develop a coordinated approach to increasing the number and capacities of Aboriginal and Torres Strait Islander teachers in government and non-government schools throughout Australia.

Collaborative Workforce Projects

MATSITI intends to make significant strategic investments in the schooling and teacher education sector in 2014-15 to accelerate workforce reform, leverage existing investments and lead to sustainable change for Aboriginal and Torres Strait Islander teachers and leaders in Australian schools.

MATSITI through the University of South Australia is seeking responses to this Invitation for Expressions of Interest for Collaborative Workforce Projects that progress the outcomes of the MATSITI Project and Work Plans, National Collaborative Action #33 and the Teacher Workforce Scoping Plan above.

Projects are sought for the 2014/2015 calendar years, with all projects to be completed by October 2015. Projects can be of any duration but must be completed by October 2015.

Projects will address one or more of the five Strategic Directions and either Tier One or Tier Two Strategic Actions outlined in the MATSITI Scoping Plan.

Priority for funding will be for action-focused projects with clearly stated workforce outcomes to increase the number and capacity of Aboriginal and Torres Strait Islander teachers in Australian schools.

Proposals for research are unlikely to be considered.

Tier One initiatives will be national in scope and include significant national engagement with education authorities and institutions and Indigenous education leaders.

Proposals for Tier One initiatives must be negotiated with the MATSITI Project Director, Professor Buckskin prior to submission.

Tier Two expressions of interest for investment will: seek innovative solutions to local teacher attraction and retention; support a commitment to sharing success and challenges to inform workforce reforms in other states and territories; and focus on long term opportunities and capacity building of Aboriginal and Torres Strait Islander people in the school workforce.

Tier Two initiatives may be particularly appropriate in jurisdictions and schools with decentralised teacher workforce functions.

Budget

The quantum of MATSITI funding contributions towards this round of Tier One and Tier Two projects is up to $3 million for proposals to be implemented in 2014 and 2015.
Funding of **up to $50,000** per project excluding GST is available for Tier Two projects that demonstrate significant benefits for the Indigenous teacher workforce.

*Applications for Tier Two projects above $50,000 will only be considered in exceptional circumstances.*

Key criteria in the selection of successful projects will be the degree of co-investment, value for money and how projects accelerate workforce reforms beyond existing program activity. Respondents should outline their proposed budget and financial assumptions.

Funding for successful projects will be released in progress payments in accordance with key project milestones.

**Location**

The MATSITI Project Team is located in Adelaide, South Australia.

**Invitation Part C – Registrant’s Response**

**EOI document**

(a) Registrants must provide an electronic copy of their Registrant’s Response in Microsoft Office format, submitted in accordance with the requirements set out in the Conditions of the EOI Process.

(b) All responses must be provided within the specified boxes and must respond to the Overview of Requirements (Part B) in accordance with the Conditions of the EOI Process (Part A).

(c) The Registrant’s name must be included in the footer of the EOI.

(d) All documents must be virus checked before lodgement.
EOI Response Application Form

Please read MATSITI Expression of Interest guidelines before completing

Invitation for EOIs for
More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI) Collaborative Workforce Projects

I accept the provisions contained in the Conditions of the EOI Process.

### 1. Registrant’s Information

<table>
<thead>
<tr>
<th>Name of Registrant and address of registered office:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Australian Business Number:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Principal office:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Telephone:</td>
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<tr>
<td></td>
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<tr>
<td>Email:</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Name and title of Registrant’s authorised officer:</td>
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<tr>
<td></td>
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<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

### 2. MATSITI Strategic Directions

Which Strategic Actions does your proposal address from the MATSITI Scoping Plan?

Tick all that apply.

- 1 Indigenous students completing school
- 2 Promoting teaching as career of choice
- 3 Teacher education access and completion
- 4 Indigenous staff recruitment and retention
- 5 Lasting reforms and partnerships

Is your proposal a Tier One or Tier Two Action from MATSITI Scoping Plan?

- Tier One Strategic Action
- Tier Two Strategic Action
### 3 Executive summary

Provide a summary of your proposal (less than 100 words).

### Capacity to comply with the Overview of Requirements

*The Overview of Requirements contained in Part B of this Invitation gives an overview of the Agency’s requirements with regard to the Services.*

### 4 Capability

<table>
<thead>
<tr>
<th>Knowledge of and experience in Aboriginal and Torres Strait Islander education workforce development:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Provide details of your organisation's or consortium's commitment and expertise in Aboriginal and Torres Strait Islander education workforce development in schooling/higher education sectors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge of and experience in project management:</th>
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</thead>
<tbody>
<tr>
<td>(b) Provide details of your organisation's expertise in project or program management.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key staff resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>(c) Provide details of the names, role and experience of key staff and partnerships to manage your project.</td>
</tr>
</tbody>
</table>

### 5 Expected Project Benefits

<table>
<thead>
<tr>
<th>(a) Indicate the specific Strategic Actions your proposal will address from the MATSITI Scoping Plan Summary in Attachment 1 of this EOI?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>(b) Describe the specific outcomes, benefits and evidence for your proposal – how will the project make a lasting difference to Indigenous workforce reform?</th>
</tr>
</thead>
</table>
(c) Provide details of your proposal processes or methodology to meet quality project outcomes.

(d) Provide an indicative schedule for your proposal with key milestones.

(e) Provide details of how you will engage Indigenous people in the management and operations of your proposal.

(f) Provide details of how you will evaluate the effectiveness of your proposal.

(g) Describe how you will share the successes and challenges of your project within and beyond your jurisdiction.

### 6 Risk and insurance

<table>
<thead>
<tr>
<th>Schedule of insurance information</th>
<th>Risk management strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) The Agency requires appropriate insurance provisions for the supply of Services contemplated under this Invitation (e.g., public, product, professional liability). Provide details of all relevant insurances maintained by the Registrant.</td>
<td>(b) Provide details of risk management strategies and practices of the Registrant that would be applicable or relevant to your project.</td>
</tr>
<tr>
<td>Name of insurance companies:</td>
<td></td>
</tr>
<tr>
<td>Policy type (e.g., public liability, professional indemnity):</td>
<td></td>
</tr>
<tr>
<td>Limit of liability:</td>
<td></td>
</tr>
<tr>
<td>Relevant exclusions:</td>
<td></td>
</tr>
</tbody>
</table>

### 7 Conflict of interest

(a) Provide details of any interests, relationships or clients which may or do give rise to a conflict of interest and the area of expertise in which that conflict or potential conflict does or may arise, and details of any strategy for preventing conflicts of interest.
### 8 Budget

| (a) | Provide an indicative budget breakdown of key items for delivery of the Services as detailed in the Overview of Requirements. Include your assumptions underlying the budget. |
| (b) | Provide an indicative budget or contributions that are complementary, in-kind or ‘value-added’ services as outlined in the Overview of Requirements. |

### 9 Any other matters

| (a) | Detail any matters which have not been covered in previous sections, and you believe need to be taken into consideration when your EOI is evaluated. |
## MATSITI Aboriginal and Torres Strait Islander Teacher Workforce Scoping Plan Summary

### Strategic Directions

<table>
<thead>
<tr>
<th>Strategic Direction</th>
<th>Strategic Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Direction 1</strong></td>
<td>Increase the number of Aboriginal and Torres Strait Islander students completing school and qualifying for enrolment in teacher education programs</td>
</tr>
<tr>
<td><strong>Tier One Strategic Actions</strong></td>
<td><strong>Strategic Action 1</strong> Expand options for Aboriginal and Torres Strait Islander students to undertake vocational education and training (VET) courses which can lead to teaching</td>
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<td><strong>Strategic Action 2</strong> Increase the availability of credit transfer from school and TAFE studies to TAFE and universities for VET courses with relevance for teaching</td>
</tr>
<tr>
<td><strong>Tier Two Strategic Action</strong></td>
<td><strong>Strategic Action 1</strong> Strengthen partnerships between schools with significant Aboriginal and Torres Strait Islander students, TAFE and local communities to encourage study of VET courses which can articulate into teaching</td>
</tr>
<tr>
<td><strong>Strategic Direction 2</strong></td>
<td>Promote teaching as a career of choice to Aboriginal and Torres Strait Islander people</td>
</tr>
<tr>
<td><strong>Tier One Strategic Actions</strong></td>
<td><strong>Strategic Action 1</strong> Promote teaching as a career of choice to Aboriginal and Torres Strait Islander school students</td>
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<td></td>
<td><strong>Strategic Action 2</strong> Promote teaching as a career of choice to Aboriginal and Torres Strait Islander support staff in schools, liaison officers and community members</td>
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<td><strong>Strategic Action 3</strong> Develop and implement a range of national scholarships for Aboriginal and Torres Strait Islander people to undertake teacher training</td>
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<td></td>
<td><strong>Strategic Action 4</strong> Promote teaching in schools with significant Aboriginal and Torres Strait Islander student enrolments to attract and retain quality staff including Aboriginal and Torres Strait Islander teachers and support staff</td>
</tr>
<tr>
<td><strong>Tier Two Strategic Action</strong></td>
<td><strong>Strategic Action 1</strong> Promote teaching as a career of choice to Aboriginal and Torres Strait Islander people at local levels</td>
</tr>
<tr>
<td><strong>Strategic Direction 3</strong></td>
<td>Develop, facilitate and maintain opportunities for Aboriginal and Torres Strait Islander people to access and complete teacher education programs</td>
</tr>
<tr>
<td><strong>Tier One Strategic Actions</strong></td>
<td><strong>Strategic Action 1</strong> Develop and maintain teacher education programs and support structures which foster successful completion by Aboriginal and Torres Strait Islander people</td>
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<td></td>
<td><strong>Strategic Action 2</strong> Explore a range of flexible tertiary entry pathways for Aboriginal and Torres Strait Islander people to access teacher education programs</td>
</tr>
<tr>
<td><strong>Tier Two Strategic Actions</strong></td>
<td><strong>Strategic Action 1</strong> Support Aboriginal and Torres Strait Islander teacher support staff and other paraprofessionals to become teachers</td>
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<td><strong>Strategic Action 2</strong> Collaborate with universities’ teacher education schools to expand teacher education programs which are delivered locally in remote communities</td>
</tr>
</tbody>
</table>
## Strategic Directions

### Strategic Direction 4
Recruit, develop and retain Aboriginal and Torres Strait Islander staff in schools

<table>
<thead>
<tr>
<th>Tier One Strategic Actions</th>
<th>Tier Two Strategic Actions</th>
</tr>
</thead>
</table>
| **Strategic Action 1**  
Develop and implement initiatives for the effective transition of  
Aboriginal and Torres Strait Islander final year teacher education students into their role as teachers | **Strategic Action 1**  
Support Aboriginal and Torres Strait Islander teachers in their early years of service |
| **Strategic Action 2**  
Develop and implement teacher recruitment practices which maximise opportunities for Aboriginal and Torres Strait Islander teachers to be appointed to and remain in teaching positions in schools | **Strategic Action 2**  
Enhance the capabilities and support the career aspirations of Aboriginal and Torres Strait Islander support staff in schools |
| **Strategic Action 3**  
Provide system level support to Aboriginal and Torres Strait Islander beginning teachers and ensure their ongoing professional development | **Strategic Action 3**  
Raise awareness among all school staff and community members of the role of Aboriginal and Torres Strait Islander teachers and support staff in schools and the community |
| **Strategic Action 4**  
Implement an Aboriginal and Torres Strait Islander Teacher Executive Development Program in every Australian school jurisdiction | **Strategic Action 1**  
Establish local level partnerships between schools and industries to promote teaching as a career to Aboriginal and Torres Strait Islander communities |

### Strategic Direction 5
Achieve lasting reform in outcomes for Aboriginal and Torres Strait Islander students through strategic partnerships at all levels of the education community aimed at enhancing the recruitment, retention and leadership capabilities of Aboriginal and Torres Strait Islander teachers

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<thead>
<tr>
<th>Tier One Strategic Actions</th>
<th>Tier Two Strategic Action</th>
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</table>
| **Strategic Action 1**  
Develop and implement systems for gathering national data on Aboriginal and Torres Strait Islander people's commencement and completion of teacher education programs, and recruitment, retention and career progression as teachers in schools | **Strategic Action 1**  
Establish partnerships between industries, school communities and post school education providers to channel suitable Aboriginal and Torres Strait Islander school students into a teaching career |