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More Aboriginal and Torres Strait Islander Teachers Initiative

MATSITI 2013 Work Plan

Professor Peter Buckskin, MATSITI Project Director

December 2012

University of South Australia

Document control

Date	Version	Comments
21 October 2012	0.1	Preliminary working draft prepared by MATSITI Project Team
24 October 2012	0.2	MATSITI Project team revisions
29 October 2012	0.3	Incorporates project sponsor and leadership team feedback
31 October 2012	0.4	Forwarded to project sponsor as required under Funding Agreement, pending further stakeholder input and financials.
23 November 2012	0.5	Incorporates governance group feedback.
10 December 2012	1.0	Approved by project sponsor under Funding Agreement

Related Documents

- Funding Agreement between the Commonwealth of Australia and the University of South Australia regarding funding for the MATSITI Project (June 2011)
- 2012–15 MATSITI Project Plan (Version 1.2, June 2012)
- 2012 MATSITI Work Plan
- 2012 MATSITI Work Plan report (due March 2013)
- 2013 MATSITI Project Schedule (Microsoft Project)
- MATSITI Risk Register (Version 1.2, October 2012, Microsoft Excel)
- MATSITI Project Website **www.matsiti.edu.au**

Feedback

Stakeholder feedback on the implementation of this Work Plan can be provided via email to Mark Tranthim-Fryer, MATSITI Project Manager at **mark.fryer@unisa.edu.au**.

Contents

1 MATSITI 2013 Work Plan

1.1 Purpose

This MATSITI 2013 Work Plan specifies the key Project outcomes, strategies, performance measures (KPIs) and budget for the second year of the national **More Aboriginal and Torres Strait Islander Teachers Initiative** (MATSITI) as required under the contract between the University of South Australia and the Australian government through the Department of Education, Employment and Workplace Relations (DEEWR).

The Work Plan will communicate key activities of the Initiative to a wider audience, enable collaboration with agencies with common goals, and serve as a blueprint for project team strategies, operations and evaluation.

The **MATSITI 2012–15 Project Plan** provides the planning framework for Project activities, and documents the rationale, scope, governance, reform priorities, project management arrangements and budget for the Initiative.

1.2 Key deliverables

Project deliverables[1] for the MATSITI Initiative include:

- comprehensive qualitative and quantitative research reports on factors and effectiveness of strategies to increase the number of Aboriginal and Torres Strait Islander teachers in Australian schools;

- a series of partnerships and co-investment agreements with school authorities, university schools of education and other agencies to increase recruitment, retention and leadership in teacher training and in schools; and

- a national community engagement and marketing strategy to promote teaching as a career option for secondary Aboriginal and Torres Strait Islander students and adults.

1.3 Project Management

The project team will report progress against contract obligations to the DEEWR Program Delegate and other stakeholders. The Project Team will work with the governance structures for the initiative and participate in an external project evaluation.

The 2013 MATSITI project management team comprises:

- Professor Peter Buckskin, Dean, Indigenous Engagement, Scholarship and Research, University of South Australia and MATSITI Project Director;
- Emeritus Professor Paul Hughes, Research Associate;
- Dr Kaye Price, Research Associate;
- Mark Tranthim-Fryer, Project Manager; and
- Brian Marshall, Research Project Officer.

1.4 Governance and reporting

The project team is committed to open and transparent reporting of plans and outcomes of the Initiative. Formal project reporting will include review of progress against contract obligations to the DEEWR Program Delegate, Project Reference Group and Working Party. Function and membership of these groups is outlined in the MATSITI 2012-15 Project Plan.

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[1] 2012-15 MATSITI Project Plan, www.matsiti.edu.au/about

A chronological summary of project activities during 2011 and 2012 is available at the MATSITI website:

www.matsiti.edu.au/category/2011 | **www.matsiti.edu.au/category/2012**

A 2012 Progress Report of the Initiative will be completed in March 2013 as required under the MATSITI Funding Agreement between University of South Australia and DEEWR.

1.5 Budget projections

Total planned 2013 project expenditure is **$2.54 million**, representing **34%** of the total budget for the Initiative from project initiation to completion at the end of 2015.

2013 MATSITI Work Plan strategies, key performance indicators and budget are streamed into a series of interrelated project activities:

- Workforce research and planning;
- Teacher workforce partnerships (investment grants);
- Communications and marketing;
- Conferences and events;
- Governance;
- Evaluation; and
- Project management and administration.

2013 Work Plan Budget Allocations
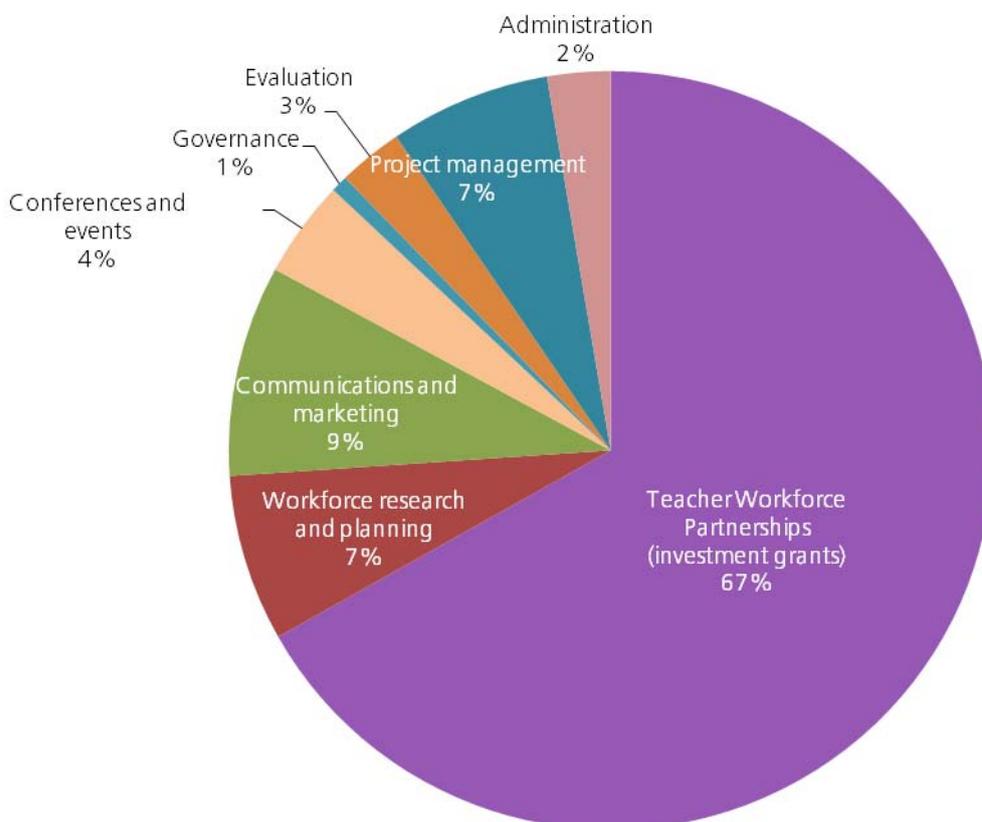
2 Workforce planning and research

In 2012, the MATSITI project undertook comprehensive quantitative and qualitative research[2] into the profile of the Aboriginal and Torres Strait Islander teacher workforce, and retention and completion in initial teacher education.

Analysis of this data and that available from other sources[3] will take place in the first quarter of 2013, in order to provide robust evidence on where to best direct future projects and investments for lasting benefits.

Applied research will continue to address workforce data gaps and qualitative research into the key factors and program approaches that contribute to increasing the number of Aboriginal and Torres Strait Islander teachers in Australian schools.

The project research strategy will be supported by MATSITI Research Associates Emeritus Professor Paul Hughes and Dr Kaye Price.

2.1 Strategies

1. Analyse Indigenous teacher workforce and teacher education datasets, and environmental scan conducted in 2012 to determine project priorities and scope of partnership agreements

2. Document underlying factors and strategies that contribute to successful recruitment and retention of Indigenous teachers by school authorities and universities

3. Conduct practical and targeted research to address current knowledge gaps in areas such as workforce recruitment and deployment, pathways to university, career and leadership capacity

4. Disseminate project research findings through formal and informal (digital) channels

5. Scope requirements for an economic analysis of teacher education and school workforce program and project models such as scholarships, mentoring programs

6. Maintain intellectual property register of research assets, enabling open access[4] to research output where possible.

2.2 KPIs

1. Publication of a comprehensive teacher education and workforce data discussion paper with statistical annexe published and widely distributed for comment.

2. Publication schedule of case studies, a longitudinal study and articles in peer-reviewed education journals.

3. An open digital repository of Indigenous teacher workforce research data and findings.

2.3 Budget

The workforce research and planning budget for 2013 is **$180,400** comprising 7% of total project expenditure in 2013.

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[2] Summary of 2012 research activity by MATSITI Project Team and partners : www.matsiti.edu.au/tag/research/
[3] E.g. National Schools Workforce Dataset
[4] Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Australia License by default

3 Teacher workforce partnerships

Eleven project grants were released in 2012 to support a range of initiatives by project partners in Aboriginal and Torres Strait Islander school leadership, aspirations to teaching as a career, retention and completion in initial teacher education, and scholarships.

Following 2012 project research and an environmental scan, a series of expanded strategic partnerships to build upon existing and new strategies will be facilitated by the Initiative. Some partnerships may require a scoping phase prior to finalising agreements.

These strategic investments will focus on three key education sectors – school jurisdictions, teacher education institutions and direct engagement with Aboriginal and Torres Strait Islander teachers and school leaders employed in schools. Responses from MATSITI consultative forums[5] held in 2012 and analysis of teacher workforce data will assist in determining the scope of these partnerships.

Priorities for negotiated agreements will be directed to initiatives that are national in scope, accelerate workforce reform, leverage existing investments by governments and lead to long term sustainable change.

A second tier investment program will seek innovative solutions to local teacher attraction and retention, commitment to share successes and challenges to inform workforce reforms in other states or regions.

A particular focus will be long term opportunities and capacity building of Aboriginal and Torres Strait Islander people in the school workforce.

The Project Director, Professor Peter Buckskin, will work with school jurisdictions and teacher education institutions to collaboratively develop and maintain effective and lasting strategies to meet the Project objective.

3.1 Strategies

1. Negotiate three significant national strategic investments with and across:
   o School jurisdictions;
   o University schools of education; and
   o Aboriginal and Torres Strait Islander teachers, school leaders and their professional networks.
2. Issue a second round call for expression of interest to conduct local teacher workforce projects in areas of greatest need and potential benefit.
3. Project team to meet with senior Aboriginal and Torres Strait Islander staff and workforce officials from at least four State and Territory school jurisdictions.

3.2 KPIs

1. Partnership agreements that demonstrate significant engagement, co-investment, commitment and plans to address long-term workforce goals.
2. Workforce initiatives by school jurisdictions, schools, universities and professional associations that demonstrate progress towards increasing the number and capacity of Aboriginal and Torres Strait Islander teachers.
3. Increased national visibility of the successes, strategies and challenges of Indigenous school workforce initiatives and reforms.

3.3 Budget

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[5] Deans of Education, school workforce senior officials, heads of Indigenous units in schools and universities, *Teachers are deadly!* conference delegates

The teacher workforce partnerships budget for 2013 is **$1,697,200** comprising 67% of total project expenditure in 2013. The partnerships grants budget includes some carry-over funds from 2012.

4   Communications and marketing

The MATSITI communications and marketing strategy has two objectives:

1. significant levels of engagement with the MATSITI Initiative by education stakeholders across Australia; and
2. increased interest, attraction and retention of Aboriginal and Torres Strait Islander teachers in Australian schools.

In relation to the first communications objective, considerable work was undertaken in 2012 to seek engagement with the education sector about needs and building on existing practices to attract and retain more Aboriginal and Torres Strait Islander teachers in schools.

Following market research[6] conducted in 2012, project resources to design and implement a marketing strategy to attract Aboriginal and Torres Strait Islander people into teaching will be increased in 2013.

The project team recognises that the Initiative does not train, recruit or develop teachers – strategies to promote teaching will necessarily be in partnership with Aboriginal and Torres Strait Islander teachers and leaders, school jurisdictions and university schools of education.

The project marketing and communications plan will be led by the Project Director assisted by the MATSITI project team and University of South Australia marketing specialists.

4.1   Strategies

1. Continue face-to-face and digital communications with Aboriginal and Torres Strait Islander teachers and school leaders, school jurisdictions and university schools of education;
2. Regularly publish and host project and partner news and resources through the website www.matsiti.edu.au;
3. Design and implement a suite of marketing strategies to promote teaching as a rewarding career choice for Aboriginal and Torres Strait Islander people including events, print and online communications, Aboriginal and Torres Strait Islander community engagement and use of online social media;
4. Extend visibility and reach of existing marketing effort by schools, universities and community agencies and complementary initiatives[7], including enrolment, study and financial supports;
5. Publish case studies of professional practice of individuals, schools, school authorities and universities;
6. Further analyse available market research to refine effective marketing strategies for the identified audience segments.

4.2   KPIs

1. High levels of education sector and Aboriginal and Torres Strait Islander community participation and engagement with the MATSITI Initiative.
2. Number, growth and quality of project MATSITI website usage and e-newsletter campaigns with increased levels of interactivity, networks and discussions.
3. Increased visibility of teaching as a career option, and more Aboriginal and Torres Strait Islander people considering teaching as a career.

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[6] Perceptions of teacher education and teaching in schools, www.matsiti.edu.au/market-research
[7] E.g. National Alliance for Remote Indigenous Schools (NARIS) www.naris.edu.au

4.3   Budget

The communications and marketing budget for 2013 is **$228,400** comprising 9% of total project expenditure in 2013.

5   Conferences and events

In 2012 the MATSITI project team hosted several national forums that canvased stakeholder opinions on ways to progress the aims and strategies of the Initiative.

Following advice arising from participants at these events, the Project will host a series of smaller forums with specific stakeholder groups to continue momentum and to focus on collaborative action during and after the life of the Initiative.

Conferences and events will be designed to take forward the strategies contained throughout this plan, and will be structured to maximise Aboriginal and Torres Strait Islander capacity in education decision-making, teaching and teacher education.

The use of online and interactive networks will be explored and developed to take advantage of increasing broadband availability; overcome challenges of distance; identify new solutions to old challenges; and to save costs.

5.1   2013 conferences and events

1. Convene a series of strategic national conferences with:

   o Aboriginal and Torres Strait Islander school principals;

   o Senior human resources and workforce officials in school jurisdictions;

   o Deans of Education and Aboriginal and Torres Strait Islander academic staff working in education faculties; and

   o Final year Aboriginal and Torres Strait Islander teaching undergraduates and recent teacher education graduates.

2. Trial the use of interactive forums and live webinars to address topical issues.

5.2   KPIs

1. Conference objectives, outcomes and actions that demonstrate tangible contributions to improvements in Aboriginal and Torres Strait Islander teacher recruitment and retention.

2. Level of engagement and action arising from online forums, and documentation of lessons learned.

5.3   Budget

The conference and events budget for 2013 is **$105,000** comprising 4% of total project expenditure in 2013.

6 Governance

The MATSITI project includes several governance groups to provide independent strategic advice, assist with project operations and minimise project risks:

- Project Reference Group;
- Project Working Party;
- DEEWR Program Delegate; and
- University of South Australia Project Advisory Team.

Professor Peter Buckskin will provide overall project strategic direction and management of the Initiative.

6.1 Strategies

1. Convene governance group meetings and teleconferences of Reference Group, Working Party and Project leadership group;
2. Convene University of SA Project Advisory team meetings with focus on project and risk management; and
3. Continue to review effectiveness of Project governance structures.

6.2 KPIs

1. Quality of engagement and strategic advice by governance group members.
2. Increased transparency of Project decision making through published plans and reports.
3. Regular input is sought from governance groups on project risk identification and mitigation strategies.

6.3 Budget

The governance budget for 2013 is **$18,000**, comprising less than **1%** of total project expenditure in 2013.

7 Evaluation

In 2012, MATSITI governance group members recommended commencing an external project evaluation earlier than originally scheduled, and expanded in scope to provide 'critical friend' support to the MATSITI Project Team during the planning and implementation of the project.

An external evaluation is expected to improve the quality of project outcomes and to increase the level of transparency of project decisions, strategies and outcomes.

The evaluation of the Initiative will be led by the Project Director in collaboration with DEEWR.

The 2013 external evaluation will have dual objectives of reviewing the effectiveness of the program to date, and to provide a means to assess long term future growth in numbers and capabilities of Aboriginal and Torres Strait Islander teachers.

Project outcomes will be progressively evaluated with a final project report and recommendations provided in 2015 at the conclusion of the Initiative.

7.1 Strategies

1. Review Project progress and outcomes to date in conjunction with an external evaluator;
2. Regularly review evaluation findings to adjust project strategies and plan future priorities; and
3. Develop school workforce and teacher education indicators to benchmark the success of future reforms.

7.2 KPIs

1. Evaluation methodology and outcomes leads to improved Project decision-making and effective Work Plans.
2. External evaluation report published on MATSITI website.
3. Metrics developed to measure project reform goals in teacher education, school recruitment, retention and career pathways.
4. School workforce and training benchmark data and indicators accepted by school jurisdictions and universities.

7.3 Budget

The projected budget for the 2013 evaluation budget is **$70,000**, comprising 3% of total project expenditure in 2013.

8 Project management

The success of implementation of MATSITI project goals is dependent on rigorous project management processes, to be implemented in accordance with international (PMBOK[8]) standards and University of South Australia guidelines:

- Project integration management;
- Scope management;
- Time management;
- Cost management;
- Quality management;
- Human resource management;
- Communications management;
- Risk management; and
- Procurement management.

The MATSITI Project Manager will be responsible for project administration, including project team management, Project infrastructure and communications, budget and risk management and ongoing day-to-day project operations.

8.1 Strategies

1. Implement and review strategies and KPIs contained in the 2013 MATSITI Work Plan
2. Regularly review and update 2013 Work Plan operational tasks, schedule and risks
3. Refine project management processes and project documentation as required
4. Develop MATSITI 2014 Work Plan informed by progress achieved in 2013 and advice from project stakeholders.

8.2 KPIs

1. Work Plan outcomes are delivered on time, on budget and meet agreed quality standards, with effective processes for managing project variations;
2. Project is managed in accordance with the domains of *PMBOK* and University of South Australia *Project Quality System*; and
3. All contractual obligations under the head MATSITI Funding Agreement are met.

8.3 Budget

The 2013 budget allocation includes **$173,000** for project management and **$68,000** for administration, comprising 9% of total project expenditure.

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[8] Project Management Body of Knowledge (2008)
http://en.wikipedia.org/wiki/A_Guide_to_the_Project_Management_Body_of_Knowledge (accessed 22/11/12)

8.4   Risk management

The Initiative will include a rigorous risk management strategy[9] for strategic and operational components of the project.

Risks associated with the Initiative are assessed as moderate, and include limited effectiveness in increasing teacher numbers, operational difficulties, budget over-runs and 'political' risks associated with agreements and collaborations with multiple stakeholders.

Prioritised risks and mitigation strategies are documented separately in a risk register which is reviewed at least quarterly by project staff and governance groups, and where there are changes to the project risk profile.

9   Project budget

The following table provides estimates of budget expenditure and projections as at October 2012. Final project budget and costings will be finalised in January 2013 pending availability of a full 2012 calendar year financial report on expenditure by the University of South Australia.

Project Activity	2012 Budget	2012 Estimated Expenditure[10]	2013 Budget	Code
Workforce research and planning	$236,343	$233,600	$180,400	RES
Teacher workforce partnerships	$2,222,000	$1,205,000	$1,697,200	EDU
Communications and marketing	$170,094	$108,000	$228,400	CMS
Conferences and events	$92,000	$98,300	$105,000	CON
Governance	$18,000	$17,500	$18,000	GOV
Evaluation	$12,000	$0	$70,000	EVL
Project management	$207,427	$158,000	$173,000	PMA
Administration	$66,300	$54,800	$68,000	ADM
TOTAL	**$3,024,164**	**$1,875,200**	**$2,540,000**	

9.1   Budget assumptions

- Total projected MATSITI budget over 2011-15 is $7.82 million comprising $7.5 million in grant revenue and $382,000 in estimated interest income over the duration of the project;

- Annual expenditure draw-downs are higher in the first two years of the Initiative to maximise the timeliness and impact of reforms through partnership agreements;

- Under-expenditure in 2012 is due to delays in staff appointments, extended subcontract progress payments and deferral of 2012 partnership grants with school sector and professional associations to 2013;

- Workforce partnership grants will be dependent on scope and quality of applications received;

- A total of 3.5 FTE leadership and project team staff salaries are apportioned to project activities – workforce planning (1.1), education sector investments (0.2), communications and marketing (0.7), project management (1.0) and administration (0.5); and

- Final 2012 expenditure will be subject to review and validation in January 2013.

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[9] In accordance with risk management principles of Standards Australia *AS/NS 4360*
[10] Estimated expenditure as at November 2012, to be updated to reflect actual expenditure in January 2013

10 Appendices

10.1 Project milestones

Upon approval of the 2013 Work Plan, a detailed Microsoft (MS) Project Plan will be developed, base-lined and progress monitored during 2013.

The MS Project Plan will include details of 2013 project schedule, milestones, resources, dependencies and budget costings.

Further detail about contractual deliverables and milestones over the course of the Initiative is available in the MATSITI 2012-15 Project Plan[11].

Contract Milestone	Due date
MATSITI 2013 Work Plan draft submitted to DEEWR	31 October 2012
MATSITI 2013 Work Plan finalised	23 November 2012
2013 Work Plan implementation commences	1 January 2013
2012 MATSITI Expenditure Report completed	31 January 2013
2012 MATSITI Project Report completed	31 March 2013
2014 MATSITI Work Plan finalised	31 October 2013
2013 MATSITI Work Plan implementation concluded	31 December 2013
2013 MATSITI Expenditure Report completed	31 January 2014
2013 MATSITI Project Report completed	31 March 2014

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[11] 2012-15 MATSITI Project Plan, www.matsiti.edu.au/about

10.2 Risk register

Following is a summary of prioritised project risks at November 2012 – all assessed as *moderate* risks

Project risk	Mitigation strategies
Project Director time overtaken by other responsibilities	Reduce University of SA responsibilities in 2013 Re-allocate part of Director funding to alternative Project leadership support
Aboriginal and Torres Strait Islander school professional leadership bodies not positioned to build professional networks	Assist secretariat and other supports for Aboriginal and Torres Strait Islander professional networks and community links Identify alternatives to building professional capacity in the longer term through other networks
'Political' risks such as funding and electoral cycles	Comprehensive communications strategy on scope and progress of the program Ensure long-term agreements are embedded in jurisdiction and university policy and practice *Challenging fiscal environment in several jurisdictions,*
Reputation damage to Minister, Department, University of SA or key stakeholders	Work closely with stakeholders to ensure quality project briefings & identify early warning signs Prompt resolution of any reputation impacts Widely promote project achievements to build up reputation 'capital'
Limited school, university, professional or community engagement in the Initiative	Comprehensive communication strategy Negotiation of partnership agreements and targeted grant funding
Little progress towards growth in numbers of teachers	Ongoing monitoring and review process Increase scope of external evaluation *Impact of recruitment into teacher education won't be evident for several years*
Loss of key personnel	Backfill staff from outside project team Reschedule identified project activities
Project budget is fully expended prior to December 2015	Ensure rigour in planning and costings, and expenditure review Monitor contractual and payment milestones *Risk will increase in later stages of project*
Timing of payments out of synch with budget projections	Closely monitor subcontract progress payments and invoices, adjust where necessary
Delays in project schedule and key milestones	Closely monitor project progress, re-allocate resources where necessary *Risk will increase in later stages of project*
Project contract breach and/or cessation	Regularly monitor contract obligations University indemnity insurances *Agreement specifies a range of conditions & actions for contract cessation*