More Aboriginal and Torres Strait Islander Teachers Initiative

MATSITI 2014 Work Plan

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Final Version 1.0 | January 2014

University of South Australia

Document control

Date	Version	Comments
31 October 2013	0.1	Initial draft prepared by MATSITI Project Team.
15 November 2013	0.2	Incorporates feedback from sponsor and project team.
22 January 2014	0.3	Includes updated financials and 2013 evaluation report
31 January 2014	1.0	Final 2014 Work Plan submitted to sponsor (PM&C)

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, 2013 MATSITI Work Plans
- Umulliko Evaluation of MATSITI, University of Newcastle, 2013
- 2012 MATSITI Work Plan report (2013 report, due March 2014)
- 2014 MATSITI Project Schedule (Microsoft Project)
- MATSITI Risk Register (Version 1.5, January 2014)
- MATSITI Project Website www.matsiti.edu.au

Feedback

Stakeholder feedback on the contents and implementation of this 2014 Work Plan can be provided via email to MATSITI Project Team at feedback@matsiti.edu.au

Project Sponsor

This project is funded by the Australian Government through the More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI).

Contents

1 MATSITI 2014 Work Plan

1.1 Purpose

This **MATSITI 2014 Work Plan** outlines the key Project outcomes, strategies, performance measures (KPIs) and budget for the third full year of the national More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI).

Annual work plans are required under the contract between the University of South Australia and the Australian Government through the Department of the Prime Minister and Cabinet (PM&C)[1].

The Work Plan is designed to communicate key activities of the Initiative to a wide audience, enable collaboration with agencies pursuing similar workforce objectives, and serve as a blueprint for project team strategies, operations and evaluation.

The **MATSITI 2012–15 Project Plan**[2] provides the planning framework for Project activities, and documents the rationale, scope, governance, reform priorities, project management arrangements and budget for the Initiative over the complete project life cycle.

1.2 Key deliverables

Key deliverables for the MATSITI Project include:

1. 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;

2. 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 education and in schools; and

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

1.3 Project Management

The project team will report progress against contract obligations to the Australian Government program delegate, project governance structures and other stakeholders.

2014 MATSITI project management team members[3] include:

- 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;

- Brian Marshall, Research Project Officer; and

- Contracted part-time project and administrative officers.

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 Australian Government Program Delegate, Indigenous Reference Group and Project Working Party. Functions and membership of these groups is outlined in the MATSITI 2012-15 Project Plan.

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[1] Contract sponsor arrangements were transitioned from DEEWR to PM&C in September 2013
[2] 2012-15 MATSITI Project Plan, www.matsiti.edu.au/about/project-plan
[3] Project leadership members work with the MATSITI Initiative in a part-time capacity – refer Section 8 of this Plan

A snapshot of project activities during 2012-13 is available at the MATSITI website:

www.matsiti.edu.au/category/2012 | www.matsiti.edu.au/category/2013

A 2013 Progress Report of the Initiative will be completed in March 2014 as required under the MATSITI Funding Agreement between the University of South Australia and the Department of the Prime Minister and Cabinet.

1.5   Budget projections

Total planned 2014 project expenditure is $2.98 million, representing 37% of the total 2011-15 budget for the MATSITI Initiative. A further $738,000 will be committed in 2014 for education partnerships (grants) to cover project progress payments continuing into 2015.

69.4% of Project expenditure in 2014 will directly support education sector initiatives through contracted partnership agreements.

2014 MATSITI Work Plan strategies, key performance indicators and budget are streamed into a series of inter-related project activities:

- Indigenous teacher workforce research and planning (establishing an evidence base);
- Education partnerships (through sub-contracted investment agreements);
- Communications and marketing (promotion of teaching as a career of choice);
- Conferences and events (focus on teaching aspirations and school leadership in 2014);
- Project governance (meetings and teleconferences for three governance groups);
- Project evaluation (ongoing, to be expanded in 2015); and
- Project management (such as salary and direct project costs).

2014 Work Plan Budget Allocations
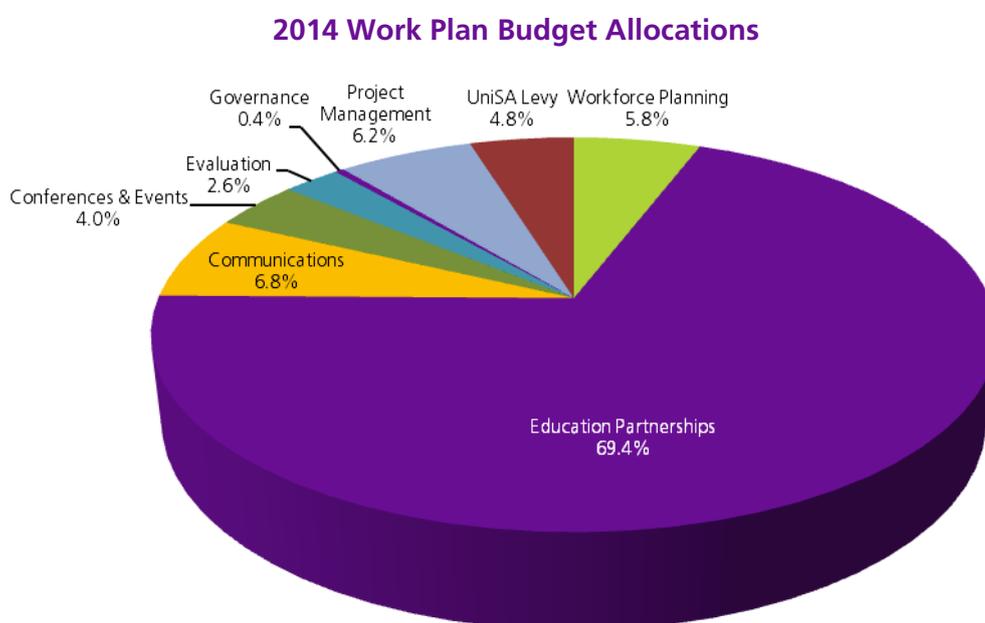
A levy of 5% is applied by the University of South Australia to cover indirect project administrative and infrastructure costs.

2 Workforce planning

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 (MATSITI Project Deliverable)

In 2012-13, the MATSITI project undertook research[4] into workforce profile and strategies for Aboriginal and Torres Strait Islander teachers in schools, and retention and completion of Aboriginal and Torres Strait Islander people participating in and completing initial teacher education[5].

Limited data is available to date to provide a comprehensive profile of Indigenous teachers working in schools, although a detailed national teacher workforce dataset[6] is expected to be released in early 2014.

As the MATSITI Initiative enters the second half of its life cycle, project activity will increasingly focus on *utilising* existing research to provide robust evidence to advocate and inform future policy directions, and assist school jurisdictions and universities to plan and implement effective workforce diversity strategies.

The research will also contribute to the development of future workforce success indicators for school jurisdictions and teacher education providers that best contribute to increasing the number and capacity of Aboriginal and Torres Strait Islander teachers in Australian schools.

2.1 Strategies

1. Analysis of Indigenous teacher workforce and teacher education datasets to provide benchmark data to better inform project partnership agreements and actions

2. Review qualitative and quantitative research to date to identify knowledge gaps in areas such as workforce recruitment and deployment, pathways to university, career and leadership capacity

3. Commission further targeted workforce research through alternative funding sources

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

5. Commence an economic analysis of teacher education and school workforce program models

6. Maintain an intellectual property register of research assets, enabling open access[7] to research output where feasible.

2.2 KPIs

1. Publication of a comprehensive teacher education and workforce data discussion paper with statistical annexe published (carried forward from 2013)

2. Publication schedule of Indigenous workforce case studies, research papers and articles in three peer-reviewed education journals, and presentations at key education conferences

3. Successful external education sector workforce research grant proposals

4. Scoping study completed for a cost-benefit analysis of workforce models

5. Extent of project influence on school and university workforce policy and study pathways

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

2.3 Budget

The workforce research and planning budget for 2014 is **$172,860** comprising 6.1% of total project expenditure in 2014.

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[4] Summary of 2012-13 research activity by MATSITI Project Team and partners: www.matsiti.edu.au/tag/research/
[5] Including Australian Council of Deans of Education (ACDE) research: http://matsiti.edu.au/tag/acde/
[6] National Teaching Workforce Dataset
[7] Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Australia, www.matsiti.edu.au/license

3 Education partnerships

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 education and in schools (MATSITI project deliverable).

Education partnership grants comprise the most significant financial investment of MATSITI project activity. These partnerships are designed to accelerate Indigenous teacher workforce reform, leverage existing investments and lead to sustainable change for Aboriginal and Torres Strait Islander teachers and leaders in Australian schools.

The planned strategic investments 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.

Following two rounds of project grants in 2012-13, a third call for expressions of interest was released in September 2013 for projects to be implemented in 2014-15.

Funded projects funded are aligned with a National Aboriginal and Torres Strait Islander Teacher Workforce *Scoping Plan*[8] completed in July 2013 and 'Collaborative National Action 33' of the *National Aboriginal and Torres Strait Islander Education Action Plan* 2010-14[9].

The Scoping Plan outlines five strategic directions and a two-tiered funding strategy:

- Significant national engagement and structural workforce reforms
- Innovative solutions to address teacher attraction and retention, including local initiatives

3.1 Strategies

1. Provide funding for strategic investments with and across school jurisdictions, university schools of education and Aboriginal and Torres Strait Islander teachers, school leaders and their professional networks.
2. Support, monitor and promote Indigenous teacher workforce projects in areas of greatest need and potential benefit.
3. Project team meetings with senior Aboriginal and Torres Strait Islander staff, school leaders and workforce officials from at least four State and Territory school jurisdictions.

3.2 KPIs

1. At least 25 Tier One and Tier Two Partnership agreements that demonstrate significant engagement, co-investment, innovation, commitment and plans to address long-term workforce goals.
2. Number and quality of responses to fourth round of project expressions of interest.
3. Increasing numbers of sustainable workforce initiatives by school jurisdictions, schools, universities and professional associations with targets to progress towards increasing the number and capacity of Aboriginal and Torres Strait Islander teachers.
4. Increased national visibility of the successes, strategies and challenges of Indigenous school workforce initiatives and reforms.

3.3 Budget

The teacher workforce partnerships budget for 2014 is $2,070,360 comprising 69% of total project expenditure in 2014. The budget includes $155,500 for partner projects that commenced in 2012-133.

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[8] Completed by the NSW Department of Education and Communities www.matsiti.edu.au/scoping-plan
[9] www.mceecdya.edu.au/verve/_resources/a10-0945_ieap_web_version_final2.pdf Page 24

4 Communications and marketing

A national community engagement and marketing strategy to promote teaching as a career option for Aboriginal and Torres Strait Islander secondary school students and adults (MATSITI deliverable).

The MATSITI communications and marketing strategy has two objectives:

- Significant levels of engagement with the MATSITI Initiative by education stakeholders across Australia; and

- Promotional strategies and resources that lead to 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 2012-13 to engage 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 a 2013 national career forum[10], project resources to design and implement aspirations and marketing campaign strategies to attract Aboriginal and Torres Strait Islander people into teaching will be significantly increased in 2014.

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.

4.1 Strategies

1. Regularly publish and promote project and partner successes, resources and discussions through the website www.matsiti.edu.au and an expanding range of digital channels;

2. Refresh MATSITI digital and print communications and collateral with measures of usage;

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, community engagement and use of online social media;

4. Increase visibility and reach of existing successful marketing effort by schools, universities and community agencies; including case studies of successful attraction strategies and profiles of individuals and institutions;

5. Conduct ongoing market research to refine effective promotional strategies for audience segments including Indigenous school students, education workers in schools and professional staff from other disciplines.

4.2 KPIs

1. Increased levels of education sector and Aboriginal and Torres Strait Islander community participation and engagement with the MATSITI Initiative.

2. Increased use and engagement with MATSITI digital communications including website usage, discussions, news subscribers and social media campaign effectiveness.

3. Level of take-up of MATSITI-sponsored career campaign materials, and increased visibility of teaching as a career option for Indigenous school students and education workers.

4.3 Budget

The communications and marketing budget for 2014 is $204,040 comprising 6.8% of total project expenditure in 2014.

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[10] A Deadly Career forum, October 14-15, Adelaide www.matsiti.edu.au/events/deadly-career

5 Conferences and events

In 2012-13 the MATSITI project team hosted a range of national forums that canvased stakeholder opinions about priorities and actions to progress the aims and strategies of the Initiative.

National events hosted by MATSITI in 2014 will primarily focus on two priorities - aspirations and attraction into teaching, and leadership development of Indigenous teachers and principals in schools.

The use of online and interactive networks will be further developed to take advantage of increasing broadband availability; overcome challenges of distance; and to save costs.

5.1 2014 conferences and events

1. Convene a national Aboriginal and Torres Strait Islander school leaders forum

2. Support a series of local workshop events for Indigenous school students who have expressed an interest in teaching as a career of choice.

3. Host a series of targeted forums with teacher educators and workforce/human resources officials in school jurisdictions.

4. Extend the use of interactive forums and live webinars to engage stakeholders and address topical issues.

5.2 KPIs

1. Participation and engagement with a MATSITI national Aboriginal and Torres Strait Islander school leaders conference

2. Participation and engagement by school students in a series of promotional teacher education workshops and career expos in cities, rural and remote locations

3. Increasing educator and community engagement and debate in MATSITI events using digital media, including international participation.

5.3 Budget

The conference and events budget for 2014 is $118,440 comprising 3.5% of total project expenditure in 2014.

6 Governance

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

- An Indigenous Project Reference Group to ensure cultural, employment and educational integrity;

- A Project Working Party representing key national stakeholders;

- Australian Government program delegate to monitor contractual requirements; and

- A University of South Australia Project Advisory Team to ensure quality project and risk management, and to monitor financial expenditure.

6.1 Strategies

1. Convene governance group teleconferences of Reference Group, Working Party and Project leadership group;

2. Convene University of SA Project Advisory team meetings with focus on project, risk and financial management; and

3. Continue to review effectiveness of Project governance structures, including investigation of means to utilise project findings for both PM&C and education[11] portfolios.

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. Level of project communications with education

4. Regular input is sought from governance groups on project risk identification and mitigation strategies.

6.3 Budget

The governance budget for 2014 is $12,000, comprising 0.4% of total project expenditure in 2014.

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[11] Department of Education, including advice and contributions to development of proposed 2015-2019 National Aboriginal and Torres Strait Islander Action Plan

7 Evaluation

The MATSITI project team is committed to robust evaluation and review processes for transparent and evidence-based project decision-making, planning and implementation.

In 2013, MATSITI commissioned an external project evaluator[12] to provide 'critical friend' support and independent advice to the MATSITI Project Team, and to assist with strategies to assess long term future growth in numbers and capabilities of Aboriginal and Torres Strait Islander teachers in schools.

The evaluation focus in 2014 will include a progress review of project partnership grants released in late 2013, and to investigate cost-benefit methodologies under development in the workforce planning and research stream.

The effectiveness of project activities will be progressively evaluated with a comprehensive external evaluation to be commissioned in late 2014 and conducted in 2015.

7.1 Strategies

1. Review education partnership projects progress and effectiveness, including analysis of partner projects, reports and data;

2. Review 2013 evaluation and findings to adjust project strategies and plan future priorities; and

3. Develop school workforce and teacher education indicators (including financial measures) to benchmark the success of future reforms.

7.2 KPIs

1. Quarterly project lessons learned reviews and revision of project schedule.

2. All project partnerships include an evaluation strategy.

3. Revised 2012-15 MATSITI Project Plan reflecting project assumptions and findings to date.

4. School workforce and training benchmark data and indicators further developed to measure project reform goals in teacher education, school recruitment, retention and career pathways.

5. Project evaluation scope determined and evaluator selected to commence in 2015.

7.3 Budget

The projected budget for the 2014 evaluation budget is $78,343, comprising 2.1% of total project expenditure in 2014. However, the expenditure includes a $53,343 carry-over from 2013.

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[12] The Wollotuka Institute, University of Newcastle

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[13]) 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 project operations.

8.1 Strategies

1. Implement and review strategies and KPIs contained in the 2014 MATSITI Work Plan
2. Review and update 2014 Work Plan operational tasks, schedule and risks at least quarterly
3. Refine project management processes and project documentation as required
4. Develop MATSITI 2015 Work Plan informed by progress achieved in 2013-14 and advice from project stakeholders.

8.2 KPIs

1. Work Plan outcomes are delivered on time, on budget and meet agreed quality standards in accordance with the domains of *PMBOK* and University of South Australia *Project Quality System*;
2. Rationale, strategies and financials in 2012-2015 Project Plan are updated and published on MATSITI website;
3. All contractual obligations under the head MATSITI Funding Agreement are met;
4. High degree of transparency of project outcomes and financials to project stakeholders – sponsor, school jurisdictions, universities and Indigenous community representatives.

8.3 Budget

The 2014 budget allocation includes $184,500 for project management, comprising 6.2% of total project expenditure.

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[13] Project Management Body of Knowledge (2008)
http://en.wikipedia.org/wiki/A_Guide_to_the_Project_Management_Body_of_Knowledge (accessed 15/11/13)

8.4 Risk management

The Initiative will include a rigorous risk management strategy[14] 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 Budget

The following table provides estimates of budget expenditure and projections as at November 2013. Final projected budget expenditure will be finalised in January 2014 pending availability of a full 2013 calendar year financial report on expenditure by the University of South Australia.

MATSITI Project Activity	2013 Budget	2013 Expenditure	2014 Budget	Code
Workforce research and planning	$180,400	$161,189	$172,860	RES
Teacher workforce partnerships (grants)	$1,697,200	$1,310,590	$2,070,360	EDU
Communications and marketing	$228,400	$127,469	$204,040	CMS
Conferences and events	$105,000	$103,713	$118,440	CON
Governance	$18,000	$2,187	$12,000	GOV
Evaluation	$70,000	$60,551	$78,343	EVL
Project management	$241,000	$193,363	$184,500	PMA
University of SA administrative levy (5%)	$127,000	$92,736	$142,027	LEV
TOTAL	**$2,667,000**	**$2,051,798**	**$2,982,570**	

9.1 Budget assumptions

- Total projected MATSITI budget over 2011-15 is $8.19 million comprising $7.5 million in project grant revenue and $688,000 in estimated interest income over the duration of the project;

- 2013 expenditure includes commitments for work completed or work-in-progress of project partners that have not been invoiced, with some projected 2013 expenditure on grants and communication strategies deferred until 2014;

- A total of 4.6 FTE MATSITI leadership and team staff salaries are apportioned to project activities – workforce planning and research (1.0), education partnerships (0.9), communications and marketing (0.9), events (0.3), project management (1.6);

- Project management includes direct management costs for management of the initiative; and

- Administrative levy includes indirect costs for the initiative including infrastructure, communications, human resources and contract management.

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[14] In accordance with risk management principles of Standards Australia *AS/NS 4360*

10Appendices

10.1 Project milestones

Upon approval of the 2014 Work Plan, a detailed Microsoft (MS) Project Plan will be developed, base-lined and progress monitored during 2014.
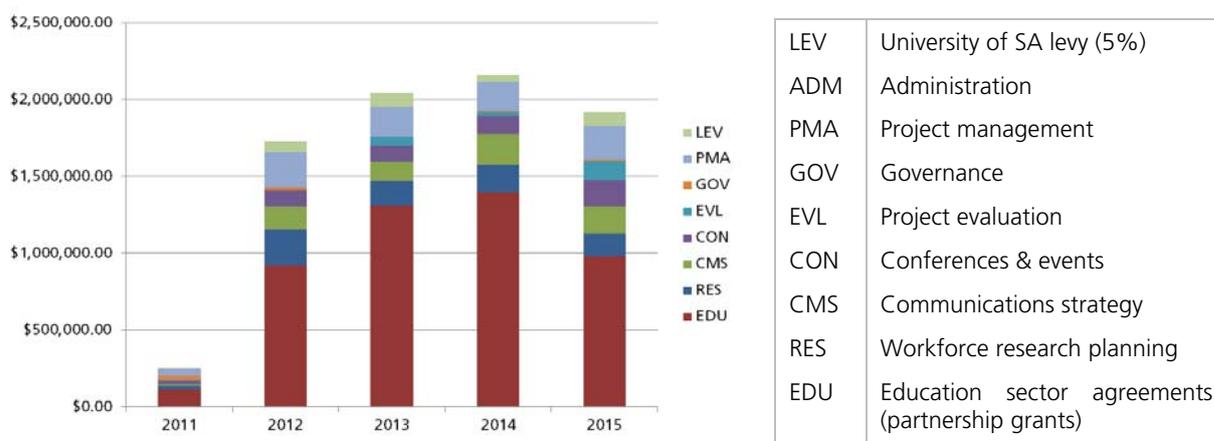
The MS Project Plan will include details of 2014 project schedule, milestones, resources, dependencies and budget costings.

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

Contract Milestone	Due date
MATSITI 2014 Work Plan draft submitted to sponsor	31 October 2013
MATSITI 2014 Work Plan finalised	29 November 2013
2014 Work Plan implementation commences	1 January 2014
2013 MATSITI Expenditure Report completed	31 January 2014
2013 MATSITI Project Report completed	31 March 2014
2015 MATSITI Work Plan finalised	31 October 2014
2014 MATSITI Work Plan implementation concluded	31 December 2014
2014 MATSITI Expenditure Report completed	31 January 2015
2014 MATSITI Project Report completed	31 March 2015

10.2 Budget expenditure 2011-15

The following chart indicates expenditure draw-downs for each calendar year of the MATSITI project.

LEV	University of SA levy (5%)
ADM	Administration
PMA	Project management
GOV	Governance
EVL	Project evaluation
CON	Conferences & events
CMS	Communications strategy
RES	Workforce research planning
EDU	Education sector agreements (partnership grants)

Education sector partnership grants comprise 60% of total expenditure over the life of the Initiative.

Expenditure includes work-in-progress (accruals).

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

10.3 Risk register

Following is a summary of prioritised project risks at January 2014 – all assessed as *moderate* risks

	Project risk	Mitigation strategies
1	Unforeseen external demands on Project Director time	Monitor University of SA responsibilities in 2014 Delegate Director commitments where feasible
2	'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 Support transition and effective communications from Department of Education (formerly DEEWR) to new project sponsor (PM&C)
3	Some school jurisdictions and universities not engaged in workforce diversity agenda	Make direct approaches to senior officials of jurisdictions to encourage greater engagement, and leverage COAG commitments Allocate project funds to systems and institutions that demonstrate most evidence of systemic commitment
4	Delayed availability of workforce data	Pro-active engagement with national teacher workforce dataset working group and school jurisdictions
5	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'
6	Limited school, university, professional or community engagement in the Initiative	Comprehensive communication and engagement strategy Negotiation of partnership agreements and targeted grant funding
7	Little progress towards growth in numbers of teachers	Development of a public monitoring and review process *Note: Full impact of recruitment into teacher education will not be evident for several years*
8	Loss of key personnel	Backfill staff from outside project team Reschedule identified project activities where feasible
9	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*
10	Timing of payments out of synch with budget projections	Closely monitor subcontract progress payments and invoices, adjust where necessary Maintain cash and accrual accounting records
11	Delays in project schedule and key milestones	Closely monitor project progress, re-allocate resources where necessary *Risk will increase in later stages of project*
12	Project contract breach and/or cessation	Regularly monitor contract obligations University indemnity insurances *Agreement specifies conditions & actions for contract cessation*