MATSITI 2015 Work Plan

More Aboriginal and Torres Strait Islander Teachers Initiative

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January 2015

University of South Australia

Document control

Date	Version	Comments
20 November 2014	0.1	Initial draft prepared by MATSITI Project Team.
25 November 2014	0.2	Draft forwarded to DPM&C
6 February 2015	1.0	Updated with 2014 financials Final 2015 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, 2014 MATSITI Annual Work Plans

- 2013 MATSITI Work Plan report (2014 report due March 2015)

- 2014 MATSITI Financial Statement (report due 30 January 2015)

- 2015 MATSITI Project Schedule (Microsoft Project)

- MATSITI Risk Register (Version 1.6, October 2014)

- MATSITI Project Website www.matsiti.edu.au

Feedback

Stakeholder feedback on the contents and implementation of this 2015 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 2015 Work Plan

1.1 Purpose

This **MATSITI 2015 Work Plan** outlines the key Project outcomes, strategies, performance measures (KPIs) and budget for the fourth and final 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 (DPM&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 associated **MATSITI 2012–15 Project Plan**[2] provides the overall 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.

2015 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
- Lisa Lawton, Project Officer (0.6); 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 the 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 are 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

As the final year of the MATSITI initiative, a transition and sustainability plan will be developed in consultation with project governance groups and stakeholders.

A chronological snapshot of project activities during 2012-14 is available at the MATSITI website:

www.matsiti.edu.au/category/2012 | www.matsiti.edu.au/category/2013 | www.matsiti.edu.au/category/2014

A 2014 Progress Report of the Initiative will be completed in March 2015 as required under the MATSITI Funding Agreement between the University of South Australia and the Department of the Prime Minister and Cabinet. Annual Work Plans and reports are available at www.matsiti.edu.au/about/project-plan.

1.5   Budget projections

Total planned 2015 project expenditure is $2.01 million, representing 25% of the total 2011-15 budget for the MATSITI Initiative. A further $580,000 will be committed in 2015 for education partnerships (grants) to cover project progress payments continuing into 2015.

59% of Project expenditure in 2015 will directly support education sector initiatives through contracted partnership agreements.

2015 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).

2015 Work Plan Budget Allocations [Projections]
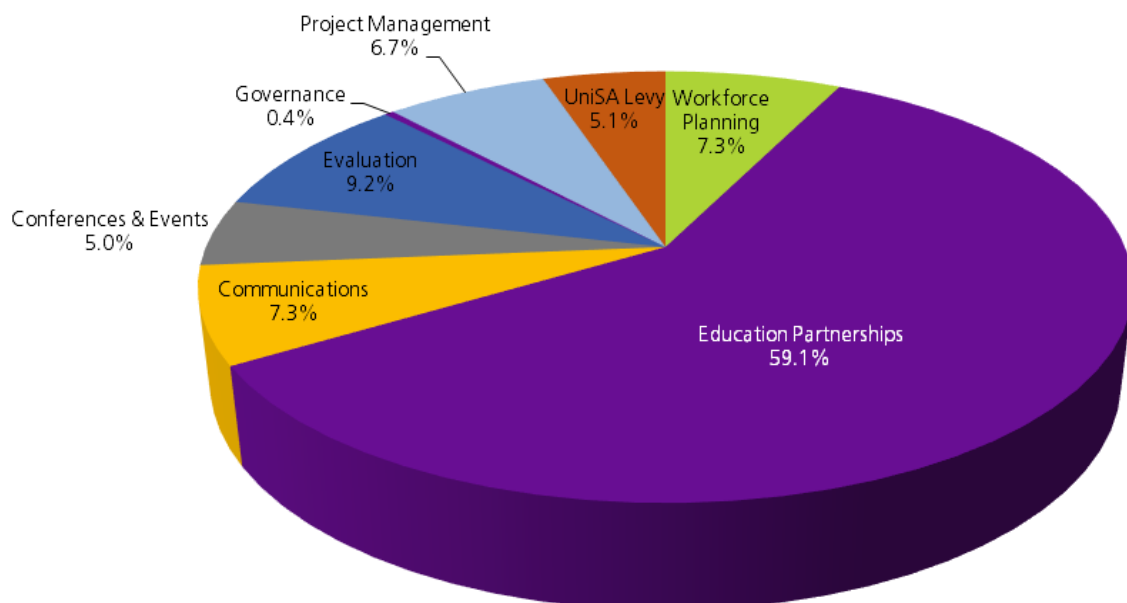
A levy of 5% is applied by the University of South Australia to cover indirect project administrative and infrastructure costs.

2 Workforce planning and research

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 2012-14, the MATSITI project undertook research[4] into the 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].

As the final year of the MATSITI Initiative, project activity will focus on utilising and communicating 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 and evidence will also contribute to the development of future workforce success indicators for school jurisdictions and teacher education providers to measure future progress to increase 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 inform current and future teacher workforce reforms;

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 a 2015 Indigenous workforce study to enable a longitudinal analysis and review of *Close the Gap* targets for employment in the education sector;

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

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

6. Complete an intellectual property register of research assets, enabling open access[6] 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 2013-14).

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

3. Successful external education sector workforce research grant proposals.

4. Cost-benefit analysis study of models of teacher workforce diversity reforms.

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 is **$190,000** comprising 7.7% of total project expenditure in 2015.

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[4] www.matsiti.edu.au/tag/research , www.matsiti.edu.au/teacher-workforce-analysis
[5] Including Australian Council of Deans of Education (ACDE) research: www.matsiti.edu.au/tag/acde
[6] Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Australia, www.matsiti.edu.au/license

3 Funding 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 three rounds of project grants in 2012-13, a fourth call for expressions of interest[7] was released in July 2014 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; and
- 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. Conduct a meta-evaluation of all funded MATSITI partnerships with focus on sustainability; and
4. Conduct an Indigenous teacher workforce planning forum with senior Aboriginal and Torres Strait Islander staff, school leaders and workforce officials from State and Territory school jurisdictions.

3.2 KPIs

1. At least 50 Tier One and Tier Two Partnership agreements that demonstrate significant engagement, co-investment, innovation, commitment and plans to address long-term workforce goals.
2. Increasing numbers of sustainable workforce initiatives by school jurisdictions, schools, universities and professional bodies with targets to 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

The teacher workforce partnerships budget is **$1,540,000** in 2015. The budget includes $1.2m in carry-over funding for partner projects that commenced in 2013-14.

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[7] www.matsiti.edu.au/2014-funding
[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 Engagement and career promotion

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 2012-14 to engage with the education sector about workforce 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], and development of career promotion resources, a series of marketing campaign strategies to attract Aboriginal and Torres Strait Islander people into teaching will be implemented in 2014-15.

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 associated digital and social media channels;

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

3. 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; and

5. Complete market research to refine effective promotional strategies for audience segments including Indigenous school students, education workers and career counsellors 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. At least 20 case studies published of Aboriginal and Torres Strait Islander workforce practices.

4. A suite of teacher attraction resources available for adaptation to local contexts.

5. 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 is **$190,000** comprising 7.3% of total project expenditure in 2015.

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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 2012-14 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 2015 will focus on key teaching career stages – attraction into teaching, teacher education, recruitment and retention (career and leadership development).

As the final year of the Initiative, all events will focus on transition plans and sustainability of reforms beyond 2015. A national conference that brings together representatives of all funded partnerships will be held in October 2015.

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 2015 events

1. Convene a national Aboriginal and Torres Strait Islander teacher workforce conference to consider project findings to date and shape a transition plan leading into 2016;

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

3. Utilise interactive forums and live webinars to engage stakeholders and address topical issues.

5.2 KPIs

1. Participation and engagement with MATSITI national Aboriginal and Torres Strait Islander forums.

2. Transition plans and reforms arising from national project conference.

3. Increasing educator and community engagement and debate in MATSITI events using digital media.

5.3 Budget

The conference and events budget is **$130,000** comprising 4.6% of total project expenditure in 2015.

6 Evaluation

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

As the Initiative concludes at the end of 2015, an external evaluation of the reach, impact and effectiveness of the project will be undertaken and reported. The scope of the evaluation will include the extent of lasting benefits in teacher workforce reforms undertaken by schools and universities during 2012-2015.

The evaluation will develop a series of workforce indicators that align with MATSITI objectives and Close the Gap targets for Indigenous employment.

The evaluation focus in 2015 will include a progress review of project partnership grants released in 2013-14, and to investigate cost-benefit methodologies under development in the workforce planning and research stream.

6.1 Strategies

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

2. Commission an external review of the effectiveness of the MATSITI project initiative against stated deliverables; and

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

6.2 KPIs

1. Quarterly project 'lessons learned' reviews.

2. All project partnerships include an evaluation strategy.

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

4. Public report on external MATSITI project evaluation.

6.3 Budget

The projected budget for the evaluation is **$240,000** comprising 9.2% of total project expenditure in 2015.

7 Governance

The MATSITI project is guided by several governance groups to provide independent strategic advice, assist with project operations, minimise project risks and close out the initiative at the end of 2015:

- 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.

7.1 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 a focus on project, risk and financial management;

3. Review effectiveness of Project governance structures, including investigation of means to utilise project findings for both the PM&C and education portfolios; and

4. Utilise governance groups to effectively transition and close out the MATSITI initiative.

7.2 KPIs

1. Quality of engagement and strategic advice by governance group members.

2. Transparency of Project decision-making through published plans and reports.

3. Final report on project outcomes, governance and financials.

4. Endorsement of a transition and sustainability strategy post 2015.

7.3 Budget

The MATSITI governance budget is **$10,000**, comprising 0.4% of total project expenditure in 2014.

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[11]) 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 2015 MATSITI Work Plan;
2. Review and update 2015 Work Plan operational tasks, schedule and risks at least quarterly;
3. Close out the MATSITI project with a sustainable transition plan with recommendations on future workforce reforms; and
4. Undertake a 'lessons learned' review to inform future initiatives.

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, with a close-out plan and documentation; and
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 2015 budget allocation includes **$175,000** for project management, comprising 6.7% of total project expenditure.

An additional $73,885 of project funds is committed to the first quarter of 2016 to complete all MATSITI contract obligations including project close-out, final reporting obligations and project archiving.

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[11] Project Management Body of Knowledge (2013)
http://en.wikipedia.org/wiki/A_Guide_to_the_Project_Management_Body_of_Knowledge

8.4 Risk management

The Initiative will include a rigorous risk management strategy[12] 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 January 2015.

MATSITI Project Activity	2014 Budget	2014 Expenditure	2015 Budget	Code
Workforce research and planning	$172,860	$169,016	$190,000	RES
Teacher workforce partnerships (grants)	$2,070,360	$1,578,270	$1,540,000	EDU
Communications and marketing	$204,040	$203,119	$190,000	CMS
Conferences and events	$118,440	$120,137	$130,000	CON
Evaluation	$78,343	$69,369	$240,000	EVL
Governance	$12,000	$7,891	$10,000	GOV
Project management	$184,500	$178,149	$175,000	PMA
University of SA administrative levy (5%)	$142,027	$117,007	$132,295	LEV
TOTAL	**$2,982,570**	**$2,442,958**	**$2,607,295**	

9.1 Budget assumptions

- Total projected MATSITI budget over 2011-16 is $8.185 million comprising $7.5 million in project grant revenue and $685,000 in estimated interest income over the duration of the project;

- 2015 expenditure includes commitments for work completed or work-in-progress of project partners that have not been invoiced;

- A total of 4.6 FTE MATSITI leadership and team staff salaries are apportioned to project activities;

- Project management includes direct costs for management of the initiative (mostly salaries);

- An external project evaluation will be conducted during 2015;

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

- An additional $73,855 is committed in the first quarter of 2016 to complete project close-out, final reporting obligations and project archiving.

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

10 Appendices

10.1 Project milestones

Upon approval of the 2015 Work Plan, a detailed Microsoft (MS) Project Plan will be developed, base-lined and progress monitored during 2015.
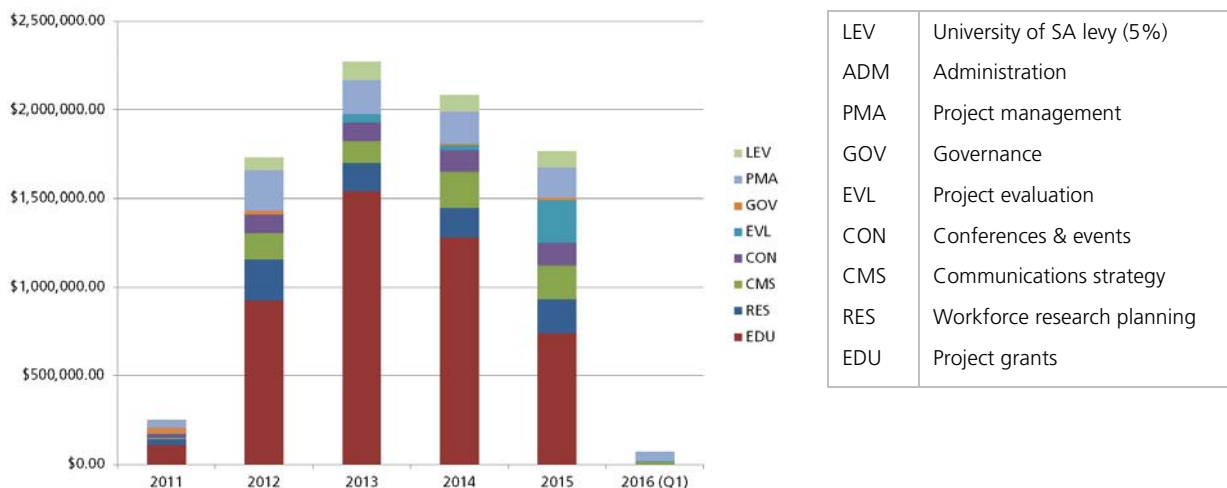
The MS Project Plan will include details of 2015 project schedule, milestones, resources, dependencies and budget costings.

Further detail about contractual deliverables and milestones over the course of the Initiative is available in the MATSITI 2012-15 Project Plan[13].

Contract Milestone	Due date
2015 Work Plan implementation commences	1 January 2015
MATSITI 2015 Work Plan updated with financials	31 January 2015
2014 MATSITI Expenditure Report completed	31 January 2015
2014 MATSITI Project Report completed	31 March 2015
2015 MATSITI Work Plan implementation concluded	31 December 2015
2015 MATSITI Expenditure Report completed	31 January 2016
2015 MATSITI Project Report completed	31 March 2016

10.2 Budget expenditure 2011-16

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	Project grants

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

Expenditure profile includes work-in-progress for project grants (accrued expenditure).

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[13] 2012-15 MATSITI Project Plan, www.matsiti.edu.au/about

10.3 Risk register

Following is a summary of prioritised project risks at January 2015– all assessed as *moderate* risks

	Project risk	**Mitigation strategies**
1	'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
2	Challenging fiscal environment in several jurisdictions	Closely monitor subcontracted projects and negotiations Monitor project investment profile to ensure MATSITI is not subsituting funds
3	Significant expenditure variations	Ensure rigour in planning and costings, and expenditure review Monitor grants, contractual and payment milestones
4	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
5	Limited school, university, professional or community engagement in the Initiative	Ongoing communication and engagement strategy Negotiation of partnership agreements and targeted grant funding
6	Limited 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*
7	Loss of key personnel	Backfill staff from outside project team Reschedule identified project activities where feasible
8	Timing of payments out of synch with budget projections	Closely monitor subcontract progress payments and invoices Maintain cash and accrual accounting records
9	Delays in project schedule and key milestones	Closely monitor project progress, re-allocate resources where necessary
10	Project contract breach and/or cessation	Regularly monitor contract obligations University indemnity insurances *Agreement specifies conditions & actions for contract cessation*