

More Aboriginal and Torres Strait Islander Teachers Initiative

(MATSITI)

National Aboriginal and Torres Strait Islander Teacher Workforce Scoping Plan



NSW Department of Education and Communities

June 2013

National Aboriginal and Torres Strait Islander Teacher Workforce Scoping Plan

Following MATSITI's issuing of a national Expression of Interest in November 2012, the NSW Department of Education and Communities was selected to lead the development of a national Aboriginal and Torres Strait Islander teacher workforce scoping plan. The Scoping Plan has been developed in the form of a framework to articulate current and proposed workforce and related educational strategies which may be implemented in jurisdictions throughout Australia.

The Scoping Plan provides a vehicle for taking forward National Collaborative Action 33 under the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) (now Standing Council on School Education and Early Childhood (SCSEEC)) *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014* which states:

“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 Strategy will also help to recognise and clarify the role of Aboriginal and Torres Strait Islander education workers and support their professional development and career aspirations.”

In line with National Collaborative Action 33, the Scoping Plan will contribute to collaborative planning for the implementation of strategies to increase the number and capacity of Aboriginal and Torres Strait Islander teachers and leaders in the school sector.

MATSITI intends to make strategic investments in the school sector from 2013. The Scoping Plan will inform workforce reforms and MATSITI's investments in relevant strategies. Human Resources Directorates and Indigenous education leaders in Australian education jurisdictions will be included in consultations and dialogues to determine how best to allocate funding to achieve MATSITI's objectives.

Foreword

The National Aboriginal and Torres Strait Islander Teacher Workforce Scoping Plan developed under the More Aboriginal and Torres Strait Islander Teachers Initiative (MATSI) represents an opportunity for members of our national education community to strive together for the achievement of greatly improved outcomes for Aboriginal and Torres Strait Islander students.

The Plan enables 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.

The forging of productive partnerships between MATSI participants, through which agreements on commitments to implement relevant directions and actions under the Plan are reached, is central to the spirit and vision of MATSI. The opportunity for national collaborative action under the Aboriginal and Torres Strait Islander Education Action Plan 2010 – 2014 is also acknowledged.

The Plan is a living document with directions which are relevant to the full range of educational settings and environments. We look forward to bringing together leaders of the Australian education community to work with the Plan and to discuss how it may translate to meaningful actions in each of their education jurisdictions. Partnerships and co-investment agreements between school authorities, university schools of education and other agencies, from local to national levels, will follow and be strengthened through a clear accountability framework.

We are pleased to endorse the Plan as a vital component of driving forward MATSI's agenda.

Aboriginal and Torres Strait Islander students will be the beneficiaries of our work in this area.

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More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI)
National Aboriginal and Torres Strait Islander Teacher Workforce Scoping Plan

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More Aboriginal and Torres Strait Islander Teachers Initiative (MATSI) Teacher Workforce Scoping Plan Background and Context

Introduction

The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014* states:

“Leaders and researchers agree that increasing the number of Aboriginal and Torres Strait Islander educators is a key factor in fostering student engagement and improving educational outcomes. Building a well qualified Aboriginal and Torres Strait Islander educator workforce is an important way of potentially reducing the impact of high teacher turnover in school communities with Aboriginal and Torres Strait Islander students.”

Under this plan, National Collaborative Action 33 states:

“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 Strategy will also help to recognise and clarify the role of Aboriginal and Torres Strait Islander education workers and support their professional development and career aspirations.”

Note: MCEECDYA is now the Standing Council on School Education and Early Childhood (SCSEEC), launched in January 2012 as one of 12 Standing Councils established under new Council of Australian Governments (COAG) arrangements.

MATSI is a national four year (2012 – 2015) initiative to increase the number and professional capacity of Aboriginal and Torres Strait Islander teachers in Australian schools. The \$7.5 million MATSI project was announced by the Federal Minister for Schools, Early Childhood and Youth, the Hon. Peter Garrett MP, in July 2011 and is funded by the Department of Education, Employment and Workplace Relations.

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

MATSI also reflects the philosophy of the UNESCO Education for All (EFA) movement, whose goals include:

- Expanding and improving early childhood care and education, especially for the most vulnerable and disadvantaged children
- Ensuring that children of ethnic minorities have access to quality education
- Ensuring equitable access to appropriate learning
- Achieving significant improvement in adult literacy, especially for women, and equitable access to continuing education
- Eliminating gender disparities in education
- Improving the quality of education to achieve measurable learning outcomes in literacy, numeracy and essential life skills.

EFA also places great importance on the value of partnerships in education. An article of 25 March 2013, *The Potential of Partnerships for Education*, published on the UNESCO website, states:

“In times of austerity, public sector reform and budget cuts, multi-stakeholder partnerships are considered an important strategy to complement public education financing.

“... in delivering education, the State should not be alone: it does so together with families, communities, civil society organization, the private sector and others. We need to do a better job of harnessing all of these stakeholders to improve the delivery and financing of education.”

The concept of productive partnerships between members of all levels and sectors of the education community is at the heart of the development and implementation of the MATSITI Scoping Plan and its goals of increasing the number and enhancing the professional capacity of Aboriginal and Torres Strait Islander teachers in schools throughout Australia. Working in partnership will enable the achievement of greater synergies to flow from participants' commitments.

Teacher Workforce Scoping Plan

Following a national [Expression of Interest](#) issued by MATSITI in November 2012, the NSW Department of Education and Communities was the agency selected to lead the development of a national Aboriginal and Torres Strait Islander teacher workforce scoping plan. The Scoping Plan has been developed in the form of a framework to articulate current and proposed workforce and related educational strategies which may be implemented in jurisdictions throughout Australia.

The development of the Scoping Plan is based on information from a range of sources, including:

- A national and international literature search on approaches to increasing the number of Aboriginal teachers. Practices in Australia, *New Zealand, Canada and some of the *United States of America were examined
- Consultations with stakeholders, including direct contact and via an information gathering survey
- Interrogation of available national and jurisdictional empirical data
- Examination of international, national and state and territory human resources and education sector planning documents
- Examination of a range of national and international websites.

*The focus is on practices in Australia and Canada as the search of literature from NZ and USA revealed no issues or solutions in addition to those relating to Australia and Canada.

The Scoping Plan provides a blueprint for a national collaborative effort to increase the number and capacity of Aboriginal and Torres Strait Islander teachers and leaders in the government and non government school sectors. Strategies under the Scoping Plan will be negotiated through partnership agreements between school jurisdictions, university schools of education and Aboriginal and Torres Strait Islander teachers, school leaders and their professional networks.

More than half of MATSITI's total planned expenditure is for strategic co-investments emanating from education sector partnership agreements. MATSITI's priority areas for support include initiatives that are national in scope, accelerate workforce reform, leverage existing investments by governments and lead to long term sustainable change. These strong areas for reform are articulated in Tier One strategies and will require the highest level of investment.

Tier Two strategies 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.

The overarching Strategic Directions in the Scoping Plan cover the developmental trajectory of a person becoming a successful teacher, starting with the completion of a quality school education and/or suitable TAFE qualification, responding to effective promotion of teaching as a career of choice, undertaking teacher training, and finally entering the teaching profession and developing throughout their teaching career. A further direction examines possibilities for forging sustainable systemic partnerships at all levels of the education community to support the attraction, retention and development of Aboriginal and Torres Strait Islander people in the teaching profession, as their numbers continue to grow to reflect the Aboriginal and Torres Strait Islander population of Australia.

It is not anticipated that all jurisdictions will implement all Strategic Actions in the Scoping Plan. For example, some strategies relate to increasing numbers of Aboriginal and Torres Strait Islander teachers in the most remote areas of Australia and may not be directly applicable to schools in urban areas. However, almost all strategies may be implemented in all jurisdictions, and in the case of those which do not reflect local conditions, aspects of these strategies may be considered and modified.

The Scoping Plan will be worked through with higher education institutions, school jurisdictions' human resources directorates and Indigenous education leaders. Part of this process will be to consider for support any suggestions put forward by jurisdictions.

The Scoping Plan may be used by institutions at all levels and in all sectors of the education community to develop and/or build upon their own action plans which may include short and longer term strategies for implementation.

Strategies for increasing the number of Aboriginal and Torres Strait Islander students who finish school

Student success is maximised when appropriate structures and conditions are in place from preschool to Year 12. Students who complete their schooling have a range of post school options including further education, training and employment in any field.

Aboriginal and Torres Strait Islander students' access to quality schooling, including engaging curricula and community involvement, is a broad agenda beyond the scope of MATSITI. However it is a necessary condition for Aboriginal and Torres Strait Islander students completing Year 12 and choosing teaching as a career. While the Scoping Plan includes strategies aimed at increasing pathways for high school students to undertake a teacher education program, the following strategies may assist in increasing Aboriginal and Torres Strait Islander students' attendance, engagement and success.

1 Facilitate access to schooling for Aboriginal and Torres Strait Islander students in remote communities

- provide additional options for schooling for students in remote locations including expansion of boarding school opportunities and hostel accommodation for students who have to move to access high school

- collaborate between government and non government school sectors to establish community study centres and provide appropriate technology for students in remote locations
- provide support teams to ensure that students in remote locations are accessing and engaged in schooling
- expand Aboriginal and Torres Strait Islander children's access to preschools
- adopt a place based approach in remote locations by establishing links between schools and other agencies, including health, family support, justice, transport and vocational education and training, to enable all aspects of students' development and wellbeing to be catered for.

2 Ensure that the quality of schooling in schools with significant Aboriginal and Torres Strait Islander student enrolments is comparable to that in high performing schools throughout Australia

- restructure groups of remote schools into clusters with principals reporting to one executive principal, provide clear lines of responsibility and communication, and ensure rigorous planning with regular reporting of outcomes
- enable school autonomy for the implementation of discretionary initiatives which support Aboriginal and Torres Strait Islander students' attendance, engagement, aspirations and achievements within their community
- develop teaching methods and materials reflecting mainstream and Indigenous cultures in accordance with **both-ways* philosophy.
**Both-ways is a philosophy of education that brings together Indigenous Australian traditions of knowledge and Western academic disciplinary positions and cultural contexts, and embraces values of respect, tolerance and diversity.*

3 Implement school curricula which emphasise literacy, numeracy and technology within a context of promoting and respecting Aboriginal and Torres Strait Islander people and cultures

- employ teachers with expertise in literacy and numeracy from preschool to Year 12
- where required, employ teachers with expertise in the teaching of English as an additional language or dialect (EAL/D)
- implement effective teaching methodologies which ensure that students gain mastery over literacy and numeracy at each stage of learning
- ensure that the effective use of technology is integrated into all aspects of the curriculum and student learning
- include Aboriginal perspectives in the curriculum for all students and implement programs which promote Aboriginal and Torres Strait Islander cultures and languages to build self esteem and encourage school engagement and attendance
- include in all teacher education programs a unit on Aboriginal and Torres Strait Islander cultural inclusiveness in curriculum and cultural awareness, with advanced units available for students with a particular interest in teaching Aboriginal and Torres Strait Islander students
- ensure that schools with significant Aboriginal and Torres Strait Islander student enrolments seek community input in developing and providing regular training for teachers and support staff on effective teaching methodologies in the context of the school and its students.

4 Build school culture focused on high expectations of Aboriginal and Torres Strait Islander students

- select teachers and support staff who have the knowledge and understanding that the capabilities of Aboriginal and Torres Strait Islander students are equal to those of the student community generally
- use evidence based content in training staff to enhance their knowledge and understanding of the capabilities of Aboriginal and Torres Strait Islander students
- ensure that school principals and executives lead school staff in their responsibility to achieve measurable improvements and comparable outcomes in the achievements of all students
- ensure that effective systems for measuring student achievement are established, implemented and embraced by teachers, support staff and community members, and outcomes are reported regularly
- ensure that performance management includes strong statements of accountability for measurable, positive outcomes for Aboriginal and Torres Strait Islander students and that any staff capability deficits are addressed in their training and development
- ensure strong staff and community cohesion to promote the sharing of good practice for achieving positive outcomes for Aboriginal and Torres Strait Islander students
- collaborate between schools, families and the community to develop and implement strategies to maximise school attendance eg local shops refusing to serve students during school hours; rewards for students who achieve significant improvements in attendance
- ensure that systems are in place for timely responses to unexplained student absences and involve other community agencies eg health, family and community services to address cases of persistent absence and support students' reengagement with formal schooling.

5 Forge sustained, productive partnerships between families, the wider community and the school

- support families' and communities' engagement in education and schooling to foster student learning at school and at home
- enlist the expertise of Aboriginal and Torres Strait Islander staff and community in whole school staff training for better understanding families
- encourage and deliver effective communication between the school and students' families about school programs and student progress
- involve families with their children on homework and other curriculum related activities and decisions
- include families as participants in school decision making and develop family leaders and representatives
- coordinate resources and services from the community for families, students and the school, and provide services to the community
- provide opportunities for community members to support Aboriginal and Torres Strait Islander students eg skills and subject coaching, mentoring.

6 Initiate, develop and maintain partnerships which strive to enhance educational outcomes for Aboriginal and Torres Strait Islander students

- enhance consultative mechanisms and networks through innovative ways including strong and regular presence of representatives of educational jurisdictions and universities within the school community
- increase the representation of Aboriginal and Torres Strait Islander community members on education decision making bodies at all levels
- develop new leadership paradigms at the school level which recognise barriers to the involvement of family members in the education of their children and implement innovative strategies to overcome them
- provide local media with information for articles about the achievements of Aboriginal and Torres Strait Islander teachers and support staff.

7 Establish research partnerships between universities and schools with significant Aboriginal and Torres Strait Islander student enrolments

- identify a national group of sample research schools to represent a range of locations including remote, rural and urban
- evaluate the success of strategies for improving Aboriginal and Torres Strait Islander students' school completion rates and achievement of university entry requirements at the end of Year 12
- involve the school community in action research
- enhance research schools' status and attract innovative teachers through positive publicity about the partnerships
- forge partnerships between schools, universities and communities to establish centres of excellence in the education of Aboriginal and Torres Strait Islander students.

Current practices for increasing the number and professional capacity of Aboriginal teachers

NSW Department of Education and Communities MATSITI project staff undertook a national and international literature search on approaches to increasing the number of Aboriginal teachers and relevant related matters, including factors which contribute to Aboriginal students completing their schooling and meeting teacher education programs' entry requirements. Extensive support for the literature search was provided by librarian Ms Brenda McLennan in the Department's Education and Training Information Service (ETIS). Ms McLennan's involvement ensured that the literature search was undertaken in accordance with good practice.

Information was also gathered directly from Australian and overseas education jurisdictions and a range of websites.

While the strategies in the Scoping Plan reflect in detail current and future national and international approaches to increasing the number and capacity of Aboriginal and Torres Strait Islander teachers, the lists of practices in Australia and Canada below provide summary information about common themes, issues and innovations.

Good practices in Australia

The following lists of practices are not exhaustive and are presented with the acknowledgement of all states' and territories' sustained efforts to increase the number of Aboriginal and Torres Strait Islander teachers through implementing strategies which suit their communities.

ACT

- The ACT Education and Training Directorate (ETD) implements strategies in accordance with a range of overarching plans at department and government level
- ETD has an Aboriginal and Torres Strait Islander Staff Network which meets quarterly to develop strategies to maximise the recruitment, retention and career development of Aboriginal and Torres Strait Islander staff. ETD also conducts cultural competency training for teachers and school leaders
- ETD offers 10 scholarships per annum, five to Year 11 and five to Year 12 Aboriginal and Torres Strait Islander students interested in studying for a teaching qualification following completion of Year 12. The scholarships are valued at \$5,000 per annum
- ETD awards three scholarships per annum at a total value of \$20,000 per annum for Aboriginal students studying for a teaching qualification.

NSW

- Join Our Mob promotional campaign
- Teacher Education Scholarship Program – 300 per annum with 220 for teacher training in subject shortfall areas and 80 for Aboriginal and Torres Strait Islander people to train as primary or secondary teachers
- Priority of appointment for Aboriginal and Torres Strait Islander teacher graduates
- *Connected Communities* initiative in which 15 identified schools have become community hubs to deliver a range of services from birth through school to further training and employment.

Northern Territory

- *Growing Our Own* Indigenous teacher education initiative through Charles Darwin University in partnership with Catholic Education Office schools and remote communities. This strategy targets Aboriginal Assistant Teachers, many of whom speak local language(s), for teacher education. The strategy uses a combination of at-school delivery by lecturers and distance mode. It was developed in response to low teacher retention in schools in these communities
- *Teaching: you can do it* campaign – high quality promotional materials targeting Indigenous school students with a strong message about the need to go to school and finish school education
- Indigenous Tertiary Preparation Program (ITPP) – free program to enable students without Year 12 to meet entry requirements for B Ed.

Queensland

- VET in Schools model for transitioning Aboriginal and Torres Strait Islander secondary students into a teaching pathway

- Remote Areas Teacher Education Program (RATEP) – community delivered program of studies to enable Aboriginal and Torres Strait Islander people to become teachers
- Pearl Duncan scholarships provide up to \$20,000 assistance for Aboriginal and Torres Strait Islander students to attain a teaching qualification.

South Australia

- The Department of Education and Child Development provides scholarships up to \$20,000 for Aboriginal pre-service teacher education students in any area of teaching. The Department also supports qualified Aboriginal teachers to gain permanent employment under the Aboriginal Teaching Employment Scheme
- The Aboriginal Pathways into Teaching Pilot Program (APTPP) will financially and professionally support nine Aboriginal non teaching employees to undertake a teacher education program and gain permanent employment with the Department as a teacher on completion
- The Aboriginal Leadership Scholarships program, a partnership between the Department and MATSITI, will support two aspiring leaders.

Tasmania

- The Department of Education, Tasmania, works with the University of Tasmania (UTAS) to implement strategies to assist Aboriginal people to qualify as teachers
- *Riawunna*, the Aboriginal Support Unit at UTAS, conducts university entrance support programs including bridging courses for students with eg TAFE qualifications. The Murina non-award program enables attendance through two 13-week semesters to equip Aboriginal people to undertake university studies
- Three Lucy Beeton Scholarships for Aboriginal students studying teaching at University of Tasmania were offered for the first time in 2013. The scholarships are valued at \$6,000 per annum.

Victoria

- The Department of Education and Early Childhood Development offers scholarships for Aboriginal and Torres Strait Islander people to train as early childhood teachers
- The Department offers Aboriginal and Torres Strait Islander Education Workers scholarships which target current education employees, career changers and Year 12 graduates wishing to become teachers.

Western Australia

- *Culture Strong Career Proud Aboriginal and Torres Strait Islander Employment Action Plan 2011 – 2014* incorporating Aboriginal and Islander Education Officer (AIEO) Professional Learning Program; Scholarship Program; Early Years Coaching Program; Aboriginal School Administrators Professional Learning Program
- *North West Early Childhood and Primary Teacher Workforce Development Strategy* enables AIEOs, education assistants and child care workers to undertake a Bachelor of Education (Early Childhood and Primary) part time and externally so that participants can remain living and working in their communities. The strategy includes individualised recognition of prior learning (RPL) and mentoring.

Good practices in Canada

Across Canadian provinces, the following themes were recurrent among effective practices for increasing the number of Indigenous teachers:

- Community delivery of teacher education programs so that participants do not need to move away from families
- First Nations, Metis and Inuit (FNMI) cohort groups at tertiary institutions, including teacher education programs which are exclusively, or almost exclusively, for FNMI students, for at least part of the course
- FNMI perspectives taught in teacher education programs where participants are FNMI or non FNMI to improve student attendance, completion of schooling and outcomes
 - Alberta’s Aboriginal Teacher Education Program (ATEP) – FNMI perspectives in teaching and learning in schools with high FNMI enrolment. Community based and only open to FNMI teacher education students. Aims to improve outcomes for FNMI students by increasing number of FNMI teachers well versed in culture
 - British Columbia’s Native Indian Teacher Education Program (NITEP) - community delivered in five locations
 - Ontario’s Native Teacher Education Program (NTEP) – participants must be of Native ancestry and have some Native language. Admissions of groups of students where possible create instant peer groups. Coordinators provide support
 - Yukon Native Teacher Education Program (YNTEP) – almost all graduates are of First Nations heritage and they have preference for participation in the program.

Saskatchewan

- Saskatchewan Urban Native Teacher Education Program (SUNTEP) – community delivered in three locations through a Metis owned and operated institution. Program teaches FNM history and culture and teacher training. Free for Metis students
- Northern Teacher Education Program (NORTEP) - community delivered for residents of the remote north, preferably with fluency in a native language
- Indian Teacher Education Program (ITEP) – for First Nations people. Emphasis on cultural studies and Cree language preservation in schools for First Nations students. Cross cultural learning through Aboriginal and non Aboriginal people working together. Focus on student retention through Aboriginal cohort based in first two years and support from the University.

More Aboriginal and Torres Strait Islander Teachers Initiative (MATSI) Teacher Workforce Scoping Plan Overview

Strategic Directions	Strategic Actions			
Strategic Direction 1 Increase the number of Aboriginal and Torres Strait Islander students completing school and qualifying for enrolment in teacher education programs	Tier One Strategic Actions			
	Strategic Action 1 Expand options for Aboriginal and Torres Strait Islander students to undertake vocational education and training (VET) courses which can lead to teaching		Strategic Action 2 Increase the availability of credit transfer from school and TAFE studies to TAFE and universities for VET courses with relevance for teaching	
	Tier Two Strategic Action			
Strategic Direction 2 Promote teaching as a career of choice to Aboriginal and Torres Strait Islander people	Tier One Strategic Actions			
	Strategic Action 1 Promote teaching as a career of choice to Aboriginal and Torres Strait Islander school students	Strategic Action 2 Promote teaching as a career of choice to Aboriginal and Torres Strait Islander support staff in schools, liaison officers and community members	Strategic Action 3 Develop and implement a range of national scholarships for Aboriginal and Torres Strait Islander people to undertake teacher training	Strategic Action 4 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
	Tier Two Strategic Action			
	Strategic Action 1 Promote teaching as a career of choice to Aboriginal and Torres Strait Islander people at local levels			
Strategic Direction 3 Develop, facilitate and maintain opportunities for Aboriginal and Torres Strait Islander people to access and complete teacher education programs	Tier One Strategic Actions			
	Strategic Action 1 Develop and maintain teacher education programs and support structures which foster successful completion by Aboriginal and Torres Strait Islander people		Strategic Action 2 Explore a range of flexible tertiary entry pathways for Aboriginal and Torres Strait Islander people to access teacher education programs	
	Tier Two Strategic Actions			
	Strategic Action 1 Support Aboriginal and Torres Strait Islander teacher support staff and other paraprofessionals to become teachers		Strategic Action 2 Collaborate with universities' teacher education schools to expand teacher education programs which are delivered locally in remote communities	

More Aboriginal and Torres Strait Islander Teachers Initiative (MATSI) Teacher Workforce Scoping Plan Overview

<p>Strategic Direction 4 Recruit, develop and retain Aboriginal and Torres Strait Islander staff in schools</p>	Tier One Strategic Actions			
	<p>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</p>	<p>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</p>	<p>Strategic Action 3 Provide system level support to Aboriginal and Torres Strait Islander beginning teachers and ensure their ongoing professional development</p>	<p>Strategic Action 4 Implement an Aboriginal and Torres Strait Islander Teacher Executive Development Program in every Australian school jurisdiction</p>
	Tier Two Strategic Actions			
	<p>Strategic Action 1 Support Aboriginal and Torres Strait Islander teachers in their early years of service</p>	<p>Strategic Action 2 Enhance the capabilities and support the career aspirations of Aboriginal and Torres Strait Islander support staff in schools</p>	<p>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</p>	
<p>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</p>	Tier One Strategic Actions			
	<p>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</p>		<p>Strategic Action 2 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</p>	
	Tier Two Strategic Action			
<p>Strategic Action 1 Establish local level partnerships between schools and industries to promote teaching as a career to Aboriginal and Torres Strait Islander communities</p>				

More Aboriginal and Torres Strait Islander Teachers Initiative (MATSI) Teacher Workforce Scoping Plan

Our vision

Australia will be a world leader in closing the gap in outcomes for Aboriginal students by maximising their opportunities for completing their school education and expanding their post school options through increasing significantly the number and professional capacity of Aboriginal and Torres Strait Islander school teachers and leaders who will engage and work with communities for the achievement of a shared goal of providing a first class school education.

The MATSI Teacher Workforce Scoping Plan provides a blueprint for a national collaborative effort to increase the number and capacity of Aboriginal and Torres Strait Islander teachers and leaders in the school sector. Strategies under the Scoping Plan will be implemented through partnership agreements between school jurisdictions, university schools of education, and Aboriginal and Torres Strait Islander teachers, school leaders and their professional and community networks. Identified strategies will be implemented with financial support from MATSI.

Tier One strategies represent MATSI's priority areas for support including initiatives that are national in scope, accelerate workforce reform, leverage existing investments by governments and lead to long term sustainable change. These wide ranging reforms will require the highest levels of investment.

Tier Two strategies will include local innovations, sharing exemplary practices and building capacity of Aboriginal and Torres Strait Islander staff in schools.

More Aboriginal and Torres Strait Islander Teachers Initiative (MATSI) Teacher Workforce Scoping Plan

Strategic Direction 1

Increase the number of Aboriginal and Torres Strait Islander students completing school and qualifying for enrolment in teacher education programs

Tier One Strategic Actions

Strategic Action 1

Expand options for Aboriginal and Torres Strait Islander students to undertake vocational education and training (VET) courses which can lead to teaching

- strengthen the relationships between school jurisdictions and TAFE to expand the provision of VET in schools with significant Aboriginal and Torres Strait Islander student enrolments
- promote VET in schools to Aboriginal and Torres Strait Islander students as a pathway to teaching
- expand the provision of VET in schools to stage 5 (Years 9-10) Aboriginal and Torres Strait Islander students to maintain their engagement and attendance at school
- establish or expand Trade Training Centres in locations of high Aboriginal and Torres Strait Islander populations and remote locations to enable Aboriginal and Torres Strait Islander students to undertake VET qualifications in trade areas which can articulate into secondary teacher education programs in VET or technology
- promote TAFE studies in education eg Certificate III Education Support to Aboriginal and Torres Strait Islander students as a pathway to gaining a tertiary teaching qualification
- expand school based traineeships to include Certificate III Education Support
- provide flexible delivery of VET programs including online and self-paced learning
- partner between education jurisdictions, TAFE, universities and Aboriginal and Torres Strait Islander education leaders and community members to target suitable Aboriginal and Torres Strait Islander senior school students for non ATAR dependent admission to teacher education programs on completion of their Year 12 qualification including an appropriate school based traineeship.

Strategic Action 2

Increase the availability of credit transfer from school and TAFE studies to TAFE and universities for VET courses with relevance for teaching

- work with TAFE and industries to expand the number of VET programs leading to a minimum Certificate III qualification
- develop frameworks for recognition of prior learning (RPL) in combination with completion of appropriate TAFE studies for entry into teacher education programs.

Tier Two Strategic Action

Strategic Action 1

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

- collaborate between schools, TAFE and the local community to provide sound career advice to Aboriginal and Torres Strait Islander middle-years

More Aboriginal and Torres Strait Islander Teachers Initiative (MATSI) Teacher Workforce Scoping Plan

- students with an interest and aptitude for teaching
- work in partnership with the community to enable VET courses which can lead to teaching to build on local culture, knowledge and experience as a foundation for learning
- employ a local level transition broker/ work placement service provider to arrange suitable work placements for students of VET courses which are pathways to teaching
- adopt a case management and personalised learning approach for Aboriginal and Torres Strait Islander students of VET courses to maximise the likelihood of successful completion and entry into next stages.

Strategic Direction 2

Promote teaching as a career of choice to Aboriginal and Torres Strait Islander people

Tier One Strategic Actions

Strategic Action 1

Promote teaching as a career of choice to Aboriginal and Torres Strait Islander school students

- develop new and inspiring promotional materials targeting Aboriginal and Torres Strait Islander students eg *Put Your Hand Up!* and *Teaching: you can do it* (NT) with strong messages regarding the need to go to school and finish school
- promote relevant support programs for attaining a teaching qualification eg scholarship programs
- launch promotional materials on websites frequented by Aboriginal and Torres Strait Islander school students
- target Aboriginal and Torres Strait Islander school students in promoting teaching as a career through social media, radio, television, print and career events
- send notification of promotional events to local Aboriginal and Torres Strait Islander education worker networks.

Strategic Action 2

Promote teaching as a career of choice to Aboriginal and Torres Strait Islander support staff in schools, liaison officers and community members

- develop new and inspiring promotional materials targeting Aboriginal and Torres Strait Islander education workers and community members
- emphasise the material and non material benefits of teaching as a career
- utilise effective channels of communication for promotional materials including department websites, social media, radio, television and print
- distribute promotional material through established networks including local Indigenous Education Consultative Bodies (IECB), Aboriginal Education Consultative Group Inc. (AECG), Aboriginal and Torres Strait Islander education workers, land councils
- ensure that promotional communications include a strong message about relevant support programs eg scholarship programs, pathways to attaining university entrance requirements
- conduct information sessions for Aboriginal and Torres Strait Islander university students in relevant non teaching faculties
- contact and provide information for Aboriginal and Torres Strait Islander teachers who have left the service and provide reorientation support to those

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who return.
Strategic Action 3 Develop and implement a range of national scholarships for Aboriginal and Torres Strait Islander people to undertake teacher training <ul style="list-style-type: none">- offer scholarships for Aboriginal and Torres Strait Islander school students committed to pursuing a teaching career, which provide support, including payment for hostel accommodation if required, for completing Years 11 and 12 and a teacher education qualification- offer teacher education scholarships for Aboriginal and Torres Strait Islander education workers and community members, including support to undertake pathways for meeting university entrance requirements- offer high financial support scholarships for people with a deep understanding of Aboriginal and Torres Strait Islander culture(s) and/or proficiency in an Aboriginal and Torres Strait Islander language to train as secondary teachers in shortfall areas and be part of an ongoing promotional campaign.
Strategic Action 4 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 <ul style="list-style-type: none">- Increase opportunities for teacher education students to undertake professional experience in schools with significant Aboriginal and Torres Strait Islander student enrolments- implement a widespread media campaign to attract the best applicants to teach in schools with significant Aboriginal and Torres Strait Islander student enrolments, including schools in remote locations- promote teaching as a career of choice in schools with significant Aboriginal and Torres Strait Islander student enrolments as an exciting opportunity- ensure that the selection of teachers and support staff in schools with significant Aboriginal and Torres Strait Islander student enrolments reflects the learning needs of the students- ensure that the selection of teachers and support staff in schools in remote locations emphasises personal characteristics needed for the particular environment eg cultural sensitivity, ability to build relationships, ability to persuade and influence, willingness to commit to teaching in the school.
Tier Two Strategic Action
Strategic Action 1 Promote teaching as a career of choice to Aboriginal and Torres Strait Islander people at local levels <ul style="list-style-type: none">- deploy Aboriginal and Torres Strait Islander staff to deliver promotional presentations about teaching as a career to Aboriginal and Torres Strait Islander school students and education workers- implement a school work experience program with a strong mentoring component for Aboriginal and Torres Strait Islander school students interested in teaching as a career- establish a key staff contact in all schools with significant Aboriginal and Torres Strait Islander student enrolments (eg careers adviser, principal, Aboriginal and Torres Strait Islander support staff) for receipt and distribution of promotional material- ensure that key staff contacts in schools include Aboriginal and Torres Strait Islander teachers and education workers in promotional activities- liaise with key staff contact before and after event eg presentation, sending of promotional material to ensure appropriate distribution and follow up

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- encourage key staff contacts to involve Aboriginal and Torres Strait Islander families, carers and community members in promotional drives.

Strategic Direction 3

Develop, facilitate and maintain opportunities for Aboriginal and Torres Strait Islander people to access and complete teacher education programs

Tier One Strategic Actions

Strategic Action 1

Develop and maintain teacher education programs and support structures which foster successful completion by Aboriginal and Torres Strait Islander people

- ensure flexible delivery of teacher education programs including mixed mode and local delivery
- establish Aboriginal and Torres Strait Islander support centres which include Elder involvement, tutor support to assist with academic requirements and access to counselling services
- encourage Aboriginal and Torres Strait Islander teacher education students to participate actively in student representative councils
- ensure that course attendance and completion requirements are culturally inclusive and flexible eg enabling interruption and later resumption of program participation for family or cultural reasons
- explore Federal and state/territory government and industry avenues for financial support for students such as scholarships, cadetships, internships or living allowances for Aboriginal and Torres Strait Islander people undertaking teacher education
- ensure Aboriginal and Torres Strait Islander teacher education students' professional experience school placements are negotiated with the student
- strengthen partnerships between university schools of education and professional experience schools to ensure that Aboriginal and Torres Strait Islander teacher education students' experience is maximised through support from both the school and university supervisors
- explore the capacity of universities throughout Australia to establish schools of education directed by Aboriginal and Torres Strait Islander educational leaders specifically for Aboriginal and Torres Strait Islander students.

Strategic Action 2

Explore a range of flexible tertiary entry pathways for Aboriginal and Torres Strait Islander people to access teacher education programs

- work with universities in the development of appropriate frameworks for the recognition of prior learning (RPL) for eligibility for university entry
- recognise appropriate levels of TAFE education certificates for credit towards a teacher education qualification
- collaborate with universities in the development of school, university or distance delivered transition programs for Aboriginal and Torres Strait Islander people who have not completed Year 12
- enable entrance to teacher education programs based on suitable, wider entrance criteria which include personal qualities and other non academic factors.

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Tier Two Strategic Actions

Strategic Action 1

Support Aboriginal and Torres Strait Islander teacher support staff and other paraprofessionals to become teachers

- provide paid leave for Aboriginal and Torres Strait Islander staff to study and attend compulsory components of teacher education programs
- assign a workplace mentor to Aboriginal and Torres Strait Islander staff who are student teachers
- assist Aboriginal and Torres Strait Islander staff who are student teachers to project into their future role as teachers by eg including them in teacher staff meetings and school development days, enabling team teaching and establishing shadowing programs with teachers and executives.

Strategic Action 2

Collaborate with universities' teacher education schools to expand teacher education programs which are delivered locally in remote communities

- gather information about models of locally delivered teacher education programs eg Charles Darwin University's *Growing Our Own* and *Rural Indigenous Teacher Education* programs; James Cook University's RATEP; and share with universities and educational jurisdictions throughout Australia
- promote locally delivered teacher education programs to Aboriginal and Torres Strait Islander education workers and community members
- establish a range of flexible entry mechanisms and pathways for locally delivered teacher education programs.

Strategic Direction 4

Recruit, develop and retain Aboriginal and Torres Strait Islander staff in schools

Tier One Strategic Actions

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

- target Aboriginal and Torres Strait Islander graduating teachers at teacher recruitment program events to ensure their attendance
- provide comprehensive information sessions for final year Aboriginal and Torres Strait Islander teacher education students covering essentials such as teacher registration, employment practices, conditions of service and financial advice
- provide a regular e-newsletter for final year teacher education students with information about the application process, how to prepare for interview, where vacancies are likely to occur and staffing procedures, and ensure inclusion of information of particular relevance to Aboriginal and Torres Strait Islander students
- arrange visits from Aboriginal and Torres Strait Islander human resources staff to final year Aboriginal and Torres Strait Islander teacher education students and maintain contact for further inquiries
- develop jointly between teacher education schools and education jurisdictions career advice services for Aboriginal and Torres Strait Islander final

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year teacher education students

- include career management skills as a final year topic and encourage Aboriginal and Torres Strait Islander teacher education students to partake.

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

- develop appropriate industrial instruments and policies to enable priority for initial permanent appointment for suitably qualified Aboriginal and Torres Strait Islander teachers in schools
- adopt a case management approach in the initial appointment of Aboriginal and Torres Strait Islander teachers to support their retention and job satisfaction
- arrange follow up support for newly appointed Aboriginal and Torres Strait Islander teachers by Aboriginal and Torres Strait Islander human resources staff.

Strategic Action 3

Provide system level support to Aboriginal and Torres Strait Islander beginning teachers and ensure their ongoing professional development

- host a state or territory wide conference in term 1 in each education jurisdiction for Aboriginal and Torres Strait Islander beginning teachers
- provide central support for the development and maintenance of Aboriginal and Torres Strait Islander beginning teacher networks
- develop and implement an Aboriginal and Torres Strait Islander Teacher Mentor Program to support teachers for a minimum of their first two years of service and foster long term professional relationships
- develop and implement a talent management strategy to identify Aboriginal and Torres Strait Islander early career teachers with leadership potential.

Strategic Action 4

Implement an Aboriginal and Torres Strait Islander Teacher Executive Development Program in every Australian school jurisdiction

- provide career development opportunities for Aboriginal and Torres Strait Islander teachers, eg managing whole school programs, in accordance with their abilities and interests and which facilitate progression through the career stages of the Australian Professional Standards for Teachers
- implement executive shadowing for Aboriginal and Torres Strait Islander aspiring school leaders
- ensure that mentors and coaches encourage their partner Aboriginal and Torres Strait Islander teachers to aspire to school or education administrative leadership positions
- host an annual state or territory wide conference for participants in the Aboriginal and Torres Strait Islander Teacher Executive Development Program
- develop an e-newsletter for program participants to strengthen networks and promote career development opportunities and publicise executive vacancies in the jurisdiction
- conduct action research on factors contributing to the retention and promotion of Aboriginal and Torres Strait Islander teachers.

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Tier Two Strategic Actions

Strategic Action 1

Support Aboriginal and Torres Strait Islander teachers in their early years of service

- provide induction for all Aboriginal and Torres Strait Islander beginning teachers to acquaint them with colleagues, school procedures and administration, and community issues to empower them from their first day of service
- ensure that each Aboriginal and Torres Strait Islander beginning teacher is partnered with a mentor for a minimum of their first two years of service and foster long term professional relationships
- ensure participation of Aboriginal and Torres Strait Islander beginning teachers in appropriate professional development activities
- encourage Aboriginal and Torres Strait Islander early career teachers to develop a career development plan which reflects progression through the career stages of the Australian Professional Standards for Teachers.

Strategic Action 2

Enhance the capabilities and support the career aspirations of Aboriginal and Torres Strait Islander support staff in schools

- ensure that Aboriginal and Torres Strait Islander support staff participate in training and development activities to enhance their effectiveness in schools
- enable Aboriginal and Torres Strait Islander support staff to attend teacher training and development activities, in particular those relating to syllabus and curriculum
- collaborate with universities to enable successful completion of teacher training and development programs to articulate into and provide credit towards teacher education programs
- expand opportunities for Aboriginal and Torres Strait Islander support staff in schools to enhance job security and career prospects through permanent or long term employment
- enable Aboriginal and Torres Strait Islander support staff to team teach upon acquisition of appropriate skills.

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

- conduct whole school meetings with presentations from Aboriginal and Torres Strait Islander teachers, support staff, community liaison officers and community members and clarify their role in the school and community
- foster among staff respect for and awareness of Aboriginal and Torres Strait Islander people and cultures
- foster among staff and community members respect for and understanding of the roles of Aboriginal and Torres Strait Islander staff
- enlist the expertise of Aboriginal and Torres Strait Islander staff and community in whole school staff training for meeting the educational and social needs of Aboriginal and Torres Strait Islander students.

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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

Tier One Strategic Actions

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

- collaborate between universities' teacher education programs, and national, state and territory school jurisdictions to gather comprehensive data on Aboriginal and Torres Strait Islander students' teacher training commencement and completion, and teacher recruitment, retention and career progression
- use data as evidence for levels of effectiveness of strategies for supporting Aboriginal and Torres Strait Islander teacher education students and Aboriginal and Torres Strait Islander teachers in their careers
- use data as an evaluation tool and to inform ongoing strategy development.

Strategic Action 2

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

- encourage sponsorship by local industries for funding specific projects to promote teaching as a career of choice
- support industries which provide apprenticeships, cadetships and work placements for Aboriginal and Torres Strait Islander school leavers who aspire to a teaching career
- provide opportunities for industries to further enhance their community standing by funding prestigious scholarships for Aboriginal and Torres Strait Islander people to undertake teacher education programs.

Tier Two Strategic Action

Strategic Action 1

Establish local level partnerships between schools and industries to promote teaching as a career to Aboriginal and Torres Strait Islander communities

- Foster links with TAFE and universities to promote learning communities and value teaching and learning.

More Aboriginal and Torres Strait Islander Teachers (MATSITI)

Literature Search and Review

Methodology and search strategy

As part of the National Aboriginal and Torres Strait Islander Teacher Workforce Scoping Plan, NSW Department of Education and Communities' MATSITI project staff undertook a national and international literature search and review on approaches to increasing the number of Aboriginal teachers and relevant related matters, including factors which contribute to Aboriginal students completing their schooling and meeting teacher education programs' entry requirements. Extensive support for the literature search was provided by librarian Ms Brenda McLennan in the Department's Education and Training Information Service (ETIS). Ms McLennan's involvement ensured that the literature search was undertaken in accordance with good practice.

Information was also gathered directly from Australian and overseas education jurisdictions and a range of websites.

The review revealed wide ranging strategies, many of which could be grouped into common themes. These themes provided the basis for the final Teacher Workforce Scoping Plan.

Findings from Australia

Indigenous Teacher Education Initiative: Shared Conceptualisation Leading to Social Justice and Social Capital in Remote Australian Aboriginal Communities

Maier, M. (Charles Darwin University, Northern Territory.) The International Journal of Interdisciplinary Social Sciences, Vol 5, No 1, 2010.

The *Growing Our Own* strategy was developed and implemented in response to extreme difficulty in recruiting and retaining teachers in remote communities in the Northern Territory. This initiative empowers Aboriginal Assistant Teachers to complete teacher education in situ, and empowers non-Indigenous mentor teachers to understand culturally relevant ways of being, knowing and doing and their integration into contemporary curriculum.

This project is taking place in five communities, in six Catholic schools. The initiative was developed between Charles Darwin University and Catholic Education Office, Northern Territory.

Disconnection between home and school often leads to poor attendance by students. However each classroom has a local Aboriginal Assistant Teacher who speaks both local language(s) and English. Many have a Certificate 3 or 4 in education support. They are the mainstay in the education of the children. They are important community members and not willing or able to leave their community to get the necessary qualifications for teaching.

The 29 participants are supported by *two-ways* teacher education which builds on skills and expertise of Aboriginal Assistant Teachers who induct and support teachers into their culture and community while learning curriculum and pedagogical knowledge from the teachers. A lecturer goes to the community for 1-2 days per week to deliver course content and mentor Aboriginal Assistant Teachers so they can become autonomous learners and use IT. The rest of the time Aboriginal Assistant Teachers team teach and plan courses. Gradually they assume a full teaching role.

A fundamental aspect of the program is to preserve the knowledge and skills of the Aboriginal Assistant Teachers on their journey to becoming a qualified teacher.

The *two-ways* model enables school staff to connect better with families and the wider community.

The program has:

- achieved cultural responsiveness in curriculum design and assessment
- made Aboriginal Assistant Teachers computer literate so they are using IT in their own documentation and in documenting student work and progress – e-portfolios
- achieved high success and retention rates of Aboriginal Assistant Teachers
- encouraged school students to become technology literate
- enhanced Aboriginal Assistant Teachers' role as models – as school students gain ICT skills they come to realise that it is possible to study and remain in the community; consequently school student attendance improves; they can participate in both cultures
- inspired a similar partnership with Charles Darwin University and Northern Territory Department of Education and Training – Remote Indigenous Teacher Education (RITE) which started first semester 2010.

Program challenges:

- family and community demands placed on participants - program has built in flexibility
- balancing avoidance relationships – makes eg brainstorming difficult
- English literacy and numeracy levels can be low; English might be a participant's second to fourth language so extra support is given and these units can be covered at the end of the course so that participants have time to develop skills
- ensuring that government funding remains while at the same time building in sustainability ie not reliant on current personalities and expertise.

Work is also being done on defining the characteristics of an effective teacher in a remote Aboriginal community.

Conversation with Therese Kersten, Coordinator of Growing Our Own, Charles Darwin University, 27 February 2013

Ms Kersten used also to coordinate RITE and advised that she no longer does as this relationship between the Department and Charles Darwin University ceased with the change of government.

The model for RITE established by the Department involved a teacher being trained by Charles Darwin University to be the lecturer for the program for 0.5 EFT. RITE operated in two schools, Elko Island and Manangrita. With its separation from Charles Darwin University, it has lost some flexibility ie can now only operate within university semester times. Charles Darwin University's involvement enabled flexibility around this ie could have started well before March. (Reviewer's note: while RITE has ceased to operate, it has informed consideration of a future model.)

In respect of *Growing Our Own*, Ms Kersten advised that the five communities are:

- Xavier Catholic College and Murrupurtiyanuwu Catholic PS, Bathurst Island (1200 people)
 - St Joseph's Catholic College, Katherine
 - Ltyente Apute Catholic School, Santa Teresa (80 km from Alice Springs)
 - Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye (Port Keats) (2500 people). This is biggest community but also has most challenges due to several groups being brought together by the mission – 12 language groups. 2-3 hours drive from Darwin
 - St Francis Xavier Catholic School, Daly River (half way to Katherine)
-

Promoting teacher quality and continuity: Tackling the disadvantages of remote Indigenous schools in the NT

Brasche, I. and Harrington, I. (University of New England, NSW.) Australian Journal of Education, Vol 56, No 2, 2012: 110-125

The authors state that participation in schooling in remote Northern Territory Indigenous communities has dropped to 37%. Education inequality is at the root of poor health, poverty and low participation in work.

A new approach to recruitment and retention of teachers is needed. Currently there is high teacher turnover, when strong community links are needed.

NSW Department of Education and Communities' Beyond the Line and Enhanced Teacher Training Scholarship program are positively mentioned for promoting the benefits of teaching in rural locations. The authors suggest that participants should do their practicum in a school where they could be appointed, including across state barriers. "Community based cross cultural immersion experiences seem to transform pre service students and ground them in contextually relevant knowledge."

The authors state that universities are not willing to support such practicums because of distance.

A new recruitment paradigm

The *Quality Remote Teaching Service* (QRTS) program in the Northern Territory attracted 375 applicants for 82 remote schools.

Stage 1 – widespread media campaign to attract applicants to apply online.

Stage 2 – personality profiling incorporating a group assessment activity where skills are observed.

QRTS started from research on personal characteristics needed to teach in remote Indigenous schools. Psychologists developed a personality profiling mechanism from the data provided by 90 top class practitioners to establish characteristics and dispositions needed for success in remote communities. The group work activity is the greatest determinant. Vital characteristics are:

- Cultural sensitivity
- Ability to persuade and influence
- Ability to build relationships.

Orientation of privilege – applicants were made to feel like they were part of something incredibly exciting and important ie opposite of deficit model with language such as 'difficult to staff', transfer to a preferred location after three years. Instead, this method highly values personal characteristics and differs from bureaucratic selection criteria. Setting the bar high from the outset attracted better quality applicants. Suitable applicants were matched to suitable schools and principals had a say in appointments and offered positions quickly ie straight after the group activity.

Teachers in remote communities are assisted by technology – online forums, networks, induction, remote teacher support officers.

Stronger partnerships between education departments, universities, and community members and organisations are needed.

Retention is influenced by appropriateness of teacher education and in-field support.

Decline in bilingual schools has resulted in a decline in attendance - 61% to 37% from 2008 to 2010.

Links with community are vital if community members are going to see school as a worthwhile place for children to go. School staff need to respect local language, culture and community.

Indigenous female leaders speak “We are breaking new ground”. Biographic narratives as a way of exploring school and community partnerships in NT Indigenous remote community schools

Sombo Kamara M. (Australian Catholic University.) Australian Journal of Indigenous Issues, Vol 12, 2009: 162-176

Approximately 30% of the Northern Territory population of 200,000 are Aboriginal and most live in remote locations. (Australia wide, 2.5% of the population is Aboriginal.) Very remote communities are located more than 150 km from the nearest town. Facilities such as banks, housing, employment are in short supply or non-existent. Where they exist, they are usually run by non-Aboriginal people.

In such communities, even when the principal of the school is Aboriginal, it is difficult to form strong partnerships between the school and the community. It is even harder when the principal is female in communities where traditionally men are the major decision makers. Gaining acceptance from within their own community is not assured.

Leadership practice is contextual and socially bound. School structures must reflect the Indigenous cultural values of the communities they serve. These female principals wanted to transform the remote schools into community based education – beyond schools as institutions, where community involvement at all levels is introduced and enhanced. New leadership skills and theory are required.

The study methodology for this paper used the Biographic Narrative Interpretive Method which is based on the asking of open-ended questions and letting the interviewees talk. Five female principals were interviewed. The researcher claims that this study gave a voice to a group who might otherwise have remained silent. They talked of the dual role of representing the Department (with its western orientation) and wishing to serve the community. They came up with very creative ideas on how to involve the whole community, including the men who are traditionally alienated. For example, they engaged female community members in discussions about the most appropriate languages for students to use; they engaged men in activities with the boys; they emphasised activities for community involvement which were deeply tied to culture such as children learning to dance and paint themselves.

They are talking of whole new structures of leadership in order to maximise community involvement and accordingly, student outcomes.

Developing an Early Childhood Teacher Workforce Development Strategy for Rural and Remote Communities

Price, A. and Jackson-Barrett, E. (Murdoch University, Western Australia.) Australian Journal of Teacher Education, Vol 34, December 2009: 39-51

This strategy operates in Kimberly and Pilbara (NW) regions of Western Australia. Early childhood means K-7. This is a joint strategy between Murdoch University and the Federal Government.

This strategy builds on previous research and includes individualised recognition of prior learning (RPL), mentoring, university/school partnerships and external study. Its aim is to create a career pathway into teaching for Aboriginal and Islander Education Officers (AIEOs), Education Assistants and child care workers to become teachers in these regions.

RPL

RPL is controversial, including with the teachers union. It is not the same as credit transfer, where an applicant can transfer credit of tertiary courses completed. TAFE Certificate IV (Teacher Assistant) can lead to admission to an initial teacher education (ITE) program and the holder may get credit for some modules. The accord in 1980s provided acknowledgement of experience based learning (EBL) which fed into the RPL movement. RPL and EBL are significant for addressing skills shortages. For example, Charles Sturt University developed RPL based programs to address NSW Department of Education and Communities' shortages of Technological and Applied Studies teachers - under the Accelerated Teacher Training program, people with appropriate industry experience could train as teachers in a two year program.

However, it cannot be assumed that all prior learning is positive, especially if it remains unexamined. The slow uptake by universities of RPL may be due to its perceived low status, perhaps with its origins in the vocational education sector. RPL is cost effective for the student but universities miss out on fees and may feel their courses are devalued through it. If RPL is implemented, it needs to be done in a consistent fashion through accurate evaluation of the experience.

Participants were asked to identify and rank factors enabling engagement in the ITE program. They held as important:

- External study enabling them to remain in their communities
- Mentoring
- Access to RPL
- School/university partnership.

Under the Early Childhood Workforce Development Strategy for Rural and Remote Communities, RPL was applied in accordance with an RPL package including self assessment and presentation of a portfolio. University staff visited participants early in their appointment and provided induction and orientation.

Local teachers provided mentoring support.

University project teams were able to assist students with eg enrolment advice, navigation of on line resources and understanding of university procedures.

Good Morning, Mr Sarra

Sarra, C. Penguin Australia. 2013

Dr Chris Sarra was Principal of Cherbourg School in Queensland. This autobiography provides some insights into initiating, maintaining and maximising the impact of community involvement. It also provides insights into creating a culture of high expectations of students. These two themes are intimately connected.

Community involvement

Dr Sarra's first step in engaging community was to identify influential people in the community, such as Elders. These people were important for going on to engage more community members

in the life of the school. Dr Sarra set up a space in the school with good furniture, tea/coffee making facilities etc. He initiated the relationships with community by the symbolic act of presenting them with a message stick by a local artist and a key, thereby emphasising the *two-ways* principle. He also arranged visits to the school from high profile education leaders such as the Minister and enlisted the support of regional personnel.

Student expectations

Dr Sarra thought up the “strong and smart” ‘mantra’ and was inspirational at school assemblies. He kept sending out the message, constant reinforcement. He also got students to reflect.

Learning Communities project

Dr Sarra used existing structures within the current bureaucracy ie tapped into the stated role of the Department, but ensured staff worked more effectively for the education of Aboriginal and Torres Strait Islander students. This is important for sustainability as it does not involve the setting up of a special unit or extra funding ie not a solution which is pasted on, but integrated.

Centre for Independent Studies submission to the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People

Hughes, H. and Hudson S. (The Centre for Independent Studies.) November 2011

This paper contends that access to higher education for people of low socio economic status is low, regardless of whether they are Aboriginal or non Aboriginal. The problem is worse for people living in rural and remote locations.

The authors claim that Aboriginal students whose parents work and who go to mainstream schools do as well as non Aboriginal students of similar circumstances and have similar access to and success at university.

Indigenous students from urban welfare and remote communities will have low participation in higher education until they have better education from P-12.

In 2007 there were 22,000 Aboriginal university graduates; in 2009 there were 26,000. Also, there is a shift from softer diplomas and degrees to more professional qualifications, including medicine and engineering.

85% of Aboriginal people live in major cities and regional towns. 60% work alongside non Aboriginal people. 25% are welfare dependent and have low school participation rates. These children go to ‘sink’ schools where they receive a poor education which does not even deliver the basics. The students get bored and drop out. 15% live in remote communities and have an even poorer education, low literacy and numeracy, low labour force participation and long term welfare dependency. Some radical program changes are being introduced in some of these schools.

This paper quotes Marcia Langton as saying that university support centres isolate Indigenous students by allowing them not extend their comfort zone.

Findings from New Zealand

Cultural Sustainability: Maori Teachers in 'Mainstream' Schools

Lee, J. (University of Auckland, New Zealand.) Draft (not to be cited) paper presented as part of a symposium, 'Indigenous Education: Generating diverse approaches to cultural sustainability', The International Diversity Conference, Institute of Ethnic Administrators, Beijing, China, June 2005

Historically, Maori teachers taught in mission schools. There was a movement among Maori to be taught by Pakeha as they wanted their technical and cultural expertise, so that Maori people would do better in land dealings and trade. The State's agenda of assimilation began to push Maori teachers out. State schooling for Maori was launched in 1867 with the aim to assimilate them into mainstream society. However, there was a teacher shortage so Maori teachers had to be accepted even though they were not preferred.

Maori teachers were well connected to the communities and could act as a conduit between community and school. They also got Maori perspectives into teaching and assisted Pakeha teachers to do so, but they were only meant to do this as a means of transitioning the students into a fully western education. Some Maori teachers subverted this intention.

A Native School Teaching course started in Wellington in 1939. In 1961 Maori teacher numbers had expanded to 48% of teachers in Maori schools. Strong relationships between Maori schools and families were a tradition. Maori schools were often built on Maori land by Maori people. They came to be seen as the only hope for Maori cultural survival, and especially Maori language as it was being lost rapidly in the 20th Century.

Maori teacher numbers reached critical mass and in 1971 the National Advisory Committee on Maori Education (NACME) made a number of recommendations including:

- 1 understand and respect cultural differences
- 2 school curriculum must reflect culture and promote language
- 3 special measures to achieve equality.

The sheer mass of Maori teachers meant that they were in a very good position to influence policy in relation to the inclusion of Maori languages, culture and people in more meaningful ways in education.

However, in 1969 Maori schools were disestablished by the state amid fear of Maori resistance. Maori teachers were sidelined and entered mainstream schools where they were a minority.

By 1984 with the Curriculum Review Report, schools were expected to teach with a Maori perspective and accordingly Maori teachers were again needed. Growth of Maori language study in secondary schools was prolific, with nearly half of students being non Maori. In 1974 there was a one year teacher training program established for Maori people to become teachers of their language in secondary schools. Increasing the number of Maori teachers was central to forwarding Maori education. In 1984 6.8% of secondary school teachers were Maori and Pacific Islander. In 2005 it was still only 9.2%, despite promotion campaigns. Most are clustered in low socio economic schools with high Maori enrolments. Accordingly, Maori teachers are still heavily involved in teaching Maori language and culture and supporting Maori students.

The Maori population and accordingly number of students is growing. This makes the low proportion of Maori teachers more apparent. Also, there are high non completion rates for Maori school students, and few enter university.

Maori aspirations are: to live as Maori; to actively participate as citizens of the world; to enjoy good health and a high standard of living. Integral to achieving these goals are Maori teachers. Maori people view Maori teachers as being integral to the success of Maori students in schools.

Findings from Canada

The following information about teacher education programs has been obtained from a range of internet sites, including Canadian universities and education departments. This information serves as a useful introduction to the literature, in which mention of these programs is made.

Recurrent themes

Across Canadian provinces, the following themes were recurrent among effective practices for increasing the number of Indigenous teachers:

- Community delivery of teacher education programs so that participants do not need to move away from families
- First Nations, Metis and Inuit (FNMI) cohort groups at tertiary institutions, including teacher education programs which are exclusively, or almost exclusively, for FNMI students, for at least part of the course
- FNMI perspectives taught in teacher education programs where participants are FNMI or non FNMI to improve student attendance, completion of schooling and outcomes.

Saskatchewan

Saskatchewan Urban Native teacher Education Program (SUNTEP)

SUNTEP is a four year accredited teacher education program offered in three urban centres: Prince Albert, Saskatoon and Regina, through Gabriel Gamont Institute of Native Studies. According to R. A. Malatest and Associates (see below) this is the only Metis owned and operated education institution of its kind in Canada. This is a community delivered program.

The program includes native studies and cross cultural education, with an emphasis on Metis and First Nations history and culture, plus teacher training.

There have been almost 1000 graduates since program started.

For students of Metis ancestry, the program pays university tuition fees.

Program goals

- To ensure people of Metis ancestry are well prepared to fill their just share of teaching positions
- To ensure SUNTEP graduates are sensitive to the needs of all students, and Metis and First Nations in particular.

Note: While the program does not exclude non Aboriginal participants, the application form appears to be directed at Aboriginal applicants eg asking what native language they speak.

Northern Teacher Education Program (NORTEP)

NORTEP is a four year undergraduate degree program through the University of Saskatchewan based in La Ronge. This program is for northern residents, preferably with fluency in an Aboriginal language. Applicants must be northern residents (for at least 10 years or half their life) and meet

university entrance requirements. The program enables northern residents to remain close to home and communities while studying.

Indian Teacher Education Program (ITEP)

ITEP is a four year program for First Nations people at the College of Education, University of Saskatchewan. Emphasis is on cultural studies, language preservation (Cree) and teaching in schools for First Nations students.

First Nations University of Canada, Regina, Saskatchewan, (Formerly Saskatchewan Indian Federated College – SIFC) also offers a teacher education program.

British Columbia

University of British Columbia offers the Native Indian Teacher Education Program (NITEP). The program is community delivered, with students beginning studies in one of five locations in field centres. They do this for the first two years without having to leave their community.

Alberta

University of Alberta's Aboriginal Teacher Education Program (ATEP) emphasises FNMI perspectives in teaching and learning in schools with high FNMI enrolment. The program is community based and only open to FNMI teacher education students. The program aims to improve outcomes for FNMI students by increasing the number of FNMI teachers who are well versed in FNMI culture.

Ontario

University of Ottawa's Native Teacher Education Program (NTEP) – participants must be of Native ancestry and have some Native language. Admissions of groups of students where possible provide an instant peer group. Coordinators provide support.

Yukon

Yukon Native Teacher Education Program (YNTEP) is a four year program delivered at Yukon College and granted by the University of Regina, Saskatchewan. Almost all graduates are of First Nations heritage and they have preference for participation in the program.

Teleconference with Lynn Anderson Cook, Sen Manager, Workforce Planning and Development and Gabrielle Christopherson, Manager, Aboriginal Policy, Alberta Education

5 February 2013

While there are around 42,000 teachers in provincial schools in Alberta, Alberta Education does not have a way of counting the number of Aboriginal teachers. They are working on a way for teachers to go into the system and self identify. Recruiting is undertaken by local school authorities which impacts on data collection so Alberta does not have the advantages of a centralised system in this regard.

Provincial schools are funded by the Ministry. First Nations schools on reserves do not have the same accountability structures as provincial schools. There are also some federally funded schools.

In the mid 1990s Alberta introduced transition programs to get high school early leavers to complete their secondary education so that they could go on to post secondary education, including teacher education.

Ten years ago they introduced programs to enable teachers to become more effective in teaching Aboriginal students ie Aboriginal perspectives in the curriculum. This program was also designed to attract Aboriginal people to become teachers. 90% of participants are Aboriginal. They have a program where the first two years are undertaken in an Aboriginal college and the second two years in a mainstream uni. This summer (2013) there will be 50 new graduates. Delivery is local campus based. This year a cohort will graduate who undertook the program via distance delivery.

Teacher retention rates are very low in northern, isolated areas. Alberta Education provided funding to support students. They received a salary and payment for books. They also have Aboriginal liaison to support students and families. They must commit to three years service or they have to pay back the money. Aboriginal teachers are in high demand because of the growth in population, including the growth of the Aboriginal population.

They provide training and development in Aboriginal perspectives and teaching resources, including online. Consortia receive government funding to work with schools in their area. They have four First Nations professional development consultants who work with schools to build capacity.

Local recruitment is an important way in Alberta to get FNMI students completing school and FNMI teachers into their system. They are about to embark on a research project of tracking Aboriginal teachers who graduated from these programs.

They have a good transfer system between universities which enables effective partnerships.

Alberta's Aboriginal peoples are diverse so they need a range of strategies eg Cree language.

Alberta has flexible entry pathways to university courses and remediation to address gaps. Elementary education training attracts young females.

To attract applicants, the partner college promotes the program locally. Program is community based teacher education. Many participants are school non teaching staff.

Northern Teacher Bursary provides \$8,000 per annum for up to two years to get teachers to commit to teaching in the north. Supporting new teachers eg induction is a retention strategy. 25% do not go into teaching or do not stay.

Best practices in Increasing Aboriginal Postsecondary Enrolment Rates

Malatest, R. A. and Associates Ltd., Victoria, British Columbia. Prepared for the Council of Ministers of Education, Canada (CMEC). 2002

This paper looks at data from Canada, Australia and New Zealand.

Barriers to participation in postsecondary education include:

- Legacy of distrust of ed system due to historical practices which sought to assimilate
- Not finishing school

- Unemployment and poverty so cannot meet financial obligations
- Loneliness and isolation at the colleges
- Lack of respect for Aboriginal culture at the colleges, leading to “social discrimination”. Aboriginal students are expected to conform to the norms of the institution. This is seen by the researchers as a major barrier to participation
- Family demands leading to time constraints which cut into study time
- Family responsibilities especially for women lead to interruptions in undertaking a course of study.

Existing initiatives include:

- Government funding of post secondary Aboriginal education
- Grants, scholarships and bursaries which target Aboriginal people
- Aboriginal educational institutions eg First Nations University of Canada or American tribal colleges
- *Active promotion of programs to Aboriginal people through support aids eg transition courses, wider entrance criteria to include non academic factors, and ongoing support eg Access programs in Manitoba
- *Community delivery eg NORTEP
- Programs geared specifically to Aboriginal people eg Aboriginal law, Aboriginal education
- Support services eg deployment of Elders
- Aboriginal curriculum and culturally sensitive materials and pedagogies
- Alternative assessment for Aboriginal students
- Strengthening literacy and language skills.

Particularly effective strategies:

In addition to * above:

- Partnerships between Aboriginal communities and mainstream education institutions
- Aboriginal control of education
- Support that addresses needs of Aboriginal students eg home away from home to alleviate loneliness.

Government initiatives

- Saskatchewan – 5 and 20 year plans. Most relevant aspect for this project is working on successful K-12 education for Metis and First Nations peoples.

Aboriginal institutions

In addition to SUNTEP, NORTEP, ITEP and First Nations University of Canada (Saskatchewan) and Native Indian Teacher Education Program (NITEP), (University of British Columbia):

- New Zealand has University of Raukawa. Students can study Maori language and culture, IT and telecommunication.
- Batchelor College, Northern Territory:

- Mixed mode delivery – flexible
 - *Both-ways* philosophy – uses both mainstream and Indigenous cultures in teaching methods and materials
 - Community study centres form a network in 35 remote locations. Batchelor College has entered into community agreements with councils, schools and clinics.
- University of Alaska Fairbanks X-CED Program is designed specifically for Native people to undertake teacher training in their own communities. The program offers distance learning and aims to reach rural Aboriginal populations. The University's five rural campuses serve predominantly Native student bodies in their home areas.
-

Experiences of Beginning Aboriginal Teachers in Band-Controlled Schools

Wimmer, R., University of Alberta, and Legare, L., Arcand, Y. and Cottrell, M., University of Saskatchewan. Canadian Journal of Education 32, 4 (2009): 817-849

In the early 1970s First Nations people in Saskatchewan established band controlled school systems to improve educational outcomes and to revive Aboriginal culture and languages.

This paper is a result of surveying 30 Aboriginal teachers who teach in band schools and who graduated from ITEP in 2005-2007. The research focuses on the first two years of teaching.

A unique feature of ITEP is the possibility of cross cultural (*two-ways*) learning and relationship building afforded by the presence of Aboriginal and non Aboriginal people working together.

In Saskatchewan by 2016 the Aboriginal school age population will be 46.4% so there is a growing demand for well prepared professionals.

ITEP was established in 1972 in the College of Education at the University of Saskatchewan specifically to prepare Aboriginal teachers for teaching in band schools. It is a direct entry program with admission policies to encourage access for Indigenous pre service teachers. ITEP focuses on student retention by providing many types of support and services including:

- Aboriginal cohort based especially in first two years
- Aboriginal course content and perspectives
- Elders participate
- Counselling services
- Participation in student council.

The course considers student needs on a whole person basis.

There is also a need to recognise and respect that Aboriginal researchers and scholars may work from a different perspective. Self is rooted in the context of community and place, rather than the European focus on the individual.

Findings

- Cohort dimension – critical mass of Aboriginal students

- Small class size and close personal relationships with ITEP staff – academic and personal support are critical to success.

Also

- High expectations of Aboriginal teachers to solve community problems
 - Many students with special learning needs – teachers need to be better prepared to teach them
 - Teachers expressed the need for mentors in the beginning years
 - Aboriginal perspectives are much needed.
-

Environmental Scan of Educational Models Supporting Aboriginal Post-Secondary Education

Wilson, A. and Battiste, M. Aboriginal Education Research Centre, University of Saskatchewan, Saskatoon, Canada. November 2011

Prepared for the Commonwealth of Australia as represented by the Department of Education, Employment and Workplace Relations.

Six models of Aboriginal education in Canada 1867 – 2011

1 Assimilation and Enfranchisement model

Compulsory residential schools removed children from families. They were put to work by the school in place of receiving a good education. About half attendees died from diseases or the impact of trying to run away. They were forced to give up their own ways including language and culture. These schools separated boys and girls so often children of one family were separated. They found it difficult to integrate back into their community upon leaving school. These practices had repercussions for generations. The last of these schools closed in 1996.

2 Student support model

First Nations student support model as ‘add and stir’ predominates in post secondary institutions in Canada. Aboriginal content and programming are added on while all other aspects of the institution remain the same. The model encompasses active recruitment of Aboriginal faculty and staff, student centres, childcare, Elders in residence, peer mentoring and scholarship or bursary programs targeting Aboriginal students with financial needs. The model builds on a deficit theory of Aboriginal students’ learning.

Without addressing systemic issues, under this model Aboriginal students often stay marginalised in specific areas of study where Aboriginal faculty members reside or where Aboriginal courses are available and the sensitivities of Aboriginal people are addressed.

3 Dual programming model

This model differs from the student support model in that it acknowledges the systemic barriers and cultural discrimination within the education system. There are cohort type programs within Native Studies, education, law, nursing etc. Aboriginal content is integrated into specific academic areas.

4 Systemic change model

This model seeks to generate more comprehensive inclusion of Aboriginal content throughout the post secondary institution. It introduces Aboriginal knowledge, language, perspectives, content and curricula into some or all levels of post secondary education. The model came out of constitutional reform in 1982. Constitution Act 1982 – existing and future Aboriginal rights – maintenance of culture and treaties. Consequently in 1988 Indian Studies and Support Program (ISSP) provided support to post secondary institutions in the provinces to develop and deliver post secondary programs designed for First Nations students. The program provided funding for tuition support, travel, book allowance, living expenses.

The constitutional reform requires faculty staff and the university community to undertake professional training to understand Aboriginal knowledge as the source of Aboriginal and treaty rights.

Interest in this model is growing.

Non community based universities are implementing changes at the college level to try to improve outcomes for Aboriginal students including engaging Aboriginal communities, integrating Aboriginal content in curricula, hiring Aboriginal staff, Elders in residence, special seats on boards of governance, Associate Dean.

5 Distributive education model

This model encompasses in-community, online, distance delivery and depends on technologies. Key principles and criteria for identifying promising practices associated with technology and learning have been identified.

Principles include: vital and active community; holistic – whole person emphasis; culturally sensitive content; informal; flexible; Aboriginal languages used – bilingual; family members are the first teachers.

6 Indigenous Community Based Model

This model merges from Aboriginal knowledge. Programs which are locally owned, developed, inspired and delivered have the greatest potential for meeting the needs of Aboriginal peoples. They feature a strong governance structure that draws from their communities and Elders have a significant role in all aspects of programming.

Aboriginal Education in Quebec: a benchmarking exercise

Richards, J. CD Howe Institute Commentary, The Education Papers, No. 328, April 2011

The Aboriginal high school non completion rates in Quebec and Saskatchewan are 43%, 28 points higher than non Aboriginal. The worst is Manitoba (48 %). British Columbia is best, at 32%.

Aboriginal off reserve groups do better than on reserve. The best intergenerational improvements are among Metis. (Reviewer's note: On reserve groups compare with Australian isolated communities.)

Recommendations

- 1 Early childhood education especially in remote communities where non Aboriginal students also fare worse than urban based students
 - 2 Schools should be able to undertake discretionary Aboriginal education initiatives
 - 3 Bands should get together and form bigger school authorities to improve administration (more interaction between small remote communities)
 - 4 Local Aboriginal organisations and individuals should participate in school governance
 - 5 Performance measurement on student achievement and public reporting at school level
 - 6 Aggressive affirmative action to encourage Aboriginal people to become teachers and any teacher in band schools should have undertaken study in Aboriginal culture and history.
-

Schools that leave no Indigenous Youth Behind – an interview with Yatta Kanu, Professor of Education at the University of Manitoba

World Future Review, Summer 2012: 182-186

Teaching strategies should mesh with the students' cultures.

Teachers need to be well equipped and prepared to teach in ways which are inclusive of Indigenous learning styles eg group work. Teachers must be respectful and treat students with warmth. Communities should have input.

Programs which will increase the number of Aboriginal teachers eg SUNTEP, NORTEP are positive.

Professor Kanu places strong emphasis on Aboriginal people occupying the land first and in exchange for land, colonisers are constitutionally obliged to provide an education. However, the education provided was Eurocentric and oppressive, leading to Aboriginal achievement being at the bottom of the ladder, and high levels of incarceration and suicide.

More Aboriginal and Torres Strait Islander Teachers (MATSITI)

Initiatives in Australian states and territories to attract, recruit and retain Aboriginal and Torres Strait Islanders as teachers in schools

State/ Territory	Initiatives
ACT	<ul style="list-style-type: none"> - 10 scholarships pa for Aboriginal Years 11 and 12 students to go on to teaching - 3 scholarships pa for Aboriginal teacher education students - Aboriginal Staff Network meets quarterly to develop strategies to maximise recruitment, retention and career development of Aboriginal staff - Support for administrative staff to undertake teacher education through approval of leave without pay, study assistance and/or targeted scholarships - Annual information session for Aboriginal and Torres Strait Islander staff including session on professional development.
NSW	<ul style="list-style-type: none"> - Teacher Education Scholarship Program – 80 per annum for Aboriginal and Torres Strait Islander applicants (in a total of 300) - Join Our Mob promotional campaign within teach.NSW broad promotional strategies for teaching as a career - Aboriginal Employment and Career Development team implements employment programs for Aboriginal school administrative and support staff (SASS) and Aboriginal teachers - Aboriginal Teacher Leadership Program - Paid leave for Aboriginal SASS and paraprofessionals to undertake aspects of approved teacher education courses and TAFE Certificate III in Education Support – Aboriginal - Support program for newly appointed Aboriginal teachers including a mentor in first year - intranet resources and network blog for Aboriginal staff - Staffing Agreement between Department and Teachers Federation provides priority of employment for Aboriginal teachers in permanent positions - Aboriginal Human Resources Plan 2012-2017 aims to ensure Aboriginal employment is part of core business of the Department. Promotes deep understanding of culture, respect and engagement - <i>Connected Communities</i> initiative in which 15 identified schools have become community hubs to deliver a range of services from birth through school to further education, training and employment - Djinggi – Illawarra South East Region’s School Based Traineeship in Certificate III Education Support for Year 11 and 12 students. Successful completion of Traineeship and Higher School Certificate (HSC) provides automatic entry to a teacher education program at University of Wollongong - Participation in MATSITI project, including selection following EOI to lead an Indigenous teacher workforce scoping plan.
Northern Territory	<ul style="list-style-type: none"> - “Growing Our Own” (GOO) Indigenous teacher education initiative through Charles Darwin University in partnership with Catholic Education Office and remote Aboriginal communities. Targets Aboriginal Assistant Teachers. Have non Indigenous mentor teachers.

	<p>Learning from each other as the AATs gain teaching qualifications. Strategy is a response to the low retention of teachers in these remote communities</p> <ul style="list-style-type: none"> - Rural Indigenous Teacher Education (RITE) - CDU program in government schools modelled on GOO. No longer operating but new model being considered - <i>Teaching: you can do it</i> campaign – launched July 2007. Positive role models to engage Indigenous students and make them think about teaching as a career. High quality promotional materials with a strong message about the importance of attending and completing school - Indigenous Tertiary Preparation Program (ITPP) for students who have not completed Year 12 or did so a long time ago. Free 16 week program providing training salary, work placement in schools. On successful completion students meet entry requirements for commencement of B Ed and are provided with a cadetship or scholarship - More Indigenous Teachers Program – three support streams including cadetship, scholarship and fellowship (latter available only to current Department of Education and Children’s Services employees). Provide financial and other supports which enable full time study towards a teaching qualification - Indigenous Preparation for School Leadership program at Charles Darwin University - VET pathway – Diploma in Education Studies is equivalent to 80% of first year of B Ed.
Queensland	<ul style="list-style-type: none"> - Mixed Mode – VET in Schools model for transitioning Aboriginal secondary school students into a teaching pathway - Remote Areas Teacher Education Program (RATEP) provides studies for Indigenous people to become teachers. Starting with Cert III in Education studies in selected senior schools, RATEP supports students to become teachers by delivering studies directly to the community in which they live - Pearl Duncan scholarships provide up to \$20,000 assistance for Aboriginal and Torres Strait Islander students to attain a teaching qualification.
South Australia	<ul style="list-style-type: none"> - The Department of Education and Child Development (DECD) provides support of up to \$20,000 for recipients of Aboriginal Teaching Scholarships and supports qualified Aboriginal teachers to gain permanent employment under the Aboriginal Teaching Employment Scheme - The Aboriginal Pathways into Teaching Pilot Program (APTPP) supports financially (scholarship, travel) and professionally (mentor, tutor, networking) 9 Aboriginal non teaching employees to undertake a teacher education program and gain permanent employment with the Department as a teacher on completion - Aboriginal leadership scholarships – program in partnership with MATSITI to support two aspiring teachers to develop skills from 2013 - Dedicated officer for 2013 to work within quality leadership team to focus on emerging and aspiring Aboriginal leaders - A DECD Aboriginal Employment Reference Group comprising broad stakeholder representation provides oversight and direction on strategies to increase Aboriginal employment across the department in line with departmental, state and national policies and targets

	<ul style="list-style-type: none"> - Additional release time to support Aboriginal and Torres Strait Islander beginning teachers’ induction - Catholic Education South Australia provides extensive support to Aboriginal and Torres Strait Islander school students with respect to career preparation and encourages suitable students to train as teachers - Catholic Education South Australia partners with South Australian tertiary institutions to assist students with transition to university study.
Tasmania	<ul style="list-style-type: none"> - Lucy Beeton Scholarships (three) offered for the first time in 2013 - Partnership between the Department and University of Tasmania (UTAS) to assist Aboriginal people to qualify as teachers - UTAS provides bridging programs and links with TAFE supporting students by providing articulation into teacher training programs.
Victoria	<ul style="list-style-type: none"> - Worawa Aboriginal College (private Years 7-10 girls boarding school) - 2009 – Under Wannik program of reforms - Koori Educators role expanded to Koori Education Support Officers. More pay, autonomy, commitment to PD and a broader role outside the classroom as “engagement officers” - Career Change Program – trainees receive financial support and study leave and work supervised in schools over two years. Appointed to priority schools on completion - Aboriginal and Torres Strait Islander Education Workers – targets education employees, career changers and Year 12 VCE grads, who want to become teachers - Scholarship program for Aboriginal teacher education students.
Western Australia	<ul style="list-style-type: none"> - <i>Culture Strong Career Proud Aboriginal Employment Action Plan 2011-2014</i> incorporating: Aboriginal and Islander Education Officer Professional Learning Program – support for AIEOs and Aboriginal Education Assistants (AEAs) to undertake TAFE Certificate III or IV or Diploma in Education Support; support for AIEOs and AEAs transitioning into teaching – salary maintenance for block study and practicum, plus relief for schools; salary maintenance and travel for untrained Aboriginal language teachers to gain qualifications, plus relief for schools; Scholarship Program; Early Years Coaching Program; Aboriginal School Administrators Professional Learning Program - <i>North West Early Childhood and Primary Teacher Workforce Development Strategy</i> in Kimberley and Pilbara. Initiative between Murdoch University and Federal Government. Aimed at AIEOs, AEAs and child care workers to become teachers in these regions. Includes individualised RPL, mentoring, uni/school partnerships and external study - <i>Aboriginal Teacher Coaching Program</i> to build capacity - Aboriginal and Torres Strait Islander graduate teachers guaranteed permanency after 12 months satisfactory teaching - Cultural awareness program in schools.

More Aboriginal and Torres Strait Islander Teachers (MATSITI)

Initiatives in Canada and USA to attract, recruit and retain First Nations, Metis and Inuit peoples as teachers in schools

Canada	
Alberta	<p><i>From teleconference with Alberta Education staff</i> Transition programs to get high school early leavers to complete secondary education so they can get into tertiary education including teacher education. Flexible entry pathways and remediation to address gaps.</p> <p>Teacher education program for Aboriginal people. First two years in Aboriginal college and complete program in mainstream university. Local and distance delivery. Partner college does local promotion.</p> <p>Financial support for students to commit to teaching in north where teacher retention very low.</p> <p><i>From internet links sent by Alberta Education staff</i> University of Lethbridge has Niitsitapi Teacher Education Program (Blackfoot Tribe).</p> <p>Aboriginal Teacher Education Program (ATEP) is an off-campus community based collaborative cohort program. This program works towards developing a greater understanding of Aboriginal culture and perspectives on teaching and learning, primarily in schools where Aboriginal children are learning (so not only open to Aboriginal students). Goal is to improve the educational success of Aboriginal children by increasing the number of Aboriginal teachers and teachers with an understanding of Aboriginal culture and perspectives in communities in northern Alberta. ATEP working collectively with collaborative colleges is providing the final 60 (out of a total of 120) credits of university course work required for a Bachelor of Education in Elementary Education.</p> <p>A Community Based Teacher Education Program for up to 40 teaching assistants commenced in 2009. First grads 2013.</p>
British Columbia	Native Indian Teacher Education Program (NITEP). Community delivered in five locations. Students do first two years here.
Manitoba	Promote teaching and education leadership and administrative roles as careers for Aboriginal people.
Ontario	Native Teacher Education Program (NTEP) – University of Ottawa. Participants must be of Native ancestry, have some Native language and classroom experience. Mentor teachers, weekly reflective seminars, admissions of groups of students from a community where possible – instant peer group, north and south coordinators to provide support.
Saskatchewan	Saskatchewan Urban Native Teacher Education Program (SUNTEP). Community delivered four-year program offered in Prince Albert, Saskatoon and Regina through Gabriel Gamont Institute of Native Studies – Metis owned and operated institution. Program of Metis and First Nations history and culture + teacher training. University tuition fees paid by program for Metis students.

	<p>Northern Teacher Education Program (NORTEP) –Community delivered four-year program based in La Ronge for northern residents preferably with fluency in an Aboriginal language. North is remote.</p> <p>Indian Teacher Education Program (ITEP) – four-year program for First Nations People at Uni of Saskatchewan. Emphasis on cultural studies, language preservation (Cree) and teaching in schools for First Nations students. Cross cultural learning through Aboriginal and non Aboriginal people working together. Focus on student retention through: Aboriginal cohort based especially in first two years ie critical mass of Aboriginal students; Aboriginal course content and perspectives; Elders participate; counselling services; participation in student council; small class sizes and close personal relationships with ITEP staff – academic and personal support. Direct entry program with admission policies to encourage access for indigenous people.</p> <p>First Nations University of Canada, Regina, Saskatchewan also offers a teacher education program.</p> <p>Emphasis on virtually exclusive programs for Aboriginal people. Emphasis on cultural studies, Native languages and teaching in Aboriginal schools.</p>
Yukon	<p>The Yukon Native Teacher Education Program (YNTEP) is a four-year, Bachelor of Education degree delivered at Yukon College and granted by the University of Regina (Saskatchewan). Since its establishment in 1989, the program has graduated 121 students (as of 2010), 107 of whom are of First Nations heritage. Non-First Nations students were admitted to the program for the first time in 2004 on the condition that half of the available spaces were reserved for First Nations students.</p>
USA	
Arizona	<p>2011 - Four Corners Teacher Preparation Project - up to 16 Navajo people to undertake community delivered teacher education.</p>
Montana	<p>A 2012 collaborative program between Montana State University and Little Big Horn College that is designed to train American Indian educators and improve schools on and near Indian reservations in Montana and several neighboring states has received a grant worth more than \$1.2 million.</p> <p>The four-year grant from the U.S. Department of Education will enable MSU's Indian Leadership Education and Development program, or I LEAD, to continue and expand the scope of its work. Specifically, students from more states will be able to enrol in the program. In addition, the funds will go toward developing a new Center for Indian Education Leadership in partnership with Little Big Horn College in Crow Agency.</p> <p>The I LEAD program offers American Indian teachers an opportunity to earn a master's degree in school administration without having to leave their jobs. The program aims to place new American Indian principals and superintendents in schools with high populations of American Indian students.</p>

<p>Oregon</p>	<p>American Indian Urban Teacher Program - Portland State applied for the four-year professional development grant in consortia with the Confederated Tribes of the Grand Ronde, the Siletz, the Warm Springs and the Umatilla. The first cohort of students will begin classes in July 2011 to earn a teaching license.</p> <p>Native American students enrolled in the graduate program will be awarded tuition and fees. The program will prepare 18 Native American teachers over the next four years to teach in schools with significant numbers of Native students enrolled.</p> <p>Portland State is one of eight colleges and universities in the nation awarded funding.</p>
<p>Wisconsin</p>	<p>A 2012 \$1.1 million federal grant will enable Lac Courte Oreilles Ojibwa Community College and the University of Wisconsin-Superior to launch a collaborative program to prepare more Native American teachers, including some proficient in the Ojibwa language.</p> <p>15 teachers by 2015. Community delivery with assistance through scholarships and stipends.</p> <p>The grant from the US Department of Education will fund the first four years of the Lac Courte Oreilles Future Indian Teachers Project. The grant was received by Lac Courte Oreilles Ojibwa Community College in cooperation with the Lac Courte Oreilles Tribal Council and University of Wisconsin-Superior.</p> <p>The need for Native teachers to teach Native children has long been recognized. However, the Lac Courte Oreilles Reservation and all of northwestern Wisconsin face a severe shortage of Native American teachers. The Future Indian Teachers Project seeks to solve that shortage by preparing Native American teachers skilled in the latest teaching methods and fluent in Ojibwa language and culture.</p>

More Aboriginal and Torres Strait Islander Teachers (MATSITI)

Four examples of good practice in Australia

Introduction

The literature search and review undertaken for the development of the National Aboriginal and Torres Strait Islander Teacher Workforce Scoping Plan revealed many innovative strategies for increasing the number and capacity of Aboriginal and Torres Strait Islander teachers in schools. The internet, including websites of school education jurisdictions in Australia and in other countries, and survey responses from Australian jurisdictions, were also important sources.

These four stories of good practice provide participants in MATSITI with detailed information about some specific strategies for meeting MATSITI's objectives. In the case of the three stories from the NSW Department of Education and Communities, which has also developed the Scoping Plan, readily accessible information made it possible for the stories to be comprehensive and therefore suitable for inclusion. At the same time, it is acknowledged that there are many success stories in other jurisdictions.

The four stories have been chosen for their embodiment of a number of positive elements which recur in the literature and other information sources, for example: community involvement and consultation; creative strategies for promoting teaching as a career to Aboriginal and Torres Strait Islander people; acknowledgement of Aboriginal and Torres Strait Islander education workers as a pool of potential successful learners and teachers; flexible pathways to accessing a university teacher education program; and the importance of effective partnerships in the achievement of objectives.

Other inspiring stories including case studies of schools serving students in Aboriginal and Torres Strait Islander communities in a wide range of settings throughout Australia are on the *What Works* website at <http://whatworks.edu.au/dbAction.do?cmd=homePage>

This website is organised around a three step process of:

- Building awareness
- Forming partnerships
- Working systematically.

The website includes materials to support each of these steps.

Catholic Education Office, Northern Territory in partnership with Charles Darwin University

Growing Our Own

Aboriginal and Torres Strait Islander people make up around 31 per cent of the total population of the Northern Territory. Most members of the Aboriginal and Torres Strait Islander population live in remote communities on their traditional lands. There are 80 Indigenous cultural groups, with 40 different Indigenous languages still spoken as a first language. Distances are vast and roads can become impassable during the wet season. Extremes of temperature and humidity impact on the Territory's residents. Qualified teachers, most of whom are non Indigenous, find these conditions and other aspects of living in these remote communities, including not being able to speak the local language(s), very challenging. According to MCEETYA information from 2004, the average length of time such teachers remain in their school is seven months.

Indigenous children make up 40 per cent of the school aged population of the Northern Territory, compared with four per cent nationally. They are predicted to make up 50 per cent of the school aged population of the Northern Territory by 2014.

Disconnection between home and school in remote Northern Territory communities often leads to poor attendance by students. However each classroom has a local Aboriginal Assistant Teacher who speaks both a local language and English. Many have a TAFE Certificate III or IV in education support. They are the mainstay in the education of the children. They are important community members and not willing or able to leave their community to get the necessary qualifications for teaching.

The *Growing Our Own* initiative was developed and implemented in response to the extreme difficulty in recruiting and retaining teachers in schools in remote communities in the Northern Territory, leading to a lack of continuity in education for the children. This initiative empowers Aboriginal Assistant Teachers to complete teacher education in situ, and empowers non Indigenous mentor teachers to understand culturally relevant ways of being, knowing and doing and their integration into contemporary curriculum.

The *Growing Our Own* initiative was developed between Charles Darwin University and the Catholic Education Office, Northern Territory and is being implemented in partnership with the Aboriginal and Torres Strait Islander communities. Participants work towards the attainment of a Bachelor of Teaching and Learning.

The *Growing Our Own* initiative is being implemented in five communities, in six Catholic schools, as follows:

- Xavier Catholic College and Murrupurtiyanuwu Catholic Primary School, Bathurst Island
- St Joseph's Catholic College, Katherine
- Ltyente Apurte Catholic School, Santa Teresa (80 km from Alice Springs)
- Our Lady of the Sacred Heart Thamarrurr Catholic College, Port Keats
- St Francis Xavier Catholic School, Daly River.

The 29 participants, who commenced in the program in 2009, are supported by *two-ways* teacher education which builds on skills and expertise of Aboriginal Assistant Teachers who induct and support teachers into their culture and community while learning curriculum and pedagogical knowledge from the teachers. Indigenous and non Indigenous staff become *two-ways* strong within and across cultures. A school based coordinator oversees and supports the *two-ways* learning. A lecturer goes to the community for one to two days per week to deliver course content and mentor Aboriginal Assistant Teachers so they can become autonomous learners and use information technology. The rest of the time Aboriginal Assistant Teachers team teach and plan programs of study. Gradually they assume a full teaching role.

A fundamental aspect of the program is to preserve the knowledge and skills of the Aboriginal Assistant Teachers on their journey to becoming a qualified teacher by incorporating personal and cultural identity as key pillars of learning. At the same time, the *two-ways* model enables school staff to connect better with families and the wider community.

The program has:

- achieved cultural responsiveness in curriculum design and assessment
- enhanced Aboriginal Assistant Teachers' computer literacy skills so they are using technology in their own documentation for the completion of their teacher education, and in documenting student work and progress, in e-portfolios
- achieved high success and retention rates of Aboriginal Assistant Teachers
- encouraged and assisted school students to become technology literate
- enhanced Aboriginal Assistant Teachers' role as models. As school students gain technology skills they come to realise that it is possible to study and remain in the community. Consequently student attendance improves and they can participate effectively in both cultures
- inspired a similar partnership with Charles Darwin University and Northern Territory Department of Education and Training, the Remote Indigenous Teacher Education (RITE) pilot, which started first semester 2010 with participants working towards the attainment of a Bachelor of Teaching and Learning in Primary Education. While the program ceased in 2012, northern Territory's Department of Education and Training is considering the development of a future model.

Program challenges include:

- family and community demands placed on participants. The program has built in flexibility
- balancing avoidance relationships. This can make certain group activities eg brainstorming difficult
- English literacy and numeracy levels can be low. English might be a participant's second to fourth language so extra support is given and these units can be covered at end of the course when participants have had time to enhance their English language skills
- ensuring that government funding remains while at the same time building in sustainability ie not reliant on current personalities and expertise.

Work is also being done on defining the characteristics of an effective teacher in a remote Aboriginal and Torres Strait Islander community. In this context, *Growing Our Own* students have been

encouraged and supported to resist duplicating teaching practices which have been unsuccessful, and to be innovative within their cultural framework.

A fundamental aspect of the success of the *Growing Our Own* initiative is the belief that it is possible for people who may have lacked opportunities to complete their own education, resulting in low English literacy levels and minimal information technology skills, to be empowered to be successful learners and go on to be effective teachers.

NSW Department of Education and Communities

Teacher Education Scholarship Program

The program

The Teacher Education Scholarship Program commenced in 2002 in response to the Department's workforce planning data indicating that shortages of teachers in particular secondary subject areas and NSW locations were likely to occur.

The scholarship program targeted the secondary subject areas of mathematics, science (especially physics), English (especially in combination with drama or history) and technological and applied studies, and the locations of western Sydney and non coastal rural NSW. A total of 205 scholarships were awarded in this first year of the program.

At the same time, the Department acknowledged research indicating the link between the appointment of Aboriginal and Torres Strait Islander teachers to schools and improved outcomes for Aboriginal and Torres Strait Islander students. Accordingly, the Department recognised that its low numbers of Aboriginal and Torres Strait Islander teachers also constituted a genuine workforce need.

The announcement of the 2003 Teacher Education Scholarship Program coincided with the launch of the teach.NSW promotional initiative in September 2002. Promotion of the scholarship program was part of a more general comprehensive state-wide media and marketing campaign by teach.NSW to promote teaching in NSW public schools as a career of choice and involved television, radio, outdoor and print media with eye-catching materials, an engaging and informative website and a slogan urging people to *Teach – and make a difference*. A vibrant shopfront was established on Elizabeth Street in Sydney's central business district as a first point of contact for prospective teachers. Also, in the promotion of the scholarship program, teach.NSW distributed information packages to every high school and central school in NSW to attract applicants sitting their Higher School Certificate (HSC) in 2002 and to schools of education in NSW and ACT universities.

In 2003, the program provided 150 scholarships, including 26 for Aboriginal and Torres Strait Islander students wishing to teach in primary or secondary schools and the remainder for teacher education students in the secondary subject shortfall areas willing to teach in western and south western Sydney and non coastal rural NSW.

Scholarship applicants had to commit to teaching for at least three years in at least three of the 43 staffing areas of NSW. In the case of non Aboriginal and Torres Strait Islander applicants, three nominated staffing areas had to be in western or south western Sydney or non coastal rural NSW. Aboriginal and Torres Strait Islander applicants nominated any three staffing areas. Applicants could also indicate a willingness to teach anywhere in NSW. The scholarship provided successful applicants with payment of their HECS fees, a training allowance of \$1,500 for each full time year of study and a guaranteed appointment to a school within their nominated locations.

Scholarships were awarded for between one semester and four years duration. About half the applicants were school leavers who would be supported for the whole of their tertiary teacher education program of study. Some were mature age people, others had completed part of a suitable

undergraduate degree and some were supported through their gaining of a teaching qualification, having already completed a suitable undergraduate degree.

By 2004, the number of scholarships awarded increased from 150 to 200, with at least 30 being offered to Aboriginal and Torres Strait Islander applicants. Scholarships also began to be offered for up to five years to reflect the duration of changing teacher education programs.

In 2006, the number of scholarships again increased, from 200 to 230, with the number being offered to Aboriginal and Torres Strait Islander students doubling from 30 to 60, in response to a recommendation in the Report on the Review of Aboriginal Education, published in August 2004. That year, 92 Aboriginal and Torres Strait Islander people applied for a scholarship.

For the 2010 program, the Department introduced significant changes to its scholarship program, including an increase in the number of scholarships on offer, and a change to the financial incentives. This was in response to feedback from students that increased financial support while they study is of more benefit to them than payment of university fees.

From 2010, the number of scholarships was increased from 230 to 300, with at least 80 to be offered to Aboriginal and Torres Strait Islander people. Successful scholarship recipients receive an annual \$5,000 training allowance for the duration of their scholarship and an additional grant of \$3,000 on appointment to a school. In addition, scholarship recipients are eligible for the HECS-HELP benefit from the Federal Government following their appointment as a teacher.

Scholarships also began to be offered to teacher education students to train as special education teachers in response to an increased teacher demand as special education gained a new focus as a priority area. At the same time, scholarships ceased to be offered for technological and applied studies, as the supply of these teachers was now adequate.

Appointment and retention of teachers under the Teacher Education Scholarship Program 2002-2013

As at 1 April 2013, 1,288 teachers have been appointed to schools under the Teacher Education Scholarship program since its commencement in 2002, including 201 Aboriginal and Torres Strait Islander teachers. Of these 1,288, as at 1 April 2013, 1,126 (or 87%) remain in employment. Of the 201 Aboriginal and Torres Strait Islander teachers appointed under the scholarship program, 193 (or 96%) remain in employment.

The very high retention rate of scholarship recipients post appointment is a positive statement about the Department as an employer of choice.

Strategies for the retention of Aboriginal and Torres Strait Islander teachers

The particularly high retention rate of Aboriginal and Torres Strait Islander scholarship recipients appointed to NSW public schools is indicative of the effective strategies implemented by the Department to ensure that these teachers are supported in their teaching career.

New permanently appointed Aboriginal and Torres Strait Islander school teachers receive support, additional to that provided by their school, throughout their first year of teaching to enable them to develop their networks at the local and regional levels.

The Newly Appointed Aboriginal Teachers' Support Program includes:

- an orientation resource package
- the provision of a mentor during their first year of teaching
- the opportunity to attend network meetings and workshops at the local and regional level
- ongoing and regular telephone/email contact with Aboriginal Employment and Career Development team.

Staff in the Aboriginal Employment and Career Development team assist Aboriginal and Torres Strait Islander staff in schools with matters relating to their career, including promotion, recruitment and retention. Their roles and contact details, along with contact details of Regional Aboriginal Staff Network Coordinators, are on the *Join Our Mob* page of the teach.NSW website.

The Aboriginal Teacher Leadership Program provides career and leadership development for Aboriginal staff. It was piloted in four regions in 2010 and has continued to be implemented. In 2013 there are 26 participants.

Winanggaay is a human resources website for Aboriginal and Torres Strait Islander staff which provides information on jobs, support, local level networks, professional development and career planning. Aboriginal human resources officers have designed this website to connect Aboriginal and Torres Strait Islander staff to each other and to highlight the importance of their roles in the Department and the wider community. It also allows Aboriginal and Torres Strait Islander staff to connect with others in the Department along with highlighting relevant resources.

Many Aboriginal and Torres Strait Islander scholarship holders are already working in NSW public schools as Aboriginal Education Officers or in other paraprofessional roles. They have a strong of understanding of NSW public schools and are motivated to progress their career into teaching.

Success of the Teacher Education Scholarship Program in addressing areas of workforce need

The scholarship program has been a highly successful strategy in terms of satisfying its objectives of filling vacancies in secondary subject and location shortfall areas, and increasing the number of Aboriginal and Torres Strait Islander teachers. The success of the scholarship program can be attributed to its long term implementation and prestigious standing through high profile promotional campaigns, with modifications over the years in response to a range of feedback from students, changing policy priorities and changing workforce needs. The program is well known and well supported by principals and careers advisers in high schools and central schools, and in universities' schools of education, throughout NSW and the ACT.

Although Aboriginal and Torres Strait Islander scholarship applicants can indicate any three staffing areas, appointment data demonstrate that a high proportion of these teachers choose to teach in schools in locations that are generally more difficult to staff.

The following table shows percentages of Aboriginal and Torres Strait Islander scholarship holders appointed by region.

Percentage of total (201) appointments of Aboriginal and Torres Strait Islander scholarship holders 2002-2013 by region

Coastal rural			Non coastal rural			Sydney metropolitan			
Illawarra South East	Hunter Central Coast	North Coast	New England	Riverina	Western NSW	Western Sydney	South Western Sydney	Sydney	Northern Sydney
9.9	30.3	12.9	6.5	4.0	13.4	8.5	8.5	4.0	2.0
53.1			23.9			17.0		6.0	
						40.9			

Note: shaded area shows more difficult to staff regions.

This table shows that 41% of Aboriginal and Torres Strait Islander teachers appointed under the scholarship program chose schools in the Department's more difficult to staff regions. This shows that while one of the aims of the scholarship program is to increase the number of Aboriginal and Torres Strait Islander teachers in NSW public schools, it is also successful in getting both Aboriginal and Torres Strait Islander and non Aboriginal and Torres Strait Islander teachers into more difficult to staff locations.

Retention of Aboriginal and Torres Strait Islander and non Aboriginal and Torres Strait Islander students in the Teacher Education Scholarship Program

The following table provides information about rates of withdrawal prior to appointment from the scholarship program from 2002 to 2013, for Aboriginal and Torres Strait Islander and non Aboriginal and Torres Strait Islander scholarship holders and available reasons for withdrawal. Reasons for withdrawal are broadly:

- *withdrawn by Department
- withdrawn by scholarship holder prior to completion of studies
- scholarship holder declined offer of appointment under Deed of Agreement.

The table also provides a comparison between withdrawal rates and appointment rates.

*The Department may withdraw a scholarship due to a breach of the Deed, poor academic performance or no response to attempted contact.

Comparison of appointment and prior-to-appointment withdrawal rates of Aboriginal and Torres Strait Islander and non Aboriginal and Torres Strait Islander scholarship holders 2002-2013

	Aboriginal	% of total	Non Aboriginal	% of total	Total
Withdrawn by Department	60	40.5	88	59.5	148
Scholarship holder declined offer of appointment under Deed of Agreement	1	1.6	62	98.4	63
Withdrawn by scholarship holder prior to completion of studies					
Change to area of study	0	0	26	100	26
Change of career/no longer wants to teach	18	26.1	51	73.9	69
Deceased	0	0	2	100	2
Financial hardship	3	17.6	14	82.4	17
Health reasons	6	20.0	24	80.0	30
No reason provided/recorded	21	20.8	80	79.2	101
Personal reasons	12	27.3	32	72.7	44
Relocated	1	12.5	7	87.5	8
Seeking or obtained teaching job in another sector	1	7.1	13	92.9	14
Unable to meet terms of Deed of Agreement	9	17.0	44	83.0	53
Total withdrawn by scholarship holder prior to completion of studies	71	19.5	293	80.5	364
Total withdrawn prior to appointment 2002-2013	132	23.0	443	77.0	575
Number appointed 2002-2013					
	201	15.6	1,087	84.4	1,288

This table shows that the rate of withdrawal of Aboriginal and Torres Strait Islander scholarship holders prior to appointment is disproportionately high. In particular:

- the proportion of scholarship holders who withdraw prior to appointment (all reasons) and who are Aboriginal and Torres Strait Islanders, at 23.0%, is 7.4 percentage points higher than the percentage of scholarship holders appointed who are Aboriginal and Torres Strait Islanders (15.6%)
- the proportion of scholarship holders who withdraw prior to appointment (all reasons) and who are non Aboriginal and Torres Strait Islanders, at 77.0%, is 7.4 percentage points lower than the percentage of scholarship holders appointed who are non Aboriginal and Torres Strait Islanders (84.4%)
- 40.5% of scholarship holders withdrawn by the Department are Aboriginal and Torres Strait Islanders
- 19.5% of scholarship holders who chose to withdraw prior to completion of their studies are Aboriginal and Torres Strait Islanders.

The table also shows that Aboriginal and Torres Strait Islander scholarship holders who complete their studies are happy to accept their appointment. Of the 63 scholarship holders who declined an offer of appointment under their Deed of Agreement, only one was Aboriginal or Torres Strait Islander.

Conclusion

While the appointment data demonstrate the success of the scholarship program in attracting and retaining Aboriginal and Torres Strait Islander people as teachers in NSW public schools, data on teacher education program completion rates by Aboriginal and Torres Strait Islander scholarship holders are less positive. Exploring ways of increasing Aboriginal and Torres Strait Islander teacher education students' completion rates and developing and implementing effective strategies to achieve this will be vital for increasing their numbers as teachers in schools.

NSW Department of Education and Communities

Djinggi – Aboriginal Student Teachers in Training

Djinggi is a pathway that allows Aboriginal students to start training to become fully qualified teachers while they are still at school. Completion of Djinggi guarantees entry to a teacher education program at the University of Wollongong.

Djinggi acknowledges the value that Aboriginal people can bring to school education. In particular it recognises the potential for Aboriginal teachers to improve the educational outcomes for Aboriginal students and their communities. The aim of Djinggi is to increase the number of Aboriginal teachers in schools through an innovative pathway which overcomes some of the barriers senior Aboriginal school students may encounter when seeking to access a university teacher education program.

Applicants for Djinggi submit a cover letter, resume, recent school reports and attend an interview. Successful applicants are offered a School Based Traineeship in Certificate III Education Support as part of their Higher School Certificate (HSC) study program. While the Certificate III Education Support is recognised nationally and by the NSW Board of Studies, it is not an Australian Tertiary Admission Rank (ATAR) eligible program. Students accepted into the Traineeship may still choose to follow an ATAR eligible study pattern. Upon satisfactory completion of the program, participants are awarded both the Certificate III Education Support and the HSC.

A School Based Traineeship is a formal agreement or contract where an employer agrees to employ a school student trainee on a part time basis. The work the trainee undertakes for the employer involves a training package that runs for a minimum of 100 days over a two year period. School Based Traineeships may start at the end of Year 10 and finish when the students are nearing the end of Year 12.

A Djinggi Traineeship involves:

- *On the job training* through part time paid employment at a primary school or approved child care centre
- *Off the job training* through learning activities and assessments under the Certificate III in Education Support delivered by TAFE.

Every effort is made to place the trainee at a host school or host child care centre (where the trainee works) as close as possible to their home school (where the trainee attends).

The combination of on the job and off the job training counts towards a maximum of six units for the HSC. Trainees must also study English (not English Studies) and other subjects which, including the Traineeship, total at least 11 units in Year 11 and 11 units in Year 12. At the end of each term trainees are also required to attend a 'residential' for face to face course work and to enable networking with the other trainees in the program.

The Certificate III in Education Support is delivered through electronic lessons using Moodle and videoconferencing. In addition to trainees completing assessment tasks, TAFE also conducts 'on the job assessment' of the trainees in their workplace.

Successful program completion guarantees entry into the University of Wollongong's:

- Bachelor of Education – 'The Early Years' program leading to a qualification for working

with children aged 0-5 years, or

- Bachelor of Primary Education (Kindergarten to Year 6), or
- Bachelor of Physical and Health Education, Bachelor of Maths Education or Bachelor of Science Education (secondary), if approved following consideration by the University on a case by case basis.

Djinggi partners include the Department's Illawarra South East Region, NSW Board of Studies, Aboriginal Education Consultancy Group Inc, Department of Education, Employment and Workplace Relations, Auswide Projects (a registered not for profit organisation committed to training, employment and community projects targeting young people), TAFE NSW Illawarra Institute and University of Wollongong.

Trainees are provided with strong linkages to the University throughout their Traineeship. To assist students with the transition from school to university, the University provides continuing support throughout both the Traineeship and the teacher education program through Woolyungah Indigenous Centre and other specifically developed programs.

Support for trainees is also provided by:

- Student mentors studying at the University of Wollongong
- A supervising mentor at the trainee's home school
- A supervising mentor at the trainee's host school or host child care centre
- A Djinggi project officer from Auswide Projects (the trainee's employer) who provides individualised support
- The TAFE campus delivering the Certificate III Education Support.

Auswide Projects and TAFE staff ensure that trainees are able to get to their host school or host child care centre for their part time work, make satisfactory progress with their off the job training and assist the trainees to overcome any problems that might occur on a day to day basis.

Djinggi commenced as a pilot funded by the Department of Education, Employment and Workplace Relations in 2012 with its first Year 11 intake. In 2013, there are 16 Djinggi trainees in Year 11 (including two in Catholic schools) and 14 in Year 12.

Students who successfully complete the Traineeship and decide not to pursue a teaching career may use their Certificate III Education Support to seek employment in an education support role.

NSW Department of Education and Communities

Connected Communities

In accordance with the philosophy of MATSITI, a new approach is needed to address the educational and social issues affecting Aboriginal and Torres Strait Islander children and young people living in communities with a range of needs and aspirations throughout Australia.

In October 2011 the NSW Department of Education and Communities commenced a consultation process with community members and stakeholder groups to develop a strategy to improve outcomes for children and young people in these schools and communities. The *Connected Communities* strategy is a result of this work.

Connected Communities has the potential to increase the number of Torres Strait Islander teachers if it succeeds in increasing school completion rates and post school options of Aboriginal and Torres Strait Islander school students.

Connected Communities is a new approach to how the Department delivers education and training in Aboriginal communities across NSW and to how this learning links to other related services, such as health, welfare, early childhood education and care, and vocational education and training.

The *Connected Communities* strategy commenced being implemented in 2013 in 15 schools and communities. The following schools and communities are participating in this initiative:

Boggabilla Central School	Coonamble Public School	Taree High School
Bourke High School	Hillvue Public School	Taree Public School
Bourke Public School	Menindee Central School	Toomelah Public School
Brewarrina Central School	Moree East Public School	Walgett Community School
Coonamble High School	Moree Secondary College	Wilcannia Central School

Connected Communities positions schools as community hubs for interagency support. It broadens the influence of the community and school leadership supporting the delivery of key services to children and young people from birth through school into further training, study and employment.

The development of *Connected Communities* has been informed by advice from the Aboriginal Education Consultative Group (AECG), a broad consultation process with key stakeholders and research about extended service schools and place-based approaches to service delivery and community development.

The *Connected Communities* strategy is co-designed with each community based on information from a comprehensive community profile including its strengths, vision and aspirations.

This strategy complements a number of other reforms in education including:

- *Local Schools, Local Decisions* which is enabling much greater authority and flexibility for principals to make decisions about how best to use a school's resources to improve teaching and learning outcomes

- *Early Action for Success* which emphasises high level instructional leadership in schools to improve literacy and numeracy outcomes in our most poorly performing schools
- *Every Student, Every School* which provides a comprehensive range of reforms to strengthen learning and support in every school in NSW including for students with a disability and learning difficulties.

The *Connected Communities* strategy is also designed to complement the work of the Ministerial Taskforce on Aboriginal Affairs. It addresses each of the key issues raised by community during the Ministerial Taskforce consultation:

- There is a need for greater Aboriginal community engagement in schools, including the employment of Elders and Aboriginal staff
- Early childhood education is critical in improving Aboriginal education outcomes
- Aboriginal culture should be embedded and celebrated in schools
- Cultural understanding must be built amongst teachers and Aboriginal education outcomes must link to teacher performance
- Supports for Aboriginal children, including tutoring and homework support, must be enhanced
- Student non-attendance must be managed better and alternatives to suspension must be considered
- Continuity of learning for Aboriginal children is supported through successful transition from preschool to primary school, to secondary school and then tertiary education and training.

Key features of the *Connected Communities* strategy include:

- Cultural awareness training (*Connecting to Country*) for all staff delivered by local Aboriginal people
- Teaching Aboriginal language and culture
- Early years focus from birth through school to further learning and employment
- Personalised learning plans for all students
- Schools as a hub for integrated, flexible and responsive service delivery to children and families
- Early intervention and prevention focus with 100% of children accessing an early childhood learning and care service at least two years before they start school and families participating in a range of activities including culturally appropriate parenting courses
- Partnership and co-leadership with the Aboriginal community is every school's core business
- Every school has a partnership with a university and/or TAFE Institute providing opportunities for students, staff and community to engage with the university and/or TAFE on a regular basis
- Every school has a school reference group comprising nominated Aboriginal community members, the P and C, local AECG and other key stakeholders including students, when required.

To facilitate a rigorous evaluation of the *Connected Communities* strategy, an evaluation framework will be in place from the outset. This framework will include milestones, targets, key data and measures, a reporting schedule, and a proposed methodology for the data analysis.

The key deliverables are:

- Aboriginal children are increasingly developmentally ready to benefit from schooling - in their physical health, social competence, emotional maturity, language and cognitive skills and communication
- Aboriginal families and community members are actively engaged in the school
- Attendance rates for Aboriginal students are equal to the state average
- Aboriginal students are increasingly achieving at or above national minimum standards and overall levels of literacy and numeracy achievement are improving
- Aboriginal students are staying at school until Year 12 (or equivalent training)
- Aboriginal students are transitioning from school into post school training and employment
- Aboriginal families and carers report that service delivery from the school site is flexible and responsive to their needs
- Aboriginal students and communities report that the school values their identity, culture, goals and aspirations
- Staff report that professional learning opportunities build their capacity to personalise their teaching to meet the learning needs of all students in their class
- Staff report that professional learning opportunities build their cultural understandings and connections with the community.

The successful implementation of the strategy is dependent on:

- Effective leadership and quality teaching
- Genuine community partnerships
- Good Governance.

Leadership for the strategy is provided by the Executive Director for Connected Communities who reports to the Director-General of Education and Communities.

An Executive Principal is appointed for up to five years to lead each school in partnership with the Aboriginal community. Each Executive Principal will appoint: a Leader, Community Partnerships which will be an additional school executive position for an Aboriginal person to assist with the links with the community and act as a cultural mentor to the Executive Principal and staff.