

Contents

1	Executive summary	3
1.1	Background	3
1.2	Summary of 2012 progress	4
1.3	Research plan	5
1.4	Education sector investment agreements.....	6
1.5	Communication and marketing strategy	8
1.6	Conferences and events.....	10
1.7	Evaluation.....	11
1.8	Governance.....	11
2	Project issues and risks	12
3	Project budget	12
4	Attachments	13
4.1	2012–13 project partnerships	13
4.2	Website usage.....	19
4.3	Newsletter distribution	20
4.4	MATSITI national conference feedback.....	21

Related documents

- Funding agreement between the Commonwealth of Australia and the University of South Australia regarding funding for the MATSITI project (June 2011)
- 2012–15 MATSITI project plan (Version 1.2, June 2012)
- 2012, 2013 MATSITI annual work plans
- 2011 MATSITI progress report
- 2012 MATSITI risk register (Microsoft Excel spreadsheet)

Project Sponsor

This project is funded by the Australian Government Department of Education, Employment and Workplace Relations, through the More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI).

1 Executive summary

1.1 Background

The \$7.5 million More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI) is envisioned as a four-year collaborative project with the Australian education community that is planned and implemented in four annual phases.

The following MATSITI Report outlines progress during the 2012 calendar year against the key project activities specified in the Funding Agreement between the Department of Education, Employment and Workplace Relations (DEEWR) and the University of South Australia.

The activities described in the Funding Agreement aim to increase the:

- a. *number of Aboriginal and Torres Strait Islander people in professional teaching positions in schools*
- b. *retention of professional Aboriginal and Torres Strait Islander teachers in teaching positions in schools.*

2012 was the first year of project implementation following six months of project establishment, scoping and consultation in 2011.

This progress report focuses on progress, issues and risks against planned deliverables documented in the first MATSITI work plan against the following activities:

- research plan
- education sector agreements
- communications and marketing
- conferences and events
- evaluation
- governance
- project management and administration.

The MATSITI project is led by Professor Peter Buckskin, Dean, Indigenous Engagement, Scholarship and Research, University of South Australia, with Aboriginal and Torres Strait Islander leadership and a reference group to provide overall project strategic direction and management.

Key deliverables for the MATSITI project include:

- *comprehensive qualitative and quantitative research reports on factors and effectiveness of strategies to increase the number of Aboriginal and Torres Strait Islander teachers*
- *a series of partnerships and co-investment agreements with school authorities, university schools of education and other agencies to increase recruitment, retention and leadership in teacher training and in schools*
- *a national community engagement and marketing strategy to promote teaching as a career option for secondary Aboriginal and Torres Strait Islander students.*

The MATSITI **2012 work plan** specifies key project tasks, responsibilities, schedule and budget for the national MATSITI, as required under the contract with the Australian government through the DEEWR.

The overall **2012–15 project plan** provides the planning framework for project activities, and documents the scope, governance, reform priorities, project management arrangements and budget for the initiative.

1.2 Summary of 2012 progress

2012 was the first full year of the MATSITI project planning and implementation, with a significant focus on applied research into the existing pathways and profiles of Indigenous teachers. This is a crucial first step to inform future workforce strategies and make investments in areas of greatest need to increase the number and capability of Aboriginal and Torres Strait Islander teachers.

One of the first and most stark of the 2012 project findings is the limited availability of robust workforce data, and low visibility of employment and training programs beyond their immediate location or jurisdiction.

In addition to a robust evidence base, a fundamental premise of the MATSITI project is to develop strong and extensive partnerships to sustain the momentum of existing and new initiatives beyond the conclusion of the project in December 2015.

The three main education and community sectors that the project has worked with to date are:

1. Teacher education – initially through a national agreement with the Australian Council of Deans of Education (ACDE) and heads of Indigenous Higher Education Centres, and a series of project grants focused on initial teacher education.
2. Aboriginal and Torres Strait Islander community and education leaders – one of the key events was the inaugural national *Yamaiyamarna Paitya: Teachers are Deadly!* conference.
3. School education – primarily through school authority human resources/workforce staff and directorates, and a series of project grants focused on school recruitment, retention and scholarship development.

The strategic directions and underpinning assumptions articulated in the project and annual work plans have received widespread endorsement in numerous forums held with the three main stakeholder groups above. The high level of project transparency has received widespread support.

Project communications

The initiative has made extensive use of digital communications as a key strategy to reach education and Indigenous communities – feedback is regularly received that the MATSITI website, www.matsiti.edu.au, offers a rich source of information, resources and project accountability in a cost-effective manner.

Preliminary work was undertaken on the second phase of the communications strategy to investigate and plan future attraction strategies for Aboriginal and Torres Strait Islander people to enter the teaching profession. The MATSITI project team conducted initial market research into factors and perceptions that contribute to the number of Aboriginal people entering and remaining in teaching positions in Australian schools, and to ascertain the best means to attract Aboriginal people into teaching. A small scale test marketing campaign to enrol in teaching was conducted in late 2012.

The first national teachers conference

The flagship event for the project was the inaugural *Yamaiyamarna Paitya: Teachers are Deadly!* conference, the first national conference of its type bringing together Aboriginal and Torres Strait Islander teachers to shape and influence reforms that MATSITI could support on behalf of them and their colleagues. The three-day conference included over 200 delegates from 80 first nations, six keynote presentations, 16 workshops and a range of side events.

Project management and review

In order to further increase the transparency and rigour of the project directions and expenditure, the project leadership selected an external evaluator to review the project and develop future key performance indicators.

The risk profile of the initiative did not significantly change during the year – some risks were escalated to 'moderate' but did not have a large effect on the overall project.

A total of \$2,076,456 in project funds was expended for the year, including project grant commitments into 2013. Of this expenditure, 61% was in the form of direct external grants to project partners.

A 2013 MATSITI work plan was developed and endorsed by project governance groups and sponsors.

The 2013 work plan will build upon the research findings, working relationships and commissioned projects during 2012 to significantly increase education sector actions and reforms to increase the number and retention of Aboriginal and Torres Strait Islander teachers in Australian schools.

1.3 Research plan

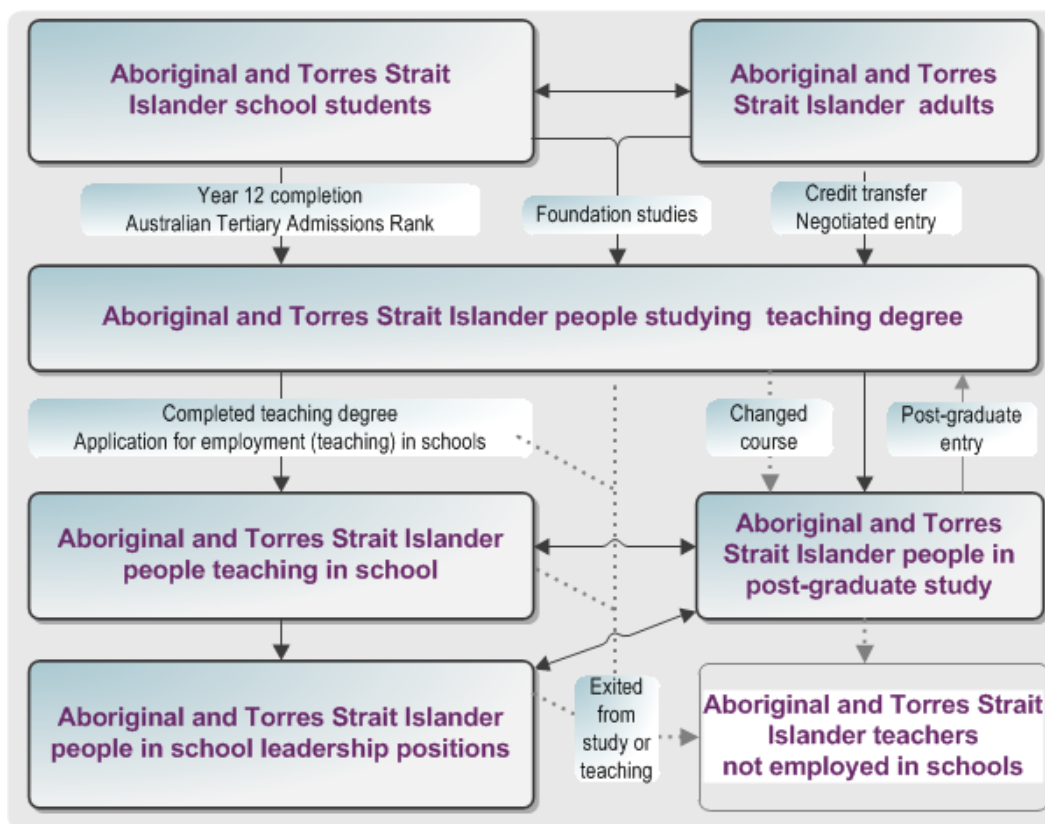
The MATSITI project team identified applied research into the pathways and profiles of Indigenous teachers as a crucial first step to inform future workforce strategies, partnerships and project investments to increase the number and capability of Aboriginal and Torres Strait Islander teachers.

The project team is committed to evidence-based decision making and directing project resources to areas of greatest need and benefit.

The types of investigative research underway include analyses of quantitative workforce and teacher education data, environmental scans of existing programs and practices, qualitative surveys and focus group interviews.

The following diagram indicates the scope of study and career pathways and key transition points for teachers investigated by the project research team.

Figure 1: Study and career pathways into teaching



One of the first project research findings is the limited availability of robust workforce data, and low visibility of employment and training programs beyond their immediate location or jurisdiction. Measures of financial inputs and the value or return on investments largely remain opaque at this stage.

Comprehensive national Indigenous teacher workforce data has not been available since 2008 and new initiatives¹ to resume teacher workforce data will not be reported until mid-2013.

The project leadership group will extend this evidence gathering and analysis into 2013, prior to making significant workforce investments in the second half of 2013.

¹ National teaching workforce dataset agreed through the Coalition of Australian Governments (COAG).

Research achievements by the project during 2012 included:

- human research ethics approvals for the overall initiative and two partner research projects
- literature reviews of national and international research and practice about Aboriginal and Torres Strait Islander teachers, and initial teacher education programs
- an annotated catalogue of available teacher workforce data sources and their value and limitations to the MATSITI initiative
- nine focus groups investigating perceptions of teaching and teacher education with Aboriginal and Torres Strait Islander teachers, initial teacher education students, school students, AIEWs, parents/carers, lecturers and support staff in universities – see www.matsiti.edu.au/market-research/
- a national audit scan of initial teacher education (ITE) providers with a particular focus on retention and completion, along with qualitative ITE research interviews in every state and territory and a debrief on findings and implications for actions with deans of education and heads of Indigenous higher education centres. The final ACDE report is available at www.matsiti.edu.au/acde-2012-report/
- publication of over 20 case study snapshots of teacher workforce practices and profiles on the project website, www.matsiti.edu.au, and 16 conference presentations published at www.matsiti.edu.au/tag/research/
- employment of an Aboriginal research project officer and project grants that support Indigenous early career researchers
- preparation of strategies, key performance indicators and budget for Aboriginal and Torres Strait Islander teacher workforce planning and research in 2013 – see www.matsiti.edu.au/about/project-plan/.

1.4 Education sector investment agreements

A fundamental premise of the MATSITI project is to develop strong and extensive partnerships to sustain the momentum of existing and new initiatives beyond the conclusion of the project in 2013.

Principles of engagement with project partners are sustainability and a particular focus on building the capacity of Aboriginal and Torres Strait Islander people and their education and community networks.

The three main sectors that the project has engaged with to date are:

1. Teacher education – primarily through a national agreement with the ACDE and heads of Indigenous higher education centres.
2. Aboriginal and Torres Strait Islander community and education leaders – one of the key events was the national *Yamaiyamarna Paitya: Teachers are Deadly!* conference with 200 delegates (see section 1.6).
3. School education – primarily through school authority human resources/workforce staff and directorates. Several project-based agreements were established in 2012 with a process in place to ramp up engagement and investments in school recruitment and retention initiatives in 2013.

The project recognises that robust partnerships take considerable time to develop and sustain, and there is much further work required across these three sectors and over the remainder of the project lifespan to achieve deep and widespread engagement with the Indigenous teacher workforce agenda.

Teacher education

The 2012 flagship MATSITI agreement in the teacher education sector was the partnership with the ACDE. This partnership was established to build institutional and collective commitment and capacity within and across Australia's teacher education institutions to improve the retention, success and graduation rates of Aboriginal and Torres Strait Islander students.



Schools Minister Hon Peter Garrett at the MATSITI-ACDE forum

The \$827,272 ACDE Retention and Completion Project comprised:

- an audit of Indigenous student outcomes in teacher education
- a review of current approaches to retention and graduation
- a report on course completion and early career experiences
- networks of educators in teacher education and Indigenous units
- institutional plans to improve Indigenous retention, success and graduation rates.

The project hosted two national forums with deans and heads of Indigenous higher education centres, and in-depth interviews with staff and students in every state and territory. Thirty-four universities participated in the project, with 30 institutional action plans completed as of January 2013.

The headline finding of this project was the current low completion rates, averaging 30% for Aboriginal and Torres Strait Islander people enrolled in ITE. The ACDE 2012 phase of the project was evaluated by the School of Education and the Institute of Koorie Education, Deakin University. The review made 13 wide-ranging recommendations relating to the involvement of Aboriginal and Torres Strait Islander people in the design and delivery of future projects, the need for adequate timelines and resources, and appropriate data collection processes.

The extensive research and engagement with teacher education institutions will be built upon in a planned second phase in 2013. This phase will particularly focus on university capacity and commitment to improve Indigenous completion rates in the future. The final report of the ACDE partnership can be found at www.matsiti.edu.au/acde-2012-report/. Support for the implementation of these institutional action plans will be a project focus in 2013.

Project partnerships in schools and teacher education

In addition to the national ACDE initiative above, proposals were sought for 'seeding' grants addressing the themes of Aboriginal and Torres Strait Islander teacher recruitment, retention, professional development and scholarships.

An additional nine projects were supported with MATSITI grants varying from \$20,000 to \$75,000. The total project investment of these grants was \$411,000, with a further \$80,000 allocated but not expended as a result of two projects not proceeding (due to personnel changes and institutional capacity). A key criterion behind the selection of successful first-round project investments was to establish or accelerate Indigenous teacher workforce reforms that could be sustained by the project partner beyond the life of the initiative.

A total of 23 proposals were received in the first round from 14 applicants, totalling \$3.64 million. Twelve proposals exceeded the nominated funding limit per project. Co-funding contributions by project recipients ranged from \$50,000 to \$750,000 for reforms that extended up until 2020 (although the initial project agreements all conclude by 2013).

The nine additional projects are:

- Brisbane Catholic Education: establishment of an Indigenous teacher scholarship program
- Charles Darwin University leadership and remote pathways (two projects with the Northern Territory Department of Education and Training)
- Yunggoendi (Flinders University) video stories of teacher education students and lecturers
- Queensland Department of Education, Training and Employment: 'MurriTech' VET in schools alternative pathway into teaching
- Southern Cross University early childhood education mentoring²
- University of Wollongong teacher and leadership mentoring (two projects with the New South Wales Department of Education and Communities)³
- Western Australian Department of Education AIEW transition to teaching (program design)
- South Australian Department of Education and Child Development leadership scholarships
- YUMI Torres Strait Islander leadership development project.

² This contract did not proceed due to change in key project personnel.

³ This leadership project did not proceed due to institutional capacity.

Most of these initiatives continue into 2013 and will report their findings by June 2013.

A brief summary and status report of each project is listed in the Attachments of this report.

Issues that have affected MATSITI agreement schedules have included:

- delays in contract negotiations, particularly with universities
- changes in key personnel
- severe and protracted weather conditions in some communities.

MATSITI contribution to partnership agreements comprised 61% of the total 2012 project expenditure.

School workforce engagement and planning

In addition to the school education grants above, the project co-hosted a national forum of senior officials in human resources and Indigenous education to:

- share experiences and key challenges between school jurisdictions
- present current Aboriginal and Torres Strait Islander workforce research findings and data to date
- consider the strategic relationships between jurisdictional and sector workforce planning and Indigenous education units
- consider and shape future strategies to increase the number and capacity of Aboriginal and Torres Strait Islander people in teaching and education leadership positions nationally.



Delegates at MATSITI HR forum

Delegates at the November forum identified a wide range of Indigenous teacher workforce priorities and strategies, while recognising that further groundwork needed to be undertaken to maximise the value of future collaborative reforms.

To achieve this, the project called for expressions of interest to conduct a teacher workforce scoping plan in the first quarter of 2013. The agency selected to undertake this work is the New South Wales Department of Education and Communities. It will report findings in May 2013.

Aboriginal and Torres Strait Islander teachers and school leaders

The project team and partners have participated and led numerous forums with Indigenous people with particular focus on educators and education leaders.

A highlight of the year was the national *Yamaiyamarna Paitya: Teachers are Deadly!* conference with 200 participants representing 80 first nations – further described in section 2.4.

A recommendations paper to build upon Aboriginal and Torres Strait Islander educator professional networks had direct input from conference delegates and has informed the engagement with these networks in 2013.

1.5 Communication and marketing strategy

The marketing and communications plan has two objectives:

- *significant levels of engagement with the project by education stakeholders across Australia, particularly with state and territory school jurisdictions, schools, university schools of education and Aboriginal and Torres Strait Islander education leaders and practitioners*
- *marketing strategies to attract and retain Aboriginal and Torres Strait Islander teachers in schools.*

A first priority in 2012 was to consult with key stakeholders about the assumptions and plans of the initiative – strategic directions in project and annual work plans have received widespread support in

numerous forums held with the three main stakeholder groups – school jurisdictions, teacher education institutions and Indigenous educators.

The project has used digital communications as a key strategy to reach the education community – feedback is regularly received that the MATSITI website, www.matsiti.edu.au, offers a rich level of information, resources and project accountability.



Excerpt of project brand identity for print and online media

Project engagement

Progress on engaging a range of groups and individuals with the initiative has included:

- a wide range of communications and presentations with chief executives of school jurisdictions, deans of education, professional associations and Aboriginal and Torres Strait Islander leaders
- establishment of online presence through a project website at www.matsiti.edu.au and social media channels (Twitter, YouTube, Slideshare, Flickr)
- the website posting 67 news items during 2012 and receiving 800 site visits per month and 2000 page views⁴ per month
- an associated Moodle project site, www.matsiti.net, for interactive communications and online learning – in the first instance this has provided a repository of conference presentations
- development of project branding of print and online materials, presentations and marketing collateral
- production of 10 project videos with Indigenous teachers, the federal schools minister, teacher educators and students. These and other media resources will form a growing library of resources about attracting and supporting Indigenous teachers in the workforce.

Attraction of Indigenous teachers

In order to understand and plan future attraction strategies, the MATSITI project team conducted initial market research into factors and perceptions that contribute to the number of Aboriginal people entering and remaining in teaching positions in Australian schools, and to ascertain the best means to attract Aboriginal people into teaching.

The market research comprised nine one-hour facilitated focus groups to elicit perceptions and insights about becoming a teacher and working as a teacher in schools. The cohort-based groups included Aboriginal teachers, school students, teacher education undergraduates, Aboriginal education workers, parents and carers, and teaching and recruitment staff in teacher education and in education departments.



Become a leader.
Start your teaching
career in 2013.

Print promotion in Indigenous press

The 2012 market research findings included:

- a strong endorsement of the objectives of the MATSITI project—the need for every effort to be made to attract and retain Aboriginal teachers and other staff in schools
- a significant effect of family and community members, individual teachers or other mentors on influencing a decision to consider a career in teaching

⁴ MATSITI web analytics measure human visitors, excluding automated web crawlers and 'bots'.

- a need for resilience in overcoming a larger than usual number of personal, social and financial obstacles in their journey to obtain a degree and begin a career in the teaching profession
- an under-representation of male teachers and mentors
- a need for greater flexibility in studying for their teaching degree due to a range of family and work responsibilities. Limited finances during their student years were a significant barrier, particularly evident for the large number of mature age students.

The complete MATSITI market research findings are available at www.matsiti.edu.au/market-research.

Through the MATSITI website and various forums, the project team have increased the visibility of the work of Indigenous teachers, teaching scholarship opportunities, teacher education and school jurisdiction marketing strategies.

The website includes videos and presentations by Aboriginal and Torres Strait Islander teachers, external links and showcases of graduates and recipients of teaching awards. There was also a small scale test campaign with advertising in the Indigenous press (*Koori Mail* and *Indigenous Times*).

A significant increase in project effort and resources is planned for attraction strategies relating to education sector partners in 2013, with a national attraction and marketing forum planned for later in the year.

1.6 Conferences and events

The project leadership group and partners worked in partnership with many stakeholders from the education sector and Aboriginal and Torres Strait Islander leadership in schools and higher education.

The flagship event for the project was the inaugural MATSITI national conference held on the land of the Kaurna nation, the original people of the Adelaide Plains, on 9–11 July.

Yamaiyamarna Paitya national conference

Yamaiyamarna Paitya: Teachers are Deadly! provided an opportunity for Aboriginal and Torres Strait Islander teachers to shape and influence reforms that MATSITI could support on behalf of them and their colleagues.



Delegates at Yamaiyamarna Paitya, July 2012

The 2012 conference themes were:

- successful pathways into teaching
- effective career development and leadership
- targeted Indigenous school workforce planning.

The objectives of the conference were to:

- celebrate the careers of our teachers and school education leaders
- hear views directly from our teachers and leaders to shape future school and jurisdiction workforce plans

- share education research and professional practice to increase the number and capability of our teachers
- plan ways to better engage Aboriginal and Torres Strait Islander communities with the teaching profession
- develop a strong national professional network to influence sustainable change.

The conference included just over 200 delegates from 80 first nations, six keynote presentations, 16 workshops and a range of side events.

Four groups participated in an action planning process throughout the conference:

- experienced teachers and school leaders
- early career teachers
- school system, human resources and policy advocates, and administrators
- aspiring teachers and teacher educators.

These four groups articulated key priorities for the future that have informed the 2013 project work plan and other future events.

The overwhelming recommendation was the need for a national professional network of Aboriginal and Torres Strait educators with a strong Indigenous voice.

The full set of recommendations from delegates is contained in the post-conference paper *MATSITI 2012 National Conference: Draft Priorities for Action*, which was circulated to all delegates.

Delegate feedback overall was extremely positive, with recommendations to conduct follow-up events – refer to Attachments.

The 2013 project work plan sets out several targeted events with a large inclusive event flagged for 2014.

1.7 Evaluation

The project evaluation assesses the future growth in numbers and capabilities of Aboriginal and Torres Strait Islander teachers, and the effectiveness of the project itself.

The project team has attempted to be highly transparent in its activities, challenges and expenditure.

All governance and project working group meetings and actions have been well documented, and project progress has been regularly reported publicly through the project website, in addition to formal reports.

In October 2012, the project team called for an invitation for expressions of interest for an evaluation of the progress of the MATSITI initiative.

Stage one of the MATSITI evaluation included a review of project progress of the initiative, refinement of workforce and training indicators to measure progress of future reforms, and recommendations for 2013 and 2014 work plan priorities.

The successful tenderer for the project evaluation is the Wollotuka Institute, University of Newcastle.

1.8 Governance

Professor Peter Buckskin provides overall project strategic direction and management, supported by Emeritus Professor Paul Hughes and Dr Kaye Price. A series of governance groups have been formed to provide strategic advice and management of the initiative, outlined in the project plan:

- project Indigenous reference group – two face-to-face meetings and two teleconferences
- project working party – one face-to-face meeting and three teleconferences
- DEEWR program delegate – regular project meetings with the branch manager and staff
- project advisory groups from the University of South Australia (risk management) – three meetings held.

2 Project issues and risks

The initiative has included a rigorous risk management strategy⁵ for strategic and operational components of the project. Prioritised risks and mitigation strategies are documented separately in a risk register, which is reviewed at least quarterly.

Risks identified for the project in the longer term include limited effectiveness in increasing teacher numbers, operational difficulties such as delays in personnel appointments, significant expenditure variations and 'political' risks associated with sustaining collaborations with multiple stakeholders.

The risk profile of the initiative did not significantly change during the year. The likelihood and effect of some risks were increased to moderate, including:

- conflicting responsibilities between the University of South Australia and MATSITI for the project director
- Indigenous school professional leadership bodies not currently positioned to build upon professional networks – leading to a delay in planned leadership development activities
- a challenging fiscal environment in several jurisdictions, and structural changes by incoming governments.

The initiative received pointed written criticism by one school education advisory group external to the project in late December 2012. These criticisms were largely allayed through a subsequent opportunity to discuss the issues and address some misconceptions directly with the project director.

The needs of remote communities are subject to a more complex set of factors that affect workforce recruitment and retention – the differences and program responses will be further articulated in 2013.

As indicated in the previous research section, the limited availability of Aboriginal and Torres Strait Islander workforce data has had an effect on the project schedule, with some planned grants deferred until 2013 to allow confidence that resource allocations can be directed to areas of greatest need and benefit.

3 Project budget

The following represents total income and expenditure associated with the 2012 work plan, validated by the University of South Australia accountant and accepted by project sponsor in February 2013.

Variations from the original project budget are due to:

- significant under-expenditure for education agreements due to deferral of a second round grants program to 2013 (pending), and funded projects with carry-over commitments (i.e., progress payments) accounted for in 2013
- deferral of external evaluation to January 2013 (evaluator selected in 2012)
- salary savings in project management and administration.

Funding for 2013 education sector agreements and co-investments will be significantly increased following availability of robust Indigenous teacher workforce data and a school jurisdiction workforce scoping plan in the first quarter of 2013.

⁵ In accordance with the principles of Standards Australia AS/NS 4360.

4 Attachments

4.1 2012–13 project partnerships

The following projects received MATSITI co-funding. Total MATSITI funding contribution was \$411,000, with an additional \$80,000 allocated but not expended due to projects not proceeding.

Partnerships were in response to an open call for expressions of interest – applications were received from most but not all states and territories.

Brisbane Catholic Education

Project: Aboriginal and Torres Strait Islander teacher scholarships

The proposal aim is to increase the number of Aboriginal and Torres Strait Islander teachers employed by Brisbane Catholic Education by providing teaching scholarships to current Aboriginal and Torres Strait Islander teachers, staff who are not teachers, and to current Aboriginal and Torres Strait Islander teachers of secondary students.

Key project deliverables and milestones	Completion
Project setup, administration, marketing mentoring for 2013 scholarships	December 2012
Fourteen student scholarship places, project administration, marketing and mentoring	June 2012
Scholarship program evaluation and recommendations for 2014–20	June 2013
Final report and financial statement	July 2013

Project status

The scholarship development program commences with small numbers (one staff and one student in 2013, less than the four places planned) progressively increasing to 18 scholarship places by 2020.

Brisbane Catholic Education has identified the most significant project risk as the difficulty in attracting applicants for the advertised scholarships.

An initial evaluation of the program will be conducted in early 2013 and reported by June 2013.

Charles Darwin University (in partnership with the Northern Territory Department of Education and Training)

Project: Exploring professional learning approaches that support Indigenous school leadership

This collaborative action research project will explore and document school leadership models currently used in four government school communities in the Northern Territory, which involve, support and retain local Indigenous educators and community leaders.

The four models identified have been selected because they each aim to meaningfully involve local Indigenous leaders in their school communities.

The research project will explore approaches to professional learning and mentoring provided to both Indigenous and non-Indigenous educators in these communities to identify and inform future approaches required by educators and community members so that they are retained and supported in the school education sector.

Key project deliverables and milestones	Completion
Project establishment and governance, research consents	May 2012

Negotiate school community visits	July 2012
Visit four school communities, document and validate findings	December 2012
Formally disseminate research findings	June 2013
Final report and financial statement	June 2013

Project status

The first round of visits to three of the four community visits with school leaders and Indigenous elders has been completed and involved 'research conversations' with the key community members, the school principal and school leaders.

Charles Darwin University (in partnership with the Northern Territory Department of Education and Training)

Project: Pathways to teacher training in remote Indigenous communities

This proposal addresses the issue of pathways to teacher training for Indigenous teachers in remote Indigenous communities. It uses participatory processes to engage teacher training providers, systems and remote communities in assembling documentation of past and current teacher training initiatives, the current Indigenous workforce profile and pathways that have generated successful employment outcomes for Indigenous teachers.

The data, based primarily on top-end remote teacher training delivery, will guide development of a resource to share with partner agencies. It will inform work with communities and long-term capacity building initiatives to strengthen Central Australian Indigenous teaching infrastructure and pathways.

Key project deliverables and milestones	Completion
Project governance, identification of communities, ethics protocols, staffing	March 2012
Negotiate employment of Indigenous researcher, school and community visits, initial data collection	June 2012
Develop a resource to guide further action research	September 2012
Final report and financial statement	October 2012

Project status

Fifteen people have expressed interest in being involved in the project and sharing their stories of teacher training and views about what it means to provide strong teacher education for trainee Aboriginal teachers living in remote communities.

The project is behind schedule due to a range of staffing factors, community commitments and physical access difficulties in some cases.

Emerging issues from the research are:

- disconnect between optimal delivery and the way remote programs are funded and industrial conditions of remote teachers' work*
- alignment of past teacher education models with a range of reforms such as national professional teacher standards and Australian curriculum.*

A revised project completion has been negotiated and the report is to be completed in 2013.

South Australian Department for Education and Child Development

Project: Aboriginal leadership scholarship pilot program

The Aboriginal leadership scholarship pilot program will provide two Aboriginal teachers with the opportunity to participate in a structured leadership pathway program supported by outstanding school leaders. These scholarships will be available from the beginning of 2013 to the end of 2014 to Aboriginal teachers employed by the Department for Education and Child Development.

The program aims to support Aboriginal teachers who are aspiring to gain leadership experience and to increase the representation of Aboriginal teachers in a range of school-based leadership positions.

Key projects deliverables and milestones

	<i>Completion</i>
<i>Phase 1: 2012</i>	
Identify expert leaders/mentors and placement locations	August 2012
Promote the scholarships and application process to Aboriginal teachers and site leaders	August 2012
Conduct the selection process and placement with leaders/mentors for the 2013 school year	September 2012
<i>Phase 2: 2013</i>	
Support professional and performance development of scholarship recipients and their mentors	Ongoing
Finalise placement of scholarship recipients into supported leadership positions	December 2013
<i>Phase 3: 2014–15</i>	
Support professional and performance development of scholarship recipients and their mentors	Ongoing
Assist teachers apply for leadership positions	Ongoing
Reference group to monitor and formally evaluate program outcomes	December 2014
Final report and recommendations	December 2014

Project status

The South Australian IECB endorsed the leadership scholarships to be named in recognition of the outstanding contribution made by Dr Alitya Rigney to teaching and school leadership. The scholarships have been advertised with a promotional fact sheet, electronic application form and selection process.

The schedule has been deferred six months due to Department for Education and Child Development staffing changes, with the first participants expected to be in place by July 2013.

Queensland Department of Education and Training Indigenous Schooling Support Unit

MurriTech (Education)

The proposal aims to ensure that every Aboriginal and Torres Strait Islander secondary school student in Queensland will have the opportunity to complete the nationally recognised 39239QLD Certificate III in Education (Aboriginal and Torres Strait Islander), as part of their senior phase of learning. This program will focus on the promotion of teaching careers and provide multiple pathways for students to pursue tertiary teaching qualifications, teacher placement and career progression.

Key project deliverables and milestones	Completion
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<i>Phase 1</i> Project setup, scoping and planning	May 2012
<i>Phase 2</i> Operations, training plan, marketing student recruitment and selection	September 2012
<i>Phase 3</i> Training delivery, review, staff workshop and project outcomes report	December 2013
Final report and financial statement	December 2013
Project status	
<i>The initial approach to the project was severely affected by staff and funding changes associated with the change of government. The direction and timeframe for the initiative have been re-negotiated with a focus on children's services and delivering training in February 2014. The early years are seen as an area of future teacher demand due to staffing policy changes in the early childhood sector.</i>	

University of Wollongong (in partnership with the New South Wales Department of Education and Communities)	
Project: Aboriginal and Torres Strait Islander teacher mentor program	
The program aims to ensure the retention of Aboriginal and Torres Strait Islander teachers new to their positions in New South Wales schools.	
The program is intended to provide skilled and trained mentors to work with Aboriginal and Torres Strait Islander teachers in the varied regions throughout New South Wales.	
This support will be targeted towards New Scheme beginning teachers, to ensure their retention in the profession, and provide accredited recognition of learning and leadership development for mentors who have participated in the program.	
The program will also provide a collegiate network of Aboriginal and Torres Strait Islander teachers for the purpose of additional support and interaction.	
Key project deliverables and milestones	Completion
<i>Phase 1</i> First intensive school/workshop	May 2012
<i>Phase 2</i> Mentoring sessions	August 2012
<i>Phase 3</i> Second intensive school project reflection	November 2012
Final report and financial statement	December 2012
Project status	
<i>The first intensive workshop was conducted with 10 teachers and mentors appointed and working with participants. A final workshop was held in November.</i>	
<i>An evaluation of the program seeking areas of improvement was conducted with very positive feedback by participants and mentors.</i>	

Western Australian Department of Education

Project: Effective and sustainable transition to teaching programs for Aboriginal and Islander employees working in schools

The Western Australian Department of Education proposes to conduct an action learning research project in partnership with the Centre for Aboriginal Studies, Curtin University, and Leadership and Aboriginal Workforce Development, Challenger Institute of Technology, Western Australia.

The purpose of the proposed research is to identify 'what is working' in current transition to teaching programs and to use this evidence to improve the effectiveness of programs focused on increasing the number of Aboriginal and Torres Strait Islander teachers and assisting with their retention.

Key project deliverables and milestones	Completion
Consultancy brief developed and endorsed by Steering group	April 2012
Review and mapping completed	July 2012
Existing programs redesigned based on findings and recommendations	October 2012
Program implementation	February 2013
Final report and financial statement	June 2013

Project status

A consultant report on recommended departmental initiatives has been completed. The report is currently embargoed by the Director-General, to be made public by June 2013.

YUMI Education Inc.

Project: YUMI as leaders: Creating a sustainable model of growing our own

The proposal aims to establish a formal leadership development program for aspiring Aboriginal and Torres Strait Islander teachers in the Torres Strait and Northern Peninsula Area.

Key project deliverables and milestones	Completion
Recruitment of educational leadership consultant	September 2012
Mapping of aspirant education leaders, leadership roles and pathways	November 2012
Individualised leadership plans for aspirant education leaders and teachers	June 2013
Summer school or alternative delivery plans to be approved by the MATSITI project director	
Co-ordination of summer school (or alternative) content and training providers	November 2013
Second progress report	December 2013
Hosting of summer school or negotiated alternative	January 2014
Review of leadership program content and training delivery modalities	March 2014
Final report and financial statement	March 2014

Project status

Aspirant Aboriginal and Torres Strait Islander education leaders have been identified and future leadership roles and career pathways in the region mapped, with a one-day workshop run in January 2013.

Yunggorendi First Nations Centre For Higher Education and Research, Flinders University

Project: Tellin' the stories of teachers; tellin' the stories of teaching

To create and disseminate a digital and historical archive of Indigenous teacher education voices as a means of engaging Indigenous students and their advisers, and encouraging the students to consider teacher education as a future career pathway.

Indigenous voices and ways of knowing teacher education are presented and analysed from the perspectives of being a student at university, a graduate, employed in the classroom or a departmental support position for Indigenous teachers and education.

Key project deliverables and milestones	Completion
Flinders University ethics approval, alumni database created, production team formed	March 2012
Six to 10 students and graduates and champion organised, interviewed and analysed	June 2012
Digital product edited and uploaded to web	July 2012
Conversations organised, analysed and uploaded with four academics and four partners	June 2013
Final report and financial statement	August 2013

Project status

Filming of interviews has been completed with the students, graduates, partners and academics, drawing out people's stories in order to unpack histories around Indigenous heroes in Indigenous education. The completed media includes a three-minute promotional video, a six-minute montage video on key themes and 17 individual interviews.

A launch of the project website with associated videos and conversations is planned for April 2013.

MATSITI 2012 project partnerships that did not proceed

- Southern Cross University mentoring circles (\$50,000), due to transfer of key personnel
- University of Wollongong Aboriginal and Torres Strait Islander executive teacher mentor program (\$30,000), due to institutional capacity to implement the project.

4.2 Website usage

The following web analytics measure www.matsiti.edu.au usage for the period of March to December 2012.



MATSITI - <http://www.matsiti.edu.au>

Audience Overview

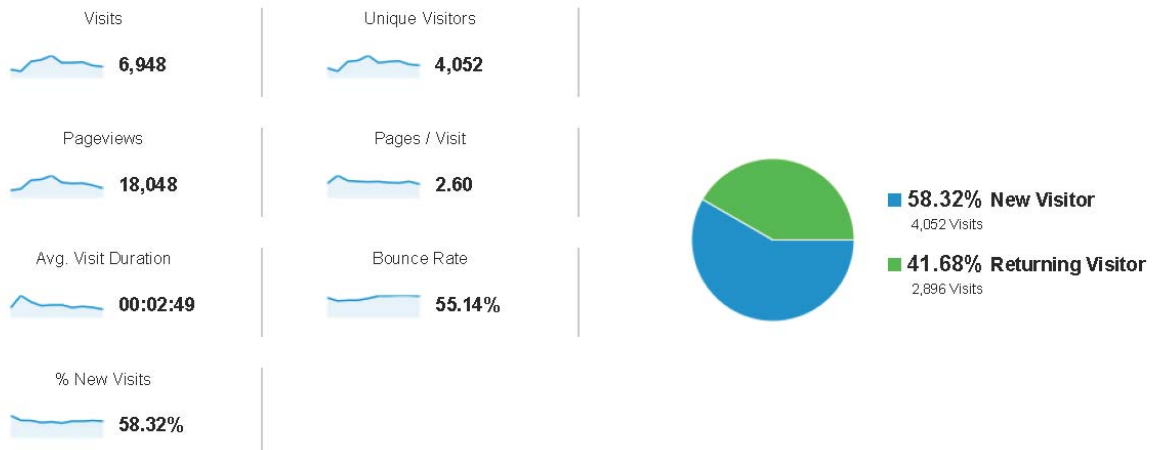
Mar 1, 2012 - Dec 31, 2012

100% of visits: 100.00%

Overview



4,052 people visited this site



- The site averaged 1805 page views per month and 695 site visits per month (i.e., end users visited an average of 2.6 pages each time).
- 80% of end users visited the site five times or less during the 10-month period.
- 96% of visits were from within Australia.
- Education site visits were affected by school holidays.
- Web analytics data were collected from 1 March 2012.
- Statistics are people visiting the site – that is, data excludes automated crawlers or misleading ‘hits’.
- Statistics exclude other MATSITI online activity on www.matsiti.net and e-newsletters.

4.3 Newsletter distribution

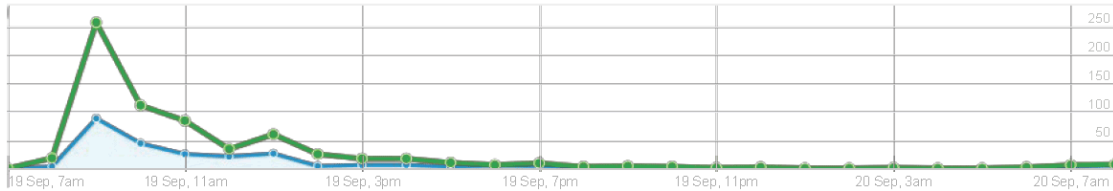
The following report outlines the distribution and engagement with MATSITI e-news. The data reported a 43% open rate (high by industry standards, typically 20 to 25%), and indications of news content that end users are most interested in.

MATSITI 2012 News Edition 1

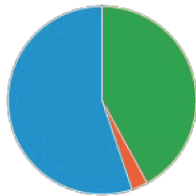
Sent Sep 19, 2012 at 8:58AM

Sent to 571 unique subscribers in MATSITI News Subscribers

● Opens and ● Link Clicks for first day



Campaign Overview



- 240 Unique opens**
953 total opens to date
- 16 Bounced**
2.8% couldn't be delivered
- 315 Unopened**
Open rates are only estimates

43.24% of all recipients opened so far

57.92% clicked a link (139 people)

-0.18% unsubscribed (-1 people)

0 people marked it as spam (0%)

5 shares across Facebook, Twitter & email

Links Clicked

139 **people clicked**
Giving you a 57.92% click rate.

358 **total clicks**
Made by 139 people

2.58 **clicks per person**
Average of all those who clicked.

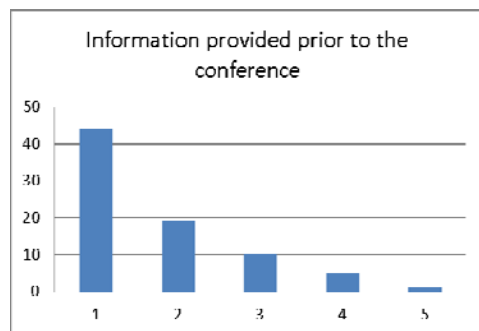
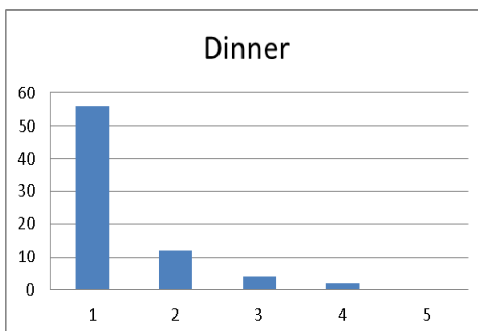
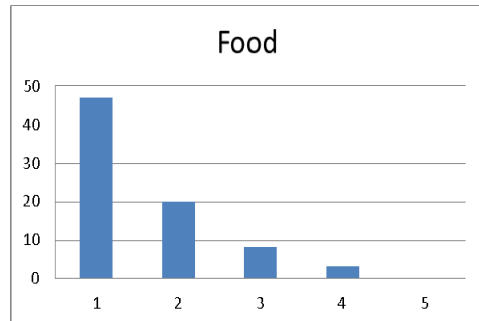
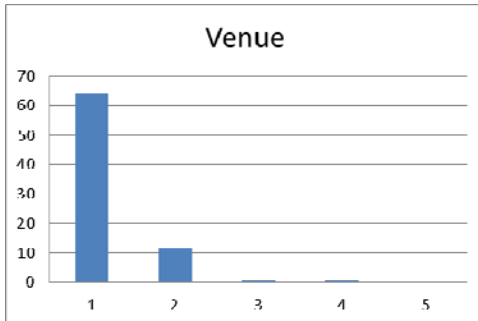
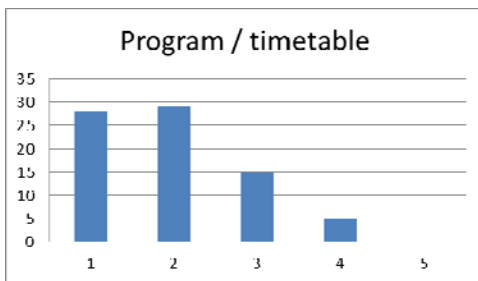
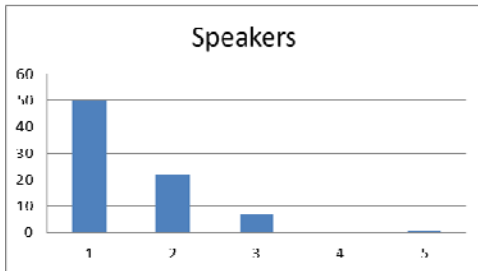
101 **didn't click**
That's 42.08% of all those who opened.

Link (URL)	Unique	Total
matsiti.edu.au/tag/projects/	56	93
matsiti.edu.au/deadly-photos/	41	55
matsiti.edu.au/tag/deadly-presentations/	26	39
www.matsiti.edu.au/plans/MATSITI-deadly-plans.doc	20	24
www.matsiti.edu.au	18	24
matsiti.edu.au/indigenous-teachers-views-on-teaching/	15	22
Link to web-based version of this email	15	22
matsiti.edu.au/tag/teacher-education/	15	19
matsiti.edu.au/subscribe	13	19
matsiti.edu.au/tag/scholarships/	11	13

4.4 MATSITI national conference feedback

Yamaiyamarna Paitya: Teachers are Deadly!, 9–11 July 2012

1: Excellent | 2: Very good | 3: Good | 4: Average | 5: Poor



A full report of quantitative and qualitative feedback with actions was circulated to conference delegates.