



More Aboriginal and Torres Strait
Islander Teachers Initiative

MATSITI 2013 Progress Report

Professor Peter Buckskin, MATSITI Project Director

March 2014



University of
South Australia

Document control

Date	Version	Comments
18 March 2014	0.1	Preliminary working draft prepared by MATSITI Project Team
31 March 2014	0.2	MATSITI Project team revisions for review by sponsor and governance groups
4 April 2014	1.0	Incorporates sponsor and governance feedback Report for release on MATSITI website.

Related Documents

- Funding Agreement between the Commonwealth of Australia and the University of South Australia regarding funding for the MATSITI Project (June 2011)
- 2012–15 MATSITI Project Plan (Version 1.2, June 2012)
- 2012, 2013, 2014 Annual MATSITI Work Plans
- Umulliko Evaluation of MATSITI, 2013
- 2012 MATSITI Work Plan report
- MATSITI Risk Register (January 2014, Microsoft Excel)
- MATSITI Project Website www.matsiti.edu.au

Feedback

Stakeholder feedback on the this report can be provided to MATSITI Project Team at info@matsiti.edu.au.

Project Sponsor

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

Contents

1	Executive summary	4
1.1	Background.....	4
1.2	Project progress.....	5
2	Progress against key strategies	6
2.1	Workforce planning and research.....	6
2.2	Teacher workforce partnerships.....	8
2.3	Communications and marketing.....	10
2.4	Conferences and events	12
2.5	Governance.....	13
2.6	Evaluation	13
3	Project management	14
3.1	Project management	14
3.2	Project income and expenditure	14
3.3	Risk management.....	14
4	Attachments	15
4.1	2013-14 Project partnerships.....	15
4.2	Round 2 project partnerships.....	18
4.3	MATSITI Website usage	19
4.4	2013 MATSITI evaluation.....	20
4.5	MATSITI Scoping Plan summary.....	21

1 Executive summary

1.1 Background

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

The following MATSITI Report outlines progress during the 2013 calendar year against the key project activities specified in the **2013 Work Plan** and **Funding Agreement** between the Australian government and the University of South Australia.

In 2013, the Australian government delegation for the Initiative was transferred from the Department of Education, Employment and Workplace Relations (DEEWR) to the Department for the Prime Minister and Cabinet (DPMC).

The activities described in the Funding Agreement and annual work plans aim to increase:

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

2013 was the second full year of project implementation following six months of project establishment, scoping and consultation in 2011.

This progress report focuses on progress, outcomes and risks against planned deliverables documented in the 2013 MATSITI work plan against the key deliverables and following strategies:

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

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

Key deliverables for the MATSITI project include:

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

The MATSITI **2013 Work Plan** specifies key project tasks, responsibilities, schedule and budget for the national MATSITI, as required under the contract with the Australian government.

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.

MATSITI plans and reports can be viewed at www.matsiti.edu.au/about/project-plan.

1.2 Project progress

2013 was the second full year of the MATSITI project planning and implementation for the three deliverables of the initiative - building an evidence base for effective workforce reforms, forming action-focused partnerships with schools and universities, and promotion of teaching as a career of choice for Aboriginal and Torres Strait Islander school students and adults.

Research and evidence base

The MATSITI project team has continued with applied research into the study pathways and employment profile of Indigenous teachers as a crucial first step to inform future workforce strategies and project investments to increase the number and capability of Aboriginal and Torres Strait Islander teachers.

Accessing robust evidence continues to be a challenge, including limited availability of teacher workforce data, and low visibility of employment and training programs beyond their immediate location or jurisdiction.

The project has comprehensive data on teacher education participation and completion, with an alarming average completion rate of 32%, with significant need to turn this statistic around in future.

Preliminary findings have identified 2500 Aboriginal and Torres Strait Islander teachers teaching and leading in Australian schools in 2012. This figure includes all government school jurisdictions and some Catholic Education Commissions. The projected total number in all government and non-government schools is 3100.

Teacher workforce partnerships

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

MATSITI commissioned a *Scoping Plan* that formed a strategic framework and criteria for assessment of Aboriginal and Torres Strait Islander teacher workforce proposals.

To date, MATSITI has sponsored a total of 35 funding partnerships with school authorities and universities, each focusing on *Aspirations and attraction into teaching* (12), *Teacher education* (13) and *Employment and career development* (10). Subcontracts have been finalised with clear evaluation and reporting arrangements.

Promotion of teaching as a career option

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.

Planning commenced on a broader communications strategy to design future attraction strategies for Aboriginal and Torres Strait Islander people to enter the teaching profession. The MATSITI project team consulted with school systems and university staff and students to ascertain the best means to promote education careers, and to implement a marketing campaign to promote teaching as a career of choice in 2014. The second national forum *Teachers are deadly!* was held in Adelaide on 14-15 October 2013 to help design a national career marketing strategy.

Project management

Project management and governance arrangements were largely unchanged from 2012, except for transition of Australian government project delegate from DEEWR to the Department of the Prime Minister and Cabinet (DPMC).

In order to further increase transparency and rigour of project directions and expenditure, the Project leadership team selected an external evaluator to review the project and develop future key performance indicators. The review, undertaken by Umulliko Indigenous Higher Education Centre (University of Newcastle) broadly endorsed existing strategic directions with a renewed focus on sustainability and measures of future progress in Aboriginal and Torres Strait Islander teacher workforce reform.

A total of **\$2,051,798** in project funds was expended in 2013, including project grant commitments into 2014. 64% of this expenditure was in the form of direct external grants to project partners.

The risk profile of the MATSITI Initiative did not significantly change during the year.

A 2014 MATSITI Work Plan was developed and endorsed by project governance groups and sponsor.

2 Progress against key strategies

The following MATSITI Report outlines progress during the 2013 calendar year against the key project strategies s as described in the MATSITI 2013 Work Plan.

All MATSITI Work Plans and reports are available for download at www.matsiti.edu.au/about/project-plan

2.1 Workforce planning and research

MATSITI Project deliverable:

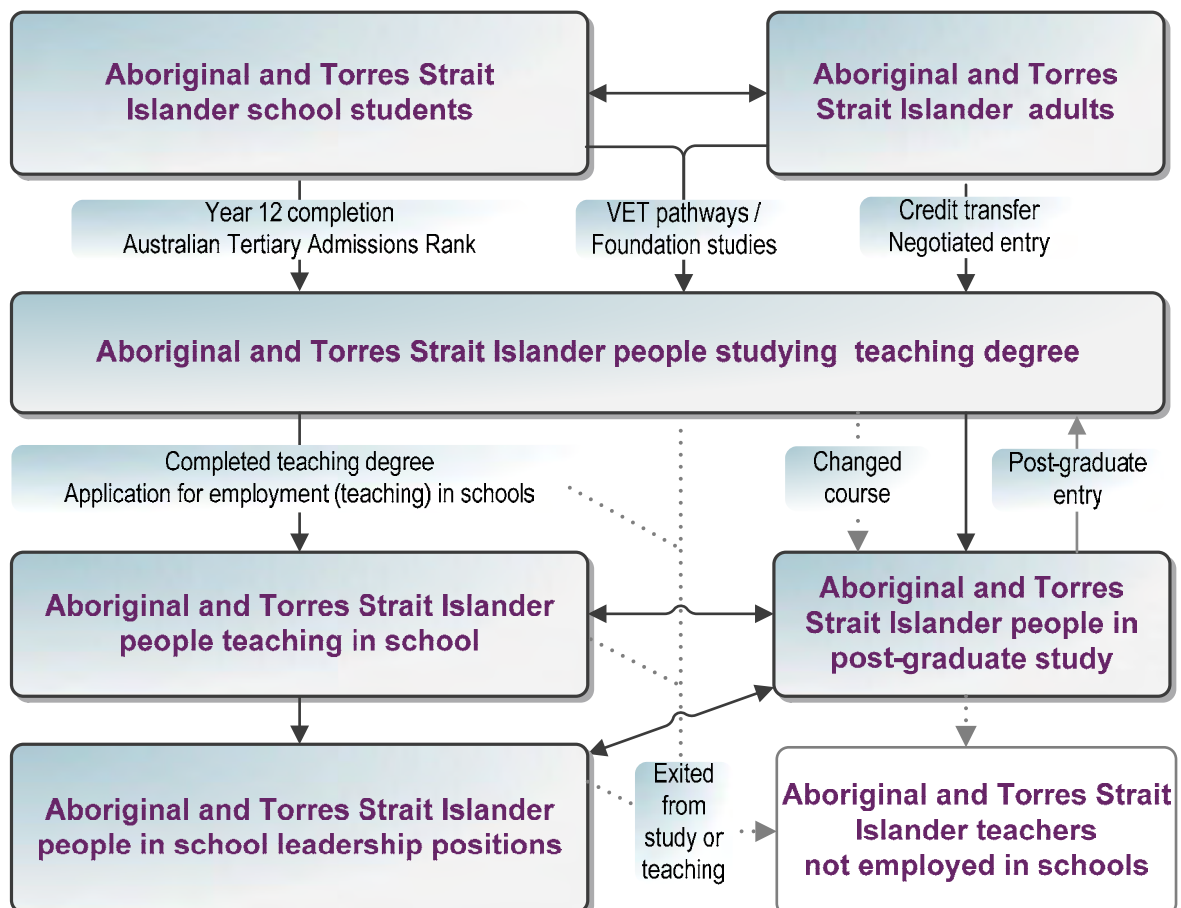
Comprehensive qualitative and quantitative research reports on factors and effectiveness of strategies to increase the number of Aboriginal and Torres Strait Islander teachers in Australian schools.

The MATSITI project team has continued with applied research into the study pathways and employment profile of Aboriginal and Torres Strait Islander 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 types of investigative research underway include analyses of quantitative workforce and teacher education data, environmental scans of existing programs and practices, qualitative surveys and MATSITI sponsored research conducted through workforce partnership grants.

The following diagram indicates study and career pathways and key transition points for teachers and school leaders.

Study and career pathways into teaching



The most comprehensive dataset collected to date is in teacher education – participation and completion data for Indigenous teacher education students has been collected and analysed for the period 2007-2011.

The most alarming research finding is an average student completion rate of 32%. Turning around high levels of Indigenous student attrition is the key focus of action plans for teacher education institutions in 2013-15.

Collection of workforce employment data continues to be a challenge, although school jurisdiction workforce data is now expected to become available in the first half of 2014.

Preliminary findings from the *National Teacher Workforce Dataset*¹ (NTWD) have identified 2500 Aboriginal and Torres Strait Islander teachers teaching and leading in Australian schools in 2012. This includes all government school jurisdictions and five of eight Catholic Education Commissions. The projected total number of Indigenous teacher in all government and non-government schools is 3100, accounting for missing data in independent schools and some Catholic Education Commissions.

Analysis and communication of the workforce profile will be progressed in 2014 through the NTWD Working Group and the contractor for data collection and analysis, Ernst and Young.

Limited availability of robust teacher employment in schools data continues to be a challenge, and will be a key focus in 2014 in order to measure the effectiveness of workforce reforms.

Research achievements by the project team during 2013 included:

- Literature reviews of national and international research and practice about Aboriginal and Torres Strait Islander teachers, and initial teacher education programs;
- Further analysis of a national audit scan of initial teacher education (ITE) providers with particular focus on retention and completion. Average award completion rates of 32% have prompted Deans and heads of university education faculties to develop institutional action plans to address low participation and completion rates;
- Engagement with the *National Teacher Workforce Dataset* Working Group to establish a comprehensive employment profile and benchmark workforce data of Aboriginal and Torres Strait Islander teachers;
- Two research partnerships with Charles Darwin University to investigate pathways into teacher education, and Indigenous leadership development in remote communities;
- An annotated digital repository of available teacher workforce data sources and underpinning workforce research literature, progressively updated during the year;
- Publication of over 20 case study snapshots of teacher workforce practices and profiles on the project website www.matsiti.edu.au, and sixteen conference presentations published at www.matsiti.edu.au/tag/research - *research* is the most popular search keyword on the website;
- Publication of a special edition of the *Journal of Australian Indigenous Issues* drawing upon workforce research sponsored by MATSITI;
- Maintenance of an intellectual property register for all research and project output designed to enable open access² to research output where possible.;
- Maintenance of human research ethics approvals for the overall initiative and partner research projects;
- Preparation of strategies, KPIs and budget for Aboriginal and Torres Strait Islander teacher workforce planning and research in 2014 – see www.matsiti.edu.au/about/project-plan.

¹ The NTWD Working Group reports to the SCSEEC Ministers forum, and was established under the Teacher Quality National Partnership

² Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Australia License by default

2.2 Teacher workforce partnerships

MATSITI Project deliverable:

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

The principles of engagement with project partners include sustainability of reforms and focus on building the capacity of Aboriginal and Torres Strait Islander people and their education and community networks.

MATSITI-sponsored workforce partnerships focus on three key education sectors – school jurisdictions, teacher education institutions and direct engagement with Aboriginal and Torres Strait Islander teachers and school leaders employed in schools.

Evaluation criteria for MATSITI-sponsored workforce partnerships includes the following:

Evaluation criteria: Teacher workforce partnerships

Capability
Compliance with expression of interest (EOI) requirements Capability of Project lead agencies Quality of partnerships, Indigenous leadership and engagement
Benefits and sustainability
Alignment with MATSITI Scoping Plan strategic actions (refer below) Degree of reform and innovation Clear success measures of Project outcomes Sharing of Project successes and challenges Lasting benefit after completion of the Project
Risk
Risk management strategy Conflict of interest (if applicable)
Financial
Differentiation from existing programs Value for money

2013-2015 project partnerships

25 project grants were released in 2013 to support initiatives by project partners in Aboriginal and Torres Strait Islander aspirations to teaching as a career, retention and completion in initial teacher education, and recruitment and career development.

MATSITI commissioned the NSW Department of Education and Communities in early 2013 to develop a *Scoping Plan* that formed a strategic framework and criteria for assessment of Indigenous teacher workforce proposals.

Projects were assessed and negotiated against five strategic directions contained in the Scoping Plan:

1. *Increase the number of Aboriginal and Torres Strait Islander students completing school and qualifying for enrolment in teacher education programs;*
2. *Promote teaching as a career of choice to Aboriginal and Torres Strait Islander people;*
3. *Develop, facilitate and maintain opportunities for Aboriginal and Torres Strait Islander people to access and complete teacher education programs;*

4. *Recruit, develop and retain Aboriginal and Torres Strait Islander staff in schools; and*
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*

MATSITI sponsored partnerships are divided into two tiers:

Tier One - initiatives that are national in scope, accelerate workforce reform, leverage existing investments by governments and lead to long term sustainable change.

Tier Two - innovative solutions to local teacher attraction and retention, commitment to share successes and challenges to inform workforce reforms in other states or regions. Tier Two projects are normally under \$50,000 in value.

40 submissions were received in a Round 3 EOI from all states and territories with 25 supported, bringing the total number of 2012-13 funded projects to 35.

A snapshot of Round 3 funded projects can be viewed at www.matsiti.edu.au/tag/R3.

A list of all funded projects to date is available at www.matsiti.edu.au/projects.

The following table provides an indication of the focus of projects funded under this initiative.

MATSITI-sponsored workforce partnerships

Partnership Project Focus	Number of partnerships	Total value	Average cost per project
Aspirations and attraction into teaching	12	477,544	39,795
Teacher education	13	1,447,017	111,309
Employment and career development	10	1,103,147	110,315
TOTAL	35	\$3,027,708	\$86,506

In addition to project grants, the MATSITI team have engaged with school jurisdictions, universities and Indigenous community networks, including:

- Hosting a national forum of senior workforce/human resources officials from all states and territories to share current practices and identify collaborative actions;
- Presentation at Australian Council of Deans of Education annual conference to progress institutional action plans;
- Hosting a roundtable forum of Aboriginal and Torres Strait Islander principals and school leaders;
- Supporting a network of Aboriginal and Torres Strait Islander academic staff employed in schools and faculties of education; and
- Conference presentations and discussions on the Internet and social media.

2012-2013 project partnerships

Eight project partnerships sponsored by MATSITI in 2012 were implemented during 2013 with final reports available in early 2014. An additional two projects signed off in 2012 did not proceed due to personnel changes.

See www.matsiti.edu.au/tag/R1 and www.matsiti.edu.au/tag/R2 for a complete list of projects in the first two rounds of calls for expressions of interest.

2.3 Communications and marketing

MATSITI Project deliverable:

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

The MATSITI communications and marketing strategy has two key objectives:

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

A priority in 2013 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.

MATSITI Project stakeholder 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 teachers, academics and school leaders;
- Establishment of online presence through a project website at www.matsiti.edu.au and social media channels (including Twitter, Youtube, Slideshare, Flickr and Facebook);
- 50 news items were posted on the MATSITI website during 2013 and was viewed by 5666 unique visitors, an average 726 site visits per month and 1818 page views³ per month (refer attachments);
- Four editions of e-newsletter were published reaching over 1000 recipients;
- Over 300 tweets were posted on Twitter ([@matsiti](https://twitter.com/matsiti)) to over 400 followers;
- Project branding of print and online materials, presentations and marketing collateral has been further developed; and
- Ten project showcase videos have been produced with Indigenous teachers, 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 Aboriginal and Torres Strait Islander teachers

In order to plan future attraction strategies for Indigenous people to consider education as a career of choice, the MATSITI project team conducted 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.

Through the MATSITI website and face-to-face forums, the project team have increased the visibility of the work of Aboriginal and Torres Strait Islander 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.

³ MATSITI web analytics measures human visitors, excluding automated web crawlers, see attachments

In October 2013, MATSITI convened a national forum focusing on attraction - *A Deadly Career!* (refer next section). Delegates at this event included Indigenous teachers, Indigenous teacher education students, human resources management staff and 'marketers' of education careers and study pathways.

This forum included recommendations on a multi-channel marketing campaign to promote teaching as a career of choice for Aboriginal and Torres Strait Islander school students and adults. The campaign would be utilise the #OurMobTeach 'hashtag' as a hook for a range of social media strategies to be implemented in 2014.



Deadly career delegate career promotion recommendations

1. *A suite of national promotional campaign templates and resources to attract our people into teaching – adaptable to local context, using digital media with face-to-face events and strong positive messages.*
2. *Social media channels such as Twitter, Facebook and LinkedIn have great potential to amplify messages and connect individuals and agencies*
3. *Further engaging our community leaders and organisations to advocate for education and increasing our presence and influence in the education workforce.*

Other progress in attraction strategies have included:

- 12 co-funded partnership projects that focus on aspirations and attraction of Indigenous people into a teaching careers (refer previous section);
- Production of a 2014 *Career Dreaming* A1 wall calendar poster to be distributed nationally to schools, universities and community organisations at the beginning of 2014;
- Conference presentations and discussions on project website and social media.

Web Version | Update preferences | Unsubscribe | Like | Tweet | Forward

14-15 October 2013 | Crowne Plaza Hotel, Adelaide

A DEADLY CAREER!

Attracting our people into the teaching profession

TABLE OF CONTENTS

- A Deadly Career Forum next week
- Indigenous schooling webinar

MATSITI HIGHLIGHTS

Minister to open MATSITI forum



Senator Nigel Scullion to open A Deadly Career!

A Deadly Career Forum next week

Dear colleagues,

We are delighted with the response from delegates and presenters for next week's second national MATSITI conference **A Deadly Career!**

This national forum will encourage aspirations to a teaching career and help design attraction strategies to increase the number and capacity of Aboriginal and Torres Strait Islander people in Australian schools.

The forum will be opened by Hon Senator Nigel Scullion, Federal Minister for Indigenous Affairs.

In keeping with the futures theme, those who cannot attend are invited to participate in a webinar on Indigenous schooling in the 21st Century and a parallel social media program.

Deadly Conference Program »

Professor Peter Buckskin | Dr Chris Sarra
A Deadly Career! Forum Convenors

MATSITI e-news 6th edition (October 2013) excerpt

2.4 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.

National *Teachers are deadly!* forum

The 2013 flagship event for the project was the second national forum *Teachers are deadly!* in Adelaide on 14-15 October 2013.

The Deadly Career Forum was designed to engage the hearts and minds of our people and supporters to consider teaching as a career of choice – for young people, for adults considering a career change or to further develop their current education career.

The forum included over 100 attendees, 20 presentations and workshops, with a further 30 people logging in to the webinar on 21st century Indigenous education.

The opening address for the forum was presented by Senator the Hon Nigel Scullion, Minister for Indigenous Affairs.

A report on forum outcomes and evaluation is available at www.matsiti.edu.au/2013-forum.



Delegates and presenters, MATSITI *Deadly Career* forum, 2013

Additional events hosted and supported by MATSITI included

- Hosting a national forum of senior workforce/human resources officials from all states and territories to share current practices and identify collaborative actions; and
- Presentation at Australian Council of Deans of Education annual conference to progress institutional action plans.



MATSITI 2013 National Career Aspirations Forum

2.5 Governance

The Australian Government project delegation authority (MATSITI sponsor) was transitioned from the former Department of Employment, Education and Workplace Relations (DEEWR) to the Department for the Prime Minister and Cabinet in September 2013.

A series of project governance groups continued 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;
- Australian Government Program Delegate – regular project meetings with Branch Manager and staff;
- Project Advisory groups from University of SA (risk management) – three meetings held.

2.6 Evaluation

The project evaluation assessing 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 documented, and project progress regularly reported publicly through the project website, in addition to formal reports.

Following a national call for expressions of interest, the Project Team engaged Umulliko Indigenous Higher Education Centre (University of Newcastle) to review progress of the MATSITI Initiative and to help develop future key performance indicators.

The evaluation review largely endorsed existing strategic directions with a renewed focus on sustainability and measures of future progress in Aboriginal and Torres Strait Islander teacher workforce reform.

Recommendations from this review will be further considered and incorporated into the implementation of the MATSITI 2014 Work Plan and 2012-15 Project Plan, and in the design of future employment targets and KPIs.

The recommendations of the 2013 Umulliko evaluation are listed in the attachments.



Images from 'Career Dreaming' calendar and promotion campaign

3 Project management

3.1 Project management

Management of the MATSITI initiative has observed rigorous project management processes, in accordance with international (PMBOK⁴) standards and University of South Australia guidelines:

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

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

All contractual requirements and deliverables defined in the Australian Government Funding Agreement have been met within specified time frames.

3.2 Project income and expenditure

Total income and expenditure against the 2013 Work Plan, validated by University of South Australia accountant and accepted by project sponsor in February 2014.

Variations from the original project budget are due to savings and deferral of some progress and final payments to project partners until 2014.

3.3 Risk management

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 register⁶ 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 collaborations with multiple stakeholders.

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

- Conflicting responsibilities between the University of SA and MATSITI for the Project Director; and
- Challenging fiscal environment in several jurisdictions, and structural and personnel changes by incoming governments.

⁴ Project Management Body of Knowledge (2008)
http://en.wikipedia.org/wiki/A_Guide_to_the_Project_Management_Body_of_Knowledge (accessed 22/11/12)

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

⁶ Documented in 2013 and 2014 MATSITI Work Plans

4 Attachments

4.1 2013-14 Project partnerships (Round 3)

The following projects received MATSITI co-funding in response to a third round call for expressions of interest in September 2013.

The third round call for expressions of interest can be viewed at: www.matsiti.edu.au/2013-funding.

The More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI) has supported strategic investments for projects in the schooling and teacher education sector in 2014-15. These projects are designed to accelerate workforce reform, leverage existing investments and lead to sustainable change for Aboriginal and Torres Strait Islander teachers and leaders in Australian schools.

Tier One initiatives are national in scope and include significant national engagement with education authorities and institutions, and with Indigenous education leaders.

Tier Two initiatives 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.

All projects can be viewed on the MATSITI website at www.matsiti.edu.au/tag/projects.

Round 3 sponsored projects can be viewed at www.matsiti.edu.au/tag/R3.

MATSITI 2014-15 Tier 1 Teacher Workforce Reform Projects

Australian Council of Deans of Education

Follow-up to 2012-13 teacher education initiative

Sustained and targeted support to Faculties and Schools of Education across Australia to continue to focus on and engage with the goals of the MATSITI project:

- improve the engagement and success of Aboriginal and Torres Strait Islander students undertaking initial teacher education programs; and
- close the gap in retention/graduation rates for Indigenous and non-Indigenous students.

Principals Australia Institute Dare to Lead Program

Engage school principals to mentor and support Aboriginal and Torres Strait Islander teachers.

This proposal seeks to engage current school Principals to mentor and support Aboriginal and Torres Strait Islander teachers in their schools and for leaders to provide mentoring to and leadership development opportunities for potential school leaders.

SCSEEC National Teacher Workforce Dataset Working Group

Ernst and Young (EY)

Analysis of national workforce profile of Aboriginal and Torres Strait Islander teachers (through NTWD contractor EY) and school jurisdictions and teacher registration authorities.

Catholic Education Sector Catholic Education SA/ NCEC

A national teacher workforce reform project in the Catholic Education sector led by CESA and supported by the National Catholic Education Commission (NCEC) is currently under negotiation.

MATSITI 2014-15 Tier 2 Teacher Workforce Reform Projects

<p>Australian Catholic University <i>Centre for Indigenous Education and Research</i></p>	<p>Pathways into higher education: Empowering choices for Aboriginal and Torres Strait Islander students, teachers, parents and communities.</p>
<p>Australian Catholic University <i>School of Education NSW/ACT</i></p>	<p>New approaches to practicum and professional experience to ensure culturally appropriate placements for Indigenous students. The project will provide ideas and insight into the potential for new partnership relationships with key school personnel, state authorities, Catholic Diocese authorities and AECG networks.</p>
<p>Catholic Education NT Teaching and Learning</p>	<p>The project builds on Catholic Education NT's partnership with Charles Darwin University (CDU) in delivering the on-site Growing Our Own pre-service teacher education program in five remote locations in the Northern Territory.</p>
<p>Catholic Education SA <i>Indigenous Education Team</i></p>	<p>Development of a community of sustained support and practice around Aboriginal students and communities through a life-long model that transitions young people from school to university and back into school settings as educators.</p>
<p>Catholic Education WA Aboriginal Scholarships</p>	<p>A pilot project that will encourage and support Aboriginal teachers to aspire to school leadership through a case management model.</p>
<p>Nambucca Heads High School Secondary teacher</p>	<p>The services provided will utilise an existing in-school structure. The Junior Land Council (JLC), as a 'Sustainable Reform Model' for encouraging leadership and participation, utilising partnerships, connecting with community, removing barriers to employment and promoting teaching as a career of choice.</p>
<p>NSW Department of Education and Communities <i>Staffing Services</i></p>	<p>Four <i>Teaching is Deadly, Join Our Mob</i> Career Forums in locations with significant Aboriginal student enrolments. Targeting secondary students from years 9 to 12 in Dubbo, Nowra/Moruya, Tamworth and Mount Druitt.</p>
<p>NSW Department of Education and Communities <i>Staffing Services</i></p>	<p>The Aboriginal Teacher Early Career Aspiring Leaders Program will provide mentoring and leadership development opportunities for up to 20 early career Aboriginal and Torres Strait Islander teachers in rural and remote locations in NSW public schools.</p>
<p>Queensland Department of Education, Training and Employment <i>Workforce Futures, Human Resources</i></p>	<p>To develop a specific presence within the department's <i>Make a Difference: Teach</i> website to provide for digital resources and collateral material featuring pathways and opportunities available to Aboriginal and Torres Strait Islander people to become a teacher. The proposal also supports Indigenous teachers as Ambassadors to promote teaching and leadership to school students and pre-service teachers.</p>
<p>Queensland Department Of Education, Training and Employment (DETE) <i>Darling Downs South West Region</i></p>	<p>Manage a two day conference and forum for Aboriginal and Torres Strait Islander teachers and pre-service teachers within the Darling Downs South West Education Region. This conference and forum is designed to empower Aboriginal and Torres Strait Islander teachers to establish, maintain and sustain culturally supportive networks and promote leadership opportunities and pathways.</p>
<p>Queensland DETE <i>TAFE North Queensland / RATEP</i></p>	<p>To support the continuation and planned expansion of RATEP's new off-site delivery provision within the Certificate IV in Education and Diploma of Education courses. The model allows non-qualified Indigenous people to study from a school location where an 'on-site' RATEP centre does not exist.</p>

University of New England <i>School of Education</i>	<p>This study will employ a quantitative and qualitative exit survey strategy to investigate why external Aboriginal and Torres Strait Islander students withdraw more frequently. The findings will be used to further explore what supports are needed to keep external students enrolled to completion, ensuring they become fully employable as teachers.</p>
University of Newcastle <i>Umuliko Indigenous Higher Education Research Centre</i>	<p>The <i>Aspire to Inspire</i> initiative provides opportunity for students to realise their potential and become culturally resilient, through cultural affirmation, community connection, past journeys and academic forums. The initiative will include two forums, a mentoring program, online discussion forums and a project evaluation.</p>
University of Queensland <i>School of Education</i>	<p>Provision of a program for Aboriginal and Torres Strait Islander pre-service teachers participating in a mentoring program on a weekly basis with an experienced teacher mentor in Queensland schools.</p>
University of Queensland <i>School of Human Movement Studies</i>	<p><i>Scoring Goals:</i> Through four sport-related avenues, UQ's Indigenous Youth Sport Program, Pathway to Success NRL program, school-based traineeships and school (sport) scholarship programs, Indigenous young people will be mentored into the UQ Bachelor of Health, Sport and Physical Education.</p>
University of South Australia <i>School of Education</i>	<p>A pilot project to increase graduation rates. The program will offer students personal and strategic support via the services of fifteen retired education volunteers.</p>
University of Southern Queensland <i>Faculty of Business, Education, Law and Arts</i>	<p>Project aims to identify factors impacting on exit decisions and based on this; to develop collaborative processes and establish procedures to increase completion rates and retention of new teachers.</p>
University of Sunshine Coast <i>School of Education</i>	<p>The project will establish sustainable partnerships between the University of the Sunshine Coast and Schools to support student professional experience placements.</p>
University of Tasmania <i>Institute of Learning & Teaching</i>	<p>Investigating what and how Aboriginal Teacher Aides (ATA) could be encouraged into teaching degrees. Such a study has not been undertaken in Tasmania or Australia.</p>
WA Department of Education <i>Workforce Policy and Coordination</i>	<p>Support current Aboriginal employees in their fourth year of BEd through employment release in a mix of study and classroom teaching observation and practice that will ensure they are 'classroom ready'.</p>
Worawa Aboriginal College <i>Executive Director</i>	<p>Support for female pre-service teachers to undertake their 5-week placement at Worawa Aboriginal College, Healesville - Victoria's only independent Aboriginal school.</p>
YUMI Education Inc. \$50,000	<p>The YUMI project will develop strategies to market teaching as a profession and target the recruitment of young Torres Strait Islanders into teacher education courses.</p>

4.2 Round 2 project partnerships

The MATSITI Project Team called for expressions of interest in March 2013 from schools, universities or Indigenous education or community organisations to establish collaborative projects utilising online networks.

Four projects totalling \$40,000 were supported – most initiatives will be completed at the end of 2013 or early 2014.

Call for expression of interest: www.matsiti.edu.au/ict-funding.

MATSITI 2013 ICT Communications Projects

Nambucca Heads High School	Production of a short movie on the career of an inspiring and innovative Aboriginal secondary school teacher which is aimed at motivating new recruits, existing teachers and stimulating leadership and retention of present Aboriginal Teachers
Northern Territory Department of Education and Children's Services	<i>Strong Teachers</i> – an initiative to create an ebook celebrating the learning journey of Indigenous educators who have completed their fourth year of teaching qualifications.
Northern Territory Department of Education and Children's Services	Project to capture the stories of Aboriginal and Torres Strait Islander teachers. The digital archive will enable schools and the DoE to acknowledge the contribution by Indigenous teachers as leaders in their communities.
University of South Australia School of Education	<i>iLearn with iPads</i> - a project from the University of South Australia School of Education will utilise iPads to support a professional community of practice for Aboriginal pre-service educators.

4.3 MATSITI Website usage



MATSITI - <http://www.matsiti.edu.au> [Go to this report](#)
MATSITI

Audience Overview

Jan 1, 2013 - Dec 31, 2013

All Visits
100.00%

Overview



Visits

8,712

Unique Visitors

5,666

Pageviews

21,815

Pages / Visit

2.50

Avg. Visit Duration

00:02:44

Bounce Rate

58.43%

% New Visits

61.98%

New Visitor Returning Visitor



- The MATSITI website posted 50 news items during 2013 and was viewed by 5666 unique visitors, an average 726 site visits per month and 1818 page views⁷ per month;
- Education site visits are impacted by school holidays with increased traffic during MATSITI forums;
- Statistics are people visiting the site – i.e. data excludes automated crawlers or misleading ‘hits’;
- Statistics exclude other MATSITI online activity on social media and e-newsletters.

Usage statistics for social media channels

Usage data and analytics are collected for a range of digital communication channels, including

- E-newsletter subscriptions, distribution, open rates and analysis of popular content;
- Twitter followers, Re-tweets and online conversations;
- Facebook usage, ‘likes’, followers and community reach.

A comprehensive digital communications strategy with user and reach metrics is planned for implementation in 2014.

⁷ MATSITI web analytics measures human visitors, excluding automated web crawlers, see attachments

4.4 2013 MATSITI evaluation

Following a national call for expressions of interest, the Project Team engaged U Mulliko (University of Newcastle) to review progress of the MATSITI Initiative and to help develop future key performance indicators.

The evaluation review largely endorsed existing strategic directions with a renewed focus on sustainability and measures of future progress in Aboriginal and Torres Strait Islander teacher workforce reform.

The evaluation mainly focused on teacher education, rather than interaction of MATSITI within other areas of the school sector, such as activities involving HR Officials, partnerships, conferences and other events.

The MATSITI 2013 evaluation report undertaken by U Mulliko was received in the first quarter of 2014 – the findings and recommendations below will be considered in the implementation of the 2014 Work Plan and 2012-15 Project Plan.

Recommendations

1. Regular (preferably annual) gathering of enrolment, commencement and completion data will be necessary – with an agreed definition of in which year completions are to be counted as completions (year of graduation or end of required enrolment).
2. Individual level data that allows calculation of completions rates for both Indigenous and non-Indigenous students per Institution must be collected and analysed (also regularly).
3. Exit interviews need to be conducted with teachers/student teachers leaving the profession in order to ascertain areas requiring support. An online survey could be developed to contact a wider range of ongoing and exiting teachers to inform the research with more in depth qualitative interviews conducted in focus groups to provide greater insight in particular areas of concern.
4. Further research needs to be conducted to ascertain the viability of a realistic target number of Aboriginal teachers and a projected time frame. This could potentially include 'stretch' targets where targets are expanded at each phase of the attainment to continually increase and keep up with the population statistics.
5. A 'stop light' type system should be developed for universities to ensure funding supports those with the expertise to increase the number of Aboriginal and Torres Strait Islander teachers. For Example – Green for those with a good track record of educating Indigenous teachers; Amber for those who could be developed into improving their track record; and Red for those institutes where imposing stimulus levels would be prohibitive. This type of system would be similar to the system devised by the Australian Council of Deans 'Engagement and Success' Project. The overall aim would be to have universities actively compete to gain a 'green light'.
6. A quantum leap in numbers of enrolments and completions is required to approach parity with population statistics and sustain teacher education in the long term, therefore Government targets and support would be advisable to support the number of Aboriginal and Torres Strait Islander teachers required.
7. Further analysis of areas of need in terms of Early Childhood, Primary, Secondary teachers and/or gender balances is required to assist with setting these target numbers of Aboriginal and Torres Strait Islander teachers.
8. The importance of sustainability is paramount, therefore the need toward ongoing achievement must be emphasised. Current efforts to increase Aboriginal and Torres Strait Islander teacher numbers are largely project based and therefore lack sustainability. It is recommended that current projects be evaluated toward translation into ongoing programs that consistently increase Indigenous teacher numbers and achievements.
9. It is also recommended that all future projects include some form of 'action based' research to track their effectiveness and generate data to inform future funding of such projects/programs.
10. Lastly, it is recommended that future evaluations of the MATSITI project are more specific about evaluative frameworks. There needs to be more emphasis on empirical data collection and basing future direction on such data.



4.5 MATSITI Aboriginal and Torres Strait Islander Teacher Workforce Scoping Plan Summary



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



4.5 MATSITI Aboriginal and Torres Strait Islander Teacher Workforce Scoping Plan Summary



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

Full Scoping Plan report is available at www.matsiti.edu.au/plans/MATSITI-Scoping-Plan-June-2013.pdf



More Aboriginal and Torres Strait
Islander Teachers Initiative

www.matsiti.edu.au

info@matsiti.edu.au

(08) 8302 0036