More Aboriginal and Torres Strait Islander Teachers Initiative 2015 Conference

# OURMOBTEACH

Continuing the journey for education workforce diversity
Intercontinental Hotel, (Tarndanya) Adelaide
30 September – 1 October 2015

matsiti.edu.au/events/ourmobteach

www.facebook.com/ourmobteach
www.twitter.com/ourmobteach
MCEECDYA* will develop a National Aboriginal and Torres Strait Islander Educator Workforce Strategy to assist education providers to make progress towards an equitable ratio of Aboriginal and Torres Strait Islander staff to students. The Strategy will support aspiring Aboriginal and Torres Strait Islander education leaders, include initiatives to attract more Aboriginal and Torres Strait Islander Australians into the education workforce and bureaucracies, and provide pathways through the workforce.

National Aboriginal and Torres Strait Islander Education Action Plan 2010-2014

The MATSITI #OurMobTeach conference is being held on Kaurna country.

The Kaurna people are the original custodians of the Adelaide Plains. Translations courtesy of Kaurna elder Dr (Uncle) Lewis O’Brien and the Kaurna Warra Pityandi committee.

Project sponsor
This project is funded by the Australian Government Department of the Prime Minister and Cabinet through the More Aboriginal and Torres Strait Islander Teachers Initiative.
www.matsiti.edu.au

Cover images courtesy of NSW Department of Education
*MCEECDYA has been replaced by Education Council
Ninna Marni!

The final More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI) National #OurMobTeach Conference will be held on the land of the Kaurna nation, the original people of the Tarndanya (Adelaide) Plains.

#OurMobTeach will bring together the findings of four years of education workforce project reforms and celebrate the diversity and successes of our mob and our teachers.

The national event is aimed at Aboriginal and Torres Strait Islander teachers and leaders in schools, and staff responsible for promoting teaching, training, recruitment and school leadership development for Indigenous people.

#OurMobTeach conference themes include:

- A celebration of culture and education: a deadly teaching and leadership journey;
- Engagement and success in teacher education;
- Successful transition from teacher education to employment;
- Early career success in teaching and professional learning;
- Pathways from teaching to school leadership;
- Evidence-based research, policy and practices; and
- Future teacher workforce diversity, development and sustainability.

It is important to acknowledge and celebrate the contribution of Aboriginal and Torres Strait Islander teachers to the learning of Australian students and the unique qualities they bring to the teaching profession.

We look forward to working with you at this important conference for Aboriginal and Torres Strait Islander educators to influence sustainable employment reforms for our people.

Yamaiyamarna Paitya - teachers are deadly!

Professor Peter Buckskin Hon. D.Ed., PSM, FACE
Project Director
More Aboriginal and Torres Strait Islander Teachers Initiative
Dean: Indigenous Scholarship, Education and Research, University of South Australia
@Buckskin.Peter

Dr Kaye Price PhD., MEd, BEd., Dip Teach., FACE
Research Associate
More Aboriginal and Torres Strait Islander Teachers Initiative
@taraba41

MATSITI #OurMobTeach 2015 Conference Convenors

www.matsiti.edu.au/events/ourmobteach
### Inbarendi: | Program Day 1

**Wednesday 30 September**

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<tr>
<td>8.00</td>
<td>Registration</td>
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<tr>
<td>9.00</td>
<td><strong>Plenary session 1: Welcome</strong></td>
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<td>Welcome to Kaurna country: Jack Buckskin</td>
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<td>Forum purpose: Professor Peter Buckskin and Dr Kaye Price</td>
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<td></td>
<td>#OurMobTeach networking</td>
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<td>#OurMobTeach online program: Jessa Rogers</td>
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<tr>
<td>10.00</td>
<td><strong>Conference opening</strong></td>
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<td>Senator the Hon. Simon Birmingham, Minister for Education and Training</td>
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<td>Governments’ commitment to Aboriginal and Torres Strait Islander education</td>
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<tr>
<td>10.30</td>
<td><strong>Morning tea</strong></td>
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<td>11.00</td>
<td><strong>Concurrent workshop 1:</strong></td>
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<td><strong>Theme:</strong> Our teachers and school leaders, what have we learned?</td>
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<td>What are the influences, evidence and outcomes for Aboriginal and Torres Strait Islander people teaching and leading in our schools?</td>
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<td>Chair: Max Lenoy, Lecturer, James Cook University</td>
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<td>Australian Council of Deans of Education</td>
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<td>Sustainable Cultural Change</td>
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<td>Australian Indigenous Lecturers in Initial Teacher Education</td>
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<td><strong>Teacher recruitment and early career success</strong></td>
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<td>Chair: Barb Metzger, Consultant, Catholic Education South Australia</td>
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<td><strong>Workshop 1.2</strong></td>
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<td>Join our Mob:</td>
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<td>New South Wales Department of Education</td>
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<td>Classroom Intensive Program</td>
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<td>Western Australian Department of Education</td>
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<td><strong>Career development and school leadership</strong></td>
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<td>Chair: Donna Bridge, Principal, Fitzroy Valley District High School</td>
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<td><strong>Workshop 1.3</strong></td>
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<td>YUMI as Leaders</td>
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<td>Torres Strait Island Regional Education Council, MATSITI Governance Group</td>
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<td>New teachers:</td>
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<td>Future Leaders</td>
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<td>Principals Australia Institute</td>
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<td>12.30</td>
<td>Kuranna Mai lunch / networking</td>
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* Subject to parliamentary commitments

#OurMobTeach program correct as at 22 September
### Concurrent workshop 2:
**Theme: Teachers' and leaders' identity, resilience and retention**

What are the personal, cultural and professional attributes needed to succeed in a teaching career for the long term?

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<thead>
<tr>
<th>Workshop 2.1</th>
<th>Workshop 2.2</th>
<th>Workshop 2.3</th>
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</thead>
</table>
| **Student Perspectives,**
Australian Catholic University | **Early Career Success,**
Australian Education Union
Aboriginal Teachers and
Koorie Education Workers as Leaders
Catholic Education Melbourne | **Acknowledging the Past:**
Creating our Future
New South Wales
Department of Education, and Principals
2: A Leadership Resilience Framework
Queensland Department of Education and Training |
| **Indigenous Teacher Education in Community,**
Charles Sturt University | | |
| **Exit Decisions of ITE Students,**
University of Southern Queensland | | |

#### Concurrent workshop 3:
**Theme: Promoting teaching and leadership for our mob**

How can teaching and school leadership be promoted and supported as a career of choice?

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<thead>
<tr>
<th>Initial teacher education engagement and success</th>
<th>Teacher recruitment and early career success</th>
<th>Career development and school leadership</th>
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| **Workshop 3.1**
Teacher Education on Country
Indigenous Community Based Teacher Education Program (RATEP Queensland)
Tunapri Teaching – to Know Teaching
University of Tasmania | **Workshop 3.2**
Make a Difference: Teach – Our Deadly Teachers
Queensland Department of Education and Training
Follow my Lead in Career Development
Career Development Association of Australia | **Workshop 3.3**
Strong, Skilled and Deadly Leaders
Stronger Smarter Institute
School Leadership Opportunities and Challenges
Derby District High School |

#### Plenary session 2: Day 1 review

Dinner and Day 2 arrangements

#### 5.00 Day 1 close

**6.00 #OurMobTeach Conference Dinner**

Dinner speaker: The Hon. Linda Burney MP, Teaching and Beyond Centre for Aboriginal Studies in Music (CASM) Soul Band
**Inbarendi: | Program Day 2**

**Thursday 1 October**

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<td>8.30</td>
<td>Registration</td>
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| 9.00  | **Plenary session 3: Our deadly career journeys**  
Announcements, Plans for Day 2: Professor Peter Buckskin  
Panel: Secondary student, teacher education student, early career teacher and school leader |
| 10.00 | **Plenary session 4**  
Review and future directions: Professor Mark Rose, LaTrobe University |
| 10.30 | Break                                                                                                            |
| 11.00 | Concurrent workshop 4:  
**Theme: Review and sustainability**  
**What strategies to increase Aboriginal and Torres Strait Islander teachers and school leaders have been most effective and lead to sustainable cultural change in your sector?** |

**Initial teacher education Engagement and success**  
**Workshop 4.1**  
Aspire to Inspire  
Wollotuka Institute, University of Newcastle  
Scoring Goals  
University of Queensland

**Teacher recruitment and early career success**  
**Workshop 4.2**  
#Yarning Up: Teaching Catholic  
Catholic Education South Australia  
Two-way Learning: Preservice Teachers and Supervising Teachers  
University of the Sunshine Coast

**Career development and school leadership**  
**Workshop 4.3**  
Pathways to Leadership in Non-government Schools  
Catholic Education Western Australia  
School Leadership Development Pathways  
Department of Education and Child Development SA

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<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>12.30</td>
<td><strong>Kuranna Mai</strong> Lunch networking, poster sessions, exhibitions</td>
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Concurrent workshop 5: **Theme: Future actions**

What are the three most influential and sustainable actions after 2015 for government, institutions and community to ensure a culturally diverse teacher and leadership workforce?

» priority: low-cost / high impact actions

**Initial teacher education engagement and success**

**Workshop 5.1**
Teacher education actions from workshops 1-4 to take forward

Initial teacher education panel response to priorities and future plans:

**Schools of Education:**
Australian Council of Deans of Education

**Indigenous Lecturers:**
Australian Indigenous Lecturers in Initial Teacher Education

**Senior Academic:**
Pro Vice-Chancellor, University of Wollongong

**Teacher recruitment and early career success**

**Workshop 5.2**
Teacher recruitment actions from workshops 1-4

Employment panel response to priorities and future plans:

**Employer:**
NSW Department of Education

**Union:**
Australian Education Union

**Australian Government:**
Department of Education

**Indigenous Education Consultative Body:**
South Australian Aboriginal Education and Training Consultative Council

**Career development and school leadership**

**Workshop 5.3**
School leadership actions from workshops 1-4

School leaders panel response to priorities and future plans:

**Indigenous principal(s)**

**Principals Associations:**
Principals Australia Institute

**School Leadership Development:**
Stronger Smarter Institute

3.00 Break - evaluation

3.30 **Plenary session 5: Next steps**

What are the most influential and sustainable actions to ensure a culturally diverse workforce of teachers and school leaders?

Report back on actions for teacher education, employment and leadership.

Future actions: conference mandate on up to 10 key priorities

4.30 #OurMobTeach conference close

7.30 **IndigenousX Twitter Forum | 1-8 October**

@IndigenousX discussion and refinement of Indigenous employment and education priorities recommended by delegates.

Dr Kaye Price and Professor Peter Buckskin

[www.twitter.com/IndigenousX](http://www.twitter.com/IndigenousX) | Use the #OurMobTeach hashtag to have your say.
#OurMobTeach workshops

## What works, so what, what’s next?

Following workshop presentations, delegates are invited to:

- discuss the findings of the project or program and how they fit with the workshop theme;
- discuss what initiatives can be sustained and their future implications;
- post #OurMobTeach observations and recommendations to Twitter or Facebook, or to the TodaysMeet conference backchannel; and
- identify 2-3 priorities and specific actions of greatest influence that systems, institutions or MATSITI could take forward after the conference.

Recorders will summarise the discussion and recommendations by participants.

Members of the external MATSITI evaluation team will be present at each workshop.

## Workshop themes and locations

**Tarnma | banksia**
Initial teacher education
Intercontinental Ballroom

**Bakka yoko | canoe**
Teacher recruitment and early career success
Intercontinental Banksia Room

**Mulla bakka | Kaurna shield**
School leadership
Intercontinental Grevillea Room

## #OurMobTeach Online

@MATSITI [www.twitter.com/matsiti](http://www.twitter.com/matsiti)
@OurMobTeach [www.twitter.com/ourmobteach](http://www.twitter.com/ourmobteach)
[www.facebook.com/ourmobteach](http://www.facebook.com/ourmobteach)
[www.todaysmeet.com/ourmobteach](http://www.todaysmeet.com/ourmobteach)

Use the #OurMobTeach hashtag to contribute to discussions during and after the forum

Dr Kaye Price and Professor Peter Buckskin will lead a Twitter forum discussion on IndigenousX commencing Thursday evening 1st October and concluding on Thursday 8th October.
Initial teacher education

Chair: Max Lenoy, Lecturer, James Cook University

Workshop 1.1 Setting the scene: Wednesday 11am

National strategies - engagement and success in teacher education

The Engagement and Success Project has provided 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 within the recommendations of the Behrendt Report. The specific aims of the project are to:

- 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.

David Templeman, Executive Director, Australian Council of Deans of Education


Sustainable Cultural Change through employment and support of Indigenous faculty

Working towards a culturally safe environment for Aboriginal and Torres Strait Islander Initial Teacher Education students through the employment of qualified role models within the faculty.

This workshop will explore cultural safety in practice and provide an opportunity to reflect on knowledge developed through the MATSITI project. Discussion will take place around the need to communicate and collaborate with others in the engagement and success of Aboriginal and Torres Strait Islander teachers.

Formation of the Australian Indigenous Lecturers in Initial Teacher Education Association (AILITE) and its purpose will be highlighted.

Clair Andersen, University of Tasmania and Dr Kaye Price, MATSITI

www.matsiti.edu.au/ailite-association

What are the influences, evidence and recent outcomes for Aboriginal and Torres Strait Islander people teaching and leading in our schools?

Workshop 2.1 Identity and resilience: Wednesday 1.15pm

Aspiring teacher perspectives

Mike Tyerman and Michael Heuston, teacher education students, Australian Catholic University.

Indigenous Teacher Education in Community

The Indigenous Teacher Education in Community Program is an initiative of Charles Sturt University to support Indigenous students from rural and remote New South Wales to become fully accredited, high quality teachers. Students are enrolled in the mainstream Bachelor of Education, Early Childhood and Primary Course through the Dubbo campus. This presentation looks at challenges faced by students in the areas of their readiness for tertiary education, subject delivery, progress and the critical affective aspects of finding a place in the University and building relationships with staff and students. Transferable actions for future programs include attention to recruitment processes, student support and cultural literacy of staff and students.

Maria Bennet, Sophia Brown, Jennifer Crump, Rebecca Dodgson, Crystal Donnelly, Tracy Walford and Raylene Weldon, Charles Sturt University www.csu.edu.au/faculty/educat
Exit decisions of teacher education students

This MATSITI-supported project aimed 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. The project involved reform to develop a collaborative research partnership between the School of Teacher Education and Early Childhood, the School of Linguistics, Adult and Specialist Education, and the Centre for Australian Indigenous Knowledges (CAIK).

Associate Professor Karen Trimmer, University of Southern Queensland

www.matsiti.edu.au/usq-exit-decisions

What are the personal, cultural and professional attributes needed to succeed in a teaching and school leadership career for the long term?

Workshop 3.1 Attracting teachers: Wednesday 3.15pm

Teacher education on country

RATEP has developed an off-site delivery model 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.

The model incorporates interactive virtual classroom e-sessions, online assessment/course content and developing mobile technologies. Teacher-learner relationships are enhanced by ‘off-site students having regular access to a full time, Department of Education ‘off-site teacher coordinator’ who provides additional tutorial, pastoral and administrative support to off-site students.

Lynley Halliday, Indigenous Community Based Teacher Education Program (RATEP Queensland)

www.matsiti.edu.au/ratep-off-site

Tunapri Teaching –attracting secondary students to teaching career

This presentation will showcase the Tunapri teaching project funded by MATSITI which aimed to inspire and encourage Year 9-12 school students to consider a teaching career.

Clair Andersen, Aboriginal Higher Education Advisor, University of Tasmania

www.matsiti.edu.au/utas-teaching

How can teaching and school leadership be promoted and supported as a career of choice?

Workshop 4.1 Program sustainability: Thursday 11am

Aspire to inspire – cultural resilience for education students

The ‘Aspire to Inspire’ initiative is an opportunity for students to realise their potential and become culturally resilient, with confidence and connectivity through cultural affirmation, community connection, past journeys and academic forums. The initiative has included forums, a mentoring program, online discussion forums and a project evaluation.

Madelene Davy, Manager, Community Engagement and Indigenous School programs, The Wollotuka Institute, University of Newcastle

www.matsiti.edu.au/wollotuka-aspire
Scoring Goals - A physical education pathway into teaching

Scoring Goals is a project that utilises sport to connect Aboriginal and Torres Strait Islander peoples to a career in Health and Physical Education teaching. This collaborative project utilises four sport-related programs to promote and recruit Aboriginal and Torres Strait Islander people into the UQ Bachelor of Health, Sport and Physical Education (BHSPE):

- UQ’s Indigenous Youth Sport Program;
- Brisbane Broncos Pathway to Success
- School-based traineeships; and
- School (sport) scholarship programs.

Scoring Goals also focuses on establishing adequate mentoring and support for students to achieve successfully. The UQ ATSIS Unit works collaboratively with stakeholders to develop a range of support strategies tailored to the specific needs of students.

Sue Monsen and Michael English, University of Queensland

What strategies to increase Aboriginal and Torres Strait Islander teachers have been most effective and lead to sustainable cultural change in your sector?

Workshop 5.1 Future actions: Thursday 1.30pm

What are the most influential and sustainable actions after 2015 for governments, institutions and community to ensure a culturally diverse workforce of teachers and school leaders?

An initial teacher education panel will respond to prioritised actions generated from previous workshops and advise on future plans for their organisation or network.

Initial Teacher Education Panel:

Australian Council of Deans of Education
Professor Tania Aspland
President, Australian Council of Deans of Education

Australian Indigenous Lecturers in Initial Teacher Education
Dr Peter Anderson
Senior Lecturer and Coordinator of Indigenous Education and Leadership, Faculty of Education, Monash University

University academic leader
Professor Paul Chandler
Pro Vice-Chancellor (Inclusion and Outreach), University of Wollongong
Teacher recruitment and career success

Chair: Barbara Metzger, Faculty Co-ordinator, Tenison Woods College, MATSITI Consultant, Catholic Education

Workshop 1.2 Setting the scene: Wednesday 11am

Indigenous people are under-represented in many professions including education. This workshop will engage delegates with proven strategies and resources to develop the career potential of young Aboriginal and Torres Strait Islander People.

NSW DEC has achieved much success in recruiting and supporting Aboriginal people into the Department through a mix of strategies including connection with communities, study incentives, policy levers and early career support.

The workshop will present findings and engage delegates to consider how these strategies, digital media and resources may be adapted by any service agency.

Veronica Willmott, Darren Bell and Pam Widders, People and Careers, NSW Department of Education


Classroom Intensive Program for beginning teachers

The findings of the evaluation of the Classroom Intensive Program will be outlined in this presentation.

The Classroom Intensive Program aimed to strengthen the Department’s existing approach to supporting employees transitioning to a teaching qualification. The program focused on raising the level of support to boost teaching course completion rates and to ensure students:

- developed mentoring and coaching relationships
- increased their confidence and capacity and were better prepared to participate in practicum and as new graduates in the teaching profession
- successfully completed their studies and gained future employment.

Keryl Gorton, Principal Consultant, Equity and Diversity, WA Department of Education


What are the influences, evidence and outcomes for Aboriginal and Torres Strait Islander people teaching and leading in our schools?

Workshop 2.2 Identity and resilience: Wednesday 1.15pm

Early career success - surviving and succeeding

This presentation will focus on the skills and resilience required to survive and succeed when starting out in a teaching career.

Nicole Major, Federal Aboriginal Education Officer, Australian Education Union

www.aeufederal.org.au/our-work/indigenous
Aboriginal Teachers and Koorie Education Workers as Leaders

A leadership program for Aboriginal and Torres Strait Islander Teachers and Koorie Education Workers in Catholic Schools Victoria.

This presentation shares the journey of 13 Aboriginal teachers and 4 Koorie Education Workers from Catholic schools in Victoria who raised their hands to make new commitments to enhance their own confidence and skills to apply for leadership positions in their schools. They were introduced to leadership attributes from two perspectives, Aboriginal and Catholic and supported in this endeavour by Aboriginal community and Catholic leaders. Their personal stories of disconnection from culture to current success reveals that their resilience and presence as Aboriginal people in education offers something to Australian society that is difficult to define, but invaluable to learning.

Delsie Lillyst, Aboriginal and Torres Strait Islander Education, Catholic Education Melbourne.


What are the personal, cultural and professional attributes needed to succeed in a teaching and school leadership career for the long term?

Workshop 3.2 Attracting teachers: Wednesday 3.15pm

Make a difference. Teach – our deadly teachers

The Queensland Department of Education and Training will share how they built on their successful Make a difference. Teach marketing campaign, to promote and raise interest in teaching as a profession for people of Aboriginal and Torres Strait Islander heritage in Queensland. This includes development of digital resources and collateral material focused on proud Indigenous educators sharing their passion for teaching and education.

Melissa Bennett, Director, Human Resources, Department of Education and Training, Queensland


Follow my Lead in career advice and development

CDAA will provide a synopsis of the Follow my Lead workshop content and then present related data collated through registration and evaluation which supports MATSITI's aims and objectives while increasing professional competency in conducting work in a culturally sensitive way and incorporating role modelling in career development activities.

1. Workshop Objectives
   a. Professional Standards for Australian Career Development Practitioners (3.3.2a Equity and 6.3.5 Diversity)

2. Program Purpose
   a. Diversity
   b. Role Models
   c. Culturally Appropriate Guidance
   d. Self-Assessment and Development Plans

3. Project outcomes and identified benefits.
   a. Present a combination of statistical and demographical data

Greg Parker, National Manager and Michele Whall, Project Officer, Career Development Association of Australia

www.matsiti.edu.au/cdaa

How can teaching and school leadership be promoted and supported as a career of choice?
Workshop 4.2 Program sustainability: Thursday 11am

#Yarning Up: Teaching Catholic

Catholic Education South Australia (CESA) has developed a state based suite of programs that caters to Aboriginal and Torres Strait Islander students from Years 6-12 in catholic schools, staff of catholic schools and Indigenous students in tertiary education. Working towards the goals of MATSITI, CESA has been able to achieve attainable pathways for its Indigenous community across a broad spectrum of Indigenous students as a result of data collection, regular and consistent communication, and targeting specific schools who have made a commitment to our programs.

Barb Metzger, Faculty Co-ordinator, Tenison Woods College, CESA MATSITI consultant.

www.matsiti.edu.au/cesa-yarning-up

Two-way learning: preservice teachers and supervising teachers

In 2014-2015, a team of Elders, Aboriginal and non-Indigenous academic staff have worked together to conduct a professional development program that would challenge supervising teachers’ views of Aboriginal and Torres Strait Islander learners. At the conclusion of the workshop, the teachers explored the implications of their new knowledge in their role as supervising teacher.

Teachers were also invited to join a register of teachers willing to be matched to Aboriginal and Torres Strait Islander pre-service teachers for placement. The teachers identified a range of ways that in their role as supervising teacher, they could create a culturally safe and supportive environment for learning. The partnership between teachers, schools, students and the university has now been established. Pre-service teachers who choose to be involved have the opportunity also to engage with other Aboriginal and Torres Strait Islander students, Elders and academic staff in an online environment to facilitate their learning during coursework and placement.

Associate Professor Deborah Heck and Daniel Neill, University of the Sunshine Coast.

www.matsiti.edu.au/usc-professional-practice

What strategies to increase Aboriginal and Torres Strait Islander teachers have been most effective and lead to sustainable cultural change in your sector?

Workshop 5.2 Future actions: Thursday 1.30pm

What are the most influential and sustainable actions after 2015 for governments, institutions and community to ensure a culturally diverse workforce of teachers and school leaders?

A panel on teacher recruitment and career development will respond to prioritised actions generated from previous workshops and advise on future plans for their organisation or network.

Teacher Recruitment Panel:

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<tr>
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<tbody>
<tr>
<td>Employer</td>
<td>Veronica Willmott, Director</td>
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<td>Recruitment Programs, People and Careers, NSW Department of Education</td>
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<tr>
<td>Australian Government</td>
<td>Jan Febey</td>
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<td>Branch Manager, Leadership and Teaching</td>
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<td>Australian Government Department of Education</td>
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<td>Education Union</td>
<td>Maurie Mulheron</td>
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<td>Deputy President, Australian Education Union</td>
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**YUMI as leaders**

In 2012/2013, a project was undertaken in the Torres Strait to establish a formal leadership development program for aspiring Aboriginal and Torres Strait Islanders teachers in the Torres Strait and NPA region. The project offered individualised professional coaching to participants who had been identified as emerging educational leaders in the region.

The success of this project extended beyond identifying a productive model for a future leadership development program. More importantly, it identified the unique challenges faced by Aboriginal and Torres Strait Islanders teachers in the Torres Strait seeking promotion to leadership positions.

Lui Ned David, Chairperson: Torres Strait Islanders’ Regional Education Council, MATSITI Governance Group


**New teachers, future leaders: Mentoring for school leadership**

Principals Australia Institute’s project worked with two activity areas through MATSITI: enhancing school leaders’ capacity to support newly-appointed Aboriginal and Torres Strait Islander teachers; and building the capacity of future school leaders.

Both strands involved practical, highly-interactive approaches across the life of the projects. What became apparent is that with individualised and contextualised professional support to newly-appointed Aboriginal and Torres Strait Islander teachers and future leaders shared through experienced colleagues (including those who themselves are not Aboriginal and Torres Strait Islanders), the professional journey is enhanced. Further, when the professional journey is seen as an opportunity to share cultural perspectives, outcomes are even stronger.

Peter O’Beirne, Consultant, Principals Australia Institute

www.matsiti.edu.au/future-leaders

**What are the influences, evidence and recent outcomes for Aboriginal and Torres Strait Islander people teaching and leading in our schools?**

**Workshop 2.3 Identity and resilience: Wednesday 1.15pm**

**Acknowledging the Past: Creating our Future**

This presentation reports on a pilot project to support more of our mob moving into leadership positions in NSW Department of Education secondary schools.

The three strategic directions of the project were: Building Capacity; Creating Community; and Ensuring Sustainability.

The project explored a coaching and mentoring methodology for supporting targeted teachers and executive whilst influencing a ‘systems’ response to ensure longer-term sustainability.

Phase one brought together teachers, Head Teachers, Principals, Directors and personnel from key NSW DoE directorates.
A school leadership resilience framework

Cultural Resilience: A tool for educators
The Indigenous Teachers Forum 2014 was a collaborative project between MATSITI and the Darling Downs South West Region to empower Aboriginal and Torres Strait Islander teachers to establish, maintain and sustain culturally supportive networks and promote leadership opportunities and pathways.

The Indigenous teaching community attending this forum believes developing and maintaining cultural identity, cultural pride and an understanding of the individuals’ culture is essential in developing and maintaining a sense of belonging. This document was one of two produced by participants of the DDSW Indigenous Teachers Forum (2014) through the collaborative knowledge of attendees from diverse cultural backgrounds. It has drawn upon current research and community consultation which explores the relationship between resilience, traditional culture, education and the workplace in the context of Aboriginal and Torres Strait Islander Australians.

Kellianne Anderson, Principal Project Officer (Embedding Aboriginal and Torres Strait Islander Perspectives into Schools), Department of Education and Training (Queensland)

What are the personal, cultural and professional attributes needed to succeed in a teaching and school leadership career for the long term?

Workshop 3.3 Attracting teachers and leaders: Wednesday 3.15pm

Proud, skilled and deadly leaders

Proud, Skilled and Deadly Leaders is a professional learning experience for Aboriginal and Torres Strait Islander teachers, focussing on leadership development.

Based on the Institute’s successful Stronger Smarter Leadership Program and under Dr Chris Sarra’s leadership, the program is facilitated by Aboriginal and Torres Strait Islander people including principals and community leaders. It includes a 5-day professional learning program, 2 day workshop and regular contact with the project team.

Toby Adams, Program Co-ordinator, Stronger Smarter Institute

School leadership opportunities and challenges

Paul will reflect on the personal and professional journey from teaching to leading a diverse school community.

Paul Bridge, Principal, Derby District High School

How can teaching and school leadership be promoted and supported as a career of choice?
Workshop 4.3 Program sustainability: Thursday 11am

Pathways to leadership in non-government schools

This is a pilot project that encourages and supports Aboriginal teachers to aspire to school leadership through a case management model. A cohort of candidates was invited to participate in the project and was engaged with activities that would build their capacity, knowledge and understanding of school leadership.

Activities in the leadership program include – support in assuming whole school responsibilities, mentoring, executive shadowing, coaching, enrolment in master's degree, and personal capacity building activities including cultural reflection. Participants who complete the program will be invited to participate in the Catholic Education Leadership programs that suit their needs and aspirations.

Norman Brahim, Leadership Consultant and Kazue Akune, School Improvement Directorate, Catholic Education Office of Western Australia

www.matsiti.edu.au/ceowa-leadership

Leadership development pathways

The Aboriginal Leadership Scholarships Pilot (ALSP) Program provided two Aboriginal teachers aspiring to be site based leaders with the opportunity to participate in a semi-structured leadership pathway program which included support by outstanding school leaders. The two year program (mid-2013 to mid-2015), now complete, has provided significant insight to inform future strategies aimed at increasing the number of Aboriginal leaders in the Department for Education and Child Development’s schools and preschools.

Susie Stevens, Policy and Program Officer, Workforce Strategy, Department for Education and Child Development SA


What strategies to increase Aboriginal and Torres Strait Islander teachers and school leaders have been most effective and lead to sustainable cultural change in your sector?

Workshop 5.3 Future actions: Thursday 1.30pm

What are the three most influential and sustainable actions after 2015 for governments, institutions and community to ensure a culturally diverse workforce of teachers and school leaders?

A school leadership panel will respond to prioritised actions generated from previous workshops and advise on future plans for their organisation or network.

School Leadership Panel:

Indigenous Principals
Adrian Bell
Principal, Monaro High School
Donna Bridge
Principal, Fitzroy Valley District High School

Principal advocacy
Suzanne Curyer
Deputy Chief Executive Officer, Principals Australia Institute

School leadership development
Toby Adams
Director, Stronger Smarter Institute
Yangallitya: | Future Actions

What are the most influential and sustainable actions after 2015 for governments, institutions and community, in order to ensure a culturally diverse workforce of teachers and school leaders?

Priorities for action

More Indigenous people attracted to consider teaching as a career of choice
1.
2.
3.

Greater engagement and success for Indigenous people in initial teacher education
1.
2.
3.

Increased numbers of skilled Indigenous teachers recruited into school education
1.
2.
3.

Improved retention of skilled Indigenous teachers in schools
1.
2.
3.

Increased numbers of Indigenous teachers taking up leadership positions in schools
1.
2.
3.

to be carried forward by...

- Aboriginal and Torres Strait Islander community members and leaders
- Aboriginal and Torres Strait Islander teachers and school leaders
- Australian Council of Deans of Education (ACDE)
- Australian Government Department of Education
- Australian Indigenous Lecturers in Initial Teacher Education
- Australian Institute for Teaching and School Leadership
- Department of the Prime Minister and Cabinet
- Education Council - Ministers of Education
- Education unions (AEU, IEU, NTEU)
- Indigenous Education Consultative Bodies (IECBs)
- Indigenous higher education units (NATSIHEC)
- Indigenous media organisations
- MATSITI Project Leaders and Governance Group
- MATSITI Evaluation Panel
- Ministers for Indigenous Affairs
- Principals Australia Institute
- School education employers
  - Government jurisdictions and schools
  - Catholic Education Commissions and Catholic Schools
  - Independent schools and associations
- State and Territory Primary and Secondary Principals Association
- Stronger Smarter Institute
- University leaders
- University schools and faculties of education
-
#OurMobTeach Delegate Organisations

**Australian Capital Territory**
- Australian Council of Deans of Education
- Australian Government Department of Education and Training
- Australian National University
- Canberra College
- Department of Education and Training
- Department of the Prime Minister and Cabinet
- Kaleen Primary School
- Melrose High School
- Namadgi School
- University of Canberra

**New South Wales**
- Australian Catholic University
- Catholic Education Commission
- Charles Sturt University
- Chifley College
- Cudgen Public School
- Department of Education
- Macquarie University
- Monaro High School
- Moree Secondary College
- Moss Vale High School
- Nambucca Heads High School
- New South Wales Teachers Federation
- Peter S Johnson
- Ringrose Public School
- University of New South Wales
- University of Newcastle
- University of Sydney
- University of Technology Sydney
- University of Western Sydney
- University of Wollongong
- Wollumbin High School

**Northern Territory**
- Charles Darwin University
- Batchelor Institute

**Queensland**
- Australian Catholic University
- Bundamba State Secondary College
- Bwgcolman Community School
- Coomera Springs State School
- Currajong State School
- Department of Education and Training
- Edmund Rice Mount Isa Flexible Learning Centre
- Griffith University
- Independent Schools Queensland
- James Cook University
- Jimboomba State School
- Mount Isa Flexible Learning Centre
- Northern Peninsula Area College
- Queensland University of Technology
- Springfield Central State High School
- Stronger Smarter Institute
- TAFE Queensland (Ratep)
- Torres Strait Islanders' Regional Education Council
- University of Queensland
- University of Southern Queensland
- University of the Sunshine Coast
- Yarrabah State School

**South Australia**
- Association of Independent Schools
- Australian Education Union
- Career Development Association of Australia
- Careermange
- Catholic Education South Australia
- Department of Education and Child Development
- Ernst and Young
- Flinders University
- Greenwith Primary School
- Lameroo Regional Community School
- Lonsdale Heights PreSchool-Primary
- Madison Park Primary School
- Murray Bridge North Primary School
- Playford Primary School
- Port Lincoln Primary School
- Principals Australia Institute
- Salisbury Downs Primary School
- Taikurrendi Children and Family Centre
- Teachers Registration Board
- University of South Australia
- West Lakes Shore Primary School

**Tasmania**
- University of Tasmania

**Victoria**
- AFL SportsReady Education
- Catholic Education Melbourne
- Deakin University
- La Trobe University
- Mildura Senior College
- Monash University
- Victoria University

**Western Australia**
- Aranmore Catholic College
- Bluff Point Primary School
- Catholic Education Office
- Department of Education
- Derby District High School
- Fitzroy Valley District High School
- Jiglaong Remote Community School
- Kent Street Senior High School
- Pinjarra Primary School
- Sacred Heart School
- University of Western Australia
MATSITI is a national 4-year initiative to increase the number and professional capacity of Aboriginal and Torres Strait Islander teachers in Australian schools.

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