



More Aboriginal
and Torres Strait
Islander Teachers
Initiative

INBARENDI | PROGRAM

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 Kurna country.

The Kurna people are the original custodians of the Adelaide Plains.

Translations courtesy of Kurna elder Dr (Uncle) Lewis O'Brien and the Kurna 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* MCEECDYA has been replaced by Education Council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 (MATSI) 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

8.00 Registration

9.00 **Plenary session 1: Welcome**

Welcome to Kurna country: Jack Buckskin

Forum purpose: Professor Peter Buckskin and Dr Kaye Price

#OurMobTeach networking

#OurMobTeach online program: Jessa Rogers

10.00 **Conference opening**

Senator the Hon. Simon Birmingham, Minister for Education and Training*

Governments' commitment to Aboriginal and Torres Strait Islander education

10.30 Morning tea

11.00 Concurrent workshop 1:

Theme: Our teachers and school leaders, what have we learned?

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



Initial teacher education engagement and success

Chair: Max Lenoy, Lecturer, James Cook University

Workshop 1.1

ITE Engagement and success

Australian Council of Deans of Education

Sustainable Cultural Change

Australian Indigenous Lecturers in Initial Teacher Education



Teacher recruitment and early career success

Chair: Barb Metzger, Consultant, Catholic Education South Australia

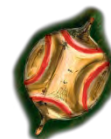
Workshop 1.2

Join our Mob:

New South Wales Department of Education

Classroom Intensive Program

Western Australian Department of Education



Career development and school leadership

Chair: Donna Bridge, Principal, Fitzroy Valley District High School

Workshop 1.3

YUMI as Leaders

Torres Strait Island Regional Education Council, MATSITI Governance Group

New teachers:

Future Leaders

Principals Australia Institute

12.30 Kuranna Mai lunch / networking

* Subject to parliamentary commitments

#OurMobTeach program correct as at 22 September

1.15 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?



Workshop 2.1

Student Perspectives,
 Australian Catholic University

Indigenous Teacher Education in Community
 Charles Sturt University

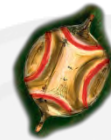
Exit Decisions of ITE Students
 University of Southern Queensland



Workshop 2.2

Early Career Success,
 Australian Education Union

Aboriginal Teachers and Koorie Education Workers as Leaders
 Catholic Education Melbourne



Workshop 2.3

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

2.45 Break

3.15 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?

Initial teacher education engagement and success

Workshop 3.1

Teacher Education on Country
 Indigenous Community Based Teacher Education Program (RATEP Queensland)
Tunapri Teaching – to Know Teaching
 University of Tasmania

Teacher recruitment and early career success

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

Career development and school leadership

Workshop 3.3

Strong, Skilled and Deadly Leaders
 Stronger Smarter Institute

School Leadership Opportunities and Challenges
 Derby District High School

4.45 **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

8.30 Registration

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*

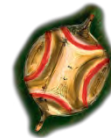


*Teacher recruitment and
early career success*

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*

12.30 Kuranna Mai Lunch networking, poster sessions, exhibitions

1.30 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



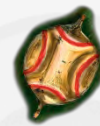
Teacher recruitment and early career success

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 | 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 TodayMeet 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 / Kurna shield

School leadership
Intercontinental Grevillea Room

#OurMobTeach Online

@MATSITI www.twitter.com/matsiti

@OurMobTeach www.twitter.com/ourmobteach

www.facebook.com/ourmobteach

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

www.matsiti.edu.au/teacher-education-reforms | www.acde.edu.au/projects/matsiti

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 ATSI 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

www.matsiti.edu.au/uq-scoring-goals | www.uq.edu.au/news/article/2014/07/kicking-goals-indigenous-students

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

Join our Mob – a proven employment strategy

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

www.matsiti.edu.au/nsw-join-our-mob | www.facebook.com/aboriginalemloymentNSWDEC

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 was developed by the Department of Education Western Australia in 2014 to indicate the level of support required by employees to develop as 'classroom ready' teachers.

The Classroom Intensive Program aimed to strengthen the Department's existing approach to supporting employees transitioning to a teaching qualification. The program focussed 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

www.matsiti.edu.au/wa-classroom-intensive | www.det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/strategic-documents/equity-and-diversity-management-plan-2015-2019

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.

www.matsiti.edu.au/cecv-leadership | www.cem.edu.au/office-services/student-services/atsi-education

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

www.matsiti.edu.au/make-a-difference-teach |

www.education.qld.gov.au/hr/recruitment/teaching/indigenous-teachers.html

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?

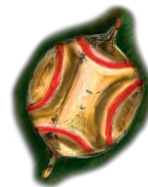
A panel on teacher recruitment and career development will respond to prioritised actions generated from previous workshops and advise on future plans for their organisation or network.



Teacher Recruitment Panel:

Employer	Veronica Willmott, Director Recruitment Programs, People and Careers, NSW Department of Education
Australian Government	Jan Febey Branch Manager, Leadership and Teaching Australian Government Department of Education
Education Union	Maurie Mulheron Deputy President, Australian Education Union

School leadership



School Leadership Chair: Donna Bridge
Principal, Fitzroy Valley District High School

Workshop 1.3 Setting the scene: Wednesday 11am

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

www.matsiti.edu.au/yumi-leaders | www.tsirec.com.au

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.

Workshop presenters:

- Adrian Bell, Principal, Monaro High School
- Peter Macbeth, Principal, Moss Vale High School
- Veronica Willmott, Senior Manager, NSW Department of Education, People and Careers
- Pamela Widders, Manager, NSW Department of Education, People and Careers

www.matsiti.edu.au/leadership-nsw

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)

www.matsiti.edu.au/darling-downs-forum

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

www.matsiti.edu.au/proud-skilled-deadly-leaders | www.strongersmarter.com.au

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

<https://www.youtube.com/watch?v=Wfw8kdWcAqw>

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

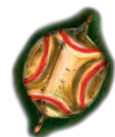
www.matsiti.edu.au/alsp-application | www.decd.sa.gov.au

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
Careermangoe
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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More Aboriginal
and Torres Strait
Islander Teachers
Initiative



University of
South Australia