# OURMOBTEACH

MATSITI: a case study in sustainability and legacy for Aboriginal and Torres Strait Islander education

www.matsiti.edu.au/natsiec
Acknowledgement of Country

The Wurreker (Message Carriers)

NATSIEC workshop contents

• Contemporary Indigenous education policy
• MATSITI: Cultural diversity of Australian teachers
• Evidence on our teaching workforce
• Engagement and influence through partnerships
• Workshop: our voices in education policy

#OurMobTeach: 5/11/2015
MATSITI Objectives

1. Increase the number of Aboriginal and Torres Strait Islander teachers in Australian schools
2. Enhance professional and leadership capabilities of experienced Aboriginal and Torres Strait Islander teachers
MATSITI Background

- A National $7.5m project to increase number and professional capacity of Indigenous teachers in Australian schools
- 4 years concluding December 2015
- Indigenous-led management and advice
- 5:1 teacher workforce under-representation relative to students
- UniSA is lead agency (Prof Peter Buckskin)
- Funded by Australian Government (DPMC)

www.matsiti.edu.au/about/plans

MATSITI: 3 key outcomes

1. **Research and evidence** to inform policy and investments
   www.matsiti.edu.au/tag/research

2. **60 funding partnerships** for recruitment & retention with education faculties, Indigenous units in schools, school jurisdictions and universities, advocacy groups (70% of budget) www.matsiti.edu.au/tag/projects

3. **Attraction and career aspirations** strategies
   ‘Teaching as a career of choice for our people’
   www.matsiti.edu.au/tag/attraction
Aboriginal and Torres Strait Islander Study and Career Pathways into Teaching

Contemporary Aboriginal and Torres Strait Islander education policy

- 2010-2014 Action Plan
- 2015-2018 Strategy
- Closing the Gap
Governments across Australia have agreed to take urgent action to close the gap between the life outcomes of Aboriginal and Torres Strait Islander people and other Australians.

National Indigenous Reform Agreement

Closing the Gap
Target
Halve the gap in employment outcomes between Indigenous and non-Indigenous Australians within a decade (by 2018) - No progress

Evidence-based policy
Workforce policy and action informed by data
Teacher workforce data and evidence
Teacher education
Employment
School leadership

Aboriginal and Torres Strait Islander Teacher Workforce Analysis
More Aboriginal and Torres Strait Islander Teachers Initiative

www.matsiti.edu.au/tag/research

Teacher workforce profile and education award completions (historic data)

Current estimate: 3700 Aboriginal and/or Torres Strait Islander teachers
Teacher workforce research

Fact: Indigenous teachers are younger and better educated than the general teaching population

Average completion rate: 32%

Indigenous teacher education student completion

www.matsiti.edu.au/ite-retention-completion

Teacher workforce research

Fact: Indigenous teachers are younger and better educated than the general teaching population

www.matsiti.edu.au/teacher-workforce-analysis
Engagement & influence
Effective coalitions and partnerships

https://storify.com/MATSITI/ourmobteach
Teacher education
Australian Council of Deans of Education
2011-2015

An institutional framework for assessing progress in Indigenous higher education (teacher education)

General scope items, e.g.
- Public commitment (e.g. RAP)
- Indigenous research
- Leadership representation
- Partnerships
- Curriculum content

Student-specific scope items
- Student experience
- Academic services
- Policies & practices
- Recognition & scholarships
- Culturally safe environments

a Early stages   b In progress   c Well-established

www.matsiti.edu.au/teacher-education-reforms
AILiTE
Australian Indigenous Lecturers in Teacher Education

How to be an effective Indigenous educator: a unit of study for beginning teachers

Module 1: Know yourself. Know your world
An exploration of culture, identity & values

Module 2: Know your students
Teaching Aboriginal & Torres Strait Islander students

Module 3: Know what you teach
Teaching about Indigenous cultures & reconciliation

The 3Rs unit of study provides learning & assessment resources for teacher education courses.
Read more about the 3Rs unit outline »

www.rrr.edu.au/beta

Respect, Relationships and Reconciliation is funded by the Australian Government. Feedback on this beta resource for teacher education is welcome at info@rrr.edu.au.
Recruitment & retention
Join our Mob
2012-2015

www.facebook.com/aborinalemploymentNSWDEC

www.matsiti.edu.au/nsw-join-our-mob
Growth in Aboriginal teachers

<table>
<thead>
<tr>
<th>Year</th>
<th>% Aboriginal teachers in NSW public schools</th>
<th>NSW Government benchmark (2.6%)</th>
</tr>
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<tbody>
<tr>
<td>2005</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>2</td>
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<td>2014</td>
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<tr>
<td>2015</td>
<td>6.5</td>
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</table>

www.matsiti.edu.au/student-career-potential

Profile of Aboriginal teachers

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<tr>
<th>Position Level</th>
<th>Primary</th>
<th>Secondary</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>19</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>Executive</td>
<td>65</td>
<td>33</td>
<td>98</td>
</tr>
<tr>
<td>Classroom teacher</td>
<td>666</td>
<td>297</td>
<td>963</td>
</tr>
<tr>
<td>Total</td>
<td>750</td>
<td>335</td>
<td>1085</td>
</tr>
</tbody>
</table>

www.matsiti.edu.au/student-career-potential
School Leadership

State and regional networks, mentoring 2013-2015

A Deadly Journey!
Promoting our people into school leadership

www.matsiti.edu.au/tag/leadership
#OurMobTeach:

5/11/2015

NATSIEC

2015 16

300 projects & articles in your state or territory

www.matsiti.edu.au/local

ENROL NOW! APPLICATIONS OPEN

Become a teacher and leader in 2016!

#OURMOBTEACH

scholarships available
Workshop discussion
Aboriginal and Torres Strait Islander voices in education policy

1. LEADERSHIP, QUALITY TEACHING AND WORKFORCE DEVELOPMENT

Action is taken to ensure children and young people are taught by skilled educators who are culturally competent in the local context. Providers, including principals, set high expectations for learning that incorporates Aboriginal and Torres Strait Islander perspectives.

Further support for the engagement of children, young people and their families is provided by building a well-qualified Aboriginal and Torres Strait Islander education workforce.

Influencing policy

Priorities for workforce reform

Tardanya: the name for Adelaide in the language of the Kaurna people, the original owners of the Adelaide Plains.
This Project is funded by the Australian Government through the More Aboriginal and Torres Strait Islander Teachers Initiative.

info@matsiti.edu.au

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