



**More Aboriginal and Torres Strait Islander
Teachers Initiative (MATSITI)**

Progress Report

**The Aboriginal Teacher Early Career Aspiring
Leaders Program**

**NSW Department of Education and
Communities**

Human Resources Directorate

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**University of
South Australia**



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1 Introduction

1.1 Background

The Aboriginal Teacher Early Career Aspiring Leaders Program will provide mentoring and leadership opportunities for up to 20 early career Aboriginal and Torres Strait Islander teachers in rural and remote locations in NSW public schools. This program will target aspiring teachers who have at least three years teaching experience who are demonstrating outstanding teaching and leadership capabilities in their current position and who aspire to become leaders. Participants will be matched with a current leader in a NSW public school to support their personal and professional development and detailed career plan

The retention of Aboriginal and Torres Strait Islander teachers in rural and remote locations will ensure that teachers remain connected to country and contribute to improving student learning outcomes.

1.2 Ethics

The NSW Department of Education and Communities operates under the framework and principles of the *Code of Conduct (30 June 2014)*.

https://detwww.det.nsw.edu.au/policies/staff/ethical_behav/conduct/Code_guide.pdf

2 Progress to date

2.1 Aboriginal Teacher Early Career Aspiring Leaders Program

Fifteen teachers have been identified to participate in the Aboriginal Teacher Early Career Aspiring Leaders Program. Teachers will be matched with a suitable mentor/coach from experienced executive in NSW Public Schools including members of the NSW *Deadly Teachers Alliance*

Principals of the fifteen teachers have provided their recommendation on the teachers' capabilities, strengths and areas of development as a focus to achieve their goals.

Teachers have completed an expression of interest to participate in the program listing career highlights to date and their goals.

3 Issues and risks

Sourcing mentors and ensuring engagement in the program are key issues to manage to maximise participation and extension in the program.

4 Project outcomes

For final reports, provide commentary on the following. Note that the 2015 external evaluation of MATSITI projects will review projects against these criteria.

Strong partnerships established between the Aboriginal Teacher Early Career Aspiring Leaders Program. Experienced teachers and executives and members of the NSW *Deadly Teachers Alliance*

The strengthening of existing Aboriginal and Torres Strait Islanders teachers mentoring network within the NSW Public School system and across the broader educational context.

More Aboriginal and Torres Strait Islander teachers will be encouraged and supported to take on leadership roles within their schools

5 Report recommendations

List key recommendations to be actioned by project owners or by other stakeholders.

It is acknowledged that sustained on going effective network and mentoring support is a critical success factor in the retention and career development of Aboriginal and Torres Strait Islander teachers and leaders. Seeking engagement and participation in leadership program development and implementation is also a critical success factor.