



More Aboriginal and Torres Strait Islander Teachers Initiative



MATSITI Project Plan 2012–15

Project Specification

University of South Australia

David Unaipon College of Indigenous Education and Research

Version 1.2 | June 2012

www.matsiti.edu.au



Leaders and researchers agree that increasing the number of Aboriginal and Torres Strait Islander educators is a key factor in fostering student engagement and improving educational outcomes.

Building a well-qualified Aboriginal and Torres Strait Islander educator workforce is an important way of potentially reducing the impact of high teacher turnover in school communities with Aboriginal and Torres Strait Islander students.

Ministerial Council for Education, Early Childhood Development and Youth Affairs Aboriginal and Torres Strait Islander Education Action Plan 2010–14



The term ‘national’ in this document refers to agreements that include or have the potential to include, governments and education sectors from all states and territories and the Commonwealth of Australia.

This usage accords with the practice and convention of Ministerial Councils for Education in Australia, where ‘national’ has referred specifically to collective action by all states, territories and the Federal Government.

Project Sponsor

This project is funded by the Australian Government Department of Education, Employment and Workplace Relations through the *More Aboriginal and Torres Strait Islander Teachers Initiative*.

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Document control

Date	Version	Comments
22 December 2011	0.3	Final draft submitted to DEEWR Program Delegate
17 January 2012	0.4	Updated version for review by governance groups
10 February 2012	1.0	Benchmarked Project Plan
14 March 2012	1.1	Minor updates from Project Working Party
1 June 2012	1.2	Design and formatting update

Related Documents

Funding Agreement between the Commonwealth of Australia and the University of South Australia regarding funding for the MATSITI Project (June 2011)

2011–15 MATSITI Scoping Plan (November 2011)

2012 MATSITI Work Plan (January 2012)

2012 MATSITI Project Schedule (Microsoft Project Plan)

For further information, or to provide comments on the Initiative, contact the MATSITI Project Team on 08 8302 0036, email info@matsiti.edu.au or web www.matsiti.edu.au

1 Executive Summary

The *More Aboriginal and Torres Strait Islander Teachers Initiative* (MATSITI) Project is a four-year national scheme to increase the number of Aboriginal and Torres Strait Islander people entering and remaining in teaching positions in Australian schools.

This MATSITI Project Plan outlines the national strategy for 2012–15 and documents the scope, governance, reform priorities, project management arrangements and budget for the Initiative.

The Initiative will be built on the most current qualitative and quantitative research available as the basis for developing and maintaining effective and lasting strategies to meet the objectives of the project.

Developing strategies that enhance the professional and leadership capabilities of experienced Aboriginal and Torres Strait Islander teachers will form a key component of the Initiative.

Key outcomes for the MATSITI project include:

- comprehensive qualitative and quantitative research reports on background factors and various strategies and their effectiveness in increasing the number of Aboriginal and Torres Strait Islander teachers;
- a series of partnerships and co-investment agreements with school authorities, university schools of education and other agencies to achieve lasting reform;
- a national community engagement and marketing strategy to promote teaching as a career option for secondary Aboriginal and Torres Strait Islander students and adults.

The MATSITI project is aligned with the COAG *National Indigenous Reform Agreement* and associated *Closing the Gap* targets to address Indigenous disadvantage.

The \$7.5 million MATSITI Initiative was announced by the Commonwealth Minister for Schools, Early Childhood and Youth, the Hon. Peter Garrett MP, in July 2011 and is funded by the Department of Education, Employment and Workplace Relations.

The Initiative is led by senior Aboriginal and Torres Strait Islander educators, with secretariat and research support provided by the *David Unaipon College of Indigenous Education and Research* located within the University of South Australia.

Aboriginal and Torres Strait Islander Teachers in Australian schools

Aboriginal and Torres Strait Islander teachers are significantly under-represented in schools, comprising approximately 1% of the teaching community compared to Indigenous students (who comprise 4% of the total school student population).

Growth in the numbers of Aboriginal and Torres Strait Islander teachers in recent decades has been modest, compounded by high attrition rates in teacher education and in the teaching workforce.

In 2008 there were 1977 Aboriginal and Torres Strait Islander teachers in Australian schools¹, an increase of nearly 500 teachers from 2001.

Approximately 300 Aboriginal and Torres Strait Islander people graduate from Australian university schools of education each year.

Increasing the number of Aboriginal and Torres Strait Islander teachers is a key factor in fostering student engagement and improving educational outcomes for Indigenous students. It will also enable all students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

An ambitious reform agenda to improve the recruitment and retention of Aboriginal and Torres Strait Islander teachers will be effective only through national collaborative action and co-investment by schools and school authorities, university schools of education, professional associations, and Indigenous leaders and community networks.

¹ Government and Catholic schools, data for Independent schools unavailable

2 Introduction

2.1 Purpose

This Project Plan forms the project specification for the national *More Aboriginal and Torres Strait Islander Teachers Initiative* (MATSITI) (hereafter referred to as the Initiative) and documents its scope, governance, reform priorities, project management arrangements and budget.

MATSITI is a four-year (2012–15) program to increase the number of Aboriginal and Torres Strait Islander people entering and remaining in professional teaching positions in Australian schools.

A key component of the Initiative involves developing strategies that enhance the professional and leadership capabilities of experienced Aboriginal and Torres Strait Islander teachers.

As the basis for developing and maintaining effective and lasting strategies to meet its objectives the Initiative will draw on the most current qualitative and quantitative research available.

The Initiative is funded by the Department of Education, Employment and Workplace Relations and led by senior Aboriginal and Torres Strait Islander educators, with secretariat and research support provided by the *David Unaipon College of Indigenous Education and Research* located within the University of South Australia.

2.2 Key deliverables

Key deliverables for the project include:

- comprehensive qualitative and quantitative research reports on contributing background factors and the effectiveness of current strategies in increasing the number and retention of Aboriginal and Torres Strait Islander teachers
- a series of partnerships and co-investment agreements with school authorities, university schools of education and other agencies to increase recruitment, retention and leadership in pre-service teacher education and in schools
- a national community engagement and targeted marketing strategy to promote teaching as a career option for secondary Aboriginal and Torres Strait Islander students and adults.

The Project Plan is intended to be a working document that is progressively updated during the course of the Initiative. The Project Plan forms the basis of annual Work Plans that further detail project activities, responsibilities, schedule and budget for each calendar year (2012, 2013, 2014 and 2015).

2.3 Background

The MATSITI project is aligned with the COAG *National Indigenous Reform Agreement*² and associated *Closing the Gap* targets to address Indigenous disadvantage.

The \$7.5 million MATSITI initiative was announced by the Commonwealth Minister for Schools, Early Childhood and Youth, the Hon. Peter Garrett MP, in July 2011 and is funded by the Department of Education, Employment and Workplace Relations.

Addressing leadership, quality teaching and workforce development, including increasing the number of Aboriginal and Torres Strait Islander staff in schools is a key strategy of the MCEECDYA *Aboriginal and Torres Strait Islander Education Action Plan*³ 2010–14.

² Council of Australian Governments, Fact Sheet 1 National Indigenous Reform Agreement, COAG, Canberra, <http://www.coag.gov.au/coag_meeting_outcomes/2008-11-29/docs/20081129_national_indigenous_reform_factsheet.pdf>

³ Ministerial Council for Education, Early Childhood Development and Youth Affairs, *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*, MCEECDYA, Carlton South, <www.mceecdya.edu.au/verve/resources/A10-0945_IEAP_web_version_final2.pdf> (The plan refers to all Aboriginal and Torres Strait Islander staff in education, including teachers)

Aboriginal and Torres Strait Islander teachers in Australian schools

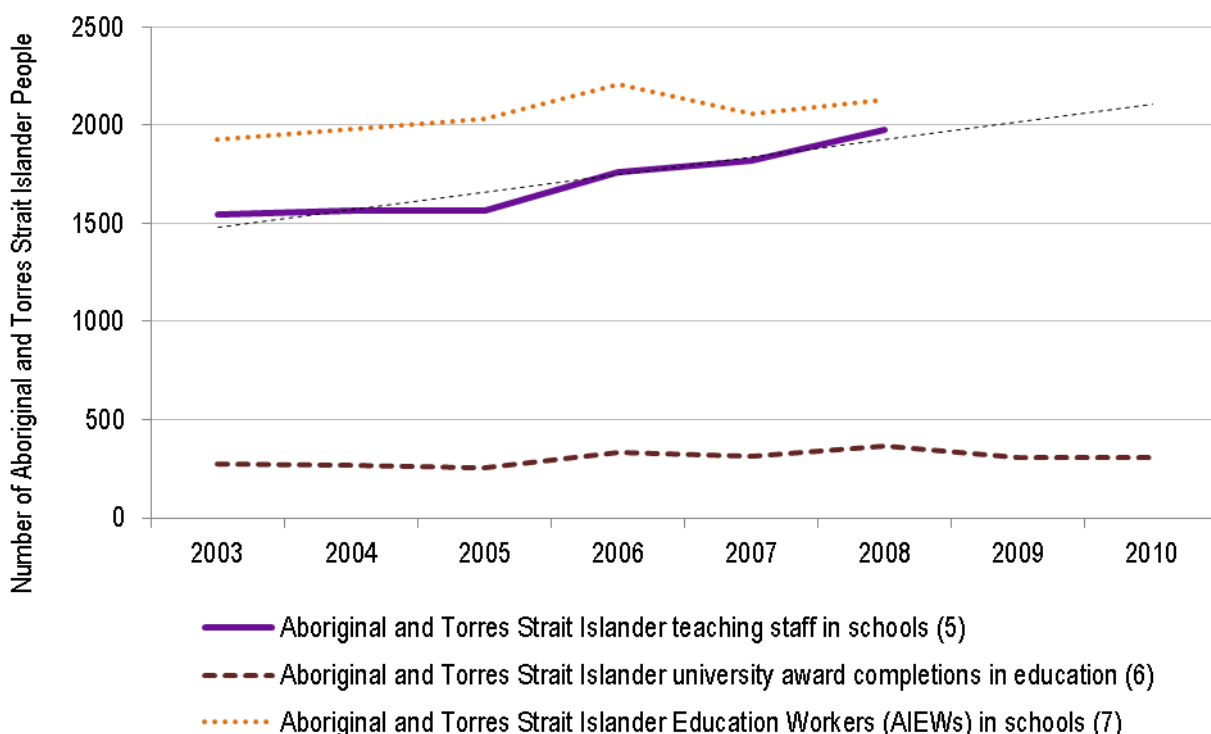
In 2008 there were 1977 Aboriginal and Torres Strait Islander teachers in Australian schools, an increase of nearly 500 teachers from 2001, representing 1% of the total teaching workforce.⁴

Approximately 300 Aboriginal and Torres Strait Islander people graduate from Australian university schools of education each year.

Increasing the number of Aboriginal and Torres Strait Islander teachers is a key factor in fostering student engagement and improving educational outcomes for Indigenous students, and enabling all students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Following significant growth in the numbers of Aboriginal and Torres Strait Islander teachers in the 1980s⁵, levels of growth since have been modest, compounded by high attrition rates in teacher education and in the school workforce.

Figure 1: Total numbers of Teachers, Teaching Graduates and AIEWs 2003–10



The Initiative will address current gaps in availability of data to inform and optimise future strategies and financial investments. For example, recent national data on numbers of Aboriginal and Torres Strait Islander teachers is not available due to the cessation of the Australian government-funded *Indigenous Education Strategic Initiatives Program* (IESIP) in 2009.

⁴ DEEWR (Department of Education, Employment & Workplace Relations), 2006, *National Report to Parliament on Indigenous Education and Training*, Department of Education, Employment and Workplace Relations, 2008, p. 67,

<http://www.deewr.gov.au/Indigenous/Resources/Documents/2008NRPIndigenousEdTraining.pdf>

⁵ P. Hughes, (Chairman), Report of the Aboriginal Education Policy Task Force, Aboriginal Education Policy Task Force, Canberra, 1988.

⁶ DEEWR, 2006, p. 67.

⁷ SCRGSP (Steering Committee for the Review of Government Service Provision) 2010, Report on Government Services 2010, Productivity Commission, Canberra.

⁸ DEEWR, *Staff 2010: Selected Higher Education Statistics*, DEEWR, 2010.

<http://www.deewr.gov.au/HigherEducation/Publications/HEStatistics/Publications/Pages/Staff.aspx>

In 2010, there were more than 160 000 Aboriginal and Torres Strait Islander school students in Australia representing just over 4% of the student population. Approximately 85% of Aboriginal and Torres Strait Islander students are enrolled in government schools and 15% in non-government schools.

While Aboriginal and Torres Strait Islander students can comprise up to 100% of enrolments in remote and community-based schools, the majority attend regional and urban schools where most of their peers are non-Indigenous. About 20% of Aboriginal and Torres Strait Islander students attend schools in remote areas.

Students in Australian university schools of education

In 2009, a total of 305 Aboriginal and Torres Strait Islander people graduated with a tertiary qualification in education.

National data on retention and attrition rates of Aboriginal and Torres Strait Islander students during their course of teaching study is not readily available. However, the retention rate of Aboriginal and Torres Strait Islander students in Bachelor degree study across all disciplines for 2008–09 was 71.9%, compared to 83.8% for the total Bachelor degree student population.⁹

Table 1: Education Award Completions by Course Level (2009)¹⁰

Level of Course	Course Completions
Graduate Certificate / Diploma	14
Advanced Diploma (AQF)	13
Graduate Diploma	37
Associate Degree	9
Bachelor Degree¹¹	188
Masters	39
Doctorate	5
TOTAL	305

The impact of recent national teaching registration requirements will be within the scope of this project's research.

⁹ Retention rate is defined as the number of domestic students who studied in 2008 and studied again in 2009 with the same provider, excluding any who completed in 2008. Source: DEEWR Higher Education Unpublished Statistics

¹⁰ Unpublished data

¹¹ Includes Bachelor's Graduate Entry (14 students)

Research factors

The MATSITI Project *Research Plan* will identify key factors that contribute to the number of Aboriginal and Torres Strait Islander people entering and remaining in teaching positions in Australian schools.

These factors are complex and extensive, including:

- aspirational and learning achievement factors, support and career counselling prior to considering a teaching career
- students' ability to successfully achieve Year 12 completion and university entrance requirements (Australian Tertiary Admissions Rank)
- universities' approaches to attracting and retaining Aboriginal and Torres Strait Islander school students and adults into teaching degree programs
- education employers' approaches to attracting and retaining qualified Aboriginal and Torres Strait Islander people into teaching positions in schools
- individual circumstances that contribute to or hinder study and career pathways into teaching
- factors that determine the effectiveness of incentives, support, scholarships and other programs that contribute to increased recruitment and retention of teachers.

The research will quantify the impact of these factors and recommend evidence-based strategies to increase teacher numbers and capacity of Aboriginal and Torres Strait teachers in schools.

The research will also identify the work being currently undertaken across all Australian school jurisdictions and university schools of education, identify gaps in current policy and practice, and determine future priority initiatives that will help deliver against the *National Aboriginal and Torres Strait Islander Workforce Strategy* objectives in relation to teachers.

2.4 Assumptions

The MATSITI project is based upon the following assumptions:

- The Initiative is dependent on a range of related strategies to accelerate improvements in the educational outcomes of Aboriginal and Torres Strait Islander children and young people. In particular, the completion of Year 12 by Indigenous students will be an essential pre-condition for their retention and completion of teacher training and a successful teaching career
- Increasing the number of Aboriginal and Torres Strait Islander teachers is a key factor in fostering student engagement and improving educational outcomes for Indigenous and non-Indigenous students
- Progress over the last decade to improve the number and professional capability of Aboriginal and Torres Strait Islander teachers has been patchy across Australian schools and systems, compounded by limited visibility of education study and workforce data
- There is widespread agreement by all stakeholders that increasing the number of Aboriginal and Torres Strait Islander teachers is a crucial reform, with much work still required
- An ambitious reform agenda to improve recruitment and retention of Aboriginal and Torres Strait teachers will be effective only through national collaborative action and co-investment by schools and school authorities, university schools of education, professional associations, and Indigenous leaders and communities.

The validity of these assumptions will be tested in the research plan and consultative phase of the project in the first half of 2012.

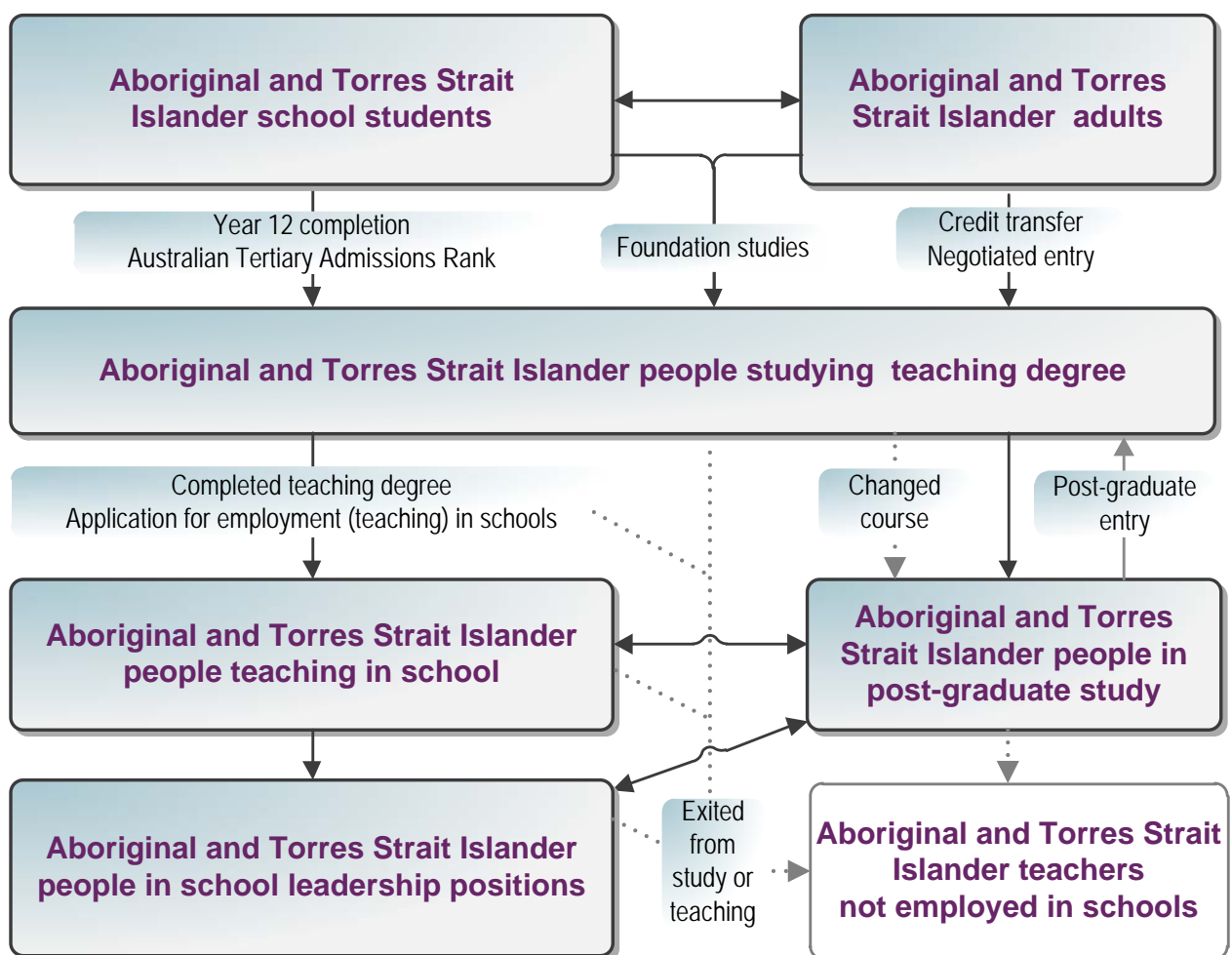
3 Project Scope

The MATSITI project will include a comprehensive research plan investigating key factors that contribute to, or mitigate against, increasing the number of Aboriginal and Torres Strait Islander teachers in schools.

The project research and funding agreements will rigorously evaluate current and proposed teacher workforce reform in Australian school jurisdictions and universities, with particular emphasis on recruitment and retention.

The project is expected to significantly increase the number of Aboriginal and Torres Strait Islander teachers in the longer term, and influence future priorities of school and university reforms against the *National Aboriginal and Torres Strait Islander Workforce Strategy*.

Figure 2: Aboriginal and Torres Strait Islander Study and Career Pathways into Teaching



3.1 Stakeholder engagement

The Project Leadership Group and partners will work in collaboration with many stakeholders from the education sector, and Aboriginal and Torres Strait Islander leadership in schools and higher education. A series of education sector co-investment agreements are planned to commence in 2012.

A series of national, state and territory conferences and events will be scheduled, commencing with a national Aboriginal and Torres Strait Islander teachers and educational leader forum in July 2012.

The Project Team will also engage with Indigenous education groups and influencers to strengthen capacity and networks with Aboriginal and Torres Strait Islander educators and leaders.

3.2 Research plan

The MATSITI Project Research Plan will be led by senior Aboriginal academics Emeritus Professor Paul Hughes and Dr Kaye Price and assisted by a project research officer, University of SA research reference group, external research agencies and other networks.

The project investigations will comply with research ethics and support an Aboriginal and Torres Strait Islander early career researcher.

The Initiative will recognise 25% of project funds against public sector research income.

Demographic research

The project research team will undertake a detailed analysis of existing cohorts of Aboriginal and Torres Strait Islander teachers, undergraduates and aspiring teachers in the first half of 2012.

The quantitative and qualitative research analysis will include, but not be restricted to, the following target groups, data and factors contributing to a successful career in teaching:

- school students and adults aspiring to become teachers
- learning achievement of school and undergraduate students
- school students and adults who enter university in an education discipline
- geographical factors and state/territory jurisdiction for aspiring, studying and practicing teachers
- influence of previous family and community students and teachers as role models in the education workforce
- school year level and specialisation of teaching workforce
- government and non-government schools
- transitions and study pathways into the teaching profession
- age and gender profiles
- influence of additional specialist support or interventions (e.g. tutoring, scholarships)
- ratio of Aboriginal and Torres Strait Islander teachers to school student populations
- attrition rates, causal factors and patterns during pre-service study and work
- preparedness and resilience of Aboriginal and Torres Strait Islander people to undertake study and employment in teaching
- patterns of career progression and professional networks.

Project researchers will work closely with DEEWR (including *Teaching Quality and National Partnership Team* data), school authorities, universities and other bodies to gain access to the most current and robust Aboriginal and Torres Strait Islander workforce data.

3.3 University and school jurisdiction agreements

Following the analysis of the most recent qualitative and quantitative research as described above, project partners will work with the Project Director, Professor Peter Buckskin, to collaboratively develop and maintain effective and lasting strategies to meet the objectives of the Initiative.

A comprehensive audit of current context, practices and outcomes in Australian school jurisdictions and teacher education institutions will be conducted during the first half of 2012.

Negotiations are currently underway with the Australian Council of Deans of Education (ACDE) to develop a collaborative work program with a particular focus on Aboriginal and Torres Strait Islander students' engagement, retention and success in their teaching study.

Similar agreements will be sought with the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC), Catholic and independent school representatives and other agencies and professional networks.

Agreements with universities and school jurisdictions will include a wide range of negotiated outcomes to suit local needs, such as those included in Table 2.

Table 2: Possible Investment Agreement Outcomes

Universities	School jurisdictions
<ul style="list-style-type: none"> • Audits of Aboriginal and Torres Strait Islander enrolments, retention and graduation status • Setting of targets to increase retention and completion rates • Matching funding with strategies for program sustainability • School–university partnerships to attract Aboriginal and Torres Strait Islander students into teaching • Flexible and innovative study options and pathways for students to retain connection with home communities • Scholarships to overcome financial and other barriers to undertake teacher training • Cooperative arrangements between schools of education and university Indigenous leadership • Institutional plans that establish strategies to improve retention, success and graduation rates • Ongoing data collection, monitoring and reporting of completion rates and other student data 	<ul style="list-style-type: none"> • Successful strategies to support Aboriginal and Torres Strait Islander students to successfully complete school and gain entry to pre-service teacher education • Audits of Aboriginal and Torres Strait Islander teacher recruitment, induction and retention programs • Professional learning and leadership development strategies for Aboriginal and Torres Strait Islander employees • Established targets to increase recruitment and retention • More Indigenous teachers embedded in workforce policy reform • Programs to transition Aboriginal community officers or AIEWs to teaching • Mentoring and networking of Aboriginal and Torres Strait Islander teachers • Cost–benefit analysis of current strategies and additional supports to attract and retain teachers • Matching financial investments and plans for sustainability

3.4 Recruitment policies and practice

Key priorities to improve the effectiveness of undergraduate and teacher recruitment will be informed by the first research phase outlined in section 3.2 to be conducted in the first half of 2012.

A detailed analysis of school and university recruitment strategies for school systems and universities will investigate:

- greater visibility of teaching as a potential career for secondary students
- quality of career counselling in schools and for adults considering changing career
- outreach services, recruitment and selection policies and practices used by universities
- recognition of prior learning (RPL) and credit transfer arrangements into university
- undergraduate and teacher scholarships and financial incentives to overcome economic barriers
- teacher recruitment and placement policies and practices by school jurisdictions (e.g. guaranteed employment, optimal placements to Aboriginal and Torres Strait Islander communities where appropriate)
- improved planning and matching of teaching graduates with future education workforce demand and skill shortages.

Following the research phase in early 2012, negotiations and agreements with universities and school employing authorities will be implemented to progress evidence-based recruitment and retention strategies and maximise partner investments in the Initiative.

3.5 Retention policies and practice

Key priorities for reforms to improve the effectiveness of school completion, undergraduate and teacher retention will be informed by the first research phase in section 3.1 to be conducted in the first half of 2012.

A detailed analysis of school and university retention strategies will explore:

- interventions to improve retention and graduation rates within university schools of education (e.g. academic and peer support, mentoring and case management, Indigenous Higher Education Centre Support)
- interventions to improve Year 12 retention and completion rates and transitions from school to university study to employment
- elements of supportive school workplace culture for Aboriginal and Torres Strait Islander teachers and students as potential teachers
- interventions to improve retention rates in the first years of teaching in schools (e.g. inductions, optimal school placements, mentoring and peer support)
- financial incentives to overcome economic hardship
- return on investment for school and university intervention programs.

3.6 Professional learning and leadership

A secondary objective of the Initiative is to enhance the professional and leadership capabilities of experienced Aboriginal and Torres Strait Islander teachers.

Potential areas to address within the project include:

- quality professional learning in the early years of teaching
- mentor support and career counselling for teachers and new leaders
- mid-career programs, including options for promotion within the classroom
- development of specialised interests
- career pathways to school leadership positions and specialised education roles.

3.7 Marketing and communications strategy

The project marketing and communications plan will be led by the Project Director assisted by the MATSITI project team and marketing specialists.

The marketing and communications plan has two objectives:

- significant levels of engagement by education stakeholders across Australia, particularly with state and territory school jurisdictions, schools, university schools of education and Aboriginal and Torres Strait Islander education leaders and practitioners
- a targeted marketing campaign to attract and retain Aboriginal and Torres Strait Islander teachers in schools.

The communications plan will include a mix of promotional strategies including professional events and conferences, print and interactive online communications, project ambassadors, in-school events and a social media strategy.

3.8 Intellectual property

The University of South Australia, through the David Unaipon College of Indigenous Education and Research, will own project material and intellectual property rights upon their creation, with non-exclusive license granted to the Australian government, and provisions for material to be excluded. Further intellectual property conditions are specified in the Initiative contract with DEEWR.

Further intellectual property rights and obligations will also be considered as part of partnership agreements between the Project Team and other agencies.

3.9 Future directions

Project planning will recognise that the nature of teaching is undergoing rapid change with reforms in areas such as national registration, Australian curriculum, agreed professional standards and impact of learning and teaching in the digital age.

The profile of the future teaching workforce will be considered to determine future areas of demand, skill shortages and the age profile of teachers.

Through consultation and analysis of current data, innovative approaches or alternative research and funding priorities will be considered in 2013.

3.10 Out of scope

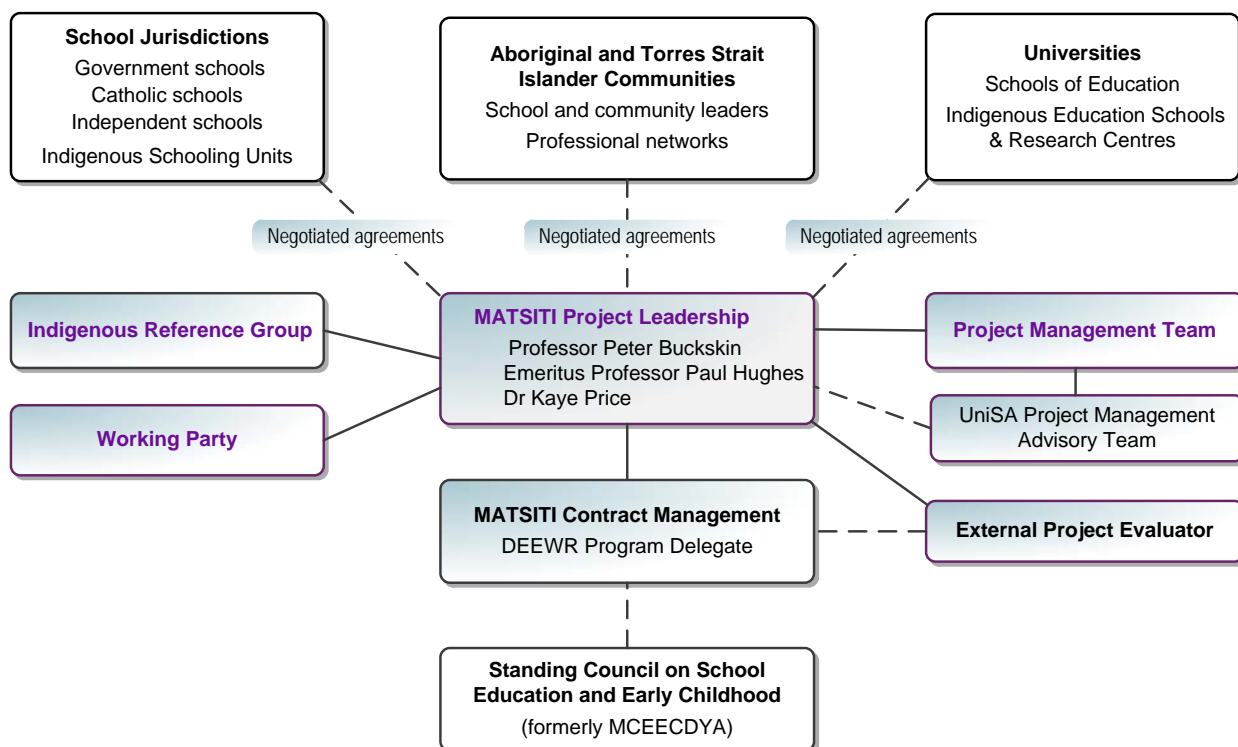
The following program aspects are out of scope for the MATSITI project:

- reforms to address broader social and historical factors that affect Aboriginal and Torres Strait Islander people
- community or vocational educators, except where these roles form a career transition for Aboriginal and Torres Strait Islander people to become teachers in schools
- industrial matters associated with school jurisdiction employment conditions.

4 Governance

A series of governance groups has been formed to provide strategic advice and management of the Initiative. A list of current members and functions can be found in Appendices 8.1 and 8.2.

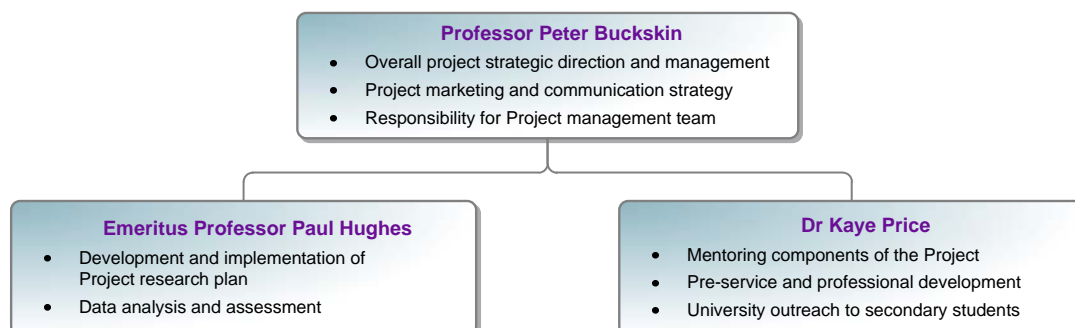
Figure 3: MATSITI Project Stakeholder and Governance Structure



4.1 Project Leadership Group

The Initiative will be directed by Project Director Professor Peter Buckskin, supported by Research Associates Emeritus Professor Paul Hughes and Dr Kaye Price.

Figure 4: Project Leadership Group Roles



The Project Director will report to the National Program Delegate, Branch Manager Quality Teaching, Department of Education, Employment and Workplace Relations.

4.2 Project Reference Group

An Indigenous Project Reference Group comprising those with expertise in Aboriginal and Torres Strait Islander education, education workforce planning and teacher education will provide advice and direction during the course of the Initiative.

4.3 DEEWR Project Steering Group

DEEWR will establish a MATSITI Project Steering Group to support the Program Delegate.

4.4 Project Evaluator

An external Project Evaluator will be appointed in 2012. Refer Section 6 of this document.

4.5 Communications and consultative networks

An ambitious reform agenda to improve recruitment and retention of Aboriginal and Torres Strait Islander teachers will only be effective through national collaborative action and co-investment by schools and school authorities, university schools of education, professional associations, and communities.

Refer Appendix 8.3 for key representatives of these networks and 8.4 for a communications schedule.

5 Project Management

The MATSITI project team will adopt a rigorous project management methodology¹² to ensure the quality and timeliness of management and delivery of the Initiative.

5.1 Project team

The project team will report to the Project Director. The project team will be responsible for the implementation of the MATSITI four-year Project Plan and annual Work Plans (2012–14).

The project team will consist of:

- Project Manager
- Project Research Officer
- Administrative Officer
- Additional specialist expertise co-opted as required.

5.2 Working Party

A Project Working Party comprising representatives from ACARA, AITSL, DEEWR, Australian Council of Deans of Education and project staff will provide strategic and operational support for the Initiative.

5.3 Project schedule

A detailed schedule of project tasks will be included in annual MATSITI Work Plans with drafts of annual plans to be submitted by 31 October in each preceding year.

Table 3: 2011 Project Tasks (completed)

2011	
Project establishment and planning	<ul style="list-style-type: none">• Co-sign contract between DEEWR and University of SA• Determine Project governance structure• Recruit project team• Develop Initial Project Plan• Conduct Project workshop for Reference Group and Leadership Team• Conduct Project workshop for school jurisdictions• Conduct Project workshop for higher education sector• Prepare Scoping Plan• Prepare 2012–15 Project Plan• Prepare 2012 Project Work Plan

¹² Supported by University of South Australia *Project Quality System*
<http://www.unisa.edu.au/res/admin/PQSabout.asp>

Table 4: 2012–15 Project Tasks

Project Implementation	2012
	<ul style="list-style-type: none"> • Submit 2011 project progress and financial reports • Determine governance group meeting schedule • Develop and implement project research plan • Complete literature review • Develop and implement project communications and marketing strategy • Conduct market research • Collect and analyse demographic factors, study pathways and workforce data • Review existing initiatives to increase teacher numbers • Host a national Aboriginal and Torres Strait Islander teachers conference • Identify project ambassadors • Negotiate project agreements with school jurisdictions, university schools of education and professional networks • Develop project evaluation framework and future workforce targets • Prepare 2013 Work Plan
	2013
	<ul style="list-style-type: none"> • Submit 2012 Project progress and financial reports • Implement and monitor project agreements with school jurisdictions, university schools of education and professional networks, including analysis of costs and benefits • Implement marketing strategy to attract Aboriginal and Torres Strait Islander people to teaching • Prepare 2014 Work Plan
	2014
	<ul style="list-style-type: none"> • Submit 2013 project progress and financial reports • Implement and monitor project agreements with school jurisdictions, university schools of education and professional networks • Implement marketing strategy to attract Aboriginal and Torres Strait Islander people to teaching • Prepare 2015 Work Plan
	2015
Project review	<ul style="list-style-type: none"> • Submit 2014 project progress and financial reports • Measure impact of marketing strategy • Evaluate project outcomes and progress towards more Aboriginal and Torres Strait Islander teachers in Australian schools • Publish and distribute final project report and recommendations • Submit 2015 financial report • Close out and archive project

5.4 Risk management

The Initiative will include a rigorous risk management strategy¹³ for strategic and operational components of the project.

Risks associated with the Initiative are assessed as moderate, and include limited effectiveness in increasing teacher numbers, operational difficulties, budget over-runs and 'political' risks associated with agreements and collaborations with multiple stakeholders.

Annual project work plans will include prioritised risks and mitigation strategies, including continual evaluation of the Initiative to change course where necessary. Project risks identified to date are outlined in Table 4.

Table 5: Project Risks

Critical risk	Mitigation strategies
Limited school, university, professional or community engagement in the Initiative	Comprehensive communication strategy with leaders, supporters and influencers in recruitment and retention Effective communications with project governance group networks Seek regular feedback on progress and outcomes of the Initiative Negotiation of partnership agreements and targeted grant funding
Project contract breach and/or cessation	Regularly monitor contract obligations University indemnity insurances
Little or no progress towards growth in numbers of Aboriginal and Torres Strait Islander teachers	Ongoing monitoring and review process, adjust course where necessary
Cost over-runs	Ensure rigour in planning and costings, and monitoring and review of expenditure Monitor contractual and payment milestones
Delays in schedule and key milestones	Negotiate flexibility with senior University of SA staff to minimise lead times for staff appointments and project arrangements
Loss of key personnel	Backfill staff from outside project team Delay research activities
Lack of access to third-party research data or participants	Work closely with DEEWR Workforce Data Section and other key research agencies
Online and information security compromises	Information security and privacy audit and monitoring of project website and online communications
'Political' considerations such as funding and electoral cycles	Comprehensive communications strategy on scope and progress of the program Ensure long-term agreements are embedded in jurisdiction policy and practice
Reputation damage to Minister, Department, University of SA or key stakeholders	Work closely with Australian government staff and other stakeholders to ensure quality project briefings and any early warning signs of project difficulty

¹³ In accordance with principles of Standards Australia, 2009 *AS/NS ISO 31000*

5.5 Reporting

The project team will provide annual project reports detailing progress in the implementation of all obligations and expenditure of funds described in the Work Plan for that calendar year. Annual progress reports are due by 30 March following each Work Plan cycle.

In addition to formal contract reporting, the project team will widely report progress to education and community stakeholders during the course of the Initiative.

6 Evaluation

There are two key evaluation questions for assessing the outcomes of the program, one relating to future growth in numbers and capabilities of Aboriginal and Torres Strait Islander teachers, and the other relating to the effectiveness of the project itself.

Project outcomes will be progressively evaluated with a final project evaluation report provided in 2015.

6.1 Aboriginal and Torres Strait Islander teachers

The first key evaluation question for the Initiative is:

What are the success indicators and targets for increasing the number of Aboriginal and Torres Strait Islander teachers in Australian schools?

Following the establishment of an evaluation framework and ongoing monitoring, a robust independent review of MATSITI targets and project will be conducted in 2015.

Success indicators and targets for all partners in the Initiative may include:

- increased numbers of practicing Aboriginal and Torres Strait Islander teachers working in school classrooms
- increased numbers of Aboriginal and Torres Strait Islander people working in education leadership positions in the school sector
- increased retention of Aboriginal and Torres Strait Islander teachers remaining in teaching positions, including increase in average years working experience in schools
- improved retention and completion rates of Aboriginal and Torres Strait Islander undergraduate students in tertiary education study
- increased numbers of Aboriginal and Torres Strait Islander secondary students and adults considering teaching as a career
- ongoing funding commitments to retain lasting program momentum by school authorities and universities.

6.2 Project effectiveness

The second key evaluation question for the Initiative is:

How effective has the Initiative been in increasing the number of Aboriginal and Torres Strait Islander teachers?

The project will adopt a rigorous project management methodology to ensure quality of outcomes and return on investment.

Project progress and outcomes will be closely monitored, reviewed and communicated, working closely with education and Aboriginal and Torres Strait Islander networks.

Key performance indicators for the project include:

- awareness, engagement and actions by education and university authorities, schools, Aboriginal and Torres Strait Islander educators and leaders
- quality, clarity and communication of research outcomes
- project outcomes delivered on time and within budget
- level of co-investment funding by jurisdictions and universities.

Specific project activities including education sector agreements and marketing plans will also be subject to an evaluation process.

7 Budget

7.1 Project income and expenditure projections

The Initiative has received total Australian government funding¹⁴ of \$7.5 million over four years, to be leveraged by co-investments by schooling authorities, teacher education institutions and other parties.

Interest earned on Initiative funding will be re-invested into project activities.

Table 6: Project Budget Summary 2012–15

Income		
Contract revenue	\$7,189,019	<i>DEEWR Grant executed 20 June 2011 less 2011 expenditure</i>
Interest (estimated)	\$319,996	<i>Interest earned on unexpended project funds as per drawdown schedule</i>
2012–15 Expenditure		
Research	\$1,021,538	<i>Research leaders, research officer, travel, data and distribution costs</i>
Education sector agreements	\$4,109,598	<i>Funding agreements with school jurisdictions and higher education sector</i>
Communications & marketing	\$687,348	<i>Print and electronic media, market research, website, ambassadors</i>
Conferences and events	\$363,000	<i>Identified national or state and territory conferences and events</i>
Project evaluation	\$100,000	<i>Evaluation framework and external evaluator in 2015</i>
Governance	\$70,000	<i>Meeting costs for Reference Group, Working Party & other key stakeholders</i>
Project management	\$706,416	<i>Project manager, Director, travel, contract costs</i>
Administration	\$257,663	<i>Administrative officer (0.5%), office expenses and incidentals</i>
UniSA Levy (5%)	351,911	<i>University of South Australia Project levy</i>
TOTAL EXPENDITURE	\$7,685,327	<i>2011 expenditure (actuals) and University levy to be reported separately.</i>

¹⁴ Funding Agreement with Australian Government executed on 20 June 2011, funding exclusive of GST.

Figure 5: MATSITI Projected Expenditure 2012–15

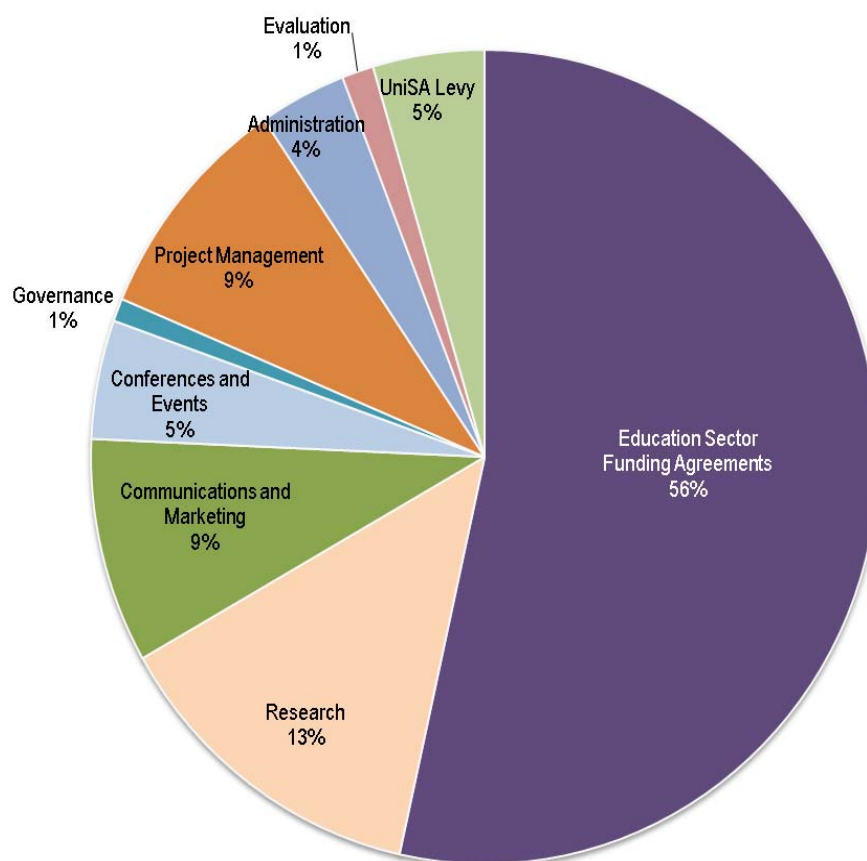
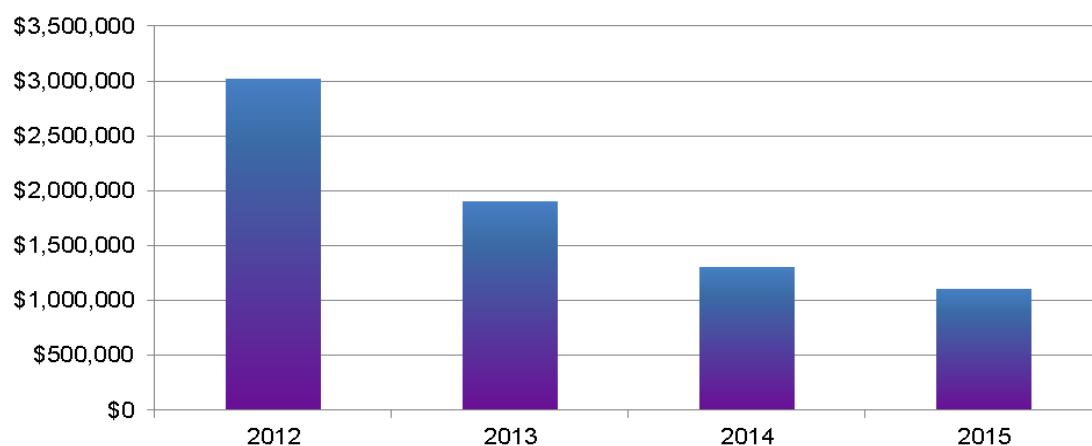


Figure 6: MATSITI Annual Expenditure Drawdown



MATSITI budget projections will align with activities, schedule and resources contained in the annual Project Work Plans, which contain further details of projected income and expenditure.

More funds will be expended in 2012 due to planned education authority and university agreements.

Expenditure to December 2011 will be reported as project establishment and planning expenses and reported to the DEEWR Program Delegate by 31 January 2012.

Future budgets may be adjusted between project expenditure activities in response to research findings and negotiations with the education sector in 2012.

The budget is proposed to maximise the return on investment of funds to be expended, and to maximise the sustainability of the Initiative goals beyond 2015.

8 Appendices

8.1 Indigenous Reference Group members

- Ms Dyonne Anderson, National Aboriginal and Torres Strait Islander Principals Association
- Mr James Atkinson, Manager, Koorie Education, Northern Metropolitan region, Victorian Department of Education and Early Childhood Development
- Ms Cindy Berwick, Indigenous Education Consultative Boards (IECBs) representative
- Mr Ned David, Torres Strait Islander nominee
- Ms Judith Ketchell, Torres Strait Islander nominee
- Professor Mark Rose, Deakin University
- Ms Darcel Russell, Australian Education Union
- Professor Konai Thaman, UNESCO Chair of Teacher Education and Culture (Pacific Region)
- Dr Karen Martin, Southern Cross University (early childhood education nominee)
- Ms Angela Leitch, Queensland Department of Education and Training, Senior Officers National Network of Indigenous Education (SONNIE) nominee

8.2 Working Party members

- Professor Paul Chandler, Australian Council of Deans of Education
- Professor Toni Downes, Australian Council of Deans of Education
- Ms Jan Febey, DEEWR Program Delegate
- Ms Deborah Palmer, ACARA
- Emeritus Professor Paul Hughes, University of South Australia
- Mr Edmund Misson, AITSL
- Dr Kaye Price, University of Southern Queensland
- Ms Karmi Sceney, SCSEEC (formerly MCEECDYA) Indigenous Education Working Group

8.3 Partners and consultative networks

- Aboriginal and Torres Strait Islander community leaders and elders
- Australian Council of Deans of Education (ACDE)
- Australian Curriculum, Assessment and Reporting Authority (ACARA)
- Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC)
- Australian Education Union
- Australian Government Department of Education, Employment and Workplace Relations
- Australian Institute for Teaching and School Leadership (AITSL)
- Catholic and Independent school representatives
- Indigenous Education Consultative Bodies (IECBs)
- National Alliance for Remote Indigenous Schools (NARIS)
- National Association of Aboriginal and Torres Strait Islander Principals Association
- Principals Australia, teacher and education leader professional associations
- Senior Officers National Network Indigenous Education (SONNIE)
- State and Territory government and non-government school authorities
- State and Territory Teacher Registration Boards
- Stronger Smarter Institute

8.4 Communications plan

Governance and working groups	Communications schedule
Reference Group	At least quarterly teleconference and one face-to-face forum per year
Working Party	At least quarterly teleconference and one face-to-face forum per year
Project Leadership Team	Fortnightly teleconferences
Project Management Team	Weekly project meetings
DEEWR Program Delegate	Quarterly and as required Annual contract work plans, progress reports and financial statements
Partnership agreements	
Australian Council of Deans of Education	Three face-to-face forums in 2012 Reporting schedule as per <i>Retention and Graduation</i> funding agreement
MATSITI 2012 grant recipients	Quarterly teleconferences and meetings Reporting schedule as per project funding agreements
Online networks	
Project website www.matsiti.edu.au	Website blog postings and news published at least monthly
Project network forums www.matsiti.net	Distributed web-based network groups, forums and events on a range of topics and issues
Social media	Maintain news and resources on Twitter (@matsiti), YouTube, Slideshare and Delicious

8.5 Contract milestones

