

MATSITI EVALUATION REPORT

Findings

The external evaluation of the MATSITI project and partnerships, released in early May, can be downloaded [here](#).

The Report found that MATSITI delivered:

- **A robust evidence base** that supports a more diverse teacher workforce
- **School and university reforms** to increase the number and capacity of Indigenous teachers
- **Promotion of teaching as a career** of choice for Aboriginal and Torres Strait Islander peoples
- **Connectedness of initiatives** to wider influences such as school systems, universities, governments and communities
- **Sustained engagement and commitment** to supporting projects over a number of years so they can become embedded practices
- **Well-defined and connected 'one off' projects** can shift understanding and practices for the future

The MATSITI Evaluation emphasised that:

- **Successful engagement** of Aboriginal and Torres Strait Islander people in the teaching profession is **essential to great educational success** for children/young people, their families and communities
- **Factors that contributed to successful projects that aim to increase the number and retention of Aboriginal and Torres Strait Islander teachers**
- The **inclusion** of Aboriginal and Torres Strait Islander Peoples in the leadership of initiatives and projects
- **Clear project deliverables** aimed at the attraction, retention and success of Aboriginal and Torres Strait Islander teachers in pre-service teacher education
- **Awareness-raising and development of cultural competence** accompanied by goals for shifts in practices and outcomes
- **Significant in-kind contributions of partners in projects**, a sign of commitment that may be leveraged to embed practices for the future

The Report's authors were Professor Brenda Cherednichenko, Pro-Vice-Chancellor, Faculty of Arts and Education, Deakin University; Professor Mark Rose, Executive Director of Indigenous Strategy, La Trobe University; and Peter Johnson, formerly Executive Director, People and Services, NSW Department of Education and Communities.

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Recommendations

The Evaluation Panel recommended:

- **Priority be given to publicising successful strategies and communicating the broader achievements of MATSITI** in a 'what works' style campaign across universities, educational jurisdictions, schools and key stakeholder groups in the broader MATSITI community
- **Funding be provided to extend the MATSITI project** for a further four years 2016-2019
- **Projects funded in the period 2016-2019 target specific objectives**, and draw upon evidence and data from the 2012-2015 initiatives
- **A sub-project be devoted to embedding the MATSITI objectives into the regulatory framework and operational context of school jurisdictions** to ensure the sustainability of the pursuit of these objectives up to, and beyond, 2019
- **A national strategy promoting teaching as a career** to Aboriginal and Torres Strait Islander peoples be developed, launched and monitored
- **A comprehensive national leadership strategy** for Aboriginal and Torres Strait Islander teachers be developed and implemented
- **Leadership and teaching positions in schools with significant Aboriginal and Torres Strait Islander student enrolments be targeted, or identified for filling**, by suitably qualified Aboriginal and Torres Strait Islander educators
- **A national scholarship program** of an annual 100 scholarships for Aboriginal and Torres Strait Islander teacher education students be launched
- **A suite of strategies aimed at significantly increasing the completion rates** of Aboriginal and Torres Strait Islander initial teacher education students be implemented by universities
- **Priority be given to establishing and promoting pathways** for Aboriginal and Torres Strait Islander Education Workers to transition to careers as teachers. Such pathways should be sensitive to the social, cultural and financial support required for success
- **All school employers and teacher regulatory bodies in each state and territory be required to report on the cultural knowledge and practices** they have and are implementing to provide a safe environment for Aboriginal and Torres Strait Islander peoples to formally identify as such and for that identification to be formally recorded and maintained by that employer and reported nationally in a de-identified, statistical format
- **Teacher unions and the Commonwealth Government agree in principle to include in future industrial agreements mechanisms** by which Aboriginal and Torres Strait Islander teachers may be provided with priority for employment
- **The Commonwealth Government amend the relevant legislation** to provide preference for the employment of appropriately qualified Aboriginal and Torres Strait Islander teachers across all Australian educational jurisdictions