

Department of Education and the Arts response
to recommendations of
the Ministerial Advisory Committee for Educational Renewal

Report on **Indigenous Education**



MACER Recommendation	Accepted/ Not Accepted/ Comments	Actions
1. Challenge the systemic mindset that tolerates or accepts the continuation of underperformance in Indigenous education by asserting the rights of Indigenous people to a quality education.	Accepted The strategic intent of the MACER paper and Matrix concerning improving performance and outcomes by increasing accountability is both supported and commended by the department. To this end, a range of strategies have been put in place to address accountability across the system and to drive Indigenous education improvements.	A compulsory component of the School Annual Report and Operational Plan has been established for completion by every school in Queensland. Strong but achievable performance targets have been established for every school in Queensland and the system as a whole. By 31 December 2005, schools will be expected to significantly improve attendance, retention and completion, literacy and numeracy attainment, and workforce development and leadership.
2. Instigate the application of the Accountabilities Matrix throughout the Education Queensland structure to ensure that all officers of the Queensland education system are meeting their professional responsibilities by challenging, supporting, developing, monitoring and intervening in the interests of improved Indigenous education outcomes.	Accepted	The department has established performance management processes with all Executive Directors (Schools) (EDS) around Indigenous education. All schools now have targets for improving education and employment outcomes for Indigenous learners. The matrix will be included in performance management processes and will be used by EDS as a tool to support planning with principals by the end of 2004. In addition, the department has committed to providing professional development for all staff by 2010.
3. Direct within Education Queensland mechanisms to ensure that Executive Directors (Schools) apply the Accountabilities Matrix to lead reform that ensures the rigorous pursuit of improved Indigenous student outcomes that are aligned with <i>Destination 2010</i> and Smart State targets, and valued by respective Indigenous communities.	Accepted	
4. Direct all schools to strengthen learning and management structures to ensure accountability for a greater degree of alignment between the curriculum, pedagogy and assessment practices in Indigenous education	Accepted	The critical role of curriculum is supported and acknowledged by the department's commitment to develop P-12 guidelines for Indigenous education in partnership with the Queensland Studies Authority by June 2005. A major focus of curriculum will be on literacy attainment and achievement in line with the National Benchmarks for Literacy and Numeracy and <i>Destination 2010</i> . Teachers will be supported in the classroom with access to teaching resources, professional development and leadership.
5. Establish a process to identify exceptional administrators and other quality leaders in schools, and urge employers to negotiate packages to attract them to Indigenous schools.	Accepted	The department has established a network of High Achiever Principals to support school and system leaders across the state to proactively address Indigenous education outcomes, foster and encourage innovative leadership in Indigenous education. Principals will spend two years undertaking the roles as described above. There are currently three principals in this network. In 2004-05 the department will induct another four principals into the network bringing the total to seven. Successful nominations will be announced in September 2004. The department has also established three Centres of Excellence in Indigenous Education to support practitioners within schools to develop their professional practice in this important area. During 2004-05 a further four centres will be established. For staff in remote communities, a number of incentives already apply including the Remote Area Incentive Scheme and housing support. In addition the flexible human resources model, which applies a targeted application process to 23 schools in Indigenous communities, identifies a pool of teachers interested in working in these schools, involves communities in their selection and provides ongoing support for successful applicants. Under this model professional development incentives also apply for those with continued service. The Remote Area Teaching Education Program offered in conjunction with the James Cook University and Tropical Far North Queensland TAFE is also delivering culturally appropriate teacher education courses to Aboriginal and Torres Strait Islander students based in remote communities — training local people to teach in their own communities.

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6. Establish a review of RATEP (Remote Area Teacher Education Program) for the purposes of significantly enhancing its capacity to produce greater numbers of quality Indigenous teachers.	Accepted	The department has committed to undertaking a comprehensive review of the RATEP program with a view to its expansion to service more Indigenous peoples wishing to pursue careers in Indigenous education. A consultancy group has been appointed and the review will be completed by December 2004.
7. Utilise negotiation tables and other existing mechanisms to ensure that other Queensland Government departments and Indigenous communities take joint responsibility for developing local strategies to reduce absenteeism, improve student health and have a positive impact on improved learning outcomes.	Accepted	The department is an active member of the Government's response to Meeting Challenges Making Choices including leading work on the development of education, training and arts strategies which respond to areas of need such as student attendance, retention, training and employment opportunities, and substance abuse. The department is working with a number of communities directly through the negotiation tables process where education is a standing item.
8. Convene a meeting of CEOs of Education Queensland, Catholic education, leading representatives of AISQ, and the Commonwealth Department of Education, Science and Training to consider and affirm individual and collective responses arising from this report.	Accepted	By August 2004, the department will establish an Indigenous Education Advisory Group representative of all key Indigenous education stakeholder groups in Queensland including all education sectors, the Queensland Teachers' Union, Indigenous Education Consultative Body, and Torres Strait Islander Regional Education Council. The role of this group will be to provide high level advice and direction to the department concerning Indigenous education and the implementation of the Partners for Success strategy.
9. Strengthen Education Queensland's strategy for targeting and screening quality teachers for schools in Indigenous communities.	Accepted	The department is undertaking a review of flexible human resource management strategies currently in place in a number of remote Indigenous communities in partnership with the Queensland Teachers' Union. These flexible approaches to staffing ensure that communities have access to quality teachers and teaching. The review will be completed by the end of 2004.

