

OOF-TAS Summit 2021

Roy Anderson
Education Officer: STEM
Catholic Education NT



Acknowledgement of country

I acknowledge the Larrakia people as the Traditional Owners of the Darwin region.

I pay my respects to the Larrakia elders past, present and emerging and extend that respect to other Aboriginal and Torres Strait Islanders who are present in this forum.



A little about my journey

I have lived and worked in the NT since 2006 with both Government and Catholic schools in the desert and in the top end and have been:

- The IT teacher in Wadeye/Port Keats and support for local teachers in maths
- A senior teacher (HoF) of the “Mega-faculty” at Taminmin College - 16 teachers in 13 curriculum areas (and didn’t teach in any of those areas!)
- A senior teacher at MacKillop Catholic College over “Electives”
- A Teacher-Principal at Willowra CEC in the Warlpiri Triangle in the Tanami Desert
- With the NT Department of Education as a consultant implementing a new curriculum for remote secondary schools based entirely on the General Capabilities (visited more than 30 remote/very remote schools)
- Now as Education Officer: STEM for CEO NT
- Instrumental in starting the STEAM TANT (Teachers association of NT) with a primary focus

A little about my journey

I have not always been a teacher and have worked in industry for more than 18 years in manufacturing and in various roles including some engineering components.

I am primary trained at Canterbury University, NZ, however I have not taught lower than Year 6 level as a teacher, and have taught up to Year 12 in Technologies.

I have also taught Maths, Science, RE, ICT, HASS, English, PE, Visual Art, Photography and Te Reo Maori from Year 6 through to Year 10.

That would make me a classic OOF teacher!

Adding context

First, I would like to add context to this presentation

The following slides build context of the Northern Territory with its unique situations

None of what I will be saying is new to the group! (except perhaps some of the weather events...)



Daly River Community - Naiyu - river at just over 13m

Catholic Education NT schools - 18 across the Territory

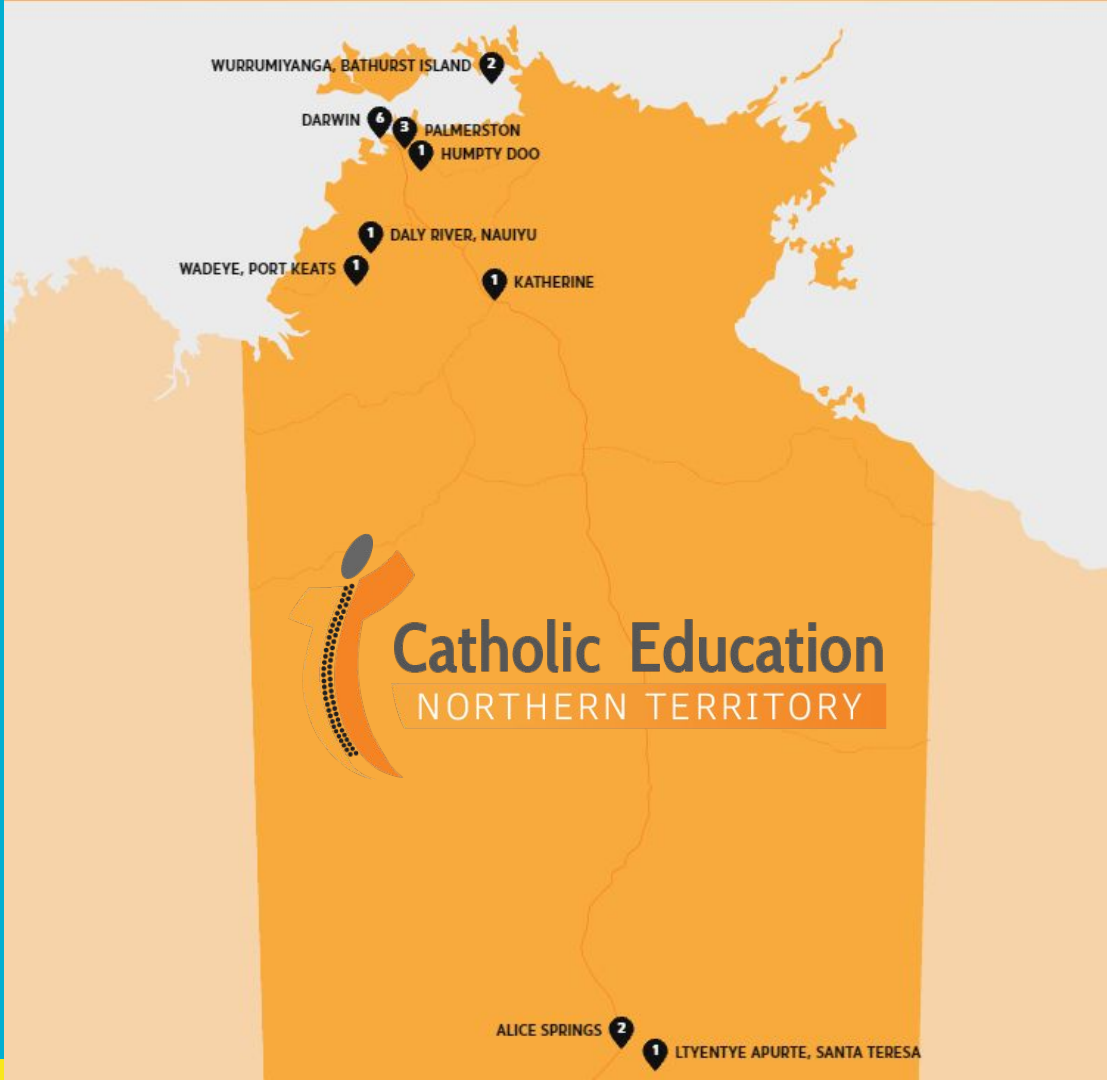
5 remote/very remote
schools

More than 1600km's
between them

Approximately 6000
students



Ltyentye Apurte - Santa Teresa



NT Gov schools



Rurruwuy homelands school





The NT represents 1% of the Australian population¹



of our students are enrolled at schools located in remote and very remote areas³



The NT is spread over one sixth of the continent¹



41 of the NT's 152 government schools have fewer than

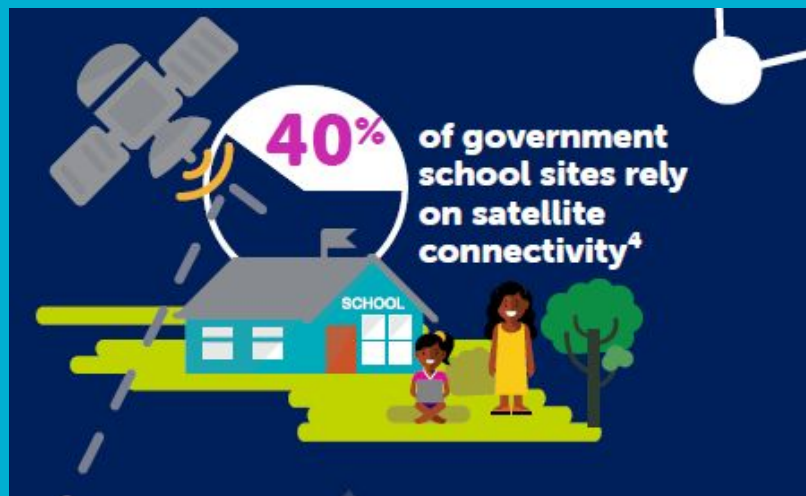


50 students³

Our schools and students
are distributed across nearly
1.35 million square kilometres²



of our schools
are located in
remote and very
remote areas³



Given these contexts some of the challenges that exist

“Warm bodies...” difficult to get (good) teachers most of the time

Staffing remote schools is incredibly difficult and complex

Staff turnover - anecdotally - average teacher time in NT Gov schools is 9 months, CENT schools 14 months

Culturally responsive pedagogy required but limited in teachers that come from other states or territories

Almost impossible to get ERT's to remotes, and very difficult to get in other areas

Just looking at one area - shortage of relief teachers

Impact on stakeholders in schools

- Teachers are unable to go to professional learning opportunities
 - Thus limited in being able to change/grow/improve in areas that are needed
 - by the schools,
 - wanted by the teachers
 - Increased stress of not being able to leave their classes
- I was with a teacher from Katherine two days ago at the office. He had left his class with ISAs (Inclusion Support Assistants) in his room with another (2nd year teacher) watching over the class while teaching her own class
- Other issues at KHS - DoE staff asked to teach

Not just a shortage of teachers with content knowledge

EAL/D - 2019 figures in the NT - 51% of students are EAL/D

- Not many teachers trained in this area - profound impact on student outcomes
- Secondary teachers in remote areas
 - Content knowledge is high but pedagogical approaches are limited
 - Have great difficulty breaking down content into manageable chunks without “dumbing it down”
 - Having ability to develop literacy and numeracy skills through content is limited

These effects are compounded in remote schools

- Almost all students in remote communities have English as a second, third, and sometimes more, language
- Local teachers are continuously having to try to change leaders' views and teachers' practice around working with aboriginal students, teachers and other local staff



As a result

- Schools have to accept any teachers that apply
 - Limits courses to - what is this teacher good at?
 - Fit for purpose?
- What is the impact of this on student learning?



Looking towards Haasts Bluff - Alice Springs Region

Incentives that CENT have implemented to attempt to address some of these issues

Developing leaders through the Brown Collective's Middle Leadership Program

Using Gavin Grift's model of developing Professional Learning Communities - focus is on student outcomes from a research perspective

Implementing the Jim Knight model of Instructional Coaching - focus is on developing teacher practice within a classroom - evidence based research - High Impact Strategies

Adding these incentives into SIP/AIP's

However sustainability of these incentives is difficult with the constraints around turnover

References

[ACCELERATE](#) - NT Education Strategy