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ABOUT US

Teach For Australia is an independent, non-profit organisation supported by both public and private sector partners. We are committed to, and working hard towards our vision of an Australia where all children have excellent educational opportunities.

Our primary objective is to improve student outcomes in areas of educational disadvantage. We do this by recruiting, training and supporting university graduates to teach in disadvantaged high schools for two years. Over time, these teachers (called Associates) will form a network of alumni who are interested in, and knowledgeable about schools and education, committed to educational equity and destined to become exceptional leaders.

The program has been specifically designed for the Australian context and differs in design and delivery from similar affiliate programs in other countries to ensure the most effective outcome for Australian students and the Australian education system.

We recruit high-achieving university graduates through a rigorous selection process. Our Associates are then enrolled in a two-year Postgraduate Diploma in Teaching at the Melbourne Graduate School of Education at The University of Melbourne. They are then matched with schools and teach subjects relevant to their university degrees.

When they are in the classroom, our Associates teach an 80 per cent load and are given time release for professional development and study. Associates are supported by mentors at their schools who are given time release to support them and specially trained Educational Advisors who provide advice, support and assistance. In addition they receive coaching and support from Career Advisors from our external business and employer partners.

WHERE WE ARE

In 2010 forty five Teach For Australia Associates began teaching in Victorian secondary schools. Over the coming years Teach For Australia will work with other state governments, the commonwealth and partners to expand the program.

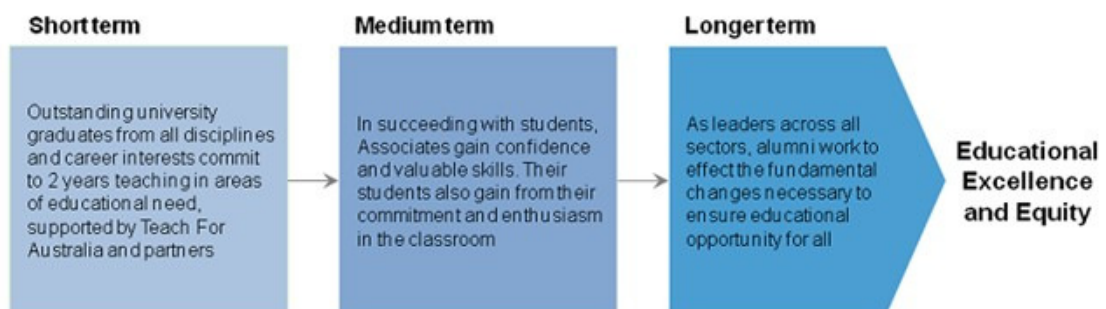
Teach For Australia Associates

In 2009 over 750 applications were received for only 50 places. Of those selected for the program the average UAI/ENTER score was 97. Nine had First Class Honours, Second Upper Class Honours or postgraduate degrees. Eight were presidents or vice-presidents of university colleges, clubs or societies.

What we are trying to achieve

Across Australia there are children who start life with a hugely reduced set of opportunities. All children have the potential to succeed but arbitrary factors of wealth and background create a barrier, limiting their chances of achieving academically even before they set foot in a classroom. This can dictate the course of their lives unless something drastic happens to change this.

Students from Australia's lowest socioeconomic quartile are on average 2.5 years behind the average student (their lack of wealth knocks 20 points off their ENTER score for those that get that far). Seven in 10 Indigenous students fail basic literacy tests.



OUR THEORY OF CHANGE

We believe every child in Australia is entitled to a brilliant education. At the heart of our mission is the potency of exceptional teaching to inspire change. Our theory of change highlights the change we seek in our Associates, in our students and the change in our society.

We are ambitious but by no means working on this goal alone. We have committed partners and are one of a number of initiatives focused on delivering educational reform and equality in Australia.

OUR PROGRAM

Recruitment and selection

Teach For Australia upholds a very high bar for selection. We look for graduates who have the skills, abilities and values required to inspire, lead and develop young people.

We recruit high-achieving graduates with a proven capacity for outstanding leadership.

Training and ongoing professional development

The first training experience Associates encounter is the Teach For Australia Initial Intensive, a residential six-week training program. This is followed by ongoing training and support during the two years.

The Melbourne Graduate School of Education was selected to partner with, and deliver the program for Teach For Australia because of its expertise, in particular because of its clinical approach to teacher education. Associates will have access to world-class tutors to support their two years of study and will graduate with a Postgraduate Diploma in Teaching.

Placement schools provide Mentors, experienced teachers who support Associates on a day-to-day basis in the school environment. In addition, Teach For Australia's Professional Development Coaches visit Associates regularly and provide further support and practical advice.

Classroom placements

Teach For Australia Associates commit to spending two years in their placement school, working closely with experienced mentor teachers to teach and manage their own classrooms.

Placement schools are all at secondary level and are chosen on the basis of their socio-economic disadvantage, level of need and ability and commitment to supporting Teach For Australia Associates. We place our Associates where they are needed the most.

Alumni network

Teach For Australia is developing a movement of passionate, intelligent, socially conscious people as future leaders in education and beyond. Our alumni will have opportunities for further professional development, networking and social engagement with like-minded individuals and influential supporters.

Alumni from our affiliated organisations have gone on to set up charities domestically and internationally; write books and explore the creative arts; have fulfilling careers in law, medicine, commerce and many other areas. Many have stayed in the classroom and taken leadership roles within education or have become involved in setting educational policy.

We expect our Associates to go on to become leaders in a wide range of sectors including education with an increased sense of responsibility and understanding of the issues surrounding educational disadvantage.

WHAT THE RESEARCH SAYS

The most rigorous study on the impact on student achievement by a 'Teach For' style program was conducted in 2004 by the Mathematica Policy Research a leading research firm. Utilising research methodology widely regarded as the 'gold standard', researchers randomly assigned students to the classrooms of participants or other new and veteran teachers at the same grade levels and schools, and these students took a norm-referenced test (the Iowa Basic Skills Test) at the beginning and end of the year. The study found that students of Teach For America participants:

- Make more progress in a year in both reading and math than would typically be expected.

- Attain significantly greater gains in math than the students of other teachers in the study, even when compared to veteran and certified teachers.
- The study also found that participants are working in the highest-need classrooms in the country, where students begin the year on average at the 14th percentile against the national norm.

http://www.teachforamerica.org/assets/documents/mathematica_results_6.9.04.pdf

The Urban Institute's CALDER Research Centre conducted a study of the impact of Teach For America participants on high school students entitled Making a Difference? The Effects of Teach for America in High School. The study found that Teach For America corps members were, on average, more effective than non-Teach For America teachers in all subject areas, especially in math and science. That was true even when Teach For America teachers were compared with experienced and fully certified teachers.

These findings were confirmed in a 2009 update of the study that employed a larger sample of corps members and additional comparison groups. In all cases the positive impact of having a Teach For America teacher was two or three times that of having a teacher with three or more years of experience relative to a new teacher.

http://www.urban.org/UploadedPDF/411642_Teach_America.pdf

In the United Kingdom the Teach First program received the highest grade possible from Ofsted (the Office for Standards in Education, Children's Services and Skills) for its initial teacher training program. The report found half of the 2006 cohort achieved the Standards for Qualified Teacher Status (QTS) at an outstanding (the highest) level, while some "were judged by inspectors to be amongst the most exceptional trainees produced by any teacher training route."

At least one Teach First school "attributed a rapid improvement in its standards almost entirely to the contribution of Teach First participants."

Participants are highly committed to our mission of countering educational disadvantage and "have a markedly beneficial impact on the schools involved."

Participants staying in their schools a second year or more were "starting to have a notable impact, for example, in transforming underperforming departments."

The "central management of the programme was exceptionally strong. The commitment to improving the programme and building on its success was impressive."

<http://www.teachfirst.org.uk/news/ofsted>

OUR PARTNERS

We work with businesses, universities, the public sector and philanthropic organisations to achieve our ambitious aims. We rely on support in the form of donations, pro-bono services, and program involvement to ensure that we can continue our work to expand educational opportunity and increase academic achievement across Australia.

OUR PARTICIPATION IN A GLOBAL NETWORK

Teach For Australia participates in Teach For All, an international network of independent social enterprises that are working to expand educational opportunity in their nations by enlisting their most promising future leaders in the effort. While there are differences in the program model among these organisations, we are united by the vision that one day all children will have the opportunity to attain an excellent education.

The Teach For All network includes Teach First (UK), Teach For America, Enseña Chile, Enseña Peru, Noored Kooli (Estonia), Iespējamā Misija (Latvia), Teach For Lebanon, Teach For India and Teach First Deutschland (Germany).

Teach For All aims to increase and accelerate the impact of these social enterprises by sharing the knowledge and resources of the network.

The program in the United States, Teach For America, is the oldest organisation with two decades of experience, over 7000 teachers in the classroom and 17,000 alumni who have participated in the program and who continue to be leaders in education reform.

Teach First, in the United Kingdom, was ranked 8th in the prestigious Times High Fliers Top 100 Graduate Recruiters. They currently have over 800 teachers in five regions and close to 1000 Ambassadors who have completed the program, over 40 per cent of whom are already in school leadership roles.

www.teachforall.com

WHAT PEOPLE SAY ABOUT TEACH FOR AUSTRALIA

This is a program that prepares top graduates to succeed whilst doing something that matters. Our support for Teach For Australia will give us access to proven leaders, thinkers and communicators.

Tom Von Oertzen
Recruiting Partner and Managing Director
The Boston Consulting Group

A wonderful combination of prestige, personal development and immediate social impact. We are big fans of the program and its participants.

Tracey Fellows
Managing Director, Microsoft Australia

One of the top leadership development experiences available to top graduates.

Guy Templeton
Former CEO, Minter Ellison

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