

# OUR PROMISE: TACKLING EDUCATIONAL DISADVANTAGE

SEVEN YEARS OF TEACH FOR AUSTRALIA



# FOREWORD FROM THE CHIEF EXECUTIVE OFFICER



Down through the ages, every generation hopes that the next will have greater opportunity and security. Every morning across Australia, parents send their children to school wanting them to learn, achieve and build the skills that they need to realise their dreams and live a life of choice and contribution.

**While Australia boasts a good education system, too many children are being left behind in a cycle of disadvantage.**

One third of children from the lowest socioeconomic households enter school without being developmentally ready. Many never catch up. Forty per cent do not complete Year 12. The vast majority do not attain a university degree. Furthermore, Australia's student outcomes as a whole are declining. While many other countries are making significant gains, fewer of our top students are excelling. These trends pose huge risks to the aspirations that we have for our children, our social cohesion and our national prosperity.

**Teach For Australia is an ambitious non-profit organisation working to help break the cycle of educational disadvantage through the two critical levers that research shows have a marked impact on student outcomes: teacher quality and leadership.**

Just like the problem that we seek to address, our work is complex. In short though, we do two things:

- The first is to recruit and train some of Australia's most talented graduates, young professionals and career-changers to teach in schools serving low socioeconomic communities and deliver improvements in student and school outcomes.
- The second is to create a pipeline of exceptional leaders to drive change and innovation in education over the long-term, within schools – as classroom teachers, lead teachers and principals – and beyond – as social entrepreneurs, local community leaders and government and political leaders who drive systemic change.

**As this report shows, we have accomplished much in our first seven years of operation.**

We can celebrate early success with over 400 Associates and Alumni improving student outcomes and making significant leadership contributions. The experience of our longer-running Teach For All network partners, such as Teach First in the United Kingdom and Teach For America, shows that our impact can grow to be transformational in the decade ahead.

For me, the vision and mission of Teach For Australia is deeply personal. I know first-hand – having grown up in a poor, rural community on the other side of the world – that education can change one's destiny.

I am excited to share this report on our progress with our partners. At our core, Teach For Australia is not an organisation, it is a movement. We are a joint effort of governments, schools, parents, students, Associates, Alumni, universities and corporate and philanthropic institutions who all share a deep commitment to tackling educational disadvantage. We are grateful to have broad-based support for this work and acknowledge in particular the crucial support of the Australian Government. My hope is that we feel inspired by what we have accomplished together thus far and use that inspiration to redouble our commitment to the long road ahead.

Achieving equity and excellence in student outcomes not only matters to the individual child, but is perhaps the most significant economic reform available to Australian governments. Most importantly, it would enable hundreds of thousands of Australian children to lead lives of choice and contribution.

**If we are to ensure that *all* Australian children, regardless of background, attain an excellent education, there is so much more to be done.**

A handwritten signature in blue ink that reads "Melodie Potts Rosevear".

Melodie Potts Rosevear  
Founder and Chief Executive Officer  
Teach For Australia  
March 2016



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# EXECUTIVE SUMMARY

Teach For Australia is an ambitious non-profit organisation working to confront educational disadvantage through the two key levers that impact student outcomes: teacher quality and leadership.

The need for action is clear from the evidence. Too many young people are being left behind based on background, not merit. Australia's student outcomes are declining while other nations are racing ahead.

Our vision is of an Australia where all children, regardless of background, attain an excellent education. We seek to change the lives of children by doing two things: creating highly effective teachers and leaders within schools and fostering leadership to drive change and innovation in the education system.

This report is organised into six chapters outlining the way Teach For Australia's model works and describing our achievements to date along six areas of intended impact:



## 1. RIGOROUSLY RECRUIT AUSTRALIA'S TOP TALENT INTO TEACHING

Teach For Australia recruits talented future leaders (university graduates with non-education degrees, young professionals and career-changers) to teach in schools and communities of greatest need for a minimum of two years. By changing graduate preferences so that high-achievers choose to teach, and do so in low socioeconomic communities, Teach For Australia is unlocking a critical untapped source of talent for the teaching profession.

The model attracts Australia's top talent through intensive recruitment on university campuses across the country and innovative marketing campaigns. Young Australians are attracted to Teach For Australia because of: the mission to address educational disadvantage; the opportunity to make an immediate impact; the selective, high-quality nature of the program; the ability to develop strong leadership skills; and the ability to earn a wage as they contribute in the classroom while concurrently earning a Master of Teaching degree. Through a rigorous multi-stage selection process, applicants are assessed against eight competencies that evidence shows are critical to effective teaching.

**Teach For Australia is transforming the status of teaching among top talent on university campuses around Australia.**

- Since 2010, Teach For Australia has received almost 6,500 applications. Only six per cent of applicants enter the classroom, reflecting the highly selective nature of the program.
  - Applications are growing rapidly every year, reaching almost 1,500 in 2015.
  - Teach For Australia ranked in 36th place in the 2016 Top 100 Graduate Employer by GradAustralia, up almost 60 places from 2015 and ahead of major consultancy firms, financial institutions and government departments.
- Among Associates, the average Australian Tertiary Admission Rank (ATAR) is 95 and 100 per cent have significant leadership skills and experience.
- Teach For Australia has proven a powerful means of attracting science, technology, engineering and maths (STEM) applicants, such as Dr David Hosken - a physicist with a PhD in the development of high power lasers and a research scientist who played a part in the recent landmark discovery of gravitational waves, before realising his dream of inspiring students through the power of science.



- In 2016, 46 per cent of Associates placed have advanced degrees, over 60 per cent have professional work experience and 20 per cent are fluent in a language other than English. Almost 40 per cent attended secondary schools outside capital cities.
- International experience indicates that Teach For Australia's ability to attract top talent will grow. Around the world, there are approximately 40 locally developed "Teach For" style organisations that are part of a collaborative network called Teach For All, the longest-running being Teach For America founded in 1990 and Teach First in the United Kingdom founded in 2003. In 2015, they respectively attracted approximately 44,000 and 8,000 applications from diverse backgrounds. In 2012, 10 per cent of Oxford and Cambridge graduates applied to join Teach First. (Sutton Trust 2015)

## TEACH FOR AUSTRALIA AND STEM

Australia is not fully prepared to capitalise on one of the major trends of the 21st century. Most of the fastest-growing industries and jobs require STEM proficiency, yet tens of thousands of Australian students are being taught by teachers without STEM skills. For instance, 40 per cent of Years 7 to 10 and 25 per cent of Years 11 and 12 maths classes are taught by non-maths teachers. (Australian Mathematical Sciences Institute 2014) Only half of Year 12 students now study science, compared to nine out of 10 in the early 1990s. (Australian Academy of Science 2011)

Teach For Australia is an outstanding model for injecting top STEM talent into teaching.

- Teach For Australia rolls out specific recruitment and marketing strategies to target top STEM talent.
- Teach For Australia is attractive to STEM professionals. As an employment-based pathway, Teach For Australia reduces the opportunity costs of traditional teacher education, which is a barrier for people with high earning potential.
- Associates are almost immediately placed in schools serving low socioeconomic communities, providing a rapid injection of talent, in contrast to other STEM initiatives that can take two to four years of study before teachers enter the classroom.
- Associates and Alumni quickly achieve leadership positions and propel innovation.

**Of the 1,500 applicants for Cohort 2016, over 800 were STEM qualified. 47 per cent of Cohort 2016 Associates are placed to teach STEM subjects.**

## 2. PARTNER WITH SCHOOLS SERVING LOW SOCIOECONOMIC COMMUNITIES

Teach For Australia partners exclusively with schools serving low socioeconomic communities, aiming to meet the needs of each school's unique context and support the school to lift student outcomes. Associates agree to teach in the school for a minimum of two years. Teach For Australia places Associates in clusters within schools and groups of nearby schools and supports schools with professional development including training for in-school mentors in pedagogical coaching, pastoral care and leadership development.

**96 school partnerships have been formed, 100 per cent of which serve low socioeconomic communities.**

- Over 40 per cent of Associates are working in regional communities, filling hard-to-staff positions.
- Associates and Alumni are beginning to cluster within the leadership teams of schools, helping achieve school improvement.

## TEACH FOR AUSTRALIA AND REGIONAL SCHOOLS

Students in regional schools are on average half to three-quarters of a school year behind their metropolitan peers in maths and science. Among students in remote schools, this gap grows to one-and-a-half to two years. (Australian Council for Educational Research (ACER) 2013) Distance should not disadvantage students. Teach For Australia is committed to supporting regional and remote schools, actively encouraging potential Associates to relocate to these communities.

- Over 170 Associates have been placed in regional and remote communities, including Portland and Horsham in Victoria, Katherine and Tennant Creek in the Northern Territory and Kalgoorlie in Western Australia.
- Alumni have committed to these communities, taking on senior leadership roles including principals and assistant principals.

**OVER 40% OF ASSOCIATES ARE WORKING IN REGIONAL COMMUNITIES, FILLING HARD-TO-STAFF POSITIONS.**



### 3. DEVELOP HIGHLY EFFECTIVE TEACHERS AS LEADERS

Having selected Australia's top talent, Teach For Australia develops Associates through a rigorous Leadership Development Program over two years that includes:

- completion of a Master of Teaching (Secondary) degree at Deakin University while undertaking an 80 per cent teaching load;
- a 13-week initial intensive program comprising seven weeks online learning and six weeks in-residence with integrated study of the Master of Teaching (Secondary), working 10 to 12 hours per day and including two weeks of school-based practicum;
- three subsequent intensive programs in school holidays;
- support from several teaching advisers and mentors who provide frequent classroom observation and feedback and help to link theory learnt in study to best practice in the classroom;
- and advice from leadership coaches who are volunteers from the education, government, business and community sectors.

Teach For Australia supports Associates to accelerate their successful demonstration of the Australian Institute for Teaching and School Leadership (AITSL) Teaching Standards, encouraging all Associates to reach Graduate level by the end of their first year and the Proficient level by the end of their second year.

**According to a three year independent evaluation by the ACER completed in 2013, 100 per cent of principals surveyed indicated that they had benefited from the program and agreed that the employment-based nature of the Teach For Australia model is an effective way to train teachers.**

**"My vision is for every student, of all levels of ability, to want and therefore strive to realise every ounce of potential they have. Having gone to an "underprivileged" school myself, I understand the difficulties faced by students in an environment where it is tough to be really ambitious when perhaps others around you are not striving as hard as you are. I feel one of my greatest strengths as a teacher is my ability to motivate my students to work harder than anyone else and insist that they dream big and strive to achieve their best. It is something I insist upon, regardless of the student."**

**– Shaun Isbister, Cohort 2010 Associate, Lead Teacher, Pathways and Transitions, Mill Park Secondary College**

### 4. IMPROVE STUDENT AND SCHOOL OUTCOMES

By recruiting top talent into teaching, placing them in schools serving low socioeconomic communities and developing them to become highly effective teachers, Teach For Australia seeks to ensure that students taught by Associates emerge from classrooms on a path of expanded opportunities and that partner schools increase their capacity to support all their students.

**"Teach For Australia Associates have been a catalyst for change at Horsham College. The energy, aspirations and commitment of Associates have been harnessed to create a better school environment and ultimately impact on student outcomes."** – Rob Pyers, Principal, Horsham College

**Approximately 90 per cent of principals surveyed in 2015 found that Associates have a greater or significantly greater impact on student achievement than other graduate teachers, comparing each after two years in the classroom.**

This student impact is also occurring internationally.

- A 2010 study found that Teach First teachers in their second year compared favourably with an international sample of experienced as well as less-experienced teachers. (Muijs et al 2010)
- In 2013, an Institute of Education study found that the General Certificate of Secondary Education results of Teach First partner schools improved by an extra third of a grade per student per subject, compared to similar schools without Teach First teachers. (Allen and Allnutt 2013)
- A 2013 randomised control trial showed that Teach For America teachers were progressing their middle and high school maths students by 2.6 months more per year than other teachers in the United States system. (Clark et al 2013)

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# 100%



**OF PRINCIPALS SURVEYED INDICATED THAT THEY HAD BENEFITED FROM THE PROGRAM**

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## 5. BUILD A PIPELINE OF LEADERS WITHIN SCHOOLS

Teach For Australia is creating a pipeline of highly effective teachers and leaders for communities of high need. The experience of teaching in low socioeconomic communities ingrains in Associates a lifetime commitment to address educational disadvantage. Teach For Australia enables Alumni to continue to collaborate to effect change.

After just seven years, this leadership is emerging strongly.

- Approximately 50 per cent of Associates take on leadership positions in their second year of teaching.
- 94 per cent of Associates teach for at least two years, with over 80 per cent teaching for at least three years.
- Overall, more than three-quarters of Teach For Australia Alumni are currently working in the education sector, with over 60 per cent teaching.
- Teach For Australia has already produced its first group of principals: one principal, one campus principal, two acting principals and one acting assistant principal.

**With almost three-quarters of principals nearing retirement, Teach For Australia can be a key source of future school leadership.**

## 6. DRIVE CHANGE AND INNOVATION IN THE EDUCATION SYSTEM

Teach For Australia is fostering the leadership of its Alumni to drive reform and innovation in education beyond the classroom. Alumni are beginning to make their mark as government and political leaders and social entrepreneurs.

- Two Alumni founded Maths Pathway – an e-learning curriculum and pedagogy for Years 5 to 10 students, which is changing the way that maths is taught by allowing teachers to deliver and assess individualised maths lessons for each student's skill level, resulting in a rapid enhancement of student learning. Having only commenced in July 2013, Maths Pathway has already worked with over 100 schools and has almost 60 partner schools across Australia.
- An Alumna founded Boundless, which provides professional work-experience placement matches for students from outer metropolitan and regional schools.

Partner schools and education systems are adopting many practices that Teach For Australia champions, such as rigorous recruitment, mentoring and classroom observation and feedback, which help improve teacher quality and student outcomes.

As the ACER evaluation found, many of Teach For Australia's practices could benefit the broader education system, including:

- the high-quality recruitment process, which delivers high-quality teachers including in shortage areas such as maths and science;
- strong partnerships with governments, universities and schools to support schools serving low socioeconomic communities;
- the emphasis on practicum experience and providing leadership training for teachers;
- and better school induction processes including in-school mentors to help teachers improve their teaching practice. (2013b)

Teach For Australia is fostering system leadership through initiatives and innovative partnerships.

- EdFellows: A six month program that improves the policy and advocacy skills of early-career teachers, both Alumni and all other teachers. It seeks to give early-career teachers a platform to share their education reform ideas.
- Teach To Lead: Teach For Australia is incubating a comprehensive two-year leadership program to accelerate development of aspiring school leaders working in schools serving low socioeconomic communities. Teach To Lead commences in Victoria in 2016 and is open to Alumni and all other teachers.
- TransformED: Our annual conference that brings together teachers, principals, academics, ministers, government officials, Associates and Alumni to discuss policy reform in education.

International evidence indicates that this innovation will magnify over time.

- More than two-thirds of those who have completed Teach First in the United Kingdom continue to work in organisations that support low income communities. 38 Alumni are social entrepreneurs leading social enterprises in areas such as literacy and support for at-risk students and more than 300 Alumni are playing leading roles in non-profit organisations working to end educational inequality.
- Almost 85 per cent of Teach For America's Alumni remain in education or organisations that contribute to reform in low income communities. It has produced more than 900 principals, 250 education system leaders and 90 elected officials.

**50%** OF ASSOCIATES TAKE ON LEADERSHIP POSITIONS IN THEIR SECOND YEAR OF TEACHING



## LOOKING TO THE FUTURE

Now in our seventh year, Teach For Australia has grown from a cohort of 45 new teachers across Victoria in 2010 to a cohort of 124 new teachers across the Australian Capital Territory, the Northern Territory, Victoria and Western Australia in 2016. In total, we have placed 419 Associates in 96 partner schools. Associates and Alumni have taught almost 85,000 children in 3,000 classrooms in schools serving low socioeconomic communities.

Contrary to popular belief, we have proven that many of Australia's most talented people will choose teaching. The next seven years will see these leaders take their experience addressing educational disadvantage to drive – both from within schools and outside them – change and innovation in our education system.

Looking forward, Teach For Australia will increase our reach and impact. We seek to:

- deepen our work in existing communities in the Australian Capital Territory, the Northern Territory, Victoria and Western Australia, with continued focus on regional and Indigenous communities;
- expand nationally into New South Wales, Queensland, South Australia and Tasmania;
- serve all students – from early childhood into primary and secondary;
- contribute to the national effort to lift the quality of STEM teaching and learning;
- increase the efficacy of our Associates and Alumni;
- explore new ways to know and measure our impact on students and the system;
- and continue to foster the collective impact of our Alumni and partner communities.

**In all this, we will continue to work alongside our partners: the Australian Government, state and territory governments, corporate and philanthropic institutions, universities, partner schools, Associates and Alumni.**

Together, we will empower talented people to become great teachers and leaders with the passion and unique skills to break the cycle of disadvantage.


Through growth, we increase the long-term impact that we can have on educational excellence and equity by creating thousands of exceptional classroom teachers, lead teachers, principals, government and political leaders and social entrepreneurs, all of whom will work to improve student outcomes. Our model is scalable and, as international experience has shown, these leaders will operate in partnership with teachers and leaders towards the vision that *all* children attain an excellent education.



**"In Year 11, my life took a completely different path when I had Mr Wood as my English teacher. Mr Wood changed my negative and pessimistic attitude towards myself into an optimistic and positive outlook. He gave me self-belief by showing me my small achievements, so I could see that I could accomplish what I set my mind to through having a positive mind set. It was his belief, that nobody ever had in me before, that pushed me to try. I'd never had anyone try to help me so persistently before. Mr Wood always made me want to come to class, he treated everyone as an equal.**

**He drove me to complete my final year of school and to run for and win House Captain. Today, I'm managing a store and training to be a youth facilitator. I am about to enrol in a TAFE course in early childhood education and I am thinking about going to university to become a teacher, to have an impact like Mr Wood. He has made me more ambitious and made me realise that I have more in myself to give."** – Nagiska, student taught by Liam Wood, Cohort 2011 Associate





"Early on, I was always thinking in terms of curriculum and lesson plans and needing to help students catch up on two years of learning in one year. I started to really make a difference, though, by sitting around talking with students after class about what was going in their lives, what they were thinking about studying when they finished school or why they hadn't done their homework again.

I started teaching Nagiska at the start of her Year 11, when she was really struggling in English. One day, she told me that she was living between two houses and working 25 hours a week to support herself and her family. At the end of that conversation, I still reminded her about the homework due the next day. That was a pivotal moment in our relationship, as she realised that although I felt terrible about what she was dealing with, I still expected her to do her best. If I let her circumstances be her excuse, it would be completely debilitating for her.

I am now working for Teach For Australia coaching new teachers, and have had the privilege of working across many schools in regional and urban settings. Disadvantage is different in different contexts, but there are common elements – multi-generational unemployment, student low expectations of school and their own capacity to succeed, but also strength in the community. Like every one of my students, Nagiska was deeply capable. You hope as a teacher that you will have the impact to inspire somebody to be able to realise their potential." – Liam Wood, Cohort 2011 Associate

# THE CASE FOR ACTION

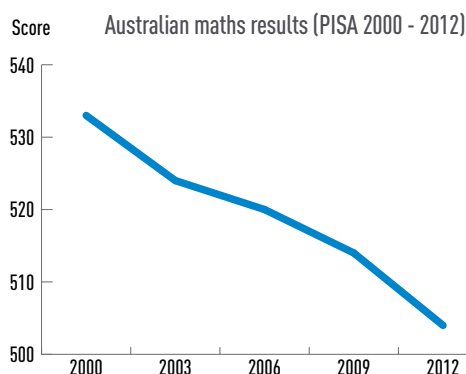
## OUR NATIONAL IMPERATIVE

Among Australia's most cherished ideals is our desire to live in a society where the success of our children is determined not by their background but by their efforts and character.

We desire equity and excellence. We want to see every child reach their full potential. Unfortunately, we are falling well short of these aspirations.

### Too many young people are being left behind.

- Disadvantage impacts early in life. Almost one third of young people from the lowest socioeconomic backgrounds enter school not prepared in at least one key area of child development, such as language or cognitive skills. (Mitchell Institute (MI) 2015)
- This gap is often sustained and sometimes widens over the course of a child's education. Students from disadvantaged backgrounds (low socioeconomic households, regional communities and/or Indigenous heritage) are more likely to begin secondary school below international benchmarks for reading than their more advantaged peers – and are less likely to catch up. (MI 2015)
- By age 15, students from the lowest income households are on average almost three years behind children from the highest income households and are over four times more likely to be below minimum standards, based on testing through the OECD's Programme for International Student Assessment (PISA). (Australian Council for Educational Research (ACER) 2013)
- Approximately 40 per cent of students with the lowest socioeconomic backgrounds do not complete Year 12. As a result, only one quarter attend university by their mid-20s compared to two-thirds of young people from the highest socioeconomic backgrounds. (MI 2015)

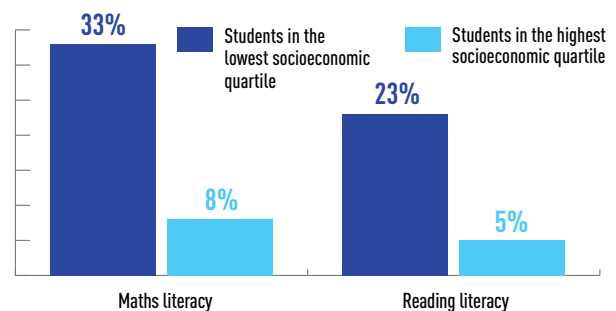


### Our student outcomes are declining, while other countries are racing ahead.

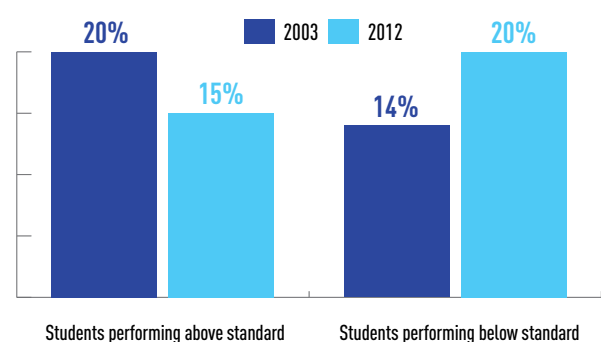
- Across reading, science and maths, the proportion of top-performing Australian students is falling, while the proportion of students without basic proficiency in maths and reading is large and growing. (ACER 2013)
- Australia is slipping down the international rankings. In maths, for instance, we have slipped from fifth place in 2000 to 19th place in 2012 and are a significant distance from international best practice – the average Australian student is now three years behind students from Shanghai. (ACER 2013)

Failing to adequately skill our next generation will seriously damage our future prosperity in a global economy that increasingly rewards skills, agility and innovation. Without access to basic skills, large groups of young Australians are set for lives of disadvantage, rather than opportunity.

Percentage of Australian students below minimum standards (PISA 2012)



Percentage of high and low performing students (PISA 2003 and 2012)



## THE OPPORTUNITY

While Australia's student outcomes are faltering, and the link between low levels of achievement and educational disadvantage persists, perhaps no area of national policy offers such scope to empower individuals, foster social harmony and drive economic prosperity.

### As a country, we know what to do.

- Research indicates that the most powerful policy lever to improve the educational outcomes of children is to improve the quality of teaching. (Hattie 2003) As the ACER finds, "...improved teaching is increasingly recognised as a key to improved student outcomes, improved national productivity and competitiveness, and greater levels of equity (itself a key to improved national performance)." (2013) Studies have shown that children from low socioeconomic households have the most to gain. (Leigh 2010)
- School leadership is the second critical driver, as great leaders inspire high-impact teaching, rally the collective effort of parents and communities and shift the life trajectory of hundreds of students. Research shows that highly effective principals raise the achievement of young students in their schools by between two and seven months of learning each year. (Branch et al 2013)
- The Grattan Institute found, "...improving teacher effectiveness would have a greater impact on economic growth than any other reform before Australian governments." If Australia saw a 10 per cent increase in teacher effectiveness, student outcomes would rise to match the highest performing education systems in the world, increasing economic growth by \$90 billion by 2050. (Grattan Institute 2010)
- Research from the OECD shows dramatic economic gains from improving both equity and excellence.
  - If Australia could ensure that all students achieve "basic skills", our GDP could be 11 per cent higher by 2095 (adding US\$1.5 trillion in present value terms).
  - If by 2030, we could reverse our overall decline in student outcomes (achieving a 25-point increase in PISA scores, as has been achieved by 28 countries over the last 15 years), our GDP could grow by as much as 0.5 per cent per annum and be 29 per cent higher in 2095 (adding US\$3.9 trillion in present value terms). (OECD 2015)

### The return would be significant.

"The evidence is conclusive: equity in education pays off. The highest performing education systems across OECD countries are those that combine high quality and equity. In such education systems, the vast majority of students can attain high level skills and knowledge that depend on their ability and drive, more than on their socioeconomic background." (OECD 2012)

**Teach For Australia is dedicated to working in areas of need, helping break the cycle of educational disadvantage and ensuring Australia fulfills its aspiration to be a land of opportunity for all.**





# RIGOROUSLY RECRUIT AUSTRALIA'S TOP TALENT INTO TEACHING

**Research shows that the best-performing education systems recruit teachers from the top 30 per cent of graduates.** (ACER 2014b)

In Australia, we have many great teachers but there are worrying signs that the status of the profession is low and too few of our most talented young Australians are choosing teaching as their profession.

- In recent years, less than half of Australian school entrants into teaching were in the top 30 per cent of school leavers (i.e. had an ATAR of above 70). Only 9 per cent had ATARs above 90. (AITSL 2015)
- This critical top 30 per cent are overwhelmingly choosing other professions. For example, over the last few years, they made up over 80 per cent of school entrants into engineering. (Masters 2015)
- Only 40 per cent of Australian teachers believe that teaching is valued by society. (ACER 2014)

Some of the world's highest-performing education systems have succeeded in making teaching a highly regarded and sought-after profession, with entry into teaching programs as competitive as entry into engineering, science, law and medicine. (Masters 2015)

Research shows that having positive motivations for choosing to teach, rather than considering teaching as a backup option, has a positive impact on student outcomes as well as the teacher's resilience and retention in the profession. (Richardson et al 2014)

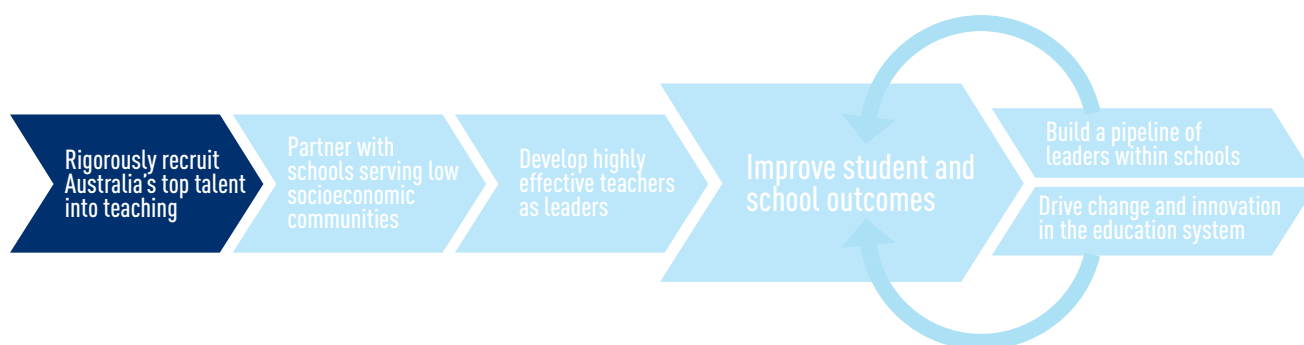
**McKinsey & Company found that countries can create a virtuous cycle: "Once teaching became a high-status profession, more talented people became teachers, lifting the status of the profession even higher." (2007)**

## ATTRACTING TOP TALENT INTERNATIONALLY

Our network partner in the United Kingdom, Teach First, has helped transform perceptions of the teaching profession. Teaching in low socioeconomic communities is now the second most prestigious career choice among graduates in the United Kingdom. (Teach First 2014) The number of Oxford University and Cambridge University graduates teaching in public schools has nearly doubled over the past 12 years – in 2012, 10 per cent of Oxford University and Cambridge University's graduating class applied to join Teach First. (Sutton Trust 2015)







**To attract Australia's top talent into the classroom, Teach For Australia draws on best practice in our approach to recruitment, selection and matriculation.**

## RECRUITMENT

Teach For Australia adopts a talent search model of recruitment. Throughout Australia's graduate recruitment season (late in a graduate's penultimate year and early in their final year of university), we go to graduates and excite them with a simple but powerful value proposition.

- Make a difference, see it daily: The mission to address educational disadvantage is the number one reason cited for joining Teach For Australia.
- Teach, lead, learn and earn at the same time: Associates are attracted to the employment-based pathway, which enables them to apply their skills immediately, while simultaneously earning a salary and a Master of Teaching degree. This is critical to bringing top talent into teaching as they have high earning potential in other professions.
- Be part of a cohort of top talent: The cohort experience enables Associates to make friends that last a lifetime and collaborate with talented colleagues on innovation in education.
- Access an award-winning Leadership Development Program: Teaching in a school in a low socioeconomic community, while accessing extensive leadership development and coaching, allows Associates to rapidly develop their skills.
- Be supported through the journey of a lifetime: Teach For Australia develops and empowers top talent to become leaders in a range of professions, working to address educational disadvantage.

As a result of both our recruitment strategy and our program design, we attract outstanding applicants motivated to work in schools serving low socioeconomic communities, up to 80 per cent of whom had not decided to enter teaching before Teach For Australia. (ACER 2013b)

Teach For Australia recruits intensively on university campuses across Australia by:

- forming partnerships with university clubs, societies and professional organisations;
- hosting information sessions and events and engaging through social media;
- and holding one-on-one meetings with student leaders and other high-potential applicants.

**This process of recruitment is modelled on that of the best graduate programs around the world.**

36th among the 2016 GradAustralia Top 100 Graduate Employers up from 95th place in 2015

16th among the 2015 Australian Association of Graduate Employers Aspirational Employer of Choice

2015 Winner Australian Association of Graduate Employers Most Popular Integrated Marketing Campaign (Private Sector)

2015 Finalist Australian Association of Graduate Employers Most Popular Graduate Recruitment Video (Private Sector)

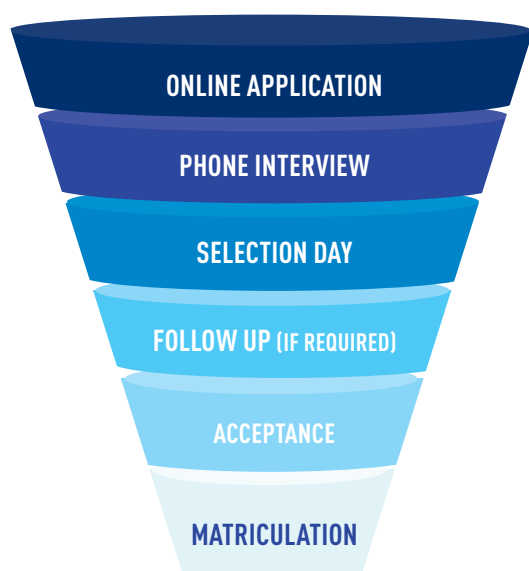
2014 Finalist Australian Association of Graduate Employers Most Popular Integrated Marketing Campaign (Private Sector)

2012 Winner Australian Association of Graduate Employers Best Graduate Development Program (Small Programs)

2011 Winner Australian Association of Graduate Employers Best Print Marketing Strategy (Large Programs)

## SELECTION

Selection of Teach For Australia Associates is a rigorous multi-stage process, which aims to understand the mindsets and competencies that applicants would bring into the classroom.



Selection days include two competency-based interviews, a group activity, a problem solving test and a sample teaching lesson. This selection process is consistent with new national guidelines developed by the Australian Institute of Teaching and School Leadership. (AITSL 2015b)

### FAQ: SO, THEY DON'T HAVE TEACHING DEGREES?

No, they don't – yet. But, all Teach For Australia Associates and Alumni have at minimum a bachelor degree, many have a master degree and some a doctorate. All Associates have met high standards against all eight competencies to ensure that they are best suited for teaching and leadership within our partner schools. Teach For Australia is an employment-based pathway into teaching. Associates obtain a Master of Teaching (Secondary) through the two-year Leadership Development Program. Before they start teaching, Associates complete up to 80 hours of online learning and 25 per cent of a Master of Teaching. Evidence, including a three-year evaluation by the Australian Council for Educational Research, shows that Associates are having a positive impact on student outcomes.

Throughout the selection process, each applicant is assessed multiple times against eight competencies that are continuously refined based on experience and evidence of effectiveness in the classroom.



## MATRICULATION

Once applicants meet the bar across Teach For Australia's eight competencies, Teach For Australia deepens our relationship with them, understanding further their personal situation, geographic flexibility and areas of specialisation in order to best match them to a partner school's needs.

We help qualified candidates through the employment and registration process, connect them to colleagues in the local area and create a suite of learning experiences, including school observations, discussion forums and online learning modules, before they formally commence the Leadership Development Program in late November each year.

**"I am astounded by the quality of people who want to come into teach through the Teach For Australia program. What I have seen in the Associates is an absolute interest and delight in seeing young people learn and a commitment to addressing educational disadvantage – signs of great integrity. If we have people in our schools like this, everywhere, our future for society is in good hands. Through their character, values and aspirations, they model and demonstrate what we want young people to embrace."**


**- Bruce McCourt, Principal, Calwell High School, Australian Capital Territory**


Teach For Australia is improving the status of teaching among top talent on university campuses across Australia. Despite being a relatively small employer, Teach For Australia moved from 95th place to 36th place among the 2016 GradAustralia Top 100 Graduate Employers, ahead of major consultancy firms, financial institutions and government departments. We were the only non-profit organisation to make the list.

To date, Teach For Australia has received almost 6,500 applications for our Leadership Development Program: 419 or just six per cent of applicants have become Associates, reflecting the highly selective nature of the program. The average ATAR of Associates is 95 and the number of applications grows rapidly each year, with almost 1,500 applications to become an Associate in 2016.

## AMONG OUR 124 COHORT 2016 ASSOCIATES:

**53%**   
**STUDIED STEM UNIVERSITY DEGREES**  
**48% OF WHOM ARE WOMEN**

**46%**   
**HAVE ADVANCED**  
**UNIVERSITY DEGREES**

**60%+**   
**HAVE INDUSTRY EXPERIENCE**  
**FROM A VARIETY OF SECTORS**

**AND ALMOST**  
**20%**   
**ARE FLUENT IN A LANGUAGE**  
**OTHER THAN ENGLISH**

Among Associates:

- 100 per cent have significant leadership experience, such as student association presidents or business and community sector managers;
- 49 per cent are male, helping bring gender diversity to our partner schools;
- 40 per cent are eligible to teach STEM;
- 40 per cent are eligible to teach English and/or languages;
- and 100 per cent are committed to an Australia where all children, regardless of background, attain an excellent education.

**Principals indicate that they choose to partner with Teach For Australia in large part due to the rigorous recruitment and selection process, the high quality of the Associates, and their commitment to addressing educational disadvantage.**



## A MODEL FOR IMPROVING THE QUALITY OF STEM TEACHING

In Australia, 75 per cent of the fast-growing occupations require STEM skills and knowledge, yet 40 per cent of Years 7 to 10 and 25 per cent of Years 11 and 12 maths classes are taught by non-maths teachers. (Australian Industry Group (AIG) 2012, Australian Mathematical Sciences Institute 2014) Furthermore, 40 per cent of technology teachers and 20 per cent of science teachers, teaching Years 7 to 10 classes, have not completed even one year of subject relevant tertiary study. (ACER 2013c)

A lack of confidence and skills among some STEM teachers most likely has a negative impact on student engagement, as demonstrated by the decline in STEM subject interest between middle primary school and middle secondary school. Only half of Year 12 students now study science, compared to nine out of 10 in the early 1990s. (Australian Academy of Science 2011) In 2013, less than one in 10 Year 12 students studied advanced maths. (AIG 2012)

As the Office of the Chief Scientist has made clear, "... inspiring students to engage with mathematics and science can be best achieved by teachers who are passionate about the subject and have the knowledge and confidence to present the curriculum imaginatively." (2012)

Teach For Australia is a powerful model for attracting outstanding STEM graduates and professionals into teaching in schools serving low socioeconomic communities. There is considerable scope to expand Teach For Australia's role in driving excellence in STEM education.

- Teach For Australia runs specific recruitment and marketing strategies to target top STEM talent.
- As an employment-based pathway, we reduce the opportunity cost of traditional pathways into teaching, a barrier for those with high earning potential.
- Associates are immediately placed in schools serving low socioeconomic communities, a rapid injection of talent in contrast with other STEM initiatives.
- Associates and Alumni quickly achieve leadership positions and propel innovation.

The independent evaluation of Teach For Australia by the ACER found that the marketing of the Teach For Australia program is encouraging graduates in areas of shortage to consider both teaching as a career and teaching in schools that often do not have access to high-quality graduates. (ACER 2013b)

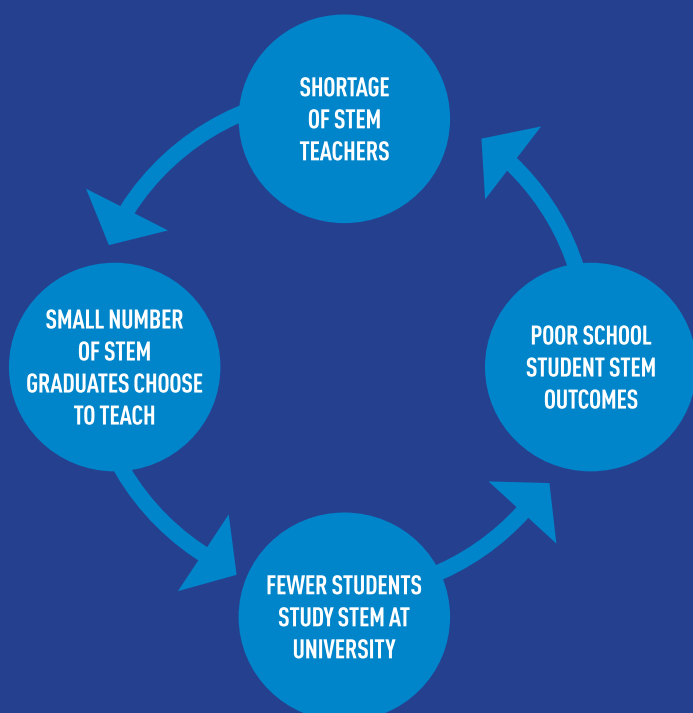
### FOR COHORT 2016

**800+ OR 57%**  
OF APPLICANTS WERE STEM QUALIFIED

**47%** ARE PLACED TO  
TEACH STEM



**OVER 40%**  
ARE PLACED IN REGIONAL  
OR REMOTE AREAS





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## DR DAVID HOSKEN, ATMOSPHERIC PHYSICIST, COHORT 2015 ASSOCIATE

Dr David Hosken studied a Bachelor of Science (Honours) in experimental physics and a PhD in the development of high power lasers for use on gravitational wave detectors that were deployed to Japan's TAMA 300 detector and to the Australian Interferometric Gravitational Wave Observatory. David undertook a research project at the Massachusetts Institute of Technology and worked as a research scientist to develop high power, high precision lasers for scientific and military applications. He then became an atmospheric physicist with the Australian Antarctic Division spending 18 months living and working in Antarctica. Now, David is a Teach For Australia Associate teaching maths and physics at Southern River College in Perth, Western Australia.

"Teach For Australia enabled me to have an opportunity to quickly get into the classroom and engage with the students that needed me the most while undertaking a practical educational qualification. This complemented my experimental physics background well. I also felt that the support structures were going to give me the best opportunity to succeed and have the most impact on my students."

– David Hosken

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# PARTNER WITH SCHOOLS SERVING LOW SOCIOECONOMIC COMMUNITIES

Australia's concentration of students from low socioeconomic backgrounds into certain schools is well above the OECD average and significantly higher than comparable OECD countries. (Nous Group 2011) Schools with high proportions of students from low socioeconomic backgrounds can face additional challenges including attracting and retaining staff, equipping teachers with the skills to meet the learning needs of students experiencing disadvantage, engaging parents and carers in their child's schooling, low expectations of student performance and logistical barriers. (Productivity Commission 2012) From a survey of 61 countries, Australia had the second highest concentration of teacher shortages occurring in schools serving low socioeconomic communities. (OECD 2014) Unsurprisingly, student outcomes are impacted. By age 15, children from low socioeconomic households are on average almost three years behind children from high socioeconomic households. (ACER 2013)

**If we are to close the educational gap that exists between students from low and high socioeconomic communities, we must improve the quality of teaching in schools serving low socioeconomic communities.**

Teach For Australia exists to serve students, schools and communities and together help change outcomes and opportunities available to the next generation. We partner exclusively with secondary schools serving low socioeconomic communities (as agreed with participating states and territories). We share a vision with our partner schools, which they began working towards long before we did.

**We strive to build sustained partnerships, designed to meet the needs of each school's unique context and to support schools to improve educational outcomes for their students.**

## PLACEMENTS

We seek to understand the needs of our partner schools. Associates are matched according to the unique needs of each school's culture, profile, curriculum and subject vacancies. Associates commit to teach in a partner school for at least two years. They share a desire to teach where they are most needed. We endeavour to place Associates in clusters within the same school and schools nearby one another to increase the opportunity for impact within the community.

## TIME RELEASE

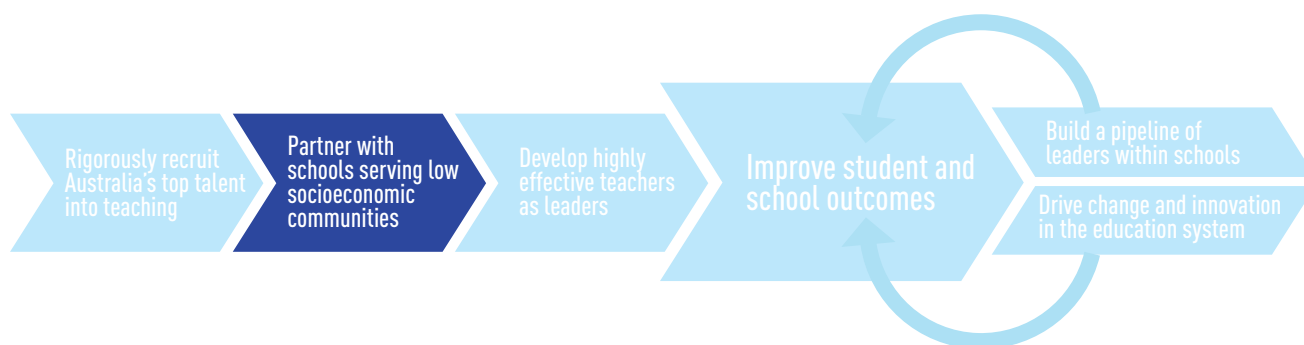
Partner schools provide each Associate with 20 per cent time release to study towards the completion of their Master of Teaching and meet with their support network. Additionally, partner schools provide timetable flexibility for in-school mentors to support Associates.

## PROFESSIONAL DEVELOPMENT

Our Leadership Development Program is not limited to Associates. Teach For Australia provides in-school mentors with formal and informal training in pedagogical coaching, pastoral care and leadership development. Staff in partner schools are invited to attend professional development sessions delivered by Teach For Australia.

## SCHOOL PARTNERSHIP NETWORK

Frequently, partner schools are invited to engage directly with applicants, Associates teaching at other partner schools, Alumni and one another. We assist partner schools to access and advertise vacancies to our Alumni, including for middle and senior leadership roles. We value our partner's experience and expertise and seek their contribution in various ways, for example, at selection days, intensive programs and our annual conference, TransformED.



## HELPING TO MEET THE CHALLENGES IN NORTHERN TERRITORY SCHOOLS

One in three children in the Northern Territory begins school without being developmentally ready. (MI 2015) By Year 3, one in three does not meet minimum reading benchmarks. Over half of the Territory's Indigenous students do not meet national minimum literacy standards in Year 7. Only one in four of those living in very remote communities do so. (Australian Curriculum, Assessment and Reporting Authority (ACARA) 2015)

**The Indigenous student school attendance rate is 68 per cent and less than half of all students in the Territory complete Year 12.** (Northern Territory Department of Education 2015, MI 2015)

Together with our Territory partner schools, we seek to contribute to improvements in student attendance and support students to achieve more than one year's growth in literacy and/or numeracy each year as well as develop the knowledge, skills and capabilities that enable them to pursue the pathway of their choice. We have partnered with seven schools across the Northern Territory, placing 33 Associates, with growing demand from schools and Associates for places.

In an effort to ensure that our Associates have impact in the Northern Territory, they are subject to additional assessments against the competencies of resilience and humility, respect and empathy. Moreover, we ensure that, despite the remoteness of some partner schools, they receive the same professional support provided to all Teach For Australia Associates.

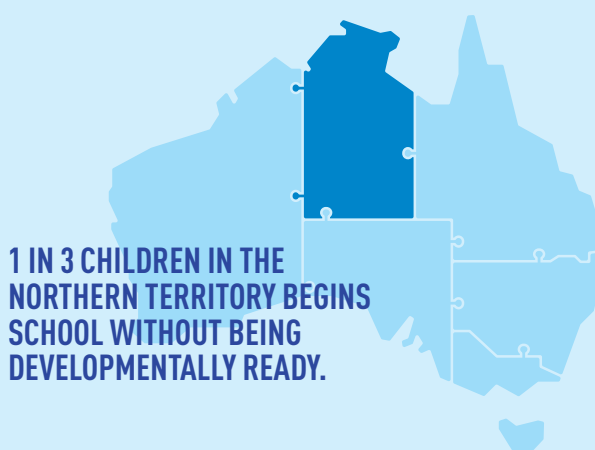
Teach For Australia Alumni who were not originally placed in the Northern Territory are also actively encouraged to transition to teaching there.

While 2016 is just our fourth year in the Northern Territory, some early highlights include:

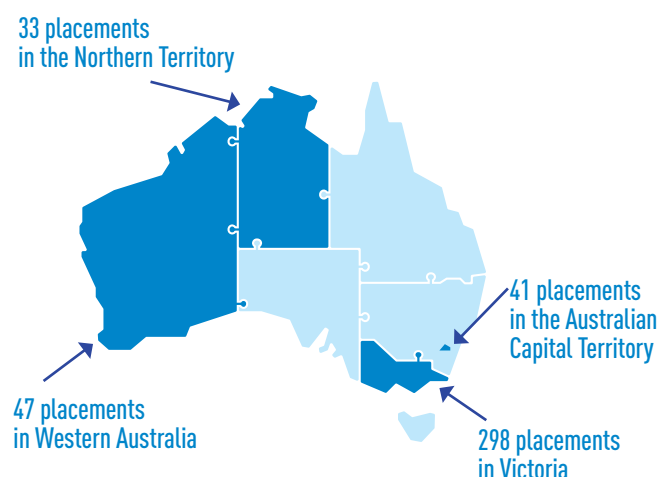
- Kormilda College where Associate Peter Barrett introduced a paired reading program, running four evenings per week for almost 50 students;
- Taminmin College where Associate Patrick Fleming has created Sydney internship opportunities and doubled to two the number of Year 11 business classes;
- and Tennant Creek High School where Associates Amelia Green and William Lutwyche have focused on building the literacy skills of Years 7 to 9, with testing over a six month period showing an average growth of 1.5 years in the reading levels of students who attend school at least 70 per cent of the time.

**"There has been a significant difference to student learning due to the determination and passion that the Associates bring to the classroom and the school."**

– Maisie Floyd, Principal, Tennant Creek High School, Northern Territory



From 2010 to 2016, Teach For Australia has partnered with 96 schools. 100 per cent of these schools serve low socioeconomic communities and over 40 per cent are located in regional, rural or remote communities.



## SCHOOLS SERVING LOW SOCIOECONOMIC COMMUNITIES

Among partner schools, over 40 per cent of students come from households in the lowest income quartile and 70 per cent of students come from households in the bottom half. Indigenous students make up on average approximately seven per cent of the student population compared to the average Indigenous population of three per cent. Students with a language background other than English (LBOTE) make up on average 25 per cent of the student population. Within our Melbourne partner schools, LBOTE rises to 42 per cent. (ACARA 2015)



TEACH FOR AUSTRALIA  
HAS PARTNERED WITH

**96 SCHOOLS**

ASSOCIATES AND ALUMNI HAVE TAUGHT

**85,000 STUDENTS**

## SUPPORTING CHANGE IN THE JUVENILE JUSTICE SYSTEM

Just a few years ago, young people at Parkville, Victoria's highest security youth justice centre, received limited access to education, meaning that little was being achieved to turn around young lives. In 2012, Executive Principal Brendan Murray was appointed to develop meaningful education for children in great need. Five teachers have become 120. Education of limited value, lasting eight hours per week, has been replaced with 36 hours per week, aimed at giving young people a pathway to a brighter future.

Four of Teach For Australia's Alumni have joined the effort at Parkville College, one as a campus principal and three as lead teachers within the critical areas of developing staff capacity and steering the school in innovation, strategy and outstanding service delivery. In 2016, Teach For Australia placed three Associates at the school.

**"Teach For Australia has supported the College in changing the way education is perceived in Juvenile Justice in Victoria. The knowledge, expertise and devotion instilled through the program have provided our school with educators that constantly drive for greater effectiveness. Teach For Australia teachers are helping children in detention experience education from a teacher they deserve."**

– Matthew Hyde, Campus Principal, Parkville College

## PARTNERSHIP VALUE

Schools value their relationship with Teach For Australia, as evidenced by high levels of satisfaction, increasing depth of engagement and a growing number of school partnerships.

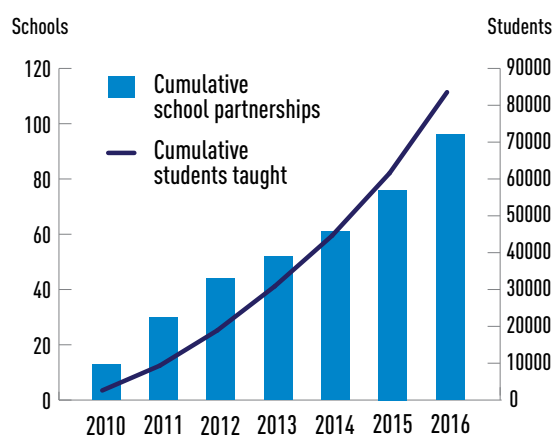
**The ACER evaluation of Teach For Australia found 95 per cent of principals were likely to recommend hiring an Associate to a fellow school leader. (2013b)**

To date, Teach For Australia has partnered with 96 schools and Associates and Alumni have taught approximately 85,000 students.

Our reach is growing. Within our longer-term partner states and territories, we have worked with at least 20 per cent of all secondary schools serving low socioeconomic communities. In Victoria, we estimate that our Cohort 2016 Associates represent 12 per cent of all graduate teachers employed in secondary schools serving low socioeconomic communities.



## School partnerships



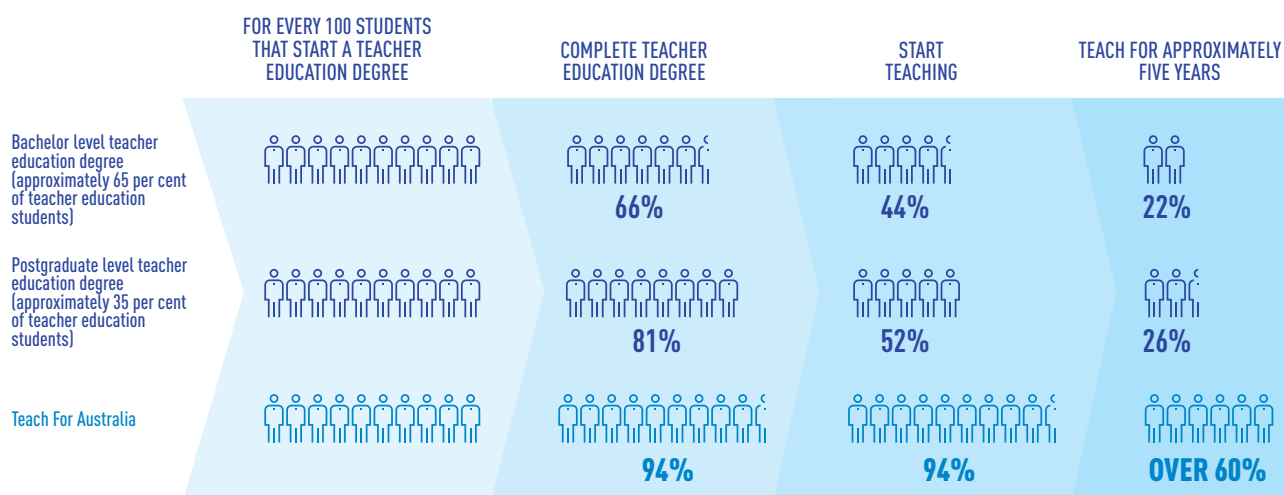
(Estimate assumes that Associates and Alumni who remain in teaching teach four classes per year of 20 students per class.)

## PRINCIPAL AMBASSADOR NETWORK

In 2015, Teach For Australia launched our Principal Ambassador Network comprising principals from Teach For Australia partner schools across Australia. The network aims to provide a space in which interested principals can share best practice, access a range of learning opportunities and further support the work of Teach For Australia. The principals in the group stress that quality teaching is key to school improvement.

## FAQ: BUT, DO THEY STAY IN THE CLASSROOM?

Yes, they do. Our retention is strong. 94 per cent of Teach For Australia Associates complete the program, teaching for at least two years. Overall, over 60 per cent of Teach For Australia Alumni are currently teaching (after three to seven years, depending on their cohort year) and many more are working in the broader education sector. This retention rate is better than the estimated average retention rate of initial teacher education students and early-career teachers.



(See references on page 44.)



**OVER 60%** OF TEACH FOR AUSTRALIA ALUMNI ARE CURRENTLY TEACHING

# DEVELOP HIGHLY EFFECTIVE TEACHERS AS LEADERS

Research indicates that the most powerful policy lever to improve the educational outcomes of children is to improve the quality of teaching. (Hattie 2003) Many graduate teachers, however, report feeling underprepared for the realities of teaching. (ACER 2014) The expert Teacher Education Ministerial Advisory Group (TEMAG), established by the Australian Government in 2014 to provide advice on how to improve initial teacher education, highlighted that support currently provided to teaching students is highly variable with inadequate mentoring and classroom observation practices. (TEMAG 2015)

In order to improve teaching quality, TEMAG stressed that teacher education students need more extensive practical experience. (2015) After all, teacher education students rate the time that they spend practising teaching in school classrooms as the most helpful aspect of their education. (ACER 2014)

**Around the world, high-performing education systems have moved to complement the focus on education theory taught in university lecture theatres with more practical experience in school classrooms. (McKinsey & Company 2007)**

Effective systems also ensure that early-career teachers are supported in schools through inductions, in-school mentoring and specialist coaching. (Social Ventures Australia 2014) TEMAG found that early-career teachers need more professional support. (2015)

## KEYS TO EFFECTIVE TEACHING

Research concludes that highly effective teachers:

- create classroom environments where all students are expected to learn successfully;
- have a deep understanding of the subjects that they teach;
- identify the level of each student's learning and direct their teaching to the individual needs and readiness of each student;
- provide continuous feedback to all students about their learning;
- and reflect on their own practice, striving for continuous improvement. (Productivity Commission 2012)

Teach For Australia's award-winning Leadership Development Program is based on expert advice and research on effective teaching.

**Over the course of two years, the Leadership Development Program develops highly effective teachers and leaders, building their knowledge, skills and mindsets to ensure that they have a positive impact on students and schools and a lifelong commitment to breaking the cycle of disadvantage.**

## LEADERSHIP DEVELOPMENT PROGRAM

**Teaching is the core of our Leadership Development Program. We see teaching as leadership.**

Teach For Australia supports Associates through ongoing practical skills development and reflective coaching. Six teaching and leadership standards mapped to the Australian Professional Standards for Teachers serve as the foundation of the Leadership Development Program, interlacing with a Master of Teaching (Secondary) and informing all activities.

- Prepare purposefully
- Implement effectively
- Engage others
- Engage professionally
- Understand yourself
- Understand change

A critical part of the Leadership Development Program is our university partnership model, which delivers a bespoke teaching qualification designed for concurrent teaching in diverse educational contexts. Cohorts 2010 to 2014 studied a Graduate Diploma of Teaching (Secondary) at The University of Melbourne's Graduate School of Education. From Cohort 2015, Associates study a Master of Teaching (Secondary) at Deakin University's School of Education.

As an employment-based pathway, our approach allows Associates to immediately integrate the knowledge and skills developed through the Leadership Development Program to the context of their own classrooms.



The program is delivered over two years and involves executive education-style intensive programs, online learning and ongoing peer and expert coaching and feedback.



## INTENSIVE PROGRAMS

The program commences with an initial 13-week intensive program in November, blending online learning with in-residence and regional programs. Almost 40 hours of pre-work is completed prior to the commencement of the residential program. The six-to-seven week in-residence program runs from late November to mid-January and comprises:

- introduction to the Master of Teaching (Secondary);
- 10 to 12 contact hours of learning per day, six days per week;
- two weeks of school-based practicum;
- and additional, regionally based learning tailored to state/territory requirements.

**By late-January, Associates complete up to 80 hours of online learning and 25 per cent of a Master of Teaching.**

Three subsequent intensive programs of one week take place:

- mid-first year of the program (winter school holidays);
- end of the first year of the program (summer school holidays);
- and mid-second year of the program (winter school holidays).

Associates also attend numerous bespoke national and regional professional development programs, tailored to their needs at any given time.

## ONLINE LEARNING

Online learning continues throughout the two-year program and focuses on linking theory with practice.

## ONGOING SUPPORT

**Providing multiple forms of professional support from a range of sources can improve early-career teacher quality and retention. (SVA 2014)**

Associates receive comprehensive support throughout the Leadership Development Program.

- **Teaching and Leadership Adviser**  
An experienced teacher who observes teaching and provides feedback multiple times per month, assists vision and goal setting, coaches day-to-day practice and provides pastoral care to ensure that Associates maintain their wellbeing.
- **School Academic Mentor**  
School Academic Mentors are employed by our university partner, Deakin University, to link theory with practice such that Associates meet the academic requirements of the Master of Teaching and progress within the Australian Professional Standards for Teachers.
- **In-school mentor**  
Experienced teachers in our partner schools mentor Associates with support from professional development provided by Teach For Australia. In-school mentors assist with planning and assessment of classroom delivery and help Associates understand the school's context.
- **Leadership Coach**  
Experienced leaders from education, government, business and the community are paired with Associates and provide leadership coaching and advice on career pathways.
- **Associate and Alumni network**  
Peer relationships create an informal, collegial network, sharing best practice, offering emotional support, and reinforcing a commitment to address educational disadvantage.



Teach For Australia supports Associates to accelerate their successful demonstration of the Australian Professional Standards for Teachers, encouraging all Associates to reach Graduate level by the end of their first year and Proficient level by the end of their second year.

**“Deakin University is pleased to be engaged with Teach For Australia in ensuring that all young learners in Australia have access to high-quality teachers. Deakin’s nationally accredited Master of Teaching prepares teachers with the skills they need to use evidence of student learning to guide their teaching.”**

– Professor Christine Ure, Head of School of Education, Deakin University

**100 per cent of partner school principals surveyed in 2015 were satisfied with our Associates and agreed that they were making a positive difference in their schools.**

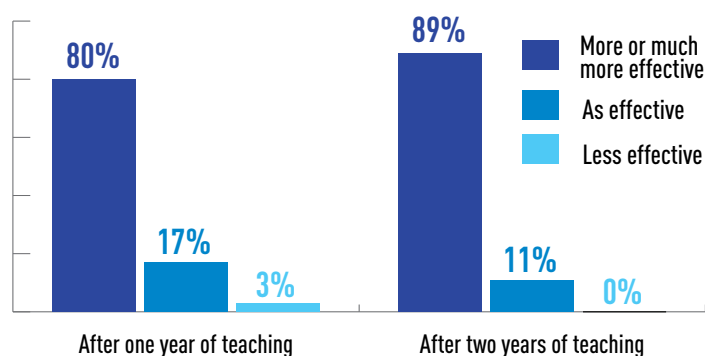
## HIGHLY EFFECTIVE TEACHERS AND LEADERS

80 per cent of partner school principals surveyed by Teach For Australia in 2015 considered Associates to be more or much more effective teachers than other graduate teachers, comparing each after one year in the classroom. After two years, it rises to almost 90 per cent.

Principals believe that Associates excel compared to traditional graduate teachers in:

- their mindset and motivation for teaching, resulting in a strong work ethic and willingness to challenge the status quo;
- their confidence in their subject knowledge, given their strong academic and professional backgrounds;
- and their self-reflective nature and readiness to take on feedback and seek support.

Principals’ views on Associates’ effectiveness as teachers compared to typical graduate teachers with the same level of experience







## INDEPENDENT EVALUATION HIGHLIGHTS TEACH FOR AUSTRALIA'S STRENGTHS

In 2013, an independent evaluation of the Teach For Australia program, commissioned by the Australian Government and conducted by the Australian Council of Educational Research, was published. The evaluation assessed the first three years of Associate placements (Cohorts 2010 to 2012) and found that Teach For Australia:

- attracts exceptional teachers to schools serving low socioeconomic communities;
- addresses teacher shortages in areas of science and maths;
- and has a big impact on student performance.

Fellow teachers noted that Associates bring a depth of knowledge about their subject, teaching methods and use of technology, which challenge and change aspects of their own practice. The evaluation also revealed that Associates added to the quality and variety of the teaching workforce as up to 80 per cent would not have decided to enter teaching had it not been for the Teach For Australia program. The program was found to be beneficial for schools struggling to attract high-quality teachers, schools struggling to retain staff for more than one year and schools in regional, rural and remote areas.

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**Jemima Capper**, Cohort 2015, winner of the Chemistry Education Association Ken Mappin Prize for Beginning Chemistry Teacher 2015

**Igraine Lim**, Cohort 2011, winner of the Australian Capital Territory's New Educator of the Year Public Education Award 2012

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The Bill and Melinda Gates Foundation in their landmark Measures of Effective Teaching (MET) project, which covered 3,000 classrooms in the United States, has proven that student feedback on teachers is a highly predictive measure of student outcomes in the class. In sum, students know an effective teacher when they experience one. (Gates Foundation 2012)

Teach For Australia utilises The Gates Foundation MET survey to assess the extent to which students experience Associates' classrooms as engaging, demanding and supportive of their intellectual growth. In over half of the teaching statements that describe effective teaching techniques, Associates' average survey results (the number of students answering positively - "mostly true" or "totally true") in 2015 were in the top 25 per cent of teachers in The Gates Foundation sample.

## ASSOCIATE SATISFACTION

Associate satisfaction with the quality of teacher education and support provided by Teach For Australia is consistently high. Associates believe that they are developing the knowledge and skills needed to play a valuable role in the effort to ensure that all Australian children, regardless of background, attain an excellent education. 94 per cent of Associates complete the two year Leadership Development Program and attain their teaching qualification.

**"Undertaking the Leadership Development Program has given me the unique opportunity to acquire skills and knowledge while concurrently implementing them in the classroom. Learning has become a multifaceted process in which Teach For Australia, Deakin University, fellow staff members and my students have shaped my approach to teaching."**

– James Holden, Cohort 2015 Associate

# IMPROVE STUDENT AND SCHOOL OUTCOMES

In 2012, the Productivity Commission found, “Australia does not perform as well as comparable countries in giving students equal opportunity to realise their educational potential, irrespective of their background or ability. The resulting educational disadvantage is particularly evident amongst Australian students who are Indigenous, from low socioeconomic backgrounds, have a disability or other special needs or reside in a rural or remote area.”

Teaching is the most significant factor that influences the variance in student outcomes – its impact is more significant than all other school factors combined. (Hanushek et al 1998) A study, which examined the effects of individual teachers on Australian student outcomes, found that students of top decile teachers learnt as much in half a year as students of bottom decile teachers did in a whole year. (Leigh 2010) The impact of a highly effective teacher is even more pronounced amongst children with disadvantaged backgrounds – the gap between Indigenous and non-Indigenous students “could be closed in five years by giving all Indigenous pupils teachers at the top quartile”. (Leigh 2010)

## Improving teacher quality far outweighs the impact of any other school education program or policy.

(Grattan Institute 2010)

Teach For Australia Associates teach students from Years 7 to 12 across all subject areas, set high expectations for all classes and analyse growth data to target their teaching. Together with our partner schools, we seek to ensure improved student outcomes across the “four As”:

- achieve significant **academic** growth in student outcomes;
- experience increased **access** to opportunities;
- develop positive **attitudes** and beliefs about themselves and learning;
- and develop **aspirations**, interests and excitement that propels them forward.

Teach For Australia Associates and Alumni work in close collaboration with their fellow teachers and school leaders. We are conscious not to over claim attributions for student and school improvements. Nonetheless, teachers and school leaders regularly acknowledge Teach For Australia’s contribution to improved outcomes across our partner schools.

## FAQ: HOW DO YOU MEASURE THE IMPACT OF ASSOCIATES ON STUDENT OUTCOMES?

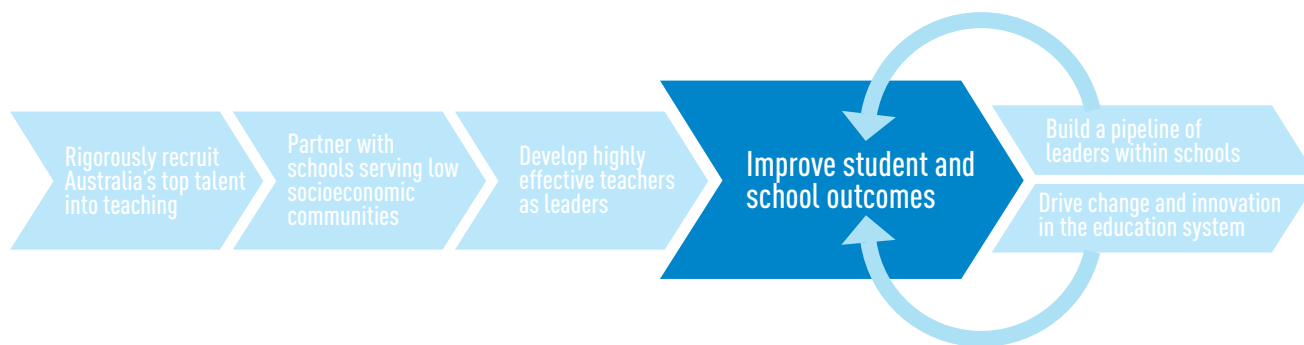
Teach For Australia supports Associates to measure impact on student outcomes by using a number of tools including:

- standardised and classroom-based assessment;
- student perception surveys of teacher practice;
- student surveys related to character, attitudes and aspirations;
- classroom observations aligned to an evidence based framework that correlates with other measures of teacher impact;
- and principal, mentor and Associate impact surveys.

These tools help guide coaching, training and development of Associates and, where possible, give us an aggregate picture of their collective impact.

The Bill & Melinda Gates Foundation and the Grattan Institute have found that a composite approach, involving quantitative and qualitative measures, is most effective in assessing and developing teaching and learning. (Bill & Melinda Gates Foundation 2013, Grattan Institute 2013) Multiple measures increase the validity and reliability of assessments of teacher impact, they capture multiple dimensions of effective teaching and they provide teachers, schools and the system with feedback that can be used to raise the quality of teaching in schools.

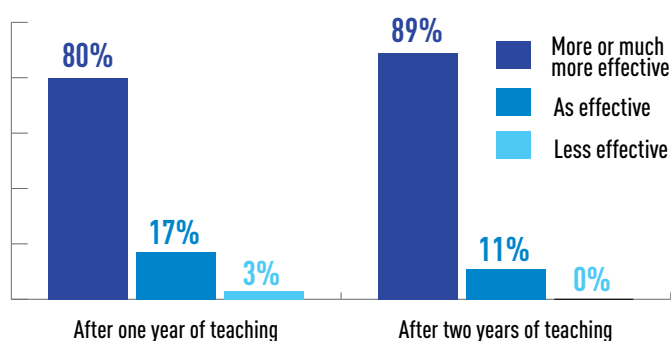
It is this approach that Teach For Australia has adopted, while also continuing to work with education systems as they seek to better know and understand teacher effectiveness at an individual and aggregate level.



## ACHIEVE SIGNIFICANT ACADEMIC GROWTH IN STUDENT OUTCOMES

Almost 90 per cent of principals surveyed by Teach For Australia in 2015 considered Associates to be more or much more effective than other graduate teachers in improving student outcomes, comparing each after two years in the classroom.

Principals' views on Associates' effectiveness in improving student outcomes compared to typical graduate teachers with the same level of experience



**"Our Associates have a deep and developed knowledge of their respective subject areas. They set high expectations for students and have improved student outcomes in a short period of time. They get along well with other staff and are willing to work extremely hard. They are involved in extracurricular activities across the campus and they have developed a culture of mentoring at the school."**

– Lauretta Graham, Principal, MacKillop Catholic College, Northern Territory

We see many examples of rapid growth in student outcomes.

- In 2013, language students of an Associate teaching in outer metropolitan Melbourne progressed an average of four to five semesters in three actual semesters.
- In 2014 in regional Victoria, three quarters of an Associate's media students achieved their best Year 12 result in media, averaging five points above the school's average.
- In 2013, three Associates at a northern Melbourne school were the only first year teachers to receive an award for their Year 12 classes (physics, business management and art), achieving an average higher than the state's average.

## INTERNATIONAL EVIDENCE IS COMPELLING

Independent studies of the most longstanding "Teach For" organisations, Teach First established in the United Kingdom in 2003 and Teach For America established in 1990, show that the "Teach For" model has a powerful impact on student outcomes.

### TEACH FIRST

- A 2010 study found Teach First participants in their second year compared favourably with an international sample of less experienced as well as experienced teachers. (Muijs et al 2010)
- An Institute of Education study found that the General Certificate of Secondary Education results of Teach First partner schools improved by an extra third of a grade per student per subject compared to similar schools without Teach First partnerships. (Allen and Allnutt 2013)
- Research identified Teach First as one of four major factors that helped transform London schools from being the lowest-performing to the highest-performing schools across England between 2003 and 2011. (CfBT Education Trust and the Centre for London 2014)

### TEACH FOR AMERICA

- A major 2013 United States Department of Education study found that middle and high school mathematics students taught by Teach For America corps members advanced an average of 2.6 months more than students taught by other teachers across the system. (Clarke 2013)
- Between 2009 and 2012, three American states studied the effectiveness of teachers from different teacher preparation programs based on the "value add" of their graduates to students outcomes. All three states concluded that Teach For America was amongst the top-performing teacher preparation programs, its teachers making a greater impact on student outcomes than other beginning teachers and as much impact as more experienced teachers across many year levels and subjects. (Tennessee Higher Education Commission 2012, University of North Carolina 2010, Noell and Gansle 2009)

## EXPERIENCE INCREASED ACCESS TO OPPORTUNITIES

Associates encourage students to expand their horizons, pursue never-before-considered pathways and ensure that they have real choices for their futures. Many Associates have used past academic or professional experiences and connections to open up opportunities for students through excursions, internships or scholarships or worked with their school to offer additional subjects.

### EXPANDING FOREIGN LANGUAGES LEARNING

At Charles La Trobe P-12 College in northern Melbourne, approximately 40 per cent of students come from language backgrounds other than English. There, two Associates in succession established and embedded a Chinese program and managed the school's languages and literacy program.

Associate Stanley Wang developed a compulsory languages program, introducing remedial English and vocational Chinese in Years 9 and 10 as part of the program. Stanley also established a Chinese sister school relationship and developed a proposal for a Confucius Classroom. Students have Skype sessions with Chinese students, online discussion forums with Asian literacy experts and trips to China. Chinese Culture Day and Languages Week are highlights of the annual school calendar.

Associate Jun Zhang took over the languages program and became the school's first Head of Languages to represent all language teachers in the School Improvement Team. In addition to continuing the initiatives established by Stanley, Jun raised awareness of the importance of reading and literacy, organising a Great Book Swap to fundraise for the Indigenous Literacy Foundation and founding a lunchtime book club.

### DRIVING ACCELERATED BIOLOGY LEARNING

While teaching at Katherine High School in the Northern Territory, in response to the proposed discontinuation of biology for Year 11 students, Associate Kimberley Louwrens converted her Year 10 biology classes into a Year 10 and 11 accelerated program. Kimberley reimaged her classes into university-style teaching, complete with virtual lectures from academics and demanding assessments. The initiative led to double the number of students studying biology in Year 12 and one of the students achieving the Northern Territory's top biology result in 2014. In 2015, two of Kimberley's students achieved an ATAR over 99 – both are planning to study double degrees in biology and genetics at university.

## DEVELOP POSITIVE ATTITUDES AND BELIEFS ABOUT THEMSELVES AND LEARNING

Through our Leadership Development Program, Associates are equipped to teach wellbeing strategies and growth mindsets to students. Associates use the EPOCH Measure of Adolescent Wellbeing, a tool developed by researchers at the University of Pennsylvania, to gain further insight into their students and set goals related to student personal growth.

### BUILDING POSITIVE RELATIONSHIPS

As an Associate at Warracknabeal Secondary College in regional Victoria, Katharine Gentry designed and led the Year 9 personal development program to address low levels of student connectedness, indicated by responses to the Student Attitude to Schools Survey. She ran a series of camps and community service days that allowed students to challenge themselves and develop relationships outside the classroom. Follow up surveying indicated that these students increased their feeling of connectedness to their peers and have more positive attitudes to school. Staff also reported that their relationships with students markedly improved.

## DEVELOP ASPIRATIONS, INTERESTS AND EXCITEMENT THAT PROPELS THEM FORWARD

Associates encourage students to take responsibility for their own learning in order to build aspirational thinking and increase Year 12 completion and university entrance rates.

### MENTORING TO LIFT ASPIRATIONS AND CREATE CAREER PATHWAYS

While teaching at Koo Wee Rup Secondary College in outer east Melbourne, Associates Mitchell Smith and Shane Woon established and co-led a Year 8 mentoring program for students, who had little aspiration to go to university. Using their university contacts, Mitchell and Shane sourced mentors who had grown up in the local area and pursued further education. The students developed relationships and visited workplaces, allowing them to gain a new perspective on options for their future.



## A NEW CURRICULUM IN ECONOMICS AND POLITICS

Associate Christopher Weinberg developed an economics and politics curriculum for Year 7 to 12 students at Portland Secondary College in western Victoria, grounded in local community issues. Students ran a term-long mock election, participated in forums with their state and federal parliamentary representatives and workshopped the implications of the federal budget with an economics professor from The University of Melbourne. Christopher presented his approach to teaching the curriculum to the annual conference of the Victorian Commerce Teachers Association and shared it with the federal minister responsible for electoral education, who then asked him to help rewrite the Parliament's electoral education resources.

**In addition to their work with their individual classes, Associates are focused on school-wide improvement.**

Associates take on initiatives throughout their schools and communities, including:

- joining school improvement teams;
- coordinating student representative committees;
- leading extracurricular activities such as debating, theatre or sports;
- contributing to curriculum development or text book chapters;
- mentoring other teachers;
- organising student study tours;
- and starting subject study clubs.

**“They’re not just working in their classrooms but they’re also finding a broader picture around the college and about the community, and involving themselves in the things that are going to provide them with knowledge and information about how this community works, how the college fits into it, what they can do, and clearly what they can do outside the school as well.” – Paul Dingle, Principal, Glenroy College, Victoria**



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# HORSHAM COLLEGE

NORTHWEST VICTORIA

300 kilometres from Melbourne and with approximately 900 students, 300 of whom travel at length and almost half of whom come from households in the lowest income quartile, Horsham College is the only government secondary school servicing the town and surrounding communities. Officially designated as a difficult to staff school, Horsham College has partnered with Teach For Australia for six years. 16 Associates have been placed at the College, with 16 Associates and Alumni currently teaching there. Alumnus Adam Ross is an Acting Assistant Principal and Alumnus Michael Briggs-Miller was also an Acting Assistant Principal until his appointment as Principal of nearby Warracknabeal Secondary College, another Teach For Australia partner school.

## RAISING ACADEMIC ACHIEVEMENT

In 2014, the average study score for Year 11 and 12 classes taught by Teach For Australia Associates or Alumni was 35 out of 50 – the College’s median study score being 28.

## INCREASING STUDENT ENGAGEMENT

Principal Rob Pyers received his first-ever email from a student asking if their teacher would be the same next year – Associate Daniel Garner who teaches humanities and legal studies. To ensure that a student with hearing difficulties could learn with their peers, Daniel rewrote and adapted all Year 8 humanities resources.

## CONTRIBUTING TO LEADERSHIP CULTURAL CHANGE

Teach For Australia partnered with Horsham College nearing a time of leadership renewal. Associates and Alumni arrived at the College with skills that helped shift teaching practices across the College. Alumnus Daniel Marget took on the challenge presented to him by the College’s leaders and led the development of a school vision and positive behaviours framework.

**“Teach For Australia Associates have been a catalyst for change at Horsham College. The energy, aspirations and commitment of Associates have been harnessed to create a better school environment and ultimately impact on student outcomes.” – Rob Pyers, Principal**

## DRIVING WELLBEING AND INCLUSION PROGRAMS

As Acting Assistant Principal, Alumnus Michael Briggs-Miller managed 12 staff to deliver four programs for approximately 170 disengaged students, designed to improve engagement and transition students to further education or work. Alumnus Adam Ross, then Lead Teacher now Acting Assistant Principal, developed individual education and career action plans for each student, focused on building resilience and relationships. Attendance and engagement is high, improvements are being made in literacy and numeracy and career pathways have developed.

## NEW OPPORTUNITIES FOR STUDENTS IN DRAMA AND LANGUAGES

Associate Christopher Summers, a National Institute of Dramatic Arts graduate and recipient of a Patrick White Playwrights’ Award, has expanded the College’s drama program. Disused squash courts have been converted into a performing arts complex and the College has included drama in both its Victorian Certificate of Education and Vocational Education and Training offerings in 2016. The College has made the vocational drama program available to schools across the region, including remote and non-government schools. Another Associate, Kate Alliot, managed the introduction of Spanish as a new subject, developing materials and implementing a program for Years 7 and 8.

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# LAKE TUGGERANONG COLLEGE

SOUTH CANBERRA

With approximately 750 students in Years 11 and 12 and 65 teachers, Lake Tuggeranong College has partnered with Teach For Australia since 2012. Four Associates have been placed at the College, teaching physics, business studies, economics, history and humanities, all of whom continued to teach at the school as Alumni. One Alumnus joined the College's board before moving to the Galilee School designed for disengaged and vulnerable young people. Another Alumnus was recently awarded an Endeavour Postgraduate Scholarship to complete his Master of Teaching through the Singaporean National Institute of Education.

## GREATER LINKS TO UNIVERSITIES AND BUSINESSES

Associate Steven Barnard connected his business studies and economics students with the Institute of Chartered Accountants Australia, the Australian National University, the University of Canberra and a local real estate agent, where they participated in courses, competitions and workshops to make the content come alive. Alumna Jessica Brunton built a partnership between the College and the Australian National University researchers with whom she completed her postdoctoral studies in physics to make science more engaging for students, increasing the participation of female students in science subjects.

## LEADING CURRICULUM DEVELOPMENT AND NEW TEACHING PRACTICES

Associate Zid Mancenido redeveloped the preparation for the ACT Scaling Test (which tests skills necessary for success at university and allows moderation of student results) into a whole-of-school study skills and critical thinking program. Participation in the Test increased from 50 to 80 per cent and students who partook in the program scored 23 percentage points higher in the Test than those who did not partake. Zid also led the curriculum design of a new subject specialisation, Theory of Knowledge, and tripled course enrolment within one year.

Associate Steven Barnard represented the College at the Australian Curriculum, Assessment and Reporting Authority, providing feedback on the business studies curriculum.

"As principal I can trace the influence and impact that Associates and Alumni have had (and continue to have) on student grades in subjects for which they have been responsible. Associates have an academic bent (and capacity) not often seen in other new educators. This means they are predisposed to enquiry-based and empirically-based instructional design and evaluation, which is critical to great teaching. Associates give a capacity-building lever to the school which is of incredible value. Associates change the corridor conversations in a school." – Julie Murkins, Principal

Associates have run professional development for staff, outlining different information communication technology tools and strategies for the classroom, developed assessments for physics and chemistry subjects, established student progress trackers, developed multi-faculty student surveys and developed a blog, where students can provide advice for Year 10 students transitioning to Years 11 and 12.

## FOCUS ON EARLY-CAREER TEACHER MENTORING

Together with his in-school mentor Shaun Haidon, Associate Zid Mancenido presented at the 2014 ACER Excellence in Professional Practice Conference on a framework that they developed, designed for effective mentoring relationships for school improvement. The in-school mentors, who have supported Associates, used their experience to initiate school improvements, such as a whole-of-school professional development program and improving curriculum partnerships with Years 7 to 10 feeder schools.

"Associates teach in such a way that students can't help but connect with them. Having worked with or been a student of three of them myself, I've seen it firsthand. These teachers believe fundamentally that school is for learning and for learning more than what you'll be assessed on. They want their students to leave the classroom feeling like they are grounded as human beings, rather than like they've been trained to answer exam questions." – Kate Turner, student

# BUILD A PIPELINE OF LEADERS WITHIN SCHOOLS

Quality teaching and school leadership are the keys to turning around Australia's declining student outcomes – particularly in schools serving low socioeconomic communities – yet up to 50 per cent of teachers appear to be leaving the profession within five years. (Gallant and Riley 2014) Furthermore, almost three-quarters of principals are over 50 years of age (one of the highest amongst OECD countries), indicating an impending leadership gap with many principals set to retire within a generation. (ACER 2014) Not only do we need a more robust pipeline into teaching, we need to ensure ongoing cultivation of that talent.

Teachers are the leaders in their classrooms. As such, they need high-quality, ongoing and effective professional development that supports them to work with other teachers, develop their instruction to meet their students' needs and evaluate their impact on student learning. (Learning First 2016) Teachers are also our source of future school leaders. High-performing education systems recognise that leaders need to be identified early in their career and offered opportunities to gain experience in leadership roles and undertake meaningful professional development to enhance their leadership capabilities. (McKinsey & Company 2010)

**Leadership is second only to classroom instruction amongst all school-related factors that contribute to what students learn at school. (Leithwood et al 2004)**

In Australia, over 35 per cent of current principals report that they received no preparation for the role and among those who did only 50 per cent of the leadership training undertaken was considered relevant and quality. (OECD 2014) Moreover, reports across states and territories show a declining number of applications for principal vacancies and difficulty convincing talented prospects to apply due to the high demands of the job. (ACER 2014)

**“The increasing complexity of the school principal role, the imminent retirement of many principals across Australia due to an ageing school workforce and the widespread shortage of suitable candidates to replace those about to retire have created an urgent need to increase the pool of high quality candidates who aspire to become school principals.”**

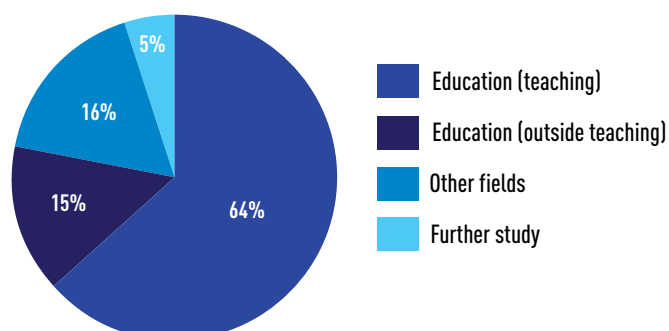
– Dr Barbara Watterston (2015)

Teach For Australia is a formative experience that ingrains a lifetime commitment to addressing educational disadvantage. The program creates a pipeline of exceptional leaders to drive long-term transformational reform and innovation in education, within schools – as lead teachers and principals (the subject of this chapter) – and beyond – as government and political leaders who drive systemic policy change and local community leaders and social entrepreneurs who disrupt the system (the subject of the next chapter). International evidence suggests this pipeline will be the most powerful legacy of Teach For Australia.

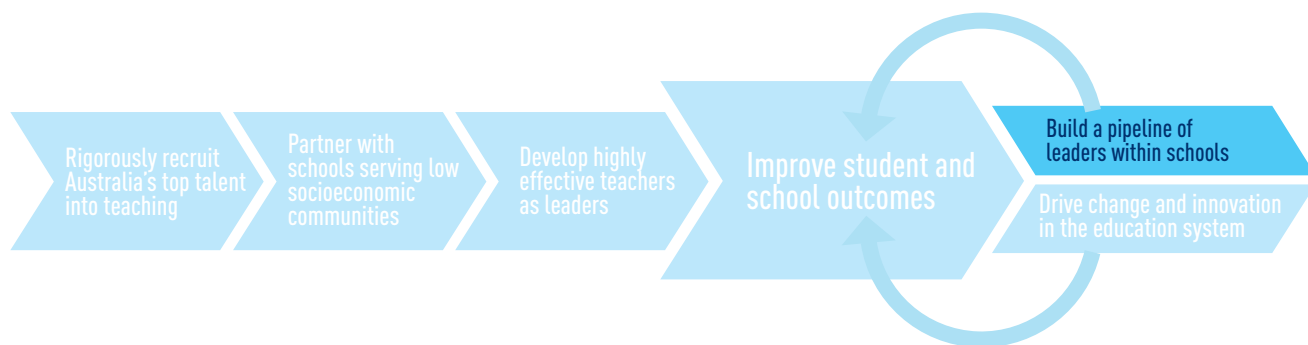
**The pipeline of Alumni in school leadership is emerging.**

- Approximately 50 per cent of Associates take on leadership positions in their second year of teaching.
- 94 per cent of Associates teach for at least two years, with over 80 per cent teaching for at least three years.
- Across the five cohorts of Alumni, over three-quarters of Alumni are currently working in the education sector, with over 60 per cent teaching.

Teach For Australia Alumni working in education beyond the classroom do so within government, business or non-profit organisations or overseas on programs and research. More than half of Teach For Australia's Alumni surveyed help combat educational disadvantage in their spare time through volunteering, mentoring or advocacy beyond Teach For Australia and nine out of 10 surveyed volunteer for Teach For Australia.



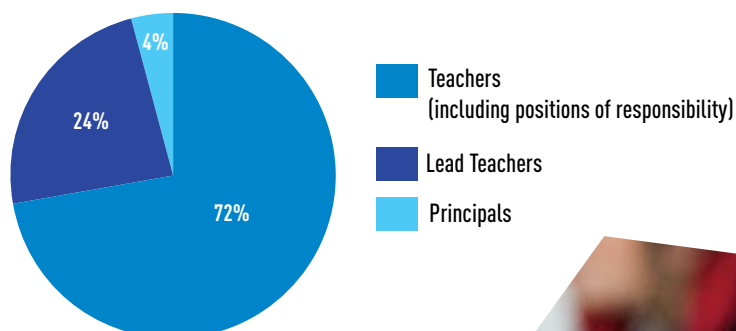




Approximately three-quarters of Alumni teaching work in schools serving low socioeconomic communities. Some are seeking to gain experience in other school environments, learning how these systems operate and helping teachers and students engage with the issue of educational disadvantage. Others still are working in education systems overseas, gaining new experiences to bring back to the Australian context.

**Among Alumni who are currently teaching, over one quarter are in senior leadership positions.**

In 2014, Alumna **Alyce Cleary** won an Australian Scholarship Group National Excellence in Teaching Award for Leadership and Development for her commitment and passion in educating students in juvenile detention across Victoria as a teacher at Parkville College. Within three months, Alyce was able to help her students catch up on three years of reading levels.





**A LEAD TEACHER:  
ASHLEY DUGGAN**  
COHORT 2013 ASSOCIATE

**Studied:** Bachelor of Business (Honours) at Queensland University of Technology.

**Placement:** Business management and humanities teacher at Sunbury Downs Secondary College in north-west Melbourne.

**Pathway:** Lead Teacher of the Faculty of English and Humanities at Katherine High School in the Northern Territory.

At Sunbury Downs Secondary College, Ashley served as the Middle Years Connectedness, Advocacy and Student Leadership Coordinator and led the Student Representative Council. In addition to helping his Year 12 business management class score on average above the state average, Ashley:

- facilitated 15 teachers through a teacher effectiveness student feedback, self-evaluation and reflection process to improve teaching practice;
- designed and delivered professional development for staff on topics, including curriculum planning and design, the Australian Curriculum, student engagement, student voice and methods for stimulating learning;
- designed and implemented a student intervention program for Year 8 and Year 11 students based on student engagement data;
- and was selected as one of four peer-elected teachers to lead a school improvement and change management program.

Ashley is now entering his second year at Katherine High School where he is leading and managing more than 15 teachers across two faculties.

**"My two years as an Associate gave me the experience and skills needed to take that next step in my career within education. It's thanks to the support, leadership development and coaching from Teach For Australia that in just my third year of teaching I was able to take on a Lead Teacher role in the Northern Territory. I strongly believe that education is one of the most powerful tools we have to fight inequality in Australia. Teach For Australia instilled in me a passion to be working on the front line of disadvantage." – Ashley Duggan**

Within seven years, Teach For Australia has already produced its first group of principals: one principal, one campus principal, two acting principals and one acting assistant principal.



**A SCHOOL LEADER:  
MICHAEL  
BRIGGS-MILLER**  
COHORT 2010 ASSOCIATE

**Studied:** Bachelor of Arts at Monash University and Bachelor of Theology at Melbourne College of Divinity.

**Placement:** English, humanities and maths teacher at Horsham College in regional Victoria.

**Pathway:** Principal of Warracknabeal Secondary College in regional Victoria.

At Horsham College, Michael was appointed Head of the Humanities Learning Area, then Acting Lead Teacher of Literacy, Wellbeing and Operations and ultimately Acting Assistant Principal of Alternate Programs managing four programs, 12 teachers and 170 students.

Michael also worked as a Teach For Australia Teaching and Leadership Adviser, mentoring 15 Associates teaching in Victorian schools.

As Principal of Warracknabeal Secondary College, Michael manages 23 teachers, six additional staff and 210 students.

**"Teach For Australia challenged me to take seriously the social impact that schools and educators have the power to make. As a result, I am driven, challenged and supported by an ongoing community to make as much of a difference as possible in each individual to ensure they have the best possible future of their choosing." – Michael Briggs-Miller**

## MILL PARK SECONDARY COLLEGE

NORTH-EAST MELBOURNE

Mill Park Secondary College has 1,600 students. It has a large immigrant population, with 40 per cent of students coming from a language background other than English. The school faces a number of socioeconomic challenges. Teach For Australia has partnered with the College for seven years. Currently, 21 of 116 teachers are Associates or Alumni. Seven of the 16 members of the College's leadership team are Teach For Australia Alumni.

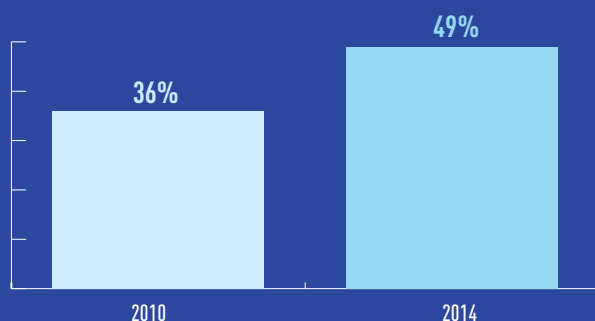
### GREATER OPPORTUNITIES IN SCIENCE

Since 2012, the College has doubled the uptake of Year 11 and 12 science classes due to a range of factors, including the influence of Teach For Australia Associates and Alumni. Alumni collaborated with other teachers to develop a rigorous and engaging Year 10 science program and Associates and Alumni help implement the program, making exams increasingly challenging in order to push students and better prepare them for Year 11 and 12.

### INCREASED UNIVERSITY ENTRANCE RATES

In 2014, 49 per cent of the College's Year 12 students accepted a university place, up from 36 per cent in 2010. Many of these students are the first in their family to attend university. The increase is in part attributed to the diverse experience of Associates and Alumni, who are passionate about promoting an aspirational culture.

Mill Park Secondary College Year 12 university entrance



### RECORD-BREAKING YEAR 12 RESULTS

The small team (including a Teach For Australia Alumnus) that teaches the Year 12 business management program has regularly helped multiple students achieve study scores of over 40 out of 50 each year since 2011 – up to eight points above their expected score predicted by the Victoria-wide standardised test undertaken near the start of Year 12, illustrating the teachers' influence on their final results.

### ENHANCING USE OF EVIDENCE-BACKED TEACHING

As the Year 11 and previously Year 10 Program and Learning Outcomes Manager, a Teach For Australia Alumnus drives the collection and analysis of data across the school and facilitates the creation of action plans grounded in evidence. He and other Associates and Alumni developed a number of data trackers, which allow them to swiftly measure student progress and target teaching.

**"The data driven, standards-aligned approach has caused a shift in teaching that is likely to last."**

– Colin Burke, Assistant Principal

**"Mill Park Secondary College's involvement with Teach For Australia has been so successful because it is grounded in an improvement focus. Through supporting the Associates, my very talented staff has taken collaboration to the next level. Feedback and reflective practice is the norm and the students are the real winners."** – Trish Horner, Principal

# DRIVE CHANGE AND INNOVATION IN THE EDUCATION SYSTEM

While most Alumni continue to drive change from within schools, Teach For Australia's model also builds a pipeline of collaborative leaders to drive long-term system reform and innovation beyond the classroom as:

- social entrepreneurs who develop new models to improve student outcomes;
- and government and political leaders who develop and implement major improvements to the education system that have a major positive impact on student outcomes.

International experience indicates that Alumni will deliver transformational change but the full impact will only emerge over time as Alumni develop, take on leadership positions across society, and achieve critical mass. That said, this impact is emerging after just seven years.

**Teach For Australia has produced its first social entrepreneurs.**



**EDU-ENTREPRENEURS:  
JUSTIN MATTHYS AND  
RICHARD WILSON,  
MATHS PATHWAY  
COHORT 2011 ASSOCIATES**

**Justin studied:** Bachelor of Science and Master of Physics at The University of Melbourne.

**Placement:** Maths, physics and science teacher at Caroline Chisholm Catholic College in north-west Melbourne.

**Richard studied:** Bachelor of Engineering (Information Technology) and Bachelor of Arts at The University of Melbourne.

**Placement:** English and humanities teacher at Mill Park Secondary College in northern Melbourne.

**Pathway:** Justin and Richard established Maths Pathway, an individualised e-learning maths curriculum, which is reforming the way that maths is taught in Years 5 to 10 classes.

Early in their careers, Justin and Richard recognised the challenges associated with differentiation in the classroom. In particular, seeking to present the same content to the whole class at the same time can mean those needing more assistance can be left behind, while those needing to be extended are limited.

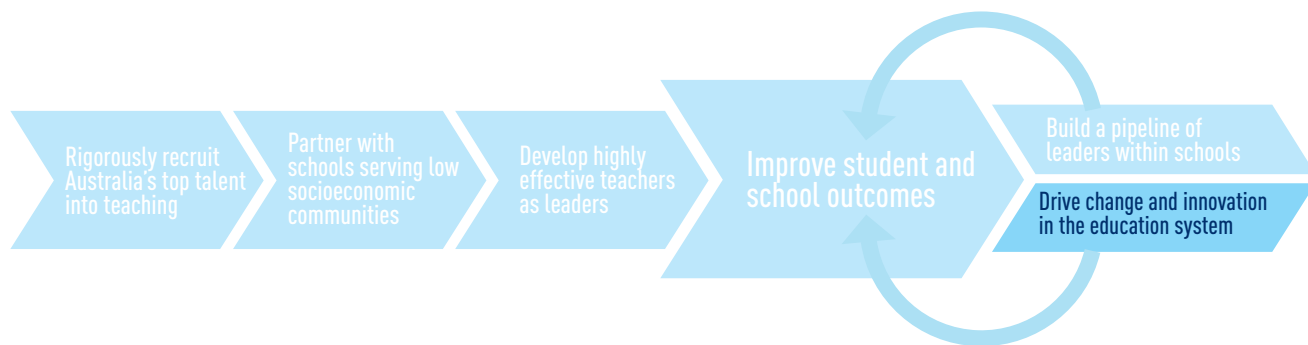
Justin and Richard therefore established Maths Pathway, an e-learning curriculum that generates individualised maths lessons based on a student's skill level, allowing each student to learn at a pace suited to their ability.

The result is a rapid enhancement of student learning. Having only commenced in July 2013, Maths Pathway has already worked with over 100 schools and has almost 60 school partners across Australia, including six Teach For Australia partner schools.

**As a result of their work, Justin and Richard were selected for the Echoing Green Fellowship – the only Australian organisation to have received the prestigious award that provides seed-stage funding and strategic support to emerging leaders working to bring about positive social change.**

They were also the first recipients of the National Australia Bank's Impact Investment Readiness Fund, which offers large grants to support enterprises developing innovative solutions to social and environmental challenges that Australia faces, such as the current shortage of STEM skills, and one of the first selected for PwC's 21st Century Minds Accelerator Program, a new \$2.5 million accelerator program designed to discover and support Australia's best new STEM education initiatives.





**A SOCIAL ENTREPRENEUR:**  
**SONIA LOUDON,**  
**BOUNDLESS**  
COHORT 2013 ASSOCIATE

**Studied:** Bachelor of Science and Laws (Honours) at the Australian National University.

**Placement:** Science and legal studies teacher at Mill Park Secondary College in northern Melbourne.

**Pathway:** Lead Teacher of College Science at Mill Park Secondary College and Co-founder of Boundless.

Established in 2014, Boundless connects students from outer metropolitan and regional schools with professional work-experience opportunities. Currently operating in three regions within metropolitan Melbourne and regional Victoria, Boundless has connected 40 students with opportunities so far and aims to place 150 students in 2016. Sonia hopes that Boundless can expand interstate, across the Teach For Australia network in the future.

As Lead Teacher of College Science at Mill Park Secondary College, Sonia has:

- improved Year 12 legal studies results;
- increased participation in Year 11 and 12 STEM subjects;
- run a science outreach program at eight nearby primary schools;
- and run the college debating program placing in the top eight schools in Victoria.

**"As a Teach For Australia Associate, I was able to truly get to know my students and the hidden barriers to equal education they faced. The idea for Boundless came from sharing in my students' passions in the classroom and talking with them about their hopes for the future. I could see that because they did not have the right connections, they were not able to access the work-experience opportunities they needed to keep their aspirations on track. I'm proud to be connecting students with businesses where they feel as though they belong and can develop their talents."**

– Sonia Loudon

**Teach For Australia has produced its first cluster of leaders seeking to drive systemic policy change.**



**A POLICY-MAKER:**  
**HELEN BAXENDALE**  
COHORT 2012 ASSOCIATE

**Studied:** Bachelor of Philosophy (Honours) at the Australian National University.

**Placement:** History and legal studies teacher at Canberra College in the Australian Capital Territory.

**Pathway:** Adviser to the Australian Minister for Education and Training and 2014 Rhodes Scholar.

At Canberra College, Helen established and coached mock trial and parliamentary debating teams and redeveloped the legal studies curriculum, resulting in double the number of enrolments and several students pursuing arts and/or law at the Australian National University. As an adviser to the Australian Minister for Education and Training, Helen advised on teacher training and standards, school improvement and curriculum policies. She also coordinated an independent expert review of Australian initial teacher education. Now, Helen is a Rhodes Scholar completing a Master of Philosophy at the University of Oxford where she is examining the relationship between social mobility and education policy settings in Australia.

**"Helen's Rhodes Scholarship reflects not only her excellence as a teacher and a professional but also that of all Teach For Australia Associates." – Diane Joseph, Director General, Australian Capital Territory Directorate of Education and Training**

**"Completing Teach For Australia gave me a much more nuanced understanding of how our education system operates and further galvanised my conviction that providing a quality education to all young people is critical to Australia's future. These insights and connections continue to motivate and inform the research and policy work I do today." – Helen Baxendale**



## A POLICY-MAKER: DANIEL CARR COHORT 2012 ASSOCIATE

**Studied:** Bachelor of Economics and Bachelor of Commerce at the University of Queensland and Honours (first class) in Economics from Monash University

**Placement:** Humanities and business management teacher at Warracknabeal Secondary College

**Pathway:** Policy Associate at the Centre for New Public Education at the Foundation for Young Australians, Policy Researcher for Clare O'Neil MP, Federal Member for Hotham and now Associate Adviser at The Behavioural Insights Team, an economic think tank in the United Kingdom.

At Warracknabeal Secondary College in regional Victoria, Daniel ran the humanities department and was elected to the school council as a staff representative. He worked with the Victorian Electoral Commission to trial and evaluate the Passport To Democracy civics education program and his students' experience of learning about democracy, voting and volunteer action featured in the program materials.

After teaching for two years, Daniel sought to further develop his skills in economic analysis through an honours' thesis in the effect of after-school classes on mental health and academic achievement in South Korea, while working as an education Policy Associate at the Foundation for Young Australians. He assisted in the research and editing of Clare O'Neil's book *Two Futures*, which examines the policy challenges and opportunities facing Australia over the next 30 years. He is now trialling and evaluating education projects in the United Kingdom with The Behavioural Insights Team's evaluation and research division.

**"My time inside the classroom via Teach For Australia was vital to developing both an expertise and passion for education policy. Not only did I gain a grounding in the realities of life "at the chalkface", but I also became a part of an incredible network of teachers and reformers dedicated to making educational equality a reality. Realising this vision motivates my current work testing educational programs by using randomised control trials to ensure we spend money on what we know works to reduce disadvantage." – Daniel Carr**

## Teach For Australia is diffusing practices that lift teacher quality and student outcomes in partner schools.

Partner schools are adopting many Teach For Australia practices – such as rigorous recruitment, mentoring and classroom observation and feedback practices – which help to lift teacher quality and student outcomes.

## THE 2013 ACER EVALUATION: BENEFITS FOR THE EDUCATION SYSTEM

The 2013 ACER evaluation found that many of Teach For Australia's practices could benefit the broader education system, including:

- the high-quality recruitment process, which delivers high-quality teachers, including in shortage areas such as maths and science;
- strong partnerships with governments, universities and schools to support schools serving low socioeconomic communities;
- the emphasis on practicum experience and providing leadership training for teachers;
- and better school induction processes, including in-school mentors to help teachers improve their teaching practice.

## Teach For Australia is supporting systemic improvements in school leadership and policy.

## EDFELLOWS

teach • lead • reform

EdFellows, launched initially in partnership with Foundation for Young Australians and Learning First, is Australia's first teacher policy fellowship. All early-career teachers are eligible and subject to rigorous selection. Through six months of workshops and a week-long internship, fellows develop policy and advocacy skills as well as a reform idea which they pitch to senior education system leaders at the conclusion of the fellowship. In order to close the education gap, we believe that the work of teachers should be at the heart of education policy reform. The first cohort of fellows completed in late 2015.

The fellowship supports passionate early-career teachers to bridge the divide between education policy and practice and provides a platform to engage in system level reform, ultimately improving the educational outcomes of Australian students.

## TEACH TO LEAD

Supported jointly by the Sidney Myer Fund and Gandel Philanthropy, Teach To Lead is a new two-year development program exclusively for aspiring school leaders working in schools serving low socioeconomic communities. All early-career teachers who hold a leadership position are eligible. The program seeks to radically lift the leadership capability of great teachers via an evidence-based curriculum and comprehensive delivery. Through competitive selection, Teach To Lead will focus on talented individuals with a commitment to address educational disadvantage and potential to lead and drive improvement and innovation in schools over the long-term.

Teach To Lead will build the skills that matter most to leading in schools serving low socioeconomic communities. The program has the following characteristics:

- Explicit focus on student outcomes and rigorous evaluation: Ongoing evaluation measures changes in participants' behaviours, changes in their teams' behaviours and changes in student outcomes.
- Building practical leadership and management skills: Learning is designed to build key management skills, such as recruiting staff, coaching others and financial management as they apply to schools.
- Rigorous candidate selection: Participants are selected through a rigorous recruitment process aligned to the skills and mindsets that will underpin success as a leader.
- Rigorous coaching: Substantial investment in regular, face-to-face, one-on-one leadership coaching – an important best practice in school leader preparation programs internationally – embeds learning and supports behaviour change.
- Purposeful cohort-building: The program is designed to ensure that participants form a strong ongoing network, continuing to support each other's learning and career acceleration and maintain commitment to addressing educational disadvantage.

Teach To Lead launches in Victoria in 2016 and plans to serve other states and territories from 2017 onwards.

**Teach For Australia is committed to the development of not only Associates and Alumni, but also other great education leaders in the system from other pathways. Accordingly, up to half of Teach To Lead and EdFellows participants are not Alumni.**

## TRANSFORM

Our annual conference, TransformED, is an opportunity for Associates, Alumni and the broader education community to reconnect and debate issues, such as how to raise the status of the teaching profession and how to collaborate to build better schools. Along with many Associates and Alumni highlighting their work in the classroom, in research and in social entrepreneurship, keynote speakers have included:

- Federal Minister for Human Services, the Hon Alan Tudge MP
- Deputy Premier and Minister for Education for Victoria, the Hon James Merlino MLA
- Chief Executive Officer of the Australian Council for Educational Research, Professor Geoff Masters AO
- Federal Minister for Vocational Education and Skills, Senator the Hon Scott Ryan
- Federal Shadow Parliamentary Secretary for Regional Development and Infrastructure and Shadow Parliamentary Secretary for Western Australia, the Hon Alannah MacTiernan MP
- Secretary of the Victorian Department of Education and Training, Gill Callister
- Founder and Director of Strategy of Cape York Partnership, Noel Pearson

Teach For Australia also frequently convenes policy roundtables to discuss key issues related to educational disadvantage. Guests have included:

- Chair of the Australian Institute for Teaching and School Leadership, Professor John Hattie
- Co-founder and Chief Executive Officer of Teach For All, Wendy Kopp
- Chief Executive Officer of the Clontarf Foundation, Gerard Neesham
- Author of the Review of Indigenous Education in the Northern Territory, Bruce Wilson
- Numerous senior executives of state and territory education departments

Associates and Alumni also debate issues of educational disadvantage and potential solutions through Teach For Australia's blog, commentary in media and educational conferences.

## International experience shows that Alumni can deliver transformative, long-term improvements in education.

The international experience of longer standing “Teach For” organisations, Teach First and Teach For America, shows that, with scale and time, Teach For Australia Alumni will work with exceptional teachers and leaders across the education system to deliver transformational change and innovation in Australian education.

### TeachFirst

Since being established in 2003, Teach First has been working to end inequality in education by building a community of exceptional leaders who create change within classrooms, schools and across society. With over 7,000 Associates and Alumni, Teach First leads system level reform in a suite of ways.

- Almost 60 per cent of those who have completed the Teach First training since 2003 remain in teaching, while more than two-thirds continue to work in organisations that support low income communities. 38 are social entrepreneurs, leading social enterprises in areas such as literacy and support for at-risk students. More than 300 Alumni are playing leading roles in community organisations, working to end educational inequality. More than 50 Alumni are working in government and policy.
- Teach First’s Innovation Unit provides intensive support to foster the establishment and/or growth of high impact social and non-profit enterprises.
- Teach First’s Our Futures aims to lift university entrance amongst disadvantaged students to 80 per cent and includes mentoring and a week-long residential at the University of Cambridge.
- Teach First is a key part of the Fair Education Alliance, a coalition of organisations from across business, education and charities working together to tackle educational inequality and build a fairer education for all by 2022.
- Teach First has also inspired the establishment of quality employment-based pathways that attract top talent to become social workers, mental health specialists and police officers.

**“We are in a global race. We have to make sure that our students and schools are as good, as stretched, as talented as those in Shanghai, in Singapore, in Helsinki or wherever. We have to compare ourselves to the best in the world and ask ourselves, ‘How can we be up there with the best?’ And that to me is absolutely what Teach First is about.”**

– David Cameron, Prime Minister of the United Kingdom

### TEACHFORAMERICA

For 25 years, Teach For America has committed to giving all students access to an excellent education. The long-term impact has been significant. It has produced:

- more than 900 school principals;
- 250 education system leaders;
- more than 90 elected officials;
- and 270 policy, organising and advocacy leaders.

A recent Harvard Graduate School of Education study found that more founders and top leaders in entrepreneurial education organisations in the United States came from Teach For America than anywhere else – 15 per cent with the next highest being four per cent. (Higgins et al 2011)

Two exemplars of Teach For America Alumni, stepping into system leadership, are Kevin Huffman, the former commissioner of the Tennessee Department of Education, and Kaya Henderson, the Washington DC public schools chancellor. As commissioner, Kevin Huffman led 136 districts, 65,000 teachers and nearly 1 million students. He reoriented the state to focus on student outcomes over bureaucratic compliance and created the Achievement School District to turn around the worst-performing five per cent of schools. As chancellor, Kaya Henderson has led reforms to introduce new academic standards and curriculum and focus on teacher professional development and coaching. The reforms that these leaders initiated resulted in Tennessee and Washington DC sharing the fastest growth in student outcomes across the United States.

Of Teach For America’s 42,000 Alumni, 65 per cent remain in teaching and 84 per cent work in organisations contributing to reform in low income communities.

**“You’ve changed the lives of millions of students from New York City to the Mississippi Delta to the Navajo Nation... the TFA spirit inside and outside the classroom has helped to fuel our progress these past seven years. We’ve raised expectations and lifted graduation rates to record heights. In today’s economy, we need great teachers helping the students who need them most. And that is why TFA is as important today as it was 25 years ago.”**

– Barack Obama, President of the United States of America





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# LOOKING TO THE FUTURE

**Our vision is of an Australia where *all* children, regardless of background, attain an excellent education.**

Educational disadvantage is a persistent and significant problem in Australia. Excellence is declining. Equity is too. If we are to reverse these worrying trends, we need to challenge the status quo. Solving an issue of this magnitude requires schools, governments, corporate and philanthropic institutions and non-profit organisations to work, in partnership, in new and innovative ways.

Now in our seventh year, Teach For Australia has shown that we can be part of the solution. We have shown that it is possible to change the status of the profession among top graduates. We have shown that an innovative approach can create great teachers, lift student outcomes and build a pipeline of leaders for schools and systems.

We've also shown that this approach is scalable and, with over 6,500 applications to date and over 4,000 schools across the country identified as disadvantaged, the opportunity to further grow – in scale and in impact – is substantial.

Teach First and Teach For America reinforce the opportunity of substantial scale. Teach First now accounts for roughly one in 10 of all teachers working in schools serving low-income communities in London and recruits approximately 1,500 new teachers per year. Teach For America now recruits approximately 4,000 new teachers per year.

Teach For Australia's future is bright because the opportunity to grow and effect change is great. Through growth, we increase the impact that we can have on educational excellence and equity.

Looking forward, Teach For Australia will increase our reach and impact. We seek to:

- deepen our work in existing communities in the Australian Capital Territory, the Northern Territory, Victoria and Western Australia, with continued focus on regional and Indigenous communities;
- expand nationally into New South Wales, Queensland, South Australia and Tasmania;
- serve all students – from early childhood into primary and secondary;
- contribute to the national effort to lift the quality of STEM teaching and learning;
- increase the efficacy of our Associates and Alumni;
- explore new ways to know and measure our impact on students and the system;
- and continue to foster the collective impact of our Alumni and partner communities.

We look forward to the future when thousands of Teach For Australia Alumni are leading across classrooms, schools, communities, governments and business, building a cadre of change agents working together and in partnership with others to fundamentally transform outcomes for the next generation and beyond. We look forward to that generation's destiny being defined by their choices and not by their demography.

## How can you contribute?

- **Apply to become an Associate: Looking for a challenge and want to make a transformational impact?**
- **Become a partner school: Would your school benefit from an injection of highly effective new teachers?**
- **Support us: Want to make a real impact by supporting the development of quality teachers, school and system leaders?**

**Contact us now.**

[teachforaustralia.org/get-in-touch/](https://teachforaustralia.org/get-in-touch/)





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Eureka Benevolent Foundation.



# REFERENCES

Note: Teach For Australia data is based on Teach For Australia program statistics and surveys, where possible across the history of the program, current at March 2016.

Page 21 FAQ: Teach For Australia analysed publicly available data to estimate completion rates from teacher education degrees and the proportion of students starting teaching after completing their teacher education degree. It was necessary to combine data from multiple sources to make assumptions and inform estimates.

Estimate	Assumptions
Breakdown of teacher education degree students (approximately 65 per cent bachelor level, approximately 35 per cent postgraduate level).	This assumption is based on the breakdown of teacher education degree commencements in 2013. (AITSL 2015)
Teacher education degree completion (66 per cent bachelor level, 81 per cent postgraduate level).	<p>This assumption is based on a 10 per cent annual attrition rate of teacher education degree students, from the triangulation of the following datasets.</p> <ul style="list-style-type: none"> <li>The Department of Education and Training's cohort analysis of domestic bachelor students commencing education courses between 2005 and 2008, which found that an average of 10.4 per cent never came back after the first year of study and an average of 67.6 per cent completed their degree. (Department of Education and Training 2015, p. 32)</li> <li>A study of course retention and attrition in 2006, which found that 9.9 per cent of all teacher education students dropped out of their course that year. (Strategy Policy and Research in Education 2006, p. 6)</li> <li>The National Teaching Workforce Dataset Project Report, which suggests an indicative initial teacher education course completion rate of 70 per cent across all degree pathways (bachelor, master, diploma). This course completion rate is consistent with the rate of completion found when 10 per cent annual attrition is calculated and the various pathways are weighted by student commencements. (EY 2014, p. 50)</li> </ul> <p>This rate was then applied to the breakdown of teacher education degree students, to a four year bachelor degree and a two year postgraduate degree, to find that 34 per cent (bachelor level) and 19 per cent (postgraduate level) do not complete their degree. Conversely, this equates to 66 per cent and 81 per cent completion rates respectively.</p>
Start teaching after completing teacher education degree (44 per cent bachelor level, 52 per cent postgraduate level).	<p>This assumption is based on Round 2 of the 2012 Longitudinal Teacher Education and Workforce Study, which found that of 2,194 teacher education graduates surveyed 10 months after completing their degree, 33 per cent (bachelor level) and 36 per cent (postgraduate level) of students had not found full or part-time employment. (Commonwealth of Australia, 2014, Longitudinal Teacher Education and Workforce Study Final Report, p. 117 for employment rate by course type and p. 58 for casual employment rate)</p> <p>This was applied to the assumption that 66 per cent (bachelor level) and 81 per cent (postgraduate level) of teacher education students complete their degree, to find that 44 per cent and 52 per cent respectively start teaching.</p>
Remain teaching for approximately five years (22 per cent bachelor level, 26 per cent postgraduate level).	<p>This assumption is based on a multi-country study that compares Australia's attrition rates with the United States, Canada, Israel, Belgium and Norway, which found that the rate of loss to the teaching profession is around 40 to 50 per cent over the first five years post-entry. (Gallant &amp; Riley 2014)</p> <p>This was then applied to the assumption that 44 per cent (bachelor level) and 52 per cent (postgraduate level) of graduates start teaching after completing their degree, to find that 22 per cent and 26 per cent respectively remain teaching for approximately five years.</p>



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# OUR PARTNERS

None of our work would be possible without our partners. Thank you.

## GOVERNMENT PARTNERS

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The Australian Government Department of Education and Training  
The Australian Capital Territory Government Education and Training Directorate  
The Northern Territory Government Department of Education  
The Victorian Government Department of Education and Training  
The Western Australian Government Department of Education

**"Teach For Australia plays a key role in helping us achieve our shared goal of raising the status of the teaching profession and supporting Australian teachers to be able to offer our students the highest quality learning experience."**

– The Hon Alan Tudge MP, Federal Minister for Human Services

**"Teach For Australia is a powerful program. It is changing lives amongst children in disadvantaged schools."**

– The Hon Dr Andrew Leigh MP, Federal Shadow Assistant Treasurer and Shadow Minister for Competition

## FOUNDING PARTNERS

Special thanks to our Founding Partners for their ongoing support and strategic advice.

The Boston Consulting Group  
Corrs Chambers Westgarth



**"While Teach For Australia has delivered great impact in just seven years, international practice shows the biggest payoffs arise from sustaining the model for a decade and beyond. By injecting exceptional young people into education, nations can infuse their systems with a long term pipeline of leaders, delivering waves of innovation that drive student, school and system improvement."**

– Larry Kamener, Senior Partner and Global Leader, Public Sector Practice, The Boston Consulting Group

## TRANSFORMATIONAL PARTNERS

We are grateful for the support of our Transformational Partners who contributed \$1,000,000 or more.

Shell Australia



**"At Shell, we believe that a quality education is key to success in life and teachers are pivotal in providing that opportunity. It is therefore exciting to see Teach For Australia expanding into Western Australia."**

– Andrew Smith, Country Chair, Shell Australia

## IMPACT PARTNERS

We are grateful for the support of our Impact Partners who contributed \$500,000 or more.

Gandel Philanthropy  
Sidney Myer Fund



**"These young Australians can form a cadre of exceptional leaders driving innovation in education over the longer term. They are able to achieve this both from within the classroom as principals and lead teachers as well as beyond the classroom as system reformers, government officials, ministerial advisers, politicians and businesspeople."**

– Vedran Drakulic, Chief Executive Officer, Gandel Philanthropy and Leonard Vary, Chief Executive Officer, Sidney Myer Fund

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Ormond College Students' Club  
Queen's College Sport and Social Club  
Science Students Society  
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Engineering Careers Society  
Law Society  
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Carol Schwartz AM  
The Hon Alan Tudge MP

# OUR HIGHLIGHTS

**2008**

- Teach For Australia is founded.
- We partner with The Boston Consulting Group and Corrs Chambers Westgarth.

**2009**

- The Australian Government announces its support.
- We partner with The University of Melbourne.
- We receive our first applications for the Leadership Development Program.
- We establish our first school partnerships.

**2010**

- Our first cohort of 45 Associates begins teaching at partner schools across Victoria.
- The Australian Government commissions the Australian Council for Educational Research to conduct an independent evaluation.

**2011**

- We expand into the Australian Capital Territory.
- We are awarded Best Print Marketing Strategy by the Australian Association of Graduate Employers.
- Our first cohort completes the Leadership Development Program and become our first Alumni.

**2012**

- We expand into the Northern Territory.
- We host our inaugural TransformED conference in Melbourne.
- We are awarded Best Graduate Development Program by the Australian Association of Graduate Employers.







## 2013

We obtain Deductible Gift Recipient status.  
We surpass 50 school partnerships.

## 2014

The Australian Government announces its continued support.  
The Australian Council for Educational Research publishes its independent evaluation, finding that we are having big impact.  
We launch EdFellows, initially in partnership with Learning First and the Foundation for Young Australians.  
We surpass 5,000 applications for the Leadership Development Program.  
We partner with Deakin University, upgrading our Leadership Development Program to include a nationally accredited Master of Teaching (Secondary) degree.  
We partner with Shell Australia, funding expansion into Western Australia.

## 2015

We expand into Western Australia.  
Our sixth cohort grows by 34 per cent to 67 Associates.  
We launch Teach To Lead in partnership with the Sidney Myer Fund and Gandel Philanthropy.  
We launch our Principal Ambassador Network.  
We are awarded Most Popular Integrated Marketing Campaign by the Australian Association of Graduate Employers.  
We make The Australian GradAustralia's list of Top 100 Graduate Employers.

## 2016

Our first Alumnus principal is appointed.  
Our seventh cohort grows by 87 per cent to 124 Associates.  
We rank number 36 on The Australian GradAustralia's list of Top 100 Graduate Employers.  
We publish our first impact report.





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