



# OUR IMPACT

NINE YEARS OF TEACH FOR AUSTRALIA



# OUR VISION IS OF AN AUSTRALIA WHERE *ALL* CHILDREN, REGARDLESS OF BACKGROUND, ATTAIN AN EXCELLENT EDUCATION.

Teach For Australia is an innovative non-profit organisation and part of a global movement dedicated to developing leadership in classrooms and communities to ensure all children achieve their potential.



Each year, we measure and evaluate the impact of our work across six key areas.  
This report highlights the impact of Teach For Australia over nine years and our key achievements in 2017.

**5**  
STATES AND  
TERRITORIES

**9**  
COHORTS

**156**  
PARTNER  
SCHOOLS

**674**  
PLACEMENTS

**9.4K+**  
APPLICATIONS

**8.9K+**  
CLASSROOMS

**175K+**  
STUDENTS

## In 2017, the Australian Government released an independent evaluation of the Teach For Australia Program.<sup>1</sup>

The evaluation found that Teach For Australia is **substantively delivering against the Australian Government's key objective** of placing high-quality teachers in schools serving low socioeconomic communities to meet specific skill requirements, for as long as possible.

The assessment cited Teach For Australia as an innovative model which may have lessons for wider initial teacher education - in particular through **pioneering an employment-based pathway, proactive recruitment and rigorous selection, fostering a pipeline of quality teachers and school and system leaders and provision of support to early career teachers through Teaching and Leadership Advisers (TLAs) and in-school mentors.**



### ATTRACTING TOP TALENT

Over 80 per cent of principals say a key reason they will recruit Associates in the future is because they are high-performers with demonstrated academic success, and they bring valuable characteristics such as enthusiasm and dedication to teaching and the school. Principals also highlighted their intellectual capability, subject matter expertise and value for money.



### DELIVERING THE SKILLS THAT SCHOOLS NEED

Teach For Australia is delivering subject specialists in hard-to- staff fields like science, technology, engineering and mathematics (STEM). 62 per cent of principals reported a key reason they will recruit Associates in future is that “they provide specific subject matter expertise we would otherwise be unable to obtain.” In 2018, 49 per cent of Associates were STEM qualified.



### ASSOCIATES OUT-PERFORMING THEIR PEERS

Principals report that Associates outperform other teachers against all the “proficient” and “highly accomplished” Australian Professional Standards for Teachers, comparing each after two years in the classroom. On average, Associates demonstrate “Highly Accomplished” standards 18% more than their peers.

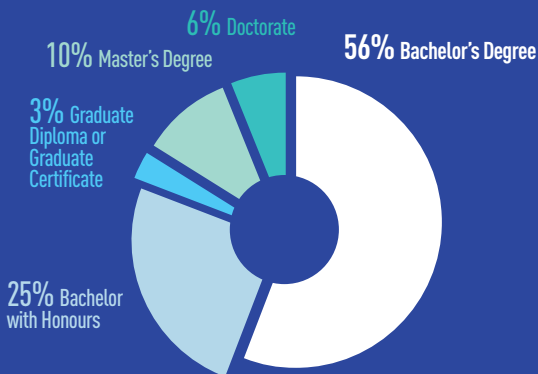


### ENHANCED INTEGRATION WITH THE MASTER'S PROGRAM

The evaluation recommended more tailored integration with the Master's program, which we are now delivering through our new university partnership with the Australian Catholic University. Commencing with Cohort 2018, the new university partnership ensures the scope, sequence, and assessments of the Master of Teaching Program best match the needs of Associates who are completing an employment-based pathway. We are excited to continue to lead innovation in the teacher education sector.

# RIGOROUSLY RECRUIT AUSTRALIA'S TOP TALENT INTO TEACHING

We recruit Australia's future leaders into the classroom, and inspire, connect and empower them to a lifetime of action towards educational equity.



**1 IN 5**  
ASSOCIATES ARE  
HIGHLY PROFICIENT  
IN AT LEAST ONE  
LANGUAGE OTHER  
THAN ENGLISH.

Cohort 2018 Associates were motivated to apply for the Leadership Development Program because of:

1. A belief that all children, regardless of background, should attain an excellent education.
2. The opportunity to have responsibility and be challenged from day one.
3. A career in teaching.

We are helping to transform the status of the teaching profession.

**46%**

of Associates are male, helping to bring **gender diversity** to schools.

**50%+**

of Associates **changed careers** to teach for a minimum of two years.

Since 2015, Teach For Australia has consistently been the only non-profit organisation voted by graduates as a top employer:



Ranked 28 on the list of **Top 100 Graduate Employers by GradAustralia** in 2018, up 32 places since 2017.

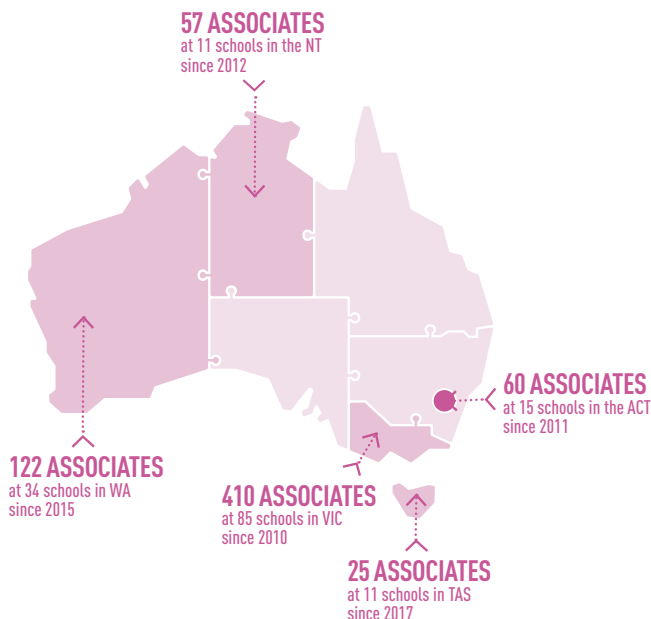


Ranked 46 on the list of **Top 75 Graduate Employers by the AAGE** in 2018.

# PARTNER WITH SCHOOLS SERVING LOW SOCIOECONOMIC COMMUNITIES

We strive to build sustained partnerships with schools that need the most support.

We have partnered with  
**156 SCHOOLS**, 24 of which  
are new partner schools in 2018.



ALMOST  
**HALF**

of our partner schools are in **regional, rural or remote** communities.

**44%**

of Associates **moved interstate** to teach.

**100%**

of Associates fill genuine teacher vacancies.

**100%**

of schools serve **low socioeconomic** communities.

## Our Associates provide the skills, attitudes and capabilities that schools need.

62% of principals report that Associates provide specific subject matter expertise they would otherwise be unable to obtain.<sup>1</sup>



**44%**

were eligible to teach **STEM** subjects.



**51%**

of STEM Associates were eligible to teach **Maths and Physics**.



**24%**

were eligible to teach **English, TESOL or Languages**.

# DEVELOP HIGHLY EFFECTIVE TEACHERS AS LEADERS

We accelerate the leadership development of Associates as highly effective teachers.

The 2017 independent evaluation of Teach For Australia found that after four years out of placement, most Associates still teaching are in leadership roles.

Teach For Australia's data shows that, after just nine years, Teach For Australia has produced three principals and seven assistant principals.

 **3** PRINCIPALS

 **7** ASSISTANT PRINCIPALS



**100%** OF ASSOCIATES HAVE A DEDICATED IN-SCHOOL MENTOR.

After the initial mentor training period, 90%+ of mentors<sup>3</sup>:

- were **satisfied overall** with the training they received.
- reported high or extremely high **confidence in their ability to coach others for teacher development purposes**, increasing 50% after the training.
- reported high or extremely high **confidence in their knowledge of the Australia Professional Standards for Teachers**.

Associates value the support and wider networks available through the program.

“ Associates highly value the special support they receive from their TLA [Teaching and Leadership Adviser] who visit them on site, observe classes and provide coaching.

TLA support is valued because it is frequent (generally fortnightly), tailored to specific coaching needs and

because Associates can also reach out to TLAs for health and wellbeing support throughout the program.

Associates also highly value their networks with other Associates and access them for resources, and for support through sharing of experience.<sup>1</sup>

”

# IMPROVE STUDENT AND SCHOOL OUTCOMES

Together with our partner schools, we seek to ensure that students achieve significant academic growth, experience increased access to opportunities and develop attitudes and aspirations that propel them forward.

In 2017:

96% 

of principals believe their Associate is making a positive difference in their school, with “improving student understanding” being nominated as the strongest student outcomes performance area of Associates.<sup>2</sup>

OVER 90% 

of principals agree that their Associate has been successful in:

- improving student skills and understanding
- improving student subject matter knowledge
- enhancing student wellbeing.<sup>2</sup>

The independent Government evaluation found that Associates can have a **positive influence on schools and peers outside of the classroom**, by spreading content knowledge, enthusiasm and access to professional supports that they can share.<sup>1</sup>




# BUILD A PIPELINE OF LEADERS WITHIN SCHOOLS

We are building a pipeline of future leaders for schools serving low socioeconomic communities.

93% OF ASSOCIATES COMPLETE  
THE TWO YEAR PROGRAM.

**88%** of Cohort 2016 remain in teaching  
for a third year into 2018.

**73%** of those still teaching in  
Australia are in low SES schools.

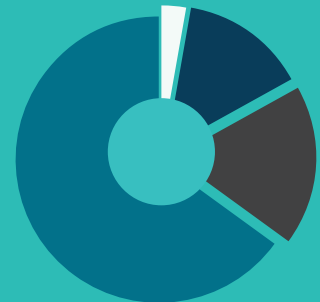
**10**  We have produced 10 Principal  
class leaders in schools.

67% OF ALUMNI ARE CURRENTLY TEACHING  
AND 17% ARE ACTIVE IN OTHER PARTS OF  
THE EDUCATION SECTOR.

Of our Alumni currently teaching:

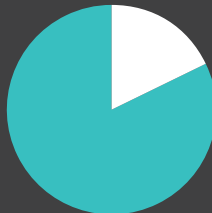
**35%** are in school  
leadership roles:

- 3% Principal class
- 14% Lead or Executive Teacher
- 18% Teacher position  
of responsibility



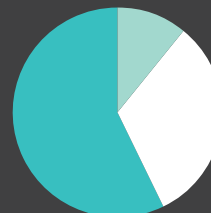
Through Teach To Lead, we are accelerating the development of existing leaders  
within schools serving low socioeconomic communities.

**35%**   
of Fellows are working in  
**regional, rural or remote**  
communities.<sup>5</sup>



**72%** are teaching  
in **Secondary**  
education.

**28%** are teaching in  
**Primary** education.



**56%** Position  
of responsibility

**30%** Lead or  
Executive Teachers

**14%** Principal class

# TEACH TO LEAD



96%

of Fellows indicate that the program improved their leadership performance **more than any other activity.**



100%

of Fellows indicate that their **performance as a leader has improved** through the program.



100%

of Cohort 2016 Fellows would **highly recommend the program** to others in similar roles.

**“THIS IS PROBABLY THE BEST LEADERSHIP  
TRAINING PROGRAM IN THE COUNTRY.**

**GOOD PROFESSIONAL DEVELOPMENT IS HARD  
TO DO WELL. TEACH TO LEAD DOES THAT.”**



# DRIVE CHANGE AND INNOVATION IN THE EDUCATION SYSTEM

We continue to empower, connect and inspire our Alumni towards a lifetime of action addressing educational disadvantage.

**85%** of Alumni are currently working in the **Education sector**.

**2% Further Study**

**3% Social Enterprise**

**6% Policy or Government**

**7% Non-Profit**

**67% Teaching**

**94%** of Alumni **believe they have a role to play** in achieving educational equity.

**80% +** of Alumni **feel connected** to other Associates.

**80% +** of Alumni who are not currently teaching **plan to return throughout their career**.

Our Alumni take many actions throughout their lifetime, outside of their career pathway, to tackle educational disadvantage.



**20%** are **influencing** educational policy.



**58%** are **innovating** and solving problems for classrooms, schools or the education system.



**29%** are **providing support** to low socioeconomic communities outside of a school environment.



**58%** are **contributing resources** to others dedicated to achieving educational equity.



IN 2017, THE INDEPENDENT GOVERNMENT EVALUATION  
FOUND THAT THE TEACH FOR AUSTRALIA PROGRAM  
“IS AN INNOVATIVE MODEL WHICH MAY HAVE LESSONS  
FOR WIDER INITIAL TEACHER EDUCATION.”<sup>1</sup>



1. dandolopartners (2017). *Teach for Australia Program Evaluation Report*. Retrieved from <https://docs.education.gov.au/documents/teach-australia-program-evaluation-report>
2. Principal data was collected through a survey of Principals of TFA partner schools in ACT, NT, VIC and WA, conducted by Teach For Australia (October 2017) with approval from the relevant Departments of Education.
3. All mentor data was collected through a survey of in-school mentors participating in the Teach For Australia Mentor Development Program, conducted by Teach For Australia (March 2018).
4. All Leadership Development Program Alumni data was collected through a survey of Alumni, conducted by Teach For Australia (February 2018).
5. All Teach To Lead data and quotes were collected through surveys of Cohort 2016 and Cohort 2017 Teach To Lead Fellows and their Principals, conducted by Teach For Australia (February 2018).

All data is current as at April 2018.

The Australian Government Department of Education and Training is a major supporter of the Teach For Australia initiative.



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