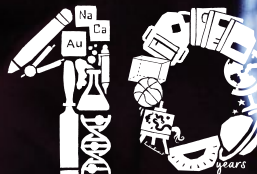


10 YEARS OF IMPACT

A POSTCODE SHOULDN'T
DEFINE A CHILD'S FUTURE,
BUT A GREAT TEACHER CAN





EVERY CHILD STARTS WITH POTENTIAL, BUT THEY DON'T ALL GET THE CHANCE TO UNLOCK IT.

There are tens of thousands of Australian children who face an unfair, uneven start in the world. The postcode they're born in, and the education they can access, can radically impact their whole future.



Despite our prosperity and our national identity as a place where everyone has a fair go, Australia has one of the **MOST INEQUITABLE EDUCATION SYSTEMS** in the developed world.¹



By age 15, children from low socioeconomic households are on average **THREE YEARS BEHIND** in school than their peers from higher socioeconomic backgrounds.²



Indigenous students are on average **SIX TIMES** more likely to be below the national minimum standards for literacy and numeracy.³



Students from refugee or asylum seeker backgrounds **MISS OUT ON BASIC LITERACY SKILLS** as they are placed in grades based on age instead of ability.⁴



Students from rural or remote communities are less than **HALF AS LIKELY TO GO TO UNIVERSITY** and are more likely to drop out if they do.⁵

We know that a great teacher can make the difference for students. Teach For Australia develops and supports leaders who positively impact students' academic achievement, access to opportunities, attitudes towards learning and aspirations. Our teachers bring subject area expertise, filling teaching vacancies at schools that need them most.



“She showed me it was cool to be smart. I’d never realised that before I had Ms. Henry as a teacher. I was the only student from the school who has ever gone through the process of finishing VCE [Victorian Certificate of Education].”

– Hannah, former student of Melanie Henry (Cohort 2011)

The lower the level of education a child obtains, the further their opportunities in life diminish. Access to employment and earnings are reduced; levels of health and wellbeing are impacted. Too many Australian children are left behind based on background, not merit. They’re thrust into a cycle of disadvantage that’s difficult to escape. It’s not their choice; and it isn’t their fault.

Our vision is of an Australia where *all* children, regardless of background or postcode, attain an excellent education – the key to unlocking their potential.

“ASSOCIATES HAVE BEEN WONDERFUL FOR OUR STUDENTS. [THEY] ARE ALL INCREDIBLE PEOPLE AND OUTSTANDING EARLY CAREER TEACHERS. THEIR SUITABILITY FOR THE PROFESSION IS A STRONG ENDORSEMENT OF THE TEACH FOR AUSTRALIA RECRUITMENT PROCESS. THEY BRING WITH THEM FRESH PERSPECTIVES THAT HAVE SIGNIFICANTLY SUPPORTED THE DIVERSITY OF OUR STAFFING PROFILE AND OUR OVERALL SCHOOL IMPROVEMENT.”

– ADAM POTITO, PRINCIPAL AT NEW NORFOLK HIGH SCHOOL, TASMANIA



WE RIGOROUSLY RECRUIT, EMPOWER AND ENERGISE HIGH-CALIBRE PEOPLE FROM ALL WALKS OF LIFE TO MAKE A DIFFERENCE IN THE CLASSROOM

10
COHORTS

11,000
APPLICATIONS

831
PLACEMENTS

230,000+
STUDENTS IMPACTED



HIGHLY SELECTIVE:

We test both skills and mindsets, sending Australia's top talent to help solve one of the greatest challenges facing our nation.

Only the top
8%
of applicants are placed
as Associate teachers



"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."

– Nagiska, former student of Liam Wood (Cohort 2011)



HIGHLY SKILLED:

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

44%
are eligible to teach science, technology, engineering or mathematics: fields where Australia suffers a critical shortage of qualified teachers

HIGHLY QUALIFIED:

All Associates have a Bachelor's degree – and nearly half have an advanced university degree.



55% Bachelor's Degree

25% Bachelor's Degree with Honours

3% Graduate Diploma or Certificate

11% Master's Degree

6% Doctorate

Cohort 2019 holds an average ATAR of **91**



"He's given me a really good outlook on life, on where I can go and what I can do."

– Shawn, former student of David Hosken (Cohort 2015)

"TEACH FOR AUSTRALIA ASSOCIATES HAVE BEEN A CATALYST FOR CHANGE AT HORSHAM COLLEGE. THE ENERGY, ASPIRATIONS AND COMMITMENT OF ASSOCIATES HAVE BEEN HARNESSSED TO CREATE A BETTER SCHOOL ENVIRONMENT AND ULTIMATELY IMPACT ON STUDENT OUTCOMES."

– ROB PYERS, PRINCIPAL AT HORSHAM COLLEGE, VICTORIA

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

HIGHLY SUPPORTED:

Associates are backed by a support network that enables them to become great teachers and leaders.



100% of Associates have:

- a teaching and leadership coach that oversees their professional development
- an academic advisor
- a dedicated school-based mentor

Associates earn a Master of Teaching (Professional Practice), with our academic partner, ACU. This partnership, underpinned by a shared value of social justice, is a bold innovation in teacher preparation in Australia.



HIGHLY EFFECTIVE:

Principals tell us their Associates are making a real difference for their students.⁶

96% say they'd hire another Associate

95% say Associates are improving student understanding

95% say Associates are improving student subject matter knowledge

93% say Associates are improving student skills

91% say they'd recommend hiring Associates to a fellow school leader

STUDENTS

say their Associate teachers are caring, knowledgeable, and help them learn at their best.⁷

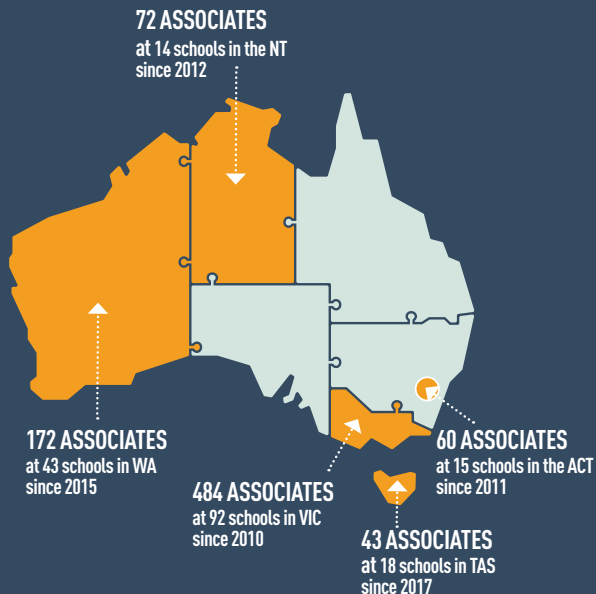
Students tell us their teacher:

- is knowledgeable about the topics in their subject,
- pushes them to think instead of just giving the answers,
- explains why they are learning what they are learning,
- gives them time to explain their ideas, and
- makes them feel comfortable asking for individual help about the things they are learning.



WE PARTNER WITH SCHOOLS THAT NEED THE MOST SUPPORT

50% of our partner schools are in regional, rural and remote locations



We try where possible to place multiple Associates in the same school or schools within a close drive of one another, which means many Associates are able to live and study together. This has created buzzing Associate and Alumni communities in regional areas across Australia, including: Horsham, Shepparton, Gippsland and along the South West Coast in Victoria, Katherine, Alice Springs and Tennant Creek in the Northern Territory, Kalgoorlie in Western Australia and throughout Tasmania.



HIGHLY VALUED: Schools tell us their Associates bring vital behaviours and leadership to their classrooms.⁶

98% say Associates are **making a positive difference** in the school

96% say they've **benefitted from their school's involvement** with Teach For Australia

93% say Associates are **enhancing student wellbeing**

93% say Associates are **contributing to the professional culture** of the school

MENTOR DEVELOPMENT PROGRAM

Effective mentoring of early-career teachers improves student outcomes. Our accredited professional mentoring program helps schools develop their own staff and their leadership abilities.

"I'VE BEEN MENTORING TEACHERS FOR YEARS, BUT IN THE PAST, THERE WAS NO STRUCTURE. THE STRUCTURE OF THIS PROGRAM AND TRAINING HAS BEEN FANTASTIC, AND IS TEACHING ME HOW TO BE HELPFUL IN THE BEST WAY POSSIBLE, USING BEST PRACTICE TO GIVE FEEDBACK."

— LANA SALTER, MENTOR DEVELOPMENT PROGRAM PARTICIPANT, VICTORIA

We are building a pipeline of leaders in the education system.

2018 GRADS



Of our most recent graduates who completed the two-year Leadership Development Program in 2018⁷:

89% have remained teaching for a third year beyond the program

84% of those teaching continue to work in a disadvantaged school

OVERALL



Most of our Alumni remain teaching. Of those who pursue other paths, most remain in the education sector, working in government and policy, innovating in social enterprises and non-profits or continuing their study in an education-related field.⁸

69% of all Alumni are still teaching

40% of Alumni still teaching are in school leadership roles including



6 Assistant Principals



2 Principals

15% are active in other parts of the education sector in social enterprises, non-profits, policy and government roles

OVER 70% of Alumni not currently teaching plan to return to the classroom

92% of Alumni believe they have a role to play in achieving educational equity

"WHAT WE LIKE MOST ABOUT THE PROGRAM IS THE UNIQUE OPPORTUNITY IT PROVIDES US TO RECRUIT HIGH CALIBRE, QUALITY TEACHERS WHO EACH HAVE A STRONG SOCIAL CONSCIENCE AND WHO WE GENERALLY RETAIN ON THE COMPLETION OF THE PROGRAM TO TAKE ON SIGNIFICANT CURRICULUM LEADERSHIP ROLES WITHIN OUR COLLEGE."

— FRED CLARK, PRINCIPAL AT NORTHERN BAY SECONDARY COLLEGE, VICTORIA

"IT DOES WHAT IT SAYS ON THE BOX! I HAVE SOUGHT INCREASING LEADERSHIP AT MY SCHOOL, WHILST DRIVING CHANGE AIMED AT REDUCING EDUCATIONAL DISADVANTAGE."

— DANIEL CRANE, COHORT 2018 FELLOW



TEACH TO LEAD

We are investing in people who can drive change.

Effective school leadership is key to improving educational outcomes. Teach To Lead is a professional development program that accelerates the development of emerging school leaders at the schools that need the most support.⁹

93%

of Teach To Lead Fellows believe their Impact Initiative has improved outcomes for students at their school

100%

of Fellows believe that their performance as a leader has improved as a direct result of participating in the program

100%

of Fellows believe that other members of their cohort helped them to grow and develop

"Teach to Lead has been, without a doubt, the best professional learning program I have undertaken during my career to date."

— Lachlan Nicolson, Cohort 2017 Fellow

HELP US CONTINUE TO MAKE A DIFFERENCE TO THOUSANDS OF AUSTRALIAN STUDENTS.

Challenging educational disadvantage is a shared responsibility. What role will you play in creating a fairer start in life for our future generations?

As a charitable not-for-profit, Teach For Australia relies on the critical support of our sponsors, partners and donors to keep pursuing our vision. All donations over \$2 are tax deductible.



DONATE NOW!

You can donate by visiting donate.teachforaustralia.org or call 03 8640 4500

A postcode shouldn't define a child's future, but a great teacher can.

In our first ten years we've reached more than 230,000 students and have worked in 182 schools, but we know there's so much more to do. You can help foster student potential. With your support, we will be able to

- Continue recruiting and developing teachers who positively impact students;
- Expand our footprint into new states and territories and reach more students;
- Better measure and communicate our impact; and
- Further deepen our connections with our partner schools and their communities.

Visit teachforaustralia.org/support to learn more, or email development@teachforaustralia.org.

1. UNICEF. *UNICEF report finds national wealth does not guarantee education equality: Australia languishes in the bottom third of countries ranked.* (2018). Retrieved from <https://www.unicef.org.au/about-us/media/october-2018/unicef-report-finds-national-wealth-does-not-guar>

2. Australian Council for Educational Research (ACER) (authors Thomson, S., De Bortoli, L. & Underwood, C.). (2016) *Programme for International Student Assessment 2015: a first look at Australia's results.* Melbourne, Australia: ACER.

3. Australian Curriculum, Assessment and Reporting Authority (ACARA). (2017). *National Assessment Program Literacy and Numeracy (NAPLAN) national report for 2017.* Sydney, Australia: ACARA.

4. Woods, A. (2009). Learning to be literate: issues of pedagogy for recently arrived refugee youth in Australia. *Critical Inquiry in Language Studies*, 6 (1-2), 81-101.

5. Mitchell Institute (authors Lamb, S., Jackson, J., Walstab, A. & Huo, S. (2015), *Educational opportunity in Australia 2015: Who succeeds and who misses out,*

Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute. Melbourne, Australia: Mitchell Institute.

6. Principal data was collected through a survey of Principals of TFA partner schools in ACT, NT, VIC, TAS and WA, conducted by Teach For Australia (September 2018) with approval from the relevant Departments of Education.

7. Student data was collected by Teach For Australia Associates who implemented student perception surveys in their classrooms in 2018 with approval from the relevant Departments of Education.

8. All Alumni data was collected through a survey of Alumni, conducted by Teach For Australia (February 2019).

9. All Teach To Lead data was collected through a survey of Cohort 2017 Teach To Lead Fellows, conducted by Teach For Australia (February 2019).

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The Leadership Development Program is delivered as part of the High Achieving Teachers Program with the support of the Australian Government Department of Education and Training.


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