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.

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

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.6

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

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

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.
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.

“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)

“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.

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
- 11% Master’s Degree
- 3% Graduate Diploma or Certificate
- 6% Doctorate

Cohort 2019 holds an average ATAR of 91

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.

“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 HARNESS TO CREATE A BETTER SCHOOL ENVIRONMENT AND ULTIMATELY IMPACT ON STUDENT OUTCOMES.” – ROB PETERS, PRINCIPAL AT HORSHAM COLLEGE, VICTORIA

HIGHLY EFFECTIVE: Principals tell us their Associates are making a real difference for their students.

- 91% say they’d recommend hiring Associates to a fellow school leader
- 93% say Associates are improving student skills
- 95% say Associates are improving student subject matter knowledge
- 95% say Associates are improving student understanding

95% 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.

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

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

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.

- 96% say they’d hire another Associate
- 91% say they’d recommend hiring Associates to a fellow school leader
WE PARTNER WITH SCHOOLS THAT NEED THE MOST SUPPORT

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

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 bring vital behaviours and leadership to their classrooms.
93% say Associates are enhancing student wellbeing
93% say Associates are contributing to the professional culture of the school

WE ARE BUILDING A PIPELINE OF LEADERS IN THE EDUCATION SYSTEM

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.

50% of our partner schools are in regional, rural and remote locations
172 ASSOCIATES at 43 schools in WA since 2012
14 ASSOCIATES at 17 schools in WA since 2019
43 ASSOCIATES at 18 schools in ACT since 2011
50% of our most recent graduates who completed the two-year Leadership Development Program in 2018:
9% have remained teaching for a third year beyond the program
84% of those teaching continue to work in a disadvantaged school

2018 GRADS

89% have remained teaching for a third year beyond the program
84% of those teaching continue to work in a disadvantaged school

OVERALL

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

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“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

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.

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Highly valued:
Schools tell us their Associates bring vital behaviours and leadership to their classrooms.

60 ASSOCIATES at 15 schools in the ACT since 2011
2018 GRADS

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172 ASSOCIATES at 43 schools in WA since 2012
14 ASSOCIATES at 17 schools in WA since 2019
43 ASSOCIATES at 18 schools in ACT since 2011
484 ASSOCIATES at 92 schools in VIC since 2010
172 ASSOCIATES at 43 schools in WA since 2015
43 ASSOCIATES at 18 schools in TAS since 2017

2018 GRADS

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“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

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


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


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.

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.

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

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