



# OUR IMPACT

TWELVE YEARS OF TEACH FOR AUSTRALIA

# OUR VISION IS OF AN AUSTRALIA WHERE EDUCATION GIVES EVERY CHILD, REGARDLESS OF BACKGROUND, GREATER CHOICE FOR THEIR FUTURE.

Despite our prosperity, and our appetite for the “fair go”, Australia has one of the most unequal and inequitable education systems in the developed world<sup>1</sup>:



Aboriginal and Torres Strait Islander students are on average **six times more likely to be below the national minimum standards** for literacy and numeracy.<sup>2</sup>



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.<sup>4</sup>



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.<sup>3</sup>



Student **performance in Australia has been declining**, with students now nearly a year behind in science, maths and reading compared to just 10 years ago.<sup>5</sup>



**COVID-19 has only exacerbated these problems**, with estimates showing that the achievement gap has tripled in 2020 for students who are experiencing disadvantage.<sup>6</sup>

## LEADERSHIP DEVELOPMENT PROGRAM

12

COHORTS

1120

ASSOCIATES

13k+

APPLICATIONS

229

PARTNER SCHOOLS



# HOW WE MAKE AN IMPACT

**We know that a great teacher can make all the difference for students.**

For over a decade, Teach For Australia has offered leading development programs for teachers, school leaders and mentors who can give their students the knowledge, skills and confidence to pursue their potential.

This report highlights the impact of Teach For Australia over 12 years and our key achievements in the past year. We measure and evaluate the impact of our work across six key areas, which constitute our **Theory of Change**:



18k+

CLASSROOMS

370k+

STUDENTS IMPACTED

TEACH TO LEAD

5

COHORTS

133

FELLOWS

FUTURE LEADERS PROGRAM

1

COHORT

43

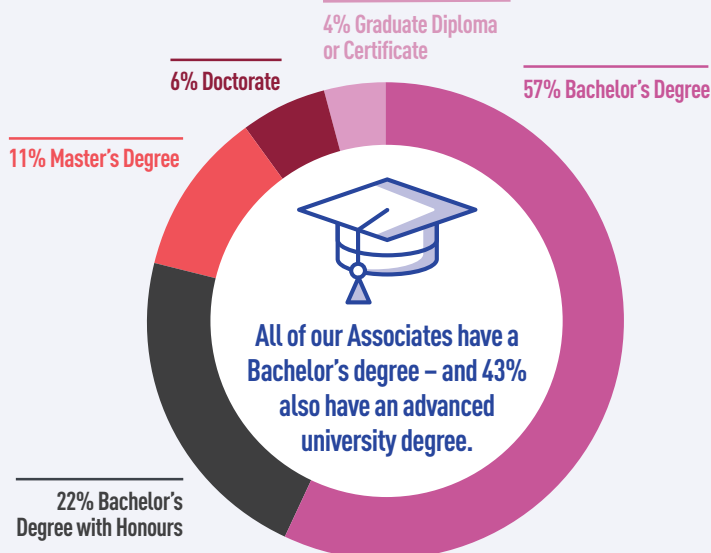
FELLOWS

# RIGOROUSLY RECRUIT AUSTRALIA'S TOP TALENT INTO TEACHING

Through our flagship Leadership Development Program, we recruit individuals with exceptional skills and expertise into schools serving low socioeconomic communities, and develop them as teachers and leaders. Throughout the program, our teachers are known as Associates.

## OUR ASSOCIATES ARE HIGHLY QUALIFIED AND MOTIVATED

**Highest level of tertiary degree  
earned by Associates as they commence teaching:**



Cohort 2021 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 be challenged and have genuine responsibility from day one.
3. An entry into a career in teaching.



*"I still remember some outstanding teachers that I had growing up, and I want to continue that legacy and show the importance of the impact those teachers had on me to my students."*

**- Lauren Payne**

Leadership Development Program (Cohort 2020) in TASMANIA



*"I have been blessed with fantastic opportunities as a result of having had a combination of a fantastic education and a supportive home life that put great value on education. Some situations in my previous work brought me into contact with young people who had none of those advantages and whose life choices were being constrained as a result. I heard about TFA and its mission, and I applied."*

**- Dan Crane**

Leadership Development Program (Cohort 2015)  
and Teach To Lead (Cohort 2018) in VICTORIA



## OUR PROGRAM IS 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** commence teaching as Associates

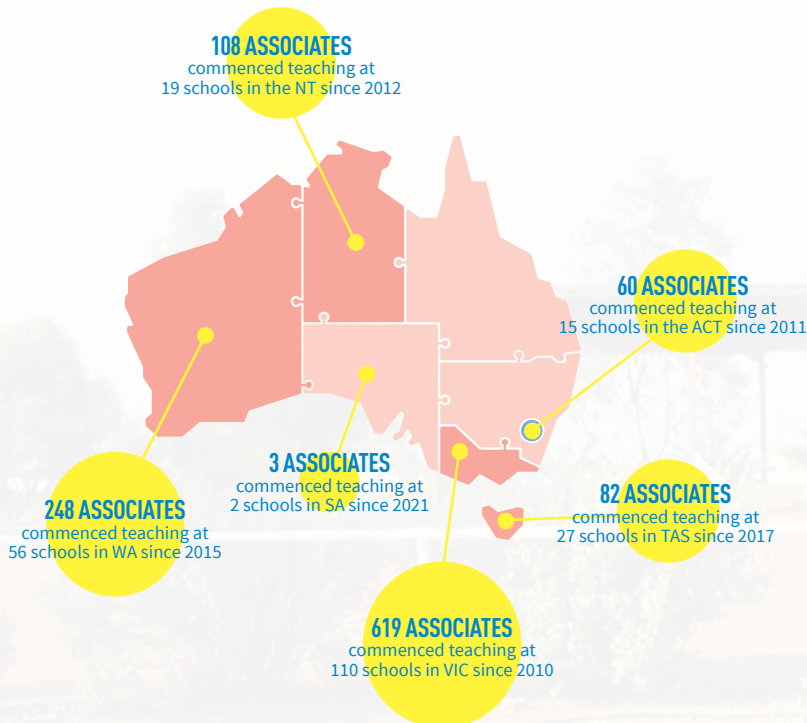


59% of Associates are **young professionals** or **career changers** who have decided to teach their area of expertise for at least two years



# PARTNER WITH SCHOOLS SERVING LOW SOCIOECONOMIC COMMUNITIES

We build sustained partnerships with schools, and our Associates bring subject area expertise to fill real teaching vacancies across Australia.



We try where possible to place Associates in clusters, either within the same schools or within a close drive of one another so they are able to live and study together.

This has created buzzing Associate and Alumni communities right across Australia such as Horsham, Shepparton, Gippsland and the South West Coast in **Victoria**; Katherine, Alice Springs and Tennant Creek in **the Northern Territory**; Kalgoorlie and the Pilbara in **Western Australia**; and across **Tasmania's** north coast.

## OUR ASSOCIATES ARE WILLING TO GO THE DISTANCE

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



**54%**

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



**42%**

of Associates **moved  
interstate** to teach



**100%**

of schools we work with  
**serve low socioeconomic  
communities**



**100%**

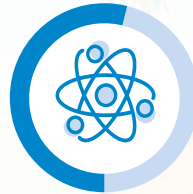
of Associates **fill  
genuine teacher  
vacancies**

## WE'RE BRINGING STEM EXPERTS INTO TEACHING



**44%**

are eligible to teach **science,  
technology, engineering or  
mathematics**, fields where Australia  
suffers from the greatest shortage of  
teachers



**46%**

of STEM Associates are eligible to  
teach **maths and physics**, the most  
in-demand subjects in schools

*"It is really hard to get content specialists to [the Pilbara] and with TFA we get young people who are not just enthusiastic about teaching, but are content specialists and who are really committed to becoming competent practitioners when they get here. They also bring with them a wealth of experiences from outside an education sphere. That's important."*



**- Bill Mann, Former Principal  
in WESTERN AUSTRALIA**



# DEVELOP HIGHLY EFFECTIVE TEACHERS AS LEADERS

A classroom leader does not just deliver content well. They are also a role model and a mentor, they bring positivity and passion to their school each morning, and they are an invested member of their community. They are leaders who inspire and empower others. A great teacher changes lives.

Our programs accelerate leadership development, so great teachers can become great leaders enacting positive change within their classrooms, schools and communities.

## WE PROVIDE DEDICATED SUPPORT TO OUR ASSOCIATES THROUGHOUT THE PROGRAM

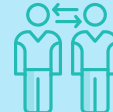
Associates are backed by a support network that enables them to grow into excellent educators. All Associates have:



A **teaching and leadership coach** that oversees their professional development with regular classroom observations and pastoral care



An **academic adviser** who supports and supervises their academic progress and achievement of the Australian Professional Standards for Teachers



A **dedicated school mentor** who is an experienced teacher at their school providing day-to-day practical support

*“It is a challenging program, but for the right person it is an incredible opportunity for growth, leadership, learning and contributing.”*

– Alumni

Leadership Development Program (Cohort 2014)



## WE ARE DEVELOPING SCHOOLS' EXISTING STAFF

Our partner schools commit to providing Associates with a mentor who is an experienced teacher working at the school. School Mentors are a vital part of an Associate's support and development network, which aims to set new teachers up for success from the start in order to improve their chances of staying in the profession over the long term and improve student outcomes.<sup>7</sup>

School Mentors benefit from comprehensive mentorship training from Teach For Australia through our **Mentor Development Program**, which helps schools develop their own staff and their leadership abilities:<sup>8</sup>

*“Fantastic and engaging. This is the most robust training I have been to for a long time. Immediately useful and able to implement straight away.”*

– School mentor

*“The training was very interactive and there were plenty of opportunities to learn from others who share a similar context.”*

– School mentor

*“Our working relationship – as mentor and mentee – has worked both ways. Milly has learnt things from me, but I too have also learnt so much from her about current teaching and learning practice and methodologies.”*

– Veronica Burke, School Mentor

in WESTERN AUSTRALIA

# IMPROVE STUDENT AND SCHOOL OUTCOMES

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

## PRINCIPALS TELL US THAT OUR ASSOCIATES ARE HIGHLY EFFECTIVE

Principals tell us Associates are making a difference to their students:<sup>9</sup>



89%

say their Associates are **making a positive difference** in their school



75%

say they're **improving students' non-academic and socioemotional outcomes**



88%

say they'd **hire another Associate**

## ... AND STUDENTS AGREE! THEY TELL US THEIR TEACHER:<sup>10</sup>



**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



**uses technology** to help their class learn



**cares** about their points of view



treats them with **respect**



## SCHOOLS SEE VALUE IN TEACH FOR AUSTRALIA



97%

of Principals are **satisfied with the support** that the Teach For Australia program provides for Associates and their school.<sup>9</sup>

*“[Associates] come with a huge sense of passion and enthusiasm to learn and support students.”*

- Principal

*“Teachers really care about how students feel as well as how they perform, and I try to make it known to students that if you have issues, come and talk.”*

- Ehsan Warasi

Leadership Development Program (Cohort 2019)  
in WESTERN AUSTRALIA

*“The model of support TFA has for its Associates has always been incredibly strong - enabling the growth and development of excellent educators - which can be specifically credited to TFA’s approach.”*

- Principal

# BUILD A PIPELINE OF LEADERS WITHIN SCHOOLS

We give high-calibre people the tools to drive change in the system and raise student outcomes.

## TEACHERS ARE LEADERS IN THE CLASSROOM, EVERY DAY

Teaching requires the capability to translate a vision into reality. Our teachers develop six leadership skills to inspire students to achieve their full potential:

1. Preparing purposefully
2. Engaging others
3. Implementing effectively
4. Engaging professionally
5. Understanding self
6. Understanding change

Outside of Perth, **Lucy Skillman (Cohort 2019)** found one of the big challenges in 2020 was balancing the needs of students attending the physical classroom with those who were staying home to learn.

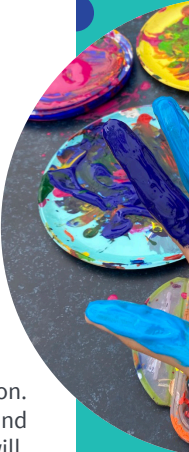
“It was a steep learning curve for teachers [and] students,” Lucy said, “but we all had to adapt rapidly, prioritise and most importantly keep on doing our best under the circumstances we were in, with what we had available.”

She observed that parental support was extremely important for students in younger year groups. For older students regular videoconferencing for classes as well as individual catch-ups were vital for maintaining engagement. She adapted, and learned that teaching remotely can still create close relationships between teacher and student.

In the Northern Territory, **Pi Lee (Cohort 2019)** organised a festival event called “Diversity Day,” as part of creating safe and inclusive spaces for LGBTQIA+ students at the school.

16 activities included blind soccer, hand-printing banners, tie-dying, traditional ininti bead making and STEM activities around biodiversity.

“The internet is awash with great ideas and tools for anyone looking,” Pi says, “but working together on creative and compassionate solutions is an opportunity to build student leadership and cohesion. I have deeply enjoyed collaborating with students and staff in my own school to come up with ideas that will work for us.”



## OUR PROGRAMS SUPPORT PROGRESSION INTO SCHOOL LEADERSHIP ROLES<sup>11</sup>



**49%**

of Alumni working in schools are in  
**school leadership roles**



**32**

Alumni school leaders working in  
**Principal and Assistant Principal roles**

**Brenden Horn (Cohort 2019)** didn't travel very far for his placement: he teaches English and Politics in the **outer suburbs of Melbourne** at the very same secondary school he had attended.

In his Year 10 classroom, one of his students was having trouble presenting her assignment in front of the class: "She didn't speak, and I saw the tears well in her eyes," Brenden remembers. "I could imagine the anxiety building up, so I gave her an out and said, 'Do you want to sit down?' and she did."

Brenden arranged for the student to present in his office. He remembers, "When the time came, she asked if she could do it in front of the class instead. When I told the class that she would be presenting that day... everyone sat ramrod straight, giving her as much respect as they could, and when she finished, they gave an enormous round of applause, and it was clear that they were as proud of her as I was. It was a really beautiful 'team spirit' moment."



At a **regional school in Tasmania**, students created a photographic installation called 'Inside Out' for Wellbeing Week with their teacher **Adam Hogan (Cohort 2020)**.

"Within the subjects I teach, I think one of the most important things has been facilitating healthy expression," Adam says. "Subjects like art serve as a great space for students to reflect on and express their emotions."

"The 'Inside Out Project' allowed for students to choose an issue that was important to them personally. From there students allocated themselves roles, spruiked the project, captured the photos, and installed it. It was great to give them the opportunity to take ownership of the project and develop it throughout the entire process."

The project was displayed in a public part of the school and also in an area where it can be viewed by the community.



## WE ARE INVESTING IN SCHOOL LEADERS WHO DRIVE CHANGE

Effective school leadership is key to improving educational outcomes, and we are investing in people who are already driving change to improve schools' existing capacities. Teach To Lead is a professional development program that accelerates the development of emerging school leaders at the schools that need the most support:<sup>12</sup>

# TEACH TO LEAD

## 100%

of Cohort 2020 Fellows believe that Teach to Lead has **improved their leadership performance**

## 95%

of Fellows felt **well-prepared for their school leadership role** on completion of the program

## 94%

of Fellows believe that the program has improved their leadership performance **more than any other professional activity**

**“TEACH TO LEAD HAS BEEN FUNDAMENTAL  
IN INCREASING MY CONFIDENCE AS A  
LEADER WHILE SIMULTANEOUSLY HUMBLING  
ME, WHICH HAS BEEN BENEFICIAL  
TO MY PRACTICE.”**

**- Teach To Lead Fellow**



## AND HAVE INTRODUCED A NEW PROGRAM FOR REGIONAL, RURAL AND REMOTE TEACHERS



### **FUTURE LEADERS PROGRAM**

EMPOWERING  
REGIONAL  
EDUCATORS

Schools in regional, rural and remote communities are facing unique demands, such as limited access to support services and challenges in attracting and retaining staff. In these schools, the pipeline of ready school leaders is declining.

Strengthening the leadership pipeline in our outer regional and remote schools in Australia is critically important to ensuring all children receive an excellent education.

Delivered with the support of the Australian Government Department of Education, Skills and Employment, **the Future Leaders Program is an innovative, new approach to strengthening school leadership.**



*“What a fabulous session. I enjoyed the balance between listening and gaining knowledge and putting ideas into practice.”*

- Cohort 2021 Fellow

**62%**

of participating schools are  
in **outer regional** areas

**24%**

are in **remote** areas

**14%**

are in **very remote** areas

The Future Leaders Program's first cohort completed their first intensive workshop in April 2021.<sup>13</sup>

**91%**

of Cohort 2021 Fellows  
felt that they had strengthened their  
connections with their peers

**88%**

believed the workshop was  
relevant to their school context



# DRIVE CHANGE AND INNOVATION IN THE EDUCATION SYSTEM

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

## OUR ASSOCIATES AND ALUMNI CONTINUE WORKING IN TEACHING AND EDUCATION



**92%**

of Associates who commence teaching complete the two-year program



**92%**

of our most recent Associate graduates have remained teaching for a third year beyond the program



**73%**

of all of our Alumni are still working in schools



**87%**

of all of our Alumni are currently working in the education sector

## ALUMNI ARE COMMITTED TO A LIFETIME OF ACTION IN EDUCATION



**48%**

of Alumni who are not currently in the classroom plan to return at some point in their careers<sup>11</sup>

While nearly three-quarters of our Alumni remain teaching or leading schools, **an additional 15% are working in the education sector** in roles such as policy, government, not-for-profits and social enterprises.



## HOW WE RESPONDED TO THE CHALLENGES OF COVID-19

As the COVID-19 crisis took hold in Australia, we made significant changes to our operations and programming to support our Associates and their efforts as teachers and leaders. As part of these changes, we:

1. Pivoted to remote learning and training models
2. Increased our coaching and mentoring support
3. Invested in initiatives to aid Associate health and wellbeing
4. Developed new resources to support Associates in their virtual teaching practices

This response helped Associates to navigate unprecedented disruption to schooling as effectively as possible and ensured that they were able to perform at their best for the students who need them.



95%

of Alumni **believe they have a role to play in achieving educational equity.**<sup>11</sup>

Over the course of their lifetimes, they take six actions towards our shared vision by:

- **Teaching** and working with students from low socioeconomic backgrounds
- **Leading schools** serving low socioeconomic communities
- **Influencing** educational policy
- **Innovating** and solving problems for classrooms, schools or the education system
- **Providing support** to low socioeconomic communities outside of a school environment
- **Contributing resources** to others dedicated to achieving educational equity

*“Students deserve excellent educators. Young people inspire me to do my best and always operate with unconditional positive regard and high expectations.”*

- Christine Vlass

Teach To Lead (Cohort 2019)  
in SOUTH AUSTRALIA



*“I never intended to be a teacher until I found Teach For Australia, where I could work towards a bigger goal of systemic change and impact.”*

- Jun Zhang

Leadership Development Program (Cohort 2014)  
in VICTORIA



# OUR 2023 STRATEGY

We know that the two key levers to positively impact student outcomes are teacher quality and school leadership. We're proud that since 2009 we've recruited, developed, supported and empowered great teachers in hundreds of schools for over 370,000 children in communities experiencing disadvantage.

But we know that there's so much more to do. In 2020, we committed to our first multi-year strategy to make our ambitious vision a reality. By 2023, we aim to reach further and with greater impact than ever before.

LEAD	REACH	SUSTAIN	LEARN
			
We will grow a community of leaders, underpinned by programs that make a demonstrated impact, by:	We will extend our reach nationally, with programs that are in high-demand, by:	We will ensure that our organisation is sustainable, supported by great people and a strong brand, by:	We will be known as an organisation that is constantly learning, and grounded in diversity, innovation and evidence, by:
Growing our community of dedicated teachers and leaders in education, in particular those qualified to teach Maths and STEM	Deepening our partnership with schools and building broader coalitions of support	Cultivating a strong and energetic organisational culture of motivated and engaged people	Embracing an innovative and agile culture that encourages learning
Further developing and preparing teachers' leadership capabilities	Expanding to all states and territories, so that we can support more eligible schools and communities across Australia	Securing diverse funding	Actively working towards reconciliation and anti-racism within our people, policies, programs and partnerships
Strengthening our Alumni network, and supporting them to continue to actively address educational equity		Ensuring our brand is recognised and respected across our key stakeholders	Championing and integrating diversity and inclusion in all areas of our work

# WE DON'T DO THIS WORK ALONE

Thank you to our partners and supporters.

## GOVERNMENT PARTNERS



Australian Government



Government of  
South Australia



## MAJOR PARTNERS



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# HELP US CONTINUE TO MAKE A DIFFERENCE

The past year has brought unprecedented challenges for Australia's students, schools and communities: the impact of COVID-19 has reaffirmed the shocking inequities in our education system. Those students who were already disadvantaged by their background, postcode or circumstances are now even more at risk of falling between the gaps.

Our work is now more important than ever.



## DONATE NOW

Visit [donate.teachforaustralia.org](https://donate.teachforaustralia.org)  
Call 03 8640 4500

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.

**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.

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

**Want to learn more about supporting our work? Visit [teachforaustralia.org/support](https://teachforaustralia.org/support) Email [development@teachforaustralia.org](mailto:development@teachforaustralia.org)**

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

<sup>2</sup> Australian Curriculum, Assessment and Reporting Authority (ACARA). (2019). *National Assessment Program Literacy and Numeracy (NAPLAN) national report for 2019*. Sydney, Australia: ACARA.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> Organisation for Economic Co-operation and Development (OECD). (2019). *PISA 2018 Results*. Paris: OECD Publishing.

<sup>6</sup> Sonnemann, J. and Goss, P. (2020). *COVID catch-up: helping disadvantaged students close the equity gap*. Grattan Institute.

<sup>7</sup> Hobson A., Ashby, P., Malderez, A., Tomlinson, P. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education*, 25, 207-216.

<sup>8</sup> Mentor Development Program quotes were collected through a survey of mentors, conducted by Teach For Australia (February 2020).

<sup>9</sup> Principal data was collected through a survey of Principals of TFA partner schools in the NT, VIC, TAS and WA, conducted by Teach For Australia (September 2020) with approval from the relevant Departments of Education.

<sup>10</sup> Student data was collected by Teach For Australia Associates who implemented the Pivot student perception survey in their classrooms in 2020 with approval from the relevant Departments of Education.

<sup>11</sup> All Alumni data was collected through a survey of Alumni, conducted by Teach For Australia (February 2021).

<sup>12</sup> All Teach To Lead data and quotes were collected through a survey of Cohort 2020 Teach To Lead Fellows, conducted by Teach For Australia (February 2021).

<sup>13</sup> All Future Leaders Program data and quotes were collected through a survey of Cohort 2021 Future Leaders Program Fellows, conducted by Teach For Australia (March 2021).

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



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