



Future Leaders Program

Outcomes Snapshot 2022:
Empowering Regional Educators



FUTURE
LEADERS
PROGRAM

Image: Kalkaringi School on Gurindji Country in the Northern Territory

Acknowledgement of Country

Teach For Australia is headquartered on the land of the Wurundjeri People of the Kulin Nation. We pay our respects to Elders past, present, and emerging.

Teach For Australia acknowledges and celebrates Aboriginal and Torres Strait Islander peoples across Australia. Their deep relationship with and enduring care for Country is a gift to our nation and bestows an obligation to us all to honour our first peoples and look after Country alongside them.

This was and will always be their land.

Our community of teachers, leaders, supporters and partners live and work across a great many more lands. On behalf of all, Teach For Australia pays respect to the Elders past and present of this wide land of Australia, their custodianship, their courage and their resilience. There is the oldest living and continuous culture on earth, and their emerging leaders will carry it forth with strength, pride and determination.



About Us

Teach For Australia's Future Leaders Program (FLP) Pilot is a one-year professional development program that supports educators working in regional and remote schools to develop their leadership skills and capabilities.

School leaders in Remote, Rural and Regional (RRR) schools face unique demands including limited access to support services and difficulties attracting and retaining staff. While acknowledging these challenges, the FLP recognises and celebrates the strength and resilience of these communities, and the valuable insights they offer to the education system as a whole.

The program supports communities in RRR locations across Australia by developing the next generation of school leaders, improving access to high-quality teaching and learning for all students.

FLP Fellows experience targeted workshops, a peer network with a shared context and the support of an experienced leadership coach – all targeted to help drive positive student outcomes.

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.

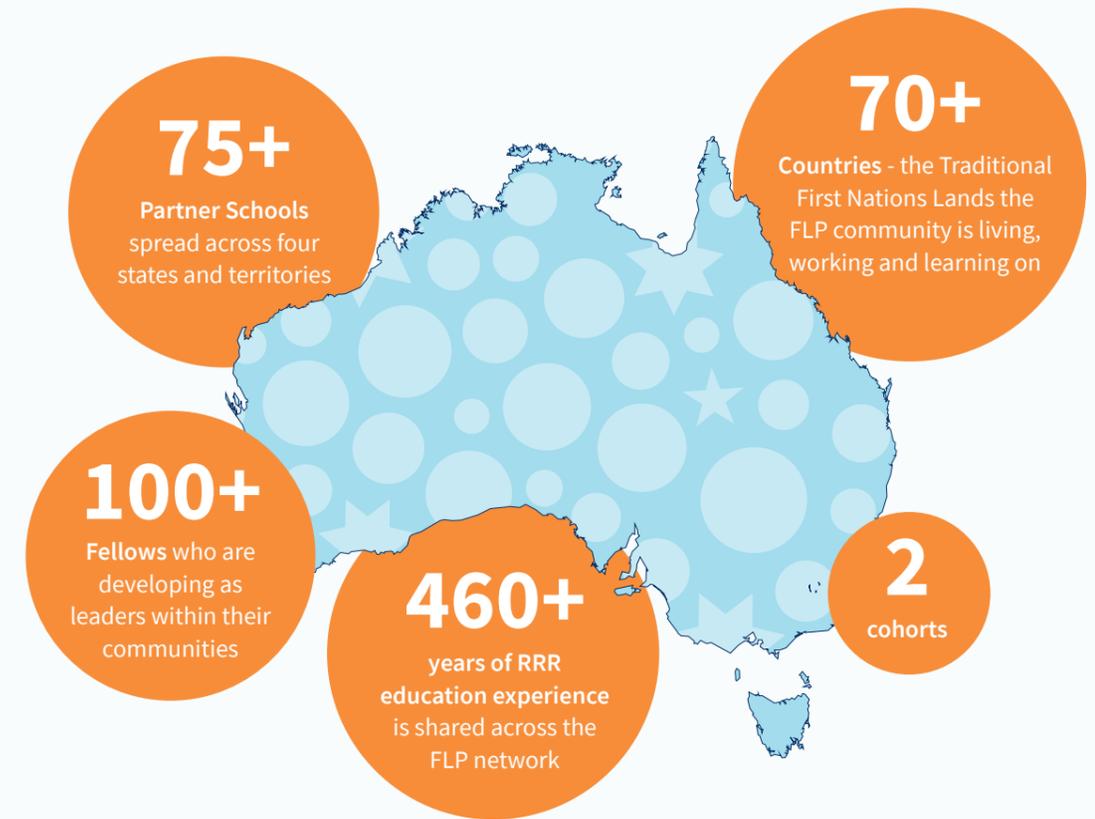


The Future Leaders Program has been designed to address the following objectives:

- To increase the quality of school leadership training and development in remote, regional and rural schools.
- To increase aspirations among high-achieving educators in regional and rural schools to become school leaders.
- To increase the supply of educators with high-quality leadership skills who can fill available leadership positions.



Future Leaders Program at a Glance



Where our community is teaching and leading

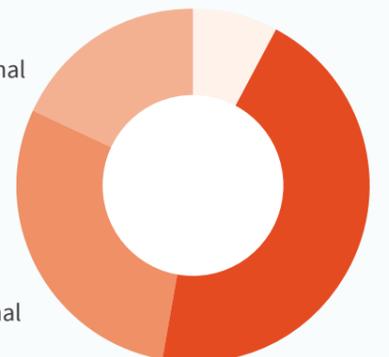
Work in:

- primary schools (40%)
- secondary schools (31%)
- combined schools (28%)
- special education (1%)



Are in:

- an Outer Regional setting (45%)
- a Remote setting (29%)
- Very Remote setting (18%)
- an Inner Regional setting (8%)



Growing the Next Generation of Regional Educators

The Future Leaders Program delivers professional learning designed to meet Fellows' point of need and build the leadership practices that are crucial to school leadership in RRR schools.

Before the program, 25 per cent of participants felt well prepared to progress in school leadership – this increased to 83 per cent by the end of the program. Furthermore, since completing the program, our Cohort 1 Fellows' have experienced:

FLP is equipping regional and remote educators with the skills, knowledge and confidence to move into school leadership roles within their school or community, with nearly 40 per cent of the first cohort being promoted to a position of leadership or higher responsibility since commencing the program.



49%

growth in the ability to manage staff



40%

growth in the ability to manage conflict



38%

growth in the ability to manage and lead change



57%

growth in the ability to manage stress

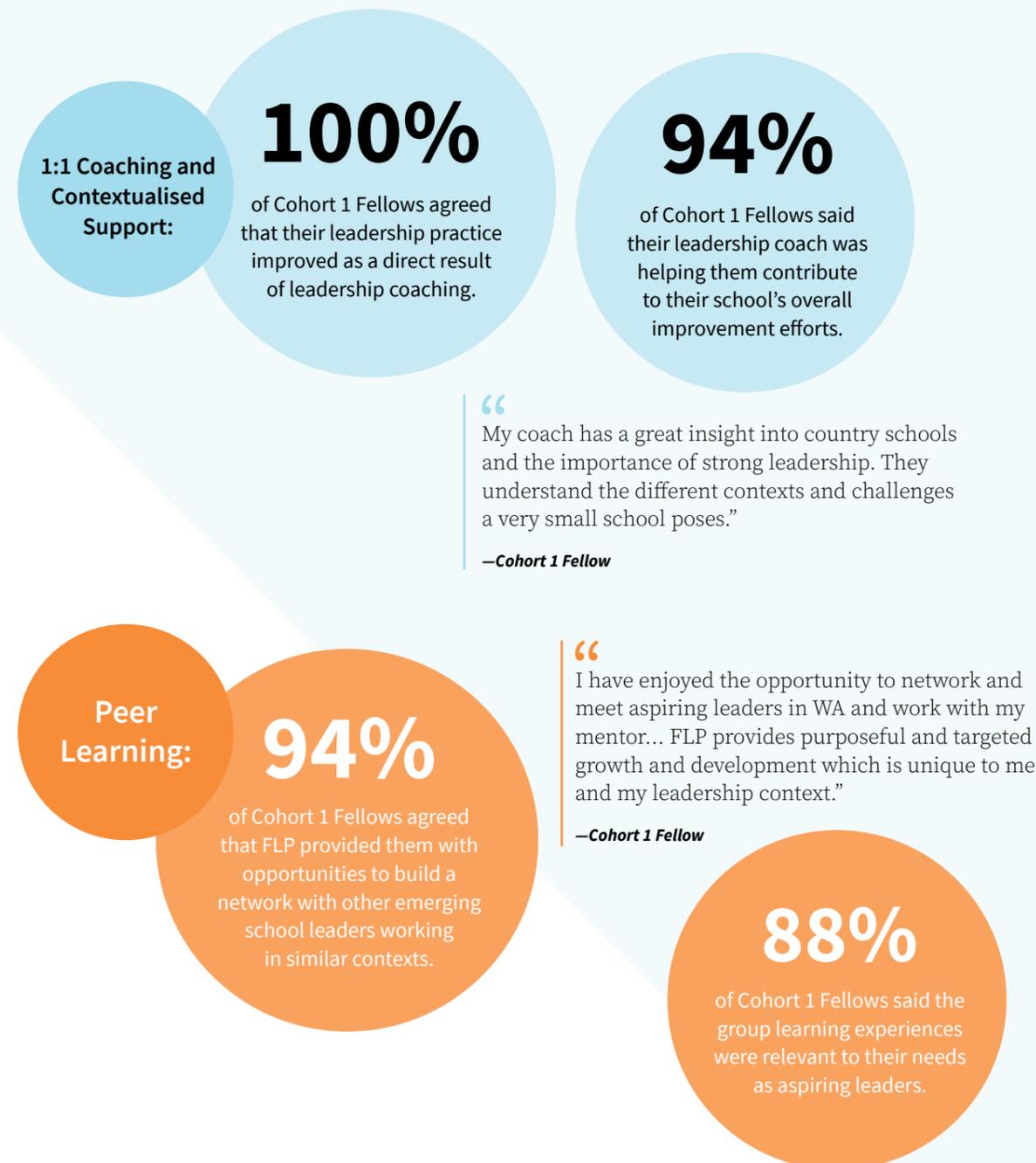


58%

growth in preparedness for school leadership

Empowering Regional Educators - A Snapshot of our Impact to Date

The following program elements are equipping participants with the skills and mindsets to be impactful leaders in their schools and communities.



Redefining Leadership with a Purpose Built Framework

We believe leadership is a set of skills and behaviours which enable translation of a vision into reality – mobilising others to bring about change.

Teach For Australia has developed a purpose-built Leadership Competency Framework¹ to underpin all activity within FLP. Aligned to our theory of leadership, the framework articulates the beliefs, mindsets and skills we hold as central to the program.

In the context of advocating for equity for all children, our theory of leadership assets the following critical domains of leadership.

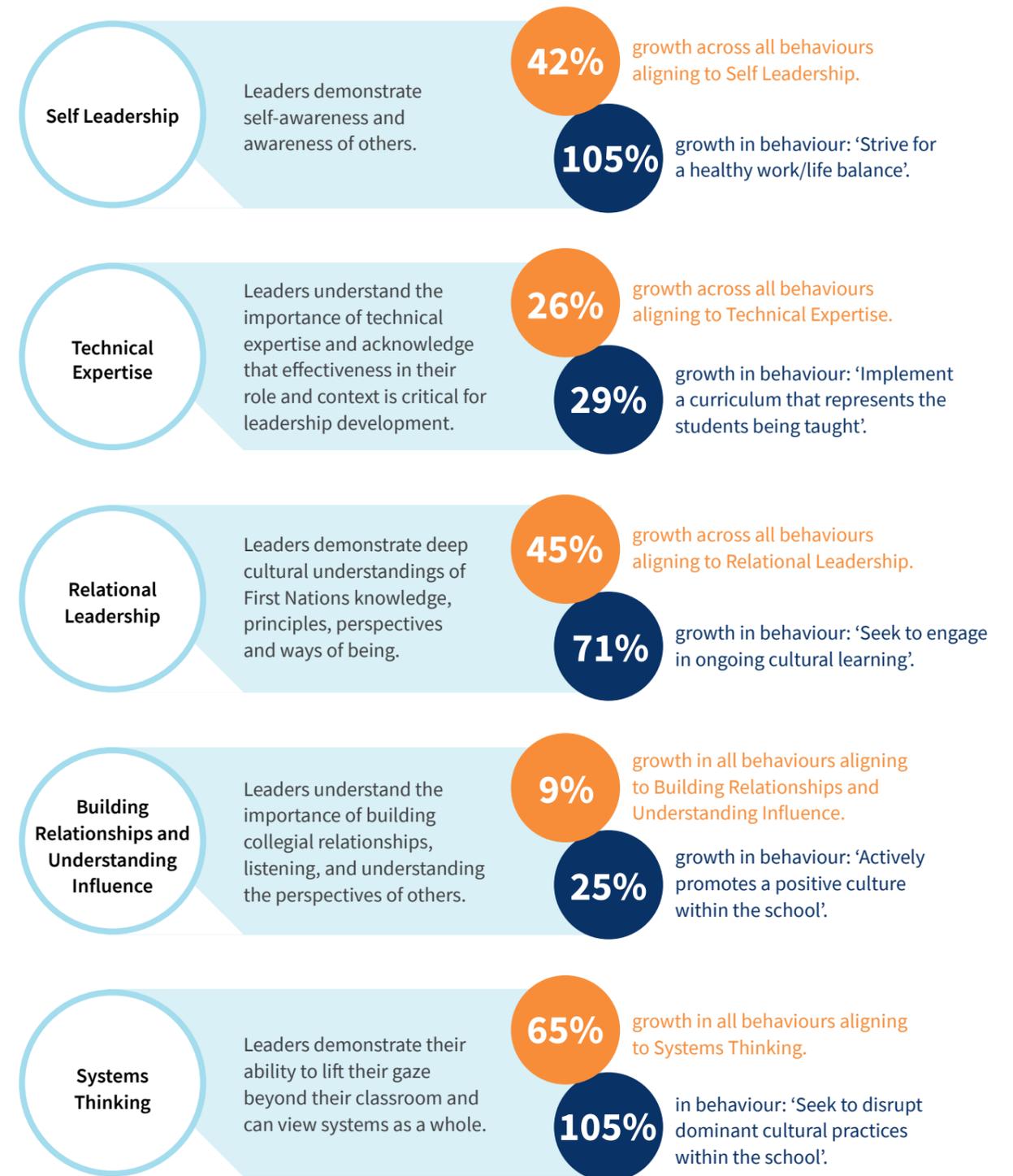
¹Teach For Australia acknowledges the work of First Nations Leaders, education policies and initiatives that have preceded this Leadership Competency Framework. If you would like to learn more about this Framework please get in touch at info@futureleadersprogram.org.au.

“ I have learnt a lot about being an effective leader and developed my understanding of relational leadership. Adopting a leadership style that empowers staff through building trust, listening, considering others’ perspectives and getting to know staff, students and community has supported my ability to manage change in our school.”

—Cohort 1 Fellow

“ I have learnt that leadership journeys are not linear and often we take a different path or direction than we originally thought. To challenge myself as a leader, I realised that I needed to dive into the learnings from FLP and purposefully experiment with new leadership behaviours.”

—Cohort 1 Fellow



This data was collected through a 360-degree feedback survey conducted by the Future Leaders Program. The growth is based on the average of participants' self-rating scores.

- Fellows' Growth in this Domain for Cohort 1 (across one year)
- Behaviours that Saw Highest Growth for Cohort 1 (across one year)

“

I have wanted to move into leadership but felt I didn't have the skills or knowledge to do so. The FLP has helped close that gap for me.”

—Cohort 1 Fellow



Program Spotlight: Two Way Learning – From Design Principle to Design Element

A key principle of FLP program design is two way learning. The FLP holds First Nations knowledge, principles, perspectives and ways of being in balance with Western ways. This approach ensures programmatic decisions and outcomes build towards cultural safety and inclusion.

In line with the First Nations principle of reciprocity, we attribute and express gratitude for the knowledge shared by Jean McMahon, TFA's First Nations Cultural Advisor and FLP team member, to bring this knowledge to the Future Leaders Program and its participants.

Some ways that the FLP has endeavoured to embed two way learning into program design include:

- First Nations presenters included in all programming
- A Welcome to Country at in-person events
- Embedding First Nations approaches to building relatedness and gratitude into all programming
- Holding sessions on Country
- Designing and delivering sessions aligned to the Relational Leadership Domain of the Leadership Competency Framework and Teach For Australia's Reconciliation Framework including:
 - » Deep Listening and Relational World Views
 - » Acknowledgement of Country
 - » Two Way Teaching and Learning
 - » Reciprocity in Action

Jean McMahon, TFA's First Nations Cultural Advisor and FLP's Program Manager of Design and Delivery, said these frameworks have been created to support the program and its Fellows accountability in this space.

"FLP understands the urgency of this work. We understand the sacredness of acknowledging, honouring and empowering the oldest living continuous culture on earth," Jean said.

"We are striving for ways to hold ourselves accountable as individuals, as a team and for the program - by embedding a two-way learning approach we are taking small actions, stepping back and providing safe spaces for First Nations voices, ways of being and knowledge's to sit alongside Western ways, and to be present and valued in our work."

Across 2021, First Nations educator Shelley Ware from Culture is Life worked with the FLP team to develop a visual representation (captured on page 15) of the program's approach to two way teaching and learning. This visual model is supported by a short narrative that explains the key visual elements.

It tells the story through visual art, using Aboriginal meeting circles and travel lines to represent the journey that educators and First Nations students take together.

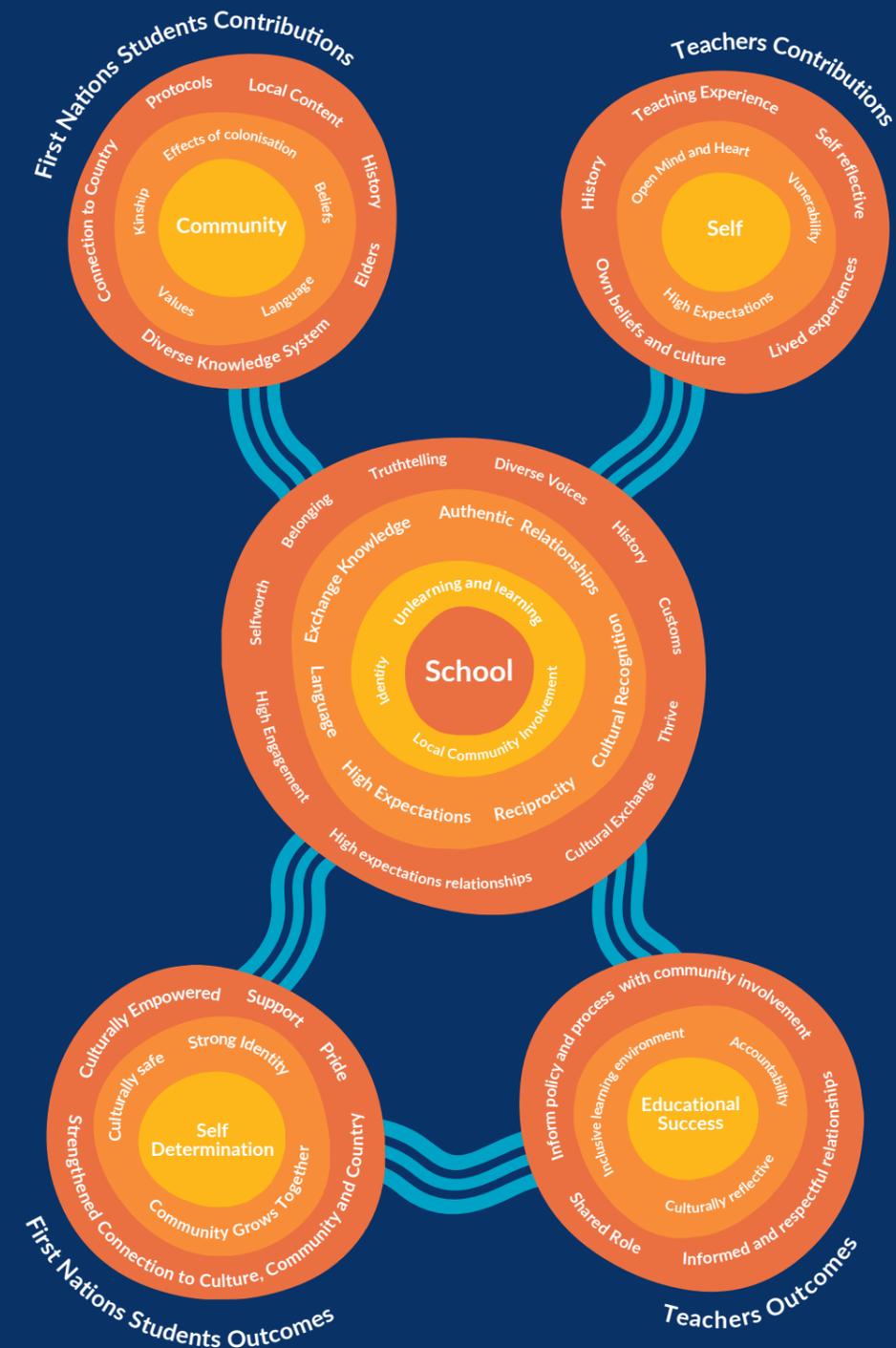


100%
of Cohort 2 Fellows reported that the content covered in FLP's Two Way Teaching and Learning sessions was relevant to their development as leaders.

“It was lovely to have such a strong woman, leader and advocate for First Nations People, come and share her experience and first hand knowledge of working within a school.”

—Cohort 2 Fellow following a session with 2021 Senior Australian of the Year Dr Miriam Rose Ungumerr Baumann.

Two Way Teaching And Learning





“I feel more confident to sit and listen, to withhold judgement, to have challenging conversations with respect, to be more aware and in the present, to help others see their strengths and to help others be the best teachers they can be.”

—Anna Latz

Fellow Spotlight: Anna Latz

Transitioning Tomorrow's Little Leaders in the Northern Territory

Anna Latz is Teacher in Charge at Anula Preschool and Anula Primary School on Larrakia Country (Northern Territory's Darwin region).

After five years spent honing her skills and passion for teaching in the classroom, Anna Latz was keen to develop her leadership knowledge in order to support those around her to thrive.

Anna joined FLP in 2021 and said the program has supported her to become a more self-aware and culturally competent leader.

“The work around First Nations knowledge, ways of being and personal resilience are the elements that most remain with me today, nearly a year later. As a leader, I am leading our team to more inclusive practice and supporting their development in this area,” Anna said.

“I am more mindful in my work and my everyday life. I am achieving a better work-life balance, and am a better teacher and leader for it.”

Anna has been able to make a real impact in her school community through her FLP Innovation Project, which focused on supporting preschool students and their families to successfully transition from preschool to primary school.

A parent from Anula Preschool, whose son made the transition into primary school in 2022, said the process set her family up for success.

“I believe the effort that went into preparing pre-schoolers in their preschool year made a big difference to his approach to starting school,” the parent said.

“He didn't need me in his transition classroom as his parent at all, and whilst this is bittersweet, there truly is nothing better than knowing your child feels confident and happy when starting on a new venture.”

Anna said the most important thing she's learned about herself as a leader through FLP has been how to harness her strengths as a leader, so she can develop the capabilities of others.



“Through the Future Leaders Program I've learned the importance of networking and building connections with other leaders. Leadership can be lonely but it doesn't have to be.”

—Merwan Kassem

Fellow Spotlight: Merwan Kassem

Kicking Goals and Making Community Connections in Leonora

Merwan Kassem is Principal at Leonora District High School on Darlot Country (Western Australia's Goldfields-Esperance region).

In 2021, Merwan Kassem made the decision to move his family from their home in Kalgoorlie and make the 273-kilometre journey to the very remote town of Leonora to take on the position of Deputy Principal at Leonora District High School.

He's since won the Principal position at his school and said FLP equipped him with the contextualised support and confidence to take that next step in his career.

“My FLP coach, a leader with great experience and knowledge, was able to step me through different issues and challenges I faced and made me think, re-think and assess different challenges with the mindset of an experienced leader,” Merwan said

“He gave me confidence that I had someone external to my colleagues with whom I could express and unpack different issues I faced in my first Principalship.

“Across the cohort, we were able to connect and share our experiences with other leaders who, were able to understand each other's issues and concerns.

“That allowed us to work together without feeling judgement was being passed by other leaders who may not understand our context.”

Merwan's Innovation Project focused on engaging students after school through Australian rules football. Establishing partnerships with a local foundation, the Leonora shire council and community members he set up an initiative called 'Nightfields'. Through this initiative, students, families and the broader community were invited to come together every fortnight after school to hone their football skills, share a meal and have a yarn in a safe environment.

Since the inception of Nightfields, some students' attendance has increased by 15 per cent and with the support of community members to drive this project forward they have been able to secure funding into 2022, with funding for 2023 also looking hopeful.

Since completing the program, Merwan is helping pave the way for the next generation of school leaders in his community, nominating one of his staff members to take part in the 2022 Future Leaders Program.

“The Leonora Nightfields allow me to feel safe with my mates and have a feed when I don't always get one at home.”

—Year 8 student



“The Future Leaders Program has taught me an abundance of skills and the most important lesson is to be receptive to change and new information because as leaders we are committing to being lifelong learners.”

—Danielle Larkin

Fellow Spotlight: Danielle Larkin

Fostering Culturally Safe and Inclusive Learning Environments in the Goldfields

Danielle Larkin is Deputy Principal at Kambalda-West District High School, located on Marlpa Country (Western Australia's Goldfields-Esperance region).

Danielle Larkin joined the 2021 Cohort of the FLP because she wanted to develop her impact as a new leader, particularly around embedding cultural competence and driving reconciliation across her school and community.

Danielle said the FLP has helped build her confidence and have a meaningful impact.

“I have won the role of Deputy Principal and been given the opportunity to mentor and grow teachers and future leaders,” Danielle said.

“I have had a hand in shaping school policy and improving outcomes for students.”

Through the program and with the support of her FLP leadership coach, Danielle led an Innovation Project that aimed to support students and staff to build their

knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions, in turn increasing student understanding of Reconciliation.

Danielle recognises the value of a program that met her at her point of need and contextualised its approach to her leadership development.

“FLP was really well paced, offered an enormous amount of support and focused on what was relevant in my job/position,” Danielle said.

“It was well targeted to people in a regional setting as well, and I really enjoyed the cultural awareness of the program.

“It informed a lot of the Reconciliation Action Planning at my school and the difficult conversations have assisted the way I approach many staff conversations.”

Danielle reflected that the most important thing she's learnt about herself as a leader through the program is to listen, be data-driven and culturally responsive.

“We had a cool NAIDOC Day this year and it feels like the school cares about all cultures.”

—Year 8 student



Get in Touch

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The Future Leaders Program is delivered with the support of the Department of Education.



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