



Future Leaders Program

Outcomes Snapshot



Acknowledgement of Country

Teach For Australia is headquartered on the land of the Wurundjeri People of the Kulin Nation.

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 across Australia, their custodianship, their courage and their resilience.

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

Background

Australia is currently facing a teacher shortage. Federal government modelling predicts that 50,000 teachers are expected to permanently leave the profession between 2021 and 2025. This same modelling predicts that the demand for secondary teachers will exceed the supply of qualified applicants by approximately 4100 between 2021 and 2025. A 2019 Monash University study found only 42% of teachers planned to remain in their profession. A large share of surveyed teachers planned to leave the profession within 5 years (26%) or 10 years (12%).

Teacher shortages are often more pronounced in regional and remote areas of Australia. Attracting and retaining teachers in these regions can be difficult due to factors like limited resources, isolation, and lifestyle preferences. While acknowledging these challenges, Teach For Australia recognises and celebrates the strength and resilience of these communities, and the valuable insights they offer to the education system as a whole.

There are many reasons why Australia is facing a teacher shortage, including Australia's growing population, and thus a greater number of students in classrooms across the country, as well as an ageing teacher workforce. Balancing the supply and demand needs of Australia's teaching workforce requires a multilateral approach, including both Federal and State and Territory government efforts.

Investing in the existing teacher workforce is an important measure to support teacher quality and retention. Retaining teachers in Australia involves addressing factors that contribute to their job satisfaction and professional growth. These factors can include creating supportive work environments, developing effective school leaders and ongoing professional development opportunities.

Continuous professional development is a crucial aspect of the teaching profession. Providing teachers with access to high-quality professional development programs and opportunities for career advancement can enhance their skills and job satisfaction. This can include mentoring, workshops, conferences, and ongoing training programs

45%

of alumni indicate they intend to stay working in RRR schools for at least 4 more years, with one third indicating an intention to stay for upwards of 6 years.

tailored to their needs and interests.

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 supports communities in regional and remote locations across Australia by developing the

1. Issues Paper: Teacher Workforce Shortages. August 2022. Australian Government Department of Education
2. A Heffernan, F Longmuir, D Bright and M Kim, 'Perceptions of Teachers and Teaching in Australia', Monash University, November 2019: 15.

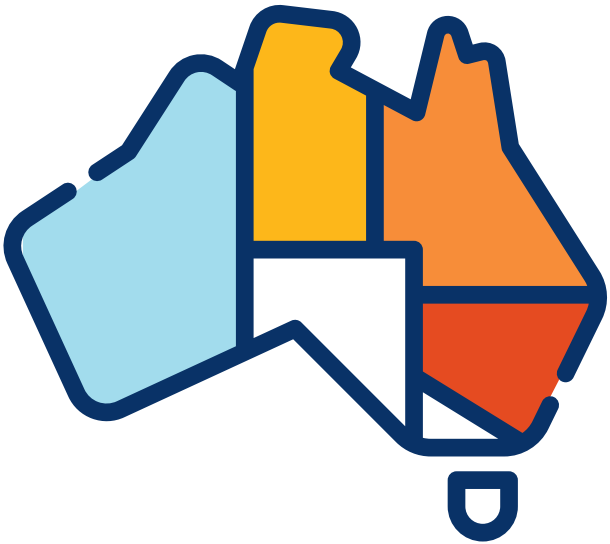
About Us

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

Now in its final year of a three-year pilot, the FLP has had a measurable impact on the pipeline of aspirant leaders in regional and remote schools, with 91 Fellows having already completed the program, and another 71 due to complete by the end of 2023.

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



Since 2021 the FLP has partnered with 89 schools in RRR contexts.

Program Partner Schools	WA	NT	QLD	NSW	Total
Total schools Partnered with FLP in State or Territory	41	41	6	1	89
Inner Regional	7	0	2	0	9
Outer Regional	16	15	1	1	33
Remote	10	8	3	0	21
Very Remote	7	18	0	0	25
Major Cities	1	0	0	0	1

Program Outcome Highlights

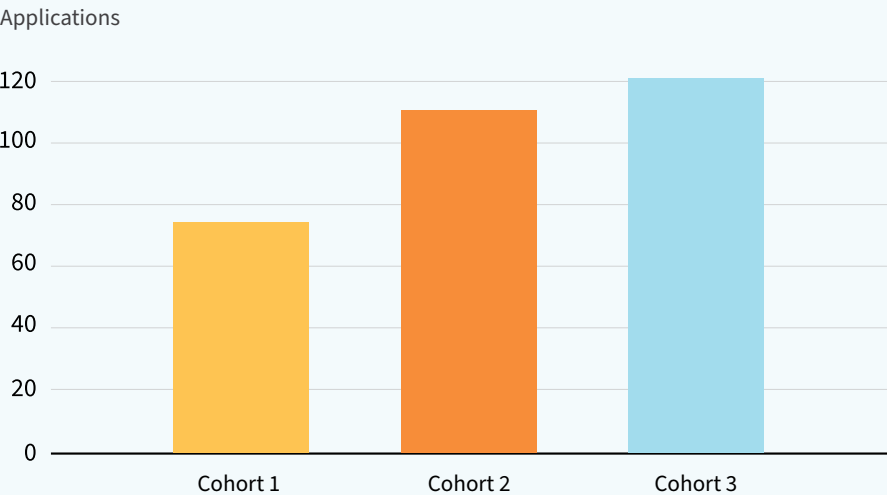
Building the School Leadership Pipeline

FLP is meeting our objective ‘to increase the supply of educators with high-quality leadership skills who can fill available leadership positions’. There has been consistent growth in the number of promotions across both cohorts, with an average of 53% Fellows across both Cohorts having achieved promotions since the program commenced in 2021.

Growing Demand

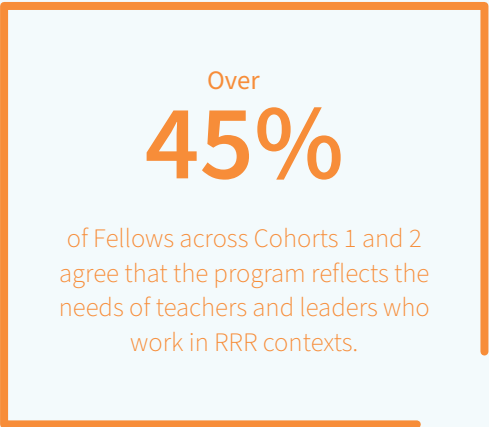
An increase in applications received over three cohorts demonstrates the sector’s growing awareness of the FLP. With application rates growing year on year more than 13%, this significant growth indicates both an increasing awareness of the FLP and an increasing demand for targeted leadership programs such as the FLP. Additionally, of the 89 schools who have partnered with FLP over the three years of the pilot, almost 1 in 3 schools partnered twice, with 5% of schools partnering every year.

- 61 Alumni have already recommended The FLP program to one or more RRR colleagues
- 96% of Alumni have indicated they are likely to recommend the FLP to other RRR educators and aspirant leaders
- 91% of Alumni have reported seeing development in their overall leadership abilities since completing the program.



Innovative Program Design & Delivery

The FLP is a custom designed professional learning program which addresses the unique demands facing educators in RRR settings. The unique contextual experience of Fellows is explored and built upon by our Leadership Competency Framework and our Two Way Teaching & Learning Framework.



Establishing Community

FLP fosters the creation of a network of participants who develop and maintain relationships during and after the program. Given the isolation these Fellows can typically experience working in RRR contexts, FLP builds a peer network through which Fellows can deepen connections, build their leadership skills and further their impact.

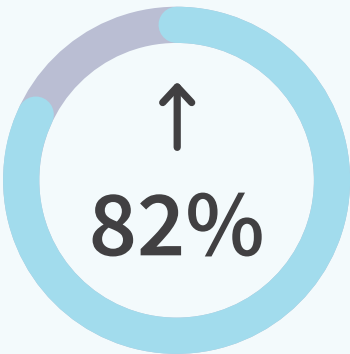
Positive impact on students

FLP Fellows are creating positive outcomes for students in schools. Over 4 in 5 Fellows (83%) across Cohort 1 and 2 agree that their innovation projects have had a positive impact on student outcomes.

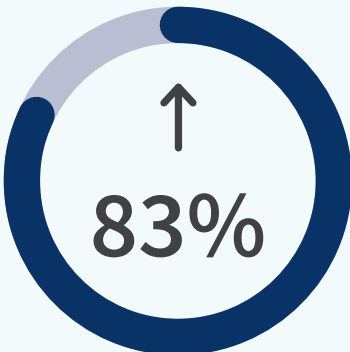
Shaping leadership aspirations and preparedness

3 in 4 Fellows in Cohort 1 and Cohort 2 reported that the program has had a significant impact on their school leadership aspirations.

The FLP has fostered an increase in participant feelings of preparedness to progress in school leadership.



In 2022, the proportion of Fellows reported feeling well prepared increased to over 4 in 5 Fellows (82%), an increase from 2 in 5 (41%).



Similarly, in 2021, 1 in 4 (25%) Fellows at the start of the program felt well prepared. Upon completion of the program, this figure increased to 83%.

Equity-focused Leadership with a Purpose Built Framework

The Future Leaders Program is underpinned by the Leadership Competency Framework (LCF)³ – a purpose-built resource for leadership development that helps drive Teach for Australia’s vision and mission.

Our Beliefs and Theory of Action

We believe leadership is a set of mindsets, beliefs, skills, and behaviours that enable translating vision into reality while partnering with others to improve outcomes for all students.

- We believe if we equip people to teach and lead in complex educational settings, all Australian students will be supported to achieve their full potential.
- We believe that it takes a highly self-aware, strongly connected, and technically skilled systems-thinker who centres all students to drive educational equity.

“ 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.”



VISION

An Australia where education gives every child greater choice for their future.

MISSION

To grow a community of leaders committed to equity for children, by recruiting and developing exceptional people to teach and lead across Australia.

In the context of driving towards equity for all young people, our theory of action and leadership asserts the following domains of leadership:

Self Leadership	Leaders demonstrate self-awareness and awareness of others.	<ul style="list-style-type: none">• 76% of participants saw growth in overall behaviors aligned to Self-Leadership• +.44 points of growth - average increase across behaviors aligned to Self Leadership• +.58 points of growth - average participant growth in behavior: Respond skillfully in emotionally charged situations
Technical Expertise	Leaders understand the importance of technical expertise and acknowledge that effectiveness in their role and context is critical for leadership development.	<ul style="list-style-type: none">• 49% of participants saw overall positive change in behaviors aligned to Technical Leadership• +.09 points of growth - average increase across behaviors aligned to Technical Leadership• +.24 points of growth - average participant growth in behavior: Implement learning activities based on data.
Relational Leadership	Leaders demonstrate deep cultural understandings of First Nations knowledge, principles, perspectives and ways of being.	<ul style="list-style-type: none">• 55% of participants saw overall positive change in behaviors aligned to Relational Leadership• +.39 points of growth - average participant increase across behaviors aligned to Relational Leadership*• +.80 average participant growth in behavior: Actively engage in self-reflection regarding the position of an education in terms of power and privilege
Building Relationships & Understanding Influence	Importance of building collegial relationships, listening, and understanding the perspectives of others.	<ul style="list-style-type: none">• 69% of participants saw overall positive change in behaviors aligned to Building Relationships and Understanding Influence• +.34 points of growth - average participant increase across behaviors aligned to Building Relationships and Understanding Influence• +.60 average participant growth in behavior: Cultivate relationships with community leaders and knowledge holders
Systems Thinking	Leaders demonstrate their ability to lift their gaze beyond their classroom and can view systems as a whole.	<ul style="list-style-type: none">• 65% of participants saw overall positive change in behaviors aligned to System Thinking• +.44 points of growth - average participant increase across behaviors aligned to Systems Thinking.• +.94 average participant growth in behavior: Seek to disrupt dominate cultural practices within the school.

3. Teach 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.

Two World Learning - From Design to Delivery

A key principle of FLP program design is two world 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 First Nations educators Jean McMahon and Shelley Ware, in bringing this knowledge to the Future Leaders Program, its participants and for creating a visual representation of the program's approach to two worlds learning. This visual model 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.

“ FLP has given me the knowledge and skills to tackle challenging and complex issues in my school with a focus on improving student outcomes. The leadership coaching and professional learning have driven my commitment to authentically embed contextually relevant cultural knowledge into our classrooms...”



Some ways that the FLP has embedded the principle of two world 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, First Nations educator and co-creator of the FLP Two Way Teaching and Learning Framework, said these frameworks have been created to support the program and Fellow 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,”

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

“ FLP highlighted the importance of the Two Worlds learning approach which was extremely important for me in my school. It was eye opening to learn more about the First Nations ways of knowing, especially in a school where the cohort are 60% indigenous.”



100%

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



84%

of Cohort 2 Fellows agreed that the design and delivery of the sessions they've engaged in to date have balanced First Nations' ways of being and doing with Western Ways of being and doing.

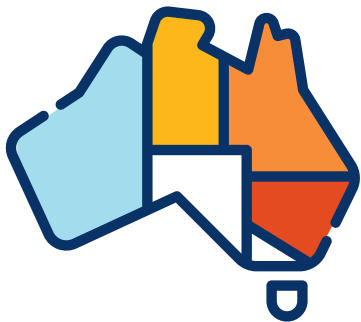
Empowering Regional educators

The Future Leaders Program delivers professional learning designed to meet Fellows’ point of need and build the knowledge, skills, and leadership practices that are crucial to school leadership in RRR schools. Close to 40 % of the first cohort have been promoted to a position of leadership or higher responsibility since commencing the program.

Deep contextual knowledge and understanding are critical to realise improvements relevant to the context in which participants operate. To ensure success with the target populations, TFA aims to engage in partnership to create and deliver the program, enable powerful community engagement and meaningful, sustainable work with First Nations Elders and organisations. Elements of the program are delivered in the regions participants live and work, with the support of local partners, and designed with specific contexts in mind, equipping fellows working in those contexts for targeted leadership.

Supported by the Leadership Competency Framework, Fellows have the opportunity to gain and deepen skills, and see leadership in different formats. The program ensures a diverse set of leaders form part of the learning - hearing from the ‘do-ers’, who have had success in different contexts to lead and transform education in their regions is an essential aspect to building and maintaining aspiration in a way that is tangible and sustainable; aiming to empower fellows to move into positions of leadership.

FLP is equipping regional and remote educators with the skills, knowledge and confidence to move into school leadership roles within their school or community.



45% of alumni indicate they intend to stay working in RRR schools for *at least 4 more years*, with one third indicating an intention to stay for more than 6 years.

Alumni intending to remain working RRR	Intention to stay in RRR schools for 2+ years	Intention to stay in RRR schools for 6+ years
WA	90%	39%
NT	64%	23%
QLD	100%	40%
NSW	100%	NA

39%

of FLP alumni are currently working in Lead/Executive Teacher and/or roles with recognised higher responsibilities

20%

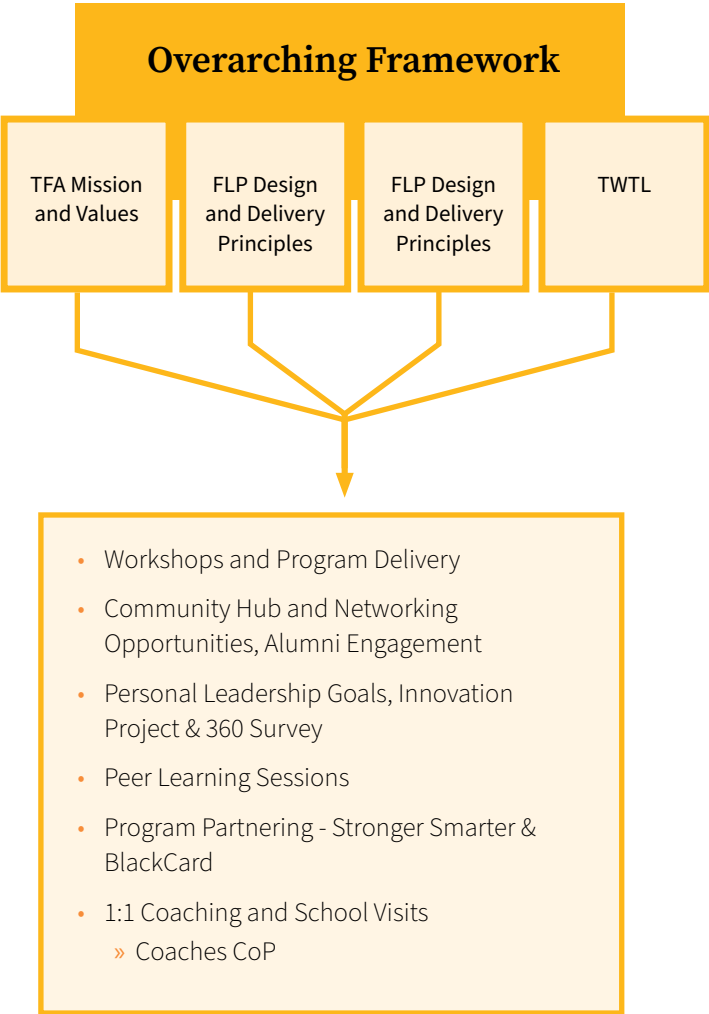
of FLP alumni are currently working in Principal Roles (including Assistant, Acting and/or Ongoing Positions)

	Remain working in the same school in 2023	Received a promotion since beginning the FLP	Remain working in the same school AND received a promotion since beginning the FLP	Remain working in a Very Remote setting	Remain working in RRR setting
WA Cohort 2021	62% (17/27)	55% (15/27)	37% (10/27)	55% (5/9)	-
WA Cohort 2022	73%(19/26)	62% (16/26)	46% (12/26)	71% (10/14)	-
WA Overall	68% (36/53)	58% (31/53)	42% (22/53)	65% (15/23)	93% (49/53)
NT Cohort 2021	57% (4/7)	42% (3/7)	29% (2/7)	100% (3/3)	-
NT Cohort 2022	77% (17/22)	45% (10/22)	40% (9/22)	71% (10/14)	-
NT Overall	72% (21/29)	44% (13/29)	38% (11/29)	76% (13/17)	92% (28/29)
QLD Overall	71% (5/7)	57% (4/7)	14% (3/7)	40% (2/5)	85% (6/7)
NSW Overall	100% (2/2)	50% (1/2)	50% (1/2)	N/A	66% (2/3)
Cohort 2021	62% (21/34)	53% (18/34)	35% (12/34)	66% (8/12)	-
Cohort 2022	75% (43/57)	54% (31/57)	43% (25/57)	66% (22/33)	-
Cohort Overall	70% (64/91)	53% (49/91)	40% (37/91)	66% (30/45)	93% (85/91)

Contextualised Learning for RRR Educators

Teach For Australia believes that teaching is leadership – an effective teacher showcases leadership skills and behaviours every day in their classrooms, inspiring their students to achieve their full potential. Leadership is a set of skills and behaviours that enable you to translate a vision into reality, mobilising others to bring about change.

FLP is designed to respond to the needs of emerging school leaders in RRR contexts. As such, the design and delivery of the program are informed by the contextual experience of the Fellows, including Fellows living in remote communities and Fellows living in the communities in which they teach and lead.



Coaching

A key objective of FLP is to increase the quality of school leadership training and development in regional and rural schools. A key activity that helps to achieve this objective is the 1:1 coaching that forms a key component of the program. A key aspect of coaching is to expose fellows to different forms and styles of leadership, within and beyond their own schools.

Through individualised leadership coaching, FLP offers personalised support to help Fellows build upon established strengths and develop as leaders within their communities.

“ I was able to have robust conversations with [my coach] that helped me to better understand myself, my colleagues and my role. I could discuss contentious issues with them and could be honest about my feelings. These conversations led to an improved understanding of how to continue growing as a leader in my context...”

Cohort 1 Fellow



“ Many aspirants are new to the profession. They cannot know yet ‘the art of the possible’. Exposing them to coaches who have ‘been there, done that’ is invaluable and accelerates their learning.”

Leadership Coach

100%

of Cohort 1 Fellows agreed that their leadership practice improved as a direct result of leadership coaching.

94%

of Cohort 1 Fellows said their leadership coach was helping them contribute to their school’s overall improvement efforts.



“The most beneficial part of the program to me was forming connections with teachers from other schools and states in Australia. It was reassuring to hear their aspirations and struggles as a teacher, to know that I am not alone.”

94%

of Cohort 1 Fellows agreed that FLP provided them with opportunities to build a network with other emerging school leaders working in similar contexts.

88%

of Cohort 1 Fellows said the group learning experiences were relevant to

Peer Learning

Peer Learning Sessions are designed to strengthen Fellows’ learning and development through purposeful reflection, discussion, and connection with other aspirant leaders working in similar contexts.

Peer Learning is designed to:

- Support and strengthen participants’ learning and development during the FLP aligned to key frameworks, personal leadership and program goals, and program content.
- Provide additional opportunities for Fellows to engage with and apply Two Ways of Teaching and Learning to their leadership development and ongoing practice as an educator and leader.
- Build a community of aspiring school leaders in rural, regional, and remote contexts who engage in regular collaboration and sharing of knowledge & experiences during the program and beyond.
- Offer consistent space to explore and practice the mindsets, skills, and behaviors that undergird strong school leadership.

“From peer learning and working with other people in the program, they get a real sense of what leadership looks like across jurisdictions. There’s some really nice synergy around that and about what good leaders do.”

Innovation Projects

Fellows lead an applied learning initiative in their school community, focused on improving student experience and equitable outcomes. Fellows identify an opportunity, aligned to their school’s goals and priorities, to improve student experiences and create a more equitable, inclusive learning community.



Rahima McAllister,
Larrakia Country, NT
Completed the FLP at Palmerston College,
Cohort 2022

Project

Small group tutoring with Year 9 Indigenous students.

What was the aim/objective of your innovation project?

To improve attendance through improvement in their academic performance.

Where did the idea for your innovation project come from?

Because there was such a high rate of absenteeism.

What actions did you undertake to achieve this?

Positive emails were sent home to acknowledge students’ improvement in attendance, at assemblies they received certificates, and we gave them canteen vouchers through the STARS program. It was really a lot of positive reinforcement.

Where did your innovation project get to upon its completion?

The students increased their results in English/ Humanities, and they improved their attendance above 80%.

Where is your innovation project now?

The STARS organization is still continuing the project.

What impact did your innovation project have on students?

After speaking to the girls they felt more engaged with school and they had a more positive attitude towards their learning. I also saw a change in the attitude of the family to a more positive approach towards the school.

What impact did your innovation project have on the wider school community?

It had a positive impact on the relationship between myself and the parents of the indigenous students.

What have you learned from this initiative?

That success comes from empowering the students.

How has this project impacted your own leadership skills?

It proved that no matter how little the idea, it can grow the student’s confidence.



Chelsey Norman,
Noongar Boodja, WA,
Completed the FLP at Yakamia Primary School,
Cohort 2021

Project

My project was to create a whole school writing process, including the development of resources, scope and sequence.

What was the aim/objective of your innovation project?

The school required an updated whole school writing process, which encompassed planning, teaching and assessing writing, creating a common language, and ultimately improving student writing outcomes, assessment and moderation.

Where did the idea for your innovation project come from?

I am the English coordinator at our school and it is one of our business plan targets, so that guided me to take on this project.

What actions did you undertake to achieve this?

I'm a collaborative person, and from the beginning I involved my colleagues in the process of developing the framework. I developed a plan, met with the executive team and colleagues to validate the plan. I initiated a gap analysis of the pre-existing frameworks and what was required to build and implement a new, effective framework. I used the feedback from these meetings to build iterations of the framework, using the curriculum and standards to assist in the development. I consistently fed back to my fellow staff about the project. I evaluated the different frameworks used by staff in the school to identify commonalities by putting them into a table, creating a common language, which resulted in harmonized teaching and learning outcomes for teachers and students alike in the new framework. This helped staff use a common approach to teach writing. I also developed graphic organizers for all staff to use and were appropriate to junior, middle and upper levels respectively. Once these parts had been developed, we began to implement the framework in our school. I led internal professional learning for colleagues so they could use the framework effectively.

Where did your innovation project get to upon its completion?

The school has been using the process with great success, and since I completed FLP in 2021, I have updated it twice to align with new initiatives such as brightpath and initialit. At the end of the year, the school will fully adopt the framework as best practice to teach writing in the school.

What impact did your innovation project have on students?

It has provided a more consistent approach to writing, and improved results.

What impact did your innovation project have on the wider school community?

A clear and user friendly guide to how we teach writing at Yakamia Primary School.

What have you learned from this initiative?

Change management processes and built my skills around conflict resolution. I feel comfortable addressing difficult topics and navigating complex discussions.

How has this project impacted your own leadership skills?

Completing this program has built my confidence to address conflict and motivate reluctant staff.



Timothy Okonkwo,
Ngarluma, WA,
Completed the FLP at Karratha Senior High School,
Cohort 2022

Project

Space club.

What was the aim/objective of your innovation project?

To advance STEM education in the school in order to increase students' engagement in rocketry and Astronomy. The focus is to increase students interest in STEM related careers from lower secondary school leading to senior high school.

Where did the idea for your innovation project come from?

From my background as a physics specialist and also observing that Karratha can be a prime location for Astronomy.

What actions did you undertake to achieve this?

Though the guide provided by TFA, I first conducted a research to understand my school context and identify sources of data and support and understood the school system as a whole. Then I collected data on what had been done previously and what supports are available and was able to identify the some needs using the quantitative and qualitative data collected, Identified the need to create more STEM awareness and then ignite students' interests in STEM. Then i formulated a hypothesis that involved starting SPACE club.

Where did your innovation project get to upon its completion?

Successfully started the SPACE CLUB. Through space club, I was able to advance rocketry in the science curriculum, school community and the entire communities. We had a successful community rocket launch in Nov. 2022 which has now become part of the school calendar.

Where is your innovation project now?

The project is still ongoing, this year, we are looking at adding drone technology, aviation and virtual reality to study space science.

What impact did your innovation project have on students?

Motivation to engage in STEM, and supported disengaged students who can thrive in special interest areas to develop interest in rocketry and STEM.

What impact did your innovation project have on the wider school community?

Awareness of Astronomy and rocketry education.

What have you learned from this initiative?

There are opportunities, however , it is only by using the right approach that those opportunities can be unlocked or discovered. Through asking the right questions and system understanding, we can progress to develop ideas and implement them by networking and collaboration.

How has this project impacted your own leadership skills?

I developed collaboration skills and system initiative thinking.

Leadership Coach Spotlight - Queensland Ray Johnston



Ray coaches FLP Fellows across regional and remote QLD in both primary and secondary settings.

I thoroughly enjoyed a 44-year career in education, starting as a mathematics science teacher, head of department and deputy principal, all in regional areas of Queensland. After 18 years as a principal in a regional area, I then became a principal supervisor and, later, a school reviewer.

I have always had a strong interest in fostering leadership in our schools. I enjoy meeting people where they are at in their teaching and leadership journey and helping them to discover their strengths, put themselves in the place of those whom they lead, and to understand differences in personalities, contexts and styles. "From understanding comes respect and then influence."

The main impact I see FLP having on aspirant leaders is growth in their confidence. This comes from

a variety of sources: the leadership models and key content to which they gain exposure, the networks they form with like-minded educators from all over the country and the 'safe space' in which they can learn, grow, ask questions and be challenged by their leadership coach. They also get to experience an 'action research' project in their own school to explore their personal leadership goal.

The impact of FLP varies from Fellow to Fellow, depending on a range of factors, including readiness, existing skills and knowledge, openness to growth and challenge, and the opportunities they have to explore leadership in their current setting. For some, it is career-changing as they grow in confidence to seek, and in many cases, gain acting positions or promotions in or beyond their current school.

FLP can help teachers and leaders realise that they don't have to leave 'to get along' in the profession. Through growth in leadership skills and confidence, Fellows realise that they can make a difference for their colleagues and their students... in their own context. FLP has a great propensity for leaders to 'stay longer', rather than moving on quickly to seek promotion elsewhere.

FLP continues to grow, evolve and thrive.

We owe our young people in RRR settings the very best teachers and leaders possible. FLP is one part of doing this – a bespoke, multi-faceted leadership program for regional, rural and remote settings.

Fellow Spotlight - Queensland Lauren Newman

Cohort 2022



Lauren Newman is the Project Officer for the Emerging Leaders Incentive Scheme at the Townsville Catholic Education Head Office on Bindal and Wulgurukaba Country.

FLP was instrumental in reigniting my passion for teaching.

Before beginning the program, I thought that you had to have a Masters's Degree or be the most qualified person in the room in order to become a Principal. FLP showed me that this was not true. I learned that being a good leader starts with being a good person and taking your colleagues on a journey with you.

The main thing that FLP provides is opportunity. Opportunities to learn, engage, network and be curious. Being in a rural, remote or very remote setting often hinders your access to professional development; however, FLP has proven that this can be overcome. Distance can also hinder your communication with others and the ability to imagine what other school contexts are like. It is opportunities like this where educators from all over Australia can come together and share their stories and experiences which makes it such a worthwhile program.

Through the focused development coaching by an expert coach, I learned more about my strengths and how to harness and improve these, as well as acknowledge my weaknesses and how these could be improved. I also learned that I do have something to offer and should not be afraid of using my voice to be a champion for my students and school.

I always thought that it was bad to make mistakes, to not have all the answers, and I was the 'fixer' of everyone's problems. But through the expert coaching I received during the FLP, these notions were challenged, and better ways of working were discovered. These are now common practices daily, and while I am still learning to 'be uncomfortable', it is something that I am getting better at over time.

Knowing that I was being supported by someone with such knowledge and dedication to the teaching profession was inspiring, and it has definitely helped me to reimagine what my teaching career could look like now and in the future.

The Future Leaders Program 'builds you up', gives you the opportunity to make connections with like-minded educators, and opens you up to many new experiences.

Fellow Spotlight -
Northern Territory
Katrina Simmons

Cohort 2022



Katrina Simmons is a Senior Teacher of Year 7 Wellbeing, HPE & Electives at Sanderson Middle School.

The most important thing I learnt through FLP was the importance of my team and how I can use their individual strengths. The workshops provided me with useful tools on giving feedback and communicating with my team effectively.

Before FLP, I viewed my leadership role and my responsibilities as tasks that I needed to complete on my own. Since FLP, I have developed my ability to delegate to others to get things done quickly and effectively. Doing this empowers and puts trust in my team, and builds a collaborative environment.

My coach was integral in my FLP journey, she went above and beyond to make herself available to me. The focus of my innovation project was to boost enrolment numbers at our school by refining the transition process to middle school. My coach came from a Primary School background and provided advice on what Primary Schools are looking for in a transition program, her advice was taken and used in my innovation project. This made a positive impact on the relationships I have with our feeder primary schools.

FLP is an amazing opportunity for teachers in RRR settings. It will open your eyes on the way that you teach and lead within your school. You will collaborate, be challenged and mentored.

School Leader Spotlight
Samantha Ladner

NT, Cohort 2022

Samantha Ladner is the Assistant Principal at Ramingining School on Arnhem Land in the Northern Territory. She has been at the school for the past 5 years and also taught in the school in 2016. Samantha completed the Future Leaders Program in 2022.

The most important thing I learned about myself as a leader through the FLP was to self-reflect. I developed skills in how to have hard conversations and how to go about them. To look at how others perceive you as a leader through data collection and analysis. The program embeds how everyone is on a new learning journey every day.

I think that the FLP teaches you lots of different ways to go about things. It involves you with whole school initiatives. It teaches you to look beyond the classroom at the bigger picture. It helps identify your strengths and areas for improvement; and understand what type of leader you are.

I was in a leadership position when going through the program, but since commencing the program I now manage different people differently. The FLP built my capacity in more areas of leadership.

I would tell other aspirant leader thinking about commencing the FLP to do it! The whole experience of networking, learning, and interacting with people from all over Australia, working on a project, working with a coach and being involved with so many amazing speakers



School Leader Spotlight

Tanya Cox

WA, Cohort 2021

Tayna Cox is the Deputy Principal of Kellerberrin DHS, a rural school in the Central Wheatbelt of Western Australia.



Our school caters for K-10 students, with enrolments in 2023 at 113. Our school’s vision of Successful Students, Quality Staff and a Connected Community underpins all that we do and there is a shared commitment to high expectations of ourselves, our learners and our community.

Being involved in FLP really allowed me to take the leap into viewing my school through a different lens. The support of the program, my coach and peers enabled me to dive deep into the learning throughout the program and apply the learning to my context and setting. I was able to challenge myself as a leader and purposefully experiment with new leadership behaviours. Being involved in FLP and working closely with my coach gave me the confidence to do this.

I relished the opportunity to play a pivotal role in being part of the leadership team that led staff to a change in culture with a focus on building relationships and quality teaching to drive an increase in student achievement which further developed my understanding of leading and managing schools. 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 other perspectives, and getting to know staff, students and community has supported my ability to manage change in our school.

For aspiring leaders, FLP will provide the knowledge and skills to reflect on their own mindset and that of the team they work with and how they can apply the leadership skills learnt through FLP and apply it to the context in which they work. It’s about being able to listen deeply, understand ways of knowing and identify gaps in your approach and how to unpack this. The team at FLP are able to support you each step of the way.

There is a gap in Professional Learning being offered for aspiring leaders. So, programs such as FLP provide this and support leaders to build strong networks through this transition in their career with a focus on improving teaching and learning in remote and regional schools. The insight into Two Worlds learning was an eye opener, the calibre of presenters and their knowledge was valuable to changing my understanding of First Nations ways

of being, doing and knowing.

The FLP program offers multilayers of support, insights, personal and professional growth in a wraparound approach. You are able to seek support from your network of peers in your cluster, your coach and the team at FLP. The opportunities throughout the program to collaborate and connect with others further supports your understanding of leadership in regional and remote settings. This is about improving your own leadership, but the benefits also support improving outcomes for students.

One of the current challenges facing schools, especially those in RRR settings, is teacher and leader retention, and I agree we need educators and leaders to work in remote and regional schools. FLP supports teachers and leaders by providing mentoring, and peers who can support, share and understand the challenges we are facing in our settings and context. They are able to provide development around leadership skills, management and build mindsets that improve outcomes for schools in what can be sometimes challenging contexts.

School Leader Spotlight

Anissa Hinchcliff

WA, Cohort 2022

Anissa Hinchcliff is the Deputy Principal at Pegs Creek Primary School Karratha.



I am lucky enough to be in the position to see first hand the impact that FLP is having on aspirant leaders at my school. They have developed the ability to lead programs by giving them a better understanding of how to read people and their emotions and how to better work with them with this new understanding. It has helped them develop the confidence to have difficult conversations and interact professionally with colleagues who have differing opinions to them.

It has helped them understand leadership both in and out of the classroom and how different leadership contexts require differing abilities and understanding of leadership. They are becoming more culturally responsive. Meaningful reflection of their leadership skills. FLP supports aspirant leaders to have the confidence to step up into leadership roles.

FLP enabled me to build my confidence to speak and give honest feedback to my principal, it also helped to build my ability

to take on and respond to feedback. I was able to build a support network locally and through FLP and the one to one coaching was invaluable and always seemed to come at the right time, just when I needed.

FLP provides online training and networking that is not always accessible in a RRR setting. The opportunity to travel interstate was incredible. The PL and training was also completely different to the type of PL I would usually seek.

I am so proud to say that we have 3 FLP participants in 2023 from a tiny school like Pegs. We are working on building middle leadership. The program supports teachers by giving them the skills and knowledge to step and be leaders. It also helps as aspirant leaders build connections and networks to help build skills.

School Leader Spotlight

Riccardo Amazzini

WA, Cohort 2021

Riccardo Amazzini is the Principal at Yuna Primary School in the Chapman Valley Region of Western Australia.

I started working in Geraldton as a Primary classroom teacher at Wandina Primary School in 2016. Over the space of 5 years, I took on a variety of middle leadership roles. In July 2022, I was appointed as Acting Principal of Yuna Primary School for the remainder of the year. I won the position substantively at the end of the year and am still currently in the position of Principal in 2023.

The most important personal learning that I took away from FLP was to use my own experiences to shape the type of leader that I wanted to be. Through the extensive Professional Learning and frequent check-ins from my coach, I was able to learn how to reframe my thinking about the frustrations I was experiencing on my leadership journey.

I see the FLP impacting aspirant leaders by showing them how they can control their own narrative. It is easy to be bogged down

and become frustrated about the roadblocks along the way. As an aspirant leader, there are often times where you feel like external factors out of your control are hindering or slowing the development of your leadership skills. However, through the program, it is greatly beneficial to be able to speak with the coaches and listen to presenters about how to focus on what YOU can control in these situations and how to utilise this to develop your leadership skills.

At one of the Intensive Workshops a Principal spoke to us about his leadership journey. It was a memorable experience that opened my eyes to a new pathway that I hadn't previously considered or even thought was a possibility. It was this discussion that encouraged me to start looking into applying for Principal positions. He spoke about the feelings that he had coming into a school that had some long-standing staff

members. He discussed some of the strategies and small wins that he could immediately achieve when he arrived. He demonstrated how to value others' opinions in a simple, yet effective way. My first day as Principal was a Staff Development Day and I used this as an opportunity to do the same with my own staff.

Teacher and leader retention is a current issue in education. There is a high rate of burnout due to the demanding workload and responsibilities. Through FLP I was able to understand and learn how to put my own wellbeing at the forefront of my decision making. One of the most memorable teachings that has shaped my leadership style today is the idea of "flow". Too often was I putting work before the needs of myself and family. If there ever was a choice between doing something that I enjoyed for myself or reading and writing emails at night, I would always choose my emails.

However, when presented with the facts about how detrimental neglecting your own needs are, my mindset drastically shifted. Once I began to purposely make time to do the things that I enjoyed, I could feel myself managing the burnout better. This is now something that I preach with my staff from a position of leadership and is underpinned by one of my core values: balance.

The most substantial change to my approach to leadership has been addressing the misconceptions that I had about what an effective leader looks and acts like. Previously, I thought that a leader was exclusively someone who had extensive knowledge and experience within education and the curriculum. The idea of being able to build and sustain relationships was something that I didn't perceive as an essential skill. FLP taught and showed evidence of how being a relational leader is actually the most effective way to lead and manage teams.

As a Level 3 Principal in RRR setting, I have no Deputy Principals to bounce ideas off and little support in decision making. Therefore, I am mostly on my own with only what I know of how to lead a school. Thankfully, I was able to gain some valuable professional knowledge of how to be an effective relational leader through FLP.

If you are serious about developing your leadership skills, FLP is a fantastic opportunity to not only learn what you need but to plan, test and refine within your current context. Support is always at your fingertips through your coach, coordinators and other fellows. If you are committed to the program and willing to be vulnerable and open about your experiences, strengths and flaws, I guarantee you will walk away with valuable, practical knowledge that can be used within your current context there and then but also adapted to future leadership scenarios. The networks that you make within FLP are also strong and meaningful.

Some of the connections that I made, I still value 2 years after the program. One of the first people that I contacted after being appointed as Principal was my coach with an email titled "I DID IT!".

Being a leader or educator in a RRR school can often be lonely and overwhelming without support. FLP offers multiple outlets for networking and coaching which helps ease these stressors.

Professional learning is something that can be difficult to access if working in RRR schools. FLP is specifically designed to remove the barricade of location to provide Professional learning to be accessed.



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



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