



TEACHFOR
AUSTRALIA.ORG

IT'S LIFE-CHANGING

IMPACT REPORT

2023.

ACKNOWLEDGEMENT OF COUNTRY

ACKNOWLEDGEMENT OF COUNTRY

Teach For Australia acknowledges and celebrates Aboriginal and Torres Strait Islander peoples across Australia. Theirs is the oldest living and continuous culture on earth. Their deep relationship with and enduring care of Country is a gift to our nation. This was and always will be their land. Teach For Australia pays respect to the Elders past and present, their custodianship, their courage and their resilience.

OUR COMMITMENT TO RECONCILIATION

Teach For Australia is on a journey of Reconciliation with the intent of becoming a more culturally safe organisation. This requires significant learning and unlearning on our part. We strive for a two world approach where Western and First Nations ways hold equal value. Our commitment to educational equity for every child demands us to be a culturally safe and inclusive organisation and an advocate for systemic change.

At Teach For Australia, we commit to deeply listen to, learn from and have authentic relationships with Aboriginal and Torres Strait Islander peoples— children, communities and organisations—in service of co-creating an education that honours their unique identity, strength, and rightful place in our nation and empowers them to thrive.

This commitment requires both action and safety. You can expect us to help our staff and community of leaders grow their capability to be allies for Aboriginal and Torres Strait Islander peoples by:

- Embedding cultural competence in our internal practices and across our programs
- Supporting Aboriginal and Torres Strait Islander peoples voices to be present and valued in our work
- Building authentic relationships with Aboriginal and Torres Strait Islander organisations and communities where we work
- Continuing to hold ourselves accountable as an anti-racist organisation, for the authenticity of our relationship with Aboriginal and Torres Strait Islander peoples as well as other diverse communities.

WHY WE EXIST

WHY TEACH FOR AUSTRALIA EXISTS

A great education is a powerful thing.

At Teach For Australia, we want an education system which gives all children greater choice for their future. We believe in the potential of every child – in their right to an education that can unlock choice, in their chance for a future of opportunity and prosperity, and their ability to pursue their dreams.

Our young people deserve an excellent, equitable education system, led by teachers who are supported in their roles – allowing them to help young people reach their full potential. Our young people need to be equipped with the tools to navigate all the challenges this generation will face.

Right now, for many, this is not the case.

Despite our prosperity, and our desire for everyone to experience a “fair go”, Australia has one of the most inequitable education systems in the developed world¹. The postcode a child is born in radically impacts their future. Many face diminished opportunities through no fault of their own.

The realities of the status quo are shown by:

1. **Student performance** in Australia is in decline. Students are now nearly a year further behind in science, maths and reading compared to just 10 years ago².
2. **Large, entrenched gaps in educational opportunity exist** from early childhood through to adulthood³. Our system is failing up to one in three children and young people, and too often these gaps grow as students get older. In particular, the system isn't serving:
 - Aboriginal and Torres Strait Islander students, who are on average six times more likely to be below the national minimum standards for literacy and numeracy⁴.
 - Students from rural or remote communities, who are less than half as likely to go to university – and more likely to drop out if they do⁵.
 - Students from refugee or asylum backgrounds, who miss out on basic literacy skills as they are placed in grades based on age instead of ability⁶.
3. **COVID-19** has only exacerbated the unfair, costly and widening gap between students. Estimates show the achievement gap has tripled for students experiencing systemic disadvantage⁷.



Teach For Australia is a not-for-profit organisation that **confronts educational inequity.**

Our vision is an Australia where education gives every child greater choice for their future.

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

Educational inequity is the result of multiple complex factors. Teach For Australia chooses to focus on the people within the system. **Evidence shows that teaching is the most significant in-school factor that can positively affect student achievement**⁸. The world's highest-achieving school systems **value teachers and the teaching profession. They uphold quality** teaching as a priority in their communities, applying strategies to develop, reward and retain great teachers while recruiting new talent into teaching.⁹

Since 2009, Teach For Australia has led a community of changemakers, dedicated to creating a future of educational equity for Australian children. **These leaders make a difference**, alongside the other great teachers and leaders in the profession, and help all children have greater choice for their future.

We've identified significant challenges impacting young people across the country:

- **Choosing to teach:** Attracting and retaining teachers requires the profession to have a strong reputation. Estimates show a shortage of 4,000 new teachers by 2025¹⁰ and 50 per cent of teachers are considering leaving the workforce.¹¹ Meanwhile, only 3 per cent of high achievers (ATAR >80) choose teaching for their undergraduate studies, compared to 19 per cent for science, 14 per cent for health, and 9 per cent for engineering¹².
- **Subject-specific expertise:** Schools need adequate supply of teachers with relevant subject area knowledge and capabilities, however there are currently major shortages in critical subject areas. This has a significant effect on students in systemically disadvantaged schools, who are five times more likely to be taught by a teacher who is not qualified in their subject¹³.
- **Leadership pipeline:** Strong school leadership is second only to teaching when it comes to in-school factors that shape student outcomes¹⁴. Currently, there are too few aspiring school leaders in rural and regional schools, especially those schools in communities facing systemic disadvantage.¹⁵ Reports across States and Territories show a declining number of applications for principal vacancies, and a difficulty convincing talented prospects to apply.



HOW WE CREATE IMPACT

Since 2009, 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.

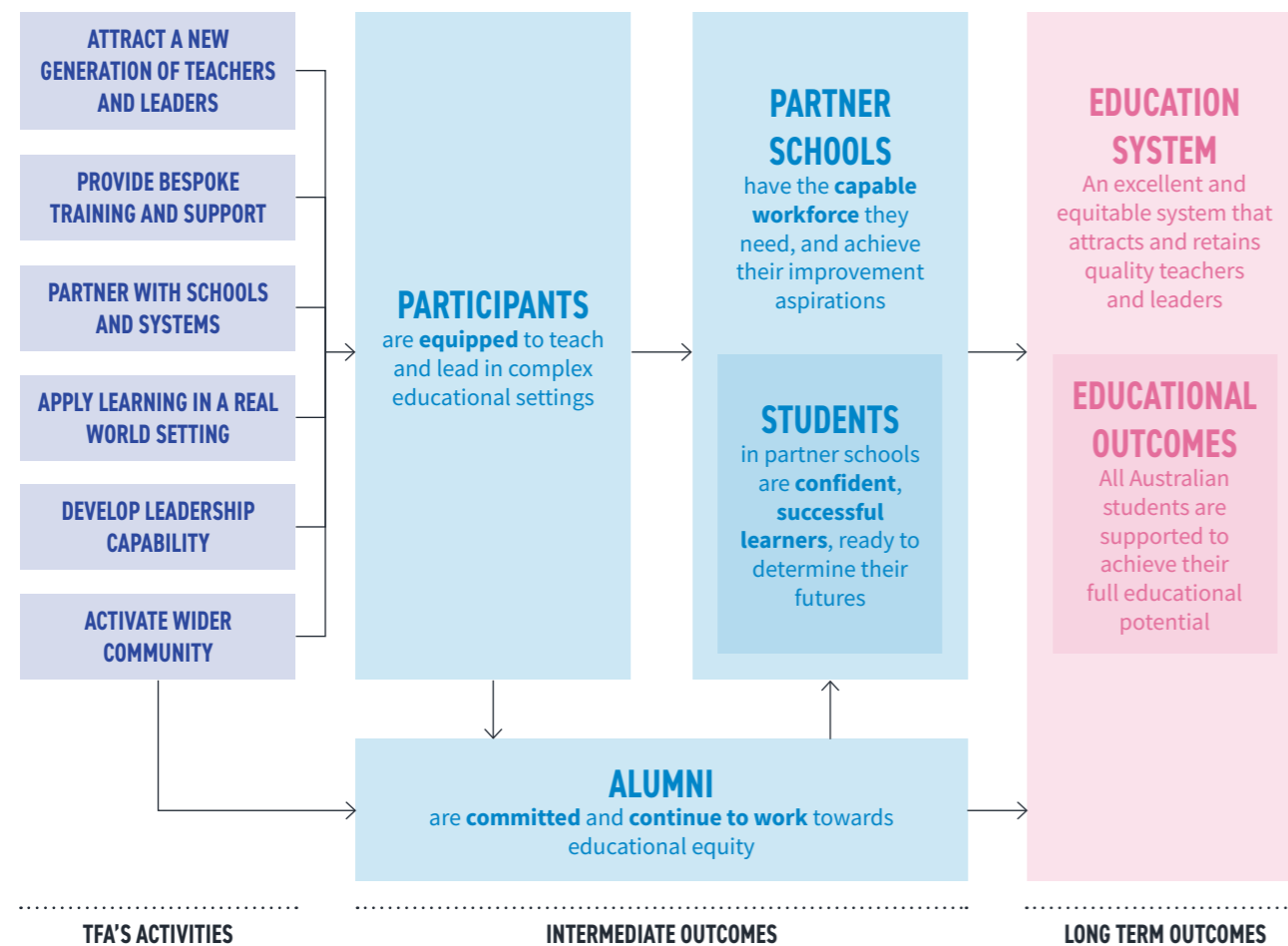
Over 14 years, TFA has expanded nationally and has built a program recognised for quality teaching and leadership. With bipartisan support from Commonwealth, State and Territory governments

between 2010-2023, TFA has supported more than 1600+ new and developing teachers in 276 partner schools in seven states and territories.

This report outlines TFA's impact since inception and highlights our key achievements in the past year.

We measure and evaluate the impact of our work using our **Theory of Change**.

OUR THEORY OF CHANGE



We know that a **great teacher** makes a **significant difference** for students.

We also know that **great leaders** make all the difference for the **education system**.



ABOUT TEACH FOR AUSTRALIA



**INNOVATIVE
AND LEADING
NOT-FOR-PROFIT**
FOUNDED IN 2009



**1600+ PROGRAM
PARTICIPANTS**
REACHING 540,000+ STUDENTS



WE'VE WORKED WITH
**270+ PARTNER
SCHOOLS**
IN 7 STATES/TERRITORIES



SUPPORTED BY
**COMMONWEALTH,
STATE AND TERRITORY
GOVERNMENTS,
PHILANTHROPIC AND
CORPORATE PARTNERS**



WHAT WE DO

LEADERSHIP DEVELOPMENT PROGRAM



KEY STATISTICS

170 NEW TFA TEACHERS (ASSOCIATES) stepped into classrooms in 2023¹⁶

1450+ TEACHERS placed into classrooms since 2010

540,000+ STUDENTS reached since 2010

91% OF PARTICIPANTS complete the program

92% OF PRINCIPALS said TFA Associates were effective at improving student academic and social outcomes, and **96%** would hire another Associate in the future¹⁷

86% OF ALUMNI continue to teach and lead in schools and across the education system¹⁸

Our flagship initiative, the Leadership Development Program (LDP), is Australia's original and leading employment-based postgraduate pathway into teaching. Through the program, TFA recruits, challenges and energises high-calibre people from all walks of life to become exceptional teachers and inspiring leaders for students at schools serving low socioeconomic communities, in high demand subject areas, and hard to staff locations.

Our teachers - **known as Associates** - make for a truly passionate community of young professionals and career changers. Partnering exclusively with schools serving low socioeconomic communities, we work in the regions and communities that need us the most. We focus on two main areas: outstanding teacher quality and skilled leadership.



PROGRAM OVERVIEW

1 RECRUIT AUSTRALIA'S FUTURE EDUCATIONAL LEADERS

We attract graduates and career changers for learning areas in greatest need. A rigorous selection process ensures program participants have the subject knowledge, skills and mindsets needed to thrive in a complex educational setting.

2 TRAIN THEM AS QUALIFIED TEACHERS AND PROVIDE BESPOKE SUPPORT

Associates complete a Master of Teaching (Secondary) (Leading Learning) in partnership with the Australian Catholic University, and are supported with wrap-around coaching and mentoring to accelerate professional development.

3 PLACE TALENT WHERE THEY ARE NEEDED THE MOST

Associates complete a two year placement at a TFA partner school. They teach in subject areas directly related to their previous work or studies, at schools where workforce needs are greatest.

4 SUPPORT COMPLETION AND TRANSITION TO ALUMNI COMMUNITY

We create and maintain a community of support for Associates to facilitate their successful completion of the program, and prepare them to join the Alumni community.



We rigorously **recruit, support,** and **train** quality teachers and leaders.

We equip them with the skills they need to teach and lead in complex educational settings.

We recruit them for, and foster, their enthusiasm and dedication to educational equity.

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



A **teaching and leadership coach** who is an experienced teacher providing rigorous one-on-one coaching, regular classroom observations and pastoral care to guide their professional development.



An **academic advisor** 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.

Completion rate of the LDP is significantly higher than for other Initial Teacher Education (ITE) programs. 91 per cent of Associates¹⁹ complete our two-year ITE program, in comparison to 47 per cent of undergraduates and 76 per cent of postgraduates in mainstream ITE courses²⁰.

LDP PARTICIPANTS

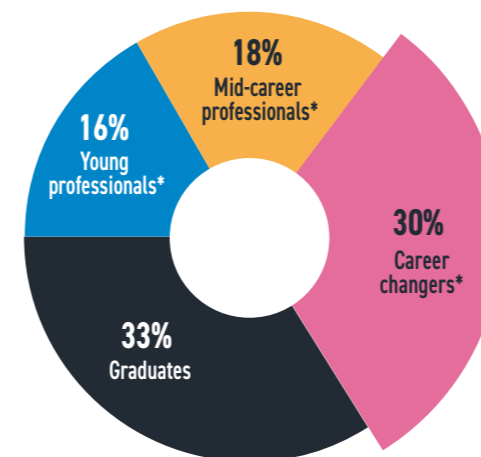
OUR ASSOCIATES ARE HIGHLY QUALIFIED AND MOTIVATED.

High-calibre and people from diverse backgrounds **choose** to join TFA to become exceptional teachers and leaders. In particular, the LDP is a compelling option for career changers (65 per cent of our most recent cohort), for whom coaching and mentoring is a **'key characteristic to attract – and as importantly, to retain – mid-career cohorts into ITE and teaching'**²¹.

We have expanded our recruitment approach to include more young professionals and career changers:

FROM 32% IN 2010 - 68% IN 2022, including **29%** (46 of 161) with **6 or more years' career experience.**

CAREER STAGE OF C2023 ASSOCIATES



* Young professionals (1-2 years post graduation), Mid-career (3-6 years post graduation), Career changers (6+ years post graduation)

INDUSTRY EXPERIENCE OF C2023 ASSOCIATES



** Other industries include: Creative Arts, Trades and services, Retail, Health, Science, Agriculture, Architecture, Publishing, Construction, Hospitality, Law, Marine Tourism, Media, Tourism and Higher Education.

SKILLS AND MINDSET

TFA is proud to deliver additional teachers to Australia's school system, through a selective recruitment process that recruits for skills and mindsets.

ONLY THE TOP 10-15% OF APPLICANTS commence teaching as Associates (Cohorts 2018-2022)

86 AVERAGE ATAR (or equivalent)²² (Cohort 2023)

44% OF COHORT 2023 had an ATAR of **90** or above

We committed to recruiting diverse Associates who reflect the communities in which we work.

46 DIFFERENT CULTURAL OR LINGUISTIC BACKGROUNDS in Cohort 2023

44% OF COHORT 2023 ASSOCIATES were the first generation in their family to attend university

41% OF COHORT 2023 were from regional/remote community origins



CASE STUDY

BEN RICHMOND (COHORT 2022)



After a career playing professional football in the AFL, Ben returned to his Tasmanian roots and completed a Bachelor of Agricultural Business Management before deciding to pursue teaching through the LDP.

Teaching students about the agriculture industry – something he is so passionate about – isn't a pathway that Ben would've considered as an option initially if it weren't for Teach For Australia.

“ If I hadn't gone through Teach For Australia's Leadership Development Program, **I don't think I'd be in the position I am right now**, where I'm able to teach something every day that aligns with my interests and skills.

Ben grew up on Tasmania's North West Coast and was drawn to Teach For Australia's mission to create education equality across the country – and the need for providing extra education support in rural and regional areas and low socio-economic communities.

“ I'm **constantly reflecting** about each day so that I can better assist my students.

CASE STUDY

MOLLY SMITH (COHORT 2022)



Molly relocated from Melbourne, Victoria, to teach Mathematics and Science at Tintinara Area School in South Australia as part of our Leadership Development Program.

Molly holds a Bachelor of Science (Genetics) and a Diploma of Languages (French) from Monash University and had always been interested in education and teaching. She is now enjoying sharing her passion for science with her students.

“ What I really enjoy about teaching STEM is **helping students** improve their skills such as collaboration, communication, problem-solving, and research skills.

“ **The standout moments have been seeing students grow, gain confidence and see their mindset shift.** I had a few students at the start of the year tell me that they hated Math and since then, they have shared more positive comments towards Math lessons – what a win!

FUTURE LEADERS PROGRAM



KEY STATISTICS

FUTURE LEADERS PROGRAM commenced as a pilot in 2021

97 FELLOWS completed the program in 2021 and 2022

+69 FELLOWS due to complete by the end of 2023

~40% OF THE FIRST COHORT promoted to a position of leadership or higher responsibility since commencing the program²³

100% OF PILOT COHORT PRINCIPALS have seen a positive impact on the Fellow's leadership development as a result of their participation



Our 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.

Remote, Rural and Regional (RRR) schools are uniquely challenged because of the breadth of demands placed on school leaders in these locations, such as limited access to support services and difficulty attracting and retaining staff. The FLP also recognises the strength and resilience of these communities.

The program supports educators in regional and remote schools by developing the next generation of school leaders, improving access to high-quality teaching and learning for all students.

Participants – known as Fellows – experience targeted workshops, a peer network who share their context, and the support of an experienced leadership coach to help drive positive student

outcomes. They are guided to design and implement an Innovation Project (an applied learning initiative), which can bring tangible and lasting impact to their school and community.

“ I think professional development, such as FLP, is filling the gap in developing aspiring leaders in regional and remote contexts.

– Cohort 1 Fellow

“ Participants are exposed to high level professional learning that challenges them to grow the skills we know successful leaders possess, and they are supported by experienced coaches along the journey.

– FLP Coach, Gary Quinn

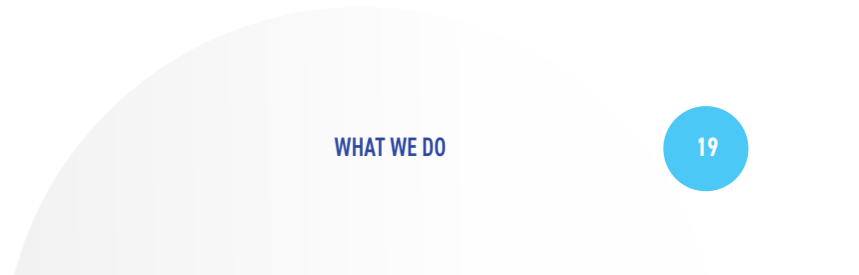
FLP PARTICIPANTS

“ 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.

– Anissa Hinchclif (Cohort 2022)
Deputy Principal, Pegs Creek Primary School
Karratha, Western Australia

“ 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. 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.

– Samantha Ladner (Cohort 2022)
Assistant Principal, Ramingining School
Arnhem Land, Northern Territory



CASE STUDY

FLP INNOVATION PROJECT SPARKS ENGAGEMENT IN ROCKETRY AND ASTRONOMY



Cohort 2022 Fellow, Timothy Okonkwo, completed the FLP at Karratha Senior High School and successfully introduced a new 'Space Club' at the school as his Innovation Project during the program.

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

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.

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 November 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.



ALUMNI

We want our Alumni to continue working towards educational equity as a connected community. **We believe their impact in schools and the wider system can be amplified.** They are a self-sustaining community of skilled leaders, with deep commitment to combating educational inequity.

We continue to support their leadership development through ongoing professional learning opportunities, while fostering networks to help Alumni achieve greater impact through collaboration with others.

TFA ALUMNI CONTINUE TO TEACH, LEAD AND WORK IN EDUCATION

88% OF ALL OUR ALUMNI are working in the education sector

73% OF ALL OUR ALUMNI are still working in schools

91% OF OUR MOST RECENT ASSOCIATE GRADUATES (C2021) have remained teaching for a third year

THEY ARE WORKING IN AREAS OF NEED

88% OF ALL ALUMNI believe they have a role to play in achieving educational equity

84% OF ALL ALUMNI believe they would not be at the same position in their career today, had they not completed a Teach For Australia program

40% OF ALL ALUMNI working in schools are in regional/rural areas

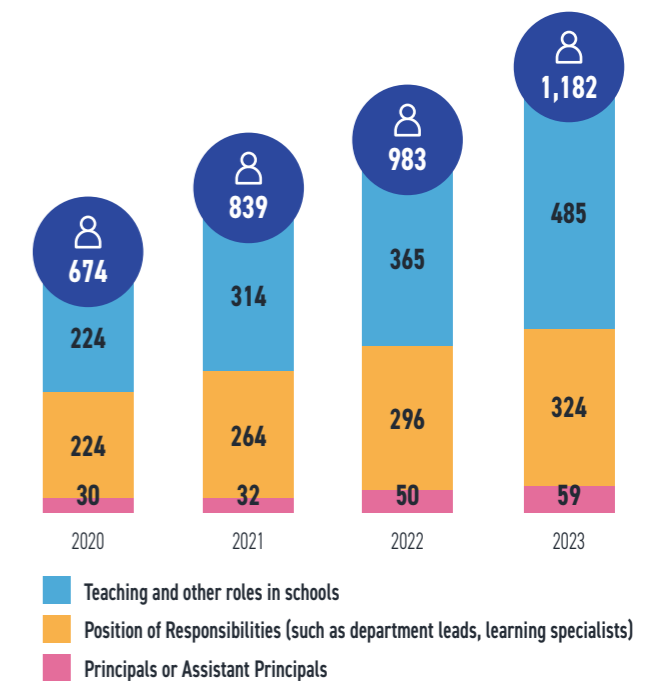


TFA ALUMNI ARE LEADING IN SCHOOLS AND THE WIDER SYSTEM

In the last four years, we have seen the **NUMBER OF IN-SCHOOL LEADERS GROW** across all our program Alumni²⁴

In our 2023 Alumni Survey, **98% OF RESPONDENTS** told us they feel proud to be part of the TFA community.

NUMBER OF IN-SCHOOL LEADERS ACROSS OUR PROGRAM ALUMNI



CASE STUDY

ELIZA KRAMER (COHORT 2021)



Eliza always wanted to be a teacher – and applied for the LDP as soon as she graduated from her Health Sciences and Psychology degree.

Getting hands-on experience as soon as possible was her number one motivator – but Eliza quickly realised the LDP was more than just an employment-based pathway to teaching.

“ The skills I was taught during the program – not necessarily tangible ones, but **my own personal development – was quite incredible.** ”

“ The Leadership Development Program **opened my eyes** to things that I guarantee I wouldn’t have covered if I went through a traditional teaching pathway. ”

“ Particularly things like **diverse learners**, learning about young people with **additional needs**, but also diversity in terms of **Aboriginal and Torres Strait Islander students** and **people from marginalised communities**, or **LGBTQIA+** young people – these have become my areas of passion now in education. ”

Immediately after completing the program, at just 23 years old, Eliza was promoted to a manager position. She credits her development as a leader to the wrap-around support provided – by her TFA Teaching and Leadership Coach, an Australian Catholic University (ACU) Academic Mentor, and an in-school mentor.

“ I feel as if I wouldn’t have been able to shoulder some of the really tough moments if it wasn’t for **the experience and advice from those three individuals, who wore different hats and different perspectives** but were incredible at helping me through. ”

CASE STUDY

AMEYA NAGARKAR (COHORT 2016)



Ameya was invited to speak from a classroom teacher’s perspective about the future of skills and work to a global audience at the World Economic Forum’s Sustainable Development Impact Meeting in New York City in September 2023.

In 2015, Ameya had just finished his engineering degree and was thinking about jobs in that sector before outreach from a Teach For Australia recruiter caused him to rethink his path and pursue a career as an educator.

He has now worked for over seven years in the Australian public education system, in Western Australia and Queensland, and is a passionate advocate for accessible education for all.

Ameya is currently a classroom teacher and Head of Department at Fortitude Valley State Secondary College in Brisbane, with responsibility for leading curriculum design and delivery in mathematics and digital technologies.

“ I’m passionate about digital technologies, mathematics and physics and **I hope to inspire my students to be the best possible versions of themselves** through these subjects. ”

“ My experiences in the classroom have made me aware of **the need to develop compassionate, optimistic and agile learners** who are ready for an unfamiliar future, especially in the age of emergent technologies and advanced artificial intelligence. ”

SCHOOL PARTNERSHIPS

We build sustained partnerships with schools, bringing subject area expertise to fill teaching vacancies across Australia. We work alongside schools to build the capable workforce they need, and support them to achieve their improvement aspirations.

WE PARTNER WITH SCHOOLS AROUND THE COUNTRY

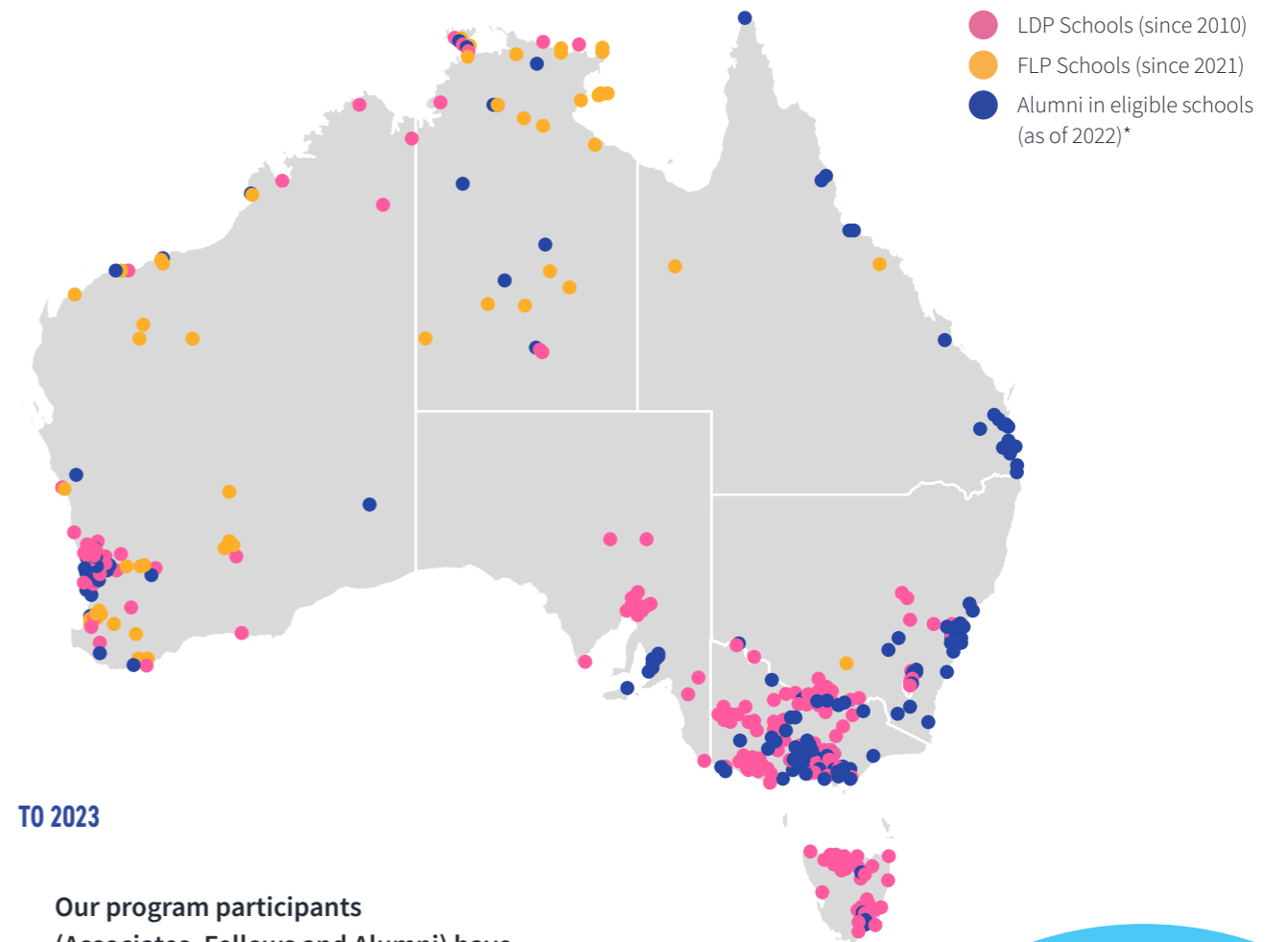
FROM 2010

Our first LDP cohort placed

42 ASSOCIATES in
13 VICTORIAN PARTNER SCHOOLS



* All partner school data collected through participant and Alumni surveys, conducted by Teach For Australia (2022)

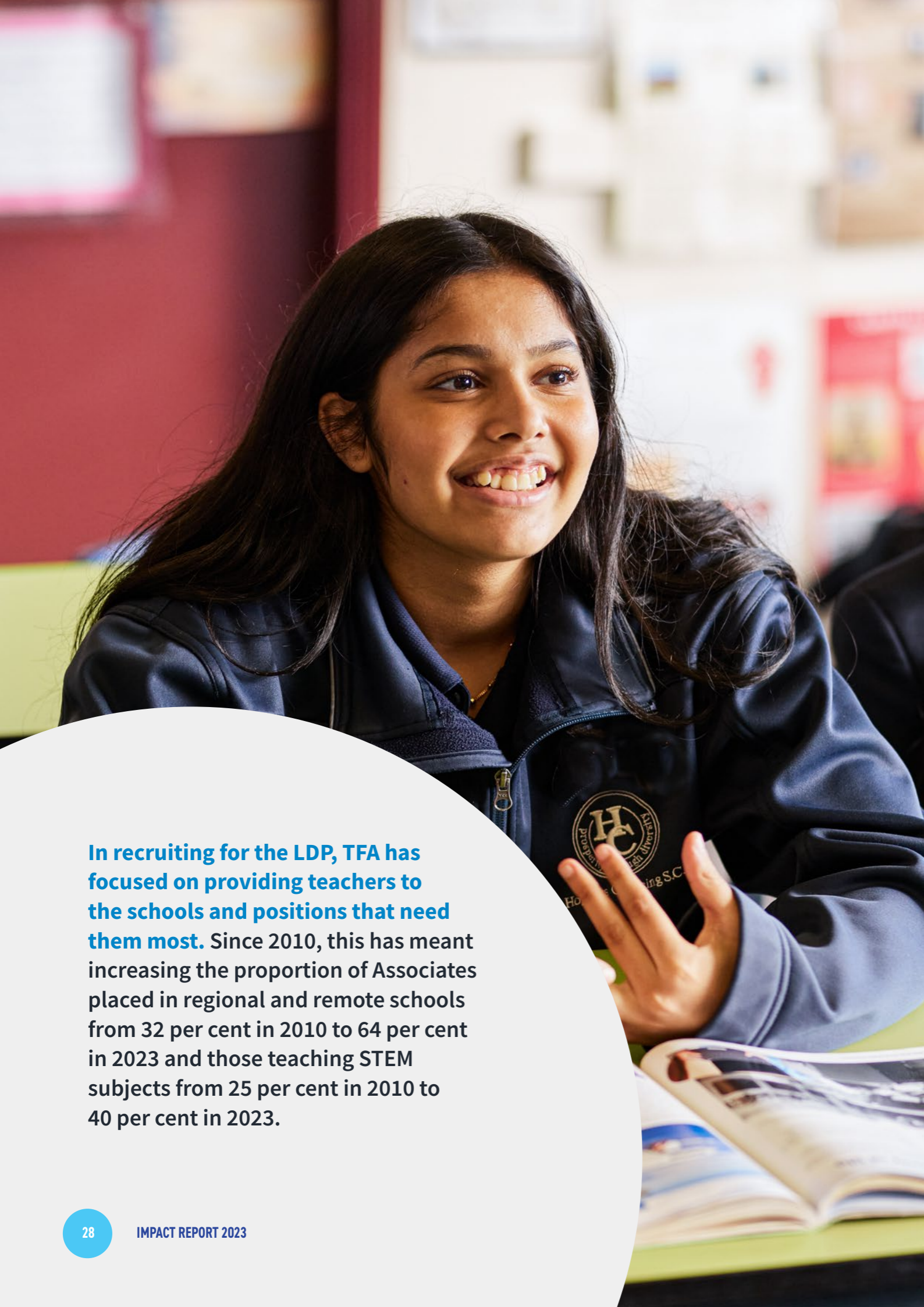


TO 2023

Our program participants (Associates, Fellows and Alumni) have **NATIONAL REACH WORKING AT SCHOOLS ACROSS THE COUNTRY.**

	Participants in schools	Schools with TFA presence
ACT	32	23
NSW	48	42
NT	138	59
QLD	37	25
SA	24	17
TAS	80	37
VIC	529	218
WA	292	126

OUR PROGRAMS HAVE PARTNERED WITH 547 SCHOOLS AROUND AUSTRALIA.



In recruiting for the LDP, TFA has focused on providing teachers to the schools and positions that need them most. Since 2010, this has meant increasing the proportion of Associates placed in regional and remote schools from 32 per cent in 2010 to 64 per cent in 2023 and those teaching STEM subjects from 25 per cent in 2010 to 40 per cent in 2023.

SCHOOLS AND STUDENT IMPACT

WE BRING SUBJECT MATTER EXPERTS INTO SCHOOLS

40% OF C2023 ASSOCIATES are qualified to teach STEM

56% OF C2023 STEM ASSOCIATES are eligible to teach mathematics and statistics

WE ARE SUPPORTING RURAL, REGIONAL AND REMOTE SCHOOLS

78% OF CURRENT PARTNER SCHOOLS are in regional, rural or remote communities

64% OF C2023 LDP ASSOCIATES are placed in rural, regional and remote schools

41% OF C2023 LDP ASSOCIATES have regional/rural origin

91% OF C2023 FLP FELLOWS are working in outer regional or remote schools

CASE STUDY

SCHOOL SPOTLIGHT: ST MARY'S CATHOLIC SCHOOL, WELLINGTON

HELEN STEWART-KOSTER (LDP COHORT 2023)

Making the move from working in Immigration and Refugee Law, Helen Stewart-Koster has taken her passion for human rights and justice advocacy, and her keen interest in educational equity, into the classroom.

With six years under her belt working with non-governmental and higher learning organisations to support students from disadvantaged backgrounds to receive high-quality education, choosing to leave the courtroom behind to become a teacher was an easy decision.

“ The program is focused on helping us as Associates learn how to empower individual students, so we can lift them all up collectively. That aspect really aligns with my own personal values, so it makes it very easy to want to get stuck into assessments and the intensives. All of the learning opportunities are also trauma-informed and inclusive, and that’s the type of education that is important to me.

Helen is teaching at St Mary’s Catholic School in Wellington, NSW, which is part of the Catholic Education Diocese of Bathurst (CEDB) school network.

In her first term, Helen stepped in to run Mock Trials with a group of students interested in law, coached the school Cattle Showing Team, and has even extended her talents to help facilitate music and singing classes as a way to help build confidence and promote culture and the arts at the school.



LEANNE CLARKE (PRINCIPAL, ST MARY'S CATHOLIC SCHOOL)

Commenting on Helen’s contribution to the school, Mrs Leanne Clarke, Principal at St Mary’s, said the most impactful aspect of her work was her ability to adapt to the complexity of and change in the small school setting

“ Her prior experience working with children and supporting them with their life journey has enabled her to connect positively with her students here, developing relationships and an effective learning environment.

REFLECTIONS FROM HELEN'S STUDENTS

“ Miss SK is very bubbly and she makes learning fun.

“ She supports me and gives me the help that I need.

“ She’s a good listener and everyone likes the way that she teaches.

“ Miss SK keeps the class on task in a fun way.



FEEDBACK

PRINCIPALS TELL US TFA MAKES A DIFFERENCE FOR THEIR SCHOOLS AND STUDENTS



LEADERSHIP DEVELOPMENT PROGRAM

84% OF PRINCIPALS SURVEYED believe that TFA Associate(s) make a positive difference in their school

97% say Associates are improving their STUDENTS' ACADEMIC OUTCOMES

87% say Associates are improving their STUDENTS' NON-ACADEMIC OR SOCIO-EMOTIONAL OUTCOMES

81% say Associates are BUILDING POSITIVE RELATIONSHIPS with the school community



FUTURE LEADERS PROGRAM

83% OF SURVEYED FLP COHORT 2 PRINCIPALS say they have seen a positive impact on staff at their school as a result of the Fellow’s participation in FLP

81% OF SURVEYED FLP COHORT 2 PRINCIPALS say that they would encourage another emerging leader from their school to participate in FLP in the future

78% OF SURVEYED FLP COHORT 2 PRINCIPALS say they have seen their school benefit from the Fellow’s participation in FLP

RESEARCH

RESEARCH CONFIRMS TFA TEACHERS CONTRIBUTES TO SCHOOL-LEVEL IMPROVEMENTS

Student engagement and wellbeing, pedagogy and school culture are among the areas where passionate Associates and Alumni are contributing to school-level improvements, according to a new research received by Teach For Australia earlier this year.

Commissioned by Teach For Australia, the project was undertaken independently by Lirata, a not-for-profit social justice consultancy that seeks to help organisations with charitable or social purposes achieve positive social impact.

FINDING 1

TFA Associates and Alumni make considerable contributions to school level improvements, including improvements in pedagogy, student pathways and retention, student outcomes, student engagement and wellbeing, community engagement and school culture and professionalism. TFA teachers have had a significant impact on strengthening STEM programs in particular, as a learning area and as an approach that influences other curricula.

FINDING 2

TFA's contributions to change are enabled through the vision, leadership and planning of senior school leaders and the wrap-around support of Associates from schools and TFA. This research found TFA teachers positively contribute to a culture of improvement, but also have greater impact when it is in place.

FINDING 3

All schools spoke of progress in meeting the need for high quality teaching capacity and capability, and improvements in pedagogy and the quality of teaching and learning in their schools since partnering with TFA.

FINDING 4

The research found clear evidence that TFA Associates and Alumni were strong contributors to school level improvements and achievements. Examples include:

- Being the drivers of and/or strong contributors to the introduction of new pedagogical approaches, tools and evidence-informed practice
- Enabling STEM and specialist subjects to be introduced
- Enabling the introduction of new programs or projects in the school
- Strengthening student engagement, behaviours and wellbeing.

FINDING 5

The research found specific evidence that TFA Associates and Alumni are 'drivers for change' and this can have flow-on effects in energising others to engage in change. A school can amplify the benefits of its partnership with TFA when there are multiple TFA Associates/Alumni at the school.



PARTNERSHIPS

SUPPORTER SNAPSHOT

TFA and IG Group partnerships helps secure new laptops for Tennant Creek students

New laptops donated to Tennant Creek High School in the Northern Territory are providing a boost to learning and connectivity for students.

The laptops were donated to the school through a partnership between IG Group and Teach For Australia, with the aim of helping to address the digital divide impacting rural and remote students.

TFA and Tennant Creek High School have worked together since 2012, with 16 Associates completing the LDP while teaching at the school.

Principal Julie-Anne Spina thanked TFA and IG Group for their support and "generous donation", saying the new laptops had provided a more positive experience for her English students especially when completing their assessments.

Senior Teacher Olivia Vizard, who became a teacher through TFA, said the laptops had improved students' connectivity too.

"The donated laptops enabled students completing subjects via correspondence to use the in-built cameras for their Zoom classes. Their teachers in Alice Springs and Darwin were pleased to be able to better engage with their students in this way," she said.

Olivia's fellow TFA Alumni, teacher Charles Wylie, said functioning laptops had been in short supply in recent times at the school so the new laptops were a welcome and much needed addition.

OUR FUTURE

We know that 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, reaching over 450,000 young people in communities experiencing disadvantage.

But we know that there's more to do. In 2020, we committed to our first multi-year strategy towards our ambitious vision.

Our key initiatives in the coming years include:



Continue recruiting and developing **HIGHLY EFFECTIVE TEACHERS AND LEADERS**



EXPAND OUR PROGRAMS to more school communities



Better **MEASURE AND COMMUNICATE** our impact



EMBED RECONCILIATION through our programs



Further **DEEPEN OUR CONNECTIONS** with partner schools and their communities

GROWTH

Since 2009, we have reached **540,000+ STUDENTS** through our suite of programs.

By 2030, we aim to reach **2 MILLION STUDENTS** through the growth of our flagship program and wider support for existing teachers and leaders.

Since 2009, we have supported **1,600+ TEACHERS** through our suite of programs.

By 2030, we aim to support up to **4,000 TEACHERS** through our offerings.

IMMEDIATE PRIORITIES



1. SUPERCHARGE CORE PROGRAM



2. ELEVATE BRAND AND COMMUNITY PROGRAM



3. GROW IMPACT AND INCOME



4. EVOLVE CULTURE AND WAYS OF WORKING



THANK YOU TO OUR PARTNERS AND SUPPORTERS

GOVERNMENT PARTNERS



UNIVERSITY PARTNER



STRATEGIC PARTNER



MAJOR PARTNERS



SUPPORTERS

- Australian Communities Foundation
- Boston Consulting Group
- Corrs Chambers Westgarth
- Equity Trustees
- Perpetual
- The Betty Ward Foundation
- The Bokhara Foundation
- The GHD Foundation
- The Jack Brockhoff Foundation
- The James N Kirby Foundation

And our generous community of donors who have supported our mission and vision through Giving Day and other activities.

FOUNDERS 10



FOUNDERS 10

- Colin and Angie Carter
- John Wylie and Myriam Boisbouvier-Wylie
- Jon and Caro Stewart
- Sir Rod Eddington and Lady Young Sook Eddington
- The Brasher Family Foundation
- The Kamener Family Foundation
- Trevor and Jenny O'Hoy

The Leadership Development Program is delivered as part of the High Achieving Teachers Program with the support of the Australian Government Department of Education. Teach For Australia also acknowledges the funding support of the Northern Territory, South Australian, Tasmanian, Victorian and Western Australian Governments. The Future Leaders Program is delivered with the support of the Australian Government Department of Education.



SOURCES

- 1 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-education-equality>
- 2 Organisation for Economic Co-operation and Development (OECD). (2019). PISA 2018 Results. Paris: OECD Publishing.
- 3 Mitchell Institute (2020). Educational Opportunity in Australia 2020: Who succeeds and who misses out? Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute. Melbourne, Australia: Mitchell Institute. Retrieved from <https://www.vu.edu.au/sites/default/files/educational-opportunity-in-australia-2020.pdf>
- 4 Australian Curriculum, Assessment and Reporting Authority (ACARA). (2019). National Assessment Program Literacy and Numeracy (NAPLAN) national report for 2019. Sydney, Australia: ACARA.
- 5 Mitchell Institute (authors Lamb, S., Jackson, J., Walstab, A. & Huo, S.). (2015). Educational opportunity in Australia 2015: Who succeeds and who misses out, Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute. Melbourne, Australia: Mitchell Institute.
- 6 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.
- 7 Sonnemann, J. and Goss, P. (2020). COVID catch-up: helping disadvantaged students close the equity gap. Grattan Institute. Retrieved from <https://grattan.edu.au/wp-content/uploads/2020/06/COVID-Catch-up-Grattan-School-Education-Report.pdf>
- 8 Hattie, J. (2003). Teachers Make a Difference, What is the Evidence Retrieved from https://research.acer.edu.au/cgi/viewcontent.cgi?article=1003&context=research_conference_2003
- 9 McKinsey (2010). Capturing the leadership premium: How the world's top school systems are building leadership capacity for the future. Retrieved from <https://www.mckinsey.com/~media/mckinsey/industries/public%20and%20social%20sector/our%20insights/capturing%20the%20leadership%20premium/capturing%20the%20leadership%20premium.pdf>
- 10 Department of Education, Skills and Employment Modelling (2022). National Teacher Workforce Action Plan.
- 11 Monash University (2022). 'I cannot sustain the workload and the emotional toll': Reasons behind Australian teachers' intentions to leave the profession. Retrieved from <https://journals.sagepub.com/doi/10.1177/00049441221086654>
- 12 Goss, P., Sonneman, J. (2019). Attracting High Achievers to Teaching. Grattan Institute. Retrieved from <https://grattan.edu.au/wp-content/uploads/2019/08/921-Attracting-high-achievers-to-teaching.pdf>
- 13 The Age (author Carey, A.) (2020). Retrieved from <https://www.theage.com.au/national/victoria/number-crunchers-find-poorest-schools-have-the-poorest-teachers-20200205-p53y2s.html>
- 14 Leithwood K. et al. (2006). Successful school leadership: What it is and how it influences student learning.
- 15 Halsey, J. (2018). Independent Review into Regional, Rural and Remote Education – Final Report. Department of Education and Training: Canberra.
- 16 All Leadership Development Program cohort data collected through participant monitoring and surveying, conducted by Teach For Australia (2023)
- 17 Principal data was collected through a survey of Principals of TFA partner schools in the NT, TAS, and WA, conducted by Teach For Australia (September 2022) with approval from the relevant Departments of Education
- 18 All Alumni data was collected through a survey of Alumni, conducted by Teach For Australia (February 2023).
- 19 Average of 2010-2021 LDP cohort completion rates.
- 20 Australian Institute for Teaching and School Leadership (AITSL), (2020) National Initial Teacher Education Pipeline: Australian Teacher Workforce Data Report 1. Melbourne. Retrieved from: https://www.aitsl.edu.au/docs/default-source/atwd/reports/atwd_pipeline_report.pdf
- 21 Teacher Education Expert Discussion Paper, 2023
- 22 Cohort 2023 ATAR data submitted by incoming participants.
- 23 All Future Leaders Program data and quotes were collected through surveys and program monitoring, conducted by Teach For Australia (2021, 2022, 2023).
- 24 2020 to 2023 Alumni survey data across all programs.



TEACHFOR
AUSTRALIA .ORG
IT'S LIFE-CHANGING



@TeachForAustralia



@TeachforAU



Teach For Australia



@teachforaustralia



TeachForAustralia