



Board Pack

Teach for Australia
Chair

September 2021

PRIVATE & CONFIDENTIAL



Context

Teach For Australia (TFA) exists to address the educational inequality in Australia. For over a decade TFA has offered leading development programs to teachers, school leaders and mentors who can give their students the knowledge, skills and confidence to pursue their potential. The organisation rigorously recruits Australia's top talent into teaching, partners with schools serving low socio-economic communities, develops highly effective teachers and leaders to improve student and school outcomes. More than that however TFA exists to drive change and innovation in the education system in Australia.

Since inception, 1,120 Associates have put their hands up to teach in more than 18,000 classrooms, within over 220 schools across Victoria, Tasmania Western Australia, the ACT and the Northern Territory. TFA has reached over 370,000 students and has proven that not only are high calibre graduates enthusiastic about teaching and leadership in education, but so too are people who are already established in their careers, who wish to share their skills in classrooms where they are most needed.

But there is much to do to address educational inequality in Australia and Teach For Australia has a critical role to play. The next chapter for the organisation will leverage a decade of establishment, growth and strength to continue to drive better outcomes in the education sector.



Teach For Australia – Context (cont.)

Vision

An Australia where education gives every child, regardless of background, greater choice for their future.

In Australia, the postcode that you're born in can radically impact your whole future – determining the type of education you can access. Too many young people are left behind: set up for lives of disadvantage instead of lives of opportunity. It's not their choice; and it isn't their fault.

Together, we can do something about it.

Teach For Australia believes in equity in education – an Australia where your postcode does not determine your future potential, the opportunities available to you in life, or your ability to contribute to society.

They see the strengths of the communities they work with who demonstrate leadership and resilience each and every day. Teach For Australia's goal is to learn from those already within these communities, and to work with and support them to better and more equitable outcomes.

Mission

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

Teaching is leadership. A great teacher can have a huge impact in the classroom, within schools and in broader communities.

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

A leader is someone who:

- prepares purposefully;
- engages others;
- implements effectively;
- engages professionally;
- understands themselves;
- understands change.

An effective teacher will exemplify these every day working with their students, inspiring them to achieve their full potential.

Quality teaching and school leadership are proven to have the most significant impact on the educational outcomes of children — but to truly realise the organisation's vision, leaders are needed across all areas of society to work together to effect change, help break the cycle of educational disadvantage and empower all students with a quality education.



Teach For Australia – Context (cont.)

Values

Teach For Australia (TFA) exists to pursue equity in education for every child.

TFA's values keep them grounded in the things that matter most – they define who they are and how they operate. Their values are their filter for making decisions and working together as they advance their purpose and bring their strategy to life.

As an organisation, TFA:

Serves the students – Everyone at TFA works in service of its vision for children and young people: an Australia where education gives every child, regardless of background, greater choice for their future. TFA's partnerships – with teachers and leaders in schools and across communities, organisations and systems – is in service of making their future fairer and brighter.

Have high expectations – Having high expectations – for themselves, of others, and of what should be possible for students – is essential. They believe the students they serve deserve no less. This does not mean setting unrealistic expectations that cannot be met, however this does mean having a sense of possibility and being motivated by a bold ambition.

Make it happen – To best serve students and their futures, TFA knows there is a lot of work to be done. Not all of it will be straightforward. TFA acts with deliberate intent. 'Hope is not a strategy'; they use data, creativity and the wisdom of experience to plan then execute. TFA's work is a marathon not a sprint, so they pace themselves, working hard and smart.

Get there together – TFA has a big vision and mission and recognises they can't – and won't – achieve it on their own. Authentic, mutually reciprocal relationships come first. They know that relationships – with students, colleagues, the TFA community, and countless others involved in this work – underpin everything else. Through trusting relationships, they can harness the power of collaboration and foster a collective sense of belonging.

Celebrate along the way – TFA finds joy and possibility in the big vision of what could be. They celebrate the strength and uniqueness of every student, and those who work in service of them. To sustain themselves, the team strive to laugh often and celebrate the small wins along the way. They believe in acknowledging contributions, recognising how far they have come by leveraging their strengths, and working with gratitude, humour and a bit of fun to keep themselves motivated for the journey ahead.



Teach For Australia - Context (cont.)

Programs

Recognising that the two key levers to positively impact student outcomes - teacher quality and school leadership – TFA has designed and offer delivery of the following programs:

Leadership Development Program (LDP) is TFA’s flagship program aimed at recruiting individuals with exceptional skills and expertise to make a two-year commitment to work in schools in low socio-economic settings while undertaking a Masters degree in teaching with TFA’s university partner, Australian Catholic University (ACU). The program seeks to inject talented and committed teachers where they are needed most in the system, support schools with hard-to-staff vacancies, contribute towards improved student outcomes and access to opportunities, and ultimately to create a pipeline of leaders to drive long-term transformational reform and innovation in education.

Teach to Lead (TTL), a tailored professional development for mid emerging school leaders within schools facing educational disadvantage to improve student and school outcomes.

Future Leaders Program (FLP) Specifically designed for teachers working in regional and remote schools facing educational disadvantage. TFA sees a major priority in enhancing the leadership capability of program participants and accelerating them into positions of further formal leadership and impact within schools. The program prepares teachers for the next step in their career: the challenging, yet rewarding, role of school leadership.

Impact

TFA measures and evaluates its impact across six key areas, which constitute the organisation’s Theory of Change:



To date, since its inception, TFA has:

Placed
1,120 new
teachers in
schools
across
Australia

Received
13,800+
applications
to become
teachers

Partnered
with 229
schools

18,000k +
Classrooms

Impacted
over
370,000
students



Teach For Australia - Context (cont.)

Strategy

In 2020, TFA committed to the organisation's first multi-year strategy to make its ambitious vision a reality. By 2023, TFA aims to reach further and with greater impact than ever before. TFA estimates that by 2024, up to 500,000 students will have benefitted from its exceptional teachers and leaders. They will achieve this through pursuit of their strategic pillars defined as:

LEAD	REACH	SUSTAIN	LEARN
We will grow a community of leaders, underpinned by programs that make a demonstrated impact, by:	We will extend our reach nationally, with programs that are in high-demand, by:	We will ensure that our organisation is sustainable, supported by great people and a strong brand, by:	We will be known as an organisation that is constantly learning, and grounded in diversity, innovation and evidence, by:
<ul style="list-style-type: none"> • Growing our community of dedicated teachers and leaders in education, in particular those qualified to teach Maths and STEM 	<ul style="list-style-type: none"> • Deepening our partnership with schools and building broader coalitions of support 	<ul style="list-style-type: none"> • Cultivating a strong and energetic organisational culture of motivated and engaged people 	<ul style="list-style-type: none"> • Embracing an innovative and agile culture that encourages learning
<ul style="list-style-type: none"> • Further developing and preparing teachers' leadership capabilities 	<ul style="list-style-type: none"> • Expanding to all states and territories, so that we can support more eligible schools and communities across Australia 	<ul style="list-style-type: none"> • Securing diverse funding • Implementing a leaner operating model, being made possible by our larger scale. 	<ul style="list-style-type: none"> • Actively working towards reconciliation and antiracism within our people, policies, programs and partnerships
<ul style="list-style-type: none"> • Strengthening our Alumni network, and supporting them to continue to actively address educational equity 		<ul style="list-style-type: none"> • Ensuring our brand is recognised and respected across our key stakeholders 	<ul style="list-style-type: none"> • Championing and integrating diversity and inclusion in all areas of our work



Current Board

Larry Kamener, Chair

Senior Adviser and former Senior Partner in the Boston Consulting Group. Founder and former leader of BCG's Global Public Sector Practice. Founder and Chair of the Centre for Public Impact, a BCG Foundation. Chair of Save the Children Australia. Chair of the Strategic Advisory Council of the Bastow Institute of School Leadership and Board Member with the Melbourne Theatre Company.

Melodie Potts Rosevear OAM

Founder TFA, Chief Executive Officer and Board Member
Former Think Tank Coordinator of the Cape York Institute for Policy and Leadership, Former Consultant at the Boston Consulting Group.
Member Audit & Risk Committee.

Christine Christian AO

Deputy Chairman and Director of FlexiGroup Limited, Non-Executive Director of MaxCap Group and Lonsec, President and Board Member of the State Library of Victoria, Council Member of La Trobe University.
Chair Audit & Risk Committee

Sarah Davies AM

CEO, Alannah & Madeline Foundation, former CEO of Philanthropy Australia, former CEO at The Reach Foundation and The Australian Communities Foundation. Board Member of the Centre for Social Impact and Council Member of the National Museum of Australia.

Dorothy Hisgrove

National Managing Partner - People & Inclusion, KPMG, former Chief People Officer and Partner at PwC. Former Head of Brand & Marketing, former Customer Experience & People at AFL, former Executive at Australia Post, NAB and BHP.

Dr. Ben Jensen

Founder of Learning First, former Director School Education Program, Grattan Institute, former OECD Analyst, Directorate for Education. Former member of groups including: Australian Government Teacher Education Ministerial Advisory Group; and OECD expert groups for Program of International Assessment (PISA) and Teaching and Learning International Survey (TALIS). Former adviser to groups including: Aspen Institute's Urban District Leadership Network; Victorian Minister's Expert Advisory Group; NSW Education Statistics and Evaluation Advisory Committee; Independent Schools Queensland Leadership advisory group; Myer Foundation's Education Committee.

Keita Matsumoto

Teach For Australia Alumnus (Cohort 2016), Teach to Lead Alumnus (Cohort 2018), Partnership Manager at Our Place, Colman Foundation, Board Director of Kindred Spirits Foundation.

Elana Rubin

Non-Executive Director of Mirvac, Afterpay Touch and Slater & Gordon
Director of Transurban QLD, ME Bank and VMIA.



Teach For Australia - CEO

Melodie Potts Rosevear OAM



As Founder, Melodie has been involved with Teach For Australia since its earliest conception. Originally from North Carolina, Melodie came to Australia to serve as a founding staff member and Think Tank Coordinator at the Cape York Institute for Policy and Leadership, an indigenous policy 'action tank' championing welfare reforms and other social policy changes designed to help remote indigenous communities to develop.

The seeds of Teach For Australia were planted as Melodie worked with these communities and became further convinced of the urgent role education must play in improving the life chances of young people in the most disadvantaged areas of Australia.

Melodie wrote the original business plan for the organisation while completing her Masters studies at Harvard and travelling back and forth between Boston and Australia. Teach For Australia was launched in late 2008 and received over 750 applications. The first cohort of over 40 Teach For Australia Associates began teaching in January 2010.

Previously, Melodie was a management consultant with the Boston Consulting Group in Atlanta, Georgia, where she worked on a variety of corporate and social sector projects, including an achievement gap reduction and school reconfiguration initiative for an urban school district.

Melodie has a Bachelors degree with highest distinction in Economics and Public Policy from the University of North Carolina at Chapel Hill and received her Masters in Public Policy degree from the Harvard Kennedy School of Government, concentrating on social policy and non-profit management. She now lives in Melbourne, Australia with her Australian husband.

Melodie was recently awarded the Order of Australia Medal for services to education, particularly to teacher development.



Governance

Structure

Teach For Australia is a company limited by guarantee registered with the Australian Charities and Not-for-Profit Commission (ACNC) with DGR1 Item status.

Composition

The minimum number of directors is 3. The maximum number of directors is to be fixed by the directors, but may not be more than 12, unless the company in a general meeting resolves otherwise. The directors must not determine a maximum which is less than the number of directors in office at the time the determination takes effect.

Tenure

Each director is appointed by the Board of Teach For Australia for an initial term of three years and may seek re-election for an additional term.

Board Meetings

There are 6 Board meetings a year (with a duration of 2.5 - 3 hours) with an additional two meetings held for a Strategy Day and an AGM held directly after the May Board meeting. Additional meetings may be held at the Chair's request. Meeting agenda and papers will be provided prior to meetings, and minutes will be prepared. The appointed Chair would chair these meetings. A lunch or dinner after the first board meeting of the year and at the end of the December meeting are held. These meetings are held at the Teach for Australia offices or at BCG in Melbourne CBD, however, during COVID have been held via video conference with adequate breaks.

Meeting Dates

Board meetings will usually be held late January/early February, mid/late April, mid May (AGM), mid/late July (includes strategy day, extended to 4-5 hours,) mid October and early/mid December. The dates for the remainder of 2021 are:

Nominations Committee: Wednesday, 6 October
Full Board Meeting: Thursday, 28 October
Full Board Meeting: Friday, 12 December

Remuneration

This is a voluntary, unpaid position. Directors are reimbursed for any out of pocket expenses reasonably incurred in attending board meetings and related matters.

Time Commitment

It is estimated that the role of the Chair may take between 4-8 hours per week. The Chair will also need to be able to respond quickly to issues the CEO raises and be available to attend meetings. It is anticipated that the CEO and Chair would have a scheduled catch-up on a regular basis. It is anticipated that there will be some national travel involved.



The Opportunity – Chair

The Teach For Australia board is collegiate and committed, with a genuine interest and commitment to the organisation's ambitious mission and values. The current Chair has served on the TFA board for 12 years and will finish his term and step down in early 2022.

As it looks to the future, TFA has identified key areas it hopes to develop and expand, with a particular focus on government, corporate networks, digital education and systems change. The Chair will play an integral role in supporting and driving outcomes in these key areas. TFA is now looking to appoint a new Chair to the Board who is committed to their vision and purpose and ready to take TFA to its next level.

Overview

The primary function of the Chair is to ensure that the board operates in a manner that is conducive to the achievement of the strategic outcomes and purposes of the organisation. The Chair plays an active role in promoting a positive board culture.

Broadly, the primary responsibilities of the Chair are to:

- Set the tone for the board, including establishing a common purpose
- Facilitate the timely flow of information to the board to keep members informed of TFA's strategic performance, financial position and significant issues that may impact on the organisation
- Chair board meetings efficiently and shape the agenda in relation to goals, strategy, budget and business performance
- Seek to ensure the board comes to clear decisions and ensuing actions are accomplished
- Manage the board recruitment, selection and induction processes (where required)
- To communicate, both internally and externally, TFA's culture and philosophy
- Facilitate open and constructive communications and encouraging contributions by all board members to the board's deliberations
- Promote and build a positive board culture
- Act as the primary contact between the board and CEO and maintain a good working relationship with the CEO
- Help to devise and implement a board succession plan; and
- Review the performance of TFA board members.



Key Selection Criteria

Highly desirable attributes and experience the TFA board seek:

Professional

- Board, CEO or senior executive experience in the commercial or public sectors, (preferably with a focus on education, digital technology or systems change).
- The successful individual will have a proven track record and will be able to readily gain the respect of the sector, as well as that of Government and key stakeholders.
- Proven experience as an effective leader (preferably Chair) and commitment to excellence in governance to ensure the Board continues to operate effectively and rigorously.
- Demonstrable experience in management and leadership roles that have engaged with government, corporate and not-for-profit entities.
- The Chair will be a creative, forward thinker, with the energy and commitment to play a key role in driving TFA forward, to make its ambitious vision a reality.
- An understanding of and connection to the corporate and philanthropic sectors.
- Excellent communication skills and a strategic approach is a necessity, along with excellent relationship skills, to manage a variety of stakeholder relationships.
- Proven leadership experience and a good “outward looking” understanding of the Australian education landscape.
- A genuine interest in positively contributing to Teach For Australia.
- Experience in the digital sector.

Personal

- Deep commitment to the purpose of, and vision for, the organisation with an ability to be a strong voice and advocate for TFA.
- A recognised, influential and well-respected person of significant gravitas and standing in business and/or government; able to broker key relationships in strategic and relevant networks.
- Extensive networks and influence - a broad network of senior / executive contacts in government, both federal and state.
- Innovative, with an ability to think creatively about what is possible.
- A strategic thinker.
- Demonstrated understanding of government relations at both national and state levels and corporate environments.
- A forward-looking leader with a track record of excellent influencing and communication skills.
- Strong relationship and communication skills across multiple levels of an organisation and externally.
- Integrity - a person of the highest integrity and ethical standards who will actively uphold such standards when representing TFA
- Trust and commitment - respect and openness for the views of others, encouraging open discussions and commitment to enable TFA to work with government, the community and key stakeholders.
- Politically savvy, but preferably not politically aligned.



Further information

Teach For Australia (TFA) website

<https://teachforaustralia.org>

TFA registered information

<https://www.acnc.gov.au/charity/778ae04cecflac7f476f32719ac9be19>

TFA Impact

<https://teachforaustralia.org/wp-content/uploads/2021/08/Report-Our-Impact-2021-FINAL.pdf>

TFA Annual & Financial Report

<https://teachforaustralia.org/annual-report-2019-our-strategic-priorities/>

https://acncpubfilesprodstorage.blob.core.windows.net/public/ade42739-38af-e811-a961-000d3ad24182-2b390590-62ce-46c4-bf12-d058af7dcd1a-Financial%20Report-b1bc5d37-63d2-eb11-bacc-000d3ad11231-TFA_Statutory_Accounts_-_2020_FY_signed_final.pdf

TFA in the news

<https://www.miragenews.com/power-of-education-teach-for-australia/>

<https://www.abc.net.au/news/2019-01-20/teach-for-australia-graduates-into-northern-territory-schools/10726296>



For more information



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