



First cohort, 2012

317 alumni*

108 teachers**
currently in
classrooms for
their initial 2-year
commitment

Based on Teach For Austria's example and advocacy, the ministry of education has developed a career pathway for others from non-traditional backgrounds to enter teaching

70% of alumni
still work in education



Teach For Austria

Contributing to a more open system

As **Teach For Austria** celebrates 10 years working to ensure children can fulfill their potential, the organization has 108 current teachers and 371 alumni.

Research funded by the European Commission demonstrated that Teach For Austria teachers studied from 2016-2018 improved in their competencies of self-efficacy and pedagogical knowledge more than teachers from traditional teaching pathways. The researchers associated Teach For Austria's innovative approach to recruitment, selection, initial teacher preparation, and ongoing opportunities for professional leadership development as key factors that influence these results.¹

Two thirds of Teach For Austria's alumni still work in education, 50% of them in teaching and others in nonprofits, policy, and other roles that impact the system. Among the alumni are a number of Austria's

most recognized social entrepreneurs. Four alumni started Vienna Hobby Lobby, which offers after school programs in education, sports, and the arts in four locations in Vienna to address the fact that Austria's schools close very early and only rarely offer extracurricular activities to advance students' holistic development. A team of three alumni started More Than One Perspective in the height of the refugee crisis to help integrate Syrian and Afghan refugees into Austria's working world. Another started Everyone Codes to support refugees and others to learn to code and place them in software development jobs.

While these alumni have worked to fill gaps in the public system, others are working to strengthen the system itself. Nine alumni are working in senior roles in various organizations the ministry contracts to drive new initiatives, and





alumni have led the development of an initiative that catalyzes innovation in education, as well as the effort to digitize learning in the wake of COVID. Alumni are working in the ministry of education in roles in diversity, science transfer, and teacher education, and the ministry now sees Teach For Austria as a pipeline for senior staff, given their positive experiences with those who are already there.

There is still progress to be made, which Teach For Austria anticipates seeing in the years ahead. Alumni haven't yet assumed school principalships, given it took several years to figure out how to navigate the licensure challenges, but they anticipate seeing their first alumni school leaders before long. Similarly, student outcomes haven't yet changed dramatically, although now some schools are doing better than others—in Vienna, in the wings schools where many Teach For Austria participants and alumni are active, 85% of students are enrolled in further education at the time of their graduation from compulsory

schooling. At schools without these teachers, 74% of students are enrolled. Based on Teach For Austria's example and advocacy, the ministry has developed a career pathway for others from non-traditional backgrounds to enter teaching. The ministry and Teach For Austria are collaborating closely to ensure the quality of this program, and the ministry has engaged Teach For Austria to co-design a 1-2 week introduction for all incoming new teachers.

Reflecting on what's changed in Austrian education over the last decade, Teach For Austria's founder Walter Emberger reflected, "The system is more open now." This openness and dynamism is in part due to the fresh perspectives and energy Teach For Austria teachers and alumni—and the organization itself—are bringing to classrooms, the system, and the social enterprise space. ●●●

1 Abs, et al. (2019), "Recruiting and Preparing Teachers through an Alternative Programme: A European Policy Experiment on the Teach For All Approach in Five Countries", Universität Duisburg-Essen