



Ako Mātātupu  
Teach First NZ

# 2024

## ANNUAL REPORT

# Our Funders & Partners



**Te Tāhuhu o  
te Mātauranga**  
Ministry of Education



**Tertiary Education  
Commission**  
Te Amorangi Mātauranga Matua



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Leita Wylie Foundation



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# A word from our leaders...

## Board Chair

Barbara Alaalatoa ONZM

Tēnā koutou katoa i runga i ngā tūāhuatanga o te wā. 2024 has been another extraordinary year for Ako Mātātupu: Teach First NZ, and it's been an honour to serve as Board Chair over another wonderful season. The achievements of our team have been nothing short of inspiring, and it's humbling to witness the profound impact our collective effort—our village—is making on the educational landscape in Aotearoa.

From hosting global events to forming deep partnerships with schools nationwide and setting new benchmarks for world-class Initial Teacher Education, this year has been one of significant change, growth and lasting impact for Ako Mātātupu.

A special acknowledgment must go to our wonderful Dr. Michelle Johansson, who stepped down as Kaitiaki | CEO earlier this year. Michelle's leadership, vision, and unwavering heart have been instrumental to the strength and influence Ako Mātātupu holds today. While her time as Kaitiaki | CEO has come to an end, we're fortunate she continues to contribute her wisdom and passion as our interim Director of Education.



Looking ahead, I am excited about the appointment of Liam Munday as our new Kaitiaki | CEO. As a long-serving and deeply committed member of our team, Liam's journey with Ako Mātātupu spans over a decade. During this time, he has led with excellence in a variety of critical areas. His deep understanding of our vision and values, paired with his proven track record, ensures that Ako Mātātupu will continue to thrive and lead the way in empowering all young people to realise their potential.

Liam's leadership marks the beginning of an exciting new season, and I have every confidence that he will guide us with purpose, passion, and a deep commitment to making a difference

Nāku me ngā mihi,  
**Barbara Alaalatoa**



## Kaitiaki | CEO

Liam Munday

As I reflect on my journey with Ako Mātātupu, I feel an immense sense of pride and gratitude for the work we've accomplished together. Over the last decade, I've had the privilege of serving in various roles across this organisation—from recruitment to strategy, and now as Kaitiaki | CEO. Through these roles, I've seen firsthand the power of education to transform lives, the incredible potential of our rangatahi, and the tireless dedication of those working to create a more equitable Aotearoa.

Our core mission has always been about working towards educational equity, ensuring that all young people in Aotearoa have the opportunity to realise their full potential, on their own terms. That last part is crucial. True equity cannot exist unless we centre the voices, leadership, and aspirations of communities, schools, and students themselves. It's not about what we think is best; it's about being partners in their journeys, listening deeply, and creating space for their leadership to flourish.

Through nurturing leaders from within our most underserved communities, we aim to not only impact individual lives but also uplift whānau and communities as a whole. This ripple effect brings us closer to building an education system that serves everyone—one that is truly effective, inclusive, and just.



As both a not-for-profit and a Tertiary Education Organisation, Ako Mātātupu is uniquely positioned to make a lasting difference. But we know that the challenges we face in this work are complex, and the change we seek will not happen overnight. That's why partnerships are so critical to our mission. It is through the collective efforts of our staff, participants, alumni, schools, communities, and supporters that we can continue to make meaningful strides toward a brighter future for Aotearoa's rangatahi.

To everyone who has walked alongside us on this journey, I extend my heartfelt thanks. Your ongoing support, belief in our kaupapa, and shared vision for a more equitable Aotearoa inspires us every day. Together, we can keep moving toward a future where every young person in Aotearoa New Zealand is able to realise their potential.

Ngā mihi nui,  
**Liam Munday**

**Our vision is that  
all young people  
in Aotearoa fulfil  
their potential.**



Mitchell Clark (Cohort 2018)









# Teach First NZ Programme

The Teach First NZ Programme attracts carefully selected candidates to take part in a two-year, employment-based teaching and education leadership programme, partnering with schools serving low-income communities across the country. Participants teach in a secondary school whilst completing a postgraduate qualification.

After graduating from the programme these inspirational leaders are able to not only teach in schools where they are needed most, but also to help address systemic social and educational injustice, helping to create a brighter future for young people, communities, and Aotearoa New Zealand as a whole.

In 2024, we graduated 59 teachers into the workforce, which brings our total graduate number to over 350, including 65 Māori and 54 Pasifika graduates. We currently have 109 programme participants, training in 26 subjects, serving in 68 schools across Aotearoa.

In 2021, Principals of the schools we partner with identified incredible leaders already serving in their school communities who had significant experience in a field currently underserved by the teaching profession (e.g. Te Reo Māori and Technology), but who did not meet the traditional requirements to train as a teacher in New Zealand. In response to this, Ako Mātātupu developed the Rautahi Pathway, which provides those individuals with the opportunity to complete a micro-credential that, once completed, allows entry into the Teach First NZ Programme.

Our first cohort of Rautahi Pathway candidates graduated this year, and, in total, we have had 48 participants come through the Rautahi pathway. We look forward to developing and enhancing the pathway through 2025 and beyond.

## Key Highlights

- Over 450 programme participants have completed, or are in the process of completing the Teach First NZ Programme.
- In delivering the programme, Ako Mātātupu has partnered with over 120 Partner Schools, from Kaitia to Invercargill.
- While completing the programme, our participants have directly impacted over 50,000 students.

Programme participants only train in subjects that schools have identified as being hard to staff. Over 350 programme participants have successfully completed the Teach First NZ Programme, including:

- 186 STEM teachers
- 165 (45%) who identify as male
- 166 (45%) Māori or Pasifika teachers
- 52 Te Reo Māori kaiako (training more Te Reo Māori kaiako than any other programme).





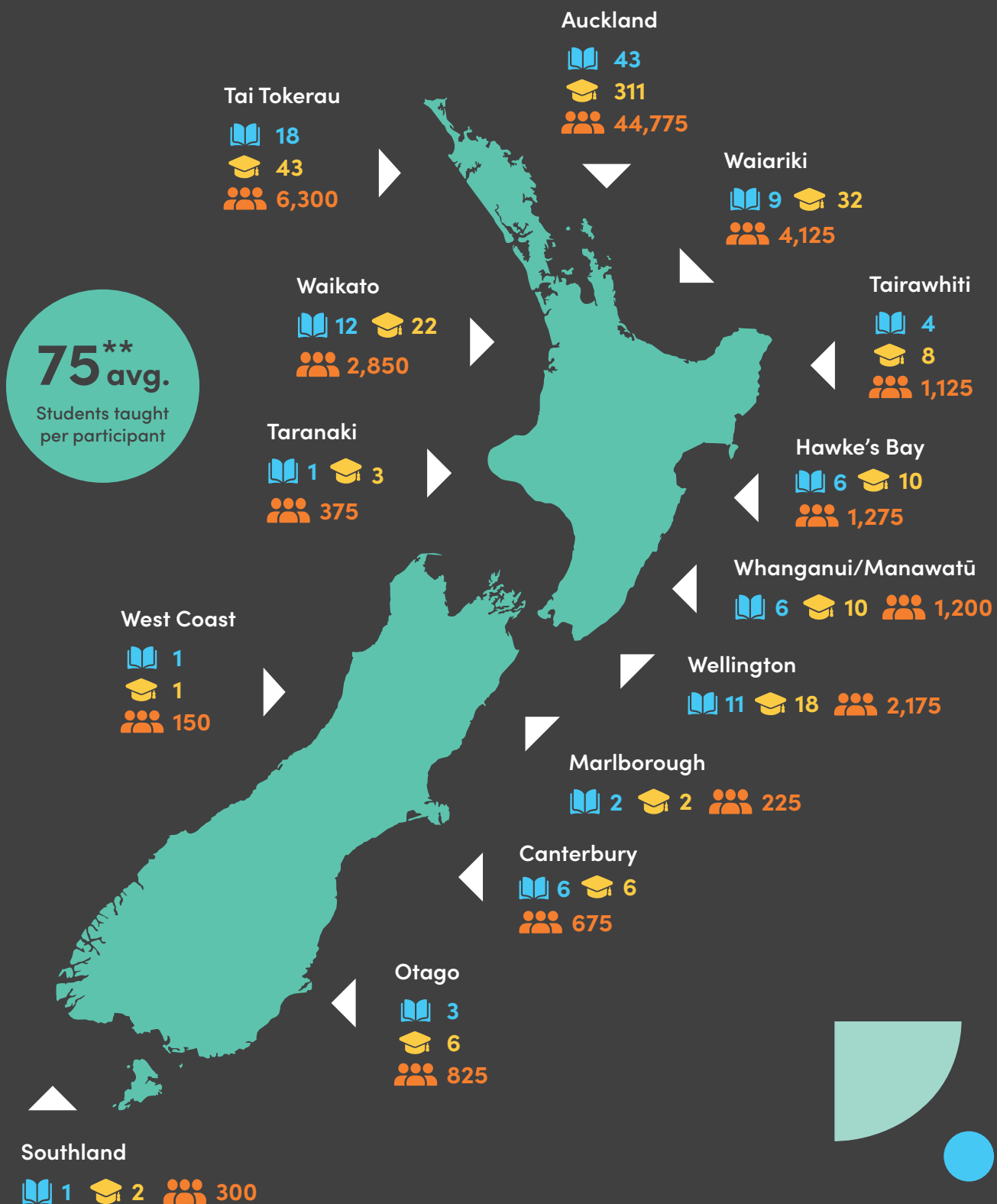
Agnes Milford & Penisimani Tapueluelu (Ako Mātātupu Staff)

# Participant Locations

 **123**  
Schools

 **474**  
Participants

 **66,375\***  
Students

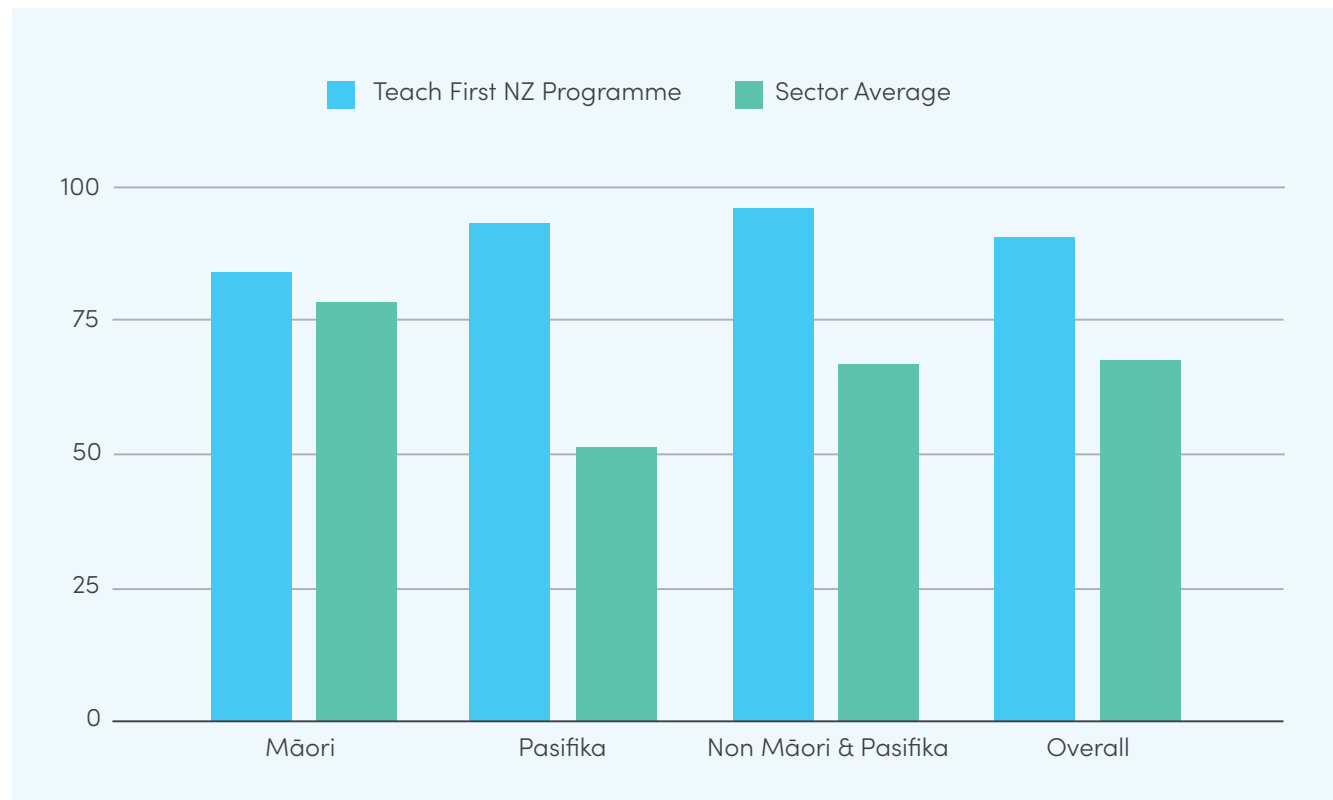


\*Estimated number of students impacted to date.

\*\*Estimated average number of students taught per participant per year.



## 2023 Qualification Completion



In 2024, Ako Mātātupu: Teach First NZ received the highest rating in educational performance and self-assessment from the New Zealand Qualifications Authority.

Across all indicators, NZQA's External Evaluation and Review (EER) rated the organisation's performance as Excellent, including:

- student achievement
- outcomes for key stakeholders
- programme design and delivery
- student support
- governance and management
- compliance.



In November, a further 66 participants began their training with us. They are currently engaged in our Summer Intensive programme and will begin teaching in their employing schools in Term 1, 2025. We look forward to following their journeys over the next two years and beyond.

## Participant Spotlight

### Junior Toailoa Isara | Cohort 2025

From a young age, Junior found great joy in helping his peers with their studies. This passion led him to aspire to become a mathematics teacher, aiming to serve as a role model and inspire other Pasifika students to succeed in STEM subjects.

Junior completed a Bachelor of Science at the University of Auckland, with a major in Mathematics. Upon graduation, family responsibilities meant that Junior had to take on full-time work to support his family.

Ten years later, Junior discovered the Teach First NZ Programme, which would allow him to realise his dream of becoming a Maths teacher and was accepted into our 2025 Cohort. What excites him about this opportunity is that it allows him to follow his passion for teaching and making a real impact by supporting students on their educational journey, all while continuing to care for his loved ones.



***“Ako Mātātupu has given me the opportunity to reignite my passion for education and to serve my community through teaching.”***

Junior will be teaching Mathematics at Waitakere College in 2025.

### Sean Andrews | Cohort 2025

“Before moving into the teaching profession I had spent 30 years in the structural materials manufacturing industry, being responsible for devising systems that ensured the structural properties of products met all manner of industry, and legal requirements.



Having always been fascinated by the connection of science to the world around me, and enjoying utilising my Bachelor of Science in the workplace, I took the plunge and approached Gisborne Boys' High School in the hope of being able to encourage all students to take up Science – especially those traditionally under-represented in the field. Gisborne Boys' High School was very supportive, suggesting Ako Mātātupu's Teach First NZ Programme, as it aligned with my kura's, and my own, vision of education.

Happily, my application was successful, and I have already had the privilege of boarding the waka with my cohort, meeting like-minded people with a common vision. The Summer Intensive was indeed intensive, and the workload is heavy, however the support from my kāhui hāpai, my cohort, kaiāpai, and kura is uplifting – we will get through, and we will make a difference!”

Sean Andrews is currently a participant of the Teach First NZ Programme, employed at Gisborne Boys' High School as a Physics and General Science teacher.



# Master of Community Action and Social Impact

Our Master of Community Action and Social Impact (MCASI) was approved in early 2024 and our inaugural cohort began in March. This is a highly practical research qualification, grounded in indigenous-led research and methodologies. Candidates have the opportunity to develop advanced understandings of social justice and cultivate research-informed skills to positively impact Aotearoa.

The programme is flexibly designed to suit those working full-time or part-time in schools, community, public service, not-for-profit, philanthropic and social good sectors, as well as graduates from a range of disciplines.

Current candidates are designing social impact projects within a variety of fields, including education, corrections, Performing Arts, digital innovation, government, the not-for-profit sector, and directly with whānau and iwi.



2024 MCASI Candidates & Staff

Prospective candidates can register their interest at:  
[www.teachfirstnz.org/get-involved/masters](http://www.teachfirstnz.org/get-involved/masters)





# Kairapu

Kairapu is the term that we use to describe Teach First NZ Programme alumni. Kairapu roughly translates to mean the 'seeker' or 'one who seeks'. It is an identity used to capture those who have completed the Teach First NZ programme, as well as those allied to the Ako Mātātupu vision.

Over 80% of those who have completed our programme have continued to teach, many now with over 5 years of experience in the profession, and over 25% are in a school leadership position. Of those who are no longer teaching, many are now studying or working for change through policy and other means.



## Airana Ngarewa Cohort 2020

Airana Ngarewa (Ngāti Ruanui, Ngā Rauru, Ngāruahine) was born and raised in Pātea – home of Aotearoa's national anthem Poi E. He was a reluctant reader turned cage fighter, only discovering his love of books when he put the gloves down.

His first novel, *The Bone Tree*, published in 2023 was the number-one bestselling book of fiction in Aotearoa for 11 weeks. His second book, *Pātea Boys*, was released in August. It is a collection of stories about young boys and girls getting into mischief. The book reads one way in English and the other in te reo Māori.

He is a member of the Senior Leadership Team at Te Kura Tuarua o Ngāmotu (Spotswood College) in Taranaki. His students say he is really fast and really loud. His former teachers used to say the same.





## Jayattheeswaran Vijayakumar

Cohort 2020

Having joined the Teach First NZ Programme as part of Cohort 2020, Jayattheeswaran (Jay) Vijayakumar, a former medical doctor, has transformed his passion for the sciences into a force for change in the Bay of Islands community. Currently the Head of Science at Bay of Islands College, Jay has been instrumental in shifting perceptions of the sciences among students in the region, ensuring its relevance to their lives and aspirations.

*"I wanted to see students fall in love with the sciences, having witnessed too many drift away at an early age. My journey has been about re-storying what science means—connecting it to culture, community, and real-world problem-solving. Education, for me, is a practice of freedom, a means to nurture critical thinkers and leaders."*

Jay's work is also the focus of his current Master's project, as a candidate for Ako Mātātupu's Master of Community Action and Social Impact (MCASI). Grounded in the principles of Te Tiriti o Waitangi, his research explores how culturally responsive teaching can dismantle systemic inequities and empower learners.

***"Ako Mātātupu has deepened my understanding of education as a transformative tool—one that can dismantle barriers and inspire collective action. This kaupapa is about ensuring our tamariki thrive, not just survive, in a world that too often marginalises their voices."***

Drawing from his experiences, Jay's classroom initiatives blend indigenous knowledge, hands-on science, and technology, to amplify the voices of his students and their whānau, fostering agency and resilience.

Due to complete his Master's in June 2025, Jay's project will showcase the impact of embedding culturally responsive practices into science education, centring the needs and aspirations of his learners and their communities. Through this work, Jay continues to honour the principles of Te Tiriti by protecting and elevating the mana of all learners in the Bay of Islands and beyond.

# The Lesson Learnt Podcast: Sharing Stories, Inspiring Change

Launched in 2024, The Lesson Learnt Podcast aims to share the compelling stories of our kairapu (alumni) and those deeply connected to our kaupapa. Through these narratives, we explore their educational journeys, highlighting moments of triumph and struggle, tears and laughter.

Hosted by Billy Revell (Pule Nu'u | Community Lead), this podcast delves into the experiences of kairapu, uncovering the valuable lessons they've learned in the classroom.

Our conversations encourage listeners to rethink their beliefs about education, envisioning what it is and what it can become.

By amplifying the diverse voices within our whānau, we hope to spark meaningful debate and contribute to a roadmap for a more equitable education system. We invite you to join us on this journey.

**Stream it now on YouTube or Spotify.**



Ako Mātātupu presents:

# Lesson Learnt.

with Billy Revell + guests

Streaming on:  

A full-body photograph of Billy Revell, the host of the podcast. He is a man with a beard, wearing a brown jacket over a red shirt and a blue skirt. He is holding a large, circular, yellow and black patterned shield (haka shield) in front of him. He is smiling at the camera.



Anela Guitierrez & Nisyola Fifita (Cohort 2021)





Meleseini Toa, Evie Mansfield,  
& Natahlya Va'ai (Cohort 2025)

# Global Events

It was an incredibly busy start to 2024 for the Ako Mātātupu, with over 100 global visitors attending global network learning events, each hosted in partnership with Teach For All.

12-15 March

## Asia Pacific (APAC) Coaches Conference

Starting in early March, 32 leaders in education and teacher training from across 13 Teach For All partner organisations in the Asia Pacific region came together to discuss what it looks like to coach teachers to become great leaders in and out of the classroom and what transformation and success looks like.

*"One of the most powerful moments (in the conference) was the realisation that our greatest 'value-add' is to coach the person and not the problem."*

Laurelin Whitfield | Global Leadership Accelerator

*"During the sessions it was highlighted how coaching is more of a partnership rather than mentorship."*

Yana Rubio | Leadership Development Manager, Teach for the Philippines.







## 20-24 March Indigenous Wānanga

Following the APAC Coaching conference, nearly 70 leaders and educators from 15 different indigenous communities across the world came together to share and learn from the ways we are embedding indigenous practice in our work with children and communities. Participants explored ways to enable systemic change, rather than perpetuating unequal systems in our work.

*"My heart is exploding and I feel so grateful for this new family. I am so deeply moved by this collective space of love, knowledge, activism and strength."*

Jean | Yorta Yorta, Kulin Nation of Djarra Country, Australia.

Together, the community developed an indigenous-centred framework for understanding student learning and progress, which will be a foundation for continued learning and sharing with indigenous educators and leaders from across and beyond the Teach For All Network into the future.



## 6-9 May APAC CEO Retreat

In May, Ako Mātātupu hosted CEOs from across the wider Asia Pacific region for an annual gathering. Coming together from contexts as vast and diverse as Afghanistan, Aotearoa, Australia, Bangladesh, Cambodia, Kazakhstan, Japan, Malaysia, Mongolia, the Philippines, Thailand, and Vietnam, this community had been eager to immerse themselves in and learn from our context for many years.

The APAC CEO Retreat served as a strong reminder of resilience and innovation, and of the enduring connection between past, present and future, fueling the CEO community's connections and reflections, as they came together to share and learn from each other's experiences before returning to their work with renewed energy.



# Finances

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These Financial Statements are an extract from our audited Financial Statements for the year ended 30 June 2024, and include the following reports:

Statement of Service Performance	21-23
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For the full set of audited accounts, please refer to Charity Services at [bit.ly/4ggov6Y](https://bit.ly/4ggov6Y).





# Statement of Service Performance

Financial report for the year ended 30 June 2024

## Our vision

An Aotearoa New Zealand where all young people are able to realise their potential.

## Our mission

To tackle education inequality by developing talented individuals into highly effective teachers and inspirational leaders in all fields.

## What we intend to achieve and how we go about this

We intend to achieve our vision and mission by building a community of changemakers and supporting them to grow as teachers and as leaders. We do this through both the Teach First NZ Programme and our Master of Community Action and Social Impact.

The Teach First NZ Programme is employment-based, offering carefully selected participants the opportunity to teach in a secondary school serving a low-income community while completing a postgraduate qualification.

The Master of Community Action and Social Impact, which we began delivering in 2024, supports

candidates who have identified a challenge within a community they serve, to co-design a project to implement change.

Our Kairapu, comprised of alumni of our programmes and kaupapa aligned individuals are united in taking ongoing action to achieve our vision.

Our goal is to continue growing the number of exceptional people working within the education sector and community, to support young people in realising their potential. This depends on the amount of funding we receive, and we actively engage with the Ministry of Education, the Tertiary Education Commission, and philanthropic funders.

## We assess our performance in working towards our aims and objectives through a number of lenses, including:

### 1. Community Impact

To foster a community supporting young people in low socio-economic areas to realise their potential through our programme and beyond.

Number of:	Year ended 30 June 2024	Year ended 30 June 2023
Rautahi Pathway participants	36	22
Teach First NZ Programme participants	110	111
Kairapu (Programme alumni)	364	304
Partner Schools	67	67
Master of Community Action and Social Impact candidates	14	0

## 2. Teach First NZ Programme participant diversity

To work towards creating a more diverse Secondary Teaching workforce, representative of the communities we serve.

Participants by Ethnic Group	Year ended 30 June 2024		Year ended 30 June 2023	
	#	%	#	%
Māori	40	36%	43	39%
Pasifika	23	22%	23	21%
Pākehā	34	30%	33	30%
Asian	8	7%	9	8%
Middle Eastern, Latin American and African	1	1%	2	2%
Other	4	4%	1	1%

Participants by Gender	Year ended 30 June 2024		Year ended 30 June 2023	
	#	%	#	%
Male	56	49.5%	50	45%
Female	56	49.5%	60	54%
Genderqueer	1	1%	0	0%
Non-binary	0	0%	1	1%

## 3. Reindigenising Initial Teacher Education

To work towards reindigenising Secondary Teaching Initial Teacher Education by having a high number of Māori and Pasifika staff and board members.

Staff Members by Ethnic Group	Year ended 30 June 2024		Year ended 30 June 2023	
	#	%	#	%
Māori	8	32%	6	26%
Pasifika	12	48%	10	43%
Pākehā	5	20%	5	22%
Asian	0	0%	2	9%
Middle Eastern, Latin American and African	0	0%	0	0%
Other	0	0%	0	0%
<b>Māori and Pasifika Staff members</b>	<b>20</b>	<b>80%</b>	<b>16</b>	<b>70%</b>



Board Members by Ethnic Group	Year ended 30 June 2024		Year ended 30 June 2023	
	#	%	#	%
Māori	3	42%	3	42%
Pasifika	2	29%	2	29%
Pākehā	2	29%	2	29%
Asian	0	0%	0	0%
Middle Eastern, Latin American and African	0	0%	0	0%
Other	0	0%	0	0%
<b>Māori and Pasifika Board members</b>	<b>5</b>	<b>71%</b>	<b>5</b>	<b>71%</b>

## Key judgements and assumptions:

- Teach First NZ Programme participants are measured based on the number of enrolments in the programme, including any participants that subsequently withdraw after the reporting period.
- Kairapu (Programme alumni) are measured based on Teach First NZ programme participants who have completed all of the programme requirements.
- Partner schools are measured when Teach First NZ Programme participants are teaching in the school in the reporting period.
- The Teach First NZ Programme begins in November and participants begin teaching in partner schools three months later in February.
- Programme participants teach in their partner schools from February until December the following year.
- Ethnicity and gender data is self reported by Teach First NZ Programme participants, staff and board members.
- Ethnicity data has been grouped into Ethnic Groups to align with Ministry of Education reporting practices.
- We have begun delivery of our new Master of Community Action and Social Impact in 2024.
- This is the first time students on this programme are included in our reporting for Community Impact and Diversity statistics.

# Statement of Comprehensive Revenue and Expenses

Financial report for the year ended 30 June 2024

Revenue	Year ended 30 June 2024 \$	Year ended 30 June 2023 \$
Government Grant Revenue	1,648,622	1,628,450
Philanthropic Donations	890,187	1,017,828
Contract Services Revenue	878,218	756,882
Interest Income	77,489	14,896
Other Revenue	5,657	68,537
<b>Total Revenue</b>	<b>3,500,173</b>	<b>3,486,593</b>
<b>Expenses</b>		
Administration Expenses	(631,979)	(730,184)
Staff Expenses	(2,772,036)	(2,635,604)
Marketing and Advertising Expenses	(57,474)	(67,529)
Depreciation and Amortisation Expense	(17,315)	(22,470)
<b>Total Expenses</b>	<b>(3,478,804)</b>	<b>(3,478,804)</b>
<b>Net Surplus for the year</b>	<b>21,369</b>	<b>30,806</b>
<b>Total Comprehensive Revenue and Expenses for the Year</b>	<b>21,369</b>	<b>30,806</b>



# Statement of Financial Position

As at 30 June 2024

ASSETS	Note	As at 30 June 2024	As at 30 June 2023
<b>Current Assets</b>		<b>\$</b>	<b>\$</b>
Cash and Cash Equivalents		935,290	543,861
Receivables from Non-exchange Transactions		308,590	454,116
Receivables from Exchange Transactions		-	177,226
Term Deposits		564,840	575,000
<b>Total Current Assets</b>		<b>3,500,173</b>	<b>3,486,593</b>
<b>Non-Current Assets</b>		<b>\$</b>	<b>\$</b>
Property, Plant and Equipment		29,884	34,887
Intangible Assets		-	3,470
<b>Total Non-Current Assets</b>		<b>29,884</b>	<b>38,357</b>
<b>TOTAL ASSETS</b>		<b>1,860,236</b>	<b>1,823,201</b>
<b>EQUITY AND LIABILITIES</b>			
<b>Current Liabilities</b>		<b>\$</b>	<b>\$</b>
Trade and Other Payables		82,307	6,207
Employee Benefits		235,337	218,054
Deferred Revenue from Non-exchange Transactions	4.1	45,000	201,700
Deferred Revenue from Exchange Transactions	4.2	442,001	363,017
<b>Total Current Liabilities</b>		<b>804,645</b>	<b>788,978</b>
<b>Equity</b>		<b>\$</b>	<b>\$</b>
Retained Earnings		1,055,591	1,034,223
<b>Total Equity</b>		<b>1,055,591</b>	<b>1,034,223</b>
<b>TOTAL EQUITY AND LIABILITIES</b>		<b>1,860,236</b>	<b>1,823,201</b>

# Statement of Changes in Equity

Financial report for the year ended 30 June 2024

	Contributed Capital	Accumulated comprehensive revenue and expenses	Total
		\$	\$
Opening balance as at 1 July 2022	-	1,003,417	1,003,417
Surplus for the year	-	30,806	30,806
<b>Balance as at 30 June 2023</b>	<b>-</b>	<b>1,034,223</b>	<b>1,034,223</b>
Opening balance as at 1 July 2023	-	1,034,223	1,034,223
Surplus for the year	-	21,369	21,369
<b>Balance as at 30 June 2024</b>		<b>1,055,592</b>	<b>1,055,592</b>



# Statement of Cash Flows

Financial report for the year ended 30 June 2024

	Year ended 30 June 2024	Year ended 30 June 2023
<b>Cash Flows from Operating Activities</b>	<b>\$</b>	<b>\$</b>
Receipts from Funders	2,783,050	2,520,377
Receipts from Grants (Non-exchange Transactions)	245,000	350,000
Receipts from Other Non-exchange Transactions	639,670	334,515
Payments to Suppliers	(960,082)	(1,029,959)
Payments to Employees	(2,392,847)	(2,373,591)
Interest Received	77,489	14,896
<b>Net Cash generated by/(used in) Operating Activities</b>	<b>392,280</b>	<b>(183,762)</b>
<b>Cash Flows from Investing Activities</b>	<b>\$</b>	<b>\$</b>
Payments for Property, Plant and Equipment	(11,010)	(13,959)
Net Investment in Term Deposit	10,159	(558,524)
<b>Net Cash used in Investing Activities</b>	<b>(851)</b>	<b>(572,483)</b>
<b>Net increase/(decrease) in Cash and Cash Equivalents</b>	<b>391,429</b>	<b>(756,245)</b>
Cash and Cash Equivalents at the Beginning of the period	543,861	1,300,106
<b>Cash and Cash Equivalents at the End of the period</b>	<b>935,290</b>	<b>543,861</b>



**Ako Mātātupu**  
Teach First NZ

0800 86 5323 | [info@teachfirst.org](mailto:info@teachfirst.org) | [teachfirstnz.org](http://teachfirstnz.org)