

Message from our Director: Linda Eager

WOW!! 10 years of KGTECe! Let the celebrations begin.

Let's celebrate our fabulous TECE alumni... over 800 KGTECe graduates have made a difference to children and schools in our regional, rural, remote and critical vacancy schools (RRR) across Queensland. Check out our interactive map to see the diverse locations in which our KGTECs have started their teaching career. Thank you alumni – we are so proud of you.

Not only have you started your teaching career in a RRR school, but many of you have commenced your leadership journeys, with over 58% of our KGTECs gaining leadership opportunities in the first 3 years and over 98.3% staying in state education. We are incredibly proud of your contributions to state education.



To our current 220+ KGTECs, what an exciting adventure ahead! Your future placement schools can't wait to meet you and welcome you to begin your career. We work hard to find a placement that is a "best fit" for you coupled with our mentorship, guidance, podcasts, YouTubes and your university catch-ups.

As you all know, the fundamental purpose of the TECE is to enhance the development of high potential preservice teachers in their final year of study, and to support your successful transition into our state schools across Queensland. Well, I think we have done just that....

Preservice Teacher Programs	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026+	Totals
TECe Edge	22	49	42	65	141	133	112	97	144	171+	60	1036+
TECe Discovery	0	0	0	0	0	96+	41	72	110	84+	18	421+
KGSC General	36	82	72	110	117	169	208	152	125	120 +	-	1191+
Total	58	131	114	181	199	417	361	321	379	375+		2648+

Not only do we support KGTECe alumni to make a difference in our schools, the KGTECe team is able to lead and influence the direction of future teachers through contributing to a variety of fora promoting the teaching profession, including Queensland College of Teachers, University Advisory groups and boards.

As we move into our next cycle of funding of the KGTECe for 2026 - 2028, I can't wait to see what TECE 3.0 brings. I look forward to catching up with so many of you in our travels.

TECe Impact and Snapshots

Newest TECE Mentor, Katie Whitehead, has been hard at work creating some fun and interactive projects this term. These include the [TECe 10 Year Interactive Map](#), which highlights the schools we've helped place former TECes at across Queensland over the past decade. This interactive map is a great way to celebrate our continued impact and showcases the diverse range of schools we've partnered with throughout the years.



Additionally, for those heading off on their Professional Experience (PEX) placements after Easter, be sure to check out our **TECe RRR Placement Challenge**. This fun and engaging challenge encourages TECE participants to track and share their experiences as they embark on their PEX journeys.

To stay updated on these projects and discover what other exciting new initiatives we have in the works, be sure to follow us on our social media platforms. Connect with us today to stay in the loop with all things TECE!



Connect with
us!



Alumni Facebook Group

As part of the recognition of the last decade of the TECE impact, we would like to reinvigorate our alumni involvement and create a statewide professional community.

This is a professional learning network created to stay in touch with past members of the KG TECE program through all its iterations. This space is for collegial connections across the state, and engagement with current TECes where possible and appropriate.

Among collegial discussions, this is where you will be kept up to date with the latest in TECE, and where we would also love to get your input. Please join us by scanning the QR code to the right, or clicking below



KG TECE Alumni

Alumni Spotlight - Matilda Cahill 2023 Graduate

Matilda Cahill is a mid -year graduate from 2023. She completed her final placement and secured employment at Kowanyama P-10 State School, where she has made an immeasurable impact on her community. Matilda has also given back to the TECE community through providing support to our current preservice teachers about all things Kowanyama, RRR teaching and living, and the transition to employment post-graduation. We were lucky enough to interview Matilda about her experience through the TECE program.



What was your time like in the TECE program? (Highlights, process into final placement, employment)

I was fortunate to have Linda Eager as a lecturer in my first year of university, which meant I learned about TECE quite early on in my degree. I knew right away that this was something I wanted to be a part of. Fast forward a couple of years, and while I was on exchange overseas in 2023, I was contacted by TECE. Due to the time difference, it was initially difficult to arrange a meeting, but once I returned to Australia, the team was incredibly enthusiastic and supportive in helping me organise my final practicum and RRR (Rural, Remote, and Regional) placement.

With five subjects to complete in my final semester, the workload felt daunting. However, the masterclasses and resources provided by the TECE program gave me

the confidence I needed to transition from graduate to beginning teacher. The TECE team also connected me with Carl Stroud, a key contact for the Far North Queensland Region, who had extensive knowledge of schools in the Cape and the surrounding areas. He provided me with a list of schools that aligned with my interests and priorities, which included free accommodation, accessibility (walking distance or within driving distance), and a secondary position in biology and science. Within a week, he had contacted the schools and shared their details with me, allowing me to speak with them directly. The whole process was seamless and reassured me that I could find a school that was the right fit for me.

How have you grown in your time in Kowanyama?

In Brisbane, I kept different aspects of my life quite separate—university, work, and social life all had distinct boundaries. However, living and teaching in a remote community has meant that everything becomes interconnected. Embracing this shift and leaning on colleagues for support during challenging times has helped me build deeper, more meaningful connections.

Being the only maths and science teacher at my school has also pushed me to trust my own professional judgment and make decisions independently. Without a subject-specific mentor on site, I've had to become more reflexive and adaptable, always having a Plan A through to Plan F. No matter what challenges arise, I've learned the importance of showing up every day and being consistent for my students.

Similarly, living in Kowanyama has allowed me to simplify my commitments and be more intentional with my time. Rather than balancing multiple jobs, full-time university, and a busy social life as I did in Brisbane, I've been able to channel my energy into a few key areas—primarily my teaching and personal growth. This shift has given me the space to develop professionally, build meaningful relationships with my students and the community, and invest in my own well-being.

Awin udnum is a Kunjen term with multiple interpretations—both literal and metaphorical. It can mean Good or Right Path, Way, Road and embodies values of working together, caring and sharing, keeping culture alive, and walking the healthy way. This philosophy resonates deeply with my experiences in Kowanyama and my approach to teaching and community engagement.

What has been rewarding about your time there?

It's almost been a year since my placement in Kowie... I don't know how I can express my gratitude towards how much this place has shaped me as a young professional. Since day 1, I am always learning how to:

- Experience a new way of life and seeing the world through a different cultural lens. I've had the opportunity to learn about Indigenous ways of being, knowing, and doing. Going out on Country most weeks with the students has been incredibly rewarding (and a nice break to the week).
- Bridge the gap between past and present knowledge, using history and culture as tools to shape current beliefs and drive sustainable change.
- Create opportunities to strengthen cross-generational relationships, cultural knowledge, and community collaboration.
- Work alongside other Junior Secondary teams in the Cape to design integrated units that are contextualised within our schools and communities.
- Be the biggest hype girl for my students and celebrate the small wins, ESPECIALLY with music. Praise is the best ESCM.

As a beginning teacher - Having a small(ish) cohort of secondary students (Year 7-10) - has allowed me to make the time (since my first placement) to understand each

student's perspectives and needs. I believe this has created a learning environment that prioritises respect, patience and consistency, which – in such a small amount of time - has had positive impact on student engagement and my ability to manage challenging behaviours with empathy.



Why TECE?

I have always wanted to work in a remote community, but I didn't know where to begin. Unlike standard university placement processes, where we have all been randomly allocated to schools due to our location (or other factors such as high demand), TECE offered a tailored approach that specifically suited my needs as an undergraduate. I was hoping that the program would allow me to explore remote teaching opportunities in a way that aligned with my goals and interests. Similarly, I believed TECE could provide the guidance, resources, and connections to help me navigate my transition into teaching in a remote school with confidence and support.

Tell me about your career transition—how did TECE support your transition?

TECE played a crucial role in my transition from university to full-time teaching. Being a mid-year graduate, I honestly thought I was going to have 6 months off before committing full-time to a teaching role. However, TECE not only assisted in securing a placement that aligned with my career goals but also provided valuable insights into what to expect when working in a remote setting (which I fell head over heels cowboy boots for). It is, without question, their support, mentorship, and flexible approach, that gave me the tools that have helped me feel as confident as I do stepping into the classroom each day.

What have been your proudest moments so far?

- Engaging students through two-way learning—incorporating both curriculum and cultural knowledge while building partnerships with the community.
- The secondary students writing, recording, and producing a song and music video called "Kowanyama Dreaming" — in collaboration with Apunipima and the Tackling Indigenous Smoking (TIS) team. They ask to listen to this song at least once a day...
- Leading a Girls of Oz trip to Sydney with my sister*, where 8 students (from Year 6-10) performed at the Sydney Opera House. A highlight before the trip, was yarning with an Elder from the community Pricilla Major - about the meaning of the words of the chorus of True Colours in Kokoberra. [Watch here.](#)
- Organising and choreographing the secondary dance at the end-of-year whole school concert. This one was by far my favourite - I was so incredibly proud.

Fourteen of my students defied the odds and performed in front of the community. Even one of my students said encouragingly to another peer "Nothing to be shame about. It's only friends and family." My heart burst.

*At the end of my placement, I was adopted into the Aiden family and given a freshwater dreaming totem by my sister from her dad's side (Kunjen). It is pronounced "*koy-in-gee*" in language – meaning stingray.



Thank you!

As we reach the end of the term, and head towards our Ten Years of TECE celebration, we would like to take this opportunity to thank all of our partners and stakeholders for their support in the past, the present and in the future.

To our current TECE PSTs, your engagement in our program and flexibility in the placement process has been much appreciated. Please continue to reach out for support and assistance, as well as feedback as to how we can fill any gaps in our professional development area to support you through to employment.

To our TECE Alumni's, you are the program. We continue to grow in this space and expand our ability to support high potential PSTs and employment in RRR schools because of your commitment to our program. Thank you for allowing us to be a part of your journey and thank you for your support with our current program, passing on your wisdom.

To our school leaders and their communities and our partner/immersion schools, you are the reason our program can continue to expand. Thank you for your support in accommodating and hosting our PSTs. Your warm and welcoming culture is what keeps our students in the program and supports their transition to employment in communities that really need them.

To our university partners, thank you for your ongoing support of the TECE and promotion with your students to work in RRR locations and join the program. We appreciate working alongside you and welcoming us into your higher education community as we prepare our PSTs to become educators of the future.

To our HR business partners and teams, and our central office and regional colleagues - no one knows our schools like you and your support of the program and

in placing our TECes is immeasurable. As we move forward in this space, we are excited to continue this valuable work in supporting our RRR schools across the state.



Email: tece@kelvingrovesc.eq.edu.au | **Address:** L'EStrange Terrace, Kelvin Grove QLD 4059 | **Phone:** 07 3552 7354