

AARE 2025 Workshop – Written Feedback to Decadal Plan Consultation Paper

What are the key areas or issues for future research in each field or sector?

- Neoliberal agenda, buying into the dominant discourse rather than recognising it (or is it just a summary potentially the object of critique through research)
- What do we mean by research in education? Can we establish a cross-sectoral definition?
- What counts as evidence in the context of research? Who has the authority to determine this?
- How can we avoid a hierarchy of research types and methods, and be contextually responsive to the design and use of research
- Push for RCTs but collapse due to feasibility and what types of
- Education beyond the research community and the ways it can be used and valued
- Visibility and a voice (e.g. the AARE is fantastic, but the audience is not broader in terms of influencing policy)
- How can we create another space where there is dialogue between researchers and policy makers/policy actors
- More advocacy for the researcher voice
- Pressure to align with externally imposed policy agenda – how do we trouble this reality?
- Support for researchers to learn how to communicate findings in a manner that can have uptake, gain cut-through
- The possibilities of those in between spaces to assist cut through
- The need for advocacy for practitioner inquiry in schools as a legitimate form of research that can influence policy; the role of school-university
- The necessity of understanding the role of educational leaders in schools as policy translators. Policy needing to account for the roles of executive and middle leaders in contextualising policy
- How we account for different funding models and the different positioning of government and independent schools
- Privatisation of schooling,
- Educational economists – accessibility of the data to interrogate the economics of our education system
- The purpose of education in Australia – a crucial precondition for thinking through all the other issues – Mparntwe Declaration goals, & alignment with Federal and State Policy – how do we translate these goals to create equity

- The need for researchers to be devils advocate – to challenge the acceptance of the narrowing of policy, the role of accountability/legislative structures
- How do we create policy landscapes that reduce incoherence in implementation?
- What do we mean by research in education? Can we establish a cross-sectoral definition?

How are we going to advance these areas in the immediate and longer term?

- More engagement
- Stronger networks
- Having the messaging right
- Developing an ecosystem of multiple voices? Flatten hierarchies to enable dialogism.
- Researchers are well equipped to model respectful, nuanced dialogue – we need to be finding forums to do this