

impact that has for the wider reputation and standing of the profession could be helpful to inform engagement with media and broader communications campaigns.

- How can teachers improve student learning outcomes by employing evidence-based strategies and practices that are tailored to specific contexts, such as diverse cultural settings, socio-economic backgrounds, rural and remote schools, and classrooms with varying levels of student ability and learning needs? Additionally, how can these strategies be adapted and scaled to address a broad range of educational environments, including early childhood education, primary and secondary schools, and vocational or higher education settings?
- Research on student assessment, acknowledging the limited depth of existing studies in this area. While the implications of AI in assessment are currently a prominent topic, the most effective methods to assess student learning and enhance outcomes is yet to be fully explored. Much of the existing research critiques standardised assessments, such as NAPLAN, but often lacks robust, practical, and evidence-based alternatives that demonstrate what works best in practice.
- Artificial intelligence (AI) is a fast-evolving topic globally, and not restricted to the education sector. With this digital evolution, coupled with the ongoing feedback regarding the administrative burden on teachers, timely consideration of what the most effective and ethical uses of AI for teachers would be prudent. Supporting research topics may also include: How can AI assist teachers to manage administrative burden while protecting professional judgement? What are the impacts of the use of AI on classroom practice and student learning outcomes? What is the best practice in equipping teachers to teach in a world of AI/technological advancement?
- On the opposing side to progressive technology, what are the cognitive impacts on student learning from early technology access and how teaching practices need to adapt to respond to these changes.
- What are the best practice approaches to equip teachers to identify grooming behaviours, support child safety, and understand their mandatory reporting obligations?
- As with any other profession, ongoing professional development is necessary to ensure a workforce is not only improving but remaining current with an ever-evolving society. Research on professional development topics would identify areas to build teacher capacity and capability, efficiently and effectively and may also attract and retain the workforce. For example, professional development may focus on best practice approaches to embed First Nations perspectives and practices into learning frameworks.
- To encompass and support all research, it would also be advantageous to focus on how to translate research into practice to increase the chances of success that evidence-based findings are effectively implemented in teaching policy and ultimately in practice.
- Leadership experience of the employment of teachers who are less than 3-year trained as an Early Childhood Teacher or who have been fast-tracked through a masters qualification without the completion of an undergraduate qualification (either in a teaching or non-teaching field).
- How teachers who have been provided with substantial mentoring and guidance during their pre-service years, then experience teaching once the 'apron-strings' come free.

2. What steps should we take to drive short-term gains and long-term advancement in these areas?

To achieve short-term gains, it is essential to prioritise funding, consultation, and the establishment of partnerships. Collaborations between schools, universities and communities should be fostered to co-design research projects that address pressing educational challenges. These partnerships could be further supported by pilot programs aimed at testing and refining innovative teaching and learning strategies.

For long-term advancement, foundational work is needed to develop a national education data infrastructure that enables evidence-based decision-making and supports the evaluation of educational practices. Additionally, investment in longitudinal studies is critical to track the sustained impact of interventions over time.

Finally, fostering international collaboration to share knowledge and address global challenges would position Australia as a global leader in teaching and education research, ensuring our education system remains competitive and forward-thinking. In the teacher regulation [REDACTED] is part of the Australasian Teacher Regulatory Authorities (ATRA) and a member of the International Forum of Teacher Regulatory Authorities (IFTRA), which supports connections between the TRAs from Africa, United Kingdom, Ireland, Scotland, Canada, Iceland, Fiji and Papua New Guinea.

3. What mechanisms are most effective for addressing the aims of the Decadal Plan?

It is understood the Decadal Plan aims to deliver:

- Proactive responses to sector challenges, such as inequity in the education system, and a better understanding of workforce needs and capabilities to ensure strong education outcomes
- A shared vision for the direction for Australian education research
- Coordinated sectoral arrangements for a more connected and impactful national educational research capability
- A pathway for growing investment in Australian education research.

As mentioned above, partnerships and collaborations are necessary to ensure any research addresses the needs of stakeholders.

Any research findings should be communicated in accessible formats, such as policy briefs, infographics, and professional development resources. It will also be necessary for there to be clear pathways for translating research findings into practical strategies and tools for educators and policymakers. By producing accessible information and clear tools for users, this increases the chances of success of applying research findings and proactively responding to sector challenges.

Integrated approach to research

A more integrated approach to research across sectors may have numerous benefits. [REDACTED] ATRA share learnings and information cross-jurisdictionally which allows the opportunity for benchmarking and national consistency where feasible. If collaboration is proposed across sectors, this would foster innovation from combining insights from a diverse range of disciplines. For example, basic psychology could be leveraged to inform best teaching practices or could inform what may be the most successful workforce attraction and retention methods. This is similar

to how psychology and data on human behaviours is utilised in marketing techniques.

Collaboration may also minimise duplication and maximise the impact of funding, whilst also fostering innovation by integrating diverse perspectives and expertise.

Quality and equity for learners

Diversity among teachers and students encompasses variations in cultural backgrounds, languages, abilities, socioeconomic statuses, genders, religions, learning styles, and personal experiences, all of which contribute to a richer and more inclusive educational environment. It is important, however, to ensure teachers are adequately equipped to support a diverse range of students.

Research could focus on exploring protocols or arrangements that ensure teachers are resourced and supported to provide quality teaching and learning for students. If challenges are encountered, what are some additional support mechanisms and best practice approaches that are available to teachers?

There are also opportunities to explore the best practice use of paraprofessionals – for example, where teachers are leading teaching and learning whilst there is highly effective use of teacher aides and support workers to take care of lunchtime duty and one-on-one support to assist with a diverse range of needs.

It is recognised that challenges can arise when research findings suited to one specific context (e.g. sector, demographic, region, or cultural group) are applied to a different context. For instance, while attendance strategies might be the most effective method in certain situations, it may not be universally applicable. To address this, it is suggested that an integrated approach to research be adopted, ensuring findings and recommendations are adaptable to diverse contexts and emphasising the need for teaching practices to be flexible and responsive to the unique needs of learners.

With regards to systematic changes to embed First Nations perspectives and practices in curriculum, engagement with a diverse group of First Nations representatives is encouraged.

Attraction and retention

The consultation paper notes the Australian Government recognises the need to fund initiatives and develop frameworks to support the recruitment and retention of the education workforce.

To better understand workforce attrition, research could explore what are the effective models of mentoring and inductions for early career teachers and what are the advantages and disadvantages of each model.

With a specific focus on early childhood education and care, research could explore the efficacy of mentoring relationships where a mentor is required to support early childhood teachers across a number of centres, as opposed to where there may be a more regular and close mentoring relationship between teacher and mentor (i.e. where there might be two teachers on staff, or a mentor supports only 2-3 centres). Research may wish to explore whether there are other places in the world that do this, and if so, how is this sufficiently resourced and funded.

Across the profession, research could explore the various models and programs that have been developed at both state and national levels to attract individuals to teaching (Teach for Australia) to explore the 'return on investment' across these programs to identify key lessons to inform future

initiatives.

One example of current attraction strategies is the 'Grow Your Own' model. This involves small Christian institutions collaborating with schools to facilitate workplace learning opportunities alongside study, which could serve as a framework for engaging individuals from various minority backgrounds. For instance, the Christian Heritage College employs an embedded practice model.

Conclusion

In conclusion, [REDACTED] fully supports the development of the Decadal Plan as a vital framework for addressing challenges and opportunities in the education sector. By prioritising practical, evidence-based research, fostering cross-sector collaboration, and ensuring findings are effectively translated into practice, the Decadal Plan has the opportunity to drive meaningful improvements in education outcomes, workforce development, and policy implementation.

[REDACTED] highlights the importance of research that addresses the diverse realities of Australian education, including the needs of different cultural, socio-economic, and regional contexts, while also focusing on teacher preparation, professional development, workforce attraction and retention, and the integration of emerging technologies. By investing in strategic partnerships, longitudinal studies, and a robust national education data infrastructure, the Decadal Plan has the potential to position Australia as a global leader in education research and innovation, supporting a resilient and equitable education system for all.

[REDACTED]

[REDACTED]

[REDACTED]