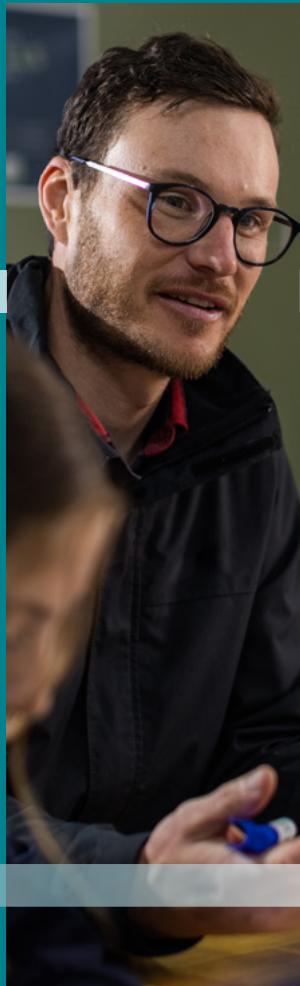


Australian Education Research Organisation

Annual report 2025





Artwork by Shaun Edwards, Wildbarra Co. www.wildbarra.com.au

Acknowledgement

AERO's work is made possible by the joint funding it receives from Commonwealth, state and territory governments.

Acknowledgement of Country

AERO acknowledges the Traditional Owners and Custodians of the lands, waterways, skies, islands and sea Country across Australia. We pay our deepest respects to First Nations cultures and Elders past and present. We endeavour to continually value and learn from First Nations knowledges and educational practices.

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The Australian Education Research Organisation (AERO) is Australia's national education evidence body, working to achieve **excellence** and **equity** in educational outcomes for all children and young people.



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Introduction

Message from the Chair

When the Australian Education Research Organisation (AERO) was established, Ministers envisioned a trusted, national body that could bring clarity, consistency and rigour to the evidence available to support early childhood education and care (ECEC) and schools. Five years on, AERO continues to build the foundation for informed decision-making and drive a culture of evidence-based practice that will deliver lasting improvements in outcomes for children and young people.

One of AERO's highest priorities has been its deep engagement with governments, systems and sectors to identify areas of greatest need. By actively listening and shaping an agreed program of work, we have ensured that every initiative responds to shared national priorities and aligns with the areas of highest value. This strong alignment underpins AERO's credibility and has supported the growing uptake of its guidance and resources.

We are encouraged by emerging signs of impact. The use of AERO's research and insights in government initiatives reflects a level of trust that has been hard-earned. Similarly, widespread engagement with key AERO resources, in both ECEC and schools, reflects AERO's commitment to work that is not only rigorous, but genuinely practical and relevant for educators.

These achievements underscore how AERO has become an essential part of Australia's education architecture, a reliable partner to governments and a respected contributor to system improvement. Education across the country is stronger for AERO's presence, and the Board is proud of the role we play in advancing excellence and equity through evidence.

I would like to acknowledge and thank Ministers and system and sector partners. All have contributed to establishing a robust foundation for AERO's next chapter. The Board looks forward to supporting continued growth and impact in the years ahead.



Dr Lisa O'Brien AM
Chair, Board of Directors

Message from the CEO

Nearly five years since AERO's establishment, we're proud of the impact AERO has had in strengthening the role and quality of evidence in Australian education. We've remained focused on a clear vision – to achieve excellence and equity in educational outcomes for all children and young people through effective use of evidence.

Every year, we work closely with governments, systems and sectors, educators and teachers to shape a Research Agenda that addresses national and jurisdictional priorities across ECEC and schools. We then deliver original research, evidence synthesis and practical insights that make a real difference to practice in ECEC services and schools. Our focus has always been on generating and translating evidence into guidance and resources, and ensuring their uptake by educators, teachers, leaders and policymakers to inform their work because evidence only matters when it contributes to better practice and policy.

This commitment is delivering results. AERO's work is embedded in guidance across multiple Australian jurisdictions, demonstrating confidence in the quality and relevance of what we produce. Our flagship model of learning and teaching, published more than two years ago, continues to be widely accessed, featured in presentations and implemented in schools. Even more gratifyingly, it has been widely adapted and taken up by jurisdictions in their own teaching and learning models, as a result of the work we've been doing with Departments and systems. In ECEC, we're soon to release an intentional teaching model, based on what we know about the importance of play-based learning with intentionality for our youngest learners. This work will help educators and teachers maximise learning outcomes for children by addressing the knowledge and practice gap that impacts effective play-based learning.

As a non-First Nations organisation, AERO is also proud to be leading the way in embedding First Nations perspectives across all aspects of our work. Our commitment began with appointment of a First Nations Board Member and Deputy Chair – Emeritus Professor Colleen Hayward AM – and the embedding of First Nations perspectives in our research governance and data policies. We have since appointed a Chief Advisor First Nations to lead a First Nations team, and delivered bespoke cultural responsiveness training to all our staff. These foundations are formalised through our First Nations Charter, which guides respectful engagement and accountability at every level of AERO.

As we reflect on our first five years, we can see how AERO's work is contributing to strengthening Australia's education systems. We remain committed to supporting systems and sectors, educators, teachers and leaders with the best available knowledge so that every child and young person has the opportunity to succeed.



Dr Jenny Donovan
Chief Executive Officer

Our impact comes from doing three things well – and doing them together.

We generate

high-quality evidence on the issues that matter most to education systems and sectors. We deliver timely, policy-relevant and practical solutions that work in real-world settings.

We translate

evidence into action. We provide clear guidance, practical resources, implementation insights and responsive advice to help decision-makers and educators embed evidence with confidence and coherence.

We partner

with systems, sectors, ECEC services and schools to implement evidence-based practices and deliver system-wide change. We build trust and shared accountability to co-deliver solutions that reflect the diversity of Australian education settings.

About AERO

Our origins

In response to a landmark 2018 review, Australian governments established a national education research institute to identify and promote evidence-based approaches that improve learning. AERO now supports policymakers and educators nationwide to drive excellence and equity in education.

Our vision

We were incorporated in 2021 with the vision for Australia to achieve **excellence and equity in educational outcomes for all children and young people** through effective use of evidence.

Our purpose

AERO's purpose is to position Australia's educators at the forefront of education research to improve learning outcomes for all children and young people.



Today, AERO is playing a pivotal role in achieving an evidence-based education system that delivers excellence and equity for all children and young people in Australia.



Five years of impact



Over the past five years, AERO has bridged the gap between evidence and practice across ECEC and schooling, demonstrating how rigorous evidence can drive practical change. Partnering with governments on shared priorities, we deliver high-quality evidence on Ministers' agreed topics, and translate insights into guidance and resources.

These partnerships strengthen evidence-informed decision-making and reach educators at scale, as systems and sectors regularly share our resources with teachers and staff across their networks.

The examples that follow illustrate how these partnerships are translating evidence into tangible improvements in policy, practice and learning across Australia.

Leading the growth of evidence-based teaching in schools

AERO has taken a deliberate and structured approach to advancing evidence-based teaching, including explicit instruction – one of the most effective ways to improve student learning. While research clearly shows the benefits of explicit instruction and other evidence-based practices across subjects and year levels, translating the evidence into consistent classroom practice requires more than publishing resources. It demands partnership, practical support and sustained implementation.

Teaching for How Students Learn: AERO's model of learning and teaching

Evidence to practice

AERO's Teaching for How Students Learn model¹ translates the science of learning into a coherent, practical framework that connects what we know about how students learn to 18 evidence-based classroom practices. The model helps teachers select and sequence strategies to match whether students are acquiring, consolidating or applying new learning. The model is underpinned by our research report, *How Students Learn Best*,² which explains why practices like explicit instruction, managing cognitive load, and retrieval practice improve outcomes.

Each practice in the model is supported by accessible guides and videos that show expert teachers demonstrating good practice in a range of education settings and contexts. This includes:

15
practice
guides share
evidence-backed
techniques

1
matched set of
classroom videos
show the techniques
in real lessons

7
plain language
explainers explain
the evidence on
how students learn

2
rubrics define
capabilities, indicators
and criteria for explicit
instruction and formative
assessment that
teachers can use for
reflection, observation
and improvement.

Real-world value

AERO's model of learning and teaching is actively informing system-level approaches to teaching across Australia. The model has informed:

- the Tasmania Department of Education, Children and Young People's pedagogical framework³
- the NSW Department of Education's statement on explicit teaching⁴
- the Northern Territory Department of Education and Training's pedagogical model
- Victoria Department of Education's update to the Victorian Teaching and Learning Model, VTLM 2.0.⁵

Through this adoption, AERO's model or work it influenced has been shared with more than 118,000 teachers and school leaders. Reflecting this strong interest in how students learn, the model is our most popular individual resource, with 23,508 downloads from AERO's website. Additionally, AERO delivered 14 presentations on the model to diverse audiences of teachers and school leaders across jurisdictions in 2025 alone.

“

We have been on a Science of Learning journey for about five years ... explicit instruction has lifted student engagement and outcomes across all areas.”

— Primary school leader

Implementation in schools

Evidence to practice

For all students to benefit from effective teaching, evidence-based teaching practices need to be implemented successfully. AERO's Learning Partner Project⁶ is demonstrating how using a deliberate and structured approach to implementation can help schools achieve this. Since 2023, we've partnered with 51 schools across four states, working alongside leaders and teachers to support and learn about an approach to implementation that can lead to sustained practice change.

Drawing on key concepts from implementation science, we've developed an approach that is grounded in school context, focuses on evidence-based teaching practices, and relies on four components: using a staged approach, addressing enablers and barriers, using implementation strategies, and monitoring implementation outcomes. We share what we learn about the effectiveness of the approach in annual discussion papers⁷ and practical resources⁸ that Australian schools can use to implement evidence-based teaching practices in their context.

Real-world value

Teachers in learning partner schools have reported increased confidence and capability using explicit instruction. They've also observed improvements in engagement, behaviour and achievement for students working below, at and above standard. School leaders also report school-wide benefits, including improved knowledge and skills in using a deliberate and structured approach to implementation, and increased consistency of explicit instruction practice across their school.

Importantly, we learned that these promising results were strongest when implementation was team-based, protected from competing initiatives, and tailored to local enablers and barriers – conditions that support fidelity and sustainability of practice change. As this work progresses, AERO's focus is expanding from supporting schools directly, to also enabling systems to use evidence-based implementation and provide the conditions and resources schools need to succeed.

Somerville Rise Primary School

Somerville Rise's experience contributes to AERO's wider insights on implementing evidence-based teaching practices in schools, helping inform better implementation supports for others.

“

When I joined Somerville Rise, teaching practice varied across classrooms, and our writing outcomes weren't where we wanted them to be. Through the Learning Partner project, we refined our instructional model alongside our teachers, developed a strong shared approach to explicit instruction that our teachers understood and trusted, and used implementation strategies such as professional learning, coaching, modelling and feedback.

Coaching can be very confronting for teachers, but stepping into the classroom to be observed myself fostered a lot of trust in leadership and in the implementation process. We're now seeing more consistent teaching, stronger learning for students, and greater professional pride and accountability among staff. Teachers even report that classroom management is easier as students have responded well to the rhythm of a familiar routine in their lessons.

Knowing that what went on inside our classroom walls is contributing to a body of knowledge that will support more schools, teachers and students is enormously gratifying.

Working with AERO helped us embed change in day-to-day classroom practice, not just talk about it.”

— Matt Jackson, Principal, Somerville Rise Primary School

Increasing capability and quality across ECEC

AERO is building a strong, evidence-informed foundation for increasing capability and quality across the ECEC sector. Our work prioritises supporting educators and teachers to deliver high-quality learning and development experiences for children, informed by evidence. This includes pioneering research to understand how service quality impacts children's outcomes, and practical ways to build educators' and teachers' skills and confidence.

Linking quality early learning and children's development

Children's experiences in ECEC shape their long-term learning, development and wellbeing. We partnered with researchers at the Queensland Brain Institute at the University of Queensland to explore the relationship between ECEC service quality and children's development in their first year of school.

Breakthrough finding

Australia's National Quality Standard (NQS) effectively assesses the aspects of ECEC service quality that make a difference for children. This study provided the first empirical evidence of the link between NQS ratings and children's development.

Children in services with higher NQS ratings were less likely to be developmentally vulnerable, especially if the service was rated as 'Exceeding' the standard. This was true for all children, regardless of their background. Three areas stood out as especially important:

- educational program and practice
- the physical environment
- relationships with children.

Real-world value

There has been strong external interest in this innovative work, which shows that government investment in quality ECEC can be a critical lever for improving children's long-term educational and developmental outcomes. AERO has received multiple invitations to present the findings to systems and regulatory authorities. The research was also discussed at the 2024 Early Childhood Australia (ECA) National Conference and referenced in the Australian Children's Education and Care Quality Authority's 2024 National Quality Framework Annual Performance Report. Productivity Commissioner, Martin Stokie, noted the research and signalled the value of further work in this area.

The Front Project and Deloitte Access Economics published an explainer on this research,⁹ quoting the Honourable Julia Gillard AC.

“

I'm personally thrilled to hear that researchers at AERO have been able to track the positive impact of attending Exceeding or Meeting rated ECEC services on children's developmental outcomes at scale.”

— The Honourable Julia Gillard AC

National early career teacher mentoring and induction support

The National Children's Education and Care Workforce Strategy (2022–2031) identified that mentoring and induction support for new teachers is critical for a sustainable, high-quality early childhood workforce. In 2022, AERO was given responsibility for two action items under the strategy. We worked in partnership with Deakin University to consider the appropriateness of national early career teacher mentoring and induction support, following a review of existing supports available at jurisdictional and local levels.

Together, AERO and Deakin University conducted:



Breakthrough finding

We published the findings in a research report¹⁰ in 2025. We found widespread support for enhanced mentoring and induction for new ECEC teachers, but significant structural barriers to delivering them. Induction and mentoring were considered essential by all participants, but many early childhood teachers described experiences that fell far short of what's considered effective. This is a major barrier preventing these supports from working as intended.

The research points to clear areas where a change in approach would provide benefits:

- **National commitment:** All early childhood teachers deserve access to quality mentoring and induction, regardless of location or service type.
- **Integrated workload:** Mentoring and induction must be built into teachers' and mentors' paid working hours, not rely on goodwill.
- **Trained mentors:** Accessible, affordable mentor training programs with remuneration for participation.
- **Cultural recognition:** Particular attention to the role of Elders in communities where pedagogical and cultural mentoring are interconnected.
- **Investment in time:** Recognition that short-term investment in dedicated, unhurried time leads to long-term benefits for teacher identity, professionalism, wellbeing and retention.

Real-world value

This research provides much-needed evidence to help strengthen mentoring and induction across the ECEC sector. It points the way toward more equitable, effective support for early childhood teachers, particularly those in non-school settings nationwide. It's being discussed in national forums, including at the 2025 ECA National Conference and was referenced in the Productivity Commission's A Path to Universal Early Childhood Education and Care inquiry report.¹¹



Education leaders, unions and early childhood advocates have welcomed the report's findings. They note that robust mentoring and induction can help new teachers develop essential skills, increase confidence, and foster a culture of collaboration within schools and early learning centres."

– *Education Daily*¹²

Equity: Building the evidence to drive outcomes

AERO is committed to ensuring every learner has access to high-quality education, regardless of background or circumstance. Our equity-focused research is building the evidence base so that ECEC services, schools, sectors and systems can create inclusive, equitable learning environments that effectively support diverse learners to succeed.

Enhancing support for English language learners

Around 25% of Australian students come from a language background other than English and learn English as an additional language or dialect (EAL/D). To better understand their needs, AERO analysed data from more than 110,000 English as an additional language (EAL) primary and secondary students across NSW government schools (2014 to 2022). This was the most comprehensive Australian investigation to date into how long it takes EAL students to develop the English skills needed for equitable participation in curriculum learning.

Breakthrough finding

AERO's research indicated that EAL students need considerable time to learn English while learning the curriculum. We found that students who begin school at the 'Beginning' phase of English proficiency typically need at least six years to learn English to the level that they can equitably participate in curriculum learning. This suggests that, for those starting school in Kindergarten (the first year of schooling in New South Wales), they're likely to need support throughout primary school. Those starting later often need continued support into secondary years.

We also found that, as students learned English, each English language learning phase took longer to achieve than the phase before. Moreover, some student groups, on average, progressed more slowly than others, including students in the lower half of the socio-educational advantage scale, students with refugee experiences, and students starting school in Kindergarten rather than later primary years.

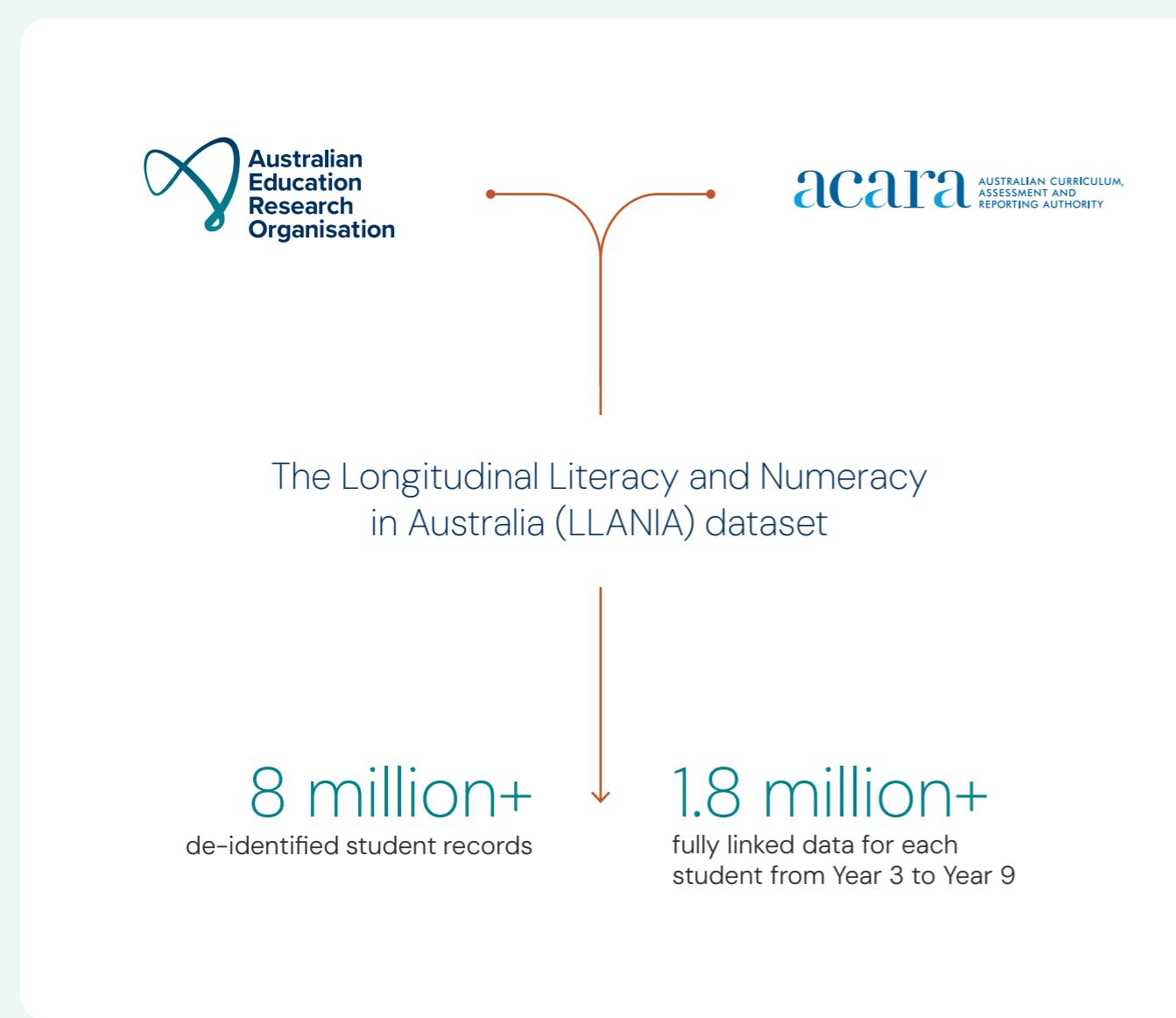
Real-world value

Effective responses include allocating resources based on individual student needs, improving assessment and reporting practices, and offering targeted professional development for teachers working with EAL students. This evidence is critical for informing policy and funding decisions, and has significant implications for how schools plan, implement and resource EAL support.

The findings have been welcomed by policymakers, EAL/D consultants, and practitioners nationwide. Stakeholders note that the evidence challenges common assumptions about the speed of English acquisition and underscores the importance of recognising EAL students as a national equity priority group. By strengthening the evidence base in this area, AERO is helping ensure EAL students across Australia receive the targeted and ongoing support they need to succeed.

Learning outcomes of students with early low NAPLAN performance

The Longitudinal Literacy and Numeracy in Australia (LLANIA) dataset, developed by AERO with support from the Australian Curriculum, Assessment and Reporting Authority (ACARA), links NAPLAN results from 2008 to 2024 for students from Years 3 to 9. The largest of its kind nationally, the dataset contains de-identified records for over 8 million students, and fully linked data (students having four complete linked records in Years 3, 5, 7 and 9) for more than 1.8 million. AERO is using LLANIA to explore educational questions in ways that weren't previously possible. A national sample of LLANIA is also available for use by Australian education systems and sectors through ACARA's Data Access Program.



Breakthrough finding

AERO's first analysis using LLANIA¹³ tracked the progress of around 190,000 early low-performing students – that is, those at or below the National Minimum Standards in their Year 3 NAPLAN tests. We found that fewer than 1 in 5 of these students caught up to their peers and stayed that way to Year 9. We also found that students from equity groups were overrepresented among those consistently below learning expectations from Years 3 to Year 9 for both reading and numeracy.

Moreover, our analysis showed that learning gains were hard to maintain. When students had early low performance, the best opportunity for improvement was between Years 3 and Year 5. However, even when students with low Year 3 performance achieved expectations in Year 5, only around half continued to perform this way until Year 9.

Real-world value

This research highlights that students who perform below expectations early in their schooling are unlikely to catch up without additional, targeted support. It confirms that the best time to intervene is early, as soon as a need is identified. It's also important to monitor student learning interventions to make sure they're effective. LLANIA can support this work.

AERO's findings were quoted in *Improving Outcomes for All: The Report of the Independent Expert Panel's Review to Inform a Better and Fairer Education System*,¹⁴ delivered to Ministers in 2023. Our article in *The Conversation*¹⁵ was read by 18,000 readers, the work was featured in other media articles, and the findings were highlighted by Education Minister, Jason Clare.

“The evidence shows if you have fallen behind at school it's really hard to catch up. Only one in five students who are behind the minimum standard in literacy and numeracy in Year 3 are above it in Year 9. This is what we have got to fix. Early identification and intervention is critical.”

– the Honourable Jason Clare, MP, Minister for Education

Supporting education systems to embed evidence into policy

AERO knows that research alone will not change policy or practice. Research needs to be translated, adopted and implemented for change to occur. We provide flexible, responsive support so education systems, sectors and policymakers can make informed, evidence-based policy decisions that turn evidence into action.

Direct support to education systems

AERO works alongside governments, systems and sectors across Australia, building capability to translate and communicate research and providing embedded support tailored to local priorities and contexts. Over our first five years, this has included work on topics such as cognitive science, effective teaching practice, implementation and multi-tiered systems of supports (MTSS). We provide workshops, consultations, reviews of draft policies and resources, focus groups with staff, and timely evidence to guide strategic decision-making. We also offer tailored guidance and resources, advice on enacting policy, and feedback on guidance for ECEC services and schools.

We work with systems to design and refine policies, programs and implementation approaches using evidence on both what to do and how to do it.

Importantly, we provide practical adaptations and bespoke support for local contexts.

Through ongoing partnerships, AERO has supported Victoria (VTLM 2.0), New South Wales (explicit teaching in NSW public schools), Tasmania (pedagogical framework) and the Northern Territory (new learning and teaching model) in updating their pedagogical frameworks.

By providing iterative feedback and targeted, evidence-based guidance on the learning process and its connection to practical instructional strategies, we've helped systems strengthen guidance in line with rigorous research evidence.

We've also supported states and territories with specific priorities. For example, the NSW Education Standards Authority commissioned AERO to prepare an overview of the evidence underpinning a knowledge-rich curriculum and outline key design features and enablers to effectively enact it in schools.

We've partnered with the WA Centre for Excellence in Explicit Teaching of Literacy to evaluate their Centre for Excellence internship program, which aims to improve whole-school explicit literacy teaching practices in WA public primary schools. This research opportunity enabled us to gather evidence about the mechanisms, circumstances and delivery methods that make professional learning effective for promoting evidence-based practices, while providing the Centre with insights into the effectiveness of their program.

Research alone doesn't change systems. Change happens when evidence is translated and embedded.

– **AERO provides tailored, hands-on support to help governments and education systems turn evidence into actions that work in local contexts.**

Focus on literacy

Since 2023, AERO's CEO has been a member of the Lifting Literacy Oversight Monitoring Group established by the Tasmanian Premier to provide oversight on progress and outcomes of the Lifting Literacy Community-wide Framework and Recommendations. This role supports transparency and accountability, and continued alignment to what research tells us is most effective for literacy instruction. AERO has also worked directly with the Tasmanian Department for Education, Children and Young People to align policies, guidance and professional learning to the science of reading evidence base, providing expert review and advice on specific documents and resources.

In addition, AERO supported the Queensland Department of Education's reading commitment¹⁶ to teach reading consistently, ensuring teaching practice is aligned with the evidence on how students learn to read effectively. AERO worked in partnership with the Department to review their position statement, literature review and training package. AERO also coordinated 'statements of support' articulating our support for the reading statement with the Department.

In late 2023, the ACT Government announced an inquiry into literacy and numeracy instruction in ACT public schools. AERO's written submission¹⁷ covered evidence-based literacy teaching practices, MTSS and how to best support implementation. The expert panel's final report reflected AERO's work and included many of our recommendations. In 2024 and 2025, AERO met with the ACT Directorate of Education to support implementation of the resulting Strong Foundations reform program, providing further advice on principles of effective MTSS and key considerations for education systems to support implementation of evidence-based teaching practices in schools.

Embedding evidence in initial teacher education

The Australian Government established the Teacher Education Expert Panel in September 2022 to advise on reform areas, including strengthening initial teacher education (ITE) programs to deliver confident, effective, classroom-ready graduates. AERO was commissioned to synthesise research on evidence-based teaching practices with the greatest impact on student learning to inform the necessary core content, and AERO's CEO was appointed to the Panel.

AERO's research was extensively referenced in the Panel's advice to the Australian Government in June 2023.¹⁸ The recommendations highlighted the need for a systematic approach to embedding evidence-based core content in all ITE programs, drawing directly from AERO's findings. On 7 July 2023, all Education Ministers agreed to amend national accreditation processes to mandate the core content within ITE by the end of 2023 and ensure it was embedded in all ITE programs before the end of 2025.

Since 2024, AERO has worked with the Initial Teacher Education Quality Assurance Oversight Board, established by the Australian Government, to monitor implementation of the core content in ITE courses, contributing to one of the most significant shifts in teacher education policy since the establishment of the Australian Professional Standards for Teachers.

Embedding evidence in ITE is one of the most powerful levers for improving teaching quality.

– AERO has helped shape policies to ensure all undergraduate teachers learn the practices that will have the greatest impact on their students' learning.

SPOTLIGHT

Engaged classrooms through effective classroom management

Classroom management is a cornerstone of effective teaching and is key to establishing supportive learning environments. Research indicates that up to 20% of a teacher's school day may be spent on managing behaviour. In 2023, the Australian Government commissioned AERO to develop resources that support teachers and school leaders in fostering positive, safe, and productive learning spaces.

AERO's classroom management resources are now supporting teachers in a variety of settings across Australia. In NSW, the Department of Education provides a co-branded copy of our Handbook to every graduate teacher.

Dubbo South Public School

Dubbo South Public School, located on Wiradjuri Country in New South Wales, tested the resources as they were developed. The school serves 566 students from Kindergarten to Year 6, with around a third identifying as Aboriginal and 10% coming from language backgrounds other than English. Assistant Principal Natalie Polak shared the school's experience.

“

After a few years of challenges – from COVID-19 to a school fire – we knew that amidst all the upheaval, our students needed our school community to offer safe and supportive and inclusive learning environments where high levels of learning were possible. AERO's Engaged Classroom initiative gave us the opportunity to learn with and from other educators on how to lead a whole-school approach, and not leave safe supportive classrooms to chance.

We know that prevention is more important than reaction in classroom management, so we really wanted our teachers to think deeply about how they were preparing their classroom space. AERO's planning for classroom management guide allowed us all to see all the steps that we could be taking to improve our classroom environment before the students actually arrived. Using AERO's guides gave teachers consensus and transparency – no matter what child was going into what classroom, they were going to have a similar experience of a positive and safe space.

Leaders went around to the classrooms and were able to provide feedback to our teachers, which was a wonderful point of celebration – we could acknowledge the efforts teachers were taking, but also identify areas of growth. And teachers went to other classrooms to see the differences and have those conversations, and we've since seen different changes in different classrooms.

The process of examining AERO's resources also motivated our leadership team to review, evaluate and amend our school Behaviour Support and Management Plan. It's supported us to have confidence in our professional practices and amplify our positive impact. We no longer have our sights set on surviving better – now we're aiming to thrive.”

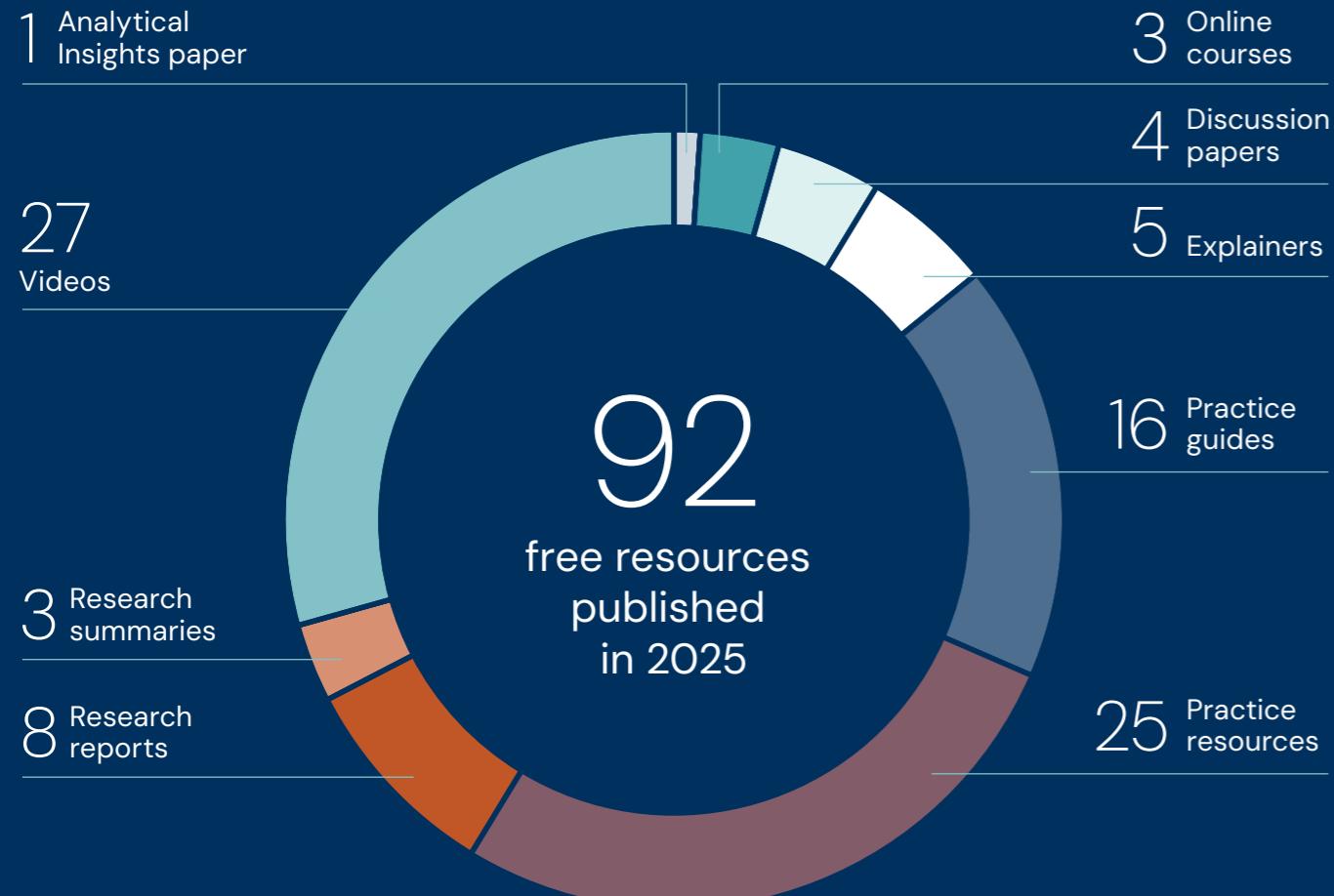
– **Natalie Polak, Assistant Principal, Dubbo South Public School**

2025: Key moments and milestones



2025 in numbers

Sharing evidence



Supporting implementation



Networks of expertise*



Together, these activities reflect our role in the national infrastructure, delivering benefit to systems, sectors and individual education professionals.

* Expert Reference Group (ERG); Panel of Educators, Teachers and Leaders (PETL); Project Advisory Groups (PAG); Measurement, Analytics and Data (MAAD) Working Group

Uptake and reach



2025's most highly valued resources

Building a whole-school approach to writing: The School Writing Instruction Framework

2025 marked a major milestone in writing instruction with the launch of AERO's School Writing Instruction Framework (SWIF).¹⁹

Developed in response to a decade-long decline in student writing performance revealed by AERO's extensive analysis of NAPLAN data, SWIF provides a structured, evidence-based approach to strengthen writing across all subject areas in mid to upper primary and secondary school.

AERO's SWIF includes:

- Writing Instruction Model showing how writing develops in stages and why explicit teaching matters
- a guide to support school leaders in leading an approach to strengthening writing instruction at their schools
- three online professional learning courses and practice guides on explicit writing instruction.

Piloted in three secondary schools, SWIF improved teacher confidence and capability, helping schools adopt a whole-school approach to writing.

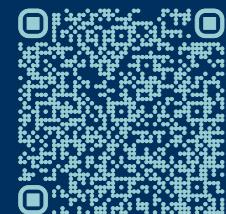
Teachers valued the explicit, systematic guidance and focus on embedding learning into practice.

Since its launch in mid-2025, SWIF has attracted strong interest nationwide. Three SWIF resources feature in our top 10 most downloaded new resources of the year. The release generated significant media coverage and invitations for AERO to present at conferences and webinars, reinforcing the growing recognition that writing instruction must be explicit, systematic and shared across subject areas. The SWIF is now being used to strengthen writing instruction across Australian schools in multiple ways, such as being incorporated into ITE programs to support the development of pre-service teachers and into system-wide literacy improvement initiatives.

“

A fantastic framework to map our language-based resources, tools and strategies around to support education staff to support their students with language difficulties and Language Disorder within the classroom. We are appreciative of all the work your team put into creating this!”

– **School Support Services team at Language Disorder Australia**



Strengthening writing at Queenwood

Queenwood is an independent girls' school in Sydney, with approximately 300 students in the Junior School and 600 in the Senior School. Dylan Chalwell, Head of English, leads a distinctive whole-school approach to writing instruction that has become a defining feature of the Queenwood learning experience.

“

At Queenwood, students receive writing instruction across a range of subjects, not just English. If you were to step into a Health and Physical Education, History, Science, or Design and Technology classroom, there is every chance you would find students learning about sentence structures or the selection of appropriate verbs.

This distinctive cross-subject approach to writing instruction began in 2023, when we partnered with AERO to develop a whole-secondary culture of writing instruction by piloting AERO's SWIF. Working with AERO, we audited teaching practices across the school, trained teachers across a range of disciplines in sentence-level and genre-level instruction, cultivated an environment where students receive feedback on their writing, and empowered teachers to provide explicit feedback in their writing instruction. In the years that followed, we ran a range of whole-secondary professional learning sessions, supplemented by more intensive training of small groups of teachers using AERO resources.

Our current Year 9 cohort started Year 7 when this work began. Since then, we have seen improvement in all areas, especially:

- Generating and selecting appropriate ideas for writing
- Constructing correct, clear, and precise sentences
- Using a range of accurate and effective words to communicate meaning.

The girls write with a clarity and conviction that will serve them well throughout school, at university, in the workplace, and beyond. While we are committed to ensuring that our students' intellectual horizons extend far beyond NAPLAN, the NAPLAN data is a welcome affirmation of the AERO approach. The ability to write well is now more important than ever, and it is wonderful to see Queenwood's students growing increasingly confident as writers each and every day.”

– **Dylan Chalwell, Head of English, Queenwood**

Improving learning in ECEC

AERO's Play-Based Learning with Intentionality²⁰ discussion paper synthesises evidence on intentional teaching in the early years, and highlights gaps in the evidence base. Intentional teaching involves educators making deliberate, thoughtful decisions to achieve quality learning outcomes for children, and is widely regarded as a key teaching practice in ECEC. This paper provides insights into the conditions and practices that support young children's learning and what's known about intentional practices that can maximise learning and development.

This was our second-most-downloaded new resource of 2025 and is regularly raised in discussions at workshops and conferences, including UNSW's Centre for Educational Measurement and Assessment's Differentiated Assessment Workshop. Our webinar²¹ discussing this paper had over 1,000 registrations nationwide.



This is an important paper at a time when the focus in ECEC is often on everything else except the pedagogy, curriculum and relationships at the heart of play-based learning with intentionality. The paper is readable, well-researched and informed, provoking reflection and having a positive impact on improving educators' capacity, confidence and understanding."

– Dr Anne Kennedy, Executive Director Parkville Institute and AERO Board Director



Enhancing support for learners with diverse needs

Our Planning: Supporting Students' Diverse Needs²² practice guide, developed in partnership with MultiLit and the Institute of Special Educators, explains how effective planning can help teachers create safe and inclusive learning environments for students with diverse needs. It was designed to support teachers in ensuring that all students can access and participate in learning despite having varying strengths and needs. It suggests ways to make reasonable adjustments to learning environments, teaching or the curriculum to support students with diverse needs in learning on the same basis as their peers.

This guide is part of a collection of resources developed to help teachers refine or refresh their understanding and practice of supporting students with diverse needs. It responds to priorities to improve equity in educational outcomes and is the third most-downloaded new resource of 2025.



Growing influence

ABC News discussed the importance of teaching writing across all subject areas.²³

“These skills are foundational in every subject, every job and pretty much every conversation that we have.”

— **Dr Rebecca Marrone, University of South Australia, in ABC News**

The Conversation published our article about supporting students to learn English while learning the curriculum.²⁴

“We found students need considerable time to learn English as an additional language. For students who were assessed as ‘beginning’ when they started school, it takes an average of six years to reach the final ‘consolidating’ phase ... For ‘beginning’ students who start in later years, they may need continued English language support in high school.”

— **Dr Lucy Lu, AERO, and Dr Jennifer Hammond, University of Technology Sydney, in The Conversation**

The Sector promoted our work on intentional teaching in early childhood.²⁵

“Historically, intentional teaching and play-based learning have often been positioned in opposition to one another. Our research challenges that notion, showing that significant associations exist between educators and teachers intentionally supporting learning through play to achieve positive outcomes for the child.”

— **Dr Jenny Donovan, AERO, in The Sector**

The Educator reported on our research to inform professional learning programs.²⁶

“The multi-study project will see the Australian Education Research Organisation (AERO) join forces with education systems, sectors, universities and professional learning providers to investigate how best to build teacher capacity through evidence-based teaching practices.”

— **The Educator**

National media outlets and events featured AERO’s work, affirming its value to wide audiences.

At the **ECA National Conference**, we presented on access to ECEC in regional, rural and remote areas and on sustaining growth of ECEC teachers.^{27, 28}

“A significant policy opportunity currently exists, where we see greater investment of Australian governments with further changes in policy, funding and regulatory settings likely.”

— **Rowena Shirtcliff, AERO, and Sarah Wright, ECA**

“This concept of ‘unhurried time’ offers a powerful reframing for the sector, shifting from quick, checklist-based induction to relationship-centred, responsive support that unfolds according to individual need.”

— **Dr Katey De Gioia, AERO, and Professor Andrea Nolan, Deakin University**

The **MultiLit Summit** chose AERO for its keynote and **ABC radio’s Big Ideas** program aired the speech in full.²⁹

“The evidence base we work with today on teaching is more robust, extensive and conclusive than ever before ... Part of the challenge is getting the information from researchers to policymakers and then to practitioners. That’s what AERO is here for.”

— **Dr Jenny Donovan, AERO**

The **Ann D Clark Lecture** to 80 Sydney Catholic schools focused on evidence-based teaching approaches as a lever for improving educational equity.³⁰

“If education is the powerful lever that can change lives, evidence-based teaching hones that lever by ensuring every child gets access to teaching that delivers learning.”

— **Dr Jenny Donovan, AERO**

Engagement and consultation

AERO's work is guided by deep engagement with education stakeholders and a commitment to understanding the needs of those who use our evidence.

In 2025, we strengthened our strategic approach to partnership and engagement while also conducting new audience research to better understand how educators engage with AERO's resources. Together, these insights ensure our work remains relevant, practical and aligned with the priorities of the people and communities we serve.



Engagement and Partnership Strategy

Throughout 2025, AERO strengthened relationships with education stakeholders, continuing to build the credibility and trust needed to deliver evidence that matters to educators, systems and communities. This work culminated in the release of our Engagement and Partnership Strategy, which sets out how we partner to deliver credible education evidence that's usable in real-world contexts.

We consult widely to shape projects that respond to the varied contexts of ECEC services and schools, and ensure we draw on the perspectives and expertise of diverse groups across Australian education. We achieve this through formal advisory groups, bilateral meetings, surveys and targeted user testing of practitioner resources.

In 2025, we consulted eight advisory groups that brought together experts from across systems, sectors and peak associations. Their valuable insights helped ensure our work remained relevant, comprehensive and trustworthy, while sharpening our understanding of the barriers, enablers and priorities facing systems and educators.

91

PETL members from early childhood sector



582

PETL members from primary and secondary schools



Audience insights

In 2025, AERO surveyed 1,000 ECEC and school educators across Australia to learn how they use our work and how we can ensure our resources meet their needs.

The findings paint a clear picture: educators are navigating increasing complexity, managing diverse behavioural needs, supporting neurodiverse learners, and addressing emotional and wellbeing challenges, as well as facing time pressures and staffing gaps. Amid these challenges, they're looking for evidence-based, practical and immediately applicable resources that save time and improve learning.

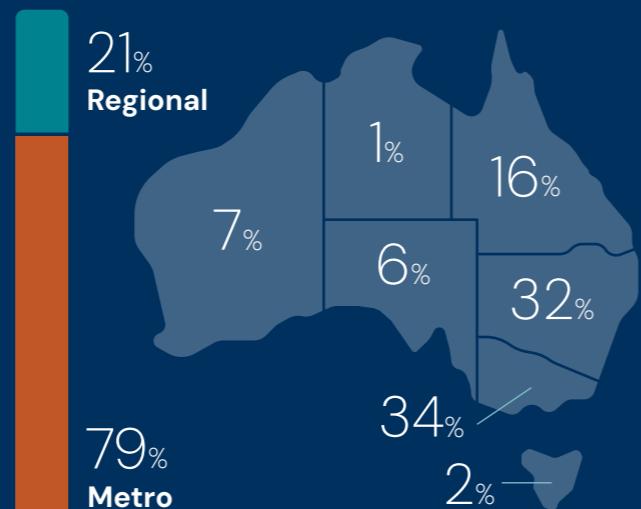
This is where AERO makes a difference.

Awareness and trust



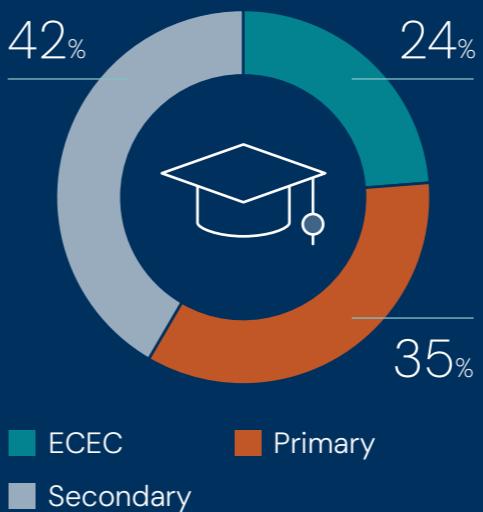
Who we heard from

Location

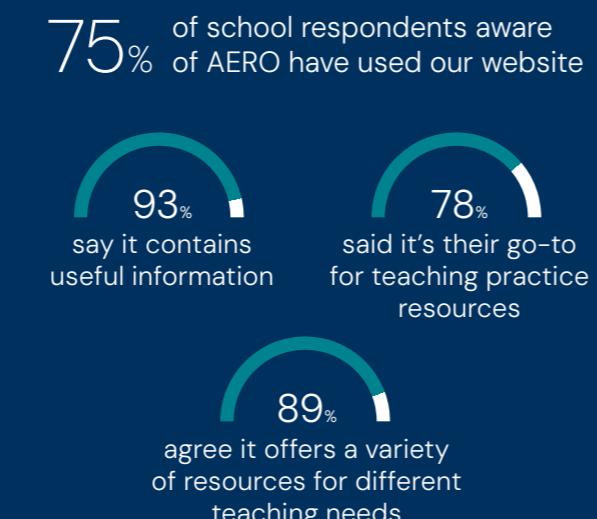


Total sample size $N = 1,000$.
School respondents $n = 760$. Sample size for each question varies from 105 to 423 due to number of respondents aware of AERO and/or having accessed particular resources.

Education type

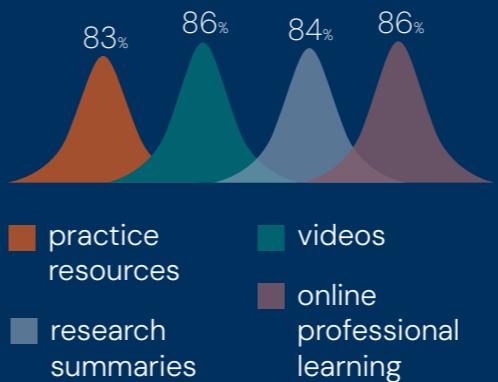


AERO's website: A go-to hub



Practical resources that work

Educators told us the greatest value AERO provides is our ready-to-use classroom resources, which help them improve their practice and save time. AERO resources educators found effective:



Delivering what educators need: Learning design

While educators value evidence, research must be translated into guidance and resources that feel down-to-earth, approachable and modern.

We understand that users' needs and preferences change over time, so we're continually improving how we prepare resources.

In 2025, we formed a Learning Design team dedicated to making evidence easier to use. Informed by user testing and feedback from PETL, this team is translating evidence from research into multimedia resources and learning modules for educators, teachers, and leaders, increasing the practical value of our resources and helping busy practitioners find, use and adopt the guidance they need.

We drew on audience research and consultation with PETL to understand how educators approach resources in 'really noisy' environments with constant distractions. In these contexts, even easy-to-digest resources can be hard to keep up with, so we're ensuring our resources combine strong evidence with practical design and easy application for real-world educators.

“
I like AERO because it brings together governments, researchers and educators to create solutions that are widely relevant and trustworthy.”

– ECEC respondent

“
AERO has been very effective in helping me out in the area of skills development and I believe they would help others too.”

– School respondent

Embedding First Nations perspectives: A whole-of-organisation commitment

AERO is setting a new standard for non-First Nations organisations embedding First Nations perspectives in education research and practice. The significant efforts of our First Nations team culminated in 2025 with the launch of our First Nations Charter and establishment of our First Nations Expert Reference Group (ERG).



We are grateful to the national and state partners who work alongside us to generously share their insights, including the Indigenous Education Consultative Meeting, the National Aboriginal and Torres Strait Islander Education Corporation, state and territory peak organisations, Reconciliation Australia Education Working Group and the Interagency Reconciliation Action Plan (RAP) Working Group.

First Nations Expert Reference Group: A national first

In 2024, AERO piloted the First Nations ERG, the first of its kind in Australian education. This pilot phase was critical in refining processes and ensuring the group operated effectively. By 2025, the ERG was fully operational, with 249 members from urban, regional and remote communities, and 12 Leads bringing expertise and experience across teaching, curriculum, research and more. The ERG now plays a central role in ensuring all AERO projects are informed by First Nations knowledge, lived experience and priorities.

ERG members are embedded throughout AERO's work, providing structured input into project design, delivery and reporting. This unique model ensures culturally grounded advice at every stage and has led to tangible improvements in project design, ethical review and output development. Notably, the ERG's involvement has driven the integration of Indigenous Data Sovereignty and Governance principles, reinforcing cultural accountability and ensuring our resources better meet the needs of First Nations educators, teachers, leaders and students. Importantly, ERG input also informs AERO's advice to governments and other agencies, making it a highly valuable mechanism for shaping policy and practice to better reflect First Nations priorities and perspectives.

First Nations Charter: Setting the standard

Launched in September 2025, AERO's First Nations Charter³¹ sets a clear, practical standard for how a non-First Nations organisation can work with First Nations Peoples in education. Grounded in best practice and lived experience, the Charter guides AERO's engagement, research, decision-making and knowledge sharing.

The Charter does four critical things:

- sets expectations for respectful, culturally safe engagement with First Nations communities
- ensures First Nations perspectives inform research priorities, methodologies, products and services
- strengthens accountability, with defined governance and clear roles for First Nations leadership, staff and expert advisors
- provides a transparent framework that governments and education systems can rely on when engaging with AERO.

“

This Charter is about genuine partnership – ensuring First Nations voices, knowledges and perspectives shape education in ways that work for our children.”

– Professor Colleen Hayward AM, Deputy Chair, AERO Board

The Charter was developed under the leadership of AERO's First Nations Advisor and is supported by strong internal capability, including First Nations staff leadership across project design, cultural governance, engagement and policy advice. All staff undertake cultural responsiveness training to ensure this approach is understood and applied consistently.

Guided by our First Nations Board member and supported by our ERG, the Charter gives effect to Priority Reform 1 of the National Agreement on Closing the Gap by establishing sustained, formal ways for First Nations voices to inform and influence decision-making. Together with AERO's RAP, our Charter provides a practical mechanism for turning commitment into action.

The Charter and its supporting measures are reviewed regularly to ensure they remain effective and aligned with priorities.



Indigenous Knowledges Converge

By Mirriki (Yolngu name);
Gillian Schroeter (English name)

This artwork was created by Mirriki while contributing to an AERO project as a member of our First Nations ERG in 2025. Below, she shares her own words about the meaning and significance of the work.

The yellow circle at the bottom depicts us meeting.

The swirls with dots radiating out are us sharing ideas.

The animals depicted are from our yarns prior to meetings.

The lines throughout are the life force of the waterways between us when time zones and weather were discussed.

The orange meeting circle with people around was the meeting where we met some other people.

The white four curved shape depicts the four areas for consideration, curriculum, future goals, Indigenous Knowledges and education.

The solid pink at the upper centre demonstrates understanding and the point of beginning.

The irregular green shape with three green circles within depicts the cultural interface, the research the authority and Indigenous ways.

The solid yellow transcends a mountain range depicting the hurdles we overcame and the solid yellow the sun, that we came to harmonious agreement.

The white meeting at the periphery at the top is the background meetings I have had with Elders/community.

The dots forming areas around and between are Country and the connection we all have through and within Country, both Sky Country and Land Country.

Governance and operations



AERO is a ministerial-owned company governed by an independent Board, and jointly funded by the Commonwealth, state and territory governments. The Board provides oversight of our strategy and work program, and our research projects are scoped through consultation and approved by the Board to support rigour, independence and impact.

The Board operates committees that strengthen assurance and accountability, including a Finance, Audit and Risk Committee (supporting oversight of financial reporting, audit, risk, controls and compliance) and a Remuneration and Nominations Committee (supporting Board and CEO remuneration and Director nominations). Annual Board performance reviews are carried out in line with best practice, including reviews conducted by independent third parties. As a registered charity, AERO also abides by the Australian Charities and Not-for-profits Commission (ACNC) governance standards.

Our operations in 2025 were underpinned by strong organisational health, committed leadership and sound financial management. Staff satisfaction remained a central priority, reflected in positive engagement across teams and continued investment in employee wellbeing and development. Our leadership guided the organisation through a year of growth and refinement, ensuring stability while pursuing strategic ambition. Financially, we maintained transparent and reliable record-keeping to support effective oversight. This section provides an overview of the people, governance and funding that supported our work this year.

Research governance and ethics

Ensuring AERO's work meets high standards of ethics, responsibility, quality and integrity across Australia's complex, multi-jurisdictional education environment is central to our role as a trusted national evidence intermediary.

Research governance and ethics expertise is built into our day-to-day operations to align our work with legislation, national research regulations, and the requirements of systems and sectors. Our internal expert team provides advice on consent, risk management, data use and governance, supporting ethical and responsible practice from project design through to delivery. The team also maintains practical tools – such as consent templates and guidance for onsite work – that streamline processes, reduce administrative burden, and reinforce privacy and First Nations data sovereignty obligations and researcher safety.

In 2025, AERO's independently chaired Human Research Ethics Committee (HREC) was registered by the National Health and Medical Research Council, significantly strengthening AERO's research governance arrangements. The HREC will review, approve and monitor AERO's research in line with national research regulations. By working in synergy with the approval processes of systems and sectors, the AERO HREC and its subcommittees contribute to an enhanced education research governance ecosystem.

Streamlining national research approvals

As well as maintaining strong internal research governance, AERO contributes to improved research governance across the education sector. In 2025, AERO continued supporting improvements to a national Application for Conducting Research with Education Sites (ACRES) to enhance the efficiency and sustainability of education research governance processes. Developed through the shared leadership and collaboration of a national working group, ACRES replaces the National Application Form, streamlining processes for education researchers, systems and sectors nationwide.

Benefits of ACRES include increased alignment between human research ethics and system and sector approval processes, and a nationally consistent online application for conducting research and related activities in ECEC and school settings. The application has been designed to respect the requirements of authorities governing those settings, while avoiding the need for multiple applications for cross-system research. ACRES will be available for work proposed in a single jurisdiction with one education authority, as well as for work spanning multiple authorities.

Preliminary feedback from the 2025 pilot indicates that ACRES is improving both the quality of information submitted by researchers and the ease of processing for approval staff.

AERO CEO and Board



Dr Jenny Donovan, Chief Executive Officer, brings experience in education practice, research and policy, as well as expertise in using evidence to drive change.



Emeritus Professor Colleen Hayward AM, Deputy Chair, is a senior Noongar woman with extensive experience bringing the perspectives of minority groups to a range of policies and programs.



Belinda Giudice is a prominent school principal recognised for significant achievements in education leadership.



Dr Lisa O'Brien AM, Chair, is renowned for governance and leadership as a Chair and Non-Executive Director across the public, not-for-profit and commercial sectors.



Professor Leslie Loble AM is highly experienced in achieving improvements to ECEC, schooling and tertiary education through advancing public policy.



Barry Sandison brings experience across the Australian Public Service and state and territory agencies, as well as leadership in data and information management.

Our people

3%
Western Australia

3%
South Australia

12%
Queensland

53%
New South Wales

1%
Australian Capital Territory

25%
Victoria

4%
Tasmania

AERO is a national, remote-first organisation with staff living and working in cities, regional centres and rural communities across Australia. We maintain two co-working spaces: one on the lands of the Gadigal people of the Eora nation (Sydney) and one on the lands of the Wurundjeri Woi-wurrung people of the Kulin nation in Naarm (Melbourne).

AERO's success is built on the diverse expertise of our staff. Our team brings together researchers, policy analysts and specialists in early childhood and school education, alongside professionals from a variety of other sectors and disciplines.

Geographically spread but aligned in purpose

Each year, we run a staff engagement survey to understand the engagement and wellbeing of our people. We're pleased to report strong levels of motivation and pride, and we're working hard to sustain them.



91%
of staff are motivated to achieve AERO's vision



91%
of staff are proud to work at AERO



95%
of staff feel recognised and valued

— Achieved in a virtual environment —

Financial snapshot

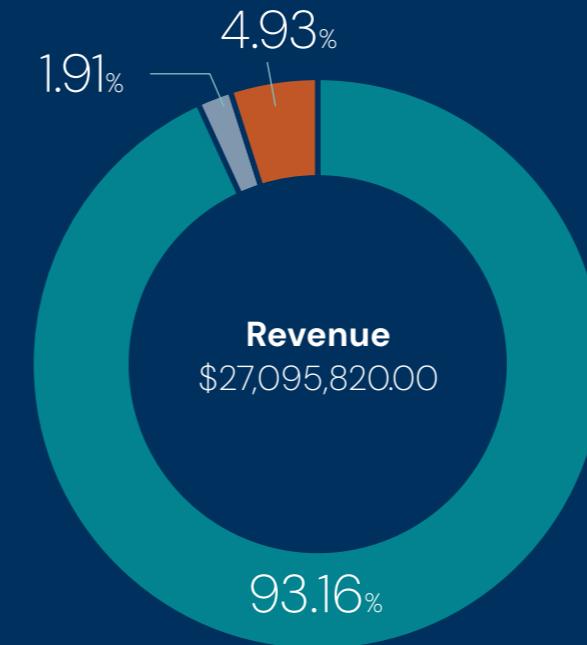
Consistent with previous years, the 2024–25 financial statements received an unqualified opinion from our external auditor, affirming that the accounts provide a true and fair representation of AERO's financial position.

This outcome underscores the effectiveness of our governance arrangements and the rigour applied to our financial management practices. It also reflects the care and integrity we bring to managing public funds.

While AERO recorded a small deficit of \$0.04 million for the 2024–25 financial year, this is due to an accounting timing difference (the recognition of revenue associated with the purchase of capital assets in prior years and the related depreciation expense in the current year) and does not reflect an overspend.

Revenue

Total revenue: \$27,095,820.00



Expenses

Total expenses: \$27,132,280.00



AERO is a registered charity with the ACNC and has deductible gift recipient listing in the Taxation Act. Our full financial statements are available from the ACNC website.³²

With thanks

Australian Government and state and territory governments

Our relationships with governments are central to AERO's role as a national evidence intermediary. These partnerships guide our shared priorities, ensure our work responds to system needs and enable long-term impact across ECEC and schools. We're grateful for their continued commitment and collaboration.

Government, Catholic and independent systems and sectors

We value the collaboration of government education systems, Catholic sector authorities and dioceses, the independent sector, and peak bodies, across both ECEC and schooling. Their deep sector knowledge and commitment to improving outcomes for learners help ensure our work remains aligned with the needs of diverse communities. Their collaboration enables us to develop evidence that is useful, trusted and impactful for all education sectors.

ECEC services and schools

Educators, teachers and leaders across Australia share their insights with us, participate in our research and help us understand implementation in real-world contexts. Their involvement ensures our guidance is practical, relevant and responsive to the diverse needs of learners, and strengthens our ability to deliver evidence that supports them in their daily work.

Expert advisors

Members of our Project Advisory Groups, the Measurement, Analytics and Data (MAAD) Working Group, PETL and the First Nations ERG provide expert advice that strengthens the relevance, quality and trustworthiness of our work. Their sustained contribution ensures AERO remains grounded in evidence, expertise and community perspectives.

AERO would also like to thank the organisations that worked with us in 2025

Australian Centre for Evaluation (ACE)
Australian Children's Education and Care Quality Authority (ACECQA)
Australian Council for Education Research (ACER)
Australian Council of State School Organisations (ACSSO)
Australian Curriculum, Assessment and Reporting Authority (ACARA)
Australian Institute for Teaching and School Leadership (AITSL)
Australian Primary Principals Association (APPA)
Australian Schools Plus
Australian Secondary Principals Association (ASPA)
Australian Special Education Principals Association (ASEPA)
Centre for Evidence and Implementation (CEI)
Charles Sturt University

Education Services Australia (ESA)

Educreative Pty Ltd

Griffith University

Independent Schools Australia

Institute of Special Educators (InSpEd)

La Trobe University

Monash University

MultiLit

National Aboriginal and Torres Strait Islander Education Corporation (NATSIEC)

National Catholic Education Commission (NCEC) and dioceses across Australia

New Zealand Education Review Office

NSW Health

Potentium Psychology

Queen's University Kingston

Reconciliation Australia

The Kids Research Institute

The Y WA

University of Melbourne

University of New South Wales

University of Queensland

University of the Sunshine Coast



Endnotes

- 1 <https://www.edresearch.edu.au/guides-resources/practice-resources/teaching-how-students-learn-model-learning-and-teaching>
- 2 <https://www.edresearch.edu.au/research/research-reports/how-students-learn-best-overview-evidence>
- 3 <https://publicdocumentcentre.education.tas.gov.au/library/Teacher%20Learning%20Centre%20Library/Pedagogical%20Framework.pdf>
- 4 <https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/about-explicit-teaching>
- 5 <https://www2.education.vic.gov.au/pal/victorian-teaching-learning-model/resources>
- 6 <https://www.edresearch.edu.au/research/projects/implementation-schools-learning-partner-project>
- 7 <https://www.edresearch.edu.au/research/discussion-papers/insights-implementation-schools-2025>
- 8 <https://www.edresearch.edu.au/resource-collections/implementation-schools-practical-resources>
- 9 <https://www.thefrontproject.org.au/policy-and-research/research/333-the-nqf-works-policy-explainer>
- 10 <https://www.edresearch.edu.au/research/research-reports/national-early-career-teacher-mentoring-and-induction-support>
- 11 <https://www.pc.gov.au/inquiries-and-research/childhood/report/>
- 12 <https://educationdaily.au/general/national-early-career-teacher-mentoring-gets-green-light-for-expansion/>
- 13 <https://www.edresearch.edu.au/research/analytical-insights-papers/learning-outcomes-students-early-low-naplan-performance>
- 14 <https://www.edresearch.edu.au/review-inform-better-and-fairer-education-system/resources/expert-panels-report>
- 15 <https://theconversation.com/fewer-than-1-in-5-students-who-are-behind-in-year-3-catch-up-and-stay-caught-up-211516>
- 16 <https://education.qld.gov.au/curriculum/stages-of-schooling/queenslands-reading-commitment>
- 17 <https://www.edresearch.edu.au/other/submissions/submit-inquiry-literacy-and-numeracy-act-public-schools>
- 18 <https://www.edresearch.edu.au/quality-initial-teacher-education-review/resources/strong-beginnings-report-teacher-education-expert-panel>
- 19 <https://www.edresearch.edu.au/resource-collections/school-writing-instruction-framework>
- 20 <https://www.edresearch.edu.au/research/discussion-papers/play-based-learning-intentionality>
- 21 <https://www.edresearch.edu.au/other/articles/play-based-learning-intentionality-how-maximise-outcomes-all-children-webinar-recording>
- 22 <https://www.edresearch.edu.au/guides-resources/practice-guides/planning-supporting-diverse-needs>
- 23 <https://www.abc.net.au/news/2025-06-26/teaching-resources-reverse-students-poor-writing-naplan/105454122>
- 24 <https://theconversation.com/some-students-learning-english-can-take-at-least-6-years-to-catch-up-to-their-peers-how-can-we-support-them-better-258819>
- 25 <https://thesector.com.au/2025/05/01/new-aero-paper-shows-intentional-play-based-learning-boosts-outcomes-for-children/>
- 26 <https://www.theeducatoronline.com/k12/news/national-push-to-improve-how-teachers-teach/288319>
- 27 <https://www.edresearch.edu.au/other/articles/tackling-complexity-access-regional-rural-and-remote-communities>
- 28 <https://www.edresearch.edu.au/other/articles/supporting-early-childhood-teachers-through-mentoring-and-induction>
- 29 <https://www.abc.net.au/listen/programs/bigideas/are-the-reading-wars-really-over-jenny-donovan-aero/105691964>
- 30 <https://www.parra.catholic.edu.au/whats-on/latest-news/2025/08/12/02/36/annual-ann-d-clark-lecture-inspires-action-to-connect-research-with-classroom-teaching>
- 31 <https://www.edresearch.edu.au/other/agency-publications/first-nations-charter>
- 32 <https://www.acnc.gov.au/charity/charities/43acaa29-0c7c-ed11-81ac-002248122b18/profile>

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