

ACDE

Australian Council of Deans of Education



ANNUAL REPORT 2024

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AUSTRALIAN COUNCIL OF DEANS OF EDUCATION

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www.acde.edu.au

About the Australian Council of Deans of Education

Our Business

The Australian Council of Deans of Education (ACDE) is the peak body representing universities and private Higher Education Providers (HEPs) that offer Initial Teacher Education (ITE) degrees across all sectors of Education, from early childhood and schooling through to vocational, adult and community education, post-graduate study in all fields of Education research, and teacher professional learning. ACDE also represents universities conducting research in the interdisciplinary field of Education, including home, early childhood, compulsory school years, senior secondary, higher education, professional education, community, transitional, tertiary preparation, and adult learning.

Our Aspirations

ACDE aspires to lead the development of the discipline of Education through political advocacy, stakeholder collaboration, policy critique, and research and advocate for the future of the teaching profession across early childhood, school, vocational education and higher education contexts.

Our Work

ACDE undertakes a program of work in collaboration with its members and key stakeholders who make up the ecosystem for teacher education and development in Australia.

Our work focusses on:

- Leading national conversations to enhance the public standing of the education profession and promote the importance of evidence-based practices and policies in teacher education.
- Promoting research to inform the evidence base that contributes to educational theory, policy and practice nationally and internationally.
- Partnering with key stakeholders, governments and universities in educational policy and program development, review and implementation.
- Providing Council members with a forum to debate, develop, share professional learning and grow expertise in educational leadership across tertiary education sectors.

President's Report

Professor Michele Simons
Western Sydney University



An Acknowledgement of Country is where other people acknowledge and show respect for the traditional Custodians of the lands upon which we gather. In that spirit of respect, I would like to acknowledge the traditional Custodians of the lands on which we meet and work as a Council of Deans. In doing so, I pay my respects to Aboriginal and Torres Strait Islander people as the first educators on these lands. I thank them for what we can learn from them about creating learning communities of purpose, safety and meaning.

2023-24 was a significant year for ACDE – characterised by our increasing engagement in national discussions that impact on the work of Faculties and Schools of Education across the country. We now have sustained partnerships with a number of key stakeholder organisations concerned with education and education research in Australia including the Australian Association for Research in Education (AARE), Australian Education Research Organisation (AERO), Australian Teacher Education Association (ATEA), Universities Australia (UA), Australasian Teacher Regulatory Authorities (ATRA), Australian Curriculum, Assessment and Reporting Authority (ACARA) and the Media Centre for Education Research Australia (MCERA).

One of the most significant outcomes of our work has been the ways which the Council has been able to take a proactive and constructive approach to the outcomes of the review, amid the growing concern over the sustainability of the teaching, early childhood and vocational education workforces across Australia. We have continued to promote several key themes in this work:

- The quality of the teaching and early childhood education workforces is an issue of national significance; a career-wide focus on the development of all engaged in the work of Education is needed.
- Higher Education institutions are key and essential stakeholders in the initial and ongoing development of the teaching and school leadership workforces.
- The teaching and early childhood education workforces need to reflect the diversity of children and young people in Education.
- The context of our work continues to change. We are on a journey from a pre-dominantly model of pre-service Initial Teacher Education to more hybrid models (which include the use of in-service models of Initial Teacher Education) as well the integration of teaching with other professions in schools.
- Understanding the impact of any reforms remains a pressing matter; as does urgency around creating a contemporary understanding of the teaching workforce, its operation and its needs.

Many members of the Council from across Australia have been working hard to create opportunities to engage with their state/ territory jurisdictions on the vital matter of developing education workforces. This speaks to the growing role that ACDE is playing in shaping policy at both the local and national levels. I am deeply grateful for all your efforts – individually and collectively in this important work.

This year has also seen the Council achieve a key milestone with the completion of the Recognition of Prior Learning Project. Drawing together a coalition of experts from across Australia under the leadership of Associate Professor Wayne Cotton (The University of Sydney), we have delivered the final project from a program of work designed to inform the development of policies and practice which will ensure that Initial Teacher Education remains inclusive, diverse and of the highest quality.

While we have had some key outcomes from our program of work, ACDE still has a significant way to travel to meet our priority to see growth and stability in our critical First Nations teacher education workforce. This is an area that has been brought into stark relief by policy directions to support the growth of this important part of the teaching workforce.

Our networks have flourished under the leadership of Professor Simone White. Through these efforts, ACDE has been afforded opportunities to have input into national consultations relating to reforms to Initial Teacher Education, early childhood education and vocational education and training.

Thanks to the expert leadership of our Treasurer/Secretary Professor Barney Dalgarno the Council continues to thrive financially. Sustained financial support for the work of our networks is now possible – this will ensure that the scope and influence of their work can continue to grow.

I would also like to call out the work of Carolyn McDonnell who continues to offer fantastic support to the work of the Council.

As I write this report, nominations for the three Office Bearer positions on the Council are in progress. I would like to acknowledge the leadership of Professor Barney Dalgarno who is standing down from his role as Secretary/ Treasurer. I would also like to acknowledge the leadership of Professor Susan Ledger NADPE, Associate Professor Greg Oates NADLATE, Professor Matt Bower ATEN, Professor Catherine Manathunga cADRE, and Associate Professor Marianne Fenech AECTEN who are concluding their terms as leaders of their respective networks.

I look forward to the next year, confident that the generosity and commitment of all members of ACDE will continue to be a hallmark of the Council's work into the future.



Professor Michele Simons
President, Australian Council of Deans of Education
Dean of Education, Western Sydney University

ACDE Board

President

Professor Michele Simons
Western Sydney University

Vice President

Professor Simone White
RMIT

Secretary/Treasurer

Professor Barney Dalgarno
University of Canberra

Australian Capital Territory

Professor Barney Dalgarno
University of Canberra

New South Wales

Professor Mary Ryan
Australian Catholic University

Northern Territory

Professor Ruth Wallace
Charles Darwin University

Queensland

Professor Debbie Heck
University of Sunshine Coast
*Prior: Professor Amy Cutter McKenzie Knowles
Southern Cross University*

South Australia

Professor Shane Dawson
University of South Australia

Tasmania

Professor Victoria Carrington
University of Tasmania

Victoria

Professor Damian Blake
Deakin University
*Prior: Professor Claire McLachlan
Federation University*

Western Australia

Professor Caroline Mansfield
Edith Cowan University

Aboriginal and Torres Strait Islander Peoples' Representative

Professor Mark Rose
Deakin University

ACDE Network Chairs

ACDE Vocational Education Group (ACDEVEG)

Dr Daryl South
Charles Sturt University
*Prior: Professor Erica Smith
Federation University*

Australian Early Childhood Teacher Education Network (AECTEN)

Professor Gill Kirk
Edith Cowan University
*Prior: Professor Marianne Fenech
The University of Sydney*

Australian Technologies Teacher Educators Network (ATTEN)

Professor Matt Bower
Macquarie University

Community of Associate Deans in Education (cADRE)

Professor Catherine Manathunga
University of Sunshine Coast

Network of Associate Deans of Learning and Teaching in the Discipline of Education (NADLATE)

Associate Professor Greg Oates
University of Tasmania

Network of Academic Directors of Professional Experience (NADPE)

Professor Susan Ledger
The University of Newcastle

ACDE Engagement and Advocacy in 2023-2024

The Australian Council of Deans of Education worked collaboratively throughout the year with stakeholder organisations concerned with education and education research in Australia including the Australian Association for Research in Education (AARE), Australian Education Research Organisation (AERO), Australian Teacher Education Association (ATEA), Universities Australia (UA), Australasian Teacher Regulatory Authorities (ATRA), Australian Curriculum, Assessment and Reporting Authority (ACARA) and the Media Centre for Education Research Australia (MCERA).

Responding to government consultations, national discussions

- Contribution to the development of the Professional Standards for Middle Leaders
- International Forum of Teacher Regulatory Authorities Conference – An Evening with the Deans
- Contributions to the development of the National Guidelines for High Quality Professional Experience – including Working Group representation (Chad Morrison, Murdoch University; Lisa Papatraianou, Charles Darwin University; Chris Morrissey, University of Canberra; Joss Rankin, Flinders University; Victoria Carrington, University of Tasmania; Susan Irvine, QUT; Susan Ledger, Newcastle University; Rebecca Andrews, Macquarie University; Anna du Plessiss, University of New England; Jessica Mantei, Wollongong University; Catherine Reid, Australian Catholic University; Sharon Davis, Federation University; Gerarda Richards, Swinburne University; Sally Trudgeon, Swinburne University.)
- Contributions to the review of the national standards and procedures for the accreditation of ITE programs
- Contributions to the development of principles to guide the implementation of recognition of indigenous languages alongside LANTITE.
- LANTITE Expert Advisory Group representation, Kevin Larkin, Griffith University; Andrew Simpson, University of New England; Elise Van Der Jagt, University of Wollongong; Lauren Weber, University of Wollongong.
- Feedback on interim report of Australian Universities Accord Panel.

Other activities

- Engagement of a Media Consultant.
- Completion of the Department of Education Project – Recognised Prior Learning for Initial Teacher Education

ACDE Webinars

28 August 2023	Australian Teacher Workforce Data, AITSL
4 April 2024	TEEP Reforms and Review of the Standards and Procedures, AITSL LANTITE Overview and Updates, Australian Government Department of Education
7 June 2024	Review of the Accreditation Standards and Procedures, AITSL

Award for Excellence and Impact in Education

The ACDE Awards of Excellence and Impact in Education recognised contributions any person or team operating within the education sector who has made a positive impact through any of the following which has (or will have) resulted in a positive impact or improvement to the education sector.

- Achieved a meaningful outcome through education research.
- Achieved a significant stand-alone success in the education profession.
- Built strong collaborative partnerships in the education profession.
- Developed and implemented positive initiatives in the education profession.

2023 Award Winners

Professor Cheryl Kickett-Tucker, Curtin University

The Moombaki Cultural Learnings Research Team, led by Curtin University's Cheryl Kickett-Tucker, the central aim of the project—strengthening Aboriginal children's wellbeing—is of critical importance in Australian education.

While the team bring their Indigenous cultural knowledges, positioning and experiences to the project, they engage in transformative and meaningful research activities with participants from local Aboriginal communities. The project has generated new knowledge using an innovative, yet culturally secure transfer of knowledge from Aboriginal Elders and carers to children within a school environment.

Associate Professor Megan Gibson, on behalf of the From the Ground Up Team, Queensland University of Technology

From the Ground up, led by QUT's Megan Gibson has partnered collaboratively with the Early Learning and Care Council of Australia (ELACCA), a peak body representing over a quarter of all early childhood centres nationally, to address the workforce crisis through building the next generation of leaders for the profession.

From the Ground Up has demonstrated positive initiatives in the education profession, leveraging industry partnerships to provide a cutting-edge national program for early childhood educators. The project demonstrates how transformative learning is made possible through partnerships that connect real-world practices with innovative teaching and learning delivery.

Cris Edmonds-Wathen, Charles Darwin University

Dr Cris Edmonds-Wathen is leading an innovative research and impactful project to design and deliver mathematics education in Indigenous languages in remote Northern Territory schools. This project has been designed for long lasting impact in contexts and areas of great need through sensitive, informed, and respectful collaboration with Indigenous communities.

Early primary students are provided with the opportunity to develop mathematical reasoning skills in their own languages. This provides them with a solid foundation in mathematical thinking that builds on and connects with their local cultural knowledge, and that will enable them to progress with their mathematical learning in later years.

Indigenous educators participating in the project take pride in being able to teach mathematics in their own languages, to grow as educators and to share what they are doing beyond their schools. They take a more active role in their students' learning and in the curriculum delivery in their schools.

Cris's work brings together people and learning from different languages and communities to share knowledge.

The ACDE Award for Excellence and Impact in Education is currently under review.

2023-24 ACDE Network Funding Initiative

In 2023, the Australian Council of Deans of Education introduced a funding opportunity for its Networks to support and resource their initiatives and operation, aligned with ACDE's strategic goals.

Networks may each apply for up to \$10,000 per financial year. Funds not expended during this time are not rolled over. Each financial year, the balance is re-set and \$10,000 will be made available to each Network.

Networks currently eligible to apply for funding are:

- ACDE Vocational Education Group (ACDEVEG)
- Australian Early Childhood Teacher Education Network (AECTEN)
- Australian Technologies Teacher Educators Network (ATTEN)
- The Community of Associate Deans Research in Education (cADRE)
- Network of Associate Deans of Learning and Teaching in Education (NADLATE)
- The Network of Academic Directors of Professional Experience (NADPE)

2023-24 Network Funding Summary

ACDEVEG

Project title: ACDEVEG Annual Conference 2023

Purpose: International Keynote Speaker

Amount: \$1,400

Project title: VET education symposium. Education for Social Justice: Lifelong Learning and intergenerational transformation.

Purpose: Contribution to venue hire and conference logistics

Amount: \$1,500

Project title: Review of Higher Education VET Teacher Education Courses

Purpose: Engagement of a project officer to develop a report on the delivery of VET Teacher Education courses 2009-2023. Project is ongoing.

Amount: \$3,300

AECTEN

Project title: Steering Group Strategic Planning Day

Purpose: Travel expenses, event logistics for face-to-face Steering Group Strategic Planning meeting.

Amount: \$7,400

ATTEN

Project title: ATTEN Symposium

Purpose: Contribution to symposium expenses, 48 attendees.

Amount: \$10,000

cADRE

Project title: Mid-Career Researcher subgroup

Purpose: Engagement of Research Assistant to support administrative functions.

Amount: \$2,000

Project title: Annual National State of Education Research Report

Purpose: Engagement of Research Assistant to develop a report on education research outcomes, opportunities and challenges.

Amount: \$5,000

Project title: Seed Grant on a hot education topic

Purpose: Funding to a Researcher “The alignment between ‘school can’t’ (refusal) and the rise in homeschooling: A case study of submissions to a 2024 Queensland parliamentary inquiry” Dr Rebecca English, QUT

Amount: \$3,000

NADLATE

Project title: EduTalk seminar series

Purpose: Engagement of project officer to support the establishment and administration of the series.

Amount: \$1,800

STATE AND TERRITORY REPORTS



Australian Capital Territory

Professor Barney Dalgarno
University of Canberra



The ACT continued to suffer from teacher workforce shortages during 2024 with a new initiative announced by Education Minister Yvette Berry to pay up to \$12,000 in relocation expenses to teachers moving to the ACT.

The new Restricted Permit to Teach (RPTT) introduced as a trial in 2023 by the ACT Teacher Quality Institute (TQI) has become a permanent option to Pre-Service Teachers (PSTs) in their final year of study, following an evaluation of the trial in early 2024. Under the RPTT agreements in place between University of Canberra (UC), Australian Catholic University (ACU), ACT Education Directorate (ACTED), Catholic Education Canberra and Goulburn (CECG) and various Independent schools, PSTs studying fulltime can be employed a maximum 0.6 Fulltime Equivalent. Charles Sturt University (CSU) also lodged similar employer group agreements with TQI in 2024.

The decision by ACT TQI to introduce a new registration category for Early Childhood Teachers (ECTs) came into effect in April 2024. As of May 2024, 50 ECTs had registered with TQI. Discussions continue towards establishment of a process for ECTs to obtain Provisional and ultimately Full registration within the main register under which Primary and Secondary teachers are currently registered.

The University of Canberra and the ACT Education Directorate signed an agreement for a five-year extension to the Affiliated Schools partnership early in 2025. Under the revised agreement the University of Canberra will engage with 25 Affiliated Schools to deliver its clinical model of Teacher Education, to undertake collaborative research, to deliver post graduate programs for ACT teachers, and to provide micro credentialled professional learning including a Teacher as Research program. The Australian Catholic University created a suite of micro-credentials in phonics and STEM for its partner schools.

The ACT Government commissioned an inquiry into literacy and numeracy education in ACT government pre-schools and schools. The Literacy and Numeracy Education Expert Panel (LNEEP) was established in 2023 to undertake this inquiry. Chaired by Professor Barney Dalgarno, Executive Dean of Education, UC, and including Professor Mary Ryan Executive Dean of Arts and Education ACU, Professor Paulene Jones, University of Wollongong, Professor Catherine Attard, University of Western Sydney and Tim McCallum, NSW Department of Education the panel provided its final report in May 2024, recommending significant change.

Australian Capital Territory

New South Wales

Professor Mary Ryan
Australian Catholic University



Over the past year, the New South Wales Council of Deans of Education (NSWCDE) has been focused on workshopping big issues such as AI in education, sector engagement and collaborative research projects. La Trobe University joined our Council in July once they launched an ITE program in NSW.

We held our annual conference at University of Technology Sydney (a big thanks to Andrew Hurley, Don Carter and their team) which featured the Deputy Premier and Minister for Education and Early Childhood, Hon Prue Car MP, and panels of stakeholders discussing big issues in education. We had great attendance with over 100 delegates.

1. Engagement

- Regular updates from AITSL, NSW Secretary Murat Dizdar, Cynthia Wearne NSW DoE
- Consultation and feedback:
 - AI-related teaching tool initiatives and projects in universities (Judith Page, Danny Pinchas and Mark Pimlott, AITSL)
 - National Child Safety Review and Guidelines (Kate Harvey, DoE)
 - First Nations language proficiency - draft principles (AITSL)
 - Professional Experience Agreements 2025-2027 (Cynthia Wearne, DoE)
 - Expanding the Professional Experience Hub program (Cynthia Wearne, DoE)
 - NSWCDE support for a trial to change the implementation of the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) (Cynthia Wearne, DoE).
 - NESA and AITSL policies and procedures related to ITE entry and
 - Workshop on core curriculum mapping with NESA, AITSL, AISNSW, Catholic Schools NSW, NSW DoE, Teachers' Federation, IEU
 - ACDE project on Recognised Prior Learning in ITE
- Meetings with Minister Car and advisors
- Membership of the NSW DVCA group – regular meetings and updates about ITE and education
- Regular consultation with NSW Education Standards Authority (NESA) and three membership places on new Teacher Education Forum
- Ongoing negotiation of agreements between all NSW providers, the Teachers Federation and the Independent Education Union on Professional Experience Agreements
- We are establishing NSW CDE Mentor/Supervising Teacher Awards for professional experience.

2. Think tanks and presentations on generative AI in education

We worked with a company *Adaptovate* that donated time to run a think tank on the opportunities and challenges of generative AI in education. We produced a collaborative white paper that we will publish on our website. We also invited Prof Matt Bower (MQ) to present on AI in education, and the NSW Department of Education showcased their collaboration with Microsoft on NSW EDU-Chat that has a teacher and a learner interface.

3. Research engagement

- We are collaborating with NSW DoE on project a about *Supporting Supervising Teachers in Mentoring Teacher Education Students*.
- We have embarked on a new research project for the NSW DoE on *Supporting pre-service teachers of Aboriginal and Torres Strait Islander descent*.
- We have launched the final report of our research project on *Who says what about Initial Teacher Education and whose perspectives are heard?* A mapping of stakeholder submissions in response to the Australian Federal Government's Teacher Education Expert Panel (TEEP) reforms by the NSW Council of Deans of Education. We have four journal articles under review from this project and a report on our website <http://nswcde.org.au>.

NSWCDE continues to maintain strong collaborative relationships across our membership and with all of our schooling sectors, NESA, teacher unions and AITSL.

Membership

NSWCDE now has 18 members represented by our Executive team over the past year:

President: Prof Mary Ryan (ACU)

Vice President: Prof Michele Simons (WSU)

Secretary: Prof Sue Gregory (UNE)

Treasurer: Dr Will Letts (CSU)

After serving two consecutive two-year terms as President of NSWCDE. I would like to thank our members for outstanding engagement and collaboration over the past four years.

At NSWCDE's recent AGM, we confirmed our new Executive:

President: Prof Susan Ledger (University of Newcastle)

Vice President: Prof Michele Simons (Western Sydney University)

Secretary: Prof Sue Gregory (University of New England)

Treasurer: Prof Will Letts (Charles Sturt University)

New South Wales

Northern Territory

Professor Ruth Wallace
Charles Darwin University



After a jam-packed 12 months it is my pleasure to be able to share some of the work the Northern Territory team have undertaken and the outcomes that will have a lasting impact on education programs going forward.

Course Development

With the national changes to initial teacher education programs being released, the CDU Education team worked to embed the new core content into seven initial teacher education courses by working in groups to audit, identify and update units to include the new mandated content. This work aligned with the reaccreditation of all ITE courses that has been an opportunity to refresh the programs, respond to feedback and ensure innovative delivery of programs that equip the teachers of the future for the task ahead. There has been a particular focus on engaging with First Nations knowledges, building literacy and numeracy teaching through a scaffolded approach and effective classroom management in complex situations. The courses commence delivery in 2025 and continue to promote First Nations leadership through inspiring lecturers and community-based partnerships.

First Nations LANTITE

The Northern Territory has welcomed the changes to the rigorous LANTITE testing requirements for education students who do not have English as their first language. This is a particularly important step in supporting Aboriginal Teacher Assistants who have been working in particularly remote communities for many years as support and culture workers and who now are on their journey of becoming fully qualified teachers particularly through the Remote Aboriginal Teacher Education (RATE) program.

CDU has partnered with First Nations language authorities developed a methodology for an Indigenous language LANTITE, in place of the current LANTITE testing for First Nations students. The methodology prioritises community engagement and consultation to ensure contextual and cultural relevance within the assessment framework and decision-making criteria. The Work Integrated Learning team are assessing the impact of the placement payments policy and a communication strategy for students.

First Nation Teacher Education Hub

CDU is working with the Northern Territory Department of Education and Training and Aboriginal organisations to establish the First Nation Teacher Education Hub aimed at empowering First Nation education through culturally responsive programs, enhancing First Nation teacher training and professional development, research and fostering collaboration for student success and educational equity. The Hub has been actively developing programs to meet the needs of regional and remote Aboriginal teachers including:

- Vocational and degree programs tailored to support First Nations educators' aspirations.
- Intensive courses on country to learn about Indigenous education, cultures and languages from First Nations people.

- Pre-programs to help First Nations people decide if education is their pathway and support their readiness for study.
- Negotiating new pathways and qualifications for Aboriginal teachers.
- Micro credentials to improve culturally responsive practice in schools.

Workplace Integrated Learning

CDU, with the support of the Northern Territory Department of Education and Training, have partnered to provide internships for students. In addition, CDU has been providing more remote placements and field officers than ever to support high quality experiences for students. This has resulted in eliminating the backlog of placements that many experienced during the COVID years and is helping schools access future teachers and support their professional development. The new Earn to Learn funding will support students' success, particularly the high proportion of equity students.

Working in Education

The Northern Territory Department of Education Enterprise Agreement 2024-2027 was signed with improved recognition of teacher assistants which will have a positive impact on many Aboriginal people working in schools in the NT and a pay rise of 12/9% over 3 years.

Showcasing Educational leaders

Many in the Northern Territory and particularly those in East Arnhem land celebrated the announcement that **YALMAY YUNUPINGU was appointed SENIOR AUSTRALIAN OF THE YEAR FOR 2024**. In 2023 Ms Yunupingu retired from the Yirrkala School where she had spent around 40 years working as a linguist and bilingual educator in north-east Arnhem land. At that time Ms Yunupingu was recognised for her gentleness and loving nature as well as the toughness within her as well.

Even though retired from her school, Ms Yunupingu now has a wide platform to continue advocating for bilingual education as well as helping to support non-indigenous people to understand the real meaning of education in both worlds together with drawing attention to the poor health outcomes among Indigenous Australian with more needing to be done.

Northern Territory

Queensland

Professor Debbie Heck

University of the Sunshine Coast



Over the past year, the Queensland Council of Deans of Education (QCDE) has been focused on the implementation of the revised constitution accepted by the QCDE in October 2023. We are committed to leading, advocating and growing education and lifelong learning through teaching, research and engagement. One of the key features of the revised constitution included the opportunity for two members from each institution to attend QCDE meetings. Our purpose in making this change were twofold. First, to expand the expertise available on the council to undertake the increasing level of leadership and advocacy required by Deans of Education in Queensland. Second, to provide leadership opportunities for emerging Deans with a view to capacity building the sector.

The new constitution also offered a revised leadership structure for the QCDE. A major change is the implementation of a three-person executive that includes the roles of chair, deputy chair and policy chair to guide governance processes and develop the governance framework with the support of their respective executive assistants for the work of the QCDE. These roles are elected for a two-year period to provide continuity and those elected cannot be re-elected to the same role as part of a dedicated commitment to capacity building across the group.

The elected officials from November 2023 - November 2025 are:

- Chair: Associate Professor Debbie Heck, University of the Sunshine Coast,
- Deputy Chair: Professor Donna King, Australian Catholic University,
- Policy Chair: Professor Stephen Dobson, Central Queensland University.

Respectfully engage and work with Aboriginal and Torres Strait Islanders and other First Nations peoples to build capability and capacity in education.

- Establishment of a TEEP, accreditation and LANTITE working group to discuss and develop processes to seek feedback with and across institutions regarding the implementation of the AITSL addendum standard 3.5.

Enhancing the reputation of QCDE as a valued and trusted contributor in public education policy

- QCDE executive established key regular meeting dates with the Department of Education and Deans of Education which include cross sectoral partnership meetings.
- QCDE Executive met monthly with key members of the Department of Education to identify new and emerging updates and progress meeting action items out of session.
- QCDE members invited to the Queensland Minister's Teacher Workforce Roundtable meetings and the QCDE chair invited as a member of the Teacher Workforce Taskforce.

Advancing the recognition and standing of educators in the community and as professionals

- Inviting key members of the education community to join QCDE working groups to share their research, practice and policy expertise to advance education.

Leading and/or promoting education research, its communication and translation into policy and practice

to support lifelong learning and the education profession.

- QCDE has written on two occasions since November 2023 to the Minister for Education. First, in December 2023 identifying the need for ongoing discussions with the sector regarding teacher workforce and then again in June 2024 with suggestions about immediate, short- and medium-term solutions to teacher workforce identified by the QCDE in response to the Teacher Workforce Roundtable meeting.
- QCDE has written to and met with the Shadow Minister for Education to discuss the future of education in Queensland and identify the role of the QCDE in the future of an opposition government.

Leading and/or contributing to state, national and international partnerships related to education matters.

To facilitate our contributions QCDE has establishing a series of working group to achieve collaboration, communication and decision-making within the organisation. Each working group is comprised of at least two members as leaders, representing different member institutions.

- TEEP, accreditation and LANTITE: Terrie Bourke QUT, Debbie Heck UniSC, Donna King ACU
- Professional Experience: Peter Cook UniSQ
- ECEC – Early Childhood Teacher Workforce: Sue Irvine QUT
- Teacher Education Workforce – Accelerated teacher education programs: Sue Irvine QUT, Debbie Heck UniSC
- University Accord: Debbie Heck UniSC
- Research Trends and Sustainability Working Group: Amy Cutter Mackenzie Knowles SCU
- New Practicum Agreement (PEPA): Robin Shields UQ, Debbie Heck UniSC

Providing representation on a broad range of state, national, peak and international education organisations, including the Australian Council of Deans of Education

- ACDE: QCDE chair Debbie Heck UniSC
- STEMM Cross Sector Reference Group: Donna King ACU and Jodie Miller UQ
- QCT Professional Standards Committee: Sue Irvine, QUT, Craig Murison CHC, Leanne Dalley JCU
- Australian Association for Inclusive & Flexible Education AAFIE: Glenda McGregor GU
- Independent Schools Association: Stephen Dobson CQU, Robin Shields UQ, Alison Willis UniSC
- Catholic Education Sector: Donna King ACU, Tracey Saunders ACU, and Amy Cutter-Mackenzie Knowles SCU
- DoE – Education Futures Institute: Debbie Heck UniSC, Stephen Dobson CQU, Donna King ACU
- DoE Policy: Debbie Heck UniSC, Stephen Dobson CQU, Donna King ACU
- ACECQA: Sue Irvine QUT, Frances Press GU Wendy Boyd SCU
- DoE Early Childhood Higher Education Working Party: Sue Irvine QUT
- Queensland Curriculum and Assessment Authority: Debbie Heck UniSC

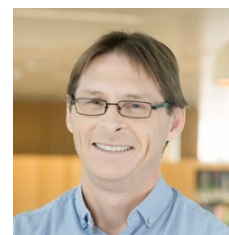
Building leadership and education capacity of the Council of Deans in the context of Higher Education

- The restructuring of the QCDE has enabled a wider range of members in the work of QCDE policy and its advocacy.
- The October half day face to face meeting will include a professional develop and strategic planning focus to support QCDE members in their roles in preparation for 2025.

Queensland

South Australia

Professor Shane Dawson
University of South Australia



South Australian Deans Group

The South Australian Deans group has continued to meet bimonthly over the past year, serving as a critical forum for discussing various directions in initial teacher education and collaborating on both federal and state policy matters and research. These meetings have been instrumental in unifying our priorities and approaches, especially in response to the numerous policy changes and departmental requirements that have created the ongoing uncertainty in the sector.

Key Activities and Focus Areas

Our work over the last 12 months continues to respond to state and federal policies. The pressure on teacher education providers has intensified, largely driven by the recommendations of the Teacher Education Expert Panel and the ongoing teacher shortages. This pressure has required all SA Deans to modify programs and practices to better accommodate pre-service teachers in taking on short-term teaching contracts to help alleviate shortages.

The South Australian Government has supported the outcomes of the Royal Commission on Early Years Education. The outcomes and recommendations of this commission are underway with a significant push for alternate pathways and B-5 degrees. The creation of the Adelaide University is also well underway. Post 2025 there will need to be a revision to the SA Deans group.

Policy Responses

Throughout the year, we engaged in detailed discussions and shared practices for responding to the various education policies. Discussions included:

- LANTITE
- Teacher Education Expert Panel
- South Australian Government's initiatives for Early Years Education
- Office for Early Childhood Education
- Autism Inclusion Project undertaken in partnership with the South Australian Government, Adelaide University, University of South Australia, Flinders University, Tabor College, Autism CRC and Positive Partnerships
- Special Authority to Teach
- Creation of the Adelaide University
- Employment-based pathways
- Outreach and Engagement
- The SA Deans group has maintained a strong commitment to outreach and engagement with key stakeholder groups. Our interactions over the past year included collaborative efforts with:
- LANTITE advisory committee
- SA Department for Education
- SA Teacher Registration Board
- SA Principals Associations

- Catholic Education
- Independent Schools

These engagements have reinforced our relationships with key stakeholders, enabling us to work collectively on addressing the complex challenges facing the teaching profession.

Collaboration and Unity

The strength of the South Australian Deans group lies in our united approach to tackling the many challenges confronting the education sector. Our close collaboration with the Department for Education, Catholic Education South Australia, and the Teacher Registration Board has been pivotal in our efforts to influence and respond to policy and practice quickly and in meaningful ways. This collaboration will continue to be vital as we navigate the evolving landscape of teacher education in Australia.

Looking Ahead

As we move forward, the South Australian Deans group remains steadfast in advocating for the best interests of teacher education providers, pre-service teachers, and the broader education community. We recognize the rapid increase in activity within South Australia and are confident in the strong relationships we have built among Initial Teacher Education (ITE) providers, the Department for Education (DfE), the Teacher Registration Board (TRB), and other key sector stakeholders. This period has witnessed the largest number of degree creations and updates in recent history, reflecting our collective and proactive response to the evolving state and national educational landscape.

Central to our mission is our firm belief in the power of education as a foundation to break cycles of disadvantage and inequity. Our advocacy will continue to address these inequities to ensure a fair and inclusive future for all. We remain focused on supporting our stakeholders and building a world-leading education system that supports learners from early years through to lifelong education.

South Australia

Tasmania

Professor Victoria Carrington
University of Tasmania



The acute teacher workforce issues that characterised 2023 have continued into 2024. Following a successful trial in 2023, we continue to work closely with the Teacher Registration Board (Tasmania) and the key sectors to make it possible for our ITE students to gain classroom experience while working in classrooms to address workforce shortfalls.

Tasmania has a new Minister for Education, The Hon. Jo Palmer who has joined the Education Workforce Roundtable (EWR) chaired by UTAS vice chancellor Rufus Black to ensure ongoing collaboration between the state's education system, university and stakeholders. The Tasmanian Education Secretary, Tim Bullock has left to take up his new role as the Chair of AITSL.

We continue to prepare for the changes required by TEEP and have made new senior leadership appointments to lead the way: Professor Louise Starkey to lead the Master of Teaching program and Professor Robyn Cox to lead the Bachelor of Education (Primary). A/Professor Greg Oates has taken up the role of Associate Head Initial Teacher Education.

We continue to build capacity in Trauma Informed Practice in Education, developing units in our ITE program and delivering professional development.

An Independent Review of Education is currently taking place in Tasmania. The University and the School of Education submitted responses to the Consultation Paper. Literacy attainment and completion of Year 12 are key themes foregrounded in the Consultation.

Finally, the School has been successful in gaining HAT funding for a Master of Teaching pilot program. The program is in the design phase for rollout in 2026.

Tasmania

Victoria

Professor Damian Blake
Deakin University



The Victorian Council of Deans of Education (VCDE) has sustained a very full agenda of activity throughout 2024 thanks to the ongoing teacher workforce shortages and important regulatory reforms arising from the Teacher Education Expert Panel (TEEP). Our *Transforming the Teaching Profession Taskforce (TTPT)* has continued to be an important strategy in driving a joined-up approach to improving our teaching profession and addressing many of the challenges we face together. This task force has met on a monthly basis and in between our regular VCDE meetings, and includes membership from the Victorian Deans of Education, the Victorian Department of Education, the Victorian Institute of Teaching, AITSL, ACECQA, Catholic Education, Independent Schools Association, and the Australian Department of Education.

Throughout 2024 the VCDE and our TTPT have undertaken a broad range of activities aimed at strengthening the teaching profession. However, the following key areas have remained a key focus for much of our collective work:

Sustaining a coordinated approach to addressing workforce shortages

- We have worked with the Victorian Department of Education and VIT to develop and implement guidelines for schools employing PSTs with Permission To Teach (PTT) as a strategy to address increasing numbers of issues arising from PTT and the risk of students not completing their ITE courses.
- We have supported data and information sharing activities and MOUs between providers and employers related to projected teachers shortages and trends in ITE recruitment across Victorian providers.
- We have collaborated with the Victorian Department of Education in the development and implementation of generous scholarships to increase enrolment in secondary teaching throughout 2024 and 2025.
- Collaboration with the Victorian Department of Education to develop and implement the Paid Placement Schemes for all Victorian pre-service teachers to encourage increased in demand for teaching in primary and secondary programs. This initiative includes significant financial support for PSTs undertaking placement in schools to offset the issues of 'placement poverty' experienced by students. Placements in rural and regional settings have been offered significantly more financial support than suburban contexts to encourage increased placement and employment in these communities.
- These interventions to increase the supply of pre-service have contributed to increased enrolments in Victorian ITE courses, particularly in the secondary programs that have enjoyed the additional scholarships.

Implementing TEEP Reforms

- A range of collaborations, webinars and roundtables have been conducted throughout 2024 to consider how the VCDE can work collectively with the VIT, AITSL and Departments of Education to implement the multiple reforms initiated by the TEEP report.
- The implementation of the LANTITE reforms have been undertaken effectively across the Victorian providers by sharing the different strategies to be undertaken by each provider, including approaches to addressing some of the challenges arising from this reform.
- The VCDE has also undertaken significant levels of engagement with the implementation of the new standards required of the core curriculum. Although each provider is responding to the implementation of the core curriculum differently, it has been very helpful to share and discuss the different ideas across the VCDE membership and with the Department of Education, VIT and AITSL.
- The VCDE have provided responses to the review of the AITSL Program Standards and Guidelines, and invited colleagues from the Department of Education and VIT to engage in an extended workshop with AITSL to provide a collective approach to feedback. This has been useful to highlight some of the tensions and contradictions experienced across stakeholders in our collective effort to improve teacher education.
- Throughout the year the VCDE has highlighted many of the issues currently being experienced by most providers in assuring the quality and consistency of mentoring and professional experience, especially during times of teacher workforce shortages. Collective feedback has been provided to AITSL in relation to the development of the new professional experience guidelines.

It has been a busy year but unsurprisingly we anticipate 2025 will be even busier as we finalise our core curriculum reforms while also addressing the implementation of the recent industrial relations reforms in each of our institutions.

Victoria

Western Australia

Professor Caroline Mansfield
Edith Cowan University



2024 has seen continued workforce shortages in Western Australia and increasing number of ITE students working in schools on Limited Registration.

In 2024 both Curtin University and Edith Cowan University offered a Graduate Diploma teaching qualification which has seen an additional several hundred prospective teachers enrol in that course and will be ready for graduation at the end of the year. All employers are keen that Graduate Diploma graduates continue their study and complete the nationally accredited Master of Teaching and Deans are working with the Department of Education to achieve that goal.

Graduates from WA universities continue to be highly regarded by employers, with the 2023 Department of Education Principal surveys (402 responses, 82% response rate) showing the following results.

- 91% (341) of respondents agreed that their graduate had a positive impact on student learning.
- 91% (340) of respondents agreed that their graduate had a positive impact on student wellbeing.
- 87% (325) of respondents agreed that their graduate had a positive impact on the school community (staff and parents).
- 85% (323) of respondents indicated that if they had capacity, they would retain their graduate.
- 9% (36) of graduates were teaching out-of-area.

Similarly graduate teachers (488 responses, 50% response rate) reported high levels of satisfaction with their university preparation as noted below.

- 81% (361) of graduates were very satisfied/satisfied with their university experience in preparing them to be classroom ready.
- 84% (361) of graduates were very satisfied/satisfied with their major/minor/specialised studies at university.
- 78% (344) of graduates were very satisfied/satisfied that the teaching performance assessment completed, while undertaking their final professional experience placement helped prepare them to be classroom ready.
- 67% (296) of graduates indicated they were very satisfied/satisfied with university literacy program preparation for teaching literacy across the curriculum/English curriculum.
- 76% (334) of graduates indicated they were very satisfied/satisfied with university numeracy program preparation for teaching numeracy across the curriculum/Mathematics curriculum.
- 88% (379) of graduates strongly agreed/agreed their classroom-based mentor/supervising teacher had a good understanding of the Graduate Teacher Standards and how they could be demonstrated.
- 61% (260) of graduates indicated that they intended to stay in the teaching profession for 10 years or more, while 4% (19) intended to stay for five years or less. Twenty-seven per cent (115) were undecided.

As the year draws to a close, we are anticipating an announcement regarding the new Director General of Education in WA, following the resignation of Lisa Rogers who has taken the position of CEO of ACER. We are also expecting an announcement regarding the new Director of Catholic Education in WA.

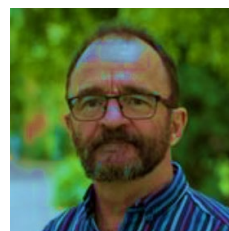
Western Australia

NETWORK REPORTS



ACDE Vocational Education Group (ACDEVEG)

Chair: Dr Daryl South
Charles Sturt University



ACDEVEG has seen a refreshing growth in membership as a result of Deans nominating members for the group: the group is very pleased to welcome these new members and their knowledge, expertise and enthusiasm for VET Teacher Education. We have had another busy year during 2023-2024, holding ten meetings throughout the year, including one face to face meeting in Melbourne attended by eight ACDEVEG members.

ACDEVEG has engaged extensively, establishing a number of working parties to respond to Federal and State Government advisory groups addressing issues affecting the vocational education sector, and particularly teacher education within the sector.

- **NSW TAFE Review to restore TAFE to the heart of skills training:** ACDEVEG provide comment on the VET workforce aspect of this review, in particular the teaching workforce that had initially been excluded from the discussion.
- **Department of Employment and Workplace Relations (DEWR) consultation:** ACDEVEG has established and maintained a relationship with DEWR. DEWR has been consulting on the VET Workforce Blueprint and ACDEVEG has provided advice to this consultation.
- **ANZSCO Comprehensive Review:** ACDEVEG provide recommendations regarding the 242211 Vocational Education Teacher / Polytechnic Teacher classification. The proposed descriptors for the Vocational Education Teacher / Polytechnic Teacher classification were fine; however, we did propose the addition of 'Language, Literacy and Numeracy teacher' under the specialisations section.

Higher Education VET Teacher Education Courses – Review

ACDEVEG has commenced a comprehensive review of VET Teacher Education courses delivered by Higher Education providers, 2009-2023. This review is considered critical: the last comprehensive review was published in 2011, and the absence of this data is an impediment to ACDEVEG representations to Government and other agencies. A project officer had been appointed, however, due to unforeseen circumstances is unable to continue. We are currently investigating an alternate person to complete the project.

Research seminars/symposiums

We hosted two international academics in the field of VET Teacher Education to deliver seminars open to VET Teachers.

- Professor Michael Gessler, Universität Bremen, Institut Technik und Bildung, to deliver a seminar titled '*Preparation of VET teachers and the VET system in Germany*', held at the VET Development Centre and available online, Melbourne, February 2024.
- In collaboration the Deakin University Centre for Research for Educational Impact to deliver a symposium by Professor Vicky Duckworth, Edge Hill University, England: '*Education for Social Justice: Lifelong Learning and intergenerational transformation.*' held at the VET Development Centre Melbourne in May and available online.

Minister for Skills and Training

ACDEVEG established a closer relationship with the Minister's office early in 2023, meeting the Minister at Parliament House in Canberra, and later in the year at the Minister's electoral offices in Caroline Springs, Victoria. ACDEVEG has provided a number of briefs relating to Vocational Education Teacher qualifications to the Minister's office. The Hon Brendan O'Connor MP announced his retirement recently and ACDEVEG has sent a letter of introduction to the new Minister for Skills and Training, the Hon Andrew Giles MP.

ACDEVEG Publications

Members of ACDEVEG are currently collaborating to write two texts:

- **ACDEVEG Textbook:** The ACDEVEG textbook, 'Teaching in the VET sector in Australia' (2014) being revised.
- **ACDEVEG Edited book:** ACDEVEG members are developing and edited text related to VET teaching and teacher education.

2023 Annual Conference

We held the 9th Annual Conference on VET Teaching and VET Teacher Education: Shaping VET teachers for Australia's future, at the VET Development Centre (VDC) in Melbourne, 4th December 2023. The conference opening address was provided by the Hon Brendan O'Connor MP, Minister for Skills and Training. The Keynote address, *"Australia's transition to a net zero carbon economy: the implications for skills development"* was delivered by an international guest speaker, Associate Professor Margarita Pavlova, The Education University of Hong Kong. The conference was fully booked, with 85 registered delegates. A conference evaluation reported very positive feedback from people attending the conference.

2024 Annual Conference

Planning for the 2024 conference is underway. The theme is 'Making a Difference: Elevating the Role of VET Teachers'. The conference will be hosted by Queensland University of Technology and is being held 9-10 December 2024. Dr Selena Chan, Ara Institute of Canterbury, Otautahi (Christchurch) will be the Keynote Speaker.

ACDEVEG appreciates the continued support the ACDE staff provide to facilitate ACDEVEG activities, including administrative assistance, managing the web presence of the group, and more recently engaging with a media consultant to help the group with media engagement relevant to vocational education teacher education.

ACDE Vocational Education Group (ACDEVEG)

Australian Early Childhood Teacher Education Network (AECTEN)

Co-Chair: Associate Professor Gill Kirk
Edith Cowan University



Steering Group

- ACT: Associate Professor Kate Highfield (University of Canberra).
- NAT: Lauren Beane (ACU)
- NSW: Associate Professor Marianne Fenech (USYD) Co-Chair
- QLD: Associate Professor Wendy Boyd, Associate Professor Kym Simoncini (QUT)
- SA: Dr Rachael Hedger (Flinders), Dr Susie Raymond (UNISA)
- TAS: Dr Frances Fan (UTAS)
- VIC: Dr Elly Thomas (Melbourne Polytechnic)
- VIC: Professor Sue Grieshaber (La Trobe)
- WA: Associate Professor Gill Kirk (Edith Cowan) Co-Chair

In August 2024, our inaugural member and founder, Associate Professor Marianne Fenech, announced that she will be stepping down as co-chair and member of the AECTEN Network at the end of the year.

We cannot thank Marianne enough for her passion, drive and leadership since AECTEN commenced in 2017. Marianne has been integral in galvanising a strong and committed committee, which now has membership across 42 universities nationwide.

Strategic Plan 2024-2026

In February 2024, the AECTEN executive met in Adelaide for the purpose of developing a shared strategic plan, with a clear vision and mission. AECTEN would like to thank ACDE for the funding that enabled this meeting to take place and extend our gratitude to Dr Rachael Hedger and Dr Susie Raymond for arranging the venue and hosting the Executive. We would also like to thank Associate Professors Kym Simoncini and Kate Highfield for managing the funds and organising flights and accommodation.

The finalised strategic plan has clear alignment with ACDE goals and objectives, as well as a governance structure that supports transparent processes and criteria of AECTEN Executive and branch Chairs and members. The strategic plan has been shared across branch networks.

OUR VISION

Australia has a well-prepared, sustained, and recognised profession of early childhood teachers that supports young children's learning, development, and wellbeing.

OUR MISSION

Lead, inform, and advocate for quality, evidence-informed early childhood teacher preparation and development.

AECTEN GOALS:

Goal 1 To provide a forum that supports directors of early childhood teacher education programs.

- Goal 2 To advocate for early childhood teachers, and quality, evidence-informed early childhood teacher preparation and professional development programs.
- Goal 3 To undertake, support, and use research to advance AECTEN's mission and goals.
- Goal 4 To operate under a clear governance structure that draws on established expertise and is capacity building.

AITSL project implementation of the Australian Professional Standards for Teachers for Early Childhood teachers in non-school settings

Sandra Robinson (AITSL) presented to AECTEN re Recommendation 8 from the Review of Child Safety Arrangements under the National Quality Framework: *Assisting Teachers in non-school settings to be registered and to successfully progress through their career stages by considering how the APST may be adapted, or equivalent standards be developed in the longer term.*

Project consists of seven phases with the consultation with AECTEN constituting Phase 2. Consultation requested suggestions of supplementary materials, advice for supporting all ECTS to progress through career stages of the Teacher Standards and access HALT certification.

Productivity Commission

In 2023 a Productivity Commission inquiry was launched into the early childhood education and care (ECEC) sector, including centre-based day care, preschools, family day care, outside school hours care and in home care. This inquiry examined cost and availability barriers that affect access to ECEC services, and ways to support better outcomes for children and families.

AECTEN were directly consulted by the Productivity Commission and completed a submission on behalf of members which was recorded as lodged in May 2023. Currently, the final report has been handed to the Australian Government (28 June 2024), and we are awaiting a release date, which is anticipated in October. Considering this, AECTEN will be meeting with Hon Dr Anne Aly MP (Federal Minister for Early Childhood Education) at the November executive meeting to discuss recommendations adopted in the report and next steps as leaders in Early Childhood Teacher Education.

AECTEN has had a productive year and remain committed to promoting quality Early Childhood Teacher Education across Australia. Once again, Marianne and I would like to offer our sincere thanks to our members for their dedication, as well as Professor Michele Simons and the ACDE for their continued support.

Australian Early Childhood Teacher Education Network (AECTEN)

Australian Technologies Teacher Educators Network (ATTEN)

Chair: Professor Matt Bower
Macquarie University



The Australian Technologies Teacher Educators Network (ATTEN) commenced in 2019 and comprises the Technologies Teacher Educators from all universities across Australia that teach Technologies in their pre-service teacher education programs. Our 110 members are passionate about advancing Technologies education through the development of pre-service and in-service teacher capabilities, and conducting research to underpin best practice in Technologies Education. ATTEN has had a particularly successful year in 2023-2024, accelerating our activities on a number of fronts.

Events (led by Martin Levins, UNE)

ATTEN held their 2024 Symposium in Sydney on 13th of February, which was kindly supported by the ACDE Network funding initiative. The day was exclusively for ATTEN members, to discuss how we could collectively advance our Technologies teaching practices, our research projects, and our organisation as a whole. It was attended by 48 ATTEN members from all universities that teach technologies in Initial Teacher Education in Australia. In a feedback survey about the value of the day, ATTEN members rated the professional benefit of the day to be 4.7 out of 5 (on a five point Likert scale where 1 = 'not valuable' and 5 = 'extremely valuable'). A number of highly positive feedback comments were also received. ATTEN members are also organising the inaugural Australian Technologies Education Research Conference (ATERC) in Sydney from the 28-29th November 2024, to further bolster the Technologies Education body of research evidence and community of practice.

Research (led by Professor Petrea Redmond, USQ)

Collaborative research continues to be a cornerstone of the ATTEN community. There are currently eight research projects underway at a national or international level. These include:

1. An edited book "Creative Technologies Education – Students as Digital Designers" involving contributions by 46 ATTEN members from 28 universities (led by Matt Bower, Macquarie)
2. A study of trends in Technologies Teacher Education in Australia (led by Jason Zagami, Griffith)
3. An Early Childhood and technology Y Kinders Sandbox project (led by Garry Falloon, Federation)
4. An exploration of the use of GenAI with pre-service teachers (led by Leanne Cameron, JCU)
5. Analysing national teacher self-efficacy to teach digital technologies (led by Jo Blannin, Monash)
6. A TPACK study involving 53 academics from 19 countries (led by Petrea Redmond, USQ)
7. An inclusive XR Collaboration/Collaboratory (led by Zi Siang See, UTAS)
8. An investigation of the 3C Model for teaching computing (led by David Martin, ECU)

Teaching (led by Dr Jo Blannin, Monash)

The ATTEN Teaching committee met with the team from Education Services Australia who manage the Digital Technologies Hub to discuss the potential for co-designing and managing a stream of resources specifically for graduate and student teachers. This collaboration could significantly enhance the available resources, providing valuable support for new educators. Additionally, we are considering the creation of a repository to organise and share state-based resources for teacher educators in the Digital Technologies

field. Discussions are also underway about how we can supplement the upcoming edit book 'Creative Technologies Education - Students as Digital Designers' with chapter resources to support teachers and teacher educators. This will help teacher educators, pre-service teachers and in-service teachers better implement the concepts and research findings from the book. This initiative aims to ensure that the insights and strategies presented in the book are able to be translated into practical applications in educational settings, raising the standard of Technologies teaching across Australia.

Communications (led by Dr Natalie McMaster, USC and Dr Fiona Mayne, UWA)

The ATTEN website at <http://atten.net.au> has shown increased performance in terms of visitor traffic and engagement over the past 12 months. The website has accumulated 6,129 total views and attracted 2981 unique visitors since its launch in 2020. The geographical data reveals that 75% of our audience comes from Australia, with the United States, China, Canada and France making up the top five countries accessing the site. The website is undergoing an update to improve navigation and usability, including the integration of more efficient content management systems to ensure that the website remains current and relevant. The committee has been working on streamlining online and social media communications and has been working on policies and guidelines to ensure that all ATTEN communications remain consistent with the values and objectives of the Network and ACDE. Microsoft Teams has been actively used as our primary platform for collaboration between all ATTEN members.

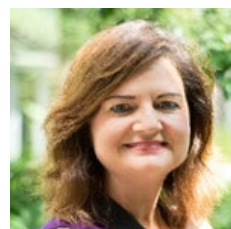
Chair Remarks (Matt Bower, MQ)

Immense thanks to the portfolio directors for their leadership over the year. Another development in 2024 was the commencement of state and territory leaders. The appointed state leaders were Alexia Maddox (VIC), Carol Puddicome (WA), Jason Zagami (QLD), Jon Mason (NT), Kate Highfield (ACT), Stoo Sepp (NSW), Trudy-Ann Sweeney (SA) and Zi Siang See (TAS). Congratulations and thanks to those state leaders for stepping up and representing their state to keep ATTEN up-to-date on jurisdictional matters. ATTEN is also excited to announce that Jo Blannin has agreed to step into the role of Chair of ATTEN, commencing 1/1/2025. Jo has an outstanding reputation in the sector, excellent relationships with ATTEN members, extensive network leadership experience, and is a strategic thinker when it comes to Technologies education. As well, Jason Zagami will be replacing Petrea Redmond as Director of Research for ATTEN. Jason has a longstanding reputation as an experienced and insightful leader in Technologies Education research, and we are grateful that he is willing to step into this role. We would also like to offer immense thanks to Petrea Redmond for her expert leadership of the ATTEN Research portfolio over a number of years.

Australian Technologies Teacher Educators Network (ATTEN)

Community of Associate Deans Research in Education (cADRE)

Chair: Professor Catherine Manathunga
University of the Sunshine Coast



The Community of Associate Deans in Research (cADRE) is a network of Associate Deans of Research or equivalent in the university sector. Its role is to provide advice to the ACDE Board on policies and matters relating to educational research. cADRE also extends the links and enhance collaboration between educational researchers, policy makers and the wider community to advance Educational Research. Importantly, it provides an informal and collegial network to foster discussion, debate and strategies to enhance research excellence, including the role of Associate Deans (Research) or equivalent.

During the period July 2023 to July 2024, cADRE has continued to progress national conversations and actions designed to provide better support and peer networking opportunities for Australian Education mid-career researchers (MCR). It has also focused on the preparation of a Green Paper on the National State of Education Research. Prof. Catherine Manathunga (UniSC) and A/Prof. Louisa Tomas Engels (JCU) continued in their roles as Chair and Deputy Chair of cADRE.

Presentation to the ACDE Conference on Supporting Education Mid-Career Researchers, October 2023

The Chair and Deputy Chair of cADRE presented on the issues facing Australian mid-career Education researchers to the ACDE Conference in October 2023. cADRE is also pleased to report that, as a result of the original national webinar on this topic, a cADRE-sponsored national network was formed for Australian Mid-Career Education researchers. This network is being ably led by Associate Professors Sharon McDonough (Federation Uni) and Dr Amanda Gutierrez (ACU). cADRE was able to secure \$2,000 ACDE funding to support the activities of this network, including holding a networking meeting at the ATEA conference; conducting a series of successful webinars in 2024 on planning for promotion, finding joy in academic work, finding and applying for grants; and working on a research project on *Understanding the experience of mid-career education researchers in Australia*.

Secured ACDE Funding to Support an Education Research Seed Grant

Educational researchers were invited to apply for an ACDE-funded cADRE Research Seed Grant of \$3,000 to seed a project on a 'hot' education topic with national significance with a view to enable educational research that promotes evidence-based practices and policies.

This grant was awarded to Dr Rebecca English from the School of Teacher Education & Leadership at QUT.

Rebecca's project, which was entitled, *The alignment between 'school can't' (refusal) and the rise in homeschooling: A case study of submissions to a 2024 Queensland parliamentary inquiry*. This research project is investigating the successful overturning of an amendment bill that the Queensland Government attempted to introduce to Education (General Provisions) Act that would have increased the compliance measures to which homeschoolers were subject. These compliance measures included the removal of provisional (or fast approval) registration and the use of ACARA curriculum. The community, in particular

the large numbers of accidental home schoolers who are largely from the ‘school can’t’ (refusal) community, galvanised and fought the amendments through the 2,000 submissions objecting to the bill. This study examines the ways that these ‘school can’t’ home schoolers described their homeschooling in the submissions.

Preparation of ACDE-funded Green Paper on the National State of Education Research

cADRE also secured \$5,000 of ACDE funding to prepare a Green Paper on the National State of Education Research that will be presented at the 2024 ACDE Conference in November 2024. This Green Paper is designed to provide the ACDE, the Deans and Associate Deans Research of Education and other key stakeholders with a current snapshot of the national sources of funding for Education research over time and levels of publication in the Education Field of Research code 39. It will also reflect upon the current and likely future opportunities and challenges facing the interdisciplinary field of Education in Australia. The funding was dedicated to paying a Research Assistant, Dr Lisa McIlwain to gather and analyse the most recent numerical information on Education grants and publications. cADRE would also like to acknowledge the contribution by UniSA of an additional RA, Dr Lisa Smith, to the qualitative aspects of the report. It is hoped that this report will act as a valuable precursor to the planned Academy of the Social Sciences in Australia’s decadal plan scoping out the priorities and future directions for Educational research, which will be prepared in 2025.

Catherine and Louisa would like to thank those who have now stepped down from their roles on the cADRE Steering Group including Professor Terri Bourke. We would also like to thank ACDE Executive Officer, Ms Carolyn McDonnell for her assistance with cADRE.

Community of Associate Deans Research in Education (cADRE)

Network of Associate Deans of Learning and Teaching in the Discipline of Education (NADLATE)

Chair: Associate Professor Greg Oates
University of Tasmania



The Steering Group

Associate Professor Greg Oates (University of Tasmania) continued as Chair of NADLATE, with Co-Deputy Chairs, A/Prof Paula Mildenhall (ECU) and Dr Mia O'Brien (Griffith, now USQ).

The 2-year tenure for these roles will finish in 2024, and nominations will be sought at the 31 October 2024 Meeting Five NADLATE mini-conference.

The steering group has had a strong and collegial membership with a welcome level of consistency this year. State Representatives currently forming the NADLATE Steering Group are:

- ACT: Dr Duncan Driver (Canberra)
- NSW: Dr Ken Cliff (UOW)
Dr Cathy Little (USYD) New member 2024
- NT: Dr Sulay Jalloh (CDU)
- QLD: Dr Mia O'Brien (USQ), and Dr Alison Willis (USC), with Margaret Marshman (USC) as proxy
- SA: Dr Deborah Green (UniSA)
- TAS: Associate Professor Greg Oates (UTAS)
- VIC: Associate Professor Amanda Mooney (Deakin)-seeking replacement for 2025. We thank Amanda for her valuable input.
- WA: Associate Professor Paula Mildenhall (ECU)
Dr Veronica Gardiner (Murdoch)

In 2024, we also welcomed Courtney Bishop, who joined us as facilitator for our Edu-Future Talk series and will continue in 2025 as our NADLATE Media and Support Officer under the ACDE network funding agreement.

The Steering Group is highly appreciative of the support provided by Carolyn McDonnell, in liaising with ACDE, and maintaining membership records and connections with State groups.

As Chair, I would like to record a sincere vote of thanks to all members of the steering group for their support, active engagement, and wisdom in what has been yet another very challenging year for ITE providers.

Meetings

The NADLATE Steering Group met four times during the year (plus the planned mini conference in October 2024). These meetings were well-attended by representative members who contributed ideas to the national teaching and learning debates, whilst reporting on relevant issues in their own states. They also continued to act as reliable conduits of information back to their state members and encourage state-based networking as well as engendering a sense of belonging to a national association.

The 2023 mini conference in October last year was great success, and we are very pleased to be able to hold this again in 2024. We acknowledge the support of Deans of Education in bringing NADLATE members as accompanying participants for the October 2023 ACDE conference, and the same support for 2024, facilitating our face-to-face engagement. The 2024 program (circulated to members and ACDE) is exciting,

focusing on challenges in the ITE sector, with a keynote presentation by Prof Michele Simons considering all aspects and implications of the TEEP recommendations and ongoing actions.

Key Activities and Challenges

1. ACDE Network Funding: Our EduFuture Talks: Envisioning Tomorrow's Teaching

The 2023-2024 funding facilitated two webinars in which subject experts presented to the NADLATE community, on LANTITE (Monday 24 June, Prof Shane Dawson), and AI in education (Monday 19th August, Prof Matt Bower). Both webinars were well attended (65 participants for the second talk, including guests from outside our NADLATE network), and facilitated animated discussion and community building amongst attendees. Due to timing, we only used \$1800 of the \$9500 awarded for our application (by 30 June 2024), but our 2024-2025 application included funding to continue the talk series for the third talk in 2024, and to continue the series in 2025.

The continued funding support is an exciting outcome, and NADLATE thanks the ACDE Board for the opportunity this funding provides for the talks, and we look forward to continuing to provide positive experiences such as our talk series, and the mini-conference to our members.

2. Issues: Meetings have identified that all States and providers are facing similar issues and challenges, and there has been great value in sharing our experiences. The three key challenges for 2022-2023 that have dominated our discussions and meetings this year have been:

- LANTITE: The continued trial of unlimited attempts is helpful, but there remains extreme stress for many students, and increasing examples of students failing attempts, and issues with their attempts. The changes to the LANTITE requiring all students to attempt in their first year seem largely non-problematic, but there is no clear direction as to what should happen for students who don't. In addition, the requirements around first nation language are vague, and many providers are concerned as to how they will address this?
- Teacher shortages are continuing to impact greatly on our ITE students' success.
- There is still no clear direction with respect to how providers will evidence the core content, and Program Standard 5 changes have still not been confirmed.
- Changes to the Fair Work Act with respect to casual employment have significant implications for us all in staffing our courses, and in particular with respect to Program Standard 2.3, and our ability to evidence "staff who have ongoing or recent school-based experience".

3. NADLATE members are enthusiastic about the proposed larger project funding and have discussed possible ideas for an application, pending confirmation of the TOR for this funding.

We look forward to the continued collegial support of our NADLATE members in 2025, and links with other networks in ACDE in furthering our understanding of current issues and possibly a joint project application.

Network of Associate Deans of Learning and Teaching in the Discipline of Education (NADLATE)

Network of Academic Directors of Professional Experience (NADPE)

Chair: Professor Susan Ledger
University of Newcastle



First, what an amazing year for anyone involved in Initial Teacher Education and those leading Professional Experience programs across the nation. Second, what a year of systems level policy changes impacting initial teacher education programs, accreditation and the educational ecosystem. Third, I want to thank the collective group of state NADPE representatives who have been dedicated leaders shaping the profile and practices of professional experience across the nation in response to the ever-changing policy reforms.

Chair: Professor Susan Ledger (Newcastle)	QLD: Tania Leach (USQ), Jen Clifton (QUT)
Deputy Chair WA: Chad Morrison (Murdoch)	SA: Jackie Thomson (Flinders)
ACT: Emily Hills (Canberra) previously Chris Morrissey (Canberra)	TAS: Robert Carter (UTas)
NSW: Chrissy Monteleone (ACU) & Rebecca Andrews (Macquarie)	VIC: Martina Tassone (Melbourne)
NT: Lisa Papatraianou (Charles Darwin)	AITSL: Judith Page
	DoE: Liz De Luca

In 2023 and 2024, the NADPE Steering Committee identified goals to build on past contributions to inform future priorities and practices. A series of activities outlined below evidence the breadth of tasks undertaken throughout the year. The voice and actions of each state led by their NADPE representatives have made significant contributions to ITE policy and practices. Evidence of this is the appearance of Professional Experience as one of the four TEEP recommendations.

2024 Activities

1. Succession Planning – EOI (Sept) and Handover NADPE Annual Conference (October)
2. Successfully submitted application for ACDE funding for Strategic Planning 2024-25.
3. NADPE continued to respond to ongoing Government initiatives and Reviews.
 - AITSL Professional Experience Guidelines and Accreditation Standards
 - AITSL Program Standards
4. Raised profile of NADPE by presenting the scope of our activities including contributions to ITE debate at most prominent conferences and webinars throughout the year.
 - Australian Association of Research in Education (AARE); Australian Teacher Education Association (ATEA); Australian Institute Teaching School Leadership (AITSL)
5. Research initiatives based on shared concerns were undertaken across the states:
 - Survey of state priorities and goal setting for 2025
 - Captured a national profile of schools mentoring PSTs from ITE programs.
 - WA – Chad Morrison is leading a project on ‘Mentoring distribution’.
 - NSW - HubSchool research on Mentoring Practices; Matt Winslade and team conducting a project on ‘who is mentoring our PSTs’; ‘Shared vision, equal pathways: Inquiry into the perceptions and status of vocational education’.
 - Multi-state - CSU/SCU/ACU Written Feedback for Mentor Framework
 - Captured the impact of paid employment for PSTs [Waiver Bs, LATs, Provisional]

- Queensland – Ellen Larsen & Robyn Brandenberg
- Multiple States – Caroline Mansfield, Susan Ledger, Ellen Larsen, Lisa Papatraianou, Mia O’Brien, Narelle Lemon
- ACT/SA/CSU – Loretta Bowshall-Freeman leading a national team on Filling the Void - Permit to Teach (presented at ATEA)
- Qld – PST and Academic Perceptions of Preparedness to Teach and Study
- WA - University Supervisors boundary crossing relating to TPA
- Uni Newcastle/CSU – impact of Paid Employment in RR impact on workforce
- NSW – Supervising Teaching Project (NSW Council of Deans of Education appointed a research team to implement the research for the NSW Department of Education who funded the project. Participants were ITE Providers in NSW).

NADPE is delighted that the Steering Committee Strategic Planning Meeting 2024 was funded by the ACDE network grant to be held at the ACDE annual conference. It allows succession planning and handover to occur by reviewing 2024 activities and setting 2025 goals for NADPE.

Future Activities

1. Scope a National Professional Experience research plan for NADPE 2025-2027.
2. Monitor and align research to show impact of QITE, TEEP and upcoming policy reform.

A brief history of NADPE

The ACDE Board established The Network of Academic Directors of Professional Experience (NADPE) in 2016 to provide a collective voice and take leadership in key issues associated with professional experience. Under the leadership of Professor Christine Ure (Deakin), the original collective of state representatives, AITSL and Department of Education representatives responded to many policy reforms directed by TEMAG. In 2018 NADPE undertook the largest study on the status of Australian professional experience. The report was submitted to the Department of Education and Training (DET) in October 2018 and articles published from the findings. The report provided significant data that had impact on the profession. I was extremely lucky to be involved in this original team under the tutelage of Christine and a fabulous group of dedicated Professional Experience leaders from across the country.

Almost a decade later the current NADPE team, of whom I have the privilege to be leading, continue to respond to national policy reforms including Quality Initial Teaching Education report (QITE); Teacher Education Expert Panel (TEEP); and National Teacher Workforce Action Plan (NTWAP) as well as new Professional Experience Policy Guidelines and revised ITE Program Standards. The impact of implementing NTWAP recommendations, 17 recommendations from QITE with 4 aligned recommendations directed by TEEP has kept the NADPE team focused on not simply reacting to policy but more importantly providing responses and input to help shape policy change.

During this recent ITE policy reform, Australia also had to respond to an international pandemic which required prompt and immediate action by all ITE providers. It was during this time 2020-2022 that NADPE led and shaped action and nuanced responses within each state. As a strong community of practice, NADPE pulled together, worked collegially and led significant changes to state and national Professional Experience policy and practice during this unprecedented period of time in our history.

Network of Academic Directors of Professional Experience (NADPE)

FINANCIAL REPORTS



AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED

**FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED
30 JUNE 2024**

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED

COMMITTEE'S REPORT

Your committee members submit the financial report of the Australian Council of Deans of Education Incorporated, ("the Association") for the financial year ended 30 June 2024.

Committee Members

The names of the Committee members at the date of this report are:

President: Professor Michele Simons	S.A: Professor Shane Dawson
Vice Presidents: Professor Simone White	VIC: Professor Damian Blake
NT: Professor Ruth Wallace	NSW: Professor Susan Ledger
TAS: Professor Victoria Carrington	WA: Professor Caroline Mansfield
QLD: Professor Debbie Heck	
Sec./Tres.: ACT: Professor Barney Dalgarno	
Aboriginal and Torres Strait Islander Peoples' Representative: Professor Mark Rose	

Principal Activities

The principal activities of the Association during the financial year were to promote the development of education through study and research training for those concerned with individual, organisational and community learning and development.

Significant Changes

No significant changes in the nature of these activities occurred during the year.

Events After the Reporting Period

The Committee is not aware of any significant events since the end of the reporting period that may impact the Association's future results, cash flows and financial position.

Operating Result

The surplus from ordinary activities amounted to \$85,654 (2023 surplus \$164,443).

Signed in accordance with a resolution of the members of the Committee

M Simons

President – Professor Michele Simons

B Dalgarno

Treasurer – Professor Barney Dalgarno

Date: 8/10/2024

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED

STATEMENT BY MEMBERS OF THE COMMITTEE

The Committee has determined that the Association is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

In the opinion of the Committee:

- 1 The financial statements present a true and fair view of the financial position of the Association as at 30 June 2024 and of its performance for the year ended on that date.
- 2 At the date of this statement, there are reasonable grounds to believe that the Association will be able to pay its debts as and when they fall due.

This statement is made in accordance with a resolution of the Committee and is signed for and on behalf of the Committee by:

M Simons

President – Professor Michele Simons



Treasurer – Professor Barney Dalgarno

Date: 8/10/2024

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED

STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME

FOR THE YEAR ENDED 30 JUNE 2024

	2024	2023
	\$	\$
INCOME		
Membership Subscriptions	215,000	218,438
Sponsorship	7,194	-
Copyright Income	342	-
Interest	1,828	638
Other Income	456	10
Total Income	224,820	219,086
EXPENDITURE		
Audit Fees	3,600	3,250
Bank Fees & PayPal Fees	572	111
Conference & Forum Expenses	12,242	3,230
Insurance Expense	1,867	1,939
Project Costs	87,879	-
Admin & Sundry Expenses	32,476	46,113
Travel and Accommodation	530	-
Total Expenditure	139,166	54,643
NET SURPLUS (DEFICIT)	85,654	164,443
Other Comprehensive Income	-	-
Total Comprehensive Income		
Attributable to members	85,654	164,443

The accompanying notes form part of these financial statements

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED

**STATEMENT OF FINANCIAL POSITION
AS AT 30 JUNE 2024**

	2024	2023
	\$	\$
ASSETS		
Current Assets		
Cash at Bank	383,060	362,947
Term Deposits	100,000	50,000
Trade Debtors	2,700	-
Total Current Assets	485,760	412,947
Total Assets	485,760	412,947
LIABILITIES		
Current Liabilities		
Trade Creditors & Other Payables	14,607	27,448
Total Current Liabilities	14,607	27,448
Total Liabilities	14,607	27,448
Net Assets	471,153	385,499
Members' Equity		
Retained Earnings	385,499	221,056
Current (Deficit) Surplus	85,654	164,443
Total Members' Equity	471,153	385,499

The accompanying notes form part of these financial statements

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED

**STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 30 JUNE 2024**

	Retained Earnings	Total
	\$	\$
Balance at 30 June 2022	221,056	221,056
Surplus (Deficit) attributable to members	164,443	164,443
Balance at 30 June 2023	385,499	385,499
Surplus (Deficit) attributable to members	85,654	85,654
Balance at 30 June 2024	471,153	471,153

The accompanying notes form part of these financial statements

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 30 JUNE 2024

	Note	2024 \$	2023 \$
CASH FLOWS FROM OPERATING ACTIVITIES:			
Receipts from Members & projects		220,292	218,448
Payments to suppliers and employees		(152,007)	(48,283)
Interest received		1,828	638
Net cash provided by (used in) operating activities		70,113	170,803
CASH FLOWS FROM INVESTING ACTIVITIES:			
Purchase assets		-	-
Net cash provided by (used in) investing activities		-	-
Net increase (decrease) in cash and cash equivalents held		70,113	170,803
Cash and cash equivalents at beginning of year		412,947	242,144
Cash and cash equivalents at end of financial year		483,060	412,947
Represented By:			
Cash at Bank		483,060	412,947

The accompanying notes form part of these financial statements

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2024

NOTE 1: STATEMENT OF ACCOUNTING POLICIES

The financial report is a special purpose financial report prepared in order to satisfy the financial reporting requirements of the Associations Incorporation Act (ACT) 1991.

The Committee has determined that the Association is not a reporting entity.

The financial report is prepared on an accruals basis and is based on historical costs and does not take into account changing money values or, except where stated, current valuations of non-current assets. Cost is based on the fair values of the consideration given in exchange for assets.

The accounting policies have been consistently applied, unless otherwise stated.

The following is a summary of the material accounting policies adopted by the Association in the preparation of the financial report. The accounting policies have been consistently applied, unless otherwise stated.

(a) Income Tax:

The income of the Association is exempt from income tax under Division 50-5 of Income Tax Assessment Act 1997

(b) Office Equipment

Office equipment is measured on the cost basis, less depreciation and impairment losses. The carrying amount of office equipment is reviewed annually by the Association to ensure it is not in excess of the recoverable amount of those assets. The recoverable amount is assessed on the basis of the expected net cash flows which will be received from the assets' employment and subsequent disposal. The expected net cash flows have not been discounted to present values in determining recoverable amounts.

All fixed assets are depreciated on a straight line basis over the useful lives of the assets commencing from the time the asset is held ready for use.

(c) Revenue

Contracts with customers

AASB 15 requires revenue to be recognised when control of a promised good or service is passed to the customer at an amount which reflects the expected consideration.

Revenue is recognised by applying a five-step model as follows:

1. Identify the contract with the customer
2. Identify the performance obligations
3. Determine the transaction price
4. Allocate the transaction price
5. Recognise revenue

Generally, the timing of the payment for sale of goods and rendering of services corresponds closely to the timing of satisfaction of the performance obligations, however where there is a difference, it will result in the recognition of a receivable, contract asset or contract liability. This is the case for application fees for new members, which are recognised as income over the expected term of membership.

None of the revenue streams of the Association have any significant financing terms as there is less than 12 months between receipt of funds and satisfaction of performance obligations.

These notes form part of the financial statements

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2024

NOTE 1: STATEMENT OF ACCOUNTING POLICIES

(c) Revenue (Continued)

Contract assets arise when work has been performed on a particular program and goods or services have been transferred to the customer, but the invoicing milestone has not been reached and the rights to the consideration are not unconditional. If the rights to the consideration are unconditional then a receivable is recognised.

No impairment losses were recognised in relation to these assets during the year (2023: \$nil).

Contract liabilities generally represent the unspent grants or other fees received on the condition that specified services are delivered or conditions are fulfilled. The services are usually provided, or the conditions usually fulfilled within 12 months of receipt of the grant.

Where the amount received is in respect of services to be provided over a period that exceeds 12 months after the reporting date or the conditions will only be satisfied more than 12 months after the reporting date, the liability is presented as non-current.

Grant income

Assets arising from grants in the scope of AASB 1058 are recognised at their fair value when the asset is received. These assets are generally cash but maybe property which has been donated or sold to the Association at significantly below its fair value.

Once the asset has been recognised, the Association also recognises any related liability.

Once the assets and liabilities have been recognised then income is recognised for any difference between the recorded asset and liability.

All revenue is stated net of the amount of goods and services tax (GST).

Interest Revenue

Interest is recognised on an accrual basis.

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2024

NOTE 1: STATEMENT OF ACCOUNTING POLICIES CONTINUED

(d) Cash & Cash Equivalents

For the purposes of the financial statements, cash includes cash on hand, at banks and on deposit, with original maturities of three months or less.

(e) Impairment of Assets

At each reporting date, the Association reviews the carrying values of its tangible and intangible assets to determine whether there is any indication that those assets have been impaired. If such an indication exists, the recoverable amount of the asset, being the higher of the asset's fair value less costs to sell and value in use, is compared to the asset's carrying value. Any excess of the asset's carrying value over its recoverable amount is expensed to the income statement.

Where it is not possible to estimate the recoverable amount of an individual asset, the group estimates the recoverable amount of the cash-generating unit to which the asset belongs.

(f) Goods & Services Tax

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Australian Tax Office. In these circumstances the GST is recognised as part of the cost of acquisition of the asset or as part of an item of the expense.

Receivables and payables in the balance sheet are shown inclusive of GST.

(g) Comparative Figures

When required by Accounting Standards, comparative figures have been adjusted to conform to changes in presentation for the current financial year.

(h) Critical Accounting Estimates and Judgments

The Committee evaluates the estimates and judgments incorporated into the financial report based on historical knowledge and best available current information. Estimates assume a reasonable expectation of future events and are based on current trends and economic data, obtained both externally and within the Association.

These notes form part of the financial statements

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2024

NOTE 2: GOING CONCERN

In preparing the special purpose financial report the committee is responsible for assessing the Associations ability to continue as a going concern.

The Committee has performed a going concern assessment and would confirm that there are no known facts, plans or circumstances that would prevent the Association from continuing as a going concern for the foreseeable future.

NOTE 3: EVENTS AFTER THE REPORTING PERIOD

The Committee is not aware of any circumstances or events since the end of the reporting period that would impact on the Associations future operations or the carrying value of its assts and liabilities.

NOTE 4: ASSOCIATION DETAILS

The Association is an association incorporated in the ACT under the Association Incorporation Act 1991.

The address of the Association is:

Australian Council of Deans of Education Incorporated
University of Western Sydney
Second Avenue
Kingswood NSW 2747.

These notes form part of the financial statements

AUDITOR'S REPORT



**INDEPENDENT AUDITOR'S REPORT
TO THE MEMBERS OF THE
AUSTRALIAN COUNCIL OF DEANS OF EDUCATION
INCORPORATED
YEAR ENDED 30 JUNE 2024**

PKF Canberra
ABN 85 057 862 260
Level 7, 28 University Avenue
GPO Box 588, Canberra ACT 2601

Tel +61 2 6257 7500
canberra@pkf.com.au
pkf.com.au

Opinion

We have audited the financial report of the Australian Council of Deans of Education Incorporated (the Association) which comprises the Statement of Financial Position as at 30 June 2024, the Statement of Profit or Loss and Other Comprehensive Income, Statement of Changes in Equity and Statement of Cash Flows for the year ended on that date, a summary of significant accounting policies, other explanatory notes and the Committees' Report.

In our opinion, the accompanying financial statements presents fairly, in all material aspects, the financial position of the Association as at 30 June 2024, and its financial performance for the year then ended in accordance with the accounting policies described in Note 1 of the financial statements and the requirements of the Associations Incorporation Act (ACT) 1991.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of our report. We are independent of the Association in accordance with the auditor independence requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* ("the Code") that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Basis of Accounting

We draw attention to Note 1 to the financial report which describes the basis of accounting. The financial report has been prepared to assist the Association in satisfying the financial reporting requirements of the Associations Incorporation Act (ACT) 1991. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

Committee's Responsibilities for the Financial Report.

The Committee is responsible for the preparation and fair presentation of the special purpose financial report in accordance with the accounting policies described in Note 1 of the financial statements and for such internal control as the Committee determines is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

In preparing the special purpose financial report, the Committee is responsible for assessing the Association's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Committee either intend to liquidate the Association or to cease operations, or have no realistic alternative but to do so.

Auditor's Responsibilities for the Audit of the Financial Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.



**INDEPENDENT AUDITOR'S REPORT
TO THE MEMBERS OF THE
AUSTRALIAN COUNCIL OF DEANS OF EDUCATION
INCORPORATED
YEAR ENDED 30 JUNE 2024**

PKF Canberra
ABN 85 057 862 260
Level 7, 28 University Avenue
GPO Box 588, Canberra ACT 2601

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As part of an audit in accordance with the Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the management.
- Conclude on the appropriateness of the management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Association's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Association to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Committee regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

PKF Canberra

PKF Canberra

Stephen Agarwal CA
Partner

Date: *8/10/2024*

ACDE

Australian Council of Deans of Education

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