

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION



ACDE

ANNUAL REPORT 2025

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AUSTRALIAN COUNCIL OF DEANS OF EDUCATION

administration@acde.edu.au

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 works in collaboration with its members and key stakeholders across the ecosystem of teacher education and development in Australia.

Our work focusses on:

- Leading national conversations to enhance the public standing of the education profession and highlight the importance of evidence-based practices and policies in teacher education in shaping Australia's future.
- Partnering with governments, universities and key stakeholders in educational policy and program development, review and implementation to ensure strong outcomes for teacher education and the profession.
- Promoting research that informs the evidence base for educational theory, policy and practice to ensure that teacher education is grounded in robust evidence.
- Providing a forum for Council members to debate, develop and share professional learning, strengthening leadership and growing expertise across the tertiary education sector.

ACDE AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INC.

Strategic Plan 2025 - 2027

The Australian Council of Deans of Education (ACDE) was founded in 1991 as the peak body representing universities and some private colleges that offer initial teacher education degrees across all sectors of education - from early childhood and schooling through to vocational, adult and community education, post-graduate study, education research and teacher professional learning.

Our Ethical Foundations

- We acknowledge the histories, cultures and continuing connection to Country of First Nations peoples and are committed to engagement with Traditional Owners across all areas of our work.
- We manage resources transparently and responsibly, ensuring that all spending supports our strategic priorities and delivers clear value to members.
- We seek collaborations with aligned organisations to support impactful and meaningful research and advocacy.
- We uphold our responsibility to foster equity, inclusion and justice in everything we do.

Our Commitment to Quality Governance

- We are committed to transparent and responsible governance across all ACDE activities.
- We uphold strong processes for Board oversight of strategy, risk, finance and legal compliance.
- We maintain governance processes consistent with best practice operations of national associations, peak bodies and higher education networks.
- We seek and respect the guidance of First Nations people to inform our work.

1 Champion Teacher Education and the Teaching Profession

Our Aim

- A positive and informed public perception of teaching and teacher education.
- Stronger support for pre-service teachers from enrolment through to employment.
- Continuous improvement in the quality of teacher education programs.
- A more diverse, representative and supported teaching workforce.

Our Work

- Contribute to national efforts to improve initial teacher education standards and enhance the experiences of pre-service teachers through preparation and transition into the profession.
- Advocate for refinements to national standards, accreditation processes and core curricula.
- Develop mechanisms to amplify the voices of Deans of Education as expert commentators.
- Undertake targeted communication with media, public and government to promote a positive narrative about teaching and teacher education.

3 Promote Research that Shapes Education Policy and Practice

Our Aim

- Enhanced national and international reputation of Australian education research.
- Increased use of evidence in education policy-making and debate.
- Broader recognition of diverse research methodologies and perspectives in education.
- Visible alignment between policy needs and research outputs.

Our Work

- Collaborate with leading education research organisations to support, direct and lead high-quality research that informs policy and practice.
- Commission systematic reviews aligned with emerging priorities in education.
- Produce discussion papers, opinion pieces and research summaries as part of a broader media and advocacy strategy.
- Support dissemination and translation of research into policy and professional contexts.

2 Influence Education Policy through National Engagement

Our Aim

- Constructive and sustained engagement with governments and policy influencers.
- ACDE members actively shaping national education reforms and frameworks.
- Increased representation of Deans and ACDE affiliates on panels, advisory boards and national initiatives.
- Greater recognition of ACDE as a national thought leader in education.

Our Work

- Operate as a trusted conduit between government, universities, industry, research bodies and Indigenous leaders.
- Strengthen relationships with key stakeholders and policymakers.
- Increase visibility and influence of Deans of Education in public and policy discussions.
- Host forums and events to engage with policy agendas and share sector insights.

4 Strengthen Leadership and Member Collaboration

Our Aim

- A well-supported and connected community of education leaders.
- Increased collaboration and innovation across ACDE's networks.
- Strong strategic leadership capacity within member institutions.
- A vibrant and forward-thinking association that is responsive to sector needs.

Our Work

- Strengthen national collaboration by linking expertise and shared initiatives.
- Build strong communities of practice across ACDE's Networks.
- Foster connections and support for new Deans of Education through collegial forums and shared knowledge.
- Recognise and share excellence in education leadership, research, teaching and external engagement.

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.

The 2024–25 year has been characterised by the Council's deepening engagement in national policy discussions that directly influence the work of Faculties and Schools of Education across Australia. During this period, the Council has consolidated and extended its partnerships with key national organisations concerned with education and education research, including the Australian Institute for Teaching and School Leadership (AITSL), the Australian Education Research Organisation (AERO), the Australian Association for Research in Education (AARE), the Australian Teacher Education Association (ATEA), and the Australasian Teacher Regulatory Authorities (ATRA) at both the state/territory and national levels.

In the context of the Australian Government's announcement of a Commission for Teaching and Learning, the Council's work in this area will continue to strengthen to:

- Ensure that policy directions for schools remain connected to the realities of teacher development, creating coherence across the professional continuum from Initial Teacher Education (ITE) to ongoing professional learning;
- Position the Council as a trusted knowledge partner and advocate for a research-informed, profession-led model of teaching and learning that promotes the value and voice of teachers and the teaching profession; and
- Advocate for equitable outcomes for diverse learners, rural and regional schools, and Indigenous communities, ensuring that, in partnership with the Commission and the profession, systemic inequities are reduced and inclusive, context-sensitive approaches to teaching and learning are advanced.

The Communiqué that we issued following the National Conference in Darwin clearly articulates the Council's intentions and priorities in these areas.

A key focus of activity in 2024–25 has been influencing the implementation of reforms arising from *Strong Beginnings*. The Council has adopted a proactive and constructive stance in responding to emerging implementation challenges, promoting innovative and evidence-based approaches that support a transition from pre-service models of Initial Teacher Education to more integrated, hybrid approaches incorporating in-service and work-integrated learning.

Across Australia, Council members have been actively engaging with state and territory jurisdictions on the critical issue of workforce development. This work underscores the Council's growing influence in shaping education policy and workforce planning at both local and national levels. I acknowledge and thank all members for their individual and collective contributions to this important work.

While the Council has achieved several notable outcomes through its program of work, there remains considerable progress to be made in achieving growth and stability within the First Nations teacher education workforce—a key strategic priority for the Council.

Under the leadership of Professor Simone White, the Council's networks have continued to thrive. These networks have played a pivotal role in providing coordinated input into national consultations and reform processes relating to Initial Teacher Education, early childhood education, and vocational education and training.

The Council also continues to benefit from the strong financial stewardship of its Treasurer and Secretary, Professor Robin Shields. Prudent management has ensured the Council's financial sustainability, enabling continued investment in the work of our networks and in nationally significant projects that expand the scope and impact of the Council's activities.

The Council is also grateful for the outstanding operational and administrative support provided by Carolyn McDonnell, whose professionalism and commitment continue to enhance the effectiveness of the Council's work.

Looking ahead, the Council enters the next year with confidence. The generosity, expertise, and commitment of ACDE members will continue to underpin the Council's contribution to national education policy and practice, and to the ongoing advancement of the teaching profession in Australia.



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 Robin Shields
University of Queensland
*Prior Professor Barney Dalgarno
University of Canberra*

Australian Capital Territory

Professor Barney Dalgarno
University of Canberra

New South Wales

Professor Susan Ledger
The University of Newcastle

Northern Territory

Professor Lisa Papatraianou
Charles Darwin University
*Prior Professor Ruth Wallace
Charles Darwin University*

Queensland

Professor Debbie Heck
University of Sunshine Coast

South Australia

Professor Shane Dawson
University of South Australia

Tasmania

Professor Victoria Carrington
University of Tasmania

Victoria

Professor Damian Blake
Deakin 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

Australian Early Childhood Teacher Education Network (AECTEN)

Professor Gill Kirk
Edith Cowan University

Australian Technologies Teacher Educators Network (ATTEN)

Associate Professor Jo Blannin
Monash University
*Prior: Professor Matt Bower
Macquarie University*

Community of Associate Deans in Education (cADRE)

Associate Professor Louisa Tomas Engel
James Cook University

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

Associate Professor Paula Mildenhall
Edith Cowan University

Network of Academic Directors of Professional Experience (NADPE)

Associate Professor Chrissy Monteleone
La Trobe University
*Prior: Dr Chad Morrison
Murdoch University*

ACDE Members

Australian Capital Territory

University of Canberra

New South Wales

Australian College of Physical Education

Avondale College

Charles Sturt University

Macquarie University

Southern Cross University

University of New England

University of New South Wales

University of Newcastle

University of Sydney

University of Technology, Sydney

University of Wollongong

Western Sydney University

Northern Territory

Charles Darwin University

Queensland

Central Queensland University

Christian Heritage College

Griffith University

James Cook University

Queensland University of Technology

University of Queensland

University of Southern Queensland

University of the Sunshine Coast

South Australia

Flinders University

Tabor College, Adelaide

University of Adelaide

University of South Australia

Tasmania

University of Tasmania

Victoria

Deakin University

Federation University

La Trobe University

Monash University

RMIT University

Swinburne University

University of Melbourne

Victoria University

Western Australia

Curtin University of Technology

Edith Cowan University

Murdoch University

The University of Western Australia

Multi-State

Australian Catholic University

University of Notre Dame

ACDE Engagement and Advocacy

The Australian Council of Deans of Education worked collaboratively throughout the year with key stakeholder organisations concerned with education and education research in Australia.

Responding to government consultations, national discussions

- ACDE nominations to the AARE/ASSA Roundtable “Priorities and Future Agendas for Educational Research”
- Consultation on the proposed National Learning and Teaching Committee
- Consultation with eSafety Commissioner regarding free pre-service teacher training.
- Consultation with Ninti One Limited regarding First Nations Teacher Strategy
- Consultation with Paul Ramsay Foundation Fellowship – Concentration of Disadvantage
- Consultation with Reconciliation Australia regarding strengthening ITE resources on the Narragunnawali ITE page.
- Participation in consultation regarding LANTITE Review with Dandolo Partners
- Provide feedback on First Nations Language Proficiency
- Provide feedback on LANTITE Indigenous Literacy, including letter to Minister Clare.
- Provide feedback on moderation of TPAs.
- Provide feedback on Policy Review of the ARC National Competitive Grants Program.
- Provide feedback on review of accreditation standards and procedures
- Provide feedback on the Review National Child Safety Arrangements under the National Quality Framework – Debbie Heck
- Provide feedback/insights on ACARA – Dandolo Partners
- Representation at AARE-ASSA Roundtable Event – Louisa Tomas Engel
- Representation at ATN Symposium “Generative AI Graduate Skills and Employability – Simone White Accrediting/Professional Bodies Panellist
- Representation on LANTITE Advisory Committee – Michele Simons
- Representation on QAOB – Ruth Wallace
- Representation on Teacher Quality Regulation Forum – Michele Simons
- Response to the ARC’s Policy Review of the National Competitive Grants Program

Other activities

- ACDE Executive Team attended Universities Australia Summit – Michele Simons, Simone White, Robin Shields
- ACDE Executive Team met with Senators Pocock and Allman-Payne in Canberra
- Development of new ACDE Constitution
- Development of ACDE Strategic Plan 2025-2027
- Informed members of Release of LANTITE reports following an FOI request initiated in 2021 (Government Department of Education)
- Release of cADRE National State of Education Research Report.

ACDE Webinars

August 2024

- **Building Capacity for Quality Teaching in Australian Schools**
Laureate Professor Jenny Gore, AARE
- **In Conversation with UA: The Accord**
Patrick Bailey, Acting Policy Director-Academic, Universities Australia

October 2024

- **The Universities Accord and its implications for Teacher Education**
Andrew Norton, POLIS: The Centre for Social Policy Research, Australian National University
- **Professional Experience Agreements with the NSW Department of Education**
Cynthia Wearne, Leader, Teacher Education Partnerships, Attraction and Engagement Programs
Robin Siu, Lead, Initial Teacher Education Engagement
Kylie Campbell, Director, Attraction and Engagement Programs
Jill Buckley, Manager, Initial Teacher Education Engagement

March 2025

- **Teacher Shortages: Sharing our Australian Education Research**
 - Career Change Teachers – Professor Terri Bourke QUT
 - Hard to Staff Schools – Professor Martin Mills, QUT
 - Precarious Teachers – Professor Anna Sullivan, University of South Australia
- **Community of Associate Deans Research in Australia**
 - Release of National Report on the State of Australian Education Research – Professor Catherine Manathunga, University of the Sunshine Coast and Associate Professor Louisa Tomas Engel, James Cook University.
 - Update on Mid-Career Researcher project – Associate Professor Amanda Gutierrez, Australian Catholic University and Associate Professor Sharon McDonough, Federation University.

May 2025

- **For the Learners: A Manifesto for Initial Teacher Education**
Tim Bullard, CEO, AITSL
- **An arts-rich curriculum: Making a difference in equity for all Australian children and young people.**
Professor Dan Harris, Creative Education Futures Consortium and RMIT
Professor Pat Thomson, Nottingham University and University of South Australia
Professor Emerita Robyn Ewing AM, CREATE Centre, University of Sydney

2024-25 ACDE Network Funding Initiative

ACDE continued the funding opportunity for 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 with \$10,000 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)

2024-25 Network Funding Summary

ACDEVEG

Project title: ACDEVEG Conference

Purpose: Travel bursaries for speakers and steering group members

Amount: \$6,391

Project title: Analysis of Trends in VET teaching courses

Purpose: Purchase of data set, and fee to Andrew Norton

Amount: \$2,854

AECTEN

No claim 2024-2025

ATTEN

Project title: Creative Technologies Education – Students as Digital Designers

Purpose: Open-Source Publication

Amount: \$10,000

cADRE

Project title: National State of Education Report

Purpose: RA support, Graphic Designer, Professional Editing

Amount: \$3,700

Project title: cADRE Steering Committee Meeting

Purpose: Travel Bursaries for Steering Committee members

Amount: \$4,970

NADLATE

Project title: NADLATE RA Support

Purpose: RA/Admin support and travel bursary to NADLATE mini conference

Amount: \$3,512

NADPE

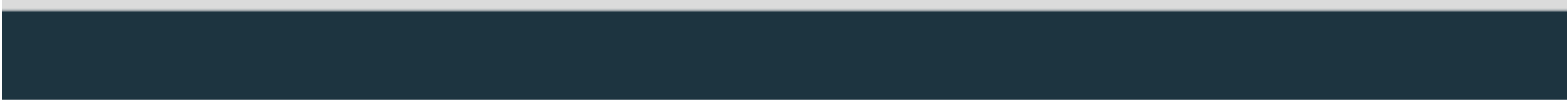
Project title: NADPE Steering Committee Meeting

Purpose: Travel Bursaries for Steering Committee members

Amount: \$4,858



STATE & TERRITORY REPORTS



Australian Capital Territory

Professor Barney Dalgarno
University of Canberra



Despite the ACT experiencing a reduction in teacher workforce shortages during 2025, employment of ACT teacher graduates remained strong and many of the 238 students eligible for a Permit to Teach during their final year were able to find a position in a Government, Catholic or Independent school.

The new registration category for Early Childhood Teachers (ECTs) introduced by the ACT Teacher Quality Institute (TQI) in April 2024 continued to attract teachers with 209 registered as of September 2025. National discussions about moving to mandatory registration for ECTs may see this number increase significantly in the future.

There was significant turnover in leadership across the school systems within the ACT, with Jo Wood commencing as Director General of Education in January, David de Cevalho commencing as CEO of Catholic Education Canberra Goulburn in July, and Tracey Taylor commencing as CEO of the Act Association of Independent Schools in August.

The University of Canberra welcomed their first cohort of Master of Primary and Master of Secondary students into the new High Achieving Teachers (HAT) funded UC STEP program, in which students work as a P/T Learning Support Assistant in their first year and as a 0.8 FTE teacher under a Permit to Teach in their second year.

The University of Canberra's Affiliated Schools partnership with the ACT Education Directorate was shortlisted in the Universities Australia Shaping Australia Awards as was Australian Catholic University's Step Up Into Teaching program.

Australian Capital Territory

New South Wales

Professor Susan Ledger
The University of Newcastle



During 2025, the NSW Council of Deans of Education collaborated with its key partners to enhance the teacher education ecosystem, highlighting efforts to enhance partner collaborations, work-based teacher education pathways, and strategic priorities.

The year commenced with a review of the Terms of Reference for the Council, establishment of a 2025 calendar, and clear definition of priorities and goals. A formalized three-part meeting structure was introduced, comprising governance updates, guest/key topic presentations, and discussion with action planning. Focus has been placed on monitoring and contributing to the health and sustainability of the ITE ecosystem, with key policies, partners, and practices identified as focal points.

Matters including understanding the emerging role of the Quality Assurance Oversight Board engagement with the commencement of the Commonwealth Practicum Payment program, and the implications of embedding the core content in our programs features in many of our meetings. We also devoted time to support the growth in postgraduate ITE pathways for midcareer entrants - through the High Achieving Teachers Program and other institution-specific initiatives. Members of the Council were active contributors to reviews of accreditation policies and procedures and professional experience guidelines. Union matters concerning payment and agreements remain central, while NESA addresses conditional accreditation, syllabus renewal across fifty-one subjects, and mutual recognition frameworks kept us busy at the state level.

Strengthening visibility and establishing a unified voice for the Council remained an imperative across 2025. Initiatives include convening a Teacher Education Forum across NSW sectors and engagement with the NSW Higher Education Strategy 2025–2029. These efforts assisted the Council to amplify its advocacy, and position teacher education providers as a central pillar for the development of the professional and in the emerging tertiary sector.

A highlight of the year was our Annual Conference which was hosted by Southern Cross University. The conference provided a wonderful opportunity for colleagues from around the State to gather and discuss important matters, learn from each other and enjoy each other's company.

Sadly, the conference was followed by the news of the very sudden passing of our valued colleague Associate Professor Wayne Cotton from Sydney University. Wayne was an unstinting contributor to the Council of Deans. His last project on an RPL Framework was released only a few days after his passing – part of a wonderful legacy that Wayne has left us all.

New South Wales

Northern Territory

Professor Lisa Papatraianou
Charles Darwin University



I am pleased to share this update as Acting Dean of Education. I sincerely thank Professor Ruth Wallace for her exceptional leadership and contributions to our discipline and ACDE. Her vision and deep commitment to education, and her ability to connect national priorities with the realities of the Northern Territory, have strengthened teacher education at CDU and across Australia. I am especially grateful for Ruth's support and guidance and look forward to continuing this important work in the Acting role until March 2026.

ACDE Conference 2025

We were delighted to host the 2025 ACDE Conference at our Danala Campus in September and to welcome the Deans and Associate Deans from across the country. We sincerely thank everyone who travelled to the Northern Territory to share their expertise and engage in the important conversations that take place at such gatherings. We are especially grateful to the presenters who grounded the program in the Territory context and the realities of teaching and learning here, while also challenging us, as leaders in education, to ensure we are actively leading and enacting culturally responsive practices.

Core Content

The CDU Education team have submitted their core content adaptations into seven initial teacher education courses and are working to confirm minor amendments by the end of 2025.

Indigenous Lantite Update

CDU developed a methodology for an Indigenous LANTITE, in place of the current LANTITE testing for Indigenous students. The methodology prioritises community engagement and consultation to ensure contextual and cultural relevance within the assessment framework and decision-making criteria.

First Nation Teacher Education Hub

The First Nations Teacher Education Hub continues to strengthen its impact under the leadership of Larissa Pickalla. The Hub is driving systemic change through a comprehensive suite of programs designed to empower First Nations educators, build pathways into teaching, and support leadership development within schools and communities. In 2025, the Hub expanded its reach through several key initiatives:

- Regional Teacher Education Hubs are being established, beginning in East Arnhem and Big Rivers, with a strong focus on place-based delivery models that embed local languages, cultures, and community priorities.
- The RATE (Remote Aboriginal Teacher Education) program has continued to grow, with 37 Aboriginal educators enrolled in CDU programs and ongoing collaboration with the NT Department of Education to align delivery with workforce needs.
- Pre-Education Pathways and On Country Portfolio Programs have been scaled up to strengthen the pipeline from Assistant Teacher to qualified teacher, providing school-based evidence mapping, lecturer toolkits, and recognition of prior learning models aligned with CDU's Undergraduate Certificate and Diploma programs.

- The Culturally Responsive Leadership in Education micro-credential will launch in February 2026, with trials coordinated through the NT Department of Education. This initiative is central to building the cultural responsiveness of system and school leaders across the Northern Territory.
- A new two-year Associate Teaching Degree in Language and Culture (launching in Feb 2026) has been co-designed with community and education stakeholders to recognise and elevate the vital role of First Nations educators who teach through language and culture. This program provides a direct pathway into the Bachelor of Secondary Education, addressing teacher workforce needs in remote and bilingual schools while embedding Indigenous knowledges and pedagogies throughout the curriculum.

Employment-Based Pathways

CDU's Employment Based pathway for the Bachelor of Education (Secondary) with Teach for Australia for 75 undergraduate students saw the first cohort commence in July of 2025, and the second cohort commencing in Summer Semester of 2025. Our cohorts are in the Northern Territory and Victoria, and we are on track to fill all 75 HATP allocations in 2026.

Commonwealth Practicum Payment

CDU and the Work Integrated Learning team assessed several viable options for managing the assessment of CPP eligibility documents, ensuring alignment with both the InPlace Placement Management System and our internal finance processes. We landed on the Bayshaan software as a solution, and this has proved to be a success.

Teacher Shortage and Placements

The growing number of early career teachers, many on Authority to Teach arrangements, has reduced schools' capacity to provide mentoring for preservice teachers. Nevertheless, we are still confirming required placements, with some delays in the early childhood space.

Northern Territory

Queensland

Professor Debbie Heck

University of the Sunshine Coast



The Queensland Council of Deans of Education (QCDE) has now been focused the achievement of the 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 was twofold. First, to expand the expertise available on the council to undertake the increasing leadership and advocacy required by the Deans of Education in Queensland. Second, it will provide leadership opportunities for emerging deans with a view to capacity building in the sector.

The 2023 constitution also offered a revised leadership structure for the QCDE. A major change was 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 2024 - November 2025 include:

- 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 until 18 July 2025
- Policy Chair: Associate Professor Rickie Fisher from 19th July – November 2025

In accordance with the 2023 constitution the key achievements of the QCDE in 2025 have been documented according to our agreed purposes.

1. Respectful Engagement with First Nations Peoples

QCDE maintained a strong commitment to working respectfully with Aboriginal and Torres Strait Islander and other First Nations peoples. Notable actions included:

- Supporting regional pre-service teacher tours that showcased the diversity of independent schools, including majority Indigenous schools.
- Engaging in research partnerships and discussions focused on Indigenous education, wellbeing, and community engagement.
- Ensuring representation of First Nations perspectives in strategic planning and policy submissions.

2. Enhancing QCDE's Reputation in Public Education Policy

The Council played a significant role in shaping public education policy by:

- Submitting policy recommendations to the Queensland College of Teachers (QCT) and Department of Education (DoE) on teacher education prerequisites and professional standards.
- Advocating for evidence-based changes to entry requirements for teacher education, including the

shift from hard prerequisites to assumed knowledge in maths and science.

- Maintaining regular correspondence and meetings with the Minister for Education and other key stakeholders.

3. Advancing the Recognition and Standing of Educators

QCDE advanced the professional standing of educators through:

- Negotiating and updating professional experience agreements and practicum payment frameworks.
- Clarifying and advocating for the roles of mentors and supervising teachers in professional experience placements.
- Promoting the value of teaching as a profession in public forums and policy discussions.

4. Leading and Promoting Education Research

The Council demonstrated leadership in research by:

- Establishing a Research and Sustainability working group to identify sector priorities and foster collaboration.
- Facilitating the sharing of ARC and Horizon grant research across member institutions.
- Partnering with the DoE to align research agendas and support evidence-based policy and practice.

5. Leading and Contributing to Education Partnerships

QCDE strengthened partnerships at state, national, and international levels by:

- Collaborating with unions, sector bodies (ISQ, Catholic Ed), and the Brain Institute on workforce and policy initiatives.
- Leading the PEX Roundtable series to enhance professional experience and sector engagement.
- Supporting joint forums and summits on contemporary education issues.

6. Providing Representation on Education Organizations

The Council ensured strong representation by:

- Participating in ACDE, QCT, ICPA, AITSL, and other peak bodies.
- Advocating for Queensland's interests in national and state-level committees.
- Coordinating input and feedback on accreditation, standards, and policy reviews.

7. Building Leadership and Education Capacity

QCDE invested in leadership development and capacity-building through:

- Strategic planning workshops and the development of the 2025–2028 Strategic Plan.
- Succession planning for Council leadership roles.
- Initiatives to build institutional and sector-wide capacity among Deans and their teams.

South Australia

Professor Susan James Relly
University of Adelaide



During 2024–2025, South Australia’s education sector has continued to demonstrate resilience and innovation in initial teacher education (ITE) and professional learning. Key priorities have centred on inclusion, digital transformation, and preparing educators for diverse classrooms. The sector has maintained strong collaboration across University of Adelaide, University of South Australia, Flinders University, and Tabor College. Ensuring alignment with national priorities and the Australian Council of Deans of Education’s strategic objectives.

One of the most significant achievements has been the Initial Teacher Education (ITE) project dedicated to including more autism education content into programs/degrees considered to be within ITE at the University of Adelaide, Flinders University, UniSA and Tabor College. This project delivered bespoke modules developed by Cooperative Research Centre for Living with Autism (Autism CRC) and Positive Partnerships with the InclusionED platform. Supported by the South Australian Department for Education and the Office for Autism, this project equips pre-service teachers with practical strategies for inclusive teaching. Over 1,000 pre-service teachers have engaged in workshops and online modules, strengthening collaboration between universities and government agencies and contributing to South Australia’s ongoing progress in neurodiversity inclusion within teacher education. Additionally, the sector has expanded digital pedagogy and professional learning through micro-credentials in inclusive education and digital learning design, with increased uptake of hybrid delivery models supporting regional and remote students.

Looking Ahead

The merger of the University of Adelaide and the University of South Australia into Adelaide University, effective 1 January 2026, represents one of the most significant transformations in South Australian higher education. This merger will create a globally ranked institution with scale and research depth, enhancing South Australia’s capacity to deliver world-class teacher education and interdisciplinary programs. Strategic priorities for South Australia’s 2025–2026 education sector include embedding inclusive education practices across all initial teacher education programs, leveraging the success of the knowledge of the inclusion ITE project. Further priorities include expanding partnerships with schools to support clinical placements and research-informed practice, and advocating for sustained investment in teacher workforce development, particularly in regional and remote areas.

Challenges and Opportunities

The South Australian education sector faces several significant challenges as it navigates a period of transformation. One of the most pressing challenges is managing organisational change during the Adelaide University merger, which requires careful coordination to ensure program continuity and minimise disruption for students and staff. Maintaining the integrity of ITE programs during this transition is critical, particularly as accreditation requirements evolve to meet national standards. Additionally, the sector continues to grapple with teacher shortages in Science, Technology, Engineering, and Mathematics disciplines and in regional and remote areas, which places pressure on workforce planning and recruitment strategies.

Despite these challenges, there are substantial opportunities for growth and innovation. The formation of Adelaide University will enable South Australia to leverage global partnerships and attract significant research funding. This merger also creates a platform for developing innovative curricula that integrate cutting-edge technologies and inclusive education principles, ensuring graduates are prepared for diverse and future-focused classrooms.

Acknowledgement

I would like to extend my sincere thanks to Professor Shane Dawson for his service as South Australia's representative. As I transition into this role, I look forward to building on the foundations he has laid and to continuing close collaboration with colleagues and the Australian Council of Deans of Education.

South Australia

Tasmania

Professor Victoria Carrington
University of Tasmania



Three of our four initial teacher education programs have either gone through accreditation in 2025 or are in review and preparation, ensuring that we continue to deliver contemporary and high-quality teacher education for Tasmania.

A key focus has been integrating the core content in an authentic manner through redesign of programs and using the greater flexibility of the new Professional Experience guidelines to embed PE in an internship-style model. The new GradCertEC, embedded into the BEd(Primary) continues to grow and has been reaccredited for 5 years.

The Associate Degree in Education Support continues to grow as it provides high quality education and certification for Tasmania's teaching assistants. Preparations continue for the 2026 launch of the federally funded HAT pilot in Tasmania that will further explore internship approaches to initial teacher education.

The teacher shortage and the accompanying LATS (Limited Authority to Teach) continue to impact our students, with some 60% of our students in their final year being employed on these in some capacity. The introduction of a 60% maximum workload within these has had a positive effect on ITE student stress, and we are conducting another review of the LAT policy with our regulatory authority (TRB) this year.

The University of Tasmania has been undergoing significant internal structural change across 2025. Of most impact on the School of Education and its initial teacher education programs has been the disestablishment of the College of Arts, Law and Society (CALE) and its replacement with an 'Arts & Society' grouping.

Leadership and governance structures are not yet settled while additional restructuring within the schools and centres that are now a part of this grouping is undertaken in Q4 2025 and Q1 2026.

Tasmania

Victoria

Professor Damian Blake
Deakin University



The Victorian Council of Deans of Education (VCDE) has continued to provide an important forum for Deans of Education to meet regularly throughout 2025 in order to advocate for pre-service and in-service teacher education. It has sought to do this by:

- Providing a collegiate forum for consultation with key stakeholders.
- Providing advice to the Australian Council of Deans of Education on matters of national importance in education.
- Providing expertise and advice to government, education stakeholders and the public on issues affecting Education, Initial Teacher Education, and professional learning in higher education.
- Providing advocacy and drive policy on issues of key importance as the Peak Body in Education in Victoria
- Working cooperatively to benefit key stakeholders.
- Providing a collegial support group to members on matters of mutual concern
- Collaborate in high quality knowledge sharing.
- Committing to a unified purpose to ensure the best possible future for education.
- Educating the community.
- Providing support to subgroups of ACDE as needed.

VCDE and TTPT Meetings

The VCDE has met bi-monthly throughout 2025 and has also continued to maintain additional bi-monthly meetings of the VCDE's Transforming the Teaching Profession Taskforce (TTPT). The TTPT has served an important role in continuing to engage with key stakeholders in between VCDE meetings and is comprised of joint representation from VCDE members, Victorian Department of Education, Catholic Education, Victorian Institute of Teaching (VIT), Australian Institute of Teaching and School Leadership (AITSL), Australian Government Department of Education, Australian Children's Education & Care Quality Authority

Highlights of VCDE Activity throughout 2025

Addressing Teacher Workforce Shortages and Data Sharing

- Implemented jointly developed guidelines informing Permission To Teach (PTT) arising from challenges of employment-based pathways and increasing numbers of pre-service teachers undertaking PTT while also completing initial teacher programs that had not been designed to accommodate employment-based engagement in their program.
- Engaged with VIT and the Victorian Department of Education with data-sharing agreements to discuss enrolments trends across Victoria and provide feedback in relation to areas of skill shortage.
- Influenced the development and implementation of Victorian government scholarships to support secondary teaching enrolments and paid placements grants prioritising rural, regional and hard-to-staff schools across Victoria.

Challenges in Early Childhood Education

- The VCDE and TTPT provided high levels of engagement and consultation with the Department of Education and ACECQA in relation to increasing challenges experienced in the early childhood education and care sector throughout 2025.
- Issues related to securing professional experience placements for PSTs were addressed with support from Department of Education colleagues.
- Additional sector concerns arising from negative press related to international students and Graduate Diploma programs were also addressed resulting in the Department of Education changing policy for scholarships provision.
- Important developments and updates relating to early childhood education and care safety reforms were addressed through joint VCDE, Department of Education and ACECQA consultations.

Core Curriculum and Ministerial Roundtable

- VCDE meetings provided an ongoing forum for discussion and support for implementation of the Core Curriculum and changes accreditation guidelines and procedures.
- The VCDE collaborated with the Department of Education to organise and implement a joint ministerial round table discussion with the Victorian Minister of Education, Secretary of Education and other key stakeholders in education.
- The forum provided a basis to discuss and collaborate on ideas addressing the implementation of the core curriculum, challenges in achieving quality professional experience placements, and opportunities for shared research to better inform policy and practice in education.
- The VCDE also met with Martin Fletcher, the new CEO of the VIT to discuss emerging national and state developments in relation to registration and accreditation.

Directions for 2026

- At our final meeting in 2025, the VCDE discussed re-visiting our terms of reference and we have commenced exploring the possibility of moving to an incorporated model and the development of a constitution, webpage and improved support.
- It was noted that the past five years have been particularly challenging and much of the VCDE agenda has been dominated by a range of crises in teacher workforce supply. While new levels of collaboration with key stakeholders have now been well-established through this period, the VCDE has established a working group to explore new ways of working together in 2026 in order to better support more strategic engagement with research opportunities and our collective influence on future directions in education.

Western Australia

Professor Caroline Mansfield
Edith Cowan University



The Western Australian Deans Network has continued to meet bi-monthly throughout 2025, with expanded membership now including two representatives from each of the five universities. In addition, regular termly meetings between the Deans and WA Sector Heads have provided a valuable forum to address shared concerns. Key topics have included workforce shortages, research in public schools, pre-service teacher placements, the employment of pre-service teachers under alternative authorisation to teach, and the integration of AI in schools and teacher education.

There have been several notable leadership changes in Western Australia's education sector. Jay Peckitt has been appointed as the new Director General of Education, Annette Morey is now the Executive Director of Catholic Education WA, and Hon. Sabine Winton MLA serves as the Minister for Education, Early Childhood, Preventative Health, and Wheatbelt. Meanwhile, Hon. Dr Toni Buti MLA has taken on the portfolio of Tertiary and International Education, alongside his roles as Attorney General, Minister for Commerce, and Minister for Multicultural Interests.

In alignment with the Teacher Registration Board of Western Australia (TRBWA) guidelines, all ITE providers have submitted evidence demonstrating the embedding of core content into their programs. Nominated staff from each institution are actively participating in assessment panels to support this process.

The Department of Education has released revised guidelines and processes for conducting research in WA public schools. WA Deans contributed feedback during the drafting phase and continue to work collaboratively with the Department to ensure a smooth transition to the new framework.

Graduate Diploma courses, nested within Master of Teaching programs, remain a successful strategy for addressing workforce needs in WA, continuing to attract strong student interest.

Graduates from WA universities are consistently well-regarded by employers. Findings from the 2024 Department of Education Principal Survey (346 responses; 77% response rate) highlight the following:

- 94% agreed their graduate had a positive impact on student learning.
- 94% agreed their graduate had a positive impact on student wellbeing.
- 87% agreed their graduate positively contributed to the school community.
- 88% indicated they would retain their graduate if capacity allowed.
- 9% of graduates were teaching out-of-area due to staffing needs.
- The most valued factors in graduate employment were referees/peer networks (58%) and previous practicum performance (53%).

Similarly, graduate teachers (493 responses; 53% response rate) reported high levels of satisfaction with their university preparation:

- 75% were satisfied or very satisfied with their preparation to be classroom ready.

- 82% were satisfied or very satisfied with their major/minor/specialised studies.
- 75% felt the teaching performance assessment helped prepare them for the classroom.
- 88% agreed their mentor had a strong understanding of the Graduate Teacher Standards.
- 67% participated in a school-based induction program.
- 62% intend to remain in the profession for 10+ years, while 6% plan to stay for five years or less. 27% remain undecided.

Western Australia



NETWORK REPORTS



ACDE Vocational Education Group (ACDEVEG)

Chair: Dr Daryl South
Charles Sturt University



We have had another busy year during 2024-2025. We have held an online meeting every six weeks, and one face-to-face meeting in Brisbane attended by nine ACDEVEG members. ACDEVEG has continued to engage with a number of Federal and State agencies related to the Vocational Education and Training (VET) Sector, VET teaching and VET teacher education in particular.

VET Teacher Education courses project

The VET Teacher Education courses project has been completed, with the publication of the report 'Trends in university-level vocational education teaching courses, 2009-2023'. The important report, funded by ACDE, fills a gap in knowledge related to people undertaking study for higher level qualifications in VET teaching. This is an important report that will inform ongoing discussions with the Minister for Skills and Training and relevant agencies such as Jobs and Skills Australia.

Department of Employment and Workplace Relations (DEWR) consultation.

ACDEVEG continues to liaise with DEWR, in particular regarding the Training and Education (TAE) Training Package.

Australian Skills Quality Authority (ASQA)

2025 saw the release of the revised standards for Registered Training Organisations (RTOs). The revised standards comprise three components: Outcome Standards (legislation), Compliance requirements (legislation) and, Credential Policy (TGA). We have continued to work with ASQA through the implementation of the revised policy. In particular ASQA is developing a range of practice guides to assist RTOs implement the standards, we have provided comment on these user guides.

Jobs and Skills Australia (JSA)

JSA is undertaking some work as part of the VET Workforce Blueprint National Actions project; in particular JSA is responsible for key actions under Opportunity 1 – Better Understanding the VET Workforce. ACDEVEG was approached by JSA and has provided commentary on establishing a research program to provide robust evidence to inform future VET workforce development.

Occupation Standard Classification for Australia (OSCA)

We continue to engage with OSCA (formerly ANZSCO - Australian and New Zealand Standard Classification of Occupations) with regard the job classification '252231 Vocational Education Teacher', and more recently discussion surrounding the classification '259931 Adult Literacy / Numeracy Teacher' and the potential challenges documenting the VET workforce because of possible confusion with Adult LLN teachers in a VET context.

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' was published in 2014, is being revised.
- **ACDEVEG Edited book.** ACDEVEG members are developing and edited text related to VET teaching and teacher education.

2024 Annual Conference

The ACDEVEG 10th Annual Conference 'Making a Difference: Elevating the Role of VET Teachers' was held in Brisbane, hosted by Queensland University of Technology and on 9-10 December 2024. Dr Selena Chan, Ara Institute of Canterbury, Otautahi was invited as the international speaker. The conference was a success with 65 delegates attending.

2025 Annual Conference

Planning is well underway for the ACDEVEG 11th Annual conference 'VET teaching in the tertiary education sector: new horizons and possibilities for policy and practice'. The conference will be held in Canberra 11-12 December The Minister for Skills and Training has been invited.

ACDE funding to ACDEVEG

ACDEVEG 2024 Annual Conference – Travel for invited speakers and ACDEVEG members	\$5,288.89
Higher Education data set – to inform VET Teacher Education courses project completed	\$354.20
Total expenditure	\$5,643.09

LOOKING AHEAD

Vocational teaching industrial agreements. The VET Teacher Education courses project showed an interesting relationship regarding VET teachers undertaking study in higher level qualifications in VET teaching and the State in which they are employed. The decision to undertake further study appears to be related to employment conditions; so we will be examining Vocational teaching industrial agreements as a minor project.

VET qualifications mini project. Following on from the VET teacher education courses project, we will have a more detailed look at the universities still offering these courses.

Measures to Strengthen the VET Workforce. States and Territories have responded to the National Skills Agreement Implementation Plan. ACDEVEG will review and, where appropriate, provide comment to these responses.

Australian Early Childhood Teacher Education Network (AECTEN)

Co-Chair: Associate Professor Gill Kirk
Edith Cowan University



In alignment with our strategic direction, AECTEN has actively pursued the following goals:

- 1. Support and Networking**
Provide a collaborative forum for directors of early childhood teacher education programs.
- 2. Advocacy**
Champion the role of early childhood teachers and promote evidence-informed teacher preparation and professional development.
- 3. Research Engagement**
Undertake, support, and apply research to advance AECTEN's mission and strategic objectives.
- 4. Governance and Capacity Building**
Operate under a transparent governance structure that leverages expertise and fosters leadership development.

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

Caroline Heysen and Sandra Robinson sought feedback on new resources published in February this year <https://www.aitsl.edu.au/teach/early-childhood-education-and-the-teacher-standards>

Summary of AECTEN feedback:

- ICT is no longer a term used; rather we use digital technologies. This language is consistent with the Early Years Learning Framework V2.0 (AGDE, 2022)
- The illustration of practice videos would speak more to birth to five (prior to school) settings, if there were examples made in these settings. I acknowledge you acknowledged this.
- As the AITSL standards are new to many leaders in early learning settings, a video that unpacks them further, and /or explains how the standards could be enacted may be useful.
- Consider partnering with a large organisation such as Early Childhood Australia (ECA) to help support the launch of the AITSL resources for early childhood teachers. Many of our AECTEN members are also key members of these organisations and can support with introductions.

AERO – Early Childhood Research and Evaluation

Julie People and Rowena Shirtcliff (AERO program directors) shared strategic plan in Early Childhood and sought to engage with AECTEN in regard to AERO's research agenda. AERO's strategic plan 2025-2027 has Early Childhood Education and Care as a key pillar. This meeting was designed to invite collaboration to further their research.

Key outcomes from the AERO Strategic Plan 2025–2027

- Early Childhood Education and Care is now a key pillar.
- Priorities:
 - Evidence-based practice and implementation.
 - Quality and equity in ECEC.
 - Continuity of learning Birth–8.

AECTEN have expressed an interest in further collaboration with AERO.

Webinar: *Safety from the Start*

In partnership with EC PAN, AECTEN hosted a successful webinar titled *Safety from the Start*, featuring Professor Daryl Higgins (Director, Institute of Child Protection Studies). The session provided valuable insights and data on child protection initiatives.

- Host: Associate Professor Kate Highfield
- Organiser: Laurien Beane
- Attendance: 60 participants

TPA project

- Funded through ACDE's larger grant initiative
- Ethics application approved through UNE and Griffith University
 - All other institutions putting through expedited
- Face to face meeting booked 8-9 December
 - Education Ministers across Australia contacted re TPA
 - Scoping review prior to meeting
 - Scoping paper
- Reviews and Surveys Completed
 - Child Safety Review
 - Educator-to-Child Ratios and Operational Practices (as part of Shaping Our Future)

Closing Remarks

- AECTEN has had a productive and impactful year, remaining steadfast in its commitment to advancing quality Early Childhood Teacher Education across Australia.
- On behalf of the Co-Chairs, Dr Susie Raymond and Associate Professor Gill Kirk, we extend our heartfelt thanks to all members for their dedication. We also gratefully acknowledge Professor Michele Simons and the ACDE for their ongoing support.

Australian Early Childhood Teacher Education Network (AECTEN)

Australian Technologies Teacher Educators Network (ATTEN)

**Chair: Associate Professor Jo Blannin
Monash University**



The Australian Technologies Teacher Educators Network (ATTEN) was established in 2019 and comprises Technologies Teacher Educators from all universities across Australia who teach Technologies in their pre-service teacher education programs. Our more than 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 successful year, with growth and outputs in several areas. The Executive team meets monthly, and each member holds a portfolio (Events, Research, Communications and Teaching and Learning). Portfolio/teams meet monthly online, enabling national and state-wide discussions, as well as supporting and exploring research projects.

Chair's Remarks (Jo Blannin, Monash University)

The 2024 Symposium was held in partnership with Grok Learning. While this was a successful event and participant feedback indicated the Grok team's presentations on Day 1 were well received and highly useful, Grok Learning has since folded and is no longer a partner of ATTEN. We worked with ACDE to address any potential challenges and have successfully navigated this potentially challenging time. As Chair, I am thrilled with the work of all our members, led by Professor Matt Bower, in publishing the [Creative Technologies in Education](#) book. With support from ACDE and Google Australia, this resource is now available open-access and in hard copy. Significantly, members of ATTEN have helped create supporting presentation resources linked to each chapter and hosted on the book's website. These resources support all academic teachers in engaging with and teaching the topics represented in the book. This means that all academics, both nationally and internationally, now have open access to the book and supporting resources for the critical field of Digital Technologies teacher education. Several book launch events have taken place online, and these are expected to continue through to the end of 2026.

With the changing pace of digital technologies, particularly the influx of generative AI into the public consciousness, ATTEN is stepping up its efforts through research, teaching, and learning. However, as a group, we also understand and acknowledge that generative AI is only one area of learning for our pre-service teachers, and so we are seeking a balance between this and the other important topics and skills our graduate teachers will need as they begin teaching. This means ensuring that our online monthly meetings for members cover a range of topics, skills and themes to engage academics at all levels of experience and provide opportunities for those interested to explore new fields.

With the upcoming ATTEN 2026 Summit, we will take the next step in developing our network, with a 2-day event focused on teaching and learning on Day 1 and writing, publishing and research on Day 2. These initial conversations and actions around outputs will be scaffolded during the Summit and will continue through the year, with the ATERC conference becoming a milestone for completion in November 2026.

I would like to acknowledge and thank the members of our Executive team, Martin Levins, Jason Zagami, Thembi Mason, Natalie McMaster and Matt Bower, who continue to generously share their expertise and time to ensure another successful year for ATTEN.

Events (led by Martin Levins, UNE)

- ATERC 2024, held with the Institute of Technical Education (ITE), took place at the Masonic Centre in Sydney in November. The program featured two full papers, ten concise papers, three panels, and two Pecha Kuchas from 17 authors. A member survey supported moving to a biannual schedule, alternating with the Technology Education New Zealand (TENZ) conference. Full papers will be published in the TENZ journal.
- Planning is already underway for ATERC 2026 at RMIT, led by Leanne Cameron (JCU), Carol Puddicombe (ECU) and Thembi Mason (RMIT). Unlike other ATTEEN symposia, ATERC is designed to bring academics and K–12 teachers together. In 2026, ATTEEN aims to build on this collaboration by inviting ATERC members to the ATTEEN Summit and strengthening connections among researchers, educators, and early-career scholars.
- Work is also progressing on the ATTEEN Summit, to be held at ACU in North Sydney in February 2026. Holly Tootell (Canberra) and Craig Sims (Curtin) are leading logistics with Executive support.
- ATTEEN is also in discussion with the Australian Computer Society (ACS) Education Advisory Board about contributing to their biannual survey of teacher competencies and challenges in implementing the Digital Technologies curriculum.

Research (led by Jason Zagami, Griffith University)

- ATTEEN research continues to drive major initiatives. A standout achievement is the publication of the "Creative Technologies in Education" book, led by Matt Bower (Macquarie University) with ACDE funding, now available globally in hard copy and as open access. The book has been supported with complementary teaching resources created by members. Beyond publications, ATTEEN supports multiple collaborative research projects in areas such as generative AI, trauma-informed STEM, inclusive VR, and 21st-century skills.
- A key innovation is the Academic Connect app, launched to facilitate national-level collaboration across institutions. This purpose-built app (created by Jason Zagami and his team) enables ATTEEN members to find research collaborators, connect with and find examiners for theses, identify potential supervisors, and build cross-institutional research teams. It also supports mentoring and networking, making it easier for early-career researchers and higher degree students to join projects, publish, and access expertise. Academic Connect was launched in August 2025 and is now being used to connect ATTEEN members with opportunities for joint publications and conference presentations, with the expectation that it will become a cornerstone of ATTEEN's research ecosystem.

Teaching and Learning (led by Thembi Mason, RMIT)

- In 2024, the sub-committee developed an Airtable resource hub to centralise learning and teaching materials for teacher educators. At the February 2024 Symposium in Sydney, members showcased diverse practices, receiving excellent feedback that is shaping planning for 2026.

Key priorities for 2025 include strengthening a community of practice, with initial focus on AI integration in schools and universities. Other focus areas are assessment in the AI era and digital literacy across ITE programs. Looking ahead, the sub-committee will build on ATTEEN's publications by designing complementary learning activities aligned to book chapters, ensuring these resources support both academics and pre-service teachers.

Australian Technologies Teacher Educators Network (ATTEEN)

Community of Associate Deans Research in Education (cADRE)

Chair: Associate Professor Louisa Tomas Engel
James Cook University



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, and to support 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.

Prof. Catherine Manuthunga (UniSC) stepped down from her role as cADRE Chair at the end of 2024, with A/Prof. Louisa Tomas Engel (JCU) moving into the role at the start of 2025. Prof. Karen Dooley (QUT) is serving as cADRE's Deputy Chair. Several other representatives on the cADRE Steering Committee have changed over the past 12 months. Louisa and Karen would like to sincerely thank Catherine for her leadership of cADRE, and for past steering committee members for their valuable contributions to the Network. Carolyn McDonnell, ACDE Executive Officer, is also thanked for assisting cADRE to advance its work in support of educational research.

During the period July 2024 to July 2025, cADRE has continued to progress several key actions and project in support of cADRE's aims, and the ACDE's strategic priorities:

National conversations and actions in support of Australian educational research

In August 2024, the then cADRE Chair, Prof. Catherine Manuthunga and Deputy Chair, A/Prof. Louisa Tomas Engel, attended a roundtable hosted in Melbourne by ASSA and AARE to engage in initial conversations about the development of the [ASSA-AARE Decadal Plan for Educational Research](#) in Australia. Since then, a steering committee has been formed, with ongoing representation of the ACDE and cADRE by Louisa and Prof. Barney Dalgarno.

cADRE also led the development of the ACDE's response to the ARC's Policy Review of the National Competitive Grants Program in April 2025, highlighting key opportunities and risks for education research under the proposed scheme.

Meeting of the cADRE Steering Committee at Queensland University of Technology

Approximately \$5700 of ACDE Network funding was secured to enable the first face to face meeting of the cADRE Steering Committee at QUT's Kelvin Grove campus in April 2025. This meeting supported the Steering Committee to engage in strategic planning for next two years, including the identification of key projects to be funded by ACDE Network and Large Grant fundings. cADRE thanks Prof. Terri Bourke (Dean and Head of School) for hosting cADRE at QUT. Other action items included the establishment of effective ways of working for cADRE's state and territory network groups.

Launch of 'cADRE National Report on the State of Education Research', March 2025

cADRE's report, funded by ACDE Network funding, was officially launched at the ACDE's March webinar dedicated to educational research. This report presents a comprehensive national analysis of the current landscape of education research in Australia. As well as offering important insights regarding emerging trends, challenges, and strategic opportunities for the future of the field of education research, it also sets out a series of evidence-based recommendations intended to support the advancement of education research through informed decision-making and strategic collaboration. The report is available for download from the [cADRE website](#).

ACDE Large Grant project: Developing a Field-Wide Strategy to Support ARC Success for the Field of Education Research in Australia

In June 2025, cADRE was successful in securing one of ACDE's inaugural Large Grants to support a 2-year project that will develop a strategy to support ARC success for the field of education research in Australia (\$32,200). This project directly responds to some of the concerns raised in the cADRE National Report about an overall decline in education research funding during the last ERA reference period, particularly Category 1 funding, and a narrowing of Education research topics being funded by ARC grants across all schemes over the past five years. It also seeks to address the paucity of professional learning aimed explicitly at developing researchers' capacities for conducting quality peer reviews of nationally competitive grant applications.

This project will build Education researchers' capacity in assessing ARC grant applications, and support researchers to develop quality nominations for the ARC College of Experts through two key activities:

1. The development and delivery of a series of professional development workshops (online) and supporting resources for Education researchers focused on peer review of nationally competitive grants.
2. Convening a face-to-face workshop prior to the 2026 AARE conference focused on supporting education researchers to develop nominations for the ARC College of Experts.

Several education researchers from the wider cADRE Network have volunteered to join the Steering Committee to develop the workshops. Dr Lisa McIlwain, who worked with us on the cADRE National Report, is working as project officer.

Stakeholder roundtable: Approvals to conduct school-based research

cADRE has also secured ACDE Networking funding (\$4100) to facilitate a virtual roundtable on conducting school-based research, highlighting the state of play for educational settings and research approvals. The roundtable will bring together the cADRE steering committee, and education research approval committees from each state, territory and educational sector to develop a shared understanding of key issues and constraints, and discuss how Schools of Education and Departments can work in partnership to effectively manage research approvals processes. This will include discussion of strengths, opportunities and areas for developing relationships to enable access to schools for research. The aims are to understand and align priorities with a view to streamline processes, and enable quality, mutually-beneficial research.

The roundtable will support the development of a report of key recommendations to streamline processes and to align research priorities. These will be shared among academic researchers and schools. Planning has commenced, with the roundtable scheduled for February, 2026. Dr Claire Murray (UniSA) is working as project officer.

Ongoing cADRE Network Engagement

cADRE continues to engage with its broader membership by way of its state and territory network groups. For example, the Queensland cADRE Network, led by A/Prof. Linda Pfeiffer (CQUniversity) has conducted two webinars in November 2024 and September 2025 with expert guest speakers to share approaches to 'igniting the spark' for educational research in challenging times, and broadening researchers' horizons beyond Category 1 funding. The September webinar can be viewed on the [cADRE website](#).

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 Paula Mildenhall
Edith Cowan University



Steering Group Update

Following the conclusion of Associate Professor Greg Oates' term as Chair of NADLATE at the end of 2024, Associate Professor Paula Mildenhall (ECU) was nominated and accepted the position of Chair. Supporting her leadership are Co-Deputy Chairs Dr Duncan Driver (University of Canberra) and Associate Professor Melissa Barnes (La Trobe University). The NADLATE Steering Group remains a highly collegial and committed collective, with strong continuity in its membership. This consistency has contributed to effective collaboration and sustained momentum.

In what has been another complex and demanding year in disciplines of Education across Australia, I extend my sincere thanks to all members of the Steering Group. Your collaboration, and sustained involvement have been deeply valued. The group remains well supported by Courtney Bishop, whose role as NADLATE Media & Administrative Officer is made possible through the ACDE Network funding agreement. We also gratefully acknowledge Carolyn McDonnell, ACDE's Executive Officer, for her ongoing contribution to the strength and continuity of the network.

Meetings and Engagements

The NADLATE Steering Group met formally four times so far during 2025. Meetings have remained well-attended, with representatives relaying state-specific updates. Members have also continued to contribute valuable insights into national teaching and learning discourse.

The 2024 NADLATE Mini-Conference, held alongside the ACDE National Conference in Melbourne, was a great success. We are pleased to confirm the 2025 hybrid Mini-Conference will again coincide with the ACDE Conference in September, with support from Deans of Education enabling national participation and some in-person engagement.

A highlight of the 2024 conference was the keynote presentation by Professor Michele Simons, which examined the implications and actions arising from the Teacher Education Expert Panel (TEEP) recommendations—a topic that continues to shape the strategic direction of ITE programs.

Key Activities and Achievements

EduFuture Talks Series (ACDE Network Funding)

The EduFuture Talks, supported by ACDE Network funding, has evolved into a nationally valued forum for shared learning and professional dialogue.

- The first talk for 2025, EduFuture Talk #1: Envisioning Tomorrow's Teaching, featured Emeritus Professor Bill Louden AM, who delivered an overview of the Initial Teacher Education Quality Assurance Oversight Board. The session attracted 65 participants and received positive feedback.
- The second talk, on 12 August 2025, featured Professor Penny Van Bergen presenting The Brain and Learning: Cognitive Science Research and Regulation in Australian ITE. This was also well attended with 39 participants and it very informative.

- Our third talk, Assessment Integrity in the Age of AI: Alternatives to Invigilated Exams, will be held during the 2025 NADLATE Mini-Conference. This talk will include presentations by Dr Duncan Driver and Professor Jason Lodge.
- A fourth and final talk is also being planned to conclude the year, with the topic to be confirmed.

Collectively, the EduFuture Talks continue to foster discussion on timely and complex issues shaping higher education and Initial Teacher Education in Australia.

ACDE Grant Applications

NADLATE was successful in securing a Small Grant for 2025–26, which will enable the continuation of the EduFuture Talks series and ongoing media support. While the application for a Large Grant was ultimately unsuccessful, the Steering Group was encouraged by the recognition and relevance of the proposed topic. NADLATE remains committed to supporting the successful projects funded through this round and looks forward to exploring future collaborative grant opportunities that align with the network’s strategic priorities.

Emerging Issues and Sector Challenges

Discussions across all NADLATE meetings this year have consistently identified shared challenges impacting ITE providers nationwide.

The three dominant concerns have been:

- LANTITE: The external, ACER-administered test continues to be a significant source of stress and financial pressure for pre-service teachers. NADLATE welcomes the current review of LANTITE and advocates for more equitable assessment practices.
- Teacher Workforce Shortages: Teacher shortages continue to impact ITE particularly the progression of ITE pre-service teachers across all jurisdictions.
- Implementation of TEEP and Core Content: The need to map programs to show how the core content is embedded in courses has placed heavy demands on institutional resources. There is also a need to further understand the role of the QOAB in relation to the implementation of the core content.

NADLATE remains committed to fostering a supportive, collegial, and solution-focused professional network into 2026 and beyond. The network will continue to strengthen connections with other ACDE networks and working groups, advocating for a balanced approach that promotes national consistency while allowing for local flexibility in initial teacher education. This approach aims to ensure that preservice teachers are well supported to become profession-ready and equipped to continue developing their knowledge and capabilities throughout their careers.

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

Network of Academic Directors of Professional Experience (NADPE)

Chair: Associate Professor Chrissy Monteleone
La Trobe University



NADPE Network Structure and Strategic Initiatives

The NADPE Steering Group meets quarterly to provide strategic direction. The wider network group, comprising 45 Professional Experience Directors (PEXD) from institutions across Australia, also convenes four times annually for knowledge exchange and collaboration.

The final network meeting of 2025 will showcase two innovative State/Territory collaboration models to foster enhanced interstate coordination: 1) The NSW Mentor Teacher Award under the NSW Council of Deans umbrella; and 2) Victoria's systematic approach to navigating placements with the Department of Education. This showcase will serve as a springboard for network groups to identify cross-jurisdictional collaboration opportunities and develop scalable models adaptable to diverse state and territory contexts.

Research Impact and Scholarly Contributions 2023-Present

A review of publications from 2023 to present authored by members of the NADPE steering group demonstrates strength in advancing Professional Experience (PEX) research across multiple critical domains.

The 17 publications spanning seven Australian universities reveal a cohesive research agenda that addresses contemporary challenges in teacher education while providing evidence-based solutions for policy and practice.

The research highlights five key areas:

1. Government reform and policy in professional experience.
2. Partnership models and school leadership.
3. Early childhood mentoring research programs.
4. Work-integrated learning case studies.
5. Teacher development and professional agency.

While this compilation focuses specifically on publications by the NADPE Steering Group members, we acknowledge that members of the wider national network group also engage extensively in PEX related research. The NADPE Steering Group will begin to source and collate those publications to provide a more comprehensive overview of the collective research impact across the entire network.

2026 Professional Development Initiatives

NADPE will launch a national support framework in 2026 designed to strengthen PEX leadership capacity across all Australian universities.

1. **National ACDE (NADPE) Workshop** - A strategic professional development symposium hosted by Professor Simone White at RMIT

2. **PEX Director Induction Framework** - Structured mentoring and support systems for newly appointed Professional Experience Directors
3. **Career Advancement Support** - Targeted assistance for PEXs in developing promotion portfolios and award applications

Network of Academic Directors of Professional Experience (NADPE)

The cover features a minimalist design with three horizontal bands: a thin brown band at the top, a wide light gray band in the middle, and a thin dark blue band at the bottom. The text 'FINANCIAL REPORTS' is centered in the gray band, with 'FINANCIAL' in dark blue and 'REPORTS' in brown.

FINANCIAL REPORTS

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED

A.B.N 58 003 862 359

FINANCIAL STATEMENTS

FOR THE FINANCIAL YEAR ENDED

30 JUNE 2025

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED
A.B.N 58 003 862 359

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 2025.

Committee Members

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

President: Professor Michele Simons	WA: Professor Caroline Mansfield
Vice Presidents: Professor Simone White	S.A: Professor Shane Dawson
Secretary/Treasurer: Professor Robin Shields	VIC: Professor Damian Blake
ACT: Professor Barney Dalgarno	NSW: Professor Susan Ledger
TAS: Professor Victoria Carrington	NT: Professor Lisa Papatraianou
QLD: Professor Debbie Heck	
NSW: Professor Susan Ledger	
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 \$25,434 (2024 surplus \$85,654).

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

President – Professor Michele Simons

Treasurer – Professor Robin Shields

Date:

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED
A.B.N 58 003 862 359

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 2025 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:

President – Professor Michele Simons

Treasurer – Professor Robin Shields

Date:

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED
A.B.N 58 003 862 359

**STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME
FOR THE YEAR ENDED 30 JUNE 2025**

	2025 \$	2024 \$
INCOME		
Membership Subscriptions	204,727	215,000
Sponsorship	10,000	7,194
Copyright Income	-	342
Interest	4,720	1,828
Other Income	560	456
Total Income	220,007	224,820
EXPENDITURE		
Audit Fees	4,400	3,600
Bank Fees & PayPal Fees	650	572
Conference & Forum Expenses	24,237	12,242
Insurance Expense	2,051	1,867
Project Costs	71,578	87,879
Admin & Sundry Expenses	89,754	32,476
Travel and Accommodation	1,903	530
Total Expenditure	194,573	139,166
NET SURPLUS (DEFICIT)	25,434	85,654
Other Comprehensive Income	-	-
Total Comprehensive Income		
Attributable to members	25,434	85,654

The accompanying notes form part of these financial statements

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED
A.B.N 58 003 862 359

**STATEMENT OF FINANCIAL POSITION
AS AT 30 JUNE 2025**

	2025 \$	2024 \$
ASSETS		
Current Assets		
Cash at Bank	384,325	383,060
Term Deposits	100,000	100,000
Trade Debtors	-	2,700
Other Assets	17,835	-
Total Current Assets	502,160	485,760
Total Assets	502,160	485,760
LIABILITIES		
Current Liabilities		
Trade Creditors & Other Payables	5,573	14,607
Total Current Liabilities	5,573	14,607
Total Liabilities	5,573	14,607
Net Assets	496,587	471,153
Members' Equity		
Retained Earnings	471,153	385,499
Current (Deficit) Surplus	25,434	85,654
Total Members' Equity	496,587	471,153

The accompanying notes form part of these financial statements

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED
A.B.N 58 003 862 359

**STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 30 JUNE 2025**

	Retained Earnings \$	Total \$
Balance at 30 June 2023	385,499	385,499
Surplus (Deficit) attributable to members	85,654	85,654
Balance at 30 June 2024	<u>471,153</u>	<u>471,153</u>
Surplus (Deficit) attributable to members	25,434	25,434
Balance at 30 June 2025	<u>496,587</u>	<u>496,587</u>

The accompanying notes form part of these financial statements

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED
A.B.N 58 003 862 359

**STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 30 JUNE 2024**

	Note	2025 \$	2024 \$
CASH FLOWS FROM OPERATING ACTIVITIES:			
Receipts from Members & projects		200,152	220,292
Payments to suppliers and employees		(203,606)	(152,007)
Interest received		4,720	1,828
Net cash provided by (used in) operating activities		1,265	70,113
CASH FLOWS FROM INVESTING ACTIVITIES:			
Purchase assets		-	-
Net cash provided by (used in) investing activities		-	-
Net increase (decrease) in cash and cash equivalents held		1,265	70,113
Cash and cash equivalents at beginning of year		483,060	412,947
Cash and cash equivalents at end of financial year		484,325	483,060
Represented By:			
Cash at Bank		484,325	483,060

The accompanying notes form part of these financial statements

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED
A.B.N 58 003 862 359

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2025

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.

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED
A.B.N 58 003 862 359

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2025

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 a accrual basis.

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION INCORPORATED
A.B.N 58 003 862 359

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2025

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
A.B.N 58 003 862 359

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2025

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.

**INDEPENDENT AUDITOR'S REPORT
TO THE MEMBERS OF THE AUSTRALIAN COUNCIL OF DEANS OF EDUCATION
INCORPORATED
YEAR ENDED 30 JUNE 2025**

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 2025, 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 2025, 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**

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

**Stephen Agarwal CA
Partner**

Date:

ACDE

Australian Council of Deans of Education

C/- Western Sydney University
School of Education
Locked Bag 1797
Penrith NSW 2751

www.acde.edu.au
administration@acde.edu.au

ABN 58 003 862 359