2025 Schools Research Agenda and Research Areas of Interest

Victoria’s vision is to deliver excellence in every classroom, in every corner of the state. Five key priorities will guide our work over the coming years:

* Excellence in teaching and learning
* Every student matters
* Lifting secondary school engagement and achievement
* Expand, support and recognise our school workforce
* Schools at the centre of communities.

We are drawing on the latest research to make sure every student can realise their potential. As part of this, we are committed to strengthening our collaboration with the research community by identifying areas of research interest aligned to each of the key priority areas, outlined below. Research priority areas will be reviewed and updated annually.

Researchers considering research projects in Victorian government schools are encouraged to consider the department’s identified areas of research interest within their applications.

**Further information**

More information on the Education State is available at [The Education State | vic.gov.au](https://www.vic.gov.au/education-state)

Information on conducting research with the Department of Education is available at [Conduct research with the Department of Education | vic.gov.au](https://www.vic.gov.au/conduct-research-department-education)

To contact the department’s research team, please email research@education.vic.gov.au

2025 Schools Research Areas of Interest

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| 1. **Excellence in teaching and learning**
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| * Supporting implementation of effective teaching and learning[[1]](#footnote-2) – for example, effective professional learning to support implementation of explicit teaching
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| * Explicit teaching in Mathematics
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| * Evidence-based teaching and learning1 – for example, the impact on Victorian school attendance and student educational and wellbeing outcomes of cognitive science teaching approaches (e.g. whole school classroom management strategies, explicit teaching techniques and spaced practice)
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| 1. Every student matters
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| * Improving equitable outcomes for students, including at a system level
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| * School attendance and student engagement – for example, student safety and belonging
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| * First Nations self-determination in education – for example, demonstrated impact between self-determination and improved education outcomes at the local level
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| 1. Lifting secondary school engagement and achievement
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| * Engagement, wellbeing and achievement in the early years of secondary school – for example, evidence-based approaches to engagement in Years 7 – 9
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| * Careers and pathways – for example, evidence-based whole-school approaches to careers and pathways, including for specific cohorts (e.g. students with disability)
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| 1. Expanding, supporting and recognising our school workforce
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| * Supporting early career teachers
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| 1. Schools at the centre of communities
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| * Place-based approaches
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| * Family engagement
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1. See [Victorian Teaching and Learning Model 2.0](https://www2.education.vic.gov.au/pal/victorian-teaching-learning-model/policy) [↑](#footnote-ref-2)