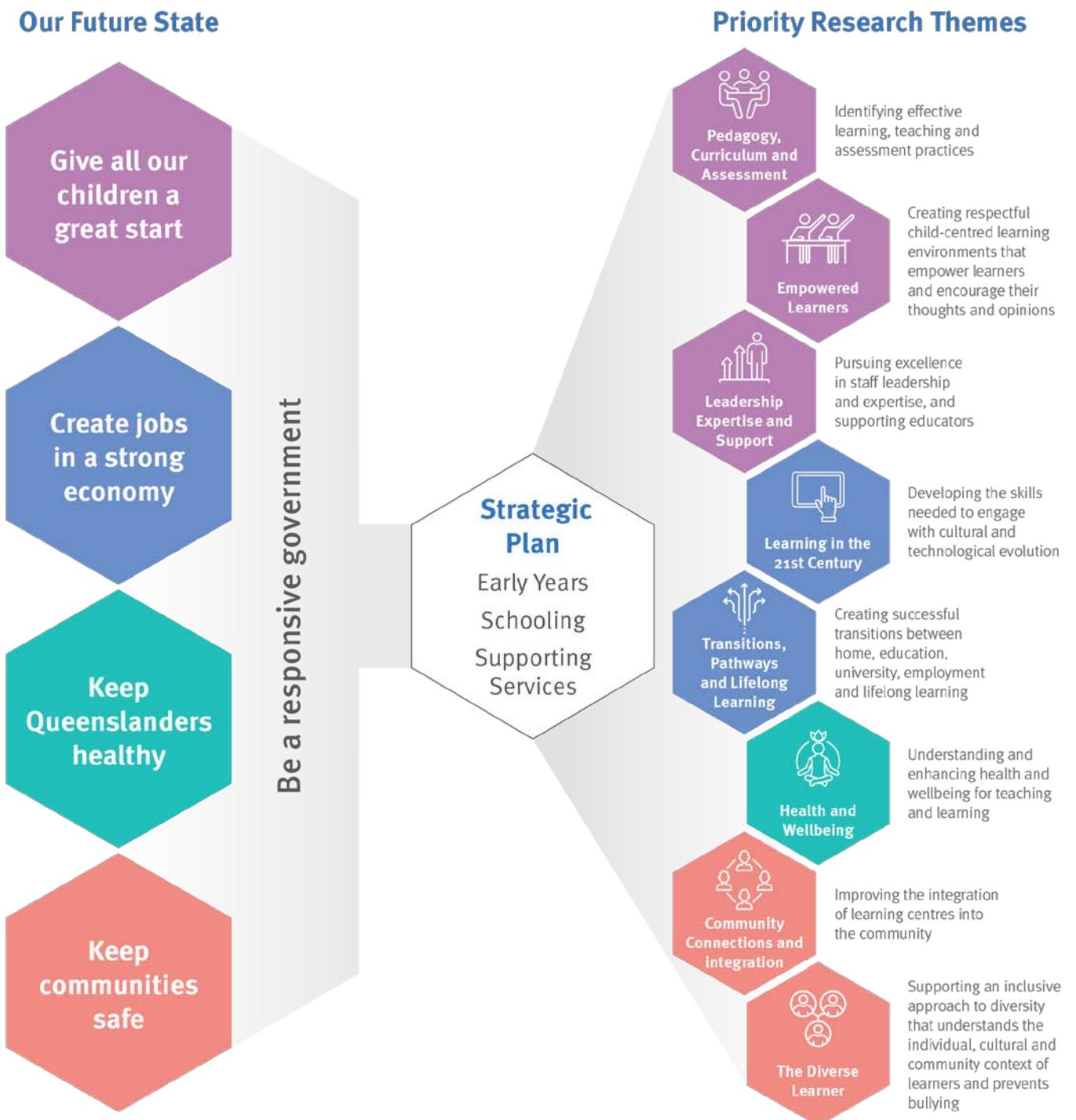


# Priority Research Themes

*Investment and participation in high quality research, and the use of research findings, ensures our initiatives are based on the best available evidence, and supports delivery of Advancing Queensland's Priorities.*



The Queensland Government is committed to providing Queenslanders with a strong policy agenda which prioritises jobs, health and education.

The Department of Education (the Department) supports research that assists us to deliver effective and efficient education, now and into the future. The Department has identified **Priority Research Themes** to maximise the benefits to the government of research undertaken within schools or other departmental locations.

The Priority Research Themes and our list of priority research questions strongly align with the following ***Our Future State - Advancing Queensland's Priorities***:

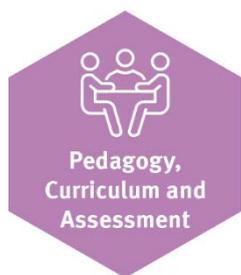
- Give all our children a great start: we encourage research that enables all children to reach their learning potential through our priorities of **Pedagogy, Curriculum and Assessment**, **Empowered Learners**, and staff **Leadership, Expertise and Support**;
- Create jobs in a strong economy: our priorities for **Learning in the 21st Century** and **Transitions, Pathways and Lifelong Learning** enable research that skills Queenslanders to be ready for the jobs of the future;
- Keep Queenslanders healthy: we support research that reduces health risks in staff and students through the **Health and Wellbeing** priority;
- Keep communities safe: we encourage research that connects schools with their communities, supports an inclusive approach to diversity, and reduces bullying through our priorities of **Community Connections and Integration** and **The Diverse Learner**; and
- Be a responsive Government: through publication of its Priority Research Themes, the Department is supporting evidence-based and consumer-focused policy and services.

Our Priority Research Themes inform research activity in the Department including investment and participation decisions. All research applications to conduct research in departmental sites are assessed on their merit. Priority Research Themes are used to encourage researchers to investigate critical areas of relevance to the Department, inform research approval processes and prioritise participation in research projects.

Further information on the **Priority Research Themes** is contained in this document, including the list of priority research questions for each theme.

### *Priority Research Themes:*





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## Pedagogy, Curriculum and Assessment

### Priority Research Theme

New evidence is continually emerging regarding what is important to know and how best to learn, teach and assess. This poses significant challenges for curriculums, pedagogy and assessment practices. The Department values research which will help us identify and apply evidence-based practices that enable positive outcomes for students.

### Priority Research Questions

- How can pedagogy in early childhood education and care settings expand to integrate health professionals' practice as a contributor to learning and development outcomes for children?
- What technologies and strategies can assist the Department to offer expanded languages provision including on-line and other distance modes?
- How can we build teachers' confidence to embed the Australian Curriculum General Capability - intercultural understanding - across the curriculum they are responsible for teaching?
- What approaches to teaching reading increase the engagement and performance of groups underrepresented in the upper two bands in the National Assessment Program - Literacy and Numeracy (NAPLAN)?
- What interactions with educational data produce the most significant changes in teacher behaviour, knowledge and values?
- What pedagogy, curriculum and assessment practices are most effective for improving the outcomes of students with a disability?



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## Empowered Learners

### Priority Research Theme

The Department respects and values the opinions of learners and welcomes research which builds knowledge and provides evidence of activities and methods which are child-centred and will improve learners' outcomes and experience.

### Priority Research Questions

- What do children, young people and families view as the essential purposes of education, and the essential characteristics of effective teachers and educators?
- How can co-design of research between research and education agencies be effectively undertaken to improve quality and usability of project findings and recommendations? How does evaluation and translation of research best occur in classrooms and schools?
- What do Aboriginal and Torres Strait Islander people want education research investment to be directed toward?
- What do children and young people view as important factors in fostering entrepreneurship? What do they believe they need to develop a global mindset?
- How can behavioural economics be used to improve educational performance, including attendance, academic achievement and certification?
- What school-wide approaches are most effective (in implementation and outcomes) in educating students about the safe and positive use of social media and online safety?



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## Leadership, Expertise and Support

### Priority Research Theme

Research shows that effective leadership can improve the performance of learning centres on a variety of measures (across the early years and school education). Effective leadership can be encouraged and developed, and expertise shared to enhance outcomes for both staff and learners. The Department values research on how staff leadership and educator expertise can best be supported.

### Priority Research Questions

- How are schools aligning individual performance review processes with collaborative approaches to school improvement?
- What strategies and initiatives are most effective in helping educators and policy makers monitor and measure impact?
- What is the impact of distributed leadership (including associate leaders and teachers taking on leadership roles) on the success of school improvement?
- How are instructional leadership practices implemented in Queensland state schools and what is their effectiveness? How, why, and when are instructional leaders successful in improving teaching and learning?
- What are the evidence-based strategies to attract and retain teachers in rural and remote schools?
- What are the most effective approaches to improving the cultural capability of educators and leaders to improve Aboriginal and Torres Strait Islander education and training outcomes?



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## Learning in the 21<sup>st</sup> Century

### Priority Research Theme

Technological and cultural change is affecting Queensland society in many ways, large and small. Further research is needed to identify the opportunities and impacts of technological and cultural change on learning methods, pedagogies and learning spaces to optimise educational outcomes and create jobs for the future.

### Priority Research Questions

- What are the structural and process factors of early childhood service quality that have the biggest impact on child outcomes?
- How do educators effectively adapt pedagogy to capitalise on technological change? What are the effects of using technologies in schools for all learners, including students with disability?
- What Information and Communication Technology (ICT) needs do children and young people have across the State? In what ways do patterns of access and use of technology affect educational outcomes, especially for vulnerable and socially disadvantaged students?
- What are the benefits of teaching children critical thinking/reasoning and problem solving from an earlier age, including beneficial impacts on key learning areas and preparing learners for the jobs of the future?
- What future skills will need to be taught in education settings to ensure all students are prepared for the future workforce given the projected shifts in areas such as technology, artificial intelligence, demographics and globalisation? What new or enhanced skills will be required by our educators?
- What are the benefits of internationalisation of schools in preparing learners for a globalised workforce?



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## Transitions, Pathways and Lifelong Learning

### Priority Research Theme

Positive transitions between learning centres and different levels of education and training are critical for learners of all ages and abilities. The Department values research which will inform effective transition strategies at a systemic and local level and help deliver positive outcomes for learners.

### Priority Research Questions

- What are the longitudinal pathways and outcomes for Queensland Vocational Education and Training in Schools (VETiS) students? Are these similar or different to VETiS outcomes in other jurisdictions?
- How can we measure/define a successful transition to school from a child, family and school perspective?
- How do schools and/or school communities define post-school success?
- How can schools and/or school communities transition all students successfully, including students with disability?
- What school-level factors and initiatives predict successful long-term outcomes for students from Aboriginal and Torres Strait Islander, rural and remote and/or low socio-economic communities, if we track their progress from early childhood through to post-schooling?



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## Health and Wellbeing

### Priority Research Theme

There is a proven link between health, wellbeing, and productivity. The Department values research that supports the health and wellbeing of all staff and learners. A better understanding of the impacts of health and wellbeing on learning and other outcomes will support the Department in implementing best practice across the system.

### Priority Research Questions

- What is the relationship between social and emotional health and wellbeing in early childhood and children's education/development trajectory?
- How do schools build and sustain a culture that supports learning and inclusion, and prevents bullying, and what element/s of culture matter most?
- How do educators best support and work with traumatised children and students?
- What strategies are effective for delivering education to distance education learners who are experiencing vulnerability?
- What are appropriate and effective school based strategies to support students with mental illness?
- What supports and interventions have proven effective in addressing the needs of students involved in bullying behaviours, including those targeted, students who display patterns of bullying behaviours, and bystanders?



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## Community Connections and Integration

### Priority Research Theme

Research suggests that early years education and schooling works best when the learning environment is integrated into the community of which it is a part. The Department encourages research which provides evidence to build our understanding of the complex relationships between learning centres, learners, parents, and the broader community, including universities, business and industry.

### Priority Research Questions

- How can schools make and use connections, locally and internationally, to develop teachers' and students' global competencies?
- How can schools and education facilities best minimise the impact of poverty and disadvantage on outcomes for children and students across the social and emotional, and cognitive domains?
- How can better integrated community partnerships be built in the rural and remote state schooling sector?
- How can schools and education facilities work effectively with families, other community agencies, businesses and industry to support the holistic needs of learners, and contribute to the local economy?
- How can schools enhance parent and community engagement to effectively prevent, intervene and respond to combat bullying?
- What policies, procedures, and actions are most successful in building a school and community culture that prevents and effectively responds to bullying?



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## The Diverse Learner

### Priority Research Theme

Learners bring a wide variety of individual, cultural and community experiences with them into learning activities, and these experiences can have a significant impact on their motivation and application to the learning task, as well as to learning outcomes. Research which facilitates inclusive learning, prevents bullying, and enables better outcomes for learners of all backgrounds and abilities is valued by the Department. Of special significance is research which facilitates better outcomes for Aboriginal and Torres Strait Islander Queenslanders.

### Priority Research Questions

- How can gifted and talented Aboriginal and Torres Strait Islander learners best be identified, assessed and developed?
- What are the patterns of school participation, attainment, achievement and behavioural indicators for students in out of home care? What additional support can be provided to students in out of home care to ensure their success?
- What systems and capabilities support the holistic outcomes of students at risk of disengagement, including academic outcomes, wellbeing and retention?
- How can schools best support vulnerable students to reduce or eliminate their risk of exposure to bullying?
- How can educators move towards creating inclusive environments for students with disability, while making educational adjustments?
- What strategies work best to support Aboriginal and Torres Strait Islander students to remain engaged with schooling and successfully complete Year 12? What are their defining characteristics?