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**Insights from the 2024/25
National Survey of
Educational & Developmental Psychology**

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Introduction & Rationale

- Educational & Developmental Psychology is one of the **fastest-growing areas of practice** in Australia (PsyBA, 2025), with **47.7% growth** in endorsement numbers between 2018 and 2024 (equal to Clinical Psychology).
- Educational & Developmental Psychology recently became the **2nd-largest area of practice** endorsement (AoPE) for the first time since the introduction of endorsements in 2010, with $N = 1065$ endorsed practitioners, representing 2.6% of registered psychologists in Australia (PsyBA, Sept 2025).
- Publicly available **government data is minimal**, and **little research** has explored Educational & Developmental Psychology in Australia (exceptions include the CEDP member survey of Fletcher et al., 2010, and the commentary by Gilmore et al., 2013).
- It is timely to examine this area of psychology, given the **proposed changes in psychology pathways** and the upcoming **review of endorsement competencies** by AHPRA.

Research Aims

1. To explore **practitioner demographics** and the **landscape** of Educational & Developmental Psychology in Australia.
2. To identify the diverse **roles** and **settings** in which practitioners with training in educational and developmental psychology operate.
3. To explore the key **challenges** and **positive aspects** of working in Educational & Developmental Psychology as perceived by practitioners.



1. Practitioner Demographics & Identity

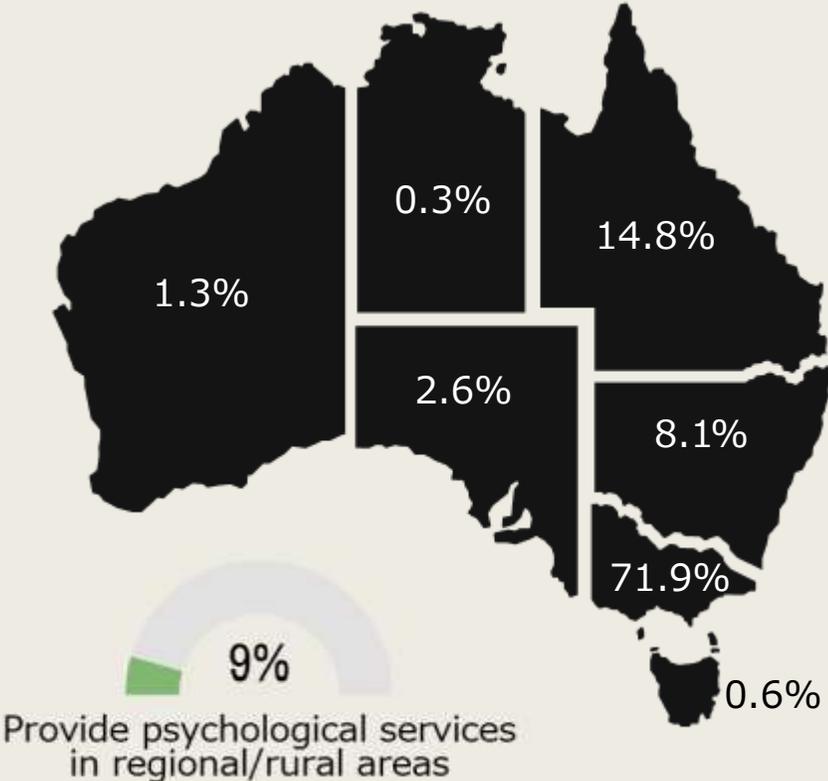
Participant Demographics (N = 313)

Gender:  **88.8%** Women  **9.9%** Men  **0.3%** Gender Diverse

Age:

Average:
39.1 Years
(SD 11.3)
Range: 23 to 75

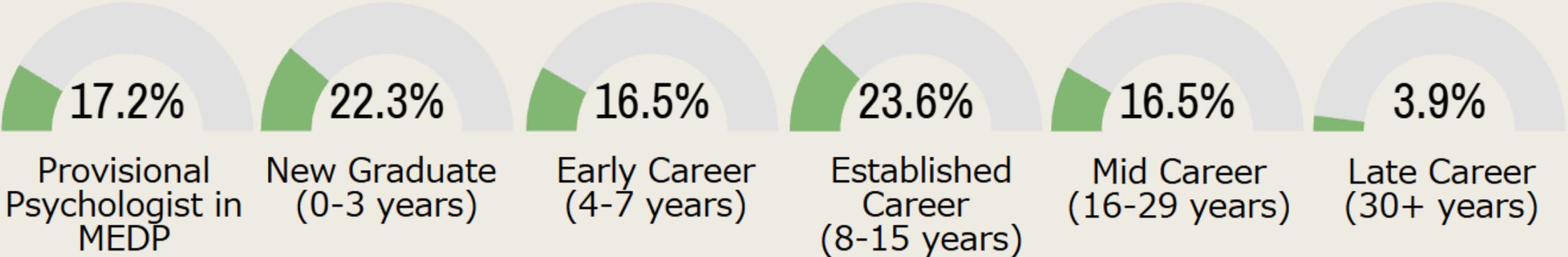
Location:



Participant Career Stage

Average 11.4 years
since registration
(*SD* = 9.2)
Range: 1 to 48 years

Career
Stage:



Endorsement & Supervisor Status

Registration Status:



5.9% of the 169 endorsed psychologists held two endorsements

Supervisor Status:



PsyBA statistics indicate **44%** of educational & developmental psychologists are board-approved supervisors (2025)

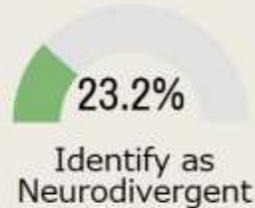
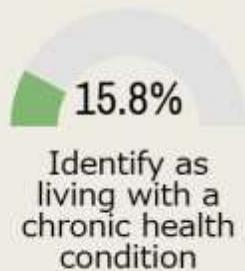
Practitioner Diversity

1. Language:

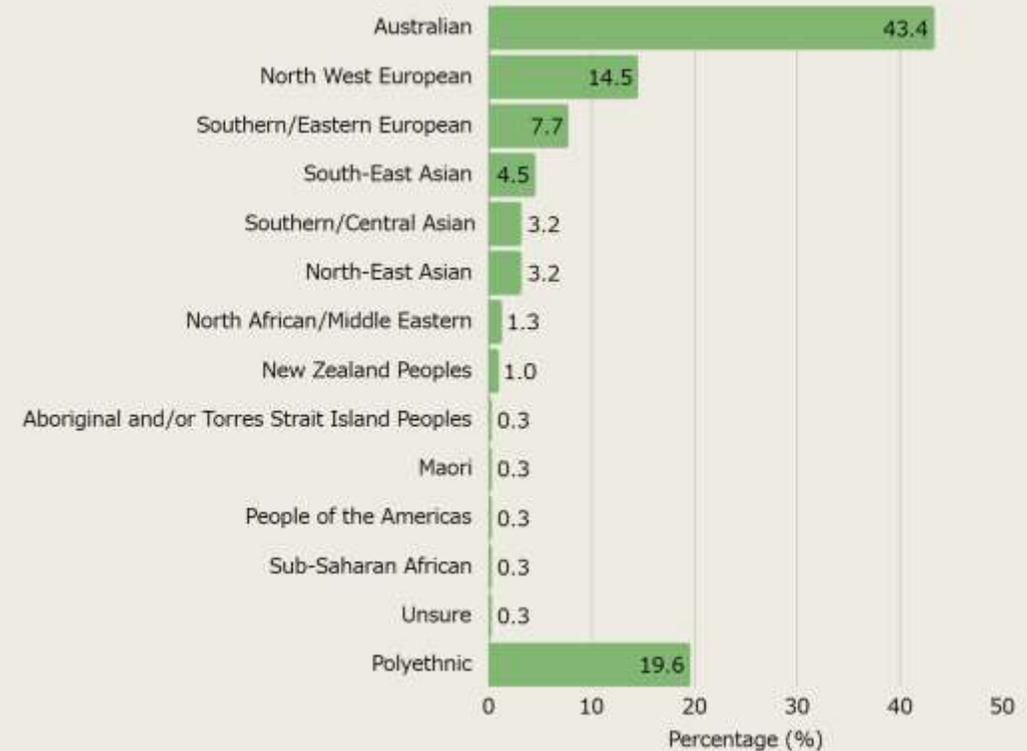


Languages included: Korean (4), Romanian (3), Mandarin (3), Arabic (3), Cantonese (3), Afrikaans (2), Japanese (2), Hindi (2), and one each of: Auslan, Dari, Dutch, Filipino, French, Greek, Indonesian, Italian, Malayalam, German, Russian, Tamil, Urdu, and Punjabi.

3. Disability, Identity, & Lived Experience:



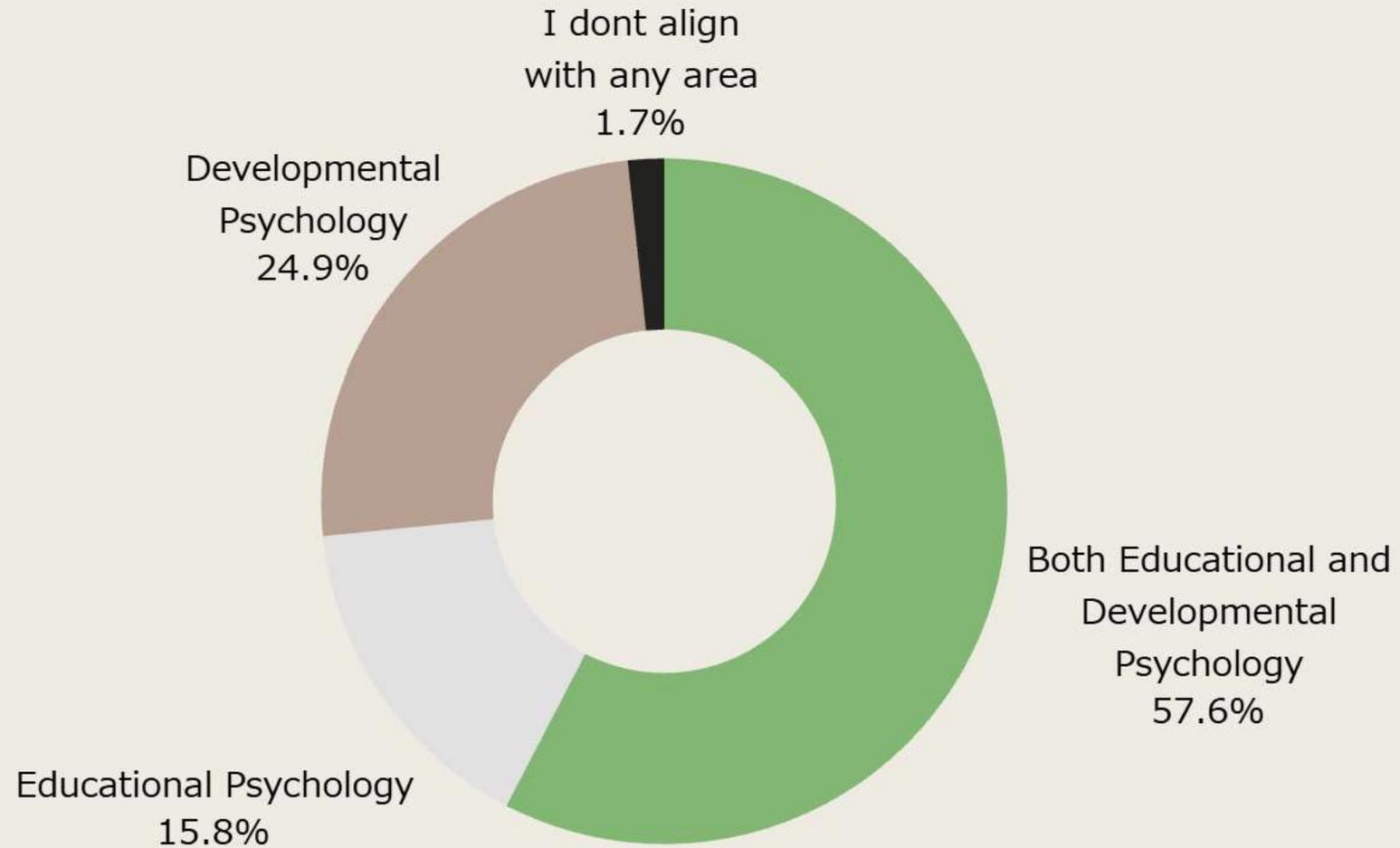
2. Country of Birth & Ethnicity:



Individuals with multiple ethnicities will be explored further in future publications.

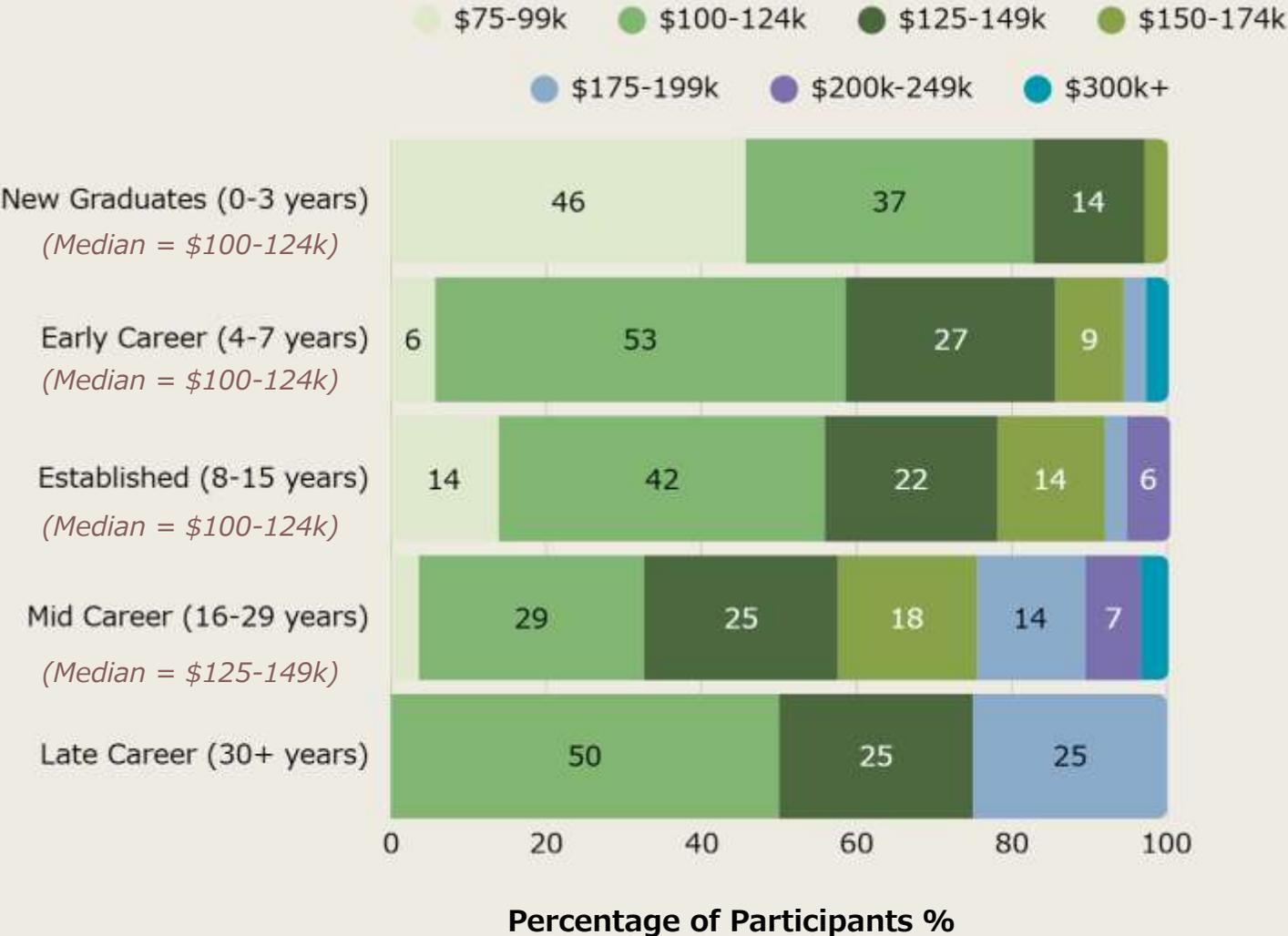
Practitioner Identity

Participants reported that they **identify** with the following aspects of Educational and Developmental Psychology:



Career Stage & Salary

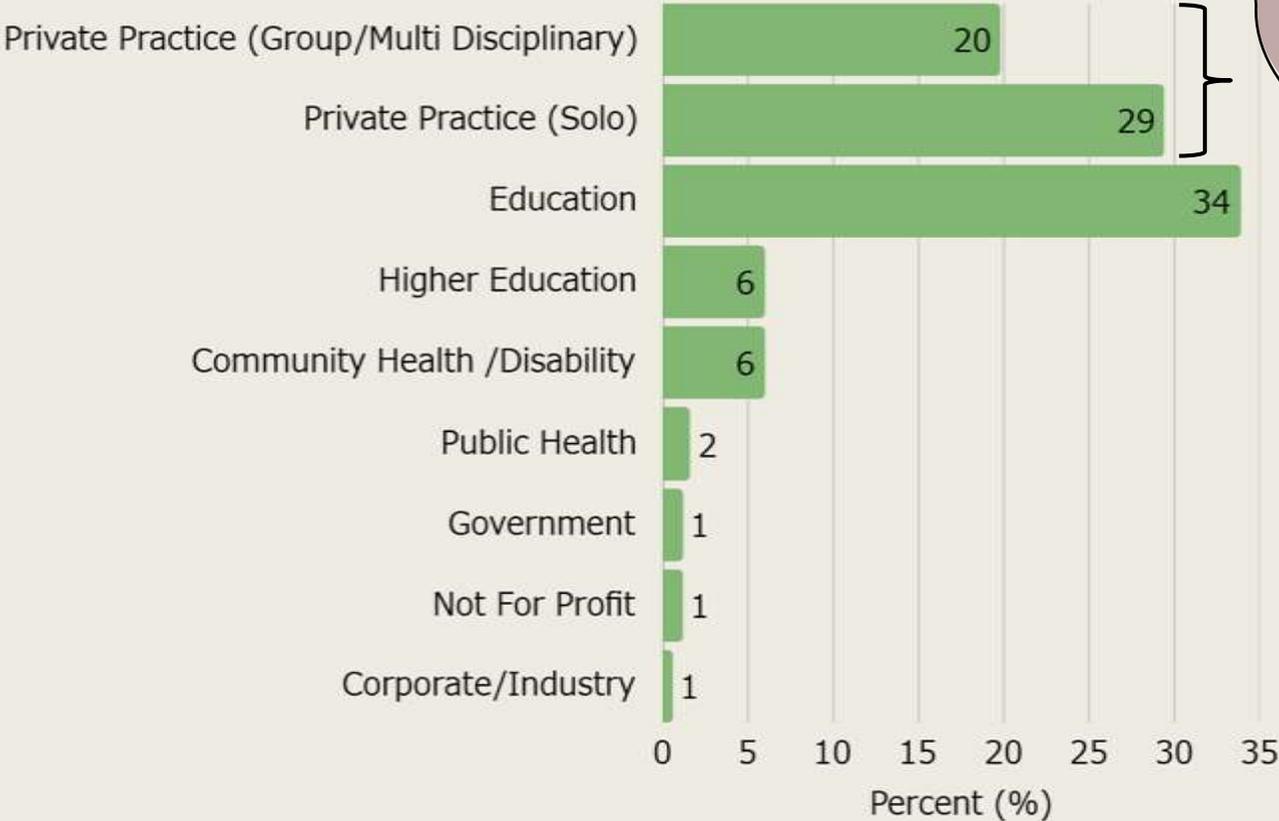
(Full Time/Pre Tax/Excl Super)



2. Roles & Settings

Primary Employment Setting

1. Primary Workplace:



49% of participants were employed primarily in private practice.

On average, practitioners had **4.3 years** of experience before entering private practice (*SD* = 3.95) [Range: 1 to 12 years]

2. Educational Setting/s:

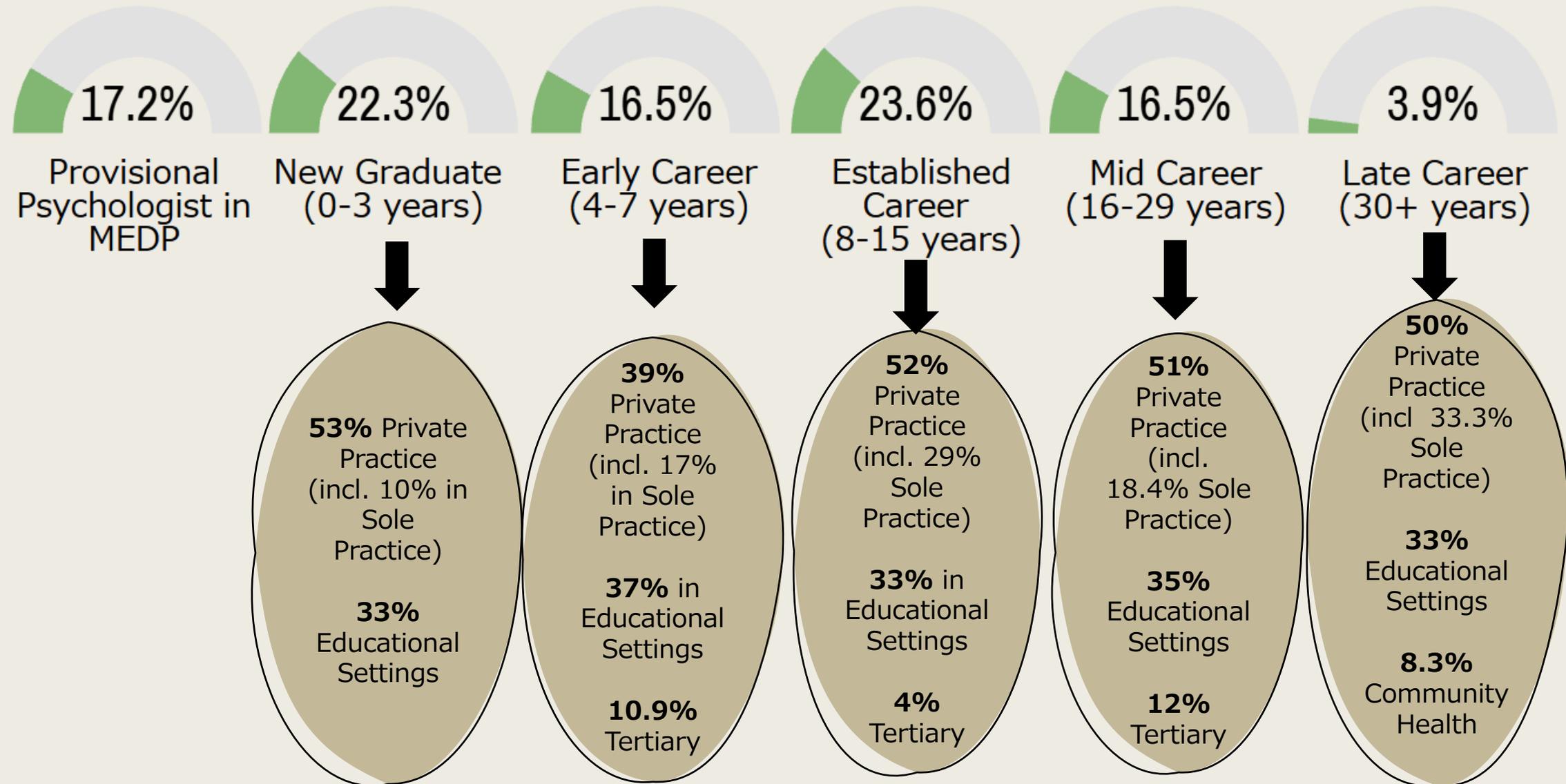


3. Educational Sector/s:



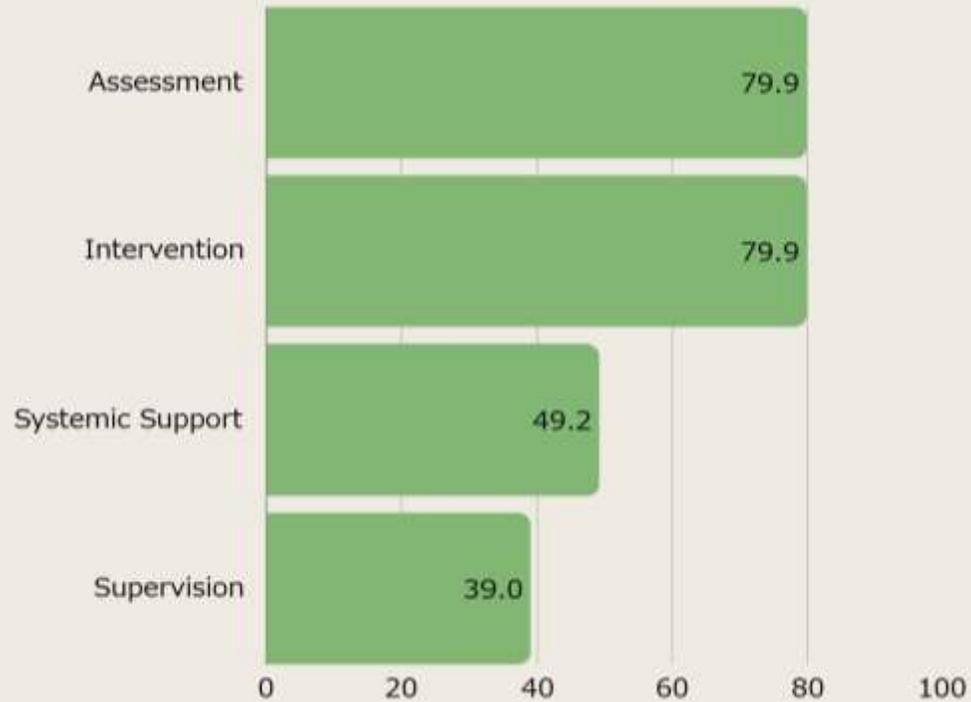
Primary Employment Setting by Career Stage

Career Stage:



Client Services

1. Practitioners currently provided the following services:



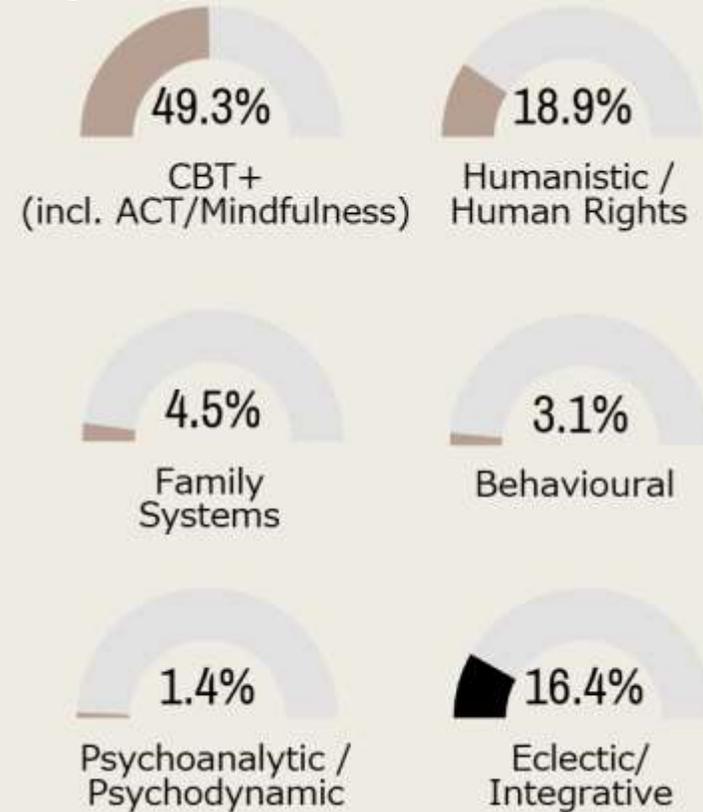
2. Types of Assessment Provided (N = 250):

Participants who provided assessments in their current work selected any/all that applied:



3. Primary Therapeutic Orientation (N = 286):

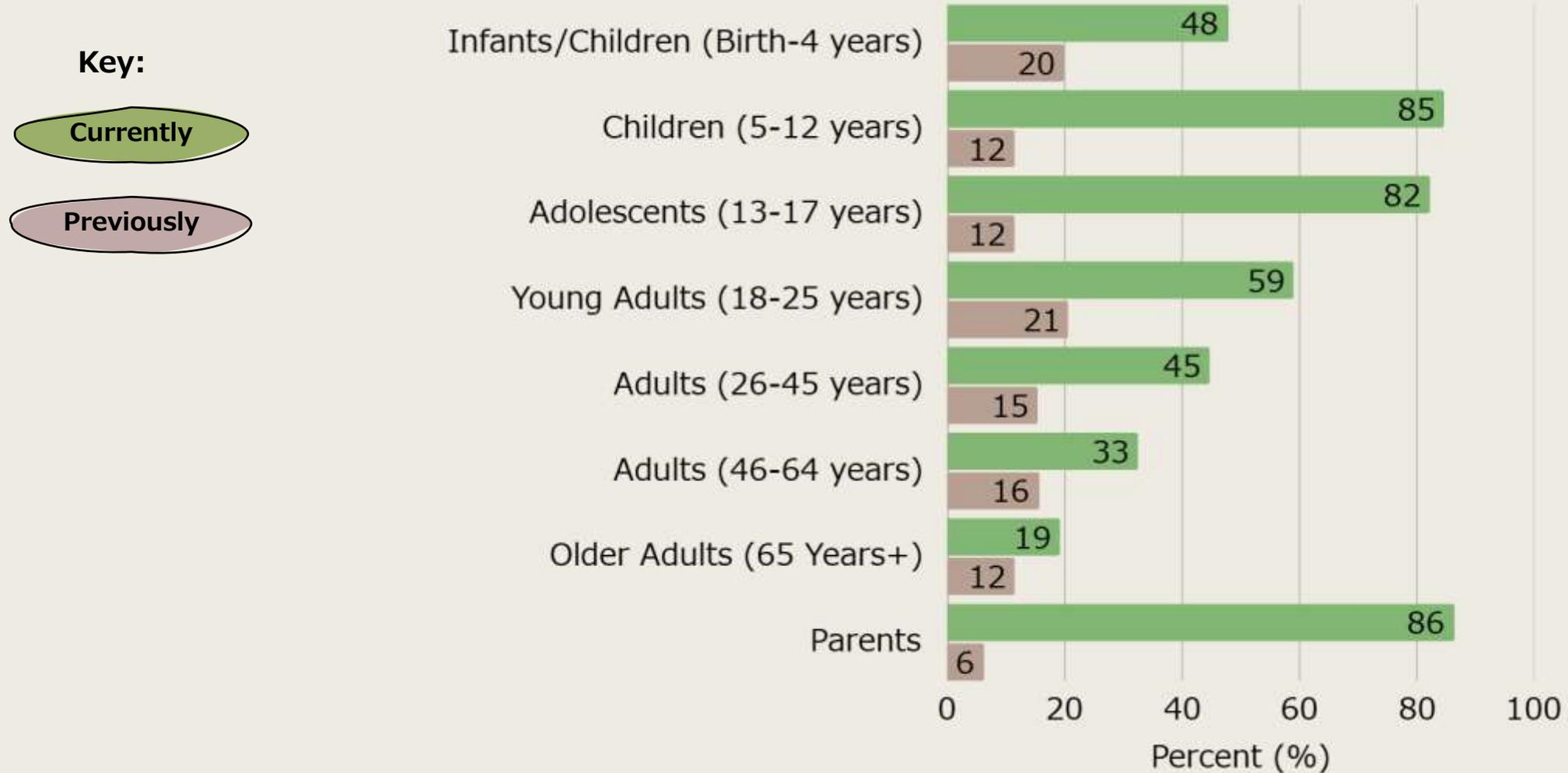
Participants who provided interventions/counselling selected only 1 of the following:



- 3.8% of participants reported not having a primary therapeutic orientation.
- While not listed as a primary orientation, 57% of participants also reported they incorporated a Neurodiversity-Affirmative Approach in their work.

Client Populations

Participants reported providing services to the following client groups:



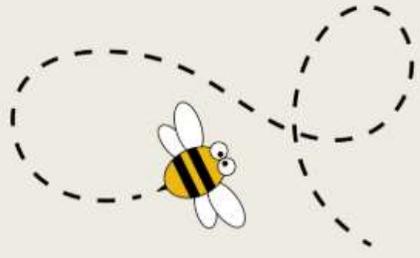
3. Practitioner Perspectives

The Strengths and Challenges of
Educational & Developmental
Psychology

Practitioner Perspectives on Educational & Developmental Psychology

Challenges

- Lack of understanding, awareness, and clarity about our skillset by the public, professional peers, and government/peak bodies.
- Misconceptions or pigeonholing practitioners as undertaking only school or child/youth-focused work.
- Being viewed as “inferior” to clinical psychology.
- Feeling devalued and discriminated against based on the Medicare two-tier rebate.
- Lack of training programs/places available nationally.



Practitioner Perspectives on Educational & Developmental Psychology

Strengths

- Sense of belonging, a welcoming community, and collaboration with peers.
- Systemic, “big picture” view of mental health and wellbeing.
- Excellent training and specialised knowledge (e.g., in neurodivergence, learning disorders, assessment), enabling work in diverse settings.
- Working across the lifespan, while also focusing on prevention/early-intervention.
- Strengths-focused, affirming, and compassionate approach to psychology.

Key Takeaways

- Psychologists with training in Educational and Developmental Psychology offer **diverse services** to a **diverse range of client populations**, while employed across **diverse systems**.
- The key strengths of ed & dev psych are related to the sense of the community, the training and skills, and the diversity of client work.
- The challenges highlight that there is more advocacy and education needed to support a wider understanding of this area of psychology and to reduce misconceptions and inequities across areas of practice.
- The findings reaffirm key advocacy goals for policy/professional issues and are useful for professional bodies, training/selection, and community messaging.

▪ Limitations – non-representative sample limit generalisability.

▪ The sample included only 17% of endorsed ed/dev psychologists, but this is the largest National study conducted to date.

Questions?

Thank
You!

Keep an eye out for
our next Ed/Dev
National Survey:

2029/2030

- Thank you to the participants for their time and insights.
- Thank you to AEDPA and CEDP for their support in data collection.
- We acknowledge and thank the Monash student researchers who contributed to this research:
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 - Lynn Tan (2024)
 - Amelia Williams (2025-26)

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