Green Journals

International Approved Journals

Journal Information

Journal Title	AUSTRALIAN EDUCATIONAL RESEARCHER
Publisher	SPRINGER
ISSN	0311-6999
E-ISSN	2210-5328
Database	Clarivate
Domain	Social Sciences

Classification History

Year	A+	A	B	C
2026		✓	✓	
2025		✓	✓	
2024		✓	✓	
2023		✓	✓	
2021/2022		✓	✓	
2020		✓	✓	
2019		✓	✓	
2018		✓		

Classification: The table above shows all journal classifications recorded for each classification year in the Green Journals database. A journal may have more than one classification in the same year.

Recent Articles

Struggles and strengths: an autoethnographic study of a primary teacher's wellbeing experiences
2026-11 Vol. 53 Issue 5
Authors: Melanie Brooks, Edwin Creely, Sophie Lea
DOI: 10.1007/s13384-026-01033-5

Governing with wisdom: Elders in Residence insights on advancing Indigenous self-determination in higher education
2026-10-30 Vol. 53 Issue 5
Authors: Matilda Harry, Michelle Trudgett, Susan Page et al.
DOI: 10.1007/s13384-026-01035-3

Assurance of learning in higher education: structural necessity, interpretive politics and constructed misalignment
2026-10-30 Vol. 53 Issue 5
Authors: Paul Moss, Sasikala Rathnappulige, Walter Barbieri
DOI: 10.1007/s13384-026-01034-4

Correction: Caring for the carers: Compassion fatigue among secondary school Year Coordinators
2026-10-25 Vol. 53 Issue 5
Authors: Mariel Lombard, Jacqueline Ullman, Nida Denson
DOI: 10.1007/s13384-026-01036-2

Yarning over time and poetic lines: two new Indigenous research methodologies developed in using Longitudinal Study of Indigenous children (LSIC) data
2026-10-10 Vol. 53 Issue 5
Authors: Jessa Rogers, Stuart Ekberg, Tirritpa Ritchie
DOI: 10.1007/s13384-026-01015-7

Moral injury and its association with teacher wellbeing, and retention: a systematic narrative review
2026-10-8 Vol. 53 Issue 5
Authors: Lee-Anne Courtney, Cher McGillivray, Richard Matthews et al.
DOI: 10.1007/s13384-026-01022-8

Social and emotional learning programs in Australian primary schools: a systematic review
2026-9-29 Vol. 53 Issue 5
Authors: Mesouda Laine, Susan Hoffman, Nicole Papadopoulos et al.
DOI: 10.1007/s13384-026-01009-5

The myth of best practice: how understanding the site changes what best fits
2026-9-27 Vol. 53 Issue 5
Authors: Christine Edwards-Groves, Peter Grooenboer
DOI: 10.1007/s13384-026-01006-8

“My ticket is punched”: exploring the retention of rural principals in New South Wales, Australia, through the push–pull-mooring turnover framework
2026-9-23 Vol. 53 Issue 5
Authors: Christopher Hudson
DOI: 10.1007/s13384-026-01008-6

Leading Australian early childhood education and care through crises and complexity
2026-9-23 Vol. 53 Issue 5
Authors: Leanne Gibbs
DOI: 10.1007/s13384-026-01014-8