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Improve school student outcomes with the best available tools and resources

What (if anything) needs to be done to improve the use of edtech tools (including GenAI) in schools?

There's a huge gap in teacher technological proficiency and student proficiency. It's like speaking two different languages. Teachers need to be supported to upskill in AI and technology and the department needs to meaningfully fund it. There needs to be educational designers embedded as permanent roles in schools to support the ongoing use of technology and other tools in schools.

What more (if anything) needs to be done to improve awareness and access to high quality lesson planning and curriculum materials in schools?

There needs to be higher pay rates and appropriate accommodation for teachers in regional and rural communities. The best educators and currently disproportionately incentivised to stay in the cities. Having a few great teachers in a workplace really lifts the mood and motivation of the entire team.

Is there anything more you would like to say about edtech, GenAI or lesson planning and curriculum materials?

Incorporating technology into the curriculum needs to be meaningfully balanced by deliberate 'screen off time'. Either through sport, art or peer conversations. We absolutely need to improve our technological skills as a country, but we need to do this in a healthful, sustainable way.

Which of the following best describes you?

Educational Designer

Are you currently using any edtech tools (including learning games and GenAI) to support teaching and learning in the classroom?

Yes

If yes, what has been your experience with using these tools?

They are a good complement to face-to-face activities when used meaningfully, constructively aligned to the learning outcomes and when designed in line with modern communication modes, symbols and UX.

Are there things you would like to do with GenAI or edtech tools that you can't do currently? What's stopping you from doing these things?

It would be good to have a robust AI tool that could mark and provide feedback on student work.

If no, can you tell us why you are not using any edtech tools?

The participant did not respond to this question.

Do you access lesson planning and curriculum materials online?

Yes

If yes, what has been your experience with using these tools?

The main places I access support information for curriculum design are through associations. Like HERDSA, ADCET, ASCILITE or our local paper teaching@sydney.

If no, can you tell us why you are not using online lesson planning and curriculum materials?

The participant did not respond to this question.

Support the workforce through a flexible post-secondary education and training sector

Credit transfer and recognition of prior learning

In your experience, how well does the credit transfer and recognition of prior learning system operate in Australia? Does it adequately support students to move between courses or have their work experience recognised as part of a qualification? Are there ways it could be improved?

A big reason why students choose to go to university is for the networks, transferring mid-way through a course disrupts that network building process and re-building it isn't something that is discussed or supported during transfers.

Which of the following best describes you? Please select all that apply.

University employee

In the past 3 years, have you applied for credit recognition or recognition of prior learning (RPL)?

The participant did not respond to this question.

If yes, what was your experience in applying for credit recognition or RPL like?

The participant did not respond to this question.

If no, can you elaborate on why you didn't apply?

The participant did not respond to this question.

Work related training

What are the main reasons individuals and/or businesses do or do not participate in work-related training?

Teachers are often too far removed from the context the employees are facing to make the training really meaningful. I've found peer-to-peer exchanges of ideas and problems has been the most effective post-uni education.

What role, if any, should businesses be playing to address any barriers and better support the offer of work-related training to employees?

Restructure it to be more focused on networking with other businesses who use similar skills and face similar problems. The key to andragogy is acknowledging the student is already an expert in their field and guiding them through a process where they can test their skills in new contexts. It would be great if teachers could by default invited to relevant industry events and networks e.g. the local science teacher is invited to the space and astronomy networks/events or the HSIE teacher to the UN conference. There's a bit of a gap between education and professionals and the world is evolving so quickly it's just not possible to keep up through traditional training.

What, if anything, could government do to address barriers and better support the offer of work-related training to employees?

There needs to be a genuine investment in the teacher experience. We always talk about the student experience and how it's the key to great education, but the truth is teacher experience is just as important. Teachers are amazing people, but they're still people. The relationship between the teacher and student is where the learning happens and by continually failing to invest in the teacher experience that relationship suffers. Schools should be community hubs, places where local businesses, alumni students and charities can all contribute to the future generations. There are skilled people who are willing to donate their expertise and take the load off teachers. Government just needs to facilitate that.

Which of the following best describes you? Please select all that apply.

I am an employee/individual

For business owners, managers and sole traders, how many employees do you have?

The participant did not respond to this question.

For employees/individuals, have you participated in any work-related training in the last 12 months that did not relate to general compliance (such as WHS)?

Yes

If yes, can you elaborate on the reasons for the training and any benefits you received from doing it?

It was a free conference on AI in assessment and we attended it as a team-bonding activity. We decided we did not like the AI tool that was being pitched to us for equity reasons but we learned a lot about what other universities are doing in regards to AI and got to meet colleagues from other institutions.

The training was free, hosted by TurnItIn, non-mandatory, advertised in ASCILITE and it was more of a team bonding experience.

If no, can you elaborate on any challenges or barriers you faced in attempting to undertake work-related training?

The participant did not respond to this question.

For business owners, managers or sole traders, have you provided or supported your employees to participate in work-related training in the past 12 months?

The participant did not respond to this question.

If yes, can you elaborate on the reasons for the training and any benefits you or your employees received from doing it?

The participant did not respond to this question.

Can you describe whether you accessed any government assistance, what type, and the amount received? If you didn't access any financial assistance, please tell us the reasons why.

The participant did not respond to this question.

If no, can you elaborate on any challenges or barriers you faced in attempting to provide or support your employees to undertake work-related training, such as

the time or cost, availability of relevant or high-quality courses, and level of interest from your employees?

The participant did not respond to this question.

Balance service availability and quality through fit-for-purpose occupational entry regulations

What are the effects of occupational entry regulations? Please describe your experience and name the specific occupations you are referring to.

They are mostly a good way of providing a professional network, but they can also be a bit opaque to general members of the public. This can be difficult for example if you are a patient and would like to provide helpful feedback that could improve the knowledge and service of people in the medical industry. There should be more effort made by royal colleges and industry accreditors to engage with the end users of the service, rather than just the providers.

Do you believe current occupational entry regulations are proportionate to the level of risk associated with different professions? Why or why not? If not, do you have any suggested improvements to regulations to better reflect risks? Please name the specific occupations you are referring to.

I actually disagree with the premise of the question. There are currently 3 barriers imposed by occupational regulators. These are time, money and competence. If competence is sufficiently established through proper education I don't see why there is a need to add time and money as barriers because there is a presumed level of risk for the profession. If anything adding time and money as barriers distracts people from the most important commitment which is acquiring and proving the skills you need to do a good job.

Which of the following best describes your connection to occupational entry regulations? Please select all that apply.

Consumer or member of the public; Educator or training provider

Which state or territory are you predominantly based in?

New South Wales