



Name: Aaron

Submission date: 30/05/2025

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?

It needs to have a closed system so that we can engage with confidential information. It also needs to have a library of data for which to access first/ with priority (ie policy/curriculum) when considering responses, so they are fit for purpose and contextualised.

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

Behaviour is such a challenging issue that limit staff access and awareness of high quality teaching strategies. There is so much differentiation most staff don't have access to or know how to create or edit available resources to suit their context.

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

What works in one context doesn't always work in another. But there should be a relatively good set of baseline differentiation available for all staff across the system (one pitched high, low and at level) for all syllabus points.

Which of the following best describes you?

I am a secondary school teacher

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?

It helps draft responses, create contracts, assignments and resources. Very good feedback for the most. There are some areas that could be improved albeit.

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?

Mark work and provided targeted feedback. Cannot upload due to department policy around confidentiality of information.

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?

We share via word/ms teams/ one drive system.

There is a wa doe central hub but it's so mixed and matched and seldom updated thus not as relevant. I search there but don't find it aligns well to my context or the curriculum as our school is delivering.

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?

The participant did not respond to this question.

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

The participant did not respond to this question.

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?

The participant did not respond to this question.

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

The participant did not respond to this question.

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

The participant did not respond to this question.

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

The participant did not respond to this question.

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)?

The participant did not respond to this question.

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

The participant did not respond to this question.

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.

Teachers having to need a degree is beneficial in some regards as you want some quality before entering the profession, but with shortages nearly anyone can get signed off on a teachers license, and universities are making it easier to get a degree making the quality of teachers worse (ie grad dip programme). We also don't look at the character, English or maths with enough vigour before entering the profession (Intite exists but is it entirely fit for purpose?)

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.

No. The qualification should be a degree done while working, under high support systems. It makes the qualification more meaningful and increases the quality of the teacher.

We also need to implement some sort of test to see the character of the individual. There are so many blatantly racist and sexist teachers, as well as those that are narcissistic and all round rude individuals. Why these are here modelling their poor behaviour and values to our youth baffles me.

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

Educator or training provider; Licensed professional

Which state or territory are you predominantly based in?

Western Australia