



**Name:** Australian Council for Student Voice

**Submission date:** 5/06/2025

## **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?**

To improve the use of edtech and GenAI in schools, we must ground implementation in the principles of equity, ethical innovation, and authentic co-design with educators and students. Edtech tools are currently fragmented across jurisdictions and often adopted reactively or without sufficient pedagogical integration. Students report varied experiences with edtech: from deeply engaging personalised learning to tokenistic or surveillance-based use that undermines trust.

What's needed:

A national edtech framework co-developed with students, teachers, and communities, ensuring tools align with curriculum and uphold student empowerment and data rights.

Student-led evaluation mechanisms that allow young people to shape how technology is used in their learning environments.

Professional learning for educators that includes pedagogical and ethical considerations (not just technical know-how) especially for emerging tools like GenAI.

Procurement guidelines that favour evidence-informed, accessible, and inclusive tools, especially those that are adaptable to diverse contexts, including remote and disadvantaged schools.

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

Teachers and students alike benefit from consistent access to curriculum-aligned, high-quality, and culturally responsive learning materials.

Our key recommendations:

Fund time and support for teachers to engage in collaborative planning and professional inquiry into what works in their context, not just what is centrally produced.

Establish a national, open-access curriculum resource hub, co-curated by educators and inclusive of student perspectives.

Embed Indigenous knowledges, sustainability, and civics education across resources, reflecting both cross-curriculum priorities and students' demand for real-world relevance.

Strengthen knowledge-sharing networks among educators and students for peer-reviewed lesson planning, with transparent quality benchmarks and curriculum alignment.

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

Technology and curriculum reform cannot be separated from broader questions of educational purpose. The tools we adopt must help students become not just workers, but active citizens, critical thinkers, and collaborative problem-solvers. We caution against a narrow focus on efficiency, standardisation, or data extraction. Tools must be:

Co-governed by communities, not imposed or market-driven.

Responsive to diverse learning identities, including students with disability, multilingual learners, and those experiencing disadvantage.

Situated within trusting, human-centred learning relationships, where teachers and students co-create learning pathways, not just consume content.

**Which of the following best describes you?**

National peak body/youth advocacy organisation working in partnership with students, educators, school leaders, teacher educators, and academics across sectors

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

No

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

The participant did not respond to this question.

**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?**

The participant did not respond to this question.

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

As an advocacy organisation, the ACSV does not directly deliver classroom instruction. However, we actively collaborate with educators and student leaders who use a wide range of edtech tools, including GenAI and digital platforms, in both formal and informal learning environments.

Through our student advisory board, school partnerships, and professional learning engagements, we gather insights about how these tools are being used in classrooms and how they could be better leveraged to support equity, engagement, and student voice. This positions us to speak to systemic trends, enablers, and barriers in the adoption and impact of edtech, particularly from a student-centred perspective.

**Do you access lesson planning and curriculum materials online?**

Yes

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

As an organisation that works with schools, we regularly interact with educators and student leaders using online resources for lesson planning, particularly in the areas of civics, sustainability, and student agency. In speaking with them about this submission, we've found that:

Usefulness varies: when platforms are well-structured (e.g., clear alignment with curriculum, co-designed with teachers), they reduce planning load and improve lesson coherence.

Trust in source matters: materials from universities, professional associations, or jurisdiction-endorsed platforms are more likely to be used.

Gaps exist in resources that support participatory, inquiry-based, and interdisciplinary approaches (especially those that integrate student voice, justice, and real-world impact).

Students value co-designed materials: we've supported schools where students co-create lesson content (e.g., on climate action or anti-racism), and such resources can meaningfully enhance engagement when shared more broadly.

**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.**

The participant did not respond to this question.

**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.**

The participant did not respond to this question.

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

The participant did not respond to this question.

**Which state or territory are you predominantly based in?**

The participant did not respond to this question.