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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?

I seriously question the decision to place education technology as a high priority in efforts to increase the productivity of schools. Such a decision seems to set aside the findings of the Commission's 2023 report on the National Schools Reform Agreement, as well as all the findings of the subsequent Review to Inform a Better and Fairer Education System.

It also ignores substantial research over the last decade which points to declining school equity and in a system characterised by increasing segregation of school enrolments - well-researched developments with direct relevance for student achievement and hence system productivity.

At the very least any report arising out of the proposed review needs to justify why the use of edutech tools has been given this priority. What inquiry was conducted which led to this decision? Where did the proposal come from? How was the decision made that the use of edutech tools is currently deficient and will remain deficient if left to the substantial existing mechanisms and support to improve curriculum and school/teacher practice?

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

You state that "the academic achievement of Australian school students has stagnated in recent years". There are big assumptions underpinning such a statement:

1. That the academic achievement of Australian school students amounts to a limited range of easily tested learning outcomes, ignoring a much wider range of outcomes all linked to the essential purposes of schools. One simple example: student engagement is critical to student and system success and should be a focus of intervention and measurement.
2. That any or all deficiencies in (or impacts on) student achievement are solely linked to school and classroom practice - hence solutions need to apply at the school level alone. Ignored are outside impacts, evidenced by the measurable increase in impact of family and school SES (ahead of what teachers actually do) in recent times.
3. Related is the assumption that student learning can't happen without a pedagogy derived from externally imposed curriculum combined with 'colour-by-number lessons and limited assessment.
4. The assumption that resources developed externally to the school will take into account the diverse elements of good pedagogy and diverse school contexts.

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

Questionable assumptions also underpin "flexible post-secondary education and training", mainly that all the suggested approaches are ONLY APPARENTLY RELEVANT to post-secondary education. They are, in fact, strongly represented in what is generally called vocational education in schools.

But they are especially found in innovative schools, the most credible being the Big Picture schools (both public and private) in Australia. A significant number of students don't respond to conventional school settings but succeed in these schools. Critical to their success is that they exhibit what you say are "promising areas of reform" IN THE SECONDARY YEARS.

Any findings of your proposed review would be open to substantial criticism - from me amongst others - if you didn't extend it to such flexible SECONDARY EDUCATION AND TRAINING and the proven way it links to the post-secondary years.

Which of the following best describes you?

The participant did not respond to this question.

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

The participant did not respond to this question.

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?

The participant did not respond to this question.

Do you access lesson planning and curriculum materials online?

No

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

The participant did not respond to this question.

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

I've been retired from teaching for two decades

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.