



Name: National Catholic Education Commission

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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 are many EdTech tools that are readily available today. Educators, schools and systems right across the country are making investments in these tools, but we do not currently have an agreed standard for their Quality Assurance.

School leaders have shared experiences where they have recognised the need for a solution, but were not quite sure where to start. Some have made investment decisions, based on cold calls from EdTech providers, or through online research or word of mouth.

National Catholic Education Commission (NCEC) believes there are lessons to be learned from the Safer Technologies 4 Schools initiative, which provides a standardised approach to evaluating digital products and services against a nationally consistent security and privacy control framework. A similar approach may be taken for AI, using the Australian Framework for Generative Artificial Intelligence in Schools as a guide.

NCEC sees a need for a national benchmark or set of standards to be applied to EdTech providers to give clarity to educators, schools and systems to ensure EdTech solutions are curriculum-aligned, evidence-based and pedagogically sound. An EdTech tool that does not achieve this benchmark, should not be adopted in Australian schools.

There is great opportunity to improve our use of Generative AI in education, for both students and teachers. Many schools and systems are experimenting with this today with varied success. There are early reports of the reduction of teacher workload through the use of AI tools. The Catholic sector believes that there is great opportunity in the area of Formative Assessment and work is already underway to pilot approaches in a number of our dioceses.

To ensure high-quality approaches to the development of assessments at a national level, AI tools would need to have an understanding of the curriculum or syllabus and achievement standards for each year level. Additionally, they should understand the best practice methodology and process for the successful design and implementation of high-quality formative assessments. ACARA is currently working on a Formative Assessment Framework that AI tools could learn from to generate quality approaches to assessments.

With varying levels of data literacy across the country, there is an opportunity for AI tools to take the assessment data from a range of standardised assessments, along with the AI-generated formative assessment insights and develop tailored interventions for each student, based on their assessment profile.

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

Having one easily accessible portal, with a single sign-on, which is free and available for all teachers across all sectors and jurisdictions is required.

NCEC believes the work being led by ESA to have one National Online Learning Services (NOLS) portal is the right approach. This portal needs to clearly show curriculum alignment, and simplify search functions for teachers. With many curricula across the country, this is challenging and will require dedicated focus to map resources appropriately. It is important that these resources include assessments and intervention materials for diverse learners.

Quality Assurance is critically important. All resources that are shared on the NOLS portal should ideally go through a national QA process. This will assess a wide range of criteria including, whether resources are curriculum-aligned, adopt evidence-based teaching practices, include scaffolding for diverse learners, ensure flexibility for teachers to adapt to their classroom environment, and meet accessibility standards.

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

This is important work. The Catholic sector has recognised the gap in providing teachers with access to high-quality, evidence-based, curriculum-aligned resources to support them in their classrooms. For this reason, NCEC, along with a number of partner dioceses, is investing in the development of mathematics resources for years 7-10 in partnership with Ochre Education. This builds on the work of Catholic Education Canberra Goulburn and Melbourne Archdiocese of Catholic Schools in developing Mathematics and Literacy resources for Primary (F-6). These resources are aligned to the Australian Curriculum V9.0, the Victorian Curriculum V2.0 and the NSW Syllabus.

One of the key learnings from this initiative is the importance of strong leadership and access to professional development, using the resources in practice.

Awareness and access to high-quality resources is only part of the challenge. Adoption can be the bigger issue. Teachers have their own lesson plans that they have built and tested and in which they have built confidence over time. Challenging their current practice and suggesting new approaches can be confronting for some teachers.

We would recommend that any resources have professional learning associated with them, which will help to build teacher confidence and capability in adopting new approaches.

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?

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.

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.