



Name: Teach For Australia

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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?

Schools and teachers need to be provided with adequate contextualised training for understanding the potential and limits of technology such as GenAI and how it can be used to improve access to learning. One key concern is that the technologies which are being incorporated into schools and learning should be proven to support students' learning by increasing and multiplying their cognitive efforts rather than merely to complete the work on their behalf. An example of this would be to use GenAI or other technologies to reduce the time spent on recalling information and increase the time available for evaluating or applying information. This is especially important for students in schools that Teach For Australia partners with, who are already more likely to experience educational inequity. It would be counterproductive if, through an increased reliance on generative technologies, for those students to fall further behind rather than have their learning elevated through technology.

Teachers and teacher educators have the knowledge and skills to create complex work for their students to elevate their learning and should have input into how new tools are used to push the limits on pedagogy rather than to substitute student thinking.

While these edtech developments have the opportunity to improve student outcomes, such improvements will only be possible with high quality training for teachers that is contextualised to the classroom setting. Teachers should be accredited for their training with microcredentials that are recognised widely and are potentially transferable if they should choose to apply their skills in other forms of work.

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

Access to high quality lesson planning and curriculum materials is essential for multiplying teachers' efforts and time. However, their potential will only be fully realised if teachers have the adequate training to use and adapt the materials that are available, as materials cannot be perfectly suited to every student in every classroom. Schools need to have the resources to provide support and coaching for teachers to hone their professional expertise and apply their knowledge to contextualise such materials for use with their students.

An area for improvement of materials is that they should be modular for easy adaptation, rather than limited to the sequence in which they were prepared. There should also be clear indications of opportunities for local or contextually relevant information to supplement the materials. The materials should also be culturally informed and trauma informed, applying and recommending best practice.

Teach For Australia has sought organisational partnerships with Edrolo and Ochre Education to provide our beginning teachers (Associates) with free access to Edrolo and to encourage them to use the free resources from Ochre Education because we have seen significant benefit from these resources, allowing our teachers to grow in their practice and support their students' achievement.

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

Although there are clear productivity gains to be had by improving student outcomes across the board, there are especially high gains to be had by focusing on improving the outcomes of students who currently experience educational inequity. Given this, it is essential that the resources and materials and policy regarding their use are developed by those who have experience working with students who experience educational inequity, to pool their expertise and ensure that the materials are relevant, applicable, and effective for those students who have the most to gain.

Furthermore, Teach For Australia's model of brokering teaching placements between highly qualified teachers and schools which need them most concentrates our collective expertise in this area and compounds the gains for students who benefit the most. This has grown exponentially over fifteen years of operation, with an increasingly large alumni community extending networks across all jurisdictions and focussing efforts on schools which experience the most educational inequity. Given the longer professional and life experience they bring, we know our Associates and Alumni help drive new ideas and opportunities for schools to think differently about how they teach students and support workforces including lesson planning, edtech and AI

Which of the following best describes you?

TFA is a non-government organisation which recruits, trains, and supports beginning teachers through an employment-based pathway into teaching. We have experience supporting teachers in some of the most challenging teaching contexts in the country.

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?

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?

Our Associates (beginning teachers) access resources through Edrolo and Ochre Education, as well as to shared banks of planning resources and assessment materials.

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?

In our work recruiting high quality candidates to become teachers through our training pathways, we have extensive experience with navigating the requirements for admission into postgraduate Master of Teaching degrees. While the credit transfer and recognition of prior learning operates somewhat adequately, there is room for the recognition of prior experience to qualify as subject knowledge so that they are eligible for a Master of Teaching. Career changers who wish to teach but cannot meet the subject knowledge requirements in the narrowly defined ways outlined by the regulations must complete an undergraduate teaching degree, which takes twice as long. At best, this results in a delay before they enter the teaching profession, and at worst is disincentivises them from making the career switch or re-entering the workforce.

A clear solution to this would be the application of universal eligibility for all initial teacher education (ITE) courses. Teach For Australia has partnered with several ITE providers and has seen the detrimental effect of a conservative application of the entry requirements in the AITSL guidelines, in which high potential candidates cannot become teachers because they do not meet the subject knowledge requirements laid out by the university. This disproportionately affects those with extensive professional experience, such as banking executives, and those with a clinical degree such as physiotherapists.

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

TFA works in partnership with university partners to deliver employment-based pathways into the classroom; and so has experience in selecting and admitting candidates to our programs.

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.

In teaching, professional registration is essential to ensuring the quality of teachers and the public confidence in teaching as a profession. However, the need to be registered separately, through different processes, across jurisdictions provides a significant limiting factor for those who want to relocate and continue teaching. Teachers who relocate interstate are required to duplicate their registration, which often results in a delay to their start in schools despite mutual recognition arrangements.

The differences in requirements between jurisdictions, especially regarding English language proficiency, places an onerous – and unnecessary – burden on teachers who are relocating between jurisdictions, and could prevent them from re-entering the workforce entirely. AITSL's teacher workforce data shows that teachers who are registered in the Northern Territory are more than three times as likely as those in other jurisdictions to be registered to teach in multiple jurisdictions. This points to the overlap in effort and time that is already occurring in the jurisdiction which needs teachers the most.

Teach For Australia would support the move to a national registration body for clarity and consistency of requirements, as well as to minimise the duplication of registration processes.

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.

Educator or training provider

Which state or territory are you predominantly based in?

Victoria