



Name: Australian Catholic University

Submission date: 6/06/2025

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 enhance the use of educational technology, including generative AI, ACU recommends evidence-based evaluation frameworks to assess the effectiveness and impact of edtech tools across the life cycle from early years to secondary schools.

In early years, ACU's Institute for Learning Sciences and Teacher Education (ILSTE) recently received ARC funding to understand how AI impacts on children's play, learning and development. While early years educators have used AI to assess children's development and discover new ways of learning, little is known about the impact of AI use among young children. The research will inform a new AI for the Early Years Statement which will support parents and educators in making better decisions around AI design and use with young children.

In schools, another ARC-funded ILSTE project is addressing gaps in the use of AI and virtual, mixed, and augmented reality technologies with the aim of improving multimodal literacy in primary and secondary Australian students, a key learning outcome of the Australian curriculum.

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

ACU recommends more collaborative partnerships between universities, edtech providers and education departments – both government and non-government – to co-develop and test materials for school use, as well as pre-service and professional development for teachers and allied educators focused on digital pedagogy and ethical AI use.

For example, ACU is part of a Cooperative Research Centre (CRC) bid led by the University of South Australia alongside a consortium of Catholic education partners across ACT, South Australia, Queensland and Victoria. The AI for Learning Innovation and Future Education (AI for LIFE) CRC aims to provide schools, educators, allied education professionals and students with leading capabilities and understanding of AI whilst also ensuring a strong Catholic education presence and commitment to equity within a 10-year national research initiative focused on the future of AI in education.

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

ACU supports a blended learning approach that integrates edtech and GenAI with traditional pedagogies to support personalised learning, where the implementation is evidence-based, collaborative and teacher-led.

More generally beyond the classroom, the Productivity Commission should recommend targeted government investment in educating for soft skills, social sciences, and creative capabilities to ensure Australia captures the full productivity benefits of AI and generative technologies. As routine and technical tasks become increasingly automated, human skills such as critical thinking, communication, problem-solving, and creative expression will become essential to complement and guide AI applications, drive innovation, and maintain a competitive, future-ready workforce.

For example, ACU's STEM Centre of Education Excellence in Strathfield NSW, the result of a successful \$45m bid to the NSW State Government WestInvest fund, aims to uplift STEM skills in the community of Western Sydney in which it sits. The Centre will house state of the art facilities for the community and its learners, from early childhood to post higher education. Technology and Design facilities, simulation labs, micro credentials and short courses in STEM will be offered to ACU students and the community as well as support for events, interactive spaces and facilities for hire to local and international industry partners. Research and innovation will be facilitated by PhD student internships and university-industry collaborative activities. STEM activities at the Centre will be embedded into the ACU education curricula and the Centre will also provide excursion spaces and activities for local school students to upskill, experience and enhance engagement in a constantly evolving Centre of Excellence in STEM.

Which of the following best describes you?

Office of Deputy Vice-Chancellor (Research and Enterprise)

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?

Office is not involved in teacher training or student learning.

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?

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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?

A successful example of RPL is ACU's partnership with Teach for Australia (TFA), which builds on our expertise in teacher formation. We know that to attract more teachers to the profession we need to target high-achieving graduates and successful career-changers, to bring positive change particularly in rural, regional, remote, and low socio-economic communities across Australia. We have also listened to teaching students tell us they need more flexibility as well as more time in the classroom. The TFA program delivers on both fronts by equipping students, known as associates, to earn a Master of Teaching qualification while working in partner schools and receiving coaching, mentoring and academic support from both ACU and TFA. By bringing skills from a range of prior successful careers into the classroom, our associates also bridge the national educational inequalities in secondary school students to build a sustainable future for all Australians, wherever they live.

An opportunity exists to address entry barriers for skilled tradespeople wanting to transition to teaching with an Industrial Technology and Design specialty. Currently regulators require a bachelor degree for entry into MTeach, so the only option is a four year degree with two unrelated teaching areas. This is a significant barrier to entry.

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

Office of the Deputy Vice-Chancellor (Research and Enterprise)

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.

Educator or training provider

Which state or territory are you predominantly based in?

ACU is a national university, with seven campuses based in ACT, NSW, QLD and VIC