



Name: Australian Institute for Teaching and School Leadership Limited (AITSL)

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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?

AITSL recognises that there are a range of edtech tools available for use in Australian classrooms, which are variously intended to support teachers (including by reducing their workload), promote more effective school management, and foster student engagement and learning – including in some cases to enhance access to education for students with additional needs.

However, evidence shows that achieving these outcomes is reliant on effective and context-sensitive implementation of edtech in schools, which in turn necessitates that teachers, leaders and other school staff have received appropriate professional learning to support the use of these tools. Edtech does not reduce the need for highly skilled, professional teachers, who play a critical role in developing students' knowledge and abilities. Research clearly demonstrates that the quality of pedagogy underlying any use of edtech has a more significant impact on student outcomes than the edtech tool itself.

Edtech is typically most effective when teachers use learner-focused teaching strategies. Across multiple types of edtech, research shows that collaborative learning approaches have shown the greatest potential for both student learning and motivation – but where edtech is simply used to transfer traditional teaching methods to an online environment, this will limit the potential benefits for most students.

Current evidence also indicates that teachers' perspectives – including their sense of self-efficacy and the value they place on edtech as a tool for promoting student learning – influence its effective use within the classroom. Some knowledge and ability to use edtech is also required, although teachers do not need to be experts prior to using edtech with students.

Edtech, including generative AI, offers significant potential for supporting teachers with tasks such as lesson planning, locating relevant learning materials and activities, and assessment options. However, the time saved by using edtech needs to more than offset the time spent learning how to use it effectively for this to result in a net decrease in a teacher's workload.

Generative AI tools also present a range of privacy, security, ethical and pedagogical considerations for teachers. The Australian Framework for Generative Artificial Intelligence in Schools, developed by the National AI in Schools Taskforce (to which AITSL contributed as a member) and agreed by all Education Ministers, provides guidance on understanding, using and responding to generative AI in Australian school based education to support policy makers, school leaders, teachers, support staff, parents and students.

AITSL recommends that to improve the use of edtech tools in schools across Australia, teachers and leaders should have access to – and be afforded the time and resources to undertake – relevant professional learning which develops their knowledge and competence in using these tools, and which is aligned with the Australian Professional Standards for Teachers (as well as the Australian Framework for Generative AI in Schools, where applicable). Increased support for teachers to undertake such professional learning, potentially even including short-term reductions in an individual’s workload or relief from teaching, is likely to enable more impactful integration of edtech tools in schools across Australia.

Current evidence shows that professional learning that is collaborative, applied and emphasises the positive benefits for both teachers and students is particularly effective for improving knowledge of, and attitudes towards, edtech. AITSL notes that research also indicates that informal, school-based professional learning is more likely to promote a teacher’s sense of self-efficacy than formal or off-site training.

As such, professional learning for teachers and leaders regarding edtech should include a balance between structured training offerings, and school-based professional learning facilitated by principals and middle leaders. Through the National AI in Schools Taskforce, AITSL and other entities in the national education architecture should play a key role in developing and/or quality assuring relevant professional learning, as well as associated guidance and support materials for teachers and school leaders.

AITSL notes that it has recently published two ‘Spotlight’ publications which evaluate the current evidence for educational technology and provide further insights into the use and implementation of edtech in schools. These publications may be found at the links below.

Evaluating the evidence for educational technology: Part 1 – the technologies

<https://www.aitsl.edu.au/research/spotlights/evaluating-the-evidence-for-educational-technology-part-1-the-technologies>

Evaluating the evidence for educational technology: Part 2 – enabling learning

<https://www.aitsl.edu.au/research/spotlights/evaluating-the-evidence-for-educational-technology-part-2-enabling-learning>

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

Under the Australian Professional Standards for Teachers (the Teacher Standards), a key element of teachers’ professional practice is to plan for and implement effective teaching and learning (Teacher Standard 3), including to plan, structure and sequence learning programs (focus area 3.2) and to select and use resources (focus area 3.4).

Data through the Australian Teacher Workforce Data (ATWD) initiative shows that teachers consistently report working more hours than contracted each year, despite a gradual year-on-year reduction in average hours worked since 2019. In 2022 – the latest data publicly available through the ATWD – the full-time teacher workforce reported working 53.7 hours in an average working week, or 141% of a standard working week. In 2022, 43% of teachers reported spending 10 hours or more per week on planning-related duties – an increase of 11 percentage points since 2020.

Teachers currently access lesson planning and curriculum materials through a range of

sources, including those maintained and shared at the individual school level, state and territory departments of education or equivalent system and sector bodies, agencies and companies in the national education architecture, and commercial and not-for-profit organisations. Increasingly, teachers are also accessing lesson planning and curriculum materials online through websites and social media where individual teachers may share (or sell) materials they have personally developed with others. Conversely, some teachers may not be aware of or have access to materials through these sources and develop their own 'from scratch' – adding considerably to their workload.

Improving awareness of and access to high-quality lesson planning and curriculum materials is likely to improve learning outcomes for children and young people, as well as offer workload relief for teachers and school leaders. It is important that these materials be evidence based and appropriately aligned with national standards and frameworks related to curriculum and teaching practice.

AITSL would support an approach by which the agencies and companies in the national education architecture – the Australian Curriculum, Assessment and Reporting Authority (ACARA), the Australian Education Research Organisation (AERO), Education Services Australia (ESA), and AITSL – work collaboratively to develop, collate, quality assure and disseminate high-quality lesson planning and curriculum materials for use in schools across Australia. This would build on work done to date by ACARA through Action 19 of the National Teacher Workforce Action Plan.

This would ensure that teachers and school leaders can be confident that these materials align with the Australian Curriculum, the Australian Professional Standards for Teachers, and contemporary evidence around best-practice teaching approaches, as well as saving them time and effort by providing access to these materials through a single, easily searchable and navigable online environment.

High-quality materials can provide a useful foundation for teachers in planning their lessons but must also be adaptable to the unique and differentiated needs of learners in their classrooms. Such resources should support, not replace, teacher judgement.

Accordingly, along with lesson planning and curriculum materials themselves, teachers should have access to ongoing high-quality professional learning opportunities which support them in using these expert-designed, evidence-based materials within appropriate pedagogical frameworks. Principals and middle leaders should also be supported to provide strong cultural and pedagogical leadership to support alignment in curriculum and instructional approaches within their schools.

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

N/A

Which of the following best describes you?

Commonwealth company

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?

N/A

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?

N/A

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.

Through its role as the custodian on behalf of Education Ministers for the Australian Professional Standards for Teachers (Teacher Standards), the Framework for Teacher Registration in Australia (Registration Framework), and the Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures (Accreditation Standards and Procedures), AITSL plays a key role in setting and maintaining standards for entry into the teaching profession, which are regulated at the state and territory level by teacher regulatory authorities (TRAs).

AITSL is providing a response to the National Competition Policy Analysis 2025 inquiry by the Productivity Commission, which discusses occupational licensing and entry regulations for the teaching profession in detail. Please refer to AITSL's submission to this inquiry for further information.

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.

Please refer to AITSL's submission to the National Competition Policy Analysis 2025 inquiry for further information.

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

Regulator or policymaker

Which state or territory are you predominantly based in?

Victoria