



Name: Microsoft

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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?

Generative AI is proving to be a transformative tool in education, enhancing student learning outcomes, improving equity for students with diverse learning needs, and significantly saving time for educators and staff, from lesson planning to parent/guardian engagement.

Microsoft is committed to working with governments on this issue to drive positive outcomes for Australia, which has emerged as a global leader in the adoption of GenAI spanning the education ecosystem: from primary to secondary schools, from vocational education to tertiary institutions. Several states and territories are already pioneering responsible, secure, and innovative adoption, positioning Australia as a global centre of excellence in AI-enabled education.

Just a few encouraging case studies of GenAI adoption in the education sector include:

- Brisbane Catholic Education (BCE) is rolling out Microsoft 365 Copilot for 12,500 educators and support staff across its 146 schools, making it the largest adoption of M365 Copilot in K-12 education globally (see: <https://news.microsoft.com/en-au/features/brisbane-catholic-education-to-deploy-microsoft-365-copilot-to-12500-educators-and-support-staff-in-largest-rollout-for-k-12-globally/>). Early results show teachers saving over 9 hours per week on administrative tasks, searching for information, and accelerating lesson and curriculum planning. Reducing the workload and gaining time back for educators is particularly significant given high attrition and risk of burnout in the profession. It is also allowing teachers to spend more time on improving student literacy, numeracy, and overall wellbeing. BCE's implementation includes ethical AI training, adoption champions in each school, and simulation sessions to build teacher confidence.
- South Australia EdChat, developed through a partnership between the SA Department for Education and Microsoft, is a secure GenAI platform for schools built with student safety as a key focus (see: <https://www.education.sa.gov.au/parents-and-families/curriculum-and-learning/ai/edchat>). The platform allows students to safely learn how to use generative AI for their classroom work, and allows teachers to reduce administration and streamline tasks. The pilot began with eight schools and has since expanded statewide. The platform is hosted in the department's Azure environment, ensuring data privacy and content filtering. It is now being extended with CareerChat, a GenAI tool to support student career exploration.
- New South Wales EduChat: developed through a partnership between the NSW Department of Education and Microsoft, is a secure GenAI assistant designed to support teachers with lesson planning, curriculum alignment, and administrative tasks (see:

<https://education.nsw.gov.au/teaching-and-learning/education-for-a-changing-world/nsweduchat>). The tool is hosted in the department's Azure environment, ensuring data privacy. Early feedback from educators has been positive, with teachers reporting time savings and improved confidence in using AI to support classroom delivery.

While these are excellent examples, there remains considerable scope to scale responsible AI adoption nationally and ensure equitable access across all school systems. Some of the key steps that need to be taken to improve the use of GenAI and edtech tools in schools include:

- **National coordination and investment:** A coordinated national approach is needed to scale successful pilots across jurisdictions. This includes establishing a commercial framework to reduce cost barriers, a federal funding program to match state/territory investments, and a central orchestration mechanism to ensure consistency and equity.
- **Teacher training and support:** Teachers need foundational training in GenAI use, including prompt engineering, ethical considerations, and classroom integration. A national AI skilling program for teachers is a prospective area for public-private partnership. For example, Education Services Australia is already partnering with Microsoft to roll out free online courses for teachers (see: [Training for teachers boosts confidence in safe and effective AI use in classrooms](#)).
- **Equitable access to enterprise-grade tools:** Schools must have access to secure, enterprise-ready GenAI tools that protect student data and comply with privacy standards. For example, Microsoft's Azure OpenAI service ensures that data remains within the education system's environment and is not used to train external models.
- **Governance and standards:** Education systems should establish governance committees to oversee GenAI implementation, ensuring alignment with responsible AI principles and consistency across jurisdictions, review sensitive use cases and incorporate opportunities for consultation with the workforce.

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

The adoption of well-developed GenAI tools can play a key role in improving awareness and access to high-quality lesson planning and curriculum materials. GenAI can reduce duplication by surfacing existing lesson plans and resources, encouraging collaboration and best practices among educators. This is one of the key productivity benefits we've seen so far through the adoption of GenAI tools in education systems in different jurisdictions.

However, some important steps need to be taken to ensure the design and deployment of these tools leads to better use and awareness of high-quality curriculum materials. These include:

- **Trusted knowledge bases:** GenAI tools can be configured to draw from trusted sources (e.g. internal documentation like curriculum documents, teaching guides, best practice lesson plans, and trusted external documentation), enabling teachers to quickly access and personalise high-quality content. This requires appropriate thought and design from the outset.
- **Collaboration and IP sharing:** To minimise duplication of effort and cost across different jurisdictions, Microsoft recommends creating an "AI for Education Marketplace" where education systems can share technical architecture, code, and content aligned with the national

Framework for Generative AI in schools, in a way that is accessible for all Australian education institutions to leverage.

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

The risk of inaction on GenAI is significant. Without proactive GenAI adoption in schools, Australia risks falling behind in AI literacy, missing opportunities to improve student outcomes compared to other nations, and seeing continued teacher burnout and attrition.

Some other key factors to consider in GenAI adoption include:

- Humans in the loop: AI should augment, not replace, educators. Teachers remain central to pedagogy, student engagement, and critical thinking.
- Assessment integrity: GenAI is accelerating a shift toward more authentic assessments, which is important to support student learning outcomes. For example, we are seeing exploration of oral exams, staged assessments, and multimodal tasks to ensure integrity.
- Equity and inclusion: GenAI can support students with diverse needs, including those with disabilities, neurodivergent learning preferences, and non-English speaking backgrounds, However, equitable access and teacher training are essential to realise these benefits.

Which of the following best describes you?

Technology company

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.