



Name: Karen May

Submission date: 30/05/2025

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?

Clearer understanding of automation, augmentation and authenticity. Educators need to consider the ethical implications of what can be automated within their role, what tasks do not need deep pedagogical knowledge, what task can be augmented by combining educator skills and knowledge with edtech/GenAI and what areas need constant oversight for authentic pedagogical practice.

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

I believe we need to focus on classroom practitioner knowledge. I envision a future where we have an AI agent that can take a lesson plan or curriculum materials and use a framework to identify gaps, provide feedback and also pose reflective questions to teachers. The agent could analyse against syllabus mapping, flag issues, recommend improvement via options that teachers would need to contextually align with the cohort they are teaching and then provide professional learning links that align to evidence based practice. In an ideal world this could turn the current PDP process around making it authentic and aligned to teacher needs. If connected with the standards teachers could then build and map their learning pathways at point of need.

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

Greater engagement with and knowledge of edtech/ GenAI and the implications that underpin technogenesis. (Hayles 2012, Clark and Chalmers 1998). We need to be framing interactions as an interpretative process rather than simply a transactional process.

Which of the following best describes you?

I am a school principal

Are you currently using any edtech tools (including learning games and GenAI) to support teaching and learning in the classroom?

Yes

If yes, what has been your experience with using these tools?

I am not currently teaching but have oversight on what is currently being used as I deliver PL across directorates on edtech/GenAI and have collected survey data on what level of engagement is being used in my sector. I've used EduChat, ChatGPT and Claude to investigate, compare and contrast responses for lessons and curriculum materials. I have developed a process that provides a report on the output and prompt

put into the GenAI tool. This process is based on Australian Framework for Gen AI in Schools and many Ethical Use of AI readings. I use this to provide an opportunity to bring thinking about AI outputs and alignment with practice. My experience shows that there are key elements that need to be considered beyond just accuracy and currency if we are using AI for co-creation of educational material. 5. I've used EduChat, ChatGPT and Claude to investigate, compare and contrast responses for lessons and curriculum materials. I have developed a process that provides a report on the output and prompt put into the GenAI tool. This process is based on Australian Framework for Gen AI in Schools and many Ethical Use of AI readings. I use this to provide an opportunity to bring thinking about AI outputs and alignment with practice. My experience shows that there are key elements that need to be considered beyond just accuracy and currency if we are using AI for co-creation of educational material.

I have also made observations over the past 10 years in the rise of Edtech tools and my experience is that the litmus test used by schools is determined by the marketing of the Edtech company. I've engaged with various forms and my concerns are the gamification element and I've looked at the time relationship between game vs explicit instruction and what do teachers do with the fancy reports generated? Are these formative assessment tasks actually being used to improve learning or just an add on? I also have noted that the NSW AI Risk framework rates adaptive learning as high risk. I believe this is an area that needs more focus in schools. Are teachers confident that the content, pace and learning pathways are meeting student needs? I also consider what the Edtech tool considers mastery-based progression and does this align with curriculum and syllabus requirements.

I have been using the tools extensively since 2022 and have found many applications that have helped me with clarifying thinking, quickly summarising information to determine if I need to dive deeper into a topic and developing evaluative questions. A well considered prompt combined with prior knowledge and preparation produces the best results. It has impacted mostly on me to help with cognitive load, expedite processes, clarify perceptions on large amounts of information and synthesis of information. I have access to EduChat free but also pay for multiple subscriptions. I have completed training at LSE and attended webinars on the topic. Most of the work I have done has been through self taught exploration.

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?

Yes. I would like to develop GPTs or agents specifically tailored to my needs but do not have the technical capability to do this.

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?

Yes

If yes, what has been your experience with using these tools?

Addressing cognitive offloading in AI-assisted learning is critical. In my case engaging teachers in authentic, effortful learning while co-constructing with AI. Left unaddressed, AI tools designed for productivity risk undermining core pedagogical skills by doing the thinking for teachers rather than with them. I am concerned about the dependency that I have observed where possibly teachers

are using this via passive consumption. I have looked at all sorts of GPTs and EdTech provider examples that are offered to educators and schools and although I have developed a framework myself that I use and share it is evident that educational benchmarks need to have a higher priority. I've seen examples of adoption from schools based only on the information provided by the EdTech company. I feel our students deserve a better litmus test and better educationally bound guardrails can only come from the education sector itself not from the EdTech companies.

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.

Cover sheet: Supporting document #1

Artificial Intelligence in Education – Professional Learning Evaluation Summary

Overview

A series of professional learning (PL) sessions on the use of Artificial Intelligence (AI) in education were conducted for school leaders and middle leaders. These sessions aimed to build foundational and practical knowledge, support leadership functions, and reduce administrative workload using AI tools. A total of **94 participants** engaged in the survey of professional learning across multiple networks in NSW.

Key Insights

1. Knowledge Growth and Capability Building

Before attending the sessions:

- A minority of participants identified as **novices** (7%–13%), having never used AI in their role.
- Between **33%–50%** had **some knowledge**, using AI for limited tasks.
- **36%–88%** described themselves as **knowledgeable**, with regular use of AI.
- Only one group reported a small percentage (2.8%) of **expert** users.

This distribution shows that most attendees had foundational awareness, with PL sessions aimed at scaling up their use.

2. Practical Impact on Leadership Work

- **91%–100%** of participants reported that the sessions delivered skills and knowledge that would **save time** in their roles.
- 100% of respondents across all sessions confirmed that the PL **added value to their leadership practice**.
- Activities that were particularly valued included:
 - AI for **school improvement planning**
 - Developing **assessment rubrics** and **teaching resources**
 - Using AI to **refine prompts, analyse documents, and generate evaluative questions**

3. Professional Satisfaction and Engagement

- **All participants** agreed they would **recommend the session** to a colleague.
- **95% or more** expressed a strong interest in **attending future AI PL workshops**.
- Comments consistently noted the **relevance of content, practical examples, and clarity of delivery**.

4. Recommendations for Improvement

Participants offered several suggestions to enhance future PL:

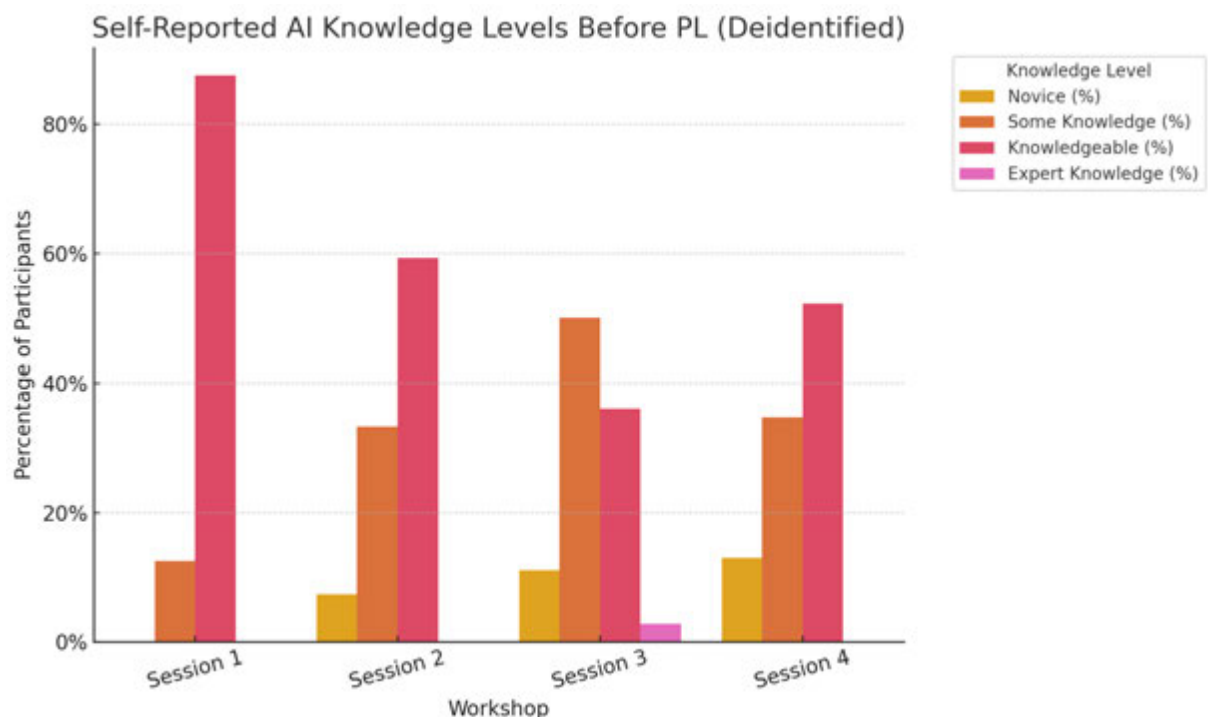
- **Extended sessions** or **whole-day workshops** for hands-on exploration.
- **Interactive components**, including time to test tools during the session.
- Clearer **grouping based on school context** (e.g., primary vs secondary).
- More **guidance on ethical use, policy, and hyperlinked resources**.

Conclusion

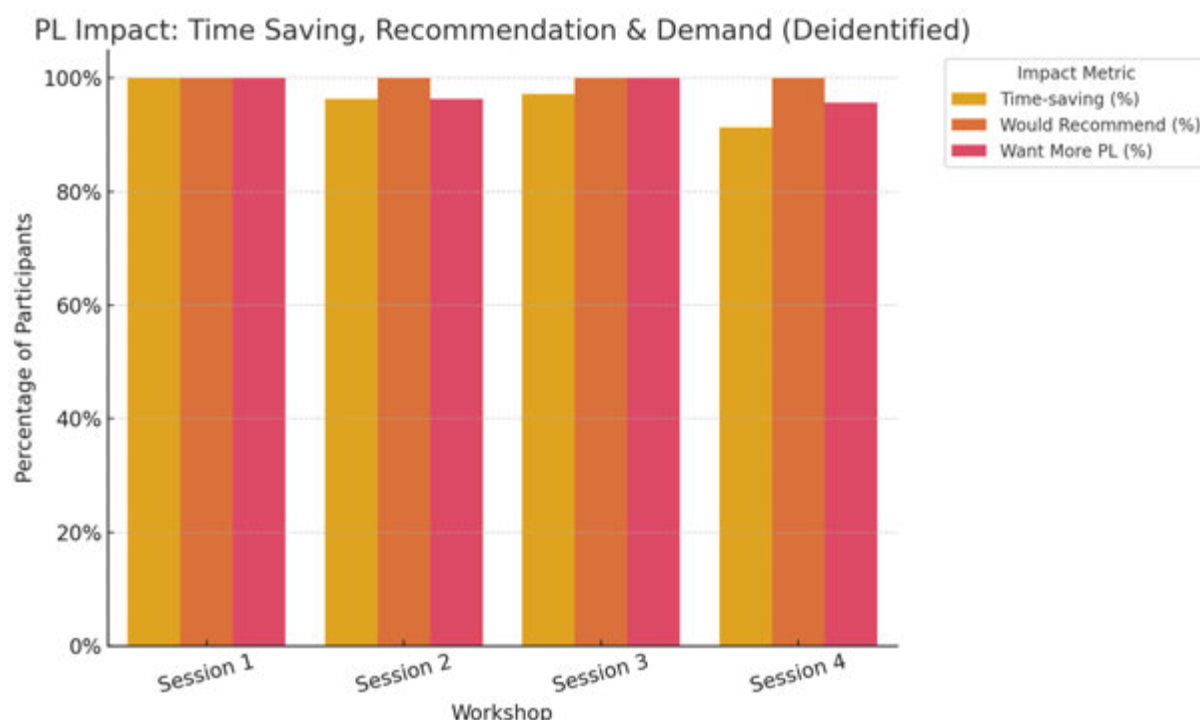
The professional learning on AI in education has had a **transformative effect** on participants, equipping them with strategies to integrate AI into leadership and instructional practices. The sessions enhanced AI proficiency, supported evidence-informed decision-making, and contributed to workload reduction. Participants left with tools and confidence to begin or deepen their use of AI and have expressed a clear desire for **ongoing, in-depth training** to continue building their capabilities.

De-identified graphs summarising small sample evaluation data from the AI in Education professional learning sessions:

Self-Reported AI Knowledge Levels Before PL – This visual highlights the range of prior experience among participants, showing that most had some or regular use of AI, while a smaller group were novices.



PL Impact Metrics – This chart illustrates that participants overwhelmingly found the PL sessions time-saving, valuable, and expressed strong interest in future workshops.



Author's Reflection: Automation. Augmentation. Authenticity.

As the developer and facilitator of this professional learning, I have been privileged to work alongside educators as they navigate the rapid rise of generative AI (GenAI) in our schools. The enthusiasm is real—but so is the risk of surface-level engagement.

It's time to move the conversation beyond novelty and into nuance.

The focus must shift from what GenAI can do, to how we—educators—use these tools with **integrity, purpose, and pedagogical insight**.

Automation: Freeing Space, Not Replacing Expertise

Not every task in a teacher's day requires deep pedagogical thought. Many are repetitive, administrative, or operational—ripe for automation. And yet, determining what should be automated is not a technical question—it's a professional one.

Knowing what to automate, when, and why, demands **professional judgment**.

We must ask ourselves:

- What systems exist in our schools to support ethical automation?
- What is our **litmus test** for successful automation?
- Are we freeing up cognitive space for teaching and reflection—or creating more noise?

Augmentation: Amplifying Thought, Not Substituting It

The true potential of GenAI lies in **amplification**. With intentional prompting, I've seen AI tools clarify complex ideas, expedite programming, and synthesise content. But this process is only effective when educators remain in the driver's seat—steering, interpreting, and refining.

GenAI should be a mirror for our thinking, not a shortcut around it.

Key questions arise:

- Are our prompts co-constructed with intent?
- How is GenAI supporting **pedagogical growth**, not just content generation?
- Are we modelling **prompt literacy** as a form of teacher practice?

Authenticity: The Core of Our Craft

This is where the heart of AI-in-education lies. Authenticity means resisting transactional use. It means aligning outputs with:

- Curriculum and syllabus requirements
- Student context and need
- Reflective professional learning

AI use must be grounded in **professional standards, ethical considerations, and real-world application**.

Educators must begin to consider:

- How does AI use map to the **Australian Framework for Generative AI in Schools**?
- Are staff equipped with a **co-design protocol** for AI use?
- How often do we annotate AI outputs against syllabus outcomes, learner profiles, or teaching goals?

Authentic GenAI use is not about convenience—it's about consciousness.

When we embed co-design, critical evaluation, and curriculum alignment into our AI use, we strengthen the professional integrity of our practice.

Where I Stand Now: Ongoing Inquiry

Over the past two years, I've trialled many GenAI and EdTech tools for curriculum design and educational planning. I developed a working process that aligns with the **Australian Framework for Generative AI in Schools** and ethical AI principles—evaluating tools not only for output quality, but also for **pedagogical alignment, contextual relevance, and ethical soundness**.

This work has deepened my understanding of where GenAI fits in my professional practice—but it has also revealed new areas for exploration.

My next big question is this:

*Can AI be used as a **discursive scaffold** in educational leadership?*

Can it support dialogue, challenge assumptions, prompt reflection, and mediate thinking—not just for teachers, but for leaders? That's the frontier I'm now exploring.