

Productivity Commission Submission

About AI Commons for Education.

The AI Commons is an informal cross-sector collective of AI and education leaders from government, Catholic, independent and university sectors. We collaborate to reduce duplication and accelerate safe, high-quality AI practice in Australian education. Participants have built AI systems, supported thousands of teachers, and delivered AI tools spanning administration, library automation, student support and professional learning.

Context

We welcome the Commission's recommendations to:

- 1.1 Invest in a single national platform for high-quality, curriculum-aligned lesson materials.
- 1.2 Lead national efforts to ensure equitable access to edtech and AI, including quality frameworks, stocktakes, coordinated procurement, and guidance for adoption.

Core Position

The aim of both recommendations is for teachers to be more successful with their students' learning, while diminishing unnecessary activities leading to a reduction in workload stress.

A carefully designed approach to **High Quality AI Instructions**, for the provision of existing and localised content can support both recommendations and provides a road map for continuous improvement with workload reduction.

High-Quality AI Instructions (HQAI) are: curated, evidence-based task specifications that guide AI systems to produce pedagogically sound, curriculum-aligned, locally relevant outputs. HQAI encodes learning objectives, guardrails (privacy/safety), classroom context, accessibility needs, and assessment criteria. They are reusable, auditable, and shareable across jurisdictions.

We do not recommend providing unguided standard AI productivity tools to students and teachers. There is evidence that these can undermine student learning and increase deskilling of staff.

We recommend the creation of "high-quality, curriculum-aligned, educationally informed instructions for an AI to automate the administration and implementation activities required for successful use of high quality materials".

Response to Recommendation 1.1

There is high quality content that is available, however it is aligned with local requirements, such as the original curriculum. Jurisdictions do not wish to undertake the expense to support the localisation needs for each other jurisdictions. **High Quality AI Instructions** could be used to extend the reach and effectiveness of the existing shared content by:

- **Curriculum and Teaching Alignment:** Review and realign existing content to additional curriculums.

- **Adaptation and Personalisation:** Customise content to student level, learning needs, and accommodations. Adapt lesson materials to local units by adjusting length, scope, or emphasis.
- **Create derived materials.** Generate additional assets from existing content (assessments, homework, class activities, slides, podcasts)
- **Include Teacher support:** Provide AI teacher guide to specific advice, linking resources to evidence-based pedagogy, and implementation strategies for the content

The HQAI could be implemented with updates to recommendation 1.2

Response to Recommendation 1.2

Providing AI tools alone won't yield equitable outcomes; teachers must instruct AI through prompts, these are an AI instruction. **Instruction quality determines result quality.** In trials, teachers tend to begin with brief prompts, while expert-level instructions can run to several pages and require time and specialist knowledge to craft. Without centrally provided **HQAI**, two teachers using the same model can produce divergent quality.

Market reality: Most classroom AI usage currently flows through a small number of general-purpose platforms chosen via broader platform procurement, not education-specific criteria. Therefore work on best practice edtech will not impact the procurement decisions for core AI services.

However **HQAI that “steers” existing models toward educationally sound outputs** can be provisioned on top of these core AI services. This is similar to the approach of EduChat.

Practical actions:

1. Create a national HQAI repository aligned to the quality framework proposed in 1.2 so any educational jurisdiction or organisation can enable equity in the educational performance of a core AI.
2. Include HQAI in coordinated procurement (vendors must support import/export and execution of HQAI artifacts).
3. Fund PD support for teachers to adopt HQAI rather than write from scratch; measure impact on workload and student outcomes.

Conclusion

We strongly support a national platform + national leadership approach. To make it effective, **we recommend adding a third pillar: a nationally coordinated library of High-Quality AI Instructions** with governance, PD, that can co-exist in the same content library for lessons. This would then be the pragmatic bridge between today's tool landscape and tomorrow's education-specific AI that can be scalable and equity-enhancing.

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