

How professionals work and learn in digitalised work contexts

Insights from an Australian survey of Education Professionals

The Australian Research Council Discovery project titled: “Investigating Professional Learning Lives in the digital evolution of work” (DP210100164) investigated how Education and Health professionals in Australia learn as they work in increasingly digitalised work contexts through a survey.

The survey was sent to members of 11 Education and 10 Health Australian professional associations.

The survey ran from August to November 2022.

This report presents the findings of Education professionals’ responses to this survey (299 responses).

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Australian Alliance of Associations in Education	Australian Association of Psychologists Inc.
Australian Council for Educational Leaders	Australian Chiropractors Association
Australian Council for Health, Physical Education and Recreation	Australian Healthcare and Hospitals Association
Australian Primary Principals Association	Australian Society for Medical Imaging and Radiation Therapy
Australian School Library Association	Human Genetics Society of Australasia
Australian Secondary Principals' Association	Optometry Australia
Australian Special Education Principals Association	Osteopathy Australia
Catholic Secondary Principals Association	Public Health Association of Australia - WA Branch
English Teachers Association NSW	Royal College of Pathologists of Australasia
National Advocates for Arts Education	The Australian Orthotic Prosthetic Association
Victorian Association for the Teaching of English	

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Executive Summary

Introduction

The use of digital technologies is shaping how teachers work and how they continually learn as they work. But not much is known about this. This Australian Research Council Discovery project titled: “Investigating professional learning lives in the digital evolution of work” investigated how Education and Health professionals in Australia learn as they work in increasingly digitalised work contexts through a survey conducted in 2022.

This report presents the findings of Education professionals’ responses to this survey (299 responses).

Methodology

The survey comprised 13 questions. There were 10 closed items (using a 5-point Likert scale of 1-Never, 2-Once or Twice, 3-Sometimes, 4-Very often, and 5-Always, plus the option of ‘Not applicable’) and three open-ended items. Respondents were asked demographic questions, how their work is changing due to digitalisation, what they do to learn as they work, and what professional learning opportunities are provided in their workplace.

Members of 11 Australian Education professional associations were invited to complete the online survey from August to November 2022. The data was reviewed for completeness and analysed both quantitatively and qualitatively.

Findings are presented with rounded percentages.

Findings

1. Number of responses = 299. Most respondents were from NSW (49%), QLD (30%) and VIC (13%). There were no responses from ACT.

2. Work roles: Respondents included Middle leaders, Principals, Teachers, Library staff and those engaged in other roles such as education consultants. The majority (73%) worked in school leadership roles (e.g., Middle Leaders and Principals). Just over half of respondents worked in secondary schools. The majority (87%) held permanent positions.

3. Demographics: The majority (77%) of respondents were female and most (82%) were 40+ years of age. Over half had 20+ years’ experience, while just under half reported being in their current role between 1 to 5 years. Two thirds had completed a university postgraduate qualification since entering the education profession; mainly at Masters level. The majority (77%) stated they were required to complete Continuing Professional Development (CPD).

4. Perceptions about their work*: The majority of respondents perceived their work as being creative (81%) and having variation in the types of tasks done (70%). Two thirds reported they have autonomy over how they plan their work day, and just over half stated they do new tasks previously not done.

*Results are based on aggregated Likert scale indications of ‘Very Often’ and ‘Always’

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5. Top five ways how digitalisation has changed work for education professionals:

- *Content creation, curation and sharing:* Creating digital teaching and learning materials, curating online resources, and sharing content resources with colleagues and students online. Respondents reported that most resources they created or curated were in digital form.
- *Online meetings:* Using video-conferencing to conduct online or hybrid (mix of online and face-to-face) meetings with colleagues. Respondents reported that overall, this has increased accessibility and flexibility to attend meetings. Some noted this has also extended availability to attend meetings and some questioned the effectiveness of online meetings over face-to-face meetings.
- *Communication:* Communicating with colleagues, students, parents, and school community members online, using email (predominantly) and other digital communication tools, both within and outside school hours. Respondents reported an increase in accessibility and ease of communication, whilst also acknowledging an increase in workload and expectations.
- *Lesson delivery:* Designing and delivering lessons in an online and hybrid mode to make learning more accessible for students. Respondents reported an increase in learning activities being delivered in digital form.
- *Professional development:* Accessing online professional development such as webinars, online courses, and engaging with online recordings and resources towards formal recognition of professional development. Respondents reported an increase in accessibility and flexibility of these opportunities, whilst also acknowledging expectations to complete professional development, particularly outside of work hours, and some raised questions about effectiveness.

6. How education professionals learn on their own as they work: There were four learning activities that half or more of respondents reported doing individually either very often or always: 1) reflecting on a completed task, 2) following new developments in their field, 3) looking for opportunities to perform new tasks, and 4) finding better ways to do tasks. They were less likely to attend training courses and conferences and work alone to develop new ideas and problem solve.

7. How education professionals learn with others as they work: There were seven learning activities that half or more of respondents reported doing with others either very often or always: 1) learning through questioning, observing, listening and discussing, 2) working with others to develop new ideas and problem solve, 3) asking colleagues for advice, 4) learning by teaching others, 5) seeking feedback from colleagues on tasks completed, 6) reaching out to their professional networks, and 7) engaging with a professional association(s). They were less likely to be mentored by self-selected mentors.

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8. How education professionals learn with digital technologies as they work: The top three ways education professionals reported using digital technologies to learn were: 1) searching the internet for information, 2) sharing information online with colleagues, and 3) collating online information relevant to their work. Further examples included using digital technologies to: conduct and engage in professional development, collaborate online as a team, learn with and from colleagues and students, and examine online data to inform future practice.

9. Workplace learning opportunities*: The majority (77%) of respondents reported that their workplace encouraged them to develop themselves. Two thirds said they had opportunities to share ideas and knowledge with others and 61% said they were encouraged to network with peers in their field. There was a perception that they had limited release time from work and limited financial support to engage in learning.

Conclusions

1. Education professionals are reflective practitioners who are highly motivated to keep up-to-date with their profession. They seek opportunities to perform new tasks, they interact with their colleagues to learn through observation and discussion, and they engage with their professional networks and professional associations.

2. Digitalisation is changing the way that educational professionals: create and curate educational materials and deliver their lessons, interact and communicate with colleagues, parents and other members of their school community, and engage with professional development opportunities.

3. Education professionals use digital technologies to learn by: searching the internet, sharing information and collaborating online with colleagues, conducting and engaging in online professional development, and examining online data to inform future practice. They also learn with and from colleagues and students about how digital technologies can support student learning.

4. Educational professionals consider that their workplace encourages them to develop themselves, however, there is a perception that the workplace provides limited release time and financial support to enable them to engage in their continual professional learning.

*Results are based on aggregated Likert scale indications of 'Very Often' and 'Always'

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1. About the Project

This research project titled: “Investigating professional learning lives in the digital evolution of work” seeks to understand how professionals continually learn and develop their knowledge and skills in evolving work contexts effected by digitalisation.

The study comprises three phases:

<i>Phase 1 (2022)</i>	Scoping survey to identify what professionals do to continually learn as they work.
<i>Phase 2 (2023-2024)</i>	Qualitative case study research to examine in depth how professionals learn as they work.
<i>Phase 3 (2025)</i>	Detailed survey (based on findings from Phases 1 & 2) to identify professionals’ learning practices

This report presents the findings from the Phase 1 survey of responses from Education professionals (299 responses).

2. About the Survey

The purpose of the Phase 1 survey was to conduct an initial investigation about what Education professionals do to continue their learning in work environments that are transforming due to digitalisation.

The Phase 1 survey was guided by the research question: What are professionals’ learning practices in evolving work contexts?

The survey comprised 13 questions. There were 10 closed items (using a 5-point Likert scale of 1-Never, 2-Once or Twice, 3-Sometimes, 4-Very often, and 5-Always, plus the option of ‘Not applicable’) and three open-ended items. Respondents were asked demographic questions, how their work is changing due to digitalisation, what they do to learn as they work, and what professional learning opportunities are provided in their workplace.

Members of the following 11 Australian Education professional associations were invited to complete the online survey from August to November 2022:

- Australian Alliance of Associations in Education
- Australian Council for Educational Leaders
- Australian Council for Health, Physical Education and Recreation
- Australian Primary Principals Association
- Australian School Library Association
- Australian Secondary Principals’ Association
- Australian Special Education Principals Association
- Catholic Secondary Principals Association
- English Teachers Association NSW
- National Advocates for Arts Education
- Victorian Association for the Teaching of English

This survey was delivered online using the survey tool Qualtrics. The data was reviewed for completeness and analysed both quantitatively and qualitatively.

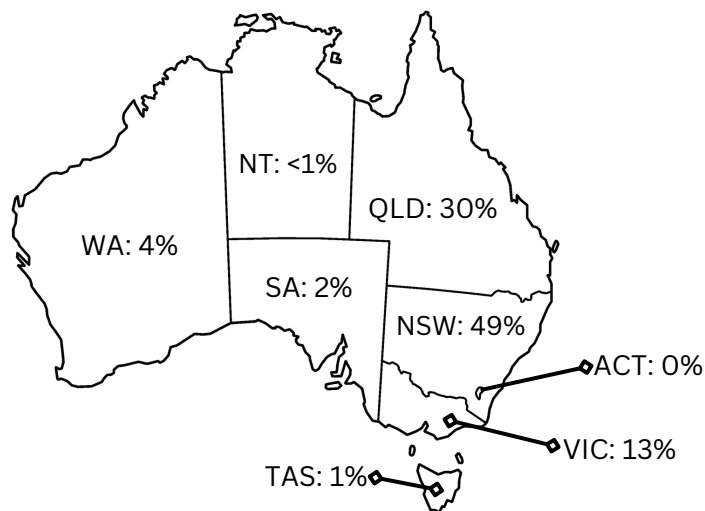
Findings are presented with rounded percentages.

3. Findings (299 responses)

3.1 About respondents

Table 1: Age	%
Less than 29 years	3%
30-39 years	11%
40-49 years	30%
50-59 years	35%
60-69 years	17%
70+ years	<1%
Prefer not to say	3%

Figure 1. Distribution of respondents by Australian states and territories



Four respondents identified as Aboriginal, and another five preferred not to say.

Figure 2. Gender distribution

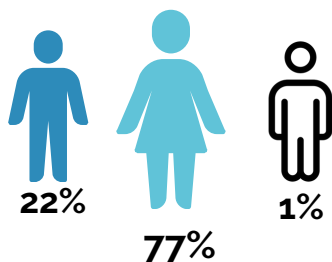


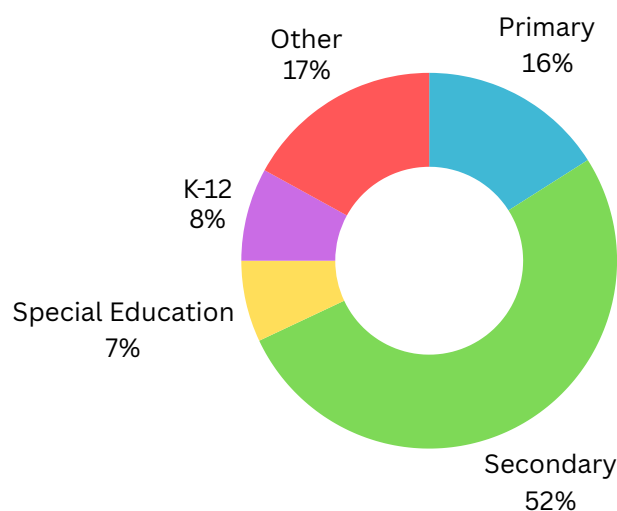
Table 2: Years of experience	%
5 years or less	5%
Up to 20 years	39%
20+ years	56%

Table 3: Employment status	%
Permanent	87%
Fixed-term/Contract	11%
Casual	1%
Self-employed	1%

Table 4: Length of time in current role	%
Less than one year	10%
1-5 years	42%
6-10 years	24%
11+ years	24%

3.1 About respondents

Figure 3. Distribution of respondents by school level



Role	Sector	No.	%
Middle Leader	Primary	19	44%
	Secondary	86	
	Special Education	7	
	Other (not fitting above sector categories)	20	
Principal	Primary	25	29%
	Secondary	24	
	K-12	25	
	Special Education	10	
	Other (not fitting above sector categories)	2	
Teacher	Primary	3	16%
	Secondary	43	
	Special Education	3	
Library staff	Teacher Librarians	10	5%
	Other Library roles such as the Heads of Library and Information Services and Library Technicians	5	
Other	Including consultants, inspectors and directors working across multiple school districts	17	6%

The majority (73%) held leadership positions.

3.1 About respondents

Further Education

- Two thirds of respondents (69%) had completed further education since entering the profession. The three most common qualifications were at a university postgraduate level being Masters (48%), Graduate Certificate (17%) and Graduate Diploma (14%).
- 42 respondents (14%) reported they were completing further education at the time of responding to the survey. Course enrolment included vocational and higher education offerings: Diploma (38%), Masters (17%), Certificate III or IV (17%), PhD (14%), and Graduate Certificate (2%). Short courses from internal or external providers (12%) were also mentioned.
- 81 respondents (27%) reported they were considering enrolling in further education, mainly at a Masters (39%) or Doctoral (28%) level, and predominantly in the fields of Business and Leadership (23%), Specialist Education (21%) and Counselling (6%).



Professional Development

The majority (77%) were required to complete Continuing Professional Development (CPD) in their work role. The hours of completion required per year were mostly 20 hours, with other responses ranging between 2 and 100 hours.



3.2 Perceptions about their work

Respondents were asked to indicate the extent to which the statements in the table below related to their current role in a typical week or month. There were 4 closed items (requiring a Likert scale response of 1-Never, 2-Once or Twice, 3-Sometimes, 4-Very Often or 5-Always) relating to the individual professionals' perception of their work.

Table 6: Perceptions of work *	%
<i>My work requires me to be creative</i>	81%
<i>My work allows me variation in the types of tasks that I do</i>	70%
<i>I have autonomy over how I plan my day</i>	67%
<i>My work requires me to do new tasks that I previously have not done</i>	54%

Most respondents perceived their work as being creative.

*Results are based on aggregated Likert scale indications of 'Very Often' and 'Always'

3.3 Ways digitalisation has changed work

Respondents were asked an open question on how digital technologies are changing the way they work and what they thought was the most significant change over the last 12 months. The top five themes with illustrative quotes are provided in the table below.

Table 7: Top five ways digitalisation has changed work
<p>Curation, creation and management of online resources Creating teaching and learning materials, curating online resources, and sharing content resources with colleagues and students online. Respondents reported that most resources they created or curated were in digital form.</p> <p><i>"Most of the resources that I use or create for my lessons are now digital" [Secondary Teacher]</i> <i>"Making it easier to develop and retain resources. Varied digital technologies providing opportunities for differentiated tasks for students" [Middle Leader & Teacher Librarian]</i> <i>"Planning and resource storage/access has moved online – which often creates a double up of work (having to present in person then online)" [Secondary Middle Leader]</i> <i>"Every lesson taught involves use of digital textbooks and platforms, such that students and myself require computer devices at all times." [Secondary Middle Leader]</i></p>
<p>Online meetings Using video-conferencing to conduct online or hybrid (mix of online and face-to-face) meetings with colleagues. Respondents reported that overall, this has increased accessibility and flexibility to attend meetings. Some noted this has also extended availability to attend meetings and some questioned the effectiveness of online meetings over face-to-face meetings</p> <p><i>"Meetings now occur more frequently via TEAMS instead of face-to-face" [Special Education Principal]</i> <i>"Online meetings. The ability to attend meetings now that used to be only face to face has increased accessibility" [K-12 Principal]</i> <i>"The demands of COVID have meant a phenomenal increase in the use of video conferencing and digital collaboration software...It's also meant that even on sick days sometimes I'll join a meeting remotely" [Middle Leader (Other)]</i> <i>"Increased meetings occurring through TEAMS. I do not think that it is beneficial though as it may be efficient however it is significantly less effective than an in person meeting" [Secondary Principal]</i></p>
<p>Communication Communicating with colleagues, students, parents, and other school community members online, using email (predominantly) and other digital communication tools, both within and outside school hours. Respondents reported an increase in accessibility and ease of communication, whilst also acknowledging an increase in workload and expectations.</p> <p><i>"Greater communication with parents expecting immediacy of response" [Secondary Middle Leader]</i> <i>"The significant number of emails to read each day has added to the daily workload and the way of working" [Secondary Teacher]</i> <i>"Email is overwhelming and is not getting any better. Too much information is delivered on a daily basis" [Secondary Teacher]</i> <i>"I am constantly on call and answering emails" [K-12 Principal]</i></p>
<p>Lesson delivery Designing and delivering lessons in an online and hybrid mode to make learning more accessible for students.</p> <p><i>"Lessons are now planned to be interactive and completed using devices rather than pen and paper" [Secondary Teacher]</i> <i>"Remote learning classes allow for working from home, adaption of resources and pedagogical approaches to ensure all learners can access learning" [Secondary Middle Leader]</i> <i>"The ability to plan for face-to-face teaching for me is now an entirely digital process: resources, activities and lessons are all recorded in an online platform" [Middle Leader Secondary]</i> <i>"Online teaching and learning continuing for differentiation and long-term absentees" [Middle Leader (Other)]</i></p>
<p>Professional development Accessing and designing online professional development such as webinars, online courses, and engaging with online recordings and resources towards formal recognition of professional development. Respondents reported an increase in accessibility and flexibility of these opportunities, whilst also acknowledging expectations to complete professional development, particularly outside of work hours, and some raised questions about effectiveness.</p> <p><i>"Increase in training being delivered online, recordings available for missed workshops/meetings and on-demand PL [professional learning] available" [Special Education Principal]</i> <i>"Designing professional learning for staff to deliver online learning and use digital resources effectively" [Secondary Principal]</i> <i>"Online learning for professional learning...the significant increase in this has created a disproportionate amount of PL in my own time at home as it's assumed this PL can be accessed at any time" [Primary Middle Leader]</i> <i>"Online professional learning – less personal interaction between presenters and attendees, less questions, more people sitting though the content with less questioning. People are trying to interpret to their contexts and can lead to misinterpretation or surface application" [Primary Middle Leader]</i></p>

3.3 Ways digitalisation has changed work

An additional theme that surfaced from the responses (23%) was that the practice of 'teaching' was seen to be changing due to the increased use of digital technologies. For example, respondents stated that the use of digital technologies had generated more work done outside the classroom such as administrative tasks, namely, replying to emails, and engaging in professional development outside of work hours. There was a general sentiment from respondents that the use of digital technologies, whilst has increased accessibility and flexibility, has also increased expectations and contactability, thus generating the feeling of not being able to disconnect from work. Some illustrative quotes include:

"We are more contactable which can be a cause of stress, particularly when there are expectations that we engage in work from home (impacts on family life and rest and relaxation)" [Secondary Middle Leader]

"Feel like you're always 'on'" [Secondary Middle Leader]

"On call 24 hours" [Secondary Principal]

"Connection 24 hours a day and expectation of immediacy of response; extension of working hours" [Middle Leader & Teacher Librarian]



"I sometimes feel overconnected. I would like to be able to disconnect easier from work tasks when away from work" [Secondary Middle Leader]

"The people work is suffering for e-paperwork!" [Deputy Assistant Principal]

"So much more content and communication is digital, yet we haven't been given more time to create these digital comms/content" [Secondary Middle Leader]

"There has been a steady increase in workload as there is an expectation that we are contactable 24/7" [Secondary Teacher]

3.4 Individual learning activities at work

There were 10 closed items (requiring a Likert scale response of 1-Never, 2-Once or Twice, 3-Sometimes, 4-Very Often or 5-Always) about individual learning activities. Respondents were asked how frequently they had participated in each learning activity over the previous 6 - 12 months. The table below lists the aggregated responses for Likert scale indicators 'Very often' and 'Always' in order of frequency.

Table 8: Individual learning activities	%
1.I reflect on how I've done a task after completing it	82%
2.I follow new developments in my field	70%
3.I look for opportunities to perform new tasks	67%
4.I find a better way to do a task by trial and error	53%
5.I use self-study materials	47%
6.I commit time during my work week to focus on my development	45%
7.I learn through repetition of tasks	45%
8.I attend training courses	40%
9.I work alone to problem solve	30%
10.I attend conferences	26%

The responses suggest these professionals are reflective practitioners and keen to keep up to date with their profession.

3.5 Learning activities with others at work

There were 11 closed items (requiring a Likert scale response from 1-Never to 5-Always) about the kinds of learning activities involving others that respondents may have engaged in over the last 6 - 12 months. The table below lists the aggregated responses for Likert scale indicators 'Very often' and 'Always' in order of frequency.

Table 9: Learning activities with others	%
1. I learn from others by asking questions, observing, listening and discussing	80%
2. I work with others to develop new ideas and problem solve	77%
3. I ask colleagues for advice about methods, tips and tricks they use	70%
4. I learn through teaching others	63%
5. I seek feedback on tasks from work colleagues	59%
6. I reach out to professional networks	56%
7. I actively engage with a professional association	52%
8. I replicate colleagues' strategies to complete a task or solve problems	45%
9. I learn incidentally at work (e.g. through overhearing colleagues talking, reading material left in staff rooms, book recommendations from colleagues etc.)	43%
10. I seek feedback from a supervisor/manager on my performance	37%
11. I am mentored by self-selected mentors	22%

The responses suggest that a key source of learning is from and with others.

3.6 Learning with digital technologies while working

There were 18 closed items (requiring a Likert scale response from 1-Never to 5-Always) respondents were asked about how they use digital technologies to learn as they work over the last 6 - 12 months. The table below lists the aggregated responses for Likert scale indicators 'Very often' and 'Always' in order of frequency.

Table 10: Use of digital technologies to learn	%
1. I search the internet and/or institutional knowledge bases for information.	76%
2. I share information online with colleagues	56%
3. I collate online information relevant to work	47%
4. I collect examples of work tasks in online folders for future reference	46%
5. I access online self-study materials	44%
6. I communicate online with experts and colleagues outside of my physical workplace	42%
7. I create online content for myself and/or others to use	40%
8. I experiment with new apps and/or programs relevant to my work	40%
9. I use social media to keep up to date	39%
10. I read blogs/newsfeeds relevant to my work	37%
11. I participate in online classes or forums	37%
12. I search databases and/or online journal repositories	33%
13. I attend online conferences	32%
14. I watch YouTube videos related to work tasks	31%
15. I subscribe to podcasts relevant to my work	23%
16. I keep an online journal and/or notes	14%
17. I write reflective notes to themselves and store online	13%
18. I use simulation software or programs	6%

Digital technologies allow these professionals to access a range of online content and share information with colleagues.

3.6 Learning with digital technologies while working

Respondents were invited to share specific examples of how they use digital technologies to learn while working. This was an open-ended question resulting in 61 responses. The top five themes with illustrative quotes are provided in the table below.

Table 11: Examples of how digital technologies are used to learn while working
<p>Conducting and engaging in online professional learning Accessing forums, groups, social media platforms, webinars, modules, workshops, courses, and other professional learning/development opportunities related to their profession.</p> <p><i>“Conducting professional learning forums for staff at my school” [Secondary Principal]</i> <i>“Twitter is my best friend...[for] quick bites of new knowledge and great people who share them” [Head of Library & eLearning]</i> <i>“Online training or onboarding with software providers” [Teacher Librarian]</i> <i>“Attend webinars conducted...for confirmation and external marking” [Secondary Teacher]</i></p>
<p>Collaborating online as a team Meeting others online to discuss teaching and learning, and contributing to, and accessing resources using shared cloud-based storage (e.g., Google Drive, OneDrive), and/or elearning platforms (e.g., Google Classroom) and/or internal school systems.</p> <p><i>“Google drive to collaboratively program [and] build our School Improvement Plan” [Primary Middle Leader]</i> <i>“I study with others using online tools like Teams and Zoom” [Primary Principal]</i> <i>“We use online groups to target action research as a collaborative approach to learning. This allows groups of teachers interested in learning together can share research and collaborate around the actions they take to implement solutions to challenges or new practices” [Catholic School Consultant]</i> <i>“Access and contribute to PL-associated online collaborative resources shared through Google Drive” [Secondary Teacher]</i></p>
<p>Creating and sharing online teaching and learning resources Record discussions about creating learning resources for use by colleagues and other teachers and recording lessons for use by students, colleagues and other teachers.</p> <p><i>“To film teaching and learning moments for reflection by staff” [Primary Principal]</i> <i>“I produce a fortnightly podcast on education, which allows me to speak directly to researchers and leaders in education” [Special Education Teacher]</i> <i>“I have my own websites that I share professional learning, teaching tips, resources for each subject etc” [Secondary Teacher]</i> <i>“I film lessons and upload to YouTube to allow my students and others in the state to utilise the resources and search similar ones on YouTube” [Secondary Teacher]</i></p>
<p>Learning with and from colleagues and students about digital technologies for teaching and learning Discuss with both colleagues and students how digital technologies can serve as supports and aids, or as new modes of engagement for students in their learning, and seek advice from colleagues/students on how to do this.</p> <p><i>“Using new forms of technology such as robotics [and] devices to make videos [to] engage others in learning” [Primary Principal]</i> <i>“I learn from students and share new ideas with students” [Teacher Librarian]</i> <i>“It is used to assist in teaching of concepts in my lessons” [Secondary Middle Leader]</i> <i>“Follow up with aids and teams for individual learner support, seek out technology to implement for those students who miss out on funding and resourcing when cuts occur or aids unavailable, seek out online tutorial support for colleagues and students” [Vocational Educator & Secondary School Subject Coordinator]</i></p>
<p>Examine online data to inform practice Examine and discuss online data, both student datasets and gathered data from colleagues, to inform future practice.</p> <p><i>“Use of [software] platform...for fieldwork data collection in geography classes” [Secondary Middle Leader]</i> <i>“Increased use of survey tools to acquire work-related data sets to inform practice and progress” [Secondary Principal]</i> <i>“Zoom or Teams to talk to teachers and support staff internally to gather data on their learning and their learning needs...they also inform strategic planning for school professional learning going forward” [Middle Leader (Other)]</i> <i>“Google drive to...critically evaluate data” [Primary Middle Leader]</i></p>

3.6 Learning with digital technologies while working

Responses highlighted some negative sentiments towards the influence of the use of digital technologies on work tasks, identifying the tension between increasing technological developments and the time required to learn how to use digital tools, and apply them effectively. Two illustrative quotes are:



“My times as a teacher in 2010 look nothing like my time as a teacher now. I have no idea how people that have limited skills in digital tools survive in our context as I myself feel like I am not keeping up with trends and new methodologies” [Middle Leader (Other)]

“I found I was better with learning when there was a specified time allocated by the provider to join an online forum. When the link is sent for me to do in my own time, unfortunately despite my good intentions, it often gets neglected” [Secondary Middle Leader]

3.7 Professional learning support

Respondents were asked to indicate the types of professional learning support available in their workplace. There were 13 closed items (requiring a Likert scale response from 1- Never to 5-Always, or ‘Not applicable’). The table below lists the aggregated responses for likert scale indicators ‘Very often’ and ‘Always’ in order of frequency.

Table 12: Types of Professional Learning support available in the workplace	%
1. I am encouraged to develop myself	75%
2. I have opportunities to share ideas and knowledge with others	66%
3. I am encouraged to network with peers in my field	61%
4. I have opportunities to access and work with leaders/experts in my field	49%
5. I am provided regular inhouse training sessions	36%
6. I have access to mentoring and/or coaching	34%
7. I am encouraged to use work time to focus on my own development	31%
8. I have access to financial support to continue my learning	30%
9. I am provided release time from work to continue my learning	25%
10. I am able to request/volunteer for higher duties	18%
11. I have opportunities to serve in acting roles (replacing someone on leave at a higher level)	18%
12. I have opportunities for secondment (move to a different role)	13%
13. I have opportunities for exchange (doing the same role in a different organization)	4%

The responses suggest that whilst the majority thought their workplace encouraged them to develop themselves, there was a perception that they have limited release time and access to financial support from work for learning.