

**COMPLETE**

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Page 2: About you

**Q1**

Name of submission (organisation or individual)

Lesley Aabryn

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**Q2**

Respondent skipped this question

Principal contact (Full name) (optional)

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Page 3: Concepts used to guide the inquiry (see Chapter 2)

**Q6**

Do you see any gaps in how we are thinking about wellbeing and persistent disadvantage? What are these gaps?

Pedagogy

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Page 4: Measuring disadvantage (see Chapter 3)

**Q7**

Is there any aspect of disadvantage or persistent disadvantage that has not been captured by our definitions and proposed measurement?

Low quality education

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Page 5: System barriers (see Chapter 5)

**Q8**

Do the barriers we have identified match your experience? What would you add or remove?

Lack of progressive education system. Lack of investment in education, given that schools could potentially be circuit-breakers.

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Page 6: System shifts (see Chapter 6)

**Q9**

What do you think needs to be done to support these shifts and activate change? Is there anything missing?

We have a monitoring and evaluation system called ERO for education and schools. What's been done to evaluate its effectiveness? My experience is that this organisation is gagged from telling the truth.

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**Q10**

Is there anything else, relevant to our inquiry, you would like to tell us as part of your submission?

Yes. After 50 years teaching in schools, and still doing it albeit part time, I see a massive shift in the way teachers teach in primary school. It's now dominantly a "one size fits all" approach, added to unfettered access to mindless computer games while a teacher might work with a high needs student. No learning needs are being met, and the kids are bored, except maybe for the ones addicted to screen.

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