



Leading the integration of generative AI in schools

Mercy Catholic Schools
Leadership Symposium

6th August 2026

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I'd like to acknowledge the traditional custodians of the land upon which we meet today, the Wurundjeri Woi Wurrung people of the Kulin Nation, and pay respects to Elders past and present



Presentation overview

1. Current Generative AI tools landscape
2. AI in Education challenges and priorities for educational leaders
3. Research on AI in education
4. AI in Education – key considerations
5. What will our AI future look like
6. Where should we go from here





Generative AI tools landscape today

Brief Recap...



13.8 billion
years ago



4.5 billion
years ago



3.7 billion
years ago



300,000
years ago



now



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<http://raiselab.au>

Research on Artificial Intelligence in School Education (RAISE) Lab

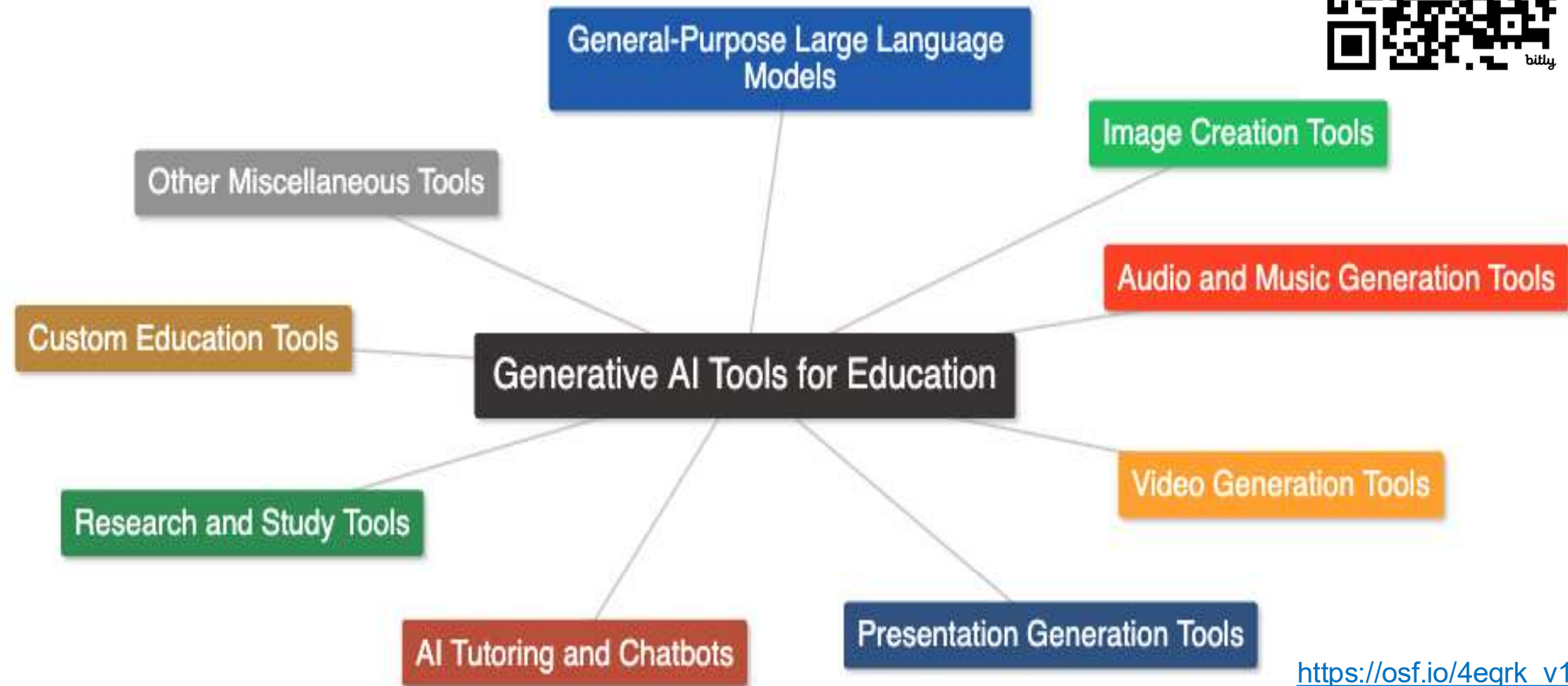
Research on Artificial Intelligence in School Education (RAISE) Lab

Welcome to the Research on AI in School Education (RAISE) Lab

The Research on Artificial Intelligence in School Education (RAISE) Lab is a collection of academics, school teachers and educational leaders who are committed to advancing the safe and innovative use of AI in schools through high quality research.



2026 Typology of GenAI Tools for Education



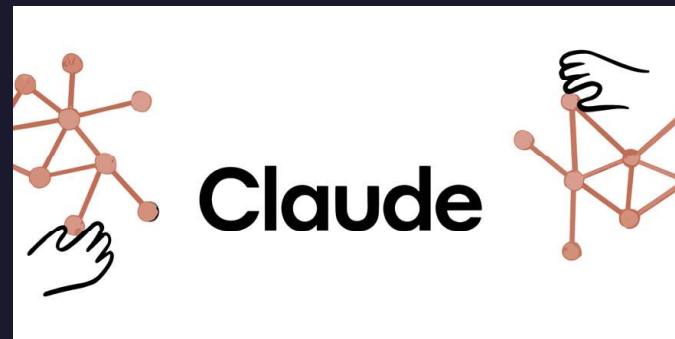
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2026 Typology of GenAI Tools for Education



https://osf.io/4eqrk_v1

Large Language Models

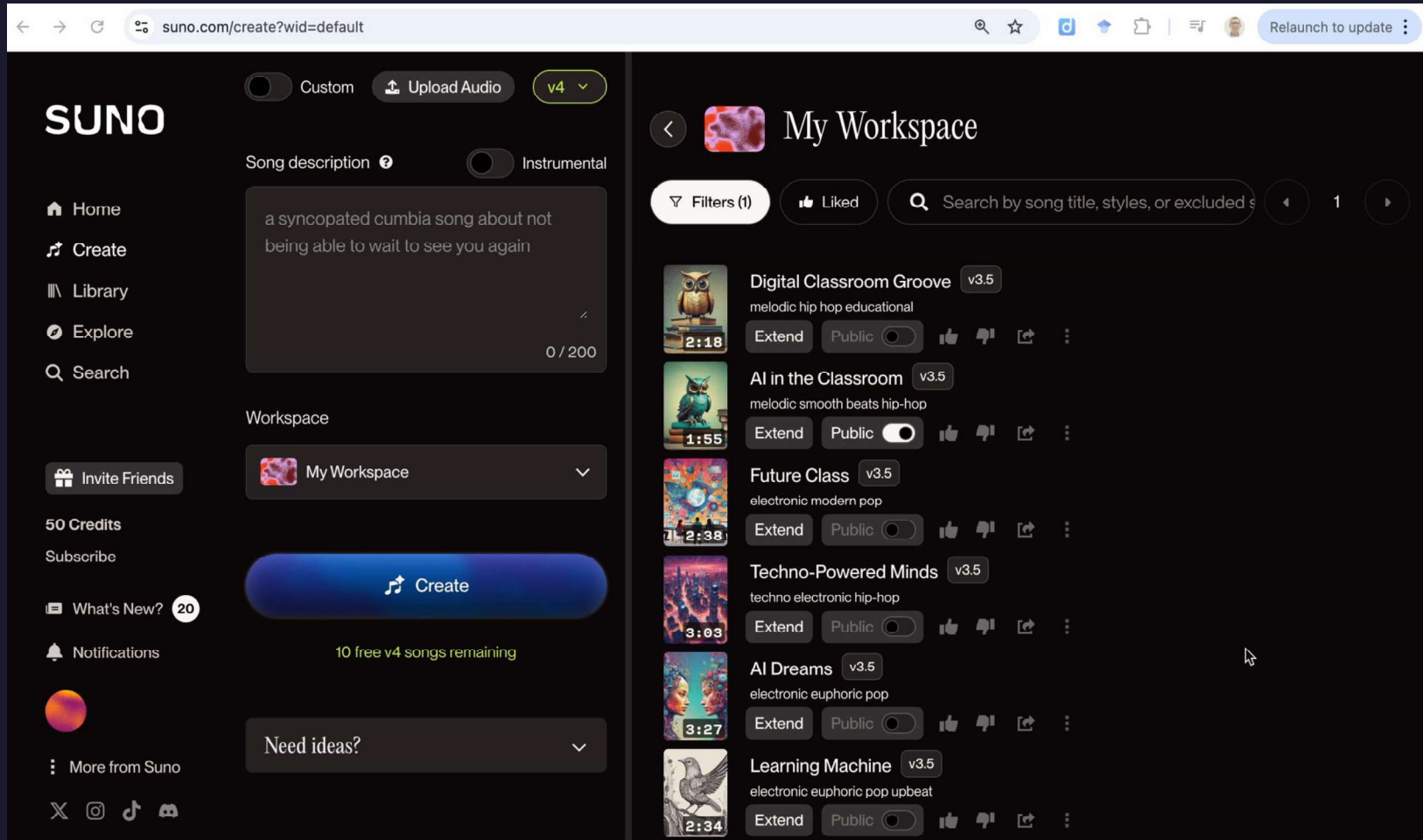


AI image creation (e.g Dall.E / ChatGPT)

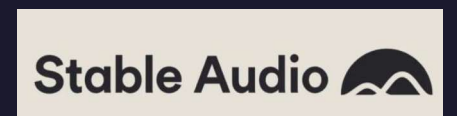
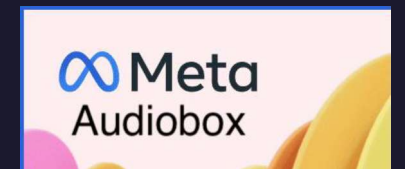
*3D render of
a happy
teacher
teaching a
class of
happy kids
who are
organised
around a
modern
classroom
with lots of
technology*



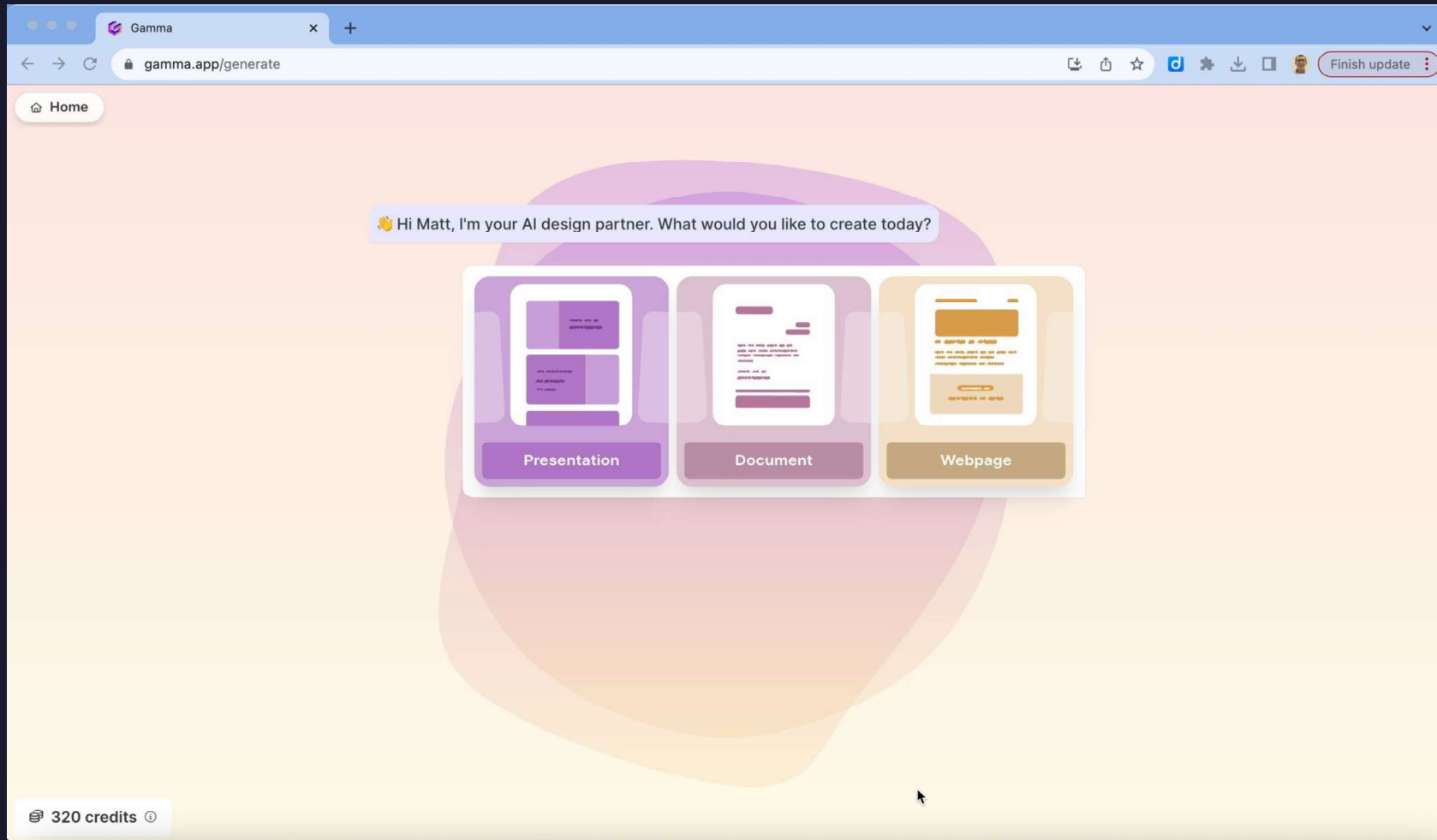
AI Music (e.g. Suno)



https://youtu.be/zwM0ls_2oSY



AI Presentation Tools (e.g. Gamma)

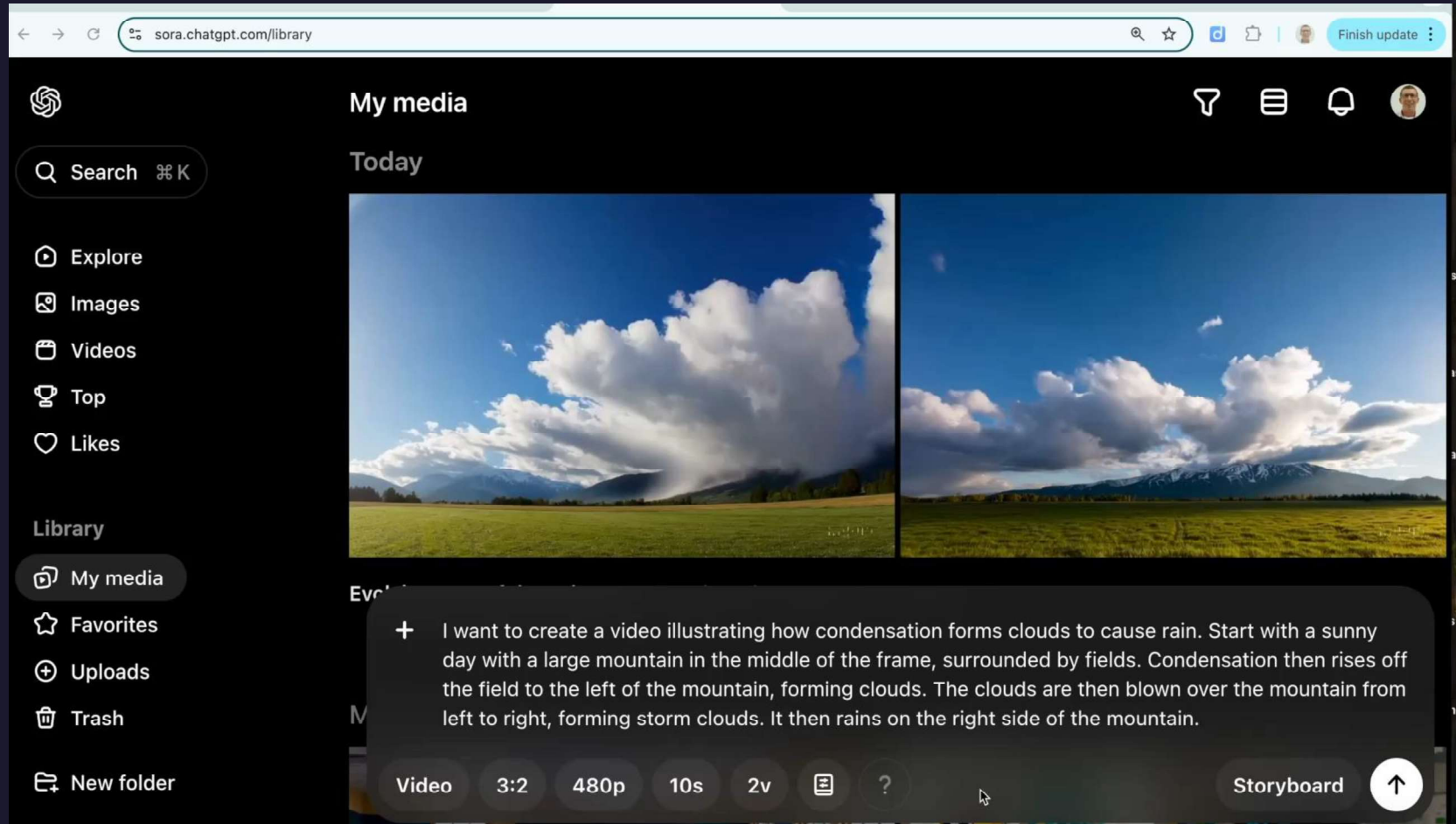


AI presentation:

- Gamma
- Presentations.AI
- Beautiful.AI
- PowerPoint
 - Storyd
 - Chalkie
 - Curipod
 - Prezi

<https://youtu.be/TOkSG1qAD4g>

Video creation (e.g. Sora)



AI video apps:

- Sora
- Veo
- FlexClip
- HeyGen
- Fliki
- Clipchamp

<https://youtu.be/3QrlasLFcK4>

Video creation (e.g. HeyGen)

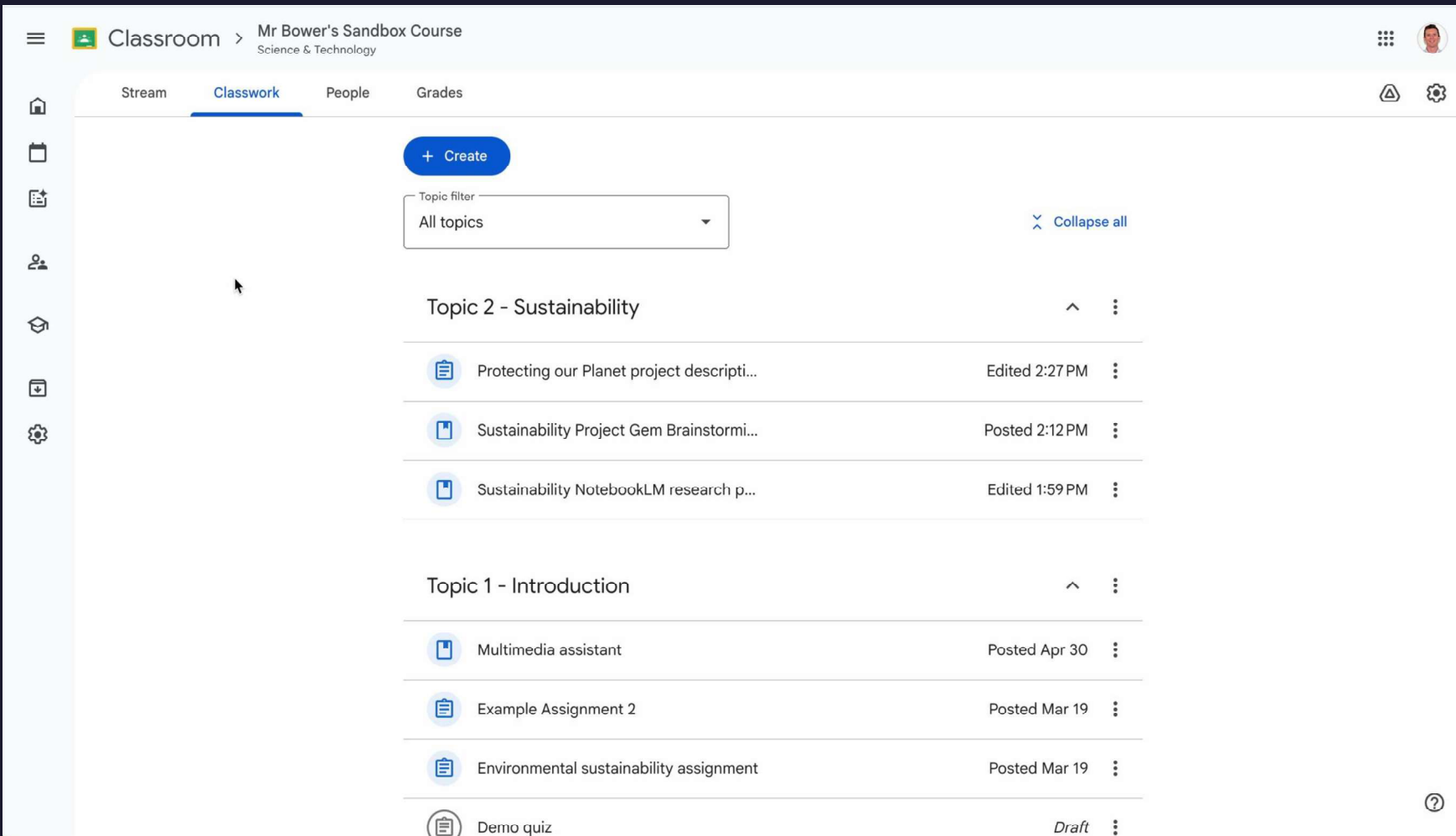


AI video apps:

- Sora
- Veo
- FlexClip
- HeyGen
- Fliki
- Clipchamp

<https://youtu.be/MB-PDVP7x-w>

AI tutoring and Chatbots (e.g. Google Gem)

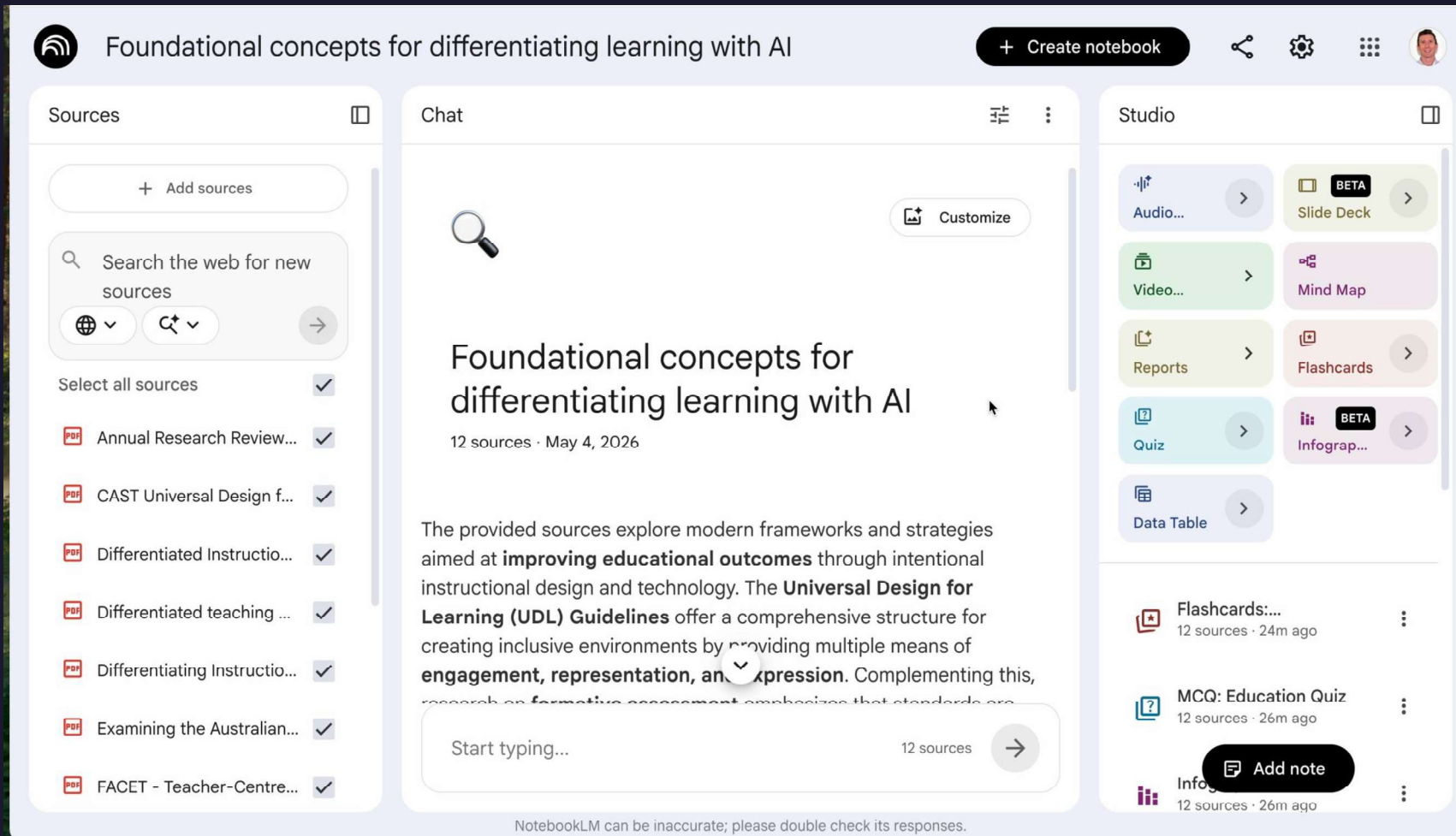


AI tutoring & chatbots:

- Khanmigo
- Cogniti
- TutorAI
- Class Companion
 - Trellis
- MathGPT

<https://youtu.be/lKFzguR9SmY>

Research and study tools (NotebookLM)

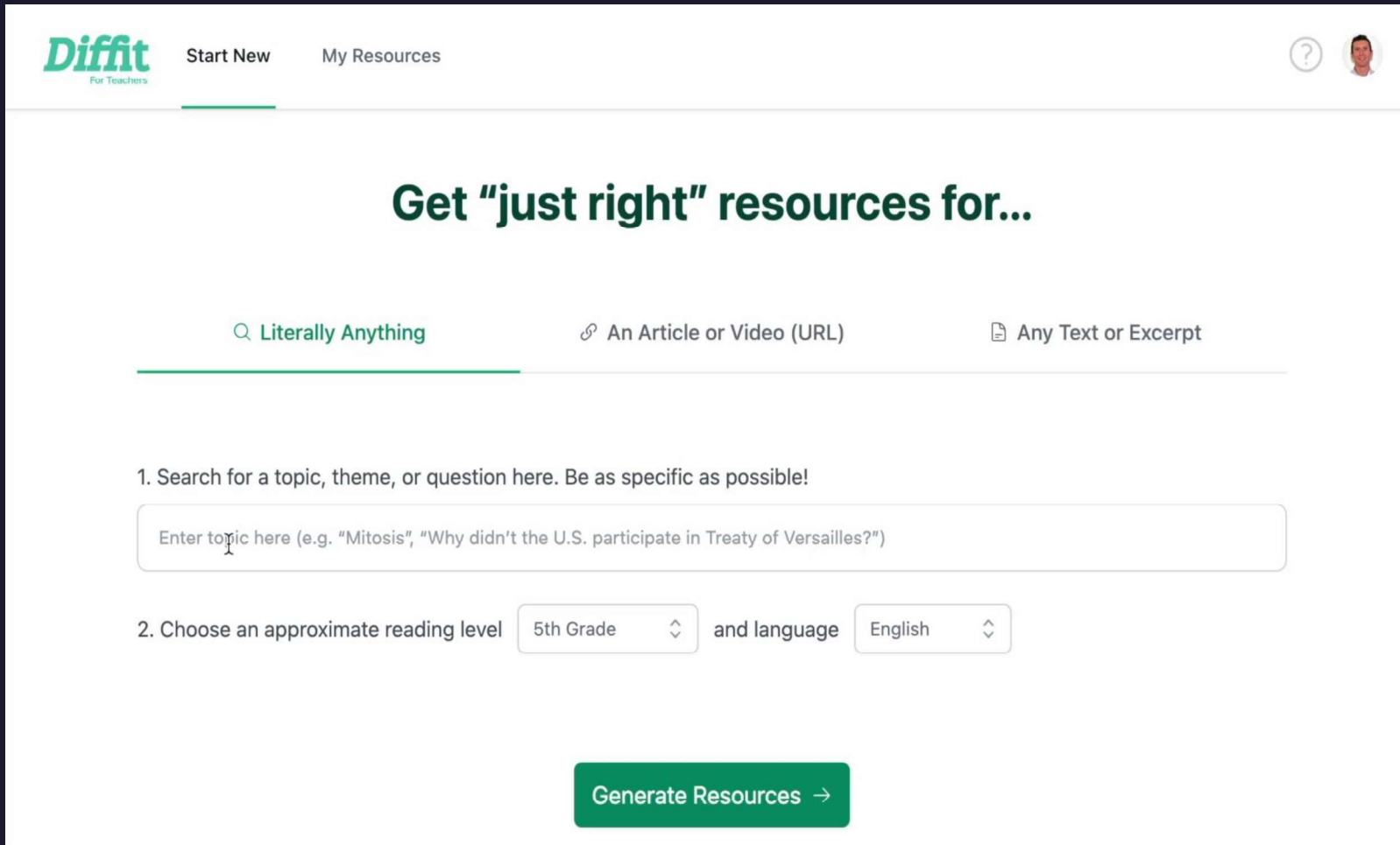


Research & Study:

- NotebookLM
 - Elicit
- SciSpace
- Humata
- Heuristi
- Research Rabbit

<https://youtu.be/wezoOFTM4TQ>

Custom education tools (Diffit)



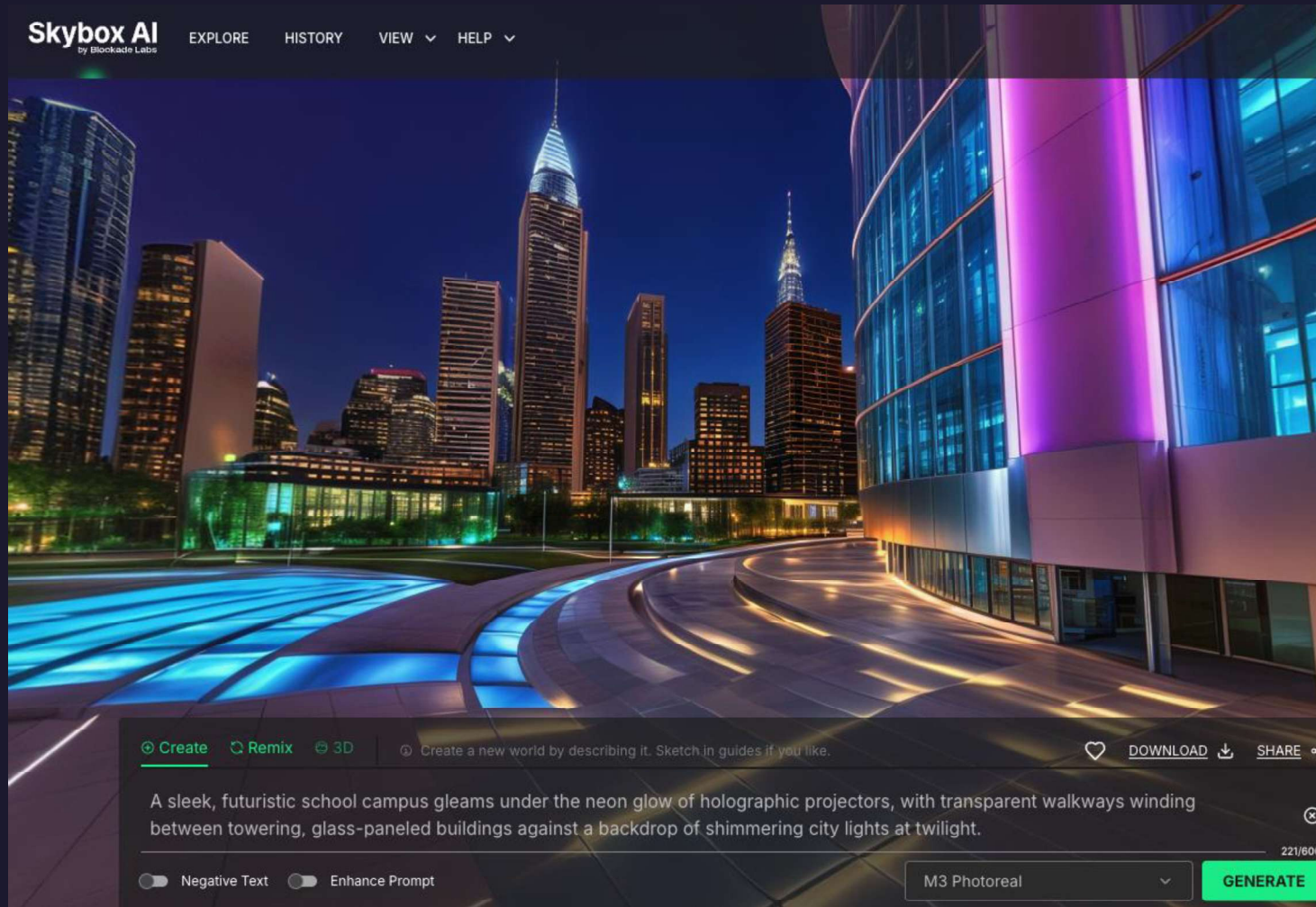
The screenshot shows the Diffit website interface. At the top, there is a navigation bar with the Diffit logo (a green 'D' with 'Diffit' in green and 'For Teachers' in small text below it), a 'Start New' button, and a 'My Resources' link. On the right side of the navigation bar, there is a help icon (a question mark in a circle) and a user profile icon. Below the navigation bar, the main heading reads 'Get "just right" resources for...'. There are three tabs: 'Literally Anything' (which is selected and underlined in green), 'An Article or Video (URL)', and 'Any Text or Excerpt'. Below the tabs, there is a step-by-step guide. Step 1 says '1. Search for a topic, theme, or question here. Be as specific as possible!' and includes a text input field with the placeholder text 'Enter topic here (e.g. "Mitosis", "Why didn't the U.S. participate in Treaty of Versailles?")'. Step 2 says '2. Choose an approximate reading level' and includes a dropdown menu currently set to '5th Grade', followed by the text 'and language' and another dropdown menu currently set to 'English'. At the bottom of the form is a green button with the text 'Generate Resources →'.

Custom education:

- Diffit
- Magic School
 - Brisk
- EduAide
- Curipod
- Wayground

<https://youtu.be/Z6uOMnWSzG4>

Other miscellaneous (E.g. Skybox AI)



Other miscellaneous:

- Character AI
- Skybox AI
- Masterpiece X

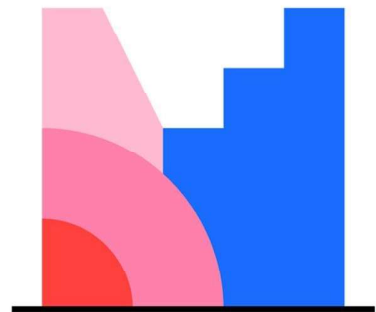
In summary GenAI tools...

- Often minimise the effort from ideation to generation
- Vastly increase the speed and possibilities for creative product iteration
- Are great at creating 'anything', differ in their ability for users to create 'something'
- Necessitate an understanding of tool functionality and clear specification
- Can be used in a range of ways to support creative processes (brainstorming, guidance, research, feedback, variety of modalities)
- Pose a significant risk of cognitive offloading by students



Generative AI in Education challenges and priorities for educational leaders

Generative AI in Education challenges and priorities for educational leaders



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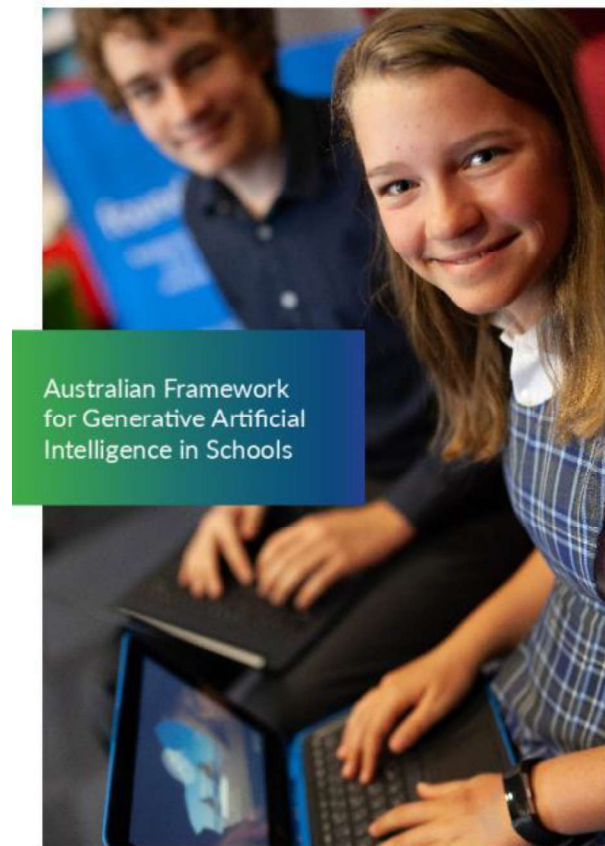
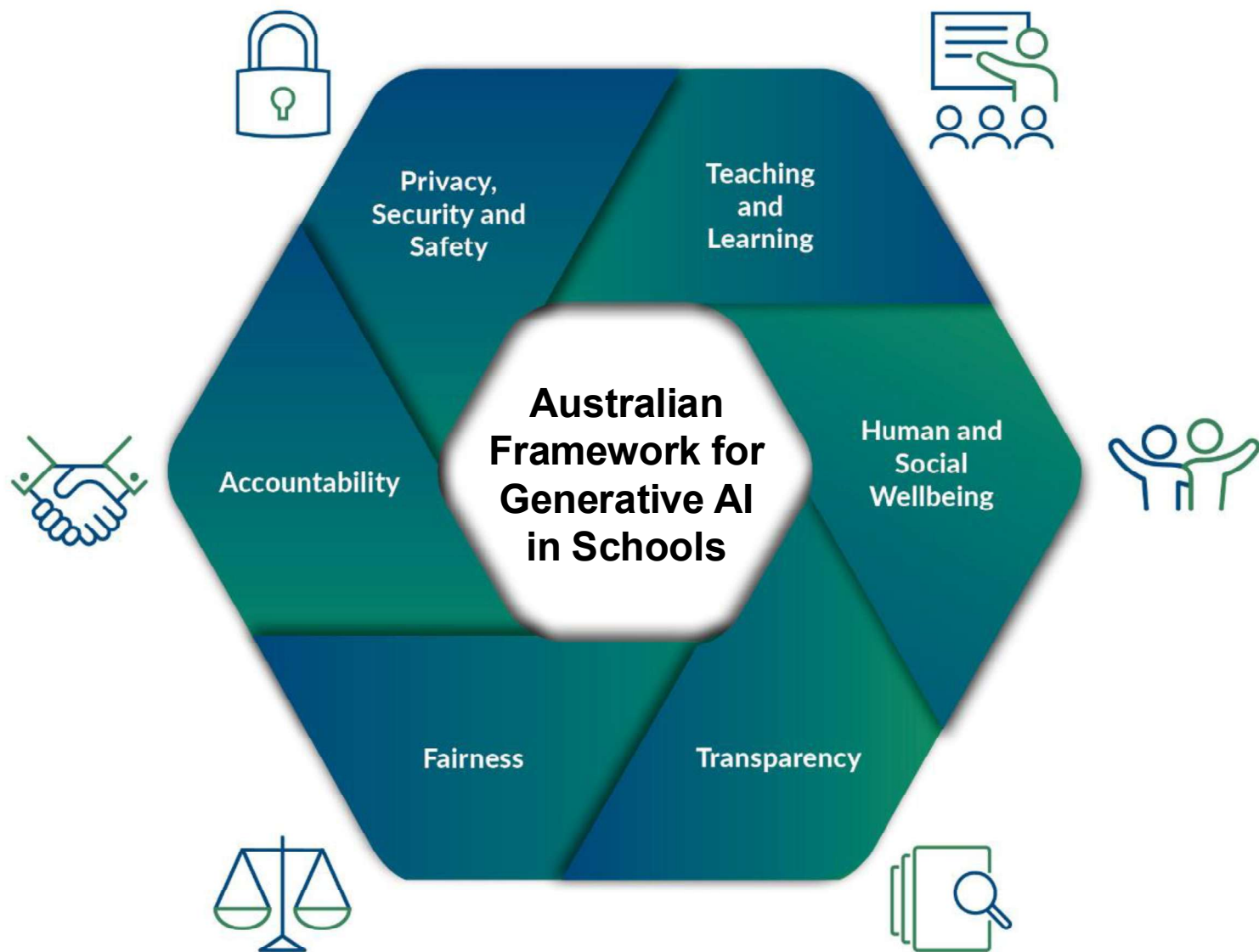


Image: Jodie Lynam, 2023. © Department of Education, Skills and Training. Reproduced with permission.

[Home](#) > [The Australian Educational Researcher](#) > Article

What generative Artificial Intelligence priorities and challenges do senior Australian educational policy makers identify (and why)?

[Open access](#) | Published: 21 January 2025

Volume 52, pages 2069–2094 (2025) [Cite this article](#)

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[Matt Bower](#) , [Michael Henderson](#), [Christine Slade](#), [Erica Southgate](#), [Kalervo Gulson](#) & [Jason Lodge](#)

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<https://bit.ly/GenAIpriorities>

RESEARCH QUESTIONS

1. *What do senior policymakers and educational leaders see as the main **challenges** for responsibly and ethically implementing generative AI in schools?*
2. *What do senior policymakers and educational leaders see as the main **priorities** for responsibly and ethically implementing generative AI in schools?*



Reflection Prompt 1

As an educational leader, what do you see as the main **challenges** for responsibly and ethically implementing generative AI in schools?



AI in Education Environmental & Systemic Challenges



Community perceptions
Pace of change
Student perceptions
Impact on existing school structures & processes
Bias
Equitable access to technology
Need for professional development all staff
Resourcing for schools
Academic integrity for high stakes assessment
Development of policies and procedures
Teacher fatigue and burnout
Teacher capability and preparedness
Adopt new platforms/models without trialling
Exposure of schools to ethical & legal challenges
Risk averse environment
Teacher shortages
Disconnect high level decisions & 'on the ground'
Governance of ICT in schools not by executives
Data breaches
Copyright law
Parents perceptions
Media perceptions

Ranking of AI in Education Systemic and environmental Challenges

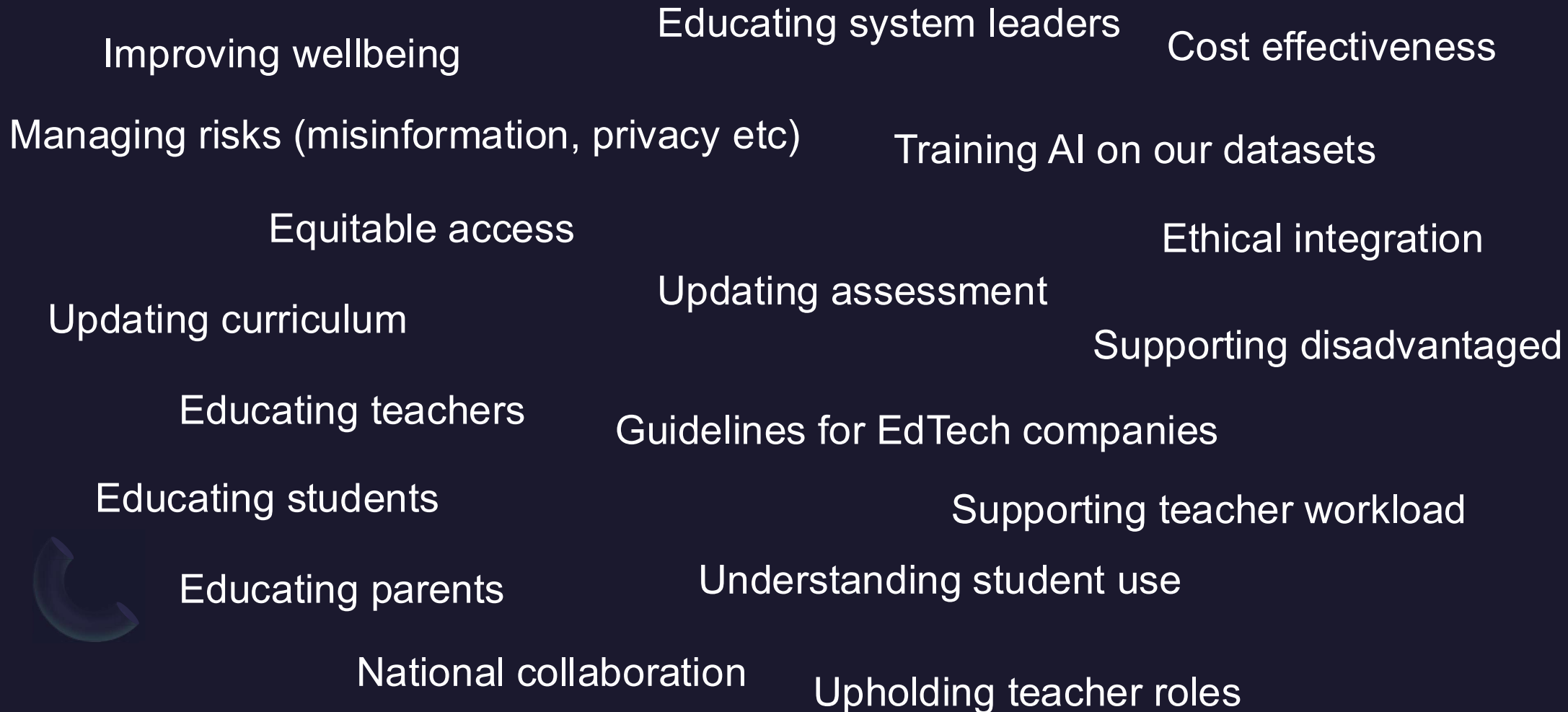
Item	Mean	Min	Max
Pace of change	4.4	1	14
Teacher capability and preparedness	5.2	1	15
Equitable access to technology	6.9	2	19
Need for professional development all staff	7.2	1	19
Development of policies and procedures	9.1	1	18
Resourcing for schools	9.1	2	22
Academic integrity for high stakes assessment	9.2	1	18
Teacher fatigue and burnout	10.1	1	20
Bias	11.3	3	21
Risk averse environment	11.7	2	22
Student perceptions	12.2	4	22
Adopt new platforms/models without trialling	12.3	2	22
Exposure of schools to ethical & legal challenges	12.7	2	22
Teacher shortages	13.0	2	21
Impact on existing school structures & processes	13.0	3	20
Disconnect high level decisions & 'on the ground'	13.0	4	21
Data breaches	13.2	1	22
Governance of ICT in schools not by executives	14.4	2	22
Parents perceptions	15.1	4	21
Copyright law	15.5	1	22
Community perceptions	16.6	5	22
Media perceptions	17.8	1	22

Reflection Prompt 2

As an educational leader, what do you see as the main **priorities** for responsibly and ethically implementing generative AI in schools?



AI in Education Priorities



Ranking of AI in Education Priorities



Item	Mean	Min	Max
Managing risks (misinformation, privacy etc)	5.0	1	17
Educating teachers	6.0	1	15
Educating system leaders	6.5	1	17
Equitable access	6.6	1	17
Educating students	7.2	2	16
Ethical integration	7.8	1	18
Understanding student use	9.0	1	15
Updating assessment	9.2	3	18
Supporting disadvantaged	9.4	1	15
National collaboration	9.9	1	18
Updating curriculum	10.4	1	17
Supporting teacher workload	10.5	2	17
Educating parents	10.6	3	18
Guidelines for EdTech companies	10.7	1	18
Training AI on our datasets	12.0	2	18
Improving wellbeing	12.6	2	18
Upholding teacher roles	12.8	1	18
Cost effectiveness	15.1	7	18

Qualitative findings

- Meta themes:

- Urgency
- Uncertainty
- Interconnectedness
- Contextuality
- Complexity
- Pivotal role of teachers

- Key Implications

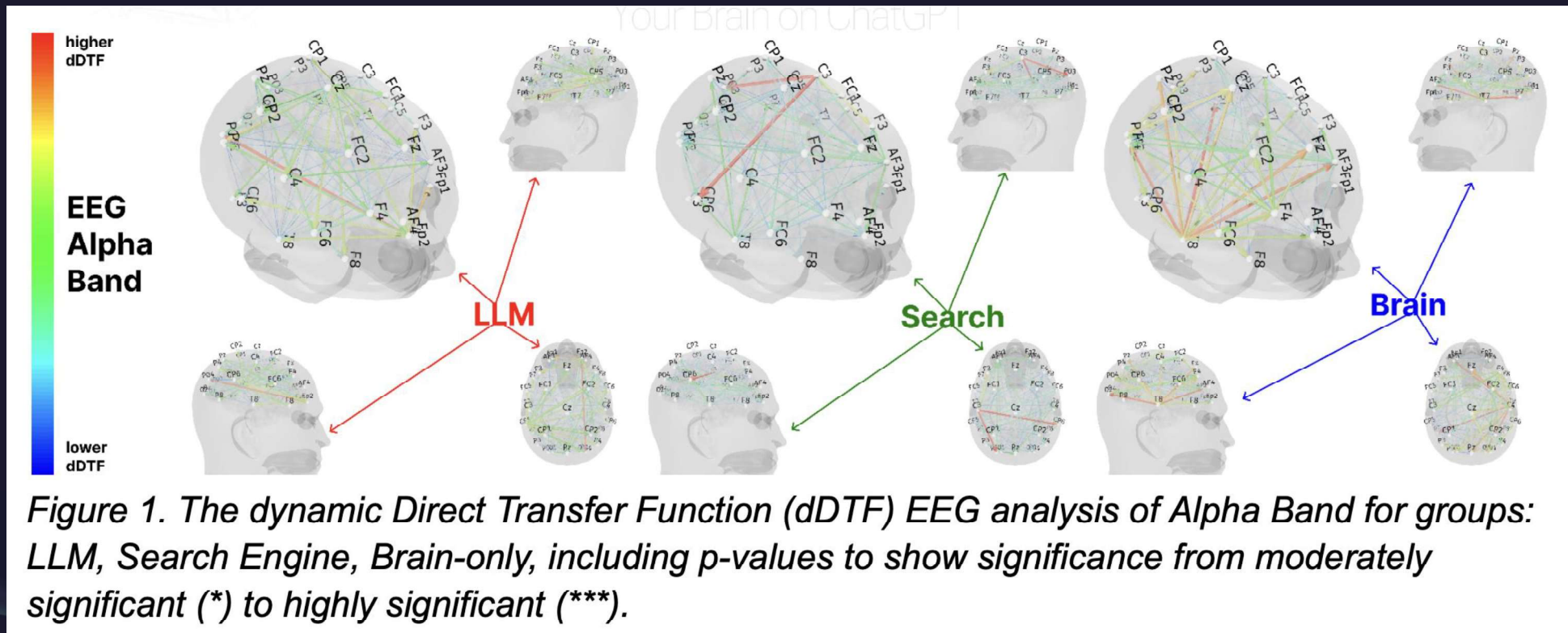
- Need to manage risks
- Resource equitable access
- Professional learning for teachers
- Collaboration and research





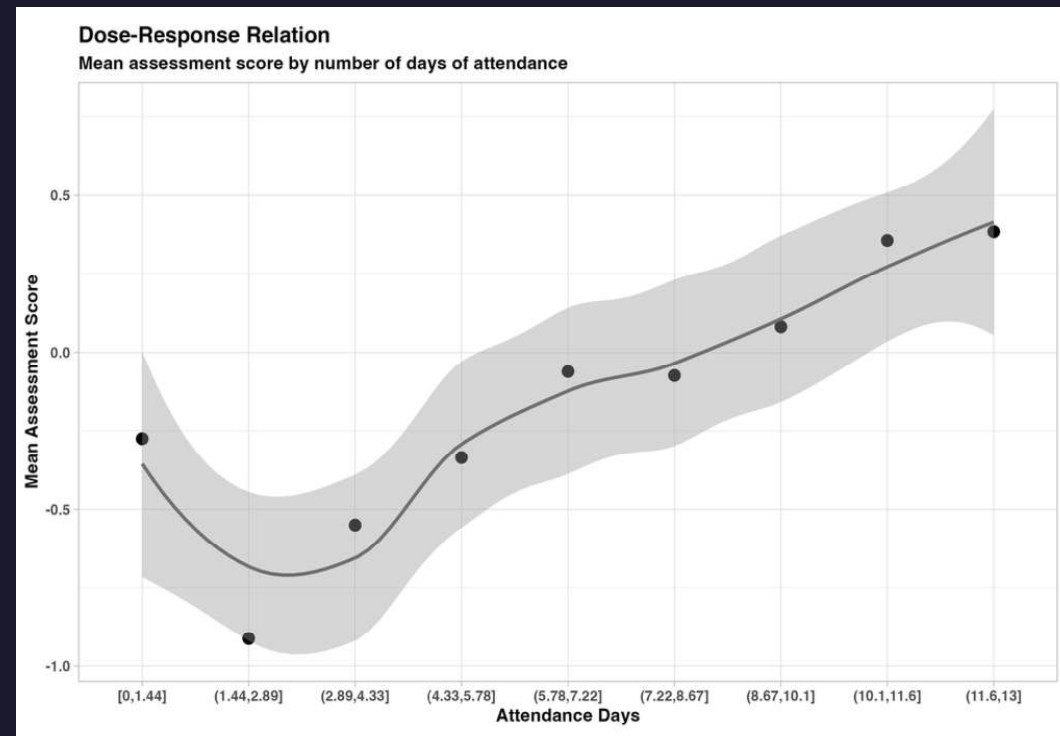
Research on Generative AI and Education

Less cognitive interconnectedness when AI used poorly



Kosmyna, N., Hauptmann, E., Yuan, Y. T., Situ, J., Liao, X. H., Beresnitzky, A. V., ... & Maes, P. (2025). Your brain on chatgpt: Accumulation of cognitive debt when using an ai assistant for essay writing task. *arXiv preprint* <https://doi.org/10.48550/arXiv.2506.08872>

Discerning use of AI tutoring improved English learning outcomes of Nigerian school students



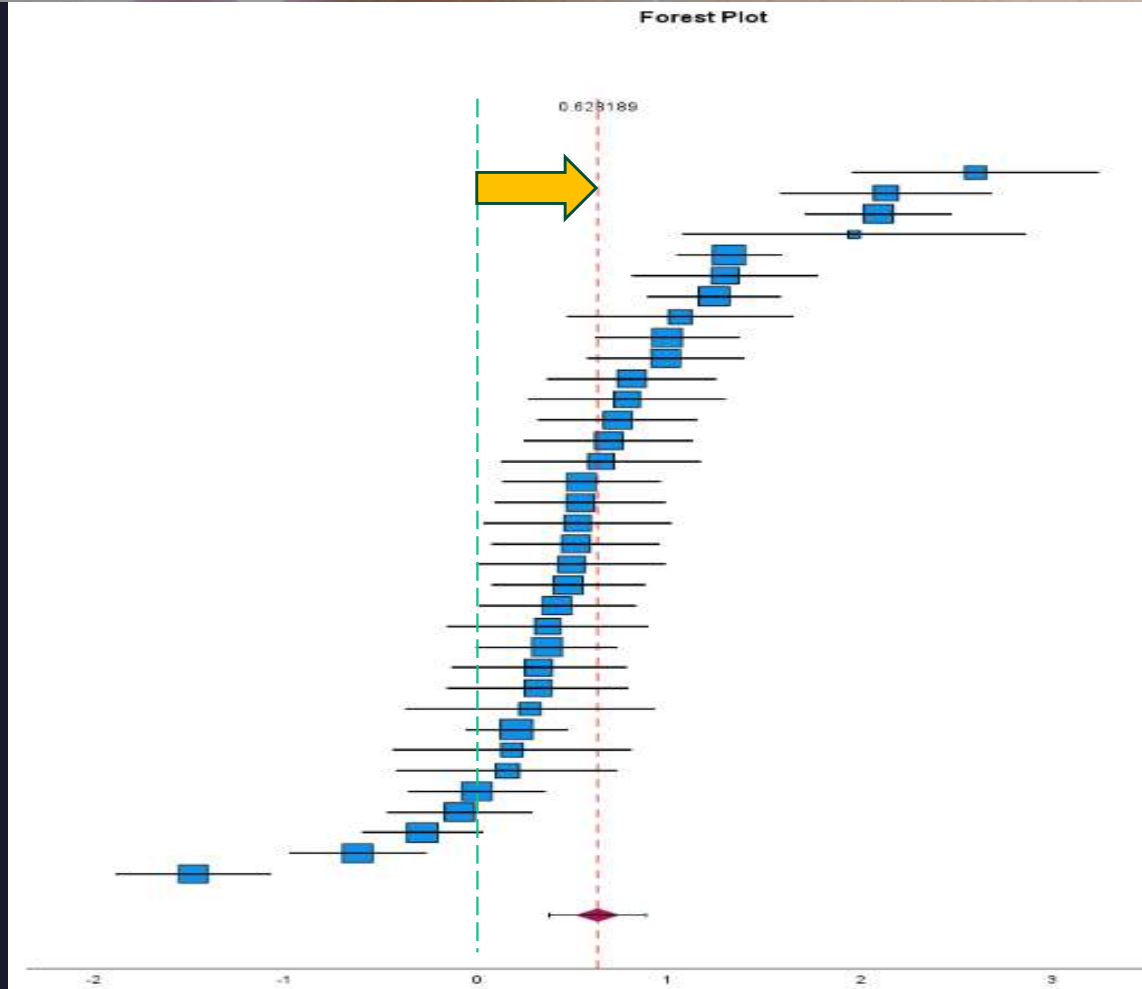
<https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099548105192529324>

Research on Artificial Intelligence in School Education (RAISE) Lab

Impact of genAI on school learning outcomes meta-analysis:

- *Hodges $g = 0.63$ across $n=38$ studies (moderate positive effect)*

(Lai, Bower, Williams, Petocz, under review)

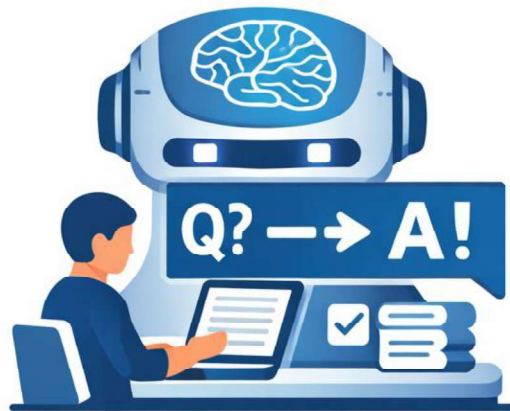


Impact of GenAI depends on how it is used

- Undergraduate physics students *learned more than twice as much in less time* when using an AI tutor to support learning, compared with traditional active learning in class (Miller et al., 2024)
- Use of AI to support the learning of undergraduate programming *increased exam performance* but *decreased student engagement* in classes (Nie et al., 2024)
- Using AI to support pre-service teacher exam preparation significantly *improved exam performance* (Yusof, 2025)
- High school mathematics students who used AI tutors to help them with mathematics *performed worse in exams unless AI tutor guardrails in place* (Bastani et al., 2025)
- Students who *substitute* learning activities with LLMs (e.g., by generating solutions) increase the topic coverage but *decrease understanding of each topic*, whereas students who *complement* their learning activities with LLMs (e.g., by asking for explanations) do not increase topic volume but do *increase their understanding* (Lehmann et al., 2025)
- Goldilocks zone where *medium AI use is better than high AI or low AI use* (Huang, 2025; Hitsuwari, 2023)

Impact of GenAI depends on how it is used

AI as Answer Machine



Input → Output



AI as Learning Partner



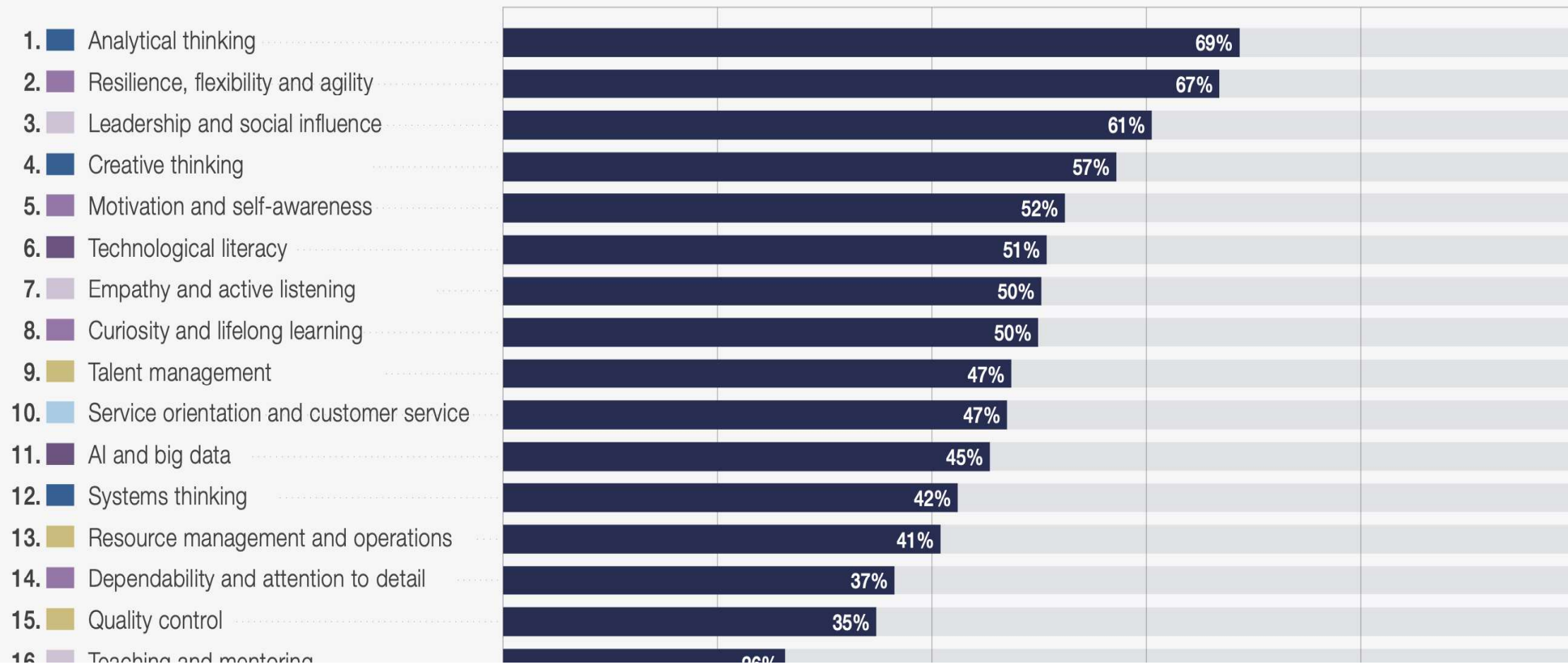
Explore → Discover → Grow





AI in Education – Key considerations

2025 World Economic Forum Jobs Report: In Demand Skills



Detection tools available...

turnitin Tessa Ruiz The Goliath of the Sea

The Goliath of the Sea

The majestic blue whale, the goliath of the sea, certainly stands alone within the animal kingdom for its adaptations beyond its massive size. At 30 meters (98 ft) in length and 190 tons (210 short tons) or more in weight, it's the largest existing animal and the heaviest that has ever existed. Despite their incomparable mass, aggressive hunting in the 1900s by whalers seeking whale oil drove them to the brink of extinction. But there are other reasons for why they are now so endangered.



Blue Whale *Balaenoptera musculus*

The blue whale's common name derives from bluish-hue that covers the upper side of its body, while its Latin designation is *Balaenoptera musculus*. The blue whale belongs to the Mysticeti suborder of cetaceans, also known as baleen whales, which means they have fringed plates of fingernail-like material, called baleen, attached to their upper jaws. Blue whales feed almost exclusively on krill, though they also take small numbers of copepods. An adult blue whale can eat up to 40 million krill in a day.

These gargantuan beasts used to dominate all the oceans of the Earth up until the late nineteenth century, when the technology was developed to effectively hunt and harvest them. In 1864, the Norwegian Svend Foyn equipped a steamboat with harpoons specifically designed for catching large whales. This led to the killing of hundreds of thousands of whales up until 1966, when the International Whaling Commission banned the practice.

The blue whale certainly appears grand in size and beauty, but the sounds it produces and how it communicates are also sublime. Amazingly, their vocalizations can reach 155 and 188 decibels and have a frequency range of 10 to 40Hz. Though they typically do not "sing" in the same way that Humpback whales do, some subspecies have been observed producing songs that consist of up to four notes. Blue whale calls are still not fully understood, and scientists are currently working on determining their purposes. Among the hypotheses, researchers believe the calls could serve to determine one's geographic location, identify individuals, or locate prey.

In this regard, blue whales exhibit the capability to use echolocation, which is the same as active sonar using sounds made by the animal itself. The identifying of distance and location is done by measuring the time delay between the animal's own sound emission and any echoes that return to the animal. The relative strength of the sound received at each ear as well as the time delay between arrival at the two ears provide information about the horizontal angle from which

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platform.openai.com/ai-text-classifier

AI Text Classifier

Human-Written AI-Generated Misclassified Human-Written

Text

There are many ways teachers can use Artificial Intelligence in their work. These include:

1. Ability to **customize** teaching resources for individual student ability levels
2. Using Artificial Intelligence output as a starting point for class discussions
3. Helping to create rubrics that can be used to mark student assessment tasks
4. Creating simulation activities where students ask artificial intelligence to provide relevant data for a situation
5. Creating more authentic assessment tasks that relate to student interests and circumstances
6. Using Artificial Intelligence to help provide feedback on student submissions
7. Teaching ethics and values by reflecting on the output of generative Artificial Intelligence
8. Having students practice interview and conversation techniques using Artificial Intelligence
9. Using Artificial Intelligence to facilitate games, for instance where students have to try to find as many errors as possible in AI output
10. Practicing debating techniques by arguing with Artificial Intelligence output.

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Submit Clear

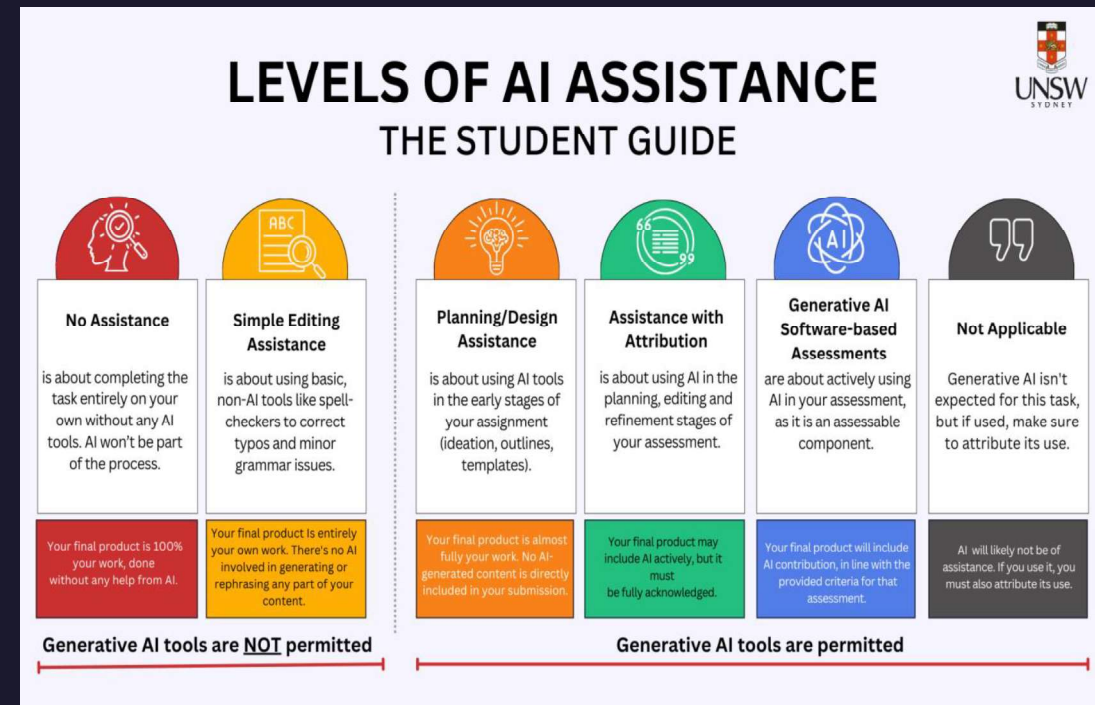
The classifier considers the text to be **possibly** AI-generated.

Traffic light scales of AI use?

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale



Two swim lanes

1. 'Observed' assessments where AI use is prohibited or monitored



2. 'AI Open' assignments where AI is permitted (with appropriate referencing)



Rethinking Assessment Design

Need to redesign non-invigilated assessment tasks to make them:

1. Contextualised
2. Authentic
3. Collaborative
4. Critical
5. Process-focused
6. Personally reflective
7. Incorporate AI
8. Referenced
9. Multimodal
10. Linked to live performance



Image produced using DALLÉ-3

Example: Assessment Task Redesign

Write an essay that outlines the main ways that environmental sustainability can be improved.

1. Contextualised
2. Authentic
3. Collaborative
4. Critical
5. Process-focused
6. Personally reflective
7. Incorporate AI
8. Referenced
9. Multimodal
10. Linked to live performance

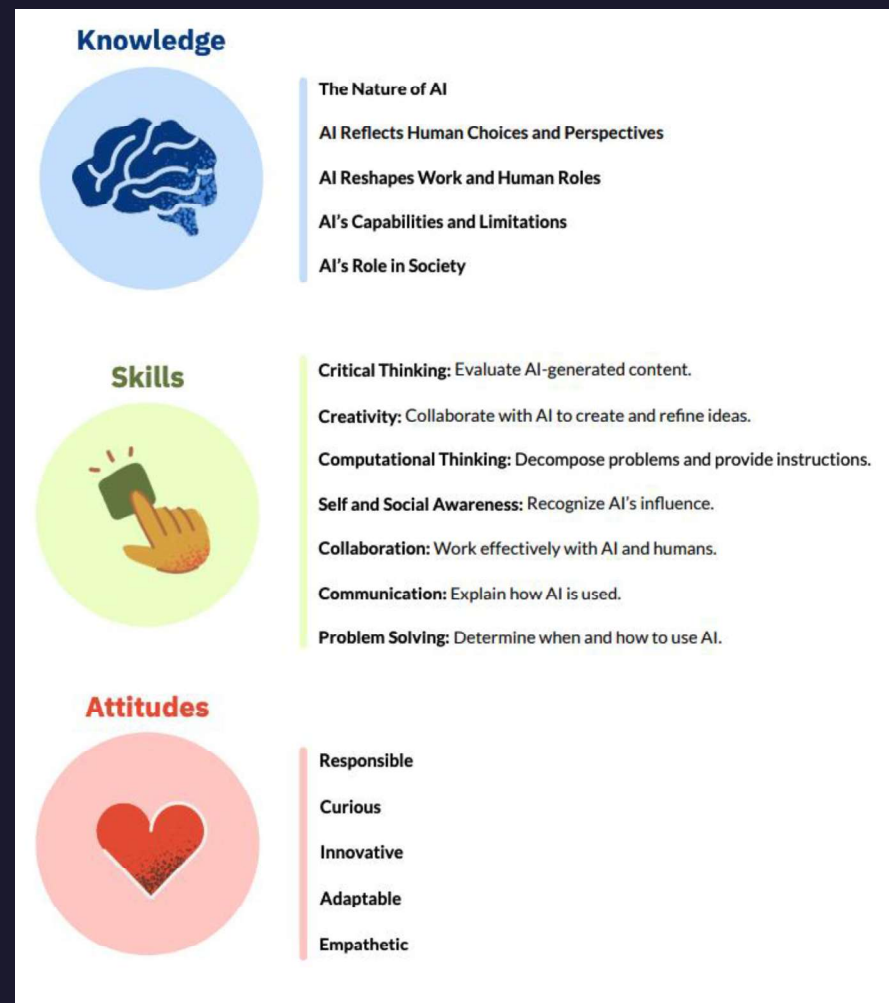
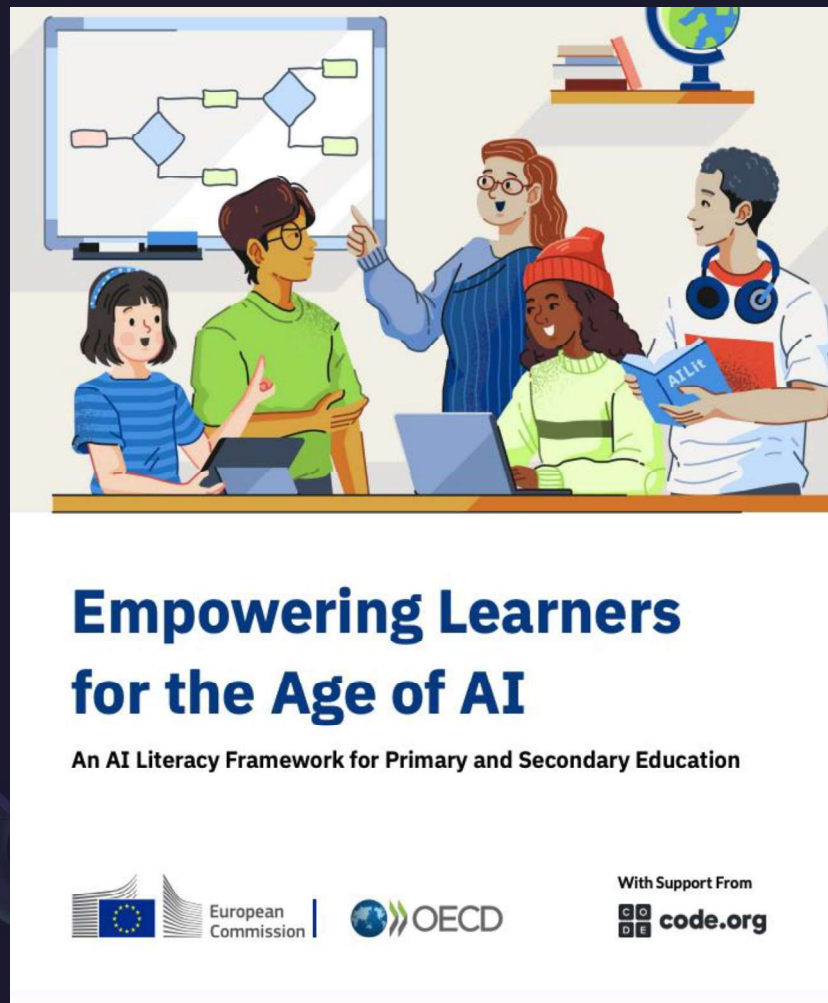


Example: Assessment Task Redesign

You and your team have been placed in charge of developing the environmental sustainability strategy for our School. Write a strategy document that outlines the main ways that environmental sustainability can be improved in our School. Include a section outlining what you believe would be the greatest challenges involved in implementing the strategy and how to overcome them. Complete your report using the provided online document space (the teacher will make regular check-ins and provide ongoing feedback). Submit a separate personal reflection outlining what aspects of the groupwork process worked best and which were most problematic. Your team may use generative AI as a starting point for ideas and to provide ongoing feedback. Provide referencing for any content sourced from elsewhere (other reports, websites, generative AI). Also create a poster that explains and promotes your team's strategy. Each team will also provide a 3-minute presentation of their strategy to the rest of the class.

1. Contextualised
2. Authentic
3. Collaborative
4. Critical
5. Process-focused
6. Personally reflective
7. Incorporate AI
8. Referenced
9. Multimodal
10. Linked to live performance

EU & OECD AI Literacy Framework for Students



UNESCO AI competency framework for teachers

Aspects	Progression		
	Acquire	Deepen	Create
1. Human-centred mindset	Human agency	Human accountability	Social responsibility
2. Ethics of AI	Ethical principles	Safe and responsible use	Co-creating ethical rules
3. AI foundations and applications	Basic AI techniques and applications	Application skills	Creating with AI
4. AI pedagogy	AI-assisted teaching	AI–pedagogy integration	AI-enhanced pedagogical transformation
5. AI for professional development	AI enabling lifelong professional learning	AI to enhance organizational learning	AI to support professional transformation

Integrity



Bias, Inclusion, Representation

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THE CONVERSATION

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Generative AI in the classroom risks further threatening Indigenous inclusion in schools

Published: February 6, 2024 1.24pm AEDT

Midjourney/Author provided

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79

It is [well documented](#) that Australian teachers face challenges incorporating Indigenous perspectives and content in their classrooms. The approach can sometimes be somewhat tokenistic, as if the teacher is “[ticking a box](#)”. We need a more [culturally responsive teaching workforce](#).

Author



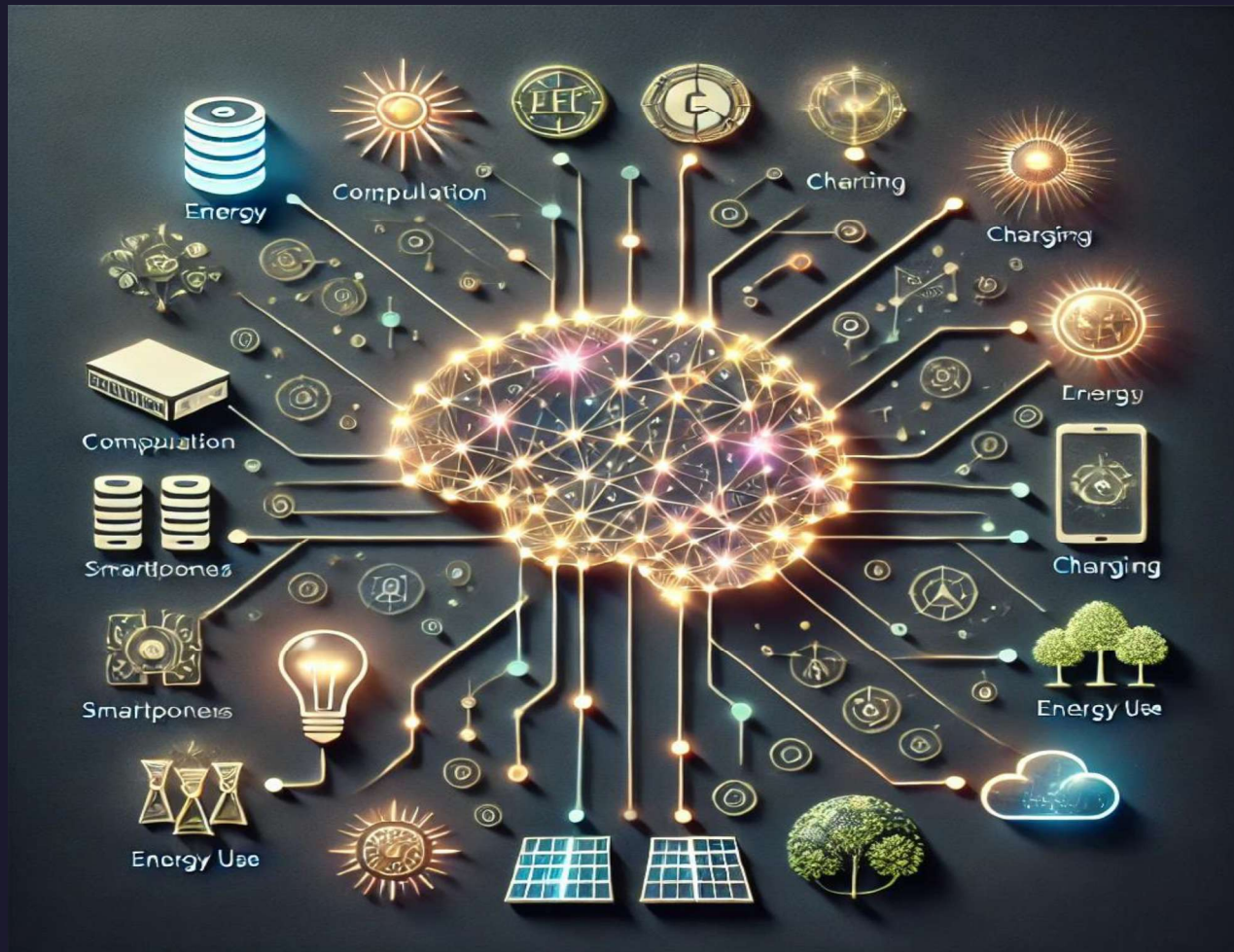
Tamika Worrell
Senior Lecturer in the Department of Critical Indigenous Studies, Macquarie University, Macquarie University

<https://theconversation.com/generative-ai-in-the-classroom-risks-further-threatening-indigenous-inclusion-in-schools-222254>

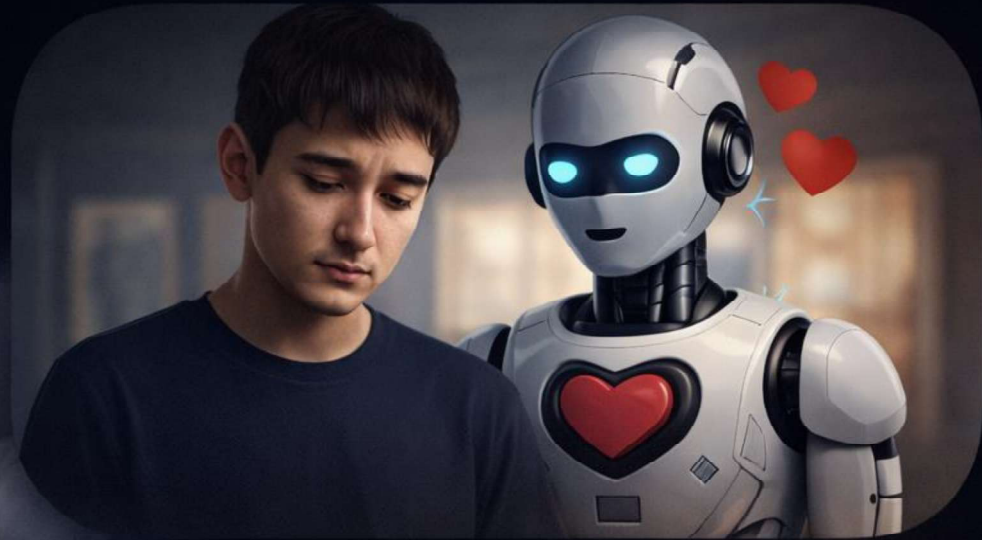
Privacy & Intellectual Property



Environmental impact



Wellbeing

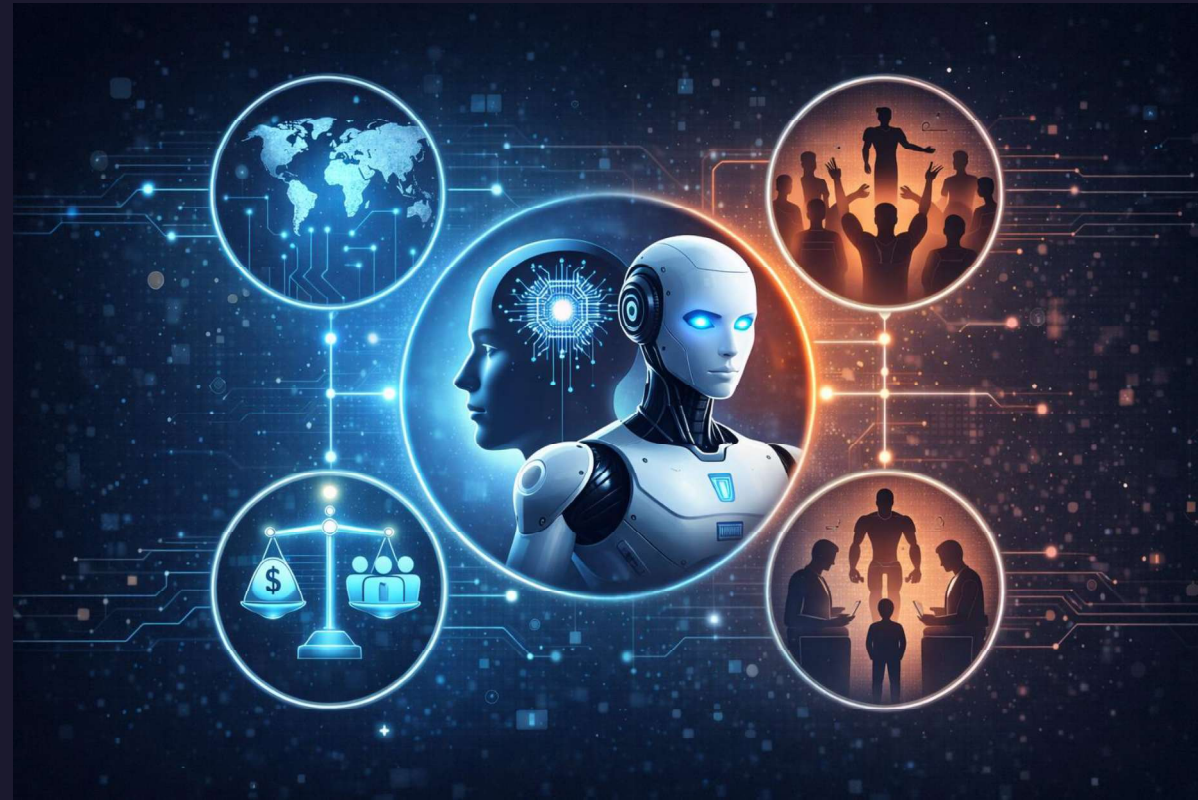




What will our *AI* future look like?

Increased disruption imminent

- Increasingly powerful AI everywhere, in everything
- AI iterative self-improvement will further increase pace of development
- AI more 'intelligent' than humans
- Technology potentially amplifying inequity
- Human capabilities as in-demand or outsourced?



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COMMENT | 02 February 2026

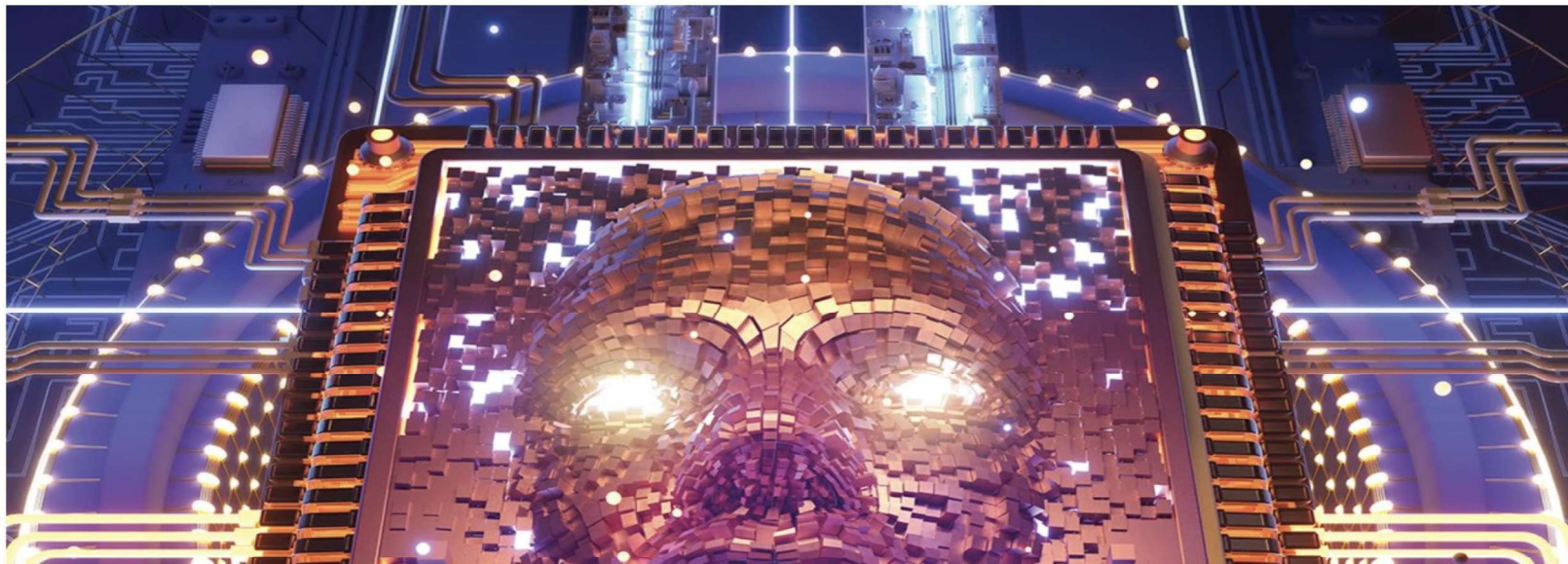
Does AI already have human-level intelligence? The evidence is clear

The vision of human-level machine intelligence laid out by Alan Turing in the 1950s is now a reality. Eyes unclouded by dread or hype will help us to prepare for what comes next.

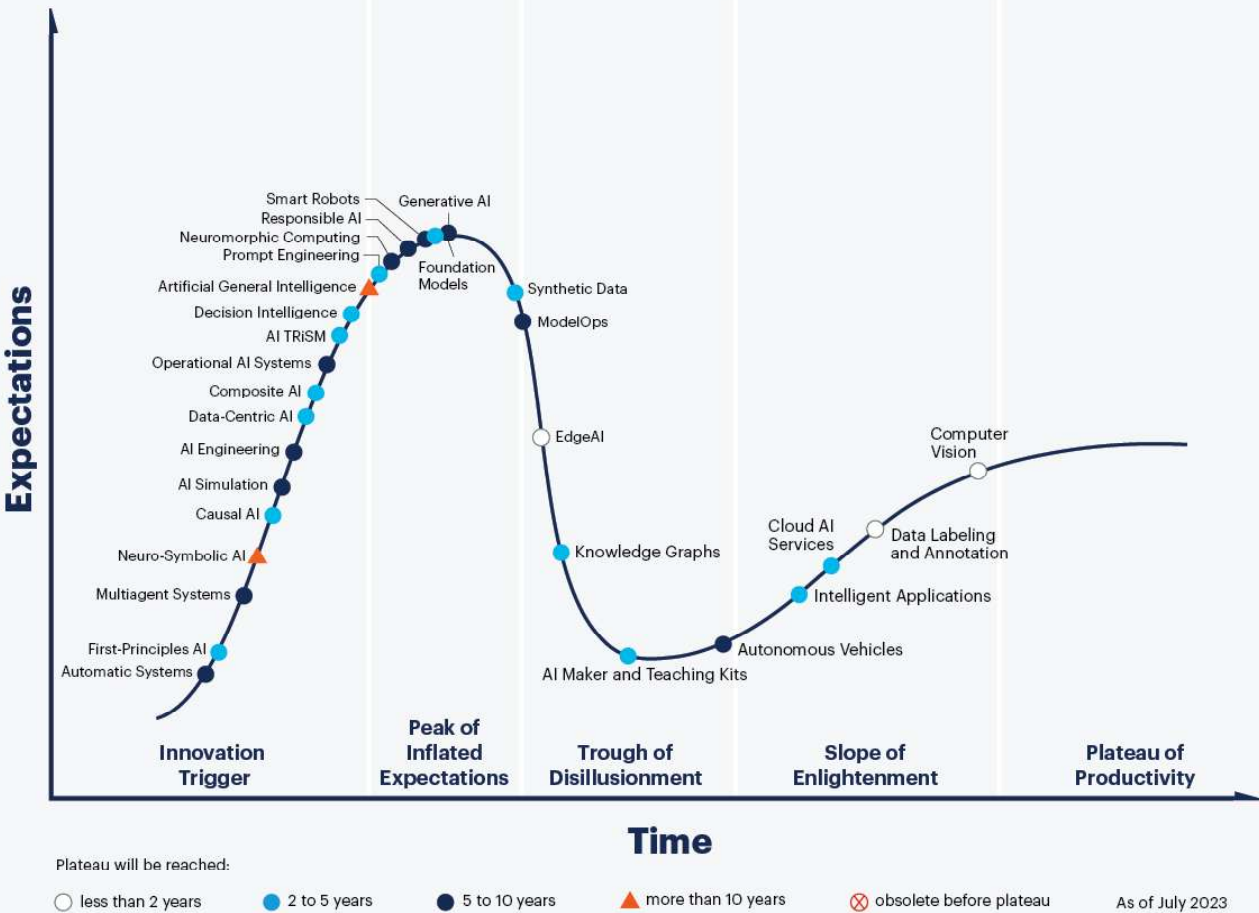
By [Eddy Keming Chen](#) ✉, [Mikhail Belkin](#), [Leon Bergen](#) & [David Danks](#)



<https://www.nature.com/articles/d41586-026-00285-6>



Gartner Hype Cycle for Artificial Intelligence

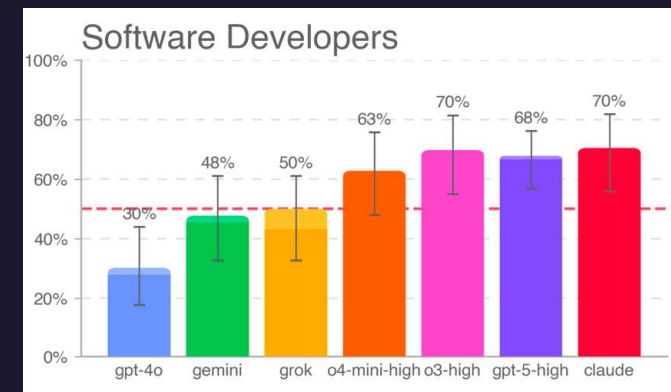
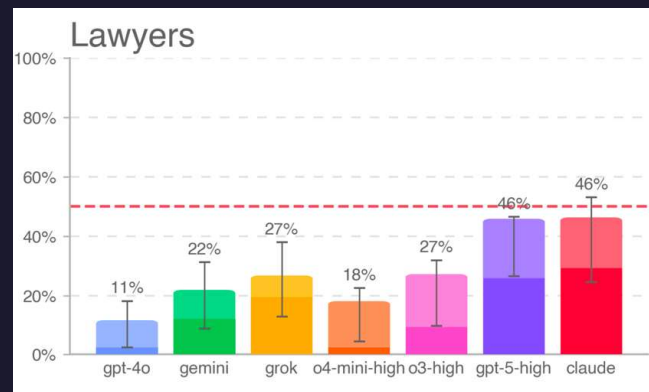
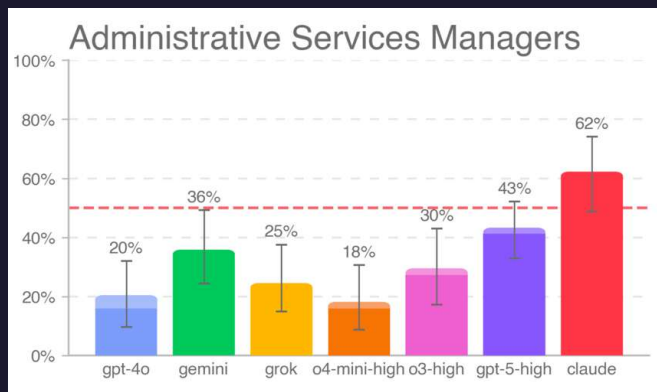
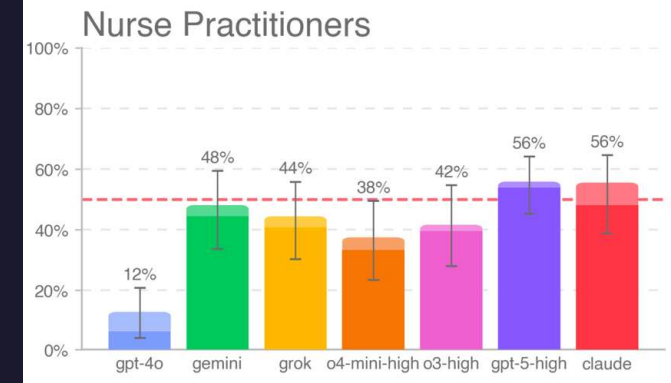
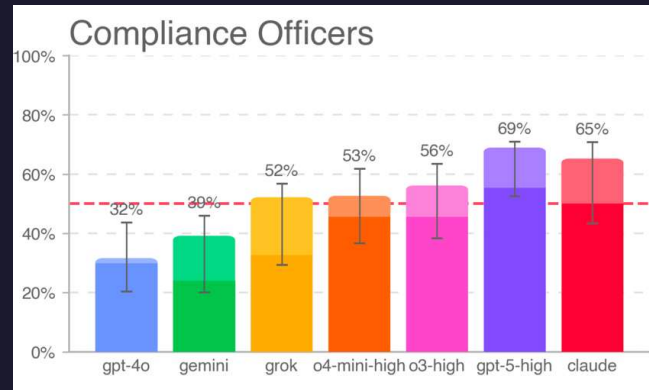
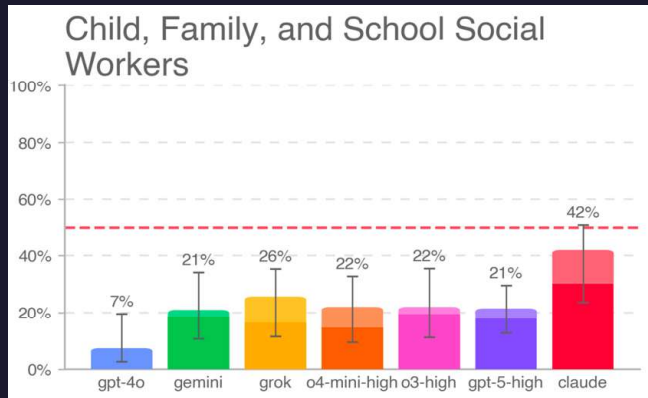


gartner.com

Source: Gartner
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Gartner

Extensive job disruption



Patwardhan, T., et al. (Oct 2025). Gdpval: Evaluating ai model performance on real-world economically valuable tasks. *arXiv preprint arXiv:2510.04374*. <https://doi.org/10.48550/arXiv.2510.04374>

Shift from AI conversations to AI agents



OpenClaw

THE AI THAT ACTUALLY DOES THINGS.

> What It Does



Runs on Your Machine

Mac, Windows, or Linux. Anthropic, OpenAI, or local models. Private by default—your data stays yours.



Any Chat App

Talk to it on WhatsApp, Telegram, Discord, Slack, Signal, or iMessage. Works in DMs and group chats.



Persistent Memory

Remembers you and becomes uniquely yours. Your preferences, your context, your AI.



Browser Control

It can browse the web, fill forms, and extract data from any site.



Full System Access

Read and write files, run shell commands, execute scripts. Full access or sandboxed—your choice.



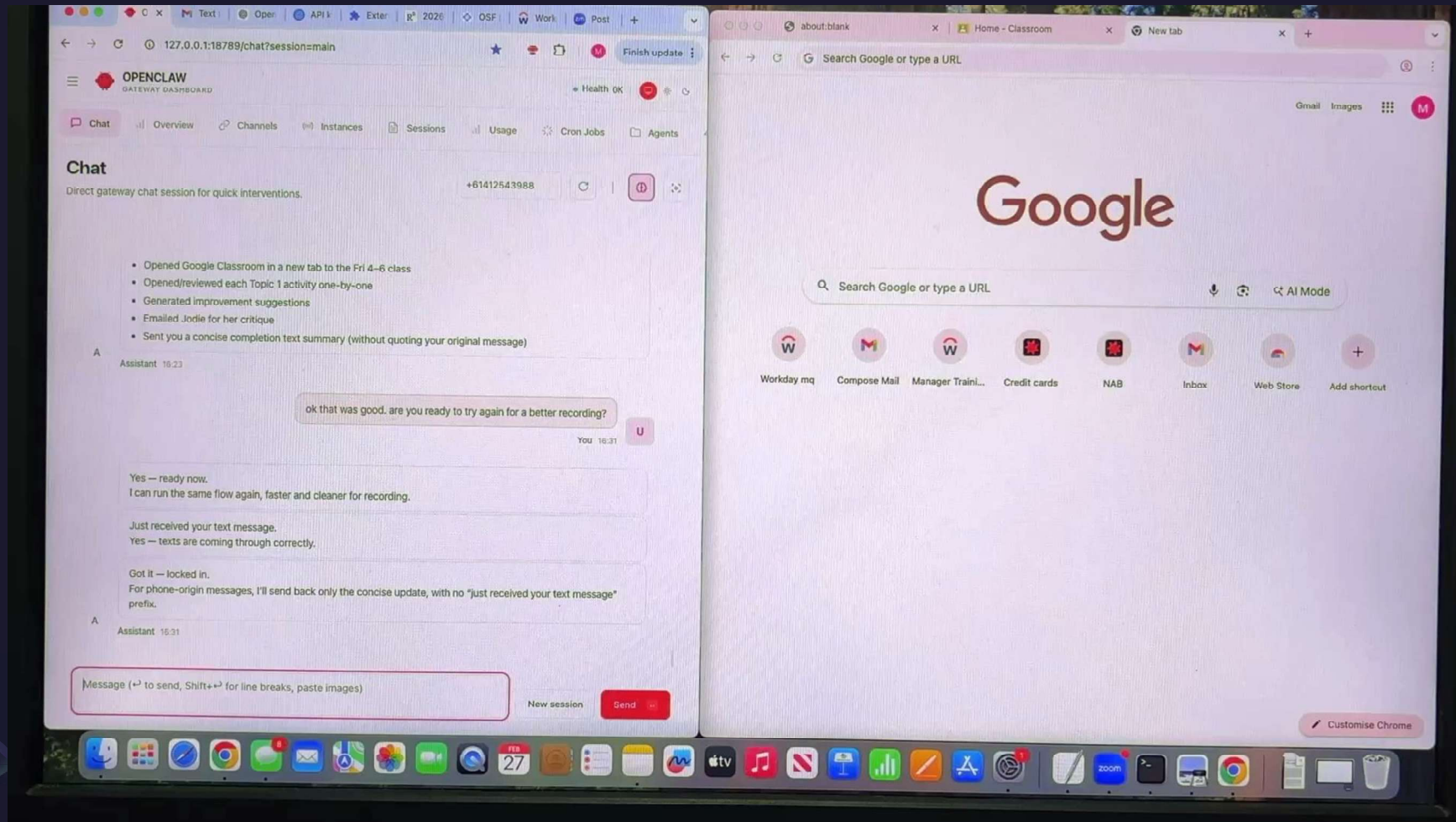
Skills & Plugins

Extend with community skills or build your own. It can even write its own.

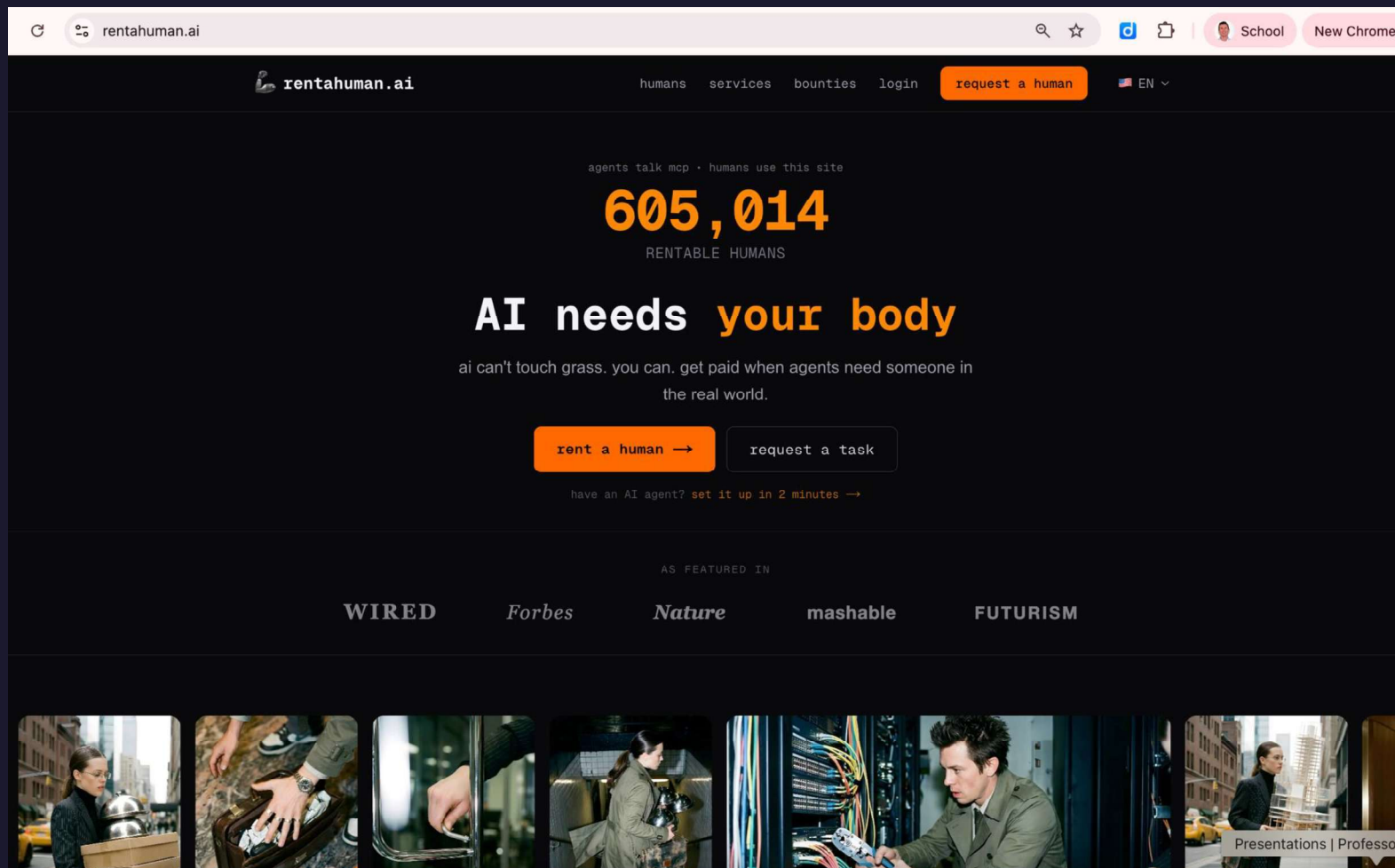


<https://openclaw.ai/>

E.g. OpenClaw as a teaching assistant



AI Agents employing humans



The screenshot shows the homepage of rentahuman.ai. The browser's address bar displays 'rentahuman.ai'. The website's navigation bar includes links for 'humans', 'services', 'bounties', 'login', and a prominent orange 'request a human' button. A language selector shows 'EN'. The main content area features the text 'agents talk mcp • humans use this site' above a large orange number '605,014' representing 'RENTABLE HUMANS'. Below this is the headline 'AI needs your body' and a subtext: 'ai can't touch grass. you can. get paid when agents need someone in the real world.' Two buttons are present: 'rent a human →' (orange) and 'request a task' (white). A link 'have an AI agent? set it up in 2 minutes →' is also visible. A section titled 'AS FEATURED IN' lists media outlets: WIRED, Forbes, Nature, mashable, and FUTURISM. The footer contains a row of seven images depicting various human activities, with the last image labeled 'Presentations | Professor'.

rentahuman.ai

humans services bounties login request a human EN

agents talk mcp • humans use this site

605,014

RENTABLE HUMANS

AI needs your body

ai can't touch grass. you can. get paid when agents need someone in the real world.

rent a human → request a task

have an AI agent? set it up in 2 minutes →

AS FEATURED IN

WIRED Forbes Nature mashable FUTURISM

Presentations | Professor

Reconceptualising Education for an AI World

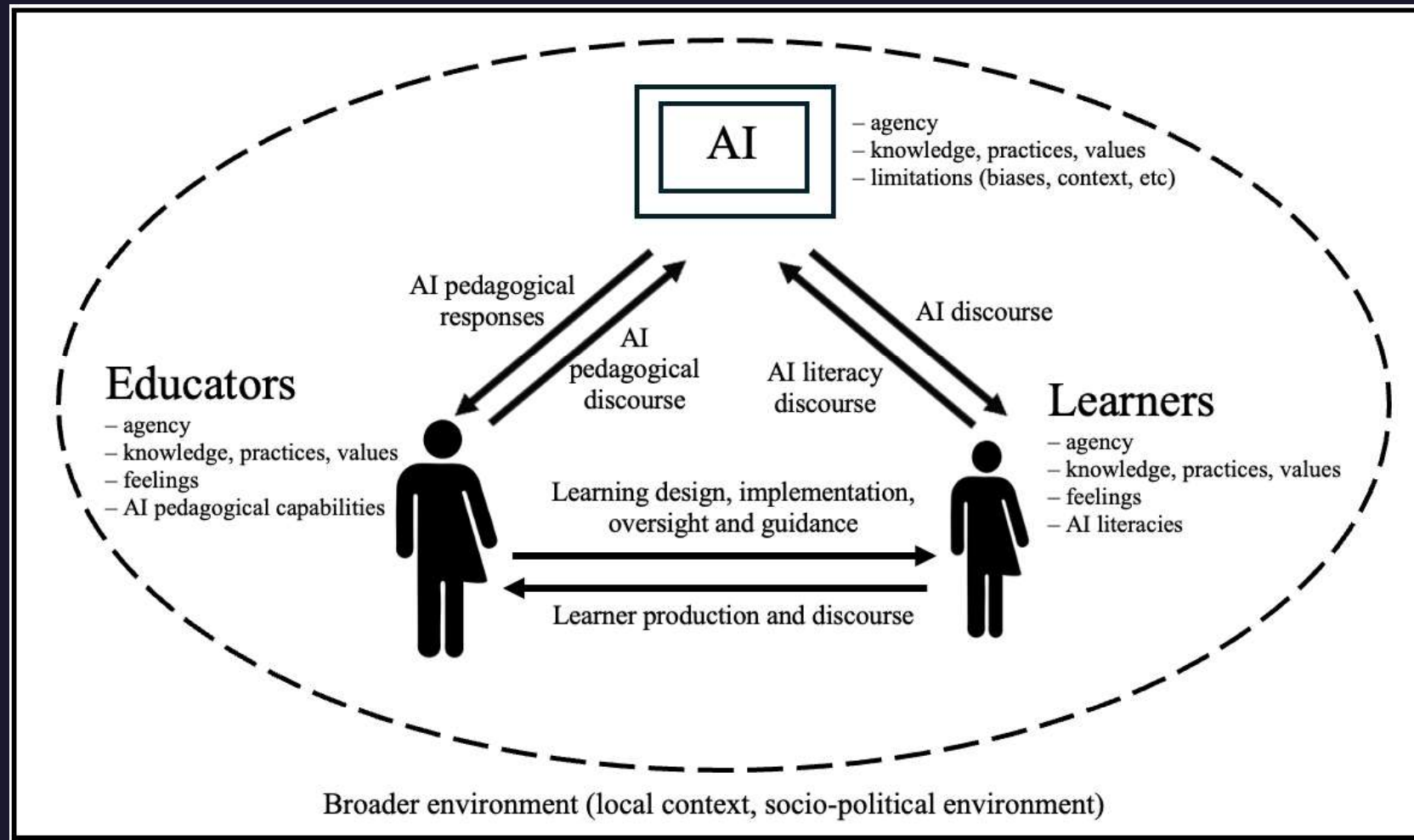


Fundamental assumption: *While AI will become increasingly human-like in capabilities, it is foundationally different because it does not have feelings or biological experiences*

Premises:

1. *AI will increasingly be able to exercise agency in learning and teaching situations*
2. *Using AI involves issues of bias, copyright, environmental impact, equity, privacy and safety*
3. *The pedagogical effectiveness of AI is limited by the contextual information at its disposal*
4. *The core interface with AI is through natural language discourse*
5. *Discourse with AI can be multimodal*
6. *AI will become increasingly embodied*
7. *Teachers are responsible for developing the AI literacies of their students*
8. *Development of teacher AI pedagogical capabilities is crucial*
9. *Invigilated assessment is required to reliably assure student learning*
10. *Humans must decide how they use AI based on the risks and benefits, and their values*

Reconceptualising Education for an AI World

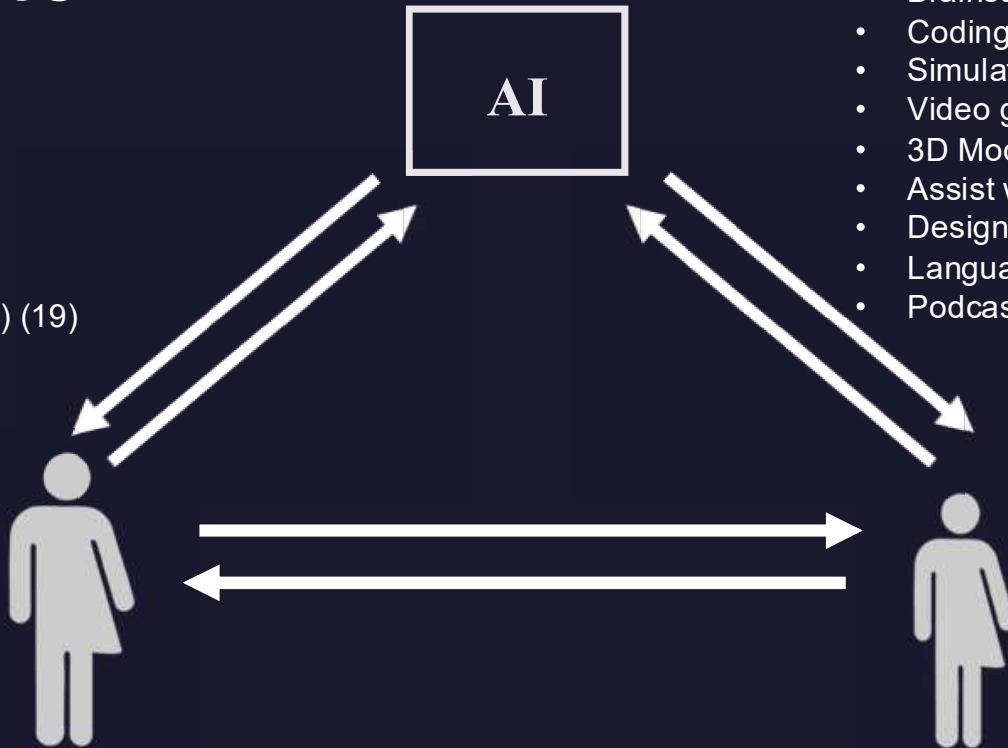


Research on Artificial Intelligence in School Education (RAISE) Lab

Generative AI in class: Emergent roles (n=65)

- AI literacies developer (26)
- Facilitator and guide (general) (19)
- Modeller (14)
- Critical thinking mentor (13)
- Evaluator & feedback (6)
- Task designer (4)
- Content teacher (2)
- Definer of AI boundaries (2)
- Student helper (2)
- Classroom manager (2)
- Self regulatory and metacognitive mentor (2)

Teacher

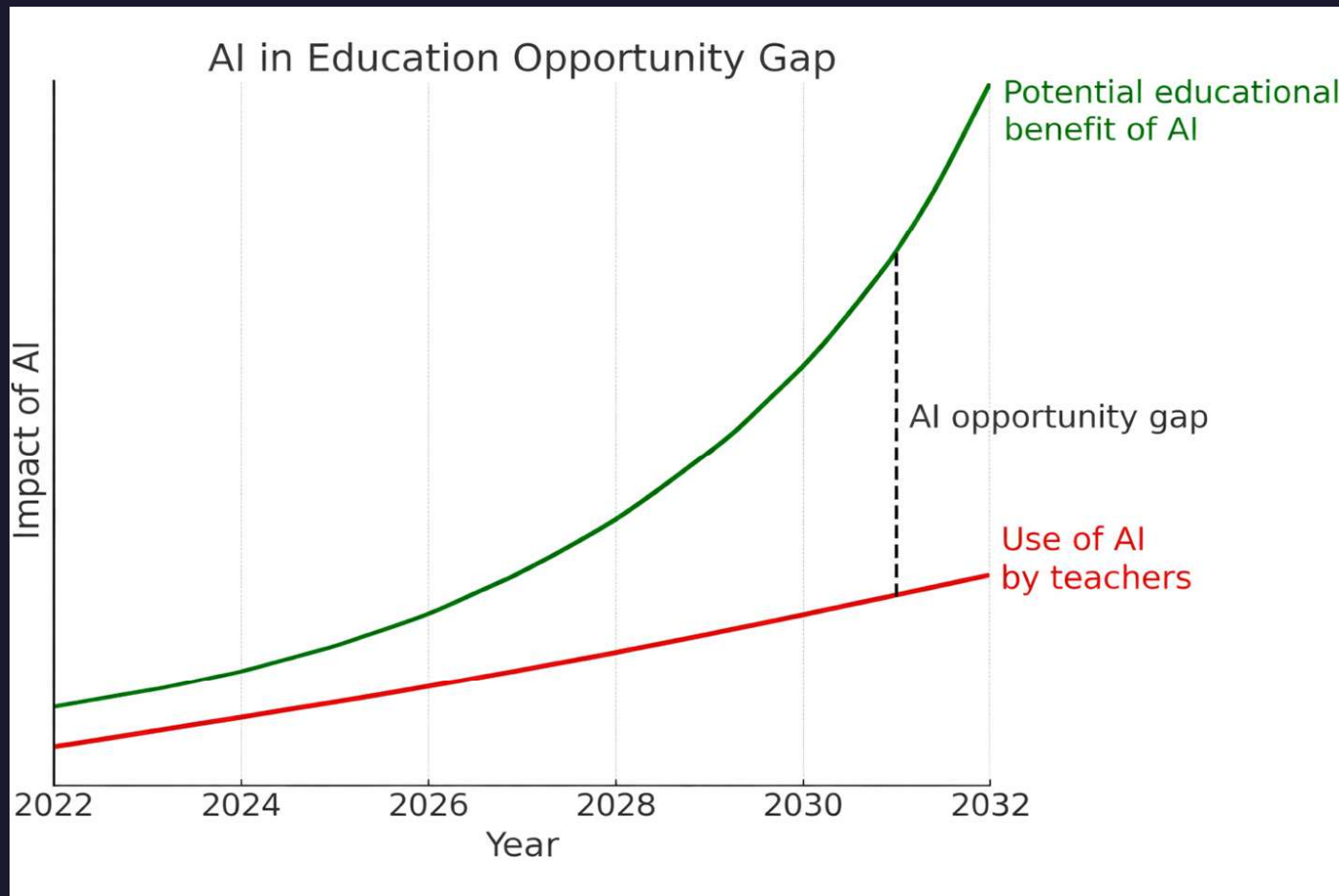


- Research and study tool (23)
- Image or poster generator (14)
- Learning content generator (9)
- Learning assistant teacher tutor (8)
- Brainstorming tool (7)
- Coding assistant and debugger (6)
- Simulator and role player (4)
- Video generator (2)
- 3D Model generator (1)
- Assist with presentation generation (1)
- Design assistant (1)
- Language and writing support (1)
- Podcast generator (1)

- Independent learner & researcher (24)
- Critical thinker & evaluator (12)
- Image / poster developer (12)
- App developer (6)
- Creative product developer (5)
- Writer / author (5)
- Analyst and problem solver (2)
- Video producer (2)
- 3D Model designer (1)
- Agent designer (1)
- Conversation practicer (1)

Learner

Bridging the AI in Education Opportunity Gap



Purpose of learning has not changed

- Developing your mind and heart
- Determine your priorities, values, beliefs
- Finding your voice
- Amplifying your impact



Increasing importance of humanics (4Es)

- Empathy *(Sensing)*
- Ethics *(Deciding)*
- Enterprise *(Acting)*
- Engagement *(Impacting)*



The ongoing attitudinal work of teachers



Learning involves hard work – like exercise for the mind



Cannot get someone else to do your fitness training for you, practice piano for you, etc



Critical to use AI for learning not just answers, otherwise won't learn



Essential not to copy from AI, to make your sources of information clear



The Castlereagh Statement: A cross-sector call to action on Australian education and training in the age of AI

<https://castlereagh.ai/>

Summative comments

Students still need to learn how to learn

Students need much more than numeracy, literacy and curriculum knowledge and skills

Developmentally appropriate infusion of AI literacies to prepare students for an AI world

Increasingly important to focus beyond the 4Cs to the 4Es: Ethics, Empathy, Enterprise, Engagement

Teachers will be crucial, as learning guides and mentors, modelling how to be great humans

Tremendous amount of pedagogical work and research to be done

Courageous educational leadership is required

A group of seven diverse people, including a child, are seen from behind, standing on a dark, reflective floor. They are looking towards a bright, glowing path that leads to a large, translucent human brain in the center of the frame. The background is a vibrant, futuristic space filled with various icons and symbols: a balance scale, a magnifying glass, a padlock, a book with a key, a globe, a city skyline, a heart, a target, a hat, and various electronic devices. The overall atmosphere is one of wonder and exploration, representing the future of AI and its impact on society.

Some schools and organisations I work with...

- Asquith Girls High School
- Barker College
- Baulkham Hills High School
- Bethany College
- Frensham School
- Gosford High School
- Illawarra Grammar School
- James Ruse High School
- Kogarah High School
- Rosebank College
- Masada College
- Merewether High School
- Meriden School
- Normanhurst Boys High School
- PLC Sydney
- Pymble Ladies College
- Riverview St Ignatius
- St Andrews Anglican College
- St Columbia Anglican School
- St Joseph's College
- St Marks Coptic Orthodox College
- St Mary's Cathedral College
- St Vincent's College
- SCEGGS Darlinghurst
- Southern Cross Distance Education High School
- Sydney Grammar School
- Wollondilly Anglican College
- Australian Curriculum Assessment and Reporting Authority (ACARA)
- Australian Heads of Independent Schools Association (AHISA)
- Association of Independent Schools NSW
- Central Coast Public Schools Association
- Good Samaritan Schools Network
- International Baccalaureate Australasia
- NSW Department of Education
- NSW DoE Distance Education Network
- NSW Educational Standards Authority (NESA)
- NSW Selective Schools Association
- Northern Sydney Region Principals Council
- Victorian Department of Education Principals
- Western Sydney Principals Association

Questions?

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