Association *of* Heads of Independent Schools of Australia

21 July 2023

Ms Lisa Chesters MP
Chair
House of Representatives Standing Committee on Employment,
Education and Training
PO Box 6021
Parliament House
Canberra ACT 2600

Emailed to ee.reps@aph.gov.au

Dear Ms Chesters,

The use of generative artificial intelligence in the Australian education system

The Association of Heads of Independent Schools of Australia (AHISA Ltd) appreciates the opportunity to contribute to the Standing Committee's inquiry into the use of generative artificial intelligence (AI) in Australia's education system.

We are grateful for the extension granted on time to submit. Given the prohibition on the use of ChatGPT in some state and territory school systems, we believed it was important to offer members of the Standing Committee a national snapshot of how independent schools are approaching the use of generative AI and attitudes school leaders currently hold in relation to generative AI and school education. Surveying schools during the mid-year break was a challenge given the diversity of term dates across the country. The additional week granted for our submission meant we were able to leave the survey open until 18 July to create the best chance of capturing a broad spectrum of school practices and school leaders' opinions.

While the findings of our member survey form the bulk of this submission (Section 1 and attached survey report), we also suggest steps the Australian Government might take to support Australia's school system adapt to what is predicted to be a highly disruptive technology. We propose that Australia's National Education Architecture stands as a key means to enable Australia's education system to harvest potential teacher productivity and student learning gains from generative AI while meeting equity goals (Section 2). We further advocate that Australian governments adopt measures to accelerate teachers' acquisition of skills in the use of generative AI tools to reduce their workload and support student learning (Section 3).

AHISA welcomes any inquiries the Standing Committee may have about this submission. These may be directed to me at telephone , or via email at

Yours sincerely,

Dr Chris Duncan

AHISA Chief Executive Officer

ABOUT AHISA

AHISA Ltd is a professional association for Heads of independent schools.

The primary object of AHISA is to optimise the opportunity for the education and welfare of Australia's young people through the maintenance of collegiality and high standards of professional practice and conduct amongst its members.

AHISA's 460 members lead schools that collectively account for over 450,000 students, representing 70 per cent of Australia's independent sector enrolments and over 11 per cent of total Australian school enrolments. AHISA members' schools also educate a significant proportion of senior secondary students: 20 per cent of Australia's Year 12 students attend AHISA members' schools.

AHISA's members lead a collective workforce of over 44,000 teaching staff and almost 30,000 support staff.

The socio-economic profile of AHISA members' schools is diverse. Over 20 per cent of members lead schools serving low- to very low-SES communities. The geographic spread of members' schools is also diverse, with schools located in major city, inner regional, outer regional, remote and very remote areas. School size varies from less than 200 students to over 3,000 students, with most members' schools falling within the range 600 to 1400 students.

AHISA believes that a high-quality schooling system in Australia depends on:

- Parents having the freedom to exercise their rights and responsibilities regarding the education of their children
- Students and their families having the freedom to choose among diverse schooling options
- Schools having the autonomy to exercise educational leadership as they respond to the emerging needs of their communities in a rapidly changing society.

1. AHISA SURVEY REPORT

Generative AI and Australian independent schools

AHISA's full report to its members on results of its survey on the use of generative AI in Australian independent schools is attached to this submission. The report offers key insights into how schools and students have been responding to generative AI tools and the benefits and challenges that have so far emerged. We recommend it to the Standing Committee.

Two themes which emerge strongly from survey responses are:

- The need for high-level government engagement in generative AI issues to establish an ethical framework for product providers and users and to address issues such as copyright, privacy of users' data and cyber security. Government guidelines are also sought to help maintain the academic integrity of Australia's education system.
- The need for governments to directly engage with upskilling of Australian teachers to build the capacity of the sector to harness the potential benefits of generative AI and to ensure equity in distribution of these benefits for both teachers and students.

These themes are discussed further in sections 2 and 3 of this submission.

A third theme to emerge from survey responses is how generative AI is likely to initiate significant change in education delivery and create greater equity in students' learning opportunities.

One respondent on the potential of generative AI to provide "intelligent tutoring": "AI-powered tutoring systems can provide real-time feedback and guidance to students, acting as virtual tutors. These systems can identify areas where students are struggling and offer targeted assistance, fostering independent learning and improvement." Another respondent emphasised the potential of generative AI to enable the "development of unique, personalised and differentiated learning tasks, specific to the needs of the individual", while a third referred to generative AI's potential to improve accessibility and inclusion for students with disabilities.

Almost 90% of survey respondents agreed that generative AI would demand a review of how student work and student learning are assessed. One respondent expressed the hope that generative AI will "force a redesign of assessment paradigms, force a rethink on the role of memory and test-taking abilities as proxies for intelligence, force a rethink of the role of a teacher in a classroom and force a rethink of the structures that underpin school operations".

First steps on the generative AI journey

Responses to AHISA's survey indicate that schools are approaching their engagement with generative AI with caution and care. For example, schools may first ensure that at least a core group of staff are familiar with generative AI tools and that there is awareness of usage and ethical challenges before their introduction to students. One survey respondent explained that student use of generative AI tools in class was prefaced with education about AI:

> "At this stage it is more a case of our students learning about AI rather than learning how best to use it, that is, learning about the tools and where AI touches our lives. The teacher demonstrates and leads/facilitates critical interrogation of the benefits and limitations of using the tools. Ethical dilemmas are also posed and responded to in the context of AI."

Experimentation may also be used to inform school policy adjustments. Most survey respondents' schools have, however, laid ground rules or are in the process of developing ground rules:

- 40% of survey respondents' schools have already covered the use of generative AI tools within existing policies addressing issues such as academic integrity, assessment or data and privacy
- 45% of survey respondents reported their school is in the process of developing a policy for staff
- 46% of respondents reported their school is in the process of developing a policy for students.

Teacher engagement

The survey revealed wide disparity in the proportion of a school's teaching staff using generative AI tools to assist them in their work:

- In relation to *primary* teachers, responses ranged from 0% to 72%, with the average being 24%
- For *middle school* teachers, responses ranged from 0% to 80%, with the average being 34.5%
- For *secondary* teachers, responses ranged from 0% to 80%, with the average being 39%.

This finding suggests that investment in upskilling the teacher workforce will be key to ensure equitable benefit is derived from potential generative AI gains for both teachers and students. Survey responses also raised the issue that familiarisation with generative AI tools is a further learning burden on an already stretched teacher workforce, signifying that the generation of professional learning resources for teachers should be a priority for governments.

For those teachers who are using generative AI tools to assist with their work, 'Saves time' is the most commonly reported benefit derived, followed by 'Helps to create a draft to get started' and 'Supports the development of ideas'. Teachers are also using generative AI tools for a wide range of tasks, the 10 most commonly reported being:

1. Lesson plans or learning design
2. Learning resources
3. Ideas for curriculum unit outlines
4. Discussion questions
5. Rubrics for assessing student work
6. Questions for Q&A sessions
7. Summaries of articles
8. Student assessment tasks eg quizzes, essay topics
9. Articles for the school newsletter or school website
10. Differentiated learning tasks

Student use of generative AI tools

Responses to AHISA's survey indicate that students' access to generative AI tools when in school is carefully managed. For example, 23% of survey respondents reported that students are not permitted to access any generative AI tools when at school, although some commented that this was a temporary arrangement to allow for guidelines to be established. Schools are conscious of minimum age requirements for some tools and the need for parental permissions, and one respondent commented this issue was delaying use of tools by students in class. Some 12% of respondents reported only school-approved generative AI tools are accessible to students when at school. Schools are aware, however, that integration of generative AI in "edtech" products used by schools is fast approaching. As one respondent commented, "You will not be able to use Microsoft Word in three months without it [generative AI] running in the background."

Where students are permitted to use generative AI tools in class, the most commonly mentioned applications as reported by AHISA survey respondents are:

1. Support student research
2. Generate ideas for creative projects
3. Offer feedback to improve written text
4. Draft or check coding
5. Find definitions of concepts that are more relevant or accessible
6. Check mathematical calculations
7. Generate presentation slides
8. Generate illustrations

Positive impacts of generative AI observed in student work

While a slender majority of respondents to AHISA's survey commented that that it was too early to ascertain any impact from the use of generative AI tools or that they had not yet developed ways to measure this, some 43% of those responding identified positive gains in either student engagement or learning outcomes, or both. These gains include:

- Improvements in drafting, creative inputs, brainstorming in creative work, generating ideas
- Assistance for students in research
- Improvements in the calibre of students' work.
- Greater understanding of concepts
- Gains for students with literacy difficulties
- Improvement in student engagement

One respondent commented: "Students essentially have access to a personal tutor at all times – this has improved the acquisition and retention of knowledge, leading to improved academic outcomes, as well as engagement in tasks and content." Another respondent, however, commented, "General consensus is that it is having a negative impact". At this point, there is no evidence as to the extent which teachers' acquisition of generative AI skills or their skills in integrating generative AI tools in the classroom may be influencing reported student gains from use of these tools.

2. TRUST, EQUITY & GENERATIVE AI IN AUSTRALIAN SCHOOLING

The role of Australia's National Education Architecture

Since the launch of ChatGPT in November 2022, teachers have been quick to experiment with the application of ChatGPT and other generative AI products in school education. They have also been quick to share what they are learning across local, national and global professional networks.

As AHISA's member survey reveals, early adopters are enthusiastic about the potential of generative AI to assist teachers in their administrative tasks and assist students in their learning, and school leaders are generally hopeful that generative AI will deliver gains for both teachers and students (section 5b). At the same time school leaders hold a range of concerns, including the potential for the digital divide and equity gaps in school education to widen (section 5c).

In the wider community as well, concerns have been expressed at the capacity of generative AI tools to make mistakes (or 'hallucinate') and therefore to mislead users, to create 'deep fakes' and therefore contribute to malicious disinformation or to promote cheating practices which undermine the academic integrity of educational institutions. Massive job losses and even extermination of the human species have been raised as potential outcomes of evolving applications of generative AI. Levels of trust in generative AI to be a positive force for human good are variable, as is confidence in the accuracy of information produced by some generative AI tools.

While early adopters in schools are already working with students to address misinformation and to counter threats to the academic integrity of students' work, other concerns remain, including privacy of student data and the as yet unknown impact of the use of generative AI tools on students' understanding of concepts underpinning traditional disciplines and domains of knowledge or on students' creativity.

AHISA welcomes the agreement of the federal and state and territory governments to progress the drafting of an Australian Framework for Generative Artificial Intelligence in Schools.[1] Comment from AHISA survey participants indicates that government guidelines are seen as a means to address equity concerns. As one respondent commented:

> "This is an issue for schools that is emerging at a rapid speed. It offers a myriad of positive benefits but also presents an ever-increasing range of complex issues that schools and teachers must deal with. There needs to be consistency and clarity from government and educational leaders to support schools in their decision making. We cannot be in a situation where different schools make different decisions."

While school leaders see an important role for government involvement at a systems level, they also want the autonomy to wield their educational expertise. As one survey respondent commented:

> "We do not need political leaders to make this area top heavy with burdensome regulation. We need political leaders to take the ethical heat of this new wave of change by challenging big companies to act ethically themselves. Teachers and schools do not have time to address the huge issues (both positive and negative) and need to be able to work within their sphere of influence with the trust that we have young people's best interests at heart."

Australian governments' national framework initiative will help establish and sustain the confidence and trust necessary among educators, students and parents if schools are to be free to explore fully the potential of generative AI tools and if the fruits of this exploration are to benefit all teachers and students. Safeguards, not blanket bans, are the best means to support a collaborative national effort in the education sector.

While establishing guardrails and ground rules for the use of generative AI tools in schools is valuable, it is AHISA's view that Australian governments can choose to play a more direct role to ensure all Australian schools have access to trusted, quality generative AI tools and digital resources. Working collaboratively through the Education Ministers Meeting, federal and state and territory governments have the potential to be active participants in the development of safe generative AI tools for schools by drawing on the expertise and resources of the National Education Architecture institutions.

Australia's National Education Architecture (NEA) comprises the Australian Curriculum, Assessment and Reporting Authority (ACARA), the Australian Institute for Teaching and School Leadership (AITSL), Education Services Australia (ESA) and the Australian Education Research Organisation (AERO). These institutions are supported by the federal and state and territory governments and have earned the trust and confidence of the education profession, not least through the generation and distribution of valuable research and resources for students and/or teachers – resources which could be the materials on which specialised, "walled-garden" chatbots are trained.

The term "walled-garden" refers to versions of ChatGPT or other chatbots which are trained on vetted and trusted source materials. As reported in a recent EdSurge Biz e-newsletter[2], this concept was discussed by delegates at the ISTE (International Society for Technology in Education) Conference, held 25-28 June 2023 in Philadelphia, USA, as a way "to make AI education-ready". The article continues:

> "The future of AI is not generic," said Richard Culatta, CEO of ISTE and ASCD [Association for Supervision and Curriculum Development] in a keynote that opened the conference. Instead, he predicted a world of "very specialised AI bots". And the group announced one such bot of its own, called Stretch, which so far is informed only with materials created by ISTE or ASCD, such as their books and ASCD's *Educational Leadership* magazine . . . [E]very answer that the chatbot puts out carefully lists the specific sources of the information it presents so students can cite it correctly.

Perhaps the most obvious example of how an Australian government-sponsored generative AI tool could assist teachers is in the area of curriculum delivery. Australia has a national F-10 curriculum, with state and territory interpretations of the curriculum already documented by ACARA for online access by teachers.

Via ACARA's main website or its dedicated website for Version 9 of the Australian Curriculum (https://v9.australiancurriculum.edu.au/), teachers have access to a range of curriculum documents and aides, including:

- standards of achievement
- integration of the general capabilities and cross-curriculum priorities
- strategies to address students' special learning needs, including language background
- student work samples
- illustrations of practice
- professional learning opportunities.

Teachers are also able to access digital teaching and learning resources allied to the Australian Curriculum via ESA's Scootle collection.

Currently, teachers must search these extensive resources to gather the information they require to develop curriculum sequences, syllabi, units of work, whole-of-class lesson plans and personalised lesson plans for students with related standards of achievement, or to gather potential teaching resources.

It is possible to imagine a generative AI chatbot which can respond to teachers' prompts to deliver official curriculum resources – by jurisdiction, student year level and student achievement level, covering specified general capabilities or cross-curriculum priorities and with links to appropriate assessment resources. That is, the generative AI software could minimise teachers' time spent on search and compilation and provide them with a trusted classroom-ready resource or the basis for further curriculum interpretation. Linked to illustrations of practice on AITSL's and AERO's sites, teachers could also have immediate access to evidence on the most appropriate teaching practices as well as video examples of how to deliver aspects of their lessons.

Given teachers' willingness to collaborate and share with school colleagues and with the wider profession through subject associations and via online networks, teachers and schools could also be invited to submit curriculum documents/lesson plans/resources as training materials for the chatbot, supporting equity of access to quality materials. (AERO already offers teacher-generated resources through its partnership with Ochre Education.[3]) Contributed materials would be vetted to maintain trust and confidence in the "walled garden" and, as with ISTE's Stretch chatbot, contributed materials could be identified by source to acknowledge the intellectual property of the contributing school or individual.

The South Australian Government recently announced that it has partnered with Microsoft to trial an "AI chatbot specifically for use in schools and built from the ground up with student safety in mind".[4] From the limited details available publicly, it would appear this generative AI chatbot app is not so much a "walled garden" model as an open access model with protective features. It may, however, offer an available – and relatively cheaper – model for schools to make generative AI chatbots "education-ready".

> **AHISA recommends** that Australian governments investigate responses such as the SA-Microsoft model, and at the same time investigate the development of generative AI tools which have the potential to deliver more for both Australian students and their teachers in the longer-term, including "walled garden" generative AI tools. Australia's National Education Architecture institutions are well-placed to initially investigate and possibly eventually drive the development of "walled garden" generative AI tools for school education, utilising their extensive existing resources.

3. ACCELERATING TEACHERS' SKILLS ACQUISITION

Streamlining teachers' work and expanding students' learning opportunities

In response to the impact of COVID-19 on schools and the introduction of remote learning, in 2020 and 2021 teachers were required to rapidly learn digital delivery skills 'on the job'. AHISA advocated that, to give recognition to these skills for the purposes of professional learning and re-registration requirements, and to encourage further skills development to support the digital transformation of education, teachers should be given the opportunity to certify and further polish the technological and online teaching skills acquired for remote delivery.

We suggested that, through AITSL, the Australian Government could commission the development of free online short courses to give all teachers the option to build on new skills and fill skills gaps to help create a teacher workforce able to use digital technologies for student learning both in the classroom and online. We also suggested that the Australian Government could negotiate with the states and territories to gain agreement to national accreditation of such courses to meet teachers' professional learning requirements.

Unfortunately, these suggestions were not adopted and the opportunity for the Australian Government to accelerate the upskilling of Australia's teacher workforce was lost. It is AHISA's view that, when Australian schooling is undergoing radical transformation, a failure to ensure all teachers have the opportunity to learn the skills required to participate in and contribute to that transformation impoverishes both teachers and their students and creates new equity gaps in Australian education.

We now face a new digital imperative in education which has only momentarily been delayed by jurisdictional bans on the use of generative AI chatbots in schools. Once again, teachers need awareness of these new digital tools if they are to educate students to use them safely and ethically and capitalise on the learning opportunities they present. Additionally, these tools hold the promise of addressing teacher workload issues by reducing teachers' time spent on classwork preparation and administrative tasks.

Unless there is a national effort to give teachers accredited professional development opportunities to master these tools for the benefit of their own work and students' learning, new equity gaps will emerge or existing gaps will widen. Further, as raised by respondents to AHISA's survey, a failure of governments to create equitable professional learning opportunities could drive more teachers from the profession (see page 23 of the survey report).

> **AHISA recommends** that the Australian Government tasks AITSL with commissioning the development of free online short courses to give all teachers an introduction to generative AI tools that are of benefit to teachers' work and students' learning, including identifying risks and how to address them and examples of how the tools can be applied. The Australian Government could negotiate with the states and territories to gain agreement to national accreditation of such courses to meet teachers' professional learning requirements. AITSL could also develop illustrations of practice to demonstrate the use of generative AI tools by teachers.

NOTES

[1] Recorded in the communique of the Education Ministers Meeting, 6 July 2023. Accessed at https://www.education.gov.au/collections/communiques-education-ministers-meeting-2023.

[2] EdSurge Biz e-newsletter #609, 28 June 2023. Accessed at https://info.iste.org/more-shakeup-in-the-market-to-help-colleges-run-online-programs.

[3] See https://www.edresearch.edu.au/practice-hub/ochre-education.

[4] South Australian Department for Education media release, 5 July 2023, 'Nation-leading trial in SA schools to focus on the safe use of AI'. Accessed at https://www.education.sa.gov.au/department/media-centre/our-news/nation-leading-trial-in-sa-schools-to-focus-on-the-safe-use-of-ai.

AHISA MEMBER SURVEY

The use of generative AI in Australian independent schools

As reported by AHISA members' schools
July 2023

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The use of generative AI in Australian independent schools

AHISA MEMBER SURVEY, JULY 2023

Dear AHISA colleagues,

At the end of June 2023 AHISA launched a survey of members on the use of generative artificial intelligence (AI) tools in their schools. The survey also canvassed school leaders' opinions on and attitudes toward the potential impact of generative AI tools on school education, particularly teachers' work and student learning.

Data gathered by the survey has informed AHISA's submission to a parliamentary inquiry into the use of generative AI in the Australian education system.

The release of ChatGPT in November 2022 and the rapidity and scale of its adoption have signalled that schools are on the cusp of profound technological disruption. As many AHISA members' schools were quick to investigate and experiment with AI tools, and as the impact of generative AI tools on school education is largely untested, the member survey has offered the opportunity for AHISA to make a significant contribution to the inquiry.

At this early stage in the Australian Government's deliberations on how it might best approach the use and regulation of generative AI tools, the survey has also offered an important vehicle for school leaders to make their voice heard.

There were 130 responses to the survey, an exceptional response given the wide spread of dates for mid-year school holidays across the states and territories. This number represents 28 per cent of AHISA's membership and almost 11 per cent of all Australian independent schools.

I am deeply grateful to AHISA members and to their staff members who may have assisted them to gather information for the survey. You have helped inform the understanding of other educators and of politicians and policy makers at what may prove to be a pivotal moment in the transformation of education delivery.

I also gratefully acknowledge the contribution of education consultant Tom Barrett of Dialogic Learning to the development of the survey. Tom's close work with schools and educators and his early engagement with the use of generative AI tools in education proved invaluable.

Dr Chris Duncan
AHISA CEO
21 July 2023

SURVEY DATA AT A GLANCE

Policies & guidelines in schools

- 40% of respondents' schools have already covered the use of generative AI tools within existing policies addressing issues such as academic integrity, assessment or data and privacy
- 45% of respondents reported their school is in the process of developing a policy for staff
- 46% of respondents reported their school is in the process of developing a policy for students

Top 10 AI-assisted teacher tasks

1. Lesson plans or learning design
2. Learning resources
3. Ideas for curriculum unit outlines
4. Discussion questions
5. Rubrics for assessing student work
6. Questions for Q&A sessions
7. Summaries of articles
8. Student assessment tasks eg quizzes, essay topics
9. Articles for the school newsletter or school website
10. Differentiated learning tasks

Number of teachers using generative AI in respondents' schools

- On average 24% and up to 72% of *primary teachers*
- On average 34.5% and up to 80% of *middle school teachers*
- On average 39% and up to 80% of *secondary teachers*

Top 3 benefits of generative AI tools for teachers' work

1. Saves time
2. Helps to create a draft to get started
3. Supports the development of ideas

Top 3 challenges of using generative AI tools for teachers' work

1. Lack of time to test the various applications with students
2. Learning to use the tools is too time consuming
3. Lack of school guidelines

Top 10 AI-assisted student tasks

1. Support student research
2. Generate ideas for creative projects
3. Offer feedback to improve written text
4. Draft or check coding
5. Find definitions of concepts that are more relevant or accessible
6. Check mathematical calculations
7. Generate presentation slides
8. Generate illustrations
9. Generate music
10. Generate animation

Positive impacts of generative AI observed in student work

- Improvements in drafting, creative inputs, brainstorming in creative work, generating ideas
- Assistance for students in research
- Improvements in the calibre of students' work.
- Greater understanding of concepts
- Gains for students with literacy difficulties
- Improvement in student engagement

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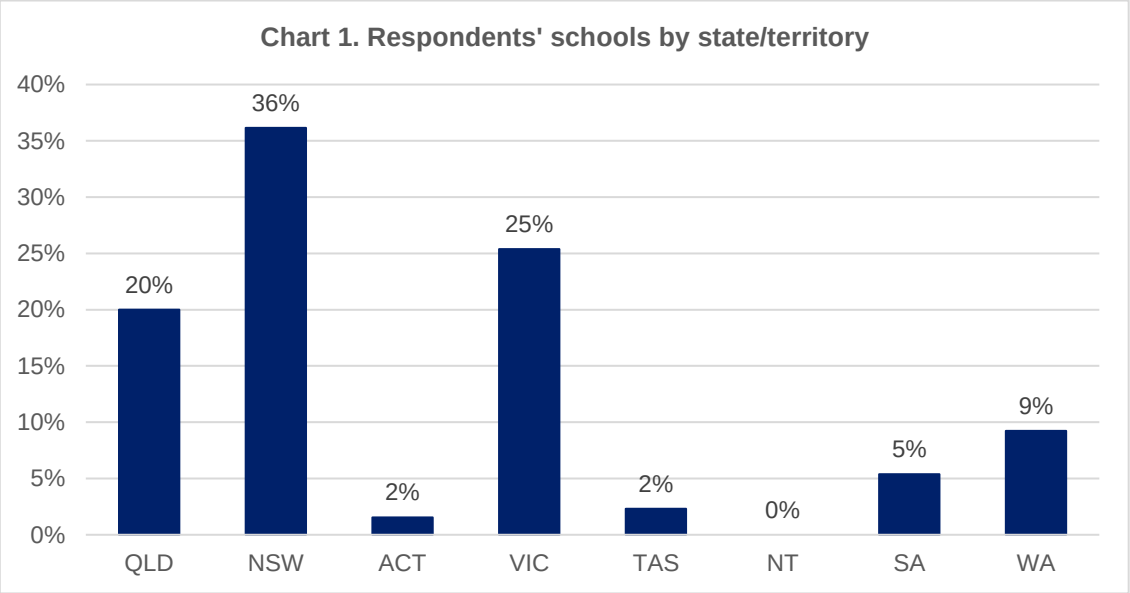
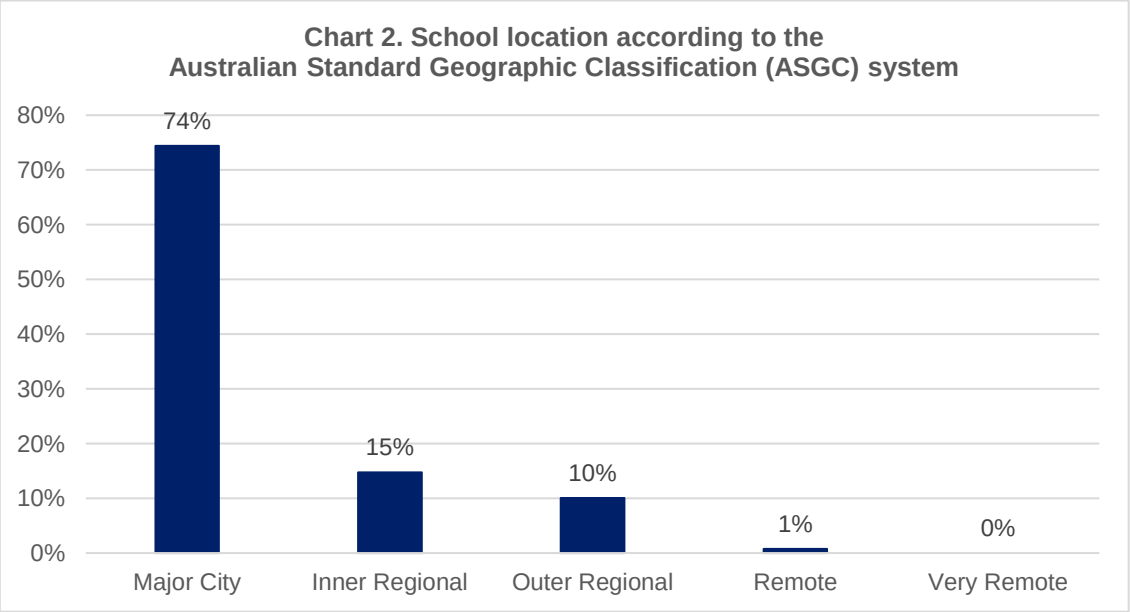
REPORT OUTLINE

1. PROFILE OF RESPONDENTS' SCHOOLS

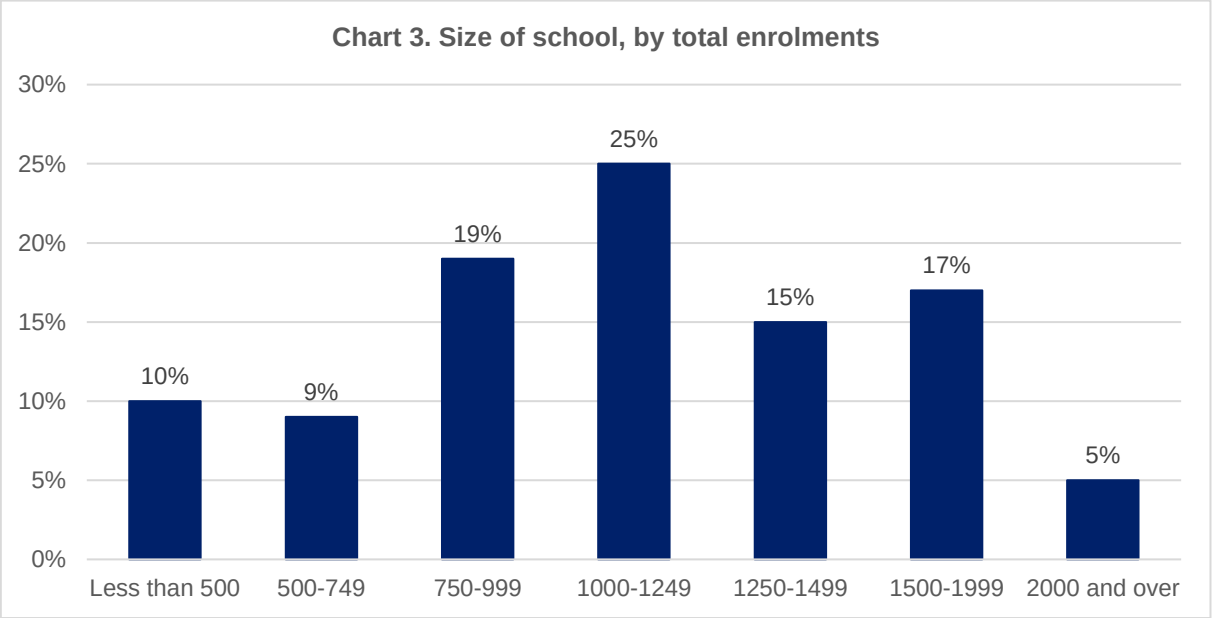
There were 130 respondents to the survey, representing just over 28 per cent of AHISA members' schools. Most respondents' schools are in the most populous states.



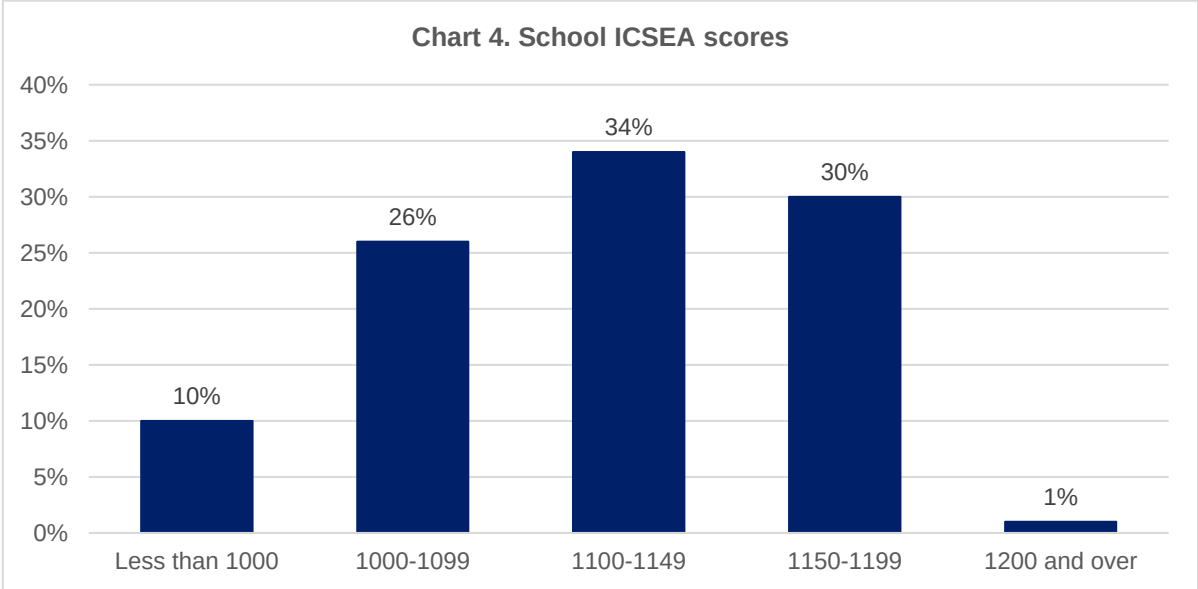
Most respondents' schools are located in major cities.



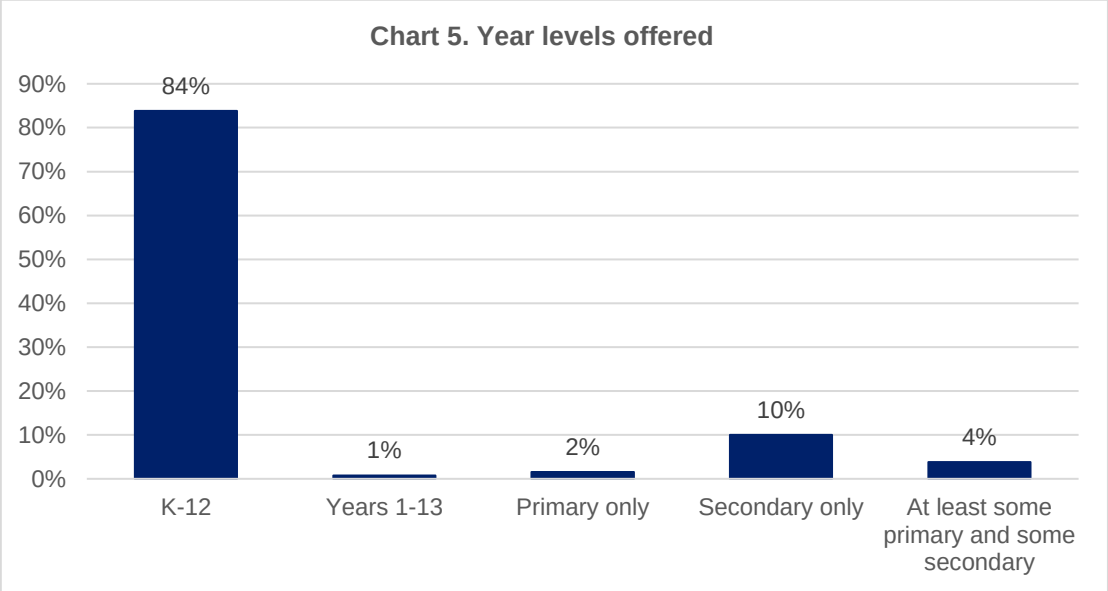
Some 80% of respondents' schools have enrolments of 750 students and over. As respondents to the survey were self-selecting, this may indicate that larger schools have had greater workforce capacity to engage with generative AI tools at scale.



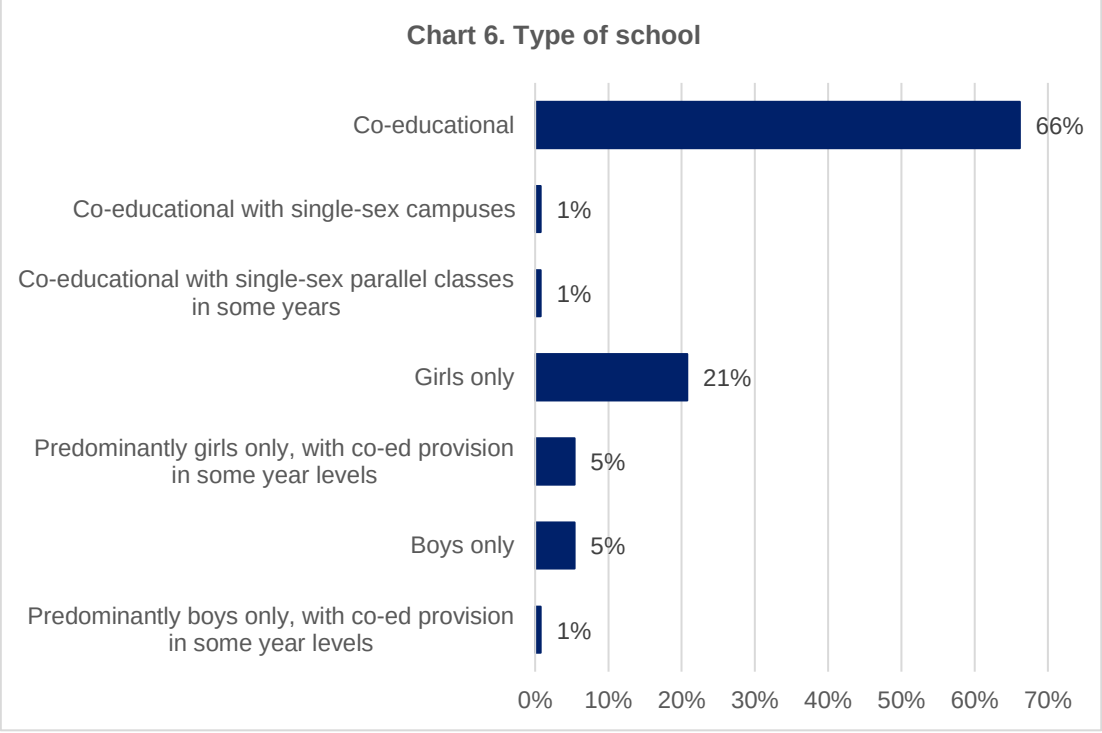
Most respondents' schools are in the mid- to high range of Index of Community Socio-Educational Advantage (ICSEA) scores.



Respondents were asked to choose from a list the descriptor which best fits their school's year level offerings. Most respondents' schools are K-12 schools, identify as offering Years 1-13 or offer at least some primary and some secondary year levels.



Most respondents' schools are co-educational. As will be seen in later sections, this offers useful insight into practices across primary, middle and secondary years of schooling.



2. DEVELOPMENT OF POLICIES & GUIDELINES

Respondents were asked the current status of the development of guidelines and policies in their schools relating to the use of generative AI tools by staff and students.

Some 40% of respondents reported that use of generative AI tools has already been incorporated within existing policies covering issues such as academic integrity, assessment or data and privacy and 5% reported their school had developed a stand-alone policy. A further 45% reported their school is in the process of developing a policy for staff and 46% reported they are in the process of developing a policy for students.

Table 1. Current status of the development of school guidelines and policies relating to the use of generative AI tools

Guidelines	
We have established guidelines for teaching and education support staff use of generative AI tools	19%
We are in the process of establishing guidelines for students' use of generative AI tools	35%
We have established guidelines for students' use of generative AI tools	17%
We have adopted or have drawn on existing guidelines for the use of generative AI, eg guidelines issued by education authorities in our state or territory, the European Commission's ethical guidelines for educators on the use of AI and data in education or England's Department for Education position statement on generative AI in education	10%
Policies	
Use of generative AI has been added to existing policies covering issues such as academic integrity, assessment or data and privacy	40%
Our generative AI policy is a stand-alone policy	5%
We are in the process of developing a policy regarding the use of generative AI tools by *teaching staff*	45%
We are in the process of developing a policy regarding the use of generative AI tools by *administrative staff*	29%
We are in the process of developing a policy regarding the use of generative AI tools by *students*	46%
We have not yet instituted a formal policy regarding the use of generative AI tools in our school, either as a stand-alone policy or referenced within existing policies	43%

In developing guidelines and policies, schools have referenced or are referencing documents from a range of organisations or entities, including their state and territory government education departments or education authorities. International resources may also be referenced, including documents from the International Baccalaureate Organisation, OECD AI Policy Observatory, the European Commission and England's Department for Education.

Some respondents commented on how their schools are experimenting with AI technology. One respondent reported their school is "actively encouraging innovative use cases and individual exploration of AI in all contexts, without policy frameworks". Another reported that while their school does not have a formal policy on the use of generative AI tools, staff and students are encouraged to look for opportunities for how the technology might be used across the school. Similarly, another respondent reported their school is still trialling different generative AI apps to gain an understanding of their potential and/or limitations.

Schools are not necessarily working alone. One respondent commented: "We are also working with a local team of educators to develop a regional, cross-sector response. There are working parties developing resources for different aspects of AI in education." Another commented, "We are developing university partnerships to support school-based action research in the use of AI for educational purposes".

As will become evident in later sections of this report, schools would welcome government guidelines, frameworks and policy development at system level, including regulation of generative AI companies in relation to data privacy and security.

3. TEACHERS' USE OF GENERATIVE AI TOOLS

3a. Generative AI assisted tasks

Where teachers are using generative AI tools such as ChatGPT to help with work tasks, survey respondents were asked to select from a list those items and tasks for which the tools are used.

Table 2. Teachers' use of generative AI tools to assist with developing the following resources or to complete the following tasks, ranked in order of the number of mentions, expressed as a proportion of respondents

Lesson plans or learning design	79%
Learning resources	73%
Ideas for curriculum unit outlines	68%
Discussion questions	56%
Rubrics for assessing student work	47%
Questions for Q&A sessions	47%
Summaries of articles	46%
Student assessment tasks eg quizzes, essay topics	45%
Articles for the school newsletter or school website	44%
Differentiated learning tasks	43%
Instructional guides	34%
Email texts or notes for all parents on school activities, excursions etc	32%
Critical thinking exercises	30%
Practice reading texts, explanatory texts or concept definitions suited to individual students' reading levels	29%
Examples of grammar usage	27%
Maths problems	25%
Feedback on lesson plans	24%
Email texts or notes for individual parents/carers	24%
Student learning outcomes	23%
Student assessment reports	23%
Access to research papers	22%
Scripts for difficult conversations with parents	15%
Student recommendation letters	14%
Individual student learning plans	12%
Personalised learning plans based on assessment reports	7%
Role plays	6%
Background notes for teachers' aides	6%
Analysis of notes from meetings with parents	4%
Referrals for students for school-based or external services such as tutoring, counselling or other interventions	4%

In addition to the wide range of options offered in the survey list, respondents mentioned generative AI tools were also used by teachers to write social media posts and speeches, conduct sentiment analyses of report data, and to assist policy development.

3b. Prevalence of teacher use of generative AI tools

Respondents were asked to estimate, to the best of their ability, the proportion of teachers in their school using generative AI tools to assist them in their work:

- In relation to *primary* teachers, responses ranged from 0% to 72%, with the average being 24%
- For *middle school* teachers, responses ranged from 0% to 80%, with the average being 34.5%
- For *secondary* teachers, responses ranged from 0% to 80%, with the average being 39%

Worth noting is that the reports of 0%, while only small in number in each category, diminished to just one mention at secondary level. As the average indicates, at present, middle school and secondary teachers are more likely to be using generative AI tools to assist them in their work.

3c. Benefits of generative AI tools for teachers' work

Respondents were asked to select from a list those benefits teachers commonly report when using generative AI tools for administrative tasks or assisting in teaching preparation tasks.

Table 3. Benefits of generative AI tools to assist with teachers' work, ranked in order of the number of mentions, expressed as a proportion of respondents

Saves time	91%
Helps to create a draft to get started	78%
Supports the development of ideas	70%
Provides new perspectives	55%
Enhances creativity	36%
Improves accuracy and consistency	32%
Provides instant feedback	31%

Other benefits mentioned included:

- Wording and phrasing of information
- Refining already drafted communications
- Help with workload.

Respondents also offered more generalised comment, including:

- "Allows teachers to develop basic resources for students (like glossaries, background information, summarising information) quickly and efficiently. This allows teachers to spend more time where their individualised expertise is more valuable in giving feedback to students."

- "Allows for divergent thinking without becoming personal. Allows teachers to run thought experiments either individually or in teams and critique the outcomes. Different perspectives and ideas to those that would otherwise have been generated. Testing and checking of resources and thinking. Similar to what has been done through teacher associations and informal networks but can be done instantly, and on many devices, at a moment's notice."

Not all respondents noted benefits from the use of generative AI tools: one respondent reported none of the benefits listed in the survey question were manifest.

3d. Challenges of using generative AI tools for teachers' work

Respondents were asked to identify challenges teachers commonly report in the use of generative AI tools for administrative tasks or assisting in teaching preparation tasks from the following list, now ordered by number of mentions.

Table 4. Challenges commonly reported by teachers in the use of generative AI tools in their work, ranked in order of the number of mentions, expressed as a proportion of respondents

Lack of time to test the various applications with students	50%
Learning to use the tools is too time consuming	41%
Lack of school guidelines	39%
Lack of government guidelines	27%
Lack of online video explainers or professional learning courses specifically targeting school teachers	26%
Lack of interest and therefore support from other staff	16%
School IT staff are not able to make the connection with pedagogy	12%

A range of other challenges was noted by respondents. There were several mentions of challenges relating to teachers' current lack of expertise and knowledge about generative AI tools, weaknesses in the tools themselves or potential issues arising from their use. The need for professional development and support materials was also noted:

- "Lack of quality professional learning, with real world examples of how this can be used with students and by staff."
- "A challenge for non-users is time to explore the functionality of generative AI tools. More professional development and support materials are also required."
- "Lack of time to trial use of the multitude of tools that are available."
- "Lack of knowledge of how AI could be used to support their work."
- "Teachers' uncertainty about use of AI parameters."
- "Uncertainty about using AI without breaching copyright, assessment protocols etc."
- "Concern about authorship of generated works in relation to student work. Lack of maturity/nuance of generated works. Ethical, IP issues."

- “Academic integrity concerns.”
- “Issues of inaccuracy.”
- “Inaccuracy of information diminishing confidence.”
- “Potential lack of accuracy and validity of generated information.”
- “Lack of specific professional learning developed for the use of AI or clear guidelines for teachers regarding AI limits the willingness of some teachers to experiment.”
- “The speed with which new products are added to the market makes it difficult to keep up to date.”
- “The widening gap between student skills/strengths and staff skills/strengths. Some have fears about ethics or appropriate use.”

Some respondents commented on teachers’ attitudes, one noting that a challenge for teachers in the use of generative AI tools was “getting over their sense of pride (in their minds, taking short cuts)”. Another commented, “I think some teachers are fearful of using AI and worried about issues; others lack an appropriate level of caution”.

One respondent wrote of generative AI as a challenge to the purpose of schooling:

> “It breaches the purpose of schooling. School is a meaning making exercise and students and teachers must be viewed as meaning makers. It breaches community values because it prioritises education as status and output rather than meaning making. It breaches education as an act of love, because it helps to create human beings as autonomous, buffered selves. Nevertheless, once the value of the human being is unequivocally established, it can be an aid.”

3e. Generative AI tools most commonly used by teachers in their work

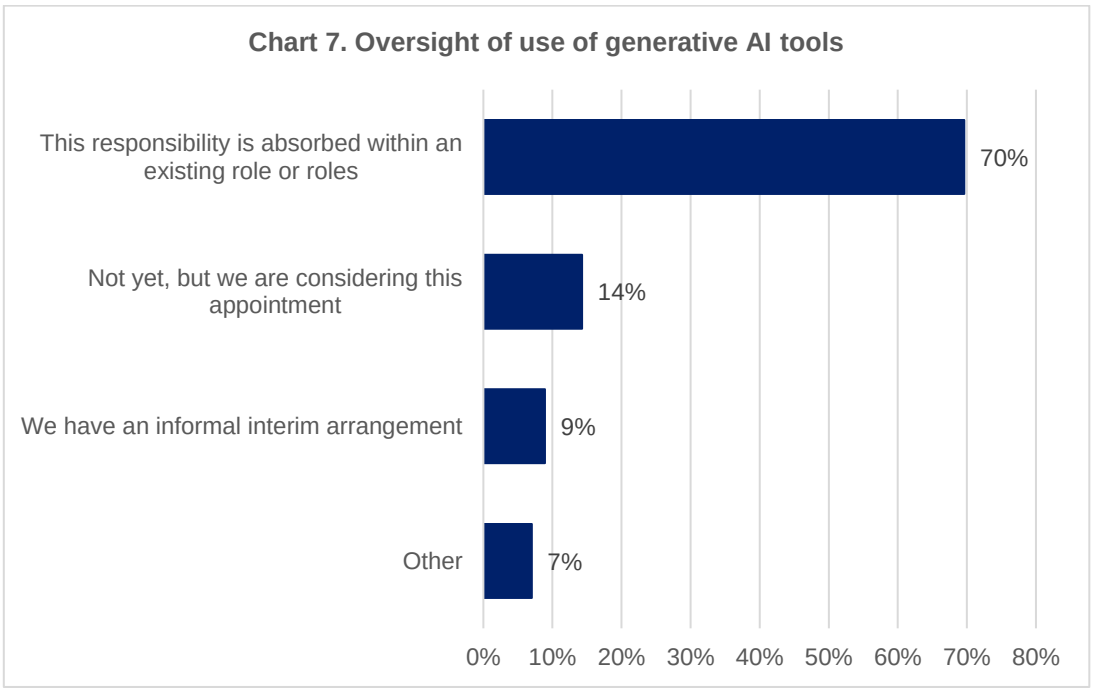
Respondents were asked to record, to their best knowledge, the three generative AI tools most commonly used by teachers in their school to assist in administrative and teaching preparation tasks.

While a range of products were mentioned, ChatGPT received by far the most mentions – 55% of total product mentions. The next most mentioned were Microsoft Bing Chat (6% of total mentions) and Google Bard (6%), followed by Grammarly (4%) and text-to-image creators DALL-E (an OpenAI stablemate to ChatGPT) and Midjourney, both scoring 3% of all mentions.

Other products mentioned were AskYourPDF, AIPRM (a prompt management tool and prompt library), Alli AI (search engine optimisation), Canva, DeepAI (text generator), Gamma (presentation tool), GitHub Copilot (text to code), Jasper (marketing tool), Learnt.ai, LessonLab, LinkReader, Magic School, Microsoft 365 Copilot, Nolej, Otter.ai (voice meeting notes and transcription), Perplexity, Photoshop, QuillBot, Quiz Well, Research Rabbit, Studyable, Synthesia (video generator), Teachers Assistant AI, Teachology.ai, TinyWow and Tome.

3f. Oversight and support for teachers’ and students’ use of generative AI tools

Respondents were asked if their school had assigned a staff member to oversee the use of generative AI tools by teachers and/or students and invited to select a response from a list.



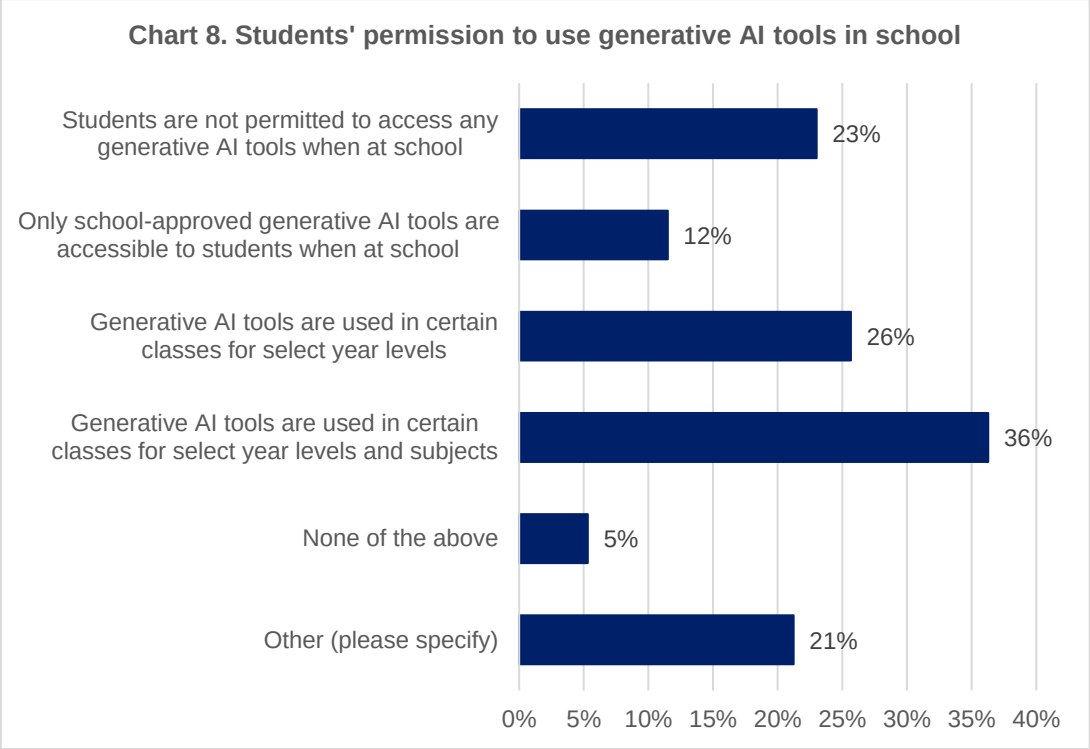
The great majority of respondents reported their school had or was in the process of assigning oversight of the use of generative AI tools to a staff member. Respondents selecting 'other' reported their school has established a dual responsibility (Director of Teaching and Learning *and* Director of Digital Pedagogies), or had formed a committee or working group tasked with development and oversight of the school's approach to the use of generative AI tools.

Among those selecting 'other' were those who reported either no assignment of the role had been made or had not yet been considered.

4. STUDENTS' USE OF GENERATIVE AI TOOLS

4a. Permission to use generative AI tools in school

Survey respondents were asked to select from a list of options the approach that most generally applied to students' use of generative AI tools while at school. Respondents also chose 'other' to give further detail to their response.



Responses to the survey question reveal that student use of generative AI tools while at school is sanctioned in most respondents' schools. (As AHISA members self-selected to respond to the survey, this should not be interpreted as reflective of the situation in all AHISA members' schools or in all independent schools.)

Just over one-fifth of respondents reported that students are not permitted to access any generative AI tools when at school, although some commented that this was temporary to allow for guidelines to be established.

The responses chosen and comments offered by respondents selecting 'other' indicate that the majority of schools – wherever they are on their digital journey – are being careful in how they introduce the use of generative AI tools to the classroom, taking into account a range of factors, including school guidelines and policies, teacher expertise, student readiness or the learning task, the home environment and privacy, safety and ethical concerns. A selection of respondents' comments appears below:

- "Parental guidance is recommended for students under 18 and we have not collected this."
- "Our intention is to open generative AI to students once teachers have had a chance to adjust their assessment practices responding to this emergent technology."

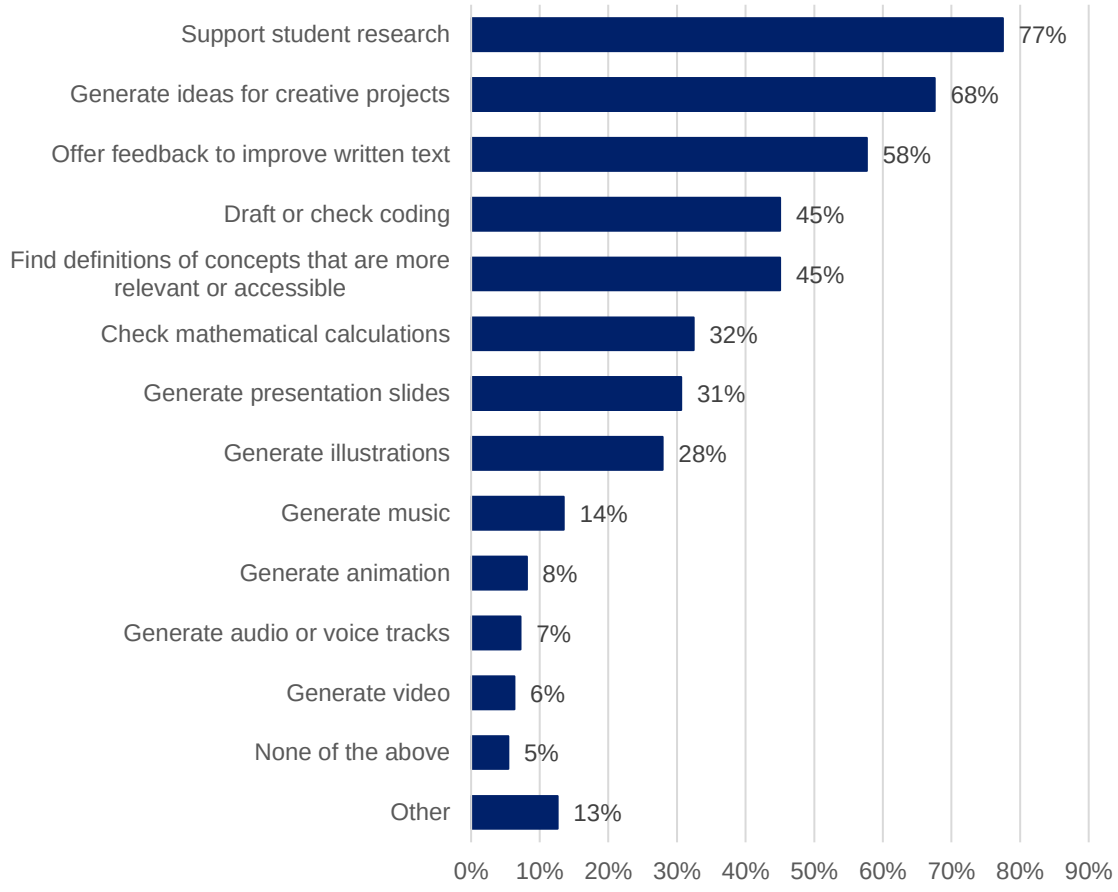
- "We are in the very early stages, talking about students needing to reference AI tools when used and implementing some learning tasks that can use AI tools, skilling students in how and when to use them."
- "Students are able to use AI in class only when permitted by staff."
- "Students are able to use AI tools only when explicitly instructed by the classroom teacher."
- "Exceptions exist. These have further expectations placed on them to ensure validity and reliability."
- "Tools are able to be used depending upon task descriptors. They can be used for class work but for assessments there are levels of approved use, from 'yes and referenced' to 'not able to use'."
- "Used by Secondary teachers and students in classes but not currently used in class by Primary teaching staff."
- "Students have access to ChatGPT when connected to the school network."
- "Home use is permitted in certain circumstances."
- "AI tools can be accessed for learning activities, resources and feedback but are not to be accessed for the creation of summative assessment text (that is, not to be used for prose or synthesis of final ideas and work tasks)."
- "We now require assessments to be written in class."
- "We have not made any specific bans or endorsements of generative AI tools for students as yet."
- "We have provided scope for the use of all GenAI tools across all year levels at the discretion of the teacher and parents."
- "Chat GPT is not blocked or banned and we accept students are using it outside of school. However we want to support parents with terms and conditions awareness that permission is needed for 13+ use. We don't want to have parents peer pressured to permit use with student accounts. So we are using and modelling Chat GPT via teacher accounts where teachers feel confident and ready."
- "There are no explicit subject or year-level restrictions on generative AI. School guidelines set out parameters for how AI should be used/embedded. Teachers are then free to select and apply the most appropriate teaching strategies for lessons."
- "There is no pattern/approval process. AI is a learning tool at teachers' discretion."
- "Our policy does not dictate when and how students may use AI, as there are clear expectations in our other policies relating to academic integrity and also to appropriate use of ICT. We have not banned access through our devices or environment, but we are still working through the ways we can help students to use these tools effectively and appropriately whilst recognising that students could use these tools any time they wish beyond school if they chose to."

The variety and nuance apparent in respondents' comments suggest that schools need a large measure of autonomy in directing the use of generative AI tools by their students if they are to take account of student, parent and staff needs and expectations within their communities.

4b. Ways generative AI tools are used by students

Respondents were asked to select all items from a list of ways students might use generative AI tools that applied to students in their school.

Chart 9. Students' application of generative AI tools by order of number of mentions, expressed as a proportion of respondents selecting the item



'Other' applications mentioned by respondents include:

- Generating topic glossaries and revision/practice questions.
- Developing contributions to school newsletters
- Summarising large text passages.

One respondent commented: "At this stage it is more a case of our students learning about AI rather than learning how best to use it, that is, learning about the tools and where AI touches our lives. The teacher demonstrates and leads/facilitates critical interrogation of the benefits and limitations of using the tools. Ethical dilemmas are also posed and responded to in the context of AI."

4c. Improvements in student engagement or learning outcomes resulting from the use of generative AI tools in student work

Respondents were asked to comment on whether improvements in student engagement or learning outcomes had resulted from the use of generative AI tools in student work. Only 84 of the overall 130 respondents completed the question. Of these respondents, 43% identified positive gains in either student engagement or learning outcomes or both. Some 45% commented that it was too early to ascertain any impact from the use of generative AI tools or that they had not yet developed ways to measure this, although some comments indicated schools were in the process of developing evaluative tools. Some 12% of those responding commented 'no' or 'none' without explanation, or mentioned negative outcomes.

Those who specified negative outcomes most commonly mentioned issues with plagiarism. One respondent mentioned that minimal positive impacts had been observed and impacts were mostly negative. Another commented that no positive learning or engagement outcomes had been observed but that the use of generative AI tools had saved students time. One respondent commented, "General consensus is that it is having a negative impact". Another commented that, while no positive learning or engagement outcomes had yet been observed, students were interested and curious to know more.

A range of positive impacts from the use of generative AI tools were noted by respondents, including:

- *Improvements in drafting, creative inputs, brainstorming in creative work, generating ideas*. One respondent commented, "Students who use it as a creative or analytical tool benefit greatly".
- *Assistance for students in research*, including access to information and generating concise summaries of the information they find. One respondent commented, "Students tend to be using the tools to check their understanding and also as a starting point for research and responses to questions".
- *Improvements in the calibre of students' work*. On respondent commented that "the calibre of research is better after teaching students how to effectively use ChatGTP4 and we've seen the quality of their 'own' work improve". Another respondent commented, "Students are appreciative of teachers who scaffold its use and can collaboratively define with them what effective (and ethical) use could look like for a specific task". Another respondent noted that "Some students are proactively using AI platforms to refine and improve their work", while another added a caution: "Students seem to be able to get fast and targeted feedback to support improvement in their work although it is still very early to tell if this is translating into increased understanding."
- *Greater understanding of concepts.* One respondent commented that "students using AI are demonstrating a greater level of knowledge of concepts".
- *Gains for students with literacy difficulties*, including an increase in their work output. One respondent commented, "It has enabled students with low levels of literacy to contribute in meaningful ways and naturally boost their confidence".
- *Improvement in student engagement*. One respondent commented, "Students are curious about these tools and will engage when they know they are being used in the learning process". Another commented, "Students have been engaged in learning more often and are able to produce better specific work".

Respondents also noted gains in student autonomy, increased capacity for learning and producing work and the benefit of scaffolded support for student learning and growth. One respondent noted a benefit to students from the use of generative AI tools as gaining 21st century skills and keeping up to date with changes in society norms.

Other comments on the positive impact of generative AI tools include:

- “Students essentially have access to a personal tutor at all times – this has improved the acquisition and retention of knowledge, leading to improved academic outcomes, as well as engagement in tasks and content.”
- “Integrating generative AI tools into the educational process has brought substantial benefits for our students in the last semester. From increased engagement and exposure to diverse perspectives to enhanced creativity and personalised learning experiences, these tools have proven to be valuable in nurturing students' intellectual growth and development.”

5. ATTITUDES & OPINIONS

5a. School leaders' attitudes & opinions

Survey respondents were asked to indicate their level of agreement with the following comments on a scale of 1 to 5, from 'totally disagree', to 'totally agree'.

As can be seen in the table below, school leaders express most agreement with the statements:

- "I'm excited by the potential gains for student learning through generative AI tool."
- "Generative AI will not go away. Educators must familiarise themselves with the potential benefits and the potential harms as quickly as possible."
- "How student work and student learning are assessed will have to be rethought."

The statement, "Generative AI will tie up teachers' time in checking for plagiarism" received the lowest level of agreement.

While school leaders are generally very positive about the potential gains from the use of generative AI tools in school education, there is also general agreement that "we need to proceed with caution". Leaders are also agreed on the need for "clear system guidelines and regulations" to support the use of generative AI tools in schools.

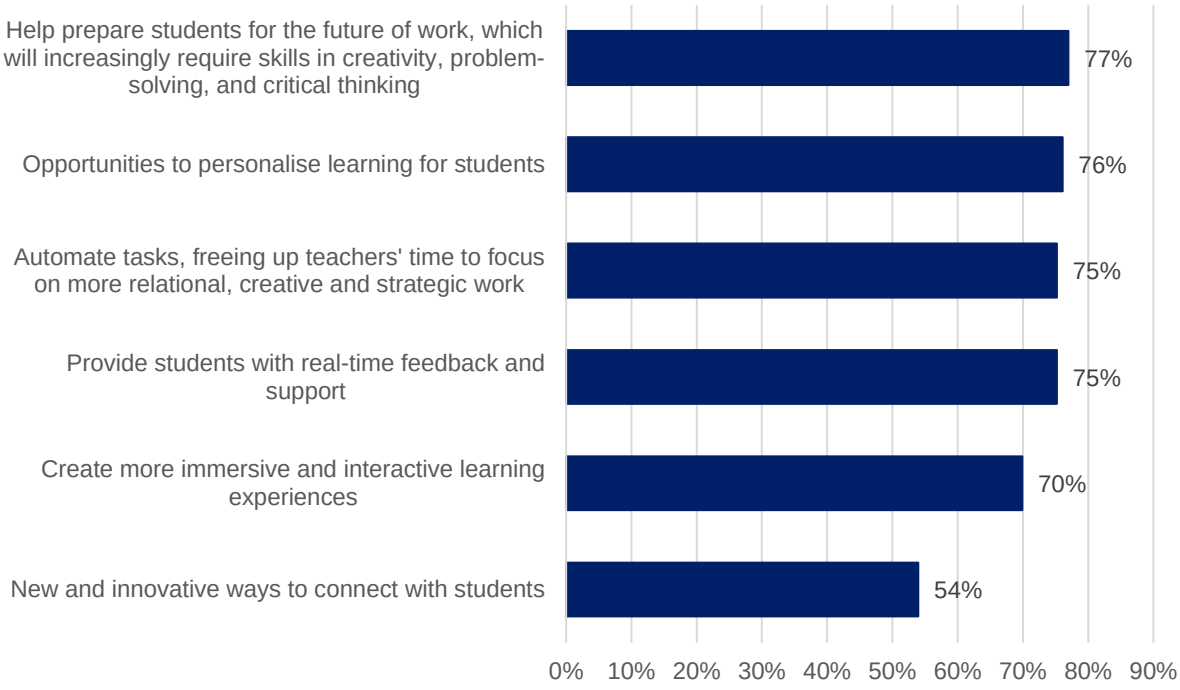
Table 5. School leaders' attitudes & opinions on aspects of the use of generative AI tools in school education

	Totally disagree	Mostly disagree	Neither agree nor disagree	Generally agree	Totally agree
Overall, generative AI is likely to make a positive contribution to student learning	0%	3%	17%	60%	20%
We need to proceed with caution	0%	8%	13%	47%	32%
I'm excited by the potential gains for student learning through generative AI tool	0%	2%	8%	54%	37%
Generative AI will not go away. Educators must familiarise themselves with the potential benefits and the potential harms as quickly as possible	0%	0%	0%	26%	74%
Generative AI will save teachers a lot of time	0%	3%	27%	46%	25%
Generative AI will tie up teachers' time in checking for plagiarism	5%	41%	29%	21%	4%
We need clear system guidelines and regulations to support our work with generative AI tools	3%	4%	15%	38%	41%
How student work and student learning are assessed will have to be rethought	0%	3%	9%	26%	63%

5b. School leaders' hopes for the application of generative AI tools in schools

Survey respondents were asked to choose from a list of statements any that reflected their main hopes for the positive impact of generative AI on schools. Reponses set out in the chart below indicate that many school leaders see the use of generative AI tools as providing benefits for both students and teachers and as linked to schools' preparation of students as "future fit".

Chart 10. School leaders' main hopes for generative AI gains in schools by order of number of mentions, expressed as a proportion of respondents selecting the item



Some respondents offered further comment. One respondent hopes that generative AI will "force a redesign of assessment paradigms, force a rethink on the role of memory and test-taking abilities as proxies for intelligence, force a rethink of the role of a teacher in a classroom and force a rethink of the structures that underpin school operations". Another expressed the hope that generative AI will "provide students with assistance outside the classroom, thus reducing stress and anxiousness".

One respondent sees a role for generative AI as "intelligent tutoring": "AI-powered tutoring systems can provide real-time feedback and guidance to students, acting as virtual tutors. These systems can identify areas where students are struggling and offer targeted assistance, fostering independent learning and improvement." Another emphasised the potential of generative AI to enable the "development of unique, personalised and differentiated learning tasks, specific to the needs of the individual".

One respondent referred to generative AI's potential to improve accessibility and inclusion: "AI can play a significant role in creating accessible learning environments for students with disabilities. By providing real-time text-to-speech conversion, captioning and other assistive technologies, AI can ensure equal access to educational resources."

Another respondent sees the potential of generative AI to improve schools' capacity for data analysis and predictive analytics: "AI algorithms can analyse vast amounts of educational data, including student performance, attendance records, and engagement metrics. This information can be used to identify patterns, predict outcomes, and enable data-driven decision-making to enhance teaching and learning strategies."

One respondent expressed a hope that generative AI can assist with "hack work". Another sees how generative AI will "assist in explaining tasks in a different language automatically", although expresses concern for accuracy. Cautions were also sounded by other respondents. "Do not overuse," commented one respondent, while another hopes for the "development of critical and ethical engagement with the technologies". One respondent commented: "I've ticked the box re future of work, but do not agree that AI is the best pathway for encouraging creativity, problem solving and critical thinking. These are the human elements of learning that need human nurturing."

5c. School leaders' concerns about generative AI

Survey respondents were asked to record the extent of their concern about a range of issues that have been raised in relation to generative AI, rating their response on a scale from 'not at all concerned' to 'deeply concerned'.

Table 6. School leaders' concerns about generative AI issues

	Not at all concerned	Confident that concerns can be addressed	Somewhat concerned	Deeply concerned
Ethical issues such as inherent bias, intellectual property rights and data privacy	3%	14%	48%	35%
Detection and management of erroneous output from generative AI tools	0%	23%	56%	21%
Data security and privacy issues	1%	23%	49%	27%
Potential for the digital divide and equity gaps to widen	10%	23%	44%	23%
Decline in students' academic integrity	5%	41%	35%	19%
Decline in students' creativity	22%	39%	27%	12%
Decline in students' capacity to think deeply	24%	31%	29%	16%
The impact of social media issues on students will become more complex and more difficult to address	4%	29%	50%	16%
The impact of an ever-increasing pace of technological change on teacher wellbeing	3%	22%	54%	21%
The challenge of building capacity in the teacher workforce to harness the potential of generative AI	0%	24%	58%	18%

Responses to these statements indicate that school leaders appear to have greater confidence in their opportunity to influence or manage issues relating to students' learning at school such as students' academic integrity, creativity and capacity to think deeply. School leaders' major concerns lie with generative AI tools themselves and wider system issues such as equity gaps in relation to students as well as teacher workforce issues. They see an important role for government involvement at this level, but also want the autonomy to wield their educational expertise:

- "This is an issue for schools that is emerging at a rapid speed. It offers a myriad of positive benefits but also presents an ever-increasing range of complex issues that schools and teachers must deal with. There needs to be consistency and clarity from government and educational leaders to support schools in their decision making. We cannot be in a situation where different schools make different decisions."
- "We do not need political leaders to make this area top heavy with burdensome regulation. We need political leaders to take the ethical heat of this new wave of change by challenging big companies to act ethically themselves. Teachers and schools do not have time to address the huge issues (both positive and negative) and need to be able to work within their sphere of influence with the trust that we have young people's best interests at heart."

Respondents' comments expose the complexity of the issues involved around the use of generative AI in schools. Some raised the issue of equity gaps widening without strong policy parameters in place, although another respondent pointed out that "AI can also be an equaliser, providing a level of support and feedback where formal tutoring is not an option".

It was also noted that, as well as potential equity gaps in students' access to generative AI tools, schools' lack of access to plagiarism checking software such as Turnitin when allowing students to use AI tools in their work would handicap those schools. It could also create grading inequities between students and across schools and undermine employer or public confidence in students' achievement.

Teachers' skills also represent an aspect of equity in education delivery, and one respondent noted a failure of regulatory bodies to ensure teachers' skills keep pace with technology and innovation. Another respondent wrote:

> "Our teacher workforce is at a point where people are leaving if the learning demands are too high. It is really hard to strike a balance. Many people don't want to change what they do for assessment but just want a detection solution that will be absolute. I don't believe this is possible and I think assessment needs to reflect this and the world that young people will enter as adults. That requires considerable learning and a lot of reinvention and I think a lot of teachers are not prepared for this. We see teachers using AI to save time but some of that compromises student intellectual property. We have added a point to our teacher ICT policy that they cannot submit student work for feedback via AI. An irony of this concern is trusting Turnitin with the same content. However we have now also prevented one aspect of supporting a reduction in teacher workload with this point of protection for student IP."

Another respondent commented: "Students are too young to deal with the ethical and legal problems raised by the use of generative AI and, to remedy this, overburdened teachers now need to educate about this much more significantly than before even though many teachers lack the knowledge, skills and/or will to understand AI capabilities."

The issue of upskilling teachers was raised by another respondent: “We need to support teacher learning with regular and strategic points of entry to support the range of the readiness spectrum. We have done our best so far to adjust documentation and support teachers and students. We have been working hard to keep a smaller group highly informed and to break down the firehose of information for teachers and direct them to the best resources.”

Other respondents warned against an over-emphasis on technology. One commented: “The purpose of education will be distorted by the ‘need’ to respond to AI. It is important that students are able to harness this emergent technology. However, there are other important priorities of education that should not be compromised by focusing too much on technology in classrooms.”

Other concerns raised related to the potential impact of generative AI on the development of authentic student voice, and the need to address students’ emotional intelligence.

Mention was also made of the reality of generative AI embedded in digital products commonly used in schools. One respondent commented, “As a Microsoft Showcase School, our extensive use of Office 365 will significantly evolve and be impacted by Microsoft's investment in AI technologies and integration within its core suite of applications used by staff and students”.

One respondent sees a silver lining in the influence of “edtech” in education: “I fear an environment that seeks to control the impact of generative AI. It is akin to holding back the tide: you will not be able to use Microsoft Word in three months without it running in the background. This is the catalyst for us to reimagine assessment and (hopefully) see the death of memory and hot-housed recall as markers of educational success.”

5d. Parental concerns

Survey respondents were invited to select from a list of possible concerns that may have been raised by parents about the use of generative AI tools in the education of their children. As the chart overleaf suggests, at this point parents are more likely to express appreciation for the potential of generation AI tools to support their children’s learning than undermine it. As one respondent commented, “Comments from parents have been minimal and more curious than concerned.”

Additional comments contributed by respondents identified parental concerns linked to assessment and academic integrity:

- “The biggest concern we are facing from parents is to do with academic integrity and their children being unfairly punished for misusing AI tools when completing assessment tasks.”
- “There are concerns around academic integrity and its detection.”
- “Some are concerned about their child being disadvantaged if others use generative AI to cheat and do better in assessments.”
- “Some have expressed concern about academic integrity, particularly in terms of impact on student achievement in assessment tasks not being valid or reliable.”

While one respondent commented that “Schools need support on how to document this matter to parents”, schools are also purposefully engaging with parents on the use of generative AI in education, as this comment attests: “We have actively engaged parents in the AI conversation. They know we are feeling our way, and they have access to our best thinking on AI. It is the best that we can do. They accept its use in broader workplaces and environments, they are uncertain as to how it will impact them personally, but we are opening up our skill building activities to them, training them.” ■

Chart 11. Parents' concerns about generative AI, by order of number of mentions as expressed as a proportion of respondents selecting the item