GAIO

Guide for school leaders

How to deal with Generative AI in secondary education

www.ai4education.eu

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SP SINT-PAULUS INSTITUUT

Learning Hub Friesland

Why?

A clear AI policy is indispensable for responsible use of AI tools education. This policy should be carefully drafted, taking into account both the opportunities AI offers and the risks it poses. Key concerns include ethics, privacy, security and digital literacy. It is important that school leaders are well informed about AI and develop policies that support and regulate its use. Therefore, this school leaders guide aims to support boards in outlining responsible AI policies.

How?

Led by **Learning Hub Friesland**, the Sint Paulus Institute from Belgium and Piter Jelles Impulse school from the Netherlands participated in the Erasmus+ project GAIO (Generative Artificial Intelligence in Education). As part of this, the Sint Paulus Institute drafted a guide for school boards to work with if they want to up an AI policy. We were supported by Tommy Opgenhaffen who is very familiar with AI, but also experienced in outlining an AI policy for Arteveldehogeschool. Tommy sat down with us several times and helped us to keep seeing clearly.

What?

As mentioned earlier, we are not the first to work around AI policies in schools. Many sources mention key conditions, focal points, reflection questions, checklists, etc. So the challenge for us was to try to a difference somewhere.

You can find the ten pillars we mention, in other subdivisions or not, in other sources as well, but we have tried to incorporate them for you in the most practical working tool possible.

1. professionalisation of teachers
2. cooperation
3. privacy and security
4. transparency
5. ethics and sustainability
6. inclusiveness
7. bias and discrimination
8. infrastructure and resources
9. regulation
10. evaluation and adjustment

Professionalisation of teachers

What?

Professional development and responsible AI go hand in hand. Here, we can only underline the importance of digital literacy among teachers, principals, and pupils alike. Continuous professionalisation should be a matter of course to keep up with the rapid evolution of technology.

Points of interest:

Teachers knowledge:

1. Teachers develop a thorough understanding of what artificial intelligence means, what role AI plays in educational innovations and confidently deploy it effectively in the classroom.
2. Teachers know how AI can support learning, e.g. through personalised learning.
3. Teachers are aware of the challenges of AI in education, e.g. potential risks to the learning environment.

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Teachers a training offer:

1. Teachers may participate in training sessions to be able to implement AI tools and their applications in their teaching practices.
2. Regular refresher courses, refresher sessions and webinars are organised to keep teachers abreast of the latest AI trends and applications, with a focus on user-friendly and education-specific innovations.
3. The school collaborates with AI specialists from local colleges, such as Artevelde and Odisee, to that the professionalisation programme is of high quality retains and is in line with the latest developments.
4. Early adopters in the teaching team are encouraged and guided in designing and trying out new teaching methods that integrate AI.

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0= not yet in progress
1= exploratory phase
2= small-scale implementation
3= sustainably integrated

In dialogue (conversation starters)

- Are teachers sufficiently challenged to integrate AI into lessons?
- Are we giving teachers enough space, time and resources to explore and integrate AI into classroom practice?
- Do teachers create learning lines in the use of AI?

- Do teachers map what pupils are learning year by year (by subject and cross-curricular)? How can we ensure that not just the early adopters but the whole team is on board with
- the AI story?

Tools and methods

- You can visualise digital literacy with the Digisnap from Kenniscentrum Vlaanderen see bibliography). Want to sharpen your AI knowledge? Then you can do so via the free e-course 'AI for students' from Artevelde and Odisee (see bibliography).
- UGent's 'AI in the Classroom' toolkit offers concrete examples of how AI can improve classroom practice, as does Robbe Wulgaert's book 'AI in the Classroom'. Other examples can found on his website artificial intelligence. Finally, HoWest's site also provides a handy toolkit. To be found in the bibliography under 'AI for the teacher.'
- 'Chatting with Napoleon' by Barend Last and Thijmen Sprakel also provides a good foundation on AI in education.
- The European Union made a handy overview of teachers' basic competences. You can read it via the link in the bibliography under the name 'Ethical guidelines'.
  In the book 'Digital didactics of Wise Lessons' by Thomas More Expertise Centre, you can
- delve into some insights from science.
  The other part of this package, namely 'Teacher Toolkit', also provides additional materials and
- forms of work to use AI in the classroom.

Working forms

  You can assess the AI knowledge of your school team through an individual survey or a
- departmental survey. Examples can be found via the link.
  Create a mentoring programme where teachers with more experience in AI use share their
- knowledge with colleagues. Organise intervision sessions or learning networks where teachers share their experiences and success stories with AI integration. Examples: colleague-to-colleague, 5 minutes of good examples at every staff meeting, ...
  Offer teachers online modules as well. For this, look at already existing initiatives
- such as Online training on AI in education - Itec
  Join knowledge-sharing platforms such as seminars, workshops and online communities
- to share each other's experiences with AI. (e.g. the Facebook group 'AI in the classroom: How? Like this!')

Collaboration

What?

Many schools are currently seeking their way into the world of AI and trying to set up an AI policy. It would be a shame if each educational institution searches separately. When using AI in schools, it is essential to rely on broad school networks. Sharing knowledge and resources is crucial.

Points of interest:

Collaboration within the school

1. Increase support for AI among the entire teaching team. Encourage a culture of cooperation and knowledge sharing about AI by organising regular meetings within the school between enthusiastic teachers and subject groups. This way, you also involve colleagues who are less familiar with AI and involve them in the school-wide AI policy.

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Cooperation between schools

1. Organise collaborative projects and initiatives with other schools in the school community to develop joint AI educational projects.
2. Support schools within the school community in establishing a vision on AI so that there is a common line can be found in it.

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In dialogue (conversation starters)

- What successes have you already had with AI applications, and how can we share these experiences to support each other in implementation?
- What do you think are the most important guidelines we should set as schools for the responsible use of AI in education?
- How can we leverage existing networks or platforms to effectively share information and resources on AI policy?
- Could it be useful to set up joint training initiatives to better prepare teachers to use AI in the classroom?
- Would it help if we had help from the school group in developing an AI vision?

- Do teachers map what pupils are learning year by year (by subject and cross-curricular)?
- How can we ensure that not just the early adopters but the whole team is on board with the AI story?

Tools and methods

Collaboration within the school

- Encourage subject groups to devote an item to AI at each subject meeting. Encourage
- the development of cross-curricular AI projects, e.g. teaching modules that integrate AI into subjects such as mathematics, science and language. E.g. consider data collection
- and analysis, problem solving and academic research paper writing.
  Arrangements around evaluation would be best at school level, but to
- eliminate opposition and build expertise, it can help if you let one subject group take the lead and test out certain arrangements. At SPI, we have created an AI evaluation scale for Dutch tasks. It is being tested this school year and, after thorough evaluation, will be adopted by other subject groups, whether or not
  adapted to their profession.

Cooperation between schools

- Organise periodic meetings where representatives from different schools come together to share their experiences with AI applications. These meetings can be thematic, focusing on specific challenges or innovations, such as assessment tools or differentiation.
- Create a digital platform (e.g. a forum or a shared Google Drive) where schools can upload documents, case studies, and experiences. This can also be a place for asking questions and sharing answers so that everyone can learn from each other.
- Organise joint workshops where schools can share practical skills and tips. This can be done, for example, by inviting experienced teachers or external experts to give demonstrations of effective AI tools and strategies.
- Establish a buddy system where schools support each other in implementing AI. Schools that already have experience with certain tools can help train and mentor schools that are new to using those technologies.
- Start a monthly newsletter or bulletin that includes updates on best practices, new applications, and tips from different schools. This keeps all stakeholders informed and provides a structured way to share knowledge.

Data privacy and security

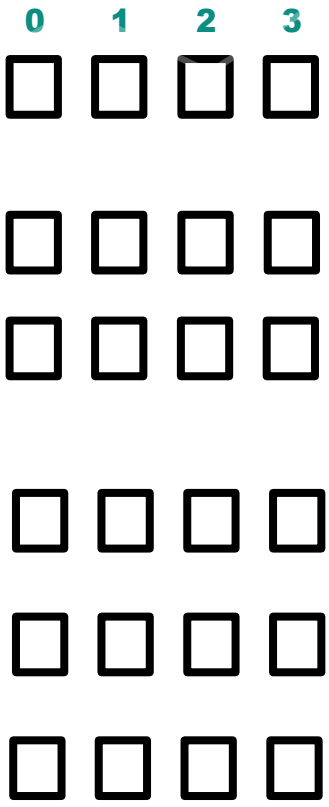
What?

Privacy and data protection are crucial in the digital age, especially within education. Schools need to develop clear guidelines and strategies to prevent sensitive information from falling into the wrong hands. By creating awareness about privacy issues and proactively, schools can promote a safe learning environment.

Points of interest:

Data privacy and security

1. School boards are well informed about the privacy risks associated with the use of AI and are taking action to manage these risks.
2. The school informs parents and students about the use of AI and seeks their consent for data collection and use.
3. The school adopts secure methods for storing and using data in AI systems, such as Microsoft Copilot, to protect students' privacy.
4. There are guarantees that sensitive pupil and teacher data remains anonymous and that access to it is restricted to only those who need it.
5. Data on students is stored in a secure location, using it only for the purposes for which it was collected. This can be done via encryption if necessary.
6. Teachers are aware of the risks when working with their own course. If students plug that course into e.g. ChatGPT to be quizzed or , the tool processes this input to make itself better and the teacher has intellectual property rights to this material. Teachers and school leaders know how spot privacy or data protection issues so that they can be dealt with quickly and effectively.



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- What do we already know about how AI can affect privacy?
- How can we monitor students' use of AI tools in our school?
  Is it necessary to draw up specific policies for the use of these tools in relation to teaching
- materials?

- Are the learning materials (tasks, courses ...) still (intellectually) owned by students/teachers if they are entered into AI by someone?
- How could we easily explain to parents and students what we do with their data?
- What school-wide (school community-wide) agreements around privacy and data protection are needed?
- How do we ensure that we are always compliant around data protection, even as AI systems change?
- What steps can we take to ensure that we do not collect data that is not strictly necessary?
- Is the system sufficiently secure to protect against data breaches?

Tools and methods

Privacy and data protection checklist for AI: A simple checklist for principals in which they can check their school's compliance with key privacy regulations. For example:

- Do we have consent? Are our data properly secured?
- Which tools, o.k. privacy and data protection, do we allow at school?

Role-play scenarios: Use scenarios in which executives discuss potential issues around privacy and AI in small groups, such as:

- What if there a data breach? How do we respond?
- What if parents question the security of their child's data?
- Work with a case such as about Smartschool's new AI system that will identify students who may need extra care based attendance and points. What do we do with that? What if a student/teacher/staff member is used as the subject of a prompt/output from GenAI?

Data collection: Brainstorm on how to minimise data collection and use in doing so privacy checklists (e.g. the GDPR Checklist or tools like OneTrust for AVG compliance) to check what data is necessary.

policy-making: Work together in small working groups to develop a draft draft policies around ethics and privacy. This can later be discussed with legal experts. This gives boards practical experience in formulating policies.

Workshops with experts: Invite a privacy expert or AI specialist to conduct a workshop give on ethics and privacy around GenAI, specifically addressing legislation such as the AVG and "privacy by design".

Transparency

What?

Transparency in AI use creates trust between school, parents and students. By clearly communicating how and why AI is used, it becomes clear how AI contributes to the learning process.

Points of interest:

1. The school incorporates the vision of AI within the overall vision text or the ICT vision text. Integration into the existing vision texts is more effective than writing a separate vision text on AI.
2. Clear information is available to parents and students on the specific ways AI is used in teaching and assessments.
3. Decisions based on AI assessment tools are always checked by teachers; AI provides a supplement and not replace human judgement in important assessments and opinions.
4. Parents and students have the opportunity to report any issues with fairness or accessibility of AI tools so that they can be addressed quickly.
5. A permanent staff member acts as a point of contact for questions or concerns about AI use in the school, for teachers, parents and students alike.

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In dialogue (conversation starters)

- What role do we want AI to play in our education? How can we be open about this to our team?
- How do we ensure that all stakeholders are involved in our AI policy?
- What should be in our AI policy to make it understandable and transparent to parents, students and teachers?
- Do we include our AI policy in the overall vision statement and/or the ICT vision statement?
- Is it useful to organise a sub-section of AI info at an info evening (e.g. for new students) to questions and concerns of parents and students?
- What are the most common questions or concerns parents have about AI, and how can we practically address them during an information session?

- How do we ensure that parents and pupils can easily find and understand the policy? E.g. an info sheet on Smartschool?
- Who would be a suitable point of contact within our school for questions about AI? How do we ensure that this person accessible and well-informed?

Tools and methods

- Sample vision text Saint Paul Institute Herzele
- Before you start developing a vision, it is important to gather feedback from stakeholders inside and outside the so that you can take all needs and questions into account. For example, the Flemish Scholierenkoepel offers a participation model that you can use to help pupils think about your AI policy. Organise a short presentation or
- make a simple diagram for school staff explaining which AI tools can be used (e.g. automatic feedback on homework) and how they support, not replace, the teacher. Send a short, understandable newsletter to parents that includes one or two examples of AI use, such as spell check or personalised feedback. Briefly explain the
- benefits for students and emphasise that privacy remains protected. Say what data will be collected (as little as possible) and where they can go questions.

Ethics and sustainability

What?

When using AI, we should not only consider ethical issues, but also highlight the environmental impact. Making teachers and students aware of ethical and sustainability issues will help them use AI more responsibly.

Points of interest:

- The school develops a clear vision, which focuses on the moral and responsible use of AI in the school environment state. This vision is developed by an internal committee comprising management, administrative staff, teachers, parents and ICT experts to oversee the responsible use of AI.
- Students, teachers and parents are informed about the use of AI systems that process personal data and give their explicit consent before these systems are deployed. The school limits data collection to what is strictly necessary, to avoid excessive collection of personal information and ensure privacy.
- Learners are aware that social interaction is simulated with AI tools and that the system has no feelings or empathy. Teachers are aware that they need to intervene in situations where empathy is required when interacting with pupils or parents, for example when giving feedback.
- Lessons and information are offered on the environmental impact of AI, focusing on energy consumption and carbon emissions, to encourage teachers and students to use AI in an sustainable way.

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In dialogue (conversation starters)

- What do you think are the key elements around ethical AI use that should be included in a vision statement?
- In what ways can we effectively inform students, teachers and parents about the use of AI systems that process personal data?

- How can we practically go about getting their consent to use data processing? What is necessary data to collect and how do we make sure we only collect it?
- How to integrate information on the environmental impact of AI into our curriculum

Tools and methods

- Organise a workshop where principals and teachers brainstorm the values and ethical guidelines they want to incorporate into their AI policies. Have participants also think in groups about what data is needed for specific educational goals.
- For example, base yourself on the European guidelines found at Ethics guidelines for trustworthy AI| Shaping Europe's digital future
- Send parents a form in Google Forms or Microsoft Forms with clear questions about consent to AI systems, recording the choice of consent.
- Make students understand how an AI model works by them build a simple model themselves using a low-threshold platform such as Teachable Machine (by Google) or Scratch. Go into how the model learns (through patterns and examples) and discuss what happens when little or one-sided data is . You can find a tutorial for Teachable Machine in the free e-course AI for students.
- To make younger students more aware of the ethical issues, schools can use teaching packages such as AI Ethics for Kids that provide ready-made exercises to explore ethical and social aspects of AI, helping both students and teachers better understand responsible AI applications.
- Organise a lesson on sustainability in which students discuss energy consumption and CO_2-emissions from various AI tools compared with regular search engines. This can be done with tools like Carbon Tracker.

Inclusiveness

What?

Inclusiveness in AI means giving equal opportunities to every learner, regardless of background or capabilities. To prevent people from being left behind, everyone should be able to learn how AI works and have access to the right technology.

Points of interest:

at school level

1. AI tools offering multilingual support are selected wherever possible to increase accessibility for pupils and parents who speak less Dutch.
2. The school runs workshops and webinars on AI use and digital skills to increase engagement and understanding, especially among parents and students who are less digitally savvy.
3. The teaching team exploits the potential of AI tools to provide tailored support to students with learning difficulties.
4. Teachers are aware that paid versions of AI applications offer better functionalities and that not all pupils have access to them. The school tries to avoid creating a digital divide in this way.

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at school group or government level

1. Simulations are carried out to ensure that AI tools are fair to all learners, for example by checking for consistency in language recognition for learners from different backgrounds.
2. When choosing to use particular AI tools, care is taken to ensure that training dates are transparent and tailored to a diverse learner group.

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In dialogue (conversation starters)

- How can we find out which students struggle with AI tools?
- How do we ensure that AI is usable by learners with different backgrounds and digital skills? What additional explanations or guidance do certain groups of learners needed to work with AI, and how can we practically organise that?

- How can we make AI accessible to students who do not have internet at home? What solutions (e.g. use school time) can we offer to students without home internet?
- Would it be useful and feasible for the school to some paid subscriptions (e.g. to ChatGPT Plus)? Would this then benefit all students? How can we use AI tools to take into account our pupils' language and cultural backgrounds? Do we use the multilingual options in existing tools to bridge language barriers?
- What simple AI tools can we integrate to support learners with learning challenges such as dyslexia or concentration problems? Can we broaden the tools we already use (e.g. spell check, text-to-speech) for these learners?
- How can AI tools help support each learner's pace and ability to learn?
- What steps can we take to ensure that our AI systems are fair to all? How can we test whether certain groups of students perform better or worse using AI, and how do we discuss this with our team?

Tools and methods

- Organise workshops or online webinars for parents and students who less familiar with technology. This increases their involvement and understanding of AI use at school. The free e-course from Artevelde and Odisee can be offered, for example, on a project day or integrated into certain subjects. In the Netherlands, NextGenAI exists ensure that all young people are involved in the AI story through workshops.
- If there are communication problems between school and parents, inform parents about the possibilities of translation tools such as DeepL and Google Translate to communication. School apps such as Remind and ClassDoJo have built-in translation tools.
- AI tools are used that can adapt the learning level and pace to the individual learner, allowing them to learn in a self-directed way and develop autonomously. A well-known app is Duolingo, where learners learn a language at their own pace. With its AI-based learning pathway, Duolingo adapts to the learner's level and offers personalised feedback. Something similar exists for maths (DreamBox Learning).
- For students with dyslexia, there is the Microsoft Immersive Reader that helps by texts aloud, visually highlighting words, and adjusting different fonts and line spacing. This tool is already built into Microsoft Word and OneNote.

Bias and discrimination

What?

Bias and discrimination in AI arise when models are trained on datasets that reflect existing biases and inequalities. This allows AI
discriminate against certain groups, such as lower scores or exclusion based on ethnicity, gender or socio-economic background. This carries the risk that AI may not always make objective decisions.

Points of interest:

1. School boards are aware that AI models are often trained on datasets that reflect biases and inequalities. They develop policies that reflect the
   ensures diversity and representativeness of datasets, so that AI systems do not function solely on the basis of historical inequalities.
2. Teachers attend training on AI, learning to recognise bias, so they can use AI tools in a conscious and honest way in the classroom.
3. Regularly test the cultural impact of AI tools to ensure that content and contexts are recognisable to learners from diverse backgrounds. A working group could e.g. once a year assess how well the contexts and examples used by AI tools reflect the diversity of their learners.
4. School boards ask AI vendors whether the system can explain the decisions it makes and what data it uses to do so. For example, an AI-based
   review platform should be able to provide insight into which learning points the system identifies as problematic and why.
5. Involve diverse voices in the development and implementation of AI policies. This can include staff, parents and even students so that different perspectives are considered when designing policies that are fair.

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In dialogue (conversation starters)

- What types of training do teachers need to recognise biases in AI and use AI in a conscious, honest way, for example in evaluation?
- How can we choose to ensure that students too learn to recognise bias in the results AI presents them with?

- How can we test our AI systems for possible biases? How do we ensure that the AI we use does not reinforce biases?
- What considerations should we make when choosing AI tools so that they are fair to all learners and free of bias?
- How can we ensure that the datasets we might feed into our AI systems are diverse and representative enough?
- How can we effectively gather input from different groups, such as teachers, parents and students? What are the best ways to integrate these diverse perspectives to make policy fair and inclusive for all stakeholders?

Tools and methods

- **Test the AI tools:** Run simulations in which you test whether the AI tools are fair to all student groups. An example is using the Google Teachable Machine, with which you can easily test how well the system recognises different people or accents. For language recognition tools, you could simulate how the AI deals with language variations by using texts with various dialects or accents and comparing results. Document the results and discuss them in a team to possible biases within the AI tools.
- **Use AI to complement human judgement:** AI evaluation tools should be supportive be substitute, not replacement. For important decisions (such as grading papers or advising on study choices), AI results should always also be reviewed by a teacher (so-called 'double-scoring').
- **Check the content of the data:** Select AI tools whose developers be transparent about the training data used. Choose systems trained with data from different cultural and socio-economic backgrounds. If necessary, be guided in your choice by the checklists of the EU Algorithmic Transparency Standard.
- **Assess outcomes of AI use at school level:** Analyse the performance of students after using AI tools and check whether there are certain groups that are consistently achieve lower scores or experience problems. Discuss this in the teaching team and consider other options.

Infrastructure and resources

What?

To effectively integrate AI into education, it is essential that the technological infrastructure is robust and accessible. Schools must ensure that hardware, software, and support meet the requirements of AI applications, and that they are widely accessible to all students.

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Points of interest:

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1. The school has sufficient and appropriate equipment (computers, tablets, servers) to run AI applications smoothly.	☐	☐	☐	☐
2. The internet connection is strong and reliable enough for cloud-based AI solutions.	☐	☐	☐	☐
3. Our chosen AI tools are compatible with other school applications.	☐	☐	☐	☐
• Example: Logging in with an e-mail address from our school is not possible in Gemini. The administrator of these e-mail addresses must approve this or you must use a personal e-mail address.				
4. The current infrastructure is flexible and scalable enough to add new AI tools and additional capacity as demand grows.	☐	☐	☐	☐
5. The initial and ongoing costs of AI implementation, including hardware, software, licences and maintenance, are carefully estimated and budgeted.	☐	☐	☐	☐
6. A plan is in place to manage long-term costs, including funding for hardware upgrades, software licences, and technical support.	☐	☐	☐	☐
7. Grants or other external funding opportunities are actively sought to support AI solutions in education.	☐	☐	☐	☐
8. The AI infrastructure is designed to be accessible to students with specific needs, such as those with learning or physical disabilities.	☐	☐	☐	☐
9. Students without home internet also have access to AI tools.	☐	☐	☐	☐
10. A system has been set up to regularly evaluate the performance and efficiency of AI tools and associated infrastructure.	☐	☐	☐	☐
11. Technical problems or network challenges are monitored and addressed, and improvements are made to keep the infrastructure optimal.	☐	☐	☐	☐

In dialogue (conversation starters)

- What applications do we already have in place that are suitable for AI applications, and what is still missing?
- Can the tools used be integrated into the school platform?
- What is the state of our current hardware, such as computers and tablets? Are they powerful enough to run AI applications smoothly, or do we need replacements/upgrades?
- How reliable is our current network and internet connection? Are there any delays or outages that could disrupt the use of AI tools in the classroom? How can we prepare
- a detailed cost estimate for purchasing AI technology? Which expenses should we prioritise (hardware, software, IT support)?
  What existing grants or funding opportunities can we explore to support AI ? Can we
- collaborate with local companies, universities or technology partners?
  What costs are involved in implementing AI tools, and how do we ensure a budget that guarantees long-term support?
- Is our IT team adequately equipped and trained to manage AI-based infrastructure and resolve issues quickly?
- How do we ensure that our school is ready to scale up AI use to more subjects or classes in the future?
- As a school, are we willing to purchase subscriptions of some AI tools? If yes, which ones and what are the benefits?
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Tools and methods

- **Accessibility:** Use free and easily integrated AI tools that connect to existing platforms to use infrastructure more efficiently.
- **In-service training:** organise workshops for IT staff to familiarise them with the technical requirements for AI use in the classroom.
- **Financial plan:** Prepare a financial plan estimating all possible costs. Here, take into account the pros and cons of paying versions of AI tools.
- **Evaluation:** Evaluate the existing infrastructure and make a SWOT analysis. Review what is already in place and what needs to be changed. Also ensure regular audits around the functioning of the . In doing so, check whether the infrastructure and tools used meet expectations.

Regulation

What?

Complying with AI regulations within education is essential for a reliable and safe learning environment. By aligning AI applications with applicable laws, the school ensures the privacy, security and rights of its students.

Points of interest:

1. School boards should be well aware of the existing laws and regulations concerning AI, such as the European AI Act, the General Data Protection Regulation (GDPR) and other relevant regulations.
2. School boards ensure that this is done in an understandable and practical way is communicated to the whole team, so that all staff know what rules apply. This includes training and information materials on the content of the rules and the concrete impact on daily teaching practices.
3. When a particular tool is used, it is checked for compliance with legal requirements.
4. Ensure that all AI systems comply with secure data storage guidelines. This means that students' personal data is kept securely, used only for its intended purpose, and accessed by a limited number of people. Make clear agreements on how long AI data is kept and how it is deleted. (see also privacy and security)
5. Inform parents and students about how AI systems process personal data and seek explicit consent before using these systems. (see also ethics and privacy)
6. There should be clarity on who is accountable for the outcomes of AI decisions. School boards should ensure that mechanisms for accountability are in place so that any adverse effects of AI decisions can be addressed.

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In dialogue (conversation starters)

- How can we find out whether our AI systems comply with legislation and guidelines for the education sector?
- Is the school willing to cooperate with the GBA (Data Protection Authority) in carrying out supervisory activities by the verifier?
- Are all staff in the school aware of the 'high risk' label and its implications for teaching in the EU AI act?
- Is a clear and understandable privacy policy available to students, parents and staff?
- Which AI tools may be used? Both by students, teachers and policy? Are measures in place to ensure that algorithms do not lead to discrimination based on gender, race, , religion or other protected characteristics?
- How do we handle student and staff data? Who adds this data to an AI system to subject the data to evaluation?
- Are the retention periods for pupil data in line with the specific provisions in Belgian legislation and the recommendations of the GBA?
- Is a distinction made between different categories of personal data (e.g. sensitive data, identity data)?
- Are procedures in place to regularly review the need for retained data? Is data that is no longer needed securely destroyed?
- Who is responsible for the choices made regarding AI? Are appropriate technical and organisational measures in place to protect personal data from unlawful processing, such as encryption, access management and regular maintenance of IT systems?
  Is an emergency procedure in place to respond quickly and appropriately to potential data breaches?

Tools and methods

- EU Artificial Intelligence Act: EU AI Act / High-level summary of the AI Act| EU Artificial Intelligence Act
- KnowledgeNet - applying the EU AI Act to schools. The AI Act: what can schools expect from this new law? - Knowledgenet
- In October 2022, the Commission published guidelines on the ethical use of AI by teachers and educators to help implement AI responsibly and protect pupils' rights. The guidelines are part of the Commission's Digital Education Action Plan (review autumn 2024).
- Kath Ond Flanders: 10 steps GDPR: examples, support and training: pro.site GDPR- (only for Flemish teachers in Free Subsidised Education)
- Learning network Schoolmakers: Learning network Artificial Intelligence - Schoolmakers (online 7 consultation moments around working with AI taking into account current regulations and knowledge).

Policy evaluation and adjustment

What?

Responsible AI is not a one-off exercise, but a continuous process of responsibly develop, procure, use and evaluate. With a flexible attitude, you are open to the lightning-fast changes in AI technologies. Regularly assessing whether AI use achieves the set goals and incorporating new developments will keep the policy relevant and effective.

Points of interest:

1. Realising that the AI policy is not set in stone, the school is flexible enough to adjust based on technological developments or feedback.
2. The management is willing to schedule a review moment every year where different aspects can be analysed: e.g. the impact of

- AI on learning through data analysis to
  To determine whether AI tools effectively contribute to improved learning outcomes,
- e.g. whether AI outcomes do not provide unfair advantages or disadvantages to specific groups of learners,
- e.g. whether the AI tools used continue to comply with ethical and privacy guidelines, ensuring data integrity remains guaranteed.

0	1	2	3
☐	☐	☐	☐
☐	☐	☐	☐

0= not yet in progress
1= exploratory phase
2= small-scale implementation
3= sustainably integrated

In dialogue (conversation starters)

- What data could we collect to analyse whether AI tools contribute to better learning outcomes?
- Have there been times when we saw AI tools favouring or disadvantaging certain groups of students? How can we measure and prevent this?
- How do we ensure that our AI policy is flexible enough to respond quickly to new technological developments and teacher feedback?
- Is it necessary to review our AI policy annually and make updates? How and when can we organise this? Should we involve external experts in this?
- In what ways can we involve parents, teachers and students in the annual evaluation of AI use in schools? What are effective ways to feedback?
- How can we ensure that the AI tools we use continue to comply with ethical and privacy guidelines?
- What protocols can we put in place to check this regularly?
- What are the best sources or partners to keep abreast of the latest developments in AI and education?

Tools and methods

- Currently still future music, but from 2025 it might be daily reality in the Flemish education: smartschool will collect data on learning, e.g. via automated feedback systems. These systems can help analyse how well students understand the material and where adjustments are needed to increase teaching effectiveness. Smartschool tracks learning problems through AI
- Use smartschool's survey feature or Google Forms for anonymous surveys of students, parents and staff. The results can help provide feedback on AI use collect, such as perceptions of fairness and effectiveness of AI tools.
- You can have AI assessments conducted by educational organisations, such as the European Digital Education Hub, to evaluate whether the AI tools used comply with national and international guidelines.
- The teacher can use user-friendly apps such as Mentimeter and Padlet to quickly collect feedback from students after lessons in which AI tools are used. With this feedback, short cuts can be made.
- Design tool and policy evaluation forms for each AI application used in the school. This form could track, for example, how a tool performs, whether it meets privacy and ethical standards, and whether it has the intended effect on learning.
- Schoolmakers developed a checklist AI policy in school that you can as a guide. Not everything may be in order right away, but if you take this tool with it at each stage, you can chart progress.

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