

## **UNESCO Consultation on AI Competency Frameworks for Teachers**

SUMMARY OF INPUTS RECEIVED THROUGH THE ONLINE FORM (as of 27 October 2022)

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### How can teachers' rights and teacher agency be protected when introducing AI into classrooms and other education settings?

- We need to understand the extent to which AI is being used or integrated in different education-related contexts.
- Emphasize teachers' irreplaceable roles in education, especially on designing and advancing learning that require higher-order thinking, creativity, collaboration and social values teaching; and that there are no learning or classroom decisions that should be made by AI, as ultimately all learning in the classroom and all decisions made and actions taken for the upskilling of learners is the responsibility of the teacher.
- Need to define roles and responsibilities of various skilled professionals in AI education ecosystem like computer-oriented workers, teachers and other domain experts.

### What are the main areas of AI competency for teachers?

- AI literacy, AI and pedagogy, ethics of AI, the use of AI for continuous professional development, the ability to foster AI competencies for students, etc.

### How can training on AI for teachers be streamlined (being integrated into national standards or frameworks for teachers or standalone, and being streamlined from pre-service teacher training to in-service teacher training)?

- Design special course/curriculum on AI for teachers, administrators and school management.
- Incorporate the AI curriculum in teacher training through universities; especially in developing countries, it should be incorporated in pre-service teacher training due to challenges that limit the lasting effects of in-service training even for basic upskilling in core curriculum components.
- For in-service teachers, features of the pedagogical application of AI should be aligned with teaching practice.
- AI competency could be added to digital teaching competencies.
- AI-based teacher development labs and teacher training platforms can be established to promote targeted AI competency training for teachers through accurate course delivery and personal training recommendation.

How can teachers and key stakeholders be involved in the development of AI competency frameworks for teachers?

- Invite teachers to contribute from the outset and avoid tokenism. Show them what we do know so far, what is working and the whole AI package of possibilities so that they will see trust, honesty and openness from the outset.
- Identify the parameters in education through AI; invite teachers to feed into the various humanity parameters of students and the related ecosystem.
- Invite AI experts, industry leaders, teachers and students, and other key stakeholders to participate in the interviews, walkthrough of practices of AI in education, and collection of feedback on AI application in education.
- Enterprises can establish big data platforms to monitor teachers' AI literacy, invite teachers with high AI literacy to participate in the work of enterprises, and provide advice on AI application development and iteration.
- To verify the competency frameworks, global engagement should be considered – such as working with teacher unions, ILO, etc.

Other comments you would like to share with us?

- Engage experts and experience from various levels of the education system from various models and systems. The consultation should be bottom-up rather than top-up.
- The infrastructure of AI for education varied greatly in different regions of the world. The sample selection of the verification for the AI competency framework should be considered.
- The framework should include some notion of "certifying" AIs for use in education, a "model card" like thing that makes it clear what the parameters are, how likely it aligns with ethics and truth, and so on.