The West Partnership Artificial Intelligence in Education Toolkit

* This is a tool that seeks to help establishments identify their understanding of AI, and how it can be applied in educational settings.
* Every stage should be evaluated by a Senior Leader, in partnership with practitioners.
* The challenge questions aim to help practitioners identify and evidence their level of understanding in relation to the evaluative statements in each stage.
* Please make use of the resources and further reading available, which are related to each evaluative statement.

The intended outcome for this toolkit is to have AI embedded in the curriculum to ensure practitioners and learners are confident with using this technology to enhance the learning experience, whilst also being aware of the challenges and risks involved.

Key	
Less than half	0-49%
Majority	50-74%
Most	75%+

Stages	Score
1. Basic definitions and uses of AI	No Result
2. Future implications of AI	No Result
3. Developing of curriculum, learning, teaching, and assessment	GREEN
4. Managing teacher workloads	No Result
5. Challenges and risks	No Result

GREEN	AMBER	RED
Most members of your establishment have a shared understanding of the basic definitions and uses of AI in education.	**The majority of members of your establishment have a shared understanding of the basic definitions and uses of AI in education.**	**Less than half of members of your establishment have a shared understanding of the basic definitions and uses of AI in education.**

1. Basic Definitions and Uses of AI

Whole school/department/faculty activity - Please place an 'X' in the appropriate response box by each statement. This will automatically traffic light the assessment for stage one.

1. Basic Definitions and Uses of AI	Most	Majority	Less than half	Challenge Questions	Links to resources	
1a) Practitioners have allocated time for professional learning and collegiate working for developing their understanding of AI.				Have we created protected time for professional learning and collegiate working to develop this, and consider its impact for children and young people?		
1b) Practitioners can define what AI is.				What do I already know about AI and its potential use in the classroom?	Conceptualizing AI literacy: An exploratory review (Ng et al, 2021)	Understanding AI: tips for school leaders
1c) Practitioners can explain how AI can be applied in educational settings.				How can we ensure we are improving our understanding and use of AI in the classroom?	Unpacking the "black box" of AI in education (Gillani et al, 2023)	
1d) Practitioners are familiar with key terms related to AI, including machine learning, deep learning, natural language processing, and generative AI.				How often are we using these terms when developing our knowledge and understanding of AI? To what extent can practitioners connect key terms related to AI to one another, and understand their similarities and/or differences?	See the West Partnership's AI in Education Scoping Review	
1e) Practitioners feel confident using AI in the classroom.				How confident do I feel using/ discussing AI with my class, and how can this be further developed?	Artificial intelligence is already changing how teachers teach (St George and Svriuga, 2023) – The Washington Post	West OS Podcast Episode 5: Understnading Artificial Intelligence

2. Future Implications of AI				SCORE	0	
GREEN	AMBER		RED			
Most members of your establishment are aware of the skills needed to prepare pupils when using AI, and the possible barriers they might face with accessing this technology.	**The majority of members in your establishment are aware of the skills needed to prepare pupils when using AI, and the possible barriers they might face with accessing this technology.**		**Less than half of members in your establishment are aware of the skills needed to prepare pupils when using AI, and the possible barriers they might face with accessing this technology.**			
2. Future Implications of AI						
Whole school/department/faculty activity - Please place an 'X' in the appropriate response box by each statement. This will automatically traffic light the assessment for stage two.						
2. Evaluation Establishment/Department/Faculty Approaches to Assessment	**Most**	**Majority**	**Less than half**	**Challenge Questions**	**Links to resources**	
2 a) Practitioners are aware of the importance of developing pupils' critical thinking and creativity skills when using AI in the classroom.				How can I support my pupils to develop the skills needed to use AI both in and out of school?	AI for oceans ChatGPT	Trustworthy artificial intelligence (AI) in education - OECD
2 b) Practitioners can facilitate the use of AI in the classroom in ways that support pupils to work independently.				To what extent does the use of AI enhance pupils' learning and give young people the skills to understand and apply this technology independently? Is the development of AI literacy, underpinned by computing science, enabling children to be skilled users and creators?	Zhorai	
2 c) Practitioners can facilitate the use of AI in the classroom in ways that support pupils to collaborate efficiently.				To what extent does the use of AI enhance pupils' learning and give young people the skills to understand and apply this technology in group settings? Is the development of AI literacy, underpinned by computing science, enabling children to be skilled users and creators?	ChatGPT See the West Partnership's AI in Education Scoping Review, Section 'Promoting Collaboration and Creativity'	
2 d) Practitioners consider equitable access to AI, and the potential impact of a digital divide to pupils' learning and development.				To what extent do pupils have equitable access to AI in the classroom, and what can we as a school do to help reduce any barriers they may face?		

3. Development of Curriculum, Learning, Teaching, and Assessment					SCORE			GREEN
GREEN	AMBER			RED				
Most members in your establishment have implemented AI in their curriculum to support learning, teaching, and assessment for all learners.	**The majority of members in your establishment have implemented AI in their curriculum to support learning, teaching, and assessment for all learners.**			**Less than half of members in your establishment have implemented AI in their curriculum to support learning, teaching, and assessment for all learners.**				
3. Development of Curriculum, Learning, Teaching, and Assessment								
Please place an 'X' in the appropriate response box by each statement. This will automatically traffic light the assessment for stage three.								
3. Framework for Assessment	**Most**	**Majority**	**Less than half**	**Challenge Questions**	**Links to resources**			
3 a) Practitioners are confident in the use of AI to support learning, teaching, and assessment.				What aspects of this review are most useful for me as a teacher that I can take to apply to my own teaching/class? Are there any subject areas I teach that AI can be used for to help with improving pupils' confidence? In what ways?	See the West Partnership's AI in Education Scoping Review	Quillbot	Youtube summary	Wordtune - rewrites any piece of text in a way that is more formal, or casual
3 b) Practitioners are confident with using AI to support an inclusive learning environment.				How can AI be used in the classroom to promote inclusion and encourage all pupils to further develop their understanding of this technology? Are the AI tools and resources we adopt as a class used effectively to create and sustain effective and inclusive learning environments?	Presentation translator	Otter	Speechify	
3 c) Practitioners regularly plan for the use of AI to promote active learning and collaboration among pupils.				How can I plan to use AI in the classroom to promote active learning and collaboration among pupils?	See the West Partnership's AI in Education Review, Section 'Promoting Collaboration and Creativity'	ChatGPT		
3 d) Practitioners make use of AI to track and monitor learner progress.				Are there any subject areas or modules that I can track more efficiently using learning analytics to monitor pupils' progress over time?	Quizalize	Power automate		
3 e) Practitioners are able to assess design assessments in ways that AI cannot be misused.				How can I adapt assessments to ensure they measure essential skills AI is not capable of, and discourage pupils' misuse of the technology?	5 easy tips for safeguarding good writing practices and navigating AI misuse			

Artifical Intelligence in Education Toolkit

Date Completed

4. Enhancing Teacher Workloads

SCORE 0

GREEN	AMBER	RED
Most members in your establishments have enhanced their teacher workloads through the use of AI.	**The majority of members in your establishments have enhanced their teacher workloads through the use of AI.**	**Less than half of members in your establishments have enhanced their teacher workloads through the use of AI.**

4. Enhancing Teacher Workloads

Please place an 'X' in the appropriate response box by each statement. This will automatically traffic light the assessment for stage four.

4. Moderation within Establishments	Most	Majority	Less than half	Challenge Questions	Links to resources			
4 a) Practitioners are confident with using AI in order to save time on administrative tasks.				In what ways could I use AI to save time when completing administrative tasks?	How artificial intelligence will impact K-12 teachers (McKinsey, 2020)	ChatGPT		
4 b) Practitioners are confident with using AI in order to save time on creating resources.				In what ways could I use AI to save time when producing classroom resources?	Curipod	Craiyon	Education Copilot	Quizalize
4 c) Practitioners are able to use AI resources to manage workload in order to maximise their time spent with learners.				To what extent do I make effective use of AI resources to manage my workload, and maximise the time I can spend with pupils? In what ways will my own working time as a teacher change through using AI, and how can I ensure this is used effectively?	See West Partnership's AI in Education Scoping Review, section 'Managing Teacher Workloads: Shifting Time'			
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4. Enhancing Teacher Workloads

Evidence: Please detail any evidence for the statements in Stage 4	Action: Note here any next steps for your establishment

5. Challenges and Risks					SCORE	0
GREEN	AMBER			RED		
Most members in your establishment understand the risks involved in using AI, and are confident with demonstrating how these can be avoided to their learners.	**The majority** of members in your establishment understand the risks involved in using AI, and are confident with demonstrating how these can be avoided to their learners.			**Less than half** of members in your establishment understand the risks involved in using AI, and are confident with demonstrating how these can be avoided to their learners.		

5. Challenges and Risks

Please place an 'X' in the appropriate response box by each statement. This will automatically traffic light the assessment for stage four.

5. Moderation across Establishments	Most	Majority	Less than half	Challenge Questions	Links to resources	
5 a) Practitioners are able to identify bias or inaccuracy within AI outputs.				To what extent can I critically evaluate outputs that have been generated by AI, and identify possible cases of bias or inaccuracy within this?	See West Partnership's AI in Education Scoping Review, Section 'What are the challenges and risks posed by AI?'	
5 b) Practitioners are confident with outlining the disadvantages of AI to learners.				How can I demonstrate to my class the disadvantages of using AI, and how these can be avoided?	AI is coming to schools, and if we're not careful, so will its biases (Perry and Lee, 2019)	Guidance for generative AI in education and research (UNESCO, 2023)
5 c) Practitioners can demonstrate how these disadvantages can be avoided to their learners.				What should I make my pupils aware of when it comes to using AI to ensure they use this technology safely and appropriately?		