Framework for Ethical Leadership in Education: *applied* - **#1 Artificial Intelligence**

FRAMEWORK FOR ETHICAL LEADERSHIP IN EDUCATION

TRUST	*Teachers are trustworthy and reliable.* We hold trust on behalf of children and should be beyond reproach.	**Be transparent and honest about why AI is being introduced—whether for learning support, behaviour monitoring, or administration, and how data is managed.**	**Make AI decisions in a way that earns and maintains trust from students, parents, and staff through engaging stakeholders in an open dialogue about the benefits and limitations of AI use.**	**Avoid any appearance of using AI tools for surveillance, commercial benefit, or data misuse. Clearly communicate how student data will be used, stored, and protected.**	*Example: Before implementing an AI learning tool, hold open meetings with staff and parents explaining its purpose, capabilities, and limitations, and seek consent where appropriate.*
WISDOM	*Teachers use experience, knowledge and insight.* We act calmly and rationally, serving our schools and colleges with thoughtfulness, propriety and good sense.	**Make informed, balanced decision by avoiding overreliance on AI or being drawn in by hype. Exercise critical judgement when making choices or approving AI solutions and do your background research.**	**Consider long-term implications of AI use on teaching practices, learning autonomy, student agency, and mental health.**	**Know when human judgment should take priority over automated systems by balancing the AI automation with the irreplaceable wisdom of human educators, especially in sensitive areas like exclusions, pastoral care and assessment.**	*Example: When using AI to identify students "at risk" academically, ensure staff make final judgments, supported by context and professional insight.*
KINDNESS	*Teachers demonstrate respect, generosity of spirit, understanding and good temper.* We give difficult messages humanely where conflict is unavoidable.	**Use AI in ways that uphold student dignity and wellbeing and never to humiliate or unfairly punish. Avoid tools that may stigmatise certain groups.**	**Recognise that AI can be perceived as dehumanising—counter this by maintaining empathy and connection, ensuring that AI policies are designed to be compassionate, and any AI-driven insights (e.g., attendance alerts or behaviour flags) do not unfairly penalise or profile students.**	**Promote AI applications that support inclusive teaching and personalised support for pupils who need it most.**	*Example: If AI flags a student for poor behaviour patterns, ensure the intervention includes supportive conversations, not automated sanctions.*
JUSTICE	*Teachers are fair and work for the good of all children.* We seek to enable all young people to lead useful, happy and fulfilling lives.	**Be vigilant about bias in AI algorithms that could unfairly affect certain groups ensuring AI systems are free from bias and discrimination—audit for fairness across race, gender, SEND, and socio-economic status.**	**Ensure equal, equitable access to AI-enhanced resources and AI-supported learning tools, especially for disadvantaged students and those with limited digital.**	**Use AI to identify and close learning gaps, not to entrench existing inequalities and reinforce them.**	*Example: Regularly audit AI learning platforms to check whether students from different backgrounds are being equally supported and represented.*
SERVICE	*Teachers are conscientious and dutiful.* Our actions protect high-quality education.	**View AI as a tool to support high-quality education, not to replace professional judgment or reduce teaching to automation. Adopt AI only when it clearly serves educational and pastoral purposes, not convenience or institutional reputation.**	**Avoid replacing meaningful human relationships with AI interactions; ensure tech enhances rather than replaces human connection. Involve student voice—seek feedback on how AI affects their learning experiences.**	**Follow data protection laws and ethical standards for procurement and implementation, respecting the institutional safeguards (e.g. governing body oversight, teacher voice) that protect the integrity of the school.**	*Example: Ensure any AI system complies fully with GDPR and is reviewed by the school's data protection officer before adoption.*
COURAGE	*Teachers work courageously in the best interests of children and young people.* We protect their safety and their right to a broad, effective and creative education. We hold one another to account.	**Speak out against AI uses that violate privacy, fairness, or student autonomy. Be willing to challenge unethical practices—e.g., say no to AI tools that misuse data, commodify students, or promote surveillance**	**Question resource providers and challenge government or multi-academy trust decisions that push unsafe or inequitable AI. Support staff in raising concerns about inappropriate or excessive AI usage.**	**Don't shy away from leading debates around AI ethics and future impacts, even when they raise difficult questions. Protect staff and students from over-dependence on AI, encouraging thoughtful, human-centred pedagogy.**	*Example: Reject an AI behavioural tool that scores students in a way that leads to public ranking or social stigma.*
OPTIMISM	*Teachers are positive and encouraging.* Despite difficulties and pressures we are developing excellent education to change the world for the better.	**See AI as a potential force for good—to inspire creativity, curiosity, and personalised learning, especially for disengaged or struggling students, making learning more inclusive, and engaging.**	**Encourage students and staff to explore and develop AI literacy and innovation, equipping them to thrive and participate confidently in the digital world.**	**Promote a vision where technology supports inclusion, lifelong learning, and equity. Support creative, optimistic applications of AI—such as AI-assisted feedback or student-led AI projects.**	*Example: Introduce a student tech club to explore ethical AI use, developing projects that combine creativity with digital skills.*