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Artificial Intelligence must be the servant of teachers and students, not their master.

Schools are places of innovation and creativity, and school staff are often early adopters of new and emerging technologies. However, the profession is rightly concerned about numerous serious issues related to artificial intelligence, (AI) including veracity of information, respect for intellectual property, and security of data.

Online privacy and safety concerns for students and school employees remain significant issues.

The IEU welcomes the opportunity to make a submission to the [House Standing Committee on Employment, Education and Training inquiry](#) into the use of generative AI in the Australian education system.

The IEU emphasised a number of [key considerations in our submission \(full details here\)](#):

- The National AI Taskforce, and all other agencies collaborating on AI guidelines, must include meaningful engagement with the education workforce and union representatives.
- Guidelines must be developed in a cohesive and considered fashion.
- AI policy responses and school practices designed to safeguard the integrity of student work and academic assessments must also be evaluated in terms of the potential impact on teacher workload.
- Access to high-quality, easily accessible and ongoing professional development for teachers will be a critical component of safe and effective use of AI technologies in schools.
- An urgent review of curriculum content to embed strong ethics education and critical literacy training is necessary.
- Equitable access for all students should be guaranteed through significant and ongoing investment in infrastructure and the elimination of any disparity between levels of access available to schools or particular student cohorts.

The voice of the profession must be paramount during this inquiry and any other consultations to develop AI guidelines for the education sector.

Employers and governments have a joint duty of care to students and school employees to address these concerns, so that generative AI tools are not a threat to privacy, equity and wellbeing, but rather a valuable resource that equips learners for future-focused education.