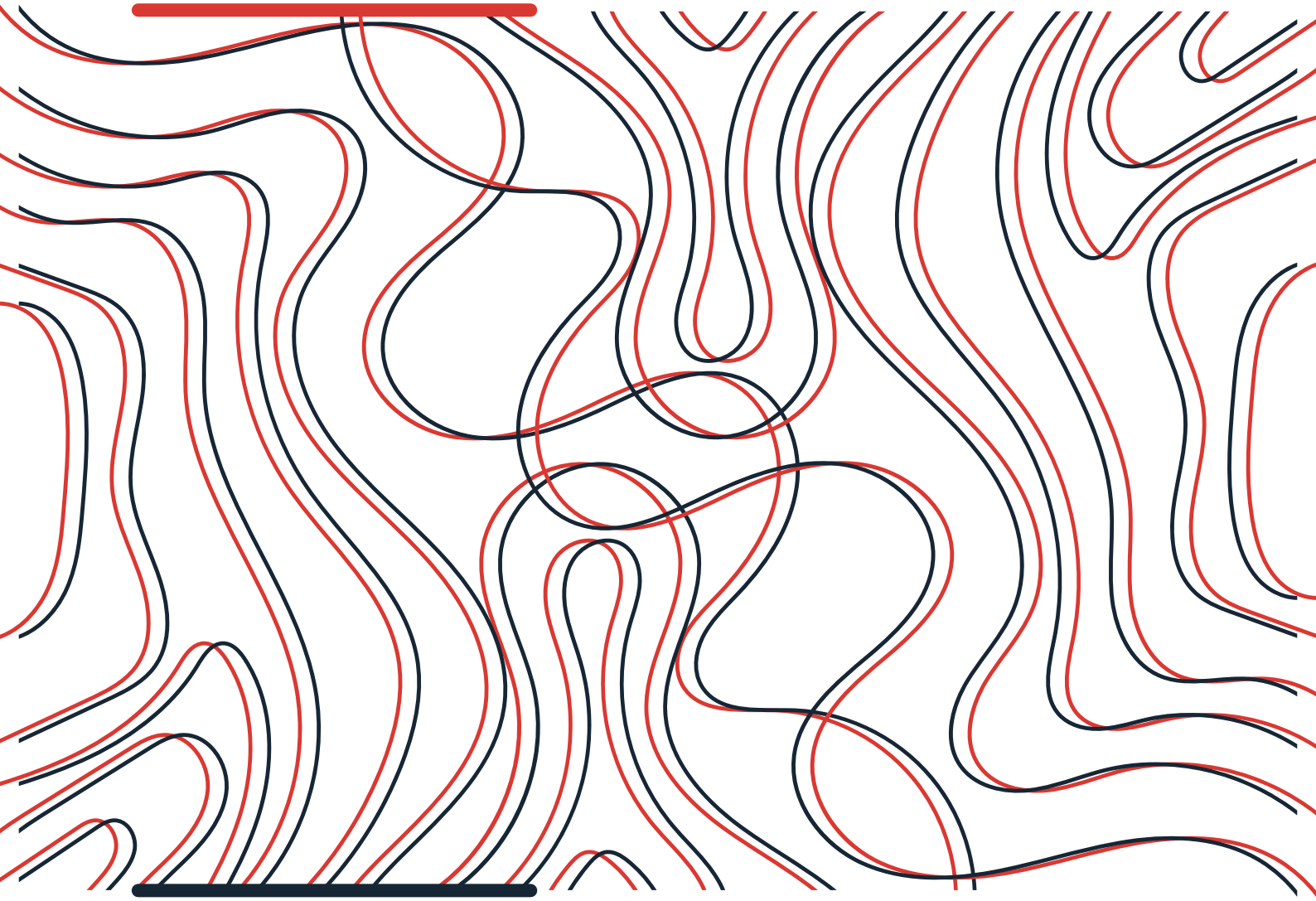
REDSHIFT
EDUCATION

AI in Education:

Transforming Learning or Undermining it?

A thought piece exploring the impact that AI has had and will continue to have on education and what we need to do as educators moving forward.



Prepared By :
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Head of Digital Strategy and Transformation

A Word From Our Founder



Artificial intelligence is already influencing how we live, work and learn. Its development presents education with profound opportunities, but also with important intellectual, ethical and practical questions. At Redshift Education, we believe that schools must engage confidently and thoughtfully with this changing landscape.

I am pleased to support this Redshift initiative and the publication of this thought piece, which reflects our determination to contribute meaningfully to the wider discussion surrounding AI in education. We approach this subject with genuine passion, intellectual curiosity and an anticipatory outlook. We want our schools to be sufficiently responsive to embrace emerging possibilities, while retaining the discernment to examine their educational value carefully.

Our ambition is not simply to introduce new technology because it is available. Innovation must always have a clear educational purpose. AI should enhance the expertise of teachers, widen access to learning and help young people develop the knowledge and capabilities they will need in an increasingly complex world. It must not weaken intellectual independence, authentic learning, professional judgement or the human relationships that remain central to an excellent education.

This paper does not seek to offer definitive answers to questions that are continuing to evolve. Rather, it encourages informed discussion, constructive challenge and responsible experimentation across Redshift schools and the wider educational community. That willingness to question, evaluate and refine our thinking is essential if we are to respond intelligently to the pace of technological change.

As educators, our responsibility extends beyond preparing pupils to use artificial intelligence competently. We must equip them to understand its limitations, interrogate its outputs and apply it with judgement, integrity and imagination. Whatever technological developments may emerge, our fundamental purpose remains unchanged: to develop knowledgeable, discerning, creative and compassionate young people who are prepared not merely to enter the future, but to contribute meaningfully to shaping it.

Timothy Fisher
Founder and Chairman
Redshift Education

Executive Summary

Whether you're excited by it or sceptical of it, one thing is becoming increasingly clear: Artificial Intelligence isn't going away. In just a few years, it has gone from something we experimented with to something that's being built into almost every platform, device, and piece of software we use. The question is no longer whether AI should be part of education, because that decision has been made for us. The real question is how we choose to use it.

Over the past year, I've found myself thinking about that question a lot. Like many people working in education, I've seen AI save hours of workload, improve accessibility and open up genuinely exciting opportunities for teaching and learning. I've also seen it raise questions and concerns about authenticity, dependency, critical thinking and, ultimately, the purpose of education itself.

This thought piece isn't intended to provide all the answers. Instead, it's an opportunity to step back from the conversation about AI tools and ask some bigger questions. Where is AI already making a difference? Where might it take us over the next five years? What should we be excited about? What should we be cautious about? And perhaps most importantly, how do we ensure that AI strengthens education rather than changing what education is all about?

Throughout this piece, I argue that as knowledge becomes increasingly accessible through AI, our role as educators becomes even more focused on developing the capabilities that technology cannot replace, things like critical thinking, creativity, communication, collaboration, resilience, digital literacy and research literacy. These aren't things that are nice to have; they are becoming the qualities that will allow the next generation to thrive in an increasingly complex and digital world.



Beyond all of this, this piece argues for a human-centred approach. One that starts with an educational purpose rather than technology, values partnership over banning innovation and recognises that the best use of AI isn't measured by how much of it we implement, but by whether it genuinely helps us develop knowledgeable, thoughtful, compassionate and capable young people.

Because ultimately, I don't believe AI should define education. I believe our educational philosophy should define how we use AI.

Why Schools Must Take A Position.

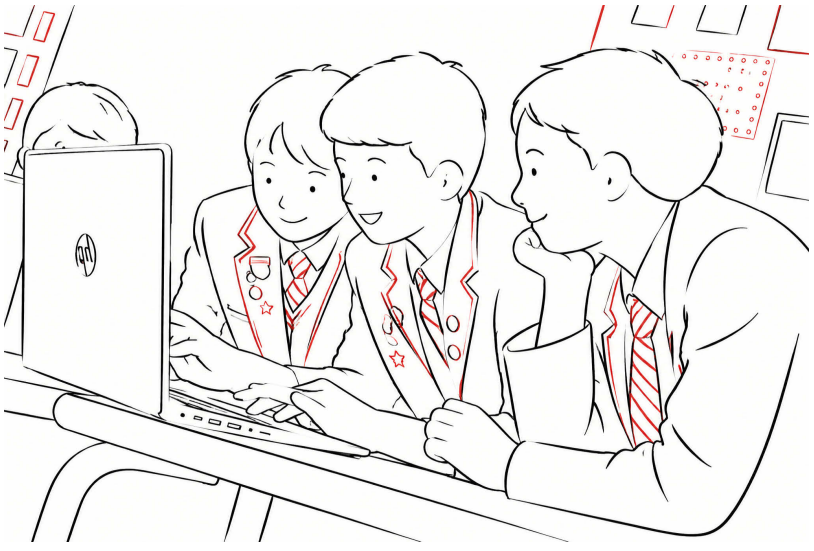
AI is no longer something on the distant horizon, nor is it likely to fizzle out like other once-hyped technologies (looking at you, 3D TVs). Since the emergence of public use generative AI in 2022, it has become embedded in almost everything we use, from devices and websites to apps. Developers show no signs of slowing down, and AI is becoming increasingly integrated into the platforms and hardware that educators rely on to deliver high-quality learning experiences.

The challenge we face now is no longer when or how AI will impact what we are doing, but rather how will we shape the use of AI with enough clarity, confidence, and purpose to positively impact students and the school.

This means that we can no longer afford to remain passive regarding the use and implementation of AI, hoping that it will work itself out; choosing to take no action is in itself a position, and frankly, one that leaves schools, students and staff without principles, expectations or an idea of what constitutes appropriate and good use of AI.

Therefore, we need to move beyond asking whether AI should be present in education, because that decision has passed; it is no longer in our hands. If we want to continue to develop students to thrive in the world, then we should instead be asking:

·What problems does AI genuinely help us solve?
·What learning does it strengthen?
·What are the risks?
·How can we ensure that it aligns with the wider purpose of education rather than distorting the lines of learning?

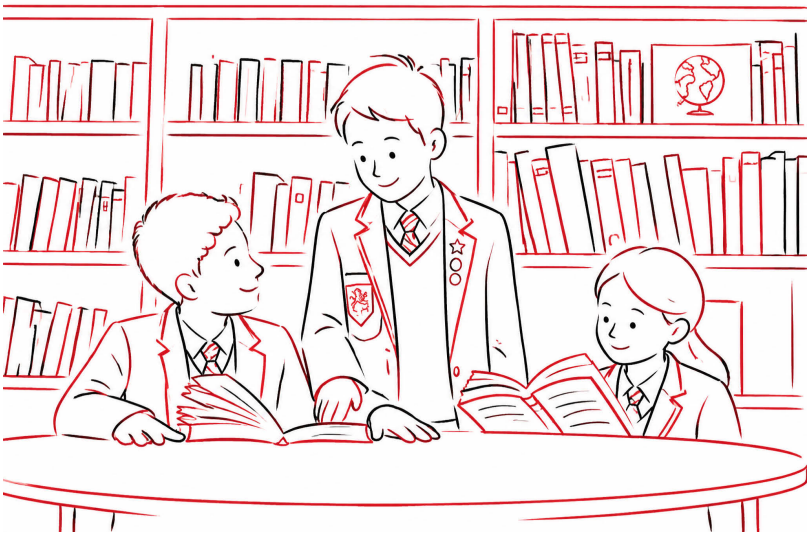


Where AI Is Already Delivering Value.

In practice, there are already many ways AI is supporting and enhancing education, both from the perspective of Teaching and Learning and the general day-to-day running of schools. When approached thoughtfully, it can improve efficiency, widen access to learning and support, and help staff focus their time where it matters most, making a difference to the students they teach.

Supporting Teaching and Planning:

AI can help teachers generate resources, create retrieval questions, draft model answers, adapt texts for differentiated reading, and produce draft activities. Used in this way, it acts less as a replacement for planning and more as a support tool to save time and broaden what is sometimes a large and daunting task in an already busy teacher's life.



Reducing Workload and Administrative Tasks:

AI can also support the wider operational running of schools, drafting emails (bearing in mind confidentiality and GDPR, of course!), producing notes, supporting report writing, turning long documents and reports into usable summaries – I imagine, much like this one, and drafting/checking policies.

Improving accessibility and Inclusion:

A key application that AI is already enhancing is access to learning. Translation tools, text simplification, text-to-speech, alternative explanations, and instant, personalised support for students with SEND or EAL help broaden access to education. In school, AI can serve as a valuable resource for creating flexible, personalised, and responsive learning experiences tailored to each individual student, stretching your deeper learners and supporting your lower students.

Supporting feedback, revision and independent practice:

AI can also support every student, instantly and directly, with customised tools such as revision support, guided explanations, self-quizzing, and scaffolded feedback. Used carefully, these tools can help students rehearse and refine their knowledge, revisit misconceptions and build confidence.

The Next Five Years of AI in Education (a speculation)



AI to become invisible

As I have already said in this piece, AI is being integrated into everything. Every device, website, and app we interact with is either already powered by AI or moving quickly in that direction. Even as I write this, I am using Grammarly to support my writing, and that now comes with its own AI agent: Superhuman Go to prompt me on my writing. My Mac is increasingly shaped by AI features that make day to day tasks a lot easier, like summarising texts I receive.

The reality is that the devices, websites, and apps our students and staff use will soon have AI functionality built into them as standard. The question becomes less 'Should we be letting students use AI?' and more 'How do we use the AI that is already built into everything?'

Every Student Will Effectively Have A Personal Tutor

Even in the past two years, AI growth has skyrocketed. This year alone, I have seen students turn OpenAI's ChatGPT into a personal tutor, utilising its 'Learn' mode to create personal tutors in which they upload resources, presentations, and activities to further teach them, expand their knowledge, build revision materials, support their homework and provide further personalised feedback. I have also seen students use CoPilot during an online, in-class assessment to find the correct answers. The balance here is teaching our students how best to utilise AI to further our learning and develop our knowledge, rather than replace the act of learning itself.

Looking ahead to AI, I am sure this will only grow; platforms are already beginning to integrate personalised AI tutors, such as FlintAI and Khan Academy (to name a few), and students are gaining unprecedented ownership over their learning, moving away from a reliance on scheduled classroom hours toward an era of on-demand, personalised revision and feedback.

Teachers To Become Architects Of Learning



The development of educational technology has been almost unprecedented. Out of curiosity, I decided to reread my infant school's Ofsted report from 2004. It stated that each classroom had only two computers and that most students had access to a shared computer at home. Just three years later, my primary school's 2007 Ofsted Report praises the school for equipping every classroom with an interactive whiteboard and notes how much they have enlivened learning.

Fast forward to today, and those once-transformational technologies are simply expected. If a board breaks or if a student doesn't have their device, the entire lesson has to change. Technology has moved from being an enhancement to becoming an integral part of the learning experience.

The point is that in the past 20 years, the growth has been exponential, and if we take Moore's Law, the principle that computing power doubles roughly every two years, and apply that trajectory to AI, although not a perfect indicator, it illustrates well the speed at which technological capabilities can advance. The classroom of 2031 will look entirely unrecognisable to us today. We are moving into an era where technology assists us as teachers, co-authoring the experience, and we are there to facilitate and build learning opportunities for students.

This does not mean that teachers become less important; personally, I think the opposite. As AI increasingly takes on tasks such as generating resources, adapting content and providing feedback, the teacher's role becomes even more centred on the aspects of education that technology cannot replicate: designing meaningful learning experiences, nurturing curiosity, building relationships, developing character and helping students make sense of the increasingly complex world that we live in.
The Teacher of the future is not going to be simply a deliverer of knowledge or a facilitator of learning. They will become the architect of learning: designing experiences that develop knowledge, curiosity, critical thinking and the human capabilities that allow students to thrive alongside AI rather than become dependent on it.

Curriculum Reform – Knowledge application, not acquisition.

If AI continues to develop at its current pace, I believe one of the biggest changes we will see won't be the technology itself; it will be whether our curriculum prepares students for the world they will be entering. Knowledge will and should remain the foundation of education, but as information becomes increasingly accessible, we need to place greater emphasis on applying that knowledge rather than just recalling it. The 21st Century Skills that I talk about in this piece will become just as important as the knowledge upon which they are built.

This shift will inevitably lead to wider conversations around the curriculum and its design, assessment and qualifications. Rather than asking what AI can do, we will need to ask what knowledge, skills, and experience our students need to thrive in a rapidly changing world where AI is used every day.

Part of the reason for this is the changing nature of the job market itself. Many of today's entry-level jobs, the same jobs that traditionally young adults use to gain experience and develop into professionals, are likely to be gone – in fact, we are already seeing this with more young people struggling to find jobs, as there are so few entry-level jobs available. If the tasks and roles those jobs were based on are gone and instead automated, the qualities that will set a good applicant apart from an excellent one will be those that AI struggles to replicate: critical thinking, creativity, communication, leadership, collaboration, and ethical judgment.



The Questions We Cannot Yet Answer

In this section, rather than writing a large paragraph about the uncertainties of AI and its broader impacts, I want to instead give you a few questions that I hope will spark some thought and opinions:

- If every student has an AI tutor, what becomes the purpose of homework?
- If AI can explain every topic, what is the point of an exam?
- If AI creates code, what becomes the purpose of learning programming?
- If AI becomes emotionally aware, can technology replace human relationships?
- If AI becomes commonplace, what qualities become more valuable?

Protecting The Purpose Of Education



AI has the potential to transform education for the better. It can reduce administrative burdens, improve accessibility, personalise learning and free up teachers to spend more time on the aspects of learning that matter the most. However, alongside these opportunities sits a more important question.

Does its use strengthen the purpose of education?

The world has embraced technology that improves the quality of life and reduces workloads. This is no different in education, from calculators and interactive whiteboards to cloud computing and, more recently, one-to-one devices; each innovation has changed how we teach. On this scale, AI is different because it has the potential to influence not only how learning is delivered, but who actually learns.

As educators, we must ensure that, in the pursuit of efficiency and time, that we do not lose sight of what we are fundamentally trying to achieve: not just the transfer of information, but the cultivation of critical thinking, empathy, and lifelong curiosity.

Productive Struggle

Some of the most meaningful learning happens when students struggle with uncertainty, make mistakes, refine their thinking, persevere through challenges, or take a completely different approach even though they are halfway there. Difficulty is not a sign that they have failed and that everything is wrong; it is evidence that learning is taking place and that they want to grow.

If AI removes every obstacle, every moment of uncertainty and every opportunity to struggle, we should pause and ask an important question:

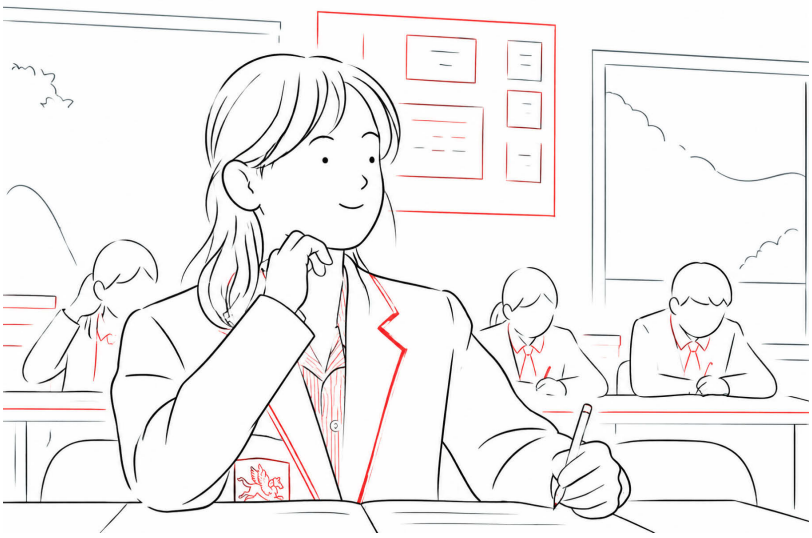
Has learning actually taken place, or has the technology simply produced an answer?

The goal of AI should be to scaffold learning, not eliminate the cognitive effort that enables it.

Authenticity

Support has always been part of education. We model examples, spend hours talking through problems, parents help with homework, and students collaborate on ideas. AI is simply another form of support.

If a student uses AI to clarify a difficult concept, that is support. But when AI plans the essay, structures the argument and writes the response, the line between assistance and authenticity becomes blurred. We must carefully define where that line sits if authentic learning is to be preserved.



Curiosity

Learning has always begun with questions; great classrooms are filled with students asking 'why', 'how' and 'what if' (even if it sometimes comes at the completely wrong time). AI can answer those questions instantly, but we cannot let it remove the desire or need to ask them. There is a subtle but important difference between using AI to explore ideas and then relying on AI to think on our behalf. The challenge for schools is to ensure that AI becomes an enabler for curiosity rather than a substitute for it.

Creativity

Perhaps one of the greatest opportunities AI offers is the ability to generate ideas, explore possibilities and accelerate the creative process. Used well, it can act as a powerful creative partner. But it can also remove the entire creative process from us when used incorrectly.

Creativity is not simply producing a finished product; it is the process of imagining, experimenting, failing, refining and creating something that is yours, that is unique. Schools must ensure that AI enhances this process rather than replacing it.

Critical Thinking

Generative AI often produces responses with remarkable confidence; unfortunately, confidence is not the same as accuracy. One of the many skills young people will need in the world is the ability to evaluate information critically, to question it, to identify bias, and to recognise when something is incomplete or simply wrong.

If students accept AI responses without scrutiny, we risk replacing thought, curiosity and questioning with 'it's right because it said so.' AI should become something students critique, challenge and improve, not something they automatically trust.

Teacher Judgement

Teaching has never simply been about delivering information. Excellent teachers understand the context behind a student's performance and know what needs to happen to help that student develop. They recognise emotion, motivation, and confidence, understand misconceptions and the important relationships that shape learning.
AI can analyse patterns, suggest resources and automate routine tasks, but it cannot truly understand the lived experiences of the children sitting in front of it. Our professional judgement remains one of the most valuable assets within education. AI should support that judgment, never replace it; we cannot let it alone tell us how our students are doing, just based on the information it gathers from students using it.

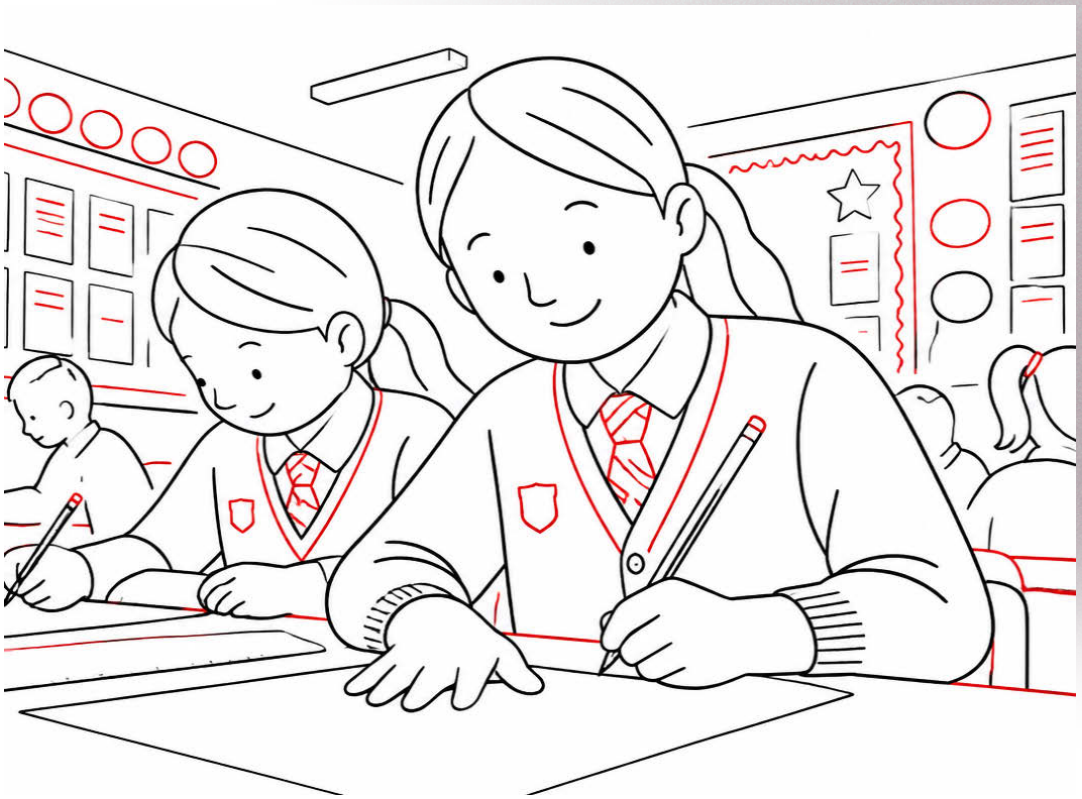


Human Relationships

The greatest strength of education has never been the curriculum itself, but the relationships through which learning takes place. I still remember the teachers who believed in me, the conversations that changed my perspective, the encouragement that gave me confidence, and the classrooms where I felt I belonged and could thrive. This is no different today. Technology can personalise learning, but it doesn't genuinely care; it cannot truly celebrate success, notice a child's anxiety before they speak, or inspire confidence through trust built relentlessly over time. As AI becomes increasingly embedded within education, we must protect these deeply human aspects of learning.

A Human-Centred Framework

Throughout this piece, I've argued that AI isn't something we can simply ignore, nor is it something we should rush towards simply because it's the latest innovation.
I've learnt over my career (albeit not the longest, yet) that introducing anything, never mind technology, into schools is rarely just a technical challenge. More often than not, it's a human challenge. Technology changes quickly, and tools come as quickly as they go. Whereas schools don't, teachers don't, and truthfully, nor should they, there are many considerations when implementing technology, from financial to training to impact.
Teachers invest years developing approaches that they know work. They care deeply about their students and, understandably, can be cautious about anything that appears to threaten the relationships, routines and professional judgement that sit at the heart of great teaching.
That's why I believe any AI strategy has to begin with people, not platforms. Before we ask what AI can do, we need to know what challenge we're trying to solve, whether AI genuinely helps us solve it, and whether it improves learning in a way that is meaningful for both teachers and students.



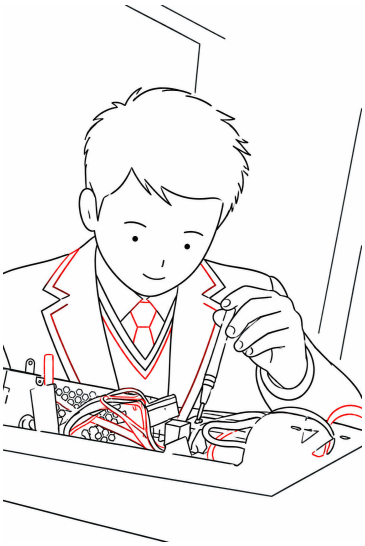
Principle One: Start with the Learning, Not the Technology

One framework I've found myself coming back to repeatedly is PICRAT. I like it because it asks a question that every school should be asking before introducing any technology:

Is this actually making learning better?

Technology shouldn't be used simply because it exists or because everyone else is using it. We've all seen examples of lessons where technology adds very little, beyond making the same activity happen on a screen rather than on paper. If AI simply replaces one process with another without improving learning, engagement or accessibility, then we should be prepared to question whether it adds any real educational value and if it was actually worth it.

The best uses of AI, or technology for that matter, don't simply replace existing practice. They amplify it, transforming it, making learning more accessible, feedback more meaningful, teaching more responsive, and freeing teachers to spend more time doing what only teachers can do.



Principle Two: AI Should Enhance Human Capability, Not Replace It

As someone who loves technology and surrounds themselves with it, I've never once believed that technology should replace great teaching or will replace an excellent teacher with a set of whiteboards or books and an engaged class, and AI doesn't change that.

Used well, AI has the potential to remove some of the repetitive tasks that consume teachers' time, such as drafting documents, adapting resources, summarising information, or producing first drafts. That's valuable because it creates more time for questioning, feedback and building meaningful relationships with students.

The same principle applies to students: AI should support thinking, not replace it. It should help our students ask better questions, explore different perspectives and build confidence when they're stuck. It shouldn't become a shortcut that allows them to bypass the thinking and challenges that learning depends upon.

Ultimately, I think every implementation of technology or AI should strengthen the skills we want every young person to leave school with: critical thinking, creativity, communication, collaboration, resilience, digital literacy and the ability to research, question and evaluate information. If AI weakens those skills, then we're using it wrong, and we need to re-evaluate.

Principle Three: Keep People at the Centre

One thing AI doesn't understand is human context. It won't know that a normally confident pupil has become unusually quiet. It won't recognise the look on a student's face that tells you they understand the answer but don't have the confidence to say it. It won't know the family conversation you had the previous evening. Teachers know those things. Parents know those things. Schools know those things.

That is why responsibility for education must always remain with people. AI can inform decisions and provide statistical insights, but it should not make them. Professional judgement, ethical decision-making and accountability remain fundamentally our responsibility.

Principle Four: Build AI Literacy Together

I don't think banning AI is the answer, nor is telling students that using it will land them in detention or in a lot of trouble, because the reality is they will use it behind your back and not tell you, and there is little we can do to stop them from using it at home. Instead, we should teach young people how to use it well. That means helping them understand not only what AI can do, but where it gets things wrong, where bias exists, why checking things matters and when independent thinking and research is more valuable than immediate answers and saving an hour so you can play video games and talk to your friends.

This isn't something schools can do alone. Parents, teachers, leaders, and students all need a shared understanding of what responsible use of AI looks like. Like online safety, AI literacy should become part of the broader partnership between school and home.

Principle Five: Make Sure Every Learner Benefits

One of the things I find most exciting about AI is its potential to make education more inclusive. I've already seen and demonstrated examples where AI can translate text instantly, adapt reading levels, generate alternative explanations, and provide support for students who have previously struggled to access the curriculum independently.

That opportunity comes with a responsibility; AI should narrow gaps, not widen them. It shouldn't become another advantage available only to those with the best devices or greatest confidence using technology. A successful implementation is one that benefits every learner, not just the most confident ones.



Principle Six: Keep Asking, "Is This Actually Better?"

Perhaps the biggest mistake we can make is assuming that once an AI tool has been introduced, our job is done. Technology evolves too quickly for that; every implementation should be reviewed regularly, not simply to see whether people are using it, but to ask whether it is actually improving education.

- Has learning improved?
- Has teacher workload genuinely reduced?
- Has accessibility increased?
- Are students becoming more thoughtful, more independent and better equipped for the future?

If the answer to those questions is no, then we should be confident enough to change direction; technology should remain accountable to education

What this means for Schools:

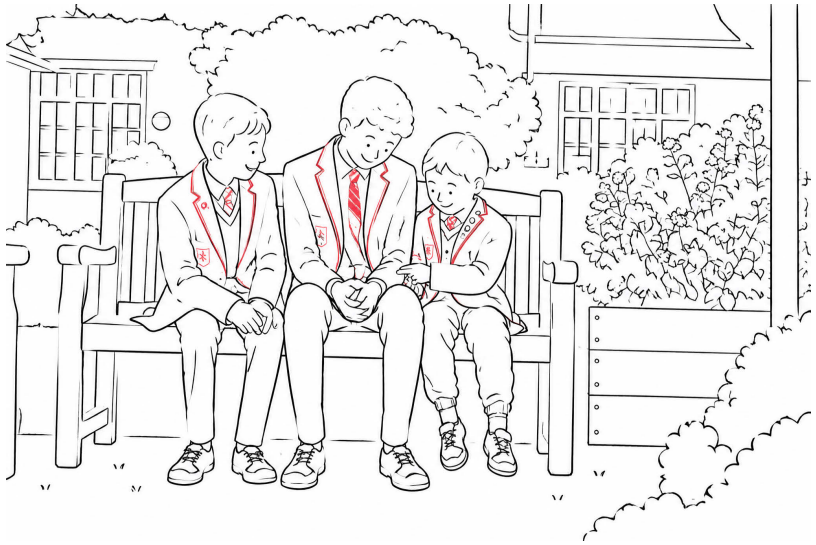
If you've made it this far, you might be thinking, "So where do we actually begin? The reality is that there isn't a single answer or a strategy that will work for every school. A Prep school will approach AI differently than a Senior School, and a small independent school will have different priorities and issues than a large multi-academy trust. However, I do think there are common themes that every school should consider.

Start with your vision, not your strategy.

Before looking at AI tools or new technologies, we need to be absolutely clear about what we believe great teaching and learning look like. Technology should support that vision, not be the basis of it. Every investment, every pilot and every decision should begin by asking one simple question:

How will this improve teaching and learning for our students?

If the answer isn't clear, then introducing AI simply because it exists is unlikely to lead to meaningful change or improvement.



Invest in people before platforms.

Throughout my career, I've learned that technology implementations rarely fail because of the technology itself. It fails because people haven't been given the confidence, understanding, time or support to embrace the change. Teachers shouldn't feel that AI is something being done to them. They should feel that it's something being developed with them.

Professional development will therefore become one of the most important investments schools can make. Not just training people how to use AI and technology, but helping them understand when to use it, when not to use it and how to evaluate whether it's genuinely improving learning.

Teach AI literacy, don't simply police AI use.

Banning AI is probably the worst way to prepare young people for a world where AI is becoming embedded into almost every profession they are likely to enter. Instead, we should deliberately teach students how to use AI responsibly. That includes understanding its strengths, recognising its limitations, questioning its outputs, identifying bias, protecting personal data and understanding where AI supports learning and where it begins to undermine it. Ultimately, responsible AI use should become another aspect of digital citizenship.

Review curriculum and assessment.

Personally, I don't think AI changes what we should teach (that's a whole different problem) nearly as much as it changes what we should value. Knowledge will always matter, but we should become even more mindful of developing the curiosity, critical thinking, creativity, and resilience that enable students to apply that knowledge. The same applies to assessment. As AI becomes more capable, understanding how students arrived at an answer will become just as important as the answer itself.



Build a Culture of Thoughtful Innovation

One thing I've learnt from leading digital change is that schools don't need to implement everything immediately. In fact, we probably shouldn't. There will always be another platform, another tool or another company claiming to have the next big thing. Chasing every innovation is exhausting, a waste of time, and, more importantly, rarely leads to better outcomes for students.

Instead, we should be confident enough to take our time, pilot new ideas, gather evidence, and listen to staff and students, be prepared to refine what works and equally prepared to walk away from what doesn't. To me, in education, innovation isn't about being first; it's about making informed decisions that genuinely improve teaching and learning.

The goal shouldn't be to become the most technologically advanced school. It should be to become the school that uses technology most thoughtfully, where every decision has a clear educational purpose and every new tool earns its place in the classroom.

Conclusion



If there is one message I'd leave with anyone, it's this: AI will continue to evolve whether we're ready for it or not. Software will change. Platforms will come and go. Today's market leader may not even exist in five years' time.

Our purpose, however, shouldn't change.

Schools exist to develop knowledgeable, thoughtful, compassionate and capable young people. We exist to help students discover who they are, build meaningful relationships, develop character and prepare for a world that none of us can fully predict.

If AI helps us achieve that more effectively, then we should embrace it. If it distracts us from that purpose, then we should have the confidence to challenge it. Ultimately, success won't be measured by how much AI we implement. It will be measured by the young people who leave our schools and the adults they become.

Final Word

This piece of writing is my own thoughts, feelings and opinions on the impact that AI and technology have on education. The writing of this piece was supported by AI to enhance language and tone, improve readability, and avoid repetition. The tools that I used were Grammarly and OpenAI's ChatGPT.

Postface

Whilst I have spent much of this piece arguing that schools should embrace AI and the opportunities it presents, that does not mean we should rush towards every new tool without considering the risks. Innovation in education has to sit alongside our most important responsibility: keeping children safe.

Keeping Children Safe in Education makes it clear that safeguarding is everyone's responsibility. That remains just as true when pupils are interacting with an AI platform as it is when they are using social media, browsing the internet or communicating online. AI may be new, but many of the concerns surrounding it are familiar: exposure to harmful or inaccurate content, inappropriate interactions, misuse of personal information, age restrictions and the possibility of technology influencing vulnerable young people in ways that are difficult to predict.

This does not mean that the safest response is simply to ban AI. As I have already argued, AI is becoming integrated into the devices, platforms and services that pupils use both inside and outside school. Ignoring it will not make those risks disappear. In fact, it may leave young people less prepared to recognise them and less confident about asking for help when something goes wrong.

Instead, we need to approach AI with the same thoughtful and informed judgement that should guide all decisions about technology in schools. Before introducing a tool, we should understand what it does, what information it collects, who it has been designed for and what safeguards it provides. We should respect age restrictions, protect personal information, maintain appropriate filtering and monitoring, and make sure pupils know that they can speak to a trusted adult if an AI interaction produces something harmful, uncomfortable or simply strange.

Most importantly, responsibility must remain with people. An AI system should never replace the professional judgement of a teacher, the oversight of a safeguarding lead or the care and understanding of the adults who know a child. Technology may help us identify patterns, provide support or improve access to learning, but it cannot carry the responsibility that comes with safeguarding a young person.

I do not believe that innovation and safeguarding are opposing ideas. Done properly, safeguarding is what allows us to innovate with confidence. It gives us the boundaries, questions and checks that help ensure technology is being used purposefully and responsibly.

We should therefore remain curious about what AI could make possible, but never careless about how it is introduced. Our responsibility is not simply to prepare pupils for a future shaped by AI. It is to make sure that, as they enter that future, they have the knowledge, judgement and support needed to navigate it safely.

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Thank You!

Thank you for taking the time to read this piece. I hope it encourages further reflection, discussion and challenge around how we can use AI thoughtfully, responsibly and always in service of great teaching and learning.

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