NASUWT principles for the ethical design, development procurement and application of digital technologies and AI – summary version

A public good and human right

1. **Education is a public good and a human right and digital technologies must serve the broader goals and objectives of education. This includes ensuring high-quality inclusive and equitable education for all, recruiting, developing and retaining a high-quality teaching workforce and building a just, sustainable society.** *This means:*
   - *Based on lawful rights including human rights*
   - *Clear and demonstrable benefits for teachers, learners, and teaching and learning*
   - *Accessibility – tech must not create barriers to learning*
   - *Meaningful consultation, negotiation and agreement*
   - *Meeting the principles in Unicef's Policy guidance on AI for children*
   - *Human involvement and oversight at all stages of decision making*
   - *A strategic approach to digital tech*

Complying with legal and regulatory frameworks

2. **The design, development, procurement and application of digital technologies comply with legislation, regulations and good practice standards.** *This means:*
   - *Upholding children's rights including their rights under the UNCRC*
   - *Upholding and protecting teachers' rights including in relation to data protection and privacy, health and safety, equality and human rights, work and working conditions*
   - *Engaging workforce unions in decision making, and undertaking impact assessments to identify risks and guide decisions*
   - *Consulting staff and learners affected by a technology*
   - *Mechanisms for protecting rights are set out in policies and procedures and clearly communicated, including explaining how breaches will be addressed*
   - *The right to opt out where there are legitimate concerns about the use of a particular technology or system which cannot be addressed through mitigations*

Data protection and privacy

3. **Digital technologies are designed, developed, procured and implemented in ways that uphold rights to privacy and data protection.** *This means:*
   - *Transparency in relation to rationale, design, development, procurement and application of digital technologies*
   - *Explaining in ways that can be understood when personal data is collected through digital technologies, how it is stored and how it is being used*
   - *Ensuring the purposes for collecting and processing personal data are lawful and fair, including ensuring that only necessary data is collected; that data is only used for the purposes explicitly stated; and that data is kept securely*
   - *Rights to access personal data and to object or edit*
   - *Consulting staff and negotiating with recognised trade unions*

- *Data protection and privacy impact assessments which identify and mitigate risks*
- *Committing to not selling or giving away data*

Equality, equity and inclusion

4. **Digital technologies comply with equalities legislation and support and enhance equality, equity and inclusion.** *This means:*
   - *Decisions about whether and/or how a technology or system is used are guided by evidence about its likely impact on individuals and groups that share a protected characteristic or that may experience disadvantage*
   - *A technology is not designed, developed, procured or applied in ways that is biased, discriminates or excludes*
   - *Equality, equity and diversity are considered at all stages of the value chain and this includes considering how the technology supports/can support action to eliminate unlawful discrimination, advance equality, and foster good relations*
   - *Regular monitoring and periodic evaluations of policies, procedures and practices*

Consultation, negotiation and agreement

5. **The NASUWT and recognised workforce unions are engaged meaningfully at national and local levels in decisions about the design, development, procurement, implementation, review and continued use of digital technologies.** *This means:*
   - *The rationale, design, development, procurement and application are negotiated and agreed with trade unions*
   - *Digital technology agreements clarify the arrangements for consultation, negotiation, and decision-making*
   - *Those affected by a technology are consulted and able to contribute to ongoing monitoring, periodic reviews and evaluations of the technology or system*

Teacher professionalism and agency

6. **Teachers have a voice and influence, and their views and needs inform decisions about whether and how digital technologies are designed, developed, procured and deployed.** *This means:*
   - *Decisions are informed by teacher feedback and the needs of teachers and learners*
   - *Teachers are consulted about how technology will support or hinder teaching and learning in the classrooms*
   - *Providing teachers with information and technical support to enable them to provide informed and meaningful feedback*
   - *Keeping teachers informed about proposals and decisions*
   - *Teachers retain their professional autonomy and agency and technology does not remove core skills from the teacher or de-professionalise teaching*

Curriculum, assessment and pedagogy

7. **Decisions about whether and how digital technologies are designed, developed, procured and applied are determined by curriculum goals, learning objectives and the purposes of assessment.** *This means:*
   - *Technology supports and enhances teaching and learning*

- *Adaptability to respond to new developments*
- *Teachers having time to assess the usefulness of a technology and to plan and prepare for its use in lessons*
- *Educating learners to function and thrive in a digital world, including helping them to make informed decisions about the safe, sustainable and ethical use of AI and digital technologies*

Good work – protecting jobs and decent working conditions

8. **Digital technologies are designed, developed, procured and implemented in ways that protect jobs and workers' rights, and secure good working conditions.** *This means:*
   - *Proposals and plans are negotiated and agreed with workforce unions*
   - *Impact assessments address workload, wellbeing, jobs and job roles and the results inform decisions*
   - *Technology does not replace or displace teachers including supply teachers*
   - *Technology does not de-professionalise teaching*
   - *Teachers and leaders have a right to switch off and a work/life balance*
   - *New tasks replace old tasks and are manageable and sustainable – pre-existing generators of workload are addressed*
   - *Action is taken to prevent teachers feeling under pressure to work outside hours or take on additional tasks*

Good work – training, professional learning and development

9. **Teachers have sufficient and equal access to personalised training, and continuing professional development and learning (CPDL) to enable them to make informed decisions about the use of digital technologies in their teaching.** *This means:*
   - *Teachers have an entitlement to CPDL and dedicated time within the working day to undertake CDPL*
   - *CPDL enables teachers to gain a critical understanding of the tech, its benefits and limitations, including the implications for equality, inclusion and human rights,*
   - *Teachers have access to specialist support and networks to share ideas and innovative practice*
   - *Teachers have access to experts who can explain how a technology functions and the legal, regulatory and good practice standards relating to its introduction and use*
   - *There is a need to map teachers' competencies to flag up learning and development needs*

Good work – managing performance

10. **Where digital technologies enable monitoring of a teacher's practice, this information is controlled by the teacher and, where used, is only used for self-reflection and personal development purposes.** *This means:*
    - *Teachers are consulted about the design, development, and implementation of performance management systems*
    - *Digital tech is not used for high stakes, punitive purposes such as pay progression or promotion - high stakes use may breach data protection*

Accountability for and governance of digital technologies

11. **Digital technologies are inclusively governed but the employer is the 'responsible body', liable for any harms that arise from the deployment of the technologies.** *This means:*
    - *Employers are responsible and accountable for compliance, errors and biases*
    - *A participatory approach to data stewardship – inform, consult, involve, collaborate, empower*
    - *Ongoing monitoring and periodic reviews and evaluations to assess ongoing educational, social and ethical benefits and risks*
    - *Tech not being used beyond its agreed purpose*

Commercial and third party providers - protecting education interests

12. **Developers and suppliers of digital technology systems and products operate in ways that are consistent with the principles above.** *This means:*
    - *Explicit clauses re access and control; right to demand amendments or withdrawal if harms or faults detected*
    - *Impact assessments with results shared*
    - *Personal data not sold, given away or transferred without explicit consent*

For more support and further information

The following sources of support and further information are likely to be useful in helping NASUWT representatives to play an active role in supporting and challenging the introduction and use of digital technologies in the school or setting.

The Why Not Lab https://www.thewhynotlab.com

PSI Digitalisation website https://publicservices.international/resources/page/digitalisation?lang=en&id=11758

Unicef, *Policy guidance on AI for children* https://www.unicef.org/globalinsight/reports/policy-guidance-ai-children

TUC *People-powered technology: collective agreements and digital management systems* https://www.tuc.org.uk/sites/default/files/2022-08/People-Powered_Technology_2022_Report_AW.pdf

Information Commissioner's Office *Guide to the UK General Data Protection Regulation (UK GDPR)* https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr

Ada Lovelace Institute Participatory data stewardship: A framework for involving people in the use of data https://www.adalovelaceinstitute.org/report/participatory-data-stewardship

See our website for the full list of links to sources of support and information and for more detailed explanations of what each principle means https://www.nasuwt.org.uk/advice/in-the-classroom/artificial-intelligence-and-digital-technologies.html