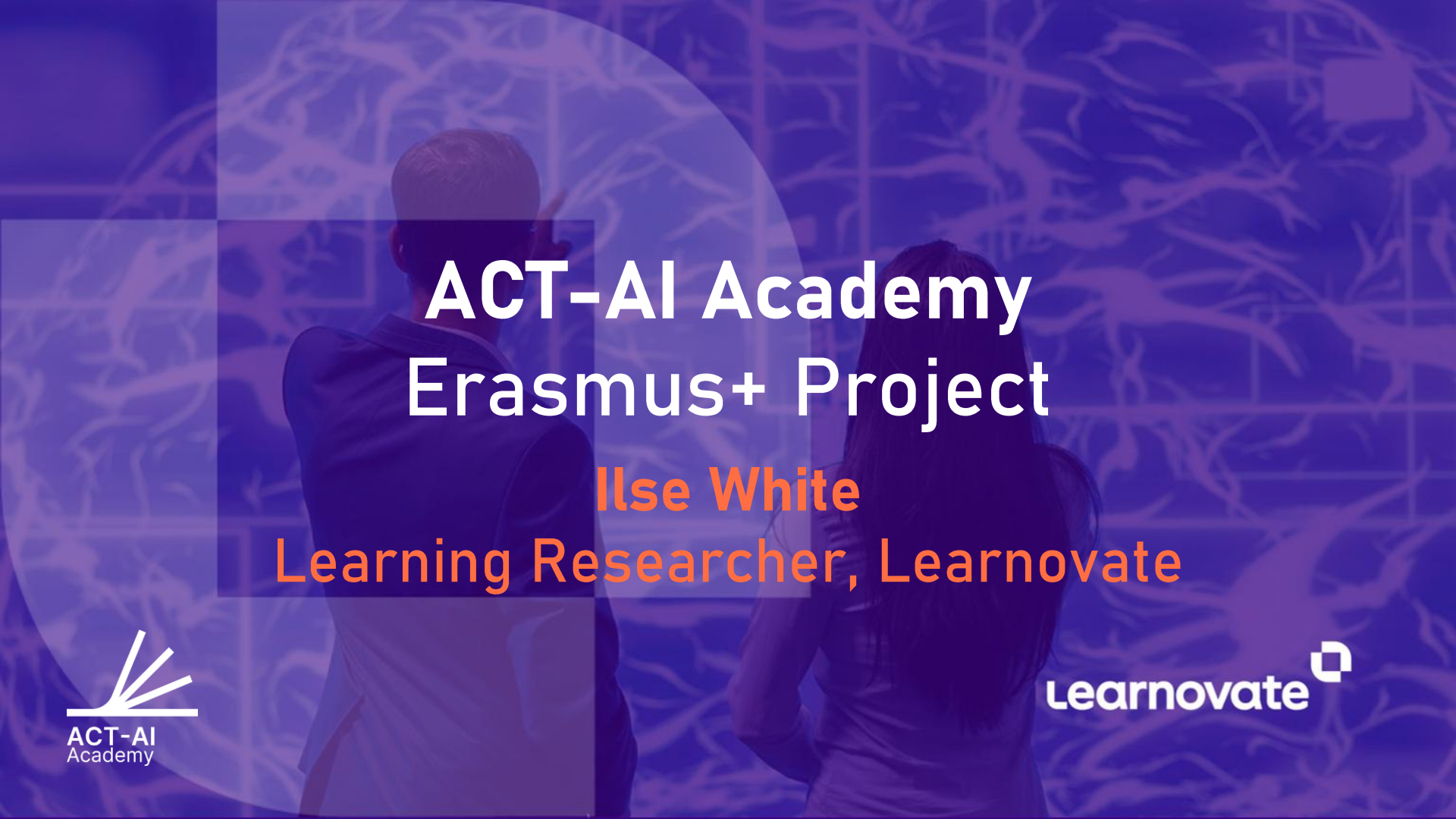


ACT-AI Academy
Erasmus+ Project

Ilse White
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ACT-AI Academy

Learnovate

What is ACT-AI Academy?

3-year Erasmus+ Teacher Academies project bringing together partners from **8 European countries** to advance AI education.

Establish a European **ACT-AI Academy** as a **hub** for teacher learning, collaboration and knowledge exchange around **AI in education.**

Develop an **evidence- and practice-informed AI Teacher Education Framework** to support teachers in making informed, ethical choices about AI, including awareness of AI bias.

Create practical, modular professional learning and resources for student-teachers and in-service teachers, delivered through a **digital learning platform**.

Build a **European community for AI in education** through transnational learning and mobility, knowledge-sharing, ongoing evaluation, and dissemination of emerging practice.





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Project Deliverables

2025
International LITERATURE REVIEW and AI TOOLKIT

2026
A CONCEPTUAL FRAMEWORK for the ACT-AI Academy

2026
Design, development and delivery of the **ACT-AI MODULAR TRAINING PROGRAM**, supporting **student and in-service teachers** to build **AI skills** through flexible, personalised micro-learning modules.

We are HERE

2026 - 27 ACT-AI Academy MODULES & PLATFORM Development

2027 ACT-AI Academy PILOT and Launch

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Theme 1: Teacher Professional Learning and Development

AI can **scale and personalise professional learning**, but impact depends on **teacher agency and pedagogical control**

1

Teachers are already using AI **informally and unevenly**, creating strong demand for **structured but flexible CPD**

2

Peer learning and communities of practice are the most trusted and effective modes of AI professional learning

3

AI literacy is multi-dimensional (pedagogical, critical, ethical – not just technical)

4

Leadership clarity and organisational support determine whether AI CPD is sustained or fragmented

5

KEY TAKEAWAY: AI should *augment* professional learning - supporting teachers' expertise, identity, and judgement, not replacing them.

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Theme 2: AI in Teaching, Learning & Assessment

AI offers clear benefits for **workload reduction, personalisation, and formative feedback**

1

Most current use focuses on **preparation and efficiency**, not live pedagogy or learning redesign

2

Assessment is the main pressure point, raising concerns about authenticity, effort, and shallow learning

3

Hybrid human–AI models work best, with teachers retaining decision-making authority

4

Effective use requires **discipline-specific AI literacy and explicit classroom norms**

5

KEY TAKEAWAY: AI supports teaching and learning best when pedagogy and assessment are deliberately redesigned, not simply accelerated.

Theme 3: AI for Learning Environment Design & Content Development

1. AI enables **rapid creation of differentiated and inclusive learning materials** at scale
2. Outputs function best as **drafts**, requiring teacher refinement and contextual judgement
3. **Quality and inclusivity are uneven** without human oversight, especially for younger learners
4. Greatest value emerges when AI is embedded within **coherent digital ecosystems**, not isolated tools
5. AI can reduce preparation burden, freeing time for **relational and pedagogical work**

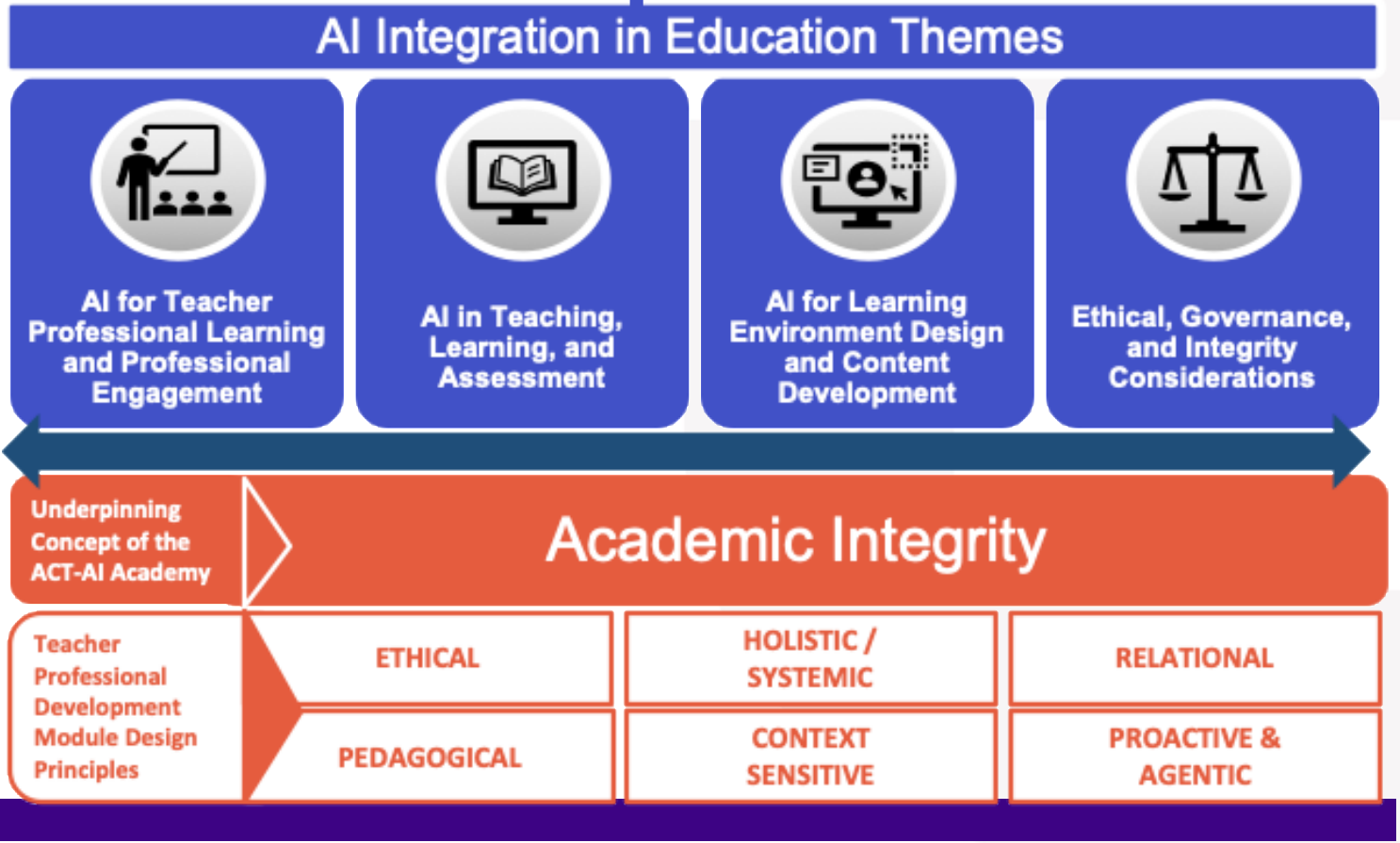
KEY TAKEAWAY: Teachers remain designers of learning; AI accelerates design work but does not replace professional judgement.

Theme 4: Ethical, Governance & Integrity Considerations

Ethical issues are **foundational across all AI use**, not limited to specific tools or contexts	**Assessment integrity, bias, data privacy and equity** are shared, system-wide concerns	Awareness of governance and permissible use is **patchy**, creating uncertainty and risk	**Clear guidance and trustworthy systems enable adoption**; ambiguity paralyses practice	AI literacy for teachers and leaders is essential for **human-centred, responsible decision-making**
1	2	3	4	5

KEY TAKEAWAY: Trustworthy AI depends on ethics, governance, and professional judgement—not technical capability alone.

ACT-AI Conceptual Framework



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ACT-AI Conceptual Framework

Key Considerations for ACT-AI Conceptual Framework	Description
ETHICAL	Focus on ethical and responsible use of AI in all contexts for learners and teachers, including relevant national policy and European regulation in relation to AI.
HOLISTIC / SYSTEMIC	Must recognise and have relevance from micro to macro levels of the education system: from system-level to institutional to individual considerations for learners and teachers.
RELATIONAL	Must emphasise the interpersonal, relational, *ongoing* dimension of education - education as process, not product - including assessment and feedback.
PEDAGOGICAL	Must consider the primary focus of education to be pedagogical, not about procedures and policies.
CONTEXT-SENSITIVE	Must be context-sensitive respecting the rich and complex contexts within which learning happens, including systemic, institutional, disciplinary and linguistic or cultural contexts.
PROACTIVE & HUMAN AGENCY	Foregrounds human agency and capacity to engage with issues in a proactive rather than reactive way.

Module Design Framework

ACT-AI Module Design Framework					
Conceptual Framework Principle	**Desired Teacher Beliefs & Attitudes**	**Key design principle**	**Module design considerations**	**Indicators of success**	**Example of module activity**
Ethical	Teachers recognise that AI use involves ethical responsibilities, and that professional judgements remain essential. They view integrity, fairness, transparency, privacy and accountability as integral to educational practice at all times.	Develop ethical awareness and professional judgement through critical reflection and responsible decision making	Use authentic ethical dilemmas Require evaluation of AI outputs Position teachers as decision makers Include opportunities to justify decisions Include opportunity to reflect on professional responsibility	Teachers can: Demonstrate critical judgement Identify ethical risks Adapt AI outputs appropriately. Justify their decisions using professional reasoning.	*AI Ethics Challenge:* Review an AI-generated lesson plan containing bias or inaccuracies. Identify concerns, revise the lesson, and justify modifications through a reflective activity.
Proactive & Human-Agency focused	Teachers view themselves as active decision-makers who shape how AI is used in education.	Develop teacher agency, critical thinking, and future-focused professional practice.	Design activities that require decision-making, evaluation, and creation rather than passive content consumption. Include future scenarios, reflective practice, self-assessment, and action planning. Position learners as active professionals who make informed choices.	Teachers: Demonstrate confidence, critical judgement, adaptability, and ownership of decisions regarding AI use.	*Future Classroom Scenario* Analyse a future AI-enabled educational scenario and develop a response strategy that balances innovation with professional judgement and learner needs.

Next Steps

2025

International literature review and AI toolkit

2026

A conceptual framework for the ACT-AI academy

2026

Design, development, and dissemination of the **ACT-AI modular training program**, facilitating the professional development of both student-teachers and in-service teachers in digital skills through structured yet flexible training modules that include micro-learning components, enabling a personalised learning experience

2026 - 2027 ACT-AI Academy Module & Platform Development

2027 ACT-AI Academy Pilot and Launch

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Thank you!
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