

AI Advisory Board Input

Welcome & purpose of first meeting

Thank you for your willingness to contribute to the work of the AI Institute.

AI is rapidly reshaping the context in which schools operate - not only how pupils learn, but what they need to learn, who they become, and the futures they are preparing for.

In our first introductory meeting, we are seeking your perspective on three questions:

- Is the purpose and ambition of the Council clear and worthwhile?
- Are the proposed Impact Themes the right structure?
- What might we be missing or underestimating?

We have built this site to share material in advance and enable comments on specific sections. This allows us to gather individual perspectives ahead of the meeting and make best use of our time together.

Purpose of the AI Advisory Council

AI is not an EdTech issue; it gets to the core of what schools are for and how they operate, affecting every aspect of teaching, learning, assessment and pastoral care. Given the breadth of impact, we have drawn together a group of figures eminent in their fields within and beyond education so that we can bring a broader lens to these questions and develop a richer understanding of the forces shaping the future of schools.

This understanding will enable the AI Institute to act with greater clarity to support the wider education sector - informing work with schools, parents, pupils, governors and government. Thinking ahead about all aspects of AI in schools will help exploit significant opportunities and mitigate harms.

We do not expect consensus across the Council. The aim is to surface a range of plausible scenarios, better understand the landscape, and strengthen how we advise schools on the choices and actions ahead. The value of the Council is not prediction, but in improving judgement.

Our North Star: Education for Human Flourishing

Over the last decade it has become clear that the model for education must change, evidenced by rising mental health challenges, loss of purpose and a weakening of human connection. Generative AI has exploded since 2022 and has increased the urgency of these issues.

Education for human flourishing, developed by the OECD, is a more ambitious and rigorous approach to education that prepares pupils for a life full of purpose, happiness and accomplishment, beyond (but not instead of) achieving excellence in exams. Education for human flourishing emphasises five competencies built on strong foundational literacies of maths, science, reading, social, emotional and wellbeing skills.

- Taking action in the world
- Appreciating the world

- Understanding the world
- Adaptive Problem Solving
- Ethical Competence

Wellington College Education is one of the global pioneers, working alongside leading education organisations including the OECD and International Baccalaureate, to advance this approach in practice.

Our work with AI is guided by this perspective. The opportunity is not simply to improve how education operates, but to rethink what it is for - and to ensure that AI supports, rather than diminishes, human flourishing.

AI Impact Themes

We propose a small number of "Impact Themes" that track developments in technology, society, economic and institutional change that shape the context for schools.

The themes provide a consistent framework to focus and guide our discussions, while the insight within each theme is expected to evolve rapidly.

We propose five themes; AI as the underlying driver, and four areas that have implications for schools.

In our first meeting, we are focussing on the themes themselves; are they clear, comprehensive and complete? In future meetings, the focus will shift to what is happening within each theme.

Theme 1: AI capabilities and trajectory

AI capabilities are evolving rapidly in scale, sophistication, accessibility and application.

This theme tracks what AI can do and how quickly it is advancing, including AI models, tools, orchestration, skills and applications.

Advances in capability underpin all other developments. Understanding trajectories helps us assess potential scenarios and their longer-term implications for schools and education.

Theme 2: Post-school pathways and labour markets

How is AI reshaping higher education, work, careers and economic opportunity?

This theme examines the macro-level changes in the world that young people will enter beyond school.

It includes how AI may alter demand for skills, the structure of labour markets, and the value of qualifications. It also considers how sectors, professions and career trajectories are likely to evolve, and the relative attractiveness of different pathways, including university, training and employment.

Theme 3: Childhood, development and relationships

How AI is shaping young people's development, wellbeing, identity and relationships.

This theme includes impacts on cognitive development, attention, motivation and learning behaviours, as well as emotional development, identity formation and social relationships. It also considers how AI-mediated interactions - including AI companions, tutors and tools - may reshape how young people relate to others, to authority, and to themselves.

Theme 4: Organisations, work and employment

Beyond technological capability - how is AI being adopted within organisations, and how is it changing the nature of work and employment?

This theme examines how organisations are integrating AI into workflows, decision-making and operations, reshaping roles, productivity, management practices and workplace culture.

It considers how the experience of work is changing, including issues of autonomy, augmentation, monitoring and expectations.

These changes have implications not only for future employment but also for how institutions, including schools themselves, operate. With over 1m people employed in UK schools, understanding how AI affects work is critical to attract and retain the very best workforce.

Theme 5: Safety, ethics and equity

How AI creates or amplifies risks, harms and fairness challenges for individuals and society.

This theme includes risks such as cyber threats, misinformation and deepfakes, as well as safeguarding concerns and the potential for manipulation or misuse.

It also covers ethical challenges, including automated decision-making, transparency and accountability, and questions of human agency alongside issues of equity, bias, accessibility, inclusion and unequal impacts across different groups.

This theme is concerned with the nature and scale of these challenges, and seeks to identify new issues as they emerge, drawing insight from other sectors.

Summary and Reflections

We are particularly interested in where you believe our current framing is incomplete or wrong.

Are there connections you see across these themes? Which other sectors can education learn from? Are there leading organisations we should learn from or partner with? Where may schools need to think more ambitiously or act more urgently?

Please use this section to share any broader reflections, challenges or suggestions that do not sit neatly within a single theme. This might include priorities for the AI Advisory Council, questions we should explore, risks we should watch more closely, or opportunities where Wellington College Education and the AI Institute could make a distinctive contribution.