

AI in Education - The Most Significant Equity Shift In A Generation

(Note: This kaupapa aligns with several of the themes (1,2,3,4) outlined, and will need to be amended if accepted. This can be either a presentation or workshop scenario to have sandpit time in the AI planning tool).

At the time of writing this abstract, I am in my second year of my Masters of Māori and Indigenous Leadership degree through the University of Canterbury. The basis of my master's program is the development and utilisation of a culturally responsive AI teacher planning tool. The incorporation of all NZ curricula, history, culture and language is at the heart of the platform and has the ability to be hyper-localised to space, place and context, inclusive of localised curriculum and school values.

The planning tool output, i.e. teacher planning workflow, is grounded in culturally responsive pedagogy and practice. This influence supports engagement of our ākongā Māori (Māori students) through a cultural lens. The ability to output multiple languages simultaneously in teacher planning can also be utilised to reach all students. Differentiation for students who find tasks challenging is just a click away, as is support for high-flyers. AI assistants are built to interact with students and support their learning – this is a one-size-fits-all approach. Assessments and rubrics are built out, also integral to the teacher's workflow.

When we view what inequity in education looks like, we can reduce and/or eliminate barriers. AI is a powerful tool once harnessed and set up correctly through a cultural lens. The benefits for new teachers into the profession or new immigrant teachers have access to cultural knowledge to support their relationships with Aotearoa/ New Zealand students, particularly Māori students.