Track 4

THE COMPASS: Values, Ethics, Governance and Assessment Integrity

Tagline: Teachers Set the Rules — AI Follows Them, Transparently and Responsibly

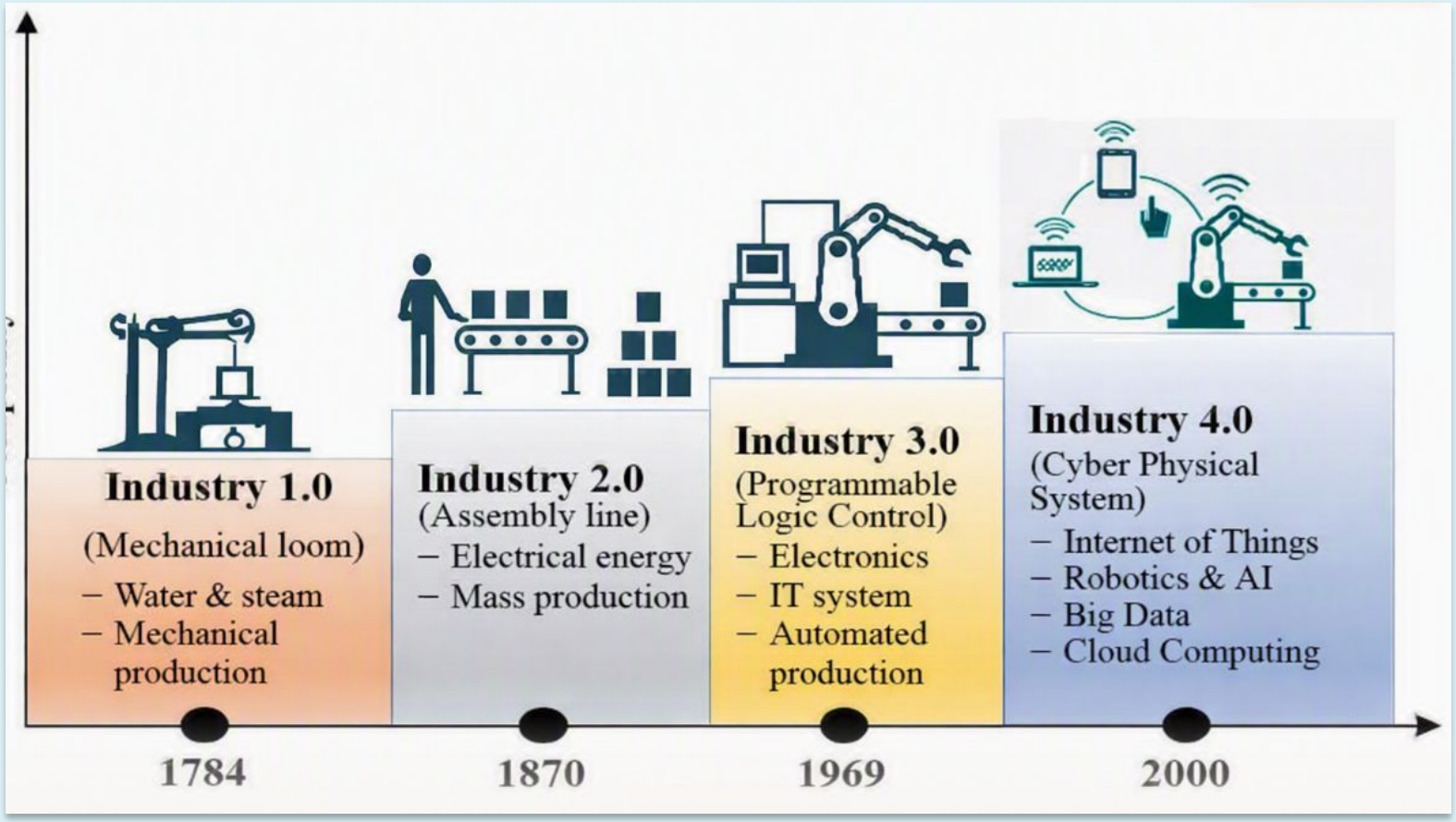


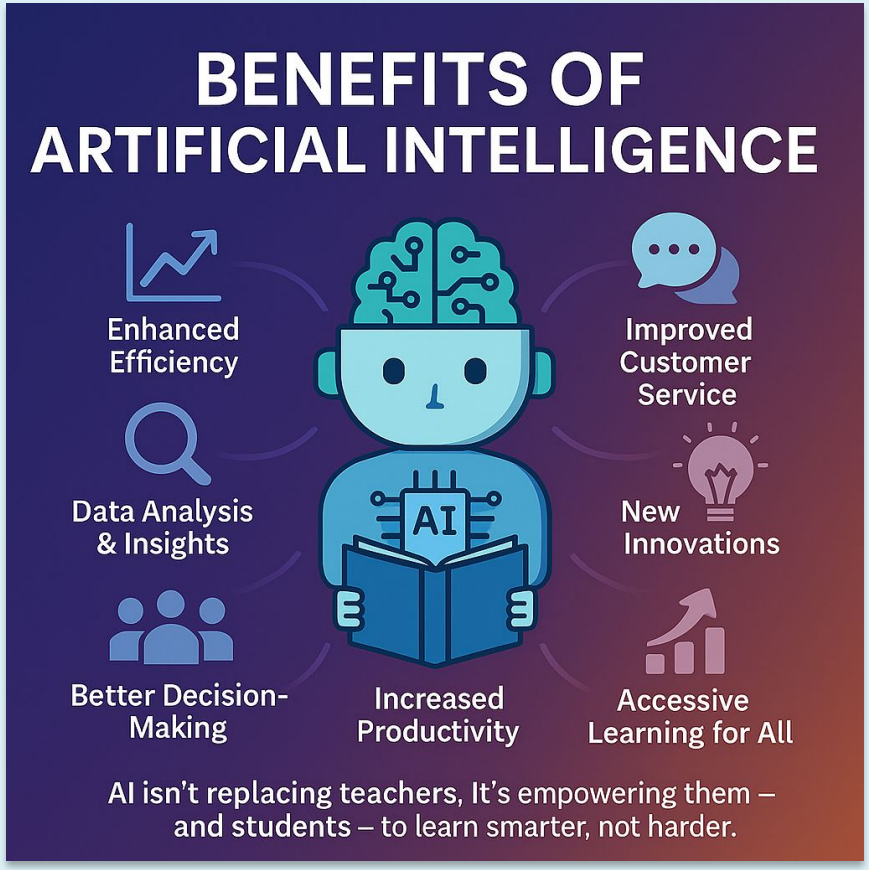
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Parallel Session • Track 4
Audience: Teachers & School Heads • Southeast Asia + Korea

I. OPENING PROVOCATION

Where do we stand today in our journey toward technological advancement?





I. OPENING PROVOCATION

The question is not "Can AI do it?"

The better question:

"What should we allow AI to do — and what must remain human?"



AI can

Generate • Summarize • Classify • Recommend • Analyze

Teachers must

Judge • Contextualize • Verify • Care • Decide

AI transforms the teacher–student relationship into a teacher–AI–student partnership.

The challenge ahead is not mere *adoption* — it is *responsible integration* that preserves the heart of teaching.

GLOBAL ANCHOR

II. UNESCO as the professional compass

Human-centred mindset



Who remains in control?

1

Ethics of AI



Is it fair, safe and responsible?

2

AI foundations & applications



Do we understand the tool?

3

AI pedagogy



Does it improve learning?

4

AI for professional learning



Does it build capacity?

5

3 progression levels



UNESCO DIMENSION

1. Human-centered mindset

AI serves education. Education does not serve AI.





🌐 **Global Lens:** A human-centered mindset ensures that technology strengthens equity, creativity, and lifelong learning, while respecting cultural diversity and global sustainability goals.

UNESCO DIMENSION

2. Ethics of AI

Just because AI can do it does not mean education should do it.





🌐 **Global Lens:** Across nations, ethical AI in education means protecting **learners' dignity**, promoting **equitable access**, and ensuring **transparency and accountability** in every digital decision.

UNESCO DIMENSION

3. AI foundations & applications

You can't govern what you do not understand.



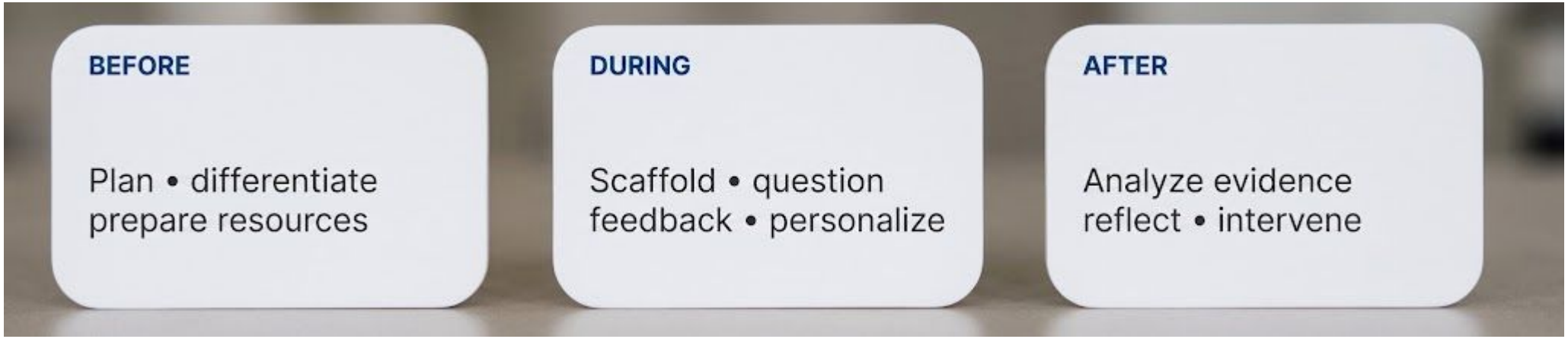
Teacher AI literacy ≠ AI dependence

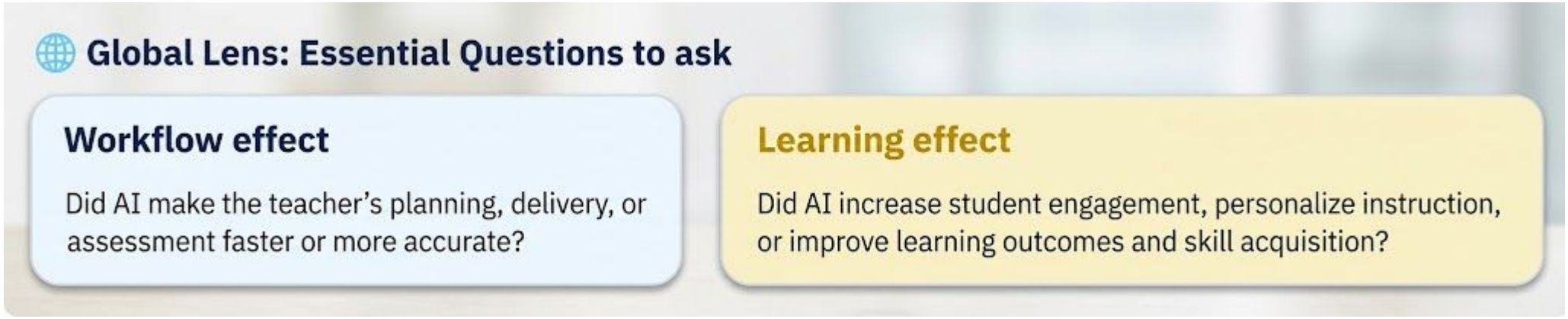
🌐 **Global Lens:** The goal is informed professional judgment: understand the tool, verify outputs, recognize limitations and choose fit-for-purpose applications.

UNESCO DIMENSION

4. AI Pedagogy

The most important question: Does AI improve learning?





UNESCO DIMENSION

5. AI for professional learning

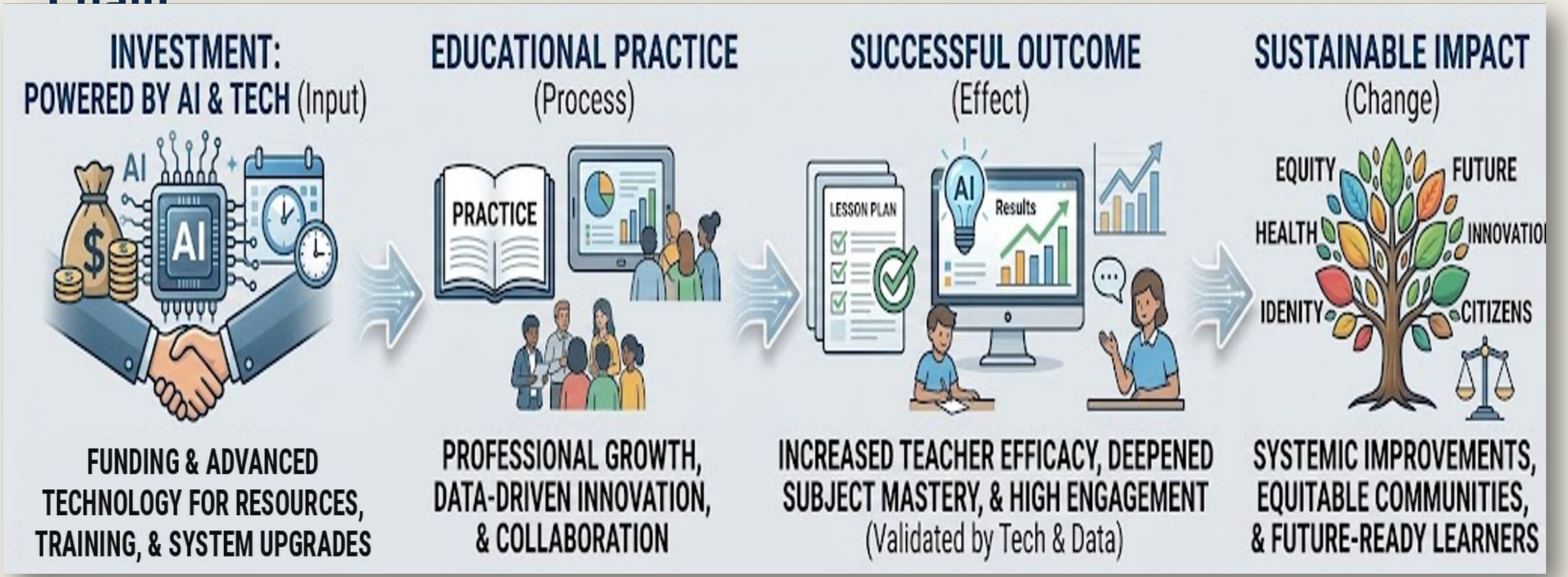
From AI as a productivity tool → to AI as a professional learning partner



🌐 Global Lens: Professional learning should translate into observable changes in teacher practice.

III. From Competency to Impact

1. The Education Value Chain



2. A LEADERSHIP LENS

Investment ≠ impact

Ask what changed? — not only what was purchased or conducted?



Insights: Artificial intelligence shifts technology from an **operational tool** (automating routine tasks) to a **strategic capability** (amplifying human decision-making and driving structural innovation).

NATIONAL STRATEGIC BLUEPRINT

The Philippines: From Learning Recovery to AI Readiness

DATA → INSIGHTS → INTERVENTION → LEARNING → FUTURE READINESS

AI Enables

- Learning analytics
- Personalized support
- Early gap identification
- Evidence-based decisions
- System improvement

Achievement Data Informs

Curriculum
Iterative syllabus updates based on competency gaps.

Interventions
Tailored recovery paths for students at risk.

Teachers
Targeted upskilling and pedagogy support.

Resources
Optimal funding and infrastructure allocation.

Decision-Making Levels

Classroom Level
Real-time adaptive learning

School Level
Cohort monitoring & tutoring

System Level
National policy & governance

How Success Is Measured
Success is measured by demonstrated outcomes and future preparedness, rather than seat time or compliance.

Output-Driven Accountability

4. Philippine reform case: Revised K–10 Curriculum

A large reform becomes meaningful when implementation produces observable changes in teaching and learning.

STAGE 01

INVEST

- Curriculum redesign & policy refinement
- Capacity building & teacher training
- Teaching & learning resource deployment

STAGE 02

IMPLEMENT

- Shift in classroom teacher practice
- Targeted technical assistance
- School-level instructional coaching

STAGE 03

MEASURE

- Classroom learning assessment
- Implementation & compliance monitoring
- Learner progress & outcome evidence

STAGE 04

IMPROVE

- Real-time feedback loops
- Data-driven curriculum adjustments
- Strategic scaling & policy decisions

MATATAG FEATURES

- ✓ Decongested Curriculum
- ✓ Foundational Skills Focus
- ✓ Balanced Cognitive Demands
- ✓ Clearer 21st-Century Skills
- ✓ Strengthened Values Education





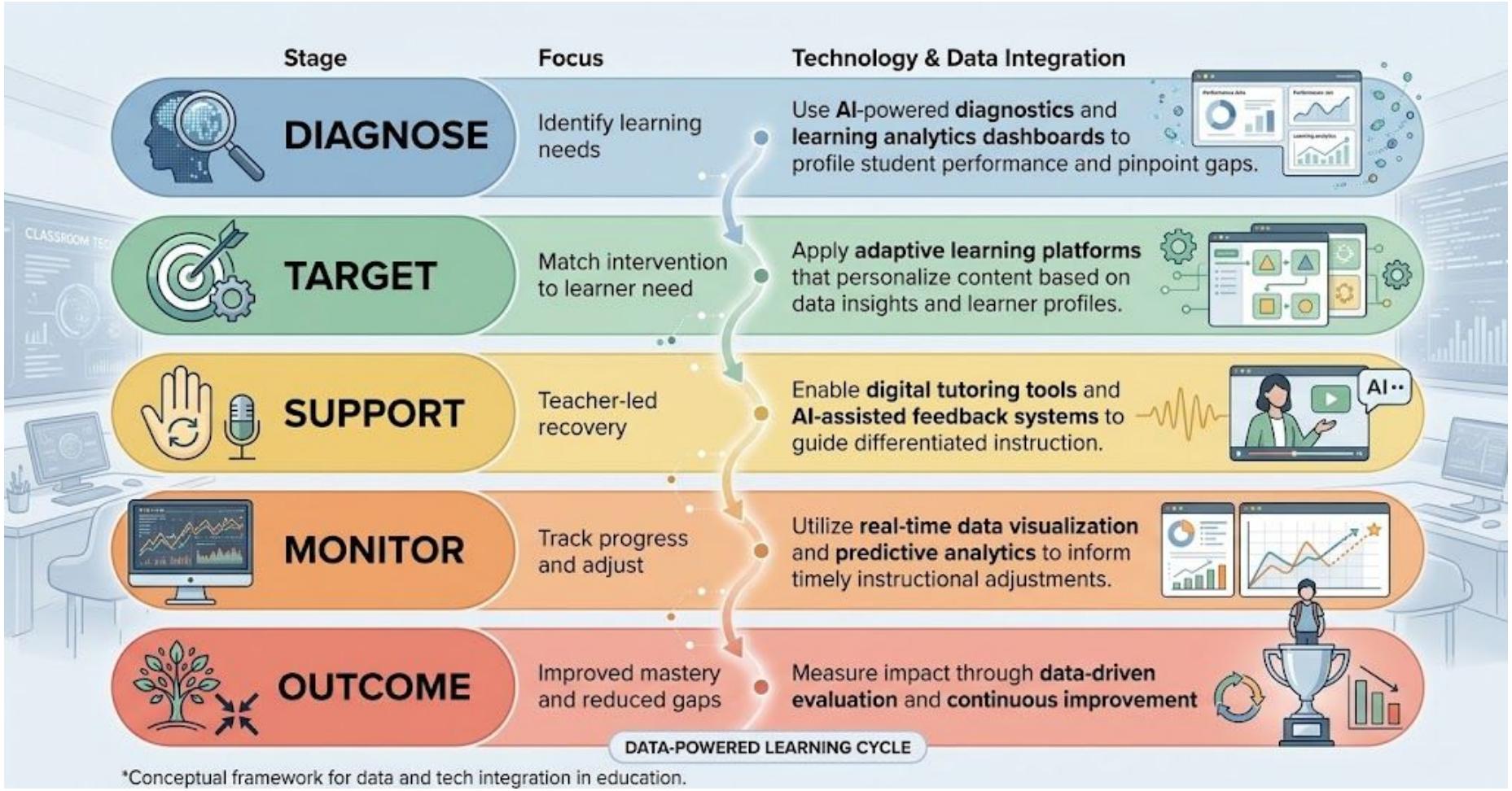




LEARNING RECOVERY

5. Philippine reform case: ARAL Program

Data → Technology → Intervention → Monitoring → Learning Recovery



AI POLICY IN PHILIPPINE EDUCATION

6. DepEd Order No. 003. s. 2026 — AI in Basic Education

Purpose

- Establishes a **national policy framework** for the **responsible, ethical,** and **effective use of Artificial Intelligence (AI)** in basic education.
- Positions AI as a **support tool for teaching and learning—not a replacement for teachers or human judgment.**









Key Principles

1. **Human-centered AI** – teachers remain accountable for instructional decisions.
2. **Ethical & responsible use** – promote integrity, transparency, fairness, and accountability.
3. **Data privacy & safety** – protect learners' and teachers' personal information.
4. **Equity & inclusion** – ensure AI benefits all learners and does not widen disparities.
5. **AI literacy & competency** – develop the capacity of teachers and learners to understand, use, evaluate, and create with AI.









Connection to the COMPASS / UNESCO AI Competency Framework

AI should strengthen—not replace—the teacher's professional competence, creativity, critical thinking, and responsibility.



IV. Governance & Assessment Integrity in AI

1. The School Head as "compass k



Leadership shifts from "Did we implement?" to "Did it create value?"

IV. Governance & Assessment Integrity in AI

2. Assessment integrity in an AI world

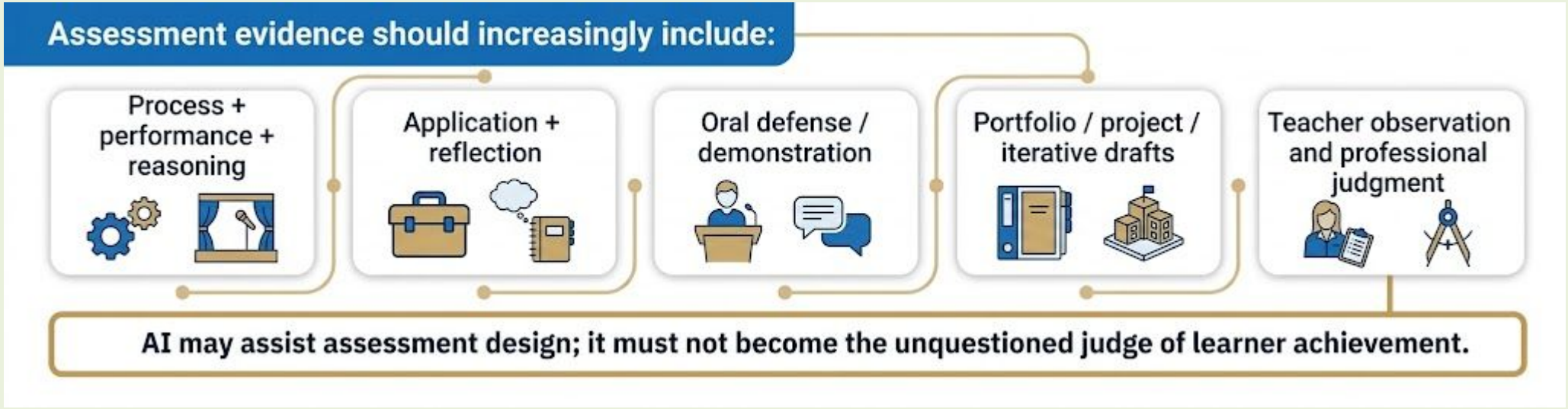
The assessment question has changed:

Before AI

"Did the learner produce this work?"

With AI

"What did the learner actually learn?"



IV. Governance & Assessment Integrity in AI

3. Southeast Asia + Korea: a shared leadership challenge

Different systems. Different cultures. Different levels of AI readiness — yet a common pursuit of integrity and trust.

Yet common questions:

🔍 **Shared Questions for Regional Collaboration**

How do we **protect children and learner data** while enabling innovation?
How do we **preserve teacher agency** in AI-supported classrooms?
How do we **prevent AI-enabled academic dishonesty** and uphold assessment fairness?
How do we **ensure AI reduces inequity** rather than amplifies it?
How do we **measure learning impact** from AI investments?
What aspects of AI governance should be **shared regionally**, and what must remain **culturally contextual**?

The opportunity: learn from one another without assuming one system fits all.



CALL TO ACTION

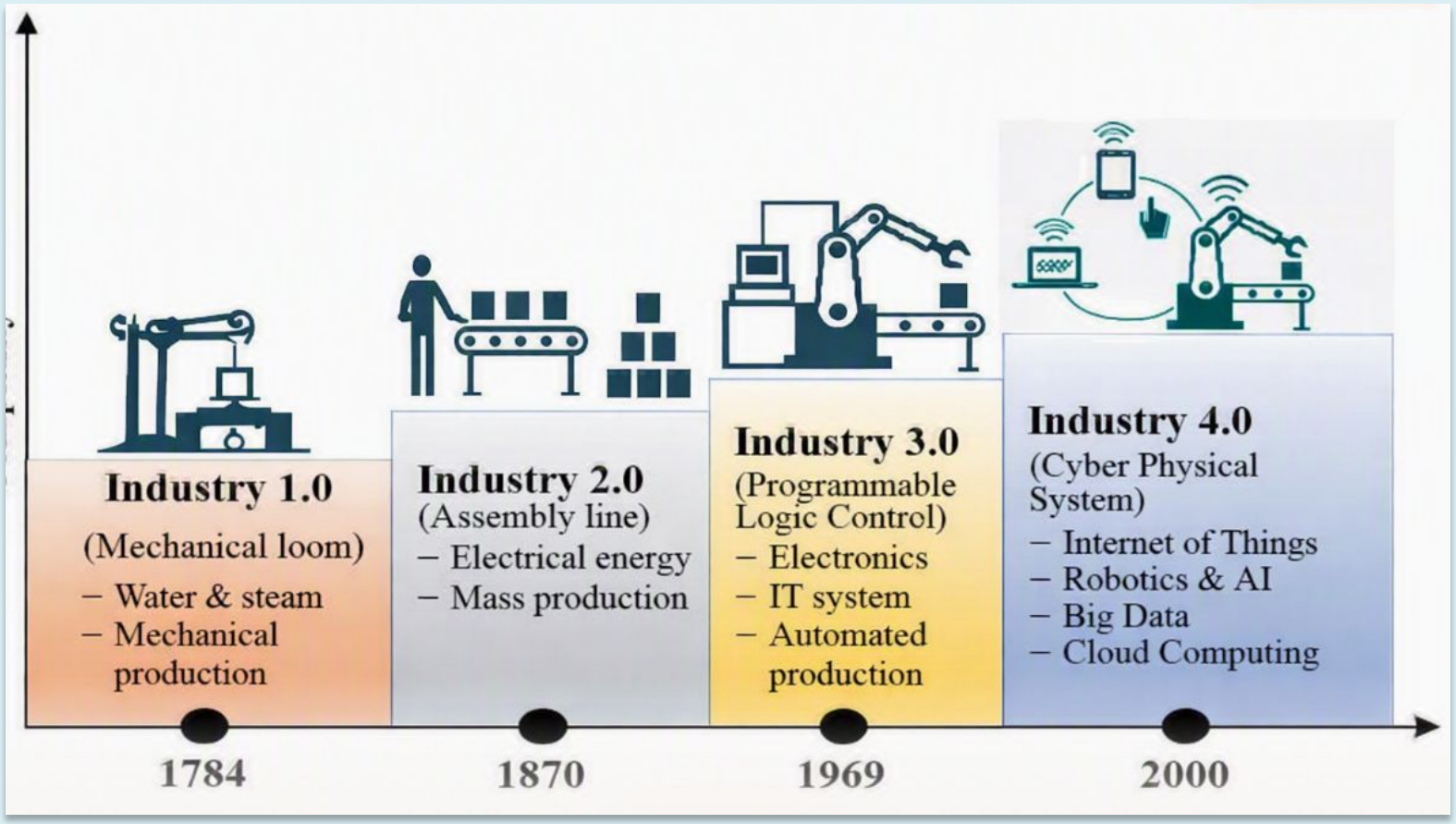
V. The compass remains HUMAN- the TEACHER

Teachers Set the Rules — AI Follows Them

AI	Teachers
AI generates answers.	Teachers generate understanding.
AI processes data.	Teachers protect dignity.
AI accelerates work.	Teachers decide what is worth doing.
AI synthesizes information.	Teachers contextualize wisdom.
AI grades assessments.	Teachers evaluate human potential.
AI personalizes content.	Teachers inspire curiosity and passion.
AI simulates conversation.	Teachers build trust and connection.

CLOSING INSIGHT

Where do we stand today in our journey toward technological advancement?





OFFICIAL / PRIMARY SOURCES

References

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Official links unesco.org • unesdoc.unesco.org • deped.gov.ph • oecd.org

AI Use Declaration

AI-assisted technologies were used to support the creation of selected visual assets in this presentation. Consistent with principles of transparency and responsible AI use, all generated materials were reviewed and curated by the author prior to presentation.

Teachers set the rules.
AI follows them, transparently and responsibly.

Thank you.

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