DISTINGUISHED VISITING RESEARCHER
JULY 2026



Recommendations for Western Australia from the 2026 AI Knowledge Exchange.

DR SARA RATNER, UNIVERSITY OF OXFORD

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Citation:
Ratner, S. (2026). AIEOU Recommendations Paper. Fogarty Foundation. https://doi.org/10.5281/zenodo.23596139

TABLE OF CONTENTS

5

Executive Summary

Dr Sara Ratner's summary of the 2026 AI Knowledge Exchange

7

Recommendations for Western Australia

A series of recommendations based on notes and insights from the events.

23

A Commitment to ASPIRE

An invitation to imagine the future.

25

Final Remarks

Concluding comments from Dr Sara Ratner.

Foreword

Inspiring a strategic response to AI in K-12 education in Western Australia



At the Fogarty Foundation, we care about artificial intelligence because we care about education. For 26 years, we have worked towards a Western Australia where every student has access to a truly world-class education, and every teacher and school is supported to deliver it. Increasingly, realising that vision means grappling with artificial intelligence.

AI is reshaping education at remarkable speed, and teachers and students stand on the front line, navigating in real time where it supports learning and where it may undermine it. Recognising this, in November 2025 we convened the State of AI in WA Schools Forum, bringing together more than 220 school leaders and teachers from 70 schools to explore what AI could mean for educational equity. Those two days showed us that we could not keep working in silos. If Western Australia was to get ahead of the risks AI poses to educational equity, we needed to move forward together, and create a space where every part of the sector could learn from the others.

A strategic response for Western Australia must be led by educators, not industry. It must centre teachers and students in every decision about how AI is, or is not, used in classrooms, and it must be grounded in evidence and designed for equity from the outset. In that sense, this paper is not really about technology. As Dr Ratner reflects, it is about people.

Western Australia does not need to do this alone. Every school system in the world is grappling with the same questions, and we can learn from best practice across the globe. What we cannot afford is to wait. The window for purposeful action is narrowing, and it is time to commit to pragmatic steps forward.

This thinking gave rise to the AI Knowledge Exchange, which we hosted in partnership with the Forrest Research Foundation to bring the WA education sector together, learn from a world-leading expert, and design solutions side by side. When we went searching for a global leader forging new possibilities in AI in education, we found Dr Sara Ratner at the University of Oxford. That she grew up in Perth made the connection feel all the more meaningful.

Over the course of the week, we watched new connections form in real time. Researchers partnered with a teacher who had designed an impressive approach to AI in their school. Industry and education leaders learned from one another, working towards technologies that reflect what the evidence tells us about how students learn.

Young leaders shared their voices, ideas and their passion, sparking a wave of new perspectives, and genuine respect, from a room full of sector leaders. These moments are the beginnings of the coordinated effort this paper calls for.

This is why the Fogarty Foundation continues to invest in a number of areas that complement these recommendations. Through our partnership with Day of AI Australia, we will continue to build essential AI literacy in students and teachers, and to support school leaders as they navigate this shift. We will continue to centre youth voices through our GenerationAI Youth Ambassador program, in which eight young people aged 15 to 25 share their perspectives on AI in education and lead their own peer-research project. Their recommendations should be read alongside this paper, and we will support a number of them through a new partnership with the WA Data Science Innovation Hub at Curtin University. We will also work to protect thinking and learning from the risks AI poses, by ensuring cognitive science remains at the heart of how education technology is used in the classroom.

Much of the public conversation about AI suggests its course is already set. It is not. The path AI takes in our classrooms will be shaped by the decisions we make, and by whether we have the courage to make them together. That responsibility is shared by all of us, and the recommendations in this paper offer a clear place to begin.

I would like to extend my sincere thanks to everyone who made the AI Knowledge Exchange, and the recommendations and projects that have flowed from it, possible. Thank you to the 550 people who engaged with us during the Exchange and generously shared their questions, advice, passion and ideas.

To our partners at the Forrest Research Foundation, thank you for your support and enthusiasm from the moment we first discussed the concept. To Edith Cowan University, All Saints' College and Ursula Frayne Catholic College, thank you for your support as event partners throughout Dr Ratner's visit.

Finally, thank you to Dr Sara Ratner and AI in Education at Oxford University (AIEOU). It has been a joy to learn from you, and your visit has ignited an energy and ambition across our community that will be felt for years to come.

Elizabeth Knight
Chief Executive Officer
Fogarty Foundation

Executive Summary



Dr Sara Ratner, Perth, Western Australia in 1979.

Across Western Australia, educators, policymakers, researchers, industry partners, students, and families are grappling with the opportunities and challenges that Generative Artificial Intelligence (GenAI) presents. In response, the Fogarty Foundation and the Forrest Research Foundation convened the AI Knowledge Exchange in July 2026 as part of the Distinguished Visiting Researcher programme to explore the educational, social, and policy conditions required for responsible AI implementation. Over the course of one week, Dr Sara Ratner from the Department of Education, University of Oxford was delighted to meet and engage with more than 500 people representing government, schools, universities, industry, philanthropy, teacher education, parents, and young people who came together through think tanks, policy roundtables, workshops, school visits, and public events.

Dr Ratner is no stranger to Western Australia. After moving here as an infant, Sara grew up in Perth and completed her schooling here. She trained as an educator at Edith Cowan University, Mt Lawley and taught in several schools across Perth. Yet it was a synergistic twist of fate that when the Foundations were seeking a global expert on AI in Education, it was Sara that they reached out to at the University of Oxford.

Throughout the week a remarkable level of consensus emerged despite the diversity of participants. All of the conversations we shared repeatedly returned to six interconnected themes: trust, collaboration, capability, evidence, equity, and leadership. Participants recognised that while AI technologies are evolving rapidly, the success of their implementation will depend upon the strength of the educational ecosystem that surrounds them. Teachers require confidence rather than compliance. Students should be active partners rather than passive recipients. Industry must work alongside educators rather than ahead of them. Research must move more effectively into practice, while policy must remain sufficiently agile to respond to rapid technological change.



Dr Sara Ratner, Perth, Western Australia in 2026.

The week showed that Western Australia is uniquely positioned to lead this work. Its scale enables collaboration across sectors in ways that are difficult in larger jurisdictions and the strong relationships enjoyed between government, education systems, universities, industry, and philanthropy create an opportunity to establish Western Australia as an international exemplar for human-centred AI in education.



This report presents eight recommendations that emerged consistently throughout the Knowledge Exchange. Collectively, they provide a practical roadmap for strengthening Western Australia's capacity to implement AI in ways that enhance teaching, support learning, protect children, and contribute to long-term educational excellence.



Every education system faces the challenge of responding to GenAI. Western Australia has an opportunity to become a living laboratory for responsible GenAI implementation. Entertainingly, the participants frequently described the ‘sandgroper state’ as a 'sandbox' capable of piloting innovative approaches, evaluating them rigorously, and sharing lessons nationally and internationally. Such an approach would allow policy, research, and practice to evolve together rather than independently.

However, participants also recognised that leadership cannot be achieved through technological adoption alone. Sustainable progress will depend upon trust between stakeholders, investment in professional capability, meaningful engagement with students and families, transparent governance, and a sustained commitment to educational equity.



The recommendations that follow are intended to strengthen these foundations.

Recommendation 1: Coordinated Effort.

Establish a coordinating mechanism to connect the expertise already across WA's government, universities, schools, industry and philanthropy. The report proposes a local chapter of AI in Education at Oxford University (AIEOU), which would link existing initiatives and connect WA to a global network without adding another layer of governance.

Western Australia possesses considerable expertise and talent across government, universities, schools, industry, and philanthropy, yet much of this work currently occurs in parallel rather than through coordinated collaboration. Participants described 'duplicated effort', 'limited visibility of existing initiatives', 'fragmented research activity', and missed opportunities for collaboration across sectors. Teachers remain unaware of relevant research. Researchers struggle to translate findings into policy. Policymakers require timely evidence while industry seeks clearer mechanisms for engagement. Rather than reflecting a lack of commitment, these challenges highlight the absence of an overarching coordination mechanism to connect existing expertise.

A mechanism is recommended to connect the considerable expertise existing across WA without creating another layer of governance.

AI in Education at Oxford University (AIEOU) is a global community of practice that brings together educators, researchers, policymakers, industry, philanthropy, students, and families to shape the responsible and meaningful use of AI in education. Based at the University of Oxford, AIEOU connects people and initiatives across sectors and around the world, creating opportunities to share evidence, learn from different contexts, and collaborate on the questions that matter most to education systems and the communities they serve.

We invite WA to establish a local chapter of AIEOU. The WA chapter would link the initiatives already underway across government, universities, school sectors, industry, and philanthropy. It would also connect WA stakeholders to AIEOU's global network of colleagues working on similar challenges across the world. Thus, strengthening relationships across WA's educational ecosystem whilst connecting local innovation to global expertise.




Kirsten
Sheard

Recommendation 2: Invest in People.

Put educator capability at the centre of WA's strategy, with sustained investment in teachers, school leaders and pre-service teachers. This means practical, ongoing professional learning rather than one-off training. It should cover how AI intersects with pedagogy, assessment, ethics and the science of learning.

GenAI is changing the nature of teaching and learning, but it is also changing what it means to lead an education system. Throughout the Knowledge Exchange, teachers described feeling both optimistic and uncertain. Many recognised the potential for AI to reduce administrative workload, support lesson planning, and provide opportunities for assessment and feedback. At the same time, they expressed a desire for clearer guidance, practical professional learning, and opportunities to develop confidence through experimentation alongside colleagues rather than through one-off training sessions. The challenge was not simply learning how to use AI tools. It was understanding how AI intersects with pedagogy, assessment, ethics, professional judgement, and the science of learning.



School leaders identified a similar need. As GenAI becomes increasingly embedded within educational practice, leaders are expected to make decisions about governance, procurement, safeguarding, professional learning, curriculum, assessment, and community engagement. These decisions require educational leadership as much as technological understanding. Participants repeatedly observed that many leaders are currently making these decisions without coherent frameworks or opportunities to learn alongside peers.

The discussions also highlighted the importance of initial teacher education. Pre-service teachers graduating over the coming decade will enter classrooms where GenAI is already part of everyday educational practice. They require preparation that extends beyond technical proficiency to include critical evaluation, ethical reasoning, understanding of child development, and confidence to model responsible AI use for their students.

Importantly, participants challenged the assumption that teachers must become experts before they can engage with GenAI in classrooms. The Fogarty GenerationAI Youth Ambassador observed that most teachers are unlikely to know more about rapidly evolving GenAI systems than their students. Rather than viewing this as a weakness, they saw it as an opportunity to establish classrooms characterised by curiosity, shared inquiry, and mutual learning. Teachers should feel confident saying, "Let's investigate this together." Such professional humility does not diminish expertise. Instead, it models the intellectual habits that education seeks to cultivate.

By positioning educator capability at the centre of its strategy, the State can demonstrate that responsible AI implementation begins not with technology, but with confident professionals who understand both its possibilities and its limitations.



"Investing in AI in education has to mean investing in people. It's about meeting educators and students where they are at, and building the knowledge, confidence and capability to use AI critically, safely and effectively.

Access to technology is only part of the equation; we need to give people the agency and judgement to know when AI adds value, when it doesn't, and how to keep human thinking and learning at the centre."

JACQUELINE MANISON, CURRICULUM AND TEACHER TRAINER LEAD, DAY OF AI AUSTRALIA

Recommendation 3: Students as Partners.

Treat young people as partners in the design, implementation and evaluation of AI policy, not just recipients of it. Create real structures for participation, such as peer-led consultation, student advisory groups and anonymous feedback. Provide clear, age-appropriate guidance so students understand when, how and why AI should be used.

One of the strongest messages to emerge from the AI Knowledge Exchange was that young people must not be viewed solely as recipients of AI policy. They are already active users of GenAI technologies and bring valuable insights into how these tools are shaping learning, relationships, creativity, and decision-making. If Western Australia is to develop a genuinely human-centred approach to AI in education, students should be recognised as partners in its design, implementation, and evaluation.

Throughout the week, young people consistently demonstrated a sophisticated understanding of both the opportunities and limitations of AI. They acknowledged the attraction of using AI to complete tasks more quickly but also recognised the longer-term consequences of over-reliance on AI for learning. Students spoke openly about the tension between immediate convenience and the value of developing their own thinking, creativity, and resilience. Rather than asking adults simply to impose restrictions, they called for more honest conversations about why learning matters and how AI can either strengthen or weaken that process.

Students also highlighted inconsistencies across schools. In some classrooms AI was actively encouraged, in others it was prohibited, while in many cases expectations were unclear. This uncertainty created confusion rather than confidence. Participants suggested that schools should move beyond isolated statements about academic integrity towards clear, age-appropriate guidance that helps students understand when, how, and why AI should be used.

Perhaps most importantly, young people challenged traditional assumptions about expertise. Several observed that teachers should not feel pressured to know everything about rapidly evolving AI technologies. Instead, they advocated for classrooms characterised by shared inquiry, where teachers and students investigate new tools together, critically evaluate outputs, and learn collaboratively. This model positions curiosity, rather than certainty, as the defining characteristic of effective learning in an AI-enabled world.

The discussions also highlighted the importance of psychological safety. Students noted that they are often reluctant to discuss how they use AI with teachers if they fear judgement or punishment. As a result, schools may underestimate both the extent and the sophistication of student AI use. Participants suggested that peer-led consultation, student advisory groups, and opportunities for anonymous feedback could generate richer insights into emerging patterns of use while strengthening trust between students and educators.

Meaningful participation is more than consultation. It requires creating structures through which students can contribute to decision-making, influence school practice, and help shape the development of AI policies that affect their learning. Such participation reflects both good educational practice and the broader principle that young people should have opportunities to contribute to decisions about technologies that will shape their futures.



“Young people are more than stakeholders of the future; they are partners in its realisation. A youth perspective in decision making challenges assumptions, brings fresh ideas and shapes unique solutions.”

THANOS LIMNIOS, GENERATIONAI YOUTH AMBASSADOR

Recommendation 4: Strengthen Research.

Build a more agile system in which academic research, classroom practice and policy inform one another. This means better coordination, easier collaboration between schools and universities, and support for teachers to investigate their own practice and contribute to a statewide evidence base.

Western Australia has a long tradition of educational innovation, yet during the week the participants identified a persistent challenge: valuable research, classroom best practice, and the development of policy frequently evolve in parallel when we need them to be informing one another systematically.

Researchers described difficulties accessing schools to complete timely research at the pace required by rapidly evolving technologies. Teachers highlighted limited access to research that is timely, relevant, and directly applicable to classroom decision-making. Policymakers recognised the need for evidence that is sufficiently robust to inform strategic decisions while also responding to emerging issues. Across sectors there was broad agreement that the current research ecosystem could be strengthened through greater coordination, more efficient pathways for collaboration, and improved mechanisms to support knowledge exchange. It is worth noting here that these challenges are not unique to WA and require ongoing coordinated effort.

Based on this, Western Australia could develop a more agile approach that combines rigorous academic research with practitioner inquiry, rapid evaluation, and continuous feedback from schools. Such an approach would enable evidence to evolve alongside technology and the needs of the ecosystem. During this week we heard willingness and intent from all stakeholders.

Several participants suggested that teachers should be better supported to investigate their own practice, share findings across sectors, and contribute to a statewide evidence base. Others proposed creating mechanisms through which schools could collaborate with universities on shared research priorities, reducing duplication while increasing the relevance and impact of educational research. There was also considerable discussion about simplifying research processes where appropriate, enabling schools to participate more readily in low-risk educational research without compromising ethical standards.

Ultimately, responsible AI implementation depends upon developing a system that learns continuously.



Future decisions must be informed by reliable, quality research, AND the lived experiences of Western Australian schools and communities.

"Western Australia has a significant opportunity to strengthen its position as a leader in responsible and impactful AI research. This requires sustained investment in interdisciplinary research that connects technological innovation with education, health, industry and community priorities. Importantly, we need research that moves beyond what AI can do to examine how it should be designed, adopted and governed in ways that benefit people and communities.

Stronger partnerships between universities, government, industry and community organisations will be critical. Building shared research infrastructure, developing AI capability and supporting long-term collaborative programs will enable WA to generate locally relevant evidence while contributing to global AI knowledge and innovation."

KAREN MURCIA, CHIEF INVESTIGATOR IN THE ARC CENTRE OF EXCELLENCE FOR THE DIGITAL CHILD



Recommendation 5: Build Trust.

Establish clear expectations for governance, procurement and responsible innovation. Decisions about AI tools should weigh pedagogical effectiveness, equity, accessibility and child protection. Schools, parents and students should be able to see why a tool was adopted and what evidence supports it.

While AI technologies continue to evolve at extraordinary pace, public confidence will ultimately determine whether they are adopted responsibly within education.

Participants recognised that educational institutions are being asked to make complex decisions about AI procurement, implementation, and governance at a time when both the technology and the regulatory landscape continue to evolve. School leaders described uncertainty regarding the educational value of rapidly expanding AI products. Teachers expressed concerns about privacy, transparency, safeguarding, and the reliability of AI-generated content. Industry representatives acknowledged the need for greater collaboration with educators, while policymakers highlighted the importance of balancing innovation with accountability.

Educational organisations must certainly meet their legal obligations regarding privacy, safeguarding, copyright, accessibility, and data protection. However, participants argued that responsible AI requires a broader commitment to educational purpose, ethical decision-making, and public transparency. Schools, parents, and students should understand not only whether an AI system complies with regulation, but also why it has been adopted, how it supports learning, what evidence underpins its use, and how risks are being managed.

Procurement was raised throughout the week. Decisions about AI tools should extend beyond technical functionality or administrative efficiency to include pedagogical effectiveness, equity, accessibility, child protection, and long-term educational value.



Technologies should be selected because they improve learning and support educators, not simply because they are novel or commercially attractive.

Several discussions explored the relationship between government and industry. Participants recognised that education benefits from technological innovation, yet argued that meaningful collaboration requires shared accountability. Technology companies should engage with educators, researchers, and policy professionals throughout the design, implementation, and evaluation of AI products rather than viewing schools solely as end users. Likewise, governments have an important role in establishing clear procurement expectations regarding transparency, evidence, privacy, and educational quality.

Western Australia has the opportunity to demonstrate that educational innovation and public trust are mutually reinforcing rather than competing priorities.

By establishing clear expectations for governance, procurement, and responsible innovation, the State can create an environment in which educators feel confident to innovate, industry understands the standards expected of educational technologies, and families trust that children's interests remain at the centre of decision-making.



"In education, trust is the licence that enables innovation. It is built through openness, sound judgement, and a shared commitment to putting students first. When communities can see that AI is being introduced thoughtfully, with clear accountability and genuine educational purpose, innovation becomes something they can participate in with trust."

MATTHEW HALL, DIRECTOR OF INNOVATION & LEARNING SERVICES AT URSULA FRAYNE CATHOLIC COLLEGE

Recommendation 6: Advance Educational Equity.

Make equity a guiding principle against which every significant decision is tested. Regional, remote and Aboriginal communities should have the chance to help shape how AI is implemented in their contexts, so that AI does not widen existing gaps.

GenAI has the potential to improve educational access and reduce barriers for many learners. However, participants throughout the Knowledge Exchange consistently cautioned that these benefits cannot be assumed. Without deliberate policy and sustained investment, AI also has the potential to reinforce existing inequalities between schools, communities, and learners.

Western Australia's geography makes this challenge particularly significant. The vast distances separating metropolitan, regional, rural, and remote communities create longstanding differences in infrastructure, workforce availability, professional learning opportunities, and access to specialist expertise. Participants recognised that AI may help address some of these challenges by supporting teachers, improving access to educational resources, and expanding opportunities for collaboration across distance. Equally, they warned that if implementation depends primarily upon existing infrastructure or commercial market demand, the schools and communities with the greatest need may be those least likely to benefit.

Equity was discussed throughout the week in its broadest sense. Participants spoke about digital infrastructure, reliable connectivity, teacher capability, accessibility, disability inclusion, cultural responsiveness, linguistic diversity, and the importance of ensuring that AI systems reflect the experiences and aspirations of Western Australian communities. They also emphasised that equity should not be viewed solely through the lens of technology. Educational equity depends upon people, relationships, and local contexts as much as digital tools.

Participants were particularly concerned that regional and remote communities should not simply receive solutions designed elsewhere. Instead, these communities should participate actively in shaping how AI is implemented within their own contexts. This includes recognising the expertise of local educators, engaging communities in decision-making, and ensuring that implementation reflects local priorities rather than metropolitan assumptions.

The discussions also highlighted the importance of Aboriginal perspectives. Participants recognised that GenAI raises important questions about cultural knowledge, data sovereignty, representation, and community ownership. Future AI initiatives should therefore be developed in genuine partnership with Aboriginal and Indigenous communities, ensuring that implementation respects cultural authority and contributes to educational aspirations identified by communities themselves.

Ultimately, equity should not be considered a separate workstream within AI policy. It should become a guiding principle against which every significant decision is evaluated. The measure of success is not whether AI reaches every school at the same time, but whether every learner has a genuine opportunity to benefit from it.

Western Australia can position these stakeholders as essential partners in designing approaches that are resilient, contextually responsive, and capable of informing education systems facing similar challenges around the world.

By bringing an equity lens to the ongoing conversation about AI, we have an opportunity to ensure that the technology does not widen existing gaps within society, and this will be essential if we are to design with the most vulnerable in mind from the outset rather than as an afterthought.



"AI threatens to widen the digital divide, not close it. We can already see that in our school system, where some schools are teaching AI literacy while others still don't have a reliable Wi-Fi connection. We can't let that happen, and it's a particular area of focus for us at Schools Plus."

ANNE-MARIE HICKS, STATE MANAGER WA
AUSTRALIAN SCHOOLS PLUS

Recommendation 7: Experiment Responsibly.

Create a human-centred innovation programme in which experimentation, research and evaluation happen together. WA can avoid both delaying innovation and adopting technology before there is evidence, and position schools as active partners rather than passive adopters.

GenAI is developing at a pace that challenges conventional approaches to educational policy and implementation. By the time guidance has been written, professional learning developed, and systems implemented, new technologies and capabilities have often emerged. Throughout the Knowledge Exchange, participants recognised that this creates an ongoing tension between innovation and regulation. Education systems must innovate quickly enough to remain relevant while ensuring that implementation remains safe, ethical, and evidence-informed. Participants consistently argued that Western Australia should avoid choosing between these two objectives. Instead, the State has an opportunity to create conditions in which innovation and evidence generation occur together.

By creating a culture in which thoughtful experimentation is encouraged, and where research, evaluation, and regulation are embedded into innovation, WA can establish an approach that is simultaneously ambitious and responsible.

Many education systems are responding to artificial intelligence by either delaying innovation until greater certainty emerges or adopting technologies before sufficient evidence exists to support their educational use. Western Australia has the opportunity to pursue a different path.

By establishing a human-centred innovation programme grounded in collaboration, research, and responsible experimentation, the State can create a model through which innovation is accompanied by learning, transparency, and public trust. Rather than asking schools to become passive adopters of emerging technologies, Western Australia can position them as active partners in shaping the future of AI in education.

Such an approach would not simply accelerate innovation within Western Australia. It would generate evidence, models, and implementation approaches capable of informing education systems nationally and internationally.



"Innovation in education shouldn't mean waiting years for results or adopting tools blindly without evidence. WA's innovation community can connect technology developers with educators and researchers, building a system that uses fast feedback to improve ideas and evidence to guide safe adoption. Sharing what we learn will help others build on it. Western Australia is small enough to move fast and mature enough to do it responsibly."

ALEX JENKINS, DIRECTOR, WA DATA SCIENCE INNOVATION HUB



Recommendation 8: Step Up and Lead.

Position WA as a recognised contributor to national and international conversations on AI in education, by showing that AI can strengthen educational quality, professional expertise, equity, wellbeing and public trust together. Leadership is an ongoing commitment to collaboration and learning, not a destination.

Throughout the AI Knowledge Exchange, participants repeatedly reflected on Western Australia's distinctive position. While many jurisdictions are responding to GenAI through isolated initiatives or fragmented policy development, Western Australia possesses an unusually connected education ecosystem. Strong relationships and goodwill between government, school sectors, universities, industry, philanthropy, and communities create an environment in which innovation can be accompanied by collaboration, rigorous evaluation, and shared learning.

Western Australia therefore has an opportunity to define a different model of educational innovation. Rather than measuring success through technological adoption, the State can demonstrate how AI may strengthen educational quality, professional expertise, equity, wellbeing, and public trust simultaneously.

Throughout the week participants recognised that no single organisation can achieve all of this alone. Leadership will emerge through sustained collaboration across sectors and through a willingness to share both successes and challenges openly. By investing in collective capability, evidence-informed policy, and continuous learning, Western Australia can become a recognised contributor to national and international conversations about AI in education. Leadership should therefore be understood not as a destination, but as an ongoing commitment to learning, collaboration, and responsible stewardship.

Western Australia has the opportunity to become an internationally recognised example of how educational systems can respond to profound technological change without losing sight of the human relationships, professional expertise, and shared values upon which education depends.







"The AI Knowledge Exchange has brought together diverse perspectives, expertise and ideas to explore how we can best utilise the opportunities of AI while addressing its risks.

Education is about learning, so it is essential that AI should be used to deepen understanding, strengthen thinking and enrich learning.

Our students must be taught how to use AI well. This will require a whole-of-school approach, building the capability of educators and working with industry and policymakers to ensure that every Australian student has the opportunity to thrive in a world being shaped by technology."

ANNIE FOGARTY AM, CO-FOUNDER AND CHAIR,
FOGARTY FOUNDATION

A Commitment to ASPIRE

Throughout the Knowledge Exchange, one message surfaced repeatedly: progress will depend not on individual organisations working harder, but on all of us working together more intentionally. As Western Australia continues to shape its future in AI and education, Dr Ratner invited every stakeholder at the final dinner to embrace the following commitment to ASPIRE.

ASPIRE

A. Ask (stay curious)
Continue to ask questions, including the difficult ones. As the technology and its implications continue to change, curiosity remains a more reliable guide than certainty.

S. Share (knowledge across sectors)
Work to reduce the separation between schools, universities, government and industry. Progress in this field depends on the free exchange of knowledge across these sectors, not on any one of them acting alone.

P. Partner (collaborate generously)
Prioritise collaboration over competition. No single organisation can address the scale of what lies ahead, and a generous approach to partnership will allow more to be achieved collectively than could be achieved separately.

I. Imagine (create better futures)
Look beyond incremental change. Consider what an improved future for learners and educators would look like, and let that understanding inform present decisions.

R. Reflect (learn continuously)
Make reflection a regular practice. Lessons drawn from each initiative, whether successful or not, should be used to inform future work.

E. Enable (empower others to flourish)
Keep the focus on enabling others, including students, educators and communities, to succeed. This outcome should remain the measure by which every effort is assessed.

Together, these six principles describe an approach not to using AI in education, but to understanding how it will affect the work we do. They rest on the view that innovation in this space is a social undertaking as much as a technological one, and that its success will be determined by the strength of our relationships as much as by the strength of our tools. It is important that each stakeholder carry this commitment into their own organisation, so that its combined effect exceeds what any single organisation could achieve alone.





Final Remarks

DR SARA RATNER, UNIVERSITY OF OXFORD

The AI Knowledge Exchange was founded on a simple premise: the future of education cannot be shaped by any one organisation acting alone. Over the course of the week-long knowledge exchange, government representatives, educators, researchers, students, parents, school leaders, universities, foundations, and industry partners came together to explore not only the opportunities presented by artificial intelligence, but the responsibilities that accompany them. While participants brought different experiences and perspectives, a remarkable level of consensus emerged.



Technology must always be in the service of learning. It should strengthen, not diminish, human relationships. Innovation should be accompanied by evidence. Public trust must be earned through transparency and collaboration. Equity should be designed into systems from the outset rather than addressed retrospectively.

Perhaps most importantly, participants recognised that the future of AI in education will depend less on the capabilities of machines than on the collective capability of people. The challenge before Western Australia is therefore not simply technological. It is educational, organisational, ethical, and profoundly human.

The recommendations presented in this report provide a practical pathway towards that future. They recognise that successful implementation requires coordinated leadership, investment in educators, meaningful participation from students, stronger research partnerships, trusted governance, a sustained commitment to equity, and environments in which responsible innovation can flourish.

Collectively, these recommendations describe more than an implementation agenda. They describe the characteristics of a learning education system: one that remains curious, continuously evaluates its practice, adapts in response to evidence, and brings diverse voices together to solve complex challenges.

Western Australia possesses many of the conditions needed to achieve this ambition. Its collaborative education ecosystem, strong relationships across sectors, commitment to educational excellence, and willingness to work across traditional organisational boundaries provide a distinctive foundation from which to lead. The opportunity now is to harness these strengths deliberately and strategically.



All that is left is to express sincere appreciation for what was a memorable week in Perth. Sincere thanks to everyone who attended the events, joined the conversations and dared to imagine what the future of Western Australia's education system could look like with AI. The questions we grappled are not easy but they continually bring us back to the purpose of education, the importance of equitable access and the need to lead with human values.

Heartfelt thanks to the Fogarty Foundation, Forrest Research Foundation, the University of Oxford and everyone who contributed to make the 2026 AI in Education Knowledge Exchange such a resounding success.

Leadership in AI will not be measured by who adopts new technologies first. It will be measured by who demonstrates how those technologies can strengthen learning, enhance professional practice, support equity, and improve outcomes for every young person.

Western Australia has the opportunity to become recognised not simply as a jurisdiction that uses artificial intelligence in education, but as one that demonstrates how AI can be implemented responsibly, ethically, and in ways that place human flourishing at the centre of educational decision-making.

The conversations that began during the 2026 AI Knowledge Exchange should therefore not be viewed as the conclusion of a residency, but as the beginning of an ongoing partnership.

The next phase belongs to all of us.



Fogarty Foundation

FORREST RESEARCH FOUNDATION

AIEOU AI IN EDUCATION

DEPARTMENT OF EDUCATION

UNIVERSITY OF OXFORD

What could this look like for Western Australia

Western Australia has a real opportunity to shape how AI is understood, governed and used in its schools, and the recommendations that follow are intended as a set of ideas and options rather than a fixed blueprint. They draw on what is already happening across government, the three school sectors, universities, industry and philanthropy. They suggest how that existing effort might be better connected, supported and learned from.

They are organised around the preceding eight recommendations. Each sets out a small number of practical actions, and together they describe ways a WA approach could take shape, offered as a starting point for discussion, refinement and local adaptation.

1

Coordinated Effort

- Stand up a WA chapter of AIEOU as an ongoing forum for knowledge exchange across sectors, hosted by an existing partner organisation so no new governance layer is needed.
- Build and maintain a shared map of current AI-in-education initiatives across government, the three school sectors, universities, industry and philanthropy.
- Share what is learned through short summaries after each convening and an annual synthesis for system leaders.

2

Invest in People

- Support a whole-of-school approach to AI readiness, with ongoing AI literacy learning for teachers, support staff, students and families.
- Build school leaders' capacity to navigate AI through access to professional learning and peer networks on governance, procurement, safeguarding and assessment.
- Ground AI professional learning in cognitive science, so educators understand how AI can strengthen or undermine thinking and learning.
- Work with WA universities to embed AI literacy, ethics and child development in initial teacher education.

3

Students as Partners

- Create structures for student voice in AI decisions, such as school-based or regional student advisory groups.
- Gather regular, anonymous insights into how students are actually using AI, to inform policy and practice.
- Co-design age-appropriate guidance with students that explains when, how and why AI should, or should not, be used.

4

Strengthen Research

- Create a shared agenda of research questions that responds to the educational priorities identified by schools, universities and policymakers.
- Provide regular opportunities for research translation in schools, so emerging evidence on AI and learning is shared with teachers in practical, usable forms.
- Develop clear and consistent approval pathways for low-risk classroom research, so studies can proceed in a timely way without compromising ethical standards.
- Support teacher-led inquiry projects, and publish findings in a statewide evidence library.

5

Build Trust

- Build on existing national frameworks to set clear, consistent expectations for AI procurement, covering pedagogical effectiveness, equity, accessibility, privacy and child protection.
- Share plain-language information with school communities about the AI tools in use, why they were chosen and what evidence supports them.
- Involve educators in the design, testing and evaluation of AI tools, so industry works alongside schools rather than ahead of them.

6

Advance Educational Equity

- Establish school-to-school partnerships that share AI knowledge, resources and support, so schools with greater capacity help strengthen those with less.
- Prioritise AI literacy support for schools and communities with the greatest need, including low socio-economic, regional and remote communities.
- Embed an equity test in AI policy, procurement and pilot decisions across school systems and sectors: who benefits, who might be left behind, and who was consulted?
- Include regional, remote and Aboriginal educators and community members in the groups that guide AI in education in WA, including system advisory groups, the AIEOU chapter and pilot design teams.

7

Experiment Responsibly

- Run focused, multi-stakeholder pilots that bring together teachers, a research partner and industry, with defined success measures and built-in evaluation.
- Align pilots with educational priorities set at system level, using mechanisms such as grants and tenders to direct industry effort towards those priorities.
- Create structures for teacher-led exploration and experimentation, with learnings captured and shared through the statewide evidence library.
- Share findings from every pilot publicly, including what did not work, and use short review cycles to keep guidance current.

8

Step up and lead

- Share WA's pilots and evidence at national and international forums.
- Report openly on progress against the recommendations each year.



About the Host Organisations

Fogarty Foundation

The Fogarty Foundation is a social venturer, advancing change through education. Founded in 2000 by Brett and Annie Fogarty, it creates opportunities by partnering with purpose-driven organisations and supporting individuals' talents and aspirations. Its work currently spans three focus areas: empowering high-potential young people through initiatives such as the UWA Fogarty Scholarship and the Fogarty Ripple leadership program, investing in teachers and school leaders so every WA student receives a quality education, and sparking innovation by blending STEM, creativity and strong community connections. Committed to excellence, leadership and innovation, the Foundation believes education is society's most powerful lever for lasting impact.

Forrest Research Foundation

The mission of the Forrest Research Foundation is to create a world-leading collaborative centre of research and scholarship in Western Australia. The Foundation supports over 60 PhD scholars and postdoctoral fellows, as well as their families. The Foundation's researchers bring their talents and creativity from all parts of the world to Western Australia in order to conduct ground breaking research. Our researchers pursue everything from "blue sky research" to projects focused on commercialisation and policy. We have no defining theme but draw researchers from across disciplines. Our essential selection criteria are excellence, engagement and curiosity.



2026 AI KNOWLEDGE EXCHANGE



Fogarty Foundation

https://fogartyfoundation.org.au/

Forrest Research Foundation

https://forrestresearch.org.au/

AIEOU

https://aieou.site.ox.ac.uk