



Member Advisory:
Artificial Intelligence (AI)

OSSTF/FEESO Member Advisory: Artificial Intelligence (AI)

Teachers and education workers are at the heart of public education, where the professional judgement of caring educators is central to meeting diverse student needs and helping every student thrive. All teachers and education workers should be able to choose the tools and approaches that they use to support their roles and work, and the use of materials or content supplied by corporate entities should also be in accordance with workers' professional judgement. A human-centred approach is essential to effective and thriving teaching and learning environments; technological tools can assist but never replace the essential role that humans play in education.

As the education landscape evolves, the human-centred foundation of education remains irreplaceable, and it is important that teachers and education workers have an understanding of considerations and risks of artificial intelligence in their work and with students.

Purpose

The purpose of this document is to provide OSSTF/FEESO members with an awareness of the considerations and risks when using artificial intelligence in their practice.

Ethical Considerations and Risks

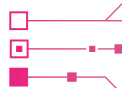
- **Privacy:** AI tools rely on the data provided by users, and it is important to be aware that any information entered may not be protected in terms of privacy. It may be stored, used, or shared in ways the user cannot control.
- Members should never input or upload information that could personally identify a student (name, birthdate, address, student number). This includes academic profiles and student assessment data.
- Student data must be handled securely, and AI tools should not collect or use this data. Teachers and education workers have a responsibility to safeguard student privacy and members should ensure that any AI tools they use meet strict data protection standards.

If the employer has a list of approved AI tools, members should be aware of this list.

- **Accuracy:** Output from AI tools may not be accurate or may misrepresent information.
- **Hallucinations:** AI creates output based on data input and patterns. Sometimes, when faced with uncertainty, AI fills gaps by selecting the most statistically probable words or phrases, rather than reasoning through the problem like a human or acknowledging that it cannot provide a definitive response. These errors often go unnoticed by subject-area novices and even experts who don't double-check the AI's output.
- **Bias:** AI trains on data that is readily available online, and the availability and preponderance of data is unequal and contains systemic bias. As AI-generated content increasingly populates the internet, this creates a feedback loop that amplifies this existing bias.
- **Intellectual Property:** Many holders of copyright in the publishing, journalism, design, and artistic communities believe that AI tools infringe upon their intellectual property rights and imperil their livelihoods, while IT companies have argued that their unauthorized use of copyrighted materials constitutes "fair use" and "fair dealing".
- **Labour Markets and Job Security:** Trade unions and labour advocates are acutely concerned about the threats from AI tools to full employment and job security. Members should be aware of the impact that the use of AI tools may have on job security for some education workers, or of workers generally.
- **Environmental Impacts:** Those considering using AI tools should be aware that these tools require vast computational processing, which is dependent on very significant electricity consumption by data centres. Depending on the jurisdiction where data centres are located, this electricity may generate large carbon emissions, contributing to climate change. These same data centres require large amounts of water to cool processors and may draw from resources already under great stress and needed for agriculture and human consumption.

In members' professional practice, if an AI tool is used, members should:

- Always verify the output along with the sources of the output to check for accuracy, bias, hallucinations, and other errors. AI tools should be critically evaluated for potential biases or unethical behaviour;



- Use their professional judgement when determining if and when to use AI tools for teaching and/or administrative tasks, in consideration of the ethical considerations and risks;
- Use their professional judgement in assessment, evaluation, and reporting of student achievement. If using AI to generate questions or ideas, professional judgement as an educator must remain the primary guiding factor.

Cautions

- **Reduced Professionalization:**

- If using AI to assist with or augment work, preserving professional judgement and human interaction is key to appropriate practice.
- Human relationships and professional judgement are at the heart of education, and the increasing prevalence of AI tools diminishes the importance of the expertise, specialized training, and human relationships fundamental to public education.

- **Corporate Intrusion:** AI learning tools may also engage in surveillance and data mining to collect user information. This can lead to the commercialization of education as valuable private data is potentially monetized.

Professional Considerations

With respect to considering using AI in their professional practice, members should:

- Ensure any use of AI tools and their output aligns with the ethical and professional standards set by their:
 - professional colleges, and
 - school board or employer policies.
- Be aware of employer policies or direction around the use of artificial intelligence.
 - Members should be aware of which tools their employer has identified as approved and those which are not, and any guidelines around practices.

Conclusion

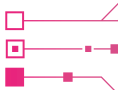
Artificial intelligence is becoming more prevalent in education, but its use must never take the place of human relationships and professional judgement that are foundational to working in public education. While AI can offer helpful tools, teachers and education workers must remain alert to issues like privacy, accuracy, and ethical standards. OSSTF/FEESO members should protect professional autonomy, safeguard student data, and critically evaluate AI outputs. Staying informed and exercising professional judgement will ensure that technology supports, and does not replace, the human-centred foundation of education.

OSSTF/FEESO External Policies

AI has the possibility of significantly influencing jobs and the nature of work. OSSTF/FEESO pursues protections through collective bargaining and has approved several external policies related to AI. External Policies are positions on matters beyond the internal legislative power of the Federation.

It is OSSTF/FEESO Policy that:

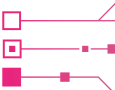
- Employers should disclose to employees the ways in which they use artificial intelligence to inform or make decisions.
- The use of artificial intelligence should not lead to any loss of employment.
- Data generated by artificial intelligence to inform or make decisions should be verified by the employer to ensure accuracy.
- Employers should not use artificial intelligence to collect, use, retain, or disclose confidential, private, and/or sensitive information.
- Artificial intelligence should not be used in disciplining or discharging an employee.
- Artificial intelligence should not be used to limit or restrict worker autonomy or professional judgement.
- Artificial intelligence should not be used to set expectations or standards for employee output.
- Artificial intelligence should not be used to monitor employees.
- Artificial intelligence should not be used in evaluation of employee performance.



- The use of artificial intelligence by the employer should be consistent and not arbitrary in its application.
- Artificial intelligence should not replace meaningful and regular professional development being provided to workers.
- Artificial intelligence should not be used to automate interviews with employees.
- Evidence-based instructional practices that provide quality learning opportunities should be prioritized over technology-driven pedagogy.
- With the exception of technologies prescribed for students through an IEP, the use of any technology in the classroom or learning environment should be at the professional judgement of the member.
- Where computers and other digital technology should, according to the member's professional judgement, be an integral part of the instruction, assessment, and evaluation process that:
 - devices and software should be provided to all Members at the expense of the employer;
 - appropriate training should be provided during the work hours and at no cost to members; and
 - the employer should ensure that all students have access to the technology required to fulfill the expectations of all curriculum programs in such a way that neither students nor OSSTF/FEESO members are disadvantaged.
- The Ministry of Education and employers should provide adequate funding, resources, preparation time, and in-service opportunities during work hours to support any Ministry of Education or employer initiative which references a specific methodology or technology.
- Digital communication, digital technology, and digital literacy should take place in a manner that ensures that there are no reductions in the number of jobs for educational workers.
- The development and review of e-mail, internet, or use of technology policies or protocols, designed to apply to members who use employer-owned computers, should be done in consultation with and with the agreement of the Bargaining Unit.

Resources

- **Initiatives CAVLFO.** “Utilisation Responsable – Ressources.” Initiatives CAVLFO, <https://initiativescavlfo.org/utilisation-responsable-ressources/>
- **Ontario Secondary School Teachers’ Federation (OSSTF/FEESO).** “Resource of the Month — November 2025.” Ontario Secondary School Teachers’ Federation, Nov. 2025, <https://www.osstf.on.ca/en-CA/resource-centre/educators-resources/resources-of-month-archive/2025/november.aspx>.
- **Ontario Teachers’ Federation.** “Webinars | Ontario Teachers’ Federation - OTF/FEO.” Ontario Teachers’ Federation, <https://www.otffeo.on.ca/en/learning/otf-connects/webinars/>.
- **UNESCO.** “Artificial Intelligence.” UNESCO, www.unesco.org/en/artificial-intelligence.





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