

MINI BOOK • AI-LITERACY FOR EDUCATIONAL LEADERS

LEADING AI-LITERATE SCHOOLS

From guiding principles to learning impact: how educational leaders build AI literacy that serves pedagogy — with governance teachers can trust.

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LEADERSHIP

1

AI LITERACY IS A LEADERSHIP TASK FIRST

In most institutions, AI practice is currently the sum of private experiments. That is not a strategy — it is exposure.

Students already use AI daily; many teachers do too, often quietly. When leadership does not lead, three things happen: practice diverges wildly between classrooms, the cautious majority waits for permission that never comes, and governance arrives — eventually — as a ban that nobody respects.

RECENT EVIDENCE

UNESCO (2024) published AI competency frameworks for both teachers and students — the global signal that AI literacy is now core professional competence, not an elective. **MIT NANDA (2025)**: organisations fail at AI adoption through a learning gap, not a technology gap — and schools are learning organisations by definition.

The leader's job is not to become the best prompt engineer. It is to build the conditions — principles, boundaries, capability, rhythm — under which a whole faculty can learn safely and fast. That is what this book is about.

“Every classroom already has an AI policy. The only question is whether it is yours.”

P2LI

2

FROM PRINCIPLES TO LEARNING IMPACT: THE P2LI PATH

Governance that starts with tools produces rules that expire monthly. Governance that starts with principles survives every tool cycle.

The P2LI operating model builds institutional AI governance in three moves: **guiding principles** (what we believe about learning, integrity and the human role — co-created, not copied), **red lines** (the few things we never do — explicit, short, enforceable) and **learning impact** (everything else is judged by one question: does it improve learning, demonstrably?).

Reference: the model follows the IBO-style co-creation path — principles workshopped with educators, red lines negotiated openly, a practical toolkit built on top — which is why staff own the result instead of routing around it.

The order matters. Principles without red lines are posters; red lines without principles are arbitrary; and neither matters without the third element — a visible commitment to measuring learning impact rather than tool activity.

UPDATE 2026

UNESCO global survey (Sept 2025, n=400 institutions, 90 countries): nearly two-thirds of higher-education institutions have (19 %) or are developing (42 %) AI guidance — governance has moved from optional to expected, and the first empirical studies of UNESCO's Teacher AI Competency Framework are appearing (e.g. Chinese secondary teachers, 2026). In the EU, the AI Act's **transparency obligations (Art. 50) take effect 2 Aug 2026 — and unlike the high-risk rules, they were not delayed by the Digital Omnibus**; high-risk obligations for education AI systems (Annex III) are deferred to 2 Dec 2027.

MATURITY

3

MEET EDUCATORS WHERE THEY ARE: THE MATURITY MODEL

The fastest way to lose a faculty is to train everyone the same way.

An educator maturity model places each teacher on a staged path — from cautious observer to confident designer of AI-supported learning — across dimensions like personal use, pedagogical integration, assessment redesign and student guidance. Assessment is self-declared and safe: the profile belongs to the teacher, and every stage has a next step that feels reachable.

Theory: Mishra & Koehler (2006), TPACK: technology integration succeeds only where technological, pedagogical and content knowledge intersect — which develops unevenly and must be assessed, not assumed. Yeager & Dweck (2019): growth-oriented framing measurably improves learning when the context supports it.

For leaders the aggregated picture is the planning tool: where the faculty actually stands, who the internal champions are, and which cohorts need which support — differentiation for teachers, exactly as we preach for students.

PROOF

4

PROOF IT WORKS: THE AIHE × SHNU ARCHITECTURE

This is not theory — the architecture has carried a full faculty transformation.

The **AIHE × SHNU program** (HY+ / University of Helsinki collaboration) took a higher-education faculty through a nine-week hybrid transformation: one framing module, seven capability modules, one capstone — each with prelearning (overview video, self-assessment, terminology), a live session with real course material, and an artifact requirement: **no artifact, no level.**

Design principles that carried it: evidence-first (every claim anchored), gates (progress requires demonstrated work, not attendance), loops (each module revisits and deepens the previous), and the Question Method — teaching educators to interrogate AI output, not just generate it.

The transferable lesson for any institution: transformation succeeds as a **designed learning journey with artifacts and gates** — not as a lecture series. The same architecture scales down to a school and up to a national program.

“Attendance measures politeness. Artifacts measure learning.”

INTEGRITY

5

ASSESSMENT, INTEGRITY AND THE QUESTION METHOD

“How do we stop AI cheating?” is the wrong question. The right one: what is worth assessing when everyone has AI?

Detection is an arms race the institution loses by design. The durable answer redesigns assessment around what AI cannot do for the student: reasoning made visible, oral defence, process portfolios, applying knowledge to local and personal contexts — and explicitly assessing **how well students direct, evaluate and question AI** as a competence in itself.

Method: the Question Method makes interrogation the core skill: gate questions before using output (what would make this wrong?), depth ladders (from summary to critique to synthesis), and evidence requirements at every step. UNESCO's student framework (2024) points the same way: evaluation and ethics over operation.

Integrity, reframed, becomes a curriculum outcome rather than a policing problem — and teachers shift from detectives back to designers.

MEMORY

6

MAKE THE INSTITUTION REMEMBER

Pilots die when their learnings live in the pilot teachers' heads. Institutions learn only into shared memory.

Every module, workshop and classroom experiment produces knowledge: what worked with which students, which prompts served which subjects, where the red lines chafed. A **shared knowledge base** — lesson patterns, worked examples, decision log, living FAQ — turns those sparks into institutional capability that survives staff turnover and tool churn.

Theory: Nonaka & Takeuchi (1995): knowledge becomes organisational only through externalisation and combination — which need a place. Polanyi (1966): the best teachers' craft is tacit until deliberately captured. Grant (1996): integration of knowledge is the institution's real advantage.

RECENT EVIDENCE

Brynjolfsson et al. (2025): AI's largest gains come from diffusing top performers' tacit knowledge to everyone — in schools, that means the best teaching reaching every classroom.

CULTURE

7

SAFETY, WORKLOAD AND THE CULTURE THAT CARRIES IT

Teachers adopt what makes their week lighter and their teaching better — visibly and safely.

Two cultural conditions decide everything. **Psychological safety:** teachers must be able to show unfinished practice, admit confusion and report failures without judgement — otherwise usage goes underground and the institution learns nothing. **Workload honesty:** AI literacy must pay its way in saved preparation time within weeks, or it becomes one more initiative to survive.

RECENT EVIDENCE

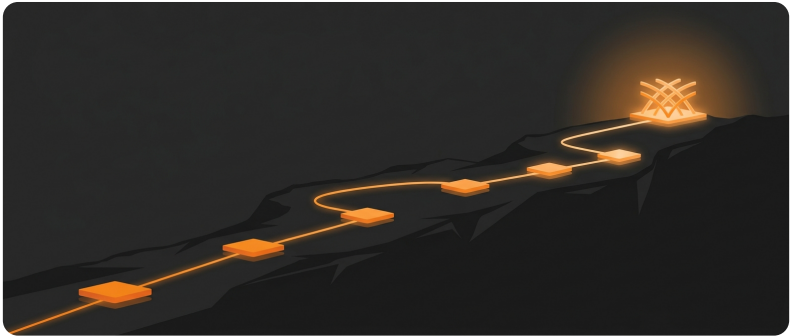
Kim et al. (2025, Nature HSSC): AI adoption can erode psychological safety — and ethical leadership is what buffers the harm. **KPMG-Univ. of Melbourne (2025, n=48,340):** 57 % of workers hide their AI use — in schools, hidden use means unexamined practice reaching students. **Edmondson (1999)** remains the operating manual.

Leadership rituals that work: leaders share their own AI use monthly (including failures), early wins are celebrated in saved hours, and no teacher is ever exposed by their maturity profile.

PROCESS

8

THE LEADER'S PROGRAM IN SIX STEPS



From principles to a living rhythm — recommendation: one semester to foundation, one year to culture.

1

Leadership alignment

WEEK 0

Leadership team works through P2LI: draft principles, candidate red lines, success measures.

2

Co-creation with faculty

WEEK 1-3

Principles and red lines workshopped with educators — ownership is built here, not announced later.

3

Maturity baseline

WEEK 3-4

Educator self-assessment; aggregated map for planning; champions identified.

4

Capability program

MO 2-4

AIHE-style modular journey by maturity cohort — prelearning, live sessions on real material, artifacts with gates.

5**Assessment redesign pilots****MO 3–6**

Priority courses redesign assessment around visible reasoning and the question method; evidence collected.

6**Shared memory & rhythm****ONGOING**

Knowledge base grows from every experiment; termly review against learning impact — not tool activity.

SUMMARY

SEVEN PRINCIPLES

1. **Lead it — do not delegate it to enthusiasts.** AI literacy is an institutional capability, not a hobby.
2. **Principles before tools.** P2LI: guiding principles → red lines → learning impact.
3. **Draw red lines together.** Co-created boundaries are followed; imposed ones are bypassed.
4. **Assess maturity, then differentiate.** One-size training insults experts and abandons beginners.
5. **Evidence over enthusiasm.** Every practice climbs an evidence ladder before it scales.
6. **Questions beat answers.** Teach evaluating and questioning AI, not only using it.
7. **Make the institution remember.** A shared knowledge base turns pilots into practice.



“Policy tells people what is forbidden. Literacy makes them capable of deciding what is wise.”

REFERENCES

REFERENCES

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Recent frameworks and research 2023–2025 (retrieved 16 July 2026): UNESCO (2024). AI Competency Framework for Teachers; AI Competency Framework for Students · WEF (2025). Future of Jobs Report · Brynjolfsson et al. (2025), *QJE* 140(2) · MIT NANDA (2025), The GenAI Divide · Kim et al. (2025), *Nature HSSC*.

GMB method base: P2LI operating model (principles → red lines → learning impact; IBO co-creation reference), AIHE × SHNU 9-week faculty program (HY+ / University of Helsinki), educator maturity model, Question Method (gates, loops, evidence-first).

Added 16 July 2026: UNESCO (2025): survey — two-thirds of HEIs have or are developing AI guidance, unesco.org/en/articles · Empirical TAICF study (2026): AI competence among Chinese secondary teachers, sciencedirect.com/science/article/pii/S0001691826008541 · EU AI Act Art. 50 transparency: in force 2 Aug 2026 — confirmed, not postponed by the Digital Omnibus (Council 29 Jun 2026); education high-risk (Annex III) deferred to 2 Dec 2027 · KPMG–Univ. of Melbourne (2025, n=48,340): 57 % hide AI use.

Note: This mini book is the master version in the GMB product series. Theory references are real sources. Illustrations: Gemini & FAL.AI, GMB style lock. Client versions are tailored separately (gmb-minikirja skill).

The question is not whether your students and teachers use AI. It is whether your institution learns faster than the tools change.

Eight chapters for educational leaders: why AI literacy is a leadership task before it is a teacher task, the P2LI governance path from principles to red lines to learning impact, an educator maturity model — and a proven program architecture from the AIHE × SHNU faculty transformation.



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