



AI in Schools

A National Pilot Initiative in Greece

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Why Now: AI in Schools as a National Pilot

The Reality Today

Students and teachers are already using generative AI tools in everyday learning — often without guidance or structured frameworks.

The Gap

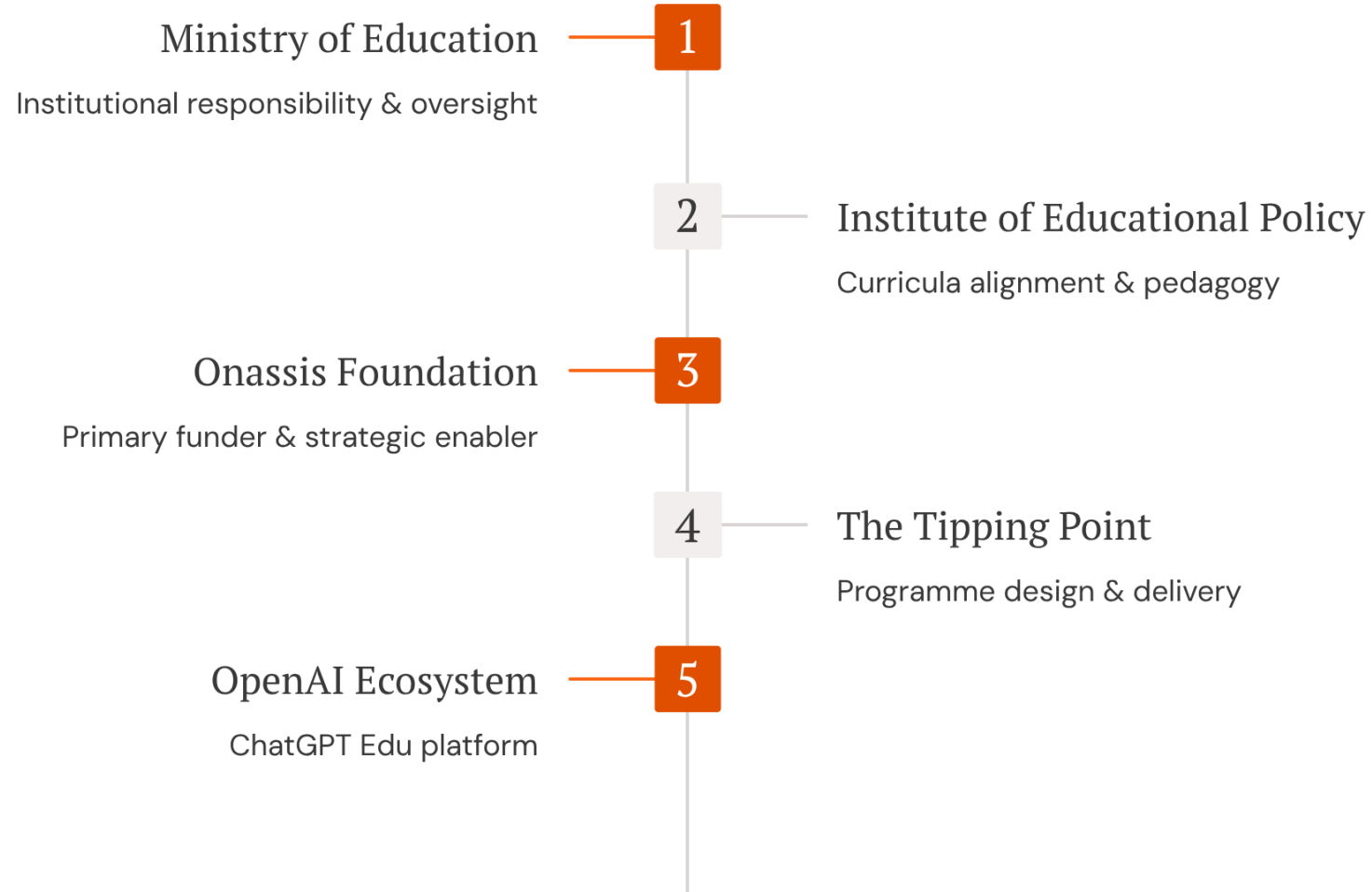
At the same time, the education system lacks established regulatory frameworks and pedagogical standards for the integration of AI.

The Response

The programme introduces a national pilot that enables controlled experimentation in real teaching conditions, supported by continuous monitoring.



Strategic Design: A Public-Private Delivery Model



20 upper secondary schools participate, including Model, Experimental, and Onassis-affiliated schools. The configuration brings together public legitimacy, strategic funding, operational flexibility, and advanced technological tools.

Principles, Values & Objectives



AI Supports Thinking

Not a substitute for thinking — enhances learning processes and deep engagement with content.



Teacher-Centered

AI strengthens teacher capacity to design learning and make informed pedagogical decisions.



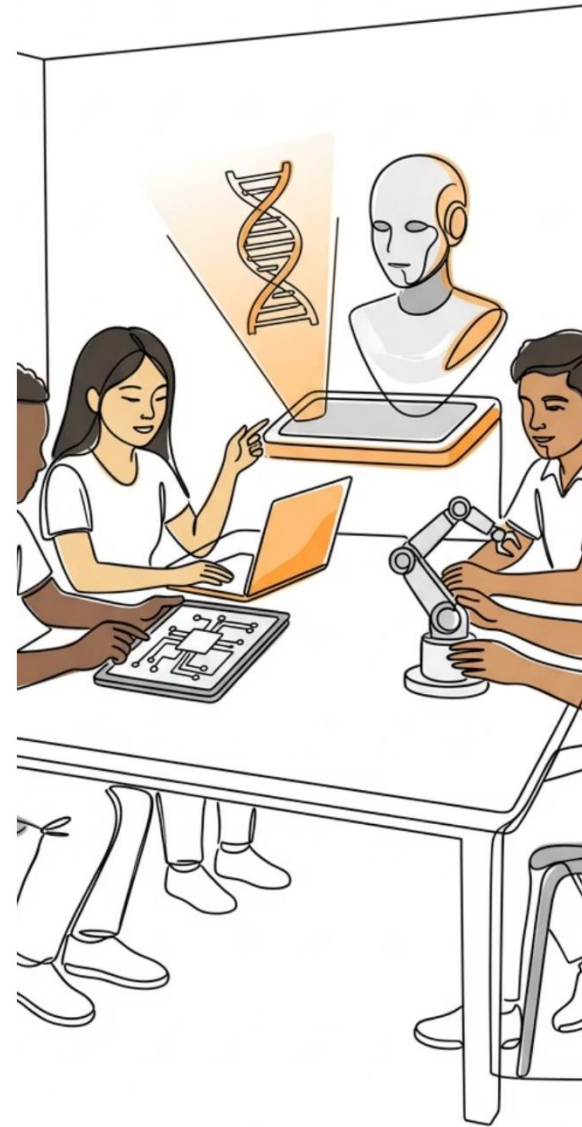
Responsible Use

Students develop understanding of AI limitations and learn to question and evaluate outputs.



Structured Integration

Use framed through specific activities, defined roles, and guided interaction patterns.



Structure & Phases of Implementation

A fully online, certification-based training model organized into three sequential phases combining "learn by studying" with "learn by doing."



Phase 1: Teacher Preparation

AI for lesson preparation, material design, and Custom GPT development aligned with subject areas.



Phase 2: Classroom Implementation

AI-supported learning activities focusing on collaboration, critical thinking, and responsible student use.



Phase 3: Student Work

Students use AI for research, writing, and reflection with Research Guides and Writing Coaches.

Each phase includes mandatory workshops, applied assignments, and pre/post evaluation questionnaires leading to certification.

AI Use for Teacher Preparation

AI as Planning Assistant

Generative AI supports lesson structuring, educational material generation, and content adaptation to different learning needs.

Key Training Focus

- Lesson plans, worksheets, and assessments
- Prompt design for subject alignment
- Custom GPT development per discipline

Objective

Enhance teacher productivity and flexibility, reallocating time from routine tasks to meaningful pedagogical work.



AI Use Within the Classroom

Real-Time Pedagogical Use

AI embedded in classroom activities as part of the learning experience, not just preparation.

Teacher-Mediated

Teacher frames tasks, guides interaction, interprets outputs, and supports student evaluation.

AI-Enhanced Activities

AI used for exploration, idea generation, and understanding within defined instructional frameworks.

This phase marks structured and intentional AI entry into classroom — shifting from teacher-only support to shared learning process.



AI Use by Students



Active & Autonomous Engagement

Students use AI for research, writing, and understanding complex concepts with teacher guidance.

Learning Support Tool

AI functions as exploration and reflection tool, not answer mechanism. Students test understanding and question outputs.

Student-Oriented Tools

Custom GPTs as research guides and writing assistants.

Critical Awareness

Students develop academic integrity, questioning reliability and understanding limitations.

📌 This phase has not yet been implemented — currently at transition point where assumptions and implications are about to be tested.

From Practice to Policy: The Circular

- 1 Pilot Implementation**
Ongoing programme with real teachers and students
- 2 Formal Circular**
First national institutional guidance on AI in school education
- 3 Policy Framework**
Directions reflecting programme principles
- 4 System-Level Adoption**
Wider implementation informed by evidence

For the first time, generative AI use is not only explored through pilot but takes form of official reference point. Completion of programme can inform circular revisions.



The Pilot as a Living Innovation Lab



Real School Environments

New practices tested, adapted, and refined under authentic classroom conditions with actual teacher–student interaction.



Feedback-Rich Environment

Classroom experiences inform subsequent programme iterations, supporting continuous refinement process.



Flexible Experimentation

Degree of flexibility enables testing pedagogical approaches, tool configurations, and use cases before formalization or scaling.

The pilot operates as bridge between design and implementation, intention and practice, innovation and future system–level integration.

Bottom-up production within a structured system



From delivery to production

AI use is not predefined — it is shaped through practice.
What teachers create becomes what is implemented.

Teachers as system actors

Classroom experience drives the development of tools and use cases,
directly influencing how AI enters education.



A coordinated multi-actor model

Public institutions, a strategic foundation, implementation partners, and a specific technology platform operate together within the same initiative.

Not a neutral space

Practice generates content, but the conditions of that practice are already structured. Innovation develops within a predefined framework of tools, actors, and priorities.

An evolving field: emerging insights and ongoing reflection

Early signals, not conclusions

We observe both opportunities and tensions as AI enters real classrooms.

A system in transition

The programme reveals an ongoing shift —
not only in tools, but in how teaching, learning, and schooling are understood.
