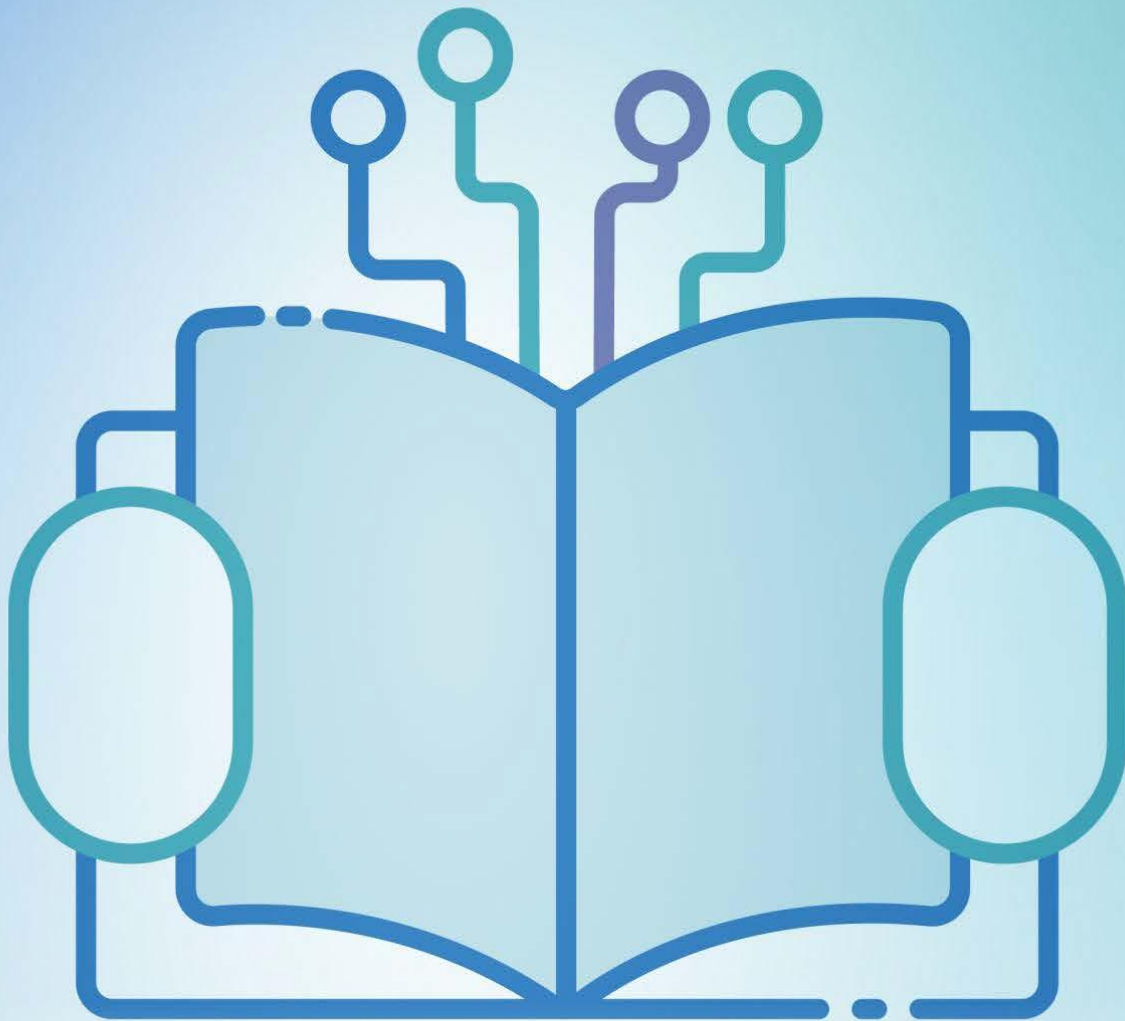


GUIDE TO THE PEDAGOGICAL, ETHICAL AND LEGAL USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

2026



Note

The content of this document will be updated based on the evolution of laws and regulations, government frameworks, research findings and practices in schools regarding the use of artificial intelligence, including generative artificial intelligence (GenAI).

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Introduction

This document is an update to the *Pedagogical, Ethical and Legal Use of Generative Artificial Intelligence – Guide for Teachers* (hereinafter “the Guide”), published in 2024. This update comes at a time when the development of artificial intelligence (AI) is gradually changing educational practices and calls for further reflection on its use. In this context, this guide, developed for teachers of preschool, elementary and secondary school as well as those working in vocational training and adult general education, provides guidance for the pedagogical, ethical and legal use of generative artificial intelligence (GenAI). This support tool is intended to assist with the consistent adoption of practices in the context of the rapid evolution of GenAI tools. It also provides avenues for reflection and action that encourage the critical, thoughtful and responsible use of GenAI for teachers and other education stakeholders who work with students.

Generative artificial intelligence in education for the benefit of humans

To ensure a shared understanding, the following definition of GenAI has been adopted in the Guide:

Generative artificial intelligence (GenAI): field of study focused on replicating the cognitive abilities of human intelligence with the aim of creating systems or machines that can perform functions normally associated with human intelligence or even surpass them.¹ [Translation]

GenAI has both created enthusiasm and raised concerns in education. On the one hand, it provides numerous opportunities for innovative teaching, for supporting learning and for improving on current pedagogical practices. It can assist teachers with various tasks, namely brainstorming, drafting an email or text, reformulating sentences or simplifying a complex concept. GenAI can also support staff members in preparing pedagogical material, facilitate inquiry-based or project-based learning, and help them in their professional development. It can also support students with special needs² or be used as a tutoring tool for students with difficulties.³

¹ “Intelligence artificielle,” Office québécois de la langue française, 2017, accessed June 19, 2026, <https://vitrinelinguistique.oqlf.gouv.qc.ca/fiche-gdt/fiche/8385376/intelligence-artificielle>.

² UNESCO (United Nations Educational, Scientific and Cultural Organization), *Guidance for Generative AI in Education and Research* (2023), <https://unesdoc.unesco.org/ark:/48223/pf0000386693>.

³ Organisation for Economic Co-operation and Development (OECD), *OECD Digital Education Outlook 2026: Exploring Effective Uses of Generative AI in Education* (2026), <https://doi.org/10.1787/062a7394-en>.

On the other hand, GenAI also raises its share of questions, particularly with regard to:

- the role digital tools should play in teaching and learning
- the skills required to use these tools
- the risk associated with cognitive offloading or laziness
- the maintenance of intellectual integrity and professional autonomy as well as issues related to copyright and the environment⁴

For these reasons, it is important that the development and use of GenAI in education always be tailored to human needs, with the goal being to further the fundamental mission of Québec schools, which is to impart knowledge, foster social development and grant qualifications to students.⁵ It is therefore relevant for teachers to reflect on ways to seize the opportunities that GenAI offers while minimizing the associated risks and on how they can prepare students for the new realities that this technology creates, all while supporting cognitive development.

Complement to existing reference frameworks in Québec

The ethical principles stated in this guide are taken from the [*Énoncé de principes pour une utilisation responsable de l'intelligence artificielle par les organismes publics*](#)⁶ [statement of principles for the responsible use of artificial intelligence by public organizations] framework (in French only), produced by the Ministère de la Cybersécurité et du Numérique as well as from the [*Recommandations éthiques de l'intelligence artificielle en éducation*](#)⁷ [ethical recommendations regarding artificial intelligence in education] support document (in French only), produced by the Ministère de l'Éducation for managers, principals and administrative staff in school service centres (SCC), school boards (SB) and educational institutions.

Moreover, the responsible use of GenAI by teachers must support the development of their professional competencies, such as Competency 12, *Mobilize digital technologies*, of the [*Reference Framework for Professional Competencies for Teachers*](#).⁸ For this reason, particular attention must be paid to teacher training to develop their digital competency in using GenAI in accordance with the following two documents.

⁴ UNESCO (United Nations Educational, Scientific and Cultural Organization), *Guidance for Generative AI in Education and Research* (2023) <https://unesdoc.unesco.org/ark:/48223/pf0000386693>.

⁵ *Education Act*, CQLR, c. I-13.3, s. 36, para. 2, accessed June 19, 2026, <https://www.legisquebec.gouv.qc.ca/en/document/cs/i-13.3>.

⁶ Québec, Ministère de la Cybersécurité et du Numérique, *Énoncé de principes pour une utilisation responsable de l'intelligence artificielle par les organismes publics* (2025), https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/cybersecurite_numerique/Publications/Strategie_IA/Enonce_IA.pdf.

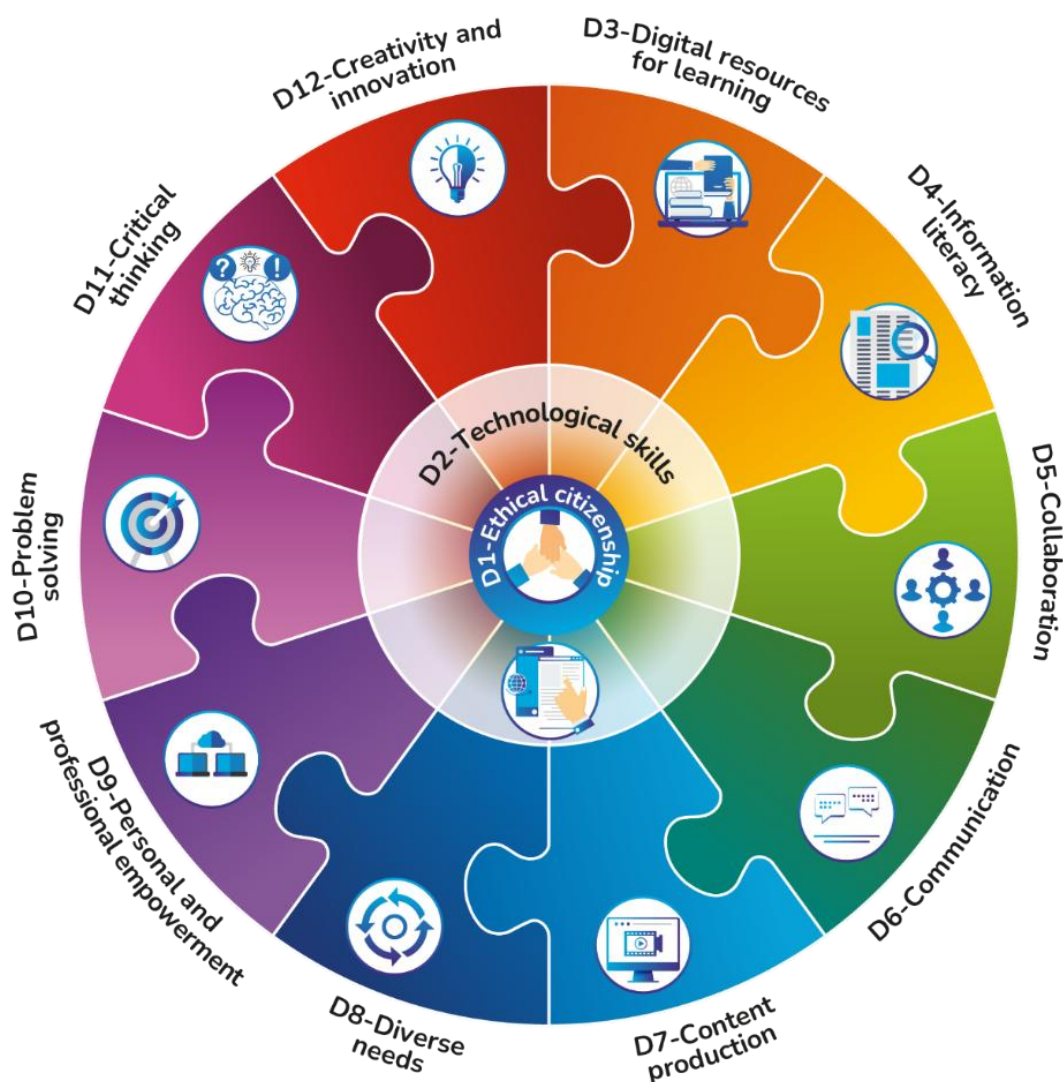
⁷ Québec, Ministère de l'Éducation, *Recommandations éthiques de l'intelligence artificielle en éducation* (MEQ, 2026), <https://cdn-contenu.quebec.ca/cdn-contenu/education/Numerique/intelligence-artificielle-education/recommandations-ethiques-ia-education.pdf>.

⁸ Québec, Ministère de l'Éducation, *Reference Framework for Professional Competencies for Teachers* (MEQ, 2021), https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/devenir-enseignant/reference_framework_professional_competencies_teacher.pdf.

Digital Competency Framework

The [*Digital Competency Framework*](#)⁹ consists of 12 closely related dimensions that support AI literacy in teachers. These dimensions address aspects such as technological skills, communication and collaboration using digital technology, problem-solving or the development of critical thinking with regard to digital technology. Therefore, it is necessary for both those who teach as well as those who learn to develop this competency, which will allow them to further develop their skills, autonomy and critical thinking with regards to GenAI in various contexts, be it pedagogical, professional or daily life situations.

Figure 1: Visual representation of the *Digital Competency Framework*



⁹ Québec, Ministère de l'Éducation, *Digital Competency Framework* (MEQ, 2026), <https://cdn-contenu.quebec.ca/cdn-contenu/education/Numerique/Cadre-reference-competece-num-AN.pdf>.

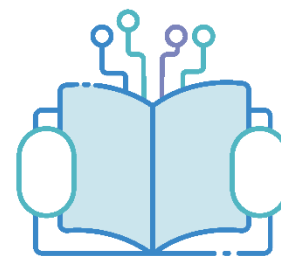
While the growing role of GenAI in education, as in the rest of society, may be met with curiosity, it also raises questions and concerns. In this regard, this guide presents criteria and proposes, for each criterion, associated reflection questions to guide the development of digital competency. At the end of each section, there are concrete planning steps to develop knowledge and know-how related to the use of GenAI in education. Before developing their pedagogical, ethical and legal competencies regarding GenAI, teachers are encouraged to adopt a reflective and responsible stance. This involves recognizing the effects of GenAI on their professional practice and agency, promoting a critical and human-centred relationship with technology, and integrating this position into their actions and decisions.

Reference Framework for Professional Competencies for Teachers

The development of teachers' professional competencies is essential in guiding the appropriate pedagogical use of GenAI, in accordance with the 13 competencies of the [Reference Framework for Professional Competencies for Teachers](https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/devenir-enseignant/reference_framework_professional_competencies_teacher.pdf).¹⁰ Competency 12, *Mobilize digital technologies*, is especially important, as it relates directly to the *Digital Competency Framework*. In this context, becoming familiar with GenAI is fully consistent with the development of digital competency. GenAI can therefore be viewed as a means of supporting the development of professional competencies. To do so, it is suggested to explore the potential and the limits of GenAI in supporting the development of the dimensions for each competency of the Reference Framework in a way that is consistent with professional autonomy.

¹⁰ Québec, Ministère de l'Éducation, *Reference Framework for Professional Competencies for Teachers* (MEQ, 2021), https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/devenir-enseignant/reference_framework_professional_competencies_teacher.pdf.

Criteria for the use of GenAI in pedagogical contexts



To help schools understand and use GenAI, this guide focuses on the aspects that are essential for teachers. It proposes three criteria that can be used for guiding decisions related to GenAI in educational contexts: pedagogical relevance, ethical principles and legal obligations. For each criterion, details are provided on different issues, as is a list of questions to guide reflections. Each section also addresses the implications regarding digital competency and GenAI literacy.

1 Pedagogical relevance of GenAI

1.1 Three stages of pedagogical reflection

Teachers are encouraged to participate in a reflection process on the pedagogical value of GenAI for their own benefit or for the benefit of students. In either case, this reflection is intended to ensure that the use of GenAI supports the students' development of competencies and the acquisition of knowledge. Inspired by the 2024 [Guide d'intégration de l'IA pour les écoles](#)¹¹ [Guide to integrating AI for schools] produced in French only by the New Brunswick Department of Education and Early Childhood Development, a three-stage process is suggested. This process involves reflection before, during and after using GenAI.

Stage 1: Before using GenAI

First, teachers who would like to use GenAI to support them in their tasks, foster their professional development or support student success are asked to identify their intended goals and the ways in which GenAI can help meet them. Among other things, using GenAI can allow for pedagogical differentiation for students with disabilities, social maladjustments or learning difficulties. For example, teachers can adapt the content of pedagogical materials based on the needs of students with learning difficulties to support their educational success, or use GenAI to assist with planning. It could generate texts or images, examples and counter-examples, teaching and learning situations or sequences, presentations, scenarios or annual planning.

Teachers can also support students in the responsible use of a GenAI tool as an adaptive tutoring tool to support their learning. Achieving this requires all parties involved to develop AI literacy. Students could find GenAI useful in a variety of contexts, including helping them better understand concepts they are having difficulty with or inspiring them in writing their own work.

¹¹ New Brunswick, Department of Education and Early Childhood Development, *Le guide d'intégration de l'IA pour les écoles* (EECD, 2024), <https://www.omafor.ma/guide-integration-ia.pdf>.

Teachers can explore these possibilities individually, with colleagues or as part of a community of practice. They can also attend training tailored to their pedagogical goals.

If teachers are interested in addressing or using GenAI with students, they must ensure that this tool is used appropriately to support motivation and learning. Additionally, before allowing students to use these tools, teachers must ensure they understand the pedagogical, ethical and legal issues raised by this technology. Ethical principles and legal obligations provide essential guidance for any reflection on the use of GenAI in education. For this reason, it is recommended that all teachers who plan to address the use of GenAI with students do so in collaboration with the school team.

Once the need and the way to meet the need have been established, teachers can identify the most appropriate GenAI tool. Teachers must ensure that this tool has been authorized by their educational organization and that the intended uses are permitted, in accordance with the established terms of use. It is preferable to use tools that have been developed for pedagogical purposes to avoid their use fostering an overreliance on GenAI for learning. When choosing a tool, teachers must also consider whether the students' digital competency is sufficiently developed to use this tool in a critical manner. If necessary, teachers can seek training or a resource person to support them in their pedagogical use of the tool. It is crucial that any potential risks in terms of ethical principles and legal obligations also be considered, as well as methods for mitigating them, especially regarding the choice of a GenAI tool. As such, integrating GenAI into an activity requires rethinking pedagogical planning.

Reflection questions related to the pedagogical relevance of using GenAI in Stage 1 – Before using GenAI:

- Is this GenAI tool authorized by my educational organization?
- Why do I want students to use GenAI? For what purposes (e.g. brainstorming, content creation, research)?
- When can I use GenAI to support my teaching (e.g. planning, implementation, evaluation, pedagogical differentiation, classroom management)?
- Do I have the necessary skills to choose and use GenAI responsibly, or do I require training or support to use GenAI?
- Do I have the necessary skills to address GenAI with students in an open and critical manner?
- How can I help students use GenAI responsibly?
- Do other people on my school team use GenAI? Was its pedagogical relevance discussed?



Stage 2: While using GenAI

Teachers can continue to reflect while using GenAI, individually or with students. This reflection can be carried out through a critical analysis of the content generated by GenAI. Does the content meet the expectations? Does it increase the pedagogical value of the teaching? Does it foster learning? Does it encourage interest and motivation? If, during their use of GenAI, teachers notice various issues (e.g. quality of information, presence of bias, failure to meet the pedagogical goals), adjustments can be made by modifying the prompt or the content generated, by changing GenAI tools or even by using a different, more appropriate digital tool.

Reflection questions related to the pedagogical relevance of using GenAI in Stage 2 – *While using GenAI*:

- Is my use of GenAI consistent with my goals?
- What effect does it have on the interest and motivation of students?
- Do I need to make adjustments?



Stage 3: After using GenAI

Lastly, teachers are asked to reflect on the process, and to encourage the structured sharing of knowledge to promote the consistent and shared adoption of GenAI in their educational organization. This reflection can be carried out with students, who must also develop their critical-thinking skills.

Thus, based on their experience, the AI-generated content and the results obtained, teachers can verify whether or not their pedagogical goals were met. Would it be useful to change the way in which you use this tool, to share your experiences using this tool, to use a different GenAI tool, to seek additional training or to simply use a different solution that does not involve GenAI?

Reflection questions related to the pedagogical relevance of using GenAI in Stage 3 – *After using GenAI*:

- Did my use of GenAI contribute to achieving my goals?
- What successes and challenges did I observe?
- Could my use of GenAI be transferred to other contexts to help me achieve other educational aims?
- Could my experience be shared with other people to improve the integration of GenAI into teaching and learning?



1.2 GenAI assistance in the evaluation of learning

Teachers develop, select and use various methods to evaluate the knowledge acquired and competencies developed by students. GenAI has the potential to support evaluation practices, both formative and summative, but in no case should it replace the teacher's own professional judgment, either in creating evaluation tools or in supporting the evaluation of students. Possible applications of GenAI in evaluation include producing evaluation tools generated based on their educational aims (such as rubrics or exercises), providing specific and constructive feedback as well as evaluating students' work. When used appropriately, these various applications can allow teachers to save time.

However, GenAI has its limits and involves risks that must be taken into account when integrating it into evaluation practices. First, it is essential that, when generating evaluations for students, teachers make sure that the form and content of the generated text is consistent with their educational aims. Therefore, it is important that teachers complete appropriate training on the capacities and limitations of GenAI with regard to the evaluation process, which will then allow them to make any necessary adjustments.

Secondly, GenAI tools do not always provide accurate or quality responses, which can lead to incomplete or even inadequate evaluations or feedback. For this reason, teachers must review the evaluations or feedback generated by GenAI in order to assess their accuracy and relevance, in accordance with the pedagogical frameworks that teachers must take into account.

Thirdly, should teachers wish to use a GenAI tool to evaluate students' work, it is recommended that they ensure that the tool has been authorized by their educational organization. Furthermore, teachers must ensure that any student work processed by the GenAI tool does not contain any personal information. It is also important to remember that any work produced remains the intellectual property of its author. This use must fall within the guidelines and be consistent with the governance principles of their educational organization.

Intellectual integrity

The advent of GenAI raises many questions relating to the evaluation of students. To address these concerns, it is recommended that students have help in developing their intellectual integrity so that it can guide them in carrying out work in an honest and ethical manner. Teachers must provide students with information on the acceptable and unacceptable uses of GenAI in the form of rules and procedures adapted to the learning or evaluation activities involved. Encouraging discussions about honest, effective and critical use of GenAI while maintaining a climate of trust and openness is also advised.

Despite these preventative measures, it is essential that teachers continue being conscientious and ensure that the process used to evaluate learning remains fair, equitable and transparent, and that it does not compromise the students' ability to demonstrate their understanding and skills.

Reflection questions related to integrating GenAI into evaluation:

- How can GenAI help me assess learning content?
- Did I verify the relevance and quality of the feedback or evaluation generated by GenAI?
- Is the use of GenAI allowing me to maintain or deepen my own skills in evaluation?
- Should I review the evaluation methods and content being evaluated?
- Have I discussed the concept of intellectual integrity with my students?





Digital competency in relation to teaching and learning with GenAI

Reflection questions:

- Does my digital competency allow me to accurately assess the pedagogical value of my use of GenAI in class?
- Does my digital competency allow me to explain the basic workings of GenAI to students?
- Have the students developed sufficient digital competency to enable them to carry out the educational activity?
- Does the activity being carried out using GenAI take into account the development of the students' digital competency?
- Could GenAI help me adapt the activity to the students' diverse needs?

Developing teachers' pedagogical stance regarding GenAI literacy	
What teachers must know about GenAI	What students must know about GenAI
▪ Understand: Explain what GenAI is, what it can and cannot do, its capabilities and limitations, and the tasks for which using it might be relevant in an educational context. ▪ Use: Use GenAI intentionally to support planning, teaching or evaluation tasks by choosing features that are tailored to the task, without delegating tasks that require professional judgment. ▪ Analyze: Critically evaluate the pedagogical relevance and value of the AI-generated content, as well as the effects, advantages and limitations of using GenAI on learning. ▪ Create: Develop or adapt resources or activities that integrate GenAI to support learning.	▪ Understand: Explain, in words appropriate to their level, that a GenAI tool processes a prompt and generates content, which can help them learn, but may also mislead them. ▪ Use: Use GenAI to complete an educational task by formulating a prompt, choosing a useful feature and maintaining responsibility in the pedagogical activity. ▪ Analyze: Verify the accuracy, credibility and relevance of an AI-generated response; identify any errors, biases or limitations; and, as needed, compare a task carried out with GenAI and one carried out without it. ▪ Create: Produce content, a process or a solution by thoughtfully integrating the relevant GenAI contributions, while justifying the choices made.



2 Ethical reflection on the use of GenAI

The advent of GenAI in education, as in other fields and sectors, presents numerous ethical issues. It is essential that teachers demonstrate an ethical stance as described in Competency 13, *Act in accordance with the ethical principles of the profession*, of the [Reference Framework for Professional Competencies For Teachers](#).¹² To do so, teachers must engage in a reflective process regarding issues related to digital sobriety, quality, equity and inclusion, transparency and explainability, and agency. These principles are inspired by the [Énoncé de principes pour une utilisation responsable de l'intelligence artificielle par les organismes publics](#). They are also consistent with the [Recommandations éthiques de l'intelligence artificielle en éducation](#), which are based on the same ethical principles regarding AI, but applied to education.



2.1 Digital sobriety

Considering the amount of data and algorithmic operations required by AI tools, especially GenAI tools, it is important to demonstrate digital sobriety, which means taking a critical look at one's own use of digital technologies, including AI, while taking into account planetary boundaries (Obvia 2024).¹³ On its own, a prompt submitted to a GenAI tool generally requires only a small amount of energy. However, the large-scale repetition of these prompts results in significant energy consumption, which raises environmental concerns. Therefore, demonstrating digital sobriety means becoming part of the search for sustainable development through the limited use of GenAI tools and collective respect for the environment.

Looking beyond the environmental implications, digital sobriety also aims to maintain individual and collective well-being by limiting the overuse of digital technologies and their potentially negative effects on physical and mental health.

It is suggested to assess whether resources or tools that do not use GenAI will allow you to reach the pedagogical goals you have set. When the use of GenAI can optimize teaching and learning, it is important to use it thoughtfully, namely by formulating precise prompts and limiting their number. If possible, it is recommended, among other strategies, to use smaller GenAI models, as they have a less substantial ecological footprint.

¹² Québec, Ministère de l'Éducation, *Reference Framework for Professional Competencies for Teachers* (MEQ, 2021), https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/devenir-enseignant/reference_framework_professional_competencies_teacher.pdf.

¹³ International Observatory on the Societal Impacts of AI and Digital Technologies, "Digital sobriety and socio-ecological transition," (Obvia 2024), accessed June 19, 2026, <https://www.obvia.ca/en/research/hubs/digital-sobriety-and-socio-ecological-transition>.

Reflection questions related to the ethical principle of digital sobriety:

- Do I consider the environmental impact when I use GenAI?
- Can I use a tool or a resource that is not digital or that does not involve GenAI to achieve my educational aim?
- Did I review my prompt before submitting it to the GenAI tool?
- Are students aware of the environmental issues related to GenAI tools?
- How can I address the issues related to digital sobriety when using GenAI with students?



2.2 Quality

The quality of the responses generated by GenAI cannot be guaranteed and must be verified. While GenAI tools are evolving and appear increasingly reliable, they may produce confabulations that can lead to significant factual errors. A confabulation, also known as a “hallucination” is a “response generated by an AI tool that is false or misleading, but is presented as fact,”¹⁴ [translation]. Additionally, while it may be integrated into search engines, GenAI is not a search engine in and of itself, and it can be difficult or even impossible to know what information was used to generate the content. It is therefore appropriate to treat the generated results as a support for reflection or an assistance tool, and not as an ultimate answer. The content may require additional verification and should not be considered definitive information. As such, if teachers choose to use GenAI, the quality, reliability and relevance of the information generated must be verified by exercising critical thinking either before or while sharing it with students.

AI-generated images or videos may be used for aesthetic purposes—for example, generating an image to illustrate a fictional story—but it is essential that the accuracy and reliability of this content be verified when it is meant to represent complex phenomena or concepts, such as a historical event, a scientific phenomenon or the anatomy of a living being.

¹⁴ International Observatory on the Societal Impacts of AI and Digital Technologies, *Glossaire de l’Obvia* (Obvia 2025), 19, obvia.ca/ressources/glossaire/.

Reflection questions related to the ethical principle of quality:

- Did I verify the quality of the content generated using GenAI?
- Did I speak to the students about the importance of verifying the quality of content generated using GenAI?
- Do the students have the knowledge and skills necessary for validating the quality of content generated by GenAI?
- How can I address the quality issues of content generated by GenAI with students?



2.3 Equity and inclusion

When using GenAI in education, the focus must be on maintaining an equitable and inclusive school environment. In education, inclusion is an approach that aims to ensure the participation, learning and success of all students by adapting the school environment, pedagogical practices and resources to their diverse needs. With GenAI, this understanding of inclusion and equity is broader and includes the issue of representation and the risks of bias in AI-generated content.

GenAI tools are trained using a large quantity of data, with some groups, such as Indigenous communities or linguistic minorities, systematically underrepresented in this data. This means that the generated content does not take into account their perspectives, realities, contexts, specific cultural characteristics, etc. In other words, the responses generated by GenAI represent only some views of the world “at the time when its training data was produced.”¹⁵

Additionally, the data used to train GenAI may be “problematic or biased (e.g. stereotypical gender roles).”¹⁶ It is possible that the generated responses will be biased with regard to groups that have faced discrimination in the past, thereby potentially further marginalizing them.

It is for this reason that teachers must always take a critical look at their use of GenAI by considering the issue of representation of minority voices and the presence of bias in the prompts used or the responses generated. In such cases, teachers can make the necessary changes to the generated response, reformulate the prompt or even take the pedagogical opportunity to address these issues with students.

¹⁵ UNESCO (United Nations Educational, Scientific and Cultural Organization), *Guidance for Generative AI in Education and Research* (2023), 17.

¹⁶ Ibid.



Reflection questions related to the ethical principles of equity and inclusion:

- Am I aware of the issues related to representation of certain groups and the possibility of bias in content generated by GenAI?
- Does the content generated using GenAI concern or relate to one or more underrepresented groups? If so, can I verify the content using another relevant resource?
- Does there appear to be bias in the content generated by GenAI? Can I modify the content or reformulate the prompt to avoid bias in the content generated by GenAI?
- Are students aware that not all groups are represented appropriately and that bias may be present in content generated by GenAI?
- How can I address the issues related to equity and inclusion regarding GenAI with students?



2.4 Transparency and explainability

Teachers must use GenAI in a transparent manner, while keeping in mind the limitations of this technology in terms of explainability. They are encouraged to reflect on transparency in relation to the integration of GenAI into their practice when content—such as an image generated by a GenAI tool—is presented to an audience and to ask students to demonstrate the same transparency when the use of GenAI is permitted. As GenAI tools are not authors in and of themselves, it is best to disclose their use by providing the name of the GenAI tool and how it was used (e.g. “Image generated by the X GenAI tool”). Some educational organizations have specific procedures to promote transparency in the use of GenAI.

The explainability of GenAI is also relatively limited, which means that it is difficult to know how content was generated and what data was used, unless the sources are requested in the prompt and then verified. This is why the user must keep this type of limitation in mind and remain cautious when using GenAI tools, particularly when using them to generate information. In this context, it is preferable to use a search engine or to verify the content using other sources.

Reflection questions related to the ethical principles of transparency and explainability:

- Do I find it relevant to disclose the use of GenAI when AI-generated content is presented to an audience?
- How can I disclose the use of a GenAI tool to ensure transparency?
- How can I address the issues related to the explainability and transparency of GenAI with students?





2.5 Agency

Agency involves the capacity to exercise control over one's decisions and actions based on one's own intentions.¹⁷ GenAI acts as both a springboard and a hindrance to the agency of teachers. On the one hand, GenAI can help with carrying out certain tasks, which can reduce teachers' workload and allow them to have more time to dedicate to other tasks. On the other hand, GenAI can limit this agency when teachers are assisted with tasks that are important to their professional practice or development. This is especially true in cases where the use of GenAI can lead to a technological dependency, meaning difficulty in completing tasks without the help of GenAI.

For all of these reasons, teachers are asked to engage in a reflective process by selecting the tasks in which they would like assistance and by continually evaluating whether GenAI is allowing them more agency while still maintaining their professional practice. In this perspective, it remains important that teachers continue to play an active role in validating, interpreting and using content generated by GenAI. Even when a GenAI tool offers advanced assistance or automation features, human judgment must remain central to pedagogical and professional decision-making. This is equally applicable to students, who require a teacher's support while using GenAI to ensure that their agency is being preserved and supported.

Reflection questions related to the ethical principle of agency:

- In my practice, what tasks could GenAI help me with?
- Would using GenAI for assistance with certain tasks help me have more time to dedicate to other tasks?
- Would using GenAI for assistance in these tasks allow me to maintain agency in my professional practice? If not, can I modify my use of GenAI to help me maintain my agency?
- If I discuss GenAI with students, do I encourage them to ask questions about how they can maintain their agency when using GenAI?
- When addressing GenAI with students, do I avoid using vocabulary that assigns it human qualities? If not, how can I adjust my vocabulary?
- When I discuss GenAI with students, can I support them in using vocabulary that avoids anthropomorphization as much as possible?
- How can I address the issues related to agency and the use of GenAI with students?



¹⁷ International Observatory on the Societal Impacts of AI and Digital Technologies, *Glossaire de l'Obvia* (Obvia 2025), 3, obvia.ca/ressources/glossaire/.



Digital competency in relation to teaching and learning with GenAI

Teachers are encouraged to develop their digital competency and that of students in relation to ethical issues, as these are complex and numerous. Therefore, it is important that teachers be provided with appropriate training on aspects related to digital sobriety, quality, equity and inclusion, transparency and explainability, and agency. The Reference Framework also includes dimensions that are related to these aspects.

Reflection questions:

- Does my digital competency allow me to understand the ethical issues related to GenAI and explain them to students?
- Did I plan time to explain to students the GenAI tool that will be used during the activity?

Developing teachers' pedagogical stance regarding GenAI literacy This section addresses the five ethical principles interdependently: digital sobriety, quality of information, equity and inclusion, transparency and explainability, and agency.	
Teachers should be able to:	Students should be able to:
■ understand: explain how these ethical principles guide their responsible use of GenAI and identify the issues they raise for their professional practice ■ use: apply these ethical principles to their practice by limiting prompts submitted to GenAI, verifying the AI-generated content and disclosing its use to students ■ analyze: evaluate the ethical scope of their GenAI use by examining its effects on quality of learning, student inclusion and the maintenance of their professional agency ■ create: develop resources or learning activities that help students develop an ethical stance regarding GenAI	■ understand: recognize that using GenAI involves making responsible choices that affect oneself, others and the environment ■ use: choose to use GenAI thoughtfully, verify the information obtained and clearly indicate when content has been generated by GenAI ■ analyze: assess whether or not content generated by GenAI is reliable, bias-free and representative of diverse realities ■ create: produce content that integrates GenAI in a transparent and responsible manner, taking responsibility for their choices with their peers and teacher



3 Selected legal obligations related to the use of GenAI

Beyond the possible pedagogical relevance of GenAI and the ethical considerations, there is another angle to be taken into account with regard to the use of this technology: the legal aspect. While ethics allows for reflection on the principles that must be respected while using GenAI and their application, the law establishes regulations and norms that must be followed. While GenAI is a recent development, teachers do have legal obligations to respect, such as information security, the protection of personal information and copyright.

3.1 Information security

The content used in a prompt submitted to GenAI is generally not private by default. For example, information provided to the tool so that it can generate content may be used for other purposes or even shared with a third party. Without a clear understanding of the terms of use, information sent to GenAI tools must be considered public. Users should not provide sensitive,¹⁸ confidential¹⁹ or personal²⁰ information to a GenAI tool.

Although GenAI providers offer different levels of security, there are several elements to consider to ensure these tools are used safely. According to the *Act respecting the governance and management of the information resources of public bodies and government enterprises*,²¹ all public bodies must ensure the security of the information resources and the information for which it is responsible. If using sensitive or confidential information with GenAI is necessary, the tool must be analyzed and approved by the person responsible for information security at the educational organization in question.

Keep in mind

The selection of GenAI tools and their permitted uses are the responsibility of each educational organization. Teachers are responsible for making sure that their practices comply with the guidelines and rules in effect within their educational organization.

¹⁸ “Information sensible,” Office québécois de la langue française, 2020, accessed June 19, 2026, <https://vitrinelinguistique.oqlf.gouv.qc.ca/fiche-gdt/fiche/18081273/information-sensible>.

¹⁹ “Information confidentielle,” Office québécois de la langue française, 2019, accessed June 19, 2026, <https://vitrinelinguistique.oqlf.gouv.qc.ca/fiche-gdt/fiche/2074793/information-confidentielle>.

²⁰ “Renseignement personnel,” Office québécois de la langue française, 2022, accessed June 19, 2026, <https://vitrinelinguistique.oqlf.gouv.qc.ca/fiche-gdt/fiche/26532706/renseignement-personnel>.

²¹ *Act respecting the governance and management of the information resources of public bodies and government enterprises*, CQLR, c. G-1.03, accessed June 19, 2026, <https://www.legisquebec.gouv.qc.ca/fr/document/lc/G-1.03?langCont=en>.

3.2 Protection of personal information

Personal information is defined as information that allows a natural person to be directly or indirectly identified. Personal information is confidential and the manner in which it is used is regulated by the *Act respecting Access to documents held by public bodies and the Protection of personal information*.²² This Act stipulates that a public body is responsible for the protection of the personal information that it holds.

The Act also includes specific obligations that must be respected, such as consent to the conservation of data and the duration of the agreement. The use of personal information in a GenAI tool should be avoided unless a particular use has been approved by the person at the organization who is responsible for information security.

It may be difficult to determine if information is considered personal information because of the re-identification risk. For example, a student's responses to an evaluation may identify them indirectly through the combination of information. To use this type of information with a GenAI tool, consulting the person responsible for the protection of personal information at the educational organization is recommended.

Keep in mind

Do not enter sensitive, confidential or personal information into a GenAI tool unless the persons responsible at your educational organization have instructed otherwise.

3.3 Copyright

Many complex questions have been raised about copyright since the advent of GenAI. While ambiguities persist, the same copyright regulations apply when teachers use a GenAI tool. Some GenAI tools use the content provided in prompts to train their model, whereas others do not. The fact that GenAI tools currently lack explainability²³ makes it difficult to guarantee that the data provided to the tool will not be reproduced. There is indeed a risk that this information will be reused.

In fact, users must ensure that, if they upload work protected by copyright to a GenAI tool, they hold rights that allow them to reproduce the work, in whole or in part, as the GenAI may reproduce it without authorization. In case of doubt in the interpretation of this obligation, teachers must refer to the procedure in place or consult the person responsible for this file at their educational organization.

Keep in mind

Information provided to a GenAI tool must comply with copyright requirements.

²² *Act respecting Access to documents held by public bodies and the Protection of personal information*, CQLR, c. A-2.1, <https://www.legisquebec.gouv.qc.ca/fr/document/lc/a-2.1?langCont=en>.

²³ GenAI tools may include data collection components designed for analysis and even for reuse aimed at improving learning and performance. The data entered may be stored in the tool for training purposes and then disclosed later in response to another user's prompt.



Digital competency in relation to teaching and learning with GenAI

In an educational context, teachers are responsible for ensuring that the learning environment is safe, inclusive and suitable for the development of students' competencies. In the digital age, this involves not only simply transmitting knowledge, know-how and interpersonal skills to students, but also respecting the legal norms concerning data protection, respect for privacy and copyright, and teaching students about these obligations. The Reference Framework also includes dimensions that are related to these aspects.

Reflection questions:

- Does my digital competency allow me to understand the legal issues related to GenAI and explain them to students?
- Does my digital competency allow me to use GenAI tools securely and ensure that students are aware of issues related to information security?
- Have I identified the person responsible for GenAI at my educational organization who can support me should I have questions about the terms of use of the tool I chose?

Developing teachers' legal responsibility regarding GenAI literacy	
Teachers should be able to:	Students should be able to:
■ understand: identify the legal obligations that govern the use of GenAI in education, such as information security, protection of personal information and copyright ■ use: apply the legal obligations in their daily practices by protecting sensitive, confidential or personal information when using a GenAI tool ■ analyze: assess the legal risks of a pedagogical situation involving GenAI and consult the person responsible in their educational organization for guidance in their decision-making ■ create: develop activities or usage guidelines that allow students to understand and exercise their legal rights and responsibilities regarding GenAI	■ understand: identify the rules to follow regarding the protection of personal information, privacy and copyright when using a GenAI tool ■ use: apply best practices regarding information security, protection of personal information and copyright when using a GenAI tool ■ analyze: assess whether a situation in which a GenAI tool is used follows the rules regarding the protection of personal information, privacy and copyright ■ create: develop, in collaboration with peers, rules for the responsible use of GenAI that are adapted for the classroom

Conclusion

GenAI is having a profound impact on society and, by extension, the world of education. Its potential as well as the issues it raises are increasingly apparent. Its integration must be consistent with government frameworks to ensure that it is aligned with teaching practices and guidelines established by educational organizations regarding its responsible use.

Many resources, such as those provided in this document, can be used to support this process and spark reflection that is aligned with teachers' professional competencies. To that end, Competency 12, *Mobilize digital technologies*, of the [Reference Framework for Professional Competencies for Teachers](#), the development of which was based on the [Digital Competency Framework](#), is a key tool for integrating GenAI in a responsible and consistent manner. Human beings must remain at the heart of all decisions, and GenAI must not be integrated without first engaging in genuine reflection and developing an informed understanding of this innovative tool.

By means of its pedagogical, ethical and legal criteria, this guide is designed to support teachers in making informed decisions when adopting GenAI. A [complementary tool](#) that brings together the reflection questions is also available for teachers. This guide is part of a process of continuous improvement, as, even if reflection has already begun, GenAI tools are constantly evolving. In this context, ensuring that practices are consistent with the rules and laws in effect remains essential, as is adopting an evolving and flexible stance that encourages innovation while still keeping humans at the heart of decision-making.

