**Reflection Module 2: AI Governance Frameworks and Ethical Considerations**

This module deepened my understanding of what responsible AI governance looks like in a school setting. I now see clearly that governance is not just a compliance task but a leadership approach grounded in ethical values and legal responsibilities.

The comparison between **ethics**, **responsible AI** and **governance** helped me better understand how schools must move from intentions to action. For example, having strong values like fairness or inclusion is important, but unless those are reflected in policy, training and system oversight, they’re not enough.

The legal frameworks - **EU AI Act**, **GDPR** and **Digital Services Act** - each bring distinct responsibilities, especially when working with minors. I was especially struck by the classification of many educational AI tools as **high-risk**, and the emphasis on human oversight and documentation. This reinforces how important it is to clearly assign roles, involve stakeholders, and support staff in monitoring and evaluating these systems.

Completing the **AI Ethics Framework** made me realise how much ethical leadership depends on internal clarity such as translating abstract principles into daily decisions, teacher practices and student interactions.

One insight I’m taking forward: **AI governance is about safeguarding the future of learning**, just as much as it is about compliance. Schools have the chance to shape how AI supports - not replaces - human connection, care, and educational fairness.