AI IMPACT REPORT NO. 175 · REVISED 5 OCTOBER 2026 · 250 ROLES COVERED

Primary School Teachers

AI augmenting lesson planning, resource creation, differentiation, and administrative tasks.

EXPOSURE	WINDOW	ADOPTION TODAY	READING
39 Moderate exposure	4–9 yrs until change lands	Low-Medium higher for teacher tools, lower for direct student AI interaction	Augmented more than replaced. Exposure is the share of today's work AI can plausibly take on within the window.

§ 01 WHAT IS HAPPENING

What is happening to primary school teachers

Impact

AI tools can assist Primary School Teachers by generating ideas for age-appropriate lessons and activities, creating draft worksheets or visual aids, helping differentiate materials for diverse learners, automating some basic grading, and streamlining administrative tasks like drafting parent communications.

Risk

Workflow augmentation for preparation & differentiation; core teaching relies on human interaction, empathy, and developmental expertise.

The role of a Primary School Teacher will be augmented by AI, primarily in the planning, resource creation, and administrative aspects of their work. AI will not replace the crucial direct instruction, nurturing, patience, socio-emotional development, and expertise in child development required to teach foundational literacy, numeracy, critical thinking, and social skills to young children.

Sector readiness

Emerging & Carefully Considered, Focus on Teacher Support

AI tools for elementary education are emerging, often focused on providing resources for teachers or adaptive learning games for students (used with guidance). Adoption is generally cautious due to developmental appropriateness, screen time concerns, and data privacy for young children.

§ 02 POSITION

Where you stand

i The core role of the Primary School Teacher, centered on direct human interaction, nurturing development, and teaching foundational skills, is highly resistant to AI replacement.

ii AI will primarily serve as a valuable assistant for teachers, helping to streamline lesson preparation, create differentiated resources, and automate some administrative tasks.

iii The teacher's expertise in child development, pedagogy, classroom management, and fostering socio-emotional growth remains irreplaceable. The focus will be on skillfully integrating AI tools to enhance, not supplant, these critical human-led functions.

§ 03 ACTIONS 15 POINTS

What this means for you

Concrete changes to how the work gets done, in the order you are likely to meet them.

01 **AI for Lesson Idea Generation & Activity Planning.** Use AI tools to brainstorm age-appropriate themes, activities, project ideas, and craft suggestions for various subjects.

02 **Creating Differentiated Learning Materials.** Employ AI to help create variations of worksheets, reading passages, math problems, or simple games tailored to different learning levels in your classroom.

03 **Generating Visual Aids & Classroom Resources.** Utilize AI to create simple illustrations, flashcards, storyboards, or visual elements for classroom displays or learning materials.

04 **Assistance with Drafting Parent Communications & Report Comments.** AI can help draft initial versions of newsletters, progress updates, or common report card comments, which you then personalize and review.

05 **Automated Story Starters or Creative Writing Prompts.** Use AI to generate imaginative story starters or writing prompts suitable for primary-aged children to inspire creative expression.

06 **Finding Age-Appropriate & Diverse Educational Resources.** AI-powered search can help you find suitable educational videos, interactive games, diverse storybooks, or online articles more efficiently.

07 **Focus on Direct Instruction & Foundational Skill Building.** With AI assisting in prep, more time can be dedicated to direct teaching of phonics, reading comprehension, number sense, mathematical reasoning, and scientific inquiry.

08 **Nurturing Socio-Emotional Learning (SEL).** The core role of fostering empathy, cooperation, self-regulation, conflict resolution, and social skills in young children remains entirely human-led.

09 **Observation, Assessment & Personalized Feedback.** While AI might offer basic progress tracking tools, your direct observation, nuanced assessment of each child's learning and development, and personalized verbal feedback are key.

10 **Classroom Management & Creating an Inclusive Learning Environment.** Human skills in managing a classroom of diverse learners, creating a safe, supportive, and stimulating environment, are irreplaceable.

11 **Adapting AI-Generated Content for Developmental Appropriateness.** Critically reviewing any AI-generated material to ensure it is suitable, accurate, and aligns with your teaching philosophy and curriculum for primary students.

12 **Teaching Digital Literacy & Critical Thinking about AI (Age-Appropriate).** Introducing basic concepts of how technology works and guiding students to be thoughtful consumers of digital information.

13 **Facilitating Collaborative & Project-Based Learning.** Designing and guiding hands-on projects and group activities that develop critical thinking, creativity, and teamwork.

14 **Addressing Individual Student Needs & Providing Differentiated Support.** Identifying and supporting children with specific learning challenges or emotional needs through direct, personalized interaction.

15 **Ethical Considerations & Safe Use of AI with Children.** Being mindful of data privacy, appropriate screen time, and ensuring any AI tools used are safe and beneficial for young learners.

§ 04 CAUSES 10 DRIVERS

What is pushing this change

01 **Demand for Personalized & Differentiated Instruction.** AI can help teachers create varied resources to cater to the wide range of learning paces, styles, and needs in a primary classroom.

02 **Need to Reduce Teacher Workload (Administrative & Preparation).** AI can assist with drafting communications, creating worksheets, or finding resources, allowing teachers more time for direct student interaction and planning richer experiences.

03 **Availability of AI Tools for Educational Content Creation.** Generative AI can provide teachers with a starting point for lesson ideas, stories, visual aids, and differentiated activities.

04 **Focus on Developing Foundational Literacy & Numeracy.** AI tools can generate simple phonics games, math exercises, reading comprehension questions, or spelling lists tailored to primary levels.

05 **Growth of EdTech Platforms Tailored for Elementary Education.** A growing number of educational technology companies are developing AI-assisted resources specifically designed for primary school students and teachers.

06 **Desire to Make Learning More Engaging & Interactive.** AI can help create interactive quizzes, simple educational games, or multimedia elements that can make lessons more captivating for young learners.

07 **Early Introduction to Digital Literacy & 21st Century Skills.** Introducing age-appropriate concepts of technology and responsible digital citizenship, with AI as a relevant example.

08 **Data Privacy & Child Safety Regulations Shaping EdTech AI.** Strict regulations regarding children's data privacy heavily influence the design and adoption of AI tools in primary education.

09 **Use of Data Analytics to Understand Student Learning Patterns (Teacher-facing).** AI can help teachers analyze class performance data to identify common misconceptions or areas where students might need extra support.

10 **Support for Inclusive Education & Diverse Learners.** AI can assist in creating materials that cater to students with special educational needs or English language learners, promoting inclusivity.

§ 05 VARIATION 5 SECTORS

Impact by sector

The headline figure is an average. Where you work changes the picture.

Early Years Teachers (Kindergarten/Reception/Year 1)	AI mainly for teacher resource generation (stories, craft ideas, simple worksheets). Strong emphasis on play-based, hands-on learning and socio-emotional development led by the teacher.
Upper Primary Teachers (Years 4-6 / Grades 3-5)	AI for differentiated assignments, research support (guided), initial writing feedback. Students may begin supervised use of specific AI learning tools. Focus on developing critical thinking about information.
Literacy Specialist Teachers (Primary)	AI to generate decodable texts, phonics games, differentiated reading comprehension activities, and track early reading progress.
Numeracy Specialist Teachers (Primary)	AI to create varied math problem sets, adaptive math practice platforms, and visual aids for number concepts.
Primary Teachers in Schools with High Tech Integration	More likely to use AI-powered adaptive learning platforms, interactive whiteboards with AI features, and tools for creating digital content and assessments.

§ 06 PREPARATION 8 SKILLS

Skills to build

The skills that keep the human part of this work valuable as the routine part is automated.

01 **Expertise in Child Development & Primary Pedagogy.** Deep understanding of how primary-aged children learn and develop, and effective teaching strategies for this age group.

02 **Empathy, Patience, Nurturing & Classroom Management.** The core human abilities to connect with, understand, support, and manage a classroom of young, diverse learners.

03 **Instructional Skills in Foundational Literacy & Numeracy.** Ability to effectively teach reading, writing, and mathematics at a foundational level, using various engaging methods.

04 **Communication with Children, Parents & Colleagues.** Clearly explaining concepts to children, actively listening to them, and effectively communicating student progress, needs, and concerns to parents and staff.

05 **Creativity & Adaptability in Lesson Design (AI-assisted).** Designing imaginative and effective lessons, potentially using AI for inspiration or to generate initial drafts of resources, and adapting to student needs.

06 **Observational Assessment & Differentiated Instruction Skills.** Accurately observing and assessing individual student learning and developmental progress, and using this to tailor instruction (AI can provide data points).

07 **Fostering Socio-Emotional Learning & Positive Behavior.** Actively teaching and modeling essential social skills, emotional regulation, cooperation, and respect in the classroom.

08 **Digital Literacy & Critical Evaluation of EdTech (including AI).** Comfort using educational technology and the ability to critically assess whether AI tools are age-appropriate, ethical, and beneficial for primary students.

§ 07 INSTRUMENTS 11 ENTRIES

Tools in use

KINDS OF TOOL WORTH KNOWING

01 **AI-Powered Lesson Planners & Educational Resource Generators.** Websites or applications that use AI to help teachers brainstorm lesson ideas, create worksheets, or find age-appropriate educational content.

02 **Adaptive Learning Platforms for Literacy & Numeracy.** Software providing individualized practice in foundational skills, adjusting difficulty based on student performance (used with teacher guidance and supervision).

03 **Generative AI for Teachers (Idea Generation, Drafting).** LLMs that teachers can use to generate story starters, creative writing prompts, draft parent communications, or summarize information.

04 **AI Tools for Creating Visual Aids & Simple Animations.** Tools that can help teachers quickly create simple illustrations, custom flashcards, or basic animations for lessons.

05 **AI-Assisted Reading & Writing Feedback Tools (Early Stages).** Emerging AI tools that can provide very basic feedback on early writing (e.g., spelling, grammar) or reading fluency (these require careful teacher oversight).

06 **Interactive Whiteboard Software with AI Features.** Classroom technology that may incorporate AI for creating interactive activities, polls, or accessing educational content.

NAMED TOOLS ALREADY IN USE

MagicSchool AI / Canva for Education (Magic Write, etc.) / Twinkl AI
AI platforms specifically designed to assist teachers with a wide range of tasks, including lesson planning, assessment creation, and generating differentiated materials.

Reading Eggs / Mathletics / IXL Learning (some offer adaptive features)
Popular educational apps and platforms for primary students that often include elements of adaptive learning to tailor practice.

ChatGPT / Google Gemini (for teacher use in planning and resource creation)
Generative AI models that teachers can leverage as personal assistants for brainstorming, drafting educational content, or creating activity prompts.

Genially / Powtoon (for creating interactive visuals/animations, some AI assist)
Platforms that enable teachers to create engaging interactive presentations, infographics, and simple animations, some with AI-assisted design.

Writable / NoRedInk (more for upper primary/secondary, but indicative of trend)
AI-powered writing feedback tools (currently more geared towards older students but concepts may filter down) that can help with grammar, style, and structure.

§ 08 EXAMPLES 5 EXAMPLES

In practice

Ways people in this role are already using AI, and what they get from it.

Generate Differentiated Story Starters for a Writing Lesson

EXAMPLE 1

HOW Input a theme (e.g., "Friendship") and ask an AI tool to generate several story starters at different reading levels for your students.

GAIN Quickly provides varied and engaging prompts, saving preparation time and catering to different writing abilities in your class.

Use AI to Create Visual Aids for a Science Concept

EXAMPLE 2

HOW Describe a science concept (e.g., the water cycle) to an AI image generator or design tool to get simple diagrams or illustrations for your lesson.

GAIN Helps create custom, age-appropriate visuals quickly, making abstract concepts more understandable for young learners.

Find Age-Appropriate Math Games with AI Search Tools

EXAMPLE 3

HOW Use an AI-enhanced search on an educational platform to find interactive math games that reinforce a specific skill (e.g., addition within 20) and are suitable for your students' age.

GAIN Efficiently filters through vast online resources to find relevant and engaging digital tools that align with your curriculum objectives.

Draft a Class Update for Parents Using an AI Assistant

EXAMPLE 4

HOW Provide an AI writing tool with key points about upcoming school events and class activities to generate a first draft of a newsletter or email to parents.

GAIN Reduces time spent on routine administrative communication, allowing more focus on teaching and personalized parent interactions.

Brainstorm Thematic Unit Ideas with AI

EXAMPLE 5

HOW Ask an AI tool for creative ideas for a cross-curricular unit on "Dinosaurs," including suggestions for art projects, literacy activities, and science investigations.

GAIN Offers a wealth of initial ideas and connections between subjects, helping you plan richer and more integrated learning experiences.

§ 09 CONTEXT

How this role compares

Three neighbouring roles chosen to show the direction of travel.

School Librarians (Basic cataloging/circulation) / Admin Staff (Routine tasks)

MORE EXPOSED

AI IMPACT Medium-High (AI can automate library cataloging, basic information retrieval, student record management, and standard parent communications)

WORK MOVES TO Roles may shift to managing AI systems, curating digital resources, providing advanced research support, or more complex school operations.

AI in EdTech Developers / Curriculum Designers for AI-Integrated Learning

DIFFERENT SKILLS, GROWING

AI IMPACT Foundational (They design and build the AI-powered educational tools, adaptive learning platforms, and teacher support systems tailored for primary education)

WORK MOVES TO Deep expertise in AI/ML, software development, child psychology, instructional design, and creating age-appropriate, engaging AI learning experiences.

Child Therapists / Educational Psychologists (In-School)

COMPLEMENTARY, LESS EXPOSED

AI IMPACT Low-Moderate Augmentation (AI for analyzing behavioral data, finding resources for interventions), but core diagnostic skills, therapeutic relationships, and individualized support planning are deeply human-centric.

WORK MOVES TO Specialized expertise in child psychology, learning disabilities, behavioral interventions, and providing direct therapeutic and counseling support.

§ 10 VERDICT

Closing judgement

> For Primary School Teachers, AI is an emerging assistant that can help with the "behind-the-scenes" work of planning and resource creation. It will not replace the essential human connection, pedagogical expertise, and nurturing environment that primary teachers provide, which are fundamental to young children's learning and development.

§ 11 BASIS REVISED 5 OCTOBER 2026

Evidence and revisions

What the exposure figure rests on, what changed when it was last revised, and the published work cited for this role.

SCORE

35 to 39

WINDOW

4-9 years (unchanged)

The 5 October 2026 review moved the score up by 4 points.

Exposure Index v2. Inputs: task applicability 38/100 (Microsoft AI applicability score 0.19 for Elementary school teachers, except special education); observed usage 14/100 (Anthropic observed exposure 0.10); official exposure tier 70/100 (BLS: high); labour-market trajectory 51/100 (BLS projects employment to fall 0.4% over 2025–35); published adoption rating 25/100 (low-medium adoption (higher for teacher tools, lower for direct student ai interaction)). Weighted base 38.8. Final score 39. The previous figure of 35 was raised by 4 points, a small change that comes from moving off scores rounded to the nearest five. The change window is unchanged.

HOW THE FIGURE IS BUILT (EXPOSURE INDEX V2)

Task applicability — Microsoft Research, AI applicability score	38 × 35%	13.2
Observed usage — Anthropic Economic Index, observed exposure	14 × 20%	2.7
Official exposure tier — US BLS AI-exposure category	70 × 20%	14.0
Labour-market trajectory — US BLS projected employment change 2025–35	51 × 10%	5.1
Published adoption rating — This report's adoption level	25 × 15%	3.8
Weighted base		38.8
Exposure score		39

MEASURES BEHIND THE SCORE

US Bureau of Labor Statistics · *Employment Projections 2025–35 and AI Exposure Categories* (27 August 2026)

AI-exposure tier: High. Projected employment change 2025–35: -0.4%. Matched to Elementary school teachers, except special education.

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Microsoft Research · *Working with AI: Measuring the Applicability of Generative AI to Occupations* (10 July 2025)

AI applicability score 0.19 (percentile 66 of 785 occupations) for SOC 25-2021.

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Anthropic · *Anthropic Economic Index report: Cadences* (26 June 2026)

Observed exposure 0.10 for SOC 25-2021 (percentile 77 of 756 occupations).

PUBLISHER PDF

UK Department for Science, Innovation and Technology · *Assessment of AI capabilities and the impact on the UK labour market* (28 January 2026)

UK context: around 70% of UK workers are in occupations with tasks AI could perform or enhance, above the US average; a one-standard-deviation rise in exposure was associated with a 3.9% fall in UK job postings.

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ALSO CITED FOR THIS ROLE

International Monetary Fund · *Bridging Skill Gaps for the Future: New Jobs Creation in the AI Age* (14 January 2026)

Teaching is treated as high-complementarity work: AI changes preparation and assessment tasks while the in-person role persists.

PUBLISHER PDF

OECD · *OECD Employment Outlook 2026* (7 July 2026)

OECD evidence points to transformation rather than displacement in education, with teacher shortages persisting across member countries.

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Archived copies are served only where the licence permits; otherwise the link goes to the publisher. Full research library: https://www.careerguard.ai/sources

§ 12 APPENDIX

Method and sources

Each report was written from a large body of published research. The exposure score itself is computed, not written: it is the CareerGuard Exposure Index, a weighted average of occupation-level measures from the US Bureau of Labor Statistics (AI-exposure classification and 2025–35 projections), Microsoft Research (AI applicability scores) and Anthropic (observed exposure), together with the adoption rating published on the report. The organisations and publications below are the standing literature behind the narrative sections. Every source, with dates, licences and archived copies where we are permitted to hold them, is catalogued in the research library.

Exposure Index v2 (October 2026). Each input is scaled to 0–100 and weighted: task applicability 35% (Microsoft AI applicability score ÷ 0.5), observed usage 20% (Anthropic observed exposure ÷ 0.75), official exposure tier 20% (BLS very high = 100, high = 70, moderate = 40, low = 10), labour-market trajectory 10% (50 2.5 × projected % employment change), published adoption rating 15% (very high = 85, high = 70, medium-high = 55, medium = 40, low-medium = 25, low = 10). Inputs not measured for an occupation are dropped and the remaining weights renormalised. An editorial adjustment of at most ±12 points is allowed only for automation channels the measures cannot see (robotics, self-service, machine vision, medical imaging, RPA/OCR, generative video) and is always logged with its reason. Scores are whole numbers, not rounded to five. The change window shifts one notch (a year at each end) per ten points of movement.

I GLOBAL AND MACROECONOMIC IMPACT OF AI ON WORK

World Economic Forum

The Future of Jobs Report series — Employer survey of expected job growth and decline, skill shifts and technology adoption (2020, 2023 and 2025 editions); Artificial Intelligence and the Future of Entry-Level Work (2026).
AI governance and transformation reports — Frameworks on ethical AI, talent strategy and industry transformation.

McKinsey Global Institute

AI, Automation and the Future of Work series — Research quantifying automation potential by task, sector and demographic, from "Jobs Lost, Jobs Gained" to "Agents, robots, and us" (2025).
Industry-specific reports — Financial services, healthcare, manufacturing and others.

PwC

Global AI Jobs Barometer — Annual analysis of job postings and productivity by AI exposure (2024–2026 editions).
Upskilling Hopes and Fears survey — Employee perceptions and readiness.

Microsoft Research and Anthropic

Working with AI (2025); Anthropic Economic Index (2025–2026) — Occupation-level usage data from Copilot and Claude conversations, the two observed-usage measures behind the 2026 revision.

Stanford Digital Economy Lab and Stanford HAI

Canaries in the Coal Mine? (2025–2026); AI Index Report (annual) — Payroll evidence on early-career employment in exposed occupations; annual measurement of AI capability, investment and adoption.

Deloitte

Human Capital Trends series — Workforce, talent and HR technology trends.
Tech Trends series — Emerging technologies and their business implications.

Accenture

Technology Vision series — Forward-looking analysis of emerging technology, with emphasis on AI.
Fjord Trends — Design, innovation and human experience in a digital world.

Boston Consulting Group
AI/ML insights and industry solutions — "The AI Revolution in the Workplace" and related research.

EY
AI and workforce reports — Adoption, talent strategy and ethics.

IBM Institute for Business Value
AI and automation studies — Business models, workforce evolution and leadership.

OECD
AI Policy Observatory — International data and policy on AI, labour markets and skills.
Employment Outlook — Labour-market trends including technological impact (2023–2026 editions).

International Labour Organization
Generative AI and Jobs: A Refined Global Index of Occupational Exposure (2025) — Task-level exposure gradients for every ISCO occupation; successor to the 2023 global index.

International Monetary Fund
Staff Discussion Notes on AI and work (2024, 2026) — Complementarity framing: where AI augments and where it substitutes.

UK Department for Science, Innovation and Technology
Assessment of AI capabilities and the impact on the UK labour market (2026) — UK occupational exposure and job-posting evidence.

Brookings Institution
AI and automation research — Economic and social implications, displacement and skills.

Yale Budget Lab and Goldman Sachs Research
Tracking the Impact of AI on the Labor Market; AI and the US labour market (2026) — Aggregate labour-market monitoring; macro displacement estimates.

Oxford University (Oxford Martin School)
The Future of Employment — Frey & Osborne and subsequent research on susceptibility to automation.

MIT Technology Review
AI & Work — Reporting on AI research and its implications for industries and jobs.

Gartner
Hype Cycle for Artificial Intelligence — Maturity and adoption of AI technologies.
Future of Work reports — Workplace models and talent strategy.

U.S. Bureau of Labor Statistics
Employment Projections 2025–35; AI Exposure Categories; Occupational Outlook Handbook — Ten-year employment projections and, from the 2025 cycle, an AI-exposure tier for every detailed occupation.

Indeed Hiring Lab
AI at Work Report (2025) and posting-market updates — Skill-level transformation estimates and job-posting trends by occupation.

II CORE AI AND MACHINE-LEARNING RESEARCH

OpenAI
Research papers, blog and API documentation — Large language models, generative AI, safety and societal impact.

Google DeepMind
Research papers and blog — Reinforcement learning, AI for science, AGI and ethics.

Meta AI
Research papers and blog — Large language models, computer vision, AI for social good.

Hugging Face
Transformers library and model hub — Open-source state-of-the-art NLP models.

TensorFlow and PyTorch
Documentation and community forums — Core frameworks illustrating practical capability.

arXiv
cs.AI, cs.LG, cs.CV, cs.CL — Pre-print research.

NeurIPS and ICML
Conference proceedings — Top-tier academic research.

ACM and IEEE
Journals and proceedings — ACM Computing Surveys; IEEE Transactions on AI.

Kaggle
Datasets and competition solutions — Applied machine learning on real-world problems.

The Alan Turing Institute
Research and reports — Responsible and applied AI.

III ETHICAL AND RESPONSIBLE AI DEPLOYMENT

NIST
AI Risk Management Framework — Voluntary framework for managing AI risk.

European Commission
AI Act — Risk-tiered legal framework for AI.
Ethics Guidelines for Trustworthy AI — Principles for responsible development.

Partnership on AI
Research and best practice — Responsible AI development.

AI Now Institute
Annual reports — Social implications: power, inequality, rights.

ACM FAccT
Proceedings — Fairness, accountability and transparency.

Data & Society
Publications — Social implications of data-centric technology.

WIPO
Conversation on IP and AI — Intellectual-property implications of AI.

IEEE Global Initiative on Ethics of A/IS
Ethically Aligned Design — Recommendations for ethical AI design.

Center for AI and Digital Policy
Policy briefs — Accountable AI policy.