

AI's ChatGBT for Teachers: Will it Further Erode Parental Trust?

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The introduction of [ChatGPT for Teachers](#) marks another step in the widening divide between families and the education establishment. Marketed as a free benefit for educators, this specialized AI system is restricted to teachers and administrators, while parents are excluded from equal access. The justification offered is compliance with privacy laws, but the effect is exclusion. Parents, who are the primary custodians of their children's upbringing and the taxpayers funding the system, are told they cannot use the same tools that shape the lessons and curricula their children encounter daily. This exclusion is not incidental; it reflects a broader philosophy in public education: families are recipients, not partners.

Education policy in America has long been treated as an administrative matter rather than a democratic one. School boards and districts make decisions about tools and curricula, and parents are expected to accept them. The rollout of ChatGPT for Teachers follows this pattern. It was introduced without a public vote, without nationwide parental consultation, and without transparency about its exclusionary nature. Families were not informed that they would be barred from access to a system that directly concerns their children's intellectual environment. This lack of consent undermines the principle of self-government. Taxpayer-funded systems must serve taxpayers, not just bureaucrats.

The deeper issue is the gradual migration away from authentic academics toward ideological narratives. A century ago, schools emphasized mastery of reading, writing, mathematics, history, and science. Students were expected to know geography, literature, and civic principles. Over time, however, the emphasis shifted. Bureaucratic mandates, standardized testing, and ideological curricula replaced rigorous academics with political messaging. The result has been a generation of students who may feel confident but lack basic knowledge. They can recite slogans about capitalism, climate, or political figures, but cannot identify the Pacific Ocean on a map or explain the structure of their own government. This intellectual decline is not the fault of students, but of an education establishment that has prioritized ideology over scholarship.

Technology has accelerated this decline. In the late 1980s and early 1990s, schools clamored for computers in every classroom. Legislatures poured billions into technology initiatives, promising that laptops and Internet access would revolutionize learning. Since 1995, the investment in educational technology has been staggering, yet the results have been disappointing. Instead of producing deeper knowledge, technology has coincided with declining test scores and diminished competence. Students may have access to vast information online, but they lack the training to discern truth from propaganda. The marketplace of ideas has narrowed, not expanded, under state control.

ChatGPT for Teachers continues this trajectory. By restricting access to educators and administrators, the system reinforces the separation between families and schools. Parents cannot see how the AI is being used to generate lesson plans, shape curricula, or frame student support.

They cannot verify whether the tool is being used to restore authentic academics or to reinforce ideological narratives. The justification is privacy compliance, but the effect is consolidation of control. Families are excluded from oversight, even though they are the ones financing and entrusting their children to the system.

The difference between government and private education underscores the problem. In private education, parents are treated as partners. They choose schools based on philosophy, curriculum, and values. Accountability flows to families, because families direct the education. In government education, parents are treated as passive recipients. Decisions are made by bureaucrats, unions, and policymakers, and parents are expected to accept them. The introduction of exclusive AI systems reflects this dynamic: the state controls the tools and narratives, while parents are excluded. This is not privacy; it is control.

A free society depends upon the open marketplace of ideas. When the state controls what is taught, particularly when what is taught is not true, the free market of ideas collapses. Students are not exposed to competing perspectives; they are trained to repeat approved narratives. Parents are not given equal access to the tools shaping those narratives; they are told to trust the system. The result is intellectual decline and civic fragility. Unless parents demand transparency and equal access, systems like ChatGPT for Teachers will deepen mistrust and accelerate the migration away from authentic academics.

The solution is not more technology, but a return to scholarship. Students must be taught authentic history, mathematics, science, reading, and writing. Parents must be restored to their rightful place as partners in education. Taxpayer-funded systems must be accountable to taxpayers. Consent of the governed must be respected. And the education establishment must return to its original mission of teaching authentic academics. Without these, no amount of technology will reverse the intellectual decline. With them, education can once again become the foundation of a free and informed society.