DOBCEL Generative Artificial Intelligence (Gen AI) Position and Guidance Paper

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Introduction:

In the current digital landscape, technological advancements are increasingly challenging us to redefine education in our classrooms and communities. The emergence of Artificial Intelligence (AI) and Generative Artificial Intelligence (Gen AI) presents unprecedented opportunities to change the way we learn and teach in our schools. The Diocese of Ballarat Catholic Education (DOBCEL) recognises the transformative potential for education that GenAI offers and is equally aware of the challenges and ethical implications the use of such technology can have for data privacy, academic integrity and equity of access.

The vision of DOBCEL, to enable ***fullness of life for all*** (from a Catholic perspective, Jn. 10:10) includes that our teachers and students are provided with an environment that fosters creativity, critical thinking and innovation, " We will support all learners in the development of skills required for our constantly changing *Educational Landscape."*[1] As part of that landscape, Gen AI presents a unique opportunity to enable a personalised, efficient and effective teaching and learning experience for all learners no matter the age. Considering the ongoing developments in Gen AI, our approach is one of cautious optimism.

We are embracing the integration of existing Gen AI tools within our Catholic educational landscape with the understanding that the ethical, safe and effective use of these tools by all members of our educational community are provided for. There must also be evidence that Gen AI tangibly enhances learning and teaching across the diocese with just access for all. This *Position and Guidance Paper* details our position on Gen AI and introduces a comprehensive Framework to guide its implementation in our schools. Informed by Catholic Anthropology and the Catholic theological tradition, current theological and educational research, it also recognises best practices both nationally and internationally.

We acknowledge as well that the Framework to follow, in its original form, is the work of *Catholic Education Diocese of Wollongong* (CEDoW)[2] in collaboration with Dan Ingvarson, supported by CENet[3] and members of Catholic education communities across Australia.

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[1] In Catholic education we're always in a moment of possibility and opportunity when, from the perspective of faith, God is calling to us. So, in this moment, at this time, we call back, freely and from many perspectives. Our response is the landscape we create and recreate together in community and for community. Our response respects the innate dignity of the human person, made in the image of God, whose potential for flourishing is unbounded. Our response creates the conditions for this potentiality for flourishing as together we navigate the complexity, the possibilities, and challenges of such landscapes towards hopeful and meaningful encounters – now and into the future.
It is time and the time is now to "… go a step further and never be satisfied with conventional things. Seek new forms in accordance with the places, times and people. I encourage you to do this." (Pope Francis, 2013)

[2] *Catholic Education Diocese of Wollongong* (CEDoW) - https://www.dow.catholic.edu.au

[3] CENet, Catholic Education Network - https://cenet.catholic.edu.au

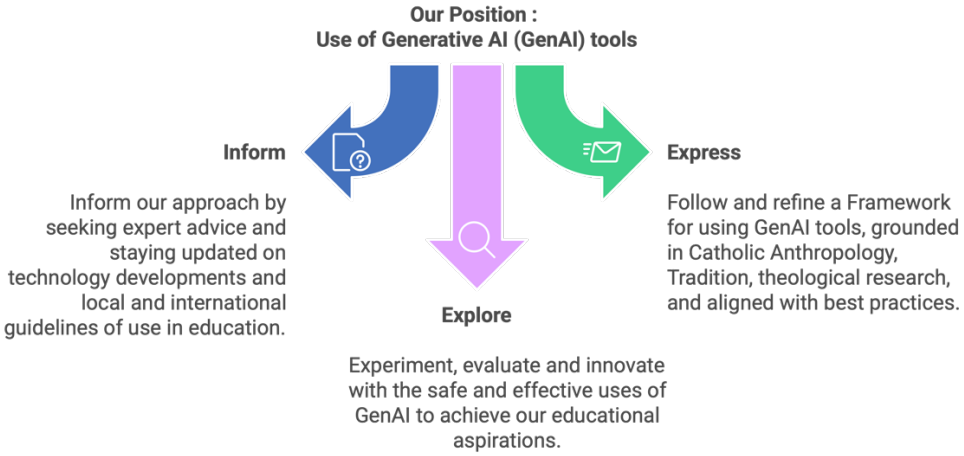
Our Position:

Moving forward, our position involves engaging with Gen AI in a structured and balanced approach, through a cycle of **Inform**, **Express** and **Explore.**

This approach will best support our direction and ongoing efforts to provide schools and our wider community with the most relevant and up-to-date advice and information.

We aim to:

- Learn from expert advice to **inform** our approach and keep improving our understanding as the technology develops. This extends to guidance from the *Australian Framework for Generative Artificial Intelligence in Schools*[4], as well as Principles and other international frameworks mentioned further in this document.
- **Express** our approach in using existing Gen AI tools through a Framework underpinned by the Catholic Anthropology, the Catholic theological tradition and theological research, in dialogue with DOBCEL's strategic objectives, integrating and aligning as well with national and international best practices;
- **Explore** safe and effective further uses of Gen AI to achieve our goals through experimentation and evaluation at school and head office level**s**.



Holding to this cycle, we will be able to approach current and future applications of Gen AI with clear expectations and clarity of use across our Catholic schools and their communities in the Ballarat diocese.

[4] *Australian Framework for Generative Artificial Intelligence in Schools, https://www.education.gov.au/schooling/resources/australian-framework-generative-artificial-intelligence-ai-schools*

Inform:

Considerations of AI

AI technology has seen significant progress recently, with a growing number of educational technology products and services integrating it into their platforms. AI is becoming more user-friendly and designed to emulate human intelligence. Fundamentally, AI depends on machine learning, allowing a computer program to learn and improve its performance from input data without direct programming by humans. This ability enables the programs to analyse trends, recognise patterns, make predictions from data sets, and address complex issues.

In recent years, AI has seen a dramatic increase in mainstream adoption, becoming more accessible through large algorithms powering video streaming recommendations and personalised adverts on social media, which have become a part of our everyday lives. However, recent advancements in Gen AI, especially with Large Language Models (LLMs), are transforming the field. These models, trained on vast datasets, can mimic human language and interactions remarkably well. They appear to replicate human intelligence because of their extensive training data and ongoing learning from user interactions. Some of the leading LLMs today including OpenAI's Chat GPT, Google's Gemini, Anthropic's Claude and more recently, DeepSeek, are powering most of the AI tools on the market and are being integrated into software and platforms which are already used in educational settings. Despite their human-like interactions, LLMs are known to "hallucinate," producing information that is not factual when generating text or other content; this can be problematic in many cases, particularly in relation to education.

Another significant consideration and challenge includes the ways in which LLMs use data inputs to retrain and expand on their current data sets. Each time users input or interact with an AI tool, the tool shares this data back with the LLM and is then used to expand the data set through the feedback loop. Via the technology, this data, as a part of a larger LLM, can be used and shared through this model on many other platforms and online. Moreover, the emergence of Artificial General Intelligence (AGI) adds another layer of consideration.

AGI represents the next frontier in AI development, where systems possess the capability to understand, learn, and apply knowledge across a wide range of tasks, much like a human. This evolution brings about ethical and practical considerations such as ensuring the responsible use of AGI, preventing misuse, and maintaining human oversight particularly in the educational space. It reiterates the need for robust frameworks and guidelines to govern AI's deployment and integration, particularly within sensitive environments like education.

Understanding how AI is developed and applied is crucial for its effective and safe integration into our educational systems. Schools must navigate these advancements carefully, ensuring they enhance the learning experience while safeguarding student privacy and promoting responsible AI use.

AI in Education

As AI tools become more bespoke in their application within the education market, there are going to be an ever-changing set of *use cases* for schools. We are already seeing clear use cases in reducing teacher workload from an administrative perspective, creating rich media-based materials, as well as some interesting student-facing applications in the classroom. Significant challenges these applications bring to education at all levels include privacy of student and school data, and the impact on assessment from AI. With the technology increasing in reliability, access and targeted applications, schools will be required continually, to review and stay updated in this space. Gen AI tools have great application potential to enhance and develop education, however it's critical that AI applications are used in ways that support human involvement and responsible learning practices. As the *UNESCO Guidance for Gen AI in Education*[5] suggests, educators and researchers need to make sure that interactions between humans and AI remain focused on promoting human agency and are appropriate for the learning environment.

To help schools manage the challenges and opportunities of AI, there are several national and international Frameworks and guidelines available. These aim to guide schools in using AI in ways promoting inclusion, fairness, and respect for student privacy, while also protecting against risks such as bias and data misuse.

Below is a table summarising some of the key Frameworks and policies that help guide our understanding and inform our ongoing practice and use of Gen AI in education. We fully understand that these are current Frameworks and policies for guidance and will need to be continually monitored for updates and changes as more advancements in AI technology develop over time.

[5] *UNESCO Guidance for Gen AI in Education* - https://unesdoc.unesco.org/ark:/48223/pf0000386693

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Table 1: Summary and Comparison of Global, National and Local Guidance Frameworks and Policies

	Rome Call for AI Ethics (2020)	**UNESCO Guidance for GenAI in Education (2023)**	**Australian Framework for Generative AI in Schools (2023)**	**Generative AI Policy - Victoria, Australia (2024)**
Purpose	Promote ethical AI development and usage with respect for human dignity and shared responsibility	Provide global guidance for ethical, human-centered Gen AI use in education.	Guide responsible use of Gen AI tools in Australian schools for better educational outcomes.	Establish requirements for safe, responsible use of Gen AI in Victorian schools.
Key Goals	Advocate for human dignity, inclusion, responsibility, and environmental sustainability in AI usage	Human-centered Gen AI use, ensuring human agency, equity, inclusion, and protection of cultural diversity.	Promote education outcomes, ethical practices, equity, inclusion, and safe use of Gen AI tools.	Ensure privacy, data protection, academic integrity, and safe Gen AI use.
AI Principles	- Transparency - Inclusion - Responsibility - Impartiality - Reliability - Security & privacy	- Protection of data privacy - Ethical validation of Gen AI tools - Human agency and equity - Pedagogical appropriateness.	- Enhance teaching and learning outcomes - Ethical and responsible use of AI - Promote equity and inclusion.	- Protect privacy and personal data - Academic integrity - Responsible use of Gen AI tools.
Affordances	AI should empower human abilities, support education, and assist in achieving sustainable development	Automate certain tasks and learning experiences while, encouraging the reconsideration of acquired learning and knowledge.	Enhance teaching and learning opportunities, reduce administrative burden, generate rich content to make learning more engaging and relative.	Support academic and administrative tasks while promoting responsible AI usage.
Ethical Considerations	AI must prioritise human rights, safeguard against biases, and ensure ethical AI development	Ensure that AI respects human rights, inclusion, and ethical diversity.	Focus on fairness, inclusivity, and equity, minimising discrimination	Prevent misuse of AI tools to undermine relationships or promote unethical practices.
Data and Privacy	AI systems must respect user privacy and ensure secure handling of data	Requires Gen AI providers to protect user data and enforce age limitations.	Emphasises security, privacy, and online safety compliance for AI tools in schools	Clearly stating must not upload personally identifiable information and ensure third-party tools comply with privacy standards.
Long-term impact	Advocate for long-term ethical AI use that supports humanity and the environment	Encourage reflection on the impact of Gen AI on future education systems and knowledge assessment	Aims for continuous review and adaptation of policies to accommodate technological advancements	Encourages continuous monitoring and updates to manage risks and realize benefits

Express:

Catholic Anthropology, the Catholic theological tradition and theological research as Tradition and theological underpinnings of AI policy

The Vision for Catholic education across our Diocese includes our commitment to pursuit of fullness of life for all, creating spaces where every student can thrive—spiritually, academically, and emotionally.

Our Catholic education community is plural, meaning it encompasses Catholics, those who claim Aboriginal and Torres Strait Islander spiritualities, those from religious traditions other than Catholic, those who follow philosophies of life and lifestyles and those who subscribe to none of the above. In the diocese of Ballarat, the *Catholic Dialogue School* is the preferred school identity on both theological and cultural grounds.

Dialogue is not just a technique of communication but a way of being. Human existence is inherently dialogical, as persons in relationship with each other. We are each other's keeper (c.f. Gensis 4:9; 1 John 3:11-12). We are already interconnected with each other even before any dialogue takes place.[6]

Through the various platforms, Gen AI has the potential to provide vehicles for these dialogues – vehicles not only to optimise the engagement of our learners, also our interconnection as human beings. Therefore, as we embrace new technologies such as Gen AI, we must ensure they are integrated thoughtfully and responsibly. In light of our plurality, these new technologies need to be explicitly informed by Catholic Anthropology, the Catholic theological tradition and theological research.

What might this look like in part? If we consider curriculum as an example, Gen AI used responsibly could assist, enable and expand the following for *any field* of the curriculum:

> Quality curriculum is co-designed in partnership with colleagues and young people where all are positioned as active and agentic learners.
> *When young people are co-designers, motivation, engagement and attitudes to learning are strengthened. Together with adults, young people co-design learning pathways that are responsive to their aspirations, interests, and needs. They develop a strong sense of responsibility for themselves in their learning community and are aware of the needs of others. It is important that young people are scaffolded and equipped with the capabilities necessary for such partnerships. Co-designed curriculum gives attention to creating the conditions for young people to be agentic learners, providing opportunities for expanding their horizons with new learning opportunities and explorations.*

The above is faithful to the innate dignity of the human person made in God's image, personally and communally responsible. Pollefeyt helps us understand, "This in a positive sense means that a human being is a 'life-filled' 'image of God', is receptive and has the ability to be creative in the development of his or her own life." And so, it follows, that applications of Gen AI should always promote and enhance the dignity of the human person wherein, God is encountered in the face of the other – often unexpectedly. This understanding of the human person as a life-filled image of God underpins as well, the personal, communal and systemic responsibilities that guide applications of Gen AI.

[6] Professor Roger Burggraeve Dialogue PTI KU Leuven 2024

In alignment with the *Message of the Holy Father Francis for the 57th World Day of Peace* [7], we recognise that "if artificial intelligence were used to promote integral human development, it could introduce important innovations in agriculture, education and culture, an improved level of life for entire nations and peoples, and the growth of human fraternity and social friendship." This vision reflects the diocesan commitment to ensuring that AI not only enhances learning in our schools and community, but also contributes to the common good, fostering environments of mutual care and fullness of life in all forms. By embracing a Framework which embodies these understandings, we aim to elevate our teaching and learning practices, while remaining faithful to ***who we say we are***.

The Framework

The Framework we will be adopting and adjusting for DOBCEL, developed by CEDoW and leading experts, provides for the use of Gen AI in our schools. This Framework, and supporting materials, should act as a guide for schools to evaluate their use of AI currently and into the future.

The framework we have adjusted for Gen AI centers upon five essential concepts.

- **Catholic Anthropology, theological tradition and theological research**
- **Al Principles of Use**
- **Risk and Safety**
- **Al Output**
- **Objectives and Obligations**

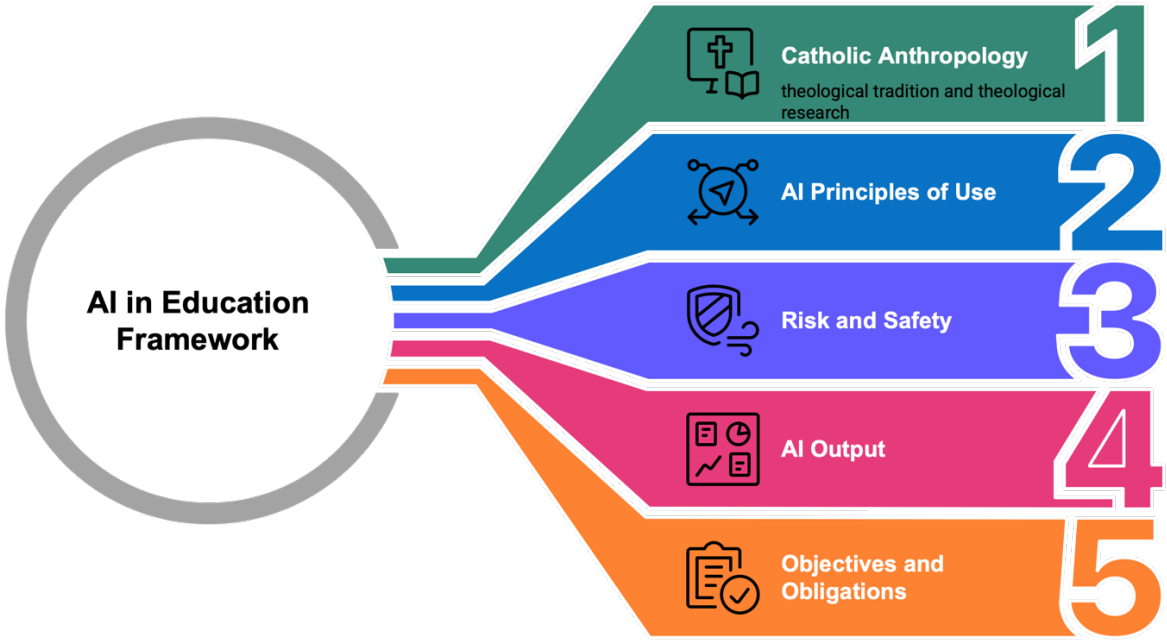


Figure 1: Framework for Gen AI Implementation in Schools, CEDoW, 2023. Adjusted for DOBCEL 2025.

[7] Message of the Holy Father for the 57th World Day of Peace (1 January 2024), 14.12.2023
https://press.vatican.va/content/salastampa/en/bollettino/pubblico/2023/12/14/231214a.html

Understanding the Framework:

At its core the Framework has Catholic Anthropology, the theology tradition and theological research underpinning whole of school and whole of system understandings for DOBCEL - ***why*** we do what we do **-** and leads us, through the Framework, into contextualised **AI principles** for our educational community. Moving forward to establish **Risk profiles** and **Safety Actions** for Gen AI use, teachers, administrators, and students ought to aim to achieve a perceived Gen AI benefit in the use of the selected tool. By evaluating the **Risk Profile** of the AI tool's intended use, specific risk mitigation strategies—**Safety Actions**—should be implemented to ensure its safe and ethical use. This brings to light the schools' overall strategic objectives from a teaching and learning perspective and the ways in which AI aligns with and supports these goals.

When adopting new Gen AI tools, teachers and administrators can begin with **Objectives & Obligations** to analyse new tools and their affordance to the school and its community as a whole. These are informed by **Risk & Safety** which can determine any associated concerns in using a Gen AI tool. This process is further informed by **AI Principles** with the Catholic underpinnings already mentioned, as the heart of the Framework providing the contextual and ethical approaches involved. Each element of the Framework is explored in greater detail below.

Catholic Tradition

The foundational Catholic understandings at the **heart** of the Framework include:

1. **Catholic Anthropology: the human person is made in the image and likeness of God Gen1:27**

1.2. An abiding respect for the inherent dignity of all people and a commitment to act in accordance with that truth.

1.3. A dedication to justice, fairness, and outreach to those in need.

1.4. A commitment to supportive, respectful, and ethical behaviour.

1.5. A commitment to solidarity to wholeheartedly commit ourselves to the good of all, to stand in solidarity with our one human family, acknowledging, our First Nations peoples – Aboriginal and Torres Strait Islanders.

What might these understandings look like in terms of pedagogy? Gen AI used responsibly could assist, enable and expand the following for *any field* of the curriculum:

- Quality Pedagogy is a relational endeavor and creates conditions where all young people are able to develop trusting relationships with adults and peers, feel connected and experience belonging within and beyond their learning community.
    - *These relationships enable young people to expand their understanding of themselves, of others, of God as Other, the world and the Cosmos. In these ways young people come to understand how they want to be their authentic relational selves in the world.*
- Quality Pedagogy embraces each young person's uniqueness; recognising that they bring valuable and legitimate knowledge, experiences and insights to their learning community.

- *This offer by the young person, when embraced, can shape individual and collective understandings, ethical decision making and actions for the common good.*

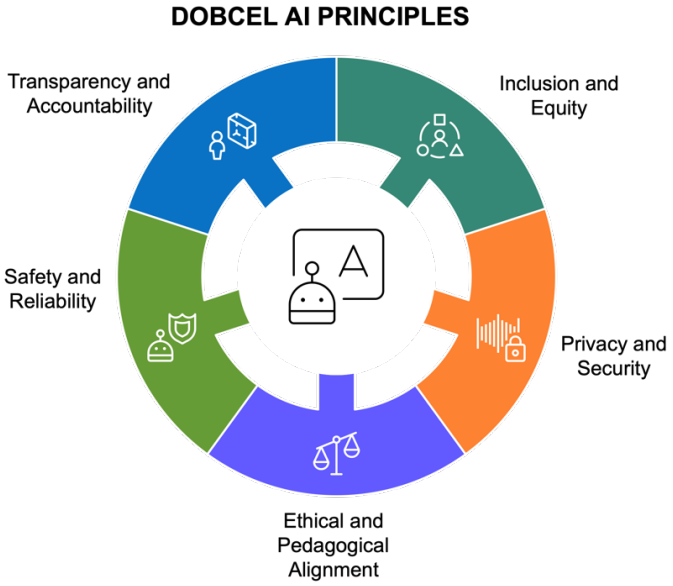
- Quality Pedagogy encompasses approaches that privilege dialogue, deep listening, self-reflection, critical and creative thinking, problem solving, independence, interdependence and inquiry.
    - *These approaches foster relational trust and invite young people to be open and discerning as they engage with multiple perspectives and explore emerging tensions, interests and questions that matter to them and their local communities.*

These pedagogical approaches embrace and articulate fundamental understandings from the Catholic Anthropology providing foundation stones for our work – no matter our field. We offer them here in support of our identified principles that guide our use of Gen AI.

AI Principles of Use

Within the Framework, there is a defined set of overarching principles for AI use. For our purposes they are grounded in the Catholic Anthropology as described**;** they are also informed by global best practices and are in alignment with the Federal Department of Education's draft Gen AI Framework. These principles are summarised in key statements regarding our (i.e. teachers, administrators, and students) use of Gen AI.

Key Principals that guide our adoption of this framework and our use of Gen AI aligned with the Australian Framework for Generative Artificial Intelligence in Schools[8] :



[8] https://www.education.gov.au/schooling/resources/australian-framework-generative-artificial-intelligence-ai-schools

Table 2: AI Principles of Use, DOBCEL, 2025

1. Inclusion and Equity (4.1, 4.2, 4.3, 4.4)	1.1 AI must promote fairness and provide equal opportunities for all members of our schools and catholic communities, including those in regional, rural, and remote areas. 1.2 Gen AI Systems and tools should be designed to eliminate biases and prevent discrimination, ensuring impartial and inclusive outcomes. 1.3 Accessibility features should enable Gen AI tools to support diverse learners effectively. 1.4 Gen AI tools must respect cultural diversity, including Indigenous Cultural and Intellectual Property (ICIP) rights, ensuring ethical and appropriate representation.
2. Privacy and Security (6.1, 6.2, 6.3, 6.4)	2.1 Protecting personal data and safeguarding student and school information is paramount. 2.2 Gen AI systems must comply with strict data protection regulations, ensuring data is not misused, improperly stored, or shared without consent. 2.3 Security protocols should be robust and updated regularly to mitigate evolving risks and cyber threats through the use of Gen AI tools.
3. Ethical and Pedagogical Alignment (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3.)	3.1 Gen AI tools must enhance teaching and learning while supporting the professional judgment and autonomy of educators through explicit instruction and learning opportunities. 3.2 They should align with educational objectives of each school, uphold academic integrity, and respect the dignity and agency of all learners. 3.3 Encourage rethinking assessment models to integrate Gen AI in meaningful and transparent ways. 3.4 Ethical use of Gen AI should be at the forefront, ensuring responsible practices that benefit all students and all humanity.
4. Safety and Reliability (1.4, 5.1, 5.2, 5.3, 5.4)	4.1 Gen AI tools must be rigorously tested to ensure they are safe, reliable, and suitable for use in educational settings. 4.2 Continuous monitoring should ensure tools function as intended and do not pose risks to students or educators. 4.3 Ensure Gen AI encourages and enhances critical thinking, creativity, and problem-solving across all applications and use cases. 4.4 Ethical validation should be an ongoing process to guarantee AI systems meet the highest standards.
5. Transparency and Accountability (3.1, 3.2, 3.3, 5.1, 5.4)	5.1 Gen AI processes and decisions should be explainable and easily understood by educators, students, and parents. 5.2 Schools must provide clear communication about how Gen AI tools are used at school and the data they rely on. 5.3 Ensure educators, students, and parents have the ability to question Gen AI-driven decisions and outputs. 5.4 Regular evaluations and inventory are essential to ensure AI aligns with ethical and educational priorities.

Principles for AI in Schools

We will use Gen AI:

- **To promote equity and inclusion** by designing and using Gen AI systems that provide fair opportunities for all students, avoid biases, and support all learning needs.
- **To uphold privacy and security** by safeguarding personal data, ensuring compliance with Australian privacy laws, and protecting sensitive information through robust security measures.
- **In ways that align with ethical and pedagogical goals**, ensuring that Gen AI tools support teaching and learning, respect academic integrity, and enhance the dignity and agency of all learners.
- **With a commitment to safety and reliability**, ensuring Gen AI systems are rigorously tested, continuously monitored, and ethically validated for secure and effective use in educational settings.
- **With transparency and accountability**, clearly disclosing how AI is used, ensuring processes are explainable to all stakeholders, and regularly evaluating its impact on teaching and learning.

These Principles will require regular review as the industry, global best practice, and our regulatory environment evolves.

We will enact and support the understanding and implementation of these Principals through adopting key aspects of the UNESCO AI competency framework for teachers (2024)[9], and UNESCO AI competency framework for students, (2024)[10]. These frameworks will support teachers and students through a structured and supported approach the implementation of these principles to AI in education while adhering to the Australian Framework for Generative Artificial Intelligence (AI) in Schools, 2024.

Risk & Safety

The Framework further calls upon teachers and administrators to adopt a risk-based approach to managing different uses of Gen AI in schools. This approach provides a systematic process for users of Gen AI to assess the risk involved in any planned use case of Gen AI.

Risk Identification

Different use cases of Gen AI should be considered to have a **Low**, **Medium**, or **High-risk** profile based on (among other things):

- Who is driving the tool? (teachers/administrators or students);
- Who is the audience for the output of the tool? and
- Whether the outputs of the tool are temporary or enduring in nature.
- What tool you are actually using

In general terms, the closer the practice is to impacting student learning, wellbeing or the assessment of student work, the higher the risk and therefore 'higher order' safety actions are required. These levels of risk will be continually challenge based the changes and advancements in AI technology and tools.

[9] https://unesdoc.unesco.org/ark:/48223/pf0000391105
[10] https://unesdoc.unesco.org/ark:/48223/pf0000391104

Table 3: Gen AI Risk Levels

Level of Risk	Definition
Low	Uses that do not involve or have any direct impact on students and are always able to be reviewed and edited by a teacher or School/System Administrator.
Medium	Uses that create content for students but mediated through a teacher or School/System Administrator.
High	Uses which may impact on student wellbeing; are used as an assessment tool (or lead to a longer-term representation of any students' performance on a record); or where there are professional sensitivities over content quality.

Table 4 :Risk Category Examples and Rationale

Level of Risk	Examples	Rationale
Low	• A teacher using a Gen AI tool to develop an agenda, take meeting notes, and summarize actions at a KLA/Faculty Meeting. • A teacher generating AI-assisted brainstorming ideas for classroom activities but manually refining them before use. • A school librarian using AI to suggest reading lists for staff professional development, with final selection done manually. • A teacher using AI to draft email responses to routine inquiries (e.g., reminders for parent-teacher conferences), ensuring all messages are reviewed before sending.	These uses involve **non-instructional** and **non-student-facing** tasks that do not affect student learning or well-being. All AI-generated content is **fully editable** and **reviewed** before any action is taken. **No personal/school-based or information and/or data that is not publicly available already data is being used.**
Medium	• A teacher using a Gen AI tool to develop a lesson plan for use with their students. • A teacher generating differentiated learning materials based on student needs but reviewing all content before distribution. • A school administrator using Gen AI to draft a parent newsletter, with final approval before distribution. • A teacher generating an AI-assisted quiz but reviewing and modifying the questions before assigning it to students.	These uses involve **content creation for students**, but a human (teacher or administrator) **fully reviews and mediates the content** before students interact with it. There is some risk of bias or inaccuracy in this type of use, but teacher oversight can mitigate many potential issues.

		Some sensitive data may be used, information regarding school events or school processes, but no student or personal data is shared.
High	• A teacher using a Gen AI tool to review and provide feedback on student work. • AI-generated grading or scoring of student assessments without teacher oversight. • Using Gen AI for personalised student feedback that is not reviewed for accuracy and fairness. • AI-generated reports on student performance that contribute to official records or student profiling. • AI-driven tools providing automated mental health, social or well-being recommendations without human verification and expertise.	These uses **directly impact** students' **learning, well-being, or personal records** and carry risks related to bias, fairness, accuracy, and ethical considerations. Unverified automatic AI feedback could misrepresent a student's abilities or provide incorrect or misleading guidance. Some student data might be shared, name(s), academic scores, any PII (personal identifiable information), medical related reports **should not be identifiable in any nature.**

Safety Actions

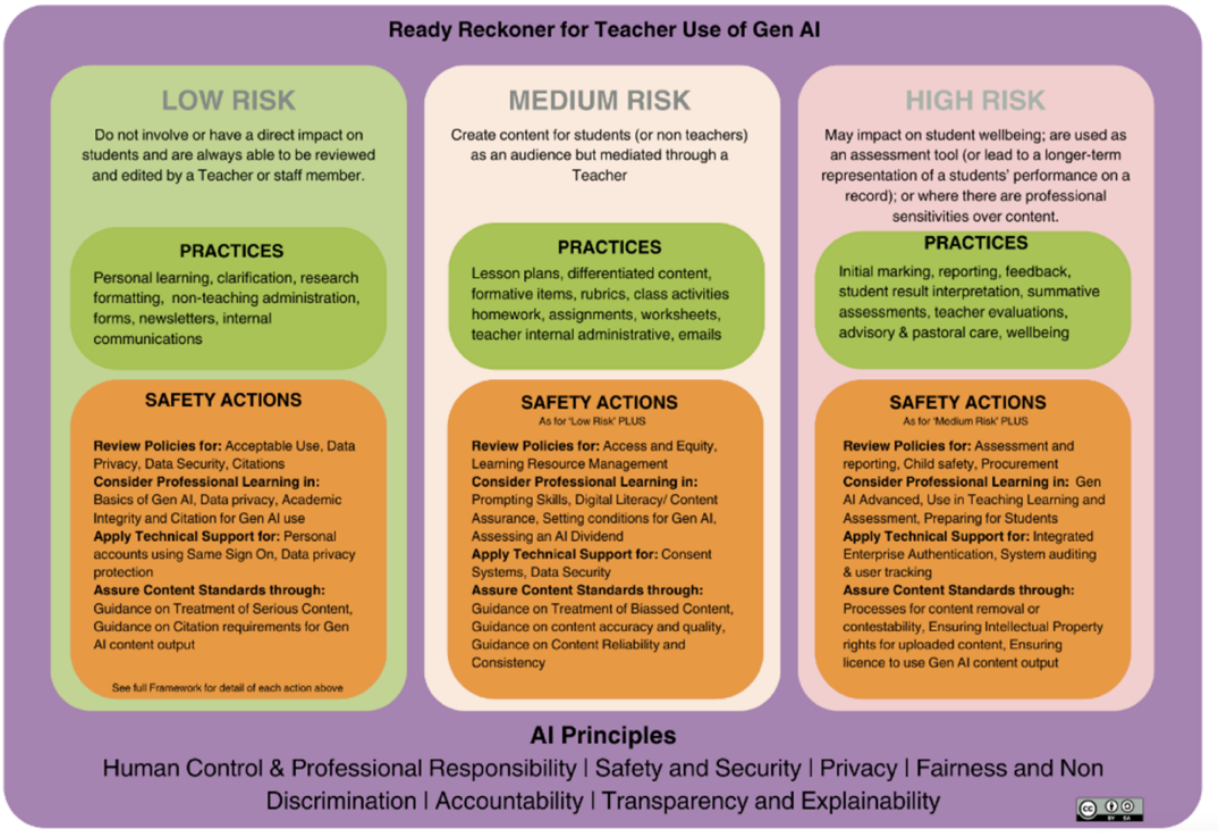
Naturally different Risk Profiles will require different levels of response. The higher the Risk Profile the more mitigations will be required. The framework groups these mitigations into categories of Safety Actions. There are five categories of Safety Actions, summarised in *Table 5* below. The implementation of Safety Actions is the mechanism through which the AI Principles are enacted and brought into practice.

Table 5: Safety Actions and Principle Alignment.

Safety Action Categories	Definition	Examples	AI Principles Alignment
Policy Review (Alignment)	Review and update of existing school policies (or creating new ones) informed by the AI Principles with clear statements of expectation of Gen AI use.	• Acceptable Use Policies adjusted to ensure users cite use of Gen AI • School releases an immediate Gen AI Guidance identifying position on current issues and affected existing policies. • Academic Integrity Policy updated to explicitly define **responsible AI use** in student work and assessments.	1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2

Education & Professional Learning	Required education on the basics of Gen AI and key risks for all school community and specific training for different users and high-risk use cases.	• **Mandatory training** for teachers on responsible Gen AI use, including **AI-enhanced lesson planning and assessment**. • Training for all stakeholders considered with Gen AI tools embedded into enterprise or other approved systems.	1.3, 1.4, 2.2, 3.1, 3.2, 3.3, 4.3, 4.4, 5.2, 5.3
Technical Operations	Defining and managing key safety and security protections for data protection and privacy including tracking, secure authentication, and system audit/activity tracking.	• Promoting approved Gen AI vendors who have demonstrated compliance with data protection and safety requirements and are in line with school ICT policies • Limit AI access for students based on age-appropriate models and verified educational use cases. • Promote approved Gen AI vendors that meet strict privacy and security regulations in enterprise or other - e.g. Google, Microsoft. • Require regular Gen AI safety evaluations for all tools used in the classroom.	1.2, 1.3, 2.1, 2.2, 2.3, 4.1, 4.2, 5.3, 5.4
Content Standards	Defining expectations of content delivered through Gen AI systems, managing bias, avoiding discrimination and errors, and managing outputs to meet community or school expectations.	• Add student creation of their own deepfakes as part of the digital literacy curriculum and ensure vendor terms include a commitment and processes to remove biassed and contested material where required. • Gen AI-generated outputs are reviewed for compliance with academic integrity, cultural sensitivity, and fairness.	1.2, 1.4, 3.2, 3.4, 4.3, 4.4, 5.1, 5.3
Impact Monitoring & Evaluation	Regular assessment of AI's impact on education, ensuring AI tools align with learning and safety objectives.	• Conduct regular reviews in schools to assess how Gen AI influences student learning and teacher practices • Implement feedback loops for educators and students to report issues with Gen AI content • Ensure AI integration aligns with evolving ethical standards through ongoing research and policy and technological updates	2.2, 4.2, 4.4, 5.4

Additionally, A "Ready Reckoner" resource has been developed which is aligned to the framework to assist teachers to assess Risk Profiles and adopt appropriate Safety Actions for teachers.

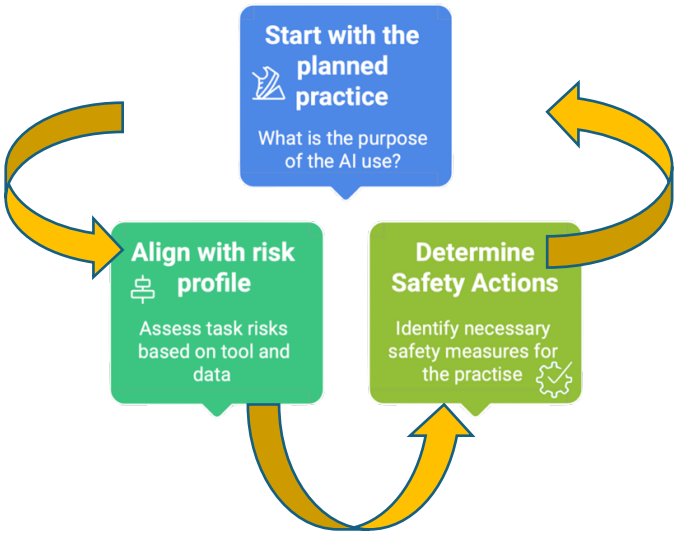


AI Output

The use of Gen AI tools should be guided by a clear focus on enhancing the perceived value of tasks and practices. The 'why' behind using Gen AI lies in its potential to make administrative, teaching, and learning tasks either more **efficient**—by saving time and effort—or more **effective**, through improved quality and outcomes. The ultimate goal here is to ensure that these tools contribute positively to personal and communal wellbeing by either fostering creativity, reducing workloads, or improving the learning experience.

The Framework encourages a thoughtful and intentional approach to Gen AI use, starting with identifying the reason for its application: How will it improve the task or practice? Whether it's increasing efficiency, enhancing effectiveness, or improving student engagement to support learner flourishing, the emphasis remains on meaningful improvements. Users are asked to evaluate the costs of adoption—whether in time, adaptation to change, or acquisition of new technology and identify the necessary safety measures.

Acknowledging the initial uncertainty or anxiety of new adopters, the Framework also emphasises collegiality and support, fostering a collaborative environment that respects the intrinsic dignity of each individual, made in the image of God.



With these processes in mind, the Framework promotes a cycle of continual improvement: Planning, Checking, and Using/Experimenting. This iterative process encourages users to not only explore the potential of Gen AI tools but also to ensure their application aligns with professional responsibility and contributes positively to teaching, learning, and overall community wellbeing.

Over time our Catholic education system will encourage and support the sharing of Gen AI use and select integrations of Gen AI into standardised practice to facilitate systemic improvement not only for effectiveness and efficiency, also for human flourishing spiritually, ethically and academically - particularly in terms of learning diversity and wellbeing (pastoral care).

Objectives and Obligations

Naturally, any initiative or program must be clearly aligned with the objectives outlined in system-wide or your school-specific strategic plans. The alignment encompasses the vision for learning across the diocese as well as the priorities within individual school improvement plans. When considering the use of Gen AI tools in your school ensure that each schools' unique context, considering the instructional models, access to technology, and the specific needs of school and context.

It is important to consider both the opportunities and challenges it may present. Gen AI can support or inhibit various aspects of your school's operations, and careful planning is essential to ensure its effective integration in each school context.

Key areas to reflect on include:

- **Pedagogical Shifts:** How Gen AI influences teaching practices and the way learning is delivered in your school.
- **Instructional Models:** Ensuring Gen AI aligns with the instructional approaches your school is following or adopting.
- **Professional Learning & Skill Development:** The time and resources needed to support stakeholders in developing AI-related competencies.
- **Job Functions & Roles:** Understanding how AI might reshape roles and responsibilities within your school community.

- **Assessment Practices:** Evaluating how Gen AI integrates with or challenges changes to existing methods of student assessment.
- **School-Based Processes:** Identifying areas where Gen AI can enhance efficiency while maintaining the integrity of established procedures.
- **Alignment with Catholic Tradition:** Ensuring AI use reflects and supports your school's values, mission, and ethical framework.

Additionally, given the current uncertainties surrounding the outputs of third-party Gen AI tools, it is vital to prioritise legal and compliance obligations within the Framework. This includes addressing issues such as privacy, data collection, and the use of personal information. Every action must uphold the dignity of the human person, made in the image of God, and prioritise the protection of the common good. By embedding these principles into the use of Gen AI tools, schools can confidently integrate technology while fostering a safe, ethical, and respectful learning environment aligned to your schools' vision and mission.

Explore

Teachers, staff and administrators

As Gen AI becomes increasingly relevant in education, it is essential that all stakeholders within our school communities, develop a foundational understanding of its benefits, risks, challenges and opportunities. Establishing a shared understanding is crucial as your school begins exploring the possibilities of Gen AI in education. By equipping all staff with essential knowledge and support, your school can foster the responsible and informed integration of AI, ensuring alignment with its strategic goals and educational philosophy.

A strong foundational knowledge, such as the basics of prompting, understanding Gen AI's role in learning, and assessment while upholding common human dignity in the use of Gen AI, will empower teachers, staff, and administrators to critically assess its role in education, enabling more targeted and informed use of these tools.

This understanding could help:

- **Enhance Pedagogical Practices:** Teachers can leverage Gen AI to personalise learning, provide instant feedback, and support differentiated instruction while ensuring its application aligns with best practices.
- **Improve Administrative Efficiency:** Gen AI can assist administrators by automating routine tasks, streamlining workflows, and improving data-driven decision-making.
- **Support Ethical and Responsible Use:** Staff will be better prepared to evaluate AI-generated content, mitigate risks such as bias or misinformation, and uphold ethical standards in AI adoption.
- **Encourage Professional Growth:** Ongoing professional learning opportunities will help staff develop AI literacy, ensuring that its integration remains purposeful and effective.
- **Foster a Collaborative Gen AI Culture:** When all stakeholders share a foundational understanding of Gen AI, schools can create a more cohesive and strategic approach to its implementation, balancing innovation with ethical responsibility.

By prioritising professional learning and discussions around Gen AI, your school can build confidence among teachers, staff, and administrators, ensuring that AI tools are used thoughtfully and effectively to enhance learning and operational efficiency while maintaining a strong ethical foundation.

Supporting Students in the Evolving Landscape of AI

As we are aware the changing landscape of Gen AI is already influencing how students engage with technology in their learning. Students are often early adopters of new tools, driven by their curiosity and a desire to learn more efficiently and effectively. A recent Harvard study highlights that students are actively developing habits, concerns, and opinions about AI, particularly in terms of its impact on education and the wider world. The study found that many students use AI predominantly for gathering information (53%) and brainstorming ideas (51%), recognising both the positive and negative potential of these tools[11]. This suggests that a significant number of students, especially those aged 12 and older, are already engaging with Gen AI independently, often without the knowledge or structured guidance of their teachers.

While this reality presents challenges, it also offers opportunities. At present, teachers may not have the capacity to regulate or guide the appropriate use of Gen AI tools, particularly given the absence of secure, regulated environments. However, with the rapid pace of developments in AI, it is likely that "walled garden" environments—secure, system-regulated data sovereignty spaces for AI use—will become more widely

[11] https://www.gse.harvard.edu/ideas/usable-knowledge/24/09/students-are-using-ai-already-heres-what-they-think-adults-should-know

available and accessible. We will still be responsible for enabling our students to become digitally literate all areas of technology that is and will impact their lives. Schools play an important role in this as they can prepare by understanding how students are using Gen AI, identifying where it might deliver educational benefits, and planning safety measures to mitigate potential risks. As even if these platforms become more mainstream, the technological advancements will open for more bespoke student focused tools.

As students develop their AI capabilities, educators must model positive use and practice of AI in our classrooms. While we do not expect all students to become AI engineers, it is imperative that they understand the capabilities, both positive and negative, and learn how to use AI ethically and appropriately.

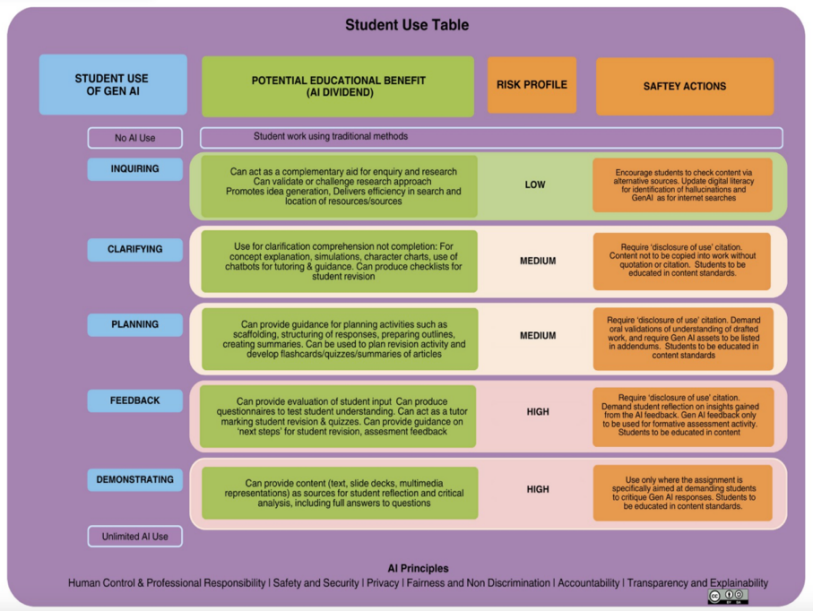
The table below categorises common student activities involving Gen AI, outlines the potential educational benefits (the "AI Output"), assesses the associated risk profiles, and recommends safety actions for schools to consider. By addressing these considerations proactively, we can better support students as they navigate and harness the power of Gen AI responsibly and effectively.

Student Use Table

Schools should establish a position regarding student use of AI in both their classwork work and assessments. The table can help determine an approach for long-form assignments.

Category of Student Activity Using Gen AI	Potential Educational Benefit (AI Output)	Risk Profile	Safety Actions
No Use AI	Student work presenting presented using traditional methods and tools	None	No change to current approach
Inquiring	Can act as a complementary aid for enquiry and research ● Can validate or challenge research approach ● Promotes idea generation ● Delivers efficiency in search and location of resources/sources	Low	• Encourage students to check content via alternative sources. • Update digital literacy to upskill students in the identification of hallucinations and fact checking as for internet searches
Clarifying	Provides a tool for clarification & comprehension (as opposed to task completion) ● Enables concept comparisons ● Enables creation of simulations ● Enables production of character dialogue to explore varying points of view.	Med	• Require 'disclosure of use' citation. • Content not to be copied into work without quotation or citation. • Students to be educated in content standards.
Planning	Can provide guidance for planning activities such as scaffolding, structuring of responses, preparing outlines, creating summaries. ● Can be used to plan revision activity and develop flashcards/quizzes/summaries of articles	Med	• Require 'disclosure of use' citation. Demand oral validations of understanding of drafted work, and require Gen AI assets to be listed in addendums. • Students to be educated in content standards.
Feedback (receiving)	Can provide evaluation of student input and feedback on progress against standards ● Can produce questionnaires to	High	• Require 'disclosure of use' citation.

	test student understanding ● Can act as a tutor marking student revision quizzes ● Can produce checklists for student revision ● Can provide guidance on 'next steps' for student revision		• Demand student reflection on insights gained from the AI feedback. • Gen AI feedback only to be used for formative assessment activity. • Students to be educated in content standards.
Demonstrating (student doing)	Can provide content (text, slide decks, multimedia representations) as sources for student reflection and critical analysis. Including full answers to questions.	High	• Use only where the assignment is specifically aimed at demanding students to critique Gen AI responses. • Students to be educated in content standards.



Further, here is some guidance from the Department of Education, Victoria on the phases of using AI in Assessments. Follow the link above for more detailed explanations.

Use of AI in Assessment Design, Department of Education, Victoria 2024[12]:

1. Prohibit the use of generative AI where it will prevent teachers from gaining an accurate understanding of student learning
2. Limit certain uses of generative AI while permitting others
3. Modify tasks to reduce the scope for students to use generative AI tools uncritically and without acknowledgement
4. Incorporate the optional use of generative AI tools
5. Encourage the use of generative AI tools to support improved learning outcomes –
6. Require, where the purpose of the assessment is to use the tools

[12] https://www2.education.vic.gov.au/pal/generative-artificial-intelligence/policy

Additionally, the Artificial Intelligence : advice for students (Tertiary Education Quality Standards Agency, TEQSA) outlines some key advice that schools can adopt and contextualise as a part of their current teaching and learning related policies. This resource outlines clear expectations on the use of GenAI regarding everyday student classwork and research-based assessments, as empowering students to think critically about their use of AI in school and everyday life.

AI in Assessments

AI has an increasingly important role to play in student learning, and it's essential that schools actively support students to use AI purposefully, ethically, and effectively across a wide range of tasks and contexts. As AI becomes embedded in learning**,** our approach to assessment must also evolve. The focus has shifted from merely evaluating students' knowledge to understanding how they are incorporating AI into their learning processes. It is also crucial to assess whether they are acquiring the critical thinking, creativity, and problem-solving skills necessary to apply knowledge effectively in real-world scenarios. Assessments will need to go beyond surface-level knowledge, which could easily be generated by AI, and instead focus on how students demonstrate their understanding, decision-making, and reflection through the task itself.

To support this shift, we need to:

- Clearly define how and when AI can be used within assessed tasks.
- Scaffold student use of AI, ensuring they understand how to use it as a tool to support thinking and learning, rather than just a shortcut to the answer.
- Incorporate transparency and reflection, where students explain how they used AI, why they used it, and how it shaped their understanding or final product.

By rethinking assessments to capture both the process and the product, we can ensure students are not only demonstrating knowledge, but also the deeper skills of thinking critically, applying learning in new contexts, and making informed, ethical decisions when using AI tools.

There are a number of resources to support schools to make more informed decisions regarding the use of AI in Assessments.

AI Assessment Scale - Perkins, Furze, Roe & MacVaugh (2024).[13]

The AI Assessment Scale has been developed to support the varied roles AI can play in both assessments and learning tasks. By using this guide, teachers are provided with practical strategies to make informed decisions about how AI is used, ensuring that its use is always ethical, purposeful, and transparent.

[13] https://leonfurze.com/2024/08/28/updating-the-ai-assessment-scale/

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills **You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.**
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. **You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.**
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. **You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.**
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. **You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.**
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. **You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.**

Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

Rethinking Assessment in Response to AI, Raoul Mulder, Chi Baik, Tracii Ryan, 2023[14]
Melbourne Centre for the Study of Higher Education

This guide offers some more practical ways to think about your assessments based less on the 'product' being produced and more on the learning the students are able to communicate, reflect and display.

1. Shift the emphasis from assessing product to assessing process
2. Incorporate tasks that ask students to demonstrate evaluative judgement
3. Design nested or staged assessments
4. Diversify assessment formats
5. Incorporate more authentic, context-specific, or personal assignments
6. Incorporate more in-class and group assignments
7. Incorporate oral interviews to test understanding or application of knowledge

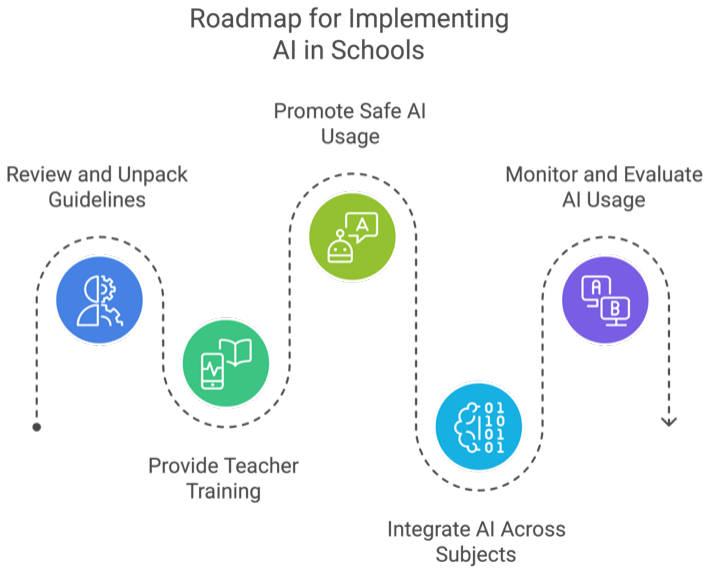
By drawing on frameworks like the **AI Assessment Scale** and the ***Rethinking Assessment in Response to AI*** guide, schools can take a more thoughtful, balanced approach to assessment design. These approaches not only help teachers critically reflect on how assessments capture students' learning processes but also empower students to become more ethical and transparent users of AI in their classrooms. When students understand how to responsibly integrate AI into their work and are supported to reflect on how AI shaped their thinking, decision-making, and final outcomes, we aim for them to develop a deeper understanding of their own learning. However, the relationship between AI and plagiarism adds another layer of complexity. If AI-generated content is not properly referenced or is used in ways that were not explicitly permitted, it can be considered plagiarism. This makes it essential for both students and teachers to be aware of AI's role in the learning process and ensure that its use aligns with academic integrity principles. By fostering a culture of

[14] https://melbourne-cshe.unimelb.edu.au/__data/assets/pdf_file/0004/4712062/Assessment-Guide_Web_Final.pdf

responsible AI use, transparency, and reflection, we can ensure that assessments remain meaningful, skills-focused, and future-ready in an increasingly AI-driven world.

Advice for Schools

When considering the use of AI in your school, follow these guidelines to make informed decisions regarding academic standards, data privacy, and ethics. This advice is general and will need to be somewhat adapted and contextualised for each school.



1. Review and unpack the Guidelines Informed by Catholic Anthropology

Schools should establish clear guidelines on the use of AI in your school. These guidelines, considering the Catholic Anthropology as discussed throughout this document (see p.11 in particular), should ensure AI tools enhance human creativity and decision-making rather than replace the human contribution. **Consider too, the integral ecology of Pope Francis, the holistic and responsible use of resources**.

Key Action

1. **Create a Code of Conduct**
   - Review the Framework and use this as a guide to develop a Code of Conduct for AI usage at you school. This should specify how students, teachers and staff within your community can use GenAI and AI in your school. You could also develop a list of tools and suggested ways AI can assist students and teachers in the way they work and learn. This can be copied from Guidelines for GenAI Use (Appendix 1) or adapted with the supporting resources below.
2. **Review Current Policies**
   - With the fast-paced nature of Gen AI it is expected that reviewing school-based policies will be an ongoing process. We can also expect that schools will have a range of policies that are likely to be impacted. See Policy Review Recommendations Appendix 5 to further support and guide schools in this process.

Support Resources:

- Guidelines for GenAI Use (Appendix 1)
- UNESCO's Guidance for AI in Education
- Victorian Department of Education Generative AI

- Artificial Intelligence : advice for students (Tertiary Education Quality Standards Agency, TEQSA)

2. Provide Comprehensive Teacher Training and Support

Implement professional learning modules that help teachers understand Gen AI tools to support teaching and learning. These modules should focus on pedagogy, AI ethics, and practical classroom integration, integration too of understandings from the Catholic Tradition (Catholic Anthropology and theological research) that accompanies and informs these training programs.

Key Action(s):

1. **AI working Party**
   - Form an in-house AI working group within your school that can support by conducting workshops on how to use AI to help support teachers in the initial stages and beyond. This could explore basic 'Low Risk' applications of AI for lesson planning, generating classroom material to scale up teacher knowledge and understanding of Gen AI. This group will be monitor and support teachers in areas such as teaching and learning, administrative and wellbeing application of AI.
2. **Plan for Success**
   - Plan and dedicate time in your Professional Learning schedules to initially unpack AI approaches and implications for teaching and learning. Further to this, identify areas within your schools where trials in use can be implemented, shared and reflected upon.
     - Examples of Professional Learning with Gen AI
       - Basics of Gen AI Technology
       - Prompt Engineering and Risk
       - AI Assessment Practices
       - Integration Strategies / Digital Literacy

Support Resources:

- AI Guidance Framework
- 'Ready Reckoner' as reference for teacher use of AI and risk profiling.
- UNESO UNESCO **AI competency framework for teachers (2024),**
- Case studies (Appendix 2)
- CSER MOOC (Massively Open Online Course) Teaching AI in the Classroom (Free online course).

3. Promote Safe AI Usage for Students

Explore ways to teach students about ethical AI use through digital literacy lessons that include managing digital footprints, privacy, and responsible online behaviour. Include scenarios where AI-generated content is inaccurate and encourage critical evaluation. Draw explicitly from the Catholic Anthropology to inform ethical decision making.

Key Action(s):

1. **Student-focused AI sessions**
   - By understanding the schools' expectations and perspectives on AI in the classroom, clear and transparent processes can be established to support the learning community in the long-term. These sessions can align with the Digital Technologies curriculum as well as cross-curricular applications where appropriate.
2. **Explore and Educate**

- Use case studies to demonstrate both the benefits and limitations of AI, including its potential for generating incorrect or misleading information. Explore tools that can assist in parts of the learning process without replacing established, research-based pedagogy. This approach encourages critical thinking through source verification and fact-checking from reliable sources.

3. **Share and Be Open-minded**
   - Share concise, framework-aligned AI tools that enhance current teaching and learning practices, such as time savers, task automations, or student-facing tools that promote creativity and critical thinking.
4. **Protect Personal Data**
   - Ensure that personal identifiable information (PII) is not entered into AI tools, including medical, financial, personal, or academic information that is not freely available online.
5. **Communicate with your School Community**
   - Communication to and education of the use of AI to your community is an important piece of this puzzle. Being transparent in the schools use and stance regarding AI is important for accountability and support in the use of AI in teaching and learning.

Support Resources:

- Digital Literacy and Digital Technologies curriculum (Victorian Curriculum V2) which provide up-to date content descriptors and elaborations referencing AI.
- Guidelines for Students (Appendix 1)
- Case Studies (Appendix 2)
- UNESCO AI competency framework for students (2024)

4. Integrate AI Across Subjects Aligned with Framework

Understand the educational purpose of the AI tools and identify key educational outcomes. This will help you find tools that are able to support your schools' pedagogical values and promote safe and responsible use with staff and students.

Key Action(s)

1. **Create an inventory of AI tools in use at school**
   - Having an inventory of tools in use, or approved / not approved for use, will allow you to more effectively monitor changes in the tool(s) for updates, changes in privacy and general use case.
   - On most AI tools websites, there are privacy policies which include age restrictions, data storage policy, if the data is being used to retrain their existing or new models.
   - Avoid tools that collect unnecessary personal information.

2. **Review the AI tool for appropriateness**
   - Take time to test the tool for any inappropriate content suitable for a school environment, just because a tool might say it is for education, always take extra precautions to test this yourself.
     A few tips:
     - Does it have content filters for words or images?
     - Can users generate harmful or offensive material?
     - How is the data stored, if at all?
     - If the tool is being used for student-facing identify the age-appropriateness as per the tool's privacy policy. Most tools are currently 13+ age limits.

3. **Set Clear Expectations**
   - Establish how this tool will be used in your context for teachers and students.
   - Refer to your code of conduct as required and use the Guidelines for Use to explicitly explain how the tools can, should and could be used in each task, project or use case. This should include how students are referencing their use of Gen AI in learning tasks.

4. **Monitor Ongoing Changes**
   - Many tools update on a regular basis with new features or updates models, it is important to keep track of these in the inventory.

Support Resources:
- Case Studies (Appendix 2)
- Classroom Tools that Use AI (Common Sense Media)
- Referencing AI Use: UNSW Sydney

5. Monitor, Evaluate, and Continuously Improve AI Usage

The key to successful integration is to continuously monitor and assess the impact of changes. Given the rapid pace of AI developments, this is essential for the effective adoption of AI in your school.

Key Action(s)

1. **Feedback Loops**:
   - Set up regular feedback sessions with teachers and students to assess Gen AI's effectiveness and its ethical use – what are the contributions of your Catholic Dialogue School? Adjust the guidelines based on feedback, ensuring the technology remains aligned with educational goals.
2. **Monitor AI Landscape**
   - Keep abreast with new happenings in the AI in education space. Think critically for updates, changes to policies, new AI tools etc. that may impact or force changes to your current approach.

3. **Working Party Collaboration**
   - Have students and teachers collaboratively review Gen AI's role in learning and teaching. This could also be time to help identify changes in policy for the tool itself or take up new tools that are more appropriate or safe to use.

Support Resources:
- **Professional Learning Sessions**
- **Department of Education, Victoria (AI Policy)**

Appendix 1 – Guidelines for GenAI Use

The following guidelines offer proactive measures for staff, students, and school-based personnel to become safer, more ethical, and practical users of AI. While not exhaustive, they provide a foundation for schools to develop context-specific approaches to AI use. As AI technology continues to evolve rapidly, these guidelines are intended to adapt and grow alongside it. Schools are encouraged to use these guidelines and to contextualise the wording, language and school-based practises or beliefs where appropriate.

Guidelines for School-based Staff and Personnel

1. **Integration into Curriculum**
    - Ensure that AI tools are embedded thoughtfully into instructional models and school programs, aligning their use with curriculum objectives and learning outcomes.
    - Clearly communicate expectations for AI use in learning and assessment activities, ensuring consistency with existing school-based policies.
2. **Promoting Ethical AI Use**
    - Model and encourage the ethical use of AI, ensuring students understand the importance of transparency, accountability, and integrity when using these tools. i.e. Referencing how AI is used in your own work to students, and the wider school community, and supporting them to do the same.
    - Highlight the limitations of Gen AI, including potential biases, inaccuracies, and outdated information, and teach students to critically evaluate AI outputs.
3. **Building AI Literacy**
    - Incorporate AI literacy into teaching practices, helping students understand how Gen AI tool's function, their benefits, and most importantly their risks.
    - Provide professional development for all staff to stay informed about emerging AI technologies and their applications in education as well as any updates to existing platforms.
    - Support colleagues in the understanding, use and application of AI in areas of teaching and learning.
4. **Assessment Design**
    - Design assessment tasks that promote creativity, critical thinking, and originality to enable students to use AI tools in ways that enhance their learning experience.
    - Provide clear expectations to students around how AI can / cannot be used in each learning or assessment task.
    - Regularly review and adapt assessment criteria to address the ethical use of AI and its integration into student work.
5. **Safe and Regulated Use**
    - Avoid inputting sensitive personal identifiable information (PII) into AI tools this includes but is not limited to personal, medical, financial, media or academic data that is linked to students or other persons.
    - Advocate for and use secure, regulated AI tools / environments (e.g., enterprise accounts) to ensure safe and appropriate student engagement with these tools.
    - Monitor and address any misuse of AI tools, providing early educational interventions before resorting to severe behaviour consequences for misuse.
    - Maintain relationships with students and colleagues, while exercising professional judgment when integrating AI into the educational environment

Guidelines for Students

1. **Ethical AI Use**
    - Use AI responsibly and ethically, adhering to school-based policies and understanding that its use may not be appropriate for all learning tasks or assessments, if in doubt check with your teacher.
    - Do not input any your personal data or someone else's into an AI tool, this includes but not limited to; name, age, address, medical or financial information, images of yourself or others etc. If it doesn't feel right, it probably isn't.
    - Always acknowledge the use of AI in your work, following the school's referencing and citation guidelines.
2. **AI Literacy and Critical Thinking**
    - Develop AI literacy skills, including the ability to critically evaluate AI outputs and cross-check information against reliable and trusted sources.
    - Understand the limitations of AI, including biases, inaccuracies, and its inability to provide context-specific insights and hallucinations.
3. **Transparency in Learning**
    - Clearly document and explain how AI tools were used in your work, detailing prompts and processes where required and this matches the task outline set by your teacher.
    - Do not use unauthorised or undisclosed use of AI tools in assessments, as this may constitute academic misconduct.
4. **Responsibility and Accountability**
    - Use AI to support your learning process as directed and be prepared to take responsibility for errors or inaccuracies in AI-generated outputs used in your work.
    - Confirm assessment requirements with your teachers and seek guidance if unsure about how to appropriately use AI.
5. **Preparing for the Future**
    - Familiarise yourself with suggested AI tools relevant to your field of study or future profession, staying informed about industry-specific guidelines and standards.
    - Explore new AI tools, and updates, in a safe and critical way that may benefit and support your own learning.
    - Use AI as a supplement to, not a replacement for, your own creativity, critical thinking, and problem-solving abilities.

Appendix 2 - AI Case Studies

Throughout the development of this paper, a working group made up of members from all parts of our community came together to discuss both the bigger implications of Gen AI and its practical use. Frameworks are useful, but without clear guidance and support materials, they can be hard to put into action. The group's aim was to create more practical examples of how the Framework could be applied, alongside resources to help all learners in our community engage in a hands-on level. This section gives a summary of some mini case studies that provide practical guidance and learnings, showing how the Framework can be used effectively. These Case Studies were conducted in mid-late 2024, and it is important to note the focus was the use case of AI and not a specific tool itself.

- **AI Picture Generator in a book study**
- **Using ChatGPT to streamline teacher workload for students with a disability**
- **Using ChatGPT to support teacher planning**
- **Using ChatGPT to create Risk Assessment for Excursion**
- **Bringing History to Life: Enhancing Student Curiosity with AI Chatbots**

Case Study Title	AI Picture Generator in a book study
AI Tool Description	Canva Magic Studio – a part of the Canva Edu platform
Value Proposition	Student Engagement through Content Creation
Use Case	Students were using Canva to create an alternate book cover based on a book study.
Context and Implementation	**Digital Technology Class** 5/6 Classroom Children recreated a book cover based on the class book study with classroom teachers - Children were highly engaged. Everyone created a book cover of well-known story – Little Red Riding Hood to learn the skills. - Most children created a free choice cover based on a story they had read. Extension – Write a blurb - Book Covers displayed in School Art Show via QR code generated in Canva
Observations	High student engagement Building capacity of teachers by giving them the skills to take to their classroom lessons
Risk Profile	**Medium Risk - depending on the specific use.** Using AI directly with students can always be a risk, depending on content that is being generated. Using Canva EDU this is mostly minimised from their own safety protocols.

Case Study Title	"Using ChatGPT to streamline teacher workload for students with a disability"
AI Tool Description	ChatGPT
Value Proposition	Increasing teacher efficiency – reducing workload
Use Case	Using ChatGPT to support the development of PLP (Personalised Learning Plans) to support students with a disability
Context and Implementation	

	PLP Development - Student's unidentified profile was written into ChatGPT along with the PLP matrix and helped generate inclusive/ positive written adjustments for the student in areas of communication, behaviour, safety, personal care, curriculum, social, processing, physical, and health. Individualised goals were enhanced with ChatGPT and used to ensure it was written as a SMART Goal and listed possible inclusive adjustments to ensure the student access the curriculum on the same basis as their peers.
Observations	Writing a comprehensive PLP can take up to 2 hours to complete effectively. The teacher found she could use ChatGPT with well guided responses and unidentified profile of the student to gain a comprehensive profile and documented adjustments for the student occurring in the classroom. The teacher also commented on the positive and inclusive way the adjustments were written. The exercise was time efficient and reduced stress, work demand and cognitive overload for the teacher.
Risk Profile	**Medium to High Risk depending on the specific use.** For example, to support writing of math lesson plan is medium risk. Wellbeing and pastoral care support on PLP could be high risk. Used as a risk assessment for a school excursion could be high risk also and teacher to be mindful of this. The information from ChatGPT should not be considered in isolation.
Recommendations	Recommendation for using ChatGPT in education to support teachers working with students with disabilities is as a supplementary resource due to legal, ethical and educational standards. A major challenge with any AI tool can be privacy concerns. When accessing sensitive information about students with disabilities teachers need to ensure that any data shared with AI systems is protected and complies with privacy regulations. It is highly recommended that no names and information is used to reveal the student's identity.

Case Study Title	"Using ChatGPT to support teacher planning"
AI Tool Description	ChatGPT
Value Proposition	Increasing teacher efficiency – reducing workload
Use Case	Using ChatGPT to support the planning of Readers Theatre Script, Literacy Activities and a Maths Planner
Context and Implementation	**Readers Theatre Script Generator:** • Teachers used ChatGPT to rewrite Readers Theatre scripts at various reading levels. • Allowed students of different abilities to access the activity. • Created fluency passages on relevant topics like Melbourne attractions for upcoming camp. **Teacher and Student Literacy Activities Development:** • Grade 5/6 students completed a project on five possible camp activities. • Teachers used ChatGPT to create an example PowerPoint, project outline, and scoring matrix. • Students used Google Slides to create their own presentations. • ChatGPT assisted teachers in developing a slide deck of literacy activities linked to the Melbourne camp. **Two-Week Maths Fraction Planner:** • Teacher used ChatGPT to write a 10-lesson planner over two weeks on fractions for Grade 5/6. • Incorporated Victorian Curriculum outcomes and student profiles. • Included 10-minute warm-up activities, hands-on tasks, independent and teacher-focused sessions, and end-of-lesson reflections. • Provided a detailed scope and sequence catering to all learning styles.

Observations	Writing a comprehensive PLP can take up to 2 hours to complete effectively. The teacher found she could use ChatGPT with well guided responses and unidentified profile of the student to gain a comprehensive profile and documented adjustments for the student occurring in the classroom. The teacher also commented on the positive and inclusive way the adjustments were written. The exercise was time efficient and reduced stress, work demand and cognitive overload for the teacher.
Risk Profile	**Medium Risk.** For example, to support writing lesson plans is medium risk. Anything that is student facing needs to have a human oversight. LLMs can offer incorrect information, particularly with factual information and curriculum codes.

Case Study Title	"Using ChatGPT to create Risk Assessment for Excursion "
AI Tool Description	ChatGPT
Value Proposition	Increasing teacher efficiency – reducing workload
Use Case	Using ChatGPT to support create a Risk Profile Assessment for a potential excursion.
Context and Implementation	**Risk Assessment development-** Grade 5/6 teacher created a class profile of each student. For example, S1- has ADHD (attention deficit hyperactivity disorder) S2- has an anaphylaxis diagnosis to peanuts and asthma S3- has a low average understanding (Grade 3) of all mathematical content S4- has a Autism Spectrum Disorder diagnosis and is extremely sensitive to noise and can run when dysregulated. S5- has Insulin dependent Diabetes This class was saved in ChatGPT and used to practice what results would be given for scenarios and risk assessment elements. One example used was a 5-minute walking excursion to the local swimming pool and ChatGPT gave examples of adjustments and risks that may need to be considered with the current profiles of the students and the planned event.
Observations	A positive outcome is that the class profile can be saved in ChatGPT and referred to numerous times as different scenarios arise. Time efficient for busy leadership staff to access. Staff need to be mindful that the risks listed are AI generated and that they need to consider other risks that ChatGPT may not have been give the full information- it is not an exhaustive list. It certainly gave the leadership group a great starting point.
Risk Profile	**High Risk.** Using an AI tool for this is high risk, and the deidentified nature of the use of the students helps with this. If this is solely used to perform this, there are dangers of misinformation or incorrect advice given. Extreme human oversight needed in this case. Additionally, Documents like risk assessments must comply with specific legal and educational requirements. ChatGPT may not be fully aware of these requirements and therefore develop documents that do not meet standard.

Case Study Title	"Bringing History to Life: Enhancing Student Curiosity with AI Chatbots "
AI Tool Description	School.AI – Key Features:

	• Teachers can create AI-driven tools and chatbots using everyday language and simple prompts within "spaces." • The platform tracks student engagement, providing real-time insights into their interactions and responses to learning activities. • School.AI ensures student safety by monitoring for appropriate behaviour and language during AI interactions.
Value Proposition	Student Engagement through ChatBots
Use Case	Using an AI-powered chatbot to bring historical content to life.
Context and Implementation	By enabling real-time, interactive conversations, students can ask questions about life on the 1850s goldfields and receive detailed responses that make abstract historical concepts more tangible and relevant. The chatbot is designed to help students understand a historical concept (life on the goldfields) by providing information and answering questions. - Chatbot integrated into Grade 5/6 Australian Goldfields unit. - Students had prior lessons comparing goldfields life to their own. - Teachers introduced effective chatbot usage. - Students explored the chatbot in pairs, discussed findings, then continued chats. - Later, they interacted with three other chatbots for varied perspectives.
Observations	The gathered data offers a glimpse into student perceptions of the SchoolAI chatbot's effectiveness in learning about life on the goldfields. Here's a breakdown of the qualitative and quantitative data: **Quantitative Data:** • Most students (evidenced by ratings of 4 or 5) found the AI chatbot helpful in understanding life on the goldfields and acknowledged learning new facts or gaining new insights. • Students generally rated the chatbot's ability to answer questions about the goldfields positively (ratings of 4 or 5). • The ease of interacting with the chatbot and its ability to understand questions received positive ratings, mostly 4s and 5s. • 98% of students stated that they gained new knowledge or insights into life on the goldfields based on their interactions. **Qualitative Data:** • Some students expressed enjoyment in using the AI chatbot, with one student mentioning it was "pretty fun". • Another student found it "useful" and "I thought it went really well. I enjoyed asking questions.". • Positive sentiment is also evident in comments like "It was very good," "It was good," and "It was great 👌". • One student suggested expanding the chatbot's capabilities by adding "other characters like Li Wi". *(this was another 'mock' student from the timeline explored)* **Issues:** • While the data suggests overall positive experiences, some students expressed less enthusiasm, evidenced by ratings of 3 or lower for some aspects such as how easy was it to interact and ask questions. (students may benefit from more work on asking different types of questions, and follow up questions) • One student explicitly stated "No" to using similar chatbots in other lessons.

	Teacher Feedback: Teachers found the tool easy to manage and implement, students benefited from a brief lesson prior to this one on ways to use a chatbot and how they might shape questions to gain more information. Students showed an interest in creating their own version of the chatbot for characters they were developing as part of their learning project. **Overall:** The data suggests the School.AI chatbot shows promise as a learning tool, with positive student feedback on its helpfulness, engagement, and ease of use. Further investigation and data collection are needed around how learning in this way may compare or enhance traditional classroom models.
Risk Profile	**Medium Risk.** **Teacher-Mediated:** The matrix recommends that Medium Risk activities are mediated by the teacher. The chatbot is created and controlled by the teacher, ensuring appropriate content and context. Whilst School.AI provides its own monitoring system, it would still be beneficial for teachers to circulate and monitor student interactions.
Recommendations	**Content Control and Accuracy:** - Teacher-designed chatbot responses align with curriculum standards and ensure factual accuracy about the goldfields. - Aligns with "Safety Actions" for Medium Risk activities by reviewing content safety policies and considering digital literacy in prompting skills. - Teacher's expertise prevents misinterpretation of AI content; feedback shows students learned new facts. **Transparency and Disclosure:** - Students are informed they're interacting with an AI and understand its limitations. - Aligns with "AI Principles" of "Transparency and Explainability," encouraging critical thinking about AI responses. - Transparency involves disclosing the AI source to promote student awareness. **Guiding Questions and Prompts:** - Teacher provides specific questions to guide AI interaction, focusing learning and minimising irrelevant information. - Connects with "Safety Actions" for Medium Risk by educating students about content standards and monitoring use. - Balances guided access with open questioning to enhance learning. **Post-Interaction Review and Discussion:** - Teacher facilitates a discussion after chatbot use to share learnings and clarify misconceptions. - Aligns with "Safety Actions" for High-Risk "Feedback" use cases, further mitigating potential issues. - Encourages students to critically evaluate AI responses. **Limited Scope and Duration:** - Chatbot use is limited to the specific lesson on the gold rush, ensuring targeted learning. - Prevents AI from replacing other teaching methods, aligning with thoughtful AI integration. - Controlled exposure enhances educational effectiveness. **Conclusion:** - Implementing these controls harnesses AI's educational potential while ensuring safety. - Mitigates risks and provides a beneficial learning environment for students.

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Appendix 3 - Glossary of Terms

To enhance your understanding of GenAI and AI in general, we have sourced a list of commonly used terms and definitions related to AI. This list is curated by the New South Wales Department of Education, and the most up-to-date version can be accessed on their website.

Algorithm
An algorithm is a set of instructions that guide a computer in performing specific tasks or solving problems. Algorithms can range from simple tasks like sending reminders to complex problem-solving, which is crucial in AI and ML.

Artificial general intelligence
Artificial General Intelligence (AGI) or Strong AI is considered artificial intelligence's 'holy grail'. AGI represents a level of AI that possesses human-like intellect and the ability to perform any intellectual task that a human being can do. AGI could understand, learn, and adapt across a wide range of functions and domains, displaying general intelligence rather than being specialized for specific tasks or narrow domains.

Data science
Data science is a multidisciplinary field that involves extracting insights and knowledge from data using various methods, including statistical analysis, data mining, machine learning, and data visualisation.

Data mining
Data mining is a technique used to analyse large amounts of information to gain insights, spot trends, or uncover substantive patterns. Data mining can be used for tasks such as customer segmentation, fraud detection, and market research.

Deep learning
Deep learning is a machine learning technique that uses interconnected layers of “neurons” to learn and understand patterns in data, especially in tasks like image recognition and speech synthesis. “Deep” refers to the fact that the circuits are typically organised into many layers, which means that computation paths from inputs to outputs have many steps. Deep learning is currently the most widely used approach for applications such as visual object recognition, machine translation, speech recognition, speech synthesis, and image synthesis.

Human-in-the-loop
A human-in-the-loop (HITL) AI is a model that requires human interaction. A human plays an active and integral role in decision-making, monitoring, and control in an HITL system. They are part of the loop that produces outcomes, and their input or oversight is crucial to the system's functioning.

Human-on-the-loop
Human-on-the-loop (HOTL) is an extension of HITL. A (HOTL) AI is a system where humans oversee an automated system and provide feedback but are not directly involved in decision-making.

Large Language Model (LLM)
LLMs (large language models) are a subset of Gen AI model that specialises in generating human-like text. Unlike Generative AI, which encompasses a broad category of AI techniques and models designed to generate new content, such as text, images, audio, or video.

Multimodal Foundation Model (MfM)
A type of large language model that can process and output multiple data types, including text, images, audio, and video.

Neural Networks
Neural Networks are computer models inspired by the human brain's structure. These interconnected artificial neurons, organised in layers, learn from data to make predictions in machine learning, underpinning deep learning.

Reinforcement learning
Reinforcement Learning (RL) is a machine learning approach where algorithms learn by taking actions to achieve a specific goal, guided by rewards or penalties. The AI agent continuously knows and improves its decision-making based on the feedback through these reward signals.

Supervised learning
Supervised learning is sub-category of machine learning where algorithms learn from labelled data to make predictions or classifications, often with high accuracy. A real-world application includes classifying spam in a folder separate to your inbox.

Transformer
A transformer is a powerful AI model for understanding and generating human language, widely used in tasks like translation and question answering.

Trustworthy and responsible AI
Responsible AI systems are developed and used ethically, transparently, and accountably. It involves addressing issues such as bias, privacy, and security.

Unsupervised learning
Unsupervised learning, named so because it doesn't rely on predefined labelled data. It’s a type of machine learning where algorithms group data objects based on similarities, without prior category specifications.

Appendix 4 – Policy Review Table

Review Policies for:	Considerations	AI Principle
Acceptable Use	• Updates to include ethical use of Gen AI and adherence to academic integrity including Gen AI citation requirements. • Restriction of use based on teacher judgement. • Setting expectations of Gen AI use from personal accounts, and warnings regarding use of AI generated content & deepfake cyberbullying.	Promotion of Human Values, Accountability, Safety and Security, Transparency & Explainability
Data Security	• Updates to ensure that data put into Gen AI is Safety and Security not accessible outside of current defined controls. i.e. content restricted to staff members should not become available to students via Gen AI use.	
Data Privacy	• Updates to mandates regarding use of confidential data. • Support for use of school content on a school system's tenanted 'walled garden" Gen AI environment.	
Access and Equity	• Updates to consider 'Content Standards' and Gen AI impacts on students and their participation in the wider community. • Focus on ethical use of AI and ethically created Gen AI outputs.	Promotion of Human Values, Fairness & Non Discrimination
Child Protection	• Updates to guard against students being tricked into inappropriate actions or having student agency undermined.	Fairness & Non Discrimination, Transparency & Explainability
Assessment and Reporting	• Updates to consider an increased focus on ethical use of AI and in support of academic integrity. (See sections below on Academic Integrity and the Student Use Table).	Human Control and Professional Responsibility & Accountability
Learning Resource Management	• Updates to consider Teacher Citation Guidelines. Outline responsibilities when Gen AI is used in creation of resources. • Include warning regarding accuracy and IP considerations.	Human Control and Professional Responsibility & Accountability
Academic Integrity	• Updates to consider the setting of ethical Gen AI use in line with existing academic integrity (see section below on Academic Integrity).	Human Control and Professional Responsibility & Accountability

	• Explicitly outline acceptable types of student use when presenting assignments (see Student Use Table). • Make distinction between 'use for clarification' and 'use for completion'.	
Citations	• Updates to consider teachers' improvement in citation practice.	Professional Responsibility & Accountability
Procurement	• Updates to consider alignment with Technical Considerations and Safety Actions.	Safety & Security, Privacy

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Appendix 5

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