



Guidelines - Use of Artificial Intelligence

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1.0 Purpose and Definitions

- 1.1. The following guidelines support the Calvin Academic Integrity Policy. The guidelines are based on the belief that integrity is a core Biblical value. As such, trust, honesty, fairness, respect and responsibility are key pillars in teaching and learning at Calvin and should be defended and upheld in our Christian learning community.
- 1.2. Artificial Intelligence (AI) refers to the use of computers and machines to mimic human ability to problem solve, adapt, plan, research, write, improvise and make decisions. This document seeks to frame the appropriate use of AI in the teaching and learning process at Calvin. It is clear that developments in AI are rapid and ongoing, but for the purpose of this document, current AI technologies include programs such as Open AI's Chat GPT, Google Bard, Microsoft Bing, Snap Chat AI and Perplexity AI.

2.0 Student Use of AI in Assessment Pieces

2.1. Guiding Principles

- 2.1.0 The use of AI by students for assessment pieces is contextual and needs to be determined by the teacher on a case by case basis
- 2.1.1 There may be times where the teacher **will** permit the use of AI for an assessment. This **may** include:
 - The use of AI for researching for assessment tasks, similar to the use of a textbook or other source. In this case, the use of AI will need to be referenced (see "Calvin Guidelines for Referencing of AI" at the end of this document).
 - The use of predictive text, paraphrasing tools or similar apps that help to improve writing during the drafting process. Note: the use of such tools must support a student's writing process (not replace it) and referencing of the AI tool may be required if the app or tool, rather than the student, has changed the structure or syntax. Examples of tools that require referencing if the structure and syntax of writing has been changed include QuillBot, Grammarly and Paraphraser.
 - Explaining terms and concepts in language that is accessible to the student for the process of information gathering, such as when a technical term is explained using simple language and with the addition of examples.
 - Providing suggestions for students to consider in improving their writing during the drafting process. Note: it is not appropriate for students to "cut and paste" suggested text into their work if they have not written the sentences.
 - Sourcing materials and images to support their creation of an artwork. For example, AI generated images may be included in a visual diary in Art or Technology related subjects but must be referenced according to the guidelines below.
 - Brainstorming and ideation.
- 2.1.2 **AI is not to be used for work submitted by a student for assessment purposes unless the acceptable use of AI is explicitly stated by the teacher.** Where AI is deemed appropriate for an assessment task, the teacher will specify the appropriate use on the assessment cover sheet (on SEQTA as well as hard copy). This needs to be unambiguous and clear. For example:

- “Use of AI to brainstorm possible arguments is permitted but the essay must be written by the student without the use of AI.”
- 2.1.3 Students must **not** submit work that is generated by AI as if it is their own. Where AI is used by a student, it must be referenced in a way that includes the following:
- What technology was used? (e.g. ChatGPT, paraphrasing tool, Grammarly)
 - How was it used? (i.e. The prompts used to find the text, image or other information)
 - The date that the tool was accessed
- 2.1.4 Large Language Models (such as ChatGPT) use algorithms to summarise, generate or predict new content. LLMs are not in themselves reputable sources of information so caution must be used when relying on information produced through AI and all information must be checked and cross-referenced with other reputable sources.
- 2.1.5 Referencing protocols for use of AI can be found in the “Calvin Guidelines for Referencing of AI” section at the end of this document. Where AI is allowed for an assessment piece, teachers will specify the nature of the referencing required for that task

3.0 Consequences for Inappropriate Student Use of AI

- 3.1. Where the teacher feels that students may have used AI in a manner that breaches academic integrity, one or more of the following actions may be taken:
- Ask the student to explain the work submitted. Their response should be provided with a comparable level of understanding, complexity or sophistication as that found in the text
 - Require the student to provide drafts of work or to demonstrate the drafting process so that the teacher can feel confident that the work was done by the student
 - Ask the student to reproduce a similar level of work in a different context (e.g. test essay, exam)
 - Where you are unsure of whether a breach has taken place or if the student denies a suspect breach, please consult your HOLA for support
- 3.2. If the student is found to have breached academic integrity, the procedure outlined in the Academic Integrity Policy are followed. This includes the use of AI tools that have not been referenced or acknowledged by the student.

4.0 Teacher Use of AI

4.1. Guiding Principles

- 4.1.1 Teachers should not use AI in a manner that is inconsistent with expectations for students in terms of referencing and ethical application of the technology.
- 4.1.2 Appropriate teacher use of AI must align with the core duties and responsibilities of teachers outlined in the [AITSL teaching standards](#). Teaching is an inherently relational practice and the work of the teacher goes far beyond ‘direct teaching’ in the classroom. It includes knowing students, assessing student work, providing feedback to improve learning and

partnering with parents. As such, all communication (reports, feedback, emails) should be reflective of the teacher's own professional knowledge, experience, judgement, language and insight.

4.1.3 All materials generated by AI must be thoroughly checked for inaccuracy prior to being used by teachers. As an LLM, caution must be used when relying on information produced through models such as ChatGPT and all information must be checked and cross-referenced with other reputable sources.

4.1.4 Teachers should develop learning materials and assessment tasks that measure student learning in a variety of ways. This may include the use of paper-based in-class tasks in conjunction with more traditional assessments completed outside of class time.

4.1.5 There are many appropriate uses of AI for teachers. These might include:

- Writing quiz questions
- Creating draft rubrics
- Translating text for an EALD student
- Writing an exemplar to demonstrate
- Generating discussion prompts for use in class
- Gathering ideas for lesson plans
- Supporting differentiation by generating text suited to student reading level
- Creating an article or document on a particular topic for students to use as part of a task
- Note: When an article, essay, exemplar or document is produced by AI for the purposes above, it should be referenced as AI produced in the same way that the source of any other materials is acknowledged.

4.1.6 The following are considered **inappropriate** use of AI:

- Creation of teaching materials that are not critiqued and/or adjusted by teachers before being used in class
- Writing student reports or other documents that use words and ideas that are not able to be replicated in another context (e.g. the teacher used AI to generate feedback on a piece of student work and is unable to have a face to face discussion about the feedback)
- Providing written feedback on student work in a manner that does not require the teacher to view or read the work. Note: use of a score, grade or text response provided through an online test or program (e.g. Essential Assessments, Education Perfect, Maths Pathway) may be appropriate in some contexts but the following expectations apply:
 - The teacher has a professional justification as to their selection of the assessment and feedback tool in regard to the relevant learning intentions and the specific learning needs of the student(s);
 - The teacher ensures that the feedback is appropriately contextualised for the student(s) and, where relevant, for the parents;

- The teacher maintains responsibility to support the student(s) with interpreting feedback; and
- The teacher uses assessment data and feedback from the chosen tool to inform future (next steps) teaching practices.
- The automatically generated feedback should not be the only form of feedback provided to the student. Expectations for the provision of feedback are outlined in the Calvin Secondary Teaching and Learning Handbook.

5.0 Calvin Guidelines for Referencing of AI

- 5.1. As caution must be exercised when relying on data and facts produced through an LLM, it is recommended that the information is checked against other reputable sources and that these sources are cited/referenced by the student or teacher
- 5.2. When generative AI is used for text or images, it must be referenced to indicate the name of the developer of the AI tool (e.g. Open AI), the name of the tool (e.g. Chat GPT), the prompt that was entered to gain the information (e.g. “what is the role of the witches in Macbeth”), the date the text was generated.

An example of referencing in AI in a reference list:

Open AI (2023) “what is the role of the witches in Macbeth” ChatGPT (May 8, 2023)

An example of referencing in the in-text reference or as a footnote:

Include the reference and prompt in parentheses in the text or as a caption for the image:

(Open AI, “Role of Witches in Macbeth”, 2023) ...

or work it into the text:

I started with a reference essay “Year 9 essay on the role of the witches in Macbeth” (Open AI, 2023) and have chosen to focus on the theme of good versus evil in *Macbeth*.

- 5.3. **Alternatively**, it may be appropriate in some contexts for the teacher to view the entire sequence of prompts and interactions between a student and the AI tool. A copy of the ‘conversation’ including all prompts and AI generated response would be required in this case. This would need to be specified in the assessment task on SEQTA.

6.0 Related Documents

Calvin Christian School Academic Integrity Policy