

## Teacher Guide: Generative AI Policy

### What is generative AI and why might it be used in class / at school?

Generative Artificial Intelligence (AI) is technology that's capable of generating new content such as text, images, videos, or even music. You may have heard of platforms such as Chat GPT or Microsoft Copilot; they work by learning patterns from existing data and understanding the context and intent of language. According to the Ministry of Education, generative AI is likely to have an increasing impact on education systems in the coming years to support teaching and learning.\*\*

### Why do you need an AI classroom charter?

A class charter sets clear expectations for students on the safe and responsible use of generative AI tools in school. It aims to assist educators in creating a positive learning environment and reminds students of the necessary capabilities required for using these tools.

### Why should it be co-created with the class?

Involving students in creating the class charter is an important way to foster engagement and gain their commitment around what's expected and the capabilities required to use AI responsibly and safely. Understanding what students already know, the experiences they've had and exploring what they believe to be important sets a sound foundation for creating a safe learning environment and building on blocks of any existing knowledge.

### When should you create a class agreement?

Building a class charter is a recommended first step before exploring AI technology in the classroom and introducing or using any AI tools with students. Before beginning a class charter conversation with students, it is advisable to make sure that the school board and leadership are aligned with the planned approach and use of AI in the class.

## Before you get started:

**Do your own research** – Explore the various tools and platforms. Understand their functionalities and consider which platforms align with your specific needs. It is helpful to consider whether the platforms are suitable for your classroom or tailored for children’s use

**Consider how you will communicate with parents and whānau** about using AI in the classroom

**Align with the Board and school leadership** to ensure there’s a consistent and robust school-wide approach to AI use before introducing or using AI in the classroom

**Review school policy documents** to determine if they are relevant or applicable to AI. The Ministry of Education recommends that schools should consider whether existing policies on privacy, digital technology use, and data and information security are adequate for AI tools, or whether there’s a need to develop new clauses that relate specifically to AI tools.\*\*

**Think about your class and decide what approach would best suit them** to get a charter of behaviors in place before using AI and the level to which you will ‘flip’ the approach between co-creating and directing the exercise.

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The following pages outline suggestions and ideas for engaging the class in differing levels of co-creating the class charter, and an example of what a completed charter might look like. You may like to consider these as you plan how to create the class AI charter for your group.

\*\*Ministry of Education – Generative AI

<https://www.education.govt.nz/school/digital-technology/generative-ai-tools-things-to-consider-if-youre-thinking-of-using-them-at-school/>

## 'How to' guide

### Create a safe space:

Before you begin with the activity, it's important to think about consent, confidentiality and support. We suggest that you consider:

- Gaining consent from students and parents/whānau
  - Allow students to opt out at any point if they feel uncomfortable
  - Make it clear what support is available to students before and throughout the activity
  - Clearly communicate the anonymous use and sharing of gathered information
  - Providing assurance that responses will be anonymous (if using a survey).
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### Set the scene:

Provide some context around why you're discussing AI in the classroom (e.g. is it going to be used for a school project?)

- Ask students what they know about AI?
- Ask if anyone has used it before and what was their experience?
- Ask how it could be useful in the classroom setting? How could it benefit learning?
- Ask what might be some of the risks or negative impacts of using it in the class or for homework?
- Ask the class what they could do before using AI to make sure everyone uses it responsibly? (looking for the answer 'agree to some common guidelines / behaviours / values')

### Explain:

Provide an overview of AI technology and how / why it will be used in the class for this piece of work / project.

### Explain:

How you're now going to work together to create a class charter on using AI for our work.

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### Create the agreement

Consider different ways you can engage the class to generate ideas and discuss the behaviours and values to add to the charter.

With your understanding of your class and their levels of participation / literacy / knowledge – consider how to best engage them in a co-creation activity.

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### Other points to note:

Include language that your class uses in the agreement to make it genuine and reflect their input. Avoid making it too academic or distant but ensure it's still meaningful and specific e.g. Mitigating AI misinformation vs Handling false information.

## Suggestions for co-creation activities

### Possible options to consider when designing your class activity:

- Online or in person surveys / polls to gather input and ideas
- Individually write ideas on post-it notes and then gather together. Sort post-its into common themes and discuss what's been suggested. These post-its can be anonymous or if students feel more confident you can encourage them to speak up and explain their suggestions.
- Gallery Walk (an alternative to class wide discussion): Have sheets of large paper with topics scattered around the class and ask students to walk around writing their ideas and thoughts.
- Break the class into smaller groups – have each group write up the Top 5 items they think are important on a blank A3. Re-group and have each group share their ideas. Facilitate discussion and add in ideas where items are missing (refer to example for a base agreement).
- Facilitate a class discussion using prompts on the types of behaviours you would expect based on the example provided.
- These activities can be 'analogue' or 'digital' depending on the resources available in your class and abilities / preferences of your class.

## Example Class Charter

To ensure everyone uses generative AI tools safely and responsibly, we must agree to create a positive learning environment by all agreeing to the following capabilities and guidelines:

- 1. Use generative AI tools responsibly.** Generative AI tools can be very useful, but they also come with risks and limitations. I agree to use such tools in a responsible and ethical manner and know there are consequences to my usage.
- 2. Understand AI's limitations.** I acknowledge that generative AI tools have limitations and risks, and may not always produce accurate results.
- 3. Be safe and secure.** I will not share personal information with AI tools or click or download from suspicious links. I will keep my devices updated and secure.
- 4. Always fact-check my information.** I will critically evaluate and verify AI-generated outputs with trusted sources before accepting it as true.
- 5. Prioritise personal wellbeing.** I will safeguard my wellbeing by being mindful of my usage and ensuring a healthy balance with my online and offline interactions.
- 6. Understand AI is technology.** I acknowledge that whilst, AI can sound very life-like in how it communicates (for example through chat bots), it is simply technology and not a human being responding to your prompts.
- 7. Watch out for bias and discrimination.** I am aware of the possibility of bias in AI outputs and will critically evaluate the responses for fairness.
- 8. Avoid plagiarism.** I understand that using generative AI tools for academic work or creative projects does not justify plagiarism. I will be transparent in my use of AI tools and give proper credit to the original creators and sources of information, ensuring my work is honest, respectful, and follows ethical guidelines.
- 9. Ask for help.** If I encounter any challenges or concerns, I will seek help and guidance from my teacher or a trusted adult.
- 10. Report misuse.** If I come across any inappropriate behaviour or misuse of AI tools, I will report it to my teacher or a trusted member of the school staff.
- 11. Stay up to date.** AI technology continues to evolve at pace and I understand that it is important to stay up to date with its capabilities and limitations in order to use it effectively and responsibly.