



CATHOLIC REGIONAL COLLEGE
CAROLINE SPRINGS

Artificial Intelligence (AI) Guidelines



Artificial Intelligence (AI) Guidelines

Purpose

Artificial intelligence (AI) is constantly evolving and has made remarkable strides in recent years. Catholic Regional College Caroline Springs is aware that this technology presents both opportunities and challenges for staff, teachers, students, and parents/carers.

The *Artificial Intelligence (AI) Guidelines* document is designed to provide a unifying foundation to provide an understanding of AI and highlight key considerations when employing AI.

Definitions

Defining Artificial Intelligence

The AI label tends to describe machines doing tasks traditionally in the domain of humans.

AI is an umbrella term that refers to a machine or a computer program that uses human-like 'thinking' to complete a task. AI can take many forms like recognising patterns, planning, learning, reasoning, understanding, problem-solving and perception –all associated with human-like thinking. More abstract human expressions like creativity and imagination are also included.

Defining Generative Artificial Intelligence (GAI)

GAI is a subset of AI focused on creating new content. This content can be text, images, audio, video, or other data types. It is essentially AI that can produce and generate output rather than just analysing input.

Popular GAI includes ChatGPT, Gemini and Apple Intelligence.

Key considerations

The *Artificial Intelligence (AI) Guidelines* document combines three key publications to inform and guide AI participation, application and modelling at Catholic Regional College Caroline Springs. They are:

- The *Generative Artificial Intelligence Guidelines* from VINE, the Victorian ICT Network for Education;



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- The *Australian Framework for Generative Artificial Intelligence in Schools*;
- The Department of Education Victoria's *Generative Artificial Intelligence Policy*.

Privacy, security, and safety

Understanding GAI privacy

CRCCS acknowledges the potential risks to privacy for staff or students using GAI tools, especially through the sharing of personal information, therefore:

- no personal or identifying information should be entered into any GAI application or service;
- no sensitive information or intellectual property is to be entered into GAI apps and services by staff or students;
- the use of private or identifying information may contribute to the creation of deepfakes (according to The Guardian, "deepfakes use a form of artificial intelligence called deep learning to make images of fake events") or malicious content and therefore may be reportable, for example, via the eSafety Commissioner.

GAI wellbeing and safety

CRCCS holds the personal safety and wellbeing of students and staff in the highest regard. GAI represents new threats to one's safety which must be handled responsibly by all staff and students within our community. Therefore, the College community must understand:

- GAI tools cannot be used in ways which are illegal, abusive or threaten an individual's personal wellbeing. This includes the use of image, audio and video;
- GAI tools cannot be used by students to upload or create any media depictions of our College and members of our College community (staff, students and/or parents);
- students cannot use GAI tools to create deepfakes and explicit content. This may include but is not limited to video or images which have been digitally altered to impersonate individuals, typically spreading false information;



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- all students are encouraged to report any GAI content that features any members of our school community to minimise individuals feeling threatened, intimidated and/or unsafe;
- GAI tools cannot be used to generate artefacts that mimic a cultural tradition in a way that is disrespectful or offensive to one's culture;
- it is a serious breach of College expectations if a student distributes any inappropriate GAI content to another person within or outside of the College community;
- misuse of GAI will be reported to the eSafety commissioner and the police if necessary;
- any student who breaches the school policy or the law will be subject to the appropriate school or legal measures and may risk their enrolment at the College.

Fairness, accessibility, and equity

For GAI to be useful in education, it must be fair, accessible, and equitable. This includes both the selection of apps and services used, and the methods by which they are used as part of teaching, learning, and assessment. Users should also recognise the ethical concerns inherent in current versions of GAI technology, especially the tendency towards bias.

Bias and marginalisation in GAI

GAI models reflect biased worldviews due to the composition of the dataset and its subsequent training. For example, a Large Language Model dataset, such as that which powers ChatGPT, contains a disproportionate amount of English language data written by male, US based internet users. Due to the indiscriminate "scraping" of web data, models may also contain harmful or discriminatory content. Other forms of GAI such as image generation have been demonstrated to produce biased and stereotypical output.

- Users should acknowledge the bias and potential for discriminatory output inherent in GAI apps and services.
- Where GAI is used as part of assessment or feedback, staff are aware of the potential for bias and check for problematic output.
- GAI is never used complacently or in ways which may inadvertently reinforce negative stereotypes or discrimination.
- GAI apps and services are vetted (e.g. including or not included in the register of apps and services) based on the guardrails and measures put in place by developers to limit or mitigate bias and discrimination.



Fair and transparent use

Where GAI is used by staff or students, it must be used fairly and with transparency. This ensures that any concerns regarding bias, discrimination, ethics, or academic integrity can be addressed proactively and appropriately.

- Use of GAI by teachers in the creation of resources, feedback and assessment is encouraged to be disclosed, even if only verbally, with students.
- Users are to comply with any terms set out by the provider of the tool.
- Use of GAI in classwork, homework, or assessment tasks by students should be disclosed as per the [Code of Academic Integrity](#) Policy.
- Permitted use of AI will begin to be stated on Assessment Task sheets.

Accessibility and GAI for personalised learning

GAI has the potential to assist with accessibility and personalised learning, although many of these capabilities are currently untested. CRCCS acknowledges the potential but also the possibility that, due to the aforementioned issues of bias and discrimination, GAI may not be well suited to some students.

- Staff must use strong professional discretion in any context related to personalised learning for students with Personalised Learning Profiles (PLPs) or other learning adjustments.
 - Staff and students must be aware that current generations of GAI are not entirely useful for creating resources for students with diverse learning needs. This is due to inaccuracies, bias, and a lack of quality research material in the dataset.
- No personal or identifying information is to be entered into GAI for the purpose of creating PLPs or other personalised learning resources.
- Staff and students should be aware of the limitations of current GAI chatbots which offer personalised tutoring or learning pathways, such as their tendency towards generic output rather than specific content.

The *Australian Framework for Generative Artificial Intelligence in Schools* publication contains six Principles with associated Guiding statements. The Principles are showcased below and can be viewed in Appendix 1.



Teaching and Learning

Generative AI tools are used to support and enhance teaching and learning.



Human and Social Wellbeing

Generative AI tools are used to benefit all members of the school community.



Transparency

School communities understand how generative AI tools work, how they can be used, and when and how these tools are impacting them.



Fairness

Generative AI tools are used in ways that are accessible, fair, and respectful.



Accountability

Generative AI tools are used in ways that are open to challenge and retain human agency and accountability for decisions.



Privacy, Security and Safety

Students and others using generative AI tools have their privacy and data protected.



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The *Artificial Intelligence (AI) Guidelines* document was created in collaboration with:

[Research Report Artificial Intelligence and Emerging Technologies in Schools](#)

[Australian Framework for Generative Artificial Intelligence in Schools](#)

[Generative Artificial Intelligence Guidelines](#) (Generative Artificial Intelligence Guidelines © 2023 by Leon Furze for the Victorian ICT Network for Education (VINE) is licensed under [CC BY-NC-SA 4.0](#))

[The Department of Education Victoria's Generative Artificial Intelligence Policy.](#)

Additionally, stakeholders are encouraged to consider Pope Francis' views on AI, found [here](#).

The *Artificial Intelligence (AI) Guidelines* document is to be read in partnership with the below CRCCS policies:

[Student ICT and Acceptable Use Policy](#)

[Code of Academic Integrity](#)



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Appendix 1: Australian Framework for Generative Artificial Intelligence in Schools

	Teaching and Learning		Human and Social Wellbeing		Transparency		Fairness		Accountability		Privacy, Security and Safety
<p>Generative AI tools are used to support and enhance teaching and learning.</p>	<p>1.1 Impact: generative AI tools are used in ways that enhance and support teaching, school administration, and student learning.</p> <p>1.2 Instruction: schools engage students in learning about generative AI tools and how they work, including their potential limitations and biases, and deepen this learning as student usage increases.</p> <p>1.3 Teacher expertise: generative AI tools are used in ways that support teacher expertise, and teachers are recognised and respected as the subject matter experts within the classroom.</p> <p>1.4 Critical thinking: generative AI tools are used in ways that support and enhance critical thinking and creativity, rather than restrict human thought and experience.</p> <p>1.5 Learning design: work designed for students, including assessments, clearly outlines how generative AI tools should or should not be used and allows for a clear and unbiased evaluation of student ability.</p> <p>1.6 Academic integrity: students are supported to use generative AI tools ethically in their schoolwork, including by ensuring appropriate attribution.</p>	<p>Generative AI tools are used to benefit all members of the school community.</p>	<p>2.1 Wellbeing: generative AI tools are used in ways that do not harm the wellbeing and safety of any member of the school community.</p> <p>2.2 Diversity of perspectives: generative AI tools are used in ways that expose users to diverse ideas and perspectives and avoid the reinforcement of biases.</p> <p>2.3 Human rights: generative AI tools are used in ways that respect human and worker rights, including individual autonomy and dignity.</p>	<p>School communities understand how generative AI tools work, how they can be used, and when and how these tools are impacting them.</p>	<p>3.1 Information and support: teachers, students, staff, parents and carers have access to clear and appropriate information and guidance about generative AI.</p> <p>3.2 Disclosure: school communities are appropriately informed when generative AI tools are used in ways that impact them.</p> <p>3.3 Explainability: vendors ensure that end users broadly understand the methods used by generative AI tools and their potential biases.</p>	<p>Generative AI tools are used in ways that are accessible, fair, and respectful.</p>	<p>4.1 Accessibility and inclusivity: generative AI tools are used in ways that enhance opportunities, and are inclusive, accessible, and equitable for people with disability and from diverse backgrounds.</p> <p>4.2 Equity and access: regional, rural and remote communities are considered when implementing generative AI.</p> <p>4.3 Non-discrimination: generative AI tools are used in ways that support inclusivity, minimising opportunities for, and countering, unfair discrimination against individuals, communities, or groups.</p> <p>4.4 Cultural and intellectual property: generative AI tools are used in ways that respect the cultural rights of various cultural groups, including Indigenous Cultural and Intellectual Property (ICIP) rights.</p>	<p>Generative AI tools are used in ways that are open to challenge and retain human agency and accountability for decisions.</p>	<p>5.1 Human responsibility: teachers and school leaders retain control of decision making and remain accountable for decisions that are supported by the use of generative AI tools.</p> <p>5.2 Reliability: generative AI tools are tested before they are used, and reliably operate in accordance with their intended purpose.</p> <p>5.3 Monitoring: the impact of generative AI tools on school communities is actively and regularly monitored, and emerging risks and opportunities are identified and managed.</p> <p>5.4 Contestability: members of school communities that are impacted by generative AI tools are actively informed about, and have opportunities to question, the use or outputs of the tools and any decisions informed by the tools.</p>	<p>Students and others using generative AI tools have their privacy and data protected.</p>	<p>6.1 Privacy and data protection: generative AI tools are used in ways that respect and uphold privacy and data rights, comply with Australian law, and avoid the unnecessary collection, limit the retention, prevent further distribution, and prohibit the sale of student data.</p> <p>6.2 Privacy disclosure: school communities are proactively informed about how and what data will be collected, used, and shared while using generative AI tools, and consent is sought where needed.</p> <p>6.3 Protection of student inputs: students, teachers and staff take appropriate care when entering information into generative AI tools which may compromise any individual's data privacy.</p> <p>6.4 Cyber-security and resilience: robust cyber-security measures are implemented to protect the integrity and availability of school infrastructure, generative AI tools, and associated data.</p> <p>6.5 Copyright compliance: when using generative AI tools, schools are aware of, and take measures to comply with, applicable copyright rights and obligations.</p>