Generative Artificial Intelligence Usage Policy

The integration of Artificial Intelligence (AI) into education can enhance teaching and learning experiences, but it should be done responsibly, ethically, and in alignment with our School values. Ascham aims to promote the efficient and ethical use of AI tools, while minimising the risk of intentional or unintentional misuse that may result in harm to students, staff, the School itself, or the wider Ascham community.

1. PURPOSE

This policy outlines the principles and guidelines for the responsible use of Generative (Gen) AI at Ascham. Specifically, students using AI technologies in the course of their studies, and staff in the performance of their roles at the School.

2. SCOPE

The policy applies to all 'authorised users' of Ascham ICT services and covers the approval, use and management of AI software, systems, or platforms within the School. Authorised users include students, staff, volunteers, and contractors using AI systems in the course of their study or work, at all times, regardless of whether such use occurs during or outside of school operating hours, either on campus, or remotely.

3. PRINCIPLES

AI at Ascham may be used for teaching and learning activities, administrative and operational functions, and to improve user experiences as part of the Ascham Community.

The policy aims to:

- Define the responsible and ethical use of AI, both in teaching and learning, and the administrative offices.
- Ensure that AI technologies are used to enhance, not replace, the role of educators.
- Safeguard the data and privacy of the Ascham community.
- Promote transparency and accountability in AI-based educational tools and systems.
- Foster professional development for educators regarding AI technologies.

4. BACKGROUND

'Gen AI' is a branch of AI concerned with developing models and algorithms that generate fresh and unique content. Gen AI algorithms apply probabilistic approaches to produce new instances that mirror the original data, typically with the capacity to demonstrate creative and inventive behaviour.

With the advent of widely available Gen AI services Ascham made the decision not to ban the use of AI services in teaching and learning, unlike some educational departments and institutions around the country. Examples of Gen AI services include (but are not limited to):

- Text-based chatbots such as *ChatGPT, Microsoft Copilot, Google Bard, Bing Chat*, and *GitHub Copilot*
- Image or video generators such as *Bing Image Creator, DALL-E 2*, and *Midjourney*
- Voice generators such as *Natural Reader*, ElevenLabs, *Murf AI* and *Microsoft VALL-E*

5. DEFINITIONS

Artificial Intelligence (AI) – refers to an engineered system that generates predictive outputs such as content, forecasts, recommendations, or decisions for a given set of human-defined objectives or parameters without explicit programming. AI systems are designed to operate with varying levels of automation.

Authorised User – general authorisation to use ICT Resources is granted upon enrolment, employment, official affiliation with Ascham, or as a member of the community that uses Ascham's services and facilities (e.g., Swim School or the Ascham Holiday Academy).

Deepfake – a 'Deepfake' is a type of artificial intelligence used to create convincing images, audio, and video hoaxes. The term describes both the technology and the resulting bogus content.

Generative AI – means a type of AI that uses a process of machine learning to create new and original content, such as images, videos, or text. This is achieved through the use of deep neural networks that can learn from large datasets and generate new content that is similar to the data it has learned from.

Illegal Activity – means the creation, transmission, storage, downloading, or possession of any material that is defined as criminal, or pertaining to criminal activity in Australia.

Machine Learning - is a branch of artificial intelligence (AI) and computer science which focuses on the use of data and algorithms to imitate the way that humans learn, gradually improving its accuracy. Machine learning is useful for identifying patterns in large sets of data to solve specific problems.

Natural Language Processing – is a machine learning technology that gives computers the ability to interpret, manipulate, and comprehend human language.

Neural Networks - a type of machine learning process that teaches computers to process data in a way that is inspired by the human brain.

Privacy Impact Assessment – A PIA is an analysis of how personally identifiable information (PII) is handled to ensure compliance with appropriate regulations, determine the privacy risks associated with information systems or activities, and evaluate ways to reduce the privacy risks. In the context of AI at Ascham, an assessment is also conducted to minimise the risk of the AI producing inappropriate content.

6. POLICY STATEMENTS

6.1.   Responsible Use of AI in the Classroom

AI technologies should be used to enhance the teaching and learning process, facilitate personalised learning, and provide additional resources and support to students and teachers:

a)   AI should serve as a supplementary tool to aid teachers and students in achieving educational objectives and should never replace the role of educators.

b)   AI use should adhere to ethical principles, avoiding biases, discrimination, and harm to students or teachers.

6.2.   Appropriate Use of AI Systems - Staff

AI may be used to assist in tasks such as data analysis, content creation, decision-making, and communication. Staff should:

a)   Be conscious of only using AI tools for their intended purpose and in accordance with any applicable laws and regulations. For example, staff must not ask students to use or sign up to AI tools that have age restrictions above the age of the students.

b)   Ensure that AI tools are used in a manner consistent with the School's values, by regularly consulting with other teachers, colleagues, and relevant stakeholders, to align AI-generated outputs with teaching and learning as well as operational objectives.

c)   Exercise due diligence and critical thinking when using AI-generated outputs, and be aware that AI systems may produce biased, inaccurate, or inappropriate results.

d)   Before introducing AI to Students, teachers must ensure the AI is appropriate and safe for the intended use by initiating a privacy impact assessment (PIA), to be approved by the Director of Curriculum and Learning and the Director of ICT. The form to request a PIA can be accessed on the Hub at: https://hub.ascham.nsw.edu.au/staff-services/forms/other/teaching-website-request-and-privacy-impact-assessment.

e)   Staff using AI are asked to assist in the refinement of guidelines for the responsible use of AI-generated outputs in different contexts and situations by providing feedback to the Director of Curriculum and Learning and / or the Director of ICT.

For further information on using Gen AI in teaching, see the guide in Appendix A

6.3.   Appropriate Use of AI Systems - Students

The School recognises that the use of AI offers a number of potential benefits for students and enhances their learning by providing quick and easy access to a vast amount of information. Consequently, Ascham does not restrict or control student access to appropriate AI services via the School network. Only appropriate AI services are allowed however, and usage is monitored.

Students are encouraged to develop their critical thinking skills by evaluating AI sources and comparing AI outputs, to discern reliable information from potentially unreliable sources. In particular, students should be aware of ethical considerations when using AI, this includes:

a)   Only use and sign up for AI tools that are age appropriate - many AI tools have age restrictions. If you wish to use a tool that is recommended for those older than you, seek the assistance of a teacher, or parent / carer.

b)   Respecting intellectual property rights.

c)   Ensuring privacy and data security, for example, never enter any sensitive or personal information.

d)   Avoiding plagiarism.

AI should be used to complement learning, and students must not rely solely on AI tools and results, as active engagement in the learning process remains essential for academic success.

For further information on using AI in studies, see the guide in Annex 2.

6.4.   Identifying and Mitigating Bias in AI-generated Outputs

To identify and mitigate potential biases in AI-generated outputs, students and staff should:

a)   Be aware that certain biases that may be present in AI systems, such as data bias, algorithmic bias, and confirmation bias.

b)   Regularly review and evaluate AI-generated outputs for potential biases and inaccuracies, seeking input from diverse perspectives and stakeholder groups.

c)   Only use AI tools with transparent methodologies and documentation to better understand their decision-making processes.

d)   Document and communicate any identified biases and report any issues using AI technologies to Ascham IT.

6.5. Ensuring Accuracy and Appropriateness of AI-generated Outputs

To ensure that AI-generated outputs are accurate and appropriate, students and staff should:

a) Verify the accuracy of outputs by crosschecking with reliable sources, human judgment, or other relevant methods.
b) Review outputs for appropriateness, considering the context, audience, and potential impact of the content.
c) Where appropriate establish a system of checks and balances involving multiple reviewers to minimize the risk of errors or inappropriate content.
d) Ensure that AI-generated content is properly reviewed and approved by a human before it is published or used for decision-making.

6.6. Transparency and Accountability

Staff and students should be transparent about the use of AI systems and accountable for the results generated by AI tools. This includes:

a) Students must disclose the use of AI systems used in studies and assignments, including their prompts and results as an appendix. Ascham uses anti-plagiarism software that has the ability to identify when AI has been used in papers submitted and students will be penalised if they do not disclose AI resources.
b) Staff should disclose when AI systems are used in communications with external stakeholders, such as donors, partners, and beneficiaries.
c) All AI-generated content must be properly reviewed by the student / staff member before it is submitted for assessment, published, or used for decision-making.
d) Keeping a record of AI tool usage. For students, this means correctly citing in References when submitting work. And for staff, where appropriate including the purpose, inputs, outputs, and any actions taken based on the AI-generated results.

6.7. Data Protection and Privacy

All staff are required to adhere to Ascham's Privacy and Data Governance and Records Retention policies when using AI systems. This includes:

a) When using personal data, ensuring it is anonymised, encrypted, or otherwise protected when used with AI tools.
b) Obtaining appropriate consent from data subjects, where applicable.
c) Ensuring Sensitive and Sensitive Health data is not input into AI systems. Note photos of students under the age of 18 are considered 'Sensitive' data. Exceptions may be approved by members of the School's Senior Leadership team, where appropriate.
d) Reporting any data breaches or incidents involving AI systems to the Director of Information and Communication Technology or other members of the School's Senior Leadership team.

Note: Microsoft Copilot is approved for use with Ascham data, when the staff member is signed in using their Ascham ID.

6.8. Intentional Misuse

Intentional misuse of AI systems can be any malicious activity that violates ethical, legal, or moral standards, and compromises the safety, privacy, or security of individuals or the School as a whole. Intentional misuse of AI systems at Ascham is expressly forbidden.

Some potential examples of intentional misuse of AI systems include:

a)   AI-based fraud: the use of AI to cheat on assignments.
b)   Discrimination: using bias exhibited by AI systems to discriminate, resulting in either unequal treatment or exacerbation of existing social inequalities.
c)   Invasion of Privacy: AI systems could be used to gather personal data without the consent of individuals, leading to a violation of privacy rights.
d)   Criminal use: AI systems can be used for cyberattacks, such as phishing attempts, social engineering, vulnerability identification and exploitation and manipulation and propaganda. For example, to create and disseminate fake news or impersonate a student or staff member through the use of a deepfake which could lead to bullying or other illegal activities.
e)   Spreading misinformation: AI systems can be used to create and distribute false or misleading information.

6.9.   Unintentional Misuse

Unintentional misuse of AI systems refers to situations where users, without malicious intent, use AI tools in ways that lead to negative consequences or harm. This can occur due to a lack of understanding, insufficient training, or an oversight when using AI technology. Some examples of unintentional misuse include:

a)   Bias and discrimination: Students and staff may inadvertently reinforce existing biases or discriminatory patterns present in AI generated outputs, leading to unfair treatment of certain individuals or groups. This could occur if users are unaware of the potential biases embedded in AI algorithms or training data.
b)   Privacy violations: Students or staff might unintentionally expose sensitive or personal information through AI systems, either by providing the AI with restricted data or by failing to anonymize or encrypt the data properly before use. This could lead to breaches of privacy and harm to individuals whose data is exposed.
c)   Inaccurate or misleading information: Students and staff may unknowingly rely on AI generated outputs that are incorrect, outdated, or misleading, which could lead to poor grades for students, and potential financial losses, or reputational damage for the School.
d)   Inappropriate content: AI systems might generate content that is offensive, politically biased, or otherwise inappropriate for use in a School setting. Users may then inadvertently share or act upon such content, causing harm to the School or the Ascham community.
e)   Over Reliance on AI: Users may unintentionally rely too heavily on AI systems, neglecting to apply their own judgment, expertise, or common sense.

6.10.   Reporting Misuse

Students and staff are encouraged to report any suspected misuse of AI systems, whether intentional or unintentional, to their teachers, or the Director of Curriculum and Learning.

Staff are encouraged to report any suspected misuse of AI systems, intentional or unintentional, to the to the Director of Information and Communication Technology or another member of the School's Senior Leadership team. Reports will be handled confidentially.

7. RELEVANT LEGISLATION

Copyright Act 1968 (Commonwealth)

Crimes Act 1900 (NSW)

Cybercrime Act 2001 (Commonwealth)

Defamation Act, 2005 (NSW)

Government Information (Public Access) Act, 2009 (NSW)

Privacy Act, 1998 (Commonwealth)

Privacy & Personal Information Protection Act, 1998 (NSW)

Spam Act 2003 (Commonwealth)

Workplace Surveillance Act 2005

8. KEY RELATED DOCUMENTS

Academic Honesty Policy – Years 7-9

Academic Honesty Policy – Years 10-12

Ascham Anti-Bullying Policy

Ascham Code of Conduct

Ascham Data Governance Policy

Ascham Information Security Policy

Ascham Privacy Policy

Australian Framework for Generative Artificial Intelligence in Schools – Consultation Paper

Australian Privacy Principles

ICT Acceptable Use Policy

9. POLICY INFORMATION

Policy Number	AS147
Version	2
Policy Owners (SLT)	Director of Curriculum and Learning and Director of Information and Communication Technology
Authorised By	Head of School
Review Date	2024 | Term 2
Next Review Date	2025 | Term 2

Annex 1 – Guides for Teachers & Staff

1. PRINCIPLES

The principles in the following table were defined in the Australian Framework for Generative Artificial Intelligence in Schools prepared by the Education Ministers Artificial Intelligence in Schools Taskforce (AI Taskforce) and released at the end of 2023. The principles outlined form a sound basis and should be considered by staff when using and in particular teaching with AI at Ascham.

Core Elements	Principles
1. Teaching and Learning *Generative AI tools are used to enhance teaching and learning.*	a) **Impact:** generative AI tools are used in ways that enhance and support teaching, school administration, and student learning. b) **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. c) **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. d) **Critical thinking:** generative AI tools are used in ways that support and enhance critical thinking and creativity, rather than restrict human thought and experience. e) **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. f) **Academic integrity:** students are supported to use generative AI tools ethically in their schoolwork, including by ensuring appropriate attribution.
2. Human and Social Wellbeing *Generative AI tools are used to benefit all members of the school community.*	a) **Wellbeing**: generative AI tools are used in ways that do not harm the wellbeing and safety of any member of the school community. b) **Diversity of perspectives**: generative AI tools are used in ways that expose users to diverse ideas and perspectives and avoid the reinforcement of biases. c) **Human rights**: generative AI tools are used in ways that respect human and worker rights, including individual autonomy and dignity.
3. Transparency *Students, teachers, and schools understand how generative AI tools work, and when and how these tools are impacting them.*	a) **Information and support**: teachers, students, staff, parents and carers have access to clear and appropriate information and guidance about generative AI. b) **Disclosure:** school communities are appropriately informed when generative AI tools are used in ways that impact them. c) **Explainability:** vendors ensure that end users broadly understand the methods used by generative AI tools and their potential biases.
4. Fairness	a) **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.

Core Elements	Principles
Generative AI tools are used in ways that are accessible, fair and respectful.	b) **Equity and access**: regional, rural and remote communities are considered when implementing generative AI. c) **Non-discrimination**: generative AI tools are used in ways that support inclusivity, minimising opportunities for, and countering, unfair discrimination against individuals, communities, or groups. d) **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.
5. Accountability *Generative AI tools are used in ways that are open to challenge and retain human agency and accountability for decisions.*	a) **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. b) **Reliability**: generative AI tools are tested before they are used, and reliably operate in accordance with their intended purpose. c) **Monitoring:** the impact of generative AI tools on school communities is actively and regularly monitored, and emerging risks and opportunities are identified and managed. d) **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.
6. Privacy and Security *Students and others using generative AI tools have their privacy and data protected.*	a) **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. b) **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. c) **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. d) **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. e) **Copyright compliance**: when using generative AI tools, schools are aware of, and take measures to comply with, applicable copyright rights and obligations.

Annex 2 – AI Guides for Students

Using AI as a student can be a powerful tool for learning, research, and productivity. Before using AI tools, it's essential to have a basic understanding of what AI is and how it works. Students should familiarise themselves with concepts like machine learning, neural networks, and natural language processing.

Students should also ensure that their use of the AI app is age appropriate – see section 6.3 a) of the policy.

1. RESEARCH AND STUDY AIDS

AI can help you with research by automating tasks like data analysis, literature reviews, and information gathering. There are many AI tools and platforms available and students should select tools that align with their needs, whether it is for research, studying, or productivity.

Some popular AI powered tools for academic research include Google Scholar, Mendeley, and EndNote. Students can also use AI powered study aids and platforms that offer personalised learning experiences. Platforms like Coursera, Khan Academy, and Duolingo use AI to adapt to your learning pace and style. AI powered writing assistants can help improve essays, papers, and assignments. While tools like Grammarly, ProWritingAid, and Hemingway Editor can provide grammar and style suggestions.

Data Analysis AI tools include Python libraries (e.g., Pandas, NumPy) and visualisation tools such as Tableau, Power BI that can help in data analysis. Students studying machine learning and programming should explore AI tools and libraries that assist in coding and programming tasks, such as Jupyter Notebook, TensorFlow, and PyTorch.

AI can be especially useful as an assistive technology tool for students with special learning needs e.g. they can use voice activation in certain browsers.

2. CRITICAL THINKING

Analysing the information provided by AI tools should promote the practice of information literacy. AI should serve as an instrument to enhance student capabilities rather than a substitute for critical thinking. It is crucial for students to remember not to solely depend on AI recommendations; they should consistently assess and scrutinise the outcomes. AI should complement and bolster critical thinking and the learning process, not supplant it.

If students encounter challenges or have questions about using AI in their studies, they should seek guidance from their teachers.

3. TIPS FOR USING AI

For the best results when using Gen AI tools, the right prompt is needed to get a good answer:

1. Begin with an action verb, specifying the desired output e.g.: Generate a table with fruits to eat in summer.
2. Context - offer just enough relevant information by addressing background, success criteria, and environment. E.g.: I'm a student writing an assignment about artificial intelligence.
3. Including examples or frameworks within the prompt enhances the output quality. E.g.: "Give me design ideas for my assignment with an object, a colour, an action, and a style. For example: "A blue robot sitting on a chair in a futuristic style".
4. Sometimes defining who the AI should emulate is useful. This can be done by describing a 'persona' and considering their expertise and role. E.g.: "You're a recruiter who's been working in human resources for 20 years."
5. Specify the desired output format, which can be paragraphs, bullet points, emails, etc. E.g.: Give your answer in the form of a table with 3 columns: "Type of task", "Ease", "Degree of urgency".
6. Lastly specify the desired tone, style, or mood for the AI's response. "Use a formal, professional tone to give your answer".