Generative Artificial Intelligence Guidelines

October 2023

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Overview

Generative Artificial Intelligence (GAI) is an emerging technology which is already being incorporated into digital platforms used in education. GAI is a multimodal technology which uses machine learning algorithms to process and generate data, for example using text data to "learn" the rules of language, or image data to create visuals. Since November 2022, with the release of ChatGPT, GAI has been made much more accessible.

In education, GAI has been presented as both a threat and an opportunity. Initial fears of students using GAI to "cheat" in assignments have been superseded by the need to rethink assessments from K-12 to tertiary. Acknowledging that these technologies will become ubiquitous, it is not practical to expect educators to "police" the technology, nor to expect students not to use it.

Clear school guidelines make it easier for staff, students, and the school community to understand the appropriate use of GAI. These guidelines are presented for a fictional school (the VINE School) and are intended to be flexible enough to be adapted by VINE member schools. The three main areas of this document span the practical and ethical concerns of GAI and establish clear expectations. Each section also includes practical strategies for implementation and advice for staff professional learning and student engagement.

There are two recommended ways to use these guidelines:

1. Adapt the template (Appendix 3) to your school setting as appropriate
2. Use the guidelines to create your own GAI policy document, or to audit your existing school policies (e.g., cybersafety, digital acceptable use)

Glossary of Terms

1. **Generative AI**: A subset of artificial intelligence (AI) focused on creating new content. This content can be text, images, audio, video, or other data types. It's essentially AI that can produce and generate output rather than just analysing input.
2. **Image Generation**: Refers to the creation of images by AI algorithms. This can include everything from creating artwork to generating realistic-looking photographs of non-existent people.
3. **Text Generation**: The capability of AI to produce written content, from simple sentences to entire articles or stories. This can be used for a range of applications including chatbots, content creation, and more.
4. **Audio Generation**: The creation of sound or music using AI. This includes speech synthesis, music composition, and sound effects generation.
5. **LLMs (Large Language Models)**: A type of machine learning model designed to understand and generate human-like text based on massive amounts of data. These models are "trained" on vast amounts of text and can answer questions, write essays, compose poems, and more.

6. **GPT (Generative Pre-trained Transformer)**: A specific type of LLM developed by OpenAI. It's designed for various tasks but is particularly known for its capability in generating coherent and contextually relevant text over long passages.
7. **ChatGPT**: A version or application of the GPT model specifically fine-tuned for conversational AI, allowing users to engage in dynamic and coherent interactions with the model.
8. **PaLM (Pathways Language Model)**: Google's Large Language Model.
9. **Fine-tuning**: The process of taking a pre-trained model (like GPT) and further training it on a smaller, specific dataset to specialize it for a particular task. This allows the model to become more proficient in niche areas or specific applications.
10. **Bard**: Google's conversational chatbot, built with the PaLM model.
11. **Bing Chat:** Microsoft's conversational chatbot, built with the GPT model.
12. **Detection software:** Software designed to detect a probably amount of GAI generated content in a given text.
13. **Prompt:** A string of text or an image used to prompt a response from a GAI model

1. Teaching and learning

The VINE School recognises that GAI has created a need to rethink academic integrity and assessment strategies, and that students and teachers will need to be prepared for the impact of GAI built into tools already used in the classroom. To deal with these changes, the VINE School recommends an open-minded, non-punitive approach to assessment and a proactive approach to professional development.

1.1 Academic integrity

Academic integrity is essential to all disciplines and must be clearly articulated to students. Our approach to academic integrity, including the implications of GAI, is as follows:

- Academic integrity is based on trust, honesty, and respect for students and teachers
- Classwork, homework, and assessment tasks should be completed to the best of your ability, with or without the use of GAI
- Acknowledge sources: whether using traditional research methods (e.g., library search, Google) or GAI, you must acknowledge your sources
- Acknowledge the work of others: if another student, a tutor, parent/carer, sibling, or any other person has contributed to the creation of the work, acknowledge this.
- Acknowledge the work of GAI: if you have used GAI in any form for part or all of the task, acknowledge the tool/s you have used
- Be honest and transparent
- If a student cannot complete a task for any reason (e.g., lack of understanding, lack of time, competing pressures) they are encouraged to discuss with the teacher and request additional support or an extension

Practical strategies for schools

This area of the guidelines will already exist in many schools. GAI does not require a total overhaul of existing academic integrity guidelines: honest work is still honest work. However, it may require schools to address what is and is not considered appropriate use (see 1.2: Assessment). Consider the following practical strategies:

1. Create an academic integrity module, which could be run via the library or resource centre from the middle-years onwards
2. Discuss academic integrity at a faculty leader level and decide on a schoolwide policy. See appendix 1 for a sample academic integrity policy.
3. Explore the academic integrity policies of your local universities, and speak to their library and academic services staff about integrity modules

1.2 Assessment

Assessment practices will need to change in some cases to account for GAI. Since GAI cannot be reliably detected (see 1.5), students can potentially use GAI with or without permission in many tasks.

- Assessments at the VINE School are a mix of formative and summative, practical and theory, individual and group
- The VINE School uses the following "AI Assessment Scale" to offer a framework for discussing the appropriate use of GAI with students in any given assessment task:
    1. No GAI: No GAI is permitted in this task. This may be appropriate for examination style tasks, exam practice, practical assessments requiring no GAI (e.g., in health and PE or Design and Technology). If conducting a task with no GAI, it must be completed during class time and under supervision
    2. Brainstorming and ideas: GAI may be used for brainstorming and the generation or refinement of ideas, such as using a chatbot to create a list of potential essay topics or research areas, or using image generation to create mood boards and visual ideas
    3. Outlining and notes: GAI may be used in the creation, organisation, and synthesis of outlines and notes. For example, GAI may be used to transcribe and organise recorded verbal notes, or turn brief typed notes into a longer outline
    4. Editing and feedback: GAI may be used to edit, proofread, or self-assess work. For example, tools like *Grammarly* may be used for the refinement of written tasks, or chatbots may be used to give structural and grammatical feedback, or feedback against a criteria
    5. Full GAI: Generative AI may be used to complete the entire task. This may be appropriate where the task is directly related to GAI (e.g., the instruction of how to use a tool) or where the content or skills being assessed can be produced by GAI
- Different stages of assessment tasks may require different levels of the scale, for example a task may permit GAI for brainstorming, but the initial drafting to be completed with no GAI
- Any task or stage which requires no GAI *must* be completed in class, under supervision. This is because students may have access to varying levels of technology outside of school, meaning some students may have an unfair advantage

Practical strategies for schools

Many tasks benefit from having no technology involved. This does not mean that these tasks must be completed as examinations: orals, discussions, debates, group work, and work completed by hand all play a part in assessment. In order to implement this area of policy, schools might:

1. Create a working party of curriculum leaders, teachers, and students to discuss the ways GAI impacts assessment in various disciplines
2. Test different forms of GAI against existing assessments, for example using a chatbot to try to complete a task. Find out the strengths and limitations of the technology
3. Use the AI Assessment Scale as part of a task sheet for students, providing clear articulation of when GAI can and cannot be used

1.3 Professional learning

To support staff in understanding the technologies and the ethical and practical concerns of GAI, the VINE School is committed to regular and accessible professional learning.

- A selection of GAI-related resources curated by the [appropriate staff member] is available on the Learning Management System and will be updated with resources once per term
- Whole staff professional learning at the start of each semester will provide staff with a broad understanding of the available tools and technologies
- Optional professional learning will be available at least once per term on specific areas such as GAI ethics or multimodal GAI
- Staff are encouraged to share GAI-related resources, including ways they have used GAI, via the [appropriate staff member]

Practical strategies for schools

The pace of development in GAI has been incredibly rapid since November 2022, and many school staff feel left behind. There are also many competing interests in schools which make it hard for staff to prioritise GAI. Consider the following:

1. Commit to a PL calendar for GAI, with at least one required session per semester. Ensure all staff have a baseline understanding of the technologies and address any misconceptions
2. Source reliable professional learning online, for self-paced study, or through face-to-face sessions. Do not expect staff to research GAI in their own time
3. Appoint one person, for example the AP Teaching and Learning or a Director of Systems/Digital, as being responsible for the curation of quality PL and resources to avoid staff being overwhelmed

1.4 Classroom use

Generative AI has many possible uses in and outside of the classroom. However, there are also ethical concerns which must be addressed with students prior to use, and legal and regulatory requirements to be met (see 2 and 3). The following advice applies to day-to-day use of the technologies in the classroom:

- The VINE School maintains a list of approved apps and services, including an overview of their terms and conditions. This list may be found on the Learning Management System
- Teachers will receive sufficient professional learning to support the use of GAI in the classroom (see 1.3)
- Whenever students have access to devices, it may be assumed that they have access to GAI. This includes chatbots and other text-based services, and multimodal GAI such as image generation and recognition, video, and audio

- GAI is to be used where it supports quality teaching and learning, and not as a tool which distracts from the usual skills and knowledge required of the lesson
- The potential lack of reliability of GAI (due to "hallucinations") means that traditional research tools should be favoured for tasks where there is a high level of accuracy required

Practical strategies for schools

There are potential creative and educational applications of GAI in the classroom, but schools should not feel pressured to include GAI just "for the sake of it". Some practical suggestions include:

1. Appointing a person or group to maintain a list of apps and services which have been approved for classroom use. This will assist with providing PL, and also with ensuring privacy and safety concerns are met
2. Trialling certain apps in particular classes, with the opportunity for the teachers and students to review and provide feedback. This feedback can be presented back to faculties or all staff
3. Encourage students to suggest GAI apps and services they have discovered, and explore ways they might be appropriately incorporated into lessons

1.5 GAI detection

Generative AI detection software claims to detect the percentage of human or AI written content in a piece of work. However, these tools are problematic due to a lack of transparency over how they work, and unreliable detection rates.

- The VINE School does not approve the use of GAI detection tools as part of the academic integrity process
- Students may elect to use GAI detection tools as part of their self-assessment (e.g., to determine if their work seems to contain too much GAI generated content), but this is not mandated
- The VINE School acknowledges that GAI detection software has inconsistent results and may discriminate against authors who do not have English as a first language
- Student work is not to be submitted to GAI detection services without the informed consent of the student, as the work represents their intellectual property

Practical strategies for schools

While GAI detection is an attractive proposition for dealing with GAI, it is not appropriate to use these tools for "catching" students. Instead, schools will need to address assessment practices to allow for GAI use or to run tasks in supervised conditions. Some other practical suggestions are as follows:

1. Test GAI detection tools in a leadership or curriculum meeting by copying human written and AI generated text, and analysing the results. You will find inconsistencies, false positives, and false negatives

2. Discuss openly with faculty leaders and stress that these tools are not a basis for a fair and equitable academic integrity challenge
3. Teach students how to use GAI detection tools as part of their self-assessment practices. Services such as *Turnitin* and *Grammarly* have GAI detection capabilities which might be used in this way

2. Privacy, security, and safety

Existing school policies and state and federal laws apply to privacy, security, and safety. These include existing school cyber safety and digital policies [include links to other VINE documents created for this purpose]. However, generative AI also poses novel risks to privacy, security, and safety which are covered in these guidelines.

2.1 Understanding GAI privacy

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

- No personal or identifying information should be entered into any GAI application or service
- Staff and students are to receive professional learning and advice on the risks of entering personal information into GAI, including the retention and use of information by the companies who own GAI apps and services
- The use of private or identifying information may contribute to the creation of deepfakes or malicious content (see 2.3) and therefore may be reportable, for example via the eSafety Commissioner

Practical strategies for schools

GAI tools are often presented as benign, "helpful" chatbots. Unfortunately, the companies which develop these tools often have opaque terms and conditions and it may be hard to ascertain where the data is going, or how it is shared and used. It is therefore important that schools support staff and students, for example:

1. Incorporate discussions of GAI into existing talks on cybersafety, many of which already cover social media and the appropriate sharing of information
2. Maintain a register of apps and services which includes a clear discussion of the terms and conditions of any apps encouraged for use
3. Ensure staff do not enter personal or identifying information into GAI, such as when writing reports, giving feedback, or creating individualised learning plans

2.2 Secure apps and services

- Users – including students and teachers – must be aware of the terms and conditions of any app or service used with regards to how data is stored, shared, and used.

Refer to the register of approved applications and services for guidance on terms and conditions
- Users should be made aware of the potential for data breaches and leaks as a result of using GAI apps and services
- No sensitive information or intellectual property is to be entered into GAI apps and services by staff or students

Practical strategies for schools

Like privacy, the security of staff and student data should be a primary concern for schools. Existing laws and regulations apply to the appropriate secure handling of school data, and what to do in case of a breach. The following strategies may also help:

1. Consult with the school Systems or IT administration regarding the safe and secure handling of data: they will have policies and processes already in place for other digital infrastructures such as Learning Management Systems
2. Only use apps which you trust, and which have transparent terms and conditions. Use apps which are within the ecosystem of applications staff are already familiar with: for example, a Microsoft school may consider Copilot over other products as staff and students are likely to have already agreed to existing terms and conditions in products like Microsoft Teams and 365
3. Limit the use of unknown third-party applications through a process such as an application to an IT subcommittee or faculty leaders. This does not need to be onerous, and could contribute to the register of approved applications

2.3 GAI and safety

The VINE School holds the personal safety and rights of students in the highest regard. GAI represents new threats to safety which must be handled proactively and responsibly by staff and students

- GAI tools can be used in ways which are illegal and abusive. This includes the use of image, audio, and video GAI tools to create deepfakes and explicit content. Any misuse of GAI in this manner is to be reported via the eSafety Commissioner and/or the police
- Staff and students are made aware of reporting processes for GAI related abuse bi-annually through staff meetings and school assemblies
- Discussions of GAI related abuse including deepfakes and the generation of content intended for malicious purposes is included in existing digital safety and consent talks with students
- Any students in breach of school policy or the law will be subject to appropriate school or legal measures

Practical strategies for schools

The eSafety Commissioner has already received reports of GAI related explicit content used for blackmail and abuse. Similar reports are occurring worldwide, and schools cannot

neglect the serious negative implications of these technologies. The following practical strategies may assist in implementing this part of the policy:

1. Use the resources on the eSafety Commissioner website to educate staff and students about appropriate reporting processes
2. Familiarise your staff with relevant laws, especially those concerning the dissemination of explicit content without consent, and of minors
3. Engage the community so that parents and caregivers understand the process for reporting if any GAI related abuse occurs outside of school

3. 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. The VINE School also recognises the ethical concerns inherent in current versions of GAI technology, especially the tendency towards bias.

3.1 Bias and marginalisation in GAI

Due to the composition of the dataset and the subsequent training, GAI models reflect biased worldviews. 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 produced biased and stereotypical output.

- The VINE School acknowledges the bias and potential for discriminatory output inherent in GAI apps and services, and will educate staff, students, and community about the risks
- 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

Practical strategies for schools

So-called "foundation models" such as OpenAI's GPT or Google's PaLM have inherent bias and potentially harmful output. Unfortunately, there is little schools can do beyond educating staff and students of these issues. It is highly unlikely that developers will create new models without these biases, due to technical and cost limitations. There are, however, some practical actions schools can take:

1. Limit the use in school of models, apps and services which do not meet community standards regarding bias and discrimination. For example, the image generation app Midjourney is powerful, but the output is notoriously stereotypical and contains negative cultural and racial biases
2. Where these apps are used, critique them and compare them to more "ethical" models. For example, compare Midjourney to Adobe's Firefly or OpenAI's DALL-E 3, both of which have more robust guardrails. Note that biased content is still part of these more ethical products
3. Deliberately test the bias and potential for discrimination in various models, exploring what text, image, and video models in particular create when using various outputs. For example, compare descriptions of "a CEO" or "a doctor" in different models

3.2 Fair and transparent use

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

- Any use of GAI by teachers in the creation of resources or for use in feedback and assessment should be disclosed, even if only verbally with students
- Any use of GAI in classwork, homework, or assessment tasks by students should be disclosed as per the academic integrity policy (1.1)
- Use of GAI in reporting or other communications to the wider community (e.g., annuals, newsletters, letters home) should be disclosed to parents/caregivers
- Use of GAI in external communications coming from the school executive should be disclosed to and approved by the school board

Practical strategies for schools

GAI can be a great tool for streamlining communication and administrative processes, but should always be used in a way which is fair and transparent. This not only helps guard against miscommunications, but also models the appropriate use of GAI for students. The following are some further practical suggestions:

1. Hold a parent/caregiver forum, and seek feedback on how the community would like GAI to be used or not used. For example, parents/caregivers may approve of the use of GAI for information on school sports, but may be less enthusiastic about its use in end of year reports
2. Regularly remind staff to disclose the use of GAI, for example in briefings or staff meetings. As the technology is incorporated into platforms like Microsoft Office 365, it will become easier to use GAI unthinkingly, and its use should still be highlighted
3. Always have a "human-in-the-loop" for communications that use GAI. For example, a human author should always edit and proofread documents for accuracy and to ensure they are not too "artificial"

3.3 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. The VINE School 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.

- All staff must disclose the use of GAI in any context related to personalised learning for students with individual learner profiles (ILPs) or other learning supports. These must be authorised by the [head of learning support or equivalent]
- No personal or identifying information is to be entered into GAI for the purpose of creating ILPs or other personalised learning resources
- Staff and students must be aware that current generations of GAI are not useful for creating resources for disabled students. This includes neurodevelopmental disabilities such as autism, ADHD, and dyslexia. This is due to inaccuracies, bias, and a lack of quality research material in the dataset
- 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

Practical strategies for schools

Although there are potential applications of GAI for personalised learning, there simply isn't enough evidence that these technologies are effective for guiding students through a topic or subject. There is also no evidence of the efficacy of these products for disabled or ND students. Until more research is generated in the use of educational chatbots, they are to be used with caution or only used in low-stakes contexts. Other practical suggestions include:

1. Experiment with chatbots in the classroom such as Khan Academy's *Khanmigo*, without offloading any important content onto the chatbot
2. Always involve students in any discussions of GAI used for personalised learning. This could be done in parent support group (PSG) meetings or meetings led by learning support as part of the ILP process
3. Experiment with building your own chatbots through services like Zapier and Poe, but be aware that they suffer from the same limitations as the models they are built from (e.g., GPT-3.5, GPT-4, Claude)

About this document

These guidelines were created over a period of several months using feedback from VINE member schools, and based on two core documents: the (Draft) National Framework for Generative Artificial Intelligence in Schools (2023), and the UNESCO Guidelines for Generative AI in Education and Research (2023). GAI is a rapidly developing space, and rather than focus on specific apps and services, these guidelines are designed to support higher level conversations about ethics, academic integrity, and the appropriate use of AI.

The document is freely available to VINE members and may be adapted to suit individual school contexts. Any guidelines such as these should go through a process of consultancy with staff, students, and the community, and may need to be verified by school compliance or other processes.

The document was prepared for VINE by Leon Furze of Furze Smith Consulting. Leon is a consultant, author, and PhD Candidate studying Generative Artificial Intelligence in education. For information regarding these guidelines or Generative AI contact:

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Additional Resources

NB: These resources current as of 10/2023

Guidelines, frameworks, and policies

Draft National Framework for Generative Artificial Intelligence in Schools
https://education.nsw.gov.au/about-us/strategies-and-reports/draft-national-ai-in-schools-framework

UNESCO Guidelines for GAI in Education and Research
https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research

Text generation

ChatGPT https://chat.openai.com/
Google Bard https://bard.google.com/chat
Microsoft Bing Chat https://www.bing.com/new
Anthropic Claude https://claude.ai/
HuggingChat https://huggingface.co/chat/

Image generation

Microsoft Bing Image Creator (DALL-E 3) https://www.bing.com/images/create
Adobe Firefly https://firefly.adobe.com/
Clipdrop (Stable Diffusion) https://clipdrop.co/
Midjourney https://midjourney.com/

Audio generation

Stable Audio https://www.stableaudio.com/
ElevenLabs https://elevenlabs.io/
Google MusicLM https://blog.google/technology/ai/musiclm-google-ai-test-kitchen/

GAI ethics

Teaching AI Ethics https://leonfurze.com/ai-ethics/

Appendix 1: Sample Academic Integrity Policy

i. **Introduction**
   a. The VINE School endorses this Policy from 24 January 2024
ii. **Purpose**
   a. The purpose of this document is to set forth the tenets and responsibilities critical for safeguarding academic integrity standards within The VINE School's community.
iii. **Applicability**
   a. This guideline pertains to all VINE School students and to anyone else who submits academic work for evaluation at our institution.
   b. For senior academic undertakings (e.g., VCE, VET, VM), students must conform to this Policy alongside any associated conduct standards.
   c. Faculty and administrative staff are also bound to this Policy, ensuring they not only embody but also enforce and uphold these academic integrity standards.
iv. **Understanding Academic Integrity**
   a. At its core, academic integrity is anchored in principles of trust, honesty, respect, and fairness, creating a respectful educational environment for all stakeholders.
   b. Such integrity guarantees that educational outcomes reflect genuine understanding and are intrinsically tied to an ethos of ethical professionalism.
v. **Generative AI and Academic Integrity**
   a. Recognising the advent of digital tools like Generative AI (GAI), The VINE School establishes the following:
      i. **GAI in Academic Work**: Be it for classwork, homework, or assessments, any task should be the authentic creation of the student, whether GAI is used or not.
      ii. **GAI Modes**: Understand that GAI has various modes, including text, audio, and visual content generation. All of these should be approached with the same standards of integrity.
      iii. **Crediting GAI**: If any form of GAI, be it text, visual or audio, contributes to one's task, it is imperative to acknowledge the specific tools or methods utilised.
vi. **Key Principles in Upholding Integrity**
   a. **Transparency and Authenticity**: Commit to being open about all sources and contributions. Honesty should be paramount in every academic endeavour.
   b. **Seeking Assistance**: If challenges arise, students should not hesitate to consult relevant educators for guidance, additional resources, or extensions.
vii. **Violations of Academic Integrity**
   a. Potential breaches encompass:
      i. **Plagiarism**: The act of borrowing from others' works without due credit.
      ii. **Outsourcing**: Entrusting academic tasks to third parties or entirely to GAI tools without attribution.
      iii. **Collusion**: Working in tandem with peers to present shared work as individually crafted.

iv. **Misrepresentation**: Deliberately distorting or falsifying data, findings, or information.
v. **Academic Dishonesty**: Gaining an undue edge through deceptive documents or actions.

viii. **Roles and Responsibilities**

a. **Students' Duties**:
i. Engage diligently with academic resources.
ii. Grasp and adhere to The VINE School's expectations around integrity.
iii. Practice and champion integrity in academic and interpersonal activities.

b. **Educators' Obligations**:
i. Model integrity in professional conduct.
ii. Design assignments that inherently reduce chances of integrity violations (see The VINE School GAI Guidelines, 1.2).
iii. Educate, support, and guide students in understanding and upholding integrity.

c. **Institutional Responsibilities**:
i. Equip educators to perform their roles effectively in this regard.
ii. Investigate, address, and adjudicate on reported breaches of integrity.
iii. Ensure all external collaborations and partnerships are in alignment with our integrity ethos.

ix. **Policy Revision**

a. Periodically, The VINE School's governing board will evaluate this policy for its ongoing relevance, ensuring it continuously promotes the essence of academic integrity.

Appendix 2: Sample Register of Approved Apps and Services

NB: This is not a maintained list – this serves as an example of how a school may approach the curation of apps and services related to GAI.

App/service	Purpose/s	Relevant terms and conditions	Approved for use Y/N	Approved by
ChatGPT	Text generation, code generation	https://openai.com/policies/terms-of-use	Y	Director Teaching and Learning
Midjourney	Image generation	https://docs.midjourney.com/docs/terms-of-service	N	--
Bing Chat	Text generation, image generation, search	https://www.bing.com/new/termsofuse	Y	Assistant Principal
Google Bard	Text generation, search	https://support.google.com/bard/answer/13594961?hl=en	Y	Assistant Principal
Clipdrop	Image generation	https://clipdrop.co/terms-visitor	N	--

Other possible elements could include:

- Date requested/approved/updated
- User age limit
- Subscription/paid/free
- Instructions on accessing app or service
- Student/teacher/both use

Appendix 3: Guidelines Template

Adapt this template to suit your own school context

1. Teaching and learning

[_____] recognises that GAI has created a need to rethink academic integrity and assessment strategies, and that students and teachers will need to be prepared for the impact of GAI built into tools already used in the classroom. To deal with these changes, [_____] recommends an open-minded, non-punitive approach to assessment and a proactive approach to professional development.

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Academic integrity is essential to all disciplines and must be clearly articulated to students. Our approach to academic integrity, including the implications of GAI, is as follows:

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- Classwork, homework, and assessment tasks should be completed to the best of your ability, with or without the use of GAI
- Acknowledge sources: whether using traditional research methods (e.g., library search, Google) or GAI, you must acknowledge your sources
- Acknowledge the work of others: if another student, a tutor, parent/carer, sibling, or any other person has contributed to the creation of the work, acknowledge this.
- Acknowledge the work of GAI: if you have used GAI in any form for part or all of the task, acknowledge the tool/s you have used
- Be honest and transparent
- If a student cannot complete a task for any reason (e.g., lack of understanding, lack of time, competing pressures) they are encouraged to discuss with the teacher and request additional support or an extension

1.2 Assessment

Assessment practices will need to change in some cases to account for GAI. Since GAI cannot be reliably detected (see 1.5), students can potentially use GAI with or without permission in many tasks.

- Assessments at [_____] are a mix of formative and summative, practical and theory, individual and group
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3. Outlining and notes: GAI may be used in the creation, organisation, and synthesis of outlines and notes. For example, GAI may be used to transcribe and organise recorded verbal notes, or turn brief typed notes into a longer outline
4. Editing and feedback: GAI may be used to edit, proofread, or self-assess work. For example, tools like *Grammarly* may be used for the refinement of written tasks, or chatbots may be used to give structural and grammatical feedback, or feedback against a criteria
5. Full GAI: Generative AI may be used to complete the entire task. This may be appropriate where the task is directly related to GAI (e.g., the instruction of how to use a tool) or where the content or skills being assessed can be produced by GAI

- Different stages of assessment tasks may require different levels of the scale, for example a task may permit GAI for brainstorming, but the initial drafting to be completed with no GAI
- Any task or stage which requires no GAI *must* be completed in class, under supervision. This is because students may have access to varying levels of technology outside of school, meaning some students may have an unfair advantage

1.3 Professional learning

To support staff in understanding the technologies and the ethical and practical concerns of GAI, [_____] is committed to regular and accessible professional learning.

- A selection of GAI-related resources curated by the [appropriate staff member] is available on the Learning Management System and will be updated with resources once per term
- Whole staff professional learning at the start of each semester will provide staff with a broad understanding of the available tools and technologies
- Optional professional learning will be available at least once per term on specific areas such as GAI ethics or multimodal GAI
- Staff are encouraged to share GAI-related resources, including ways they have used GAI, via the [appropriate staff member]

1.4 Classroom use

Generative AI has many possible uses in and outside of the classroom. However, there are also ethical concerns which must be addressed with students prior to use, and legal and regulatory requirements to be met (see 2 and 3). The following advice applies to day-to-day use of the technologies in the classroom:

- [_____] maintains a list of approved apps and services, including an overview of their terms and conditions. This list may be found on the Learning Management System
- Teachers will receive sufficient professional learning to support the use of GAI in the classroom (see 1.3)
- Whenever students have access to devices, it may be assumed that they have access to GAI. This includes chatbots and other text-based services, and multimodal GAI such as image generation and recognition, video, and audio
- GAI is to be used where it supports quality teaching and learning, and not as a tool which distracts from the usual skills and knowledge required of the lesson
- The potential lack of reliability of GAI (due to "hallucinations") means that traditional research tools should be favoured for tasks where there is a high level of accuracy required

1.5 GAI detection

Generative AI detection software claims to detect the percentage of human or AI written content in a piece of work. However, these tools are problematic due to a lack of transparency over how they work, and unreliable detection rates.

- [_____] does not approve the use of GAI detection tools as part of the academic integrity process
- Students may elect to use GAI detection tools as part of their self-assessment (e.g., to determine if their work seems to contain too much GAI generated content), but this is not mandated
- [_____] acknowledges that GAI detection software has inconsistent results and may discriminate against authors who do not have English as a first language
- Student work is not to be submitted to GAI detection services without the informed consent of the student, as the work represents their intellectual property

2. Privacy, security, and safety

Existing school policies and state and federal laws apply to privacy, security, and safety. These include existing school cyber safety and digital policies [include links to other VINE documents created for this purpose]. However, generative AI also poses novel risks to privacy, security, and safety which are covered in these guidelines.

2.1 Understanding GAI privacy

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

- No personal or identifying information should be entered into any GAI application or service

- Staff and students are to receive professional learning and advice on the risks of entering personal information into GAI, including the retention and use of information by the companies who own GAI apps and services
- The use of private or identifying information may contribute to the creation of deepfakes or malicious content (see 2.3) and therefore may be reportable, for example via the eSafety Commissioner

2.2 Secure apps and services

- Users – including students and teachers – must be aware of the terms and conditions of any app or service used with regards to how data is stored, shared, and used. Refer to the register of approved applications and services for guidance on terms and conditions
- Users should be made aware of the potential for data breaches and leaks as a result of using GAI apps and services
- No sensitive information or intellectual property is to be entered into GAI apps and services by staff or students

2.3 GAI and safety

[_____] holds the personal safety and rights of students in the highest regard. GAI represents new threats to safety which must be handled proactively and responsibly by staff and students

- GAI tools can be used in ways which are illegal and abusive. This includes the use of image, audio, and video GAI tools to create deepfakes and explicit content. Any misuse of GAI in this manner is to be reported via the eSafety Commissioner and/or the police
- Staff and students are made aware of reporting processes for GAI related abuse bi-annually through staff meetings and school assemblies
- Discussions of GAI related abuse including deepfakes and the generation of content intended for malicious purposes is included in existing digital safety and consent talks with students
- Any students in breach of school policy or the law will be subject to appropriate school or legal measures

3. 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. [_____] also recognises the ethical concerns inherent in current versions of GAI technology, especially the tendency towards bias.

3.1 Bias and marginalisation in GAI

Due to the composition of the dataset and the subsequent training, GAI models reflect biased worldviews. 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 produced biased and stereotypical output.

- [_____] acknowledges the bias and potential for discriminatory output inherent in GAI apps and services, and will educate staff, students, and community about the risks
- 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

3.2 Fair and transparent use

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

- Any use of GAI by teachers in the creation of resources or for use in feedback and assessment should be disclosed, even if only verbally with students
- Any use of GAI in classwork, homework, or assessment tasks by students should be disclosed as per the academic integrity policy (1.1)
- Use of GAI in reporting or other communications to the wider community (e.g., annuals, newsletters, letters home) should be disclosed to parents/caregivers
- Use of GAI in external communications coming from the school executive should be disclosed to and approved by the school board

3.3 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. [_____] 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.

- All staff must disclose the use of GAI in any context related to personalised learning for students with individual learner profiles (ILPs) or other learning supports. These must be authorised by the [head of learning support or equivalent]

- No personal or identifying information is to be entered into GAI for the purpose of creating ILPs or other personalised learning resources
- Staff and students must be aware that current generations of GAI are not useful for creating resources for disabled students. This includes neurodevelopmental disabilities such as autism, ADHD, and dyslexia. This is due to inaccuracies, bias, and a lack of quality research material in the dataset
- 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