Heritage College

Generative Artificial Intelligence Guidelines

Document Control

Revision Number	Implementation Date	Review Date	Description of Changes	Prepared By	Approved By
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Generative Artificial Intelligence Guidelines

Heritage College recognises that Generative Artificial Intelligence (GenAI) GenAI 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 GenAI built into tools already used in the classroom. To deal with these changes, the College recommends an open-minded, non-punitive approach to assessment and a proactive approach to professional development.

These guidelines provide an overview and explanation of the College's current position regarding GenAI. Please note that these guidelines will change as GenAI continues to develop.

Privacy and Safety

1.1 Student Safety

Existing school policies and state and federal laws apply to privacy, security and safety. These include existing school cyber safety and digital policies. However, generative AI also poses novel risks to privacy, security and safety which are covered in these guidelines. These guidelines are provided as a support to the College and ASV system policies in place.

While GenAI is a helpful tool for planning, feedback and data analysis, the College does not permit uploading any personal information to any GenAI tool that requires personal information beyond the provision of a student's school email address and the creation of a password for registration. This includes:

- students name/s
- identifiable data

The College does not permit the use of GenAI tools to:

- upload media including depictions of students, staff or parents (for example, photos, audio, video)
- generate media depictions of students, staff or parents or other media in the likeness of these persons
- generate artefacts that mimic a cultural tradition in a way that is disrespectful or offensive (for example, images mimicking Koorie artwork).

As part of professional development and student instruction, the College will educate staff and students to:

- ensure that teachers and students are aware of the inherent biases and potential for discrimination in GenAI systems
- consciously analyse GenAI output for potential biases, including through instruction in various subject areas

- understand that Generative Artificial Intelligence represents a particular worldview, drawing on a dataset of predominantly English language text written by white, Western males. Understand the implications of this, particularly for EAL, culturally diverse, and otherwise marginalised students.
- discuss the implications of bias for assessment practices.

To support staff in understanding the technologies and the ethical and practical concerns of GenAI, Heritage College is committed to regular and accessible professional learning.

Whole staff professional learning will provide relevant staff with a broad understanding of the available tools and technologies. Optional professional learning will be available on specific areas such as GenAI ethics or multimodal GenAI.

Members of staff are encouraged to share GenAI-related resources, including ways they have used GenAI, via the Learning and Teaching Coordinator.

1.2 GenAI Privacy and Security

Heritage College acknowledges the potential risks to privacy for staff or students using GenAI tools, especially through the sharing of personal information:

- No personal, sensitive or identifying information should be entered into any GenAI application or service.
- No intellectual property is to be entered into GenAI apps and services by staff or students.
- Staff and students are to receive professional learning and advice on the risks of entering personal information into GenAI, including the retention and use of information by the companies who own GenAI apps and services, and the potential for data breaches and leaks as a result of using GenAI apps and services.
- The use of private or identifying information may contribute to the creation of 'deep fakes' or malicious content (see 2.3) and therefore may be reportable, for example via the eSafety Commissioner.
- 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.
- Staff must not use GenAI applications that have not been approved by ASV.

1.3 GenAI and Safety

GenAI tools can be used in harmful or illegal ways. This includes the use of image, audio and video GenAI tools to create 'deep fakes' and explicit content. Any misuse of GenAI 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 GenAI-related abuse through staff meetings and school assemblies.

- Discussions of GenAI-related abuse, including ‘deepfakes’ and the generation of content intended for malicious purposes, are 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, as per the Student Code of Conduct and the Student Behaviour Management Policy.

Learning and Teaching Guidelines

2.1 Teaching about GenAI

The College believes that it is essential to explicitly teach GenAi in classes to equip students with the knowledge and skills necessary to navigate an increasingly digital world. Understanding GenAI's capabilities, limitations, and ethical implications empowers students to make informed decisions and critically assess the impact of GenAI on society. By embedding GenAI into our curriculum, the College aims to foster responsible digital citizenship, creativity, and an awareness of both the opportunities and challenges presented by GenAI technologies.

2.2 Academic Integrity

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

- Academic integrity is based on trust, honesty, transparency and respect for students and teachers.
- Classwork, homework and assessment tasks should be completed to the best of the student’s ability, with or without the use of GenAI.
- Acknowledgement of sources:
    - whether using traditional research methods (e.g., library search, Google) or GenAI, students must acknowledge their sources appropriately.
    - if another student, a tutor, parent/carer, sibling or any other person has contributed to the creation of the work, acknowledge this.
    - if a student has used GenAI in any form for part or all of a task, this must be acknowledged.
- 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

2.3 Classroom Use

Generative AI has many possible uses, both inside and outside 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. The following advice applies to day-to-day use of the technologies in the classroom:

- Adventist Schools Victoria (ASV) Learning and Teaching Project Officers maintain a list of approved apps and services, including an overview of their terms and conditions. This list may be found in the Application / Program Consent Table.
- Teachers wishing to add an AI Product to the approved list complete a Digital Application Proposal (see ASV Guidelines for the use of AI in Schools Policy for details)
- Teachers will receive sufficient professional learning to support the use of GenAI in the classroom.
- Whenever students have access to devices, it may be assumed that they have access to GenAI. This includes chatbots and other text-based services, and multimodal GenAI such as image generation and recognition, video and audio.
- GenAI may be used where it supports quality teaching and learning, but not as a tool that distracts from the usual skills and knowledge required of the lesson.
- The potential lack of reliability of GenAI means that traditional research tools should be favoured for tasks where there is a high level of accuracy required.

2.4 Assessment Practices

Assessment practices will need to change in some cases to account for GenAI. Since GenAI cannot be reliably detected students can potentially use GenAI with or without permission in many tasks.

Assessments at Heritage College are a mix of formative and summative, practical and theoretical, individual and group. Some tasks may permit the use of approved GenAI apps and services, ensuring that the relevant terms and conditions (eg. age restrictions) are met.

When designing assessment tasks, the teacher will communicate with students to explain the level of AI that is allowed to be used in the task.

GenAI Assessment Scale

Level	Amount of AI Allowed	Explanation
1	No AI	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding and skills. Any task or stage that requires no GenAI must be completed in class, under supervision (eg. exams, SACs, tests, practical assessments etc). AI must not be used at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI Planning	AI can be used in pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis and ideation, but assessments should emphasise the ability to develop and refine these ideas immediately. Eg. GenAI could be used to brainstorm essay topics or research ideas.

		You may use AI for planning, idea development and research. Your final submission should show how you have developed and refined these ideas. No AI content is allowed in the final submission.
3	AI Collaboration	AI may be used to help complete the task, including idea generation, drafting, feedback and refinement. Students should critically evaluate and modify the AI-suggested outputs, demonstrating their understanding. Eg. tools like Grammarly may be used for the refinement of written tasks. You may use AI to assist with specific tasks such as drafting text, and refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use
4	Full AI	AI may be used to complete certain elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve the goals and solve problems. This is appropriate where the task is directly related to GenAI (eg. the instruction on how to use a tool) or where the content or skills being assessed can be produced by GenAI. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI Exploration	AI is used to enhance problem-solving, generate novel insights or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your teacher.

Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

Teachers must communicate the expectations relating to GenAI use for each assessment task. For secondary students, this includes communication in writing on the task sheet.

Tasks, where AI is permitted, must be carefully created in a manner where the use of AI cannot provide an unfair advantage.

2.5 GenAI 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.

- Heritage College may use GenAI detection tools as part of the academic integrity process. However as GenAI detection tools sometimes have reliability issues, when a suspected breach of plagiarism has occurred, teachers may create an authentication

test. An authentication test is when a student is given part of an assessment to redo under timed supervision. The results of the two assessments are then compared.
- Students may elect to use GenAI detection tools as part of their self-assessment (eg. to determine if their work seems to contain too much GenAI-generated content), but this is not mandated.

Fairness, Accessibility and Equity

For GenAI 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. Heritage College recognises the ethical concerns inherent in current versions of GenAI technology, especially the tendency towards bias.

3.1 Bias and Marginalisation in GenAI

Due to the composition of the dataset and the subsequent training, GenAI 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 GenAI, such as image generation, have been demonstrated to produce biased and stereotypical output.

- Heritage College acknowledges the bias and potential for discriminatory output inherent in GenAI apps and services and will educate staff, students and the community about the risks.
- Where GenAI is used as part of assessment or feedback, staff are aware of the potential for bias and will check for problematic output.
- GenAI is never used complacently or in ways that may inadvertently reinforce negative stereotypes or discrimination.
- GenAI apps and services are vetted (eg. included or not included in the approved list 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 GenAI is used by staff or students, it must be used fairly and with transparency. This ensures that any concerns regarding bias, discrimination, GenAI ethics or academic integrity can be addressed proactively and appropriately.

- Any use of GenAI by teachers in the creation of resources or for use in feedback and assessment should be disclosed to the Learning and Teaching team.
- Any use of GenAI in classwork, homework or assessment tasks by students should be disclosed (see 1.1).

3.3 Accessibility and GenAI for Personalised Learning

GenAI has the potential to assist with accessibility and personalised learning, although many of these capabilities are currently untested. Heritage College acknowledges the

potential but also the possibility that, due to the aforementioned issues of bias and discrimination, GenAI may not be well suited to some students.

- Staff must disclose the use of GenAI in any context related to personalised learning for students with individual education plans (IEPs) or other learning supports. These must be approved by the Head of School or their delegate.
- No personal or identifying information is to be entered into GenAI for the purpose of creating IEPs or other personalised learning resources.
- Staff and students must be aware that current generations of GenAI are not useful for creating resources for students with additional learning needs, and neurodiverse students including those with autism, ADHD or 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 GenAI chatbots which offer personalised tutoring or learning pathways, such as their tendency towards generic output rather than specific content.

Related Policies and Documents

- Student Behaviour Management Policy
- Student Code of Conduct
- Suspension and Expulsion Policy
- ASV AI in Schools Policy
- ASV Privacy Policy
- ASV AI Guidelines for Schools

Evaluation

This policy will be reviewed on an annual basis.