



Macquarie College

K-12 Generative Artificial Intelligence Guidelines

Generative Artificial Intelligence

This document presents a K –12 overview and explanation of Macquarie College’s position regarding generative artificial intelligence (GAI).

1. Teaching and Learning

Macquarie College 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, Macquarie College 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

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 MC are a mix of formative and summative, practical and theory, individual and group
 - Macquarie College 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 practise, 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 instructions on 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, Macquarie College is committed to regular and accessible professional learning.

- A selection of GAI-related resources curated by the AI project coordinator 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 AI coordinator.

1.4 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 (see 2 and 3). The following advice applies to day-to-day use of the technologies in the classroom:

- The AI project coordinator 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.

- Macquarie College 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.
- Macquarie College 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. However, generative AI also poses novel risks to privacy, security and safety which are covered in these guidelines.

2.1 Understanding GAI privacy

Macquarie College 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 'deep fakes' 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

Macquarie College 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. Macquarie College 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 produce biased and stereotypical output.

- Macquarie College 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 will 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., included 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 used 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 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. Macquarie College 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 (IPs) or other learning supports. These must be approved by the Director (MC Learn) or their delegate.
- 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.

Evaluation

These guidelines will be reviewed as part of a three-year college review cycle.

Adopted by the MCC / / Signed (MCC Chairperson) Date for review / /
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