

Artificial Intelligence (AI) Policy

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INTRODUCTION

At the Canadian International School of Hefei (CISH), we recognize the transformative role that Artificial Intelligence (AI) can play in education. Embracing AI tools allows us to foster a culture of inquiry, creativity, and innovation while upholding the values of academic integrity. AI tools, when used responsibly, enhance learning, teaching, and assessment in a way that aligns with the International Baccalaureate (IB) philosophy.

At CISH we plan to take the same approach with regards to the use of AI software as the IB. We will educate students on the effective uses of such software and keep reminding them about global standards of academic integrity that must be upheld. Our students need to have well-developed skills for using AI ethically, effectively and appropriately. They must have the ability to think critically and the ability to discern what is accurate and reliable information.

This policy outlines the expectations for the ethical use of AI in learning, teaching, and assessment. It emphasizes the importance of transparency, critical thinking, and academic honesty in the use of AI tools, ensuring that these technologies support, rather than replace, genuine student learning. While we cannot predict what AI will look like in the future, we embrace the IB learner profile attributes of being open minded and principled when establishing guidelines for use of AI. We are committed to continuous review and adaptation of our policies as AI evolves.

GUIDING PRINCIPLES

1. CISH Believes That AI is a Tool for Learning and not a Replacement for Critical Thinking

AI tools are designed to augment and support learning by providing opportunities for deeper inquiry, personalized feedback, and creative problem-solving. However, AI will not replace the core competencies of independent thinking, critical analysis, and creativity, which are central to the IB philosophy.

2. CISH Believes That Academic Integrity Requires Transparency in AI Use

AI tools must be used with transparency and honesty. For further clarification on how AI use aligns with academic integrity expectations, refer to **CISH's Academic Integrity Policy**. Students are required to:

- **Cite AI-generated content:** Any work where AI has been used must acknowledge the AI's contribution, with proper citations in both the body of the work and the bibliography.
- **Understand and articulate AI's role:** Students must demonstrate an understanding of the AI's contribution to their work, ensuring they can critically discuss its use and evaluate its outputs.
- **Engage in critical evaluation:** Students must assess AI-generated content for bias, accuracy, and relevance, aligning with the IB's commitment to developing informed and thoughtful learners.

3. CISH Believes That AI Must be Used Ethically and Responsibly

In line with our commitment to ethical education, students and faculty must:

- **Use AI responsibly and ethically:** AI tools should be employed in a way that benefits learning without compromising academic standards, intellectual property, or personal integrity. Under **no circumstances** does CISH support using AI for any form of **malicious** intent.
- **Reflect on ethical implications:** Both students and educators are encouraged to reflect on the ethical implications of AI in learning, including issues of privacy, fairness, and sustainability.

EXPECTATIONS FOR STUDENTS

- Students **must** adhere to teacher guidelines on the appropriate use of AI for assessments, ensuring clarity on when AI assistance is permitted.
- Students are **required** to cite any AI-generated material used in their work, following established citation standards.
- Students **must** uphold academic honesty by transparently acknowledging AI use in their work.
- Students are **encouraged** to learn how to effectively use AI to enhance their personal learning experiences and outcomes.
- Students are **encouraged** to explore emerging AI technologies and share their insights and findings with peers and teachers, fostering a collaborative learning environment

1. Responsible AI Usage

- **Understand the technology:** Students will familiarize themselves with the purpose, applications, and implications of AI tools. They are able to use these tools to enhance their learning experience.



- **Supplement and support learning:** Students may use AI tools for research, feedback, and revision, but not to replace their own effort in completing academic work.
- **Reflect on AI's impact:** Students will be encouraged to critically reflect on the role AI plays in their learning, ensuring it supports their inquiry without replacing the essential process of independent thought.

2. Integrity and Transparency

- **Model academic integrity:** Students will model academic honesty by acknowledging AI's contributions and engaging in open discussions about its impact on their work.
- **Maintain transparency:** Students are expected to transparently acknowledge any AI assistance in their work and ensure it is properly cited in accordance with CISH's academic integrity guidelines.

EXPECTATIONS FOR TEACHERS

- Teachers are **expected** to stay informed about current AI technologies and integrate them into their teaching practices when they can enhance the learning experience.
- Teachers are **encouraged** to provide age-appropriate AI information and guidance to students, fostering safe and informed use of these technologies.
- Teachers are **required** to set clear expectations for AI use by students.
- Teachers are **required** to understand and uphold the AI policy, ensuring students do the same.
- Teachers are **encouraged** to use AI to assist with differentiating for student achievement.
- Teachers are **encouraged** to use AI when designing and revising curriculum, producing class resources, and planning lessons.
- Teachers are **encouraged** to share successful strategies for using AI to differentiate instruction, among their peers.

1. Guiding Ethical AI Use

- **Encourage responsible AI use:** Teachers will guide students in using AI tools for learning, ensuring they understand the ethical implications and academic integrity requirements.
- **Promote critical engagement:** Teachers will encourage students to critically assess AI outputs for reliability and bias, fostering a culture of inquiry and reflection.

2. Integrity and Transparency

- **Model academic integrity:** Teachers should set a strong example of academic honesty by acknowledging the role of AI in their own work and discussions. It is important for educators to openly address the ethical use of AI with students, demonstrating transparency in how AI contributes to teaching, learning, and assessment.



- **Maintain transparency in AI use:** Teachers must be transparent about their own use of AI in both their teaching practices and the development of resources. Educators should openly share with students when AI has been used to support lesson planning, feedback, or assessment creation, and ensure that AI-generated content is properly acknowledged. This transparency helps students understand the ethical implications of AI use and reinforces the importance of academic integrity.

3. Assessing Student Work

- **Ensure academic authenticity:** Teachers will use strategies to authenticate student work, including process documentation, oral examinations, and discussions about the role AI may have played in the work.
- **Support diverse learning needs:** AI tools should be used to support diverse learning needs, enhancing accessibility, providing personalized feedback, and promoting engagement with learning content.

GUIDELINES FOR AI USE IN ASSESSMENT

Teachers will use their discretion in guiding the appropriate use of AI for specific learning tasks. For summative assessments, AI access should be controlled to ensure that students' work reflects their independent understanding and abilities.

1. Formative Assessments

- AI may be used to assist students in research, feedback, and drafting during formative tasks. However, students must ensure that their final work reflects their own understanding and abilities.

2. Summative Assessments

- AI access will be controlled for summative assessments to ensure that students demonstrate independent critical thinking and writing. Alternative methods, such as pen-and-paper assessments or using a lockdown browser, may be implemented when necessary to limit AI interference.

3. A note about AI Writing Tools:

- If a student chooses to use an AI writing tool to aid in any of their assessments in any way, it is expected that the AI writing tool be properly referenced using MLA style, and a description outlining why the AI writing tool was used, for what purpose, and how it enhanced their assessment. This description needs to be explicit and accompany all assessments that utilize AI writing tools. Failure to include a proper reference and description will be considered a breach of academic integrity and academic misconduct. For further clarification on how AI use aligns with academic integrity expectations, refer to **CISH's Academic Integrity Policy**.



LINKING AI US TO THE IB LEARNER PROFILE

At CISH, the responsible use of AI supports the development of the attributes of the IB Learner Profile. Below is how AI tools can align with and enhance each trait:

Inquirers: AI can assist students in exploring new ideas and asking deeper questions. It serves as a tool for research and discovery, but students must critically evaluate the information they find to ensure it aligns with their inquiry goals.

Knowledgeable: AI provides quick access to information, but it is the student's responsibility to understand, interpret, and apply that knowledge. Students are encouraged to verify the facts and assess how the information fits into their broader learning objectives.

Thinkers: AI can help students solve problems in creative ways, offering alternative approaches to challenges. However, it is essential that students use their own critical thinking and judgment to guide decisions, ensuring their ideas remain central to the problem-solving process.

Communicators: AI can support students in expressing their ideas clearly and effectively by offering feedback on their communication. However, it is important that the student's voice remains authentic, and their communication reflects their own thinking. AI should be used as a tool for enhancement, not as a replacement for original expression.

Principled: Students must use AI ethically, being honest about how it contributes to their work. Proper credit must be given when AI is utilized, and its use should align with principles of academic integrity, avoiding plagiarism or any form of dishonest representation.

Open-Minded: AI offers students access to a variety of perspectives, encouraging them to be open to new ideas and viewpoints. Students should remain receptive to these perspectives while considering how they align with their personal values and the broader context of their learning.

Caring: AI should be used to contribute positively to others and to society. Students are encouraged to apply AI in ways that support their community, whether by sharing knowledge, solving problems, or creating opportunities for collective growth.

Courageous/Risk-Takers: AI can help students explore new approaches and ideas, encouraging them to experiment with different methods. Students should embrace the potential to take risks, but also reflect on the outcomes and lessons learned from using AI in their work.

Reflective: AI can provide valuable feedback, helping students reflect on their learning progress. Students should consider how AI has supported their development and how they can improve their skills, both with AI and independently.

Balanced: While AI can be a helpful tool in the learning process, students should ensure it does not dominate their time or attention. It is important to maintain a balance, incorporating AI use alongside other methods of learning, and taking time to reflect, rest, and focus on different forms of personal growth.

By aligning the use of AI tools with the IB Learner Profile, CISH ensures that AI becomes a catalyst for nurturing key attributes in our students. As they engage with AI ethically and responsibly, students will develop the critical thinking, creativity, and ethical judgment needed to succeed in an increasingly complex and digital world.

SUPPORTING ETHICAL AI USE: A COMMUNITY EFFORT

CISH is committed to supporting students, teachers, and the broader community in the ethical use of AI. We will provide ongoing training, resources, and opportunities for reflection to ensure that the integration of AI tools aligns with our academic goals and values. Our community will remain informed through workshops, newsletters, and discussions, ensuring that parents, students, and staff are all equipped to navigate the complexities of AI in education.

CONCLUSION

As CISH embraces AI in education, we are dedicated to fostering a learning environment where AI tools enhance, rather than replace, critical thinking, creativity, and academic integrity. By adhering to this policy, we ensure that our students are prepared for a future where AI plays a central role, while remaining steadfast in upholding the values of the IB.

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To be reviewed annually.



APPENDIX A: AI FLOWCHART

