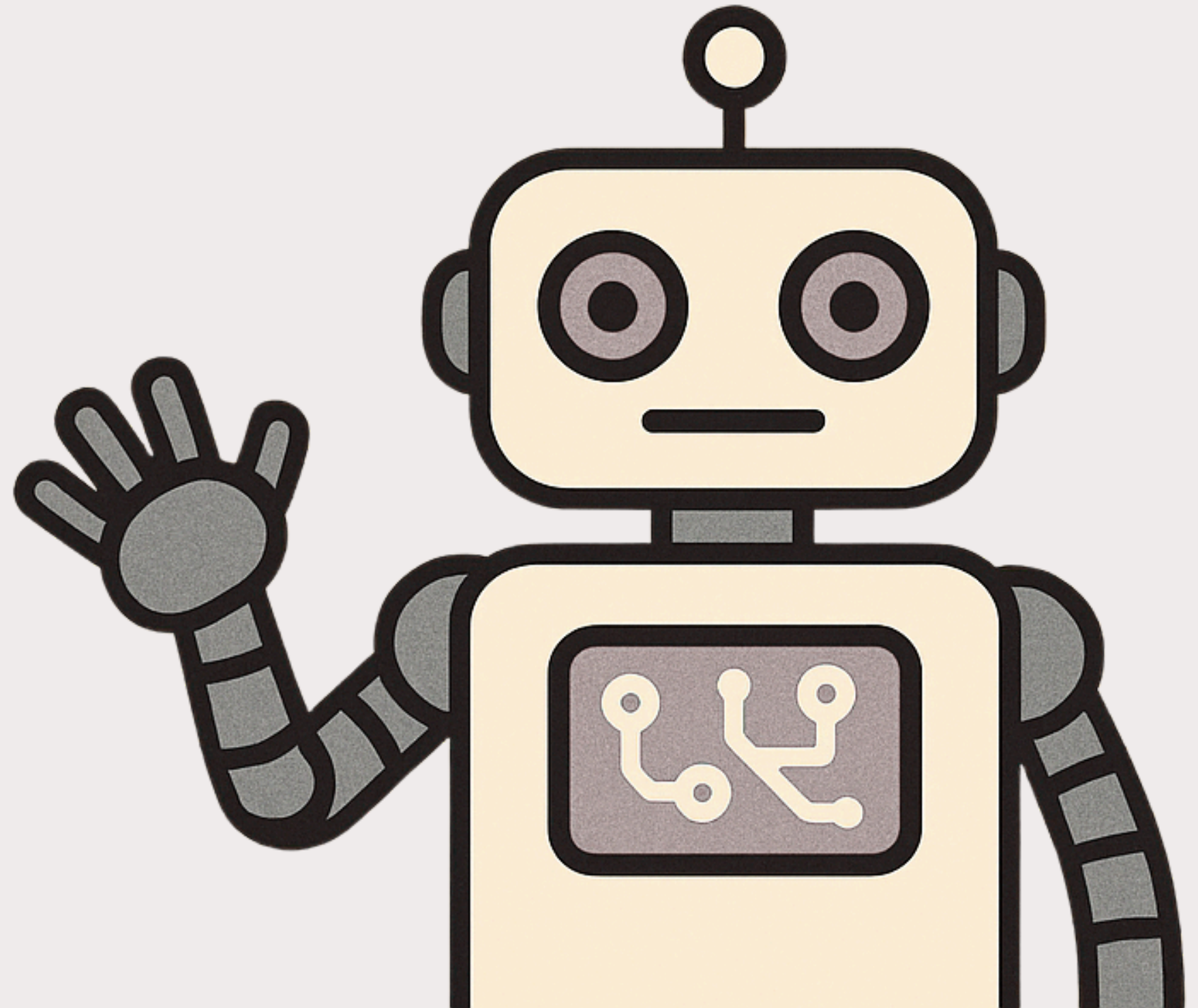


“Brains + Bots: The Future of Teaching, Learning, and Leading”



Guidelines for Artificial Intelligence Use in ASD-South



This document provides guidelines for the responsible and effective use of Artificial Intelligence (AI) within Anglophone South School District. It aligns with the "Recommended Approaches to Generative Artificial Intelligence" from the NB Department of Education and includes insights from C21 Canada's "AI Use Case Initiative for Canadian Education." AI should be viewed as a supplementary tool to enhance learning and productivity, fostering a culture of conversation and ethical use.

General Principles for AI Use

- **Learning Goals First:** AI tools should always serve to support clearly defined learning objectives and address learner needs. AI is a complement to, not a replacement for, educator instruction and human interaction.
- **Balance with Human Interaction:** Encourage critical thinking and creativity. AI-generated content must be critically reviewed for accuracy, biases, and weaknesses. Learners should be encouraged

What can I help you with?

Who am I?

What am I doing?

What problem am I solving?

I am the principal of a mid-sized middle school, I have a staff of 14 teachers, we'll designate them Teachers 'A' through 'N'. Two of whom, 'M' & 'N' work in the mornings only. I'm trying to create a duty schedule that is equitable for all. Each weekday I need to have 2 teachers on duty in the playground at morning break, two at lunch, and one in the gym at noon. Create a schedule that balances the amount and type of duty that my teachers are doing."

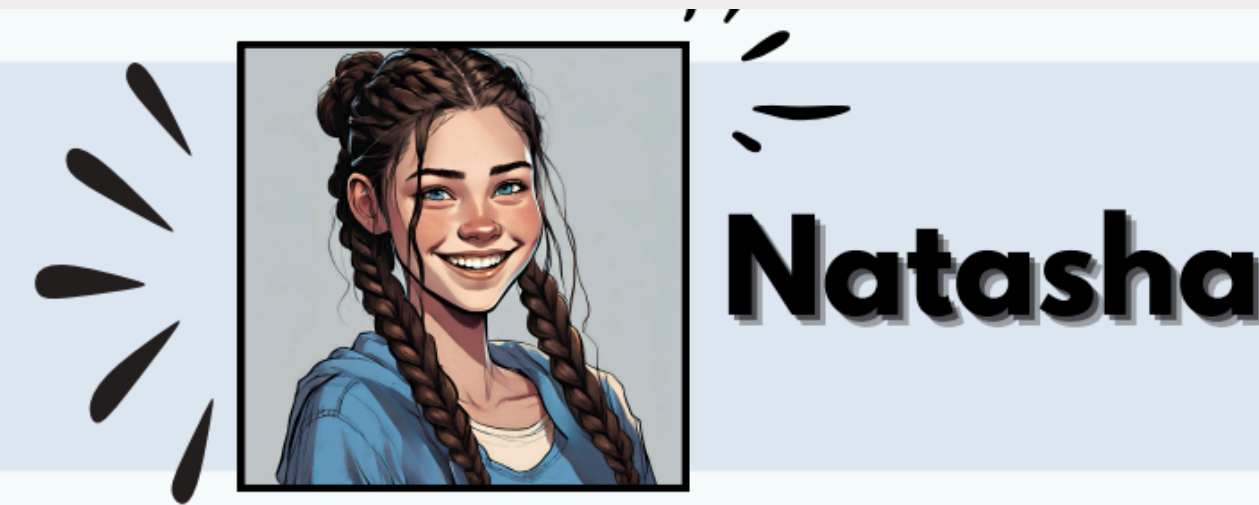


What do I want the AI to do?

What approach do I want it to use?

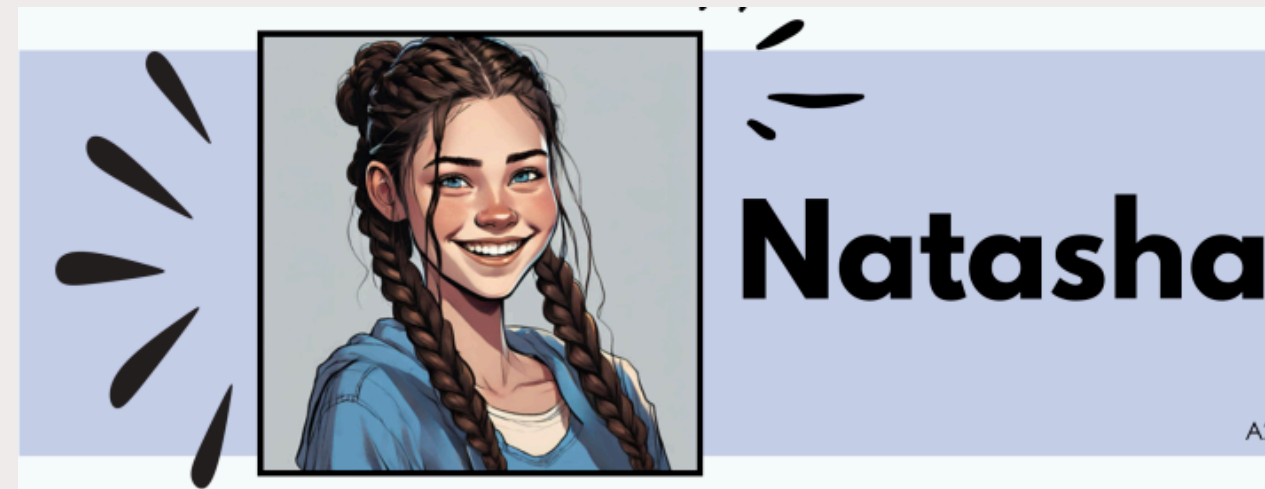


French Immersion - La classe de M. Brun



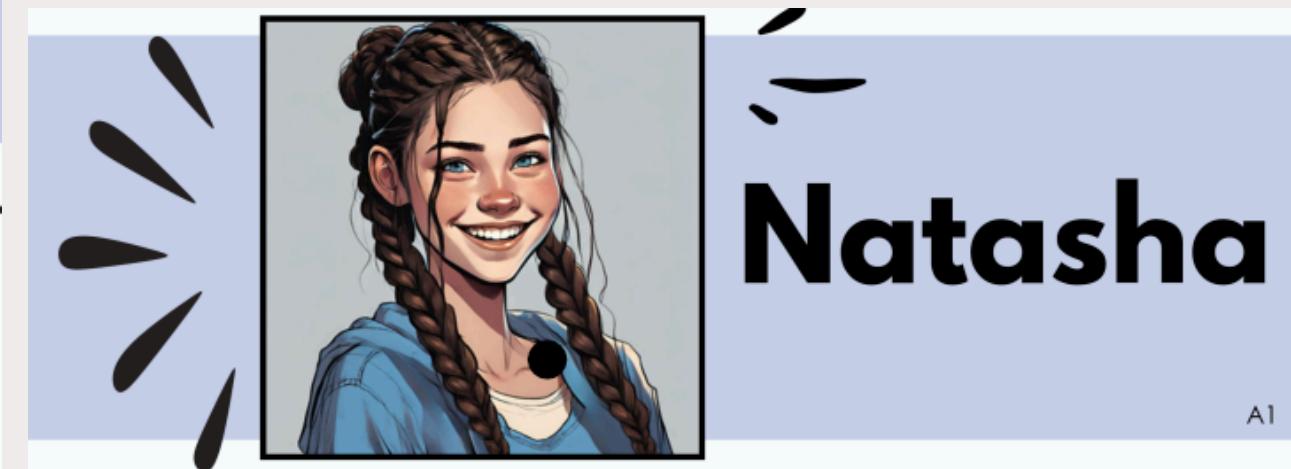
Natasha habite dans un magnifique appartement à l'ouest de la ville. Quand elle est dans son quartier, elle adore se balader avec ses amis. Sa meilleure amie est aussi dans la classe de M. Brun : elle s'appelle Chanel et elle habite aussi dans ce quartier.

L'art est l'un des passe-temps favoris de Natasha. Elle rêve d'être une artiste célèbre quand elle sera adulte. Son identité se reflète dans ses magnifiques toiles. L'art permet à Natasha de s'exprimer et de créer des scènes qui la représentent en tant qu'individu. Elle participe souvent à des concours artistiques dans sa communauté afin d'affiner ses techniques et de s'améliorer.



Natasha vit dans un bel appartement à l'ouest de la ville. Elle aime beaucoup se promener avec ses amis dans son quartier. Sa meilleure amie, Chanel, est dans la même classe qu'elle. Chanel habite aussi dans ce quartier.

Natasha adore l'art. Elle veut devenir une artiste célèbre quand elle sera grande. Elle peint de jolis tableaux. L'art aide Natasha à montrer ses sentiments. Elle participe à des concours d'art dans sa communauté pour s'améliorer.



Natasha habite dans un bel appartement à l'ouest de la ville. Elle aime se promener avec ses amis dans son quartier. Sa meilleure amie est aussi dans la classe de M. Brun. Elle s'appelle Chanel et elle habite aussi dans ce quartier.

Natasha aime l'art. Elle veut être une artiste. Natasha peint des tableaux. Elle aime montrer ses sentiments. Natasha participe à des concours d'art pour s'améliorer en peinture.

Middle School Technology - Hand Sewing Tutor



Or go to <https://schoolai.com/>
And enter space code
AWSM-DPUY

Canva Code

Discover your year in design >

Your designs

Templates

Canva AI

Make a website for my grade 8 class that looks like a detective's notebook for a mystery story, with interactive clues and character profiles.



</> Code X

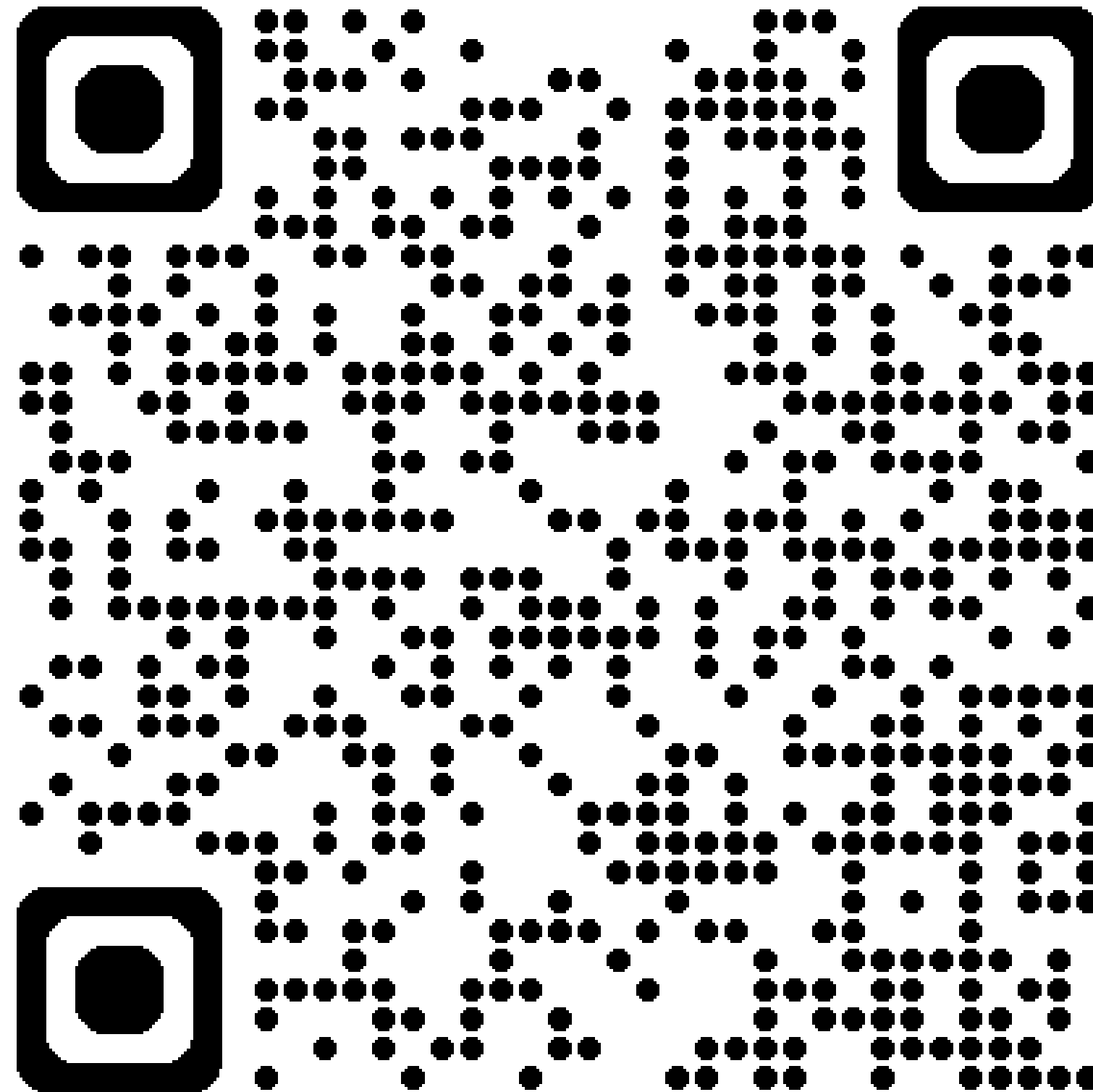
Grocery list builder

Interactive certificate

Biology quiz

Canva AI can make mistakes. Please check for accuracy. [See terms](#) • [Give feedback](#)

How did it do? Try it out!



Examples across the Curriculum

Grade 9 Math

English Language Arts

FI Christmas Themed Escape Room

“Assistant 9FILA”

Changing Assessment Practices

✗ “How do I stop students from using AI?”

A fear-based question that assumes:

- AI use = *dishonesty* or *laziness*
- I must **control** or **restrict** behavior

✓ “*How do I design learning that makes students want to use AI to think, not to hide?*”

A shift from policing tools to ***reimagining learning conditions***

TASK-BASED CRITERIA

Must use 5 different transitions

Must have 5 scenes

All members speak

Uses music in the background

Announcement is between 4-5 minutes

...this is a checklist.

SKILL-BASED CRITERIA

Shows logical reasoning linking evidence to conclusions

Uses appropriate vocabulary in audio, script, or visuals

Consider different viewpoints and shows how they connect, contrast, or influence each other.

...focus is on **qualities** of the skill

Find the VERBS in your Curriculum - what are learners meant to DO?

(Science 9)

Plan investigations to answer questions about relationships between and among variables.

(History 12)

Assess the impact of technological developments in urban and rural areas.

(English Language Arts 8)

Critically reflect on the contributions of others to extend understanding.



Using AI to Explore Global Competencies & Identify Learning Outcomes

Pick a competency

Choose a Learning Area

Copy & Paste AI Prompt: What does it look like to *think critically* in *science*? What are the aspects of the skill or competency?

Copy & Paste AI Prompt: Create a measurable learning outcome that includes one general statement that captures the aspects of the skill for this competency.