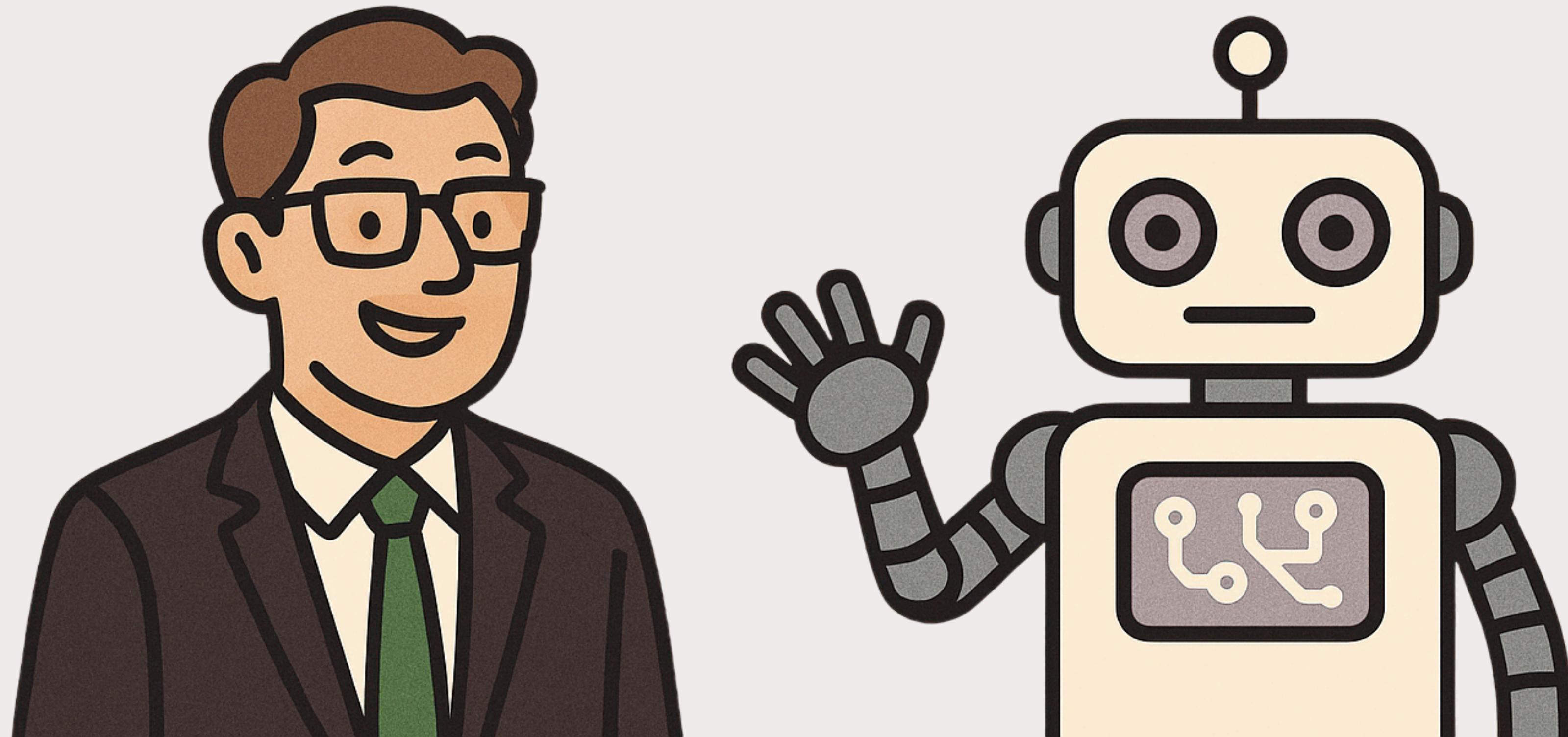
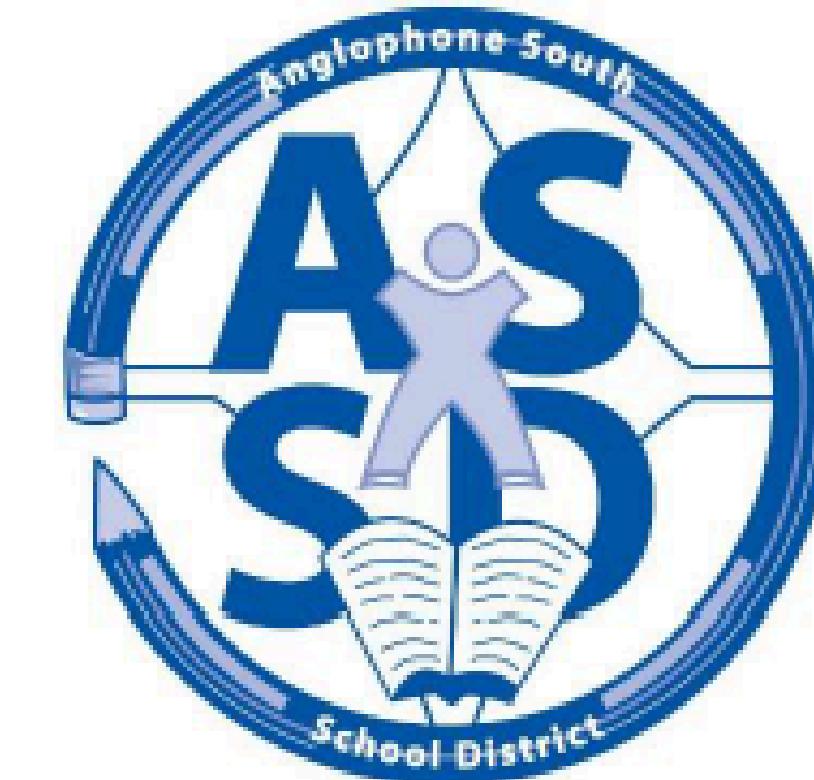


# “Brains + Bots: The Future of Teaching, Learning, and Leading”



# 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?**

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 am I doing?**

**What problem am I solving?**

**What approach do I want it to use?**



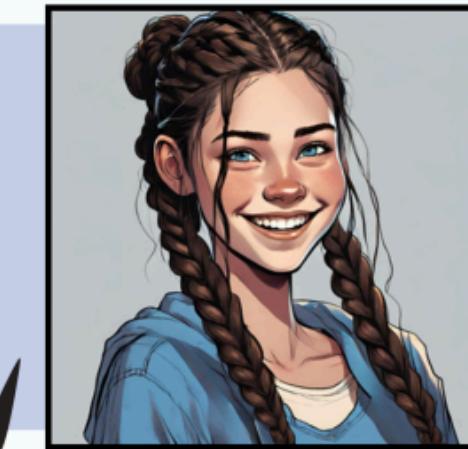
# French Immersion - La classe de M. Brun



## Natasha

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.

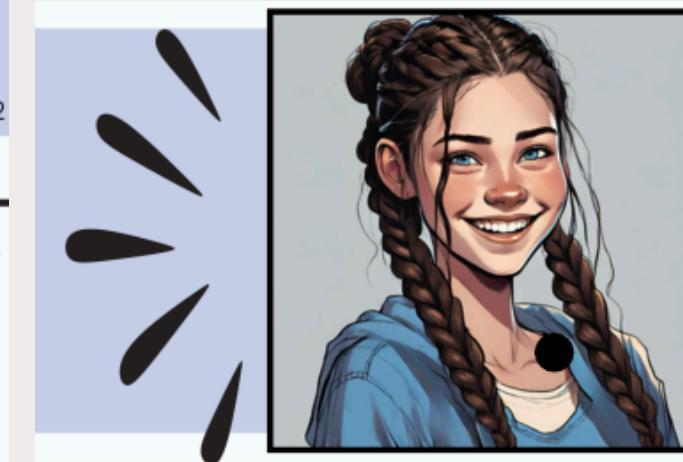
L'art est l'un des passe-temps favoris de Natasha. Elle rêve d'être une artiste célèbre quand elle sera adulte. Son identité se reflète dans ses magnifiques toiles. L'art permet à Natasha de s'exprimer et de créer des scènes qui la représentent en tant qu'individu. Elle participe souvent à des concours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



## Natasha

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

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.

A2

A1

# 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

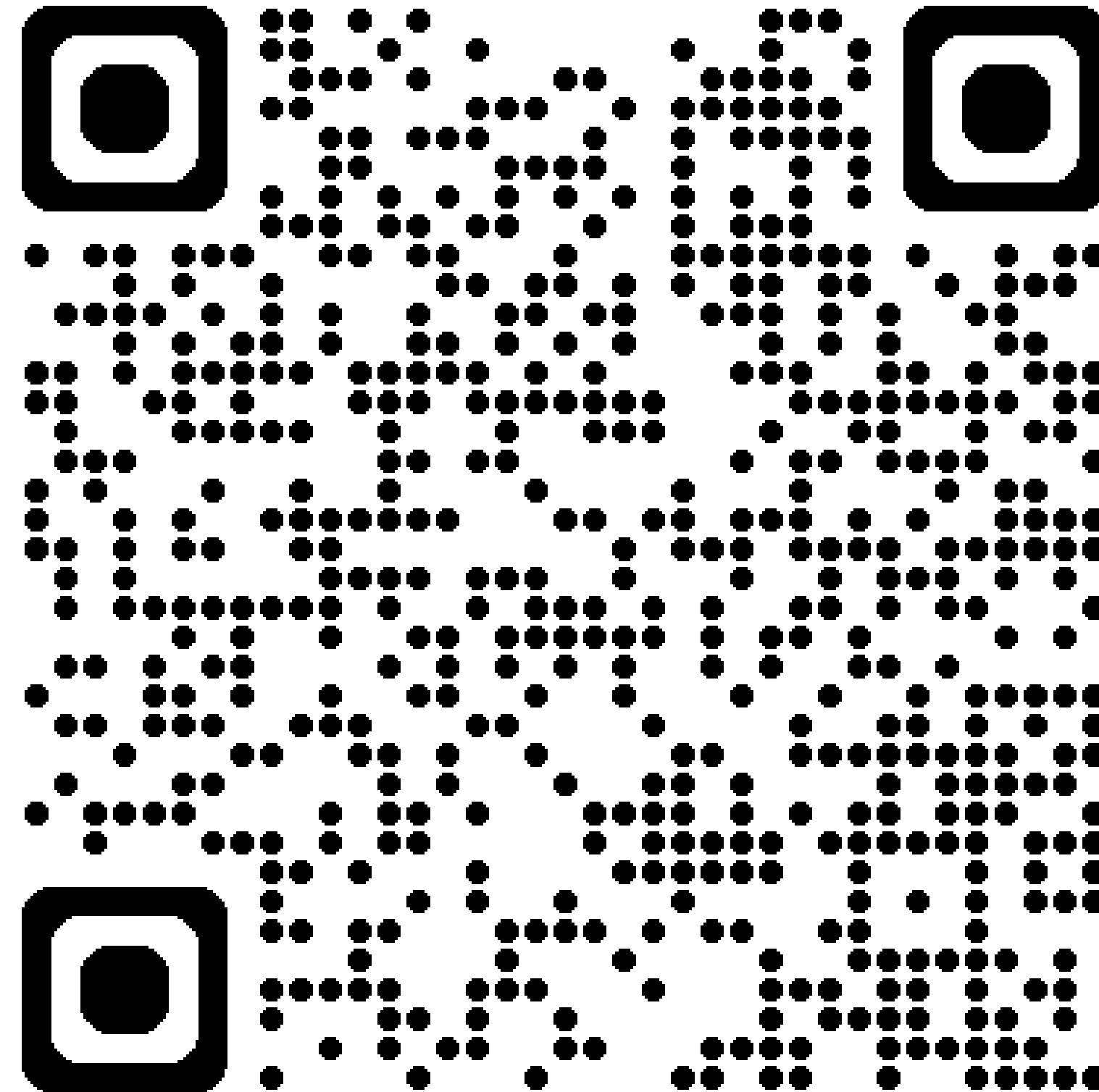
Grocery list builder

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.**

## Innovation, Creativity and Entrepreneurship

Innovation, creativity, and entrepreneurship involves the ability to turn ideas into action to meet the needs of a community. The capacity to enhance concepts, ideas, or products to contribute new-to-the-world solutions to complex social, ecological, and economic problems involves leadership, taking risks, independent thinking, soliciting and incorporating feedback, and experimenting with new strategies, techniques, or perspectives through inquiry research. Entrepreneurial mindsets and skills focus on building and scaling an idea sustainably.



## Critical Thinking and Problem-Solving

Critical thinking and problem-solving involves addressing complex issues and problems by acquiring, processing, analyzing, and interpreting information to make informed judgments and decisions. The capacity to engage in cognitive processes to understand and resolve problems includes the willingness to achieve one's potential as a constructive and reflective citizen. Learning is deepened when situated in meaningful, real-world experiences.

## Self-Awareness and Self-Management

Involves becoming self-aware and self-managing of one's identity, efficacy, and belief in themselves as a learner. The ability to identify opportunities, set goals, establish and monitor plans while adapting to change and adverse conditions. The capacity to self-regulate, manage one's holistic well-being, self-assess, and advocate for support in an ever-changing world. Learners who are self-aware and self-manage effectively are better situated to be lifelong learners, personally fulfilled, and a contributing citizen.

## Foundational Skills: Literacy and Numeracy, and Core Learning in Subject Areas

### Collaboration

Collaboration involves the interplay of the cognitive (including thinking and reasoning), interpersonal, and intrapersonal competencies necessary to participate effectively and ethically in teams. Ever increasing versatility and depth of skill are applied across diverse situations, roles, groups, and perspectives to co-construct knowledge, meaning, and content, and learn from and with others in physical and virtual environments. The ability to foster social well-being and inclusivity for oneself and others to establish positive and respectful relationships.



### Sustainability and Global Citizenship

Sustainability and global citizenship involves reflecting on and appreciating diverse worldviews and understanding and addressing social, ecological, and economic issues that are crucial to living in a contemporary, interdependent, and sustainable world. It also includes the acquisition of knowledge, dispositions, and skills required to be an engaged citizen with an appreciation for the diversity of people perspectives.



### Communication

Communication involves receiving and expressing meaning in different contexts and with different audiences and purposes. Effective communication increasingly involves understanding both local and global perspectives, societal and cultural contexts, and adapting and changing using a variety of media, responsibly, safely, and with regard to one's digital identity.

Learners understand the interconnectedness of social, ecological, and economic forces, and how they affect individuals, societies, and countries.

Learners recognize discrimination and promote principles of equality, justice, and democratic participation.

Learners understand Indigenous worldviews, traditions, values, and knowledge.

Learners learn from and with diverse people, develop cross-cultural understanding, and understand the forces that affect individuals, societies, and countries.

Teams by establishing positive and respectful relationships, building trust, and acting interdependently and with integrity.

Contribute to the learning of others by co-constructing meaning and content.

Play roles on the team, respect a diversity of perspectives, and manage conflict in a sensitive and constructive way.

# 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.