

Our school's position on AI in learning

[School name] | [Term and year]

You have probably noticed that AI tools are becoming part of everyday life, including your child's school life. We want to share how we are thinking about this, and what it means for your child's learning.

The question we are answering

The question is not whether your child will encounter AI. They already have, and that will not change. The question is what good learning looks like when AI is present, and how we make sure your child is genuinely thinking and learning, not just producing polished-looking work.

That is the question our school has been working on, and we want to share the answer we have arrived at.

Our position

We start with learning, not technology.

Before any AI tool enters the picture, we make sure your child has a real experience to think about. That might be a visit to a local site, an experiment, a performance, a community interview, or a hands-on investigation. Whatever it is, it is genuine, it happened, and your child was there.

When your child then uses AI as part of their learning, they are bringing something real to it. They are not asking AI to do their thinking. They are using AI to extend thinking they have already started.

That distinction matters. A child who arrived at the AI tool with something real to say produces work that belongs to them. A child who arrived with nothing produces work that belongs to the tool.

How we know your child is genuinely learning

We have introduced three simple routines that make your child's thinking visible, whatever tools they use.

The 3-3-3 Trace Map asks your child to name three decisions they made, three reasons for those decisions, and three pieces of evidence they used. This is collected alongside any piece of work.

The Decision Trace Conference is a short conversation, two to three minutes, in which your child points to where their thinking changed and explains what they rejected and why.

The Evidence Overlay travels with any finished piece of work and names the claims made, the sources used, and one thing your child checked or questioned.

These routines mean your child's teacher can see the thinking behind the work, not just the work itself.

What this means for your child

Your child will spend more time doing real things: visiting places, investigating questions, working with real materials and real people. This is the foundation of their learning.

They will use AI as a tool to extend that thinking, in the same way they might use a calculator, a dictionary, or a library. The tool supports learning. It does not replace it.

And their teachers will be able to tell you, specifically, what your child is thinking and learning, because the thinking is built into how the learning is designed.

If you have questions

We welcome your questions about AI in your child's learning. Please get in touch with [contact name and details].

You can also find out more about the Real World Ready methodology our school is using at **field-basedstem.kiwi/real-world-ready**.

This communication may be adapted for your school newsletter, email, or school app. Please add your school name, term, and contact details before sharing.