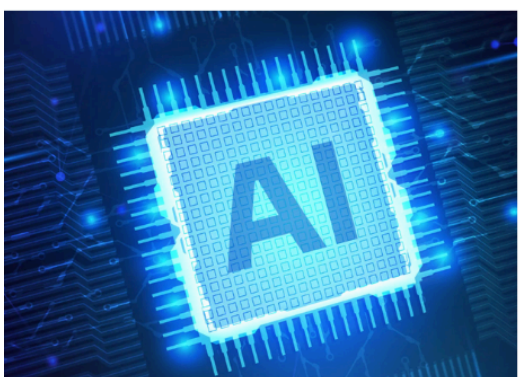




# AI Policy



# AIMS AI Policy

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## What is AI?

Artificial Intelligence (AI) refers to computer systems designed to perform tasks that usually require human intelligence, such as understanding language, recognizing patterns, and solving complex problems. AI tools use large datasets to “learn” patterns and generate insights, recommendations, or even create content. Examples of AI used in educational settings include but are not limited to voice recognition assistants, educational chatbots, and systems that personalize learning experiences based on a student's strengths and needs.

This policy aims to guide the responsible use of AI within AISM's learning environment, helping students, teachers, and parents understand AI's potential, limitations, and ethical considerations.

## Purpose and Alignment with Mission and Vision

The American International School of Mozambique (AIMS) is committed to fostering a community of inquiry, creativity, and critical thinking, empowering students to be global citizens who make meaningful contributions to the world. This AI policy is designed to support these goals by ensuring that artificial intelligence tools and resources are used responsibly, ethically, and equitably, in alignment with academic integrity.

## Core Principles

### 1. Integrity and Responsibility

AIMS values honesty, integrity, and accountability. AI tools at AISM should be used to enhance learning and operations in ways that respect the rights, privacy, and dignity of all community members. AISM upholds IB guidelines that recognize AI as a tool that supports one's thinking but not as a tool to replace students' thinking.

### 2. Equity and Access

In line with AISM's commitment to diversity and inclusion, the use of AI should bridge gaps and provide all students with access to personalized and innovative learning experiences. We aim to provide equitable access to AI resources and training, empowering students and teachers to explore AI's potential responsibly.

### 3. Privacy and Data Protection

Respecting individuals' privacy is a cornerstone of AISM's culture. AI systems used within the school should comply with privacy and data protection regulations, ensuring that any data collected is securely stored, responsibly used, and only shared with informed consent. Protecting student data is a priority; no sensitive or personally identifiable information should be inputted into AI systems without proper safeguards and permissions.

### 4. Ethics and Transparency

The use of AI at AISM should be transparent, with clear explanations of how AI technologies function and their impact on users. Teachers, students, and parents should understand AI's role in learning, including its benefits and limitations.

### 5. Creativity and Innovation

AIMS recognizes AI as a tool that can support creative thinking and innovation. We encourage students and staff to engage with AI in ways that spark curiosity, inspire new ideas, and enhance



problem-solving skills. Through responsible and intentional use, AI can expand opportunities for learning and personal growth.

## 6. **Academic Integrity**

AISM is committed to upholding the highest standards of academic integrity. While AI can assist with ideas and research, students must be transparent about its usage and avoid submitting AI-generated work as their own. Plagiarism or uncredited AI-generated content undermines the authenticity of learning and is strictly prohibited. Teachers are encouraged to provide guidance on responsible AI usage and model ethical AI practices for students.

## Overarching Principles

*(from IB "Evaluating 13 Scenarios of Artificial Intelligence in Student Work")*

There are no hard rules when dealing with AI. Educators should use their discretion with each student. If in doubt, refer to the following key principles:

1. Did the student use AI to help them learn, if so then it is acceptable.
2. Did the student use AI to pretend they did something they did not? Then this is not acceptable.

## Guidelines for Students

- **Understand AI's Role:** Learn about AI's strengths and limitations, recognizing it as a tool to assist rather than a replacement for thinking.
- **Use AI to Enhance Learning, Not to Replace Effort:** AI should be used to deepen understanding, not to bypass personal effort. Use it for brainstorming ideas, exploring new concepts, and reinforcing learning.
- **Show evidence of learning journey:** Demonstrate the development of ideas and writing by showing previous brainstorming, outlines, drafting, revisions, etc.
- **Maintain Academic Honesty:** Always credit AI assistance when applicable. Avoid submitting AI-generated work as one's own original thought.
- **Stay Curious and Critical:** Question AI outputs, thinking critically about their reliability and considering if they align with ethical and responsible values.
- **Respect Privacy:** Do not input personal, sensitive, or identifiable information into AI tools.

## Guidelines for Teachers

- **Model Responsible Use:** Demonstrate ethical AI use by transparently explaining how AI tools are used in lessons and reinforcing critical thinking around AI outputs.
- **Feedback:** Feedback provided for students should be timely, personalized, and relevant to each student. AI can be a helpful tool to support the development of feedback for students. However, critical human oversight is essential. Teachers should acknowledge their use of AI with their students to model ethical use practices.
- **Promote Ethical Decision-Making:** Encourage students to consider the impact of AI and to discuss biases, limitations, and ethics. Guide students to recognize when it's appropriate to use AI and when it's not. Reference the AISM Responsible Use Scale for [Grade 4-7](#) and [Grade 8-12](#).
- **Integrate AI Thoughtfully:** Use AI to support curricular goals and facilitate deeper learning, not as a substitute for hands-on exploration and student creativity.
- **Ensure Data Privacy:** Select AI tools that adhere to strong data protection standards, avoid inputting student-sensitive data, and regularly review how AI tools handle data.



- **Encourage Reflection:** Create opportunities for students to share feedback on their experiences with AI, helping them become more reflective about technology's role in learning.

## Guidelines for Parents

- **Stay Informed:** Familiarize yourself with the AI tools your child may encounter at school and understand how they're used to support learning.
- **Encourage Responsible Usage at Home:** Reinforce the principles of responsible AI use, helping your child understand AI's role as a supportive tool rather than a shortcut.\* Refer to the Responsible Use Scale for [Grade 4-7](#) and [Grade 8-12](#)
- **Discuss Ethical and Privacy Concerns:** Talk with your child about the importance of data privacy and encourage them to avoid inputting personal information into AI platforms.
- **Be Involved:** Share observations and insights with the school on how AI tools are impacting your child's learning, contributing to the continuous improvement of AI usage at AISM.

## Best Practices for Responsible AI Use

- **Educational Value First:** Use AI in ways that genuinely enhance educational outcomes, supporting project-based learning, creativity, and critical thinking. Avoid relying on AI solely for efficiency or novelty.
- **Informed Use and Literacy:** Both teachers and students should engage in continuous learning about AI, including understanding how these systems work, their strengths, and their limitations. Critical thinking exercises on evaluating AI's recommendations and outputs are encouraged.
- **Human Oversight and Collaboration:** AI should be a co-creator, not a replacement for human interaction. Teachers should actively supervise and guide AI use, ensuring that it supports rather than replaces human-led learning.
- **Ethical Decision-Making:** Students should be encouraged to consider the broader impact of AI tools on society and reflect on the ethical implications of the students' usage.
- **Regular Feedback and Reflection:** Create a culture of feedback and reflection on AI's impact on learning, allowing students, parents, and staff to voice insights, concerns, and recommendations. User feedback will be sought and considered during regular policy reviews.

## AISM Specific Actions

- **Provide professional development for our staff in AI technologies.** This would enable our educators to effectively integrate AI tools into their teaching practices.
- **Provide parameters about AI technology usage, to elicit its benefits, limitations and ethical considerations:** This would foster critical thinking and responsible use of AI tools.
- **Provide opportunities for our students to engage with AI technologies in various subjects.** These experiences would encourage exploration, creative prompting, and problem-solving skills.
- **Communicate transparently with the community about the usage of AI technologies.** This includes providing updates and establishing open communication channels to address any concerns or questions.
- **Prioritize the protection of student data and ensure compliance with relevant data protection regulations.** AI tools used should adhere to strict privacy standards.
- **Communicate ethical guidelines for AI usage, promoting transparency, accountability, and responsible decision-making.** These guidelines would be regularly reviewed and updated to align with evolving AI technologies and ethical frameworks.



- **Use AI-powered plagiarism detection tools to identify instances of potential plagiarism in student work.** The goal of using these tools is to help students learn and grow.
- **Recognize the importance of human expertise** in evaluating and assessing student work, even when AI tools are used to generate content.
- **Commit to continuous improvement** by drawing upon the latest research, guidance, and evidence of best practice around AI and adjusting policies and practices accordingly.

## AI Risks and Limitations

- **AI Can Hallucinate:** AI looks for patterns in vast troves of data and formulates what comes next. When GenAI bots are pushed to provide information they do not know, they lie or hallucinate (AI can generate information that is plausible-sounding but false or not based on real data).
- **AI is Biased:** It is trained on data made by some humans with an internet connection and the time to create and publish content online. It has the potential to reinforce stereotypes.

## Resources and References

- 1. Data Privacy and Security**
  - [AI for Safer Children](#)
  - [Unicef Policy guidance on AI for children](#)
- 2. Academic Integrity in the AI Era**
  - [Evaluating 13 Scenarios of AI Usage](#) (IB Publication)
  - [AI Literacy for Students and Teachers: AI4K12 Initiative](#)
- 3. AI Ethics and Best Practices**
  - [Ethics of Artificial Intelligence - The Recommendation](#)
  - [IEEE's Ethically Aligned Design \(EAD\) Standards for AI](#)
  - [Responsible Use of AI in Schools from the World Economic Forum](#)
- 4. Educational AI Tools and Implementation**
  - [AI Guidance For Schools Toolkit](#)
  - [AI and UDL Work Better Together](#)

This comprehensive policy aligns with AISM's mission and values, promoting responsible, ethical, and educational use of AI across the school community. By following these guidelines and leveraging recommended resources, AISM strives to prepare students for a future enriched by, yet cautious of, AI.



# Appendix A: Responsible Use Scale for Grade 4-7

## AI Responsible Use Scale Grades 4-7



Use this graphic to indicate the level of AI use intended for assignments.

Type of AI Use to Support Learning	NO USE	Minimal Use AI provides structured guidance and supports basic skills reinforcement as a supplementary learning tool.	Moderate Use AI supports more complex learning tasks, fostering creativity, critical thinking, collaboration, and feedback, but learners remain responsible for the final output.	Full Use AI tools are integrated into various parts of the learning process, empowering learners to take control of their learning.
<b>Idea &amp; Design Aid</b>  Ideation or design generation	NO USE	I can use AI to brainstorm when I need help getting started. "Give me a list of five ideas for debate topics."	I can use AI to brainstorm and plan, while making my own choices about what to use. "Generate a five week plan for improving my reading stamina."	I can work with AI to design, improve, and refine my ideas thoughtfully and responsibly. "Give me feedback on my idea for my invention project: designing something that helps kids stay organized at school."
<b>Critical Thinking Partner</b>  Making sense of, critiquing, or evaluating content	NO USE	I can ask AI questions to help me think about a topic in a new way. "Help me see this argument from an alternative point of view."	I can use AI to compare ideas, ask deeper questions, and check my own thinking. "Review my main points and offer feedback for improvements."	I can use AI to explore, challenge, and strengthen my thinking with evidence and reasoning. I can use AI to support developing counter arguments. "Be a thinking partner to help me challenge my main points. Give evidence."
<b>Editing &amp; Feedback Partner</b>  Content corrections, revisions, and improvements	NO USE	I can ask AI to help me find simple mistakes in my work. "Check my work for spelling, grammar, and punctuation errors."	I can use AI to suggest ways to make my writing clearer, stronger, and more organized. "Rewrite this part to improve its clarity. Explain why you made the change."	I can work with AI to reflect on, revise, and polish my work while keeping my own voice and ideas. "Give me ideas on how to rewrite this section of my writing. Explain each improvement suggestion."
<b>Research Aid</b>  Gathering and analyzing information and research	NO USE	I can ask AI to help me find basic information about a topic. "Find the history of the computer and suggest credible sources for further research."	I can use AI to gather ideas and ask follow-up questions to deepen my understanding of a topic and summarize it. "What are the important moments in the history of computers? What are some key questions to better understand this event?"	I can work with AI to explore complex questions, check facts, and compare multiple perspectives while thinking critically about the information I find. "Explain how the CPU, RAM, and storage work together in a computer, and compare how these components affect performance in gaming vs. everyday tasks."
<b>Personalized Learning Support</b>  Study planning and practice opportunities	NO USE	I can use AI to get simple explanations or examples when I need extra help. "Give me a simple example of how a computer virus spreads and how antivirus software stops it."	I can work with AI to practice skills, review concepts, and receive suggestions for what to learn next. "Quiz me on basic computer parts and tell me what I should study more."	I can use AI to create a personalized learning plan, set goals, track my progress, and reflect on my growth as a learner. "Help me set weekly goals to get better at using spreadsheets, and suggest how I can track my progress."
<b>Group Work Support</b>  Support of group-based learning	NO USE	I can use AI to help my group brainstorm ideas or organize simple tasks. "Help our group plan tasks for a slideshow about computer history—what should each person do?"	I can work with AI to help my group plan, divide responsibilities, and solve problems when we get stuck. "We're stuck on how to explain strong passwords for our group presentation—can you help us come up with a simple way to show it?"	I can use AI with my group to co-create plans, offer feedback, improve communication, and reflect on how we work together. "Can you help us review our group work on the digital citizenship presentation and suggest how we can communicate better next time?"

This work is adapted from "AI Disclosure Form" by François Jourde (2024) under the license CC-BY-NC-SA and Barnum, B. (2023). AI assistance in student assignments. X Twitter. See also Ouyang, 2021.



# Appendix A: Responsible Use Scale for Grade 8-12

## AI Responsible Use Scale Grades 8-12



Use this graphic to indicate the level of AI use intended for assignments.

Type of AI Use to Support Learning	NO USE	Minimal Use AI provides structured guidance and supports basic skills reinforcement as a supplementary learning tool.	Moderate Use AI supports more complex learning tasks, fostering creativity, critical thinking, collaboration, and feedback, but learners remain responsible for the final output.	Full Use AI tools are integrated into various parts of the learning process, empowering learners to take control of their learning.
<b>Idea &amp; Design Aid</b>  Ideation or design generation	NO USE	I can use AI to brainstorm ideas. "Identify five ways to be more persuasive."	I can use AI to create detailed outlines and generate outlines or templates for projects, but I adapt and personalize them to match my ideas. "Generate an outline for my ecotourism presentation based on these notes."	I can use AI to draft new content (e.g., copy, code, image, music, artwork) "Create a plan for starting a debate club at school."
<b>Critical Thinking Partner</b>  Making sense of, critiquing, or evaluating content	NO USE	I can use AI to describe, outline, and summarize arguments, criteria and perspectives. "Suggest arguments for and against solar energy."	I can use AI to analyze arguments, evidence, and viewpoints. I can use AI to make new predictions and new questions. "Review this analysis and identify weak points and questions to help me refine my work."	I can use AI to propose new arguments, counter-arguments, and new perspectives based on the criteria. "Propose four counterclaims for my arguments and suggested sources for each counterclaim."
<b>Editing &amp; Feedback Partner</b>  Content corrections, revisions, and Improvements	NO USE	I can use AI to identify errors and issues with my writing, spelling, and punctuation. "Check my work for spelling, grammar, and punctuation mistakes."	I can use AI to improve the clarity and grammatical / mechanical accuracy of my writing. "Rework this paragraph for clarity and a refined argument. Summarize what was changed and why."	I can use AI to revise or to change the organization of my writing. "Provide suggestions for how to restructure content and the benefits of the restructuring."
<b>Research Aid</b>  Gathering and analyzing information and research	NO USE	I can occasionally use AI as a supplementary tool to gather information, but I primarily rely on academic sources. "Describe the history of the computer and suggest credible sources for further research."	I can use AI to analyze and synthesize information from multiple sources. I can evaluate the reliability of AI's credible sources to avoid bias or misinformation. "Identify key research on lab-based meat production from recent academic sources."	I can use AI to analyze vast amounts of data, identify patterns, generate insights, and evaluate credible sources. "Help me find credible sources, check if they are reliable"
<b>Personalized Learning Support</b>  Study planning and practice opportunities	NO USE	I can use AI to get simple explanations or examples when I need extra help. "Use an AI-driven flashcard app that can adapt to your performance."	I can work with AI to practice skills, review concepts, and receive suggestions for what to learn next. "Suggest effective study techniques and a weekly study plan for mastering thermodynamics concepts."	I can use AI to create a personalized learning plan, set goals, track my progress, and reflect on my growth as a learner. "Help me set a goal, make a weekly plan, suggest ways to track my progress, and guide me in reflecting on my growth."
<b>Group Work Support</b>  Support of group-based learning	NO USE	I can use AI to help my group organize simple tasks. "Make a schedule for group meetings or a template for meeting notes."	I can work with AI to help my group plan, divide responsibilities, and solve problems when we get stuck. "Summarize our meeting notes and make an action plan for our project."	I can use AI with my group to co-create plans, offer feedback, improve communication, and reflect on how we work together. "Offer feedback on our group performance."

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