

AI Integration Policy Framework

A Theoretical Framework

1. Executive Summary and Theoretical Framework

This policy framework formalises the institution's approach to Artificial Intelligence (AI) integration. The collective vision that emerged from the discussion with all stakeholders is captured in the vision: **AI must serve as an enabler of learning, augmenting human cognition rather than replacing it.** The school community has identified academic integrity, critical thinking, and ethical responsibility as the three non-negotiable pillars upon which all AI engagement must rest.

The Theoretical Model: Human-Centred AI Learning

The theoretical foundation of this policy rests on the 'Human-Centred AI Learning' model. This approach places the intellectual and ethical development at the core of all technological integration. The model is operationalised through the **Think–Use–Reflect** pedagogical cycle, described below.

THINK (Human Inquiry)	Engaging critical thinking first, attempting tasks independently, and formulating own questions before turning to AI.
USE (AI Production)	Students and teachers use AI as a supportive tool for brainstorming, concept clarification, and language support, within defined ethical boundaries.
REFLECT (Human Synthesis)	The process must always conclude with human evaluation — the user critically assesses the AI output, verifies facts, and synthesises information into original understanding.

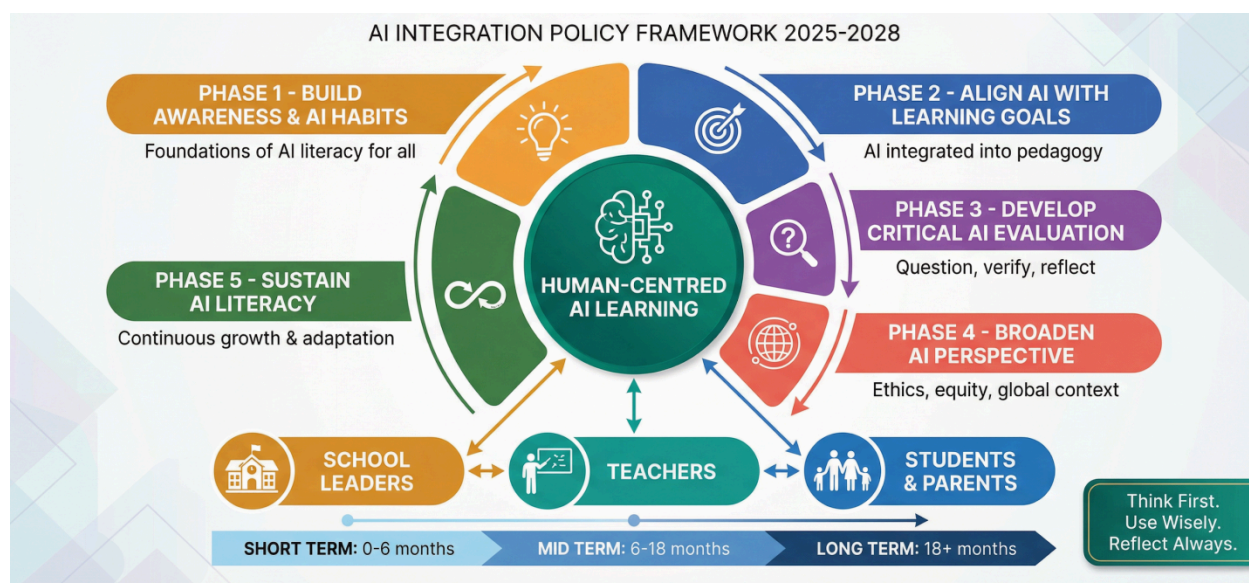


Figure 1: AI Policy Framework — Human-Centred AI Learning Model

This model requires synchronised action from all stakeholders: School Leaders who set the vision and boundaries, Teachers who facilitate and model responsible use, and Students and Parents who engage with the technology ethically and transparently. The policy is structured around five progressive implementation steps, each building on the last.

2. Steps towards AI Policy

Step 1: Build Awareness & AI Habits

The foundation of responsible AI integration begins with establishing a shared understanding of what AI is, its capabilities, its limitations, and the ethical expectations surrounding its use. This phase focuses on developing fundamental AI literacy and establishing positive habits before moving to advanced applications. Without this foundation, subsequent steps risk being built on misunderstanding or misuse.

Guiding Principles

Transparency is Non-Negotiable: All use of AI must be acknowledged and documented by students and teachers alike.

Process Over Product: The focus must remain on how a student arrives at an answer, rather than just the final submission.

AI as a Tutor, Not a Proxy: AI should be viewed as a learning assistant that helps clarify concepts, not a shortcut to bypass intellectual effort.

Stakeholder Actions and Activities

School Leaders: Leadership must establish foundational guidelines and communicate them clearly across the school. This includes publishing the Acceptable Use Guidelines for AI, integrating them into the student handbook, and organising campus-wide orientation sessions. Leaders must also ensure that the policy is communicated to parents through formal channels.

Teachers: Educators serve as the primary role models for AI habits. Teachers must explicitly teach students how AI works at a basic level and demonstrate the difference between acceptable use (e.g., asking AI to explain a complex concept) and unacceptable use (e.g., asking AI to write an essay). Teachers should begin incorporating the Think–Use–Reflect model into daily instructional language.

Students & Parents: Students must commit to the acceptable use guidelines, understanding that academic integrity remains paramount. Parents should attend school-led awareness workshops to understand how they can support their children's learning at home without allowing AI to substitute for genuine intellectual effort.

3. Step 2: Align AI with Learning Goals

Once foundational awareness is established, AI must be intentionally integrated into the curriculum. This step moves beyond general use and focuses on how AI can specifically enhance pedagogical objectives and deepen conceptual understanding. The emphasis shifts from "what AI is" to "how AI serves the learning goal." This requires curriculum redesign, assessment reform, and equitable access to approved tools across the school in a phased manner.

Guiding Principles

Intentional Integration: AI usage should be planned and purposeful, tied directly to specific learning outcomes.

Assessment Redesign: Evaluation methods must evolve to measure critical thinking and application rather than easily searchable facts.

Subject-Specific Nuance: The application of AI will look different in a literature class compared to a mathematics or science class, and teachers must plan accordingly.

Stakeholder Actions and Activities

School Leaders: Leadership must provide teachers with the time and resources needed to redesign their curricula and assessments. This involves creating Professional Learning Communities (PLCs) across the school where teachers can share effective AI-integrated lesson plans. Leaders must also ensure that the school's technological infrastructure supports equitable access to approved AI tools for all students.

Teachers: Teachers must shift their assessment strategies away from rote memorisation and toward application-based questions, case studies, and in-class demonstrations of understanding. Teachers should design specific activities where AI is used as a brainstorming partner or a tool to provide differentiated practice problems for students who need additional support.

Students & Parents: Students should actively use AI to generate practice quizzes, clarify doubts, and explore topics in greater depth, while ensuring they can verbally defend and explain any work they submit. Parents should encourage exploratory use of AI at home, focusing on the learning process rather than just task completion.

4. Step 3: Develop Critical AI Evaluation

As students become accustomed to using AI, they must develop the critical thinking skills necessary to evaluate its outputs. AI systems are not infallible; they can produce biased, inaccurate, or superficial information. This step focuses on teaching students how to question, verify, and reflect on AI-generated content — a skill that is essential not just in school, but throughout life in an AI-mediated world.

Guiding Principles

Verification is Essential: Information generated by AI must be cross-checked with textbooks, teachers, or reliable external sources.

Recognising Bias and Hallucination: Students must be taught that AI models can reflect societal biases or confidently present incorrect information.

The Human-in-the-Loop Mandate: AI should never be the final arbiter of truth or the sole author of a submission; human review is always required.

Stakeholder Actions and Activities

School Leaders: Leaders must mandate the teaching of digital literacy, specifically focusing on fact-checking and source verification in the age of AI. They should also establish clear protocols for addressing academic dishonesty related to unverified AI use, ensuring that the focus remains on restorative learning rather than punitive measures alone.

Teachers: Teachers should design activities where students are explicitly tasked with finding errors, biases, or superficial reasoning in AI-generated texts. Teachers must model effective prompting techniques, showing students how different prompts yield different results, and how to refine prompts to improve accuracy and depth of response.

Students & Parents: Students must adopt a sceptical mindset toward AI outputs, always attempting tasks independently first and using AI to enhance or verify their work. Parents should engage in discussions with their children about the reliability of information found online and generated by AI, fostering a culture of critical inquiry at home.

5. Step 4: Broaden AI's Perspective

This step moves beyond the immediate classroom application of AI and addresses the broader ethical, societal, and global implications of artificial intelligence. It prepares students to be responsible digital citizens in a world increasingly shaped by AI technologies. This is where the school's philosophy of nurturing the whole child finds its most natural expression in the context of AI — cultivating empathy, ethical reasoning, and a global perspective.

Guiding Principles

Ethical AI Citizenship: Students must understand the ethical dimensions of AI, including data privacy, algorithmic bias, and the impact of AI on society and employment.

Equity and Access: AI integration must not exacerbate existing inequalities; all students across the school must have equitable access to these tools.

Global Context: AI should be viewed as a global phenomenon, and students should explore how different cultures and nations approach AI development and regulation.

Stakeholder Actions and Activities

School Leaders: Leadership must ensure that AI policies are equitable and that no student is disadvantaged by a lack of access to technology. They should also foster partnerships with industry experts, universities, and policymakers to bring real-world perspectives on AI into the school environment across all campuses.

Teachers: Teachers across disciplines — not just in computer science — should facilitate discussions on the ethical implications of AI. Social studies classes can explore the impact of AI on democracy and employment, while literature classes can analyse AI-generated narratives and the concept of human creativity and authorship.

Students & Parents: Students should participate in debates, seminars, and projects that explore the societal impact of AI. Parents should be encouraged to discuss the future of work and the ethical use of technology with their children, helping them navigate the complexities of an AI-driven world with confidence and moral clarity.

6. Step 5: Sustain AI Literacy

The final step recognises that AI technology is rapidly evolving, and therefore AI literacy cannot be a one-time initiative. This phase focuses on creating sustainable structures for continuous learning, adaptation, and professional development. It ensures that the progress made in the preceding four steps is not eroded by technological change, staff turnover, or institutional inertia.

Guiding Principles

Continuous Adaptation: The AI policy must be a living document, regularly reviewed and updated to reflect technological advancements and emerging best practices.

Lifelong Learning: Teachers, students, and leaders must commit to ongoing professional and personal development in the field of AI.

Community of Practice: The school must foster a collaborative environment where educators share best practices, challenges, and innovations in AI integration across all 21 campuses.

Stakeholder Actions and Activities

School Leaders: Leaders must establish an '*AI Innovation Committee*' comprising educators, administrators, parents, and students to monitor the implementation of the policy and recommend updates. They must also secure ongoing funding for teacher professional development and technology infrastructure, treating AI literacy as a core institutional investment.

Teachers: Teachers should participate in continuous professional development, attending workshops, webinars, and conferences on AI in education. They should actively share their successes and challenges with colleagues, contributing to a culture of collaborative learning and innovation across the school.

Students & Parents: Students should be encouraged to take on leadership roles, perhaps forming 'AI Student Councils' to provide feedback on how AI is being used in the classroom and to mentor peers. Parents should stay informed through regular school communications and participate in ongoing workshops as AI technology evolves.

7. Conclusion: Preparing Future-Ready Learners and Teachers

The School AI Integration Policy Framework is designed to navigate the complexities of a rapidly changing technological landscape while remaining firmly rooted in the institution's core values. By adopting the Human-Centred AI Learning model and progressing through the five steps — Building Awareness, Aligning with Goals, Developing Critical Evaluation, Broadening Perspectives, and Sustaining Literacy — **the school ensures that its schools are not merely passive consumers of AI, but active, ethical, and critical thinkers.**

The success of this policy relies on the collective commitment of school leaders, teachers, students, and parents. Each stakeholder group plays an irreplaceable role: leaders provide the vision and infrastructure, teachers learn, model and facilitate, students engage with curiosity and integrity, and parents reinforce the values of responsible technology use at home. When these roles are fulfilled in concert, The school will nurture learners who use AI wisely, remain independent thinkers, and are prepared to lead in a technology-driven future without losing their human judgment.

"Think First. Use Wisely. Reflect Always." — The School AI Learning Ethos

Appendix: AI Acceptable Use — Quick Reference

ACCEPTABLE USE	UNACCEPTABLE USE
Concept clarification and doubt-solving	Submitting AI-generated work as one's own
Idea generation and brainstorming	Using AI during assessments without permission
Language support (grammar, vocabulary)	Copy-pasting answers without understanding
Practice and self-assessment	Over-reliance that reduces independent thinking
Research support (with verification)	Using AI to avoid engaging with the material
Generating practice questions	Sharing confidential school data with AI tools
Exploring alternative perspectives	Using AI to generate false citations or sources