



## **Educators' AI Policy: Responsible & Effective Use of AI in Teaching and Learning**

King David Schools

Mapped to UNESCO AI Competency Framework for Teachers (2024) and aligned with IEB Curriculum Standards

### **1. Purpose & Scope**

#### **Why:**

This policy empowers educators to integrate AI into teaching responsibly and effectively. While AI can reduce workload, support personalised learning, and expand access, unchecked use risks privacy breaches, bias, and erosion of teacher roles.

#### **How:**

By defining boundaries, approved practices, and professional expectations, this policy ensures that AI supports, not replaces, the teacher's judgment, creativity, and accountability.

#### **What:**

Applies to all educators, classroom teachers, subject heads, librarians, support staff, and leadership, in the areas of:

- Lesson planning & delivery
- Assessment & feedback
- Administration & communication
- Professional learning

#### **UNESCO Link:**

- Dimension 1: Human-centred mindset
- Dimension 5: AI for professional learning

### **2. Guiding Principles**

#### **Enhancement, not replacement**

AI is a supportive tool, not a substitute for teacher expertise. Example: AI can generate differentiated reading texts, but teachers must ensure they are age-appropriate and curriculum-aligned.

*UNESCO 2.2 Human-centred approach*



### **Transparency**

Educators must disclose when AI contributes to teaching materials, reports, or communication. Example: A worksheet may include a note “Image is AI generated.”  
*UNESCO 2.3 Protecting teachers’ rights*

### **Privacy & Compliance**

Educators must comply with POPIA and IEB data integrity rules. Personal data (ID Numbers, finances, health data) may not be uploaded into public AI platforms like ChatGPT. Only school-approved enterprise AI may be used.  
*UNESCO 2.4 Trustworthy AI*

### **Equity & Inclusion**

AI should reduce workload and increase access for all learners, not deepen divides. Example: Use Diffit to simplify texts for struggling learners while generating enrichment tasks for advanced learners.  
*UNESCO 2.1 Inclusive digital futures*

### **Accountability**

Teachers remain fully responsible for all outputs used in class. AI is prone to errors, bias, or cultural insensitivity. Educators must review, fact-check, and contextualise outputs before use.  
*UNESCO 2.2 Human-centred approach*

### **Lifelong Learning**

Teachers are encouraged to continuously develop AI literacy and share best practice across departments.  
*UNESCO 2.6 Lifelong professional learning*

## **3. Roles & Responsibilities**

- **Teachers:**
  - Integrate AI ethically into lesson design and assessment.
  - Model responsible AI use for learners (e.g., showing how to fact-check AI outputs).
  - Encourage learners to disclose their AI use.
- **School Leaders (HODs, Principals, SMT):**
  - Provide access to safe, school-approved AI tools.
  - Ensure alignment of AI use with IEB requirements.
  - Monitor responsible implementation through staff reviews.



SCHOOLS

- **IT/Data Protection Officers (Chief Technology Officer, Director: Educational Technology & Digital Transformation, Director: Strategic Educational Development):**
  - Vet and approve AI tools for privacy, security, and age appropriateness.
  - Provide training on POPIA and data protection in AI use.

*UNESCO Links:*

- Aspect 4: AI pedagogy
- Aspect 5.1: Regulate AI
- Aspect 5.2: Enabling policies

#### 4. Approved Use Cases (with examples)

- **Lesson Planning:** AI may suggest lesson outlines or learning activities, but educators must cross-check with CAPS/IEB outcomes and adapt to context.
- **Assessment Creation:** AI can generate question banks, but teachers must check difficulty, accuracy, and alignment with outcomes.
- **Differentiation:** Create simplified or advanced versions of worksheets for diverse learning needs.
- **Feedback & Formative Assessment:** AI can draft feedback on writing or projects, but teachers must finalise remarks.
- **Professional Communication:** AI may draft parent letters, but tone and accuracy must be verified before sending.
- **Professional Development:** Use AI to summarise research, generate reflective prompts, or build collaborative resources.

*UNESCO Links:*

- Aspect 3: AI foundations & applications
- Aspect 4: AI pedagogy
- Aspect 5: AI professional learning

#### 5. Restricted / Prohibited Uses

- Uploading personally identifiable information (PII) into consumer AI tools.
- Sole reliance on AI for summative assessment grading (AI may assist but human moderation is required by IEB).
- Generating entire report cards or comments without teacher oversight.
- Using AI to fabricate references, citations, or data.
- Allowing AI to determine disciplinary actions or behavioural decisions.



*UNESCO Links:*

- Aspect 2: Ethics of AI (accountability, fairness, non-maleficence)
- UNESCO AI Ethics Recommendation (2021)

## 6. AI & Assessment (IEB Alignment)

A five-level AI use scale applies to assessment tasks being completed by learners:

- **Level 1: No AI:** Controlled conditions (tests, exams).
- **Level 2: AI for Planning:** Brainstorming allowed, but AI outputs cannot appear in final submission.
- **Level 3: AI Collaboration:** Drafting support allowed, learners must disclose use.
- **Level 4: Full AI Allowed:** AI may be used throughout, but learners must verify accuracy and cite use.
- **Level 5: AI Exploration:** Learners explore new AI applications, reflecting on impact and ethics.

This scale must be clearly communicated before any assessment.

*UNESCO Aspect 4: AI pedagogy*

## 7. Data Privacy & Security

- Use only school-approved enterprise AI tools (Microsoft 365 Copilot etc.) for sensitive tasks.
- Never upload copyrighted or confidential material unless permitted.
- IT must update staff annually on secure AI practices.

*UNESCO 2.4: Trustworthy AI*

## 8. Accuracy, Bias & Accessibility

- All AI outputs must be fact-checked.
- Language must be reviewed for neutrality, inclusivity, and accessibility (e.g., plain English, no jargon).
- Avoid stereotypes, racist or derogatory or biased phrasing from AI-generated drafts.

UNESCO Link: Promote plural opinions (4.6).



## 9. Professional Learning & Development

- Annual PD sessions: AI literacy, ethical considerations, and curriculum integration.
- Peer sharing: Departmental “AI in Practice” meetings to showcase examples.
- Online resources: Access to PurpleZA, Microsoft Learn, and UNESCO toolkits.

*UNESCO 2.6: Lifelong professional learning*

## 10. Incident Response & Consequences

- **Minor misuse (e.g., overuse of AI worksheets without disclosure):**  
Coaching, reminder of policy.
- **Repeated misuse:** Warning and mandatory AI retraining.
- **Serious misconduct (e.g., uploading learner PII into unsecured AI tools):**  
Treated as a data breach under POPIA, with disciplinary action as per school HR policy.
- **Persistent misuse:** May influence performance reviews or contract renewal.

*UNESCO Aspect 2: Ethics of AI (accountability)*