



Generative AI *Guidelines*

For Parents + Carers

Come, live life in all its fullness JOHN 10:10

Introduction

At The Cathedral College (TCC), we are committed to preparing students for a rapidly evolving digital world. Generative Artificial Intelligence (AI) is transforming education, offering both exciting opportunities and important challenges. We believe these tools should enrich learning experiences while maintaining a person-centred approach that values human connection and individual growth.

Our aim is to integrate AI in ways that uphold human dignity, promote truth and reflect the teachings of Jesus Christ. To support responsible and ethical use, we have developed these guidelines to help parents and carers understand the role of AI in education and how they can support their children in using it wisely.

We deeply value your partnership as we navigate this new educational tool together. By working collaboratively, we can ensure our students benefit from the opportunities AI presents, while also developing the critical thinking skills essential for their future success.

What is Generative AI?

Generative AI is a type of technology that can create content such as text, images, music or even ideas based on user input or a prompt. Think of it as a highly intelligent assistant that uses patterns and information it has learned to produce something new. Popular examples include ChatGPT and Canva’s AI tools. These systems can assist with generating ideas, solving problems and enhancing creativity. However, they require guidance and critical thinking to ensure ethical and responsible use.

	Types of GenAI	Description	Examples (Approved for Use at TCC)
	Conversational (Chatbots or Assistants)	AI system designed to engage in dialogue, answer questions and assist users through natural language.	CEChat
	Multimedia	AI tools that generate or manipulate images, audio, video or animations.	Canva, Adobe Suite
	Generative Search	AI-enhanced search engines that generate synthesised answers from multiple sources.	Google AI Overviews, Bing Chat
	AI Writing Assistants	Tools that help users write, edit or summarise text using generative models.	Microsoft Copilot

Benefits + Risks of GenAI in Education

Benefits

- **Enhanced Learning**
Personalised support for students in understanding complex concepts.
- **Creative Boost**
Tools for generating creative ideas in writing, design, and problem-solving.
- **Efficiency**
Speeds up repetitive tasks like drafting or summarising.
- **Skill Development**
Builds digital literacy and critical thinking skills.
- **Instant Feedback**
Students can check their understanding, ask questions and receive quick responses.

Risks

- **Reliance on AI**
Overuse may reduce independent thinking.
- **Misinformation**
AI-generated content may include inaccuracies or biases.
- **Ethical Concerns**
Misuse could lead to plagiarism or breaches of academic integrity.
- **Privacy**
AI platforms may collect and store user data.

How is TCC Using AI?

At TCC, Generative AI is increasingly being integrated into teaching and learning to ensure it supports and enhances education. Our use is based on six guiding principles:

GUIDING PRINCIPLES

FOR USING ARTIFICIAL INTELLIGENCE (AI) IN A SCHOOL CONTEXT

TEACHING & LEARNING

AI should be integrated into the curriculum to enhance educational experiences, fostering critical thinking and creativity while supporting personalised learning paths for students.

HUMAN & SOCIAL WELLBEING

AI applications in schools must prioritise the holistic development of students, promoting their emotional, social, spiritual and moral growth alongside academic progress and achievement.

TRANSPARENCY & CLARITY

AI systems used in education should be transparent and easily understandable, ensuring that students, teachers, and parents can trust and comprehend how decisions are made.

FAIRNESS

AI must be designed and implemented to ensure equitable access and opportunities for all students, avoiding biases, disadvantage and discrimination in educational outcomes.

ACCOUNTABILITY

Schools must establish clear accountability mechanisms for AI use, ensuring that school leaders, teachers and students understand their responsibilities for ethical engagement with AI technologies.

PRIVACY, SECURITY & SAFETY

AI tools must be used in ways that respect and uphold privacy and data rights and comply with Australian law to safeguard students and sensitive CEDR data.



rok.catholic.edu.au
1800 228 433

TCC is dedicated to Staff Development by providing access to ongoing professional learning sessions for our teachers on the ethical use of AI.

Data Privacy + Safety

Protection of students’ data is a key priority for our College. We:

- Only use AI platforms that comply with Australian privacy laws.
- Prohibit students from sharing personal information with AI tools.
- Educate students about digital safety and the responsible use of AI.
- Encourage parents and carers to reinforce these practices at home.

Ways You Can Support Your Child

Year	Learning Stage	Suggested Parent/Carer Actions
Year 7-8	Building Foundations of AI Literacy • <i>Exploration Stage:</i> Introducing students to the basics of AI, its capabilities and responsible usage. • <i>Discovery Stage:</i> Helping students explore how AI can support learning while fostering curiosity. • <i>Building Blocks:</i> Focusing on foundational skills like identifying AI tools and understanding their limitations.	• Encourage Curiosity: Ask open-ended questions about how AI works and its role in everyday life (e.g., “How do you think AI makes recommendations on Netflix?”). • Facilitate Exploration: Try age-appropriate AI tools, such as educational apps, to see how they assist with learning. • Discuss Boundaries: Talk about the importance of using AI responsibly, such as avoiding plagiarism and understanding its limitations. • Model AI Use: Demonstrate how you use AI tools (e.g., for planning trips or managing tasks) and explain the decision-making process behind it. • Celebrate Effort: Acknowledge their attempts to explore and learn about AI, building their confidence.

Year 9-10	Responsible AI Application <i>Proficiency Stage:</i> Developing practical skills to use AI tools effectively in learning and problem-solving. <i>Engagement Stage:</i> Encouraging students to engage with AI critically and ethically. <i>Competency Building:</i> Strengthening understanding of AI's role in various disciplines and real-world applications.	Promote Critical Thinking: Encourage your child to question AI-generated outputs (e.g., “Do you think this information is accurate?” or “What sources might the AI have used?”). Support Practical Use: Help your child apply AI tools in their studies, while emphasising their own creativity and effort. Foster Ethical Awareness: Discuss the ethical implications of AI, such as privacy and fairness and how these align with Catholic values like respect for human dignity. Set Usage Guidelines: Work together to establish healthy boundaries for AI use, balancing screen time with offline activities. Stay Involved: Keep an open dialogue about any challenges or successes they experience.
Year 11-12	Building to AI Mastery <i>Mastery Stage:</i> Empowering students to use AI strategically for advanced study and preparation for work or further education. <i>Critical Thinking Stage:</i> Focusing on evaluating AI outputs, refining ethical considerations, and applying AI to complex tasks. <i>Leadership in AI:</i> Preparing students to lead in leveraging AI responsibly and innovatively in their chosen fields.	Encourage Strategic Use: Guide advanced use of AI for analysing complex data, refining essays or preparing for exams, while maintaining academic integrity. Discuss Career Relevance: Explore how AI is used in their areas of interest (e.g., healthcare, engineering, business) and connect this to their post-school aspirations. Refine Critical Evaluation: Help your child assess the reliability, bias, and accuracy of AI-generated information, reinforcing the need for thoughtful decision-making. Emphasise Leadership: Encourage them to think about how they can use AI to contribute positively to their community, reflecting Catholic values of service and stewardship.

Maintaining Academic Integrity

TCC emphasises the ethical use of AI to uphold academic integrity. Students are taught to:

- Use AI as a tool for learning, not a substitute for original thought.
- Always acknowledge AI-generated contributions in their work.
- Avoid using AI in tasks that prohibit AI use.

Students must follow the guidelines in the College’s Assessment Policy and the following guidelines:

STUDENTS

A GUIDE TO USING ARTIFICIAL INTELLIGENCE (AI) IN THE CLASSROOM

ACCEPTABLE USE OF AI

USING AI TO RESEARCH A TOPIC

Robert uses MS Co-Pilot to gain a basic understanding of the Cold War. He then conducts further research and reading to broaden and deepen his initial understanding of the topic.

USING AI TO GET FEEDBACK ON TASKS

Before submitting a final draft of her Business Studies report, Karen runs the submission through Google Gemini and asks for feedback on the accuracy of her grammar, punctuation and sentence structure. She considers the recommended changes before making any adjustments.

USING AI AS A TOOL FOR UNDERSTANDING

Renee is studying English and Literature Extension and is finding some of the concepts difficult. She uses Microsoft Co-Pilot to generate “plain-language” summaries of the concepts to develop her initial understanding, then checks her new thinking with her teacher.

UNACCEPTABLE USE OF AI

USING AI PLATFORMS OTHER THAN THOSE SPECIFIED BY YOUR SCHOOL

Patrick installs Chat GPT onto his school laptop and uses it during his classes.

USING AI AS A SUBSTITUTE FOR CRITICAL/CREATIVE THINKING

Grant’s Religion teacher asks him to interpret a parable from the Gospel of Luke. Instead of forming his own interpretation, Grant asks Google Gemini to provide the answer.

USING AI IN A WAY THAT VIOLATES ACADEMIC INTEGRITY

Maddison’s English teacher asks her to write a short paragraph for homework. Instead of doing the work herself, she uses Microsoft Co-Pilot to produce the paragraph. She then makes a few changes in the hope that her teacher won’t recognise that the paragraph is AI generated.

PROHIBITED USE OF AI

CREATING CONTENT THAT IS ILLEGAL, OFFENSIVE OR DISCRIMINATORY

Kate enters her classmate’s school picture into an AI program and uses it to create “deep fake” content.

DELIBERATELY CREATING MISINFORMATION

Tim is asked to find a primary source newspaper article about WWII for homework. Instead of researching appropriately, he creates a fake article using an AI program.

PLAGIARISING THE WORK OF OTHERS

Stuart uploads a friend’s HPE assignment into an AI program and asks it to make changes. He then submits the assignment as his own work.

CATHOLIC EDUCATION
DIOCESE OF ROCKHAMPTON

rok.catholic.edu.au
1800 228 433

Which AI Platforms are Appropriate?

TCC allows the use of specific AI platforms that meet strict educational and privacy standards. These include:

- **Microsoft Office AI Tools** (e.g., Word, PowerPoint)
- **CEChat**
- **Google Gemini**
- **Canva AI** for design projects.
- **Education-specific AI tools** recommended by teachers.

Unapproved platforms (e.g., ChatGPT, Claude) must not be used on a College device.

Where can I find further resources + support?

- [Australian Framework for Generative Artificial Intelligence \(AI\) in Schools](#)
- [The Rome Call for AI Ethics](#)

Conclusion

We greatly value your partnership as we explore this new educational tool together. Through collaboration, we can ensure that our students not only benefit from the opportunities AI offers but also develop the critical thinking skills essential for their future success. We encourage you to remain actively engaged in your child's learning journey with AI and invite you to reach out with any concerns or questions you may have.

AI Acknowledgment

This document was created with the assistance of Microsoft Copilot to support drafting, organising ideas and refining content. All AI-generated contributions have been critically reviewed, edited and supplemented to ensure alignment with The Cathedral College's values and guidelines.