

Ko te tamaiti te putake o te kaupapa

The child is at the heart of the matter

**ARTIFICIAL INTELLIGENCE
USE POLICY**

**TRINITY CATHOLIC
COLLEGE**

A Catholic School in Aotearoa New Zealand

Policy Owner	Board / Principal
Adopted by Board	12 August 2026
Review Date	Annual — or sooner if significant changes occur
Version	Final version

1. Our Vision

We are a Catholic school committed to forming whole persons: mind, heart, and spirit in the image of God. We welcome artificial intelligence (AI) as a tool that can serve our mission, provided it is used wisely and in accordance with our values.

This policy guides every member of our school community including students, kaiako (teachers), whānau, and the Board in using AI well: confidently, ethically, and in ways that genuinely support learning and human flourishing.

This policy exists to:

- Protect our students from AI-related harms
- Empower teachers to use AI effectively
- Give students clear guidance on appropriate use
- Equip whānau to have informed conversations at home
- Demonstrate that innovation and values can coexist

2. Foundations

2.1 Catholic Social Teaching

Our approach to AI is grounded in Catholic social teaching, particularly:

- Human Dignity — every person is made in the image of God. AI use must honour, not diminish, the dignity of students, staff, and the wider community.
- The Common Good — technology should serve everyone, not just those with resources. We are committed to equitable access to AI tools.
- The Dignity of Work — growth comes through effort and struggle. AI should support learning, not bypass it.
- Preferential Option for the Poor — we are alert to AI widening gaps between schools and communities, and act to prevent this.
- Care for Young People — Pope Francis and Pope Leo XIV have expressed deep concern about AI's impact on children's development. Our schools respond with prudent, pastoral care.

We draw especially on the Vatican's January 2025 document, *Antiqua et Nova* and the May 2026 Encyclical "*Magnifica Humanitas*". Both documents focus on the relational, spiritual and irreplaceable nature of human intelligence: "Human intelligence is relational, embodied, and spiritual. AI can simulate language, but it cannot form souls."

2.2 Te Tiriti o Waitangi

We honour our obligations under Te Tiriti o Waitangi through three principles:

- Partnership — Māori students, whānau, and iwi are partners in decisions about AI use in our school. Their voice shapes this policy.
- Protection — we protect te reo Māori, tikanga, and mātāuranga Māori from being misrepresented or diminished by AI systems. AI tools that generate inaccurate or disrespectful content about Māori culture are not acceptable.
- Participation — Māori students have equal access to the benefits of AI, and our AI Steering Committee includes a Māori cultural advisor.

2.3 What AI Is — and Isn't

AI tools (such as ChatGPT, Copilot, Gemini, and Claude) are sophisticated software that predict and generate text, images, and code. As Pope Francis said:

"AI is above all else a tool... it does not develop new analyses or concepts, but repeats those it finds. Rather than being 'generative,' it is 'reinforcing.'"

This means AI can reflect bias, produce errors, and lacks genuine understanding. Critical thinking remains essential whenever AI is used. As caretakers of our learning, we own our tools; they do not own us.

3. Scope

This policy applies to:

- All students Trinity Catholic College
- All staff, teaching and non-teaching
- Board members
- Contractors and volunteers working with students

It covers use of AI on school devices, school networks, and personal devices when used for school-related work, including homework and assessments.

4. The Three-Tier Framework for AI Use

Every assessment and learning task at our school will specify one of three AI use levels. This gives students and teachers clarity and removes ambiguity. All classrooms from years 9 – 13 will display the three levels.

Each department is responsible for clarifying the three levels for their subject's learning and assessment tasks and communicating this with students.

	Level	What it means	Examples
	AI-APPROVED	AI actively supports the task. Students and teachers are encouraged or approved to use appropriate tools.	Teachers creating differentiated resources or creating translations for ENSL students; accessibility support (text-to-speech); building AI literacy skills
	AI-ENHANCED OR ASSISTED <i>Teacher permission required and disclosure is expected</i>	AI may support the learning process, but the student's own thinking is the core. Teacher permission is required before using, and any AI use must be acknowledged or disclosed.	Brainstorming; research starting points; editing for clarity; generating study questions. Some in-class tasks specified by teacher; structured writing support for students with learning needs; specific approved research tasks, creating an image to support a learning task. Must include AI Acknowledgement Statement.
	AI-PROHIBITED <i>Not permitted</i>	AI use is not appropriate for this task. The learning or assessment requires authentic student work without AI assistance.	NCEA assessments (unless approved accommodation); creative writing assessed for personal voice; tests and examinations; creating deepfakes or harmful content

When AI-ENHANCED/ ASSISTED level applies, students must include:

"In completing this work I used [AI tool] to [describe use, e.g. help brainstorm ideas / check grammar / research background information]. The analysis, arguments, and conclusions are my own."

5. For Students

5.1 Your Responsibilities

- Follow the AI use level specified for each task. If you are unsure, ask your teacher.
- Never submit AI-generated work as your own without proper acknowledgement.
- Think critically about AI outputs. They can be wrong, biased, or misleading.
- Never input personal information about yourself or others into AI tools (names, addresses, health information, photos).
- Never use AI to create content that could harm, bully, or humiliate others, including deepfakes.
- Tell a trusted adult if you encounter harmful AI-generated content or if something feels wrong.

5.2 Your Rights

- You have the right to honest, clear guidance about when and how AI can be used.
- You will not be accused of AI misuse based solely on AI detection tools, which are unreliable.
- You can speak honestly with your teacher about your AI use without fear of automatic punishment.
- You have access to the same AI tools as your classmates, regardless of what devices you own at home.

5.3 AI Literacy

Every student at our school learns about AI in an age-appropriate way:

Years 7-8	Introduction to AI concepts; what AI can and cannot do; evaluating information critically; understanding AI's limitations
Years 9-10	AI literacy and ethics; academic integrity; prompt engineering basics; understanding bias in AI; Catholic perspective on technology
Years 11-13	Advanced AI understanding; career and study implications; responsible creation with AI; ethical leadership; NCEA integrity requirements

6. For Teachers

6.1 AI as a Professional Tool

Teachers are encouraged to use AI to reduce administrative burden and enhance teaching. Appropriate uses include:

- Creating differentiated learning materials and resources
- Generating assessment ideas, rubrics, and feedback templates
- Planning and curriculum design
- Summarising research or professional reading
- Improving accessibility of written materials
- Administrative tasks such as drafting communications, reports, and meeting notes

6.2 Teacher Responsibilities

- Specify the AI use tier for every assessment task. Students must know before they begin.
- Never input identifiable student information into any AI tool, including names, class data, assessment results, or health information.
- Verify AI-generated content for accuracy, bias, and cultural appropriateness before using it with students.
- Model critical thinking about AI and share your own process of evaluating and improving AI outputs.
- Do not use AI to replace personal feedback, pastoral care, or genuine teacher-student relationships.
- Complete mandatory AI professional development offered by the school.

6.3 Academic Integrity: Trust over Surveillance

We do not recommend relying on AI detection tools as a primary strategy for academic integrity. Research shows these tools have false positive rates of 20-30% and are particularly biased against students who are non-native English speakers or have certain learning needs.

Instead, we focus on:

- Clear expectations communicated before every task
- Assessment design that requires students to demonstrate thinking, not just produce products
- Honest, non-accusatory conversations when concerns arise
- Formation of conscience — helping students understand why authentic learning matters
- Safe spaces where students can disclose AI use without fear of automatic punishment

6.4 Responding to Suspected Misuse

First concern	Have a direct, private conversation with the student. Listen first. If misuse is confirmed: educational conversation, opportunity to redo the work, note on file.
Repeated concern	Formal meeting with student, whānau/parent, and pastoral leader. Explore underlying reasons. Support plan developed.
Serious misuse	Follow existing school disciplinary procedures. Consider NZQA notification where required for NCEA assessments.

Our approach is restorative. We seek learning and growth, not just consequences.

7. For Whānau and Parents

7.1 What AI Is Doing in Your Child's Education

AI tools are already part of your child's world whether at school or at home. At Trinity Catholic College, we want this to be a positive part of their learning, guided by our Catholic values and your partnership.

Students are taught when, how, and why to use AI tools. Not everything is an open invitation and for many assessments, AI use is restricted or prohibited because authentic learning is the goal.

7.2 How You Can Help at Home

- Talk with your child about AI, and ask what they are learning about it at school.
- Encourage them to understand the purpose of their learning, not just complete tasks.
- If they are using AI tools at home for schoolwork, remind them to follow the school's AI tier for that task.
- Be aware that AI chatbots are not appropriate companions or counsellors for young people. Encourage real relationships.
- If you have concerns about your child's AI use or wellbeing in relation to technology, please contact the school.

7.3 Your Rights

- You have the right to know what AI tools your child's school uses.
- Your child will not be accused of AI misuse based solely on unreliable AI detection software.
- You can request a conversation with the school about any AI-related concerns.
- You can provide feedback on this policy through the school's consultation process.

7.4 AI Safety at Home — Key Points

Age restrictions	Most AI tools require users to be 13+ (ChatGPT, Gemini) or 18+ (some features). UNESCO recommends children under 13 do not use AI tools.
Deepfakes	AI-generated fake images or videos of real people are harmful and, in some cases, illegal. Our school has zero tolerance. Please talk with your child about this.
AI chatbot relationships	Some young people develop strong emotional attachments to AI chatbots. These cannot replace real relationships. If you are concerned about this, please contact the school.
Privacy	Remind your child never to share personal details such as full name, address, school, photos with AI tools. Free AI tools may use conversation data for training.

8. For the Board

8.1 Board Responsibilities

- Adopt and review this policy annually (or more frequently if significant changes occur).
- Ensure adequate resourcing for AI professional development for all staff.
- Review and consider recommendations and reports from the AI Steering Committee.
- Receive annual reports on AI implementation, incidents, and student outcomes.
- Ensure this policy is consistent with the NZ Privacy Act 2020, NZQA requirements, and our school's Catholic character.

8.2 Reporting to the Board

The school shall establish an AI Steering Committee to guide AI implementation. Membership may include:

- Principal or delegated Senior leader
- Director of Religious Studies or Pastoral Leader
- Teacher representative
- ICT manager
- Student representative(s) (Years 9-13 for secondary; Years 7-8 for intermediate)
- Māori cultural advisor

The committee meets at least once per term and reports to the Board. It reviews and recommends updates to this policy, approves new AI tools for school use, monitors implementation, and responds to AI-related incidents.

8.2.i Approved AI Tools

Only AI tools approved by the AI Steering Committee may be used for school learning purposes. Approval requires assessment of:

- Compliance with the NZ Privacy Act 2020
- Appropriate age restrictions and data protection for students
- Cultural safety and appropriateness for our Maori and Pasifika students
- Alignment with our Catholic values
- Affordability and equitable access

Currently approved tools: Gemini or Copilot used within a school account

Teachers wishing to use a new AI tool must submit a request to the Steering Committee before using it in their teaching and learning programme.

9. Safeguarding and Safety

9.1 Zero Tolerance

The college Digital Use Agreement remains an important source of information for students. Creating or distributing deepfakes, AI-generated sexual images, or AI-generated content designed to harm, humiliate, or bully any member of our community is treated as seriously as any other form of abuse. This may result in disciplinary action, and in serious cases, police notification.

9.2 Reporting Concerns

Students, staff, or whānau should report to the year level dean, counsellor or senior leader:

- Any AI-generated content that is harmful, offensive, or inappropriate
- Suspected deepfake images or videos
- Privacy breaches involving student data
- Concerning levels of emotional attachment to AI chatbots
- Any AI use that feels unsafe or wrong

Reports will be handled with sensitivity, care, and the student's wellbeing as the priority.

9.3 Privacy and Data

- No student's full name, identifying information, health data, or photos are to be input into any AI tool.
- All AI tools used by students must be on the school's approved list and meet privacy requirements.
- Whānau will be informed when new AI tools are introduced into students' learning.
- AI tools used by teachers and students must be configured so that any data entered into them is not retained or used to train AI models.
- Students using personal AI accounts (not school-managed) may have their data used to train AI models. The school strongly discourages this for school-related work.

10. Implementation and Review

10.1 Rollout

Phase 1 Term 1	Awareness and Consultation Form AI focus group. Share draft policy with staff, students, and whānau. Gather feedback.
Phase 2 Term 2	Finalisation and Professional Development Finalise policy. Staff professional development. Develop documentation for student and staff education to support the policy.
Phase 3 Term 3 & 4	Adoption and Live Implementation Board adopts policy. Policy active. Form ongoing AI steering committee. Communicate to whānau and students. Steering Committee meets each term. Continue staff professional development. Begin age-appropriate learning activities for students. Pilot new AI tools with volunteer teachers. Quarterly review in first year.

10.2 Professional Development

All teaching staff complete AI professional development covering: what AI is and how it works; this policy and the three-tier framework; practical use of approved AI tools; academic integrity in the AI era; and safeguarding students from AI-related harms.

Minimum commitment: Initial training while the policy is finalised and goes live + at least 2 sessions per year thereafter.

10.3 Review

This policy is reviewed annually by the AI Steering Committee and presented to the Board for re-adoption. An unscheduled review may be triggered by significant changes in AI technology, relevant legislation, or serious incidents.

11. Our Commitment

We are a Catholic school. We do not adopt policies because everyone else does. We adopt them because they serve our mission.

This policy is our commitment to use artificial intelligence in ways that form whole persons, serve the common good, honour Te Tiriti, and protect the dignity of every member of our community. We will review it. We will improve it. And we will keep the child at the heart of everything we do.

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Values-driven AI education for organisations across Aotearoa New Zealand and Australia
fambirai.com