

# SPOJENÁ ŠKOLA NOVOHRADSKÁ

## ARTIFICIAL INTELLIGENCE POLICY

### 1. Purpose of this document

This policy ensures that students use tools of Artificial Intelligence (AI) responsibly, ethically, and effectively. AI should support learning—not replace original thinking or creativity.

### 2. Definitions

#### What is AI?

Artificial Intelligence (AI) is a “machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments” (OECD, 2024). As defined in the EU AI Act, and in alignment with the OECD definition, “AI system means a machine-based system that is designed to operate with varying levels of autonomy and that may exhibit adaptiveness after deployment, and that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments” (EU AI Act, 2024). (“Empowering Learners for the Age of AI”, p 6)

#### Components of AI literacy

The knowledge statements in the framework focus on conceptual knowledge, outlining the technical and societal understandings that learners need to apply and engage with AI systems. These concepts include how AI processes data, how AI differs from human thinking, and how bias can emerge in AI systems.



#### Knowledge

##### The Nature of AI

AI Reflects Human Choices and Perspectives

AI Reshapes Work and Human Roles

AI's Capabilities and Limitations

AI's Role in Society

**Critical Thinking:** Evaluate AI-generated content.

**Creativity:** Collaborate with AI to create and refine ideas.

**Computational Thinking:** Decompose problems and provide instructions.

**Self and Social Awareness:** Recognize AI's influence.

**Collaboration:** Work effectively with AI and humans.

**Communication:** Explain how AI is used.

**Problem Solving:** Determine when and how to use AI.

##### Responsible

Curious

Innovative

Adaptable

Empathetic

The skills demonstrate how fundamental abilities, such as critical thinking, creativity, and computational thinking, apply in an AI context. They guide learners in using AI effectively and ethically, ensuring that learners actively shape how AI fits into their lives.



#### Skills

The attitudes reflect mindsets and dispositions that prepare learners to engage with AI, not only with technical skills, but also with an awareness of AI's impact on themselves and others. These include a sense of curiosity and adaptability in using AI systems, as well as a readiness to question outputs and a commitment to using AI responsibly.



#### Attitudes

#### Attitudes towards AI

These attitudes reflect the mindsets and dispositions that prepare learners to engage with AI, not only with technical skills, but also with an awareness of AI's impact on themselves, others, and society.

Source: "Empowering Learners for the Age of AI", pp 16-18

##### Responsible

Learners think carefully about how they use AI and are accountable of their choices. They consider both the intended and the potential unintended effects of their actions, and are committed to preventing harm to others. They believe everyone has the right to understand how AI affects them and to make informed decisions about its use.

##### Curious

Learners are eager to explore what AI can do today and how it might evolve in the future. They want to understand how AI affects their personal lives and future careers. They consider learning to be an ongoing process and enjoy experimenting, believing that meaningful discoveries happen through exploration.

##### Innovative

Learners seek to use AI to address real-world challenges and embrace new opportunities. They experiment, try different approaches, and think creatively to solve a problem. They believe AI can be a powerful tool for creating positive change in their own lives and the lives of others.

##### Adaptable

Learners show perseverance and flexibility when working with AI. They are open to diverse ideas, perspectives, and approaches. They understand that collaborating with AI is an iterative process shaped by feedback and revision.

##### Empathetic

Learners thoughtfully examine how AI impacts individuals, communities, and the environment. They weigh both the benefits and potential risks of using AI, understanding that its impact can vary for different groups of people.

Source: "Empowering Learners for the Age of AI", p 23

### 3. Core Principles Underlying AI Use

AI use in school is grounded in these principles:

- Critical thinking
- Responsible use
- Human judgment first
- Ethical and societal awareness

### 4. What Students Are Expected to Learn

Students are expected to learn to:

- Understand what AI can and cannot do: AI works through pattern recognition and automation, but lacks human judgment, context, and creativity.
- Think critically: evaluate AI outputs for accuracy, bias, and fairness before using them.
- Use AI as a support tool, not as an author of whole assignments.
- Communicate clearly and honestly about when AI was used and how it contributed to their work.
- Write effective prompts and ask high-quality questions.
- Understand basic ethical issues such as authorship, data privacy, bias, and responsible use.

### 5. Acceptable Uses of AI in Schoolwork

Students may use AI as:

#### a) Assistant for Finding Resources

AI tools may be used to search for background information, sources, and inspiration.

#### b) Editor and Advisor

Outside of language classes, AI may help improve grammar, structure, clarity, and flow in writing, but the ideas and reasoning must remain the student's own.

#### c) Source of Ideas

AI may assist with brainstorming, creating concepts, experimenting with design or text options, and exploring alternative perspectives and suggestions.

#### d) Support in Problem-Solving

AI may support organizing information, summarizing complex texts, generating examples, or visualizing solutions — but always with student verification.

#### e) Prompt-Writing Practice

AI may help students learn to write structured, clear prompts that guide effective output.

### 6. What Students Must NOT Do

Students must NOT:

- Submit AI-generated content as their own original creation.
- Use AI to bypass thinking, analysis, or problem-solving required by the task.
- Rely on AI for assessments requiring original student work.
- Enter personal, sensitive, or private data into AI systems.
- Accept AI outputs without verification.
- Attribute thoughts, feelings, or intentionality to AI.

### 7. Requirements for Transparent AI Use

Whenever students use AI, they MUST:

- Reference the use of AI in the bibliography, making clear which AI tool was used
- Label AI generated content clearly in assignments, upon your teacher's instructions
- Explain how AI was used when required by the teacher.
- Verify facts, validity, and biases in AI-generated content by using other reliable sources of information.
- Accept full responsibility for submitted work.

- For larger assignments or projects, teachers may require students to provide evidence of their ongoing work according to a schedule that will be shared when the assignment is given. This ensures transparency in the development process and helps teachers verify that students are engaging with the work continuously.
- If there is any suspicion or doubt about the authenticity of a student's work, teachers may require the student to demonstrate their understanding of the subject through a consultation, to confirm that the work reflects their own knowledge and was not generated by AI.
- If a student is unsure whether their use of AI is ethical, they may consult the following guidance document providing specific scenarios. The document is available at [https://drive.google.com/file/d/1yxgpKgXQq\\_NK9HbDO7eA6Ip-mGpIv7sw/view?ts=69440827](https://drive.google.com/file/d/1yxgpKgXQq_NK9HbDO7eA6Ip-mGpIv7sw/view?ts=69440827)

## 8. When AI Use Is Limited or Prohibited

AI should not be used in any assessment that requires original student reasoning, creativity, or problem-solving unless explicitly permitted by the teacher. Teachers will communicate whether AI use is allowed, partially allowed with restrictions, or prohibited.

## 9. Responsibilities

Teacher Responsibilities:

- Explain the difference between student work and AI-generated content.
- Monitor AI use in learning environments.
- Teach students to critically evaluate AI outputs.
- Stay informed about new AI developments.

Student Responsibilities:

- Transparently acknowledge AI use.
- Critically evaluate and revise AI-generated outputs.
- Avoid using AI to bypass thinking or creation.
- Ask the teacher when unsure about appropriate AI use.

## 10. Bibliography

"Empowering Learners for the Age of AI: An AI Literacy Framework for Primary and Secondary Education." *AILit Framework*, OECD, May 2025, [https://ailiteracyframework.org/wp-content/uploads/2025/05/AILitFramework\\_ReviewDraft.pdf](https://ailiteracyframework.org/wp-content/uploads/2025/05/AILitFramework_ReviewDraft.pdf).