



**Shanghai United International  
School  
(Qingpu Campus)  
Middle School AI Literacy and  
Responsible Use Policy**





# Shanghai United International School (Qingpu Campus) Middle School AI Literacy and Responsible Use Policy

POL-IT-001

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# 1 Purpose, Scope, Goals

## PURPOSE:

This policy establishes ethical, transparent, and educationally purposeful use of Artificial Intelligence (AI) tools within SUIS Qingpu Middle School ([Shanghai United International School, Qingpu Campus, 2026](#)), ensuring alignment with the school’s Digital Intelligence Campus vision ([SUIS Qingpu, 2025](#)) and safeguarding framework ([SUIS QP Safeguarding Committee, 2025](#)). This document is a practical companion for teachers, parents, staff to existing academic integrity policy and to school guides and objectives ([SUIS Qingpu Middle School, 2026](#)).

## SCOPE:

This policy applies to all middle school teachers, students in Grades 6–9, parents and guardians, school leaders, support staff, interns, contractors, and visitors who engage in any form of school-related AI use, whether on campus, off campus, or online through school-approved platforms. It covers AI use for learning, planning, teaching, assessment, communication, supervision, data handling, and community engagement, and applies to both school-managed devices and personal devices used in connection with school activities ([UNESCO, 2023](#)).

## GOALS:

- Strengthen and safeguard deep thinking, meaningful learning, academic integrity, and student agency ([Gerlich, 2025](#); [Dawson, 2020](#)).
- Bring our school’s definition of learning into authentic practice across all subjects and activities.
- Equip students with future-ready skills that enable them to thrive in a rapidly evolving world ([UNESCO, 2024](#)).
- Ensure all AI use is appropriate, safe, ethical, and fully transparent ([UNESCO, 2023](#)).

# 2 Definitions

**Table 1:** Key Terms and Definitions Related to AI Use at SUIS Qingpu ([AIPRM, Corp., 2026](#))

Term	Definition
Artificial Intelligence (AI)	Systems that simulate aspects of human thinking, such as pattern recognition or natural language processing.
Generative AI (GenAI)	AI that creates new text, images, code, or media from prompts, e.g., ChatGPT, Gemini, Copilot.

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<b>Term</b>	<b>Definition</b>
Responsible AI Use	Ethical, transparent, and safe use of AI for learning, with acknowledgment and teacher oversight.
Unauthorized Use	Submitting AI-generated work as one’s own or uploading personal data into unapproved systems.
Machine Learning (ML)	A subset of AI that enables systems to learn and improve from data without being explicitly programmed. It underpins many adaptive or predictive technologies in education.
Large Language Model (LLM)	A type of AI trained on vast amounts of text to generate human-like language. Tools such as ChatGPT, Gemini, and Copilot are powered by LLMs.
AI Literacy	The understanding of how AI works, its ethical implications, and the ability to use it safely, critically, and creatively as part of learning.
Data Privacy	Protecting personal and sensitive information when interacting with AI systems. Students and staff must avoid sharing identifiable data in external online tools.
Digital Footprint	The trail of data left when using online or AI-assisted services, including prompts, responses, and uploaded materials. Responsible use includes awareness of what information is stored or shared online.
Human Oversight	The active role of teachers, students, and administrators in monitoring AI use to ensure outputs remain accurate, ethical, and aligned with learning goals.
Fair Use / Copyright Compliance	Respecting intellectual property in AI-generated outputs. All AI-created images, media, or text must follow copyright laws and include proper acknowledgment.
Automated Decision-Making	Situations in which AI systems provide recommendations or classifications without direct human control or review.
Bias	Systematic or unfair preferences that may appear in AI outputs based on limitations or skew in training data.

### 3 Philosophy of AI and Generative AI Use

In alignment with SUIS Qingpu’s vision of “The future of education, in service to the world,” the use of Artificial Intelligence (AI) and Generative AI across our community reflects our belief that innovation must always serve learning, humanity, and ethical responsibility (Shanghai United International School, Qingpu Campus, 2026; UNESCO, 2023). We see AI neither as a replacement for human intelligence nor as a shortcut to achievement, but as a catalyst that deepens thinking, stimulates creativity, and expands the possibilities of meaningful learning (Gyekye, 2025).

At SUIS Qingpu, we view AI as a learning partner within our smart, research-driven campus ecosystem, designed to enrich inquiry, collaboration, and reflection across all divisions from Pre-K to Grade 12. Our approach to AI use nurtures global citizens who

are technologically fluent yet morally grounded—students who use emerging tools with awareness, empathy, and integrity. Generative AI, when applied responsibly, enables personalized exploration, adaptive feedback, and creative production while preserving the centrality of human judgment, originality, and moral reasoning (UNESCO, 2024).

We believe that the future of education depends on balancing technological innovation with human authenticity. Our learners are encouraged to question, analyze, and ethically integrate AI within their studies, understanding both its capabilities and its limits (Gerlich, 2025; Dawson, 2020). Educators guide students in developing discernment - the ability to use data and digital tools transparently and purposefully - so that knowledge creation remains aligned with truth, responsibility, and compassion.

In fostering this philosophy, SUIS Qingpu empowers its community to lead with wisdom, integrity, and innovation, ensuring that AI supports the school’s enduring mission: to help every learner grow as a confident thinker, an ethical creator, and a global contributor to an intelligent and humane future (UNESCO, 2023).

## 4 Guiding Principles

At SUIS Qingpu, we take pride in shaping the future of education through innovation that remains firmly rooted in ethics, humanity, and purpose (UNESCO, 2023). Since our founding in 2019, our campus has grown through partnerships with parents and our wider community, ensuring the holistic development of every learner from kindergarten through Grade 12.

Guided by our vision - “SUIS Qingpu: The future of education, in service to the world” - and our mission to empower students to achieve academic excellence, act with integrity, and grow into globally minded citizens with Chinese roots and global wings (Shanghai United International School, Qingpu Campus, 2026), we approach emerging technologies, including Artificial Intelligence (AI) and Generative AI, with thoughtful intention (Gerlich, 2025; Dawson, 2020; UNESCO, 2023).

We believe that these tools can profoundly enrich learning when used responsibly, transparently, and purposefully - supporting rather than replacing the human capacities of creativity, empathy, and critical thinking.

As we integrate AI into teaching, learning, and innovation across the campus, our community is guided by the following six principles:

- 1. Human-Centred Learning** – AI enhances learning but does not replace curiosity or higher-order thinking; human values remain fundamental (UNESCO, 2024).
- 2. Safety and Well-Being** – All AI use upholds our Child Protection Policy and the ARM Model (Act–Record–Monitor) (SUIS QP Safeguarding Committee, 2025).
- 3. Transparency and Integrity** – All engagement with AI tools must be disclosed to maintain honesty and accountability (UNESCO, 2023).
- 4. Accuracy and Critical Thinking** – Students and teachers evaluate AI outputs critically, recognizing limitations and potential bias (Madsen and Puyt, 2025).
- 5. Equity and Access** – AI should promote fairness, inclusion, and cultural understanding for all learners (UNESCO, 2023).

- 6. Sustainability** – AI use should reflect environmental awareness and ethical responsibility (UNESCO, 2023).

Embracing these guiding principles, SUIS Qingpu continues to foster an educational environment where technology serves learning - not the other way around. We aim to empower our students to become confident, capable, and compassionate global citizens who use AI wisely to shape a more equitable and sustainable future.

## 5 Roles and Responsibilities

### 5.1 Leadership and +AI Committee

**Purpose:** Provide school-wide oversight, ensure alignment with the Shanghai Education Bureau and international standards, and guide sustainable, ethical AI integration across all divisions.

#### **Key Responsibilities:**

#### **1. Strategic Direction & Governance**

- Define the vision and roadmap for AI implementation across Primary, Middle, and High School.
- Approve core AI tools, platforms, and pilot programs based on security, privacy, and educational value.
- Establish evaluation indicators (OKRs) and measure progress toward school-wide AI integration targets.

#### **2. Policy Development & Compliance**

- Draft, review, and finalize both school-wide and departmental AI Use Policies.
- Ensure policies include guidelines for academic honesty, ethical AI use, age-appropriateness, and inclusivity.
- Align policies with requirements from the Shanghai Education Bureau and international accreditation frameworks (e.g., WASP, Oxbridge).

#### **3. Professional Development Oversight**

- Commission the design of the AI PD Platform to host tutorials, recordings, and case studies.
- Approve semesterly PD calendars, training blueprints, and implementation feedback cycles.
- Oversee teacher and parent PD sessions, ensuring bilingual delivery where necessary.

#### **4. AI Pilot Program Management**

- Select pilot departments and teachers; define goals, training support, and evidence collection.

- Monitor progress and scalability through pre-, mid-, and post-implementation data.

## 5. Data, Risk, and Ethics Monitoring

- Review and manage risks related to data privacy, intellectual property, and AI bias.
- Approve communication materials such as posters, guidelines, and student handouts.

## 6. Cross-Department Coordination

- Work with department heads and AI Officers to maintain consistency and equitable support.
- Coordinate with the Principal, CIO, and PD Heads to embed AI initiatives within leadership structures.

## 7. Reporting and Communication

- Maintain transparency through updates in shared drives and the SharePoint repository.
- Publish bi-monthly briefs summarizing PD impact, pilot outcomes, and new AI practices.

**Table 2:** +AI Committee Members of SUIS Qingpu

Name	Role / Position	Email
Adam Neufield	School Principal and +AI Committee Supervisor	<a href="mailto:adam@suisqp.com">adam@suisqp.com</a>
Steven Xu	Chief Information Officer (CIO)	<a href="mailto:stevenx@suisqp.com">stevenx@suisqp.com</a>
Sushil Lamba	High School Computer Science Educator; +AI Committee Founder; High School +AI Committee Officer	<a href="mailto:sushill@suisqp.com">sushill@suisqp.com</a>
Kamila Bekshentayeva	Middle School ICT, Computer Science and Design Technology Educator; Middle School +AI Committee Officer	<a href="mailto:kamilab@suisqp.com">kamilab@suisqp.com</a>
Beni Huang	Middle School ICT Educator; +AI Committee Middle School Officer	<a href="mailto:benih@suisqp.com">benih@suisqp.com</a>
Jeffrey Andrew Mili-dantri	High School Economics Educator and +AI Committee Officer	<a href="mailto:jeffreym@suisqp.com">jeffreym@suisqp.com</a>
Lucas Zhou	ICT Supervisor	<a href="mailto:lucasz@suisqp.com">lucasz@suisqp.com</a>

## 5.2 Teachers and Coordinators

**Purpose:** Serve as primary implementers who model responsible, innovative AI use in teaching and administration.

### Key Responsibilities:

### 1. Model Ethical and Effective Use

- Demonstrate compliant and creative uses of approved AI tools in lesson planning, feedback, assessment, and communication.
- Clearly disclose AI use to students and promote academic integrity.

### 2. Evidence Collection and Reflection

- Document classroom AI use cases—including objectives, reflections, and outcomes—for school repositories.
- Contribute to case studies showcasing best practices and innovation.

### 3. Professional Development Participation

- Attend and/or facilitate “teach-meet” sessions and school-wide PD events.
- Share examples of classroom implementation in department meetings.

### 4. Pilot Program Implementation

- Lead or support departmental pilots aligned with phase objectives (lesson planning → student integration → advanced AI agents).
- Provide structured feedback on usability, training, and student engagement.

### 5. Communication and Support

- Report technical or ethical concerns to AI Officers or Coordinators promptly.
- Promote transparent, balanced, and informed AI use within classroom communities.

## 5.3 Students and Parents

**Purpose:** Encourage responsible, transparent, and safe use of AI tools at home and in school-based learning.

#### Key Responsibilities:

##### Students

- Follow the school’s Acceptable Use Guidelines for all AI tools and platforms.
- Acknowledge AI involvement in assignments and ensure originality and integrity.
- Participate in AI Literacy Quizzes and AI Cup activities to strengthen ethical understanding.
- Reflect on classroom experiments with AI and communicate learning outcomes.

## Parents

- Reinforce school values of ethical AI use, academic honesty, and digital safety at home.
- Participate in parent PD sessions to understand AI’s educational role.
- Provide feedback through surveys to assist ongoing policy improvement.
- Support balanced, age-appropriate AI engagement by their children.

Table 3: Summary: AI Participants Roles and Responsibilities

Group	Core Functions	Primary Outputs
Leadership / +AI Committee	Strategic direction, governance, policy oversight	AI policy drafts, PD structure, pilot monitoring
Teachers / Coordinators	Classroom integration, evidence collection, peer support	Lesson evidence, PD participation, pilot data
Students / Parents	Ethical use and community engagement	Safe AI practices, survey feedback, family participation

## 6 Safety, Privacy and Data Protection

The responsible use of emerging technologies at SUIS Qingpu is inseparable from our commitment to student safety, digital well-being, and data protection (UNESCO, 2023). All AI tools used for teaching and learning must be age-appropriate, secure, and approved by the school’s leadership or IT department before classroom integration.

Personal identifiers, photographs, or any student data must never be entered into public or unverified AI systems. Any accidental sharing of personal data, inappropriate content generation, or misuse of AI platforms is to be reported immediately and treated as a safeguarding incident in line with the school’s **Child Protection Policy** and the **ARM Model (Act–Record–Monitor)** (SUIS QP Safeguarding Committee, 2025).

Teachers maintain oversight at all times to ensure AI activities occur in supervised, transparent, and pedagogically sound contexts. Students learn to question the reliability and bias of digital systems while protecting their own digital footprint (Madsen and Puyt, 2025). Clear boundaries are established between safe school platforms and personal online spaces, promoting responsible and balanced screen use (UNESCO, 2023, 2024; International Baccalaureate Organization, 2024).

The school applies strong technical and procedural safeguards to protect stored data, ensuring compliance with data-protection laws and best practices (UNESCO, 2023). Digital citizenship and AI literacy lessons reinforce privacy awareness, empathy, and respect in online interactions (UNESCO, 2024).

Together, these measures ensure that every learner engages with AI confidently, safely, and in a manner consistent with SUIS Qingpu’s values of integrity, care, and academic excellence.

## 7 Acceptable Use

### Permitted

Brainstorming, summarising, grammar checks, and quiz generation under supervision (Cambridge University Press Assessment, 2025; UNESCO, 2023).

### Restricted

Draft refinement or image generation only if stated in the assignment (Cambridge University Press Assessment, 2025; UNESCO, 2023).

### Prohibited

Submitting AI-generated work, fabricating sources, or using AI in exams (Cambridge University Press Assessment, 2025; Gerlich, 2025; Dawson, 2020).

Table 4: Guidelines for AI and Generative AI Use in SUIS Qingpu Learning Activities

Scenario	Student Use	Teacher Actions & Controls
In-class inquiry / pre-writing	Brainstorming, outlining, language leveling; no full-text generation for assessed work.	Provide exemplars of acceptable prompts; require bullet-point notes and own-words draft.
Homework practice	Study questions, flashcards, explanation of steps.	Set boundaries on scope; require worked steps and sources; spot-check for AI over-reliance.
Coding / data	Debug hints, commenting; no full-solution autogeneration in graded tasks.	Provide starter code; require explanations of changes; use viva checks.
Creative media	Image/audio generation if task permits; must respect copyright and age rules.	Provide approved tools; require process log and attribution; prohibit uploading photos with faces.
Assessment (summative)	Default no AI unless task explicitly allows aspects (e.g., grammar only).	State rules on task sheet; capture process evidence; conduct short learning interviews where needed.
Communication	No direct messaging with staff via non-school platforms.	Use only school communication platforms; no personal contact details shared; follow digital boundary rules.

## 8 Core Norms for the Use of Generative AI in Junior High School (Integrated National & Shanghai Policies)

### 8.1 Core Principles

1. **Teacher Supervision** – All usage must occur under teacher guidance; independent use of open-ended generative functions is prohibited.
2. **Logic-Oriented** – Focus on logical analysis and multi-channel verification of AI-generated content; avoid blind acceptance of AI outputs.
3. **Compliance and Controllability** – Prioritize national and Shanghai officially certified educational platforms (e.g., Shanghai Primary and Secondary School Digital Teaching System); strictly adhere to the whitelist mechanism ([Ministry of Education of the People’s Republic of China, 2023](#); [Shanghai Municipal Education Commission, 2022, 2024](#)).

### 8.2 Prohibited Conduct

1. **Cheating and Plagiarism** – The use of AI to generate answers or obtain exam questions in assessments or assignments is prohibited. Direct copying of AI-generated content for original tasks is forbidden (a minimum revision rate of 50% is required).
2. **Over-Reliance** – AI may not replace basic knowledge learning (e.g., calculation, grammar). It must not be the sole source of information or understanding.
3. **Information Leakage** – Strictly prohibit entering personal sensitive information (e.g., ID numbers, phone numbers) or school-sensitive data (e.g., unpublished exams, academic records).
4. **Illegal Application** – Prohibit using AI to create harmful or illegal content, infringing works, or to engage in any unlawful activities.
5. **Abuse of Scenarios** – In creative tasks (e.g., writing, art, or design), AI may only serve as a source of inspiration and must not replace personal thinking and expression ([Ministry of Education of the People’s Republic of China, 2023](#); [Shanghai Municipal Education Commission, 2022, 2024](#)).

### 8.3 Recommended Usage Scenarios

1. **Personalized Learning** – Use AI to generate differentiated question banks, error analysis reports, and personalized study plans, subject to teacher review and approval.
2. **Interdisciplinary Inquiry** – Employ AI for simulated experiments, historical reconstructions, and analysis of local issues (e.g., Huangpu River ecological protection projects).
3. **Competency Enhancement** – Conduct oral practice, guided reading, logical error checking, and participate in Shanghai AI innovation competitions.

4. **Accessibility Support** – Students with special needs may use adaptive functions such as sign language translation and tactile feedback (Ministry of Education of the People’s Republic of China, 2023; Shanghai Municipal Education Commission, 2022, 2024).

## 8.4 Safety Assurance

1. **Whitelist Control** – Only tools approved by educational authorities and the school may be used; uncertified third-party applications are prohibited.
2. **Data Protection** – AI-related academic data is restricted to instructional use. Leakage or commercial use of such data is strictly forbidden.
3. **Hierarchical Management** – AI tools must be disabled in high-stakes scenarios (e.g., examinations); inquiry-based activities require real-time usage tracking (Ministry of Education of the People’s Republic of China, 2023; Shanghai Municipal Education Commission, 2022, 2024).

## 8.5 Multi-Stakeholder Responsibilities

Table 5: Roles and Core Responsibilities

Subject	Core Responsibilities
Teachers	Recommend compliant AI tools; conduct logic verification and ethics education; supervise classroom usage; complete 30 hours of annual AI literacy training.
Parents	Supervise home AI usage duration; prevent family data leaks; foster children’s independent thinking and balanced cognitive growth.
School	Develop school-specific implementation rules; build innovative AI practice scenarios; evaluate outcomes dynamically; handle policy violations.

## 8.6 Core Summary

With “compliant usage, auxiliary learning, and competency development” as its foundation, the use of AI in junior high school should empower logical reasoning and inquiry-based learning, not serve as a shortcut to achievement. Under teacher supervision and home–school collaboration, students can achieve a balanced development of technological proficiency and independent thinking (Ministry of Education of the People’s Republic of China, 2023; Shanghai Municipal Education Commission, 2022, 2024).

## 9 Academic Integrity and Acknowledgment

Upholding academic honesty remains central to the mission of SUIS Qingpu Middle School (SUIS Qingpu Middle School, 2026). The responsible use of Artificial Intelligence (AI) can support research, creativity, and skill development when clearly acknowledged and

ethically integrated into learning. However, the use of AI tools must never compromise individual authorship, critical thinking, or originality.

Students are required to include an acknowledgment statement on all major projects and assessed work when AI tools have contributed in any way (Liang et al., 2023; Luo and Dawson, 2025). The statement should specify both the tool and the purpose of use, for example:

“AI assistance was used for [tool and purpose]. All analysis and final writing are my own.”

This declaration reinforces transparency and ensures that AI is employed as a support to learning, not as a substitute for a student’s own intellectual effort. Failure to disclose AI use constitutes academic misconduct and will be handled under the school’s Academic Honesty and Behavior policies.

AI detection software may be used by teachers as a supportive guide rather than as definitive proof of misconduct. Manual review, dialogue with the student, and review of draft work remain essential. Teachers are encouraged to verify authorship through process evidence, outline submissions, and reflective discussions (Eaton, 2023).

Students should also be taught how to cite AI properly when it contributes factual, stylistic, or idea-generation assistance. Acceptable formats may include models such as “ChatGPT (OpenAI, 2026)” or the relevant tool and date of access, listed under references in accordance with departmental guidelines.

Ultimately, the goal is not simply to prevent misuse but to foster a culture of integrity, self-reflection, and responsible innovation - values that align with SUIS Qingpu’s commitment to developing thoughtful, ethical, and globally minded learners (Eaton, 2025; Lancaster et al., 2025).

## 10 Teaching and Learning Guidelines

High-quality teaching and learning at SUIS Qingpu balance innovation with discernment. The integration of Artificial Intelligence (AI) in classroom practice is guided by clear expectations to ensure that technology enhances, rather than replaces, inquiry, creativity, and human guidance (Cambridge University Press Assessment, 2025; International Baccalaureate Organization, 2024).

All formal assignments and major tasks must include an **AI Use Box** indicating:

- whether AI tools are permitted, restricted, or prohibited for that task;
- what specific purposes (e.g., brainstorming, grammar checking, coding hints) are allowed; and
- what forms of **evidence of student learning** are required, such as screenshots of prompts, drafts, citations, or process logs.

This structure promotes transparent communication between teachers and students and ensures equitable expectations across subjects and grade levels. It also helps students develop reflective awareness of when and how AI can contribute meaningfully to their learning (Eaton, 2025).

Teachers are encouraged to model the thoughtful and ethical use of AI within their disciplines, connecting digital ethics and critical evaluation to subject content (Luo, 2024;

Eaton, 2025). Discussion of bias, reliability, data sources, and digital well-being should be embedded within everyday teaching, demonstrating that responsible technology use is part of global citizenship and academic integrity.

Instructional design should always emphasize human thinking, collaboration, and authenticity (Cambridge University Press Assessment, 2025; International Baccalaureate Organization, 2024). AI-generated resources may be used as scaffolds or exemplars but must never substitute for direct teaching, feedback, or interpersonal interaction (Eaton, 2023). Teachers remain central in guiding the learning process, interpreting AI results critically, and supporting students in developing original work.

Final grades and formal feedback must be written by the teacher and reflect individual learning outcomes, growth, and reflection (Eaton, 2023, 2025). When students use AI responsibly, teachers should acknowledge this positively as evidence of digital literacy and ethical engagement with new technologies (UNESCO, 2023).

In this way, SUIS Qingpu continues to use AI as a tool for empowerment - developing thoughtful, discerning learners who can navigate technology with confidence, responsibility, and integrity.

**Table 6 Guidelines for Professional Use of AI**

Category	Guidelines and Examples
<b>Permitted Use</b>	<p>AI tools may be used to support professional efficiency, creativity, and accessibility, provided that data protection and academic integrity are maintained. Examples include:</p> <ul style="list-style-type: none"> <li>• Lesson and unit planning support (e.g., generating ideas, scaffolds, or differentiated activities);</li> <li>• Drafting or refining rubrics, success criteria, or formative feedback examples;</li> <li>• Using accessibility or language-support tools to assist diverse learners or staff;</li> <li>• Generating administrative text, communication drafts, or resource summaries for internal use — all reviewed by the staff member before dissemination.</li> </ul>

Table 6 (continued): Guidelines for Professional Use of AI

Category	Guidelines and Examples
<b>Restricted Use</b>	<p>AI may be used cautiously for limited professional tasks that require thoughtful human review. Examples include:</p> <ul style="list-style-type: none"> <li>• Summarising non-confidential meeting notes or curriculum documents;</li> <li>• Analysing anonymised assessment trends with leadership authorisation;</li> <li>• Exploring content adaptation or visual design where copyright and licensing are respected.</li> </ul>
<b>Prohibited Use</b>	<p>In all cases, professional judgment and school approval are required to ensure compliance with data protection and intellectual property standards.</p> <p>AI must <b>not</b> be used in ways that compromise student privacy, academic integrity, or fairness. Specifically:</p> <ul style="list-style-type: none"> <li>• Uploading, copying, or referencing identifiable student data, work samples, or personal information;</li> <li>• Delegating grading, marking, or evaluative decision-making to AI systems;</li> <li>• Using AI to generate formal reports, references, or communications without manual review;</li> <li>• Employing unverified external tools that store or process school data outside approved systems.</li> </ul>
<b>Transparency and Accountability</b>	<p>Staff must disclose any professional use of AI in planning or administrative processes when it meaningfully contributes to instructional content or documentation. All AI-assisted material should be independently reviewed, fact-checked, and edited before distribution. Responsible, ethical engagement with AI reflects our institutional values of integrity, discernment, and professional trust.</p>

The overview of guidelines for professional use of artificial intelligence tools in teaching is provided in the table 6 (Cambridge University Press Assessment, 2025; UNESCO, 2023, 2024; International Baccalaureate Organization, 2024; Luo, 2024; Eaton, 2025).

## 11 AI Tool Vetting and Approval

To ensure that all digital and Artificial Intelligence (AI) tools used at SUIS Qingpu meet the highest standards of safety, ethics, and educational value, every new tool must undergo a formal review and approval process prior to classroom or administrative use. This process upholds the school’s responsibilities under its Child Protection Policy, Data Protection

guidelines, and commitment to responsible innovation.

## Vetting Process

New AI tools proposed by staff are reviewed collaboratively by the IT Department, and the +AI Committee officers. The review process assesses each tool against five core criteria:

1. **Privacy and Data Security** — The tool must protect user privacy, store information securely, and comply with relevant local and international data protection regulations. Tools that share, store, or exploit user data for training or marketing purposes will not be approved.
2. **Age Appropriateness** — Content, interface, and community features must be suitable for the intended student age group. Tools with open or unmoderated interactions must have safeguards or teacher mediation.
3. **Learning Purpose and Pedagogical Fit** — The tool must align clearly with curriculum goals, promote active learning, and demonstrate a positive educational rationale rather than novelty or convenience alone.
4. **Accessibility and Inclusion** — Approved tools should support equitable access for all learners, including those with additional language or learning needs. Compatibility with assistive technologies is considered essential.
5. **Bias and Ethical Impact** — Reviewers evaluate the potential for algorithmic bias, stereotyping, or distorted content. Tools must support fair and balanced representation in line with the school’s values of equity and respect.

## Approval, Review and Maintenance

When a tool meets the vetting standards, it is added to the **Approved AI Tools List** (SUIS Qingpu +AI Committee, 2026). This list is updated regularly and accessible to all staff. Teachers are encouraged to use only approved tools for instruction and student work submission. Temporary pilot use may be permitted with prior approval.

All approved tools are subject to ongoing monitoring and re-evaluation. Updates, new features, or feedback from staff and students may trigger a re-review to ensure continued compliance with safety, privacy, and pedagogical standards.

## Principles of Fair Use

Approval of a tool does not imply unrestricted use. All staff remain responsible for upholding transparency, age suitability, and the school’s code of conduct in every context. The goal of this process is to foster confidence in trusted technologies that enhance learning while safeguarding every member of our community (SUIS QP Safeguarding Committee, 2025).

## 12 Safeguarding and Incident Response

The use of Artificial Intelligence (AI) tools in learning environments introduces new safeguarding considerations alongside established digital safety responsibilities. Staff and students must remain alert to risks such as data exposure, online contact with unverified individuals, inappropriate or biased content generation, misinformation, or emotional harm resulting from misuse of AI systems.

All concerns involving the safety or well-being of students in digital or AI contexts are managed through the school’s **ARM Process (Act - Record - Monitor)**, in full alignment with the SUIS Qingpu **Safeguarding and Child Protection Policy (SUIS QP Safeguarding Committee, 2025)**. Every member of staff has a duty of care and must respond promptly when a potential incident arises.

- A. Act Now - Stop Unsafe Interaction** Immediately discontinue the unsafe activity or remove access to the platform if a student is exposed to harmful, explicit, or discriminatory content, or shares personal information inappropriately. Provide reassurance to the student and ensure they are physically and emotionally safe. If the situation involves a potential child protection risk, notify the **Designated Safeguarding Lead (DSL)** or their deputy without delay. Do not delete digital evidence such as chat logs or screenshots that may be needed for follow-up.
- B. Record - Complete AI Incident Form within 24 Hours** Document the concern using the school’s **AI Incident Form** as soon as possible and no later than 24 hours after the event. Include:
- Date, time, individuals involved, and a brief factual account of what occurred;
  - The AI tool or platform used and the context of use;
  - Immediate actions taken to secure safety and preserve evidence;
  - Any initial student or staff statements.

The form is submitted electronically to the DSL, who will log the incident in the safeguarding register.

- C. Monitor - DSL Follow-Up and Communication** The DSL reviews the report, determines the appropriate level of response, and communicates outcomes with relevant stakeholders (e.g., Head of School, counsellor, IT department, parents or guardians). Follow-up actions may include pastoral support, digital literacy counselling, staff training reminders, or liaison with external platforms if data breaches occurred. The DSL ensures that patterns or recurring incidents are monitored to identify emerging risks within AI use at school and to inform staff development or tool review.

### Preventive Measures

To reduce the likelihood of incidents, teachers are expected to:

- Supervise AI use within guided classroom activities;
- Reinforce boundaries around personal data, image sharing, and respectful communication;

- Use only approved AI tools in accordance with the school’s vetting and data-protection procedures;
- Encourage students to report anything that makes them feel uncomfortable, unsafe, or unsure.

## Confidentiality and Support

All safeguarding information must be handled in strict confidence and shared only with those who need to know. Support is provided to any student or staff member affected by an AI-related incident through the school’s pastoral and counseling teams.

This process ensures that SUIS Qingpu upholds its safeguarding duties in the evolving landscape of digital and AI learning, keeping every learner safe, respected, and supported.

## 13 Family and Community Partnership

SUIS Qingpu recognizes that the responsible use of Artificial Intelligence (AI) extends beyond the classroom. Families play a central role in guiding healthy, balanced, and ethical technology habits.

To strengthen shared understanding, the school hosts **semester-wise parent workshops** that build awareness of AI’s educational benefits, online ethics, data privacy, and strategies for supporting children’s digital well-being at home. These sessions also provide opportunities for dialogue about emerging technologies, helping families feel confident and informed about how AI tools are integrated into learning.

**Quarterly digital newsletters** and community communications share updates on:

- safe and responsible AI use at school and at home;
- the current list of school-approved AI tools;
- guidance on managing screen time, protecting online identities, and encouraging critical thinking;
- highlights of student projects demonstrating positive, creative, and ethical engagement with technology.

The school actively encourages two-way communication with parents and caregivers regarding concerns, ideas, or observed issues related to AI or online safety. Community partnerships with local organizations and digital literacy experts may also be developed to enhance awareness and support.

Through collaboration among teachers, families, and the wider community, SUIS Qingpu ensures that every learner grows as a responsible, informed, and empathetic digital citizen (UNESCO, 2024).

## 14 Professional Development

Ongoing professional learning is essential to ensure that all staff at SUIS Qingpu engage confidently, safely, and creatively with Artificial Intelligence (AI). All faculty and support staff can join the AI Pilot group as well as participate in regular **AI literacy and safeguarding training** sessions that cover:

- responsible and ethical classroom integration of AI tools;
- effective and creative use of AI tools and techniques to enhance teaching, differentiation, assessment, and student engagement;
- current data-protection and privacy requirements;
- recognition and response to AI-related safeguarding concerns;
- strategies for teaching digital ethics and critical evaluation of online content.

Training is embedded within the school’s regular professional-growth plan and coordinated by the **+AI Committee** in collaboration with academic leaders. The committee also supports **cross-campus collaboration**, sharing case studies, best practices, and model lessons across SUIS campuses to promote consistency and innovation in AI-enhanced learning. Staff are encouraged to contribute reflections and examples of impact to help refine guidance and maintain a culture of shared learning and responsible experimentation by joining the AI Pilot programs.

## 15 Governance and Review

Oversight for the implementation of this policy resides with the **+AI Committee**, which reports to the Senior Leadership Team on progress, challenges, and recommendations. The committee meets monthly to review usage data, staff feedback, and safeguarding reports, ensuring that AI integration continues to support student well-being and educational quality.

This policy is reviewed annually, or earlier if major technological or regulatory changes occur. The review process includes consultation with teachers, the IT Department, the DSL, and parent representatives where appropriate. Findings and updates are communicated in staff briefings and community newsletters to maintain transparency and accountability.

The **AI Policy** aligns directly with the school’s existing frameworks for **IT Security, Data Protection, Child Safeguarding, and Academic Integrity**, ensuring a unified and ethical approach to digital learning across all SUIS Qingpu programmes.

## 16 References

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