



AI TEACHER DOCUMENTATION

Marymede Catholic College 2026

Contents

1. Introduction.....	2
2. Purpose of the Teacher AI Guide.....	2
3. MACS Guidance for Teacher Use of AI.....	3
4. AI Tools for Teachers.....	6
5. AI Assessment Scale (AIAS).....	8
6. Privacy, Copyright and Data Requirements.....	13
7. Teacher Prompting Guide.....	13
8. Key Contacts & Support.....	14

1. Introduction

AI tools are now embedded in many of the digital platforms teachers use every day. At Marymede, our approach to AI is guided by MACS recommendations and the Australian Framework for Generative AI in Schools, having a strong focus on safety, responsible use and academic integrity.

For the past few years, we restricted student use of AI while we clarified expectations, protected assessment integrity, and researched and tested appropriate tools to ensure a safe and structured rollout. In 2026, we are expanding its use in learning, while continuing to ensure that teachers remain the primary designers of learning, assessment, and feedback. AI can support planning, differentiation, and efficiency, but it does not replace teacher expertise, pedagogy, or professional judgement.

This guide outlines the expectations, approved tools, and practical ways teachers can use AI responsibly at Marymede. It is designed to support confident, safe, and purposeful use of AI, enhancing student learning while protecting privacy, wellbeing, and the integrity of assessment.

2. Purpose of the Teacher AI Guide

This guide supports teachers in using AI safely, ethically, and effectively at Marymede. As AI tools become more common in education, our priority is to maintain high standards of teaching, learning, and academic integrity. This document outlines expectations for teacher use, approved tools, and practical ways AI can support teacher, workflow while keeping students' learning at the centre.

3. MACS Guidance for Teacher Use of AI

Marymede’s AI expectations for teachers are guided by two MACS documents:

[Recommendations for Teacher Use of AI](#)

[Purposeful Use of AI in Schools](#)

These documents outline how teachers can use AI safely, ethically, and professionally in Catholic schools.

MACS: Key Understandings for Teachers

Teachers are the experts

AI can support planning and efficiency, but teachers remain the professionals best placed to make decisions about learning, assessment, and student needs.

- **AI tools are commercial products**
“Free” or publicly available AI services may store or reuse input data, including prompts. This is why they are not suitable for school content.
- **AI is not predictable or fully tested**
AI tools can generate inaccurate, biased, or misleading information. Much of the content they produce is not designed for Australian or Catholic contexts.
- **Students and teachers are very different users**
Students may be more trusting and less cautious. Teachers must model safe use and protect student data at all times.
- **Marketing and hype create pressure**
Many AI tools appear “magic,” but not all are evidence based. Teacher judgement and critical evaluation are essential.

MACS: Practices Teachers Should Avoid

Avoid entering identifiable data

Do not input names, school details, student information, internal documents, or anything that could identify a person or the College.

Public AI tools can store or train on this data.

Avoid relying on a single source or social-media advice

Instead, consult colleagues, refer to curriculum standards, and begin with AI tools already available within our Microsoft environment.

Avoid unrealistic expectations of AI

AI cannot:

- replace teacher, student interactions
- act as a reliable source for culture, diversity, or inclusion (especially First Nations content)
- detect sensitive information
- ensure data privacy
- assess student learning
- guarantee accuracy

Be a critical user

Evaluate all AI generated content before using it, and consider whether a trusted professional source is more appropriate.

MACS Expectations for Teacher Use of AI (Summary)

How Teachers May Use AI

Using MACS approved tools, teachers may use AI to support:

- planning (unit outlines, learning intentions, rubrics, question banks)
- drafting (emails, newsletters, scaffolds, sentence starters, checklists)
- creating resources (explanations, images, exemplars, diagrams)
- adapting materials (reading levels, differentiation, accessibility)
- summarising teacher created notes or professional readings

AI should enhance efficiency and quality, not replace professional judgement.

What Teachers Must Avoid

Teachers must never:

- enter identifiable student, staff, parent, or school data into any public AI tool
- upload wellbeing, medical, behavioural or allied-health documentation any AI tool
- use AI to summarise specialist, psychological, or medical reports
- rely on AI as the sole source of information or accuracy
- allow AI to determine assessment decisions, marks, or judgements
- treat AI as a replacement for teacher student interaction or professional expertise.

Teachers must be critical evaluators of AI output, checking for accuracy, bias, appropriateness, curriculum alignment, and Catholic values.

AI Use in NCCD, PSG and PLP Processes

AI may only be used for note taking or generating suggested adjustments when:

- written informed parent/carer consent is obtained
- all inputs are fully de-identified

AI must never summarise medical, psychological, or allied-health reports.

This section is a summary of the MACS Recommendations for Teacher Use of AI and MACS Purposeful Use of AI. Staff are encouraged to read the full documents for detailed guidance.

[Recommendations for Teacher Use of AI](#)

[Purposeful Use of AI in Schools](#)

4. AI Tools for Teachers

Marymede staff have access to a range of AI enabled tools that support planning, differentiation, and the creation of resources. Teachers may use AI to assist their workflow as long as they follow College expectations for privacy, safety, accuracy, and academic integrity.

MACS-Supported Professional Learning Resources

MACS provides system-wide guidance and training through two major programs:

- **Google: Generative AI for Educators** (For Google-based schools)
- **Microsoft AI for Education Program** (For Microsoft 365 schools)

Link to Microsoft Training:

<https://learn.microsoft.com/en-us/training/educator-center/topics/ai-for-education>

Teachers must not use public AI tools for any school-related work.

This includes planning, curriculum development, resource creation, feedback, or anything involving school content.

Examples: ChatGPT, Claude, Gemini (public), Midjourney.

These tools:

- store prompts externally
- may reuse or train on your inputs
- do not meet MACS privacy requirements
- cannot guarantee security of student or school data

Teachers may explore public AI tools only for personal professional learning, never with:

- student names or work
- school documents
- assessment tasks
- internal planning or communication

Approved Marymede Teacher Tools

These tools align with MACS privacy expectations and support effective teaching practice.

Microsoft 365 Copilot

- drafts, rewrites, and refines teacher created text
- supports planning, lesson design, unit summaries, explanations
- safe within our Microsoft environment

Canva (District Licence, Magic Write, Magic Design, etc.)

- creates visual resources, slides, posters, templates
- helpful for scaffolds, checklists, exemplars
- do not upload identifiable student images or work into AI features

Education Perfect Teacher AI Tools

- generates practice questions, explanations, and feedback ideas
- for planning and resource creation

Jacaranda LearnON Humanities AI

- creates questions, summaries, and explanations
- supports lesson preparation and formative tasks

Diffit

- adjusts text to different reading levels
- useful for modified tasks, vocabulary, summaries
- use only with de-identified material




5. AI Assessment Scale (AIAS)

The AIAS is mandatory for all Years 7–12 assessment tasks.

Teachers must:






- include the level on every task sheet
- explain what students can and cannot do
- teach examples and non-examples
- check for understanding
- ensure assessment integrity is maintained

The AI Assessment Scale

	<p>NO AI</p>	<p>You must not use AI at any point in this assessment. You are expected to demonstrate your own skills and understanding.</p> <p>This level applies to assessments completed independently, often in controlled conditions. Your work must rely entirely on your existing knowledge, reasoning, and skill, without AI support.</p>
	<p>AI PLANNER</p>	<p>You may use AI for planning, organising ideas, and research. Your final work must clearly show your own thinking and development of these ideas.</p> <p>AI can be used for early-stage tasks such as brainstorming, outlining, clarifying instructions, exploring topics, or gathering information. You are responsible for refining, expanding, and shaping these ideas into original work.</p>
	<p>AI PARTNER</p>	<p>You may use AI to help draft, refine, or evaluate your work. You must think critically, edit carefully, and make all final decisions yourself.</p> <p>AI can support idea generation, drafting, feedback, and improvement. However, you must review and modify all AI suggestions, ensuring the work reflects your understanding and meets task requirements. Do not submit AI-generated text unchanged.</p>
	<p>FULL AI</p>	<p>You may use AI throughout the task, either as required by your teacher or as you choose, while showing how you directed AI and used your own judgement.</p> <p>AI may assist with any part of the task. You are expected to demonstrate strong prompting, decision-making, and evaluation skills. Some tasks at this level may explicitly require you to explain or justify how AI contributed to your final work.</p>



The AI Assessment Scale (Assessment Cover Sheet Version)

The AI Assessment Scale (AIAS)	
 NO AI	Do not use AI at any time. Your work must show only your own thinking and skills.
 AI PLANNER	You may use AI to plan, brainstorm ideas, and explore information. Check everything carefully and make sure the final work is your own.
 AI PARTNER	You may use AI to refine, improve, or get feedback on your work. Do not submit work that is mostly or entirely AI-generated.
 FULL AI	You may use AI throughout the task as directed. Explain how you used AI and what part of the work is your own contribution.
<small> Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale , adapted for Marymede Catholic College, 2026</small>	

AI Assessment Scale (AIAS) Elaborations

Level	Description	Example Uses	Example Prompts
1 - No AI	Do not use AI at any stage. You are expected to show your understanding and skills independently.	All in-class assessment tasks.	N/A
2 - AI Planner	You may use AI to plan, brainstorm, explore ideas, and gather or explain information. You must check accuracy, refine suggestions, and make sure the final work is your own.	<ul style="list-style-type: none"> • Clarifying or unpacking assessment instructions • Explaining complex concepts • Brainstorming ideas, topics, or research questions • Planning research steps or study timelines • Finding, summarising, or evaluating sources • Creating revision materials or mock datasets 	<ul style="list-style-type: none"> • "Explain these concepts simply." • "List credible sources on globalisation's effect on local cultures." • "Summarise research and writing steps for this essay." • "Find relevant journal articles on this topic."

<p>3 - AI Partner</p>	<p>You may use AI to refine, review, and evaluate your work. Be critical of the suggestions and make sure the final writing remains your own. AI must not substantially write or rewrite your assessment text.</p> <p><u>Note:</u> At this level, generative AI tools should not be used to substantially create or modify the text you write and submit for an assessment task.</p>	<ul style="list-style-type: none"> • Checking grammar or spelling • Suggesting clearer organisation or structure • Giving feedback based on criteria or rubrics • Checking clarity, coherence, or persuasiveness • Reviewing problem-solving approaches • Generating examples or counterarguments 	<ul style="list-style-type: none"> • Check this paragraph for grammar and clarity, and suggest improvements. • Give feedback on this draft using the uploaded instructions and rubric. • Evaluate my conclusion for clarity and conciseness.
<p>4 – Full AI</p>	<p>You may use AI throughout the task as appropriate. You must include a short statement with your submission explaining how AI was used and which parts were your own work. Always follow any specific guidelines on the task sheet.</p>	<p>Uses depend on the assessment instructions provided by your teacher.</p>	<p>Prompts will vary based on the task. Refer to the task sheet for guidance.</p>

Adapted from 'The AI Assessment Scale' (Furze 2023).

6. Privacy, Copyright and Data Requirements

Privacy, Copyright & Data Requirements

Teachers must not enter student identifiable or confidential information into any AI tool. All AI assisted work must be stored inside the College Microsoft 365 environment.

AI must not be used to recreate copyrighted texts or request restricted material. Always review AI generated content for accuracy, bias, and curriculum alignment.

AI generated images may be used if no student identifiable content is uploaded. Do not upload student photos, names, work samples, or recognisable school locations.

7. Quick Prompting Guide for Teachers

Use the CLEAR Framework to write effective prompts:

- C – Concise: State exactly what you need.
- L – Logical: Give context such as year level, subject, or purpose.
- E – Explicit: Specify the format or style.
- A – Adaptive: Ask for revisions if needed.
- R – Reflective: Invite the AI to check or improve clarity.

Example Prompt (CLEAR applied):

“Explain photosynthesis for a Year 8 Science class in a short paragraph using simple language. If any parts are unclear, provide a clearer alternative version.”

Marymede Catholic College endorses two models for effective prompting:

- [CLEAR Framework](#)
- [ACU Library Guides Prompt Engineering model](#)

10. Key Contacts & Support

Key Contacts & Support

Director of Digital Learning

Support with assessment design, AI expectations, classroom implementation, and the safe use of approved AI tools.

IT Help Desk

Technical support for Microsoft 365, Copilot, device issues, and account access.

Teaching & Learning Team

Support with curriculum planning, assessment development, moderation, and ensuring AI use aligns with whole-school teaching and learning priorities.

Policies & Resources

All AI related documents and supporting policies are available on the Staff Portal, including:

- Marymede AI Teacher Guide
- Marymede AI Student Guide
- Marymede AI Parent Guide
- Student AI User Agreement
- Assessment & Reporting Policy
- *MACS Recommendations for Teacher Use of AI*
- *MACS Purposeful Use of AI in Schools*
- *MACS Digital Tools Used by Schools*