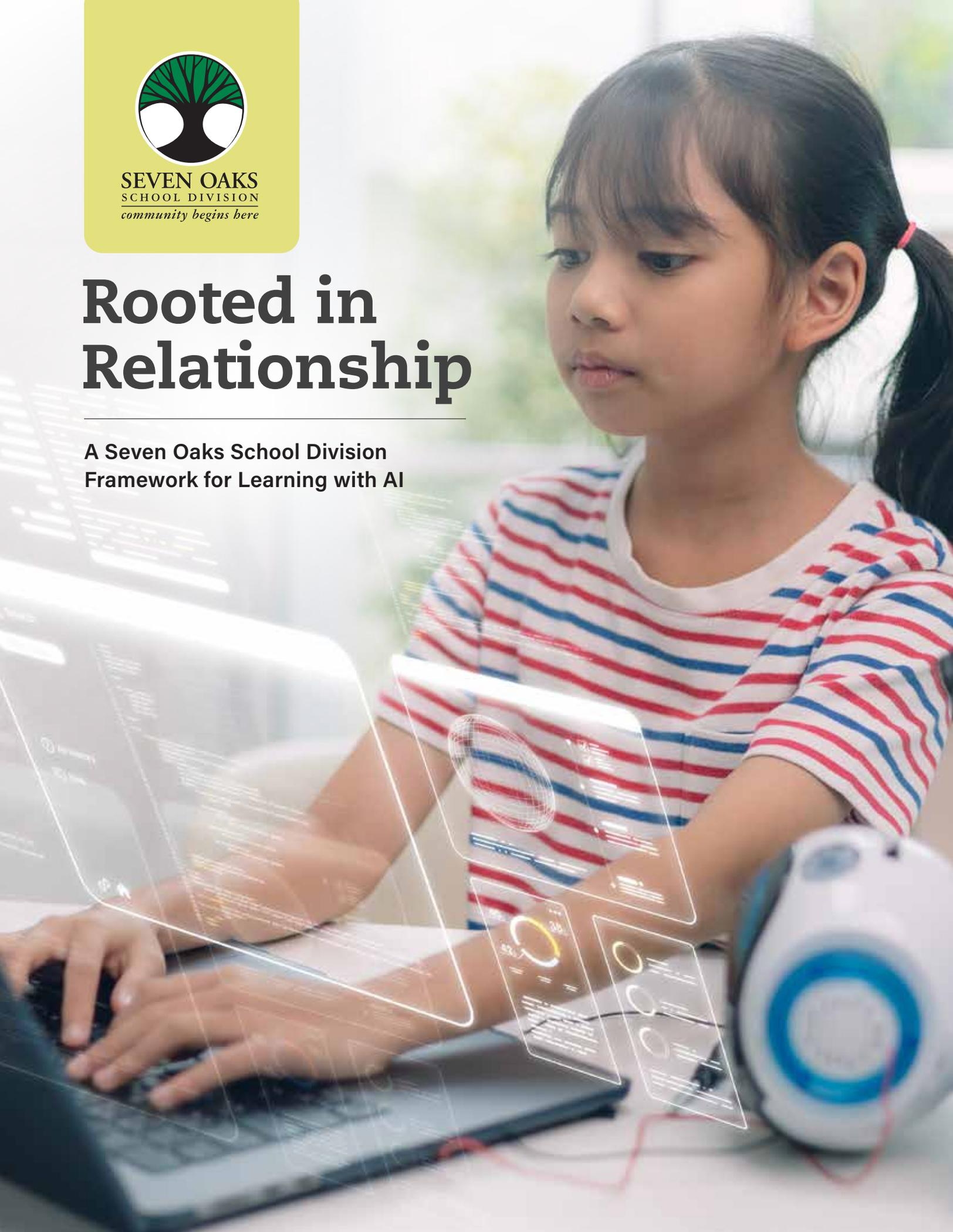




SEVEN OAKS
SCHOOL DIVISION
community begins here

Rooted in Relationship

A Seven Oaks School Division
Framework for Learning with AI





This document outlines our vision as a school division to guide educators towards the most responsible, ethical, and meaningful use of artificial intelligence (AI). Grounded in our commitment to a strong community of learners, we approach AI as a tool that can enhance teaching and learning while upholding our core values of diversity, equity, inclusion, and belonging. We recognize that technology is never neutral; therefore, our use of AI must be guided by intentional practices that promote equity, accessibility, and respect for all learners and educators.

We engage with AI with curiosity, care, humility, and responsibility recognizing that how we use it simultaneously shapes who we become. Our divisional framework is set upon the premise that intelligence of any kind is shaped through relationship (Gesturing Towards Decolonial Futures Collective, 2025).

Our approach is rooted in our commitment to anti-racism and to Truth and Reconciliation, acknowledging the historical and ongoing impacts of colonialism and systemic inequities in education. We are dedicated to critically examining how AI systems are designed, used, and evaluated, understanding that we must exercise caution that they do not perpetuate bias or harm, and that they support culturally responsive and inclusive learning environments. By centering professional judgment, human relationships, rich learning experiences, and ethical responsibility, this document aims to assist educators, students, and families in navigating AI in ways that uphold our values and reflect our collective responsibility to one another and to the environment.

This framework is intended to support Seven Oaks School Division staff in using the guiding principles below to integrate AI learning into their practice in ways that are thoughtful, meaningful, and ethical.

1. Human judgement, interaction, and relationships are vital to learning.

- Learning is a deeply relational endeavour grounded in human judgement and care.
- The role of teacher judgement, conferencing, observing, and in-person assessment remain essential
- AI cannot replace: knowing students, interpreting learning in context, making ethical and pedagogical decisions.
- Some elements of the learning process may be supported by AI.

AI should support human connection, dialogue, and learning, and not displace care and presence.

2. It is the responsibility of educators to carefully consider the various ethical dimensions of using generative AI. These considerations should inform professional judgement with respect to its use.

- Research outlining both the prospective educational benefits and risks associated with AI usage is still emerging, including how this novel technology may impact youths' socioemotional and cognitive development.
- Educators should be responsive to these dimensions as they evolve to guide their professional judgement around AI use.
- Whether or not to use AI for learning is a professional decision, Teachers are the primary decision makers when it comes to weighing the benefits and drawbacks of AI use in their classrooms.
- Decisions about AI use prioritize student well-being, trust, and belonging over speed or convenience.

3. AI use must be intentional, transparent, and purpose driven

- All users of AI in an educational context must be prepared to be fully transparent about its use.
- AI should deepen thinking, not bypass it.
- AI use must be clearly disclosed when used for learning, planning, or assessment.
- Shift towards assessments that prioritize valuing of process over product, oral explanations, conferencing, drafting stages, and in-class performances
- Expectations for acceptable AI use must be explicitly communicated to students and families.

4. Alignment with broader competencies

- Emphasis on global competencies, stories of practice, reflection and metacognition
- AI use is a means to support complex, human competencies, not replace them
- Tasks that should never be outsourced to AI include social emotional well being, teamwork and collaboration
- Teaching AI literacy includes learning what AI is and is not, identifying AI limitations, recognizing bias, evaluating accuracy, using AI responsibly, and understanding of data ethics.

5. Differentiation, equity and access

- AI does not represent all knowledge systems and epistemologies (ex, Indigenous ways of knowing and being)
- AI can enable innovative approaches to fostering inclusive learning and the creation of learning spaces that embrace, value and support diversity
- Differentiation of instruction and materials can be enhanced through AI use (example: to help students organize thoughts, provide translation, and provide research support)
- AI can widen access of learning IF guided by professional judgement and ethical clarity
- Teachers must still assess context, content, and needs of individual students when using AI tools.
- Educators remain attentive to bias, inaccuracies, oversimplification, and harm.

6. AI Use Must Not Compromise Data Privacy and Safety

- Student and staff data should not be uploaded into generative AI tools (names, identifying data, passwords).
- Guidelines of AI use should be aligned to the Seven Oaks School Division Acceptable Use of Technology Policy
- Student and staff data must be protected and in compliance with privacy legislation(s), both current and evolving
- Generative AI detection tools are not reliable and should not be used to assess validity of student work.
- Student dignity, privacy, and agency must be protected.

7. Ethical Considerations

AI literacy involves not only understanding AI as a technology, but how it intersects with other systems. Data & Society's Answering three socio-technical questions (DS_Answering_Three_QuestionsOne_pager.pdf) suggests three central questions for ethical deliberation:

- What are the systems around the technology?
- What is the problem this technology can actually solve?
- What power inequalities are at play?

In addition, we propose the following established ethical concerns around generative AI's:

- considerations for student well-being
- ecological impacts regarding energy and water use
- cognitive development and learning
- recognition of the potential to promote inequality and perpetuate stereotypes through biased data

Gesturing Towards Decolonial Futures Collective (2025) encourage educators to consider:

What kind of intelligence is being encoded here?

What kind of relationships does it mirror or invite?

What kind of world does it extend, and what kind of world might it interrupt?



References

Data & Society. (2024). A socio-technical approach to AI policy. Accessed February, 2026. <https://datasociety.net/library/a-sociotechnical-approach-to-ai-policy/>

Gesturing Towards Decolonial Futures Collective. (2025). Standing in the fire: Interim report 2025. <https://decolonialfuturesnet.wordpress.com/wp-content/uploads/2025/08/standing-in-the-fire-interim-report-2025.pdf>