



# GenAI case studies

## Aotea College

### Shifts in practice to support appropriate use of generative AI tools for students

#### Aotea College

Where: **Porirua, Wellington**

#### Context:

**Co-educational secondary school**

#### Student population:

**1,221 (Nov 2024)**

Years: **9-13**

Medium: **English**



Staff at Aotea College identified a trend in some of their students using generative AI (GenAI) tools for their work in 2023. The most common uses appeared to be for researching and for paraphrasing online content to present as their own work. This was identified as a breach of school plagiarism policy.

#### Finding out more

To find out more about the level of use, the intent when using them, and the staff knowledge of GenAI tools, the college conducted a whole school survey to inform the development of a strategy. A result was the formation of an AI working group led by the assistant principal involving interested teachers.

#### Change in School's assessment policy

The school's assessment policy was updated to cover the use of GenAI in teaching and learning and assessments, how to deal with cases of inappropriate use, and how teachers can check work for GenAI use. This whole-school approach aimed to ensure consistency, so students, teachers and families could be confident and clear on the guidelines across subject areas and classes.

#### Staff AI group

The staff AI group developed resources and actions for a robust and cohesive school-wide approach to GenAI, ensuring information was available to staff, students, and whānau.

This included:

- › Updated authenticity statements for students.
- › A staff handbook that covered topics such as referencing GenAI use, verbal questioning, etc.
- › Providing staff PLD around how to use GenAI, how students may use GenAI, how to spot AI use, etc.
- › Providing information sessions with staff for discussions for students in classes.
- › Setting guidelines around referencing GenAI use in assessments.

## Teaching guidance

Guidance on good practice was provided for teachers on how to manage or mitigate use of AI, including to:

- › Be familiar with NZQA Assessment Specifications and Conditions of Assessment to help inform rules for assessments and guide practice,
- › Teach students about GenAI, including appropriate use, referencing, and assessment guidelines.
- › Check devices during assessments to ensure controlled use of internet or GenAI (unless SACs approved).
- › Add extra checkpoints for assessments during the year to monitor progress and identify any possible GenAI misuse before submission.
- › Conduct parts or all of some assessments under supervision, rather than allowing students to work on assessments solely away from the classroom.
- › Know each student's style and previous work to make reliable judgements when checking or marking.
- › Use verbal questioning to evaluate student understanding along the way.

## Building a process

These techniques aided managing GenAI usage and built confidence in detecting inappropriate GenAI use. Where inappropriate use of GenAI in an assessment was suspected, the school policy required interviewing the student and assessing their understanding of their submitted work through verbal questioning.

## Collaborating with wider teaching community

The Aotea College AI group hosted principals and deputy principals from four other secondary schools who had, or were about to set up, similar AI groups. This was an important forum for sharing and developing good practice and forward planning in this fast-changing space.