

# **PIE + AI**

**Do robots dream of electric sheep?**

**Do Large Language Models dream of a really good autocomplete...**

**Landy**



# Starting with an appetizer

What is this thing we refer to  
as “AI”





# Tools??


## Not a search engine...

- <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/ai-in-education/considerations-for-using-ai-tools-in-k-12-schools.pdf>
- Aka: <https://shorturl.at/36va0>
- But reframe the “A” in AI:
  1. *Ambient Intelligence* – best descriptor of reality
  2. *Alternative Intelligence* – best pedagogical bridge
  3. *Asynchronous Intelligence* – best technical qualifier
  4. *Artificial Intelligence* – increasingly a historical term

# Yes, The Ministry is thinking about AI

<https://shorturl.at/BdC7o>

- Will AI impact my child's learning?
- What might my child learn about AI in school?
- Why is digital literacy important to my child's learning?
- Will AI tools be used in my child's school?
- How can I support my child's learning at home?
- How can I encourage safe and responsible use of technology at home?



## Information for Parents and Caregivers

### What might my child learn about AI in school?

At school, your child will learn about digital literacy, digital tools, and how to use tech safely and responsibly.

Understanding AI is important in today's world. Teachers will have different ways to share this learning with your child. Most learning is covered in two parts of the curriculum: Career Education and Applied Design, Skills, and Technology. In these subjects, your child will learn to make sure the information they find, and use is reliable. There are other subjects that may also build your child's digital skills. Your child may learn about how digital tools work, how computers make decisions, and how issues like fairness, privacy, and ethics are part of staying safe online. Learning about AI can help students make informed choices about when they may want, or not want, to use AI tools.

### Why is digital literacy important to my child's learning?

Digital literacy goes beyond just knowing about AI; it's about using all tech wisely. If your child uses digital tools, they should know how to search the internet and to make sure what they find is reliable. They'll also need digital literacy skills to create and share information safely, protect their personal details, use social media wisely, and communicate responsibly. Learning these skills now will help your child make smart choices both online and offline.

### How can I support my child's learning at home?

To help your child use digital tools, which could include AI, safely and responsibly, you can develop their digital literacy skills at home. Here are a few key skills you may want to encourage with your child at home:

- Keeping personal information (like name, age, and address) private online
- Using the internet safely and avoiding websites they should not access
- Recognizing and avoiding online scams
- Knowing what to do when they see something unsafe online
- Thinking about possible effects before sharing online
- Thinking carefully about what they see online and understanding that AI can change pictures, videos, audio recordings, and words
- Knowing that AI tools might make mistakes or be biased, unfair, and inaccurate
- Understanding that using other people's work without permission (plagiarism) is not okay
- Mentioning where they sourced information from if they used AI tools for their schoolwork

### Will AI tools be used in my child's school?

Whether or not AI tools are used in your child's school will vary from classroom to classroom. Some teachers may use AI tools in different ways to support learning. If your child has a disability or diverse ability, it may be decided that an AI tool can be used to support them. If you're curious about how and when AI tools are used in your child's classroom, ask your child's teacher or principal for more information.


When it comes to assignments, some teachers may allow students to use AI tools for specific tasks. However, it's important for students to ask their teachers for permission and guidance before using AI tools in their work. Just like a calculator can be a helpful tool in mathematics, AI may be another kind of tool used in some classrooms.


### How can I encourage safe and responsible use of technology at home?

AI has elements that parents and caregivers should know about, just like with any other digital tool. Privacy is important—and knowing how AI uses personal data, where it's kept, and who gets to see it is the best way to protect your privacy. Sometimes, AI can be biased, unfair, and inaccurate. It's important to be aware of this so you can spot it and help your child do the same.

It's also important to grow your child's digital literacy skills. While teachers will provide some of these learning opportunities at school, if your child is using digital tools, it's equally important to strengthen them at home.

### Contact Us

 [studentlearningbranch@gov.bc.ca](mailto:studentlearningbranch@gov.bc.ca)

 [Digital Literacy and the Use of AI in Education](#)



# The good, the bad, the ugly

## A movie reference...

- Good:
  - Collaboration
  - In Real Time learning support
- Bad:
  - Scams
  - Cybersecurity
- Ugly
  - Lack of confidence of authenticity (even though the raccoons on trampolines are delightful)
  - Ethical use - AI is invisibly **expensive** and hard on the **environment**



# **What are most doing in education?**

**Primary (K-3): Little to no AI use by the student**

**Intermediate (4-7): Introduction to limited access points of priority AI tools (Microsoft Districts: CoPilot; Google: Gemini; some - [magicschool.ca](https://magicschool.ca))**

**Secondary: hoping to keep students within domain (copilot/gemini) while knowing that there can be training support done along the way (eg West Vancouver has a non-elective elective for grade 8 students on AI/digital use to get them ready for broader use in 9-12)**



# **What is PIE doing?**

**Listening to our Home Learning Facilitators (Parents) who range from no-AI to exploring AI in primary years.**

**Educator Professional Learning Community (PLC) looking at AI and how it is impacting all levels of education.**

**Exploring... would you like to work with an AI education assistant or teacher? Would you like to know IF you are working with an AI versus a live human? Do you think you could tell? (Hint: speed... when responses come very quickly, usually AI)**



# What is qathet SD47 doing?



**TEACHING AND LEARNING**

AI will be used to enrich learning experiences, deepen student engagement, and strengthen effective teaching practices. We will use AI as a tool to nurture curiosity, creativity, and problem-solving, while ensuring responsible use and alignment with our values.

**RELATIONSHIPS AND WELL-BEING**

AI should support, not replace, the professional judgement, empathy, and relationships at the heart of education. It should also contribute to the well-being of our learning community by improving experiences and fostering safe, supportive environments.

**ETHICAL USE AND ACCOUNTABILITY**

Decisions about AI will be guided by ethics, safety, and accountability to our learning community. We are committed to transparency, open communication, and ethical decision-making when using AI.


**EQUITY AND INCLUSION**

AI will be used to enhance learning while promoting equity, inclusion, accessibility, and safety. We are committed to using AI in ways that respect and honour Indigenous ways of knowing and being, ensuring every learner feels safe, valued, and supported.

**COMMUNITY AND SHARED RESPONSIBILITY**

Safe and ethical use of AI requires collaboration and shared ownership. Students, staff, families, and community partners all contribute to shaping how AI is used in our district.

Learn more about how AI is used in qSD at [sd47.bc.ca](https://sd47.bc.ca)

**qathet School District**

Learning and Growing, Together

TRANSLATE ▾ LOGINS ▾ A A A / 1 Q

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Home > About Us > Artificial Intelligence (AI)

Student Transportation +

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District Plans & Annual Reports

Committed To Sustainability

Artificial Intelligence (AI)






Public Interest Disclosure Act (PIDA)

## Artificial Intelligence (AI)

Artificial intelligence is rapidly shaping our world, influencing both our personal and professional lives. Today, AI offers concrete opportunities to personalize learning, help educators explore new approaches to teaching, and streamline administrative and operational tasks for all staff.

In response, our district has launched an *AI Integration Initiative* grounded in our values of innovation, equity, integrity, and student success. Through this initiative, we seek to explore the responsible and effective use of artificial intelligence in K-12 education, while recognizing that this is a shared journey of learning and discovery.

We acknowledge that we do not have all the answers. However, by working together as a community, we are committed to creating a thoughtful and inclusive roadmap for AI integration. A roadmap that complements, not replaces, the professional judgement, empathy, and relationships that form the heart of education. One that ensures that artificial intelligence contributes meaningfully to teaching and learning, supports well-being, and prepares students for the future. Together, we can ensure the integration of AI in K-12 education supports the growth, curiosity, and excellence across our district.



## CORE VALUES AND GUIDING PRINCIPLES

### Teaching and Learning

AI will be used to enrich learning experiences, deepen student engagement, and strengthen effective teaching practices. We will use AI as a tool to nurture curiosity, creativity, and problem-solving, while ensuring responsible use and alignment with our values.

### Relationships and Well-being



# Entrée

**The relationship between AI  
& Education and**





# Competencies

AI Literacy Competency (Students can...)	Core Competency	Rationale Based on Sources
1. <b>Critically evaluate AI-generated content</b> for accuracy, relevance, fairness, and bias, deciding whether to accept, revise, or reject AI outputs.	Thinking (T)	This competency develops students' critical thinking by engaging them in the analysis of AI-generated outputs. It fosters intellectual rigor as learners assess the accuracy, relevance, fairness, and bias of AI content, enabling them to make informed decisions and refine their understanding of digital information.
2. <b>Recognize the presence and influence of AI systems</b> in everyday tools and decision-making contexts, and reflect on how AI influences personal choices, learning, and perceptions.	Personal & Social (PS)	This competency cultivates self and social awareness by encouraging students to identify and reflect on how AI systems shape their personal choices, relationships, and perceptions. It supports the development of identity and social responsibility in a digitally mediated world.
3. <b>Determine when and how to use AI for a task</b> by assessing its capabilities, risks, and ethical implications, including when to avoid AI use altogether, especially when human judgment, creativity, or ethical reasoning is required.	Thinking (T)	This competency enhances problem-solving skills by guiding students to evaluate the appropriateness of AI tools for specific tasks. It promotes ethical reasoning and intellectual discernment, helping learners align AI use with human values and contextual needs.
4. <b>Collaborate with generative AI systems</b> to create, brainstorm, generate new ideas, and refine results while reflecting on the process and staying accountable for the final content.	Communication (C)	This competency strengthens communication and creative thinking by enabling students to co-create with AI tools. It emphasizes the importance of iterative dialogue, idea refinement, and accountability in collaborative digital environments.



# Competencies

<b>5. Analyze how AI can perpetuate societal biases</b> (e.g., in facial recognition or hiring algorithms) by investigating how data, design, and human decisions can lead to unfair outcomes for different groups of people.	<b>Personal &amp; Social (PS)</b>	This competency deepens empathy and social awareness by prompting students to investigate how AI systems may reinforce inequities. It supports ethical citizenship by encouraging learners to consider the societal impact of data, design, and decision-making in AI.
<b>6. Decompose complex problems</b> and provide precise instructions (e.g., through prompt engineering) in ways that allow AI systems to effectively contribute to solutions, guiding AI outputs with clear goals and constraints.	<b>Thinking (T)</b>	This competency builds computational thinking by teaching students to break down problems into structured components. It supports intellectual development through precise communication of goals and constraints, enabling effective interaction with AI systems.
<b>7. Understand the technical nature of AI</b> , including that AI uses algorithms and statistical inferences to process data, detect patterns, and generate probable outputs, and that it lacks authentic understanding or intent.	<b>Thinking (T)</b>	This competency fosters foundational technical literacy by helping students grasp how AI systems use algorithms and statistical inference. It supports critical thinking by dispelling misconceptions and promoting a realistic understanding of AI's capabilities and limitations.
<b>8. Explain how AI systems perform tasks</b> using realistic, accurate language that promotes transparency and <b>avoids anthropomorphism</b> , describing its operation without assigning it intent, emotion, or human feelings.	<b>Communication (C)</b>	This competency promotes clear and responsible communication by guiding students to describe AI processes accurately and without anthropomorphism. It supports transparency and helps learners articulate complex ideas in accessible language.



# Competencies

<p><b>9. Analyze how AI affects content authenticity and intellectual property,</b> reflecting on issues of ownership, attribution, and responsible use when AI-generated content may borrow from existing work.</p>	<p><b>Personal &amp; Social (PS)</b></p>	<p>This competency encourages ethical reflection by prompting students to consider issues of ownership, attribution, and responsible use in AI-generated content. It supports the development of personal integrity and social responsibility in digital creation.</p>
<p><b>10. Recognize the environmental cost of AI systems,</b> understanding that they consume energy, natural resources, and data, and consider how responsible design and use can support sustainability.</p>	<p><b>Personal &amp; Social (PS)</b></p>	<p>This competency supports sustainability awareness by helping students understand the resource demands of AI technologies. It fosters responsible decision-making and encourages learners to consider the environmental implications of digital innovation.</p>



# Main Course

**Where can you sink your teeth into... and is it best 'by age'? 'By grade'? By readiness? By need?**





1. **Critically evaluate AI-generated content** for accuracy, relevance, fairness, and bias, deciding whether to accept, revise, or reject AI outputs.

**Thinking  
(T)**

This competency develops students' critical thinking by engaging them in the analysis of AI-generated outputs. It fosters intellectual rigor as learners assess the accuracy, relevance, fairness, and bias of AI content, enabling them to make informed decisions and refine their understanding of digital information.

- For Fun Thinking...





<p><b>3. Determine when and how to use AI for a task</b> by assessing its capabilities, risks, and ethical implications, including when to avoid AI use altogether, especially when human judgment, creativity, or ethical reasoning is required.</p>	<p><b>Thinking (T)</b></p>	<p>This competency enhances problem-solving skills by guiding students to evaluate the appropriateness of AI tools for specific tasks. It promotes ethical reasoning and intellectual discernment, helping learners align AI use with human values and contextual needs.</p>
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- For learning...
- Example
  - Red Task: no AI support
  - Orange Task: some collaboration
  - Green Task: explore fully with AI
- Singapore Share - AI collaborators focus on formative assessment (immediate feedback for you to determine a 'next step' - relearning something or starting something new); Teachers focus on setting the start and then do the summative assessment.

# 2 most popular collaborators...

## ChatGPT & CoPilot

CoPilot - part of Microsoft

ChatGPT - part of OpenAI

Others:

Google **Gemini**

Anthropic's **Claude**

**MagicSchool.AI**

Other great tools to help...

Gamma.App (organize and create PowerPoints)  
free-ish

Notion.AI/Genio (organization)

Grammarly/Quillbot (writing)

Socratic/Symbolab (math & science)

Elicit/SciSpace (research)

Canva/Speechify (visuals and text-to-speech)




# CoPilot

Auto ▾



My teacher wants me to write a paragraph about the life cycle of salmon

 Copilot ⓘ

Here's a clear, student-friendly paragraph you can use:

Salmon have a fascinating life cycle that takes them from freshwater to the ocean and back again. They begin as tiny eggs buried in gravel at the bottom of rivers or streams. When the eggs hatch, the young salmon, called *alevin*, stay hidden in the gravel while feeding from a small yolk sac. As they grow into *fry*, they swim into open water to find food. Eventually, they become *smolts* and travel downstream to the ocean, where they spend several years growing into adults. When they are ready to reproduce, salmon make an incredible journey back to the same freshwater river where they were born. After swimming upstream and laying their eggs, most adult salmon die, and their nutrients help support the surrounding ecosystem—beginning the cycle all over again.

If you want, I can help you make it simpler, longer, or written in your own voice.



Make it more detailed

Simplify the language

Write it in my own voice



I think I need



We'd love your feedback.

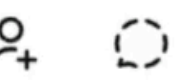


We have two questions for you.

# ChatGPT

ChatGPT ▾

✦ Get Plus



NEW

GPT 5.2



Our latest model with improvements in writing, coding, and reasoning. [Learn more](#)

What can I help with?

+ Ask anything





# Gemini

 Hi Ian

Where should we start?

Ask Gemini 3



 Tools

Fast 



 Create image

Help me learn

Write anything


Boost my day


# Claude

How can I help you?

+ Type a message...



 Help me write

 Learn about

 Analyze Image

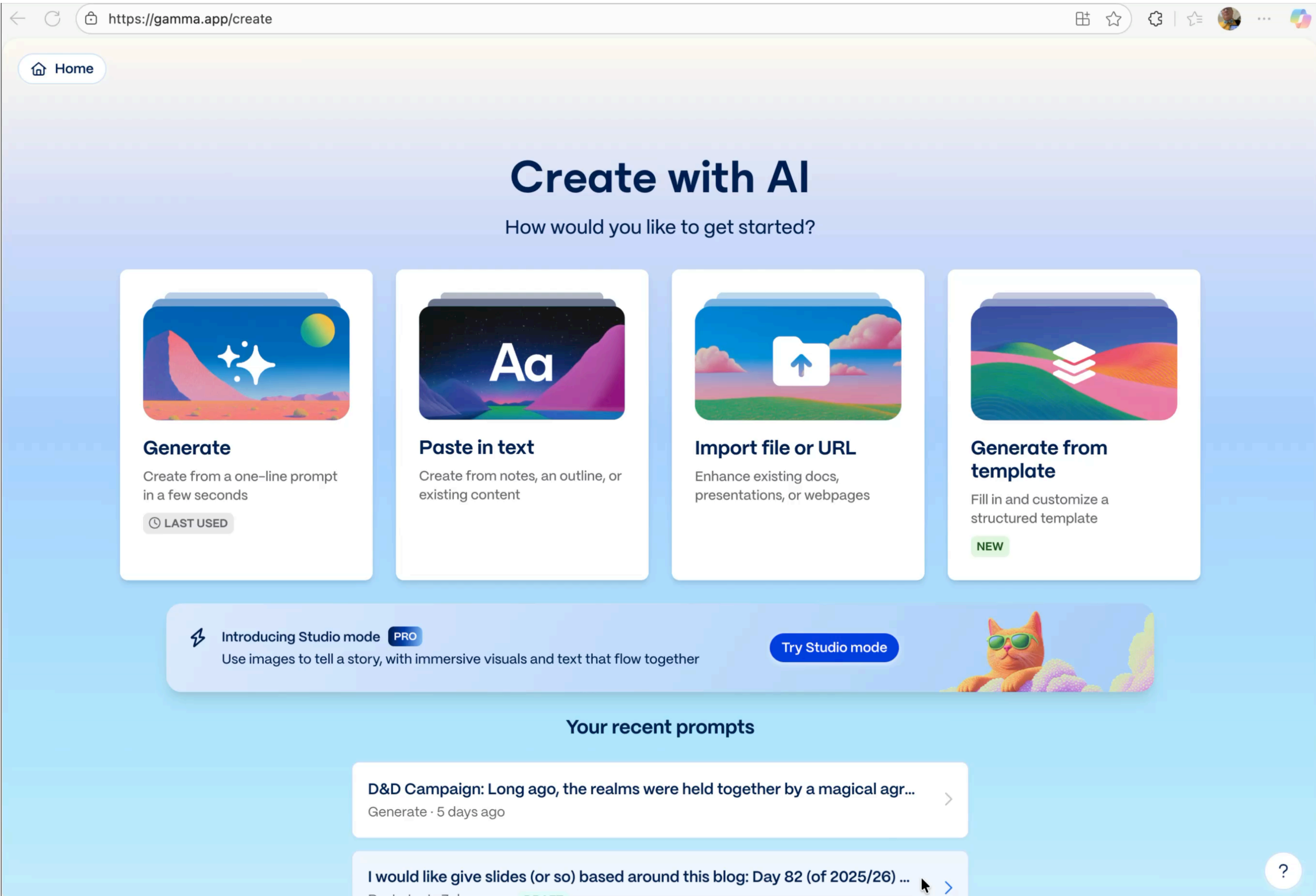
 Summarize text

+ See More

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# Dessert

**FOIPPA (information)**

**The walls are listening**

**Utopia/Dystopia (what if your  
dessert options are chosen for you?)**

**What do you share...?**

**What do we discuss?**

- Counter radicalization?**
- Active dis-information?**
- How to keep up...?**
- Anti-AI sentiment...**





# I mean...

**I know there is a worry about where data is stored, but that's like being worried about how Blockbuster floor plan is while Netflix provides at home service... it's a little late - and redundant. Though we don't need to add more personal information if we don't have to...**





- Enough from landy - what do others have to say (specifically West Vancouver School District)
- [https://open.spotify.com/episode/0vEocZrQ42p1AYBsmrlXAr?si=4yXaZoCnRFaP6k7NJc\\_Vug](https://open.spotify.com/episode/0vEocZrQ42p1AYBsmrlXAr?si=4yXaZoCnRFaP6k7NJc_Vug)
- Aka <https://shorturl.at/AAt6l>
- **Landy view:** Personal screens with AI are the most powerful tool to disrupt traditional education we have ever encountered...

- **FAQS:**

- **Is AI going to replace teachers?**

- Short answer: no. Longer answer: it may replace some tasks, which forces us to decide what teaching is actually for.

- **Is this just another tech fad?**

- Possibly. But unlike interactive whiteboards or 1:1 devices, AI touches language, feedback, and thinking itself. That makes it harder to ignore. And allows a rethink of skills as calculators did for math...

- **Are students using AI already?**

- Yes. Whether schools acknowledge it or not. The real choice is guidance or guesswork.



# **PIE + AI**

**Do robots dream of electric sheep?**

**Do Large Language Models dream of a really good autocomplete...**

**No - when there is no user... there is no AI to dream, idle-this or quietly stew and wonder... but why does it feel that AI is less and less 'artificial'?**

**January 19 - 2026**