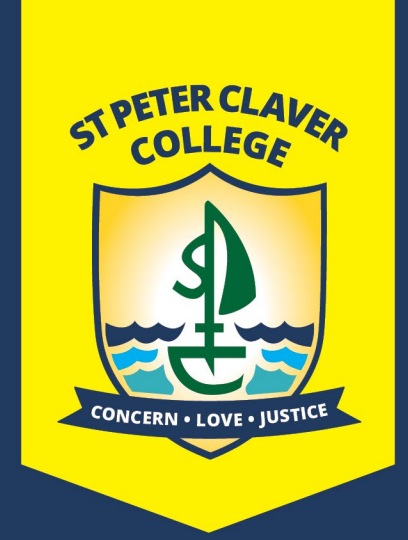




Empowering Classrooms with Copilot 13+

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The Problem



The Reality of AI in Schools

AI arrived before we were ready

- Students are already using AI
- Often unethically or invisibly
- Staff confidence varies significantly
- Assessment integrity concerns are real



The Wrong Questions

We started in the wrong place

- How do we stop AI?
- How do we catch students?



The Right Question

How do we teach students to use AI well?



Our Context



St Peter Claver College

- Brisbane Catholic Education school
- Years 7-12 | 1110+ students
- ICSEA – 1013
- 1:1 Windows laptop
- Copilot 13+ trial school – Term 4, 2024
- M365 Copilot for staff – Term 1, 2025



Shifting Our Approach





The U-Turn: A Complete Shift in Thinking

Policing to
teaching

Prohibition
to purpose

Detection
to design



Pre-rollout Staff Concerns

- Plagiarism, plagiarism, plagiarism
- How are we going to catch students who have generated their whole assignment using AI?
- What's the College's new academic misconduct policy going to be?
- How can I monitor my students using AI in the classroom?
- Can I turn it off in my classroom?
- What is authentic and ethical use?



***Assessment design, not
detection software, is the
most powerful safeguard.***



What We Did First

- Audit assessment tasks for AI vulnerability
- Staff + students voice data
- Explored AI Assessment Scale
- Partnered with system experts
- Clear parent communication



***We prepared the system
before introducing the tool.***



Bringing Staff with Us



Staff Launch Strategy

- Debunked myths
- Clearly articulated acceptable usage
- Gave those who are innovative permission to explore
- Provided a wake-up call to those hoping to avoid working with AI
- Purposefully demonstrated AI limitations and inaccuracy
- Gave staff permission to trial, potentially fail and learn alongside the students
- Focused on the need to be proactive and examine our assessment cycles and task design
- Provided explicit examples of effective and authentic classroom usage



Building Leadership Capacity

- Curriculum Leaders as change agents
- Dedicated time for each CL with our system experts to explore classroom usage ideas and assessment design
- Space for the CLs to build their own understanding before leading their respective teams
- Agreed expectations across departments and space for individualised department approaches
- Sharing of quality practice



***Adoption is cultural, not
technical.***



Copilot in Practice



What Students Are Doing

- Research & ideation
- Feedback against assessment criteria
- Breaking down complex concepts
- Interrogating AI responses
- Exam revision support



What Teachers Are Doing

- Designing curriculum-aligned resources
- Analysing and interrogating student data
- Differentiating content
- Reducing admin load
- Spending more time knowing their students



***Copilot is a thinking partner
– not a shortcut.***



What Ethical Use Looks Like

- Clear expectations visible in classrooms
- AI use aligned to task level
- Students taught how to use AI
- Embedded, not hidden



Learning with AI.

USAGE LEVEL	USAGE DESCRIPTOR
1	NO AI • You must not use AI at any point during the assessment. • Your response must demonstrate your mastery of the core skills embedded in this assessment task. • You are required to demonstrate your existing knowledge and understanding of the content being assessed in this task.
2	AI Planning • You may use AI for planning, ideation, idea development and research. • Your response must demonstrate how you have developed and refined these ideas independently after utilising AI as part of planning your response to this task.
3	AI Collaboration • You may use AI to assist with specific tasks (as outlined by your teacher), such as idea generation, drafting, feedback and refining your response. • You must critically evaluate and modify any AI-generated content you use. • You must acknowledge where you have used AI in the development of your response.
4	Full AI • You can use AI extensively throughout your work responding to this task, either as you wish or as specifically directed (by your teacher or by the task). • You are encouraged to utilise AI to solve problems and to achieve goals. • You must employ critical thinking skills as you utilise AI in the development of your response. • You must acknowledge where you have used AI in the development and authoring of your response.
5	AI Exploration • You can use AI creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. • You may potentially co-design new approaches to responding to this task in partnership with your teacher, exploring unique applications of AI within the field of study. • You must employ critical thinking skills as you utilise AI in the development of your response. • You must acknowledge where you have used AI in the development and authoring of your response.

Know you can.

Reality Check



The Honest Truth

- Do we have students who still use other LLMs outside of our Copilot 13+ environment? Yes
- Do we have some Year 7 & 8 students who are not yet 13 using other LLMs because we don't offer them Copilot 13+? Yes
- Do we still have students who generate responses to assessment using Copilot and other LLMs? Yes
- Have we been able to catch every student who utilises Copilot or another LLM in the development of their assessment responses? No
- Have we had positive and constructive conversations with the students we have caught? Yes



Impact and Learnings



Our learnings... (so far)

- No surge in plagiarism
- Students are cautious (even when allowed)
- Higher quality responses
- Increased metacognition
- Powerful differentiation



*AI didn't weaken learning –
poor task design does.*



A new, evolving approach to assessment

- Two-lane assessment model
 - Assessment for learning
 - Assessment of learning
- Portfolio assessment
- Contextualised assessment
 - Early success in Science, HPE and Media
- On-demand writing
- Response authoring over a series of lessons
- Provision of response templates via Teams assignments to support version tracking



What's next?

- Significant redevelopment of our assessment policy
- How can Copilot assist with External Assessment preparation
- Formalisation of what best practice in ethical Copilot usage looks like at Claver
- How can we use agents?
- Wider staff sharing of Copilot teaching & learning opportunities/activities
- Managing the authenticity of student responses to QCAA Internal Assessment
- Shifting the cognitive thinking load in classrooms
- Establishing and refining critical thinking skills in our classrooms
- Leveraging Copilot use for extending students and increasing their learning capacity



The Big Idea



The Big Takeaway

Teachers remain central

AI:

- Connects knowledge
- Supports thinking
- Enables personalisation

But it does not:

- Replace relationships
- Replace judgement
- Replace teaching



***We don't need to fear AI in
classrooms. We need to
lead it.***



Let's Continue the Conversation

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