Casablanca American School

AI Working Team - Purpose and Goals

Purpose

To guide the purposeful, responsible and effective use of Artificial Intelligence (AI) across Casablanca American School, building capability at all levels while advancing teaching practice, student learning and the development of appropriate school policies and procedures.

Leadership Team

- **Leader:** Brian Bean **(IBDP Business Teacher)**
- **Project Support:** Nabil Benmakhlouf Andaloussi **(CAS Education Technology Head)**

Reporting and Alignment

The AI Leadership Team:

- Report directly to the School Director.
- Report to the Future and Technology Committee, Working Group.
- Align their work to the NEASC items to be addressed and the CAS Strategic Framework imperatives.

Project Priorities

1. Develop a clear and coordinated CAS approach to AI aligned with the Strategic Framework.
2. Develop staff and student understanding of effective, ethical and responsible AI use.
3. Develop and regularly review CAS AI policies, procedures, guidelines and documentation for staff, students and the community.
4. Provide differentiated AI learning opportunities for both new and experienced users.
5. Identify, trial and share practical AI applications that improve teaching, learning and productivity.
6. Use the UNESCO frameworks and guidance to inform CAS standards, professional learning, student competencies and policy development.
7. Create opportunities for staff and students to demonstrate, share and lead successful AI practices.
8. Gather feedback and evidence of impact to inform future priorities, training and schoolwide implementation.

Three Core Goals

1. **Teachers + AI - Advancing Teaching Methodologies**
   Support teachers to effectively use AI to advance teaching methodologies, including planning, instruction, differentiation, assessment, feedback, creativity and professional productivity.
2. **Students + AI - Advancing Student Learning**
   Support students to effectively use AI to advance their learning, including inquiry, creativity, critical thinking, independence, problem-solving and productivity.
3. **Policy + Documentation - Building a CAS Framework for AI**
   Develop and maintain clear AI policies, procedures, guidelines and supporting documents for CAS staff, students and the wider school community. These will establish expectations for effective, ethical, safe and responsible AI use and provide a consistent schoolwide framework for AI development.

Note - Policy + Documentation - To support the consistency and long-term sustainability of AI development, three key pieces of documentation will be developed during the 2026/27 school year:

- **AI Policy** - An overarching schoolwide policy establishing expectations, ethics and principles for the use of AI.
- **AI Literacy Framework** - Defining the essential AI knowledge, skills and competencies for students and staff.
- **AI Learning Continuum** - A progressive pathway for AI learning and skill development, Nursery to Grade 12.

Two Levels of Engagement

The Lead will deliberately provide opportunities for staff and students at two different levels of AI experience and capability:

A. **Building Foundations - New to AI**
   Staff and students who are new to AI, including first-time users. The focus will be on building confidence, developing basic skills, understanding safe and responsible use and providing practical entry points.
B. **Advancing Practice - AI Competent**
   Staff and students who are already competent and confident in using AI. The focus will be on extending skills, improving productivity, exploring more advanced applications, experimenting with new approaches and sharing effective practice with others.

Note - Lower and Upper School Differentiation - Project goals, initiatives and learning opportunities will be differentiated specifically for the Lower School and Upper School, recognizing differences in developmental readiness, curriculum, teaching approaches and appropriate AI use. Staff and student engagement will be designed to ensure that AI learning is relevant, accessible and purposeful within each division.

Key Foundational Resources
The Lead will use UNESCO resources as key international reference points for the development of CAS practice, professional learning and policy. These will include:

- **UNESCO AI Competency Framework for Teachers** - covering human-centred thinking, ethics, AI foundations and applications, AI pedagogy, and AI for professional learning across the progression of Acquire → Deepen → Create.
- **UNESCO AI Competency Framework for Students** - covering human-centred thinking, ethics, AI techniques and applications, and AI system design across the progression of Understand → Apply → Create.
- **UNESCO Disruptions, Dilemmas and Directions: AI and Education: Guidance for Policy-makers** – supporting the development of school policy, governance and strategic direction around AI.

UNESCO - AI and the Futures of Learning Resources

Note - Our AI Standard 'Google Gemini' - CAS manages much of its educational / informational technology environment through Google Workspace and Classroom. For this reason, Google Gemini has been established as the priority AI platform for schoolwide development, training, implementation and cross school consistency. Staff and students will also be encouraged to explore and engage with a full range of appropriate AI platforms and tools.

Meeting and Engagement Cycle

- **Future and Technology Committee, Working Team - Monthly**
  To align AI priorities, actions, progress and reporting with the broader technology and futures agenda.
- **Staff - Monthly (Meetings and / or Engagements)**
  Provide opportunities for staff to build skills, share practice, trial AI applications and provide feedback.
- **Students - Monthly (Meetings and / or Engagements)**
  For students to explore AI applications for learning, share practices and contribute student voice.

Annual Leadership Action Plan
The leaders will develop and maintain an Annual AI Action Plan aligned with the three core goals. The plan will identify specific goals, actions, responsibilities, timelines, budget requirements and intended outcomes, providing a clear framework for implementation and enabling progress to be monitored and reported throughout the school year.

Success by the End of the School Year

A. CAS will have a visible and developing AI learning culture in which new users are supported to build confidence, experienced users are challenged to advance, and both teachers and students can demonstrate how AI is improving teaching, learning and productivity.
B. CAS will also have an established schoolwide framework of AI policies, guidelines and resources, grounded in recognised international guidance, that provides clear expectations for the responsible, ethical, safe and future-focused use of AI across the school community.

Kind Regards,
John Burns
Director