# Wellspring AI Policy

# 2026-2027

**Last Review: August 2026**
**Review cycle: 1 year**
**Next Review: August 2027**

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## Contributors to the 2026 Review:

**Head of School and Director of Learning and Teaching - Rita Zgheib**
**Assistant Director of Learning and Teaching – Maryam Bu Taam**
**Senior Executive Coordinator for the Head of School Unit - Zeina Baroudy**
**Marketing and Communications Officer – Dima Baasiri**

## Related Policies:

**Phone Free Policy**

## Approvals - Names and Signatures:

**Chairperson of the Board** _____

**Head of School** _____

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## Wellspring Learning Community's Mission Statement

Wellspring Learning Community aims to establish an inquiry-based learning environment in which students from diverse backgrounds are given every opportunity to optimize their social, emotional, and academic capacities and talents. Our students will become confident, resourceful, creative, caring, responsible global and local citizens prepared to use their education to contribute in meaningful ways towards improving society, both locally and internationally.

## Rationale

The AI Policy and Framework for Wellspring Learning Community is based on *the newly declassified OECD/European Union (2026) AI Literacy Framework (AILit Framework)*
This policy aims to cultivating true AI literacy: equifying the primary, secondary, and DP/MYP/PYP learners to *engage, create, manage,* and *shape* AI while maintaining distinct human agency.

## Part I: The Wellspring AI Literacy Framework

As suggested by the global framework, the Wellspring approach is structured across four sequential and parallel domains that build student capacity from basic critical awareness to active system improvement:

### Domain 1: Engage with AI (Foundational)

- **Core Objective:** Students become critical and responsible participants in a world marked by AI.
- **Key Competences for Wellspring:**
  - Demystifying AI: Teaching accurate, non-anthropomorphic language (e.g., stopping phrases like *"the AI thinks"* and replacing them with *"the algorithm infers via statistical probability"*).
  - Output Verification: Training students to systematically verify, evaluate, and challenge AI-generated outputs against primary/trusted sources to catch "hallucinations", sycophany, or biased representations.

- Socio-Environmental Awareness: Integrating lessons on the massive environmental and resource costs (energy, water, carbon emissions) of scaling computing power into our science/humanities units.

### Domain 2: Create with AI (Parallel)

- **Core Objective:** Using AI as an iterative, creative thought partner rather than a replacement for human intellect.
- **Key Competences for Wellspring:**
  - Co-Ideation: Brainstorming alongside AI to prompt new iterations, map out unique angles, and expand perspective-taking, while maintaining ultimate human intent.
  - Intellectual Property & Authenticity: Ensuring students grapple deeply with copyright, ethical attribution, and the boundaries between digital replication vs. authentic original inspiration.

### Domain 3: Manage with AI (Parallel)

- **Core Objective:** Developing intentional decision-makers who know exactly *how* and *when* to delegate work to machines.
- **Key Competences for Wellspring:**
  - Problem Decomposition: Teaching students to break a complex problem or academic project into multi-step components, strategically selecting which parts can be augmented by AI capabilities and which strictly require human voice, emotional reasoning, or domain expertise.
  - Human-Oversight Checkpoints: Designing project workflows where students establish rigid human checkpoints to monitor, override, or redirect an automated workflow when it acts unfairly or errantly.

### Domain 4: Shape AI (Culminating)

- **Core Objective:** Empowering students to move from technology consumers to technical and ethical tech citizens who can evaluate and adapt models for the common good.
- **Key Competences for Wellspring:**
  - Investigating Model Cards: Training secondary students to evaluate how data sources, underlying assumptions, and engineering limits bias for an application's output.
  - Designing for Human Wellbeing: Facilitating collaborative cross-curricular projects where students design or modify simple data models specifically optimized to foster inclusivity, accessibility, and community wellness.

## Part II: Wellspring Institutional AI Policy Guidelines

To implement this framework safely and preserve academic excellence, Wellspring's AI policy institutionalizes the following guardrails:

#### 1. Guarding Against "Metacognition Laziness" & Cognitive Offloading

- **The Policy:** AI tools must never undermine cognitive effort, reflection, persistence, or deep independent reasoning. If an AI tool reduces the student's active cognitive engagement with the subject matter, its use is restricted.
- **Assessment Strategy:** Traditional human capabilities such as emotional intelligence, intellectual curiosity, resilience, and collaborative ethical reasoning must remain central to assessment criteria, completely separate from AI tool proficiency.

**2. The Strict Boundary on Relational AI & AI "Companions"**

- **The Policy:** Wellspring explicitly recognizes that AI systems operate entirely without conscious awareness, intent, or capacity for authentic relationships.
- **The Guardrail:** The policy strictly prohibits the school-sanctioned use of "AI companion" apps designed to simulate emotional connection or mental health advice. Faculty and staff will be trained to recognize signs of over-reliance on AI for emotional or social support to safeguard student wellbeing and developmental health.

**3. Shared Stakeholder Responsibility Model**

- **For Faculty, Subject Leaders, and Coordinators:** Preserving professional autonomy. Teachers will receive systemic, ongoing professional development focusing on *pedagogical approaches* to scaffolding AI effectively, rather than just basic software tutorials.
- **For System Leaders:** Prioritizing sustained resource allocation for AI evaluation matrices, ensuring equity of safe access, and building cross-curricular partnerships.
- **For Parents & Caregivers:** Providing families with at-home conversation starters to monitor how algorithmic platforms affect their child's digital footprint, relationships, and emotional balance.

Grade-band learning progression matrix:

A grade-band learning progression matrix designed to embed the **Manage AI** and **Create with AI** domains into Wellspring's educational framework. This matrix tracks a student's journey from early guided exploration to sophisticated, independent systems of thinking.

1. *AI Competency Progression Matrix*

| Grade Band / Level | Domain 2: Create with AI (Thought Partnership) | Domain 3: Manage with AI (Problem Decomposition & Oversight) |
|---|---|---|
| Primary / PYP<br><br>**(Foundational / Basic)** | **Guided Co-Ideation:**<br><br>Students use simple, teacher-vetted generative tools to brainstorm initial creative concepts (e.g., generating alternative story endings or visual asset ideas for a project) while explicitly identifying which ideas were human-driven versus machine-prompted. | **Simple Task Splitting:**<br><br>Students learn to break down a basic project (like a presentation) into "things a human must do" (expressing personal feelings, presenting to the class) and "things a machine can assist with" (suggesting color palettes or correcting spelling). |
| Middle Years / MYP<br><br>***(Intermediate)*** | **Iterative Refinement & Attribution:**<br><br>Students treat AI as a developmental partner. They engage in multi-turn prompting to critique, refine, and iterate on a piece of writing or design. Students maintain an "AI Contribution Log" to | **Strategic Work Delegation:**<br><br>Students decompose complex, multi-stage assignments (e.g., an MYP Personal Project workflow or a science lab design) into distinct algorithmic and human components. They establish rigid **human** |

| Grade Band / Level | Domain 2: Create with AI (Thought Partnership) | Domain 3: Manage with AI (Problem Decomposition & Oversight) |
|---|---|---|
| | explicitly attribute where AI inspired a pivot versus where authentic human originality took over. | **checkpoints** to review data validation before moving to the next phase of execution. |
| Diploma Programme / DP<br><br>***(Advanced)*** | **Systemic Innovation & Boundary Testing:**<br><br>Students leverage advanced modeling and generative tools to test hypotheses, simulate scenarios, or generate complex code structures. They actively evaluate the intellectual property boundaries, cultural biases, and original source foundations of the models they use. | **Autonomous Oversight & Risk Mitigation:**<br><br>Students design and manage complex workflows where AI is integrated as a subsystem. They establish formal quality assurance rubrics, proactively audit automated outputs for systemic error or algorithmic bias, and maintain full human accountability for the final ethical outcome. |