



An Advisory for Catholic Teachers on the Use of **Artificial Intelligence**

Purpose

This advisory is meant to:

- Explain why the Association urges caution when using Artificial Intelligence (AI) in classrooms.
- Help Catholic teachers understand the risks involved with AI in classroom settings.
- Offer general advice that can be shared between teachers who are thinking about using AI.
- Identify appropriate ways AI can be used while still protecting teacher choice, teaching quality, and student engagement.

Before Using AI in the Classroom

If you are considering using AI, OECTA strongly recommends:

- Reviewing this advisory to understand what types of AI use are acceptable and which are not, based on the *Education Act* (Section 264(1)).
- Using your professional judgement to decide if AI use is appropriate and responsible. This includes knowledge of the curriculum, student needs, and proper assessment methods.
- Checking with your school board's existing AI policies or restrictions.
- Never uploading student work or sharing personal information (like names or ages) with AI. Doing so could break privacy laws and put students or colleagues at risk.



Why Caution Is Important – A Slippery Slope

AI can be helpful in some ways, like organizing materials or translating content. But there are serious risks if it is used to replace key teaching tasks. AI should never take over responsibilities that require teacher judgement, creativity, or relationship building.

Improper use of AI could:

- Reduce the prestige of our profession through loss of control (deprofessionalization).
- Lead to loss of skills important to teaching and connecting with others.
- Risk student and teacher privacy.
- Spread biased or inaccurate information.
- Allow private companies to increase influence on public education.
- Lead to disciplinary action if harm occurs.

What Is Deprofessionalization?

Deprofessionalization happens when a profession loses control over its work. For teachers, this can mean losing the ability to make decisions, being replaced by automated tools, or having less say in how teaching is done. This also weakens the value of teaching as a career.

The Loss of Teaching Proficiency

When teachers stop designing lessons, assessing students, or planning instruction themselves, their skills can slowly fade. Relying on AI to handle those tasks takes away opportunities for teachers to stay sharp and grow in their profession.

AI and the Ontario College of Teachers (OCT)

The OCT has not released official rules on AI use in classrooms, but that does not mean teachers are safe from misconduct charges if something goes wrong. Using AI in place of lesson planning, student assessment, or classroom management could violate professional standards and lead to disciplinary action.

Why Teachers Should Not Use AI to Create Lessons or Assignments

The Association does not support using AI to generate full lessons from scratch.

1. It weakens teacher judgement.

Teachers have a legal duty to design plans and assessments ‘as’ and ‘of’ learning based on their observations in the classroom. AI lacks the awareness of student needs and cannot respond to issues that arise day-to-day in the classroom.

2. It may violate privacy laws.

When designing lesson plans with student needs in mind, teachers are required to protect their students’ privacy. Any details provided about student learning styles, diagnoses, or identity mistakenly added to the parameters by the teacher to create a lesson plan could violate the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*.

3. It goes against teaching ethics.

Teachers are expected to act with care, respect, trust, and integrity. Letting AI handle the creation of plans ignores these core values by creating a false trust between teacher and student. Students must know that the teacher created the lessons with their needs in mind. AI cannot replicate care or respect for the students in the classroom.

Why Teachers Should Not Use AI for Evaluation

Using AI to assess student work also raises serious problems.

1. AI can be biased or inaccurate.

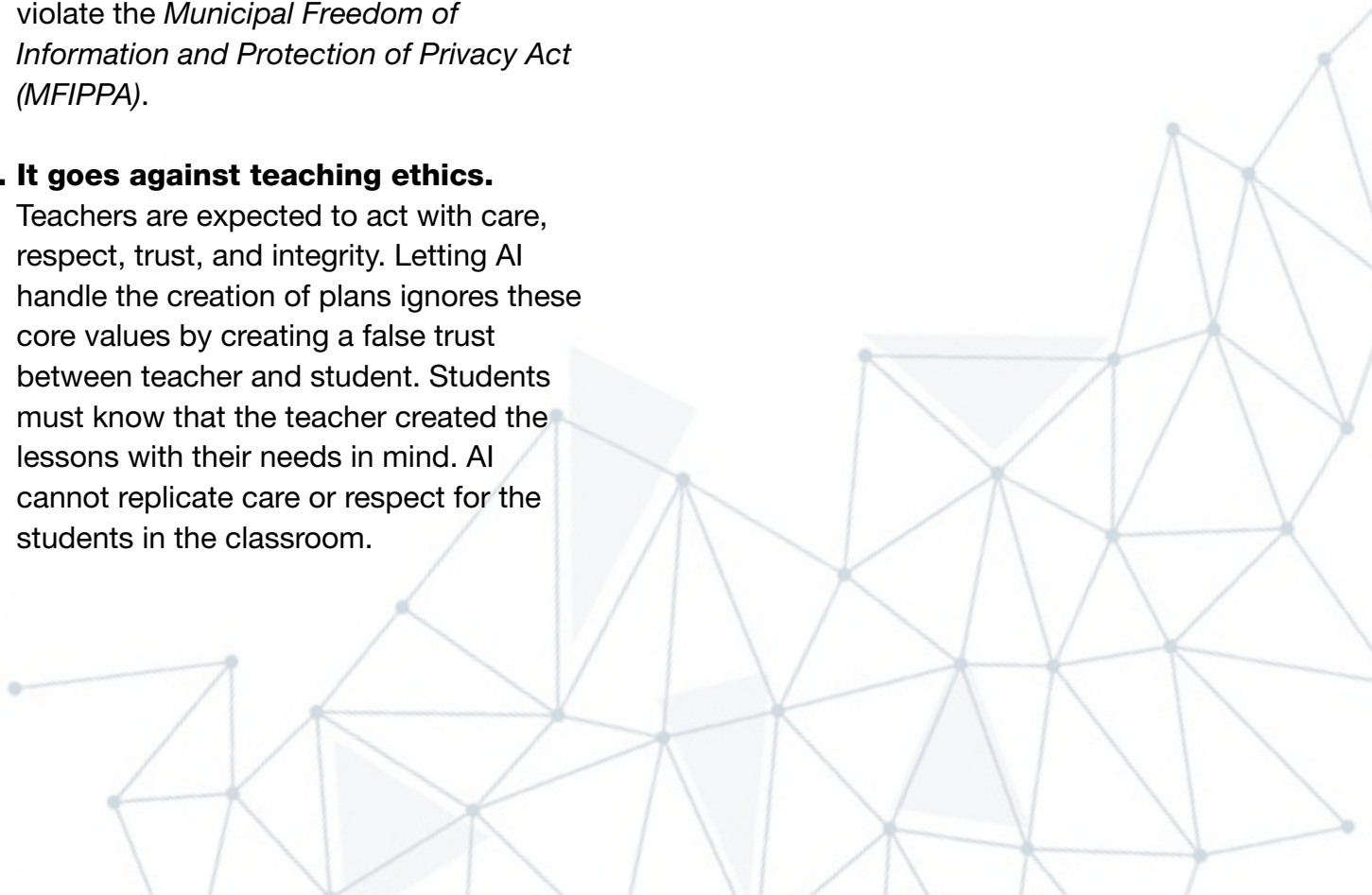
Fair and accurate assessment must be based on a clear understanding of each student. AI cannot offer that.

2. It may break school board rules.

Most boards do not allow student data to be uploaded to third-party systems that are not approved.

3. It weakens the teacher–student connection.

Good assessment requires personal feedback and understanding. This is something AI cannot provide.



Acceptable Ways to Use AI

(In consideration of this advisory, school board policies, and professional judgement)

If your board permits it, AI may be used in limited ways that do not replace a teacher's core responsibilities. Some examples include:

1. Organizing classroom materials or schedules.
2. Creating draft rubrics or checklists that the teacher adjusts.
3. Translating instructions for Multi-language Learners (MLs).
4. Summarizing policy documents or education research.
5. Exploring new teaching strategies for professional development.
6. Creating polite and professional draft messages to parents (without personal information).
7. Rewriting content for different reading levels.

Conclusion

Artificial Intelligence is evolving quickly, and teachers need to be careful. AI may offer useful products, but it must never replace the judgment, creativity, or personal connection that define good teaching. The Association reminds you to protect your profession, respect student privacy, and stay informed as AI becomes more common in education.

If you are unsure how to proceed, reach out to your local OECTA unit office for support.