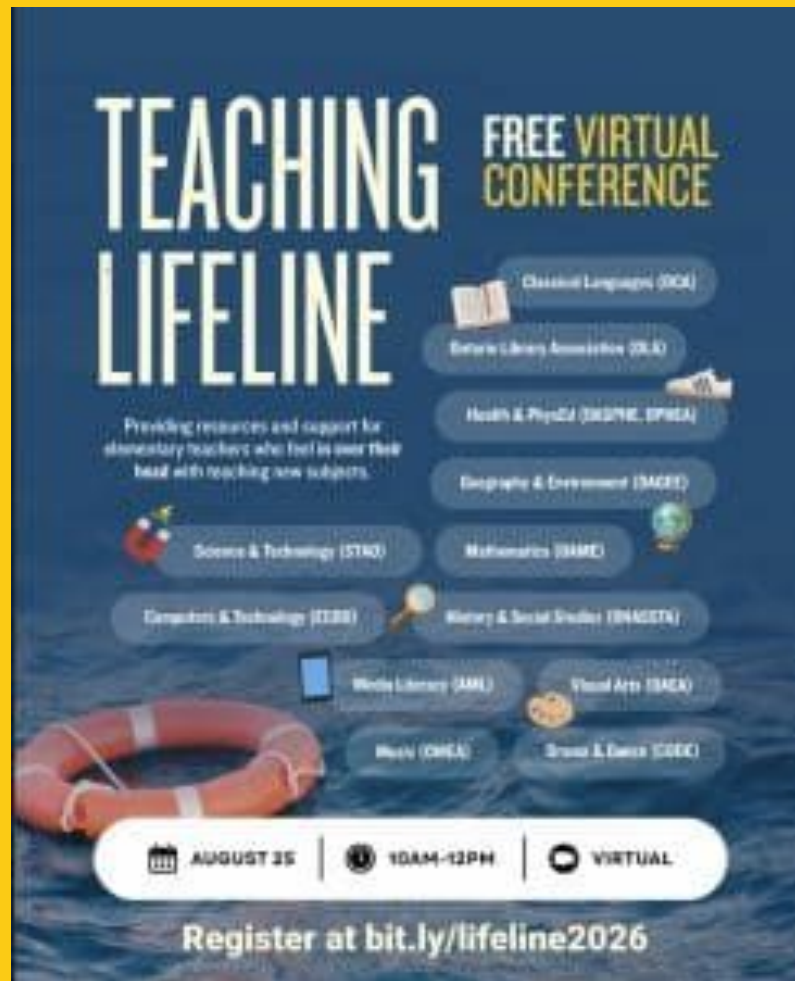




Media Literacy: AI and Technology Management in the Classroom

Media Literacy: AI and Technology -
Will your students have
Chromebooks? Wondering how to
handle the AI "elephant in the room"?
This talk will reinforce the ETFO AI
guidelines and make suggestions for
establishing procedures and critical
thinking practices for your classroom
(Led by Diana Maliszewski)

The poster has a dark blue background with a life preserver floating in water at the bottom. The title 'TEACHING LIFELINE' is in large white letters, and 'FREE VIRTUAL CONFERENCE' is in yellow. Below the title, a subtitle reads: 'Providing resources and support for elementary teachers who feel is over their head with teaching new subjects.' A grid of subject-specific buttons follows, each with an icon and a label: Classical Language (CCLC) with a book icon, Ontario Library Association (OLA) with a book icon, Health & Physical (HSPHE, SPHEA) with a person icon, Geography & Environment (GAGEE) with a globe icon, Science & Technology (STAO) with a red planet icon, Mathematics (MAME) with a calculator icon, Computers & Technology (CTED) with a magnifying glass icon, History & Social Studies (HAGSTH) with a globe icon, World Literacy (WLWL) with a smartphone icon, Visual Arts (VACA) with a paint palette icon, Music (MCEA) with a musical note icon, and Drama & Dance (DDEC) with a person icon. At the bottom, a white bar contains the date 'AUGUST 25', time '10AM-12PM', and 'VIRTUAL' with a play button icon. The registration link 'Register at bit.ly/lifeline2026' is at the very bottom.

TEACHING LIFELINE

FREE VIRTUAL CONFERENCE

Providing resources and support for elementary teachers who feel is over their head with teaching new subjects.

- Classical Language (CCLC)
- Ontario Library Association (OLA)
- Health & Physical (HSPHE, SPHEA)
- Geography & Environment (GAGEE)
- Science & Technology (STAO)
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- World Literacy (WLWL)
- Visual Arts (VACA)
- Music (MCEA)
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AUGUST 25 | 10AM-12PM | VIRTUAL

Register at bit.ly/lifeline2026

A Members' Guide to Artificial Intelligence AI in Elementary Schools



The goal of this resource is to empower members to thoughtfully explore the potential uses, risks, and opportunities of AI in elementary education; engage in informed dialogue; and make decisions that protect and advocate for their professional integrity and support student learning.

Artificial Intelligence in Education

Artificial intelligence (AI) is being developed and adopted at record speeds. This advancement is happening so quickly, in fact, that the drive to use AI in classrooms and with students is coming ahead of clear legislation, board guidelines, practical resources, and professional learning.

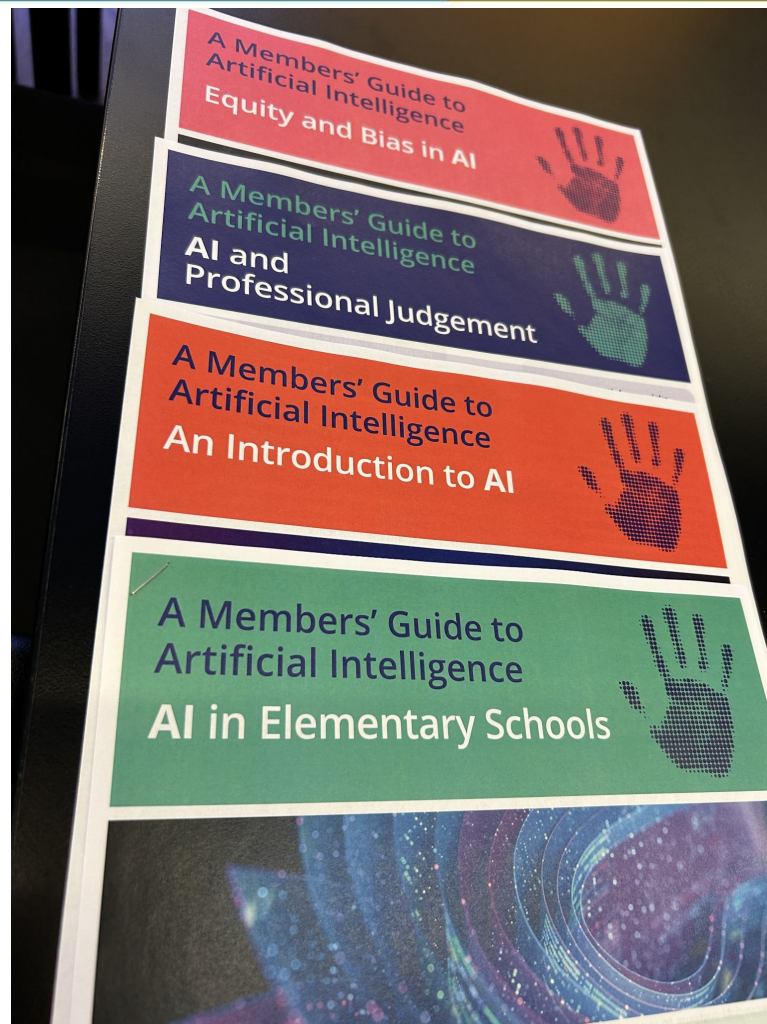
As educators increasingly embrace AI tools to support teaching and learning, we must carefully consider its impact on the following:

- policy development and consultation
- board policies, procedures, and guidelines
- teacher performance and hiring
- professional learning
- instruction
- assessment and evaluation

Use this guide to help navigate the use of AI in your practice and with students. The guiding questions provided are tailored to help you evaluate current practices, identify areas for development, and plan for the thoughtful integration of AI in the classroom.

Advice for Members

As educators it is our responsibility to advocate for and defend our professional decisions. We must approach AI critically, ensuring its use enhances student learning, protects educator rights, and upholds collective agreements. AI tools should be used responsibly and ethically, with careful attention to accuracy, privacy, and ensuring alignment with board-approved tools, policies, and guidelines.



<https://www.etfo.ca/about-us/member-advice/prs-matters-bulletins/artificial-intelligence-in-education-advice-for-members>



Members should:

- ❑ Prioritize the humane and ethical use of AI tools and use them responsibly.
- ❑ Critically evaluate AI tools to understand how data is being collected and used, if a tool reinforces existing biases and inequities, and if the information is accurate and reliable.
- ❑ Use **professional judgement** when determining if, and when, AI tools can be used to support teaching and learning.
- ❑ Ensure that the AI tool aligns with the Ontario curriculum and instructional approaches.
- ❑ Always cite and attribute credit to original sources, including AI-generated content.
- ❑ Be aware of privacy issues when entering information into AI tools.
- ❑ Follow all school district guidelines and policies and only use digital tools and resources that are approved.

<https://www.etfo.ca/about-us/member-advice/prs-matters-bulletins/artificial-intelligence-in-education-advice-for-members>



@transcendideas



What is your school board's AI policy? What can you use? When?



For the first week of school ...

Focus on developing relationships with your students over using Generative Artificial Intelligence. What you prioritize demonstrates what you value.

**Talk with
Your
Students
About AI**

Do you use AI?

When is it okay to use AI?

When is it not okay to use AI?

How does AI impact us and our learning?



AI Makes Mistakes

<https://aml.ca/how-ai-acknowledges-its-errors/>



How We Perceive AI Matters

<https://aml.ca/ai-representation-why-names-and-concepts-matter-by-diana-maliszewski-carol-arcus/>

WATCH | How this teacher tackles Gen AI, algorithms with young students:



Toronto teacher-librarian Diana Maliszewski outlines how she tackled artificial intelligence in a social studies lesson for sixth graders, who picked apart AI-generated photos of 'a typical Canadian.'

Critical Thinking

<https://www.cbc.ca/news/canada/students-critical-thinking-9.7278042>



But what about Chromebooks?



Organize Technology

Storage = Chromebook cart? Tech tubs? Bins by outlets?

Power = End of day roundup? When not in use?

Designations = Which students use which machines?

Maintenance = Clean keyboards?

Damage / Repair = Who reports? Who fixes?

Establish Routines and Procedures

Policies for Placement = In desk? At home? Near food?

Procedures for Problems = FAQs when stuck

Consequences for Misuse = Board AUPs (review/sign)

Co-Created Considerations for Use = Music? “Free time”?

Surveillance / Privacy = Student monitoring software?

TEXT

What does this interface look like?

How much of the interface is text?
Images? White space?

What codes and conventions does
this interface use? What formula
does it follow?

How has this interface changed over
time? How are those changes
significant?

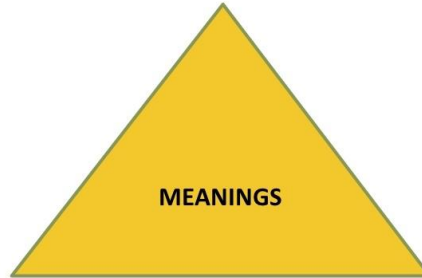
What is missing from this interface?

What other media intersect with this
interface?

How are video/audio/images used in
the text?

Whose values are being promoted?

[Social Media Triangle]



PRODUCTION

Who created this social media site?

For what purpose was it created?

Is the company publicly or privately held?

How does the company collect information
about its users?

What does the company do with the
information it collects?

How does the company profit from the site?

AUDIENCE

Was this interface created for a
specific audience?

Who uses this interface?

For what purpose(s) would it be used?

How is the audience entertained on
this site or encouraged to spend time
on the site?

What is the cost of using this
interface?

Why do I enjoy using this interface?

What would I change about the
interface?

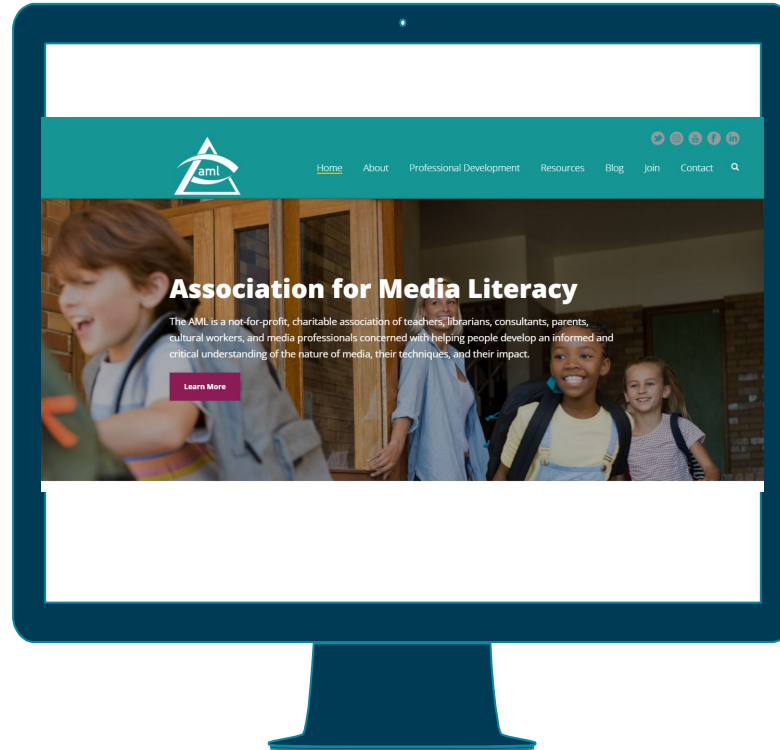
[aml]
THE ASSOCIATION
FOR MEDIA LITERACY

Visit aml.ca

for more

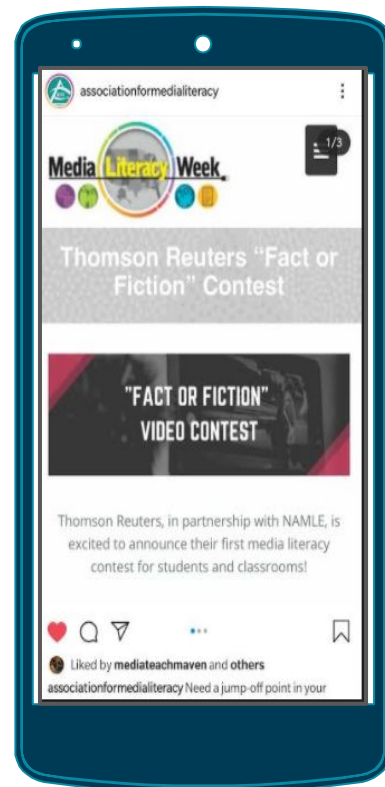
Media

Literacy ideas





@associationformedia literacy



Questions?



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diana.maliszewski@tdsb.on.ca

www.aml.ca (free membership with monthly newsletters!)