GEORGETOWN DAY SCHOOL
AI PHILOSOPHY AND APPROACH

This document articulates GDS's philosophy regarding generative artificial intelligence, and describes how we are inviting faculty, staff, and students to shape the evolution of our program.

The advent of generative artificial intelligence has profoundly changed the context in which we pursue our longstanding educational commitments at GDS—but it has not changed the nature of those commitments. True to our mission and educational philosophy, we honor the integrity and worth of each individual, challenge students intellectually, creatively, and physically, foster strength of character and concern for others, and prepare students to change the world. These commitments now call for a sophisticated understanding of AI, the ability to use technology in service of humanity, and deep attention to human development and humanistic inquiry. We are preparing students not simply to adapt but to lead. Doing so requires fidelity to our enduring commitments and a willingness to evolve how we pursue them.

As ever, GDS students and GDS teachers will ***think*** constructively, ***collaborate*** courageously, and ***lead*** ethically. Our evolution as a school in the age of AI centers on these endeavors.

Think. At GDS, students learn to wonder, inquire, and think critically, developing a lifelong love of learning. Our teachers reflect on their practice and deepen their subject matter expertise through ongoing professional development. These commitments and habits of mind require an understanding of how generative AI works, what it is and is not, its capabilities and limitations, and its implications for relationships, identity, equity, justice, privacy, and safety. Understanding AI is an essential competency that we call **AI Foundations**. As AI's ability to mimic or even outperform some forms of human intelligence continues to expand, so does its potential to erode the productive friction essential for concept mastery, critical analysis, problem-solving, and relationship building. A grounding in AI Foundations helps us recognize the risks of outsourcing work or partnering with AI, and discern when doing so could displace essential human capacities or hinder learning. AI Foundations will be required of all faculty and students at GDS, and two committees will develop curricula for both groups.

Collaborate. GDS is emblematic of the joyful and productive learning that happens through collaboration in a diverse community. Students and teachers partner across differences, listen to each other with curiosity, courageously and respectfully engage disagreement, and care for themselves and others. Members of our teaching and learning community understand the value of encountering perspectives that challenge our own. Such human relationships and partnerships are irreplaceable, and with the proliferation of AI, they require even more

deliberate cultivation. At the same time, with humans taking the lead, AI can be a powerful partner in inquiry, analysis, and problem-solving—a partner that our students may well be expected to use after they graduate from GDS. **AI Fluency** is our name for facility with AI tools combined with discernment about AI's right relationship to human work. A committee of faculty, staff, and students will explore ways to equip interested teachers and all students with AI Fluency and will share insights with our community through periodic short learning showcases.

Lead. GDS empowers its students to make their voices heard and to exercise agency with integrity and respect for different identities and viewpoints, while GDS teachers lead by example, exercise deliberative professional judgment, and collectively shape our academic program and culture. Such leadership in the age of AI requires broad humanistic inquiry in fields from philosophy to neuroscience to the arts. Our educational philosophy obliges us to prepare students "to enter the great conversations of life." This is one of those great conversations. Entering it as leaders requires sustained engagement with questions made newly urgent by AI: How do we distinguish truth from fiction? What is the nature of consciousness and knowledge? How do we understand authorship and originality? How does technology distribute power, and what are the consequences? In the near future, the School will convene discussions on **AI & Humanity** to identify where such questions are being asked across our curriculum and to deepen, connect, and expand the conversations, so that GDS graduates are more than proficient users of technology; they lead and shape a world in which technology serves humanity.