

AI and Technology Policy

Introduced :	September 2026
Next Review :	September 2027

UAE School Inspection Framework Alignment

This policy aligns with the UAE School Inspection Standard 4.1 Curriculum Design and Implementation: Elements 4.1.1 Rationale, Balance and Compliance and 4.1.4 Cross-curricular Links and Standard 5.1 Health and Safety, Including Arrangements for Child Protection/Safeguarding: Element 5.1.2 Arrangements to Ensure Health, Safety and Security.

Policy

1. AI and Digital Literacy

1.1 Curriculum Integration

Dunes International School shall develop students' AI and digital literacy through its curriculum with increasing technical complexity, in line with AI Literacy Requirements.

1.2 AI Learning Outcomes Monitoring and Reporting

The school shall adopt and maintain a Learning Management System (LMS) that integrates AI standards and learning outcomes, ensuring that student AI literacy data is accessible to ADEK for regulatory monitoring.

1.3 AI Literacy Assessment

The school shall ensure that every student graduates with demonstrated AI literacy, assessed through students' application of knowledge and skills in authentic, real-world contexts and adapted for students with additional learning needs, in line with the Inclusion Policy.

2. AI Learning Tools

2.1 AI-Powered Personalized Learning

The school shall implement at least one AI-powered personalized learning tool (AI learning tools including chat or non-chat-based AI tutors) that meets the requirements of Appendix B.

AI Learning Tool Criteria and obtain ADEK approval before deploying any tool by completing the ADEK AI Learning Tool Vetting Form. The school shall set screen-time limitations to maximize learning.

2.2 Foundational “AI for Teaching” Competency

The school shall ensure all relevant teaching and teaching support staff complete foundational training on the use of AI learning tools to identify students’ strengths and weaknesses and adapt teaching methods to address learning gaps, in line with Appendix C. Pedagogical Requirements for the Use of AI Learning Tools.

2.3 AI Learning Tool Training for Students

The school shall train all students on the use of deployed AI learning tools, ensuring students’ ability to navigate the tool, use the tool to support their own learning, prompt (if applicable), abide by safety guardrails, and engage in responsible use.

3. Institutional Readiness

3.1 Digital Strategy

Dunes International School shall develop and implement an annual school-wide digital strategy for the use of AI and technology to improve student achievement, teaching pedagogy, and school operations.

3.2 Continuous Professional Development (CPD) in AI

The school shall ensure staff attendance at all ADEK-mandated training (general and role-specific, when applicable). Staff shall be provided CPD opportunities in human-centered AI use, ethical and responsible AI practices, AI systems and applications, AI-enabled pedagogy, AI for professional growth and improvement, and cybersecurity and digital safety.

3.3 Digital Infrastructure and Systems

The school shall maintain reliable digital infrastructure and systems (e.g., networks, applications, devices, and services), in line with Appendix D. Ensure the availability of secure school-issued devices, appropriate staff access to digital systems and platforms provided by ADEK, preparedness for ADEK-approved distance learning, and access to appropriate assistive

technologies, in accordance with the School's Inclusion Policy. Dunes International School is not encouraging students to bring their own device.

4. Responsible Use

4.1 Responsible Use Policies

The school shall regulate the responsible use of AI and technology to protect and maximize learning, ensure ethical academic behavior and oversight, and safeguard user wellbeing, including the requirements in Appendix E.

Responsible Use and Safeguarding Elements through age- and culturally-appropriate policies for students, staff, parents, and other users.

4.2 Student Phone Usage

Students shall not be authorized to use personal mobile phones on school premises during the school day, unless explicitly and exceptionally authorized by a teacher for learning purposes. The school shall ensure other SIM-enabled devices (e.g., smart watches) are communication-disabled and that devices necessary for learning (e.g., tablets, laptops) are only used for learning purposes and actively monitored to prevent distraction.

4.3 Student Social Media Usage

The school shall not authorize students to use social media, in line with Cabinet Resolution No. (106) of 2026 Regarding the Regulation of Children's Access to Social Media and its amendments.

4.4 Virtual Private Networks (VPNs) Usage

The school shall not authorize the use of VPNs on any device on school premises and networks.

4.5 Parent Partnership

The school shall regularly inform parents of their obligation to monitor their child's digital behavior outside school and limit social media use for children aged 15 and under, in line with Federal Decree Law No. 26 of 2025 on Child Digital Safety and Cabinet Resolution No. (106) of 2026 Regarding the Regulation of Children's Access to Social Media and their amendments.

5. Security

5.1 Vendor Selection

The school shall establish procedures for selecting and managing external technology vendors, products, and services that meet ADEK requirements and UAE laws.

5.2 Digital Incidents

The school shall identify, manage, document, respond to, and report digital incidents, supporting affected students and informing parents as applicable, in line with the Student Protection Policy, Student Behavior Policy, Records Policy, and applicable UAE laws.

5.3 Data Protection and Cybersecurity

The school shall implement and maintain data protection and cybersecurity measures, in line with Appendix D. Technical Requirements, Federal Decree Law No. 45 of 2021 on the Protection of Personal Data, Federal Decree Law No. 34 of 2021 on Combatting Rumors and Cybercrimes, Federal Decree Law No. 26 of 2025 on Child Digital Safety, and their amendments, and any other laws and requirements issued by relevant government authorities.

5.4 Digital Communication and Social Media

The school shall implement the secure storage and appropriate use of digital media, establish controls for official school social media accounts, monitor official and unofficial school-related communication channels, and obtain parental consent before recording or publishing identifiable student digital media.

5.5 Staff Personal Communication Practices

The school shall inform staff of unauthorized practices, including the use of personal email or social media accounts to communicate with current students, former students aged below 18, or parents, or the use of personal social media accounts to disseminate confidential school information or content that may be inappropriate, discriminatory, harmful, or perceived as endorsed by the school.

6. Communications

6.1 School Website

Dunes International School shall maintain an updated school website containing all ADEK-mandated information.

Compliance

Dunes International School shall work towards full compliance with this policy by AY 2027/28. Failure to comply with applicable ADEK requirements may be subject to legal accountability and penalties stipulated in accordance with ADEK regulations, policies, and requirements and applicable UAE law. ADEK reserves the right to intervene if the school is found to be in violation of its obligations.

Expected Outcomes

1. Improved AI and digital literacy among students.
2. Strengthened AI-enabled pedagogy among teachers.
3. Improved student learning outcomes (attainment and progress) using AI learning tools.
4. Enhanced responsible use of AI and technology in schools.

Appendix A. AI Literacy Requirements

Dunes International School shall implement the ADEK K-12 AI Literacy Framework as follows:

1. Integrating AI Literacy into the Curriculum

The school shall ensure students develop the four interconnected AI literacy strands through its curriculum: AI Conceptual Understanding; Critical Evaluation and Informed Interaction; AI Creation, Engineering, and System Design; and Responsible Governance, Data Privacy, and Societal Impact.

2. AI Learner Profiles and Phasing

The school shall introduce the four AI literacy strands across four developmental phases and learner profiles, progressing with increasing technical complexity.

Phase/Cycle	AI Learner Profile	Core Competency	Milestone
Phase 1/KG: KG1–KG2 / FS2–Year 1	AI Aware Explorer	Explores inputs and responses through play	Students distinguish between human senses and basic machine inputs and understand cause-and-

Dunes International School

Plot no 19; Shabiya 9; Mussafah; Abu Dhabi; P.O Box 5121

Tel.: 0097125527527

school code : 90201 | Affiliation number : 6630051



مدرسة ديونز الدولية

هاتف: ٠٩٧١٢٥٥٢٧٥٢٧

رقم القطعة: ١٩، شعبية ٩، مصرف، أبوظبي، ص.ب: ٥١٢١

كود مدرسة: ٧٢٦٨٩ | رقم الانتساب: ٦٦٣٠٠٥١

			effect relationships. Learning is unplugged with no direct AI tool use.
Phase 2/Cycle 1: Grades 1–5 / Year 2–6	AI Literate Thinker	Applies rules, logic, and data to generate and evaluate outputs.	Students' progress from rule-based thinking to multi-step logic, develop understanding of how data influences outcomes, and begin interacting with AI tools to refine outputs.
Phase 3/Cycle 2: Grades 6–8 / Year 7–9	AI Solution Builder	Designs and improves AI-powered solutions using data, models, and workflows.	Students build, evaluate, and refine solutions using structured processes and foundational ML concepts.
Phase 4/Cycle 3: Grades 9–12 / Year 10–13	AI Systems and Solutions Designer	Designs and governs integrated AI systems.	Students develop real-world solutions using systems thinking and ensure effectiveness, responsibility, and alignment with societal and governance expectations.

Amendments:

Prepared By	Date
AI Lead / ICT Coordinator	September 2026

Principal Mr. Paramjit Ahluwalia	
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