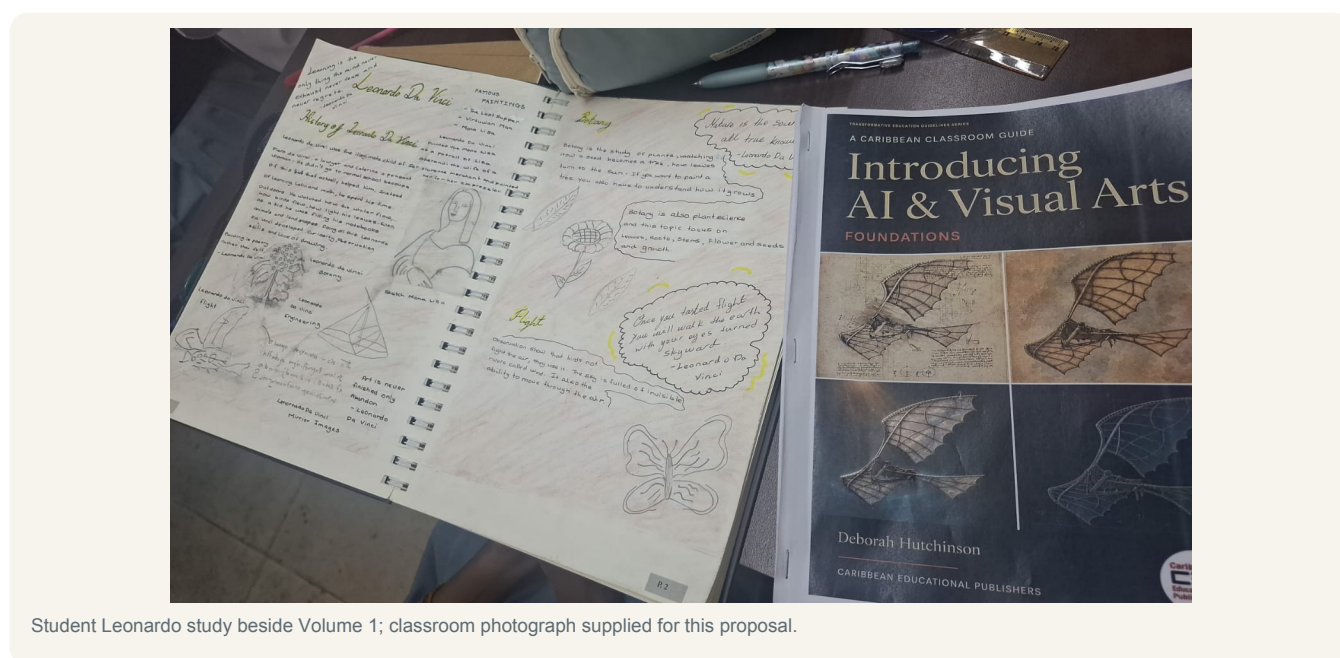


The Transformative Education Guidebook Series

Advancing ethical AI in Catholic education

For His Holiness Pope Leo XIV, through Archbishop Jason Gordon



Student Leonardo study beside Volume 1; classroom photograph supplied for this proposal.

A classroom series that begins with human experience, local culture, discussion and handwork, then teaches students to use artificial intelligence with judgment and accountability.

THE INVITATION

We respectfully invite the Archbishop of Port of Spain to review the full series, consider presenting it to the Holy Father, and explore a supervised Catholic-school pilot in Trinidad and Tobago before wider Caribbean adaptation.

Submitted by: Deborah Hutchinson, Founder and Lead Facilitator, I.C.T.A. (Innovation and Creativity through the Arts); UNESCO ASPnet National Coordinator, Trinidad and Tobago; Visual Arts Teacher, St. Joseph's Convent San Fernando.
Co-developed with: Dr. Gábor Soós.

The series and its purpose

The series was developed independently of Magnifica Humanitas. It shares the encyclical's concern that technology serve human dignity, the common good and ethical discernment. We request the Holy See's blessing in considering the books for Catholic schools, beginning locally and adapting them carefully elsewhere.

A PLACE-FIRST LEARNING SEQUENCE

Experience and evidence → human interpretation → community discussion and correction → purposeful AI use → reflection and action.

The Place-Shaped AI cycle and Bartók 4.0 Learning Cycle ask students to encounter their own community, culture and craft before using AI. The tool supports an already human purpose.

THE THREE VOLUMES

- Volume 1 — Introducing AI & Visual Arts: A Caribbean Classroom Guide. Forms 1–3; 19 chapters. Generative AI supports, but never substitutes for, Visual Arts practice through Carnival, folklore, landscape and textile work rooted in Caribbean heritage.
- Volume 2 — Heritage, Culture and Art. A companion guide extending the same place-first approach to cultural and historical inquiry, visual response and community knowledge.
- Volume 3 — Building Futures (STREAM). Primary (ages 5–11) and Secondary (ages 11–18) books apply the same cycle to science, design and engineering, progressing from LEGO construction to robotics.

WHAT STUDENTS SHOULD LEARN ABOUT KNOWLEDGE

A printed textbook and an AI answer both require a questioning reader. A book may have named authors and editorial review, yet can contain errors or outdated claims. AI can produce fluent but invented or biased claims. Students should compare sources, inspect evidence, ask who is speaking, credit authorship and correct their own work. An AI tool may help locate questions or explain a concept; it cannot independently certify its own answer.

Educational aim: form a young person who can make, research, question, verify, discuss and act — with technology under responsible human direction.

An educational answer to the encyclical

The original concept note identifies five connections between Magnifica Humanitas and the books. Here they are framed as classroom practices.

Human dignity and oversight	AI offers epistemic leverage for student creativity, governed by conscience and accountable adults. Students direct the tool rather than obey it.
Relationships and critical thought	Peer discussion, community connection and reflective journals require students to explain decisions in their own words.
Cultural rootedness	Caribbean places, languages and heritage supply starting evidence; adaptations elsewhere should begin with each community's own knowledge.
Bias, authorship and truth	Units on Bias in AI, AI vs. Traditional Media, and Attribution & Authenticity teach source comparison, disclosure and correction.
Human limits and handwork	Observation, drawing, materials and local expertise come before generation. Making things remains part of learning, not an inefficiency to remove.

WHY CATHOLIC SCHOOLS?

Catholic education forms the whole person: conscience, judgment, craft, service and relationship. The series turns broad AI policy into actual lessons, gives teachers activities for discernment, and can support a CXC-aligned local curriculum after syllabus mapping and teacher review. Its community and pastoral emphasis is compatible with the UNESCO ASPnet Whole School Approach on which the original proposal draws. I.C.T.A.'s International Adaptation Programme offers a route to localise the materials rather than export a fixed template.

Reference: Pope Leo XIV, Magnifica Humanitas (15 May 2026), especially §§4, 99–107, 139–147 and 238. The series alignment is the authors' proposal, not an endorsement by the Holy See.

Guidance is the urgent work

The key educational question is how to guide AI use toward truth, creativity and the common good.

Technology is not evil in itself; its consequences depend on the people and institutions that design, govern and use it. Fear alone does not prepare children to encounter it. Schools can instead give young people an ethical language, practical boundaries and habits of verification. This approach neither treats AI as a person nor assigns it spiritual authority; Christ and human relationships remain the centre of Catholic formation.

If Catholic schools postpone classroom guidance while AI becomes ordinary in students' lives, commercial platforms and informal habits will shape their use first. The Church has a timely opportunity to teach discernment in practice, in conversation with families and teachers, rather than leave students to improvise alone. This is a call to lead responsibly, not to compete with other faiths.

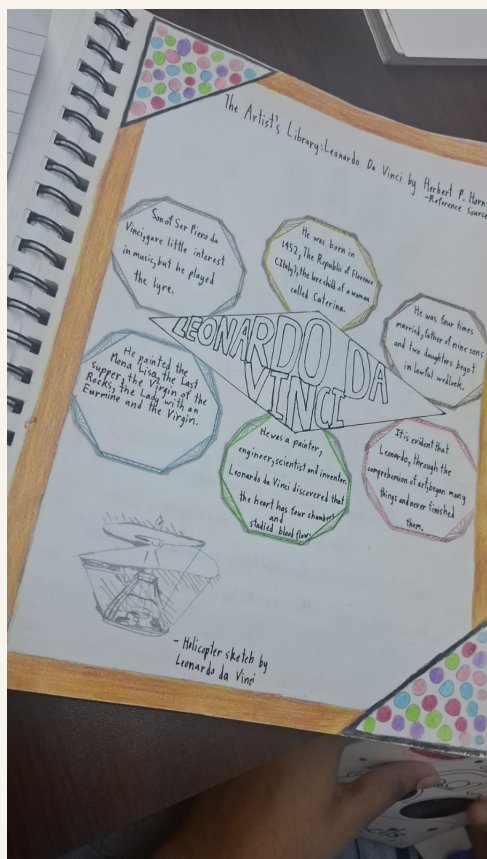
CLASSROOM SAFEGUARDS PROPOSED FOR A PILOT

- Verify beyond the AI response. Check claims against identifiable books, primary documents, expert voices or trustworthy sites; log corrections.
- Keep the student's work visible. Preserve sketches, notes, drafts, experiments and a brief account of where AI helped.
- Teach provenance. Record sources and prompts where relevant; distinguish quotation, paraphrase, original work and generated material.
- Protect relationships and privacy. Teacher oversight, peer dialogue and community knowledge stay central; do not submit personal student data to tools without school-approved safeguards.
- Assess learning, not polish. Use process portfolios, oral explanation, source checks and authentic making to see what a student understands.

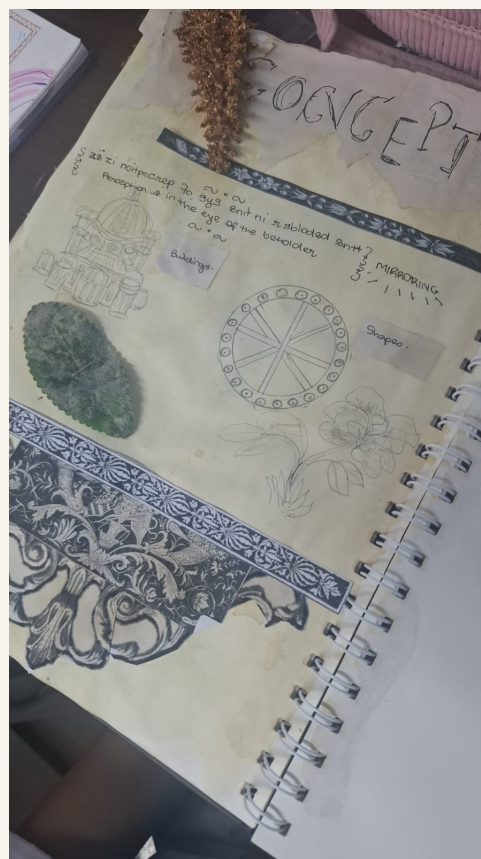
A student may read a book uncritically or accept an AI answer too readily. The teacher's task is to cultivate the same core habit in both settings: ask for evidence, compare accounts and revise when the evidence changes.

Student work and reflection

Photographs supplied with this proposal show a Leonardo da Vinci study combining hand drawing, books, web research, journal writing and reported AI use.



Hand-drawn Leonardo study page, with research notes.



Illustrated student journal page.

SELECTED STUDENT WORDS

- A** “I read through the first few chapters where I got some of my information.”

Library research before using a digital tool.

- B** “after I researched my information, I scanned it, took it to chatgpt and got it fact checked”

Student reports using AI to check work; teacher should verify the claim against sources.

- C** “After, I revisited those sites and wrote down my info before double checking with ai.”

Student reports returning to source sites and then consulting AI.

A careful path to adoption

The classroom images and reflections illustrate student processes; they do not by themselves prove factual accuracy, learning gains or that AI caused improvement. A pilot would test those questions openly while refining the materials for Catholic-school use.

PROPOSED ARCHDIOCESAN PILOT

- 1. Review. Receive full manuscripts and sample chapters from Volumes 1–3; check doctrine, pedagogy, safeguarding, accessibility and local syllabus fit.
- 2. Try. Select a small group of Catholic secondary classrooms in the Archdiocese of Port of Spain, with teacher orientation, family information and school-approved AI tools.
- 3. Observe. Compare student source logs, hand-made work, revisions, oral explanations and reflection journals at the beginning and end of the unit; collect teacher and student feedback.
- 4. Refine. Revise the books and guidance before recommending wider Caribbean or international adaptation. Primary STREAM materials can be reviewed separately for age fit.

RESPECTFUL REQUEST

- To Archbishop Jason Gordon: receive the full series for review; consider bringing it to the attention of Pope Leo XIV; and consider recommending a supervised Catholic secondary pilot locally.
- To the Holy See: consider a blessing or guidance concerning recommendation of the series for Catholic education, beginning in Trinidad and Tobago and the wider Caribbean, subject to review and pilot findings.

SOURCE AND EVIDENCE NOTES

Original source: Concept Note: The Transformative Education Guidebook Series: Advancing Ethical Artificial Intelligence in Catholic Education, Deborah Hutchinson and Dr. Gábor Soós, September 2026. Vatican reference: Magnifica Humanitas, 15 May 2026, vatican.va/content/leo-xiv/en/encyclicals/documents/20260515-magnifica-humanitas.html. Student excerpts are anonymous transcriptions from supplied photographs of classroom journals, shortened to readable passages; spelling and capitalization are retained where legible. Student statements describe their own process and have not been independently verified as learning outcomes. Photos show artwork, not student faces.

CONTACT

Deborah Hutchinson, Founder and Lead Facilitator, I.C.T.A., is available to provide full manuscripts, sample chapters or a presentation to the Archdiocese at the Archbishop's convenience.