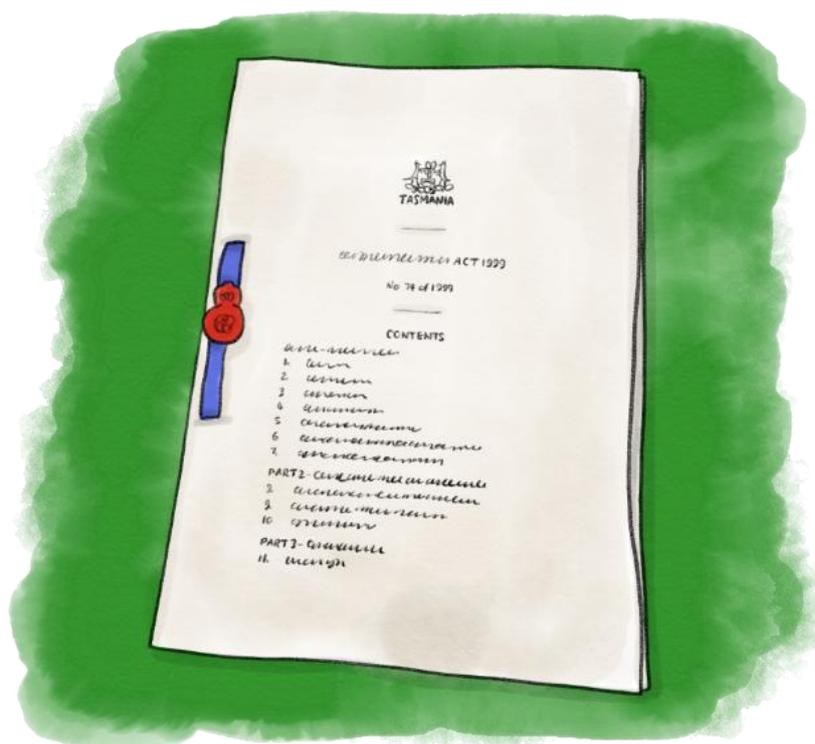


House of Assembly – Classroom role-play Facilitator Script

The Use of AI in Schools Bill

A Bill for an Act to amend the
Education Act to allow for the use of AI
in Schools

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THE ROLE-PLAY

Speaker's Procession

Background Information: The House of Assembly begins every sitting day with the Speaker's Procession. In the three minutes prior to the Procession starting, bells ring all over Parliament House. The bells call Members of Parliament (MPs) to the House of Assembly Chamber. Once the bells start ringing, Members hurry to the Chamber.

Action: The Clerk of the House or facilitator rings a bell for a few seconds.

Clerk (*standing*): Honourable Members of the House of Assembly and all visitors, please stand in silence for the Speaker's Procession.

Action: Everyone in the room stands. At the room entrance, the Sergeant-at-Arms announces the Speaker.

Sergeant-at-Arms: The Honourable, the Speaker.

Action: The Sergeant-at-Arms, carrying the Mace over their right shoulder, leads the Speaker to the Chair. Once there, the Speaker remains standing while the Sergeant-at-Arms sits the Mace in a central location (e.g. table in the middle of the classroom) with the head facing the Government Members. The Sergeant stands at their seat.

Background Information: In a Westminster-system Parliament, the Mace symbolises the authority of the Speaker. It remains in-situ while the Speaker or Deputy Speaker is in the Chair. In the House of Assembly, the Mace's cradle can roll into the cabinetry to conceal the Mace when required (e.g. if the House moves into Committee of the whole House and the Speaker leaves the Chair).

Speaker (*standing*): The House of Assembly begins each sitting day with an Acknowledgement of Country (*pause*).

We acknowledge and pay respect to the Tasmanian Aboriginal people as the traditional and original owners and continuing

custodians of this land on which we gather today and acknowledge elders, past, present and emerging

Action: Speaker sits.

Everyone please sit down.

Background Information: The House of Assembly Standing Orders are a set of over 350 published rules, agreed to by the House itself. All Members must follow the Standing Orders, with the Speaker having the ultimate responsibility for applying the Standing Orders. Some Standing Orders reflect complex parliamentary procedures, and as experts on the traditions and procedures of Parliament, the Clerks guide the Speaker and Members on the interpretation of the Standing Orders.

The House of Assembly is now in session. The *Standing Orders* or rules of the House must be obeyed. Clerk, please read aloud some of the *Standing Orders*.

Clerk (*standing*):

- Elected Members of the House of Assembly must conduct themselves in a respectful manner at all times.
- The Speaker keeps order in the House and Members must follow their instructions.
- If physically able, stand to speak. Otherwise, Members may speak from their seat.
- Only speak when called upon by the Speaker. Begin speeches with 'Speaker'.
- Except for the Minister or sponsor of the Bill, Members may only speak once during the Second Reading (*Clerk sits*).

First Reading

Background Information: *There are three steps in the lawmaking process for the House of Assembly: the First Reading, the Second Reading and the Third Reading. The term 'Reading' is a formal action to mark each stage of the passage of a Bill. The use of the word Reading in a Westminster-system Parliament predates the Fifteenth Century. In those times, with the lack of printing presses and consequent lack of multiple copies of the Bill, combined with the overall poor literacy standard of Members, the Clerk read aloud the entire contents of the Bill, ensuring Members knew what they were debating. In modern times, copies of the Bill are readily available, and it is assumed that Members can read the Bill.*

The First Reading is the formal process to table (introduce) a Bill in Parliament. While any Member of the Parliament of Tasmania can table a Bill, the majority of Tasmanian legislation is introduced by the Government of the day, under the carriage of the relevant Minister. In the House of Assembly, there is no debate on the First Reading. In essence, the first vote determines if the House of Assembly agrees to allocate parliamentary time to debating the Bill. Up until this time, the Bill has been treated as a confidential document but by tabling the Bill at the First Reading, the Minister makes the proposed Bill a public document. Some Bills are circulated publicly before tabling in Parliament, to seek stakeholders' feedback.

A Bill must pass (have majority support) the First Reading to pass to the Second Reading but it is very unusual for a Bill to fail at first reading. Effectively the First Reading vote determines if the House is willing to debate the Bill, and usually Members are keen to air their views about the Bill, even if they are vehemently opposed to its substance.

For the purposes of this role-play, it is assumed that the Bill passed the First Reading,

Second Reading

Speaker: Thank you Clerk.

The first item of business for the House of Assembly today is the Second Reading of the Use of AI in Schools Bill. Last week the Minister for Education introduced the Use of AI in Schools Bill to the House. It passed the First Reading which means that the House of Assembly has agreed to debate the Bill. Now that 6 days have passed, it is time to begin the Second Reading debate.

After a Bill passes the First Reading, the Bill sits on the table to 'mature', giving time for all Members to consider their position on the Bill. Usually, there is a minimum of 6 calendar days for the Bill to mature before it can move the next stage, the Second Reading.

The Second Reading is a very important stage the Bill must pass to become an Act of Parliament. All Members can contribute to debate on the Bill, thus representing the views of the Tasmanian people in the lawmaking process. Debate focuses on the principles and goals of the Bill, as well as drawing attention to any missing or overlooked parts, and potential unintended consequences of the Bill.

Speaker:

The Second Reading is the most important stage in the passage of a Bill through Parliament. During the Second Reading, Members debate the main ideas or principles of the Bill, not the details of the Bill. That comes later during the Committee stage.

I call the Minister for Education to begin the Second Reading.

Minister for Education: *(standing)*: Honourable Speaker,

I rise today to introduce the Use of AI in Schools Bill. This Bill will provide students with guidelines for the use of generative AI in a classroom setting. It acknowledges that AI is here to stay and is a useful tool in learning. It enhances digital literacy and ensures that AI is used in a sensible and productive way. In helping students to use AI effectively, this Bill fits with the Government's agenda of providing the next generation with a set of skills that will make them highly employable and productive. It will also encourage innovation and boost the economy, driving investment and making Tasmania a leader in the field.

I commend the Bill to the House. *(Minister sits)*.

Background Information: The Minister remains in the Chamber and listens attentively to all the subsequent contributions. Once all Members wishing to speak have done so, the Minister will reply. The Minister will have prepared some talking points in advance but may need to refine their speech as the debate proceeds. Government advisors sit at the front of the Chamber, also listening carefully to the debate, ready to assist the Minister with specialist subject matter knowledge or technical advice if required. However, the advisors are not elected Member of the House so cannot directly address (speak to) the House.

Speaker: I call the Shadow Minister for Education.

Background Information: In Westminster-system Parliaments, the Opposition has first opportunity to respond to the Government legislation. Many people assume the Opposition will automatically oppose the legislation but in the House of Assembly it is not unusual for Members from opposite sides of the House to have some agreement on the Bill. Not all legislation is contested.

Shadow Minister for Education (*standing*): Honourable Speaker,

I thank the Minister for introducing the Bill.

Unfortunately, the Opposition cannot support this legislation as it currently stands. Generative AI has no place in our classrooms and is in fact responsible for a drastic fall in the basic skills of our students. Tasmania currently has the lowest literacy and numeracy rates in the country and this Government's policy of embracing AI will drive these even lower, depriving students of the ability to think for themselves.

Honourable Speaker, I was a teacher before I came to this place and strongly believe that we need to go back to the fundamentals. We need to teach students to read and write and do maths, not copy, paste and prompt.

I cannot support this Bill. (*Member sits*)

Speaker: I call the Member for Franklin.

Background Information: It is important that all Members of the House of Assembly have an opportunity to express the diverse views of the Tasmanians they represent. Therefore, by convention, the speaking order during the Second Reading debate on a Government Bill is: Government first, followed by the Opposition, followed by the crossbench.

Member for Franklin (*standing*): Speaker,

I am concerned about the motivations of the companies that will provide AI services. The government seems to think that these companies are good and helpful and are acting in the best interests of our students and the state. Well, I think these companies are not acting in good faith. I think they're attempting to squeeze money out of the department and then they're going to scrape all the data that they receive to train their models further. They're also going to breach the copyright of every text that is quoted so that they get paid both ways. Their servers also use massive amounts of energy and are major polluters. Speaker, AI is a huge societal problem. The companies do not act in the public good and they will create massive inequality. This is a new form of colonialism, it must be opposed.

(Member sits).

Speaker: I call the Premier of Tasmania.

Premier (*standing*): Honourable Speaker,

I rise in support of this Bill. This piece of legislation will drive innovation and investment in this great state. It will help students to learn more effectively and efficiently. It will teach them to be discerning in how they use technology. We are not saying that they abandon learning like the Shadow Minister is suggesting, we are providing them with an opportunity to learn better. We want students to use AI, but to use it wisely. The Bill has safeguards against plagiarism and inappropriate use, while encouraging students

to use AI in a productive manner. I would like to congratulate the Minister for Education for their work in preparing this Bill and note that it aligns closely with the Australian Education Department's guideline on AI usage in schools. Honourable Speaker, I strongly support this Bill.

(Premier sits).

Speaker: I call the Leader of the Opposition.

Leader of the Opposition *(standing)*: Speaker,

As our Shadow Minister said in their contribution, this Bill is a mistake. Rather than invest in education, the Premier wants to distract from the problems in that portfolio by making life easier for both students and teachers. However, this will negatively affect everyone. Looking at the detail of the Bill, what the Premier says is an exaggeration. The safeguards the Premier mentions against plagiarism and inappropriate use are almost non-existent and ironically rely on AI to operate. This Bill effectively makes it possible to coast through your entire education without actively engaging with the curriculum. This Premier doesn't have a plan for education, or a plan for the state.

Speaker, we don't support this Bill and neither should the crossbench. *(Leader of the Opposition sits).*

Speaker: I call the Member for Braddon.

Member for Braddon *(standing)*: Honourable Speaker,

I've been listening closely to this debate and I have to say, both sides are making interesting arguments. I support the idea that we need to work with technology and use AI, but also agree that there are some worrying trends in its use. I would like to propose an amendment to the Bill. I propose that a levy is included on the AI company that the

department chooses to use in schools. The money that this levy raises will be used to provide educational opportunities for students that are falling behind. This will give them the chance to improve their basic skills while also allowing them to engage with technology.

Honourable Speaker, I support this Bill but think that it can be improved. *(Member sits)*.

Speaker: I call the Member for Clark

Member for Clark *(standing)*: Honourable Speaker,

I think the Minister has gotten the balance just right on this Bill. Times change, technologies change and people change. We cannot pretend that the world stands still. If we don't embrace this technology we will be left behind. Other states will innovate and thrive and we will be left in a situation where we can only follow. This will result in young people leaving the state in search of better opportunities on the mainland. We cannot allow this to happen, we need to provide guardrails for our future.

Speaker, I support the Bill. *(Member sits)*.

Speaker: I call the Member for Bass.

Member for Bass *(standing)*: Honourable Speaker,

I grew up in a simpler time. We didn't use computers when I was at school and when I left school I went to technical college and learnt a trade. We had to do everything by hand. Because we had to do everything by hand we learnt the satisfaction of hard work. By doing whatever task we had to do step-by-step we learnt that these steps mattered. I've carried this mindset through to my career in parliament. When a member of the public comes to my office with a problem I deal with it step-by-step until it's resolved. When a Bill

comes before the House I go through the clauses step-by step to scrutinise it. Honourable Speaker, if students learn that they can skip steps then they learn that they can cut corners, and at that point are they really learning? I cannot support state-sanctioned corner-cutting, and I cannot support this Bill. *(Member sits)*.

Speaker: I call the Member for Lyons.

Member for Lyons *(standing)*: Speaker,

For years we have provided incentives for students to use technology. We have rewarded them for participating online, we encourage them to use platforms and to evaluate digital resources. This is how they get good grades. Now with the advent of AI are we supposed to suddenly say, no you shouldn't use technology? Let's go back to using paper and pencil and not use the tools available to us? We want students to use technology intelligently and reduce the possibility of abuses. We think that we should continue to reward students for using AI.

I will be voting for this Bill *(Member sits)*.

The Speaker invites other Members to join in the debate.

Background Information: Members quickly stand, known as 'getting the jump', to catch the Speaker's attention and be allocated the call (speaking turn). Under the Standing Orders, the Speaker should select whoever stood first, whilst aiming to keep the debate fair and inclusive of all. In the House of Assembly, each Member may only speak once and strict time limits apply. Members usually prepare a written speech or detailed notes to speak from.

Members are not required to make a contribution on every Bill before Parliament and it is not unusual for non-contested legislation to have one representative from each political party make a contribution on behalf of their party, with debate proceeding smoothly.

Speaker: Would any other Member of the House of Assembly like to contribute to the debate on this Bill?

Stand if you wish to speak *(wait for people to stand)*.

I call the Member for _____ *(say student name)*.

Background Information: In the House of Assembly, Members are identified by the electorate they represent or by their parliamentary position (e.g. Member for Braddon or Minister for Education). For convenience, classes could use student names. E.g. 'I call the Member for Jane' or 'I call the Member for Smith'.

Action: Students wishing to speak stand in their place. To replicate House of Assembly procedures, the teacher should set a maximum time limit for each speech. As a guide, 1 minute would suit most students. Technically each student should only speak once, however, teachers may find allowing repeated contributions subtly encourages any reluctant or shy students to generate the courage to participate. Brainstorming ideas in 'Party Meetings' either before the role-play starts or at this point, may help stimulate student ideas and encourage all students to participate.

Once the student contributions have concluded, the Speaker calls the Minister to conclude the debate.

Speaker: To conclude the debate, I call the Minister for Education to reply to the Members' contributions.

Background Information: During their reply, the Minister reaffirms the Government position on the Bill and addresses any questions or concerns raised by the other Members. On occasions, the Minister's reply may clarify any misunderstanding or confusion on the Bill, forgoing the need for the House of Assembly to move into Committee of the whole House.

Minister for Education *(standing)*: Speaker,

Thank you to the members of the House of Assembly who contributed to the debate. I particularly appreciate the Member for Braddon's contribution and will have the department look into the suggestion and work out the cost and feasibility of the idea. As for the Opposition, I urge them to look at the legislation again. There are safeguards and there are guardrails in the Bill. We are not saying to

students this is a free-for-all, there are limits on use. Likewise, we are not saying to AI companies that they can take the place of teachers and we're certainly not saying that they can use students' data as they please. We trust that the companies will act with integrity and will ensure that there will be no data breaches. I can also assure members that NAPLAN scores will not drop as a result of this Bill but will in fact improve. This Bill is a step forward in creating a more productive, prosperous and innovative Tasmania and we look forward to it becoming law.

(Minister sits).

Speaker: Thank you Minister. We will now have our second vote on the Bill.

The question is, "Should the Bill be now read a second time?"

Those in favour say 'Aye' *(wait for them to say 'aye').*

Those against say 'No' *(wait for them to say 'no').*

I think the 'Ayes' have it *(pause)*. However, I may need to confirm the result with a Division. Opposition Whip, is a Division required?

Background Information: A 'Division of the House', commonly known as a Division, requires Members to register their vote for or against an issue by physically moving to either side of the Chamber. Divisions are called for two main reasons. Firstly, to challenge the Speaker's ruling on the 'Vote on the Voices'. This is not unusual if the vote sounds close. Secondly, the vote in the minority (the side that lost the vote) is requesting a formal record of how individual Members voted. Divisions are common if the legislation is in dispute.

In the House of Assembly, the Members signal to the Speaker the need for a Division by simply calling 'divide' from their seat. If there is no Division called, the House has effectively signalled that it agrees with the Speaker's ruling, and the Speaker asks the Clerk to read the long title of the Bill a second time.

In this role-play, the Opposition Whip calls for a Division.

Division

Opposition Whip *(standing)*: Speaker,

A Division is required so the people of Tasmania can see exactly how their elected representatives voted. Thank you *(Whip sits)*.

Speaker: A Division is required.

Clerk, ring the bells *(pause for five seconds while the bells ring)*.

Background Information: As with the Speaker's Procession, the ringing bells call all Members to the Chamber. While the House of Assembly is sitting, Members do not usually leave Parliament House. However, they may take a break from the Chamber, often retreating to their Parliament House office, to work on another dimension of their job, whilst simultaneously watching a live stream of the Chamber. If the bells ring, all Members quickly return to the Chamber. The Speaker checks informally with each Whip that everyone is ready to proceed with the Division.

Stop the bells.

Sergeant-at-Arms lock the doors *(pause while the doors are locked)*.

The question is, "Should the Bill be now read a second time?"

Those who support the Bill move to the right of the Speaker's Chair.

Those who oppose the Bill move to the left of the Speaker's Chair

(pause while Members move).

Whips, count the votes and then come and tell me the results.

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Background Information: In the House of Assembly, a written record of all Division votes is kept, with a Member appointed as a teller (official counter) for each side. The Clerks closely observe a Division and record the results. Ultimately, the Clerks are responsible for the accurate recording of the votes within the House of Assembly.

*Action: The Speaker announces the result with **one** of the following statements.*

Speaker:

(If the Ayes win say):

The result of the Division is:



Ayes _____ *(say number)* Noes _____ *(say number)*.

Therefore, the 'Ayes' have it. So far, the Bill is agreed to.

Clerk, read the title of the Bill a Second time.

Clerk reads the title of the Bill.

OR

(If the Noes win say):

The result of the Division is:



Ayes _____ *(say number)* Noes _____ *(say number)*.

Therefore, the 'Noes' have it. The Bill is defeated.

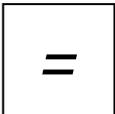
As the Bill has not passed, the House of Assembly will no longer debate it. There is no change to the existing Tasmanian laws.

Clerk does not read the title of the Bill.

OR

(If the votes are tied):

The result of the Division is:



Ayes _____ *(say number)* Noes _____ *(say number)*.

The result of the Division is a tie. Under *Standing Order Number 167*, to break a tie, the Speaker shall give a casting vote.

Therefore, with my vote included, the result of the Division is now:

Ayes _____ *(say number)* Noes _____ *(say number)*.

Therefore, the 'Ayes/Noes' have it.

The Bill is/is not agreed to.

(if the 'Ayes' win) Clerk, read the title of the Bill a Second time.

Clerk does/does not read the title of the Bill.

Background information: *(If the Ayes win): With a **majority** Government the Ayes will usually win the vote as the Government has the most Members. While the Opposition or crossbench know they will lose, they may still vote against the Bill to show their dissent. When there is a **minority** Government, the Government needs the support of enough Members of the crossbench or Opposition to make a majority and to pass the Bill. Once the House has voted that is the end of step 2. In the real Parliament, the House may go into Committee of the Whole after the Second Reading has been agreed to. This is when the Bill is examined in detail and amendments can be proposed and voted on. If an amendment is successful, it becomes part of the Bill.*

*Facilitator (If the Noes win): With a **majority** Government, it is rather unusual for the Noes to win the vote, as the Government has the most Members and they would normally vote for their own Bills. If the Noes did win, it would mean that at least one Government Member has "crossed the floor" to vote against their own party and the Bill. In the modern Parliament, this is a rare event. When there is a **minority** Government, a Government Bill can be defeated if the Government does not secure the support of enough Members of the crossbench or Opposition to make a majority. If the Noes win, the Bill does not progress to Committee of the Whole or the Third Reading.*

In the real Parliament it is more likely that the "ayes" win the second vote and the House moves to Committee stage. This is when the Bill is examined in detail and amendments can be proposed and voted on. If an amendment is successful it becomes part of the Bill.

(If required) Clerk *(standing reads the long title):* A Bill for an Act to amend the Education Act to allow for the use of AI in Schools *(Clerk sits).*

Speaker: All Members please return to your seat.

Committee of the Whole House

Background Information: In the House of Assembly, after an affirmative Second Reading, the Members may opt to move into Committee of the whole House. The Committee stage allows the House to closely examine the details of the Bill clause by clause. Some other Australian Parliaments appropriately refer to this stage as 'Consideration in detail'. Members directly question the Minister to explain specific content of the Bill. The debate is often very technical with a sharp focus. During this stage, amendments are proposed and debated. Provided the amendments are agreed to by the House via a vote, they are included in the Bill. Committee stage is not an unusual occurrence and is important part of parliamentary scrutiny of legislation. In this role-play, the Committee stage is not required.

Speaker: Members may wish to suggest some amendments to the Bill but this can only happen in Committee of the whole House. Therefore, does the House wish to go into Committee?

Leader of Opposition Business (*standing*): No thank you Speaker. At the moment, the Opposition does not wish to propose any changes to the Bill, so the Committee stage is not required. However, if the 'upper House', the Legislative Council, amends this Bill, and it returns to the House of Assembly, the Opposition will carefully consider the proposed changes (*Leader sits*).

Third Reading

Background Information: If the Bill passes the Second Reading, the House would read the Bill a third time. The Third Reading ensures any amendments that may have been agreed to during the optional Committee stage are accepted in the final version of the Bill. In the House of Assembly, the Third Reading usually occurs immediately after the Second Reading or Committee stage.

Speaker: Thank you Leader of Opposition Business. We will now conclude debate on the Bill by voting on it for the third and final time.

The question is, “Should the Bill be now read a third time?”

Those in favour say ‘Aye’ *(wait for them to say ‘aye’)*.

Those against say ‘No’ *(wait for them to say ‘no’)*.

I think the ‘Ayes’ have it *(pause)*. The ‘Ayes’ have it.

Clerk, read the title of the Bill a third time.

Clerk *(standing reads the long title)*: A Bill for an Act to amend the Education Act to allow for the use of AI in Schools *Clerk sits*).

Background Information: If the Bill passes the House of Assembly it does not mean the Bill is now an Act of Parliament, as it also must pass the Legislative Council and receive Royal Assent from the Governor of Tasmania (His Majesty’s representative in Tasmania).

Speaker: The Bill has passed the House of Assembly. I will ask the Clerk to send the Bill to the Legislative Council for further debate.

Background Information: In the House of Assembly, the Speaker certifies (signs) the Bill and a Clerk physically delivers the Bill with a message to the Legislative Council. The message is addressed to the President of the Legislative Council and asks for Legislative Council agreement to the Bill.

Adjournment

Background Information: At the end of the sitting day in the House of Assembly, a number of Members may make an adjournment speech, generally on a topic of their choosing. Commonly, these speeches reflect a celebration from their electorate, often highlighting an individual or community achievement. Alternatively, the speech may be a response to, or an update on, a matter debated earlier in the day. Adjournment debates are not included in this role-play.

Speaker: The House is now adjourned.

Clerk *(standing)*: All stand in silence.

Carrying the Mace, the Sergeant-at-Arms leads the Speaker from the Chamber.