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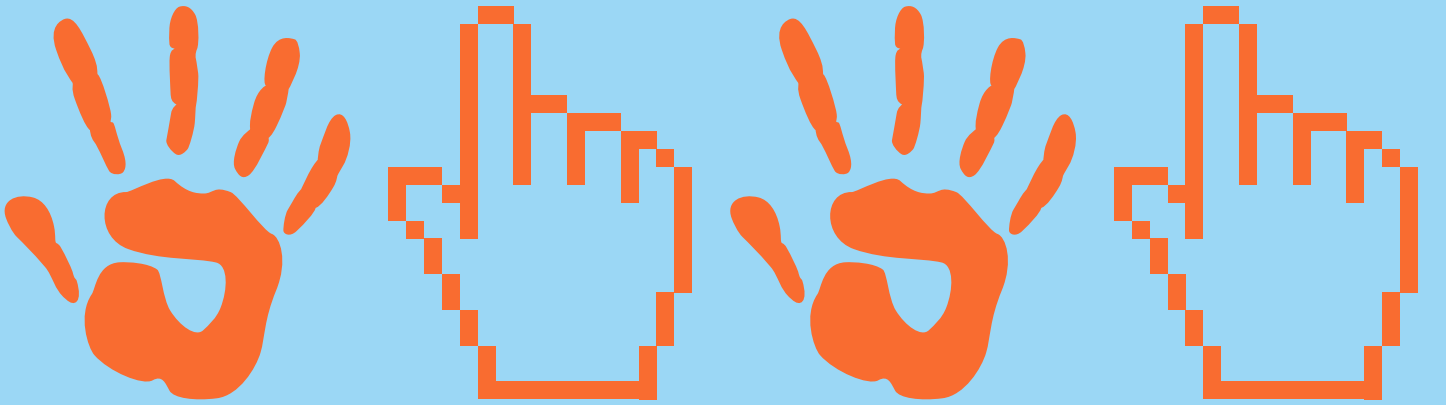
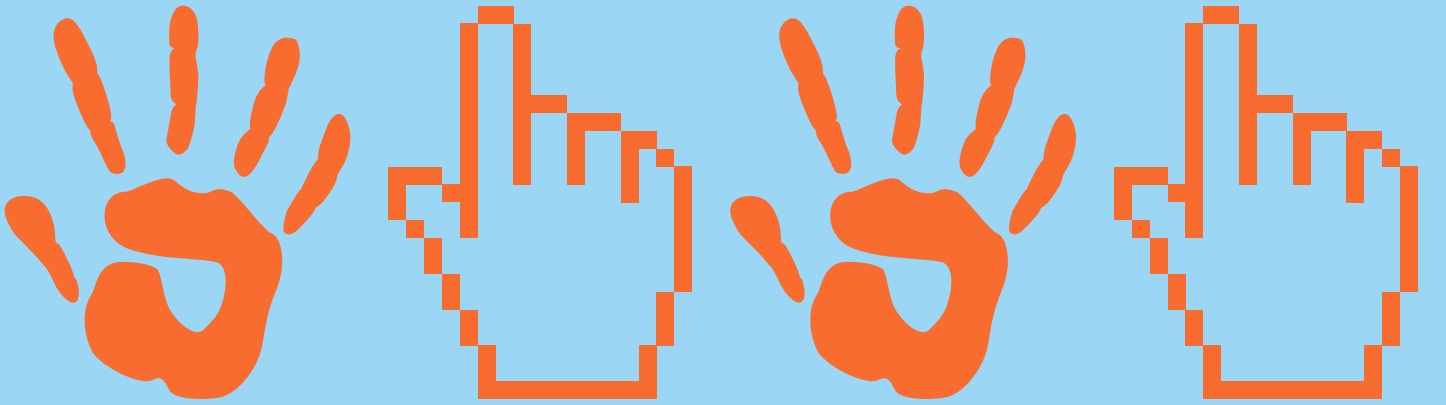


Framework for Using AI in Teaching and Learning



VICTORIA State Government | CREATIVE VICTORIA

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Contents

Rationale for Developing this Framework

Artificial Intelligence (AI) holds transformative potential for education.

From easing administrative burdens, offering insights into student learning, to enhancing creativity and productivity, AI presents powerful opportunities for teachers. However, realising such benefits depend on how confidently, critically and creatively teachers and learners engage with this technology.

AI is rapidly reshaping how we access information, communicate and make decisions. To navigate this changing landscape, teachers need to understand potential benefits and risks of using AI technologies.

A shared understanding of AI literacy, supported by a clear and practical framework, will help to empower teachers to use AI purposefully, ethically and with confidence in their classrooms and to know when the use of AI is not appropriate.

This *Framework for Using AI in Teaching and Learning* aims to help teachers confidently step into the world of AI. The focus is on building capability, to empower teachers to make informed, critical decisions about how AI can enrich teaching, spark creativity and open new possibilities for learning. Whether you're exploring AI for the first time or levelling up your practice, this Framework aims to guide and inspire your journey.

Good teaching is still good teaching.

No tool can replace the power of intentional, relational, and responsive pedagogy.

AI cannot think, it predicts.

It doesn't understand; it generates based on patterns, not meaning.

AI has no soul.

It can simulate emotion, but it cannot feel, care, or connect like a human.

AI can generate – but it can't inspire.

Creativity sparked by real human experience, emotion, and connection remains beyond its reach.

Defining Artificial Intelligence

Artificial Intelligence is reshaping how we live, learn and teach.

Before we can meaningfully engage with its possibilities in education, it is helpful to understand what AI is and how it has evolved. These definitions underscore that AI is not a single technology.

At its core, AI refers to technologies that simulate tasks traditionally requiring human intelligence, such as:

- Recognising patterns
- Making predictions
- Generating content (OECD, 2024).

As outlined in *AI in Education – Empowering educators to teach with AI and about AI* (TeachAI.org, 2025), AI has been around for quite a while, but over a relatively short period has undergone a rapid evolution:

- **1950s**: AI emerged as a field of computer science focused on simulating aspects of human intelligence.
- **1980s**: Machine Learning (ML) and Deep Learning (DL) enabled computers to learn from data, improving their performance without being explicitly programmed.
- **2020s**: The rise of Large Language Models (LLMs) like ChatGPT introduced AI systems capable of understanding and generating natural language at scale.
- **Now**: We are in the era of **Generative AI (GenAI)** powerful models that can autonomously create content, including text, images, video, and code, redefining how information is produced and shared.

Understanding this evolution helps us to grasp both the potential and the implications of AI in the classroom. As AI becomes further embedded in everyday tools and platforms, defining it clearly and teaching students how it works is critical for contemporary literacy in a rapidly changing world.

(AI is a) machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. (OECD, 2024)

(AI) Can be defined as 'the ability of a computer or other machine to perform those activities [tasks] that are normally thought to require intelligence'. AI tasks involve various data analyses or production such as providing predictions or recommendations, language translation, computer vision systems, or speech recognition. AI is a human endeavour that combines information about people and the physical world into mathematical constructs. Such technologies typically rely on statistical methods, with the possibility for error throughout an AI system's lifespan. (ESA, 2025)

AI systems attempt to mimic some types of human abilities to solve problems or perform tasks. The term encompasses a wide range of technologies, including systems that attempt to:

- find patterns and meaning in data – machine learning (ML)
- find meaning in text or create text that makes some kind of sense – natural language processing (NLP)
- identify different parts of an image or video – computer vision (CV)
- instruct robots, complex or simple machines how to carry out physical tasks – robotics (ACARA, 2025)

Understanding how AI functions in everyday life is essential for teachers and students alike, as it provides critical context for why AI literacy matters.

Throughout each day, AI quietly responds to and shapes many of our decisions, habits and interactions.

Everyday tools powered by AI include:

Smartphones and Virtual Assistants
Tools like **Siri**, **Google Assistant**, and **Alexa** use AI for voice recognition, natural language processing and real-time recommendations. They help schedule reminders, answer questions and even control smart home devices.

Search Engines and Recommendation Systems
Platforms such as **Google**, **YouTube**, **Netflix** and **Spotify** use AI algorithms to personalise content suggestions based on user behaviour and preferences. This shapes what we see, hear and consume daily.

Social Media Algorithms
Apps like **Instagram**, **TikTok**, **Facebook**, and **X (formerly Twitter)** rely on AI to curate feeds, suggest content, detect inappropriate material and even generate captions or images using generative AI features.

Navigation and Transportation
Google Maps, **Waze**, and ride-sharing services like **Uber**, **DiDi** and **Lyft** use AI to predict traffic, optimise routes and estimate arrival times. Self-driving car technologies rely heavily on AI for sensor analysis and decision-making.

Online Shopping and Advertising
E-commerce sites such as **Amazon**, **eBay**, supermarkets and other online retailers use AI to recommend products, predict consumer behaviour, automate pricing and personalise the shopping experience. These platforms leverage customer data to enhance marketing strategies, optimise inventory and improve user engagement. Loyalty programs use AI to analyse purchasing patterns and tailor rewards, encouraging repeat

> ...(AI) refers to computational systems that mimic human intelligence and are capable of performing complex tasks. The main goal of AI is to develop autonomous systems to solve problems that previously required human intelligence, thereby automating complicated and time-consuming processes. Most AI systems simulate natural intelligence to solve complex problems. (CSIRO, 2023)

> Now, with the emergence of generative AI (GenAI), artificial intelligence has reached a whole new level. Tools such as Copilot, ChatGPT, Claude, Gemini, Apple Intelligence, DALL-E or Firefly don't just analyse or predict, they can actually create. They can generate text, images, music and even code based on the prompts we provide. The key difference between traditional AI and GenAI is that while traditional AI makes predictions or decisions based on data patterns, GenAI generates new content based on learned patterns. (ESA, 2025)

> There are now a wide variety of AI digital tools available that are used for several purposes across many domains including security systems, autonomous vehicles, chatbot programs like Chat GPT, software used to translate texts into other languages, virtual assistants operated by speech recognition, weather warning systems and self-operated checkouts at supermarkets. (ACARA, 2025)

Healthcare and Fitness

Wearable technologies like **Fitbit**, **Apple Watch** and health apps use AI to track physical activity, detect patterns and offer personalised health advice. AI is also used in diagnostics, such as analysing medical images or predicting disease risks.

Email and Productivity Tools

Applications like **Gmail** use AI for spam filtering, autocorrect and smart replies. Tools such as **Grammarly** and **Notion AI** support writing, editing and content generation using large language models (LLMs).

Education and Learning

Platforms like **Khan Academy's Khanmigo**, **Quizlet**, **Duolingo** and **Canva Magic Write** use AI to tailor lessons, provide real-time feedback and offer adaptive learning paths based on user performance.

AI is not just shaping what we consume, it is influencing how we think, communicate, learn and engage with the world. Understanding the invisible role AI plays in these tools helps students become critical consumers and thoughtful creators in an increasingly AI-driven society.

By demystifying everyday uses of AI, teachers can help learners move from passive users to empowered participants equipped with the skills to ask questions, assess impacts and make informed choices about technology in their lives.

Generative AI (GenAI) is an artificial intelligence (AI) technology that automatically generates content in response to prompts written in natural-language conversational interfaces. Rather than simply curating existing webpages, by drawing on existing content, GenAI actually produces new content. The content can appear in formats that comprise all symbolic representations of human thinking: texts written in natural language, images (including photographs, digital paintings and cartoons), videos, music and software code. GenAI is trained using data collected from webpages, social media conversations and other online media. It generates its content by statistically analysing the distributions of words, pixels or other elements in the data that it has ingested and identifying and repeating common patterns (for example, which words typically follow other words). While GenAI can produce new content, it cannot generate new ideas or solutions to real-world challenges, as it does not understand real-world objects or social relations that underpin language. Moreover, despite its fluent and impressive output, GenAI cannot be trusted to be accurate (UNESCO, 2023)

AI can't make professional judgments.

Only teachers can weigh nuance, ethics, and what's right for their learners.

Humans remain central.

The teacher's role in guiding, questioning, and making ethical choices is irreplaceable.

AI doesn't think. Humans think.

We bring the judgment, the values, and the vision.

AI doesn't know your students.

You do. It can't build trust, notice wellbeing, or understand local context.

AI has no ethics – only algorithms.

It can't tell right from wrong unless humans teach it – and even then, imperfectly.

AI doesn't care about inclusion unless you do.

Without conscious input, AI may replicate bias, not challenge it.

Defining AI Literacy

AI literacy has become a foundational competency for teachers and learners that goes far beyond technical know-how.

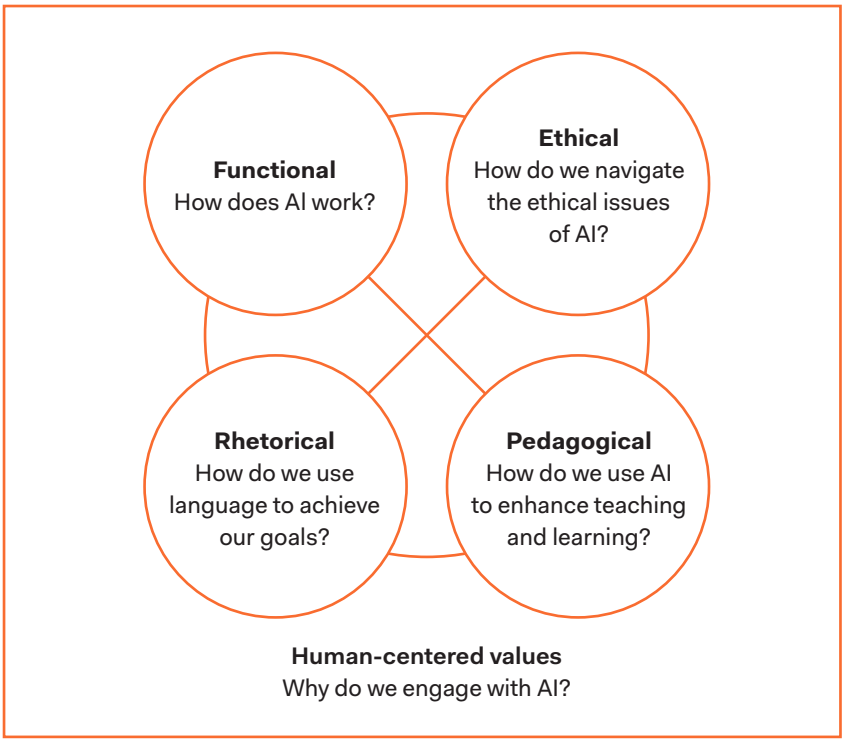
It represents a holistic skillset that includes critical thinking, ethical awareness, creativity and adaptability that moves from simple functionality to deeper ethical and pedagogical considerations.

AI literacy influences how we communicate, access, use and apply information and the decisions we make (OECD, 2025).

Teachers have always embraced new ways to inspire, inform and empower their students. Exploring AI is simply an extension of that same creative, reflective practice, helping students to access information, think critically and apply knowledge in meaningful ways. If you've ever trialled a new app, teaching strategy or digital resource, you've already done the hardest part: staying open, curious and student-focused.

AI literacy represents the technical knowledge, durable skills, and future-ready attitudes required to thrive in a world influenced by AI. It enables learners to engage, create with, manage, and design AI, while critically evaluating its benefits, risks, and ethical implications. (OECD, EU, code.org., 2025)

Schools engage students in learning about generative AI tools, and how they work, including their potential limitations and biases, and deepen this learning as student usage increases. Guiding statement 1.2 (*Australian Framework for Generative Artificial Intelligence in Schools, Australian Government, 2023*)



Source: https://teachingcommons.stanford.edu/teaching-guides/artificial-intelligence-teaching-guide/understanding-ai-literacy

AI Literacy Framework

Standford University describes four elements of AI Literacy:

1. **Functional literacy:** Understanding how AI works
2. **Ethical literacy:** Understanding how to navigate the ethical issues that come with using AI
3. **Rhetorical literacy:** Knowing how to use AI-generated language to achieve set goals
4. **Pedagogical literacy:** Knowing how to use AI to enhance teaching and learning.

This evolving definition – shaped by global organisations such as the EU AI Act, OECD and UNESCO – reflects a growing consensus that AI literacy is an essential element of digital citizenship and future-readiness for all.

AI Literacy enables individuals to:

- Understand how AI technologies work
- Understand how AI systems are trained and how they operate
- Identify biases, limitations and unintended consequences
- Interact meaningfully with AI technologies
- Make informed, ethical and inclusive decisions about the use of AI.

AI is part of our daily lives and will transform every sector of the economy and society. AI will:

- allow us to quickly do simple tasks, like writing emails or summarising documents
- drive automation in manufacturing, agriculture and the care sector, where acute skills shortages persist
- improve decision-making
- introduce new ways of tailoring services for people.

As AI becomes more pervasive it can also present risks, scaling up errors and biases in ways that cause real harm to people. (*Australian Government, Department of Industry, Science and Resources, 2025*)

The Case for AI in Education

Students are already exploring AI, but many lack the critical skills to use it wisely.

As Merriman and Sanz Sáiz (2024) report, nearly half (49%) of 17–27-year-olds struggle to identify AI's limitations, such as its tendency to invent facts (known as *hallucinating*), to stereotype and to present biased content. This highlights the need for guidance, structure and support in how AI is introduced and used in educational settings.

There is currently a skills gap. As AI further permeates our lives, the more guidance is needed to understand how different platforms and iterations work and what responsible use looks like.

> Learning about AI by applying curriculum content to real-world contexts that increasingly involve AI in some way increases students' awareness and provides opportunities for them to realise its potential, risks and limitations... Students should have the opportunity to consider how using AI systems can lead to innovation, enterprise and the creation of preferred futures. There should be opportunity, access and equity for everyone to use and design AI solutions that bring benefits to all members of the community. (*ACARA, 2025*)

The AI Skills Gap

A 2024 study of 12- to 17-year-olds across Europe reported that:

74%
Believe that AI will play a significant role in their professional lives.

46%
Think their schools adequately prepare them for AI.

44%
Perceive their teachers as well prepared to work with AI applications.

49%
Worry that AI could widen gaps in academic success among peers.

Source: *AI in European Schools: A European report comparing seven countries* (Vodafone Foundation, 2024) (7,000 students across Germany, Greece, Portugal, Romania, Spain, Türkiye, and the UK)

Teachers need to move beyond teaching students how to use AI tools, to empowering them to confidently question, challenge and co-create with AI. AI literacy is not passive. It is active, critical and creative, giving students the confidence to interrogate outputs, make informed decisions and participate in shaping the technologies that will define their futures.

Students need to become informed and ethical participants in the design, application and critique of AI systems. In doing so, they gain agency in a world where algorithmic decisions increasingly manipulate and affect everyday life and future opportunities.

All learners need access to AI tools and the skills to use them wisely.

As with any emerging digital technology, the question is **what do we want students to do with AI?** The answer lies in using AI to deepen learning, broaden access and support students in becoming adaptive thinkers.

However, without deliberate and equitable integration, some students will benefit from personalised AI-enhanced learning, while others will be left behind in a workforce already transformed by AI.

As *TeachAI* (2025) notes, "Just like access to the internet or ensuring all students have a computer, who gets to use AI is the next digital divide." Bridging this divide requires removing access barriers, supporting evidence-based pedagogical design and embedding AI in meaningful, curriculum-aligned ways.

To understand why a transformative approach to education is urgently needed, we must consider the technological, economic, and social forces reshaping the world of work. We are living through an economic transformation often dubbed the "Fourth Industrial Revolution," characterised by the fusion of digital, biological, and physical technologies. Automation and AI are not only changing how we learn, but also what we need to learn. (*Pinar, 2025*)

A 2024 study by 4-H and Hart Research found that 72% of young people using AI want adult guidance to help them understand and use these tools. Given that AI proficiency is now viewed as an essential workplace skill students need support in using it effectively and responsibly (Adobe and Advanis, 2025).

Among some teachers already using AI, there has been a tendency to focus on resource generation rather than transformative practice.

- **51%** use AI to support students with learning differences
- **49%** to generate quizzes and assessments
- **48%** to adapt materials by grade level and
- **41%** to generate lesson plans. (RAND, April 2024)

However, teachers are signalling readiness for change. According to *aiEDU* (March 2024), 74% of teachers surveyed agree that lesson plans should include content on AI's implications and 93% believe integrating AI literacy will enhance student engagement (Adobe and Advanis, January 2025).

Both students and teachers are seeking guidance on how to use generative AI effectively and ethically, in ways that enhance, rather than replace human endeavour.

A foundational understanding of AI supports educators in making their own decisions about when and how to use AI based on the students and content they know best. Without this support, learners may uncritically accept AI-generated content, adopt habits that compromise academic integrity, or neglect skills like critical thinking and empathetic judgment. They may also overlook the opportunities AI offers to enhance their own learning experiences and introduce new skills. Making AI literacy an educational priority ensures that students know how to evaluate, question, and apply AI responsibly in their academic lives, and thrive in contexts beyond the classroom. Integrating AI literacy is a shared responsibility across the education ecosystem, rather than the duty of any individual educator. Educators are encouraged to embed AI literacy when and where it aligns with their subject and context. (*OECD, 2025*)

Potential benefits and limitations of AI

While AI presents powerful opportunities to enhance teaching - from streamlining planning to supporting personalised, creative learning - it also comes with limitations that must be approached with caution.

AI systems are trained on vast data sets that can contain bias, disinformation, stereotypes and cultural inaccuracies, that often reflect dominant or Western-centric worldviews and conflate, or even ignore cultural diversity. This can lead to factually incorrect, exploitative, culturally insensitive, or misleading outputs, particularly around content including history, identity, or social issues. This raises the risk of amplifying misinformation, presenting fabricated sources as legitimate or blindly using data that has been intentionally 'poisoned' to (re)present stereotypes, bias and inaccuracy.

Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore and PACE (2023) identified the following potential benefits and risks of using AI in education:

Benefits

- Content development and differentiation
- Assessment design and timely, effective feedback
- Tutoring and personalised learning assistance
- Aiding creativity, collaboration and skill development
- Operational and administrative efficiency.

Risks

- Plagiarism and academic dishonesty
- Perpetuating societal biases
- Compromised student privacy and unauthorised data collection
- Diminished student and teacher agency and accountability
- Overreliance on technology and less critical thinking.

AI technologies have been shown to amplify misinformation and misrepresentation of Indigenous peoples (RealKM, 2025). Issues such as the theft and misappropriation of cultural knowledge and concerns around Indigenous data sovereignty and governance, raise serious ethical questions about how AI is developed and used.

> ...the influence of generative AI in education goes beyond mere functionality; it has the potential to enable students to learn more deeply, nurture lifelong curiosity, and pursue new professional and personal opportunities. Educators involved in the study report that creative projects and curricula allow students to bring complex ideas to life, solve intricate problems, and create connections that make learning personal and meaningful. With generative AI serving as a catalyst for creative thinking, students can move beyond rote memorization. They can embrace opportunities to think independently, develop resilience, and discover the joy of learning in ways that are personally relevant and engaging. (*Adobe and Advanis, 2025*)

While generative AI is transforming the way we create, share and engage with culture, it holds the power to reshape knowledge, world views and artistic expression and redefine content creation.

Since AI models draw from vast datasets, often built on existing creative works, there are growing concerns about how the labour, identity and rights of original artists are being overlooked.

Creative Australia (2025) posits that many datasets include material *used without permission, recognition, or remuneration*. This raises questions around Intellectual Property (IP), consent and ethical use, especially in educational contexts where creativity and inquiry are nurtured.

As teachers and students deepen their AI literacy, it is vital to foreground and amplify the following principles when using generative AI in learning:

- Value the human creative inputs used to build AI applications
- Support artists and users to ethically engage with AI
- Uphold the transparency of AI usage
- Recognise the impact of global ownership of AI technologies
- Support approaches that enable innovation and highlight the unique identity of Australian culture and creative work (Creative Australia, 2025).

When we bring new or evolving technologies into teaching and learning, we must consider any potential to harm or exclude and take responsibility for ensuring that the use reflects respect, consent, cultural integrity and responsiveness.

The *Australian Framework for Generative AI in Schools* (2023) cautions that in order to fully exploit the potential of "high quality and safe" generative AI, schools need to manage risk by fully understanding and managing privacy, security and ethical considerations. Without proper scrutiny, AI-generated content may unintentionally perpetuate exclusion, misrepresentation, or other harm.

The use of AI in education also raises complex questions about equity, access and long-term impact. While some learners may benefit from personalised supports and adaptive feedback, others may face increased marginalisation due to unequal access to digital tools, data-driven profiling, or decontextualised learning recommendations. When used with awareness and integrity, AI can be a valuable support, but it must be guided by professional judgement and inclusive, evidence-informed practice. Hence, (and as they always have) teachers play a vital role as critical reviewers, cultural stewards and ethical decision-makers.

It is important to consider long-term implications of outsourcing elements of teaching to AI, including the potential erosion of human relationships, the devaluation of professional expertise and the potential for systems to prioritise efficiency over empathy. Nevertheless, AI's ability to reduce administrative load and free up time for relational, creative and diagnostic teaching should not be overlooked.

The key lies in intentional, informed, values-driven integration, where the use of AI reflects a commitment to learner diversity, data justice and pedagogical integrity.

As AI becomes more deeply embedded in educational systems, teachers will continue to ask not just "Can we use this technology?" but "Should we, why, when, in what context and how?"

Teacher Voice and Agency

Empowering teacher voice and agency is fundamental to the ethical, effective and sustainable integration of AI in education.

Like students, teachers need to be empowered to build their efficacy and understanding of relevant and critical use of AI to support their pedagogy and planning.

Teachers are not merely implementers of technology. They are subject matter experts, pedagogical leaders, master learners and the primary agents of educational change. They must be trusted and supported to make informed, ethical, confident and context-sensitive decisions about how and when to use AI in their practice. This aligns with national and international policy frameworks that emphasise professional autonomy, critical decision-making and culturally responsive pedagogies (ACARA, 2023; OECD, 2024; UNESCO, 2024).

The Australian Curriculum and associated policies acknowledge the evolving role of digital technologies and explicitly call for the development of teacher confidence and capability to critically engage with emerging tools (ACARA, 2023). Moreover, the *Australian Framework for Generative AI in Schools* (Australian Government, 2024) underscores that teacher involvement is essential to safeguarding educational integrity and ensuring that use of AI aligns with curriculum goals, student diversity and broader ethical principles.

AI doesn't teach values, teachers do.

Respect, responsibility, empathy and critical thinking are cultivated through real relationships.

AI can support learning, but it can't nurture it.

Encouragement, patience, and belief in a student's potential are deeply human acts.

AI doesn't know your context — but you do.

It can't understand your students' backgrounds, community, or classroom dynamics.

Building AI fluency, not just literacy, is vital. As teachers develop in confidence and discernment, they need a deep understanding of how AI systems function (e.g. predictive vs. generative models), how they are trained (e.g. via neural networks) and implications of their use in education. With this fluency, teachers are well positioned to evaluate the affordances and limitations of AI and to make pedagogical decisions that centre human judgement, empathy and ethical reasoning (UNESCO, 2024).

By placing teachers at the heart of human-AI collaboration, policy frameworks can reinforce AI's role as a support, not a substitute, for professional expertise. This ensures that AI use upholds core educational values: equity, inclusion, data privacy and learner wellbeing (OECD, 2024; Australian Government Department of Industry, Science and Resources, 2021).

Empowering teachers in this evolving landscape means acknowledging the emotional, ethical and intellectual labour involved in navigating complex, unregulated technologies. It also requires the ability to adapt to an always dynamic state – a constant process of remaining abreast of developments as AI is ever evolving.

Therefore, rather than relying on externally imposed tools, one-size-fits-all or static solutions, teachers need to foster an agile form of pedagogical engagement with AI that is constantly reviewed, reflected upon, revised and adjusted accordingly. This way, they can continuously co-design AI-informed practices that reflect new developments, resonating with the interests and passions of their learners, communities and their own pedagogical values.

In doing so, we move beyond *AI adoption* toward a model of dynamic and discriminating human-centred *AI integration* where trust, transparency, care, creativity and curiosity mix with a level of insightful comfort in managing the evolution of what AI and other digital technologies can make possible, with teachers leading and guiding innovative decisions.

AI doesn't grow but learners do.

Only humans can truly adapt, evolve, and reflect with purpose.

AI doesn't have a sense of humour.

It can mimic jokes, but it doesn't get them.

AI can't lead with love.

Care, connection, and compassion are beyond its capabilities.

AI can mimic answers, not wisdom.

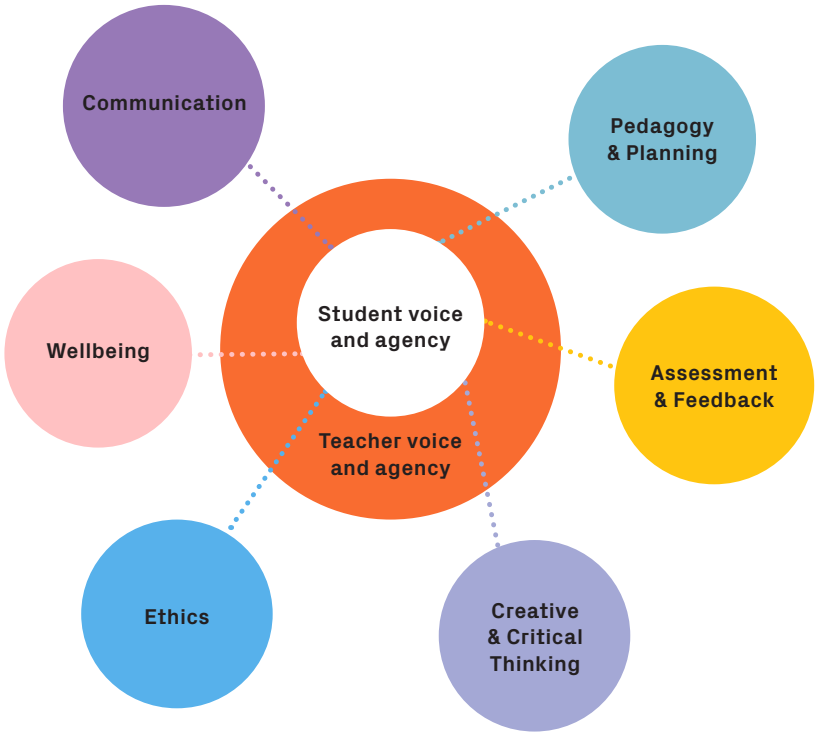
Deep understanding comes from lived experience, not data patterns.

ACMI Framework for Using AI

As Australia's national museum of screen culture, ACMI is uniquely placed to lead a national conversation on the ethical, informed and imaginative integration of AI in education.

This framework aims to support teachers in understanding AI and using it to deepen learning, foster creativity and promote equity, by building the knowledge, skills and critical thinking needed to navigate its positive use in education.

The Framework positions integration of AI tools within the core work of teaching as something to be understood, questioned and shaped to serve pedagogical goals. It helps teachers recognise that engaging with AI is not just about tools, but about practice, ethics, creativity and equity.



By mapping out considerations across these **six foundational domains** – from wellbeing and communication to assessment and critical thinking – the Framework creates a structure for professional growth and informed decision-making.

It empowers teachers to see where their strengths lie, where new understandings are needed and how AI-related capabilities connect with broader teaching standards and responsibilities.

Above all, it affirms that teachers are central to ensuring that AI supports, rather than undermines, quality, inclusive and future-focused education.

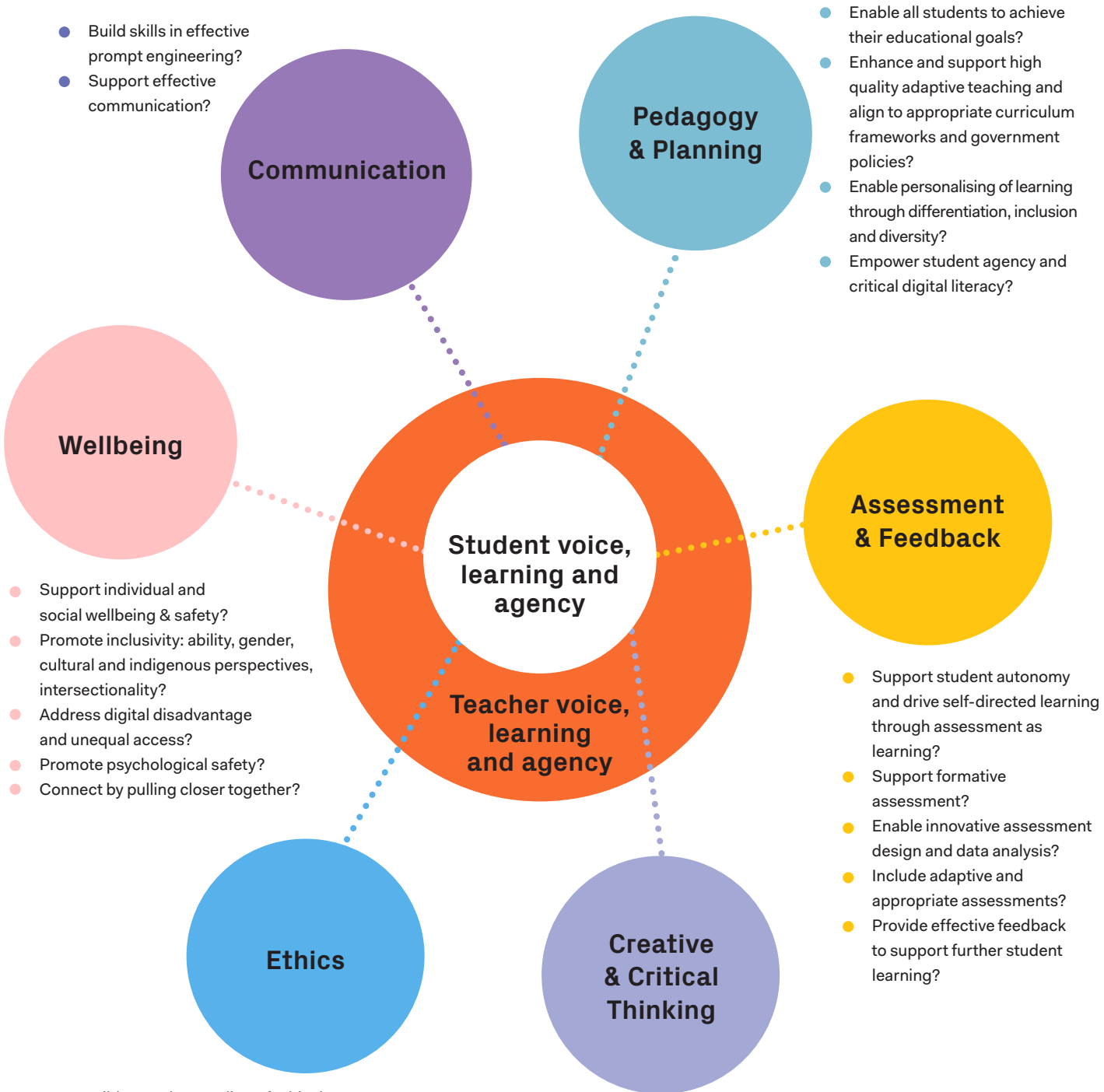
The Framework encourages curiosity and experimentation, while grounding practice in critical reflection on both the potential and the risks of AI in the classroom. At its heart is a commitment to building teacher efficacy: acknowledging and strengthening professional voice, agency and confidence to make sound decisions about how AI is used and not used, in classrooms.

Centred around six key domains, the Framework equips teachers with the critical considerations, practical approaches, tools and understanding needed to use AI meaningfully in ways that will empower teachers and students to engage with this transformative technology responsibly, ethically and creatively.

For each domain outlined on the following page, teachers are encouraged to consider a series of provocations to help them decide how they might use AI in teaching and learning in their classroom.

Each question is preceded by the sentence starter **How does this use of AI...**

How does this use of AI...



Domains of the Framework

The following table unpacks each Framework domain in detail.

Designed to support you in understanding and applying the Framework in practical, curriculum-aligned ways, this table offers three key components:

1. **Domain Overview and Deeper Dive**
   A brief description of each domain/element and a deeper dive to explain its intent and scope, offering a foundational understanding.
2. **Teaching Considerations and Provocations**
   Reflective prompts and questions to support decision-making around the use of AI in the classroom. The provocations acknowledge the complexity of integrating AI in education and aim to scaffold critical thinking and professional judgement.
3. **Elaborations (Aligned to the Australian Curriculum)**
   These Elaborations suggest how each Element could be implemented in student learning. They are indicative examples only, intended to inspire and guide you in aligning AI-related teaching practices with curriculum outcomes.

The table serves as a bridge between theory and practice, helping you to make informed, intentional and curriculum-aligned decisions when integrating AI in teaching and learning.

Pedagogy and Planning

AI holds transformative potential for pedagogy and planning by empowering educators to design, deliver and adapt learning with greater precision, responsiveness and creativity.

The culture of education is slowly shifting from "What do you know?" to "What can you do with what you know, and how do you approach new unknowns?" This cultural shift, accelerated by the presence of AI, bodes well for a future in which schooling is not a race against advances in technology, but a journey of human growth. (Pinar, 2025)

Questions to inform decision making on how (or whether) to use AI in teaching and learning.

Ask, how does this use of AI...

- **Enable all students to achieve their educational goals?**
  - Make connections that suit their own school and classroom context?
  - Build core competencies for lifelong learning e.g. data literacy, problem finding, creation, solving; ideation, design thinking and creative iteration?
  - Support positive and rich collaboration?
    - Group project management
    - Idea generation and brainstorming
    - Real-time co-editing
    - Task delegation support
    - Smart scheduling
  - Enable users to forge strong connections?
    - Community building
    - Social-emotional learning (SEL)
    - Connecting diverse communities
    - Global Classrooms
- **Enhance and support high quality and adaptive teaching, aligned to appropriate curriculum frameworks and government policies?**
- **Enable personalising of learning through differentiation, inclusion and diversity?**
  - Ensure content is accessible for all?
  - Reflect an inclusive approach that demonstrates cultural responsiveness and avoids cultural appropriation, or use of mis or disinformation?
- **Empower student agency and critical digital literacy?**

A deeper dive into Pedagogy and Planning

Effective use of AI in education builds on what expert teachers already do well: applying deep curriculum knowledge, understanding how students learn and responding to their individual needs, interests and motivations.

AI can further enhance teaching and learning through improved planning – by identifying patterns, scaffolding complex ideas and suggesting personalised tasks. When used intentionally and underpinned by sound pedagogy, AI can strengthen professional decision-making.

However, AI tools do not replace teacher expertise.

AI's value is in amplifying the teacher's role as an agile designer of meaningful, future-ready learning. Thoughtful use of AI can enhance students' key lifelong learning skills including curiosity, creativity, adaptability and critical thinking, while renewing focus on uniquely human capacities like meaning-making, ethical reasoning and relationships.

Deep student engagement with learning can be promoted through inquiry-based, project-based and interdisciplinary learning. Teachers can use AI tools to co-create real-world experiences that develop creativity, collaboration, metacognition and problem-solving. For example, AI can support ideation in STEM or the arts, simulate real-world systems, or give instant feedback on writing or coding.

Through judicious use of AI tools, students can build agile digital literacy skills that will help them to engage critically, creatively and ethically with evolving technologies. This fosters agency, motivation and stronger thinking skills, preparing students not only to navigate but shape their futures in a rapidly changing world (International Literacy Association, 2024).

AI can support efficiency in teacher planning, helping to align lessons with curriculum goals, streamline resource curation, lesson sequencing, assessments and tracking of progress, freeing up time for thoughtful design (Education ReCoded, 2024) and human-centred teaching.

Teachers can use AI tools to assist with analysis of student data, to assist with suggestions of scaffolded tasks and tailored content to support inclusive, differentiated learning, followed up with personalised feedback. (McNulty, 2025). (Note: Risks related to biased data must be considered.)

Ultimately, AI can not replace teachers. The relationships teachers develop with their students and the sense of belonging and connectedness they nurture which are essential to student engagement can never be replaced by AI. But what AI can do is enhance their ability to plan strategically, teach responsively and innovate with confidence.

Sample Elaborations linked to the Australian Curriculum:

English
AC9E6LY03: analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences

Elaboration
Examine how AI-generated text infers target and audience, and reflects a specific bias or perspective that may not be inclusive, may conflate data sets or does not demonstrate cultural diversity.

History and Social Sciences
> History 7-10
AC9HH8S04: identify and describe the accuracy and usefulness of primary and secondary sources as evidence

Elaboration
Review the text generated by AI for its relevance to the prompt, and accuracy against other historical sources and facts, assessing the text for rigour, accuracy, reliability, bias, exclusion and potential use of mis or disinformation.

Assessment and Feedback

AI can support and enhance assessment and feedback practices, helping teachers design more adaptive, timely and personalised approaches.

Traditional assessment practices, heavily focused on short-term recall, are being upended by new technology and failing to equip learners for a changing world...Educators are thus faced with a double-edged sword. On one side, generative AI exposes how shallow many traditional assessments really are, if a machine can ace them, were they ever truly measuring deep learning? On the other side, AI offers a powerful catalyst to reshape assessment and learning...By redefining assessments to emphasise original thinking, personal perspective, and problem-solving processes, educators send a powerful message: what matters is not just the answer, but how you arrived at it and what you make of it. This encourages a growth mindset and resilience. (Pinar, 2025)

AI tools can provide real-time insights and analytics about classroom dynamics, student engagement, and learning outcomes, allowing teachers to reflect more deeply and accurately. These AI-generated insights enable educators to focus on what truly matters in their teaching, identify patterns they may have missed, and make data-informed adjustments to their instructional practices. For school leaders, creating a culture that leverages AI to support reflective pedagogy can empower teachers to be more proactive, thoughtful, and effective in their professional growth. (Paschall, 2024)

Questions to inform your decision making on how (or whether) to use AI to support design and development of assessment and provision of feedback

Ask, how does this use of AI...

- **Support student autonomy and drive self-directed learning through assessment as learning?**
- **Support formative assessment?**
- **Enable innovative, relevant assessment design and data analysis?**
  - Inform and enable data-driven decision making?
  - Support teachers in making appropriate inferences from the data?
- **Facilitate adaptive and appropriate assessments?**
- **Provide effective feedback to support further student learning?**

A deeper dive into Assessment and Feedback

AI-powered tools can assist in creating diverse and inclusive assessment forms, generate differentiated tasks and analyse performance data supporting data-driven decision-making to inform instructional adjustments.

Integration of AI into assessment can empower both students and teachers to engage in deeper, data-informed learning journeys and foster greater student agency and ownership over progress (aiEDU, 2024; McNulty, 2025).

However, teacher judgement remains central in deciding when and how to use AI in assessment; recognising that not all learning can or should be assessed using AI (Williamson & Eynon, 2020). Some tasks require human insight, contextual understanding and relational feedback, especially where nuance, empathy and ethical considerations are key. AI is a complement, not a replacement for professional expertise in assessment and feedback practices.

When used critically, AI can support rich formative assessment by identifying misconceptions, providing real-time feedback, enabling students to take greater ownership of their learning through self-directed inquiry and goal setting and tracking of progress (Holmes et al., 2019). Students can view assessments as opportunities to gain useful feedback, make improvements and grow.

The ability to deliver instant, individualised feedback through the use of AI can accelerate learning by reinforcing concepts, guiding students through errors and promoting reflection. For example, AI-powered platforms such as Turnitin Feedback Studio, Ecree, Socratic by Google, NoRedInk, Gradescope or Writable offer feedback loops on student writing, rubrics and scoring guides and reflection prompts promoting metacognitive thinking and revision.

However, AI feedback must be assessed for cultural bias, quality, context relevance and alignment with learning intentions. Research highlights the importance of combining AI-generated feedback with teacher feedback and dialogue, which students still perceive as more meaningful, especially when addressing complex or affective elements of learning (Luo et al., 2025).

By combining the strengths of AI with experienced and nuanced teacher insights, meaningful assessment experiences can be created that not only evaluate learning but also promote growth, motivation and autonomy.

Sample Elaborations linked to the Australian Curriculum:

History and Social Sciences
AC9HS4S05: draw conclusions based on analysis of information

Elaboration
Review the feedback generated by AI for its relevance to the prompt, and accuracy and identify gap or errors in the information provided.

Creative & Critical Thinking

Generative AI is transforming the creative and critical capacity of the classroom.

Critical and creative thinking is highly valued in a data-driven world where AI is ubiquitous. However, teachers and students should be aware that as advances in AI continue, it will become increasingly unlikely to be able to discern misleading or harmful content such as deep fakes through critical thinking alone. (ACARA, 2025)

Questions to inform your decision making on how (or whether) to use AI to support creative and critical thinking

Ask, how does this use of AI...

- **Help to build AI Literacy and Future Skills?**
  - Improve information searching and finding as well as content creation, build understanding of how AI works, how to use or design AI systems through computational thinking, systems thinking, critical, creative and design thinking, to decompose problems and provide instructions and solutions?
  - Grow understanding that content generated is not neutral, with potential limitations and biases, including how data sets may be poisoned with inaccurate or conflated data?
  - Incorporate routine fact-checking of all AI-generated content, helping students to recognise and identify deep fakes and manipulated media so they develop an understanding of intellectual rigour, source reliability and academic integrity?
  - Incorporate comparing, contrasting and discriminating of content across AI platforms?
  - Foster metacognition, enabling students to know themselves better as learners?
- **Demonstrate responsible use of AI for research, creativity and critical thinking?**
  - Foster, aid and spark creativity?
  - Improve brainstorming or ideating?
  - Support creative demonstrations of learning?
  - Enhance creative self-reflection?
  - Develop important attitudes and dispositions: curious, innovative, adaptable, empathetic, responsible?
- **Develop an understanding of bias and fairness?**
  - Is provided data drawn from ethical sources or presented in an ethical way?
  - Encourage students to avoid overreliance and reinforcement of bias (including algorithmic bias)?
  - Foster a critical approach building on Media Literacy skills, including assessing for accuracy, fairness and bias to enable informed decisions about use? (As in Pedagogy and Planning) How does this content reflect an inclusive approach that demonstrates cultural responsiveness and avoids cultural appropriation, or use of mis or disinformation?

A deeper dive into Creative and Critical Thinking

Teachers report that creative use of AI significantly accelerates and enriches student engagement in creative and multimedia projects.

The Adobe and Advanis *Creativity with AI in Education 2025 Report* found that 94% of surveyed teachers say AI dramatically increases the speed of creation, enabling students to bring ideas to life faster than ever before. 93% highlight its ability to remove design and communication barriers, bridging the gap between a student's imaginative vision and its realisation regardless of skill level or background. Perhaps most powerfully, 92% of educators observe that generative AI boosts students' creative confidence, empowering them to take creative risks, iterate boldly and express their ideas with greater clarity and originality.

Generative AI can enhance what students produce and expand what they believe is possible, but it also demands students and teachers develop an understanding of the exploitation of creatives that AI-generated data can involve.

AI serves as a powerful catalyst for fostering creativity and critical thinking in educational settings. Generative AI tools facilitate ideation, storytelling, design, coding and problem-solving, enabling students to explore and iterate on original ideas beyond traditional constraints.

85% of educators believe that generative AI can increase students' creativity and creative thinking skills; 93% believe that integrating AI literacy into coursework will enhance student engagement (Adobe and Advanis, 2025).

AI can function as a co-creator prompting new perspectives, challenging assumptions and offering suggestions that encourage divergent thinking (UNESCO, 2023). Simultaneously, it invites critique; students must learn to analyse, question and evaluate AI-generated outputs, cultivating essential critical literacy skills (UNESCO, 2024a).

Sample Elaborations linked to the Australian Curriculum:

Media Arts
AC9AMA6E01: explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts

Elaborations

- *Review language generated by AI to facilitate ideation, storytelling, design, coding and problem-solving, to explore and iterate on original ideas beyond traditional constraints*
- *Demonstrate an understanding of the exploitation of creatives that AI-generated materials can involve.*

Ethics

As AI becomes an integral part of teaching and learning, embedding strong ethical foundations into use that prioritises not only responsibility and fairness, but also civil and respectful digital behaviour is critical.

There is no doubt that there are ethical conundrums and some wicked problems associated with AI that can be better understood through purposeful, scaffolded critical thinking and ethical reasoning. (ACARA, 2025)

Using an ethical lens, think about these questions to inform your decision making on how (or whether) to use AI in teaching and learning

Ask, how does this use of AI...

- **Build an understanding of what comprises ethical use and ethical decision making?**
  - Foster students' sense of responsibility, accountability and informed decision making, including concepts such as Data Privacy and Security, IP and copyright?
  - Develop a sense of the benefits and risks and build self and social awareness by recognising AI's potentially positive and negative influence?
  - Promote fairness, integrity, respect and purposefulness?
  - Nurture civil behaviour?
  - Reflect transparency and honour digital inclusion, equitable access and use?
  - Develop an understanding of plagiarism and cheating?
  - Reduce the harmful environmental impact of AI?
- **Prioritise human-centred interaction?**
- **Reflect and align with Australia's AI Ethics Principles?** https://www.industry.gov.au/publications/australias-ai-ethics-principles

A deeper dive into Ethics around using AI

Teachers are key to guiding students through the complex ethical terrain of AI, helping them understand what it means to engage with this technology in ways that are transparent, inclusive, fair and purposeful (Australian Government, 2021).

Australia's *AI Ethics Principles* stress a human-centred approach, reinforcing the need for AI systems to support wellbeing, respect individual rights and serve the common good. This includes encouraging respectful engagement with AI, recognising its potential and limits and fostering informed, reflective decision-making.

As students interact with AI tools, teachers can help them navigate issues such as data privacy, intellectual property, plagiarism and algorithmic bias, ensuring that technology use is aligned with ethical norms and educational integrity (UNESCO, 2024; OECD, 2024).

Crucially, civil behaviour in AI-supported environments means more than avoiding misuse or opening the gates to mis- and dis- information. It means promoting values like empathy, collaboration, digital courtesy and accountability. AI cannot replace the human values at the core of education. Rather, it should amplify them. When students use AI to express ideas, co-create projects, or engage in inquiry, teachers can scaffold those experiences with dialogue about how to use these tools responsibly, respectfully and ethically.

Teachers also need support in understanding when and how (not just whether) to use AI. Ethical judgement is central to this process. Knowing when AI can add value to learning, when human connection is essential and when to resist automation altogether, reflects the kind of professional integrity that underpins effective teaching in the age of AI.

Ethical and civil use of AI in education is not just about compliance or policy. It's about shaping digitally literate, morally grounded citizens who can participate meaningfully and lead thoughtfully in an increasingly automated world.

Sample Elaborations linked to the Australian Curriculum:

English
AC9E6LA02: understand the uses of objective and subjective language, and identify bias

Elaboration
- *Review information generated by AI and infer perspective and bias, providing specific examples in the text provided*
- *Reflect on how bias impacts on the reliability and rigour of generated information.*

AC9E8LE01: explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors

Elaboration
Identify how First Nations perspectives are represented in the text provided and review for historical accuracy, generalisations and existence of mis or disinformation.

History > Civics and Citizenship 7-10
AC9HC8S03: analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges

Elaboration
Analyse the data generated and draw conclusions about data representation and reliability, identifying the perspectives presented and any potential issues that may arise and undermine the reliability of the information.

Wellbeing

Integrating AI into education offers a unique opportunity to enhance the wellbeing of both students and teachers, provided its use is guided by ethical, inclusive and human-centred principles.

AI is playing an increasingly significant role in enhancing general wellbeing and specifically impacting workplace wellbeing through various innovative applications and platforms. By leveraging AI technologies, it's possible to create more personalized, scalable and accessible solutions for health and wellness. (Gamble, 2024)

Questions to inform your decision making on how (or whether) to use AI in teaching and learning to support student and teacher wellbeing

Ask, how does this use of AI...

- **Support individual and social wellbeing and safety?**
- **Promote inclusivity: ability, gender, cultural and indigenous perspectives, intersectionality?**
- **Address digital disadvantage and unequal access?**
- **Promote psychological safety?**
- **Promote judicious amounts of screen time?**
- **Reduce teacher workload in ways that increase time for effective teaching and learning?**

A deeper dive into Wellbeing

For students, AI can support personalised learning pathways, enable timely and adaptive feedback through 1:1 tutoring tools and virtual assistants and promote psychological safety by identifying early signs of disengagement or distress (OECD, 2024).

When consciously designed with equity in mind (and utilising prompts and scaffolds that push and demand inclusivity), AI can address barriers to learning across ability, gender, cultural and Indigenous contexts, ensuring inclusive representation and responsive support.

Equally important is the impact of AI on teacher wellbeing. AI has the potential to reduce cognitive load by automating routine administrative tasks, generating lesson resources and supporting formative assessment, freeing up valuable time for teachers to focus on student relationships, pedagogy and their own professional growth (UNESCO, 2024).

AI-powered insights into student learning can help teachers make informed, data-driven decisions that reduce uncertainty and increase confidence in their instructional planning. However, ensuring wellbeing also means avoiding the risks of digital surveillance, excessive screen time and inequities in access.

Digital disadvantage remains a pressing issue, with students and teachers in under-resourced settings often excluded from AI's potential benefits (Australian Human Rights Commission, 2024).

Ethical AI use must therefore prioritise privacy, autonomy and fairness, safeguard mental health and promote psychologically safe learning environments.

A wellbeing-centred approach to AI in education recognises the complex emotional, cultural and professional dimensions of schooling. This would ensure that AI supports the human relationships and trust that underpin effective teaching and learning.

Sample Elaborations linked to the Australian Curriculum:

Science
AC9S10I07: construct arguments based on analysis of a variety of evidence to support conclusions or evaluate claims, and consider any ethical issues and cultural protocols associated with accessing, using or citing secondary data or information

Elaboration
Develop a presentation that critically reviews the potential positive or negative impact on wellbeing of a particular AI tool and provide constructive advice on actions to potentially redress any negative impacts.

Communication

When AI is used in informed, empowered and critical ways, it can be a useful tool for supporting the development of digital literacy, enabling students and teachers to understand context and purpose as they craft precise, purposeful prompts, communicate with clarity and co-create deep, responsive learning experiences.

It is ironic that much of the early conversation about ChatGPT had to do with the demise of writing skills when, in fact, the very success of generative-AI searches is determined by the quality of precisely written prompts. (Schroeder, 2023)

Questions to inform your decision making on how (or whether) to use AI in teaching and learning to support effective communication

Ask, how does this use of AI...

- **Build skills in effective prompt engineering including:**
  - **Clarity and Precision**: Use of clear, specific language to guide the AI's response; avoiding vague questions; being intentional with instructions?
  - **Context Setting**: Provide relevant background, goals, audience, or role (e.g. "You are a science teacher..."); specifying tone, format and purpose?
  - **Scaffolding & Structure**: Break complex tasks into smaller parts or steps; using numbered lists, bullet points, or constraints to shape the response?
  - **Planning for Iteration and Refinement**: re-prompting or adjusting based on what is received; trying "What would this look like with more creativity/simplicity/rigour?"
  - **Critical Evaluation**: analyse AI responses for accuracy, bias, appropriateness and relevance; cross-checking facts and sources independently?
  - **Creative Framing**: Use of analogies, metaphors, or role-play (e.g. "Explain this like I'm 12" or "Act as a mentor..."); exploring multiple perspectives or formats?
  - **Ethical Awareness**: avoid prompts that generate harmful, biased, or plagiarised content; respecting copyright, data privacy and cultural sensitivity?
  - **Curriculum Alignment**: align prompts with learning outcomes, cognitive level (such as Bloom's Taxonomy), or skills focus; using prompts to encourage deeper thinking, inquiry and reflection?
- **Support effective communication?**
  - Utilise the power of GenAI to refine and enhance communication and key messaging?
  - Tailor personalised feedback?
  - Provide language support?
  - Refine message clarity and tone?

A deeper dive into Communication

By engaging with GenAI through purposeful prompt engineering, students and teachers build essential AI literacy. This includes understanding how systems generate responses, how algorithms work, recognising their limitations and evaluating the quality and relevance of outputs.

Crafting effective prompts requires careful attention to audience, context, purpose and ethics, while drawing on higher-order thinking skills. Through this process, learners develop not only technical fluency but also critical awareness, empowering them to question bias, identify mis- and disinformation and make informed decisions about when and how to use AI tools. In this way, effective communication with GenAI becomes a gateway to broader AI literacy, fostering informed, ethical and empowered participation in an AI-driven world.

At the same time, GenAI tools can enhance clarity, accessibility and inclusivity in communication. From real-time feedback on writing and tone to speech-to-text conversion and multilingual translation, these tools expand opportunities for diverse learners. AI writing assistants, chatbots and summarisation platforms help clarify key messages, promote coherence and enable learners to engage with confidence.

Designing high-quality prompts to elicit meaningful and accurate responses strengthens both communication and critical thinking. Used intentionally, GenAI supports deeper learning, sharpens digital literacy and prepares students and educators to participate thoughtfully and effectively in a rapidly evolving digital landscape.

Sample Elaborations linked to the Australian Curriculum:

English
AC9E10LA03: analyse text structures and language features and evaluate their effectiveness in achieving their purpose

Elaboration
When developing and reviewing a prompt, demonstrate use of clear, specific language to guide the AI's response; avoiding vague questions; being intentional with instructions.

AC9E10LA01: understand how language can have inclusive and exclusive social effects, and can empower or disempower people

Elaboration
Review prompts for text that may generate harmful, biased, or plagiarised content; respecting copyright, data privacy, and cultural sensitivity and redraft accordingly.

AC9E10LA06: analyse how meaning and style are achieved through syntax

Elaboration
Demonstrate how planning of a prompt and re-prompting or adjusting has been based on what is received; trying "What would this look like with more creativity/ simplicity/rigour?"

History > Civics and Citizenship 7-10
AC9E10LA06: analyse how meaning and style are achieved through syntax

Elaboration
Review the text generated in response to the prompt submitted and determine whether the text has achieved the aims of the prompt and how the prompt may be re-engineered and iterated to yield more granular and useful data.

History > History 7-10
AC9HH10S06: compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values

Elaboration
Analyse the AI responses for accuracy, bias, appropriateness, and relevance; cross-checking facts and sources independently.

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