# OECD AI Literacy Framework: Components and Application

**Purpose:** equip K–12 curriculum designers, teachers, edtech specialists and AI literacy leads

Final framework published 18 June 2026; links to PISA 2029 MAIL and national reforms

**Outcomes:** identify components, map curricula, design activities and assessments

**Roadmap:** concepts, domains, mapping, pedagogy, assessment, capacity, implementation

**Note:** the AILit Framework is non-binding — a shared language, not a mandated curriculum



# Background and Policy Context

- Joint OECD–European Commission initiative, supported by CodeAI and international experts
- Draft launched May 2025; revised after input from 2,000+ stakeholders
- Aligned with OECD AI Principles and PISA 2029 MAIL Innovative Domain
- Complements UNESCO 2024, AI4K12 and national frameworks (UAE, India, Hong Kong)
- Addresses policy gaps: shared definition, consistent implementation and pedagogical guidance
- Non-binding reference: adapt to local standards, language and context



# Core Concepts and Definitions

- **OECD/EC definition:** technical knowledge, durable skills, future-ready attitudes
- **Enables learners** to engage, create, manage and shape AI critically
- **Distinct from tool use:** prompting alone builds no lasting literacy
- **Draws on** media, digital, data, CS, design and ethics literacies
- **Corrects myths:** not coding-only, not CS-only, not prompt fluency
- **Multidimensional by design:** knowledge, skills and attitudes together



# Framework Architecture: The Four Domains

PEOPLE | PRACTICE | A BETTER TOMORROW

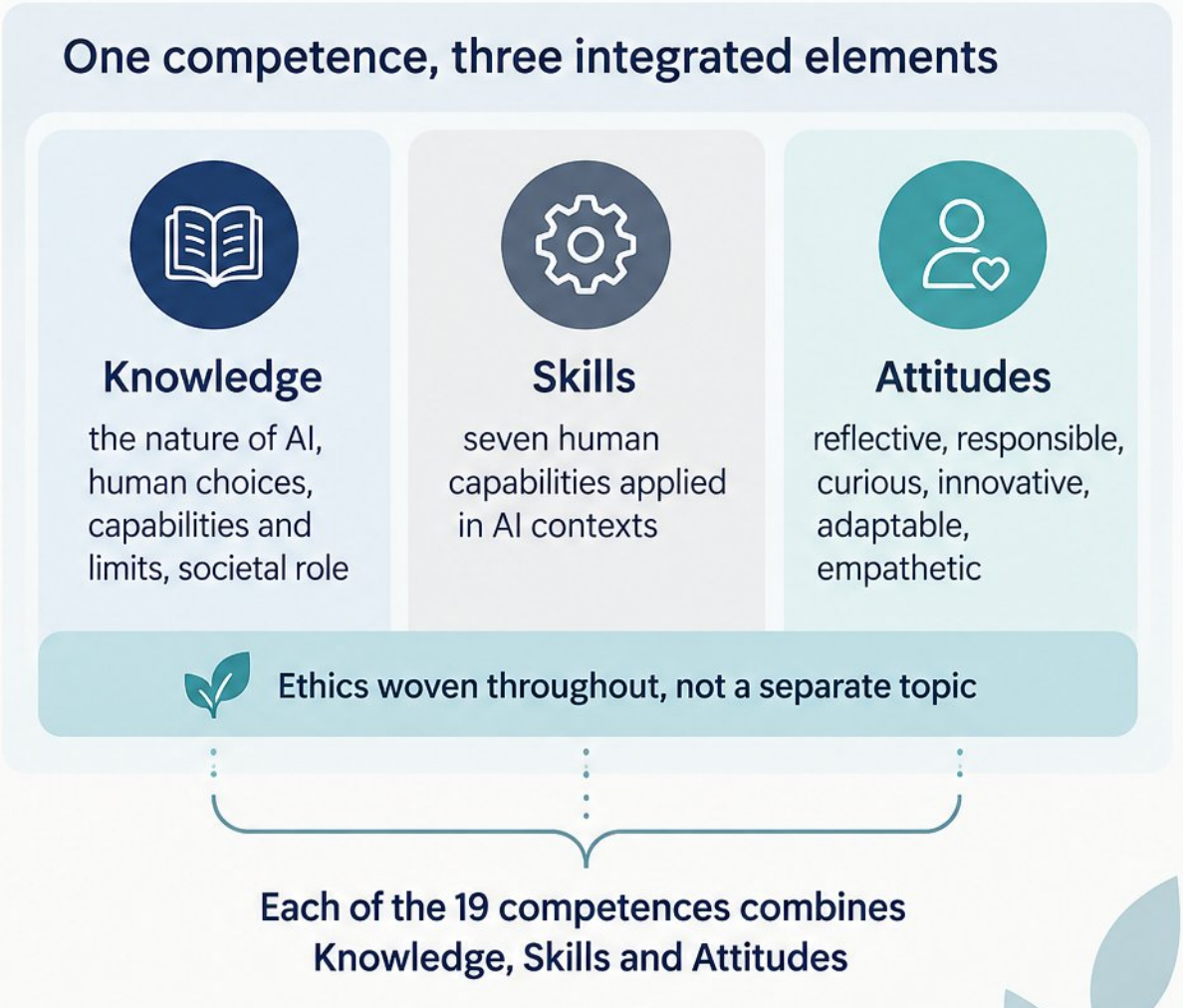



- Four domains, presented sequentially as a potential learning path
- Engage with AI: foundational critical participation — evaluate outputs, spot bias
- Create with AI: creative partnership with human agency, attribution and originality
- Manage AI: intentional human–AI task division, including choosing not to use AI
- Shape AI: culminating technical domain — improve systems for human well-being
- Domains build on one another; design lenses, not a linear checklist



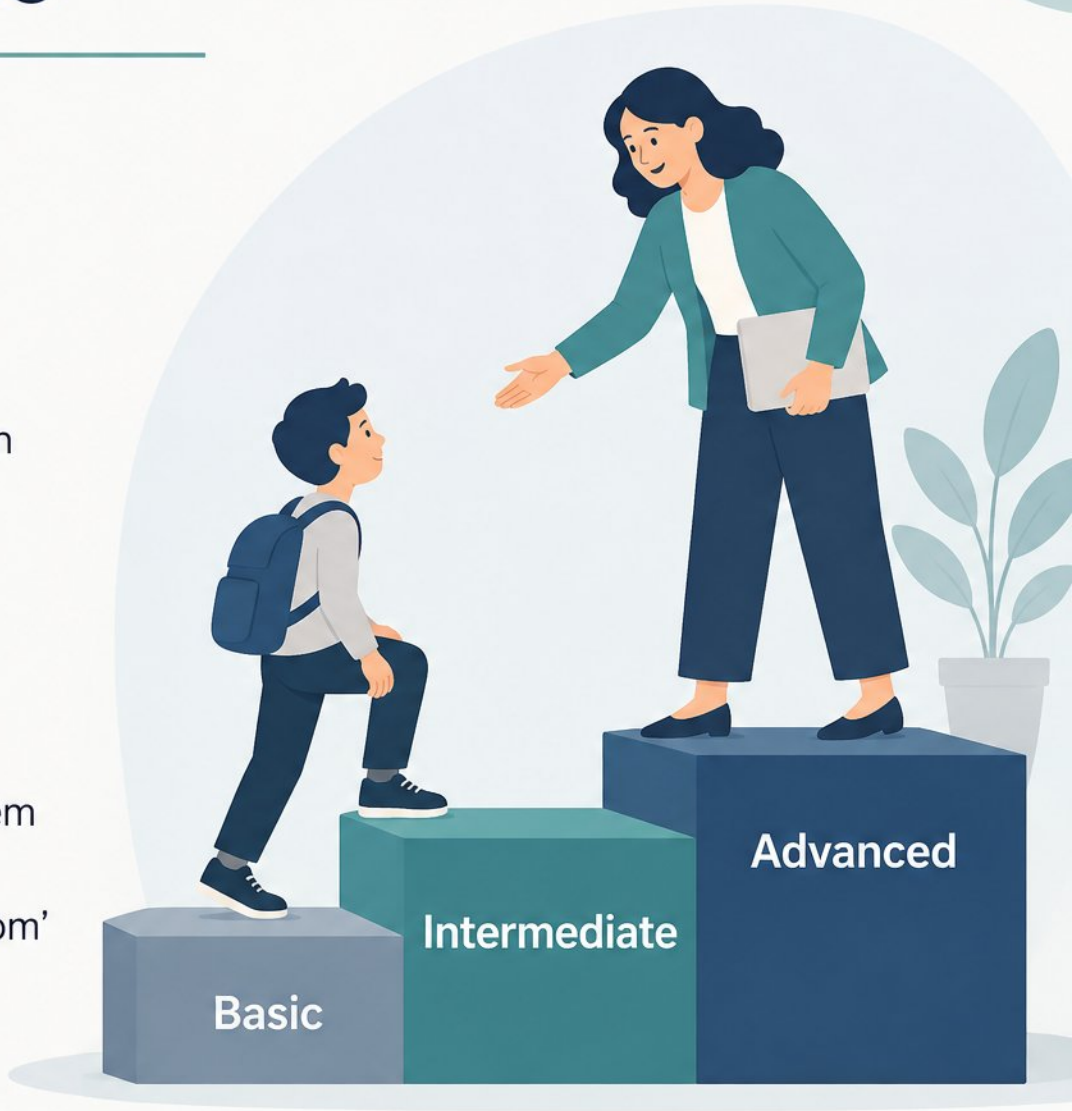
# Knowledge, Skills, Attitudes and the 19 Competences

- Each of the 19 competences combines Knowledge, Skills and Attitudes
- **Knowledge:** the nature of AI, human choices, capabilities and limits, societal role
- **Skills:** seven human capabilities applied in AI contexts
- **Attitudes:** reflective, responsible, curious, innovative, adaptable, empathetic
- **Domain spread:** Engage (7), Create (4), Manage (4), Shape (4)
- **Ethics** woven throughout, not a separate topic



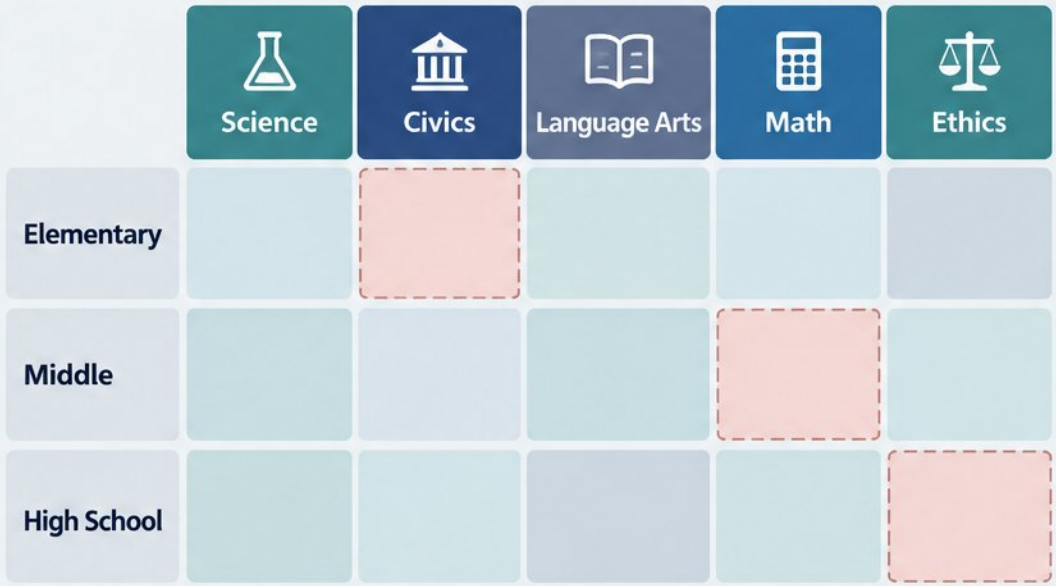
# Progression: Learner Expectations and Learning Scenarios

- Learner Expectations break each competence into Basic, Intermediate and Advanced levels
- Basic: awareness, identification and recognition; Intermediate: application, comparison and explanation
- Advanced: analysis, evaluation, adaptation to context and independent judgement
- Levels are not tied to grades or ages—they are scaffolding, not a tracking system
- Learning Scenarios offer 'In the Classroom' examples for primary and secondary, across subjects
- Use Learner Expectations to build rubrics and choose entry points that meet learners where they are



# Mapping the Framework to K–12 Curricula

- Mapping process: audit standards, locate overlaps, define grade-band outcomes, find gaps
- AI literacy lives across subjects: science, civics, language arts, math, ethics
- Combine standalone units with cross-curricular infusion for repeated practice
- Borrow from Hong Kong's 'AI + Curriculum' and India's AI & CT from Grade 3
- Build a scope and sequence with priority concepts per grade band






# Curriculum Mapping Workshop: From Competence to Objective

- Worked example: "Evaluate AI-generated outputs" (Engage with AI)
- Backward design: competence → evidence → learning experience
- Template: competence | K/S/A element | standard | objective | evidence
- Grade 3–5: verify accuracy with a checklist; cite AI sources
- Grade 6–8: fact-check outputs; analyse bias in training data
- Grade 9–12: judge authorship, ethics and civic implications
- Quality check: each objective observable, assessable, not tool-naming




| Competence | K/S/A element | Standard | Objective | Evidence |
|---|---|---|---|---|
| **Evaluate AI-generated outputs (Engage with AI)** | Grade 3–5 | Verify accuracy with a checklist | Verify accuracy with a checklist; cite AI sources | Student work using a checklist and cited AI sources |
| | Grade 6–8 | Fact-check outputs | Fact-check outputs; analyse bias in training data | Student work showing fact-checking and analysis of bias |
| | Grade 9–12 | Judge authorship, ethics and civic implications | Judge authorship, ethics and civic implications | Student work showing evaluation of authorship, ethics and civic implications |

# Pedagogy and Classroom Strategies

- Build AI literacy with inquiry, projects, design thinking and structured AI use
- Routine "Fact-check the machine": verify AI claims against two reliable sources
- Routine "Bias detective": compare outputs to spot missing perspectives and bias
- Ask "Why did AI generate this?", not only "Is this correct?"
- Model disclosure, clear AI-use policy, and decisions about when not to use AI
- Differentiate by age, prior knowledge and access; activities work with or without AI



# Assessing AI Literacy

- **Assess critical judgement, not tool fluency:** can students question AI?
- **Use performance tasks:** fact-check reports, AI logs, revised drafts
- **Rubrics:** accuracy, process, creativity, ethical use, AI disclosure, reflection
- **No credit for using AI;** credit verification, reasoning and attribution
- **Pre/post self-checks** on trust in AI-generated information



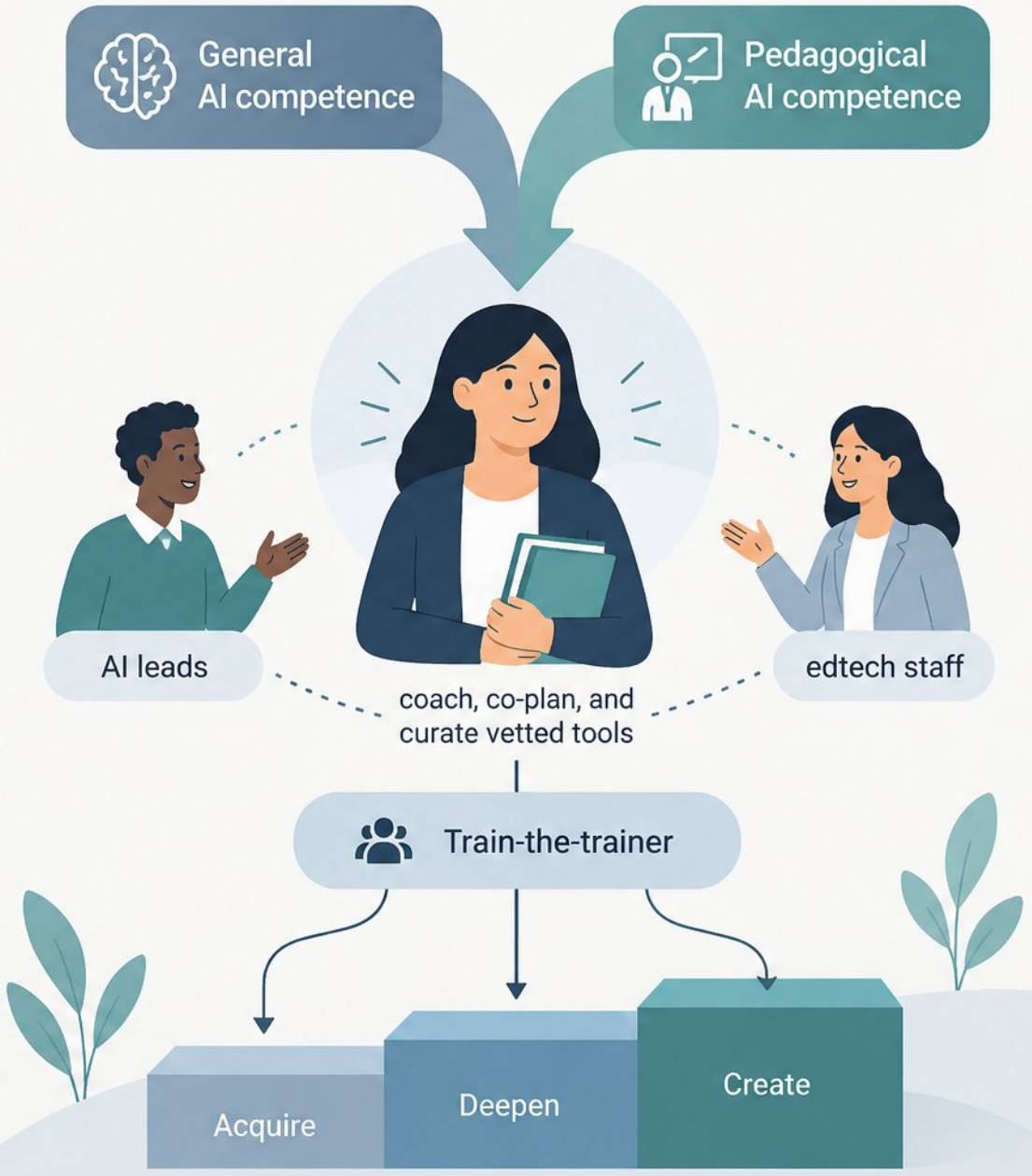

**Knowledge**

**Skills**

**Attitudes**

# Teacher Capacity and Professional Learning

- Teacher AI literacy = general AI competence + pedagogical AI competence
- General competence is necessary but not sufficient
- UNESCO Teacher Framework: 5 dimensions × 3 levels (Acquire, Deepen, Create)
- Practical PD models: async foundations course, train-the-trainer, subject workshops
- AI leads and edtech staff coach, co-plan, and curate vetted tools
- Common gaps: uneven self-directed practice, generic training, limited guidance



# Implementation Planning for Schools and Districts

- Staged approach: readiness assessment, pilot units, scaling, periodic review

- Build leadership coalition before scaling; change is iterative, not one rollout

**Change sequence:** Plan + Prepare → Trial + Learn → Scale + Maintain

**System supports:**
vetted privacy-compliant tools, ethical guidelines, hands-on training

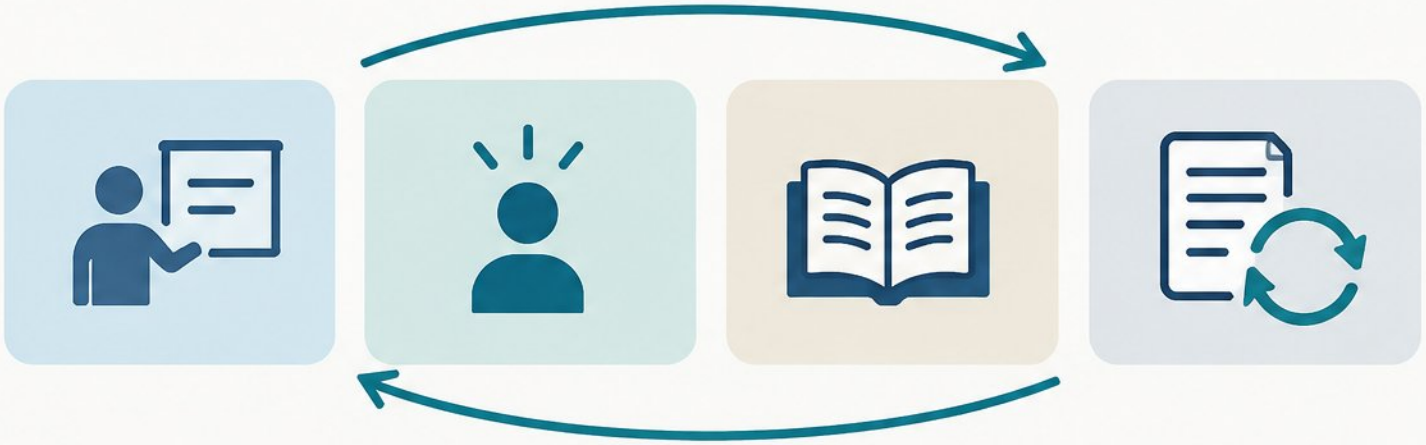



**School templates:**
curriculum audit, lesson template, PD calendar, AI use agreement

**Cases:**
Chicago AI Steering Committee and badge; LACOE three phases; North Kitsap three-year vision

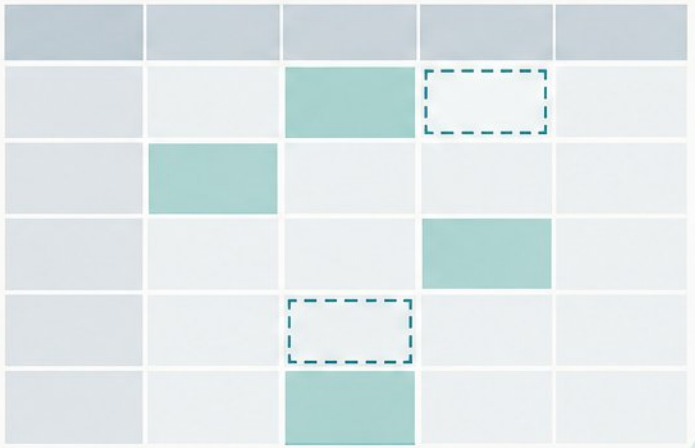


# Monitoring, Evaluation and Quality Assurance



- Track PD access, completion, and teacher confidence baselines
- Monitor lesson coverage by grade and quality of student work
- Build feedback loops: self-assessments, portfolios, assessment reviews
- Review alignment periodically; keep guidelines adaptable, not rigid
- Judge against framework domains, not tool usage or attendance
- Check equity of access, privacy safeguards, and human oversight

**Curriculum Map**



# Reflection and Action Planning

- Pick one next step for your role; draft 30/60/90-day actions
- Template: goal, policy anchor, audience, evidence, support needed
- AILit is a shared language, not a mandated curriculum
- Ethics woven throughout; four domains plus competences guide mapping
- Adapt to subject, learner needs and local context
- Set a review date: join or form a professional learning community



### Curriculum Designer

30/60/90-day actions

Review date: _____

### Teacher

30/60/90-day actions

Review date: _____

### Edtech Specialist

30/60/90-day actions

Review date: _____

### AI Literacy Lead

30/60/90-day actions

Review date: _____

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