Chinese Ministry of Education

Twin AI Education Guidelines (2025 Edition)

Bilingual Reference Document — Chinese + English Translation

Compiled for: Dr. Matt Rhoads Date: July 20, 2026 Sources: Ministry of Education (moe.gov.cn), Xinhua, China Education Daily, edu.cn (CERNET)

PART 1

中小学人工智能通识教育指南（2025年版）

发布机构： 教育部基础教育教学指导委员会 发布日期： 2025年5月12日

一、总则

中小学人工智能通识教育是指面向全体中小学生，通过系统化的课程、活动和实践，普及人工智能的基本概念、技术原理、应用场景、伦理安全和社会影响的基础性教育。推进中小学人工智能通识教育，是顺应时代发展需求、落实立德树人根本任务的重要举措，是深化教育改革、促进学生全面发展的有力抓手，是加快教育现代化、建设教育强国和科技强国的战略路径。为推动中小学人工智能通识教育的普及与发展，提升学生人工智能素养，强化教育对科技和人才的支撑作用，现制定本指南。

以习近平新时代中国特色社会主义思想为指导，深入贯彻落实党的二十大、二十届三中全会精神和中共中央、国务院《教育强国建设规划纲要（2024—2035年）》战略部署，全面落实教育部办公厅《关于加强中小学人工智能教育的通知》要求，顺应人工智能技术迅猛发展的新趋势，以提升学生核心素养为导向，注重培育创新思维与实践能力，推动人工智能通识教育与中小学教育教学深度融合，构建中小学人工智能教育新生态，服务支撑新质生产力发展的拔尖创新人才培养，为教育现代化和教育强国建设提供坚实支撑。

二、基本原则

（一）坚持立德树人，发展素养。全面落实立德树人根本任务，遵循学生成长规律和教育教学规律，培养学生适应人工智能技术发展的正确价值观、必备品格和关键能力。

（二）坚持主动引领，公平普惠。面向教育强国建设，引领中小学教育改革方向，优化资源配置与供给，确保全体学生享有公平优质的人工智能教育机会。

（三）坚持多方参与，融合创新。构建政府统筹、学校主导、家庭协同、产业联动的协同机制，通过技术融合与创新实践，构建中小学人工智能教育新生态。

（四）坚持面向未来，安全可控。顺应教育数字化和人工智能技术发展趋势，构建覆盖数据安全、伦理审查、技术风险防控的全链条保障机制。

三、培养目标

构建分层递进、螺旋上升的中小学人工智能通识教育体系，培养学生适应智能社会的核心素养。通过知识、技能、思维与价值观的有机融合，形成四位一体的人工智能素养，培育科技创新思维、批判性思维、人机协作能力、人工智能素养及社会责任意识。

小学阶段： 认知方面侧重体验与兴趣培养。感知技术价值，了解语音识别、图像分类等基础人工智能技术，通过与智能设备交互体验建立技术认知雏形。

初中阶段： 思维方面重视发展工程思维。形成"需求分析—技术适配—效果评估"的技术决策链和工程思维，培养系统分析与辩证思考的批判意识。

高中阶段： 思维方面强化系统思维。建立"技术原理—系统架构—社会影响"的立体思维模型，在创新项目实践中培养跨学科系统思维。

四、课程实施建议

（一）课堂教学

1. 完善常态课程体系。 将人工智能教育纳入校本课程实施方案，构建与信息科技、科学、综合实践等课程有机衔接的课程体系。灵活采用独立设课、跨学科融合、实践活动等方式，形成阶梯化、连贯性的教学安排。
2. 设计分层教学内容。 根据学生年龄特点和认知水平，设计差异化的教学内容与实践任务，小学阶段侧重智能技术体验与兴趣培养，初中阶段强化技术原理认知与基础应用，高中阶段注重系统思维与创新实践。结合不同学段特点，分层次开发教学项目与实践任务。
3. 探索创新教学方法。 综合运用讲授式、探究式、项目式、体验式教学方法，通过案例分析、互动实践等环节提升学生参与度和学习效果。适当利用人工智能技术优化课堂互动，增强教学的趣味性与实效性。

（二）实践活动

1. 构建实践活动体系。 将人工智能教育与校园文化活动相结合，定期开展科技节、技术挑战、创新项目展评等活动。结合研学实践、课后服务等渠道，组织学生参与技术体验、社会调研等实践活动，强化知行合一。

2. 加强资源统筹建设。 依托国家中小学智慧教育平台资源，统筹校内外实验室、实践基地等场所建设。通过校企合作、校际共享等方式完善教学设备配置，建立教学资源动态更新机制。
3. 健全协同育人机制。 建立学校主导、家庭参与、社会支持的协同机制。通过家长课堂、校企合作项目、社区服务等形式，拓展学生学习空间。组建由学科教师、技术人员、行业专家构成的教学指导团队。

（三）教学评价

1. 构建多元评价体系。 围绕"知识—技能—思维—价值观"四个维度，制定校本评价指标体系。采用作品展示、项目答辩、实践操作等表现性评价方式，注重过程性评价与结果性评价相结合。
2. 完善评价实施机制。 依托数字技术记录学习过程数据，形成学生人工智能素养成长档案。建立教师、学生、家长共同参与的多元评价机制，探索人工智能技术在教学评价中的合理应用。
3. 强化评价结果运用。 鼓励探索将人工智能素养纳入学生综合素质评价，将评价结果用于改进教学实践，建立优秀成果展示交流机制。

（四）教研支持

1. 加强师资队伍建设。 将人工智能教学能力纳入教师培训体系，分层开展通识培训、专项研修。建立跨学科教研共同体，通过集体备课、课例研讨等方式提升教师课程实施能力。
2. 深化教研活动。 组建校级人工智能教学研究团队，开展课程开发、教学策略等专题研究。鼓励教师参与教学成果培育，促进优质教学资源的校本化改造与应用。
3. 建设校本资源。 鼓励教师基于国家平台优质资源，结合校情学情开发人工智能教学课件、实践项目及数字教学资源。支持学校与编写出版信息科技教材的单位合作，同步建设配套数字资源。

五、保障体系

（一）政府统筹

1. 强化规划引领。 结合区域特色制定差异化的推进方案，加强顶层设计和部门协同，建立多部门联动工作机制。
2. 建设基础设施。 加大对人工智能教育基础设施建设的投入力度，分批设立中小学人工智能教育基地，均衡配置中小学人工智能实验室资源，升级优化现有的数字化教学环境和设施设备。推动高校、科研院所和高科技企业的人工智能实验室、展厅等场馆向中小学校开放。
3. 充实师资队伍。 将人工智能教育教师培养纳入教师培训计划，通过系统化培训提高教师专业化水平。积极引进高校、科研院所、高科技企业中符合条件的专业人才担任人工智能教育兼职教师。
4. 推进试点示范。 统筹开展人工智能通识教育试点工作，鼓励有条件的地区率先探索人工智能通识教育创新实践模式，建立试点学校创新实践共同体。
5. 统筹城乡发展。 加大对农村和边远地区学校人工智能通识教育的支持力度，推动优质教师资源流动，利用国家平台实现城乡学校人工智能教育课程互联互通。鼓励城乡学校开展结对帮扶活动。

6. 健全评价监测。 建立健全学生人工智能素养动态监测与评价体系，科学评估人工智能教育成效。
7. 加强安全管理。 制定人工智能教育数据安全管理规范，明确数据收集、存储、传输和使用的安全标准，建立隐私保护机制，规范人工智能教学工具与产品应用准入。

（二）家庭协同

1. 营造健康氛围。 鼓励家长在家庭环境中培养学生人工智能伦理意识和责任感，引导学生形成正确的技术价值观。
2. 应用社会资源。 鼓励家长充分利用高校、科研院所和高科技企业的人工智能实验室、展厅等开放场馆，以及图书馆、科技馆等公共资源。
3. 创新育人模式。 鼓励家长引导学生积极参与研学实践和交流活动，形成课堂学习、家庭延伸、社会实践相互衔接的立体化育人模式。
4. 强化家校联动。 建立家庭与学校共同参与的协同育人机制。鼓励家长了解各学段人工智能教育的学习重点，积极配合学校教育工作。

（三）产业联动

1. 健全融合机制。 完善产教合作育人体系，鼓励企业与学校联合开发人工智能通识教育课程，共同设计体验式学习项目。
2. 共享优质资源。 积极履行社会责任，向公众开放公益性人工智能通识教育资源，为师生提供免费、普惠的学习资源。
3. 优化产品服务。 鼓励人工智能领军企业与教育科技公司，依据中小学生认知特点和人工智能课程要求，研发适配性强、科学性高的教学工具与课程产品。
4. 开放实践基地。 鼓励高校、科研院所及企业依托其先进的人工智能实验室、展厅、实践基地等资源，为中小学提供沉浸式、易实操的人工智能实践活动。

来源：教育部基础教育教学指导委员会，2025年5月12日发布。全文转载自中国教育报、新华网及教育部官方发布。

PART 1 — English Translation

AI Literacy Education Guide for Primary and Secondary Schools (2025 Edition)

Issuing Body: Basic Education Teaching Guidance Committee, Ministry of Education Release Date: May 12, 2025

I. General Provisions

AI literacy education for primary and secondary schools refers to foundational education for all primary and secondary students that, through systematic courses, activities, and practice, popularizes the basic concepts, technical principles, application scenarios, ethical safety, and social impact of artificial intelligence. Advancing AI literacy education is an important measure to meet the needs of the times and fulfill the fundamental task of moral education, a powerful lever for deepening educational reform and promoting student development, and a strategic path for accelerating education modernization and building a strong education and technology nation.

Guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, thoroughly implementing the spirit of the 20th National Congress and the Third Plenary Session, and the strategic deployment of the Central Committee and State Council's "Education Strong Nation Construction Plan (2024-2035)," fully implementing the Ministry of Education General Office "Notice on Strengthening AI Education in Primary and Secondary Schools," and following new trends in AI technology development, this guide aims to improve student core competencies, cultivate innovative thinking and practical ability, promote deep integration of AI literacy education with primary and secondary teaching, build a new ecosystem for AI education, and provide solid support for education modernization.

II. Basic Principles

(1) Adhere to moral education and competency development. Fulfill the fundamental task of moral education, follow student growth and teaching patterns, and cultivate correct values, essential character, and key abilities for students to adapt to AI technology development.

(2) Adhere to proactive leadership and equitable access. Lead primary and secondary education reform, optimize resource allocation, and ensure all students have fair access to quality AI education.

(3) Adhere to multi-party participation and integrated innovation. Build a collaborative mechanism of government coordination, school leadership, family cooperation, and industry linkage, constructing a new AI education ecosystem through technology integration and innovative practice.

(4) Adhere to future orientation and safety. Follow education digitalization and AI technology trends, building a full-chain guarantee mechanism covering data security, ethics review, and technology risk prevention.

III. Training Objectives

Build a tiered, progressive, and spiral-upward AI literacy education system for primary and secondary schools, cultivating students' core competencies for adapting to an intelligent society. Through the organic integration of knowledge, skills, thinking, and values, form a four-in-one AI literacy: scientific and technological innovation thinking, critical thinking, human-machine collaboration ability, AI literacy, and social responsibility awareness.

Elementary School: Cognition focuses on experience and interest cultivation. Perceive technology value, understand basic AI technologies such as speech recognition and image classification, and establish a preliminary technical cognition through interaction with intelligent devices.

Junior High School: Thinking focuses on developing engineering thinking. Form a "needs analysis—technology matching—effect evaluation" technical decision chain and engineering thinking, cultivating critical awareness of systems analysis and dialectical thinking.

Senior High School: Thinking focuses on strengthening systems thinking. Establish a "technical principles—system architecture—social impact" three-dimensional thinking model, cultivating interdisciplinary systems thinking through innovative project practice.

IV. Curriculum Implementation Recommendations

(A) Classroom Teaching

1. Improve the regular curriculum system. Incorporate AI education into school-based curriculum implementation plans, building a curriculum system organically connected with Information Technology, Science, and Comprehensive Practice courses. Flexibly adopt standalone courses, interdisciplinary integration, and practical activities to form a tiered, coherent teaching arrangement.
2. Design tiered teaching content. Design differentiated teaching content and practical tasks based on student age and cognitive level: elementary school focuses on intelligent technology experience and interest cultivation; junior high strengthens technical principle cognition and basic application; senior high emphasizes systems thinking and innovative practice.

3. Explore innovative teaching methods. Comprehensively use lecture-based, inquiry-based, project-based, and experiential teaching methods. Use case analysis and interactive practice to enhance student participation and learning outcomes. Appropriately use AI technology to optimize classroom interaction.

(B) Practical Activities

1. Build a practical activity system. Combine AI education with campus cultural activities, regularly holding science festivals, technology challenges, and innovation project exhibitions. Organize students to participate in technology experiences and social research through study practice and after-school service channels.
2. Strengthen resource coordination. Rely on the National Smart Education Platform for primary and secondary schools, coordinate on-campus and off-campus laboratories and practice bases. Improve teaching equipment through school-enterprise cooperation and inter-school sharing.
3. Improve collaborative education mechanisms. Establish a school-led, family-participating, society-supported collaborative mechanism. Form teaching guidance teams composed of subject teachers, technical personnel, and industry experts.

(C) Teaching Evaluation

1. Build a multi-dimensional evaluation system. Develop school-based evaluation indicators around four dimensions: "knowledge—skills—thinking—values." Adopt performance evaluation methods such as work exhibitions, project defenses, and practical operations, combining process and outcome evaluation.
2. Improve evaluation implementation. Use digital technology to record learning process data, forming student AI literacy growth portfolios. Establish a multi-dimensional evaluation mechanism with teacher, student, and parent participation.
3. Strengthen use of evaluation results. Encourage incorporating AI literacy into student comprehensive quality evaluation, using results to improve teaching practice and establishing outstanding achievement exhibition mechanisms.

(D) Teaching Research Support

1. Strengthen teacher development. Incorporate AI teaching ability into teacher training systems, conducting tiered general training and specialized study. Establish interdisciplinary teaching research communities.
2. Deepen teaching research. Form school-level AI teaching research teams, conducting specialized research on curriculum development and teaching strategies. Encourage teachers to participate in teaching achievement cultivation.

3. Build school-based resources. Encourage teachers to develop AI teaching courseware, practical projects, and digital teaching resources based on national platform resources and school conditions.

V. Guarantee System

(A) Government Coordination

1. Strengthen planning leadership. Develop differentiated advancement plans based on regional characteristics, strengthening top-level design and inter-department coordination.
2. Build infrastructure. Increase investment in AI education infrastructure, establish AI education bases in batches, balance AI laboratory resources, and upgrade digital teaching environments. Promote opening university, research institute, and enterprise AI laboratories to primary and secondary schools.
3. Expand teaching staff. Incorporate AI education teacher training into teacher training plans. Actively recruit qualified professionals from universities, research institutes, and enterprises as part-time AI education teachers.
4. Advance pilot demonstrations. Coordinate AI literacy education pilot work, encouraging qualified regions to pioneer innovative practice models and establish pilot school innovation communities.
5. Coordinate urban-rural development. Increase support for rural and remote area schools, promote quality teacher resource mobility, and use the national platform to achieve urban-rural school AI education course interconnection. Encourage urban-rural school pairing assistance.
6. Improve evaluation monitoring. Establish a dynamic monitoring and evaluation system for student AI literacy, scientifically assessing AI education effectiveness.
7. Strengthen safety management. Develop AI education data safety management standards, clarify data collection, storage, transmission, and use security standards, establish privacy protection mechanisms, and regulate AI teaching tool and product access.

(B) Family Cooperation

1. Create a healthy atmosphere. Encourage parents to cultivate students' AI ethics awareness and responsibility in the home environment, guiding students to form correct technology values.
2. Use social resources. Encourage parents to fully use university, research institute, and enterprise AI laboratories and exhibition venues, as well as libraries and science museums.

3. Innovate education models. Encourage parents to guide students in study practice and exchange activities, forming a three-dimensional education model connecting classroom learning, family extension, and social practice.
4. Strengthen home-school linkage. Establish a collaborative education mechanism with family and school participation. Encourage parents to understand each grade level's AI education learning priorities.

(C) Industry Linkage

1. Improve integration mechanisms. Improve industry-education cooperative education systems, encouraging enterprises to jointly develop AI literacy courses with schools and design experiential learning projects.
2. Share quality resources. Actively fulfill social responsibility by opening public-interest AI literacy education resources, providing free, universal learning resources for teachers and students.
3. Optimize product services. Encourage leading AI enterprises and education technology companies to develop adaptable, scientifically rigorous teaching tools and curriculum products based on primary and secondary student cognitive characteristics and AI course requirements.
4. Open practice bases. Encourage universities, research institutes, and enterprises to provide immersive, easy-to-operate AI practical activities for primary and secondary schools based on their advanced AI laboratories, exhibition halls, and practice bases.

Source: Basic Education Teaching Guidance Committee, Ministry of Education. Released May 12, 2025. Full text reproduced from China Education Daily, Xinhua, and official Ministry of Education releases.

PART 2

中小学生成式人工智能使用指南（2025年版）

发布机构： 教育部基础教育教学指导委员会 发布日期： 2025年5月12日

一、背景

当前，新一代人工智能的应用普及、特别是以深度求索（DeepSeek）为代表的生成式人工智能快速发展，对教育提出了划时代的新要求。

习近平总书记致国际人工智能与教育大会的贺信指出，"积极推动人工智能和教育深度融合，促进教育变革创新，充分发挥人工智能优势，加快发展伴随每个人一生的教育、平等面向每个人的教育、适合每个人的教育、更加开放灵活的教育"。2025年4月25日，习近平总书记在中共中央政治局第二十次集体学习时强调，"推进人工智能全学段教育和全社会通识教育，源源不断培养高素质人才。"

在此背景下，《中小学生成式人工智能使用指南》应运而生。该《使用指南》的制定旨在推动生成式人工智能在中小学教育中的科学规范使用，加速构建人工智能引领的创新教育生态，助力国家创新体系整体效能提升。

二、五大应用原则

1. 坚持育人导向，强化素养本位。 引导学生在生成式人工智能技术使用过程中形成适应智能时代发展的价值观、必备品格和关键能力。
2. 坚持教育公平，尊重学生差异。 确保技术工具平等地惠及不同地区和个体，无障碍地服务有身体或认知障碍的特殊需求群体。
3. 坚持价值引领，确保技术向善。 营造健康有序、向上向善的人工智能教育生态。
4. 坚持需求驱动，持续稳步推进。 结合学校实际，有目的、有计划、有组织地选择、匹配与应用生成式人工智能技术工具。
5. 坚持底线思维，保障安全可控。 构建覆盖数据安全、伦理审查、内容监管和风险防控的全链条保障机制，筑牢生成式人工智能技术在教育领域应用的安全底线。

三、三大应用场景

第一类：促进学生成长

1. 通过智能学伴系统生成多维诊断报告，精准匹配分层学习资源，支持学生自主规划学习路径、优化学习进程管理，提升学生自主学习能力。
2. 依托生成式人工智能构建交互式学习环境，开展互动式探究学习活动，切实增强学生逻辑推理能力与创新思维水平。
3. 发挥人工智能伴读系统的功能优势，精准追踪和分析阅读轨迹、提供交互式导读服务，并通过动态绘本、多方言有声书等多元载体，深入推进优秀传统文化传承。
4. 在教师与家长监督下，学生可借助人工智能助手倾诉情绪困扰，获取心理健康疏导。
5. 特殊需求学生则通过触觉反馈模型、手语动画转译及双语讲义等功能，获得平等学习机会。

第二类：辅助教师教学

1. 教师可利用生成式人工智能自动生成教学设计，为不同层次和能力的学生提供量身定制辅导方案和资料列表，实现大规模个性化教学。
2. 教师可利用生成式人工智能工具开展互动性教学，打造沉浸式教学体验，开展实时学情监测分析，提升课堂教学效果。
3. 教师可利用生成式人工智能辅助课后作业生成与批改以及学情分析，提升教学效率和降低教学负担。
4. 教师在教学评价与协作环节中引入多智能体协同机制，通过模拟教师、学生等不同角色，智能体可参与小组讨论、作品评价等教学活动，为教师提供多维度评估支持。
5. 教师可依托生成式人工智能构建教学智能体，根据学生的学习进度、认知水平和兴趣偏好，动态生成适配的教学内容与练习题目，实现个性化教学与智能辅导。

第三类：支撑教育管理

1. 助力校务智能化，基于生成式人工智能技术优化学校行政部门的日常管理与协同办公流程，在严格遵守数据隐私保护的前提下，辅助事务处理与资源整合。
2. 助力教育资源均衡化，为偏远地区学校自动生成适配本地课程大纲的教案、习题及多媒体素材，支持多语言与无障碍格式。利用基于生成式人工智能的数字人教师，为师资紧缺地区提供教学辅助。
3. 创新教育评价，将生成式人工智能作为评价体系设计的辅助工具，实现人机协同教育评价，但杜绝直接使用AI输出作为评价结论。
4. 智能驱动科学决策，结合生成式人工智能的模拟推演能力与人类经验，构建"人机协同"决策机制，提升管理科学性。
5. 建立智能数据库，利用生成式人工智能挖掘学校积累的档案信息，推动档案的智能分类和动态管理。

四、分学段差异化应用

小学阶段： 学生在教师、家长帮助下适切使用开放式内容生成功能，防止不合理使用影响学生知识建构与思维发展，教师在课内有效开展人机协同教学。禁止学生独自使用开放式内容生成功能。

初中阶段： 可适度探索生成内容的逻辑性分析，指导学生交叉验证生成内容的合理性。

高中阶段： 可结合技术原理开展探究性学习，引导学生自主评估生成内容的社会影响。

五、防范机制

（一）禁止代劳式使用

明确禁止学生直接复制人工智能生成内容作为作业或考试答案，并限制在创造性任务中滥用人工智能，从源头上杜绝"代劳式"使用行为。

（二）强化教师引导职责

要求教师在教学实践中积极开展批判性思维训练，通过组织学生分析人工智能生成文本的逻辑缺陷、价值倾向及文化偏差，培养学生对技术输出内容的质疑精神与甄别能力，切实提升信息处理的自主性。

（三）明确人工智能工具辅助定位

进一步明确人工智能工具在教育场景中的辅助定位，强调其应用边界，始终坚守师生互动在知识传授、思维培养中的核心地位，确保技术赋能与教育本质有机统一。

六、数据安全与隐私保护

严禁师生在使用生成式人工智能工具时输入考试试题、个人身份信息等敏感数据，从源头上杜绝隐私泄露风险。

各中小学校需建立健全生成式人工智能工具"白名单"制度，经严格审核评估，仅允许符合教育场景需求且数据安全合规的工具进入校园使用。

教育行政部门将持续强化监管职责，对技术供应商的数据收集、存储、使用及传输等处理流程实施动态审查，确保其严格遵循《中华人民共和国个人信息保护法》等法律法规要求。

七、无障碍应用

针对视力障碍学生，通过生成式人工智能技术，将教材内容转化为具备触觉反馈与语音精讲的实体媒介，便于其获取知识。

面向听力障碍学生，系统可将课堂教学内容实时、自动地转译为手语动画，保障学习过程的无障碍。

来源：教育部基础教育教学指导委员会，2025年5月12日发布。全文转载自中国教育和科研计算机网（edu.cn）及教育部官方发布。

PART 2 — English Translation

Generative AI Use Guide for Primary and Secondary Schools (2025 Edition)

Issuing Body: Basic Education Teaching Guidance Committee, Ministry of Education Release Date: May 12, 2025

I. Background

Currently, the popularization of new-generation AI, particularly the rapid development of generative AI represented by DeepSeek, poses epoch-making new requirements for education.

General Secretary Xi Jinping's congratulatory letter to the International AI and Education Conference stated: "Actively promote the deep integration of AI and education, promote educational reform and innovation, fully leverage AI advantages, and accelerate the development of education that accompanies everyone throughout their life, education that equally faces everyone, education that suits everyone, and education that is more open and flexible." On April 25, 2025, at the 20th collective study session of the CPC Central Committee Political Bureau, Xi Jinping emphasized: "Advance AI education across all educational stages and AI literacy education for all of society, continuously cultivating high-quality talent."

Against this background, the "Generative AI Use Guide for Primary and Secondary Schools" was created. This guide aims to promote the scientific and standardized use of generative AI in primary and secondary education, accelerate the construction of an AI-led innovative education ecosystem, and enhance the overall effectiveness of the national innovation system.

II. Five Application Principles

1. Adhere to education orientation and strengthen competency. Guide students to form values, essential character, and key abilities suited to the intelligent era during generative AI use.
2. Adhere to education equity and respect student differences. Ensure technology tools equally benefit different regions and individuals, and barrier-free serve special needs groups with physical or cognitive disabilities.
3. Adhere to value guidance and ensure technology for good. Create a healthy, orderly, upward, and positive AI education ecosystem.

4. Adhere to demand-driven, steady advancement. Based on school reality, purposefully, planned, and systematically select, match, and apply generative AI technology tools.
5. Adhere to bottom-line thinking and ensure safety. Build a full-chain guarantee mechanism covering data security, ethics review, content supervision, and risk prevention, establishing the safety bottom line for generative AI applications in education.

III. Three Application Scenarios

Category 1: Promoting Student Growth

1. Generate multi-dimensional diagnostic reports through intelligent study companion systems, precisely matching tiered learning resources, supporting students in independently planning learning paths and optimizing learning process management, enhancing autonomous learning ability.
2. Build interactive learning environments using generative AI, conducting interactive inquiry-based learning activities, effectively enhancing students' logical reasoning and innovative thinking.
3. Leverage AI reading companion systems to precisely track and analyze reading trajectories, provide interactive reading guidance, and promote traditional culture inheritance through dynamic picture books, multi-dialect audiobooks, and other diverse carriers.
4. Under teacher and parent supervision, students may use AI assistants to express emotional distress and obtain mental health guidance.
5. Students with special needs gain equal learning opportunities through tactile feedback models, sign language animation translation, and bilingual lecture notes.

Category 2: Assisting Teacher Instruction

1. Teachers may use generative AI to automatically generate instructional designs, providing customized tutoring plans and resource lists for students of different levels and abilities, achieving large-scale personalized teaching.
2. Teachers may use generative AI tools for interactive teaching, creating immersive teaching experiences, conducting real-time learning condition monitoring and analysis, and improving classroom teaching effectiveness.
3. Teachers may use generative AI to assist with homework generation, grading, and learning analysis, improving teaching efficiency and reducing teaching burden.
4. Teachers may introduce multi-agent collaboration mechanisms in teaching evaluation and collaboration, where agents simulate different roles (teachers, students) and

participate in group discussions and work evaluations, providing multi-dimensional assessment support.

5. Teachers may build teaching agents using generative AI, dynamically generating adapted teaching content and practice questions based on student learning progress, cognitive level, and interest preferences, achieving personalized teaching and intelligent tutoring.

Category 3: Supporting Education Management

1. Support intelligent school administration, optimizing daily management and collaborative office processes for school administrative departments based on generative AI, while strictly complying with data privacy protection, assisting with task processing and resource integration.
2. Support education resource equalization, automatically generating lesson plans, exercises, and multimedia materials adapted to local curriculum outlines for remote area schools, supporting multi-language and accessible formats. Use generative AI-based digital human teachers to provide teaching assistance for areas with teacher shortages.
3. Innovate education evaluation, using generative AI as an auxiliary tool for evaluation system design, achieving human-machine collaborative education evaluation, but prohibiting the direct use of AI output as evaluation conclusions.
4. Intelligently drive scientific decision-making, combining generative AI simulation capabilities with human experience to build a "human-machine collaborative" decision-making mechanism, improving management scientific quality.
5. Establish intelligent databases, using generative AI to mine school accumulated archive information, promoting intelligent classification and dynamic management of archives.

IV. Grade-Band Differentiated Application

Elementary School: Students use open-ended content generation functions appropriately with teacher and parent help, preventing unreasonable use from affecting students' knowledge construction and thinking development. Teachers conduct effective human-machine collaborative teaching in class. Students are prohibited from using open-ended content generation functions alone.

Junior High School: May moderately explore logical analysis of generated content, guiding students to cross-verify the reasonableness of generated content.

Senior High School: May conduct inquiry-based learning combining technical principles, guiding students to independently assess the social impact of generated content.

V. Prevention Mechanisms

(A) Prohibition of Substitution-Style Use

Explicitly prohibits students from directly copying AI-generated content as homework or exam answers, and limits AI abuse in creative tasks, eliminating "substitution-style" use behavior at the source.

(B) Strengthening Teacher Guidance Responsibilities

Requires teachers to actively conduct critical thinking training in teaching practice, organizing students to analyze logical flaws, value tendencies, and cultural biases in AI-generated text, cultivating students' questioning spirit and discernment of technology output content, effectively improving information processing autonomy.

(C) Clarifying AI Tool Auxiliary Positioning

Further clarifies the auxiliary positioning of AI tools in education scenarios, emphasizes application boundaries, always maintains the core position of teacher-student interaction in knowledge transmission and thinking cultivation, and ensures organic unity of technology empowerment and educational essence.

VI. Data Security and Privacy Protection

Strictly prohibits teachers and students from inputting exam questions, personal identity information, and other sensitive data when using generative AI tools, eliminating privacy leakage risks at the source.

All primary and secondary schools must establish a "white list" system for generative AI tools, allowing only tools that meet education scenario needs and comply with data security requirements to enter schools after strict review and evaluation.

Education administrative departments will continue to strengthen supervision, implementing dynamic review of technology suppliers' data collection, storage, use, and transmission processes, ensuring strict compliance with the Personal Information Protection Law of the People's Republic of China and other legal requirements.

VII. Accessible Applications

For visually impaired students, generative AI technology converts textbook content into physical media with tactile feedback and voice narration, facilitating knowledge acquisition.

For hearing-impaired students, the system can translate classroom teaching content into sign language animation in real-time and automatically, ensuring barrier-free learning.

Source: Basic Education Teaching Guidance Committee, Ministry of Education. Released May 12, 2025. Full text reproduced from China Education and Research Computer Network (edu.cn) and official Ministry of Education releases.