

Curriculum & Instruction

Introduction

Elevating Human Intelligence with AI

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OMNI-AI
Alliance

/coordinated by Learning Counsel News Media,
Research & Innovation Services



Human-Centered Curriculum & Instruction

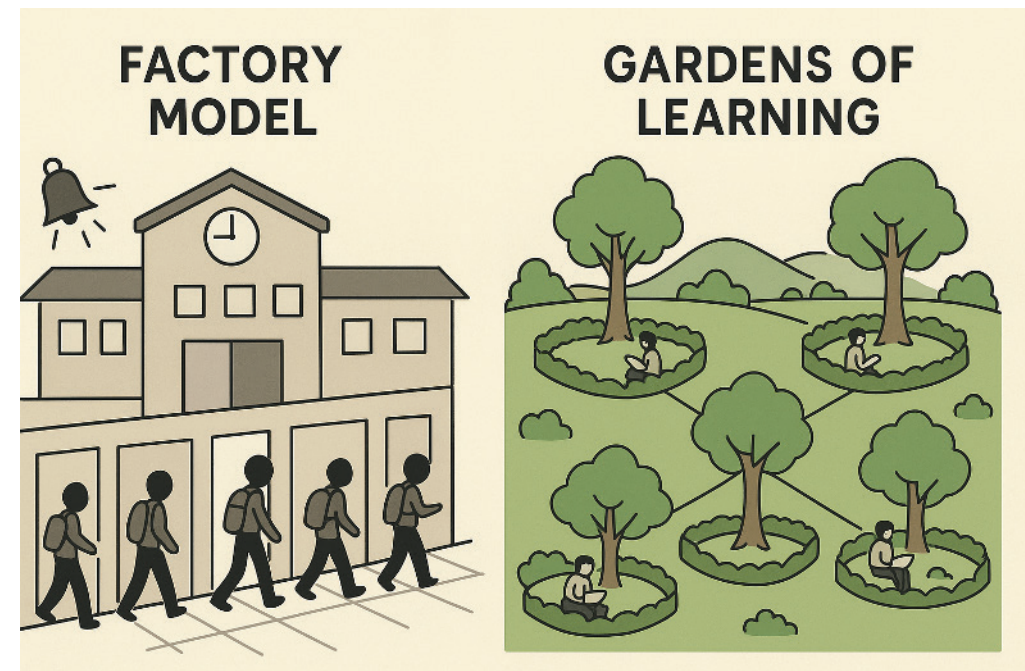
The real challenge of the AI Age is not whether machines will outpace us in speed, memory, or calculation. They already do. The true challenge is the *elevation of our humanity*—to recognize, protect, and expand those qualities that make us distinctly human.

For too long, education has narrowed itself to two arenas of intelligence: **math (logical)** and **language (linguistic)**. We have treated test scores as the measure of a person's worth, while ignoring the full spectrum of human capacity. In the process, we have created a system that is impoverished in spirit, probably marginalizing a full seven other domains of human intelligence.

The Omni-AI Alliance declares: this new era must be different.

Teachers and former-teachers-turned curriculum and instructional specialists decry letting AI replace human teaching—and they are right. Education is a uniquely human enterprise.

Imagine an education system that no longer feels like an Industrial Age factory or a cramped 18th-century classroom, but instead like a living garden of work to evolve human intelligences.



AI runs quietly in the background—an invisible infrastructure managing logistics, schedules, and adaptive learning flows. Teachers are liberated from drudgery to become mentors, inspirers, diagnosticians, fixers and guides. Students experience learning as deeply personal, portable, and relevant to their lives.

The future we envision is one where:

- Human intelligence is expanded, not sidelined.
- Teachers are more human, not less.
- Learners find pathways not just to jobs, but to meaning.

This is not just a possibility—it is a necessity if humanity is to thrive alongside intelligent machines.

Giving to Get

Nationally, there's a quiet grief in the stories of students who knew they were more than their report cards revealed. There's rising rage by parents as they find their children lack skills and are unemployable after graduation. There's a growing urgency among teachers who feel constrained by a system that treats them as creators and deliverers of content within tight time windows rather than as cultivators of potential.

AI has the potential to free education from its now ancient pattern—and start building learning gardens with infinite variety. In fact, the vision of Omni-AI includes creating artificially intelligent enterprise minds with trusted exchanges to make learning ever-more personal, portable, and the human teaching intersection more valuable—all in a safe technology architecture providing better administration.

The vision does require that teachers, curriculum and instructional designers, and academic leaders consider that roles in their field will change markedly. AI has the ability to move beyond just another edtech “tool” to reorganize creation, delivery, and teaching execution so that enormous gains can be had in personalizing learning and

unburdening teachers to be *more human*. It's exciting, too, that AI will pave the way for new types of curriculum and instruction specifically aimed at elevating all types of human intelligence.

The goals of the Omni-AI Alliance are:

1. Transforming teaching and learning by applying cognitive science and efficient AI-enabled workflow to how we select, create and distribute knowledge paths.
2. More human learning schooling models using AI agents to provide reporting, management, and resource logistics.
3. Establishing central enterprise-owned “minds” in an ecosystem of quality edtech curriculum tools and apps that is governed internally with key words and other characterizations to fit the institution's needs—not a “black box” with risks.
4. Through transition leadership, edtech vision, and revival of attention on all domains of human intelligence, gain education outcomes of higher achievement, paths to jobs, and new industries being created by and for graduates.

Beyond Fear to New Frontier

A new frontier is emerging—one shaped by groundbreaking discoveries in human intelligence and the accelerating presence of artificial intelligence (AI). This frontier challenges educators to move beyond the fear of obsolescence or inadequacy and embrace a future where teaching is not just about content delivery but about cultivating the uniquely human capacities that machines cannot replicate.

The rise of AI has illuminated a critical truth: while machines can process data, recognize patterns, and even simulate conversation, they lack the ethical reasoning, time awareness, and integrative judgment that define human intelligence. They lack empathy and in-person cues that lead teachers to diagnose learning problems and fix them.

The frontier is *only* teaching, but the way teachers actually want to be doing it by giving their undivided attention and care to students and letting AI do a tremendous amount of other work that teachers already abhor. It's also expected to splinter into many specializations and skills.

For curriculum and instructional leaders, the arrival of AI opens up a whole universe of potential to rewrite master schedules, knock out grade-specificity in many ways, and line up new assessments and whole subjects for study that will

be designed to elevate the forgotten domains of intelligence beyond mathematical and linguistic.

Moreover, this new frontier invites the emergence of entirely new job categories—roles that require oversight of AI systems, human-centered subjects and course designs, and more. Schools that embrace this vision will not only future-proof their students but will also become incubators for the next generation of ethical innovators, systems thinkers, and cultural architects.

The convergence of AI and human development is not a threat—it's a mirror. It reveals what machines can do better, and more importantly, what *only* humans can do.

The Teacher Frontier

- Networked subject specialization
- Human intelligence course design—whole new subject arenas
- Dominant-IQ learner specialists
- AI Co-Teaching
- Personal pathway planners
- and many more

Beyond Literate to Fluent

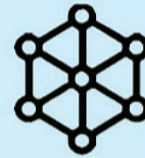
Most schools today rely on commercial AI tools or single-platform solutions. This level of engagement requires **Instrumental AI Literacy**—task-based, reactive, and often siloed. The concerns about literacy and policies are primarily because the commercial AI’s being used are a “black box” where all the content comes from and a mystery as to how it works, even for most edtech platforms offering accounts. This changes significantly when AI moves into position as an Omni-AI Core, an owned synthetic administrative mind just for that institution, often integrated to use AI-infused resources and other systems and apps.

Literacy: Teachers, academic leaders, curriculum and instructional staff, are concerned with these three things because they are **not in control** of the AI’s algorithms and data sets. Thus the focus is on:

- **Guidance** because commercial or account-instance AI is platform-dependent: how-to-use, when-to-use, and what-not-to-do.
- **Policy** is framed around digital citizenship and acceptable use.
- **Governance** is fragmented across departments, with limited cross-system coordination.

Fluency: By contrast, **Synthetic AI Fluency** for an Omni-AI Core is a higher-order competency because it applies to

Account-Based AI Use



LLM



Agents

Owned Enterprise AI

Omni-AI Core

LLM

Agentic

Time

Recommendations

Engines

LMS Finance HR SIS

the *enterprise* AI context that is owned and governed. It is not simply “use of AI” by a single user in the moment — it requires the ability to:

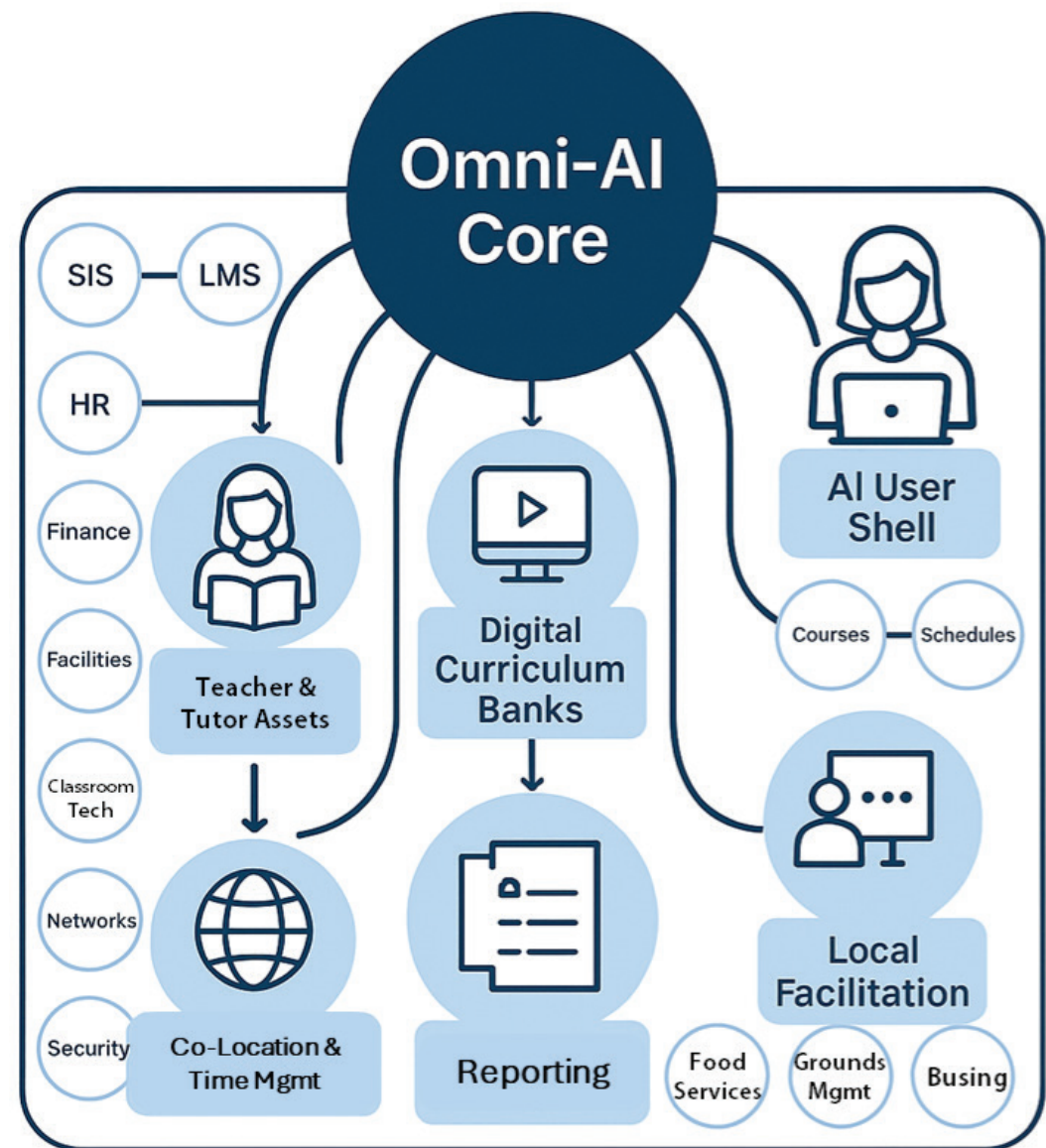
- **Co-Work & Architect** intelligence across systems and workflows using AI.
- **Interpret** AI-generated insights in context.
- **Ethically govern/control intelligence** across roles, human needs, time and space use.

It’s the difference between operating a tool and co-orchestrating a living intelligence layer that spans instruction, operations, equity, and foresight. It means thinking ahead, seeing how everything connects, and leading in a smarter, more flexible, and responsive way. See section eight for more detail.

What is Omni-AI?

For the sake of **security, privacy, and higher utility**, schools are moving toward an Omni-AI Core — an owned synthetic administrative mind that:

- **Uses a dedicated instance of Generative AI**, walled off for institutional control
- Integrates with multiple edtech systems (SIS, LMS, HR, finance, transportation, digital libraries, courseware)
- Activates **data in place** across platforms—no need to export or duplicate
- Orchestrates **real-time, context-aware agents** across all domains, not just teaching and learning
- Aligns with **Time AI principles**—optimizing learning velocity, instructional design, and operational logistics beyond factory-era models
- Creates **transformational phenomena**:
 - Reduces staff burden and cost
 - Increases responsiveness to schedule flexibility
 - Enables use of any digital resource in the existing edtech stack
 - Supports geo-distant staffing and gig-based specialists on demand



- Interjects recommendations and agents as needed
- Builds whole-path personalization and acts as an **equity co-governor**

Teaching in the Age of AI

The Omni-AI Alliance believes educators must be equipped not only with AI literacy but now Omni-AI fluency, with the knowledge to:

1. **Co-work with AI.**
2. Build-to and nurture all **nine human intelligences**.
3. Understand and apply the **five uniquely human qualities** that machines will never have.

Co-Working with AI

As AI becomes a collaborative presence in education, teachers, curriculum designers, and academic leaders are no longer just users of technology—they're co-orchestrators of applied artificial intelligence. The shift isn't about replacing expertise; it's about amplifying it. Teachers move from being sole content deliverers to dynamic facilitators who adapt in real time with AI-generated insights on pacing, engagement, and learner needs. Their routines evolve to include reviewing AI-suggested lesson tweaks, interpreting cohort motion maps, and making micro-adjustments based on predictive nudges. The classroom becomes less about executing a static plan and more about responding to a *living system* of feedback and possibility.

For curriculum and instructional designers, the role expands from crafting linear sequences to designing modular, agent-

aware learning ecosystems. They now build frameworks that AI can interpret and personalize—embedding logic, role signals, and time-aware scaffolding that allow for fluid adaptation. Academic leaders, meanwhile, shift from overseeing static metrics to stewarding orchestration: they guide how AI interfaces with policy, equity, and human dignity. Their dashboards aren't just data—they're operational symphonies. Across all roles, the routine becomes less about control and more about choreography. AI isn't a tool on the side; it's a colleague in the flow.

The **Omni-AI Alliance** was formed to help educational professionals grow comfortable with these new realities and establish practical help for each other.

Building & Nurturing for All Human Intelligences

To be intentional about human competitiveness in the Age of AI, research was conducted to bring into sharp focus exactly how humans are intelligent.

The Omni-AI Alliance adopts the below **revised nine intelligences** as the map of our educational renaissance. These re-mapped human intelligences were influenced by recent research finding the basic mathematical function of the human mind and additionally finding the main human thinking algorithm.

How we think, and what we address with our thinking, is far more than the culture around us. We think about nature and are aware of things like temperature, time, sound, motion, mass, design, structures and patterns. Some of us have our strongest intelligence demonstrated as athletes, artists, spiritualists and more, not as mathematicians and linguists. It is time for all nine human intelligences to be honored and cultivated.

The **Omni-AI Alliance exists** to provide a proving ground for teachers, curriculum and instruction professionals, and academic leaders to explore these as subjects and topics added in to learning paths so that all domains of human intelligence have a chance to be elevated alongside the growth of AI.

The Revised Nine Human Intelligences (short-form)

- 1. Intrapersonal**—self-awareness and reflection.
- 2. Interpersonal**—empathy and collaboration.
- 3. Linguistic**—language mastery and expression.
- 4. Logical**—reasoning and structured problem-solving (math).
- 5. Naturalistic**—understanding the living world.

6. Formational—design, structure, and patterning.

7. Incorporeal—abstract and spatial imagination.

8. Motional—body, movement, and energy intelligence.

9. Ethical—mind governance against time and right action.

Five Uniquely Human Qualities

Many people attempt to define human differences from machines as creativity or critical thinking, but fail to bring understanding of what those really mean, and how we do them. “How we are different,” should coincide with our nine domains of human intelligence and be understandable by anyone.

The Omni-AI Alliance additionally adopts these **five human qualities** as the ones we can elevate through curriculum and instruction to build human competitiveness. Each of the five more closely defines critical thinking and creativity through the mechanism of how we do it. In fact, research into human mental operations shows that the skill of critical thinking requires us to first *not* think, to blank our minds in order to grant the attention needed for critical analysis.

In the simplest version possible, these are the Five:

Five Human Qualities Machines Cannot Replicate

- 1. Creativity**—*free will*, which is unpredictability through free-form thinking known as true originality, something mathematics cannot build an algorithm for and therefore machines cannot duplicate. *Have you ever just done something for no reason?*
- 2. Conscientiousness**—*focused will*, which is gathered intent by withholding other thinking or actions. The ability to withhold from thoughts and harmful actions defines conscientiousness. If a human can perform not thinking first, like a brief “off” to clear thoughts out, then they can pay more attention, gather information, and think critically. Machines don’t have a quality of wanting and are unable to refrain from being on or off. *Have you ever been conversing or doing something but heard your name said which startled you into attention, then zeroed in on that sound to find the person who said it? Have you ever worked toward something you really wanted to be good at and kept getting better, neglecting other things in order to do so?*
- 3. Cognition**—*action* being taken to know things and change mental constructs, and to then know in a perpetual state without having to recall data. Machines cannot change their fundamental rules, although they can program themselves limitedly. *Have you ever seen something the wrong color and had to adjust—like seeing green bananas for the first time?*

- 4. Curiosity**—a *desire* caused by perceiving an unknown. The human mind apparently abhors a vacuum and is compelled to find out or fill it in with imaginary data or slap a label over it so that it isn’t a floating mystery rattling around in their mind. A machine does not desire or overwhelming compulsion to know or label unknowns. *Have you ever wondered what someone was whispering—and maybe invented the dialogue so you’d know or said to yourself it was “probably dumb” to label it? Or read a word you did not know the definition of and guessed it but later found out it was totally wrong?*
- 5. Emotional**—*wavelength resonance or tuning*, which causes survival intelligence by enabling synchronicity with other humans for bonding, motivation and meaningfulness, and internally for thinking and healing using bio-electrical energy with oscillatory qualities. Machines and AI have no such wavelength-based resonance—they run in static, symbolic or statistical spaces. That’s why humans *feel* and AI only represents feeling. Even neural networks don’t use “waves”; they use layers of matrix multiplications—digital, not oscillatory in the harmonizing and rhythmic biological sense. *Have you ever attended a funeral of someone you barely knew and felt the grief of others and grew more sorrowful yourself? Have you ever caused another to laugh or feel joy by telling a joke or being joyful yourself?*

The Urgency of Omni-AI

How urgent is Omni-AI and its goals and work? Only 28 percent of Americans express confidence in public schools. Attrition to alternatives has never been worse for traditional public schools – and it is accelerating. By 2030, traditional schools may be less than 50 percent of all students in K12. Higher Ed is also seeing major losses. Personalization is narrowly defined within the strict boundaries of by-age into grades and within class hours. Teachers are in chronic burnout, and America is experiencing an epic shortage of

them. It’s important to note that AI frees overall teacher capacity only when integrated into school-wide systems, not just classrooms.

These projections modeled off the rate of loss and shifts in the market tell the story of what is expected in just a few short years—unless something big changes. The Omni-AI Alliance offers that that something big is structural schooling shift, both in how you teach, organize your curriculum, your staffing, your buildings, and the technology architecture.

Trend	2025	2030 (Projected)	Commentary
Public School Enrollment	49.5M students	25–32M students	Significant losses from homeschooling, microschools.
Public School Closures	500+ (2025)	5,000–10,000 cumulative	Due to under-enrollment, fiscal collapse, or consolidation.
Private Schools	16,715 6M students	19,000–28,000 8-10M students	Significant growth, especially in mission-driven formats.
Microschools/Pods	5,000 (est.) 2.2M students	25,000+ 7-8M students	Decentralized growth in home- and community-led networks.
Homeschooled Students	2.1M (3.9%)	6–10M (11–18%)	Gaining legitimacy and tech support; families opting out.
Teacher Shortage	33% by EoY	estimated 40–45% gap	Live tutoring and para-professional solutions have already emerged in response diluting the definition of “school.”
AI Penetration (Omni-AI etc.)	20–30%	80–95%	Omni-AI is needed to stabilize systems and personalize learning at scale.

AI Schooling Models

Today's era is a digitally distributed, AI-powered, choice-rich world demanding flexibility, creativity, and individual agency.

In this landscape, education can no longer be confined to rigid classrooms or standardized pace. Increasingly the factory model of schooling is failing, misunderstood as a problem internally but nevertheless a structural deficiency. That fact is clearly indicated in the losses schools are having as well as what has happened to how outside industries have been restructured. Uber reimagined their industry and took nearly the entire share of market in just six years. Teacher use of consumer commercial AI has exploded just since late 2023 to over 60 percent currently using it in some capacity.

We need new AI-driven schooling models that rethink how we use time, space, and how we intersect human teachers with learners and the right curriculum at the right level and interest for each one. AI can leave grade-banding by age, linear time use, and a whole lot of other ancient premises behind.

We also need a new education *industry* model. With the right governance as envisioned by the Omni-AI Alliance, AI is going to allow for a mesh network of sharing both digital things and *people*, an ecosystem growing into more and more utility and efficiency, content and distributed locations. Schools are already using massive virtual and live tutoring services with human teachers on demand. Imagine a world

of unlimited shared specialization and generalists, much like the medical profession.

Nevertheless, we need to start from where we are now. A new generation of school models is emerging—not as tweaks, but as full redesigns—to match the reality of learners' lives, minds, and futures. In the background will be the Omni-AI Alliance, crafting the future direction of the industry as a whole so that the inequitable inertia of some institutions can be circumvented by learners.

There are limited AI schools today, and those are in isolated instances and partial deployments of the full vision of Omni-AI. Most traditional schools, districts, States and higher education institutions will not see just a Generative AI system for teaching and learning to transform.

The vision of application of AI to schooling is to address these dimensions:

- Reimagine time and space use.
- Respect personal pace and all domains of human intelligence.
- Integrate AI as partner in more operations, not narrowly.
- Restore human connection in reconfigured ways by leaning on AI more.

Basics of some of the new emergent models:

Emergent Model	Core Feature/ Primary AI	Key Benefits	Structure	Why Now	Time/Cost Savings
Small Savings, Remain Traditional Factory Model but increase time savings and appeals					
AI-Infused Traditional Schooling <i>Add-on platforms</i>	Generative AI, Agentic AI in soloed systems, eventually usable by an Omni-AI Core, may be data and safety risks	Immediate start with available edtech, no change to anything, but compromises on non-grade-banded personalization and time flexibility for students	Remains whole group live teaching with traditional schedules, still campus attendance oriented full time	Easiest path to use some AI in a slightly safer manner, but not nearly as safe as an Omni-AI Core or as much utility	No real cost savings, individuals get some time savings in their existing work
Co-Pilot Schooling <i>AI co-teaching, enabled master- teacher & apprentice</i>	Built-in co-pilot AI, maybe using portable AI user shells, maybe adding Theory-of-Mind AI (soc-emotional)	Student co-pilots of learning increase personalization within class/course context, embedding AI at the micro-level of experience	Same, may be hybrid and enable remote learning, master- teacher/ apprentice methods enabled	Driving need to manage more meaningful personalization which teachers don't have time to do	Small cost savings, individuals get some time savings in their existing work, but higher achievement probable, could cause better retention
Matrix Fractional + Traditional Schooling <i>Pooled resources, Partial enrollments</i>	Modular, disaggregated education services with teacher pools + Generative/ Diffusion AI-infused resources, Time AI	Improved choice, & scalability through shared teaching specialization communitization, gains through partial enrollments	Same, still campus attendance oriented, distance enabled for remote learners and homeschoolers	Use gig teachers/tutors, cater to homeschoolers for some services, remote plus roving live teaching is less expensive	Better cost savings through breadth of offerings, sharing resources, partial enrollments, individuals get time savings

Emergent Model	Core Feature/ Primary AI	Key Benefits	Structure	Why Now	Time/Cost Savings
Medium & Major Cost Savings, Rearranged Spaces, Master Schedules become Bi-Level					
Lounge/ Satellite Schooling <i>Retains neighborhood schools</i>	Generative AI- infused resources, Time AI geo-distant cohorting for live teaching & tutoring, Co-pilot AI, Agentic AI	Student autonomy with adult supervision, personalized, homeschool-like, visiting-on-rotation live teaching	Supervised independent study with pathway planning, little live teaching unless distance or teacher-touring	School choice vouchers provide purchase of resources & disaggregated services, keep underenrolled schools	Medium savings through breadth of offerings with fewer or redirected FTEs & retaining minor tenant status in walkable schools, individuals get time savings
PathFlex Schooling <i>Pace-based, PBL, AI cohorted classes</i>	Time AI-set class intersections for small cohorts of same ability level with teachers, rearranged non- factory schedules and spaces, enables satellite schools	True non-grade-based learning, unburdened teachers, student agency means absenteeism a non- issue, no enroll-by date needed on courses	Small group in shorter, smaller class meetings vs. independent study steps – frees up teachers for more roaming and specialization	Can't get teachers - solved with time logistics, dramatically improves equity & teacher job satisfaction	Major cost and time savings, through fewer or redirected FTEs and use of gig specialists, higher achievement, higher appeals via total customization
Major Savings After Omni-AI per institution & Omni-AI Registries/Certifications					
A La Carte Limitless Schooling <i>District or State, public/private & homeschooling</i>	Combines all of the above models into true Omni-AI including recommendations engines	Total flexibility, free association amongst institutions and retail learning at the level of course, project, sports, field trip, content membership, etc.	Whole group <i>and</i> Time-AI cohorted small groups, independent & all- online study, with or without live teaching	Omni-AI creates eco- system potentials that would use portable user shells and a certification exchange	Huge time and cost savings through fewer FTEs and use of gig specialists, higher achievement, higher appeals

Why These Models Matter—Because AI is forcing the issue of changing the historically inequitable schooling delivery model

As AI takes over tasks, schools must grow human strengths: empathy, originality, problem-solving. These initial AI models are specifically envisioned for that.

It does not pay to ask existing school leaders or teachers what would help them—they are inside a failing system, and the points of failure are *symptoms of a mismatched system to the frictions of the outside world*.

Now, in the AI economy, the failure of industrial-era

schooling isn't just emotional—it's existential. Automation is erasing jobs that reward rote memorization, compliance and repetition—even “the boss” setting the schedule, roles and narrow tasks.

What's rising instead? Employers require adaptive thinking, emotional intelligence, and agency. Graduates must be digitally fluent and constant learning. Against AI, they must also be pioneers and entrepreneurs.

What's needed now is not just local reform but system-wide rebirth—an entirely different vision of learning that is “placeless” and yet could retain your local leadership brand and human interaction:

Industrial Model

Whole-group, age-based
Produce compliant workers
Standardized, rigid, universal curricula
Teacher as controller & classroom foreman
Knowledge delivery
Seat-time measurement
Obedience and order
Design of learning flattened to averages
Seat time (Carnegie Units)

Human-Centered Omni-AI Models

Individualized, interest-based pacing
Cultivate adaptable, critical thinkers
Modular, adaptive, interest-driven “liquid” curriculum
Teacher as coach, guide, mentor and diagnostician
Knowledge construction and collaboration
Mastery and cross-curricular PBL with portfolio demonstration
Autonomy and agency
Design of learning for all IQ domains and spectrum
Mastery, projects, real-world evidence

Outcomes for Teaching & Learning

The Omni-AI Alliance envisions a school environment where intelligent agents weave seamlessly through every layer of the learning and operational experience, transforming inefficiencies into precision and unlocking human capacity for deeper teaching, creativity, and care. Omni-AI is a modular framework, akin to interoperability but not dependent on data. It “thinks.” The following outlines the core categories of AI agents—and the transformative outcomes they are expected to generate. These agents are far from the only types that may come to fruition with Omni-AI Cores.

Learning & Instruction

1. Instructional Agents

Adapt pace, content, and modality in real time. Co-teach with educators, reformulate curriculum, and personalize learning trajectories for every student. Omni-AI will adapt pace, content, and style in real time, working alongside teachers to co-teach and reformulate curriculum for every individual learner. Lessons will be responsive, instantly reconfigured to match student comprehension, ensuring no learner is left behind while advanced learners are propelled forward. This reduces achievement gaps and increases engagement.

2. Assessment Agents

Instantly score work, provide detailed feedback, and record results across systems. Enable transparent, formative assessment loops.

3. Teaching Prep Agents

Hold pre-lesson dialogues with teachers, recommend methods and materials, and follow up on live instruction with notes, reminders, and nudges.

4. Translation Agents

Provide real-time multilingual support across classrooms, communications, and meetings. Ensure inclusive access for families and learners.

5. Learning Time Orchestration Agents

Bi-level master schedules change how time is scheduled so that everyone, teachers and learners, have schedules, but can bracket open time for dynamic meetings to drop into. Class meeting AI can manage auto-cohorting and availabilities even for groups and teachers geo-distant from each other. These extra orchestrations are available depending on the type of Omni-AI integrations.

- Instead of class blocks, the teaching moment becomes fractional: only students at the same point engage live,

while others meet asynchronously or later the same day. A teacher's day may look randomized, but is AI managed.

- AI enables teacher roaming across cohorts, guiding individuals at their level when not booked.
- Students are placed in the right course at the right time, with AI managing flow, prep, and pacing.
- Time is no longer linear—it's adaptive, fluid, and learner-centered.

Operations & Logistics

6. Scheduling Agents

Orchestrate master schedules, pacing guides and dynamic “liquid” curriculum, and facility usage. This helps manage substitute deployment, gig staffing, and geodistant sharing of human resources to reduce costs.

7. Transportation Agents

Monitor bus routes, detect delays, and correlate attendance anomalies. Recommend route adjustments or alternative solutions for affected students.

8. Facilities Agents

Manage environmental controls, space allocation, and maintenance forecasting. Dynamically reserve rooms and detect anomalies before they escalate.

Administration & Governance

9. Staffing Agents

Forecast HR needs, track burnout signals, and auto-deploy substitutes or specialists. Recommend PD based on instructional trends.

10. Finance & Budget Agents

Model budget scenarios, flag anomalies, and simulate fiscal impacts of operational changes. Optimize resource allocation across departments.

11. Compliance Agents

Monitor for policy breaches, legal risks, and behavioral flags in real time. Ensure proactive, ethical oversight across systems.

12. Communications Agents

Automate alerts, translations, and escalations across channels. Ensure timely, targeted messaging to staff, families, and stakeholders.

13. Observation Agents

Correlate data across SIS, LMS, HR, facilities, and transportation. Surface invisible patterns, propose interventions, and support equity.

14. Forecasting Agents

Predict enrollment shifts, program demand, and staffing needs. Recommend strategic adjustments based on community and system trends.

The Result

This constellation of agents forms a **synthetic administrative mind**—not just automating tasks, but reasoning across time, systems, and human contexts. It transforms schools into **responsive, equitable, and future-ready ecosystems**, where every learner is seen, every resource is optimized, and every decision is informed.

Omni-AI Agent Ecosystem



Policy Principles, Learning & PD

Moving from the consumer commercial AI use and monolithic single-AI-infused edtech platforms to an owned Omni-AI shifts both policy imperatives and what schools need to do for student learning and teacher/administrator professional development.

The differences are stark. A simple way to understand them

is that the institution moves to *control* from being at an *effect-of* an outside arena of independently governed AI. Now you “own” it in a safe way and can drive it up to operational efficiency that is completely unavailable in the consumer commercial models or continuing to operate with hundreds of disparate systems that cannot adequately talk to each other.

Shifting Policy Principles

Policy Principles:	Normal AI Policies (Consumer/Single-AI-Infused Edtech Platforms)	Omni-AI Alliance Standards (Multi-Layered Institutional AI)
1. Human Primacy	Teachers supervise AI outputs; AI is “assistive only.” Over-distributes work, creating inefficiency.	Human authority enforced across all layers (LMS, SIS, HR, transportation, apps). AI may suggest, but only humans decide permanent actions. Governance related to workflow efficiency by streamlining and prioritizing.
2. Data Sovereignty	“Don’t share student data with third parties.”	Full institutional control across LMS, SIS, HR, finance, transportation, courseware pipelines. Explicit firewalling between systems.
3. Explainability	Users should understand how an AI produced an output.	Audit-ready explanations across combined engines (LLM, recommendations, Time AI, agentic). Traceability for every student pathway.
4. Bias & Equity	Avoid bias in LLM training data.	Cross-system equity audits (e.g., Time AI scheduling fairness, recommendation fairness, voice AI accessibility). Prevent compounding bias across layers.
5. Override Rights	Users may opt out of AI features.	Override at agentic level: teachers reject AI interventions before SIS entry; students request human review before AI-driven eligibility or performance flags.

6. Voice & Emotion AI	Sensitive voice/emotion data not stored unless specific to a platform -- possibly within a non-closed LLM creating risk.	Bounded use: voice notes and translations support classroom only; teacher decides if notes archive to SIS. Emotion analytics never drive scores.
7. Interoperability	Must comply with FERPA/GDPR.	No covert profiling across integrations. Standards prevent data drift (e.g., transportation AI never influences academic recommendations).
8. Agentic AI Use	Rarely addressed.	Bounded autonomy: agents can propose but not finalize (e.g., scheduling agent suggests cohorts but doesn't roster). Voice agent summarizes, never grades.
9. Accountability	AI should be monitored, compliance with NIST guidance.	Cross-system auditing: logs across LMS, SIS, HR, finance, apps are administrator-reviewable. Annual Alliance equity & safety audits required.
10. Continuous Governance	Static acceptable use agreements updated occasionally. Risky.	Living governance: standing Alliance committees update standards as new AI layers emerge (diffusion, robotics, wearables, etc.).

Learning & Professional Development

The Omni-AI Alliance identifies four levels in which AI will be evident and for which policies, exchanges and trust system will need to be established. There are already individual AI-infused Apps and systems sold as instances or accounts. The drive towards Omni-AI Cores for schools is the natural evolution because schools are uniquely human and guardians of young people for data and are already gravitating towards holding their own governance to be sure

of safety and privacy. Another stage will be the development of individual AI user shells, also called bubbles, co-pilots and AI tutors. The last level will be industry products and institutions themselves gaining certification and being able to exchange with trust.

The Omni-AI Alliance has already begun the work of certifications for AI-infused edtech for some parameters. Others will come about through the co-development of the new tech standards currently missing in the market.

1. Key Concept:

Instead of “Acceptable Use Policy,” schools will focus on:

- Theory of AI Partnership learning
- Fluency over Literacy Training

2. Theory of AI Partnership Learning & PD Elements

- **Philosophy:** AI is a co-orchestrator, not a tool. Every role has a distinct relationship with AI, shaped by the AI and institution’s own operational logic.
- **Operational Logic:** Defines how AI systems interact with time, roles, cohort, data sets, uses agents, completes tasks, volunteers information. This replaces vague “use cases” with precise flows and teaches data literacy.
- **Role Dignity:** Clarification of what each role owns, delegates, has responsibility for, and monitors in the AI ecosystem.
- **Fluency Pathways:** Maps progression from instrumental literacy to synthetic fluency—tailored to each role.
- **Ethical Anchors:** Embeds transparency, equity, and human agency into every AI interaction—empowers humans with a perception that any AI is an entity like a co-worker and can be criticized.

AI in education will be used at various levels and will require technical standards and policies at each



Individual users and their portable shared experience (user shells)



Individual AI-infused Apps and systems sold as instances



Omni-AI Cores (Schools)



Omni-AI Exchanges and Certification Trusts

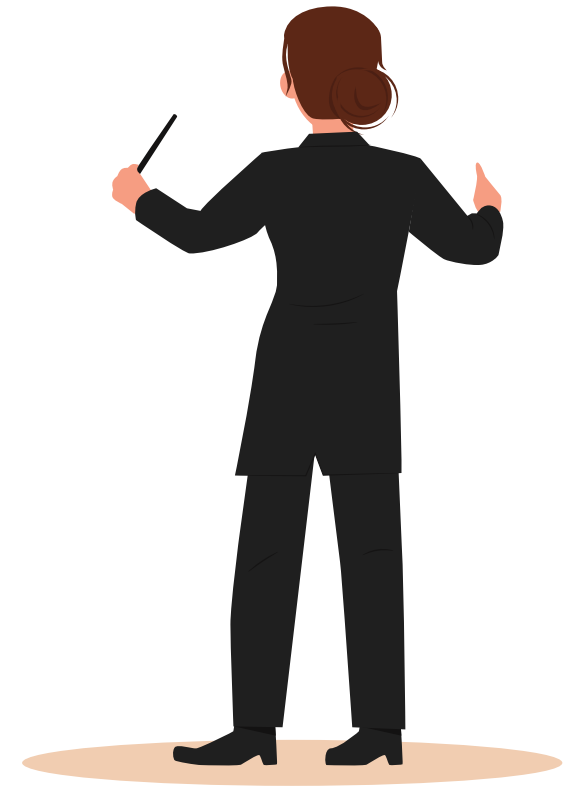
- **Interface Awareness:** Trains users to read and shape AI interfaces as operational surfaces, not just a simplistic user experience of text returns.

3. Active Fluency Learning & PD Focus

- **Students:** AI Fluency Labs, mapping data and Omni-AI sources, internal vs. external sourcing, feedback interpretation and comparison, feedback challenging, translation logic, algorithms used, time-aware navigation, bread-crumbing, use of resource recommendations engine AI, voice/translation supports.

- **Teachers:** AI note orchestration, appointment logic, role-aware scheduling, interface shaping, learning diagnosis and fixing deficiencies with human skills.
- **Curriculum Leaders:** Curriculum maps, master schedules, teacher time-hold recommendations with cohort visualization, AI-generated scope & sequence using curriculum policies, governance modeling including recommendations engines tuning, cross-course equity checks, audit skills for bias, explainability frameworks and AI-augmented designs, cross-grade-level and language adaptations. .
- **CIO/CTO:** Full-stack orchestration, AI transport systems, compliance-as-dynamic-flow, procurement enforcement, manage integrations with independent Apps & Systems, institutional sovereignty, cross-system auditing, interoperability ethics, agentic AI bounding, secure infrastructure. Goes beyond managing simple batch integration or access with enforcement of FERPA/COPPA compliance to NIST standards and more.

- **Superintendent/President:** Goes from sign-off on vendor contracts and informed of acceptable use risks with policy deployment and alignment for parents/boards to accountable for institution-wide governance. Strategic AI decision-making, data dignity, system-wide fluency pathways.



Closing Thought

We are allies, a working group with a vision. It is not a single technology—it is a potential new educational and societal infrastructure and ecosystem that this Alliance sees as the logical response to the AI incursion. It paves the way for the realization of a better human condition in teaching and learning. It protects and creates jobs and industry.

The work to create the policies, the advocacy around foundational concepts are connected to strengthening efforts to effectively grow human intelligence, to find other schooling models and validate good works will be ongoing.

The shift that the Omni-AI Alliance sees happening with a handful of already envisioned new models reveal the potential for schooling systems to finally align with the diversity of human nature.

Yet, this transformation is not inevitable. It requires intentional leadership and deliberate policy to ensure that the AI that is woven into the fabric of education is a servant to a newly elevated humanity. Join us.



OMNI-AI
Alliance

/coordinated by Learning Counsel News Media,
Research & Innovation Services

Benefits for curriculum, instruction, and leadership professional development:

- Annual Gathering for Members – a working event
- Camaraderie in a movement redefining education's infrastructure
- Bi-Monthly Virtual Meetings
- 22 Field Meetings

AI Fluency

- Synthetic-AI Fluency Framework for instructional leadership
- Competency maps for teachers, curriculum designers, and PD leads

Curriculum & Pedagogy

- Human-AI distinction – Utilize the 5 Characteristic Differences
- Guidance on co-designing and orchestration with AI agents, pacing with Time AI, and adaptive learning
- Support for embedding AI fluency across subjects and grade levels
- Support for PD pathways for teachers to shift from content delivery to orchestration

Community & Collaboration

- Committees to co-design human-centric curriculum and instructional models