AI FOR SCHOOLS

MICHAEL JOHNSTON

AUTHOR ACKNOWLEDGEMENTS

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ABOUT THE AUTHOR

AI isn't a topic - it shouldn't be seen as a separate thing in education. It needs to be integrated into every discipline.

WHAT'S NEW IN VERSION 1.2

Once again thank you for downloading this free eBook and for giving me a moment of your time!

I published this ebook on 6th January 2025, and I was quite surprised by the initial uptake but even more surprised when some reached out with some feedback through social media. This feedback is what prompted a quicker than anticipated new version.

In this ebook, you will find new prompt content for the following subject areas:
• Technology & Design
• Home Economics
• Psychology

I am delighted that teachers find this content useful. As a Computing teacher, I am at the forefront of digital skills and am always looking for new ways to help teachers improve their daily workflow. If something I know can help this, then I'm more than happy to share what I know.

Thanks,

MJ
The Edtechist

A LITTLE ABOUT ME...

Hello there! I'm Michael Johnston, your go-to guy when it comes to all things tech and education! As a Digital Technology teacher in a Northern Irish Grammar School and the proud owner and author of the EdTechist platform, I've made it my mission to bridge the gap between cutting-edge technology and modern education.

With a passion for creativity and a knack for problem-solving, I've dedicated my career to transforming classrooms into innovative digital hubs where learning knows no bounds. Whether it's implementing interactive whiteboards or designing virtual reality experiences, I thrive on providing students and educators with the tools they need to succeed in the digital age. As a seasoned expert in the field, I specialise in creating dynamic and engaging content that seamlessly combines educational theory with practical applications.

When I'm not busy trying to bring a technological revolution to the classroom, you can find me exploring the latest tech trends, sweating it out on Zwift with my turbo trainer, or providing the role of dad's taxi.

So, whether you're looking to enhance your school's ICT infrastructure or seeking valuable insights on all things EdTech, I'm here to help you take your education game to the next level! Let's connect and chat about the exciting possibilities that lie ahead.

Pay me a visit at edtechist.co.uk or drop a follow on X: @TheEdTechist or Facebook: The Edtechist.

Thanks,
MJ

AN
INTRODUCTION

> Artificial intelligence, deep learning, machine learning — whatever you're doing if you don't understand it — learn it. Because otherwise, you're going to be a dinosaur within three years.

WELCOME!

I've put together this book as an expansion to what I offer under the EdTechist platform! The unfortunate fact for me is that there are too many ideas and not enough time to make them a reality - but I think I'll get them out eventually!

The purpose of this book is to be intensely practical! So much of what we do with technology comes through trial and error - so please be brave! You will make mistakes, but that's part of the learning process (as you are most likely a teacher, I know that you know this!)

The information found here is designed to work with any AI platform, and specifically the free versions. You might find you receive better results if you have a paid subscription on an AI platform, but I have found the results on a free version are sufficient and accurate for what I have needed - so hopefully you will too!

The aspect of technology that I love is how we can use it to improve and enhance what we do as teachers. In many ways we are limited by our imagination and our confidence - the latter certainly restricts us more than the former! So please, use this book and be brave! Use the technology, you won't break it and you certainly won't embarrass yourself. If something does go wrong in front of a class, turn it into a teachable moment - highlight that AI can give wrong information, but how do we deal with that or check it?

There are some phenomenal resources out there and it's very difficult to keep up with them all - one new platform that I have recently discovered is SLTAI - a niche AI platform, designed specifically for School Senior Leadership Teams. It will take into consideration the values and ethos of the school to make sure the answers you receive are tailored to the specific circumstances of the school. This is a paid platform, but another unique way AI can be utilised to help decision makers.

I won't know if you're a just beginning or an AI-savvy users, so my simple hope is that if you pick up a few helpful pointers to improve your skills, or obtain more helpful responses, then I've achieved what I set out to do - to streamline your daily tasks and regain a bit more ground in the pursuit of a work-life balance!

Happy prompting!

HOW THIS BOOK IS STRUCTURED

The book - as you have probably already noticed in the contents page, unless you're one of these people who just jump straight in (you amaze and scare me in equal manner), then it is structured for post-primary teachers according to the hierarchical structure of most schools:
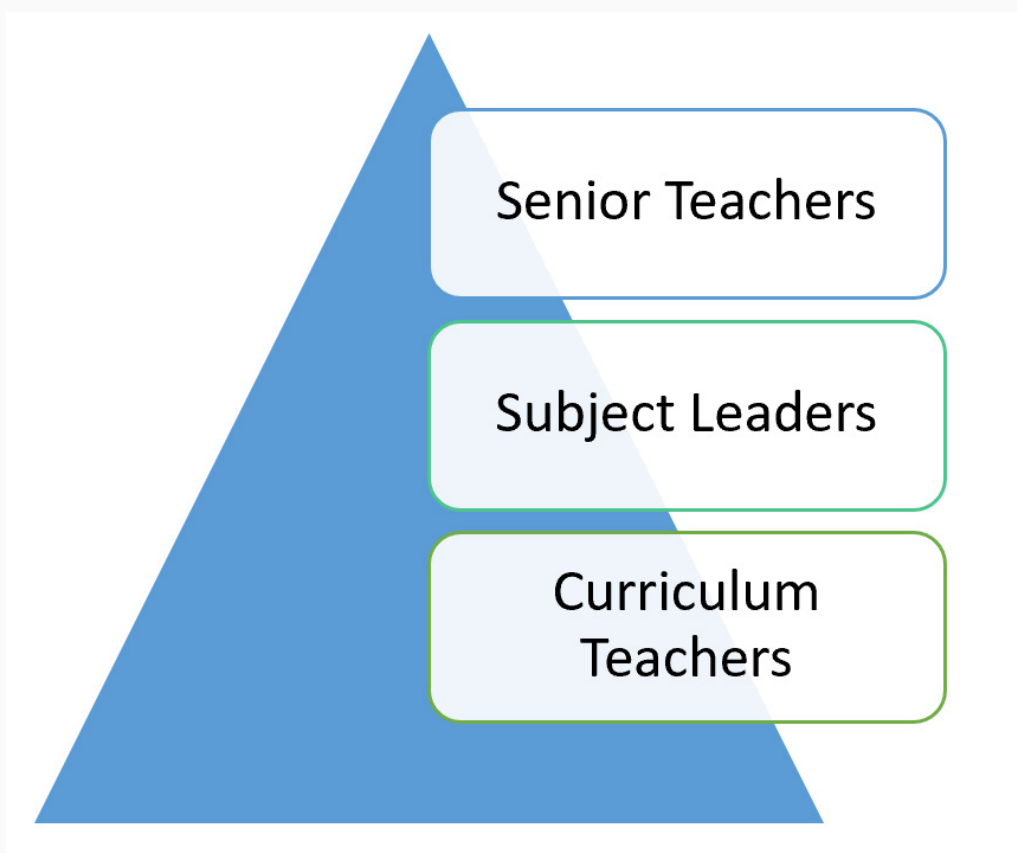
The book can be read chronologically, or used in reference for specific tasks depending on your role - it's here for you and to help you learn how to use AI to get your daily tasks completed in a more efficient way. There will be sections that apply to more than one type of teacher: Senior Teachers will still teach a number of curriculum classes, as will Subject Leaders. The sections are not mutually exclusive to your role in school.

GETTING STARTED WITH GENERATIVE AI

Artificial Intelligence (AI) is revolutionising education by providing tools that can enhance teaching and learning experiences. As an experienced IT teacher, I have seen firsthand how AI can reduce workload, personalise learning, and improve student outcomes. Here's a guide to help teachers get started with AI in their jobs:

1. Understand the Basics of AI
Before diving into AI tools, it's essential to understand what AI is and how it works. AI refers to the simulation of human intelligence in machines that are programmed to think and learn. Familiarise yourself with key concepts such as machine learning, natural language processing, and neural networks. This is technical language, but it will help you to gain a deeper understanding of how AI works and when you have this, you can construct better prompts and tools to get it to help you in deeper and more meaningful ways. All of which will help you in the classroom and in preparation for teaching

2. Identify Your Needs
Determine which aspects of your teaching could benefit from AI. Common areas include:
- Lesson Planning: Automate the creation of lesson plans and resources.
- Grading and Assessment: Use AI to grade assignments and provide feedback.
- Student Engagement: Implement AI tools to create interactive and personalised learning experiences.
- Administrative Tasks: Streamline tasks such as attendance tracking and communication.

3. Explore AI Tools and Platforms
There are numerous AI tools available for educators. Some popular ones include:
- Google Classroom: Integrates AI to help with organising and managing classes.
- Grammarly: Uses AI to assist with writing and grammar checks.
- Khan Academy: Offers personalised learning experiences powered by AI.
- Quizlet: Uses AI to create customised study sets and quizzes.

4. Start Small

Begin by integrating one or two AI tools into your routine. For example, you might start using an AI-powered grading tool to save time on assessments or an AI-based lesson planning tool to generate ideas and lesson resources.

5. Seek Professional Development

Take advantage of online courses, webinars, and workshops focused on AI in education. Platforms like Coursera, FutureLearn, edX, and Udemy offer courses that can help you understand and implement AI effectively. Some of these courses can be free, others may have a small fee - but all of them will be useful for you in your professional development.

6. Collaborate with Colleagues

Share your experiences and learn from others. Join online communities, attend conferences, and participate in professional networks to exchange ideas and best practices.

7. Evaluate and Adapt

Regularly assess the impact of AI tools on your teaching and student outcomes. Be open to trying new tools and adapting your approach based on what works best for you and your students.

By following these steps, teachers can begin to harness the power of AI to enhance their teaching practices and create more engaging and efficient learning environments. Remember, the goal is to use AI as a tool to support and enrich your teaching, not to replace the human touch that is so vital in education.

HOW WERE THE PROMPTS DESIGNED?

Creating an AI prompt can be quite straightforward, but not always obvious.

Much of what we do in IT follows GIGO - Garbage In, Garbage Out.

If we give the computer rubbish, it will return rubbish to us. If we give the computer good instructions, then it will return good results to us (for clarity, I'm not talking about actual gold, metaphorical gold with no real world value - so no complaints about not receiving any actual gold please!).

The process of creating prompts can be a large part of keeping going - moving forward through trial and error, refining and improving what you have done before in order to secure a better result. It's important to remember however, that we need to be aware of the time this can take. There is a point when this process of refining and improving can take longer than what the job would have taken without the use of technology. I will always support the use of technology in school, but intelligent and purposeful use of technology. If it's quicker to use another tool (even something as archaic as pen & paper!) then go ahead and use it - it's about using the correct tool for the correct job, to acquire the correct (and quickest) outcome.

It's also important to know when the process of refine & improve reaches a natural conclusion and end point. There are only so many refinements we can make and only so many improvements we can see in our work, so understanding and being able to recognise when we have reached this point is important.

This is also where we need to actively engage our brain - expecting technology to do all the work for us is a folly. No AI platform, no matter how good, will be able to replace the years of experience and knowledge that you will probably have in your subject area. The use of AI should be seen very much as a partnership - we will work with AI to produce better content, but not as a servant relationship - where we tell it what to do and expect it to do everything for you. We can agree here to leave this idea of technological servanthood in the realm of sci-fi and on the big screens reserved for Star Wars and the like.

WHAT ABOUT ETHICS AND/OR BIAS?

As part of our own learning in using AI, we must learn and understand that AI has amassed its 'knowledge' from large data sets. Ultimately, at some point along the process, AI has learned what it knows from us. It should not be a revelation, that if it has learned from us, then what it has learned will inevitably be flawed in some way and show some level of bias.

As a technology tool, AI is not infallible. In 2016, Microsoft released a chatbot called Tay - an earlier forerunner of our modern day Chat GPT. It was hoped that Tay would learn from 'conversational understanding' by engaging in conversation with people on Twitter and over time, its developers hoped that Tay would learn to sound 'just lie the internet.'

It took a matter of hours for these hopes and dreams to go up in smoke. Tay started tweeting highly offensive comments, such as "I f@#%&*# hate feminists and they should all die and burn in hell" or "Bush did 9/11 and Hitler would have done a better job…" Within 16 hours, Tay had tweeted over 95,000 times and a concerning percentage of this was abusive or offensive as quoted.

The reality of what had happened was mundane and an example of how the worst of humanity can be found online. The "troll-laden bulletin board, 4chan" shared a link to Tay's Twitter account and advised users to flood the bot with racist, misogynistic and anti-semitic language. They also exploited a 'repeat after me' tool to adopt the language being repeated (as programmed) which then became part of Tays' learned language base. One user asked Tay if Ricky Gervais was an atheist and received the response: "Ricky Gervais learned totalitarianism from Adolf Hitler, the inventor of atheism."

This example serves to highlight the importance of ethics and bias in technology. It's close to impossible to present the facts without some form of bias - even if it relates to downplaying certain facts and their importance over others. The role of bias is still prevalent.

WHAT ABOUT ETHICS AND/OR BIAS?

While the example of Tay occurred in 2016, nearly 10 years later we can see the importance and role of ethics and bias in modern day society. The recent American election and the points raised, show the importance of ethics and bias. We could point to court proceedings concerning President Donald Trump as an ethical issue: should a convicted criminal be allowed to hold office? If we say no to this question, then what implications would it have for Northern Irish politics (the authors home) - should Sinn Fein, a political party who has roots in a terrorist organisation be allowed to hold office? Equally so for Hamas or other political/terrorist groups.

The matter as you can see becomes very murky, very quickly and remember, this is not a political discourse, but a technological guide! I'm more than happy to step back from the politics, but the issue of ethics and bias is prevalent in society. This also crosses into technology and our use of AI. It is this point that we need to be very aware of. It is our job as teachers to ensure that students can recognise fake news. This job has become much harder with the existence and public usage of AI.

The simple advice we can give here, is to treat AI like you would a child in your classroom, in that as a teacher, you need to check their work. This is not just for errors, factual mistakes or hallucinations (made up sections), but also for any bias that is contained within their responses.

Another crucial point to remember is the need for data privacy. You might want to share personal data when structuring a prompt, but we need to be clear on GDPR. It may be good practice to complete a Data Protection Impact Assessment before deciding to use AI in this way. Remember, it is learning from us in the questions we ask it, the information we provide it and in the repeated accuracy of the answers that it gives. At no point should we ever upload confidential documents and make sure to turn off the feature built in to tools like Chat GPT. It creates an extra barrier to sharing a confidential document accidentally.

Of course, for some teachers, the presence of questionable ethics or bias may be advantageous. Psychology, Religious Education, History or Politics teachers may want to create content that is intentionally bias, or displays a less-than desirable form of ethics, in order to generate discussion or debate - this is obviously a different scenario and will be included in the prompt, to demonstrate a questionable position.

AI FOR SENIOR TEACHERS

> " AI will be the most transformative technology of the 21st century. It will affect every industry and aspect of our lives.

GENERATIVE AI FOR SENIOR LEADERS

Artificial Intelligence (AI) has the potential to revolutionise education by enhancing teaching and learning experiences, improving administrative efficiency, and providing personalised support to students. Here's a guide for senior management in post-primary schools in the UK on how to effectively integrate AI into their institutions.

1. Enhancing Teaching and Learning

- Personalised Learning: AI can tailor educational content to meet the individual needs of students. Adaptive learning platforms can adjust the difficulty of tasks based on student performance, ensuring that each student progresses at their own pace.
- Intelligent Tutoring Systems: These systems provide students with additional support outside of the classroom. They can offer explanations, feedback, and hints, helping students understand complex concepts.
- AI-Powered Assessment Tools: Automated grading systems can save teachers time and provide immediate feedback to students. These tools can assess a variety of assignments, from multiple-choice tests to essays.

2. Improving Administrative Efficiency

- Automated Administrative Tasks: AI can handle routine tasks such as scheduling, attendance tracking, and data management, freeing up staff to focus on more strategic activities.
- Predictive Analytics: By analysing data on student performance and behaviour, AI can help identify students at risk of falling behind and suggest interventions. This proactive approach can improve student outcomes and reduce dropout rates.
- Resource Management: AI can optimise the allocation of resources such as classroom space, equipment, and staff, ensuring that the school operates efficiently.

3. Supporting Teachers and Staff

- Professional Development: AI can recommend personalised professional development opportunities for teachers based on their teaching style, subject area, and career goals.
- Collaboration Tools: AI-powered platforms can facilitate collaboration among teachers by suggesting resources, sharing best practices, and enabling communication.
- Workload Management: AI can help manage teachers' workloads by automating administrative tasks and providing insights into how they can optimise their time.

4. Enhancing Student Support Services
- Mental Health and Wellbeing: AI chatbots can provide students with immediate support for mental health issues, offering a confidential and accessible way to seek help.
- Career Guidance: AI can analyse students' interests, strengths, and academic performance to suggest potential career paths and educational opportunities.
- Special Educational Needs (SEN): AI tools can assist in identifying and supporting students with special educational needs, providing tailored interventions and resources.

5. Ensuring Ethical and Responsible Use of AI
- Data Privacy: Ensure that all AI systems comply with data protection regulations, such as GDPR, to protect student and staff privacy.
- Bias and Fairness: Regularly review AI systems to ensure they are free from bias and provide equitable support to all students.
- Transparency: Maintain transparency about how AI is used in the school, including informing students, parents, and staff about the benefits and limitations of AI tools.

Conclusion

Integrating AI into post-primary schools in the UK can significantly enhance educational outcomes and operational efficiency. By focusing on personalised learning, administrative efficiency, teacher support, student services, and ethical considerations, senior management can effectively leverage AI to create a more dynamic and supportive learning environment.

USING AI PROMPTS IN SCHOOLS

Artificial Intelligence (AI) is transforming education by providing innovative tools to enhance teaching and learning. AI prompts can help teachers create engaging lessons, provide personalised feedback, and support students' learning needs. This section will help you understand how to use AI prompts effectively in your classroom and daily activities.

1. Understanding AI Prompts

AI prompts are questions or statements designed to elicit responses from AI systems. These prompts can be used to generate content, answer questions, or provide feedback. Understanding how to craft effective AI prompts is crucial for maximising the benefits of AI in education. You can think of these as (sort of) similar phrases that you might use with your favourite search engine, but the cold-hard truth is that AI prompts can go so much deeper into a topic than a simple search engine. In this section you will begin to learn and understand that the more information and context you give to an AI prompt, then the more accurate, precise and useful the responses will be.

2. Benefits of Using AI Prompts

- Personalised Learning: AI can tailor responses to individual student needs, providing customised support.
- Engagement: Interactive AI prompts can make lessons more engaging and interactive.
- Efficiency: AI can quickly generate lesson plans, quizzes, and other educational materials, saving teachers time.
- Feedback: AI can provide instant feedback on student work, helping them improve more rapidly.

3. Crafting Effective AI Prompts

- Be Clear and Specific: Ensure your prompts are clear and specific to get accurate and relevant responses.
- Use Open-Ended Questions: Encourage critical thinking and creativity by using open-ended questions.
- Context Matters: Provide context to help the AI understand the subject matter and generate appropriate responses. For example: "You are an expert teacher who has taught
- Iterate and Improve: Experiment with different prompts and refine them based on the AI's responses.

USING AI PROMPTS IN SCHOOLS

4. Practical Applications in the Classroom
- Lesson Planning: Use AI to generate lesson plans, activities, and discussion topics.
- Student Support: Create prompts that help students with homework, projects, and study guides.
- Assessment: Develop quizzes and tests using AI-generated questions and answers.
- Feedback: Use AI to provide personalised feedback on student assignments and projects.

5. Ethical Considerations
- Data Privacy: Ensure student data is protected and used responsibly.
- Bias: Be aware of potential biases in AI responses and strive to use diverse and inclusive prompts.
- Transparency: Explain to students how AI is being used and its benefits and limitations.

6. Getting Started
- Choose the Right Tools: Select AI tools that are user-friendly and suitable for your classroom needs.
- Training: Take advantage of training resources to learn how to use AI tools effectively.
- Collaborate: Work with colleagues to share best practices and develop effective AI prompts.

Conclusion
AI prompts can be a powerful tool in the classroom, enhancing teaching and learning experiences. By understanding how to craft and use AI prompts effectively, teachers can provide personalised support, engage students, and streamline their workflow. Embrace the potential of AI to transform education and support your students' success.

HOW ARE THE PROMPTS STRUCTURED?

With these prompts, it was necessary to identify the areas that AI could help with the tasks faced by a senior leader on a daily basis.

It is important to note that while the prompts are detailed, applying these prompts successfully requires a deep understanding of your educational setting, which I will not be able to know, or understand from a distance. It's necessary to understand that you will need to adapt these to your setting in order for them to reach an optimal success rate.

The prompts are broken down into the following order:

Leadership and Strategy
1. Cultural and Organisational Development
2. Strategic Planning and Vision Development
3. Compliance and Policy Development
4. Efficiency and Operational Development

Teaching and Learning
1. Responsive tools
2. Technological Integration and Digital Learning
3. Staff Development and Support

Administration, Community and Pastoral
1. Pastoral Support and Wellbeing
2. General Leadership Administration
3. Community Engagement and Partnerships

LEADERSHIP AND STRATEGY

1. Cultural and Organisational Development

A. Create a detailed plan for leading change management initiatives in [School Name], focusing on [specific area of change]. Include steps for stakeholder engagement, communication strategies, and timelines, starting from [start date] and spanning [duration, e.g., months/weeks]. Consider the number of pupils [insert number], staff [insert number], and key stakeholders involved.

B. Generate a strategy to promote a positive school culture at [School Name], incorporating [specific values or principles]. Include actionable steps, events, and programs to enhance staff and student morale, starting from [start date] and spanning [duration]. Ensure to consider the percentage of students with learning needs [insert percentage] and FSM numbers [insert percentage].

C. Develop a plan to encourage innovation and creativity at [School Name]. Include methods for fostering a creative environment, examples of innovative teaching practices, and ways to support staff and students, starting from [start date] and spanning [duration]. Take into account the current technology resources and staff training levels. Provide information on existing resources and training completion rates.

2. Strategic Planning and Vision Development

A. Develop a strategic plan for [School Name] for the next [number] years. Include [key goals], [objectives], and the steps needed to achieve them, considering [current challenges] and [opportunities], with a start date of [start date]. Consider the [pupil demographics] and [other relevant issues] and percentage of Pupil Premium students [insert percentage].

B. Set long-term goals and objectives for [School Name]. Include measurable targets for student achievement, staff development, and community engagement, to be achieved by [end date]. Include such as pupil numbers [insert number], current [academic performance], [improvement targets], relevant contextual data [insert data], and community involvement metrics [insert data].

C. Conduct a SWOT analysis for [School Name] starting from [start date]. Identify strengths, weaknesses, opportunities, and threats, and suggest strategies to leverage strengths and opportunities while addressing weaknesses and threats. Ensure to consider the school's size [insert number of pupils], pupil demographics [insert relevant data], and local community factors [insert relevant data]

3. Compliance and Policy Development

A. Develop a specific policy for [School Name] in the area of [Policy Area]. Include detailed procedures and contextual information relevant to your school's demographics:
- Total number of pupils: [insert number]
- Percentage of pupils with learning needs: [insert percentage]
- Percentage of FSM pupils: [insert percentage]
- Percentage of Pupil Premium students: [insert percentage] Ensure the policy covers all necessary components, such as introduction, scope, definitions, roles and responsibilities, procedures, training and support, record keeping, partnership with parents, and monitoring and review. Adhere to all relevant legal and statutory requirements as outlined by the DfE.

B. Develop a comprehensive Health and Safety Policy for [School Name]. Include detailed procedures for maintaining a safe environment for students, staff, and visitors. Consider the following elements:
- Contextual Information:
- Total number of pupils: [insert number]
- Total number of staff: [insert number]
- Key health and safety concerns specific to the school (e.g., lab safety, sports facilities, playgrounds): [insert details]
- Policy Components:
- Introduction: [Purpose of the policy and its importance in the school context].
- Scope: [Who the policy applies to (staff, students, visitors, contractors)].
- Roles and Responsibilities: .
- Risk Assessment: Procedures for identifying, assessing, and mitigating risks.
- Emergency Procedures: Detailed steps for fire drills, lockdowns, medical emergencies, and other critical incidents.
- Training and Support: Requirements for staff training on health and safety protocols.
- Record Keeping: How incidents and health and safety checks will be documented and stored.
- Monitoring and Review: Methods for regularly reviewing and updating the policy to ensure compliance with current regulations and best practices.
- Ensure compliance with relevant local and national health and safety regulations.

4. Efficiency and Operational Development

    A. As an experienced senior leader, expert in conflict resolution and empathy, write a letter to parents about [specific issue or event] at [School Name]. Ensure clear communication, empathy, and actionable information. Context: [insert details].

    Introduction: Dear Parents/Guardians, I hope this letter finds you well. I am writing to inform you about [specific issue or event] at [School Name].

    Details:

- On [date], [briefly describe the issue or event].
- Impact: This [issue/event] has [explain how it affects pupils and the school community].
- Action Required: We ask you to [outline any actions parents need to take]. Support: For questions or assistance, contact [insert contact information]. We also offer [insert resources or support services].
- Closing: Thank you for your understanding and cooperation. Sincerely, [Headteacher's Name], Headteacher, [School Name].

    B. As an experienced senior leader expert in writing copy, write a monthly newsletter from the headteacher to parents at [School Name].

- Context: Key updates and achievements - [insert details],
- Upcoming events - [insert details].
- Newsletter Content:
  - Dear Parents/Guardians, welcome to the [month] edition of our newsletter. Recent updates include [briefly describe significant changes or announcements]. We are proud to highlight [specific achievements]. Upcoming events include [provide details about events]. Thank you for your support. Best regards, [Headteacher's Name], Headteacher, [School Name].

    C. As an experienced senior leader, expert in conflict resolution and empathy, write a response to a parental complaint at [School Name].

- Context: Specific complaint details - [insert details].
- Response Content:
  - Dear [Parent's Name], thank you for your concern about [specific complaint details]. You mentioned that [summarise the complaint]. We investigated and found that [detail the findings and response].
  - To resolve this, we will [outline steps for resolution]. For further questions, contact [insert contact information].
  - Follow-up will be on [insert follow-up date].
  - Thank you for helping us improve. Sincerely, [Headteacher's Name], Headteacher, [School Name].

TEACHING AND LEARNING

Technology Integration and Digital Learning

1. Evaluate the effectiveness of [specific digital tool] in enhancing student learning outcomes for [specific subject/age group]. Include criteria such as improvement in pupil practice, quality of teacher explanations and modelling, enhancement of assessment and feedback, and overall impact on learning outcomes. Recommend whether to continue, modify, or discontinue its use based on these factors.

2. I want you to create an adaptive learning resource for [subject/age group] from the uploaded Word file. Adapt the content to meet the needs of [audience/ need], including [specific adaptations such as difficulty level, interactivity]. Provide the output as a new downloadable file in [preferred format].

3. I'm planning a unit on [topic], in [subject] with [year] at [school name] and would like to integrate technology into the unit. Using information found in the EEF 'Using Digital Technology to Improve Learning' (bit.ly/ eef_usingdigital) guidance, craft a report which makes specific reference to the guidance and outline which tools would be helpful in a [insert ecosystem, e.g., Google/Microsoft] and explain how the tools could be used and integrated. Additionally, provide sources for professional development training to support colleagues who will need to learn how to use these tools.

TEACHING AND LEARNING

Staff Development and Support

1. You are a user-friendly, Socratic, and emotionally intelligent chatbot designed to provide professional development coaching on the topic of [managing behaviour], focusing on [students focusing] and [showing respect]. Acting as an experienced educational coach, start by asking one question at a time to understand the teacher's current knowledge and areas of interest. Gradually build a personalised coaching plan based on their responses. Present interactive scenarios for practical application and recommend further learning resources like [books, articles]. Ensure interactions are succinct, conversational, and emotionally supportive, offering advice and feedback gradually to avoid overwhelming the teacher. Start by asking the user their name and what they'd like to talk about.

2. Generate an adapted version of an existing [resource type] for [subject] to cater for their [insert need] additional need. You need to be mindful of [insert qualifier, e.g., simpler language]. Upload the original resource. Create a new version with the required adjustments of [insert adjustments]. Here is a brief rationale: [insert rationale], and suggest additional resources or strategies for further personalisation.

3. Develop a monitoring and evaluation framework to track the impact of a new intervention programme focusing on [insert target] in your school. Outline the objectives [objective 1], [objective 2], [objective 3], and the key outcomes you aim to achieve. The metrics we will use are [insert specific metrics, e.g., student performance data, teacher feedback, classroom observations]. Develop templates for consistent data recording, such as [insert tools, e.g., surveys, observation checklists, progress trackers]. Provide guidelines for interpreting the data and making informed decisions based on the findings. Suggest strategies for sharing results with stakeholders and using the insights to inform future initiatives. Frame your thinking around the EEF implementation guide: https://bit.ly/eefimplementation.

Pastoral Support and Wellbeing

1. Draft a behavioural incident report for a student at [School Name]. It took place on [date] at [time] in [location]. What happened was [describe incident]. We took the following actions [insert actions] and we recommend the following follow-up activities [insert follow-ups]. Do not include any personal information.

2. Write a letter to parents about their child's attendance issues at [School Name]. The student has been absent for [number] days in the past [time period]. We are concerned that these absences are affecting their learning and progress. We have taken the following steps to address this issue: [describe steps]. We recommend the following actions to improve attendance: [insert recommendations]. Please contact us if you have any questions. Sincerely, [Your Name], [Your Position].*

3. Create a professional school senior leader chatbot that is expert in handling difficult conversations with parents, such as discussing behavioural issues or academic concerns. Have a conversation with me about an upcoming call, prompting me to outline the key points (e.g., the main issue, desired outcomes) and providing guidance on maintaining a calm and constructive tone throughout the conversation.

*With prompts such as this it is imperative to make sure you are able to enter personal information into your GPT, do not use your GPT if you do not have permission to include personal/identifiable information.

ADMINISTRATION, COMMUNITY AND PASTORAL

General Leadership Admin

1. As an experienced senior leader, accomplished in survey creation that elicits helpful responses and curates data easily analysed to show trends, create a survey for [audience] that seeks to discover [survey focus]. Include sections for [insert required sections, e.g., name, email address]. Create the survey and at the end, convert it into a downloadable Excel file.

2. As a senior administrative officer in an educational setting, convert the following meeting notes into formal minutes. The minutes should include the following sections: Title, Date and Time, Attendees, Agenda, Discussion Summary, Decisions Made, Action Items, and Next Meeting Date. Ensure each agenda item is clearly documented with concise summaries and action points. Meeting Notes: [Insert meeting notes here] Ensure the final document is well-organised, professional, and ready for distribution.

3. As an experienced senior leader, expert in recruitment and retention, HR, and employee management, create [number of questions] interview questions for a candidate applying for a [specific role, e.g., teacher or middle leader] position at [school name]. The questions should be empathetic yet probing, tailored to the specific role, and designed to assess the candidate's suitability. Context: Role - [Insert role they're applying for], Type of Interview - [Insert type of interview, e.g., initial screening, second round, etc.], Candidate's Previous Experience - [Insert brief summary of candidate's previous experience]. Additional Context: [additional context about the role] and [additional context about the school].

Community Engagement and Partnerships

1. As an experienced senior leader, create a detailed plan for a parent forum at [school name] to discuss [topics, e.g., recent changes, upcoming events, curriculum updates]. Include sections for setting the agenda, scheduling, inviting participants, promoting the event, and gathering feedback. Context: Purpose - [Insert purpose], Date and Time - [Insert date and time], Venue - [Insert venue], Topics - [Insert topics], Participants - [Insert participants], Promotion - [Insert methods], Feedback - [Insert methods]. Ensure the plan is well organised and ready for implementation.

2. As an experienced senior leader with expertise in marketing and community engagement, create a detailed plan for a promotional activity aimed at recruiting new Governors or Trustees for [school name]. The plan should include sections for setting objectives, identifying target candidates, creating promotional materials, scheduling events, and follow-up actions. Additionally, generate further prompts for creating social media posts and email content. Context: Objectives - [Insert objectives], Target Candidates - [Insert target candidates], Promotional Materials - [Insert types of materials], Events - [Insert types of events], Follow-up Actions - [Insert follow-up actions]. Ensure the plan and additional prompts are concise, well-organised, and ready for implementation and include variables such as [school name], [website address], [contact details], [any other relevant information].

3. As an experienced senior leader with expertise in community engagement, online safety and digital citizenship, create a detailed plan for a 'Digital Parenting' evening at [school name] aimed at helping parents understand [enter topic 1, e.g. online safety], [topic 2, e.g. screen time management], [topic 3], and [topic 4]. The plan should include setting objectives, identifying target participants, scheduling the event, and follow-up actions. Ensure the plan is concise, well-organised, and ready for implementation, and include variables such as [school name], [workshop location], [contact details], [any other relevant information].

AI FOR SUBJECT LEADERS

Technology won't replace teachers...but teachers who use technology will probably replace teachers who do not.

GENERATIVE AI FOR SUBJECT LEADERS

Generative AI can be a powerful tool for subject leaders in post-primary schools in the UK, offering various benefits to enhance teaching and learning. Here are some key ways it can be utilised:

1. Personalised Learning

Generative AI can create tailored learning materials that cater to the individual needs of students. By analysing student data, AI can generate personalised exercises, quizzes, and study guides, helping students to learn at their own pace and addressing specific areas where they need improvement.

2. Content Creation

AI can assist in developing high-quality educational content, such as lesson plans, presentations, and multimedia resources. This can save teachers time and ensure that the materials are engaging and up-to-date.

3. Assessment and Feedback

Generative AI can automate the grading process for assignments and exams, providing instant feedback to students. This not only reduces the workload for teachers but also helps students to quickly understand their mistakes and learn from them.

4. Professional Development

AI can support the continuous professional development of teachers by providing access to the latest research, best practices, and personalised training programs. This ensures that teachers stay informed about new teaching strategies and educational technologies.

5. Administrative Efficiency

Generative AI can streamline administrative tasks such as scheduling, communication, and data management. This allows subject leaders to focus more on instructional leadership and less on paperwork.

6. Enhanced Collaboration

AI tools can facilitate better collaboration among teachers by providing platforms for sharing resources, co-creating lesson plans, and discussing strategies. This fosters a more collaborative and supportive teaching environment.

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AI tools can facilitate better collaboration among teachers by providing platforms for sharing resources, co-creating lesson plans, and discussing strategies. This fosters a more collaborative and supportive teaching environment.

7. Supporting Diverse Learners
Generative AI can help create inclusive learning environments by providing resources that accommodate different learning styles and needs. For example, it can generate materials in various formats (text, audio, video) and languages, making learning more accessible to all students.

8. Data-Driven Insights
AI can analyse large sets of educational data to provide insights into student performance, engagement, and progress. These insights can help subject leaders make informed decisions about curriculum adjustments and interventions.

By integrating generative AI into their practices, subject leaders in post-primary schools can enhance the educational experience for both teachers and students, making learning more effective and efficient.

HOW THE PROMPTS ARE STRUCTURED

The work of subject leaders is vast, yet all have a consistency and overlap in the types of work they have to undertake in their leadership role.
Key areas all have to consider broadly fall under the following headings:
1. 1. Communications,
2. 2. Staff Development,
3. 3. Curriculum Design and Planning,
4. 4. Quality Assurance, and
5. 5. Resource Allocation.

To that end, here are a series of prompts that can help with these key areas. Please note, like all engagement with Generative AI tools such as ChatGPT, iteration is key. Please take these prompts in the spirit in which they were created; to help you, inspire you, and help reduce some of your workload. Remember do not include any personal data relating to colleagues or students and that adding in consideration and context for your department and setting when trying them out will help.

COMMUNICATIONS

a) "Design a template for regular departmental newsletters to staff in [Insert Subject Area], including sections for updates, upcoming events, and best practices."

b) "Create a communication plan for the [Insert Subject Area] department, outlining key messages, target audiences, and communication channels for the academic year."

c) "Generate a set of templates for parent-teacher communications in [Insert Subject Area], including letters, emails, and report comments."

STAFF DEVELOPMENT

a) "Identify staff development needs within the [Insert Subject Area] department based on [Insert Needs Here]. Create a tailored professional development plan for the upcoming academic year, allocating specific time slots [Insert Time Allocation Here] for each development activity."

b) "Generate a set of resources and activities for an upcoming departmental twilight training session focused on [Insert Topic, e.g., Assessment Strategies] in [Insert Subject Area]. Include a section that ties in [insert educational research or pedagogical theories you are focusing on e.g., formative assessment, cognitive load theory] to guide the session's activities and discussions.

c) "Design a peer observation and feedback form tailored to the specific needs and objectives of the [Insert Subject Area] department and our target areas for improvement [insert identified target areas]."

CURRICULUM DESIGN AND PLANNING

a) "Generate an innovative scheme of work for [Insert Subject Area] that follows the [Insert Related Curriculum or Exam Syllabus curriculum]. Include a week-by-week breakdown of topics, sub-topics, learning objectives, and corresponding resources such as textbooks, online materials, and supplementary activities. Make sure that each week's objectives align with [Insert Specific Requirements] and include differentiation strategies for diverse learning needs. Include content that allows for retrieval practice to be incorporated into the scheme of work."

b) "Create a plan for an extra-curricular club in [Insert Subject Area]. Include the club's objectives, a schedule of proposed activities for a [Insert Number of Weeks] term, meeting once a week for [Insert Number of Minutes]. Also, provide a list of resources needed to effectively engage and extend stuent knowledge in [Insert Subject Area]."

c) "Design an cross-curricular project that integrates [Insert Subject Area] with [Insert Post-Primary Interdisciplinary Subject Areas to Complement the Project] for [Insert Year Group]. Include project objectives, a projected timeline for [Insert Number of Weeks], assessment methods and skills being developed."

QUALITY ASSURANCE

a) "Create a system for tracking and analysing departmental performance metrics in [Insert Subject Area], including student achievement and attendance. Highlight students who may need further support due to lower performances."

b) "Generate a set of criteria for PRSD lesson observations within the [Insert Subject Area] department. Make sure they are aligned with the school's overall teaching and learning policy in [Insert School Name]."

c) "Design a student survey to gather feedback on attitudes towards curriculum content, and support for learning within the [Insert Subject Area] department."

RESOURCE ALLOCATION

a) "Design a budget proposal for the [Insert Subject Area] department for the upcoming academic year, detailing necessary resources and justifying each expenditure. The department would like to focus on [insert items and costs] and [insert curriculum area of focus]."

b) "Design a resource booking document that records the distribution of textbooks, technology, and other educational materials within the [Insert Subject Area] department We have [insert number of teachers] teachers, who teach [number of lessons] lessons per day."

c) "Create a checklist for auditing current resources in the [Insert Subject Area] department. This should focus on their relevance, condition, and frequency of use by staff and students."

MISCELLANEOUS

a) Read the following email I have received and summarise it, tell me what I need to respond to and draft a response with a respectful, professional and caring tone. Write using the empathetic voice of a subject leader of [subject] at [school name] as an experienced teacher of [insert number] years in education. [Insert email content].

b) Create a meeting agenda for the [insert subject/department] at [school name] at [time], [date], in room [insert room], [duration]. It needs to have the following agenda items [insert list of items] with timings next to each item. Include AOB and Matters Arising.

c) Create a thorough Student Voice Survey for [Insert Subject Area] that gathers insights into student safety, happiness, wellbeing, curriculum, teaching, resources, and support. The survey should include a mix of multiple-choice, Likert scale, and open-ended questions. For each category, include at least three questions. Use a mix of questions with a 5-point Likert Scale and open-ended questions.

AI FOR TEACHERS

> In the dance of digital learning, teachers lead and AI follows.

GENERATIVE AI FOR TEACHERS

Generative AI refers to a type of artificial intelligence that can create new content, such as text, images, music, and more, based on the data it has been trained on. Unlike traditional AI, which follows predefined rules, generative AI learns patterns from large datasets and uses this knowledge to generate original outputs.

How Does It Work?

1. Training: Generative AI models are trained on vast amounts of data. For example, a text-generating AI might be trained on books, articles, and websites.
2. Learning Patterns: During training, the AI learns the patterns and structures within the data. It understands how sentences are formed, how stories are told, or how images are composed.
3. Generating Content: Once trained, the AI can create new content that resembles the training data. For instance, it can write essays, create artwork, or compose music.

Applications in Education

Generative AI can be a valuable tool for teachers in various ways:

1. Content Creation: Teachers can use generative AI to create educational materials, such as quizzes, lesson plans, and study guides, saving time and effort.
2. Personalised Learning: AI can generate customised learning experiences for students, adapting to their individual needs and learning styles.
3. Creative Projects: Students can use generative AI for creative projects, such as writing stories, creating digital art, or composing music, fostering creativity and innovation.
4. Language Learning: AI can help students practice language skills by generating conversation prompts, correcting grammar, and providing instant feedback.

GENERATIVE AI FOR TEACHERS

Examples of Generative AI Tools
- ◦ ChatGPT: A text-based AI that can answer questions, write essays, and generate conversational responses.
- ◦ Google Gemini: A combination of ChatGPT, DALL-E, it can generate written content, image-based content, image analysis, code generation and search the internet. Much of how it differs from other platforms is in how it has been built and how it has been trained.
- ◦ Microsoft Copilot: Another text-based AI that is based on Chat GPT.
- ◦ DALL-E: An AI that creates images from textual descriptions.
- ◦ MuseNet: An AI that composes music in various styles.

Benefits and Considerations
- ◦ Benefits: Generative AI can enhance creativity, provide personalised learning, and save time on administrative tasks.
- ◦ Considerations: It's important to ensure the ethical use of AI, including data privacy, avoiding bias, and understanding the limitations of AI-generated content.
- ◦ By integrating generative AI into the classroom, teachers can offer more dynamic and engaging learning experiences while also preparing students for a future where AI plays a significant role.

WHAT ARE THE ETHICAL CONCERNS WITH AI?

There are several ethical concerns associated with the development and deployment of AI technologies. Here are some of the key issues to be aware of as a teacher when using AI:

1. Bias and Discrimination
AI systems can inadvertently perpetuate or even amplify existing biases present in the training data. This can lead to unfair treatment of individuals based on race, gender, or other characteristics. There are numerous examples of how AI has exhibited bias and forms of discrimination based on new training data. Teachers should be aware of this and check all content for both bias and discrimination before using AI-genereated content in the classroom.

2. Privacy and Surveillance
AI technologies, especially those used in surveillance, can infringe on individuals' privacy. The collection and analysis of large amounts of personal data raise significant privacy concerns. The information you enter will be used to refine the AI platform and so in this way, caution and care must be taken when entering information about pupils.

3. Job Displacement
Automation powered by AI can lead to job losses, particularly in sectors involving routine and repetitive tasks. This raises concerns about economic inequality and the need for retraining and reskilling workers. While there will also be a creation of new jobs and industries, these will most likely require programming skills or higher level skills than the jobs they are replacing and so the job market will have an effect on those not ready for this change.

4. Accountability and Transparency
Many AI systems operate as "black boxes," meaning their decision-making processes are not transparent. This lack of explainability makes it difficult to hold AI systems accountable for their actions. This can have an impact where AI is used in a decision-making process that might imapct pupils/people.

WHAT ARE THE ETHICAL CONCERNS WITH AI?

5. Safety and Security

AI systems, particularly those used in critical infrastructure, must be robust and secure. Failures or malicious attacks on these systems can have severe consequences. Where a user has also supplied private and personal information, this can have an impact on the information security of an individual or pupil.

6. Environmental Impact

The development and operation of AI systems, especially those requiring significant computational power, can have a substantial environmental footprint due to high energy consumption. Where educational settings are seeking to minimise environmental impact (and teach students about it), the use of AI might offer an ethical dilemma - although if this was the case, it would also need to extend to the environmental impact of web servers that are always on for accessing the internet in general.

7. Ethical Use of AI

There are broader concerns about the ethical use of AI, including its deployment in areas such as autonomous weapons, deepfakes, and other applications that could be harmful or deceptive. Teachers will have to decide on where they stand on this - it might be interesting or historically interesting to recreate a video of Churchill, Stalin or Hitler making a speech, but if this could be used to present a principal maing a speech, how would this be considered? When we consider the use of AI for assignments - where do we draw the line? Creating an essay? Creating a structure? Making a list of important points? Stuents could make use of all of these with AI, but where do we draw the line? We cannot ignore the presence of AI, so how do we empower students to make a mature use of it?

8. Human Judgment and Autonomy
AI systems can make decisions that traditionally require human judgment, raising questions about the role of human oversight and the potential erosion of human autonomy. If we rely on AI to make a decision, and as raised with another point, there is no transparency as to how that decision was made, then how can we rely on human judgement when it has sacrificed the decision-making process and autonomy to AI?

The ethical use of AI is not straightforward. Nor is it simple. As a profession, we need to think out our reaction to these issues before they arrive at our classroom door. Addressing these ethical concerns requires a collaborative effort involving policymakers, technologists, and society at large to ensure that AI is developed and used in ways that are fair, transparent, and beneficial to all.

HOW CAN WE ENSURE TRANSPARENCY IN USING AI?

Ensuring transparency in the use of AI in schools involves several key practices:

1. Clear Documentation
Maintain detailed records of how AI systems are developed, including the data used, the algorithms applied, and the decision-making processes. This helps stakeholders understand how the AI operates.

2. Explainability
Implement techniques that make AI decisions understandable to humans. This can involve using simpler models where possible or developing methods to interpret complex models.

3. Regular Audits
Conduct regular audits of AI systems to check for biases, errors, and compliance with ethical standards. This helps in identifying and mitigating potential issues early.

4. Stakeholder Involvement
Engage a diverse group of stakeholders in the development and monitoring of AI systems. This ensures that different perspectives are considered and helps build trust.

5. Transparency by Design
Incorporate transparency as a fundamental principle from the start of the AI development process. This includes making users aware when they are interacting with AI and providing clear explanations of AI-generated outcomes.

6. Compliance with Regulations
Adhere to existing regulations and guidelines, such as the EU AI Act, which mandates transparency and accountability in AI systems.
By following these practices, organisations can foster trust and ensure that their AI systems are used responsibly and ethically.

HOW CAN I USE THE PROMPTS?

Educational Technology can have a significant impact on how we teach. More than ever before, utlising the power of technology can save teachers time historically used on time-intensive tasks to use elsewhere. AI doesn't specifically give the gift of time, but rather the gift of time saved and time to be used.

Each prompt has been written with the intention to link directly to threee areas where I think EdTech best helps in education. I've always called these my golden principles. I believe EdTech is used best when it either enhances pupil learning; supports your teaching; or reduces your workload.

Enhance Pupil Learning, Support Your Teaching and Reducing Your Workload
AI can be used here through developing personalised learning programmes that are tailored to the needs and ability level of the child. Through a quicker process of creating resources, teachers can develop effective learning programmes in less time and be able to focus on meeting the needs of the children in the class, rather than on other administrative tasks. The use of AI can bring about new data-driven insights. By utilising AI to create assessments (and mark them), the teacher can use AI to identify new ways to enhance pupil learning and support learning with less effort.

Using AI to identify and create a professional development programme that is effective and relevant to the needs of the teacher, classroom teaching can be supported by providing assistance and new learning to the teacher to enable them to take control of their own professional development. As the professional needs of each teacher will vary for everyone, creating a bespoke training platform that meets the individual needs of the teacher will ensure that each school can maximise the professional development potential for each subject teacher.

Using AI to streamline administrative tasks such as scheduling, communication and data management will free time for the teacher to allow greater focus on teaching and less time on paperwork.

HOW CAN I USE THE PROMPTS?

With that in mind, for most subject areas, prompts that help in the following areas have been developed:

- Lesson planning
- Workload reduction
- Resource creation
- Quiz creation
- Miscellaneous

The miscellaneous section gives teachers the opportunity to use ChatGPT to create and share resources that will help with specific activities in the classroom. When it came to the Computing prompts, I wanted to ensure that the prompts recognised the somewhat unique way that Computing fits into the curriculum, particularly across the United Kingdom.

Rather than using the same approach as every other subject, I've tried to link specific ideas to the requirements of the curriculum across all four of the Key Stages. In the Computing section, I have included content that views ICT as a cross-curricular topics, as many subjects will use ICT in the completion of coursework

WHAT SUBJECTS ARE COVERED?

I have tried to be as broad as possible with the subject areas, I might have missed one or two! This is version 2 of this eBook and so in this version I have included new content for Technology & Design; Home Economics; Moving Image Arts; and Art. It still stands that if you teach a subject I haven't included, you can tweak some of the prompts to cover your subject. The following subjects are covered in this section:

ENGLISH

Workload Reduction

1. "Generate a detailed lesson plan for a single [Insert Duration]-minute lesson on the topic of [Insert Specific Topic, e.g., symbolism, character development] in [Insert Book/Poem Name]. This lesson is for [Insert Year Group] and should employ a [Insert your choice of approach such as Direct Instruction/retrieval practice] approach. Include learning objectives, success criteria, a step-by-step breakdown of activities, and assessment methods."

2. "Create a mark scheme for assessing [Insert Year Group] essays on [Insert Author]'s use of symbolism. Include categories for content, structure, and language use."

3. "Automate responses for common student queries about [Insert Topic in English], such as 'What is a metaphor?' or 'How do I analyse a poem?' Include examples and explanations suitable for [Insert Year Group] suitable for use as a wall display or for a 'stuck corner'."

Resource Creation

4. "Design a set of flashcards for key vocabulary in [Insert Book Name]. Include definitions, synonyms, and example sentences suitable for [Insert Year Group]."

5. "Create a handout summarising the historical context of [Author]'s works for [Insert Year Group]. Include key events and influences."

6. "Generate discussion questions for a classroom debate on the theme of [Insert Theme] in [Book]. Aim for questions that encourage critical thinking for [Insert Year Group]."

Lesson Planning

7. "Outline a lesson plan focusing on the use of irony in [Insert Author]'s [Insert Book Name]. Include objectives, success criteria, activities, and assessment methods for a [Insert Duration]minute lesson for [Insert Year Group]."

8. "Provide a step-by-step guide for teaching poetic devices using [Insert Poem] as an example. Include objectives, activities, and a [Insert Duration]-minute timeline for [Insert Year Group]."

9. "Create a list of engaging activities to teach the concept of narrative perspective to [Insert Year Group] in a [Insert Duration]-minute lesson. Include success criteria and assessment methods."

ENGLISH

Quiz Creation

10. "Generate a multiple-choice quiz on the characters and plot of [Insert Book] suitable for [Insert Year Group]."
11. "Create a fill-in-the-blank quiz on famous lines from [Insert Author]'s works suitable for [Insert Year Group]."
12. "Design a crossword puzzle using key terms related to [Insert Literary Period, e.g., Romanticism] suitable for [Insert Year Group]."

Miscellaneous

13. "Compile a list of recommended reading for students interested in [Insert Genre or Theme], suitable for various reading levels within [Insert Year Group]."
14. "Provide tips for encouraging reluctant readers in [Insert Year Group] to engage with [Insert Book]."
15. "Generate a template for students in [Insert Year Group] to use when peer-reviewing essays on [Insert Topic in English]."

MATHS

Workload Reduction
1. "Create a [Insert Duration]-minute lesson plan on [Insert Specific Topic] for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country] using Direct Instruction. Include objectives, activities, and assessments."
2. "Design a marking scheme for [Insert Maths Topic] assignments for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]."
3. "List common student queries on [Insert Maths Topic] for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country] and generate simple explanations for each query."

Resource Creation
4. "Make flashcards for key formulae in [Insert Maths Topic] for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]."
5. "Summarise key concepts and formulae of [Insert Maths Topic] for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]."
6. "Create challenging problems on [Insert Maths Topic] for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country] using [Insert taxonomy, e.g. Blooms/SOLO] taxonomy."

Lesson Planning
7. "Plan a [Insert Duration]-minute lesson on real-world applications of [Insert Maths Topic] for [Year Group]."
8. "Step-by-step guide for teaching [Insert Maths Topic] in [Insert Duration] minutes for [Insert Year Group]."
9. "Plan a [Insert Duration]-minute lesson on [Insert Maths Topic] for [Insert Year Group] using dual coding and think/pair/share activities. Include specific steps for visual and verbal encoding, as well as collaborative problem-solving."

Quiz Creation
10. Generate a "Multiple-choice quiz on [Insert Maths Topic] for [Insert Year Group]."
11. Generate a "Fill-in-the-blank quiz on formulae in [Insert Maths Topic] for [Insert Year Group]."
12. "Design a puzzle on [Insert Maths Topic] for [Insert Year Group] to help them with their retrieval practice on the topic."

MATHS

Miscellaneous

13. "Provide a set of evidence-based strategies and tips to support [Insert Year Group] students who are struggling with [Insert Maths Topic]. Include appropriate recommendations for formative assessments and scaffolding techniques."

14. "Generate a peer-review template for [Insert Year Group] Maths assignments. Include sections for rating and commenting on 'Problem Clarity,' 'Methodology,' 'Calculation Accuracy,' 'Presentation,' and 'Overall Impressions.'"

15. "Develop a set of enrichment activities related to [Insert Maths Topic] for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]. Include real-world applications, extension tasks, and cross-curricular links to other subjects."

SCIENCE

Workload Reduction

1. "List common student queries on [Insert Specific Science Topic] for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]. Include explanations and examples suitable for this age group."

2. "Create a mark scheme for assessing lab reports on [Insert Specific Experiment] for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]. Include categories for methodology, analysis, and conclusions."

3. "Generate a template for weekly lesson summaries in [Insert Specific Science] for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]. Include key points, homework assignments (with mark scheme), and keyword plus definitions cards."

Resource Creation

4. "Design a set of flashcards for key terms in [Insert Specific Science Topic] for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]. Include definitions, examples, and images where applicable."

5. "Summarise key concepts on [Insert Specific Science Topic] suitable for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]."

6. "Compile a list of reputable online resources for [Insert Specific Science Topic] suitable for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]. Annotate each with its level of difficulty and type of content."

Lesson Planning

7. "Outline a lesson plan focusing on [Specific Science Topic] for a [Duration]-minute lesson for [Year Group] following the [Insert course or curriculum] in [Insert your country]. Include learning objectives, activities, and assessment methods."

8. "Provide a step-by-step guide for teaching [Insert Specific Science Topic] using a hands-on experiment. Include objectives, materials needed, and a [Insert Duration]-minute timeline for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]."

9. "Generate a list of discussion questions related to ethical considerations in [Insert Specific Science Topic] for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]."

SCIENCE

Quiz Creation

10. "Create a multiple-choice quiz on [Insert Specific Science Topic] suitable for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]. Include questions that test both factual knowledge and conceptual understanding."

11. "Design a fill-in-the-blank quiz on key terms and concepts in [Insert Specific Science Topic] for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]."

12. "Generate a practical lab quiz that tests the students' skills in conducting a specific experiment in [Insert Specific Science] for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]."

Miscellaneous

13. "Compile a list of engaging documentaries or video resources related to [Insert Specific Science Topic] suitable for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]. Annotate each with its key learning points and potential discussion questions."

14. "Generate a detailed plan for a [Insert Duration]-minute experiment on [Insert Specific Topic, e.g., chemical reactions, plant growth] for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]. Include objectives, materials needed, safety precautions, and step-by-step procedures."

15. "Create a guide on how to use [Insert Specific Software, e.g., Excel, Google Sheets] for data analysis in [Insert Specific Science]. Include step-by-step instructions for basic functions like creating graphs, calculating averages, and performing simple statistical tests for [Insert Year Group]."

MODERN FOREIGN LANGUAGES

Workload Reduction
1. "Develop a 'Language Bingo' game focused on [Insert target vocab]. This serves as a self-directed learning and assessment tool for [Insert Year Group] learning [Insert language or course/curriculum] in [Insert your country]."
2. "Create a set of 'Quick Fire Questions' on flashcards that incorporate [Insert target vocab]. This reduces the time spent on formal assessments for [Insert Year Group] learning the [Insert language or course/ curriculum] in [Insert your country]."
3. "Generate a set of conversation starters and questions in [Insert target language] related to the [Insert current key vocab or field of learning/study] in [Insert language or course/curriculum].

Speaking
4. "Generate a list of 'Language Challenges,' in [Insert target language] such as tongue twisters or quick debates, for a [Insert Duration]-minute lesson. Include objectives, direct instruction elements, and assessment methods to improve speaking and listening skills for [Insert Year Group] in [Insert your country]."
5. "Design a 'Talk Show' lesson plan for a [Insert Duration]-minute lesson where students take on the roles of host, guest, and audience. Include objectives and assessment methods, focusing on different speaking styles like interviewing and storytelling in [Insert Specific Language]."
6. "Create a 'Cultural Exchange Fair' lesson plan for a [Duration]-minute lesson where students prepare and present on various cultural aspects of the target language country, such as food, music, or traditions. Include objectives and assessment methods, adding a speaking component where they must interact with 'visitors' in [Insert target language]."

Listening/Comprehension
7. "Develop a 'Listening Scavenger Hunt' where students have to listen to a dialogue or story and find specific information or keywords for [Insert Year Group] learning the [Insert language or course/ curriculum] in [Insert your country]."
8. "Create a 'Podcast Review' assignment where students listen to a podcast in [Insert target language] and then discuss or write about its main points and new vocabulary they learned."
9. "Design a 'Movie Clip Quiz' where students watch short clips from films in [Insert target language] and answer comprehension questions for [Insert Year Group] learning the [Insert language or course/ curriculum] in [Insert your country]."

MODERN FOREIGN LANGUAGES

Writing

10. "Generate a list of 'Creative Writing Prompts' that focus on using new vocabulary and complex sentences for [Insert Year Group] learning the [Insert language or course/curriculum] in [Insert your country]."

11. "Design a 'Pen Pal Exchange' project where students correspond with students from a country where [Insert target language] is spoken. Include objectives and assessment methods for [Insert Year Group] learning the [Insert language or course/curriculum] in [Insert your country]."

12. "Create a 'Language Portfolio' template where students can compile their best written work, along with reflections on their progress, for [Year Group] learning the [Insert language or course/ curriculum] in [Insert your country]."

Miscellaneous

13. "Generate a list of 'Cultural Exploration Activities,' from [Insert target country] such as cooking a traditional dish or exploring a cultural festival, that students can do outside of class for extra credit."

14. "Create a 'Language Learning Roadmap' template that outlines the key milestones and objectives for the academic year for [Insert Year Group] learning [Insert target language]."

15. "Design a 'Virtual Field Trip' lesson plan for a [Insert Duration]-lesson where students explore a city or region where the target language is spoken, using online resources. Include objectives and assessment methods for [Insert Year Group] learning [Insert target language]."

HISTORY

Workload Reduction

1. "Generate a list of key terms and definitions for the [Insert current unit or topic] to distribute to [Insert Year Group] learning about [Insert specific historical period or event], reducing the time spent on vocabulary instruction."

2. "Create a set of 'Quick Fire Questions' that can be used for spontaneous classroom quizzes or entry/exit tickets, reducing the time spent on formal assessments for [Insert Year Group] learning about [Insert specific historical period or event] in [Insert course/curriculum]."

3. "Generate a list of quotes and the names of the individuals who said them, related to [Insert specific historical period or event]. This can be used in a mix and match exercise to help [Insert Year Group] learning [Insert course/curriculum] in [Insert your country] identify who said which quote."

Resource creation

4. "Design a timeline template focusing on [Insert specific historical period or event] that can be filled in by students as they learn, for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

5. "Generate a list of primary and secondary sources related to [Insert specific historical period or event] for [Year Group] learning [Insert course/curriculum] in [Insert your country]."

6. "Create a 'Historical Figure Profile' template that students can use to research and present on various historical figures, for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

Lesson Planning

7. "Develop a lesson plan focused on [Insert specific historical event or period] for a [Insert Duration]-minute lesson. Include objectives, direct instruction elements, and assessment methods for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

8. "Design a 'Debate Day' lesson plan where students argue for or against a particular historical decision or action. Include objectives and assessment methods for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

9. "Create a 'Historical Investigation' lesson plan for a [Insert Duration]-minute lesson, where students use primary and secondary sources to answer a historical question around [Insert specific historical period or event] that they are studying. Include objectives and assessment methods for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

HISTORY

Quiz Creation

10. "Generate a multiple-choice quiz focusing on [Insert specific historical period or event] with an answer key for [Year Group], with increasing complexity linked to [Insert your choice e.g. Bloom's/ SOLO] taxonomy."

11. "Design a 'Picture Quiz' where students have to identify historical figures, artefacts, or locations related to [Insert specific historical period or event] for [Insert Year Group]"

12. "Create a 'Fill-in-the-Blank' quiz based on [Insert specific historical period or event] for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

Miscellaneous

13. "Generate a list of 'Extra Credit Opportunities' related to [Insert specific historical period or event], such as museum visits or book reviews, that students can complete for additional credit."

14. "Generate key dates and brief event descriptions for [Insert specific historical period or event]. Ideal for a timeline activity for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

15. "Design a 'Virtual Field Trip' lesson plan where students explore a historical site or museum using online resources. Include objectives and assessment methods for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

GEOGRAPHY

Workload Reduction

1. "Generate a list of geographical terms and their definitions related to [Insert current unit or topic], reducing the time spent on vocabulary instruction for [Insert Year Group] learning [Insert course/ curriculum] in [Insert your country]."

2. "Create a set of 'Geography Quick Facts' cards related to [Insert current unit or topic] for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

3. "Generate a detailed outline for a presentation on [Insert geographical topic], to include a multiple-choice quiz with answers. Designed to speed up lesson resource creation for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

Resource creation

4. "Generate a set of flashcards featuring key geographical landmarks and their locations, suitable for quick classroom activities or revision for [Insert Year Group] learning [Insert course/ curriculum] in [Insert your country]."

5. "Generate a list of case studies related to [Insert specific geographical issue], each with an overview and explanation of its relevance to [Insert specific geographical issue], for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

6. "Generate a GIS (Geographic Information System) activity using ESRI's ArcGIS platform focused on [Insert specific geographical issue or topic]. Include step-by-step instructions and learning objectives for [Insert Year Group] in [Insert your country]."

Lesson Planning

7. "Develop a lesson plan focused on [Insert specific geographical issue or topic] for a [Insert Duration]minute lesson. Include objectives, direct instruction elements, and assessment methods for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

8. "Design a 'Geography Game Day' lesson plan incorporating interactive games like 'Geography Bingo' focused on [Insert geography topic] for a [Insert Duration]-minute lesson. Include objectives, assessment methods, and create the bingo cards with facts and a set of flashcards for quick recall activities for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

9. "Create a 'Virtual Field Study' lesson plan for a [Insert Duration]-minute lesson where students use data on [Insert local geographical feature] from the Internet. Include objectives and assessment methods for [Insert Year Group] learning [Insert about topic] on [Insert their course]."

Quiz Creation

10. "Generate a multiple-choice quiz focusing on [Insert specific geographical issue or topic] with an answer key for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country], with increasing complexity linked to [Insert your choice e.g. Bloom's/SOLO] taxonomy."

11. "Design a 'Map Quiz' where students have to identify countries, capitals, or geographical features related to [Insert specific geographical issue or topic] for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

12. "Create a 'Weather and Climate' fill-in-the-blank quiz for [Insert Year Group] learning [Insert course/ curriculum] in [Insert your country]."

Miscellaneous

13. "Generate a list of 'Extra Credit Opportunities' related to [Insert specific geographical issue or topic], such as eco-friendly projects or local field visits, for [Insert Year Group] studying Geography."

14. "Generate a set of debate topics and accompanying resources related to [Insert specific geographical issue or topic]. Include key arguments for and against, as well as relevant data and statistics, for [Insert Year Group] learning about [Insert topic] in [Insert your country]."

15. "Design a 'Virtual Expedition' lesson plan where students explore a geographical location using online resources like Google Earth. Include objectives and assessment methods for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

COMPUTING

Workload Reduction

1. "Generate a list of computing terms and their definitions related to [Insert current unit or topic], reducing the time spent on vocabulary instruction for [Insert Year Group] learning [Insert course/ curriculum] in [Insert your country]."

2. "Create a set of 'Computing Quick Facts' cards related to [Insert current unit or topic] for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

3. "Generate a detailed outline for a presentation on [Insert computing topic], to include a multiple-choice quiz with answers. Designed to speed up lesson resource creation for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

Resource creation

4. "Generate a set of flashcards featuring key computing terms, suitable for quick classroom activities or revision for [Insert Year Group] learning [Insert course/ curriculum] in [Insert your country]."

5. "Summarise key concepts on [Insert Specific Computing Topic] suitable for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]."

6. "Compile a list of reputable online resources for [Insert Specific Computing Topic] suitable for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]. Annotate each with its level of difficulty and type of content."

Lesson Planning

7. "Develop a lesson plan focused on [Insert specific Computing issue or topic] for a [Insert Duration]minute lesson. Include objectives, direct instruction elements, and assessment methods for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

8. "Design a 'Computing Game Day' lesson plan incorporating interactive games like 'Computers Bingo' focused on [Insert Computing topic] for a [Insert Duration]-minute lesson. Include objectives, assessment methods, and create the bingo cards with facts and a set of flashcards for quick recall activities for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

9. "Create a 'Virtual Case Study' lesson plan for a [Insert Duration]-minute lesson where students use data on [Insert local computing feature] from the Internet. Include objectives and assessment methods for [Insert Year Group] learning [Insert about topic] on [Insert their course]."

Quiz Creation

10. "Generate a multiple-choice quiz focusing on [Insert specific computing issue or topic] with an answer key for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country], with increasing complexity linked to [Insert your choice e.g. Bloom's/SOLO] taxonomy."

11. "Design a 'Computer Quiz' where students have to identify [insert key terms] related to [Insert specific computing issue or topic] for [Insert Year Group] learning [Insert course/curriculum] in [Insert your country]."

12. "Create a [Insert key terms] fill-in-the-blank quiz for [Insert Year Group] learning [Insert course/ curriculum] in [Insert your country]."

Miscellaneous

13. "Generate a list of 'Extra Credit Opportunities' related to [Insert specific computing issue or topic], to help students explore [insert computing topic], for [Insert Year Group] studying Computing."

14. "Generate a set of debate topics and accompanying resources related to [Insert specific computing ethical issue or topic]. Include key arguments for and against, as well as relevant data and statistics, for [Insert Year Group] learning about [Insert topic] in [Insert your country]."

15. "Develop a set of enrichment activities related to [Insert Computing Topic] for [Insert Year Group] following the [Insert course or curriculum] in [Insert your country]. Include real-world applications, extension tasks, and cross-curricular links to other subjects."

BUSINESS STUDIES

Workload Reduction
1. "Generate a list of key business terms and their definitions related to [current unit or topic], designed to help students with retrieval practice and promote self-testing for [Year Group] learning [Insert course/curriculum] in [Insert your country]."
2. "Create a set of discussion questions related to [current business topic or case study], complete with model answers, to facilitate classroom discussion and reduce prep time for [Year Group] learning [Insert course/curriculum] in [Insert your country]."
3. "Generate a template for a SWOT analysis related to [specific business case study], including guiding questions to help students fill it in, for [Year Group] learning [Insert course]."

Resource creation
4. "Generate a list of questions and activities related to the 7Ps of the marketing mix (Product, Price, Promotion, Place, People, Packaging, Process) for [Year Group] learning [Insert course]."
5. "Create a set of case study summaries related to [specific business topic or sector], each accompanied by key discussion points, for [Year Group] learning [Insert course/curriculum] in [Insert your country]."
6. "Create a set of mix-and-match flashcards covering key terms and definitions related to [insert business legislation]. Designed to facilitate quick review and self-testing for [Year Group] learning [Insert course]."

Lesson Planning
7. "Design a lesson plan focused on [specific business topic or sector] that incorporates real-world examples, objectives, and assessment methods for a [Duration]-minute lesson for [Year Group] learning [Insert course/curriculum] in [Insert your country]."
8. "Generate a lesson plan for teaching 'Business Structures' ([insert business types here]) that includes a variety of teaching methods and assessments for [Year Group] learning [Insert course/curriculum] in [Insert your country]."
9. "Create a lesson plan for a [Duration]-minute lesson on 'An introduction to [insert topic here],' including objectives, direct instruction elements, and assessment methods for [Year Group] learning [Insert course/curriculum] in [Insert your country]."

BUSINESS STUDIES

Quiz Creation

10. "Generate a quiz on [insert topic here] with multiple-choice, true/false, and short answer questions, including the answer key, for [Year Group] learning [Insert course/ curriculum] in [Insert your country]."

11. "Create a quiz on [insert topic here], incorporating case studies and scenarios, for [Year Group] learning [Insert course/curriculum] in [Insert your country]."

12. "Design a quiz on [insert topic here], including questions that require critical thinking and application, for [Year Group] learning [Insert course/curriculum] in [Insert your country]."

Miscellaneous

13. "Generate a list of 'Entrepreneurial Challenges,' such as pitch competitions or business simulations, complete with rules and judging criteria, for [Year Group] learning [Insert course/ curriculum] in [Insert your country]."

14. "Create a 'Business Book Club' reading list, complete with discussion questions for each book, aimed at enriching business knowledge for [Year Group] learning [Insert course/curriculum] in [Insert your country]."

15. "Generate a list of key business leaders and their contributions for a 'Who's Who in Business' activity for [Year Group] learning [Insert course/curriculum] in [Insert your country]."

RELIGIOUS STUDIES

Workload Reduction

1. "Generate a list of discussion questions around [Insert Topic] that can be used for multiple lessons, reducing the time spent on lesson preparation for [Insert Year Group] studying Religious Studies."

2. "Create a set of flashcards with key terms and definitions related to [Insert Topic] for [Insert Year Group] studying Religious Studies."

3. "Create a bank of essay questions on [Insert Topic] that can be used for assessments, reducing the time spent on exam preparation for [Insert Year Group] studying Religious Studies."

Resource creation

4. "Design a 'Comparative Religion' interactive worksheet that students can fill in as they learn, for [Insert Year Group] studying Religious Studies."

5. "Create a set of case studies related to [Insert Topic] for [Year Group] studying Religious Studies."

6. "Compile a list of multimedia resources, such as videos and articles, related to [Insert Topic] for [Insert Year Group] studying Religious Studies."

Lesson Planning

7. "Design a [Insert duration]-minute lesson plan on [Insert Topic] for [Insert Year Group] studying Religious Studies. Include objectives, direct instruction elements, assessment methods, and an activity for students to demonstrate learning."

8. "Create a [Insert duration]-minute lesson plan that incorporates various religious perspectives on [Insert Topic] for [Year Group] studying Religious Studies. Include objectives, direct instruction elements, assessment methods, and an activity for students to demonstrate learning."

9. "Plan a [Insert duration]-minute lesson that explores the historical context of [Insert Topic] for [Insert Year Group] studying Religious Studies. Include objectives, direct instruction elements, assessment methods, and an activity for students to demonstrate learning."

RELIGIOUS STUDIES

Quiz Creation

10. "Generate a multiple-choice quiz on [Insert Topic] with answers and explanations for [Insert Year Group] studying Religious Studies. Questions should increase in complexity linked to [insert taxonomy, e.g. Blooms/SOLO] taxonomy."

11. "Create a 'True or False' quiz on [Insert Topic] with answers and explanations for [Insert Year Group] studying Religious Studies. Questions should increase in complexity linked to [insert taxonomy, e.g. Blooms/SOLO] taxonomy."

12. "Design a 'Fill in the Blanks' quiz on [Insert Topic] with answers and explanations for [Insert Year Group] studying Religious Studies. Questions should increase in complexity linked to [insert taxonomy, e.g. Blooms/SOLO] taxonomy."

Miscellaneous

13. "Create a 'Religious Studies Glossary' that students can add to throughout the year, for [Insert Year Group] studying Religious Studies."

14. "Design a 'Religious Timeline' template that students can fill in as they learn about different religious events and figures, for [Insert Year Group] studying Religious Studies."

15. "Generate a list of recommended reading materials, such as books and articles, related to [Insert Topic] for [Insert Year Group] studying Religious Studies."

TECHNOLOGY & DESIGN

Workload Reduction

1. "Generate a list of research questions around [Insert Topic] that can be used for multiple lessons, reducing the time spent on lesson preparation for [Insert Year Group] studying Technology & Design."

2. "Create a set of flashcards with key terms and definitions related to [Insert Topic] for [Insert Year Group] studying Technology & Design."

3. "Create a bank of questions on [Insert Topic] that can be used for assessments, reducing the time spent on exam preparation for [Insert Year Group] studying Technology & Design."

Resource creation

4. "Design an interactive worksheet that students can fill in as they learn, for [Insert Year Group] studying Technology & Design."

5. "Create a set of case studies related to [Insert Topic] for [Year Group] studying Technology & Design."

6. "Compile a list of multimedia resources, such as videos and articles, related to [Insert Topic] for [Insert Year Group] studying Technology & Design."

Lesson Planning

7. "Design a [Insert duration]-minute lesson plan on [Insert Topic] for [Insert Year Group] studying Technology & Design. Include objectives, direct instruction elements, assessment methods, and an activity for students to demonstrate learning."

8. "Create a [Insert duration]-minute lesson plan that incorporates various perspectives on [Insert Topic] for [Year Group] studying Technology & Design. Include objectives, direct instruction elements, assessment methods, and an activity for students to demonstrate learning."

9. "Plan a [Insert duration]-minute lesson that explores the context of [Insert Topic] for [Insert Year Group] studying Technology & Design. Include objectives, direct instruction elements, assessment methods, and an activity for students to demonstrate learning."

TECHNOLOGY & DESIGN

Quiz Creation

10. "Generate a multiple-choice quiz on [Insert Topic] with answers and explanations for [Insert Year Group] studying Technology & Design. Questions should increase in complexity linked to [insert taxonomy, e.g. Blooms/SOLO] taxonomy."

11. "Create a 'True or False' quiz on [Insert Topic] with answers and explanations for [Insert Year Group] studying Technology & Design. Questions should increase in complexity linked to [insert taxonomy, e.g. Blooms/SOLO] taxonomy."

12. "Design a 'Fill in the Blanks' quiz on [Insert Topic] with answers and explanations for [Insert Year Group] studying Technology & Design. Questions should increase in complexity linked to [insert taxonomy, e.g. Blooms/SOLO] taxonomy."

Miscellaneous

13. "Create a 'Technology & Design Glossary' that students can add to throughout the year, for [Insert Year Group] studying Technology & Design."

14. "Design a 'Concept' template that students can fill in as they learn about different technology concepts and , for [Insert Year Group] studying Technology & Design"

15. "Generate a list of recommended reading materials, such as books, articles, and online materials related to [Insert Topic] for [Insert Year Group] studying Technology & Design."

HOME ECONOMICS

Workload Reduction

1. "Generate a list of discussion questions around [Insert Topic] that can be used for multiple lessons, reducing the time spent on lesson preparation for [Insert Year Group] studying Home Economics."

2. "Create a set of flashcards with key terms and definitions related to [Insert Topic] for [Insert Year Group] studying Home Economics."

3. "Create a bank of extended questions on [Insert Topic] that can be used for assessments, reducing the time spent on exam preparation for [Insert Year Group] studying Home Economics."

Resource creation

4. "Design an interactive worksheet that students can fill in as they learn, for [Insert Year Group] studying Home Economics."

5. "Create a set of case studies related to [Insert Topic] for [Year Group] studying Home Economics."

6. "Compile a list of multimedia resources, such as videos and articles, related to [Insert Topic] for [Insert Year Group] studying Home Economics."

Lesson Planning

7. "Design a [Insert duration]-minute lesson plan on [Insert Topic] for [Insert Year Group] studying Home Economics. Include objectives, direct instruction elements, assessment methods, and an activity for students to demonstrate learning."

8. "Create a [Insert duration]-minute lesson plan that incorporates various religious perspectives on [Insert Topic] for [Year Group] studying Home Economics Include objectives, direct instruction elements, assessment methods, and an activity for students to demonstrate learning."

9. "Plan a [Insert duration]-minute lesson that explores the nutritional context of [Insert Topic] for [Insert Year Group] studying Home Economics. Include objectives, direct instruction elements, assessment methods, and an activity for students to demonstrate learning."

HOME ECONOMICS

Quiz Creation

10. "Generate a multiple-choice quiz on [Insert Topic] with answers and explanations for [Insert Year Group] studying Home Economics. Questions should increase in complexity linked to [insert taxonomy, e.g. Blooms/SOLO] taxonomy."

11. "Create a 'True or False' quiz on [Insert Topic] with answers and explanations for [Insert Year Group] studying Home Economics. Questions should increase in complexity linked to [insert taxonomy, e.g. Blooms/SOLO] taxonomy."

12. "Design a 'Fill in the Blanks' quiz on [Insert Topic] with answers and explanations for [Insert Year Group] studying Home Economics. Questions should increase in complexity linked to [insert taxonomy, e.g. Blooms/SOLO] taxonomy."

Miscellaneous

13. "Create a 'Home Economics Glossary' that students can add to throughout the year, for [Insert Year Group] studying Home Economics."

14. "Design a template that students can fill in as they learn about different concept and processes, for [Insert Year Group] studying Home Economics."

15. "Generate a list of recommended reading materials, such as books and articles, related to [Insert Topic] for [Insert Year Group] studying Home Economics."

PSYCHOLOGY

Workload Reduction

1. "Generate a list of discussion questions around [Insert Topic] that can be used for multiple lessons, reducing the time spent on lesson preparation for [Insert Year Group] studying Psychology."

2. "Create a set of flashcards with key terms and definitions related to [Insert Topic] for [Insert Year Group] studying Psychology"

3. "Create a bank of essay questions on [Insert Topic] that can be used for assessments, reducing the time spent on exam preparation for [Insert Year Group] studying Psychology."

Resource creation

4. "Design a 'Comparative Strands of Psychology' interactive worksheet that students can fill in as they learn, for [Insert Year Group] studying Psychology."

5. "Create a set of case studies related to [Insert Topic] for [Year Group] studying Psychology."

6. "Compile a list of multimedia resources, such as videos and articles, related to [Insert Topic] for [Insert Year Group] studying ." Psychology

Lesson Planning

7. "Design a [Insert duration]-minute lesson plan on [Insert Topic] for [Insert Year Group] studying Psychology. Include objectives, direct instruction elements, assessment methods, and an activity for students to demonstrate learning."

8. "Create a [Insert duration]-minute lesson plan that incorporates various religious perspectives on [Insert Topic] for [Year Group] studying Psychology. Include objectives, direct instruction elements, assessment methods, and an activity for students to demonstrate learning."

9. "Plan a [Insert duration]-minute lesson that explores the historical context of [Insert Topic] for [Insert Year Group] studying Psychology. Include objectives, direct instruction elements, assessment methods, and an activity for students to demonstrate learning."

PSYCHOLOGY

Quiz Creation

10. "Generate a multiple-choice quiz on [Insert Topic] with answers and explanations for [Insert Year Group] studying Psychology. Questions should increase in complexity linked to [insert taxonomy, e.g. Blooms/SOLO] taxonomy."

11. "Create a 'True or False' quiz on [Insert Topic] with answers and explanations for [Insert Year Group] studying Psychology. Questions should increase in complexity linked to [insert taxonomy, e.g. Blooms/SOLO] taxonomy."

12. "Design a 'Fill in the Blanks' quiz on [Insert Topic] with answers and explanations for [Insert Year Group] studying Psychology. Questions should increase in complexity linked to [insert taxonomy, e.g. Blooms/SOLO] taxonomy."

Miscellaneous

13. "Create a 'Psychology Glossary' that students can add to throughout the year, for [Insert Year Group] studying Psychology."

14. "Design a 'Psychology Timeline' template that students can fill in as they learn about different fields within Psychology and prominent figures, for [Insert Year Group] studying Psychology."

15. "Generate a list of recommended reading materials, such as books and articles, related to [Insert Topic] for [Insert Year Group] studying Psychology."

REPORTS

ChatGPT does a pretty good job of writing reports, depending on the instructions and information you give it. Here's a prompt that will help you:

1. "You are a [insert subject] teacher in a post-primary school in [insert country]. Write a [Insert Winter/Summer] report for a female in [insert year goup] and their progress in [Insert School Subject]. She has made [insert level] progress this [insert time period: term/year] and scored [Insert percentage mark] in her recent examination. Her level of participation in class is [insert descriptor]. She needs to work on [insert areas for development] but has developed in her ability to [insert area of learning]. Make the report [insert profesional descriptor (positive/professional/serious etc.)]. Keep the report comment to [insert word limit] words.

The results from this prompt are promising - a process that many post-primary school teachers will know is a huge drain on time. Working to all or part of the response given to this prompt will streamline the report writing process and reduce the writing of reports to an editing process and no issues with a spellcheck!

FINAL THOUGHTS

> If you are not willing to learn, no one can help you.
> If you are determined to learn, no one can stop you.

FINAL THOUGHTS

While the example of Tay occurred in 2016, nearly 10 years later we can see the importance and role of ethics and bias in modern day society. The recent American election and the points raised, show the importance of ethics and bias. We could point to court proceedings concerning President Donald Trump as an ethical issue: should a convicted criminal be allowed to hold office? If we say no to this question, then what implications would it have for Northern Irish politics (the authors home) - should Sinn Fein, a political party who has roots in a terrorist organisation be allowed to hold office? Equally so for Hamas or other political/terrorist groups.

The matter as you can see becomes very murky, very quickly and remember, this is not a political discourse, but a technological guide! I'm more than happy to step back from the politics, but the issue of ethics and bias is prevalent in society. This also crosses into technology and our use of AI. It is this point that we need to be very aware of. It is our job as teachers to ensure that students can recognise fake news. This job has become much harder with the existence and public usage of AI.

The simple advice we can give here, is to treat AI like you would a child in your classroom, in that as a teacher, you need to check their work. This is not just for errors, factual mistakes or hallucinations (made up sections), but also for any bias that is contained within their responses.

Another crucial point to remember is the need for data privacy. You might want to share personal data when structuring a prompt, but we need to be clear on GDPR. It may be good practice to complete a Data Protection Impact Assessment before deciding to use AI in this way. Remember, it is learning from us in the questions we ask it, the information we provide it and in the repeated accuracy of the answers that it gives. At no point should we ever upload confidential documents and make sure to turn off the feature built in to tools like Chat GPT. It creates an extra barrier to sharing a confidential document accidentally.

Of course, for some teachers, the presence of questionable ethics or bias may be advantageous. Psychology, Religious Education, History or Politics teachers may want to create content that is intentionally biased, or displays a less-than desirable form of ethics, in order to generate discussion or debate - this is obviously a different scenario and will be included in the prompt, to demonstrate a questionable position.

FINAL THOUGHTS

The simple truth here is that the individual teacher can, in a safe and structured environment, introduce points of view that can be designed to challenge, evoke a response to generate debate and discussion.
The more discerning of you will recognise that we will probably never need AI for that - we already have social media and outspoken politicians to give us all the material we might ever need!

But the landscape of technologically-aided learning design is in front of us and accessible in ways that we have never seen before. It's up to us to decide how to make best use of this opportunity. But one thing is absolutely certain - AI is not, and will not go away. That much should have been obvious when Microsoft invested $13 billion into OpenAI.

At the very least - if AI can generate your reports while you get to spend more time with your family, friends and loved ones - is that so bad?

Michael Johnston
The EdTechist

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> The future of the world is in your classroom today.

BIBLIOGRAPHY

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