

**Teachers Education Academy**

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# **PROMPT ENGINEERING FOR EDUCATORS**

## **A Practical Guide to Using Artificial Intelligence Effectively in Teaching and Learning**

### **FREE RESOURCE**

**Prepared by**

**Teachers Education Academy (TEA)**

Empowering Educators. Inspiring Learners.

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## About this Guide

This practical guide has been developed to help educators understand the fundamentals of prompt engineering and use Artificial Intelligence (AI) effectively, ethically, and confidently in teaching and learning. It provides practical strategies, ready-to-use prompt templates, classroom examples, and best practices that can be immediately applied in educational settings.

Whether you are new to AI or already exploring its possibilities, this guide will support you in creating better prompts, improving AI-generated responses, and integrating AI into your daily teaching practice.

## First Edition

03.08.2026

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### Publisher

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## Introduction

Artificial Intelligence is rapidly becoming one of the most influential technologies in education. From lesson planning and assessment design to personalised learning and administrative support, AI has the potential to save educators valuable time while enhancing creativity and improving learning experiences.

However, the quality of AI-generated content depends largely on the quality of the instructions provided to the AI. This skill—known as **Prompt Engineering**—has become an essential digital competence for modern educators.

Prompt engineering is not about programming or technical expertise. Instead, it is the ability to communicate clearly with AI systems to obtain accurate, relevant, and useful responses.

For teachers, mastering this skill means:

- Creating high-quality lesson plans in minutes.
- Designing engaging classroom activities.
- Developing differentiated learning materials.
- Producing assessments and rubrics more efficiently.
- Generating creative ideas for projects and student engagement.
- Supporting administrative tasks with greater efficiency.

This guide has been designed specifically for educators. Rather than focusing on technical concepts, it provides practical strategies, proven frameworks, classroom examples, and ready-to-use prompt templates that can be applied immediately.

Whether you teach primary education, secondary education, vocational education, higher education, or adult learning, the principles presented in this guide will help you collaborate more effectively with AI while maintaining your professional expertise and pedagogical judgment.

Artificial Intelligence will not replace great teachers.

But educators who know how to work effectively with AI will be better equipped to inspire, support, and empower learners in an increasingly digital world.

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## Chapter 1

### What is Prompt Engineering?

Artificial Intelligence (AI) has transformed the way educators create learning materials, plan lessons, assess student work, and organise daily tasks. However, AI does not think or understand in the same way humans do. Instead, it generates responses based on the instructions it receives.

These instructions are called **prompts**.

A prompt can be as simple as a short question or as detailed as a carefully structured set of instructions. The quality of an AI response depends largely on how clearly and precisely the prompt is written.

This process of designing effective prompts is known as **Prompt Engineering**.

Prompt engineering is the practice of communicating with AI systems in a way that produces accurate, relevant, and useful outputs. It is not programming, and it does not require advanced technical knowledge. Instead, it is a communication skill that combines clear thinking, subject knowledge, and purposeful instruction.

For educators, prompt engineering is becoming an essential professional competence. It enables teachers to collaborate with AI efficiently while maintaining full control over the educational content they create.

### Prompt vs. Prompt Engineering

Many people believe that using AI simply means asking questions. In reality, there is a significant difference between asking a question and engineering a prompt.

| Simple Prompt                         | Engineered Prompt                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Create a lesson about climate change. | You are an experienced secondary school Geography teacher. Design a 45-minute lesson on climate change for 14-year-old students. Include learning objectives, an engaging starter activity, collaborative learning tasks, assessment methods, differentiation strategies, and a homework assignment. Present the lesson in a clear table format. |

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The second prompt provides context, defines the audience, specifies the format, and clarifies the expected outcome. As a result, the AI is much more likely to generate a useful response.

### Why Prompt Engineering Matters

Prompt engineering helps educators to:

- Save valuable preparation time.
- Improve the quality of AI-generated content.
- Receive more accurate and relevant responses.
- Reduce repetitive editing.
- Encourage creativity and innovation.
- Personalise learning materials.
- Produce consistent educational resources.

Rather than replacing professional expertise, prompt engineering enhances it by allowing educators to focus more on teaching and less on routine content creation.

### A Simple Analogy

Imagine asking a taxi driver:

"Take me somewhere nice."

You may arrive at an interesting destination, but it may not be the place you had in mind.

Now imagine saying:

"Please take me to the National Museum in the city centre using the quickest route."

The destination is clear, the expectations are specific, and the outcome is far more predictable.

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Working with AI follows the same principle. The clearer your instructions, the better the results.

### **Key Takeaway**

**AI is only as effective as the prompt it receives.**

Learning prompt engineering is not about learning how AI works internally; it is about learning how to communicate effectively with AI to achieve educational goals.



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### **Chapter 2**

#### **Understanding How AI Works**

Before writing effective prompts, it is helpful to understand how AI generates responses. Although modern AI systems appear conversational, they do not think, reason, or understand information in the same way humans do.

Instead, they analyse patterns in language and generate responses based on the information provided in the prompt and the knowledge acquired during training.

Understanding these limitations helps educators use AI more effectively and responsibly.

#### **AI Does Not Think Like Humans**

AI does not possess consciousness, emotions, beliefs, or personal experiences.

It does not "know" facts in the human sense.

Instead, it predicts the most appropriate sequence of words based on patterns learned from large amounts of text.

This distinction is important because AI responses may sound confident even when they contain inaccuracies.

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### AI Works Best with Context

The more context you provide, the more useful the response becomes.

Compare these two prompts:

#### ✗ Without context

Explain fractions.

#### With context

Explain fractions to a Year 4 pupil using simple language, everyday examples, and one practical classroom activity.

The second prompt provides information about:

- the learner,
- the language level,
- the teaching purpose,
- the expected style.

Consequently, the AI can generate a much more appropriate response.

### AI Does Not Know Your Classroom

AI has no knowledge of:

- your students,
- your curriculum,
- your school policies,
- your assessment criteria,
- your teaching style,

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unless you explicitly include that information in your prompt.

Always provide the necessary educational context.

### AI Can Make Mistakes

AI may occasionally:

- invent references,
- provide incorrect facts,
- misunderstand the request,
- produce outdated information,
- generate biased responses.

For this reason, educators should always review AI-generated content before using it with learners.

### Professional judgement remains essential.

#### AI is a Collaborative Tool

Think of AI as an intelligent teaching assistant rather than an expert teacher.

It can:

- generate ideas,
- organise information,
- draft resources,
- suggest activities,
- improve writing,
- create examples,

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but final educational decisions should always remain with the educator.

### Reflection Question

Before moving to the next chapter, consider the following:

*How could better instructions improve the quality of AI responses in your own teaching practice?*



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### **Chapter 3**

#### **The Anatomy of an Effective Prompt**

One of the most common misconceptions about Artificial Intelligence is that better results require more advanced technology. In reality, the quality of AI-generated responses depends primarily on the quality of the instructions provided.

A well-designed prompt acts like a clear lesson plan. It tells the AI what to do, how to do it, for whom the content is intended, and how the final response should be presented.

The more precise the prompt, the more useful the outcome.

#### **Every Effective Prompt Answers Six Questions**

Before writing a prompt, ask yourself these questions.

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| Question                              | Purpose                                                           |
|---------------------------------------|-------------------------------------------------------------------|
| Who is the AI supposed to be?         | Defines the role or expertise.                                    |
| What should the AI do?                | Specifies the task.                                               |
| Who is the audience?                  | Identifies learners or readers.                                   |
| What context is important?            | Provides background information.                                  |
| How should the response be presented? | Determines the output format.                                     |
| Are there any constraints?            | Sets boundaries such as length, tone, or curriculum requirements. |

These six elements form the foundation of high-quality prompts.

### Component 1 - Define the Role

AI performs better when it understands the perspective from which it should respond.

Instead of asking:

Explain photosynthesis.

Try:

You are an experienced secondary school Biology teacher.

or

You are a literacy specialist working with primary school pupils.

or

You are an instructional designer creating teacher training materials.

Assigning a role helps the AI adopt the appropriate vocabulary, level of expertise, and teaching approach.

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### Classroom Example

#### Weak Prompt

Create a lesson about volcanoes.

#### Improved Prompt

You are an experienced Year 6 Geography teacher. Design an engaging lesson about volcanoes using inquiry-based learning strategies.

Notice how simply defining the role immediately makes the request more focused.

#### Component 2 – Define the Task

Clearly state what you expect AI to produce.

Examples include:

- Write
- Explain
- Design
- Compare
- Analyse
- Summarise
- Create
- Evaluate
- Generate
- Rewrite
- Improve
- Translate

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- Develop

Avoid vague requests such as:

Help me.

Instead, write:

Design a 60-minute lesson plan.

or

Create five formative assessment questions.

or

Develop a project-based learning activity.

The clearer the task, the better the result.

### Component 3 – Describe the Audience

Educational content should always be designed for a specific group of learners.

Include information such as:

- Age
- Year level
- Subject
- English proficiency
- Learning needs
- Prior knowledge

Example:

The learners are Year 8 students with mixed ability levels.

or

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The learners are adult vocational students studying hospitality.

or

The learners are primary pupils with emerging English language skills.

This information allows AI to adjust both language and complexity.

### Component 4 – Provide Context

Context transforms generic responses into meaningful educational resources.

Instead of writing:

Create a quiz.

Provide context.

Create a ten-question quiz following a lesson on renewable energy. Students have already explored solar, wind, and hydroelectric power but have not yet studied geothermal energy.

The additional context helps AI avoid irrelevant or inappropriate content.

### Component 5 – Specify the Output Format

Never assume AI knows how you want the information presented.

State the preferred format clearly.

Examples include:

- Table
- Lesson plan
- Checklist
- Rubric
- PowerPoint outline

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- Worksheet
- Multiple-choice questions
- Reflection journal
- Project plan
- Timeline
- Dialogue
- Mind map
- Step-by-step guide

Example:

Present the lesson in a table with five columns:

Learning Objective

Activity

Teacher Actions

Student Actions

Assessment

The AI will usually follow this structure very accurately.

### Component 6 – Add Constraints

Constraints improve precision and reduce unnecessary editing.

Examples:

- Maximum 500 words.
- Use British English.
- Include Bloom's Taxonomy verbs.

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- Follow Universal Design for Learning (UDL) principles.
- Avoid technical vocabulary.
- Use active learning strategies.
- Include differentiation.
- Align with the European Key Competences Framework.
- Include formative assessment only.

Constraints help ensure the output meets your specific educational requirements.

### Putting Everything Together

Consider the following prompt.

You are an experienced secondary school Science teacher. Design a 45-minute lesson introducing ecosystems for Year 7 learners. Include three learning objectives, a collaborative starter activity, two interactive classroom tasks, formative assessment, differentiation strategies for mixed-ability learners, and a homework activity. Present the lesson in a clear table using British English.

Notice how every component is included.

- ✓ Role
- ✓ Task
- ✓ Audience
- ✓ Context
- ✓ Format
- ✓ Constraints

This prompt is likely to produce a much more useful response than a simple request such as:

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Create a lesson on ecosystems.

### Pro Tip

**If your AI response is disappointing, do not immediately start over. Improve your prompt first.**

In most cases, a better prompt leads to a better answer.

### Chapter Summary

An effective prompt usually contains:

- A clearly defined role
- A specific task
- A well-described audience
- Relevant educational context
- A defined output format
- Appropriate constraints

The more information you provide, the more accurately AI can support your teaching objectives.

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### **Chapter 4**

#### **Why Prompt Engineering Matters for Educators**

Artificial Intelligence is reshaping education by providing new opportunities to enhance teaching, learning, assessment, and professional development. However, the effectiveness of AI depends not only on the technology itself but also on the ability of educators to communicate clearly with AI systems.

Prompt engineering has therefore become an essential professional skill. It enables teachers to obtain meaningful, accurate, and context-appropriate responses that support both classroom practice and administrative responsibilities.

Rather than replacing teachers, prompt engineering empowers educators to make better use of AI as a collaborative teaching assistant.

#### **Saving Valuable Time**

One of the greatest benefits of prompt engineering is the ability to reduce the time spent on repetitive tasks.

Teachers often dedicate many hours each week to preparing lesson plans, designing assessments, creating worksheets, writing reports, and producing learning materials. Well-structured prompts allow many of these tasks to be completed more efficiently while maintaining educational quality.

Examples include:

- Creating lesson plans
- Preparing classroom activities
- Designing assessment questions

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- Developing marking rubrics
- Producing homework tasks
- Drafting parent communications
- Preparing professional reports

Saving time on routine work allows educators to focus more on teaching, mentoring, and supporting learners.

### Improving the Quality of AI Responses

The same AI system can produce significantly different results depending on the quality of the prompt.

A vague request often leads to generic responses.

A detailed prompt provides:

- clearer explanations,
- more relevant activities,
- better lesson structures,
- improved assessment ideas,
- content aligned with learner needs.

Prompt engineering therefore improves both efficiency and educational quality.

### Supporting Differentiated Learning

Every classroom contains learners with different abilities, interests, and learning needs.

AI can help teachers create differentiated resources quickly when appropriate information is included in the prompt.

For example, educators can request:

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- simplified reading texts,
- extension activities,
- scaffolded worksheets,
- visual learning supports,
- challenge tasks,
- personalised feedback.

Prompt engineering makes personalised learning more achievable without significantly increasing teacher workload.

### Encouraging Creativity

AI is particularly valuable during the idea-generation stage.

Educators can use prompts to generate:

- engaging lesson starters,
- classroom games,
- project ideas,
- debate topics,
- creative writing activities,
- interdisciplinary learning experiences.

Rather than replacing teacher creativity, AI expands the range of possible ideas.

### Strengthening Assessment Practices

Prompt engineering can support both formative and summative assessment.

Teachers can generate:

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- multiple-choice questions,
- open-ended questions,
- exit tickets,
- observation checklists,
- assessment rubrics,
- self-assessment activities,
- peer-assessment criteria.

These resources should always be reviewed and adapted to suit the curriculum and learner context.

### Supporting Professional Development

Prompt engineering is not only useful in the classroom.

Educators can use AI to:

- summarise educational research,
- explain new teaching strategies,
- prepare presentations,
- develop training materials,
- reflect on teaching practice,
- explore innovative pedagogical approaches.

As lifelong learners, teachers can use AI to support their own continuous professional development.

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### **Preparing Learners for an AI-Powered Future**

Artificial Intelligence is becoming increasingly integrated into higher education, workplaces, and everyday life.

By developing prompt engineering skills, educators are better prepared to:

- model responsible AI use,
- teach digital literacy,
- encourage critical thinking,
- promote ethical technology use,
- prepare learners for future careers.

Teaching students how to interact effectively with AI is becoming an important aspect of digital competence.

### **Prompt Engineering is a Professional Skill**

Prompt engineering should not be viewed as a technical ability reserved for AI specialists.

For educators, it is a communication skill that combines:

- subject expertise,
- pedagogical knowledge,
- critical thinking,
- instructional design,
- digital competence.

Like lesson planning or classroom management, prompt engineering improves through practice and reflection.

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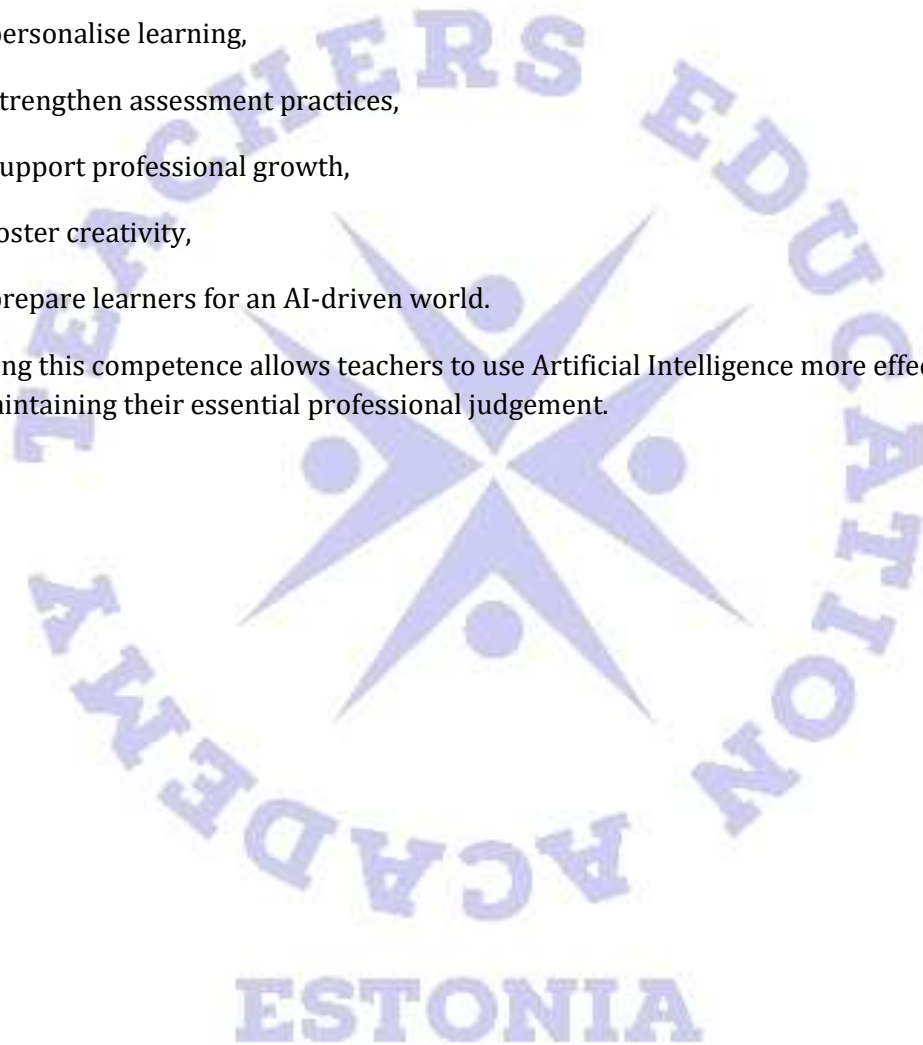
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### Chapter Summary

Prompt engineering enables educators to:

- save preparation time,
- improve the quality of AI-generated content,
- personalise learning,
- strengthen assessment practices,
- support professional growth,
- foster creativity,
- prepare learners for an AI-driven world.

Developing this competence allows teachers to use Artificial Intelligence more effectively while maintaining their essential professional judgement.



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## Chapter 5

### Understanding How AI Works

Artificial Intelligence has become an increasingly valuable tool in education. However, to use it effectively, educators do not need to become computer scientists or software engineers. A basic understanding of how AI generates responses is enough to write better prompts and interpret AI-generated content more critically.

This chapter explains the fundamental concepts behind AI in a clear and practical way, helping educators understand both its strengths and its limitations.

#### What Is Artificial Intelligence?

Artificial Intelligence (AI) refers to computer systems that are designed to perform tasks that typically require human intelligence. These tasks include understanding language, generating text, recognising images, analysing information, solving problems, and supporting decision-making.

Modern AI systems can assist educators by creating lesson plans, explaining complex concepts, generating assessments, drafting reports, and providing creative ideas. However, AI is a tool that supports human expertise rather than replacing it.

#### What Is Generative AI?

Generative AI is a type of Artificial Intelligence capable of creating new content based on the instructions it receives.

Depending on the prompt, generative AI can produce:

- Lesson plans
- Classroom activities
- Worksheets

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- Quizzes
- Assessment rubrics
- Emails
- Reports
- Presentations
- Images
- Computer code
- Learning resources

Unlike traditional software, generative AI does not simply retrieve stored information. Instead, it generates new content based on patterns learned during training.

### Large Language Models (LLMs)

Many popular AI assistants, including ChatGPT, Microsoft Copilot, Google Gemini, and Claude, are powered by **Large Language Models (LLMs)**.

An LLM is trained using vast amounts of text from books, articles, websites, and other publicly available sources. During training, the model learns patterns in language, grammar, structure, and relationships between words.

When a user enters a prompt, the model predicts the most appropriate sequence of words to generate a coherent and relevant response.

Although the process is highly sophisticated, the underlying principle is simple: the model predicts text based on patterns rather than understanding information in the same way humans do.

### AI Predicts Rather Than Thinks

One of the most important concepts for educators is that AI does not think, reason, or understand information like a human being.

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AI does not possess:

- Consciousness
- Emotions
- Personal experiences
- Beliefs
- Intentions
- Common sense

Instead, it predicts the most likely response based on the prompt and the patterns learned during training.

This explains why AI-generated answers may sound convincing even when they contain factual errors.

### Why Context Matters

AI performs best when it receives sufficient context.

Consider the following examples.

#### Prompt 1

Explain fractions.

This prompt is very broad. The AI has no information about the learner, the subject level, or the learning objective.

#### Prompt 2

Explain fractions to Year 4 pupils using simple language, everyday examples, and one hands-on classroom activity.

The second prompt includes:

- Target audience
- Language level

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- Teaching objective
- Learning approach

As a result, the response is much more relevant and useful.

Providing context is one of the simplest ways to improve AI-generated content.

### AI Does Not Know Your Classroom

AI has no knowledge of your specific teaching environment unless you provide that information.

For example, AI does not automatically know:

- Your curriculum
- Your school policies
- Your learners' abilities
- Your assessment criteria
- Available classroom resources
- Time available for the lesson
- Local educational requirements

Including this information in your prompt allows AI to generate responses that better match your needs.

### Hallucinations

Occasionally, AI may generate information that is inaccurate, misleading, or entirely fabricated. This phenomenon is commonly known as a **hallucination**.

Examples include:

- Invented references

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- Incorrect statistics
- Non-existent research studies
- False quotations
- Imaginary websites
- Inaccurate historical facts

Hallucinations occur because AI predicts likely text rather than verifying facts in real time.

For this reason, educators should always verify important information before using it in teaching materials.

### AI Has Knowledge Limitations

Although AI can provide valuable support, it has limitations.

It may:

- Misinterpret ambiguous prompts
- Produce incomplete answers
- Reflect biases present in training data
- Lack access to recent information (depending on the AI system)
- Generate inconsistent responses

Understanding these limitations enables educators to use AI responsibly and critically.

### Human Expertise Remains Essential

Artificial Intelligence is a powerful assistant, but it does not replace professional judgement.

Teachers remain responsible for:

- Selecting appropriate teaching strategies

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- Ensuring curriculum alignment
- Verifying factual accuracy
- Protecting learner privacy
- Making ethical decisions
- Supporting students emotionally and socially

AI can accelerate routine tasks, but effective teaching continues to rely on the knowledge, experience, and professional judgement of educators.

### Key Takeaways

- Artificial Intelligence is a tool that supports educators, not a replacement for them.
- Generative AI creates new content based on user prompts.
- Large Language Models generate responses by recognising language patterns.
- AI predicts text rather than understanding information like humans.
- Clear context leads to more accurate and useful responses.
- AI may occasionally produce incorrect or fabricated information.
- Human review and professional judgement remain essential.

### Reflection

Before moving to the next chapter, consider the following questions:

- How could providing more context improve the prompts you currently use?
- Which teaching tasks could benefit most from AI assistance?
- What steps can you take to verify AI-generated information before using it with learners?

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### Chapter 6

#### The Anatomy of an Effective Prompt

The quality of an AI-generated response depends largely on the quality of the prompt provided. A prompt is more than a question—it is a set of instructions that guides the AI towards producing useful, accurate, and relevant content.

Just as a well-prepared lesson plan helps learners achieve their objectives, a well-structured prompt helps AI generate better results.

Understanding the key components of an effective prompt enables educators to communicate with AI more efficiently and reduce the need for repeated revisions.

#### The Six Building Blocks of an Effective Prompt

An effective prompt typically contains six essential components.

| Component   | Purpose                                         |
|-------------|-------------------------------------------------|
| Role        | Defines who the AI should act as.               |
| Task        | Explains what the AI should do.                 |
| Audience    | Identifies who the content is intended for.     |
| Context     | Provides background information.                |
| Format      | Specifies how the response should be organised. |
| Constraints | Sets limits or special requirements.            |

Not every prompt needs all six components. However, including them whenever appropriate generally leads to more accurate and useful outputs.

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## 1. Define the Role

Assigning a role helps AI adopt the appropriate perspective, tone, and level of expertise.

### Example

Instead of writing:

Create a lesson about renewable energy.

Write:

You are an experienced secondary school Science teacher. Create a lesson about renewable energy.

Other examples of useful roles include:

- Primary school teacher
- Mathematics specialist
- History teacher
- Curriculum developer
- Instructional designer
- School leader
- Educational researcher
- Teacher trainer
- Special education specialist

The chosen role should reflect the educational purpose of the prompt.

## 2. Describe the Task Clearly

The task tells AI exactly what it is expected to produce.

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Good task descriptions use clear action verbs.

Examples include:

- Explain
- Create
- Compare
- Analyse
- Design
- Summarise
- Generate
- Rewrite
- Evaluate
- Improve
- Develop

### Weak Prompt

Help me with biology.

### Better Prompt

Design a 45-minute Biology lesson introducing ecosystems.

The more specific the task, the more focused the response will be.

### 3. Identify the Audience

Educational content should always be tailored to the intended learners.

Useful information may include:

- Age group

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- Year level
- Subject
- English proficiency
- Learning needs
- Prior knowledge

### Example

The lesson is for Year 5 learners with mixed ability levels who have limited prior knowledge of the topic.

This information enables AI to adjust vocabulary, complexity, and teaching strategies accordingly.

### 4. Provide Context

Context explains the situation in which the AI-generated content will be used.

For example:

Students have already studied the water cycle and are now beginning a unit on climate change.

This background information helps AI avoid unnecessary repetition and produce more relevant content.

Additional context might include:

- Curriculum requirements
- Previous lessons
- Available classroom resources
- Time available
- Assessment objectives
- Learning outcomes

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The more relevant context provided, the more tailored the response becomes.

### 5. Specify the Output Format

Clearly stating the preferred format makes the AI response easier to use.

Common educational formats include:

- Lesson plan
- Table
- Worksheet
- Quiz
- Rubric
- Checklist
- Presentation outline
- Discussion questions
- Case study
- Project plan
- Reflection activity

#### Example

Present the lesson plan in a table with the following headings:

Learning Objectives

Activities

Teacher Actions

Student Activities

Assessment

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Specifying the format reduces editing time and improves readability.

### 6. Add Constraints

Constraints define the boundaries of the response.

Examples include:

- Maximum 500 words
- British English
- Suitable for beginner learners
- Include formative assessment
- Avoid technical terminology
- Align with Bloom's Taxonomy
- Include differentiated learning activities
- Use active learning strategies
- Provide practical classroom examples

Constraints help ensure that AI produces content that matches the educator's requirements.

### Combining the Components

The following prompt combines all six building blocks.

**You are an experienced secondary school Geography teacher. Design a 45-minute lesson introducing sustainable cities for Year 8 learners. Students have already studied urbanisation. Include three learning objectives, an engaging starter activity, two collaborative classroom tasks, formative assessment, differentiation strategies, and a homework activity. Present the lesson in a table using British English. Limit the response to approximately 700 words.**

This prompt clearly defines:

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- Role
- Task
- Audience
- Context
- Format
- Constraints

As a result, the AI is far more likely to generate a structured and relevant response.

### Comparing Prompt Quality

#### Basic Prompt

Create a worksheet about volcanoes.

#### Possible Outcome:

- Generic content
- No age level
- No learning objective
- Unclear difficulty

#### Improved Prompt

You are a Year 6 Geography teacher. Create a two-page worksheet introducing volcanoes. Include a short reading passage, five multiple-choice questions, three open-ended questions, a vocabulary activity, and one extension task for advanced learners. Use British English and keep the reading level appropriate for 11-year-old pupils.

#### Likely Outcome:

- Age-appropriate language

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- Clear structure
- Varied question types
- Differentiated learning
- Ready-to-use classroom resource

### Common Mistakes

Educators new to AI often make similar mistakes when writing prompts.

Avoid the following:

- Asking vague questions
- Providing little or no context
- Omitting the target audience
- Forgetting to specify the output format
- Requesting too many tasks in one prompt
- Assuming AI understands local curriculum requirements
- Using ambiguous language

Recognising these mistakes will help you produce better prompts and more reliable AI-generated content.

### Chapter Summary

Effective prompts are built on six key components:

- Define the **Role**
- Describe the **Task**
- Identify the **Audience**

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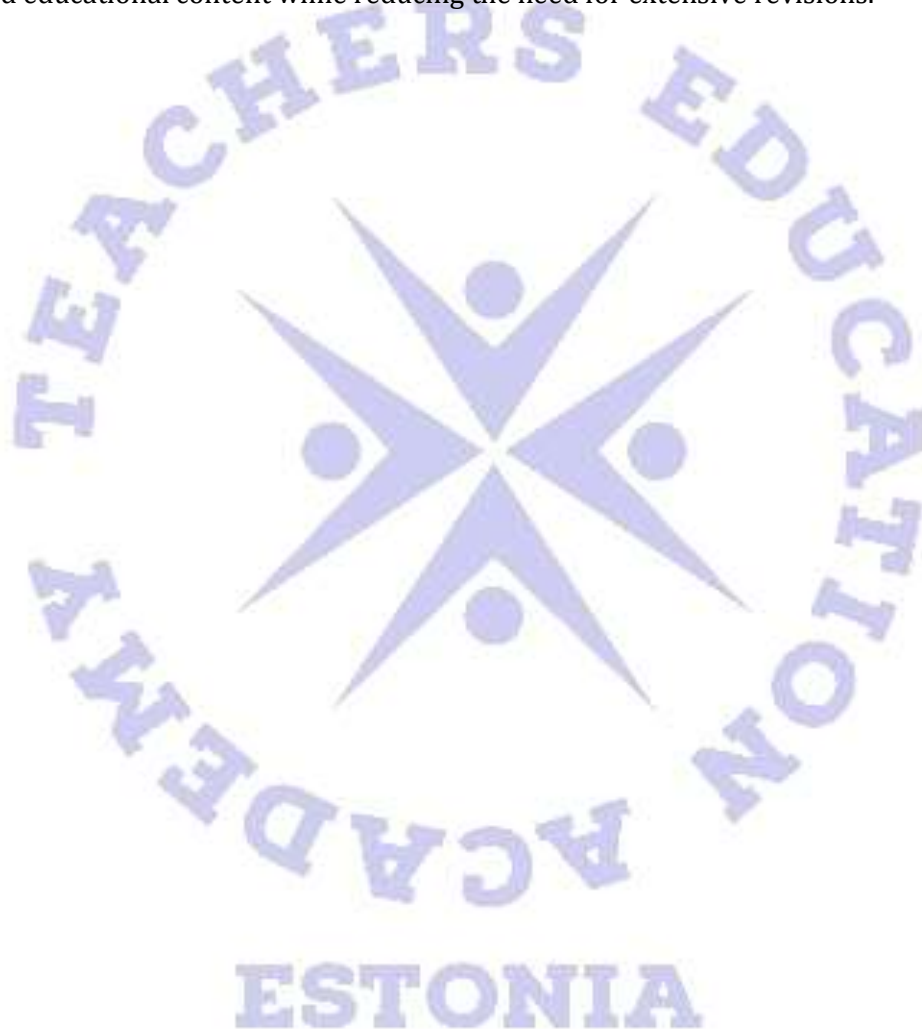
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- Provide **Context**
- Specify the **Format**
- Add appropriate **Constraints**

Using these elements consistently will improve the quality, accuracy, and usefulness of AI-generated educational content while reducing the need for extensive revisions.



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## Chapter 7

### The RTCF Prompt Framework

Writing effective prompts does not have to be complicated. One of the easiest ways to create clear and structured prompts is to follow a simple framework.

The **RTCF Prompt Framework** consists of four essential elements:

- **R – Role**
- **T – Task**
- **C – Context**
- **F – Format**

This framework helps educators organise their ideas before interacting with AI. By including these four components, teachers can significantly improve the quality and consistency of AI-generated responses.

Although additional details such as audience or constraints may also be included, the RTCF framework provides a practical starting point for most educational tasks.

#### R – Role

The first step is to tell the AI who it should be.

Assigning a role encourages the AI to adopt an appropriate perspective, vocabulary, and level of expertise.

#### Examples

- You are an experienced primary school teacher.
- You are a secondary Mathematics teacher.

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- You are an instructional designer.
- You are a teacher trainer.
- You are a curriculum specialist.
- You are a school principal.
- You are an educational psychologist.

Selecting the right role helps AI better understand the educational purpose of the task.

### T - Task

The second step is to describe exactly what you want the AI to do.

Use clear and specific action verbs.

Examples include:

- Create
- Explain
- Design
- Generate
- Compare
- Analyse
- Evaluate
- Rewrite
- Improve
- Summarise
- Develop

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### Example

Instead of:

Help me with assessment.

Write:

Design a formative assessment for a Year 7 Science lesson.

A clearly defined task leads to more focused and useful responses.

### C – Context

Context provides the background information AI needs to generate relevant content.

Useful context may include:

- Learner age
- Year level
- Subject
- Previous learning
- Learning objectives
- Available classroom resources
- Time available
- Teaching approach
- Curriculum requirements

### Example

Students have already learned the basic principles of electricity and are beginning a new unit on renewable energy.

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Providing context reduces ambiguity and improves the relevance of the response.

### F – Format

Finally, specify how you would like the information presented.

Possible formats include:

- Table
- Lesson plan
- Worksheet
- Checklist
- Rubric
- Quiz
- Presentation outline
- Case study
- Discussion questions
- Reflection activity
- Step-by-step guide

### Example

Present the lesson plan as a table with five columns:

Learning Objectives

Activities

Teacher Actions

Student Activities

Assessment

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Specifying the format makes AI-generated content easier to use immediately.

### Applying the RTCF Framework

The following example demonstrates how the framework works in practice.

#### Step 1 – Role

You are an experienced secondary school English teacher.

#### Step 2 – Task

Design a 45-minute lesson.

#### Step 3 – Context

The lesson introduces persuasive writing to Year 9 learners. Students have previously studied descriptive and narrative writing.

#### Step 4 – Format

Present the lesson as a table including learning objectives, activities, resources, assessment, and homework.

#### Complete Prompt

**You are an experienced secondary school English teacher. Design a 45-minute lesson introducing persuasive writing for Year 9 learners. Students have previously studied descriptive and narrative writing but have no prior experience with persuasive techniques. Present the lesson as a table including learning objectives, lesson activities, teacher actions, student activities, resources, formative assessment, and homework. Use British English.**

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### Classroom Examples

#### Example 1 – Science

##### Role

You are a secondary Science teacher.

##### Task

Create a laboratory activity.

##### Context

Year 8 students are learning about acids and alkalis.

##### Format

Provide a step-by-step practical guide with safety precautions.

#### Example 2 – Mathematics

##### Role

You are a primary Mathematics teacher.

##### Task

Create practice exercises.

##### Context

Year 4 learners are practising fractions.

##### Format

Provide ten questions with an answer key.

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### Example 3 – History

#### Role

You are a History teacher.

#### Task

Develop a classroom debate.

#### Context

Students are studying the Industrial Revolution.

#### Format

Present discussion questions and debate rules.

### Example 4 – Professional Development

#### Role

You are a teacher trainer.

#### Task

Prepare a workshop.

#### Context

Teachers are new to AI in education.

#### Format

Create a two-hour training agenda with activities.

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### When to Use the RTCF Framework

The RTCF framework is particularly useful when creating:

- Lesson plans
- Classroom activities
- Assessment tasks
- Project-based learning
- Worksheets
- Rubrics
- Teaching resources
- Staff training materials
- Parent communication
- School documentation

Regardless of the subject or educational level, organising prompts using the RTCF structure increases clarity and improves the quality of AI-generated outputs.

### Practical Tips

To achieve better results:

- Define one clear role.
- Focus on one main task.
- Include only relevant context.
- Request a specific output format.
- Review the response and refine the prompt if necessary.

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Remember that prompting is an iterative process. Small improvements to a prompt often produce significantly better results.

### Chapter Summary

The RTCF Prompt Framework provides a practical method for designing effective prompts.

It consists of four simple elements:

- **Role** – Who should the AI be?
- **Task** – What should the AI do?
- **Context** – What background information is needed?
- **Format** – How should the response be presented?

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### Chapter 8 Prompt Templates for Teachers

Prompt templates provide a practical starting point for working with Artificial Intelligence. Rather than creating a new prompt from scratch each time, educators can adapt proven templates to suit different subjects, age groups, and learning objectives.

The templates presented in this chapter are designed to save time while producing high-quality educational resources. They may be copied, modified, and reused according to individual teaching needs.

**Tip:** Replace the words in **[square brackets]** with information relevant to your own classroom.

#### Template 1 – Lesson Planning

##### Purpose

Create a complete lesson plan.

##### Prompt

You are an experienced **[subject]** teacher. Design a **[duration]** lesson for **[year group/age]** learners on the topic of **[topic]**. Include learning objectives, a lesson introduction, teacher-led instruction, collaborative activities, independent practice, formative assessment, differentiation strategies, required resources, and homework. Present the lesson in a table using British English.

#### Template 2 – Creating Learning Objectives

##### Purpose

Generate measurable learning outcomes.

##### Prompt

You are an instructional designer. Create **[number]** measurable learning objectives for a lesson on **[topic]** suitable for **[year group]** learners. Use action verbs aligned with Bloom's Taxonomy.

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### Template 3 – Classroom Activities

#### Purpose

Generate engaging learning activities.

#### Prompt

You are an experienced classroom teacher. Create **[number]** interactive classroom activities that help learners understand **[topic]**. Include clear instructions, estimated time, required materials, and expected learning outcomes.

### Template 4 – Starter Activities

#### Purpose

Capture learners' attention at the beginning of a lesson.

#### Prompt

Create five engaging lesson starters for a lesson about **[topic]** suitable for **[year group]** learners. Include one discussion activity, one game, one visual thinking activity, one problem-solving task, and one collaborative activity.

### Template 5 – Exit Tickets

#### Purpose

Check learning at the end of a lesson.

#### Prompt

Create five exit ticket questions to assess learners' understanding of **[topic]**. Include a mixture of recall, application, and reflection questions.

### Template 6 – Multiple-Choice Questions

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### Purpose

Prepare quick assessments.

### Prompt

Create ten multiple-choice questions about **[topic]** for **[year group]** learners. Provide four answer options for each question and identify the correct answer with a brief explanation.

## Template 7 – Open-Ended Questions

### Purpose

Promote higher-order thinking.

### Prompt

Develop ten open-ended questions that encourage critical thinking about **[topic]**. Arrange the questions from basic understanding to evaluation.

## Template 8 – Classroom Discussion

### Purpose

Encourage student participation.

### Prompt

Generate ten discussion questions related to **[topic]**. Include questions that promote analysis, evaluation, creativity, and personal reflection.

## Template 9 – Homework Activities

### Purpose

Extend learning beyond the classroom.

### Prompt

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Create five homework tasks for learners studying **[topic]**. Include activities suitable for different ability levels and provide estimated completion times.

### Template 10 – Project-Based Learning

#### Purpose

Design authentic learning experiences.

#### Prompt

Design a project-based learning activity on **[topic]** for **[year group]** learners. Include the project goal, timeline, learner roles, required resources, assessment criteria, and final presentation ideas.

### Template 11 – Differentiated Instruction

#### Purpose

Support learners with varying needs.

#### Prompt

Adapt a lesson about **[topic]** for three groups of learners: those requiring additional support, learners working at the expected level, and learners who need greater challenge. Suggest appropriate teaching strategies and assessment methods for each group.

### Template 12 – Vocabulary Development

#### Purpose

Strengthen subject-specific language.

#### Prompt

Create a vocabulary list for **[topic]** including key terms, learner-friendly definitions, example sentences, and one classroom activity to reinforce each term.

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### Template 13 – Assessment Rubric

#### Purpose

Create transparent assessment criteria.

#### Prompt

Design an assessment rubric for **[assignment or activity]**. Include four performance levels, clear descriptors for each criterion, and a scoring guide.

### Template 14 – Student Feedback

#### Purpose

Generate constructive feedback.

#### Prompt

Draft personalised feedback for a student who has completed **[assignment]**. Highlight strengths, identify areas for improvement, and suggest practical next steps using positive and encouraging language.

### Template 15 – Parent Communication

#### Purpose

Communicate professionally with families.

#### Prompt

Draft a professional message to parents explaining **[topic or classroom event]**. Use a friendly, respectful, and informative tone. Keep the message concise and suitable for email.

### Best Practices for Using Templates

Before submitting a template to AI:

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- Replace all placeholder text in **[square brackets]**.
- Provide sufficient classroom context.
- Specify the year group or learner age.
- Mention any curriculum requirements.
- Indicate the preferred output format.
- Review and adapt the generated content before using it with learners.

### Chapter Summary

Prompt templates help educators:

- save preparation time,
- produce consistent results,
- improve the quality of AI-generated resources,
- reduce repetitive prompt writing,
- focus more on teaching and learning.

The templates in this chapter can be adapted to almost any subject area or educational level, making them valuable tools for everyday classroom practice.

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### Chapter 9

#### Lesson Planning with AI

Lesson planning is one of the most time-consuming responsibilities for educators. Developing meaningful learning objectives, selecting appropriate teaching strategies, designing engaging activities, and preparing assessment methods all require careful planning.

Artificial Intelligence can significantly reduce preparation time by supporting educators throughout the lesson planning process. However, AI should not replace professional judgement. Instead, it should be viewed as a collaborative assistant that helps teachers organise ideas, generate resources, and improve instructional design.

This chapter demonstrates how AI can support effective lesson planning while ensuring that educational decisions remain in the hands of the teacher.

#### Why Use AI for Lesson Planning?

AI can assist educators by:

- Generating lesson ideas
- Creating structured lesson plans
- Suggesting engaging learning activities
- Producing differentiated tasks
- Recommending assessment strategies
- Creating extension and enrichment activities
- Developing homework assignments
- Organising learning resources

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By automating routine tasks, educators can devote more time to supporting learners and improving classroom experiences.

### Step 1 – Define the Learning Goal

Before asking AI to create a lesson, clearly identify what learners should know or be able to do by the end of the lesson.

Avoid writing:

Create a lesson about ecosystems.

Instead, provide a clear instructional goal.

Example:

Students will explain the relationships between producers, consumers, and decomposers within an ecosystem.

A clear learning goal enables AI to design more focused learning activities.

### Step 2 – Provide Classroom Context

Every classroom is different.

Include information such as:

- Subject
- Year level
- Learner age
- Class size
- Lesson duration
- Prior knowledge
- Available technology

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- Curriculum requirements
- Learning needs

### Example

The lesson is for Year 7 Science students. Learners have already studied food chains and food webs. The lesson will last 45 minutes and students have access to tablets.

Providing context produces more practical and relevant lesson plans.

### Step 3 – Request a Complete Lesson Structure

Rather than requesting isolated activities, ask AI to create a complete lesson sequence.

A comprehensive lesson plan may include:

- Learning objectives
- Success criteria
- Starter activity
- Teacher explanation
- Guided practice
- Collaborative learning
- Independent work
- Formative assessment
- Reflection
- Homework

Providing this structure ensures that the lesson follows a logical progression.

### Example Prompt

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You are an experienced secondary school Science teacher. Design a 45-minute lesson introducing ecosystems for Year 7 learners. Students have previously studied food chains. Include learning objectives, success criteria, a five-minute starter activity, direct instruction, collaborative learning, independent practice, formative assessment, lesson reflection, and homework. Present the lesson in a table using British English.

### Example AI Output Structure

| Lesson Component     | Description                   |
|----------------------|-------------------------------|
| Learning Objectives  | Three measurable objectives   |
| Success Criteria     | Indicators of achievement     |
| Starter Activity     | 5-minute engagement task      |
| Teacher Input        | Key concepts and explanations |
| Guided Practice      | Teacher-supported activity    |
| Independent Learning | Individual learner task       |
| Assessment           | Exit ticket or questioning    |
| Reflection           | Learner self-reflection       |
| Homework             | Extension activity            |

### Differentiating the Lesson

AI can also adapt lessons for learners with different abilities.

### Example Prompt

Adapt this lesson for three groups of learners:

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- learners requiring additional support,
- learners working at the expected level,
- learners requiring greater challenge.

Suggested adaptations may include:

- Simplified instructions
- Additional visual supports
- Scaffolded worksheets
- Extension questions
- Independent research tasks
- Collaborative learning opportunities

Differentiation should always be reviewed to ensure it reflects the specific needs of the class.

### Integrating Active Learning

AI can recommend strategies that encourage learner participation.

Examples include:

- Think–Pair–Share
- Jigsaw activities
- Gallery walks
- Problem-based learning
- Role-play
- Case studies
- Learning stations

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- Peer teaching
- Classroom debates

Including these strategies in your prompt helps create more engaging lessons.

### Integrating Digital Tools

AI can also recommend appropriate digital resources.

Examples include:

- Interactive presentations
- Online quizzes
- Collaborative documents
- Digital whiteboards
- Educational videos
- Virtual simulations
- AI-supported learning activities

Teachers should evaluate all suggested tools for suitability, accessibility, and compliance with school policies.

### Aligning Assessment with Learning Objectives

Assessment should measure the intended learning outcomes.

Prompt Example:

Create formative assessment activities that directly measure each learning objective.

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Possible AI suggestions include:

- Exit tickets
- Observation checklists
- Short quizzes
- Peer assessment
- Self-assessment
- Reflection journals
- Oral questioning

Effective assessment provides evidence of learning and informs future teaching.

### Reviewing AI-Generated Lesson Plans

Before using any AI-generated lesson, educators should review the content carefully.

Consider the following questions:

- Are the learning objectives measurable?
- Are the activities age appropriate?
- Does the lesson fit the available time?
- Is the content factually accurate?
- Are assessment methods appropriate?
- Are learners actively engaged?
- Does the lesson support all learners?

Professional review remains an essential part of the planning process.

### Sample Prompt Collection

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### Quick Lesson Plan

Create a 30-minute lesson introducing photosynthesis for Year 6 learners.

### Inquiry-Based Lesson

Design an inquiry-based lesson where learners investigate renewable energy through collaborative problem-solving.

### Project-Based Lesson

Create a project-based lesson that challenges learners to design a sustainable city.

### Inclusive Lesson

Design a lesson suitable for mixed-ability learners, including differentiation strategies and accessible learning materials.

### Technology-Enhanced Lesson

Create a lesson integrating AI and digital tools to support collaborative learning.

### Best Practices

When using AI for lesson planning:

- Begin with clear learning objectives.
- Provide sufficient classroom context.
- Specify lesson duration.
- Include assessment requirements.
- Request differentiation strategies.

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- Review and adapt every AI-generated lesson.
- Ensure alignment with curriculum expectations.

### Chapter Summary

Artificial Intelligence can become a valuable planning assistant when used thoughtfully.

By combining clear prompts with professional judgement, educators can:

- reduce lesson preparation time,
- improve lesson structure,
- generate engaging learning activities,
- differentiate instruction more efficiently,
- strengthen assessment design,
- create richer learning experiences.

Ultimately, effective lesson planning remains a human responsibility, while AI serves as a powerful tool to support creativity, efficiency, and instructional quality.

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## Chapter 10

### Assessment and Feedback

Assessment is an integral part of effective teaching and learning. It enables educators to monitor learner progress, identify strengths and areas for improvement, and make informed instructional decisions.

Artificial Intelligence can support assessment by helping teachers create high-quality assessment materials, develop clear marking criteria, generate constructive feedback, and save valuable preparation

time. However, assessment decisions should always remain the responsibility of the educator.

This chapter explores practical ways in which AI can enhance both formative and summative assessment while maintaining educational integrity.

### The Role of AI in Assessment

AI can assist educators in developing a wide variety of assessment resources, including:

- Multiple-choice questions
- Short-answer questions
- Essay prompts
- Project tasks
- Performance assessments
- Exit tickets
- Observation checklists
- Self-assessment activities
- Peer-assessment tools
- Assessment rubrics

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Rather than replacing teacher expertise, AI supports the design of high-quality assessment materials that can be adapted to specific classroom needs.

### Formative Assessment

Formative assessment takes place during the learning process. Its purpose is to provide timely information that helps both teachers and learners improve performance before final evaluation.

AI can help educators create:

- Exit tickets
- Classroom quizzes
- Discussion questions
- Reflection activities
- Learning journals
- Knowledge checks
- Diagnostic questions

### Example Prompt

You are an experienced Science teacher. Create eight formative assessment questions for a Year 8 lesson on ecosystems. Include a mixture of recall, application, and higher-order thinking questions. Present the questions in a table and include suggested answers.

### Summative Assessment

Summative assessment measures learning at the end of a lesson, unit, or course.

AI can assist in designing:

- End-of-unit tests
- Written examinations

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- Practical assessments
- Project evaluations
- Presentations
- Research assignments

### Example Prompt

Create a 30-mark end-of-unit assessment on renewable energy for Year 9 learners. Include multiple-choice, short-answer, and extended-response questions. Provide an answer key and marking guidance.

Educators should always verify that assessment items align with curriculum requirements and learning objectives.

### Creating Assessment Rubrics

Rubrics help ensure fairness, consistency, and transparency in assessment.

AI can generate detailed rubrics based on clearly defined criteria.

### Example Prompt

Create an assessment rubric for a group presentation on climate change. Include four performance levels (Excellent, Good, Satisfactory, and Developing) and assess the following criteria:

- Subject knowledge
- Communication
- Teamwork
- Use of evidence
- Presentation skills

The generated rubric should always be reviewed and adjusted to meet institutional expectations.

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### Providing Constructive Feedback

One of the most valuable uses of AI is generating personalised feedback.

Effective feedback should:

- acknowledge strengths,
- identify areas for improvement,
- provide practical suggestions,
- encourage continued learning,
- remain respectful and supportive.

### Example Prompt

Draft constructive feedback for a Year 6 learner who demonstrated good understanding of the topic but needs to improve the organisation of written work. Use positive, age-appropriate language and include two practical improvement strategies.

Teachers should personalise AI-generated feedback to reflect each learner's individual performance.

### Self-Assessment

Self-assessment encourages learners to reflect on their own progress and develop greater responsibility for learning.

AI can help create:

- Reflection questions
- Learning checklists
- Confidence scales
- Goal-setting activities
- Personal learning journals

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### Example Prompt

Create a learner self-assessment checklist for a project on environmental sustainability.

Include statements that learners can rate using a five-point scale.

### Peer Assessment

Peer assessment promotes collaboration, critical thinking, and communication skills.

AI can generate peer-review forms containing clear evaluation criteria.

### Example Prompt

Design a peer-assessment form for group presentations. Include criteria for teamwork, communication, creativity, organisation, and subject knowledge. Provide space for constructive comments and suggestions.

Educators should establish clear expectations to ensure respectful and meaningful peer feedback.

### Creating Higher-Order Thinking Questions

AI is particularly effective at generating questions that encourage deeper thinking.

Questions may be designed using levels of cognitive complexity such as:

- Remember
- Understand
- Apply
- Analyse
- Evaluate
- Create

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### Example Prompt

Generate twelve questions about renewable energy that progressively develop from factual recall to critical evaluation and creative problem-solving.

Using a range of question types supports deeper learning and learner engagement.

### Reviewing AI-Generated Assessments

Before using AI-generated assessments, educators should consider the following questions:

- Do the questions align with the learning objectives?
- Are the questions age appropriate?
- Is the language clear and accessible?
- Is there an appropriate balance of difficulty?
- Are all answers factually accurate?
- Does the assessment measure meaningful learning?

Careful review helps ensure both fairness and validity.

### Sample Prompt Collection

#### Quick Quiz

Create a ten-question multiple-choice quiz on photosynthesis for Year 7 learners.

#### Short Test

Design a twenty-minute assessment on fractions for Year 5 learners, including an answer key.

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### **Reflection Activity**

Create five learner reflection questions following a lesson on digital citizenship.

### **Essay Assignment**

Design an essay task exploring the causes and consequences of climate change. Include assessment criteria.

### **Oral Assessment**

Create an oral presentation assessment for learners explaining the water cycle. Include marking guidance.

### **Best Practices**

When using AI to support assessment:

- Begin with clear learning objectives.
- Match assessment methods to intended outcomes.
- Include a variety of question types.
- Review all AI-generated content carefully.
- Adapt questions to suit your learners.
- Ensure fairness and accessibility.
- Use professional judgement when awarding marks and providing feedback.

### **Chapter Summary**

Artificial Intelligence can support educators by helping to:

- design formative and summative assessments,

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- create assessment rubrics,
- generate constructive feedback,
- develop self- and peer-assessment activities,
- produce higher-order thinking questions,
- improve assessment efficiency.

While AI can assist in creating assessment materials, educators remain responsible for ensuring that assessment is valid, reliable, fair, and aligned with learning objectives.



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## Chapter 11

### Differentiated Instruction

Every classroom includes learners with different backgrounds, abilities, interests, learning preferences, and levels of prior knowledge. Providing the same learning experience for every student does not always lead to the same learning outcomes.

Differentiated instruction is an approach that enables teachers to respond to these differences by adapting teaching methods, learning activities, resources, and assessment while maintaining common learning goals.

Artificial Intelligence can support differentiated instruction by helping educators create multiple versions of learning materials quickly and efficiently. However, teachers remain responsible for ensuring that adaptations meet the needs of individual learners.

#### What Is Differentiated Instruction?

Differentiated instruction is a teaching approach that provides learners with different pathways to achieve the same learning objectives.

Rather than lowering expectations, differentiation provides appropriate levels of support and challenge.

Teachers may differentiate according to:

- Readiness
- Learning profile
- Interests
- Language proficiency
- Learning pace
- Prior knowledge

The goal is to maximise learning opportunities for every student.

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### How AI Supports Differentiation

AI can help educators adapt learning materials in a variety of ways.

For example, teachers can ask AI to:

- Simplify complex texts
- Increase the difficulty of activities
- Rewrite instructions using simpler language
- Create extension tasks
- Develop scaffolded worksheets
- Generate visual learning supports
- Produce alternative assessment tasks
- Create enrichment activities
- Suggest collaborative learning strategies

These adaptations can be created within minutes, allowing teachers to spend more time supporting learners.

### Differentiating by Readiness

Learners often begin a lesson with different levels of prior knowledge.

AI can generate activities for different readiness levels while maintaining the same learning objective.

### Example Prompt

Create three versions of a worksheet on ecosystems:

- Version A for learners requiring additional support.
- Version B for learners working at the expected level.
- Version C for learners requiring greater challenge.

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Ensure that all versions address the same learning objective.

### Differentiating by Language Level

Learners may require different levels of language support.

AI can:

- Simplify vocabulary
- Shorten sentences
- Explain technical terminology
- Add examples
- Include glossaries
- Rewrite texts using plain English

### Example Prompt

Rewrite the following science text for learners with emerging English language skills. Maintain the key scientific concepts while simplifying vocabulary and sentence structure.

### Differentiating Learning Activities

Different learners engage with content in different ways.

AI can generate activities such as:

- Practical investigations
- Group discussions
- Independent research
- Creative writing
- Visual learning tasks

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- Problem-solving challenges
- Role-play activities
- Digital learning tasks

### Example Prompt

Create four classroom activities about renewable energy:

- one collaborative,
- one practical,
- one creative,
- one independent learning activity.

### Differentiating Assessment

Assessment can also be adapted to meet diverse learner needs.

AI can generate:

- Alternative question formats
- Oral assessment tasks
- Visual assessments
- Practical demonstrations
- Scaffolded assignments
- Extension challenges

### Example Prompt

Create three assessment options for learners studying climate change:

- a written assessment,
- an oral presentation,

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- a creative project.

Ensure that each assessment measures the same learning outcomes.

### Supporting Learners Requiring Additional Assistance

Some learners benefit from additional scaffolding.

AI can help create:

- Step-by-step instructions
- Worked examples
- Guided practice activities
- Sentence starters
- Graphic organisers
- Visual aids
- Vocabulary support
- Learning checklists

### Example Prompt

Create a scaffolded worksheet introducing fractions for Year 4 learners who require additional support. Include worked examples, visual representations, and guided practice.

### Challenging High-Achieving Learners

Differentiation also involves providing opportunities for learners who require greater challenge.

AI can generate:

- Extension investigations
- Research projects

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- Higher-order thinking questions
- Open-ended tasks
- Case studies
- Problem-based learning activities

### Example Prompt

Design three extension activities for high-achieving learners studying renewable energy. Encourage analysis, evaluation, and creative problem-solving.

### Supporting Inclusive Classrooms

Inclusive education aims to ensure that every learner has meaningful opportunities to participate.

AI can support inclusion by helping teachers develop:

- Accessible learning materials
- Alternative explanations
- Multiple means of engagement
- Flexible assessment options
- Visual supports
- Structured learning pathways

Inclusive teaching requires ongoing professional judgement, empathy, and knowledge of individual learners.

### Reviewing AI-Generated Adaptations

Before using AI-generated differentiated materials, educators should ask:

- Do all learners work towards the same learning objectives?

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- Are adaptations appropriate rather than easier or harder without purpose?
- Is the language suitable for the intended learners?
- Are all learners challenged appropriately?
- Are assessment expectations fair and consistent?
- Does the material promote inclusion and participation?

Careful review ensures that differentiation remains purposeful and effective.

### Sample Prompt Collection

#### Simplify a Text

Rewrite this reading passage for learners aged 10 using simpler vocabulary while maintaining the original meaning.

#### Extension Activities

Create five enrichment activities for advanced learners studying the water cycle.

#### Alternative Assessment

Suggest three alternative assessment methods for learners who find written assessments challenging.

#### Vocabulary Support

Develop a glossary explaining key scientific terms using learner-friendly language and practical examples.

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### Inclusive Lesson

Adapt this lesson so that learners with different abilities, language levels, and learning preferences can participate successfully.

### Best Practices

When using AI to support differentiated instruction:

- Begin with common learning objectives.
- Adapt support rather than expectations.
- Consider learner strengths as well as challenges.
- Use a variety of learning activities.
- Review AI-generated adaptations carefully.
- Ensure every learner can participate meaningfully.
- Combine AI suggestions with professional judgement and classroom knowledge.

### Chapter Summary

Artificial Intelligence can make differentiated instruction more manageable by helping educators:

- create multiple versions of learning materials,
- adapt language and complexity,
- develop inclusive classroom activities,
- provide appropriate challenge,
- support diverse learning needs,
- save preparation time.

Effective differentiation is not about creating completely different lessons. It is about providing different pathways that enable all learners to achieve meaningful success while working towards shared learning goals.

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## Chapter 12

### Creating Learning Materials

Developing high-quality learning materials is an essential part of effective teaching. Whether preparing worksheets, reading texts, presentations, or classroom activities, educators invest significant time in creating resources that are accurate, engaging, and appropriate for their learners.

Artificial Intelligence can assist in this process by generating first drafts, suggesting ideas, adapting existing materials, and producing resources in different formats. However, all AI-generated materials should be reviewed, adapted, and approved by the educator before they are used in the classroom.

This chapter demonstrates how AI can support the creation of practical learning materials while maintaining educational quality.

### AI as a Resource Development Assistant

AI can support the creation of a wide range of educational materials, including:

- Worksheets
- Reading passages
- Vocabulary activities
- Discussion questions
- Case studies
- Presentation outlines
- Project instructions
- Classroom games
- Revision materials

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- Learning guides
- Graphic organiser ideas
- Reflection activities

Rather than replacing teacher expertise, AI accelerates the preparation process and provides inspiration for new approaches to teaching.

### Creating Worksheets

Worksheets remain one of the most widely used classroom resources.

AI can generate worksheets that include:

- Reading activities
- Short-answer questions
- Multiple-choice questions
- Matching exercises
- Gap-fill activities
- Labelling tasks
- Extension challenges
- Reflection questions

### Example Prompt

You are an experienced Geography teacher. Create a two-page worksheet introducing volcanoes for Year 6 learners. Include a short reading passage, vocabulary activity, five comprehension questions, one map activity, and an extension task. Use British English.

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### Creating Reading Passages

Teachers often need reading materials that match the age and ability of their learners.

AI can generate reading passages at different levels of complexity while maintaining the same learning objective.

#### Example Prompt

Write a 500-word reading passage explaining renewable energy for Year 8 learners. Use clear language, include real-world examples, and end with five comprehension questions.

Reading materials should always be checked for factual accuracy and age appropriateness.

### Developing Vocabulary Activities

Subject-specific vocabulary plays an important role in learner success.

AI can help generate:

- Word lists
- Definitions
- Matching activities
- Crossword ideas
- Word searches
- Flashcards
- Vocabulary quizzes
- Sentence completion exercises

#### Example Prompt

Create a vocabulary activity introducing ten key terms related to ecosystems. Include learner-friendly definitions and one practice activity for each term.

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### Creating Classroom Presentations

Preparing presentations can be time-consuming.

AI can help organise content into logical sections.

Typical presentation components include:

- Learning objectives
- Key concepts
- Visual suggestions
- Discussion questions
- Practical examples
- Summary slides
- Reflection activities

### Example Prompt

Create a ten-slide presentation outline introducing climate change to Year 9 learners. Include suggested visuals, discussion questions, and speaker notes for each slide.

Teachers should personalise presentations to reflect their own teaching style and classroom context.

### Creating Case Studies

Case studies encourage learners to apply knowledge to realistic situations.

AI can generate case studies for a wide range of subjects.

Examples include:

- Environmental issues
- Business scenarios

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- Historical events
- Healthcare situations
- Engineering challenges
- Digital citizenship
- Ethical dilemmas

### Example Prompt

Develop a classroom case study exploring the environmental impact of plastic pollution. Include background information, discussion questions, and a collaborative problem-solving activity.

### Designing Project Resources

Project-based learning requires clear guidance and well-organised materials.

AI can assist by producing:

- Project briefs
- Task descriptions
- Success criteria
- Timelines
- Assessment checklists
- Reflection journals

### Example Prompt

Design a project guide in which learners develop a campaign promoting sustainable lifestyles. Include project objectives, weekly milestones, expected outcomes, and assessment criteria.

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### Creating Revision Materials

AI can generate revision resources that support independent learning.

Examples include:

- Revision guides
- Knowledge organisers
- Summary notes
- Flashcards
- Practice quizzes
- Mind map ideas
- Frequently asked questions

### Example Prompt

Create a revision guide summarising the key concepts of photosynthesis for Year 7 learners. Include diagrams to be added later, key vocabulary, and ten revision questions.

### Creating Classroom Games

Learning through play increases engagement and motivation.

AI can generate ideas for:

- Quiz competitions
- Escape room activities
- Card games
- Board game concepts
- Bingo games

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- Mystery challenges
- Digital learning games

### Example Prompt

Design a classroom game that helps learners revise the water cycle. Include game rules, required materials, scoring system, and learning objectives.

### Adapting Existing Resources

One of AI's greatest strengths is adapting existing materials.

Teachers can ask AI to:

- Simplify texts
- Expand explanations
- Shorten activities
- Improve instructions
- Change the reading level
- Convert worksheets into presentations
- Transform notes into revision guides
- Create discussion questions from a reading passage

### Example Prompt

Rewrite this worksheet using simpler language for Year 5 learners while maintaining the original learning objectives.

### Reviewing AI-Generated Materials

Before using AI-generated resources, educators should review the following:

- Is the information accurate?

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- Does the content align with curriculum requirements?
- Is the language suitable for the learners?
- Are examples culturally appropriate?
- Are activities engaging and purposeful?
- Are instructions clear?
- Is the resource accessible to all learners?

Professional review remains essential.

### Sample Prompt Collection

#### Reading Text

Create a reading passage introducing biodiversity for Year 7 learners, followed by six comprehension questions.

#### Worksheet

Design a one-page worksheet on fractions including examples, practice questions, and an extension task.

#### Presentation

Prepare an eight-slide presentation outline explaining digital citizenship to primary school learners.

#### Vocabulary List

Create a glossary of fifteen key terms related to climate change with learner-friendly definitions.

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### Project Guide

Develop a project handbook for learners designing a school recycling campaign.

### Best Practices

When using AI to create learning materials:

- Begin with clear learning objectives.
- Specify the learner age or year level.
- Define the preferred output format.
- Include curriculum context where appropriate.
- Review every AI-generated resource carefully.
- Adapt materials to suit your teaching style.
- Ensure accessibility and inclusivity.

### Chapter Summary

Artificial Intelligence can significantly reduce the time required to develop educational resources.

Educators can use AI to create:

- worksheets,
- reading materials,
- presentations,
- vocabulary activities,
- case studies,
- project resources,

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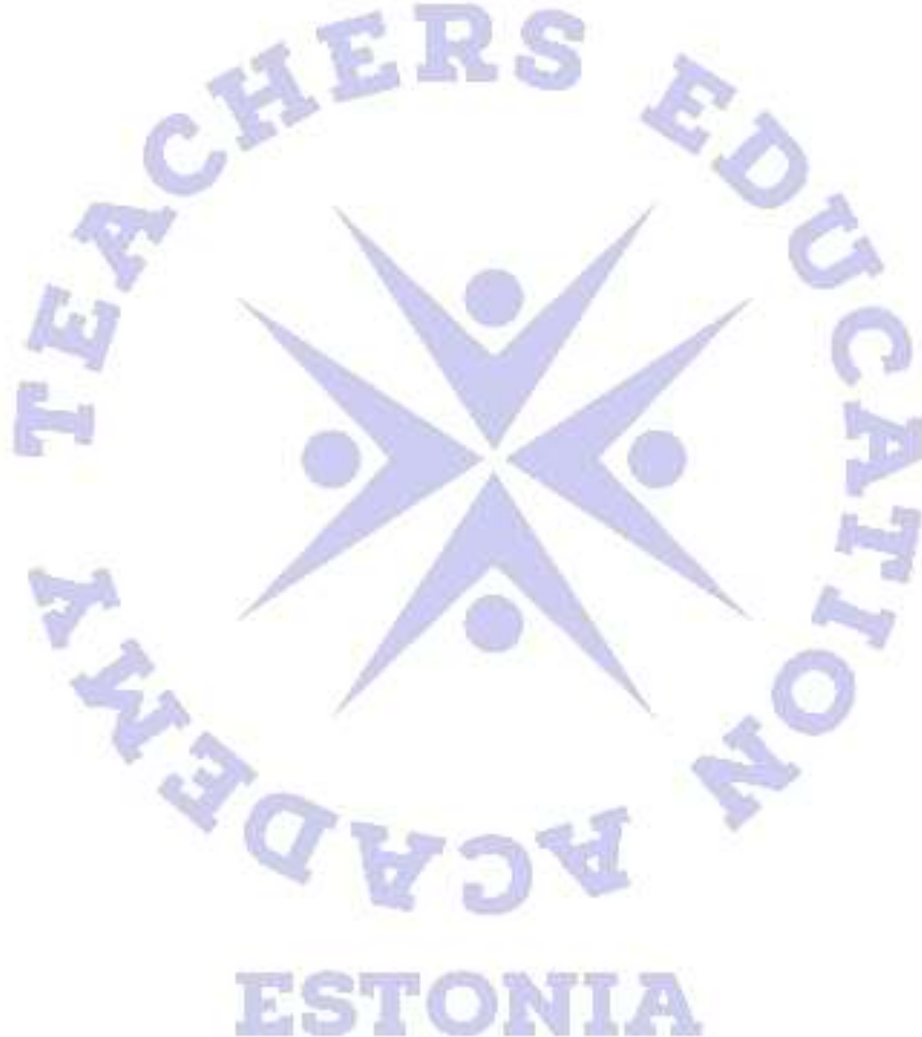
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- revision guides,
- classroom games.

When combined with professional judgement and thoughtful adaptation, AI becomes a valuable partner in creating engaging, accurate, and effective learning materials that support high-quality teaching and learning.



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### Chapter 13

#### Classroom Communication

Clear and effective communication is fundamental to successful teaching and learning. Every day, educators communicate with students, parents, colleagues, school leaders, and the wider school community. These interactions influence learner engagement, classroom relationships, and educational outcomes.

Artificial Intelligence can assist educators by drafting messages, improving clarity, simplifying language, and adapting communication for different audiences. However, all communication should reflect the educator's professional judgement, institutional policies, and personal style.

This chapter explores practical ways in which AI can support classroom communication while maintaining professionalism, accuracy, and respect.

#### Why Use AI for Classroom Communication?

Teachers spend considerable time writing:

- Classroom announcements
- Parent emails
- Student instructions
- Assignment descriptions
- Feedback comments
- Meeting summaries
- School newsletters
- Event invitations
- Behaviour reports

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- Professional correspondence

AI can help produce well-structured drafts quickly, allowing educators to focus on reviewing and personalising the message before sending it.

### Writing Clear Student Instructions

Learners perform better when instructions are clear, concise, and easy to follow.

AI can assist by:

- simplifying language,
- organising instructions step by step,
- highlighting key expectations,
- improving readability,
- adapting instructions for different age groups.

### Example Prompt

Rewrite the following classroom instructions for Year 5 learners using simple language and numbered steps. Ensure the instructions are clear, encouraging, and easy to follow.

### Communicating with Parents

Effective partnerships between schools and families depend on clear and respectful communication.

AI can help draft messages about:

- Homework
- Assessment
- Attendance
- Classroom activities

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- School events
- Behaviour
- Progress updates
- Parent meetings

### Example Prompt

Draft a professional email informing parents about an upcoming Science project. Explain the learning objectives, expected student participation, project timeline, and ways parents can support learning at home. Use a friendly and respectful tone.

Educators should always review AI-generated messages to ensure they accurately reflect school policies and the individual circumstances of each learner.

### Preparing Classroom Announcements

Teachers frequently need to communicate important information to students.

Examples include:

- Assessment dates
- Homework reminders
- Classroom rules
- Field trips
- Timetable changes
- Special events

### Example Prompt

Create a short classroom announcement reminding learners about tomorrow's mathematics assessment. Use positive language that encourages confidence and good preparation.

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### Developing Assignment Instructions

Well-written assignment instructions help learners understand expectations and reduce confusion.

AI can assist by generating:

- Task descriptions
- Submission guidelines
- Assessment criteria
- Success criteria
- Frequently asked questions

### Example Prompt

Write clear assignment instructions for a group presentation about renewable energy. Include learning objectives, assessment criteria, submission requirements, and presentation expectations.

### Summarising Classroom Discussions

AI can help educators organise notes from classroom discussions or meetings.

Possible uses include:

- Lesson summaries
- Group discussion summaries
- Staff meeting notes
- Professional learning reflections
- Student conference records

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### Example Prompt

Summarise the following classroom discussion into concise notes highlighting the main ideas, key questions, and agreed conclusions.

Always review summaries to ensure that important details have not been omitted.

### Adapting Communication for Different Audiences

The same information often needs to be communicated differently depending on the audience.

AI can adapt communication for:

- Young learners
- Older students
- Parents
- School leaders
- Teaching colleagues
- Community partners

### Example Prompt

Rewrite the following school announcement in two versions:

- one suitable for Year 4 learners,
- one suitable for parents.

### Encouraging Positive Communication

Positive communication helps build trust, motivation, and engagement.

When using AI, educators should encourage language that is:

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- Respectful
- Supportive
- Inclusive
- Encouraging
- Constructive
- Professional

### Example Prompt

Rewrite this student feedback using encouraging language while maintaining clear expectations for improvement.

### Supporting Multilingual Communication

Many schools serve culturally and linguistically diverse communities.

AI can support communication by:

- simplifying complex language,
- explaining educational terminology,
- preparing bilingual drafts,
- improving readability,
- adapting text for different language levels.

Translations generated by AI should always be checked for accuracy before being shared.

### Reviewing AI-Generated Communication

Before sending AI-generated messages, educators should consider the following questions:

- Is the message accurate?

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- Is the tone appropriate?
- Does it reflect school policies?
- Is confidential information protected?
- Is the language respectful and inclusive?
- Does the message clearly explain the required actions?

Careful review helps maintain professionalism and trust.

### Sample Prompt Collection

#### Parent Email

Draft an email inviting parents to attend a parent–teacher conference. Include the purpose of the meeting and suggested booking arrangements.

#### Student Reminder

Create a friendly classroom reminder encouraging learners to submit homework on time.

#### Assignment Instructions

Write clear instructions for a collaborative research project on sustainable cities.

#### Newsletter Article

Draft a short newsletter article celebrating learners' achievements during Science Week.

#### Meeting Summary

Summarise the following staff meeting notes into key decisions, action points, and deadlines.

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### Best Practices

When using AI to support classroom communication:

- Protect confidential information.
- Review all AI-generated messages before sharing them.
- Maintain a professional and respectful tone.
- Adapt communication to the intended audience.
- Follow school communication policies.
- Personalise important messages whenever appropriate.
- Remember that AI drafts should support—not replace—professional judgement.

### Chapter Summary

Artificial Intelligence can help educators communicate more efficiently by assisting with:

- classroom instructions,
- parent communication,
- student announcements,
- assignment guidance,
- meeting summaries,
- newsletters,
- professional correspondence.

Effective communication is built on clarity, respect, and professionalism. AI can support these goals by providing well-structured drafts, but the final responsibility for all communication remains with the educator.

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### Chapter 14

#### AI for School Leadership

Artificial Intelligence is transforming not only classroom teaching but also educational leadership. School leaders are responsible for strategic planning, staff development, communication, quality assurance, resource management, and continuous school improvement. Many of these responsibilities involve analysing information, preparing documentation, and making informed decisions.

AI can support these tasks by improving efficiency, reducing administrative workload, and providing structured information that assists decision-making. However, educational leadership requires professional judgement, ethical responsibility, and an understanding of the unique context of each school. AI should therefore be viewed as a decision-support tool rather than a decision-maker.

#### The Role of AI in School Leadership

School leaders can use AI to assist with:

- Strategic planning
- School improvement planning
- Meeting preparation
- Staff communication
- Policy development
- Professional development planning
- Data analysis
- Report writing
- Project management
- Event planning

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- Internal quality assurance
- School self-evaluation

AI helps reduce routine administrative work, allowing leaders to focus more on people, teaching, and learning.

### Strategic Planning

Developing a school strategy requires analysing priorities, identifying challenges, and setting measurable objectives.

AI can support school leaders by helping to:

- organise strategic priorities,
- identify strengths and weaknesses,
- draft strategic goals,
- develop implementation timelines,
- suggest measurable indicators.

### Example Prompt

You are an experienced school improvement consultant. Draft a three-year strategic development plan for a secondary school focusing on digital transformation, inclusive education, teacher professional development, and student wellbeing. Present the plan in a table with objectives, actions, responsible persons, timelines, and success indicators.

### School Improvement Planning

Continuous improvement is central to effective school leadership.

AI can assist in preparing:

- School improvement plans
- Action plans

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- Monitoring frameworks
- Progress reviews
- Evaluation reports

### Example Prompt

Create a school improvement action plan to increase student engagement in Science. Include objectives, planned actions, timelines, responsible staff, required resources, and methods of evaluation.

School leaders should ensure that AI-generated plans reflect the school's context and priorities.

### Staff Communication

Educational leaders communicate regularly with teaching and non-teaching staff.

AI can help prepare:

- Staff briefings
- Weekly updates
- Meeting agendas
- Meeting minutes
- Professional announcements
- Internal newsletters

### Example Prompt

Draft a weekly staff bulletin summarising important announcements, upcoming events, professional development opportunities, and administrative reminders.

### Policy Development

Schools maintain a wide range of policies that require regular review.

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AI can assist in drafting or updating documents such as:

- Digital learning policies
- AI use guidelines
- Assessment policies
- Homework policies
- Attendance procedures
- Behaviour expectations
- Safeguarding guidance
- Professional conduct guidelines

### Example Prompt

Draft an AI Use Policy for a secondary school. Include guiding principles, acceptable use, learner responsibilities, teacher responsibilities, privacy considerations, and ethical expectations.

All policies should be reviewed to ensure compliance with national legislation and institutional requirements.

### Supporting Professional Development

School leaders play an important role in developing staff capacity.

AI can support professional learning by helping to create:

- Training programmes
- Workshop agendas
- Learning resources
- Reflection activities
- Coaching questions

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- Professional reading summaries

### Example Prompt

Design a one-day professional development workshop introducing teachers to Artificial Intelligence in education. Include learning objectives, interactive activities, group discussions, and follow-up tasks.

### Data Analysis and Reporting

Schools collect large amounts of educational data.

AI can assist in organising and summarising information such as:

- Assessment results
- Attendance patterns
- Student surveys
- Staff feedback
- School self-evaluation findings
- Inspection evidence

### Example Prompt

Summarise the following student survey results. Identify the three strongest areas, three areas requiring improvement, and suggest practical actions for school leaders.

Important decisions should always be based on verified data rather than AI-generated interpretations alone.

### Project Management

Many schools coordinate local, national, and international projects.

AI can support project management by helping leaders:

- prepare timelines,

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- allocate responsibilities,
- monitor milestones,
- draft progress reports,
- identify potential risks,
- organise documentation.

### Example Prompt

Create a six-month project implementation plan for introducing AI-supported teaching across the school. Include key milestones, responsible staff, success indicators, and review dates.

### Supporting School Self-Evaluation

Self-evaluation helps schools identify strengths and priorities for future development.

AI can assist by:

- organising evidence,
- summarising findings,
- identifying recurring themes,
- drafting evaluation reports,
- suggesting improvement actions.

### Example Prompt

Analyse the following school self-evaluation notes and organise them into strengths, areas for development, recommended actions, and proposed success indicators.

Professional interpretation remains essential when evaluating school performance.

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### Reviewing AI-Generated Leadership Documents

Before using AI-generated leadership materials, school leaders should ask:

- Does the document reflect the school's vision and values?
- Is the information accurate?
- Are recommendations realistic?
- Does the document comply with local regulations?
- Have confidential details been protected?
- Are timelines achievable?
- Have stakeholders been considered?

AI should enhance—not replace—professional leadership.

### Sample Prompt Collection

#### School Development Plan

Draft a two-year school improvement plan focusing on digital learning and inclusive education.

#### Meeting Agenda

Create an agenda for a leadership team meeting discussing assessment, attendance, staffing, and curriculum development.

#### Staff Newsletter

Prepare a monthly newsletter highlighting school achievements, upcoming events, and professional development opportunities.

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### Policy Draft

Develop a digital citizenship policy suitable for a secondary school.

### Professional Development

Create a training programme helping teachers integrate AI into everyday classroom practice.

### Best Practices

When using AI for educational leadership:

- Maintain confidentiality.
- Verify all facts and data.
- Ensure alignment with school priorities.
- Adapt documents to the local context.
- Consult relevant stakeholders.
- Apply professional judgement before implementation.
- Use AI to support leadership—not to replace it.

### Chapter Summary

Artificial Intelligence can become a valuable leadership assistant by supporting:

- strategic planning,
- school improvement,
- staff communication,

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- policy development,
- professional learning,
- project management,
- reporting,
- school self-evaluation.

Effective educational leadership remains a human responsibility built on vision, collaboration, ethical decision-making, and professional expertise. AI provides valuable assistance, but successful schools continue to rely on informed and responsible leadership.



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### Chapter 15

#### Improving AI Responses

Receiving a less-than-perfect response from an AI system does not necessarily mean that the technology has failed. In many cases, the issue lies in the prompt rather than the AI itself.

One of the greatest advantages of working with Artificial Intelligence is that responses can be refined through conversation. Unlike traditional search engines, AI allows users to clarify instructions, provide additional context, request revisions, and gradually improve the quality of the output.

Effective prompting is therefore an iterative process. The first response is often a starting point rather than the final result.

#### Why AI Responses Sometimes Fall Short

AI may produce responses that are:

- Too general
- Too detailed
- Poorly organised
- Too difficult for learners
- Too simplistic
- Missing important information
- Factually inaccurate
- Not aligned with curriculum expectations

Rather than starting again with a completely new prompt, educators can often achieve better results by refining the existing conversation.

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### Provide More Context

One of the simplest ways to improve an AI response is to provide additional context.

#### Initial Prompt

Create a lesson about renewable energy.

#### Improved Prompt

Create a 45-minute lesson about renewable energy for Year 8 learners. Students have already studied fossil fuels and climate change. Include collaborative activities, formative assessment, and differentiation strategies.

The additional information helps AI generate a more focused and useful lesson.

#### Request Greater Detail

If the response is too brief, simply ask AI to expand it.

#### Example Follow-up Prompts

Expand the explanation.

Provide more classroom examples.

Include practical teaching strategies.

Add more detail to the assessment section.

Explain the concepts step by step.

There is no need to rewrite the original prompt.

#### Simplify the Language

Sometimes AI produces explanations that are too complex.

Example prompts include:

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Rewrite this explanation for Year 5 learners.

Simplify the vocabulary without changing the meaning.

Use shorter sentences.

Explain the concept using everyday examples.

Avoid technical terminology.

These requests make content more accessible for younger learners or students with emerging language skills.

### Change the Output Format

The same information can often be presented more effectively in a different format.

Example prompts include:

Present the information in a table.

Convert this into a checklist.

Create a worksheet from this explanation.

Summarise the information using bullet points.

Organise the content as a lesson plan.

Changing the format often makes the material easier to use in the classroom.

### Ask for Alternative Ideas

Creativity often improves when AI is encouraged to generate multiple options.

Example prompts include:

Suggest three different lesson starters.

Provide five alternative classroom activities.

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Generate ten discussion questions.

Offer two different assessment methods.

Create three project ideas.

Requesting alternatives allows educators to choose the most appropriate option for their learners.

### Improve Accuracy

AI-generated information should always be reviewed carefully.

If a response appears uncertain or incomplete, consider asking:

Explain your reasoning.

Define the key concepts more clearly.

Provide additional examples.

Identify any assumptions made.

Highlight areas that require verification.

These follow-up prompts encourage greater clarity and help identify information that should be checked independently.

### Refine the Tone

Educational materials may need different writing styles depending on their purpose.

Example prompts include:

Use a more formal academic tone.

Rewrite using friendly language suitable for primary learners.

Make the explanation more engaging.

Use encouraging language throughout.

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Write in a professional tone suitable for parents.

Adjusting the tone helps ensure that communication is appropriate for the intended audience.

### Improve Organisation

Sometimes the information is correct but poorly structured.

AI can reorganise content using prompts such as:

Divide the information into clear sections.

Add headings and subheadings.

Create numbered steps.

Present the ideas in chronological order.

Highlight the key points.

Well-organised materials are easier for both teachers and learners to understand.

### Continue the Conversation

One of the strengths of AI is that each response builds upon the previous one.

Instead of starting a new conversation, educators can continue refining the same response.

For example:

1. Create the lesson.
2. Simplify the language.
3. Add differentiation strategies.
4. Include formative assessment.
5. Convert the lesson into a worksheet.

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6. Create a presentation outline.
7. Generate homework activities.
8. Develop an assessment rubric.

By refining the same conversation, teachers can create a complete set of teaching resources from a single lesson idea.

### Sample Prompt Collection

#### Expand Content

Add more practical classroom examples.

#### Simplify

Rewrite this explanation for learners aged eleven.

#### Improve Structure

Organise the information into a table.

#### Add Activities

Suggest three collaborative learning activities.

#### Increase Challenge

Create extension tasks for high-achieving learners.

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### Reduce Length

Summarise this text in fewer than 200 words.

### Improve Engagement

Make the lesson more interactive by adding active learning strategies.

### Add Assessment

Include formative assessment opportunities throughout the lesson.

### Best Practices

To improve AI responses effectively:

- Build on previous responses instead of starting again.
- Add specific context when needed.
- Ask for revisions rather than replacements.
- Change the format if necessary.
- Request alternative ideas.
- Simplify or expand the content as appropriate.
- Always review the final version before classroom use.

### Chapter Summary

High-quality AI responses are usually the result of an ongoing conversation rather than a single prompt.

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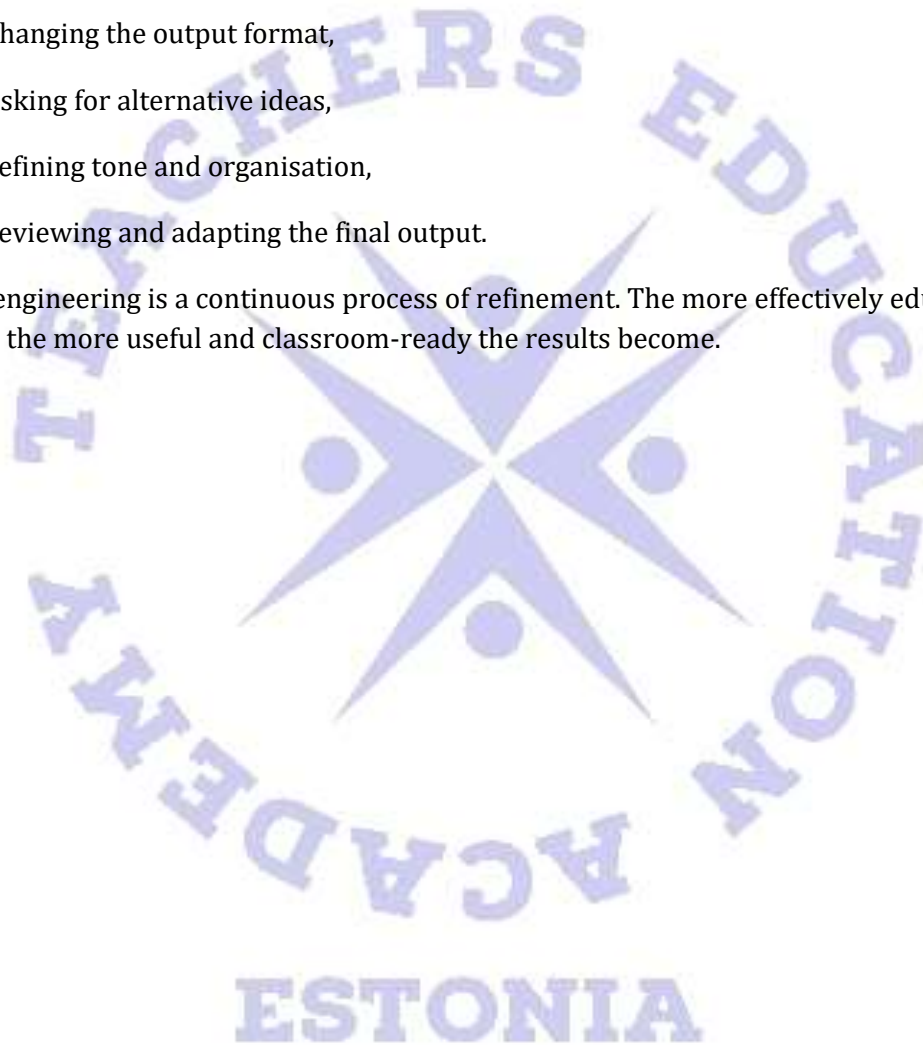
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Educators can improve AI-generated content by:

- providing additional context,
- requesting more detail,
- simplifying language,
- changing the output format,
- asking for alternative ideas,
- refining tone and organisation,
- reviewing and adapting the final output.

Prompt engineering is a continuous process of refinement. The more effectively educators guide AI, the more useful and classroom-ready the results become.



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## Chapter 16

### Common Prompting Mistakes

Learning to write effective prompts is a skill that develops with practice. Most educators experience similar challenges when they first begin using Artificial Intelligence. Fortunately, many of these issues can be resolved by making small improvements to the prompt rather than changing the AI tool itself.

This chapter highlights common prompting mistakes and provides practical strategies for avoiding them.

#### Mistake 1 – Being Too Vague

One of the most common mistakes is providing too little information.

##### Poor Prompt

Explain photosynthesis.

The AI has no information about:

- the learners,
- the lesson objective,
- the required level of detail,
- the preferred teaching approach.

##### Improved Prompt

Explain photosynthesis to Year 6 learners using simple language, real-life examples, and one practical classroom activity. Limit the explanation to approximately 300 words.

The improved prompt provides a clear audience, context, and expected outcome.

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### Mistake 2 – Missing the Target Audience

Educational content should always be written for a specific group of learners.

#### Poor Prompt

Create a worksheet about fractions.

#### Improved Prompt

Create a worksheet introducing fractions for Year 4 learners. Include visual representations, guided examples, and independent practice activities.

Identifying the audience enables AI to adjust language, complexity, and learning activities appropriately.

### Mistake 3 – Giving Too Many Instructions at Once

Long prompts containing multiple unrelated requests often produce inconsistent responses.

#### Poor Prompt

Create a lesson, a worksheet, an assessment, a presentation, a project, a newsletter article, and a parent letter about climate change.

Instead, divide the work into smaller tasks.

#### Better Approach

Step 1 – Create the lesson.

Step 2 – Develop the worksheet.

Step 3 – Create the assessment.

Step 4 – Generate the presentation.

Working step by step generally produces higher-quality results.

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### Mistake 4 – Forgetting to Specify the Output Format

Without guidance, AI chooses its own structure.

#### Poor Prompt

Explain renewable energy.

#### Improved Prompt

Explain renewable energy using a table with the following headings:

- Energy Source
- Advantages
- Challenges
- Real-World Examples

Specifying the format produces information that is easier to use in the classroom.

### Mistake 5 – Ignoring Context

Context is essential for accurate responses.

#### Poor Prompt

Create discussion questions.

#### Improved Prompt

Create discussion questions for a Year 9 Geography lesson on sustainable cities. Learners have already studied urbanisation and environmental challenges.

Providing background information leads to more relevant outputs.

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### Mistake 6 – Expecting AI to Know Your Curriculum

AI does not automatically know:

- national curriculum requirements,
- school policies,
- assessment frameworks,
- local terminology,
- institutional expectations.

Always include this information when it is important.

#### Example Prompt

Design a lesson aligned with my school's inquiry-based learning approach and the national Science curriculum.

### Mistake 7 – Accepting the First Response Without Review

AI-generated content should always be reviewed before classroom use.

Check for:

- factual accuracy,
- age appropriateness,
- inclusive language,
- curriculum alignment,
- assessment quality,
- accessibility.

Professional review remains an essential responsibility.

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### **Mistake 8 – Trusting AI References Without Verification**

AI may occasionally generate:

- incorrect citations,
- fictional authors,
- non-existent publications,
- inaccurate statistics,
- fabricated websites.

Always verify references using reliable academic or official sources before including them in teaching materials.

### **Mistake 9 – Sharing Confidential Information**

Never include sensitive or personally identifiable information when using AI.

Avoid sharing:

- student names,
- assessment records,
- medical information,
- behavioural reports,
- confidential school documents,
- personal contact details.

When discussing real classroom situations, anonymise all identifying information.

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### Mistake 10 – Treating AI as the Final Authority

Artificial Intelligence is designed to support educators—not replace their expertise.

Teachers remain responsible for:

- instructional decisions,
- curriculum implementation,
- safeguarding learners,
- ethical practice,
- assessment decisions,
- classroom management.

AI should be viewed as a professional assistant rather than an educational authority.

### Quick Checklist Before Submitting a Prompt

Before sending your prompt to an AI system, ask yourself the following questions:

- ✓ Have I clearly explained the task?
- ✓ Have I identified the intended learners?
- ✓ Have I provided enough context?
- ✓ Have I specified the preferred format?
- ✓ Have I included any important requirements or limitations?
- ✓ Could someone unfamiliar with my classroom understand my request?

If the answer to any of these questions is "No", consider revising your prompt before submitting it.

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### Sample Prompt Improvements

| Before             | After                                                                                                                                |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Explain fractions. | Explain fractions to Year 4 learners using visual examples and simple language.                                                      |
| Create a quiz.     | Create a ten-question formative quiz on ecosystems for Year 7 learners, including an answer key.                                     |
| Write an email.    | Draft a professional email inviting parents to a parent-teacher conference.                                                          |
| Create a lesson.   | Design a 45-minute History lesson on the Industrial Revolution, including learning objectives, activities, assessment, and homework. |

### Best Practices

To avoid common prompting mistakes:

- Be specific.
- Identify the audience.
- Provide relevant context.
- Define the preferred output format.
- Break complex requests into smaller tasks.
- Review all AI-generated content.
- Verify important facts and references.
- Protect learner privacy.
- Apply professional judgement at every stage.

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### Chapter Summary

Most prompting problems can be solved by improving the quality of the prompt rather than changing the AI tool.

By avoiding common mistakes, educators can:

- receive more accurate responses,
- reduce editing time,
- improve classroom resources,
- strengthen assessment materials,
- communicate more effectively,
- use AI with greater confidence and responsibility.

Effective prompting is a skill that develops through practice. Every improved prompt contributes to better teaching resources and more productive collaboration with Artificial Intelligence.

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### Chapter 17

#### Responsible and Ethical AI Use

Artificial Intelligence offers significant opportunities to enhance teaching, learning, and educational leadership. However, its increasing use also brings important ethical responsibilities. Educators must ensure that AI is used in ways that are lawful, transparent, fair, and centred on the best interests of learners.

Responsible AI use is not simply about following technology trends. It is about making informed professional decisions that protect learners, respect privacy, promote inclusion, and maintain academic integrity.

This chapter explores the key ethical principles that should guide the use of AI in education.

#### Why Responsible AI Use Matters

Artificial Intelligence can influence:

- Learning experiences
- Assessment
- Feedback
- Decision-making
- Classroom communication
- Curriculum resources
- Professional practice

Because AI-generated content can affect educational outcomes, educators have a responsibility to use these technologies thoughtfully and critically.

Responsible use helps maintain trust among students, parents, colleagues, and the wider educational community.

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### Protecting Privacy

One of the most important responsibilities when using AI is protecting personal information.

Educators should avoid entering confidential or personally identifiable information into AI systems.

Examples include:

- Student names
- Home addresses
- Contact information
- Medical records
- Behaviour reports
- Individual assessment results
- Sensitive family information
- Staff personal data

When discussing classroom situations, anonymise all personal details before using AI.

### Respecting Copyright

AI can generate original content, but it can also produce material that resembles existing sources.

Educators should:

- Respect copyright laws.
- Credit original authors where appropriate.
- Verify quotations before publication.

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- Avoid presenting AI-generated content as original research.
- Use licensed images, media, and resources whenever required.

When in doubt, consult your institution's copyright policy.

### Recognising Bias

AI systems are trained using large collections of information from many different sources.

As a result, AI-generated responses may occasionally reflect:

- Cultural bias
- Gender bias
- Linguistic bias
- Historical bias
- Social bias
- Geographical bias

Educators should review AI-generated content carefully to ensure that learning materials are balanced, inclusive, and respectful.

### Promoting Inclusion

Educational resources should reflect the diversity of learners and learning environments.

When using AI, educators should aim to create materials that:

- Use inclusive language
- Represent diverse perspectives
- Avoid stereotypes
- Support accessibility

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- Respect different cultures and backgrounds
- Encourage participation from all learners

Inclusive teaching remains a professional responsibility regardless of the technologies used.

### Ensuring Accuracy

Although AI often produces convincing responses, it is not always correct.

Educators should verify:

- Facts
- Statistics
- Historical information
- Scientific explanations
- Legal information
- References
- Quotations

Reliable educational practice requires checking important information against trusted academic or official sources.

### Academic Integrity

AI should support learning rather than replace genuine intellectual effort.

Educators should encourage learners to:

- Use AI responsibly.
- Develop their own ideas.
- Evaluate AI-generated information critically.

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- Cite sources appropriately.
- Complete authentic learning tasks.
- Reflect on their own learning.

Schools may wish to develop clear guidelines explaining how AI may and may not be used for assignments and assessments.

### Transparency

Where appropriate, educators should be open about the role AI has played in developing educational materials.

Transparency helps build trust and encourages responsible technology use.

Examples include:

- Acknowledging AI-assisted resource development.
- Explaining how AI was used in a project.
- Discussing both the strengths and limitations of AI with learners.
- Encouraging critical evaluation of AI-generated content.

Transparency promotes digital literacy and informed decision-making.

### Human Oversight

AI should never replace professional judgement.

Educators remain responsible for:

- Lesson design
- Assessment decisions
- Student wellbeing
- Curriculum implementation

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- Behaviour management
- Safeguarding
- Ethical decision-making

AI may provide suggestions, but final decisions should always be made by qualified professionals.

### Responsible Classroom Practice

When integrating AI into teaching, consider the following principles:

#### Use AI to Support Learning

Encourage AI as a tool for exploration, creativity, and problem-solving rather than as a shortcut to completing tasks.

#### Encourage Critical Thinking

Teach learners to question AI-generated information by asking:

- Is this accurate?
- Is there evidence?
- Can this information be verified?
- Are alternative viewpoints available?

Critical thinking remains one of the most valuable skills in an AI-supported world.

#### Promote Digital Citizenship

Help learners understand:

- Ethical technology use
- Online responsibility

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- Respectful communication
- Information literacy
- Data privacy
- Intellectual property

Responsible AI use forms part of broader digital citizenship education.

### Ethical Reflection Questions

Before using AI in your teaching practice, ask yourself:

- Does this activity benefit learners?
- Have I protected personal information?
- Is the information accurate?
- Is the content inclusive?
- Have I reviewed the AI-generated material carefully?
- Am I using AI to enhance rather than replace learning?
- Would I be comfortable explaining how AI was used?

These questions support reflective and ethical professional practice.

### Sample Prompt Collection

#### Inclusive Language

Review this worksheet and suggest changes to make the language more inclusive and accessible for a diverse group of learners.

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### Bias Review

Analyse this lesson for potential bias or stereotypes and recommend improvements.

### Simplify Without Losing Accuracy

Rewrite this explanation using learner-friendly language while maintaining scientific accuracy.

### AI Classroom Discussion

Develop a classroom discussion exploring the benefits, risks, and ethical use of Artificial Intelligence in everyday life.

### Digital Citizenship Activity

Design a classroom activity helping learners understand responsible AI use, privacy, and online safety.

### Best Practices

When using AI in education:

- Protect personal and confidential information.
- Verify important facts and references.
- Respect copyright and intellectual property.
- Review AI-generated content carefully.
- Promote fairness and inclusion.
- Encourage transparency.

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- Apply professional judgement at every stage.
- Place learners' wellbeing at the centre of every decision.

### Chapter Summary

Responsible AI use is built upon professional ethics, critical thinking, and respect for learners.

Educators should use AI to:

- support learning,
- improve efficiency,
- encourage creativity,
- strengthen teaching,

while ensuring that privacy, fairness, accuracy, transparency, and human judgement remain central to educational practice.

Artificial Intelligence is a powerful educational tool, but its greatest value is realised only when it is used responsibly, ethically, and with the best interests of learners in mind.

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## Chapter 18

### Classroom Examples

Understanding prompt engineering is only the first step. The real value of Artificial Intelligence becomes evident when educators apply it to authentic classroom situations.

This chapter presents practical examples demonstrating how AI can support teaching and learning across different subjects and educational levels. Each example includes a classroom scenario, a sample prompt, and suggestions for adapting the output to meet specific teaching needs.

These examples are intended to inspire educators rather than provide fixed solutions. Every classroom is unique, and AI-generated content should always be reviewed and adapted before use.

#### Example 1 – Primary Science

##### Classroom Scenario

A Year 4 teacher is introducing the topic of the water cycle. The lesson should include an engaging introduction, collaborative learning, and a simple formative assessment.

##### Prompt

You are an experienced primary school Science teacher. Design a 40-minute lesson introducing the water cycle for Year 4 learners. Include learning objectives, a practical starter activity, one collaborative classroom activity, formative assessment, and homework. Present the lesson in a table using British English.

##### Possible AI Output

- Three measurable learning objectives
- Interactive starter using everyday weather observations
- Group activity creating the water cycle
- Exit ticket with three questions

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- Homework observing weather patterns

### Example 2 – Mathematics

#### Classroom Scenario

A teacher needs additional practice questions for learners studying fractions.

#### Prompt

Create a worksheet for Year 5 learners practising equivalent fractions. Include ten questions, two worked examples, one challenge activity, and an answer key.

#### Possible AI Output

- Worked examples
- Progressive practice questions
- Extension challenge
- Complete answer key

### Example 3 – English Language

#### Classroom Scenario

Learners are beginning persuasive writing.

#### Prompt

Design a 60-minute English lesson introducing persuasive writing for Year 8 learners. Include model texts, vocabulary activities, collaborative writing, independent practice, and peer assessment.

#### Possible AI Output

- Lesson plan
- Persuasive writing examples

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- Vocabulary list
- Writing checklist
- Peer-review activity

### Example 4 – Geography

#### Classroom Scenario

Students are exploring climate change.

#### Prompt

Create a classroom debate about climate change suitable for Year 9 learners. Include background information, discussion questions, debate rules, and reflection questions.

#### Possible AI Output

- Debate structure
- Discussion prompts
- Evidence-based questions
- Reflection activity

### Example 5 – History

#### Classroom Scenario

Learners are studying the Industrial Revolution.

#### Prompt

Create an inquiry-based History lesson on the Industrial Revolution. Include historical sources, discussion questions, collaborative activities, and formative assessment.

#### Possible AI Output

- Source analysis

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- Timeline activity
- Group investigation
- Exit ticket

### Example 6 – Biology

#### Classroom Scenario

Students are learning about ecosystems.

#### Prompt

Create a practical investigation introducing ecosystems. Include learning objectives, required materials, safety considerations, data collection tables, and reflection questions.

#### Possible AI Output

- Investigation guide
- Observation sheet
- Reflection activity
- Assessment checklist

### Example 7 – Foreign Language Learning

#### Classroom Scenario

Learners need conversational practice.

#### Prompt

Create five role-play activities for beginner English learners practising ordering food in a restaurant. Include useful vocabulary and model conversations.

#### Possible AI Output

- Vocabulary list

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- Dialogue examples
- Pair activities
- Reflection questions

### Example 8 – Inclusive Education

#### Classroom Scenario

A mixed-ability classroom requires differentiated learning materials.

#### Prompt

Adapt this reading activity for three groups of learners: those requiring additional support, learners working at the expected level, and learners requiring greater challenge.

#### Possible AI Output

- Simplified version
- Standard version
- Extension version

### Example 9 – School Leadership

#### Classroom Scenario

A school leader is preparing a staff workshop on AI.

#### Prompt

Design a three-hour professional development workshop introducing Artificial Intelligence for teachers. Include presentations, group activities, discussion topics, and evaluation methods.

#### Possible AI Output

- Workshop agenda

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- Interactive activities
- Reflection tasks
- Evaluation form

### Example 10 – Parent Communication

#### Classroom Scenario

Parents need information about an upcoming project.

#### Prompt

Draft a professional email explaining the aims of a sustainability project, expected learner participation, project timeline, and suggestions for supporting learning at home.

#### Possible AI Output

- Parent letter
- Project overview
- Timeline
- Home support ideas

#### Adapting AI Outputs

Remember that AI-generated content should rarely be used without modification.

Educators should consider:

- Learner age
- Curriculum requirements
- Classroom resources
- Available lesson time

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- Learning objectives
- School policies
- Cultural context
- Accessibility

Even small adjustments can significantly improve the relevance and effectiveness of AI-generated materials.

### Reflection Activity

After using AI to prepare a lesson, consider the following questions:

- Which parts of the AI-generated material were most useful?
- Which sections required revision?
- Did the lesson meet the intended learning objectives?
- How did learners respond to the activities?
- What changes would improve the lesson next time?

Reflective practice helps educators refine both their prompts and their teaching strategies.

### Best Practices

To make the most of AI in the classroom:

- Start with a clear teaching objective.
- Provide detailed classroom context.
- Review every AI-generated resource.
- Adapt materials for your learners.
- Combine AI suggestions with professional expertise.

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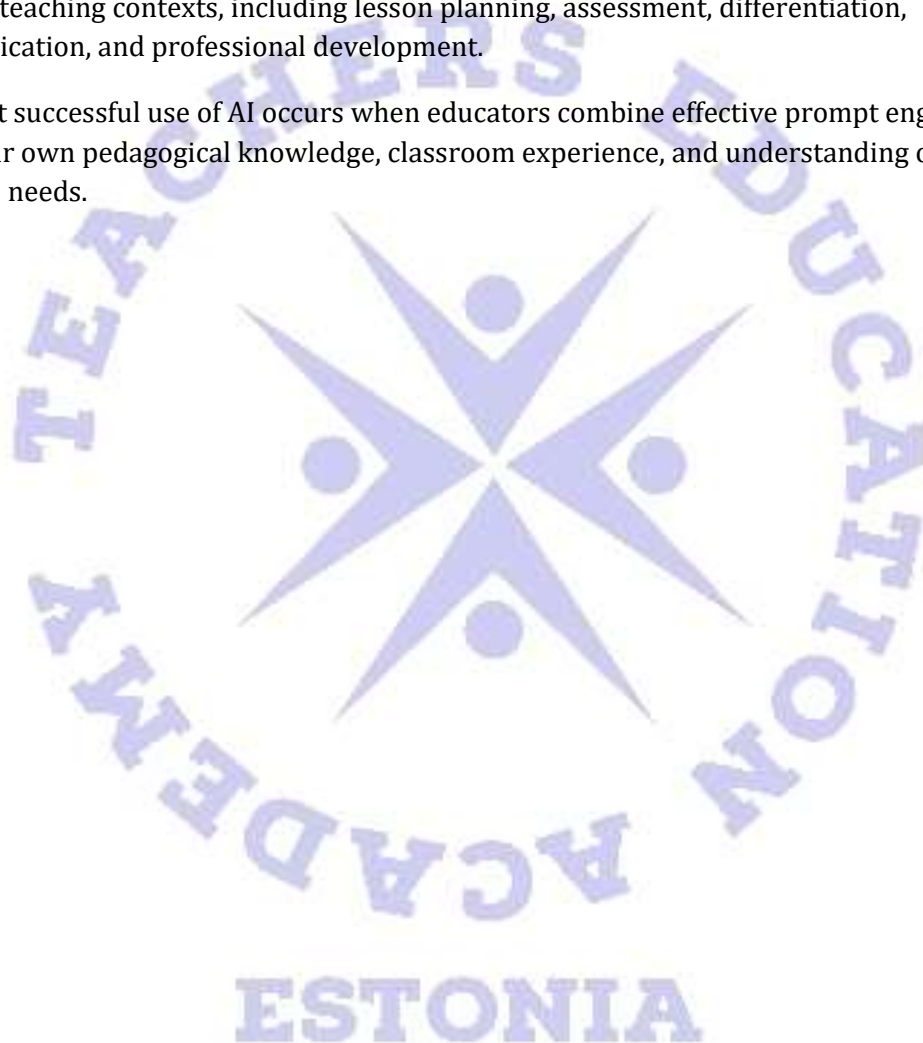
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- Reflect on outcomes and refine future prompts.

### **Chapter Summary**

The examples in this chapter demonstrate that AI can support educators across a wide range of teaching contexts, including lesson planning, assessment, differentiation, communication, and professional development.

The most successful use of AI occurs when educators combine effective prompt engineering with their own pedagogical knowledge, classroom experience, and understanding of learners' needs.



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## Chapter 19

### Fifty Ready-to-Use Prompts

#### Introduction

One of the greatest advantages of Artificial Intelligence is its ability to assist educators with a wide variety of teaching and learning tasks. However, writing effective prompts from scratch can be time-consuming, particularly for those who are new to AI.

This chapter provides fifty ready-to-use prompts designed specifically for educators. They cover common classroom tasks, professional responsibilities, and school leadership activities.

Each prompt may be copied directly into your preferred AI platform and adapted by replacing the information in **[square brackets]** with details relevant to your own teaching context.

The prompts are organised into thematic categories to make them easy to locate and use.

#### Section A Lesson Planning

##### Prompt 1 – Complete Lesson Plan

##### Purpose

Generate a structured lesson plan.

##### Prompt

You are an experienced **[subject]** teacher. Design a **[duration]** lesson for **[year group]** learners on **[topic]**. Include learning objectives, success criteria, a starter activity, teacher input, collaborative learning, independent practice, formative assessment, reflection, and homework. Present the lesson in a table using British English.

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### Prompt 2 – Weekly Lesson Sequence

#### Purpose

Plan an entire week of learning.

#### Prompt

Create a five-lesson sequence on **[topic]** for **[year group]** learners. Show how knowledge develops across the week. Include learning objectives, classroom activities, assessment opportunities, homework, and required resources for each lesson.

### Prompt 3 – Inquiry-Based Lesson

#### Purpose

Promote investigation and critical thinking.

#### Prompt

Design an inquiry-based lesson about **[topic]**. Begin with a real-world question, include collaborative investigation, learner discussion, evidence gathering, and reflection. Suggest formative assessment opportunities throughout the lesson.

### Prompt 4 – Project-Based Learning

#### Purpose

Develop authentic learning experiences.

#### Prompt

Create a project-based learning activity in which learners investigate **[topic]**. Include project objectives, learner roles, timeline, milestones, assessment criteria, final presentation format, and reflection activities.

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### Prompt 5 – Active Learning Lesson

#### Purpose

Increase learner engagement.

#### Prompt

Design a lesson that incorporates active learning strategies such as Think–Pair–Share, group discussion, problem-solving, peer teaching, and classroom reflection. Ensure that all activities support the learning objectives.

### Prompt 6 – Lesson for Mixed-Ability Learners

#### Purpose

Support differentiated instruction.

#### Prompt

Create a lesson on **[topic]** that includes activities for learners requiring additional support, learners working at the expected level, and learners requiring greater challenge. Include appropriate differentiation strategies throughout.

### Prompt 7 – Practical Lesson

#### Purpose

Create hands-on learning experiences.

#### Prompt

Design a practical lesson introducing **[topic]**. Include required materials, step-by-step procedures, safety considerations, observation tasks, reflection questions, and formative assessment opportunities.

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### Prompt 8 – Technology-Enhanced Lesson

#### Purpose

Integrate digital learning.

#### Prompt

Design a lesson that meaningfully integrates digital tools to support collaboration, creativity, communication, and formative assessment. Explain how each digital activity contributes to the learning objectives.

### Prompt 9 – Outdoor Learning Lesson

#### Purpose

Extend learning beyond the classroom.

#### Prompt

Create an outdoor learning activity for **[topic]**. Include learning objectives, practical tasks, observation questions, safety guidance, required resources, and reflection activities.

### Prompt 10 – Cross-Curricular Lesson

#### Purpose

Connect multiple subjects.

#### Prompt

Design a cross-curricular lesson combining **[subject 1]** and **[subject 2]** through the topic of **[topic]**. Clearly explain how both subjects contribute to the intended learning outcomes.

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### Quick Tips

Before using these prompts:

- Replace all placeholder text.
- Specify the learner age or year level.
- Include lesson duration.
- Mention curriculum requirements if relevant.
- Review the AI-generated lesson before classroom use.

### Section B Assessment and Feedback

Assessment is most effective when it supports learning rather than simply measuring it. Artificial Intelligence can help educators design meaningful assessments, create marking criteria, and prepare constructive feedback while saving valuable preparation time.

The following prompts are designed to support both formative and summative assessment across different educational contexts.

#### Prompt 11 – Formative Quiz

##### Purpose

Create a quick classroom quiz.

##### Prompt

You are an experienced **[subject]** teacher. Create a formative assessment consisting of **10** questions on **[topic]** for **[year group]** learners. Include a mixture of multiple-choice, true/false, and short-answer questions. Provide an answer key with brief explanations.

#### Prompt 12 – End-of-Unit Assessment

##### Purpose

Generate a comprehensive summative assessment.

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### Prompt

Design an end-of-unit assessment for **[topic]** suitable for **[year group]** learners. Include multiple-choice questions, short-answer questions, one extended-response question, and a complete marking scheme. Present the assessment in a professional format.

### Prompt 13 – Assessment Rubric

#### Purpose

Develop transparent marking criteria.

#### Prompt

Create an assessment rubric for **[assignment or project]**. Include four performance levels (**Excellent, Good, Developing, Beginning**) and assess the following criteria: **[criteria]**. Provide clear descriptors for each performance level.

### Prompt 14 – Personalised Student Feedback

#### Purpose

Generate constructive learner feedback.

#### Prompt

Draft personalised feedback for a learner who has completed **[assignment]**. Highlight strengths, identify areas for improvement, and suggest three practical next steps. Use positive, encouraging, and age-appropriate language.

### Prompt 15 – Peer Assessment

#### Purpose

Support collaborative evaluation.

#### Prompt

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Design a peer-assessment form for **[activity]**. Include criteria related to collaboration, communication, subject knowledge, creativity, and presentation. Provide space for constructive comments and improvement suggestions.

### Prompt 16 – Self-Assessment Checklist

#### Purpose

Encourage learner reflection.

#### Prompt

Create a learner self-assessment checklist for **[topic or project]**. Include statements that learners can rate using a five-point scale, followed by three reflection questions encouraging goal setting.

### Prompt 17 – Higher-Order Thinking Questions

#### Purpose

Promote critical thinking.

#### Prompt

Generate twelve questions about **[topic]** that gradually increase in cognitive complexity, moving from factual recall to analysis, evaluation, and creative thinking. Provide suggested answers where appropriate.

### Prompt 18 – Exit Ticket

#### Purpose

Assess understanding at the end of a lesson.

#### Prompt

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Create a five-question exit ticket for today's lesson on **[topic]**. Include one recall question, two application questions, one reflective question, and one question asking learners to identify areas where they need additional support.

### Prompt 19 – Diagnostic Assessment

#### Purpose

Identify prior knowledge before beginning a new unit.

#### Prompt

Develop a diagnostic assessment for learners beginning a unit on **[topic]**. Include questions that reveal existing knowledge, common misconceptions, and areas requiring additional instruction. Provide guidance on interpreting learner responses.

### Prompt 20 – Assessment Improvement

#### Purpose

Review and improve an existing assessment.

#### Prompt

Review the following assessment and evaluate whether it aligns with the stated learning objectives. Identify strengths, weaknesses, potential bias, accessibility concerns, and suggest practical improvements to increase fairness and validity.

#### Quick Tips

When using AI to develop assessment materials:

- Ensure every question aligns with a learning objective.
- Include a range of cognitive demand.
- Check that language is appropriate for the learner group.

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- Verify factual accuracy.
- Review AI-generated marking guidance before use.
- Adapt assessments to meet your curriculum requirements.

### Section Summary

Artificial Intelligence can significantly reduce the time required to prepare assessments while supporting greater variety, clearer marking criteria, and more meaningful feedback. Effective assessment, however, always depends on the educator's professional judgement, careful review, and understanding of learners' needs.

### Section C Differentiation and Inclusive Teaching

Every classroom includes learners with different abilities, backgrounds, interests, learning preferences, and levels of prior knowledge. Artificial Intelligence can help educators create inclusive learning experiences by adapting materials, providing different levels of challenge, and supporting accessibility.

The following prompts are designed to help teachers provide meaningful learning opportunities for all students while maintaining high expectations.

#### Prompt 21 – Differentiate a Lesson

##### Purpose

Adapt a lesson for learners with different levels of readiness.

##### Prompt

You are an experienced **[subject]** teacher. Adapt a lesson on **[topic]** for three groups of learners:

- learners requiring additional support,
- learners working at the expected level,
- learners requiring greater challenge.

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Ensure that all learners work towards the same learning objectives while providing appropriate differentiation strategies.

### Prompt 22 – Simplify a Reading Text

#### Purpose

Make learning materials more accessible.

#### Prompt

Rewrite the following reading passage for **[year group]** learners using simpler vocabulary, shorter sentences, and clear explanations. Maintain the original meaning and key concepts.

### Prompt 23 – Create Extension Activities

#### Purpose

Provide additional challenge.

#### Prompt

Design five extension activities for learners who complete their work early. The activities should encourage analysis, creativity, independent research, and problem-solving related to **[topic]**.

### Prompt 24 – Scaffold Learning

#### Purpose

Support learners who require additional guidance.

#### Prompt

Create a scaffolded learning activity for **[topic]**. Include worked examples, sentence starters, guided questions, vocabulary support, and gradually reduce the level of assistance as learners gain confidence.

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### **Prompt 25 – Adapt for Multilingual Learners**

#### **Purpose**

Support learners developing English proficiency.

#### **Prompt**

Adapt this lesson for learners with emerging English language skills. Simplify key vocabulary, explain technical terms, provide visual support suggestions, and include opportunities for speaking and listening practice.

### **Prompt 26 – Inclusive Lesson Design**

#### **Purpose**

Increase participation for all learners.

#### **Prompt**

Review this lesson and redesign it to ensure that learners with different abilities, learning preferences, and participation needs can actively engage in every stage of the lesson. Suggest practical adaptations while maintaining the same learning objectives.

### **Prompt 27 – Universal Design for Learning (UDL)**

#### **Purpose**

Apply Universal Design for Learning principles.

#### **Prompt**

Redesign this lesson using Universal Design for Learning (UDL) principles. Include multiple means of engagement, representation, and action/expression. Explain how each adaptation supports learner participation.

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### Prompt 28 – Alternative Assessment Options

#### Purpose

Provide different ways for learners to demonstrate understanding.

#### Prompt

Create three alternative assessment options for **[topic]**:

- a written task,
- an oral presentation,
- a creative project.

Ensure that all three assess the same learning objectives.

### Prompt 29 – Personalised Learning Pathway

#### Purpose

Support individual learner progression.

#### Prompt

Develop a personalised learning pathway for a learner studying **[topic]**. Include short-term goals, recommended activities, independent learning tasks, formative assessment checkpoints, and reflection opportunities.

### Prompt 30 – Review Learning Materials for Accessibility

#### Purpose

Improve accessibility and inclusion.

#### Prompt

Review the following worksheet for accessibility. Identify barriers that may affect learner participation and recommend improvements related to readability, language, layout, visual support, and inclusive design.

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### Quick Tips

When using AI to support differentiated and inclusive teaching:

- Begin with common learning objectives.
- Adapt support rather than lowering expectations.
- Consider learner strengths as well as support needs.
- Use clear, accessible language.
- Offer multiple ways for learners to participate.
- Review AI-generated adaptations before classroom use.
- Ensure that all learners have opportunities to succeed.

### Section Summary

Artificial Intelligence can make differentiated instruction more manageable by helping educators adapt lessons, simplify resources, create extension activities, and improve accessibility. When combined with professional knowledge of learners, AI can support more inclusive and equitable teaching practices.

### Section D Communication, Professional Practice, and School Leadership

Effective communication and strong leadership are essential components of successful schools. Teachers and school leaders communicate with students, families, colleagues, and external stakeholders every day. They also prepare reports, develop policies, organise professional learning, and manage school improvement initiatives.

Artificial Intelligence can support these professional responsibilities by helping educators draft documents, organise ideas, improve clarity, and save valuable time.

The following prompts are designed for everyday professional practice in schools.

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### Prompt 31 – Parent Communication

#### Purpose

Draft professional communication for families.

#### Prompt

Draft a professional email to parents explaining **[topic or event]**. Clearly explain the purpose, important dates, learner expectations, and how parents can support learning at home. Use a respectful, friendly, and professional tone.

### Prompt 32 – Student Announcement

#### Purpose

Communicate clearly with learners.

#### Prompt

Write a classroom announcement for **[year group]** learners about **[topic]**. Use positive, encouraging language and clearly explain what students need to do, when they need to do it, and where they can find additional support.

### Prompt 33 – Staff Meeting Agenda

#### Purpose

Prepare an organised meeting agenda.

#### Prompt

Create a staff meeting agenda for a **[duration]** meeting covering curriculum updates, student achievement, professional development, upcoming events, safeguarding reminders, and action points. Allocate realistic timings for each agenda item.

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### **Prompt 34 – Meeting Minutes**

#### **Purpose**

Summarise professional meetings.

#### **Prompt**

Summarise the following meeting notes into professional meeting minutes. Organise the information under the headings:

- Attendance
- Key Discussion Points
- Decisions Made
- Actions
- Responsible Persons
- Deadlines

### **Prompt 35 – School Newsletter**

#### **Purpose**

Prepare engaging school communications.

#### **Prompt**

Draft a monthly school newsletter highlighting learner achievements, classroom projects, upcoming events, professional learning activities, and important reminders. Use a positive and informative tone suitable for families and the wider school community.

### **Prompt 36 – Professional Development Workshop**

#### **Purpose**

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Design staff training.

### Prompt

Create a professional development workshop on **[topic]** lasting **[duration]**. Include learning objectives, interactive activities, discussion questions, practical classroom applications, reflection activities, and evaluation methods.

### Prompt 37 – School Improvement Action Plan

#### Purpose

Support strategic planning.

#### Prompt

Develop a school improvement action plan focused on **[priority area]**. Include strategic objectives, planned actions, responsible staff, timelines, required resources, success indicators, and monitoring arrangements. Present the plan in a table.

### Prompt 38 – Educational Policy Draft

#### Purpose

Draft school policies.

#### Prompt

Draft a school policy on **[topic]**. Include the purpose, scope, guiding principles, roles and responsibilities, implementation procedures, monitoring arrangements, and review schedule. Use clear, professional language suitable for adoption by a school.

### Prompt 39 – Project Management Plan

#### Purpose

Organise educational projects.

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### Prompt

Create a project implementation plan for **[project title]**. Include objectives, work packages, milestones, responsibilities, timeline, potential risks, mitigation strategies, and expected outcomes. Present the information in a structured table.

### Prompt 40 – School Report Summary

#### Purpose

Summarise educational data.

#### Prompt

Analyse the following school data and prepare an executive summary. Identify key strengths, areas requiring improvement, emerging trends, recommended actions, and measurable success indicators. Present the summary using clear headings and concise language suitable for senior leadership.

#### Quick Tips

When using AI for professional communication and leadership:

- Protect confidential information.
- Verify all data before publication.
- Adapt the content to your school's context.
- Ensure the tone reflects institutional values.
- Review AI-generated documents carefully before sharing.
- Use AI to support professional judgement rather than replace it.

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### Section Summary

Artificial Intelligence can enhance professional practice by supporting communication, leadership, planning, and documentation. When used responsibly, AI enables educators and school leaders to spend less time on administrative tasks and more time focusing on teaching, learning, and school improvement.

### Section E Innovation, Creativity, and Productivity

Artificial Intelligence can do much more than generate lesson plans and assessments. It can support creativity, inspire innovative teaching approaches, assist with curriculum planning, and help educators develop engaging learning experiences.

The prompts in this section focus on innovation, problem-solving, and professional productivity. They encourage educators to think creatively while using AI as a collaborative partner in designing meaningful learning experiences.

#### Prompt 41 – Brainstorm Lesson Ideas

##### Purpose

Generate fresh teaching ideas.

##### Prompt

You are an experienced educator specialising in **[subject]**. Generate ten creative lesson ideas for teaching **[topic]** to **[year group]** learners. Include a short description of each idea and explain how it promotes active learning and student engagement.

#### Prompt 42 – Design a STEM/STEAM Challenge

##### Purpose

Create inquiry-based interdisciplinary learning.

##### Prompt

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Design a STEM/STEAM challenge for **[year group]** learners based on **[topic]**. Include the challenge statement, learning objectives, required materials, engineering design process, assessment criteria, and opportunities for teamwork and reflection.

### Prompt 43 – Educational Game

#### Purpose

Increase learner engagement.

#### Prompt

Create an educational classroom game that helps learners understand **[topic]**. Include the objective, game rules, required materials, scoring system, estimated duration, and suggestions for adapting the game to different ability levels.

### Prompt 44 – Creative Writing Activity

#### Purpose

Develop creativity and communication skills.

#### Prompt

Create a creative writing activity for **[year group]** learners based on **[topic]**. Include a writing prompt, success criteria, vocabulary suggestions, and optional extension activities for advanced learners.

### Prompt 45 – Research Project

#### Purpose

Support inquiry and independent learning.

#### Prompt

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Design a research project on **[topic]**. Include guiding questions, recommended research stages, suggested information sources, expected outcomes, assessment criteria, and learner reflection activities.

### Prompt 46 – Presentation Design

#### Purpose

Prepare engaging classroom presentations.

#### Prompt

Create a presentation outline consisting of **[number]** slides on **[topic]**. For each slide, include the title, key learning points, suggested visuals, discussion questions, and speaker notes.

### Prompt 47 – Curriculum Mapping

#### Purpose

Improve long-term curriculum planning.

#### Prompt

Develop a curriculum map for **[subject]** covering one academic term. Include units of work, learning objectives, key vocabulary, assessment opportunities, cross-curricular links, digital learning opportunities, and suggested teaching resources.

### Prompt 48 – Teacher Reflection

#### Purpose

Encourage reflective professional practice.

#### Prompt

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Create a structured reflection based on the following lesson. Identify what worked well, areas for improvement, learner engagement, assessment effectiveness, classroom management observations, and practical actions for future lessons.

### Prompt 49 – Grant or Project Ideas

#### Purpose

Generate innovative educational initiatives.

#### Prompt

Suggest five innovative school project ideas related to **[topic]**. For each idea, include objectives, expected outcomes, possible partners, learner benefits, and opportunities for community involvement.

### Prompt 50 – Future Skills Learning Activity

#### Purpose

Prepare learners for future challenges.

#### Prompt

Design a classroom learning activity that develops future-ready skills through the topic of **[topic]**. Integrate critical thinking, creativity, collaboration, communication, digital literacy, and responsible use of Artificial Intelligence. Include learning objectives, classroom activities, assessment methods, and reflection questions.

### Best Practices for Using These Prompts

To achieve the best results:

- Replace all placeholder text with information relevant to your teaching context.
- Include the age or year group of your learners.
- Specify the preferred output format whenever appropriate.

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- Provide curriculum context if necessary.
- Continue refining AI responses through follow-up prompts.
- Review every AI-generated output before classroom use.
- Adapt materials to reflect your learners, curriculum, and teaching style.

Remember that AI is most effective when it supports your professional expertise rather than replacing it.

### Chapter 19 Summary

The fifty prompts presented in this chapter demonstrate the wide range of ways in which Artificial Intelligence can support educators.

They cover:

- Lesson planning
- Assessment and feedback
- Differentiation and inclusion
- Communication and leadership
- Creativity and innovation

These prompts are intended to serve as practical starting points that educators can adapt, refine, and build upon in their own professional practice.

The more context and clarity you provide, the more useful and relevant the AI-generated responses are likely to be.

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## Chapter 20

### Recommended AI Tools

Artificial Intelligence is evolving rapidly, with new tools and features being introduced on a regular basis. While no single platform is suitable for every educational task, understanding the strengths of different AI tools enables educators to choose the most appropriate solution for their teaching and professional needs.

The tools presented in this chapter are among the most widely used AI platforms at the time of publication. Their capabilities will continue to develop, and educators are encouraged to explore new features while applying professional judgement and following institutional policies.

### Choosing an AI Tool

Before selecting an AI platform, consider the following questions:

- What task am I trying to accomplish?
- Does the tool support text, images, presentations, or multiple formats?
- Is learner privacy protected?
- Does the tool comply with my institution's policies?
- Can the output be easily edited and adapted?
- Does the tool provide reliable and well-structured responses?

The most suitable tool depends on the educational context rather than popularity alone.

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### ChatGPT

#### Best suited for

- Lesson planning
- Classroom activities
- Worksheet creation
- Assessment design
- Feedback drafting
- Professional writing
- Brainstorming ideas
- Prompt refinement

#### Strengths

- Natural conversations
- High-quality educational content
- Flexible prompt handling
- Excellent support for drafting and improving materials

#### Considerations

- Always review factual information.
- Adapt outputs to your curriculum and learners.
- Avoid entering confidential information.

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### Microsoft Copilot

#### Best suited for

- Productivity tasks
- Document drafting
- Microsoft 365 integration
- Meeting summaries
- Presentation support

#### Strengths

- Strong integration with Microsoft Office applications
- Supports workplace productivity
- Useful for administrative tasks

#### Considerations

- Available features depend on organisational licences.
- Review automatically generated content before sharing.

### Google Gemini

#### Best suited for

- Classroom planning
- Research support
- Educational brainstorming
- Google Workspace users

#### Strengths

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- Integration with Google services
- Strong support for collaborative work
- Useful for generating educational ideas

### Considerations

- Verify important information.
- Review outputs before classroom use.

### Claude

#### Best suited for

- Long documents
- Policy drafting
- Educational guidance
- Reflection and analysis

#### Strengths

- Excellent handling of extended documents
- Clear and structured writing
- Strong analytical capabilities

### Considerations

- Verify specialist information.
- Adapt outputs to local educational contexts.

### Perplexity

#### Best suited for

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- Research support
- Background reading
- Finding recent information
- Exploring multiple perspectives

### Strengths

- Provides source references
- Useful for literature exploration
- Helps identify current information

### Considerations

- Review cited sources for quality and reliability.
- Use academic databases where formal research is required.

### Selecting the Right Tool

Different educational tasks may benefit from different AI platforms.

| Educational Task     | Suitable AI Tools       |
|----------------------|-------------------------|
| Lesson Planning      | ChatGPT, Gemini, Claude |
| Assessment Design    | ChatGPT, Claude         |
| Professional Writing | ChatGPT, Copilot        |
| Research Support     | Perplexity, Gemini      |
| Policy Development   | Claude, ChatGPT         |
| Brainstorming Ideas  | ChatGPT, Gemini         |
| Meeting Summaries    | Copilot, ChatGPT        |

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|                      |        |
|----------------------|--------|
| Long Document Review | Claude |
|----------------------|--------|

Educators may choose to combine several tools depending on the task.

### Responsible Use

Regardless of the platform used, educators should always:

- Protect confidential information.
- Review AI-generated content carefully.
- Verify important facts.
- Adapt resources to learner needs.
- Follow institutional guidance.
- Maintain professional responsibility.

Technology should support educational expertise rather than replace it.

### Chapter Summary

No AI tool is perfect for every educational task.

The most effective educators are those who:

- understand the strengths of different platforms,
- choose the appropriate tool for each situation,
- evaluate AI-generated content critically,
- combine technology with professional expertise.

Artificial Intelligence should be viewed as one resource among many that supports high-quality teaching and learning.

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### Chapter 21

#### Final Thoughts

Artificial Intelligence is changing the educational landscape. It is influencing how lessons are planned, how learning materials are created, how assessment is designed, and how educators collaborate with one another.

Despite these changes, one principle remains constant:

**Great teaching is built on human relationships, professional expertise, and a genuine commitment to learner success.**

AI cannot replace the empathy, creativity, ethical judgement, and pedagogical knowledge that skilled educators bring to the classroom every day.

Instead, AI should be seen as a powerful partner that supports educators by reducing routine tasks, generating ideas, and expanding opportunities for innovation.

Throughout this guide, you have explored:

- the fundamentals of prompt engineering,
- practical prompting techniques,
- classroom applications,
- assessment strategies,
- differentiated instruction,
- ethical considerations,
- ready-to-use prompts,
- recommended AI tools.

These resources are intended to help you develop confidence in using AI responsibly and effectively within your own educational context.

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As AI continues to evolve, so too will the opportunities for teaching and learning. The most successful educators will not necessarily be those who use the newest technology, but those who combine technology with thoughtful pedagogy, critical thinking, and a commitment to continuous professional learning.

Prompt engineering is not simply a technical skill. It is a communication skill that enables educators to collaborate more effectively with Artificial Intelligence while maintaining full responsibility for educational quality.

Your expertise remains the most important factor in every learning experience.

AI can generate ideas.

AI can organise information.

AI can support planning.

But only educators can inspire learners, build meaningful relationships, and create classrooms where every student has the opportunity to succeed.

The future of education is not about replacing teachers with technology.

It is about empowering teachers through technology.

### Continue Your Learning

Artificial Intelligence will continue to develop, and prompt engineering will evolve alongside it.

Continue experimenting.

Continue refining your prompts.

Continue reflecting on your practice.

Continue sharing ideas with colleagues.

Most importantly, continue placing learners at the centre of every educational decision.

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### Thank You

Thank you for reading **Prompt Engineering for Educators**.

We hope this guide supports your professional journey and inspires you to explore the opportunities that Artificial Intelligence offers for teaching and learning.

Remember:

**The quality of AI begins with the quality of your prompt.**

And the quality of education will always begin with the quality of the educator.

### About Teachers Education Academy

Teachers Education Academy (TEA) is an international professional development organisation dedicated to empowering educators through high-quality training, educational innovation, and international collaboration.

TEA organises courses, workshops, seminars, and Erasmus+ learning opportunities that help teachers, school leaders, and education professionals develop the knowledge and skills needed for modern education.

Our areas of expertise include:

- Artificial Intelligence in Education
- Digital Competence
- Innovative Pedagogy
- Inclusive Education
- STEAM Education
- Erasmus+ Professional Development
- School Leadership
- Teacher Training

## Teachers Education Academy

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We believe that education changes lives, and that empowered educators create empowered learners.

### Stay Connected

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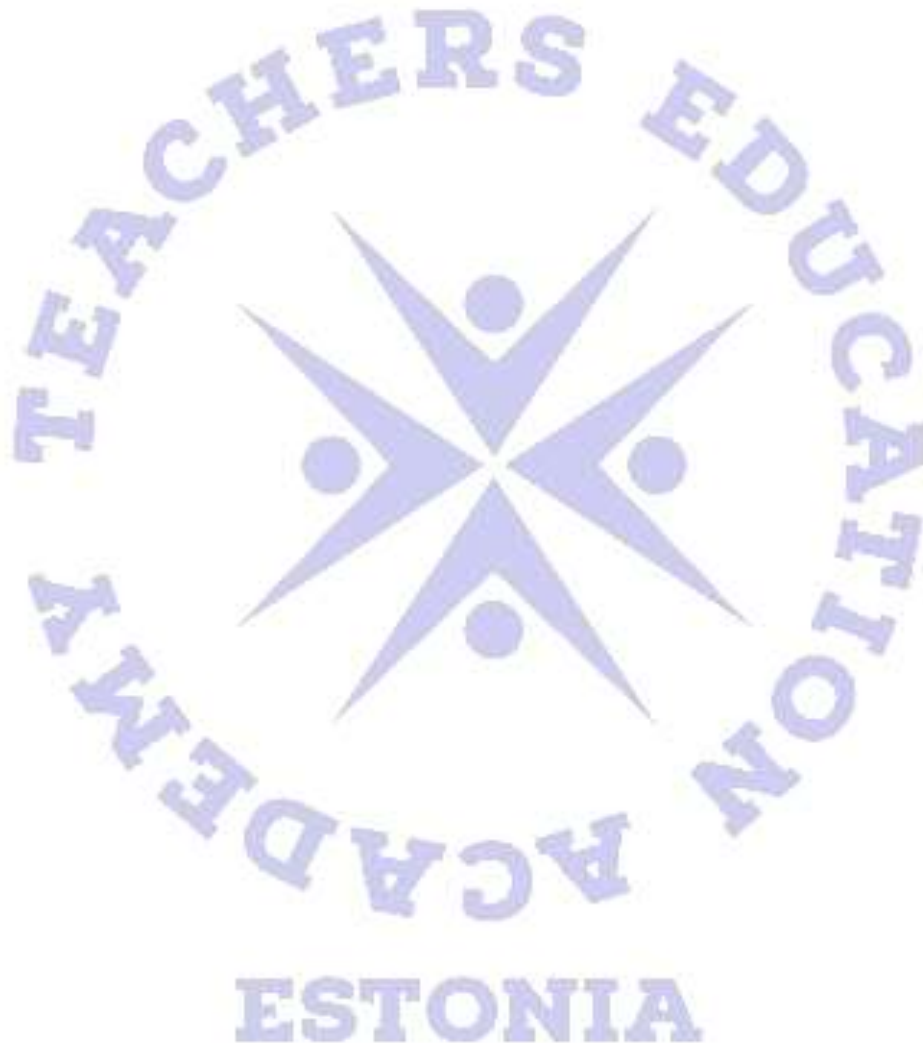
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