The Little Book of Generative AI prompts for senior leaders

Mark Anderson @ICTEvangelist

Getting started with Generative AI

Hi there and welcome to a new free little book, this time filled with useful prompts created, iterated and developed to help with a broad range of tasks undertaken by those in senior leadership. Aimed to work well in the popular free versions of ChatGPT, Gemini and Claude, I truly hope they help you.

Technology has the power to change everything and the power to do nothing, the difference often lies between the laptop and the chair! With training*, confidence and cognisance of what works, everyone can use technology to support their work in education to reduce workload, improve efficiency and help redress issues around work/life balance.

This little book isn't aimed as being competition for some of the great AI tools out there, **such as SLTAI**, but to help show you the art of the possible.

Hopefully over the course of the next few pages, you'll pick up some hints, tips and tricks to transform your work/ life balance. Enjoy!

Mark

How did you craft the prompts?

Making and crafting prompts isn't an easy thing, that's for sure. There comes a point where you have to realise that keeping on going, refining and improving becomes something which can end up taking longer than actually doing the work or the job might have taken.

It is of course important to recognise that even with these crafted prompts, iteration is essential. Even these prompts aren't going to give you exactly what you want. You will need to check over the outputs and refine the output to the standard you want. Detailed contextual information is crucial to success.

It's also essential that you recognise when the point is that iteration and improvement is unlikely to reap any more significant time-savings. I call it the 'tipping point'; that point where continued conversation with the GPT is unlikely to give you a significantly better outcome.

Truth be told, I did use my **Classroom Companion (free) GPT** which uses my STAIR model to help you create better prompts and resources, to help me generate the prompts shared in this little book.

That said, expecting a GPT to do all the work for you is a falsehood. Technology is brilliant, but it's important to recognise that working with AI is a partnership, a relationship where you work with it, not one where you tell it what to do and can expect it to do everything for you.

I'd be delighted to learn how you get on with them as they've been a real labour of love for me in creating them.

ICT EVANGELIST

What about ethics and bias?

It's important to remember that when it comes to using AI, it has to have learned its knowledge from somewhere, and of course, it learns what it knows from us. Therefore, like humans, it has taken on board and learned bias and has its quirks and issues.

As a tool, it is not infallible. Everything it shares with you has the possibility of being wrong. Therefore it can lie to you, it can hallucinate and make things up; it is eager to please and give you an answer to your query.

My advice with AI and the results it gives you is to always **treat it like every child in your classroom, in that you need to check its work**, and not just for errors, factual mistakes or hallucinations, but for inherent bias held within its responses.

Remember using some of the tools you might feel like you want to share personal data and you need to be clear on GDPR. Which ever tool you're using needs to have been cleared by your DPO (Data Protection Officer) and had a DPIA (Data Protection Impact Assessment) completed before you should use it. You should also not upload confidential documents and absolutely consider ensuring you turn off the feature built into tools such as ChatGPT. Not sure how to do that? **Check out this video on my YouTube**.

More advice on this will be shared in "**The Edtech Playbook**".

How do you use the prompts?

I decided to freely share this book under a Creative Commons Licence that grants people to use the prompts freely and for them to be shared freely too, but under certain conditions. So, please bear these in mind when exploring my work. The licence states that you can:

Adapt them	Copy them	Reuse them

You cannot use the work for commercial gain.

Finally, any use you make or adaptations you make, must still credit me and must also carry the same Creative Commons licence. If you want more information on that, then please **just visit here**.

In terms of how to use the prompts, well that should hopefully be easy for you, if you've used ChatGPT before. If you haven't, don't worry, I wrote an article for Independent Thinking on '**Ten Steps to Starting with ChatGPT in Your Classroom**' which should get you up and running.

If you're good with that though, as this is a PDF document, all you need to do is go to the relevant page for your subject, highlight the prompt you want, copy it and then paste it into ChatGPT.

You will notice on most of the prompts that I have put certain words into [square brackets] - these words are variables and therefor need to be replaced for your context. Once you've done that, simply run the prompt and let it work its magic. I can't promise they will work perfectly for you every time, just check the outputs for correctness and for bias, iterate as required and you should get the results you are seeking.

Want training in your school or support with your use of AI for learning? Get in touch via ictevangelist.com/contact.

So where are the prompts?

With the prompts, I considered areas where Generative AI could help with tasks that a senior leader could undertake. , Within the prompt library in this 'Little Book', you'll discover ten different sections, from three key categories. Each strand contains three prompts to help you get started on some of the tasks you might undertake within those areas.

It is important to note that while the prompts are detailed, the successful application of AI requires a deep understanding of your context which may not be fully captured in the prompts alone. Be prepared to iterate and give more information in order to achieve the best possible outcomes from the prompts.

The prompts are broken down thus:

Leadership and Strategy:
1. Cultural and Organisational Change
2. Strategic Planning and Visioning
3. Policy Development and Compliance
4. Operational Management and Efficiency

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

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

To help beyond each of these, now that this Little Book has been completed, I've added the knowledge contained within this 'Little Book' into my **Classroom Companion GPT**. By doing this, if you are seeking to craft additional prompts, you have the ability to work with the GPT to develop new prompts beyond what has been shared here.

If you do create some new helpful prompts that give you some good outputs, I'd love it if you could share those with me on LinkedIn or X/ Twitter.

* Want training in your school or support with your digital strategy? Get in touch via ictevangelist.com/contact.

ICT EVANGELIST

Leadership and Strategy

Cultural and Organisational Change

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

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

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

Strategic Planning and Visioning

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

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

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

Policy Development and Compliance

1. Develop a specific policy for [School Name] in the area of [Policy Area]. Include detailed procedures and contextual information relevant to your school's demographics:
   - Total number of pupils: [insert number]
   - Percentage of pupils with learning needs: [insert percentage]
   - Percentage of FSM pupils: [insert percentage]
   - Percentage of Pupil Premium students: [insert percentage]

   Ensure the policy covers all necessary components, such as introduction, scope, definitions, roles and responsibilities, procedures, training and support, record keeping, partnership with parents, and monitoring and review. Adhere to all relevant legal and statutory requirements as outlined by the DfE.

2. Develop a comprehensive Health and Safety Policy for [School Name]. Include detailed procedures for maintaining a safe environment for students, staff, and visitors. Consider the following elements:

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

ICT EVANGELIST ▶

Policy Development and Compliance continued...

3. Create a detailed Behaviour Policy for [School Name]. This policy should outline the expectations for student behaviour, procedures for addressing behavioural issues, and strategies for promoting a positive school environment. Include the following elements:

- Contextual Information:
  - Total number of pupils: [insert number]
  - Percentage of pupils with learning needs: [insert percentage]
  - Specific behavioural challenges or trends within the school: [insert details]
- Policy Components:
  - Introduction: Purpose of the policy and its importance.
  - Scope: Who the policy applies to (students, staff, visitors).
  - Behaviour Expectations: Clear guidelines on expected behaviours and conduct.
  - Roles and Responsibilities: Duties of teachers, support staff, students, and parents in maintaining discipline.
  - Procedures for Addressing Behavioural Issues: Step-by-step processes for managing minor and major behavioural incidents.
  - Support Systems: Resources and interventions available for students with behavioural difficulties, including support for special educational needs.
  - Incentives and Sanctions: Details on rewards for positive behaviour and consequences for misconduct.
  - Communication: How the policy will be communicated to students, staff, and parents.
  - Monitoring and Review: Methods for tracking behavioural trends and regularly reviewing the policy's effectiveness.
- Ensure alignment with DfE guidelines and statutory requirements for behaviour management in schools."

Like this? Visit edtechplaybook.co.uk to win a copy of my forthcoming book *"The EdTech Playbook"* coming soon from John Catt.
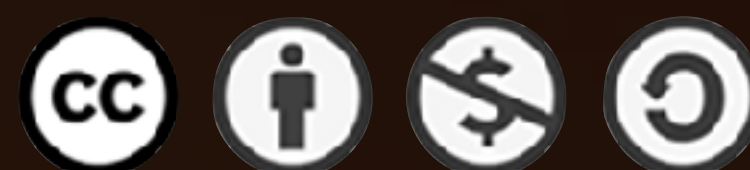
ICT EVANGELIST ▶

Response management and efficiency

1. As an experienced senior leader, expert in conflict resolution and empathy, write a letter to parents about [specific issue or event] at [School Name]. Ensure clear communication, empathy, and actionable information. Context: [insert details]. Introduction: Dear Parents/Guardians, I hope this letter finds you well. I am writing to inform you about [specific issue or event] at [School Name]. Details: On [date], [briefly describe the issue or event]. Impact: This [issue/event] has [explain how it affects pupils and the school community]. Action Required: We ask you to [outline any actions parents need to take]. Support: For questions or assistance, contact [insert contact information]. We also offer [insert resources or support services]. Closing: Thank you for your understanding and cooperation. Sincerely, [Headteacher's Name], Headteacher, [School Name].

2. As an experienced senior leader expert in writing copy, write a monthly newsletter from the headteacher to parents at [School Name]. Context: Key updates and achievements - [insert details], Upcoming events - [insert details]. Newsletter Content: Dear Parents/Guardians, welcome to the [month] edition of our newsletter. Recent updates include [briefly describe significant changes or announcements]. We are proud to highlight [specific achievements]. Upcoming events include [provide details about events]. Thank you for your support. Best regards, [Headteacher's Name], Headteacher, [School Name].

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

Teaching and learning

Responsive tools

1. Create a professional school senior leader chatbot that is expert in dealing with a variety of behavioural incidents, such as classroom disruptions or bullying. Have a conversation with me about a specific incident, prompting me to record relevant details (e.g., student names, date, time, context) and suggesting appropriate resolution strategies based on our behaviour policy.

2. Create a professional school senior leader chatbot that is expert in supporting students experiencing mental health crises, such as anxiety attacks or depressive episodes. Have a conversation with me about a specific student, guiding me to record essential information (e.g., student's current state, any previous incidents) and providing empathetic, actionable advice on immediate support steps and communication.

3. Act as a professional school senior leader chatbot that is expert in handling difficult conversations with parents, such as discussing behavioural issues or academic concerns. Engage in a conversation with me about an upcoming call, don't give me too much information in one go, have that conversation and prompt me a part of the conversation which allows me to outline key points (e.g., the main issue, desired outcomes) and providing guidance on maintaining a calm and constructive tone throughout the conversation.

Like this? Visit edtechplaybook.co.uk to win a copy of my forthcoming book *"The EdTech Playbook"* coming soon from John Catt.

ICT EVANGELIST >

Teaching and learning (2)

Technology Integration and Digital Learning

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

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

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

Teaching and learning (3)

Staff Development and Support

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

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

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

Admin, Community and Pastoral

Pastoral Support and Wellbeing

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

2. Write a letter to parents about their child's attendance issues at [School Name]. The student has been absent for [number] days in the past [time period]. We are concerned that these absences are affecting their learning and progress. We have taken the following steps to address this issue: [describe steps]. We recommend the following actions to improve attendance: [insert recommendations]. Please contact us if you have any questions. Sincerely, [Your Name], [Your Position].[1]

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

[1] With prompts such as this it is imperative to make sure you are able to enter personal information into your GPT, do not use your GPT if you do not have permission to include personal/identifiable information.
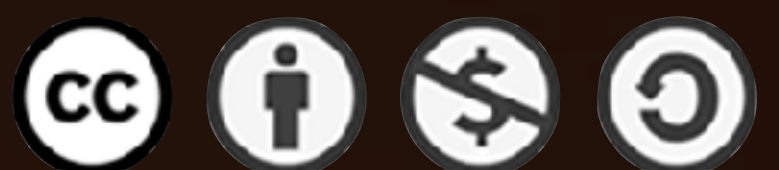
Admin, Community and Pastoral (2)

General Leadership Admin

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

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

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

Admin, Community and Pastoral (3)

Community Engagement and Partnerships

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

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

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

Useful resources

The most important factor in any classroom that can make a difference to learning and progress is the teacher. Yes EdTech can help, but the teacher is the most important element. With that in mind, when it comes to working with prompts, I'd strongly urge you to consider my STAIR approach which should help you with getting the most out of your work with AI:

Be precise and specific with your language.	Tell it exactly what you want it to do in minutiae.	Don't just give it one activity, give it the lot and explain what you want.	Be prepared for it to not get it right the first time. Iteration is essential!	Help the GenAI know what to do by giving it a role, e.g. Year 6 teacher.
Specific	**Tell**	**Actionable**	**Iterate**	**Role**

Of course, no person is an island and so with a good PLN (Professional learning network) we can all learn and be inspired!

With that in mind, here are a few publications and articles that have piqued my interest around the topic and are well worth a read (spoiler alert, I've written some of them!).

- Understanding AI for School - Tips for school leaders (Teacher Development Trust / ISTE)
- Use of AI in Education Policy (template) - Mark Anderson (me) and Laura Knight
- AI in Education: Teachers - Rachel Arthur
- Ten Steps to Starting with ChatGPT in Your Classroom - Mark Anderson
- 6 Things Teachers Do That AI Can't - Education Week/ Lauraine Langreo
- Teaching with AI - OpenAI
- AI's Edu Recommends - Al Kingsley's weekly newsletter always jam-packed with AI insights
- Artificial Intelligence and the Future of Teaching and Learning - US Office of EdTech
- AI Assessment Scale - Leon Furze

And that's a wrap

Thank you for taking the time to have a look at these resources. I truly hope you find them useful.

Please do remember a key directive when thinking about creating your own prompts from UK Government around minimising harm. In their guidance document 'Generative artificial intelligence in education' they are very clear on what can and cannot be entered into Generative AI tools.

Whilst this is UK specific advice, being mindful that this resource will have a global audience, I think this advice is common sense for all.

If you'd like to have a go at crafting your own prompts, and you've skim read this little book, you may have missed that you can use my **Classroom Companion (free) GPT** to help you with that and many more things besides. Check it out!

To bring things to a close, I'd just like to thank everyone who I work with, have worked with and the many thousands of educators around the world that have inspired me over the years. I wouldn't be able to create things such as this without the many things I have learned from you.

Don't forget that my EdTech Playbook that I'm authoring with Olly Lewis will be available soon. You can sign up for updates related to that by visiting edtechplaybook.co.uk.

To learn more about the work or to get in touch about support with training on AI in the classroom or consultancy around all forms of impactful uses of technology, digital citizenship, digital strategy and more, please do get in touch via my website

ICT EVANGELIST