

## Taking Your First (or Next) Step with Artificial Intelligence (AI) in Education.

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## Objectives

- **If you are at the start of your journey:** help you to take your first steps with introducing AI in your school or trust.
- **If you have already taken your first step:** support you to consider possible next steps.
- **If you are already an expert in AI:** share our journey and reflect on how you might help us to go further.
- **If you are from an Exceed Academies Trust school:** help you to embed AI in your setting and shape our collective strategy.
- **For everyone:** start to build a regional peer support network.

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## 'We'

- |                          |                    |
|--------------------------|--------------------|
| • Andrew Johnston        | • Peter Taylor     |
| • Paul Wallis            | • Richard Crabtree |
| • Sue Parsons            | • Ruth Jarvis      |
| • Angela Rhodes          | • Ben Batty        |
| • Jonathan Nixon         | • Duncan Jacques   |
| • Catherine MacGilchrist | • And many others! |

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## Structure of the session

- Our 18-month journey:
  - Infrastructure and Policy.
  - Training and Development.
  - Key messages and learning points.
  - Resources.
- Easy to replicate in your own organisation.



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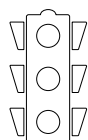
## Purposeful pause...

### 1. ChatGPT Voice Mode

*"I have a really challenging conversation today with a parent of a child at my school. Can you help me to prepare?"*

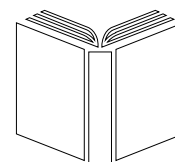
### 2. ChatGPT Video Mode

*Which AI tools do you use regularly?*



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## Our journey: Infrastructure and Policy



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## Large Language Models (LLM) and Generative Artificial Intelligence (GenAI)



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## Our journey: Infrastructure and Policy

- From curiosity, to guilt, to opportunity.
- Workload focus.
- Infrastructure.
- Policy review.
- Utilising Artificial Intelligence (AI) to Reduce Workload Strategy:
  - Leadership prioritised initially.
  - Curriculum a next step.
- Exploring Large Language Models: ChatGPT, Copilot, Claude, Gemini, Pi
- AI in Education guidance. ✓
- Acceptable Use Agreement. ✗
- Artificial Intelligence Use Policy. ✓

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## Images



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## Prompting

### A Guide for the Making of A Perfectly Acceptable CUP OF TEA



*Act as a HR officer. Write a job description for a primary school headteacher. Use examples available online to guide you. Include the following sections: Purpose of the Role; Main Tasks; and a table summarising the Person Specification that includes both Essential and Desirable criteria. Use standard British English spelling, punctuation and Grammar.*

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5 minutes

[www.exceedacademiestrust.co.uk/ai - Policy](http://www.exceedacademiestrust.co.uk/ai-Policy)

[www.exceedacademiestrust.co.uk/aistrategy](http://www.exceedacademiestrust.co.uk/aistrategy) - Strategy



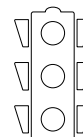
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## Purposeful pause...

### 1. Google Teachable Machine

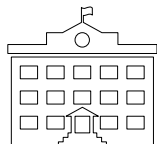
<https://teachablemachine.withgoogle.com>

Blog: <https://blog.google/technology/ai/teachable-machine>



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## Our journey: Training and Development



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## Our journey: Training and Development

- 50-minute session - 50% key message, 50% using AI
- Simple, clear messages.
- Not technical.
- How to access AI models.
- Reassurance, e.g. no coding required.
- 'Rules of engagement' - key messages - we'll explore some of these today.
- Fun first interaction - Quick, Draw!
- Brief case studies from trust schools - first steps.
- Focus on workload benefits.
- Artificial Intelligence in Education Use guidance.
- Prompt Craft resources and further support.
- Everyone uses a model before leaving - Microsoft Copilot in browser.
- Prompt Craft resources.



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## Prompt Craft

- A starting point for leaders, teachers, and support staff.
- Downloadable PDFs:
  - How to access AI models.
  - Simple starter example prompts.
- Wide range of AI uses - e.g. lesson plan, social media posts, translate, simplify, change reading age.
- Copy, paste, and adapt the prompt.
- Refine the output - maintaining the chat with the model.



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## Why? When?

- Scaffold first steps.
- Build confidence - Prompt Craft shows what you are likely to get.
- Immediate impact - win hearts and minds.
- Something for everyone.
- Provides a secure foundation for next steps.



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5 minutes

[www.exceedacademiestrust.co.uk/aistep1](http://www.exceedacademiestrust.co.uk/aistep1)



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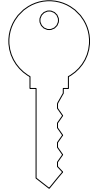
## Exceed InnovAltors Network

- Working Group:
  - Trust Central Team - Estates, Education, Data Protection.
  - School leaders.
  - First steps - infrastructure, policy, training.
- Exceed InnovAltors:
  - Champions.
  - Beyond the 'basics'.
  - Test and learn.
  - Workload pressure points.
  - Teacher effectiveness.
  - Personalised learning.



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## Our journey: Key Messages and Learning Points



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## Our journey: Key Messages and Learning Points

- Key messages explored in the training, AI Use Policy, and AI Use Guidance.
- Also represent aspects of our own learning.



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## Environmental impact



x 6

Google

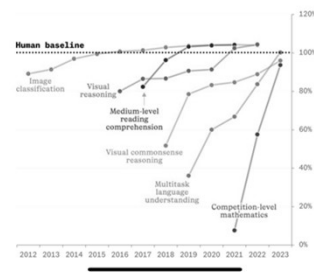
x 10

- United Nations



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## Is AI 'intelligent'?



A teacher tool...  
A personal tutor for students...  
How might these impact on pedagogy?

- Kiela et al (2023)



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## Can AI 'think'?

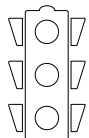


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## Purposeful pause...

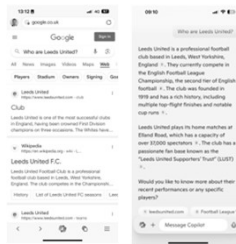
**Hexapawn**

<https://www.mozilla.cz/lab/hexapawn/>



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## Ease of use



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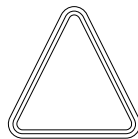
## Familiar



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## Age restrictions

- Typically, Generative AI models have age restrictions of 13, 16 and 18+.
- Parental consent is required for users under the age of 18.
- Take care with AI case studies - often Further Education examples of student use.



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## QA, QA, QA

*"Generative AI may present plausible information that is: inaccurate; inappropriate; biased; reinforces stereotypes; taken out of context and without permission; misinformation; and out of date; and unreliable. Hallucinations occur when AI detects patterns or objects that don't exist, leading to outputs that are incorrect or meaningless. Users should only use information if they are qualified to verify its accuracy. Users must quality assure the output before deciding to use it."*

- Exceed Academies Trust AI Use Policy



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## Humans are still important!



*"AI must never replace human judgment; it should enhance knowledge and decision making. Equally, the loss of human interaction is a risk that should be mitigated in an organisation, profession and sector that is built on human relationships."*

- Exceed Academies Trust AI Use Policy



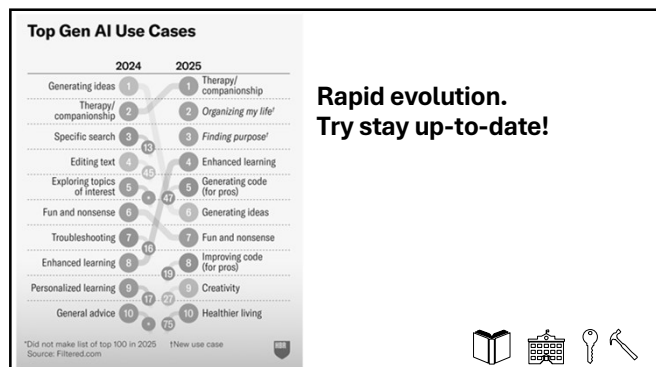
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## Cautious use

- Generative AI can be used in the classroom.
- Cautiously, e.g. turn the data projector off.
- By an adult.



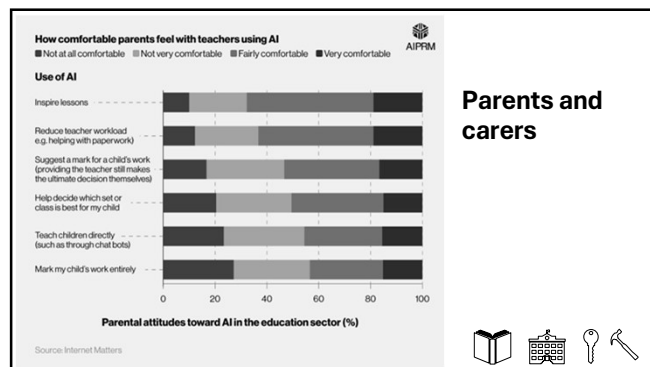
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**Rapid evolution.  
Try stay up-to-date!**



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**Parents and carers**



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## Everyone's responsibility...

*"Data protection is everyone's responsibility. Under no circumstances should personal or identifying information about staff, students or other individuals be entered into any AI system without prior agreement from the Data Protection Officer (DPO). In these circumstances, a Data Protection Impact Assessment (DPIA) will be carried out to ensure that appropriate levels of data and cyber security are present to protect personal information."*

- Exceed Academies Trust AI Use Policy



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## Using personal and sensitive data with AI

- Confusing!
- Differentiation between AI models with commercial data protection and those without.
- e.g. Microsoft 365 Copilot Pro (£25 per month) v Microsoft Copilot (free web browser version)
- Nothing is 'free'.
- Microsoft 365 Copilot can find all the folders you have access to - "Share with anyone, doesn't require sign-in").



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## Purposeful pause...

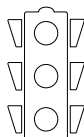
### 1. Microsoft 365 Copilot Pro

*"Write me a job description for a primary school headteacher"*

*"Summarise my emails about Canva"*

Researcher

Analyst



### 2. Canva educational license

### 3. Adobe Express educational license



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**3 minutes**

**Quick, Draw!**

<https://quickdraw.withgoogle.com/>



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**What do 50 million drawings look like?**

Over 15 million players have contributed millions of drawings playing [Drawabox.com](https://www.drawabox.com/). These drawings are a unique data set that can help developers train new neural networks, help researchers see patterns in how people around the world draw, and help artists help researchers see patterns in how people around the world draw, and help artists create things we haven't begun to think of. That's why we're <https://www.drawabox.com/>. For anyone to play with.

Select a drawing



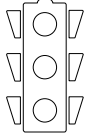








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**Purposeful pause...**


**Oak National Academy Aila**  
<https://labs.thenational.academy>

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**?**

How do we ensure our workforce  
are aware of and apply these principles?



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**Our journey:  
Resources and Tools**











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**Our journey: Resources and Tools**





- Created by Exceed Academies Trust.
- Exceed InnovAltors.

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**Our journey: Resources and Tools**

- Progression:
  1. Taking Your First Steps To Reduce Workload With AI. ✓
  2. Taking Generative AI Further to Reduce Workload.
  3. Personal AI models for projects and planning.
  4. [Potentially] Powerful, Easy To Use Custom GPTs.

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## 2. Taking Generative AI Further to Reduce Workload

- Prompt Craft PDFs but converted to a web page per prompt.
- No need to copy, paste, and adapt the prompt.
- More sophisticated prompt to copy and paste from web page.
- AI model will ask the user a series of questions.
- Prompt them utilises this additional context when responding.
- The response also reminds the user of some key considerations linked to the AI Use Policy.



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## Why? When?

- More efficient - detailed prompts.
- Less editing compared the Prompt Craft PDF prompts - better user experience.
- Improves the output.
- Exemplifies more advanced prompting for those who wish to go further - move towards mastery.



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10 minutes

[www.exceedacademiestrust.co.uk/aistep2](http://www.exceedacademiestrust.co.uk/aistep2)



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## 3. Personal AI models for projects and planning

- Google NotebookLM - expert in knowledge you upload, resource creator, podcast.
- Share access to Notebook using Google accounts.
- ChatGPT Projects.
- Microsoft 365 Copilot Agents (need Pro licence to create but not to access).
- Oak National Academy Aila - lesson plans and resources.
- Today: Showcase - Google, Oak.
- [www.exceedacademiestrust.co.uk/aistep3](http://www.exceedacademiestrust.co.uk/aistep3)



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## Why? When?

- You have more control of the training content - your trusted sources.
- Narrow knowledge base - model is 'expert' in the information you want to focus on.
- Personal - not always easy to share access to the model.
- Easy to use - the developer has done the hard work.
- Use when you have a project or something specific you want to focus on.
- Example uses: SEND Code of Practice and related sources when applying for an EHCP.



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## 4. [Potentially] Powerful, Easy To Use Custom GPTs

- Prompt Craft prompts are useful, but...what else?
- What will **really** make a difference?
- Enhance teacher quality:
  - *Apply Research to Your Next Lesson.*
  - *Address Teaching and Learning Challenges.*
- Reduce workload for the hugely time consuming leadership tasks:
  - *Create a Research-Informed Improvement Plan.*
  - *Create Reports To Parents.*
- CustomGPTs and Microsoft 365 Copilot Agents.



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#### 4. [Potentially] Powerful, Easy To Use Custom GPTs

- Need further development / testing.
- They offer something different.
- Long, advanced prompts but very easy to use - easier than any others demonstrated today.
- Mastery - by the creator of the prompt, not the user.
- From a few prompt words to thousands - more detailed output.
- Migrate from CustomGPTs to Microsoft 365 Copilot Agents?



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#### Why? When?

- Very easy to use - no prompting skill needed by the user.
- [Potentially] Powerful.
- Output produces a detailed starting points to copy and edit to suit your needs and context.
- Facilitate professional conversations - less time typing.



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[www.exceedacademiestrust.co.uk/aistep4](http://www.exceedacademiestrust.co.uk/aistep4)



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#### Progression?

		Custom GPTs
Higher	Prompt Craft Web Pages	Aila
Efficiency		Copilot Agents
Low	Prompt Craft PDFs	NotebookLM
	Low	Higher
	Mastery	



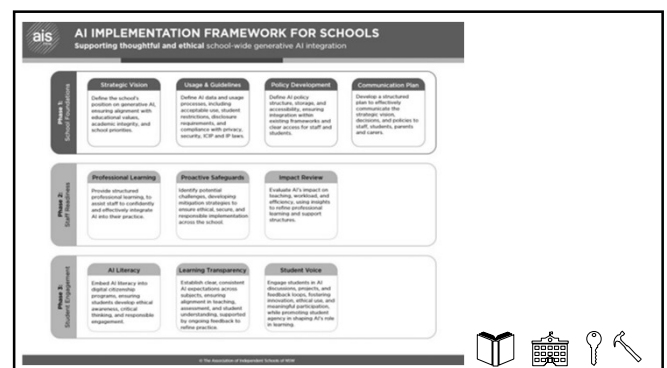
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Taking these resources further,  
what are the other opportunities to positively impact  
on the teacher effectiveness, workload,  
or other aspects of education?



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## What will *really* make a difference to workload?

- Creating a WAGOLL with AI is great.
- But it saves minutes not days.
- How can AI truly be impactful?
- Teacher effectiveness and school improvement planning are our first steps.
- We need to think beyond the education examples that are flooding social media.



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## Curriculum

- Need to prepare children and young people for a world with AI.
- Less about prompting?
- More about Quality Assurance?
  - Critical thinking
    - accuracy, bias, misleading
    - Check reliable sources, verify credibility
  - Digital literacy
    - Limitations of AI, identify hallucinations, fact-checking
  - Ethical reasoning:
    - Impact of AI on privacy, risks of sharing data, stereotypes, when it can be used
- Do they need to directly use Generative AI models to achieve this?
- A next step for Exceed Academies Trust.



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## Pedagogy

- If students have a super intelligent personal tutor, how does classroom practice evolve?
- Career stage readiness for AI tools?



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*We'll help you, if you help us!*

**Creating a regional network**



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## Objectives

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## Summary

- Our journey is ongoing.
- Exciting possibilities.
- Policy, strategy, training, guidance and review are key.
- We don't know what is around the corner.
- We can't do it alone: as a sector, we need to support each other.
- Access all our resources at [www.exceedacademiestrust.co.uk/ai](http://www.exceedacademiestrust.co.uk/ai)

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