Practical examples for teachers

Related content: M5-T1-MLC1 – Automating Repetitive Administrative Tasks with AI

Exercise 1 – for the teacher's own learning

Objective: to identify recurring administrative tasks suitable for AI support and to build safe, reusable templates for them.

Title: My admin audit and three safe templates

Exercise: listing one week's administrative tasks, classifying them with the traffic light, and creating and testing three reusable prompts with placeholders.

Duration: 40 minutes, plus a one-week follow-up

Form of work: individual work

Tools: the AI tool approved by your school (e.g. Microsoft 365 Copilot Chat with a school account), a word processor or spreadsheet

Instructions:

1. List the administrative tasks you did last week and estimate how long each took. Mark each task green, amber or red using the traffic light from the core text.
2. Choose three green tasks (e.g. a parent letter, a safety briefing record, a meeting agenda). For each, write a prompt with placeholders such as [LEARNER], [DATE] or [COMPANY].
3. Run the prompts, check every fact and adjust the tone. Save the final versions as templates and the prompts in your own prompt library.
4. Use the templates for a week, add personal details only in the school's own system, and compare the time spent with your earlier estimate.

Lessons learnt:

- Most time is saved by reusable templates, not by one-off answers.
- Placeholders make many tasks safe without making them less useful.
- Measuring time – including checking time – shows where AI really helps.

Exercise 2 – working with colleagues

Objective: to agree on shared, safe rules for using AI in administrative work and to start a common prompt library.

Title: Staff-room traffic light

Exercise: a department team sorts typical administrative tasks into green, amber and red categories, agrees on common rules and collects tested prompts.

Duration: 45 minutes

Form of work: group work in a department or subject team (4–8 teachers)

Tools: task cards, three coloured sheets, a shared online folder, the school's rules on AI use and data protection

Instructions:

1. Each colleague writes three recurring administrative tasks on cards (e.g. absence follow-up, report on a company visit, exam registration list, invitation to a parents' evening).
2. The team places the cards on the green, amber or red sheet and discusses borderline cases: what exactly makes a task amber or red?
3. For two green tasks, pairs write and test a prompt with placeholders and add it to a shared folder with a short note on what must be checked.
4. The team formulates three to five common rules and lists open questions for the school leadership and the data protection officer.

Lessons learnt:

- Borderline cases are best clarified together, not individually.
- A shared prompt library multiplies the time saved.
- Common rules make safe AI use easier to follow and to explain to parents.

Notes for teachers:

- If possible, invite the school's data protection officer or IT coordinator, and clarify which AI tools are approved.
- Use invented examples on the task cards; never bring real learner documents to the exercise.

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