

Automating Repetitive Administrative Tasks with AI

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Learning objective

A significant part of teachers' working time is taken up by routine, repetitive tasks that are not closely related to teaching itself. Every day, they have to write messages, reminders and reports, and fill in different forms. This learning content demonstrates how some of these administrative tasks can be automated with the help of AI. By the end of the learning content, participants will be able to decide which repetitive tasks can safely be supported by AI while protecting personal data and maintaining professional responsibility.

Introduction

In the OECD TALIS 2024 survey, around half of lower secondary teachers (52% on average) named administrative work as a source of stress. In vocational education the load is often even heavier: besides registers, reports and parent communication, VET teachers coordinate work-based learning with training companies, keep records of occupational safety briefings, prepare exam documentation and manage workshop materials and equipment.



Too much administration! (Source: ChatGPT)

Large language models can be compared to an "excavator" for intellectual work: while the human remains in control, the machine does many times more work in an hour than a person could do in the same amount of time. If we follow the basic rule of using AI only for tasks we could also do ourselves, we keep oversight and control in our own hands throughout. The purpose of using AI is not to hand over responsibility, but to increase efficiency.

Where AI can help: five safe task types



Drafting messages, organising information, summarising routine data, preparing templates and supporting documentation are typical administrative uses of AI

Drafting messages

Parent letters about a company visit, reminders about work clothing and personal protective equipment, e-mails to training companies, invitations to an open day.... Give the AI the purpose, the audience, the key facts and the tone, and ask for a short and a longer version. The same message can be rewritten for parents, for learners and for the company mentor.

Organising information

Turn scattered notes into a table, sort tasks by deadline, build a checklist from a long regulation or internal procedure, or compile a material order list from a project plan. Structured input and a clearly requested output format (table, checklist, CSV) give the most reliable results.

Summarising routine data

Summarise anonymised survey results, count categories in an exported table, or compare this term's aggregated results with last term's. For calculations, ask the AI to use its data analysis function (should use a program code) and spot-check a few numbers yourself.

Templates and checklists

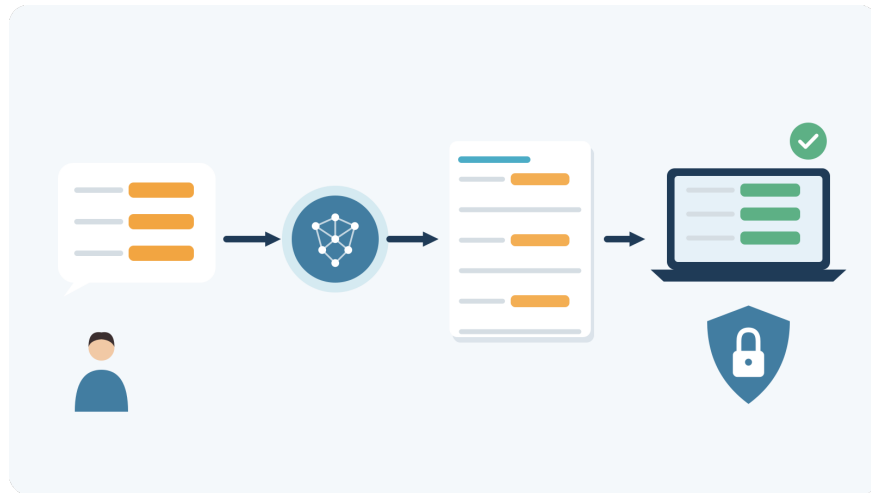
Recurring documents – a safety briefing record, a report on a visit to a training company, a field trip plan, a meeting agenda – are ideal for AI-prepared templates. A template is made once and checked thoroughly once; after that it can be reused many times, even without AI.

Supporting documentation

AI note-taking in online meetings can produce a structured summary of decisions, tasks and deadlines. Participants must be informed before recording (and asked for consent where required), and the minutes must be checked before they are sent.

Work with placeholders, add personal details locally

The safest workflow keeps personal data out of the AI tool altogether. Write the prompt with placeholders such as [LEARNER], [DATE] or [COMPANY], let the AI draft the text, and insert the real details only after checking – in the school's own system (e-mail, e-register or document).



A prompt with placeholders produces a draft; personal details are added only in the school's own system

Example prompt with placeholders

"You are the assistant of a vocational teacher. Write a short, polite e-mail to [COMPANY MENTOR] about the work-based training of [LEARNER], a second-year electrician apprentice. Purpose: to arrange a visit on [DATE] and to ask for a brief assessment of punctuality, safety awareness and teamwork. Tone: professional and friendly. Maximum 120 words. Keep the placeholders in square brackets unchanged. Then write a two-sentence version for a text message."

Good prompts are worth collecting in a shared prompt library of the department. If your AI tool allows it, recurring instructions can be saved in a project or a custom assistant (see M1-T2-MLC1) – but never store learner data there.

Learner data, confidentiality, accuracy, accountability

Learner data

Under the GDPR, names, grades, absences, health information, special educational needs, family circumstances and disciplinary cases are personal data, and some of them belong to special categories that require particular protection. Data from the electronic school register must never be copied into public AI chatbots. Use only tools approved by your school. Institutional versions – for example Microsoft 365 Copilot Chat with a school account, or Gemini and NotebookLM in Google Workspace for Education – come with contractual data protection commitments, but these do not replace the school's own data protection rules. If in doubt, ask the school's data protection officer.

Confidentiality

Exam tasks before the exam, internal staff matters, contracts with training companies and complaints are confidential even if they contain no personal data.

Accuracy

AI can invent dates, figures or references to regulations (on hallucination see M1-T1-MLC3). Check every fact, deadline and number against the original source.

Accountability

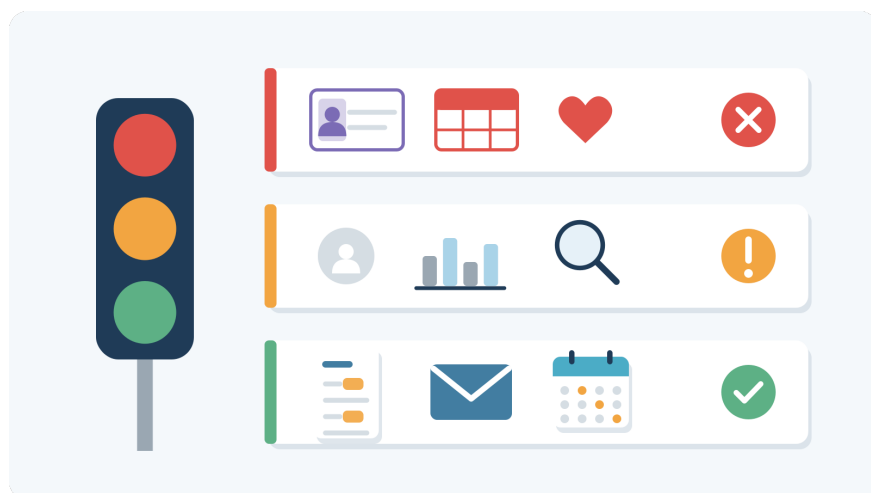
The teacher who sends or signs a document is responsible for it. AI must not make decisions about learners: grades, justification of absences, disciplinary measures and placements remain human decisions. Browser agents that can act in administrative interfaces should work in a mode where they ask for approval, and they should not be given access to the school e-register.

Traffic light: what may go into an AI tool?

Green – generally fine: generic texts and templates, public information, your own notes without personal data, anonymised and aggregated figures (e.g. “12 of 24 learners completed the task”).

Yellow – only with care and an approved tool: anonymized case descriptions, data of small groups in which learners could be recognised, internal documents, meeting recordings (only after informing participants).

Red – never in public AI tools: names with grades or absences, e-register exports, health or sensitive information, family or disciplinary matters, photos of learners, passwords and login data.

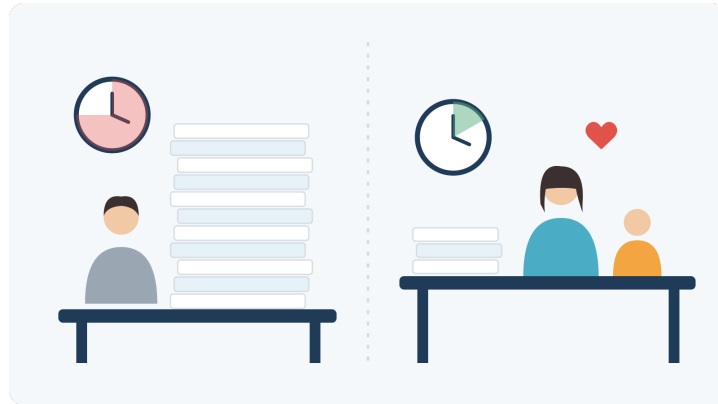


Red: identifiable learner data; yellow: anonymized or aggregated data, with care; green: generic content

Start small and measure the time saved

Do not try to automate everything at once. Choose two or three recurring tasks, measure how long they take now, build and test an AI-supported template for them, and measure again a few weeks later. In an English trial, teachers who used ChatGPT together with a short guide spent about 31% less

time on lesson planning, with no loss of quality (EEF, 2024). Similar savings are realistic for well-defined administrative tasks – but only if the time spent on checking is counted too.



Time saved on paperwork is time for learners

- List your recurring tasks for one week and mark each of them green, amber or red.
- Start with the green light tasks; agree on rules with colleagues and the school leadership for amber light tasks.
- Keep the reusable result (template, checklist, prompt), not only the one-off answer.
- Share what works: a common prompt library saves time for everyone (DigCompEdu 1.1 Organisational communication).

Takeaways for teachers

- AI helps most with recurring drafting, organising, summarising and template tasks.
- Use placeholders instead of personal data; add the real details only in the school's own system.
- Never paste e-register data, grades, health or family information into public AI tools.
- Check every fact, figure and deadline – you remain responsible for what you send and sign.
- Start with two or three tasks, measure the time saved and share good templates with colleagues.

References

- OECD (2025): Results from TALIS 2024: The State of Teaching. Paris: OECD Publishing.
- Regulation (EU) 2016/679 (General Data Protection Regulation), Articles 5 and 9.
- Education Endowment Foundation (2024): ChatGPT in lesson preparation – A Teacher Choices trial. Evaluation report.
- Redecker, C. (2017): European Framework for the Digital Competence of Educators: DigCompEdu. Luxembourg: Publications Office of the European Union.
- UNESCO (2023): Guidance for generative AI in education and research. Paris: UNESCO.

- Lengyel, Zs. (2026): Concrete applications for content generation. VITA training presentation.

Links

- Results from TALIS 2024: [oecd.org](https://www.oecd.org)
- GDPR full text: eur-lex.europa.eu
- EEF – ChatGPT in lesson preparation:
educationendowmentfoundation.org.uk
- [DigCompEdu](https://digcompedu.eu)

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