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Technology in Education

AI for Leaders:

Purpose, Planning, Policy and Practice

School:

Name:



Professional Learning Booklet
2026

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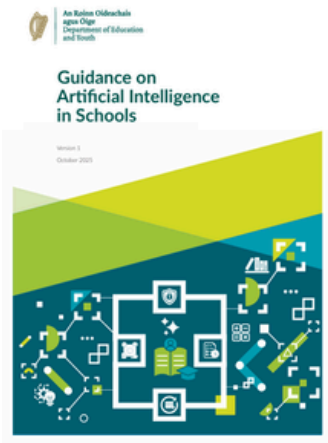
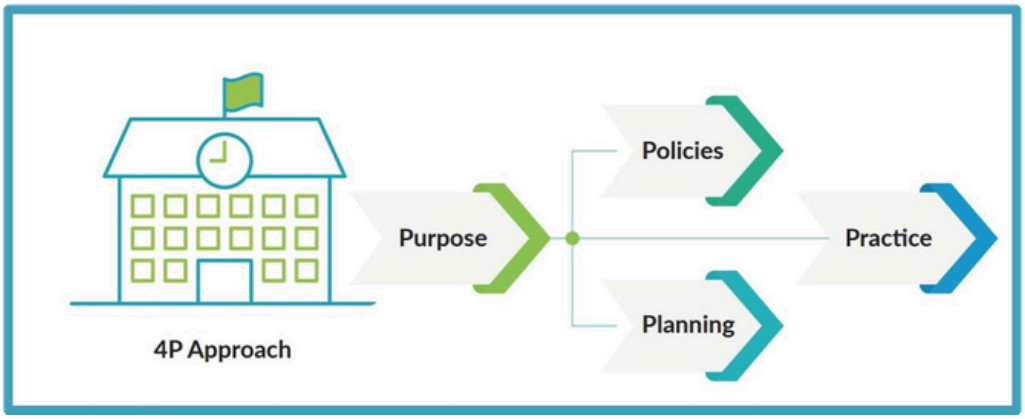
Department of Education and Youth's Guidance on AI in Schools



An AI Roadmap for Schools – The 4P Approach (p.20)



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Guidance on Artificial Intelligence in Schools is a living document.

An initial step toward safe, effective and responsible use of AI in Schools.

This guidance is designed to achieve two primary objectives:

- *provide teachers and school leaders with a common understanding of AI, its potential applications in education and establish principles for its responsible and appropriate use.*
- *support teachers and school leaders in making informed decisions on the use of AI, having regard to safety and privacy requirements.*

Department of Education and Youth, 2025, p.8

SESSION 1: Activity 1

Reflection: Four Corners Debate

What were your initial thoughts?
How has your thinking changed?
Did you hear a point that challenged your perspective?

"AI will revolutionise the work of a school leader."

“Using GenAI to analyse and cross-reference policies will enhance leadership decision-making.”

"Using AI will make teachers too dependent on technology."

"Gen AI should be used to assess pupil work."

SESSION 1: Activity 2

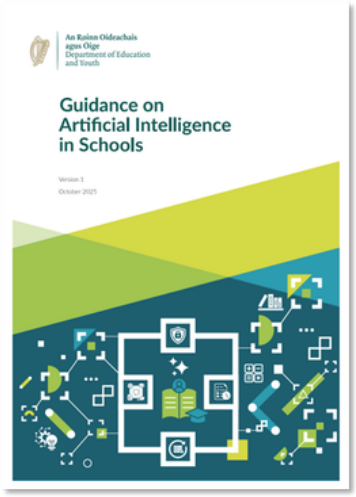
7 Key Requirements of AI Use



Post-it Note Activity:

Something I found interesting…

Something I want to know more about…



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SESSION 1: Activity 2

7 Key Requirements of AI Use

Something I found interesting…
Something I want to know more about…

Are there any aspects of these seven key requirements that we need to consider in our own context?
How could you use this 'post-it' activity in your school?

SESSION 1: Activity 3

Scenarios: Current Uses

From your discussion, how might you adapt these examples in your own school?

Planning & Preparation

Teaching & Learning

Leadership & Management

SESSION 2: Activity 1

What would be a suitable prompt?

Planning & Preparation

You're a 4th class teacher who will be teaching a lesson about the watercycle. You want to create a list of key vocabulary with suitable definitions.

Teaching & Learning

You're a 5th class teacher helping students with a difficult reading passage. You want help to simplify the text, check the vocabulary, and point out key grammar features, especially nouns, with clear definitions.

Leadership & Management

You're a primary principal planning a class trip to the National Museum. You need to write a short, friendly letter to parents with the details. You want to make sure parents know what their children should bring and what they should wear for both sunny and rainy weather.

SESSION 2: Activity 1

What would be a suitable prompt?

Write the prompt

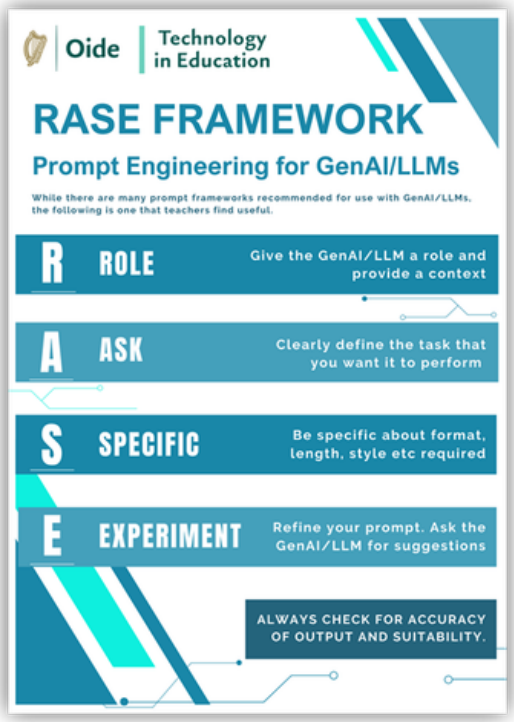
Write the prompt

Write the prompt

SESSION 2: Activity 2

Apply the RASE Framework





Sample Scenarios

Planning & Preparation	Teaching & Learning	Leadership & Management
You want to compile a list of websites that can support the focus of learning you have identified in maths for the next fortnight.	You want to generate a list of quiz questions based on a novel you are exploring with your class.	You want to create a yard duty rota for the staff in your school.

SESSION 2: Activity 2

Apply the RASE Framework

**Construct a prompt using the RASE Framework below.
You can choose one of the scenarios on the previous page
or you can create you own.**

1 **Role**

2 **Ask**

3 **Specific**

4 **Experiment**

SESSION 2: Activity 3

Reflection: Gallery Walk

What are your main takeaways from the discussion on each of the following questions?

Question 1

How can I support conversations around maintaining human professional judgment and decision-making while engaging with AI?

Question 2:

How would I ensure potential risks such as bias, inaccuracies, or overreliance on AI are mitigated?

Question 3:

How can I, as a school leader, support teachers to evaluate whether AI is contributing positively to their teaching practice?

SESSION 3: Activity 1

AUP AI Statements

1. **Discuss each statement with a partner and decide whether it may be relevant in your school's AUP.**

2. **Are there any statements you might need to adapt?**

Notes


webwise.ie

AUP AI STATEMENTS

Educational Integration and Support

The following statements are intended as a guide for schools to collaboratively review, discuss, and agree upon their approach to integrating AI into learning, teaching, and assessment.

- SCHOOL NAME recognises the potential benefits of Artificial Intelligence (AI) in education and is committed to its responsible and ethical use within our learning environment.
- SCHOOL NAME provides training and professional development opportunities for teachers to effectively utilise AI tools in their teaching practices, ensuring they stay up to date with technological advancements.
- The selection of AI tools and technologies in SCHOOL NAME aligns with educational goals, including supporting learner agency and promoting critical thinking.
- AI technologies are integrated into the curriculum to enhance learner outcomes and experiences.
- SCHOOL NAME integrates AI into its educational processes to enhance learning, foster innovation, and promote the development of critical skills.
- SCHOOL NAME will make necessary adjustments to our school's adoption and integration of AI based on review and feedback.
- A regular review of the impact of AI on learning outcomes is to be conducted to ensure continuous improvement.

SCAN HERE

SESSION 3: Activity

DLF – Leadership and Management
Action Planning

Identify key actions you might take to implement the safe, ethical and responsible use of AI in your own school context.

START	STOP	CONTINUE

Dimension:	Domain:
Standard:	
Statement(s) of Practice:	
TARGET(S): *(These are generally based on learners acquiring new knowledge, skills and/or attitudes as well as the method of attainment. They should lead to improved learner outcomes).* •	

Actions are specific, measurable, achievable, realistic and timebound (SMART) activities that will be required to achieve that target.

ACTION (What needs to be done?)	**CRITERIA FOR SUCCESS** (What are the desired outcomes?)	**PERSONS RESPONSIBLE** (Who is to do it?)	**TIMEFRAME** (When is it to be done by?)	**ACTION COMPLETED?**
MONITORING & EVALUATION PROCEDURES How are we going to monitor our progress? Do we need to make adjustments? Have we achieved our target(s)? How do we know?				

Suggested focus: Standard 2.1

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Further Supports

Artificial Intelligence in Schools - AI Hub

- Comprehensive Resource: Provides extensive information on integrating AI in educational settings.
- Expert Insights: Features expert interviews on AI's application in schools.
- Safety Focus: Addresses online safety concerns related to AI use.

Artificial Intelligence in Schools - Online Course

- Equips teachers and school leaders with knowledge of AI, including key policy documents and ethical considerations.
- Practical Applications: Highlights practical uses of AI in educational settings.

RASE Prompt Framework for Prompt Engineering

- Outlines four key steps: Role, Ask, Specificity, and Experimentation.
- Purposeful Use: Supports teachers in using AI tools purposefully and productively.
- Improvement Focus: Encourages refining prompts to improve results.

AI: Considerations for Teacher Use - Infographic

- These considerations aim to help teachers effectively and responsibly incorporate AI tools in their classrooms.

Webwise.ie: AI and Online Safety Hub/ AUP Generator

- This AI Hub provides information and resources on artificial intelligence and how it can benefit and support users, as well the current limitations and concerns about its use.
- The AUP Generator tool has now been updated to include a section on AI in schools: Link here.

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