



Hampshire
County Council

Improvement and
Advisory Service

AI In action: Practical Tasks for middle leaders 23rd January 2026

Phil Bagge Computing & AI Inspector HIAS

Education Secretary on AI

21st January 2026



- AI should support teachers, not replace them
- AI can help personalise learning, including for SEND
- AI in schools must be safe and responsible
- AI tools should be evidence based and proven
- Staff need training and guidance to use AI well
- Schools need strong data and infrastructure for AI

<https://www.gov.uk/government/speeches/education-secretary-speech-at-bett-uk-conference>

How to Use AI as a Leader

Session Objective	Red Amber Green
1, I understand what AI is and how it works	
2, I can keep my school's data safe while making the most of AI	
3, I can avoid falling into AI bias and hallucination holes	
4, I can explore different AI prompting techniques	

RAG Session Objectives Before session
How does Generative AI work?
What AIs do poorly
New chat old chat
Protect your data
Co-creating with AI
Learning your style
Context, Constraint, Example
More than one, AI Moderation
AI Checking accuracy, working with data
Perfect prompt or layered approach
Research
How to display your information
Responsible use round table
Notebook LM
Final Summary
RAG Session Objectives After

Agenda

I understand what AI is and how it works



ChatGPT



Copilot

How does AI work?

I have a parrot listening to my conversations

A cup of **tea**
would be
great

I would love a
cup of **tea**

A glass
of **beer**



The parrot has learnt the most **probable** sounds I will use



Mmm I would
love a **cup of**

....

tea

It chooses a sound based on how many times that sound has appeared in that context before

Mmm I would
love a **cup of**
.....



(cup of)

tea



(glass of)

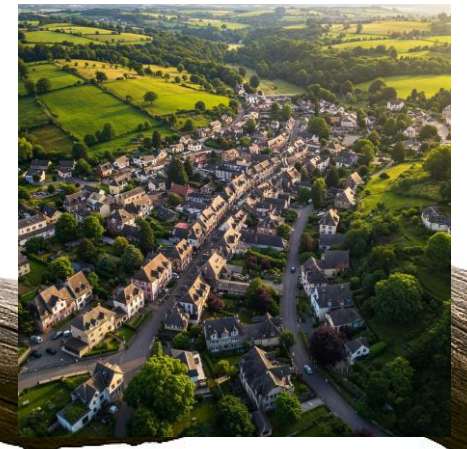
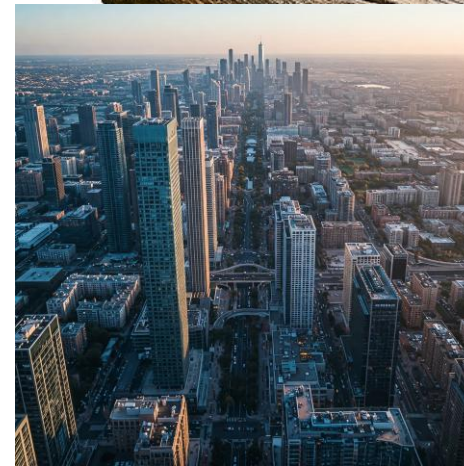
beer



A parrot does not understand what tea is or what a cup is. It just knows that the **tea** sound often goes after the **cup** of sound



Imagine a
super parrot
listening to
lots of sounds
from around
the world



Because it has listened
in geography lessons it
can now answer
Geography questions



Nile

What is the
longest river
in the world?



Super Parrot does not understand what a river is or even what longest means. It just know that the sounds **longest river** is related to the sound **Nile**



A Large language model (ChatGPT, Copilot, Gemini etc) don't work with sounds they work with **words.**

Which **words are statistically more likely to go next to other words**

Longest river in the world is the **Nile.**

Stochastic Parrot

Emily M Blender



LLM are like parrots that mimic speech, they can produce plausible text by statistically linking words and sentences together **without** understanding meaning. They excel at recognising patterns but don't understand the meaning behind the text.

What AIs do poorly

What subject area was this list originally written for?

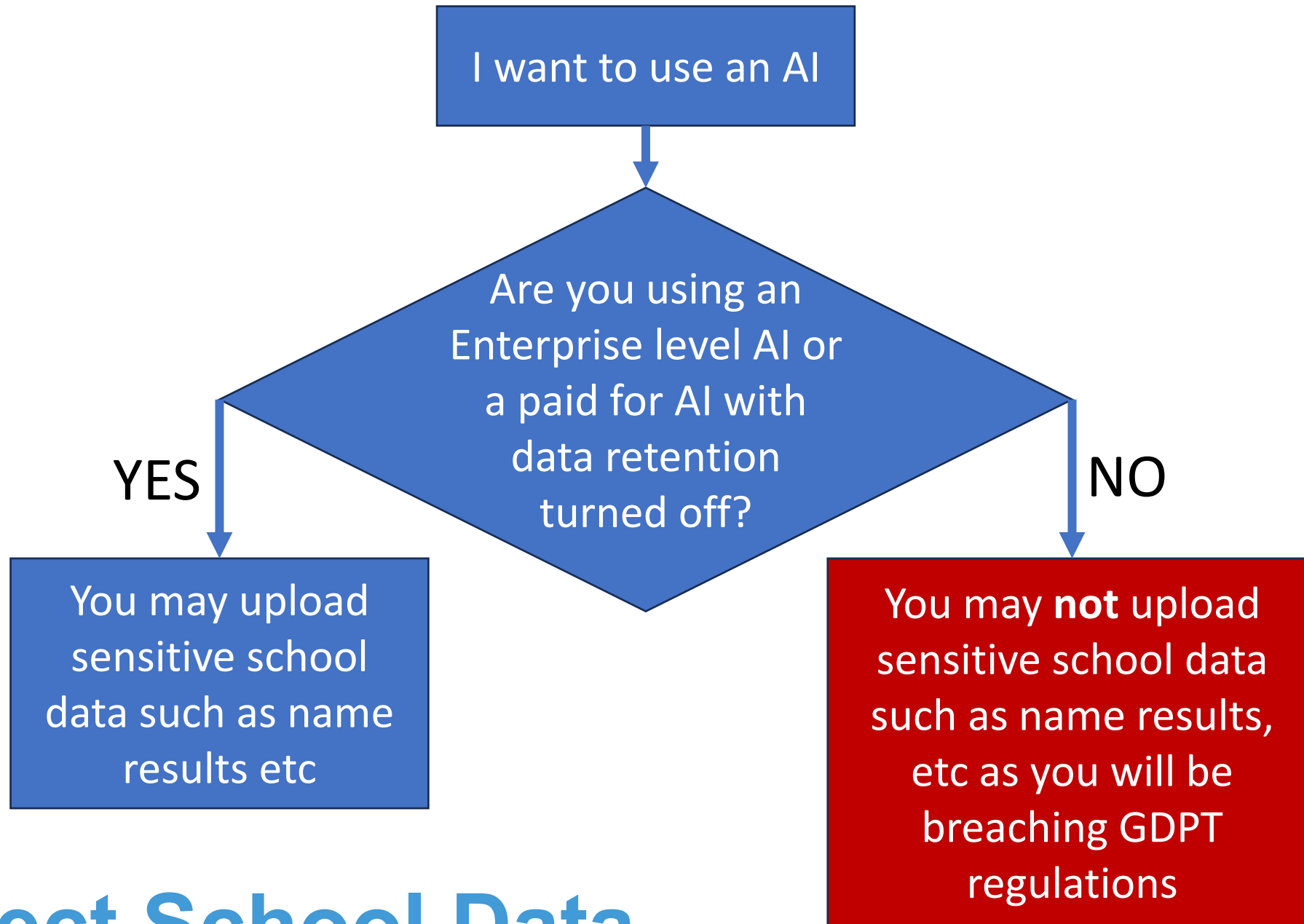
If an ai cannot predict the next word accurately it will just make it up. We call these **hallucinations**.

- Inaccuracies in dates, events, people
- Misinterpretation of chronology
- Overconfident storytelling presented as fact
- Incorrect cause and consequence
- Making up sources that do not exist
- Oversimplification of complex ideas
- Lack of context about evidence
- Mixing periods and cultures
- Confusion between primary evidence and secondary interpretation

AI's work with the training material provided by their programmers. This material may be **biased**

New Chat or Build on Old Chat

- If you are starting a new topic start a new chat
- If you are building on a previous topic go back to that chat and continue it. It will then pick up where you left off
- Chat history is preserved for you to refer to



Protect School Data

Co-Creating with AI

- The best use of AI is as a co-creation tool
- Co-creation is where we have had a considerable say in guiding what is created and how it is created.
- If the AI has done all the work you will struggle to remember what it created as you have not thought hard about it.
- Everything we produce as leaders is our responsibility. We can't say the AI made me do it or blame mistakes on the AI. It is just a tool, and we are responsible for what we create with any tool.

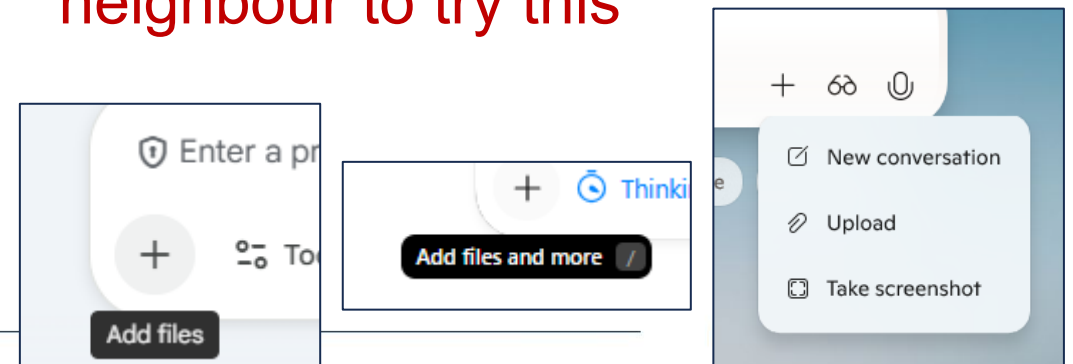
Learning your style or the school's style

- Find a document about something else that is either written in your style or reflects the school's style
- It doesn't matter if the document has nothing to do with the subject matter you are co-creating.
- The LLM can use it to discern your style or a school style

Prompt AI to create something for you

Upload an example of your style of writing or your organisation's style of writing and ask the AI to rewrite its creation in the new style.

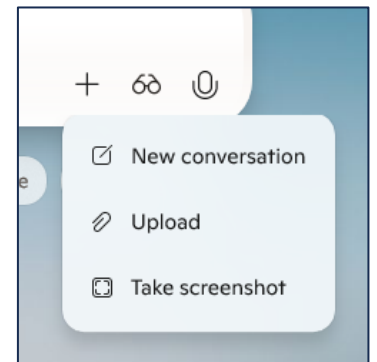
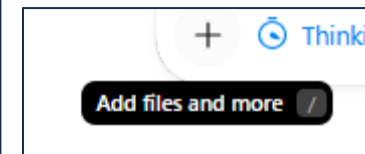
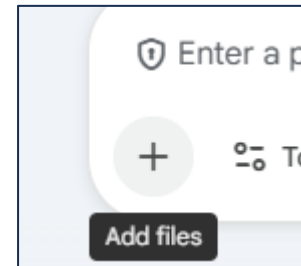
Work on your own or with a neighbour to try this



Provide Context

- What phase <primary, secondary, special>
- What subject <computing, science, art, maths>
- Local constraints <English NC, NC review, OFSTED, HIAS OAP document, x exam board requirements>

AI can search for these, or you can upload them yourself



Set Constraints

- Word count limits
- Reading age
- Bullet points not paragraphs
- no images or include images (the dreaded emoji)
- match a specific format (for example table, template, checklist)
- avoid jargon
- Simplify

Provide Examples

- A model from last time to copy
- A rough draft
- Two ways of writing

Very useful for

- Curriculum
- CPD resources
- Policy creation
- Assessment

Context

- What phase
- What subject
- Local constraints

Constraint

- Word count
- Reading age
- Bullet points / paragraphs
- no images or include images
- specific format
- Simplify

Example

- A model from last time to copy
- A rough draft
- Two ways of writing

Ask AI to write something useful for you without content, constraint or examples and then add these one by one to see if they improve the output

Work on your own or with a neighbour

Produce more than one

- If you asked a colleague to draft three paragraphs to introduce a school brochure, they would probably resent the extra work
- AI is not sentient so more than one is always ok
- You can then choose parts from each version you like the most

AI Moderation

- Professor Carr from the University of Southampton described how his computing department get AI to mark the same piece of work multiple times and then look for the median output.
- Could AI become a part of your moderation process? co-moderation?

If you have safe GDPR access to pupils' written work you can try this now
If you don't have safe access to work, try multiple drafts of the same task
from the last slide

Work on your own or with a neighbour

HINT If you upload a rubric or marking scheme you will increase the accuracy of the marking

Ask AI to check its own accuracy

- Identify weak assumptions
- List claims that need verifying
- Check alignment with statutory guidance
- Indicate where human intervention / judgement is needed

Working with Data

- AI can accept data documents such as your FFT data or assessment data if they can be saved as Excel, csv or pdf files
- Documents, open web links or your instructions that explain how the data should be read are very useful
- Examples of a previous report and the data that led to that report can also be helpful to get the most out of the AI

If you work with data and have a safe AI why not try this now

Work on your own or with a neighbour

If you do not work with data, ask a weak question such as tell me all about x and then ask AI to identify weak assumptions & list claims that need verifying

Perfect Prompt or Layered Approach

Persona – ask the AI to act in a specific role, for example, a teacher, scientist, or historian

Objective – tell the AI exactly what you need it to achieve

Audience – make clear who the work is for, such as pupils, staff, or parents

Specificity – use exact wording and avoid vague terms

Activity – describe the task fully so the AI understands your expectations

Boundaries – state any rules, limits, or areas to avoid

Layered Approach

objective – tell the AI exactly what you need it to achieve

audience – make clear who the work is for, such as pupils, staff, or parents

specificity – use exact wording and avoid vague terms

Choose two or three aspects from the perfect prompt

I am writing a <secondary/primary> policy on <area> for <list who it is for>

Now ask just one part of what you need (one from below)

List all of the headings that could be used in.....

List all of the school roles that might need to be involved in.....

List areas of risk and outline why these have been listed.....

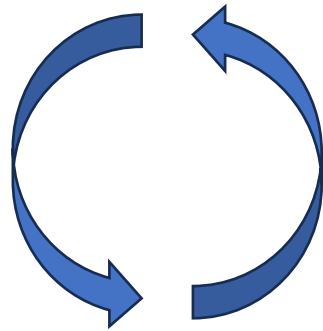
Layered Approach

Repeat until you are confident that the document will include all the layers you want it to contain

Add layer

Evaluate layer

Save as docs

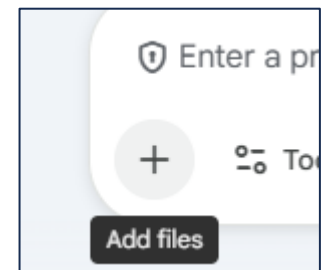
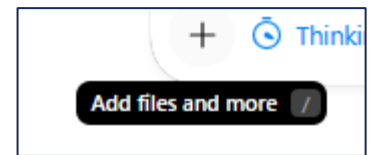
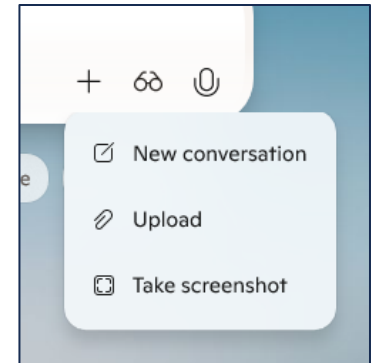


Use layers to define a draft (feed them back into LLM)

Using these documents write

Ask AI to write something complex that would be useful for your job using the layered approach (save layers as docs)

Work on your own or with a neighbour



Research

Learning about a topic

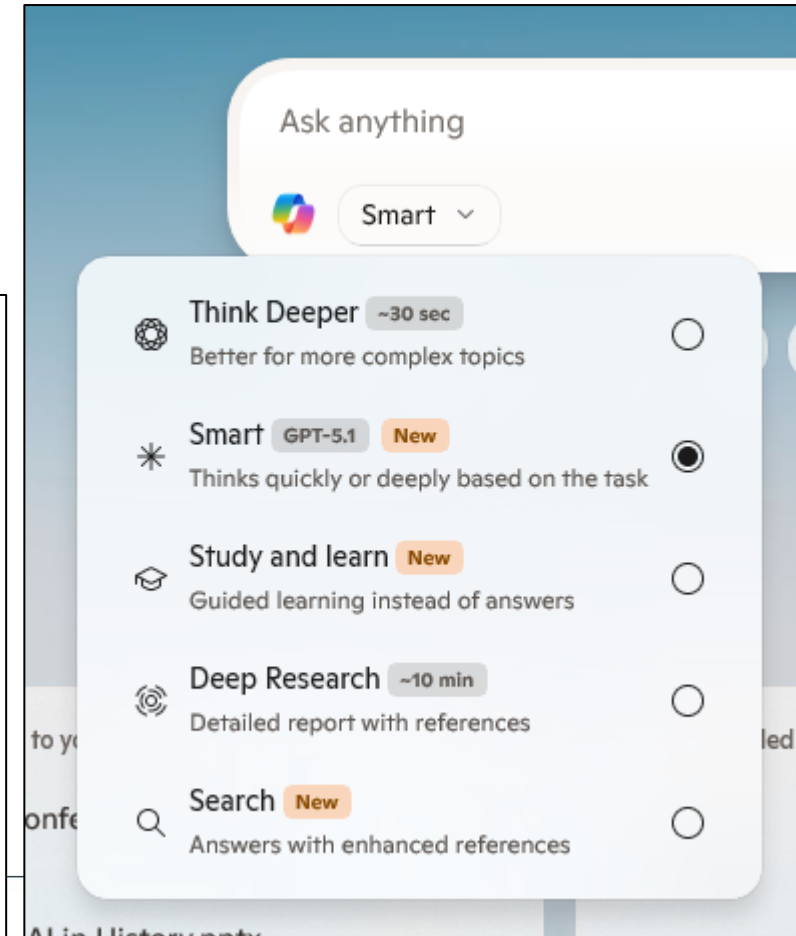
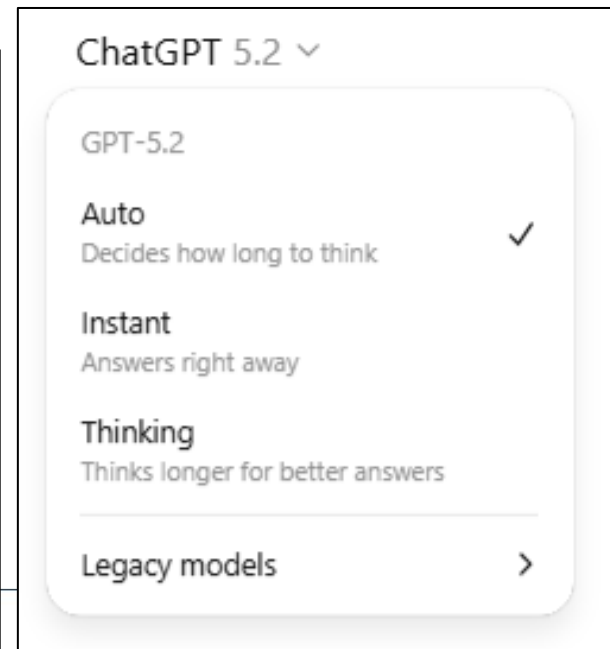
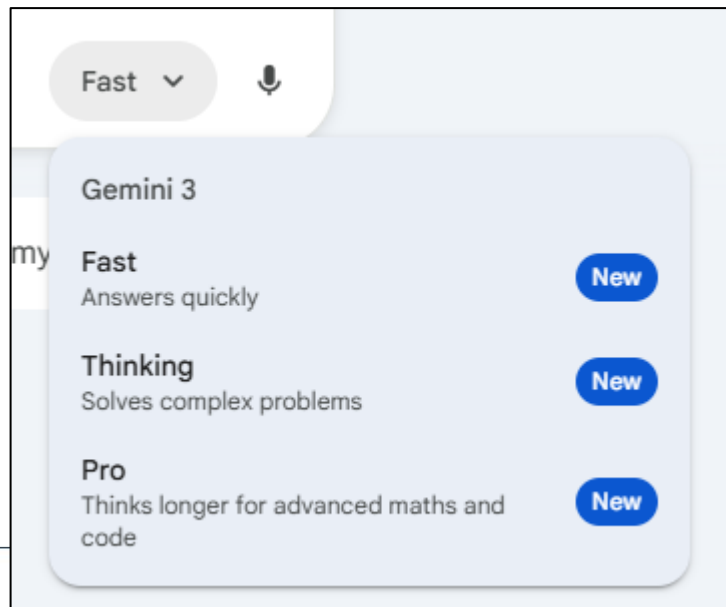
Find relevant <research/legislation/guidance>

You might want deep research / thinking mode

Ask that it lists research links

Ask AI to research a topic of interest to you. Ask it for links. Use deep research/ thinking modes.

Work on your own or with a neighbour



Define how you want information

- Create a four-column table with these headings
- Rewrite with a reading age of eight
- Create a step-by-step guide
- Summarise in bullet points
- Create a word document
- Export as a spreadsheet

Ask AI to output something you have worked on today or previously in a different way

Work on your own or with a neighbour

Responsible Use Round Table

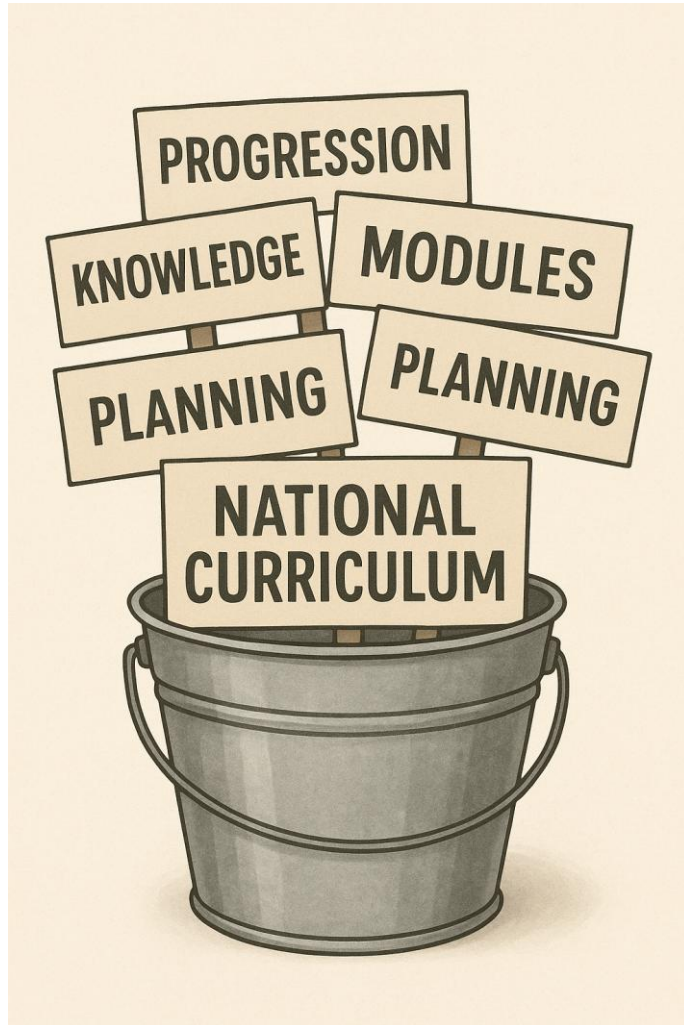
- What areas of school life are particularly vulnerable to AI misleading staff, breaching privacy, including bias, or giving unsafe guidance?

Create a risk checklist for your teams

You may use AI to help you

Work on your own or with a neighbour

Notebook LM



Upload multiple documents

Ask questions that use these documents

Try the audio podcast feature on a theme that interests you

Work on your own or with a neighbour

<https://notebooklm.google.com/>

Prompts to tread carefully with

- Write me a full.....
- Tell me everything about
- Create a complete scheme of work....
- Give me ten facts about the <.....>

These are risky

- Can produce invented material
- Can create false confidence in unreliable content
- Removes the teacher from active selection and critical thinking

Leaders should always

- Check facts
- Cross reference with trusted curriculum resources
- Keep control of the structure and intent of learning
- Use AI to support thinking not replace disciplinary understanding

Final words

- AI is useful for drafting, refining, and supporting workload
- Teachers remain the experts in accuracy, nuance, evidence, and pedagogy

How to Use AI as a Leader

Session Objective	Red Amber Green
1, I understand what AI is and how it works	
2, I can keep my school's data safe while making the most of AI	
3, I can avoid falling into AI bias and hallucination holes	
4, I can explore different AI prompting techniques	