

FOR DISTRICT ADMINISTRATORS

61 chat prompts

# Prompts for District Administrators.

*Ready-to-use prompts for planning, teaching and reflection.*

*The right tool at the right time.  
Part of the WISE Framework for Education at  
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# Glossary

A few terms that recur throughout this guide. If you already know them, skip ahead to the framework on the next page.

## AI — Artificial Intelligence

An attempt to make machines mimic brain functions — to "think" and learn roughly the way humans do. We don't fully understand how the brain works, but we can try to replicate the parts we do understand.

## Prompt

An instruction given to a chatbot to get a desired response or task performed.

## Iterate

After receiving a response from a chatbot, you refine and clarify the parts you're not satisfied with — sharpening the answer until it's what you want. The better your starting prompt, the fewer iterations you'll need.

## Chatbot

A chatbot has been trained to find patterns in large amounts of text. It uses those patterns to generate a response to your prompt. The answer is produced in real time.

## GPT

The underlying model (Generative Pre-trained Transformer) that a chatbot uses. The same GPT can power different chatbots — for example, Copilot and ChatGPT have both used OpenAI's GPT.

## Generative AI

AI that creates (generates) text, images, video, or sound in real time when prompted to do so.

## Bias

AI responses can be skewed or partial, depending on the data the AI was trained on and the biases present in that data. These biases are harder to spot in chatbots than in image-generating AI.

## Hallucination

The text you receive from a chatbot is based on patterns in its training data, but word generation also involves randomness — meaning generated words can sometimes create a meaning that simply isn't true.

## A framework for writing your own prompts

**Role:** Act as an experienced physics teacher.

**Task:** Create a lesson plan that introduces year 8 students to optics.

**Context:** I teach at a middle school, have 25 students in my class, and the lesson is 60 minutes long.

**Format:** Link content and activities to the physics curriculum and give me a plan that describes each part of the lesson and the materials required.

**Tone:** Use a formal but friendly tone.

## A few chatbots to know

AI can also generate images and more, but we focus here on chat capabilities.

**ChatGPT** — OpenAI's chatbot

**Gemini** — Google's chatbot

**NotebookLM** — Google's tool that can, among other things, generate a two-voice podcast

**Copilot** — Microsoft's chatbot

**Claude** — Anthropic's chatbot

**Perplexity** — From San Francisco, was early to include source links

**Duck AI** — DuckDuckGo's chatbot, lets you pick among several GPTs

**Mistral AI** — A chatbot from France

Most chatbots have age restrictions.

## How to use the prompts

All the prompts are starting points — examples to get you going. Adapt them to fit your context.

After using a chatbot for a while, you'll learn what kinds of prompts work better or worse. Try the same prompt twice — first as-is, then with the prefix "Act as an experienced expert teacher in [subject]" — and see whether the quality of the response improves. A good response means a good prompt. A poor response means the prompt needs more context or adjustment. Some chatbots are better than others at certain tasks, so if you're not satisfied despite multiple tries, consider switching chatbot.

### Brackets and privacy

You paste the prompt text into the chatbot's input field. Wherever brackets *[like this]* appear, replace the text inside with whatever fits your context.

**Always double-check the responses** — chatbot output is not guaranteed to be accurate.

**Note:** Think carefully before uploading texts or documents. Never upload personal data or sensitive information. Mind GDPR.

## Central-level administrators

- 01 Write a short template for a central-level school administrator to use when planning a *[specific administrative routine, e.g. invoice processing]*, with three steps and an implementation timeline.
- 02 Create a plan for a school administrator at district level to streamline *[specific administrative process, e.g. school placement]* across all schools, with three steps and an implementation timeframe.
- 03 Give me five strategies for a central-level school administrator to manage *[specific administrative challenge, e.g. budget monitoring]* across the organisation, with a practical solution for each.
- 04 Write a short guide for a school administrator at district level to coordinate *[specific routine, e.g. absence reporting]* across all school units, with three steps and a follow-up plan.
- 05 Suggest three ways for a central-level school administrator to support *[specific administrative goal, e.g. resource allocation]* across the organisation, with a strategy for each and a link to the Education Act.
- 06 Create a list of five short strategies for a school administrator at district level to streamline *[specific process, e.g. payroll administration]* across the organisation, with one action for each.
- 07 Give me an example of a routine for a central-level school administrator to monitor *[specific administrative goal, e.g. pupil statistics]* across all schools, with three steps and a reporting plan.
- 08 Suggest three ways for a school administrator at district level to collaborate with school leaders to prioritise *[specific administrative project, e.g. timetabling]*, with a strategy for each.
- 09 Create a plan for a central-level school administrator to introduce *[specific system, e.g. digital absence management]* across all schools, with three steps and an implementation strategy.
- 10 Give me five ideas for a school administrator at district level to centralise *[specific administrative service, e.g. pupil records]* across all schools, with a solution for each and an efficiency gain.

11 Write a short template for a central-level school administrator to use when documenting administrative processes and improvement measures across multiple schools, with three sections (process, action, outcome).

12 Suggest three ways for a school administrator at district level to coordinate *[specific administrative routine, e.g. recruitment process]* across all schools, with one idea for each and a rationale.

13 Give me an example of how a central-level school administrator can streamline *[specific administrative task, e.g. timetabling]* across the organisation, with three steps and an evaluation plan.

14 Create a list of five administrative tools for a school administrator at district level to use for *[specific purpose, e.g. financial monitoring]*, with a description and benefit for each.

15 Suggest three ways for a central-level school administrator to handle *[specific administrative situation, e.g. errors in pupil data]* across the organisation, with a method for each and a communication plan.

16 Write a short guide for a school administrator at district level to implement a *[specific administrative improvement, e.g. digital document management]*, with three steps and a link to *[reference to current curriculum]*.

17 Give me five ideas for a central-level school administrator to streamline *[specific process, e.g. invoice processing]* across the organisation, with one action for each and a time-saving effect.

18 Suggest three ways for a school administrator at district level to collaborate with the IT department to introduce *[specific system, e.g. pupil administration system]*, with a strategy for each.

19 Create a plan for a central-level school administrator to monitor *[specific administrative routine, e.g. school transport planning]* across all schools, with three steps and an analysis strategy.

20 Give me an example of how a school administrator at district level can introduce *[specific administrative initiative, e.g. centralised resource booking]* across all schools, with three steps and a follow-up plan.

- 21 Write a list of three short ways for a central-level school administrator to use *[specific tool, e.g. Excel]* to manage *[specific task, e.g. pupil statistics]*, with one suggestion for each.
- 22 Create a strategy for a school administrator at district level to improve *[specific administrative focus, e.g. HR administration]* across all schools, with three steps and a plan for measuring results.
- 23 Give me five ways for a central-level school administrator to streamline *[specific administrative process, e.g. absence reporting]* across the organisation, with a solution for each and an efficiency gain.
- 24 Write a short guide for a school administrator at district level to coordinate *[specific administrative project, e.g. budget allocation]* across all schools, with three steps and a plan for consultation with school leaders.
- 25 Suggest three ways for a central-level school administrator to introduce *[specific administrative initiative, e.g. digital signing]* across the organisation, with a strategy for each and a link to the Education Act.
- 26 Create a list of five short strategies for a school administrator at district level to handle *[specific administrative challenge, e.g. errors in payroll reporting]* across the organisation, with one action for each.
- 27 Give me an example of a routine for a central-level school administrator to monitor *[specific administrative goal, e.g. school transport administration]* across all schools, with three steps and a reporting plan.
- 28 Suggest three ways for a school administrator at district level to collaborate with the finance department to streamline *[specific project, e.g. resource allocation]*, with a strategy for each.
- 29 Write a short template for a central-level school administrator to use when planning a *[specific administrative routine, e.g. pupil registration]*, with three steps and a communication plan for school leaders.
- 30 Give me five ideas for a school administrator at district level to centralise *[specific administrative service, e.g. staff data]* across all schools, with a solution for each and an efficiency gain.

31 Create a plan for a central-level school administrator to introduce *[specific tool, e.g. financial management system]* across all schools, with three steps and a staff support strategy.

32 Suggest three ways for a school administrator at district level to coordinate *[specific initiative, e.g. digital document management]* with external suppliers, with a strategy for each and a rationale.

33 Give me an example of how a central-level school administrator can streamline *[specific process, e.g. invoice processing]* across all schools, with three steps and an evaluation plan.

34 Write a list of five administrative tools for a school administrator at district level to use for *[specific purpose, e.g. timetabling]*, with a description and benefit for each.

35 Suggest three ways for a central-level school administrator to handle *[specific administrative situation, e.g. errors in the pupil register]* across the organisation, with a method for each and a correction plan.

36 Create a plan for a central-level school administrator to monitor *[specific administrative routine, e.g. staff reporting]* across all schools, with three steps and an analysis strategy.

37 Give me five ideas for a school administrator at district level to streamline *[specific process, e.g. school transport planning]* across the organisation, with one action for each and an efficiency gain.

38 Suggest three ways for a school administrator at district level to collaborate with the IT department to introduce *[specific tool, e.g. absence management system]*, with a strategy for each.

39 Write a short guide for a central-level school administrator to introduce a *[specific routine, e.g. centralised payroll management]* across all schools, with three steps and a staff support plan.

40 Give me an example of how a school administrator at district level can use *[specific tool, e.g. Excel]* to monitor *[specific administrative goal, e.g. pupil statistics]*, with three steps.

41 Create a list of three short ways for a central-level school administrator to use *[specific tool, e.g. digital signing]* to streamline *[specific task, e.g. document approval]*, with one suggestion for each and a link to *[reference to current curriculum]*.

42 Create a plan for a school administrator at district level to streamline *[specific administrative process, e.g. pupil admissions]* across all schools, with three steps and a six-month timeframe.

43 Give me five strategies for a central-level school administrator to handle *[specific administrative challenge, e.g. errors in salary payments]* across the organisation, with a practical solution for each.

44 Write a short guide for a school administrator at district level to coordinate *[specific routine, e.g. school transport reporting]* across all school units, with three steps and a data collection plan.

45 Suggest three ways for a central-level school administrator to support school leaders in *[specific administrative goal, e.g. staff planning]*, with a strategy for each and a link to the Education Act.

46 Create a list of five short strategies for a school administrator at district level to streamline *[specific process, e.g. budget reporting]* across the organisation, with one action for each.

47 Give me an example of a routine for a central-level school administrator to monitor *[specific administrative goal, e.g. resource usage]* across all schools, with three steps and a report structure.

48 Suggest three ways for a school administrator at district level to collaborate with school leaders to introduce *[specific system, e.g. digital absence management system]*, with a strategy for each.

49 Create a plan for a central-level school administrator to centralise *[specific administrative service, e.g. pupil health data]* across all schools, with three steps and a data protection strategy.

50 Give me five ideas for a school administrator at district level to streamline *[specific process, e.g. invoice processing]* across the organisation, with a solution for each and an efficiency gain.

51 Write a short template for a central-level school administrator to use when planning a *[specific administrative routine, e.g. pupil registration]*, with three steps and an implementation timeline.

52 Suggest three ways for a school administrator at district level to coordinate *[specific administrative task, e.g. staff reporting]* across all schools, with one idea for each and a rationale.

53 Give me an example of how a central-level school administrator can introduce *[specific tool, e.g. digital signing]* to manage *[specific task, e.g. contracts]*, with three steps and a follow-up plan.

54 Create a list of five administrative tools for a school administrator at district level to use for *[specific purpose, e.g. staff planning]*, with a description and benefit for each.

55 Suggest three ways for a central-level school administrator to handle *[specific situation, e.g. errors in school transport data]* across the organisation, with a method for each and a correction plan.

56 Write a short guide for a school administrator at district level to streamline *[specific administrative process, e.g. payroll administration]* across all schools, with three steps and a link to *[reference to current curriculum]*.

57 Give me five ideas for a central-level school administrator to centralise *[specific service, e.g. resource booking]* across all schools, with a solution for each and an efficiency gain.

58 Suggest three ways for a school administrator at district level to collaborate with the finance department to monitor *[specific project, e.g. budget allocation]*, with a strategy for each.

59 Write a short guide for a central-level school administrator to introduce a *[specific routine, e.g. centralised resource booking]* across all schools, with three steps and a follow-up plan.

60 Give me an example of how a school administrator at district level can use *[specific tool, e.g. Excel]* to monitor *[specific administrative goal, e.g. staff statistics]*, with three steps.

61 Create a list of three short ways for a central-level school administrator to use *[specific tool, e.g. digital surveys]* to streamline *[specific task, e.g. staff reporting]*, with one suggestion for each and a link to *[reference to current curriculum]*.

CONTINUE ON THE WEB

# The right tool at the right time.

This collection is part of a library of AI prompts for every role in the school — free to use, adapt, and share.

## More prompt sets

Find prompts for principals, subject teachers, school leaders, support staff and more at [choosewise.education/prompts](https://choosewise.education/prompts)

## The WISE Framework for Education

Four questions that turn any "should we use this AI tool?" conversation into a structured decision — [choosewise.education/wise](https://choosewise.education/wise)

## Follow Johan Lindström on LinkedIn

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