

FOR DISTRICT IT MANAGERS

40 chat prompts

Prompts for District IT Managers.

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

*The right tool at the right time.
Part of the WISE Framework for Education at
choosewise.education.*

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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.

District-Level IT Managers

- 01 Give me five strategies for a district-level IT manager to ensure *[specific requirement, e.g. GDPR compliance]* across all school units, with one practical action for each and a link to the Education Act.
- 02 Write a short guide for a district IT manager to coordinate training in *[specific tool, e.g. Google Workspace]* for teachers across the entire organisation, with three steps and a timeline.
- 03 Create a strategic plan for a district IT manager to implement a new *[specific system, e.g. learning platform]* across multiple schools, with three steps for coordination and follow-up.
- 04 Suggest three ways for a district-level IT manager to streamline *[specific process, e.g. device management]* across multiple schools, with one solution for each and a budget justification.
- 05 Create a list of five short strategies for a district IT manager to handle *[specific technical issue, e.g. network stability]* across multiple school units, with one action for each.
- 06 Give me an example of a routine for a district-level IT manager to update *[specific system, e.g. student records]* across the entire organisation, with three steps and a plan for informing school leaders.
- 07 Suggest three ways for a district IT manager to collaborate with school principals to prioritise *[specific IT project, e.g. AI tools]*, with one strategy for each and a link to *[reference to current curriculum]*.
- 08 Create a plan for a district-level IT manager to troubleshoot and resolve *[specific issue, e.g. slow connectivity]* across multiple schools, with three steps and a communication strategy.
- 09 Give me five ideas for a district IT manager to streamline *[specific process, e.g. login management]* across the organisation, with one solution for each and a time-saving effect.

10 Write a short template for a district-level IT manager to use when documenting technical issues and solutions across multiple schools, with three sections (issue, action, follow-up).

11 Suggest three ways for a district IT manager to coordinate support for teachers in using *[specific digital tool, e.g. Teams]* across all schools, with one idea for each.

12 Give me an example of how a district-level IT manager can roll out *[specific security tool, e.g. two-factor authentication]* across the entire organisation, with three steps and a plan for school leader support.

13 Create a list of five digital tools for a district IT manager to recommend for *[specific purpose, e.g. student administration]*, with a description and benefit for each.

14 Suggest three ways for a district-level IT manager to handle *[specific situation, e.g. network outage]* across multiple schools, with one method for each and a communication plan.

15 Write a short guide for a district IT manager to carry out a *[specific action, e.g. security update]* across all school units, with three steps and minimal disruption.

16 Give me five ideas for a district-level IT manager to centralise *[specific process, e.g. technology inventory]* for all schools, with one solution for each and a time-saving effect.

17 Suggest three ways for a district IT manager to coordinate *[specific IT project, e.g. 1:1 devices]* with the municipality's technical department, with one strategy for each.

18 Create a plan for a district-level IT manager to introduce *[specific AI tool, e.g. ChatGPT]* for teaching across multiple schools, with three steps and a workshop idea.

19 Give me an example of how a district IT manager can troubleshoot *[specific issue, e.g. server crash]* across the organisation, with three steps and a plan for external support.

20 Write a list of three short ways for a district-level IT manager to use *[specific tool, e.g. Microsoft Intune]* to manage *[specific task, e.g. device control]*, with one suggestion for each.

21 Create a strategy for a district IT manager to support schools with *[specific digital tool, e.g. Google Workspace for Education]* for teaching *[subject]*, with three steps and a follow-up plan.

22 Give me five ways for a district-level IT manager to streamline *[specific technical process, e.g. password reset]* across the organisation, with one solution for each.

23 Write a short guide for a district IT manager to deliver a *[specific training session, e.g. on cybersecurity]* for all staff, with three steps and a simple exercise.

24 Suggest three ways for a district-level IT manager to coordinate *[specific IT initiative, e.g. broadband upgrade]* with school leaders, with one strategy for each and a rationale.

25 Create a list of five short strategies for a district IT manager to handle *[specific situation, e.g. technology failure during national assessments]*, with one action for each.

26 Give me an example of a routine for a district-level IT manager to back up *[specific system, e.g. student data]* across all schools, with three steps and a follow-up plan.

27 Suggest three ways for a district IT manager to support schools in using *[specific AI tool, e.g. Photomath]* in *[subject]*, with one practical idea for each.

28 Write a short template for a district-level IT manager to use when planning a *[specific technical upgrade, e.g. network]*, with three steps and a timeframe.

29 Give me five ideas for a district IT manager to streamline *[specific process, e.g. licence management]* across the organisation, with one solution for each.

30 Create a plan for a district-level IT manager to troubleshoot and resolve *[specific issue, e.g. slow system performance]* across multiple schools, with three steps and a communication strategy.

31 Suggest three ways for a district IT manager to collaborate with external vendors to implement *[specific system, e.g. learning platform]*, with one strategy for each.

32 Give me an example of how a district-level IT manager can roll out *[specific tool, e.g. Microsoft Teams]* across all schools, with three steps and a plan for staff support.

33 Write a list of five digital tools for a district IT manager to use for *[specific purpose, e.g. network monitoring]*, with a description and benefit for each.

34 Suggest three ways for a district-level IT manager to streamline *[specific task, e.g. technical support]* across the organisation, with one solution for each and an efficiency gain.

35 Create a plan for a district IT manager to run a *[specific workshop, e.g. on AI in teaching]* for school leaders, with three steps and a simple exercise.

36 Give me five ideas for a district-level IT manager to handle *[specific situation, e.g. data breach]* across the organisation, with one action for each and a communication plan.

37 Suggest three ways for a district IT manager to coordinate *[specific IT project, e.g. fibre connectivity]* with the municipality's technical department, with one idea for each.

38 Write a short guide for a district-level IT manager to troubleshoot *[specific issue, e.g. server problems]* across multiple schools, with three steps and a plan for reporting to school leadership.

39 Give me an example of how a district IT manager can use *[specific tool, e.g. Google Workspace]* to streamline *[specific task, e.g. document sharing]*, with three steps.

40 Create a list of three short ways for a district-level IT manager to use *[specific tool, e.g. Microsoft Intune]* to manage *[specific task, e.g. device control]*, 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

The WISE Framework for Education

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

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