

FOR EDUCATION STRATEGISTS

40 chat prompts

# Prompts for Education Strategists.

*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.*

VOL.

55

# 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 Strategists

- 01 Create a strategic plan for a school strategist at a principal authority level to raise the quality of *[specific area, e.g. mathematics teaching]* across all schools, with three steps and a three-year timeframe.
- 02 Give me five strategies for a central-level school strategist to promote *[specific goal, e.g. equity]* across the organisation, with one practical action for each and a link to the Education Act.
- 03 Write a short guide for a school strategist at a principal authority level to coordinate a *[specific professional development initiative, e.g. digital competence]* for teachers across all school units, with three steps and a follow-up plan.
- 04 Suggest three ways for a central-level school strategist to implement *[specific initiative, e.g. source criticism teaching]* across multiple schools, with one strategy for each and a link to *[reference to current curriculum]*.
- 05 Create a list of five concise strategies for a school strategist at a principal authority level to strengthen *[specific focus, e.g. student health]* across the organisation, with one action for each and a rationale.
- 06 Give me an example of a routine for a central-level school strategist to monitor *[specific goal, e.g. equitable assessment]* across all schools, with three steps and a plan for reporting to the board.
- 07 Suggest three ways for a school strategist at a principal authority level to collaborate with school leaders to prioritise *[specific project, e.g. digitalisation]*, with one strategy for each and a timeline.
- 08 Create a plan for a central-level school strategist to develop a *[specific policy, e.g. anti-bullying policy]* for all schools, with three steps and an implementation strategy.
- 09 Give me five ideas for a school strategist at a principal authority level to streamline *[specific process, e.g. resource allocation]* across the organisation, with one solution for each and an efficiency gain.

10 Write a short template for a central-level school strategist to use when planning a *[specific change, e.g. increased digital competence]*, with three steps and a communication plan for school leaders.

11 Suggest three ways for a school strategist at a principal authority level to coordinate support for teachers in using *[specific pedagogical tool, e.g. formative assessment tools]* across all schools, with one idea for each.

12 Give me an example of how a central-level school strategist can initiate a *[specific project, e.g. inclusion of newly arrived students]* across the organisation, with three steps and an evaluation plan.

13 Create a list of five strategic focus areas for a school strategist at a principal authority level to improve *[specific goal, e.g. student outcomes in mathematics]*, with a short description and benefit for each.

14 Suggest three ways for a central-level school strategist to address *[specific challenge, e.g. teacher shortage]* across the organisation, with one strategy for each and a rationale.

15 Write a short guide for a school strategist at a principal authority level to introduce a *[specific routine, e.g. systematic quality assurance]* for all schools, with three steps and a link to the Education Act.

16 Give me five ideas for a central-level school strategist to strengthen *[specific focus, e.g. digitalisation]* across the organisation, with one action for each and a link to *[reference to current curriculum]*.

17 Suggest three ways for a school strategist at a principal authority level to collaborate with external partners to develop *[specific project, e.g. technology integration]*, with one strategy for each.

18 Create a plan for a central-level school strategist to carry out a *[specific evaluation, e.g. of student outcomes]* across all schools, with three steps and an analysis strategy.

19 Give me an example of how a school strategist at a principal authority level can introduce *[specific initiative, e.g. anti-bullying]* for all schools, with three steps and a follow-up plan.

- 20 Write a list of three concise ways for a central-level school strategist to use *[specific tool, e.g. analytics tool]* to monitor *[specific goal, e.g. equity]*, with one suggestion for each.
- 21 Create a strategy for a school strategist at a principal authority level to improve *[specific focus, e.g. student health]* across all schools, with three steps and a plan for measuring results.
- 22 Give me five ways for a central-level school strategist to streamline *[specific process, e.g. teacher recruitment]* across the organisation, with one solution for each and an efficiency gain.
- 23 Write a short guide for a school strategist at a principal authority level to coordinate a *[specific professional development initiative, e.g. inclusion]* for all staff, with three steps and a follow-up plan.
- 24 Suggest three ways for a central-level school strategist to introduce *[specific initiative, e.g. digital tools]* for all schools, with one strategy for each and a link to *[reference to current curriculum]*.
- 25 Create a list of five concise strategies for a school strategist at a principal authority level to address *[specific challenge, e.g. declining student attendance]* across the organisation, with one action for each.
- 26 Give me an example of a routine for a central-level school strategist to monitor *[specific goal, e.g. student outcomes]* across all schools, with three steps and a plan for reporting to the board.
- 27 Suggest three ways for a school strategist at a principal authority level to collaborate with teacher unions to carry out *[specific project, e.g. work environment improvement]*, with one strategy for each.
- 28 Write a short template for a central-level school strategist to use when planning a *[specific change, e.g. increased digitalisation]*, with three steps and a communication plan for school leaders.
- 29 Give me five ideas for a school strategist at a principal authority level to strengthen *[specific focus, e.g. equity]* across the organisation, with one solution for each and an efficiency gain.
- 30 Create a plan for a central-level school strategist to develop a *[specific routine, e.g. crisis management]* for all schools, with three steps and an implementation strategy.

31 Suggest three ways for a school strategist at a principal authority level to coordinate *[specific project, e.g. AI use in teaching]* with external partners, with one strategy for each and a rationale.

32 Give me an example of how a central-level school strategist can introduce *[specific initiative, e.g. student influence]* for all schools, with three steps and an evaluation plan.

33 Write a list of five tools for a school strategist at a principal authority level to use for *[specific purpose, e.g. data analysis of student outcomes]*, with a description and benefit for each.

34 Suggest three ways for a central-level school strategist to streamline *[specific process, e.g. resource allocation]* across the organisation, with one solution for each and an efficiency gain.

35 Create a plan for a central-level school strategist to carry out a *[specific evaluation, e.g. of digital competence]* for all schools, with three steps and an analysis strategy.

36 Give me five ideas for a school strategist at a principal authority level to address *[specific situation, e.g. declining student outcomes]* across the organisation, with one action for each and a follow-up plan.

37 Suggest three ways for a central-level school strategist to collaborate with the IT department to introduce *[specific project, e.g. new digital devices]*, with one strategy for each.

38 Write a short guide for a school strategist at a principal authority level to introduce a *[specific routine, e.g. anti-bullying]* for all schools, with three steps and a staff support plan.

39 Give me an example of how a central-level school strategist can use *[specific tool, e.g. analytics tool]* to monitor *[specific goal, e.g. student health]*, with three steps and a rationale.

40 Create a list of three concise ways for a central-level school strategist to use *[specific tool, e.g. digital surveys]* to strengthen *[specific goal, e.g. student influence]*, 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

For new prompts, guides and reflections on AI in education — search for *Johan Lindström*