AI as Your Strategic Collaborator:

Leading with Clarity, Confidence and Care

SEPLA-CON
Tuesday, 22 July 2025

Trudy — **GRAHAM**
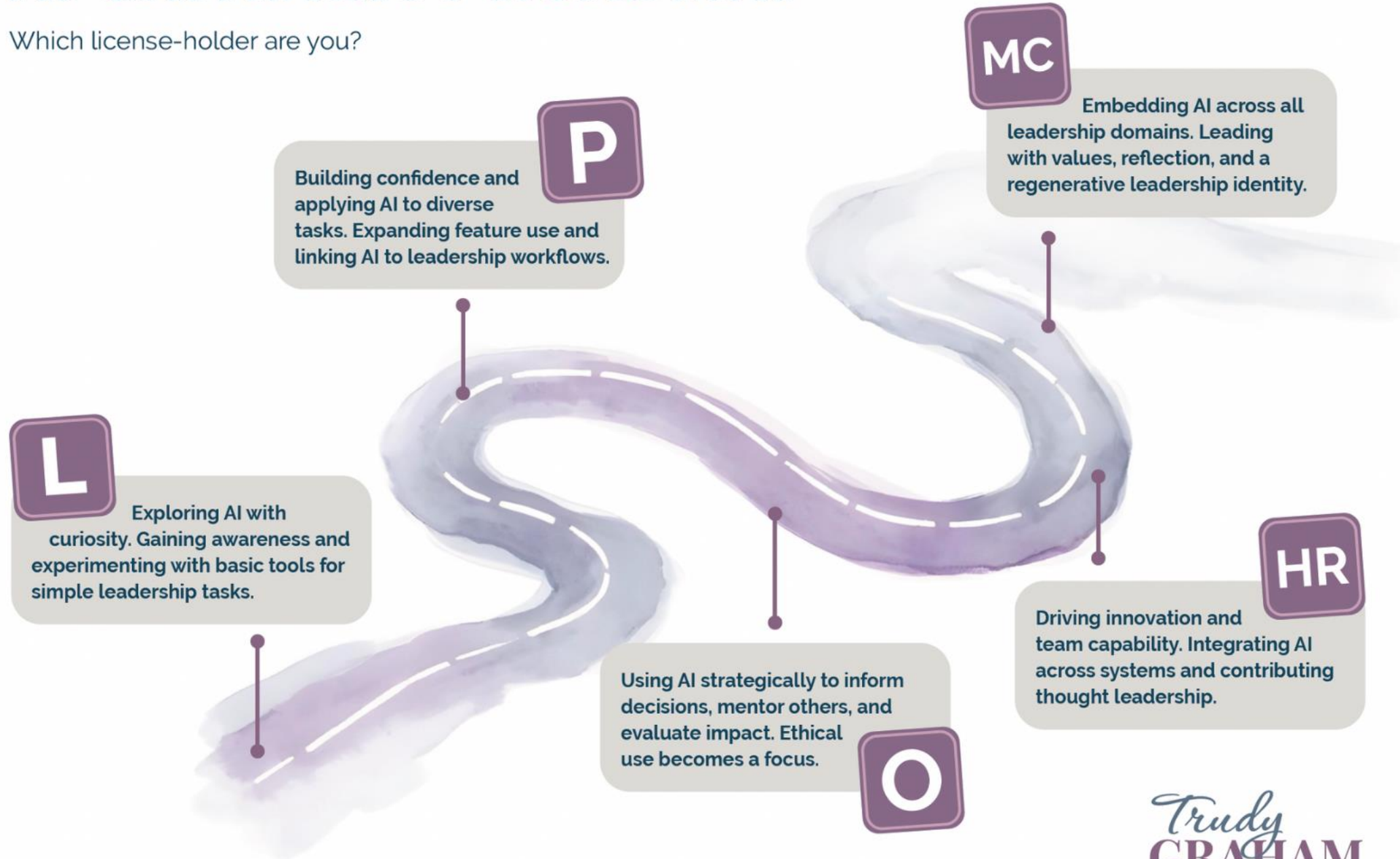
Katie Bugden

Community Connection

Kamilaroi Artist
Secondary School Teacher

AI CAPABILITY ROADMAP

Which license-holder are you?

MC

Embedding AI across all leadership domains. Leading with values, reflection, and a regenerative leadership identity.

P

Building confidence and applying AI to diverse tasks. Expanding feature use and linking AI to leadership workflows.

L

Exploring AI with curiosity. Gaining awareness and experimenting with basic tools for simple leadership tasks.

O

Using AI strategically to inform decisions, mentor others, and evaluate impact. Ethical use becomes a focus.

HR

Driving innovation and team capability. Integrating AI across systems and contributing thought leadership.

Trudy GRAHAM

Success *Criteria*

❄ Understand Large Language Models, their limitations and biases
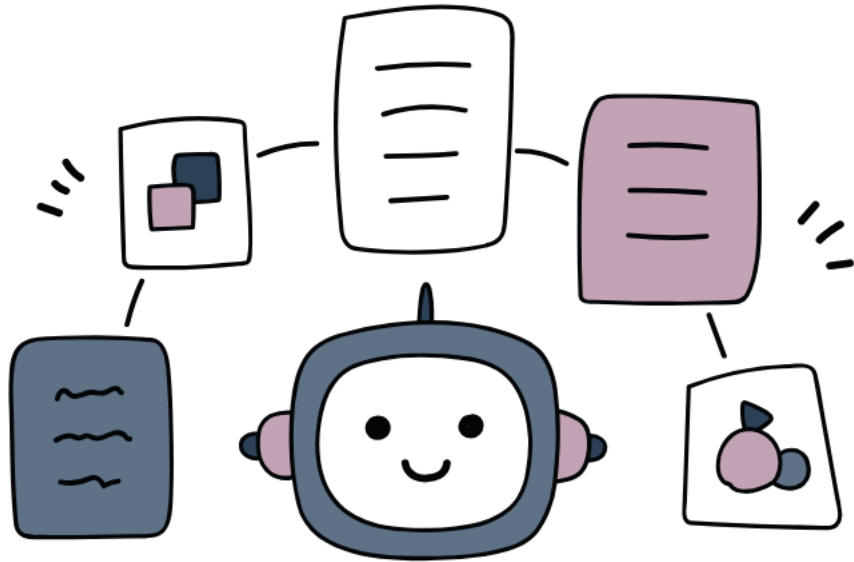
❄ Use AI as a collaboration tool for leaders

❄ Aware of behaviours for Confident AI Capability

❄ Experiment with crafting prompts

Collaboration *with AI*
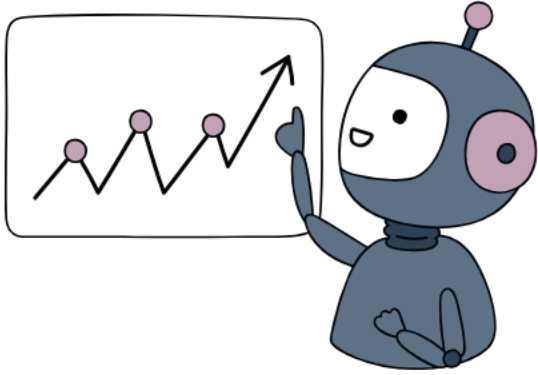

- Consultant
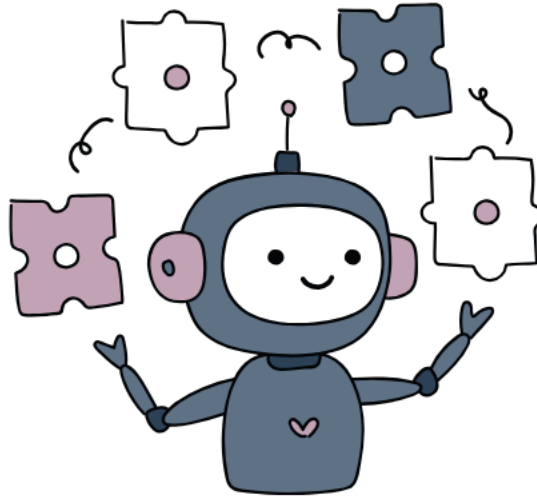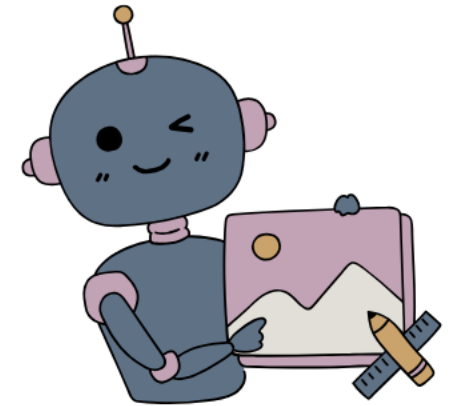- Strategic co-planner
- Coach

Workshop *Agreements*

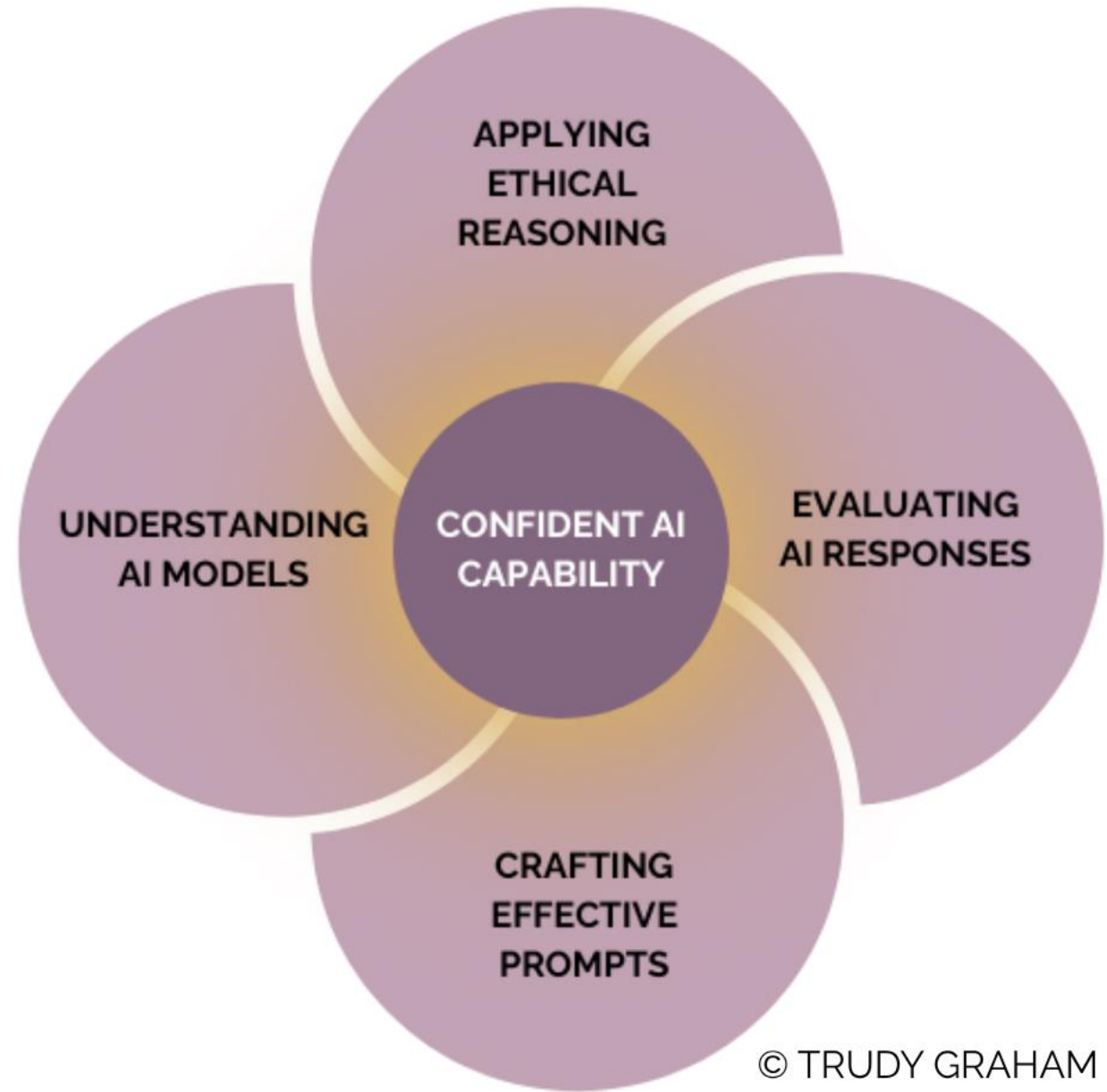AI is developing quickly, What is current today may be outdated tomorrow.

You have permission to be off-task or multitask to meet your learning needs

on the proviso you share anything useful with the group.
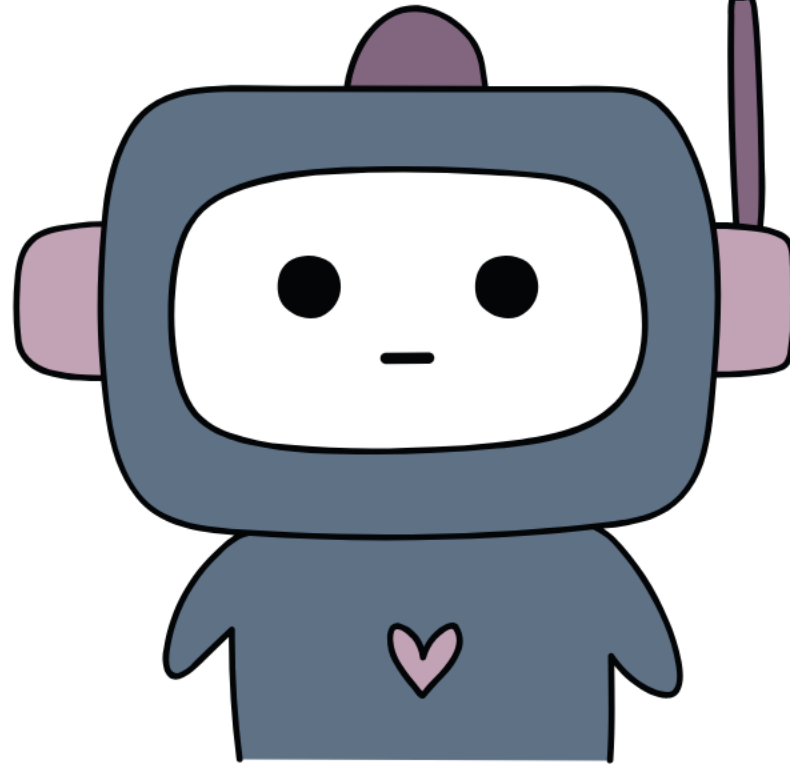
AI Capability
Model

APPLYING ETHICAL REASONING

UNDERSTANDING AI MODELS

CONFIDENT AI CAPABILITY

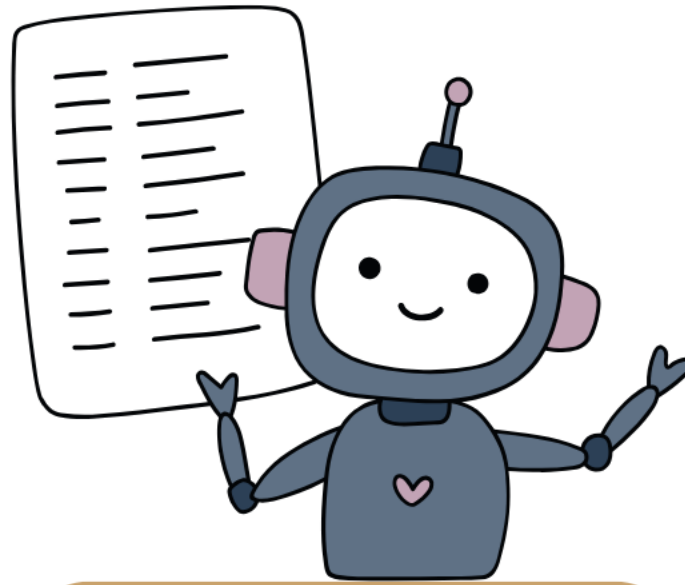EVALUATING AI RESPONSES

CRAFTING EFFECTIVE PROMPTS

AI as a *Consultant*

You are a special education teacher with high-level expertise in differentiated curriculum. What information do you need from me to create a well-informed, targeted, contextually relevant unit plan?

You are an educational consultant with high-level of expertise in school strategic planning. What information do you need from me to create a well-informed, targeted, contextually relevant plan?

TEMPLATE:
You are an (OCCUPATION) with high-level expertise in (TASK). What information do you need from me to create (OUTPUT)?

You are a workplace health and safety consultant with high-level expertise in occupational violence in education settings. What information do you need from me to create a well-informed, targeted, contextually relevant risk assessment?

You are an HR Director with high-level expertise in conflict resolution and mediation. What information do you need from me to resolve the ongoing conflict between two staff members?

AI as a *Strategic Co-planner*

Strategic *Planning*

Department of Education

Goodna Special School

School review report

www.schoolreviews.education.qld.gov.au

Responses Overview Active

Responses	Average Time	Duration
25	15:16	172 Days

More details

1. At the start, how did you rate yourself on using AI for Curriculum Planning?

2.38 Average Rating

2. How would you rate yourself now on using AI for Curriculum Planning?

3.46 Average Rating

3. The workshops were informative and engaging.

4.28 Average Rating

4. The workshops were practical and applicable to my work.

4.40 Average Rating

	A	B	C	D	E	F	G	H	I	J	K	L
1	Id	Start time	Completion time	Email		At t	How	The	The	What was your most valuable insight or learning?	What is one thing you will do differently, or one action you will take as a result of this worksho	Over
2	1	1/29/2025 7:46	1/29/2025 11:03	anonymous					5	5 The prompts, I now understand why I was	I plan to use the AI more frequent	5
3	2	1/29/2025 11:02	1/29/2025 11:08	anonymous		1	2	4	2	reverse engineer prompt	use AI	4
4	3	1/29/2025 11:02	1/29/2025 11:18	anonymous		2	3	4	5	the amount of time that can be saved	use AI for my planning and teachir	4
5	4	1/29/2025 11:43	1/29/2025 11:44	anonymous		1	3	4	4	AI can really help with lesson planning.	Use AI for lesson planning, love th	4
6	5	1/29/2025 11:43	1/29/2025 11:45	anonymous		2	3	5	5	Writing explicit, targeted prompts.	Plan prompts before beginning a u	5
7	6	1/29/2025 11:03	1/29/2025 11:46	anonymous		2	4	5	5	How to word the prompts to get the most	Using AI to consolidate most of the	5
8	7	1/29/2025 11:45	1/29/2025 11:47	anonymous		4	5	4	5	Learning the different ways AI can be used	Use attachment templates	5
9	8	1/29/2025 11:45	1/29/2025 11:47	anonymous		3	4	5	5	uploading docs	plan using ChatGPT	5
10	9	1/29/2025 11:43	1/29/2025 11:47	anonymous		2	4	5	5	How to be more specific with my prompts	Be more specific when prompting	5
11	10	1/29/2025 11:45	1/29/2025 11:47	anonymous		4	4	5	5	i loved the reverse engineering prompting	prompts will be more directed	5
12	11	1/29/2025 11:46	1/29/2025 11:47	anonymous		1	2	4	4	Being specific with information. Uploading documents.		4
13	12	1/29/2025 11:46	1/29/2025 11:48	anonymous		3	4	4	5	reverse engineering to prompt questions i	enter whole documents to analys	4
		1/29/2025 11:03	1/29/2025 11:48	anonymous		2	4	4	3	Be specific and detailed, and keep asking t	Use this for Christian Studies curri	4
						3	4	4	5	How to word a prompt to enable the progr	use AI a lot more to plan	5
								3	4	The whole school PD was quite broad and	Further explore AI with deeper pro	3
								5	5	Using the additional functions, as well as a	I will keep adapting my prompts.	5
								3	4	Being able to use it - Teachers are always a	Be able to actually plan without hi	4
								3	3			
						4		4	4	Just how amazing AI could be Use	Use AI regularly	

[ENTER SCHOOL/CENTRE NAME]
[TIMEFRAME] SCHOOL STRATEGIC PLAN (TEMPLATE 1)
INFO ONLY (Author to delete box and instructions in [ ] once finalised)

Queensland Government

School Priority 1: Empowering Educators

Strategies - Embed coaching practices aligned with school improvement priorities to support reflective practice and continuous teaching improvement. - Prioritise professional learning in planning, teaching, and assessing the Australian Curriculum (AC). - Build teachers' shared understanding of moderation processes and curriculum alignment. - Facilitate regular professional discussions to develop a shared language around pedagogy. - Enact peer observation and feedback to enhance pedagogy and responsive teaching strategies. - Consolidate teacher capability in data literacy and evidence-informed differentiation.

Measurable Outcomes - Increased percentage of teachers demonstrating confidence in planning and assessing using ACV9 (measured via staff surveys, coaching reflections, and classroom walkthroughs). - Consistent moderation outcomes across junctures, evidenced by alignment in teacher judgements. - 100% teacher participation in coaching, observation, or professional learning linked to their APDP. - Improved use of HICP, ROCC, and PLD data to inform targeted teaching, as evidenced through planning artefacts and student work samples.

Success Criteria *Students can/will:* - Engage with learning through tailored experiences that reflect their communication preferences, interests, and strengths.

Teachers can/will: - Confidently plan, teach, assess, and reflect using differentiated, AC-aligned strategies. - Actively engage in coaching, peer learning, and curriculum discussions. - Use data intentionally to shape planning and support learner progress.

Leadership team can/will: - Facilitate targeted professional learning aligned to school priorities. - Monitor teacher capability and provide differentiated coaching support. - Lead consistent implementation and review of AC-aligned practices across the school.

Resourcing - Time allocation for coaching, peer observation, curriculum planning, and moderation. - Investment in pedagogy and curriculum leadership roles (e.g. HOD-C, success coaches). - Funding for external professional development aligned with ACV9, Universal Design for Learning, and EAL/D strategies. - Development and upkeep of digital tools (e.g. Padlets, SharePoint resources) to support staff capability building.

School Priority 2: Equipping Leaders

Strategies - Collaboratively refine Annual Implementation Plan (AIP) targets to include measurable student learning outcomes aligned with regular review cycles. - Sharpen communication processes to ensure consistent messaging of improvement priorities across all junctures. - Strengthen leadership capability in strategic analysis of school and system-level data (including triangulation and disaggregation). - Broaden middle leaders' involvement in fiscal planning, budgeting, and resource allocation aligned to school priorities. - Lead implementation of ACV9 with clear curriculum leadership and

collaborative planning. - Support consistent instructional leadership practices across all junctures and leadership roles.

Measurable Outcomes - AIP targets reflect specific, measurable student learning outcomes and are reviewed and adjusted quarterly. - 100% of middle leaders participate in data analysis and budget planning processes. - Improved alignment of system and school data with teaching and learning decisions. - Increased staff clarity and consistency around school priorities and expected practices (measured through feedback tools and staff reflections).

Success Criteria *Students can/will:* - Experience more consistent access to high-quality teaching and learning through aligned leadership practices.

Teachers can/will: - Understand how their classroom practice contributes to the broader school improvement agenda. - Receive more targeted support and guidance from instructional leaders.

Leadership team can/will: - Confidently lead data-informed improvement cycles. - Align resource use and planning with strategic priorities. - Maintain clear, consistent communication with staff and across junctures.

Resourcing - Leadership release time for collaborative planning, data analysis, and review processes. - Capability-building sessions for middle leaders in budgeting and data leadership. - Investment in tools to support strategic planning and progress monitoring (e.g. dashboards, templates). - Ongoing access to leadership coaching or external consultancy to build high-impact leadership behaviours.

School Priority 3: Engaging Students and Families

Strategies - Broaden staff understanding of students' cultural and linguistic backgrounds to foster a sense of belonging. - Enhance communication strategies to ensure students with complex communication needs can express learning goals and preferences. - Strengthen school–family partnerships through culturally responsive practices and shared decision-making. - Deepen relationships with external service providers and community partners to enhance wraparound support. - Promote student agency and voice, including in post-school transition planning. - Improve the accessibility and inclusivity of learning environments (physical, digital, and pedagogical).

Measurable Outcomes - Improved parent and carer satisfaction in School Opinion Survey items related to communication and involvement. - Increased evidence of student voice in learning goal setting (e.g. ILPs, PATH plans). - Documented increase in engagement with external agencies and culturally diverse community partners. - Higher rates of student participation in activities that reflect their identity, interests, and post-school aspirations.

Success Criteria *Students can/will:* - Contribute to learning goals and feel recognised, supported, and safe at school. - Access learning through inclusive, personalised environments.

Teachers can/will: - Collaborate with families and colleagues to honour students' identity, communication, and learning needs. - Implement culturally responsive strategies and adapt learning for engagement.

Leadership team can/will: - Build and sustain authentic relationships with families and partners. - Promote inclusive practices and student agency as core to improvement efforts. - Track and respond to family and community engagement data.

Resourcing - Dedicated time and roles for community engagement and family partnership work. - Investment in inclusive communication tools (e.g. AAC devices, multilingual resources, accessible formats). - Funding for cultural capability development and inclusive school environment upgrades. - Strengthened networks with allied health, NDIS, and transition services to embed wraparound support.
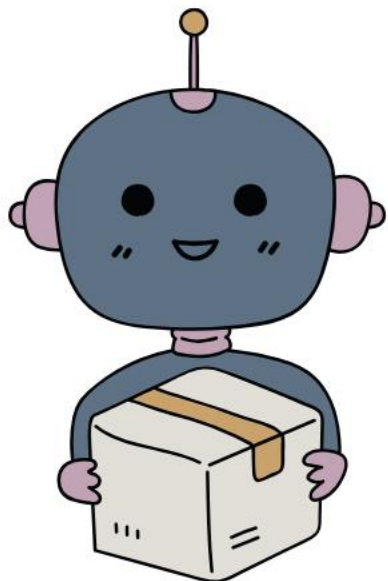
AI as a *Coach*

Voice *Modes*
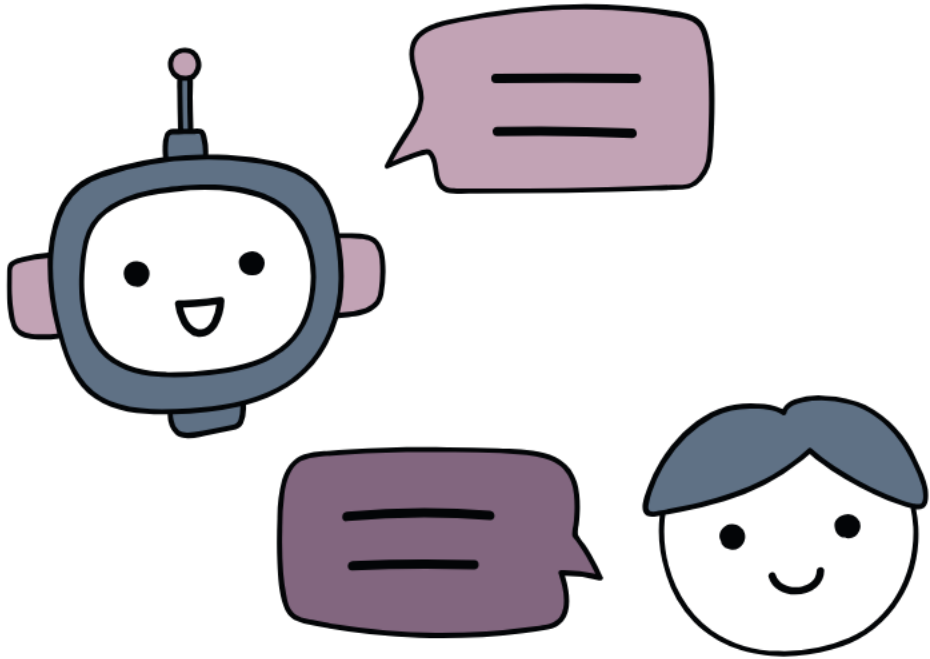
Workshop Feedback

CASE STUDY: GOOD SHEPHERD LUTHERAN COLLEGE, NT

BACKGROUND

Good Shepherd is a forward-thinking IB school with high expectations around curriculum planning and student achievement. Like many schools, they'd begun to see teachers experiment with generative AI tools like ChatGPT, but the use was inconsistent, often uncertain, and not always aligned with strategic goals.

Leadership saw an opportunity to build staff capability, confidence, and consistency in a way that aligned with their educational philosophy. They reached out to Trudy Graham to design a tailored professional learning experience.

CHALLENGE

Before the PD, staff were unsure about whether AI was acceptable (or even ethical) to use in their roles.

"There was this sense that you had to use AI in secret. We wanted to remove that stigma and bring it into the open with guidance, structure, and confidence." Rebecca Fletcher, Curriculum Coordinator.

From a leadership perspective, the goal was to:
- Normalise ethical, confident use of AI
- Reduce teacher workload
- Improve the quality of planning, particularly in aligning to the Australian Curriculum and IB framework
- Encourage knowledge-sharing and build consistency across the team

Teachers, meanwhile, were looking for permission, clarity, and practical examples.

"I was hoping to gain permission and practical guidance. I had so many questions...was this allowed? Could kids use it? Was it frowned upon?" said Year 4 Teacher.

PROCESS

Trudy's Next Gen PD sessions were delivered over multiple engagements and tailored specifically to the Good Shepherd context. She worked closely with leadership to understand their document cycles, and reporting...

10 AI TIME-SAVING HACKS
Every School Leader Needs

Plus Bonus Curriculum ideas

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