



Balancing Act Navigate Innovation To Teach in Schools

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What we will cover today -

- The complexity of teachers' work
- Where innovation is impactful
- Navigating innovation for currency
- Collaboration to meet needs





Innovation

**Harness its power to
work smarter not harder**



Use only what we need - leave the rest

Share what works



What we need to know to understand why- 1



- What's Changing
- Teachers' work – considerations and compliance
- ACARA frameworks
- Curriculum Connection links access



What we need to know to understand why- 2

- How to navigate innovation-knowledge is power
- Teacher Mindset – Why collaborate?
- Risk accounted for
- Collaboration



So, let's try this analogy ...



- **Electronic fuel ignition – Yay!**
– Need to understand how it works to love driving it?

- **Navigate it ?–Yes please!**
GPS sometimes give us misdirection.
So, do a work around.



- **Know how to put your destination into a GPS unit?**
-write a good prompt = progress

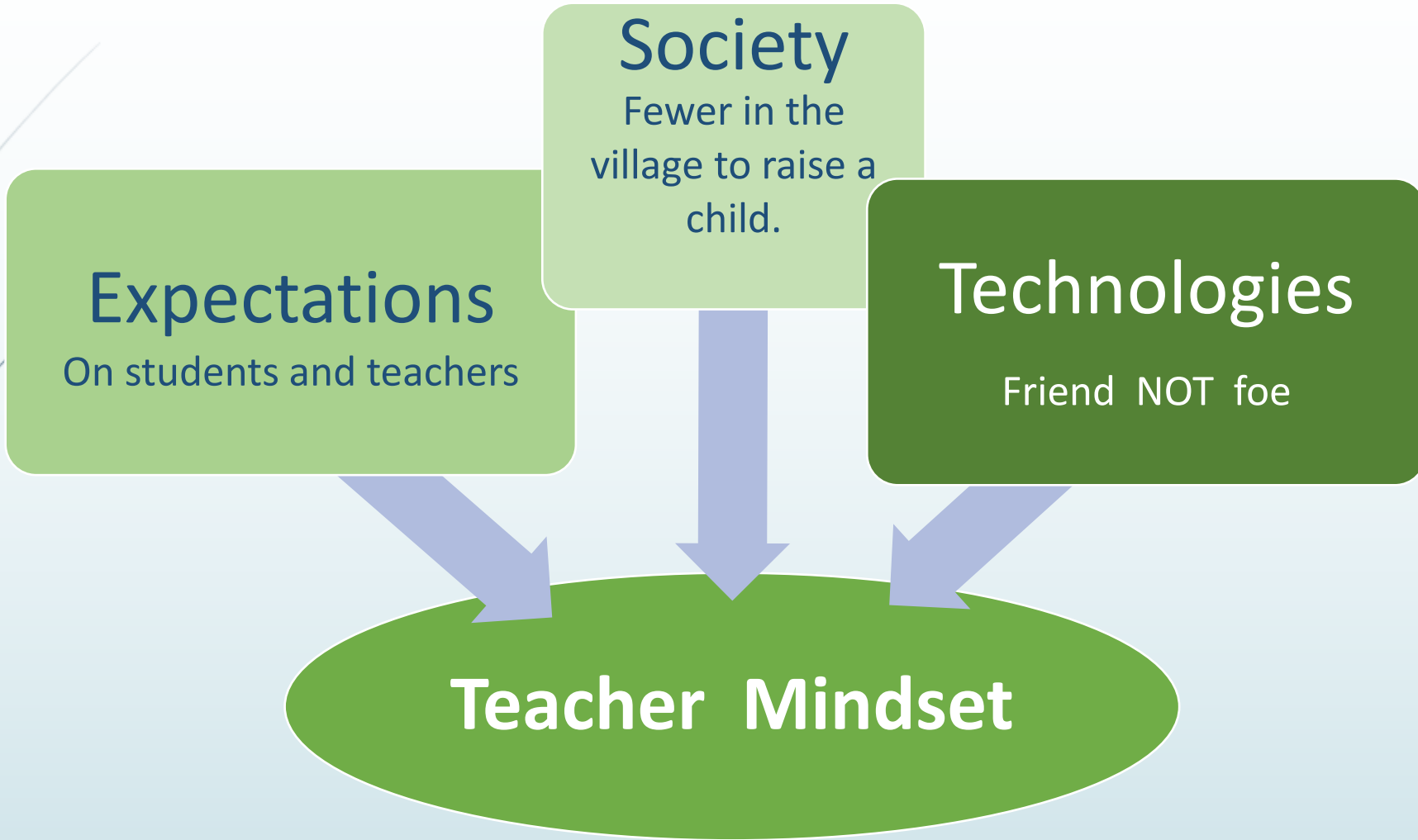
Always edit for success!

- **Do we need to be aware of the laws, rules and guidelines to stay safe?**





What's changing?



Collaborate ➤ 'teamwork makes the dream work ...



How Teachers Are Using AI



Part 1: Teaching and Learning

Planning and Preparation



- Lesson Planning**
Detailed, standards-aligned plans.
- Curriculum Development**
Rewrite and develop curricula.
- Exam Preparation**
Design diverse test questions.

Student Interaction



- Creative Writing**
Generate poems and scripts.
- Differentiated Instruction**
Offer creative explanations.
- Language Learning**
Produce quizzes and translations.

Assessment and Feedback



- Assessment & Grading**
Formulate scoring rubrics.
- Student Feedback**
Provide assignment feedback.
- Self-Assessments**
Develop online questionnaires.

Interactive Learning Tools



- Interactive Activities**
Creative escape room activities.
- Comprehension Questions**
From video transcripts.
- Role-Playing Scenarios**
Dialogues for language classes.

To see part two and all the ideas with examples and more context, read this: <https://monsha.ai/real-examples-of-teacher-using-ai>

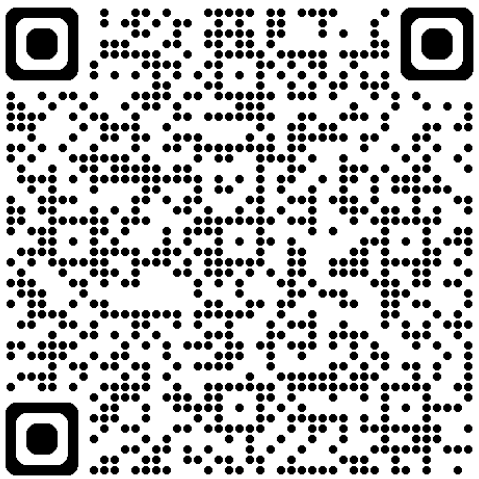
Context of teachers' work 1

Where and How we use AI ...
needs consideration with:

- 3 levels of planning –
 - Whole school - strategic plan foci and year overviews
 - Unit plans - band junctures
 - Lesson plans (Planning App-with V9)

ACARA Curriculum Connections:

<https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-curriculum-connection/artificial-intelligence/>



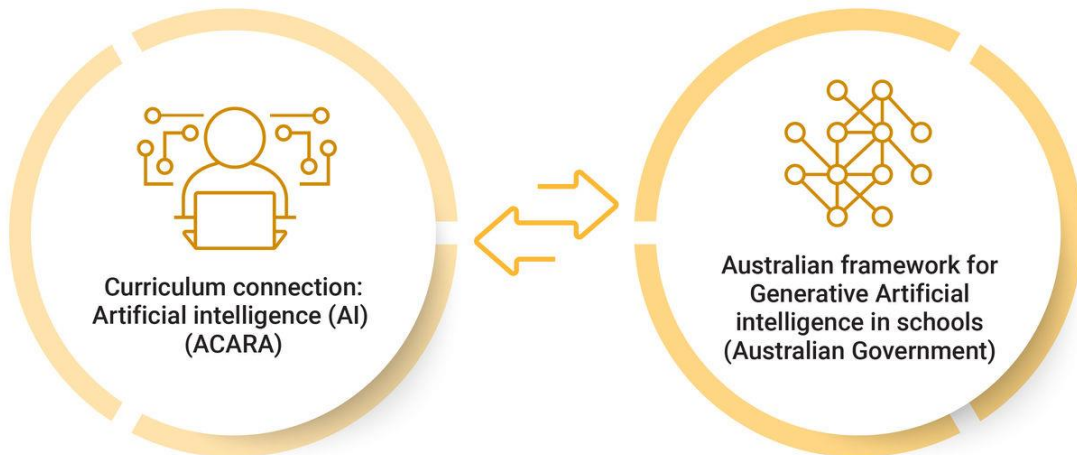


Context of teachers' work 2

Where and How we use AI ... needs consideration and:

Compliance with

- The Australian Framework for Generative AI in schools



Australian Framework for Generative Artificial Intelligence in Schools

The Australian Framework for Generative Artificial Intelligence (AI) in Schools (the Framework) seeks to guide the responsible and ethical use of generative AI tools in ways that benefit students, schools and society. It was developed on behalf of all Education Ministers by the National AI in Schools Taskforce, which includes representatives from all jurisdictions, education sectors and the national education agencies.



Teaching and Learning

Generative AI tools are used to support and enhance teaching and learning.

- 1.1 Impact:** generative AI tools are used in ways that enhance and support teaching, school administration, and student learning.
- 1.2 Instruction:** schools engage students in learning about generative AI tools and how they work, including their potential limitations and biases, and deepen this learning as student usage increases.
- 1.3 Teacher expertise:** generative AI tools are used in ways that support teacher expertise, and teachers are recognised and respected as the subject matter experts within the classroom.
- 1.4 Critical thinking:** generative AI tools are used in ways that support and enhance critical thinking and creativity, rather than restrict human thought and experience.
- 1.6 Learning design:** work designed for students, including assessments, clearly outlines how generative AI tools should or should not be used and allows for a clear and unbiased evaluation of student ability.
- 1.8 Academic integrity:** students are supported to use generative AI tools ethically in their schoolwork, including by ensuring appropriate attribution.



Human and Social Wellbeing

Generative AI tools are used to benefit all members of the school community.

- 2.1 Wellbeing:** generative AI tools are used in ways that do not harm the wellbeing and safety of any member of the school community.
- 2.2 Diversity of perspectives:** generative AI tools are used in ways that expose users to diverse ideas and perspectives and avoid the reinforcement of biases.
- 2.3 Human rights:** generative AI tools are used in ways that respect human and worker rights, including individual autonomy and dignity.



Transparency

School communities understand how generative AI tools work, how they can be used, and when and how these tools are impacting them.

- 3.1 Information and support:** teachers, students, staff, parents and carers have access to clear and appropriate information and guidance about generative AI.
- 3.2 Disclosure:** school communities are appropriately informed when generative AI tools are used in ways that impact them.
- 3.3 Explainability:** vendors ensure that end users broadly understand the methods used by generative AI tools and their potential biases.



Fairness

Generative AI tools are used in ways that are accessible, fair, and respectful.

- 4.1 Accessibility and inclusivity:** generative AI tools are used in ways that enhance opportunities, and are inclusive, accessible, and equitable for people with disability and from diverse backgrounds.
- 4.2 Equity and access:** regional, rural and remote communities are considered when implementing generative AI.
- 4.3 Non-discrimination:** generative AI tools are used in ways that support inclusivity, minimising opportunities for, and countering, unfair discrimination against individuals, communities, or groups.
- 4.4 Cultural and intellectual property:** generative AI tools are used in ways that respect the cultural rights of various cultural groups, including Indigenous Cultural and Intellectual Property (ICIP) rights.



Accountability

Generative AI tools are used in ways that are open to challenge and retain human agency and accountability for decisions.

- 5.1 Human responsibility:** teachers and school leaders retain control of decision making and remain accountable for decisions that are supported by the use of generative AI tools.
- 5.2 Reliability:** generative AI tools are tested before they are used, and reliably operate in accordance with their intended purpose.
- 5.3 Monitoring:** the impact of generative AI tools on school communities is actively and regularly monitored, and emerging risks and opportunities are identified and managed.
- 5.4 Contestability:** members of school communities that are impacted by generative AI tools are actively informed about, and have opportunities to question, the use or outputs of the tools and any decisions informed by the tools.



Privacy, Security and Safety

Students and others using generative AI tools have their privacy and data protected.

- 6.1 Privacy and data protection:** generative AI tools are used in ways that respect and uphold privacy and data rights, comply with Australian law, and avoid the unnecessary collection, limit the retention, prevent further distribution, and prohibit the sale of student data.
- 6.2 Privacy disclosure:** school communities are proactively informed about how and what data will be collected, used, and shared while using generative AI tools, and consent is sought where needed.
- 6.3 Protection of student inputs:** students, teachers and staff take appropriate care when entering information into generative AI tools which may compromise any individual's data privacy.
- 6.4 Cyber-security and resilience:** robust cyber-security measures are implemented to protect the integrity and availability of school infrastructure, generative AI tools, and associated data.
- 6.5 Copyright compliance:** when using generative AI tools, schools are aware of, and take measures to comply with, applicable copyright rights and obligations.



Control click on the QR code above to follow the link.







Character name and appearance

name ^{nama e wa daisuke desu} なまえ は 大すけ です • My name is Daisuke.

^{daisuke} だいすけ
^{kenji} けんじ
^{atomu} アトム
^{hoji} ほじ



^{o utoda gaaru} オウトドア ガール

^{nanako} はなこ
^{michiko} みちこ



hair ^{kaminoko} かみのけ [colour +ⁱ かみのけ]

eg. ^{kuro i kaminoko wo shite i masu} くろい かみのけ を しています。
He/She has black hair.



^{kuro} くろ



^{chairo} ちゃいろ



^{kinpatsu na kaminoko wo shite i masu} きんぱつ + な かみのけ を しています。

He/She has blond hair.

eyes ^{me} め or ^{me} 目 colour ^{no} の



^{me} 目は ちゃいろ です。



^{me} 目は あおい です。



^{me} 目は みどり いろ です。

glasses ^{megane} めがね

^{kuro i megane wo kakemasu} くろい めがね を かけます。

He/She wears black glasses.



clothes

^{sei fuku} せいふく uniform

^{you fuku} ようふく Western clothes

^{wafuku} わふく Oriental clothes

^{kimono} きもの kimono

^{kakko i i sei fuku wo kimasu} かつこいい せいふく を きます。

He/She wears a cool uniform.



What is an AI teaching assistant?

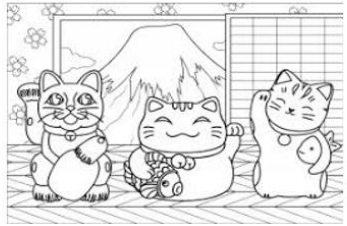
An AI teaching assistant is a smart tool to help teachers with classroom activities, paperwork, and tailor-made learning for each student. Using artificial intelligence, these assistants can perform tasks, such as grade assignments and provide individual tutoring sessions for students.



日本語



Term 2
Extension Booklet



Hiragana word practice - ひらがな で たんご の

れんしゅう

Use the hiragana charts to get the correct stroke order to practise writing these words. Think about their meaning as you write.

Basic words:

English	romaji	hiragana
red	akai	
blue	aoi	
picture	e	
house	ie	
yellow	kiroi	

Look for : non-basic consonants to add 'ten ten' eg. ga が ; and small-tsu つ eg. stamp is kitte きて.

how	douyatte	
school	gakkou	
hat	boushi	
gloves	tebukuro	
pants	zubon	
shorts	hanzubon	
hiragana	hiragana	
Makizushi (rolled sushi)	makizushi	
Pikachuu (spark mouse)	pikachuu	
o'clock	ji	
it is	desu	

Differentiation – Excellence & equity

A day in Japanese school

Uses rehearsed and spontaneous language to exchange information.	Understands cultural ways of the Japanese classroom.	Responds to instructions and questions.	Completes activities and games . Negotiates turn taking.	Praises, encourages and shows concern for classmates.
えんぴつ を かして ください。	おそくなって すみません。	ペアに なって ください。	じゃんけん。	がんばって。
トイレにいてもいいですか。	ただいま おかえり	本をとしてください	わたしのほんです。	だいじょうぶ? よくできました。
		たってください	あなたのほです。	

Hiragana and kanji reading

Use the hiragana chart, if needed, to write the romaji for these words.

ひらがな と かんじ が よめますか。

1. Basic sounds:

hiragana	romaji	hiragana	romaji
すいせい		おかし	
やった		せいと	

2. Modified sounds

hiragana	romaji	hiragana	romaji
はじめまして		てんぷら	
みどり		どうぶつ	

3. Combination sounds and kanji

hiragana	romaji	hiragana	romaji
好きじゃない		十月	
べんきょう		しゃかい	

ChatGPT
As teaching assistant

Equity and Excellence

A progressive, high performing education system realising the potential of every student.



Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands, seas, skies and waterways from across Queensland.

We pay our respect to the Elders, past, present and emerging, for they hold the memories, traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

For more information, see our [commitment statement](#).

Our focus

Educational achievement

Knowing each student's learning progress is essential to making sure they are on track for positive educational outcomes. Setting clear expectations for every student and every school supports them to achieve. This means we:

- have a common goal that every student achieves at least one year of learning growth each year
- have clear expectations for schools and help them to differentiate support so every student realises their potential.

Wellbeing and engagement

Being healthy, confident and resilient is a foundation for engaging in learning. With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working. Designing and delivering meaningful pathways for every student is key to lifting learning outcomes. This means we:

- know each student and understand what works best for them
- support staff and student wellbeing and engagement to establish a strong foundation for learning outcomes.

Culture and inclusion

The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every state school. This means we:

- embrace diversity by creating welcoming, inclusive and accessible educational settings
- value student, parent/carer, community and stakeholder voice in our approach to teaching and learning.

Our system initiatives

Educational leadership and teaching expertise

Empowering educators and leaders to build professional expertise across their career through high quality, targeted development opportunities.

Actions include:

- bring together and align resourcing to deliver a world-class educational leadership and teaching institute
- partner to deliver educational leadership flagship programs across key career junctures
- partner to deliver teacher leadership programs with a focus on expertise in curriculum, teaching and learning
- implement strategies to support the health, safety and wellbeing of teachers, educational leaders and staff.

Digital innovation in teaching and learning

Embedding future-focused learning practices that connect students and teachers across Queensland.

Actions include:

- enhance the capability and confidence of teachers in digital teaching and learning
- improve connectivity through bandwidth upgrades
- connect all students to digital learning opportunities through access to devices and technology
- establish a virtual academy to enhance access across the state to teaching expertise
- streamline access to data insights and evidence to inform system, regional and school planning and responses.

Educational performance and support

Setting system priorities and clear expectations for schools with differentiated support targeted to each school's context and needs.

Actions include:

- implement a re-educational performance and support model
- provide differentiated support leveraging expertise to assist schools to lift outcomes
- align and streamline planning processes
- revitalise the school review process
- review state school resourcing arrangements

Integrated responses and educational precincts

Integrating planning, design and delivery of education across schools, early years services and community services.

Revitalised educational infrastructure

Driving sustainable investment to optimise and renew educational infrastructure across the state.

School priorities



Realising the potential of every Aboriginal and Torres Strait Islander student

Valuing First Nations cultures and voice in our approach to engagement and learning is essential. Connections to culture enrich the learning of every student and strengthens all of our work.

Starting strong



Strengthening protective factors in the early years to improve outcomes and make a positive impact on young people's lives.

Students who attend school regularly, are engaged in the classroom and progress in their learning are more likely to have better outcomes across their schooling journey.

Our school priorities from Kindy to Year 2 are:

- knowing each child and student's needs to support positive and confident transitions into and through school
- achievement in English and mathematics
- maximising learning days.

Building on foundations



Consolidating strong foundations for lifelong learning and nurturing confidence of students to thrive in their future schooling years.

Early learning experiences shape young minds and inspire them to become lifelong learners. Building, through upper primary, on the foundational literacy and numeracy skills established in early primary is critical for learning success.

Our school priorities in primary Years 3 to 6 are:

- knowing each student's needs through upper primary as they prepare to transition to junior secondary
- achievement in English and mathematics
- maximising learning days.

On track for success



Recognising changing needs and supporting every student to stay on track with positive transitions from upper primary through junior secondary.

Evidence tells us that maintaining engagement in learning in junior secondary is crucial to keeping students at school and moving onto their senior schooling years.

Our school priorities as students transition through junior secondary are:

- knowing each student's needs to support positive transitions into and through secondary school
- achievement in English and mathematics
- maximising learning days.

Ready for the future



Preparing every student for their future and supporting positive transitions from school onto their next steps into further education and employment.

Effectively planning and monitoring every student's learning pathway through their senior schooling and post-school destination keeps students on track to achieve successful outcomes.

Our school priorities in senior secondary are:

- supporting every student with a plan to stay on track to attainment and meaningful post-school pathways
- positive transitions and knowing the post-school destination of every student.

Underpinned by curriculum, teaching and learning

For every student in Prep to Year 2, we will monitor:

- proportion of students achieving C and above in English and mathematics
- proportion of students achieving A or B in English and mathematics
- attendance
- School Disciplinary Absences.

For every student in middle and upper primary (Years 3 to 6), we will monitor:

- proportion of students achieving C and above in English and mathematics
- proportion of students achieving A or B in English and mathematics
- attendance
- School Disciplinary Absences.

For every student in junior secondary (Years 7 to 9), we will monitor:

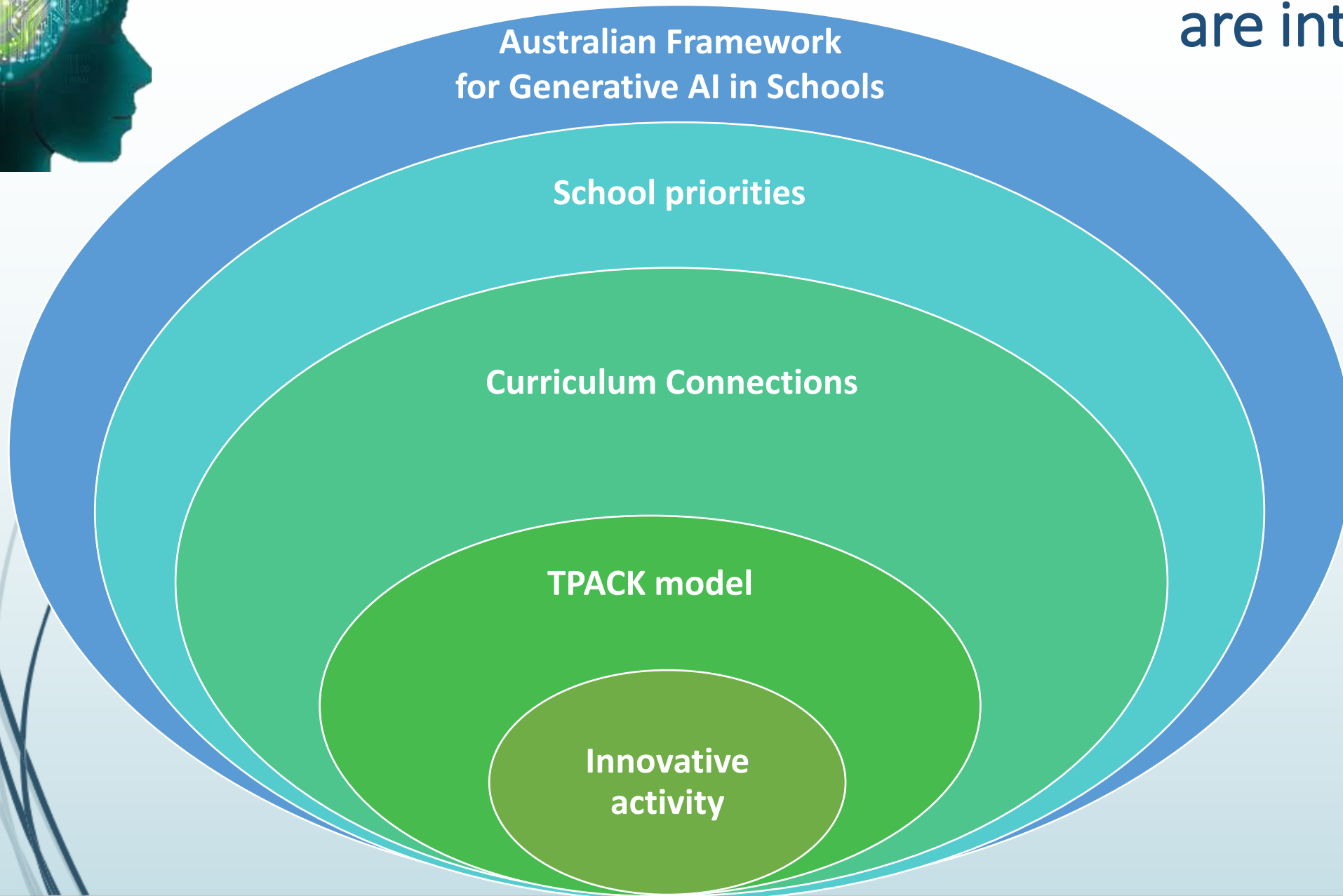
- proportion of students achieving C and above in English and mathematics
- proportion of students achieving A or B in English and mathematics
- attendance
- School Disciplinary Absences.

For every student in senior secondary (Years 10 to 12), we will monitor:

- Year 10-12 retention
- QCE/QCIA attainment
- post-school destinations.

Embedding First Nations outcomes across every priority

Considerations and compliance are interrelated



Australian Framework
for Generative AI in Schools

School priorities

Curriculum Connections

TPACK model

Innovative
activity

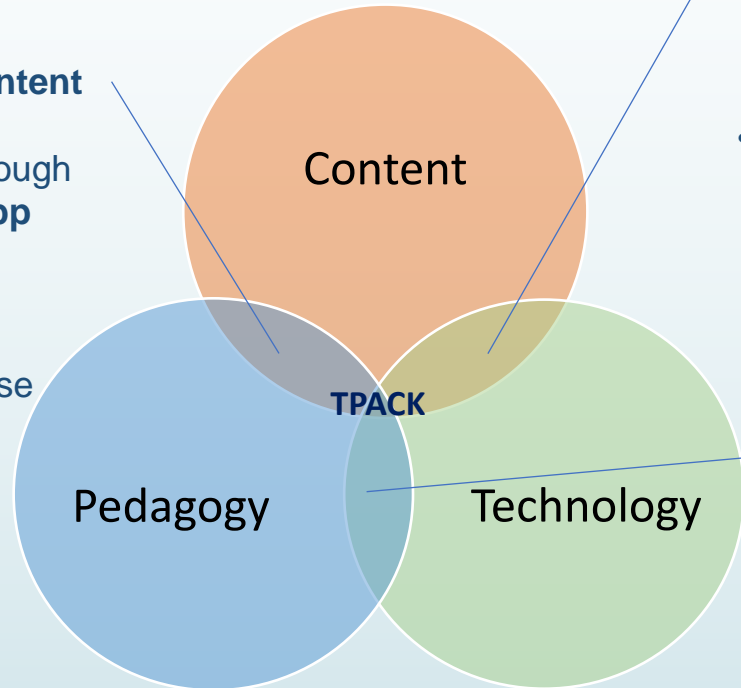


TPACK model

- drives your planning thinking
- and so, your choices in technology use

pedagogy and content

- Will learning be championed through **strategy and app** choice?
- Suitable for phase of learning - **initial phase** or **mastery?**



content and technology

- **Which app** is efficient to improve the learning or competence?
- **Consider** vocabulary, narrative creation, communication, presentation, information, etc.

pedagogy and technology

- CI, CLT, TPR, AIMS, TPRS, AAP or an eclectic mix
- Does app choice and task flow:
- reflect pedagogical style?
- **enhance learning?**

Who is my audience? What is my purpose?

Digital Technologies Hub



Free AI Professional Learning Course

Explore 7 self-paced modules

to teach AI in the classroom

DIGITAL TECHNOLOGIES HUB

[DIGITALTECHNOLOGIESHUB.EDU.AU](https://digitaltechnologieshub.edu.au)

FREE 7-Module AI Course for Primary & Secondary Teachers.



In the next slide let's see how efficiently ChatGPT works.

- **Speed**
- **Accuracy**

When you know what you want/need, include the details in the prompt and get the results you want.

ChatGPT does NOT always respond well to NEGATIVE prompts.



ChatGPT



12:41 pm Sun 21 Jan

Screen Recording
Screen Recording video saved to Photos

now Edit ⓘ 🗑️ ⋮

SYSTEM
You are a helpful assistant.

USER
Create a Japanese vocabulary list for a grade five lesson on fruit.

ASSISTANT

1. 果物(くだもの) - Fruit
2. リンゴ(りんご) - Apple
3. バナナ(ばなな) - Banana
4. オレンジ(おれんじ) - Orange
5. グレープ(ぶどう) - Grape
6. ストロベリー(すとろべりー) - Strawberry
7. メロン(めろん) - Melon
8. ピーチ(ぴーち) - Peach
9. パイナップル(ばいナップる) - Pineapple
10. マンゴー(まんごー) - Mango
11. キウイフルーツ(きういふるーつ) - Kiwi fruit
12. レモン(れもん) - Lemon
13. ラズベリー(らずべりー) - Raspberry
14. ブルーベリー(ぶるべりー) - Blueberry

Submit 🔄

Give us feedback

Model: gpt-3.5-
Temperature:
Maximum
Stop sequence: Enter sequence
Top P
Frequency
Presence p

API and F



ChatGPT -Canva



Canva

<https://www.canva.com> › ... › Teams and groups

About Canva for Education - Canva Help Centre

Easily integrate with all your go-to classroom tools – **Canvas**, Schoology, D2L ... A certified K-12 (primary or secondary) **learning support assistant** or **teacher** ...

Canva



Welcome to Canva for Education | Getting Started with Canva f...

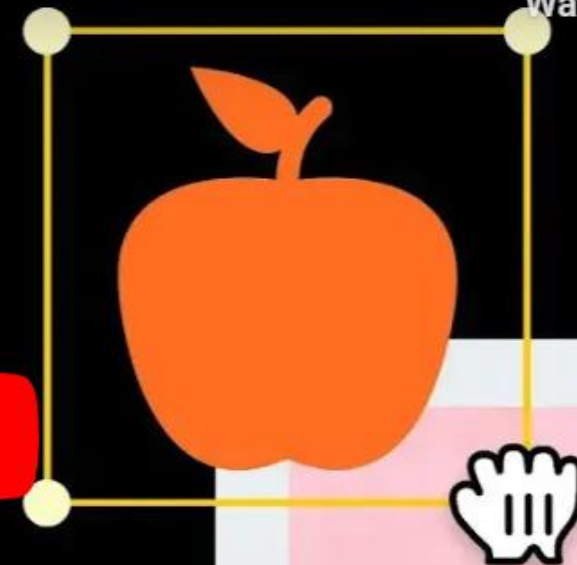



Watch later



Share

Welcome to Canva for Education



Watch on  YouTube



Quizizz



Quizizz

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Sign up for Free Quizzes, Worksheets. For Teachers and ...

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Digital Technologies Hub free modules



Digital Technologies Hub

June 19 at 4:48 PM · 🌐



Are you looking for a high-quality AI course to support teaching and learning of Digital Technologies in your classroom? Check out our FREE 7 modules, designed for primary and secondary teachers.

- 🌟 Artificial intelligence: What's it about?
- 🌟 How does an AI learn?
- 🌟 AI and conventional programming
- 🌟 Responsible AI
- 🌟 Designing an AI-driven solution
- 🌟 Inner workings of an AI





Education Services Australia

The Digital Technologies Hub has been developed by **Education Services Australia** for the Australian Government Department of Education. A wide pool of experts, including teachers of Digital Technologies, academics, professional associations and industry providers contributed to the site development.



Type in the search bar:
online services risk assessment

Select

online services review catalogue



Online Service Risk Review Catalogue

Filters: Search term: Chat

Assessment outcome

- My favourites
- My subscriptions
- Recently updated

Search for online service

Chat

Search for URL

Enter search term

Assessment outcome

- Low risk
- Medium risk
- High risk
- Use responsibly
- Use with caution
- Conditions of use apply
- Non-participating vendor - conditions of use apply

ChatGPT

https://chat.openai.com/

ChatGPT is an artificially intelligent (AI) language model developed by OpenAI, allowing for human-like conversations and interactions. It can answer questions, engage in conversations, translate languages and provide a wide range of language processing services. #NOTE: This assessment is based on ChatGPT only and does not include other OpenAI products.

Do not proceed

Available for staff only

Consent not required

Tags: Writing, Robotics / Artificial Intelligence (AI)

See Full Review

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Department of Education

ChatGPT (OpenAI)

Assessment outcome: Do Not Proceed

Service summary

Version: Free

Tags: Writing, Robotics / Artificial Intelligence (AI)

URL: https://chat.openai.com/

Review date: 30/06/2023

Audience: Staff only

Purpose of use: ChatGPT is an artificially intelligent (AI) language model developed by OpenAI, allowing for human-like conversations and interactions. It can answer questions, engage in conversations, translate languages and provide a wide range of language processing services.

Recommendation and availability

Do Not Proceed

ChatGPT and other AI technology remains blocked for all students on the department's network while the department reviews the technology and develops guidelines for use.

Current availability: Unblocked for staff only - no unlock permitted for students. Voice is not permitted to be disclosed to the service. Voice mode functionality is blocked and will not be unblocked.

Personal or organisational information must not be disclosed to or stored in this service. Staff may use their departmental email address to register an account for this service. Disclosing, storing, publishing or sharing all other personal and/or organisational information must not occur via any means e.g. through account registration, entering of student or school data and/or use of the features and functionality of this service.

Internal purposes only: Risk reviews are completed for department employees and intended for internal use only. They are not intended for external distribution.

Full review

Staff only

Do not proceed

Request a review

Online Service Risk Review Catalogue

Filters: Search term: Chat

1 / 555 reviews

Sort: Servi

ChatGPT

https://chat.openai.com/

ChatGPT is an artificially intelligent (AI) language model developed by OpenAI, allowin...

Do not proceed

Available for staff only

Consent not required

Tags: Writing, Robotics / Artificial Intelligence (AI)

Request a New Review

Export List

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Queensland Government

With collaborative work for understanding...

- More teachers and students develop positive mindsets
- Students benefit and become future proofed
- We lessen the divide between 'have' and 'have not'
- Education ➤ confidence ➤ society prospers





References

- [1] Queensland Government. One Portal – Department of Education (30 June 2023)
- *Online Service Risk Review Catalogue* (accessed 02 October 2024)
https://qldqed.servicenow.com/now/nav/ui/classic/params/target/x_qwog8_osrr_catalogue.do
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- *Australian Framework for Generative Artificial Intelligence in Schools (AI)* (accessed 01 June 2024) <https://www.education.gov.au/schooling/resources/australian-framework-generative-artificial-intelligence-ai-schools>
- [3] Australian Curriculum Assessment and Reporting Authority (01 February 2022)
- *Understand this Curriculum Connection-Artificial Intelligence (AI)* (accessed 26 May 2024)
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