# **AI experiments framework**

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| **Introduction** |

**1. What is AI**

This framework is to help leaders experiment openly, reflect honestly, and show that uncertainty is part of learning.

**What to model:**

* Trying AI tools is encouraged, not risky
* Reflection matters more than perfect results
* Human judgement improves AI outputs
* It's okay to find things confusing or frustrating
* We learn together, not alone

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| **Framework** |

Share your AI experiments using this simple framework:

**THIS WEEK I TRIED:**[One sentence – e.g., "Using ChatGPT to draft three versions of our safeguarding newsletter"]

**WHAT I USED:**[Tool name – e.g., "ChatGPT free version"]

**WHAT WORKED WELL:**[One specific thing – e.g., "It generated different tone options quickly – formal, friendly, urgent – which helped me see choices I wouldn't have considered"]

**WHAT DIDN'T WORK / WHAT I CHANGED:**[Be honest about failures – e.g., "Two paragraphs were too generic and actually wrong about our reporting process. I rewrote them completely."]

**WHAT I LEARNED:**[One insight – e.g., "AI is good at structure and tone variation but terrible at knowing our specific policies. I need to provide more context upfront or just write those bits myself."]

**WHAT I'D ADVISE COLLEAGUES:**[One practical tip – e.g., "Use it for options and structure, not final content. Always fact-check anything specific to our school."]

**Where to share:** Staff briefing, email, staffroom poster, leadership meeting  
**How often:** Once a fortnight is plenty. Small experiments count.

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| **2. Tips for modelling well** |

**Show your working, not just results:** Let staff see the messy AI output *before* you edited it. Show the prompt you used and what didn't work the first time. This normalises iteration and human judgement.

**Name your uncertainties out loud:** "I'm not sure if this was the right approach, but here's what I tried" is more powerful than pretending you've got it all figured out. Staff need permission to be uncertain too.

**Involve staff in your decision-making:** "I'm considering using AI for writing our curriculum statements – what would you want me to consider?" Asking for input builds ownership and surfaces concerns early.

**Experiment with low-stakes tasks first:** Start with newsletters, meeting agendas, or planning documents for yourself – not high-stakes teaching materials or pupil-facing content. Let staff see you learn in safe spaces.

**Make it normal, not special:** Brief mentions in passing work better than grand announcements. "I tried this AI thing for the staff meeting agenda and it was rubbish, so I went back to doing it myself" is cultural modelling in action.