# **AI scenarios for staff meetings**

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| **Introduction** |

**1. What is AI**

Use these scenarios to facilitate brief discussions about AI with your staff. Pick one scenario per week for briefing or department meetings.

The goal isn't to solve problems or find right answers – it's to surface thinking, validate concerns, and model that uncertainty is part of learning together.

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| **How to use these scenarios** |

1. **Pick one scenario** (rotate through them over weeks/months)
2. **Read it aloud** or share on screen – takes 30 seconds
3. **Ask:** "What would you do? What concerns you here?"
4. **Listen** without defending, solving, or teaching
5. **Summarise themes:** "I'm hearing concerns around..."
6. **Thank people** for their honesty
7. **Optional:** Revisit the same scenario later in the term after you've all learned more

**Time needed:** 10 minutes in any staff meeting

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| **Scenario 1: Timesaver dilemma** |

Sarah uses AI to draft end-of-year report comments, saving hours of writing time. She edits the outputs carefully before sending them. A colleague says this feels inauthentic and that parents deserve comments written "from the heart." Sarah argues she's more likely to write thoughtful edits when she's not exhausted from writing 30 reports from scratch.

**Discuss:** What would you do? What matters most here?

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| **Scenario 2: Uneven playing field** |

Three teachers in your English department are confidently using AI to create differentiated resources and save planning time. Two other teachers haven't tried any AI tools and are starting to feel left behind. One mentions feeling "deskilled" watching colleagues work so efficiently. There's no formal training scheduled and everyone's already stretched.

**Discuss:** What's your responsibility here? What would help?

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| **Scenario 3: Homework grey area** |

A student submits an excellent essay on *Macbeth*. The analysis is sophisticated but doesn't quite sound like them. When you ask how they approached it, they say they "discussed ideas with ChatGPT first, then wrote it themselves." You're not sure if this is good use of study support or if it's bypassing the learning. Your homework policy doesn't mention AI.

**Discuss:** Is this okay? Where's the line?

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| **Scenario 4: Accidental overshare** |

A teacher mentions in passing that they've been putting pupil names and current attainment levels into ChatGPT to generate personalised feedback comments. They didn't realise this might be a data protection issue – they thought they were being efficient and helpful. Other staff have probably done similar things without knowing it's a concern.

**Discuss:** What happens next? How do you respond without making people feel stupid or afraid?

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| **Scenario 5: Transparency question** |

Your school is piloting an AI tool like Skye for maths intervention. A parent asks at parents' evening, "Is my child being taught by AI?" You know the intervention – in Skye’s case, tutoring – works as pupils are making progress, but you're still learning how it all functions yourself. You want to be honest but also want to reassure parents.

**Discuss:** How would you respond? What do parents need to know about interventions?

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| **Scenario 6: Shadow IT problem** |

You discover that different departments are all using different AI tools for similar tasks – planning, assessment, resource creation – with no coordination. Some are free tools with unclear data policies. Some are paid subscriptions individual teachers bought themselves. Nobody knows what anyone else is using. It's inefficient and potentially risky, but staff found tools that worked for them.

**Discuss:** Do you standardise? Do you stop people? What would make this better?

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| **Scenario 7: Professional identity crisis** |

An experienced teacher says they feel like AI is "eroding what it means to be a teacher." They spent years developing their craft in lesson planning and now feel like that expertise doesn't matter if AI can do it faster. They're worried they're becoming "just a facilitator" rather than a professional. They're not anti-technology, just unsettled.

**Discuss:** How do you respond? What does this concern tell you?

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| **Scenario 8: Budget reality** |

You've seen AI tools that could genuinely help with workload and inclusion, like Skye for maths intervention or tools for creating accessible resources. But you have competing budget priorities – TA hours are being cut, the building needs maintenance, and there's no IT budget for new platforms. Staff are asking, "If AI is so important, why aren't we investing in it properly?"

**Discuss:** What would you prioritise? What would you say to staff?