

It's Only the Beginning...

**Using AI as a Springboard,
Not the End Point**

**"A student submits a beautiful, fluent essay.
You suspect AI. What do you do next?"**

Turn & talk with the person next to you. You have 90 seconds.

Punish?

Is this about catching cheating or closing a learning gap?

Ignore?

Does ignoring the issue serve the student's learning?

Redesign?

What if the prompt itself is the problem — not the student?

The Core Idea

Reframing how we think about AI in the classroom

**AI output
is the
starting gun,
not the
finish line.**

Destination thinking:

AI produces → student submits → teacher marks. Learning is bypassed.

Springboard thinking:

AI produces → student interrogates → student creates. Learning deepens.

The shift we need:

From AI as a product generator to AI as a thinking partner.

Two Very Different Mindsets

Which one are our students (and we) operating in?

DESTINATION THINKING

- Prompt AI → accept output
- Copy, paste, submit
- AI does the thinking
- Surface-level product
- Creativity outsourced
- Integrity at risk

VS

SPRINGBOARD THINKING

- Prompt AI → evaluate output
- Question, revise, extend
- Student does the thinking
- Deep, authentic product
- Creativity amplified
- Integrity intact

PART 2

Classroom Strategies in Action

Real examples · Any subject · Any year level

Strategy 1: The Interrogation Protocol

Teaching students to cross-examine AI output

CLASSROOM EXAMPLE — Year 10 History: Causes of WWI

STEP 1 — Students ask ChatGPT: "What were the main causes of WWI?" and read the response.

STEP 2 — Each student picks ONE claim and must: find a source that supports it · find a source that challenges it · write their own synthesis sentence.

What did AI get
right?

What did AI
oversimplify?

What did AI miss
entirely?

What would YOU
add?

Strategy 2: AI as Co-Author, Student as Editor-in-Chief

Students take creative control and editorial ownership

1

AI Drafts

Student prompts AI to write a first draft (story opening, argument, report intro)

2

Student Marks

Student annotates the draft: what works, what doesn't, what's missing voice

3

Student Rewrites

Student rewrites the section they marked — this IS the assessed piece

4

Reflection

Student explains: "I changed __ because __" — metacognition in action

 *Tip: The AI draft stays in the portfolio alongside the student's version — it shows the thinking journey.*

Strategy 3: Prompting is a Thinking Skill

Teaching students to craft better questions — for AI and for life

The quality of the prompt reveals the quality of the thinking.

WEAK PROMPT

"Write me an essay about climate change."

No context · No voice · No challenge · No thinking required

STRONG PROMPT

"You are a 16-year-old student in coastal Queensland. Write the opening paragraph of a persuasive speech arguing for faster climate action. Use a personal story. Keep it under 120 words."

Role · Context · Constraint · Voice · Purpose — student must THINK to write this prompt

PART 3

AI for Planning, Differentiation & Formative Assessment

Keeping professional judgement at the centre

AI as Your Planning Assistant

More time for relationships · Less time on logistics

Lesson Starters

Ask AI to generate 5 discussion starters, then pick and refine the two that suit YOUR class context and learners.

Differentiated Versions

Prompt AI to rewrite an explanation at three different reading levels — you edit, then decide who gets what.

Worked Examples

Generate a bank of practice problems instantly. Review for errors — AI makes maths mistakes! Teacher checking is essential.

Rubric Drafting

Ask AI to draft success criteria, then reshape them to match your curriculum standards and class language.

Parent Communication

Use AI to draft a newsletter or update, then rewrite it in your voice. Save 20 min, gain authentic communication.

Unit Overview

Describe your unit goals and AI sketches a scope & sequence. You're the expert — evaluate and modify it.

Formative Assessment Redesigned

AI changes the task — not the evidence of learning

The problem: AI can complete many traditional tasks. The solution: redesign the evidence of learning.

Old task

"Write a summary of the chapter"

"Solve these 10 algebra problems"

"Research and present on X"

"Write a persuasive letter"

Redesigned task

→ "Read the AI summary. Highlight what it missed. Add three sentences that capture what only YOU noticed."

→ "Here's the AI solution. Find the step where it went wrong and explain WHY it's incorrect."

→ "AI gave you facts. Your job: find the human story behind one of those facts. Interview, read deeply, make it real."

→ "AI drafted one. Rate it out of 10. Rewrite the weakest paragraph. Voice a rebuttal the AI missed."

PART 4

Integrity, Agency & Student Voice

Ensuring authentic learning while embracing new tools

"The goal is not to prevent AI use. The goal is to make AI use visible, purposeful, and educationally sound."

Academic Integrity in the AI Age

From policing to designing for honesty

"If a student can outsource a task entirely to AI, the task is not measuring what we think it's measuring."

Design-Based Integrity

- Tasks that require personal experience
- Viva/verbal defence of written work
- Process portfolios showing AI conversations
- Reflection logs: 'how did AI help/hinder?'

Language Matters

- "AI use is expected — disclose it"
- "Show your thinking trail"
- "What would you add to this AI output?"
- "Your voice is the product"

Student Agency

- Teach AI literacy as a core skill
- Let students evaluate AI quality
- Students set their own AI boundaries
- Class co-creates AI use agreements

Building Student Capacity: The 4 Moves

A repeatable framework for any AI-integrated task

Q · E · X · T

Q

QUESTION IT

"Is this accurate? How do you know? What perspective is missing?"

E

EVALUATE IT

"Rate this response. What does it do well? What would you score it and why?"

X

EXTEND IT

"What does the AI NOT know about this? What local, personal, or emotional context can only you add?"

T

TRANSFORM IT

"Now make it yours — different form, different voice, different purpose."

Apply the QEXT Framework

AI RESPONSE (read this):

"The Industrial Revolution was the most significant event in modern history. It transformed economies, created cities, and led directly to the technology we use today. Without it, the world would be unrecognisable."

Q — QUESTION

Find ONE claim in the AI response that you'd want to verify or challenge.

E — EVALUATE

Give this response a score out of 5 for historical nuance. Justify your score in one sentence.

X — EXTEND

Add something the AI missed: a perspective, a region, a group of people it ignored.

T — TRANSFORM

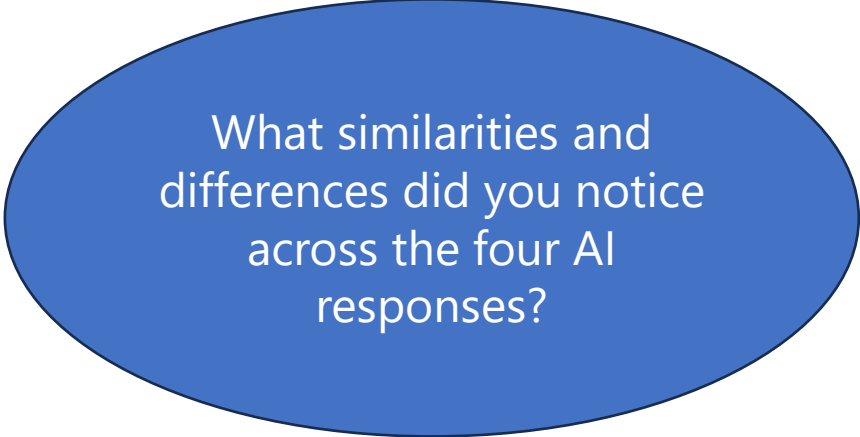
Rewrite the response as if it were from the perspective of a factory worker in 1850.

⚡ ACTIVITY — TRY IT NOW (8 min)

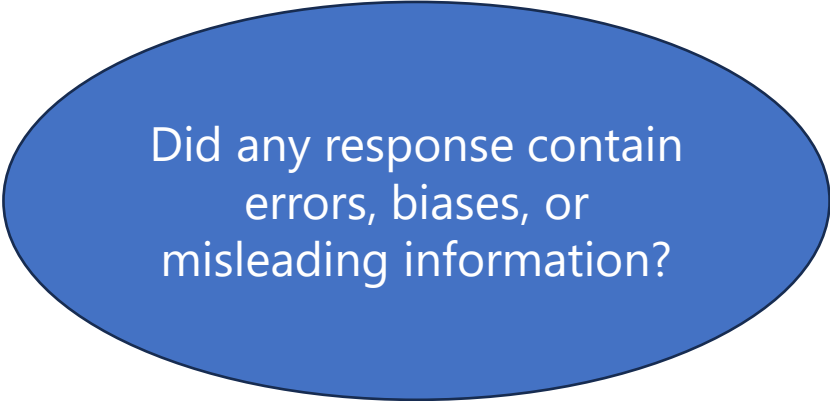
Brisbane River Flood - 2022



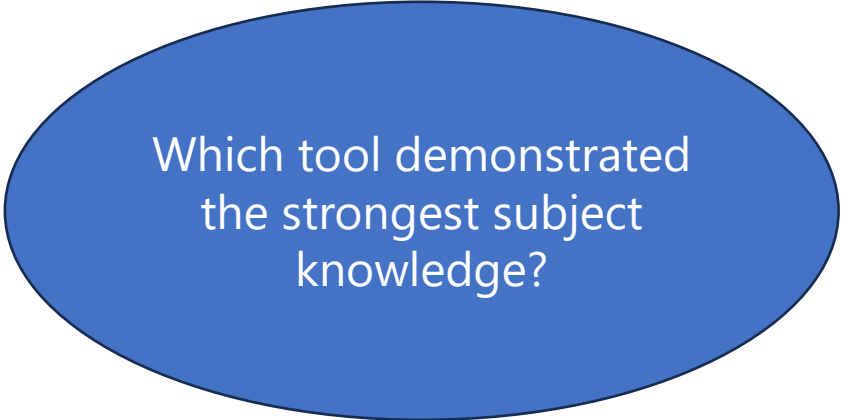
<https://bit.ly/4nLZUvD>



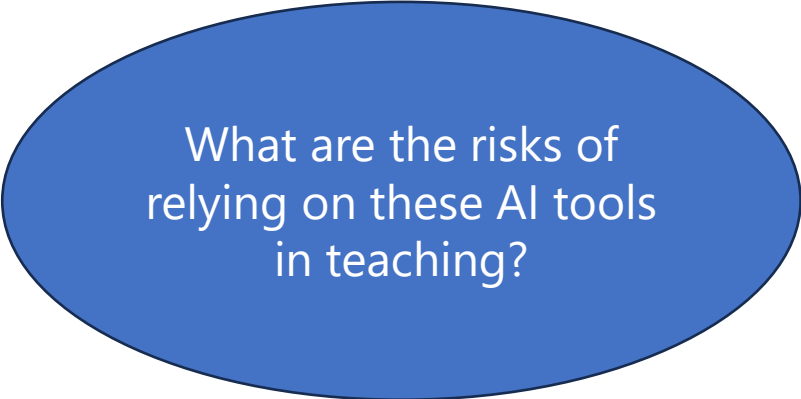
What similarities and differences did you notice across the four AI responses?



Did any response contain errors, biases, or misleading information?



Which tool demonstrated the strongest subject knowledge?



What are the risks of relying on these AI tools in teaching?

AI as Springboard Across Every Subject

It works wherever thinking matters

English

AI writes a story opening → student analyses craft choices, then rewrites with their own authorial voice

Science

AI explains photosynthesis → student identifies 2 things it simplified, draws their own annotated diagram

The Arts

AI generates a colour palette → student critiques its emotional impact, creates their own with written rationale

Maths

AI solves a problem → student finds the error in step 3, explains it, solves a harder version by hand

HASS/HSIE

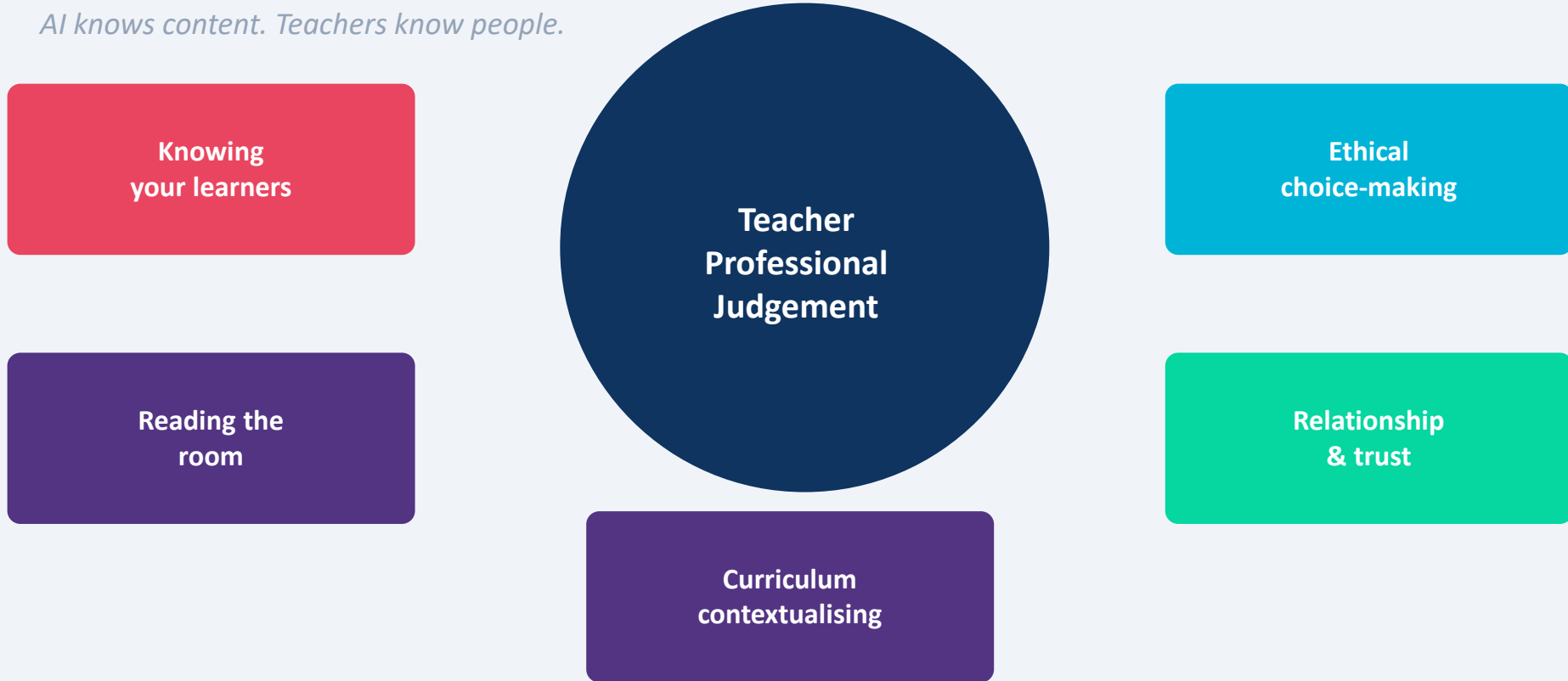
AI describes an historical event → student finds 2 perspectives the AI ignored, writes their own account

Technologies

AI writes the code → student must explain every line, debug intentional errors, add one new feature

Your Professional Judgement: Irreplaceable

AI knows content. Teachers know people.



AI can generate · Teachers decide · Students grow. That order matters.

Addressing the Fears

Every concern has a practical response

FEAR: "Students will just use AI for everything"

↳ Design tasks that require personal experience, oral defence, or real-time thinking. AI can't do those.

FEAR: "I can't tell if it's AI-generated"

↳ Shift focus from detection to process. Portfolios, drafts, conferences, and reflections show real thinking.

FEAR: "This will kill writing skills"

↳ The reverse is true if done right: critiquing AI forces students to identify good writing more explicitly than ever.

FEAR: "I don't know enough about AI"

↳ You don't need to. You're the learning expert. AI literacy develops alongside — not before — good pedagogy.

Your Next Step

Start small. Start Monday.

Choose ONE strategy to try this week:

A

The Interrogation

Give students an AI answer and ask them to find ONE thing it got wrong or oversimplified.

B

The Prompt Challenge

Compare a weak prompt vs a strong prompt. Have students vote on which AI response is better and explain why.

C

AI Co-Author

Let AI draft an opening paragraph. Students must rewrite it in their own voice and explain three changes they made.

D

The QEXT Framework

Pick any upcoming task. Add ONE QEXT step. Just one. See what happens to the quality of student thinking.

Key Takeaways

- 1 AI output is a starting point, not a finished product.
- 2 Teach students to question, evaluate, extend, and transform AI — not just use it.
- 3 Redesign tasks to make AI use visible, purposeful, and educationally sound.
- 4 Your professional judgement — your knowledge of YOUR students — is irreplaceable.
- 5 Academic integrity is about designing well, not policing harder.
- 6 AI literacy is now a core skill. You don't have to be an expert to teach with it thoughtfully.

The Invitation

**"AI is the most powerful thinking tool
our students have ever had access to.**

**Our job is to make sure
they actually do the thinking."**

It's only the beginning. Where will you take it?

Further Reading & Resources

Deepen your practice

Pedagogy & AI

- Mollick & Mollick (2023) — Assigning AI: Seven Approaches
- OECD (2023) — Generative AI and Education: What's Next?
- Helen Crompton & Diane Burke — AI in Education frameworks

Practical Classroom Tools

- MagicSchool.ai — AI for teachers, by educators
- Diffit — AI-powered differentiated reading
- Khan Academy Khanmigo — Socratic AI tutor

Academic Integrity

- IB Academic Integrity with AI (2023 guidelines)
- Turnitin AI Writing Indicator resources
- NAIS — Thinking About Academic Integrity in the Age of AI

Starting Points

- Google's 'AI Essentials for Educators' (free course)
- Microsoft 'AI Literacy for Educators' certification
- ACARA: Digital Technologies & AI guidance