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The 10 Prompts
**EVERY INNOVATIVE
SCHOOL IS USING**

**READY-TO-USE TEMPLATES
FOR YOUR EVERYDAY WORK**

THE 10 PROMPTS EVERY INNOVATIVE SCHOOL IS USING

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TEACHING UNIT

INTEGRATE AI INTO YOUR EDUCATIONAL STRATEGY IN A VISIBLE AND RESPONSIBLE WAY

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INTRODUCTION

Educational innovation does not begin by asking ‘What technology should we use?’, but ‘What problem do we want to solve?’

Artificial intelligence is only as good as the questions we ask it. This guide brings together the 10 prompts that the most innovative schools are using to lead with strategic vision, communicate effectively and make decisions based on real data rather than intuition.

Each prompt is an intelligent brief: you provide your school’s context, and AI provides structure and suggestions. Together, they generate solutions that can be put into practice from day one.

But before you begin...

What is a prompt?

A prompt is a new way of asking questions. It is the bridge between your experience and the vast knowledge that artificial intelligence can offer. A good prompt has **clarity, purpose and context**. Although it may sound technical, **it is actually a deeply human skill: asking good questions.**

The ingredients of a good prompt

Ingredient	What does it mean?	Example
 Role	Define what the AI should be.	“Act as an educational adviser”
 Objective	Explain what you need to achieve.	“Draw up a plan for educational innovation”
 Context	It provides relevant information.	“At a school with 600 pupils, the focus is on digital skills”
 Output format	this specifies how you would like the response to be presented.	“In a table format with three columns”

Full example:

Act as a teaching and learning coordinator. Create a table containing five actions to improve the integration of AI in the classroom, taking into account the context of a school with 600 pupils and teachers with intermediate digital skills.

THE 10 PROMPTS EVERY INNOVATIVE SCHOOL IS USING

PART 1

PROMPTS FOR INNOVATIVE HEADTEACHERS AND LEADERSHIP TEAMS

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PROMPTS FOR INNOVATIVE HEADTEACHERS AND LEADERSHIP TEAMS

1. Define your school's vision for educational innovation

- **Role:** Innovation-focused headteacher
- **Objective:** Write a strategic and realistic vision for educational innovation
- **Output format:** A 200–250-word narrative

Prompt:

Act as an educational innovation adviser. Write a **three-year strategic vision for educational innovation** for a school with the following characteristics:

- **School name:** [school name]
- **Location:** [country / region / urban or rural setting]
- **School type:** [state / independent / state-funded independent]
- **Number of pupils:** [number]
- **Educational phases:** [phases provided]
- **Main pedagogical approach:** [e.g. project-based learning, critical thinking, inclusion, etc.]
- **Main current challenges:** [institutional challenges or goals]
- **Key resources or strengths:** [facilities, partnerships, trained teachers, etc.]

Develop a vision that combines technological innovation, professional development and educational wellbeing. End with an inspiring sentence that motivates the school community.

 **TIP:** You can ask for a shorter 100-word version for the school website or presentations.

PROMPTS FOR INNOVATIVE HEADTEACHERS AND LEADERSHIP TEAMS

2. Create a dashboard for strategic decision-making

- **Role:** School leadership adviser
- **Objective:** Design a set of indicators for data-informed decision-making
- **Output format:** A table with KPIs, review frequency and responsible staff

Prompt:

Act as a consultant specialising in data-informed school management. Create an **institutional dashboard** for a school with the following characteristics:

- **School name:** [school name]
- **Location:** [country or city]
- **Educational phases:** [phases provided]
- **Number of pupils and teachers:** [number]
- **Institutional strategic objectives:** [e.g. improving learning, pupil retention, pedagogical innovation]

Design a table with at least eight indicators (KPIs), divided into four areas: Educational Quality, Community Satisfaction, Innovation and Institutional Management.

For each KPI, include its definition, formula, measurement frequency, data source and responsible member of staff.

 **TIP:** Ask the AI to also generate a CSV or Excel template for practical implementation.

PROMPTS FOR INNOVATIVE HEADTEACHERS AND LEADERSHIP TEAMS

3. Design educational marketing strategies

- **Role:** Educational marketing and institutional positioning consultant
- **Objective:** Create tailored strategies to attract and retain families using AI
- **Output format:** A strategic plan presented as a table or framework

Prompt:

Act as an educational marketing consultant specialising in institutional positioning. Design a **comprehensive marketing strategy** for a school with the following characteristics:

- **School name:** [school name]
- **Location and socio-economic context:** [city / country / urban or rural setting]
- **School type:** [state / independent / state-funded independent]
- **Number of pupils and educational phases:** [details]
- **Target audience:** [prospective families / local community / new international pupils]
- **Institutional strengths:** [awards, distinctive values, accreditations]
- **Communication objectives:** [increase enrolment, enhance reputation, retain families]
- **Available resources:** [communications team, social media, approximate budget, digital tools]

Using this information, create a plan built around five strands: institutional branding, digital communication, retention, public relations and the use of AI in marketing. For each strand, include specific actions, the suggested channel, the objective and a success metric.

PROMPTS FOR INNOVATIVE HEADTEACHERS AND LEADERSHIP TEAMS

4. Communicate innovation to your school community

- **Role:** Educational communications specialist
- **Objective:** Turn innovation into clear, engaging messages
- **Output format:** Copy that can be adapted for different channels

Prompt:

Act as an expert in school communications. Write a message for families and the wider community explaining how [school name], located in [city or country], is integrating educational innovation while keeping people at the heart of its approach.

School context:

- **Educational phases:** [phases]
- **Number of pupils:** [number]
- **Examples of innovative projects:** [mention two or three]
- **Institutional value:** [e.g. personalised education, sustainability, inclusion, etc.]
- **Communication objective:** [reassure / inspire / inform]
- Write clear, optimistic and empathetic copy, avoiding jargon. Include a brief invitation to take part or find out more about the school's projects.

 **TIP:** Request alternative versions for an email, a social media post or a school speech.

PROMPTS FOR INNOVATIVE HEADTEACHERS AND LEADERSHIP TEAMS

5. Evaluate the impact and sustainability of your innovative projects

Role: External evaluator of educational projects

Objective: Design a comprehensive tool for evaluating innovation projects

Output format: An editable template with criteria and achievement levels

Prompt:

Act as an external evaluator of educational innovation. Create an **impact and sustainability evaluation template** for projects developed by **[school name]**, located in **[country or region]**, under the following conditions:

- **Average project duration:** [months or years]
- **Areas or departments involved:** [e.g. IT, pastoral care, leadership, etc.]
- **Available resources:** [human, financial, technological]
- **Innovation objectives:** [e.g. professional development, improved learning, digital inclusion]

The template must include the following sections: Project Description, Evidence of Impact, Level of Participation, Lessons Learned, Recommendations and Degree of Sustainability.

Use an editable table or checklist with columns for comments and responsible staff.

 **TIP:** Useful for reporting to leadership teams, foundations or governing bodies.

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PART 2

PROMPTS FOR INNOVATIVE TEACHERS

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PROMPTS FOR INNOVATIVE TEACHERS

6. Adapt content for different learning levels

- **Role:** Teacher
- **Objective:** Adapt content or activities to pupils' level of competence
- **Output format:** Three versions of the same content

Prompt:

Act as a **[subject or phase]** teacher. Transform the following text or activity about **[topic]** into **three adapted versions:** foundation, intermediate and advanced.

Take account of pupils' ages and needs, keeping the same learning objective while varying the level of difficulty.

Include a brief explanation of the criteria used for each adaptation.

Present the result as a table with the columns: level, adapted content and pedagogical criterion applied.

 **TIP:** Ideal for inclusive practice and mixed-attainment classrooms.

7. Create assessment rubrics that foster critical thinking

- **Role:** Teaching and learning coordinator
- **Objective:** Develop clear, formative rubrics aligned with competencies
- **Output format:** A table with criteria and achievement levels

Prompt:

Act as a teaching and learning coordinator. Design an assessment **rubric for an activity** about **[topic or project]**, intended for pupils at **[educational level]** and focused on **[competency or skill]**.

Include four to six measurable criteria and four achievement levels, from insufficient to excellent.

Ensure that it fosters critical thinking and self-assessment. Present the rubric as a table with the columns: criterion, description, level 1, level 2, level 3 and level 4.

 **TIP:** You can request a second version for pupil self-assessment.

PROMPTS FOR INNOVATIVE TEACHERS

8. Design active-learning activities

- **Role:** Instructional designer
- **Objective:** Generate practical, participatory activities
- **Output format:** A structured list of five activities

Prompt:

Act as an instructional designer. Suggest **five active-learning activities** on **[topic or competency]**, adapted for pupils in **[year group or age range]**, that promote collaboration, creativity and critical thinking.

For each activity, state the objective, materials, duration and suggested type of assessment. Present the result as a clear, numbered list that is easy to use in the classroom.

 **TIP:** Useful for transforming theoretical lessons into participatory learning experiences.

9. Create teacher feedback guides

- **Role:** Teaching and learning mentor
- **Objective:** Help the teacher write constructive feedback based on observed strengths and areas for improvement
- **Output format:** An editable template with sample wording

Prompt:

Act as a teaching and learning mentor with expertise in educational feedback. Help me write personalised feedback for a pupil based on my observations.

Case context:

- **Subject or area:** [subject name]
- **Educational level:** [phase or year group]
- **Observed strengths:** [e.g. critical thinking, teamwork, curiosity, organisation]
- **Areas for improvement:** [e.g. focus, writing, consistency, problem-solving]
- **Type of feedback:** [formative / motivational / corrective / reflective]

PROMPTS FOR INNOVATIVE TEACHERS

Write a balanced message that highlights strengths and offers guidance on improvements, using an empathetic, clear and constructive tone.

Present the result as editable copy in three paragraphs: introduction, recognition and guidance for improvement.

 **TIP:** This prompt guides teachers in producing authentic feedback without using personal data.

10. Co-create interdisciplinary projects with AI

- **Role:** Educational project coordinator
- **Objective:** Design an interdisciplinary project that integrates AI ethically and meaningfully
- **Output format:** A structured description with objectives, subjects involved and assessment

Prompt:

Act as a project coordinator. Design an **interdisciplinary project** combining **[subject 1]** and **[subject 2]**, incorporating AI tools ethically and responsibly to enhance learning.

Include: learning objectives, methodology, required resources, teachers' roles and assessment criteria.

Finish with a brief proposal for presenting or sharing the project. Present the information as an outline with numbered sections and clear subheadings.

 **TIP:** Perfect for use during cultural weeks or innovation fairs.



CONCLUSION

The most innovative schools are not those with the most technology, but those that ask the best questions.

Each prompt in this guide is an invitation to rethink how you lead, teach and learn in a world that changes every day.

Educational innovation does not begin with AI: it begins with you, your curiosity and your courage to experiment.

When AI is combined with that human perspective, ideas become action.

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