**Additional answers to questions from the Leading with AI webinar:**

1. **What can we do as Springboard volunteers to help the reinvention of education using AI tools?**

Lysandra:

**a. Build teacher confidence through relational support:**  
Volunteers can play a vital role by mentoring and modelling safe, ethical, and time-saving uses of AI, especially for teachers new to digital tools. Like tuakana-teina, this peer guidance helps build trust.

**b. Support with PLD (Professional Learning & Development):**  
Offer or fund short, practical workshops focused on:

* Lesson planning and other practical everyday uses with AI
* Model and Create differentiated tasks or  scaffolds - including how to include neurodiverse learners needs.   
  This aligns with the goal of saving time and energy, not adding to teacher stress.

**c. Advocate for equity in AI access:**  
Many schools, especially smaller or rural ones, can’t afford premium AI subscriptions. Springboard could help bridge this gap by supporting access to tools like Microsoft Copilot, Grammarly EDU, or Writer’s Toolbox AI features.

**d. Champion ethical implementation:**  
Help schools develop AI use guidelines that centre Māori data sovereignty, uphold learner agency, and protect te reo Māori and tikanga.

Martyn:

Martyn is keen to help facilitate a collective who collaborate with AI to reinvent our learning future together.

There is a second QR code on our [shared Miro board](https://qr-stickies.mirohostedsolutions.com/session/join?code=9243e586-5714-483c-ac48-8caa6e4b705f) to register your interest.

1. **How teachers use AI on a regular basis?**

Lysandra:

 I can share real examples where AI is making a measurable difference:

* **Planning faster:** Teachers use tools like ChatGPT or Diffit to generate lesson outlines aligned with NZC/Te Mātaiaho, and then adapt them for learner needs.
* **Writing school reports:** AI helps create drafts of progress comments that are strengths-based and save hours.
* **Creating differentiated resources:** Teachers input a reading level and generate activities at different literacy levels for inclusive practice.
* **Behaviour/incident communication:** Drafting calm, clear and professional whānau emails using tone-assist tools.
* **Relieving teacher support:** AI-generated “ready-to-use” one-day plans ensure smooth continuity when kaiako are away.
* **Data Analysis, Board and Whanau reports, newsletters, Email summaries, Teacher PGC reports, Strategic reviews, PLD reports**

The key measure is always: **Does it save time, reduce stress, and lift quality?** If yes, we lean in.

1. **Is there a challenge here with all the "hidden costs" of AI use, energy and water, for example?**

Lysandra:

Absolutely. While AI feels digital, it has a very physical environmental cost.

So, how do we respond?

* **Use with purpose**: Schools should adopt an “ethical minimalism”, use AI where it clearly saves time or supports learning outcomes, but avoid overreliance.
* **Advocate for transparency**: As school leaders, we can ask AI providers about their sustainability practices and opt for tools with published ethical/environmental commitments.
* **Incorporate AI ethics into student learning**: Help ākonga explore both the power and cost of AI,  fostering critical, informed citizenship.

Martyn:

In terms of environmental impact, I think this is one scenario where enviro-credit trading makes sense - trade the benefits you gain from using AI with choosing new ways of being, doing and having what will benefit our people and planet. AI will also help us invent new technologies that enable energy saving, not just for AI infrastructure, but for all areas of life.