Using Artificial Intelligence (AI) for teachers

Farina Binte Mohamed Ali
STU Central councillor, Teacher

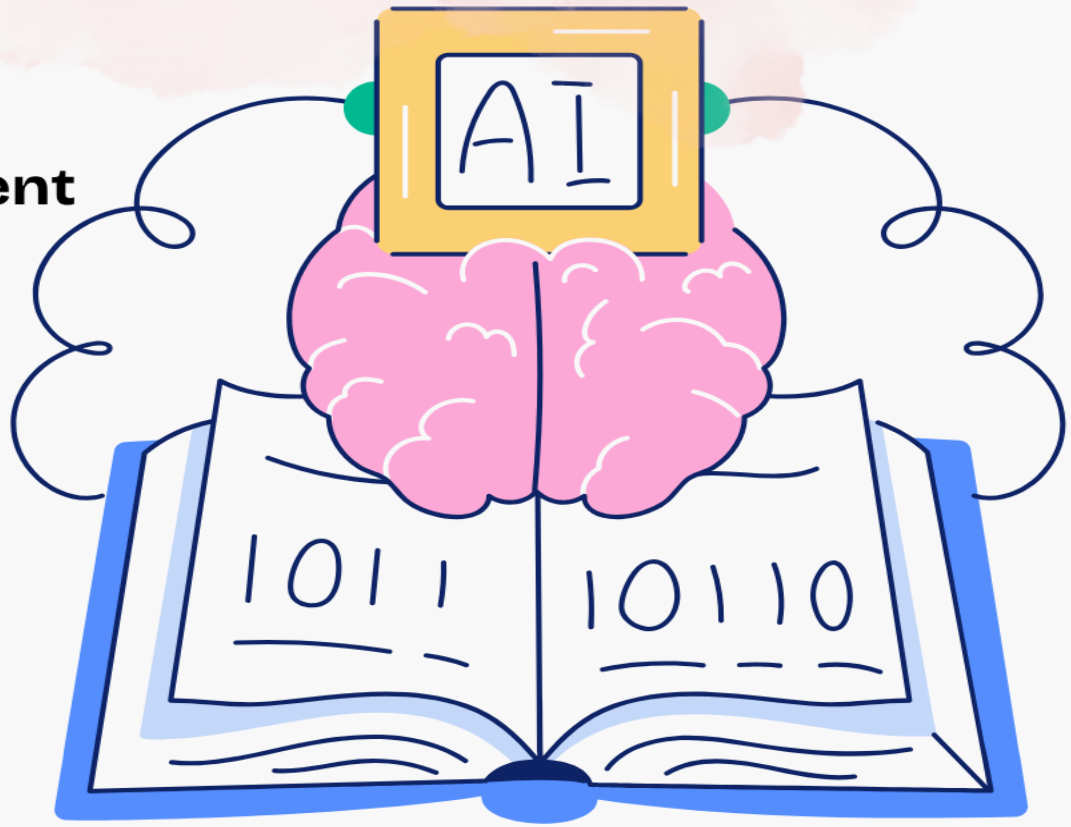
40TH ASEAN COUNCIL OF TEACHERS + KOREA CONVENTION

NAVIGATING OUR FUTURE
STEERED BY TEACHERS;
ANCHORED IN RELATIONSHIPS;
PROPELLED BY AI

22–25 OCTOBER 2026 · D'MARQUEE, SINGAPORE

WHAT IS GENERATIVE AI?

- refers to AI that can **create new content** based on instructions **(prompts)**
- **Text** - lesson plans, emails, student comments
- **Images** - posters, illustrations
- **Video** - educational videos and presentations
- **Presentation** - slides



OVERVIEW



Context of AI use in Education



Teaching and Learning



Character Development



Admin

CONTEXT OF AI IN EDUCATION

- AI Education ethics
- AI Education guidelines

AI EDUCATION AND AI ETHICS FRAMEWORK

Ministry of Education's Position on
AI Education & AI Ethics Framework



MOE's Position on Use of AI in Education

1



Singapore will teach students **about AI**, **to use AI** and **learn with AI** in schools and IHLs.

2



Educators will use AI, blended with other approaches, when it is **beneficial for students' learning**.

3



Guardrails and teaching scaffolds are to be put in place to mitigate the **misuse of AI** and **negative impact** on learning and development.

4



There will be **light and supervised use** of AI for younger students. Use of AI must be age and developmentally appropriate.

5



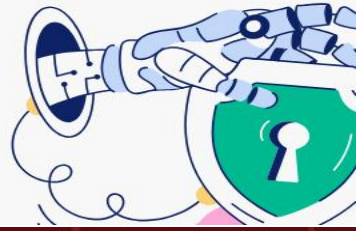
Older students will learn to **harness AI ethically** to **augment their capabilities** in life and at work.

6



Schools and IHLs will **enhance** the teaching of **other skills** needed by students to **thrive in an AI world**.





MOE's Position on Use of AI in Assessment

1



The use of AI in assessment must **align to learning outcomes** and instil confidence that the **assessment outcomes truly reflect the intended mastery** by students.

2



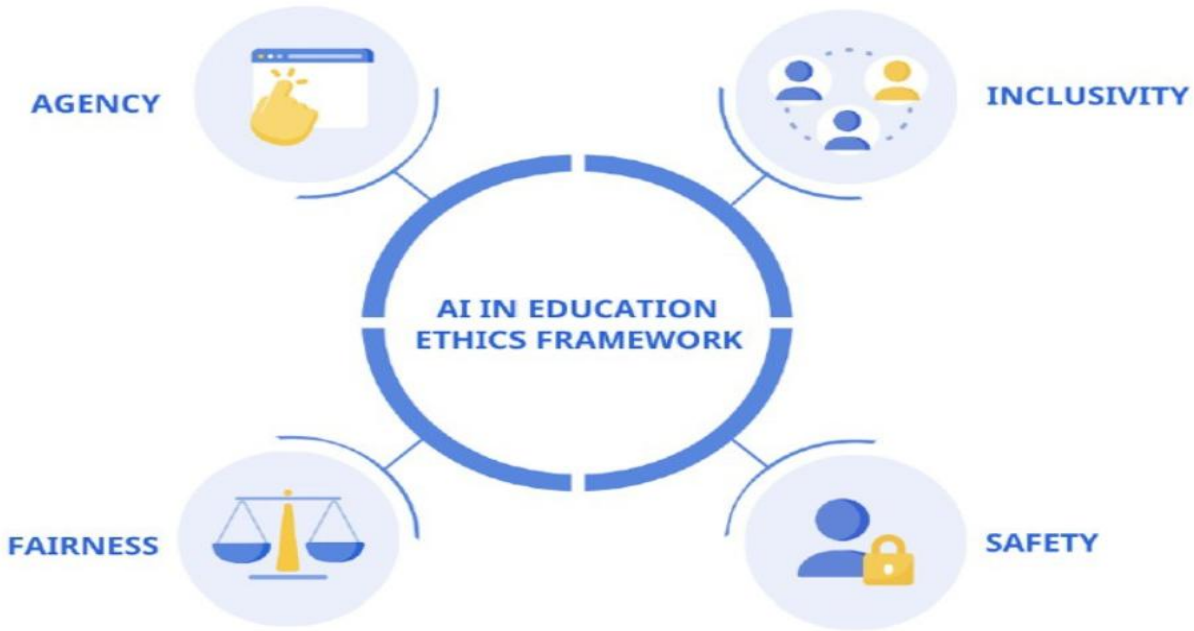
Students must be **responsible for their own learning** and taught the importance of **academic integrity**.



MOE AI Ethics Framework

- **Agency** - AI systems should be designed to **preserve learners' choice and control** over important decisions during AI-supported learning
- **Inclusivity** - Benefits should be reaped by various groups of users, and **no particular group of users is placed at a disadvantage.**
- **Fairness** - AI systems should be **transparent, explainable, free from bias,** and make **accurate** decisions
- **Safety** - Learners' **interests, privacy and well-being should be protected,** and **accountability enforced** for safe use of AI systems.

Figure 1: MOE AIEd Ethics Framework



MOE Guide to AIEd Implementation

- Schools using AI for low risk, whitelisted use cases (e.g. SchoolAI, EdCafe or CustomGPT for T&L) are strongly encouraged to go through the simplified checklist to guide their thinking behind the choice of tool and how the tool should be used

	Checklist	Yes
1.	I have checked the 'Terms of Use' of the AI application. *This includes checking and adhering to the age advisories stated in the 'Terms of Use', and ensuring that the input data would not be used for LLM training.*	☐
2.	I have ensured my students' data privacy and security, and have put in place clear risk management procedures. *This includes anonymising identifiable information in the input data, reviewing confidentiality of output data, and ensuring that the input data is within the permitted security and sensitivity classification of the AI application. Data use should comply with Data Management Policy and Guide for Schools.*	☐
3.	I have considered the pedagogical affordances and risks of using AI on student learning, and age guidance to ensure that the use of AI is age-appropriate. *This includes considering the guiding questions in **'Section 1.4 Pedagogical Considerations'**, how the AI tool would be used with teacher in/over the loop strategies, as well as the age guidance in **'Section 1.3 Age-appropriate use of GenAI for Education'**.*	☐
4.	I have tested and evaluated the AI application's output to be safe, accurate, appropriate and relevant for student learning. *This includes reviewing **'Section 1.5 Safety Testing on Generative AI Tools / Chatbots'** and testing at least one prompt in each of the categories in **'Table 2: Sample Level 1 and Level 2 safety prompts'** to evaluate the safety of the solution's output.*	☐
5.	I have incorporated safety guardrails into the prompting of the Generative AI solution, where applicable. *This includes implementing relevant safety guardrail prompt(s) in **'Table 3: Sample safety guardrails'**, where necessary.*	☐
6.	I am using or deploying a low-risk platform (Software as a Service (SaaS)/ Low-Code/ No-Code COTS platforms). *This includes using tools and platforms from the pre-approved list.*	☐
7.	I am using or deploying the AI tool for structured tasks with clear boundaries for T&L in academic and/or non-academic areas. *This includes tasks such as idea generation, fact-finding and role-playing with AI.*	☐
8.	I am using the AI tool for students and/or teachers within my school.	☐

If your response for any of the questions in this checklist is "No", please consult the MOE AI Governance Secretariat for more information on how you should proceed.

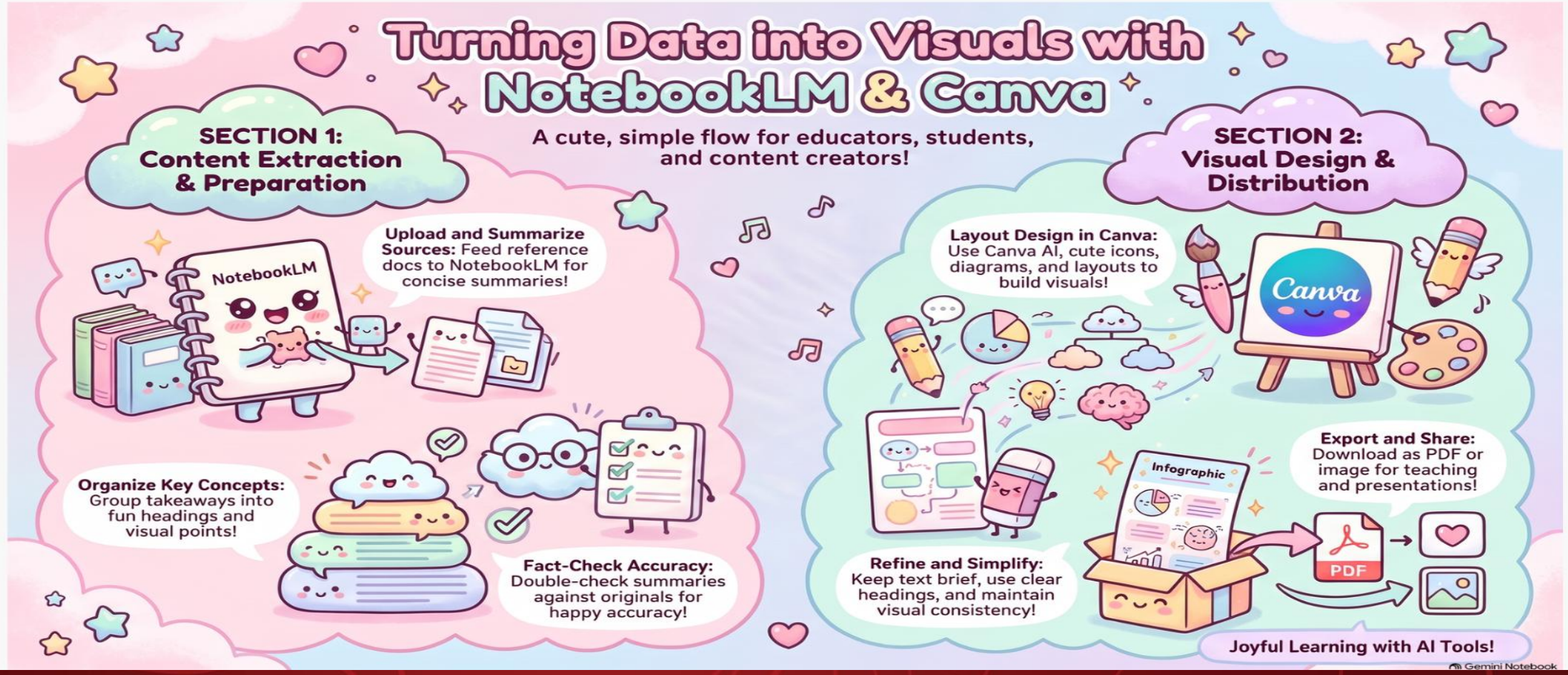
TEACHING AND LEARNING

- Planning of lessons
- Creating infographics
- Preparing presentation slides

PLANNING OF LESSONS



CREATING INFOGRAPHICS



PRESENTATION SLIDES

Turn Videos into Presentations with NotebookLM!

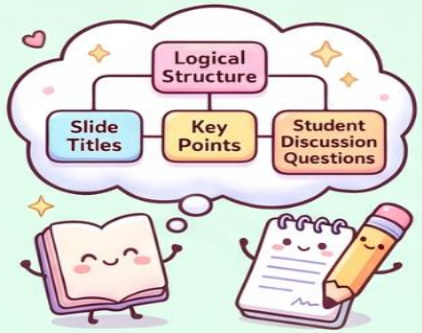
Phase 1: AI Content Generation



Step 1: Upload & Analyze Video

Add your video to NotebookLM to identify main ideas, key points, and examples.

Step 2: Create Outline & Slide Content



Step 2: Create Outline & Slide Content

Generate a logical structure, slide titles, key points, and student discussion questions.

Phase 2: Refinement & Final Slide Creation



Step 3: Add Visuals & Review

Include supporting graphics and review accuracy, flow, and suitability for students.

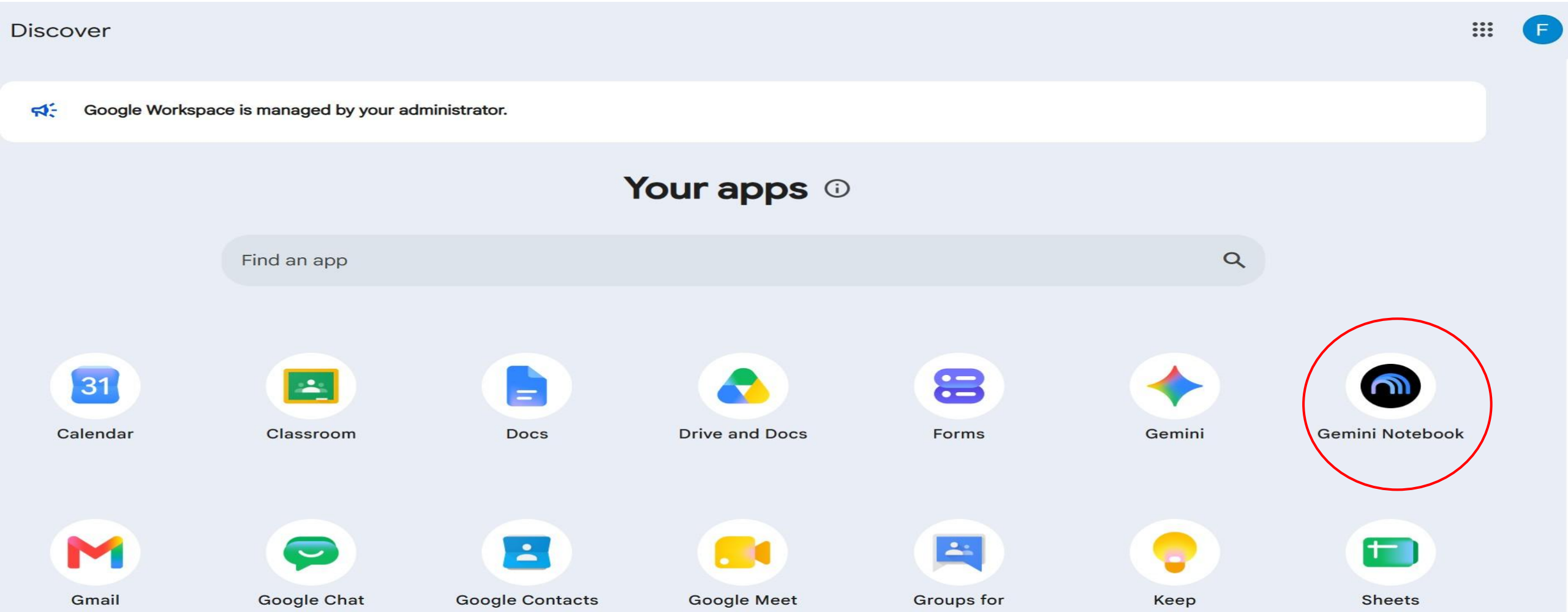


Step 4: Create Presentation

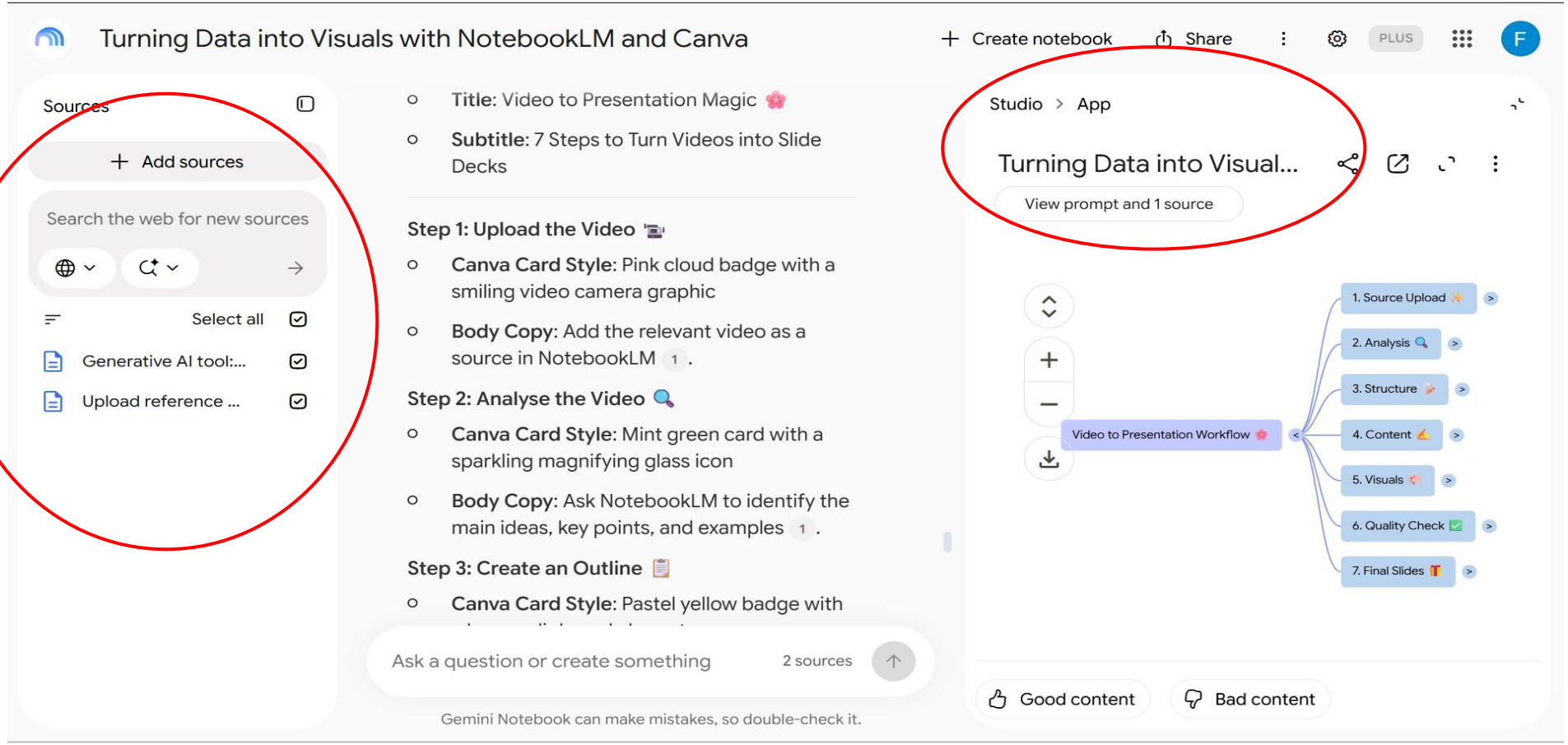
Use the generated content to assemble the final PowerPoint slides.

Gemini Notebook

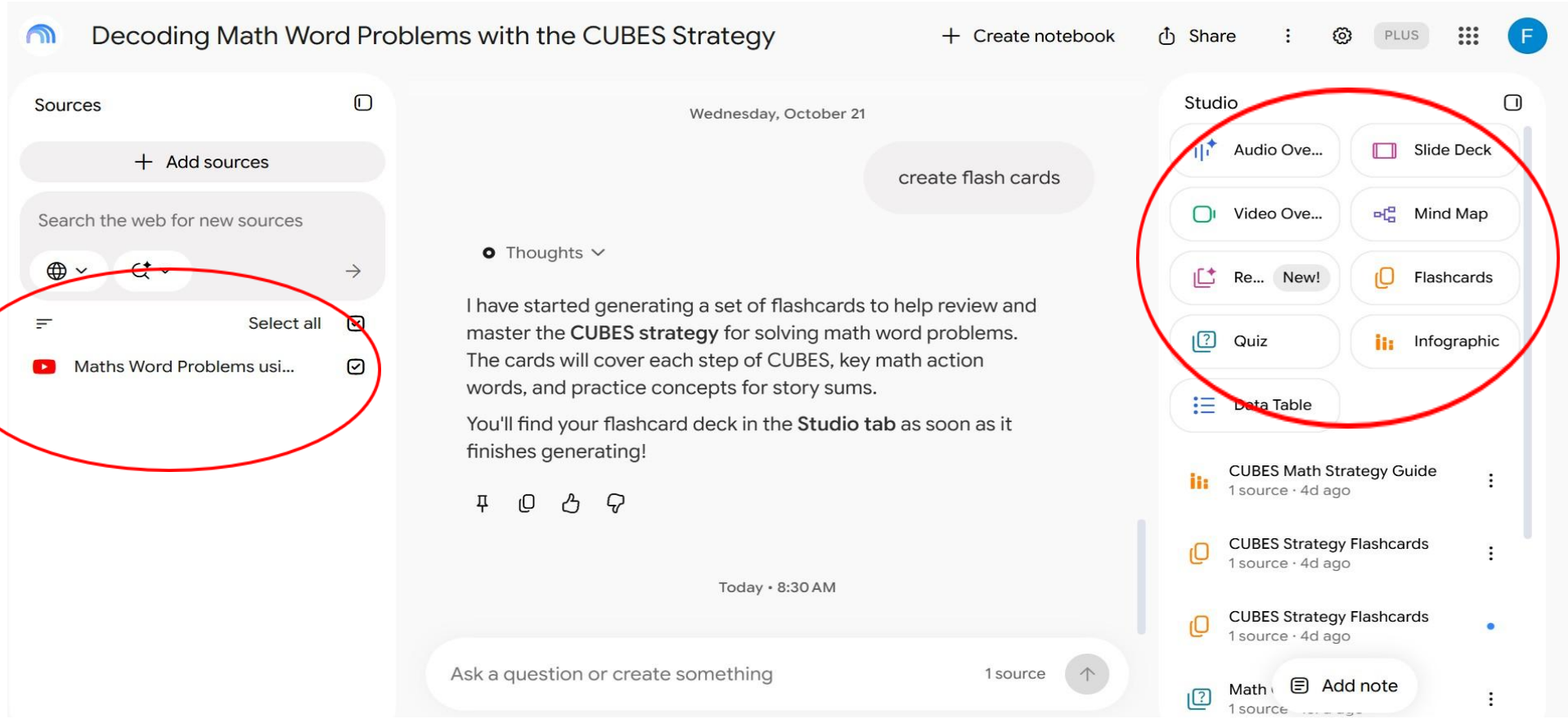
Example: Gemini Notebook on Google Workspace

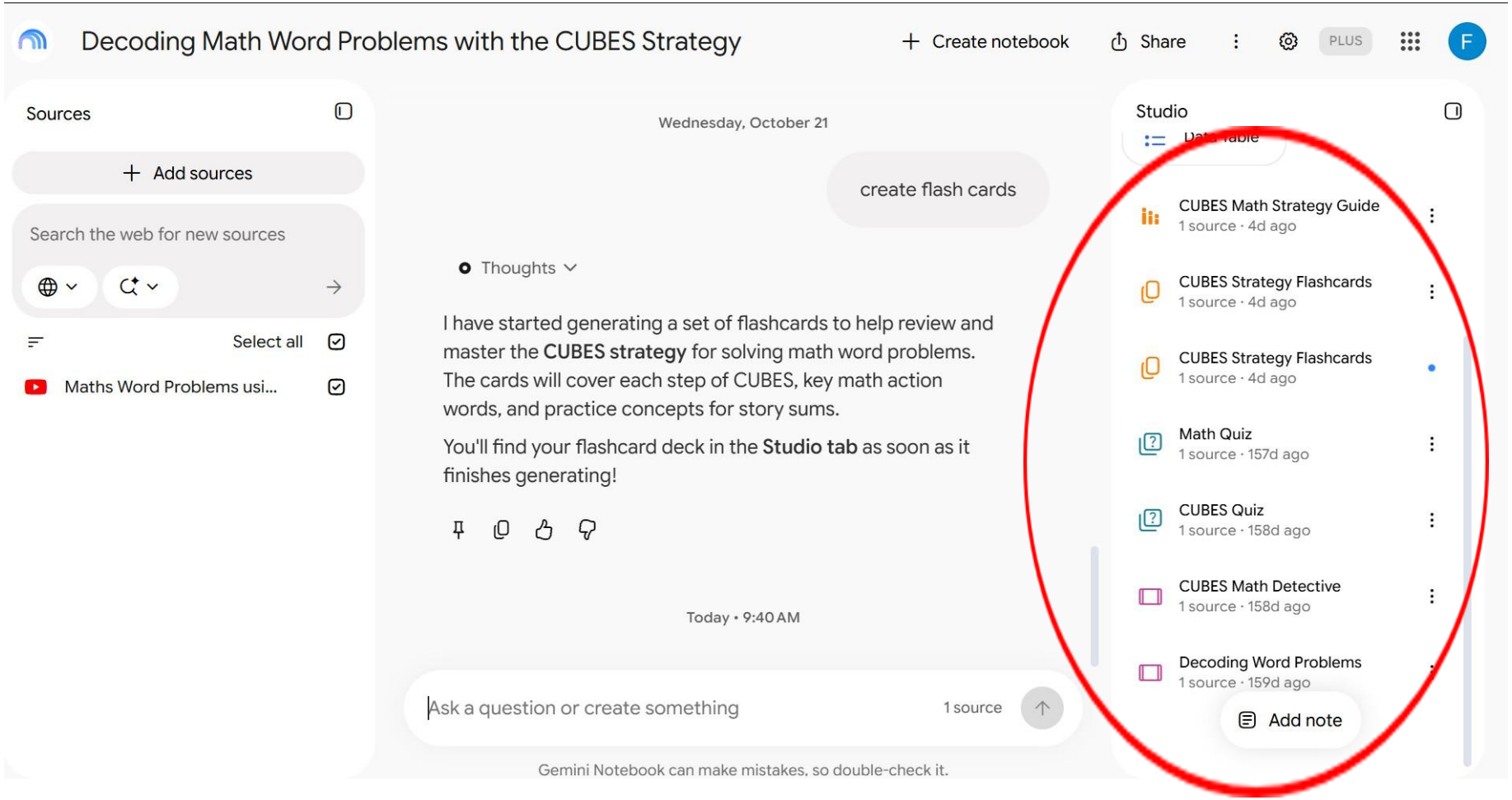


Sample 1 from Gemini Notebook

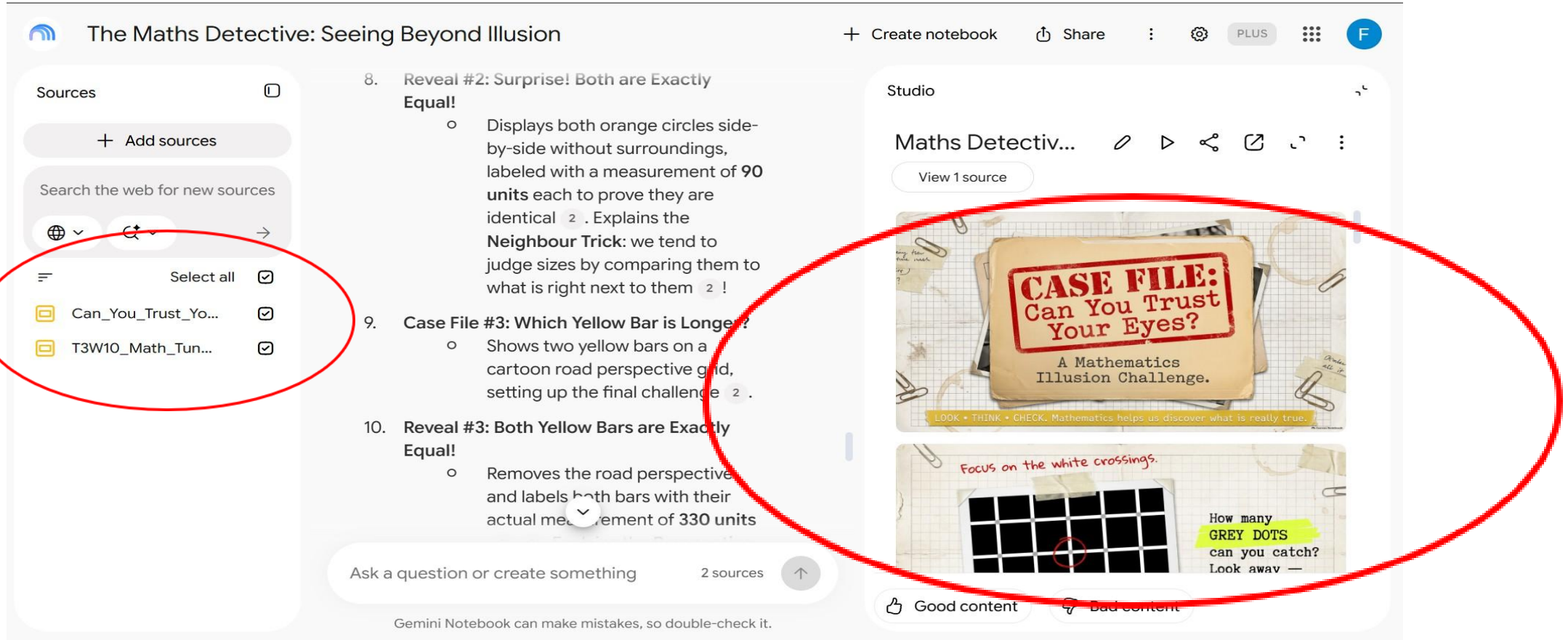


Sample 2 from Gemini Notebook

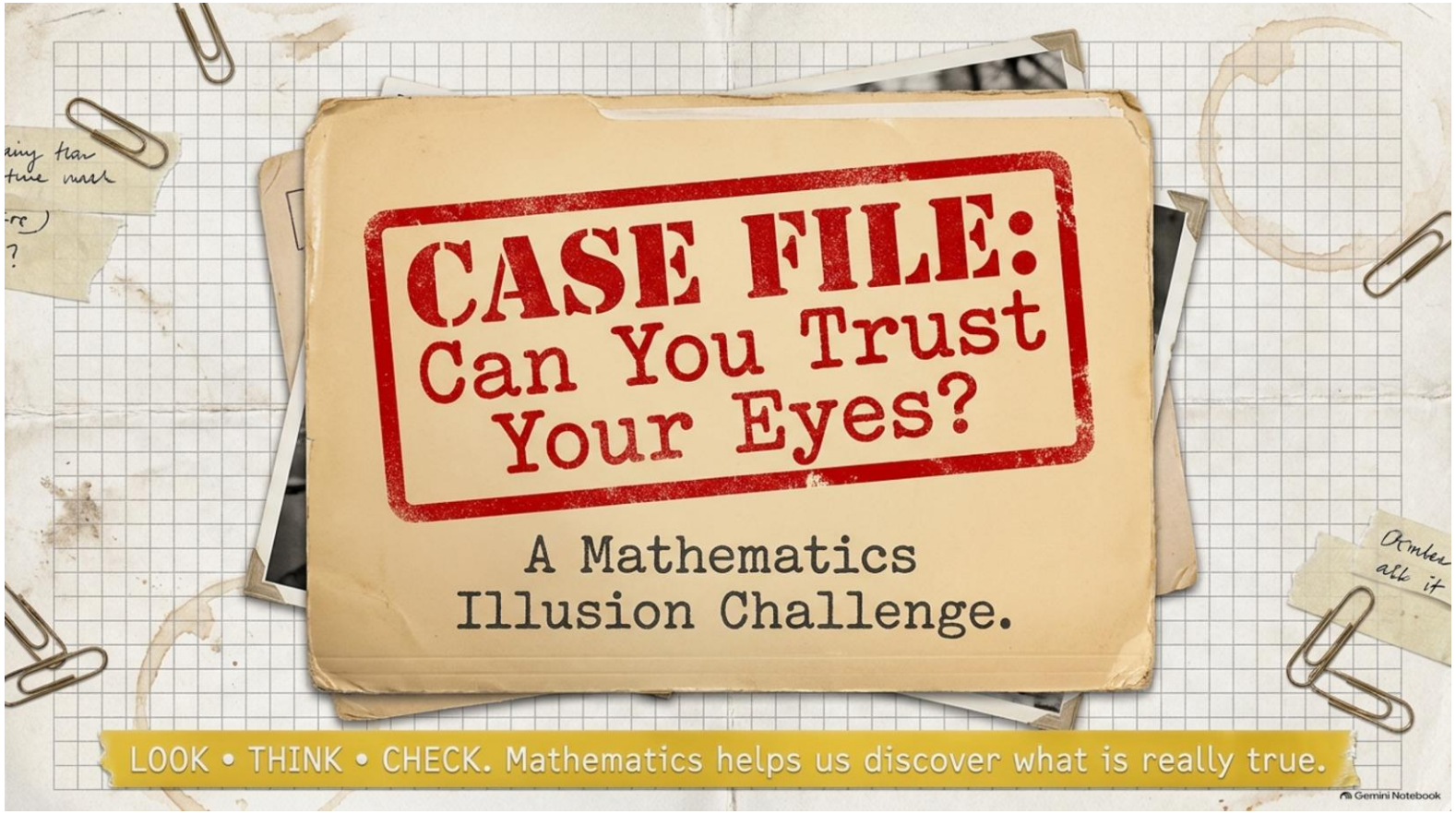


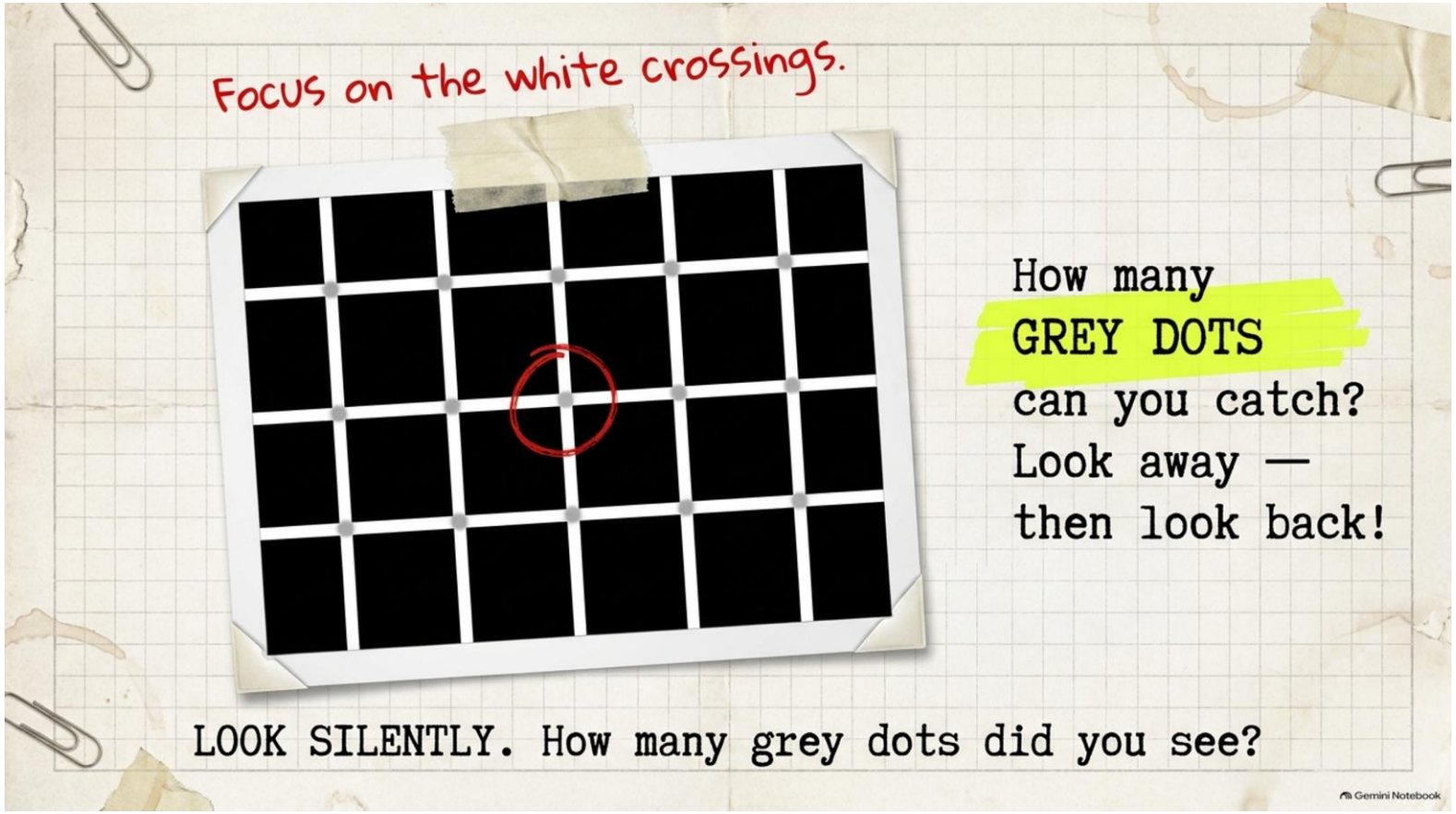

Decoding Math Word Problems with the CUBES Strategy
Create notebook
Share
PLUS
F
Sources
Add sources
Search the web for new sources
Select all
Maths Word Problems usi...
Wednesday, October 21
create flash cards
Thoughts
I have started generating a set of flashcards to help review and master the CUBES strategy for solving math word problems. The cards will cover each step of CUBES, key math action words, and practice concepts for story sums.
You'll find your flashcard deck in the Studio tab as soon as it finishes generating!
Today • 9:40 AM
Ask a question or create something
1 source
Gemini Notebook can make mistakes, so double-check it.
Studio
CUBES Math Strategy Guide
1 source · 4d ago
CUBES Strategy Flashcards
1 source · 4d ago
CUBES Strategy Flashcards
1 source · 4d ago
Math Quiz
1 source · 157d ago
CUBES Quiz
1 source · 158d ago
CUBES Math Detective
1 source · 158d ago
Decoding Word Problems
1 source · 159d ago
Add note

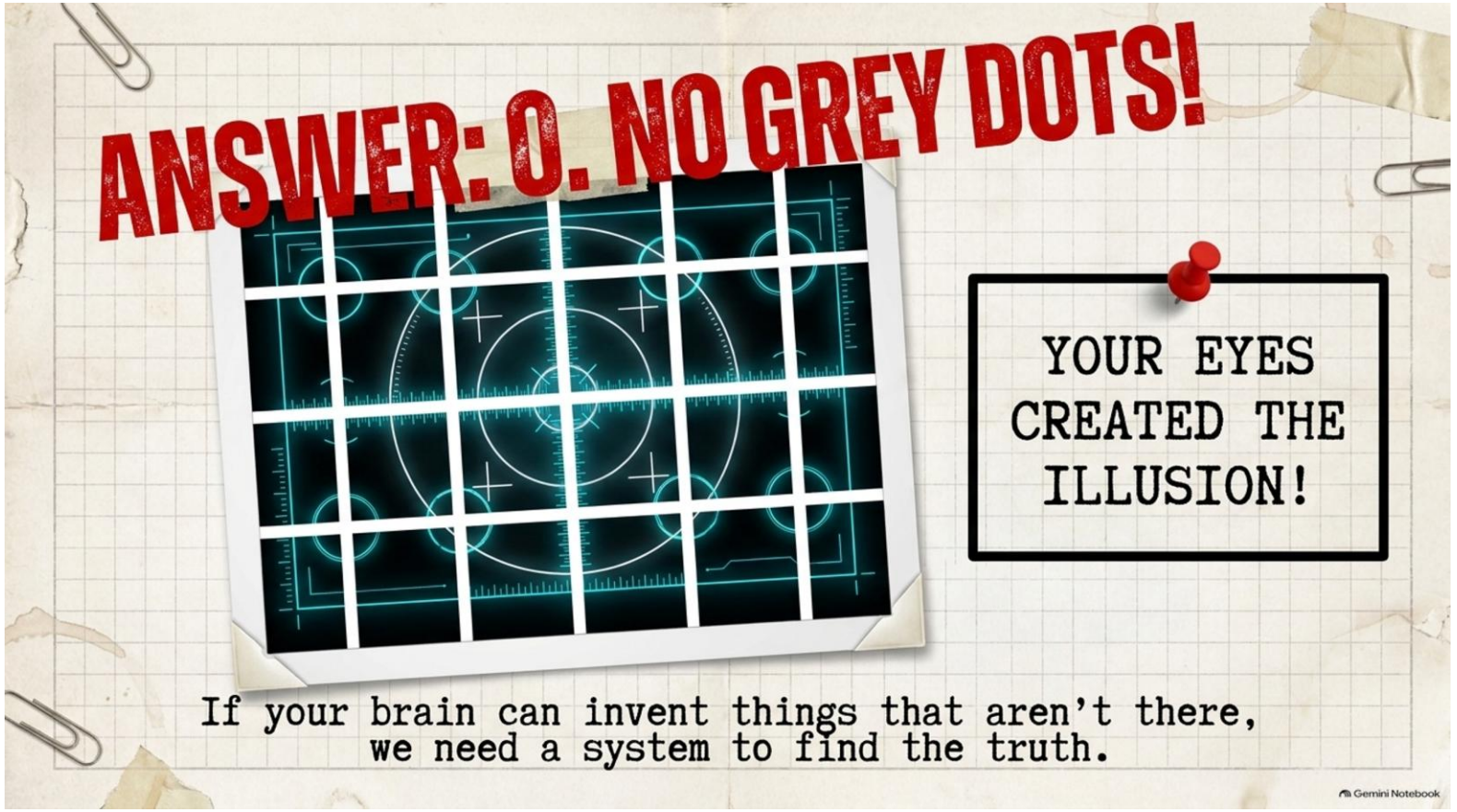
Sample 3 from Gemini Notebook



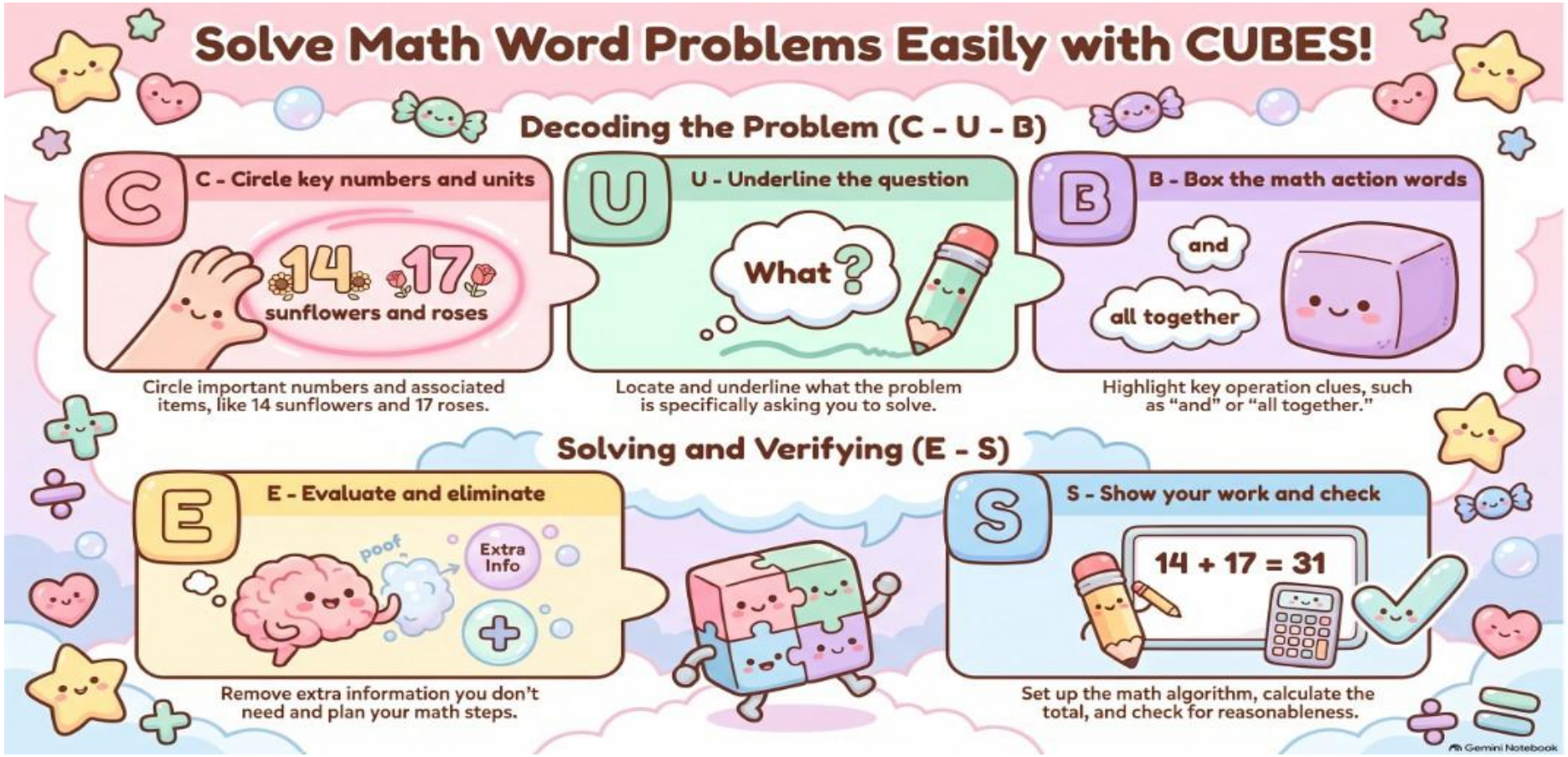
Sample 1: PPT slides for whole school assembly



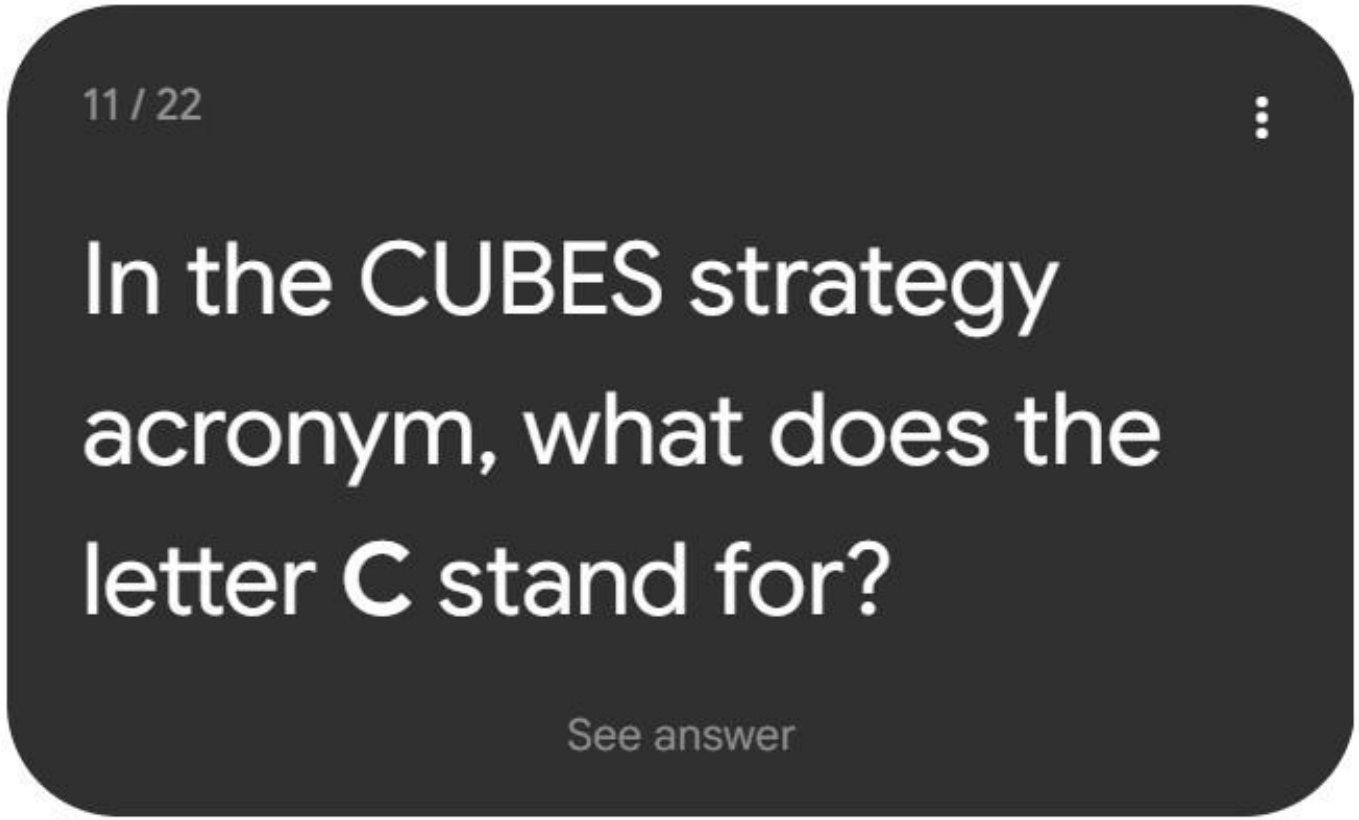

Focus on the white crossings.
How many
GREY DOTS
can you catch?
Look away —
then look back!
LOOK SILENTLY. How many grey dots did you see?
Gemini Notebook


ANSWER: 0. NO GREY DOTS!
YOUR EYES CREATED THE ILLUSION!
If your brain can invent things that aren't there,
we need a system to find the truth.
Gemini Notebook

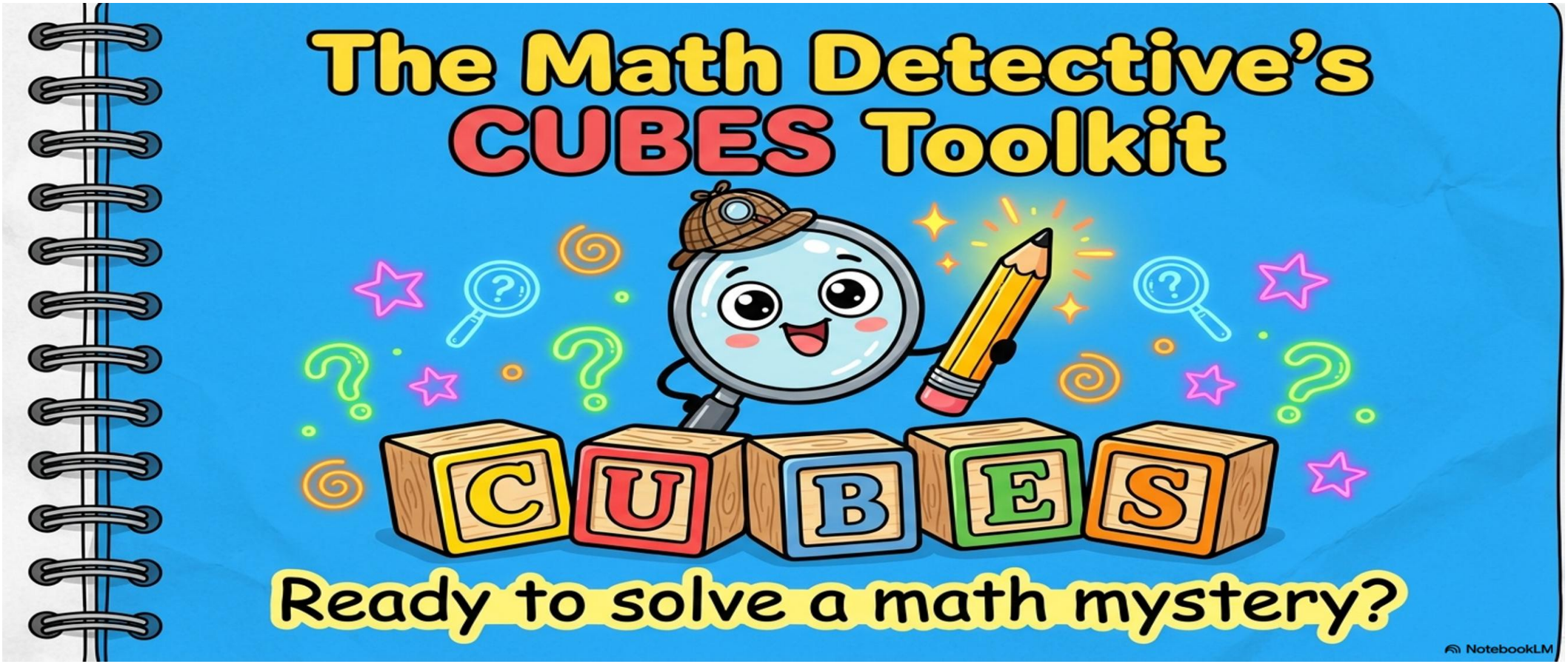
Sample 2 : Infographics

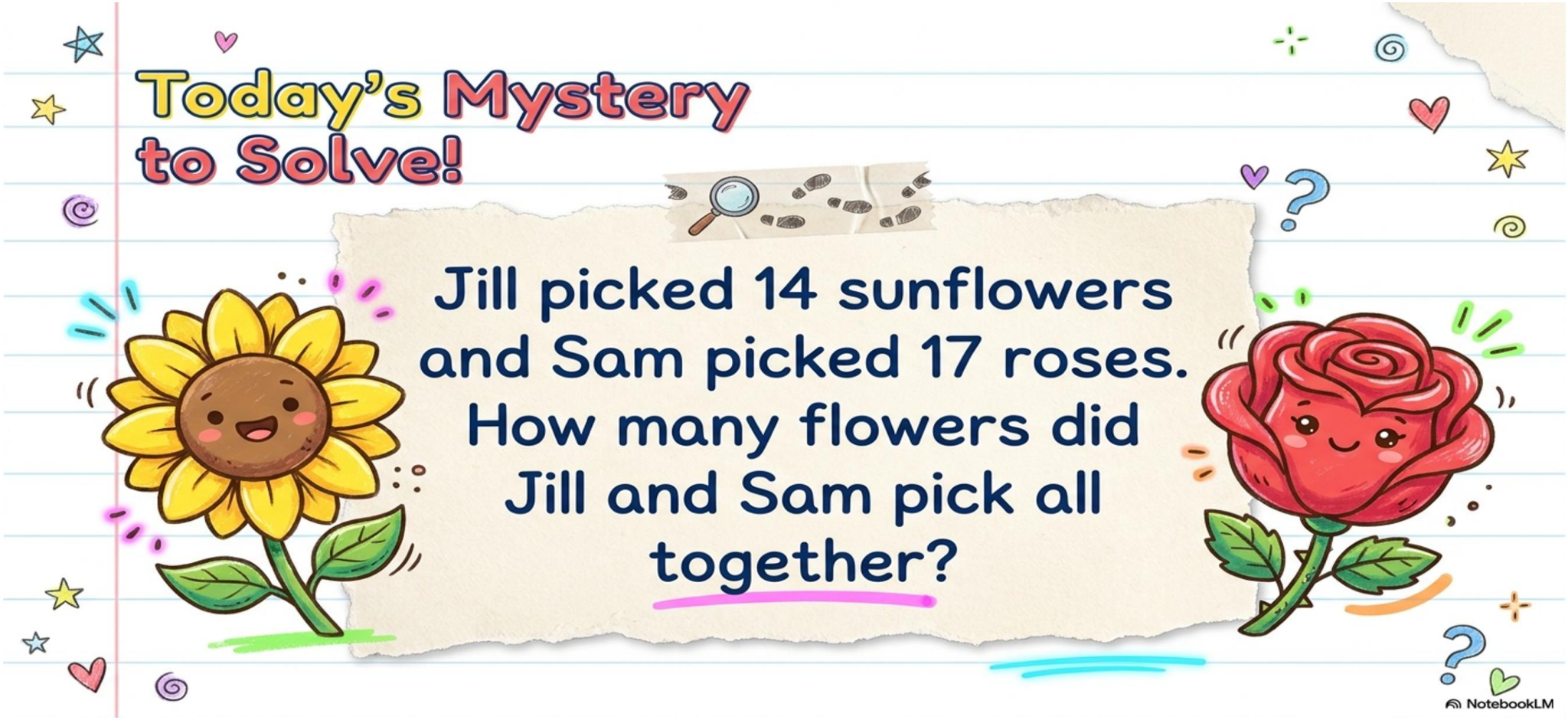


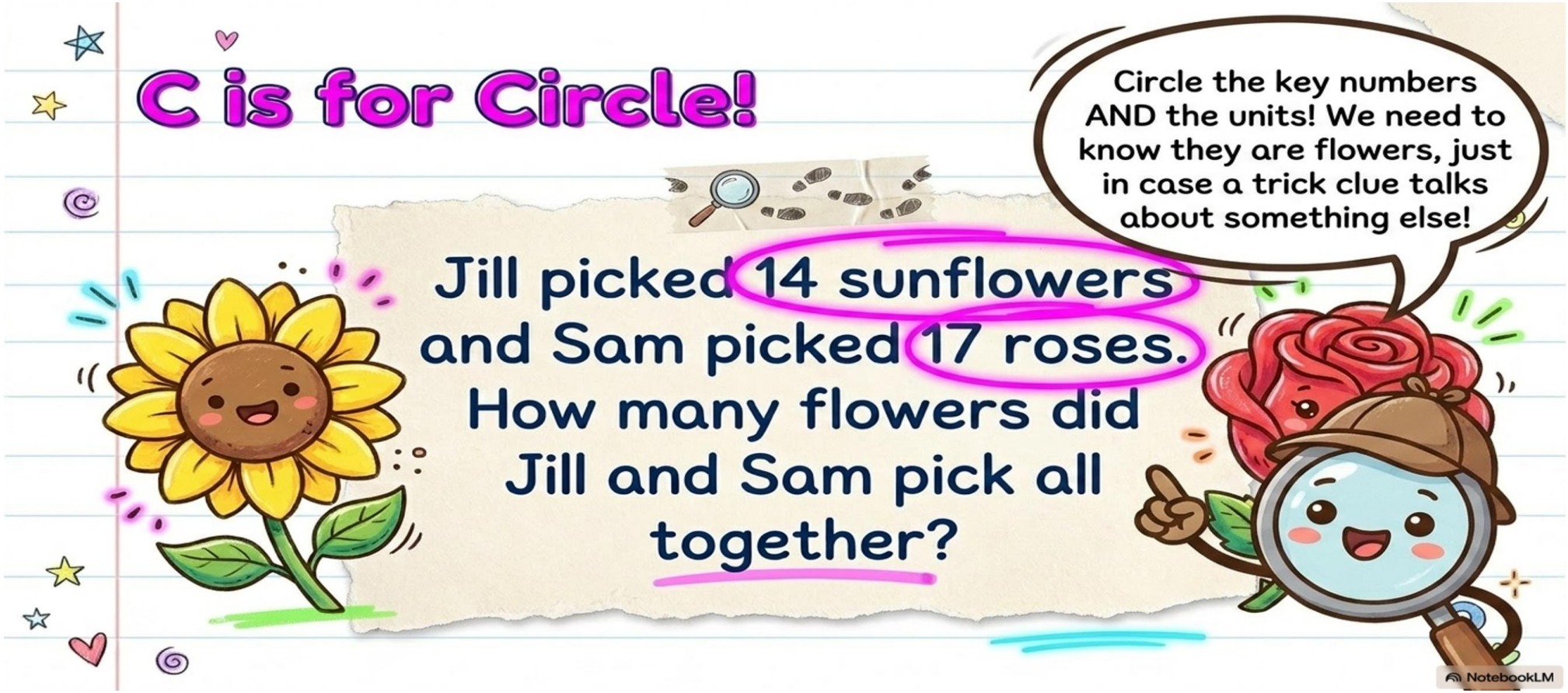
Sample 3: Flash cards

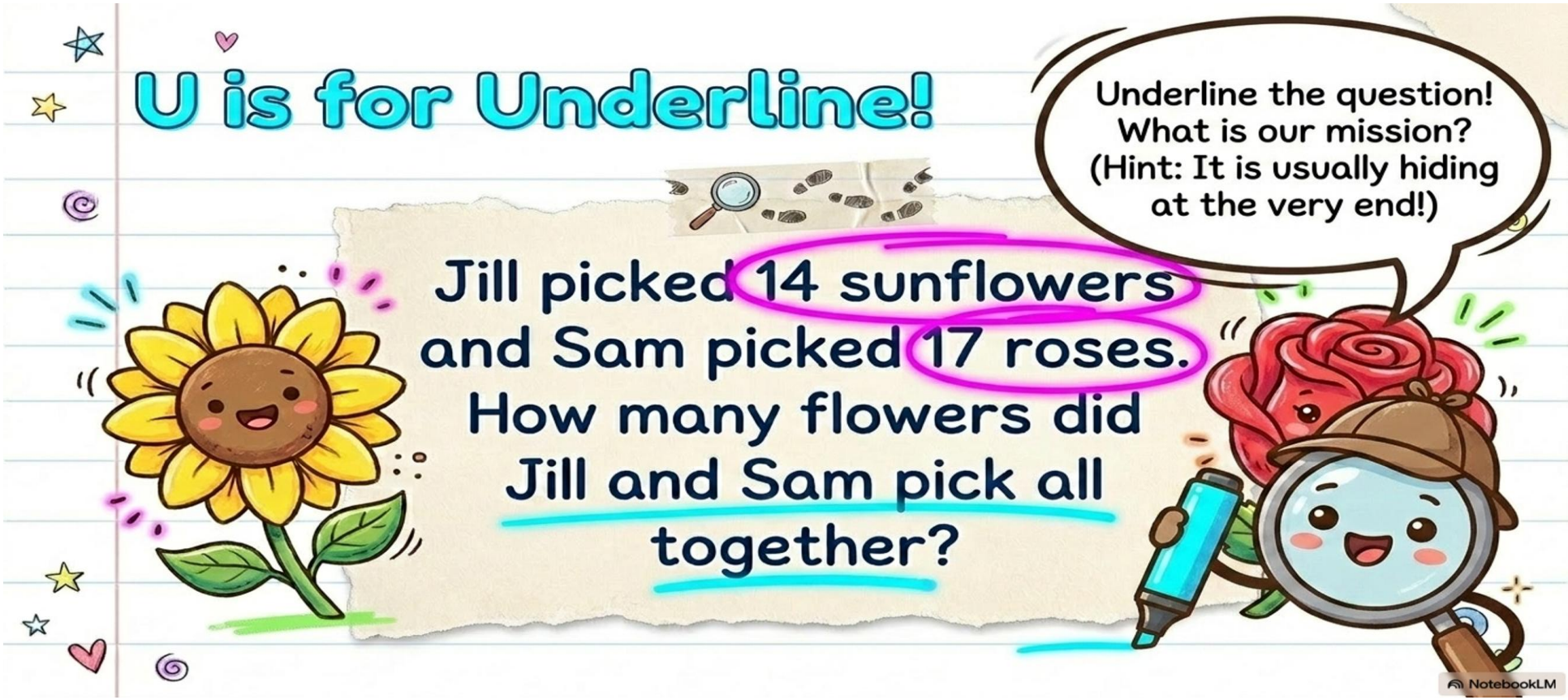


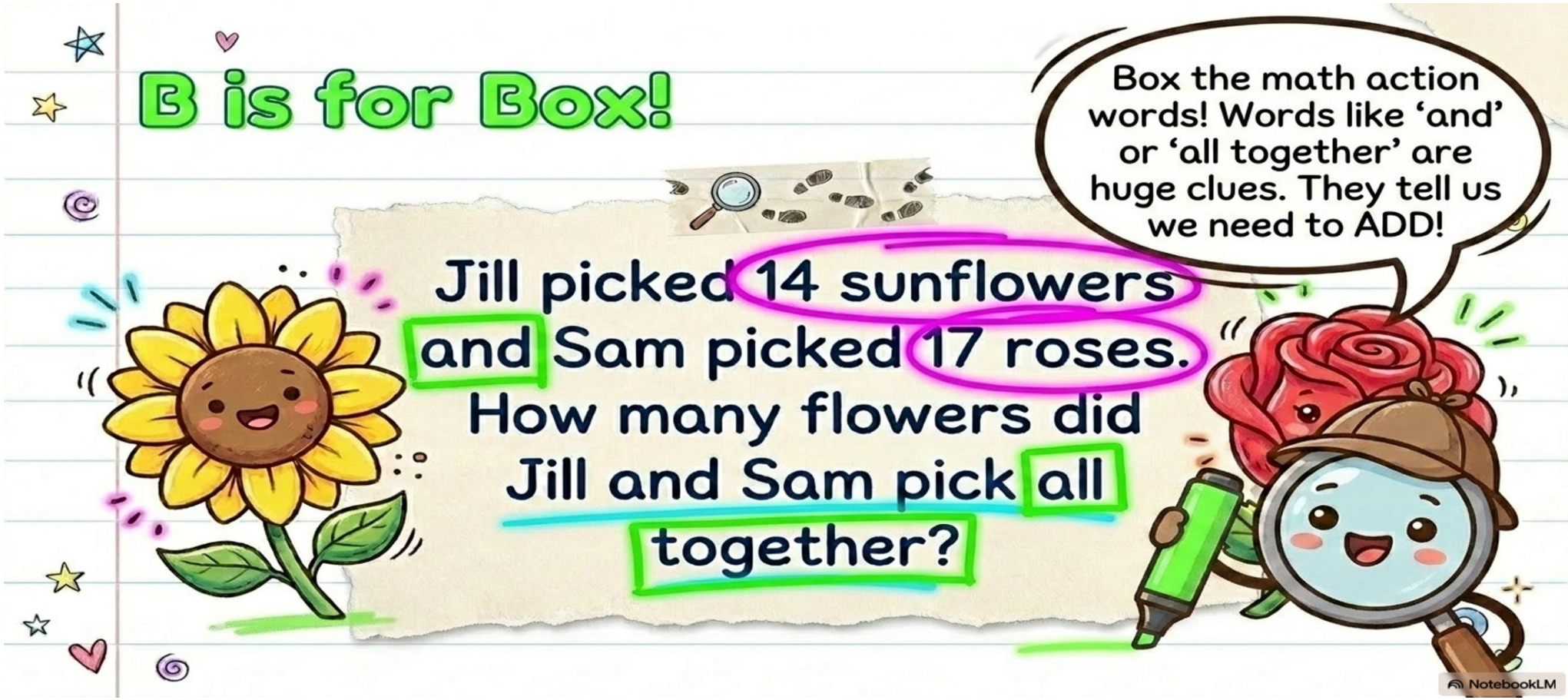
Sample 4


The Math Detective's
CUBES Toolkit
C U B E S
Ready to solve a math mystery?
NotebookLM

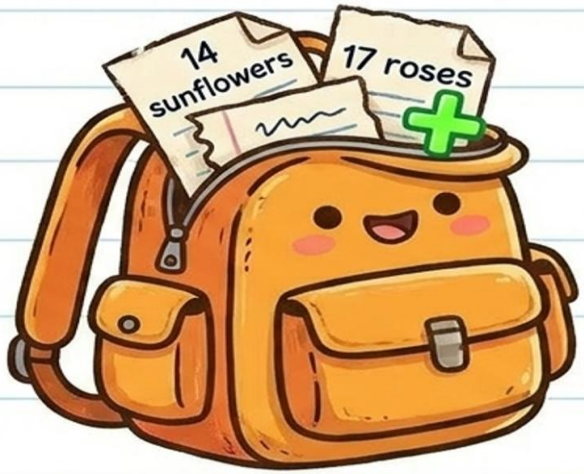

Today's Mystery to Solve!
Jill picked 14 sunflowers and Sam picked 17 roses. How many flowers did Jill and Sam pick all together?
NotebookLM


C is for Circle!
Circle the key numbers AND the units! We need to know they are flowers, just in case a trick clue talks about something else!
Jill picked 14 sunflowers and Sam picked 17 roses. How many flowers did Jill and Sam pick all together?
NotebookLM


U is for Underline!
Underline the question! What is our mission? (Hint: It is usually hiding at the very end!)
Jill picked 14 sunflowers and Sam picked 17 roses. How many flowers did Jill and Sam pick all together?
NotebookLM


B is for Box!
Box the math action words! Words like 'and' or 'all together' are huge clues. They tell us we need to ADD!
Jill picked 14 sunflowers and Sam picked 17 roses. How many flowers did Jill and Sam pick all together?
NotebookLM

E is for Evaluate!



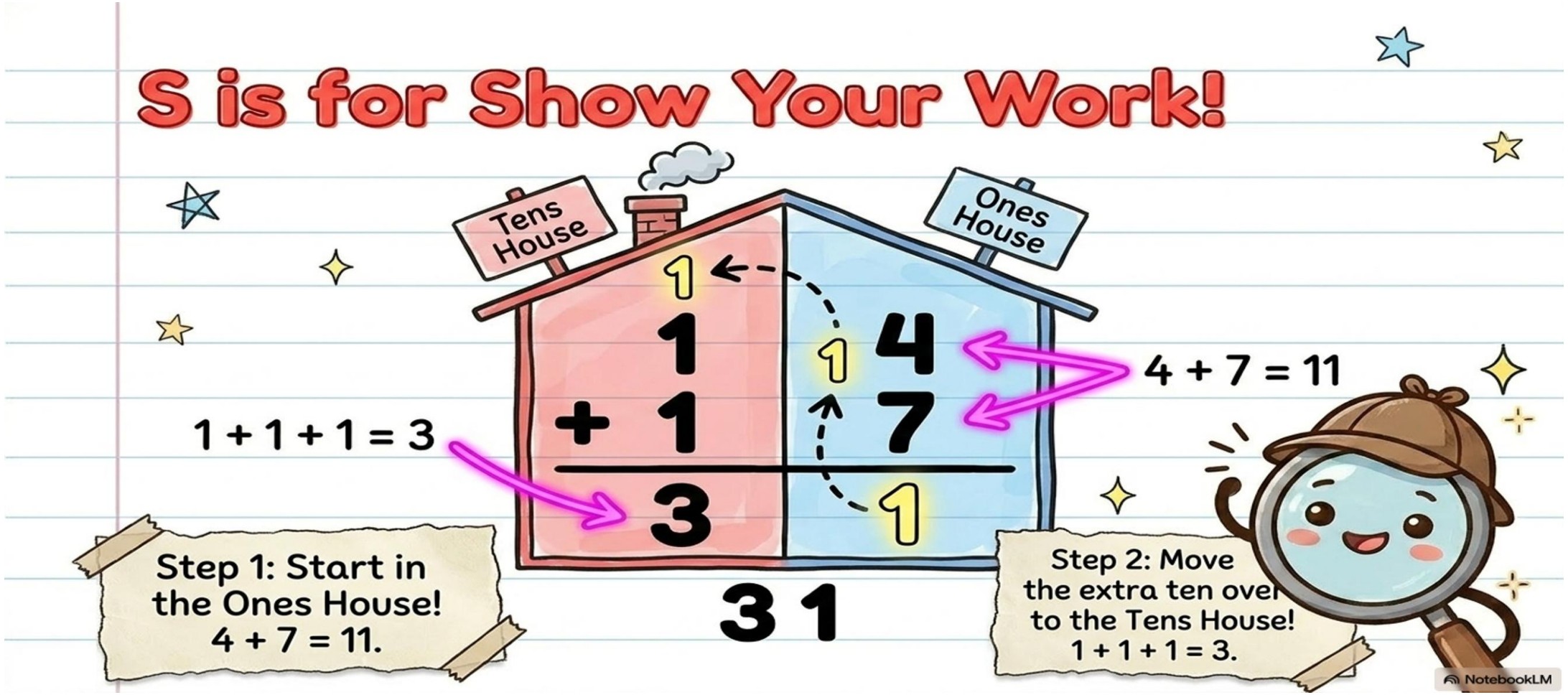


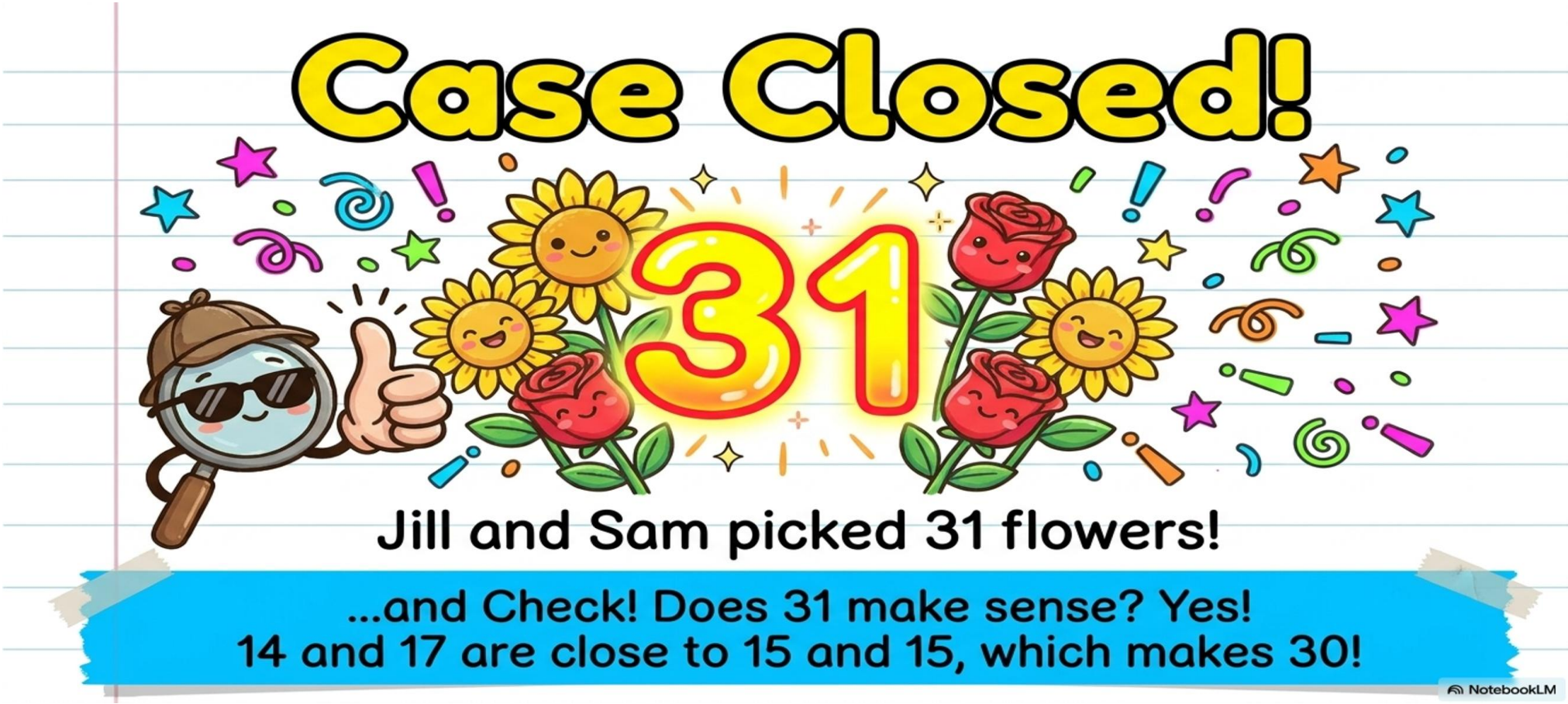
Keep the good clues!

Eliminate what we don't need!

No trick clues today! We need all our information to solve the case.

NotebookLM


S is for Show Your Work!
Tens House
Ones House
1
1
1
+ 1
3
1
4
7
1
1 + 1 + 1 = 3
4 + 7 = 11
Step 1: Start in the Ones House! 4 + 7 = 11.
Step 2: Move the extra ten over to the Tens House! 1 + 1 + 1 = 3.
31
NotebookLM


Case Closed!
31
Jill and Sam picked 31 flowers!
...and Check! Does 31 make sense? Yes!
14 and 17 are close to 15 and 15, which makes 30!
NotebookLM

Your Detective Toolkit



C — Circle numbers and units



U — Underline the question



B — Box math action words



E — Evaluate and eliminate



S — Show your work and check



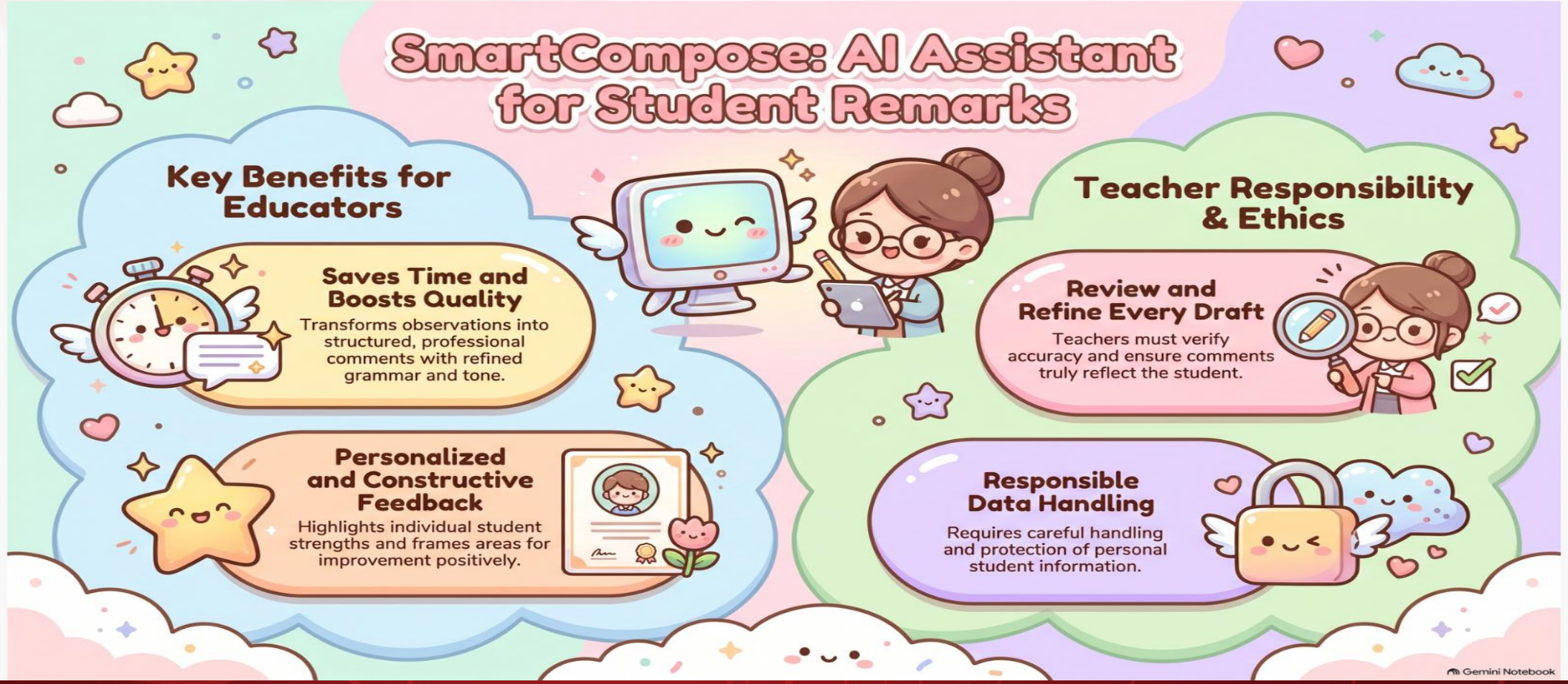
Keep this toolkit in your brain for your next math mystery!

NotebookLM

CHARACTER DEVELOPMENT

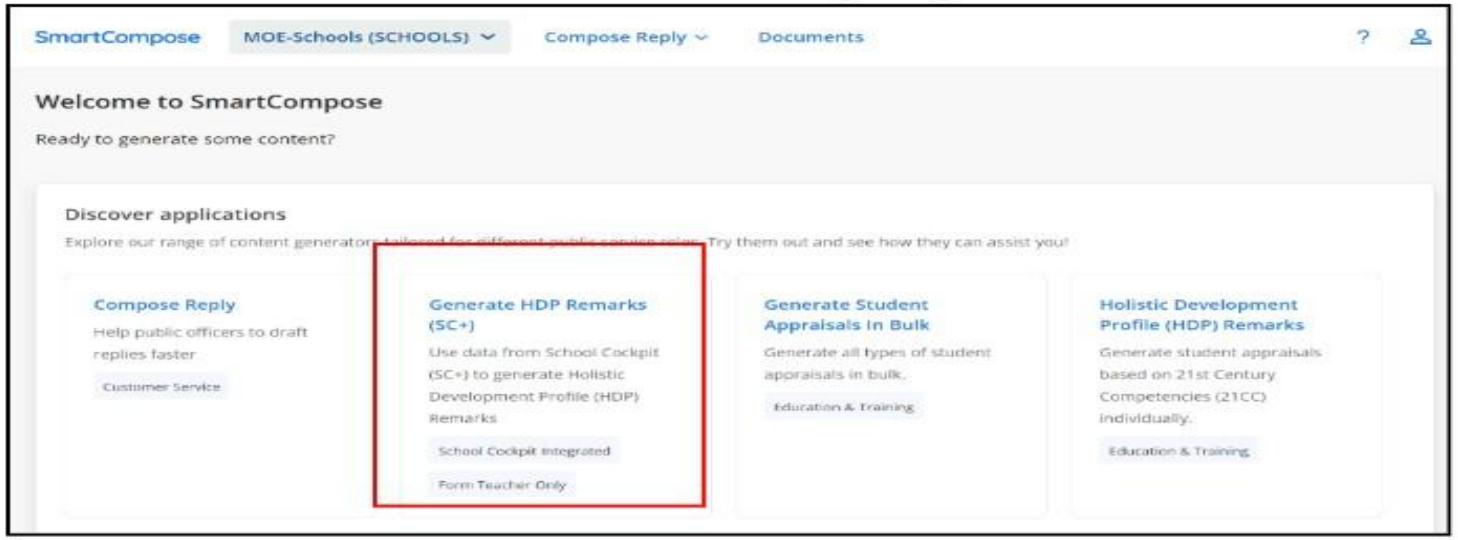
- Writing of Student's remarks

WRITING STUDENTS' COMMENTS



Using SmartCompose to generate HDP remarks

1. Upload your students' PQs into the School Cockpit.
2. Go to https://www.smartcompose.gov.sg/
3. Log in with your CES (@schools.gov.sg) email address and then key in the OTP sent to your inbox.
4. Click '**Generate HDP Remarks (SC+)**'.



5. Change the assessment period from 'SEMESTER 1' to '**OVERALL**'.
6. Click on the '**HDP Remarks Settings**' tab.



7. Change the '**Length of appraisal (no. of words)**' to '30'.

8. Copy + paste the following in the '**output structure**' field, then click '**Save**' at the bottom when you are done. REMEMBER TO KEY IN THE NAMES OF YOUR CLASS COMMITTEE.



(For P1-P2 teachers)

First sentence: Something positive about the students' character and values
Second sentence: Their academic progress.
Third sentence: Their relationships with peers and participation in class/groups.
Last sentence: An area for improvement or growth, and an action that the students can take to improve.

Additional Guidelines for the remarks
Aligned to the following broad themes:

1) *Academic progress, (Resilience)*
2) *Character & iGR3ACE values, (Integrity, Responsibility)*
3) *Students' relationships & participation, (Empathy, Gratefulness, Respect)*
4) *Passion, goals and growth (Adaptability, Courage)*
5) *Leadership (only for student leaders listed below)*

Could consist of any of the 3 following subcategories:

1) *Encouraging comments – used positive adjectives*
2) *Action-oriented comments – concrete and direct steps for action*
3) *Recognition comments – recognized improvement and effort*

Aligned to observable behaviour based on the given conduct grade.

1) *It should be written in the 3rd person.*
2) *Use the term 'student' instead of 'pupil'.*
3) *Consists of 2-3 positive comments, *1 area of improvement (AFI) & *leadership*

**if applicable*

HDP remarks should be based on classroom participation (e.g. group work, being a responsible student) and should describe what the student did to show that the

student is developing / competent / exceeding in that personal quality without using the personal quality itself (e.g. XX is attentive in class rather than is respectful).

The following leadership positions for these students should be mentioned:
Chairperson 1:
Chairperson 2:
Peer Support Ambassador 1:
Peer Support Ambassador 2:
NE & Values Ambassador 1:
NE & Values Ambassador 2:
Green Advocate / Classroom Environment Leader 1:
Green Advocate / Classroom Environment Leader 2:
Tech Advocate (Cyberwellness + ICT) 1:
Tech Advocate (Cyberwellness + ICT) 2:
Marshall Leader Sem 2:
English Leader Sem 2:
Chinese Language Leader Sem 2:
Malay Language Leader Sem 2:
Tamil Language Leader Sem 2:
Math Leader Sem 2:
PAL/Social Studies Leader Sem 2:
PE Leader Sem 2:
Art Leader Sem 2:
Music Leader Sem 2:

CREATING PHOTO MONTAGES OF LEARNING

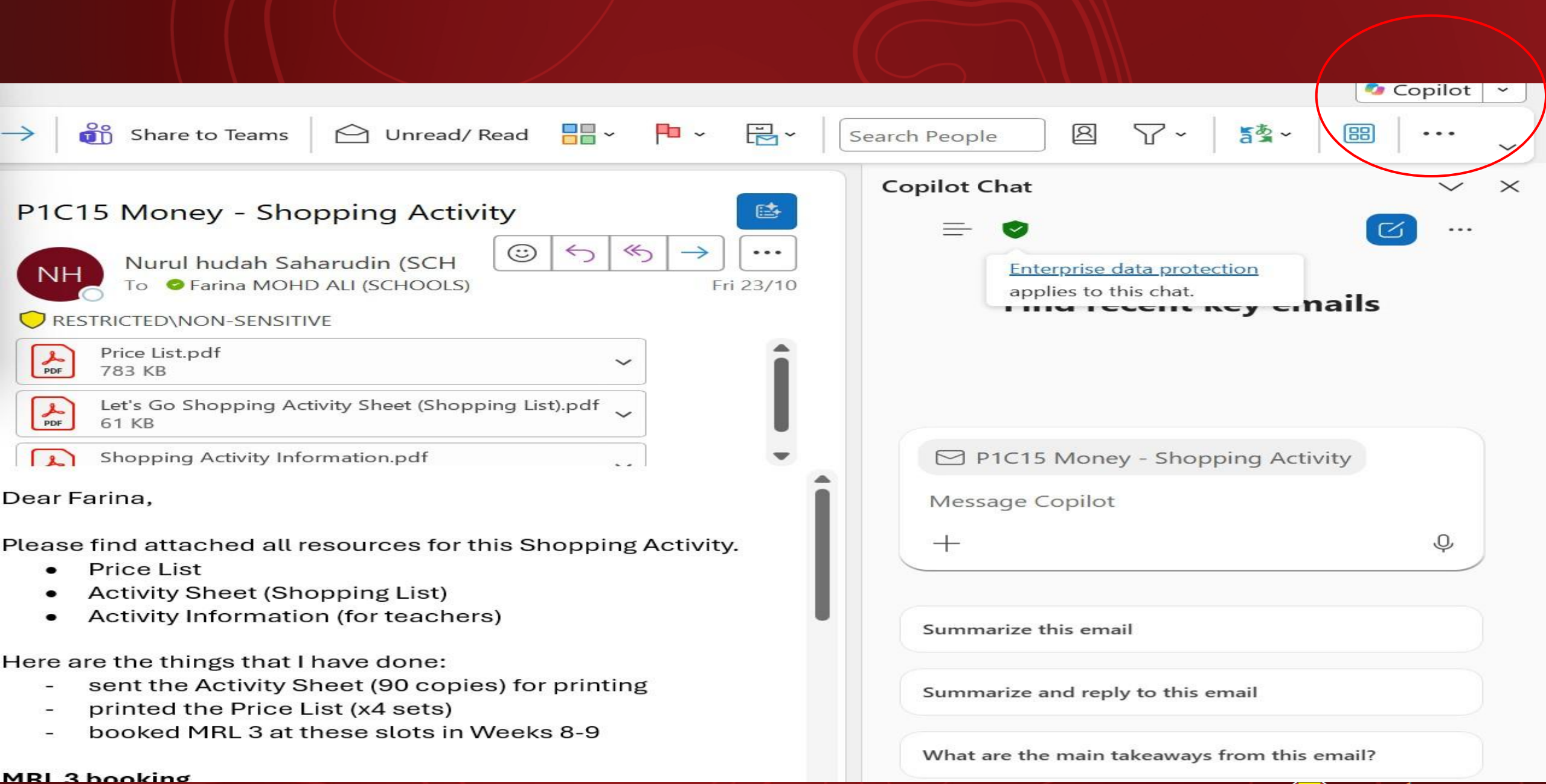


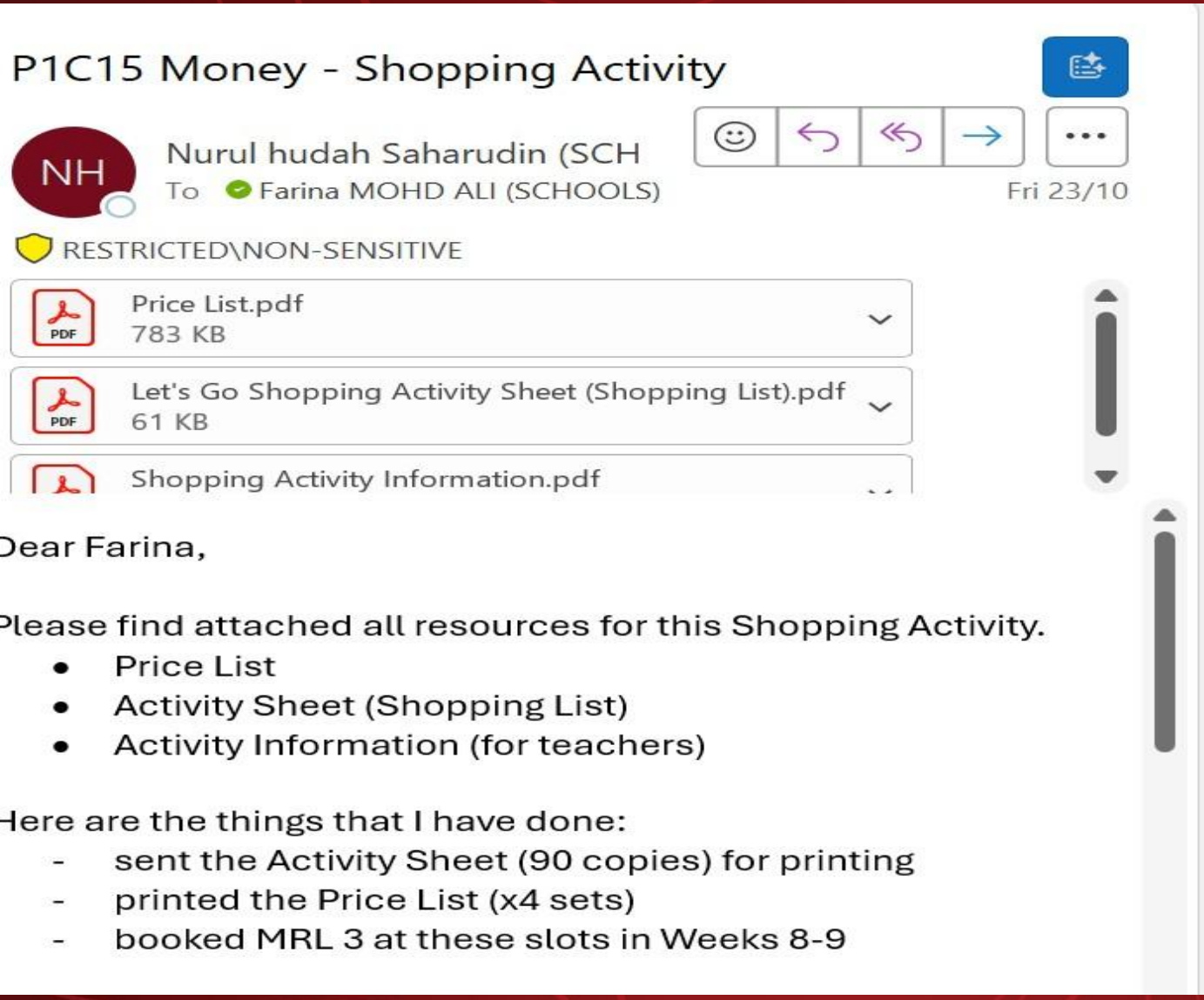
ADMIN

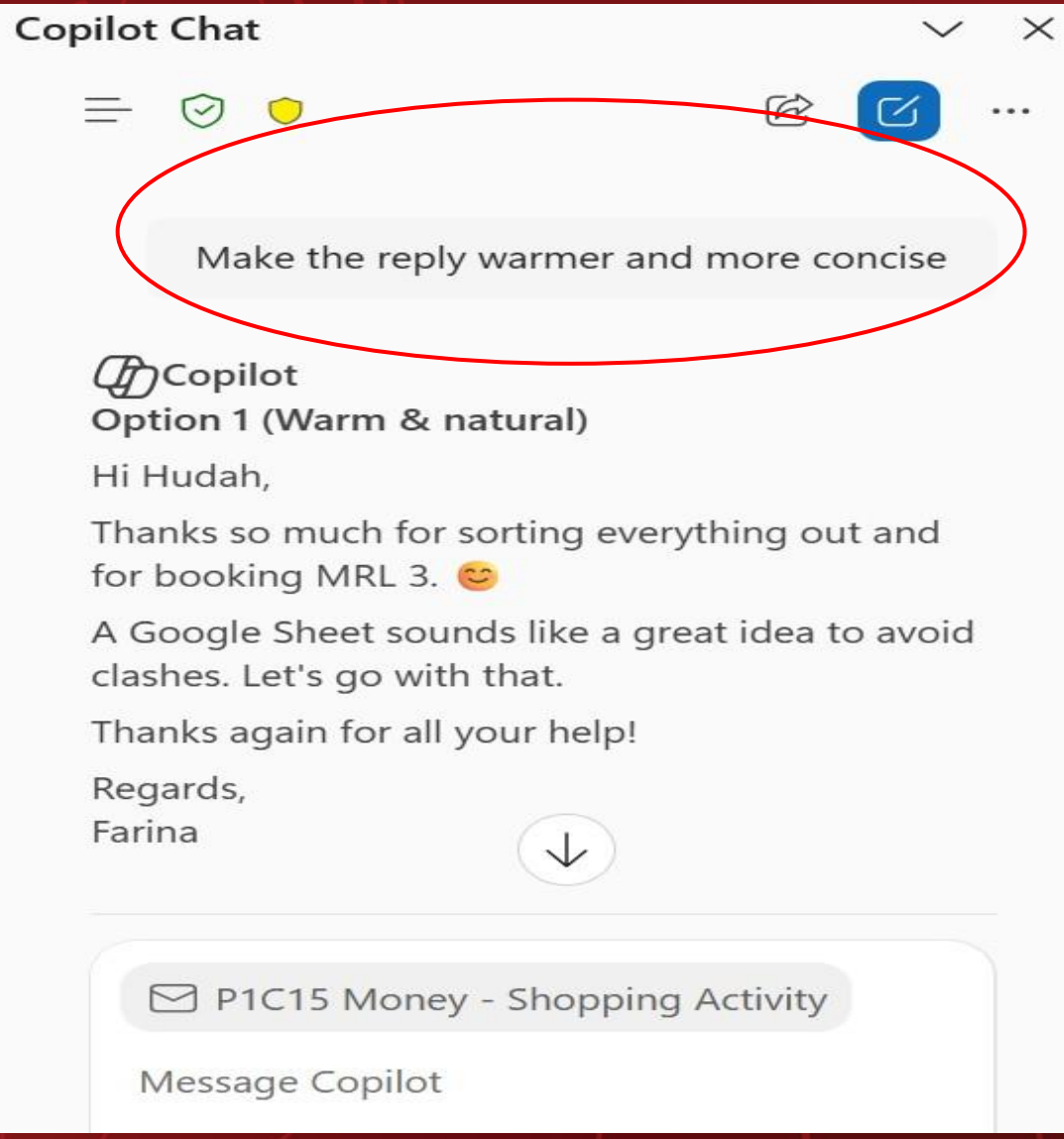
- Replying of emails

REPLYING TO EMAILS




Copilot
Share to Teams
Unread/ Read
Search People
P1C15 Money - Shopping Activity
Nurul hudah Saharudin (SCH
To Farina MOHD ALI (SCHOOLS)
Fri 23/10
RESTRICTED\NON-SENSITIVE
Price List.pdf
783 KB
Let's Go Shopping Activity Sheet (Shopping List).pdf
61 KB
Shopping Activity Information.pdf
Dear Farina,
Please find attached all resources for this Shopping Activity.
Price List
Activity Sheet (Shopping List)
Activity Information (for teachers)
Here are the things that I have done:
sent the Activity Sheet (90 copies) for printing
printed the Price List (x4 sets)
booked MRL 3 at these slots in Weeks 8-9
MRL 3 booking
Copilot Chat
Enterprise data protection
applies to this chat.
P1C15 Money - Shopping Activity
Message Copilot
Summarize this email
Summarize and reply to this email
What are the main takeaways from this email?


P1C15 Money - Shopping Activity
NH
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Copilot Chat
Make the reply warmer and more concise
Copilot
Option 1 (Warm & natural)
Hi Hudah,
Thanks so much for sorting everything out and for booking MRL 3.
A Google Sheet sounds like a great idea to avoid clashes. Let's go with that.
Thanks again for all your help!
Regards,
Farina
P1C15 Money - Shopping Activity
Message Copilot

P1C15 Money - Shopping Activity

NH

Nurul hudah Saharudin (SCH
To Farina MOHD ALI (SCHOOLS)
Fri 23/10

RESTRICTED\NON-SENSITIVE

- Price List.pdf 783 KB
- Let's Go Shopping Activity Sheet (Shopping List).pdf 61 KB
- Shopping Activity Information.pdf

Dear Farina,

Please find attached all resources for this Shopping Activity.

- Price List
- Activity Sheet (Shopping List)
- Activity Information (for teachers)

Here are the things that I have done:

- sent the Activity Sheet (90 copies) for printing
- printed the Price List (x4 sets)
- booked MRL 3 at these slots in Weeks 8-9

Copilot Chat

Combine these into one polished reply

Copilot

Hi Hudah,

Thank you for preparing everything and booking MRL 3. The resources look great! 😊

I think a Google Sheet is a great idea and should help us avoid any scheduling clashes. Let's go with that.

Thanks again for all your help!

Regards,
Farina

P1C15 Money - Shop...

P1C15 Money - Shopping Activity

Message Copilot

REFLECTIONS AND Q&A

Let's reflect on the following:

- What are the benefits of using AI you have learnt today?
- What is one thing you would like to use?



Thank you

Farina Mohamed Ali
STU Central councillor, Teacher

40TH ASEAN COUNCIL OF TEACHERS + KOREA CONVENTION

NAVIGATING OUR FUTURE
STEERED BY TEACHERS;
ANCHORED IN RELATIONSHIPS;
PROPELLED BY AI

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