

AI EMPOWERED TRAINING

AI Quick Wins for OSHC/OOSH

A Hands-On Prompting Workshop



Your EASE Framework Handout
& Prompt Templates

E

Express



A

Assign



S

Specify



E

Establish



Presented by Jodie Clarke



The Empowered Educator

What Is AI and Why Does It Matter for OOSH?

Generative AI tools like ChatGPT, Claude, and Google Gemini let you type a plain-English instruction and receive a useful response: a draft observation, a program plan, a family newsletter, or a list of activity ideas. You don't need to install special software or be technical. Most are free to access in a web browser on your phone or computer.

If you can type a message to a colleague, you can use these tools. The skill isn't in the technology. It's in how clearly you communicate what you need. That's where EASE comes in.

The Sous-Chef Analogy

Think of AI as a sous-chef in your kitchen. You're the head chef. You know your menu, your diners, and what works in your kitchen. The sous-chef is fast, keen, and will prep whatever you tell them to, but they don't know your service, your children, or your curriculum.

If you say “**just make something,**” you'll get something generic. If you say “**I need a vegetable soup for 30, mild spices, no nuts, ready in an hour**” then that sous-chef can actually help. The instruction you give AI is called a **prompt**, and the quality of your prompt determines the quality of your result.

Introducing EASE

EASE is a simple four-step framework that helps you build clear, effective prompts every time. You don't need to memorise complex rules. Just follow these four steps and let your professional knowledge do the heavy lifting.

E

EXPRESS

Clearly state what you want from the AI. What's the task? What do you need?

A

ASSIGN

Give the AI a specific role to play. An OOSH coordinator writes differently to a generic assistant.

S

SPECIFY

Detail exactly what you want the output to look like. How long? What format? What should it include?

E

ESTABLISH

Set limits and boundaries. What should it NOT do? What quality standards does it need to meet?

The EASE Framework

A simple way to give AI better instructions

1. EXPRESS

Clearly state what you need.



2. ASSIGN

Give AI the right role to play.



3. SPECIFY

Tell it what the output should look like.



4. ESTABLISH

Set boundaries and expectations.



Clearer prompts • Better results • More time for what matters

EASE in Action: See the Difference

Without EASE:

“Give me some activities for OOSH.”

Result: Generic activities for any age, any setting, any country. Not linked to MTOP. Not useful.

With EASE:

EXPRESS	I need a week of vacation care activities around the theme of “Space Explorers” for a mixed-age group of 5–12 year olds in an OOSH service.
ASSIGN	You’re an experienced OOSH coordinator who specialises in creative, play-based programming aligned with the My Time, Our Place (MTOP) framework in Australia.
SPECIFY	Create a five-day plan with one main activity and one quiet/indoor alternative per day. Include a materials list for each activity and link each to a relevant MTOP outcome.
ESTABLISH	Activities must be safe for mixed ages, use low-cost easily sourced materials, not require screens or technology for children, and suit a standard OOSH indoor/outdoor environment.

Result: A detailed, MTOP-aligned, age-appropriate, practical five-day vacation care program with materials lists. Ready to review, adapt, and use.

Same tool. Same AI. Completely different result. The difference is in how clearly you communicated what you needed. Your professional knowledge is what makes AI useful. EASE just helps you express it.

Your OOSH Prompt Templates

Fill in the **[brackets]** with your own details, then paste the complete prompt into any AI tool (ChatGPT, Claude, Google Gemini, Microsoft Copilot). Your professional knowledge fills the gaps and the template makes sure you communicate it clearly.

Template 1: Group Observation

EXPRESS	I need a group observation for [number] children aged [age range] who were engaged in [describe the activity/play scenario] at our OOSH service.
ASSIGN	You're an experienced OOSH educator who is skilled in writing meaningful observations aligned with the My Time, Our Place (MTO) framework in Australia.
SPECIFY	Write a [word count, e.g., 150-word] observation in narrative format. Link the observation to MTO Outcome [number and name] . Include what the children were doing, the learning that was evident, and how this connects to the outcome.
ESTABLISH	Use professional language suitable for documentation. Do not use real children's names. Use [placeholder names or "Child A, Child B"] . Focus on [specific learning area] . The observation should reflect the voice and practice of an Australian OOSH educator.

Template 2: Vacation Care Program

EXPRESS	I need a [number] -day vacation care program around the theme of "[theme]" for children aged [age range] attending our OOSH service.
ASSIGN	You're an experienced OOSH program coordinator who creates engaging, play-based programs aligned with MTO for school-age children in Australian OOSH services.
SPECIFY	Create a day-by-day plan with [number] main activities and [number] alternative/quiet activities per day. Include a materials list for each activity and link each to a relevant MTO outcome. Format as a table if possible.
ESTABLISH	Activities must be safe for mixed ages (5–12), use low-cost easily sourced materials, be inclusive of children with varying abilities, and not require individual screens. [Add any service-specific requirements, e.g., "We have limited outdoor space" or "We need nut-free activities."]

Template 3: Before/After School Care Program

EXPRESS	I need a weekly before and after school care program for [day range, e.g., Monday to Friday] focused on [theme or interest area] .
ASSIGN	You're an OOSH programming specialist who designs engaging routines that balance structured activities with free play for school-age children.
SPECIFY	For each day, provide: one before-school activity (30 min, low-energy/calm), one after-school structured activity (45–60 min), and one free-play suggestion. Link each activity to an MTOP outcome. Include materials needed.
ESTABLISH	Before-school activities must be calm and suitable for children who are still waking up. After-school activities should help children decompress after the school day. All activities must be manageable with [number] educators and up to [number] children.

Template 4: Family Newsletter

EXPRESS	I need a [length, e.g., one-page] family newsletter for parents and carers of children attending our OOSH service for [month/term] .
ASSIGN	You're a family communication specialist who writes warm, informative, and engaging newsletters for parents of school-age children in OOSH settings.
SPECIFY	Include: a welcome section about [current happenings] , a highlight of [specific program or activity] , upcoming dates for [events] , and a brief note about [topic, e.g., sun safety, screen time] . Keep the tone friendly and conversational.
ESTABLISH	Do not include any identifying information about specific children. Keep language inclusive and culturally sensitive. No longer than [word count] . Use clear, simple language suitable for families with varying English proficiency.

Template 5: Critical Reflection

EXPRESS	I need reflective prompts for our OOSH team meeting about [topic, e.g., how we support children's voice and agency in our programming] .
ASSIGN	You're an educational leader experienced in facilitating reflective practice in OOSH teams, aligned with the MTOP framework and NQS quality areas.

SPECIFY	Generate [number] open-ended reflective questions that encourage the team to critically examine our practice in relation to [specific MTOP outcome or NQS quality area] . Include a mix of questions about what we're doing well and where we could grow.
ESTABLISH	Questions should be non-judgmental and strengths-based. Practical enough to generate specific action items, not just abstract discussion. Suitable for a [duration] team meeting.

Template 6: Behaviour Support Strategy

EXPRESS	I need practical strategies to support a child who is [describe the behaviour, e.g., finding it difficult to transition from school to OOSH] .
ASSIGN	You're a child development specialist with experience supporting school-age children's social-emotional development in group care settings.
SPECIFY	Provide [number] evidence-informed strategies an OOSH educator could implement. For each: what it looks like in practice, why it works, and how to adapt it for a busy OOSH environment. Link to MTOP Outcome [number] where relevant.
ESTABLISH	Strategies must be positive, respectful, and strengths-based. No punitive approaches. Assume the educator has a large group and limited one-on-one time. Do not diagnose or label the child. The child is [age] years old.

The 5 Non-Negotiables

These guidelines exist so you can use AI **confidently**, not so you can't use it at all. Think of them as your professional quality standards, the same way you'd review any resource before using it with children.

1. Protect Privacy

NEVER put real children's names, photos, or identifying information into any AI tool. Use placeholder names or general descriptions like "a group of 8-year-olds." This is non-negotiable under the NQS and your service's privacy policies.

2. Always Review and Edit

AI is a drafting assistant, not a finished product machine. Every piece of AI-generated content must be reviewed and edited by you before it's used. Your professional judgement is the final quality check. If the AI gets something wrong (and it will sometimes), that's why you're there.

3. Your Expertise Makes It Work

AI doesn't know your children, your service, or your community. It can't observe behaviour, build relationships, or understand context. A generic prompt produces generic output. Your deep knowledge of your children and your practice is what transforms AI output into something genuinely useful.

4. Know Your Service's Position

Recent amendments to the NQS have strengthened digital safety requirements across all ECEC services, including OOSH. Check with your service about policies on AI use, data handling, and digital technology. Being informed puts you in a stronger position to advocate for responsible AI use.

5. Make It Sound Like You

If an AI-generated observation, program, or newsletter doesn't sound like something you or your team would write, change it. Your voice, your knowledge of your children, and your professional identity should always come through. AI gives you the first draft. You make it real.

Quick Reference: MTOP Learning Outcomes

My Time, Our Place (MTOP) is the approved learning framework for school-age care in Australia. Use these outcome references when building your EASE prompts to ensure AI-generated content aligns with the framework your service is assessed against.

Outcome	Description	What This Looks Like in OOSH
Outcome 1	Children have a strong sense of identity	Belonging, self-confidence, independence, resilience in transitions between school and OOSH
Outcome 2	Children are connected with and contribute to their world	Community connection, caring for environments, understanding fairness, cultural awareness
Outcome 3	Children have a strong sense of wellbeing	Emotional regulation, physical activity, healthy habits, feeling safe and supported
Outcome 4	Children are confident and involved learners	Curiosity, problem-solving, persistence, creative thinking, trying new things
Outcome 5	Children are effective communicators	Expressing ideas, listening, negotiating, using technology, literacy and numeracy in context

Tip: When using these in your EASE prompts, reference both the outcome number and a brief description. For example: “Link to MTOP Outcome 4: Children are confident and involved learners, focusing on problem-solving and persistence.” This gives the AI much more to work with than just a number.

Your Next Steps

1. Try one EASE prompt this week

Pick the template that matches your most time-consuming task and fill in the blanks. Test it in ChatGPT (chat.openai.com, free to use), Claude (claude.ai, free to use), or Google Gemini (gemini.google.com, free to use). See what happens. Refine it. Make it yours.

2. Download your PD certificate

Your fillable 60-minute Professional Development Certificate is available alongside this handout on the workshop resource page.

3. Share the EASE framework with your team

The best way to embed AI in your service is to start the conversation. Share this handout with a colleague, try a template together, and talk about what worked. When the whole team understands EASE, AI becomes a shared tool rather than one person's experiment.

Jodie Clarke | The Empowered Educator

theempowerededucatoronline.com

Podcast: Early Education in the Age of AI

"You don't need to be tech-savvy, you need to be educator-savvy."