

EDUCATION HORIZON GRANT SHOWCASE

Leading GenAI in Schools

From tensions to wise action

**Wednesday
25 November 2026**



4:30 - 7:00 pm
(Light dinner follows)



**Griffith University,
Brisbane City (South Bank)**



How can school leaders respond wisely when GenAI creates competing demands that cannot simply be solved?

Join Queensland school leaders, reserachers and education partners for an interactive showcase of practical tools, digital resources and stories from the field.

SIX TENSIONS SCHOOL LEADERS ARE NAVIGATING

**Bound by Policy
vs. Free to Lead**

**The GenAI
Efficiency Catch 22**

**The GenAI
Capability Catch**

**The Innovation
Safety Trap**

**Fast Tech vs.
Slow Schools**

**Leader as Innovator
vs. Guardian**

A DEVELOPMENTAL GenAI LEADERSHIP JOURNEY



**REFLECTIVE
STARTER:**

Learning and
building
foundations



**ADAPTIVE
EXPLORER:**

Navigating
complexity
through action



**INTEGRATIVE
GUIDE:**

Guiding
systems with
responsibility

WHAT YOU'LL EXPERIENCE



WATCH: Seven short films featuring
Queensland School Leaders.



EXPLORE: Six recurring leadership
tensions created by GenAI.



REFLECT: Three developmental
leadership personas.



ACT: Work with peers to identify principled,
possible and context-sensitive action.

INDICTIVE EVENING FLOW

- **4.30** **Welcome**, project story and first voices
from the field
- **4.50** **Meet the six tensions:** notice, names
and map what matters
- **5.30** **Meet the personas:** Reflective Starter,
Adaptive Explorer, Integrative Guide
- **6.10** **Holding both:** an introduction to para-
dox coaching in practice
- **6.40** **Collective reflections**, next research
conversation and close
- **7.00** **Networking** and light dinner

WORKING WITH TENSIONS

When GenAI pulls you between competing demands,
where are you feeling caught - and what becomes possible
when you find ways to hold both?

CRICOS: 00233E | TEQSA: PRV12076

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As Generative AI rapidly reshapes education, the challenge for school leaders is no longer simply whether to use it, but how to lead responsibly when technology is changing faster than policy, practice and the systems around it...

Supported by the Queensland Department of Education's Education Horizon Grant, our team has been working with Queensland state school leaders to understand what it takes to lead through this change and to develop practical tools that can help schools decide what comes next.

Through our work with school leaders, we have identified six recurring tensions that you may recognise in your own experience of leading GenAI. You might feel bound by policy while still expected to lead innovation, or caught in an efficiency Catch-22, where GenAI promises to save you time, but learning how to use it, verifying what it produces, or simply falling down the rabbit hole of what is suddenly possible can quickly eat into those gains.

At the same time, you may be trying to create safe conditions for experimentation without making them so restrictive that meaningful innovation becomes impossible, all while navigating technology that is changing much faster than schools and systems can reasonably respond.

Importantly, these tensions aren't problems that can simply be "solved". They reflect the competing demands that come with leading GenAI responsibly as leaders balance innovation, risk, capability, workload and responsibility. How you respond will depend on your experience, confidence, context and the challenge in front of you.

So, if we are all navigating these tensions, why do we approach them differently?

Our research points to three recognisable patterns in how school leaders approach these emerging challenges. We call these our GenAI Leadership Personas.

Whether you are a *Reflective Starter* who is open to the possibilities of AI but still building the confidence and capability to ask, "What should I do?"; an *Adaptive Explorer* who is already experimenting and working out "How do I make this work here?"; or an *Integrative Guide* who sees GenAI through the lens of the entire learning ecosystem and asks, "How do we build the conditions for this to succeed?", these personas are not measures of performance, or even three stages that every leader needs to progress through.

You may even recognise yourself in more than one at the same time, as different challenges may call for different ways of leading. What they do offer is a chance to reflect on how you are approaching GenAI leadership, what might help you navigate these tensions, and where you might go next.

We are now bringing these findings together into a suite of practical GenAI leadership tools designed to turn reflection into action, helping you and your school leadership team make sense of the challenges you are facing and consider practical next steps for your school.

The tools and our findings will be publicly showcased for the first time at Griffith University's Brisbane City (South Bank) campus on **Wednesday 25 November 2026**. At this free event, you will be able to explore the tools, hear from Queensland school leaders through a series of short digital stories, and consider how you might apply these insights to GenAI leadership in your own school.



WHO IT'S FOR

Principals, deputy principals, school and system leaders, policy colleagues, and those supporting professional learning and responsible GenAI adoption.



WHAT YOU'LL LEARN

A shared language for GenAI leadership tensions, practical reflection tools, and new connections for the next stage of learning and research.

REGISTER NOW

