



INTEGRATION OF AI ETHICS IN SECONDARY SCHOOL MANAGEMENT FOR SUSTAINABLE DEVELOPMENT IN ANAMBRA STATE



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Abstract

The increasing integration of artificial intelligence (AI) in education management presents significant ethical implications, particularly in secondary schools where decision-makers appear not to have sufficient grounding in AI ethics. In Anambra State, Nigeria, AI tools such as biometric attendance, digital performance dashboards, and surveillance systems are subtly shaping school operations. However, many school leaders are not equipped to address ethical concerns related to data privacy, algorithmic bias, consent, and accountability. This study investigates the necessity of integrating AI ethics into secondary school management as a strategic response to the ethical gap and to promote sustainable development. The objective is to assess how ethical literacy among school administrators can enhance responsible technology use in alignment with the Sustainable Development Goals (SDGs), especially Goals 4, 9, and 16. Adopting a desktop research design, the study draws on extensive literature, expert insights, and documented challenges in Anambra State to examine current AI usage, ethical gaps, and the potential of stakeholder collaboration in policy, training, and practice. Findings revealed that while AI is present in school management, its ethical oversight is weak, with issues like uninformed consent, data misuse, and reliance on vendors persisting. The study concluded that integrating AI ethics is essential for building inclusive, fair, and future-ready school systems. It recommended structured training, ethical toolkits, policy reforms, and peer learning networks as scalable interventions. This integration not only safeguards educational stakeholders but also positions Anambra as a leader in ethical digital transformation.

Keywords: Artificial Intelligence; Artificial Intelligence ethics; Secondary school management; Sustainable development; Anambra State,.

Introduction

AI ethics refers to the principles and practices guiding the responsible development and use of artificial intelligence with core values such as fairness, accountability, transparency, privacy, and inclusiveness (Okonkwo, 2024). In the context of secondary school management, integrating AI ethics means ensuring that school leaders can critically assess the implications of AI-powered tools used in their schools. From facial recognition systems to digital grading platforms, each deployment raises ethical questions around consent, data security, bias, and equity (Nwoye et al., 2024). School leaders ought to move beyond passive adoption and engage actively with these ethical considerations to protect the rights and dignity of students, teachers, and communities (Arya, 2024).

Artificial Intelligence (AI) has become an unmistakable force in shaping the future of education management. From streamlining administrative tasks to influencing data-driven decisions, its presence in secondary school systems even in developing contexts like Anambra state is steadily growing.

Administrators in secondary schools interact with AI tools both directly and indirectly. Chime et al., (2025) submitted that these tools are commonly used for tasks such as attendance tracking, staff scheduling, data analytics for student performance prediction, and the use of surveillance systems to monitor school environments. Decisions about these AI systems often involve the collection and processing of sensitive data, making it imperative for decision-makers to understand the ethical considerations involved (Al-Omari, 2024). While students are not active players in school management, the choices school administrators make regarding AI adoption have direct implications on students' privacy, safety, and learning experiences (Ayeni & Orhewere, 2021). For example, the uncritical use of facial recognition technologies can lead to surveillance overreach, while reliance on biased algorithms in student assessments can result in unfair outcomes. As schools embrace these technologies, an important but often overlooked question arises: Are our education leaders ethically prepared for this shift? AI, while promising in its efficiency, raises significant ethical concerns: data privacy, fairness, surveillance, algorithmic bias, and accountability (Ihekweazu et al 2024), to name a few. Hence, a foundation in AI ethics enables school leaders to avoid such pitfalls and make decisions that are equitable and aligned with human rights.

It is within this context that the integration of AI ethics into secondary school management becomes imperative. This is not a conversation about teaching AI coding or robotics to students. Rather, it is a strategic intervention aimed at unveiling the relevance of AI ethics to provide insights to school managers, principals, and education officers with the ethical literacy required to make informed decisions about the technologies they introduce into school systems. More importantly, it is a forward-thinking response to the global call for sustainable development, particularly as defined in the Sustainable Development Goals (SDGs). Goals 4 (Quality Education), 9 (Industry, Innovation, and Infrastructure), and 16 (Peace, Justice, and Strong Institutions) all highlight the importance of just, inclusive, and future-ready institutions. These are goals which AI ethics directly supports to ensure sustainable development in Nigeria in general and Anambra state specifically.

Anambra State, known for its competitive education culture and vibrant youth population, stands at a crossroads. The state is increasingly exposed to educational technologies, yet school leadership structures seem not to be very be grounded in navigating the ethical landscape of AI. This paper therefore makes a case for integrating AI ethics into the management structures of secondary schools in Anambra State, not just as a technological upgrade, but as a strategic pillar for sustainable development.

Conceptual Clarifications

Artificial Intelligence

Artificial Intelligence (AI) has emerged as a dynamic force capable of reshaping social interactions, particularly in education. According to Alagbe et al., (2023), AI is the ability of machines or computers to replicate human cognitive abilities, including learning from experience, recognizing objects, understanding and responding to language, making decisions, and solving problems. These abilities enable AI to perform tasks typically associated with humans, such as welcoming hotel guests or driving a car. Ogunode et al., (2023) further described AI as programs designed to exhibit human-like intelligence, structured in forms of computer, robot, or other machines to aid in provision of any kind of service or tasks to improve social economic and political development of the society.

AI is increasingly being used in secondary school management to automate administrative tasks such as attendance tracking, scheduling, grading, and communication (Nnamani, 2025). Facial recognition and biometric systems ensure accurate attendance records, while AI-powered scheduling tools optimize timetables based on various constraints (Williamson & Piattoeva, 2022). With the use of these AI devices, school managers can maintain records and schedule timetables effectively. Again, AI-powered grading systems reduce the workload for teachers by providing quick and accurate evaluations, and chatbots enhance communication by handling routine inquiries. In addition to automation, AI supports decision-making through predictive analytics that identify at-risk students early and optimize

resource allocation. These applications help school administrators make data-driven decisions, improve efficiency, and enhance overall educational outcomes (Zawacki-Richter et al., 2019)

Artificial Intelligence Ethics

Artificial Intelligence (AI) ought to be used ethically. AI ethics is a field that aims to help guide the development of AI according to responsible practices to secure and maintain human flourishing and to prevent the impingement of human rights (Hagendorff, 2022; Lauer, 2021; Wiese et al., 2025). It refers to the responsible development and application of AI, including principles such as fairness, accountability, transparency, privacy, and inclusiveness (Okonkwo, 2024). In the context of school management, this means ensuring that school leaders understand the ethical implications of deploying AI-powered tools for administrative and academic purposes. As school systems adopt AI-enabled technologies, from automated attendance trackers and digital performance monitoring systems to facial recognition for security, questions of data privacy, algorithmic bias, and informed consent is critical. There ought to be policies that govern the use of AI. AI ethics policies can be implemented either through internal corporate codes of conduct or through government-led legal and regulatory frameworks, which are essential for addressing issues like bias, data misuse, and environmental impacts (Anamoji, 2024). In Nigeria generally, despite initiatives like the establishment of the National Centre for Artificial Intelligence and Robotics (NCAIR), the absence of a comprehensive AI ethics and regulatory framework continues to hinder responsible AI deployment (Akindele & Adewuyi, 2023). An effective AI ethics policy in Nigeria must address key pillars such as lawfulness, ethicality, robustness, explainability, data governance, and social well-being to align with international standards (Anamoji, 2024). To remain ethically grounded and globally competitive, Anambra state must prioritize the development of a human-centric AI framework that incorporates privacy, transparency, accountability, and fair representation in algorithmic systems.

Secondary School Management

Secondary schools are schools that provide education that advance the skills and knowledge acquired by learners at basic level. Adinna and Okafor (2023) posited that secondary schools act as the gateway to tertiary education and essentially provides greater number of lower level manpower needed for proper economic growth and national development. They provide education that offers learning opportunities for students to develop their talents, explore their potentials and develop necessary life skills that gives them a chance of bright future. The overall success of secondary education is influenced by the secondary school management. Secondary school management is the deployment, control and optimum use of all the available resources to attain predetermined goals and objectives of secondary education. Okonkwo (2024) defined secondary school management as a social or interactional process involving a sequence of coordinated events such as planning, organizing, coordinating and controlling of human and material resources to achieve desired outcomes in the fastest and most efficient ways in secondary schools. In the same vein, Ikediugwu and Ibezim (2023); Ndal (2025); Okafor et al., (2025) described secondary school management as the process of planning, organizing, directing, and controlling the activities and resources within secondary education to achieve the desired educational goals and objectives. Okafor et al., (2025) explained that the rationale for secondary school management to ensure discipline, effective implementation of curriculum, rational resource allocation, cordial relationship among members of school community, timely dissemination of information, accurate record keeping, periodic sporting activities, prudent use of facilities and funds of educational organizations.

Sustainable development

Sustainable development was first officially defined in the 1987 Brundtland Report as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It encompasses three interconnected pillars: ecological, economic, and social sustainability. Each of these pillars are vital to maintaining balance between human development and

environmental preservation. According to Patrick et al., (2019), Education for Sustainable Development (ESD) plays a pivotal role in equipping individuals with the knowledge, skills, and values necessary to foster sustainability at all levels of society. The contribution of higher education institutions in promoting sustainability is particularly critical in a globalized and interdependent world (Chou & Wan, 2025). Moreover, key attributes of sustainable development include the promotion of regional self-sufficiency, efficient resource use, environmental restoration, and support for clean technologies, all aimed at improving quality of life without degrading natural systems (Tenorio & Tenorio, 2024). Thus, sustainable development is not merely an environmental concern but a multidimensional framework that seeks to ensure long-term human and ecological well-being.

Current state of AI in Secondary School Management in Anambra state

The current state of AI integration in secondary school management in Anambra State reveals a growing yet uneven adoption. Chime et al., (2025) evidenced that principals in public secondary schools reported that AI-based surveillance systems have significantly improved real-time monitoring, rapid incident detection, and overall responsiveness to security threats. However, Okafor et al., (2025) noted that principals apply obsolete and conventional methods of management of public secondary schools in Anambra State, Nigeria. In the same vein, Okafor and Anyanwu (2025) noted that there is a lack of visible AI-driven managerial and instructional practices in public secondary schools in Anambra State. This implies that AI use in secondary schools management is still uneven. Ayeni and Orhewere (2021) submitted that financial constraints and a shortage of trained personnel in schools continue to hinder full-scale adoption. These challenges suggest that while AI holds transformative potential for educational management in Anambra State, its implementation remains stratified and largely dependent on certain enablers such as funding, digital infrastructure, and human capital.

The Need for Integrating AI Ethics into Secondary School Management

The integration of AI tools into secondary school systems is no longer a futuristic concept; it is already unfolding in subtle but significant ways. From biometric attendance registers and digital report cards to AI-driven school surveillance systems and performance dashboards, secondary schools in Anambra State are beginning to adopt technology to improve operational efficiency. While these technologies offer promise, they are not neutral (Chen et al., 2020). Every AI tool used in managing schools carries with it ethical implications that school administrators must confront, whether they are aware of them or not. Vashistha and Harikrishnan (2025) submitted that the integration of AI ethics into education is crucial for preparing future professionals and researchers to navigate the complex ethical landscape associated with AI. The key concern here is that technology in the hands of untrained or ethically uninformed managers can lead to unintended consequences. For instance, using AI tools to monitor student performance without understanding how algorithms are designed could inadvertently reinforce bias disadvantaging students from certain backgrounds or learning profiles (Ihekweazu et al., 2024). Similarly, collecting large volumes of student data without clear protocols for consent, storage, and access poses risks to privacy and child protection. Yet many school leaders deploy such systems without asking the critical questions: Is this tool fair? Is it accountable? Who benefits or loses from its use? These are not technical questions alone, they are ethical ones.

The problem is further compounded by the fact that secondary school administrators often do not see themselves as players in the AI space. Many still associate AI with complex robotics or Silicon Valley innovation, not realizing that every digital decision-making tool they adopt, from automated grading software to surveillance systems, qualifies as AI in practice. Without the conceptual grounding that AI ethics provides, these school leaders become passive users of technology, relying on vendors or private consultants to make choices on their behalf (Chen et al., 2020). This is not only disempowering but also dangerous in the long term.

AI ethics, therefore, is not a luxury, it is a necessity for those who manage the educational future of our children. It provides school managers with the analytical frameworks to assess the appropriateness, fairness, and societal implications of technology choices (Okwara et al., 2024). It

enables them to weigh efficiency against equity, data against dignity, and innovation against inclusion. Eden et al., (2024) warned that those who use AI must adhere to strict data protection regulations and ethical guidelines to safeguard student privacy and prevent unauthorized access, use, or disclosure of sensitive personal information. More importantly, it ensures that technology serves education, not the other way around. In a state like Anambra, where education is both a cultural priority and a tool for upward mobility, ethical leadership in the deployment of AI tools is critical to preserving the integrity of the school system and protecting the rights of students and teachers alike.

Key Stakeholders in Supporting AI Ethics Integration in School Management

Delivering AI ethics in secondary school management must be treated not as a peripheral activity but as a core strategic function, anchored within a multi-stakeholder framework. No single institution has the capacity or mandate to execute it in isolation. Rather, it requires the coordinated involvement of state actors, academic institutions, professional bodies, and private-sector partners. Each stakeholder brings unique expertise, resources, and influence needed to make AI ethics a functional and sustainable part of education governance in Anambra State.

First, the Ministry of Education, both at the federal and state levels, holds the primary responsibility of setting the policy tone and creating the structural frameworks necessary for the integration of AI ethics. This includes approving curriculum reforms for school leadership training programs, setting implementation guidelines, and allocating budgetary support (Williamson & Piattoeva, 2022). Without policy direction from the top, even the best-designed initiatives often fail to gain traction at the school level.

Next, teacher training institutions and colleges of education must revise their educational leadership and ICT curricula to accommodate modules that explicitly address AI and ethics. These institutions already produce the personnel who take up school management roles. If AI ethics is embedded early in their professional training, future school managers will be better equipped to navigate technological complexities with ethical foresight (Eden et al., 2024).

The role of ICT departments and education technology coordinators in schools is also critical. These professionals are often tasked with selecting and implementing AI-powered tools within schools. They must be trained not just in the technical deployment of systems but also in understanding the ethical implications of their choices, how data is collected, who controls it, and what unintended consequences may arise (Mandinach & Gummer, 2021). Their involvement in AI capacity-building for ethical AI use will ensure that ethical considerations are not separated from practical implementation.

In addition, external stakeholders such as EdTech companies, Universities and research institutes and professional education associations should act as mobilizers and advocates. Through their platforms, they can promote awareness, lobby for ethical standards in education policy, and offer peer-learning opportunities that demystify AI for school leaders (Munoko, et al. 2020; Abulibdeh, et al., 2024). Their endorsement can lend credibility to training efforts and drive grassroots participation.

How AI Ethics Education Should Be Provided

For AI ethics to take root and thrive within secondary school management structures, it must be delivered in practical, accessible, and scalable ways. This is not a one-off sensitization exercise; it must become an embedded component of how educational leaders are trained, supported, and evaluated. The focus should be on demystifying AI, contextualizing ethics, and building a culture of responsible technology use across schools in Anambra State. Below are some of the ways AI ethics should be provided:

1. Through capacity-building workshops and seminars targeted at principals, vice-principals, school ICT coordinators, and education supervisors (Hakimi et al., 2024). These workshops should go beyond theory, offering real-world case studies on ethical dilemmas in school technology use, such as student data breaches, biased decision-making in digital assessments, or surveillance overreach. Delivered during non-academic periods or through zonal clusters, such trainings should be interactive, practical, and locally relevant.

2. Embedding AI ethics into pre-service and in-service training programs for school administrators (Falemu & Akinwumi, 2024). Colleges of education and teacher training institutions must revise their educational management and ICT curricula to include modules that explore the intersection of ethics, leadership, and technology. If school leaders are trained from the outset to ask ethical questions when adopting tools or setting digital policies, they are more likely to become proactive custodians of responsible innovation.
3. Developing clear policy guidelines and simplified toolkits that school managers can refer to during implementation (Anamoji, 2024). These should include checklists for evaluating AI tools, templates for obtaining digital consent from students and parents, and scenarios that challenge administrators to apply ethical reasoning. Having tangible reference materials reduces reliance on external consultants and builds confidence in day-to-day decision-making.
4. Pilot projects should be launched in selected secondary schools to test and refine models for ethical AI integration. These schools would serve as learning labs, supported by mentors, technical experts, and evaluation teams. Lessons learned from these pilots can guide wider implementation, help anticipate resistance, and provide real evidence of what works.
5. Creation of peer learning networks or communities of practice among school administrators. These networks can foster dialogue, experience-sharing, and collaborative problem-solving on emerging AI and ethics challenges. When school leaders learn from each other in context-specific terms, the learning tends to be deeper and more durable.
6. Partnerships with teacher unions and education associations can be leveraged to host public forums, town hall dialogues, and school-based ethics clubs (Kanu et al., 2024). These platforms can amplify awareness and reinforce the message that AI ethics is not a distant academic concern, it is a frontline leadership issue that directly impacts trust, equity, and the future of education in the state.

In essence, providing AI ethics should be multi-modal, policy-aligned, and deeply grounded in the everyday realities of school management. It is not enough to build awareness; the system must build capacity, confidence, and institutional commitment to ethical technology leadership.

Relevance of AI Ethics Integration in Secondary School Management to Sustainable Development in Anambra State

The integration of AI ethics in secondary school management is not simply a technical adjustment, it is a strategic step toward sustainable development. In a state like Anambra, where education is deeply valued as a vehicle for socioeconomic advancement, this initiative sits at the intersection of innovation, equity, and responsible governance. When school leaders are equipped to make ethical decisions about the technologies they adopt, the entire education system becomes more resilient, inclusive, and future-ready.

From a global policy perspective, this aligns strongly with the United Nations Sustainable Development Goals (SDGs), which Nigeria has committed to. Goal 4 (Quality Education) calls for inclusive, equitable, and relevant education for all, a vision that is undermined when AI tools, implemented without ethical oversight, reinforce existing inequalities or violate student rights. Ethical AI use ensures that digital systems serve all learners fairly, particularly those who are often marginalized in policy and practice - rural students, girls, learners with disabilities, and those from economically disadvantaged homes (Larsson & Heintz, 2020).

Goal 9 (Industry, Innovation, and Infrastructure) encourages countries to build resilient infrastructure and foster innovation responsibly. In the education sector, this translates to building schools and school systems that can integrate digital technologies without compromising ethical standards. School managers, as the key actors in day-to-day decisions, must be equipped to assess new tools not just for efficiency, but also for long-term value, inclusivity, and ethical soundness (Nayebare, 2019).

Perhaps most critically, Goal 16 (Peace, Justice, and Strong Institutions) underlines the importance of accountable and transparent institutions. Schools are among the most formative

institutions in society. When they adopt technologies without ethical safeguards, they risk compromising trust between schools and families, teachers and students, leaders and communities. Conversely, when AI ethics becomes part of school governance, it strengthens institutional credibility and cultivates a culture of integrity and digital responsibility among future citizens.

In the specific context of Anambra State, this integration is timely and necessary. The state is already demonstrating digital momentum, for example, the programmes launched by the state governor through the Solution Innovation District (SID). The SID is a community that train, incubate and mentor the digital tribe, startups and entrepreneurs to provide services and innovative solutions out of Anambra State (Solution Innovation District (SID), 2024). It ensure increasing student exposure to digital tools, rising use of technology in private and mission schools, and growing interest in tech entrepreneurship among youths. But this digital momentum must be guided. If AI tools are adopted in schools without a framework for ethical governance, the risks of misuse, inequity, and data abuse multiply. Ethical literacy among school leaders ensures that digital transformation does not come at the cost of human dignity.

Moreover, integrating AI ethics positions Anambra as a leader in sub-national education reform. It allows the state to serve as a model for how forward-thinking states in Nigeria can approach digital education with strategic balance, embracing innovation while protecting what matters most: fairness, transparency, and student wellbeing.

In essence, ethical competence in AI is not optional for sustainable development, it is essential. It ensures that technological progress in schools reinforces, rather than undermines, the moral and social goals of education in Anambra State and beyond.

Implementation Challenges

While the case for integrating AI ethics into secondary school management is compelling, its implementation is fraught with practical challenges. These are not abstract barriers but deeply entrenched realities that must be acknowledged and addressed if any reform is to succeed. Ignoring them would mean designing an intervention divorced from the system it seeks to improve. Some of them are:

- Low awareness and limited understanding of AI and ethics among school managers (Abdullahi et al., 2024). Many principals and education officers in Anambra State, seem not to have adequate exposure to the workings of artificial intelligence, let alone the ethical questions surrounding its use. AI is often perceived as a distant, elite concern, something for tech experts or foreign contexts, not something directly affecting how a school is run. This mindset creates an early barrier: if school leaders do not see AI tools as part of their operational ecosystem, they will not see the need to learn about their ethical implications.
- Lack of structured training opportunities. Tella (2020) and Harisanty et al., (2024) buttressed this by submitting that AI is still gaining its footing in Nigeria. The professional development programs for school administrators in Nigeria largely focus on routine administrative matters, budgeting, record keeping, and academic planning, with little attention to digital leadership or ethical technology management. In many cases, ethics is reduced to vague moral instruction rather than being treated as a strategic leadership competence tied to real-world decisions involving data, surveillance, access, and fairness.
- Infrastructure poses another significant hurdle (Aina et al., 2023; Nwoye et al., 2024). In several public and rural schools in Anambra State, basic digital infrastructure is still lacking. Talking about AI and digital tools in such contexts can seem premature when many schools struggle with electricity, internet access, or even functional ICT laboratories. This digital divide threatens to widen inequalities between schools that can afford to engage with AI ethics meaningfully and those that remain structurally excluded from digital conversations altogether.
- Policy inertia and bureaucratic bottlenecks. While the Ministry of Education may express openness to digital reform, turning such interest into concrete policy actions, especially those that involve curriculum revision, certification, or budget allocation, often moves at a

frustratingly slow pace. Without strong political will and clearly defined implementation roadmaps, AI ethics risks being buried under more politically urgent or familiar education issues.

- Resistance to change, particularly among long-serving school managers (Davis et al., 2020). For some, introducing new ethical frameworks around technology feels like an added burden, or worse, a threat to established practices. This is especially true in environments where decision-making is often top-down, and where external monitoring of digital practices could be seen as intrusive or punitive. Without proper sensitization, what is intended as empowerment may be interpreted as surveillance of the managers themselves.
- Resource constraints, both financial, human, and technical. Training school managers at scale, developing locally relevant content, recruiting experts, setting up pilot projects, and maintaining follow-up mechanisms all require funding and coordination (Alamro & Schofield, 2020; Abayomi et al., 2021). In the absence of donor interest or a dedicated budget line from the state, such efforts may begin with enthusiasm but fade due to unsustainable planning.

Conclusion

As artificial intelligence becomes increasingly woven into the fabric of education systems, the question is no longer whether schools in Anambra State will interact with AI, but whether they will do so ethically and responsibly. The choices school leaders make today about data, automation, surveillance, and predictive systems will shape not just how schools function, but how justice, equity, and human dignity are preserved in a digital era.

This paper has argued that integrating AI ethics into secondary school management is not merely desirable, but urgent. It is a strategic investment in the integrity, credibility, and future-readiness of our education system. Far from being a Western or elitist preoccupation, AI ethics is a practical leadership necessity, particularly in states like Anambra where education serves as both a cultural cornerstone and a development engine. The success of such integration, however, will depend not just on policy declarations, but on action - intentional, inclusive, and sustained. From updating training curricula and launching pilot projects to creating peer learning platforms and mobilizing cross-sector partnerships, the road ahead is clear, but it must be walked with commitment and competence.

Recommendations

The following are recommended.

1. The Ministry of Education at both state and federal levels should revise the framework for school leadership training to include AI ethics as a compulsory module. This training should not be optional or theoretical. It should be built into the orientation and continuous professional development for principals, vice-principals, ICT coordinators, and zonal education officers. Training sessions should blend ethical principles with case-based scenarios that reflect real-life school management situations involving digital technologies.
2. School leaders need concrete tools, not just abstract ethical lectures. A state-led task force (possibly in collaboration with universities or NGOs) should develop simplified guidelines, checklists, and model policies for ethical AI adoption in schools. These toolkits can include templates for data protection, informed consent protocols, and ethical evaluation of EdTech products.
3. School administrators should be encouraged to form clusters or communities where they can share experiences, discuss dilemmas, and co-develop ethical responses to AI use. This peer dynamic fosters accountability, innovation, and collective problem-solving.
4. The government should seek collaboration with EdTech companies, corporate social responsibility arms of private firms, and donor agencies to finance and co-support ethical AI governance. These partnerships can help with funding, technical expertise, and innovation, provided clear ethical boundaries and regulatory oversight are maintained.



5. Professional teacher unions, education boards, and PTA networks should be mobilized to raise awareness about the value of AI ethics. When ethical consciousness permeates the wider school community, it reinforces the pressure and incentive for school leaders to act responsibly in their tech choices.

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