



Integrating GenAI in Schools

Summary by Ng (2025)

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This study captures how 76 Canadian educators envision generative AI transforming school teaching and administration. After attending a GenAI seminar, teachers reflected on how AI might reduce workload, support differentiated instruction, create diverse learning materials and strengthen student engagement. Many believed AI could assist with planning, provide adaptive support and automate grading, enabling teachers to focus more on pedagogical and relational aspects of their profession.

However, the reflections also highlighted major barriers. Teachers expressed concern about the lack of policies, ethical guidelines and infrastructure to support safe classroom use. They feared bias in AI outputs, overdependence, data-privacy risks and unclear boundaries for student use. Many felt underprepared and called for structured professional development.

Using the TeachAI Global Initiative Guidance and a socio-ecological perspective, the authors propose a blueprint for “AI-ready schools” that integrates policy, leadership, curriculum, training and ethical responsibility. The study emphasizes that without coordinated planning, AI adoption will remain fragmented and inconsistent across schools.

Implications for Practice

1. Develop whole-school AI policies and ethical norms.
2. Offer continuous, practice-based GenAI training for teachers.
3. Teach students structured AI-literacy and verification skills.
4. Prioritize equitable access to AI tools across classrooms.

Table 2.23.1

Item	Details
Context	Canada, K–12 educators
Design	Qualitative reflections
Participants	76 teachers
Focus	GenAI in teaching & admin
Contribution	Roadmap for AI-ready schools

APA Reference (Original Article)

Ng, D. T. K., Chan, E. K. C., & Lo, C. K. (2025). Opportunities, challenges and school strategies for integrating generative AI in education. *Computers and Education: Artificial Intelligence*, 8, 100373.

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