



AI in School Leadership

Summary of Adams and Thompson (2025).

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This conceptual paper examines how AI may reshape school-leadership roles using Huang & Rust's theory of AI job replacement. The authors explain that AI tools already perform administrative tasks such as scheduling, report drafting and data analysis. As capabilities expand, AI may support strategic decision-making, modelling scenarios and synthesising complex information for leaders. These shifts can free principals to focus on mentoring teachers, building relationships and shaping instructional culture. However, the authors warn of risks: excessive automation, erosion of human judgment, data-privacy threats and reduced empathy in leadership practices. They argue that school leaders must proactively shape AI adoption by establishing ethical guidelines, building AI literacy and ensuring that technology enhances—not replaces—human values. Leadership preparation programmes must equip principals with skills to evaluate AI tools, manage data responsibly and maintain relational leadership.

Implications for Practice

1. Automate routine tasks while protecting human-centred leadership.
2. Build AI-ethics frameworks for school management.
3. Train leaders to interpret AI-generated data responsibly.
4. Safeguard privacy, transparency and staff trust.

Table 2.23.8

Item	Details
Context	Global
Design	Theoretical
Focus	Leadership & AI
Contribution	AI-leadership framework

Reference

Adams, D., & Thompson, P. (2025). Transforming school leadership with artificial intelligence: Applications, implications, and future directions. *Leadership and Policy in Schools*, 24(1), 77–89.
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