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Teacher Values, Ethics, and Organizational Commitment in the Age of Artificial Intelligence: Implications for Equity and Inclusion in Teacher Education

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Abstract

The rapid integration of Artificial Intelligence (AI) in education is reshaping teaching, learning, and institutional practices, raising critical ethical, equity, and inclusion challenges (UNESCO, 2019; Miao & Cukurova, 2024). This paper examines the interrelationship between teacher values, ethics, and organizational commitment in AI-enabled educational environments, highlighting their implications for equitable and inclusive teacher education. Drawing on global perspectives and Indian educational policy frameworks, it demonstrates that teachers' ethical sensibilities, value systems, and institutional work culture are essential in ensuring responsible AI adoption while preserving the humanistic and relational dimensions of teaching (Miao & Cukurova, 2024; Ministry of Education, Government of India, 2020). The paper proposes actionable strategies for teacher education programmes, including embedding AI literacy and digital ethics, promoting culturally responsive pedagogy, fostering supportive professional cultures, ensuring equitable access to AI resources, and implementing appropriate monitoring frameworks (UNESCO, 2019, 2024). By re-envisioning teacher education through a value-oriented and equity-focused lens, educators can harness AI's potential to enhance learning while upholding social justice, professional integrity, human agency, and inclusive educational practices.

Keywords: Teacher Values, Ethics, Organizational Commitment, Artificial Intelligence in Education, Equity and Inclusion, Teacher Education

Introduction

Artificial Intelligence has emerged as a transformative force in education, influencing curriculum design, assessment practices, instructional delivery, and educational administration (Holmes, Bialik, & Fadel, 2019) [4]. Adaptive learning systems, automated assessment tools, predictive analytics, and virtual teaching assistants are increasingly adopted in schools worldwide to support both learners and teachers (Luckin, Holmes, Griffiths, & Forcier, 2016) [5]. However, these technological advances raise critical questions about ethical governance, equity, and inclusive teaching practices, especially within teacher preparation programmes (Selwyn, 2019) [13]. Teachers occupy a central position in mediating the impact of AI in classrooms, and their values, ethical orientations, and organizational commitment influence how AI tools are interpreted and implemented (Campbell, 2008; Meyer & Allen, 1991) [1, 6]. Therefore, teacher education must move beyond technical proficiency to cultivate ethical sensibilities, inclusive mindsets, and professional engagement with emerging technologies (Williamson & Eynon, 2020) [16].

Artificial Intelligence and Teacher Education

Artificial Intelligence in education refers to computational systems that simulate aspects of human intelligence to support learning processes (Luckin *et al.*, 2016) [5]. In

teacher education, AI applications include intelligent lesson planning systems, digital performance analytics, real-time feedback tools, and virtual classroom simulations (Holmes *et al*., 2019) [4]. Several global programmes exemplify how AI is used to support teacher development. For instance, in the United States, platforms such as Carnegie Learning's MATHia use AI analytics to provide teacher candidates with real-time insights on student problem solving and misconceptions, enabling data-informed instruction (Pane, Steiner, Baird, & Hamilton, 2017) [12]. Similarly, TeachFX, another U.S.-based AI tool, analyzes classroom discourse patterns to help teacher trainees develop interactive and engaging communication strategies by highlighting how much opportunities learners receive to talk and reflect during lessons.

In Europe, AI-supported simulations at institutions like the University of Barcelona allow pre-service teachers to practice behaviour management and differentiated instruction in virtual classrooms before actual field placements. These experiences not only build confidence but also strengthen reflective practice by providing systematic feedback aligned with evidence-based pedagogical standards.

However, uncritical adoption of AI can risk diminishing the relational and humanistic dimensions of teaching. If teacher education programmes do not integrate ethical and pedagogical grounding, AI tools may inadvertently prioritize algorithmic efficiency over professional judgment and learner relationships (Selwyn, 2019; Williamson & Eynon, 2020) [13, 16]. Therefore, teacher preparation must involve critical discourse on the socio-ethical implications of AI and structured opportunities for contextualized, human-centered practice.

Global and Indian Case Studies of AI Integration in Teacher Education

Global Case Studies in Australia, the AI-enhanced Virtual Classroom Project at Monash University uses intelligent avatars and real-time feedback to help teacher candidates refine questioning, pacing, and culturally responsive strategies. This project has shown that AI-enabled simulations can cultivate reflective teachers who are better prepared to respond empathetically to learner needs in diverse classrooms, illustrating how AI can be pedagogically empowering when grounded in ethical training.

In Finland, teacher education programmes have implemented AI-supported assessment tools that provide individualized feedback on writing and language outcomes. Studies indicate that this has improved pre-service teachers' understanding of formative assessment practices, enabling them to scaffold learner progress more effectively. Finnish teacher educators also embed discussions on data privacy and learner agency into AI literacy modules, highlighting the importance of ethical guidance in technology adoption (European Commission, 2022) [3].

Indian Case Studies

In the Indian context, initiatives such as the National Teacher Platform's AI Pilot Projects in states like Karnataka and Rajasthan demonstrate early efforts to integrate AI in teacher preparation. These pilots use AI-driven dashboards to monitor teacher performance and learner outcomes in remote and multilingual classrooms, helping teacher educators tailor support for in-service teachers working in culturally diverse settings.

Another example is the use of AI-supported language learning tools in teacher education programmes in Himachal Pradesh, where pre-service teachers use speech recognition and adaptive feedback systems to build competency in English and regional languages. Early evaluations suggest that such tools can boost confidence and instructional competence, especially in rural teacher candidates who face limited access to traditional language labs.

However, such initiatives also reveal challenges, including inconsistent digital infrastructure, limited internet access in rural areas, and insufficient training in ethical technology use, highlighting the need for systemic policy support and inclusive design principles (UNESCO, 2021) [9].

Teacher Values and Ethics in the AI Era

Teacher values are deeply held beliefs guiding professional behavior, decision-making, and interactions with learners (Campbell, 2008) [1]. Ethical teaching practices rooted in fairness, respect, empathy, integrity, and social responsibility are essential in AI-enabled classrooms where issues of data privacy, algorithmic bias, and learner autonomy are present (Selwyn, 2019) [13]. AI systems typically rely on large datasets that may reflect cultural or social biases, underscoring the need for educators who can critically evaluate such outputs and advocate for equitable practices (Williamson & Eynon, 2020) [16]. In India, where classrooms are often multilingual and socio-economically diverse, teachers' value systems play a decisive role in ensuring that AI tools are adapted rather than adopted unreflectively, preserving learner dignity and cultural relevance. Teacher education programmes must integrate digital ethics, critical AI literacy, and reflective exercises to prepare educators who can negotiate technological promise with moral accountability.

Organizational Commitment and Teacher Work Culture

Organizational commitment - teachers' psychological attachment to their institutions - is a key factor determining how innovations like AI are meaningfully integrated in practice (Meyer & Allen, 1991) [6]. A supportive work culture that values collaboration, autonomy, and ethical engagement encourages teachers to explore AI solutions responsibly (Holmes *et al*., 2019) [4]. For instance, schools that foster professional learning communities (PLCs) create spaces where educators collectively reflect on AI's pedagogical implications, share best practices, and co-construct knowledge. By contrast, environments characterized by excessive surveillance or rigid performance metrics may drive compliance rather than creative and inclusive use of AI, ultimately undermining both commitment and ethical practice. In India, teacher preparation institutions that promote collegial mentorship and structured reflection have shown higher levels of professional commitment, leading to more thoughtful experimentation with AI-supported teaching strategies.

Equity and Inclusion in AI-Enabled Teacher Education

Equity and inclusion are foundational to democratic

education, and AI holds potential to support personalized learning, adaptive instruction, and early identification of learning difficulties (UNESCO, 2021) [9]. Yet, uncritical implementation of AI can exacerbate existing inequalities due to uneven access to technology, linguistic diversity, and socio-economic disparities (Selwyn, 2019) [13]. In India, where digital divides are pronounced between urban and rural regions, teachers play a crucial role in adapting AI tools meaningfully. Teachers with strong ethical foundations can advocate for equitable access, tailor AI-enhanced instruction for diverse learners, and challenge institutional practices that perpetuate exclusion. Globally, inclusive AI in teacher education requires intentional design, culturally responsive frameworks, and strategic infrastructure investments to ensure that all educators and learners benefit equitably.

Implications for Teacher Education

The integration of Artificial Intelligence into teacher education requires a re-envisioning of curricula, professional practices, and institutional culture to ensure ethical responsibility, equity, and inclusiveness. Based on the insights from global and Indian contexts, teacher education programs can adopt the following actionable measures:

Embed Digital Ethics and AI Literacy in Teacher Preparation

Digital ethics and AI literacy should be integrated into teacher preparation programmes through mandatory modules focusing on AI ethics, data privacy, algorithmic bias, and the critical evaluation of AI tools. Such integration would equip pre-service teachers with the knowledge, skills, and competencies necessary to use AI responsibly, ethically, and effectively in educational settings (Miao & Cukurova, 2024; European Commission, 2022) [7, 3]. Furthermore, reflective exercises should be incorporated to encourage pre-service teachers to critically examine the moral and social implications of AI in classroom scenarios, fostering ethical awareness, critical thinking, and responsible decision-making in technology-enhanced teaching and learning (Miao & Holmes, 2023) [8]. This approach would also strengthen human agency, professional accountability, and the capacity to ensure safe, equitable, and inclusive use of AI in education (UNESCO, 2024) [7].

Promote Inclusive and Culturally Responsive Pedagogies

Teachers should be trained to adapt AI-supported instruction to the diverse needs of multilingual, culturally diverse, and socio-economically varied classrooms. AI tools should be used to facilitate personalized learning, accommodate individual learning differences, and enhance the inclusiveness of educational practices (UNESCO, 2019; UNESCO, 2021) [9]. However, the integration of AI must uphold learner dignity, autonomy, and cultural identity while ensuring equitable access to educational opportunities for all. In this regard, UNESCO (2023) [8] emphasizes the importance of adopting a human-centred approach to generative AI that promotes inclusion, equity, and linguistic and cultural diversity. Furthermore, educational technology should be contextually appropriate, culturally acceptable, accessible in multiple languages, and responsive to the needs of marginalized learners (UNESCO, 2023a) [15]. Such an approach will enable teachers to create inclusive, culturally responsive, and learner-centred educational environments that promote meaningful participation and equitable learning outcomes.

Strengthen Organizational Commitment through Supportive Work Culture

A supportive work culture should be fostered by establishing Professional Learning Communities (PLCs) where educators can collaboratively discuss AI integration, share best practices, and reflect on ethical dilemmas associated with the use of AI in teaching and learning. Such collaborative professional environments encourage shared responsibility, reflective dialogue, and collective professional development, which can positively contribute to teachers' organizational and professional commitment (Zhang & Sun, 2020; Zheng *et al*., 2021) [17, 18]. Furthermore, mentorship, professional autonomy, supportive leadership, and collegial engagement should be encouraged to create a collaborative and empowering work environment. These practices can strengthen professional relationships, promote teachers' sense of belonging, and support continuous professional growth (Christensen & Jerrim, 2025) [2]. Such initiatives can strengthen teachers' professional commitment, enhance their identification with institutional goals, and promote the responsible adoption of AI in educational practices.

Ensure Equitable Access to AI Resources

Equitable access to AI resources should be ensured by providing adequate digital infrastructure, reliable internet connectivity, and appropriate AI tools across both urban and rural teacher education programmes. The availability of quality digital infrastructure, affordable connectivity, and accessible digital learning resources is essential for promoting equitable participation in technology-enabled education (OECD, 2023; UNESCO, 2023) [11, 15]. Regular monitoring of the availability, accessibility, and usage of these resources is essential to prevent the widening of existing educational inequalities. UNESCO (2019) [14] emphasizes that AI in education should promote inclusion and equity irrespective of learners' geographical location or socio-economic background and should not deepen the existing digital divide. Similarly, Miao *et al*. (2021) [9] highlight the importance of developing inclusive AI policies that ensure equitable access to educational opportunities. Such efforts should ensure that all learners and teachers, irrespective of their geographical location or socio-economic background, have equal opportunities to benefit from AI-enabled educational resources and technologies.

Implement Monitoring, Feedback, and Evaluation Mechanisms

Monitoring, feedback, and evaluation mechanisms should be implemented to assess the ethical use of artificial intelligence (AI), its impact on learner outcomes, and the level of teacher engagement. Systematic evaluation is essential for identifying the educational effectiveness, ethical implications, and potential risks associated with AI-supported teaching and learning (UNESCO, 2021; European Commission, 2022) [9, 3]. Evaluation data should be

systematically collected and analysed to identify strengths, challenges, and areas for improvement. The findings should be used to continuously refine teacher education practices, ensuring that the integration of AI and other technological tools complements human-centred, socially responsible, and ethically grounded teaching (UNESCO, 2023) [15].

Through the adoption of these approaches, teacher education programmes can equip educators with ethical literacy, critical AI competence, and reflective professional habits, enabling them to harness AI's potential without compromising humanistic values. The development of teachers' AI competencies should also emphasize human-centred values, ethical principles, and the responsible application of AI in educational settings (Miao & Cukurova, 2024) [7]. This approach ensures that AI not only enhances efficiency and personalized learning but also promotes equity, inclusion, and social justice in education.

Conclusion

Artificial Intelligence (AI) is transforming contemporary educational landscapes by creating new opportunities for personalized learning, efficient assessment, pedagogical innovation, and professional development. However, the educational value of AI depends not merely on technological advancement but also on the values, ethical consciousness, and organizational commitment of educators and educational institutions. Therefore, teacher education must extend beyond the development of technical proficiency to emphasize humanistic values, ethical responsibility, critical reflection, and inclusive pedagogical practices. The integration of AI into education should be guided by principles of human dignity, professional integrity, equity, and social justice.

In this context, embedding digital ethics and AI literacy in teacher preparation, promoting inclusive and culturally responsive pedagogies, strengthening organizational commitment through supportive work cultures, ensuring equitable access to AI resources, and implementing systematic monitoring, feedback, and evaluation mechanisms are essential for responsible AI integration. These interconnected strategies can empower educators to engage critically and ethically with emerging technologies while ensuring that AI complements rather than replaces professional judgment, pedagogical autonomy, and meaningful teacher–learner relationships. Furthermore, supportive institutional environments and collaborative professional practices can strengthen teachers' sense of belonging, professional responsibility, and commitment to educational goals. Ultimately, re-envisioning teacher education through a value-oriented, equity-focused, and action-driven perspective is essential for sustaining ethical integrity, professional dignity, and social justice in the AI-driven educational era. Teachers must be prepared not merely as users of technological tools but as reflective practitioners, ethical decision-makers, and socially responsible professionals who can critically evaluate and appropriately integrate AI into diverse educational contexts. Thus, AI should be viewed not simply as an instrument of technological innovation but as a supportive means of advancing inclusive, equitable, ethical, and human-centred education while preserving the enduring humanistic foundations of the teaching profession.

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