Developing a leadership model for sustaining human engagement and learning motivation in the context of effective AI integration in Vietnamese schools

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Abstract

The rapid development of artificial intelligence, particularly generative artificial intelligence, is opening up numerous new possibilities in general education in Vietnam, including personalized learning, teaching support, early detection of learning risks, administrative automation, and data-driven decision support. However, integrating AI into schools also raises many challenges related to the AI competence of administrators and teachers, digital infrastructure, the digital divide, data bias, information security, and transparency in governance. This article uses a literature review method to analyze the role of AI in promoting educational effectiveness, identify the opportunities and challenges of AI integration, and clarify the leadership styles associated with effective AI integration in general education while sustaining human connection and students' learning motivation. On this basis, the article proposes an effective AI-integration leadership model that emphasizes the combination of transformational leadership, distributed leadership, adaptive leadership, social-justice-oriented leadership, and ethical AI governance. The proposed model is intended to guide education administrators in using AI in an effective, humane, equitable, and sustainable manner in general schools in Vietnam.

Keywords: artificial intelligence; AI integration; educational leadership; general education; transformational leadership; ethical AI governance.

1. Introduction

The rapid development of artificial intelligence (AI), particularly generative artificial intelligence (GenAI), is bringing substantial changes to general education in Vietnam. AI is no longer used merely as a technical support tool. It is increasingly involved in core areas of school activity, including personalized learning, lesson design, learning material development, feedback, assessment, data analysis, early identification of learning difficulties, and support for management decision making. Adaptive learning systems, intelligent tutoring systems, assistive technologies for students with disabilities, learning analytics, early-warning systems, administrative automation, and data-driven decision-support tools are opening up possibilities for improving teaching quality, expanding access to education, and improving the effectiveness of school governance (Tsirantonaki, 2026; Renta-Davids et al., 2025; Kumar & Sarkar, 2026).

Without appropriate leadership, AI may be adopted superficially, with greater attention given to administrative efficiency than to meaningful improvements in teaching and learning. Without appropriate leadership, AI may be adopted superficially, with greater attention given to administrative efficiency than to meaningful improvements in teaching and learning. It may even widen digital inequalities, increase data related risks and algorithmic bias, encourage overdependence on technology, and weaken teachers' professional judgment. Recent studies have identified several recurring challenges, including limited AI competence among school leaders and teachers, inadequate digital infrastructure, the absence of clear policies, disparities in digital access across schools and student groups, risks of data bias, teachers' concerns about emerging technologies, and ethical uncertainty surrounding AI assisted decision making (Ho, 2025; DeMatthews et al., 2026; Lipsou et al., 2026; Mifsud et al., 2026).

In this context, educational leadership plays a critical role in determining whether AI becomes a meaningful instrument for educational improvement or remains a set of disconnected technological solutions. School leadership is responsible not only for selecting tools, allocating

resources, and organizing teacher professional development, but also for building a shared vision, establishing ethical principles, protecting student data, creating mechanisms for teacher participation, and linking AI use to instructional goals, inclusive education, and sustainable development. In other words, the central issue is not merely how schools use AI, but what leadership style, competencies, and governance mechanisms school leaders need so that AI is used effectively, equitably, transparently, and in a human-centered way.

Recent studies have begun to identify several leadership styles positively associated with AI integration in education. Transformational leadership helps build a shared vision, inspires motivation for innovation, and orients AI toward educational goals. Distributed leadership fosters the participation of teachers, subject groups, students, parents, and other stakeholders in the process of selecting, using, and evaluating AI. Adaptive leadership suits the fast-changing AI landscape, requiring schools to flexibly experiment, gather feedback, and adjust. Social-justice-oriented leadership helps ensure AI serves access, participation, and success for every student. By contrast, purely technocratic or transactional leadership approaches risk confining AI to administrative-automation functions, undermining its transformative potential for teaching and inclusive education (Tsirantonaki, 2026; Ghamrawi et al., 2025; Rasheed, 2026; Chen & Ma, 2026).

Nonetheless, current research on AI and educational leadership remains fragmented. Some studies focus on AI ethics and governance, while others examine the roles of principals, school leaders, or teacher leaders. A further group discusses the opportunities and challenges associated with AI in educational management, education policy, or inclusive education. Existing frameworks, including AI leadership models for inclusive education, the 5C framework for GenAI implementation, the six domain framework for ethical, equitable, and effective AI use, and human centered approaches to AI leadership, offer valuable insights. Nevertheless, there remains a need for an integrated model capable of connecting leadership approaches, leadership mechanisms, domains of AI integration, and the outcomes of effective AI integration in general education (Ghamrawi et al., 2025; DeMatthews et al., 2026; Rasheed, 2026; Renta-Davids et al., 2025; Hefnawi, 2026).

Responding to this gap, the present article seeks to develop a leadership model associated with effective AI integration in general education. It addresses three main areas. Specifically, the article focuses on three main tasks: first, analyzing the role of AI in promoting educational effectiveness across domains such as personalized learning, teaching support, data analytics, administrative automation, and decision support; second, identifying the opportunities and challenges that AI integration poses for school leadership; Third, it proposes a leadership model for effective AI integration in general education by synthesizing relevant leadership approaches, including transformational, distributed, adaptive, social justice oriented, and ethical leadership.
Theoretically, the article contributes to systematizing new approaches to educational leadership in the AI era, while clarifying that effective AI integration is not merely a technological matter but a matter of leadership, governance, and school culture. Practically, the proposed model can serve as a reference framework for general-education administrators in building AI strategies, developing teachers, governing data, ensuring equitable access to technology, and linking AI to improved teaching quality. Amid the accelerating pace of digital transformation in education, identifying the right leadership style and mechanisms will be an essential condition for AI to become a tool that supports educational innovation in a humane, ethical, and sustainable direction.

2. Research Method

This article adopts a focused literature review combined with thematic synthesis and model development. This approach is appropriate because the study aims not only to describe applications of AI in general education but also to identify theoretical elements from the literature that can inform the development of a leadership model for effective AI integration. Rather than collecting new empirical data, the study draws on a structured analysis of recent international research on AI, GenAI, educational leadership, school leadership, ethical AI governance, inclusive education, and digital transformation in schools.

The literature was selected purposively and consisted of 12 full text studies directly relevant to AI and educational leadership. These included PRISMA or PRISMA ScR reviews, structured reviews, narrative reviews, qualitative studies, and quantitative studies published between 2024 and 2026. Collectively, the selected studies represent several prominent strands of current research, including AI leadership for inclusive education (Tsirantonaki, 2026), the 5C framework for GenAI implementation (Ghamrawi et al., 2025), the impact of AI on leadership practices and policy (Mifsud et al., 2026), principals' ethical AI leadership (Ho, 2026), leadership dimensions in secondary schools (Kumar & Sarkar, 2026), teacher leadership in AI integrated classrooms (Ghamrawi et al., 2026), and the competence, attitudes, and AI self efficacy required of school leaders (Renta-Davids et al., 2025; Raptis & Psyrras, 2026).

Table 1. Criteria for the inclusion and exclusion of literature

Category	Criteria applied in this study
Inclusion criteria	Studies directly addressing AI or GenAI in education; studies related to educational leadership, school leadership, instructional leadership, ethical leadership, distributed leadership, or AI governance; priority given to general education, K 12, primary, secondary, or compulsory education contexts; and studies for which the full text was available for analysis.
Exclusion criteria	Studies concerned only with technical aspects of AI without educational or leadership implications; studies focusing solely on students or classroom tools without a leadership dimension; studies limited to higher education with little relevance or transferability to school leadership; and short commentaries lacking an analytical framework.
Unit of analysis	Each article was treated as one unit of analysis. Information was extracted according to the following fields: aims, methods, context or corpus, domains of AI application, leadership approaches, opportunities, challenges, ethics and governance, and contribution to the proposed model.
Methodological limitation	The study does not conduct statistical synthesis or meta analysis. Its purpose is theoretical synthesis and conceptual model development. The resulting model therefore requires further empirical validation in the context of Vietnamese general education.

The literature analysis proceeded through four steps. In Step 1, the full text of each study was read and information was extracted on bibliographic characteristics, research methods, context, sample or corpus, and key findings. In Step 2, the content was coded into five thematic categories aligned with the structure of the article: AI roles and application domains, opportunities, challenges, leadership approaches, and ethics and governance. Step 3 involved cross study comparison to identify areas of convergence and divergence. For example, studies of inclusive leadership tended to emphasize equity and access, research on AI governance placed greater emphasis on data, transparency, and accountability, while research on teacher leadership

highlighted agency, identity, and authority. In Step 4, the findings were synthesized into a model connecting leadership approaches with leadership mechanisms, AI integration domains, and outcomes of effective AI integration.

Table 2. Framework for coding the reviewed literature

Coding category	Content extracted	Relevance to the proposed model
AI application domains	Adaptive learning, intelligent tutoring, assistive technology, learning analytics and early warning systems, automated content generation, administrative automation, and decision support.	Identifies where AI is used and the educational or governance purposes it serves.
Opportunities	Data informed decision making, personalized learning, improved access, reduced administrative workload, teacher professional development, and proactive inclusion.	Clarifies the potential value of AI when its use is appropriately guided by leadership.
Challenges	Inadequate training, limited infrastructure, unclear policies, data bias, the digital divide, teacher resistance, ethical uncertainty, and cognitive offloading.	Identifies risks that need to be addressed through leadership and governance mechanisms.
Leadership approaches	Transformational, distributed, adaptive, ethical, instructional, human centered, and social-justice-oriented leadership, alongside recognition of the limitations of technocratic and transactional leadership.	Provides the first orienting layer of the model and shapes whether AI is used for educational transformation or merely administrative efficiency.
Ethics and governance	Data protection, transparency, equity, accountability, AI ethics literacy, human in the loop arrangements, tool validation, auditing, and feedback mechanisms.	Establishes principles for managing risks across the entire process of AI integration.

Based on this coding and synthesis, the model was developed around the following sequence: leadership approaches, leadership mechanisms, AI integration domains, and outcomes of effective AI integration. AI ethics, educational equity, and human centered principles were treated as cross cutting conditions throughout the model. This approach helps avoid two common limitations in research on AI in education. The first is to treat AI as a technological solution in itself. The second is to separate technological questions from leadership approaches, school culture, and ethical responsibility.

To strengthen the reliability of the synthesis, conclusions were not drawn from any single source but were cross-checked across multiple sources. For example, the case for transformational, distributed, and adaptive leadership is reinforced by Tsirantonaki (2026), Virella and Lamb (2026), and Ghamrawi et al. (2025); the case for ethical governance, transparency, and accountability is supported by Ho (2026) and Lipsou et al. (2026); and the case for preserving human judgment and avoiding AI dependence is emphasized in Renta-Davids et al. (2025), Kumar and Sarkar (2026), and Ghamrawi et al. (2026).

3. Research Results

3.*1. The role of AI in promoting educational effectiveness*

AI is affecting general education on two fronts: instructional activity and school governance. In teaching and learning, AI may support more personalized learning experiences by offering timely feedback, identifying learning difficulties at an early stage, and generating materials that respond to students' differing needs. Its role is also becoming more visible in school governance, where it can assist with tasks such as data analysis, planning, progress tracking, administrative processes, and evidence informed decision making. Recent reviews suggest that these applications span a broad range of areas, from adaptive learning systems and intelligent tutoring to assistive technologies, learning analytics, automated content generation, administrative support, and decision support systems (Tsirantonaki, 2026; Renta-Davids et al., 2025; Amado et al., 2024; Lipsou et al., 2026; Nantaburom & Wetcho, 2026).

It should be emphasized, however, that AI's role should not be understood simply as "replacing" teachers or administrators. AI has value when used as a tool that supports people: helping teachers gain additional data to adjust their teaching, helping leaders gain additional information to make decisions, and giving students more opportunities for appropriate access to learning. In general education, therefore, AI's effectiveness needs to be assessed against pedagogical, equity, data-safety, transparency, and human-development-support criteria—not merely against criteria of speed or administrative efficiency.

Table 3. Significance for general-education leadership

AI domain	Purpose	Significance for general-education leadership	References
Adaptive/personalized learning systems	Personalizing learning to students' level, pace, and needs.	Leadership must ensure AI is tied to curriculum goals, supports teachers in adjusting instruction, and does not diminish teachers' professional assessment role.	Tsirantonaki (2026); Renta-Davids et al. (2025); Nantaburom & Wetcho (2026)
Intelligent tutoring systems	Supporting learning on demand; providing hints, feedback, and instant guidance.	Clear limits on use, quality verification of content, and guidance to prevent students from becoming over-reliant on the tool are needed.	Tsirantonaki (2026); Nantaburom & Wetcho (2026)
Assistive technologies	Supporting students with disabilities or with sensory, cognitive, language, or motor difficulties.	Leadership must orient AI toward inclusive-education goals, universal design, and equitable access.	Tsirantonaki (2026); Nantaburom & Wetcho (2026)
Learning analytics/early-warning systems	Detecting learning gaps, attendance risks, and declining motivation or	Data governance is needed, avoiding labeling students, and combining AI data with pedagogical judgment and teacher consultation.	Tsirantonaki (2026); Ho (2026); Lipsou et al. (2026)

	dropout risk early.		
Automated content generation	Generating multilingual, multimodal materials, lesson plans, worksheets, and learning feedback.	Accuracy, copyright, and content-bias checks are needed, and teachers must edit AI-generated material before use.	Ghamrawi et al. (2025); Amado et al. (2024); Renta-Davids et al. (2025)
Administrative automation	Reducing administrative burden through scheduling, reporting, communication, and data aggregation.	AI should be used for repetitive tasks; it should not replace relational communication, ethical judgment, or decisions directly affecting students.	Amado et al. (2024); Kumar & Sarkar (2026); Lipsou et al. (2026)
Decision-support tools	Supporting leaders' data-driven decisions, demand forecasting, and resource allocation.	A human-in-the-loop model, data transparency, bias checks, and accountability in decisions are needed.	Renta-Davids et al. (2025); Ho (2026); Lipsou et al. (2026); Raptis & Psyrras (2026)

3.2. Opportunities created by AI for leadership and educational effectiveness in General Education

The reviewed literature consistently suggests that AI offers substantial opportunities for general education. These opportunities, however, are likely to have real educational value only when they are translated into appropriate leadership practices. AI can help school leaders identify students who may be at risk by drawing on patterns in available data, allowing schools to respond earlier rather than waiting until difficulties become more serious. It may also support more personalized learning and widen access for students with differing needs. In administrative work, AI can take over some routine tasks, potentially giving teachers and school leaders more time to focus on professional responsibilities, relationships with students, and broader school improvement. AI may also contribute to teachers' professional learning by suggesting relevant resources, offering feedback, identifying areas for further development, and supporting participation in professional learning communities.

From leadership perspectives, perhaps the most significant opportunity offered by AI lies not in having technology perform tasks on behalf of people, but in strengthening leaders' capacity to identify problems, organize early support, mobilize resources, and design appropriate interventions. School leaders therefore need to convert technological possibilities into organizational capacity by establishing procedures for data use, feedback mechanisms, professional learning opportunities, ethical guidelines, and meaningful teacher participation.

Table 4. Opportunities created by AI for leadership and educational effectiveness in General Education

Opportunity	Coding	Manifestation in general education	Required leadership response
Data informed decision making	Leaders use data to identify students at risk.	Analysis of achievement, attendance, learning behaviors, and participation may help identify students requiring additional support.	Establish verified procedures for data analysis, combine AI based evidence with teacher judgment, and protect student data.
Personalized learning	AI supports individualized learning.	Students may receive tasks, feedback, resources, and learning pathways more closely aligned with their abilities and needs.	Align AI with instructional goals, support teachers in designing learning activities, and monitor the quality of AI generated content.
Accessibility	AI improves access for students with diverse needs.	AI may support students with disabilities, language difficulties, disadvantaged backgrounds, or additional learning needs.	Ensure equitable access to devices, platforms, and resources, while applying inclusive design principles.
Administrative relief	AI reduces administrative workload for teachers and leaders.	AI may assist with document drafting, report synthesis, scheduling, basic information management, and routine communication.	Clearly distinguish tasks that may be automated from those requiring human interaction, and avoid using AI primarily as a mechanism of control.
Teacher professional learning	AI supports professional development and learning networks.	AI may assist with lesson design, professional feedback, resource recommendations, and analysis of professional learning needs.	Provide AI literacy development, establish communities of practice, promote teacher leadership, and encourage experience sharing.
Proactive inclusion	Leadership anticipates needs rather than responding only	Schools may identify barriers to learning, access difficulties, and risks of students being	Combine learning analytics with social justice oriented leadership, while ensuring that AI is not

	after problems emerge.	left behind at an earlier stage.	used to label or exclude students.

3.3. Challenges of integrating AI into general education

The opportunities come with real challenges attached. These are not purely technical problems, but they also touch human capacity, infrastructure, policy, ethics, equity, and school culture all at once. When leaders and teachers lack AI competence, tool use tends to become superficial, unverified, or too dependent on AI generated outputs. Where digital infrastructure remains uneven, AI may further widen disparities between well resourced and disadvantaged schools, as well as between students with different levels of access. When clear policies are absent, schools may also struggle with questions of privacy, copyright, student data, accountability, and the transparency of AI informed decisions.

One particularly important concern raised by Kumar and Sarkar (2026) is cognitive offloading, whereby leaders may delegate excessive amounts of thinking, analysis, and writing to AI. Over time, this may weaken professional judgment and reduce authenticity in leadership communication. An effective AI leadership model must therefore establish clear boundaries regarding where AI should provide support, which activities should remain under human responsibility, and what mechanisms are needed to preserve professional judgment in decisions affecting students, teachers, and the wider school community.

Table 5. Challenges of integrating AI into general education

Challenge	**Coding**	**Consequence absent appropriate leadership**	**Model's response direction**
Insufficient training	Leaders/teachers lack AI competence.	AI use stays superficial and unverified; people grow apprehensive or resistant.	Build AI literacy, ongoing training, mentoring, communities of practice.
Limited infrastructure	Lack of devices, connectivity, platforms.	Widens the gap between well-resourced and disadvantaged schools; AI becomes hard to sustain.	Assess conditions on the ground, prioritize infrastructure investment, ensure equitable access.
Policy ambiguity	No clear AI policy.	Schools struggle with AI use, lacking rules on data, copyright, assessment, accountability.	Develop school-level AI rules aligned with system-level policy, with clear guidance for teachers and students.
Data bias	Algorithmic or data bias.	AI can reproduce existing inequality, label students unfairly, or generate skewed recommendations.	Audit data, keep a human in the loop, use transparent criteria, assess equity impact.
Digital divide	Digital gap between schools or student groups.	Disadvantaged students struggle to access AI, deepening learning inequality.	Social-justice-oriented leadership, device support, open resources,

			non-technology alternatives.
Teacher resistance	Fear of being replaced, lack of trust.	Teachers disengage; AI rollout feels imposed and doesn't stick.	Distributed leadership, real teacher empowerment, and honest communication that AI supports rather than replaces them.
Ethical uncertainty	Not enough capacity for ethical decision-making.	Risks to privacy, surveillance, transparency, accountability, and community trust.	Ethical AI leadership, PEAIL, data governance, auditing, explainability, protecting student data.
Cognitive offloading	Too much leadership thinking handed to AI.	Professional judgment erodes, communication feels less authentic, over-reliance on algorithmic suggestions sets in.	Draw a clear line between tasks AI can support and tasks humans must keep; build in reflection and multi-source verification.

3.4. A Leadership model for effective AI integration in general education

The reviewed literature suggests that leadership approaches play an important role in determining whether AI strengthens or undermines educational effectiveness. AI can facilitate personalization, inclusion, data informed decision making, and administrative relief. Yet it may also contribute to inequality, bias, surveillance, and technological dependence if implementation is driven primarily by technocratic or transactional logic. A leadership model for effective AI integration should therefore begin with leadership approaches as its guiding layer, followed by leadership mechanisms, AI integration domains, and educational outcomes.

The literature further indicates that no single leadership approach appears sufficient to support effective AI integration. Transformational leadership provides vision and motivates innovation. Distributed leadership promotes participation and shared ownership. Adaptive leadership enables schools to experiment, learn, and adjust as AI develops rapidly. Social justice oriented leadership helps ensure that AI supports access, participation, and inclusion. Ethical leadership provides safeguards for data, transparency, and accountability. Instructional leadership keeps AI connected to curriculum, pedagogy, and assessment. Human centered leadership helps preserve teachers' professional judgment and agency. By contrast, technocratic or transactional leadership may narrow the use of AI to administrative functions, data control, or surface level efficiency.

Table 6. Leadership style for effective AI integration in general education

Leadership style	Role in the model	Corresponding leadership mechanism	Sources
Transformational leadership	Shared vision, ethical practice, motivation, social-justice goals.	Build an AI vision, inspire innovation, keep AI pointed at	Tsirantonaki (2026); Ghamrawi et al.

		educational improvement.	(2025); Raptis & Psyrras (2026)
Distributed leadership	Collaborative decision-making, teacher/community participation.	Set up school AI teams or councils; bring teachers, subject groups, parents, and students into decision-making.	Tsirantonaki (2026); Virella & Lamb (2026); Mifsud et al. (2026); Lipsou et al. (2026)
Adaptive leadership	Fits a fast-changing AI landscape that calls for experimentation, flexibility, and reflection.	Pilot initiatives, gather feedback, adjust policy, scale up under control.	Tsirantonaki (2026); Virella & Lamb (2026); Renta-Davids et al. (2025)
Social-justice-oriented leadership	Keeps AI pointed at equity, access, and participation.	Assess equity impact, prioritize disadvantaged groups, ensure access and inclusive design.	Tsirantonaki (2026); Nantaburom & Wetcho (2026); Sider & Morvan (2025)
Ethical leadership	Protects privacy, transparency, equity, and accountability.	Data governance, bias checks, human-in-the-loop, school AI-use rules.	Ho (2026); Lipsou et al. (2026); Renta-Davids et al. (2025)
Instructional leadership	Ties AI to curriculum, teaching, assessment, and professional development.	Point AI toward improving instruction, teacher training, learning analysis, and pedagogical feedback.	Kumar & Sarkar (2026); Ghamrawi et al. (2025); Raptis & Psyrras (2026)
Human-centered leadership	AI supports people rather than replacing their professional judgment.	Protect teacher agency, trust, educational relationships, professional well-being, and humane communication.	Rasheed (2026); Renta-Davids et al. (2025); Ghamrawi et al. (2026); Ho (2026)
Transactional/technocratic leadership	Seen as limited — prone to reducing AI to an administrative tool rather than a	Needs checking by ethics, equity, and participatory mechanisms; shouldn't be the	Tsirantonaki (2026); Kumar & Sarkar (2026); Lipsou et al. (2026)

	transformative, inclusive one.	dominant logic in AI integration.	

On this basis, the article proposes a four layer model of leadership for effective AI integration in general education: (1) leadership approaches; (2) leadership mechanisms; (3) domains of AI integration; and (4) outcomes of effective AI integration. AI ethics, educational equity, and human centered principles operate across all four layers.

Table 7. Function in effective AI integration

Model layer	Content	Function in effective AI integration
Layer 1. Leadership style	Transformational, distributed, adaptive, ethical, instructional, human-centered, and social-justice-oriented leadership.	Provides the value foundation and decision-making approach for the whole AI-integration process.
Layer 2. Leadership mechanism	Building an AI vision; developing AI literacy; selecting and vetting tools; delegating authority; data governance; professional development; communities of practice; ethical review.	Turns leadership style into concrete action inside the school.
Layer 3. AI-integration domain	Teaching, assessment, feedback, administrative management, strategic decision-making, inclusive education, teacher professional development.	Determines where AI gets used, for what purpose, to what degree, and within what limits.
Layer 4. Outcomes of effective AI integration	Better teaching, personalization, wider access, data-driven decisions, reasonable workload reduction, stronger teacher agency, more trust, less ethical risk.	Judges AI's effectiveness by educational value, not by how much technology gets used.
Overarching principles	AI ethics, equity, transparency, accountability, human-in-the-loop, protection of student data, preserving teachers' professional judgment.	Acts as the filter every AI activity in the school has to pass through.

4. Conclusion

AI integration in general education creates significant opportunities for personalized learning, teacher support, administrative workload reduction, and improved data informed decision making. AI, however, does not in itself produce educational innovation. Its value depends substantially on how schools lead, govern, and mediate its use. Risks associated with limited AI competence, inadequate digital infrastructure, the digital divide, algorithmic bias, privacy, and accountability suggest that AI integration should be understood first and foremost as a matter of leadership and school governance, rather than merely technology adoption.

Based on the literature reviewed, this article proposes a four layer model for leadership in effective AI integration in general education, comprising leadership approaches, leadership mechanisms, domains of AI integration, and outcomes of effective AI integration. The model emphasizes the complementary roles of transformational, distributed, adaptive, ethical, instructional, human centered, and social justice oriented leadership. AI ethics, equity, transparency, accountability, and human in the loop principles should operate across all stages of AI integration. For Vietnamese general education, the model points to several priorities, including strengthening AI related leadership capacity among educational managers, developing teachers' AI literacy and AI ethics literacy, establishing school level regulations for AI use, and creating mechanisms for secure data governance. Future research should empirically examine and validate the proposed model across different types of general education schools in Vietnam.

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