



## **Reimagining Teacher Professional Development through Artificial Intelligence: Pedagogical and Ethical Perspectives**

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### **Abstract**

Artificial Intelligence (AI) is increasingly influencing educational practices worldwide, leading institutions to reconsider how teachers are prepared and supported in their professional roles. Traditional professional development models, often limited to periodic workshops and general digital training, do not adequately address the demands of AI-enabled classrooms. This paper examines how AI can enhance teacher professional development by enabling personalized learning pathways, strengthening instructional design, and supporting data-informed decision-making. It also analyses key ethical concerns associated with AI integration, including data privacy, algorithmic bias, teacher autonomy, and equitable access to technology. Drawing on international perspectives, particularly UNESCO's ethical AI framework and India's National Education Policy 2020, the study proposes a human-centred approach to integrating AI in teacher education. The paper argues that AI can support meaningful professional growth when implemented responsibly, with strong ethical safeguards and sustained institutional commitment.

