



# Adaptive School Leadership For AI-Driven Education: A Posthuman Perspective

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## Abstract

The complex fusion of artificial intelligence (AI) into the physical and biological realms propels transformative change, making adaptive leadership a critical competency. Leaders must act swiftly since they no longer have the luxury of preparing for the age of artificial intelligence and the forthcoming digital world of quantum computing and neurotechnology. Education and lifelong learning serve as vital catalysts, empowering current and future generations to thrive in this evolving landscape while addressing societal challenges posed by AI, as well as existential threats like climate change and population growth. Consequently, educational leaders must develop the necessary skills and adopt forward-thinking leadership behaviours to align their institutions with the realities of an AI-driven world. This study aimed to elicit school leaders' perspectives on redefining leadership for the AI era. Their insights were critically examined to assess whether they are the key drivers in shaping dynamic, high-performing schools capable of preparing students for an AI-dominated future. Using a qualitative research approach, the data were analysed through the lens of posthuman theory and qualitative content analysis. Key findings reveal that school leaders must employ non-anthropocentric adaptive leadership to navigate digital fatigue among staff and students while leveraging AI to foster future-ready learning. The study recommends that school leaders revolutionise their practices to meet AI-era demands by embedding advanced AI tools and methodologies into educational strategies, cultivating environments that prioritise innovation, creativity, and critical thinking.

**Keywords:** quantum computing, neurotechnology, futuristic learning, digital fatigue, non-anthropocentric