

CONTINUING PROFESSIONAL DEVELOPMENT (CPD) · SCHOOL LEADERSHIP TRACK

Leading AI Adoption in CBC Schools

A self-paced CPD programme for the people who decide whether AI enters the school — and whether it succeeds when it does.

Audience	Format	Commitment	Certification
Headteachers, deputies, Directors of Studies, proprietors, education officers	Self-paced online — guided labs + capstone clinic, AI-Tutor led throughout	Seven modules · 16 CPD hours + capstone action plan	LuxUp CPD certificate + competency transcript, capstone-reviewed

Why this programme exists. Uganda's competency-based curriculum (CBC) asks schools to deliver individualised learning and continuous assessment at a scale their staffing was never designed for. In LuxUp's 2026 pilot, the most requested AI intervention was not content — it was assessment relief for teachers. This programme equips school leaders for their role in the AI age: adopting AI where it demonstrably reduces workload, complying with the Data Protection and Privacy Act (2019), protecting the skills technology must not erode — and leading staff through change without framing teachers as the obstacle. Courses are built, hosted and maintained in-house by LuxUp, complete and done-for-you — delivered as personalised, adaptive, interactive AI-Tutor led courses — and every programme your staff take generates its own evidence: a **real-time school progress and competency-grasp dashboard**, so adoption is visible at any moment without adding admin burden. Grounded in the framework presented at the NCDC 2nd International Conference on Curriculum Development, August 2026.

01 The CBC implementation gap — where AI fits, and where it doesn't

Self-paced · 2 h

By the end, participants can

- Diagnose their own school's CBC implementation gaps against NCDC's policy ambition
- Explain the three-pillar framework — **AI curriculum decomposition**, adaptive pathways, and AI-assisted assessment
- Distinguish problems AI can scale (assessment, differentiation, decomposition) from problems it cannot (values formation, mentorship, discipline)

| Anchored in UNESCO (2023, 2024) guidance and the realities of large-class Ugandan classrooms.

02 The workload economics of AI-assisted assessment

Self-paced · 2 h

By the end, participants can

- Estimate their school's current assessment workload across terms and class sizes
- Build the cost-and-hours case for AI-assisted competency assessment versus manual marking
- Define adoption success metrics before any tool is introduced

| Uses pilot evidence on teacher-perceived assessment burden reduction — with its accuracy caveats intact.

03 Data protection & safeguarding for minors (DPPA 2019)

Self-paced · 2 h

By the end, participants can

- Apply the Data Protection and Privacy Act (2019) to edtech procurement decisions
- Run a vendor due-diligence checklist: where learner data goes, what is retained, who is accountable
- Draft a one-page school data-protection pledge for staff and parents

| Principles of data minimisation, anonymisation, aggregate reporting, and named human accountability.

04 Leading adults through change — adoption without battle lines

Self-paced · 2 h

By the end, participants can

- Anticipate the real roots of staff hesitancy: fear of replacement, tool fatigue, time scarcity
- Design an adoption plan built on early adopters, visible workload wins, and CPD recognition
- Address “will AI take my job?” honestly, in public, from evidence

The pilot’s unexpected finding, operationalised: teachers asked for more AI aimed at marking — leadership’s job is to aim it well.

05 Infrastructure, procurement & total cost of ownership

Self-paced · 2 h

By the end, participants can

- Audit school connectivity and device readiness for AI-supported delivery
- Plan connectivity and power realistically: AI-Tutor led delivery needs internet — for the most part good in Uganda — with affordable, viable options for remote or unserved sites
- Build a total-cost model and a donor/partner funding case

Hosted AI-Tutor led delivery — no new systems for the school to run. For remote or unserved areas, and for unreliable or non-existent power, LuxUp offers affordable, viable delivery options.

06 Measuring adoption & reporting impact

Self-paced · 2 h + capstone clinic

By the end, participants can

- Put the **real-time school dashboard** to work: module-by-module progress and competency-by-competency grasp for their own staff cohort
- Define leading indicators (usage, validation rates, teacher feedback) and lagging indicators (workload hours, consistency)
- Report credibly to boards, parents, and the inspectorate — claims matched to evidence, never to vendor projections

Measurement is built into delivery, not bolted on with spreadsheets. Capstone clinic: peer review of each school’s action plan.

07 Responsible digital use & the skills worth protecting

Self-paced · 2 h

By the end, participants can

- Draft the school’s responsible-use policy: screen-time balance across the timetable, non-screen periods, and phone rules in line with Ministry of Education guidance — learner phone use in schools remains restricted
- Protect the skills gadget overuse erodes — handwriting, mental math, oral expression, deep reading — through deliberate timetable and practice decisions
- Equip teachers to model the same habits, and send parents one consistent digital-wellness message

Anchored in UNESCO’s 2023 review and its phone-brief, phone-ban test-score evidence (Beland & Murphy 2015), handwriting-vs-typing research, and World Health Organization (WHO) screen-time guidance.

Assessment & certification

- Capstone: a **School AI Adoption Action Plan** — 90-day rollout, data-protection and responsible-use checklists, teacher-enablement plan
- Certificate: LuxUp CPD Certificate of Completion (16 hours), capstone-reviewed — verifiable, with a **competency transcript** signed off against evidence produced on-platform
- Progress evidence: the **real-time progress and competency-grasp dashboard** — the school’s adoption record for boards, sponsors and the inspectorate