

CONTINUING PROFESSIONAL DEVELOPMENT (CPD) · CLASSROOM PRACTITIONER TRACK

AI and the Teacher's Job

How AI is changing teaching in Uganda's competency-based curriculum (CBC) classrooms — what it takes over, what it can never take, and exactly what to do about it. Built for teachers who weren't in the conference room; no AI background required.

Audience Classroom teachers, subject heads, Directors of Studies delivering CBC — and any teacher planning to still be teaching in five years	Format Self-paced, AI-Tutor led — hands-on labs and a portfolio capstone, worked at your own pace	Commitment Seven modules · 16 CPD hours + validated assessment pack	Certification LuxUp CPD certificate + competency transcript, portfolio-ready
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Why this programme exists. Teachers are hearing about AI from every direction — headlines say replacement, conferences say transformation, colleagues say fatigue. What most teachers still lack is the **map**: a clear picture of how AI actually touches their job, where it stops, and which of their skills matter more because of it. This programme starts with that map — then makes it practical. In LuxUp's 2026 field pilot, what teachers valued most was not AI-generated content but **assessment relief**: marking support, competency tracking, and consistency across classes of sixty. So the map is grounded in real classrooms, and it ends with craft: a validated assessment pack for a unit you actually teach — and your evenings back.

01 What AI actually does to a teacher's job

Self-paced · 2 h

By the end, participants can

- Separate what AI drafts well — content, activities, assessment tasks, feedback drafts, differentiation at scale — from what it cannot do: judgement, relationships, values formation, accountability
- Answer “will AI take my job?” honestly and from evidence — including the pilot's unexpected finding: teachers asked for **more AI**, aimed at the marking
- Internalise the operating rule behind every serious AI-in-education framework: **AI drafts, the teacher approves**
- Describe the real shift — from producing materials to directing judgement — and what it means for workload, status, and skill

The bird's-eye view, established before any tool is opened. Fear of replacement is answered with evidence, not reassurance.

02 How AI-built courses work — and where you fit

Self-paced · 2 h

By the end, participants can

- Trace the concept end-to-end: how a curriculum document is decomposed by AI into competencies, core concepts, topics and sub-topics, then assembled into a finished, self-paced, competency-based online course
- Learn inside the real thing: this programme itself is a live **AI-Tutor led** course — personalised, adaptive and interactive, the same experience every LuxUp course delivers. Study the course you are sitting in, what it does well and where it needs a teacher's hand
- Locate themselves in that workflow: the professional who validates, adapts and contextualises what a machine produces
- Read their school's **real-time progress and competency-grasp dashboard** — what it supports (your development) and what it never shows

Concepts, not secrets: the mechanics every AI-built course rests on — because teachers are the safety mechanism inside them.

03 Competency decomposition — by hand first, then with AI

Self-paced · 2.5 h

By the end, participants can

- Decompose NCDC syllabus competencies into granular, assessable learning outcomes — by hand first
- Run AI-assisted decomposition on their own subject's units using ordinary, freely available AI assistants — and identify the failure modes: plausible-sounding but misaligned outcomes, invented content, drift from the descriptor
- Correct and constrain AI output against the syllabus of record

You cannot validate what a machine produces until you can produce it yourself — taught on tools any teacher can already access, so the craft transfers.

04 Building & validating competency-aligned assessment

Self-paced · 2.5 h

By the end, participants can

- Generate authentic, demonstration-based assessment tasks mapped to competency descriptors — formats where the learner performs, presents or produces
- Draft and refine marking rubrics with AI assistance, varying tasks across learner clusters so differentiation is real, not cosmetic
- Apply a repeatable validation checklist: accuracy, alignment, bias, language level, cultural fit — and decide when to correct, when to reject, and when to escalate

Accountability for what reaches learners stays with a named professional — always. Validation is taught as craft, not compliance theatre.

05 Marking workflows, feedback & moderation at class-of-60 scale

Self-paced · 2.5 h

By the end, participants can

- Run a rubric-assisted marking workflow with AI-drafted feedback a teacher edits and signs
- Apply moderation checks for consistency across learners and markers
- Track their own time-on-task to evidence workload changes

The pilot's core value proposition, taught end-to-end: consistent, competency-referenced marking in a fraction of the hours.

06 Adapting your practice — learner data, integrity & the skills that compound

Self-paced · 2.5 h

By the end, participants can

- Apply DPPA 2019 basics at classroom level: what learner data may never enter an AI tool, and the anonymisation habits that keep learners safe
- Reframe integrity: designing demonstration formats where AI assistance is visible, guideable, or legitimately part of the skill
- Name the skills that compound over a career — validation judgement, task design, data care — and leave with a personal adaptation plan: what to adopt next term, and next year

Not a lecture on rules — a set of classroom habits, and a career map in an AI-shaped decade.

07 Responsible digital use & the skills worth protecting

Self-paced · 2 h

By the end, participants can

- Teach digital citizenship in CBC classrooms — safety, critical judgment and respect online, in plain terms aligned to recognised digital-competence frameworks
- Balance screen and non-screen learning deliberately — protecting handwriting, mental math, oral expression and deep reading against gadget overuse
- Spot overuse signs in learners, respond constructively, and align home and school so parents and teachers speak one digital-wellness message

Grounded in UNESCO 2023 guidance, World Health Organization (WHO) screen-time benchmarks, phone-ban evidence (Beland & Murphy 2015) and handwriting research. Portfolio artefacts: a classroom digital-wellness lesson and habits plan.

Assessment & certification

- Portfolio: a **validated assessment pack** for one syllabus unit — five competency-aligned tasks with rubrics, each human-validated and documented — plus a classroom digital-wellness lesson and habits plan
- Reflective log of validation decisions across the programme
- Certificate: LuxUp CPD Certificate of Completion (16 hours) — verifiable, with a **competency transcript**, portfolio-ready for teacher development records
- Packs remain the teacher's work product — immediately usable in their classroom

PICTURE-FIRST

The complete map of AI's impact on the job comes before any tool training — no conference attendance assumed.

CRAFT-CENTRED

Validation skill is the curriculum; tools are the instruments. Judgement is preserved, not automated away.

CAREER-FACING

Ends with an adaptation plan, not just a certificate: what to learn next, and why it will matter.