

INTERVIEW PART 1 (Educational).

Qn1: Talk about your self .or Tell us about your self.

Expected: → Your names, age and the institution you currently work for.

→ Education back ground ie primary, 'O' level, A' level and University by names and years.

→ Academic and professional achievements, recent academic qualification and relevant experience in the field of concern.

→ Education's responsibilities.

Qn2: Give us any policy documents (gov't education policies).

→ Gov't White Paper (Kajubi Education Report).

→ 1970 Education Act.

→ Constitution of the republic of Uganda 1995.

→ Universal Schools.

Qn3: State (outline) Roles of the gov't White paper on Education. ^{Recommendations} while paper entitled "Education for National Integration & development".

→ Vocationalisation of Schools and Institutions.

→ Introduction of Comprehensive Schools.

→ Introdc of USE (Universal Secondary Edn).

→ Introdc of UPE (University Education Edn).

- Liberalisation of Schools (Education) i.e. private schools along side gov't or gov't aided schools.
- Priority to girl child Education.
- Making Science Subjects Compulsory in lower Secondary.

Qn 4: What does education Act of 1970 say about education in Uganda?

Major concern: Every teacher must be registered with the ministry of Education, science, technology and sports.

Qn 5: Outline some of the independent bodies under ministry of education (Non educational organisations).

Include: ESA, NCHE, UNEB, NCDC, Education Service Commission (ESC) - found at farmer's house in K'la.

Qn 6: Education policies you well know.

- USE
- UPE
- Vocationalisation of education.

- Introduction of thematic curriculum in lower primary.
- Prioritization of girl child education.

Qn 7: Roles of Education Service Commission in Uganda.

- To recruit trs.
- To promote and demote trs.
- To discipline trs
- To transfer trs.
- etc -- others are in next pages.

Qn 8: Roles of Education Standard Agency (ESA).

- To monitor the standard of education in ug.
- To implement gov't policies on education in schools.
- To advise the president on standard of edn and education policies.
- etc ---

Qn 9: Under what Circumstances may a teacher be de-registered?

- When he/she fails to adhere / respect gov't policies.
- Failure to follow tr's Code of Conduct
- etc --

Qn 10: How Can a teacher get prepared for effective teaching?

Def: Effective teaching is

ways to ensure effective learning process.

- Effective planning i.e. prepare schemes of work, lesson plans, lesson notes, etc--
- Prepare records of work covered.
- Having effective teaching aids.
- Learner activity follow ups.
- Assessment and evaluation i.e. formative and summative assessment.
- Career guidance.
- etc --

Qn 11: What challenges do rural schools face?

- Inadequate accommodation for both hrs and learners.
- Failure to pay school dues by students on time or even completely.
- Bias on girl child education.
- Lack of enough classrooms.
- Inadequate staffing of schools.

Qn 12: What are Qualities of a good teacher

? A good teacher should be;

- Honest.
- Flexible.
- Trust worthy.
- Exemplary.
- Effective to teach.

Qn 13: Other Roles of a teacher outside School.

- outside school, a teacher lives just like any other citizen & thus his/her roles become that of a citizen who includes
- Participates in Church activities
 - Participates in community work eg "Buringu bura nsi"
 - Career guide the locals etc--

Qn 14: When do you have a public Holiday?

- As stipulated on the gov't calendar starting from Liberation day, Martyr's day, Heroes day, Independence day, Bishop Luwum day, Women's day, and other holidays recognised by the gov't of Uganda like Idi Mubarak, Elfitil, etc--

Qn 15: Who heads the following government institutions in Uganda?

- Hay's Radro Kaggwa
- (i) Education Service Commission: ~~Mr. Kaye Mohammed~~

(ii) Ministry of Education: Hon Janet Kataab Museveni.

(iii) Higher Education:
Hon. Dr. Christopher Musingo.

(iv) Primary Education:
Hon. Rose Mary Nansubuga Senide.

(v) Games and Sports:
Hon. Charles Bakabulinde.

Qn 16: Subject Matter (Mathematics in this case). eg

- Set theory to a S.2 Student.
- Pythagoras theorem eg to Corner of a house.
- Difference of two squares,
- etc..

INTERVIEW PART II (General).

Qn 1: Tell us about your self.

Expected: Academic and professional achievements, your name and Institution you currently work for. Talk 3 minutes to introduce your self, and state your ~~relevant~~ recent academic qualification and your relevant experience.

Qn 2: Why do you think you are the best candidate?

Expected: Expect you to tell them about your professional achievements and unique skills you possess that add value to the institution. If you are a customer care you should tell them that you are a good listener and patient.

Qn 3: What are your weaknesses?

Tell them that you can't leave the office (class) before you complete a task. Tell them how you are quick to trust a person, like in most cases makes you a victim.

Qn 4: Where do you see your self in the next five years?

Expected: Answer the Question on how you intend to further your studies and grow professionally (CPD) as you strive to meet your employer's goals.

Qn5: How do friends best describe you?

Expected: Take the shortest time possible to

State the best attribute you possess that you believe will add value to the institution.

eg a good listener, patient, Volleyballer, flexible, inspirational and an open minded fr with versatile mind.

Qn6: What do you know about this Institution?

Before you enter the interview room, ensure that you go through the Company/Institution website to read the latest news, Institution profile, goals, management team, Vision and mission, etc.

The Question requires you to tell them what you read from the Company's website not what you expect of a website.

Qn7: Do you have any question to ask the panel?

This is always the last question that the

Interview panel asks interviewees. If you fail to ask them questions, you lose some marks. Ask them if they have plans to expand the institution, whether they support employees to further their studies and how they motivate employees.

Qn 8: What is your salary expectation?

Simply ask them about what they pay others of your level. If you fail to give a satisfactory answer, then give them a reasonable range. Ensure you do your research before you go for the interview.

Other Questions may include;

- Who told to apply?
- What do you have that can get you this job?
- Other than teaching, what other roles do you do in school?
- Why are you here?
- etc. What is done in lesson analysis?

In lesson analysis, teachers observe a lesson & record the Ans asked by the trs & the students & other responses & statements made by trs & learners to produce a document called "lesson transcript" which can be shared by trs for further improv't of teaching learning process.

IMPORTANT INFORMATION.

(A) Roles of a teacher.

- A moderator
- facilitator
- A counsellor and guides learners.
- Role Model.
- Implementor of School, govt policies & Curriculum.
- Interpreter.
- Evaluator

(ii) Roles of a class teacher.

- Conducts class meetings.
- Identifies learners w/ special needs.
- guides and counsels learners esp on courses to offer.
- Makes class registers and roll calls.
- Supervises learners classroom environment
- prepares and makes timely reports of learners and gives comments.

(iii) Teacher's code of Conduct.

Is a written document that outlines how a tr should behave, conduct and relate himself in teaching field as prescribed by the ministry.

Major points of emphasis on a tr's code of Conduct

- Teachers not allowed to engage in relationships with learners.

- Use of vulgar language not allowed.
- ~~Teacher~~ not allowed to transact in school.
- should dress decently
- supposed to be in school regularly.
- Trs of opposite Sex shouldn't fall in love or relationship radically and publically when on duty.
- Teachers should manage time.
- A professional teacher should not fight with colleagues on duty.

(iv) Methods of teaching.

Mathematics (methods) - major ones.

- + Problem solving method
- + Deductive and Inductive methods
- + Direct discovery
- + fixed responses by learners.
- + Demonstration & Illustration

Other methods include:

- + Lecture method.
- + Discussion.
- + Chalk and talk.
- + Question and talk

- Brain Storming

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(B) THE CONSTITUTION OF UGANDA

Functions of Education Service Commission

- * Advise the ^{Chairperson & six mbrs appointed by president} president in performing his/her ^{may appoint more than 2 dep ch} functions relating to education.
- * Have the power to appoint persons to hold or act in any office in education, including powers to confirm appointments, exercise disciplinary control over those persons and remove them from office.
- * Review the terms and conditions of service, standing orders, training & qualifications of public officers in education services & matters connected with their mgt, welfare and make recommendations on them to the govt.

* It guides and coordinates district service commissions

Functions of Public Service Commission

- * To advise the president in performing his/her ^{Chairperson, Deputy & seven other members appointed by} functions related to public service
- * To appoint, promote and exercise disciplinary control over persons holding office in public service of Ug
- * To review the terms and conditions of service, standing orders, training & qualifications of public officers and matters connected with personnel mgt. & make recommendations on them to the govt.

* To guide and coordinate district service commissions.

* To hear and determine grievances from persons appointed by district service commissions.

Functions of district Service Commission:

* To appoint persons to hold or act in any office in the service of a district, including the power to confirm appointments, to exercise disciplinary control over persons holding or acting in any such office & to remove those persons from office, is vested in the district service commission.

* To establish committees in respect of specialised disciplines.

* To determine the terms and conditions of service of local govt staff with those prescribed by the public service commission for the public service generally.

Roles of RDC.

* To monitor the implementation of central and local govt services in the district.

* To act as a chairperson of the district Security Committee of the district.

- etc. -

National objectives.

- General objectives ie Implementation of objectives
- Democratic principles
- National unity & Stability objectives
- Fundamental & other human rights & freedoms.
- Gender balance & fair representation of marginalized groups
- Social & economic objectives
- Educational objectives.
- Cultural objectives.
- Foreign policy objectives.

Member of ~~commission~~
may be removed from
office due to

- Inability to perform the
duties of his/her office arising
from infirmity of body or
mind.
- Misbehaviour / misconduct
- Incompetence.

Duties of a citizen.

- * To be patriotic & loyal to Uganda and to promote its well being.
- * To engage in gainful work for the good of that citizen, the family and the common good and to contribute to national dev't.
- * To contribute to the well being of the community where that citizen lives.
- * To promote responsible parenthood.
- * To foster national unity and live in harmony with others.
- * To ~~not~~ promote democracy and the rule of law.
- To respect the national anthem, flag, coat of arms and currency
- To respect the rights and freedoms of others.
- To protect children and vulnerable persons against any form of abuse, harassment & ill-treatment
- To protect & preserve public property.

- To co-operate with lawful agencies in the maintenance of law and order.
- To pay taxes
- To register for electoral & other lawful purposes
- To combat corruption and misuse or wastage of public property.

Rights & freedoms of Ugandans

- > freedom of speech & expression.
- > freedom of thought, conscience & belief.
- > freedom to practice any religion including right to ^{believe} ~~practice~~ to and participate in the practices of any religion.
- > freedom to assemble and demonstrate together with others peacefully and unarmed and to petition.
- > freedom of association i.e. freedom to join associations, unions, like trade unions etc.
- > Right to move freely through Uganda and to reside and settle in any part of Uganda.
- > Right to enter, leave and return to Ug.
- > Right to a passport or other travel documents
- > Right to edu
- > Right to the family etc.

Index of Empowerment Secretary

Mellinrum Dev't goals

(MAG's)

organises the open ^{work} of the ministry.

tenders advice to the responsible minister in respect of b'ss of the ministry

maintains proper expedient of minister ^{to create the} provide ready ^{facts} implements gov't policies

Vision 2040

Q. Distinguish b'n

Quote: The role of a teacher is to create the conditions for invention rather than ^{impose} ~~impose~~ knowledge

Qn1 Distinguish b/w Formative assessment and Summative assessment.

Formative assessment is part of instructional process to provide feedback needed to adjust teaching and learning while they are happening. It informs both teachers and students abt student understanding at apt when timely adjustments can be made. It is done through observation, brainstorming, peer assessment, etc..

While

Summative assessments are given periodically to determine at a particular point in time what students know and don't know. This can be at the end of the topic, unit, end of term, end of year, etc..

COMMITTEES IN SCHOOLS (INSTITUTIONS)

There are majorly two committees in Secondary Schools w/c include;

- > Board of governors. (B.O.G.),
- > Parents Teachers' Association (PTA)

BOARD OF GOVERNORS (B.O.G.)

It is the governing board not a management body

which is the Ultimate Controller of the school

According to the Uganda Education Act (2008), every educational institution must have a board of governors or a school management body composed of

- (a) five (05) members including a chairperson, nominated by the foundation body at least one of whom must be a woman.
- (b) One (01) local govt representative nominated by the district Council's Standing Committee responsible for education
- (c) one (01) nominee of Local Council.
- (d) Two (02) representatives of parents of the school elected at the annual general meeting one of whom must be treasurer of PTA.
- (e) Two (02) representatives of staff elected by the staff at one of their meetings.
- (f) one (01) representative of old students elected at a meeting of the association of former students.

Duties/Roles of B.O.G in Ugandan Secondary Schools.

- > Is responsible for defining the role, mission and education character ~~of the school~~ so as to set strategic directions for the school to follow.
- > Monitor's the school's progress in accordance with the set targets.

- > Approves annual estimates of income and expenditure of the school & handles financial strategy.
- > Approves and reviews the annual audited accounts and financial statements.
- > Determines the employment policy. It approves appointments, ^{appraises} grades, suspends, dismisses and determines the pay and conditions of staff welfare.

PARENTS-TEACHERS ASSOCIATION (PTA).

The PTA is a body comprising of parents and teachers of an institution of learning who meet annually to discuss matters on educational, moral and spiritual well being of the students or pupils of a particular learning institution either at elementary or secondary school level.

ROLES OF PTA IN SECONDARY SCHOOLS.

> BLOOM'S TAXONOMY.

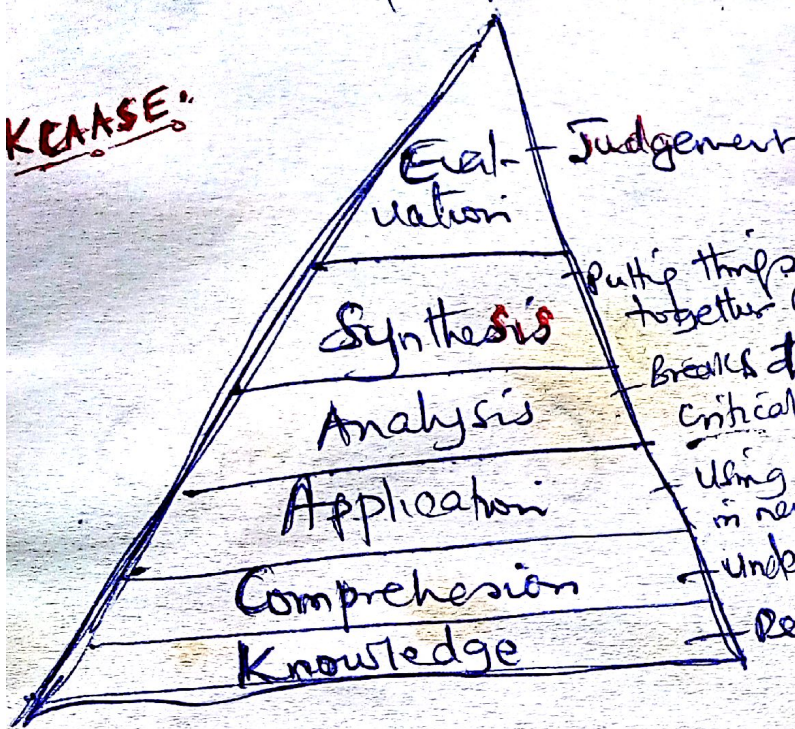
It identifies three domains of learning i.e. Cognitive, affective & psychomotor domains.

→ The Cognitive is made up of the intellect where knowledge is stored & thinking takes place.

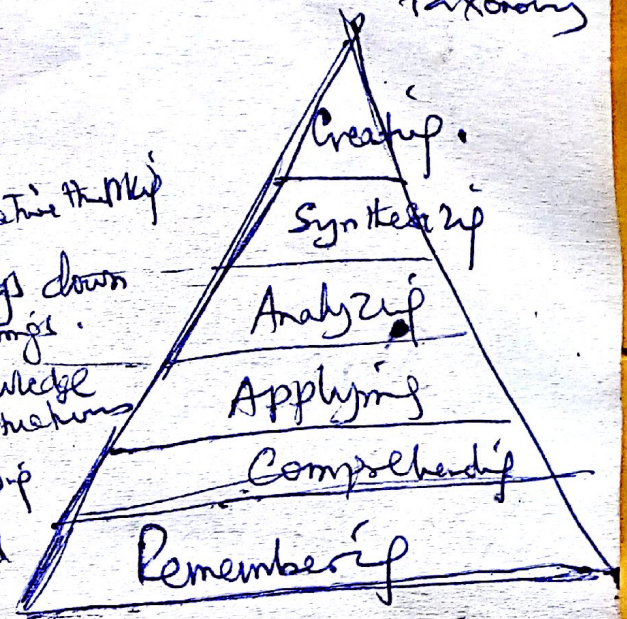
→ The affective domain w/c embodies feelings, emotions, and behaviours giving us attitudes.

→ The psychomotor domain w/c consists of skills or tasks people do manually.

KRAUSE:



Revised Bloom's taxonomy



NB: Many parents are victims of powerful parents who together ^{conspire} with the H/Hr come up w/ motions w/c are not flexible but parents have are left w/ no option but only to accept them as long as they want their children to remain in school.

Possible recommendations to improve the activities of PTA in Uganda.

- > PTA should get a democratic way to choose leadership so that all parents get an opportunity to vote for office bearers.
- > Parents should be aware of the agenda in the forthcoming PTA meeting so that they are not just ambushed.
- > Gov't should be transparent so that parents know exactly what the gov't is shouldering and what their

should help in.

> Members of the Community should be given opportunity to participate in PTA's though it seems a bit hard/hic at Secondary School.

> It is best to come up with a Uniform Constitution of PTA's to be followed by all schools.

SUBJECT MATTER (MATHEMATICS).

Qn: Why do tcs (ntc tcs) ask Qns?

- To actively involve learners in a lesson.
- To increase motivation or interest.
- To develop critical thinking skills.
- To review previous lessons.
- To assess achievement or mastery of goals & objectives.
- To stimulate independent thinking of learners.

Qn: How to effectively engage learners in a mathematics lesson.

- Allow learners to suggest their own procedure.
- Allowing learners to give their own predictions.
- Discuss how their thinking differs from that held by others.
- Verify their predictions through experiments, facts, etc...

- give
in the practical work & discuss their observation

NB: Maths has need to motivate learners through their comments eg

Q: list four advantages of breast milk.

- No need to boil.
- Cannot be stolen.
- Available when needed.
- Stored in attractive containers.

Actual answers:

- Contains all food nutrients.
- Contains anti-bodies that keep the body healthy.
- Is at body temperature.

Qn: How to effectively evaluate/assess learner on
Set objectives

→ Questioning

→ Observing • Watch & listen to learner discussions, observe particular learners to understand their learning needs.

→ Discussing • Helpful in diagnosing reasons for mis understandings / Anis conception.

Qn: Qualities of a quality mathematics lesson.

A quality Maths lesson comprises of

1- Teaching methods which are effectively

to the lesson objectives

- Learner Central activities / Approaches.
- well formulated Qns to enhance learners' understanding and teacher's interaction.
- Resources that are well utilized.

NB: A lesson may be having all the above aspects but how it is perceived by learners will make it a good or bad lesson.

Qn: Examples of Quality Questioning in Math

1. How did you work that out?
2. What is the evidence?
3. What is the argument that interprets the evidence?
4. Are there alternative explanations or other ways of solving the problem that could be better?
5. Could you generalise your result?

Qn: Reasons for Quality Questioning.

- To enhance deeper thinking that provides the soft ware of the mind.
- Higher level of thinking allows students memory to be used effectively.

Definitions: i) Evaluation is acquisition and assessment of information with the aim of providing useful feedback. Evaluation should include ~~the~~ factors that lead to academic achievement.

International Mathematics Olympiad Through organising mathematical contests

Qns Involved here are

- Not syllabus based bt require common sense
- Purely pleasure & stimulate Imagination of participants
- of general nature bt need Creativity of the participants.

MTC contest coordinator as per 2016 Mr. Innocent Ndikubwayo.

A good Mathematics tr Should aim at

- Making learners active in a lesson and also in Continuous dialogue.
- Learning is Constructing, not feeding.
- Truth is discovered, not delivered.
- A teacher "Leads from behind".
- Maths tr acts as a facilitator/mentor instead of a lecturer.
- Questions are answered with explanations or Questions not simply "yes" or "no".

((TEACHERS TEACH BUT GREAT

TEACHERS HELP US TO LEARN
AND LIVE."

N. D. ALEX
(Hons)