

A COMPREHENSIVE GUIDE TO PASSING PROMOTIONAL INTERVIEW TO HIGHER RANKS IN GES SAMPLE QUESTIONS AND ANSWERS TO BE EXPECTED BY FRANCILIA CONSULT 0249905582 ASSISTANT DIRECTOR II&I INTERVIEW

INTRODUCTION

The chairperson asks you a question, what brought you here?

First of all let the panel members understand that you saw an advert on the date: DD MM, YYYY. In the school float file requesting for qualify teaching staff to apply for the said position which you did apply and you are invited by the GES council for an interview and that is the reason why you are there. You should have a copy of your invitation letter.

You will be asked to introduce yourself before the panel members. Make sure you follow the sequence of your personal record form when introduction yourself.

Study carefully your Personal records form.

When questions are asked, face the panel or the direction of the questioner.

QUESTIONS AND ANSWERS.

1. What is the Ministry of Education?

It is an organization of government that prepares programs and policies of the educational system to be implemented by GES. It is headed by a cabinet minister.

Functions:

- It expense money from the annual budget of the ministry.
- The ministry monitors and supervises the programs and policies that it passes on to the GES and other agencies.
- The ministry is responsible for the training of Human resource Persons.
- They also provide logistics to GES.

2. Mention five agencies of the Ministry of Education.

- Ghana Education Service
- Non- formal Education
- National service scheme
- Ghana library board
- West African Examination Council
- Nugochi memorial research institute
- Ghana academy of science
- Ghana museum and monuments board
- National council for higher education.

3. As a Headmaster of a school, what meetings are supposed to take place in your school?

- Staff meetings

- Parent Teacher Association meetings
 - SMC meetings
 - Board of governors meetings
 - Procurement Board meetings
 - Emergency meetings
 - SRC/Prefectorial meetings
 - Club meetings
 - GNAT/NAGRAT/GNATLAS meeting
 - Academic board meetings
 - Disciplinary committee meetings
 - Welfare meetings
4. What are the functions of the GES Council?
- The council supervise and monitors the activities of GES on behalf of Ministry of Education
 - They organize promotion interviews from Assistant Director II to Director.
 - They serve as a link between GES and MOE
 - They are the only authority that can sanction a teacher
 - They advise government and MOE on educational policies
 - They also ensure the implementation of the functions of the service
 - They submit to the Ministry the recommendations for pre-tertiary educational policies and programs
5. What is the composition of the GES Council?
- Public service commission
 - An eminent educationist
 - An eminent citizen
 - A representative of the Christian council
 - A representative of TEWU
 - A representative of the National council for tertiary education
 - GNAT representative
 - Chief Director of the MOE
 - A representative of Ghana Employers Association
 - Ghana National Association of private schools
 - Federation of Muslim council
 - Ghana Pentecostal council
 - Two other ex-officio members of the GES council
6. What are the basic curriculum materials that the teacher will require for effective lessons delivery?
- The syllabus
 - Scheme of work and lesson plan/notes
 - Teacher's guide /pupil's text books
 - Teaching learning materials
 - Other relevant materials
7. What are some of the disciplinary problems relating to your school?
- Lateness to school
 - Absenteeism
 - Drunkenness
 - Examination malpractices
 - Refusal to prepare /write lesson notes

- Failure to conduct class exercise, examination and mark them
- An authorize means of collecting money from students
- Sexual misconduct
- Corporal punishment

8. Mention and comment on the administrative duties of basic school head.

The headmaster of a basic school is responsible for a wide range of duties that border on activities connected with teaching and learning primarily with the view of achieving the aims and objectives of the school. Some of the major duties include:

- He carry out admission of pupil's into the school (transfer or new pupil's)
- Receive and allocate teachers to classes or subjects.
- Vet teachers lesson notes and scheme of work.
- Carry out regular supervision and monitoring to ensure that contact hours are judiciously used.
- Delegate powers to teachers base on their competence, experience and interest.
- Organize staff meetings at least twice a term.
- The headmaster is the spending officer of the school and must display transparency.
- Receive and float correspondences for teachers to read and sign.
- Respond to correspondences from the MMDE offices, regional education office etc.
- Takes custody of the entire school property.
- Organizes PTA /SMC's meetings of the school
- Endorses all the attendance registers, cumulative records and report cards at the end of every term.
- Receive visitors of the school and introduced them to members of staff and pupil's.

9. As a headmaster of a school, what are some of your responsibilities?

- Responsible for recruiting new pupils for admissions/transfer of pupils.
- Regular supervision and monitoring of teachers and pupils work to ensure progress of work.
- Organizing staff meetings at least twice a term
- Organize in-service training for staff.
- He is the liaison officer between District Education office and the school.
- Coordinate the activities of the staff and students/pupils.
- Custodian of all properties of the school.
- Meet and plan with staff on the use of the school capitation grant.
- Vetting of teachers' lesson notes.

10. What is the composition of the District Education Oversight committee?

The DEOC is to oversee to the effective running of the schools by the powers vested on them by GES. The members of that committee include:

- The Metropolitan, Municipal or District Chief Executive (Chairman)
- The Metropolitan, Municipal or District Education officer (Secretary)
- Two representatives from the MMDA one of whom should be a woman
- The Metropolitan, Municipal or District Social Welfare Officer
- One representative from the District GNAT secretariat
- One representative from the District PTA
- One representative of the religious bodies in the district
- One woman from the district who has made a mark and can be regarded as a role model in the district.

- One representative from the district past students association.
- One representative from the district private school association.
- The education inspectors (office of the district assembly)

11. What are the designations of the 4 front line Assistant Directors of Education?

The 4- line ADEs/DDs have been established to head the main Units of the District Directorates to assist the District Directors to ensure close and effective implementation of the educational reforms. These units are:

- Human Resource Management and Development
- Supervision (Inspection)
- Administration and Finance
- Planning, Data Collection, Research, Monitoring and Evaluation.

12. What is the composition of the School Management Committee?

Every school in Ghana is supposed to have a school management committee to serve as body to oversee the effective and smooth running of the school at the local level. All SMCs are composed of the following:

- Representative of the MMDE. In most cases it is the circuit supervisor.
- A representative of the PTA
- A representative of the MMD Assembly
- Two representative of teacher in the school.
- A representative of the unit committee
- The Headmaster of the school
- A representative of the chief
- A female representative from the locality
- A representative of the past students of the school
- A representative from the office of the local manager if the school is a unit school.

13. What are development partners in education?

- They are primarily foreign agencies that offer a wide range of assistance to government in the area of educational development.

There are a large number of NGOs in Ghana (foreign and local) some of them are engaged in educational development/activities in Ghana. Some of these NGOs include the following:

FOREIGN NGOs

- UNESCO- United Nations Educational Scientific and Cultural Organization.
- UNICEF- United Nations International Children's Educational Fund.
- WFP- World Food Program.
- GTZ&KFW- German Technical Organization
- US Peace Corps- United States Peace Corps.
- JICA- Japan International Cooperation Agency.
- VSO- Volunteer Service Overseas (British org.)
- CUSO- Canadian University Service Overseas.
- DFID- Department for International Development (UK)
- DANIDA- Danish International Development Agency.
- USAID- United States Agency for International Development
- World Bank
- UNDP- United Nations Development program
- CIDA- Canadian International Development Agency

- ADRA- Adventist Development Relief Agency
- ADB- African Development Bank
- LOCAL NGOs
- Action Aid Ghana
- World Vision
- Project Ghana
- Catholic Relief Services
- Plan Ghana
- Sight Savers etc.

14. How do NGOs partner the Government of Ghana in Education?

NGOs offer varying forms of assistance to the Government of Ghana in the promotion and development of education. Basically they offer;

- Technical assistance in the form of personnel and exchange programs.
- Funding for the organization of workshops, symposia, conferences, in-service training etc.
- Logistics in the form of machines, equipments, text books, etc.
- Support in infrastructure development.eg. Building of schools, etc.
- Scholarship to needy but brilliant students
- Health needs of school children. Eg. Immunization and vaccination, screening of children's eyes.

15. Mention the types of visits to school in Ghana.

BASICF

- Brief visit
- Absorption visit
- Supervision visit
- Intensive visit
- Conformation visit
- Follow up visit

16. Mention the 3 categories of records kept by the Headmaster of a school.

- Administrative Records
- Financial Records
- Academic Records

Types of Administrative Records:

- The school Log Book
- Admission Register
- Staff Attendance Book
- Punishment Book
- Staff Movement Book
- Visitors Book
- Staff Minutes Book

Types Financial Records

- GES receipt Books
- Cash Analysis Book

Types of Academic Records

- Continuous Assessment Registers
- Cumulative record books
- Syllabus
- Text books
- Teaching learning materials
- Pupil's report cards
- Termly examination results sheets
- Teachers' lesson Note book
- Pass questions

17. Mention four abuses of women in our Ghanaian society.

- Sexual harassment
- Force marriage
- FGM
- Wife Battering
- Widowhood rites
- Rape
- Wife inheritance.

18. What is the meaning of kindergarten (KG)?

- Taking tender care of flowers.

19. Mention the four corners of the KG.

- Sandy corner
- Make believe corner
- Shopping corner
- Nature corner (To appreciate nature)

20. What is the definition of the following?

- **SUPERVISION:** Supervision is the activity carried out by supervisors to oversee the productivity and progress of employees who report directly to the supervisor.
- **INSPECTION:** An inspection is most generally an organized examination or formal evaluation exercise. It involves the measurements, test and gauges applied to certain characteristics in regard to an object or activity. The results are usually compared to specific requirements and standards for determining whether the item or activity is in line with these targets. Inspection is usually non-destructive.
- **MONITORING:** Monitoring is a strategy of ascertaining the changes and impact of the decade.

21. What is the importance of lesson note to the teacher?

Lesson notes are basic to the classroom teacher's output. Other reasons for writing lesson notes include the following:

- It serves as an action plan of the teacher.
- It enables the teacher to adequately prepare before the lesson.
- It helps the teacher to present a systematic lesson.
- It guides the teacher in evaluating his/her pupils and himself.
- It is an important document/record to satisfy your professional role as a teacher.
- It serves as a record for point of reference
- It serves as a guide to enable the teacher to make a choice of TLMs.

22. Type of leaves in Ghana Education Service.

There are seven (7) leaves In GES, these leaves include:
(SSSCAME)

- Study leave with pay
- Study leave without pay
- Sick leave
- Casual leave
- Annual leave
- Maternity leave
- Examination leave

23. As a teacher what are some of the benefits that you enjoy in Ghana Education Service?

- The first benefit as a teacher in GES is your salary.
- All the various types of leaves that you are entitled to.
- Your promotion prospects are guaranteed.
- You also have the chance to occupy a government house in the school.
- GES facilitates your rehabilitation in case of any disability.
- GES also endorses documents for teachers to facilitate their means of acquiring loans.
- GES also pay some allowances to teachers. Eg. Car maintenance allowance and disability allowance.
- GES awards scholarships to deserving teacher to further their education.
- GES awards best teachers from the District, Regional and National level.

24. What is the difference between condition of service and scheme of service?

- Condition of service is the rules and regulations and the benefits that are derived from an organization.
- While scheme of service refers to the structure of arrangements or hierarchy from the bottom to the highest within an organization.

25. What is the importance of delegating powers as a head teacher of a school?

Delegating powers as a headmaster is by sharing some of your responsibilities or duties among some members of your staff. The importance is as follows:

- It promotes cooperation and unity among staff members
- It promotes confidence building among members of staff.
- It builds trust and respect between the head and members of staff
- Members of staff do learn leadership roles and skills.
- It gives the headmaster room to tackle more press issues within and outside the school.
- It promotes development in the school.
- It promotes discipline among members of staff and students.
- It enhances academic achievements.
- It promotes peaceful atmosphere in the school.

26. What is the significance of school staff meetings?

- It is a fora where members of staff share ideas with the headmaster in relation to the progress/development of the school.
- It is a fora where problems are solved between teachers, teachers and the headmaster, and pupils and teachers.
- It is a fora where the achievements, successes and weakness of the school is discussed to find solutions to the weaknesses.
- It is a ground for member to discuss issues concerning their own welfare.
- It signifies the democratic principles of the school.

27. What are the importances of the first staff meeting of the year?

- An action plan for the year is laid down/drawn down
- Introduction of newly posted teachers/teachers on transfer.
- Formation of committees and delegation of powers.

- Induction and orientation of new staff members.
- Allocation of classes and subjects to teachers.
- Welfare issues are also discussed.

28. What are the importances of the last staff meeting?

- For evaluating both teachers and pupils work.
- A forum where projection for next term is made.
- Forum for formal announcement of members of staff exit are declared.
- A forum where staff discuss issues concerning promotion and repetition.
- Staff welfare issues are also discussed.

29. As a headmaster of a school, mention some of the ways of promoting school and community relations.

- Organizing or holding regular PTA meetings.
- Allowing the community to make use of some facilities of the school with care if they so wish.
- Organizing communal labour with students to plant trees or weed around the community.
- Allowing the school to take part in traditional festivals and other activities of the community.
- Involving the PTA/SMC in the running the affairs of the school.
- Organizing sports and games involving teachers and members of the community.
- Inviting the community and some opinion leaders to important programs of the school. Eg. Open day, speech and prize giving day.

30. Supposing you are giving the knot after the interview and you are made AD II, or I, what will be your duties?

- Thank you Mr. Chairman for putting this question to me. Assuming I'm given the opportunity as an AD II or I, I shall be committed to several duties, either at the Municipal Education office, Regional Education Office or Head of a basic school.
- At the MMD E office I shall be assigned duty as one of the front line ADs or I'm made to work under any of the front line ADs.
- I may work as a circuit supervisor or a coordinator of girl child education where there is no female officer at the office. I can be assigned to the following position in the district education office; early childhood coordinator, IPPD coordinator, School Health Education coordinator, Sports coordinator, Culture coordinator, Welfare coordinator or a Training Officer.
- At the basic school level, I can be assign to the duties of the headmaster or assistant headmaster of a school. And at the senior high school level I can be appointed as senior house master or house master or form master, etc.

31. What are the problems confronting PTA's?

PTA's are association of teachers and parents that come together to work for the development and general welfare of the school, with the view of achieving the vision of the school. In Ghana, many of these associations are not able to work to achieve their objectives due to the following problems:

- Non-payments of PTA dues by parents stifles every positive initiative of the association
- Some parents find it difficult to attend PTA meetings due to the long distance they have to cover
- Dissemination of information to parents are so poor that some parents may not get the information
- Conflict of ideas between teachers and parents at meetings in terms of decision making affects the progress of the association.
- Some executive members are business men and women may prefer attending to their businesses rather than attending PTA meetings.
- The executives of some PTA are unable to render satisfactory reports on finances of the association.

32. What are some of the major problems of the girl child education?

Thank you Mr. Chairman, I will begin by saying that the girl child refers to a newly born baby girl up to girls aged less than 18 years. Of late as a result of certain foreign influences coupled with the springing up of some occult and rituals practices the girl child is exposed to a multiplicity of risk and hazards. Some of them are:

- Defilement
- Early marriage
- Teenage pregnancy
- Lack of good parental care
- Single parenthood
- Sexual harassment
- FGM
- Child abuse /labour at the expense of schooling
- Exposure to STI's
- School drop out

33. What are the advantages of girl education?

Thank you Mr. Chairman, the late Dr. Aggrey emphasize the importance of girl's education when he said, "If you educate a man you educate an individual but if you educate a woman you educate a nation. There are so many reasons why the education of girls is seen to be of great importance. Educated Women are:

- Good managers of their family resources.
- Can contribute their income towards the expenditure of their family
- Sympathetic to the social welfare of their parents and children.
- Can serve as a role model to other girls
- Helps to check population increase
- Reduction in illiteracy
- Help to eliminate or minimize certain outmoded cultural practices
- Help to reduce poverty.
- Empowering women better to articulate their views.
- Enable women to participate in the political arena of the country
- Enable women to take part in leadership roles in the community

34. What are some of the fundamental causes of student's disturbances in schools?

Generally, student's disturbances in our schools these days are a worry to educationist, parents and government. Several factors can be mentioned as contributory factors. Some of them include:

- Sexual immorality between male teachers and female students
- Fluctuation of quantity and quality of food served to students particularly students in boarding schools
- Misappropriation and misapplication of school finances and resources by school authorities
- Lack of financial transparency on the part of management or school authorities
- Running a closed fist ed autocratic leadership style
- The absence of staff meetings to discuss issues and welfare of staff and students.
- The inability of the headmaster to periodically meet the prefectorial board or SRC to be able to nib issues in the bud before they generate into a problem
- Lack of total discipline among the staff and students
- The inability of the headmaster to strictly supervise the teachers and students to put up their best.
- The complete absence of an avenue through which students can express their grievances
- Punishment meted out to students without justification.
- Pilfering of school items by members of staff.

- Poor performance of students in their final WEAC examination.
- The complete absence of PTA meetings.

35. What measures can be put in place to control student's disturbances?

- Formation of SRC and strengthening it
- Strengthening by-laws of the school to enforce discipline
- Running an open and transparent administration
- Organizing periodic meetings with students leadership to resolve their problems
- There should be cordiality among members of staff and students
- There should be unity among members of staff to be able to enforce discipline
- The headmaster should be up in doing in his supervisory role to ensure academic excellence
- Members of staff should stop leaking administrative issues and decisions to students
- Delegation of powers to both staff and students as a way of involving them in the administration of the school

36. How important is the morning assembly?

- The morning assembly is the first point of contact between teachers and teachers, teachers and pupils, pupils and pupils. At this forum, many things are done in a way that moulds the characters of the children with the view of developing them into better citizen with the fear of God foremost and the respect for elders.
- Prayers are said in the morning assembly with the view of Godliness and promoting religion. Also to seek God intervention to begins the day works.
- Cleanliness and good hygiene is promoted by early morning inspection by the physical appearance of the children.eg. Inspection of nails, teeth, uniform, foot wear etc.
- Very importance announcements is made on issues that affect both teachers and pupils
- The spirit of patriotism is inculcated to the pupils by singing the national anthem and reciting the national pledge.
- It instills in both teachers and pupils the sense of punctuality with the view curbing lateness to school.
- The morning assembly warm and keep teachers and pupils alive for the day's work and learning.
- The Headmaster and teachers can see at a glance the total attendance of the school.
- The morning assembly prepares pupils for leadership roles by conducting the assembly.
- Pupils also pick up public speaking skills through announcement.

37. What are government strategies to promoting quality education in Ghana?

The government of Ghana is desirous with the promotion and development of quality education for all children of school going age. In this respect, the government has embarked on series of project and strategies with the view of achieving this vision. The following are some of the activities and projects government is putting in place;

- The introduction of kindergarten in all basic schools in Ghana
- The supply of free school uniforms to basic school children in deprive communities
- The expansion of the school feeding program to many communities
- The gradual elimination of schools under trees
- The massive infrastructure development in the second cycle schools and tertiary institutions in Ghana
- The upgrading of all teacher training colleges into diploma awarding institutions to produce qualified professional teacher to teach at the basic school level
- The introduction and increment of the school capitation grand
- The introduction of the single spine salary structure to motivate teachers
- The establishment of the best teacher award the district, municipal, regional and national levels.
- Establishment of ICT centre's in all the ten region

38. Outline some of the procedures you will adopt as teacher to motivate pupils to learn.

The main focus of the teacher in the classroom is how best he/she can work to get his or her pupils interested in what is put across to them. As a professional teacher I will adopt the following strategies to make pupils develop keen interest lessons delivery.

- Adequate preparation of the lesson plan and appropriate TLMs
- Interesting introduction to all lessons
- Creating a conducive atmosphere in the classroom for learning
- Distribution of questions evenly to pupils in the class
- Ensuring that the lesson delivery is learner centered/activity oriented
- Evaluating the lesson at the end of the lesson
- Rewarding pupils for good performance
- Going on field trips or excursions
- Inviting distinguish personnel as role models to deliver inspiring talks to pupils
- Forming and encouraging students to join social clubs in the school

39. What are some of the challenges of the school feeding program?

- Inadequate decent kitchen facilities/utensils
- Lack of storage facilities
- Lack of proper supervision
- Late arrival of funds for smooth running of the program
- Pilfering of food stuff on the part of the cooks
- Corruption. Eg. Over invoicing
- Unwholesome food stuff used in the preparation of the food in most schools

40. What is the importance of lesson notes to the teacher?

Lesson notes are bases to the class teacher's output. Reasons for writing notes include the following:

- It is served as a record of work done
- It is served as a guide to the teacher
- In the absence of the teacher, the note could be used by another teacher to teach the children
- It helps the teacher to systematically and sequentially deliver his or her lesson
- It guides the teacher to evaluate his pupils and he himself
- It is a record to satisfy your professional role

41. What is the importance of team work?

- It ensures discipline among members of the team
- Targets set by the team are achieved
- It promotes positive signs in the community
- It promote unity and respect for each other/ good tone in the school
- Self confidence is instilled through team work
- It encourages hard work among members
- Members of the team learn from each other

42. What is personality?

- Personality is the character traits, attitudes and behavior of a person that makes him or her unique.

43. Mention three factors that affect personality.

- Environment
- Heredity

44. What is a policy?

- A policy is a set of plans or actions that are agreed by government or an organization.

45. What is a programme?

- A programme is a plan of activities for achieving something.

46. What is the meaning of the acronym BRICS?

- The BRICS countries are: Brazil, Russia, India, China and South Africa.
- They are countries that are highly populated with resilient economies.

47. What is self concept?

- Self concept is your own perception of what you think you are

48. The environment and generic, which one affects the child most in education?

- The environment.

49. What are generic skills?

- Writing skills
- Listening skills
- Reading
- Speaking skills

50. DISTINGUISHED BETWEEN THE FOLLOWING CONCEPT (a) CENTRALISATION

(b) DECENTRALIZATION (c) DELEGATION

CENTRALISATION is the concentration of power and functions of the state, ministry, Department or Agency in a single central Authority at Headquarters

DECENTRALISATION: is the devolution of power from the centre or Headquarters to the Districts Grassroots Local People to take decisions and inform the central Authority for approval

DELEGATION: Is the process whereby a superior officer assigns some of his duties to the subordinate and grants him adequate authority to perform while the superior officer remains accountable for the delegated task

51. PROBLEMS OF CENTRALISATION OF POWER

- It creates the problem of remoteness especially areas of distance from the centre
- There is little involvement of the local people in decision making and implementation of organization policies

- It overburdens the central government
- It may lead to dictatorship
- It stifles the development of local initiative
- It can delay the implementation of central government policies at local level
- It cannot work well in heterogeneous societies
- It does not promote healthy competition for development at the local level and
- It does not cater for the interest of the majority

52. WHAT DO YOU UNDERSTAND BY A DEMOCRATIC EDUCATION SYSTEM

Participatory tools /structures include the following for democratic education

P.T.A General Meetings to take decisions

Board /SMC Policies on schools

GES council recommends policies to MOE

Government in power manifesto/ policies

Parliamentary Act on education etc. form broad Spectrum of democracy in education.

Where the people /stakeholders are involved in the formulation of policy that affects education

The school is governed by rules and regulations and norms which is a constitution by both teachers and students.

Teachers are governed by code of conduct, GES rules and condition's of service whiles the student are governed by norms, rules and regulation.

The general policies of the school are determined by the Board of Governors, SMC, PTA whose positions are representatives of stakeholders and executive positions like chairman elected.

The school prefectural Team are elected by the students themselves to lead them.

There exist free, fair and periodic elections of prefects and executive of PTA'S and SMC/Board chairman.

Decision making of the school is based on majority consent or view

Time and the rules of law regulate the conduct of both students and Teachers.

The people representative determine the general policies of the school, dress code, levies for schooling, improvement, programmes to be offered, Incentives packages to teachers, giving the direction of the school, debate, analyzed and agreed by the peoples representatives involved.

53. WHAT IS THE ARAB SPRING / REVOLUTION

Because of dictatorship and lack of democratic institution's in the Arab world some leaders have ruled for 40 years, 30years. In Tunisia a man called Mohammed Buazizi immolated/set himself ablaze in the market square in Tunisia against tyrannical rule which the president resign. The Hero is locally called Basboosa and his action of unemployment triggered of demonstration, mutiny arson and revolution in Egypt for overthrow of Mubarak rule.

The revolution brought awareness and demand for Democratic rule in Yemen, Bahrein, Syria. This is the "Arab spring" or Revolution.

54. WHAT DO YOU UNDERSTAND BY THE WASHINGTON CONSENSUS AND IMPLICATIONS FOR AFRICA DEVELOPMENT

Agreement amongst group of industrialized "Rich" countries to give loans, grants, Technical Assistant to developing countries with conditionality of

- (a) Practice of Democratic rule with good governance
- (b) Human Rights track record of citizens
- (c) Sound financial governance
- (d) Free market. Trade Liberalization
- (e) Periodic elections and independence judiciary and Electoral commission
- (f) Free press and media independence
- (g) Transparency, Accountability and fight against corruption
- (h) Austerity measures to satisfy the IMF", World Bank.
- (I) Removal of subsidies.

55. EFFECTS AND IMPLICATIONS

1. Accepting agreements, conventions that may not be in the interest of Africa.
2. Trade Liberalization, Gay Rights for Aid, loans.
3. Accepting Refugees from other countries
- 4 Stifling of local industries through trade liberalization
- 5 Increase in crime e.g, drug trafficking. Armed Robbery, smuggling etc.
6. Dumping of harmful/ inferior goods
7. Financial and Technical assistance which may not be in the interest of nations.

8. ' Self reliance is undermined to a large extent.
9. Culture adulteration — Gayism, Homosexual etc.
10. Peace keeping mission. Sending men to keep peace

56. WHAT IS DELEGATION OF DUTIES IN EDUCATION

There is the need to assign duties to schedule officers to make work lighter and involved staff to work as a team The process of giving some of your work as Head, Director Duties and responsibilities to a subordinate staff to perform on your behalf but you are responsible for his inaction, omission and commission is i of cried to as delegation of duties

To achieve the goals of an organization the Headmaster appoints HOD, Assistant Heads, sports, cultural, Entertainment, staff secretary, chaplain, Guidance and counseling officers etc to make his work lighter. The Headmaster appoints committees and assign them specific jobs and responsibilities to help the organization achieve its goals e.g. Academic, examination, Disciplinary, Entertainment, Sports, Food committees.

The District Director appoints schedule officers e.g. Welfare, Exams, Inspectorate, Planning, Budget, Stores, etc to perform specific duties but the Director is responsible for lapses and inactions etc.

As institution there is the need to work as a Team by delegating duties, responsibilities to officers.

Centralization of power is moved from H.QS to heads of school and District Directors as decentralization and cost centres managers also delegate powers to schedule offers

57. PEACE EDUCATION;

- Peace education seeks to help students gain the ability to prevent conflict and to resolve conflict peacefully when it does arise, whether or intra personal, interpersonal, inter group, national or international level.
- Peace education addresses cognitive, affective and behavioral learning and can occur both within schools, through camps, sports and recreational programme, youth groups and clubs and training of community leaders, parents, librarians, media etc.
- Cadets, Red cross, scripture union. NADMO, etc.

PEACE

God is a God of variety has created seven, billion people with different faces, thumb print, talents, abilities, gifts, etc.

- God created different continent with nations, sects E.g. Muslims, Judaism, Buddhism, Atheist, Traditional and Christians.
- Need to recognize every individual, country, culture, language and respect each other. Tolerance.

- Where two or three people meet need to establish norms, rules, regulations, law to guide the conduct of mankind.
- Rule of law should rein supreme, constitution
- Political leadership should be by elections conducted by recognized independent Electoral Commission and not imposition on the people through dictatorship.
- There should be Judicial Independence to resolve conflict as it arises and appropriate sanctions.

In conflict Resolutions we use the five Cs of

- a. Consultation b. Have Rules and Regulations
- c. Collaboration d. Ensure compliance and
- e. Build Consensus f. Co-habitation/Co-existence

58. BENEFITS OF LAW/RULES TO FUELING SOCIETIES

- It allows people to conform to social, order
- Promotes peace and stability in society
- Brings crime under control.
- Leads to social and economic progress
- Protects public and private property
- Protects human rights
- Leads to discipline and moral uprightness
- Promotes five 'V Peace, Prosperity and Patriotism through patience
- Promote good governance

NPP SLOGAN/MANIFESTO

TOTAL DEVELOPMENT IN FREEDOM RELIEVE IN GHANA

- Believe in leading by example
- Believe in the can do spirit of our people
- Believe in Ghana and four year SHS duration (Senior High School)
- Believe in Hard work service to the nation.
- Believe we can defeat mediocrity

- Believe in the constitution and democratic heritage
- Believe in the Rule of Law and Justice for all. '
- Believe in rewarding those who play by rules and giving credit to high achievers
- Believe in freedom and sense of national responsibility.
- Believe in competition-private sector as engine of growth.
- Believe in equal opportunity and in fair deal of every one.
- Believe in caring for the vulnerable in society.
- Believe in Ghana as a leading citizen of an integrated united Africa.
- And most of all, Believe in God.

NB; Property owing democracy with private sector as engine of growth

59. WHAT FOUR MAIN FACTOR S AFFECT EDUCATION OUTCOME OR ACHIEVEMENTS OF OUR SCHOOL SYSTEM .

1. Institutional organizational organization and management to create overall education environment through the curriculum.
2. Education process engineered by Teachers and task of teaching and assessment...
3. How school and -teachers help their students to have changes in values and Behavior. E. g. Respect for Seniority, authority, teacher's Socialization, spiritual, moral and character, training, skills training in ICT, Sports.
4. Tolerance, Discipline, Honesty, Helping, self awareness, self expression, co-operation, self confidence, team work and sense of judgment.

TOPICAL ISSUES FOR DISCUSSION AT. INTERVIEW 2012

1. What countries are involved in the ARAB spring/Revolution Tunisia, Egypt, Lybya, Yemen, Bahrain and Syria.
2. WHAT EUROPEAN countries are referred as "PIGS" Portugal, Italy, Greeks and Spain?
3. What is implication of Washington consensus on Africa's development?
4. Can you trace the cause of Globalization and its possible effects on education?
5. Why do you think USA is changing its policy in Middle East with particular reference to Israel?
- 6 Kindly explain the following concepts in Education

a Decentralization b Centralization and Team Work

or Delegation of duties

7 What is public Finance and take us through financial governance.

8. What are the main concerns of management in organizations Productivity and welfare of staff and profit to achieve goals of organization?

9. Why the need for employee relations in organization? To minimize labour unrest, agitation, riots, labour commission amicable settlement of disputes.

10. Why the need for disciplinary and grievance procedures in organization.

11. What may constitute misconduct on the part of an employee?

12. Can you take us through dispute settlement procedures as provided in the labour Act?

13. Immediate cause of Arab spring- Mohammed Buazizi immolated/burned himself in the market square in Tunisia against tyrannical Rule and unemployment in Tunisia. The Hero is locally called Basboosa

14. Can you identify the main Educational policies since 1951?

15. What four main factors affect education outcomes or achievements of our school system.

16. Describe the main types of education reforms in Africa with particular reference to Ghana.

17. What is the meaning of Universal Education and what in your view should be the minimum universal education. "EFA" Education for all.

19. What is peace education and how can you make your school a Bully Proof school

20. Mention the four main components of every education infrastructure/space, structure, content and stakeholders or the people.

21. Show the strengths of the traditional education system as it existed before the colonial days over school education.

22. What factors have led to the erosion of the social status of teaching profession and teachers today?

23. What do you consider to be the greatest defect of school education theory as against practical solutions, to problems, stretch imaginations and creativity?

24. Do you consider the current pattern of Financial Education fair and appropriate?

25. In view of Globalization, should schools prepare their products for specific jobs?

26. A. in designing a curriculum for primary schools what factors are you likely to take into consideration?

b. Which of the following methods

Dictatorial Didactic Demonstration Interactive

Creativity will you recommend for teaching in either of these

a. K. G. b. Primary c. J. H. S. d. S.H.S e. Tertiary

C. Pick any two of the Five methods, show their differences and indicate your preference of either of the two.

27. In Teacher Education what will be your priority "what to Teach or how to teach" and "when to teach"?

28. Identify some of the contemporary skills that every teacher necessary needs to possess

29 What are the two main methods of calculating teacher/Pupil Ratio and pupil

Textbook Ratio Show the importance of the two concepts in Education Development NB: They are tools for planning in determining quality of education.

30 Indicate the three main areas that teachers use to manage Education process

31 What is the mandate of ministry of education and the Ghana, Education service- Mission and Vision statement?

32 What is the Governance and management structure of the GES, GES council?

Division Directors, Regions and municipal, metropolitan and District Education

WHAT ARE THE FOUR MAIN COMPONENT OF EVERY EDUCATION SYSTEM

1 Infrastructure/Space - classrooms, Assembly Hall, Dormitories, Science Laboratories, ICT Laboratory, Library, Dining Hall etc.

2. Structure-K.G. Primary, J.H.S.S.H.S., Tertiary.

3. Content - Programmes, Syllabus, Subjects of level e.g. Maths, 1C' Science, English etc.

4. Stakeholders/The people - students, parents, teachers, Government, Educational Administrators, Chiefs, etc.

On the 23th Jan, 2012, the minister for Education resigned

IN DESIGNING A CURRICULUM FOR PRIMARY SCHOOLS WHAT FACTORS ARE YOU LIKELY TO TAKE INTO CONSIDERATION

- 1 AGE
2. ENROLMENT
3. NATIONAL GOALS FOR EDUCATION
4. NEEDS OF PUPILS /STUDENTS TO BE TUAGHT
5. CHOICE OF SUBJECTS
6. SEQUENCE OF SUBJECTS TO BE TUAGHT FIRST ETC

IDENTIFY SOME OF THE CONTEMPORARY SKILLS THAT EVERY TEACHER NECESSARY NEED TO POSSESS

- I. ICT Literacy
- ii. Class management skills/class control
- in. Inter personal relationship
- iv. Record management
- v. Emotion Intelligence
- vi. Financial Governance skills
- vii. Lifelong learning to improve
- viii. Capacity building skills to have confidence to teach
- ix. Use internet to download information to enrich the curriculum.
- x Lesson Plan Preparation
- xi. Pedagogical skills "How to teach", "When to teach" and "what to teach"
- xii. Coaching, Guidance and counseling of skills
- xiii Questioning and assessment of teaching and learning.

WHAT FACTORS HAVE LED TO THE EROSION OF THE SOCIAL STATUS OF TEACHING PROFESSION AND TEACHERS TODAY

- 1 Emergence of other professional Nursing, Architects, Lawyers, Accountant, Business etc
2. Expansion of the public sector

3. Low respect for teaching

4 Low improvement of the remuneration/salary of teachers

5. Low qualification of teachers e.g. "A" 4 year, 2 year P/s but currently Diplomates and Graduates

WHAT DO YOU CONSIDER TO BE THE GREATEST DEFECT OF SCHOOL EDUCATION

- Theory as against practical solutions to problems
- Critical thinking skills, analysis and problem solving
- Emphasis on imagination, innovation and creativity
- Technical and vocational training
- Production of middle level manpower that can be practicable in doing things.
- Entrepreneurial education for students to be self employed and self reliant.

WHAT ARE THE LAND MARKS/LEGACIES OF EDUCATIONAL DEVELOPMENT SINCE COLONIAL DAYS

- Partnership in education with churches, private etc.
- 1961 Accelerated Development plan in education
- 1961 Free education and building of Ghana

EDUCATION TRUST SCHOOL BY NKRUMAH .

- 1963 Free supply of textbooks
- 1974 Dzobo drastic reforms, Kwapong Reforms of 1967
- 1987 Reforms reduced Pre-Tertiary education from 17 years to 12 years and education vocationalised with Basic/Life skills, Technical skills introduced
- 1996 FCUBE introduced which was a constitutional Requirement and
- 2008 Anamoah Mensah Reforms which Mainstream the K. G etc. Free uniforms, schools feeding are landmarks.

The reforms have been Ad-hoc, Moderate and Radical.

DESCRIBE DISPUTE SETTLEMENT PROCEDURES AS PROVIDED IN THE LABOUR ACT-NATIONAL LABOUR COMMISSION

Deal with issues of conflict of labour with Fair Wages Commission, Ministry of Employment and social Welfare on issues of labour. There are laid down rules and regulations of resolving differences. Opportunity to perform their duties to resolve conflicts of labour is constrained in undertaking strikes we are not to go outside the confines of the law but exhaust all avenues by due process. E.g. Review of labour strikes by POTAG, UTAG, prison service, Medical Board. NAGRAT and GNAT strike by Teachers etc.

- The law says negotiate by labour commission, Employment and social welfare. Compulsory Arbitration.
- We are not to jump the gun but go through the process and trust the institution to resolve.
- There is need for paradigm shift on the labour front to go through the process of arbitration before embarking on strike as a last resort to Negotiation table.

WHAT ARE THE TWO MAIN METHODS OF CALCULATING TEACHER/PUPIL RATIO AND PUPIL TEXTBOOK RATIO ETC

SHOW THE IMPORTANCE OF THE CONCEPTS IN EDUCATION DEVELOPMENT

$PTR = \text{NO. OF PUPILS} / \text{NO. OF TRS}$

$T.P.R. = \text{NO. OF TRS} / \text{NO. OF PUPILS}$

$P(TBKS) R = \text{NO. OF PUPIL} / \text{NO. OF TBKS}$

$(T.B.K)/P = \text{NO. OF TBKS} / \text{NO. OF PUPILS}$

AVERAGE CLASS SIZE

K. G.=25

PRIMARY=35

J.H.S=25

S.H.S=20

STAFF RATIO

No. Of males /females

No Of senior staff/junior staff

IMPORTANCE OF THE CONCEPT

For planning purpose. It is significant to determine whether to increase or decrease the number of personnel in relation to the attendant strength. For personnel or item re-allocation where there is more or excess to reallocate.

Use as indicators or warning signs i.e. sign post for forward planning. .. Help to determine whether a target has been achieved or not. P. T. R. to determine how close to the National Average or Norm. .It is a tool for quality teaching and learning where the size is the National average.

8. STAFF ESTABLISHMENT

K.G. = 1 teacher and attendant per 25 pupils PRIMARY = 1 teacher per 30 pupils (National Average) J. H. S. = 1 stream 5 teachers

J. H. S. = 2 stream 11 teachers

S.H.S.= 1 Teacher per 20 students

S.H.S. = Class size 40 students

S .H.S. = Teachers to teach a minimum of 25 periods per week

Establishment = Total student population - 20 = staff strength

CAN YOU TRACE THE CAUSE OF GLOBALISATION ITS POSSIBLE EFFECTS ON EDUCATION

The world is like a global village

Science and advanced technology shatters physical barriers of the through information

-Mobile phone, computers, E-mail, Website, e-learning '

- Internet, Face book, Twilight, television satellite, Remote Laptops - Trade Liberalization and exchange of products, information and Technology by Air, Rail, Water/Sea Transport.

EFFECTS ON EDUCATION

Access information on the internet.

Comparable education and adoption of best practice

Research to gain more knowledge

Video conferencing to build confidence

Exposures and tremendous benefit to student with experiences in life elsewhere - Pornography and cultural acculturation

Brings competition which is keen in the global job market

Skills in research, public speaking and presentation

Negotiation leak exams questions through information superhighway exams malpractice -

Rampant copyright and p

WHAT IS THE GOVERNANCE AND MANAGEMENT STRUCTURE OF THE GES, GES COUNCIL, REO, DEO

Schools are headed by Headmasters/Mistress who report to (he District

Dislna Duccloisalso icpoit to the Regional Dnectorb or through the

REC at H.QS.

The Director Geneial also icporl lo the GES council

The GES council is the link between the GES and the Ministry of education The council recommends policies for the MOE on education at the Pre-tertiary level. At HQ are several divisions who co-oidmatc activities and the divisions they include Basic education, Secondary Education, Teachci Education, Inspectorate /Supervision division, Human Resource Management and Development. Planning, Statistics, Budgeting. Logistics and Supply, Curriculum Research and Development, Special Education, Techaical, Vocational and Financial Controller. Other co-ordinates include Sports, Culture, Agric and Science. Girl Child, Unit Schools and Development Partner's Co- Ordinates. District directors and heads of schools delegate duties to schedule officers and form committees to run the organization

EUROPEAN DEFT CRISIS - PIGS

27 members of the European Union with 17 members using the Euro a common currency

- There is financial collapse or Dept crisis as a result of over spending, more inflation, and unemployment in Spain etc.

- Portugal, Italy, Greece and Spam called PIGS are the worst affected.

- This recession requires European central Bank tight austerity measures with credit cuts.

REVIEW OF SCHEME OF SERVICE AND JOB DESCRIPTIONS FOR THE TEACHING PERSONNEL IN THE GHANA EDUCATION SERVICE.

1.0 BACKGROUND

The job content evaluation using thirteen compensable factors that under lied the introduction of the Single Spine Salary Structure of the Public Service in Ghana exposed some of the difficulties in the management of the teaching employees in the Ghana Education Service. The final report of the consultant to Government on the job evaluation and placements in the Ghana Education Service has this to say "The job titles in the GES are particularly problematic as the person holding the same job title may be a class teacher, a headmaster or a circuit supervisor" (page 34 sections 5.3 of the report).The implication of this for pay administration is that the jobs rather than the titles had to be evaluated and placed at their appropriate levels using the rank- in- jobs approach which has its own difficulties. Principal Superintendent who is a circuit supervisor believes that He/she should be paid higher than the Principal Superintendent who is a headmaster in a basic school without any scientific basis other than that, the District Education Office where the work is located is higher in status than the school. It is instructive to note that the job titles carried by teachers in the Ghana Education Service which is translated to a twelve (32) level career structure or Scheme of Service, is Person-Based and not Job -Content Based. Movement on the Career Structure is based on experience and qualifications which are only portions of the job. The choice of the Person- Based Structure was to allow for easy progression to avoid frustration among the teaching staff However, the use of a Person Based Career Structure as a frame work to conduct job-content evaluation using the same number of compensable factors could lead to wrong scores which may not reflect the actual worth of the job performed by the job holder. This position was echoed by the World Bank team of expert who reviewed the job Evaluation carried out in the public sector for the introduction of the Single Spine Salary Structure particularly for teachers and nurses. The team argued that it is not easy to measure the soft factors in teaching and that using the same condensable factors for all public sector employees could place teachers at a disadvantage.

The new Education Act requires that Diploma teachers who graduate from Colleges of Education will have to undergo another program to be certified and licensed as professional teachers. By this decision, the current scheme of service for the teaching staff has to change to accommodate the innovation. This requires that the union goes out of its comfort zone to elk out a new scheme of service that will address this felt need.

A Pay Policy is being fashioned out by the Fair Wages and Salaries Commission to guide pay administration of the public sector. The policy proposes that jobs in the public sector should be grouped into bands based on job descriptors.

The new Pay Policy further proposes that progression beyond any of the boundaries shall be by promotion only upon meeting the minimum requirements of the band in terms of qualification, responsibility, effort and working environment. Furthermore, the banding will allow limited grade drifting within the bands up to the boundaries of the bands.

The current placement of GES teaching staff on the Spine does not conform to the banding grade ranges because of the negotiated job values earned out between the unions in the GES and the Fair Wages and Salaries Commission before the migration of GES staff unto the new grade structure. The difficulties and challenges associated with the implementation of the Single Spine particularly in the areas of the scheme of service, job titles and job descriptions necessitated that a committee was put in place to develop a technical paper to address the identified difficulties.

1.1 MEMBERSHIP OF THE COMMITTEE

Membership of the committee is as follows:

1. Mr. Adjei Mensah , Chairman

2. Mr. B.K.Osei-Member and Lead Discussant

3. Mrs Ossei-Agyekum-Member

4. Mr. M.V.V.K.Demanya-Member

5. Mr. Jacob Anderson-Member

6. Miss Abena Gyamera-Member

7. Mr. John Nyaogbe-Member

8. Mr. Thomas Baafi - Member

9. Miss Gifty Apanbil-Member

10. Mr. Samuel Manteaw - Member (GES)

11. Mr. Timothy Dugbartey

12. Mr. Ahenakwa-Quarshie-Secretary.

METHODOLOGY/APPROACH

The Committee adopted both the lecture and group discussion approach in carrying out its assignment. The lectures were on the theoretical underpinnings of job descriptions and scheme of service.

3.0 DATA USED

The committee used the current collective agreement for the teaching employees of GES which includes the Scheme of Service, a career progression matrix, proposed structure of the Ghana Education Service, samples of job descriptions a teacher, tasks definition for the teaching employees of the GES prepared by the Ghana Education Service Council and the approved placements of the teaching staff job the Single Spine Salary structure.

4.0 THEORETICAL BASIS FOR JOB DESCRIPTION

The committee noted that a job description should be a report that outlines the duties, responsibilities and other conditions such as working environment and tools and equipment used in performing a job. The usefulness of such a report should include the following:

1. It should provide the basis for establishing training needs so that all job holders are trained to be competent in carrying out the entire task within the job.

2. It should provide the basis for the preparation of job and person specifications which outlines the knowledge, skills, aptitudes and personal qualities required by a job holder to perform the job to an acceptable standard.

3. It should provide the basis for a critical survey of the organizational structure of an institution. If the organizational structure is not properly demarcated, a job description should be able to highlight the problem areas.

4. It should set out what is expected of an employee and how his or her performance would be measured.

5. It should help in fashioning out a job grading system.

5.0 OUTLINE OF A JOB DESCRIPTION

The committee noted that a good job description should have the following outline:

1. Job Title
2. Brief Summary of the job or the job purpose
3. Reporting relationships
4. Work Activities
5. Tools and equipment used
6. Work environment including contacts
7. Performance Standards
- 8 Personal Requirements for the job
9. Personal attributes and attitudes (Person specification)

Examination of the tasks definition of the GES teaching staff produced by the GES Council and which was made available to the Committee for its work only touched on the various tasks for the different jobs. The document, in the view of the committee, could not pass as job descriptions. One cannot use that document as the basis for job content evaluation for the teaching staff. New job descriptions would have to be written for the various jobs bearing in mind the components outlined above.

6.0 THEORETICAL BASIS FOR SCHEME OF SERVICE

The committee noted that a scheme of service technically defines the various grades and levels within an organization and the competencies and practices which are required for employees to move through the career ladder. A scheme of service should not only be a strategy for growth and development of employees but also identify goals and opportunities. Furthermore, a scheme of service should help individual employees identify their training needs in addition to coaching and mentoring opportunities that can help them successfully apply new skills. It should guide the career development process and provide employees with feedback. Finally, a good scheme of service should provide adequate opportunities to manage rewards in an organization.

6.1 OUTLINE OF SCHEME OF SERVICE

The committee noted that a good scheme of service should clearly define jobs with distinct job titles that are easily identified. The jobs must clearly define the tasks performed within them and also indicate the knowledge, skills, and aptitudes/attitudes required for effective performance. The scheme, the committee also noted, must clearly indicate the processes of entry and movement within the various grades being mindful of the age profile of the employees to avoid career stagnation and frustration.

6.2 SCHEME OF SERVICE FOR THE TEACHING

EMPLOYEES IN THE GES.

- Director General
- Deputy Director General
- Director 1
- Director 11
- Deputy Director

Assistant Director 1

- Assistant Director 11
- Principal Superintendent
- Senior Superintendent 1
- Senior Superintendent 11
- Superintendent 1
- Superintendent 11

The committee examined the existing Scheme of Service as contained in the Collective Agreement and concluded that apart from the job titles that could be confusing and misleading, the scheme of service has served the GES teaching employees well in the area of progression. The Scheme has taken into consideration the peculiarities of the GES and the large numbers of the teaching employees. Any new scheme of service should take into consideration the culture of the service and make it possible for a teacher doing the core business of teaching to progress to levels that those in administration may reach. In the view of the committee, a position such as Assistant Headmaster/Head teacher must be on rotational basis to enable many staff as possible to aspire to headship positions.

The committee holds the view that any new scheme should not extend the structure which currently has 12 levels. This is to avoid grade drifting and rapid movements without acquiring the basic skills on each grade for the next promotion. The committee further notes that the introduction of licensing as part of certification requires that any new scheme of service takes into consideration the new development. It is also of the view of the committee that transitional periods between the grades should be reviewed.

7.3 Heads

- Basic Kindergarten
- Basic Primary
- Basic Junior High School « Senior High School.
- Vocational/Technical School « Special Schools

7.4 Unit Heads

- HRM
- Administration and Finance
- Supervision and Monitoring
- Planning and Statistics

7.4 Coordinating

Guidance and Counseling

Basic School

Pre-School

Second Cycle

Girl Child

TVET

Agriculture

STME

Culture

Sports

Examination

SHEP

Welfare

Peripatetic

IPPD

OIC

Circuit Supervision

Posting

Training

To solve the issue of misleading job titles in the GES, the committee suggests that the under listed job titles should replace the existing ones

- Director General

- Deputy Director General
- Director 1
- Director 11
- Head, SHS
- Asst Head, SHS
- Deputy Director (Terminal Grade for non-Graduates)
- Principal Teacher
- Senior Teacher (Graduate Entry Point)
- Teacher (Entry for Certified teacher)
- Assistant Teacher (Untrained)

7.0 JOBS PERFORMED IN THE GHANA EDUCATION SERVICE

The committee brainstormed and with the help of the Ghana Education Service Organogram for headquarters, Regional and District Directorates, identified the following jobs performed in the Ghana Education Service

7.1 Teaching

- Kindergarten teacher
- Primary Teacher
- Junior High School teacher
- Senior High School teacher
- Teacher for Special Children
- Vocational/Technical teacher

7.2 Assistant Heads

- Basic Kindergarten
- Basic Primary
- Basic Junior High School
- Senior High School
- Vocational/Technical School
- Special Schools

SENIOR HIGH SCHOOL

- Departmental Heads
- House Master/Mistress
- Senior House Master/Mistress
- Form Master/Mistress
- Chaplain /Imam /Guidance & Counseling Coordinators

REGIONAL EDUCATION OFFICE

- Regional Director
- Deputy Regional Director
- Unit Heads-HRM, Administration and Finance, Supervision and Monitoring and Planning.
- Regional coordinators as in the District Offices

HEADQUARTERS

- Director General
- Deputy Director General
- Divisional Director
- Deputy Divisional Director
- Unit Heads

8.0 BANDING OF GRADES IN THE PUBLIC SERVICE

The Single Spine Pay Policy is major effort on the part of government at creating a common platform for the management of public service wages and salaries with the objective of ensuring equity. To achieve this, objective, the Single Spine Grade Structure of 25 levels and 189 pay points based on job content evaluation scores has been put in place. Based on the tradition within the public service of carrying out promotions based on tenure and work experience instead of promotions into vacant job roles at the higher levels, the 25-level structure is sub-divided into five(5) bands to allow for limited grade drifting within the bands up to the boundaries of the band defined as follows:

| BAND | DESCRIPTION | GRADE LEVELS |
|------|-------------|--------------|
| A | Executive | 23H-25H |
| B | Directorate | 20L-23L |
| C | Management | 16L-19H |

| | | |
|---|-------------------|---------|
| D | Supervisors | 11L-15H |
| E | Operational staff | 1L-10H |

Progression beyond any of the boundaries is by promotion only, upon meeting the minimum requirements of the band in terms of qualification, responsibility, efforts and work environment.

The committee noted that the new policy has implications for the teaching personnel of the Ghana Education Service in the areas of promotion and band placements for the various jobs. To meet the challenges associated with the policy, the committee suggests that the banding of grades in the Ghana Education Service should be as follows:

SUGGESTED BANDING

| BANDING | GRADE LEVEL |
|--------------|-------------|
| Executives | 23 H - 25 H |
| Directorates | 21 H-23 L |
| Management | 20 H-21 H |
| Supervisors | 20 L - 21 L |
| Operational | 8H-19H |

The suggested banding is based on the fact that the current placements of some of the jobs in the GES are above the grade levels prescribed by the Fair Wages and Salaries Commission. Furthermore, jobs in the GES do not fit squarely into other public sector frame work .However; jobs that should fall within each band should be as follows:

1.OPERATIONAL-1 L-10 H

1. Assistant Heads (JHS / Primary / Kindergarten)
2. Teachers
3. Teacher Trainees
4. Operational Staff

4.1 Districts

4.2 Regional

4.3 Headquarters

4.4 Educational Unit

2. SUPERVISORS 11 L - 15 H

1. Coordinators
2. Heads of Departments at School Level
3. Circuit Supervisors
4. Form Masters
5. House Masters

3. MANAGEMENT 16L - 19 H

1. Unit Heads Districts
2. Unit Heads Regions
3. Unit Heads within Headquarters Divisions
4. Heads Basic Schools
5. Special School Heads
6. Vocational / Technical Heads
7. Senior House Masters / Mistresses
8. Assistant Heads (Senior High School)
9. Head (Non-Claredon Schools) SHS

4. DIRECTORATES 20 L - 23 L

1. District Directors
2. Educational Units General Managers

3. Educational Units Regional Managers

4. Deputy Divisional Directors

5. Deputy Regional Directors

6. Special Unit Heads - Headquarters

7. Heads (Caledon) SHS

5. EXECUTIVES 23 H - 25 H

1. Director General

2. Deputy Director General

3. Divisional Directors

4. Regional Directors

The committee is of the view that job comparability within each band should be determined through role or position evaluation that takes into consideration the culture of the Ghana Education Service.

9.0 COMPETENCY PROFILLING FOR THE SUGGESTED BANDS.

For effective operation of bands as compensation management tool, jobs in each band must have common characteristics or descriptors including qualification and competencies which are clearly indicated in the job descriptions of the job holders. The committee considers the following general competencies and requirements for each of the bands.

1. EXECUTIVE BAND QUALIFICATION:

A second degree with a relevant professional qualification in education.

General Competency Requirements

> Ability to think strategically

> Ability to analyze Complex situation

> Team player

> Excellent inter - personal skills

> Excellent communication skills

> Ability to Manage Human Resource

> Capacity to manage tangible and intangible assets

>Ability to implement organizational policies

> Make inputs into formulation of policies in tandem with mission and vision of GES

> Ability to extend beyond philosophy and theory to invoke practical application.

EXPERIENCE

>Wide, deep progressive and special development

> Broad and deep executive ability to lead an Organization.

> deliver judgment

Develop strategic policy decision within broad interpretation of laws and regulations.

Ability to manage many executives engaged in a variety of functional abilities

A very superior ability to lead, negotiate persuade or motivate others at the highest level on complex and sensitive matters.

2. DIRECTORATE BAND QUALIFICATION

A PHD, MED, MPHIL, MSC, MA, BSC, BED, BA with a relevant professional qualification and work experience progressively acquired on the job

GENERAL COMPETENCY REQUIREMENTS.

> Broad knowledge of complex practices and precedents of Scientific / Technical / Managerial nature.

> Supervisory skills

> Above average ability to persuade people to co- operate to achieve organizational objectives.

> Problem solving skills

> Analytical and constructive thinking to integrate and evaluate work matters.

> Creative thinking required in an unusual situation

>- Ability to manage small to medium resources

> Ability to coordinate the activities of a number of

District / Schools / Departments.

3, MANAGEMENT BAND

QUALIFICATION

A masters Degree / 1st Degree with relevant professional qualification

GENERAL COMPETENCIES

>Ability to coordinate, plan, direct, supervise, manage, control resources.

>Ability to interpret and implement policies

- > Ability to solve problem
- > Constructive thinking and ability to generate alternative solutions to problems at work

SUPERVISARY BAND

Qualification

Second degree to first degree with relevant professional qualification

GENERAL COMPETENCIES REQUIREMENT

- > Ability to demonstrate fundamental proficiency of the job he/she supervises
- > Supervisory skills
- > Team Player
- > Persuasive skills
- > Leadership skills
- > Ability to interpret relevant educational policies
- > Effective Communicative skills
- > Ability to manage resources at school or Departmental level

5. OPERATIONAL BAND QUALIFICATION

A First Degree or Diploma, with a relevant professional qualification.

GENERAL COMPETENCIES REQUIREMENT

- > Ability to demonstrate special professional skills with proficiency.
- > First line supervisory skills
- > Above average inter-personal skills
- > Discriminative thinking ability to make choices among learned practices
- > Ability to manage tangible and intangible assets Ability to interpret regular policies, principles and regulations (Syllabuses)

10. RECOMMENDATIONS.

1. The Ghana National Association of Teachers must do further work on the job descriptions of the teaching staff of the Ghana Education Service using the general competencies defined for the various bands.
2. The suggested job titles must be synchronized with the job roles to determine the operational levels and career movements of each category. This must be done in collaboration with the Ghana Education Service.

Mr. Isaac Adjei Mensah

Chairman, Salaries, Terms and Conditions of Service Sub- Committee

Benjamin Kobina Osei

HOD, Salaries, Terms and Conditions of Service

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