

TSC teachers interview promotion questions and their answers- 2024

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The latest news on TSC promotions, appointments and deployments of teachers.

Have you been **shortlisted for the advertised TSC promotion vacancies** for teachers? Well. You need to prepare well for these interviews in order to answer the interview questions correctly.

Here, we have provided you with all TSC interview questions and their answers.

Please be as sincere as possible during the interview sessions. For instance, if you are not sure about any of the asked questions just let the panel know so. There is no crime in saying you have no correct response.

Be as confident as possible. Remember to dress decently for the interviews. Read and revise the Code of Conduct and Regulations for teachers.

You need to be well versed with the current affairs.

You also need to be aware of all the interview areas and scoring guide. Read all the details here;
[Latest TSC Interview areas, questions and new marking scheme/ Score sheet for teachers seeking TSC Promotions; This is all you need to know](#)

For a list of shortlisted candidates, click [here](#).

PREPARE WELL ON THESE AREAS

If you want a promotion, then take note of the expanded mandate of TSC;

- (a) Review Standards of education and training of persons entering teaching service.
- (b) Review supply for and demand of teachers in the country

(C) Advise national government on matters pertaining to teaching service.



(2) ON TPAD

- (a) Have samples of Professional documents.. schemes of work/lesson plans/record of work covered/lesson observation /lesson notes
- (b)TPAD summary for last 3 years, identified gaps and how you have addressed them
- (c) individual and school results for last 3 years.
- (3) carry co curriculum certificates for the school
- (4) know the outlawed actions as enshrined in the basic education act, bullying, sexual harassment, illegal levies, forced repetition, corporal punishment
- (5) know role of SAGAs like KICD, knec, Jomo Kenyatta foundation,
- (6) structure of CBC.

Strengths of CBC

Weaknesses of 8-4-4 system of edu

(7) TSC reforms that include:

- (a) TPAD/TPD
- (b) on line services
- (c) decentralization of services
- (d) CBA
- (e) career progression guidelines
- (f) nationalisation of teachers
- g) appointment of school administrators through competitive interviews

(8) Emerging issues like:

- (a) covid 19
- (b) BBI
- (c) change of academic calendar for schools
- (d) on line teaching/learning
- (9) financial management.
- (a) financial records you maintain.

TSC PROMOTION INTERVIEW QUESTIONS AND THEIR ANSWERS

1.What is the structure of the Ministry of education?

The Ministry of Education is led by the Cabinet Secretary. Under him are 3 Principal Secretaries and finally the Director General under them.



2. What is the overall role of the Minister for Education?

- Formulation of policy direction and management of professional functions relating to education.
- Developing and implementing projects and programmes.
- Developing curriculum.
- Initiating training programmes.
- Running examinations.
- Giving grant-in-aid to schools.
- Dealing with audit report
- Admitting and transferring students.
- Dealing with discipline of students.

3. Who publishes for the Ministry of Education?

Kenya Literature Bureau KLB

4. What is the role of Kenya Institute of Curriculum Development KICD, inspectorate and Kenya National Examinations Council K.N.E.C?

Continue Reading:

- [Best TSC Interview Questions and Answers {TSC Official}](#)
- [TSC interview questions and their answers- 2024 recruitment](#)
- [Latest TSC Interview Questions, Answers and Guiding Notes](#)
- [TSC Interview Questions, Notes and Guidelines](#)
- [Latest TSC list of Most Common Promotion Interview Questions and Answers \(Score above 80%\)](#)
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- [New Latest TSC Grading System, TSC Job Groups and Their Salary Scale](#)
- [TSC frequently asked questions and answers: TSC News](#)
- [Teachers Service Commission, TSC, Kenya – Latest News, Website, Contacts, Portals Complete guide](#)

Mandates of the KICD

The Kenya Institute of Curriculum Development (KICD) is mandated to perform the following functions:



- Advise the Government on matters pertaining to curriculum development
- Evaluate, vet and approve, for application in Kenya, any local and foreign curricula and curriculum support materials in relation to the levels of education and training
- Implement the policies relating to curriculum development in basic and tertiary education and training;
- Initiate and conduct research to inform curriculum policies, review and development.
- Collect document and catalogue information on curricula, curriculum support materials and innovations to create a data bank and disseminate the information to educational institutions, learners and other relevant organizations
- Print, publish and disseminate information relating to curricula for basic and tertiary education and training
- Collaborate with other individuals and institutions in organising and conducting professional development programmes for teachers, teacher trainers, quality assurance and standards officers and other officers involved in education and training on curriculum programmes and materials
- Develop disseminate and transmit programmes and curriculum support materials through mass media, electronic learning, distance learning and any other mode of delivering education and training programmes and materials
- Promote equity and access to quality curricula and curriculum support materials
- Offer consultancy services in basic and tertiary education and training
- Incorporate national values, talent development and leadership values in curriculum development
- Receive, consider, develop and review curriculum proposals
- Perform such other function as may be assigned to it under the KICD Act No.4 of 2013 or any other written law.
- Develop, review and approve programmes, curricula and curriculum support materials that meet international standards for : early childhood care, development and education, pre-primary education, primary education, secondary education, adult, continuing and non-formal education, teacher education and training, special needs education and technical and vocational education and training.
- Providing oversight on management of the school.
- Monitoring curriculum delivery and learning achievement in the school.
- Mo ensure that the students engage in extra curriculum activities.
- To ensure the competence of the teachers in delivery of the content of the curriculum.
- Develop all institutional policies and ensure accountability and prudent use of institutional resources.
- Mobilising resources for the institution development based on agreed strategic planning.
- To promote networking and partnership for the school
- To discuss and approve comprehensive termly and annual reports and forwards them to the county education board (CEB).
- To promote quality education and training for all learners in accordance with the standards set under the education acts, national policies, and county government policies
- To supervise and ensure quality in curriculum implementation and delivery and oversee the conduct of examination and assessments of school.
- To ensure and assure provision of proper and adequate proper physical activities as well as teaching and learning resources in order to create an enabling environment for the school community to perform their duties effectively and achieve set objectives of the institution.

The core functions of the KNEC are to:



- Develop national examination tests;
- Register candidates for the KNEC examinations;
- Conduct examinations and process the results;
- Award certificates and diplomas to successful candidates;
- Issue replacement certificates and diplomas;
- Conduct educational assessment research;
- Conduct examinations on behalf of foreign exam boards.

5.What are the national goals of education?

- To foster nationalism, patriotism and promote national unity.
- To promote social, economic, technological and industrial needs for national development.
- To provide individual development and self-fulfillment. To promote social equality and responsibility.
- To promote sound moral and religious values
- To promote international consciousness and a positive attitude towards other nations.
- To promote a positive attitude towards good health and the environment.

6.What is the composition of the board of Management of a school and how are they chosen?

B.O.M is established under Section 55 of The Basic Education Act 2013.It is composed of;

- The head of the schools as the secretary of the board,
- 6 persons elected to represent parents or local community in case of County Sec. School
- 1 person nominated by the county board.
- 1 person representing teaching staff elected by teachers.
- 3 representatives of school sponsor
- 1 person to represent special interest group.
- 1 person to represent persons with special needs.
- 1 representative of the student council as an ex-officio.

7.Differentiate between the roles of the B.O.M and P.A in a School.

BOM

Some of the responsibilities and roles that are expected of this board includes;



- Providing oversight on management of the school.
- Monitoring curriculum delivery and learning achievement in the school.
- To ensure that the students engage in extra curriculum activities.
- To ensure the competence of the teachers in delivery of the content of the curriculum.
- Develop all institutional policies and ensure accountability and prudent use of institutional resources.
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Parent Association – P.A

In order to help the school realize its purpose, parents play some important roles. These include,

- Raise money to help both the running and the activities of the school.
- Explain the roles of the school to the community, this is how teachers and community members come to a more harmonious relationship.
- They give their points of view to the teachers concerning academic improvement and moral standards.
- Help head teachers and their staff maintain effective discipline among their students.

8. Define curriculum, co curricular and core curriculum.

Curriculum

All planned learning programs that facilitate formal, non-formal and informal learning.

Co-curriculum

Voluntary curriculum that includes sport, clubs, student government and school publications.

Core curriculum

The body of knowledge, skills and attitudes expected to be learned by all students, generally related to a set of subjects and learning areas that are common to all students.



9. Distinguish between formal, non formal and informal curriculum

- **Formal curriculum** the curriculum in which there are deliberately organized, planned and written processes in a formally organized learning institution such as a school with organized structures such as classrooms.
- **Non formal curriculum** refers to any organized, planned and written learning activity that operates outside the formal education system. It emphasizes practical skills and targets particular population group.
- **Informal or Hidden curriculum** curriculum that constitutes a lifelong process in which people learn from every day experiences which are not necessarily planned or organized.

10. Outline the process of curriculum development.

KICD 9 Stage Curriculum Development Model

KICD has adopted a nine-stage curriculum development model as follows:

- Needs Assessment.
- Conceptualization and policy formulation.
- Curriculum designs.
- Development of syllabuses.
- Development of curriculum support materials.
- Preparation of curriculum implementers.
- Piloting/Phasing.
- National Implementation.
- Monitoring and Evaluation.

11. What is the difference between curriculum and syllabus?

Curriculum

Is all planned learning programs that facilitate formal, non-formal and informal learning while the

Syllabus

Is a course outline comprising a collection of topics on the same subject matter and a series of statements of what is to be learned within a given time frame.

This consists of the content and objectives of the core subjects and optional subjects offered.

12. Give the process of curriculum development.

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1. Needs Assessment.
 2. Conceptualization and policy formulation.
- Curriculum designs.
1. Development of syllabuses.
 2. Development of curriculum support materials.
 3. Preparation of curriculum implementers.

- Piloting/Phasing.
- National Implementation.

1. Monitoring and Evaluation.

13. Give cases of interdiction where a teacher earns half salary.

- Fraudulent payment or excessive payment from public revenues for goods and services.
- Failure to comply with any law or applicable procedures and guidelines relating to procurement.
- Mismanagement of funds or incurring expenditures without planning.
- Any offence involving dishonesty under any written law providing for maintenance or protection of public revenue.

14. Name the different types of leave a teacher is entitled to and how many days in a year is a permanent and pensionable teacher entitled to annual leave?

1. Maternity Leave

A female teacher is entitled to 90 calendar days maternity leave from the date of confinement. This leave is exclusive of annual leave. The application for leave should be submitted to the DEO/MEO/DCE through the head of institution at least one month before the leave is due and must have supporting medical documents.

1. Paternity Leave

A male teacher can apply for paternity leave of up to 10 days within the period of spouse's maternity leave.

1. Study leave – with pay

– without pay

1. Annual leave

Permanent & pensionable – 30 days with full pay each year.

Temporary or contract – 30 days with full pay each year.

1. Sick leave

Permanent & pensionable – 3 month full pay another 3 month ½ pay in the calendar year.

Temporary or contract – 1 month full pay another 1 month ½ pay

1. Compassionate leave

In times of distress such as death, a court case, marital disharmony, arson and serious illness of a member of the family – maximum 15 days in a year.

1. Special leave



Short duration for teachers who have to travel abroad to participate in seminars or short courses or important events – max. 3 months in a year.

1. **Compulsory leave**

30 days with full pay to allow investigations into allegations.

1. **Leave without pay**

Special conditions eg accompanying a sick person for more than normal 15 days compassionate leave.

15. When is a teacher given study leave with pay?

- Has worked for the commission for a min. of 5 years
- UT teacher seeking to undertake postgraduate diploma or degree in education.
- A teacher studying in an area of great need as specified in the study leave policy.
- Trained technical teacher admitted to a national polytechnic for a higher National Diploma provided the subject area is in demand in the teaching service.
- Has demonstrated a good record in performance.

16. What are the possible verdicts of interdiction?

1. A teacher has no offence hence revoke interdiction.
2. A teacher has committed an offence that does not warrant removal hence;

- Warning in writing.
- Surcharge
- Suspension not exceeding 6 months without pay.
- Retire in the public interest
- Referred for medical evaluation by Director of Medical Services.

3. A teacher has committed an offence hence dismissal and deregistered.

17. Differentiate between interdiction and suspension.

- **Suspension** – Temporary prohibition of a teacher from exercising his/her functions as a teacher pending determination of his/her disciplinary case.
- **Interdiction** – removal of a teacher from service in accordance with regulation 153 of the TSC Code.

18. What are the interdiction cases where a teacher does not earn any money?

- Chronic absenteeism
- Desertion of duty
- Having been jailed
- Misappropriation/mismanagement of public funds.
- Fraudulent claims & receipt of funds.
- Use of false certificates.
- Forgery, impersonation, collusion & immoral behavior.



19.What is C.B.E? How is it calculated?

Curriculum Based Establishment – the number of teachers a school need in relation to the number of streams a school has. It is calculated by considering the minimum lessons a teacher should teach(27) and the subjects offered in the school.

20.Give cases of interdiction where a teacher earns half salary.

- Fraudulent payment or excessive payment from public revenues for goods and services.
Failure to comply with any law or applicable procedures and guidelines relating to procurement.
- Mismanagement of funds or incurring expenditures without planning.
- Any offence involving dishonesty under any written law providing for maintainance or protection of public revenue.

21.Name four education commissions since independence and what were the recommendations of the commissions.**Ominde Commission (1964)**

- It reformed the education system inherited from the colonial government to make it responsive to the needs of independent Kenya.
- It proposed an education system to foster national unity and create sufficient human resource for national development
- English became a medium of instruction
- It set the entry age to class one at 6 years.

Bessay Report (1972)

It recommended changes to the inherited curricular to make it relevant to local needs.

Gachathi Report(1976)

- The report focused on redefining Kenya's educational policies and objectives, giving consideration to national unity, economic, social and cultural aspirations of the people of Kenya.

Mackey Report (1981)

- It led to the removal of 'A' level and expansion of other post-secondary training institutions.
- It led to the establishment of Moi University.
- It recommended the stablishment of the 8-4-4 system of education and the commission of High Education (CHE)

Kamunge Commission (1988)

- It focused on improving education financing, quality and relevance.
From this report , the government produced Sessional Paper No 6 on Education & Training for the Next Decade & Beyond.
- This led to the policy of cost sharing in education between the government, parents and community.

Koech Commission (2000)

- It recommended Totally Integrated and Quality Education and Training (TIQET) in order to accelerate industrial and technological development.

22. Differentiate between informal education, formal education and non-formal education

- **Informal Education** the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment-from family and neighbours, from work and play, from the marketplace, the library and the mass media..'
 - **Formal Education** the hierarchically structured, chronologically graded "educational system", running from primary school through the university and including, in addition to general academic studies, a variety of specialized programmes and institutions for full-time technical and professional training.'
 - **Non-Formal Education** any organized educational activity outside the established formal system- whether operating separately or as an important feature of some broader activity-that is intended to serve identifiable learning clientele and learning.
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