

## Autobiography - Mukasa Museveni

I was born and educated in Uganda. I attended Primary in a rural school where we did three subjects: English, Mathematics and General Paper (including science, history, Geography and civics). I did O-level (key stages three and four) in an urban day mixed secondary school. For the first two years of secondary school, we did sixteen subjects, reducing to eight in the third year. I did Physics, Chemistry and Biology for my A-level.

After A-level I did a two year course leading to a Diploma in Education. I specialised in Chemistry and Biology. With the diploma I was qualified to teach Biology and Chemistry at O-level. I qualified in 1989 and started teaching. In 1993 I enrolled for a Bachelor of Education degree still specialising in Chemistry and Biology graduating in 1995. After graduating, I qualified to teach Chemistry and Biology at A-level. I also hold a Master of Education degree (Planning and Management). Throughout my life as a student, I was a student leader. At university I was the students' Guild President.

I taught in different schools in Uganda for 17 years (Age group: 11 - 18 years). I rose through the ranks to become a Head teacher. I headed three schools, two rural and one urban.

The topics covered are almost the same as those in the UK science curriculum. Unlike in the UK, in Uganda science subjects are taught separately as Biology, Physics, Chemistry and Agriculture. Some components of science are also covered in subjects like Health Science and Foods and Nutrition.

Towards the end of last year, I decided to join my wife who is working here in the UK. Prior to coming to the UK, my wife was working in Zambia. We agreed that marriage by correspondence is not sustainable. We thought that being a science teacher, getting into teaching would be automatic. We were wrong!

I looked around for teaching jobs but was advised that I would not be regarded as a qualified teacher until I got QTS. However, I managed to get some work as a supply teacher with some teaching agencies. It is only then that I realised that retraining is absolutely necessary. As a supply teacher, I taught in several schools some of them very challenging. The strategies for managing discipline (and therefore subject delivery) in Uganda are different from those in the UK. My role as supply teacher is a very good learning point.

I have since reconstructed my thinking towards handling students. In Uganda, a teacher is accorded 'immediate and unquestioning respect' by his students. The situation is quite different in UK. The 'unquestioning' bit does not work here! The 'immediate' component is also relative. In most cases instructions are repeated for effect.

I am currently working as a Cover Supervisor in a school in South London. It is a good preparation for a teaching job. There are several learning experiences in the school. I hope to draw a lot from my experiences as a teacher in Africa, Supply teacher and Cover Supervisor.