TEACHER EDUCATION IN PAPUA NEW GUINEA: POLICY AND PRACTICE 1946-1996

VOLUME II (APPENDICES AND PLATES)

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University of Tasmania at Launceston
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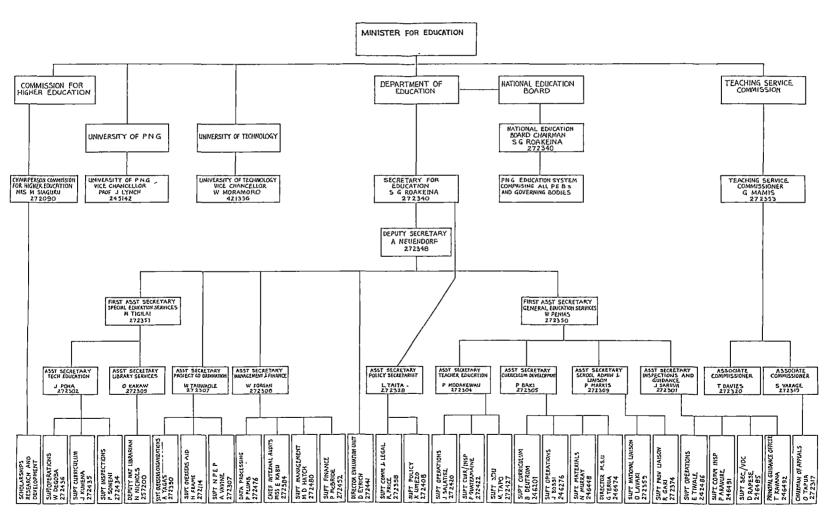
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Organisational Structure: Ministry of Education (1987)

APPENDIX 1.1
ORGANISATIONAL STRUCTURE: MINISTRY OF EDUCATION (1987)



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PNG Community School Teachers' Colleges: Location and Leadership as at 26/03/93

APPENDIX 1.2 PNG COMMUNITY SCHOOL TEACHERS' COLLEGES: LOCATION AND LEADERSHIP AS AT 26/03/93

COLLEGE	AGENCY/TEL./FAX NO.	PRINCIPAL/DEPUTIES
Balob Teachers' College Post Office Box 2127 LAE - Morobe Province	Lutheran/Anglican Phone: 424311 Fax : 426938	Mr K Towandong Mr B Nayong Mr P Hamadi
Madang Teachers' College Post Office Box 218 MADANG - Madang Province	Government Phone: 822299/2539 Fax : 822293	Mr J N'Draras Mr D Lake Mr B Lusmore
Kaindl Teachers' College Post Office Box 542 WEWAK - East Sepik Province	Catholic Phone: 862327 Fax: 862331	Br A Simpson Mr L Kinminja
H/Trinity Teachers' College Post Office Box 274 MOUNT HAGEN - W.H.P.	Catholic Phone: 521411/1129 Fax: 523042	Br P Gilfedder Mr J Waka
Dauli Teachers' College Post Office Box 16 TARI Southern Highlands Province	Evangelical Alliance Phone: 508080 Fax: 508079 (Coll) : 508054 (Miss)	Mr K Pokeya Mr O Kints
Kabaleo Teachers' College Post Office Box 138 KOKOPO East New Britain Province	Catholic Phone: 928213 Fax: 928339 (Coll) : 928246 (Vuna)	Sr M Maladede
Vunakanau Teachers' College Post Office Box 1238 RABAUL - E.N.B.P.	Catholic Phone: 921298 Fax : 922716	Mr M Marimyas Mr M Pau
Gaulim Teachers' College Post Office Box 1343 RABAUL - E.N.B.P.	United Church . Phone: 921080 Fax : 921914	Rev. S Lowa Mr B Buia
P/Moresby Inservice College Post Office Box 1791 BOROKO - N.C.D.	Government Phone: 255995/3625 Fax: 254282	Mr R Egan Mrs W Bai Mr R Birao
Sonoma Adventist College Post Office Box 608 RABAUL - E.N.B.P.	SDA (out of TSC) Phone: 922164 Fax: Nil	Mr R Pieterse
Goroka Teachers' College Post Office Box 1078 GOROKA - E.H.P.	Government Phone: 721366/1415 Fax : 722620	Dr M Solon
Pacific Adventist College Private Mail Bag BOROKO - N.C.D.	SDA (Out of TSC) Phone: 281112 Fax : 281257	Chairman - Teàcher Education Dept. (Dr. G. Gibson)

Papua New Guinea Constitution (Extract only - On Ombudsman Calendar)



APPENDIX 1.3: PAPUA NEW GUINEA CONSTITUTION INDEPENDENT STATE OF PAPUA NEW GUINEA

OMBUDSMAN COMMISSION



PAPUA NEW GUINEA CONSTITUTION

PART III — BASIC PRINCIPLES OF GOVERNMENT Division 1. — National Goals and Directive Principles

25. IMPLEMENTATION OF THE NATIONAL GOALS AND DIRECTIVE PRINCIPLES.

- (1) Except to the extent provided in Subsections (3) and (4), the National Goals and Directive Principles are non-justiciable
- (2) Nevertheless, it is the DUTY of all governmental bodies to apply and give effect to them as far as lies within their respective powers
- (3) Where any law, or any power conferred by any law (whether the power be of a legislative, judicial, executive, administrative or other kind), can reasonably be understood, applied, exercised or enforced, without failing to give effect to the intention of the Parliament or to this Constitution, in such a way as to give effect to the National Goals and Directive Principles, or at least not to derogate them, it IS to be understood, applied or exercised, and SHALL be enforced, in that way
- (4) Subsection (1) does not apply to the jurisdiction of the Ombudsman Commission or of any other body prescribed for the purposes of Division III 2 (leadership code), which SHALL take the National Goals and Directive Principles fully into account in all cases as appropriate

WE THE PEOPLE OF PAPUA NEW GUINEA

SET BEFORE OURSELVES THESE NATIONAL GOALS AND DIRECTIVE PRINCIPLES THAT UNDERLIE OUR CONSTITUTION

WE HEREBY PROCLAIM the following aims as our National Goals, and direct ALL persons and bodies, corporate and unincorporate, to be guided by these our declared Directives in pursuing and achieving our aims -

1. INTEGRAL HUMAN DEVELOPMENT.

We declare our first goal to be for every person to be dynamically involved in the process of freeing himself or herself from every form of domination or oppression so that each man or woman will have the opportunity to develop as a whole person in relationship with others

WE ACCORDINGLY CALL FOR -

- 1 everyone to be involved in our endeavours to achieve integral human development of the whole person for every person and to seek fulfilment through his or her contribution to the common good, and
- 2 education to be based on mutual respect and dialogue, and to promote awareness of our human potential and motivation to achieve our National Goals through self-reliant effort, and
- 3 all forms of beneficial creativity, including sciences and cultures, to be actively encouraged, and
- 4 improvement in the level of nutrition and the standard of public health to enable our people to attain self fulfillment, and
- 5 the family unit to be recognized as the fundamental basis of our society, and for every step to be taken to promote the moral, cultural, economic and social standing of the Melanesian family, and
- 6 development to take place primarily through the use of Papua New Guinean forms of social and political organisation

2. EQUALITY AND PARTICIPATION.

We declare our second goal to be for all citizens to have an equal opportunity to participate in, and benefit from, the development of our country

WE ACCORDINGLY CALL FOR -

- 1 an equal opportunity for every citizen to take part in the political, economic, social, religious and cultural life of the country, and
- 2 the creation of political structures that will enable effective, meaningful participation by our people in that life, and in view of the rich, cultural and ethnic diversity of our people for those structures to provide for substantial decentralisation of all forms of government activity, and
- 3 every effort to be made to achieve an equitable distribution of incomes and other benefits of development among individuals and throughout the various parts of the country, and
- 4 equalisation of services in all parts of the country, and for every citizen to have equal access to legal processes and all real services, governmental and otherwise, that are required for the fulfilment of his or her needs and aspirations, and
- 5 equal participation by women citizens in all political, economic, social and religious activities, and
- 6 the maximization of the number of citizens participating in every aspect of development, and
- 7 active steps to be taken to facilitate the organization and legal recognition of all groups engaging in development activities, and
- 8 means to be provided to ensure that any citizen can exercise his personal creativity and enterprise in pursuit of fulfilment that is consistent with the common good, and for no citizen to be deprived of this opportunity because of the predominant position of another, and
- 9 every citizen to be able to participate, either directly or through a representative, in the consideration of any matter affecting his interests or the interests of his community, and
- 10 all persons and governmental bodies of Papua New Guinea to ensure that, as far as possible, political and official bodies are so composed as to be broadly representative of citizens from the various areas of the country, and
- 11 all persons and governmental bodies to endeavour to achieve universal literacy in Pisin, Hiri Motu or English, and in "tok ples" or "ita eda tano gado", and
- 12 recognition of the principles that a complete relationship in marriage rests on equality of rights and duties of the partners, and that responsible parenthood is based on that equality

REMEMBER THESE GOALS AND PRINCIPLES AND BE GUIDED BY THEM

	1988 CALENDAR	
JANUARY	FEBRUARY MARCH APRIL MAY JUNE	
Sun 31 3 10 17 24	7 14 21 28 6 13 20 27 3 10 17 24 1 8 15 22 29 5 12 15 1 1 8 15 22 29 6 1 3 20 27 4 11 18 25 2 9 16 23 30 6 13 20 2 9 16 23 1 8 15 22 29 5 12 19 26 3 10 17 24 31 7 14 21	9 26 0 27 1 28
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3. NATIONAL SOVEREIGNTY AND SELF-RELIANCE.

We declare our third goal to be for Papua New Guinea to be politically and economically independent, and our economy basically self-reliant

WE ACCORDINGLY CALL FOR -

- (1) our leaders to be COMMITTED to these National Goals and Directive Principles, to ensure that their freedom to make decisions is not restricted by obligations to or relationship with others, and to make all of their decisions in the national interest, and
- (2) all governmental bodies to base their planning for political, economic and social development on these Goals and Principles, and
- (3) internal interdependence and solidarity among citizens, and between provinces, to be actively promoted, and
- (4) citizens and governmental bodies to have control of the bulk of economic enterprise and productions, and
- (5) strict control of foreign investment capital and wise assessment of foreign ideas and values so that these will be subordinate to the goal of national sovereignty and self-reliance, and in particular for the entry of foreign capital to be geared to internal social and economic policies and to the integrity of the Nation and the People, and
- (6) the State to take effective measures to control and actively participate in the national economy, and in particular to control major enterprises engaged in the exploitation of natural resources, and
- (7) economic development to take place primarily by the use of skills and resources available in the country either from citizens or the State and not in dependence on imported skills and resources, and
- (8) the constant recognition of our sovereignty, which must not be undermined by dependence on foreign assistance of any sort, and in particular for no investment, military or foreign-aid agreement or understanding to be entered into that imperils our self-reliance and self-respect, or our commitment to these National Goals and Directive Principles, or that may lead to substantial dependence upon or influence by any country, investor, lender or donor

4. NATURAL RESOURCES AND ENVIRONMENT.

We declare our fourth goal to be for Papua New Guinea's natural resources and environment to be conserved and used for the collective benefit of us all, and be replenished for the benefit of future generations

WE ACCORDINGLY CALL FOR -

- (1) wise use to be made of our natural resources and the environment in and on the land or seabed, in the sea, under the land, and in the air, in the interests of our development and in trust for future generations, and
- (2) the conservation and replenishment, for the benefit of ourselves and posterity, of the environment and its sacred, scenic, and historical qualities, and
- (3) all necessary steps to be taken to give adequate protection to our valued birds, animals, fish, insects, plants and trees

5. PAPUA NEW GUINEAN WAYS.

We declare our fifth goal to be to achieve development primarily through the use of Papua New Guinean forms of social, political and economic organization

WE ACCORDINGLY CALL FOR -

- (1) a fundamental re-orientation of our attitudes and the institutions of government, commerce, education and religion towards Papua New Guinean forms of participation, consultation, and consensus, and a continuous renewal of the responsiveness of these institutions to the needs and attitudes of the people, and
- (2) particular emphasis in our economic development to be placed on small-scale artisan, service and business activity, and
- (3) recognition that the cultural, commercial and ethnic diversity of our people is a positive strength and for the fostering of a respect for, and appreciation of, traditional ways of life and culture, including language, in all their richness and variety, as well as for a willingness to apply these ways dynamically and creatively for the tasks of development, and
- (4) traditional villages and communities to remain as viable units of Papua New Guinean society, and for active steps to be taken to improve their cultural social, economic and ethical quality

BASIC RIGHTS

WE HEREBY ACKNOWLEDGE that, subject to any restrictions imposed by law on non-citizens, all persons in our country are entitled to the fundamental rights and freedoms of the individual, that is to say the right, whatever their race, tribe, place of origin, political opinion, colour, creed or sex, but subject to respect for the rights and freedom of others and for the legitimate public interest to each of the following -

- (a) life, liberty, security of the person and the protection of the law, and
- (b) the right to take part in political activities, and
- (c) freedom from inhuman treatment and forced labour, and
- (d) freedom of conscience, of expression, of information and of assembly and association, and
- (e) freedom of employment and freedom of movement, and
- (f) protection for the privacy of their homes and other property and from unjust deprivation of property,

and have accordingly included in this Constitution provisions designed to afford protection to those rights and freedoms, subject to such limitations on that protection as are contained in those provisions, being limitations primarily designed to ensure that the enjoyment of the acknowledged rights and freedoms by an individual does not prejudice the rights and freedoms of others or the legitimate public interest

BASIC SOCIAL OBLIGATIONS

WE HEREBY DECLARE that all persons in our country have the following basic obligations to themselves and their descendants, to each other, and to the Nation -

- (a) to respect and to act in the spirit of, this Constitution, and
- (b) to recognize that they can fully develop their capabilities and advance their true interests only by active participation in the development of the national community as a whole, and
- (c) to exercise the rights guaranteed or conferred by this Constitution, and to use the opportunities made available to them under it to participate fully in the government of the Nation, and
- (d) to protect Papua New Guinea and to safeguard the national wealth, resources and environment in the interests not only of the present generation but also of future generations, and
- (e) to work according to their talents in socially useful employment, and if necessary to create for themselves legitimate opportunities for such employment, and (f) to respect the rights and freedoms of others, and to co-operate fully with others in the interests of interdependence and solidarity, and
- (g) to contribute, as required by law according to their means to the revenues required for the advancement of the Nation and the purposes of Papua New Guinea,
- (h) in the case of parents, to support, assist and educate their children (whether born in or out of wedlock), and in particular to give them a true understanding of their basic rights and obligations and of the National Goals and Directive Principles, and
- (i) in the case of children, to respect their parents

IN ADDITION, WE HEREBY DECLARE that all citizens have an obligation to themselves and their descendants, to each other and to the Nation to use profits from economic activities in the advancement of our country and our people, and that the law may impose a similar obligation on non-citizens carrying on economic activities in or from our country

BE GUIDED BY THESE BASIC RIGHTS AND SOCIAL OBLIGATIONS

	1988 CALEN	<i>IDAR</i>	
 1. Consider the property of the p		OCTOBER NOVEMBER DECEMBER	
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A Chronology of Some Developments that Affected Schooling and Education for Both Territories 1824-1946

APPENDIX 2.1 A Chronology of Some Developments that Affected Schooling and Education for both Territories 1824 to 1946

1824	Holland annexed the western half of New Guinea
1848	Marist Brothers (RC) on Umboi Islands near Siassi, New Guinea.
1873	LMS in Hanuabada area. South Sea Islander missionaries.
1875	Reverend Lawes (LMS) imported a print press then published Bible stories in Motu language for school texts.
1879	Reverend Danks (Methodist) in New Britain, taught letters painted on tins.
1882	German government allocated the Duke of York Islands to the Methodist, and Matupit Island to the Roman Catholic missions.
1884	British claimed the southern part of the eastern half of the mainland island, and Germany the northern part.
1891	Reverend Chalmers and Reverend Charles Abel (LMS) arrived in Port Moresby. Abel moved to Milne Bay in the east and established Kwato station. Headquarters of German government was moved from Finschhafen to Madang.
1899	Marist Brothers (RC) in Kieta, Bougainville Islands.
1901	British New Guinea transferred to the new Commonwealth of Australia.
1905	Australia accepted responsibility for the region when the Papua Act passed.
1907	Sir Hubert Murray began service as Administrator of Papua.
1912	Two Lutheran girls' schools in German New Guinea.
1914	Heldsbach teacher training centre opened (Lutheran) German language policy introduced to German New Guinea Australia occupied New Guinea during World War I
1919	League of Nations gave Australia a mandate to administer German New Guinea after the War.
1921	Australian military administration ended and known then as Mandated Territory of New Guinea.
1922	First Education Ordinance.
1923	Amele teacher training centre opened (Lutheran).
1924	Karkar teacher training centre opened (Lutheran).
1924-65	Hopoi teacher training centre opened (Lutheran).

1926-27	Mandated Territory of New Guinea (MTNG), Report stated there were 1,159 native teachers representing 82% of teachers in the region.
1928	Australian Government offered missions an education subsidy.
1929	Mr B J McKinnon invited from Queensland, and reported on educational progress.
1934	Amron teacher training centre opened (Lutheran).
1934-35	MTNG Report stated that Malaguna school, Rabaul recommended as a government teacher training centre.
1936	Government teacher in New Guinea, W C Groves wrote a plan for a joint mission/government teacher training centre.
1937-38	MTNG Report stated that there were three graduates from Malaguna teacher training centre (Government).
1938-39	MTNG Report stated that there were six teacher graduates from New Guinea
1939	World War II commenced.
1939-40	Territory of Papua, Report stated there was no finance for education.
1939-40	MTNG Report, stated 35 pre-war mission teacher training schools/centres in New Guinea.
1939-41	Prime Minister Menzies lead Australian Liberal Government.
1940	Death of Sir Hubert Murray at Samarai, Papua. Standards 1-5 highest level in Murray's system. World Bank began operations.
1941	Japanese entered World War II in Pacific.
1942	(April) ANGAU formed. Kokoda Trail battle.
1942-48	Prime Minister Chifley lead Australian Labour Government.
1942-44	Rabaul captured and landings on islands and mainland. Villages damaged, people killed, missionaries POW and war in Papua.
1945	(July) World War II ended. Consultant Capell recommended central mission/government teachers training college. Colonel Jack Murray appointed administrator of two territories.

1946-55 Pre-war mission school system continued. Government school system grew.

Appointment of first Director of Education.

1946

National Day Speech - Chief Minister Mr M Somare September 1972 lau be Papua New Guinea ginigunana ta bona inai gauna lau moalelaia.

Chief Minister dagi dogoatao lalonai iseda tanobada lalonai gabu momo dekediai vadivadi henidia idia ibounai be hegeregere egu hanua. Papua New Guinea rakatania sibona dekenai be hegeregere egu hanua lau rakatania.

Inai bamona dala dekenai laloa ita karaia be namo. Ita heatu karaia daladia laloaboio ita gaukara hebou karaia amo tanobada hatamonaia bona ita ibounai eda tanobada moalelaia. Lau diba inai bamona do ita karaia diba.

Unai totona National Day abiahidi inai dina lalonai ita ta ta laloa karaia ita be taunimanima tamona - ita be Papua New Guinea taunimanima.

Bema emu kwarana abia-isi bona mai emu laloa ibounai hereva, 'Lau be Papua New Guinea ginigunana,' unai murinai do oi diba National Day anina.



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Port Moresby, for the Political Education Section,
September, 1972.



NATIONAL DAY SPEECH by the CHIEF MINISTER, MR. MICHAEL SOMARE



Today is National Day. It is a day for us all in Papua New Guinea to be happy. It is a holiday but a different kind of holiday, one that is something special for Papua New Guinea.

Many people have been dancing, singing, listening to their leaders talk or watching or playing sport. Many people have just been in their homes.

Why do we have a National Day? What does it all mean? I would like you to think about this.

Each one of us is a member of a family and we all think of our family.

We think too of the clan to which we belong and of the District we come from.

We are proud of these things.

But this is not good enough today as our country moves towards self government.

Nowadays Papua New Guinean men and women go from their families, their clans and their districts to other places to work for the good of people who are not their 'wantoks.'

Just as children grow up and meet other people so do workers move to other places and work with men and women from other districts. It is not so long ago that this was not possible.

Papua New Guinea is growing up.

It is becoming a nation.

But while families and clans may drift apart there is a bigger family growing up - the family of all the people in Papua New Guinea.

In many families there are little troubles and fights.

We have these too in Papua New Guinea.

Children when they grow up, learn not to fight, and the people of our country must learn this too.

Fights after football games, and in towns, and about land do not help anyone.

They are truly bad when people from one district fight with people from another area.

Today, on our own National Day, we must think about our country.

It is good to be a Kiwai or a Tolai or a Chimbu or a Manus BUT we should be proud of what we are BECAUSE we are first Papua New Guineans. This is the important thing. We do not have to stop being people from certain clans or from certain districts.

We should be proud of this but now, as we become a nation, we must think first of being Papua New Guineans.

We can say 'I am now proud of being a Madang BECAUSE it means I am a Papua New Guinean,'

I am from East Sepik. I am leader of the Saet Clan from the Murik Lakes. There is my home and there is my family. But I know that first I am a Papua New Guinean and I am very proud of this.

As your Chief Minister, I go to many places in our country and they are all like home to me. It is only when I leave Papua New Guinea that I go away from home.

We should think like this.

We should forget our fights and work together to make a country of which we can all be proud.

I believe we can do this.

National Day is, therefore, a day that reminds each one of us, that above everything else, we are one people - we are Papua New Guineans.

If you can hold your head and say with pride, 'I am, first, a Papua New Guinean,' then you have understood the meaning of National Day.

Tudei i National Dei. Em i dei bilong yumi ologera bilong Papua Nu Gini ol i ken hamamas. Em i dei bilong limlimbur tasol i narakain dei limlimbur. Em i spesul dei bilong Papua Nu Gini.

Tuder i bin gat planti pipal 1 danis na singsing na harim toktok bilong ol pasman bilong ol na sampela tu i lukim ol man i pilai spot na sampela ol yet ol 1 pilai.

Plantı pipal tu ol i bın stap nating long ples bılong ol.

Bilong wonem yumı gat dispela National Dei? Wonem menın bilong en?

Moa gut yumi tingting long dispela samting.

Olosem nambawan samting yumi ologera wanwan i memba bilong wanpela famili, na yumi ologera i save tingting tumas long famili. Nau tu yumi save ting ting long liklik lain bilong wanwan na long distrik bilong wanwan.

Yumi save hamamas long ol dispela samting.

Tasol nau kantri bilong yumi 1 bihainim rot long kamap long sel-gavman, nau kain tingting olosem 1 inap no nogat? Long wonem nau 1 taim planti man na meri i save lusim ples bilong en na liklik lain na famili bilong ol nau ol i go wok longwe. Na ol i save wok long halivim ol pipal i no wantok bilong ol.

Taım ol pıkınıni ı save kamap bikpela ol i bungim sampela narapela manmeri. Olosem ol wokman i save go long ol narapela ples nau ol i wok wantaim ol man na meri bilong ol narapela distrik.

I no long taim tumas ol i no map long mekim dispela kain. Olosem Papua Nu Gmi i kamap bikpela nau, i no moa pikinini. I laik kamap nau olosem wanpela kantri - long tok Ingglis ol i saye kolim 'Nation'. Olosem ol famıli na lıklık laın ol i save drip nabaut tasol i gat narapela bikpela famili nau i kamap. Dıspela narapela bikpela famili i gat ologera pipal bilong Papua Nu Gini i stap insaet long en.

Planti famili i gat lıklik trobel na pait i stap insaet long ol. I gat kain olosem yu long bikpela famili bilong Papua Nu Gini.

Tasol taim ol pikinini i kamap bikpela ol i save lusim pasin bilong pait na i laik bilong mi bai ol pipal long bikpela famili bilong yumi ol tu i ken lusim dispela pasin bilong pait.

Ol pait i kamap bihain long futbol na insaet long ol taon na ol pait long giraun 1 no inap halivim wanpela man. Nogat!

Na i samting nogut tru sopos pait i kamap long tupela lain bilong tupela distrik.

Tudei long dispela spesul dei bilong yumi i moa gut yumi tingtung long kantri bilong yumi.

I tru i gutpela samting long hamamas long ples. Olosem sopos man i Kiwai no Tolai no Chimbu no Manus em i ken hamamas long dispela samting long wonem em i PAPUA NUGINIAN. Em i bikpela samting.

I no olosem sopos man i Papua Nu Ginian i no moa bilong wonem liklik lain no distrik. Nogat! Yumi ken hamamas yet long dispela samting tasol taim nau kantri bilong yumi i kamap 'nation' orait yumi mas ting 'mi Papua Nu Ginian'.

Yumi ken tok 'Mi bilong Madang no we na mi hamamas long dispela long wonem i menin mi mi Papua Nu Ginian'. Mi bilong East Sepik. Mi pasman bilong lıklık laın Saet bılong Murık Lake. Dispela ı as ples bılong mi, famili bilong mi i stap long dıspela ples. Tasol nau mı save mi Papua Nu Ginian pastaim na mı hamamas tumas long dispela.

Inap yupela ologera 1 ken stat tingting olosem?

Inap yupela i ken lusım tingting long pait?

Inap yupela ol 1 ken bung wantaim long hat wok long gerapim wanpela kantri bai yum1 ken lukim na ologera hamamas long en? Yes! Mi bilip tru yupela ologera 1 inap!

Ol narapela kantri bilong world em i was long yumi. Orait inap yumi ken soim ol yumi wusat na yumi inap wokim wonem gutpela pasın.

National Dei. Dei bilong yupela ologera, Dei

National Dei. Dei bilong yupela ologera, Dei bilong mi. Dei bilong Papua Nu Gini.

Harı dina be National Day. Inai be ita ibounaı moale henıa dinana Papua New Guinea lalonai. Inai be laga-anı o holiday abia to inai be holiday idauna abia Papua New Guinea lalonaı.

Taunimanima momo be idia mavaru, ane abia, edia gunalaia taudia edia hereva hakala henidia elava gadara idauidau karadia gaudia idia itadia. Taunimanima momo be hari idia noho edia ruma dekediai.

Dahaka totona National Day ita abia?

Ia ena anina be dahaka?

Namo inai dina abia dalana laloa karaia.

Ita ta ta be mai eda bese bona ıta ıbounai be iseda bese ıta lalodia karaıa.

Ita ese danu eda iduhu bona edena gabu amo ita mai gabudia ita lalodia karaia.

Ita be inaı gaudia ita moalelaidia.

To inai gaudia hari inai neganai be idia namo momokanı lasi hari self government ıta tahua lao lalonai.

Hari inai negadiai Papua New Guinea tatau bona hahine be edia bese, edia iduhu bona edia gabu idia rakatanidia idia lao gabu haida dekediai idia gaukara gado tamona lasi taunimanima edia namo hayaraia totona.

Hegeregere natuna maragidia idia bada bona taunimanima haida danu hedavari henidia inai bamona dala hegeregere gaukara taudia idia lao gabu haida dekedian tatau bona hahine gabu idauidau amo mai taudia danu idia qaukara hebou.

Nega daudaulası hanaia lalonai inai bamona dala ia yara lasi.

Papua New Guinea be ia tubu deakau noho.

Ia tubu daekau tanobada ta dekenai lao totona. To harı bese momo bona iduhu momo ıdia ura bamona be bese badana ıa tubu daekau - ınai be bese ıbounai taunımanima Papua New Guinea lalonai.

Bese momo lalodiai be kerere maragidia idia noho bona idia heatu karaia.

Inaı bamona daladia danu idia noho Papua New Guinea lalonai.

Natuna maragidia idia bada neganai, aonega tahua heatu karaia lasi, bona iseda tanobada taunimanima inai bamona dalana diba danu be namo.

Football gadaradıa lalodiai, towns lalodiai bona tano totodia heatu karaıa be taunimanima ta durua henia lasi daladıa.

Gabu ta amo mai taudia ese gabu ta taudia danu heatu karaia be dala dikana momokani.

Hari, iseda National Day korikori lalonaı be namo iseda tanobada korikori laloa karaıa.

Dala namona be Kiwai ta eiava Tolai ta Chimbu ta eiava Manus ta 1a noho TO namo ita sibona dekenai moale karaia BADINA ita be Papua New Guinea taunimanima ginigunadia. Inai be aau badana momokani.

Iduhu idauidau eiava gabu idauidau amo mai taunimanima noho dalana ita hadokoa lasi.

Ita be namo inai gauna moalelaia to hari ita mai hegeregere tanobada tamona karaia, ita laloa karaia Papua New Guinea taunimanima ainiaunadia.

Do ita hereva 'lau moale lau noho Madang tauna BADINA ınai anina lau be Papua New Guinea tauna.'

Lau be East Sepik amolau mai. Lau be Murik Lakes amo Saet Iduhuna gunalaia tauna. Lau egu hanua unai bona egu bese be unai. To lau diba

Christian Religion Syllabus: Reverend Father T F S Woods 1977

CHRISTIAN RELIGION SYLLABUS: REVEREND FATHER T F S WOODS 1977

OUTLINE OF RELATIONSHIPS AND POLICIES OF CHURCHES AND GOVERNMENTS IN PARUA HEW GUINEA FROM ABOUT 1900 This was first delivered to the 1977 Senior Officers' Conference of the Department of Education at Loloute on Thursday Harch 31st 1977 A personal paper by -TFS Woods Dapt. of Ed. ES2-1-5 FROTESTARTS

Folicy
Unity in heaven
on earth each
follows own conscience, and Bible
for his/herself
Action
onch clourch its own
orea (McGragor)
little contact or
combination with
other prots
no contact (except
hostile) with Cathe. (PROTESTANTS) (GOVERNMENTS) CATHOLICS Austr. Policy on Relig in PNG ("Socular Govt") Policy
Unity motters on earth
Unity means Joing Catholic 1900 In FifG ("becular Gove").
No Govt. load or action to aproad Xty.
Govt. koops the puace (including between also load.
Action
McGrogor arranged for aission "areas of influence".
leave all Xth teaching to churches. . all other churches are wrong (herotics) wrong (huratica)
Action
Catholica anter nil arang
No agracment to NeGregor's
arans of influence.
convert the heather, and
convert the protestantal VATICAL II under Pope John I dramatic up-dating. (Pope J'e word: "oggtornomento".)

two now positicise.

Bishops are a "college".

Pope consults thum more, order about less. A bit more freedom for Bishops.

other churches now "our separated bretheren" P.H.C. Covernment
1945-55 very large
growth of Government
Agancy schools
Polley on religion
. "foster Xtn life without promoting sectorion ballof" - led to: 1963/4 Thred of separating Admin. Schi.Childn into separate denoc classes. Want a couson syllabus all chs. can teach in Admin. This could lead to couson syllabus. <u>Action</u> . "Ethics & Norols" for "Ethics a no. 1. Ahr/wk
hr/wk
"attitudes" to be taujit
in all Stds.in S/studa
i hr/wk for ch.pastors
to come in & tch. Rl. Action
Coth. theologians new
allowed to talk to Proto
Catholics stop trying to
invoid Prot alsolon areas
to 'convert' them. Catholics bocomo fuil mem-bars (not more observers)or Melanca. Council of Cha. prot. agancy schis to After 5 large coatings worked out a common syliabus all Frots could teach in Ada Schla.

- content agroed - order ogreed (Std by Std)

- lesson details started. McKinnoniau initictivo:
latter to all churches:
. Invited all chs, incl
Caths to work out a
coccon syll for Ada.
. if so, will be funds
for traval.
. if successful, may
be funds for prints. Tat Catholic Break-through: In agreed to work with Prota on coxion ayill for Adu. Schools. I. Appointed a Catholic Prot response: Terribly hard to talk to Catholics, but will try - co-cqrcoc. - - - - -Prot co-adity Coth co-adity
B Burley G Buchlor
AGREED SYLLABUS worked out
by Cath & Frot together

Frot Policy on Agrand.
- will help design
- will use cost of it
in own schools,
with Donca.additions 1972/73 Big stoff changes Coth Palicy on Agraedi
Mil help denign
Cathe any be taught
classes in Adu Schie,
cathe in in initedi
classes in Adu Schie,
released classes in Ada
Schie will not tee
Agraed in own schools In Department
Director and almost
all other decisionmaking posts
localised.
END OF COLONIAL
GOVERNMENT: HEW PNG COVERIBLE TO WITH DIFFERENT OUTLOOK & IDEAS

Writing, trialling, and developing of Agreed Syllabus, by churcles ;

1971/73 Writing, trialling, and developing of Agreed Syllabus, by churcles ; NEW PNG GOVERNMENT WITH DIFFERENT (Catholic pronsure; described as 'unofficial':
. The Cath, Donco. Syll is "national", and should get Govt. Finance) (e.g. in-service etc.) Hov.
//1973: Govt.reaction:
Hinister's "H 20".
- R.1. is O.K. but there is no 'coccon' syll for all achoels.
- therefore ne Govt. finance at all for Relig. This subj. is cha! contribution Had bakes uncertainty about Agreed being coupleted with Department help.

Prot-Cath cooting with Minister and Director:

Hinister says: wait for 5-year Plan.

Director says: churches think up a solution Fab-July 1974 Third Cath. breakthrough:
First tius since
Reforuation that Cathe have
ogroud on a list of theologleal topics with Frote, and
used the whole list in
official Cath Syllabus. Aur 1974 Caths and Prots reach Coths and Prote roach
agrocutor on the
"CORE SYLLABUS" 21 Aug. 74
- The "Core" is a list of
33 basic christian topics
under four hoadings.
Difference Core/Agreed:
- soon topics as 'Agreed',
but no arder laid down:
che can take in any
order.

Prote 102 Coths pour HEARINITLE V In Dept:1974/77
(a)Foor coccumic.
from churches on frou churches on coret-didn't get clear explan in Aug '76 didn't understand official lattern Prots NO Caths now have same policy: All 33 topics included in all 5 denoc. from chs. accepting core(Oct 74-Jan 75) in ali 5 de syllabuses poor <u>internal</u> cocuunic. as well Pr. Ca. (b) New PNG leadership in Dopt, having new ideas:ideasi. a FNG EXPRESSION of Christianity wanted
. PNG leaders want to lave a say in Xtian syllabus content.
. Dept wants to appear a Ctee on this.
. Blard to talk to classionaries: utnps with PNG church leaders (Caths still fool Dept. should help fund dence. sylls. if funds available) 1975 and 1976 Churches Ed.Council
unable to get good
communication from Dept. on Church and Xtian Syllabus matters Pr. Car CHURCHES/DEPARTMENT BREAKDOWN IN COMMUN ICATIONS HATTOHAL ROWL Parlincontary (Temporary Church-Dept. liaison officer appointed by Secretary) Four mostings between Dept. Lec Nov 29th, Dec 9th, 1976 1st Feb 14th 1977, April 5th 2nd Joint Statement, June 1977 Leadors, Churches Ed. Council, Church Leadors. 1st Joint Church/Dept. Statement Doc 13th 1976

Some of the results:-

- . Free and (very) frank discussions on a wide range of religious and related
- issues.
 understanding by Dept. that churches feel this subject is their special

- . understanding by Dept. that churches feel this subject is their special responsibility: they want to take the lead.
 . understanding reached on what the "Core Syllabus" Aug 1974 really is. Agreement to 'go on from there'.
 . agreements reached on time-allocations for Religious lessons in Community and Sacondary Schools.
 . propress and towards understanding of 'identity' of Ch. agency, and thu responsibilities of identity: agencies fund own identity.
 . all churches say they are not demanding Departmental funds for demonstrance syllabuses

- Attributes any they are not depending Departmental lends for descentational syllabuses

 a new attitude emerged: FNGian leaders who are christians want a say in Christian Education, and want PNG expression of Xtianity.

 a number of decisions used, including the setting up of a ctes to examine the "Core" and the Church Sylls based on it, and take the discussions further.

 discussion of Religious Studies Elective (Gr 9 and 10). Final revisions and
- trials to proceed
- both Dept and churches agreed that Christian Education is an essnetial subject for PNG achools.

Project I Part (A) The Classroom Situation of the College Lecturers During 1991: The Key to Observations and Questions

APPENDIX 4.1 PROJECT I PART (A) - CLASSROOM SITUATION OF THE COLLEGE LECTURERS DURING 1991

THE KEY TO OBSERVATIONS AND QUESTIONS

A. Were you involved in the original programme submission for this college to ATE 1990?

If 'yes'

- (a) Did you write it alone?
- (b) Did you write it with your department?
- (c) Did you write it with a co-ordinator?
- (d) Was the co-ordinator from the college or outside?

If 'no'

- (i) Were you at a different college?
- (ii) Did you write it alone at that college?
- (iii) Did you write it with your department at that college?
- (iv) Did you write it with a co-ordinator?
- (vi) Was the co-ordinator from the college or outside?
- B. Did you write the course outline for this subject in 1990 or 1991?
 - (i) At this college?
 - (ii) Another college?
- C. Do you prepare your own content for 1991 or are you making use of content prepared by another person in 1990 or 1991?
- D. Have the national workshops for content guidelines helped you with programme, or course outline, or content preparation?
- E. Are you (i) concerned/worried or (ii) satisfied with your own subject(s) situation at present?
- F. Is there any integration between your subject and
 - (i) other subjects in the strand?
 - (ii) other subjects in other strands?

Is situation -

- (a) opportunity made by the administration for this
- (b) you have taken the initiative personally
- (c) on-going normal college linking efforts
- G. Is there a change in teaching style for the 3 year programme

If 'no', why?

If 'yes', how?

H. Are there any new assessment means demonstrated?

If 'no', why?

If 'yes', what?

I. Other, not covered above.

Project I Part (B) The Contributions of the Principals and Deputy Principals at APC, 1991: Three Questions About the Diploma Introduction

PROJECT I PART (B) - THE CONTRIBUTIONS OF THE PRINCIPALS AND DEPUTY PRINCIPALS AT APC, 1991 THREE QUESTIONS

Questions October 1991

Question 1: By the end of the 3 years our graduates will have these kind of new (additional?) strengths as a result of the programmes we offer them.

Knowledge Skills Attitudes

Question 2: In 1991 my staff and I have changed the administration of our programme, to implement the above (intentions) in the following ways -

Question 3: Looking at the up-coming two-year certificate graduands (1991) what are their most observable *deficiencies* of which you are aware, which you hope to overcome in the new diploma programme currently underway?

Project II A Content Analysis of Staff Inspection Reports for the Years 1991, 1992 and 1993: The Template Criteria

PROJECT II - A CONTENT ANALYSIS OF STAFF INSPECTION REPORTS FOR THE YEARS 1991, 1992 AND 1993

THE TEMPLATE CRITERIA

- A. Ownership (of college programme).
- B. Ownership (of course-outline for own subject).
- C. Ownership (of actual lecture content and preparation).
- D. Openness (with others in workshops, strand).
- E. Openness (evidence of action: materials, student work, in village).
- F. Openness (expressed in discussion with writer, others visiting).
- G. A 'new kind' of teacher (evidenced in verbal explanations, questions, recent research knowledge, student interaction and work).
- H. Independent learners (examples, motivated by staff member). Student-centredness (focus on student-teachers output).
- I. Other aspects which seemed relevant and related to project.

Inspections Form

APPENDIX 4.4 INSPECTIONS FORM



ED 16E TEACHERS
COLLEGES

YEAR	19
LEAR	17

DEPARTMENT OF EDUCAȚION

TEACHER'S PERSONAL/INSPECTION REPORT

	Personal File No
NT	
Surname	Given Names
Substantive Level	Date of Appointment to Substantive Level
Acting Level	Date of Appointment to Acting Level
Posting	.Position
Date Commenced Present Posting	"Dates of Inspection

INSPECTOR'S REPORT

Teaching Load Year | No. Students | No. Periods | Subject | Committees Other curricular activities within the college

ASSIGNED DUTIES IN THE COLLEGE

REPORT WRITER(S)	DESIGNATION		FOR HEADQUARTER USE
REPORT SIGHTED BY:	SIGNATURE	DATE	
TEACHER REPORTED ON:			
PRINCIPAL OF COLLEGE:			 SUPERINTENDENT

Govt. Print -A1254/8 000 -5.81

Survey Request Letter from Assistant Secretary Mrs M M Liriope

APPENDIX 4.5 SURVEY REQUEST LETTER FROM ASSISTANT SECRETARY M M LIRIOPI



DEPARTMENT OF EDUCATION

Telephone: 276111
Telegrams: EDUCOFF BOROKO

Telex: NE 22193

Fax:

254648

P.S.A Haus Private Mail Bag Post Office BOROKO

Papua New Guinea

DATE: 24/11/93 OUR REF: EC6-4-19 ACTION OFFICER.

Principal

SUBJECT: SURVEY OF LECTURER EXPERIENCE AND OPINION - DIPLOMA IN TEACHING (PRIMARY) 1993.

Would you kindly hand out these survey sheets to all your staff.

If possible, could you bring them back in one envelope when you come to Waigani for selections, or arrange an alternative reliable means by which all papers are returned.

Thank you in anticipation.

Assistant Secretary

Staff Development & Training Division

Project III Lecturer Experience and Opinion of the PNG Diploma in Teaching (Primary) Programme, November 1993: The Staff Questionnaire

PROJECT III

LECTURER EXPERIENCE AND OPINION OF THE PNG DIPLOMA IN TEACHING (PRIMARY) PROGRAMME NOVEMBER 1993 THE STAFF QUESTIONNAIRE

1.	Where were you	in 1990	Position	
	11	1991	Position	
	11	1992	Position	
	Ħ	1993	Position	
2.	Were you involve the ATE guideling		ege three year diploma in 1990 interpret	ing —
3.	why not?	able to teach what you p	planned for each of the three years? If r	 not,
4.	Did you design original submissi		rently teaching? Is it based on this colleg	 ŗe's
5.	What new ideas	do you have for your co	ırse(s) in 1994?	

6.	How successful do you think you have been at getting your student -				
	to think more deeply?				
	to think for themselves				
	Can you give example(s) of learning strategies you have used to gain this student-centred approach?				
7.	Have you, yourself used any of the Teacher Education Research Project (TERP) books to plan, prepare or implement any of your responsibilities over the 1991-93 period? If so, can you recall which ones?				
8.	We have verbally emphasised terms like supervisor/helper, department/strand meetings, sharing ideas from workshops etc. How have you really gained from such staff co-operation?				
	Have you linked/integrated/team taught/used themes/reached out?				
9.	In what way has this graduating group reached your objectives in terms of a "new				
	kind of teacher".				
10.	Do you own a set of National Content Guideline booklets? Yes/No				
(OI	PTIONAL) NAME: DATE:				

PLEASE HAND TO YOUR PRINCIPAL TO RETURN OR POST YOURSELF TO: ASSISTANT SECRETARY, STAFF DEVELOPMENT & TRAINING DIVISION, DEPARTMENT OF EDUCATION, PSA HAUS, PMB, PO BOROKO, P.N.G.

- (a) Report of Staff Questionnaire 1993: Covering Letter from Assistant Secretary for ST&TD to Principals 1995
 - (b) Assistant Secretary for SD&TD Follow Up Response 1995

APPENDIX 4.7 (a) REPORT OF STAFF QUESTIONNAIRE 1993: COVERING LETTER FROM ASSISTANT SECRETARY FOR SD&TD TO PRINCIPALS 1995

The	Principal

Subject: Survey of Lecturer Experience & Opinion at the conclusion of the third year of the first programmes for Diploma in Teaching (Primary) and Diploma in Teaching (Home Economics): Report of Data.

Reference: Survey from Assistant Secretary, Staff Development & Training Division 24.11.93 EC6-4-19.

In November, 1993 you distributed to your staff a survey with the above title. The completed survey was returned to this office and it has now been analysed. The attached is a report of the data and you are requested to distribute it to staff who participated in the survey and others interested in the material in your college.

The survey, which was administered at the conclusion of the first cohort of students studying for Diploma in Teaching (Primary) and Diploma in Teaching (Vocatonal Centre - Home Economics) was distributed in two parts: Questions 1 - 10 and Questions 11 - 16.

The Diploma in Teaching (Vocational Centre - Home Economics) analysis will be presented separately and is compiled from data sent by Port Moresby Inservice College(P) respondents.

Responses to Questions 1 - 10 were received from seven of the eight community school (primary) colleges which were sent the survey documents. In the attached report data from the colleges are shown as Kaindi (K), Dauli (D), Gaulim (G), Holy Trinity (H), Madang (M), Kabaleo (Ka) and Vunakanau (V). Sonoma had closed for the year. The data from the respondents (N = 52 out of 103) is presented for distribution to the respondents and for interest and use as you think appropriate. Headings have been added linking the Teacher Education Research Project (TERP) theory with intentions of questions and response data.

Responses to Questions 11 - 16 were received from staff in five colleges due to late dispatch. The five colleges are shown in the report as Gaulim (G), Holy Trinity (H), Kabaleo (Ka), Vunakanau (V) and Port Moresby Inservice (P). At this stage a detailed analysis of Questions 11 - 16 is yet to be compiled but could be if desired by participants.

Correspondence to this office is appreciated. The authors of the report would welcome information regarding data presented, requests for analysis which might be useful, especially those that could assist in the teaching/learning situation in the colleges now and suggestion for related rearch.

P. Modakewau Assistant Secretary - Staff Development and Training Division March, 1995

APPENDIX 4.7 (b) ASSISTANT SECRETARY FOR SD&TD FOLLOW UP RESPONSE 1995

Professor/John Williamson Post Office Box 1214 Launceston Tasmania 7250 AUSTRALIA 6th June, 1995 ES2-9-1

Dear Professor Williamson,

SUBJECT: PAPUA NEW GUINEA TEACHERS' COLLEGES SURVEY

The copies of the synthesized survey responses have been received and I wish to thank you for assisting us.

I will be sending these to the college principals who will use this information as a guide in the development and implementation of the Three-Year Course.

What I find interesting is the perception the respondents have for each of the questionnaires. Across the board the progress of planning, writing and teaching vary according to the type of college and leadership.

Once again I would like to thank you and Miss Quartermaine for completing the survey and the report on it.

P. MODAKEWAU

Assistant Secretary

Staff Development & Training Division

for: Secretary for Education

—♥ cc: Ms P Quartermaine

APPENDIX 4.8

Report of Staff Questionnaire Survey in 1995

SURVEY OF LECTURER EXPERIENCE AND OPINION: REPORT OF DATA

Introduction

This project sought "experience and opinion" of the college lecturers involved in the actual implementation and teaching of the Diploma in Teaching (Primary) 1990-93.

The survey responses are synthesised below as feedback to those who participated in the study.

Structure of the Report

The data are displayed in the following manner:

First, a general theme/issue are presented in italics within a box. These themes/issues provide the structuring framework for the survey question(s). Second, the questions are shown as identified and underlined. Third, data are summarised either in statement or Table form. Finally, brief comment upon the data are shown in sections in bold.

Key to Colleges

Dauli - D, Gaulim - G, Kabaleo - Ka, Kaindi - K, Holy Trinity - H, Madang - M, Vunakanau - V and Port Moresby college preservice Vocational Centre programme - P

General Theme

Lecturer 'ownership' of material being taught.

Issue: College staff 'continuity' as a factor in 'ownership'. Questionnaire Item One.

Questionnaire Item One:

Where were you in 1990, 1991,1992 and 1993?

Fifty percent or more of respondents at colleges D, Ka, M, were at that college for 4 consecutive years (1990-93).

Less that 50 percent of respondents at colleges G, H, K, V, were at that college for 4 consecutive years (1990-93).

Comment: The respondents who were in the same college for four years would have been there while preparation of the initial diploma programme was undertaken and then stayed on in the same college to implement it.

Fifty percent or more of respondents at colleges D, H, Ka, K, M, were at that college for 3 consecutive years (1991-93).

Less than 50 percent of respondents at colleges G, V, were at the college for 3 consecutrive years (1991-93).

Comment: The data shows a core of staff stability in the majority of colleges during this transition period.

Issue: College staff 'involvement' in developing the new programme as a factor in 'ownership'.

Questionnaire Items Two, Three, Four and Five.

Ouestionnaire Item Two:

Were you involved in developing a college three year diploma in 1990, interpreting the Association of Teacher Education (ATE) guidelines? If so, how?

Fifty percent or more of respondents at colleges D, G, Ka, K, M,V, were involved in analysing the Association of Teacher Education (ATE) guidelines, "Towards a Three Year Diploma" (1990), in order to develop each college's programme.

Less than 50 percent of respondents at college H, were involved in analysing ATE guidelines.

Comment: Involvement may have been at a different college to where the respondent was working in 1993 when the survey was administered. This data indicates that the majority of respondents were familiar with the background of the whole programme to which they were now contributing in one of the colleges, as lecturers or senior staff.

Ouestionnaire Item Three:

Have you been able to teach what you planned for each of the three years? If not why not?

Seventy percent or more of respondents at colleges D, H, K, M, V, stated they were able to teach the part of the course (in some cases a unit) they planned for each of the 3 years. Half of the respondents said that adjustments were made for 1992 and 1993.

Fifty five percent of respondents at college G, and sixteen percent of respondents at college Ka, say they were able to teach what they planned for each of the 3 years.

Comment: Adjustments to written plans to accommodate students, college staff or system events are normal in any programme. This may have been more difficult in the situation where appointed "developers" of the whole programme in a college during the formative stages left soon after carrying out the initial work with ATE, either at the end of 1990 or 1991. Some individuals, or systems may have been effected by "developers" changing. A summary of some of the college system events follows:

Developers History

G Lecturer from within the college Returned overseas at end of 1990

Senior staff member from within Continued 1991 through to 1993-94*

the college

Principal from within the college Transferred at the end of 1990 Continued 1991 through to 1993-94* Senior staff member from within college Returned overseas at end of 1990 Senior lecturer from within the college working with the principal Transferred at end of 1991 Principal Continued to 1993-94* New Principal D Senior lecturer from within the college Returned overseas at end of 1991 working with a senior lecturer who remained Continued through to 1993-4 Principal Senior lecturer from within the college Continued from 1990 through to 1993 Principal from within the college and Both returned overseas at end of 1990 short term consultant New Principal Continued through to 1993-94* Deputy Principal (Operations) and Both continued through to end of 1993 Deputy Principal (Curriculum) working with members of each

Questionnaire Item Four:

college department

Did you design the course(s) you are currently teaching? Is it based on this college's original submission?

Seventy percent or more of respondents at colleges G, H, Ka, M, V, designed the sections of courses they were teaching in 1993.

Fifty percent of respondents at colleges D, and K, designed the sections of the courses they were teaching in 1993.

^{*}Semester 2, 1994 due to volcanic eruption third year students were evacuated from college G to College P and colleges Ka and V to college K.

Comment: This rate of involvement is consistent with the stability in staffing during that critical period.

Is it based on the college's original submission?

- D Three of the four respondents answered the question. They stated what they were teaching was based on the original submission.
- G Six of the seven respondents answered this question. They stated what they were teaching was based on the original submission.
- H Five of the eight respondents answered this question. Three stated what they were teaching was based on the original. Two explained they were expanding the original briefly written course outlines.
- Ka Four of the six respondents answered this question. Three stated "altered", "modified" and "broken down". One indicated what was being taught was based on the original submission.
- K All ten respondents answered this question. Three stated their senior lecturer based it on the original. Another two said it was basically "in-line" with original, one said the 1990 submission was reviewed in 1991 and another stated the course was restructured in 1992-93.
- M Four of the eight respondents answered this question. They stated what they were teaching was based on the original 1990 submission.
- V Five of the six respondents answered the question. Three stated what they were teaching was based on the original submission. Two respondents indicated restructuring, one as a result of a later workshop and one due to overload.
- Comment: After the initial programme development years, to make changes to its curriculum a college can handle this by the normal internal committees, its own Academic Advisory Committee and Governing Council.

Ouestionnaire Item Five:

What new ideas do you have for your course(s) in 1994?

In four colleges each respondent recorded at least one new curriculum idea to implement in 1994.

Three colleges indicated respondents with new ideas and included seven staff who did not record ideas for innovations.

Sixty-four ideas for action were proposed by 45 of the 52 respondents in the seven colleges. They appear clustered around the following issues:

Issue	Percentage	
.Structure of the programme .Teaching strategies .Own professional tasks .Teaching/Learning Materials .Specific to new school reforms	36 percent 25 percent 17 percent 14 percent 8 percent	

Listed below are curriculum ideas given by the respondents and shown under the general clusters which their responses suggested:

Structure of the programme

K

- Integrate parts of the Expressive Arts course
- Modify Practice Teaching for Subject Methods needs
- Integrate a Whole Language course for Language studies
- Introduce an additional unit called Grammar
- Extension studies units for Communty Development

D

- Include teacher survival skills in a Commuity Development unit

G

- Introduce a new Social Science unit called Women in Development
- Course writing skills
- Introduce a Language Studies course in Semester One to replace remedial Basic Skills
- Re-arrange, add more practicum and introduce assessing of attitudes
- Replan 'thinking' course to infuse other courses
- Request double period each term for Agriculture

Ka

- Increase Library Studies for third year students

M

- Increase Science time for third year students
- Include school syllabus studies

Η

- More community Sports
- New units for Conflict Resolution

V

- - Reorganise integration in strand for Maths and Science
 - Six new Library Studies units
 - Integrate Christian Religion Education with Professional Studies strand
 - Prioritise Teaching Skills units

Teaching strategies

H

- Introduce constructivist theory in teaching and learning and inservice strand staff members in the approach

Raise standards to National High School level (Grade 11-12)

V

- Basic inquiry skills increased
- More student involvement
- Emphasise punctuality and attitudes to attendance
- Home-based practice teaching and follow-up

G

- Concentrate on useful content more helpful in school classroom teaching
- Reduce content and increase observation and experience
- Balance across courses in assessible tasks

Ka

- Home-based practice teaching as a strategy
- Include more independent learning in courses
- More research that will be useful to new teachers after college

M

- Re-organise assessable tasks for whole course
- Reduce content and focus on main ideas and principles
- More emphasis on community hygiene and sanitation and safe sex, alcohol and drug abuse information
- Modify assessable tasks

Own professional tasks

K

- Review two of own teaching units
- Total review
- Ongoing resourcing and upgrading
- Some refinement of course

D

- Course evaluation and revision
- Improve own delivery strategies

V

- Plan a more co-hesive course

Ka

- Rearrange my modules

Η

- Develop, there are changing needs
- Evaluate the third year course

M

- Continue evaluation and improvement of courses

Teaching/Learning Materials

K

- Additional Professional Skills reading materials for students
- Prepare challenging research-based third year material
- Set more academic type tasks and reading
- Material for group and individual assignments

D

- Design a student workbook and a lecturer's manual

G

- More aids-making

M

- More copies of appropriate health references
- More language teaching aids
- Enrichment reading as an activity

Specific to new school reforms

K

- A new unit for Science Grades 7 & 8

M

- A new unit for Social Science Elective Grades 7 & 8

Ka

- Selected students in third year for a Grade 7 & 8 Practice Teaching
- Include Grades 7 & 8 Syllabus Study for Language Studies
- Include Grades 7 & 8 Syllabus Study for Social Science

Comment: The data show that the majority of respondents had given consideration to changes in the curriculum for the next year i.e. 1994. Changes either within their own area of responsibility or as recommendations to the co-ordinators.

General Theme

The diploma graduates are to be a "new kind of teacher" (Tetaga, 1989). Ideas about what this vision might be were embedded in Teacher Education Research Project (TERP) sub-project reports and allied literature.

Issue: More student-centred teaching.
Questionnaire Item Six.

Questionnaire Item Six:

How successful do you think you have been at getting your students to think more deeply? To think for themselves?

Respondents answered each "thinking" category similarly.

The terms are currently used in PNG as follows:-

to think more deeply - reflective thinker to think for themselves - independent thinker

The responses that are reported below are directly from the survey sheets.

Daniel de la Callina	Despendent & College Peffective Thinker Independent Thinker					
Respondent & College	Reflective Thinker	Independent Thinker				
K						
	fair	fair				
$\hat{2}$	successful	successful				
3	much improved	still developing				
4	varying degrees of success	varying degrees of success				
5	many very successful	little interest was shown				
6	satisfactory	satisfactory				
7	not in first year	most able				
8	difficult to judge improvements	difficult to judge improvements				
9	improved	improved				
10	fair degree of success	very successful				
D						
1	real success	real success				
2	very successful	very successful				
3	very successful	very successful				
4	very successful	totally successful				
G	`					
·	able to think more critically	interpret & analyse information				
2 3	estimate 75% successful	estimate 80% successful				
4	very successful	very successful				
5	fair	fair				
6	can master content	can analyse, synthesise & evaluate				
7	average success	most responsible				
н						
1	quite successful	quite successful				
2	certainly successful	definitely successful				
3		**********				
4	very successful in all aspects	demonstrated independent thinking				
		in research related matters				
5	becoming too critical	yes, successful about educational				
		issues				
6	very successful	very successful				
/	a little	a little				
8	giving responsibility	successful providing situations to				
9	to students	organise themselves				
10	good	good				
10	quite successful fairly well	very successful				
	lanly wen	barely				
M	andone had a sale					
1 2	students had problems	science learning difficult				
3	average success	average success				
'	very successful	very successful in a particular Issues unit				
4	good	good				
5	especially in weekly journal	seminars, presentations & essays				
6	very pleased with growth	pleased with growth				
7	difficult to say when involved	independent outsider able to judge				
8	yes	yes				

Respondent	Reflective Thinker	Independent Thinker		
Ka				
1		•••••		
2	quite successful	very successful		
3	yes, in individual reflection	*********		
4	very happy with developments	very satisfied with responses		
5	very successful	successful		
v				
1	very successful	students appreciated opportunity to reflect		
2	through extra reading	through research work		
3	very successful	some success		
4	moderately	little if any success		
5	reasonable	not consistently, but on some		
-		occasions		
6	very successful through reflections on practice teaching	group and self-contained activities		

Can you give examples of learning strategies you have used to gain this student-centred approach?

Respondents gave opinions and student-centred learning strategies they devised which are listed as follows:

College K

- Fewer formal lectures but to introduce independent research and study as options change is needed by both staff and students
- Library research, composing music and creative writing
- Topics given for research are selected by the students
- Staff need co-ordination to ensure consistent expectations of students, more relevant library resources
- Seminars demanding preparation by students
- Devising language games and articulating reasons for professional decisions
- Group work and research projects designed by students
- Investigative and interactive science teaching skills
- Students helping each other to improve essay writing skills by exchanging drafts

College D

- Projects to research own content and reporting from group activities
- Practical crop and animal responsibility for college dining hall supply
- Students work together to build a common summary, performance or position on issue
- Library use independently and concept-mapping as a personal tool

College G

- Process writing to improve written expression, reflective thinking at practice teaching
- Take home tests, exercises for interpreting and analysing
- Constructing own personal study timetable and following it, requiring punctuality

- Peer teaching for beginning classroom skills
- Own choice of topic for assignments, seminars and debate
- Preparation for panel discussions including community members as guest speakers
- Introducing a course in Thinking Skills teaching concepts like analysis, reasoning and mastery

College H

- Small group discussion during lecture time, essay writing as an assessable task
- Daily reflection record, self evaluation
- Identifying everyday issues and finding solutions to conflicts
- Contracting tasks and developing staff and student commitment
- Readings set regularly and efforts made to develop reading as an enjoyable habit
- Providing situations making student thought necessary and possible
- Community and village sport co-ordination and umpiring
- Keeping reflective journals and staff following up the entries from time to time Creative use of bush materials e.g. bat and ball, rope and colouring, learning and teaching new skills from other provinces, making sample sets
- Thematic approach in college and school, linking planning, setting up classroom learning environment

College M

- Making sample aids for the school and helping with school maintenance
- Regular self-paced remedial work where necessary
- Field study excursions, making clay models for social science
- Health clinic duties
- Campus play-group and child-minding responsibilities, child observation and
- Structuring student work sheets and work books
- Organising guest speakers and preparing routines, courtesies and questions in advance

College Ka

- Reviewing childrens books, organising village libraries
- Staff challenging students to improve on their own best performance, peer assessment at practice teaching
- Cultural groups exchange dances, songs and craft with classmates
- Role play, mock interviews, reflections on own teaching
- Select own research topics anticipated useful to the teacher in the field
- Designing own school lesson plans, following principles and objectives

College V

- Reviewing journal articles, rostered library duties
- Use of concept-mapping, formulating case studies
- Keeping journals during practice teaching, formulating case studies
- Caring for college food and flower gardens and animals
- Staff ensuring student work is assessed promptly and handout sheets clear and regular

Issue: More independent learning by students and lecturers.

Ouestionnaire Item Seven.

Ouestionnnaire Item Seven:

Have you used any of the Teacher Education Research Project (TERP) books to plan, prepare or implement any of your responsibilities over the 1991-93 period? If so, which ones?

College K

No respondents stated they had read any of these four reports. One response was that the (original) college programme was based on these by the members of the Association of Teacher Education (ATE) when writing the guidelines.

College D

One respondent had read sub project report No 1

College G

Two respondents had read sub project report No 4 and one had read Nos 1, 3 and 4

College H

Two had read No 4, one read some extracts and one other had not heard of them

College M

Five respondents had read Nos 2 and 3 or 4

Collge Ka

One respondent had read Nos 2 and 3

College V

Three respondents had read No 3 or No 4

Comments: In each college there were respondents who indicated reading of the "Philosophy of Education", P. Matane or the Association of Teacher Education (ATE) document or the National Content Guidelines, NDOE. All these were current and related literature not research sub-project reports. National senior staff from all colleges were research assistants for two of the sub-projects

Issue: More articulation of ideas, sharing, 'openness' and collegiality with colleagues.

Questionnaire Item Eight.

Questionnaire Item Eight:

We have verbally emphasised terms like "supervisor/helper" assistance, "department/strand" meetings and" sharing ideas from workshops". How have you really gained from staff co-operation?

Survey responses have been summarised as follow:

College K

All but one respondent stated they gained from workmates, workshop reports, strand meetings, weekly general meetings alternated with department meetings and from regular sharing of information in the staff lounge.

College D

Three respondents had gained from college representative workshop reports back at the college, strand meetings and staff helping one another. One respondent indicated that groups function with various degrees of value.

College G

Two respondents reflected on the new ideas reported from workshops. One had learned a lot from supervising student teaching. Three who were new said they had not yet had the opportunity to learn in any of these ways.

College H

Nine respondents said cooperation was strong and they had learned from colleagues, department and strand. One said he had not learned new things from the college but he had from the one workshop he attended.

College M

Two respondents stated that college representative workshop reports were improving and there had been useful following the college. Three mentioned sharing and cooperation was good, three mentioned "conflict", "argument" and "brainstorming" among colleagues.

College Ka

A respondent stated that workshop reports came to the general staff meeting for information but ideas or changes were not carried back for action to the departments, except for concept mapping from the Maths Science workshop and details of the Assessment workshop.

College V

Three respondents stated there was some sharing but more was needed and one said everyone was too busy. Another stated that while all agree that the sharing concept is ideal, leadership and planning is required for this to function.

Comment: Throughout the period 1990 - 1993 teacher education professional development and curriculum workshops continued to be offered for mainly national representatives from each college. There were up to five workshops held annually as well as other professional meetings, conferences and workshops sponsored by e.g. university, churches, library association, provincial office and curriculum unit.

Have you linked/integrated/team-taught/used themes/reached out_to colleagues?

College K

Most respondents stated they had included integration, theme teaching, co-teaching, strand planning and taking the initiative to reach out to colleagues. One stated the strand concept would take some time yet to develop.

College D

Most respondents said they had some experience and that integration had been discussed with the demonstration school and in the college.

College G

Four respondents had attempted integration but indicated it was difficult to implement Two gained from strand meetings, noting that some strands in the college were working better than others at this stage.

College H

Six respondents mentioned integration in their strand was working well. One said there was a group team-teaching and another said there had been initiative taken to reach out to another college after a workshop.

College M

Three respondents mentioned that integration is difficult and the concept is not understood by staff or students. Two mentioned that strand activities were not strong in this college as the departments were large and well developed.

College Ka

One respondent stated that the Library Studies course successfully integrated with other departments in the college and that all staff learned about and applied clinical supervision skills on practice teaching. Two respondents mentioned integration is within subject departments but not in strands. Linking is attempted between two departments and with the Professional Studies department.

College V

One respondent stated that regular meetings would help with integration in a small college, as one person departments become isolated.

Comment: Facsimile machines were introduced to each teachers college and head office in 1991 with Australian aid funding as a technical assistance to communication between personnel.

Issue: More agreement on what the vision of the new kind of teacher is or can be expected to be.

Questionnaire Item Nine

Ouestionnaire Item Nine:

In what way has this graduating group reached your objective in terms of a "new kind of teacher"?

Most respondents from all colleges wrote comments conveying that the students had gone some way towards reaching their objectives. The identified "ways" from the responses reflect what individual staff saw "a new kind of teacher" to be. Following is a variety of "ways" the respondents listed presented in college groupings:

K Students-

are able to reflect on and evaluate own teaching and to work on weaknesses level of operation and thought has been deepened are more mature and constructively critical show during practice teaching that it is difficult not to follow the teacher's methods have an expanded background knowledge for teaching are creative in their thinking and some are more open are more academic and less capable in classroom teaching are able to praise children for the right reasons have changed to a more creative way of teaching written expression

D

Students-

are physically and professionally more mature

are more informed regarding content and more skillful with classroom management talk less and do more and lessons are more child-centred

developed their understanding of teaching concepts gradually over a three year

are broadened in a view of the world to different degrees, show confidence & met college objectives

G

Students-

have more background information and new skills met National Content Guidelines to different levels are articulate and confident

are critical, child-centred in their teaching and not controlled by time or system are self analytical and willing to experiment

are competent and mature in their approach to children

are reflective practitioners, facilitators, improvisors and able to integrate ideas are aware that field policies and procedures will inhibit too much flexibility in a new teacher

H

Students-

are confident and competent

demonstrated in schools their ability to adapt to situations and changes are sharp at discussion and conclusions and using evaluation criteria are mature with children, understand content of lessons and help children have developed leadership skills, are organised and plan ahead are moving to higher level thinking and are aware of children as individuals in a one term small elective group, they proved very impressive in their performance

M

Students-

will let children participate

respond to children and teach individuals rather than worrying too much about the pace of the syllabus

do things without being asked or told and see value in advice think critically and are conscious of the teaching and learning process have improved academic standards (but still have a long way to go) show independence in study and while on practice teaching demonstrate positive thinking about nutrition and fitness

Ka

Students-

recognise the library as a 'centre' of activity and learning in the college and school are creative, innovative and skilled in the classroom are confident and resourceful at locating content for their classes are mature and can handle any situation in religious education lessons are independent learners, evaluating their own teaching and able to assist peers

V Students-

can do practical research skills and organise their own group work at college know that teaching grades one to eight is going to be difficult but are enthusiastic are a little more content orientated, reflective and mature are not yet a new kind of teacher, as the college needs funds, staff for dining hall, hostel, special education, religious education, community development and administration

Comment: The staff gave their views of what they saw as indicators of a new kind of teacher which in turn may have reflected the lecturer's own college situation at that point in time.

Issue: More relevant resources for lecturers. Questionnaire Item Ten.

Ouestionnaire Item Ten:

Do you own a set of National Content Guideline booklets?

Seventy five percent or more respondents in each of the colleges D, G, H, K, M, V, owned a set of National Content Guidelines to assist with the planning of the core of their units/courses/programme.

Fifty percent of respondents at Ka, owned a set of NCG in 1993. Three of these were new to the college.

Comment: The data indicates distribution was successful and the majority of staff had accesss to their own copies of a recent reference at a time when lecturer resources were scarce.

Responses welcome to Pam Quartermaine and Dr J.Williamson c/- 158 Kitchener Road, Alfred Cove. W.A. 6154

Survey Data

Responses re	ceived Total staff or	n strength
Dauli	4	11
Gaulim	7	10
Holy Trinity	11	17
Kabaleo	6	11
Kaindi	10	17
Madang	8	26
Vunakanau	6	11
*Balob		
*Sonoma		
Total:	52 respondents	103 staff
Р	10	10
•	10	10
Total:	10 respondents	3 full time and 7 part-time staff teaching Vocational Centre programme

*B not located 22
*S closed 5
10 vacant positions in colleges as at November, 1993

The respondents held the following positions in 1993:

Principal Deputy Principal 5 Senior Lecturer 22 Lecturer 31 Associate 1

National staff 46 respondents Overseas staff 16 respondents

SURVEY OF LECTURER EXPERIENCE AND OPINION: REPORT OF DATA

Introduction

This project sought "experience and opinion" of the college lecturers involved in the actual implemention and teaching of the Diploma in Teaching (Home Economics) for Vocational Centre teachers 1990-93.

The survey responses are synthesised below as feedback to those who participated in the study.

Structure of the Report

The data are displayed in the following manner:

First, a general theme/issue are presented in italics within a box. These themes/issues provide the structured framework for the survey question(s). Second, the questions are underlined. Third, data are summarised either in statement or Table form. Finally, brief comment upon the data are shown in sections in bold.

<u>Key</u>

Port Moresby Inservice College, Vocational Centre programme - P

General Theme

Lecturer 'ownership' of material being taught.

Issue: College staff 'continuity' as a factor in 'ownership'. Questionnaire Item One.

Ouestionnaire Item One:

Where were you in 1990, 1991, 1992, 1993?

Fifty percent of respondents at college P, were at that college for 4 consecutive years 1990-1993

Comment: The respondents who were in the same college for four years would have been there while development of the initial diploma programme was undertaken and then stayed on in the same college to implement it. The three full-time vocational centre programme staff were in this group of respondents. They had been involved in a two year in-depth programme review with an overseas curriculum consultant prior to 1990.

Seventy percent of respondents at P, were at that college for 3 consecutive years 1991-93.

Comment: As this programme is situated in a multi-purpose college the students have the benefit of three full-time vocational education and home economics specialists and up to ten part-time other college staff subject specialists. The data shows a core of staff stability during this transition period.

Questionnaire Item Two:

Were you involved in developing a college three year diploma in 1990, interpreting the Association of Teacher Education (ATE) guidelines? If so, how?

Ninety percent of the respondents at P, were involved in analysing the Association of Teacher Education (ATE) guidelines, "Towards a Three Year Diploma" (1990), in order to develop a new programme.

Comment: Initial involvement may have been at a different college to where the respondents were working in 1993 when the survey was administered. This data indicates that the majority of respondents were familiar with some of the background of the whole programme, to which they were now contributing in the vocational centre teachers programme as a lecturer or senior staff.

Ouestionnaire Item Three:

Have you been able to teach what you planned for each of the three years? If not, why not?

Eighty percent of respondents at P stated they were able to teach the part of the course (in some cases a unit) they planned for each of the 3 years.

Comment: Adjustments to written plans to accommodate students, college staff or system demands are normal in any programme. This may have been more difficult in the situation where appointed "developers" of the whole programme in a college during the formative stages left soon after, either at the end of 1990 or 1991. Some individual systems may have been effected by "developers" changing or co-ordination responsibilities not being clear. In this college the situation was as follows:

Developers History

Two people within the college two senior lecturers i.e. the co-ordinator of the whole programme and the senior lecturer Professional Studies strand. Continued 1990 through to 1993-94*

*Semester 2, 1994 due to volcanic eruption G third year students were evacuated to P.

Ouestionnaire Item Four:

<u>Did you design the course(s) you are currently teaching?</u> Is it based on this college's original submission?

Ninety percent of respondents at college P designed the sections of the courses they were teaching.

Comment: This rate of involvement is consistent with the stability in staffing during the critical period.

Is it based on the college's original submission

Five out of the ten respondents answered this question. Two stated "some" of it is based on the original submission, three stated "modification" of the original.

Comment: The respondents conveyed a sense of there being an original foundation programme to which there had been adjustments since 1990. One mentioned the detailed consultant's reference material for most aspects of the content including the many home economics units. One mentioned a 1991 review, and others "adjustments" at the college in 1992 and 1993.

Ouestionnaire Item Five:

What new ideas do you have for your course(s) in 1994?

Each respondent recorded at least one new curriculum idea to implement in 1994. Ideas for action were proposed by ten respondents in P. They were clustered around the following issues:

Issues		Percentage	
	Teaching strategies	63 percent	7
	Structure of the programmes Specific to new school reforms	18.5 percent 9 percent	

9 percent

Teaching strategies

More practical activities Research and independent learning Seminars and more audio visual aids Additional content

Own professional tasks

Work more student-oriented, independent learning and evaluation exercises More activity trips, practical work and aids for Expresive Arts

Vary strategies and assignments

Structure of the programmes

Whole Language learning introduced to the strand More integration between strands

New Social Studies units to include: World Government and Women in Development

Specific to new school reforms

Syllabus content and materials familiarity: Grades 7 & 8

Own professional tasks

Evaluate own courses

Comment: The data show that respondents had given consideration to changes in the curriculum for the next year i.e. 1994. The changes were either within their own responsibility or as recommendations through the college system.. The majority of ideas were clustered around Teaching Strategies.

General Theme:

The diploma graduates are to be a "new kind of teacher" (Tetaga, 1989). Ideas about what this vision might be were embedded in Teacher Education Research Project (TERP) sub-project reports and allied community school and vocational centre literature.

Issue: More student-centred teaching. Question Item Six.

Ouestion Item Six:

How succesful do you think you have been at getting your students to think more deeply? To think for themselves?

Respondents answered each "thinking" category similarly.

The terms are currently used in PNG as follows:

to think more deeply - reflective thinker to think for themselves - independent thinker

The responses that are reported below are directly from the survey sheets:

Respondent	Responses related to the	esponses related to the student being:			
_	Reflective Thinker	Independent Thinker			
1	Successful	Successful			
2	Hard to judge	Hard to judge			
3	Very succesful	Successful			
4	Majority successful	Majority successful			
5	Satisfactory	Satisfactory			
6	Satisfactory	Good			
7	Satisfactory	Satisfactory			
8	Not successful	Satisfactory			
9	Not very successful	Successful			
10	Satisfactory	Satisfactory			

Comment: These two "thinking" concepts appear to be part of the college planning.

Can you give examples of learning strategies you have used to gain this student-centred approach?

Respondents listed student-centred learning strategies they devised and used as follows:

College P

- More practical sessions, group activities, excursions, audio-visual films, research projects and individual attention
- More skills in conducting surveys, arranging guest speakers and preparing questions
- Included report preparation and presentation after excursions
- Students running own activities, making group decisions and carrying out research
- Student responsibilities during field teaching in rural areas and reflective thinking application
- Groups of students carrying out research then making presentations from the group in team efforts
- More variety in teaching strategies for effective student learning
- Learning strategies including brainstorming, role playing, problem solving, research and writing up reports
- Included individual decisions selecting topics for activities and for reporting
- Gained student-centred learning through their demonstration to other students of handcraft from their own province and by producing their own designs for clothing
- Regular quizes and debates as learning strategies and regular written and oral presentation of current events

Comment: The data indicate many lecturers are creative and sensitive to opportunities for a student-centred approach. Some ideas use local resources and some pre-suppose resources being available in adequate numbers.

Issue: More independent learning by students and lecturers. Questionnnaire Item Seven.

Ouestionnaire Item Seven:

Have you used any of the Teacher Education Research Project (TERP) books to plan, prepare or implement any of your rsponsibilities over the 1991-93 period? If so, which ones?

College P

One respondent read Reports Nos 2 and 4 and two respondents each read one subproject report and could not recall which ones.

Comment: National senior staff from all colleges were research assistants for two of the sub-projects. The sub-project reports were available in college libraries and in limited quantities from the national research office.

Issue: More articulation of ideas, sharing, 'openness' and collegiality with colleagues.

Questionnaire Item Eight.

Ouestionnaire Item Eight:

We have verbally emphasised terms like "supervisor/helper" assistance, "department/strand" meetings and "sharing ideas from workshops". How have you really gained from staff co-operation?

College P

All but one respondent stated they had gained via these means. Three mentioned sharing, one working in a strand and two joining regularly in college department meetings. One respondent learned a lot from the workshop attended and appreciated seeing and discussing other college courses.

Have you, linked/integrated/team-taught/used themes/reached out to colleagues?

College P-

Two respondents stated they integrated across strands with the Professional Skills Strand, three other respondents identified linking with colleagues. One respondent stated integration has always worked in this college and another "... regular sharing and planning in department meetings...". Two respondents were not able to give examples of these approaches in their experience.

Comment: The data indicate no difficulty with part-time and occasional specialist lecturing as in the teaching of this programme.

Issue: More agreement on what the vision of the new kind of teacher is or can be expected to be.

Questionnaire Item Nine.

Ouestionnaire Item Nine:

In what way has this graduating group reached your objective in terms of a "new kind of teacher"?

Most respondents wrote comments conveying that the students had gone some way towards reaching their objectives. The identified "ways" from the responses reflect what individual staff saw "a new kind of teacher" to be. Following are "ways" the respondents gave:

College P

Students -

- . gained more since the programme was one year longer
- . are more confident teachers and take initiative in the classroom and the community
- . have learned more content to teach
- . are successful more often in achievening their own objectives
- . demonstrate self-discipline, honesty, industry and are law abiding
- . are able to counsel pupils and fellow students

- . displaying responsible, dedicated and positive attitudes to work and community
- open to constructive criticism that assists them in personal and professional development
- . are aware of current events in the society and can analyse and discuss issues
- . achieved the diploma objectives
- . achieved objectives of the courses within the diploma programme

Comment: The lecturers are characterising a new kind of vocational centre teacher.

Issue: More relevant resources for lecturers. Ouestionnaire Item Ten.

Ouestionnaire Item Ten:

Do you own a set of National Content Guideline booklets?

Eighty percent of respondents owned a set of National Content Guidelines (NCG) to assist with the planning of the core of their unit/courses/programme.

Comment: The data indicate distribution was successful and the majority of staff had access to their own copies of a recent reference at a time when lecturer references were scarce.

Responses welcome to Pam Quartermaine and Dr J. Williamson c/- 158 Kitchener Road, Alfred Cove. W.A. 6154

Survey Data

Respondents

Total of Staff

Port Moresby Inservice College 10

10+ = 3 full-time and up to 10 part-time staff

i.e. 3 full-time staff, 7 part-time staff.

This did not include Maths/ Science, but did include units: Professional Studies, Spiritual Education, Counselling, Social Science, Language Studies, Vocational Education & Home Economics

Three invalid responses:
1 staff newly appointed,
2 recently from study leave who responded Not Applicable.

Senior Lecturers: 5 Lecturers: 5

National Staff: 7 Overseas Staff: 3

Executive Summary

In November, 1993 when the first cohort of students graduated with a Diploma in Teaching (Primary) and a Diploma in Teaching (Home Economics-Vocational), the staff of the teachers colleges were asked to complete a survey questionnaire giving their experience and opinion about the new three year diploma.

Themes and issues formed the structure of the survey:

Theme One: Lecturer 'ownership' of material being taught

- Issue 1 College staff 'continuity' as a factor in 'ownership'
- Issue 2 College staff 'involvement' in developing the new programme as a factor in 'ownership'

Theme Two: The diploma graduate as a "new kind of teacher" (Tetaga 1989)

- Issue 1 More student-centred teaching
 - Issue 2 More independent learning by students and lecturers
 - Issue 3 More articulation of ideas, sharing, 'openness' and collegiality
 - Issue 4 More agreement on what the vision of "the new kind of teacher" is or can be expected to be
 - Issue 5 More relevant resources for lecturers.

The data from the respondents (N = 52 out of 103) who taught Diploma in Teaching (Primary) and respondents (N = 10 out of 10+) who taught Diploma in Teaching (Home Economics) are available in a report (24 pages). Below is a summary of the report.

Diploma in Teaching (Primary)

Theme One: Lecturer 'ownership' of material being taught.

The majority of respondents were *not* at the same college for *four* consecutive years (1990-93).

The majority of respondents were at the same college for three consecutive years (1991-93).

The majority of respondents were involved in developing the new programme in 1990. This may have been at a different college to the one in which they were serving in 1993.

The majority of respondents taught units they planned with adjustments.

The majority of respondents designed what they were teaching in 1993.

The majority of respondents from all colleges stated what they were teachig in 1993 was based on the original submission. The data from three colleges indicate modifying, reviewing and restructuring and from another that there was expansion of the original briefly written course outlines.

In response to a question regarding new curriculum ideas 64 innovations for action in 1994 were proposed by 45 respondents and clustered around what appear to be these issues:

Structure of the programme	36%	
Teaching strategies	25%	
Own professional tasks	17%	
Teaching/Learning materials	14%	-
Specific to new school reforms	8%	

Theme Two: The diploma graduate as a "new kind of teacher".

In response to a question that asked how successful had respondents been at getting students to think more deeply and more independently, the answers showed that this had been achieved either very successfully or to a lesser degree and that students were becoming more reflective and independent thinkers.

When asked to give examples of college learning strategies to gain a student-centred approach, overwhelmingly responses indicate students had been offered a variety of such approaches. An implication of this was a need for careful planning and availability of adequate resources for staff and students.

When asked about reading the four Teacher Education Research Project (TERP) sub-project reports distributed to colleges in limited numbers, data show from one to five respondents in each college had read one of the research reports. A respondent pointed out that these documents had been used by the Association of Teacher Education (ATE) members who wrote the 1990 guidelines, "Towards a Three Year Diploma".

Asked about the use of supervisor/helper assistance, department/strand meetings, sharing ideas from workshops and what had been gained from these means of stafff co-operation the data indicate different levels of satisfaction with co-operation and communcation. Sharing was said to need time, leadership and planning.

Asked about linking, integrating, team teaching, using themes and 'reaching out' to colleagues, all respondents had attempted at least one of these activities. The data indicate integration in departments is difficult and in strands will take more time to develop. Professional Studies and Library Studies were identified as successful linking points

Asked for provision of ways to identify a "new kind of teacher", data from respondents give some fifty ways of identification. Features commonly stated: more physically and professionally mature, more willing and able to evaluate own work and that of others, has increased subject content, more child-centred in the classroom, more independent and can do practical research.

Asked about receipt of a personal copy of the set of National Content Guidelines (NDOE)., resource booklets giving a content core based on the original ATE document and the outcome of college staff workshops., the data indicate distribution was successful for the large majority of respondents.

Diploma in Teaching (Home Economics) for Vocational Centres

Fifty percent of respondents were at the college for four consecutive years (1990-93), including the three full-time home economics and vocational centre programme specialists.

Seventy percent of respondents were at the college for three consecutive years (1991-93).

Ninety percent of the respondents were involved in analysing the ATE guidelines, to develop a new programme. For some this was at a different college to the one in which they worked in 1993.

Eighty percent of respondents taught units they planned for each of the three years.

The majority of respondents designed the units they were teaching in 1993

Half of the respondents answered this question and stated that generally modification to the original submission had occurred. One respondent mentioned their consultant's materials from the review, immediately prior to the commencement of the diploma.

In response to a question regarding new curriculum ideas each respondent recorded at least one innovation for 1994 clustered around what appear to be these issues:

Teaching strategies 64 percent Structure of the programme 18 percent Specific to new school reforms 9 percent Own professional tasks 9 percent

Theme Two: The diploma graduate as a "new kind of teacher".

In response to a question, asking how successful had respondents been at getting students to think more deeply and more independently, answers showed that this had been achieved by the majority successfully or to a lesser degree. Students were becoming more reflective and independent thinkers.

When asked to give examples of college learning strategies to gain a student-centred approach, responses indicate students had been offered creative learning strategies. Some use was made of bush materials and local resources. An implication was a need for even more facilities for both staff and students.

When asked about reading the four TERP sub-project reports distributed to colleges in limited numbers, data show three respondents had read at least one research report.

Asked about the use of supervisor/helper assistance, department/strand meetings, sharing ideas from workshops and what had been gained from these means of staff co-operation, the large majority of respondents stated they had gained from these kind of communications with colleagues.

Asked about linking, integrating, team teaching, using themes and 'reaching out' to colleagues, the majority of respondents had attempted at least one of these means productively.

Asked for provision of ways to identify a "new kind of teacher", data provided by respondents give an abundance of ways to characterise a new kind of vocational centre teacher. Concepts emphasise maturity and orientation to pupils and community.

Asked about the receipt of a personal copy of the set of National Content Guidelines (NDOE), which are resource booklets and are the outcome of college staff workshops, the data indicate distribution was successful for the large majority of respondents.

APPENDIX 5.1

Government Teacher Education Policies and Implementation 1946 to 1996

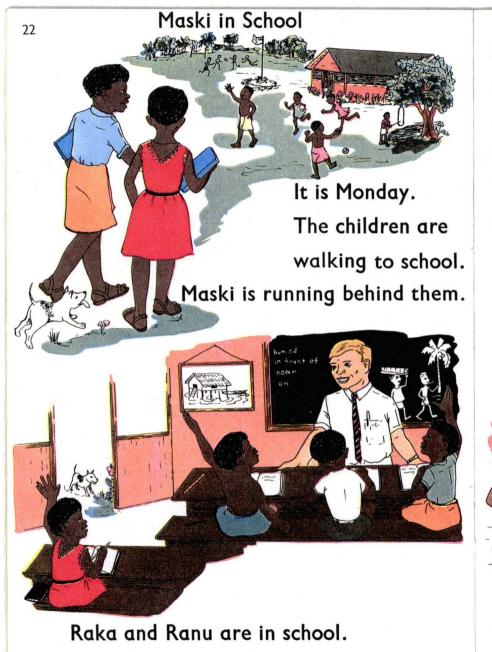
APPENDIX 5.1 GOVERNMENT TEACHER EDUCATION POLICIES AND IMPLEMENTATION: 1946 - 1996

YEAR	LENGTH OF PROGRAMME	ENTRANCE LEVEL	FORMAL SYLLABUS	CURRICULUM NOTE	CENTRES	NUMBERS	COMMENTS
1946 and 1947	1 year	Ex-std 3, 4 or 5 on to Teacher Training					First Teacher Training class at Sogen Central School after students spending from 1944 in Stds 3, 4 or 5 (Taylor)
1948	1 year	'Experienced'; Pre-war, Ex-angau or unqualified teachers	Inservice or 'refresher' 1948 Syllabus	Residential Wives were taught domestic skills	Sogeri (Papua)		At an Administration and Mission Conference in May 1947 the Director announced 'Beginning Sogen' as an 'intensive' Teacher Training Centre in 1948
	1 year	Ex-std 5 to High School Ex-std 7 on to Teacher Training	1948 Syliabus	• School boys in third yr. (ie Sids 6 & 7 + TT)	Sogeri (Papua)		In high school final year 'automatically' took Teacher's Course (Kiki)
	3 months 2 years	Mature age students Ex-High School conunuation	1949 Syllabus	Top-up after HS and irregular basic village schools I yr HS I yr TT	Sogeri (Papua) Kerevat (New Guinea) First graduates 1951		After High School '3 months' Teacher Training (R. Cleland) Kerevat High School opened a TT class
1950	Cumulative 3 years	Std 2	1950 Syllabus	2 years for preparation to qualify for village vernacular + 1 yr for preparation to qualify for village	Sogeri (Papua) Dregerhafen (New Guinea) Kerevat (New Guinea)		The three centres were high schools with TT classes added
1952 &	pondence	Native teachers in the field Native teachers from the field	Inservice or 'refresher'	Higher School	Headquarters Co-ordination Sogeri (Papua)		Assistance would be needed with 'correspondence' Territory Education Ordinance
1953 &		Standard 9 or equivalence 2 years	courses	'Provisional Teaching Certificate'	Sogeri (Papua)	No 'native'	Attempts to upgrade standards by
1954	1 year	post 'Secondary' Std 6 - 'A' course Std 9 - 'B' course + 2 year - 'C' course	1954 Teacher Training Syllabus First common TT syllabus	"A' course for Village Schools "B' course for Village Higher Schools "C' course for all levels "No time" for study of general school subjects to be included	Dregerhafen (New Guinea) Kerevat (New Guinea) Sogeri (Papua) Dregerhafen (New Guinea) Kerevat (New Guinea)	graduates in 1953 35 24 22	raising intake levels and ceasing output Henceforth 'Government
1955- 1959	1 year	Std 6 - 'A' course (Women applicants accepted one standard	for both mission and administration 'Common syllabus' 1954 Syllabus included 'training' for teaching	All women in group. First group of women only 1955	Popondetta	12	Certification' became available to mission-trained graduates Reference to 'infant teachers' (pupils in first year and/or Standards
1955- 1959	1 year	lower) Std 8 - 'B' course (reduced level) * English and Maths, entrance examination		Emphasis on practical skills and school management. 50% pass for external examinations	'Centres' are: Utu - New Ireland Tavur, Vunamann, Kerevat - New Britain Lorengau - Manus Island Dregerhafen - Morobe Brandi - Sepik Madang - Madang All above in New Guinea Popondetta - Northern Sogeri - Central Above in Papua	110 *	1 and 2) Attempts to break major teacher shortage. Most 'centres' were a teacher training class added to 'high schools' (or post primary classes)
1958 & 1959	I year	Std 4 and Std 5 admitted to 'A' course in both Admin and Mission	Emergency programmes. 1958	Standards diluted to respond to field demand and political pressures			Teachers numbers for field increasing rapidly, eg 818 in 1957 Teacher Training Division of Department of Education established
1960	1 year 2 years	'Gradually' improved Std 7 + entrance exam 'A' course Std 9 + entrance exam 'B' course Queensland Junior - 'C' course	'Primary final' headquarters exam became consideration for some 'A' course entrants after 1960	Last year of 'B' course one year training *	(B&A) Dregerhafen * (A) Goroka (A) Idubada (C) Ward's Strip	153 9 31	Small mission centres operating (21). Admit both 'A' and 'B' entrants one standard lower than administration. Kunjingini (Sepik) Kairiru (Sepik) Sek (Madang) Alexishafen (Madang) Hopoi (Morobe)
1961	L-year 2 years	Queensland Junior 'C' Course Certificate or equivalent (English + 3 subjects)	'Teachers Examinations' provided common standard of professional training for both mission and Administration teachers (Roscoe 1960)	Malaguna, Rabaul offered 'E' course for Europeans (6 months). To teach native children especially in the new highland Primary 'T' school opening quickly	Ward's Strip (PMTC) (2 yr	30 x 2 (E) Malaguna	Stassi (Morobe) Heldsbach (Morobe) Rintebe (EHD) Kabiufa (EHD) Falima (WHD) Awaba (Western) Dogura (Northern) Ruatoka (Central) Yule Island (Central) Sacred Heart (Central) Kieta (Bougainville) Asitavi (Bougainville) Kieta (Bougainville) Vuvu (New Britain) Kambubu (New Britain)
1962	1 year & 2 years		One year TT Syllabus 1962 (Preparatory Stds 1 & 2)	Places emphasis on English teaching Requires full year of professional training	Goroka continued to offer one year courses until 1967. It then grew to take secondary training		Missions told to improve standard of entrance to their 'B' course, and one class of trainees to conclude 80-120 advised
1963	1 year & 2 years		lst Syllabus for 'B' courses 2 yr training	Internal written exams in 2 year colleges by 1964	By 1965 Goroka and all one year courses had internal exams		
1964	1 year & 2 years	lw o			Goroka 'A' course Madang 'A' course Ward's Strip 'B & C'	147 216	A purpose-built government college at Madang opened
1966	1 year & 2 years	'A' Course entrance Form I		Internal written exams for 1 year to 6	Ward Strip now PMTC took mostly women 'A' course	189 (A) 125 (B & C)	Currie Report recommended abolishment 'A' Course. (16 mission centres remained).

		course				Ĺ	
1968- 1969	2 years	Students gradually becoming younger. Most 18 years plus.	A syllabus for Primary T Schools (Preparatory to Standard VI), 1967. K R McKinnon, Director. Available in schools and colleges. First substantial document published and widely available	Government college staff sending multiple copies of their duplicated materials to staff in small mission centres to assist them and get any responses.	Goroka Madang Port Moresby Awaba Balob Holy Trinity Gaulim Kabalco Ruatoka Kairuku Dogura Kunjingini Kicta Asitavi Vuvu Hahela Kambubu (SDA)		Annual Principals' Conference commence Colleges represent listed under 'place' Fourteen Mission colleges and Administration colleges
1970	1 year	Standard 7 or Form 1	1962 TT Syllabus Education Ordinance			Qualified teachers become members of the Territory Teaching Service	All mission 'A' course program officially ceased, 3 years after Administration centres
1971		'B' and 'C' course terms gradually dropped, although two kinds of entry: Form 11 entrance = (2 yrs HS) Teacher Grade 1 in the joint Territory Teaching Service Form III or IV entrance = (3 or 4 yrs HS) Education Officer Class 1 in the joint Territory Teaching Service			Consolidation of Primary colleges underway: Madang MTC Port Moresby PMTC Awaba TC Holy Trinity TC Kaindi TC Balob TC Kabaleo TC Vunakanau TC Gaulim TC		Goroka becomes the Secondary college with World Bank gener funded purpose-built facilities. River stone hall, mess and pris cell 'office' retained from 1950
1972- 1976	2 years only			Self help projects 'M2' Ministerial Requirement No 2/72 Students required to assist with maintenance of college	Sonoma TC (SDA independent) UFM Awaba TC closed, replaced by Dauli TC in 'remote' S Highlands		Preparation for self governmen 1972 and Independence in 197
1977	2 years each of 40 weeks duration	A minimum age of 16 years. Minimum academic qualification is Grade 10 with recommendation from head teacher as suitable for teaching	Staff:student ratio is 1:15. 9 subjects prescribed Ministerial Curriculum Policy No 22/77	Ministerial Curriculum Statement gazetted The language of instruction is English	Amalgamation results: 2 colleges in Papua - Dauli and PMTC. All others in New Guinea		
1978- 1979	2 years	Grade 10	Internal	Principals ask for assistance with course content	PMTC became PM In-service College (PMIC)		Teacher Education Division, N shifted to offices in Waigani
1980- 1981			No teacher education syllabus Each college presents own to Board of Studies and Governing Council	Subject workshops for lecturers were accelerated			
1982- 1983			17 booklets of content. 'National Objectives', produced via workshop as basis for each college's own programme	1983 External examination of basic skills English and Mathematics			Many weak college students 'discontinued' over next 8 year to failing Grade 6 level basic s exams.
1984- 1986	(1985) NEB recommended planning for a 3 year diploma			National Teacher Education Board of Studies established (1986) reports to NEB	Dauli last college to be connected to telephone	Oversupply graduates unemployed	UPE again highlighted
1987- 1989		NEB reduced quotas of intake, and raised Grade 10 selection standards. Upper Pass or better and English essential (D, UP, P, F)					Teacher Education Research Pr (TERP) completed May 1989 included analysis of beginning primary teacher problems
1990	Final year of intake for two year certificate	Grade 10	National Objectives for Teacher Education	All colleges begin planning diploma curriculum with ATE in late 1990			Secretary announces that all column will commence Diploma in 199
1991	First year of intake for three-year diploma	Grade 12 (National HS)	School system reform begins. Each college interpreting ATE structure differently.	All colleges offer diploma programme		Last of Certificate level graduates	Certificate graduates appointed field positions beginning 1992.
1992 and 1993	3 Years	Few Grade 12 candidates	National Content Guidelines common resource for lecturers from 1992.	OHE/ADB/AUSAID (6 yrs) support major international consultancy scheme, university professors annually to each college 1994-1999 Aid Consortium	PMIC offers 'distance' and 'module' programmes for elementary teachers	1994 Diploma graduates in field	Innovative 'distance' and on- campus, units at PMIC to assis staff upgrade two-year trained certificate and to increase supp upgrade un-ceruficated element teachers for Reform needs
1995 and 1996		Increased number of Grade 12 entrants		concept			OHE coordinating up to 10 international university staff annually, each one a specialist college activity or subject area, distributes an evaluative report touring all colleges.

APPENDIX 5.2

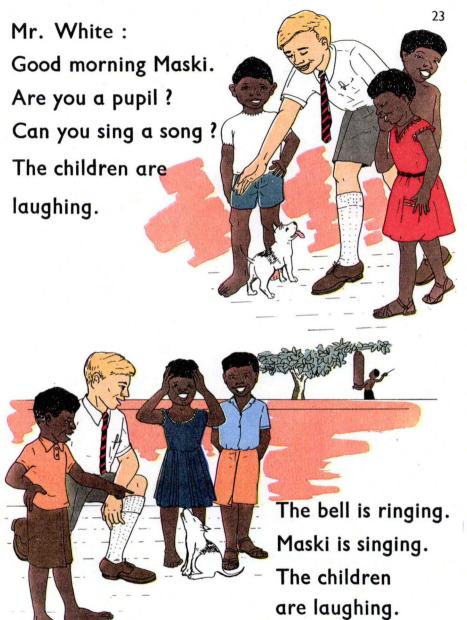
A Sample of the Minenda (Our Very Own) English Series



Raka and Ranu are in school.

Mr. White is in front of the children.

Maski is standing near the door.



Mr. White is laughing too.

Going Home

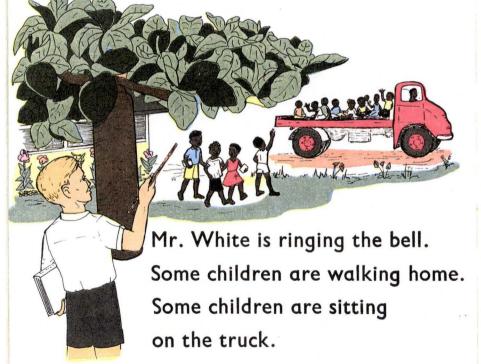
The children are in school.

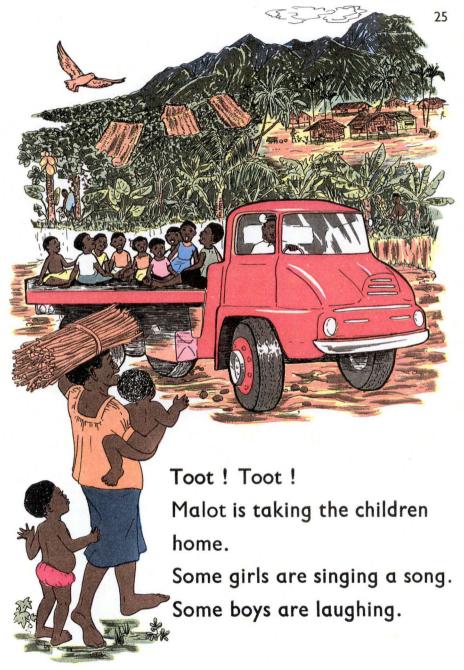
One boy is reading.

He has a blue

Reading Book.

The truck is outside.





A Sample of the Tarai (People) Social Studies Series

TO THE TEACHER

This book is for teachers who want some help to plan their Social Studies programme. The scheme of work is based on the Revised 1967 Primary 'T' Syllabus

About the Standard Two Course

At the beginning of the year it is a good idea to read the Syllabus for Standard Two Social Studies right through and think about it. Then read the Standard One and Standard Three Syllabus for Social Studies This will give you an idea of how the Standard Two work is part of a progression through the Primary School

It is important to realize that a course set down in a Social Studies Syllabus is a guide—a guide that will help you plan your course Each teacher will have an individual situation-a different school and different children. A programme book like this one can contribute towards your unique programme by a suggested approach.

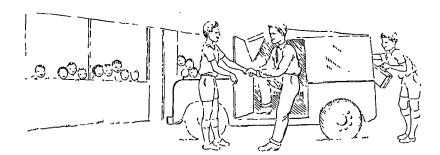
The Primary 'T' Syllabus course in Social Studies for Standard Two asks us to teach

Attitudes · Social Education Social Knowledge

- Attitudes are a person's true feelings about people. places, things and about the daily work and duties to be done They amount to a person's thoughts, understandings, actions and general behaviour.
- 2. Social Education (Behaviour) leads to a knowledge of the accepted fair way to behave to other people face to face in daily association. It is also the accepted fair way to behave in deeper ethical decisions

(It is clear that an 'accepted way' could be different for different cultures Our Primary 'T' Syllabus states ', policy is to foster a Christian way of

Social Knowledge in this Syllabus consists of facts about the world-the immediate world and the ever widening world that is unfolded by the curiosity of the child and the enthusiasm of the teacher The Standard One Social Studies Syllabus calls it Social Awareness. Following this awakening in Standard One children begin a spirited search for answers.



Behaviour?

Attitudes and social behaviour are very important It is by teaching these we help develop the character of the pupil Simple values of honesty, sincerity, tolerance, kindness, loyalty, patience and love can become part of the whole person.

Consider that children are influenced in proportion to the extent that they love or respect those who teach them, and that children at Standard Two level are becoming even more aware and impressionable. We cannot always explain to children why we want them to have a certain attitude or behave to others in a certain way There are right or accepted ways because they are unselfish and good ways in themselves.

Children in your Standard Two will absorb attitudes and social behaviour every waking hour from other children, neighbours, family and teachers. The class teacher needs to

- (a) know what are accepted attitudes and social behaviour
- (b) realize he is transmitting these to pupils and that children will see and copy what the teacher is. not what he says he is.

Yes, attitudes and social behaviour can be taught by the class teacher through

- 1. his or her own example
- 2. incidental teaching when an occasion arises

Is it really possible to teach Attitudes and Social 3 implicit instruction especially in Social Studies lessons but also in every lesson of the week

Not one of us can afford to say, 'Oh, children will just pick up right ways ...' We must, for the benefit of the individual and society, positively approach this obligation that we as class teachers inherit.

How can Social Knowledge be taught?

Social Knowledge lessons may be taught following a planned programme of work in class. The general aim of 'Acquisition of Knowledge' includes three basic methods. That is

Narration-telling a story

Exposition-explaining

Study-setting the problems and searching for an

These lessons present facts, they are less complicated and are difficult to teach only as far as the facts themselves are difficult.

This programme has many lessons to teach social knowledge. During these lessons the teacher is also developing attitudes and social behaviour, e.g., while discussing the customs of children in other parts of this country tolerance can be taught.

We want Acquisition of Knowledge lessons to be useful for the class. We want children to discover and learn facts If they are to learn they must be kept interested and alert. The Teacher should incorporate plenty of pupil activity into lessons



Notes on Method

Here are methods included in this programme.

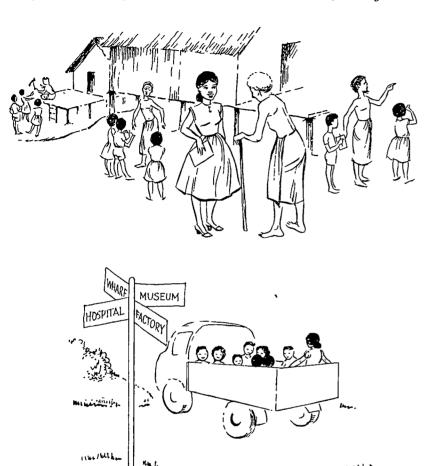
Narration-the teacher or a child reading or telling a story that is

- a story from a book
- a story that has been carefully composed for a purpose
- a personal experience
- or a story-type address from a visiting speaker

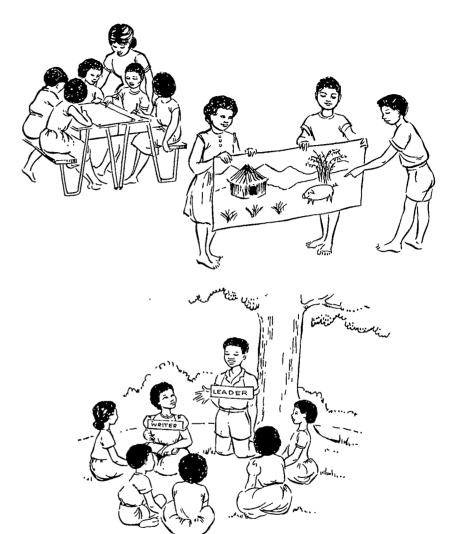
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2

Study—the teacher setting a problem and the children, or the teacher and the children, discovering the truth



" Million



5

The Syllabus and this Programme

The Syllabus allocates sixty minutes a week for Social Studies Also some of the Block Time is available for walks, excursions, small group activities, guest speakers, Activity Sheets and other follow-up work

This Social Studies Programme allows for two lessons a week each twenty minutes long. For the third lesson of the week there are follow-up activities, or a set of Tarai Activity Sheets linked with the lessons in this book. The lessons are written in the first person and will easily make personal lesson notes for the new teacher

In the Tarai programming Ethics and Morals, Health and Social Studies are correlated under the same Unit headings to help our work flow more easily from one subject to another and from one lesson to the next This way you can make all your teaching more meaningful It also provides a link between Art, Craft, Drama, Music, Reading and (c) Social Studies lessons

The programme develops through Term One-People and things around us Term Two-Children in other parts of this

country Term Three—Children in other parts of the world (d)

Some suggestions for using this Programme

Vary the presentation of lessons and keep the children active.

Use.

- (a) Pictures for a picture talk, a narration or a picture study lesson
- (b) Real objects like a grass skirt, a boomerang or (e) road-making machinery
- (c) Study walks to the village, beach or community buildings

- (d) Excursions to the wharf, museum, zoo, hospital, factory or air-port
- Small group activities to do community tasks, cut and glue a frieze, make a scrap book, produce a chart, write a news sheet, build a sand tray, model a scene, arrange a display or talk in pow wow groups.

Always notice how successful different approaches are with your own particular class Experiment with ideas

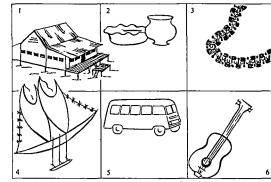
- Community service tasks can be of real value. Make the children conscious of their own strength and usefulness Encourage this feeling of willingness and availability towards work for themselves and other people Encourage children to volunteer and decide themselves what to do
- Pow wow groups can help children to learn As older children in a family help younger ones, so brighter ones or those more mature socially can assist in the classroom
- Stories are always liked by children The school library books will offer opportunities for reading them to children Stories in this programme or those composed carefully for Term 2 may be read to the class with expression Often children will want to dramatize the story
- Lessons in this programme may sometimes seem too short or too long. It is impossible to know ahead how long a teacher in an unknown situation will want to spend on a specific part of a lesson The wise teacher will use all that is valuable to the present class Some lessons will be resource material, some will offer ideas that lead to other ideas and many will be suitable to present just as they are planned in the book
- A note-book can be kept by the teacher Enter the progress made in each lesson for reference for the next lesson, later revision or general interest in concept development

6

Lessons 11 and 12

HANUABADA (Port Moresby)





- 1 A house in Hanuabada over the water
- 2 Women make pots to sell
- 3. Little girls sell necklaces of seeds and beads
- 4 Little boys sell toy lakatois
- 5 They can travel from Hanuabada to Port Moresby by bus
- 6 Young men play string instruments



- 1 Close to Port Moresby in the Central District 3 LANGUAGE: People are called Hanuabadans
- 2 NAMES: Boys-Sisia, Rima Girls-Hitola, Nae, Kaia
- They speak Motu.
- eg. We are sailing our boats Ita na eda kada ta toreamu

Evolving Teacher Education Policies: A Chronology 1946 to 1967

APPENDIX NO 5.4 EVOLVING TEACHER EDUCATION POLICIES: A CHRONOLOGY 1946 TO 1967

By assembling the main events related to what is termed teacher 'training' in this era, an overview is constructed of evolving policies.

- 1946 (August) Appointment of the first Director of Education, Mr W C Groves. He determined education policy until 1954.
- 1947 (May) Administration-Mission Conference with the Director.
- 1948 Director's Plan for Education in the Territory: His focus was social development in broad terms. He encouraged teachers to draw-up their own curriculum to fit the local needs.
 - South Pacific Christian Conference: Administration and LMS, Anglican and Lutheran missions represented.
 - Teachers in Administration schools pre-war or ANGAU schooled, with families to Sogeri, for one year teacher training.
 - Guide for teacher trainers Syllabus (1948).
 - Between 1948 and 1953 regular 'refresher' (inservice) courses were held in many school-centres.
- 1949 What was the Papuan Central School, re-named the Sogeri Education Centre 1944, became the Sogeri Teacher Training Centre (TTC).
 - Kerevat TTC opened: 84 graduates in 1951 after a 2 year course.
- 1950 Teachers in field offered a 3 year correspondence course:
 - (Oct) Dregerhafen TTC, opened with 26 students. Sogeri TTC had 16 students
- 1951 St Paul's, Vuvu, Rabaul, Roman Catholic Mission training centre opened, emphasis still on catechists. Sogeri TTC 27 students
 - Oxford English Course series distributed by Central Administration: readers for students and guides for teacher
 - Mr Paul Hasluck became Minister for Territories in the Australian Liberal Government, remaining until 1963
- 1952 The Territory Education Ordinance released
 - Sogeri TTC 42 students and Kerevat TTC 61 students
 - Three refresher courses of one month duration at Sogeri TTC. Each for 30 serving Mission teachers.
- 1953 Categories of 'Native' teacher training: An A Course (Provisional Teachers Certificate); a B Course and C Course (Trained Teachers Certificate) run in Administration centres based on a two-year Post-primary Course followed by a year of actual Teacher Training.
 - There was no Administration teacher output in 1953
 - United Nations Mission visited. Trusteeship Council considered the UN Report and expressed need, to Administering Authority, for training of teachers competent in the use of standard English.
 - (September) Inaugural Eduction Advisory Board (EAB) recommended Committee on Languages members both from Department of Education and Missions.

- 1954 (January) Forty-eight Administration Native teachers received promotion and an annual salary increment. Criteria are: length of service, remote or responsible duties, exam results, attitudes to study, 'intangible qualities' in school and community.
 - Sogeri students first to complete the advanced course (17).
 - Education Ordinance becomes Law
 - To this date, no general Department Teacher's examination available and Department certification not available to Mission trained teachers.
 - Grant-in-aid to Missions for Educational purposes following criteria, related to qualifications of European or Native teachers, levels and types of schools and syllabus taught.
 - Ethics and Morals teaching in Administration Schools initiated by Director, Mr Groves
 - First 8 years of schooling known as Primary, and normally consist of 4 years at Village School then 4 years at Village Higher School. In the first 2 years Class 1 and Class 2 children will become literate in the Vernacular (Mission). In the second 2 years, known as Standards 1 and 2, they will commence studying English, but Vernacular remains the medium of instruction. The Village Higher School will include Standards Ill, IV, V, and VI in which children will gradually become literate in English. (EAB Res.1) Post-Primary is three years conducted in a Central School.
 - Emergency Teacher Training scheme planned for 1955 with a lower academic entrance level. Students completing Standard VIII of 1950 Syllabus for Native Schools in Administration OR Mission schools to attend an existing Central School for a year of practical training in teaching as preparation for teaching in Administration OR Mission Village Higher Schools, ie Central Schools at Popondetta (30), Brandi (7), Madang (12), Vunamami (3), Lorengau (12), Utu (12) auxiliary trainees
 - Tour throughout Territories by Deputy Director Mr Roscoe to see training of Native Teachers and Secondary Education for Natives.
 - Revised, Syllabus for Training of Native Teachers (1954). Designed to assist Mission Training Centres meet future requiremements for registration and recognition of schools and teachers.
 - Expansion and development of teacher training in Administration Centres foreshadowed.
 - (October) Age levels in Primary Education identified (Native) (a) Mission schools commencing with vernacular. Primary Class 1 is age 7 reaching teacher training at age 20.
 - (b) Administration (no vernacular) commencing with English. Preparatory is age 7 reaching teacher training by age 19.
 - European and Native Schools had separate Circulars from the Director in 1952 and 1954, eg Hygiene; Measles.
 - Scholarships for Secondary Education of natives in Australia (20 available annually): to private church schools tuition and accommodation, clothing, return fare annually no further south than Brisbane. No older than 15.5 yrs, at Queensland Grade 7 level.
 - Queen's Birthday celebrated in "Dominions and Realms on 14 June". Addresses about her or the Territory Guests to Australia for her visit.
 - Empire Youth Sunday, 30 May and Queen's Message read.
 - (September)Second Term Vacation, Port Moresby. Course for 10 native teacher. Co-ordinated by teacher Ken McKinnon.

- 1955 (September) Territory's first 'common' primary syllabus.
 - Implementation of the Ordinance, including Registration of teachers and schools.
 - Limited output of advanced course graduates from Kerevat TTC and Dregerhafen TTC.
 - (January) Forth-eight native teachers promoted one increment. Emergency Scheme grading exam for entrants in English and Mathematics. Pass at 50% or more required.
 - Eleven education sessions produced for those schools with radios.
 - Rural Science Officer employed to promote Young Farmer Clubs and to advise on Agriculture in residential schools.
 - Administration school staffing is Village Higher Schools by native teachers and Area Schools under control of a European Education Officer assisted by native teachers; Central School, Secondary School or Teacher Training under a European Education Officer.
 - Teacher training entry level lowered to Standard V1 for women entrants enabled the first of a series of women A Courses at Popondetta TTC.
- 1956 Advertisements in Australian newspapers for teachers
 - Interviews conducted in Australian states, by the Director of Education, Mr Groves, Deputy Director Mr Roscoe and Mr Owner, emphasis on applicant's character, ability to contribute to community and teach refresher courses for Native teachers.
 - First statistics gathered from Mission teacher training centres 695 students. Emphasis on use of English language.
- 1957 (January). All registered teachers subsidised.
 - Mission centres increased rapidly 818 students
 - Standard VIII students accepted into Administration B Course for the last time
 - Annual Report to United Nations stated there were 19 'post-primary schools' with 1,065 children
- 1958 Appointment of second Director, Mr G Roscoe, whose focus was Universal Primary Education (UPE) within 15 years (1973).
 - Teacher Training Division, established within the Department of Education
- 1959 Dilution of entrance requirements to meet numerical field demands. Gradually pre-requisites for the award of a teacher's certificate increased. An official Primary Final Examination (A) and a Standard IX examination (B) introduced. These used as entrance exams and old teacher training examinations discontinued.
 - Four Regional Inspectors and 18 District Education Officers were appointed. Included teacher training centres in travel schedules.
 - Eleven education sessions produced for those schools with radios.
 - Rural Science Officer employed to promote Young Farmer Clubs and to advise on Agriculture in residential schools.
 - Administration school staffing is Village Higher Schools by native teachers and Area Schools under control of a European Education Officer assisted by native teachers; Central School, Secondary School or Teacher Training under a European Education Officer.
 - Teacher training entry level lowered to Standard V1 for women entrants enabled the first of a series of women A Courses at Popondetta TTC.

- 1960 Twenty One small Mission Training Centres
 - The C course extended to two years with the Queensland Junior the entrance requirement.
 - An A Course for women and the last one year B Course for men and women conducted at Dregerhafen TTC.
 - Two years notice given to Mission colleges to improve their B Course entrance requirements
 - New Administration college built at Ward's Strip, Port Moresby
 - Prime Minister, Australia, returning from a Commonwealth conference reports Territories staying in colonial role for too long not wise.
 - (November) 'E' course (Emergency European).
- 1961 Mature expatriates recruited from Australia and within Missions are trained in the Territory on innovative six month 'E' Courses, to staff rapidly expanding highland primary school system of the 1960s.
 - Conducted until 1963 at Malaguna, Rabaul then at Madang and finally Port Moresby eventually producing over 500 primary teachers.
 - New site for Administration college at Goroka. Use made of pre-war Police Training Centre buildings.
 - Mr Roscoe closing all one-lecturer teacher training centres.
- 1962 Visit of United Nations team lead by Sir Hugh Foot.
 - Appointment of third Director, Mr Les Johnson who encouraged innovations at all levels of the system, especially local texts.
 - An A Course Syllabus booklet issued by the Department of Education. It prescribed English as the medium of instruction, required a full one year professional training and discouraged academic upgrading implying this may follow later as inservice.
- 1963 Both Administration and Mission offer a two year B Course
 - The first Syllabus for two year teacher training leading to B and C Certification issued. In this, the English Language and Literature and the English Teaching Method are separated for the first time.
 - Introduction of internal written examinations in two selected colleges, extended to all two year colleges by 1964 and to one year colleges by 1965. Practical Teaching exams monitored by visiting Departmental staff.
- 1964 Purpose built Administration teachers college at Madang opened
 - Modern Maths (Dienes Method) introduced to colleges and throughout primary school system.
 - Two year course for secondary teachers at PMTC.
 - Mr C E Barnes (CEB) Minister for Territories until 1972. Emphasised 'economic development'.
- 1965 Sixteen Mission Training Centres operating
 - Subsidies to Missions increased dependent on approved levels of certificated teachers.
 - An A Course held at Port Moresby TC
 - United Nations Visiting Mission to the Territory of New Guinea. Agrees with Currie Report to abolish one year teacher training.
 - Missions still employing 24% Native 'Permit' teachers and some 8% European 'Permit' teachers (un-trained).
 - There were two native graduates and 12 undergraduates in Australian universities.

- 1966 World Bank building project on the Goroka TTC site for secondary teacher training.
 - Between 1962 1966 Mission Colleges produced a total between 300 and 600 teachers each year, the vast majority being A Course with Grade VI entrance and one year duration.
 - Director Johnson becomes Assistant Administrator returning July 1970 as Administrator until Independence.
- 1967 Education Development Conference, Administrator David Hay, equal representation from Administration and Mission.
 - Administration ceased offering A course training.
 - Appointment of fourth Director, Dr Ken McKinnon.

APC Speakers and Titles of Addresses 1968 to 1993

APPENDIX NO 5.5 APC SPEAKERS AND TITLES OF ADDRESSES 1968 TO 1993

Over the 25 years of APC Conferences, the Titles spoken to by the Secretary, his Representatives and the Special Invited Guests, give a longitudinal indication of PNG Teacher Education Issues and Priorities 1968-1993.

1968

OIC Teacher Training: Dr G.Gibson -

Consolidation. Steps towards achievements as a group of teacher educators.

Director: Dr K. McKinnon -

Realism. Relationship between education and politics; minimally qualified primary school teachers in the field needing in-service and demand for shared planning.

Guest(s): Professor of Education, UPNG E.Roe -

Ideas Guiding UPNG Education Courses

Professor, Department of Education in Tropical Countries, Institute of Education,

London, J. Lewis-

Teacher Education in Developing Countries

OIC Primary Education, Dr V. McNamara (Resource person)

1969

OIC Teacher Training: Dr Gibson -

An Advisory Committee on Education in the Territory of Papua and New

Guinea(Weeden Chairman). Rapid changes foreshadowed.

Director: Dr K. McKinnon -

Tension in Teacher Education in PNG. Will always exist. The level of student is too low although improving, and the kind of training "needs to be different", considering all that is expected of a field teacher.

Guest(s): Professor of Education, UPNG, E. Roe and UNESCO Science Consultant, A.

Brooks

Organisation of Teacher Education

UNESCO Teacher Education Consultant, Dr H. Penny-

Developments in Teacher Education

OIC Primary Education, Dr V. McNamara,

Teachers Colleges in a National System.

1970

OIC Teacher Training: Dr G.Gibson

Director: Dr K. McKinnon

Weeden Report Implementation - Governing Councils, Boards of Studies, Students,

Staff, Finances and Facilities.
OIC Primary: Dr V. McNamara -

Inservice

1971 (Report not available)

Minutes of the meeting were accepted at the 1972 meeting. Recommendations included cases for College Counsellors, Assistant Lecturers and PMTC-UPNG shared courses. (Ref. Page 3 Para 1.4 of APC 1972).

1972

OIC Teacher Education: Dr G. Gibson Director: Dr K. McKinnon (absent)

Superintendent Operations Teacher Education: Mr Magnay

Headquarters Role as Executive of Committees - NEB, TEC,GC,BS

Principals Representative on TEC,Mr P. Meere (Holy Trinity)

Report on TEC Meeting

OIC Teacher Education: Mr Loa Reva

Localisation - views of PNG leaders sought, to indicate directions for the future.

Director: Mr Alkan Tololo Priorities in Education

Guest(s): The Minister for Education, Mr Ebia Olewale MHA -

Some Government Policies for Education

Eight Point Improvement Plan;

• Impressions attending the South Pacific Association of Teacher Education conference and the Commonwealth Teacher Education conference, Africa.

Assistant Secretary, Department of Social Development and Home Affairs, Mr Moi Avei.

Goals for the Future of PNG

Director, Teacher Education, NSW, Australia, Mr George Muir (Conference resource-man).

1974

OIC Teacher Education: Mr L. Reva

Director:Mr Alkan Tololo.

Quality of Education - Curriculum and comparisons of courses in different colleges. Links between ideas and practice in college and the community schools.

Guest(s): Professor of Education, UPNG, D. Stannard -

Association of Teachers Colleges

1976

OIC Teacher Education: Mr G. Obara

Director: Mr Alkan Tololo

Five Year Plan for Education (1976-80). Need for "personal development of teachers".

Guest(s): Principal Scholarships Officer, Mr I. Reid -

Student Enrolment 1977

Principal Research Officers, C. Burke and Dr D. Lancey -

Beginning Teacher Research Project - feedback from staff in the field.

1977

OIC Teacher Education: Miss R. Kekedo

Secretary: Mr A.Tololo

Five Year Plan and Teacher Education Standards - Entrance level raised but quality of basic English and Mathematics very poor.

1978

OIC Teacher Education: Miss R. Kekedo

Secretary: Mr Geno Roakeina

Localisation.

Guest(s): Panel - Provincial Education Officers

Problems observed and suggestions from provincial supervisors

College Associate Lecturer Supervisor - Mr N. Robinson

Fourteen Reports of Associates - Case Studies

1979

OIC Teacher Education: Mr Taina Dai

Secretary: Mr Tololo

EO nominated Theme: Where are we going together? (first group photo included in

document)

Guest(s): Provincial Divisional Head of Education, Mr J. Hereman

Provincial View of College Graduates

Lecturer, UPNG, Dr G. Gibson -

Co-ordination Diploma Education Studies (Tertiary) UPNG

OIC Teacher Education: Mr W. Penias -

Professionalism Secretary: Mr P. Songo

EO nominated Theme: Teacher Education in the 1980s

1981

OIC Teacher Education: Mr W. Penias

Secretary: Mr P. Songo

Guest(s): Professor Librarianship, University of Hawaii, M. Jackson -

Teachers College Libraries - PNG college survey First Assistant Secretary, General Services Wing, B. Peril-

Department Re-organisation and Standards Lecturer in Education, UPNG, Mr P. Smith -

Micro-Teaching

Legal Officer, Planning Services Division, Mr R. Price -

Draft Education Act

1982

OIC Teacher Education: Mr W. Maina

Standards Report Secretary: Mr P. Songo

Guest(s): Chairman, Teaching Service Commission, Mr T. Amos-

College Graduate Postings
National Librarian, Mr O. Kakaw-

Jackson Report Implementation

World Bank Project Officer, Dr C.Curran-

The 14 Projects of Education 2 (World Bank)
Lecturer University of Zimbahya, Miss I Childs

Lecturer University of Zimbabwe, Miss J. Childs-

Zimbabwe Institute of Education & Teacher Education

Teacher Education Staff Development Officer, Education 2 Project, Dr Perinapanayagam

The Staff Development Programme

Superintendent Secondary Inspections, Mr N. Murray -

Minister's Standards Report Volumes 1 and 2 (Chairman Kenehe)

1983

OIC Teacher Education: Miss P.A. Quartermaine

Secretary: Mr G. Roakeina -

Cycle of Education: teacher education is point of quality intervention.

Guests(s): Professor of Education, University of Alberta, Canada, Kasim Bacchus -

Value of Research Skills for College Staff

Professor of Education, UPNG, C.Rogers and

Chairman for Commission for Higher Education, Mr S. Kenehe

Developments in CHE

1984

OIC Teacher Education: Miss P.A. Quartermaine

Secretary: Mr G. Roakeina

(Principals flew to Mount Hagen, travelled by bus to Tari in the Southern Highlands where the APC was for the first time held at Dauli Teachers College. During the week the first telephone was connected to the college).

Guest(s): First Assistant Secretary - Mr A. Neuendorf

Standards Report and Overview of Progress

OIC Teacher Education: Mr Gei Ilagi Secretary: Mr Geno Roakeina

> Medium Term Development Plan (1986-90) Guest(s): Australian aid officer, Dr R. Hunter -

Planning ADAB 1986-90

1986

OIC Teacher Education: Mr G. Ilagi

Farrell Report - research planning for teacher education.

Secretary: Mr Roakeina -

National Teacher Education Board of Studies established & B.Ed.(Tertiary)UPNG for college staff

"We are still pioneering!" - formal schooling for 30 years(1956)& national education system for 16 years (1970).

Guest(s): Research Officer, Mrs L. Yeoman -

Issues and Problems and finding Research Questions

1987

OIC Teacher Education:Mr P. Modakewau

Secretary: Mr Roakeina-

Quality Community School Teacher Preparation and the Social Needs of PNG.

Guest(s): OIC Research Unit, UPNG, Dr S. Weeks -

Universal Primary Education (UPE)

Curriculum Unit - Mr D. Kerrison

Radio Science Project

Australian aid short term consultant, Mr R. Wingfield -

English Basic Skills College Survey

1988

OIC Teacher Education: Mr P. Modakewau

Secretary: Mr J. Tetaga

Implications of the Philosophy of Education (Matane)

Guest(s): Co-ordinator B.Ed. (Tertiary) UPNG, Bro D. McLaughlin -

Teacher Educators in PNG: A case Study, May 1988 Staff Development Unit, Clerical Training, Mr O. Pagulayan -

Financial Procedures in Colleges

1989

OIC Teacher Education: Mr P. Modakewau

Secretary: Mr Tetaga(absent) Mr W. Penias acting Guest(s): Professor Education UPNG, B. Avalos -

Practice Teaching Research Report

Research and Evaluation Unit, Mr A. Ross -

McNamara Report

1990

OIC Teacher Education: Mr P. Modakewau

Secretary: Mr J.Tetega

Guest(s): Senior Lecturers Queensland University of Technology (QUT),

Drs B. Elliot and K. Lucas -

Overview of QUT Projects (Australian aid)

Chairperson CH: Dr. N. Martin -

Decentralisation of Tertiary Institutions Professor Eduction, UPNG: B.Avalos -

Three Year Diploma Planning

OIC Teacher Education: Mrs M. Liriope

Secretary: Mr J. Tetaga (absent) Mr W. Penias acting

Changes in Teacher Education and Implementation of McNamara Report

Guest(s): Secretary for Prime Minister's Department: Mr B. Bai -

Law and Order and Rationalisation of Resources Chairperson CHE and CHE Administration Staff-The Higher Education Plan (1990) and Fiances Director Research and Evaluation Unit: Mr D.Doyle

Education Sector Review

1992 ATE met for 3 days after APC

OIC Teacher Education: Mrs M. Liriope

Secretary: Mr J. Tetaga

FAS Standards, NDOE: Mr P. Baki

Introduction Special Education to National System Assistant Secretary Policy & Planning: Mr K. Haeva -Disciplinary Matters in National Institutions

1993 ATE met for 1 day after APC

OIC Teacher Education: Mrs M.M. Liriope

Secretary: Mr J. Tetaga Guest(s): Divisional staff

Selected Significant Teacher Education Polices Highlighted in the Reports of the Annual Principals' Conference (APC) Meetings Between 1968 and 1993

TABLE 5.6 SELECTED SIGNIFICANT TEACHER EDUCATION POLICIES HIGHLIGHTED IN THE REPORTS OF THE ANNUAL PRINCIPALS' CONFERENCE (APC) MEETINGS BETWEEN 1968 AND 1993

YEAR	General	POLICIES . Teacher Education	ISSUES HIGHLIGHTED
1968		Consolidation of resources: amalgamation of small centres; co-operation between church and government teacher educators.	Principals presented papers on one of topics: college courses, staffing in colleges, professional development, practice teaching, students, assessment, inservice for field teachers.
1969		An era of 'teacher training' moving to 'teacher education'	Weeden Committee set up by the Australian Government to inquire into higher education situation and needs in the Territory had travelled to consult the mission college agencies and government officers and outcomes anticipated.
1970	Creation of the unified Teaching Service		Consequences of each college having its own Governing Council and Board of Studies:
1971	Criteria for membership of the joint (mission and government) Teaching Service	Teacher Education Committee (TEC) consequences: internal college examinations; a Certificate to be awarded by college and signed by principal and chairman of the college's Governing Council with a concurrent separate award of a Provisional Certificate of Registration provided by the Director of Education, full registration being awarded after a minimum of one year teaching and a report written by a primary school inspector formally endorsed as Satisfactory; World Bank funds to transform Goroka TTC into a Secondary TTC.	Inadequate understandings of the new joint Territory Teacher Service and the Education Ordinance changes said to be because there was no principals' representative on the TEC (as different to their being representatives of the agencies for whom each worked); operational matters, related to the many new structures, enabled clarification for implementation.
1972	Ministerial Policy No 2/72 on self help - known by students as M2 or 'self- reliance'	A place for a principals' representative on the TEC was created, the routine began of this membership being elected annually as the APC representative; Australian aid for indigenous college staff development commenced firstly at Canberra College of Advanced Education.	No student counsellors could be funded and employing an indigenous assistant for the role was suggested; numerical grades awarded to the reports written on college staff discontinued considering tertiary status; localisation of staff and use of tertiary teaching methods.
1973	Self Government declared as preparation for Independence; Dr K McKinnon replaced by Alkan Tololo who was the first local Director.	First local Assistant Director of Teacher Education, Mr Loa Reva, appointed; Awaba, UFM teachers college in the Fly River lowlands closed and transferred to Dauli near Tari on land donated by elders of tribes in the Southern Highlands District; terms native or indigene replaced by local, Papuan or New Guinean.	Following the publication of the detailed draft 1967 Primary School Syllabus to prepare children to both seek employment and return to the village, a new 1971 primary syllabus had become policy, it emphasised 'self reliance' including ennobling of local cultures, use of vernacular language and Melanesian pidgin in first years at school and special separate studies for girls (and by implication for boys). This resulted in colleges further considering their programme priorities.
1974		A common formula presented for calculating both government and church institutional structure: government financial support and supplies.	Ancillary staff concept introduced to gain positions for college assistants in office, dormitories and grounds; financial operational matters included numbers or ratios of professional and support staff and student intake and consequently materials and resources; concept of tertiary scholarships introduced.
1976	in 1975; Papua New Guinea Teachers Association (PNGTA); draft 5 Year Plan for Education (1976 to 1980); creation of	Due to celebrations there was no government finance for an APC meeting in 1975; government proposal for localisation of all positions of principal by 1980; a Tertiary Scholarships Branch created; inservice courses (6 months or 1 year) attached to colleges with space and co-ordinated by the inservice section of headquarters situated within the Teacher Education Division.	Multiple-class teaching methods; provincial community school curriculum development commenced; field feedback from a beginning teacher survey (Burke); Principal Scholarships Officer liaison with principals for selection of annual student intake and related costs of travel.
1977	Organic Law, Education amendments and Provincial Government powers	Ministerial Policy No 22/77 on all aspects of college curriculum gazetted. (Appendix 7.1)	A common basic guideline for the curriculum, including courses for all colleges, workshops for staff to produce these guidelines in each subject and workshops for producing minimum performance guidelines for English and Mathematics all requested by principals; the central headquarters Curriculum Unit selected the most experienced or skilled college staff for the writing of community school syllabuses and to a lesser amount of support material and texts; difficult for colleges to constantly release their staff; concepts of 'self-reliance' for students reemphasised; 'suitability to be a teacher' category, or an assessment of attitudes accepted by all colleges as a criterion for graduation; agreed that national staff specialise in one subject and become informed before taking on another speciality, that short-term overseas staff take on several subjects when necessary as part of bowing to national professional development.
1978	Inquiry into Standards; restructure of the Department of Education to include a position of First Assistant Secretary for General Education Services whose purpose was to integrate the activities of provincial schools curriculum, provincial and national inservice, inspections and teachers college work.	Fourteen associate lecturers in training; a 'model community school' project begun to highlight what the new 'community school' concept involved.	Common agreement sought on what a college graduate should be, know and be able to do; community-based (provincial) education and degree to which impinging on academic standards.
1979		Port Moresby Teachers College began transition to become the national Inservice College (PMIC).	Diploma Education Studies (Tertiary) UPNG, a two-year full time programme designed to qualify staff for tertiary teaching, details tabled for discussion; draft of the Secretary's Instruction on Demonstration School Appointments and Procedures tabled for discussion; request for external evaluation of college courses; 4 Catholic principals rejected the idea of the formation of an Association of Teachers Colleges.

YEAR	General	POLICIES Teacher Education	ISSUES HIGHLIGHTED
1980	Draft Education Act	Draft APC guidelines	Rejection of the establishment of an Institute of Education by feasibility committee; importance of patrol box and contents delivery to new graduates in the field; Draft Education Act discussions based on disagreement with wording on TEC, Governing Councils and reserved teaching positions, mainly as they impinged on church institutions.
1981	completed survey on all levels of	National Education Board (NEB) accepted the document National Objectives for Teacher Education and recommended that it become the guidelines for all college courses.	The outcome of seventeen workshops held over the previous three years were edited, published and accepted also by principals as guidelines for continued implementation; college libraries survey by specialist and consideration of the report; micro-teaching innovations.
1982	principals independently in 1980 accepted by the Secretary; Report of Committee on	APC used as a forum by World Bank staff to meet with principals, negotiating, reporting and including funding of a specialist Staff Development Officer for Teacher Education; introduction of the external examination of basic skills in English and Mathematics.	Office of Higher Education evolved from the Scholarships Office and student book and equipment allowance improved.
1983		All national deputy principals included in all sessions of APC as their professional development and for continuity purposes; as at end of 1982 increased number of college graduates not able to gain postings, oversupply queried but provincial statistics unclear; agriculture being fostered and qualified agricultural lecturer associates recruited as specialists in colleges.	The 'quality' of teacher education debated; research skills needed; 54 million kina invested in education but college staff and students still on lower scale than other higher education establishments.
1984	FAS pursued legislation for a central National Teacher Education Board of Studies (NTEBS).	APC held at Dauli, in the Southern Highlands District, a very remote college. Their first telephone installed during week of APC.	An increased number of overseas staff leaving the colleges; some parents of pupils now schooled enough to be complaining about poor classroom teachers and standards at all levels discussed; clinical supervision at practice teaching gaining college staff interest.
1985	•	Camping allowance introduced as payment to staff absent in the field when supervising practice teaching; one-off funding grant to all colleges to contribute to added security costs due to lawlessness.	Commission for Higher Education continued to increase their involvement in financing and planning for teacher education and linked scholarships with performance and discipline; Australian Aid consultant introduced tied and untied aid concepts and planned aid cycle with PNG national strategy.
1986		Women in Education Report (Yeoman) highlighted poor enrolment and retention of girls in schools; Farrell Report identified teacher education research priorities; master plan for Teacher Education Research Project (TERP) accepted; a three year programme for the BEd (Tertiary) to replace UPNG diploma as the new route for national college staffing of teachers colleges; ratification of the National Teacher Education Board of Studies (NTEBS) and first meeting held.	Assistant Secretary delayed diploma introduction to 1989 after the completion of the TERP, the results of which would be used for long term planning.
1987		Staff:student ratio was one staff to 15 students, planned to improve annually until 1:12.	Planned library upgrading; new UPE target; church agencies want to select their own (denomination) staff to be trained as lecturers; social climate workshop held and caused re-visiting of the unfulfilled need of permanent college student counsellors.
1988	A	Plan emphasised financial constraints, implementation of educational philosophy of integral human development (Matane); church agencies reminded of the 'partnership' policy implicit in the joint Teaching Service membership and of their financial obligations.	Lawlessness concerns, 3 principals attacked with knives and all campuses taking added precautions with guns, fences or guard-dogs; college registrars meetings at the same time as principals because financial management difficulties due to localisation of the ancillary positions without adequate preparation and qualifications; principals against external examinations of basic skills.
1989	Education Sector Review recommended Schooling System Reform plans; Police sent to Bougainville revolution; best of Grade 10 high school students to be sponsored by the AusAID project to complete schooling in Australia.	TERP researchers - Avalos, Ross and Yeoman presented final research reports; jubilees of Balob and Madang colleges; McNamara report, the final TERP round-up completed in May.	Principals rejected idea of best Grade 10 students to secondary schools in Australia as they anticipated them being lost to teacher education; several new expatriate principals consistently negative to government measures and co-operation.
1990	High Education Plan (1990)	Secretary Tetaga announced the NEB decisions: commencement of three year primary college diploma in 1991 and the creation of an ad hoc committee Association of Teacher Education (ATE) with Professor Avalos (UPNG) as chairperson to work on the curriculum and its introduction to colleges with an Executive Officer reporting directly to the Secretary; Queensland University of Technology (QUT) representatives announced the renewed professional development AusAID tied priorities; the national Commission for Higher Education (CHE) chairperson became involved in college budget in consultation with principals, aimed at scholarships for only Grade 12 college entrants by 1999.	Campus security; retention of academic standards; implementation of the McNamara Report; reduction of student intake in 1991 but retaining normal budget allocation to sustain colleges immediately prior to new diploma students.
1991	Prime Minister's Department.	National external basic skills examinations for first year college students discontinued with the commencement of the three year diploma; APC met for half o the week giving the other half to an ATE meeting for diploma curriculum purposes chaired by Professor Avalos and organised by the EO for ATE.	APC Executive Officer, a new expatriate catholic principal, for the first time identified APC participants as members (only the principals) and participant observers (national deputy principals, SDA representatives, Goroka Secondary College, UPNG and others).

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YEAR	General	POLICIES Teacher Education	ISSUES HIGHLIGHTED
1992	Special Education integrated to schools.	Teacher Education Division renamed the Staff Development and Training Division (SDTD); the National Teacher Education Board of Studies (NTEBS) meetings reported by the EO, Superintendent of Curriculum and Inspections SDTD.	APC EO, a long-serving expatriate catholic principal identified participants as members or observers; the concept of integrating courses in the programmes into strands and new reform subjects drew discussions regarding adequate staffing and resources; paucity of Grade 12 entrants and continued acceptance of Grade 10 applicants.
1993	School System Reform implementation spreading as provinces undertook changes and locate buildings and finance to change structure	Association Teacher Education (ATE) met the week of APC as there were no separate travel funds	After 20 yeas of enthusiastic involvement in on-the-job professional development of national staff by college staff mainly expatriate senior lecturers, the principals on behalf of their staff requested payment for this role of UPNG or NDOE tutor; principals and deputy principals requested more post-graduate study opportunities; principals reported a lack of teaching resources and the need for a better staff: student ratio as staff were suffering from 'burn out'; requested a Reform primary school syllabus for Grades 7 and 8; requested the international system to refrain from recruiting (or poaching) national lecturers for that schooling system; requested increased student scholarship funds comparable with UPNG from CHE and revisiting funding for an institutional position for a Christian Education lecturer on each college's staff.

APC Resolutions 1968 to 1993

APPENDIX 5.7 APC RESOLUTIONS 1968 TO 1993

Topic	Resolution
APC 1968	
Pre-service programme	68/1, 2, 3, 4
Infant Cert/ 3 Yrs. Form 4 proposal	68/22, 23
College size (120 students)	68/5
Colleges/ UPNG integration	68/6
Advisory Committee on Teacher Education	68/7
Principals to meet annually	68/8
Higher grant-in-aid for student food	68/9
Church college responsibility	68/10
Action research	68/11
Text books for college students	68/12
Multi-purpose institutions	68/13
Relevance of courses	68/15, 16, 17, 18, 19
Graduate follow-up	68/20
Demonstration school	68/21
Subject specialist advisory committees	68/24
SRC formation encouraged	68/25
Career development	68/26, 27
Staffing colleges/libraries	68/28, 29, 30
Continuous and cumulative Assessment	68/31, 32
External Assessment for certification	68/33, 34
Increased 'consultative' visits to staff	68/35
Inservice for field teachers	68/36
Inservice section in Department	68/37
One college train tutors	68/38, 39
APC 1969	
Association of Teachers Colleges or Inst.	69/1, 2
Board of Control for each college	69/3
Political issues and education	69/4
Consolidation	69/5
Entry levels	69/6
External written exams	69/7
External moderators	69/8
Staffing	69/9
Inservice within each college	69/10
Localisation acceleration	69/13
Education Gazette professional articles	69/14
Research Advisory Committee	69/12
Maintenance grant-in-aid quarterly	69/20
Practice Teaching: self-evaluation	69/11
Four Criteria for Professionalisation	69/15
Subject specialist advisory committees	69/16
College size (250-300)	69/17
Relevance/primary curriculum	69/22, 24
Form 2 entrants teach to Std 4 (not to Std 2)	69/23
APC 1970	5 0/1 0
Minister's Tert Educ or Higher Educ Authority	70/1,3
Currie Commission report (6,35-38)	70/2
Weeden Committee report implementation	70/4
Draft College Establishment	70/5
Inservice for field staff at colleges Church Volunteers in NES	70/6
Church Volunteers in NES	70/7

Staff Report for 1971 Student Personal Files on transfer Student scholarship allowance Board Studies and Governing Council processes Student graduation and certification Entrant's Form 2 level (4 subjects) Teacher Salaries (TSC) Student discipline and Ordinance Encouragement of women entrants Localisation of college staff Association of Teacher Education College staff development efforts SRC Teaching materials	70/8, 9, 11, 12 70/10 70/13 70/14 70/15 70/16, 17 70/18 70/19, 21, 22 70/25 70/26 70/27 70/27, 28, 31 70/30 70/32
APC 1971	
Full-time EO for NEB & TEC Co-ordination of communications Student Travel Staff Evaluation (Director's Inst No 7 5/7/72) Request for 10 Year Plan Ed.Ord. 1970. 'in loco parentis' Demonstration School costs College Council and Board functions Ministerial Directive No. 2 1972 Overseas college staff College curriculum changes and specialisation Libraries Students and course design Colleges/UPNG relationship Aims of Society: Minister Localisation of college staff Inservice for school staff College certification and Registration Consistent student name	72/2 72/3 72/4 72/5 72/6 72/7 72/8 72/9, 10 72/13 72/14 72/16 72/17 72/18 72/19 72/20 72/21 72/22 72/23 72/24
Government Eight-point Plan Self-reliance New overseas staff teaching experience Board of Studies PNG associate lecturers Primary curriculum Request UPNG assess teacher education effectiveness Methods and assessment Localisation College social climate Principal's reports on staff Student recruitment Graduate postings Practice Teaching TEC Higher Education Ordinance Inservice for school staff	73/2.1 73/2.2, 2.3 73/3.1, 3.2 73/3.3 73/3.4 73/4.1, 4.2 73/5.1 73/6 73/7 73/8.1, 8.2 73/9.1, 9.2 73/10 73/11 73/14 73/15 73/16 73/17
APC 1974 Multiple-class method College uniformity in core subjects	74/1 74/2

College staff contribution to Curriculum Unit	74/4.1
Student Exchange scheme	74/3
Student loans	74/4
College text books and Libraries	74/4.1
Provincial primary inspectors visits to colleges	74/4.3
Forty week college year	74/5.1 74/5.2
Joint beginning teacher survey	74/6, 13
Co-ordinating college publications Demonstration school	74/0, 13
Staff reports	74/8
Graduate postings	74/10
Colleges and community involvement	74/13.2
Communications from NEB/TEC	74/13.3
Ancillary Staff	74/14
Internal State	
APC 1975 (no conference)	
APC 1976	
Provincial enrolments	76/1
Associate lecturers in Agriculture	76/2
Enrolment reductions	76/3
Supervisory skills and college principals	76/4
NEB/TEC	76/5, 6
Welfare of new graduates	76/7
Posting format for Provincial Education Board	76/8, 9
Demonstration school	76/10
Headquarters officers visits to colleges	76/12
Student Natschol	76/13
College procedures for new staff	76/14
Publication: Practice Teaching	76/16
Multiple-class teaching	76/17
College staff and Curriculum Unit	76/18
APC 1977	
College staff and Curriculum Unit	<i>77/</i> 1
TEC communication	77/2
Ministerial Policy 2	77/3
Staff Development	77/4, 5, 6, 7
National staff development	77/8, 17, 18
Subject area workshops	77/9, 10, 11, 12, 13
Basic Skills English and Maths	77/14, 15
Madang T.C. dormitory expansion	<i>77</i> /19
Salary of new graduates	77/21
Student travel -Divisional warrants	77/23
Informing provinces re new graduates	77/24, 25, 31, 32, 33
Duty Statements: Principal and Deputy	77/26
Assessment guidelines	77/27
Quality of Grade 10 entrants	77/28
Student immaturity	77/29
Governing Council fees	77/30
Student transfers and files	77/35
Demonstration school staff Inservice central co-ordination	77/36 77/38, 39
Practice Teaching	77/47
APC 1978	704
Teacher Education Division select associates	78/4
Diploma Education (Tertiary) UPNG relevance reviewed	78/5
Eligibility for ex-associates	78/6, 9
Associateship Handbook	78/10, 11, 12
National Library assistance to college libraries	78/16

APC 1979 Subject Workshop - Prac Teaching & School Experience	79/1
" Maths	79/2
" TESL/English	79/3
Assessment	79/4, 5, 6
Association of Teacher Colleges	79/7
TEC and Education Ordinance	79/8 70/0
NEB Minutes	79/9 70/10
Beginning teacher problems	79/10 70/11
Catalogue of Governing Council decisions	79/11 79/12, 13, 14
Student college transfers Demonstration school	79/12, 13, 14 79/15
Graduate postings	79/15 79/16
College staff and Curriculum Unit	79/17
Staff:Student ratio for college establishment	79/18
Associate Lecturers	79/19, 20
National Objectives Part 2 accepted	79/21
Evaluation of common course outlines	79/22
College libraries	79/24
APC 1980	
Eligibility system	80/1
Institute of Education rejected	80/2
Principals conference Committee	80/7, 8, 9
Ancillary staff grants	80/10
Governing Council and Fines Costs of National Lecturer workshops	80/11 80/12, 13
Draft Education Act 1980	80/14
College Fees	80/15
Basic Skills -English	80/16
Lecturers teaching in community schools	80/25
Lecturer associateships	80/27
Female student enrolments	80/28
Suitability criteria	80/29
Evaluation of principals and deputies	80/30
Patrol boxes	80/31
Community school syllabus	80/32
APC 1981	
Draft Education Act 1981	81/1
TEC principal representation	81/2
Proportion resources to teacher educ.	81/3, 4, 5
Staff:Student ratio restored to 1:12.5	81/6, 8, 9
Libraries	81/7, 12
College lecturers	81/10, 13, 14
Ex-associates postings	81/11
Costs of Block Practice Teaching	81/15
Request for college grants tied to CPI	81/16
Demonstration school allowance	81/17
Graduate postings	81/18
Inspections	81/19
NEB college policies Book costs	81/20, 21
Basic skills - English and Maths	81/22 81/23
Suitability to be a teacher: criteria	81/24
APC 1982 Staff-student ratio	82/1
Graduate posting	82/1 82/2
Demonstration school allowance	82/3
National Examinations	82/4
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Basic Skills courses	82/5
Inspections	82/7, 8, 9
Messing and Accommodation allowance	82/10, 11
Associate Lecturers	82/12, 13, 14
Book Allowance	82/15
Student travel/selection	82/16, 17, 18, 19, 20,
21	
Libraries/Books	82/22, 23, 24
Curriculum materials	82/26, 27
Standards report	82/28, 29
Reserved positions	82/30
•	
APC 1983	
Associate lecturer training	83/7, 10
Standards Report Vol. 1, 2 & 3	83/8
External basic skills exams	83/9, 16
OHE travel tickets for female students	83/11, 15
Community school syllabus materials	83/12, 18
Demonstration school	83/14
NEB appeals committee	83/17
College libraries	83/20
TEC	83/21
TEC	03/21
APC 1984	
Creative Writing objectives	84/1
Wording of resolutions	84/2
National lecturers	84/3, 5, 18
OHE student travel	84/4
Research three year preparation	84/6, 14
Basic skills examinations English & Maths	84/7, 8, 9
NEB and student appeals	84/10
TV	84/11, 12, 13
Community school teacher attitudes and dedication	84/15
Graduate postings	84/16
Teacher salaries punctuality	84/19, 20, 25
Higher Education Act	84/21
College lecturer workshop	84/22
Assessment common terminology	84/23, 24
Demonstration school	84/26
UPNG-CHE Forum and planning	84/27
OTTO CITE Forum and planning	0-1/21
APC 1985	
Security personnel (K3 000 'extra')	85/1
CHE Natschol student insurance	85/2
Demonstration school staff suitability	85/4, 8
TSC Instruction 1/54. Student Dress	85/6
Practice Teaching 'camping' allowance	85/7
Community school teacher loss dedication	85/9
Graduate postings	85/10
Relevant TEC and NEB Minutes requested	85/29, 31
Basic Skills examination - English	85/32
Divisional assistance with student recruitment	85/33
ED 6 forms for new graduates	85/35, 36
College staffing	85/37
Three year programme favoured	85/38, 39, 40, 41, 42
Timos Jour programmo ravourou	03/30, 37, 40, 41, 42
APC 1986	
PSC Circ. Inst No 22 1981. Lecturer travel costs	86/1
Associate postings and church affiliation	86/2
Associate postings and college subsidy abolition	86/3
A tooovieto mousing and contego subsidy abountion	OUIS

OUT Amend	86/4
CHE travel	86/5
National staff inservice	86/6
Unpaid staff salaries redistributed	86/7
NTEBS additional church member Teacher dedication and commitment	86/8
	86/9
Practice teaching co-operation	86/10
Principals Handbook	
Volunteer church staff	86/11 86/12
Banking hours on Saturday	86/13
UPE	86/14
Education of girls	
Graduate postings and feedback	86/15
Research skills	86/16
Student selection	86/17
TEC increased membership	86/18
Selection of students	86/19
Girls education research report	86/20, 21
College staffing load	86/22
Natschol	86/23
Three year programme	86/24, 25, 26, 27, 28
APC 1987	
College liability for student death/accident	87/1
Law and Order and bank closures	87/2
Lecturers and Letters of Acceptability	87/3
NEB and termination of students	87/18
Lecturer rent collection	87/19
Staffing goal 1:12	87/20
Reduction of student intake and provincial places	87/21
Libraries	87/22
Prompt payment of new teachers	87/23
Intake level	87/24
CHE airfares	87/25, 26
Student info.format from colleges to provinces	87/27
College staff development	87/28
Research methods for lecturers	87/29
Aids education	87/31
And education	0//51
APC 1988	
St Benedict's land claims	88/11, 12
Basic skills	88/2, 4, 5, 6, 7
McLaughlan paper on teacher educators	88/3
NEB/TEC Minutes for principals	88/8
Workload of principals and deputies	88/9
Governing Council/NEB student discipline appeals	88/10
Demonstration school	88/13
National certification	88/14
Materials and Supplies grants	88/15, 16
Computers for colleges	88/17
Role college G C and Academic Advisory Committee(AAC)	88/18
College based inservice for lecturers	88/19
Philosophy of Education (Matane) and IHD	88/20
Consultation needed	88/21, 22, 23
CHE funding student travel	88/24, 25, 26
Demonstration school (D.I. No 85, 1973)	88/27, 28
APC 1989	
Graduate postings	89/1
Solar hot water for staff housing	89/2
Basic skills examinations	89/3, 4, 5, 17, 20
	02/2, 1, 2, 11, 20

College land	89/6
CHE and student scholarships	89/14
Libraries	89/15
Attack on Dauli principal	89/16
Australian scholarships for Grad 12	89/14
NEB and discipline in colleges	89/22, 23 89/24
Staff development on financial management	89/25, 26
Associate principals Education Act 'partnership'	89/23, 20 89/27
Philosophy and IHD	89/28
McNamara Report recommendations	89/30,46
Demonstration school	89/31
Law and Order and security of colleges	89/32, 37, 38, 39
Associates and National Arts School	89/40, 43
Libraries and resources	89/41
Balob and Madang celebrate 25 years	89/42
Spiritual Education workshop	89/43, 44
College-based staff development	89/45
APC 1990	
Student selection	90/1, 31
Request increase in messing and accommodation grant	90/2
Recruitment video for Grade 12 high school	90/4
Attack on Dauli principal	90/5
Project manager for Association of Teacher Education	90/6
Staffing colleges Three weer programme	90/7, 8, 9, 10 90/11
Three year programme Messing and accommodation grant increase	90/11
Natschol book allowance	90/13, 32
Christmas caretaker allowance	90/14
Report of TEC and NTEBS committees	90/15
Grants sustained with reduced intake	90/16, 23
Libraries and three year programme	90/17
CHE involvement in budgets for teacher colleges	90/18, 19, 29
CHE plan for NITE, 1991 and BEd Tertiary	90/20
Basic skills examinations	90/21
High schools informed of 3 year programme	90/22, 24
Workshops and three year programme	90/25, 26
Planning integrated strands	90/27, 28
Spiritual and social development	90/30
APC 1991	
Flexibility of college calendars	91/4
Student messing and accommodation	91/5
Christian Religion/Spiritual Education	91/6
UPNG part-time MEd	91/7
Re-structure of college establishment	91/8
APC 1992	
Flexibility of college calendars	92/1
Staff: student ration 1:12 plus Principal & Deputy	92/2
Withdraw deputies from APC	92/3
Spiritual/Social strand	92/4
Demonstration school staffing quality	92/5
Three year programme and computer skills for staff	92/6
CHE Messing and accommodation rate Salaries for college staff	92/7 92/8
NEB Circular 2/86 on Discipline	92/8 92/9
Restructuring college establishment	92/10
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APC 1993	
Workshop to write Principals Handbook	93/1
Post-graduate studies for national lecturers	93/2
Request for allowance for supervisors of associates	93/3
Materials and supplies grant	93/5
Request for increase in Staff ceiling for colleges	93/6
Request to CHE for resources up-grading	93/7
Staff categories: Professional, Administration, Ancillary	93/8
Christian Ed./Spiritual & Social Educ.	93/9
Primary Syllabus for Grades 7 &8	93/10
National lecturers poached by International schools	93/11
Request for student pocket allowance raise	93/12

Policies on Demonstration Schools: APC Resolutions 1972 to 1992

APPENDIX 5.8 POLICIES ON DEMONSTRATION SCHOOL: APC RESOLUTIONS 1972 TO 1992

Resolution 72/7

That the conference recommend to the National Education Board that transfer costs of teachers to demonstration schools be met from the central national funds

Resolution 72/8

That the Department of Education answer -

- i. whether a teacher at a demonstration school with a Letter of Acceptability (for Demonstration Schools) retains the right of tenure to a position if he should lose his acceptability?
- ii. whether a teacher appointed to a demonstration school, prior to the new Ordinance, retains right of tenure, if he is unable to gain a Letter of Acceptability.

Recommendation 74/2

That the headmaster of all demonstration schools be a non-teaching headmaster allowing sufficient liaison between school and college and enabling a headmaster to be involved in college activities.

Recommendation 74/3

In drawing up a report on demonstration teachers the (primary) inspector should consult with the principal about how well the teacher is fulfilling the role of a demonstration teacher.

Resolution 76/10

The principals' conference requests primary division to circulate to all teachers' colleges a list of teachers with a letter of acceptability as a demonstration school teacher, and their current appointment.

Resolution 76/11

The principals' conference is not satisfied that the procedures, outlined in Director's Instruction No 85 for tenure and acting appointments to demonstration schools, which are being followed by Provincial Education Boards and draws this to the attention of the Assistant Secretary for Provincial Education affairs.

Resolution 77/1

The principals' conference requests that teachers at demonstration schools continue to have letters of acceptability as demonstration school teachers and that they continue to be paid an allowance as a demonstration teacher.

Resolution 79/15

That provincial education boards consider the advantages to the -

- (a) provinces of having efficient demonstration schools
 - all provinces benefit from well-trained graduate teachers
 - efficient demonstration schools make an important contribution to providing good graduates
 - it is essential that all the teachers on a demonstration school staff be efficient and up-to-date in their methods.
- (b) it is requested that when teachers are being appointed to the staff of demonstration

school, the principal be invited to join the appointing body.

- (c) that background information on teaching performance be made available.
- (d) that after the teacher has been one year on the staff of a demonstration school, the principal of the teachers' college be consulted as to the effectiveness of the teacher in this situation, particularly in respect to the needs of teachers' colleges.

Resolution 81/17

The principals. conference requests that inquiry be made to see if a more flexible approach is possible in the distribution of demonstration school allowances. (These were budgeted for and paid by the Teacher Education Division, NDOE annually upon application on the correct format).

Resolution 83/14

That the Annual Principal's Conference recommends to the Teacher Education Division, that the number of demonstration teachers at the Demonstration Schools for Balob and Madang colleges be increased to nine teachers and one non-teaching headteacher, owing to their (college) size, currently each over 300 students.

Resolution 85/04

That the Annual Principals/ Conference wishes to express its concerns to the Secretary for Education about the limited input colleges have in regard to the staffing of demonstration schools. They therefore resolve that the Secretary be asked to bring this concern to the attention of relevant provincial education boards through the appropriate provincial assistant secretaries. It is suggested the college role should be on an "invited consultancy" basis either by attending appointments meetings or through formal liaison with the Inspectors.

Resolution 88/11

To the Secretary for Education, that the present unrest and closure of Kaindi Teachers' College (230 students) and Demonstration School (450 pupils) indicates a law and order problem that should be addressed by the Justice Ministry.

Resolution 88/13

That a letter be sent to the Secretary for Eduction and the Teaching Service Commissioner recommending that the Letter of Acceptability system for appointments to Demonstration schools be reintroduced.

Resolution 89/31

That ways and means be investigated by TED, including legal advice, as to how the anomalous position of the demonstration schools being provincial institutions serving national functions can be changed.

Resolution 92/5

That given the involvement of teachers colleges in demonstration schools and the importance of providing good models to student-teachers, there should be a sub-committee consisting of the college head of professional studies, the headmaster of the school and agency representative to consider in the first instance all applications for tenure appointments and also for consequential vacancies that arise during the year. Subsequently to make recommendations for such appointments to the provincial appointing authority.

Policies on College Libraries: APC Resolutions 1968 to 1990

APPENDIX 5.9 POLICIES ON COLLEGE LIBRARIES: APC RESOLUTIONS 1968 TO 1990

Resolution 68/29 (a)

College staff should be selected carefully from amongst those interested and with special qualifications or training and/or experience. They should be encouraged to specialise.

Resolution 68/29 (b)

Because of the importance of libraries in the programme of a Teachers' College, full grant-in-aid be paid to qualified librarians in Church Teachers' Colleges.

Resolution 72/17

The principals' conference endorses the submission from the Librarians' Workshop with the reservation that Teacher Education and Secondary schools be given equal priority in the training of (national) Library Assistants (ex Form 2) at Goroka Teachers' College.

Resolution 74/4.2

That colleges be encouraged to make flexible use of the text book allowance so that it can help to cover classroom materials and resources that students can take with them (after graduation to schools).

That college libraries display a wide range of inexpensive teaching materials for use at the college and in the demonstration school, and also so other teachers can see what is available.

Resolution 74/14

To allow lecturing staff to concentrate on their professional duties it is recommended that the national institutions should be allocated sufficient government funds to enable these institutions to employ at least the following ancillary staff: 1 financial registrar, 2 typists and 1 qualified librarian.

Resolution 79/23 (as 78/16 repeated)

The national library through the Assistant Secretary for National Libraries (public provincial service) be approached as soon as possible to liaise with teacher education regarding the supply of the following technical services - ordering, cataloguing and processing of college library books.

Resolution 81/7

Libraries in colleges have been improved. This is through enlarged buildings, more careful and informed selections of books, creation of national objectives for library studies courses (plus the fact that it is recognised as a study subject) and the addition of a lecturer/librarian EO4 level position, enabling specialised assistance to staff and students. The principals' conference reconfirms that this position is valuable, indeed a basic need and resource.

Resolution 81/22

That Mr Kakaw, the Assistant National Librarian be asked to find out the relevant information regarding how to get aid from the Asia Foundation and to inform principals.

Resolution 81/23

That the national library be asked to develop as soon as possible basic lists of books for teaches college libraries.

Resolution 81/25

The principals' conference resolved to ask the government through the appropriate channels to arrange for the sale of books in the county at the same retail price as in the country of publication, as is done in India.

Resolution 83/3

That the conference write to the Superintendent of the central Curriculum Unit requesting that extra syllabuses, teachers' guides and text books (for community primary school) be made available for purchase by teachers' college libraries, and if possible for college students as well.

Resolution 87/22

That a letter be sent to the Secretary for Education asking that special grants be sought for upgrading library resources on an annual basis. This is imperative if tertiary methodology is to be implemented in teachers' colleges and the quality of learning is to be fostered as a life long process.

Resolution 89/15

Given the need in teacher education for the library resources of a college to be the focus of tertiary learning, and given the inadequate resources existing in most colleges at present, this conference recommends to the staff of teacher education division that:

- 1. the provision of funding for improved library resources be considered a major priority for the division
- 2. the division provide to the principals of the colleges information about the appropriate channel and processes available for seeking financial assistance outside the department to up-grade library resources; and
- 3. the division be encouraged to continue the small but steady supply of curriculum and other resource materials and that assist staff development in the use of library resources.

Resolution 89/41

That the materials and supplies grants be significantly increased to cater for needs created by the upgrading of courses in the light of the Matane Report and the urgent need to improve library resources.

Resolution 90/17

Preamble - One of the main resources needed to successfully introduce a quality three year diploma is the college library. Grants have never been given to colleges specifically for library resources. This situation has meant library resources are not adequate. If Government wants the three year diploma then library grants must be introduced in 1991 and continue in the years that follow.

The APC requests that the ATE, in collaboration with the CHE, submit a project for upgrading resources in libraries and to develop computer link-ups amongst all colleges and university libraries in PNG. This upgrading must start in 1991 and is essential to the implementation of the Three Year Diploma Programme.

- (a) Minister for Higher Education: Press Release Establishing NCTE December 1994
 - (b) Media Announcements NCTE December 1994

APPENDIX 5.10(a) MINISTER FOR HIGHER EDUCATION: PRESS RELEASE ESTABLISHING NCTE DECEMBER 1994

The Hon Moi Avei, Minister for Higher Education, Research, Science and Technology has established a National Council for Teacher Education. This Council has been constituted under Section 20 (Establishment of Co-ordinating Bodies for Higher Education) of the Higher Education Act, 1983. The Minister's actions are based on recommendations of a committee of representatives of the Commission for Higher Education, the National Department of Education, the Association of Teacher Education, the University of PNG, the PNG Teacher Association and the Teaching Services Commission. Each of these bodies, together with the Churches Education Council, Provincial Education Authorities and the staff of teacher education institutions, will be represented on the Council.

The Council will advise the Minister for Higher Education and the Minister for Education on ways of coordinating and strengthening teacher education institutions and programs. PNG needs more and better educated teachers at a time of budgetary constraints. The Council will therefore be asked to find ways to improve the equality and reduce the costs of teacher education.

The Minister thanks the many contributors to teacher education: church and state, academics and professionals. He requires their continuing partnership through their membership of the Council.

Invitations are now being sent to member organisations asking them to name their representatives on the new body. The first meeting will be held early in 1995.

APPENDIX 5.10(b)

MEDIA ANNOUNCEMENTS NCTE DECEMBER 1994

Fost-Courier, Weanesday December 21, 1994

Ministers announce new teacher education council

A NEW council aimed at assisting teachers at all levels has been established in Papua New Guinea.?

Named, the National Council for Teacher Education, the mitiative is a joint-effort by the Minister for Higher Education, Research, Science and Technology Moi Avei and his Education - and .Culture counterpart, Joseph Onguglo, under section 20 of the Higher Education Act, 1983.

The ministers' actions were based on recommendations of a committee representing the Commission of Higher Education, the national Deparament of Education, the Association of Teacher Education, UPNG, the PNG Teachers Association and the Teaching Services Commission.

Each of these bodies, together with the Churches Education Council. provincial education authorities and staff of teachers education institutions, will be represented on the council.

The council will advise both ministers on ways of co-ordinating and strengthening teacher education institutions and programs.

Minister Aver emphasised the importance of a re-assessment of in 1995.

teacher education to satisfy both the present Education reform program of Minister Onguglo and his own initiative for improving standards in science education.

"Papua New Guinea needs more and better educated teachers at a time of budgetary constraints. The council will therefore be asked to find ways to improve the quality and reduce the costs of teacners' education," he said.

Both ministers also thanked the many contributors to teacher education - church and state, academics. and professionals and requested their continuing partnership through their membership of the council.

They stressed that this council partnership must also strengthen the academic and professional development of teachers at all levels because "the quality of our children's education depends largely on the quality of teachers and their teaching".

Both men said invitations are now being sent to member organisations asking them to name their representatives on the new council which will have its first meeting early

NCTE formed to advance teacher education in country

By CYRIL GARE PORT MORESBY: A National Council for Teacher Education (NCTE) has been set up to in furthering assist teacher education.

The council is the brainchild of Higher Education Minister Moi Avei and his counterpart Education and Culture Minister Joseph Ongugio.

NCTE will benefit teachers by improving teacher education on a broader and wider scale, a statement from Mr Avei

No other detail were an-

nounced but the NCTE was expected to begin work in the New Year in an advisory role to both . velopment of teachers at Ministers on ways of coordinating and strengthening teacher education institutions and pro-. grammes.

Minister Avei has emphasised the importance of a reassessment of teacher education to satisfy both the present education reform program of Minister Onguglo and his own initiative for improving standards in science education.

Both Ministers were

optimistic of NCTE in strengthening the academic and professional deall levels, adding that 'quality of our children's education depends largely on the quality of our teachers and the quality of their teaching.

Representatives of the Commission for Higher Education, Education Department, the Association of Teacher Education, University of PNG, PNG Teacher's Association and the Teaching Service Commission are invited to apply to join the NCTE.

PNG Higher Education Project: Deployment of Consultants

- (a) 1994
- (b) 1995
- (c) 1996

APPENDIX 5.11(a)

PNG HIGHER EDUCATION PROJECT: DEPLOYMENT OF CONSULTANTS 1994

APPENDIX A

PAPUA NEW GUINEA HIGHER EDUCATION PROJECT 1994 DEPLOYMENT OF CONSULTANTS

														Total
			Feb	Mar	Act	May	.Jun	::Jul:	Aug	∷Sep.	:.Oct	Nav.	i:Dec.	Alonth
'Sullivan K	Curriculum Specialist - English													3
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Brash E	Higher Education Policy and Planning	1	1	Ī					Ī			T	1	1
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Kraft R	Unit Cost Analysis	T	1	1	1.	1 888				T	1	1	T	1 3
Barr C	Budget and Audit	Ī	T	T	1.	1	1	1	I		Ġ.			3.75
Ryan J	Fellowship Management & Support	T	1	T	1	1	1.	T	T	T.	T	Ι.	1	1 0.5
Davis D	Education Manpower & Planning	T	T	T	T	1	1	1	i			1	†	1 1
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Barnes J	Human Rescurce Management-Institutions &	T	T	T	1	T			1	i	i	i	i	1 1
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APPENDIX 5.11(b) PNG HIGHER EDUCATION PROJECT: DEPLOYMENT OF CONSULTANTS 1995

APPENDIX B

PAPUA NEW GUINEA HIGHER EDUCATION PROJECT 1995 DEPLOYMENT OF CONSULTANTS

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APPENDIX 5.11(c) PNG HIGHER EDUCATION PROJECT: DEPLOYMENT OF CONSULTANTS 1996

APPENDIX C

1996 SPECIALISTS' SERVICES FOR THE HIGHER EDUCATION PROJECT

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Counterpart Mr Chris Prince		ļ										
eacher Ed Curnculum - English/Language	O'Sullivan, K	3	1_			\					<u>l</u>	
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B. Higher ED Institutional Activities		_										
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- (a) CHE Consultant, J D Turner, Acknowledging Comments on his 1994 Report
 - (b) CHE Consultant, J D Turner, Progress on his Consultancy as at 3/7/96

APPENDIX 5.12 (a)

CHE CONSULTANT, J D TURNER, ACKNOWLEDGING COMMENTS ON HIS 1994 REPORT

John Turner, International Unit

School of Education, The University of Manchester, Oxford Road, Manchester M13 9PL Telephone 0161 275 3458 Fax 0161 275 3932 Email JTurner@man.ac uk.



JDT/JES/2666

12th June 1995

Miss P A Quartermaine c/o 158 Kitchener Road Alfred Cove Western Australia 6154

Dear Miss Quartermaine

It was kind of you to respond so fully to my report. I have gone through it very quickly and find it most interesting; I am looking forward to the opportunity to work through it in a more systematic way as I prepare for my next visit to Papua New Guinea and to revising the first draft of my report.

I very much appreciate the care and attention you have given the report and the detail in which you have responded.

With best wishes.

Yours sincerely

John D Turner

APPENDIX 5.12 (b)

CHE CONSULTANT, J D TURNER, PROGRESS ON HIS CONSULTANCY AS 3/7/96

THE UNIVERSITY

of MANCHESTER

John Turner, International Unit

School of Education, The University of Manchester, Oxford Road, Manchester M13 9PL Telephone 0161 275 3458 Fax 0161 275 3932 Email JTurner@man.ac uk.

JDT/JES/2419

3rd July 1996

Ms Pam Quartermaine c/-158 Kitchener Road Alfred Cove Western Australia 6154

Dear Pam

Thank you for your letter of the 12th June. It was a surprise to be reminded of the articles on Christian education which I had written over thirty years ago (1963/64 to be precise). I thought that they had sunk without trace.

I had thought the same about the work that we have been doing in Papua New Guinea. Because of problems in the Commission for Higher Education in Port Moresby the project was suspended for the whole of 1995. I understand, however, that it has now been revived and that there is a possibility that I shall be going out to PNG again towards the end of this year, together with a number of colleagues, to see what, if anything, can be salvaged from the work that we have started over two years ago. I am not particularly optimistic about the outcomes, but there are so many able people working in the field of teacher education in PNG that I feel under some obligation to make any further contribution that I can. I hope that something will come from it.

Thank you for your continued interest in education in PNG.

With all best wishes.

Yours sincerely

John D Turner

National Teacher Education Board of Studies and National Council for Teacher Education November 1998: Letter from a Principal (Mr J Waka)

NATIONAL TEACHER EDUCATION BOARD OF STUDIES AND NATIONAL COUNCIL FOR TEACHER EDUCATION NOVEMBER 1998: LETTER FROM PRINCIPAL



HOLY TRINITY TEACHERS' COLLEGE

P. O BOX 274 MOUNT HAGEN, W.H P PAPUA NEW GUINEA

PHONE. (0011) (675) 542 1411 542 1129 FAX. (0011) (675)542 3042

20/11/98

Dear Pami

to enjoy good health and active. It is going well here and we are getting sendy for our quadration on the and December.

The students are out on blocking, teaching and rural experience for the Brd. Year students. They will conflictly that block and was experience round at the end of rest wich.

Note is to larger the centre-fount to all the Teacher Education activities. The National Teacher Education Board of studies has been revived and was included approve Curriculum and other related activities. If Teacher Education.

They have pist recently proposed to set up a body shown as the Norhonal Council his Teacher Education. This body is currently on her the limbrella of the Office of Higher today and formely Communion for Higher today today Communion for Higher today today today activities will eventually come under the Coordinating arm of the body.

Thanh you NAY much for the card and the feeting-Stiff who knew you from you him her were glad to know that you shall denker no wid hind regards. So with hinde parts. Dear Pam.

Greetings! Good to know that you are continuing to enjoy good health and active. All is going well here and we are getting ready for our graduation on the 2nd December.

The students are out on block teaching and rural experience for the 3rd Year students. They will complete their block and rural experience round at the end of next week.

Nite is no longer the centre-point for all the Teacher Education activities. The National Teacher Education Board of studies has been revived and was meeting to approve Curriculum and other related activities of Teacher Education.

They have just recently proposed to set up a body known as the National Council for Teacher Education. This body is currently under the umbrella of the of Office of Higher Education (formerly Commission for Higher Education). All Teacher Education activities will eventually come under the coordinating arm of this body.

Thank you very much for the card and the greetings. Staff who knew you from your time here were glad to now that you still remember us.

With kind regards,

(Sgd) Joe Waka Principal

Senior Officers' Course (SOC) Purpose, Details and Difficulties

APPENDIX 6.1 SENIOR OFFICERS' COURSE (SOC) PURPOSE, DETAILS AND DIFFICULTIES

The purpose was to enhance academic, professional and administrative background and enable selected teachers to take more responsibility. It comprised six months residential study at the Port Moresby Teachers College (PMTC) where a dormitory was upgraded and a suite of two large classrooms and an office served as a base. Then followed twelve months monitored on-the-job experience attached, on probation, to an experienced expatriate in the field. Appropriate housing was often hard to find in the districts and the differences in earnings were made more obvious. The programme was designed by Mr Norman Walker, who had been at Administration teacher training centres from 1959, and Mr Geoff Gibson, one of the regional inspectors. Thinking back on the scheme the latter gave the following as one of the anticipated outcomes -

It was hoped the men completing the course would be in a far better position to appreciate educational policy and the reasons behind current practice. (Gibson 1971: 9)

This 'sympathy' towards current aims in education it was anticipated, would lead the indigenous officers to maintain and accelerate the present pattern of development and build onto it, rather than changing in the future, just to prove their own independence. The content of the study units generally served all four possible employment aspects - 1. district administration; 2. inspection and professional supervision; 3. large primary school administration and/or teaching; and 4. college lecturing. The matching field positions were called District Education Officer, Inspector, Headmaster/Senior Teacher and College Lecturer.

For the first group, 15 outstanding teachers were selected. Criteria considered were experience, academic attainment, professional qualifications and estimated potential via reports, referees and interviews. Assistance to individuals was provided by two full-time senior staff during 1963-1965 (initially Walker & Gibson, then Walker & Joyce). Forward-looking specialists were contributors to the study units. Some additional features included obtaining a driving licence, social development through excursions, regular entertainment and conversation with dinner guests and public appearances. Wives also participated in the socialising aspects which involved a trip from their village to Port Moresby. Library use and reading material were prescribed. There was an emphasis on the practical nature of the programme to include an introduction to the knowledge, skills and attitudes of each of the target positions. A system of Teachers Tours to Australia which operated regularly from as early as 1957, served as an opportunity for overseas travel experience.

On completion, since there were no initial opportunities for Public Service promotion, the members were all called Supervisory Teacher and were posted to attachments according to competence and specific interests demonstrated during the programme. They were all paid at the same salary rate. Follow-up was an integral part of the whole plan and reflective diaries were required to be sent back from the field fortnightly to the co-ordinators. Each officer received a visit on-the-job twice a year and some relevant books, towards a personal professional library. An annual field conference provided opportunity for problem discussion, consideraiton of possible solutions, ideas and reinforcement.

A difficulty identified was that the academic levels of those on the programme were a Territory Intermediate Certificate or equivalent (three years post primary schooling) or less, which meant a practical approach was essential and intended. Because the participants had limited formal schooling the tutors relied on attitudes, maturity and experience to assist studies. Units included basics of economics, politics, current affairs and anthropology.

Methods used were maximum discussion and involvement of participants. Exercises in writing and public speaking for confidence-building were included, and it was intended each would be extended and gain:

... sufficient understanding of the theory underlying practice (educational and administrative) to enable them to make intelligent decisions. (Gibson 1971:12)

A second difficulty was that programme members had to adjust their attitudes from confident passive acceptance to realising they had to exercise initiative and accomplish tasks at an acceptable level. Just 'being on the programme' was not enough, as there was no guarantee of automatic success. They had to be pushed to analyse, to use facts, to discuss and to project themselves as professional supervisors. Seemingly they were inclined to think that they had 'made it' just by being selected. They appeared to compartmentalise 'knowledge' and 'study routines', and rely on 'experience', but needed to learn how to overtly integrate and link these in their expression and performance (Gibson 1971:14).

Another kind of difficulty for those completing this SOC was the tardiness of both the Education Department and Public Service to accept wholeheartedly the implications of there being indigenous senior officers who satisfactorily completed such a programme with the belief they would get senior jobs (McNamara 1974:178). The 51 administration officers over a three year period (others in the programme were mission sponsored) who successfully completed the programme and were placed in appropriate positions included - District Education Officers (later called District Inspectors) (5), Inspectors (8), College Lecturers (2), Headmasters (23), Senior Teachers (5), Further Study Candidates (8).

In 1964 a re-organisation of the Public Service job qualification pre-requisites, effectively proved a hurdle for the older officers and favoured the younger candidates who had prepared as teachers with higher academic entrance levels. In a transition period, the Public Service in a developing country did not have an easy task trying to please each interest group. An experienced, technically able person who could do the job, needed to be 'equated' with some academic attainment to qualify for appointment. This was balanced with continued recruitment of expatriates on contracts: inexperienced in the Territory but with more formal educational background who needed opportunities for experience. The idea of having 'equivalent' categories in qualifications criteria was not consistent with existing public service policy and regulations, which were created for expatriate career public servants.

Separate scales for natives and overseas officers in the public service introduced by a new Minister for Territories in 1964 was poor timing, and highlighted just one of the difficulties for aspiring indigenous staff.

Papuans and New Guineans were given less than half the salary of a white man doing the same job, but on top of that we were made to pay economic rents, whereas the overseas officers paid subsidised rents. (Kiki 1968:145)

The concept and format of the Senior Officers' Course (SOC) was unique. Those who graduated from it during the three years provided not only many of the first indigenous leaders in education and in other government departments, but went on further to take high profile roles after independence in 1975. While what was undertaken matched well with Mr Hasluck's aim of accelerated localisation, the difficulty of gaining approval for additional training positions and acceptance of the course, acted as a constraint, and was a particular difficulty for employing indigenous college lecturers into the early 1970s when the emphasis was on academic qualifications.

Public Servants With Line Responsibility for Teacher Education

APPENDIX 6.2 PUBLIC SERVANTS WITH LINE RESPONSIBILITY FOR TEACHER EDUCATION

The designation changed from time to time as follows.

The design	ation changed from time to time as follows.
ľ	ivision Teacher Training 1960; Assistant Secretary for Teacher Education Division 1; Assistant Secretary for Staff Development and Training Division (SDTD) 1991
1958	Teacher Education Division established within the Department of Education
1958	Mr V McNamara
1960	Miss B McLaughlan
1961	Mr D Owner
1962	Mr D Owner
1963	Mr D Owner
1964	Mr D Owner
1965	Dr F Johnson
1966	Dr F Johnson
1967	Dr G Gibson
1968	Dr G Gibson
1969	Dr G Gibson
1970	Dr G Gibson
1971	Dr G Gibson
1972	Mr Loa Reva
1973	Mr Loa Reva
1974	Mr Loa Reva (died 21/9/74), Mr W Magnay
1975	Mr W Magnay (died 1/3/75), Mr G Obara
1976	Mr G Obara
1977	Miss R Kekedo
1978	Miss R Kekedo
1979	Mr T Dai
1980	Mr W Penias
1981	Mr W Penias
1982	Mr W Maina
1983	Mr W Maina/Miss P Quartermaine
1984	Mr Gei Ilagi/Miss P Quartermaine
1985	Miss P Quartermaine
1986	Mr Gei Ilagi
1987	Mr P Modakewau
1988	Mr P Modakewau
1989	Mr P Modakewau
1990	Mr P Modakewau
1991	Mrs M Liriope
1992	Mrs M Liriope
1993	Mrs M Liriope
1994	Mr P Modakewau
1995	Mr P Modakewau
1996	Mr P Modakewau
1997	Mr P Modakewau
1998	Mr M Tapo

Secretary for Education, 1946 to Present

APPENDIX 6.3 SECRETARY FOR EDUCATION

	Mr W Groves	1946-1958
	Mr G Roscoe	1959-1962
	Mr L W Johnson	1962-1966
	Dr K R McKinnon	1967-1973
	Dr Alkan Tololo	1973-1979
	Mr Paul B Songo	1980-1982
	Mr S G Roakeina	1982-1987
	Mr Jerry E Tetaga	1987-1997
:	Mr Peter M Baki	1997 - present

Minister for Education, 1972 to 1998

APPENDIX 6.4 MINISTER FOR EDUCATION, 1972 TO 1998

NAME	YEAR
Mr Mathias Toliman	
Mr Ebia Olewale	1972-1974
Dr Ruben Taureka	1974-1975
Mr Iambakey Okuk	November 1975 - December 1975
Mr Kobale Kale	1975-1976
Mr W Mangnolias	January 1976 - April 1976
Mr John Kaputin	1976-1977
Mr Oscar Tammur	1977-1979
Mr John Noel	1979-1980
Sir Barry Holloway*	1982-1984
Mr Paias Wingti	December 1984 - March 1985
Mr Sam Tulo	1980-1982 and 1985-1986
Mr Aruru Matiabe	1986-1987
Mr Joseph Aoae	23/12/1987 - 4/7/1988
Mr Jack Genia	8/7/1988 - 3/9/1990
Mr Andrew Baing	1990-1994
Mr Joseph Onguglo	1994-1996
Dr John Waiko	1996-1997
Mr Gabriel Dusava	1997 (couple of months only)
Mr Muki Taranupi	1998

^{*} Sir Barry is the only expatriate Minister for Education and he is a PNG citizen, earlier a patrol officer.

UPNG Professor of Education, 1967 to 1996

APPENDIX 6.5 UPNG PROFESSOR OF EDUCATION, 1967 TO 1996

Name	Years	Origin
No appointment	1966-1967	
Ernest Roe	1967-1972	Australia
David Stannard*	1973	UK
Graham Trevaskis	1974-1976	Australia
John Hanson	1977	USA/Nigeria
Cyril Rogers	1978-1985	UK/Africa
Robert Potter	1986	USA/Hawaii
Richard Pearse	1987-1988	Australia
Beatrice Avalos	1989-1994	Chile/UK
T C George	1995	India/Australia

^{*} Chairman of Department and acting appointment until death

Profile Summaries for Each Fellowship Category (Prong): World Bank 1982 to 1987

APPENDIX 6.6 PROFILE SUMMARIES FOR EACH FELLOWSHIP CATEGORY (PRONG): WORLD BANK 1982 TO 1987

Appendix 1: Summary Profiles for each Fellowship Prong PRONG 1 FELLOWS:-new recruits

Fellows	ships		47.75 man	-years						
Humber	of Fellows		41 (33 Ma	ile ; 8 Fernale)						
Averag	e Duration o	of Fellowship	1.16 years	:						
Averag	e Age		30							
Qualific	cations		Degree (26); Diploma (11)	; Certificate (4)				
Averag	e Experienc	e	3.9 years							
Pre-Re	cruitment S	tatus	Students (2	Students (21); Teachers (15); Other (5)						
Initial	In-Country '	Training Locati	ion							
BAL	DAU	GAU	HTC	SBE	SPA	Other				
6	10	3,	7	6	5	4				
Overse	as Training	Location	Canberra College of Advanced Education (37.5%)							
Curren	t Status of I	Fellows	Lecturers	(8); Training (2	?7); Resigned	(6)				

PRONG 2 FELLOWS:-serving lecturers on short courses

Fellowsh	rips			5.50 mar	n-years								
Number	of Fella)¥S		24 (20 Male; 4 Female)									
Average	Durati	on of Fellowsl	rip	0.24 year	s (12 weeks))							
Average	Age			40									
Qualifica	ations			Degree (5); Diploma (16); Certificate (3)									
Average	Experi	ience		14.1 years									
Pre-Fell	owship	Status		D/Princip	ials (4); S/Le	cturers (7);	Lecturers (13)					
Pre- Fel	lowship	Location											
BAL	DAU	GAU	HTC	KAB	MAD	STB	STP	POM					
4	1	2	1	6	5	1	1	3					
Training	Locati	on											
Australia		NewZealand	Fiji	,	lalaysia	PNG							
15 3				1 4 1									
Current	of Fellows ⁴⁵	Staff	Staff (18); Training(5); On Leave (1)										

PRONG 3 FELLOWS:-serving lecturers on upgrading courses

Fellowships	3	5.25 man-	years								
Number of Fellows	2	24 (20 Male; 4 Female)									
Average Duration of Fellows	hip 1	1.5 years									
Average Age	3	6									
Qualifications ⁵⁰	D	egree(7); [iploma(17)								
Average Experience		1.42 years	•								
Pre-Fellowship Status	P	rincipals (2	2); DP and S	L (9); Lect	urers(13)						
Pre- Fellowship Location		•	•	•							
BAL DAU GAU	HTC	KAB	MAD	STB	STP	POM					
2 3 5	2	2	6	1	1	2					
Training Location											
Auckland J. Cook	Leeds	5	ydney	UPNG	BAL						
1 2	1	1		18	1						
Current Status of Fellows	Staff (1	aff (15); Training(3); On Leave (2); Resigned (4)									

⁴⁹ three of the fellows are being trained under a Prong 3 program

⁵⁰twelve of the fellows had the Diploma in Educational Studies (Tertiary)

College National Staff Academic Qualifications 1996

APPENDIX 6.7 **COLLEGE NATIONAL STAFF ACADEMIC QUALIFICATIONS 1996**

The data in the table below is (a) (b)

listed qualifications on file current employment information

KEY:

:	College	Subject(s)	College Status	Level	Secondary School Attainment
	Ba Balob	02 Teaching English Methods	Te Temporary	05 EO5	09 Form Three
	Da Dauli	03 Language Studies	As Associate	06 EO6	09 Intermediate
	Ga Gaulim	04 Mathematics	In Inductee	07 EO7	10 Form Four
	Ho Holy Trinity	05 Science	Le Lecturer	08 EO8	10 Grade 10
	Ka Kabaleo	06 Social Science	SC Subject Co-ordinator	09 EO9	12 Grade 12
	Ma Madang	08 Professional Studies	SL Senior Lecturer	10 EO10	Ma Matriculation
	SB St Benedict's	09 Health	HS Head of Strand	11 EO11	
	So Sonoma	10 Physical Education	DP Deputy Principal		-1
	PM PMIC	11 Practicum	Da Deputy (Academic)	1	
		13 Expressive Arts	Dm Deputy (Administration)	i	
		14 Inservice	DR Deputy (Residential)	i	
		15 Home Economics	DF Deputy (Field Services)	1	
	-	16 Vocational Centre Methods	Pr Principal	1	
		17 Library Studies		•	
		18 Agriculture	1		
		25 Spiritual & Moral Education			
		35 Community Development			
		70 Special Education	<u>[</u>		

AU Timu Ba/0203/HS/07/10

SURNAME First Name College/Subject(s)/College Status/Level/Secondary School Attainment

10/03/97

NAME SURNAME First	QUALIFICATION	CERTIFICATE	TRANSCRIPT	CERTIFICATE CERTIFIED	TRANSCRIPT CERTIFIED
ACMAN Clement	Comm School Teacher's Cert (1980)		Not applicable	CERTIFIED	Not applicable
SB/03/Te/05/10	Bachelor of Educ (In-service) (1993)	~	V P P P P P P P P P P P P P P P P P P P		тог пррпопол
A(\ Benjamin	(1330)				
SB/1/Te/05/ XX					
AMBELO John	Comm School Teacher's Cert (1979)	V	Not applicable		Not applicable
Ho/0918/SC/06/10	Bachelor of Educ (Tertiary) (1993)		, , ,	1	• • • • • • • • • • • • • • • • • • • •
ANDA Philip	Dip in Lib and Inform Studies (1990)	V	V		
Ho/17/SC/06/XX	Bachelor of Education		V		
ARAZI Darusila	Comm School Teachers' Cert	V	Not applicable		Not applicable
Ma/02/SC/06/09	Dip in Educ Studies (Primary) (1986)	, v			
	Bachelor of Education (1990)	V			
ARUA Margaret	Comm School Teachers' Cert	~	Not applicable		Not applicable
PM/15/HS/07/09	Course Train in Dev Educ (1976)		Not applicable		Not applicable
	Dip in Educ Studies (Tertiary) (1978)	V			-
ASPO (DUPAI) Peter	Comm School Teachers' Cert (1978)	7	Not applicable		Not applicable
Ho/10/SC/06/10	Bachelor of Education (1992)	V			
AUGUST John	Comm School Teachers' Cert (1980)	V	Not applicable		Not applicable
Ga/08/SC/06/10				1	
BADAPIPI George	Comm School Teachers' Cert	V	Not applicable		Not applicable
Ho/06/SC/06/XX	Course Train in Dev Educ (1976)	V	Not applicable		Not applicable
BIARO Penaty	Level 1 Course - soccer tech (1992)	7	Not applicable		Not applicable
Ba/10/Le/05/XX	Level 2 Nat Coach Acc Scheme (1993)		Not applicable		Not applicable
	Bachelor of Education (1993)	V			
	First Aid Cert (1994)	V	Not applicable		Not applicable
BIRAO Rochus	Dip in Educ Studies (Tertiary) (1978)	V		<u> </u>	
PM/0614/Pr/11/XX	Bachelor of Education (1989)	V	ļ		
BUIA Biango	Bachelor of Arts (1985)	V	V	ļ <u>.</u>	
Ga/08/Pr/09/XX	Grad Diploma in Education (1987)	V	7		

DAMARU Bensen	Dip Graphic Design and Photo (1988)	~		
Ma/13/Le/05/10		,		
DAPAL Louis	Comm School Teacher's Cert		Not applicable	Not applicable
Ga/08/HS/07/XX	Course of Train Develop Educ (1975)	V	Not applicable	Not applicable
, .	Bachelor of Education (1989)	V	V	
DOBUNABA Mea	Comm School Teacher's Cert	V	Not applicable	Not applicable
Ba/04/Le/05/10	Bachelor of Education (1996)	7	V	
DUDUWEGA Demus	College Certificate (1968)	V	Not applicable	Not applicable
Ga/35/HS/07/XX	Comm School Teacher's Cert (1970)	V	Not applicable	Not applicable
	Bachelor of Education (1977)	V	V	
	Dip in Educational Studies (1985)	- V		
FOROVA Eare Orea	Girl Friday One Course (1978)			
Ma/17/SC/06/10	Library Technician's Cert (1985)	V	V	
	Dip in Lib and Inform Studies (1989)	V		
	Bachelor of Educ (In-service) (1994)	V	V	
GAPOG Hans	Cert of Christian Education (1988)	<i>V</i>	Not applicable	Not applicable
Ma/35/Le/05/Ma				
GEPARO Joseph	Cert of Christian Ministry	~	Not applicable	Not applicable
Ba/03/In/05/12	Bachelor of Education (1987)	~		
GIBARU Geoff	Bachelor of Science (1991)	V	V	
Ga/04/SC/06/12				
GUMBIRA Cornelius	Comm School Teacher's Cert (1979)	V	Not applicable	Not applicable
Ma/06/HS/08/XX	Dip in Educ Studies (Tertiary) (1987)	V		
	Bachelor of Education (1993)	~		
GWANGILO Morgan	Dip in Teach (Sec) (Maths) (1984)	- V	Not applicable	
Ma/04/Te/05/XX	Ad Dip in Teach (Sec) (Maths) (1992)	V	Not applicable	
HAHAMBU Casper	Bachelor of Education (1982)	V	V	
Da/05/XX/XX/12	Grad Diploma in Education (1989)	V	7	
HAMADI Paul	Bachelor of Arts (1977)	-		
Ba/0203/XX/XX/XX	Gr Dip T Eng Speak Other Lan (1986)	~	1 - 1	
HAMADI Theresia				
Ba/02/XX/XX/XX				
HAMAU Aloisia	Dip in Educ Studies (Tertiary) (1983)	V		

Ba/06/SC/06/XX				
HAWAP Jack	Dip in Tropical Agriculture (1976)	V		
Ba/18/XX/XX/XX	Diploma in Teaching (1977)	V		
	Diploma in Teaching (1988)	V		
HENDINGAO Jerry	Bachelor of Sci (Food Tech) (1982)	V		
Ka/05/XX/XX/12	Post Grad Dip in Education (1993)	V		
HIRAIYA Pılari	Bachelor of Arts (1984)	~~~		
XX/06/XX/XX/12	Grad Diploma in Ecuation (1987)	V	V	
HOMINGU Michael	Comm School Teacher's Cert (1979)			
Ma/06/In/05/10	Further Train Ed Ad Man Cert (1987)			
	Bachelor of Educ (In-service) (1996)		7	
ILA Gaminı	Comm School Teacher's Cert	V	Not applicable	Not applicable
SB/0405/SC/06/10	Dip in Prin and Prac of Educ (1977)	V	Not applicable	Not applicable
	Dip in Educ Studies (Tertiary) (1980)			
	Cert in Meth of Teach Pri Sci (1983)	v	Not applicable	Not applicable
	Man Skills Train Prog Part 1 (1989)	V	-	
	Man Skills Train Prog Part 2 (1990)	V	V	
	Bachelor of Educ (In-service) (1996)	V		
IREEUW Tom				
Ga/XX/HS/07/XX				
JASON Isiop	Bachelor of Arts (1988)			
PM/13/DF/08/XX				
JOGO Sobe	Dip in Tropical Agriculture (1975)	<u>v</u>		
Ma/18/HS/08/XX	Dip in Teaching (1976)	V		
	Dip in Teaching (1989)			
	Bachelor of Education (1993)	~		
KALUWEH Caspar	Comm School Teacher's Cert (1979)		Not applicable	Not applicable
Ka/08/XX/XX/10	Further Train Type Two (1985)	~	V	
	Lahara Enrich (Sch/Prov Ins (1988)	· ·		
	Bachelor of Education (1993)			
KAMBRUP Martina	Further Train Type Two Cert (1985)	V		
Da/18/HS/07/10	Cert in Sports Administration	V		

	Bachelor of Educ (Tertiary) (1993)		<u> </u>	
KAPAO Henry	Comm School Teacher's Cert (1982)		Not applicable	Not applicable
XX/18/XX/XX/10	Bachelor of Education (1992)	~~~		
	Master of Education (1996)	~		
KAPPEY James	Dip in Teaching (Science) (1970)	- V		
Ma/05/HS/08/XX	Bachelor of Education (1983)	<u> </u>	V	
	Com Deg Educ and Science (1986)		· · · · · · · · · · · · · · · · · · ·	
	Master of Education (1992)	7		
KARIKARA Max	Dip in Secondary Teaching (1980)	V		
XX/10/XX/XX/10			1	
KARKAR Rotzoki	Bachelor of Science		V	
Ba/04/SC/06/12				
KATAM Lega	Comm School Teacher's Cert (1972)		Not applicable	Not applicable
Ma/04/SC/06/XX	Dip in Prin and Prac of Educ (1979)	~	Not applicable	Not applicable
	Dip in Educ Studies (Tertiary) (1982)			
	Bachelor of Education (1989)	~		
KEKEO James	Further Train Type Two Cert (1984)	V		
SB/03/SC/06/XX	Lahara Enrichment (1986)	~	V	
	Bachelor of Educ (Inservice) (1996)			
KILANG Steven	Dip in Educ Studies (Curr Dev) (1977)	~		
XX/04/XX/XX/XX				
KINMINJA Leonard	Comm School Teacher's Cert (1973)		Not applicable	Not applicable
SB/05/Pr/09/XX	Dip in Educ Studies (Tertiary) (1981)	V		
	Bachelor of Education (1990)		V	
	Master of Education (1996)	V	V	
KINTS Obe	Comm School Teacher's Cert	V		
XX/08/XX/XX/XX	Dip in Educ Studies (Primary) (1976)			
	Dip in Educ Studies (Tertiary) (1979)			
	Bachelor of Education (1985)	~	V	
KISPE Kumi	Bachelor of Science in Agric (1990)	V	V	
PM/16/SL/07/XX	Dip in Teaching (Technical) (1992)		V	
KOME Jennie	Comm School Teachers' Cert (1974)		Not applicable	Not applicable
PM/0814/SL/07/XX	Further Train Type Two (1985)	~		

KOP Hugo	Comm School Teacher's Cert (1982)			
Ha/08/SC/06/10	Bachelor of Educ (Tertiary) (1993)	V		
KUMED Mulung				
Ba/02/HS/07/XX				
	Dip in Secondary Teaching (1975)			
Ga/04/Te/05/XX	Bachelor of Education (1989)			
Garoti terositik	Ad Dip in Teach (Sec) (Maths) (1994)	~		
M Joshua	Comm School Teacher's Cert (1986)	V	Not applicable	
2_202/XX/XX/10	Bachelor of Education		140t applicable	
LAGIS Aida	Further Train Ed Ad Man Cert (1987)	V	Not applicable	Not applicable
	Bachelor of Education	 -	140t applicable	тос аррисаоте
Ha/0203/SC/06/XX			- 12 - 12 - 12 - 12 - 12 - 12 - 12 - 12	N In-able
LAIEN Kubod	Comm School Teacher's Cert (1974)		Not applicable	Not applicable
PM/14/SL/07/XX	Dip in Prin and Prac of Educ (1977)		Not applicable	Not applicable
	Dip in Educ Studies (Tertiary) (1982)			
	Bachelor of Education			
LAISUIT William	Comm School Teacher's Cert (1962)		Not applicable	Not applicable
Ga/06/DP/08/09	Dip in Prin and Prac of Educ	V	Not applicable	Not applicable
L	Bachelor of Education (1990)	<u> </u>		
LARANDILOLA John	Comm School Teacher's Cert	V	Not applicable	Not applicable
XX/08/XX/XX/09	Dip in Prin and Prac of Educ (1977)	-	Not applicable	Not applicable
ľ	Lahara Enrich - Phy Ed (1978)	V	Not applicable	Not applicable
	Lahara Enrich - Prim MACS (1981)	V	Not applicable	Not applicable
ĺ	Dip in Educ Studies (Primary) (1984)	V		
	Bachelor of Education (1990)	V		
LARE Sebastian	Comm School Teacher's Cert (1974)		Not applicable	Not applicable
PM/0203/SL/07/XX	Dip in Prin and Prac of Educ (1977)	V	V	
	Lahara Enrich - Comm Life (1981)		Not applicable	Not applicable
	Dip in Educ Studies (Primary) (1985)	~		
	Bachelor of Education (1991)	~		
LINKSON Gabriel	Comm School Teacher's Cert (1982)	7	Not applicable	Not applicable
Ba/08/Te/05/XX	Bachelor of Educ (In-service) (1993)	V	7	
LUBA Nicholas	Comm School Teacher's Cert (1977)	~		
Ma/10/SC/06/10	Bachelor of Education (1992)	~		

LIPU Joseph	Dip in Educ Studies (Tertiary) (1986)	· ·		
PM/14/SC/06/XX				
MAHAP Francis	Comm School Teacher's Cert (1978)	>	Not applicable	Not applicable
SB/06/SC/06/XX	Further Train Type 2 Cert (1985)	>	Not applicable	Not applicable
	Bachelor of Education	V	V	
MAKI Japhet	Bachelor of Education (1995)			
Ba/11/Le/06/XX		<u> </u>		
MALADEDE Margaret	Bachelor of Science in Educ (1975)	V	V	
Ka/08/XX/XX/10	Master of Education (1991)	V		
MANDENGAT Leo	Dip in Educ Studies (Primary) (1983)	>		
SB/02/HS/07/XX	Dip in Educ Studies (Tertiary) (1987)	>		
MANEO Samson	Bachelor of Education		~	
Ga/13/HS/07/XX				
MILENG Kautil	Comm School Teacher's Cert (1977)	~	Not applicable	Not applicable
XX/08/XX/XX/10	Further Train Ed Ad Man Cert (1987)		Not applicable	Not applicable
	Bachelor of Education (1993)	V	· ·	
MIPIL Mumuk	Bachelor of Educ (In-service) (1996)	V		
Ba/17/Le/05/XX			1	
MOLEAN Hubert	Lahara Enrichment - Exp Arts	~	Not applicable	Not applicable
Ha/13/HS/07/XX	Dip in Educ Studies (Tertiary) (1986)	· ·		
MONDIMI Ignas				
SB/02/SC/06/XX				
MORRE John	Further Train Ed Ad Man Cert (1986)	<i>y</i>		Not applicable
XX/06/XX/XX/10	Bachelor of Educ (In-service) (1996)	~		
MOSO Kokomba	Bachelor of Science (1990)	V		
Ho/04/Le/05/10	Post Grad Dip in Education (1993)	V		
NAGAI Peter	Library Technician's Cert (1984)	V	V	
Ga/17/SC/06/10	B of Lib and Inform Studies (1993)	V	~	
NAKAU Gaspar	Comm School Teacher's Cert (1979)	V	Not applicable	Not applicable
SB/0935/HS/07/XX	Further Train Type Two Cert (1987)	V	V	<u></u>
Î	Lahara Enrich (Inservice) (1988)	V		
<u></u>	Bachelor of Education	V		
NAKIN Lucy	Comm School Teacher's Cert (1978)	V	Not applicable	Not applicable

124 (02)22.2.2.2				
Ma/03/SC/06/10	Dip in Educ Studies (Tertiary) (1985)			
	Cert Lan Syll and Lan Teach (1988)		Not applicable	Not applicable
	Bachelor of Educ (In-service) (1993)	~	7	
NAYONG Basawenu	Dip in Educ Studies (Tertiary) (1983)	V		
Ba/05/XX/XX/XX	Bachelor of Education (1988)	V	V	
N'DRARAS Jimmy	Dip in Tropical Agriculture	~		
Ma/18/Da/09/10	Dip in Teaching (1974)	~		
	Bachelor of Education (1987)	~	V	
OPE Leonard	Dip in Educ Studies (Primary) (1980)	~		 ,
PM/0314/Le/05/XX	Dip in Educ Studies (Tertiary) (1982)	V		
	Bachelor of Education (1989)	V		
	Bachelor of Education (1992)	~		
OPENG A				· · · · · · · · · · · · · · · · · · ·
Ba/05/Te/05/XX				
PALE Pulako	Bachelor of Education (1979)			
Da/0203/XX/XX/XX	Bachelor of Arts (1984)			
PARANG Camillus	Comm School Teacher's Cert (1974)	7	Not applicable	
PM/040514/SL/07/10	Dip in Educ Studies (Tertiary) (1982)	~	Tiot applicable	Not applicable
	Bachelor of Education (1991)	-		
PASINGAN Paul N.				
SB/04/Te/05/XX				
PASSINGAN Paulias	Teacher Training Course B (1963)	V		
Ga/0910/HS/07/XX	Educational Administration (1973)	~		
	Dip in Prin and Prac of Educ			
	Dip in Educ Studies (Curr Dev) (1977)	V		
PAU Michael	Comm School Teacher's Cert			
Ka/08/XX/XX/10	Dip in Educ Studies (Tertiary) (1977)			
	Bachelor of Education (1984)	~		
	Master of Education (1993)	~		
PAULLON Rosina	Dip in Teaching (Secondary) (1985)	~		
SB/05/HS/07/10	Adv Dip in Sec Teaching (1991)	~		
	Bachelor of Education (1993)			
PHILIP Dominica	Comm School Teacher's Cert (1976)	~		

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Ma/13/Da/09/10	Dip in Educ Studies (Tertiary) (1985)	V		
	Bachelor of Education (1991)	V	V	
PIDU B				
•				
PILAKE Tarcisia	Dip in Educ Studies (Tertiary) (1980)			
Ka/04/XX/XX/XX	Bachelor of Education (1990)	· V		
PILE Caroline	Bachelor of Science in Educ (1975)	V		
XX/08/XX/XX/09	Lahara Enrichment (Sec Eng) (1980)	<u> </u>		
Furlough	Grad Dip in Educ (Distinction) (1990)	~		
POKANA Smith	Comm School Teacher's Cert (1981)	· ·	Not applicable	Not applicable
Ga/08/Le/05/10				
POTEK Stephen	Cert in Tropical Agriculture (1974)	-V		
Ma/18/SC/06/10	Dip in Teaching (Agric) (1975)	V		
	Dip in Ed Studies (Guid/Coun) (1980)	V		
	Bachelor of Education (1987)			
RAKI Nopa	Dip in Educ Studies (Tertiary) (1983)	V		
Ka/XX/XX/XX/10	Bachelor of Education (1987)		V	
RAWALI Rakawin	Diploma in Teaching (English)			1
Ga/25/SC/06/XX	Dip in Careers Counselling (1975)	V		
	Lahara Enrich - Educ Admin (1977)	V		
	Bachelor of Education (1979)			
	Vocational Train Instruct 1 (1985)		Not applicable	Not applicable
	Vocational Train Instruct 2 (1986)	V	Not applicable	Not applicable
	Bachelor of Divinity (1990)	· · ·		
₄D Daera	Dip in Educ Studies (Tertiary) (1978)			
XX/08/XX/XX/XX				
REME Peter	Comm School Teacher's Cert (1978)	<u> </u>	Not applicable	Not applicable
SB/13/HS/07/10	Dip in Educ Studies Tertiary) (1985)	V		
	Bachelor of Education (1991)	<u> </u>		
RETAW Maryanne	Comm School Teacher's Cert	· ·	Not applicable	Not applicable
PM/14/HS/07/10	Library Officer's Course (1977)	V	Not applicable	Not applicable
	Dip in Library Science (1982)	V		
ROY H	1		1	

				
SAMOA Mariko	Bachelor of Education (1996)			
BANKST D				
SAMOL Popich	Comm School Teacher's Cert	V	Not applicable	Not applicable
XX/04/XX/XX/10	Dip in Prin and Prac of Educ (1977)		Not applicable	Not applicable
Furlough	Dip in Educ Studies (Tertiary) (1979)			тос аррпеавіс
·	Bachelor of Education (1985)	V	V	
SI Norink	Bachelor of Arts (1986)	V	~	
አ <i>X</i> /0835/XX/12	Graduate Diploma in Educ (1988)	V		
SIBIYA Kawa	Bachelor of Science (1996)	V		
DA/04/TE/05/XX				
SIKIL Edwin	Bachelor of Education (1993)			· · · - · · · · · · · · · · · ·
XX/04/XX/XX/10	(133)		- - - - - - - - - - 	
STEVENSON Noah	Bachelor of Education			
Ka/09/XX/XX/10	- Date Living			
SUNGGA Bonnie	Comm School Teacher's Cert		No I II	
Ba/08/XX/XX/XX	Dip in Prin and Prac of Educ (1977)	_ 	Not applicable	Not applicable
	Dip in Educ Studies (Tertiary) (1984)		Not applicable	Not applicable
	Bachelor of Education (1989)			
SURAB Martin	Certificate of Agriculture (1976)			
Ba/0835/HS/07/10	Diploma in Teaching (1977)			
	Bachelor of Education (1989)			
TAMENGIT Benjamin	Comm School Teacher's Cert		Not applicable	
XX/03/XX/XX/XX	Dip in Educ Studies (Primary) (1976)		Not applicable	Not applicable
Furlough	Bachelor of Education (1982)			
-	Dip Teach Eng as a Sec Lang (1983)	<u> </u>		
	Cert Teach of a Sec Lang (Eng)(1986)			
TAPI Stephen	Dip in Tropical Agriculture (1975)		- 	
SB/0918/SC/06/10	Dip in Secondary Teaching (1979)	<u> </u>		
	Bachelor of Education (1990)			
TINOL Dale	Bachelor of Education (1990)		<u> </u>	
Da/06/HS/07/10	Dudicion of Education (1991)			
TOPA Elizabeth				

.

Ha/02/HS/07/XX				
TORARAU Herman XX/02/XX/XX/XX	Bachelor of Education (1989)	V	V	
TOVA Hauka PM/0414/SC/06/10	Dip in Educ Studies (Tertiary)	V		
TOWIKA Bravy Ba/09/SC/06/XX	Dip in Educ Studies (Tertiary) (1979) Bachelor of Education (1987)			
UMIL William	Further Train Ed Ad Man Cert (1986)		Not applicable	Not applicable
Da/06/SC/06/10 UNDUKA Neville	Bachelor of Education (1990) Fellow Development Educ (1985)	V	Not applicable	Not applicable
Ba/13/HS/07/XX	Dip in Educ Studies (Tertiary) (1987) Bachelor of Educ (In-service) (1996)	V		
URANO Alex Ka/03/XX/XX/XX	Comm School Teacher's Cert (1985)	V	Not applicable	Not applicable
VASO Silvanus PM/0614/Te/XX	Bachelor of Education (1993)	V	V	
VINIVEL Vincent Ka/13/XX/XX/XX	Teacher Train Course B (1959)	V	Not applicable	Not applicable
WAKA Joe	Dip in Educ Studies (Primary) (1980)	V		
Ha/09/Pr/09/XX	Dip in Educ Studies (Tertiary) (1986) Bachelor of Education (1990)	V		
WALANGU Helen PM/14/SL/07/XX	Further Train Type Two Cert (1981) Bachelor of Education (1990)	V -		
WAMBENA Peter XX/08/XX/XX/XX	Bachelor of Education (1991)	V	V	
WAN Andrew Ma/08/Le/05/XX	Bachelor of Arts (1980)			
WANGIWAN L SB/06/Te/05/XX				
WODA Siegeru SB/05/In/05/XX	Bachelor of Science	V		
WRANGIAN Otto PM/040514/Te/05/XX				

YAKAM Gandy	Library Assistants Certificate (1978)		V -	
PM/17/Le/05/XX	Bachelor of Educ (In-service) (1996)	~	V	
YAMBUNPE Brigid	Comm School Teacher's Cert (1979)	V	Not applicable	Not application
Ha/08/HS/07/XX	Dip in Educ Studies (Tertiary) (1987)	~	The spinor of th	Thot applica
YANIS Mona	Dip in Secondary Teaching (1978)	V		
Ha/06/Te/05/10	/06/Te/05/10 Cert in Religious Education (1986)			
	Bachelor of Mission Cat (1990)	· ·	V	
YASS Matei	Comm School Teacher's Cert (1979)		Not applicable	Not applicable
Ma/06/SC/06/10	Further Train Type Two Cert (1985)	~	V	THE APPRICABLE
	Bachelor of Education (1992)	7		
YURI Ragen	Comm School Teacher's Cert (1984)	~	Not applicable	Not applicable
Da/08/Le/05/10	Bachelor of Educ (Inservice) (1996)	V	7	Trot applicable

Teachers College Student/Staff Statistics June 1993

APPENDIX 6.8
TEACHERS' COLLEGE STAFF/STUDENT STATISTICS JUNE 1993

TEACHERS		STUDENTS ENROLMENT									STAFF											
COLLEGES	1	ST Y	EAR	2	ND Y	EAR	3 R	D YE	AR	7	COTAL		P	NG			O'SE	AS	т	TOTAL		
	М	F	Т	М	F	Т	М	F	Т	М	F	T	м	F	Т	М	F	т	М	F	т	
BALOB	_76	32	108	63	36	99	58	32	90	197	100	_ 297	14	4	18	1	4	5	15	8	23	
DAULI	25	17	42	29	17	46	.35	17	52	89	51	_140	9	_	9	1	1	2	10	1	11	
GAULIM	43	34	77	33	31	64	22	27	49	98	92	.190	13	1	14	1		1	14	1	15	
H/TRINITY	41	46	87	33	38	71	31	26	57	105	110	215	8	3	11	3	3	6	11	6	17	
KABALEO	-	40	40	_	54	54	-	49	49	-	143	_143	5	3	8	1	2	3	6	5	11	
MADANG	62	54	116	. 57	61	118	42	63	105	161	178	339	15	1	16	6	5	11	21	6	27	
KAINDI	37	33	70	40	42	82	38	37	75	115	112	227	12	1	12	4	1	5	16	1	17	
VUNAKANAU	45	1	45	53	-	53	42		42	140		140	9	1	10	1	_	1	10	1	11	
TOTAL	329	256	585	308	279	587	268	251	519	905	786	1691	85	13	98	18	16	34	103	29	132	
VOCATIONAL PMISCHOHE ECONOMICS	-	15	15		16	16		13	13	_	44	44	-	1	1	1	1	2	1	2	135	

SPECIAL COURSES

PORT MORESBY	-	VOCATIONAL:	15	= 15
	_	H/ECONOMICS:	.15 + 16 + 13	= 44
GOROKA		AGRICULTURE:	15 + 13	= 28
	-	TECHNICAL:	6	= 6
	-	SECRETARY:	<u>-</u>	
	-	EXP. ARTS:	11	= 11

From Teacher Training to Teacher Education

APPENDIX 6.9: FROM TEACHER TRAINING TO TEACHER EDUCATION

The summary will focus on policies that supported the preparation of indigenous lecturers and how these related to the work of the teacher education system.

Implicit or non formal policy

The freedom often experienced by early mission and government teacher training centres meant the work was approached according to what overseas staff saw as their own priorities. Elements in common were the harsh remote environment, improvisation and the need for appropriate staff. They soon used the recently trained as teachers as trainers in a variety of ways.

Trainers, who were natives of the country, were seen as assisting staff members. They fulfilled important tasks such as supervision and teaching.

The overseas officers were not specially trained to be Territory college staff/lecturers, and most of them were originally primary school teachers, with local experience which was invaluable.

Formal policy development

Native 'teacher trainers' were compensated poorly for their services. This was linked with the 'native labour' regulations being structured at lower levels as well as prevailing attitudes of overseas policy makers. Even so, this was the beginning of recognition of their contribution.

Regional Inspectors visiting remote training centres after 1958 and in the early 1960s talked with indigenous assistant lecturers and were in a position to acknowledge their work and to encourage them personally.

Difficulties with government employment of indigenous professional staff in the 1960s and early 1970s related to the qualification criteria, which were Australian-oriented. The 1964 introduction of separate civil service wage structures, with Papuans and New Guineans given less than half the salary of the 'overseas officer' to the 'local officer', caused active resentment (Kiki 1968).

From the 1968 commencement of the Annual Principals' Conference all teachers college staffs subsequently had the same communication channels for comparisons between colleges and between conditions of employment for indigenous staff. This also influenced differing mission policies regarding campus housing.

The 1970 formation of the joint Teaching Service heralded clearly gazetted and circulated duty statements, levels, salaries and criteria for selection; also opportunities for improvement and transfer between colleges.

Self-Government in 1972, preparation for Independence in 1975 and the need for accelerated localisation of positions meant financing additional training on-the-job for counterparts. Associateship programmes were offered in the colleges with study incountry and overseas. There was then no ambiguity about the future for nationals and overseas officers.

The numbers of nationals on college staffs increased, but they remained in the minority and in the lowest ranks of Education Officer (EO) until the 1980s. There were EO 3 Lecturer (non-graduate) and EO 4 Lecturer (graduate), government funded positions on 'establishment' in each college.

Localisation of Principal EO 9 and Deputy Principal EO 8 positions became a goal expressed at the Annual Principals' Conference (APC) 1974, and this highlighted the need for college leadership preparation, and acting senior appointments without lower level experience.

The relationship of teacher education with the localisation process

In the first attempts by the Education Department to formally prepare indigenous teachers for senior 'localised' positions (Senior Officers' Course 1963-1965), there was only a small number recommended for a category called 'college lecturers', whereas most categories were in administration. The difference in the 'training' was only in the field practice, but lecturers were included at all indicated foresight and a high value put on teachers' college work.

The Senior Officers' Course innovation was initiated by staff whose experience was in Territory teachers colleges and the programme itself was accommodated on a college site (PMTC).

The accelerated localisation of teachers' college staff meant quality of staff was interpreted as the need for improved academic and professional qualifications from whatever was the individual's current level.

Australian aid for local officers, who were already on college staff, was explored in 1971 by Teacher Education Division and after funding commenced in 1973 it continued generously for more than 20 years. One year of full-time study in Australia was included in each of the Diploma and Bachelor qualifications awarded by UPNG.

World Bank loaned money between 1982 and 1987 for college staff professional development, which was extended to 1988 as a special bonus not enjoyed by other Department of Education staff. Asia Development Bank post-graduate study support was given during 1994-1996.

The Minister for Education in 1988 stated it was general policy that localisation would not take place at the expense of a loss of efficiency or lowering of manpower performance standards in the service.

Localisation, and the helpful attitudes of most missions, proved consistent and successful. Several of the major churches, however, encountered some difficulties. Whereas the government employed specialist officers who were on one to three year contracts, some missions had a government quota of work visas and did not wish to reduce or discontinue their missionary staff in favour of prepared national lecturers. By keeping versatile overseas religious staff and moving their specialisations they attempted to retain a stronger church influence in colleges.

The London Missionary Society (LMS) or Papua Ekalesia (the United Church in New Guinea) localised clergy and teachers in the Church in the 1970s. They reduced overseas missionaries and consequently their overseas funding disappeared. The Anglican Church of Papua New Guinea also localised most staff and closed their teachers' college. The

Lutherans moved their overseas missionaries into pastoral, language and village catechetics roles, reappointing to colleges if nationals had study leave.

Consequences for the work of the teacher education team

In 1972, the most senior Teacher Education Division (TED) position within the head office of the Department of Education, Assistant Secretary for Teacher Education, was the first in the Department to be localised.

The TED, NDOE continued to lead the way in promoting and supporting local staff. Head Office personnel in the numerically small TED, which comprised separate sections for Operations, Curriculum and Inspections and later for Staff Development Unit, worked to regular duty statements but the TED also had the integrated tasks of catering for the training of national staff, including from the early 1970s to 1996 locating aid groups and writing proposals; advertising, interviewing and selecting prospective associates; compiling and evaluating appropriate national lecturer preparation programmes; assessing lecturer performance in classrooms and providing or co-ordinating professional development for beginners on the job. This was in addition to the needs of the system, the student-teachers and the serving lecturers.

The work of the people involved with teacher education was so influenced by the tasks of localisation it filtered into every document, meeting and decision. At the same time national appointees to head office positions were changing frequently to provide experience for a greater number of people, with obvious implications for job continuity and familiarity. The World Bank funding of a staff development officer for teachers college staff between 1982 and 1988 and the creation and funding of this role within the divisional establishment assisted with routine work and ensured, monitoring and qualification records were kept precisely.

Supporting the National Education System for head office teacher education staff meant: attendance at quarterly meetings of an Academic Advisory Committee (AAC) and a Governing Council (GC) at each college; paper work and liaison before and after each meeting which was demanding for all staff in terms of knowledge and understanding of each college's systems and personalities. This included flying time to colleges in the provinces, locating local transport and punctuality as well as diplomacy and sobriety.

Training of national head office senior staff meant coping with the regular changing of their role and positions to suit the internal needs of the whole Department; adjusting to absence for long term formal study and reappointments or competing for promotions.

Registrars and administration support staff for the principals, as well as dormitory (hall of residence) and welfare staff for counselling (non-Teaching Service positions) were not part of the Education Department's initial formal localisation plan and this proved a major institutional gap for the accelerated local principals and deputy principals.

PAQ (1998)

Ministerial Statement 22/77 Curricula for Educational Institutions of Papua New Guinea Schedule F Teacher Education

APPENDIX 7.1 MINISTERIAL STATEMENT 22/77 CURRICULA FOR EDUCATIONAL INSTITUTIONS OF PAPUA NEW GUINEA SCHEDULE F TEACHER EDUCATION

PAPUA NEW GUINEA DEPARTMENT OF EDUCATION WAIGANI

EDUCATION GAZETTE MARCH, 1977

Below is an official notice by the Minister for Education on what are approved courses for institutions within the National Education System.

The Minister approves courses to ensure that all institutions produce students of a good standard. It is also important to keep; courses the same so that it is possible to transfer between institutions at different levels or at the same level. It is also important for schools to give students a common basic education so that a national culture can develop from this. Institutions carrying out the same work also need to keep in step with each other so that their graduates can be employed at a known level of skill anywhere in the country.

I, Kobale Kale, Minister for Education, by my authority under Section 29 (1) (b) of the Education Act, determine that the curriculum for various schools and institutions in the education system is as detailed in the attached Schedules:-

SCHEDULE F

CURRICULUM OF EDUCATION FOR TEACHER EDUCATION

Pre-Service

A. Students

- 1. A minimum age of 16 years.
- 2. The minimum academic entry qualification to a college is Grade 10.
- 3. A recommendation of suitability for a teaching career stated on the school-leaver or non-leaver form.

B. Staff

Staff of colleges are considered an integral part of the quality of a curriculum. MINIMUM requirements for college staff are:-

- 1. registered to teach in Paper New Guinea.
- 2. at least two years teaching experience.
- 3. demonstrated superior teaching performance.

- 4. demonstrated interest in a teacher education career.
- 5. qualified for admission or provisional admission to the university for an approved course.
- 6. have a statement of acceptability issued by the Secretary for a lecturer's position in a teachers college.
- C. Staff-Student ratio is one lecturer to 15 students.
- D. Length of Community Teachers Certificate Course is two years of 40 weeks duration.
- E. The language of instruction is English.

The curriculum for teachers colleges is reviewed from time to time. This is to improve college courses for changing conditions.

The Minister for Education may formally delegate power to a ratified (prescribed composition) Board of Studies of a Governing Council. This allows the Governing Council of a college to implement courses recommended by the Board of Studies without obtaining the prior approval of the Secretary. This power may be withheld by the Secretary at any time. If the Board of Studies is not a ratified board, the various curricula must be submitted to the Secretary for approval.

Teachers college curricula include the following subjects:-

Education

- Professional Skills
- School Experience
- Child Growth and Development

Community Life

- Methods of teaching and content of the Community School Syllabus (Social Science and Agriculture)
- Agricultural Project
- Current Events

English

- Methods of teaching English as a second language and content of the Community School Syllabus (English)
- Remedial Language and Literacy

Health

- Basic physiology and personal and community hygiene
- Nutrition
- Methods of teaching and content of the Community School Syllabus (Health)

Expressive Arts

- Methods of teaching and content of the Community School Syllabus (Expressive Arts)
- Art/Craft
- Music/Singing/Dance/Drama
- Creative Writing

Mathematics

- Methods of teaching and content of the Community School Syllabus (Mathematics)
- Remedial Mathematics

Library

Skills and Use

Science

• Method of teaching and content of the Community Schools Syllabus (Science)

Physical Education

- Methods of teaching and content of the Community School Syllabus (Physical Education)
- Sport

Self-help projects

• Community Service Policy Statement M2 4/7/72 related to colleges

Christian Religious Education

Presented by clergy or other appointed Lecturer

Suggested Time Allocations	<u>Hours per week</u>
Education	5
Community Life	4
English	4
Health	1
Expressive Arts	4
Mathematics	3
Science	1
Library	1
Physical Education	1
Community Service	5
Christian Religious Education	<u>_1</u>
	30 per week

F. Options

Depending on the resources offering within a college, a selection of such areas as the following may be offered for the additional personal development of the student:-

Christian Religious Education; Vernacular Language; Youth Service; Debating; Sewing etc.

- G. Practice Teaching. A minimum of six weeks SUPERVISED practice teaching is required.
- H. Syllabuses. Separate subject syllabuses (course outlines) are as authorised by the Governing Council of each college.
- I. Assessment. Student achievement is assessed as described in the separate subject syllabuses of each college.

Final standards of curricula are determined by the Secretary.

J. 1. Lecturers

- (a) will normally spend 14 to 18 hours in formally timetabled contact time with students per week.
- (b) at least 50% of their total college activities will involve preparation and follow-up to these contact sessions or in work directly useful to or required by college goals.
- (c) will maintain contact with others in the college team and receive guidance from their senior lecturer or head of department through at least one formally programmed hour per week.

2. Senior Lecturers

- (a) will normally spend 12 to 16 hours in formally programmed contact time with students per week.
- (b) at least 50% of their total college activities will involve preparation and follow-up to these contact sessions or in work directly useful to or required by college goals.
- (c) will maintain contact with their lecturers or others in college team through at least one formally programmed hour per week.
- (d) will maintain contact with senior college colleagues through at least one formally programmed hour per week.

3. <u>College Staff Generally</u>

- (a) will teach on a full-time basis in a school if required by the Secretary.
- (b) will undertake curriculum activities for other divisions as a normal continuing commitment when agreed to by the Principal.

4. <u>Deputy Principals and Principals</u>

- (a) will take responsibility for occasional teaching of a subject segment in their own area of competence.
- (b) will allocate the welfare role of students to counsellor, deans, academic registrar, SRC, peers and parents.
- (c) will allow the discipline committee of the SRC to deal with most discipline matters.
- (d) will be deeply involved in professional direction and development within the colleges.

K. Teachers Colleges recognised by the Department are as follows:-

Dauli - Tari
Port Moresby
St Benedict's - Wewak
Madang
Balob - Lae
Gaulim - Gazelle
St Pauls - Gazelle (men)
Kabaleo - Gazelle (women)
Trinity - Mt Hagen

Signed Kobale Kale Minister for Education

Overseas Visiting Experts Invited by TED for Australian Aid Curriculum Workshops 1978 and 1979

APPENDIX 7.2 OVERSEAS VISITING EXPERTS INVITED BY TED FOR AUSTRALIAN AID CURRICULUM WORKSHOPS 1978 AND 1979

Agriculture -	Mr Allan Sutherland, Armidale CCAE, NSW. Author of widely used text in PNG and the Pacific, "Introduction to Tropical Agriculture", Angus & Robertson.
Social Science -	Dr Roger Hunter (ex Superintendent Curriculum PNG) a lecturer from Mount Gravatt CCAC, Queensland.
Health -	Dr John B Madden (ex Principal PMTC and GTC) a senior lecturer from Mount Gravatt CCAE, Queensland.
Physical Education -	Dr Clarrie Burke (ex Primary School Headteacher and Senior Inservice Officer, PNG) a lecturer from Kelvin Grove CCAE, Queensland.
Art and Craft -	Dr Jim Farrell (ex Principal PMTC and Superintendent Curriculum PNG) a lecturer from Mount Gravatt CCAE.
Music and Dance -	Dr Fred Ebbeck (ex Principal PMTC) a Music Specialist for Ministry of Education, South Australia.
Library Skills -	Miss Helen Thompson (ex Senior Education Library Advisor PNG) a senior librarian from State Library NSW, Sydney.

- (a) National Objectives for Teachers' College Courses Part 1 1978, Extract from Education Studies: Format
- (b) Towards a New Three Year Curriculum for Community School Teacher Education 1990, Extract from Professional Development Strand Framework (pp12-13)
 - (c) National Content Guidelines for Teachers' Colleges Courses 1992, Extract from Professional Studies (p5): Format
 - (d) Samples of Lecturers' Course Outlines and Preparation

APPENDIX 7.3a NATIONAL OBJECTIVES FOR TEACHERS' COLLEGE COURSES PART 1 1978 EXTRACT FROM EDUCATION STUDIES: FORMAT (P14)

7. Demonstrate his willingness to accept responsibility for the development of each child by treating each individual according to his needs.

(4) TOPIC: CHILD DEVELOPMENT

THE GRADUATING STUDENT MUST BE ABLE TO:

- 1. Define and describe stages of child development physical, cognitive, affective, personality.
- Relate these stages to the growth and development of children in Papua New Guinea.
- 3. Identify the effects of heredity and environment on the needs and development of Papua New Guinea children.
- 4. Describe child-rearing practices and socialising techniques found in Papua New Guinea which form a child to take his place in society.
- 5. Undertake a child study and make use of the knowledge gained from it.
- 6. Identify in his pupils a state of readiness to learn specific tasks e.g. reading, writing.
- 7. Identify the values, attitudes and skills of the community in which the school is located and plan suitable ways for the school to accommodate them so that they are developed in his children.

(5) TOPIC: TEACHING SKILLS

THE GRADUATING STUDENT MUST BE ABLE TO:

- 1. List and describe basic skills in the following areas.
 - (a) Pre-Instructional Skills
 - (b) Motivational Skills
 - (c) Presentation & Communication Skills
 - (d) Evaluative Skills
- Identify and list teaching skills observed in demonstration lessons.

TOWARDS A NEW THREE YEAR CURRICULUM FOR COMMUNITY SCHOOL TEACHER EDUCATION 1990: EXTRACT FROM PROFESSIONAL DEVELOPMENT STRAND FRAMEWORK (PP12-13)

Respect for the principles of adult learning

Sensitivity to justice, peace and environmental issues.

Sensitivity to the capability of people to find the means to solve their own problems.

Professional Development Strand

This strand constitutes the major input to the specific preparation of students to teach in the community school system. It is the content area which together with that of other strands will constitute the core for practical teaching.

The professional development strand will provide the essential skills and knowledge to enable the future teacher to help children acquire real competency in language and numeracy, develop effective thinking skills, and become self-disciplined with the knowledge, behaviour, attitudes and moral values that will make him or her a good citizen of Papua New Guinea.

Objectives:

- 1. To further the self-development of the student-teacher as a person and deepen the understanding of and identification with the tasks and roles of a community school teacher.
- To develop proper professional competence in the knowledge, understanding and skills essential to teaching and to helping children to learn effectively and efficiently.

Subjects:

Nature and Purpose of Education, Educational Psychology, Curriculum, Assessment and Evaluation. Classroom Management, Subject Teaching Methods and other Special Methods.

Knowledge content:

Nature and Purpose of Education

The concept of Education in general: its social, psychological, historical and philosophical basis (including agency philosophy).

Education in Papua New Guinea: history, philosophy (Matane) structure and socio-political issues related to its development.

Education from a comparative perspective, especially in developing societies.

Educational Psychology

Child development and individual differences

Learning and motivation. How children learn?

Principles of counseling, guidance and pastoral care.

APPENDIX 7.3b (continued)

Curriculum, Assessment and Evaluation

Structure and sequencing of learning experiences

The curriculum of the community school: critical issues

Materials in use in community schools

Use of local resources and adapting materials to local needs.

Purpose and principles of evaluating learning

Value of correlation and linking subjects in the syllabus.

Formative and summative evaluation

Test construction, presentation and marking

Recording and using test results

Diagnostic skills and follow-up.

Classroom Management

Classroom organisation and management

The management of time, time programme and time-table

Organising integrative projects

Subject teaching and other special methods*

Community school subjects' teaching.

Multi-grade teaching.

Helping children with special needs.

Non-formal teaching strategies.

Skills:

In addition to the skills implicit in the above areas there will be:

Skills for identifying appropriate values and behaviours for pupils

Skills to help children think effectively, reason logically and enjoy problem solving.

Skills for local needs analysis and the provision of appropriate learning experiences to satisfy these needs.

Skills for self-evaluation and reflection about the student-teacher's own teaching.

^{*}These areas can be offered as options depending on colleges' resources.

APPENDIX 7.3c NATIONAL CONTENT GUIDELINES FROM TEACHERS' COLLEGE COURSES 1992: EXTRACT FROM PROFESSIONAL STUDIES (P5): FORMAT

2.2 Special Education

- Disabilities physical, hearing, sight
- 2.3 Approaches to Learning
 - Wholistic or integrative model of learning processes
 - Theories of learning Behaviour: operant conditioning, reinforcement

- Cognitive: discovery, transfer

· Social dynamics of the classroom and school

3. Studies in Teaching

- 3.1 Approaches to Teaching
 - Multi-grade skills or composite class organisation
 - Communication skills in the classroom, e.g. use of voice, listening to children, brdy language
 - Directed and guided discovery methods with children
 - Diagnostic skills and remedial teaching methods
- 3.2 Teaching Skills
 - Writing lesson aims and objectives
 - Written lesson preparation
 - Making and using teaching aids
 - Motivation
 - · Reinforcement
 - Evaluation
 - Questioning
 - Classroom management
 - Pupil involvement
 - Communication
 - Summarising main points of a lesson
 - Supervisory skills
 - Self-evaluation as part of a teaching/learning process
 - Stimulating creativity in children

This should be linked and integrated with the methods of all strands and the Practicum sequencing.

(It is not anticipated that each subject would have time for individual methods segments but that these would be integrated into a common global 'General Methods' core.)

3.3 Evaluation and Assessment

- Evaluation techniques
- Assessment criteria and procedures
- Issues related to assessment
- · Identifying problems children are encountering
- Keeping records (tabs) of a child's progress
- Marking of children's work

APPENDIX 7.3d SAMPLES OF LECTURERS' COURSE OUTLINES AND PREPARATION

Subject Area: Professional Studies

Title: PS133 Child Development B

Term: Year One, Term Three

Credits: 2

Time: 3 hr./wk. x 10 wk. = 30 hr.

PreRequisite: PS123 Child Development and Educational Psychology

- Rationale: The purpose of this course is to give students opportunities to study the physical, mental, social and moral development of children and to become familiar with the theories of Fiaget and Kohlberg.
- Aims/Objectives: The student will be able to understand the various stages of cognitive development using Piaget's theory, carry out a child study project to learn more about physical, mental, social and emotional development, understand the stages of moral development outlined by kohlberg and to study implications of this theory for classroom teaching.
- Content: Child study project, studying physical, mental and affective attributes, determining cognitive stages, Plaget's theory of cognitive development, Kchlberg's theory of moral development.
- Activities: Lecture, group discussions, research and study, child study, work sheets, demonstration teaching, peer teaching, debate and dramatisation.
- Assessment: Continuous Assessment 50% (Child study, tests, group presentation, homework assignments) Examination 50%.
- Texts: Bleus, A.V. <u>Psychology for Teachers in the South Pacific</u>.
 Goroka Teachers College. 1989.

Farrant, J.S. <u>Principles and Fractice of Education</u>. Longman Group. 1980.

Student References: Ebbeck, F.N. & Gibson. G.W. <u>Education and the Child</u>. Robert Brown and Associates. 1982.

Gibson, J.T. <u>Growing Up: A Study of Children</u>. Addison Wesley. 1978.

Lecturer References: Berk. L.E. <u>Child Development</u>. Allyn and Bacon. 1989.

Kopp, C.B. & krakow, J.B. The Child. Addison Wesley. 1982.

Liebert, R.M. et al. <u>Developmental Psychology</u>. Prentice-Hall. 1974.

APPENDIX 7.3d (continued)

EDUCATIONAL IMPLICATIONS OF PIAGET Education

Differences between Adults and Children

*Children do not think like adults.

- *Children have a distinctive mental structure, different for each stage of development.
- *Children have a different view of the world. (ego-centric)
- *Children do not have indepth understanding of the words they use in language.

Activity

*Children must ACT on things to understand them.

- *Children must go through the three levels of understanding:
 - 1. motoric: the child acts directly on objects and manipulates them
 - 2. intuitive: the child performs actions on objects In a very simple mental manner
 - 3. verbal understanding: the child deals with concepts on abstract verbal level

(When a teacher tries to bypass this process by using only verbal understanding the result is superficial learning.)

Individual needs

- *Children learn at different rates.
- *Children learn best if simple, progressive steps are taken when learning new materials. (Basics first.)
 *Children are most likely to learn what is interesting to
- them. (Self-regulation)

Social Interaction

- *Children must talk and communicate in order to see other views of the world. This interaction is necessary to help the child out of his own ego-centric thought pattern.
- *Children should share experiences, debate and argue. this way the child questions his own views, must defend his ideas, and justify his thoughts, opinions and actions.
- *Children need social experiences not only to help them adjust to others at an emotional level, but also to clarify his own thinking and to help him become more coherent and logical. *Children must communicate with their peers and teachers.

- Two of Piaget's goals for education are:

 1. "To create men who are capable of doing new things, not simply of repeating what other generations have done - men
 - who are creative, inventive, and discoverers."
 2. "To form minds which can be critical, can verify, and not accept everything they are offered." (p. 231-232)

The above information was compiled from:

Ginsburg, Herbert and Opper, Sylvia, Pieget's Theory of Intellectual Development; Prentice-Hall, Inc. Englewood Cliffs, New Jersey, 1969.

APPENDIX 7.3d (continued)

STRAND : MATHEMATICS/ SCIENCE

SUBJECT: HEALTH

TITLE : HE343 COMMUNITY HEALTH

YEAR : THREE TERM : FOUR CREDIT : TWO

TIME : 3 HR./WK.x 10 WK = 30 HR.

RATIONALE:

An effective Health Education programme in our college will encourage students teachers to be independent and self sufficient at all times, learning how to seek and discover and operate as mature adult learners.

Part of the value and excitement of learning is in finding out "HOW TO DO IT" for yourself and with others, improving and adopting them to suit your own circumstances. Student teachers in their final year will adopt this open-ended, creative learning process as Health Educators and Instructors. After all, finding ways to do things better. is the key to improving health.

AIMS/QBJECTIVES:

The students will be able to discuss and state what community health is , practice desirable health practices related to safety first and explain the importance of good food and nutrition.

CONTENT:

Community health, safety, desirable health practices, food and nutrition.

ACTIVITIES:

Lecture, discussion, class exercise, group activities, carry out a community health survey.

ASSESSMENT:

Continuus Assessment 70% - (Freject 30%, Report 20%, C/Exercise 10%, Poster 10%) Examination 30%. Total =100%.

' TEXT:

Werner, D. Where There 1s No Doctor. Hesperian Foundation. 1978-9.

STUDENT REFERENCES:

The New Basic Health/Safety Programme: Health for All. Books 4 and 5. Curriculum Foundation Series. Scot, Forman & Company. 1975. McCluskey, A.F. Health for Schools in the Tropics. Jacaranda Press 1767.

Nutration Section. <u>Nutration for PNG. PNG Department of Health.</u> 1978 -1985

APPENDIX 7.3d (continued)

STRAND : MATHEMATICS/SCIENCE SUBJECT: HEALTH TITLE : HE343 COMMUNITY HEAL YEAR : THERE HEALTH HE343 COMMUNITY HEALTH

TERM FOUR CREDIT Ξ TWO

TIME : 3 HR./WK.x10 WK = 30 HR.

WEEK	TOPIC	CONTENT	ASSESSMENT					
1	Introduction Community Health	.What is C/ Health? .The Importance of C/Health .Cultural and Environmental influence on C/ Health	Task No. 1 Project 30% Due wk. 6					
2	Community Health	.Important factors in planning a.school, home, village, and town etc. .Community Health Survey	Task No. 2 Report 20% Due wh. 4					
3	Community Health	.Customs -helpful etc. .Changes to PNG life						
4	Desirable Health Practices/Habits	.Importance of I.H.F/HCreate an environment at school, home, village and in town that support the development of desirable healthy habits	Tesk No. 3 C/Exercise H/Rules 10% Due wk. 4/5					
5	Safety	.Importance of Safety Rules .Fire.Road, Swimming and Playing Rules .Guest Speaker-Lae Fire Service						
	Food and Nutrition	.Importance of good food and nutrition .Difference between malnourished and well nourished .Causes of malnutrition in FNG						
7	Food and Nutrition	Three food groups Cultural Difference Quality of food - strong teeth, different age groups ie. newly torn babies	Task No. 4 Poster 10% Due wk. 8					
8	Food and Nutrition	od and Nutrition .Garden food .A good balance diet .Food budget						
9	Evaminati	ion Weet	Examin. 30%					

National Examinations: Letters to the Editor 1989/1990

APPENDIX NO 7.4 NATIONAL EXAMINATIONS: LETTERS TO THE EDITOR 1983 TO 1990

Newspapers

Post Courier, SRC President, Kabaleo (6/11/89) Get Rid of This Exam (1).

Andrew Bro, Principal, Vunakanau (6/11/89) Get Rid of This Exam (2).

Post Courier, Leach Bro (13/11/89) A Matter of Justice.

Post Courier, True Believer (27/12/89) Conspiracy Theories.

Post Courier, Corney Bro (8/1/90) Conspiracy Theories (1).

Andrew Bro (8/1/90) Conspiracy Theories (2).

The Times, Simpson Bro (12/10/89) Basic Skills.

The Times, Knight Bro (21/10/89) Community School Teacher Education and Basic Skills (to be continued).

The Times, Knight Bro (28/10/89), Secretary, Churches Education Council Community School Teacher Education and Basic Skills (to be continued).

The Times, Leach Bro (7/12/89) Quality of Educational Leadership Questioned.

Extract from NEB/ATE 1990 (pp1-2): Framework Document

APPENDIX NO 7.5 EXTRACT FROM NEB/ATE 1990 (P1-2): FRAMEWORK DOCUMENT

TOWARDS A NEW THREE-YEAR CURRICULUM FOR COMMUNITY SCHOOL TEACHER EDUCATION

The Kind Of Teacher

The kind of teacher which the new programme hopes to produce is one concerned about his or her personal, professional and intellectual development. Such a teacher recognizes individual differences among children and is 'prepared and skilful enough to adjust the learning environment to meeting individual needs' (Tetaga, 1989). Equally, such teachers need to be concerned for the development of moral and spiritual values within the school environment and outside of it.

The type of teacher needed to perform the above functions is seen as one who is 'a self-reliant, independent professional, genuinely interested in the community in which he or she serves, and committed to education for resource development' (Tetaga, 1989). This teacher is also one with a critical thinking approach to the curriculum and to the practice of teaching

The Purpose and Guiding Principles for the New Teacher Education Programme.

Purpose

It is the purpose of the three-year education programme to offer opportunities for the education of teachers to undertake more competently the functions belonging to the community school, i.e.:

- contributing to the integral human development of the children who attend the community school;
- (ii) providing an environment in which teaching and learning can be maximised; and
- (iii) providing opportunities for increased school-community relationships and for participation of children in meaningful ways in their own communities (McNamara, 1989)
- (vi) establishing, preserving and improving standards of education throughout the country. (Education Act. Page 14)

Guiding Principles

In the process of structuring the three-year curriculum the following principles have been considered as guides:

- a] The changes to the course will not be merely quantitative but will have a focus on the quality of contents; equally, the programme will allow sufficient time for exposure to, and reflection on a wide range of teaching practice experiences.
- b] The course will enable a teacher to teach all subjects in the community school curriculum, but allow opportunity for some depth and specialisation.
- c] The subject-matter content will be studied to such a level that the future teacher will feel confident about teaching the community school curriculum Matriculation level will be the aim of some courses
- d] Learning about the subject-matter contents will take place throughout the three years though this will not be the case for all the subjects

APPENDIX NO 7.5 (continued)

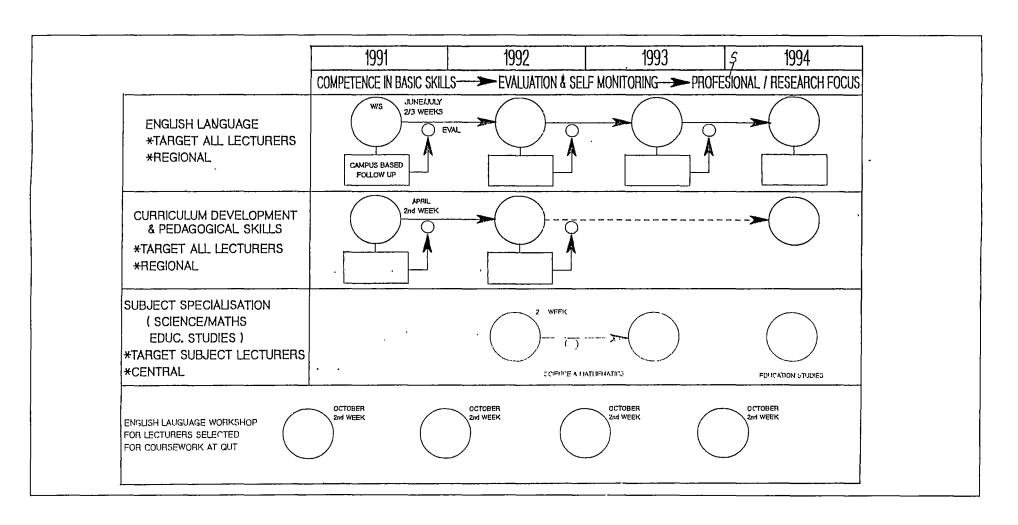
- e] Emphasis will be placed on knowledge and skills in mathematics and English throughout the three-year course. All courses and activities will be particularly concerned with the improvement of English language skills. Stress will also be placed on students taking responsibility for the development of their skills.
- f] The principle of subject integration will operate where possible to enable the students to understand connections between disciplines and to apply this undertaking to community school practice.
- g] While a common core of subjects will form part of the training curriculum, specialisation will be available in areas that match the expertise and of core subjects such as mathematics and language, or in areas of pedagogical concern such as multi-grade teaching, special education and education of the young child. There will be opportunity for optional courses within the professional and subject matter areas
- h] The professional preparation of teachers will include the introduction of the student teacher to a body of knowledge which allows him or her to view education as a social process, and will stimulate reflection on educational issues of current importance
- i) The professional preparation will emphasise the teachers' concern for personal development of children, the need to be prepared to teach for individual differences, to recognise learning problems and special needs, to guide discovery learning and to maintain a classroom environment conducive to learning
- Methods of teaching the community school subjects will be separated from the teaching of contents, however, wherever possible some integration will be encouraged.
- k) Teacher preparation will be concerned with introducing student teacher to the 'craft' of teaching through activities such as observation, peer-teaching and practice-teaching with emphasis on the student teacher's critical reflection about his or her teaching. Greater use will be made of clinical supervision, self-evaluation and peer-observation.
- Teaching activities and methods in the colleges will include not only the traditional lecturer-tutorial systems and the current forms of teaching experience, but will also allow more opportunity for self-learning on the part of students and involvement in project activities which aim at integration of contents and pedagogy.
- m) A particular concern of the training programme will be to prepare the future teacher to be able to carry out within the community activities of service and development which involve the school.

Structure of the Programme

The programme will include a limited number of content areas ('strands') structured in courses and units, that cover the needs of subject-matter knowledge and professional development. These strands form an essential input into the area of 'practice'. In addition, colleges will organise 'integrated activities' on a yearly basis to provide opportunities for students to experience through practical projects the relationship between the content areas of the various strands. This will be permeated by what may be called the 'social climate' of the college.

Queensland University of Technology (QUT) Planning - APC 1990

APPENDIX 7.6: QUEENSLAND UNIVERSITY OF TECHNOLOGY (QUT) PLANNING DIAGRAM APC 1990



National Teacher Education Board (NTEBS): Programme Issues on Agenda

APPENDIX 7.7 NATIONAL TEACHER EDUCATION BOARD OF STUDIES' (NTEBS): PROGRAMME ISSUES ON AGENDA

Date	Policy	Issues
10.11.1987	Accepted the National Objectives booklets, (as syllabus) for the two-year certificate programme in colleges	
29.8.1988	Curriculum matters (courses in the programme) deleted from the Teacher Education Committee (TEC) functions henceforth	
24.4.1990		A Report to NTEBS on development of the three-year programme
8.2.1991		Content Guidelines for a three-year programme to be developed for college staff: core and options
7.8.1991	Accepted the ATE/NEB booklet as basic structure: Towards a New Three Year Curriculum for Community School Teacher Training	
26.2.1992	Approved National Content Guidelines for each or the courses - Library Studies, Social Science, Science, Health, Agriculture, Community Development	
10.6.1992	Endorsed Vocational Centre (Trades) one-year certificate programme at PMIC	
		Concern expressed to the Secretary for Education about communication channels used by ATE. Was it directly to NEB or through NTEBS? The former was occurring.
4.12.1992	Endorsed National Content Guidelines for each of the courses - Language Studies, Teaching English Methods	Concern expressed that existing system (in colleges without basic skills English external examinations) retains quality and is not overloaded
9.6.1993	Endorsed National Content Guidelines for each of the courses - Professional Studies, Spiritual and Moral Education	

Teacher Education Funding Projections as at 1993

APPENDIX 7.8 TEACHER EDUCATION FUNDING PROJECTIONS AS AT 1993

TEACHER EDUCATION II

---> SUMMARY OF EXPENDITURE (VARIABLE + FIXED)

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1991	1,686	25.2%	111	1.7%	1,568	23 4%	0	0 0%	2,461	36 7%	300	4 5%	481	7 2%	93	14%	6,699	29%
1992	1,758	26 0%	111	1 6%	1,565	23.1%	0	0 0%	2,456	363%	306	4 5%	481	7 1%	93	1.4%	6,769	11%
1993	1,929	26 7%	118	1 6%	1,672	23.1%	0	0 0%	2,625	363%	312	43%	481	6 7%	94	13%	7,231	68%
1994	2,061	27.3%	123	16%	1,735	23.0%	0	0 0%	2,723	36 1%	318	4 2%	481	6 4%	95	1.3%	7,536	4 2%
1995	2,200	28.1%	127	1 6%	1,792	22.9%	0	0 0%	2,814	359%	324	4 1%	481	61%	96	12%	7,833	39%
1996	2,268	28.7%	127	1 6%	1,792	22.7%	0	0 0%	2,814	35 6%	331	4 2%	481	61%	96	1.2%	7,909	10%
1997	2,339	29.3%	127	1.6%	1,792	22.4%	0	0 0%	2,814	35.2%	337	4.2%	481	60%	97	12%	7,987	10%
1998	2,412	29 9%	127	1 6%	1,792	22.2%	0	0 0%	2,814	34 9%	344	43%	481	6 0%	98	1 2%	8,067	10%
1999	2,487	30 5%	127	1.6%	1,792	22.0%	0	00%	2,814	34.5%	351	43%	481	5.9%	99	1.2%	8,150	1 0%
2000	2,565	31.1%	127		1,792	21.8%	0	0 0%	2,814	34 2%	358	43%	481	5 8%	100	12%	8,236	1 0%

---> UNIT EXPENDITURE PER STUDENT

T38

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1992	1,034	26 0%	65	1.6%	920	23.1%	C	00%	1,444	36.3%	180	4 5%	283	7.1%	55	1.4%	3,980	1.2%
1993	1,061	26.7%	65	1 6%	920	23.1%	0	00%	1,444	36.3%	172	4.3%	265	6 7%	52	1.3%	3,979	0 0%
1994	1,093	27.3%	65	16%	920	23 0%	0	0.0%	1,444	361%	169	4 2%	255	6 4%	50	1.3%	3,996	0 4%
1995	1,129	28.1%	65	1 6%	920	22 9%	C	0 0%	1,444	35 9%	166	4.1%	247	6.1%	49	1.2%	4,021	0 6%
1996	1,164	28.7%	65	1 6%	920	22.7%	0	0 0%	1,444	35 6%	170	4.2%	247	61%	50	12%	4,060	10%
1997	1,201	29 3%	65	1.6%	920	22,4%	0	0 0%	1,444	35 2%	173	4 2%	247	60%	50	1 2%	4,100	10%
1998	1,238	29.9%	65	1 6%	920	22.2%	0	0.0%	1,444	349%	177	4,3%	247	6 0%	50	12%	4,141	10%
1999	1,277	30 5%	65	1 6%	920	22 0%	0	0 0%	1,444	34.5%	180	43%	247	5 9%	51	12%	4,184	10%
2000	1,316	31.1%	65		920		C		1,444	34.2%	184	4.3%	247	5 8%	51	1,2%	4,228	10%

TEACHER EDUCATION II

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- (a) Assistant Secretary for SD&TD Memo to Secretary for Education
 - (b) Secretary's Circular No 10/91

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APPENDIX 7.9 (a) ASSISTANT SECRETARY FOR SD&TD MEMO TO SECRETARY FOR EDUCATION

STAFF DEVELOPMENT AND TRAINING DIVISION

CURRICULUM INSPECTIONS: PAST PRESENT PROBLEMS AND SUGGESTIONS

- 1. The responsibilties that the Curriculum / Inspections section of the SDTD has been carryng out in the past on behalf of the Secretary included among other things:
 - * establishing common basis for curriculum preparation in colleges by producing National objectives (Syllabus) through subject workshop attended by staff from colleges.
 - * ensuring comparability of courses across colleges
 - * providing professional leadership and guidance in curriculum matters through workshops, AAC's and staff supervision
 - * maintaining minimum standards through supervisory tasks, National examnations, provison of materials and recommendations regardind text books to be used.
- Now that the curriculum development responsibilty has been transferred to the ATE.
 - * the role of the section has become substantially less significant, which makes supervision of curriculum implementation quite difficult
 - * the point of reference for curriculum preparation has become very vague
 - * college courses are becoming diverse to the extent of lacking in comparability
 - * no recognisable minimum standard is established as a pre-requisite for provisional registration of graduates

3. As a result:

- * the section staff are not clear and hence hesitant about carrying out the normal responsibilities to be carried out on behalf of the Secretary
- * the section's ability to provide effective supervision (ie. advisory and inspectorial roles) has diminished
- * there is a general perception that all the curriculum responsibilites now rest with ATE

4. In view of the factors listed above, it is suggested that :

- * the roles and responsibilites of the Dept and ATE be defined and line of communication established clearly
- * a decision be made on the core curriculum and its definition or any other means of comparabilty of courses
- * establish the status of curriculum being prepared in colleges now
- * it needs to be made clear who has the professional responsibility as regards to curriculum workshops this year, the Division, ATE or QUT
- * a time line for the activities and responsibilities for the Division and ATE and possible establishment of NITE be worked out .

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APPENDIX 7.9 (b) SECRETARY'S CIRCULAR NO 10/91

! PAPUA NEW GUINEA DEPARTMENT OF EDUCATION W A I G A N I

> DATE: 18/02/91 FILE: CM2-4-2

SECRETARY'S CIRCULAR NO. 10/91

SUBJECT: RE-NAMING OF TEACHER EDUCATION DIVISION AND RELATED ISSUES

This circular is issued under the authority of Section 28 and 29 of the Education Act, Chapter 163 (1983). As the Education Act, Chapter 163 is the only present logislation which specifically defines both the provisions and requirements governing the administration and implementation of teacher training, and staff development for Community Schools Teachers in PNG through member schools or teachers' colleges, it is considered necessary to issue this circular.

PURPOSE

This circular is to advise you of the recent re-structuring in the Department of Education and to dispel any misunderstanding that may arise in consequence, or exist as of now, regarding the roles and responsibilities of the Departmental Head or Secretary for Education, the Department of Education, and the Teacher Education Board of Studies and Teacher Education Committee.

- 1. Though the recent re-structuring has resulted in some organisational changes in the Department and re-deployment of staff within the Department, the Teacher Education Division has not been affected structurally or functionally by this exercise. The Division will continue to be under the General Education Services Wing, but will be known as STAFF DEVELOPMENT AND TRAINING DIVISION.
- 2. The Staff Development and Training Division will continue to carry out the responsibilities relating to Teachers' Colleges as entrusted upon both the Department of Education and the Secretary for Education (Departmental Head), as required by Section 28 and 29 of the Education Act. The Division will also undertake any other responsibilities delegated to it by the Departmental Head consistent with the responsibilities he is empowered to undertake.
- 3. The National Teacher Education Board of Studies appointed by the Minister under Sub-section 1 of Section 27 of the Education Act, will continue to carry out its functions as established by the Act. It is clearly expected by reference of the requirements and responsibilities under Sections 28 and 29, the direct involvement of the Division in order to serve both the Departmental Head and the Department of Education will be maintained.

- 4. The Teacher Education Committee appointed by the National Education Board under sub-section 1 (a) of section 24 of the Education Act will continue to carry out its function as established by the Act.
- 5. The Association for Teacher Education appointed by the National Education Board will continue to carry out the two specific tasks assigned to it, as per NEB Circular 3/90.

The two tasks are:

- (a) developing a Three Year Teacher Education Programme for Community School teachers.
- (b) investigating the organisational legislative and financial implications of establishing a National Institute of Teacher Education and presenting a report on the matter to the NEB.
- 6. As required by the NEB, the ATE is expected to work with the NTEBS for the endorsement of courses for the Three Year Teacher Education Programme. (Ref: NEB 3/91/90).
- 7. The report from the ATE on the establishment of NITE is expected to be presented to the NEB Meeting of August 1991.
- 8. Until the establishment of another Authority to be responsible for Teacher Education, the Staff Development and Training Division will continue to carry out the responsibilities of the Secretary for Education (Departmental Head) and the Department of Education as required by the current Education Act.

J E TETAGA OBE

SECRETARY FOR EDUCATION

DISTRIBUTION:

All SSM Members

All Teachers' Colleges - Principals

ATE Members

NTEBS Members

A/S - Staff Development and Training

UNESCO, Bangkok Request to Ministry for Teacher Education Curriculum Material, 1991

APPENDIX 7.10 UNESCO, BANGKOK REQUEST TO MINISTRY FOR TEACHER EDUCATION CURRICULUM MATERIAL, 1991



united nations educational, scientific and cultural organization organisation des nations unies pour l'éducation, la science et la culture 🕝 PRINCIPAL REGIONAL OFFICE FOR ASIA AND THE PACIFIC BUREAU REGIONAL PRINCIPAL POUR L'ASIE ET LE PACIFIQUE

Cable UNESCO, BANGKOK Telex 20591 TH

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Felephone

Main Office 391-0577

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920 Sukhumvit Road Postal Address Box 967 Prakanong Post Office Bangkok 10110, Thailand

REF

133.32.58/AC/193/91

21 February 1991

Madam,

Subject: Reforms in Teacher Education

I wish to inform you that several countries in the region are currently reviewing primary level and lower secondary level teacher education curricula, to meet the emerging needs of Education for All. To provide a resource documentation service to these countries consisting of examples of reformed curricula from the Member States of the Asia and Pacific region; and to analyze current trends in these reforms, we would be most grateful if you could kindly request the Teacher Education Division, Department of Education to send us the following as applicable to: (a) primary level teacher training; (b) lower secondary level teacher training:

- Curricula, in syllabus form or better in annotated form, related background theoretical learnings, such as from education psychology; learnings related to methodologies and teaching skills; learnings related to practicum and practice teaching.
- "Hand on practice" specifications related to: subject matter content learning (for example, language, mathematics, science, history, geography) by the teacher trainees; learning of teaching skills; practice teaching; design and production of audio visual aids and equipment; achievement test design and development.
- Specification of "certification" tests (with sample tests) at the end of the teacher training course, with relative grading weightages for the theoretical and practical components.

The Executive Officer ____ Papua New Guinea National Commission for Unesco Ministry of Education -Private Mail Bag P.S.A. Haus, Post Office Boroko, Papua New Guinea

...2/

The Executive Officer Papua New Guinea National Commission for Unesco 21 February 1991 Ref. 133.32.58/AC/193/91

Since these materials are to be shared among countries of the region, it would be most helpful if they are provided to us in English. Also, since the countries undertaking the reforms in teacher education are already engaged in the task, they request the materials to be kindly provided to them as soon as possible. We would appreciate receiving the materials by the <u>last week of April 1991</u>, if at all possible.

Please accept, Madam, the assurances of my highest consideration.

Leonardo de la Crus Head, ACEID

Education Planning and Implementation: Secretary Mid-1993

APPENDIX 7.11 EDUCATION PLANNING AND IMPLEMENTATION: SECRETARY MID-1993

SDGTD CURRICULUM / INSPECTIONS

Ath Floor

PAPUA NEW GUINEA
DEPARTMENT OF EDUCATION
WAIGANI

MINUTE

TO: DEPUTY SECRETARY/FIRST ASSISTANT SECRETARIES/ FILE NO DATE 6 May 1993

SUBJECT

EDUCATION PLANNING AND IMPLEMENTATION

The Prime Minister, Deputy Prime Minister, and Minister for Education have all repeatedly made it clear in Parliament and outside of Parliament that future developments in education will be in accordance with the education reform proposals of the 1990 Sector Review as endorsed by the Council of Education Ministers' Conference and the National Education Board.

I have repeatedly advised officers of the department that this is the path we are to follow. It is appropriate, therefore, that at this time of budget preparation, consultations with potential aid donors and formal planning of Education For All, that I formally remind everyone that these are the parameters within which they are required to perform their functions. Branch and Divisional Heads are required to provide the leadership necessary in the planning for and the implementation of these policies.

J E TETAGA, OBE Secretary For Education

Project I Part (A) Sample of Data Collated During 1991

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PROJECT I PART (A) SAMPLE OF DATA COLLATED DURING 1991

S Maneo

- A. Yes a Yes b. No c. No a Coilege
- B. Yes 1 Yes
- C. Own content
- D No workshop until March 1992 Found presentations from other workshops' participants interesting especially Gene's Maths/Science one about concept mapping. Also the Community Development Strand feedback when all Gazelle colleges met for a day to discuss the staff presentations.
- E 1 Yes (early in year) I No by the end of the year.
- F. I not planned it some a Yes b Very little except between parts of own subject Expressive Arts c Inadequate leadership by strand head
- G Yes. More independent learning by students
- H Yes Self assesment
- I. Appeared early in term one to be depressed and unable to put 1991 work on paper. Asked visitor for help in general way. Showed complicated, long drawn out hand-written material as what had been commenced. Obviously working alone on all expressive arts units now that long-serving music specialist had left

Strand = Social Studies, Religious Studies. Expressive Arts - dance, craft, singing, music, drawing, creative writing, mime

In 1991, the new principal required that in keeping with the philosophy of the United Church college there would be no regular discos held at the college. Also traditional dances were to be selective. No suggestive ones permitted. This took a little while for the lecturer to accept. "At first I felt I did not want to go on. Students said they were accustomed to the suggestive dances and it did not make them think badly. After I had thought about it I knew the principal was right".

- A. No. 1, Yes. 11, Yes. 111, no 1v, no v, college
- B. 1990 Yes 1. no 11 yes

C. Yes

D. No workshop until March, 1992

Sent back to 1990 college for a copy of what he wrote for that college's ATE 1990 submission and received no response. He had kept no copy for himself. Mid-year break took self from Rabaul to Lae to pick up his cargo waiting to be trans-shipped. Thus located own reference books to plan from the beginning for this college,

- E. 1. Yes (early in the year) 1 No by late in the year.
- 11. Confident of own competence and ideas but not sure college is yet trusting him, or perhaps concerned enough for the subject area,
- F 1 linking sorting out e.g if you do muscles in science I will not do them in Physical Education."
 - ii, not planned
- a, Yes b Self and Science lecturer and Maths at first c.Inadequate leadership by stand head.
- G. No. Always tried to give plenty of thinking exercises, use of local materials, individual responsibility and caring for equipment, supervising groups and verbalising what is happening to the body when in movement.
- H. Criteria for assessment always clear and usually written down I. Has one double period per week over a semester for Physical Education. Then the next semester is Health. Some parts between the two subjects can be linked.
- Strand = Mathematics, Science, Physical Education, Health Agriculture
- "Playing in the town team seemed at first the right thing to do It took time to catch a truck to town for training and at weekends for the competition. Sometimes stayed late to drink. Did not feel accepted at college by other staff until realised had priorities wrong"

- A. No. 1. On two years study leave 1989-90
- B. In 1991 i. No ii. No
- C. Mainly writing own content based on college course outline.
- D. You have recently returned from study leave and this year attended the 2 week Education Studies, Practicum workshop at POM. You learned about a lot of things but have not used any of the changes yet as it is your first year at this college and you need to think about it
- E. i. You are concerned that you have so many different things to do here. ii. You are satisfied with the strand in which you work You are not sure that the other strands are satisfied with your co-ordination of the micro-teaching programme
- F 1. Yes it No
- a. No. b No c. Yes, in general staff meetings only.
- G. Trying new ideas, by giving more groups work and research Students have a research project from the library
- H. Try to be fair. Do not know what is new in this college A lot of discussion about the global system, but within this strand the four staff are clear and have 60% projects and 40% written test at end of semester.
- I. While a professional style in many ways and very serious There is something unreal or perhaps 'superficial' about the person like e.g perhaps copying the style of one of his own lecturers and acting out the model and/or carrying a heavy load for a new lecturer and therefore barely coping but not admitting it. Senior Lecturer states he is a willing worker but also capable of being aggressive if questioned.

Project I Part (B) Results of a Survey of Principals and Deputy Principals About Their Contributions to the Diploma Implementation, October 1991

RESULTS OF A SURVEY OF PRINCIPALS AND DEPUTY PRINCIPALS ABOUT THEIR CONTRIBUTIONS TO THE DIPLOMA IMPLEMENTATION APC OCTOBER 1991: SUMMARY DATA

Question 1 asked - By the end of the 3 years our graduates will have these kind of new additional strengths as a result of the diploma programmes we offer them. (Knowledge, Skills Attitudes).

The answers are grouped under professional, personal and community for each component consistent with the approach used by the respondents (N=20).

Knowledge (a total of 11 ideas were listed)

Professional Knowledge - more concepts, learning principles, cognition and developmental principles; awareness of integration and practical application

Personal Knowledge - subjects strengthened, in-depth understanding and a higher academic level required.

Community Knowledge - interest in cultural diversity and law and order.

Skills (a total of 16 ideas were listed)

Personal Skills - problem solving, self-discipline and teaching this to others, thinking as a 'national' (as different to a person belonging only to a clan group), being an independent student and identifying own learning priorities, advanced social and personal skills

Professional Skills - teaching to individual needs; learning needs analysis and multi-grade teaching; integration planning; special education and integration of knowledge and practice.

Community Skills - developing community skills.

Attitudes (a total of 16 ideas were listed)

Personal Attitudes - 'own' the problems and achievements encountered; self directional responsibility, independence and initiative; more mature behaviour, tolerance and confidence.

Professional Attitudes - concern for total development and welfare of individual child; more innovative, competent and flexible teaching approaches; see teacher as helper.

Community Attitudes - promote community co-operation, flexibility and sensitivity.

Question 2 asked - In 1991 my staff and I have changed the administration of our programme, to implement these intentions (from question 1) in the following ways.

The results are grouped for this report into three areas as identified by the administrator (N=20): timetables; assessment and staff (a total of 15 ideas were listed)

Timetable Changes - refocus programme structure; longer and fewer lectures; more private study time for students and a study skills course early in the year; and reduction of the number of units within subjects.

Assessment Changes - assessment policy review; more skills required in designing assessment tasks and more cognitive learning tested; require higher standards of work and test application of learning.

Staff Changes - increase demand for quality teaching and learning; develop new teaching styles; avoid overlapping of content and ensure integration of experiences for students.

Question 3 asked - Looking at the up-coming two-year certificate graduands (1991) what are their most observable deficiencies of which you are aware, which you hope to overcome in the new Diploma programme currently under way?

The answers from respondents (N=20) were grouped for this report into 3 areas: personal, professional and community deficiencies (a total of 12 ideas were listed).

Personal Deficiencies - not matriculants; lacking in leadership skills, maturity and personal development; not making productive use of time; poor attitudes, written and verbal expression.

Professional Deficiencies - lacking subject content and a holistic view; lacking research skills and a balance between content and method.

Community Deficiencies - not coping with insecurity (law and order).

Phase II Sample of Staff Inspection Reports for the Years 1991, 1992 and 1993 Used for Data Collection at End of 1993



DEPARTMENT OF EDUCATION

ED 16E TEACHERS FOT

J.E. Tetaga

ecretary for Education

TEACHER'S REPOSITION TEACHER'S REPOSITION TO THE PROPERTY OF T 219053

Personal File No.

KAUTTI. MILENG Given Names Surname Acting Level _____Date of Appointment to Acting Level __JANUARY, 1993 Posting MADANG TEACHERS' COLLEGE Position 12-840-410

INSPECTOR'S REPORT

1. INTRODUCTION:

You graduated from Madang Teachers' College in 1977 and gained full registration the following year. You have taught in community schools for twelve years; five as a headmaster. In 1987 you did a six-months Headmasters Course at PMIC. You completed your associateship in 1992 graduating with a B.EJ. (Terciary). This is your first year lecturing in a teachers' college in the subject Professional Studies.

The purpose of this report is to gain acceptability in teacher education at EO4 level in your subject specialty, Professional Studies.

2. EVIDENCE OF PROFESSIONAL DEVELOPMENT:

Early in the year you were given advice relating to the need for more background reading and planning, student-centred learning techniques, group work organization and the role of a lecturer in tutorial situations. You have accepted the advice offered and taken steps to improve in these areas.

You expressed an interest in special education and consequently were nominated by your Principal to represent the college at two one-week workshops in Lae and Wewak to further your knowledge in this area for preparation of a year three option.

You attend college curriculum meetings and participate in discussion.

There are regular weekly Professional Development Strand meetings for consultation and you share an office with your HOD which further gives the opportunity for professional discussion and seeking advice/assistance from a senior member of staff. You take advantage to gain by this situation.

3. PREPARATION AND PLANNING:

Preparation and planning have improved over the year, even greater emphasis in this area is needed. Subject knowledge is not strong and you have realised that to lecture at a tertiary level and be able to facilitate student learning, there is a need to become more familiar and expert in all content areas.

You have been involved in developing two year three semester options. This is not usual for a beginning lecturer but you have accepted the challenge and made some good progress.

Your lecture load is a mixture of master lectures and tutorials. Two quite different approaches. acknowledge this difference and plan and implement accordingly.

4. TEACHING EFFECTIVENESS:

You are making every effort to involve students in the learning process: group discussion, student presentations, chalkboard summaries which include student input. Your voice is clear and presentation in the classroom pleasant and business like. The skills of knowing how much information to give to students before a presentation becomes teacher-centred, and the role of a facilitator are ones that you are clarifying in your own mind for that right mix. Recent tutorials observed by the writer were of better student participation and more meaningful discussion on issues relevant to the classroom situation than earlier in the year.

5. ADMINISTRATIVE DUTIES:

You share an office. Recently it has been renovated and files, references are still to be neatly stored. Records such as lecture notes, overviews, student assessment are in order. You have not been as diligent with lecture notes as required. You need to show more care in this area. You keep files for personal professional documents and minutes of meetings. The Principal states that of recent you have spent less time in the office and the library during non-contact times. Whenever you are not lecturing or off campus on official duty you need to be accessable to students for consultation. Semester 1 assessments tended to be high. Assessments should challenge students and at the same time differentiate between the better and not so good.

6. CONTRIBUTIONS:

- A. <u>Students</u>: As a mama/papa tutor you are responsible for a group of students who, if they have personal or academic problems seek your counsel. You assist the Dean of Men with first year male students in the keeping of records on student illnesses.
- B. <u>Staff</u>: You are a member of a large strand with some strong individuals. At times there are personality clashes. You remain positive in your approach and willingly co-operate. The master lecture/tutorial approach used at your college makes it important for close consultation between staff in your strand and across strands.
- C. <u>Community</u>: As a parent you have participated in Demonstration School fund-raising and other activities. The Principal notes the need to improve out-of-hours behaviour and cites excessive drinking leading to family conflict as being unsuitable on a residential campus. This has been discussed with you, it is acknowledged you have taken steps to improve the situation but there is a need for consistency. With the privilege of a house on campus goes the responsibility of living by accepted norms of the community.

7. SUMMARY:

You are an experienced school teacher. In your first full year as a college lecturer you have noticed a difference between primary and tertiary instruction. After what has been a slow start, with listening to and accepting advice, some progress has been made.

ASSIGNED DUTIES IN THE COLLEGE

Teaching Load Year No. Students		No. Periods	Subject	Committees
1	119	4	PROFESSIONAL STUDIES	
1	119	5	SCHOOL EXPERIENCE	
2	12	1	PROFESSIONAL STUDIES	
3	28	2	SPECIAL NEEDS (OPTION)	
3	21	2	PARENT & COMMUNITY RELATIONS (OPTION)	

Other curricular activities within the college

- 1. BOARDING DUTIES
- 2. SUPERVISION OF CAMPUS CLEAN-UP
- 3. ASSISTING DEAN OF MEN (FIRST YEAR)
- 4. MAMA/PAPA GROUP (TUTOR)
- . STUDENT TUTORIAL TIMES
- 6. CO-ORDINATING STRAND 2, YEAR 1
- 7. PLAY GROUP SEMESTER 1

REPORT WRITER(S)	DESIGNATION	ν.	FOR HEADQUARTER USE	
M. SMITH	INSPECTOR			
J. N'DRARAS	PRINCIPAL			
REPORT SIGHTED BY:	SIGNATURE	DATE		
TEACHER REPORTED ON:	Knileng	12/11/93		
PRINCIPAL OF COLLEGE:	drara.	12/11/93	SUPERINTENDENT Pheatur and 3/11/93	



ED 16E TEACHERS COLLEGES

101060

YEAR 19 91	YEAR	 9 91
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DEPARTMENT OF EDUCATION

TEACHER'S PERSONAL/INSPECTION REPORT

		Petsonal File No
Name	PILAKE	TARCISIA (SR)
	Surname	Given Names
Substantive Lev	el EO 4	Date of Appointment to Substantive Level1991
		Date of Appointment to Acting Level
		GE Position 15-848-703
_	· ·	

1. INTRODUCTION:

INSPECTOR'S REPORT

You attended Kabaleo Teachers' College in 1970-71, taught 5 years and completed Diploma Education Studies (Tertiary) in 1980. You were inspected in 1981 and 1984 and have eligibility to E05. You have taught at Holy Trinity and Kabaleo Teachers' Colleges during which time you acted as Senior Lecturer Mathematics for 6 years. You have now gained your B.Ed (Inservice) 1988 & 1989 and this is your second year back at Kabaleo. This report is for eligibility to an higher level.

EVIDENCE OF PROFESSIONAL DEVELOPMENT:

You did a three months Maths innovations course in 1983 at Malaysia. The university studies has given you more confidence. You attended the recent two weeks workshop for Maths and Science lecturers in Port Moresby and are applying several new skills. You have written a self-evaluation for this report and tried to follow advice related to supervision of the Science/Agriculture lecturer in your department.

3. PREPARATION AND PLANNING:

The records of work for students are very good. Your own aids, materials, references, courses, programmes and lecture notes are all easily followed and obviously well thought through.

You are able to adapt your material and demonstrate ability to provide remedial work for individual students.

4. TEACHING EFFECTIVENESS:

You have a strong knowledge base for your subject area and enjoy Mathematics. You give a lot of practical experience to students and employ group organisation, individual's aids making and you are always searching for new ideas. You found a few simple diagrams presented at the Maths Science Workshop gave you a fresh insight for thinking about how your students learn.

5. ADMINISTRATIVE DUTIES :

You gave a presentation to the staff after returning from the recent workshop. You follow up discussions on this with your junior staff member who also attended. Your student grades and those of your junior staff members are punctual.

You do not readily supervise your colleague, as his subject is different and you see as a mature person he is capable. You have made an effort to visit his classroom several times and to write comments.

Your classroom is spotless and forms a very good example to students of a learning environment.

You are dean of students for a second year. This is mainly supervising the cleanliness of the dormitories and some counselling. You are committed to your students in class and care about their welfare, but you are a reserved person and are not demonstrative on social or informal occasions. You like to give them independence as much as possible. The principal has encouraged you to be seen about more on weekends but you hesitate to unnecessarily interfere with students.

6. CONTRIBUTION:

- (a) to students: You are very interested in them and are pleased with their academic performance.

 You give some time to deanship work but are generally a shy sincere person and prefer students to approach you if in need.
- (b) to staff: You get along with all staff and can voice disagreement without being disagreeable but you are independent and do not need to seek out company. You have assisted staff professionally from the Vocational and Demonstration Schools nearby. You attend regular staff meetings and are on a roster to chair or scribe.
- (c) to community: You are conscientious about your responsibilities and do more than your share as you perceive workloads.

This year you have been head of the FMI Sisterhood community which has added to your duties.

7. SUMMARY:

You had a full teaching load and responsibility for the Maths-Science-Agriculture department, deanship, Kabaleo Sisters and School Experience tasks. This is a broad work input and you have performed these roles at an adequate or better level.

ASSIGNED DUTIES IN THE COLLEGE

Teaching Load Year No. Students		I No. Periods I Subject		Committees	
990 .	1ST YEARS 2ND YEARS	3 x 3 = 9 3 x 3 = 9	MATHEMATICS	ASSESSMENT COMMITTEE (SENIOR LECTURER)	
991	1ST YEARS 2ND YEARS	2 x 4 = 8 2 x 2 = 4	MATHEMATICS		

Other curricular activities within the college

- * DEAN OF STUDENTS
- * TUTOR
- PRACTICE TEACHING SUPERVISION

REPORT WRITER(S)	DESIGNATIO	N 	FOR HEADQUARTER USE
MISS P QUARTERMAINE	SUPERINTENDENT CUR./INSPECTIONS PRINCIPAL		
SR T MCNAMARA			
REPORT SIGHTED BY:	SIGNATURE	DATE	
TEACHER REPORTED ON:	:		
PRINCIPAL OF COLLEGE-			SUPERINTENDENT



ED 16E TEACHERS COLLEGES

181188

YEAR | 19 92

DEPARTMENT OF EDUCATION

TEACHER'S **EXECUTION REPORT

		Personal file 190
NT	POTEK	STEPHEN
	Sumame	Given Names
Substantive Level	E03	.Date of Appointment to Substantive Level .25/9/88
		Date of Appointment to Acting Level
PostingST. PAUL'S	TEACHERS' COLLEGE	Position ACTING LECTURER (EO4) AGRICULTURE
Data Camanan and Bassa	nt Desting 12/2/92	.Dates of Inspection
Date Commenced Preșe	iii Fosting	Jaco of Angector

INSPECTOR'S REPORT

You were an high school teacher for fourteen years. You have experience there teaching and supervising Mathematics, Science, Agriculture, Guidance, Expressive Arts, Physical Education and Library due to your allocations over those years. You have a B.Ed. and Diplomas in Counselling, Tropical Agriculture and Secondary Teaching. You have eligibility in Secondary to EO3.

In 1991 you completed a one year associateship as a teachers' colleges lecture in Agriculture and this is a report on your work as an acting lecture EO4.

2. EVIDENCE OF PROFESSIONAL DEVELOPMENT

This is a different college to the one in which you undertook your associateship. You participate in college inservice and staff meetings. You have collected the Agriculture and other appropriate texts to make a library for the students and references for yourself and are eager to extend this and the appropriate sections in the college library. You participated in a two weeks Maths/Science workshop with representatives from all other college's departments during 1992.

You continue reading and want to pursue study whenever possible. You display and open and enthusiastic interest in all around you.

You wrote a detailed self-assessment for this report. You try hard to do your very best in every way.

3. PREPARATION AND PLANNING

You have not been allocated this year an heavy formal contact loading in Agriculture so have had time to prepare your records and written materials thoroughly. You have a strong knowledge and application background in Agriculture. You taught in the community school during your associateship and this year you are on the demonstration school Board of Management and assist the school with their Agriculture projects.

You plan and prepare for both the lectures and the farm projects with imagination and demonstrated productivity.

Student Assessments are documented and innovative projects and assignments apparent.

4. TEACHING EFFECTIVENESS

Classroom attributes include tidy use of the board, plenty of recent student work on display and changed, different strategies used with students, overt attention to courtesy from and to the students in class and maximum involvement of student knowledge and understandings of agriculture. You taught Community Life and Professional Studies in semester one to assist with staff shortage and in second semester had six contact as well as farm supervision. You have an encouraging style with students and are evaluating to what standard you can extend them noting the variety of levels within the around. There is some

inference that you would have been willing to do even more if allocated. There have been strand meetings

once a term but you have generally been left to your own initiative to keep checking with others for the
sequence of the whole college programme and where you fit into it. You have written some material for
the three year diploma course.

5. ADMINISTRATIVE DUTIES

There is a large area under crops, as well as pigs and chicken projects. Students can sell some products and eat some from their own gardens. This is supervised as a practical aspect to the classroom theory as well as a community service in afternoon work periods. Your attendance and punctuality is very good. Your management and supervisory skills are appreciated with the institution. You sometimes drive the bus, supervise student school experience and are interested in any extra task assigned.

6. CONTRIBUTION

- a. to students It is evident that you like the students and they respect you. They are prompted to talk about agriculture and culture in their own home areas - many of whom appear to come from a different area to the one in which the college is situated.
- b. to staff You have a relaxed good humoured personality and industrious attitudes and appear to get along well with staff making use of prescribed communication channels.
- c. to community You were a committee member for the local agriculture show, you whole young family join in campus events and outings and your students readily supply farm vegetables.

7. SUMMARY

This has been a very good commencement of your career in teachers' college work. Allocated your specialist subject it gave you the opportunity to get sorted out in a new college, write material and plan for the third year course. It has assisted identifying what your second subject may be e.g. library in 1993.

ASSIGNED DUTIES IN THE COLLEGE

Teaching Year	Load No. Students	No. Periods	Subject	Committees .
1	54	2/week	Agriculture/Weekly School Experience	College Representative for Demonstration School BOM
2	12	1/week	Weekly School Experience	
ļ				

Other curricular activities within the college

- . Participated fully in the running of the collee farm (both vegetable plots and livestock areas).
- . Drives college trucks for college administration purposes.

REPORT WRITER(S)	DESIGNATIO	N	FOR HEADQUARTER USE	
P QUARTERMAINE	INSPECTOR			
G MARIMYAS	PRINCIPAL			
REPORT SIGHTED BY:	SIGNATURE	DATE		
TEACHER REPORTED ON:				
PRINCIPAL OF COLLEGE:			SUPERINTENDENT	

Project III Sample of Lecturer Experience and Opinion of the PNG Diploma in Teaching (Primary) Programme Responses at the End of 1993

1.	Where were you 1990 MADANG Position Social Sci. Eo. 4
	* 1991 MADANG Position Social Sci. E0.4
	* 1992 MADANG Position SOCIAL SCIEO. 5
	* 1993 MADANG Position SOCIAL SCI/COM·DEV· EO.5
2.	Where you involved in developing a college three year diploma in 1990 interpreting the ATE guidelines. If so, how?
	Yes - (i) Social Science Workshop Sept, 1990 PMIS College.
	(ii) Com. Develop. Strand Workshop April, 1991. PMIS College.
3.	(ii) Com. Develop. Strand Workshop Abril, 1991. PMis College. (iii) Guidelines through College Inservice here at MADANG. Have you been able to teach what you planned for each of the three years? If not, why not?
	Yes, I have.
	/
4.	Did you design the course(s) you are currently teaching? Is it based on this college's original submission?
	I contributed part of it - Social Swerce Course · Part of it
5.	is based on original Submission but followed from and re-written funce the Sept. 1990 Workshop. What new ideas do you have for your course(s) in 1994?
	Some new ideas but this space is not enough for details.
	(F.g.) Weed an addition as Social Science Elective in
	Methals teading. I've actually written one.
	(ii) Changes in some of the contexto Hishile lawren the
б.	Main ideas. (Iii) How to incoparate an elective etcan the How successful do you think you have been at getting your Top-up-students - to think more deeply? Gr748 in Gm. C.
	- to think for themselves? Course thank on Contemporar
	Tissues and froblem, " which Twe designed of Can you give example(s) of learning strategies you have used to fingain this student-centred approach?
	(17 Lots of reading from Copied Texts with question which has to
	be done nearly every week for the semester.
	(11) heature period dixussions of issues.
	(If you like, give me a Call and I give / sent you
	a Capy by mail) Ring for Pilari and leave a
	(If you like, give me a Call and I give! send you a Capy by mail) Ring for Pilari and leave a Message withour Switch Bard if Ia, not around.

` .		
	7.	Have you, yourself used any of the Teacher Education Research Project (TERP) books to plan, prepare or implement any of your responsibilities over the 1991-93 period? If so, can you recall which ones?
	8.	We have verbally emphasised terms like 'supervisor/helper', department/strand meetings, sharing ideas from workshops etc.
		How have you really gained from such staff co-operation?
		Shared ideas and lots of arguments and brain 11. min
		Have you linked/integrated/team taught/used themes/reached out?
		I think - generally yes. The College have the emphasis
		on integration among different Depts/Strands- I'm not
		100 / sure if we are all actually doing this.
	9.	In what way has this graduating group reached your objectives in terms of a "new kind of teacher".
		My answers are from what I've observed comparing to the previous
•		Certificate students.
	•	(ii) De alot of though in the courses without being told (E.y)
		Extra work, research, rather than Chalk and Talk' taking own notes
	10.	(111) Toward the 3rd, I find it easy to give work or instructions. They see the value and contribute more themselves. More matured. Do you own a set of National Content Guideline booklets? Yes/No
		Yes, All of the ones I received from the
	[(OP]	rional) name: <u>Pilavi Hiravy</u> a DATE: <u>29 Nov., 1993.</u>
	ASSI DEPA	ASE HAND TO YOUR PRINCIPAL TO RETURN OR POST YOURSELF TO: ISTANT SECRETARY, STAFF DEVELOPMENT & TRAINING DIVISION, ARTMENT OF EDUCATION, PSA HAUS, PMB, PO BOROKO. P.N.G.
•		I think the spaces here in some of the questions are of enough especially questions No. 5, 6, 2nd part of 8, and 9. we if you will get a good picture from this paper as I can't really tell much.
Tim	nat a	of enough especially Questions No. 5, 6, 2nd part of 8, and 9.
+·111	1107 JU	re it you will get a good picture from this paper as I can't really left much.

1.	Where were you 1990 GAULIM Position D. Principal
	* 1991 GAULIM Position DI Principal
	* 1992 GAULIM Position 5/L
	* 1993 <u>GAULIM</u> Position <u>5/L</u>
2.	Where you involved in developing a college three year diploma in 1990 interpreting the ATE guidelines. If so, how?
	Was involved in dwelding 3 year
	deflorer in 1990. Eschraching ideas for flaming proper
3.	Have you been able to teach what you planned for each of the three years? If not, why not?
	I was able to leach what I flamed
	There was no problem but minor ones.
4.	Did you design the course(s) you are currently teaching? Is it based on this college's original submission?
	I designed the course I am tending. It
	I dere pred the course I am tearling. It
5.	What new ideas do you have for your course(s) in 1994?
	- I flaw to integrate basic elements
	g the courses in my strand. Thinking shills to be infused into instruction.
,	stills to be in fused into intron Aion.
	- Deflaw the taught courses in che de basic illas that con transfer to other courses and setuations.
6.	How successful do you think you have been at getting your
	students - to think more deeply? master content, acquire. Inoucled ge, discipling my
	- to think for themselves? (in auchine my exalter of the exalter o
	Can you give example(s) of learning strategies you have used to gain this student-centred approach?
	1. Concept formation
	2. Inductive learning
	3. Analytic leaving
	4. In alvert lasing
	3. Concept attainment.
	6. martin lesnin :

7.	Have you, yourself used any of the Teacher Education Research Project (TERP) books to plan, prepare or implement any of your responsibilities over the 1991-93 period? If so, can you recall which ones?
	Definisely Yes YERIP - Unit I font I and Pont 2
	Definisely 765 TERP _ Unit I font I and Pont 2 Unit 3 and Unit 4.
8.	We have verbally emphasised terms like 'supervisor/helper', department/strand meetings, sharing ideas from workshops etc.
	How have you really gained from such staff co-operation?
	I gained trough discussion, showing
	9 gained trough discussion, showing
	Have you linked/integrated/team taught/used themes/reached out?
	Attempted to include thinking shills -
	into instructional multirial and other.
	Grands lourses.
9.	In what way has this graduating group reached your objectives in terms of a "new kind of teacher".
	* Reflective tencher
	× gute grated teacher
	* Improvisar
•	* Facilitator
	(I heps there ideas throughout the
	3 years).
10.	Do you own a set of National Content Guideline booklets? Yes/No
(OPI	TIONAL) NAME: 4 DAP/12 DATE: 3/12/93
PLEA	ASE HAND TO YOUR PRINCIPAL TO RETURN OR POST YOURSELF TO:
ASSI	STANT SECRETARY, STAFF DEVELOPMENT & TRAINING DIVISION, ARTMENT OF EDUCATION, PSA HAUS, PMB, PO BOROKO. P.N.G.
	• • • • • • • • • • • • • • • • • • • •

1.	Where were you 1990 <u>Kaindi</u> Position <u>E07</u>
	* 1991 Kabaleo Position E07
	* 1992 Kabaleo Position EO9
	* 1993 Kabaleo Position F09
2.	Where you involved in developing a college three year diploma in 1990 interpreting the ATE guidelines. If so, how?
	Helping to develop the Prof. Studies course.
3.	Have you been able to teach what you planned for each of the three years? If not, why not?
	No because I moved out of Kaindi at the end of
	1990.
4.	Did you design the course(s) you are currently teaching? Is it based on this college's original submission?
	No. Others designed what I am implementing now.
	Yes, though some alterations have been made.
5.	What new ideas do you have for your course(s) in 1994?
	Cretical exaluation, independent learning, human
	development, home based practice teaching.
6.	How successful do you think you have been at getting your students - to think more deeply? quite successful,
	- to think for themselves? very successful.
	Can you give example(s) of learning strategies you have used to gain this student-centred approach?
	Group discussions, group projects, critical
	evaluation of peers during practice teaching,
	challenge to them that they were diploma
	students" not just ordinary students.
	/

	7.	Have you, yourself used any of the Teacher Education Research Project (TERP) books to plan, prepare or implement any of your responsibilities over the 1991-93 period? If so, can you recall which ones?
		By D. Mc Laughline and by Prof. B. Avalos.
	8.	We have verbally emphasised terms like 'supervisor/helper', department/strand meetings, sharing ideas from workshops etc.
		How have you really gained from such staff co-operation?
		I have learnt from follow-up meetings, e.g. the
		Idea of "concept mapping" I use at times, and
		the "Assessment Policy" & have had to change.
		Have you linked/integrated/team taught/used themes/reached out?
		Yes: Critical thinking and evaluative processes
		are now being use by other strands, all staff
		are using the Clinical Model of Supervision.
,	9.	In what way has this graduating group reached your objectives in terms of a "new kind of teacher".
		In terms of creativity, inovative ideas, being
		better equipped with better knowledge and
		skills and being more mature.
		·
	10.	Do you own a set of National Content Guideline booklets? (Yes) No
	(OP)	ional) name: <u>Sr. M. Maladede</u> date:
	ASS1	ASE HAND TO YOUR PRINCIPAL TO RETURN OR POST YOURSELF TO: STANT SECRETARY, STAFF DEVELOPMENT & TRAINING DIVISION, ARTMENT OF EDUCATION, PSA HAUS, PMB, PO BOROKO. P.N.G.

Where were you	1990 Holy Trining TC	Position	09-848-801
*			99-900-708 plus 99-900-
*	1992 Dauli TTC	Position	06-844-801
*	1993 Dauli TTC	Position	06-844-801
	ved in (eveloping a eting the ATE guid		
Taught to say joint Did you design based on this of	the course(s) you a college's original s	by all interests on?	the Dauli STAFF. Ty teaching? Is it
	io of ner. I		
Community D	evelopment lou swelopment lou spills such	use sh	it some
carpen to	ry wilchane	i of .	should be knight
How successful	J' do you think you ha think more deeply?	ave been at	getting your
- to 1	think for themselves	5? <u>70</u>	tally
Can you give exgain this stude	kample(s) of learningent-centred approach	ng strategi n?	es yŏu have used to
Based my	Lecturing on	the "in	teraction Model of
Teaching"	Duck Umdirect	, enable	(for
student - ce	wheel learning	morach	, V
- Introduced a	topic and andy	Sed if fo	students to fully
understand, a	o research, collect	dista an	ed write up
rusing " con	cept mapping " ap	enach.	/

7.	Have you, yourself used any of the Teacher Education Research Project (TERP) books to plan, prepare or implement any of your responsibilities over the 1991-93 period? If so, can you recall which ones?
	Teacher Education Research Project: Unit 1
	" Problèms of Beginning Teachers:"
	ag Lack of Makerials & Equipments, Builify of Thefestional Remotent
8.	We have verbally emphasised terms like 'supervisor/helper', department/strand meetings, sharing ideas from workshops etc.
	How have you really gained from such staff co-operation?
	Well, it greatly depends on the intividual
	sersonnel and the groups one has been
	exposed to would either gain the
	worked for would either gain the ininimum / meximum professional benefits Have you linked/integrated/team taught/used themes/reached out?
	Not very much in teaching but
	Nather discussed about confellation
	subject-lectures regarding which Teading Hory
9.	for the Studies. In what way has this graduating group reached your objectives in terms of a "new kind of teacher".
	- Directives were set for cufferent areas of the
	- Dijectives were set for cuflement areas of the course taken to enable cach Diploma for Clocker
	to proacten his/her Knowledge Thills and Grofemonal
	Affifueles.
	From their certormances in free Teaching and
	Julessonial Afficies shown there is high proportion
10.	Julessonal Affricales shown there is high proportion percentage of materity and conductentiality. Do you own a set of National Content Guideline booklets? Yes No.
	Diehets incurrently for our reference recorded. TIONAL) NAME: Dikits DATE: 34/1/93
(OP	TIONAL) NAME: DIKING DATE: 34/93
	,

PLEASE HAND TO YOUR PRINCIPAL TO RETURN OR POST YOURSELF TO: ASSISTANT SECRETARY, STAFF DEVELOPMENT & TRAINING DIVISION, DEPARTMENT OF EDUCATION, PSA HAUS, PMB, PO BOROKO. P.N.G.

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	* 199	91 3740	Pos	ition	Q4.7 (Aust.
	* 199	920 ST. Ben	EDICTS POS	ition	LECTURE	₹ -
		93 ST. REN				
n 1990 i	nterpret	d in develo	quidelin	es. If s	o. how?	
E		5 THE	JOCIAL.	46151	()	.0
70R 340	IHR	VEA,	e trogg	Amme.	ATTENNE	A Non
lave you	been able	e to teach on the not, why no	what you p	lanned fo	r each of	the
1/28.	I Has	Social	45 Core:	From	n YEAR	150
		P	<i>C</i>		9	1992/19
ANS	THREE	Joc 192	75/51	CES CO.	-REES . '	4 - 7 - 7
oid you d	lesign the	e course(s) lege's orig	you are c inal submi	urrently ssion?	teaching?	Is it
oid you d	lesign the	e course(s) lege's orig	you are c inal submi	urrently ssion?	teaching?	Is it
oid you d	lesign the	e course(s) lege's orig	you are c inal submi	urrently ssion?	teaching?	Is it
oased on	design the this col	e course(s)	you are cinal submi	urrently ssion?	teaching? THEN ME IN	Is it
oased on	design the this col	e course(s) lege's orig	you are cinal submi	urrently ssion?	teaching? THEN ME IN	Is

- to think for themselves?

-

How successful do you think you have been at getting your students - to think more deeply?

Fair

6.

7.	Have you, yourself used any of the Teacher Education Research Project (TERP) books to plan, prepare or implement any of your responsibilities over the 1991-93 period? If so, can you recall
	which ones?
	1293 12 12 14 H P NADE
	Ourse Contents send out to beatment.
8.	We have verbally emphasised terms like 'supervisor/helper', department/strand meetings, sharing ideas from workshops etc.
	How have you really gained from such staff co-operation?
·	Yes. alot from work make
	Have you linked integrated team taught/used themes/reached out? Education Solution with Social Sciences
	Testing 1 Time tabling set aning
	Social Sciences Unit
9. `	In what way has this graduating group reached your objectives in terms of a "new kind of teacher".
	have them the opportunity of think and
	evaluate their own feathing critically at
	all times so that weaknesses coulds
	he worked at after each task.
	- Self evaluative!!
10.	Do you own a set of National Content Guideline booklets? (Yes/No
(OPT	IONAL) NAME: The Klair DATE: 3 Hel November 1993.
ASSI	SE HAND TO YOUR PRINCIPAL TO RETURN OR POST YOURSELF TO: STANT SECRETARY, STAFF DEVELOPMENT & TRAINING DIVISION, RTMENT OF EDUCATION, PSA HAUS, PMB, PO BOROKO. P.N.G.

1.	Where were you 1990 477 Position AEO7
	* 1991 HTTC Position A EE7
	* 1992 <u>HTTC</u> Position <u>AED7</u>
	* 1993 HTTC. Position AEC7
2.	Where you involved in developing a college three year diploma in 1990 interpreting the ATE guidelines. If so, how?
,	Yes as head of Ex. Anto Dept.
3.	Have you been able to teach what you planned for each of the three years? If not, why not?
	Yes except for Term 1 1992 when I was in hospital in Amstralia.
4.	Did you design the course(s) you are currently teaching? Is it based on this college's original submission? Yes to both include.
5.	What new ideas do you have for your course(s) in 1994? There regioned as that my facility
	There resigned so that my Associate may be able to take on the position of Ex. Ante lecturer in 1694.
	,
6.	How successful do you think you have been at getting your students - to think more deeply?
	- to think for themselves?
	Can you give example(s) of learning strategies you have used to gain this student-centred approach?
	I have encouraged students to look for
	ways to substitute for materials that are not
	ways to substitute for materials that are not invaled in schools in since bush materials
	of colours on flace of parts crayers etc.
	$^{\prime}$

	responsibilities over the 1991-93 period? If so, can you recal which ones?
	Yen some extracts.
	We have verbally emphasised terms like 'supervisor/helper', department/strand meetings, sharing ideas from workshops etc.
	How have you really gained from such staff co-operation?
	I have shind ideas in correlating topic
	in various cubicit reas
	-/
	Have you linked/integrated/team taught/used themes/reached out?
	I have been teaching the Theme method for some
	years so was alad to see it being implemented
	In other subject areas.
	In what way has this graduating group reached your objectives i terms of a "new kind of teacher".
	I think this areducting much has reache
	the "new kind of tercher elections in that The
	are more entire of whileten so intividuals in
	are prepared to teach them as such instead of
	humping all tirether us a class to be taught.
	Do you own a set of National Content Guideline booklets? Yes/N
?T?	IONAL) NAME: S. V. Julian. DATE: 7-12-93
	${\cal J}$

Issues Around Which 1994 Programme Planning Clustered

APPENDIX 8.5 ISSUES AROUND WHICH 1994 PROGRAMME PLANNING CLUSTERED

STRUCTURE OF THE PROGRAMME

College	Curriculum Ideas
Kaindi	Integrate part of the Expressive Arts course
	Modify Practice Teaching for Subject Methods needs
	Integrate a Whole Language course for Language studies
	Introduce an additional unit called Grammar
	Extension studies units for Community Development
Dauli	Include teacher survival skills in a Community Development unit
Gaulim	Introduce a new Social Science unit called Women in Development
	Course writing skills
	Introduce a Language Studies course in Semester One to replace remedial Basic
	Skills
	Rearrange, add more practicum and introduce assessing of attitudes
	Replan 'thinking' course to infuse other courses
	Request double period each term for Agriculture
Kabaleo	
	Increase Library Studies for third year students
Madang	
J	Increase Science time for third year students
	Include school syllabus studies
Holy	·
Trinity	More community Sports
	New units for Conflict Resolution
Vunakanaı	u
	Reorganise integration in strand for Maths and Science
	Six new Library Studies units
	Integrate Christian Religious Education with Professional Studies strand
	Prioritise Teaching Skills units

TEACHING STRATEGIES

College	Curriculum Ideas
Holy	Introduce constructivist theory in teaching and learning, and in-service strand staff
Trinity	members in the approach
	Raise standards to National High School level (Grade 11-12)
Vunakanau	Basic inquiry skills increased
	More student involvement
	Emphasise punctuality and attitudes to attendance
	Home-based practice teaching and follow-up
Gaulim	Concentrate on useful content, more helpful in school classroom teaching
•	Reduce content and increase observation and experience
	Balance across courses in assessable task
Kabaleo	: • Home-based practice teaching as a strategy
	Include more independent learning in courses
: :	More research tasks that will be useful to new teachers after college
Madang	Re-organise assessable tasks for whole course
_	Reduce content and focus on main ideas and principles
	• More emphasis on community hygiene and sanitation and safe sex, alcohol and drug abuse information
:	* Modify assessable tasks
i	

OWN PROFESSIONAL TASKS

College	Curriculum Ideas
Kaindi	Review two of own teaching units
	Total review
	Ongoing resourcing and upgrading
	Some refinement of course
Dauli	Course evaluation and revision
	Improve own delivery strategies
Vunakanau	Plan a more cohesive course
Kabaleo	Rearrange my modules
Holy Trinity	Develop - there are changing needs
Ĭ	• Evaluate the third year course
Madang	Continue evaluation and improvement of courses
	Communication and improvement of courses

TEACHING AND LEARNING MATERIALS

College	Curriculum Ideas
Kaindi	 Additional Professional Skills reading materials for students Preparing challenging research-based third year material Set more academic type tasks and reading Material for group and individual assignments
: : Dauli	Design a student workbook and a lecturer's manual
Gaulim	More aids-making
Holy Trinity	 More copies of appropriate Health references More language teaching aids Enrichment reading as an activity

NEW PRIMARY SCHOOL REFORMS

College	Curriculum Ideas	
Kaindi	A new unit for Science grades 7 and 8	
Madang	A new unit for Social Science Elective Grades 7 and 8	
Kabaleo 	 Selected students in third year for a Grade 7 and 8 Practice Teaching Include Grades 7 and 8 Syllabus Study for Language Studies Include Grades 7 and 8 Syllabus Study for Social Science 	

- (a) Staff's Perceived Gains From Colleagues' Co-operation
 - (b) Staff's Perceived Gains From Curricula Integration

APPENDIX 8.6 (a)

STAFF'S PERCEIVED GAINS FROM COLLEAGUES' CO-OPERATION

College	Staff Perceptions of Gains (N=52)
Kaindi :	All but one respondent stated they gained from workmates, workshop reports, strand meetings, weekly general meetings alternated with department meetings and from regular sharing of information in the staff lounge. (n=10)
Dauli	Three respondents had gained from college representative workshop reports back at the college, strand meetings and staff helping one another. One respondent indicated that groups function with various degrees of value. (n=4)
Gaulim	Two respondents reflected on the new ideas reported from workshops. One had learned a lot from supervising student teaching. Three who were new said they had not yet had the opportunity to learn in any of these ways. (n=7)
Holy Trinity	Nine respondents said cooperation was strong and they had learned from colleagues, department and strand. One said he had not learned new things from the college but he had from the one workshop he attended. (n=11)
Madang	Two respondents stated that college representative workshop reports to fellow staff in the home college were improving and there had been useful follow-up in the college. Three mentioned sharing and cooperation was good, three mentioned "conflict", "argument" and "brainstorming" among colleagues. (n= 8)
Kabaleo	A respondent stated that workshop reports came to the general staff meeting for information but ideas or changes were not carried back for action to the departments, except for concept mapping from the QUT Maths Science workshop and details of the Assessment workshop. (n=6)
Vunakanau	Three respondents stated there was some sharing but more was needed and one said everyone was too busy. Another stated that while all agree that sharing concept is ideal, leadership and planning is required for this to function. (n=6)

APPENDIX 8.6 (b)

STAFF'S PERCEIVED GAINS FROM CURRICULA INTEGRATION

Staff Perceptions of Integration (I	N=52)
Most respondents stated they had included integration: theme teaching, co-teaching strand planning and taking the initiative to reach out to colleagues. One stated the strand concept would take some time yet to develop.	
Most respondents said they had some experience and that integration had been discussed with the demonstration school and in the college.	(n=4)
Four respondents had attempted integration but indicated it was difficult to implem Two gained from strand meetings, noting that some strands in the college were wo better than others at this stage.	
Six respondents mentioned integration in their strand was working well. One said was a group team-teaching and another said there had been initiative taken to meet another college after a workshop.	
Three respondents mentioned that integration is difficult and the concept is not understood by staff or students. Two mentioned that strand activities were not strothis college as the departments were large and well developed.	ong in (n=8)
One respondent stated that the Library Studies course successfully integrated with departments in the college and that all staff learned about and applied clinical supervision skills on practice teaching. Two respondents mentioned integration is within subject departments but not in strands. Linking is attempted between two departments and with the Professional Studies department.	other (n=6)
One respondent stated that regular meetings would help with integration in a small college, as one person departments become isolated.	(n=6)
	Most respondents stated they had included integration: theme teaching, co-teaching strand planning and taking the initiative to reach out to colleagues. One stated the strand concept would take some time yet to develop. Most respondents said they had some experience and that integration had been discussed with the demonstration school and in the college. Four respondents had attempted integration but indicated it was difficult to implement Two gained from strand meetings, noting that some strands in the college were we better than others at this stage. Six respondents mentioned integration in their strand was working well. One said was a group team-teaching and another said there had been initiative taken to meet another college after a workshop. Three respondents mentioned that integration is difficult and the concept is not understood by staff or students. Two mentioned that strand activities were not street this college as the departments were large and well developed. One respondent stated that the Library Studies course successfully integrated with departments in the college and that all staff learned about and applied clinical supervision skills on practice teaching. Two respondents mentioned integration is within subject departments but not in strands. Linking is attempted between two departments and with the Professional Studies department. One respondent stated that regular meetings would help with integration in a small

APPENDIX 8.7

Two Categories of Policy for the Implementation of the new Diploma from 1990/1991 to 1993

APPENDIX 8.7

TWO CATEGORIES OF POLICY FOR THE IMPLEMENTATION OF THE NEW DIPLOMA 1990/1991 TO 1993

1. On-going policy mechanisms

In 1990 a Parliamentary Committee on Education was reported to by the Minister for Education who was responsible, amongst other things, for curriculum in schools: the Secretary for Education as head of the National Department for Education (NDOE) had line officers whose work included teacher education standards responsibilities (Education Act, Sections 27, 28 and 29). Assistant Secretary for General Education Services, and the Assistant Secretary for Teacher Education Division (TED) - renamed Staff Development and Training Division (SD&TD) in Secretary's Circular 9/1991, oversaw the section with three Superintendents; namely for (i) Curriculum and Inspections in Teacher Education, (ii) Operations in Teachers Colleges and (iii) Staff Development, a unit that planned and operationalised staff development for all field and administrative officers in the Teaching Service (which included schools with church foundations). College staff were members of the combined National Teaching Service. The National Department of Education, the Teaching Service Commission and the Commission for Higher Education were under the same Minister and housed on various floors of the same building but functioned separately. (See the diagram, Organisational Structure - Ministry of Education 1987, Appendix 1.1).

Regularly functioning representative committees were, highest level with widest representation, the National Education Board (NEB) which had a Teacher Education Committee (TEC), through which the teachers college's Governing Councils with their Academic Advisory Committees communicated. The Executive Officer (EO) of the TEC was based in the Policy Secretariat (Policy, Planning and Research Division). The National Teacher Education Board of Studies (NTEBS) reported through the Secretary to the Minister (since 1986). The Executive Officer (EO) of the NTEBS was the Superintendent Curriculum and Inspections in the TED. The line connections of committees are shown in Figure 5.1.

The Ministerial Statement Number 22 of March 1977 (Minister Kobale Kale), (Appendix 7.1) gave a comprehensive basic schedule related to students, staff, the ratio of students and staff, language of instruction, subjects, options, practice teaching, syllabuses (authorised by each college's Governing Council), assessment, lecturer and senior staff work loads and teachers' colleges recognised by the National Department of Education, i.e., Dauli, Port Moresby, St Benedicts (Kaindi), Madang, Balob, Gaulim, St Pauls (Vunakanau), Kabaleo, Trinity (Holy Trinity). Sonoma was not listed, as it was an Seventh Day Adventist (SDA) institution outside the National Education System (NES).

Policies issued over time, relevant to all aspects of residential rural teachers' college functions, were well established. The recently expanded Commission for Higher Education (the Higher Education Plan was approved by the National Executive Committee (NEC) in 1990) and the PNG Teachers' Association, had representatives involved in the lead up to the introduction of the Diploma.

2. Ad Hoc Policy Issues Specific to the Diploma in Teaching (Primary)

The final NDOE Teacher Education Research Project (TERP) sub-project was a task-force chaired by Dr V McNamara, an academic from Melbourne. It analysed the other three TERP sub-project reports. The Unit Four or McNamara Report was the outcome. It made nine principal recommendations, each with many subsidiary recommendations (McNamara 1989:105-108). These were submitted to the Secretary, who in turn tabled the report at the NEB. In brief, the principal recommendations were as summarised in Table 8.14 (see also Appendix 8.8).

The NEB accepted in principle the substantial McNamara Report for implementation and formed the ad hoc committee, the Association of Teacher Education (ATE) (see Chapter Seven), with the newly appointed Professor of Education as chairperson (as a specialist in teacher education and in the first instance representing the UPNG). This process made the very detailed McNamara Report, the original operational policy document.

ATE met and in July 1990, produced the document which became 'policy' when it was approved by NEB in August 1990. The NEB/ATE document, *Towards a New Three Year Curriculum for Community School Teacher Education*, was published for general and college distribution by SDTD, NDOE September 1990. Sufficient copies were produced of the framework to provide one for each individual college lecturer. It is the policy document used in this study for the Diploma programme implementation congruence check.

The NEB/ATE document stated in the Forward. That it is

.... outlining the structure of the proposed three year program ... and that ... All colleges are advised to use this document as the basis for preparation of their three year programme ... As this document provides only the frame work [sic] for programme development, it is anticipated that the colleges will be able to build on it to develop cohesive courses which will assist in providing sound teacher education designed to produce teachers who are self reliant, professional, genuinely interested in the community in which they serve and committed to education for resource development

(NEB/ATE 1990:i)

The NEB/ATE document continued, under three 'foundation headings': The Kind of Teacher, Purpose and Guiding Principles; and four 'programme structure headings': Strands, Organisation, Process of Revision and Related Issues. A framework over some fifteen printed pages made up the document (NEB/ATE 1990:1-16). The staff members in each college wrote their own programmes and course outlines in order to introduce the Diploma at their respective colleges in 1991. The summary identifies what was seen by ATE, influenced by TERP reports, to be the basis of the 'new policy' towards a new three-year Diploma curriculum (Table 8.15).

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APPENDIX 8.8

Extract from McNamara Report (1989:103-108)

APPENDIX 8.8 EXTRACT FROM McNAMARA REPORT (1989:103-108)

APPENDIX 4: RECOMMENDATIONS AND CONCURRENT PROPOSALS

PRINCIPAL AND SUBSIDIARY RECOMMENDATIONS

- 1. The National Education Board needs to establish and rigorously adhere to revised selection criteria which take account of applicants' interests, vocational test results and headmasters' and guidance teachers' reports, drawing wherever possible from suitable grade 12 leavers.
- 1.1. Recruitment campaigns aimed at projecting the reality of the teaching situation and the challenges it offers (rather than its "perks") should be mounted to attract a better quality of student.
- 1.2. Special attention should be given to devising criteria for the selection of females and students from disadvantaged areas.
- 1.3. Greater use should be made of the Vocational Tests results; a minimum stanine score of 4 in Word Knowledge, Reading Comprehension, Numerical Attainment and Technical Reasoning should be required.
- **1.4.** There should be a review of the Interest Inventory tests that are currently used in some schools in order to develop suitable tests to assist in the selection of student teachers.
- 2. The college program for community school teachers should be extended to three years to allow time and opportunity to improve the quality of the professional and social preparation of student teachers.
- **2.1.** The present National Objectives should be re-examined in the light of the longer course, revised structures and the philosophy of teacher education presented in this report.
- 2.2. College courses should emphasise cognitive, study, decision-making, leadership and social skills.
- **2.3.** The college curriculum should comprise a core and a number of areas of specialisation.
- **2.4.** Options will be provided where each student will specialize in a subject of his or her own interest and choice.
- 2.5. Commencing in the first year, students should be given as wide a range of teaching experiences as possible in a non-threatening way.
- 2.6. Greater opportunities should be given for student teachers to analyze and evaluate pupil learning and their own effectiveness, and there must be constructive follow up to this evaluation.
- 2.7. College courses in Language should include techniques for utilising transitional literacy in view of the increasing number of children entering grade one with basic literacy skills in the vernacular.
- 2.8. Residential accommodation must provide each student with adequate private study facilities.
- 2.9. There must be more flexibilty in college time-tabling to allow for lengthy periods to visit villages and take part in community life.
- 2.10. Student personal development should take into account the wide variation in student background and the variation in the communities in which they will eventually work.

- 2.11. Additional staff (Deans of Men and Women) should be appointed to each college to ensure that effective student counseling is carried out.
- 3. The three year program must be designed to diploma level, in order to bring about qualitative rather than quantitative change.
- **3.1.** A three year diploma should lead to a reduction in the disparity in salaries of beginning primary and secondary teachers.
- **3.2.** The National Institute of Teacher Education will negotiate with the University for the crediting of all teachers' college courses towards University diploma and degree programs, in order to provide incentives for teachers to further develop their careers.
- **3.3.** Subject accreditation sub-committees appointed by NITE will review the National Objectives every four years to ensure continued University accreditation, including the granting of Diploma status to the proposed three year course.
- **3.4.** The administration of the National Basic Skills Examination should be discontinued from 1990 onwards and the Basic Skills courses should be integrated into existing Language and Mathematics courses.
- **3.5.** Students should be encouraged to take responsibility for improving their own basic skills to at least minimum standards by emphasizing self-paced learning in English and Mathematics programs outside college contact hours.
- **3.6.** Colleges should provide opportunities for the taking of diagnostic tests at various stages during the course to confirm that students have reached minimal levels for graduation.
- **3.7.** A project team including officers with measurement and curriculum expertise should be established and funded to develop a battery of basic skills diagnostic tests.
- **3.8.** Remediation in colleges must provide students with appropriate models for remedial teaching in community schools.
- 4.As an interim measure, the National Education Board should proceed without delay to establish an Association for Teacher Education to assist each teachers' college to work out a suitable curriculum for a three year program to provide teachers of the kind required.
- **4.1.** Pending the establishment of NITE it is recommended that the National Department of Education retain the function of certification but that an Association for Teacher Education be established to carry out all other functions here attributed to NITE.
- **4.2.** The Association for Teacher Education should allow for maximum flexibility and individuality of approach by each college.
- **4.3.** The Association for Teacher Education should have a transitional role and will be primarily responsible for developing the three year diploma course.
- **4.4.** The Association for Teacher Education should consist of college, University, Church and Department representatives, and should be chaired by the Professor of Education, UPNG.

- 4.5. The Association for Teacher Education will commence planning and co-ordinating a three year course and will negotiate with all relevant authorities for the establishment of the National Institute.
- 5. The government should proceed with legislation to establish a National Institute of Teacher Education, associated with the University of Papua New Guinea, to accredit teachers' college programs that meet the requirements of a professional diploma, and to develop the professional skills of teachers' college staff to that end.
- 5.1. Legislation will be required to effect the establishment of a National Institute of Teacher Education as a semi-autonomous statutory body under the auspices of UPNG. This will require a rationalisation of other bodies involved in the preparation of teachers.

LEASTER ENGINEER SHEET SEEDS

- **5.2.** The governing council of the National Institute will be the Board of Teacher Education, which will consist of representatives of colleges, the University, church agencies, PNGTA, Provincial Education Divisions and the Director of the Institute.
- **5.3.** The Board of Teacher Education, through NITE, will award diplomas to students. To this end it will appoint Subject Accreditation Committees. These sub-committees will make recommendations regarding the accreditation of courses to the Institute. The Institute will need to approve college developed criteria on which the award of diplomas will be based.
- **5.4.** The Board of Teacher Education, through NITE, will set and maintain standards. To this end a series of parallel objective tests for all subjects will be developed. The results of these tests will be used as feedback to all or individual colleges to assist in the refocussing and development of curriculum. The results will also be used by meetings of Principals and senior subject staff for the purposes of moderation and the negotiation of comparability between colleges.
- 5.5. The Board of Teacher Education, through NITE, will set minimum qualifications for college staff. The Institute will assist colleges by clearly specifying minimum qualifications for different teaching levels within the college. It is recommended that mechanisms be developed by the Institute to give recognition to professional competence more in accordance with tertiary procedures. Such a staff appraisal system should work towards enhancing the level of professional discretion of the Principals in each college.
- **5.6.** The Board of Teacher Education, through NITE, will provide professional development for all college staff.
- **5.7.** The Board of Teacher Education, through NITE, will assist colleges in the development and implementation of curriculum, and The National Institute of Teacher Education must, as a priority, facilitate the development and evaluation of materials for the teachers' college courses.
- **5.8.** The Board of Teacher Education, through NITE, will set standardised practice teaching requirements. The National Institute will appoint a sub-committee representing all colleges to reach agreement on the organisation, supervision and assessment of practice teaching
- **5.9**. The Board of Teacher Education, through NITE, will co-ordinate research and evaluation in teacher education. One area which will require research is that of the level of professional support provided to graduate teachers. It is recommended that the Institute establish guidelines for:
- Initial support services necessary for new graduates e.g. Induction courses, inspections, supervision, supply of patrol boxes, supply of teaching aids and materials for their given grade, counseling on how to solve social and cultural problems when they begin teaching, etc.;
- * the grades new graduates would be permitted to teach. e.g. Grades 2-5,

* the placement of female graduates;

* the regular collection of reliable data on the problems new graduates experience;

* other matters related to support.

- 5.10. The Board of Teacher Education, through NITE, will act as a clearing house and provide international links.
- 5.11. The Board of Teacher Education, through NITE, will determine grounds for, and hear appeals against student termination and non-certification, in cases where where this is related to course work performance.
- 6. The upgraded teachers' college program must be of such a quality that the graduates of the teachers colleges will be able to understand, synthesize and apply principles of learning to any one of a diverse range of teaching situations into which they may find themselves posted.
- 6.1. There should be more variation in practice teaching to enable students to experience more directly the problems encountered in the day to day life of a teacher, to experience teaching in both advantaged and disadvantaged schools, to experience intensive community development orientation, and to get a better idea of the kind of teaching post to which they are most suited. To facilitate this, each college should set up clusters of community schools of different kinds, for use in practice teaching. (There are implications for the level of grant provided by the Department for practice teaching.)
- 6.2. Community Life courses should reflect the wide variation that exists between communities.
- **6.3.**Beginning teachers should be posted to schools where they can receive adequate professional support until they have become more experienced.
- 6.4. Colleges should endeavour to keep in contact with their newly-graduated teachers and provide them with professional support-and follow-up services.
- 7.Community school teachers must be capable of offening a learning program which:
 - * contributes to integral human development;
- * provides an environment in which teaching and learning can be maximised; and
- * provides opportunities for children to participate in meaningful ways in their local community, whether rural or urban.
- 7.1. The teacher should be:
 - committed to each child as a human being
 - capable of critical and analytical thinking
 - resourceful and creative
 - receptive to new ideas and prepared to innovate
 - flexible and able to cope with the processes of change
 - able to cooperate with other teachers and members of the community
- 7.2. The teacher should be:
 - competent in relevant knowledge areas
 - aware of, and skilled in attending to, the characteristics, needs and abilities of children at different stages of development
 - skilled at the application of basic techniques of teaching

7.3. The teacher must:

- be committed to a policy of community involvement

- have knowledge of and respect for the traditional aspects of PNG cultures
- have the knowledge and skills to stimulate interaction between classroom and community
- have knowledge of the global community as the context for the PNG community

8. The pursuit of a lengthened and qualitatively improved program of teacher education requires that opportunities be provided for a vigorous program of college staff development, planned through the co-operative efforts of the Department of Education, the colleges, and the University of Papua New Guinea.

- **8.1.** Career-long professional development of teachers and lecturers should be the central philosophy of staff development.
- **8.2.** A number of Principal Lecturer positions should be established in each college. These positions would require post-graduate qualifications and require the incumbents to supervise a number of subject departments. This would provide a means of promoting people into academic areas rather than administrative ones.
- 8.3. All Senior Lecturers must have subject specialisation.
- **8.4.** The UPNG should expand enrollment in the B. Ed (In-service and Tertiary) program and provide specialised post-graduate courses at the diploma and master's levels.
- **8.5.** All lecturer training programs must include a subject speciality component and not just general education studies.
- **8.6.** Teachers' college lecturers and teachers in demonstration schools should be given greater opportunities to acquire the skills necessary to be good supervisors of practice teaching.
- 8.7. All college staff must have teaching experience. Every effort must be made to ensure that the staff of colleges include a significant number with community school teaching experience. Recruitment efforts should be targeted at qualified community school teachers who have gained diploma or degree qualifications.
- **8.8.** Overseas staff should be chosen for their expertise in primary education and their familiarity with developing country and English as a Second Language educational contexts. New overseas staff must continue to be required to gain some community school teaching experience.
- **8.9.** Professional experience programs for lecturers (including study leave) should be a planned as an on-going facet of lecturer development. Periodic returns to community school teaching by college lecturers (i.e., every five years) should provide recent and relevant experience of the school teaching and classroom management requirements, and should convey realism to lecturing activities.

- 9.Colleges will need to reaffirm their position of educational leadership in the community of local schools through the dissemination of educational ideas and innovations, becoming educational resource centres in close liaison with the community school inspectors and national and provincial inservice personnel.
- 9.1. A conversion course for two year trained teachers should be introduced as soon as practicable after the introduction of the three year course in all colleges. It is suggested that there be a diploma level in-service conversion year for serving teachers without heavy family commitments, strictly on a volunteer basis, on a student allowance but with the prospect of accreditation leading to a higher level of remuneration. This could be trialled on a pilot basis from the commencement of the phasing in of the first third year of pre-service in those colleges which wished to try it.
- **9.2.** All graduates should be required to return to college for more specialized / intensive courses after at least three years in the field as soon as practicable after the introduction of the three year course in all colleges.
- 9.3.Library services will need upgrading to make provision for :
- * inventories (class sets of texts, multiple copies of many reference books, multiple copies of community school materials, extensive general reading material, multiple copies of national newspapers);
- * improved security systems;
- * support personnel .
- **9.4.** Provision and preparation of an area of land for Agriculture must have a high priority This area of land will serve two functions.
- (a) provide for the practical aspects of the college's agriculture course;
- (b) provide a model of a community school based community agriculture project.

CONCURRENT PROPOSALS

The following are proposals which the Task Force presents for further consideration and review. Some of these are directly related to the principal and subsidiary recommendations presented above, and others are of a more general nature. There are also tentative recommendations presented in various TERP documents which should be consulted for detailed suggestions concerning their particular areas of research.

General

- 1. The Task force suggests that there be an educational awareness campaign stressing national pride and national unity through television, radio and the newspapers.
- 2.To assist in increasing the quality and quantity of in-service, it is proposed that the Staff Development Unit become a Division in the Department of Education.

Colleges

3. The government's policy on the kina- for- kina capital subsidy for church agency institutions will have to be reviewed in the light of the governments aim for UPE and the implications this has on enrollment and staffing in colleges.

APPENDIX 8.9

Recruitment Poster (NDOE) - Teaching: A Career for the Future

EAGHING A CAREER FOR THE FUTURE



ant to find out more about a particular college?

out and send the tear off slip below he principal of the college that interests you

alob Teachers' College) Box 2127, LAE orobe Province

auli Teachers' College, PO Box 16, ARI, Southern Highlands Province

aulim Teachers' College) Box 1343, RABAUL ast New Britain Province

oly Trinity Teachers' College D Box 274, MOUNT HAGEN estern Highlands Province

adang Teachers' College) Box 218, MADANG adang Province

abaleo Teachers' College) Box 138, KOKOPO ast New Britain Province

Paul's Teachers' College D Box 1238, RABAUL ast New Britain Province

Benedict's Teachers' College) Box 542, WEWAK ast Sepik Province



TEAR OFF SLIP

Dear Sir, I am interested in teaching as a career and would like to know more about the Teachers' Cetificate course offered by your College.

Please send information to me about your College at the address written below.

Name _____

dress____

APPENDIX 8.10

NEB/ATE Framework Congruence Check

APPENDIX 8.10 NEB/ATE FRAMEWORK CONGRUENCE CHECK

2.1 FOUNDATIONS (TABLE 8.15)

2.1.1 The new kind of Primary Teacher the new programme hopes to produce (NEB/ATE 1990:1).

POLICY	ACTION/RESPONSES (Table 8.13)
(a) able to recognise individual differences in children, and	Kaindi - Students are able to praise children for the right reasons
(b) 'prepared and skilful enough to adjust the learning environment to meeting individual needs' (Tetaga 1989)	Dauli - Students talk less and do more and lessons are more child-centred
chrimment to meeting marriada needs (retaga 1909)	Gaulim - Students are child-centred in their teaching and not controlled by time or system
	Holy Trinity - Students are aware of children as individuals
	Madang - Students respond to children and teaching individuals rather than worrying about pace of the lesson or syllabus
(c) able to develop spiritual values within school and community	Kabaleo - Students are more mature and can handle any situation in religious education lessons
(d) a self-reliant, independent professional	Kaindi - Students are able to reflect on and evaluate own teaching and to work on own weaknesses
	Gaulim - Students are self analytical and willing to experiment
	Madang - Students do things without being asked or told and see value in advice
	Kabaleo - Students are independent learners, evaluating their own teaching and able to assist peers
	Vunakanau - Students can do practical research and organise own group
	- Students are not yet 'a new kind of teacher' as the college needs funds
(e) 'interested in community in which he serves and committed to education for resource development' (Tetaga 1989)	Vunakanau college needs funds and staff for community development
(f) able to bring a critical thinking approach to curriculum, and	Kaindi - Students are more mature and constructively critical
(g) to practice teaching	Gaulim - Students are reflective practitioners, facilitators, improvisers and able to integrate ideas
	Madang - Students think critically and are conscious of the teaching and learning process; showed independence while on practice teaching
	Holy Trinity - Students demonstrated in schools their ability to adapt to situations and changes
	Dauli - Students are more skilful with classroom management

2.1.2 Purpose of New Programme (NEB/ATE 1990:1)

POLICY	ACTION/RESPONSES
(a) Undertake more competently functions of community school	The current Community School was Grades 1-6 New reform Primary School was Grades 3-8 (in transition)
(b) Contributing to each child's integral human development (IHD) (Matane 1986)	On-going IHD philosophy implementation
(c) Providing environment to maximise teaching/learning	Kaindi - Students are creative and more open
	Holy Trinity - Students plan ahead (Table 8.13)
(d) Providing increased school and community relationships	Already active 'community school' orientation on-going (0)
(e) Meaningful participation of child in own community (McNamara 1989)	Culturally encouraged in traditional villages or communities by families and school (0)
(f) Establishing, preserving and improving standards of education (Education Act 1984:14)	Kaindi - Students are more academic and less capable in the classroom Dauli - Students are broadening view (their view of the 'outside'environment)
	Gaulim - Students are more articulate and confident (Table 8.13)

2.1.3 Guiding Principles (NEB/ATE 1990:1-2)

	POLICY	ACTION/RESPONSES
	Changes quantitative (from 2 years to 3 years) also focus on qualitative improvements of subject content and range of teaching (practice and demonstration)	Qualitative subject content: ? Range of teaching practice and demonstration: Yes, on-going (0)
	Prepared to teach all subjects in community school, but some depth and specialisation	All subjects in community school: Yes, on-going (0) Depth and specialisation: ?
	Subject-matter to level of community school with confidence; and matriculation aim of some courses	Subject matter community school level: Yes, on-going (0) and matriculation aim of some courses: ?
(d)	Some subject-matter to be studied throughout 3 years	Some subject matter throughout 3 years (0)
	Mathematics and English throughout 3 years with all staff, and students themselves assisting with their own improvement	External examinations in Basic Skills Mathematics and English examinations ceased with the introduction of the Diploma. Students still Grade 10 entrants and this level previously needed intensive remedial work (0)
(f)	Principles of subject integration	(For 1994, Table 8.10) Kaindi - Integrate part of Expressive Arts courses - Integrate for Language Studies
		Vunakanau - Re-organise integration in strand for Maths and Science Integrate Religious Education with Professional Studies Strand
		Kaindi - Most respondents stated they had included integration
		Gaulim - Four respondents had attempted integration but indicated it was difficult to implement
		Holy Trinity - Six mentioned integration in their strand working well
		Madang - Three mentioned integration is difficult and the concept is not understood by staff or students
		Kableo - Two mentioned integration is within subject departments but not in strands in their college
		Vunakanau - One stated regular meetings would help integration in a small college, as one person 'departments' became isolated
_	Specialisation selected from core subjects also multi-grade teaching, special education (learning handicaps) or early childhood methods	The education system integrated Special Education into the mainstream classes after a National Education Council (NEC) meeting in 1993
	Education as a social issue (philosophical) and means of stimulating student reflection	See Figure 1.2
	Recognising learning problems and needs; guide 'discovery learning' in 'conducive classroom environment'	See Appendix 7.3 a, b, c, d
(j)	Methods of teaching children, separated from subjects	See Appenix 7.3 a, b, c, d
(k)	Introduce (concept of) 'craft' of teaching; 'clinical supervision', 'self-evaluation' and 'peer observation'	The term 'craft' was not adopted, but clinical supervision, self-evaluation and peer observation yes, included strategies, and on-going (o)
	Methods 'traditional' (lectures-tutorials), plus offering opportunities for self-learning, projects aiming to integrate contents and pedagogy	Lecturer's methods were 'traditional' lecture (tutorials not used in traditional manner; instead term meant eg, small 'home' group for personal counselling on an important issue or for practice teaching follow-up discussions). No reference to being used in a traditional/new way; Lecturer's (tertiary) methods. Yes Enabling 'self-learning'. Yes (Table 8.12)
	- 	On-going aim. 'Community School' priority (0)

2.2 PROGRAMME STRUCTURE (NEB/ATE 1990:2)

Included 'terms' to be used - strands, courses and units; integrated activities; practice and social climate

2.2.1 Strands (NEB/ATE 1990:3) (See Table 8.15)

POLICY	ACTION/OBSERVATION
(a) Strand format for writing college programme, course outline and lecture material	Colleges followed this framework, for their ATE presentations in 1990/1991 and onwards (Appendix 7.3d)
(b) - (f) Five Strand names identified	Yes, followed (0)

2.2.2 Organisation NEB/ATE 1990:14 (See Table 8.15)

POLICY	ACTION/OBSERVATION	
(a), (b) and (f) core subjects nominated and options	Colleges followed this framework for their ATE presentation in 1990/1991 and into 1993/1994 Identified according to interest and expertise, e.g. special education	
(c) and (d) credit point system	Proved very difficult for lecturing staff to understand and operationalise in 1991. Teaching Strategies Issues (Table 8.10) Gaulim - Balance across courses in assessable tasks Madang - Modify assessable tasks	
(e) Sequence of three years, presented in a diagram (NEB/ATE 1990:15), included initially 'content', with 'practice' increasing towards latter part of 3 years	The simple diagram in the document indicated generally what was wanted but interpretation of initial 'content' varied from college to college eg from Grade 6 basic Mathematics and English to Matriculation level specialisation following UPNG distance education correspondence courses (Observation 1991)	

Observation (0)

2.2.3 Process of Course (Programme) Revision (Development) (NEB/ATE 1990:15)

POLICY	ACTION/OBSERVATION
(a), (b), (c) and (d) Revision (Development) was overview of new programme with possible options in each college, courses written within strands following suggested structure before ATE presentation	College programme 'developers' attempted to follow this procedure with staff for ATE, motivated by the wish to be ready to commence the Diploma in 1991 together with all the other primary teachers colleges
(e) Workshops for changes in content and approach and to develop core curriculum, to be organised by ATE and TED ie two in 1990 and more in 1991	Yes, TED funded and co-ordinated workshops and lead curriculum ones Australian and paid for QUT personnel to visit for their planned staff development contribution

2.2.4 Related Issues (NEB/ATE 1990:16)

POLICY	ACTION/OBSERVATION
(a) Entry requirement Grade 10, preferably Grade 12	1991-1993. A very small number of Grade 12 entrants, e.g., from none to five in each college
(b) Assessment comparable mechanisms across colleges in core syllabus, practice teaching and suitability to be a teacher (attitudes); Passing Gradings by letters will be ABCD and Fail and for Professionally Suitable Pass/Fail. Also 2.2.2 (c) and (d)	Assessment Workshop (SD&TD) 1994
(c) College resources, including study space for staff and student-teachers	No major building finances in this period from government
(d) Libraries with materials suitable for both staff and student- teacher reference and use	At the end of 1991 it was observed these were inadequate (Project I) APC 1990 Resolution 90/17
(e) Staff development (professional development), on-going opportunities for on-the-job and in-service both in-house and external	Yes until end of 1994/1996

APPENDIX 8.11

Afterword: Christian Brother Jim Paton Writing from Kaindi Teachers' College, Wewak, Christmas 14.12.2000

APPENDIX 8.11 AFTERWORD: CHRISTIAN BROTHER JIM PATON WRITING FROM KAINDI TEACHERS' COLLEGE, WEWAK, CHRISTMAS 14.12.2000

14-12-00

Dear Pan,

As you may have guessed, I shall not be returning to berth this Christmas. I am "holding the first" here in Kainde.

Hope you are keeping well, and that your mother is also. There has been no change in my Minus condition - thankfully she is being very well cared for.

The hy news here is a strong push by DOE to run a trisementer program, so covering 6 semasters in 2 years. To me it seems contradictory to the philosophy of "Do less, but do it more effectively and theroughly line the students time to think." It's genesis goes right back to when the 3 yr. programme was begun, but the total envolvent in Teacher Colleges was not increased—thus effectively reducing the output by a third. Now they are desperately short of teachers.

fruit, forticularly in the area of curriculum development.
Infrastructure — after let, of frances — now seems
to be starting 12 months, late

Abfe yn hav a very pleasant, percept and joy-filled Christmes. God His

Ju Peter

Plate 2.1

- (a) Donald Cleland returned as Administrator 1951 to 1967. Here he is presenting Graduation Certificates at PMTC in 1963.
- (b) Frank Boisen returned and was the District Education Officer for Rabaul 1948 to 1970. Boisen High School was named for him.





Plate 4.1 A Bush Material Classroom and a New One with an Iron Roof (See Volume I Page 82)

Government Teachers' College Graduations reminiscent of the 1960s and 1970s

(a) Goroka (Primary) TC 1963

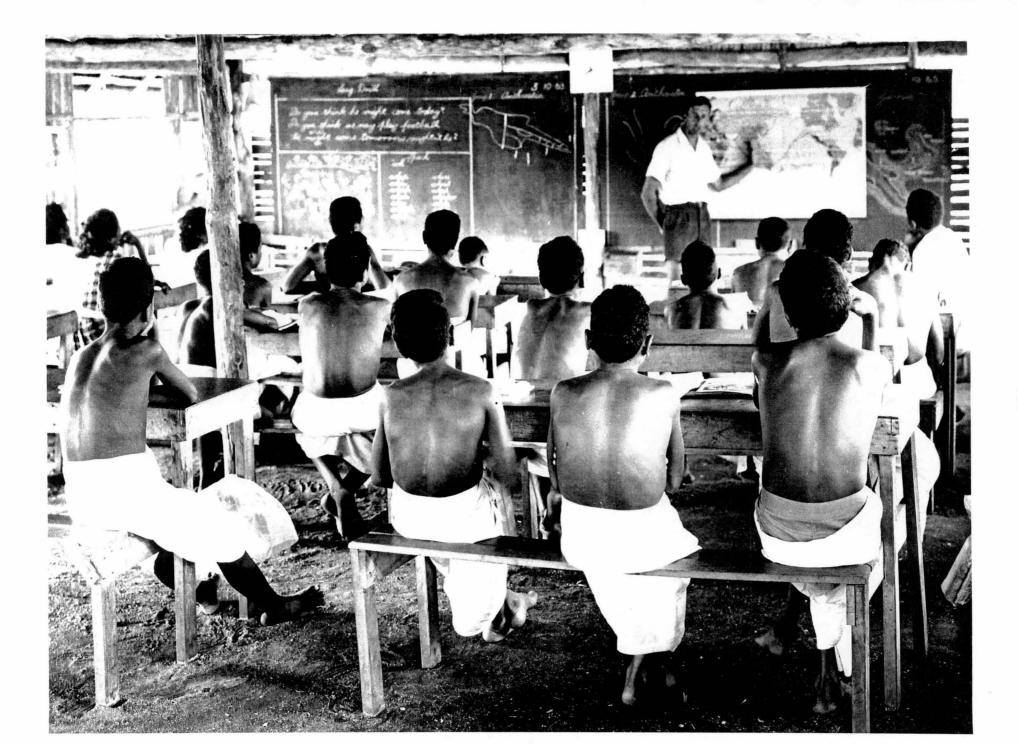
(b) PMTC 1963

Post-Independence students introduced wearing traditional village ceremonial dress for Graduation and in late 1980s and 1990s academic gowns were sewn in colleges.





Demonstration Classroom Pre-Independence 1975. After this time Primary Teachers' positions were localised.



Student-teachers' at work in College

- (a) Group discussion in 1970s PMTC
- (b) Independent Learning 'Research' before Libraries began improving in the 1980s





Teachers in the Classrooms

- (a) Pupil language drills groups: Town School
- (b) Individual attention for a pupil: Rural School





The Annual Principals' Conference 1982, Principals and Four Central Office Staff Members, PMIC

Back Row:

Bro Edward Becker
Mr Ebenezer Robert
Mr Neville Robinson
Mr George Toss
Bro John Stephenson
Mr Steven Kilang
Mr Richard Anderson

Mr Gnani Perinpanayagam (CO)
Mr Beat Moser
Mr Joel Tulasoi
Mr Iamo Nou
Mr Daro Avei

Mr Banabas Anga

Front Row:

Miss Pam Quartermaine (CO)
Mr Waituka Maina (CO)
Mr Betuel Peril (CO)
Mr Cherian Lukose
Mrs Sagilam K Seko
Sr Margaret Maladede

(See Volume I Page 129)

Plate 6.1

Mr Loa Reva, Assistant Secretary for Teacher Education 1972.

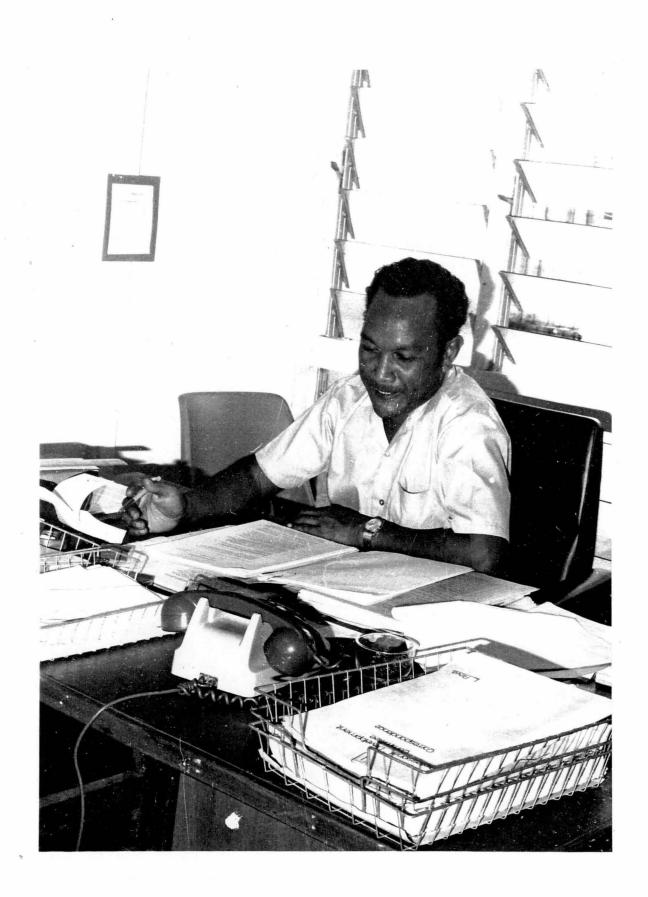


Plate 6.2

UPNG Graduation: Awards most often gained at UPNG by
College Lecturers between 1975 and 1996 were
Diploma Education Studies (Tertiary),
Bachelor Education (Tertiary) or Bachelor Education (Inservice)





Plate 6.3

Port Moresby Teachers' College: Both Academic and Administrative Support Staff 1979.
Principal sitting in the centre, Mr A Koim.



Plate 7.1

Sogeri Education Centre 1948: Teacher Trainees

(See Volume I Page 151)

Plate 7.2

From the late 1970s throughout the 1980s into the 1990s, groups comprising staff from all Community School Teachers' Colleges and also representatives from, e.g., the Curriculum Unit, UPNG, the University of Technology, Goroka TC and other appropriate specialists, met at different venues.

Here it is Madang TC and Balob TC. The purpose was to write relevant teachers' college curriculum materials for teacher education programmes.

The composition of the groups tilted to the majority being indigenous PNG staff from mid-1980s.

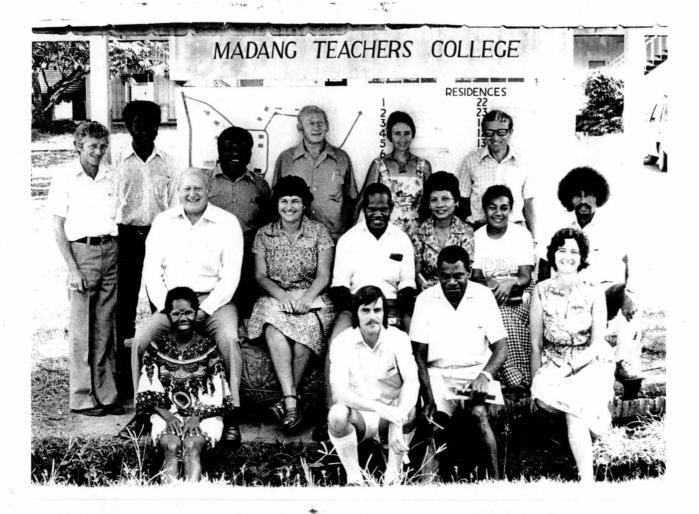




Plate 7.3

Mr J Hamau, English Language Lecturer with his Student Teachers 1991
(See Volume I Page 177)

... he had a fatal heart attack (in Adelaide) while jotting down an idea on New Guinea Among the people of New Guinea he saw new ways of thinking and relating ... , and in old age his talk often turned there, brightening his day and boring his family. He would interrogate people from PNG, black and white, his keen mind probing for the essence of policy, his heart lifted at every proof that the people were taking charge of their affairs. His words would quicken, his face liven, his thin hands slice points from the air. Then he would subside, and sadness would flicker across his face. Paradise lost was there.

From The Sky Travellers: Journeys in New Guinea 1938-39, Bill Gammage referring to John Black, p238.