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

VOLUME II (APPENDICES AND PLATES)  


Submitted in fulfilment of the requirements for the degree of  
Doctor of Philosophy  
University of Tasmania at Launceston  
June 2001
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8.9 Recruitment Poster (NDOE) - Teaching: A Career for the Future

8.10 NEB/ATE Framework Congruence Check


Plate No

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.

4.1 A Bush Material Classroom and a New One with an Iron Roof

5.1 Government Teachers’ College Graduations reminiscent of 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.

5.2 Demonstration Classroom Pre-Independence 1975. After this time Primary Teachers’ positions were localised.

5.3 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

Mr Loa Reva, Assistant Secretary for Teacher Education 1972.

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).

Port Moresby Teachers' College: Both Academic and Administrative Support Staff 1979. Principal sitting in the centre, Mr A Koim.

Sogeri Education Centre 1948: Teacher Trainees

From the late 1970s throughout the 1980s, groups comprising staff from all Community School Teachers' Colleges and 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 teachers' college curriculum materials for teacher education programmes.

Mr J Hamau, English Language Lecturer with his Student Teachers 1991
APPENDIX 1.1

Organisational Structure: Ministry of Education (1987)
APPENDIX 1.2

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

<table>
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<th>AGENCY/TEL./FAX NO.</th>
<th>PRINCIPAL/DEPUTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balob Teachers' College</td>
<td>Lutheran/ Anglican Phone: 424311 Fax: 426938</td>
<td>Mr K Towandong Mr B Nayong Mr P Hanadi</td>
</tr>
<tr>
<td>LAE - Morobe Province</td>
<td></td>
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<tr>
<td>Madang Teachers' College</td>
<td>Government Phone: 822299/2539 Fax: 822293</td>
<td>Mr J N'Dracas Mr D Lake Mr B Lusmore</td>
</tr>
<tr>
<td>Post Office Box 218 Madang</td>
<td></td>
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<tr>
<td>Province</td>
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<tr>
<td>Kaindi Teachers' College</td>
<td>Catholic Phone: 862327 Fax: 862331</td>
<td>Br A Simpson Mr L Kiminning</td>
</tr>
<tr>
<td>Post Office Box 542 Newa</td>
<td></td>
<td></td>
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<tr>
<td>Kayali - East Sepik Province</td>
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<tr>
<td>HTrinity Teachers' College</td>
<td>Catholic Phone: 521411/1129 Fax: 523042</td>
<td>Br P Gilfedder Mr J Waka</td>
</tr>
<tr>
<td>Post Office Box 274 Mount</td>
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<td>Hagen - W.H.P.</td>
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</tr>
<tr>
<td>Daull Teachers' College</td>
<td>Evangelical Alliance Phone: 508080 Fax: 508079 (Coll) 508054 (Miss)</td>
<td>Mr K Pokeya Mr O Kints</td>
</tr>
<tr>
<td>Post Office Box 16 Taru</td>
<td></td>
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<tr>
<td>Southern Highlands Province</td>
<td></td>
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</tr>
<tr>
<td>Kabaleo Teachers' College</td>
<td>Catholic Phone: 928213 Fax: 928339 (Coll) 928246 (Vanu)</td>
<td>Sr M Maladera Mr W Laisult</td>
</tr>
<tr>
<td>Post Office Box 138 Koku</td>
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<td>East New Britain Province</td>
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<tr>
<td>Yunakinuau Teachers' College</td>
<td>Catholic Phone: 921298 Fax: 922716</td>
<td>Mr M Marinyas Mr M Pau</td>
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<tr>
<td>Post Office Box 1238 Rabaul</td>
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<td>RABaul - E.N.B.P.</td>
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<td>Gaulim Teachers' College</td>
<td>United Church Phone: 921990 Fax: 921914</td>
<td>Rev. S Lova Mr B Bula</td>
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<td>Post Office Box 1343 Rabaul</td>
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<td>RABaul - E.N.B.P.</td>
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<tr>
<td>P/Moresby Inservice College</td>
<td>Government Phone: 255995/3625 Fax: 254282</td>
<td>Mr R Egan Mrs W Bal Mr R Birao</td>
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<tr>
<td>Post Office Box 1791 Boroko</td>
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<td>N.C.D.</td>
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<tr>
<td>Sonoma Adventist College</td>
<td>SDA (out of TSC) Phone: 932164 Fax: N11</td>
<td>Mr R Pieterse</td>
</tr>
<tr>
<td>Post Office Box 608 Rabaul</td>
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<td>RABaul - E.N.B.P.</td>
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<tr>
<td>GOROKA Teachers' College</td>
<td>Government Phone: 721366/1415 Fax: 722620</td>
<td>Dr M Solon</td>
</tr>
<tr>
<td>Post Office Box 1078 Gora</td>
<td></td>
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<tr>
<td>ROKA - E.M.P.</td>
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<tr>
<td>Pacific Adventist College</td>
<td>SDA (Out of TSC) Phone: 281112 Fax: 281257</td>
<td>Chairman - Teacher Education Dept (Dr. G. Gibson)</td>
</tr>
<tr>
<td>Private Mail Bag</td>
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<td>BOROKO - N.C.D.</td>
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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 to have regard to them, it is to be understood, applied, exercised or enforced, 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 pursuance 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 every person 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 standards of public health to enable our people to attain self fulfilment, 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 fulfillment 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 organisation 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 fulfillment 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 "sta eda tan 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

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1988 CALENDAR

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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 of 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 wise use of our resources and the environment 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

(9) the conservation and replenishment, for the benefit of ourselves and posterity, of the environment and its sacred, scenic, and historical qualities, and

3. NATIONAL SOVEREIGNTY AND SELF-RELIANCE.

5. PAPUA NEW GUINEAN WAYS.

We declare our fifth 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 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.

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.

5. PAPUA NEW GUINEAN WAYS.

We declare our fifth 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 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.

6. 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 of all to 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.

7. 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 comply with the Constitution and the laws.

8. BE GUIDED BY THESE BASIC RIGHTS AND SOCIAL OBLIGATIONS.

1988 CALENDAR

<table>
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<td>21</td>
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</tbody>
</table>

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.
APPENDIX 2.1

A Chronology of Some Developments that Affected Schooling and Education for Both Territories 1824-1946
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1824</td>
<td>Holland annexed the western half of New Guinea.</td>
</tr>
<tr>
<td>1848</td>
<td>Marist Brothers (RC) on Umboi Islands near Siassi, New Guinea.</td>
</tr>
<tr>
<td>1873</td>
<td>LMS in Hanuabada area. South Sea Islander missionaries.</td>
</tr>
<tr>
<td>1875</td>
<td>Reverend Lawes (LMS) imported a print press then published Bible stories in Motu language for school texts.</td>
</tr>
<tr>
<td>1879</td>
<td>Reverend Danks (Methodist) in New Britain, taught letters painted on tins.</td>
</tr>
<tr>
<td>1882</td>
<td>German government allocated the Duke of York Islands to the Methodist, and Matupit Island to the Roman Catholic missions.</td>
</tr>
<tr>
<td>1884</td>
<td>British claimed the southern part of the eastern half of the mainland island, and Germany the northern part.</td>
</tr>
<tr>
<td>1891</td>
<td>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.</td>
</tr>
<tr>
<td>1899</td>
<td>Marist Brothers (RC) in Kieta, Bougainville Islands.</td>
</tr>
<tr>
<td>1901</td>
<td>British New Guinea transferred to the new Commonwealth of Australia.</td>
</tr>
<tr>
<td>1905</td>
<td>Australia accepted responsibility for the region when the Papua Act passed.</td>
</tr>
<tr>
<td>1907</td>
<td>Sir Hubert Murray began service as Administrator of Papua.</td>
</tr>
<tr>
<td>1912</td>
<td>Two Lutheran girls' schools in German New Guinea.</td>
</tr>
<tr>
<td>1914</td>
<td>Heldsbach teacher training centre opened (Lutheran). German language policy introduced to German New Guinea. Australia occupied New Guinea during World War I.</td>
</tr>
<tr>
<td>1919</td>
<td>League of Nations gave Australia a mandate to administer German New Guinea after the War.</td>
</tr>
<tr>
<td>1921</td>
<td>Australian military administration ended and known then as Mandated Territory of New Guinea.</td>
</tr>
<tr>
<td>1922</td>
<td>First Education Ordinance.</td>
</tr>
<tr>
<td>1923</td>
<td>Amele teacher training centre opened (Lutheran).</td>
</tr>
<tr>
<td>1924</td>
<td>Karkar teacher training centre opened (Lutheran).</td>
</tr>
<tr>
<td>1924-65</td>
<td>Hopoi teacher training centre opened (Lutheran).</td>
</tr>
</tbody>
</table>
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.


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.


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

1946 Appointment of first Director of Education.
APPENDIX 2.2

National Day Speech - Chief Minister Mr M Somare
September 1972
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.'

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.
It is only when I leave Papua New Guinea that I go away from home. We should think like this.

We should forget our flights 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.

Mi bilong East Sepik. Mi pasam bilong liklik ian Sept bilong Murik Lake. Dispela i na ples bilong mi; famili bilong mi i stop long dispela ples. Tasol nu mi save mi Papua Nu Gini tanotim na ai homenas taimas long dispela.

Inap yupela ologeva i ken atot tingting olosen?

Inap yupela i ken lusim tingting long pati?

Inap yupela ol i ken bung wantana long hot wok long gurimi wanpela kantri bai yumi ken lukin na ologeva homenas long en?

Yes! Mi bilip tru yupela ologeva i long.

Ol ologeva kantri bilong world em i was long yumi. Orait yumi ken sol al yumi wusat na yumi isap wokin wemen gupela pasin.

APPENDIX 3.1

Christian Religion Syllabus: Reverend Father T F S Woods 1977
APPENDIX 4.1

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?
   (v) 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.
APPENDIX 4.2

Project I Part (B) The Contributions of the Principals and Deputy Principals at APC, 1991: Three Questions About the Diploma Introduction
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?
APPENDIX 4.3

Project II A Content Analysis of Staff Inspection Reports for the Years 1991, 1992 and 1993: The Template Criteria
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.
APPENDIX 4.4

Inspections Form
### TEACHER'S PERSONAL/INSPECTION REPORT

**Personal File No.** ........................................

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<th>Surname</th>
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### INSPECTOR'S REPORT
ASSIGNED DUTIES IN THE COLLEGE

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<th>No. Periods</th>
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Other curricular activities within the college

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REPORT WRITER(S) | DESIGNATION | FOR HEADQUARTER USE
---|---|---

REPORT SIGHTED BY: | SIGNATURE | DATE
---|---|---

TEACHER REPORTED ON:

PRINCIPAL OF COLLEGE:

SUPERINTENDENT:
APPENDIX 4.5

Survey Request Letter from Assistant Secretary Mrs M M Liriope
DEPARTMENT OF EDUCATION

Telephone: 276111
Telegrams: EDUOFF 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.

H.M. LIRIOPE
Assistant Secretary
Staff Development & Training Division
APPENDIX 4.6

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 ________
   "  1991 ________ Position ________
   "  1992 ________ Position ________
   "  1993 ________ Position ________

2. Were you involved in developing a college three year diploma in 1990 interpreting the ATE guidelines. If so, how?
   ___________________________________________________
   ___________________________________________________

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

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

5. What new ideas do you have for your course(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

(OPTIONAL) 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.
APPENDIX 4.7

(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
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 (Vocational 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 research.

P. Modakewau
Assistant Secretary - Staff Development and Training Division
March, 1995
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. MODAKEWA
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 than 50 percent of respondents at colleges G, H, K, V, were at the college for 3 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 consecutive 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.

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?

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.

Questionnaire 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:

<table>
<thead>
<tr>
<th>Developers</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>G Lecturer from within the college</td>
<td>Returned overseas at end of 1990</td>
</tr>
<tr>
<td>Senior staff member from within the college</td>
<td>Continued 1991 through to 1993-94*</td>
</tr>
<tr>
<td>College</td>
<td>Position</td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>V</td>
<td>Principal from within the college</td>
</tr>
<tr>
<td></td>
<td>Senior staff member from within college</td>
</tr>
<tr>
<td>Ka</td>
<td>Senior lecturer from within the college working with the principal</td>
</tr>
<tr>
<td></td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>New Principal</td>
</tr>
<tr>
<td>D</td>
<td>Senior lecturer from within the college working with a senior lecturer who remained</td>
</tr>
<tr>
<td></td>
<td>Principal</td>
</tr>
<tr>
<td>H</td>
<td>Senior lecturer from within the college</td>
</tr>
<tr>
<td>K</td>
<td>Principal from within the college and short term consultant</td>
</tr>
<tr>
<td></td>
<td>New Principal</td>
</tr>
<tr>
<td>M</td>
<td>Deputy Principal (Operations) and Deputy Principal (Curriculum) working with members of each college department</td>
</tr>
</tbody>
</table>

*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.

**Questionnaire Item Four:**

*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.
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.

K 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.

Questionnaire 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:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure of the programme</td>
<td>36 percent</td>
</tr>
<tr>
<td>Teaching strategies</td>
<td>25 percent</td>
</tr>
<tr>
<td>Own professional tasks</td>
<td>17 percent</td>
</tr>
<tr>
<td>Teaching/Learning Materials</td>
<td>14 percent</td>
</tr>
<tr>
<td>Specific to new school reforms</td>
<td>8 percent</td>
</tr>
</tbody>
</table>
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 Community Development

D
- Include teacher survival skills in a Community 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

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

H
- 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.
<table>
<thead>
<tr>
<th>Respondent &amp; College</th>
<th>Reflective Thinker</th>
<th>Independent Thinker</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>fair</td>
<td>fair</td>
</tr>
<tr>
<td>2</td>
<td>successful</td>
<td>successful</td>
</tr>
<tr>
<td>3</td>
<td>much improved</td>
<td>still developing</td>
</tr>
<tr>
<td>4</td>
<td>varying degrees of success</td>
<td>varying degrees of success</td>
</tr>
<tr>
<td>5</td>
<td>many very successful</td>
<td>little interest was shown</td>
</tr>
<tr>
<td>6</td>
<td>satisfactory</td>
<td>satisfactory</td>
</tr>
<tr>
<td>7</td>
<td>not in first year</td>
<td>most able</td>
</tr>
<tr>
<td>8</td>
<td>difficult to judge improvements</td>
<td>difficult to judge improvements</td>
</tr>
<tr>
<td>9</td>
<td>improved</td>
<td>improved</td>
</tr>
<tr>
<td>10</td>
<td>fair degree of success</td>
<td>very successful</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>real success</td>
<td>real success</td>
</tr>
<tr>
<td>2</td>
<td>very successful</td>
<td>very successful</td>
</tr>
<tr>
<td>3</td>
<td>very successful</td>
<td>very successful</td>
</tr>
<tr>
<td>4</td>
<td>very successful</td>
<td>totally successful</td>
</tr>
<tr>
<td>G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>able to think more critically</td>
<td>interpret &amp; analyse information</td>
</tr>
<tr>
<td>3</td>
<td>estimate 75% successful</td>
<td>estimate 80% successful</td>
</tr>
<tr>
<td>4</td>
<td>very successful</td>
<td>very successful</td>
</tr>
<tr>
<td>5</td>
<td>fair</td>
<td>fair</td>
</tr>
<tr>
<td>6</td>
<td>can master content</td>
<td>can analyse, synthesise &amp; evaluate</td>
</tr>
<tr>
<td>7</td>
<td>average success</td>
<td>most responsible</td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>quite successful</td>
<td>quite successful</td>
</tr>
<tr>
<td>2</td>
<td>certainly successful</td>
<td>definitely successful</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>demonstrated independent thinking in research related matters</td>
</tr>
<tr>
<td>4</td>
<td>very successful in all aspects</td>
<td>yes, successful about educational issues</td>
</tr>
<tr>
<td>5</td>
<td>becoming too critical</td>
<td>very successful</td>
</tr>
<tr>
<td>6</td>
<td>a little</td>
<td>a little</td>
</tr>
<tr>
<td>7</td>
<td>giving responsibility to students</td>
<td>successful providing situations to organise themselves</td>
</tr>
<tr>
<td>8</td>
<td>good</td>
<td>good</td>
</tr>
<tr>
<td>9</td>
<td>quite successful</td>
<td>very successful</td>
</tr>
<tr>
<td>10</td>
<td>fairly well</td>
<td>barely</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>students had problems</td>
<td>science learning difficult</td>
</tr>
<tr>
<td>2</td>
<td>average success</td>
<td>average success</td>
</tr>
<tr>
<td>3</td>
<td>very successful</td>
<td>very successful in a particular Issues unit</td>
</tr>
<tr>
<td>4</td>
<td>good</td>
<td>good</td>
</tr>
<tr>
<td>5</td>
<td>especially in weekly journal</td>
<td>seminars, presentations &amp; essays</td>
</tr>
<tr>
<td>6</td>
<td>very pleased with growth</td>
<td>pleased with growth</td>
</tr>
<tr>
<td>7</td>
<td>difficult to say when involved</td>
<td>independent outsider able to judge</td>
</tr>
<tr>
<td>8</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>
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 recording
- 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.**

*Questionnaire Item Seven.*

**Questionnaire 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

College 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:
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.

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.

Three respondents had gained from college representative workshop reports back at the college, strand meetings and staff helping one another. 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.

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.

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.

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.

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.

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?

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 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. |

Questionnaire 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 period
- 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
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:**

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
access to their own copies of a recent reference at a time when lecturer resources were
scarce.

Responses welcome to Pam Quatermaine and Dr J. Williamson
cl:- 158 Kitchener Road, Alfred Cove. W.A. 6154
Survey Data

<table>
<thead>
<tr>
<th>Responses received</th>
<th>Total staff on strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dauli 4</td>
<td>11</td>
</tr>
<tr>
<td>Gaulim 7</td>
<td>10</td>
</tr>
<tr>
<td>Holy Trinity 11</td>
<td>17</td>
</tr>
<tr>
<td>Kabaleo 6</td>
<td>11</td>
</tr>
<tr>
<td>Kaindi 10</td>
<td>17</td>
</tr>
<tr>
<td>Madang 8</td>
<td>26</td>
</tr>
<tr>
<td>Vunakanau 6</td>
<td>11</td>
</tr>
<tr>
<td>*Balob</td>
<td></td>
</tr>
<tr>
<td>*Sonoma</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>52 respondents</td>
</tr>
<tr>
<td></td>
<td>103 staff</td>
</tr>
<tr>
<td>P</td>
<td>10</td>
</tr>
<tr>
<td>Total:</td>
<td>10 respondents</td>
</tr>
<tr>
<td></td>
<td>3 full time and 7 part-time staff teaching Vocational Centre programme</td>
</tr>
</tbody>
</table>

*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 3
- 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 implementation 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.

Key
Port Moresby Inservice College, Vocational Centre programme - P

<table>
<thead>
<tr>
<th>General Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer 'ownership' of material being taught.</td>
</tr>
</tbody>
</table>

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

Questionnaire 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.

**Questionnaire 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**

Two people within the college - two senior lecturers i.e. the co-ordinator of the whole programme and the senior lecturer Professional Studies strand.

**History**

Continued 1990 through to 1993-94*

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

**Questionnaire Item Four:**

*Did you design the course(s) you are currently teaching? 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.

Questionnaire 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:

<table>
<thead>
<tr>
<th>Issues</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching strategies</td>
<td>63 percent</td>
</tr>
<tr>
<td>Structure of the programmes</td>
<td>18.5 percent</td>
</tr>
<tr>
<td>Specific to new school reforms</td>
<td>9 percent</td>
</tr>
<tr>
<td>Own professional tasks</td>
<td>9 percent</td>
</tr>
</tbody>
</table>

Teaching strategies

More practical activities
Research and independent learning
Seminars and more audio visual aids
Additional content
Work more student-oriented, independent learning and evaluation exercises
More activity trips, practical work and aids for Expressive 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.

Question 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:

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Responses related to the student being:</th>
<th>Reflective Thinker</th>
<th>Independent Thinker</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Successful</td>
<td>Successful</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Hard to judge</td>
<td>Hard to judge</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Very successful</td>
<td>Successful</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Majority successful</td>
<td>Majority successful</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Satisfactory</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Not successful</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Not very successful</td>
<td>Successful</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td></td>
</tr>
</tbody>
</table>

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 quizzes 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.**

**Questionnaire 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 P**

One respondent read Reports Nos 2 and 4 and two respondents each read one sub-project 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.*

**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?*

**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.

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

*Questionnaire Item Nine.*

**Questionnaire 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 achieving 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.
Questionnaire Item Ten.

Questionnaire 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

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Total of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Port Moresby Inservice College 10</td>
<td>10+ = 3 full-time and up to 10 part-time staff</td>
</tr>
</tbody>
</table>

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 *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 teaching 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 staff co-operation the data indicate different levels of satisfaction with co-operation and communication. 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

<table>
<thead>
<tr>
<th>YEAR</th>
<th>LENGTH OF PROGRAMME</th>
<th>ENTRANCE LEVEL</th>
<th>FORMAL SYLLABUS</th>
<th>CURRICULUM NOTE</th>
<th>CENTRES</th>
<th>NUMBERS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1946 &amp; 1947</td>
<td>1 year</td>
<td>Ex-sold 3, 4 or 5 or in Teacher Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>First Teacher Training class at Sogen Central School after nation spending from 1944 to 1946, 1947 or 1948 (Twyman)</td>
</tr>
<tr>
<td>1948</td>
<td>1 year</td>
<td>'Experienced'; Pre-war, Ex-sold or unqualified teachers</td>
<td>1946 Syllabus</td>
<td>+ Residential</td>
<td>Sogen (Papua)</td>
<td></td>
<td>At an Administration and Mission Conference May 1947 the Director announced 'Beginning Teacher Training Centre' in 1948 in high school final year 'specially' with Teacher's Course (Kai)</td>
</tr>
<tr>
<td>1949</td>
<td>2 years</td>
<td>Ex-Sold 5 to High School</td>
<td>1948 Syllabus</td>
<td>- School boys in 3rd yr. of Sld 6 &amp; 7 + TTT</td>
<td>Sogen (Papua)</td>
<td></td>
<td>Aikur High School '1 month' Teacher Training (St. Cecilia)</td>
</tr>
<tr>
<td>1950</td>
<td>3 months</td>
<td>Mature age students</td>
<td>1948 Syllabus</td>
<td>Top-up after HS and irregular basic village schools</td>
<td>Sogen (Papua)</td>
<td></td>
<td>Kereva High School opened a TT class</td>
</tr>
<tr>
<td>1955-1959</td>
<td>1 year</td>
<td>I &amp; II国家标准</td>
<td>1950 Syllabus</td>
<td>2 years preparation to qualify for village vernacular + 1 yr for programme to qualify for village Higher School</td>
<td>Sogen (Papua)</td>
<td></td>
<td>The three centres were high schools with TT classes added</td>
</tr>
<tr>
<td>1959-1962</td>
<td>1 year</td>
<td>I &amp; II国家标准</td>
<td>1950 Syllabus</td>
<td>No 'native' graduates in 1959 attempt to upgrade standards by raising entrance levels and course output</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1962-1964</td>
<td>1 year</td>
<td>I &amp; II国家标准</td>
<td>1950 Syllabus</td>
<td>Last year of 'B' course one year (B &amp; A) Dregerhafcn (New Guinea)</td>
<td>Sogen (Papua)</td>
<td></td>
<td>Teacher numbers for field expanding rapidly, eg in 1957 Teacher Training Division of Department of Literatures established</td>
</tr>
<tr>
<td>1964 &amp; 1965</td>
<td>1 year</td>
<td>Standard 9 or equivalent 2 years post 'Secondary'</td>
<td>1954 Teacher Training Syllabus</td>
<td>'A' course for Village Schools 'B' course for Village Higher Schools</td>
<td>Sogen (Papua)</td>
<td></td>
<td>Teacher Trammg Division of Department of Education established</td>
</tr>
<tr>
<td>1965 &amp; 1966</td>
<td>2 years</td>
<td>Native teachers in the field</td>
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</tr>
</tbody>
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### APPENDIX 5.2

<table>
<thead>
<tr>
<th>YEAR</th>
<th>LENGTH OF PROGRAMME</th>
<th>ENTRANCE LEVEL</th>
<th>FORMAL SYLLABUS</th>
<th>CURRICULUM NOTE</th>
<th>CENTRES</th>
<th>NUMBERS</th>
<th>COMMENTS</th>
</tr>
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<td></td>
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<td></td>
<td></td>
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<td>1962-1964</td>
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</tr>
<tr>
<td>Year</td>
<td>Event</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1967</td>
<td>1 year Government ceased running 'A' course</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1968-1969</td>
<td>2 years Student gradually becoming younger. Most 18 years plus.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1970</td>
<td>1 year Standard 7 or Form 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1971-1972</td>
<td>2 years only</td>
<td>Length of all pre-service primary programmes for next 20 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1972-1976</td>
<td>2 years only</td>
<td>Self-help program 'MD' Monsoon Requirement No 2725. Students required to exist with minimum college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1977</td>
<td>2 years each of Grade 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1978-1979</td>
<td>2 years Grade 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1980-1981</td>
<td>2 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1982-1983</td>
<td>2 years</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>1984-1986</td>
<td>2 years</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>1987-1989</td>
<td>2 years</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1990</td>
<td>2 years</td>
<td></td>
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<tr>
<td>1992-1993</td>
<td>3 Years</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1993-1996</td>
<td>3 Years</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1994</td>
<td>3 Years</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1995</td>
<td>3 Years</td>
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<tr>
<td>1996</td>
<td>3 Years</td>
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</tbody>
</table>
APPENDIX 5.2

A Sample of the Minenda (Our Very Own) English Series
It is Monday.
The children are walking to school.
Maski is running behind them.

Raka and Ranu are in school.
Mr. White is in front of the children.
Maski is standing near the door.

Mr. White:
Good morning Maski.
Are you a pupil?
Can you sing a song?
The children are laughing.

The bell is ringing.
Maski is singing.
The children are laughing.
Mr. White is laughing too.
The children are in school.
One boy is reading.
He has a blue Reading Book.
The truck is outside.

Mr. White is ringing the bell.
Some children are walking home.
Some children are sitting on the truck.

Toot! Toot!
Malot is taking the children home.
Some girls are singing a song.
Some boys are laughing.
APPENDIX 5.3

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. That 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 may not 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:

1. know what are accepted attitudes and social behaviour;
2. realise he is transmitting these to pupils and that children will see and copy what the teacher is, not what he says he is.
3. incidental teaching when an occasion arises

Is it really possible to teach Attitudes and Social 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, unselfishness, 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 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:

1. know what are accepted attitudes and social behaviour;
2. realise he is transmitting these to pupils and that children will see and copy what the teacher is, not what he says he is.
3. incidental teaching when an occasion arises

Syllabus help you plan work

It is important to realize that a course set down may not 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:

1. know what are accepted attitudes and social behaviour;
2. realise he is transmitting these to pupils and that children will see and copy what the teacher is, not what he says he is.
3. incidental teaching when an occasion arises

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
personal experience
or a story-type address from a visiting speaker
Study—the teacher setting a problem and the children, or the teacher and the children, discovering the truth.
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 accounts, or a set of Tara1 Activity Sheets linked with the lessons in the book. The lessons are written in the first person and will easily make personal lesson notes for the new teacher.

In the Tara1 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 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

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 read-making machinery
(c) Study walks to the village, beach or community buildings

(d) Excursions to the wharf, museum, zoo, hospital, factory or air-port
(e) Small group activities to do community talks, 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

(a) Community service talks 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.
(b) 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.
(c) Stones 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 used to read to the class with expression. Often children will want to dramatise the story.
(d) Lessons in this programme may sometimes seem too short or too long. It is impossible to know 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.
(e) 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.

Lessons 11 and 12

HANUABADA (Port Moresby)

Week 20

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 lakatms
5. They can travel from Hanuabada to Port Moresby by bus

1. Close to Port Moresby is the Central District.
2. People are called Hanuabadans.
3. LANGUAGE: They speak Motu.

Boy—Sasa
Girl—Hanuabada

Sasa
Hanuabada

Boys—Sasa, Girls—Hanuabada, Nac, Kau

Ita na eda bado ti tana

Eg. We are using our boats.

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APPENDIX 5.4

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.
- Between 1948 and 1953 regular 'refresher' (in-service) 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 Education 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 III, 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 requirements 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 VI 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.

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 VI 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
- 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.
APPENDIX 5.5

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.
- **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**
1973
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
1980
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 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.

Guest(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**
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<tr>
<th>Year</th>
<th>OIC Teacher Education: Mr Gei Ilagi</th>
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<tr>
<td>1985</td>
<td>Secretary: Mr Geno Roakeina</td>
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<td><strong>Medium Term Development Plan (1986-90)</strong></td>
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<td>Guest(s): Australian aid officer, Dr R. Hunter - Planning ADAB 1986-90</td>
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<td>1986</td>
<td>OIC Teacher Education: Mr G. Ilagi</td>
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<td>Farrell Report - research planning for teacher education.</td>
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<td></td>
<td>Secretary: Mr Roakeina - National Teacher Education Board of Studies established &amp; B.Ed.(Tertiary)UPNG for college staff</td>
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<td>&quot;We are still pioneering!&quot; - formal schooling for 30 years(1956)&amp; national education system for 16 years (1970).</td>
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<td></td>
<td>Guest(s): Research Officer, Mrs L. Yeoman - Issues and Problems and finding Research Questions</td>
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<td>1987</td>
<td>OIC Teacher Education:Mr P. Modakewau</td>
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<td>Secretary: Mr Roakeina- Quality Community School Teacher Preparation and the Social Needs of PNG.</td>
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<td>Guest(s): OIC Research Unit, UPNG, Dr S. Weeks - Universal Primary Education (UPE)</td>
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<td>Curriculum Unit - Mr D. Kerrison Radio Science Project</td>
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<td></td>
<td>Australian aid short term consultant , Mr R. Wingfield - English Basic Skills College Survey</td>
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<td>1988</td>
<td>OIC Teacher Education: Mr P. Modakewau</td>
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<tr>
<td></td>
<td>Secretary: Mr J. Tetaga Implications of the Philosophy of Education (Matane)</td>
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<td>Guest(s): Co-ordinator B.Ed. (Tertiary) UPNG, Bro D. McLaughlin - Teacher Educators in PNG: A case Study, May 1988</td>
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<td></td>
<td>Staff Development Unit, Clerical Training, Mr O. Pagulayan - Financial Procedures in Colleges</td>
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<td>1989</td>
<td>OIC Teacher Education: Mr P. Modakewau</td>
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<tr>
<td></td>
<td>Secretary: Mr Tetaga(absent) Mr W. Penias acting Practice Teaching Research Report</td>
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<td>Guest(s): Professor Education UPNG, B. Avalos - Research and Evaluation Unit, Mr A. Ross - McNamara Report</td>
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<td>1990</td>
<td>OIC Teacher Education: Mr P. Modakewau</td>
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<td></td>
<td>Secretary: Mr J.Tetega Overview of QUT Projects (Australian aid)</td>
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<td>Guest(s): Senior Lecturers Queensland University of Technology (QUT), Drs B. Elliot and K. Lucas - Decentralisation of Tertiary Institutions</td>
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<td>Chairperson CH: Dr. N. Martin - Three Year Diploma Planning</td>
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1991
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
APPENDIX 5.6

Selected Significant Teacher Education Policies Highlighted in the Reports of the Annual Principals’ Conference (APC) Meetings Between 1968 and 1993
**TABLE 5.6**  
SELECTION SIGNIFICANT TEACHER EDUCATION POLICIES HIGHLIGHTED IN  
THE REPORTS OF THE ANNUAL PRINCIPALS' CONFERENCE (APC) MEETINGS BETWEEN 1968 AND 1993

<table>
<thead>
<tr>
<th>YEAR</th>
<th>General</th>
<th>POLICIES</th>
<th>ISSUES HIGHLIGHTED</th>
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<tbody>
<tr>
<td>1968</td>
<td>Consolidation of resources: amalgamation of small centres; co-operation between church and government teacher educators.</td>
<td>Principals presented papers on use of topics: college courses, staffing in colleges, professional development, practice teaching, students, assessment, in-service for field teachers.</td>
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<tr>
<td>1969</td>
<td>An era of 'teacher training' moving to 'teacher education'</td>
<td>Woden 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.</td>
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<tr>
<td>1970</td>
<td>Creation of the unified Teaching Service</td>
<td>Consequences of each college having its own Governing Council and Board of Studies:</td>
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<tr>
<td>1971</td>
<td>Criteria for membership of the joint (mission and government) Teaching Service</td>
<td>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.</td>
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<tr>
<td>1972</td>
<td>Ministerial Policy No 2/72 on self-help known by students as M2 or 'self-reliance'</td>
<td>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.</td>
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<tr>
<td>1973</td>
<td>Self Government declared as preparation for Independence; Dr K. McKean replaced by Allan Tololo who was the first local Director.</td>
<td>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 enrolment of local cultures, use of vernacular language and Melanesian inputs 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.</td>
<td></td>
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<tr>
<td>1974</td>
<td>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.</td>
<td>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; localization of staff and use of tertiary teaching methods.</td>
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<tr>
<td>1976</td>
<td>Independence for Papua and New Guinea in 1975; Pape New Guinea Teachers Association (PNGTA); draft 5 Year Plan for Education (1976 to 1980); creation of 'college without walls' or in-service section of head office including an Executive Officer for Localisation who identified executive potential and planned accelerated career paths for local officers.</td>
<td>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; in-service courses (6 months or year) attached to colleges with space and co-ordinated by the in-service section of headquarters situated within the Teacher Education Division.</td>
<td></td>
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<tr>
<td>1977</td>
<td>Organic Law, Education amendments and Provincial Government powers</td>
<td>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.</td>
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<tr>
<td>1978</td>
<td>Inquiry into Standardre structure 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.</td>
<td>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, difficulties for colleges to constantly release their staff; concepts of 'self-reliance' for students emphasised; '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.</td>
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<td>1979</td>
<td>Five Year Education Plan review under way</td>
<td>Seventeen associate lecturers in training; a 'model community school' project began to highlight what the new 'community school' concept involved.</td>
<td>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.</td>
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<td>YEAR</td>
<td>POLICIES</td>
<td>ISSUES HIGHLIGHTED</td>
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<td>1980</td>
<td>Draft Education Act</td>
<td>Rejection of the establishment of an Institute of Education by feasibility committee; importance of parcel 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.</td>
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<td>1981</td>
<td>Committee on Standards (Roakeina); National Education Board (NEB) accepted the document National Objectives for Teacher Education and recommended that it become the guidelines for all college courses.</td>
<td>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.</td>
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<td>1982</td>
<td>Formal APC purposes drawn up by principals independently in 1980 accepted by the Secretary; Report of Committee on Falling Standards (Kumbe) Volumes I and II published.</td>
<td>Office of Higher Education evolved from the Scholarships Office and student book and equipment allowance improved.</td>
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<tr>
<td>1983</td>
<td>Higher Education Act (1980) accepted; goal of UPE by 1990.</td>
<td>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.</td>
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<td>1984</td>
<td>FAS pursued legislation for a central National Teacher Education Board of Studies (NTEBS).</td>
<td>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 as practice teaching gaining college staff interest.</td>
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<td>1985</td>
<td>Development Plan 1986-1990 launched.</td>
<td>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 and used aid concepts and planned aid cycle with PNG national strategy.</td>
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<td>1986</td>
<td>Women in Education Report (Yeoman) highlighted poor enrolment and retention of girls in schools; Farewell 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.</td>
<td>Assistant Secretary delayed diploma introduction to 1989 after the completion of the TERP; the results of which would be used for long term planning.</td>
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<td>1987</td>
<td>Staff/student ratio was one staff to 15 students, planned to improve annually until 1:12.</td>
<td>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 councillors.</td>
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<td>1988</td>
<td>Draft new 5 Year Plan (1985 to 1990) distributed for further comment.</td>
<td>Lawlessness concerns, 3 principals attacked with knives and all campuses taking added precautions with gun, 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.</td>
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<td>1989</td>
<td>Education Sector Review recommended Schooing System Reform plans; Police sent to Bougainville; revolution; best of Grade 10 high school students to be sponsored by the AustAID project to complete schooling in Australia.</td>
<td>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.</td>
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<td>1990</td>
<td>High Education Plan (1990)</td>
<td>Campus security; retention of academic standards; implementation of the McNamara Report; reduction of student intake in 1991 but retaining normal budget allocation to remain colleges immediately prior to new diploma students.</td>
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<td>1991</td>
<td>Severe cash-flow problem announced to APC personally by the Secretary for the Prime Minister's Department. Reform planning began in two provinces</td>
<td>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, ISA representatives, Goroka Secondary College, UPNG and others).</td>
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<tr>
<td>YEAR</td>
<td>General</td>
<td>POLICIES</td>
<td>ISSUES HIGHLIGHTED</td>
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<td>1992</td>
<td>Special Education integrated to schools.</td>
<td>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.</td>
<td>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.</td>
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<tr>
<td>1993</td>
<td>School System Reform implementation spreading as provinces undertook changes and locate buildings and finance to change structure</td>
<td>Association Teacher Education (ATE) met the week of APC as there were no separate travel funds</td>
<td>After 20 years 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 postgraduate 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 re-visiting funding for an institutional position for a Christian Education lecturer on each college's staff.</td>
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APPENDIX 5.7

APC Resolutions 1968 to 1993
APPENDIX 5.7
APC RESOLUTIONS 1968 TO 1993

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<td>Infant Cert/ 3 Yrs. Form 4 proposal</td>
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<td>Colleges/ UPNG integration</td>
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<td>Advisory Committee on Teacher Education</td>
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<td>Principals to meet annually</td>
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<td>Higher grant-in-aid for student food</td>
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<td>Church college responsibility</td>
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<td>Action research</td>
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<td>Text books for college students</td>
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<td>Multi-purpose institutions</td>
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<td>Relevance of courses</td>
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<td>Demonstration school</td>
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<td>Subject specialist advisory committees</td>
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<td>SRC formation encouraged</td>
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<td>Increased 'consultative' visits to staff</td>
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<td>Inservice for field teachers</td>
<td>68/36</td>
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<td>One college train tutors</td>
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| Association of Teachers Colleges or Inst. | 69/1, 2 |
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| Form 2 entrants teach to Std 4 (not to Std 2) | 69/23 |

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| Weeden Committee report implementation | 70/4 |
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| Church Volunteers in NES | 70/7 |
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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

APC 1971

APC 1972
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
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Colleges/UPNG relationship
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Board of Studies
PNG associate lecturers
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- College staff and Curriculum Unit | 77/1 |
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APC 1983
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Standards Report Vol. 1, 2 & 3
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OHE travel tickets for female students
Community school syllabus materials
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APC 1984
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National lecturers
OHE student travel
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Basic skills examinations English & Maths
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Assessment common terminology
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APC 1985
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CHE Natschol student insurance
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Relevant TEC and NEB Minutes requested
Basic Skills examination - English
Divisional assistance with student recruitment
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APC 1987
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APC 1988
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Governing Council/NEB student discipline appeals
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College based inservice for lecturers
Philosophy of Education (Matane) and IHD
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CHE funding student travel
Demonstration school (D.I. No 85, 1973)

APC 1989
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Solar hot water for staff housing
Basic skills examinations
College land
CHE and student scholarships
Libraries
Attack on Daull principal
Australian scholarships for Grad 12
NEB and discipline in colleges
Staff development on financial management
Associate principals
Education Act ‘partnership’
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APC 1990
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Recruitment video for Grade 12 high school
Attack on Daulli principal
Project manager for Association of Teacher Education
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Three year programme
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Report of TEC and NTEBS committees
Grants sustained with reduced intake
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CHE involvement in budgets for teacher colleges
CHE plan for NITE, 1991 and BEd Tertiary
Basic skills examinations
High schools informed of 3 year programme
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Planning integrated strands
Spiritual and social development

APC 1991
Flexibility of college calendars
Student messing and accommodation
Christian Religion/Spiritual Education
UPNG part-time MEd
Re-structure of college establishment

APC 1992
Flexibility of college calendars
Staff: student ration 1:12 plus Principal & Deputy
Withdraw deputies from APC
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APPENDIX 5.8

Policies on Demonstration Schools: 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 principal 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 Education 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.
APPENDIX 5.9

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.
APPENDIX 5.10

(a) Minister for Higher Education: Press Release Establishing NCTE December 1994

(b) Media Announcements 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.
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 initiative is a joint effort by the Minister for Higher Education, Research, Science and Technology, Mr Avel 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 Department of Education, the Association of University Teachers, UPNG, the PNG Teachers' Association and the Teaching Services Commission.

Each of these bodies, together with the Churches-Education Council, provincial education authorities and the 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 Avel emphasised the importance of a re-assessment of 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 constraint. The council will therefore be asked to find ways to improve the quality and reduce the costs of teachers' 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 in 1995.

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 assist in furthering teacher education.

The council is the brainchild of Higher Education Minister Mr Avel and his counterpart Education and Culture Minister Joseph Onguglo.

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

No other detail were announced but the NCTE was expected to begin work in the New Year in an advisory role to both ministers on ways of co-ordinating and strengthening teacher education institutions and programs.

Minister Avel 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 development of teachers at all 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 Teachers' Association and the Teaching Services Commission are invited to apply to join the NCTE.
APPENDIX 5.11

PNG Higher Education Project: Deployment of Consultants

(a) 1994
(b) 1995
(c) 1996
## APPENDIX A

### PNG HIGHER EDUCATION PROJECT: DEPLOYMENT OF CONSULTANTS 1994

#### APPENDIX 5.11(a)

### Papua New Guinea Higher Education Project 1994 Deployment of Consultants

<table>
<thead>
<tr>
<th>Consultant</th>
<th>Activity</th>
<th>Month</th>
<th>Total</th>
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<tr>
<td>O'Sullivan K</td>
<td>Curriculum Specialist - English</td>
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<td>Junge B</td>
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<td>Linke R</td>
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<td>Ryan J</td>
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<td>Turner J</td>
<td>Teacher Education Management &amp; Organisation</td>
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<td>Ryan D</td>
<td>Institutional Management and Organisation</td>
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<td>Brash E</td>
<td>Higher Education Policy and Planning</td>
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APC 1996, S Hatfield, OHE August 1996
### APPENDIX B

#### PAPUA NEW GUINEA HIGHER EDUCATION PROJECT

**1995 DEPLOYMENT OF CONSULTANTS**

<table>
<thead>
<tr>
<th>Consultant</th>
<th>Area of Expertise</th>
<th>Months Deployed</th>
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<tr>
<td>Musford W</td>
<td>External Academic Moderator - Education</td>
<td>Jan, Jul, Nov</td>
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<tr>
<td>Grassian M</td>
<td>External Academic Advisor - Environmental Studies</td>
<td>Mar, Jul, Nov</td>
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<tr>
<td>Houghton K</td>
<td>External Academic Advisor - Business Studies</td>
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<td>Maselli D</td>
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<td>Gurnet A</td>
<td>External Academic Advisor - Agriculture</td>
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<td>Kitching R</td>
<td>External Academic Advisor - Forestry/Environment</td>
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<td>Dickison A</td>
<td>External Academic Advisor - Science</td>
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<td>Brash E</td>
<td>White Paper</td>
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<td>Wollers E</td>
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<td>Pheilbessin</td>
<td>Student Financing</td>
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<td>Total IDP Consultancy</td>
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| O'Brien S  | White Paper (not contracted) | Jan, Jul, Nov |
| Kanahe M   | White Paper (not contracted) | Jan, Jul, Nov |

**Total**: 9.3 days

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APC 1996, S Hatfield, OHE August 1996
### APPENDIX C

#### 1996 SPECIALISTS' SERVICES FOR THE HIGHER EDUCATION PROJECT

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<tr>
<th>A. Teacher Education</th>
<th>Mths</th>
<th>J</th>
<th>F</th>
<th>M</th>
<th>A</th>
<th>M</th>
<th>J</th>
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<th>S</th>
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| B. Higher Ed Institutional Activities | |
|--------------------------------------|------|---|---|---|---|---|---|---|---|---|---|---|
| Quality Assurance And Staff appraisal | 2 | | | | | | | | | | | |
| Counterpart: Universities /PHE | | | | | | | | | | | | |
| Institutional Planning | 1 | | | | | | | | | | | |
| Counterpart: Prof. Hodgson - Dr IDD | | | | | | | | | | | | |
| Facilities & Equipment | 2 | | | | | | | | | | | |
| Counterpart: Prof. Hodgson - Dr IDD | | | | | | | | | | | | |
| Research & Development Funding | 2 | | | | | | | | | | | |
| Counterpart: Universities | | | | | | | | | | | | |

| C. Higher Education System Management | |
|----------------------------------------|------|---|---|---|---|---|---|---|---|---|---|---|
| MIS Student Intake Implementation | 2 | | | | | | | | | | | |
| Counterpart: Kanen / Fother - MSS/SSE OHE | | | | | | | | | | | | |
| MIS System & Indicators Development | 3 | | | | | | | | | | | |
| Counterpart: S Hatfield / SSE OHE | | | | | | | | | | | | |
| Unit Cost Analysis | 2 | | | | | | | | | | | |
| Counterpart: S Arising University | | | | | | | | | | | | |
| Budget & Audit | 3 | | | | | | | | | | | |
| Counterpart: W Manoa Or IFO OHE | | | | | | | | | | | | |
| Student Finance - Tuition | 1 | | | | | | | | | | | |
| Counterpart: S Arising University | | | | | | | | | | | | |
| Student Finance - Other Options | 2 | | | | | | | | | | | |
| Counterpart: S Arising University | | | | | | | | | | | | |
| Management & Qualifications Framework | 2 | | | | | | | | | | | |
| Counterpart: W Tangu Or FPMD OHE | | | | | | | | | | | | |
| Higher Education Policy & Planning | 2 | | | | | | | | | | | |
| Counterpart: W Tangu Or FPMD OHE | | | | | | | | | | | | |
| Accreditation & Qualifications Framework | 2 | | | | | | | | | | | |
| Counterpart: J MacPherson - Ac Dev OHE | | | | | | | | | | | | |

| Inputs Coordinator | |
|---------------------|------|---|---|---|---|---|---|---|---|---|---|---|
| Person Mths | 4 | 7 | 1 | 4 | 2 | 8 | 10 | 8 | 5 | 2 | 1 |
| Person PNG | 1 | 1 | 4 | 2 | 8 | 10 | 8 | 1 | 5 | 2 | 1 |

APC 1996, S Hatfield, OHE August 1996
APPENDIX 5.12

(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
John Turner, International Unit
School of Education, The University of Manchester, Oxford Road, Manchester M13 SPL
Telephone 0161 275 3458 Fax 0161 275 3532 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
Thank you for your continued interest in education in PNG.

With all best wishes.

Yours sincerely

John D Turner
APPENDIX 5.13

National Teacher Education Board of Studies and National Council for Teacher Education November 1998: Letter from a Principal (Mr J Waka)
APPENDIX 5.13

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/II/98

Dear Sirs,

Greeting! Good to know that you are continuing
to enjoy good health and active life in going well.

The students are now on block 6 teaching and
practical experience for the 3rd. Year students. They will
complete their block and rural experience round at the end of next week.

Note is to bring the centre point for all the Teacher
Education activities. The National Teacher Education Board of studies has been revived and is ready
to approve curriculum and other related activities.

The 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
Office of Higher Education (Family Constitution for Higher
Education) but Teacher Education activities will
eventually come under the coordinately arm of
the body.

Thank you very much for the card and the present.
Best wishes.

Yours faithfully,

[Signature]
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 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
APPENDIX 6.1

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, consideration 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.

PAQ (1998)
APPENDIX 6.2

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.

Chief of Division Teacher Training 1960; Assistant Secretary for Teacher Education Division (TED) 1971; Assistant Secretary for Staff Development and Training Division (SDTD) 1991

<table>
<thead>
<tr>
<th>Year</th>
<th>Position/Department/Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1958</td>
<td>Teacher Education Division established within the Department of Education</td>
</tr>
<tr>
<td>1959</td>
<td>Mr V McNamara</td>
</tr>
<tr>
<td>1960</td>
<td>Miss B McLaughlan</td>
</tr>
<tr>
<td>1961</td>
<td>Mr D Owner</td>
</tr>
<tr>
<td>1962</td>
<td>Mr D Owner</td>
</tr>
<tr>
<td>1963</td>
<td>Mr D Owner</td>
</tr>
<tr>
<td>1964</td>
<td>Mr D Owner</td>
</tr>
<tr>
<td>1965</td>
<td>Dr F Johnson</td>
</tr>
<tr>
<td>1966</td>
<td>Dr F Johnson</td>
</tr>
<tr>
<td>1967</td>
<td>Dr G Gibson</td>
</tr>
<tr>
<td>1968</td>
<td>Dr G Gibson</td>
</tr>
<tr>
<td>1969</td>
<td>Dr G Gibson</td>
</tr>
<tr>
<td>1970</td>
<td>Dr G Gibson</td>
</tr>
<tr>
<td>1971</td>
<td>Dr G Gibson</td>
</tr>
<tr>
<td>1972</td>
<td>Mr Loa Reva</td>
</tr>
<tr>
<td>1973</td>
<td>Mr Loa Reva</td>
</tr>
<tr>
<td>1974</td>
<td>Mr Loa Reva (died 21/9/74), Mr W Magnay</td>
</tr>
<tr>
<td>1975</td>
<td>Mr W Magnay (died 1/3/75), Mr G Obara</td>
</tr>
<tr>
<td>1976</td>
<td>Mr G Obara</td>
</tr>
<tr>
<td>1977</td>
<td>Miss R Kekedo</td>
</tr>
<tr>
<td>1978</td>
<td>Miss R Kekedo</td>
</tr>
<tr>
<td>1979</td>
<td>Mr T Dai</td>
</tr>
<tr>
<td>1980</td>
<td>Mr W Penias</td>
</tr>
<tr>
<td>1981</td>
<td>Mr W Penias</td>
</tr>
<tr>
<td>1982</td>
<td>Mr W Maina</td>
</tr>
<tr>
<td>1983</td>
<td>Mr W Maina/Miss P Quartermaine</td>
</tr>
<tr>
<td>1984</td>
<td>Mr Gei Ilagi/Miss P Quartermaine</td>
</tr>
<tr>
<td>1985</td>
<td>Miss P Quartermaine</td>
</tr>
<tr>
<td>1986</td>
<td>Mr Gei Ilagi</td>
</tr>
<tr>
<td>1987</td>
<td>Mr P Modakewau</td>
</tr>
<tr>
<td>1988</td>
<td>Mr P Modakewau</td>
</tr>
<tr>
<td>1989</td>
<td>Mr P Modakewau</td>
</tr>
<tr>
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</tr>
<tr>
<td>1992</td>
<td>Mrs M Liriope</td>
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<td>Mrs M Liriope</td>
</tr>
<tr>
<td>1994</td>
<td>Mr P Modakewau</td>
</tr>
<tr>
<td>1995</td>
<td>Mr P Modakewau</td>
</tr>
<tr>
<td>1996</td>
<td>Mr P Modakewau</td>
</tr>
<tr>
<td>1997</td>
<td>Mr P Modakewau</td>
</tr>
<tr>
<td>1998</td>
<td>Mr M Tapo</td>
</tr>
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</table>
APPENDIX 6.3

Secretary for Education, 1946 to Present
<table>
<thead>
<tr>
<th>NAME</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr W Groves</td>
<td>1946-1958</td>
</tr>
<tr>
<td>Mr G Roscoe</td>
<td>1959-1962</td>
</tr>
<tr>
<td>Mr L W Johnson</td>
<td>1962-1966</td>
</tr>
<tr>
<td>Dr K R McKinnon</td>
<td>1967-1973</td>
</tr>
<tr>
<td>* Dr Alkan Tololo</td>
<td>1973-1979</td>
</tr>
<tr>
<td>* Mr Paul B Songo</td>
<td>1980-1982</td>
</tr>
<tr>
<td>* Mr S G Roakeina</td>
<td>1982-1987</td>
</tr>
<tr>
<td>* Mr Jerry E Tetaga</td>
<td>1987-1997</td>
</tr>
<tr>
<td>* Mr Peter M Baki</td>
<td>1997 - present</td>
</tr>
</tbody>
</table>

* National officer
APPENDIX 6.4

Minister for Education, 1972 to 1998
### APPENDIX 6.4
MINISTER FOR EDUCATION, 1972 TO 1998

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

* Sir Barry is the only expatriate Minister for Education and he is a PNG citizen, earlier a patrol officer.
APPENDIX 6.5

UPNG Professor of Education, 1967 to 1996
APPENDIX 6.5
UPNG PROFESSOR OF EDUCATION, 1967 TO 1996

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

* Chairman of Department and acting appointment until death
APPENDIX 6.6

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

<table>
<thead>
<tr>
<th>Fellowships</th>
<th>47.75 man-years</th>
</tr>
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<tbody>
<tr>
<td>Number of Fellows</td>
<td>41 (23 Male; 8 Female)</td>
</tr>
<tr>
<td>Average Duration of Fellowship</td>
<td>1.16 years</td>
</tr>
<tr>
<td>Average Age</td>
<td>20</td>
</tr>
<tr>
<td>Qualifications</td>
<td>Degree (26); Diploma (11); Certificate (4)</td>
</tr>
<tr>
<td>Average Experience</td>
<td>2.9 years</td>
</tr>
<tr>
<td>Pre-Recruitment Status</td>
<td>Students (21); Teachers (15); Other (5)</td>
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</table>

Initial In-Country Training Location

<table>
<thead>
<tr>
<th>BAL</th>
<th>DAU</th>
<th>GAI</th>
<th>HTC</th>
<th>SBE</th>
<th>SPA</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>10</td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
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</table>

Overseas Training Location

Canberra College of Advanced Education (37.5%)

Current Status of Fellows

Lecturers (8); Training (27); Resigned (6)

PRONG 2 FELLOWS:-- serving lecturers on short courses

<table>
<thead>
<tr>
<th>Fellowships</th>
<th>5.50 man-years</th>
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<tbody>
<tr>
<td>Number of Fellows</td>
<td>24 (20 Male; 4 Female)</td>
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<tr>
<td>Average Duration of Fellowship</td>
<td>0.24 years (12 weeks)</td>
</tr>
<tr>
<td>Average Age</td>
<td>40</td>
</tr>
<tr>
<td>Qualifications</td>
<td>Degree (5); Diploma (16); Certificate (3)</td>
</tr>
<tr>
<td>Average Experience</td>
<td>14.1 years</td>
</tr>
<tr>
<td>Pre-Fellowship Status</td>
<td>D/Principals (4); S/Lecturers (7); Lecturers (13)</td>
</tr>
</tbody>
</table>

Pre- Fellowship Location

<table>
<thead>
<tr>
<th>BAL</th>
<th>DAU</th>
<th>GAI</th>
<th>HTC</th>
<th>KAB</th>
<th>MAD</th>
<th>STB</th>
<th>STP</th>
<th>POM</th>
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<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Training Location

Australia New Zealand Fiji Malaysia PNG

15 3 1 4 1

Current Status of Fellows

Staff (18); Training(5); On Leave (1)

PRONG 3 FELLOWS:-- serving lecturers on upgrading courses

<table>
<thead>
<tr>
<th>Fellowships</th>
<th>35.25 man-years</th>
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<tr>
<td>Number of Fellows</td>
<td>24 (20 Male; 4 Female)</td>
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<tr>
<td>Average Duration of Fellowship</td>
<td>1.5 years</td>
</tr>
<tr>
<td>Average Age</td>
<td>36</td>
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<tr>
<td>Qualifications</td>
<td>Degree(7); Diploma(17)</td>
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<td>Average Experience</td>
<td>11.42 years</td>
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<tr>
<td>Pre-Fellowship Status</td>
<td>Principals (2); DP and SL (9); Lecturers(13)</td>
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</table>

Pre- Fellowship Location

<table>
<thead>
<tr>
<th>BAL</th>
<th>DAU</th>
<th>GAI</th>
<th>HTC</th>
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<th>MAD</th>
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<th>STP</th>
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<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Training Location

Auckland J. Cook Leeds Sydney UPNG BAL

1 2 1 1 18 1

Current Status of Fellows

Staff (15); Training(3); On Leave (2); Resigned (4)

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

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

APPENDIX 6.7

College National Staff Academic Qualifications 1996
### APPENDIX 6.7

**COLLEGE NATIONAL STAFF ACADEMIC QUALIFICATIONS 1996**

The data in the table below is (a) listed qualifications on file and (b) current employment information.

<table>
<thead>
<tr>
<th>College</th>
<th>Subject(s)</th>
<th>College Status</th>
<th>Level</th>
<th>Secondary School Attainment</th>
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<tbody>
<tr>
<td>Ba Bulah</td>
<td>02 Teaching English Methods</td>
<td>Te (Temporary)</td>
<td>05 E05</td>
<td>09 Form Three</td>
</tr>
<tr>
<td>Da Dauli</td>
<td>03 Language Studies</td>
<td>As (Associate)</td>
<td>06 E06</td>
<td>09 Intermediate</td>
</tr>
<tr>
<td>Ga Golum</td>
<td>04 Mathematics</td>
<td>In (Inductee)</td>
<td>07 E07</td>
<td>10 Form Four</td>
</tr>
<tr>
<td>Ho Holy Trinity</td>
<td>05 Science</td>
<td>Le (Lecturer)</td>
<td>08 E08</td>
<td>10 Grade 10</td>
</tr>
<tr>
<td>Ka Kabebo</td>
<td>06 Social Science</td>
<td>SC (Subject Co-ordinator)</td>
<td>09 E09</td>
<td>12 Grade 12</td>
</tr>
<tr>
<td>Ma Madang</td>
<td>08 Professional Studies</td>
<td>SL (Senior Lecturer)</td>
<td>10 E10</td>
<td>Ma Matriculation</td>
</tr>
<tr>
<td>SB St Benedict's</td>
<td>09 Health</td>
<td>HS (Head of Strand)</td>
<td>11 E11</td>
<td></td>
</tr>
<tr>
<td>So Souma</td>
<td>10 Physical Education</td>
<td>DF (Deputy Principal)</td>
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<td></td>
</tr>
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</table>

#### Key:
- 11 Practicum
- 12 Expansive Arts
- 14 Inservice
- 15 Home Economics
- 16 Vocational Centre Methods
- 17 Library Studies
- 18 Agriculture
- 23 Spiritual & Moral Education
- 33 Community Development
- 39 Special Education

### 10/03/97

<table>
<thead>
<tr>
<th>NAME</th>
<th>QUALIFICATION</th>
<th>CERTIFICATE</th>
<th>TRANSCRIPT</th>
<th>CERTIFICATE</th>
<th>TRANSCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMAN Clement</td>
<td>Comm School Teacher's Cert (1980)</td>
<td>✓</td>
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<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td>Benjamin</td>
<td>Bachelor of Educ (In-service) (1993)</td>
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<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMBRO John</td>
<td>Comm School Teacher's Cert (1979)</td>
<td>✓</td>
<td>Not applicable</td>
<td>Not applicable</td>
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</tr>
<tr>
<td>ANDA Philip</td>
<td>Dip in Lib &amp; Inform Studies (1990)</td>
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<td>✓</td>
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<td></td>
</tr>
<tr>
<td>Ho/17/SC/06/XX</td>
<td>Bachelor of Education</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>ARIZI Danuilla</td>
<td>Comm School Teachers' Cert</td>
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<td>Not applicable</td>
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APPENDIX 6.8

Teachers College Student/Staff Statistics June 1993
### APPENDIX 6.8

**TEACHERS' COLLEGE STAFF/STUDENT STATISTICS JUNE 1993**

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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 in-country 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)
APPENDIX 7.1

Ministerial Statement 2277 Curricula for Educational Institutions of Papua New Guinea Schedule F Teacher Education
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

<table>
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<th>Suggested Time Allocations</th>
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<tr>
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<td>Community Service</td>
<td>5</td>
</tr>
<tr>
<td>Christian Religious Education</td>
<td>1</td>
</tr>
</tbody>
</table>

F. Options

30 per week
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. College Staff Generally

(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. **Deputy Principals and Principals**

(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
APPENDIX 7.2

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Expert Information</th>
</tr>
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<tbody>
<tr>
<td>Agriculture</td>
<td>Mr Allan Sutherland, Armidale CCAE, NSW. Author of widely used text in PNG and the Pacific, &quot;Introduction to Tropical Agriculture&quot;, Angus &amp; Robertson.</td>
</tr>
<tr>
<td>Social Science</td>
<td>Dr Roger Hunter (ex Superintendent Curriculum PNG) a lecturer from Mount Gravatt CCAC, Queensland.</td>
</tr>
<tr>
<td>Health</td>
<td>Dr John B Madden (ex Principal PMTC and GTC) a senior lecturer from Mount Gravatt CCAE, Queensland.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Dr Clarrie Burke (ex Primary School Headteacher and Senior Inservice Officer, PNG) a lecturer from Kelvin Grove CCAE, Queensland.</td>
</tr>
<tr>
<td>Art and Craft</td>
<td>Dr Jim Farrell (ex Principal PMTC and Superintendent Curriculum PNG) a lecturer from Mount Gravatt CCAE.</td>
</tr>
<tr>
<td>Music and Dance</td>
<td>Dr Fred Ebbeck (ex Principal PMTC) a Music Specialist for Ministry of Education, South Australia.</td>
</tr>
<tr>
<td>Library Skills</td>
<td>Miss Helen Thompson (ex Senior Education Library Advisor PNG) a senior librarian from State Library NSW, Sydney.</td>
</tr>
</tbody>
</table>
APPENDIX 7.3

(a) *National Objectives for Teachers' College Courses Part I 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
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.

2. 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

2. Identify and list teaching skills observed in demonstration lessons.
APPENDIX 7.3b
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.
2. To develop proper professional competence in the knowledge, understanding and skills essential to teaching and to helping children to learn effectively and efficiently.


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, body 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 Piaget 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, Piaget's theory of cognitive development, Kohlberg'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%.


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 an 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. In 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:

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/OBJECTIVES:
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:
Continuous Assessment 70% - (Project 30%, Report 20%, C/Exercise 10%, Foster 10%) Examination 30%. Total = 100%.

TEXT:

STUDENT REFERENCES:
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<th>CONTENT</th>
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<td>1</td>
<td>Introduction Community Health</td>
<td>.What is C/ Health?</td>
<td>Task No. 1 Project 30% Due wk. 6</td>
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<td>.The Importance of C/Health</td>
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<td>.Cultural and Environmental influence on C/ Health</td>
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<td>Community Health</td>
<td>.Important factors in planning a school, home, village, and town etc.</td>
<td>Task No. 2 Report 20% Due wk. 4</td>
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<td>.Community Health Survey</td>
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<td>3</td>
<td>Community Health</td>
<td>.Customs -helpful etc.</td>
<td>Task No. 3 C/Exercise H/Rules 10% Due wk. 4/5</td>
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<td>.Changes to PNG life</td>
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<td>4</td>
<td>Desirable Health Practices/Habits</td>
<td>.Importance of I.H.F/H.</td>
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<td>.Create an environment at school, home, village and in town that support the development of desirable healthy habits</td>
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<td>Safety</td>
<td>.Importance of Safety Rules</td>
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<td>.Fire, Road, Swimming and Playing Rules</td>
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<td>.Guest Speaker-Lee Fire Service</td>
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<td>6</td>
<td>Food and Nutrition</td>
<td>.Importance of good food and nutrition</td>
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<td>.Difference between malnourished and well nourished</td>
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<td>.Causes of malnutrition in PNG</td>
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<td>Food and Nutrition</td>
<td>.Three food groups</td>
<td>Task No. 4 Poster 10% Due wk. 8</td>
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<td>.Cultural Difference</td>
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<td>.Quality of food - strong teeth, different age groups ie. newly born babies</td>
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<td>Food and Nutrition</td>
<td>.Garden food</td>
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<td>.A good balance diet</td>
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<td>.Food budget</td>
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APPENDIX 7.4

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, 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.
APPENDIX 7.5

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.:

(i) 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)

(iv) 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
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.

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.

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.

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.

Methods of teaching the community school subjects will be separated from the teaching of contents, however, wherever possible some integration will be encouraged.

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.

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.
APPENDIX 7.6

Queensland University of Technology (QUT) Planning - APC 1990
### APPENDIX 7.6: QUEENSLAND UNIVERSITY OF TECHNOLOGY (QUT) PLANNING DIAGRAM APC 1990

<table>
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<tr>
<th>ENGLISH LANGUAGE</th>
<th>CURRICULUM DEVELOPMENT &amp; PEDAGOGICAL SKILLS</th>
<th>SUBJECT SPECIALISATION (SCIENCE/MATHS, EDUC. STUDIES)</th>
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APPENDIX 7.7

National Teacher Education Board (NTEBS): Programme Issues on Agenda
## APPENDIX 7.7
### NATIONAL TEACHER EDUCATION BOARD OF STUDIES' (NTEBS): PROGRAMME ISSUES ON AGENDA

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<tr>
<th>Date</th>
<th>Policy</th>
<th>Issues</th>
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<td>10.11.1987</td>
<td>Accepted the National Objectives booklets, (as syllabus) for the two-year certificate programme in colleges</td>
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<td>29.8.1988</td>
<td>Curriculum matters (courses in the programme) deleted from the Teacher Education Committee (TEC) functions henceforth</td>
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<td>A Report to NTEBS on development of the three-year programme</td>
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<td>Content Guidelines for a three-year programme to be developed for college staff: core and options</td>
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<td>Accepted the ATE/NEB booklet as basic structure: Towards a New Three Year Curriculum for Community School Teacher Training</td>
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<td>26.2.1992</td>
<td>Approved National Content Guidelines for each or the courses - Library Studies, Social Science, Science, Health, Agriculture, Community Development</td>
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<td>10.6.1992</td>
<td>Endorsed Vocational Centre (Trades) one-year certificate programme at PMIC</td>
<td>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.</td>
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<td>4.12.1992</td>
<td>Endorsed National Content Guidelines for each of the courses - Language Studies, Teaching English Methods</td>
<td>Concern expressed that existing system (in colleges without basic skills English external examinations) retains quality and is not overloaded</td>
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<td>Endorsed National Content Guidelines for each of the courses - Professional Studies, Spiritual and Moral Education</td>
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APPENDIX 7.8

Teacher Education Funding Projections as at 1993
### APPENDIX 7.8

#### TEACHER EDUCATION FUNDING PROJECTIONS AS AT 1993

**TEACHER EDUCATION I**

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#### UNIT EXPENDITURE PER STUDENT

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### PROJECTED VARIABLE COST PER STUDENT BY YEAR

| YEAR | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q |
|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1993 | 1,451 | 50.2 | 65.0 | 11 | 20 | 0.0% | 1 | 30 | 0.0% | 920 | 1,556 | 0.0% | 186 | 315 | 0.0% | 338 | 572 | 0.0% |
| 1994 | 1,694 | 50.2 | 65.0 | 11 | 20 | 0.0% | 1 | 30 | 0.0% | 920 | 1,568 | 0.0% | 186 | 317 | 0.0% | 338 | 576 | 0.0% |
| 1995 | 1,761 | 50.2 | 65.0 | 11 | 20 | 0.0% | 1 | 30 | 0.0% | 920 | 1,565 | 0.0% | 186 | 317 | 0.0% | 338 | 579 | 0.0% |
| 1996 | 1,817 | 50.2 | 65.0 | 11 | 20 | 0.0% | 1 | 30 | 0.0% | 920 | 1,672 | 0.0% | 186 | 339 | 0.0% | 338 | 614 | 0.0% |
| 1997 | 1,885 | 50.2 | 65.0 | 11 | 20 | 0.0% | 1 | 30 | 0.0% | 920 | 1,735 | 0.0% | 186 | 351 | 0.0% | 338 | 637 | 0.0% |
| 1998 | 1,944 | 50.2 | 65.0 | 11 | 20 | 0.0% | 1 | 30 | 0.0% | 920 | 1,792 | 0.0% | 186 | 363 | 0.0% | 338 | 658 | 0.0% |
| 1999 | 1,994 | 50.2 | 65.0 | 11 | 20 | 0.0% | 1 | 30 | 0.0% | 920 | 1,792 | 0.0% | 186 | 363 | 0.0% | 338 | 658 | 0.0% |
| 2000 | 2,000 | 50.2 | 65.0 | 11 | 20 | 0.0% | 1 | 30 | 0.0% | 920 | 1,792 | 0.0% | 186 | 363 | 0.0% | 338 | 658 | 0.0% |
| 2001 | 1,994 | 50.2 | 65.0 | 11 | 20 | 0.0% | 1 | 30 | 0.0% | 920 | 1,792 | 0.0% | 186 | 363 | 0.0% | 338 | 658 | 0.0% |
| 2002 | 1,994 | 50.2 | 65.0 | 11 | 20 | 0.0% | 1 | 30 | 0.0% | 920 | 1,792 | 0.0% | 186 | 363 | 0.0% | 338 | 658 | 0.0% |
| 2003 | 1,994 | 50.2 | 65.0 | 11 | 20 | 0.0% | 1 | 30 | 0.0% | 920 | 1,792 | 0.0% | 186 | 363 | 0.0% | 338 | 658 | 0.0% |
| 2004 | 1,994 | 50.2 | 65.0 | 11 | 20 | 0.0% | 1 | 30 | 0.0% | 920 | 1,792 | 0.0% | 186 | 363 | 0.0% | 338 | 658 | 0.0% |
| 2005 | 1,994 | 50.2 | 65.0 | 11 | 20 | 0.0% | 1 | 30 | 0.0% | 920 | 1,792 | 0.0% | 186 | 363 | 0.0% | 338 | 658 | 0.0% |
| 2006 | 1,994 | 50.2 | 65.0 | 11 | 20 | 0.0% | 1 | 30 | 0.0% | 920 | 1,792 | 0.0% | 186 | 363 | 0.0% | 338 | 658 | 0.0% |
| 2007 | 1,994 | 50.2 | 65.0 | 11 | 20 | 0.0% | 1 | 30 | 0.0% | 920 | 1,792 | 0.0% | 186 | 363 | 0.0% | 338 | 658 | 0.0% |
| 2008 | 1,994 | 50.2 | 65.0 | 11 | 20 | 0.0% | 1 | 30 | 0.0% | 920 | 1,792 | 0.0% | 186 | 363 | 0.0% | 338 | 658 | 0.0% |
| 2009 | 1,994 | 50.2 | 65.0 | 11 | 20 | 0.0% | 1 | 30 | 0.0% | 920 | 1,792 | 0.0% | 186 | 363 | 0.0% | 338 | 658 | 0.0% |
| 2010 | 1,994 | 50.2 | 65.0 | 11 | 20 | 0.0% | 1 | 30 | 0.0% | 920 | 1,792 | 0.0% | 186 | 363 | 0.0% | 338 | 658 | 0.0% |

### MATERIALS

- **MATERIAL**
- **SUPPLIES**
- **LIBRARY BOOKS**
- **NATIONALS**

### ENROLMENT

- **PER STUDENT**
- **TOTAL**
- **GROWTH**

### MATERIALS

- **PER STUDENT**
- **TOTAL**
- **GROWTH**

### BOARDING

- **PER STUDENT**
- **TOTAL**
- **GROWTH**

### STUDENT TRAVEL

- **PER STUDENT**
- **TOTAL**
- **GROWTH**

### NATIVE

- **PER STUD.**
- **TOTAL**
- **GROWTH**

---

**THE COST EXCLUDES:** Ancillary, practice, teaching, and recruitment grants.

**1993 STUDENT RELATED COSTS DERIVED FROM TEACHER EDUCATION AND CHN BUDGET ALLOCATION.

**ALL UNITS COSTS ARE AT 1993 PRICES.
APPENDIX 7.9

(a) Assistant Secretary for SD&TD Memo to Secretary for Education

(b) Secretary's Circular No 10/91
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 responsibilities that the Curriculum / Inspections section of the SDTD has been carrying 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 examinations, provision of materials and recommendations regarding text books to be used.

2. Now that the curriculum development responsibility 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 (i.e. advisory and inspectorial roles) has diminished
   * there is a general perception that all the curriculum responsibilities now rest with ATE

4. In view of the factors listed above, it is suggested that:
   * the roles and responsibilities 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 comparability 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.
APPENDIX 7.9 (b)
SECRETARY'S CIRCULAR NO 10/91

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 legislation 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
APPENDIX 7.10

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

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:

i) Curricula, in syllabus form or better in annotated form, related to: background theoretical learnings, such as from education psychology; learnings related to methodologies and teaching skills; learnings related to practicum and practice teaching.

ii) "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.

iii) 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

21 February 1991
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 last week of April 1991, if at all possible.

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

Leonardo de la Cruz
Head, ACEID
APPENDIX 7.11

Education Planning and Implementation: Secretary Mid-1993
APPENDIX 7.11
EDUCATION PLANNING AND IMPLEMENTATION: SECRETARY MID-1993

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
APPENDIX 8.1

Project I Part (A) Sample of Data Collated During 1991
APPENDIX 8.1

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

6. Hence
A. Yes a Yes b. No c. No a College
B. Yes i 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) 1 No by the end of the year.
F. 1 not planned 11 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 assessment
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.
   - Confident of own competence and ideas but not sure college
     is yet trusting him, or perhaps concerned enough for the subject
     area,

F. linking - "sorting out e.g if you do muscles in science I will
   not do them in Physical Education."
   - 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
   - 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 ii. 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.
APPENDIX 8.2

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).
APPENDIX 8.3

Phase II Sample of Staff Inspection Reports for the Years 1991, 1992 and 1993
Used for Data Collection at End of 1993
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.E.J. (Tertiary). 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 you 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. You 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 accessible 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. **Students:** 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. **Staff:** 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. **Community:** 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.

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**ASSIGNED DUTIES IN THE COLLEGE**

<table>
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<th>Teaching Load</th>
<th>Year</th>
<th>No. Students</th>
<th>No. Periods</th>
<th>Subject</th>
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<td>21</td>
<td>2</td>
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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)**
5. **STUDENT TUTORIAL TIMES**
6. **CO-ORDINATING STRAND 2, YEAR 1**
7. **PLAY GROUP SEMESTER 1**

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**REPORT WRITER(S)**

<table>
<thead>
<tr>
<th>M. SMITH</th>
<th>J. N'DJARAS</th>
</tr>
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<td>INSPECTOR</td>
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**FOR HEADQUARTER USE**

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Gov. Print—A1231/8 000 — 581
INTRODUCTION

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 EO5. 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.

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 materials and demonstrate ability to provide remedial work for individual students.

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.

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, Kabeleo 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

<table>
<thead>
<tr>
<th>Teaching Load Year</th>
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<th>No. Periods</th>
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<td>1ST YEARS</td>
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<td>ASSESSMENT COMMITTEE (SENIOR LECTURER)</td>
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<td>3 x 3 = 9</td>
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<td>1991</td>
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<tr>
<td>1ST YEARS</td>
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<tr>
<td>2ND YEARS</td>
<td>2 x 2 = 4</td>
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</table>

* DEAN OF STUDENTS
* TUTOR
* PRACTICE TEACHING SUPERVISION

REPORT WRITER(S) | DESIGNATION | FOR HEADQUARTER USE
--- | --- | ---
MISS P QUARTERMAINE | SUPERINTENDENT CLR./INSPECTIONS | |
SR T MCNAMARA | PRINCIPAL | |

REPORT SIGHTED BY: | SIGNATURE | DATE |
TEACHER REPORTED ON: | | |
PRINCIPAL OF COLLEGE: | SUPERINTENDENT: | |

Govt. Print—A1254/8 800—5.81.
INTRODUCTION

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 E03.

In 1991 you completed a one year associateship as a teachers' colleges lecturer in Agriculture and this is a report on your work as an acting lecturer E04.

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 group. 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 within 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 cuttings 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

<table>
<thead>
<tr>
<th>Teaching Load Year</th>
<th>No. Students</th>
<th>No. Periods</th>
<th>Subject</th>
<th>Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>54</td>
<td>2/week</td>
<td>Agriculture/Weekly School Experience</td>
<td>College Representative for Demonstration School BOM</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>1/week</td>
<td>Weekly School Experience</td>
<td></td>
</tr>
</tbody>
</table>

Other curricular activities within the college
- Participated fully in the running of the college farm (both vegetable plots and livestock areas).
- Drives college trucks for college administration purposes.

REPORT WRITER(S) DESIGNATION FOR HEADQUARTER USE

<table>
<thead>
<tr>
<th>REPORT WRITER(S)</th>
<th>DESIGNATION</th>
<th>FOR HEADQUARTER USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>G MARIMAYAS</td>
<td>INSPECTOR</td>
<td></td>
</tr>
<tr>
<td>P QUARTERMAINE</td>
<td>PRINCIPAL</td>
<td>SUPERINTENDENT ......</td>
</tr>
</tbody>
</table>

REPORT SIGHTED BY: SIGNATURE DATE

TEACHER REPORTED ON: PRINCIPAL OF COLLEGE: SUPERINTENDENT ...

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APPENDIX 8.4

Project III Sample of Lecturer Experience and Opinion of the PNG Diploma in Teaching (Primary) Programme Responses at the End of 1993
SURVEY OF LECTURER EXPERIENCE AND OPINION AT THE CONCLUSION OF THE

1. Where were you 1990 MADANG Position SOCIAL SCI. E0.4
* 1991 MADANG Position SOCIAL SCI. E0.4
* 1992 MADANG Position SOCIAL SCI. E0.5
* 1993 MADANG Position SOCIAL SCI/COM. DEV. E0.5

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) Comm. Workshop Strand Workshop April 1991 PMIS College
(iii) Guidelines through College insert here at MADANG.

3. 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 Science Course. Part of it is based on original submission but followed from and re-written since the Sept. 1990 Workshop.

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

Some new ideas but this space is not enough for details.
(E.g.) (i) Need an addition as Social Science Elective in
Methods Teaching. I've actually written one.
(ii) Changes in some of the content. Add extra leaving the main ideas.
(iii) How to incorporate an elective on the the

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

Very successful in our course about 'Contemporary Issues and Problems' which I've designed to gain this student-centred approach.

Can you give example(s) of learning strategies you have used to

(i) Lots of reading from Coherent Texts with questions which have to be done nearly every week for the semester.

(ii) Lecture period discussion of issues.

(If you like, give me a call and I'll send you a copy by mail. Ring for Pilar and leave a message on our Switch Board if I am 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?

[ ] No

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 drawn me in too.

Have you linked/integrated/team taught/used themes/reached out?

[ ] I think - generally yes. The college have the emphasis on integration among different subjects/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.

(i) A lot more initiative and confidence during practice teaching.

(ii) Did a lot of things in the courses without being told (e.g.)

Extra work, research, rather than 'Chalk and Talk' taking own notes

(iii) Towards the 3rd, I find it easy to give work or instructions. They see the value and contribute more themselves. More mature.

10. Do you own a set of National Content Guideline booklets? [ ] Yes/No

[ ] Yes, All of the ones I received from the Sorvusz H.G.


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I think the spaces here in some of the questions are not enough especially Question No. 5, 6, 2nd part of 8, and 9. I'm not sure if you will get a good picture from this paper as I can't really tell much.

1. Where were you 1990 [Name]? Position [Title]
   
   * 1991 [Name] Position [Title]
   * 1992 [Name] Position [Title]
   * 1993 [Name] Position [Title]

2. Where were you involved in developing a college three year diploma in 1990 interpreting the ATE guidelines. If so, how?

   Was involved in developing 3 year diploma in 1990. Extracting ideas for testing program.

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

   I was able to teach what I planned. 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 teaching. It was based on original submission.

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

   I plan to integrate basic elements of the courses in my strand. Thinking skills to be infused into instruction.
   
   Replan the taught courses include basic ideas that can transfer to other courses and situations.

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?

   1. Concept formation
   2. Inductive learning
   3. Analytic learning
   4. Involvement learning
   5. Concept attainment
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?

   Definitely Yes. TERP - Unit 1, Part 1 and Part 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 through discussion, sharing and participation in activities.

   Have you linked/integrated/team taught/used themes/reached out?
   Attempted to include thinking skills into instruction, material and other strand courses.

9. In what way has this graduating group reached your objectives in terms of a "new kind of teacher".

   x Reflective teacher
   x Integrated teacher
   x Enthusiast
   x Facilitator
   (B) kept these ideas throughout the 3 years.

10. Do you own a set of National Content Guideline booklets? Yes/No

   (OPTIONAL) NAME: L. DAMRE
   DATE: 3/12/93

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1. Where were you 1990 Kaindi Position E07  
   * 1991 Kabaleo Position E07  
   * 1992 Kabaleo Position E09  
   * 1993 Kabaleo Position E09

2. Were 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?
   Critical evaluation, 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. McLaughlin 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" we have had to change.

Have you linked/integrated/team taught/used themes/reached out?

Yes: Critical thinking and evaluative processes are now being used 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, innovative 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]

(OPTIONAL) NAME: Sr. M. Malacede DATE: ____________________________

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1. Where were you 1990 Holy Trinity TC Position 09-843-801
   * 1991 PDMC Position 09-900-708 plus 09-900-50
   * 1992 Dauli TTC Position 06-844-801
   * 1993 Dauli TTC Position 06-844-801

2. Where you involved in developing a college three year diploma in 1990 interpreting the ATE guidelines. If so, how?

3. Have you been able to teach what you planned for each of the three years? If not, why not?
   Taught the three year course which was jointly prepared by all the Dauli STAFF.

4. Did you design the course(s) you are currently teaching? Is it based on this college's original submission?
   The college had designed under the supervision of Mr. John Whalley.

5. What new ideas do you have for your course(s) in 1994?
   Community development course should be taught and in some aspects of it sound survival skills such as cooking, carpentry, mechanics etc. should be taught.

6. How successful do you think you have been at getting your students - to think more deeply? Very much
   - to think for themselves? Totally

Can you give example(s) of learning strategies you have used to gain this student-centred approach?

- Based my lecturing on the "Interaction Model of Teaching" which inherently enabled for student-centred learning approaches.
- Introduced a topic and allowed it to students to fully understand, do research, collect data and write up using "concept mapping" 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?

Teacher Education Research Project: Unit 1
"Problems of Beginning Teachers:"
- Lack of materials & Equipments, Quality of Instructional Assistant.

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 individual personnel and the group one has been exposed to would either gain the minimum/maximum professional benefits.

Have you linked/integrated/team taught/used themes/reached out?

Not very much - teaching but rather discussed about correlation in subject lectures regarding micro teaching for the students.

9. In what way has this graduating group reached your objectives in terms of a "new kind of teacher".

Objectives were set for different areas of the course taken to enable each Diploma for School to broaden his/her knowledge skills and professional attitudes.

From their performance in the teaching and professional attitudes shown there is high proportion of maturity and confidence.

10. Do you own a set of National Content Guideline Booklets? Yes/No

We are starting to complete a National无缘书

(OPTIONAL) NAME: D. Knight DATE: 26/11/93

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SURVEY OF LECTURER EXPERIENCE AND OPINION AT THE CONCLUSION OF THE

1. Where were you 1990 St. Benedict Position Lecturer
   * 1992 St. Benedict Position Lecturer
   * 1993 St. Benedict Position Lecturer

2. Where you involved in developing a college three year diploma in 1990 interpreting the ATE guidelines. If so, how?

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

   Yes. I have taught only from Year 1990 and three Social Sciences courses, 1992/1993.

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

   Yes! As well as some of them were re-structured by me in 1992/1993.

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

   Some units in the Year One Course to be reviewed for 1994.

   5SS262, 5SS263, 5SS268.

6. How successful do you think you have been at getting your students - to think more deeply? Fair

   - to think for themselves? Fair

   Can you give example(s) of learning strategies you have used to gain this student-centred approach?

   Gave them a selected topic and the students worked at their own interest.

   E.g. Provincial Studies - own Provincial of the student.
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?

Yes, a lot from work mates.

Have you linked/integrated/team taught/used themes/reached out?

Education Studies with Social Sciences
Testing / Timetableting etc. using 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 to think and evaluate their own teaching critically at all times so that weaknesses could be worked at after each task. Self evaluative!!

10. Do you own a set of National Content Guideline booklets? Yes/No

(OPTIONAL) NAME: Jive Khams DATE: 30th November 1993

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1. Where were you 1990 **HTC** Position **AEC7**
   * 1991 **HTC** Position **AEC7**
   * 1992 **HTC** Position **AEC7**
   * 1993 **HTC** 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. Auto 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 Australia.

4. Did you design the course(s) you are currently teaching? Is it based on this college's original submission?
   Yes to both questions.

5. What new ideas do you have for your course(s) in 1994?
   I have resigned so that my associate may be able to take on the position of Ex. Auto lecturer in 1994.

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 available in school, e.g. using bush materials as columns or pieces of found objects, etc.
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?

Yes, some excerpts.

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 shared ideas on common topics in various subject areas.

Have you linked/integrated/team taught/used themes/reached out?

I have been teaching the Topic Method for some years, so was glad to see it being implemented in other subject areas.

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

I think this graduating group has reached the "new kind of teacher" objectives in that they are more aware of children as individuals and are prepared to teach them as such instead of lumping all together as a class to be taught.

10. Do you own a set of National Content Guideline booklets? Yes/No

(Optional) NAME: [Signature]  DATE: 7-13-93

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APPENDIX 8.5

Issues Around Which 1994 Programme Planning Clustered
### ISSUES AROUND WHICH 1994 PROGRAMME PLANNING CLUSTERED

#### STRUCTURE OF THE PROGRAMME

<table>
<thead>
<tr>
<th>College</th>
<th>Curriculum Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaindi</td>
<td>• Integrate part of the Expressive Arts course</td>
</tr>
<tr>
<td></td>
<td>• Modify Practice Teaching for Subject Methods needs</td>
</tr>
<tr>
<td></td>
<td>• Integrate a Whole Language course for Language studies</td>
</tr>
<tr>
<td></td>
<td>• Introduce an additional unit called Grammar</td>
</tr>
<tr>
<td></td>
<td>• Extension studies units for Community Development</td>
</tr>
<tr>
<td>Dauli</td>
<td>• Include teacher survival skills in a Community Development unit</td>
</tr>
<tr>
<td>Gaulim</td>
<td>• Introduce a new Social Science unit called Women in Development</td>
</tr>
<tr>
<td></td>
<td>• Course writing skills</td>
</tr>
<tr>
<td></td>
<td>• Introduce a Language Studies course in Semester One to replace remedial Basic Skills</td>
</tr>
<tr>
<td></td>
<td>• Rearrange, add more practicum and introduce assessing of attitudes</td>
</tr>
<tr>
<td></td>
<td>• Replan ‘thinking’ course to infuse other courses</td>
</tr>
<tr>
<td></td>
<td>• Request double period each term for Agriculture</td>
</tr>
<tr>
<td>Kabaleo</td>
<td>• Increase Library Studies for third year students</td>
</tr>
<tr>
<td>Madang</td>
<td>• Increase Science time for third year students</td>
</tr>
<tr>
<td></td>
<td>• Include school syllabus studies</td>
</tr>
<tr>
<td>Holy</td>
<td>• More community Sports</td>
</tr>
<tr>
<td>Trinity</td>
<td>• New units for Conflict Resolution</td>
</tr>
<tr>
<td>Vunakanau</td>
<td>• Reorganise integration in strand for Maths and Science</td>
</tr>
<tr>
<td></td>
<td>• Six new Library Studies units</td>
</tr>
<tr>
<td></td>
<td>• Integrate Christian Religious Education with Professional Studies strand</td>
</tr>
<tr>
<td></td>
<td>• Prioritise Teaching Skills units</td>
</tr>
</tbody>
</table>

#### TEACHING STRATEGIES

<table>
<thead>
<tr>
<th>College</th>
<th>Curriculum Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holy</td>
<td>• Introduce constructivist theory in teaching and learning, and in-service strand staff members in the approach</td>
</tr>
<tr>
<td></td>
<td>• Raise standards to National High School level (Grade 11-12)</td>
</tr>
<tr>
<td>Trinity</td>
<td>• Basic inquiry skills increased</td>
</tr>
<tr>
<td></td>
<td>• More student involvement</td>
</tr>
<tr>
<td></td>
<td>• Emphasise punctuality and attitudes to attendance</td>
</tr>
<tr>
<td></td>
<td>• Home-based practice teaching and follow-up</td>
</tr>
<tr>
<td>Vunakanau</td>
<td>• Concentrate on useful content, more helpful in school classroom teaching</td>
</tr>
<tr>
<td></td>
<td>• Reduce content and increase observation and experience</td>
</tr>
<tr>
<td></td>
<td>• Balance across courses in assessable task</td>
</tr>
<tr>
<td>Gaulim</td>
<td>• Home-based practice teaching as a strategy</td>
</tr>
<tr>
<td></td>
<td>• Include more independent learning in courses</td>
</tr>
<tr>
<td></td>
<td>• More research tasks that will be useful to new teachers after college</td>
</tr>
<tr>
<td>Kabaleo</td>
<td>• Re-organise assessable tasks for whole course</td>
</tr>
<tr>
<td></td>
<td>• Reduce content and focus on main ideas and principles</td>
</tr>
<tr>
<td></td>
<td>• More emphasis on community hygiene and sanitation and safe sex, alcohol and drug abuse information</td>
</tr>
<tr>
<td></td>
<td>• Modify assessable tasks</td>
</tr>
<tr>
<td>Madang</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
</tbody>
</table>
### OWN PROFESSIONAL TASKS

<table>
<thead>
<tr>
<th>College</th>
<th>Curriculum Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaindi</td>
<td>• Review two of own teaching units</td>
</tr>
<tr>
<td></td>
<td>• Total review</td>
</tr>
<tr>
<td></td>
<td>• Ongoing resourcing and upgrading</td>
</tr>
<tr>
<td></td>
<td>• Some refinement of course</td>
</tr>
<tr>
<td>Dauli</td>
<td>• Course evaluation and revision</td>
</tr>
<tr>
<td></td>
<td>• Improve own delivery strategies</td>
</tr>
<tr>
<td>Vunakanau</td>
<td>• Plan a more cohesive course</td>
</tr>
<tr>
<td>Kabaleo</td>
<td>• Rearrange my modules</td>
</tr>
<tr>
<td>Holy Trinity</td>
<td>• Develop - there are changing needs</td>
</tr>
<tr>
<td></td>
<td>• Evaluate the third year course</td>
</tr>
<tr>
<td>Madang</td>
<td>• Continue evaluation and improvement of courses</td>
</tr>
</tbody>
</table>

### TEACHING AND LEARNING MATERIALS

<table>
<thead>
<tr>
<th>College</th>
<th>Curriculum Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaindi</td>
<td>• Additional Professional Skills reading materials for students</td>
</tr>
<tr>
<td></td>
<td>• Preparing challenging research-based third year material</td>
</tr>
<tr>
<td></td>
<td>• Set more academic type tasks and reading</td>
</tr>
<tr>
<td></td>
<td>• Material for group and individual assignments</td>
</tr>
<tr>
<td>Dauli</td>
<td>• Design a student workbook and a lecturer’s manual</td>
</tr>
<tr>
<td>Gaulim</td>
<td>• More aids-making</td>
</tr>
<tr>
<td>Holy Trinity</td>
<td>• More copies of appropriate Health references</td>
</tr>
<tr>
<td></td>
<td>• More language teaching aids</td>
</tr>
<tr>
<td></td>
<td>• Enrichment reading as an activity</td>
</tr>
</tbody>
</table>

### NEW PRIMARY SCHOOL REFORMS

<table>
<thead>
<tr>
<th>College</th>
<th>Curriculum Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaindi</td>
<td>• A new unit for Science grades 7 and 8</td>
</tr>
<tr>
<td>Madang</td>
<td>• A new unit for Social Science Elective Grades 7 and 8</td>
</tr>
<tr>
<td>Kabaleo</td>
<td>• Selected students in third year for a Grade 7 and 8 Practice Teaching</td>
</tr>
<tr>
<td></td>
<td>• Include Grades 7 and 8 Syllabus Study for Language Studies</td>
</tr>
<tr>
<td></td>
<td>• Include Grades 7 and 8 Syllabus Study for Social Science</td>
</tr>
</tbody>
</table>
APPENDIX 8.6

(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

<table>
<thead>
<tr>
<th>College</th>
<th>Staff Perceptions of Gains</th>
<th>(N=52)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaindi</td>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>Dauli</td>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>Gaulim</td>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>Holy Trinity</td>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>Madang</td>
<td>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 &quot;conflict&quot;, &quot;argument&quot; and &quot;brainstorming&quot; among colleagues. (n=8)</td>
<td></td>
</tr>
<tr>
<td>Kabaleo</td>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>Vunakanau</td>
<td>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)</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 8.6 (b)

STAFF'S PERCEIVED GAINS FROM CURRICULA INTEGRATION

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Staff Perceptions of Integration</th>
<th>(N=52)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kulindi</td>
<td>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.</td>
<td>(n=10)</td>
</tr>
<tr>
<td>Dauli</td>
<td>Most respondents said they had some experience and that integration had been discussed with the demonstration school and in the college.</td>
<td>(n=4)</td>
</tr>
<tr>
<td>Gaulim</td>
<td>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.</td>
<td>(n=7)</td>
</tr>
<tr>
<td>Holy Trinity</td>
<td>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 meet with another college after a workshop.</td>
<td>(n=11)</td>
</tr>
<tr>
<td>Madang</td>
<td>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.</td>
<td>(n=8)</td>
</tr>
<tr>
<td>Kabaleo</td>
<td>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.</td>
<td>(n=6)</td>
</tr>
<tr>
<td>Vunakanau</td>
<td>One respondent stated that regular meetings would help with integration in a small college, as one person departments become isolated.</td>
<td>(n=6)</td>
</tr>
</tbody>
</table>
APPENDIX 8.7

Two Categories of Policy for the Implementation of the new Diploma from 1990/1991 to 1993
APPENDIX 8.7


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). The First 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 Benedict (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).

PAQ 2000
APPENDIX 8.8

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 flexibility in college time-tableing 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.

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,
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 offering 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

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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 in-service 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 trialed 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
A CAREER FOR THE FUTURE

Want to find out more about a particular college? Circle and send the tear off slip below to the Principal of the college that interests you.

Balob Teachers' College
D Box 2127, LAE
Gorobe Province

Pauli Teachers' College, PO Box 16,
ARI, Southern Highlands Province

Paulim Teachers' College
D Box 1343, RABAUL
East New Britain Province

Holy Trinity Teachers' College
D Box 274, MOUNT HAGEN
Eastern Highlands Province

Madang Teachers' College
D Box 218, MADANG
Madang Province

Kabaleo Teachers' College
D Box 138, KOKOPO
East New Britain Province

Paul's Teachers' College
D Box 1238, RABAUL
East New Britain Province

Benedict's Teachers' College
D Box 542, WEWAK
East Sepik Province

TEAR OFF SLIP

Dear Sir,
I am interested in teaching as a career and would like to know more about the Teachers' Certificate course offered by your College.

Please send information to me at the address written below.

Name ____________________________
Adress ____________________________

SIGN

ASS 4118
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).

<table>
<thead>
<tr>
<th>POLICY</th>
<th>ACTION/RESPONSES (Table 8.13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) able to recognize individual differences in children, and</td>
<td>Kaindi - Students are able to praise children for the right reasons</td>
</tr>
<tr>
<td>(b) 'prepared and skilful enough to adjust the learning environment to meeting individual needs' (Tetaga 1989)</td>
<td>Dauli - Students talk less and do more and lessons are more child-centred</td>
</tr>
<tr>
<td></td>
<td>Gaulim - Students are child-centred in their teaching and not controlled by time or system</td>
</tr>
<tr>
<td></td>
<td>Holy Trinity - Students are aware of children as individuals</td>
</tr>
<tr>
<td></td>
<td>Madang - Students respond to children and teaching individuals rather than worrying about pace of the lesson or syllabus</td>
</tr>
<tr>
<td>(c) able to develop spiritual values within school and community</td>
<td>Kabaizo - Students are more mature and can handle any situation in religious education lessons</td>
</tr>
<tr>
<td>(d) a self-reliant, independent professional</td>
<td>Kaindi - Students are able to reflect on and evaluate own teaching and to work on own weaknesses</td>
</tr>
<tr>
<td></td>
<td>Gaulim - Students are self analytical and willing to experiment</td>
</tr>
<tr>
<td></td>
<td>Madang - Students do things without being asked or told and see value in advice</td>
</tr>
<tr>
<td></td>
<td>Gaulim - Students are independent learners, evaluating their own teaching and able to assist peers</td>
</tr>
<tr>
<td></td>
<td>Vanakanua - Students can do practical research and organise own group</td>
</tr>
<tr>
<td></td>
<td>Students are not yet 'a new kind of teacher' as the college needs funds for community development</td>
</tr>
<tr>
<td>(e) 'interested in community in which he serves and committed to education for resource development' (Tetaga 1989)</td>
<td>Vanakanua - ... college needs funds and staff for community development ...</td>
</tr>
<tr>
<td>(f) able to bring a critical thinking approach to curriculum, and</td>
<td>Kaindi - Students are more mature and constructively critical</td>
</tr>
<tr>
<td>(g) to practice teaching</td>
<td>Gaulim - Students are reflective practitioners, facilitators, improvisers and able to integrate ideas</td>
</tr>
<tr>
<td></td>
<td>Madang - Students think critically and are conscious of the teaching and learning process: showed independence while on practice teaching</td>
</tr>
<tr>
<td></td>
<td>Holy Trinity - Students demonstrated in schools their ability to adapt to situations and changes</td>
</tr>
<tr>
<td></td>
<td>Dauli - Students are more skilful with classroom management</td>
</tr>
</tbody>
</table>

2.1.2 Purpose of New Programme (NEB/ATE 1990:1)

<table>
<thead>
<tr>
<th>POLICY</th>
<th>ACTION/RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Undertake more competently functions of community school</td>
<td>The current Community School was Grades 1-6</td>
</tr>
<tr>
<td></td>
<td>New reform Primary School was Grades 3-8 (in transition)</td>
</tr>
<tr>
<td>(b) Contributing to each child's integral human development (IHD) (Matane 1986)</td>
<td>On-going IHD philosophy implementation</td>
</tr>
<tr>
<td>(c) Providing environment to maximise teaching/learning</td>
<td>Kaindi - Students are creative and more open</td>
</tr>
<tr>
<td></td>
<td>Holy Trinity - Students plan ahead (Table 8.13)</td>
</tr>
<tr>
<td>(d) Providing increased school and community relationships</td>
<td>Already active 'community school' orientation on-going (0)</td>
</tr>
<tr>
<td>(e) Meaningful participation of child in own community (McNamara 1989)</td>
<td>Culturally encouraged in traditional villages or communities by families and school (0)</td>
</tr>
<tr>
<td>(f) Establishing, preserving and improving standards of education (Education Act 1984:14)</td>
<td>Kaindi - Students are more academic and less capable in the classroom</td>
</tr>
<tr>
<td></td>
<td>Dauli - Students are broadening view (their view of the 'outside'environment)</td>
</tr>
<tr>
<td></td>
<td>Gaulim - Students are more articulate and confident (Table 8.13)</td>
</tr>
</tbody>
</table>

Observation (0)
### 2.1.3 Guiding Principles (NEB/ATE 1990:1-2)

<table>
<thead>
<tr>
<th>POLICY</th>
<th>ACTION/RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Changes quantitative (from 2 years to 3 years) also focus on</td>
<td>Qualitative subject content: ?</td>
</tr>
<tr>
<td>qualitative improvements of subject content and range of teaching</td>
<td>Range of teaching practice and demonstration: Yes, on-going (0)</td>
</tr>
<tr>
<td>(practice and demonstration)</td>
<td></td>
</tr>
<tr>
<td>(b) Prepared to teach all subjects in community school, but some</td>
<td>All subjects in community school: Yes, on-going (0)</td>
</tr>
<tr>
<td>depth and specialisation</td>
<td>Depth and specialisation: ?</td>
</tr>
<tr>
<td>(c) Subject-matter to level of community school with confidence;</td>
<td>Subject matter community school level: Yes, on-going (0)</td>
</tr>
<tr>
<td>and matriculation aim of some courses</td>
<td>and matriculation aim of some courses: ?</td>
</tr>
<tr>
<td>(d) Some subject-matter to be studied throughout 3 years</td>
<td>Some subject matter throughout 3 years (0)---------------------------------</td>
</tr>
<tr>
<td>(e) Mathematics and English throughout 3 years with all staff, and</td>
<td>External examinations in Basic Skills Mathematics and English examinations ceased</td>
</tr>
<tr>
<td>students themselves assisting with their own improvement</td>
<td>with the introduction of the Diploma. Students still Grade 10 entrants and this</td>
</tr>
<tr>
<td></td>
<td>level previously needed intensive remedial work (0)</td>
</tr>
<tr>
<td>(f) Principles of subject integration</td>
<td>(For 1994, Table 8.10)</td>
</tr>
<tr>
<td></td>
<td>Kaindi - Integrate part of Expressive Arts courses</td>
</tr>
<tr>
<td></td>
<td>- Integrate ... for Language Studies</td>
</tr>
<tr>
<td></td>
<td>Vunakanau - Re-organize integration in strand for Maths and Science</td>
</tr>
<tr>
<td></td>
<td>Integrate Religious Education with Professional Studies Strand</td>
</tr>
<tr>
<td></td>
<td>Kaindi - Most respondents stated they had included integration</td>
</tr>
<tr>
<td></td>
<td>Gaulim - Four respondents had attempted integration but indicated it was</td>
</tr>
<tr>
<td></td>
<td>difficult to implement</td>
</tr>
<tr>
<td></td>
<td>Holy Trinity - Six mentioned integration in their strand working well</td>
</tr>
<tr>
<td></td>
<td>Madang - Three mentioned integration is difficult and the concept is not</td>
</tr>
<tr>
<td></td>
<td>understood by staff or students</td>
</tr>
<tr>
<td></td>
<td>Kableo - Two mentioned integration is within subject departments but not in</td>
</tr>
<tr>
<td></td>
<td>strands in their college</td>
</tr>
<tr>
<td></td>
<td>Vunakanau - One stated regular meetings would help integration in a small</td>
</tr>
<tr>
<td></td>
<td>college, as one person 'departments' became isolated</td>
</tr>
<tr>
<td>(g) Specialisation selected from core subjects also multi-grade</td>
<td>The education system integrated Special Education into the mainstream classes</td>
</tr>
<tr>
<td>teaching, special education (learning handicaps) or early</td>
<td>after a National Education Council (NEC) meeting in 1993</td>
</tr>
<tr>
<td>childhood methods</td>
<td></td>
</tr>
<tr>
<td>(h) Education as a social issue (philosophical) and means of</td>
<td>See Figure 1.2</td>
</tr>
<tr>
<td>stimulating student reflection</td>
<td></td>
</tr>
<tr>
<td>(i) Recognising learning problems and needs: guide 'discovery</td>
<td>See Appendix 7.3 a, b, c, d</td>
</tr>
<tr>
<td>learning' in 'conducive classroom environment'</td>
<td></td>
</tr>
<tr>
<td>(j) Methods of teaching children, separated from subjects</td>
<td>See Appendix 7.3 a, b, c, d</td>
</tr>
<tr>
<td>(k) Introduce (concept of) 'craft' of teaching; 'clinical supervision','</td>
<td>The term 'craft' was not adopted, but clinical supervision, self-evaluation and</td>
</tr>
<tr>
<td>self-evaluation' and 'peer observation'</td>
<td>peer observation yes, included strategies, and on-going (0)</td>
</tr>
<tr>
<td>(l) Methods 'traditional' (lectures-tutorials), plus offering</td>
<td>Lecturer's methods were 'traditional' lecture (tutorials not used in</td>
</tr>
<tr>
<td>opportunities for self-learning, projects aiming to integrate</td>
<td>traditional manner; instead term meant eg, small 'home' group for personal</td>
</tr>
<tr>
<td>contents and pedagogy</td>
<td>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)</td>
</tr>
<tr>
<td>(m) Enable future teacher to serve community and school</td>
<td>On-going aim. &quot;Community School&quot; priority (0)</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>POLICY</th>
<th>ACTION/OBSERVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Strand format for writing college programme, course outline and lecture material</td>
<td>Colleges followed this framework, for their ATE presentations in 1990/1991 and onwards (Appendix 7.3d)</td>
</tr>
<tr>
<td>(b) - (f) Five Strand names identified</td>
<td>Yes, followed (0)</td>
</tr>
</tbody>
</table>

### 2.2.2 Organisation NEB/ATE 1990:14 (See Table 8.15)

<table>
<thead>
<tr>
<th>POLICY</th>
<th>ACTION/OBSERVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a), (b) and (f) core subjects nominated and options</td>
<td>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</td>
</tr>
<tr>
<td>(c) and (d) credit point system</td>
<td>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</td>
</tr>
<tr>
<td>(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</td>
<td>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 towards latter part of 3 years distance education correspondence courses (Observation 1991)</td>
</tr>
</tbody>
</table>

Observation (0)

### 2.2.3 Process of Course (Programme) Revision (Development) (NEB/ATE 1990:15)

<table>
<thead>
<tr>
<th>POLICY</th>
<th>ACTION/OBSERVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(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</td>
<td>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</td>
</tr>
<tr>
<td>(e) Workshops for changes in content and approach and to develop core curriculum, to be organised by ATE and TED in two in 1990 and more in 1991</td>
<td>Yes, TED funded and co-ordinated workshops and lead curriculum ones Australian aid paid for QUT personnel to visit for their planned staff development contribution</td>
</tr>
</tbody>
</table>

### 2.2.4 Related Issues (NEB/ATE 1990:16)

<table>
<thead>
<tr>
<th>POLICY</th>
<th>ACTION/OBSERVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Entry requirement Grade 10, preferably Grade 12</td>
<td>1991-1993. A very small number of Grade 12 entrants, e.g., from none to five in each college</td>
</tr>
<tr>
<td>(b) Assessment comparable mechanisms across colleges in core syllabus, practice teaching and suitability to be a teacher (attitudes); Passing Grading by letters will be ABCD and Fail and for Professionally Suitable Pass/Fail. Also 2.2.2 (c) and (d)</td>
<td>Assessment Workshop (SD&amp;TD) 1994</td>
</tr>
<tr>
<td>(c) College resources, including study space for staff and student-teachers</td>
<td>No major building finances in this period from government</td>
</tr>
<tr>
<td>(d) Libraries with materials suitable for both staff and student-teacher reference and use</td>
<td>At the end of 1991 it was observed these were inadequate (Project I APC 1990 Resolution 90/17)</td>
</tr>
<tr>
<td>(e) Staff development (professional development), on-going opportunities for on-the-job and in-service both in-house and external</td>
<td>Yes until end of 1994/1996</td>
</tr>
</tbody>
</table>
APPENDIX 8.11

Dear Ian,

As you may have guessed, I shall not be returning to Bethany this Christmas. I am "holding the fort" here in Kaindi.

Hope you are keeping well, and that your mother is also. There has been no change in my Mum's condition - thankfully she is being very well cared for.

The big news here is a strong push by DOE to run a trimester program, so covering 6 semesters in 2 years. To me it seems contradictory to the philosophy of "Do less, but do it more effectively and thoroughly give the students time to think." It's Gauss's goes right back to when the 3 yr. programme was begun, but the total enrolment in Teachers Colleges was not increased - thus effectively reducing the output by a third. Now they are desperately short of teachers.

The PASTER (AmbMD) programme is bearing fruit, particularly in the area of curriculum development, infrastructure - after lots of promises - now seems to be starting 12 months late.

I hope you have a very pleasant, peaceful and joy-filled Christmas.

Love,
Jim Paton
(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)
Plate 5.1

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.
Plate 5.2

Demonstration Classroom Pre-Independence 1975.
After this time Primary Teachers’ positions were localised.
Plate 5.3

Student-teachers' at work in College

(a) Group discussion in 1970s PMTC

(b) Independent Learning 'Research' before Libraries began improving in the 1980s
Plate 5.4

Teachers in the Classrooms

(a) Pupil language drills groups: Town School

(b) Individual attention for a pupil: Rural School
Plate 5.5

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 Koin.
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.