

**THEME:“ SUCCESSFUL IMPLEMENTATION OF  
DEVELOPMENT PLANS AND  
ACHIEVING THE RESPONSIBLE SUSTAINABLE  
DEVELOPMENT STRATEGY”**



**Experiences on implementing Education Sector Policies and  
perspectives on achieving the Responsible Sustainable Development  
Strategy**



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# The context for change

- GoPNG's quest for new teacher education programs following the recommendations of the:
  - OBE Exit Task Force Report 2013

At an Office of Higher Education (OHE) workshop held in December 2013 to determine how best to implement the recommendations of the *OBE Exit Task Force Report*, and with all stakeholder groups represented, it was agreed that:

- the *Department of Education* would be the lead agency to develop a standards based curriculum for schools
- *Divine Word University* would be the lead agency to develop a standards based curriculum for primary teacher education
- the *University of Goroka* would be the lead agency to develop a standards based curriculum for secondary teacher education.

## **Achieving the Responsible Sustainable Development Strategy**

No education system can be better than the quality of its teachers.<sup>1</sup> The most successful countries, from the Far East, Asia, America to Scandinavia, are those where teaching has the highest status as a profession. These countries have demanding initial teacher education programmes which require successful completion in order to enter into the profession.

The demanding criteria involved in achieving Qualified Teacher Status (QTS) ensures that teachers possess solid knowledge and understanding of educational values and subject matter, and high standards of planning, monitoring, assessment and class management. QTS represents a formal set of skills, qualities, and professional standards that are recognised as essential aspects of an effective educator.

Unqualified teachers may have difficulty coping with students with behavioural issues and special educational needs. They may be an expert in their subject specialism but they will lack the classroom experience and pedagogical background needed to maximise children's learning potential and properly support their educational development.

It is impossible to guarantee consistency or quality of teaching unless the merits of QTS are universally recognised. All schools, regardless of their status, should adhere to the same criteria and requirements when appointing teaching staff to ensure that all students are afforded the same high standards of teaching.

Allowing academies and free schools to hire unqualified teaching staff may lead to a decline in educational standards. Schools need a properly resourced team of qualified teachers and support staff, not lower investment presented as freedom of choice.

Unqualified teachers are cheap alternatives to trained and qualified staff. They may be expected to perform the same duties as qualified teachers but often they do not receive the same financial remuneration.

Survey of parents' views on education showed that the overwhelming majority would not want their children to attend schools that did not require their teachers to have professional teaching qualifications. The survey also showed that most of parents believed that employing unqualified teaching staff in free schools was designed to save money, not improve standards.<sup>4</sup>

# OBE Review

- Teaching must be made more attractive for the brightest students, says a report from the OBE review.
- OBE report says teachers need to be given status, better pay, better accommodation and professional autonomy.
- The OBE report identifies the quality of teachers as the key to raising education standards in PNG.

# OBE Review

At present, teachers across the industrialised world and in PNG are not receiving levels of pay that reflect their importance, says the OBE report.

It says that good levels of pay, good quality of living progression and training are necessary to keep high quality teachers.

The report also warns that a failure to recruit staff in some subjects, such as science and maths, can damage countries' efforts to raise standards and it can compromise economic development.



# Teachers' Standards in PNG

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity. They have strong subject knowledge, they keep their knowledge and skills as teachers up-to-date and are self-critical. They forge positive professional relationships and work with parents in the best interests of their students.



Papua New Guinea

# **Bachelor of Education** (Primary) **Diploma in Teaching** (Primary)

**Program Specification Document**



Standards base

**November 2014**

## **A teacher must:**

### **1 Set high expectations which inspire, motivate and challenge students**

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

### **2 Promote good progress and outcomes by students**

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

### **3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, speaking skills and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### **4 Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

## **5 Adapt teaching to respond to the strengths and needs of all students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

## **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

## **8 Fulfill wider professional responsibilities**

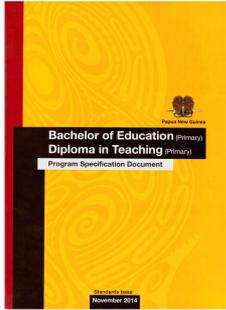
- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

# PERSONAL AND PROFESSIONAL CONDUCT

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - ◆ treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - ◆ having regard for the need to safeguard students' well-being, in accordance with statutory provisions
  - ◆ showing tolerance of and respect for the rights of others not undermining fundamental Papua New Guinean values,
  - ◆ including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ◆ ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



The teaching profession is constantly evolving and adapting to reflect changing circumstances and this CIMC Forum is an opportunity to share the best practice that exists across the highest-performing education institutions in PNG and nations in the world.

# The Way Forward





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*Thank you*