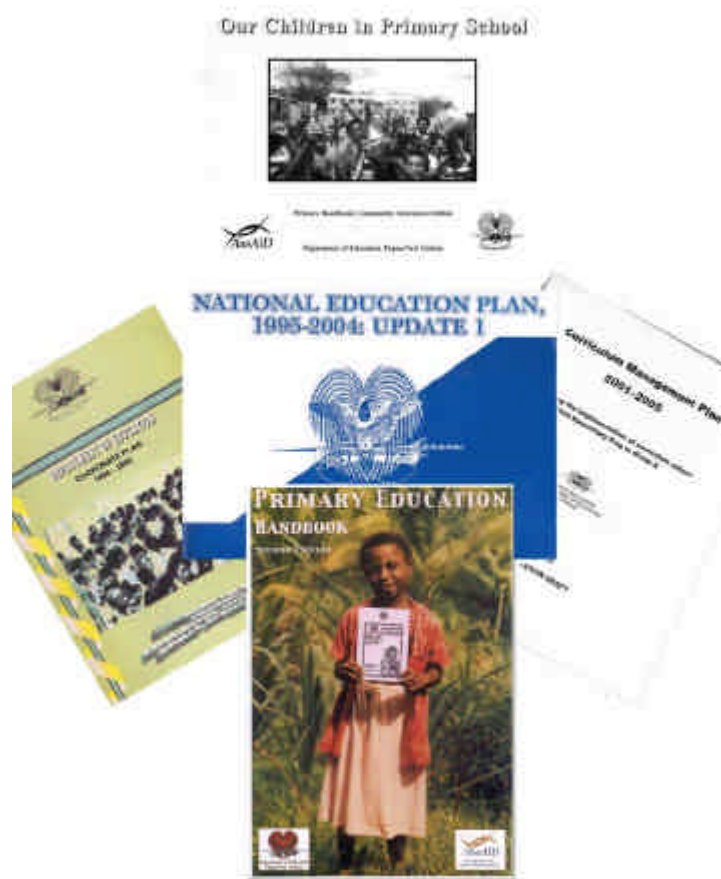


Professional Development Strand

Unit 1. Foundation Studies

Module 1.2 Policies and Practices in Education



Student Support Material

Acknowledgements

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Primary and Secondary Teacher Education Project

Australian Agency for International Development (AusAID)
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Papua New Guinea-Australia Development Cooperation Program

Unit outline

Unit	#	Modules
Unit 1 Foundation Studies	1.1	History and Philosophy of Education
	1.2	Policies and Practices in Education
	1.3	Contemporary Issues in Education

Icons



Read or research



Write or summarise



Activity or discussion

Table of contents

Module 1.2: Policies and Practices in Education.....	1
<i>Rationale.....</i>	<i>1</i>
<i>Objectives</i>	<i>1</i>
<i>How to use this material.....</i>	<i>1</i>
<i>Assessment.....</i>	<i>1</i>
References.....	2
Policies and Practices in Education	3
About this Module.....	3
Current Educational Reforms and their implications.	3
The Education Reform Structure.....	5
<i>The Elementary School: A Three Year Program from Prep to Grade 2</i>	<i>6</i>
<i>Primary School: A Six Year Education Program from Grades 3 to 8.....</i>	<i>7</i>
<i>The role of assessment in the primary school reform curriculum.</i>	<i>9</i>
<i>Secondary Education in the reform</i>	<i>10</i>
<i>Vocational Education.....</i>	<i>11</i>
<i>Technical Education.....</i>	<i>12</i>
Some significant policies in Education	12
The Teaching Service Act (1988).....	12
The Teaching Service Commission.....	12
What Beginning Teachers should know.....	13
<i>Provisional Registration</i>	<i>13</i>
<i>Continuity of Membership.....</i>	<i>13</i>
<i>General obligations.....</i>	<i>13</i>
<i>Appointments</i>	<i>13</i>
<i>Payment of Salary on Commencement.....</i>	<i>14</i>
<i>Advice of Commencement/Resumption of Duty – EDB 012.....</i>	<i>14</i>
<i>Sick Leave.....</i>	<i>14</i>
<i>Allowances.....</i>	<i>14</i>
<i>Legislative Changes affecting Terms and Conditions of Teachers.....</i>	<i>15</i>
The PNGTA (Papua New Guinea Teachers Association) Code of Ethics	16
Language Policy in Schools	18
Multigrade Policy in Schools.....	19
Special Education Policy.....	20
Gender Equity in Education Policy.....	21
Key Terms and Glossary	25

Module 1.2: Policies and Practices in Education

Rationale

This module is one of three in a two-credit point unit. The actual break-up of topics and time allocation is flexible, and is to be decided upon by the individual lecturer.

The other modules which comprise this unit are:

- **1.1 History and Philosophy of Education**
- **1.3 Contemporary Issues in Education**

Objectives

By the end of this module you will be able to:

- Discuss the identified needs for educational reform
- Explain the structure of the education reform, and the changes that occurred in primary, secondary and other sectors of Papua New Guinean schooling.
- Discuss significant policies in education which have direct relevance to teachers, ie the Teaching Service Act and the PNGTA Code of Ethics.
- Demonstrate awareness of the conditions and policies of the Teaching Act which will be directly relevant to your role in the Teaching Service.

How to use this material

This module is written as a series of topics, identified in the table of contents, and by their large sub headings. Each topic includes some readings and activities to complete. Your lecturer will guide you through the materials during the lecture program.

Sometimes, you may work directly from the book during the lecture. Sometimes, your lecturer may ask you to complete an activity or reading for homework. Your lecturer may include additional information and topics.

Assessment

Your lecturer will provide details of assessment requirements during the first week of lectures. These assessment tasks will provide the opportunity for you to show your understanding and apply your knowledge of the theory to practical situations.

References

Whilst all the readings that you need are contained in these resource materials, additional references used in the writing of this module are included.

De Guia, M (2000). *Developments in Education in PNG*. Professional Development Strand, Madang Teachers College.

National Department of Education, Papua New Guinea (1993). *National Special Education Plan and policy guidelines for special education*.

National Department of Education, Papua New Guinea (1988). *Teaching Service Act*.

National Department of Education, Papua New Guinea (1999). *Primary Education Handbook*.

National Department of Education, Papua New Guinea (2001). *The State of Education in Papua New Guinea*. Education Reform Facilitating and Monitoring Unit: Waigani.

National Department of Education, Papua New Guinea (2002) *Draft Gender Equity in Education Policy*.

Papua New Guinea Teaching Association (1988). *Code of Ethics*.

Policies and Practices in Education

About this Module

Teachers in schools are governed by a number of policies and practices determined by the Education Department. When a beginning teacher takes up an appointment, there will be particular policies that will impact upon the way a teacher goes about the task of teaching. Teachers must be aware, and comply with Education Department policy. This module raises awareness of a number of policies relevant to teachers currently teaching in the education system.

It is important for beginning teachers to have an understanding of the structure of education in Papua New Guinea, and to see the primary sector in relation to the total education system operating in the country.

Current Educational Reforms and their implications.

*From National Department of Education: Education Reform Facilitating and Monitoring Unit **The State of Education in Papua New Guinea.** March 2000. NDOE / Ausaid publication.*



The pressure for change to the education system had been building for many years and stemmed from a recognised dilemma that the education system has been expected to provide a relevant education for many different sections of society.

There is approximately 85% of the population who will remain in their own communities. Their major source of employment will be their own subsistence and small community based commercial enterprises. The second group is the 15% for so will find formal employment in the slowly increasing government, business and service industries.

In addition to these two major groups, there are a small number of children who have the ability to perform at top international standards. It is vitally important that this group continue to receive the education they require to fully realise their potential. The final group is the small but growing number of landless urban youth who have no villages to return to and no prospects of formal employment in an urban situation. This group poses the greatest potential for political instability. It is often argued that the increasing law and order problem in the country, in particular in Port Moresby, has been caused by the inability of the education system to adequately cater for this group of people.

This problem is summarised by one of the four National Objectives assigned by the National Executive Council to the Department of Education:

To develop a schooling system to meet the needs of Papua New Guinea and its people which provides appropriately for the return of children to the

village community, for formal employment, or for continuation to further education and training.

1.2 Activity 1

Discuss the above reading with your group. Do you agree that an irrelevant education system could be cause of escalating law and order problems?

Interview your parents, grandparents, village elders and ask them what they thought about the relevance of education to them as younger people.

What was wrong with the old system?	The new reform system:
<ul style="list-style-type: none"> • <i>Separated children from their language, culture and community activities</i> • <i>Made children feel like failures who no longer valued village life, traditions and obligations</i> • <i>Started in a language that children did not speak</i> • <i>Created unrealistic expectations in the children, their families and their communities that they would all get paid jobs</i> • <i>Had a curriculum which was not relevant to the needs of Papua New Guinea and its people</i> • <i>Did not prepare children to use the resources in their communities</i> • <i>Did not allow all children to go to school and did not encourage children to stay in school.</i> 	<ul style="list-style-type: none"> • <i>Teaches children more about their language</i> • <i>Makes children feel good about themselves and encourages them to value and respect village life, traditions and obligations</i> • <i>Prepares children to use the resources in their community for self employment</i> • <i>Provides nine years of basic education for all children from prep to Grade 8</i> • <i>Provides bilingual education to develop children's language skills in both their own and English</i> • <i>Develops good thinking, problem solving and decision making skills in vernacular and English in a familiar context</i> • <i>Provides a good foundation for further learning</i>

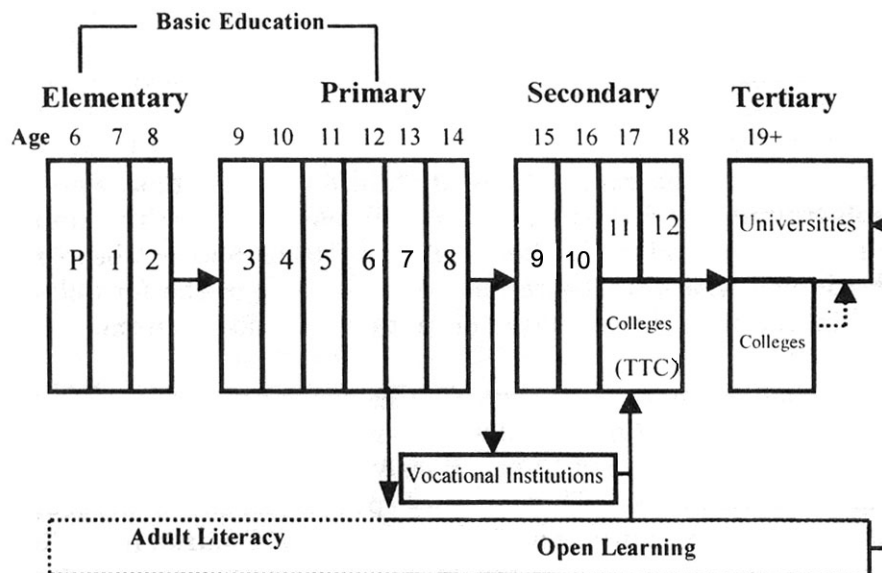
The Education Reform Structure



A totally new structure for education was developed as a result of reform policies. The restructuring of the formal education system from the pre-primary level through to the upper secondary level was designed to directly address most of the systemic weaknesses and problem areas identified.

The previous 6-4-2 structure (six years of primary education, four years of junior secondary education and two years of senior secondary education) was characterised by high attrition rates at the primary level and a serious access problem at the secondary level. The two major bottlenecks were at Grade 7 and Grade 11.

The education reform structure is represented in diagrammatic form below



*from National Department of Education, Education Reform and Monitoring Unit (2000)
The State of Education in Papua New Guinea, March 2000 NDOE / Ausaid.*

The following notes should be read in conjunction with the diagram above.

1. Preparatory: class with initial literacy and general education in the vernacular.
2. Vocational: Two years of lower secondary education with a vocational skills bias.
3. Other: A wide range of 'permitted' institutions which offer two or more years of secondary education, with a bias determined by the needs and opportunities of the areas which they serve.

4. Grades 11 – 12: Upper secondary education or Matriculation will develop particular curriculum biases, for example, academic, agriculture, technical, commercial, and so on. The reform structure provides for Grades 11 and 12 in traditionally separate institutions, or added on to existing provincial high schools.

5. TTC: Technical Training Certificates are two-year courses which have taken the place of the one-year PETT courses.

6. College: covers the more than sixty non-university ‘tertiary’ institutions which currently take mainly Grade 10 leavers, but who are in the process of raising their entry level to Grade 12 as the pool of Grade 12 leavers increase.

7. Open Learning: College of Distance Education and other distance education providers.

The Elementary School: A Three Year Program from Prep to Grade 2

Elementary schools are village or settlement based. Enrolment at the Prep level begins at six years of age. The schools are built on existing Tok Ples Pre Skul (TPPS) initiatives and provide a preparatory year’s education (EP) followed by Grades 1 and 2. These are often referred to as Elementary 1 (E1) and Elementary 2 (E2). This is to distinguish them from Grades 1 and 2 in the community schools. The language of instruction in elementary schools is the vernacular allowing for acquisition of literacy in the language that the children speak. Prep curricula emphasise initial literacy, numeracy, ethics, morality and cultural bonding.

To make the curriculum more relevant, expand enrolments and help improve retention in elementary schools, EP, E1 and E2 comprises an integrated curriculum based on the child’s own culture and community. In many schools, teaching is done by one teacher using multi-grade teaching methods. The transition to English begins in the third year. A more relevant integrated activity based curriculum is taught incorporated locally produced materials.

There are many advantages to students attending elementary classes.

- Children can learn to read and write in their own language
- Teaching in the child’s language improves their ability to explain ideas, solve problems and make decisions
- The children learn about their own culture
- What children learn is decided and developed locally using national guidelines so that is more suitable to the local area and culture
- Teaching is enquiry based, child centred and encourages independent learning and group activities.
- Classroom materials are produced locally in the language of the community.

The elementary schools act as a feeder for primary schools. The introduction of elementary schools in the villages frees classroom space and other facilities within the primary schools.

Policies of Elementary Education

- Elementary schools will consist of Prep, elementary 1 and 2
- Entry will be for children of six years of age and will be on an annual basis.
- The language of instruction in elementary schools will be that which the children speak and will be determined by the community.
- The duration of the school days will be four hours.
- The curriculum will be based on needs and appropriateness for that level, the local environment and local culture
- Implementation will be a responsibility shared between communities, non-government organizations, provincial education services and the Department of Education.

The community will nominate elementary teachers and candidates should have gained a good secondary education certificate. Teachers will work for four hours a day, five days a week. Registration and salary levels will be tied to successful completion of the three phase of the course.

 **1.2 Activity 2**

Visit an elementary school nearby. Talk to the elementary teachers and ask them what they think of the introduction of elementary schools and vernacular teaching. What do you think about this reform initiative? Is it making a difference to children in your area?

Primary School: A Six Year Education Program from Grades 3 to 8

Primary education will begin at Grade 3 and finish in Grade 8 catering for the 9 to 14 year age group.

Primary Education Policies

The Government's stated policy objectives relating to this level of education include:

- Universal Primary Education (UPE)
- the establishment of Grades 7 and 8 in primary schools; and
- the strengthening of standards and the child's social, cultural, spiritual, ethical, moral and vocational education.

Specific Policies on Primary Teacher Education

Primary teacher education will continue to be a cooperative effort between the government and church education agencies. A variety of modes of delivery of pre-service and in-service teacher education courses will be developed to ensure the adequate supply of well trained, innovative and self-reliant teachers. The entry level will be raised to Grade 12 and the proportion of female teachers increased.

The three-year diploma program has been reviewed to offer a trimester program in all teachers colleges to meet teacher demand of the education reform. Madang Teachers College has embarked on this program in 2001 followed by most other colleges in 2002.

In the reform primary education program, the following focuses are promoted.

- A bilingual program in which both the local language and English are used in the classroom
- Children are encouraged to use their own language both in and out of the classroom
- Children continue to develop their first language skills whilst bridging to English
- Children learn to speak, read and write English using new methods designed for Teaching English to Speakers of Other Languages (TESOL)
- Learning in a bilingual program improves thinking skills
- The community continues to be involved in curriculum development and material production.
- All children can progress to Grade 8
- Multigrade teaching is encouraged to:
 - make annual intakes possible in small schools
 - improve learning by allowing children to progress at different rates
 - employ teachers more effectively

The primary school is structured in two sections; Lower Primary, (Grades 3 – 5) and Upper Primary (Grades 6 –8)

Lower Primary (Grades 3–5)

The following features of curriculum and language can be found in the Lower Primary program.

- A national curriculum based on new syllabus documents which focus on community and province
- Teachers in lower primary must speak the same language as the children
- An integrated thematic approach to teaching and learning is used based on the following subject areas; Language, Mathematics, Arts and Crafts Environmental Studies, Community Living, Health, Physical Education and Religious Instruction.
- A bilingual program with bridging to English
- English becomes the main language of instruction by the end of Grade 5.

Upper Primary(Grades 6 –8)

The following features of curriculum and language can be found in the Upper Primary program:

- A national curriculum based on new syllabus documents that focus on the whole of PNG and its place in the world.
- Use of the child's own language is maintained with English as the language of instruction.
- A subject based approach in the following area; Language, Mathematics, Social Studies, Arts, Personal Development, Science, Life Skills and Religious Instruction

The role of assessment in the primary school reform curriculum.

Assessment in Elementary and Lower Primary is informal and classroom based. The role of informal assessment at this level is to:

- Monitor student's progress in key mathematics and language learning areas.
- Allow teachers to identify students who are having learning difficulties
- Allow teachers to judge the effectiveness of and, if necessary, alter their teaching.

Assessment at Upper Primary will be both formal and informal. The role of informal assessment at this level is to:

- Monitor students' progress in all key learning areas
- Allow teachers to identify students who are having learning difficulties
- Allow teachers to judge the effectiveness of and, if necessary, alter their teaching strategies for the benefit of the child

The role of formal assessment at this level is to:

- Measure students' progress and to provide a rank order of merit
- Monitor standards in English and Mathematics basic skills at Grade 6
- Provide information for selectors to Grade 9

1.2 Activity 3

Visit two primary schools in your area. Are they operating in the new reform structure (Grade 3 – 8) or are they still operating on the community school structure ie. Prep to Grade 6? Is there evidence of the reform curriculum being used? Are the Grade 3 classes using bridging to English strategies?

Talk to the teachers about assessment. What are the current way students are assessed in these schools? Gather some information to bring back to the lecture group for discussion.

Secondary Education in the reform



The secondary education sector is divided into lower secondary, which is Grades 9 and 10, and upper secondary, which is Grades 11 and 12.

Lower Secondary

One of the objectives of the restructuring process is to provide greater access to secondary education. The pressure in the past has been for places in Grade 7. As the implementation of the education reform progresses, there will be increasing pressure for places in Grades 9 and 10. This will be as a result of the much larger numbers of children completing Grade 8 in both the primary schools and the high schools.

Upper Secondary

This is Grades 11 and 12. The control for the establishment of Grade 11 and 12 classes within secondary schools remains much more in the hands of the National Department than is the case with the other sectors. The National Education Board still has the responsibility for endorsing all selections to Grade 11.

The new education structure provides for the conversion of selected provincial high schools into secondary schools, providing a Grade 9 to 12 education.

Secondary Education Policies.

The governments stated policies relating to this level of education are to:

- achieve a 50 % transition rate between primary and secondary education
- achieve a 25 % transition rate between Grades 10 and 11, and
- establish at least one school in each province to offer Grades 11 and 12.



2.1 Activity 4

Try to find out about the structure of your local secondary school. Is the school operating under a reformed structure? Ask the teachers whether they think the pressure for places in Grade 7 has shifted to Grade 9 and 10. What do the secondary school teachers think about the reform?

Vocational Education



Vocational centres have always been seen as providing an alternative form of post primary education. In the past, these were post Grade 6 institutions but, as the education reforms have been implemented, they are rapidly becoming post Grade 8 institutions.

There are a number of different types of vocational centres operating. It is expected that these institutions will continue to evolve over the next few years in response to the needs of individual provinces and communities, and as the shift in emphasis towards skill development is implemented.

Traditional vocation centres will still take children from Grade 6 and will continue to do so until all children are allowed the opportunity of an education to Grade 8. Many of these centres will also provide CODE courses to try to upgrade the student's academic qualifications.

Vocational Secondary schools have been established in a number of provinces. Some have been approved, some have not. It is not clear exactly what curriculum some of these schools are following. The danger with these institutions is that will become like the high schools and concentrate on the academic areas as opposed to their strengths, which are in the vocational trades. This is due to the enormous demand around the country for academic qualifications and a lack of understanding of the values and skills of vocational training.

The Board of Studies has endorsed a VSS curriculum structure. This requires that 60% of the curriculum be devoted to trade areas and 40% on traditional academic subjects. This structure will be trialled.

Vocational Education Policy

- Legislative changes provide for nationally accredited subjects. Selection for further training will be based on skills testing.

2.1 Activity 5

Are there any vocational schools close by to your college? Visit one if you can and find out what is being taught there. Does the school have a strong vocational base, or are they teaching more academic type subjects?

Technical Education

The Department of Education has undergone considerable change since the reform started in 1993. Two major changes in technical and vocational education are:

- The rationalisation of technical and business colleges and its courses. This involved the relocation of similar courses, equipment and teachers to “home colleges”, development of two-year broad based Technical Training Certificate courses, further development of diploma courses and community – need courses, and support to trade testing system.
- The unification of Technical Education and Vocational Training under the Technical Vocational Education and Training (TVET) Division.

Some significant policies in Education

Adapted from ,Madang Teachers College (2000) *Developments in Education in PNG* Professional Development Strand notes compiled by M. Romano de Guia.

The Teaching Service Act (1988)



The Teaching Service Act of 1988 came into operation on 1st January, 1989. This act makes provision for :

- the Teaching Service Commission
- the terms and conditions of service of members of the Teaching Service; and
- other matters relating to the welfare and employment of teachers and for related purposes.

The terms and conditions of teachers are governed by the Teaching Service Act and the Education Act, together with the Regulations, Determinations and Instructions made under these Acts.

The Teaching Service Commission

The Teaching Service Commission is the prime employer of all teachers throughout Papua New Guinea. The Commission’s functions include:

- an oversight of all matters relating to the terms and conditions of service and welfare of its members
- to ensure that decisions made under the Teaching Service Act and the Education Act do not infringe on the rights of the members of the Teaching Service

-
- to determine after consultation with the Salaries Monitoring Committee, the salaries and allowances, and terms and conditions of appointment and service as constituted by the Teaching Service Act
 - to determine after consultation with the Secretary for Education, conditions relating to free place study and assisted study facilities in institutions inside or outside the country and to provide inservice training for its members
 - to advise the Department of Education authorities on standards and special allowances that might be paid to teachers under various circumstances
 - to advise the National Education board on personnel aspects of teacher transfers and in-service arrangements

What Beginning Teachers should know



Provisional Registration

A teacher becomes a member of the PNG Teaching Service as soon as the appointment is taken up after graduating from a teachers training college. A provisional membership is granted up until 12 months during which the teacher will be inspected for registration by the school inspector. Provisional membership is subject to confirmation by the Teaching Service Commission after 12 months of satisfactory service.

Continuity of Membership

A member of the Teaching Service who maintains the continuity of service in the Teaching Service is entitled to remain in the service and to employment within the education system until retirement age, and in particular a) to receive superannuation or other retirement benefits as provided by or under the act and b) not to be reduced in status or classification.

General obligations

The primary obligation of a member of the Teaching Service appointed to a position under this act is to discharge and perform to the best of his/her ability all the duties and functions, both curricular and extra-curricular of the position.

Appointments

Appointments to positions in primary schools and vocational centres shall be made by the Provincial Education Board, headed by the Assistant Secretary, two members from the PNGTA, one representative of the agency conducting the school plus one other member appointed by the board. New graduates are appointed to base level positions after their graduation.

Payment of Salary on Commencement

Usually when new graduates commence duty, eg when teachers resume, their salary is payable from 1st January in the following year or if they commenced duty at a later date other than the date of resumption, salary is effective from the date the appointment is taken up.

For example:

1. Graduate commenced on resumption date:
Graduated in November/December 2000
Teachers resume 28 January 2001
Salary payable from 1 January 2001
2. Graduate commenced later than resumption date
Teachers resume duty 28 January 2001
Graduate commenced 7 February 2001
Salary payable from 7 February 2001

Advice of Commencement/Resumption of Duty – EDB 012

It is the responsibility of all teachers, including new graduates, to complete an EEDB 012 form immediately upon taking up his/her posting. The form should be forwarded to the Provincial Education office. Failure to notify commencement of duty could result in delays in salary payments.

Sick Leave

Sick leave credits for members of the Teaching Service begin to accrue on commencement of duty, in accordance with the following scales:

- On the date of appointment to the Teaching Service a credit of ten school days on full pay and ten days on half pay
- Upon completion of twelve month's continuous service, sick leave credits not utilised during the first twelve months plus an additional credit of ten school days on full pay and ten days on half pay
- On completion of each subsequent twelve months continuous service, an additional credit of ten days on full pay and ten days on half pay.

Allowances

In some cases a teacher may be paid an allowance for possessing special qualifications or performing special duties. The most common allowances are boarding school allowance, higher duties allowance, disadvantaged school allowance, demonstration school allowance etc.

For more information on entitlements of teachers, please refer to the Teaching Service Act of 1988.

Legislative Changes affecting Terms and Conditions of Teachers

The following are some of the terms and conditions that have been varied (improved through the Revised Teaching Service Act (Chapter No. 12 of 1998).

Tenure Appointment - initially for three years but can be extended based on continuous satisfactory performance. Education Boards are empowered to declare tenured position vacant and advertise the position if the tenure holder is found to be unsatisfactory.

Salaries and Conditions Monitoring Committee (SCMC) - is to be consulted prior to any variation to the terms and conditions of service of teachers.

Continuity of Membership - Periods of absence (12 months) without leave before termination can be affected.

Leave Fares - contribution by teachers no longer required.

Leave fares for female married teachers - female members can claim leave fares entitlement if husbands are unemployed or if husbands are employed in non - government bodies. Leave fares are given once every two years.

Decentralization of Disciplinary Powers to Education Boards - Education Boards have powers to impose and approve specific penalties except dismissal.

Participation in unlawful strike - a teacher who takes part in a strike may be demoted, reduced in salary, transferred or dismissed. Previously the only penalty was dismissal.

Compulsory retirement - a teacher is not entitled to remain within the Service after he had attained the age of 60 years.

.New Performance Base Salary Structure (New Initiative)

Teachers now enjoy a new Salary Structure recently approved with effect from 1994. Some important features of the new Salary Structure are:

New structure has new base (raised from salary Point 20 to 24)

Provides for six incremental steps in each salary band, with movement from the mid - point being subjected to satisfactory performance. In other words, it is a productivity/performance based salary structure.

Has a fixed increment rate of 3.3 %.

Has attractive salary entry level for teachers with special qualification or for teachers who may gain extra qualification.

Recognizes the important role of headmasters and principals as managers or administrators hence 5 % responsibility allowance.

1.2 Activity 6

After reading through the Teaching Service Act, discuss the Act with members of your group. Make a note of any areas which are not clear to you, and raise them in group discussion and with your lecturer.

The PNGTA (Papua New Guinea Teachers Association) Code of Ethics

Adapted from Madang Teachers College (2000) *Developments in Education in PNG*

1.2 Activity 7

What are ethics? Discuss this with your group.

Teaching is a profession and membership in a profession carries with it obligations as well as privileges. Their obligations include loyalty, discipline, justice and service to the community. It is essential to create a body of teachers who conform to recognised ethics, who conduct themselves honourably in their professional practice and who do their utmost to promote and maintain dignity and welfare of the teaching service and their profession as a whole.

<p>1. Responsibility to the Child: The professional teacher desires his pupils to attain the highest level of mental, moral and physical health and development. He therefore:</p> <ol style="list-style-type: none"> 1.1 Sets an example in behaviour, dress and appearance acceptable to the community. 1.2 Work to instil into the child respect for elders and for cultural differences 1.3 Aims to develop self-reliance, self-development and self-discipline in the children, being always mindful of the differences in their needs and abilities. 1.4 Strives to prepare his pupils to take their place as citizens who are concerned with the welfare of the community and the Nation. <p>2. Responsibility to the Community and the Nation The professional teacher adopts a friendly, cooperative and constructive relationship with the community and works therein to advance the cause of education. He/She:</p> <ol style="list-style-type: none"> 2.1 respects the community he serves and is willing to participate in community activities 2.2 encourages cooperation and understanding between teachers and parents, school and community 2.3 Strives to keep himself informed on matters of community and national importance. <p>3. Responsibility to the Profession As a member of a profession, a teacher is committed to striving for the highest level of personal integrity, professional competence and academic achievement for his own betterment and that of the profession as a whole. He/She:</p> <ol style="list-style-type: none"> 3.1 Adopts standards of integrity and loyalty which create mutual respect between teachers and add distinction to the profession 	<ol style="list-style-type: none"> 3.2 Exercises discretion in dealing with matters relating to the pupil, the pupil's parents and his fellow teachers. 3.3 Is constructive in his criticisms of staff, school and students 3.4 Improves the quality of his own teaching and continually extends his own knowledge by keeping up with educational trends 3.5 Maintains an active membership in a professional association of teachers as a means of achieving betterment of the profession 3.6 Does not use his social, civic and professional activities to obtain favour or preferment of his profession <p>4. Responsibility to the Employer and the Agency: The professional teacher's fulfilment of his obligations to the employer and agency is based on respect for lawful authority and the need for mutual cooperation</p> <ol style="list-style-type: none"> 4.1 Acquaints himself with current terms and conditions of his employment. 4.2 Obeys the rules and regulations of employer in principle and practice as well as the philosophy of the agency 4.3 Has regard for the accepted process of appeal, conciliation and arbitration as a means of challenging rules and regulations or their interpretation. 4.4 Shows initiative in the fulfilment of duties 4.5 Refrains from any activities detrimental to the effectiveness of his professional responsibilities.
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 **1.2 Activity 8**

Discuss the Code of Ethics developed in 1988. Is it still relevant today?

Examine the document in terms of gender equity. Can you see any gender bias in the language that is used? Discuss how this document could be edited to make the language more gender inclusive.

The following policies have arisen from reform initiatives, and teachers should be familiar with their content.



Language Policy in Schools

The Ministerial Policy Statement No 8/99 dated the 3rd September, 1999 and the Secretary's Circular No. 38/99 dated 8th September, 1999 advised authorities of all institutions within the National Education System regarding the use of languages in schools. The following are the features of this language policy.

- At the elementary school level, (Prep to Elementary 2) the language of instruction is completely in the children's vernacular language, or the community lingua franca, with an introduction to oral English towards the end of Elementary 2.
- At the lower primary level (Grades 3 – 5) the learning and teaching will be conducted in a bilingual situation, in which there is planned, gradual bridging from vernacular (or the lingua franca) to English. Oral and written vernacular language development will continue throughout lower primary. Oral and written English development will gradually be introduced and established as the major language of instruction by the end of Grade 5, using “ Teaching English to Speakers of Other Languages” (TESOL) methodology.
- At the upper primary level (Grades 6-8) class activities will be conducted with English as the main language of instruction, but students should still be provided with opportunities to further develop their oral and written vernacular (or lingua franca) skills.
- At the secondary level, (ie Provincial High Schools, Secondary Schools, National High Schools, including vocational schools) lessons will be conducted in English. However, advantage should be taken where opportunities arise for students to further develop their oral and written vernacular (or lingua franca) skills, or if a concept can be better explained using the vernacular or lingua franca.

Multigrade Policy in Schools.

Multigrade Teaching: Circular No. 1 of 2000

Purpose:

The purpose of this circular is to direct and inform all Education Authorities including heads of institutions and teachers in member schools within the National Education system about the Multigrade Teaching Policy to be effective in January 2001 for primary and community schools. Within the same period, 2001, the policy will be trialled in selected Elementary Schools to determine the extension of the policy implementation to Elementary schools.

Rationale:

The following are the major reasons for introducing Multigrade Teaching Policy. These include:

- To compensate teachers in primary and community schools who are appointed to carry out multigrade teaching duties and responsibilities.
- To formalise the process and procedures necessary for provinces and schools with continuous low enrolment and teacher shortage problems to implement multigrading.
- To provide an incentive for teachers to take up teaching in registered primary and community schools taking multigrade classes.
- To institute a more cost-effective strategy for teacher deployment in PNG

Implementation

The successful implementation of this policy will require all appointing authorities to adhere to the following procedures. These include:

- All provinces to formulate and produce an Annual Multigrade Plan
- To plan in advance which teaching positions in primary/community schools will be required to undertake multigrade classes. A separate TSC Form 26 must be completed for abolition and creation of positions for each school taking multigrade class or classes
- To accurately provide the following information to prevent unnecessary delays for registration and implementation:
 - The name and location/code of the school
 - The name and file number of teacher(s) to be engaged in multigrade teaching
 - The grades which are to be combined and the enrolment of each multigrade class
 - The redundant position(s) to be abolished
 - The total enrolment by grade including the multigrade class(s) in the school

It is to be expected that the process of creation and abolition of positions through the use of TSC Form 26 will result in the lowering of the official level of each registered multigrade primary and community schools, unless otherwise directed by the TSC for the school to retain its current status for the period. An annual Provincial Multigrade Plan and effective management skills of Provincial Education Advisors will be necessary to continuously monitor and control the proper planning, budgeting and appropriations for teachers' salaries

Payment of Allowance

The Multigrade Teaching Allowance is payable at 10% of the annual gross salary of the position to which the teacher is appointed. It shall be payable on a ‘one – off’ basis upon the completion of the TSC Form 36 by the teacher.

Provincial Responsibility

The Division of Education in each province is responsible for the administration of multigrade teaching which includes planning, budgeting and registration of schools. It is also a provincial responsibility to ensure that necessary training is conducted for multigrade teachers before multigrade teaching is formally introduced. The Papua New Guinea Education Institute(PNGEI) may be consulted to assist in providing or facilitating multigrade teaching courses to suit specific provincial requirements.

Special Education Policy*What is the inclusive education policy of Papua New Guinea?*

The Constitution of Papua New Guinea reflects principles of social justice and equity, declaring that *respect for the dignity of the individual and community interdependence are basic principles of our society* (Constitution of the Independent State of Papua New Guinea – Preamble). Unlike many other countries, the Government of PNG has extended the fundamental principle of equal opportunity into the realm of special education, declaring in the National Department of Education Special Education Policy and Guidelines (NDOE, 1993, p.21) the following goals:

- The Constitution upholds the right of every child to basic education. Therefore, the State will promote equality of access to relevant, quality education for all students.
- Children with special needs have a right to an educational program suitable to their needs. Special education shall aim to develop the maximum potential of every child with special needs, enabling self-reliance and a full and happy life as far as possible in an integrated setting in the company of a normal range of children of the community.
- The specific objectives of special education shall be the development of learning competencies and the nurturing of values, which will help learners with special needs to become useful and effective members of society.
- The long-term goal of special education shall be integration or mainstreaming of children with special needs into the normal school system and into the community.
- To promote the above goals and objectives, special education needs shall be included in all forward educational planning.

PNG’s special education policy is not just a general statement of intent. It contains a substantial amount of detailed, practical information and objectives, which serve to guide implementation of the policy. These include:

- **Definition and scope**

The policy covers all students with disabilities (physical, intellectual, behavioural or sensory) who require educational modifications. It does not extend to students who are gifted. The policy applies to all levels of education in PNG, including higher education.

- **Special education resource centres**

Special education resource centres will support schools in integration, inclusion and general special education requirements. Special education resource centres will replace their previous role as separate special schools with their new role in supporting schools and communities. provincial education offices will form teams to support schools in special education.

- **Assessment of children**

Schools will conduct screening and other assessment procedures, to identify students with special educational needs, with the assistance of special education resource centre personnel.

- **Enrolment and organization**

Special educational assistance will commence as early as possible. All schools will enrol children and youths with special educational needs. While some students may attend bridging programs in special classes or special education resource centres, all children should live with their families and attend their local school.

- **Curriculum and instruction**

Students with special needs will usually follow the regular curriculum. Instruction will always be modified to accommodate students with special needs. Students will follow a modified or alternative curriculum only when absolutely necessary for the student's development.

- **Administration and funding**

School funding, design of new school buildings, provincial and national developments in education, collaboration between government departments and other agencies and school administration must support implementation of the special education policy in all respects.

Gender Equity in Education Policy

Introduction

The Education system of Papua New Guinea has a responsibility to provide high quality, equitable education that meets the needs of both female and male students. Gender Equity should be fundamental to all educational policies and practices. The Gender Equity in Education Policy has been developed so that no student in the education system of Papua New Guinea is disadvantaged on the basis of gender.

Gender

The term 'gender' as it is used in this policy refers to culturally accepted ways of being a 'woman' or a 'man'.

Whether a person is male or female is determined by a person's biology. This is different from being a man or a woman which develops as we grow up and our behaviour and attitudes are influenced by the social and cultural rules of our communities.

We learn what it means to act, speak, think and live as a man or a woman, from our society.

Equity

Equity means fairness. It exists when there is a fair and just sharing of benefits and opportunities for both females and males. Equity occurs when equal opportunities are provided to both males and females to follow a range of interests and lifestyles.

Equity is not present when there is gender discrimination. Gender discrimination means treating the sexes differently so that one sex is inferior to the other. Gender discrimination can lead to an imbalance in the community of economic and social benefits.

Equality is different from equity. Equality means every person receiving the same treatment regardless of who that person is.

Sometimes it is necessary for us to provide extra support to girls or boys if they are being discriminated against.

The education system in Papua New Guinea has a role and responsibility to contribute to the development of a just society. It can do this by ensuring equal and fair access to, education for girls and boys. It can do this by providing for equal participation in schooling, for girls and boys. It can also do this by supporting appropriate further education and employment pathways for both girls and boys.

Background

The Constitution of Papua New Guinea embodies the government's commitment to equality for both women and men within family, community and society. It supports the idea of human development which encourages every person to be dynamically involved in the process of freeing him or herself from every form of domination and oppression so that each man or woman will have the opportunity to develop as a whole person in relation to others.

The Government subscribes to and has endorsed a range of International Conventions such as the United Nations Declaration of Human Rights (1962), the United Nations Convention on the Rights of the Child (1989), Education for All (United Nations Declaration 1990) and the Beijing Declaration (1995) all of which call for the mainstreaming of gender issues. The Papua New Guinea Platform for Action was written as a result of the information in these documents. The National Education Plan 1995-2004 provides a wide range of approaches to address issues of gender equity.

The Education Reform aims to develop in all students the full potential of their talents and abilities. This reform aims to promote self confidence, optimism and self esteem.

Education must prepare young Papua New Guineans to be active and informed citizens, flexible and adaptable to meet the changing social and economic needs of the country.

Education must develop skills in a range of learning areas. It must promote respect for others, for learning and for the diverse cultural heritage of Papua New Guinea. It is essential that all students, including those in single-sex schools, participate fully in programs in schools designed to meet the objectives of the Education Reform

The Gender Equity in Education Policy has an important role in enhancing and promoting these goals.

Inherent within this Gender Equity in Education Policy is the understanding that gender equity will be implemented within all education work places. Affirmative action and positive discrimination, supported by an Equal Employment Opportunities Policy, will ensure that women in education are provided with opportunities to participate in decision making and be representatives to the highest levels and that professional development activities will support emerging women managers in their new roles.

Values and Principles

The National Education System encourages, supports and promotes the following values and principles as being essential to the development and implementation of quality curriculum and educational experiences for male and female students.

- All students have the ability to achieve their full potential, being either male or female does not determine a person's capacity to learn
- Equality of opportunity and outcomes in education for female and male students may require that girls or boys may get preferential treatment at least for a period of time
- Strategies to improve the quality of education for female students as well as male students is the professional responsibility of all educators at elementary, primary, secondary and tertiary levels
- Strategies to improve the quality of education for female students should be based on an understanding that neither boys nor girls are the same individually or as a group. Strategies must take into account different needs and different socio-economic and cultural backgrounds of students
- Schooling for girls and boys should reflect the entitlement of all women and men, to personal respect, personal safety, economic security, and participation in and influence over decisions which affect their lives
- Equitable management structures and practices in institutions are fundamental to achieving gender equity in education.

Aims and Objectives

In educating female and male students for satisfying, responsible and productive lives, including work outside and inside the home, the National Education System will:

- provide a curriculum which is gender inclusive in content, language, teaching and methodology and meets the educational needs and rights of female students as well as male students

- promote awareness of gender equity issues in all school communities through its curriculum documents, courses and assessment procedures
- provide a curriculum which respects positive cultural values and challenges unfair cultural practices.
- provide programs which recognise the contribution to society of the full range of women as well as the contributions of men
- encourage the development of positive attitudes and behaviours in male and female students which promote social responsibility, empathy, and sensitive, equal and non-violent relationships
- provide a challenging learning environment which is socially and culturally supportive and physically comfortable for female as well as male students
- prepare female students and male students for their rights to personal respect and safety, and provide an environment that is safe and free from all forms of harassment and violence
- ensure that gender equity objectives are included in curricula, policies and practices at all levels of the education sector

 **1.2 Activity 9**

Your lecturer will divide you into four groups. Each group will take one policy for discussion (ie, language, multigrade, special education or gender) and prepare a summary of the most important features of the policy which the group agrees upon. You may present your findings in chart form, as an oral presentation, or as otherwise instructed by the lecturer.

In your group, discuss ways of promoting awareness of these policies. How will you inform others about the content if access to copies of the policies is limited?

Whilst Department of Education and other senior staff develop and publish policy, who is responsible for implementing policy? Discuss the role of the classroom teacher in implementing policies such as language, multigrade, special education and gender in education.

Professional members of the Teaching Service need to be aware of current directives in education, which are published as policies to guide practice. Teachers in schools should read

circulars and policies, be aware of their contents, and discuss plans to implement relevant policies within their school and area.

Key Terms and Glossary

Build a list of key terms from this module. Include any definitions and vocabulary which will be useful as a reference.