PAPUA NEW GUINEA

DEPARTMENT OF EDUCATION

NATIONAL TEACHER PROFESSIONAL DEVELOPMENT POLICY

Improving teaching practices through quality teacher professional development will improve student learning outcomes in PNG.

DEPARTMENT OF EDUCATION

PNGAus Partnership

CONTENTS

ACKNOWLEDGMENTS

ABBREVIATIONS AND ACRONYMS

CET	Certificate in Elementary Teaching
DECE	Diploma in Early Childhood Education
DTP	Diploma in Teaching Primary
DSIP	District Services Improvement Program
DIST	District In-Service Training
EMIS	Education Management Information System
GoPNG	Government of PNG
GPA	Grade Point Average
GTFS	Government Tuition Fee Subsidy
HEIs	Higher Education Institutes
ICT	Information & Communication Technology
IERC	Inclusive Education Resource Centres
LLGSIP	Local Level Government Services Improvement program
MAPS	Mainstreaming, Acceleration, Policy Support
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
MTDP	Medium Term Development Plan
NDoE	National Department of Education
DoE	Department of Education
NEP	National Education Plan
NES	National Education System
NESMA	National Education Standards Monitoring Assessment
NGO	Non-Government Organizations
NIST	National In-service Training
NTPDP	National Teacher Professional Development Policy
NTS	National Teacher Standards
OBC	Outcomes Based Curriculum
PEA	Provincial Education Advisors
PEO	Provincial Education Office
PGDE	Post Graduate Diploma in Education
PGDT	Post Graduate Diploma in Teaching
PIST	Provincial In-service Training
PNGNFQ	Papua New Guinea National Qualifications Framework
PNGTA	Papua New Guinea Teachers' Association
PPD	Policy and Planning Division
PPT	Primary Pre-service Training
PNGEI	Papua New Guinea Education Institute
PSIP	Provincial Services Improvement Program
SBC	Standards Based Curriculum
SBE	Standards Based Education
SDGs	Sustainable Development Goals
TED	Teacher Education Division
TLC	Teacher Learning Circles
TPD	Teacher Professional Development
TRPD	Teacher Registration and Professional Development Division
TSC	Teaching Service Commission
TTI	Teacher Training Institution
UN	United Nations
V2050	PNG Vision 2050 [GoPNG Development Strategy Plan]

MINISTER'S STATEMENT
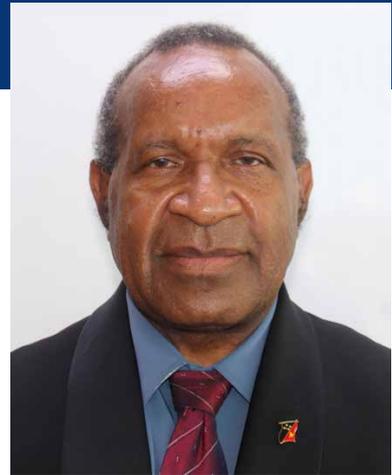
The quality of education for many countries has been tailored towards the effectiveness and quality of teacher education and training programs. Although there are other key variables contributing to the decline in teachers' performance and students' academic achievement levels, such as curriculum development, teacher recruitment, funding support and infrastructure, teacher training is still viewed as a critical element that directly and indirectly impacts the quality of teacher's performance and the achievement levels of students.

The fourth United Nations (UN) Sustainable Development Goal (SDGss), also known as Global Goals calls for Quality Education and the SDGs is built from the Millennium Development Goals (MDG) in which PNG is a signatory to these global commitments.

Grounded by this international commitment, the PNG government has developed a number of strategic plans aimed at achieving quality education, including the developmental pillars of the PNG Vision 2050, the MTDP 2.3 and 4, Alotau Accord II; directive N0# 2:Increase Quality Training for Teachers, and the reaffirmation of the country's commitments and strategic vision captured in the overall mantra "Take Back PNG" and "No Child Left Behind".

Consistent with the GoPNG priorities, the NDoE focus is clear as mandated through the Education Act (1983) [amended 1995] Section 4, and the Philosophy of Education, through Matane Report (1986) goal "for every person to receive an education which results in integral human development"

The NEP 2020-2029 reaffirms the need to work collaboratively to achieve quality education through the nine Focus Areas in which Focus Area 4 concentrates on Teachers and Teaching.

The implementation of Standards Based Curriculum has come with challenges related to accessibility, training and delivery. The need for upgrading and up-skilling of teacher's knowledge, skills and pedagogical practices is a huge concern to the National Department of Education.

The development of the National Teacher Professional Development (NTPD) Policy provides a blueprint for the necessary elements of a quality teacher professional development system. Initiatives for upskilling and upgrading require a policy foundation that can guide teachers and provide opportunities for them to develop or enhance their knowledge, skills and refocus their views on quality teaching and learning.

The need to embrace partners in education, church education agencies, Non-Government Organizations (NGOs), and donor partners is crucial to implementing the policy. Providing responsible and committed leadership sets the role models for wider stakeholder confidence.

I commend the Department for the development of this National Teachers' Professional Development Policy and urge all to work together to provide the necessary teacher professional development programs to improve the quality education for PNG.

Hon. Lucas Dawa Dekena, MP
Minister for Education

SECRETARY'S MESSAGE
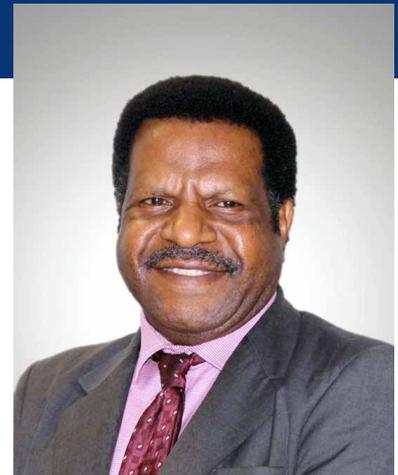
Education has been unquestionably viewed as the treasure of life and the development of the National Teacher Professional Development Policy sets a new direction and purpose for the realisation of the vision of PNG education through the implementation of relevant National Education Strategic Plans.

The achievement of Sustainable Development Goal (SDGs) NO# 4; Quality Education requires the National Department of Education to utilise UN MAPS Approach; Mainstreaming, Acceleration and Policy Support in order to achieve high standards of teaching and learning.

The development of this Policy sets a tone for the future of teachers' professional development plans and programs envisaged by the county's overarching strategic plans. The PNG's national strategic plans, V2050, MTDP 2.3 and 4, provide the guidance in which the NEP 2020-2029, is able to stand on, outlining its focus areas of implementation for the achievement of quality education in PNG.

This Policy is aimed at providing the necessary directives and guiding principles for NDoE to accelerate its efforts for the improvement and increase of quality of teachers selected, recruited, appointed, nurtured and posted to schools nationwide.

Teacher professional development through various upskilling and upgrading programs must capture the key requirements for quality and high performance in order for the transition into the new teaching and learning paradigm to be met with satisfaction.

The policy sets the prerequisite which did not exist in the last decades to direct and influence effective teachers' professional development and training plans and programs. It provides the key enabling mechanisms and priorities in which the NDoE should address to enable all teachers to understand in order to implement the national curriculum (SBC).

This policy will also guide and support NDoE officers such as Senior Management official, curriculum advisors and coordinators, school inspectors, teacher educators, trainers and/or Teacher Training institutions, colleges or universities to develop relevant training programs to support all in-service or professional development needs of teachers.

Uke Kombra PhD. OBE.
Secretary for Education

THE TPD FRAMEWORK PROVIDES THE OVERALL STRUCTURE OF THE POLICY DOCUMENT.

The teacher professional development framework defines the NDoE's approach to improving teaching practices in PNG. The principles that inform the design and implementation of effective TPD in PNG are: inclusiveness, equity, life-long learning, partnership, collaboration, cultural recognition and quality. Together with an enabling environment where technical expertise is available, policies are in place, leadership is supportive, institutions are committed and partners and funding is available to assist NDoE, TPD can then be designed and implemented according to the standards and approaches that are relevant to teachers in PNG but informed by global best practice.

TPD activities include in-service teacher training, school based TPD such as teacher learning circles and coaching. TPD is measured through lesson observations and performance reviews as well as pre and post training tests and evaluations. NDoE will know that TPD is effective if there are improvements in teaching practice, teacher qualifications and teachers have opportunities for career progression. If we improve the quality of teaching through effective TPD, we will see improvements in our students' learning.

PNG TPD FRAMEWORK

Department of Education

The teacher professional development framework defines our approach to improving teaching practices in PNG.

It describes the **enabling environment, principles, standards, purpose, activities, processes and steps and expectations regarding monitoring and evaluation for planning, implementing and measuring the effectiveness** of our TPD programs.

The TPD framework provides the **overall structure** of the policy document.

Impact

- Improve student learning
- Improve teaching practice (up skilling)
- Improve teaching qualifications (upgrading)
- Career progression
- Salary increments

MEASURES OF EFFECTIVENESS

- Changes in student learning outcomes
- Lesson observation
- Performance reviews
- Inspector review reports
- Pre and post tests
- Training evaluations

Activities

- National Inservice training
- Provincial Inservice training
- Professional learning circles /communities
- Mentoring and coaching
- Expert led workshops
- Exchange programs

Approaches

- Based on teacher learning needs
- Based on national teacher students
- Relevant to classroom teaching
- Reflective Practice
- Practice based learning
- Modelling and demonstration
- Adapted to context
- Low cost
- In partnership with others

Standards

- Evidence based
- Data driven
- Informed by global best practice
- Aligned to National school standards/Minimum operating standards
- Adherence to teacher code of conduct

FOUNDATIONS OF TPD

OUR PRINCIPLES

Values	Inclusive	Equity	Life Long Learning	Partnership	Collaboration	Cultural Recognition	Quality Focus

ENABLING ENVIROMENT

Available expertise	Complementary policies	Supportive leadership	Committed institutions	Partners	Funding

PART A: POLICY CONTENT

1. STATEMENT

All schools in the National Education System must support the ongoing professional development of teachers through quality teacher professional development (TPD) activities.

2. DOCUMENT AUTHORITY

The legal authority of the National Teacher Professional Development Policy is the Education Act (1983) [consolidated No:13 1995] Section 28.

3. INTENT

3.1. To have sufficient well-trained and qualified teachers through a sustained TPD program.

3.2. For teachers to regularly participate in high quality TPD to equip and strengthen their professional ethics and standards and increase their intellectual capacity and creativity to meet students' learning needs.

3.3. To promote teacher's ownership of their own career pathway and professional development journey.

4. OUTCOMES

The policy contributes to National Education Plan 2020 -2029 **Major Outcome 4**. That there will be sufficient well-trained and qualified teachers to meet student demand with resources and support at schools to allow for quality teaching and learning to take place

Minor Outcome 4.2. That a teacher upgrading program has been implemented,

Minor Outcome 4.3. That all teachers regularly participate in a program of In-Service teacher professional development and

Focus Area 7. Leadership and Partnership. Minor outcome 7.1: That opportunities have been provided for school leaders and governing body officials to receive leadership and management training.

The intended outcomes of the NTPD policy are:

1. A teacher upgrading program has been implemented.
2. All teachers and school heads regularly participate in teacher professional development.
3. National, provincial cluster, and school-based TPD systems are consistent and well-coordinated.

5. RULES

5.1. National Department of Education
National In-service Training

5.1.1. The Teacher Registration and Professional Development Division (TRPDD) coordinates all National In-service Training (NIST) activities.

5.1.2. The TRPDD will identify the NIST topics and schedule to implement the national curriculum, policies, or teacher standards.

5.1.3. The TRPDD will coordinate with the Curriculum Development Division (CDD), other relevant divisions, and development partners to develop training manuals and provide initial training to provincial trainers.

5.1.4. The TRPDD will facilitate the submission of training materials to the TRPD Advisory Committee for review and approval.

5.1.5. The TRPDD will plan and budget for NIST activities. The NDoE will finance NIST materials and the training-of-trainers.

5.1.6. The NDoE will publish digital copies of all approved training materials on its website.

Upgrading programs

5.1.7. NDoE will work with the Department of Higher Education, Research, Science and Technology (DHERST) and teacher training institutions (TTIs) to plan, develop, coordinate, accredit, and implement qualification upgrade programs for teachers and school heads.

5.1.8. For programs that require accreditation under the National Qualifications Framework, the TRPDD will facilitate submission to the Department of Higher Education, Research, Science, and Technology (DHERST) and ensure credit points are awarded to members of the teaching service who participate in accredited training.

5.1.9. The TRPDD will coordinate with Provincial Divisions of Education (PDoEs) and the Teaching Service Commission (TSC) to plan qualification upgrading activities to meet the needs of the National Education System.

Scholarships

5.1.10. The TRPDD will coordinate, manage, and report on the national sponsorship program for teachers and school heads who wish to upgrade their qualification upgrading. The TRPDD will liaise with PDoEs, TSC, and development partners to select suitable applicants to improve the quality of the education system.

5.1.11. All members of the teaching service who have been supported by NDoE sponsorship must serve for a minimum of five years before they move to another sector.

5.1.12. Priority will be given to teachers and school heads from remote locations.

5.1.13. The TRPDD will liaise with development partners to ensure that scholarship programs for teachers are aligned with the National Education Plan priorities.

Data

5.1.14. In consultation with the Research and Evaluation Division (RED), PDoEs, and TSC, the TRPDD will implement a data collection system for TPD.

5.1.15. Data and analysis of TPD will be reported in the NDoE Annual Report or newsletter.

Quality assurance and research

5.1.16. The School Inspection Division will inspect schools' TPD activities and records.

5.1.17. The TRPDD will conduct quality assurance visits to NIST activities and provide feedback to TMT and partners on their effectiveness.

5.1.18. The Teacher Information Management System (or equivalent) will be capable of recording TPD and teacher upgrading activities.

5.1.19. The RED will conduct impact evaluations of TPD programs to improve service delivery.

5.1.20. The RED, in conjunction with TSC, TRPDD and PDoEs, will conduct regular needs assessments to inform the design of future TPD.

5.2. Provincial Divisions of Education

5.2.1. The PDoEs will plan, fund, and implement Provincial In-service Training (PIST) based on the needs of the teachers aligned to the National In-service plan.

5.2.2. As per Section 36 (1) of the Education Act, the Provincial Education Board selects teachers to attend professional courses.

5.2.3. The PDoE will schedule an annual one-week PIST and cluster in-service activity.

5.2.4. The PDoE will plan, budget, implement, and report qualification upgrading programs in coordination with the TRPDD and TTIs. The PDoE will advocate for funding from the provincial, district, and local level government service improvement programs.

5.2.5. The PDoE will conduct quality assurance visits to schools, in-service training, and upgrading programs to ensure the TPD is meeting the needs of teachers and school heads.

5.3. Education agencies

5.3.1. As per Section 56 (10) of the Education Act, an education agency may provide professional development to teachers and school heads who serve in their schools in consultation with NDoE.

5.3.2. For provincial level training, the education agency must share the training materials with the PDoE. At the national level, the education agency must share the training materials with the TRPDD.

5.4. Schools

5.4.1. All members of the teaching service must complete a minimum of 50 hours of TPD activity per academic year (made up of face-to-face in-service training, self-study, online TPD, or qualification upgrading).

5.4.2. Schools must plan a TPD calendar which considers PIST and NIST requirements and which includes regular in-service sessions.

5.4.3. All members of the teaching service must maintain a professional development file of evidence of learning and make this available to their superior, school inspector, or appropriate institution.

5.4.4. Schools must plan and budget for TPD activities based on the professional needs of teachers, student learning outcomes, and any instructions from the PDoE and NDoE. The TPD plan must be included in the School Learning Improvement Plan (SLIP) and Annual Action Plan under Focus Area 2 Staff Development and Training (for teachers) and Focus Area 3 Leadership and Management (for school heads).

5.4.5. The school head must take teachers' TPD efforts into account in the school-based teacher appraisal.

5.4.6. School heads must ensure that all teaching staff are familiar with the teacher standards, National Quality School Standards Framework, and the TPD opportunities available to them.

5.4.7. Schools will be organised into clusters for learning circles and shared TPD activities. Where appropriate, larger schools will support smaller schools or feeder schools.

6. RESPONSIBILITY FOR IMPLEMENTATION AND COMPLIANCE

Each stakeholder must comply with the policy rules, guidelines and regulations in accordance with the governance structures, office functions and job descriptions, as outlined in Part C of this policy document.

7. SCOPE

This policy applies to all the teachers and school heads currently teaching in a registered school or institution under the National Education System.

8. DEFINITIONS

8.1	**In-service**	In-service training for teachers involves ongoing professional development to enhance teaching skills and maintain teaching proficiency. In-service helps teachers adapt to new methods, curriculum changes, and student needs while continuing their regular teaching duties.
8.2	**Teacher professional development**	It is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. TPD involves upskilling of knowledge and skills and upgrading of qualifications. TPD uses a variety of strategies including cascading training, professional/peer learning circles or networks, teacher planning/reflection meetings, and coaching and mentoring.
8.3	**Upgrading programs**	Teacher Training Institution programs developed specifically for teachers who wish to upgrade their qualifications from one level to another.
8.4	**Upgrading qualification**	TPD and training delivered by Teacher Training Institutions for a purpose of obtaining a higher qualification, such as from diploma to degree.

9. RELATED DOCUMENTS

9.1. The National Education Plan 2020-2029

9.2. Education Sector Strategic Plan 2010-30 Priorities

9.3. Education Sector Development Plan 2023 -2027

9.4. PNG Strategic Plan, Vision 2050

9.5. PNG Medium Term Development Plan (MTDP) II & III

9.6. TSC ACT (1983)

9.7. National Quality School Standards Framework (2018)

9.8. School Learning Improvement Plan Policy (2024)

10. CONTACT INFORMATION

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Waigani
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Papua New Guinea

11. DOCUMENT HISTORY

Effective date	Authorised by	Version Number	Comments	Review date
		1		

PART B: MINIMUM STANDARDS

Part B of the Policy describes the Minimum Standards for TPD. It is important to note that some features of TPD are discussed in detail in other documents such as the National Teacher Standards or National Quality Schools Standards Framework.

SECTION 1: OVERARCHING GOAL, OBJECTIVES AND PRINCIPLES

1.1 GOAL

To provide better quality, sustained, and coherent TPD to enable effective teaching and learning and excellent academic performance standards.

1.2 OBJECTIVES

The main objectives of this policy are to:

Align the National TPD Policy to the National Education Plan 2020-2029.

Create awareness for the need for quality in-service training and professional development programs.

Inform the main stakeholders about the key areas of priority and the guiding principles for training, in-service and professional development.

Provide strategic directions about in-service training and other professional development programs.

Guide all stakeholders to develop a sustainable training, in-service and professional management plan to promote quality education in PNG.

1.3 OUTCOME

As stipulated in the National Education Plan 2020 -2029. Focus Area 4. Minor Outcome 4.3.

That there will be sufficient well-trained and qualified teachers to meet students' demand with resources and support at schools to allow for quality teaching and learning to take place.

Minor Outcome 4.2   That a teacher upgrading program has been implemented.

Minor Outcome 4.   That all teachers regularly participate in a program of In-Service teacher professional development.

Minor Outcome 7.1   That opportunities have been provided for school leaders and governing body officials to receive leadership and management training.

1.4 PRINCIPLES

The implementation of this Policy is guided by the following principles:

- **Values driven:** Teachers and school heads are known as community role models and teaching is a noble profession. It is vital to portray a noble, positive, respectful, honest and reliable image in the community you serve at all times.
- **Inclusive:** All TPD must be accessible, relevant and appropriate for all teachers in PNG irrespective of their gender, disability, ethnicity, religion, age and first language.
- **Equity:** There should be allowance and opportunity provided for all teachers to access quality TPD to strengthen teaching skills and competency and meet expected performance standards.
- **Lifelong learning:** Every individual has the ability and the right to learn throughout their life.
- **Ownership:** Teachers must have an internal drive and commitment to pursue professional development opportunities that enhance their professional practice and career pathways.
- **Collaboration and partnership:** TPD is a shared responsibility, coordination and commitment from all stakeholders. Work collaboratively to establish, activate and sustain reliable networks and programs that will boost teachers' knowledge, experiences and expertise for various curriculum programs.
- **Cultural recognition:** TPD must be informed by the traditional cultures and customs of PNG and acknowledge the value traditional cultures and customs continue to play in education policy and practice in the country.
- **Quality focused:** To guide provinces, districts and schools to address the need for high standard competency and quality training and in-service to increase quality teachers' performance and high achievement standards of students.

SECTION 2: TPD CONCEPTUAL FRAMEWORK

The foundations of TPD in PNG are captured in the standards that inform all TPD activities and approaches, including how TPD programs are measured. Alignment to national and international standards ensure TPD activities and approaches will lead to the desired impact of improving teaching practice, that contribute to student learning, improving teacher qualifications that lead to career progression. The foundations of TPD in PNG are underpinned by principles that inform the development, implementation and assessment of TPD activities and approaches in the country. A conducive and enabling environment is needed to ensure the TPD policy can be implemented. These enablers include having available expertise, complementary policies, supportive leadership, committed institutions, partners and funding. A number of measures are used to assess TPD programs.

RATIONALE

> "If we want schools to produce more powerful learning on the part of students, we have to offer more powerful learning opportunities to teachers. ...
>
> Unless teachers have access to serious and sustained learning opportunities at every stage in their career, they are unlikely to teach in ways that meet demanding new standards for student learning or to participate in the solution of educational problems."
>
> Feiman-Nemser, 2001, pp. 1013–1014

Reviews have consistently identified the weaknesses in PNG's teacher education and professional development system and the likely impact this is having on student learning outcomes. An analysis of education policy and practice by the Pacific Benchmarking for Education Results (2016) found—among others—significant challenges impacting teacher quality, including (i) inconsistent and insufficient professional development of teachers at the national and subnational levels; (ii) variations in teacher evaluation, pedagogical guidance, and support, partly due to limited training of School Heads; (iii) considerable disparity in the skills and competencies of teachers to effectively carry out classroom assessments, limiting the use of assessments to inform interventions to improve student learning; (iv) the lack of adequate access to curriculum materials in schools; and (v) variable implementation of the curriculum due to teachers' variable competency and capacity.[1]

In-service teacher training in PNG remains quite fragmented and previous attempts to establish a continuous TPD system have yet to be sustained beyond initial pilots. PDoE provides 5 to 10 days of in-service teacher training each year, but in recent years, its implementation has been inconsistent, mostly due to resourcing constraints. If training is offered, anecdotal evidence suggests that it primarily focuses on orientation rather than skill building in specific teaching strategies. Peer learning opportunities—such as teacher networks, teacher learning circles, and school-based teacher professional development—are limited. Coaches and mentors to provide school-based support and guidance to improve quality practice in the classroom are lacking, as is the quality assurance on TPD provision throughout the country.

This TPD policy seeks to gradually address these shortfalls by providing a consistent and coherent strategy to improve teaching quality that, if adequately supported, will contribute to improvements in student learning outcomes. NDoE believes that high quality TPD can positively change the outlook of many of these gaps and challenges.

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1   EQAP (2016) Pacific Benchmarking for Education Results - Synthesis Report Papua New Guinea, Samoa and Solomon Islands, EQAP, Suva, Fiji

2.1 WHY TPD?

High quality TPD provides the means for improving the quality of teaching practice, which can contribute to improve student learning outcomes. School systems throughout the world acknowledge that the quality of teaching is the most critical in-school factor impacting student outcomes[2]. But what constitutes effective TPD? Across the body of global literature, effective professional development is always connected to practice; focused on the teaching and learning of specific academic content; is connected to the school community and builds strong working relationships among teachers[3]. Several reviews of professional development note that in-service TPD is most effective if it: focuses on classroom application, is practice driven, is based on teachers' needs, focused on problems of pedagogy and content that are evident in specific schools, provides consistent guidance over a long period of time and is regularly monitored and evaluated[4]. Cascade training, often a popular method in teacher training is sometimes ineffective[5] when successive trainers are used, and training takes place away from the school. Whilst cascade training may continue to be an approach used for NIST and PIST in PNG, preference will be given to localised and institutionalised training provision and school-based training opportunities to mitigate the weaknesses in cascade training.

Overtime, NDoE hopes that TPD will be primarily school-based, school managed, focused on improving teaching practice and involve discussions with peers and opportunities to apply new learning and skills in the classroom. School based mentor programs are often regarded as effective[6] although in low resource contexts, like PNG, effective mentors are often difficult to identify and professionally support. Other school based TPD, such as teacher learning circles, can positively impact teachers' instructional practices and can be a sustainable form of TPD due to their low cost and high local ownership[7].

An ongoing and consistent TPD program can result with effective delivery of teaching and learning and improved students performance standards. As shown in figure 1.
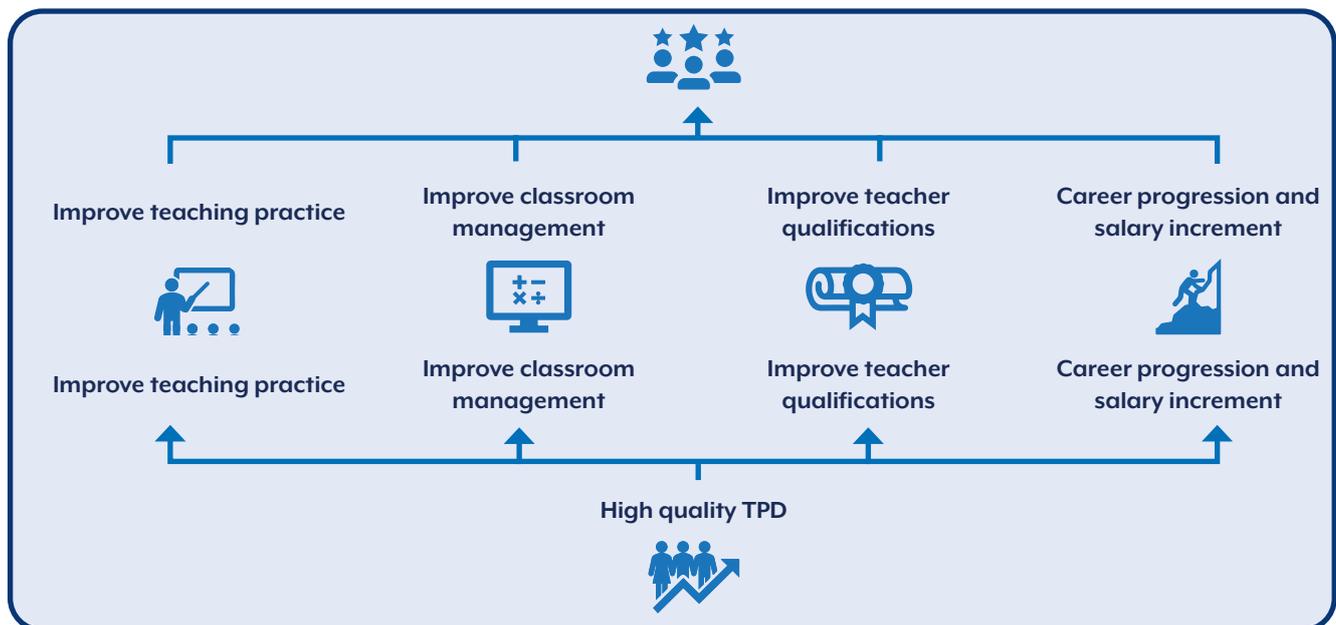

Improve teaching practice — Improve classroom management — Improve teacher qualifications — Career progression and salary increment

Improve teaching practice — Improve classroom management — Improve teacher qualifications — Career progression and salary increment

High quality TPD

Figure 1: The results of high quality TPD on teachers and students.

2   Darling-Hammond, 2000, Hattie, 2008; Organisation for Economic Co-operation and Development OECD, 2005, Rockoff, 2004, Rowe, 2003, Timperley and Alton-Lee, 2008. Also cited in World Bank. (2012). System Approach for Better Education Results (SABER): what matters most in teacher policies? A framework for building a more effective teaching profession. Washington, DC, World Bank.

3   Darling-Hammond et al. 2009, Professional learning in the learning profession: A status report on teacher development in the United States and abroad. National Staff Development Council: Dallas

4   Sayed, Y (2009) 'Teacher Professional development: Lessons and Experiences' in proceedings of the 2nd National Continuing Professional Development Education Conference. Namibia: NIED; Schwille, J., Dembélé, M., and Schubert, J. (2007). Global perspectives on teacher learning: improving policy and practice. International Institute for Educational Planning (IIEP) UNESCO

5   Orr, D., Westbrook, J., Pryor, J., Durrani, N., Sebba, J., and Adu-Yeboah, C. (2013). What are the impacts and cost-effectiveness of strategies to improve performance of untrained and undertrained teachers in the classroom in developing countries? Systematic review. London: EPPICentre, Social Science Research Centre, Institute of Education, University of London

6   Barrett, A., Sajid, A., Clegg, J., Hinostroza, J., Lowe, J., Nikel, J., Novelli, M., Oduro, G., Pillay, M., Tikly, L., and Yu, G. (2007). Initiatives to improve the quality of teaching and learning: a review of recent literature. Background paper prepared for the Education for All Global Monitoring Report 2008 'Education for All by 2015: will we make it?'

7   Cordingley, et al. (2003) The impact of collaborative CPD on classroom teaching and learning. Research Evidence in Education Library. London.

High quality TPD can offer teachers opportunities to upgrade their qualification and work toward career progression. The TPD Policy supports this potential and allows for the pursuit of career progression in various fields through upskilling and upgrading programs and other certified training programs.

STANDARDS

In the context of TPD, standards provide the foundations for quality and when applied can provide acceptable quality assurance in the design, development and implementation of TPD training and professional development packages for teachers in PNG. The following standards are important to inform the development and implementation of all TPD activities.

2.1.1. Evidence-based

The TPD policy is built on a growing body of evidence that defines the key features of an effective TPD system in low- and middle-income countries, being, that it:

- Encourages teachers to focus on their pupils' learning, by reflecting on student learning outcomes.
- Shares effective practices with teachers or through peer support such as using modelling, exemplar teaching videos/ resources and encouraging senior teachers to model good practice for teachers.
- Focuses on developing practical subject pedagogy rather than theoretical general pedagogy, such as literacy strategies for teaching English in primary schools.
- Ensures teacher education programmes motivate teachers by incentivising teachers with certificates of completion and credit points toward upgrading when they participate in accredited in-service teacher training programs.
- Schedules regular, ongoing teacher education, through monthly school/cluster based TPD opportunities and annual PIST and NIST activities.
- Provides supporting teaching and learning materials, through the provision of textbooks and teaching guides.
- Creates a coherent policy environment, through the design of internal school TPD policy or plan and SLIP.[8]

2.1.2. Data-driven

TPD programs, plans and resources must be based on relevant up to date teachers, TPD data.

Informed by global best practice.

The TPD policy recommends adherence to international best practice standards, including:

- Competency-based – focused on helping teachers develop the knowledge, skills, attitudes and dispositions demonstrably shown to improve teaching. NDoE does this by aligning TPD to the PNG National Teacher Standards Framework (NTSF).
- Based on an understanding of teachers' needs and of their work environments. NDoE does this by consulting with teachers, school heads and provincial In-service trainers to inform TPD topics and in-service training needs.
- Focused on deepening teachers' content knowledge and pedagogical skills. NDoE does this by aligning TPD to the PNG NTSF.
- Reflective Teaching and Learning: Model the exact behaviours that teachers are supposed to employ in their own classrooms. NDoE does this by ensuring all TPD activities use demonstration and modelling as a key feature of professional development.
- Include opportunities for practice, research and reflection. NDoE does this by partnering with development partners and research institutes.

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8   Allier-Gagneur, Z., McBurnie, C., Chuang, R., and Haßler, B. (2020). Characteristics of Effective Teacher Education in Low- and Middle-Income Countries.

- Use information related to student learning for teacher development. NDoE does this by using PILNA data. In the future, the National Education Standards Monitoring Assessment (NESMA) will be used for this purpose.
- Embedded in educators' workplaces and take place during the school day. NDoE advocate for school/cluster based TPD activities.
- Grounded in a sense of collaborative learning among teachers and between teachers and principals to solve important problems related to teaching and learning. The cluster and school based TPD activities are built upon this premise.
- Focus on a small number of student learning goals. Increasingly, TPD training and professional development packages focus on targeted subjects – such as STEM and Literacy and on pedagogical practices, such as inclusion and positive classroom management.
- Match adult learning processes to intended outcomes. All TPD training and professional development programs need to be practice based and follow the principle of 'learning by doing'.

2.1.3. Informed by PNG National Teacher Standards Framework

The NTSF is aligned to the Regional Teachers Competency and Standards Framework (2022). The NTSF provides the competency standards for teachers and the guiding principles for teaching and learning for both teachers and students. The NTSF is organised into three Focus Areas.

1. Professional Attributes

2. Professional Skills

3. Professional Knowledge

Each Focus Area has sub focus areas in which the National Teacher Standards are structured.

National Quality School Standards Framework (NQSSF)

The TPD policy adheres to the four components outlined under the National Quality Schools Standards Framework and strongly promotes TPD that seeks to strengthen these components. The four components are:
- Curriculum
- Teaching and Learning
- Evaluation and Reporting
- Teacher Professionalism

(Please refer to Annex 3 for a summary of NQSSF standards.)

2.1.4. Adherence to PNG Teachers' Association Code of Ethics (2004)

Adherence to the PNG Teachers' Association Code of Ethics (2004):
- Commitment to the mental, moral and physical well-being of students
- Commitment to the teaching profession in terms of personal integrity, professional competence and academic achievement
- Commitment to developing harmonious and supportive relationships with colleagues, based on trust and respect
- Commitment to parents in terms of supporting and encouraging their active participation in the education of their students
- Commitment to the management, the agency and the employer in terms of mutual cooperation and respect for lawful authority
- Commitment to the community and the nation through constructive and cooperative community relations in the cause of education
- Commitment of the community to teachers in the teaching profession, in particular the community's obligation to respect teachers and allow them to carry out their lawful duties without fear or favour

2.2 ACTIVITIES AND PROGRAMS

TPD activities can be short-term in-service activities undertaken at the school, cluster, district or provincial level for the purpose of upskilling. They are considered enrichment programs aimed at capacitating the knowledge and skills of teachers in various curriculum, pedagogy, school administration and leadership topics. Such upskilling programs are conducted for one- or two-weeks interval and are normally planned, coordinated and facilitated by the provincial education officers in consultation with NDoE. School/cluster based upskilling programs are coordinated by the schools in consultation with school inspectors and district education advisors. These are described below as NIST, PIST and school/cluster based TPD such as Teacher Learning Circles (TLCs).

TPD activities can also be long-term in-service activities undertaken at TTI for the purpose of upgrading. These are offered full time, usually on campus. Teachers are required to take leave from teaching and obtain approval through NDoE and TSC for upgrading courses.

Table 1: TPD Programs

Activities	Organisers	Target Audience
National In-service Training (NIST)	NDoE through TRPDD and CDD.	Selected provincial trainers (ToT)
Provincial and District In-service Training (PIST and DIST)	Provincial Education Division/District Education Office	
Cluster based TPD	District and LLGs	School heads Senior teachers District trainers
School based TPD	School staff professional development coordinator, head teacher, senior teachers	Teachers

2.2.1. National In-service Training (NIST)

National In-service Training refers to teacher training programs in which NDoE decides and directs provinces to deliver a set training package developed by the NDoE (sometimes in partnership with development partners) and often aligned to curriculum reforms or on important cross cutting topics such as health, COVID-19, climate change or WASH. The PDoE is informed about NIST through 'Secretary Circular Instructions'. Usually, NIST is offered for 1 week each year, at the discretion of the NDoE.

2.2.2. Provincial In-service Training (PIST)

Provincial In-service Training refers to teacher training programs in which PDoE decides and directs district and schools to deliver an organised training program down to the school level. Usually, PIST is offered for 1 week each year, at the discretion of the PDoE.

2.2.3. School/cluster based TPD

The Cluster or School Based teachers' in-service programs refers to ongoing professional development programs coordinated and facilitated at clusters of schools within a Local Level Ward or at the school level. The training needs and topics are identified and planned by the schools.

2.2.4. Professional learning circles/communities

TLC is a TPD approach whereby a group of teachers come together to discuss ways in which lesson plans can be designed and delivered. They review teaching practice and steps for lesson delivery.

In TLCs teachers learn from and support one another with the aim of improving student learning outcomes.

TLCs are guided by these values:
- Everybody is an expert in something.
- Sharing is how we learn best.
- Feedback is necessary to improve.
- Maximise value of available resources
- Promoting local ownership of TPD.

2.2.5. Other school based TPD activities

The table below provides other options for teachers to expand their knowledge and skills in discreet areas.

Table 2: Types of TPD activities

Strategy	Focus Area
Micro teaching	This is done when an expert teacher or more experienced teacher models a part of the lesson.
Peer teaching	Two teachers share the responsibility of teaching a lesson. This provides an opportunity for teachers to learn from each other in a classroom teaching setting.
Classroom observations	Expert teachers teach real class. Teachers observe and discuss the lesson identifying the strengths in the teaching practice that could be replicated by them.
Meetings to study student work	Teachers gather to study student work and consider how teaching practices could be adapted to support learning gaps.
Meetings to prepare lessons	Teachers work together to develop lesson plans and strategies for teaching curriculum content in an effective student centred manner.
Self-study	Self-directed study using online or paper-based materials.
Mentoring and Coaching	Is a one on one or group of teachers assisted by an expert on certain educational areas with the aim of improving teacher effectiveness.

2.2.6. Factors that make TPD programs and plans successful.

1. Establishment of a Planning committee for TPD.

2. Develop a TPD detailed plan that captures teacher need with information on 'what', 'when', 'who', 'where' and 'how'.

3. Secure sufficient resources to fund logistics, training materials and participation.

4. Coordinate the training of trainers /facilitators.

5. Deliver TPD plan / activity.

6. Report on achievements and challenges.

7. Monitor, evaluate and review processes and practices for TPD.

2.3 APPROACHES

The following approaches are and should continue to be used in designing high quality TPD programs for teachers in PNG. These include:

- Content must be based on the teacher's learning needs.
- Learning goals/objectives must be aligned to PNG NTSF.
- Content must be relevant to classroom teaching.
- All TPD must adopt strategies to promote reflective practice.
- Opportunities for practice-based learning.
- Modelling and demonstration.
- All materials need to be adapted to context to ensure they are relevant to the classroom teaching experiences in PNG.
- Use participatory approaches and collaborative learning.

2.3.1. Upgrading programs available to teachers and school heads.

Conversion or upgrading programs refer to Higher Education or Tertiary Education programs that enable teachers to upgrade their qualifications from one level to another such as from Diploma to a Degree. A number of conversion or upgrading programs are being offered at different tertiary institutions. The Teacher Professional Development Gazette provides detailed information on the types of courses offered at different accredited teacher training providers and Higher Education Institutes (HEIs) including Universities.

There are currently four types of upgrading programs available to teachers.

- Certificate to diploma for elementary teachers
- Diploma to Degree for primary and secondary teachers
- Degree to Master for primary and secondary teachers
- Master to Doctorates for primary and secondary teachers

Additionally, there are post graduate diploma's specializing in subject areas including Technical/Vocational Education. In PNG, a number of HEI's offer a diploma and degree level qualifications in School Leadership and Management. There are also diploma and degree level qualifications in Inclusive Education as well as Early Childhood Education (ECE).

2.3.2. Upskilling programs

Upskilling programs refers to short-term teacher training programs such as NIST, PIST, cluster based or school based. It takes one to two hours a day, five days a week or two weeks of training. Process and procedures for securing NDoE sponsorship for further study

The Teacher Professional Development Gazette details the process and procedure for applying and securing NDoE sponsorship for teachers. Contact Teacher Registration and Professional Development Division for further information on the TPD Application Forms and TPD Gazette.

Teachers are required to use the Teacher Registration and Professional Development Division application form to apply for NDoE sponsorship.
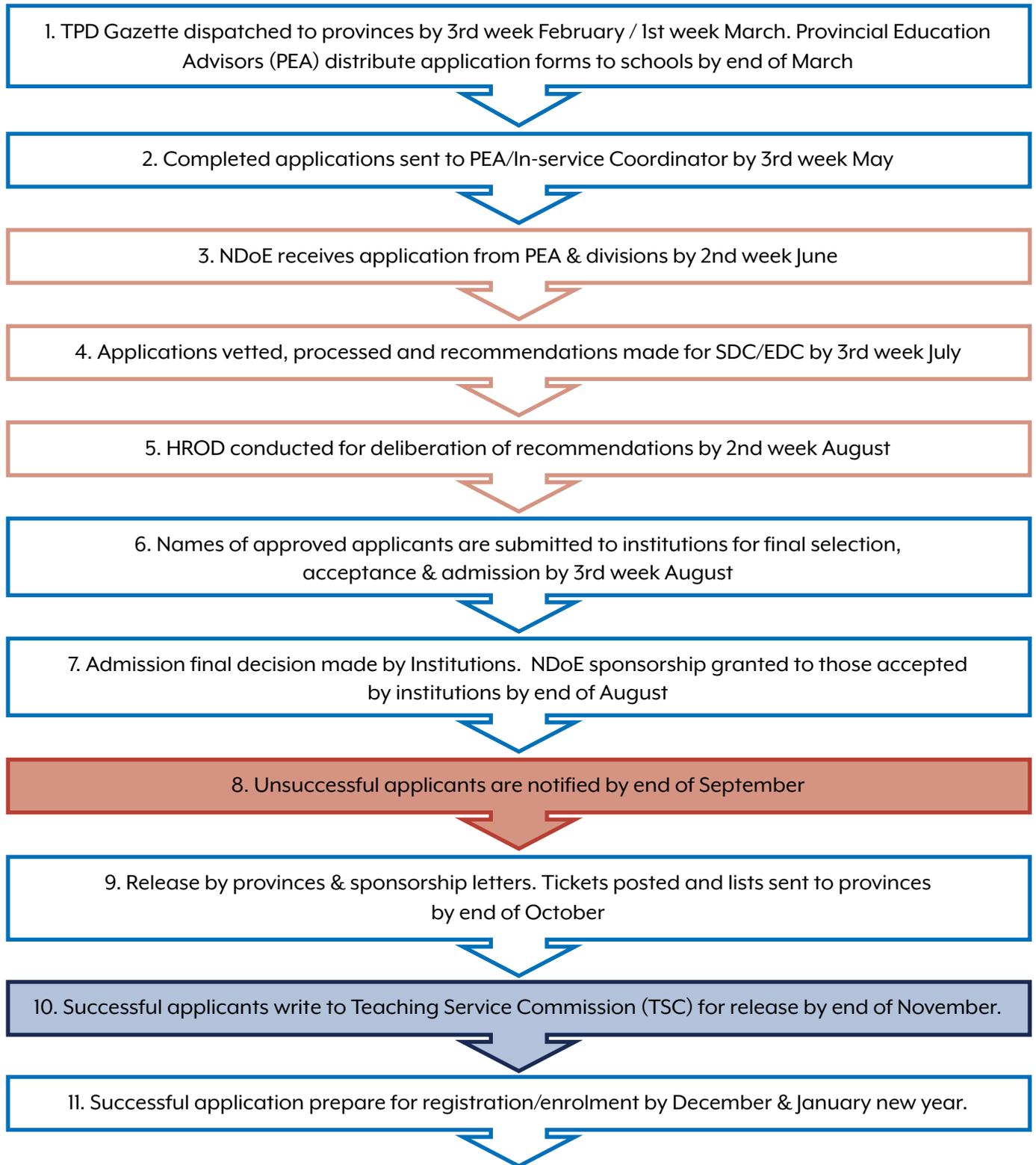
Table 3: Key steps in NDoE sponsorship for further study

Provincial education office	National education office
1. Contribute to the teacher audit to inform the workforce plan.	1. NDoE sends out Teacher Professional Development Gazette and application forms to provinces. These are also available on the NDoE website.
2. When a teacher audit is undertaken, use the School Census forms to collect teacher qualification data.	2. The provinces facilitate the required process so that teachers can easily apply for conversion programs.
3. Provide data to NDoE.	3. NDoE receives the application forms from the provincial education office.
4. The Provincial training committee plans out TPD priorities for the province, including upgrading priorities and annual/ongoing in-service TPD.	4. Application forms are recorded in the e-TPD system.
5. The District training committee plans out TPD priorities for annual/ongoing school/cluster based TPD.	5. Application forms are vetted, processed and recommended or organised into two areas: Executive Development Committee (EDC) and Staff Development Committee (SDC).
6. The PEA generates a list of potential teachers to undergo conversion/upgrading programs.	6. Application forms are channelled to EDC & SDC for deliberations.
7. The Provincial Office notifies the district education office of the proposed list.	7. Results EDC & SDC decisions are sent to provincial education office for action.
8. District school inspectors notify teachers to fill in the necessary application forms with reference to the Teacher Professional Development Gazette.	8. The Provincial Education office writes to TSC for release of successful applicants.
9. Completed application forms are submitted to the district office, who then submits the forms to Provincial office.	9. TSC deliberates and makes decision of the provincial request for release.
10. The Provincial office verifies forms and submits approved forms to NDoE through TRPDD for next processes to take place.	10. TSC sends the approved applicants list to TRPDD for records and to Payroll Division.
11. Once accepted into an HEI, the teacher communicates with provincial education about his/her movement to the institution of study.	11. NDoE through TRPDD notifies Provincial office of TSC decision.
	12. PEA notifies teacher to notify NDoE, TSC & the respective institution of acceptance to study.
	13. The Provincial Education office makes internal appointments to fill in the teaching vacancy on a temporary basis.

Note:

- All completed application forms must be signed by the appropriate authorities (School Heads, Inspectors, PEAs/divisional heads) prior to screening and recommendation. (Teachers to be endorsed by PEAs and National Institutions by Divisional Heads).

- The endorsed application forms will be sent by the PDoE through the office of the Provincial Education Advisor to the Department of Education for the next stages of approval.

- The application forms should be addressed to:
  First Assistant Secretary Teacher Registration and Professional Development Division,
  P.O.Box 446
  Waigani, NCD.
  The Division will facilitate the next approval process on behalf of the Department of Education.

TPD & NDOE SPONSORSHIP APPLICATION AND SELECTION PROCESS

1. TPD Gazette dispatched to provinces by 3rd week February / 1st week March. Provincial Education Advisors (PEA) distribute application forms to schools by end of March

2. Completed applications sent to PEA/In-service Coordinator by 3rd week May

3. NDoE receives application from PEA & divisions by 2nd week June

4. Applications vetted, processed and recommendations made for SDC/EDC by 3rd week July

5. HROD conducted for deliberation of recommendations by 2nd week August

6. Names of approved applicants are submitted to institutions for final selection, acceptance & admission by 3rd week August

7. Admission final decision made by Institutions. NDoE sponsorship granted to those accepted by institutions by end of August

8. Unsuccessful applicants are notified by end of September

9. Release by provinces & sponsorship letters. Tickets posted and lists sent to provinces by end of October

10. Successful applicants write to Teaching Service Commission (TSC) for release by end of November.

11. Successful application prepare for registration/enrolment by December & January new year.

PART C: IMPLEMENTATION PLANS, STRATEGIES & GUIDELINES

Part C covers important implementation requirements for the policy including the roles and responsibilities of key stakeholders involved in TPD, measures of effectiveness and how these will be used to inform future TPD programs, the influence of the enabling environment in ensuring resources both human and financial are available to support TPD activities and how risks will be managed at the national, subnational and school level.

SECTION 1: ROLES AND RESPONSIBILITIES

1.1 TEACHERS

- Attend all in-services training programs offered.
- Participate in at least 50 hours of in-service TPD inclusive of self-study and school based TPD activities annually.
- Record all evidence of in-service TPD for performance assessments
- Manage school resources for learners and create a child friendly learning environment.
- Commit to improve teaching competency and professionalism.
- Abide by professional ethics including dressing in attire that reflects the teaching profession.
- Implement knowledge and skills acquired during in-service training.
- Provide feedback on the quality of teacher professional programs conducted and its impact on teaching and learning programs.

1.2 SCHOOL HEADS

- Identify teachers' training needs and design school based TPD policy and plans.
- Ensure budget is available for the TPD activities through SLIP.
- Provide leadership, coordination and incentives for school TPD programs.
- Monitor, evaluate and report to relevant authorities about the results and impacts of TPD programs at cluster/school-based level.
- Identify potential teachers and mentor them to become facilitators of TPD activities.
- Take ownership of instructions from higher authorities and practice implementation of the instruction / circular regarding teachers' in-service training and other TPD activities.
- Uphold acceptable professional & moral ethics during TPD programs.

1.3 SCHOOL INSPECTORS

- Work with school heads and district officers to coordinate cluster/school based TPD activities.
- Identify training needs of your teachers and produce data and plan based on teachers' training needs.
- Provide support and endorsement for teachers' training in-service and other TPD activities.
- Provide professional support to school heads on various curriculum, assessment and leadership requirements and training.
- Provide leadership and mentoring of school head and subordinates.
- Monitor and evaluate the implementation of the National TPD policy through the provincial, district, or school based TPD policies and plans.

1.4 THE PROVINCIAL IN-SERVICE COORDINATORS

- Consult the District Education Advisers on matters relating to the design of provincial & district policy and plans for TPD.
- Work collaboratively with school inspectors and other key stakeholders such as the Church Education Secretaries, PNGTA, TSC and others to plan provincial and district annual in-service teacher training programs for teachers.
- Provide professional support to teachers on various curriculum, assessment and leadership requirements and training.
- Monitor, evaluate and report to authorities about the in-service programs delivered.
- Inspect the quality of the SLIP TPD plans, activities and record keeping during school inspections.
- Coach school heads in the NTPD policy, NQSSF standards, and strategies for improving school based TPD.

1.5 PROVINCIAL AND DISTRICT EDUCATION ADVISORS

- Provide leadership for the National TPD Policy implementation.
- Secure funding through PSIP and DSIP for in-service training and other TPD activities.
- Establish provincial and district TPD/in-service training committees.
- Provide the necessary resources including the availability of curriculum and in-service training materials to support TPD activities.
- Certify teachers for their participation in in-service and other TPD activities when nominations are required.
- Monitor and evaluate the in-service teacher training and other TPD activities and report to the NDoE.
- Carry out an audit and update this annually on all teacher qualifications by sectors.
- The Provincial Teacher Training Plan must be prepared by PEAs and submitted to TRPDD by the end of October each year.

1.6 NATIONAL DEPARTMENT OF EDUCATION

- Compile and publish the National Curriculum through the syllabus, teacher guide and other support documents to form the foundation for teachers' TPD.
- Support the implementation of the National TPD Policy through coordinated training.
- Coordinate, monitor and evaluate the implementation of the National TPD Policy.
- Consult school Inspectors, Provincial Education Office, school heads and TSC to plan for NIST and PIST training programs.
- Certify teachers training and In-service facilitators and/or facilitate training course accreditation with the Department of Higher Education Research Science and Technology (DHERST) for upgrading purposes.
- Ensure that TPD and upgrading plans are included in the Provincial Education Implementation Plan.

1.7 DEVELOPMENT PARTNERS

- Support the implementation of the National TPD Policy through adequate funding, training resources and Train the Trainer opportunities.

- Support upgrading initiatives by providing sponsorship for teachers and school heads to access relevant upgrading courses.

- Support upgrading initiatives by creating pathways for teachers to access upgrading programs through distance learning or mixed mode delivery to avoid disruption to classroom teaching.

- Manage the national scholarship program for serving teachers and school heads.

- Collate, analyse, and report on NEP TPD targets.

- Approve and publish TPD training manuals online.

- Provide funding for NIST activities.

1.8 CHURCH EDUCATION AGENCIES

- Support the implementation of the National TPD by working collaboratively with NDoE, PDoE and school level stakeholders in relation to human resources, training materials and financial support when relevant.

- Conduct and report TPD for teaching service members employed in that agency's schools.

1.9 TEACHING SERVICE COMMISSION

- Provide instructions to members of the teaching service on expectations for professional development and qualifications.

- Coordinate training positions for members of the teaching service who are doing further studies.

- Liaise with NDoE and PDoEs to ensure TPD is relevant for the teaching service.

SECTION 2: MEASURES OF EFFECTIVENESS

This section discusses the tools, indicators, processes and methods that can be utilised to measure the effectiveness of Teacher Professional Development programs and initiatives.

2.1 BENCHMARKS FOR TEACHERS ARE MEASURES OF A SUCCESSFUL TPD PROGRAM

NDoE has the following expectations of all TPD programs. These should be used to guide the development of TPD monitoring and evaluation activities.

As a result of TPD programs or initiatives, teachers should meet one or more of the following requirements or benchmarks -

- Hold a qualification from a recognised HEI capturing a balanced level and weight of curriculum, teaching & learning pedagogy and teaching practicum.

- Possess adequate and updated knowledge of the curriculum subjects and the pedagogical skills required for usage in schools and classrooms.

- Have access to reliable, valid and sound early teaching career support program at the beginning of their teaching at schools.

- Have access to adequate mentoring support through regular monitoring and inspection throughout their careers to assess and review their learning needs and

- Acquire new knowledge and competence through a variety of strategies and programs including international and regional exchange and placement programs.

2.2 INSTRUMENTS TO MEASURE TPD PROGRAM EFFECTIVENESS.

Measuring TPD effectiveness is a nascent research area and NDoE are committed to strengthening this area in the future and welcome research institutes and partners interested in supporting evaluations and research on TPD program impact.

NDoE are currently compiling and testing tools/processes that can be used to measure TPD program effectiveness, including teacher competency.

The following instruments are under development.

- Checklist

- Questionnaire

- Lesson observation

- Teacher interview

Pre and post tests and evaluation forms are required for all TPD activities.

2.3 MEASURING THE IMPACT OF THE POLICY AND PROGRAMS

The NEP has several indicators related to the NTPD policy. The NDoE will use these indicators to measure the impact of the policy.

Table 4: Related NEP indicators

NEP Outcome Statement	NEP Indicator	NEP Source
Minor outcome 1.2 That ECE institutions are able to provide a quality preparedness program for 4 and 5 year old children.	1.5 Percentage of ECE teachers with an approved teacher qualification.	EMIS
Major outcome 4 That there will be sufficient well-trained and qualified teachers in place to meet student demand with resources and the support at schools to allow for quality teaching and learning to take place.	4.1 Percentage of teachers with required minimum teaching qualification by sector.9	EMIS
Minor outcome 4.2 That a teacher upgrading program has been implemented.	4.3 Percentage of teachers accessing up-grade training opportunities.	TRPDD
Minor outcome 4.3 That all teachers regularly participate in a program of in-service teacher professional development.	4.4 Percentage of teachers accessing in-service training opportunities.	TRPDD
Minor outcome 7.1 That opportunities have been provided for school leaders and governing body officials to receive leadership and management training.	7.3 Percentage of school heads trained on finance and management.	EMIS

School inspection

During a school inspection, the inspector will assess the quality of a school's TPD program using the NQSSF indicators:

1.2.2   The school leadership develops a learning community that guides, supports, mentors and professional develops people.

3.2.1   The school staff is gender equitable, qualified, and competent to undertake their professional duties.

3.2.4   The school has developed and implemented a professional development plan for staff.

4.4.1   School staff are qualified and competent to undertake their professional duties.

4.4.2   Teachers at the school support each other through mentoring, school-based in-services and cooperate to improve the overall quality of teaching that exists within the school.

TPD and upgrading programs

During the design of TPD and upgrading programs, outcome-level indicators will be disaggregated by sex, sector, and location, and may include:

- Percentage change in student learning outcomes.

- Percentage of teachers/school heads meeting minimum qualifications.

- Percentage of teachers/school heads demonstrating required skills/practices.

- Percentage of teachers/school heads meeting minimum standard of knowledge.

- Percentage of teachers/school heads completing TPD/upgrading program.

- Percentage of teachers/school heads/schools with a professional development plan for the current year.

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9   NEP indicator 4.1 is the same as the Sustainable Development Goal indicator 4.c.1 Proportion of teachers with the minimum required qualifications, by education level.

- Percentage of teachers/school heads who have received a lesson observation/coaching in the previous term/year.
- Percentage of schools with TPD activities in their SLIP.
- Percentage of teachers/school heads who participated in TPD/cluster/learning circle/PIST/NIST.
- Percentage of provinces/districts with a provincial TPD plan.
- Percentage of province/district/school budget allocated to TPD/ upgrading.

Output-level indicators for TPD programs may include:

- Number of teachers/school heads trained.
- Number of trainers trained.
- Average number of hours of TPD received per teacher/school head.
- Number of coaching visits conducted.

The TRPDD and RED can provide advice to PDoEs and development partners planning TPD and upgrading programs.

2.4 ROLE AND RESPONSIBILITIES OF EDUCATION STAKEHOLDERS IN MONITORING AND EVALUATION (M&E) FOR TPD

2.4.1. Role of the NDoE

NDoE will develop the TPD M&E system to be used at the National, Provincial, District and school levels for assessment and reporting. Research opportunities will be explored with development partners to ensure the M&E system is adequately supported.

The Research and Evaluation Division (RED), TRPDD, Policy and Planning Division (PPD) and School Inspection Division (SID) are key divisions involved in the development and oversight of the TPD M&E system.

2.4.2. Provincial level

Provincial Education Advisors (PEA), school inspectors and in-service training coordinators to administer the monitoring and evaluation of this policy through research done in districts and schools.

Provinces will report their TPD and upgrading data through their Annual Report to the National Education Board and when requested by TRPDD.

2.4.3. District level

District Education Advisors, school inspectors, district / cluster in-services training coordinators will administer the implementation of this policy through monitoring and evaluation.

2.4.4. School head

School heads will comply with monitoring and evaluation standards set by the Department to ensure quality teacher training and in-services are delivered. It is vital to provide feedback for review and improvement.

SECTION 3: PATHWAYS TO UPGRADING TEACHERS THROUGH IN-SERVICE TPD

The current pathway for teachers to upgrade is through application to HEIs/TTI/TTIs offering upgrading courses. Some of the institutes offering upgrading programs are: Divine Word University, University of Goroka, PNG Education Institution, University of PNG and Pacific Adventist University.

NDOE in partnership with DHERST have introduced TPD upgrading program which will recognise prior learning. The credit points gained from TPD will be accredited towards a new qualification.

The illustration in Figure 2 provides an overview of the process from up-skilling to upgrading qualification.

This is a preferred pathway for many reasons. The most important reason however is that it minimises disruption to schooling for PNG children and youth. Teachers can participate in accredited teacher training programs outside of school hours and/or during school term breaks, and do not need to apply for leave. This pathway enables teachers to continue teaching while they undergo upgrading. The diagram provides an overview of the proposed process.
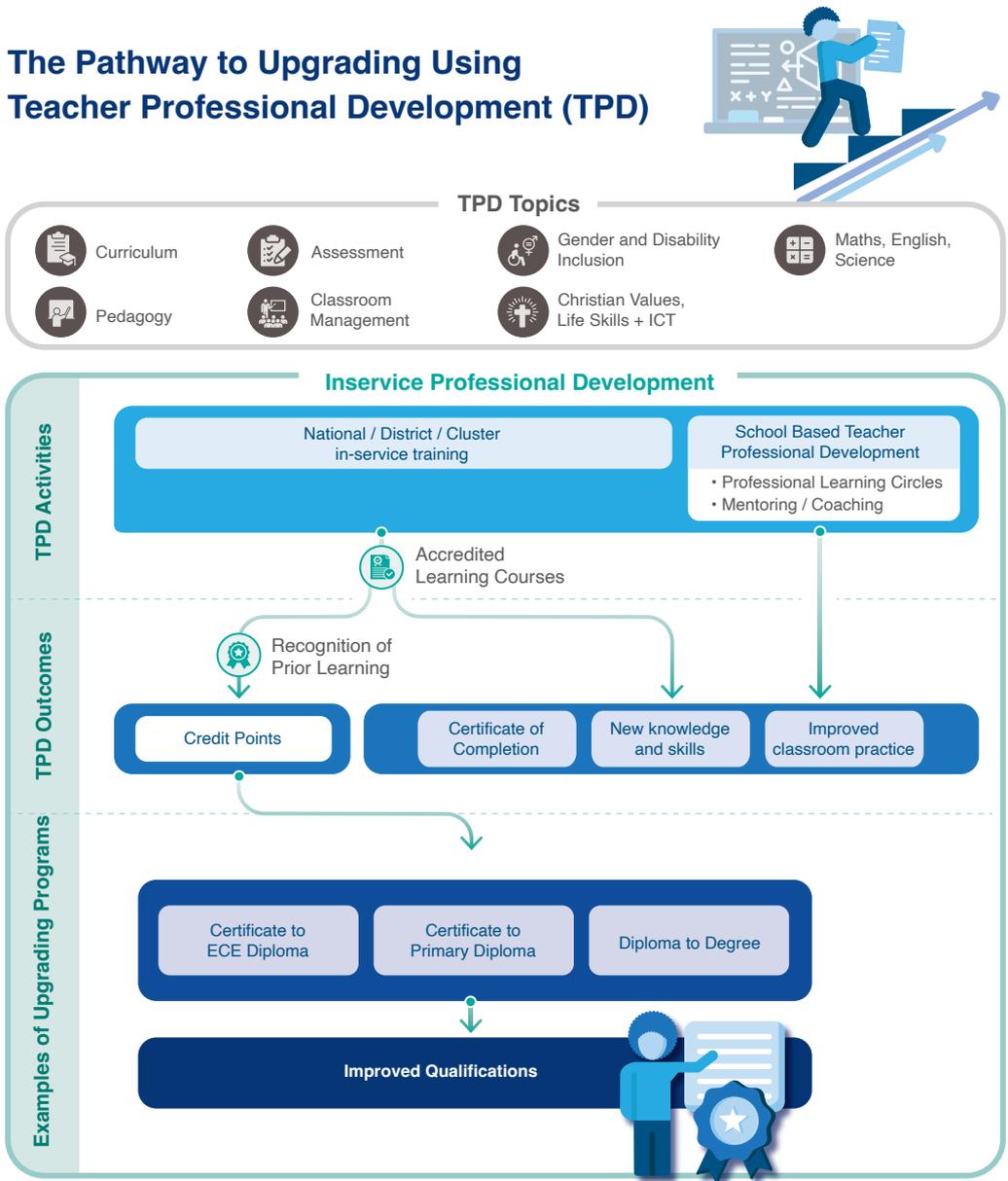

Figure 2: Proposed approach to use in-service training for upgrading.

SECTION 4: QUALITY ASSURANCE

NDoE TRPDD has developed a quality assurance plan to address the likely challenges experienced in implementing the TPD policy in full. TRPDD is responsible for overseeing the quality assurance strategies deployed to ensure the TPD policy is implemented according to the requirements outlined in this document.

Table 5: Quality assurance management approach

Issues	Impact	Management response
Lack of vetting/accreditation of training materials/guidelines for NIST and PIST training programs	Quality is not guaranteed. Training cannot be accredited.	TRPDD to convene vetting/accreditation workshops to agree on the package of NIST/PIST training programs allowed to be used in PNG.
Lack of evaluation or review of TPD activities	Improvements in TPD cannot be made. Results from TPD regarding impact on teaching competency would remain unknown.	TRPDD will explore partnership opportunities for reviews and evaluations to be carried out on TPD activities. Evaluation forms and pre and post test items are a requirement of all teacher training packages.
Lack of supervision of NIST and PIST activities	Ad hoc and possibly unhelpful feedback to teachers.	TRPDD plan to update supervision forms for PEA and In-service Coordinators.
Lack of supervision or support to school/cluster based TPD	Ad hoc and possibly unhelpful feedback to teachers.	TRPDD plan to update supervision forms for In-service Coordinators and DEO.
No information reaching teachers on upcoming NIST, PIST and other TPD activities	Teachers are uninformed and therefore miss out on TPD opportunities for upskilling and upgrading their qualifications.	TPD gazette to be published annually on the NDoE website. TRPDD to work with PDoE to publish the NIST/PIST plan to all schools in the province on an annual basis. TPRDD to publish and distribute approved training materials online.
Lack of oversight on TPD activities conducted by partners	Quality is not guaranteed. Training cannot be accredited.	TRPDD to work with partners to ensure all training packages are properly reviewed and accredited before training programs are rolled out. TPRDD to conduct quality assurance visits to TPD and upgrading programs.
No reporting of NIST/PIST and other TPD activities.	TRPDD is unable to report on progress and impact leading to lack of buy in and commitment to ongoing TPD funding by government and NDoE partners.	TRPDD to strengthen monitoring and evaluation system for TPD and improve reporting of NIST/PIST by PDoE to NDoE. TPRDD to distribute standard data collection forms to PDoEs.
Lack of coordination between NDoE, PDoE and TSC regarding study leave	Teachers are removed unnecessarily from payroll. Teachers are unable to pursue their upgrading studies.	TRPDD to oversee coordination meetings with relevant authorities.

SECTION 5: ENABLING ENVIRONMENT

The success of NDoE's TPD program will be strongly influenced by:

- **Available expertise:** TRPDD relies on its partners such as NGOs and UNICEF and the expertise that exists in key divisions of the NDoE including the Curriculum Development Division (CDD) who are responsible for curriculum development, Measurement Services Division (MSD) who are responsible for assessment to inform content areas for TPD training and professional development packages.

- **Complementary policies:** A number of complementary policies/standards are in place that align to the principles, standards and approaches used in TPD including:

    a. National Teacher Standards Framework (under development)

    b. National Quality School Standards Framework

    c. National Minimum School Standards

    d. GESI in Schools Policy

    e. Behaviour Management Policy

    f. SLIP Policy

    g. Inclusive Education Policy

    h. Government Tuition Fee Subsidy Policy

- **Supportive leadership:** It is critical to the success of all TPD programs in PNG that leadership at the national, provincial, district and school level are supportive of the continuous development of our teachers in PNG through training, professional development and coaching and mentoring. This support can help facilitate opportunities to secure funding and expertise for TPD implementation.

- **Committed institutions:** The professional development of teachers in PNG is everyone's business. The key institutions involved in TPD are NDoE, PDoE, DHERST, TSC and HEI's including accredited Teacher Training Institutes/Colleges.

- **Partners:** Our partners are our greatest asset. In previous years and currently, TRPDD has partnered with many NGOs as well as UNICEF and others on TPD activities. We welcome continued engagement and partnerships on TPD into the future.

- **Funding:** Funding is perhaps the greatest risk to TPD policy implementation. Funding for NIST and PIST weeks has declined over the years, and in recent times, funding for NIST/PIST has primarily come from partners – who often have limited scope to roll out TPD nationally. There is the expectation that PDoE's will source funding through the PSIP/DSIP funds, but to date there are few examples of this happening in practice. It is critical that funding for ongoing TPD needs is secured through multiple channels but in a systematic and planned manner. Planning for this is under development.

SECTION 6: RISK MANAGEMENT AND MITIGATION

The Risk Management Plan in the TPD policy outlines ways to address constraints and challenges that are encountered during the implementation of the policy. These are related to the enabling environment (see above) or external factors that are outside the control of NDoE TRPDD but issues that can be mitigated with careful coordination and collaboration.

Table 6: Risks and mitigation

Risk	Impact	Risk Level	Mitigation strategy
Lack of funding for NIST, PIST and school/cluster based TPD.	NIST/PIST weeks do not run. School based TPD activities are not conducted. Teachers' competency is not development.	High Risk	TRPDD to work with partners to develop funding pipeline and develop guidance for PDoE's on securing PSIP for TPD. TRPDD to work with SID to ensure schools know to budget for TPD in their SLIPs. Including TPD and upgrading in NDoE Corporate Plan and Annual Operational and Financial Plan. Including TPD and upgrading in the Provincial Education Implementation Plans.
Lack of technical expertise in developing high quality relevant TPD training and professional development packages.	Low quality training materials available. Unable to accredit training materials.	High Risk	Work with partners to ensure materials are high quality and relevant for TPD activities. Ensure all materials are properly vetted/approved for use in TPD through the TTRPD Quality Assurance Committee. Close coordination with HEIs and DHERST to ensure courses are accredited.

PART D: ANNEX
GLOSSARY OF TERMS

Assessment	An ongoing process for monitoring the implementation of curriculum or programs.
Coaching	Coaching in teaching is often called instructional coaching. This involves an expert coach/teacher working with the teacher in regular one-to-one coaching sessions to gradually enhance both their students' learning and their own performance. Effective coaching demands active listening, analysing needs, and then developing capacity on the basis of the teachers' strengths.
Collaborative	When teaching or training programs are discussed and planned in an agreed, shared or collective manner.
Competence	The level of capacity, know-how or skills possessed by a teacher or an individual in certain areas of education or teaching and learning.
Competent	Knowledge, experienced, skilled and capability, especially when performing or doing something (capacity to perform a task with confidence).
Equity	When there is a just and fair consideration of different groups of audience or students when planning teaching and learning programs or during the activities delivered.
In-Service	In-service teacher education program refers to any program offered to teachers who are already working in schools. It is done with the objective to update and renew the knowledge, technical skills, etc., of teachers to enhance and maintain their teaching proficiency.
Mentoring	Mentoring in education involves pairing teachers with a more experienced teacher, who acts as a positive role model. Mentoring often aims to build confidence and to develop resilience and character. Mentoring teachers is vital to the success of learners in educational settings where differences necessarily exist in teachers' expertise, knowledge, experience, and cultural resources and adaptability.
Pedagogy	Study of the methods, approaches and principles of teaching.
Pre-service	Pre-service teacher education is the education and training provided to student teachers before they are qualified.
Professional ethics	Acceptable standards of practice, behavior and moral principles which teachers are to abide by as long as there are employed as members of the teaching service.
Teacher professional development	It is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. In PNG, TPD mostly occurs in the school, where teachers are practicing and mastering their profession. TPD also comes in many forms. In PNG, TPD is typically training, professional/peer learning circles or networks, teacher planning/reflection meetings, and coaching and mentoring.
Upgrading programs	Institutional/College programs developed specifically for teachers who wish to upgrade their qualifications from one level to another.
Upskilling programs	Ongoing cluster or school based TPD undertaken on selected curriculum, pedagogy or administrative topics.

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