



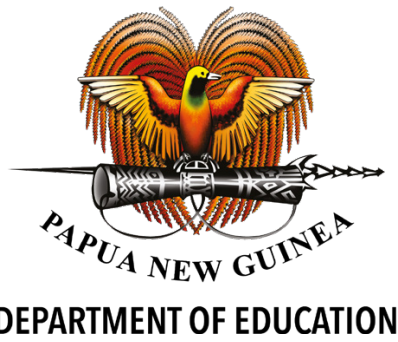
DEPARTMENT OF EDUCATION



# IMPLEMENTATION GUIDELINES

## TEACHER PROFESSIONAL DEVELOPMENT POLICY

Guidance for school heads, provincial and national officers  
on how to implement the TPD Policy



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# CONTENTS

<b>Introduction</b>	<b>4</b>
<b>1. School Guidance</b>	<b>5</b>
1.1 What is new?	5
1.2 Essential documents	6
1.3 What is TPD?	7
1.4 What is upgrading?	9
1.5 What does our school need to do?	10
1.6 Frequently asked questions	12
1.7 TPD calendar	14
1.8 TPD files	17
1.9 Reporting TPD	18
1.10 Self-assessment	19
<b>2. Provincial Guidance</b>	<b>20</b>
2.1 Provincial Education Implementation Plans	20
2.2 Responsibilities for provinces	21
2.3 Reporting	23
2.4 Data	24
2.5 PIST planning	25
2.6 NIST	26
2.7 Education agencies	26
2.8 Projects	26
2.9 Upgrading programs	27
2.10 Frequently asked questions	28
2.11 Self-assessment	29
<b>3. National Guidance</b>	<b>30</b>
3.1 NIST	31
3.2 National training materials	31
3.3 Upgrading	32
3.4 Scholarships	32
3.5 Quality assurance	33
3.6 Data	33
3.7 Policy dissemination	34
3.8 TPD Gazette	34
3.9 Policy monitoring and evaluation	34
<b>National Results Framework</b>	<b>35</b>
<b>Annex 1: Pacific Regional Teacher Standards</b>	<b>39</b>
<b>Annex 2: National Quality School Standards</b>	<b>40</b>

# INTRODUCTION

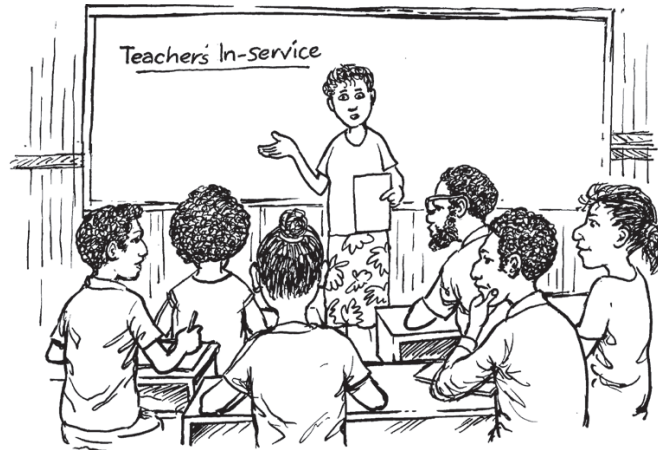
The Implementation Guidelines explain how to implement your responsibilities in the new TPD Policy. The guidance describes mandatory rules and best practice.

There are three sections:

## 01

### School Guidance

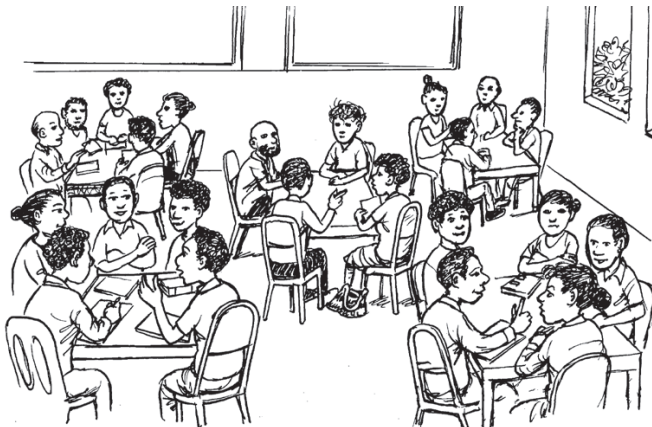
For school heads and governing bodies.



## 02

### Provincial Guidance

For education administrations and education boards (e.g. the Provincial Education Board).



## 03

### National Guidance

For the National Department of Education, education agencies, and development partners.



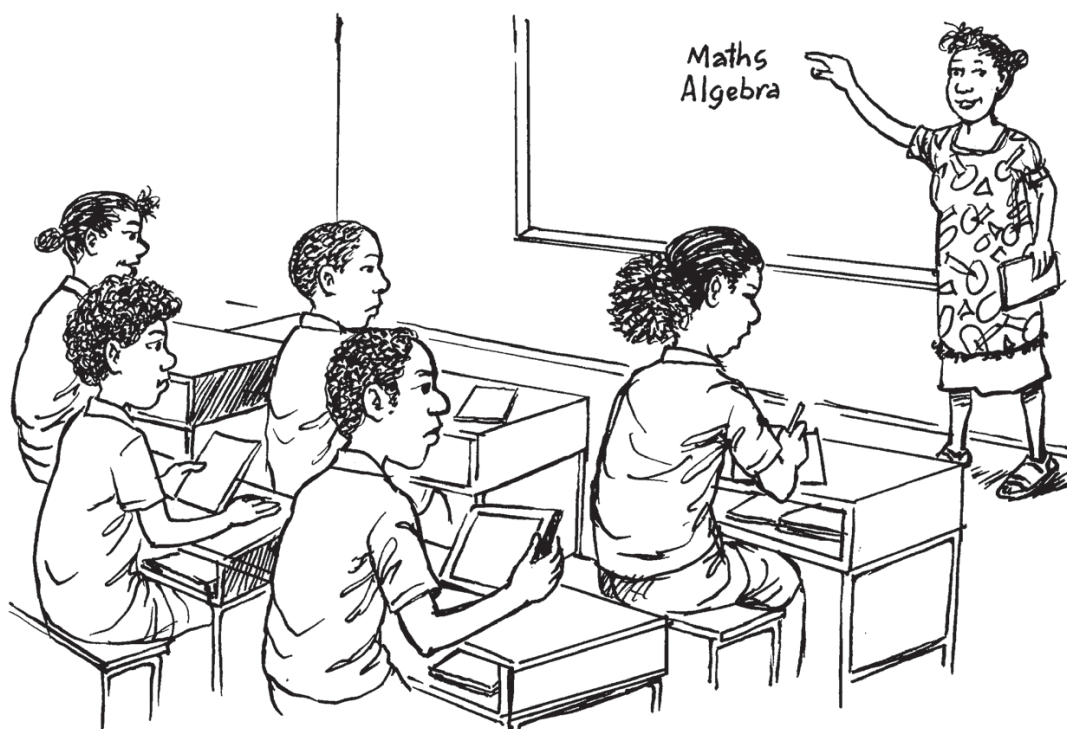
# 01 SCHOOL GUIDANCE

Most teacher professional development (TPD) happens in schools.  
The school guidance is for the school head, teachers, and governing body.

## 1.1 WHAT IS NEW?

It is the responsibility of the school head to inform teachers and governing body members about the new policy.

- The TPD Policy is a new national policy to improve teaching and learning.
- The policy applies to all schools, teachers, and school heads.
- The policy covers TPD and upgrading teacher qualifications.
- TPD includes:
  - School-based in-service e.g. Teacher Learning Circles (TLCs), coaching and lesson observations.
  - District and cluster-based in-service.
  - Provincial and national in-service.
  - Self-study.
  - Online courses.
- Each member of the Teaching Service should complete at least 60-70 hours of TPD per year, which is 2.5 hours each week (in a 40-week school year).
- Schools can use their Government Tuition Fee Subsidy (GTFS) funding for SLIP Focus Area 2 (Staff Development and Training).
- Teachers and schools must keep records of TPD for appraisal and inspection.

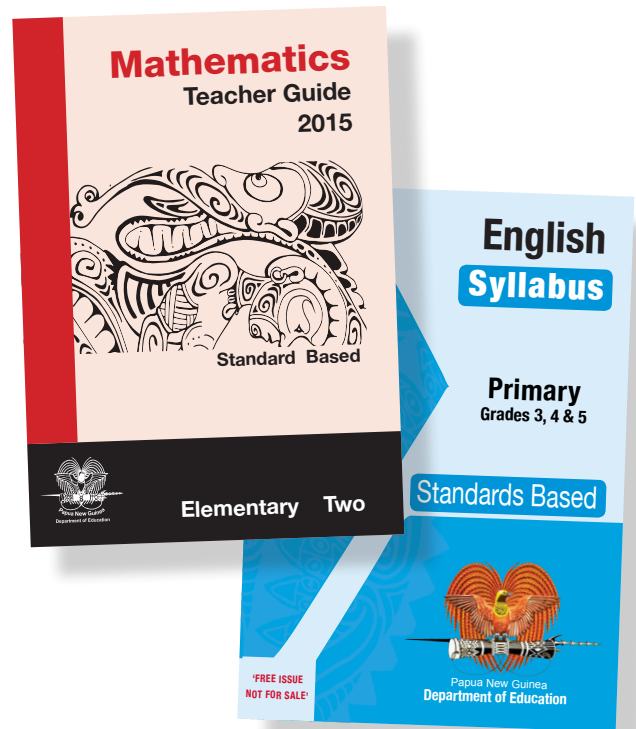


## 1.2 ESSENTIAL DOCUMENTS

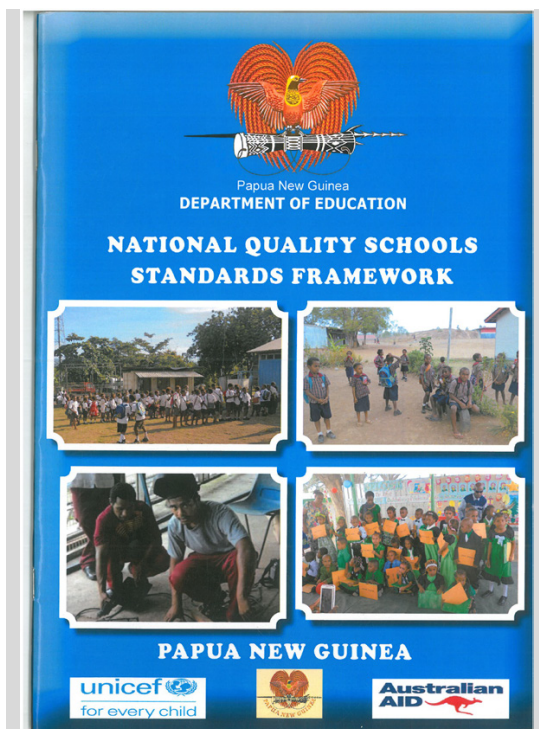
You will need these documents from [www.education.gov.pg](http://www.education.gov.pg).



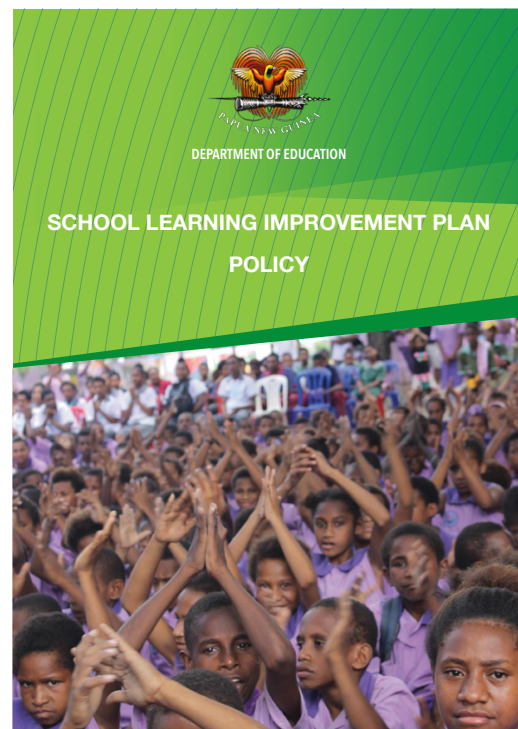
**TPD POLICY**



**NATIONAL CURRICULUM**



**NATIONAL QUALITY SCHOOL STANDARDS FRAMEWORK**



**SLIP POLICY**

## 1.3 WHAT IS TPD?

Teachers and school heads are professionals. In your career, you have a responsibility to improve your skills and knowledge to meet your students' learning needs. Take part in TPD is one of the **national teacher standards** and organising regular TPD is one of the **national school standards**.

### 1. School based TPD

School-based in-service will happen in every school. The TPD is:

- Regular (every week or every fortnight).
- Usually happens after the end of the school day.
- Involves all the teachers in the school.
- Organised by the school head and teachers.
- Held at your school.
- Based on the needs of your students and teachers.
- Funded by the GTFS or school income.

#### School-based TPD might include:

- Training or coaching from an experienced teacher.
- Lesson observations and feedback.
- Teacher Learning Circles to share skills and solve problems.
- Individual study using paper-based or online materials (for example, from FODE).
- May use in-service modules from your education agency, province or NDoE.

### 2. Cluster-based TPD

Local in-service hosted by one school in your cluster<sup>1</sup>. Cluster workshops are:

- Whole day.
- Organised and hosted by one school in the cluster.
- Facilitated by experienced teachers from the cluster.
- Monthly or termly.
- Close enough for all the teachers in the cluster to travel to.
- Funded by GTFS or a grant.

#### Cluster-based TPD might include:

- Training from an experienced teacher.
- Watching demonstration lessons.
- Teacher Learning Circles.
- Using in-service materials sent by the education agency, province or the NDoE.



<sup>1</sup> A cluster might be similar schools (for example, primary schools) or it could be a main school and its feeder schools (for example, a high school and its feeder primary schools). If you do not know which cluster you are in, please contact your District Education Administrator.

### 3. Provincial In-service Training

Your province may organise annual Provincial In-service Training (PIST). The province will select the topics for the training based on the needs of the students and teachers in the province. The PIST will be:

- Usually up to five full days.
- Organised and funded by the province.
- Facilitated by experienced teachers or provincial trainers.
- Accompanied with in-service modules and other materials.
- May target selected staff (for example, just the school head).

The PIST may be delivered in different ways including school-based, cluster-based or individual self-study. Sometimes the PIST may be delivered at the district or provincial capitals and may include an overnight stay.

Your province will tell you if there will be PIST during the academic year.

### 4. National In-service Training

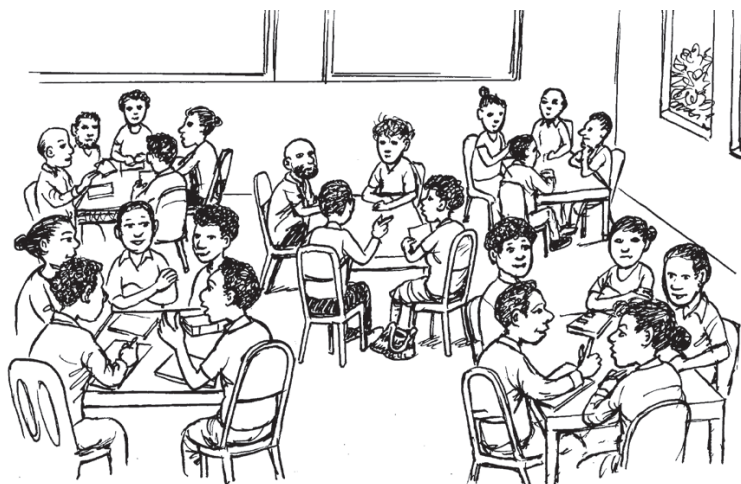
The National Department of Education may organise National In-service Training (NIST). The topics will be national priorities (such as a new curriculum or policy). The NIST will be:

- Usually up to five full days of training but may be more for important topics.
- Funded by the NDoE.
- Organised by the province.
- Facilitated by master trainers, inspectors or experienced teachers.
- Accompanied with in-service modules and other materials.
- Announced in the annual TPD Gazette and Education Calendar.

The NIST may be delivered through school-based, cluster-based, district, provincial or national workshops. Schools may be asked to use their GTFS for school- or cluster-based in-service.

### 5. Education agency training

An education agency may organise in-service training for its teachers on topics which are important for that agency and its schools and teachers. The agency will fund and organise the training itself.



## 1.4 WHAT IS UPGRADING?

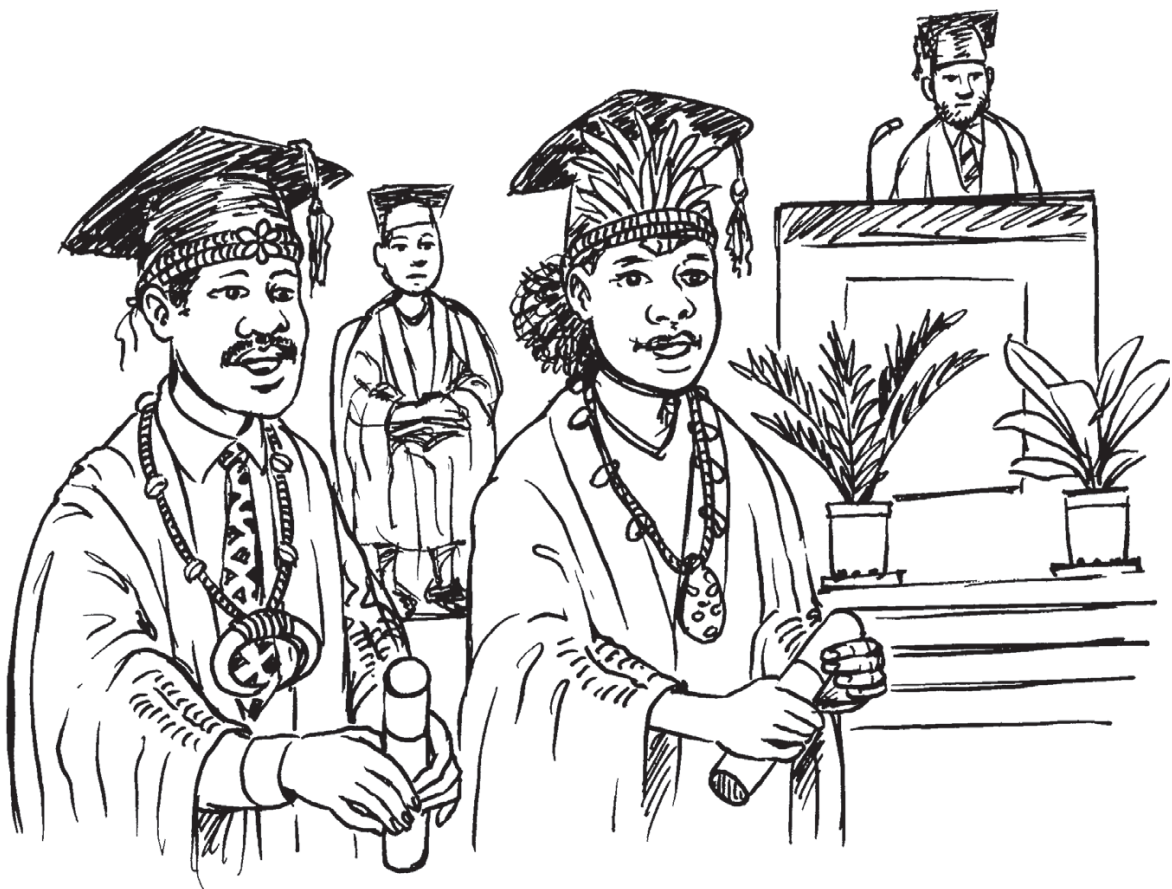
Upgrading your qualifications may allow you to teach different grades. Common upgrading programs are:

<b>Elementary teachers</b>	Certificate of Elementary Teaching	→	Diploma in teaching (for example primary or early childhood education)
<b>Primary teachers</b>	Diploma in education (primary)	→	Bachelor's degree in education
<b>Secondary teachers</b>	Bachelor's degree in education	→	Post-graduate Diploma or Master's degree in education

Upgrading programs are available from several higher education institutions and teacher training institutions. Scholarships may be provided by your province or the NDoE. See the TPD Gazette for further information.

We prefer teachers to enroll in an in-service upgrading program (flexible/mixed mode) where you continue in your teaching role rather than resign or take an extended leave of absence as this is better for students.

If you wish to apply for an NDoE scholarship, you will need to submit a TPD Study Application Form available from your Provincial In-service Coordinator.



## 1.5 WHAT DOES OUR SCHOOL NEED TO DO?

Meet with teachers and discuss the TPD Policy.



Check the PIST and NIST topics for the academic year.

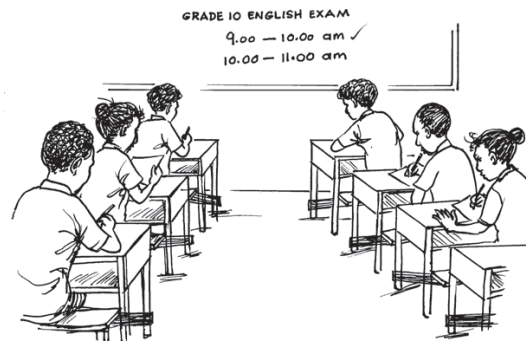


Plan and budget for TPD in SLIP Focus Area 2 Staff Development and Training.



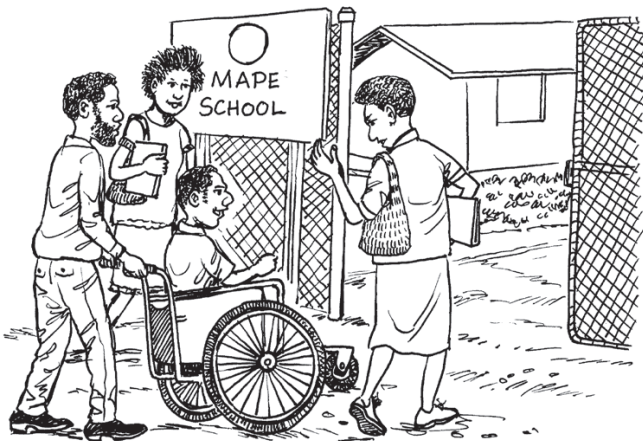
IL 11:

Choose in-service topics based on student learning gaps and teacher needs.

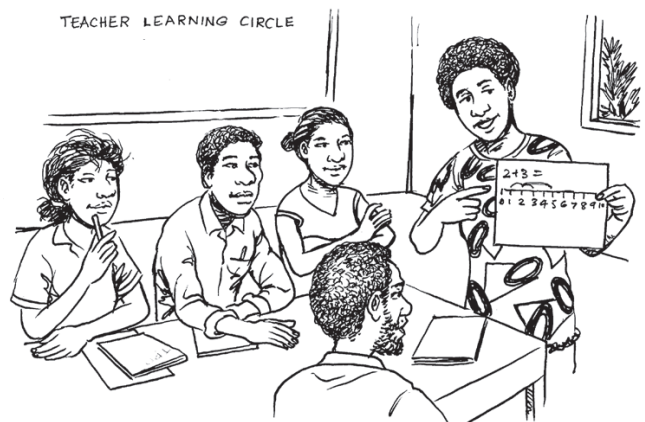


Share ideas on which TPD activities could be done at the school such as TLCs and peer lesson observations.

Coordinate with your cluster and feeder schools.



Set up regular Teacher Learning Circles.





## 1.6 FREQUENTLY ASKED QUESTIONS

### Which schools does the TPD policy apply to?

Every school: ECE, primary, secondary, VET, IERC & FODE. The school does not need their own TPD Policy.

### What will the School Inspector look for?

- TPD in the SLIP and Annual Action Plan.
- Enough budget for TPD.
- Annual TPD plan with calendar.
- School TPD records.
- Individual teacher's TPD file.
- Evidence TPD is based on the needs of students and teachers.

### How often should we conduct TPD?

Every school should have an annual TPD plan with calendar which lists dates and topics.

**School TPD:** one hour every week.

**Lesson observations:** at least once a term for every teacher.

**Cluster TPD:** once a term.

**TLCs:** once a month.

**NIST/PIST week:** 5 days once per year.

### Why 60-70 hours?

To improve teaching skills and content, teachers need time to practice and get feedback.

60 hours is the minimum TPD per year.

One week of NIST/PIST is 35 hours.

### How can we fund TPD and upgrading?

Schools can use their GTFS and other income to fund regular TPD.

Schools may contribute to the cost of teacher upgrading programs in the SLIP, but the teacher must agree to teach at the school for three years after graduating.

### **Do we need a TPD Coordinator?**

Yes! Your school can have a TPD Coordinator. The school head is responsible for TPD.

TPD is a shared responsibility, so every teacher is expected to take part running TPD sessions over the year. Every teacher should take part in lesson observations and feedback.

### **What is NIST?**

National In-Service Training is a mandatory annual TPD week which focuses on national priorities decided by the NDoE. For example:

- Annual thematic focus.
- New policy roll out.
- Topics from the national examinations or learning assessments.
- SBC implementation.

NDoE may provide the in-service materials and train-the-trainers. Your PDoE organises the NIST training. Usually, NIST is school, or cluster based and you can use your GTFS to cover costs. Refer to the annual NDoE calendar.

### **What is PIST?**

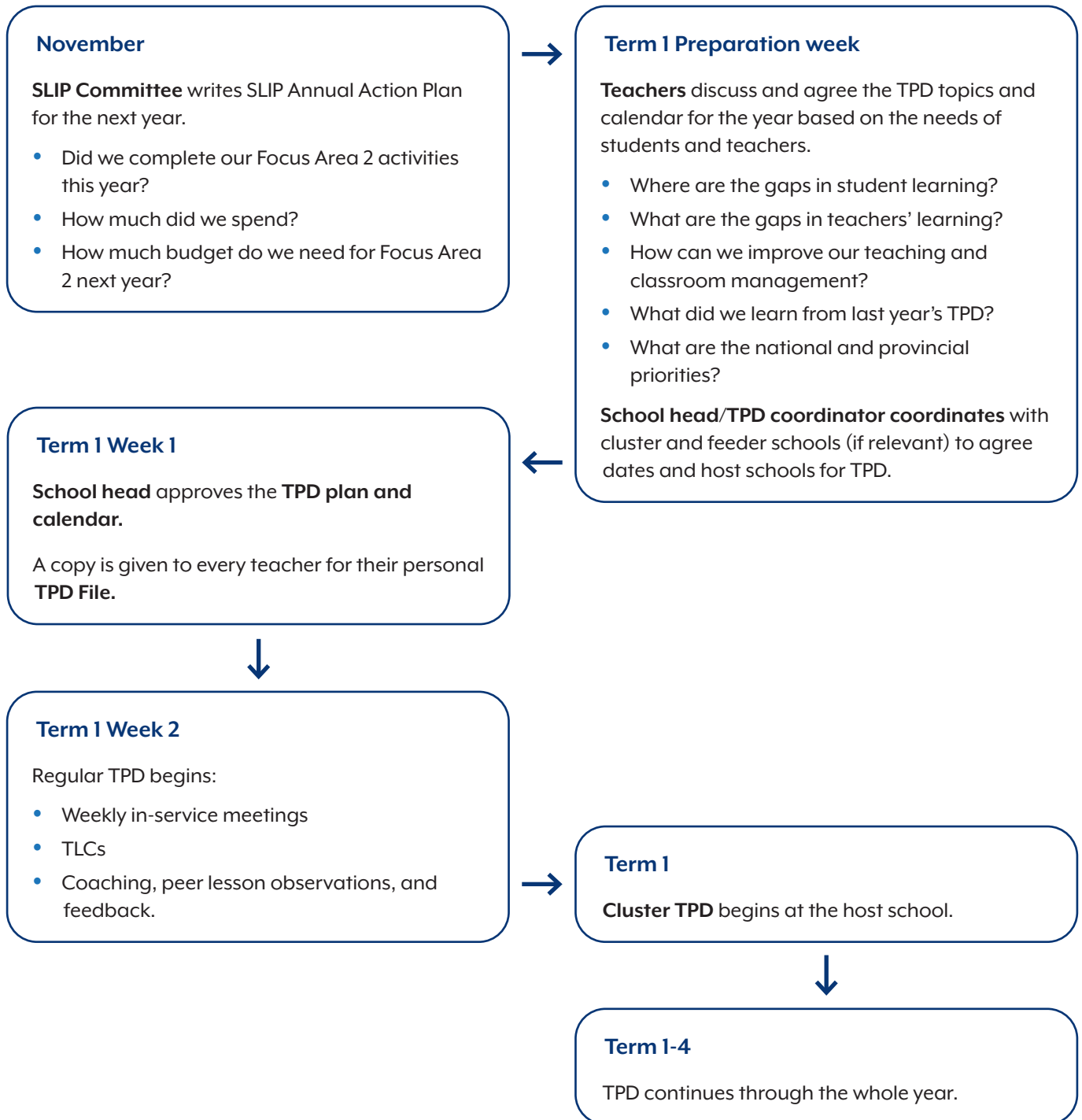
Provincial In-Service Training is decided by the PDoE based on the needs of the teachers and students in their province. The PDoE funds and organises the training. PIST should be reflected in the Provincial Education Implementation Plan.

### **What about in-service from our church education agency?**

Under the Education Act, church education agencies can organise TPD for the teachers in their schools.

This TPD counts towards the 60-70 hours per year.

## 1.7 TPD CALENDAR



## EXAMPLE TPD PLAN AND CALENDAR FOR ONE TERM

<b>School</b>	Bamboo Primary School	<b>Province</b>	Madang
<b>Year</b>	2024	<b>District</b>	Raikos

<b>Priorities</b>	<ul style="list-style-type: none"> <li>• Using the new mathematics textbooks.</li> <li>• Subtraction of 2- and 3-digit numbers.</li> <li>• Writing longer stories with better description.</li> <li>• Answering questions about stories.</li> <li>• Dealing with bullying.</li> </ul>
-------------------	---

<b>Term</b>	1 Mathematics		
<b>Week</b>	<b>Topic</b>	<b>Facilitator</b>	<b>Hours</b>
1	<b>School in-service #1</b> Wednesday 3-4pm <i>Subtraction using bundling.</i>	Mrs. Bong	1
2	<b>School in-service #2</b> Wednesday 3-4pm <i>Subtraction using blank number lines.</i>	Mr. Ezekial	1
3	<b>School in-service #3</b> Wednesday 3-4pm <i>Subtraction using grids.</i>	Ms. Laurel	1
4	<b>School in-service #4</b> Wednesday 3-4pm <i>SBC standards for subtraction.</i>	Mrs. Bong	1
	<b>March Teacher Learning Circle</b> <i>What bullying do we see in our classes?</i>	Ps. Manual.	2
5	<b>School in-service #5</b> Wednesday 3-4pm <i>Subtraction word problems.</i>	Mr. Harold	1
6	<b>Cluster Workshop #1</b> Friday (all day) at St. Mary's Primary School <i>Using the new mathematics textbooks.</i>	St. Mary's Primary School	5
7	<b>School in-service #7</b> Wednesday 3-4pm <i>Subtraction in the new mathematics textbooks</i>	Ms. Laurel	1
	<b>April Teacher Learning Circle</b> <i>How do you prevent bullying in your class?</i>	Ms. Jennifer	2
8	<b>Lesson observation and feedback</b> <i>Observe each other's mathematics lessons.</i>	Every teacher as per schedule	2
9	<b>School in-service #8</b> Wednesday 3-4pm <i>Assessment tests for subtraction for each grade.</i>	Mrs. Bong	1
10	Assessment week. <b>Self-study</b> <i>Watch subtraction on Khan Academy website.</i>	Every teacher keep notes in TPD file.	2
		<b>Total</b>	<b>20</b>

## EXAMPLE TPD PLAN AND CALENDAR FOR ONE TERM

School		Province	
Year		District	

Priorities	
------------	--

Term			
Week	Topic	Facilitator	Hours
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
		<b>Total</b>	

## 1.8 TPD FILES

All teachers and school heads will need to show evidence of TPD in their appraisal and during the school inspection. Keep evidence of the TPD you have attended or led such as certificates and training materials. Record the date of the TPD and how many hours.

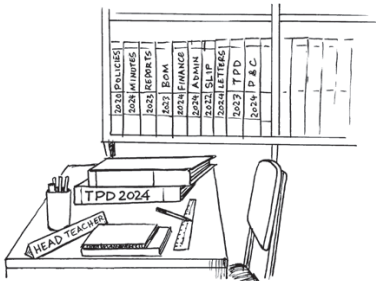
### Every teacher and school head



- Lever arch file with your name, year, and school
- Section 1: Dates and hours of TPD.
- Section 2: School based in-service.
- Section 3: Lesson observations feedback.
- Section 4: Cluster based in-service.
- Section 5: PIST
- Section 6: NIST
- Section 7: Self-study
- Section 8: Upgrading (if the teacher is upgrading)
- Section 9: Agency TPD (if church school)
- Section 10: Certificates of Completion
- Copies of training materials.
- Records of learning including assignments completed and self-reflection.

The school needs to keep a record of TPD and upgrading. The School Inspector will ask to see these records during inspections.

### Every school



- Teacher personnel files, including their qualification status.
- SLIP
- AAP and budget
- SLIP Internal and External Reviews
- Annual TPD plan and calendar
- TPD attendance registers
- Quarterly TPD reports to governing body and PDoE
- Copies of training materials



## 1.9 REPORTING TPD

Each term, the school head will report on TPD to the governing body and the DEA.

<b>SLIP Focus Area</b>	<b>2. Staff Professional Development</b>		
<b>Year</b>			
<b>Term</b>			
<b>TPD topics and objectives this term</b>			
<b>Expenditure</b>	<b>AAP budget</b>		
	<b>Actual expenditure</b>		
	<b>% spent</b>		
	<b>Notes</b>		
<b>Hours completed this term</b>	<b>Name of teacher (including school head)</b>	<b>Hours completed</b>	
<b>Main activities</b>			
<b>Successes</b>			
<b>Challenges</b>			
<b>TDP topics for next term</b>			
<b>Status of any teachers upgrading their qualifications</b>	<b>Name of teacher</b>	<b>Qualification</b>	<b>Status</b>

## 1.10 SELF-ASSESSMENT FOR SCHOOL HEAD / TPD COORDINATORS

Use this checklist annually at the planning stage. How ready is your school for the TPD Policy?

0	We don't do this yet	1	We do this	2	We can help other schools to do this	
	<b>Self assessment</b>			<b>0</b>	<b>1</b>	<b>2</b>
1	We have briefed the governing body on the TPD policy.					
2	We have trained the teachers on the TPD policy.					
3	We conduct a TPD needs assessment at least once a year.					
4	We plan for TPD in our School Learning and Improvement Plan (SLIP) and Annual Action Plan (AAP).					
5	We have an annual TPD plan and calendar.					
6	We budget for TPD in our SLIP and AAP.					
7	Our annual TPD budget is at least 10% of our GTFS.					
8	Each teacher has a TPD file.					
9	The school keeps good records of all TPD activities.					
10	We conduct regular school-based TPD (at least once a fortnight).					
11	We take part in regular cluster-based TPD (at least once a term).					
12	We have an active Teacher Learning Circle (small schools might join a cluster TLC) that meets at least monthly.					
13	All teachers take part in regular lesson observation and feedback coaching (at least once a term).					
14	We report on TPD activities to the governing body and PDoE once a quarter.					
15	Our TPD is focused on the needs of students and teachers.					
16	We take part in NIST when conducted.					
17	We take part in PIST when conducted.					
18	Teachers who need to upgrade their qualifications are enrolled in a program.					
19	Last year, all our teachers completed at least 60 hours of TPD.					
20	We support TPD at our feeder schools (for example, a primary school might organise TPD for its feeder ECE and pre-schools).					
	<b>Total</b>			<b>/40</b>		

# 02 PROVINCIAL GUIDANCE

This guidance is to support the Provincial Divisions of Education (PDoEs), subnational education administrations, and education agencies to implement the new TPD Policy to improve teaching and learning. The guidance explains the statutory responsibilities and recommends best practice for an effective TPD system.

The TPD Policy sets a minimum target of 60 hours of TPD per teacher per year.

## 2.1 PROVINCIAL EDUCATION IMPLEMENTATION PLANS

Each province is responsible for planning and the upgrading of teachers' qualifications in its Provincial Education Implementation Plan (PEIP) to contribute to the National Education Plan targets:

Outcome	Indicator	Target (2029)
<b>Minor outcome 1.2</b> That ECE institutions are able to provide a quality preparedness program for 4- and 5-year-old children.	<b>1.5</b> Percentage of ECE teachers with an approved teacher qualification.	ECE <b>80%</b>
<b>Major outcome 4</b> 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.	<b>4.1</b> Percentage of teachers with required minimum teaching qualification by sector. <sup>1</sup>	As per PEIP.
<b>Minor outcome 4.2</b> That a teacher upgrading program has been implemented.	<b>4.3</b> Percentage of teachers accessing upgrade training opportunities.	Elementary <b>100%</b> Primary <b>70%</b> Secondary <b>90%</b>
<b>Minor outcome 4.3</b> That all teachers regularly participate in a program of in-service teacher professional development.	<b>4.4</b> Percentage of teachers accessing in-service training opportunities.	Elementary <b>70%</b> Primary <b>80%</b> Secondary <b>70%</b> Vocational <b>90%</b>
<b>Minor outcome 7.1</b> That opportunities have been provided for school leaders and governing body officials to receive leadership and management training.	<b>7.3</b> Percentage of school heads trained on finance and management.	Elementary <b>60%</b> Primary <b>100%</b> Secondary <b>100%</b> Vocational <b>100%</b>

The PEIP must include costed TPD and upgrading activities with clear targets for each year. The targets should be realistic for the province, agreed with local stakeholders, and based on the needs of the province and teachers.

<sup>1</sup>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*.

## 2.2 RESPONSIBILITIES FOR PROVINCES

Individual teachers have the responsibility to continuously improve their professional knowledge and skills as per the national teacher standards. Each province is the ‘employer’ for the members of the Teaching Service so has a responsibility to enable professional learning to take place.

The TPD Policy has mandatory responsibilities for the PDoEs and education agencies. The Secretary for Education’s right to set these statutory rules is Section 28 of the Education Act 1983 (consolidated to No. 13 1995).

Policy Rule	What does this mean?
5.2.1. The PDoEs will plan, fund, and implement Provincial In-Service Training (PIST) based on the needs of the teachers and school heads in their respective province.	<p>Each province will have different priorities.</p> <p>It can use data from EMIS, examinations, and learning assessments to identify PIST topics.</p> <p>The administration must plan, adequately budget for, and implement PIST programs. Funding can be from the provincial treasury, function grant, PSIP, development partners, or revenue.</p>
5.2.2. As per Section 36 (1) of the Education Act, the Provincial Education Board selects teachers to attend professional courses.	<p>The province needs a system for selecting and releasing teachers and school heads for upgrading programs. The province must inform teachers of the criteria and process for selection.</p> <p>The system must consider any impact on student learning. If a teacher is not in school, who will teach their class?</p>
5.2.3. The PDoE will schedule an annual one-week PIST activity.	<p>Subject to the national Education Calendar, the province can select up to five days for PIST activities. These do not need to be consecutive days. PIST TPD could be delivered at the school, cluster, or district level. School and cluster training is the lowest cost.</p>
5.2.4. Each PDoE will establish a full-time position to manage and coordinate teacher and school head professional development.	<p>Most provinces have an In-service Coordinator. Under the new policy, this officer would also be responsible for teacher qualification upgrading.</p>
5.2.5. The PDoE will annually report on their in-service activities through their Annual Report to the National Education Board and to the Teacher Registration and Professional Development Division (TRPDD) as requested.	<p>Each province must establish a system for recording TPD and teacher upgrading activities and data. The TRPDD will provide access to the national system. The policy has core indicators which must be reported in the Annual Report to the National Education Board.</p>
5.2.6. The PDoE will plan, budget, implement, and report qualification upgrading programs in coordination with the TRPDD and teacher training institutions or higher education institutes. The PDoE will advocate for funding from the provincial, district, and local level government (LLG) service improvement programs.	<p>The 1-6-6 restructuring requires more qualified teachers, especially in primary and secondary schools. Provinces have the flexibility to establish their own upgrading programs at accredited TTIs or join the national program.</p>
5.2.7. The Provincial Education Implementation Plan will include realistic plans for annual TPD and qualification upgrading activities, including sufficient funding to roll out planned NIST and PIST activities.	<p>Each province should include costed plans for TPD and upgrading in their PEIP and budget submissions. This must include any funding for annual PIST activities.</p>

Policy Rule	What does this mean?
<p><b>5.2.8.</b> The PDoE will provide release for officers, trainers, teachers, and school heads to take part in PIST and NIST activities.</p>	<p>NIST is a mandatory national TPD program which addresses national priorities. These may include rolling out a new curriculum or policy or responding to findings from examinations or learning assessments such as PILNA. TRPDD will release training materials on the NDoE website. It is highly recommended that each province establishes a pool of qualified trainers for each level.</p> <p>Schools may use their GTFS for school and cluster based NIST.</p>
<p><b>5.2.9.</b> The provincial or district administration may fund scholarships for qualification upgrading or contribute to the national scholarship program.</p>	<p>Provinces, districts, LLGs, and other partners can establish scholarships for teachers who enroll in upgrading programs. Provinces should support the national scholarship program by approving candidates in a timely manner.</p>
<p><b>5.2.10.</b> 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.</p>	<p>The province may send its officers (such as the DEA) to observe any TPD or upgrading activities in the province.</p> <p>The NDoE will monitor TPD through school inspection visits and may send observers to NIST activities.</p>

## 2.3 REPORTING

**Rule 5.2.5.** *The PDoE will annually report on their in-service activities through their Annual Report to the National Education Board and to the Teacher Registration and Professional Development Division (TRPDD) as requested.*

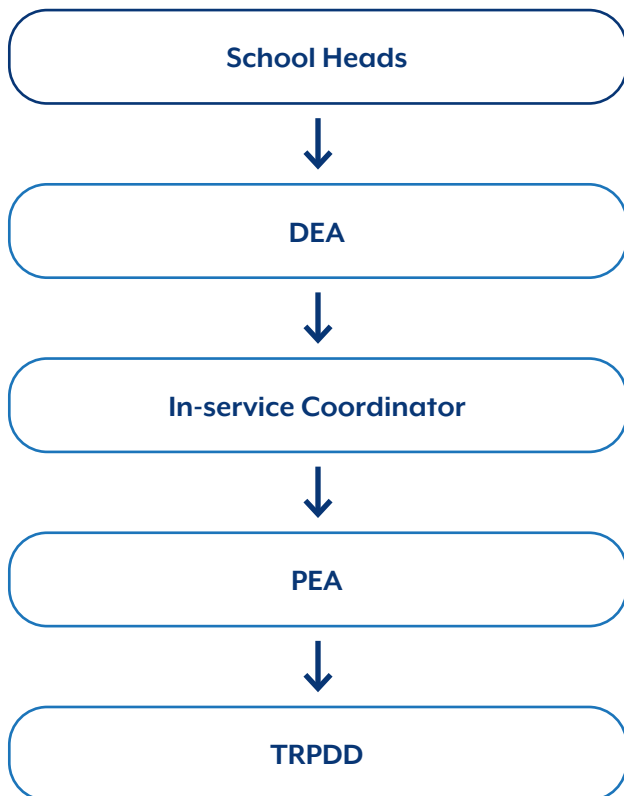
<b>Year</b>		
<b>Province</b>		
<b>PEIP reference</b>		
<b>PIST priorities and objectives</b>		
<b>TPD budget</b>	<b>Annual budget</b>	
	<b>Appropriation</b>	
	<b>Actual expenditure</b>	
	<b>% spent</b>	
	<b>Notes:</b>	
<b>Upgrading budget</b>	<b>Annual budget</b>	
	<b>Appropriation</b>	
	<b>Actual expenditure</b>	
	<b>% spent</b>	
	<b>Notes:</b>	
<b>Main activities</b>		
<b>Successes</b>		
<b>Challenges</b>		
<b>Provincial priorities for next year</b>		
<b>Data</b>	Please report on the TPD Policy mandatory indicators. Please list any data challenges.	

## 2.4 DATA

The province's Annual Report to the National Education Board must include:

- i. Percentage of teachers/school heads meeting minimum qualifications, by sex, district, and sector.
- ii. Percentage and number of teachers/school heads who participated in PIST, by sex, district, and sector.
- iii. Percentage and number of teachers/school heads who participated in NIST, by sex, district, and sector.
- iv. Percentage and number of teachers/school heads who have completed at least 60-70 hours of TPD per year, by sex, district, sector.
- v. Percentage and number of teachers/school heads who are currently enrolled in or have graduated this year in a teacher qualification upgrading program, by sex, district, sector, and qualification.
- vi. Kina value and percentage of provincial education budget allocated to TPD.
- vii. Kina value and percentage of provincial education budget allocated to upgrading.

Each province needs to establish a robust and reliable data system for TPD and upgrading or use the national system.

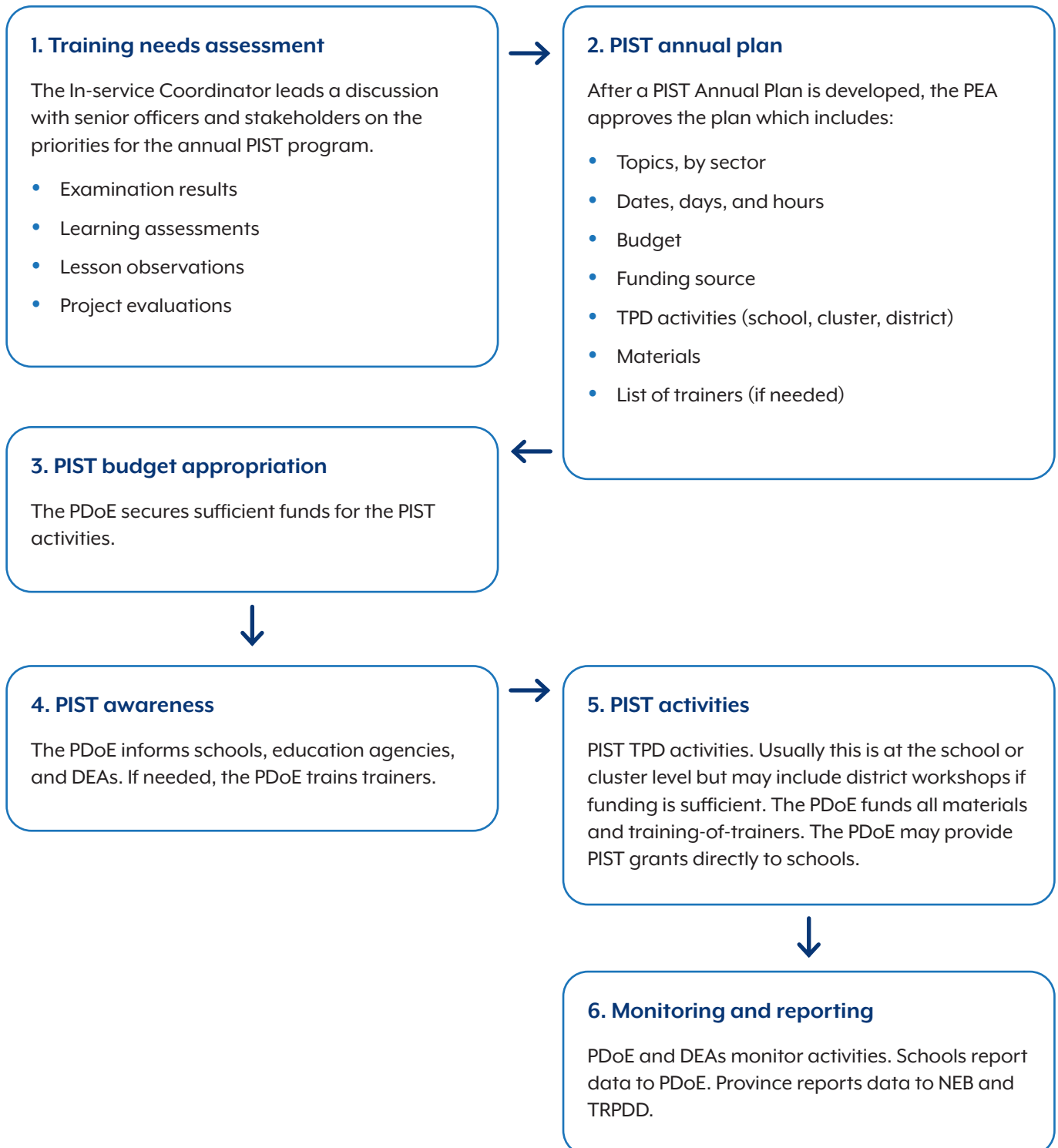


The School Inspectors are not responsible for the collation of TPD or upgrading data. They will assess the quality and frequency of TPD during school inspections.

## 2.5 PIST PLANNING

**Rule 5.2.5.** *The PDoE will annually report on their in-service activities through their Annual Report to the National Education Board and to the Teacher Registration and Professional Development Division (TRPDD) as requested.*

The province decides on the PIST program based on the priorities of the province and the needs of their students and teachers. The province may choose to use the NIST topics in liaison with TRPDD.



## 2.6 NIST

**Rule 5.2.7.** *The Provincial Education Implementation Plan will include realistic plans for annual TPD and qualification upgrading activities, including sufficient funding to roll out planned NIST activities.*

The NDoE advises on policy changes based on national priorities. In the past, this has included new curriculum, new textbooks, new policies, or high priority subjects.

The TRPDD will guide, approve and release training materials. The dates and topic will usually be included in the Education Calendar and a Secretary's Circular. NIST can be up to five full days and is usually conducted during when the students are on holiday.

If there is no NIST for the academic year, the province will still conduct PIST.

A school is allowed to use their GTFS for NIST activities which will mostly happen at the school and cluster level. The NDoE may make additional funding available to schools and provinces for NIST activities.

## 2.7 EDUCATION AGENCIES

**Rule 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.*

**Rule 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.*

Education agencies have the right to provide TPD to their own teachers and school heads. The agency must inform the PDoE about their training, and share a copy of the training materials, and teachers can count the training towards their 60-70 hours of TPD per year.

Agencies must coordinate the dates of the training with any PIST and NIST activities and ensure that student learning is not disrupted.

## 2.8 PROJECTS

**Rule 5.3.1.** *The TRPDD will facilitate the submission of training materials to the National Teacher Education Board of Studies (NTEBS) for review and approval.*

Provinces may have TPD and upgrading projects funded by development partners or other donors. TPD materials from these projects must be approved by the Teacher Education Board of Studies prior to implementation. The province may use the approved project materials and trainers in their PIST.

## 2.9 UPGRADING PROGRAMS

**Rule 5.1.10.** *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.*

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

**Rule 5.2.6.** *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*

The province will establish an upgrading program or join the national program. Only upgrading qualifications at institutions accredited with DHERST are accepted. If a teacher does not meet the grade point average requirement, they may study with FODE to reach the minimum requirement to enrol in the upgrading program.

All provinces need to track the teachers enrolled and graduating from upgrading programs. Priority should go to female teachers and teachers in remote or disadvantaged schools.

It is recommended that flexible or mixed mode in-service upgrading programs are used to reduce disruption to students' learning. Teachers will be able to 'earn while they learn.'

<b>Elementary teachers</b>	Certificate of Elementary Teaching	→	Diploma in teaching (for example primary or early childhood education)
<b>Primary teachers</b>	Diploma in education (primary)	→	Bachelor's degree in education
<b>Secondary teachers</b>	Bachelor's degree in education	→	Master's degree in education

Scholarships may be provided by the province or district, or teachers can apply through their PDoE for a national scholarship. There are also several development partner scholarship programs. It is recommended that conditions are placed on scholarships to ensure teachers do not retire, resign, or leave the province after graduation.

## 2.10 FREQUENTLY ASKED QUESTIONS

### Will inspectors run TPD?

Inspectors support TPD in the provinces. Inspectors will continue to assess the quality of TPD during school inspections. Inspectors may run NIST activities if directed by the Secretary.

### Does TRPDD need to approve PIST materials?

No, but they can provide advice. NDoE has an archive of training materials from previous programs which PDoEs and schools can download and adapt.

### How should PIST be resourced?.

You should be aiming for five days of PIST per teacher per year, but this does not need to be residential workshops.

PIST can be delivered at the school and cluster level at low cost. Materials can be made available for download. PIST can also include self-study, TLCs, or lesson observations, all of which are low cost.

### How can teachers resource their upgrading aspirations?

Enrolling in an upgrading program is expensive, even in in-service mode. Some strategies are:

- National scholarship (TSC, NDoE, businesses/private sector).
- Provincial or district scholarship.
- Low interest education loan scheme.
- Kina-for-kina matched contribution.
- Payroll deduction.
- Donors and resource industry.

## 2.11 SELF-ASSESSMENT FOR PDOE

Is your province implementing the TPD Policy?

0	We don't do this yet	1	We do this	2	We can mentor other provinces to do this
	<b>Self assessment</b>	<b>0</b>	<b>1</b>	<b>2</b>	
1	We have briefed the PEB on the TPD policy.				
2	We have trained all PDoE staff on the TPD policy.				
3	We conduct a TPD needs assessment at least once a year, using data from examinations and learning assessments.				
4	Our PEIP includes TPD activities and targets.				
5	Our PEIP includes upgrading activities and targets.				
6	We received the full appropriation for our TPD budget this year.				
7	We received the full appropriation for our upgrading budget this year.				
8	We have an annual PIST plan which includes provincial sector priorities, dates, and budget.				
9	We have a pool of provincial trainers for different sectors.				
10	We provide the annual PIST materials to all schools.				
11	We provide an annual PIST grant to all schools.				
12	Last year, there was at least 5 days of PIST TPD in our province.				
13	Last year, there was at least 5 days of NIST TPD in our province.				
14	We report on TPD and upgrading activities to the PEB.				
15	We report on TPD and upgrading activities to the NEB in the Annual Report.				
16	The province has an established scholarship program for upgrading (or funds and upgrading program).				
17	We set conditions on upgrading/scholarships to ensure teachers stay in post after graduation.				
18	Education agencies submit their training materials to the PDoE.				
19	We collect data on TPD in schools and districts and report this to TRPDD.				
20	We collect data on upgrading and report this to TRPDD.				
<b>Total</b>					<b>/40</b>

# 03 NATIONAL GUIDANCE

Under the new TPD Policy, the NDoE has specific responsibilities for national TPD and upgrading. The responsible divisions will include TPD activities in the Corporate Plan and Annual Operational Financial Plan.

<b>Lead division</b>	<ul style="list-style-type: none"> <li>• Teacher Registration and Professional Development Division</li> </ul>
<b>Supporting divisions</b>	<ul style="list-style-type: none"> <li>• School Inspections Division (SID).</li> <li>• Research and Evaluation Division (RED).</li> <li>• Curriculum Development Division (CDD).</li> <li>• Measurement Services Division (MSD).</li> <li>• School Grants Division (SGD).</li> <li>• Guidance and Counselling Division (GCD).</li> <li>• Human Resource Division / GESI Desk.</li> <li>• Inclusive Education Unit.</li> </ul>
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• Teaching Service Commission.</li> <li>• Education agencies (e.g. church agencies).</li> <li>• Development partners.</li> <li>• DHERST.</li> <li>• Teacher training institutions.</li> <li>• Higher education institutes.</li> </ul>

### 3.1 NIST

The NDoE selects the topics for annual NIST based on the national priorities. In the past, this has included new curriculum, new textbooks, new policies, or high priority subjects.

In collaboration with the relevant lead division or stakeholder, the TRPDD will develop, pilot, and approve the training materials and, if necessary, train provincial trainers. The dates and topic will usually be included in the Education Calendar and a Secretary’s Circular. NIST can be up to five full days and is usually conducted during when the students are on holiday.

The NDoE may make additional funding available to schools and provinces for NIST activities. If there is no NIST for the academic year, the province will still conduct PIST.

Policy rules	Lead	Support
5.1.1. The Teacher Registration and Professional Development Division (TRPDD) coordinates all National In-Service Training (NIST) activities.	PDoE	SID
5.1.2. In collaboration with other divisions and PDoEs the TRPDD will identify the NIST topics and schedule to implement the national curriculum, policies, or teacher standards.	TRPDD	CDD MSD SID TSC
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.	TRPDD	CDD Partners PDoE
5.1.5. The TRPDD will plan and budget for NIST activities. The NDoE will finance NIST material development and the training-of-trainers, if relevant.	TRPDD	Finance

### 3.2 NATIONAL TRAINING MATERIALS

The NDoE maintains an archive of approved TPD training materials which can be used, updated, or adapted. The TRPDD is the secretariat for the National Teacher Education Board of Studies (NTEBS) which reviews and approves new national training materials developed by NDoE, development partner projects, or education agencies.

Policy rules	Lead	Support
5.1.4. The TRPDD will facilitate the submission of training materials to the National Teacher Education Board of Studies (NTEBS) or Secretary for review for review and approval.	TRPDD	PDoE Education agencies
5.1.6. The NDoE will publish digital copies of all approved training materials on its website.	TRPDD	ICT

The materials will be available on [www.education.gov.pg](http://www.education.gov.pg).

### 3.3 UPGRADING

The NDoE provides two roles for upgrading programs: planning and coordination with stakeholders; and providing funding and scholarships.

Policy rules	Lead	Support
<b>5.1.8.</b> The TRPDD 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.	TRPDD	DHERST TTIs
<b>5.1.9.</b> 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.	TRPDD	DHERST TTIs
<b>5.1.10.</b> 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.	TRPDD	PDoEs TSC

The materials will be available on [www.education.gov.pg](http://www.education.gov.pg).

### 3.4 SCHOLARSHIPS

The NDoE manages the national scholarship program to build human capital in the education sector. It also coordinates with other scholarship programs and advocates for additional development partner support for education scholarships.

Policy rules	Lead	Support
<b>5.1.11.</b> 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.	TRPDD	PDoEs Finance HRoD Partners
<b>5.1.12.</b> 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.	TRPDD	TSC PDoEs
<b>5.1.13.</b> Priority will be given to teachers and school heads from remote locations.	TRPDD	PDoEs
<b>5.1.14.</b> The TRPDD will liaise with development partners to ensure that scholarship programs for teachers are aligned with the National Education Plan priorities.	TRPDD	Partners

### 3.5 QUALITY ASSURANCE

The NDoE will manage the quality assurance system for the policy, including quality checks on NIST activities and the inspection of schools' TPD records.

Policy rules	Lead	Support
5.1.15. DEOs will support schools' TPD activities and record keeping.	PDoE	SID
5.1.16. The TRPDD will conduct quality assurance visits to NIST activities and provide feedback to partners on their effectiveness.	TRPDD	SID
5.1.17. The RED will conduct impact evaluations of TPD programs to improve service delivery.	RED	TRPDD
5.1.18 The RED, in conjunction with TSC, TRPDD and PDoEs, will conduct regular needs assessments to inform the design of future TPD.	RED	TRPDD TSC PDoEs

The school inspection tool for data collection will include a check of:

- TPD in the SLIP and AAP
- SLIP Focus Area 2 budget for TPD.
- Annual TPD plan and calendar.
- School TPD records.
- Individual teachers' TPD file.
- Evidence TPD is based on the needs of students and teachers.

Provinces are responsible for supporting data collection and quality assurance.

### 3.6 DATA

To improve TPD decision making and monitor the impact of the TPD Policy, the NDoE will establish a system to collect, analyse, and report data from PDoEs.

Policy rules	Lead	Support
5.1.19. In consultation with the Research and Evaluation Division (RED), PDoEs, and TSC, the TRPDD will implement a data collection system for TPD.	TRPDD	RED PDoEs TSC
5.1.20. The TRPDD will collate, analyse, and report data on the NTPD Policy.	TRPDD	-
5.1.21. The Teacher Information Management System (or equivalent) will be capable of recording TPD and teacher upgrading activities.	RED	TRPDD PDoEs TSC
5.1.22. Data and analysis of TPD will be reported in the NDoE Annual Report.	PPD	TRPDD RED

### 3.7 POLICY DISSEMINATION

The TRPDD is responsible for policy dissemination, including:

- Secretary's Circular
- Orientation for responsible divisions
- Media release and launch
- Printing and distribution to key stakeholders
- Uploading to education.gov.pg
- Development of a one-day orientation training module for provinces
- Development of a one-day orientation training module for school heads
- Orientation for provincial senior managers
- Orientation to Teaching Service Commission
- Orientation to DHERST & TTIs
- Orientation for the Local Education Group
- Orientation for the Church Education Council
- Orientation for the PNGTA
- Reporting back to the Top Management Team on completion of dissemination

### 3.8 TPD GAZETTE

The TRPDD will publish an annual TPD Gazette which will include:

- NIST topics for different sectors
- Qualification upgrading programs and TTIs
- National and overseas scholarships and how to apply
- Updated rules and templates
- Deadlines for applications

The TPD Gazette will be available online and made available through the provincial education administrations.

### 3.9 POLICY MONITORING AND EVALUATION

The TPD Policy National Results Framework is to measure change against the high-level results statements (objectives and outcomes), reflecting national changes in the TPD environment. TRPDD is the lead agency for monitoring the policy, supported by the RED.

The National Results Framework indicators were selected to:

1. Align with the NEP.
2. Realistically measure the policy outcomes.
3. Produce useful data to improve decision making.

The TPD Policy National Results Framework employs a realistic and adaptive 'phased' strategy whereby initial achievements in the first few years serve as a foundation for future and more complex monitoring as better data becomes available. The current framework is Phase 1 (2024-2029) and may be revised as new data tools become available such as the National Teacher Standards Framework (NTSF), National Approach to School Standards' Assessment (NASSA) and the Teacher Information Management System (TIMS).



# NATIONAL RESULTS FRAMEWORK

To be read in conjunction with the National Teacher Professional Development  
Policy National Results Framework Excel Workbook.

## INTRODUCTION

The TPD National Results Framework has been developed to track progress on 11 indicators across the policy goal and outcomes to inform policy reviews and implementation.

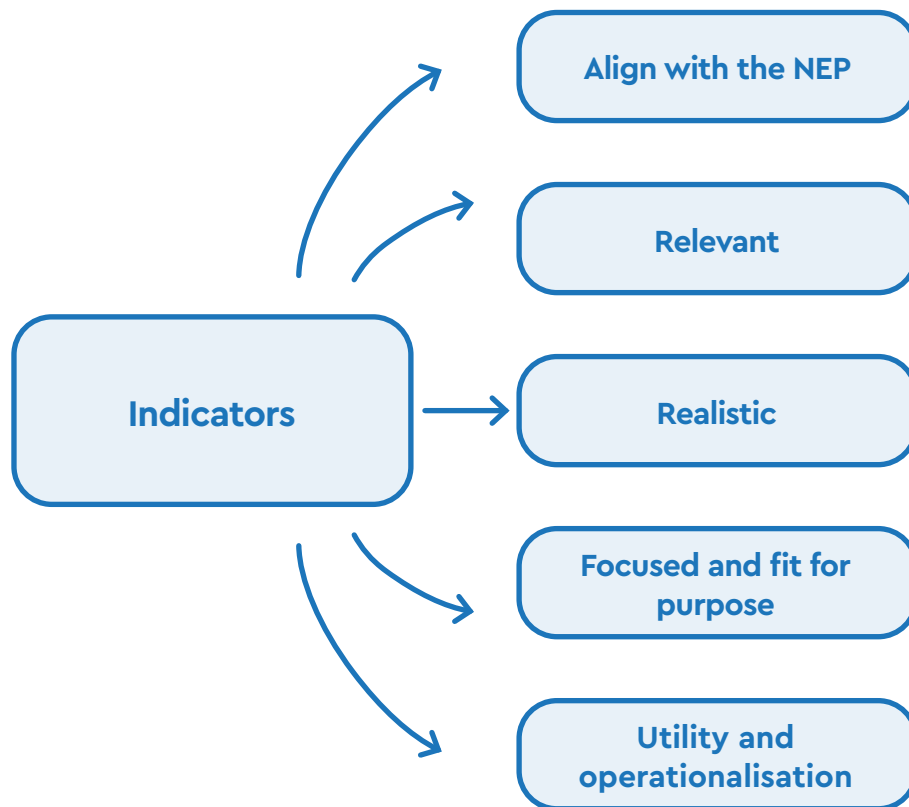
## SCOPE

The scope of the National Results Framework is to measure change against the high-level targets of the policy, reflecting national changes in the TPD environment. The National Results Framework will not monitor activities at the school or provincial level or how the policy is operationalised.

## GUIDING PRINCIPLES

To select the indicators for the National Results Framework, a set of criteria and principles were identified.

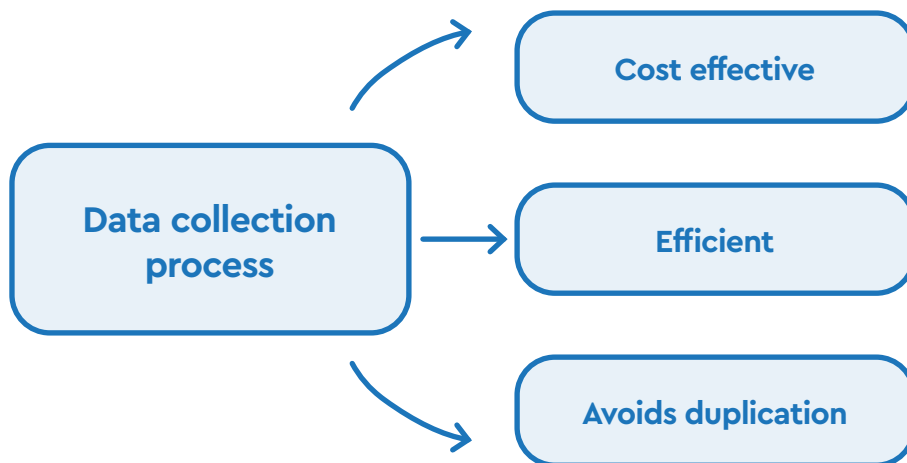
Figure 1: Indicator selection criteria



**Firstly**, the indicators had to align with the National Education Plan and the TPD Policy, be relevant, be realistic, be focused and fit for purpose, and can be operationalised. The data produced is expected to add value to the national planning and budgeting process.

**Secondly**, for the indicators that met the first set of criteria, the data collection process for those indicators had to be cost effective, efficient, and avoid duplication. For example, indicators for which data is collected through EMIS were prioritised.

Figure 2: Indicator data collection selection criteria



**Thirdly**, the National Results Framework employs a phased approach where initial achievements serve as a foundation for more complex indicators in the future. The phased approach helps implementers prioritise a more manageable set of strategies for the first five years of the policy, focusing energy, activities and funding.

This first iteration of the National Results Framework is **Phase 1**.

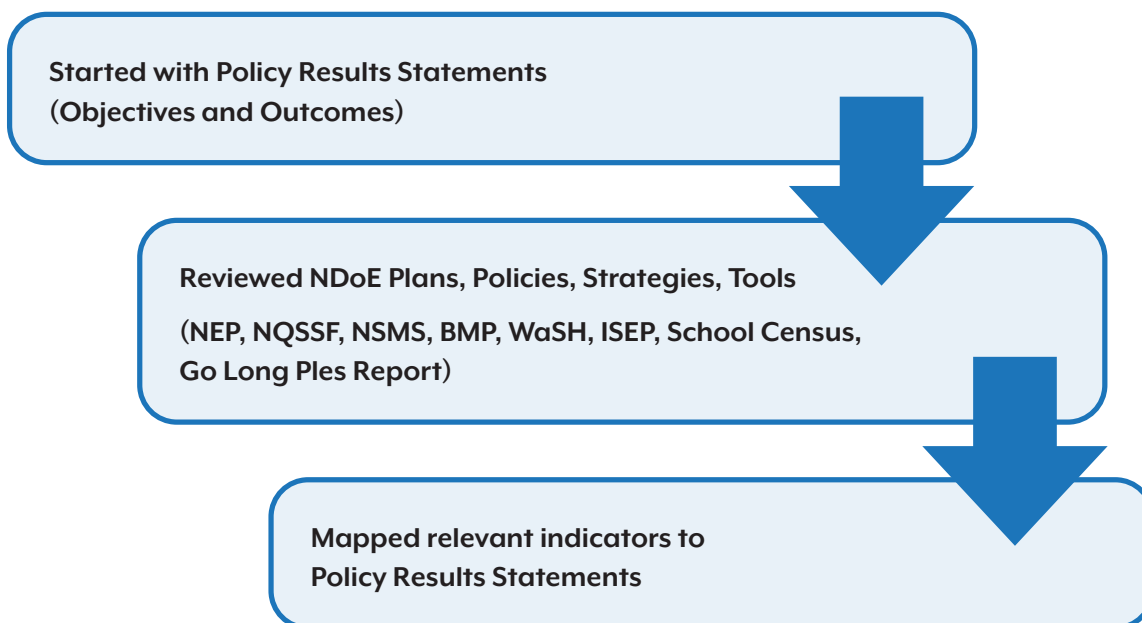
The advantages of the phased approach are:

- Recognises the early stage of TPD Policy rollout and awareness.
- Restricts the number of indicators to a manageable number.
- Uses existing data collection processes.

Provides a window to establish new processes and tools for future phases.

Following the selection process, the TPD Policy National Results Framework indicators were finalised in consultation with PPD through a participatory workshop in May 2024.

Figure 3: Indicator selection process



## NEXT STEPS

TRPDD will establish the baseline and targets for each indicator and orientate stakeholders on the annual data collection process and tools.

## NATIONAL RESULTS FRAMEWORK

Policy	Outcome	Indicator	Disaggregation	NEP reference	Frequency	Source	Baseline	Target
Intent	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.	Percentage of teachers/school heads with required minimum teacher qualification by sector.	Sex, sector, province, district, PARI	Major Outcome 4 Indicators 4.1 & 1.5 SDG 4.c.1	Annual	EMIS		
		Pupil-qualified-teacher-ratio	Sector, province, district, PARI	NEP 4.2 (PTR)	Annual	EMIS		
Outcome 1	A teacher upgrading program has been implemented.	Percentage of teachers/school heads accessing upgrade training opportunities. <sup>1</sup>	Sex, sector, province, district, PARI	Minor Outcome 4.2 Indicator 4.3	Annual	PDoEs TRPDD		
		Percentage of teachers/school heads who have completed an upgrade program.	Sex, sector, province, district, PARI	-	Annual	PDoEs TRPDD		
Outcome 2	All teachers regularly participate in a program of in-service teacher professional development.	Percentage of teachers accessing in-service training opportunities. <sup>2</sup>	Sex, sector, province, district, PARI	Minor Outcome 4.3 Indicator 4.4	Annual	PDoEs TRPDD		
		Percentage of school heads trained on finance and management.	Sex, sector, province, district, PARI	Minor Outcome 7.1 Indicator 7.3	Annual	TRPDD		
Outcome 3	National, provincial, and school-based TPD systems are consistent and well-coordinated.	Percentage of provinces submitting annual TPD data.	Province	-	Annual	TRPDD		
		Percentage of national and provincial education budget allocated for TPD and upgrading.	Province, sector	-	Annual	PDoEs TRPDD		
		Number of scholarships awarded for upgrading.	Sex, sector, province, funding source	-	Annual	TRPDD		
		Number of TPD training modules approved by NTEBS.	Sector, subject	-	Annual	NTEBS		
		Number of approved TPD training modules available on education.gov.pg.	Sector, subject	-	Annual	TRPDD		

<sup>1</sup> The percentage of teachers/school heads are currently enrolled in a qualification upgrading program.

<sup>2</sup> In-service training of at least 60-70 hours of TPD per academic year which may include school-based, cluster, TLC, PST and NIST.

## ANNEX 1: PACIFIC REGIONAL TEACHER STANDARDS



## ANNEX 2: NATIONAL QUALITY SCHOOL STANDARDS

### Relevant standards from the National Quality School Standards Framework

Standard	Component	Indicators
Quality School Leadership	People Leadership	1.2.2 The school leadership develops a learning community that guides, supports, mentors and professional develops people.
Effective School Management	Human Resource Management	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.
Quality Learning Outcomes	Curriculum	4.1.1 The school effectively implements the national curriculum of PNG.
		4.1.2 The school develops and implements appropriate extra-curricular programmes meeting student needs.
		4.1.3 The school develops a variety of school-based curriculum unit.
		4.1.4 The school focuses on the development of student's proficiency in Literacy and Numeracy.
Teaching and Learning	Teaching and Learning	4.2.1 Effective learning environments that foster quality pedagogy are evident throughout the school.
		4.2.2 Effective and responsive teaching plans are developed and implemented by all teachers.
		4.2.3 Child-centred pedagogy is used in all classrooms with appropriate teacher-student ratio.
		4.2.4 Strong, supportive and caring teacher-pupil relationships exist throughout the school.
Evaluation and Reporting	Evaluation and Reporting	4.3.1 The school has a program and process to identify and assess the learning outcomes across the whole school.
		4.3.2 Each teacher implements effective and comprehensive classroom assessment and evaluation techniques and processes.
		4.3.3 Effective and friendly reporting and feedback of all students' learning outcomes exists in the school.
		4.3.4 Student learning outcomes and results are used to inform all of school strategic learning focuses.
Curriculum	Curriculum	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.
		4.4.3 Teachers exhibit ethical and professional behaviours and are role models to their students and the wider community.
		4.4.4 Teachers are aware of and implement strategies that promote the rights and safety of children.





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