**Training Needs Analysis of TTC Lecturers – Sample Analysis**

|  |  |
| --- | --- |
| **Programme Component** | 2.1.1 |
| **Date** | 2013-05-11 |
| **TNA Team** | Hams Mipil, Geoff Gibaru, Michael Ellenrieder (TED – HRDP1) |
| **Subject** | Sample Training Needs Analysis of TTC Lecturers for gaining perceptions about TTC Lecturers’ competences and competence gaps according to the agreed Competency Framework Matrix for TTC Lecturers |

|  |  |  |
| --- | --- | --- |
| **0.** | **Glossary and Acronyms** |  |
| **1.** | **Background and Goal** |  |
| **2.** | **Steps in the Process to TNA - Documented Experiences of TTC Lecturers Performances** |  |
| **2.1** | **Department of Education – Annual Report 2010** |  |
| **2.2** | **Draft Capacity Needs Analysis Report – VSO and Divine Word University** |  |
| **2.3** | **Inspection Reports of TTC** |  |
| **2.4** | **Induction Reports of TTC Inductees** |  |
| **2.5** | **Principals’ Workshop a March Girls Resort** |  |
| **2.6** | **The Competency Framework for TTC Lecturers (Teacher Educators) - Functional Competency Matrix for Professional Standards and Development of TTC Lecturers** |  |
| **2.7** | **Snapshot TNA at the VSO Principals’ Workshop at PNGEI** |  |
| **2.8** | **Classroom Observations** |  |
| **3.** | **Assumptions and Key Questions for the TNA – Terms of Reference** |  |
| **3.1** | **Operating Area of Teacher Education** |  |
| **3.2** | **Data Required from TNA** |  |
| **4.1** | **Interview Form - Section 1: General Questions** |  |
| **4.2** | **Interview Form - Section 2: Competency Areas** |  |
| **4.3** | **Interview Form - Section 3: Your Suggestions** |  |
| **5.** | **Results** |  |
| **5.1** | **Section 1** |  |
| **5.2** | **Section 2** |  |
| **5.3** | **Section 3** |  |
| **5.4** | **Summary of Section 2 and Section 3** |  |
| **6.** | **Recommendations** |  |
| **6.1** | **Section 1** |  |
| **6.2** | **Section 2 and Section 3** |  |
| **6.3** | **Conclusions from the TNA and In-Service Training Planning Meeting (May 2014)** |  |

**0. Acronyms**

|  |  |
| --- | --- |
| DoE | Department of Education |
| HRDP1 | European Union funded Human Resources Development Programme, Phase 1 (2012-2015) |
| SWAp | Sector Wide Approach |
| TED | Teacher Education Division at the DoE |
| TNA | Training Needs Analysis |
| TTC | Teacher Training College |
| VSO | Voluntary Services Overseas |

**1. Background and Goal**

HRDP1 is implemented through Specific Commitments, Programme Estimates and Calls for Proposals. The programme components involve infrastructure support to Primary Teachers Colleges, skills training and scholarships for in-service and pre-service teachers, grants for educational studies & research, and supporting the department on sector coordination and management leading to a future Sector-Wide Approach (SWAp). The HRDP1 design is aligned with the Government education sector programme by addressing three expected results related to management, quality of education, and access:

1. Management capacity of PNG education system improved;
2. Pedagogical and management skills of basic education school teachers improved;
3. Access of teachers to pre-service and in-service training improved.

Based on the UBE intervention tree, the enhancement of quality of education is targeted through strengthening Human Resources capacities and training structures for pre-service and in-service teacher training, whereby TTC Lecturers are regarded as multipliers for subsequently improving pedagogical and management skills of primary school teachers.

HRDP1 organises an in-service training programme for TTC Lecturers under Work Plan Component 2 to improve primary teacher education at a critical position, where disseminators of quality education are prepared to be professionals in the education system.

The “Competency Framework Matrix for TTC Lecturers” finalised in February 2013 displayed a holistic picture of competences needed by teacher educators to assure quality performance in teacher education.

The Training Needs Analysis of TTC Lecturers was designed based on the Matrix. It aimed to reveal more details about the performance and the professional needs of teacher educators and intended to mirror the real situation of teacher education in PNG by putting a light on exemplary cases, i.e. representatively examining the situation of lecturers at three different TTC.

To achieve the goal understanding and trustful cooperation between the TED-HRDP1 and the colleges was established. The colleges were very open and supportive to the TNA, so the process could be established without constraints from the TTC side.

**2. Steps in the Process to TNA - Documented Experiences of TTC Lecturers Performances**

**2.1 Department of Education – Annual Report 2010**

The Annual Report 2010 of the PNG Department of Education identifies a few problems related to teacher education, TTC Lecturers performances respectively. The Annual Report 2011 basically supports the statements of the 2010 report. The following classifies the main constraints as stated in the report:

* Lack of monitoring and evaluation of TTC: TTC standards, work plans and other.
* Lack of guidance by TED: TTC lecturers, TTC, teacher education.
* Management constraints: no divisional and sectional meetings, no divisional management plan.

**2.2 Draft Capacity Needs Analysis Report – VSO and Divine Word University**

The report confirms concerns the TTC Lecturers need for professional development. TED divisional officers responsible for teacher training “acknowledge the need to restore inspection and to provide adequate training for lecturers”. It further says “pre-service education at the primary level is flawed at the point of selection, since large numbers of poorly qualified entrants are now admitted each year to the teachers’ colleges and find difficulty in coping with the course content“.

The report states a basic need for the professional development of TTC Lecturers. TTC Lecturers have to tackle a tremendous challenge concerning the critical entry level of student teachers.

**2.3 Inspection Reports of TTC**

The TED does currently not carry out regular inspections of TTC and the scope of the inspections is very limited as reflected assessing from inspection outcomes (reports).

The low operative capacity for inspections is due to the fact that three inspector positions (Inspector – Teachers Colleges, Grade 13) are still vacant. Improvement may be achieved the filling of these positions.

**2.4 Induction Reports of TTC Inductees**

The review of induction reports of first year TTC Lecturers reporting on their induction phase reveals an uneven picture of approaches to teacher education. Detailed lesson plans (Primary Teaching) as performance samples are not provided in the reports. Lesson observations of inductees by their lecturers are not detailed enough to gain in-depth perception. The information provided unfortunately is very unspecific, ample presentations of inductees’ performance or comprehensive performance examples are missing. Of what can be taken from these reports suggests that approaches to adult training methodology are very limited.

It would be very daring to draw fair conclusions on TTC Lecturers performance from the inductee reports’ point of view, because the reports do not provide sufficient detailed information.

**2.5 Principals’ Workshop a March Girls Resort**

During a TTC principals workshop at March Girls Resort from September 24 to 28, 2012 critical aspects of lecturers’ qualification were elicited by group activities reflecting the principals’ or their representatives’ points of views. Among other the following concerns have been brought forward during the event:

* TTC Lecturers are unclear about the links between content and methods for primary teaching practice.
* In current structure student teachers have not enough primary teaching practice: 10 weeks of practising is not enough.
* Human development (and psychology) is not part of the teacher education, as it is demanded by the NCG.
* Child studies, behaviour of children is not part of the teacher education
* Learning theories are not treated
* Lack of assessment and evaluation skills for evaluating primary school students: formal/ informal assessment (testing, examinations, rubrics etc.)
* An assessment instrument for student teachers practising in the classroom is not implemented.
* Science teaching in remote areas is suffering a lack of facilities and resources: student teachers must be trained on teaching with few resources by lecturers – should also become part of the curriculum.
* Mathematics: curricula should focus applied mathematics (content alignment) rather than on abstract mathematics teaching.
* Science: demonstration lessons are not implemented providing teaching examples for student teachers.
* Many students cannot speak proper English, required as a basic skill.
* Many students lack basic knowledge about their subjects.

The list suggests that not only many training needs of lecturers are to be covered, but also system immanent problems such as bridging teacher training to teaching practice in schools play a major role.

**2.6 The Competency Framework for TTC Lecturers (Teacher Educators) - Functional Competency Matrix for Professional Standards and Development of TTC Lecturers**

The Competency Framework was developed under human resources management and development aspects focusing a user-friendly approach. The framework is based on available policies and regulations for the performance of teacher educators in PNG (NCG, Induction Programme). Another framework development component was the 360° feedback on lecturers’ competences at TTC in late 2012. The Framework was completed in February 2013 and a user manual was attached to it in April 2013.

To achieve high usability of the framework it was brought into the format of a matrix and therefore is also called Competency Matrix. It covers over ten competency areas and four procedural context fields, in which lecturers’ competences apply. Furthermore it suggests performance indicators for all listed competences. It therefore can be used as a multifaceted resource instrument for human resources management.

The TNA design was mainly based on the Competency Matrix.

**2.7 Snapshot TNA at the VSO Principals’ Workshop at PNGEI**

VSO provided the opportunity to TED and its stakeholders to present their views and activities on the development of the Teacher Training Colleges. The 26 participants of the VSO Principals’ Workshop at PNGEI on February 20, 2013, were principals, heads of strands, TED staff, and VSO staff. It was also an opportunity to introduce the Competency Matrix as a planning tool.

The workshop participants gave their inputs on training needs of lecturers according to the competences listed in the matrix. The results were briefly documented on a chart and commented by the group facilitators. In the following competency areas development needs have been discovered. Training needs in the area of:

* Teaching adults:
* Delivery of quality courses to adult learners
* Case study learning
* Problem solving
* Organisation of project learning
* Reflecting approaches
* Context/ phenomenon orientation
* Writing skills
* Group working methods
* Methods of reality re-production
* Critical reflection
* Decision-making skills
* Professional job counselling to student teachers:
* Teacher as a role model and authority, professional commitment and responsibility, decision-making concerning teaching career
* Life-long teacher professional development, learning demands of teachers' occupational field
* School subject teaching:
* Subject specialisation, knowledge of subject matter
* Multigrade teaching as a particular phenomenon in education
* Human learning and development:
* Knowledge of human development
* Motivation:
* Motivational principles for the development of good performance and competences by learning
* Diversity and Inclusion:
* Diversity as a normal condition in school and education
* Evaluation and counselling of pupils/ students:
* Support of individual learning, adapting instruction for individual needs.
* Media in education:
* Implementation of media in learning processes
* Conceptual, didactical and practical aspects of media in teaching and learning
* Computer-based pedagogy in teaching and learning
* Educational science:
* Application of specialised methods for the delivery of educational science content

Without assessing the details of the workshop’s findings it became already clear by the listing that there are quite a number of professional development areas according to the opinion of the workshop participants. Now systematic TNA was to elicit exact data on TTC Lecturers’ development needs.

**2.8 Classroom Observations**

During the preparation phase of the Competency Framework and during the TNA phase (October 2012 to April 2013) on several occasions classes at TTC were attended to observe actual teaching by TTC Lecturers. Eleven lessons in different subjects were observed in classrooms of three TTC.

The classroom observation tool (see Annex 01) is a checklist comprising indicators in the areas of

* Classroom Management
* Pedagogic-didactic approaches
* Communicative-social approaches
* Subject-matter approaches.

The following general observations could be made:

* Classroom Management
* Classroom management is very often poor. During 4 out of 8 observed lessons noises from outside distracted the learning process; lecturers did not intervene to stop the noises.
* In 4 classrooms obstacles were striking: computer screens limiting sight of students (1 classroom), open doors (3 classrooms) cut off visually a few students from the catchment of their classmates.
* Seating order in the classrooms supports “old school” ex cathedra teaching, does not support highly interactive and participatory learning processes.
* Lesson time of all observed lessons was quite short (50 or 60 min.) aggravated by poor time keeping of lecturers. More than that the time keeping of many lecturers is very poor.
* Also there are no short breaks between the lessons.

Lecturers are not fully mastering classroom management. Schedule, times and timing of lessons is not supportive to learning in the classroom or in groups, when larger tasks have to be tackled (more time consuming tasks). Above all the time keeping of many lecturers is very poor.

* Pedagogic-didactic approaches
* In all lessons observed the teaching approaches were based on knowledge memorising or verbal reproduction with only little intellectual challenge.
* In 2 lessons students’ presentations were too long and the results were left un-discussed, so reflection was not leveraged.
* In all lesson ex cathedra teaching was exhausted. Little or no encouragement of students was given challenging their intellectual capacity. In one observed lesson appropriate contributions of students were not valued in an intellectual way by the lecturer and discussion was cut off.
* Learning objectives are not explained at the beginning of the lectures. Students are not informed about the knowledge or skills the will acquire by their lessons.
* Random classroom visits of 5 classrooms in one of the TTC revealed lecturers were not present, only students. They were working individually and neither informed about the whereabouts of their lecturers, nor when they would come back to class, nor when the next lesson would be delivered by the lecturer in class.

Teaching approaches to student teachers are not fully appropriate (e.g. treating students as adult learning partners). Imparting knowledge (be ex cathedra teaching) is the paradigm of teaching in the observed classes. Lecturers tend to talk in monologues on subjects. Application of knowledge is very rare. Reflection or reflective contemplation/ discussion on subject matter content or work results is not really engaged.

* Communicative-social approaches
* The lecturers in all lessons did not facilitate discussions properly, i.e. application of a speakers’ order during discussions or when speaking was requested and students were partly talking all at the same time. Interactivity was very low and not really supported by the lecturers.
* Interactivity is not at a high level due to a lack of lecturers to provide opportunities for interaction (e.g. encouraging discussions and expression of opinions, reframing questions), but also due to the ex cathedra setup of classrooms.

Participation of students is not facilitated. The ex cathedra teaching situation in classes is not opportune to provide students opportunities to express themselves, to be critical or reflective, to question or inquire, or to contribute valuable perceptions.

* Subject-matter approaches
* Lecturers teach a lot of content of the primary school curricula, yet the theoretical contemplation on primary teaching principles and primary subject matters is rare. Superordinate subject matter related issues were barely tapped, technical didactics respectively.
* Some lecturers teach a subject, but without any link to primary school primary school grades or relevance to primary school levels/ age groups.
* In some lectures the content teaching lacks of in-depth contemplation with the implicit possibility to let students draw false conclusions.
* Methods applied to teach content are not always very effective. E.g., the teaching of mathematical equations in a way as they are taught in a primary school (teacher develops solution writing on the board) is extremely time consuming, as is the sentence-by-sentence reading and discussing of longer text documents from a projected screen.

The content taught in lessons observed might need to be reviewed and restructured. More effective teaching is necessary to enable students to approach primary school content of eight grades (eight years!) during their two-years teacher education. I.e., content needs to be represented in an exemplary way in teacher education applying content reduction.

**2.9 Focus Groups**

The TTC leadership’s views were captured to confirm or deny the information about teacher education at TTC through other approaches. The main findings from the focus groups were:

* Big classes and crowded classrooms are difficult to tackle for lecturers in terms of efficient learning.
* Differing student levels in classes create problems for adjusting their teaching approaches to individuals.
* Problems occur with lecturers’ adjustment to learning needs of student teachers.
* A generally low qualification of lecturers has significant impact on the quality of education
* TTC curricula and their implementation need to be reviewed in general.
* To motivate lecturers for their jobs is difficult; a proper and reliable career development and promotion schemes would be a strong motivational factor.
* Student-centred teaching is rather the exception than the norm.
* Lack of resources materials hampers the development of teaching and learning.
* Adult teaching methodology is rarely applied.
* Lecturers need to improve their IT skills to better make use of available IT technology.
* The subject matter competence of lecturers needs to be improved, in particular in mathematics, science and language.
* A didactic problem for lecturers are content overloaded lessons; there is a need for reasonable reduction of content.
* Lecturers’ teaching is often not closely linked to the requirements of teaching at primary schools.

**3. Assumptions and Key Questions for the TNA – Terms of Reference**

**3.1 Operating Area of Teacher Education**

Two main levels of teaching and learning have to be considered when discussing training of TTC Lecturers:

**Teacher education:** The level of TTC Lecturers teaching student teachers

TEACHING:

* Reflection about/ research on/ analysis of/ evaluation of/ implementation of/ design of Primary School Education – overlooking the complex of Primary Education
* Specifics of Primary Curriculum/ Lesson Planning – overlooking Primary Curriculum, subject matters, content and content adjustment
* Primary Education Methodology – approaches to teaching and learning in Primary School subjects regarding age levels and capability of Primary School Children

APPLYING:

* Methods of adult education
* Scientific approaches, thinking skills
* High interactivity and participation

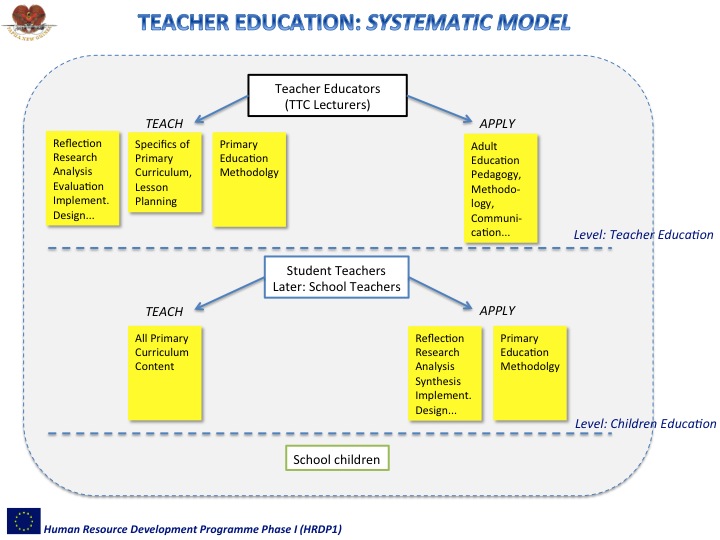
**School education:** The level of teaching in primary schools

TEACHING:

* Primary Curriculum, content of Primary lessons.

APPLYING:

* Primary education methodology
* Reflection about/ research on/ analysis of/ synthesis of/ implementation of/ design of Primary School Education – implementation of lessons at Primary Schools.



*Graphic 1: System of teacher education, Ellenrieder 2012*

The TNA inquired the abilities of lecturers on the Teacher Education Level as shown above.

**3.2 Data Required from TNA**

The TNA wanted to find out, what competences of lecturers are available and in particular where competence gaps are referring to the Competency Framework for TTC Lecturers. The TNA is the database for planning in-service training of TTC Lecturers. The collected information will guide the design of the In-Service Training Programme for the Professional Development of TTC Lecturers

Information by section of the TNA:

Section 1: Information on the general professional experience and background of the lecturers.

* Individual background of experience in Primary School teaching
* Self-conception of lecturers concerning Primary School teaching and teaching student teachers at TTC
* Individual in-service training history
* Experience with in-service training delivery or training organisation at the place of work (college) in anticipation of selection of senior trainers for in-service training

The Primary School teaching experience informs about probable indirect training needs regarding the experience or lack of experience of teaching in Primary Schools. A self-conception of lecturers informs about a general assessment of an individuals abilities. The individual in-service training history informs about additional qualification acquired that can make a significant difference in the general performance of a lecturer. The in-service training experience (delivery and/or organisation) provides a picture of the in-service engagement of lecturers.

Section 2: Information on competences and development areas of lecturers.

* Alignment with necessary competences (Competency Framework)
  + - Competences needed for improved job performance, i.e. improvement of teacher education
    - What competences are available?
    - What are the needs according to the Competency Framework?

The inquiry of necessary competences compliant to a standard set of teacher educators’ competencies was in the focus of the TNA. The Competency Framework Matrix for TTC Lecturers (Teacher Trainers) provided the guideline for the TNA. Therefore questions on training needs were directly related to the 34 sections of the Framework, which was the main body of information required.

Section 3: Information on

* Personal preferences of training
* Viewpoints of lecturers and justification

Besides systematic exploration of lecturers training needs as in Section 2 personal views on professional development completed the data collection. It was important to find out, whether the systematic findings coincide with the lecturers individual ideas of training needs.

**4. Methodology and Structure of the TNA Interview Form**

Between February and April 2013 49 TTC Lecturer from 3 TTC were interviewed in groups on their training needs.

The group interview started with a 60 minutes workshop explaining the TNA interview form (Annex 02) and its content. Examples were given about the information required and each question was explained as well as the possibilities to reply.

After the workshop the group interview started and was facilitated by two facilitators from the TED-HRDP1 implementation team. During the interview process further questions were answered and explanations provided to individuals.

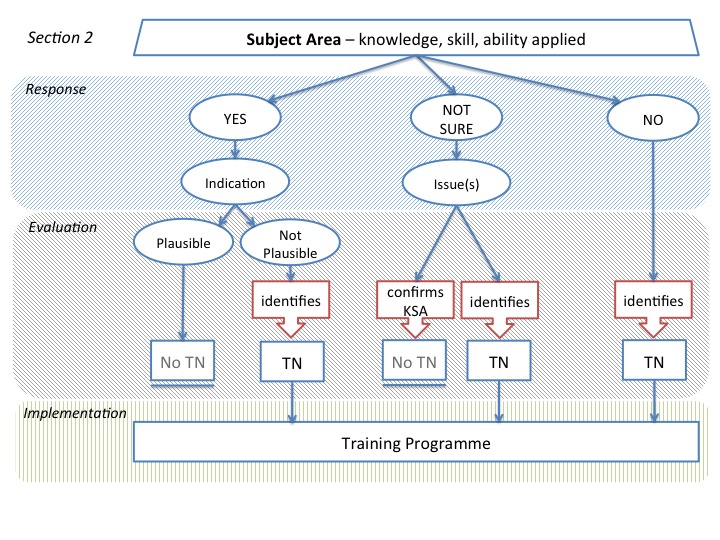
The formal TNA using a standardised tool was supported by informal TNA, i.e., focus groups with TTC management and classroom observations.

**4.1 Interview Form - Section 1: General Questions**

The questions under Section 1 provide a general overview on lecturers’ different professional status quo. The inquiry of previous experience in primary school teaching, self-assessment of abilities in teaching primary students and student teachers aims at framing general possible training needs. Findings about further education (in-service participation) history, and in-service training delivery and/ or organisation experience are to give hints on more advanced abilities of lecturers and possible qualification for in-service training delivery and management, which will play a role when planning for the in-service training programme delivery (HRDP1 Component 2.1.3).

|  |  |  |  |
| --- | --- | --- | --- |
| ***No*** | ***Question about*** | ***Purpose*** | ***Indicating...*** |
| **1A** | Primary School teaching experience in periods | To find out about lecturers’ principal experience (teaching in Primary schools) | ... the length of Primary School teaching experience and possible backlog demand (also training needs) concerning teaching Primary School children |
| **1B** | Self-conception about teaching ability in Primary Schools | To find out about lecturers’ possible insecurities concerning Primary School teaching | ... general training needs and requirement of more teaching experience in Primary School |
| **1C** | Self-conception about teaching ability in TTC | To find out about lecturers’ possible insecurities concerning teaching of student teachers | ... general training needs |
| **1D** | Further qualification (teacher training) achieved | To find out about lecturers’ possible participation in in-service training by NGO (donor funded) | ... additional qualification in pedagogics and teaching and taken opportunities of in-service training |
| **1E** | General picture of lecturers’ prior in-service capacity in terms of training delivery and organisation | To reveal possible systematics of in-service training and agents of in-service training at TTC level | ... experience of in-service delivery and/ or organisation |

**4.2 Interview Form - Section 2: Competency Areas**



*Graphic 2: TNA process – finding of training needs in competency areas*

In Section 2 of the TNA Interview Form questions focus on what and how lecturers perform. The questions in Section 2 refer to the alignment of competences described in the Competency Framework.

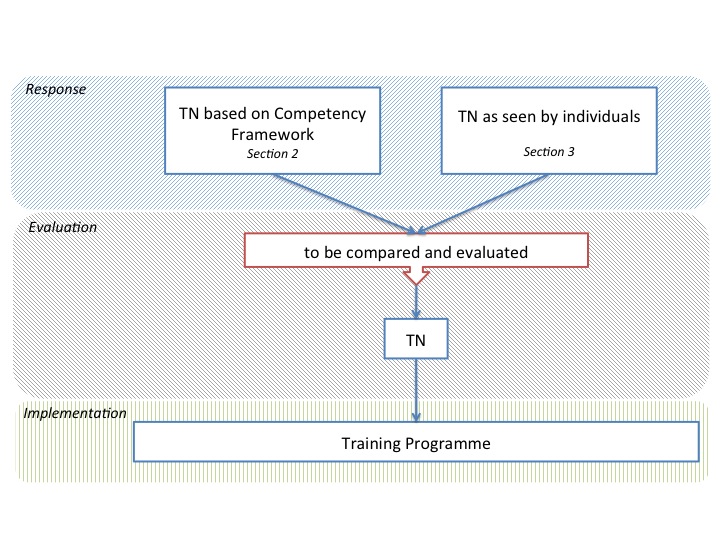
Response:

|  |  |  |
| --- | --- | --- |
| ***Answer*** | ***Requested Information*** | ***Indication*** |
| **Yes** | Lecturer confirms the performance of a skill, teaching of a subject matter, or imparting of knowledge. | Lecturer gives (a) plausible example(s) of her/his performance or confirms by providing appropriate technical details |
| **I am not sure about it** | Lecturer expresses insecurity about the performance of a skill, teaching of a subject matter, or imparting of knowledge. | Lecturer brings forward an issue(s) or (a) problem(s) concerning her/his performance/ teaching related to the content of the question. Thus s/he may indicate a knowledge, skill or ability gap. In some cases it may be recognised that there is no gap. |
| **No** | Lecturer clearly states knowledge, skill or ability gap related to the content of the question. | - |

Plausibility of indication:

An answer to indicate a requested performance of a lecturer consists of given key words, synonyms of these key words or periphrases (see Annex 03: Evaluation Scheme).

**4.3 Interview Form - Section 3: Your Suggestions**

****

*Graphic 2: TNA process – comparing training needs elicited with lecturers’ viewpoints*

Lecturers were given the opportunity to list two of their main training needs according to their own views. The information given was to confirm (or deny) the information stated in Section 2.

**5. Results**

All results are to be found in Annex 04.

**5.1 Section 1**

The general professional picture of TTC Lecturers provides the following information:

**Primary School Teaching**

|  |  |
| --- | --- |
| **No of Lecturers** | **Perception** |
| 21 | have very little Primary School teaching experience – less than 6 months |
| 1 | is an entrant with little Primary School teaching experience and no teaching routine |
| 2 | are entrants with little teaching experience and little teaching routine |
| 2 | are young professional teachers with teaching routine |
| 23 | are long-term Primary Teachers with expert experience and teaching routine |

**Self-conception about Primary Teaching**

|  |  |
| --- | --- |
| 33 | are very self-confident on their Primary Teaching |
| 14 | have some concerns, which is a statement of implicit training need(s) |
| 0 | admit insecurities, training need(s) obvious |
| 1 | admit serious self-confidence and professional problems, urgent training need(s) are obvious |

**Self-conception about teaching Student Teachers at TTC**

|  |  |
| --- | --- |
| 35 | are very self-confident on educating students |
| 12 | have some concerns, implicit training need(s) |
| 2 | admit insecurities, training need(s) obvious |
| 0 | admit serious self-confidence and professional problems, urgent training need(s) are obvious |

**Additional qualifications acquired by further training (donor funded)**

|  |  |
| --- | --- |
| 16 | have an additional pedagogic qualification |

**In-service training delivery and/ or organisation**

|  |  |
| --- | --- |
| 6 | have a one time experience of in-service delivery |
| 14 | have some experience of in-service delivery |
| 4 | are in-service practitioners (delivery) more regularily |
| 23 | have no in-service experience (delivery, management) |
| 9 | have in-service management experience |

There are huge differences between lecturers Primary Teaching experiences. About half of the interviewed lecturers are very experienced in Primary Teaching, while the other half has only little or very little experience

The majority of lecturers is rather self-confident about their abilities as primary school teachers, though the level of experience in Primary Schools displays a different picture.

Lecturer’s self-conception as teachers of student teachers is quite similar.

A good third of the lecturers has acquired an additional qualification during in-service training funded by a donor organisation.

In the area of in-service training delivery and organisation more than 50% of lecturers have at least some experience. Very few (4) are delivering in-service training on regular base.

**5.2 Section 2**

In this section 34 questions were asked referring to the competency areas as stated in the Competency Framework for TTC Lecturers.

The general need for training is quite high within the interviewed group of lecturers, more than 50% have training needs in all areas, but in one (I.8 Group Working Methods). The analysis of the results focused therefore of subjects highly requested. From 34 different subjects 17 were particularly sticking out (more than 80% training needs). The following lists the 17 focus areas for training:

|  |  |
| --- | --- |
| **Code** | **Subject** |
| I.1 | Delivery of quality courses to adult learners |
| I.4 | Organisation of project learning |
| I.5 | Reflecting approaches |
| I.6 | Context/ phenomenon orientation |
| I.12 | Creativity techniques |
| II.3 | Life-long teacher professional development |
| III.1 | Subject-specialisation, knowledge of subject matter |
| III.2 | Subject-related didactics |
| IV.2 | Learning processes of children and youth inside and outside of schools |
| V.1 | Motivational principles for the development of good performance and competences by learning |
| V.2 | Classroom motivation and management skills |
| VII.2 | Support of individual learning, adapting instruction for individual needs |
| VIII.1 | Communication skills |
| VIII.2 | Conflict resolution |
| IX.2 | Conceptual, didactical and practical aspects of media in teaching and learning |
| IX.3 | Computer-based pedagogy in teaching and learning |
| X.1 | Application of specialised methods for the delivery of educational science content |

The details of these topics can be found in the Competency Matrix Manual as part of the report on the Competency Framework for TTC Lecturers.

**5.3 Section 3**

The following provides a list with in the order of their frequency as stated by interviewed, individual lecturers. Areas matching with the above listed focus areas of Section 2 are highlighted:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Subject** | **Match with Section 2 results** | **CF subject area\*** | **No of Lecturers** |
| 1 | Computer skills | No | - | 10 |
| 2 | Adult Education: Teaching Skills/ Methods | Yes | I.1 | 9 |
| 3 | English Language Teaching | Yes | III.1 | 7 |
| 4 | Human Development | No | - | 6 |
| 5 | Computer-based Education | Yes | IX.3 | 6 |
| 6 | Media Education | Yes | IX.2, IX.3 | 6 |
| 7 | Research Skills | Yes | X.1 | 5 |
| 8 | Didactics and methodology of lessons (primary) | Yes | III.2 | 5 |
| 9 | Inclusive education | No | - | 4 |
| 10 | Conflict Resolution | Yes | VIII.2 | 3 |
| 11 | Mathematics teaching | Yes | III.1 | 3 |
| 12 | Communication skills | Yes | VIII.1 | 3 |
| 13 | Counselling (job related) | No | - | 3 |
| 14 | Educational Research | Yes | X.1 | 3 |
| 15 | Multigrade Teaching | No | - | 2 |
| 16 | Profession and role of teachers | No | - | 1 |
| 17 | Science Teaching | Yes | III.1 | 1 |
| 18 | Arts Teaching | Yes | III.1 | 1 |
| 19 | Observation Skills | No | - | 1 |

|  |  |
| --- | --- |
| Number of listed areas with training needs: | 19 |
| Number of correlating areas with high focus areas of Section 2: | 12 |

Other stated training needs of lecturers that have been listed, but do not have relevance to pedagogic acting or pedagogic management:

* Management and Administration
* Financial Management
* Human Resources Management
* HIV/ AIDS Community Projects
* Sociolinguistics
* Strategic Planning
* Adult Literacy
* Community Project Management
* Report writing

**6. Recommendations**

**6.1 Section 1**

A high number of lecturers do not have sufficient experience in Primary School Teaching, though as teachers of Primary School Teachers they should have leading role in Primary Education. The link between those lecturers’ teaching at TTC and Primary Teaching at schools might therefore be very weak. This was already stated on other occasions as well (see 2.2.5, 2.2.9).

|  |  |
| --- | --- |
| **Recommendation** | In general: subject specialisation and subject related pedagogy should be strengthened for a major group of lecturers with little Primary School Teaching experience. |

The level of self-confidence of lecturers concerning their own Primary Teaching and teaching student teachers at TTC is very high. This may be a contradiction to the reality of TTC Teaching, where actually many stakeholders address development needs of lecturers. When little or no perceptions about the own teaching are gained – e.g. through systematic feedback, inspection, performance appraisal – and lecturing routines at TTC are accepted practice with little or no refusal (e.g. through students’ demands for better education), the assumption might occur things are done in the right way – a possible explanation for the predominant self-confidence.

|  |  |
| --- | --- |
| **Recommendation** | In general: a mechanism for regular, systematic feedback of lecturers’ performances should be in place. |

A third of lecturers attended in-service training before. Yet, opportunities for further education of lecturers seem to be rare.

Self-initiated in-service training delivery or management by lecturers occurs, however a very small number of lecturers deliver in-service training regularly.

|  |  |
| --- | --- |
| **Recommendation** | In general: in-service training opportunities for lecturers have to be developed. |

HRDP1 improves the in-service training situation at TTC level and is able to provide advise on performance appraisals.

**6.2 Section 2 and Section 3**

The 17 focus areas as referred to in Section 2 provide a guideline for tasks to be worked off. A three weeks training programme as planned for early 2014 to train Senior Trainers for in-service training at TTC can probably not cover all the focus areas, but the ones that are determined to be the most important.

|  |  |
| --- | --- |
| **Recommendation** | A meeting with decision-makers of TTC should make a final decision on the most important subjects to be included in the In-Service Training Programme for TTC Lecturers.  A number of TTC educational staff should be enabled to design, plan and organise further systematic in-service training according to the needs stated by the TNA. |

The TNA in Section 2 and 3 displays the following correlating subjects:

* Subject specialisation, knowledge of subject matter (here: Language, Maths, Science, Arts)
* Adult Education
* Media Education
* Computer-based Education
* Educational Research (including Research Skills)
* Didactics and Methodology of Lessons/ Subject Related Didactics
* Conflict Resolution
* Communication Skills
* Research Skills (generate knowledge of Educational Science)

|  |  |
| --- | --- |
| **Recommendation** | Decision-making on priority areas should emphasis on correlating results of Section 2 and 3, and, if applicable, also on results of Section 1. |

**6.3 Decisions of the TNA and In-Service Training Planning Meeting (May 2014)**

TNA generated information was published at the TNA and In-Service Training Planning Meeting with TTC Principals and Senior Educational Staff.

The “Competency Framework for TTC Lecturers” substantiated the design of the TNA. Therefore is was presented once more and discussed in-depth at the TNA and In-Service Training Planning Meeting to ensure full comprehension of all.

Based on the shared understanding of and the agreement on the Competency Framework, and informed by the TNA findings decisions were made on priority training areas during a highly participatory process. The result represents to a great extent the TNA findings and recommendations. Priority training areas:

* Design and delivery of quality courses to adult learners (adult education)
* Reflecting approaches (adult education)
* Life-long teacher development
* Subject specialisation
* Communication skills

The meeting stressed that the priority training areas are to be trained at the beginning of a continuous process, during which other training areas and upcoming training needs must not be neglected, but must coped with accordingly, i.e., the In-Service Training Programme should be extended whenever possible according to the needs of the TTC and its teaching staff. Thus suitable TTC educational staff should be empowered to provide in-service.

**References**

“National Curriculum Guidelines for Diploma in Teaching (Primary)” – TED 2007

“Induction Programme Handbook for Inductees and their Supervisors in Primary Teacher Colleges and PNG Education Institute – TED 2009

Annual Report 2010 of the Department of Education

Inspection Reports Samples of TED 2010/11

Induction Programme Reports of inductees from Madang Teachers’ College (2 reports, 2010), Melanesia Nazarene Teachers’ College (2 reports, 2010), Holy Trinity Teachers’ College (1 report, 2010) and Gaulim Teachers’ College (1 report, 2010)

“Draft Capacity Needs Analysis Report” – VSO and Divine Word University 2012

“Management for Quality in Higher Education – A Systems Perspective”, Maguad and Krone 2012, ISBN 978-87-403-0205-9