



## TEACHING SERVICE COMMISSION



# DEVELOPMENT PLAN 2023-2027

“Achieving a quality teaching service workforce  
delivering quality teaching and education for all”





Teaching Service Commission

# **DEVELOPMENT PLAN**

# **2023-2027**

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“I would like to express my appreciation for the dedication and hard work put in by all the staffs of the Teaching Service Commission. Their Efforts have been invaluable from the initial stage all the way through to its final stage of printing and publication of the plan. The ideas, data, and information for the plan were provided by Chairman TSC – Samson Wangihomie, Commissioner Operations - Maini Mike Ugaia, Dr. John Pokana, Ms. Lucy Philip, Ms. Hilda David, TSC Advisors, TSC Directors, Regional Directors, PEAs from the Highlands and NGL Regions. The Policy and Planning Division of Teaching Service Commission coordinated by Mr. Peter Lagia – Senior Policy and Planning Officer, Ms. Sonia Paul – Planner, compiled all these information into a comprehensive plan that will help implement the government's policies in achieving quality and inclusive teaching and learning for all.



# Acronyms

<b>AROB</b>	Autonomous Region of Bougainville
<b>DPM</b>	Department of Personnel Management
<b>ECE</b>	Early Childhood Education
<b>EMIS</b>	Education Management Information System
<b>FODE</b>	Flexible and Open Distance Education
<b>HR</b>	Human Resource
<b>HRM</b>	Human Resource Management
<b>ICT</b>	Information Communication Technology
<b>IERC</b>	Inclusive Education Resource Centres
<b>MOA</b>	Memorandum of Agreement
<b>MPR</b>	Master Positions Registrar
<b>NCD</b>	National Capital District
<b>NDoE</b>	National Department of Education
<b>NEB</b>	National Education Board
<b>NEC</b>	National Executive Council
<b>NEP</b>	National Education Plan
<b>NGI</b>	New Guinea Islands Region
<b>NSoE</b>	National School of Excellence
<b>PEB</b>	Provincial Education Board
<b>PHQ</b>	Provincial Headquarters
<b>PNG</b>	Papua New Guinea
<b>PNGTA</b>	Papua New Guinea Teachers Association
<b>PRCE</b>	Parliamentary Referral Committee on Education
<b>TIMS</b>	Teacher Information and Management System
<b>TOR</b>	Terms Of Reference
<b>TSA</b>	Teaching Service Act
<b>TSC</b>	Teaching Service Commission
<b>TVET</b>	Technical and Vocational Education Training
<b>FLC</b>	First Legislative Council
<b>NES</b>	National Education System

# Minister's Remarks



Hello and strong greetings to you Papua New Guineans. It is with great honor, that I present to you the Teaching Service Development Plan 2023-2027, under my ministry. This five year plan will serve as a roadmap for the Teaching Service Commission to procure its mandated functions of managing our teachers nationwide.

Teaching Service Commission is one of the three arms under my Ministry. The two other arms are; Department of Education (NDoE) and Office of the Library and Archives (OLA).

The Commission was legally established long before 1975 under the Teaching Service Act 1998, serves as the state's representative in employing teachers. The Commission is often interdependent on functions performed under Department of Education and several stakeholders with teacher-centric agendas to admit, appoint, audit and manage teachers of our country.

In this plan the Teaching Service Commission has adopted strategies to ensure our teachers are well- educated, suitably skilled, honest, dedicated, proactive and innovative. The plan is in alignment with PNG Vision 2050, Medium Term Development Plan IV of the National Government and the Education Sector Development Plan.

The effectiveness of quality teaching and learning hinges on the capabilities of the Teaching Service workforce. It is encouraging to see that the Teaching Service Commission has adopted strategies to ensure our teachers are well-educated, suitably skilled, honest, dedicated, proactive, and innovative. This is the type of workforce needed to execute education programs and realize the social policy outcomes of PNG Vision 2050 and National Strategic Plan 2030.

I am satisfied with the progress being made by the Teaching Service Commission. This is evident in the implementation of the Teaching Service Salary Fixation Agreements, negotiated between the Teaching Service Commission and the Papua New Guinea Teachers' Association. Other indicators include the review of the Teaching Service Act, the Disciplinary and Appointment Policy and Procedure Manuals, the restructuring of schools in line with the Education Plan Structural Reforms, the establishment of Teaching Service Regional and Provincial Offices, and the anticipated funding and implementation of the Teaching Service Commission structure.

I am hopeful that the strategic directions and strategies outlined in this plan, if properly implemented, will foster a dynamic, highly committed, content, and motivated Teaching Service workforce. This is essential for developing the country's human resources. The Commission now needs to take a proactive role in ensuring the plan's implementation, which will improve teachers' employment conditions and welfare, and provide the best possible education for our children.

I take this opportunity to thank the TSC Chairman, Commissioner and officers for their vision and dedication in producing this development plan for implementation. I also thank the late Minister for Education, Jimmy Uguro for his wisdom in guiding the development of this plan.



.....  
**Hon. LUCAS DAWA DEKENA, MP**  
**Minister for Education**

# Chairman's Foreword



I am delighted to present the inaugural Teaching Service Development Plan for 2023 - 2027, which aligns with the Education Sector Development Plan for the same period.

The Teaching Service Commission (TSC), a state agency established under Section 2 of the Teaching Service Act 1988, is responsible for employing teachers in public schools on behalf of the Independent State of Papua New Guinea (PNG).

As one of the main education authorities outlined in Section 5 of the Education Act 1983, the TSC collaborates closely with other education authorities, partners, and stakeholders. It plays a crucial role in overseeing the welfare, employment terms and conditions of Teaching Service members, ensuring they are managed effectively and efficiently. This is key to achieving the PNG Government's education and integral human development goals, as outlined in the National Goals and Directive Principles of the Constitution, the Papua New Guinea Vision 2050, National Strategic Plans (2010-2030), the National Education Plan (2020 -2029), and ultimately, the United Nations Sustainable Development Goals on Education.

Education equips our citizens with the knowledge, basic skills, and specialized training necessary for our nation's growth and prosperity. The success of delivering quality education to all hinges on the competencies, performance, and commitment of Teaching Service members. I am heartened to see that the Teaching Service Development Plan 2023-2027 has incorporated strategies to increase the number of teachers, ensure their welfare is prioritized, and that they are appropriately trained, adequately skilled, ethically and morally sound, committed, proactive, innovative, and suitably remunerated.

I am satisfied with the progress within the Teaching Service, as demonstrated by the ongoing review of the Teaching Service Act, the National Teaching Service General Orders, the reviewed Teacher's Appointment Policy and Procedures Manual, the reviewed Teachers Disciplinary Processes and Procedures Manual, Handbook on Entitlements, and more. The increase in Teaching Service Commission staff, the establishment of regional and provincial Teaching Service Commission offices, and the launch of the Teacher Information and Management System are just a few examples of this progress.

Through this development plan, the Teaching Service Commission aims to cultivate a larger pool of qualified, highly trained, specialized, content, healthy, committed, and satisfied Teaching Service members who deliver quality teaching and learning to students across all education sectors.

.....  
**SAMSON WANGIHOMIE, OL**  
Acting CHAIRMAN - Teaching Service Commission

# SECTION 1: TEACHING SERVICE FOUNDATION STATEMENT AND VALUES

## Our Vision

Our Vision is to have a sufficient number of knowledgeable, highly skilled, specialized and committed Teaching Service Work Force delivering quality teaching and learning to all students in all sectors of education within the Papua New Guinea National Education System to achieve the country's human resource targets of the country.

## Our Mission

Our Mission is to effectively deliver timely services and support for the members of the Teaching Service by ensuring their welfare, terms and conditions of service, appropriate incentives, welfare, personal and professional educational needs are provided so that teachers are happy, healthy, wise and committed to the Teaching Profession.

## Our Values

The plan is also underpinned by the following country's Public Service Ethics and Value-Based Leadership Capability Framework that are "common to tradition (clan), Christian (Church) and modern organizational beliefs and practices."

- Honesty:** Behavior that is consistent with Christian principles, social norms, family expectations and policies and procedures of the Teaching Service Commission.
- Integrity:** Steadfast adherence to moral and ethical principles in private and public life, in a manner that attracts respect, trust and a sense of dependability
- Accountability:** Taking ownership for one's own actions and accepting responsibility for the actions of individuals, groups, and organizations in one's view; and ensuring records especially in relation to incentives and rewards are current and transparent.
- Respect:** An intrinsic human trait that promotes a positive relationship with individuals, community, and organizations; and emphasizes positive regard towards the rule of law and the environment
- Wisdom:** A capacity for deeper level understanding of issues involving discernment, intuition, experience, and maturity; and the ability to inspire and encourage action to overcome challenges for the advancement and of all people.
- Responsibility:** Accepting stewardship for people and country; being guided by conscience; actively making choices for the greater good; considering the implications of decisions and dealing with their consequences and developing capacity in Others

The officers from the top management down to the teachers are expected to confine to the above values and the General Orders. Conforming to these set of values will not enable standard expectations in all dealings that will make the plan workable for the Commission and partners.

## **Functions of the Teaching Service Commission**

In addition to the above goals and principles, Section 9 of the Teaching Service Act sets out the functions of the Commission.

*Subject to this Act, the functions of the Commission are -*

- (a) to exercise a critical oversight of all matters relating to the terms and conditions of service and welfare of members of the Teaching Service; and
- (b) to ensure that decisions of other authorities under this Act or the Education Act 1983 do not infringe or abrogate the rights or the conditions of service of members, and where those rights or conditions are infringed or abrogated -
  - (i) to give such directions; and
  - (ii) to take such other action within its power under this Act or any other law as may be necessary to correct the situation; and
- (c) to act as agent for the State in relation to the responsibilities of the State under this Act as an employer; and
- (d) *subject to any direction of the Minister, to determine after consultation with the Salaries and Conditions Monitoring Committee-*
  - (i) *the salaries and allowances; and*
  - (ii) *the other terms and conditions of appointment and service as required and permitted by this Act, of members of the Teaching Service (other than benefits under Division XI.2); and*
- (e) *to determine appeals as provided for by this Act; and*
- (f) *after consultation with the Departmental Head, to determine conditions for -*
  - (i) *the granting of free-place study and assisted study facilities in institutions inside or outside the country; and*
  - (ii) *study leave; and*
  - (iii) *in-service training; and*
- (g) *to advise education authorities on standard and special allowances that might be paid by education agencies in various circumstances and to recommend standards of accommodation for teachers and standard rentals; and*
- (h) *to advise the National Education Board on personnel aspects of the transfer of, and in-service training arrangements for, members of the Teaching Service; and*
  - (i) *to collate and publish, or arrange for the collation and publication of, information in relation to the terms and conditions of appointment and service of members of the Teaching Service; and*
  - (j) *any other functions that are necessary or convenient for carrying out, or that are ancillary to, the functions set out in this subsection.*

The above values, goals and TS Act 1988 give strength, confidence and determination to TSC in implementing this development plan and activities contain therein.

## SECTION 2: EXECUTIVE SUMMARY

The Ministry of Education is the overarching government political office that is supported and advised on educational matters by three key arms of the Ministry: the National Department of Education (NDoE), the Teaching Service Commission (TSC), and the Office of Library and Archives (OLA). The three arms are mandated to provide ministerial briefs to the Minister for Education, who then advises the National Executive Council (NEC).

The Teaching Service Commission (TSC) is the employing agency for all teachers. However, it has not fully implemented its mandated functions effectively in collaboration with the National Department of Education (NDoE) and Office of Library and Archives (OLA) to ensure that each other's functions promote the teaching profession, teachers' professional development, and the learning and development of children in the basic education sector. This collective collaboration is mandated by the Teaching Service Act (1988), the Education Act (1983), and the National Library and Archives Act 1993, OLA Rules and Regulations. The ultimate purpose and outcomes of education for the country are to ensure that basic rights to education for all citizens are initiated, implemented, and institutionalized from early learning to Grade 12, including the Schools of Excellence and Technical Vocational Schools.

According to the Education Sector Development Plan (ESDP) for 2023-2027, the Teaching Service Commission (TSC) has not been engaged in development plans for the last 50 years as an entity of the State given its former status (as an activity plan of NDoE) in the Ministry of Education. However, since 2015, the Government commissioned and finally approved the Ganim Inquiry Report (2015), which provided the impetus for timely proposed reforms that were to be implemented in line with the NEC PRCE decision No: 63/2015. TSC began implementing part of the NEC Decision No: 63/2015 given its limited Recurrent Budget Appropriation since then and is yet to fully implement it. It is a milestone now for TSC to be currently engaged in development plans. With the needed guidance from the National Planning and Monitoring Office, TSC ensures that its core functions and powers with key roles and responsibilities are enhanced through relevant capacity building in all its aspirations of organizational development.

According to the Teaching Service Development Plan (2023-2027), the Teaching Service Commission (TSC) is responsible for a total of 64,283 positions in the National Education System. The primary sector recorded the highest number of teaching positions (18906), while technical secondary recorded the lowest (52) despite several schools being registered under this category. The elementary sector has the second-highest positions (18306), but the delicacy of this age-group does not attract much effort from the system in terms of better career pathways for those ill-prepared teachers in this sector.

The situational analysis describes the work of the Commission thus far and the plan for changes in the Commission moving forward. Several issues faced by the members of the teaching forces were identified. Addressing these issues becomes the overall objective of this plan as the Commission looks forward in training in-service teachers to be able to qualify per new terms and conditions brought about by the 1-6-6 restructure and larger push for "quality education for all.

The Teaching Service Development Plan (2023-2027) outlines the roles of the Teaching Service Commission (TSC) in all sectors from preschool to secondary schools and National School of Excellence. The plan also considers the restructure 1-6-6 and the inclusion of Early Childhood Education in the National Education System. The plan is aligned with strategies and deliverables of the National Education Plan (2020-2029), particularly in the following Focus Areas;

- Focus Areas 1 (Early Childhood Education),
- Focus Areas 4 (Teachers and Teaching), and
- Focus Areas 6 (Education Pathways).

The plan sets out the indicators it intends to achieve at the end of the planned period using 2021 as the baseline. The strategies are clearly laid out per the sectors from early childhood to secondary and vocational schools, especially on the general intent to have the correct number of teachers that are qualified through in-services and post-graduate studies in all sectors. The Commission, as the employer of teachers in the National Education System, will take charge of teacher in-service and post-graduate studies as it embraces the challenges brought about by the 1-6-6 school structure.

The TSC will carry out audits in all sectors of all teachers with the aim of cleansing the system of teachers who find their way into the system in fraudulent means and ways. The TSC has already begun this task and will continue into the planned period.

This is an exciting development for the Teaching Service Commission. The Teaching Service Development Plan 2023-2027 is the first of its kind since the establishment of the Teaching Service on July 1, 1970. The plan covers all members of the Teaching Service teaching in all sectors of the Papua New Guinea (PNG) National Education System from Early Childhood Education to National Schools of Excellence and Inclusive Education Resource Centers (IERCs).

The plan is a result of the Teaching Service Commission's involvement in the country's Education Sector Development Plan 2023 to 2027. The plan aims to enhance the capacity of the Teaching Service through various programs that are planned to be implemented as projects;

## **1. Teacher Audit and Bio Data Update**

This project aims to audit and has started auditing all the teachers within the NES and purge out those that enter the teaching force through fraudulent means. The project also includes mapping of schools to allow for proper remuneration of teachers' entitlements. This project will minimize budget overruns currently experience by provinces.

## **2. Teacher Up-Skilling and Up-Grading Project**

To achieve quality education through the effective implementation of the 1-6-6 school structure, it is crucial to have qualified teachers teaching in the different sector schools. This project aims to identify potential teachers for up-skilling and upgrading to meet the requirements for transitioning from the elementary/pre-school sector to primary and from primary to secondary sector.

### **3. TSC ICT Infrastructure Project**

The expansion of the Commission to the provincial and district level necessitates effective communication, data collection, and retrieval processes and systems. The ICT project will enable the Commission to manage its information independently and communicate effectively. This will help the Commission to administer and manage information on teachers' welfare and in-service more efficiently.

### **4. TSC Staff Housing, Transport and Office Project**

The expansion of the TSC involves the appointment of TSC provincial officers and, later, TSC district officers. This is part of the government's effort to "leave no one behind" through the redistribution of its workforce by way of the "10-20-70 percent". The expansion of the TSC to the provincial and district level necessitates effective communication, data collection, and retrieval processes and systems. The ICT project will enable the TSC to manage its information independently and communicate effectively. This will in turn help the TSC to administer and manage teachers' welfare and in-service more efficiently.

### **5. PNG Teachers Excellence Awards Project**

The project aims to incentivize effective teaching and administration of educational institutions by rewarding teachers who demonstrate adherence to and implementation of all expectations as members of the Teaching Service. This includes dedication to policies, laws, and regulations in the National Education System.

## SECTION 3:

## SITUATION ANALYSIS

### 3.1. Overview of the Teaching Service Commission

TSC was established in July 1, 1970, to cater for teachers' welfare issues, including employment, terms and conditions of service. Since 1976, the TSC has been under the Ministry of Education<sup>1</sup>. The Teaching Service Act 1988 made provisions for the following:

- (a) The establishment of the Teaching Service Commission.
- (b) Terms and conditions of members of the Teaching Service.
- (c) Matters relating to the welfare and employment terms and conditions of teachers within the National Education System. The annual increase is at a rate of 1.04%.

TSC manages and administers the Papua New Guinea Teaching Service, which is made up of 60,000 plus teachers within the National Education System.

The Commission has increased its manpower capacity from 55 to 93 staff in its structure to manage teachers' affairs, and this will continue to increase due to teacher and demand in the teaching service.

Every province has a Provincial TSC Advisor and Professional Assistant based in each province.

The four Assistant Directors are based in each of the regions. NGI is based in East New Britain, Momase is based in Madang, Southern is based in Port Moresby and the Highlands region is based in Mount Hagen four Regional Offices, while the top executives and main administrative staff are at the Headquarters in Waigani.

The Education Sector is decentralized pursuant to Organic Law on Provincial and Local Level Government (OLPLLG), as such; the Commission has devolved 25 administrative powers to the Provincial Education Advisors to implement. The Commission has also given some powers, functions and level of authority to TSC officers in the provinces to ensure these delegated powers are implemented with due diligence.

The Teaching Service is regulated by the Teaching Service Act (1988). The Teaching Service Bill 2021 is currently under review for consideration by the National Executive Council and approval for drafting by First Legislative Council (FLC). The TSDP 2023-2027 is founded on the Teaching Service Act 1988 and the 13 Parliamentary Referral Committee on Education Recommendations (2014), which overrides the transferred (administration of) function of Teacher Payroll Management and Teacher Professional Development currently administered by NDoE.

Section 9 of the TS Act specifies that anything related to In-Service for teachers who are members of the Teaching Service are to be administered and managed by the Commission.

The Education Act 1983, also specifies that anything related to members of the Teaching Service remains the sole responsibility and function of the Commission. The TS Act (1988) intended not to vest any functions or responsibilities on other Education Authorities, including the Department of Education, except for Teaching Service. Section 9 (1) (f) of the Teaching Service Act 1988. Section 85 of the Education Act 1983 limits the power over teacher issues to the TSC.

Except as it specifically provided, by or under this act or any other law, relating to education matters, no Education Authorities other than the TSC has any power in relation to appointment, promotion, transfer, discipline, suspension, dismissal or condition of service of teachers generally or individually in the Teaching Service.

**Table 1: Number of Teaching Positions per sector by Provinces**

Update of Teaching Service Membership and Teaching Service Position within the National Education System.										
Province Code	Province	Elementary	Community	Primary	High	Secondary	Technical Secondary	VET1	ACA2	Total
EDU51	Western	359	407	97	12	45	-	27	-	947
EDU52	Gulf	238	444	67	20	47	-	20	-	836
EDU53	Central	825	922	546	76	199	-	43	-	2,611
EDU54	Milne Bay	959	506	1,077	37	182	-	66	-	2,827
EDU55	Oro	425	294	279	26	59	-	48	-	1,131
EDU56	SHP	1,563	2,086	323	108	272	-	73	-	4,425
EDU57	EHP	1,103	1,192	1,582	126	534	-	110	-	4,647
EDU58	Simbu	1,186	795	802	148	314	-	117	-	3,375
EDU59	WHP	932	1,513	1,012	205	477	-	64	-	4,203
EDU60	Sandaun	591	900	394	43	151	-	36	-	2,115
EDU61	East Sepik	892	1,480	1,226	160	236	13	70	-	4077
EDU62	Madang	1,075	1,404	1,309	63	244	-	75	-	4170
EDU63	Morobe	1,839	1,537	2,658	156	405	-	128	-	6723
EDU64	WNB	774	274	1,186	74	154	-	30	-	2492
EDU65	ENB	782	324	1,733	29	370	-	137	-	3375
EDU66	New Ireland	662	492	667	56	132	-	48	-	2057
EDU67	AROB	818	879	821	64	176	-	35	-	2793
EDU68	Manus	298	256	281	30	95	-	12	-	972
EDU69	NCD	502	127	1,009	128	437	-	118	63	2257
EDU70	Enga	1,094	1,002	854	123	280	-	87	-	3440
EDU71	KLM	321	135	396	19	65	26	29	-	991
EDU72	Jiwaka	547	935	452	116	195	-	70	-	2315
EDU73	Hela	520	725	135	25	86	-	13	-	1504
<b>Total</b>		<b>18,306</b>	<b>18,629</b>	<b>18906</b>	<b>1,717</b>	<b>5,155</b>	<b>52</b>	<b>1,456</b>	<b>63</b>	<b>64,283</b>

AROB- Autonomous Region of Bougainville; WHP-Western Highlands; WNB-West New Britain; ENB-East New Britain.  
NCD- National Capital District; KLM-Kiunga Lake Murray; ; SHP-Southern Highlands; EHP- Eastern Highlands

### 3.2. TSC Progress on 1-6-6 Salary Structure for all Education Sector

Teachers play a crucial role in driving policy inventions in the Education Sector. The Teaching Service Commission Determination No. 5 of 2021 elevated all base level entry salary points for all members of the Teaching Service as shown in Table 2.

The government's call for a structural change from a 3-6-4 to 1-6-6 school structure has placed added responsibilities on teachers during these difficult economic times. The Teaching Service Commission is responding to the structural shift to 13 years of basic education by elevating entry points of base levels in all sectors to a higher level. Audits on teachers at the elementary sector on their qualifications have been carried out and will continue during the plan period. The audit aims to authenticate the qualifications of the teachers in preparation for the new structure, which will eventually include ECE at the pre-school level with the aim of phasing out Elementary 1 and 2 grades to the primary sector.

**Table 2: Old and New Base Salary and Required Qualification for entry**

No.	Education Sector Current Base Entry	Old Base Salary Entry	1-6-6 Revised Structure/ name	New Base Salary Entry	Qualification at Entry
1	Elementary Teaching	TE01	Pre-School	TE02	Certificate Elementary and Diploma
2	Primary Teaching	TS02	Primary/Primary	TS03	Diploma/Degree Primary
3	Vocational Teaching	TS02	Vocational Teaching	TS04	Diploma/Degree Vocational
4	Technical High/ Secondary	TS03	Technical Junior High/ Technical Secondary	TS04	Degree/Master/PGDE
5	FODE	TS04	FODE	TS04	Degree/Masters
6	Inclusion Education	TS04	Inclusive Teaching	TS04	Degree/Masters
7	National High School	TS04	School of Excellence	TS04	Degree/Masters

### 3.3. Teacher and Position Audit

The manpower and position audit has begun to effect the 3Ps, (1 Person, 1 Position, 1 Pay) to save unprecedented wastage of teachers' salary bills in millions of Kina. The exercise commenced with National Capital District and will be conducted nationwide.

The Commission commenced auditing teachers in 2019 particularly in the elementary sector. There is great need for audits to be carried out in all other sectors so that only genuine teachers with required qualifications can be employed such that quality education can be provided to the children of this country. It has audited seven (7) provinces and will continue to conduct audit in the remaining provinces until it completes the audit of teachers in all the sectors. Preliminary findings have showed a lot of inconsistencies in the documents used for entry into the elementary sector. A thorough audit is required to ascertain the actual level. The table and graph below clearly show that there is great need for investment into this sector. The foundation years at the pre-schools are the most important years of the child's education. Therefore, the system needs qualified teachers in this sector to set/lay better foundation for lifelong learning.

The Table below shows that 80% of those teachers audited with discrepancies had “no” Teacher Education Certificate. It goes to show that the system employed and is paying personnel who should not be allowed to be in the classroom at the first place. It goes to show that throughout the introduction of elementary sector in Papua New Guinea the system did not have a filtering system/process such that only the qualified can be accepted to be trained and issued (receive their) certificates to teach. Many teachers are yet to submit their documents for verification thus the number for/of wrongful entry into the system will no doubt be higher if all the teachers have submitted their documents. It is also sad to note that many elementary teachers have yet to be on the payroll with many and some going back some decade.

**Table 3: Teacher Audit Results by Provinces.**

Region	Province	Total Audits	Tot. Received & Audited	Meeting Minimum Requirements	Discrepancies	Fraud	Nil Qualifications	Not Audited
NGI	NIP	873	606	171	140	-	7	288
	WNB	1356	20	17	3	-	-	1356
	ENB	1364	0	PAR	PAR	PAR	PAR	1364
	AROB	1578	28	24	PAR	PAR	4	1550
	MANUS	352	PAR	PAR	PAR	PAR	PAR	352
MOMASE	ESP	1827	800	PAR	PAR	PAR	PAR	1827
	WSP	1484	170	163	PAR	PAR	7	1314
	MADANG	2117	PAR	PAR	PAR	PAR	PAR	2117
	MOROBE	3794	1	PAR	PAR	PAR	PAR	3793
SOUTHERN	NCD	784	514	116	79	48	271	270
	CENTRAL	1284	815	PAR	PAR	PAR	PAR	1284
	GULF	400	PAR	PAR	PAR	PAR	PAR	400
	WESTERN	623	PAR	PAR	PAR	PAR	PAR	23
	ORO	860	PAR	PAR	PAR	PAR	PAR	860
	MILNBE BAY	1299	73	69	PAR	4	PAR	1226
	KLM	451	PAR	PAR	PAR	PAR	PAR	451
HIGHLANDS	Simbu	1452	469	24	190	38	270	983
	WHP	1489	625	23	89	80	433	8641
	EHP	1715	412	39	132	72	169	1303
	Jiwaka	866	285	21	98	37	129	581
	Enga	2000	477	53	243	79	102	1523
	SHP	2149	1066	74	335	124	533	1083
	Hela	1024	343	36	323	2	36	68
<b>Total</b>		<b>31,141</b>	<b>6,704</b>	<b>830</b>	<b>1,632</b>	<b>484</b>	<b>1,961</b>	<b>32,657</b>
<i>PAR- Pending Audit Results;</i>								

The Table shows that fraudulent entry is prevalent in all provinces and may remain high if all teachers have provided their documents for verification to be conducted. It shows that only 12% (830) of total (6,704) elementary teachers audited have met minimum requirements to teach while 82% have nil qualifications or entered the Teaching Service fraudulently or their papers could not be authentically verified. The number of teachers who met the Elementary Teacher requirements (MR-meeting requirements) are lower than those not meeting the requirements.

Moreover, the number of NQ (not qualified) officers remains higher in many of the provinces within the sector where the foundation of education and lifelong learning is to take place. More than 32,000 teachers have not been audited. Nevertheless, one could already infer that the sector continue to have unqualified teachers delivering lessons. The legacy associated with lack

of in-service to qualify these foundational teachers continues despite the shift in curriculum and the education structure from OBE to SBC and 3-6-4 to 1-6-6 respectively.

**Table 4: Summary of Teacher Audits Results by Region.**

REGION	Total Audits	Tot. Received & Audited	Meeting Minimum Requirements	Discrepancies	Fraud	Nil Qualifications	Not Audited
NGI	5,523	654	212	143	-	11	4,910
MOMASE	9,222	971	163	-	-	7	9,051
SOUTHERN	5,701	1,402	185	79	52	271	4,514
HIGHLANDS	10,695	3,677	270	1,410	432	1,672	14,182
<b>Total</b>	<b>31,141</b>	<b>6,704</b>	<b>830</b>	<b>1,632</b>	<b>484</b>	<b>1,961</b>	<b>32,657</b>

The fraudulent entry into the NES is found in all the regions with more than a quarter found in the Highlands region. Many audit reports are pending completion however there is a possibility for an increase in fraudulent cases in all the four regions.

Teacher audit will set the pace for teacher up-skill and up-grade interventions, a task the Commission plans to carry out in its attempt to ensure its employees are better skilled and knowledgeable to teach effectively with proper numeration in accordance with their qualification.

### 3.4. Challenges in the Teaching Service

The Teaching Service membership increases every year and the latest ALESCO Payroll System recorded in August 2021 shows that the membership of the teaching force stands at 77, 030 and 80,000 funded teaching positions; and will increase over the coming years. However, Student population is also increasing at an alarming rate due to the increase in the school aged population and the Government's Free Education Policy creating the increase in demand for more teachers in the schools in PNG.

The increase in the number of student population and the demand for teachers means an increase in the challenges the Teaching Services Commission faces to sustain teachers in the PNG Teaching Service Workforce. The question of quality and quantity is inevitable.

The quantity and quality of teachers had declined over the years due to funding constrains, lack of strategic awareness on the importance of the teaching profession, lack of teachers' incentives and awards, lack of inspections for promotions and an increased fraudulent activity in training and recruitment of unqualified and under-qualified teachers.

The issues of quantity of teachers also need to improve because of the increasing demand of student enrolment and bigger school population. From TSC's anecdotal data in teacher appointment, the quality and quantity of school leavers' entering the Teacher Training profession has been challenging and limited as many students view teaching as the least preferred career choice.

Teacher quality is the most important factor, influencing student achievement because she or he is directly involved in the actual process of teaching and learning that enables effective instructional delivery through the curriculum, the classroom and the students to enhance the quality of the learning outcomes. Consequently, this makes the teacher the most critical factor in promoting and sustaining quality teaching and learning.

PNG currently needs more well-trained teachers who are committed to every child, regardless of his or her geographical location, disability, economic status, ethnicity, religion or race.

The capturing of teachers' information in a database system has been a challenge given the increase in teacher numbers. However, the recent shift in technology advancement has made it possible for the Commission to launch its first ever Teacher Information and Management System (TIMS). This is used in line with NDoE's Network Website page to capture all personal and professional profiles or bio data for teachers. The success of these projects also raises a great concern as TSC does not have its own ICT infrastructure and electronic database but using the Education Department's Network. There is a critical need for expansion and effective networking with TSC offices in the four regions and provinces for alignment with TIMS.

### **3.5. Inadequate Resourcing of PNG Teaching Service**

The Commission has been inadequately funded to better market the teaching profession to recruit and admit graduates with appropriate skills and knowledge to meet the expectation of the current teacher supply and demand. The Commission since 1970 has been operating without a single line budget in managing the employment and the terms and conditions of teachers. Given this status, it cannot effectively and efficiently manage the terms and conditions of teachers because it is seen as one of the operating "Division or Branch" within the National Department of Education (NDoE).

The success of achieving quality education for all depends on the competencies, performances and the commitment of the members of the Teaching Service. Hence, the Teaching Service Development Plan 2023 to 2027 has taken on board some strategies to ensure teachers' welfare is well taken care of, teachers are appropriately and adequately trained to be better skilled ethically and morally sound, committed, proactive, and innovative.

### **3.6. Number of teachers annually admitted into Teaching Workforce**

The percentage of teachers annually admitted into the teaching workforce is not enough to cater for the growing student population enrolled in schools every year. Currently, there are about 68, 939 teachers appointed to schools, whilst the student population enrolled in the 12,800 registered schools stands at 2.2 million; and it is also increasing annually in the school system. Thus, the number of teachers need to increase in proportion to the increasing demands of student enrolment in schools. The pupil teacher ratio in all sectors is very high. Many teachers in urban areas are at extreme pressure brought about by the increased number of student enrollment per class. Teachers do not have time to plan their lessons well nor have enough time to spend with slow learners or special learning needs. And the turnaround time for marked tests and assignments are often long because of the number of papers a teacher is to mark.

The Table below shows the number of teachers recorded to be admitted to the teaching service by the TSC. The number is still less than the number of students per schools considering the number of primary schools enrolling grades 9 and 10s and become junior high schools while new secondary schools being registered to cater for the students coming out of junior high schools.

School clusters have grown with new establishment so is the need for new teachers and effective and faster scrutiny of those entering the teaching force. The turnaround time for teacher admittance is becoming too cumbersome and very lengthy as the Commission has to be sure that all teachers' documents are valid such that quality education of the students is not compromised by individuals who see teaching workforce as a job security sector rather than a noble profession that requires only people with the passion.

**Table 5: Number of Teachers Admitted by Sector from 2018-2022.**

Year	Sector							Total
	Early Childhood / Elementary	Primary	Secondary	Vocational	Inclusive Resource Centers	FODE	School of Excellence /National High School	
2022	200	270	206	150	5	3	10	844
2021	175	320	236	210	3	4	15	963
2020	50	300	200	190	7	0	10	757
2019	75	275	182	148	5	0	11	696
2018	50	250	175	135	2	2	9	623
<b>Total</b>	<b>550</b>	<b>1,415</b>	<b>999</b>	<b>833</b>	<b>22</b>	<b>9</b>	<b>55</b>	<b>3,883</b>

The Teaching Service Commission could not admit a lot of people graduating from primary teachers colleges who enrolled as non-school leavers as many do not meet the 2.4 Grade Points Average (GPA) for grade 12 while others could not produce necessary matriculation documents. In situations such as this the provinces foot the bill causing budget overruns in the provinces.

### 3.7. Qualified Teaching Work Force

Qualified teaching workforce to deliver quality education is another issue we are currently faced with. The ongoing TSC audit on teachers qualification documents identified that a number of teachers use fake certificates, diplomas and degrees to teach while others have very lowGPA which make them unqualified to teach students under their charge.

Teachers in-service training and professional developments cannot be conducted yearly due to major funding constrains. This has been denied and being overlooked in the recent past to the current state. Thus, it is very critical for immediate intervention to upgrade teachers through school-based inservices and externally through teacher upgrading development programs.

To meet the challenges and the way forward now are: to decentralize powers and functions to the provinces; enhance the current Teacher Information Management System to capture, monitor and control all information of teaches; to enhance and effectively administer the Teaching Service and further for National Parliament to pass the TS Bill 2021 that is to go before the NEC in order to re-align TSC's function as the employer to effectively administer teachers' queries so that

teachers are happy to provide quality education to students under their charge.

### **3.8. Towards a 1-6-6 School Restructure and Teacher Needs**

The transition from the 3-6-4 school structure to 1-6-6 requires a lot of teachers, especially at the Secondary Schools as the primary schools off load grades 7 and 8 to them (secondary). The pupil to teacher ratio will increase/has increased even higher than the NEP target of 1 teacher to 35 students.

The transition of Elementary 1 and 2 grades to Grades 1 and 2 at the primary school will not see the corresponding movement of the teachers but an increase in the pupil teacher ratio. The Graph below noticeably demonstrates that more than half of the provinces continue to have fewer teachers than the required National Education Plan target. This problem is greatly felt in the urban areas, especially at the elementary/pre-school and primary sectors.

Students per class in urban areas can go as far as 70 and even higher as is the case today. Teachers are stressed to the limit in congested and humid classroom environments. Teachers often do not have quality time with students and teacher-pupil relationship and interaction is hardly in existence and a consequence of this is undisciplined students. Many teachers in overcrowded classrooms do not know their students. Special needs and slow learners are often neglected. Marking of test papers and homework becomes monotonous.

The lack of institutionalized, effective elementary training and associated problems due to the lack of this will continue to be an issue that requires the system to adequately strategize to address.

Current plans and investment do not propose for strategies that require more investment and attention towards proper teacher training to ECE and pre-school. ECEs are mostly operated by private organizations. The pupil-teacher ratio will continue to be an issue in ECEs just as it is a problem at the former elementary sector but with proper coordination and adequate-funding; pre-school sector should see a lot of improvements.

The teacher audit taking place in all the provinces is an exercise conducted to rid of the Teaching Service of individuals who have entered the teaching force fraudulently and to allow for proper training to be identified for those who meet the minimum requirements to be up-skilled and upgraded to fit well into the 1-6-6 School Structure.

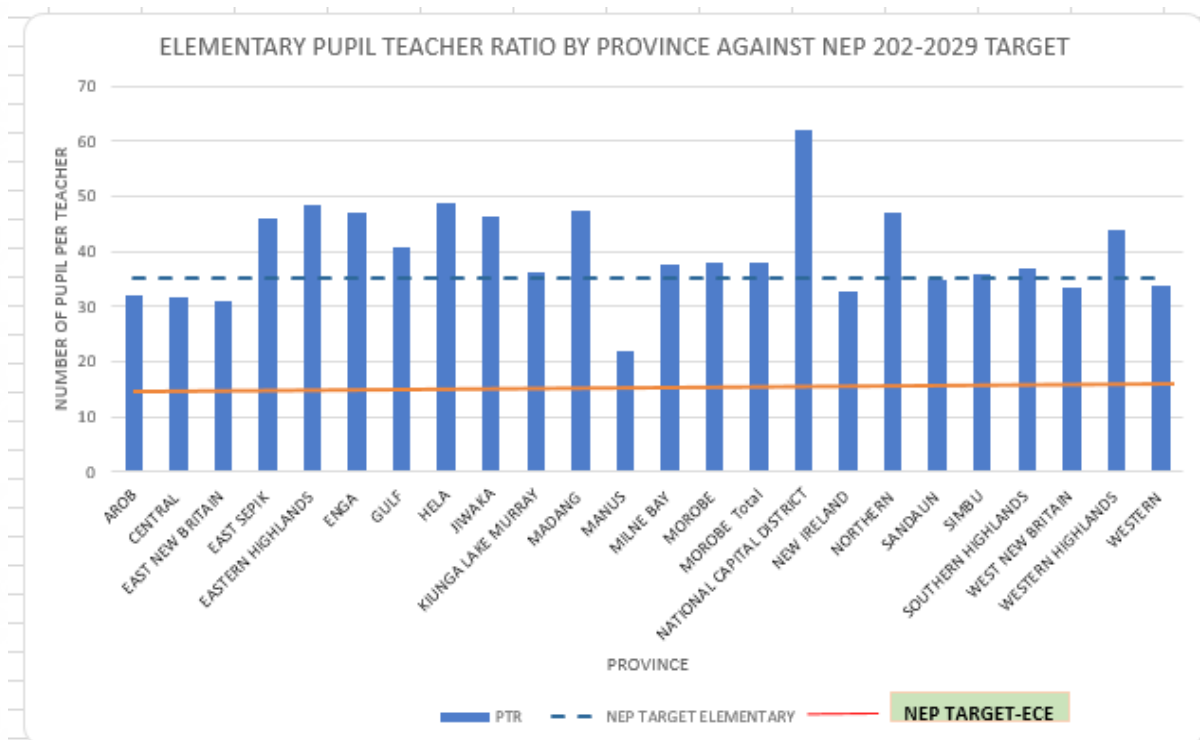
The new 1-6-6 school structure will require a lot of teachers to transit to a level higher than they are trained to teach. Many Elementary Teachers will be required to teach grades 1 and 2 at the Primary Sector while positions at Junior High Schools will be occupied by teachers with diploma certificate holders.

Teachers that transit need fulltime or in-service training to attain the content needed for teaching in the new structure/position or higher grades as well as to meet the entry terms and conditions set by TSC.

Those that are not able to meet the desired qualifications to transit will remain; much of them will be trained to continue at the Pre-School and ECE sectors.

The introduction of STEM into National School of Excellence as well requires for further training for current Teaching Service members serving in this Sector to be able to adequately deliver STEM skills and knowledge.

Figure 1: Pupil-Teacher Ratio



### 3.9. The Teaching Service Establishment Structure

Since 2015 the Teaching Service Commission has an approved structure and budget allocation for the expansion but was under budgeted. The Department of Personal Management has approved a total of 93 positions in which funding was delayed until 2022.

Since 2015 TSC has been understaffed and that has affected the effective management of the office of the Teaching Service and the Management of Teaching Service personnel which are active members of the Teaching Service.

The National Executive Council Decision No. 63/2015 approved a funding of K7,826,000 to implement a total of 13 parliamentary recommendations. The full implementation of the recommendations has also been extremely delay.

The current approved staff ceiling of the Commission is 93 staffs and is expected to increase with further expansion to the districts. The proposed TSC structure going forward (2023 - 2024) is to expand to a total of 300 staff that will allow for the Commission to have two main Directorates (Operations Management Directorate & Workforce Management Directorate).

The Teaching Service Operations Management Directorate- caters for administrative management and progress of the office of TSC.

The Teaching Workforce Management Directorates- caters for the entire management of teacher human resource and development and will expand to seven different Management Unit of Teaching workforce.

The TSC restructuring and expansion will cater for teacher payroll management for TSC to be financially and administratively autonomous in alignment with the NEC decision and the parliamentary recommendations for the next five years (2023-2027).

## SECTION 4: PLANNING FRAMEWORK

This plan will be implemented amidst major reforms happening within the National Education System (NES), ranging from the structural to curriculum reforms. The Plan will be implemented concurrently with reforms within the NES and the National Government, and new interventions.

TSDP is aligned with the following plans:

- The Papua New Guinea National Goals and Directive Principles
- PNG Vision 2050
- PNG Development Strategic Plan 2010-2030
- PNG Medium Term Development Plan IV 2023-2027
- National Education Plan 2020-2029
- Education Sector Development Plan 2023-2027

The NEP 2020-2029 called for the respective provinces to develop Provincial Education Implementation Plans (PEIP). PEIPs should detail the implementation of programs and activities at the sub-national levels. That is, the plan details the specific and measurable activities to be carried out at the provincial and district levels. At the school level, each school must develop the School Learning Improvement Plan (SLIP) which describes the activities to be carried out at the school level including teacher in-service and related activities concerning the welfare of the teacher. The diagram below shows the alignment of the plan with global, national, provincial and sub-national plans.

## SECTION 5: THE PLAN



Figure 2: The Planning Framework

The Teaching Service Commission identified five (5) Public Investment Program (PIP) as important/significant investment program that should enable effective delivery of its core functions as stipulated in its enabling Act (TSC Act, 1988). These investments will allow for the continuous expansion of the Commission as it embarks to continuously improve welfare and employment condition for the 70,000 plus members. The teachers workforce number will continue to increase over the lifespan of the plan.

Below is the TSC log frame from the Education Sector Development Plan, 2022-2027. Following the TSC log frame are the respective log frames per sector, grouped in various TSC pay structure and the activities that will directly impact the sector.

The expansion of TSC has direct and indirect implications on existing policies and plans. To enable effective delivery and implementation of this and ESDP and TSDP, a governance log frame has been developed, paving way for the need to look into existing and new policies with sister agencies to allow for a harmonious transition into the expansion of the Commission.

## Teaching Service Commission Log Frame

TSC Indicators								
Goal:	To have a highly skilled, specialized and committed Teaching Service Workforce delivering quality teaching and learning for all students from the Early Childhood Education to School of Excellence and inclusive education sub-sectors to achieve the country's human resource targets.							
MTDP IV	Indicator	Source	Baseline (2022)	2023	2024	2025	2026	2027
<b>SPA 4: Quality education and skilled human capital</b>	1. Proportion of sectors with audited teachers	TSC Annual Report MPR	1	2	5	7	-	-
	2. Proportion of sectors with teaching positions and salary structures audited	TSC Annual Report MPR	1	2	5	7	-	-
	3. Percentage of schools mapped out for correct awards of entitlements and allowances	TSC Annual Report MPR	0	2	50	100	-	-
	4. Percentage of teachers attaining in-service training by sector	TSC Annual Report MPR	1	2	50	100	-	-
	5. Percentage of teachers matriculated by sector	TSC Annual Report MPR	1	2	20	60	100	-
	6. Number of provinces with TSC ICT infrastructure.	TSC Annual Report MPR	1	2	5	7	23	-
	7. Proportion of provincial TSC offices and houses constructed.	TSC Annual Report MPR	1	2	5	7	23	-
	8. Proportion of provinces with TSC support transport	TSC Annual Report MPR	1	2	3	4	6	-
	9. Proportion of teachers receiving excellence awards through TSC validation process	TSC Annual Report MPR	3	6	9	12	15	-
Lead Government Agency		Teaching Service Commission						
Executing Agency		Teachers Colleges, Universities, Provincial Education Boards.NDOE						

TSC Sector Strategies		
No.	Sector Strategy	Sector Plan or Policy Reference
1.	Audit of teachers, teaching positions (school mapping) in all provinces and all sectors	MTDP IV,.NEP 2020-2029
2.	Audit and update all teaching positions salaries structures aligned to specific allowance on ALESCO payroll and master position register for all teachers and positions within the National Education System.	MTDP IV,.NEP 2020-2029
3	Partnership agreements with teacher training and matriculation institutions and relevant stakeholders	MTDP IV,.NEP 2020-2029
4	Develop a modern standardized electronic Teacher Information Management ICT System.	MTDP IV,.NEP 2020-2029

5	Review, validate and restructure all sector salary specifications for all teaching positions and structures in alignment with current TSC requirements.	MTDP IV,.NEP 2020-2029
7	Provincial officers staff accommodation and office construction and transport purchase	MTDP IV,.NEP 2020-2029
6	Decentralize TSC and establish TSC offices and staff housing in all regions and provinces with increase Manpower Structure	MTDP IV,.NEP 2020-2029

### TSC Deliverables

Deliverables	2023	2024	2025	2026	2027
1. Percentage of teachers audited by sectors	20	30	70	100	-
2. .Percentage of Teachers audited, and bio data uploaded	10	60	70	100	-
3. Percentage of teaching positions audited	20	50	70	100	-
4. Percentage of teachers on in-service programs	5	15	45	65	100
5. Number of institutions providing teacher in-service programs	2	4	9	12	20
6. Number of Provinces accessing TSC ICT and TIMS	2	5	7	23	
7. Number of provinces with TSC Staff house and office	4	8	13	18	23
8. Number of Provinces with TSC Transport	4	8	13	18	23
9. Number of teachers rewarded	440	880	1320	1760	2200

### TSC Investment

	2023	2024	2025	2026	2027	Total
Teacher Audit and Bio Data Update	K5m	K5m	K5m	K5m	K5m	K25m
Administration	0.5	0.5	0.7	0.7	0.7	3.1
Early Childhood and Pre-School Education	2.0	2.0	0.3	0.4	0.2	4.9
Primary Teaching	1.6	2.0	2.0	0.9	0.4	6.9
High School and Secondary Teaching	0.2	0.3	1.0	0.8	2.0	4.3
Technical High and Technical Secondary School	0.2	0.3	0.6	1.6	1.0	3.7
Vocational Education Teaching	0.2	0.3	0.4	0.4	0.5	1.8
FODE	0.1	0.2	0.4	0.4	0.5	1.6
NSoE	0.1	0.2	0.3	0.4	0.5	1.5
IERC	0.1	0.2	0.3	0.4	0.2	1.2
<b>Teacher Up-skilling and Upgrading</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>Total</b>
	K5m	K30m	K30m	K30m	K30m	
Administration	0.5	2.0	2.0	2.0	2.0	8.5

Early Childhood and Pre-School Education	0.4	4.0	4.0	4.0	4.0	16.0
Primary Teaching	0.7	4.0	4.0	4.0	4.0	16.7
High School and Secondary Teaching	0.7	4.0	4.0	4.0	4.0	16.0
Technical High and Technical Secondary School	0.6	4.0	4.0	4.0	4.0	16.6
Vocational Education Teaching	0.6	4.0	4.0	4.0	4.0	16.6
FODE	0.5	2.0	2.0	2.0	2.0	8.5
NSoE	0.5	4.0	4.0	4.0	4.0	16.5
IERC	0.5	2.0	2.0	2.0	2.0	8.5
<b>TSC ICT Infrastructure Project</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>Total</b>
	<b>K5m</b>	<b>K10m</b>	<b>K10m</b>	<b>K10m</b>	<b>K10m</b>	<b>K45m</b>
HQ	2.7	6.0	6.0	1.5	1.0	17.2
Provinces	0.5	2.0	2.0	6.0	0.5	11
Districts	0.5	0.5	0.5	1.0	6.0	8.5
Alesco Payroll, Administration	0.8	0.5	0.5	0.5	1.0	3.3
	0.5	1.0	1.0	1.0	1.5	5
<b>TSC Staff Housing, Transport and Office Project</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>Total</b>
	<b>K10m</b>	<b>K10m</b>	<b>K10m</b>	<b>K10m</b>	<b>K10m</b>	<b>K50m</b>
Provinces	8.0	8.0	8.0	6.0	0.0	30
Districts	1.0	0.5	1.0	3.0	8.0	13.5
Administration	1.0	1.5	1.0	1.0	2.0	6.5
<b>PNG Teacher Excellence and Reward Program</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>Total</b>
	<b>K1.5m</b>	<b>K1.5m</b>	<b>K1.5m</b>	<b>K1.5m</b>	<b>K1.5m</b>	<b>K7.50m</b>
Administration	0.2	0.2	0.2	0.2	0.2	1.00
Awareness	0.2	0.2	0.2	0.2	0.2	1.00
Awards and Incentives	0.3	0.3	0.3	0.3	0.3	1.50
Early Childhood and Pre-School Education	0.1	0.1	0.1	0.1	0.1	0.50
Primary Teaching	0.1	0.1	0.1	0.1	0.1	0.50
High School and Secondary Teaching	0.1	0.1	0.1	0.1	0.1	0.50
Technical High and Technical Secondary School	0.1	0.1	0.1	0.1	0.1	0.50
Vocational Education Teaching	0.1	0.1	0.1	0.1	0.1	0.50
FODE	0.1	0.1	0.1	0.1	0.1	0.50
NSoE	0.1	0.1	0.1	0.1	0.1	0.50
IERC	0.1	0.1	0.1	0.1	0.1	0.50
<b>Total</b>	<b>K26.50m</b>	<b>K56.50</b>	<b>K56.50m</b>			

## The Planned Indicators, Deliverables and Strategies by Sector

The goals per sector are provided on the first table with the indicator including the baseline and the expected outputs in years for the planned period. Records of progress made from each indicators are also specified including the lead agencies. The second table lists the strategies that the Commission will undertake to achieve the intended goals and included as well is the reference policy or plan of the Government and other Partners within the Ministry of Education.

5.1: Early Childhood Sector								
5.1 (1): ECE indicators								
Goal:	To have a highly skilled, specialized and committed Teaching Service Workforce delivering quality teaching and learning for all students from early childhood.							
MTDP IV	Indicator	Source	Baseline (2021)	2023	2024	2025	2026	2027
<b>SPA 4: Quality education and skilled human capital</b>	Percentage of ECE and Pre School with audited teachers.	TSC Annual Report /Audit report	10	20	30	70	100	-
	Percentage of ECE and Pre Schools with teaching positions and salary structures audited.	TSC Annual Report /Audit report	5	10	60	70	100	-
	Percentage of ECE and Preschools mapped out for correct awards of allowances and correct awards.	TSC Annual Report /Audit report	0	2	50	100	-	-
	Percentage of ECE and Preschool teachers attaining in-service training.	TSC Annual Report /Audit report	1	2	20	60	100	-
	Proportion of ECE and Preschool teachers receiving excellence awards and incentives through TSC validation processes.	TSC Annual Report	3	6	9	12	15	-
<b>Lead Government Agency</b>	<b>Teaching Service Commission</b>							
<b>Executing Agency</b>	<b>Teaching Service Commission Operation Management, National Department of Education, Church Agencies, PNGTA, Provincial Education Boards, Provincial Administrations</b>							
5.1(2): ECE Strategies								
No.	Sector Strategy	Sector Plan or Policy Reference						
1	Audit of ECE and Preschool teachers, teaching positions (school mapping) in all provinces,	NEP 2020-2029						
2	Audit and update all ECE and Preschool teaching positions, salaries structures aligned to specific allowance on ALESCO Payroll and master position register for all teachers and positions within the National Education System.	NEP 2020-2029						

3	Partnership agreement for ECE and Preschool teachers with teacher training and matriculation institutions and relevant stakeholders.	NEP 2020-2029
4	Review, validate and restructure all ECE and Preschool teachers' salary specification, for all teaching positions and structures in alignment with current TSC requirements.	NEP 2020-2029

5.1(3): ECE Deliverables						
Deliverables	Baseline (2021)	2023	2024	2025	2026	2027
1. Percentage of ECE and Preschool teachers audited.	20	30	70	100	-	-
2. Percentage of ECE and Preschool teachers audited and bio data uploaded.	10	60	70	100	-	-
3. Percentage of ECE and Preschool teaching positions audited.	20	50	70	100	-	-
4. Percentage of ECE and Preschool teachers on in-services programs.	5	15	45	65	100	-
5. Number of institutions providing teacher in-service programs for ECE and Preschool teachers.	2	4	9	12	20	-
6. Number of ECE and Preschool teachers rewarded.	55	110	165	220	275	330

5.2: Primary Teaching								
5.2(1) Primary Indicators								
Goal:	To have a highly skilled, specialized and committed Teaching service Workforce delivering quality teaching and learning for all students from the Early Childhood							
MTDP IV	Indicator	Source	Baseline (2021)	2023	2024	2025	2026	2027
<b>SPA 4: Quality Education and Skilled Human Capital</b>	Percentage of primary teachers audited.	Annual Report/ MPR	20	30	70	100		
	Percentage of Primary teachers with teaching positions and salary structures audited.	Annual Report/ MPR	10	60	70	100	-	-
	Percentage of Primary Schools mapped out for correct awards of awards and entitlements.	Annual Report/ MPR	0	2	50	100		
	Percentage of Primary teachers attaining in-services training.	Annual Report/ MPR	1	2	20	60	100	
	Proportion of Primary teachers receiving excellence awards and incentives through TSC validation processes.	Annual Report	3	6	9	12	15	-
<b>Lead Government Agency</b>	<b>Teaching Service Commission</b>							
<b>Executing Agency</b>	<b>Teaching Service Commission Operation Management, National Department of Education, Church Agencies, PNGTA, Provincial Education Boards, Provincial Administrations</b>							

### 5.2(2): Primary Strategies

No.	Sector Strategy	Sector Plan or Policy Reference
1	Audit of Primary School teachers, teaching positions (school mapping) in all provinces,	MTDP IV/ NEP 2020-2029
2	Audit and update all Primary School teaching positions, salaries structures aligned to specific allowance on ALESCO Payroll and master position register for all teachers and positions within the National Education System.	MTDP IV/ NEP 2020-2029
3	Partnership agreement for Primary School teachers with teacher training and matriculation institutions and relevant stakeholders.	MTDP IV/ NEP 2020-2029
4	Review, validate and restructure all Primary School teachers' salary specification, for all teaching positions and structures in alignment with current TSC requirements	MTDP IV/ NEP 2020-2029

### 5.2(3): Primary Deliverables

Deliverables	Baseline (2021)	2023	2024	2025	2026	2027
1. Percentage of Primary teachers audited.	20	30	70	100	-	-
2. Percentage of Primary Teachers audited, and bio data uploaded	10	60	70	100	-	-
3. Percentage of Primary teaching positions audited	20	50	70	100	-	-
4. Percentage of Primary teachers on in-service programs	5	15	45	65	100	-
5. Number of institutions providing Primary School teacher in- service programs	2	4	9	12	20	-
6. Number of Primary teachers rewarded	55	110	165	220	275	-

### 5.3: High School and Secondary Teaching

#### 5.3(1) High and Secondary Indicators

Goal:	To have a highly skilled, specialized and committed Teaching Service Workforce delivering quality teaching and learning in High School/Technical Secondary School to achieve the country's human resource targets.							
MTDP IV	Indicator	Source	Baseline (2021)	2023	2024	2025	2026	2027
<b>SPA 3: Quality education and skilled human capital:</b>	1. Percentage of High School and Secondary School teachers audited.	TSC Annual Report MPR	2	20	30	70	100	-
	2. Percentage of High School and Secondary School teaching positions and salary structures audited.	TSC Audits Report MPR	2	10	60	70	100	-
	3. Percentage of High School and Secondary Schools mapped out for correct awards of entitlements and allowances.	TSC Audits Report	0	2	50	100	-	-
	4. Percentage of High School and Secondary School Teachers matriculated.	TSC Audits Report MPR	1	2	20	60	100	-
	5. Number of High School and Secondary School teachers receiving awards and incentives through TSC validation processes.	TSC Audits Report	3	6	9	12	15	-
<b>Lead Government Agency</b>	<b>Teaching Service Commission</b>							
<b>Executing Agency</b>	<b>Teaching Service Commission Operation Management, National Department of Education, Church Agencies, PNGTA, Provincial Education Boards, Provincial Administrations</b>							

5.3(2) High and Secondary Strategies		
No.	Sector Strategy	Sector Plan or Policy Reference
1	Audit of High and Secondary School teachers, teaching positions (school mapping) in all provinces,	MTDP IV NEP 2020-2029
2	Audit and update all High and Secondary School teaching positions, salaries structures aligned to specific allowance on ALESCO Payroll and master position register for all teachers and positions within the National Education System.	MTDP IV NEP 2020-2029
3	Partnership agreement for High and Secondary School teachers with teacher training and matriculation institutions and relevant stakeholders.	MTDP IV NEP 2020-2029
4	Review, validate and restructure all High and Secondary School teachers' salary specification, for all teaching positions and structures in alignment with current TSC requirements	MTDP IV NEP 2020-2029

5.3(3) High and Secondary Deliverables						
Deliverables	Baseline (2021)	2023	2024	2025	2026	2027
1. Percentage of High and Secondary School teachers audited.	20	30	70	100	-	-
2. Percentage of High and Secondary School teachers audited and bio data updated.	10	60	70	100	-	-
3. Percentage of High and Secondary School teaching positions audited.	0	5	20	50	100	-
4. Percentage of High and Secondary School teachers on in-service programs.	0	5	15	45	65	100
5. Number of institutions providing High and Secondary School teachers' in-service programs	0	2	4	9	12	20
6. Number of High and Secondary School teachers rewarded.	55	110	165	220	275	330

## 5.4: Technical High and Technical Secondary Teaching

### 5.4(1): Technical High and Secondary Indicators

Goal:	To have a highly skilled, specialized and committed Teaching Service Workforce delivering quality teaching and learning in High and Technical Secondary Schools to achieve the country's human resource targets							
MTDP IV	Indicator	Source	Baseline (2021)	2023	2024	2025	2026	2027
SPA 4: Quality Education and Skilled Human Capital	Percentage of Technical High and Technical Secondary audited teachers	TSC Annual Report MPR	3	5	20	50	100	-
	Percentage of Technical High and Technical Secondary Schools with teaching positions and salary structures audited	TSC Annual Report MPR	3	10	20	60	100	-
	Percentage of Technical High and Technical Secondary schools mapped out for correct awards of entitlements and Allowances	TSC Annual Report MPR	0	2	50	100	-	-
	Percentage of Technical High and Technical Secondary School teachers matriculated	TSC Annual Report MPR	1	2	20	60	100	-
	Proportion of Technical High and Technical Secondary School teachers receiving excellence awards through TSC validation processes.	TSC Annual Report MPR	0	55	115	165	220	275
Lead Government Agency	Teaching Service Commission							
Executing Agency	Teaching Service Commission Operation Management, National Department of Education, Church Agencies, PNGTA, Provincial Education Boards, Provincial Administrations							

### 5.4(2): Technical High and Secondary Strategies

No.	Sector Strategy	Sector Plan or Policy Reference
1	Audit of Technical High and Technical Secondary School teachers, teaching positions (school mapping) in all provinces,	NEP 2020-2029
2	Audit and update all Technical High and Technical Secondary School teaching positions, salaries structures aligned to specific allowance on ALESCO Payroll and master position register for all teachers and positions within the National Education System.	NEP 2020-2029
3	Partnership agreement for Technical High and Technical Secondary School teachers with teacher training and matriculation institutions and relevant stakeholders.	NEP 2020-2029
4	Review, validate and restructure all Technical High and Technical Secondary School teachers' salary specification, for all teaching positions and structures in alignment with current TSC requirements.	NEP 2020-2029

### 5.4(3): Technical High and Secondary Deliverables

Deliverables	Baseline (2021)	2023	2024	2025	2026	2027
Percentage of Technical High and Secondary School teachers audited.	20	30	70	100	-	-
Percentage of Technical High and Secondary School teachers audited and bio data updated.	10	60	70	100	-	-
Percentage of Technical High and Secondary School teaching positions audited.	20	50	70	100	-	-
Percentage of Technical High and Secondary School teachers on in-service programs.	5	15	45	65	100	-
Number of institutions providing Technical High and Secondary School teacher's in-service programs	2	4	9	12	20	-
Number of Technical High and Secondary School teachers rewarded.	55	110	165	220	275	-

## 5.5: Vocational Education Teaching

### 5.5(1): VET Indicators

Goal:	To have a highly skilled, specialized and committed Teaching Service Workforce delivering quality teaching and learning in High and Technical Secondary Schools to achieve the country's human resource Targets							
MTDP IV	Indicator	Source	Baseline (2021)	2023	2024	2025	2026	2027
SPA 4: Quality Education and Skilled Human Capital	Percentage of VET teachers audited	TSC Audits Report MPR/ TSC Annual Report	-	5	20	50	100	-
	Proportion of VET teaching positions and salary structures Audited	TSC Audits Report MPR/ TSC Annual Report	-	5	20	50	100	-
	Percentage of VET schools mapped out for correct awards for entitlements and allowances	TSC Audits Report MPR/ TSC Annual Report		5	20	50	100	-
	Percentages of VET teachers Matriculated	TSC Annual Report	1	2	20	60	100	-
	Number of VET teachers receiving excellence awards through TSC Validation processes.	TSC Annual Report	-	55	110	165	220	275
Lead Government Agency	Teaching Service Commission							
Executing Agency	Teaching Service Commission Operation Management, National Department of Education, Church Agencies, PNGTA, Provincial Education Boards, Provincial Administrations							

5.5(2): VET Strategies		
No	Sector Strategy	Sector Plan or Policy Reference
1	Audit of VET teachers, teaching positions (school mapping) in all provinces,	MTDP IV/NEP 2020-2029
2	Audit and update all VET teaching positions, salaries structures aligned to specific allowance on ALESCO Payroll and master position register for all teachers and positions within the National Education System.	MTDP IV/NEP 2020-2029
3	Partnership agreement for VET teachers with teacher training and matriculation institutions and relevant stakeholders.	MTDP IV/NEP 2020-2029
4	Review, validate and restructure all VET teachers' salary specification, for all teaching positions and structures in alignment with current TSC requirements	MTDP IV/NEP 2020-2029

5.5(3): VET Deliverables						
Deliverables	Baseline (2021)	2023	2024	2025	2026	2027
Proportion of VET teachers audited.	20	30	70	100	-	-
Percentage of VET teachers audited and bio data updated.	10	60	70	100	-	-
Percentage of VET teaching positions audited.	20	50	70	100	-	-
Percentage of VET teachers on in-service programs	5	15	45	65	100	-
Number of institutions providing VET teachers in-service programs.	2	4	9	12	20	-
Number of VET teachers rewarded.	55	110	165	220	275	330

## 5.6: Flexible Open and Distance Education Teaching

### 5.6(1): FODE Indicators

Goal:		To have a highly skilled specialized and committed Teachers Service Workforce delivering quality teaching and learning in FODE to achieve the country's human resource targets						
MTDP IV	Indicator	Source	Baseline (2021)	2023	2024	2025	2026	2027
SPA 4: Quality education and skilled human capital	Proportion of FODE teachers Audited	TSC Annual Report /MPR	0	5	20	50	100	-
	Proportion of FODE teaching positions and salary structures audited	TSC Annual Report /MPR	0	5	20	50	100	-
	Percentage of FODE centers mapped out for correct awards for entitlements and Allowances	TSC Annual Report /MPR	0	5	20	50	100	-
	Percentage of FODE teachers Matriculated	TSC Annual Report /MPR	0	5	20	50	100	-
	Number of FODE teachers receiving awards through TSC validation processes.	TSC Annual Report	55	110	165	220	275	330
Lead Government Agency		Teaching Service Commission						
Executing Agency		Teaching Service Commission Operation Management, National Department of Education, Church Agencies, PNGTA, Provincial Education Boards, Provincial Administrations						

5.6(2): FODE Strategies		
No.	Sector Strategy	Sector Plan or Policy Reference
1	Audit of FODE teachers, teaching positions (school mapping) in all provinces,	MTDP IV NEP 2020-2029
2	Audit and update all FODE teaching positions, salaries structures aligned to specific allowance on ALESCO Payroll and master position register for all teachers and positions within the National Education System.	MTDP IV NEP 2020-2029
3	Partnership agreement for FODE teachers with teacher training and matriculation institutions and relevant stakeholders.	MTDP IV NEP 2020-2029
4	Review, validate and restructure all FODE teachers salary specification, for all teaching positions and structures in alignment with current TSC requirements	MTDP IV NEP 2020-2029

5.6(3): FODE Deliverables						
Deliverables	Baseline (2021)	2023	2024	2025	2026	2027
1. Proportion of FODE teachers audited.	20	30	70	100	-	-
2. Percentage of FODE teachers audited and bio data updated.	10	60	70	100	-	-
3. Percentage of FODE teaching positions audited.	20	50	70	100	-	-
4. Percentage of FODE teachers on in-service programs.	5	15	45	65	100	-
5. Number of institutions providing FODE teachers in-service Programs.	2	4	9	12	20	-,,
6. Number of FODE teachers rewarded.	5	110	165	220	275	330

## 5.7: National School of Excellence Teaching

5.7(1): NSoE Indicators								
Goal:	To have a highly skilled specialized and committed Teaching Service Workforce delivering quality Learning for all teachers in the National School Of Excellence to achieve the country's human resource targets.							
MTDP IV	Indicator	Source	Baseline (2021)	2023	2024	2025	2026	2027
SPA 4: quality education and skilled human capital.	Proportion of NSoE teachers audited	TSC Annual Report /MPR	2	5	20	30	70	100
	Proportion of NSoE teaching positions and salary structures audited	TSC Annual Report /MPR	2	5	10	60	70	100
	Number of NSoE mapped out for correct awards for entitlements and allowances	TSC Annual Report /MPR	2	5	20	50	70	100
	Percentage of NSoE teachers matriculated	TSC Annual Report /MPR	5	15	45	65	100	-
	Number of NSoE teachers receiving awards and incentives through TSC validation processes.	TSC Annual Report /MPR	5	110	165	220	275	330
Lead Government Agency	Teaching Service Commission							
Executing Agency	Teaching Service Commission Operation Management, National Department of Education, Church Agencies, PNGTA, Provincial Education Boards, Provincial Administrations							

5.7(2): NSoE Strategies		
No.	Sector Strategy	Sector Plan or Policy Reference
1.	Audit of NSoE teachers, teaching positions (school mapping) in all provinces,	MTDP IV NEP 2020-2029
2.	Audit and update all NSoE teaching positions, salaries structures aligned to specific allowance on ALESCO Payroll and master position register for all teachers and positions within the National Education System.	MTDP IV NEP 2020-2029
3.	Partnership agreement for NSoE teachers with teacher training and matriculation institutions and relevant stakeholders.	MTDP IV NEP 2020-2029
4.	Review, validate and restructure all NSoE teacher's salary specification, for all teaching positions and structures in alignment with current TSC requirements	MTDP IV NEP 2020-2029

5.7(3): NSoE Deliverables						
Deliverables	Baseline (2021)	2023	2024	2025	2026	2027
Proportion of NSoE teachers audited	20	30	70	100	-	-
Percentage of NSoE teachers audited and bio data updated	10	60	70	100	-	-
Percentage of NSoE teaching positions audited	20	50	70	100	-	-
Percentage of NSoE teachers on in-service programs	5	15	45	65	100	-
Number of institutions providing NSoE teachers in-service programs	2	4	9	12	20	-
Number of NSoE teachers rewarded.	55	110	165	220	275	-

## 5.8: Inclusive Education Teaching

### 5.8(1): IE Indicators

MTDP IV	Indicator	Source	Baseline (2021)	2023	2024	2025	2026	2027
<b>Goal:</b>		<b>To have a highly skilled specialized and committed Teaching Service Workforce delivering quality Learning for all teachers in the Inclusive Education Learning to achieve the country's human resource targets.</b>						
<b>SPA 4: Quality education and skilled human capital</b>	1. Proportion of Inclusive Education teachers audited	Annual Report Audit Report/MPR	1	5	30	50	100	-
	2. Proportion of Inclusive Education teaching positions and salary structures Audited	Annual Report/Audit Report/MPR	1	5	30	50	100	-
	3. Percentage of Inclusive Education schools mapped out for correct awards for entitlements and allowances.	Annual Report/Audit Report/MPR	1	5	30	50	100	-
	4. Percentage of Inclusive Education teachers matriculated.	Annual Report/Audit Report	1	5	30	50	100	-
	5. Number of Inclusive Education teachers receiving awards through TSC validation processes.		55	110	165	220	275	330

Lead Government Agency	Teaching Service Commission
Executing Agency	Teaching Service Commission Operation Management, National Department of Education, Church Agencies, PNGTA, Provincial Education Boards, Provincial Administrations

### 5.8(2): IE Strategies

No	Sector Strategy	Sector Plan or Policy Reference
1	Audit of IE teachers, teaching positions (school mapping) in all provinces,	MTDP IV NEP 2020-2029
2	Audit and update all IE teaching positions, salaries structures aligned to specific allowance on ALESCO Payroll and master position register for all teachers and positions within the National Education System	MTDP IV NEP 2020-2029
3	Partnership agreement for IE teachers with teacher training and matriculation institutions and relevant stakeholders.	MTDP IV NEP 2020-2029
4	Review, validate and restructure all IE teachers salary specification, for all teaching positions and structures in alignment with current TSC requirements	MTDP IV NEP 2020-2029

### 5.8(3): Inclusive Education Deliverables

Deliverables	Baseline (2021)	2023	2024	2025	2026	2027
1. Proportion of Inclusive Education teachers audited.	20	30	70	100	-	-
2. Percentage of Inclusive Education teachers audited and bio data updated	10	60	70	100	-	-
3. Percentage of Inclusive Education teaching positions audited.	20	50	70	100		-
4. Percentage of Inclusive Education teachers on in-service programs	5	15	45	65	100	-
5. Number of institutions providing Inclusive Education teachers in-service programs	2	4	9	12	20	-
6. Number of Inclusive Education teachers rewarded.	55	110	165	220	275	-

## SECTION 6: PLAN IMPLEMENTATION AND COORDINATION

The Schedule below shows the implementation schedule of major component of the public investment programs. The Commission knowing its capacity of the implementation, it has scheduled the programs over the planned periods while building its capacity through the organizational restructure to boost its human resources. Where there is minimal capacity to manage an activity, the Commission will partner with experienced organizations and persons, in both the private and public sector, to deliver the program such that the program is continuous since all activities identified are determinable for effective execution of its mandated roles and responsibilities moving forward.

Senior officers will be required to manage the identified programs and projects. They will be responsible to draw the implementing schedules and select individuals within the divisions to manage each components of the programs to/with the endorsement of the respective Commissioners. They will be liable to provide quarterly and annual reports to the Commission. Where the program is outsourced for implementation, a regular meeting schedule will be developed with clear terms of reference to be sanctioned by the Chairman of Teaching Service Commission. At the provincial level, respective Assistant Directors will provide responsible oversight of all undertakings in the respective regions with the support of the respective TSC Provincial Advisors and the Provincial Education Planners or a delegate nominated by the Provincial Education Advisors.

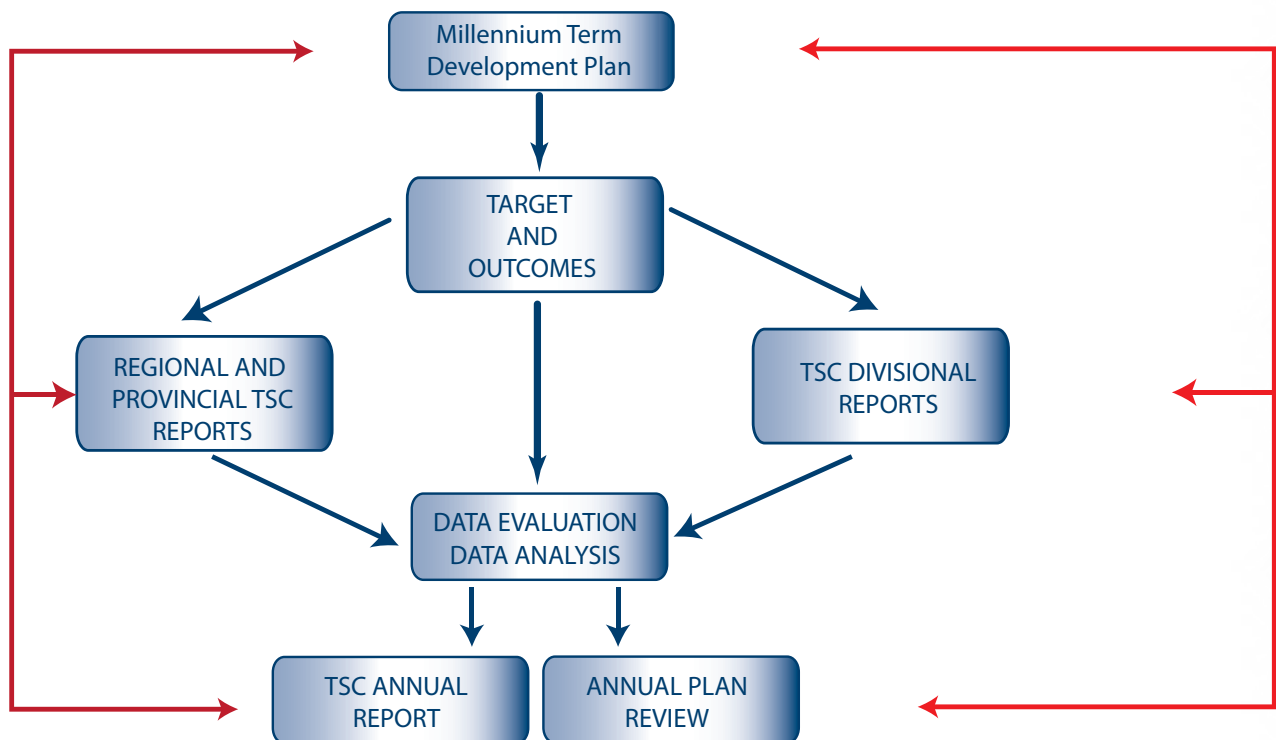
**Table 1: Implementing Schedule for the Programs**

No	Program	Main program/project component		Schedule				
				2023	2024	2025	2026	2027
1	Teacher Audit and Bio Data update	1.1	Audit and Bio-data Update-Pre-School					
		1.2	Audit and Bio-data Update-Primary					
		1.3	Audit and Bio-data Update-Secondary					
		1.4	Audit and Bio-data Update-TVET					
		1.5	Audit and Bio-data Update-FODE/IERC					
2	Teacher Up-skilling and Up-grading program	2.1	Teacher Up-Skilling & Teacher Upgrading-Pre-school					
		2.2	Teacher Up-Skilling & Teacher Upgrading-Primary					
		2.3	Teacher Up-Skilling & Teacher Upgrading-Secondary					
		2.4	Teacher Up-Skilling & Teacher Upgrading-VET/FODE/IERC					
3	TSC ICT Infrastructure Program	3.1	Procurement and Construction – HQ					
		3.2	Procurement and Construction – PHQ					
		3.3	Procurement and Construction-District					
4	TSC Staff Housing and Office Infrastructure	4.1	Land mobilization and Office space identification					
		4.2	Procurement & Infrastructure Construction - HQ					
		4.3	Transport purchase					
5	Teacher Excellence and Reward Program	5.1	Policies, Awareness and Advocacy					
		5.2	Awards					

## SECTION 7: MONITORING AND EVALUATION

The process below also allows for useful information to be disseminated to Parliament as a legal obligation under the Teaching Service Act and for public consumption.

### Monitoring and Evaluation



The following are definitions of the various structures of the Project Steering Committee (PSC) and the process of communication and practice of implementing the committee's core functions and responsibilities:

**1. Department of National Planning & Monitoring – Social Sector Division**

The Department of National Planning has the overall mandate to consider and make appropriate decisions on any project submissions made by the Project Steering Committee for effective management, oversight, monitoring and reporting.

**2. Education Sector Development Plan Committee (ESDPC)**

The Education Sector Development Plan Committee ensure by screening and making sure that all project submitted are aligned to the PNG Government's National Goals and Objectives for articulation of the broad development in-line with the Medium Term Development Plan (MTDPS)

**3. TSC Top Management Chairman & Two Commissioners**

The TSC Top Management Team is composed of Two Commissioners and the Chairman whose primary role is to ensure the Teaching Service Development Plan is carefully aligned to the requirements of the Department of National Planning & Monitoring.

**4. TSC Teaching Council (13 Members)**

The TSC Teaching Council's functions is to verify, validate and endorse projects submitted by the Project Steering Committee and ensure that there is legal binding of projects to avoid undue internal and external influences in the life span of the project or projects submitted.

**5. Project Steering Committee**

The Project Steering Committee's function is to effectively manage oversight and monitor and report on the implementation of the projects approved and funded by the Department of National Planning & Monitoring within the given project lifespan. The Committee ensures that those projects continue to be implemented as per the Implementation Schedules. The Committee meets quarterly and report to the Teaching Service Top Management Team.

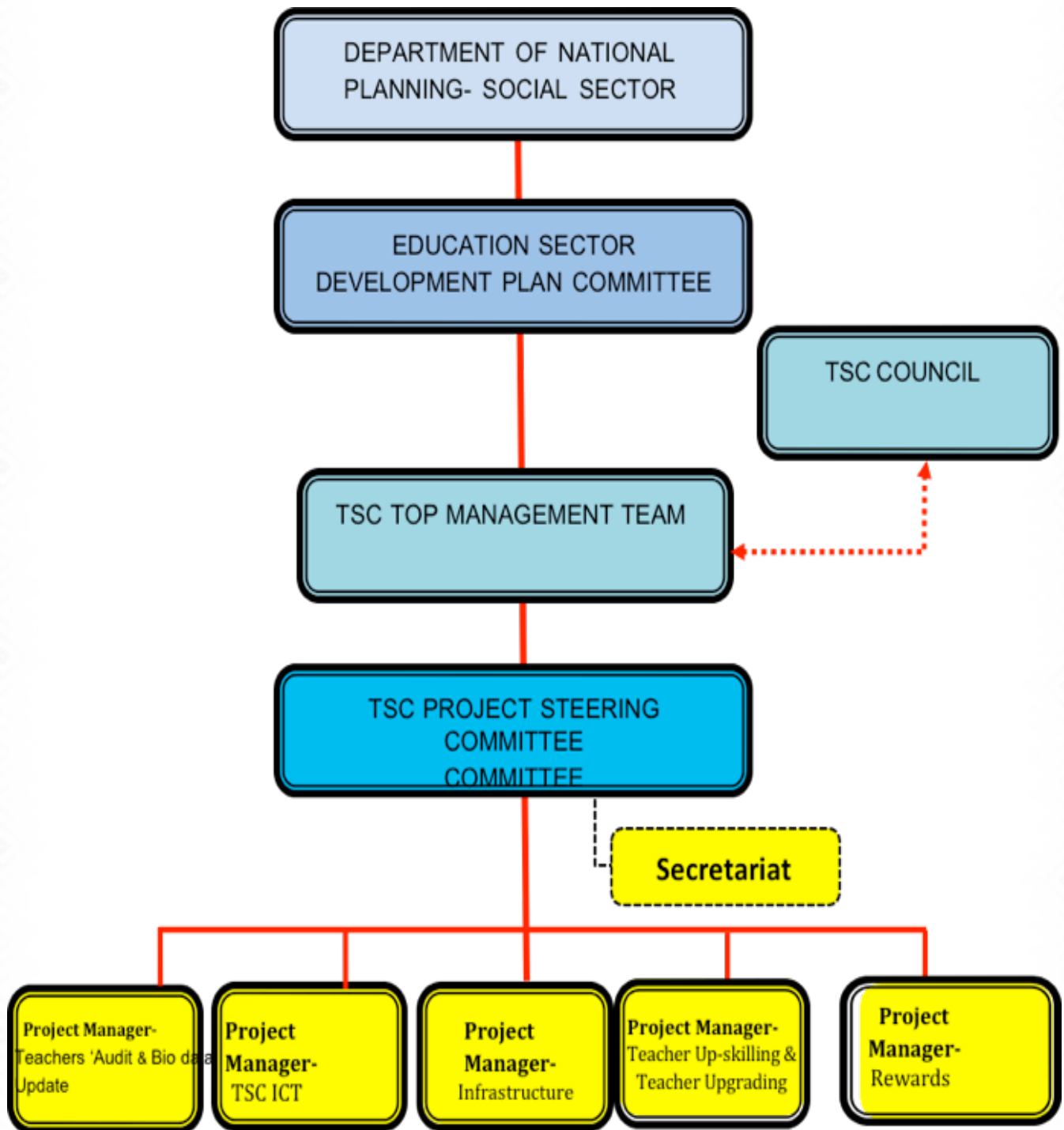
The Committee is responsible for endorsing the Terms of Reference (TOR) of respective project managers and annual work plans.

**6. Project Managers.**

Project managers are senior officers responsible for the projects' overall management of the projects. They will develop annual work plans and submit for the endorsement by the Project Steering Committee. Their selection is based on merit and aligned to the roles and responsibilities of the section they are responsible as well as in line with their job descriptions. The Commissioners in their wisdom may appoint persons within the Commission to manage the project.

Specific Terms of Reference of the above Committees will be developed by the Project Steering Committees and endorsed by the Chairman of the Teaching Service Commission. The terms of reference will be reviewed every three (3) years or as and when seen fit by the Project Steering Committee.

Figure 2: Management structure



## SECTION 8: RISK MANAGEMENT

Risk Management encompasses the identification, analysis and response to risk factors that form part of the life of all entities. The Teaching Service Commission knows the risks it will face in implementing the plans for the teaching service members (its teachers). Effective risk management means (strategies) attempts to control, as much as possible, future outcomes by acting proactively than reactively moving forward in its effort to ensure the teachers (its employees) benefit from the planned activities in bringing about “quality education for all” needed by children of Papua New Guinea.

The political environment in the country is critical in the implementation of the plan. Since sector plans are brainchild of the current government, the Commission is only optimistic that it will continue its term to see effective implementation and deliverance of the desired outputs and outcome.

The risks are numerous however for the case of this plan, the following are identified:

- **Lack of political will.**

The activities herein are aligned wholly on the ESDP and for this plan to be implemented fully will rely heavily on the political will to support it.

- **Lack of capacity and resources of the Commission.**

The Commission is building its human resource capacity as it strives to take back many roles and responsibilities currently under the Department of Education especially responsibilities concerning the conditions and welfare of its workforce. Providing avenues for teacher upgrading and up-skilling is one area where the Commission is focusing.

- **Lack of collaboration with other stakeholders.**

Working closely with DoE and DHERST and other stakeholders within the education sector is significant in the effective implementation of this plan. This required constant communication, dialogue on the demarcation of roles and responsibilities of these different players.

- **Financial Limitation.**

Effective implementation of the TSCDP in 2023–2027 depends on the availability of funding. For successful operations of the Commission, it is appropriate to mandate financial liberty to the Commission, which may then be shared further with applicable sub-sectors to minimize turnover time. This could deepen and expand the resource mobilization to a provincial function.

- **Conflicting Duplicative Functions between TSC and Department of Education**

- Structural change in the commission and department brings uncertainties in job security. This may create a workload and jeopardize the quality and effective delivery of service to the clients.
- Lack of Support for Provincial TSC Advisors at the Provincial Level

Resource sharing between TSC and provincial functions, powers and responsibilities within the provincial administration and other stakeholders need to be harmonized.

- **Policy gaps**

As the Commission develops plans to improve welfare issues for the workforce, it also demands a review of policies to ensure plans align with current workplace demands, including terms on conditions of accommodation, risk emergencies and natural disasters at the work place. The table below contains list of the risks identified. The risks in all the sectors are similar therefore the table is a summary. However, where the risk is specific to a sector it is listed separately. The risks are rated from how significant the risks are to less significant.

**Extreme**        **4**  
**High**            **3**  
**Medium**        **2**  
**Low**             **1**

No.	Risk	Risk Level	Probability	Consequence	Mitigation
1	Lack of Political Will	4	2	4	Seek funding from development partners
2	Lack of Capacity and Resources of the Commission	3	2	1	Outsourcing and partnership
3	Lack of Collaboration with other Stakeholders	3	4	4	Continuous dialogue and agreements with partners
4	Financial Limitation	3	3	4	Seek funding form Development Partners
5	Conflicting and duplicative functions between TSC and Department of Education	3	3	4	Parliament to pass the revised TSC Act
6	Policy Gaps	1	1	4	Develop policies to accommodate changes

## SECTION 9: REFERENCES

- Education Sector Development Plan 2023-2027
- Teaching Service Act (1988)
- The Education Act 1983 (consolidated 1988)
- Auditor General's Office Report 2021 & Recommendations
- National Department of Education and Teaching Service Commission Response to the 13 Recommendations on the Parliamentary Referral Committee on Education Report (NEC PRCE Decision No: 63/2015).
- Ethics & Values-Based Executive Leadership & Management Capability Framework May 2013 Developed by the Department of Personnel Management and Public Sector Workforce Development Program
- National Education Plan 2020-2029

## SECTION 10: APPENDICES

### APPENDIX A: MPR listing of schools and positions by province and sector

Sector Province	Elementary		Community		Primary		High		Secondary		Tech. Sec.		Vocational		Total	
	Sch	Pos.	Sch	Pos	Sch	Pos	Sch	Pos	Sch	Pos	Sch	Pos	Sch	Pos	Sch.	Pos.
Western	269	600	101	540	12	99	2	23	2	71			2	29	388	1,362
Gulf	193	380	107	748	4	47	3	68	3	68			5	33	315	1,344
Central	414	1188	182	1082	43	519	7	109	6	197			5	52	657	3,147
Milne Bay	528	1230	79	565	138	1058	4	47	7	226			10	92	766	3,218
Oro	327	846	91	376	31	321	5	50	2	63			6	48	462	1,704
SHP	611	1923	192	2080	19	186	15	184	7	297			8	87	852	4,757
EHP	465	1597	157	1328	87	1424	10	128	12	579			6	135	737	5,191
Simbu	380	1254	98	864	65	705	13	168	8	335	1	20	10	138	575	3,484
WHP	379	1441	86	1566	51	825	12	245	11	525			7	85	546	4,687
WSP	564	1455	203	1071	33	329	5	74	7	207			9	64	821	3,200
ESP	520	1787	212	1586	106	958	12	192	11	333	1	19	7	83	869	4,958
Madang	769	2,062	198	1,704	114	1,277	8	102	8	304			8	83	1105	5,532
Morobe	1,016	3,674	168	1,595	207	2,332	13	197	10	461			10	171	1424	8,430
WNB	354	1,297	73	378	135	1,291	7	97	5	181			2	40	576	3,284
ENB	386	1,289	59	374	131	1,703	2	29	12	387			8	151	598	3,933
NIP	383	798	99	613	62	564	5	100	5	159			5	75	559	2,309
AROB	445	1,514	142	943	103	755	6	89	6	193			6	65	708	3,559
Manus	123	309	54	270	41	251	2	18	3	87			1	13	224	948
NCD	49	550	5	94	36	1,019		1	10	489			5	132	105	2,285
Enga	438	1878	118	893	45	732	6	116	7	294			11	91	625	4,004
KLM	226	451	43	160	42	397	4	50	2	67	1	35	2	38	320	1,198
Jiwaka	230	845	65	978	50	434	8	131	6	246			4	74	363	2,708
Hela	270	721	77	773	14	113	4	35	4	119			3	26	372	1,787
<b>Total</b>	<b>9,339</b>	<b>29,089</b>	<b>2,609</b>	<b>20,581</b>	<b>1,569</b>	<b>17,339</b>	<b>153</b>	<b>2,253</b>	<b>154</b>	<b>5,888</b>	<b>3</b>	<b>74</b>	<b>140</b>	<b>1,805</b>	<b>13,967</b>	<b>77,029</b>

## APPENDIX B:

### Recommendations of the Parliamentary Referral Committee on Education

The Parliamentary Referral Committee on Education was commissioned by the Parliament in 2014 to investigate into the disbursement of teacher's salaries and entitlements. Below are the recommendations.

- Recommendation 1:** That immediate review into the Department of Education and Teaching Service Commission. The reviews should focus on the adequacy and effectiveness of the process and procedures with Teachers' Salaries and Entitlement, in particular:
- a. The role of Teaching Service Commission
  - b. The role of the Department of Education at the National and Provincial levels.
- Recommendation 2:** That the National Government conduct comprehensive reviews to amend relevant sections of the Teaching Service Act 1988 that defines the allowance and entitlements of teachers
- Recommendation 3:** That the Teaching Service Commission in consultation with the National Department of Education conducts a review into the appointment processes of teachers with the view to empower and equip the provincial authorities with appropriate powers and technologies to improve the process and data base.
- Recommendation 4:** That Teaching Service Commission and Department of Education consider increase the teachers' tenure appointment from three years to five years.
- Recommendation 5:** That the National Government consider identifying a more suitable and working pay roll system for teachers or reconfigure the ALESCO Pay System so that it can suit specifications of salaries and entitlements.
- Recommendation 6:** That the Department of Education empowers provincial education authorities through the decentralization process to take full ownership of the ALESCO Pay System or any other appropriate payroll system.
- Recommendation 7:** That the National Government directs the Department of Education to conduct an audit into teachers' leave fares with the view to paying the leave fares in cash directly in to teachers Bank Accounts
- Recommendation 8:** That the National Government directs the Department of Education and the Teachers Service Commission and Provincial Administrations to conduct an annual update for teaches in the first quarter of each year.
- Recommendation 9:** That the National Government considers the plight of the Teaching Service Commission and empowers it with annual budgetary appropriation and financial responsibilities to operate as an autonomous entity of the State as per the Teaching Service Act.
- Recommendation 10:** That the Department of Education and the Teaching Service Commission conduct a review into the processes and procedures on entitlement, retrenchment and resignation of teachers in the Teaching Service.

- Recommendation 11:** That the National Government, through the Department of Education develops a modern standardize system of keeping records and data base for teachers in the Teaching Service. The system should be transferrable to allow provincial education officers to access and update the data on teachers from time to time.
- Recommendation 12:** That the National government reconsiders and revisits the functions of the Teaching Commission with the view of increasing its manpower capacity and the managing teachers' payroll system independently.
- Recommendation 13:** The National Government through the Department of Education and Teaching Service Commission to provide response to the recommendations within three (3) months of the tabling of this Report.





**Teaching Service Commission**  
**Development Plan 2023-2027**