TEACHING SERVICE COMMISSION

Teachers Build the Nation

TEACHING SERVICE COMMISSION

2025

ANNUAL REPORT

TEACHING SERVICE COMMISSION

2025 ANNUAL REPORT

Compiled by
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Papua New Guinea

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ABREVIATIONS

AROB - Autonomous Region of Bougainville

EHP - Eastern Highlands Province

ENBP - East New Britain Province

ESP - East Sepik Province

GFEP - Government Free Education Policy

IEC - Information, Education and Communication

HRMS- Human Resource Management System

KLM- Kiunga Lake Murray

NCD - National Capital District

NDoE - National Department of Education

NCDES- NCD Education Services

NEB- National Education Board

NGI - New Guinea Islands

NIP - New Ireland Province

PEB - Provincial Education Board

PIE - Partners in Education

PNGTA - PNG Teachers Association

SHP- Southern Highlands Province

TSC- Teaching Service Commission

WHP - Western Highlands Province

WNBP - West New Britain Province

WSP - West Sepik Province

MINISTER’S FOREWORD

As we review the achievements of the 2025 fiscal year, I am honored to provide these remarks for the Teaching Service Commission’s Annual Report. The year 2025 was a landmark period for Papua New Guinea as we celebrated our 50th Anniversary of Independence. It was designated as the “Year of Reset,” a time when the Marape-Rosso Government transitioned from recovery to the active transformation of our national education landscape.

Throughout 2025, our commitment to "leaving no child behind" was backed by record-breaking investment and structural reform. The 2025 Government Free Education Policy (GFEP) successfully removed the financial burden from parents by covering 100% of tuition and project fees for over 2.4 million students. We moved away from a simple subsidy model to a direct-funding approach, ensuring that even our most remote schools received Locality-Based Funding to account for the high costs of service delivery in rural areas.

At the center of all our 2025 successes were our 69,000 teachers. We recognize that no curriculum reform or infrastructure project can succeed without a motivated, disciplined, and well-supported teaching service.

In 2025, we prioritized the National Qualification Audit, ensuring that teacher remuneration is increasingly tied to academic merit and professionalism.

By integrating housing as a core condition of employment and implementing significant salary adjustments, we have sent a clear message: the Government respects the teaching profession as the most vital vocation in our nation-building efforts.

Significant progress was made in the following areas during 2025:

Legislative Advancement: The progression of the Teaching Service Bill through the various stages of approval during 2025 has set the stage for a more autonomous and efficient Commission.

Digital Governance: The Commencement of the Online Teacher Appointment System has begun to solve the long-standing issues of payroll delays and appointment discrepancies that have historically frustrated our educators.

As we look back on 2025 from our current vantage point in 2026, it is clear that the foundations laid during the "Year of Reset" have strengthened our system.

I want to personally thank our teachers—the frontline agents of change—for their resilience and dedication to our children. The achievements recorded in this 2025 Annual Report are a testament to your hard work.

Together, we continue to build a skilled, disciplined, and God-fearing generation that will lead our nation into its next 50 years of sovereignty.

Hon. LUCAS DAWA DEKENA, MP
Minister for Education

CHAIRMAN'S MESSAGE

It is an honor to present the 2025 Performance Report for the Teaching Service Commission (TSC). This report serves as a formal record of our commitment to professionalizing the teaching workforce and modernizing the administrative frameworks that govern over 80,000 teaching positions nationwide. During this period, the Commission has successfully finalized the Teaching Service Corporate Plan and the Teaching Service Development Plan (2023–2027), both of which have received ministerial endorsement and are currently being distributed to stakeholders.

Furthermore, the progression of the Teaching Service Bill, which has received Prime Ministerial clearance and now awaits final NEC endorsement, represents a critical milestone in our efforts to provide a robust legislative foundation for the service.

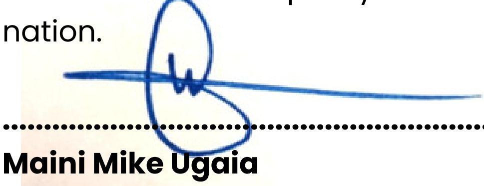
The Commission's digital transformation has reached a significant maturity level with the establishment of the Online Teacher Appointment Management System. This platform now validates 69,000 appointment records, providing unprecedented transparency in tracking teacher movements and salary structures. Together these technological advancements, our ongoing National Qualification Audit has already vetted 19,400 teachers, successfully identifying over 1,100 fraudulent records.

This rigorous verification process is essential to maintaining the integrity of the profession and ensuring that only qualified educators are entrusted with the instruction of our students.

Despite these achievements, the Commission continues to navigate significant operational constraints. The fragmentation of appointment functions between national and provincial authorities remains a primary bottleneck, often resulting in payroll delays and administrative inefficiencies. Additionally, the lack of dedicated funding for the Teaching Council and the Audit Project has slowed our ability to conduct essential field investigations and policy reviews. Our research into urban Teacher-Pupil ratios, which identifies overcrowding at levels of 1:70 in NCD and Central Province, underscores the urgent need for targeted recruitment and infrastructure investment to ensure a conducive learning environment.

As we look toward the future, the Commission's strategic focus remains on the full decentralization of our administrative functions. The establishment of independent, fully-resourced TSC Provincial Offices is a priority, intended to provide localized support for teacher discipline, welfare, and industrial relations. By "locking" funding to specific divisional activities and reducing dependency on external agencies, we will ensure that the Commission's mandates are executed with efficiency and speed. I commend the 22 provinces that achieved full tenure compliance this year and remain committed to supporting those still undergoing stabilization.

Together, we will continue to build a teaching service that prioritizes the welfare of its members and the quality of education for our nation.



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Maini Mike Ugaia
Chairman
Teaching Service Commission

INTRODUCTION

The 2025 Annual Report of the Teaching Service Commission (TSC) provides a comprehensive overview of a landmark year in the Commission's history. Reporting from the vantage point of 2026, this document reflects on 2025 as the "Year of Reset"- a period dedicated to digitizing our systems, strengthening provincial governance, and reinforcing the professional integrity of the teaching workforce. As Papua New Guinea celebrated its 50th Anniversary of Independence, the Commission successfully transitioned from traditional manual processes to a more agile, data-driven approach, ensuring that our 80,000 teaching positions are managed with increased transparency and accountability.

Central to the 2025 agenda was the full operationalization of the Online Teacher Appointment Management System. This digital leap has allowed for the real-time validation of 69,000 teacher records, significantly reducing the administrative bottlenecks that have historically hindered timely payroll placement and appointment security. In line with these technological gains, the Commission intensified its National Qualification Audit, a rigorous exercise designed to align teacher remuneration with academic merit. By vetting over 19,400 educators and identifying more than 1,100 fraudulent records, we have taken decisive steps to safeguard the prestige and standard of the teaching profession.

The report also highlights our progress in Decentralization and Provincial Oversight. Throughout 2025, the TSC Directorate worked tirelessly to bring services closer to the teacher, providing localized support for welfare, discipline, and industrial relations. Despite facing significant logistical and funding constraints, we successfully processed over 4,400 new admissions and resolved thousands of member queries across all four regions. This report outlines these operational successes while providing a candid assessment of the challenges remaining—particularly the need for independent provincial funding and the complete integration of the 1-6-6 school structure.

Ultimately, this report serves as a roadmap for the future. It documents the legislative milestones achieved, such as the progression of the Teaching Service Bill, and celebrates the 22 provinces that achieved full tenure compliance for the 2026 academic year. By reflecting on the strategic resets of 2025, the Commission reaffirms its commitment to building a resilient, well-supported, and highly skilled teaching service that will lead our nation's education system into its next half-century of growth.

TEACHING SERVICE REFORMS

The 2025 fiscal year marked a significant "Reset" in how the Commission manages the national teaching workforce. These reforms are designed to eliminate systemic inefficiencies and ensure that teacher welfare is protected through modern governance.

1. Digital Transformation: The Online Appointment System

The most critical reform of 2025 was the transition from manual, paper-based tracking to the Online Teacher Appointment Management System.

Real-Time Validation: For the first time, the Commission established a nationwide online spreadsheet accessible to all TSC offices, housing 69,000 appointment records and 80,000 teaching positions.

Impact: This system acts as a "single source of truth," significantly reducing the "ghost teacher" phenomenon and ensuring that teacher placements are verified before they hit the national payroll.

2. Legislative Reform: The Teaching Service Bill

To provide the Commission with the necessary powers to regulate a modern workforce, major progress was made on the Teaching Service Bill.

Autonomy: The Bill received clearance from the Prime Minister and endorsement from the Minister for Education for NEC approval.

Purpose: Once enacted, this reform will grant the TSC greater administrative and financial autonomy, allowing for faster decision-making on teacher discipline, terms and conditions, and provincial operations.

3. Merit-Based Professionalism: The Qualification Audit

In 2025, the Commission shifted its focus from "position-based" to "qualification-based" service.

The 1.6.6 Alignment: The TSC Salary Structure was fully established to align with the 1.6.6 school structure, ensuring teachers are remunerated according to their academic attainment.

Integrity Measures: A rigorous audit of 19,400 teachers was conducted. This reform successfully identified 1,100 fraudulent records, effectively purging the system of unqualified individuals and protecting the prestige of the teaching profession.

4. Decentralization of Functions

The reform agenda prioritized bringing TSC services closer to the teachers in the field.

Provincial Empowerment: TSC Advisors were formally integrated into Provincial Education Boards (PEBs), allowing for localized processing of acting appointments, tenure confirmations, and grievance resolutions.

Oath of Affirmation: To reinforce ethics, the Teachers' Oath Affirmation Program was rolled out across provinces, mandating a formal commitment to professionalism and accountability.

ESTABLISHMENT & MANPOWER CEILING

The Teaching Service Commission (TSC) maintains a dedicated administrative workforce tasked with overseeing the welfare and professional standards of the nation's largest public service body. The current organizational structure is designed to bridge the gap between national policy and provincial execution.

Current Workforce Strength
As of the 2025 reporting period, the Commission's core administrative establishment consists of:
Executive Leadership:
The Commission is led by the Chairman and two Commissioners. It is noted that the position of Commissioner Policy in 2025 remained vacant, which has impacted the rate of policy review and development.

Core Staffing:
There are 93 staff members currently attached to the TSC Headquarters and 22 provinces and various operational units.
Provincial Presence:
To ensure decentralized service delivery, the Commission maintains a presence in all 22 provinces, with Provincial TSC Advisors and Professional Assistants stationed in each location to manage local teacher affairs.

2. Establishment Growth and Recruitment
To address the current "manpower gap" and the leadership vacancy in the Policy Division, the Commission has recently advertised several vacant positions. This recruitment drive is a strategic move to:
- Aligning the actual headcount with the approved Staffing Ceiling to ensure all functional units are fully operational.
-Specifically targeting the Policy and Legal divisions to clear the backlog of policy reviews and teacher disciplinary cases.
-Boosting the capacity of Provincial Offices to handle the high volume of teacher queries, which totaled over 6,800 in 2025.
3. Staffing Challenges and the "Staffing Ceiling"
The Commission's ability to effectively manage 70,000 teaching positions is currently stretched by its lean administrative establishment.
-While the current staff count stands at 93, the expanding mandate of the TSC—including the National Qualification Audit and the Online Appointment System—requires a review of the Staffing Ceiling to allow for additional specialized roles.
-There is an urgent need for ongoing training, particularly for Provincial Advisors in investigation processes and policy interpretation, as 22 provinces currently lack active disciplinary committees.

TEACHING SERVICE COMMISSION BUDGET

2025 TSC Staff Operational Budget

For the 2025 fiscal year, the Government has allocated K10,469,600 specifically for the Teaching Service Commission's (TSC) staff operations. It is important to note that this particular allocation is dedicated solely to the Commission's internal administrative and operational costs, excluding teacher salaries and benefits, which are managed under a separate, larger education sector wage bill.

1. Budgetary Context: Activity 10403

This operational funding is administered under Activity 10403: Teachers' Personnel Management Service. While the broader education budget for 2025 focuses on massive investments in the 1-6-6 school structure and student subsidies, this specific grant ensures the Commission's headquarters and provincial offices remain functional.

2. Strategic Use of Operational Funds

The K10.47 million is prioritized to sustain the Commission's core regulatory and administrative mandate, including:

- Provincial Advisor Operations: Supporting the 22 Provincial TSC Advisors and their Professional Assistants in managing local teacher appointments and welfare queries.
- National Audits & Investigations: Providing the necessary resources for the National Qualification Audit and internal investigations into teacher misconduct or absenteeism.
- System Modernization: Maintaining the Online Teacher Appointment Management System, which serves as the digital backbone for tracking the nation's 80,000 teaching positions.
- Staff Capacity Building: Facilitating training for the 93 core staff members to improve policy interpretation and decentralized service delivery.

3. Distinction from Teacher Emoluments

To ensure administrative clarity, this budget is ring-fenced from the primary teacher payroll. While the TSC facilitates the 3% salary adjustments and Teaching Service Allowances for over 70,000 educators, those multi-billion kina payments are funded directly through the national teacher wage bill rather than this specific operational grant.

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TEACHING SERVICE COMMISSION BUDGET

235	Department of Education	235

Activity: 10403 Teachers' Personnel Management Services **(PBS Code: 23521011104)**

A: Expenditure (in thousands of Kina)

Economic Item		Actual	Appropriation	
Code	**Description**	**2023**	**2024**	**2025**
2	**EXPENSES**			
21	**Personnel Emoluments**	**4,086.8**	**7,531.7**	**7,531.6**
211	Salaries and Allowances	3,727.9	7,007.6	6,058.7
212	Wages	0.0	0.0	730.9
213	Overtime	105.6	0.0	120.0
214	Leave fares	167.5	240.0	222.0
215	Retirement Benefits, Pensions, Gratuities	85.8	284.1	400.0
22	**Goods & Services**	**3,136.3**	**3,390.1**	**2,798.0**
221	Domestic Travel and Subsistence	355.3	472.1	0.0
222	Travel and Subsistence	0.0	393.1	0.0
223	Office Materials and Supplies	45.0	70.0	140.0
224	Operational Materials and Supplies	166.9	240.0	250.0
225	Transport and Fuel	159.0	238.2	264.0
227	Other Operational Expenses	2,375.8	1,894.7	2,040.0
228	Training	34.3	82.0	104.0
23	**Utilities, Rentals and Property Costs**	**89.8**	**110.0**	**20.0**
233	Routine Maintenance	89.8	110.0	20.0
25	**Grants Subsidies and Transfers**	**17.9**	**40.0**	**20.0**
251	Membership Fees, Subscriptions & Contribution	17.9	40.0	20.0
27	**Capital Formation**	**277.2**	**530.0**	**100.0**
271	Office Equipment, Furniture & Fittings	97.2	130.0	100.0
273	Motor Vehicles	180.0	400.0	0.0
	GRAND TOTAL	**7,608.0**	**11,601.8**	**10,469.6**

B: Other Data in 2025

1. Approved Establishment:93 Staff on Strength 72: Unattached: 1, Vacant Positions: 22

2. Performance Indicators/Targets :
Responding to Teachers queries and issuing and issuing operational policy directives through circulars. Admit qualified teachers determination.

DIVISIONAL REPORT

POLICY DIRECTORATE

POLICY & PLANNING

Division Objective

The Policy and Planning Division oversees the review, development, and implementation of the approved legislation, policy, and plans; conduct research, monitor and evaluate and reports on the implementations of plans and programs that provides for a sound and harmonious management of the Teaching Service Commission. It is responsible for the overall development, coordination, management and analysis of policies concerning the entire teaching services.

PLANS & POLICIES

1. Teaching Service Corporate Plan (2023–2027)

- Achievements: Successfully endorsed by both the Chairman and the Minister; copies have been printed and distributed.
- Non-Achievement: The plan has not been officially launched.

2. Teaching Service Development Plan (2023–2027)

- Achievements: Formally endorsed by the Chairman and Minister; printing and distribution are complete.
- Non-Achievement: The plan has not been officially launched.

3. Education Sector Development Plan (2023–2027)

- Achievements: This plan has been fully developed, endorsed, printed, and successfully launched.

4. Policy Review & Development

- Non-Achievements: No new policies were developed, and no existing policies were reviewed during this period.

5. Teaching Council Reactivation

- Achievements: The Council was reactivated, new members were sworn in, and the inaugural meeting (Meeting 1) was held.
- Non-Achievements: Subsequent meetings (2nd, 3rd, and 4th) were not conducted.

6. TSC Annual Calendar

- Non-Achievement: This target was not met due to a total lack of funding.

Challenges & Commentary

The failure to review or develop policies was primarily due to a leadership vacancy for the Commissioner of Policy, leaving only two Commissioners available. Additionally, critical activities—specifically Teaching Council meetings and the Annual Calendar—were stalled by a lack of operational funds.

The Way Forward

To resolve these bottlenecks and ensure the execution of the Annual Operational Funding Plan, the following actions are required:

- Budget Increase: Secure a higher funding allocation for the Commission.
- Locked Funding: Ring-fence funds for specific unit activities to prevent budget redirection and ensure scheduled tasks are completed.

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- Budget Increase: Secure a higher funding allocation for the Commission.
- Locked Funding: Ring-fence funds for specific unit activities to prevent budget redirection and ensure scheduled tasks are completed.
- Need to circulate policy development handbook and transfer Headquater's implementation procedure and process in regions and provinces.
- Key constrains that needs addressing in the next 5 years. Legal matters affecting teacher appointment.
- Expand TSC Office in the 22 Provinces.
- Staff capacity building to take on organisation of management and Top management level and governance.

DIVISIONAL REPORT

POLICY DIRECTORATE

PUBLIC RELATIONS

Division Objective

To ensure Teaching Service Commission is to strategically shape public perception and foster transparent communication, ensures accurate media coverage, engages stakeholders and teachers through innovative campaigns, and proactively manages crises to uphold the Commission's positive image in the education sector.

COMMUNICATIONS & MEDIA RELATIONS

1. Media Presence & Public Relations

The Commission has successfully maintained a high level of visibility across various national media platforms.

News Coverage: Successfully published and broadcasted 50 news items across newspapers, radio, television, and online platforms.

Paid Advertisements: Completed 10 strategic paid advertisements to promote TSC initiatives.

2. Digital Platforms

Social Media: The official TSC Facebook Page is fully operational and serves as an active communication channel.

Website Development: The establishment of an official TSC website remains a non-achievement. This is due to a lack of dedicated funding to build and host the platform.

3. Statutory Reporting

Annual Report 2024: This report has been completed .

4. Publications & Information Materials

Newsletters & IEC Materials: All quarterly newsletters and Information, Education and Communication (IEC) materials have been drafted and finalized.

Non-Achievement: Despite being ready, these materials have not been printed due to a lack of available funding.

5. Radio Talkback Show

Preparation: A full broadcast schedule was successfully developed.

Non-Achievement: The Commission did not go on air as planned due to outstanding financial requirements.

Commentary & Challenges

The primary bottleneck for the Communications Unit is the unavailability of funds for production and broadcasting. While the content creation (writing newsletters, reports, and radio schedules) is being handled efficiently by staff, the physical delivery of these materials to the public is stalled at the printing and airtime stage.

The Way Forward

Prioritize Printing Budgets: Specific funding must be allocated and released for the printing of newsletters and IEC materials to ensure the public remains informed.

Digital Transition: In the absence of printing funds, the Commission should prioritize the launch of the Official Website to serve as a low-cost digital library for all TSC reports and materials.

Securing Airtime: Funding for the Radio Talkback show needs to be secured to allow leadership to engage directly with stakeholders nationwide.

DIVISIONAL REPORT

POLICY DIRECTORATE

LEGAL

Division Objective

Responsible for all legal matters affecting the Commission and provides legal representation, legislative interpretation, investigate complaints and overseas the administration of teachers discipline and appeals.

LEGAL & POLICY PERFORMANCE

1. Litigation & Court Matters

The Legal Division has maintained a proactive defense, achieving several dismissals and favorable settlements.

Key Dismissals: Successfully dismissed contempt applications and substantive matters in Wapson Lara vs. Br. Anthony, Alex Parlie vs. Mt Diamond BOG (multiple cases), and Benjamin Rambue vs. Patrick Kita (discontinued).

Financial Settlements: Settled briefed-out legal bills for Peters vs. Mepio (K41,399) and reduced/taxed costs for Paul Nidue vs. Samson Wangihomie (K180,423).

Settlements: Successfully reached an out-of-court settlement in Tony Marupi vs. Samson Wangihomie.

Defensive Filings: Filed Notices of Intention to Defend (NOID) and Defences for several 2025 matters (Kennedy Steven, Jack Pyaso, Joseph Nani).

Ongoing/Loss: The motion to dismiss the Martin Kenehe series (from 2009) was unsuccessful; the decision on assessment of damages is currently pending.

2. Legislative & Policy Achievements

Teaching Service (TS) Bill: Secured Prime Ministerial clearance to progress the Bill. It has been endorsed by the Minister and is awaiting final NEC endorsement.

TSCDC: Minutes approved and letters sent; however, meetings were not held due to a lack of response from PNGTA and the Chief Magistrate.

PEBDC: Successfully completed induction and swearing-in for EHP. Training for Charging Officers in other provinces (NIP, Central, ESP, WNBP) is approved but remains pending.

3. Disciplinary & Administrative Matters

Teacher Discipline: Facilitated the charging and termination of several teachers in Manus and EHP. Provided advisory support to Provincial Advisors in Simbu, EHP, and ESP.

Non-achievement: Training for Charging Officers has been deferred twice (2024 and 2025).

Child Maintenance: Managed 16 maintenance orders across NCD, Simbu, Morobe, and other provinces. One case remains un-effected due to insufficient defendant earnings.

Investigations: Led the Ministerial Investigation into NCD Education Services (NCDES).

4. External Representation & Professional Engagement

Provided consistent legal advice and briefs to the Commission.

Represented TSC in the Health Services Commission Taskforce and various Solicitor General and Law Society workshops.

Commentary & Way Forward

To improve the efficiency of the Legal Division and the overall quality of the teaching workforce, the following must be prioritized:

Discipline-Led Funding: The Commission must prioritize funding for teacher discipline activities. Robust disciplinary processes are essential for maintaining a high-quality teaching workforce.

Independent Budgeting: Each Division requires separate budget allocations to ensure specific operations and activities are not stalled by general funding shortages.

Workforce Utilization: The Legal Division needs to expand its range of activities to better utilize all officers, specifically para-legal staff, to serve members more effectively.

Administrative Access: To ensure faster regulation and welfare management, the Principal Legal Advisor requires direct access to Teacher Payroll and relevant NDoE divisions.

OPERATIONAL DIRECTORATE

INDUSTRIAL MATTERS

Division Objective

Ensures effective and efficient management of investigation services to address and identify fraudulent and mismanagement activities that occurs around teachers' salaries, allowances and other entitlements. Also ensures effective and efficient management of industrial relations services for salaries; allowances; leaves and entitlements and exit management for teachers.

TOTAL NUMBER OF TEACHER EXIT

The Teaching Service Commission continues to manage significant turnover within the national workforce. During this period, 1,277 teachers exited the payroll. Notably, Natural Attrition (Deaths and Retirements) remains the primary driver of loss, accounting for 62.9% of the total. This data underscores the urgent need for the Department of Education to accelerate the entry of new graduates into the system to maintain classroom ratios.

2. Statistical Breakdown of Separations

Separation Category	Number of Teachers	% of Total	Impact Level
Death in Service	407	31.9%	High (Immediate Vacancy
Compulsory Retirement	396	31.0%	High (Planned Exit)
Voluntary Resignation	324	25.4%	Moderate (Loss of Experience)
Termination of Contract	76	5.9%	Low (Disciplinary/Legal)
Medical Retirement	73	5.7%	Low (Early Exit)
Resignation for Election	1	0.1%	Minimal
TOTAL SEPARATIONS	**1,277**	**100%**	**System-wide Impact**

Achievement

For the first TSC has been involved in the calculations and gathering of files for retires teachers. TSC played the middleman role between the Provinces and Treasury Department to secure funds to pay retired teachers.

Non Achievement

Most retired Teachers waited so long and died. Some files were missed place in the province or got lost before reaching the head office.

OPERATIONAL DIRECTORATE

APPOINTMENT

Division Objective

This division oversees structural reform and regulatory integrity within the school system. Its mandate involves optimizing the educational framework by managing teaching positions and resources while leading investigations into fraud, appeals, and appointment eligibility. Ultimately, the branch ensures that all staffing processes remain fair, transparent and compliant with sector standards.

TEACHER MEMBERSHIP & APPOINTMENT MANAGEMENT

1. Workforce Admission & Membership

The Commission continues to admit highly skilled professionals into the service, though high rates of non-compliance remain a challenge.

New Admissions: 4,424 teachers were granted Provisional or Full Membership.

Compliance Issues: 1,452 teachers were identified with documentation discrepancies or non-compliance during the admission process.

Constraint: The involvement of too many external agencies ("too many players") in teacher business continues to delay the timely establishment of the National Government payroll.

2. Appointment Systems & Validation

The TSC has successfully digitized the management of 80,000 teaching positions and 69,000 appointment records.

Online Management System: A nationwide online spreadsheet is now accessible to all TSC offices for real-time validation.

Salary Structure: The 1.6.6 Salary Structure is fully established across 23 provinces, ensuring alignment with TSC settings.

Hardship Allowances: A tiered monitoring system is in place for remote postings:

Remote: K4,000 | Very Remote: K5,000 | Extremely Remote: K6,000.

Constraint: Appointment functions remain fragmented between the Provinces and the Department of Education, hindering the restoration of teachers to the payroll.

3. 2026 Teacher Tenure & Gazettal Management

The 2025/2026 Gazettal has been printed and distributed.

Compliance Success: 20 Provinces fully complied with timelines and their 2026 tenure locations are officially released.

Nullifications: Tenure appointments for Manus, Hela, and Gulf were nullified. Teachers in these provinces will remain in their 2025 positions for the 2026 academic year to ensure continuity.

Province	Total Advertised	Tenure Confirmed (2026)	Non-Appointment Record
Highest Confirmations	(EHP, SHP, Morobe)	2,781	—
Total Nationwide	41,348	6,681	34,667

OPERATIONAL DIRECTORATE

APPOINTMENT

4. Qualification Audit & Appeals

The TSC is conducting a rigorous audit of teacher qualifications to ensure the integrity of the 1.6.6 alignment.

Audit Progress: Out of 69,000 teachers, 19,400 have been audited.

Findings:

- ***Post-Grad: 1 PhD, 780 Masters, 1,850 Bachelors.***
- ***Under-qualified: 3,900 records show Nil Qualifications; 1,100 Fraudulent records identified.***

Appeals: Handled 120 appeals regarding tenure displacement and illegal movements; 100% response rate achieved.

Constraint: The Audit Project has received zero funding since its commencement in 2019.

Commentary & Way Forward

The fragmentation of teacher appointment functions poses a direct risk to the teaching profession and teacher welfare. To ensure quality service delivery, the following steps are required:

1. *Alignment of Teacher Business*: All functions related to teacher appointments and payroll must align directly under the TSC to eliminate current delays.
2. *Protecting Welfare*: Because teacher welfare is paramount to quality education, the TSC must have total oversight of terms and conditions to prevent displacement.
3. *Audit Funding*: Immediate funding is required for the Audit Project to purge the system of the 1,100 fraudulent entries and verify the "Nil Qualification" records.
4. *Stability for Nullified Provinces*: For Gulf, Hela, and Manus, the 2025 Online Appointment Management system must be used as the anchor to ensure teacher continuity and avoid payroll drop-outs in 2026.

DIVISIONAL REPORT

OPERATIONAL DIRECTORATE

PROVINCIAL MATTERS

Division Objective

The Provincial TSC Directorate serves as the vital link between national policy and local execution, ensuring that the Teaching Service Commission's functions—including teacher appointments, position audits, and disciplinary oversight—are implemented across all provinces in strict accordance with the Teaching Service Act. By providing formal representation on Provincial Education Boards (PEBs), the Directorate aligns local governance with national standards while directly managing teacher welfare, industrial relations, and the verification of salaries and allowances. This decentralized approach prioritizes the professional support of teachers through localized training, outreach, and grievance resolution, ensuring that essential services are accessible to all educators, particularly those in remote and rural schools.

TEACHER MEMBERSHIP & APPOINTMENT MANAGEMENT

1. Training, Consultations & Governance

The Commission successfully conducted regional workshops to align provincial advisors with national directives.

Regional Workshops: Successful sessions held in Bluff Inn (Southern/NGI) and Goroka (Highlands/Momase), resulting in a combined 51 resolutions for implementation.

Operational Grants: Each Advisor received a K5,000 grant. While 12 provinces have successfully acquitted these funds, several acquittals remain outstanding.

Board Representation: All TSC Advisors now serve as active representatives on Provincial Education Boards (PEB), providing professional counsel on teacher management and church agency collaborations.

Constraint: Implementation of resolutions is incomplete, and some advisors still struggle with the correct interpretation of new policy directives.

2. Localized Appointment & Position Management

Significant progress has been made in bringing TSC services closer to teachers in the provinces.

System Audits: 18 Advisors have updated appointment lists; 12 provinces have completed position audits.

New Intake: Successfully recruited 3,000 new graduate teachers (2024–2025) across Elementary, Primary, and Secondary sectors.

Constraint: 3 provinces had their appointments revoked, and 10 provinces have yet to conduct mandatory audits. Remote schools continue to face persistent teacher shortages and payroll delays for new graduates.

DIVISIONAL REPORT

OPERATIONAL DIRECTORATE

PROVINCIAL MATTERS

3. Teacher Welfare & Industrial Relations

The Commission has processed a massive volume of provincial correspondences to address teacher grievances and entitlements.

Workload Analysis: A total of 6,809 queries were analyzed and resolved.

·Regional Approvals:

- o Highlands: 2,234 | Momase: 1,823
- o Southern: 1,765 | NGI: 987

Constraint: Significant delays remain in DSA payments, salary commencements for graduates, and the resolution of long-standing welfare cases.

4. Discipline, Ethics & Investigations

Professionalism is being reinforced through the Teachers' Oath Affirmation and updated disciplinary handbooks.

Casework: 23 cases were resolved, and 3 major investigations were submitted. There is an increased trend of suspending teachers for chronic absenteeism.

Constraint: Investigations in remote areas are stalled by a lack of transport. Currently, 20 provinces lack an active disciplinary committee, and many advisors require formal investigation training.

5. Research & Outreach

Teacher-Pupil Ratio Study: Action research in NCD and Central schools revealed critical overcrowding, with ratios as high as 1:70.

Constraint: Outreach is inconsistent; remote schools often miss out on policy awareness due to logistical and funding constraints.

Commentary & Way Forward

To achieve a fully functional decentralized service, the following strategic actions are required:

1. Administrative Independence: Establish fully functional TSC Provincial Offices with independent staffing and "locked" operational funding to reduce dependency on Provincial Education Divisions.
2. Logistical Support: Provide dedicated transport to enable field audits, investigations, and school visits in all districts.
3. Payroll Decentralization: Move payroll support services to the provincial level to stop the delays in new graduate salary commencements.
4. Digital Connectivity: Strengthen data management with improved internet for provincial offices to allow for real-time teacher record updates.
5. Capacity Building: Conduct specialized training for the 20 inactive provincial disciplinary committees and provide policy interpretation workshops for all Advisors.

PROJECTS

DIGITAL TRANSFORMATION PROJECT

In 2025, the Teaching Service Commission achieved a significant milestone in modernising its administrative infrastructure through a high-priority digitisation project. This initiative is a core component of the "Reset PNG@50" agenda, moving the Commission away from vulnerable paper-based records toward a secure, digital registry.

1. Teacher File Digitisation Project

Supported by the Australian Government under the Partners in Education (PIE) program, this project involves the comprehensive scanning and digital recording of thousands of individual teacher files.

Strategic Partnership: The PIE program has engaged Remington to facilitate industrial-grade bulk scanning operations, ensuring high-speed data capture.

Workforce Support: The project has created temporary employment opportunities, with PIE-engaged casuals dedicated to the meticulous preparation and scanning of records.

Financial Investment: To date, the Australian Government has invested K257,000 into this ongoing project, ensuring the preservation and accessibility of teacher records.

2. 2025 Digitisation Progress by Region

A total of 18,364 teacher files were successfully scanned and digitally archived in 2025. The breakdown of completed files per region is as follows:

Region / Sector	Files Digitised in 2025
Highlands Region	13,461
New Guinea Islands (NGI)	1,425
Southern Region	1,165
Momase	2066
National Institutions	67
Total Files Archived	**18,364**

3. Impact and Future Outlook

This digitisation effort directly complements the Online Teacher Appointment Management System. By converting physical files into digital formats, the Commission is:

Reducing Administrative Delays: Facilitating instant access to teacher history for appointments and leave fare processing.

Ensuring Data Integrity: Protecting vital records from physical deterioration, loss, or unauthorized alteration.

Supporting the National Audit: Providing the digital evidence needed to verify qualifications and service history across the 80,000 teaching positions.

The Way Forward

The project continues into 2026, with a focus on completing the digitisation for the Momase Region and the remaining provincial files. The ultimate goal is to integrate these digital files into a centralized Human Resource Management System (HRMS), providing a "paperless" service for all members of the Teaching Service.

APPENDIX

DATA, SOURCES & NOTES

APPOINTMENT

TABLE 1. Total number of Teaching Positions, vacancies and Staff on Strength

TABLE 2. Summary of all Provincial Institution Teaching Position Advertised and overall outcome of all Teacher Tenure Appointment Confirmation for 2026 Teacher Tenure Management

EXIT

TABLE 3. Summary of Total Number of Teachers who exited the Teaching Workforce in 2025.

APPENDIX

Teacher Appointment Management System Established Online Spreadsheet Accessible by all TSC office Nationwide.

TABLE 1.

Payroll update as of September 2025				
Prov.Code	**Province**	**Number of Positions**	**Vacancies**	**Staff on Strength**
51	Western	1253	384	869
52	Gulf	1240	450	790
53	Central	3270	630	2640
54	Milne Bay	3348	468	2880
55	Oro	1753	577	1176
56	Southern Highlands	5043	625	4418
57	Eastern Highlands	5503	945	4558
58	Chimbu	3712	683	3029
59	Western Highlands	5042	847	4195
60	West Sepik	3251	773	2478
61	East Sepik	5381	902	4479
62	Madang	5846	1273	4573
63	Morobe	8652	1884	6768
64	West New Britain	3495	707	2788
65	East New Britain	4054	775	3279
66	New Ireland	2354	366	1988
67	AROB	3598	1048	2550
68	Manus	1007	37	970
69	National Capital District	2518	206	2312
70	Enga	4092	971	3121
71	Kiunga Lake Murray	1157	313	844
72	Jiwaka	2999	410	2589
73	Hela	1941	221	1720
Total		**80,509**	**15,495**	**65,014**

APPENDIX

Below is the Summary of all Provincial Institution Teaching Position Advertised and overall Outcome of all Teacher Tenure Appointment Confirmation for 2026 Teacher Tenure Management.

TABLE 2.

2026 TENURE CONFIRMATION STATISTICS TEACHING SERVICE COMMISSION			
PROVINCE	TOTAL ADVERTISED	TENURE CONFIRMED FOR 2026 OCCUPANCY UPDATE	NON APPOINTMENT TOTAL ON RECORD
WESTERN	626	64	580
GULF	963	0	963
CENTRAL	1622	387	1235
MILNE BAY	1573	175	1398
ORO	816	103	713
SOUTHERN HIGHLANDS	3152	933	2219
EASTERN HIGHLANDS	2884	973	1911
CHIMBU	2269	43	2226
WESTERN HIGHLANDS	3356	109	3247
WEST SEPIK	1399	138	1261
EAST SEPIK	3292	651	2641
MADANG	3613	475	3138
MOROBE	3019	875	2144
WEST NEW BRITAIN	1789	181	1608
EAST NEW BRITAIN	1494	344	1150
NEW IRELAND	1158	230	928
AROB	1515	136	1379
MANUS	445	0	445
NATIONAL CAPITAL DISTRICT	1172	379	793
ENGA	1721	136	1379
KIUNGA LAKE MURRAY	615	152	463
JIWAKA	1906	215	1691
HELA	949	0	949
GRAND TOTAL	**41,348**	**6681**	**34,667**

APPENDIX

Below is the Summary of Total Number of Teachers who exited the Teaching Workforce in 2025.

TABLE 3.

TEACHING SERVICE COMMISSION						
PROVINCE	TERMINATION	RESIGNATION	RESIGN OF ELECTION	RETIREMENT	MEDICAL RETIREMENT	DEATHS
WESTERN	0	2	0	1	0	2
GULF	1	8	1	3	1	7
CENTRAL	5	7	0	19	3	8
MILNE BAY	1	30	0	19	5	23
ORO	0	3	0	0	2	10
SHP	6	13	0	9	0	22
EHP	11	50	0	43	2	48
CHIMBU	0	7	0	41	2	26
WHP	5	7	0	24	0	2
WSP	2	18	0	40	9	45
ESP	0	6	0	17	0	1
MADANG	3	19	0	51	4	65
MOROBE	2	11	0	5	3	7
WNBP	1	2	0	3	3	4
ENBP	6	50	0	51	8	45
NIP	3	1	0	6	0	2
AROB	0	3	0	1	0	26
MANUS	1	15	0	3	3	7
NCD	16	51	0	17	23	18
ENGA	10	12	0	27	5	16
KLM	0	0	0	4	0	4
JIWAKA	2	2	0	10	0	12
HELA	1	7	0	1	0	5
Nat.Inst.	0	0	0	1	0	2
TOTAL	**76**	**324**	**1**	**396**	**73**	**407**

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Teaching Service Commission

Teachers Build our Nation