Project Evaluation

Teach for Tomorrow II:

Improving the skills, capacity and experiences of elementary teachers across remote and rural Papua New Guinea

Kokoda Track Foundation
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Executive Summary

This project evaluation was commissioned and undertaken by the Kokoda Track Foundation (KTF) to provide an insight into the development, delivery and outcomes of its education project, Teach for Tomorrow II. The purpose of the evaluation was to understand the efficacy of the training program delivered to date and to identify the future professional development, training and support needs of elementary teachers across a number of individual provinces. The report is intended to provide a review and analysis of the voices of the teachers, teacher trainers and PNG education government officials who have participated in the project since 2017; however the main focus is on those who participated in Teach for Tomorrow II activities in 2019.

The evaluation investigated attitudes towards and outcomes relating to teaching and learning styles and professional development strategies that can be implemented across Local-Level Government (LLG) clusters of teachers. This is an internal evaluation and KTF personnel conducted the research data collection as well as the analysis; hence the reader must interpret the report findings in the context of this lens[1].

The high-level findings from phase 1 of this evaluative research include:

1. Approaching the participants as experts created an agency amongst the trainers that enabled them to approach their work with confidence, esteem and direction.
2. The workshops harnessed and built upon the motivation held by trainers to return to their regions and train their teachers with enthusiasm.
3. The workshop 'style' and 'delivery mechanism' was critical to the impact and efficacy of the training. It demonstrated activity-based and flexible learning which participants would utilise as action learning.
4. Enhanced teaching skills result in changes in behaviour and disciplinary methods. Specifically, child-centred teaching and learning was linked to improvements in child protection outcomes among trainers and teachers.
5. Learning a single concept that can be applied across many teaching activities created wider teaching opportunities and a holistic education approach to teaching the 'whole child'.
6. It was critical for the training to acknowledge the importance of personal experience, narrative and context of each participant and to place the training within their own learning journey to this point.
7. Teacher training must have the ability to merge with other educational requirements rather than compete with them.
8. Training must focus on resourcing teachers and schools with local materials and creating solutions for teachers that have little to work with.
9. Collaboration must be undertaken with Government partners to deliver critical elements of teaching and learning. This collaboration can also orient Government partners to the importance of responding to teacher and trainer needs in a bespoke form.

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[1] Data was collected from written evaluation forms completed at the end of each component of training or via in-person focus groups with program participants.

10. The bespoke nature of the Teach for Tomorrow II journey was noticeably different to educational training models participants have received in the past. Active and engaged participation and contribution to the overall focus, content and structure of the training created agency amongst participants.

11. A strong enthusiasm existed among participants to learn and implement new and different approaches to teaching and learning in order to strengthen outcomes for their teachers and students. This included different teaching strategies and ways of learning for different contexts, environments, ability levels and students.

12. The exchange program[2] offered a space and opportunity for participants to examine their knowledge, skills and capacity in the broader context of new and different educational settings.

13. The exchange program offered opportunities for partnerships and collaborations that would result in a range of outcomes including policy setting and cross-cutting issues.

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[2] Teacher Trainers and Provincial Education Advisors undertook an exchange learning program to Sydney, Australia.

Background

Kokoda Track Foundation (KTF) is an international development organisation working in Papua New Guinea. Because of our shared history, the legacy of World War II, and the support Australia received during the Kokoda campaign, KTF supports communities in PNG overcome some of the tremendous challenges they face today. From a lack of adequate health care, to the half a million children who are unable to attend school because of the lack of teachers, resources, infrastructure and government capacity, KTF aims to make a tangible impact in the lives of the most vulnerable.

KTF runs programs in the vital areas of education, health, and livelihoods across 16 of PNG's 22 Provinces. These programs aim to train high quality teachers and community health workers, provide these professionals with mentoring and professional development opportunities, build educational and health infrastructure, fund the ongoing maintenance and resourcing of schools and aid posts, and provide remuneration to teachers and health workers across rural regions. Our livelihoods program aims to generate sustainable income-generating opportunities for women in remote areas via investment in state-of-the-art solar technology, agriculture and women's sanitary and health products.

Between 2016 – 2018, KTF partnered with the National Department of Education and PNG Education Institute to deliver a wide-scale pre-service teacher training program that trained 3,685 elementary teachers across 14 Provinces. This 'Teach for Tomorrow' project identified teachers from a cohort of partially trained elementary teachers across the country, who had begun their training at some stage over the past two decades but hadn't been given the opportunity to complete accreditation. These teachers needed to complete their training, in order to be eligible to continue in their posts in schools and transition to government payroll positions[3].

Whilst Teach for Tomorrow achieved a number of outcomes, including competing the training and certification of thousands of elementary teachers across remote and rural PNG, as the conclusion of the project loomed, KTF was facing its next big challenge. From 2019 onwards, PNG was changing both the structure of the schooling system and the training and certification requirements for teachers. As a result, there would be a large gap in the skills and capacity of those teachers trained under the old model compared with those trained under the new system. There was a pressing need to provide professional development, upskilling and ongoing support and mentoring to elementary teachers across PNG to ensure they remain committed to the profession.

The Teach for Tomorrow II program was designed and piloted in 2017, with an early focus on teachers and partnerships in Oro and Gulf Provinces and the Autonomous Region of Bougainville. The aim of the project is to support and resource professional development programs for certified elementary teachers who have been trained under the old system of training (either via KTF's Teach for Tomorrow project, or earlier iterations of Government and aid-donor delivered accredited training). After the initial pilot in 2017, KTF received a positive response from the project participants, and undertook further analysis of the design, resulting in the continuation and growth of the project. In 2018, Teach for Tomorrow II was delivered across Milne Bay and New Ireland Provinces and the Autonomous

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[3] An evaluation was undertaken of Teach for Tomorrow in 2019 and can be accessed on the KTF website (https://www.ktf.ngo/me-reporting)

Region of Bougainville; and 2019 saw the project extended to four additional Provinces (Gulf, Hela, Southern Highlands and Simbu) and the design expanded to include a professional learning exchange program comprising an intense experience of educational immersion in Australia.

The map below shows the locations of the Provinces where Teach for Tomorrow II was delivered between 2017 - 2019.
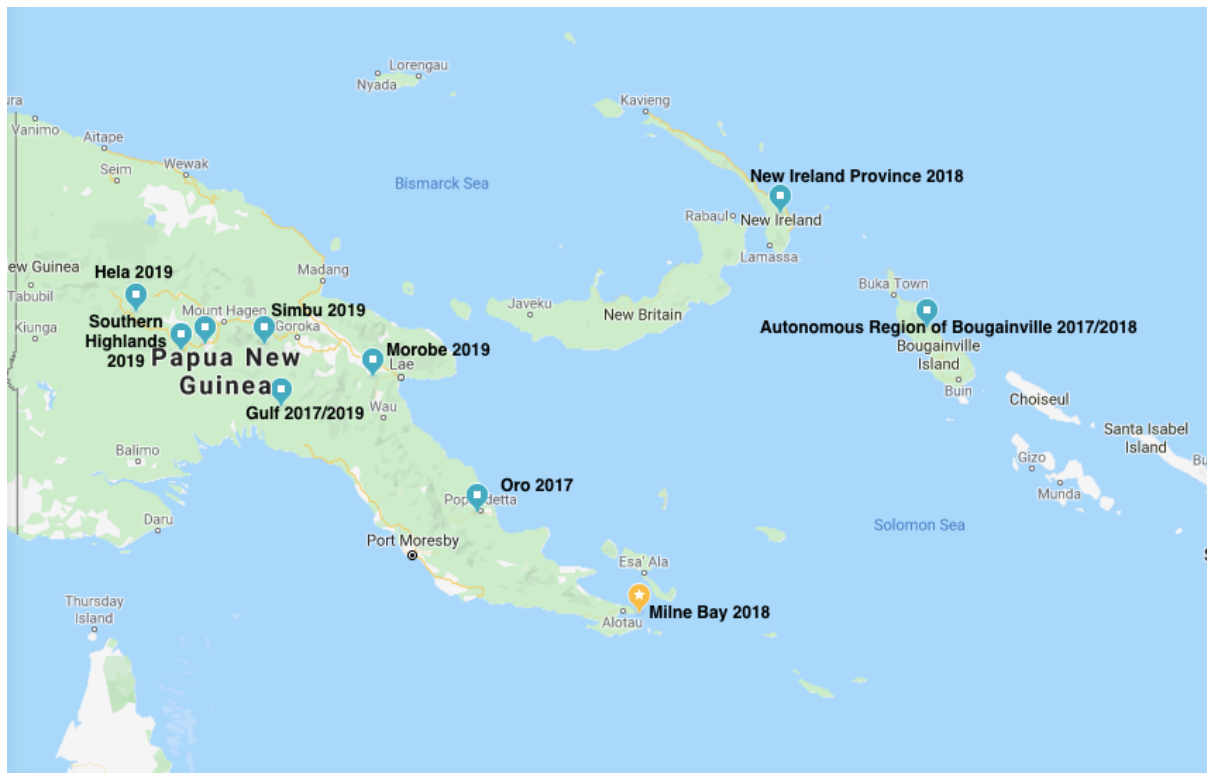
Context

There is a significant lack of professional development opportunities across educational staffing in PNG, especially for those teachers in their early, most vulnerable, years of teaching service. Professional development for teachers should support skills-strengthening for robust classroom outcomes as well as keeping staff informed of and confident in implementation during educational reforms and restructures that inevitably occur. Unfortunately, in PNG, especially in remote and rural areas, professional development opportunities are rarely delivered.

With PNG's history of limited attention to professional practice as well as challenging financial and geographical contexts which lead to access difficulties for the provision of supporting guidance or mentoring. Teachers and trainers find themselves, understandably, in a landscape of decreasing motivation and low confidence. The formal system in PNG is fatigued from both directions: teachers with a lack of engagement and development opportunities required to prosper; and teacher trainers who do not feel equipped with the resources, skills and knowledge to take urgently need upskilling programs to their staff and communities.

The physical and geographical complications that feed into this challenging situation are wide ranging. From classes sizes that reach into the hundreds, to the immense geographical challenges of accessing schools and teachers who require professional support and training. In many cases, trainers report that their travel to access the schools and work with the teachers under their supervision can take up to a week, often of various and combined transportation routes, including travel by PMVs (public motor vehicles), dinghy and by walking.

Studies have repeatedly detailed the negative impact of many of these issues in education in PNG. In 'A case study on the impact of large classes on student learning', Michael Loh Epri argues that "until attention is given to training and deploying more teachers and building more classrooms and teacher houses, the challenges continue."[4] In a land of skilled builders, the latter focuses on the infrastructure, financial and resourcing support that is urgently needed. The former, however, is the need for a considered, thoughtful and tailored training program; one that can bridge between the historical learning systems embedded across PNG from the implementation of the colonial classroom ideology, to the much-needed resurgence and values of the original knowledges and learning styles that cover PNG's varied, complex and wide-reaching cultures and languages. For example, the majority of classrooms in PNG are organised and ordered with desks and chairs (where resourced), even for the earliest years, facing front, where you will find both the blackboard and the teacher. Research has shown that often teacher's teaching styles will develop from this type of classroom set-up; but these may not be right for PNG, and in many cases, PNG's teachers and trainers may not have been given the agency to determine this and make appropriate changes. Many of these complexities are explored through the design and delivery of the project under evaluation.

The aim of Teach for Tomorrow II is not to enforce on teachers and trainers ideas or opinions from studies and literature in other contexts; but rather to support PNG's own teachers, trainers and provincial education departments to access a broad array of skills and experiences in teaching and learning and determine those which may be of use to their teachers and in their schools. Educational outcomes in PNG will be improved by not just maintaining, but supporting and harnessing, culture, identity, natural resources and original language, building on and utilising what is appropriate from the science and research of wider pedagogical studies.

KTF is not alone in recognising the need to focus on the quality of teacher training and the delivery of ongoing support for teachers, including professional support and development. A 2017 report on 'The Challenges of Providing Free Education in Papua New Guinea' concluded that "the research suggests policy makers now need to focus on the less politically popular aspects of education policy, such as improving teacher quality and oversight and monitoring."[5] The focus of Teach for Tomorrow II is on these less politically popular aspects, in order to make real and tailored change for the trainers and teachers in the most rural and remote areas.

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[4] Contemporary PNG studies DWU research journal Vol.24 May 2016, Michael Loh Epri, p107
[5] The Challenges of Providing Free Education in Papua New Guinea, Grant Walton, Tara Davda and Peter Kanaparo, ANU

PNG Government context

In addition to the broader context outlined above, PNG's own National Education Plan (2015-2019) states the following:

"A more innovative approach to providing access to a universal education should take account of the challenges facing rural and remote students… The goal of quality learning for all considers a more inclusive approach to education… Schools need to become welcoming, child-centred, inclusive of all children, engaged with the community, sensitive to the psycho-social development needs of learners, aware of subtle gender biases, and generally more aware of a range of factors that facilitate or inhibits a child's learning."[6]

This evidences a structured enthusiasm within PNG's Department of Education for an increased focus on the 'soft' side of education delivery and the importance on focusing on both the needs and development of the teacher alongside a 'whole child' and child-centred focus. Additionally, PNG's Medium-Term Development Plan focuses on the improvement of the quality of education, in the context of recent increases in student access to schooling and diminishing quality:

"[The] overarching objective [is] to improve the quality of education. …The quality of education is currently the issue that needs to be addressed at all levels… Considerable progress has been made in the last decade on improving student enrolment. However, this has compromised the quality of education. The focus now in the medium term is to improve the quality and continue to improve access and affordability."[7]

Not only is there a substantial lack of professional development for PNG's teachers, and teachers are often teaching with skills and techniques that are outdated and not tailored to the PNG context; but teachers also find themselves dealing with a range of challenges that are a result of the current context of the education system in PNG. These include:

- Over-crowded classrooms (the introduction of Tuition fee free Policy in 2012 saw many out-of-school children return to schools, without the required parallel investment in increasing teacher numbers; as a result, teachers and trainers report that teacher to student ratios are high and overcrowded classrooms unconducive to quality teaching and learning);
- Communities that question the relevance of schooling, teachers' teaching styles and the language of instruction resulting in teachers having to play a broader educating role to parents and community leaders;
- Range of student abilities and needs in a classroom, placing a burden on teachers who are already dealing with large class sizes;
- Adapting to inclusive teaching without support for community attitudinal change;
- Multi-grade teaching as a norm and as a direct result of not enough investment in teacher pre-service and in-service training;
- Lack of educational resources for classroom operations and quality teaching and learning;

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[6] The National Education Plan (2015-2019) p 37
[7] Papua New Guinea Medium Term Development Plan 2018-2022 pxii, p9, p33

- Limited access to support or mentorship;
- Lack of strategies for students who cannot access education in teacher led lessons; and
- Lack of infrastructure including classrooms, toilets, energy and water.

Case for Teachers

Teachers are, arguably, the most important contributor to student outcomes in developing contexts. Research shows that investing in teachers has strong potential to improve the learning outcomes of children in school. This suggests that teachers should be at the centre of plans to improve education quality.

The highest-achieving countries on international measures such as Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) have been intent on developing teachers' expertise both before they enter the teaching profession and throughout their careers (Darling-Hammond, Wei & Andree, 2010). According to an international study by Barber & Mourshed (2007), the three greatest contributors to high performing schools are:

1. Getting the right people to become teachers
2. Developing them into effective instructors
3. Ensuring that the system is able to deliver the best possible instruction for every child

Key factors that contribute to teacher quality in top-ranked nations are:

- Universal high-quality teacher education, typically 2 to 4 years in duration, completely at government expense, featuring extensive practical training as well as coursework
- Equitable, competitive salaries, comparable to those of other professions, sometimes with additional stipends for hard-to-staff locations (rural and remote)
- Mentoring for all beginners, coupled with a reduced teaching load and shared planning time
- Extensive opportunities for ongoing professional learning, embedded in substantial planning and collaboration time at school
- Teacher involvement in curriculum and assessment development and decision-making

According to a recent review by the Australian Department of Foreign Affairs and Trade (2016): "Teacher development to improve learning is an ambitious agenda requiring concentrated focus for success. This is only feasible [if an organisation] obtains policy support and strategic buy-in from partners (at government or institution level) and if teacher development planning realistically responds to all the policies, institutions, systems, stakeholders and levels of jurisdiction concerned with quality and management of teachers. Rather than being one of a number of sectoral activities, teacher development needs to be at the heart of sector-wide programming."

The Teach for Tomorrow II project design centres around partnerships with PNG Government including National and Provincial Departments of Education, training institutes and the Teacher Service Commission. Teacher training is designed in parallel with the Government to ensure that any relevant accreditations or approvals are obtained and to align the professional support program with any policy directions and the restructure of the education system.

Other findings emerged from reviewing DFAT's support of teacher development initiatives across numerous developing country contexts including:

- Allocated timelines were often too short to achieve the ambitious aim of changing teachers' understanding of good practice and capacity to implement it autonomously. A teacher development intervention needs to be long enough for teachers to: obtain knowledge and skills, be continuously employed to teach a cohort of students through a defined level of education, be observed or tested for the change in their knowledge and practices, and have the learning outcomes of their pupils assessed. As such, the Teach for Tomorrow II design was adapted and lengthened to ensure that training and professional development opportunities, as well as participation in accredited in-service programs, are delivered over a long period of time. Whilst the current evaluation focuses on the year-long program, including the exchange program, the broader project (which will be evaluated at numerous times over the life of its delivery) focuses on fostering the necessary development pathways for teachers over a 10 year period.

- Capitalising on different types of teacher development: attention needs to be paid to the differences between categories of teacher development. For example, often the significance of teacher development through formal in-service qualification is underestimated. This form of teacher development has the potential to improve knowledge and practice of working teachers more substantively than other professional development, because it is backed by the authority of an education ministry-endorsed agenda. As such, the Teach for Tomorrow II project is multi-faceted in nature and delivers a range of training and development opportunities including mentoring, exchange, tailored workshops, teacher driven programming, and formal and accredited in-service. The design ensures that the agenda and opinions of the education ministries in PNG are central; but also places agency on the trainers and teachers to direct the focus of the development agenda and to ensure its relevance, province by province, district by district, to the skills and knowledge needs of individual areas.

- Tailoring solutions to particular quality problems: Specific learning issues need specific technical solutions. For example, one issue that is frequently raised is the extent of low literacy and numeracy in developing countries. This is certainly the case in PNG. Learning assessment analyses show that teachers in most developing contexts do not have the technical knowledge to teach children how to read or tackle basic mathematical operations. The still-dominant paradigm of teaching for memorisation and rote learning is the polar opposite of what is required for these skills. Additionally, teachers may not have the English language proficiency needed to facilitate students' learning where English is the language of instruction, as is the case in PNG. Second language training is expensive and proficiency evanescent unless the language is practised. Teach for Tomorrow II takes the time in its design to map the learning issues of trainers, teachers and their students and to ensure that the training intervention responds to these gaps with technical knowledge and solutions.

- Using teacher development models appropriately: Programming for qualification-based teacher development initiatives needs to pay attention to curriculum, lecturer knowledge, skills and professional and academic status, institutional management, quality assurance and accreditation, resourcing, cultural context and relationships with schools and provincial district officials. As Teach for Tomorrow moves into its accreditation phase, the delivery of the qualification development initiative is fully aligned with PNG Department of Education

requirements including endorsed curriculum and learning programmes, via qualified lecturers.

Methodology

Evaluation Approach and Method

This evaluation was conducted with participants across five Provinces who participated in the Teach for Tomorrow II project in 2019. The evaluation method included a combination of post-training evaluation surveys and open ended responses and semi-structured, face-to-face focus groups with teachers, trainers and department of education representatives.

In depth interviews were also conducted with the program manager and facilitator of the Teach for Tomorrow II program. These interviews were taken and recorded over the course of the 3 years.

Participant Demographics

A total of 112 people participated in the Teach for Tomorrow II project throughout 2019 and contributed data to the evaluation. Participants represented five PNG Provinces, namely Morobe, Gulf, Hela, Southern Highlands and Simbu Provinces.

Participants comprised 77 males and 35 females; putting the percentage split at 69% male and 31% female. Whilst KTF is committed to gender equality, participants were in many cases pre-determined, with the program designed to utilize current employees for the deployment of training through the assembled scaffold of the teacher training structure already present in the provinces. Despite a general attitude across the provinces KTF delivered to - that females are more suited to teaching - there is a clear line of thought that men are more suited to leadership positions. This is reflected in a mostly patriarchal running of communities from villages to government, the role of community chiefs being male and PNG parliament being made of almost-entirely (historically) or entirely (currently) of men. Participants comprised of a combination of teacher trainers, members of the Provincial Department of Education (including Provincial Education Advisors and Provincial Elementary Teacher Training Coordinators) and senior teachers. Due to traditional gendered selection methods in PNG, males are more likely than females to progress through to more senior positions and as a result, more trainers and Department of Education official positions were occupied by males. Across PNG's 22 Provinces, there are only two female Provincial Education Advisors – the most senior education officials within the Province. Over time, the project design and its gender analysis has built in mechanisms to increase the participation of females in the project, especially once the project transitions to direct development delivery with teachers, where there is greater gender balance and where we can control equity in project participation.

The age of participants ranged from 23- 65 years. The average age was 44 years. The average female age was 40 years and the average male age was 39 years.

Additionally, as shown in Table 1, 8% of participants reported having a disability. Mobility impairment in the lower limbs and sight issues were the most common disabilities reported.

Table 1. Participant Demographics

	Males	Females	Males with Disability	Females with Disability
Teacher Trainers	77	35	5	4

Participants were asked a number of questions about their household and personal demographics as well as information related to the delivery of training and schooling and responsibilities of the positions they hold.

Participants were also asked to report on the configurations of their households. These demographics showed that the number of adult's residing in their homes ranged from 1 to 10, with an average of 3 adults; whilst the number of children in the home ranged from 0 to 14; with an average of 5 children per household.

When asked to report on the number of languages that participants spoke, 29 participants (28%) reported speaking more than four languages and 76 (72%) participants spoke 3 or less. Many didn't describe English as an additional language they knew, despite completing the evaluation survey in English; so, these figures are likely underestimated. 44 distinct local languages were reported as participants' first language across the cohort.

Participants were asked to report on their teaching experience, which ranged from 4 to over 40 years, with the average number of years of teaching experience being 19.6 years.

The number of teachers the participants were responsible for ranged between 1 to 1,269 with the larger numbers reflecting educational inspectors for whole regions and lower numbers reflecting first year trainers who were responsible for overseeing schools. The average number of teachers for a trainer to oversee was 106.

The survey also asked participants to describe the duration and mode of transport that they had to undertake in order to reach the teachers and schools that they were responsible for. 65% of the participants reported that the travel they had to undertake in order to reach their furthest placed teacher would take between a full day of walking to 5 weeks. Additionally, 34% of participants described the travel time to their nearest teacher as taking between 2 hours to one week of trekking.

Participants were asked to report on the annual cost of travel to reach the teachers they are responsible for. These costs ranged from K200 ($86 AUD) to an extraordinary K100,000 ($43,403 AUD). The reason for the highest travel allocation comes from a female inspector within Gulf province whose regions she holds responsibility over are split from one to other side of the complex and often dangerous Delta river system. Access to her schools requires travel combining river/waterways by dinghy, air service, and trekking. Unpredictable weather patterns mean that she will often need to stay away from her home for periods of time. The majority of lower cost travel was in regions where

there were no transportation options and trekking by foot was the only method of travel. The average annual cost of travel for trainers to supervise their teachers was K13,579 ($5,893 AUD).

Participants were asked to report their annual salary; however, many chose to leave this blank. Of the 26% who reported their salaries, the average annual salary was K21,000 ($9,114).

Core to the Teach for Tomorrow II project design is the on-delivery of professional development training sessions to the teachers under the care of the education officials, trainers and senior teachers. Each participant was asked to estimate the number of professional development workshops they would deliver to the teachers under their supervision. The average estimated number of professional development training courses delivered by each trainer in a 12 month period was 18. Predicted across the entire cohort, this would result in a total of 2,016 professional development courses delivered over a 12 month period. This included a combination of group and solo/individual sessions.

100% of the trainers agreed on the importance of incorporating the training of a range of cross-cutting topics including gender equity in classrooms, inclusive teaching and child protection.

Participants were asked to report additional information about the travel time for the students who school in centres under their care. 63% stated that children had to travel 1 hour or less; 21% stated that children had to travel 2 hours; 7% stated that children had to travel for 3 hours; whilst 9% stated that children would travel more than 4 hours to school.

Participants were asked to comment on the confidence of the elementary teachers under their supervision in English language proficiency. 7% stated that proficiency was 'Poor' 78% stated that it was 'Average'; whilst only 15% stated that English language proficiency was 'Good'.

Finally, participants were asked to average the number of languages spoken by the elementary teachers under their care. 17% stated that their teachers spoke 2 languages; 68% stated that their teachers spoke 3 languages; and 13% stated that their teachers spoke 4 or more languages.

Findings

This evaluation explored participants' experiences throughout their participation in KTF's Teach for Tomorrow II project in 2019. The evaluation especially focused on exploring participants' sense of agency as well as the impact of their participation in Teach for Tomorrow II on: participants' abilities to create and deliver professional development opportunities with limited resourcing and infrastructure; the impact of the training on participants' skills and knowledge gaps; participants' creative use of natural environment;, participants' confidence and self-esteem; and participants' ability to co-create, partner and deliver professional learning for teachers under their care.

A number of key themes across these main categories emerged throughout the data analysis. As a result, the findings are presented across each main category.

Finding 1. Approaching the participants as experts created an agency amongst the trainers that enabled them to approach their work with confidence, esteem and direction.

Teach for Tomorrow II adopts a long-term framework of teacher training which aims to instil, develop and harness agency and intrinsic motivation among teacher trainers and ultimately beneficiary teachers. This approach acknowledges that the trainers and teachers themselves are best placed to determine the focus, approach and partnering needs to deliver a professional learning program for the teachers under their care, and that this will differ within and across Provinces. Each trainer brings a combination of the best pedagogical approaches from a scope of understanding, filtered through their expertise of the provincial cultural needs of the children and schools.

The Program Manager reflected on key elements of the approach to the training that would foster this agency and dispel the idea that the instructor was the expert and the participants were passive consumers:

> "*Increasingly I would start the session immediately dispelling the concept of arriving as the instructor and expert but rather my role was bringing strategies for them as experts to explore and guide through what might work with their students and teachers. This was challenging initially as there was a sense that as the presenter, I should be bringing answers and an all-knowing solution." (T4TII, Program Manager)*

Often, and culturally, in developing countries, knowledge is viewed typically as fixed, objective, and specific to the learner.[8] This reinforces the attitude that learning is passive, rigid and has little room for creativity or individual agency. This assumption was evident among participants early in the Teach for Tomorrow II process and a significant focus of the early work was to dispel these assumptions and encourage the development of agency and autonomy within participants.

> "*It took time for all of us on each occasion to settle into the idea that we had to embark on a process to discover the answers as a group for the province rather than read to*

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[8] O'Sullivan, 2004; Schweisfurth, 2011.

them and instruct participants as if giving the answers at the back of the text-book to repeat later to their teachers." (T4TII, Program Manager)

Both the program manager and participants reflected on the type and style of work that was undertaken; work that focused on self-efficacy as a critical foundation to the development of participants and the implementation of active-learning pedagogies to empower participants to use what they have learned.

> *"Identifying the group as the experts, with their baseline of deep knowledge regarding their province and the education within it and coming to share ideas and explore solutions created a very different energy and atmosphere from trainings they had experienced previously." (T4TII, Program Manager)*

To appreciate that the implementation of directing and delivering knowledge in a classroom is both a learned skill as well as encompassing discrete qualities that are culturally as embedded as they are diverse in PNG, means it is necessary for the approach of the program to be unjudgmental, flexible and open to critical reflection from within the participants.

This participant commented on the approach adopted by the project and program manager in acknowledging her expertise and experience:

> *"The facilitator knew me as her participant. She did not see me as a beginner. I have been very well respected as an experienced teacher. The workshop was based on my experience. The facilitator was well aware of me. The simplicity is what I admired. I am pleased I am reminded of 'Meaningful Learning' this time in a more simple and innovative way. Let me not be ignorant with my old habits anymore. Although I may be a very experienced teacher, I must be overhauled after running on the road for 40 donkey years. I should not repeat my old ways of doing things again. No more very very big groups for training. That was my old practice, it was QUANTITY not QUALITY. I am empowered. The experience has totally changed my mindset" (Provincial PETTC).*

Self-analysis became a part of the workshop journey for the participants and valuing what they knew already, supported their agency and confidence. It instilled in participants the confidence and ability to determine what was needed or could be implemented through them, and critically, the process of self-analysis and conclusion identified areas for continuous learning.

This teacher trainer stated:

> *"I felt very fantastic and I realised the new approach of teaching the early childhood in a fun and active play learning. The previous approach or strategies we learned were teacher-centred and our children did not develop the knowledge attitude and skills. The learning became boring and ineffective. The time here... has been really meaningful and very successful as we experienced many new things. This has boosted us to be more skilful knowledgeable and well experienced teachers." (Teacher Trainer, Simbu)*

Participants commented on the approach utilised throughout the training that fostered creativity, expression and motivation amongst participants. These approaches were thought to more naturally instil in participants agency and confidence, as well as demonstrating effective training methodologies that could be applied by participants in their own contexts. There was a common theme of the training widening the concept of a strong teacher.

> *"I as a trainer would very much like to say over times to thank you. The deliverer of the training was fabulous, creative, expressive, motivating and very [competent] compared to many lecturers and trainers... These advanced training skills have changed me with more and more training analysis. I am now developing and planning to use much of the skills acquired to train my teachers the new information and strategies."* (Teacher Trainer, Simbu)

Finally, through the encouragement of agency, participants could identify the gaps in skills and knowledge without the sense of judgement or fear of rebuke. Sometimes this was described as 'missing gaps', to be able to select and fill in what they need and disregard as appropriate in the context of their own individual needs.

> *"I really feel good now and from my expectation I learned more than in my experience in the field. I know more things (skills and knowledge) in this workshop compared to the past experience and it is vital [and] important to cover in my school… in this workshop initiated by KTF is very vital and helps me more to gain good knowledge which will fill in the missing gaps in my teaching."* (Teacher Trainer, Simbu)

> *"I am very pleased to attend the workshop here because I discover or learn many good strategies or ways that I never apply to my students in my classroom. Therefore, I am very and more than happy."* (Teacher Trainer, Simbu)

> *"I feel very glad to the facilitator because I learn from you and I experience more from previous years in my teaching from now with KTF training. I will do a great change after this when I go home to my home district."* (Teacher Trainer, Simbu)

Finding 2: The workshops harnessed and built upon the motivation held by trainers to return to their regions and train their teachers with enthusiasm.

Although, as suspected, the selection and preferences of ideas, methodologies and strategies *varied* across the provinces and the trainers, the *motivation* of participants across the provinces was consistent. This motivation was always high and filled with enthusiasm; but acknowledged the difficulties that trainers have experienced to date in rolling out training across their regions due to insufficient Government resourcing.

> *"I was struck by the huge inconsistencies in funding for travel given to teacher trainers to access the teachers they oversee. This could vary from a financial annual payment to support travel or nothing at all. One year the payment could be made, and the next year nothing. In*

addition to this, from one trainer to another wildly different geographical settings would hinder or help. Some trainers had no option but to trek, sometimes for weeks, others were in fly-zones, so if the trainer could not travel by air as it was beyond their finances, they could not reach the teacher. This could go on for years. I was moved to hear that beyond all these hardships, the trainers would almost always make it, even if no one else, or even a curriculum could get there." (T4T2 Program Manager)

This motivation was built upon by acknowledging the great knowledge and skills participants already possessed as well as identifying and acknowledging the important roles of culture, geography, resources and experience. The program manager and trainers reflected on this as an important starting point so that participants had a solid foundation from which they could build. This built motivation even more:

"There was an importance of not coming in with 'new ideas': The new correct way to do things. A new format, new reform, new style. That the training was about incorporation of culture, natural resources and current teaching expertise. That they should lead the use and selection of ideas as to what they believe was best suited to their students, teachers, communities and schools." (T4TII, Program Manager)

Participants expressed their eagerness and motivation to return to the field as quickly as possible and implement their learnings via professional development ownerships with teachers under their care. This PETTC said:

"I know exactly where the gaps in the education of our children are. I know exactly what knowledge and teachers lack. I have a big task ahead of me. I am going out head on. Thank you KTF." (Provincial PETTC)

Participants also emphasised that they viewed their role as to 'serve and mould' teachers who were under their care. This view of teaching and education as service is commonly held in PNG and was reflected in many of the evaluation surveys and focus groups as well as throughout the training sessions:

"I feel very grateful because I learn some new information and skills and feel confident to serve the teacher in my province. The experience differs from my expectation through covering all the module within the short period of time and was very perfect. The favourite things I have learned was the activity part of the lesson or each booklet. And how the idea involves students and teachers through the practical part. I am very honoured and happy with grateful heart to serve and mould teachers of tomorrow." (Teacher Trainer, Simbu Province)

After participating in the training program and exchange program, trainers are supported by the project to roll out a professional learning program to a number of teachers under their care. The focus groups identified a number of strategies that the teachers will implement in order to have the greatest chance of success when they return to the field and commence the professional learning program with their teachers.

The Program Manager reflected on this:

> "There was an emphasis by the end of the workshop on the preparation for the trainers to have material ready to go back into the province, this varied as to how they would like to prepare, the last day was often a presentation of an activity or the timetabling in groups of the topics they would deliver. On each occasion, it was heavily collaborated, shared and peer-reviewed and praised. It was a celebration of the work they had formulated form the program and allowed for the individuality of each trainers, and province's unique style to shine through. They always left the program with a billum of resources and ideas organised and ready to deliver. We would often call it, filling up our buckets." (T4T2, Program Manager)

Finding 3: The workshop 'style' and 'delivery mechanism' was critical to the impact and efficacy of the training. It demonstrated activity-based and flexible learning which participants would utilise as action learning.

Teaching adults how to teach teachers to teach children has a complexity within PNG that may not be as evident in Western cultures. As noted by Guthrie (2003), "teachers tend to select teaching approaches that work best for them within their socio-cultural contexts."[9] Whilst the trainers and department of education officials who participated in the program are responsible for teaching adults; the teachers teach children. "It is important to consider perspectives on teaching adults because the trainers will be responsible mainly for teaching adults rather than children. These perspectives will influence the quality of teacher training.

Action learning and demonstration was the basis of the workshops' presentation style and delivery mechanism. The facilitator purposely broke away from traditional timetabling in order to respond to the direction of the participants' interests. The facilitator's approach was inherently flexible and as such they would move between activities as interest developed in different areas by the participants. For many of the participants, this was a new experience and demonstrated a new way of approaching classroom teaching and learning, for both children and adults.

> "Every workshop I took had a different personality and focus in direct response to the dynamic of the group. It became clear early on that if I was to preach the active learning style as a version to take into the classroom, it was also necessary to teach in that style too. As a result, the participants could be the judge of whether they had learned anything, and if it was of value." (T4TII, Program Manager)

This reinforced the key assumption of the project that the trainers and participants hold their own expertise, that varies by Province and region, and an acknowledgment and attitude of recognition of this expertise must be at the forefront of the training content, pedagogies, strategies, and focus areas.

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[9] Vol 37, 4, April 2012 Australian Journal of Teacher Education. Article 8. Elementary Teacher Education in Papua New Guinea: Towards a Culturally Connected Perspective of Teaching.

For this reason, the participants own experience as adults of the training and the style of implementation was an important aspect of the experience of learning to learn from.

> *"I feel challenged, that is to how I will train our adult teachers. Some of these kids stuff like games, running, skipping, crawling and hopping are part of this very modern teaching techniques. If we, as teacher trainers use the approaches, education for small children will be fun. However, the time given should be a little bit longer about one week than just 3 days. I've learnt that through play we will get children to learn by 1. how children will learn and 2. what children will learn. All into the curriculum."* (Teacher Trainer, Simbu)

Another sub-theme that emerged was the focus on child-centred teaching and learning. This participant noted some of the practical child-centred techniques that were demonstrated throughout the training. The trainer played the role of facilitator and demonstrator of teaching techniques that trainers and teachers could chose to adopt if appropriate in their context:

> *"To conclude I feel really proud and great because I expected the facilitator to lecture so I can sit down and take notes of what she would be saying but she did not. She came right down and did child-centred activity based which I was impressed about three valuable things in the training. Encouragement/Motivational words: used to praise the teachers/trainers when they took part or presented an activity. She used words such as: Super, excellent, brilliant, impressed me, fantastic, lovely, amazing, great etc. Instead of good and very good every time. That motivated me. I felt really proud."* (Teacher Trainer, Simbu Province)

Other participants spoke of the many new methods and techniques that they took away from the training which they now feel equipped to implement in their own training and classrooms. For example:

> *"I love the way the presenter presented the sessions. I will be more patient and be creative to assist children to learn the truth and best. I (now) have many new methods of presenting lessons to children from this training Teach for Tomorrow II. Thank you for presenting well-prepared sessions in this training. Well done, thank you. I feel confident that I will plan and impart this training regarding T4T2"* (Teacher Trainer, Simbu Province)

Another theme that emerged among participants was that because of the style and nature of the training and its delivery mechanisms and their resulting enhanced skills and knowledge, they felt as though they had been "recreated' or had a new lease on their teaching life:

> *"I am deeply impressed with the way our trainer presented [and] imparted the skills knowledge and values. Her presentation on T4T2 literacy and maths with motivation and impressive demonstration activities were highlights during the training. Being a trainer for 24 years, I've trained teachers in my province (Simbu)... with little knowledge*

and without such application of skill and knowledge. The facilitator dug deeper to keep me on track and guided us well to explore more teaching skills. I am having the feeling of being recreated and am capable of changing my training roles and try not to repeat what I used to do." (Teacher Trainer, Simbu Province)

Another sub-theme that emerged was the participants' surprise that training could be delivered differently and in a manner that was more closely aligned to cultural values and learning perspective. For example, the Program Manager said:

"I would often ask the participants about the way in which the children in their communities learnt what they learn from life at home. They would talk about oral storytelling, mimicking, asking questions, observing (particularly with cooking), helping out with smaller tasks and practical experience. And so I would suggest that these would all be excellent strengthening components to learning for the children. That being inside or outside could work, that being physically involved in tasks could support learning and that as a nation of linguists, all oral aspects of language learning, singing, talking, call and response, have been proven by your children to teach them well."
(T4T2 Program Manager)

This participant elaborated further and described their surprise at the facilitator's decision not to provide a timetable at the beginning of the program outlining the daily structure of the training:

"I learnt that the facilitator can confidently facilitate the workshops in a very highly psychologically organised manner without a timetable, that was amazing. I also learnt that little children learn more and more and best at the age 0-8. Also every child must come to the classroom with a question and not an answer." Teacher Trainer, Simbu Province)

Finally, participants referenced the 'playful' nature of the training and identified these play-based techniques as transferable to their own repertoire of teaching and learning tools that will work in their cultural context. For example, this participant highlighted the impact of play based teaching in enhancing motivation and increasing understanding:

"I really admire your presentation thank you very much. It was very playful and motivation there. I really love the way Martha and Sam did presentation sessions and also your explanation was very simple and understandable. Please, I really love your presentation it was full of motivation and playful I was really enjoyed it." (Teacher Trainer, Simbu Province)

Finding 4: Enhanced teaching skills result in changes in behaviour and disciplinary methods. Specifically, child-centred teaching and learning was linked to improvements in child protection outcomes among trainers and teachers.

A common theme emerging from participant evaluations was that the skills, knowledge and strategies taught in the training resulted in direct changes to participants' approaches to behaviour management and disciplinary methods. These changes were described on several occasions in narrative form from previous experiences, again reflecting on building from their previous knowledge and context.

The Program Manager elaborated on this further:

> *"The participants would often reflect on how much their students would enjoy the activities we explored together, and that they were looking forward to demonstrating them. I would hand the ideas over for groups to develop extensions of the concept. It was often during these sessions they would discuss that classrooms would have a different energy with this style of teaching and children would be enthusiastic to come to school and behave better for a teacher." (T4T2 Program Manager)*

Participants discussed the impact that the training had on improving their ability to deliver child-centred teaching and learning. Child-centred teaching is focused on the individual child constructing and managing their own learning. In the planning and preparation of educational activities in a learner-centred approach, the teacher's focus is on how to support the learner to build their own knowledge in social contexts. For example, this participant stated:

> *"The experiences in this workshop have impacted me greatly, I have seen in the classroom, children pinching one another, noisy in class and not to cooperate in lesson presentation. The activities provided previously bored the student learning. They are also shy to participate in learning. [I have been taught] to provide teacher centred and child-centred approach." (Teacher Trainer, Hela Province)*

Other participants spoke about the impact that the training has had on broadening their repertoire of teaching and learning activities, which enables them to be more child-centred in their delivery of schooling. This included creativity, tailored activities for individual student needs, and activities that are tailored at the students' level of understanding. This participant commented on these changes but not before making a strong statement about recalling past mistakes[10]:

> *"The elementary students are so valuable and so many little things which we need to consider but I didn't. Now when having this training they pop out like a movie, recalling every mistake. But anyway, I would like to say thank you to KTF for this training. We will now give the right amount of knowledge according to [our children's] level of understanding. Our approach and strategy will be changed. We will be creative and put*

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[10] Each training program discussed teaching practice as a model that was a development of experience and skill. The training focused in on a culture of growth and reflection to ensure that past process was seen as a necessary pathway or journey to current standards, never to be used as shameful resonance.

or come up with many teaching and learning activities so that students themselves will do the activity under the supervision, control of the teacher. In other words, [we will be] child centred. It's very interesting to know that, the assessment will go together during and after the lessons, will not prolong and take the recordings to the later day. Engaging and involving students and assessing at the same time is a brilliant idea. I will impart what I acquired here fully to the Elementary Teachers of Kegrowagi during the training." (Teacher Trainer, Simbu Province)

Throughout the training, evidence emerged of non-explicit learning and integration of Child Protection work that was developing amongst the cohorts. Trainers were reflecting on previous practice and current ideas and deciding what outcomes would be best for their children. An example of this process was highlighted by this teacher trainer:

"The workshop is more like moving classroom teachers away from the blackboard, meaning the lessons must be child-centred which involves a lot of activities. I came to realise that teachers must accept children's answers with open hearted and not scolding or condemning. I wish this way is taught throughout PNG elementary schools." (Teacher Trainer, Simbu Province)

Others discussed some of the child-centred strategies that they took away from the training that they believe will enhance the learning experiences and outcomes of their students. This trainer stated:

"I've taught in many approaches, getting children repeating, and learning from memory and few children's activities. Now in this workshop with KTF, I now learn and will teach teachers to: Lots of play and fun through, sorting, arranging, debating, classifying, grouping. To be caring, sharing, cooperating." (Teacher Trainer, Simbu Province)

A final theme that emerged across surveys and focus groups was the strategies that were explored that assist teachers to engage their children with schooling and improve attendance. This participant spoke about the effect of new classroom teaching and learning styles in impacting attendance, simply as a result of child-centred teaching and learning resulting in a greater enjoyment of school by children.

"Using a lot of play activities has encouraged me to see children to help keep up with their attendance. Because teachers have produced interesting activities which engage children to learn well. I wish you came to my region in person to help my teachers. Thank you KTF." (PETTC, Gulf Province)

Finding 5: Learning a single concept that can be applied across many teaching activities created wider teaching opportunities and a holistic education approach to teaching the 'whole child'.

One of the key elements of the Teach for Tomorrow II training is to orient trainers and teachers to the vast array of teaching and learning opportunities that can emanate from a single concept. This, in parallel to creative use of environments (discussed later), is vital for the PNG context where resourcing is limited and access to literature, books, and other learning materials, in some cases, simply does not exist.

The Program Manager observed that this concept could initially be challenging.

> *"A process that would always be very challenging on the first iteration, would be starting an activity from a learning objective in the curriculum, from which we had to build as many activities as we could, for example: How many ways can we collect class information (data)? Running into number groups, collecting sticks to group in different lengths, standing with someone the same height as you, finding another person in the room who likes pineapples; despite a slow start the group would always develop lots of creative ways to access one thing. And from there began the discussion on a teacher's role to make accessible the work from the curriculum in as many ways as possible, rather than to only write it on the board." (T4T2 Program Manager)*

Participants spoke about the enlightenment that this teaching brought, especially the focus on improved understandings of children and their stages of learning and growth, the power of teaching a number of lessons from a single concept, and the fact that assessment and learning go hand in hand and can take place simultaneously. This participant spoke about his experiences:

> *"The workshop has enlightened me to train teachers and also given me more detail to understand children much better in their stages of growth. It has also clarified a transparent and wider scope of not just teaching one idea but many more surrounding just one little concept. It has also made assessment to go on at the same time without children not realising. The sessions were fun and meaningful which gave our teachers what they needed to do when they return. I think I am the most happiest man, here after training having come to its end." (PETTC, Gulf Province)*

Another theme that emerged from the participants was the understanding that different teaching strategies can be applied across different environments and classroom topics. According to Hahambu et al. (2012) "explicit reflection on and the analysis of multiple teaching perspectives affects pedagogical decision making. Each teacher is unique and has different ways of teaching in relation to family, community and school (which make up the socio- cultural context)." Throughout the Teach for Tomorrow II project, the training process encourages trainers and teachers to reflect on what strategies were appropriate where, encouraging in them the agency to choose different strategies for different environments and settings. Identifying a range of creative teaching methods is a critical part of the training to further improve children's learning.

For example, this trainer stated:

> *"In PNG Elementary Education, pedagogical learning strategies were lacking, though some learning strategies were learnt and practical. However, the KTF training diagnosed this problem and is now coming to enhance more learning strategies to embed into the teaching and learning in the Elementary setting. What I learnt? Pedagogical skills and learning strategies are most significant in elementary learning and teaching in the classroom settings. Also, different approaches and teaching strategies relate to different environments, for example, classroom versus outside. Pedagogical learning strategies might include Drama, Music, Modelling, Drawing, Poetry."* (Teacher Trainer, Simbu Province)

A final sub-theme emerged from those participants who had been on the exchange program. These participants spoke about how the program gave them broadened perspectives and direct access to how creative and innovative strategies and activities result in better learning experiences for children. For example:

> *"In this workshop I was taken out to align myself to seeing and thinking with how other countries global standards of education in developing literacy and numeracy, skills building in high standard of teaching. I believed that from every learning activities the children do develop in them very important life skills the need to excel in life. I love to see teachers to be creative, innovative and confident so that they will perform high standard of teaching in the classroom using varieties of learning activities that are meaningful and interesting to the teaching. In doing so, children learn effectively."* (Teacher Trainer, Morobe Province)

Finding 6: It was critical for the training to acknowledge the importance of personal experience, narrative and context of each participant and to place the training within their own learning journey to this point.

Many of the participants spoke about the full spectrum of their teaching career to this point. This included a reflection on the importance of where they have travelled from and how the reception and application of the new knowledge was of exceptional importance to their personal teaching journey, regardless of their level of experience. The Program Manager described this further:

> *"It is the reflection of the narrative of their own teaching journey that allows them to identify needs or select ideas from a training program, to apply to a classroom within their own Province and at their own discretion. To choose for themselves. These narratives have been important in their ownership of applying the work into their landscape and ultimately the reason for the importance placed on it."* (T4TII Program Manager)

To be relevant to an individual's teaching journey, it was vital for the Teach for Tomorrow II program to deliver learning methodologies in a way that can be incorporated into each individual trainers' skills 'toolkit', regardless of their place on that journey.

Literature shows us that "Delivery systems matter….Getting tools to people who need them in ways that encourage people to use them - *that* is a delivery system"[11.]. Gates goes on to relate examples of how delivery systems do not exist in isolation "Their cup is not empty; you can't just pour your ideas into it. Their cup is already full, so you have to understand what is in their cup".

Personal reflections of participants highlighted their differing levels and types of experience – both professional and contextual – held by the teacher trainers.

> *"The No Return Journey: When I looked at my timeline of my challenging teaching career, I memorised some of those days when I often stand before smiling faces. Sometimes the mornings are very cold, and mist covered the entire area, sometimes it rains and other times there's noise and tribal war. Years come and go, the children I taught come and go. They walk in as small naughty children and go out as doctors, teachers, engineers and all walks of life. I move on in life but still being a teacher teaching teachers. Before I have one classroom, now I have many classrooms. But things, teaching strategies in this changing world, KTF taught me to teach others, can I return to the classroom again to really get small children excited in many learning situations. I wish to return to the classroom full of cheerful smiling children, it makes me feel happy and young." (Teacher Trainer, Simbu Province)*

This context gives a framework for understanding how they can personally include the 'tools' delivered by the program in their own unique 'kit'.

Finding 7: Teacher training must have the ability to merge with other educational requirements rather than compete with them.

PNG is undergoing a number of reforms to and within its education system. These include a restructure to the Elementary-Primary-Secondary structure of schooling, the scrapping of the Free Education Policy and return of tuition fees, and a recent curriculum change from Outcomes Based Curriculum to Standards Based Curriculum. Given all these changes, as well as a mandatory development course in Christian values and ethics, teachers are stretched and faced with many competing priorities.

> *"It is evident that the application of educational reforms, curriculum changes, and subject additions, such as the recent Christian Values Education, can become a burden for teachers, especially those in remote and rural areas who have limited access to development opportunities. In the case of these duties not being fulfilled, a teacher could lose their job, and income, which is of central importance to their livelihood. The art and skill of a teacher falls into second place of importance, as it has no parameters to be assessed or checked in the same manner as the other duties. This all leads again*

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[11] *The Moment of Lift: How Empowering Women Changes the World*, Melinda Gates 2019

*to the importance of the Teach for Tomorrow II program, which returns value, energy
and time to the teacher skill and standards of pedagogy." (T4TII Program Manager)*

Some teachers reflected on the importance of receiving the Teach for Tomorrow II training that not
only enhanced their teaching skills and knowledge, but was delivered in the broader context and
understanding of structural changes in the PNG education system. This trainer commented:

*"Furthermore, in my career to date, our teacher training doesn't involve many of the
things mentioned in this workshop; that looks so differently. Why am I saying this? It's
because in the Elementary teacher training rolled out by the Department, is was not
enough. It was conducted only for 6 weeks and many of the trainings are not taken
because of limited time. It is so good to introduce in this training how to go ahead with
early childhood method of teaching when [the new 1-6-6 structure] is introduced next
year. It's very important". (Teacher Trainer, Southern Highlands Province)*

Many teachers spoke of the value that Teach for Tomorrow II brought in orienting them to Early
Childhood Education; a new layer of schooling that is likely to be formally introduced by the
Department of Education in the next few years. At the time of writing, elementary schools and
teachers were being encouraged by the National Government to trial their own early childhood
initiatives at their schools and begin offering early childhood classes to younger children in their
communities. However, very little formal training has yet been delivered to teachers. This trainer
stated:

*"This workshop really motivated and helped a lot to teach us Early Childhood levels.
Also, these things are included in this workshop and hope I will carry out this workshop
across to the new Standards Based Curriculum education and relate [to my teachers]."
(Teacher Trainer, Southern Highlands Province)*

Another trainer spoke about the specific learnings that were relevant to the new policy shifts towards
early childhood education:

*"The most important thing to learn is that to consider activities that involves children
to make child centred teachings. Mostly involving play-based learning which
encourages children to imitate, roleplay, express imaginary in drawing, thought for
learning. Most things I learnt in the training was very helpful put into practice in Early
Childhood Education classroom situations. In the near future we will go back to train
our teachers of what we learnt in training. This training had also a lot of activities which
were taken in line with structural reform to 1-6-6 schooling and curriculum [reform].
The training was worthwhile and very important. The ideas, skills and knowledge
gained will be important to teach for better education. (Teacher Trainer, Southern
Highlands Province)*

Other trainers discussed the timing of the workshops and that the materials covered aligned well with
their recent participation in other mandatory Government training, mainly the transition to Standards
Based Curriculum. For example:

"It was a valuable workshop which has contributed immensely to my profession. The activities learnt here are ideas that can be used by our teachers to make teaching and learning meaningful. Being creative is what we emphasise to our teachers. However, teachers have become maybe lazy or otherwise. The feeling (of the workshop) is more educational and skills and knowledge orientated. There were variety of strategies ideas and motivations that were valuable. The timing was good as it is in line with the intervention of our new Standards Based Curriculum." (Teacher Trainer, Gulf Province)

Trainers and teachers also commented on how the focus and content of the Teach for Tomorrow II training was very different to the focus of the policy-oriented trainings delivered by the Department (for curriculum and structure changes). Many described the differences in approach and outcomes and that they gained practical examples and techniques for implementing the structural and curriculum changes they had previously learnt about; but were lacking creative, innovative and broad ways of implementing them.

This trainer described in some detail the practical skills and ideas he had taken from his Teach for Tomorrow II journey and their link back to curriculum:

"How I felt on the first day = Happy, shy, eager to know, excited, bit confused, interested, bit nervous. What I want to know: Course content, aims and objectives, methods of assessment, teaching and learning strategies, new practices, new ideas in teaching. What I learnt!: Create curriculum from nearly nothing, meaningful learning, story bags, mathematical language ideas, creative story, rote learning, making books by children, vocabulary development, creating resources from the environment, questioning skills. IMPORTANT POINTS: Being creative, you can make curriculum from nothing, assessments, use resources from environment, there are many ways of teaching maths and literacy." (Teacher Trainer, Morobe Province)

Finding 8: Training must focus on resourcing teachers and schools with local materials and creating solutions for teachers that have little to work with.

The challenge of resourcing and providing materials for classrooms in remote and rural PNG is two-fold. Initially a lack of the physical resourcing stops the intended learning from taking place. Secondly, if no alternative to the resource has been identified or taught, the inability to experiment and explore with local materials to enhance a locally relevant curriculum means that quality learning is unlikely to take place. As stated by the T4TII Program Manager:

"If a teacher has not been taught to approach resourcing creatively, imaginatively and from within their own environments then there will inevitably be a lack of ability to discover solutions in the area. This is in no way suggesting classrooms should be entirely absent of books and pens. But rather the inclusion of sand, water, leaves, weaving, carving, and other natural sources should equally be brought into a learning forum. However, in the majority of cases, trainers and teachers who we work with have

never been oriented to the importance of utilising their natural environment to create their own resources; and as such, teachers struggle to provide quality teaching and learning on very lean classroom materials. Many classrooms we observe across remote and rural PNG have bare walls, empty (and broken) blackboards and see many children crowded around a single resource attempting to learn." (T4TII Program Manager)

Throughout the Teach for Tomorrow II journeys, trainers and teachers are exposed to many forms of utilising natural environments and being creative and innovative in preparing lesson materials. This is a key focus of the program across both the in-country training workshops, in-situ professional development roll-out, and the exchange program.

Participants used positive language to describe an attitudinal shift since the commencement of teaching with natural resources. Words such as 'proud', 'enjoyable', 'favourite', and 'fantastic' were commonly used to describe the outcome of this component of the training. For example:

> *"I am feeling better and relief when I was stuck. I am proud to utilise the resources back home that weren't considered resourceful [before this training]." (Teacher Trainer, Simbu Province)*

This simple but powerful reflection shows the simplicity of this approach; but the powerful impact it can have for teachers who have struggled with limited access to resources for so long; and in the context that resources may not be forthcoming any time soon:

> *"This workshop is fantastic. It's taken my mindset to be creative and innovative and let small children through play-based learning and make every lesson enjoyable. We normally dream about resources, materials as to where we should get them. But by this workshop I can see that all we need to teach joyfully is nothing but all around us." (Teacher Trainer, Simbu Province)*

Others discussed the practical examples of utilising natural resources and how they developed teaching materials for natural elements that were practical and hands-on. For example:

> *"It is very interesting to have hands on activities during our sessions. We need to have more allocation days training (of this). The teaching materials were ever ready to present. My favourite thing that I discovered and learn is the leaves that are put together to form animals. Thank you very much." (Teacher Trainer, Simbu Province)*

> *"My favourite thing I learnt is making leaf animals. It was incredibly fantastic and I'd love to teach it to my teachers. I feel a great impact". (Teacher trainer, Gulf Province)*

This trainer summarised this renewed outlook in the most heartfelt way, referring to himself as a "living book":

"I have [learnt] so many important things (from this workshop). A few that really interested me were the different thinking skill, now I can teach without books, biros, classrooms because I am a LIVING BOOK." (Teacher Trainer, Simbu Province)

Finding 9: Collaboration must be undertaken with Government partners to deliver critical elements of teaching and learning. This collaboration can also orient Government partners to the importance of responding to teacher and trainer needs in a bespoke form.

Throughout the course of the project pilot and roll-out in 2019, KTF observed many occurrences where trainers, teachers and schools went without having access to critical and basic requirements, such as the curriculum. For example:

"It's not just classroom materials that are missing. A senior trainer in one Province described to me the absolute lack of curriculum materials, even the actual curriculum, that do not make it to the remote areas of the Province. The main issue being the varied and challenging landscape that covers mountains, coastal and island features over the single Province. During the evaluation, participants commented on that bespoke element. It is this attention to detail that is necessary in the teacher training programs for PNG, not reducing the delivery to a one size fits all." (T4TII Program Manager)

As with the previous theme, the creative and innovative use of natural environments and creation of resources will assist with these challenges as discussed by the following participants:

"This workshop had great impact in my profession as teacher trainer by demonstrating various strategies in teaching literacy, mathematics and assessment in remote schools that don't have curriculum materials for teachers to teach children. It helps me see and understand simple ways of creating and teaching phonics, making reading books through storytelling, its structures, encourage wider vocabulary and games for more complex sentences." (Teacher trainer, Morobe Province)

"This workshop has also highlighted and solved the issue of lack in produced curriculum which rural elementary schools are faced with. Teachers will now have a simple curriculum in place to start off with where the problem of literacy is addressed in early age or grade. I'm more than glad for KTF to run this workshop which really assist us address our teachers in our elementary schools." (Teacher Trainer, Morobe Province)

"I thank God for you as co-facilitator for this workshop Teach for Tomorrow II by KTF. Thank you for your understanding and meaningful presentations. I really enjoyed all the activities which involved us trainers to know and apply the skills in training teachers as stated in Teach for Tomorrow II. You have understood us very well and facilitated all teaching strategies in using the resources in our environment which empowers us to be more creative to apply the skills that we learnt in this workshop. I as the elementary teacher trainer was involved to discover literacy activities taught with meaning without

curriculum or teaching resources. Developing creativity and imagination in storytelling, even if you do not have a story beforehand. Environment was used to collect leaves, pebbles, flowers instead of waiting for the division to supply the schools or teachers with curriculum materials. Thank you KTF for the very important workshop. It was a missing link and now we are linking these ideas with SBC/E to teach in more creative ways."
(Teacher Trainer, Morobe Province)

However, participants and the Program Manager also discussed need for the long-term project to work in parallel with Government partners, in addition to engaging the trainers and department officials in the training journey; in order to identify possible solutions for the provision of fundamental teaching and learning materials, such as the curriculum.

"It is our hope that by documenting the voices and journeys of the trainers and teachers and working closely with National and Provincial Departments of Education, that we can identify areas in which significant gaps in resourcing still exist. One of these is the lack of access to curriculum materials in many of the remote and rural schools that are under care of trainers and teachers who have been engaged in the Teach for Tomorrow project so far. A collective effort must address these gaps before major structural changes are enforced in these remote schools and communities."
(T4TII Program Manager)

Finding 10: The bespoke nature of the Teach for Tomorrow II journey was noticeably different to educational training models participants have received in the past. Active and engaged participation and contribution to the overall focus, content and structure of the training created agency amongst participants.

Another theme that emerged from the evaluation was the bespoke nature of the training program and how participants were surprised at the agency this fostered among and within them and the uniqueness of this approach to training. The program manager noted:

"Increasingly, my experience when collaborating with the PETTCs, supported my confidence to bring forward suggestions of what might be useful in alignment to their requests for areas of support. But ultimately, it was always led by them and from within the group. These discussions and the guidance between myself and the PETTCs developed into engaged discussions with the participants at the end of each day to understand fully what they wanted as a focus for the sessions the next day. This approach became more bespoke the more the program was delivered, and the conversations became a large part of the training." (T4TII Program Manager)

The participants also commented on this and how the style of the delivery of the training was not only bespoke and unique, but reflected the type of teaching and learning style that ultimately could be adopted by them in their classrooms. This PETTC reflected on this:

"It was valuable training for me as a trainer than previous experiences. I have covered so many new strategies, ideas and activities from your training. I really appreciated and believe that I will give my best to my teachers in Simbu commencing next year. My favourite thing I have learnt was the word building which makes up a story. I have learnt so much from your sessions and presentations comparing to the kind of presentation and my way of training teachers. We (Simbu elementary) use lecturing approaches to train teachers and teachers are applying the same type of approach (in the classroom) they gain from us. Teaching and learning is supposed to be fun, and child centred, and not teacher dominating the lessons. I have learnt from this training that the training should be participant centred (teachers or children) approach so that they have to be involved in a lot of activities to gain the knowledge and skills to apply in classrooms. This training had changed my knowledge of training approaches. I have gained a lot of meaningful approaches which really equipped me to change my approaches. Other training we have had lectured at us, this training shows us practical skill to make a difference in the classroom. It also shows us how to use our own stories to resource our lessons from our own cultures narratives rather than using books that don't get here from other places." (Provincial Elementary Teacher Training Coordinator, Simbu Province)

Another trainer commented on this theme of style and how the teaching and learning style was practised by the facilitator, enabling them first-hand access to new techniques and approaches that they felt confident to implement immediately in their own training:

"Most of our schools are still using the teacher dominated way of approach, standing at the blackboard from 8am till 12 noon - not much child-centred. In and through this workshop I came to realise that it's all play based and 110% child centred and activity based where children are heavily involved. Really BLESSED. The activities were simple and easy yet all educational and inspiring and powerful - something easy for children to cope and learn fast. Extraordinary workshop. I really love the 'child-centred' method of approach used by our facilitator and the varieties and different ways of approach." (Teacher Trainer, Simbu Province)

Participants reflected in their evaluation surveys that the training they had participated in via their Teach for Tomorrow Journeys was some of the most valuable training they had received throughout their careers. For example:

"I personally commend this training as one of the outstanding one as I learn a lot more of what I don't know of. The best thing that interests me is stimulation of play based activity. This helps me to train my teachers in my cluster workshop that such activities must enforce in all school classroom. In such manner the children will learn a lot to grasp more information." (Teacher Trainer, Simbu Province)

"I feel very brilliant in learning new ideas. I really find out that this program was more valuable. Things covered was more important." (Teacher Trainer, Southern Highlands Province)

A sub-theme again emerged, of the participants strong desire to immediately return to the regions and teachers in which they were responsible for and move to the roll-out phase of the program. This trainer stated:

> "I feel very happy. I feel so excited to learn. I want to know because I want to learn more and to feed my students back in the school. These workshops are very important to me because I have learnt so many new things to go back and train my poor teacher back at my district for implementation in the elementary classrooms." (Teacher Trainer, Southern Highlands Province).

A final theme emerged of trainers coming to value knowledge and information now that they previously had not valued. The bespoke and tailored nature of the training, delivered via the practical, active and engaged style, enabled trainers to hold a new outlook on the information received. For example, this trainer stated:

> "It is fantastic that I know things now that I didn't believe were very valuable before. I am very fortunate to learn new information and skills with the ideas to help produce the best teacher for tomorrow." (Teacher Trainer, Simbu Province)

Finding 11: A strong enthusiasm existed among participants to learn and implement new and different approaches to teaching and learning in order to strengthen outcomes for their teachers and students. This included different teaching strategies and ways of learning for different contexts, environments, ability levels and students

As outlined by Hahambu et al. (2012) "teachers have to understand how individuals learn so that multiple perspectives can be appreciated. Furthermore, teachers have to be culturally responsive to different ways of learning in diverse PNG communities."[12]

Understanding a variety of methodologies and strategies is important for any teacher and they must be able to select and choose which activities and concepts are not only the ones that work for them as a teacher but also the children they have, which will be different from one student to another, and one location to the next. It is an important skill for a teacher to be able to draw from a wealth of knowledge in order to reach a range of students' abilities and learning styles. This is factored into the Teach for Tomorrow II program via the presentation of multiple examples of different ways of learning and teaching and via the emphasis on the agency of choice and locus of control remaining with the teacher. The program emphasises that the ability to choose is part of the teacher's skills package, an analysis of what will work for them, as trainers of teachers in their province. The Program Manager noted:

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[12] Vol 37, 4, April 2012 Australian Journal of Teacher Education. Article 8. Elementary Teacher Education in Papua New Guinea: Towards a Culturally Connected Perspective of Teaching.

"In my discussions with trainers it has never been a case of not wanting to experience creative or active lesson planning. It was never the case that the trainers were opposed to new strategies or activities. I have never felt a resistance from being 'stuck in their ways'. Rather it has been a scarcity of experience or variety of experience, in combination with little value being placed on exploration and collaboration in order to resource educational staff, to consider inventive ways to reach students in the classroom. In many ways, it has been a conversation about reinforcing that the fundamental skill of a teacher is their responsibility to find ways to access young children, in whatever form that may take, and where do we go to resource that." (T4TII Program Manager)

The participants reflected their experience of the training in providing access to new ways of teaching and learning and importantly the active presentation of multiple examples of different teaching strategies:

"I feel empowered with more creativity in teaching ideas. This training is unique in a sense that is training the teacher trainers to be equipped with the emerging teaching skills to address curriculum issues in rural settings that teachers can apply in their day to day teaching practice in their schools. This workshop widened my experience." (Teacher Trainer, Morobe Province)

"This workshop had impact in training the trainers and has improved our knowledge on the curriculum of the early childhood. It also eye opens on how a teacher can teach children with different concepts based on play base [learning strategies]. It also increased the knowledge of how a teacher uses child-centred teaching methods." (Teacher Trainer, Southern Highlands Province)

Importantly, the workshops were not designed to replace curriculum or participants' current understanding of teaching methods, but instead to add value, widen scope and broaden selection of methods, strategies and styles that teachers and teacher trainers could choose to enhance their classrooms and strengthen the delivery of the curriculum. These are all qualities to layer into classroom skill-based teaching and learning. Sometimes a concept like thinking skills, other times a strategy for breaking down lesson objectives into child speak e.g. WALT: We Are Learning To and WILF: What I'm Looking For.

This trainer reflected:

"The Train the Trainer program is very interesting and meaningful. I learnt a lot from the presenter. In regard to experiences I can say confidently admit that the facilitator had vast experience and knowledge… I learnt plenty of things in this training. One very obvious is the emphasis was on student learning, it was child centred, be more creative, playful learning, let children think and explore, where there is No Thinking, No Learning Takes Place." (Teacher Trainer, Simbu Province)

The harnessing and integration of pedagogical, teaching and learning skills were explicitly identified by trainers throughout the process. For example, the following trainers gave examples of their new learnings:

> "Within a short period of time there were many interesting and valuable things learnt. The favourite part was the maths data and graph making as well as the assessment Tree Making." (Teacher Trainer, Southern Highlands Province)

> "Yes! Now I gain confidence, I want to learn more about meta cognitive thinking skills. My favourite thing I learn is: WALT and WILF." (Teacher Trainer, Simbu Province)

> "I felt very interested in the introduction of early childhood, I would be trained well to gain more experience, [become] skilful and more confident teacher. This is because in elementary and early childhood the learning will be child-centred and I would like to motivate the children through (active learning that engages the whole child) with touch and texture and think harder." (Teacher Trainer, Southern Highlands Province).

The trainers spoke about one of the outcomes of their participation in the program being the integration of what they were learning in the sessions to the application and merging with the new Standards Based Curriculum. For example:

> "I was shocked and impressed when I learned that the facilitator was assessing all throughout the training. She observed carefully and everything. What was said, our facial expression, our fingers, whether we concentrated or not, interested or not. I am proud and ready to implement. In the Standards Based Curriculum books for assessment there are 3 types of assessment; as, of, for. The facilitator showed us 'as' which I never realised, and that concludes the saying: learning cannot be taken away from assessment. Also, Meta cognitive thinking skills: I never realised that all different skills were applied in one activity. When the facilitator asked me to observe and list the words used from the bananagrams word puzzle I learned that much learning takes place when learning is child-centred or activity based instead of lecturing and preaching with a chalk and duster. I believe in activity-based teaching and learning." (Teacher Trainer, Simbu)

> "These workshops really motivated and helped a lot to teach Elementary and Early Childhood levels. Also this things are included in this workshop and hope I will carry out this workshop across to Standards Based Education and relate the same." (Teacher Trainer, Southern Highlands Province)

The path to solutions was not always easy and the program was designed to question and explore the teacher trainers' needs and perceptions of education in order to offer appropriate selections of teaching styles and pedagogies. For example:

> "This has been a challenging experience in the workshop that has deeply impacted my professional career. The Teach for Tomorrow II documents – in the areas of literacy and mathematics and assessment have very much challenged and boosted the participants'

practical behaviour of being a classroom teacher in the classroom with the existing approaches of teaching and practices. I also experienced that you can't be confined to one way of teaching and learning practices. The times are changing, and we need to research and create new approaches to teach meaningfully. The teaching pedagogies being used all the time in the classroom may not be effective for the current generation. New ideas and approaches are needed [over and above] current practices to create motivation for learning in all aspects." (Teacher Trainer, Morobe Province)

Finding 12: The exchange program offered a space and opportunity for participants to examine their knowledge, skills and capacity in the broader context of new and different educational settings. The broadening of perspectives and experiences resulted in the following outcomes:

- Trainers witnessed, experienced and participated in the application of new strategies, teaching and learning styles and classroom set-ups and identified how these would transfer and apply within their own regional contexts.
- Recognition by trainers of the great challenges that they face, often referencing their lack of resourcing; but in spite of these, they held an enthusiasm and positivity and articulated the steps they could now take towards what is possible.
- The status of educational practice again after being isolated, geographically or emotionally, for so long in their profession.
- Participants could actively witness and experience new ways of working; instead of passive learning which they have experienced to date.

In 2019, an exchange program was introduced to the teach for Tomorrow II project design, with a group provincial trainers and PEAs visiting Sydney to observe current educational practices in the Australian context. The exchange component was introduced after a successful pilot exchange outlined in the Teach for Tomorrow II project design. Outcomes of this pilot exchange included the identification of a number of interventions and changes that the PNG National and Provincial Departments of Education could implement. These included:

- Invest in more durable visual resources for classrooms (e.g. invest in coloured printers and laminators to assist schools to create these resources)
- Investigate use of school counsellors
- Investigate re-establishment of "Special Education Committee"
- Explore further studies in Masters of Inclusive Education in Australia
- Enhance focus on "leadership skills" in teacher training so they can advocate across vast locations
- Investigate entry criteria into teacher training courses so that people with a disability can become teachers and facilitate pathways for people with a disability into teaching
- It appears that different courses repeat content (e.g. use same text book) which limits capacity to build depth of knowledge and reduces motivation of teachers to complete further study. Investigate taking this issue to Principal's Conference – this group can identify and feed up issues.

- Write two text books – one for pre-service teacher training, one for in-service specialist training to increase relevance to PNG and differentiate course levels
- Investigate the use of teacher's aides, especially people with a disability to serve in these roles
- Investigate the importance of Early Intervention initiatives (as seen on exchange)
- Investigate the possibility of establishing "support classes" at regular schools
- Influence new Inclusive Education Policy as a collective voice

Preliminary evaluation findings from the exchanges that were delivered in 2019 identified that participation developed trainers' further resonance, knowledge, awareness and agency and that the exchanges built upon the learnings garnered during the earlier phases of training delivered in the Provinces.

A key purpose of the exchange was to take the concepts from the Provincial training workshops of the active teaching into fully immersive experiences in preschool and early childhood settings as well as educational institutions and lectures in Australia. "The quality of teacher education can be promoted by helping teachers become reflective about their teaching and to collaborate with one another, with the community, with teacher education institutions and with policy makers. In particular, teacher trainers need to reflect on their learning and teaching beliefs because there is clear evidence that ways of understanding learning and teaching mediate teaching practices."[13]

The evaluation highlighted a number of outcomes that the exchange program facilitated via exposure to different educational systems, strategies and knowledges that further enabled the trainers to make their own decisions, based on their understanding of their own Province, region and their individual needs.

A key theme that emerged from the exchange evaluation was that trainers witnessed, experienced and participated in the application of new strategies, teaching and learning styles and classroom set-ups and identified how these would transfer and apply within their own regional contexts. For example, these trainers identified a number of ways in which they could apply what they had witnessed and actively participated in throughout their exchange program to their own contexts upon their return to Papua New Guinea:

> *"Doing this exchange started questions for me from the outset, like a cloud in my mind. What will we learn? The why? Then we walked into Bundanoon and my mind was making plans: An educated playground! I will set one up when I go back. There's not a lot of money, this is typical in PNG but they will walk in and understand." (Teacher Trainer, Morobe Province)*

> *"This is what I was looking for. I learnt inclusive approach, teaching and learning is added for us now. Now we must align it to the structure, 1-6-6. All the things I learnt. Grouping strategies, administration, mainstream and unit support structures. I can take these ideas back with me to my province." (Teacher Trainer, Morobe Province)*

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[13] Vol 37, 2, February 2012 Australian Journal of Teacher Education. Article 2. Understanding Learning and Teaching in Papua New Guinea: Elementary Teacher Trainers Engaged in Cultural Authorship in the Context of National Educational Reforms.

"The chance to come out of PNG and witness these things, the travel to Milperra Public School showed me that inclusive teaching covers physical disabilities and mental disabilities, that there are somethings we cannot see, and extra help is needed, but making this for the children and joining mainstream IS possible".(Teacher Trainer, Morobe Province)

"I'm here to represent a province I love. I learnt more than about this city, an integrity, I don't need your money, I realised, I need my people. This life experience of being here has shown me things are changing fast. I can see I need to extend our horizon, our wantok community." (Provincial Education Advisor, Morobe Province)

Another emerging theme from the exchange evaluation was the recognition by participants of the great challenges that they face, often referencing their lack of resourcing; but despite these, they held an enthusiasm and positivity and articulated the steps they could now take towards what is possible. For example:

"We had such a long trip out to Bundanoon on the train. The school impressed me so much. The inside and outside setting of learning. I wish I could go back and set up this doing it in my district. It's a challenge, I have to try". (Teacher Trainer, Morobe Province)

"This program was a challenge to see through a city context, and then we went to Bundanoon! In PNG we have indoor lessons and teacher instruction. We might be missing books, but in Bundanoon I saw we are also missing the outdoors to learn, sandpits, songs, it's missing". (Provincial Elementary Teacher Trainer Coordinator, Morobe Province)

"I have seen so many various school set ups here, it is a challenge, who will support me. I'm not waiting for others I should do it myself, If I wait, then what? What people might say, I will have to work closely with communities and schools." (Teacher Trainer, Morobe Province)

Another theme emerging from the exchange evaluation was the gratitude of participants to be engaged in educational practice again after being isolated, geographically or emotionally, for so long in their profession. For example:

"I live in a remote place, we don't see a lot of changes, I am isolated. I saw there was pens and books needed for learning, but I also saw the outside natural ways of learning. This way to have classrooms and also outside made learning easier, brought learning to the community in Bundanoon. I mixed with the university graduates and discussed teaching together. It will take a lot of time to make change, but I have seen it for myself what can happen." (Teacher Trainer, Morobe Province)

"My favourite thing was to be at Western Sydney University, learning more and more about teaching. I was sitting in the lecture – in an intellectual space, listening to experiences of the topic on inclusive education, it was a lifetime experience." (Teacher Trainer, Morobe Province)

The final theme that emerged from the exchange evaluation mirrored the themes from the in-country program, whereby participants could actively witness and experience new ways of working; instead of passive learning which they have experienced to date. These trainers described these active experiences and the impact they had on their understanding:

"When I came here, I had heard of Early Childhood and it was in my mind, but I didn't know what to think. I saw inclusive, early childhood organisations here. They were cooperative, walking around freely, the children and me. Heaven on Earth. Different types of school I saw, connected to children of PNG, teachers connected. I saw teachers being guided by the interests of a child, I saw them being personal and expressive. It was humbling to see <u>doing it</u> instead of always just <u>saying it</u>, others will follow." (Teacher Trainer, Morobe Province)

"I learnt how effective a teacher's aide can be. I saw an engine room to set up children physically for the day, I will take these ideas back to PNG. There is a confidence I have gained with seeing this in real life, not by being told. By being immersed myself taught me that this is the best way of learning for classrooms also. My experience showed me that." (Teacher Trainer, Morobe Province)

Finding 13: The exchange program offered opportunities for partnerships and collaborations that would result in a range of outcomes including policy setting and cross-cutting issues.

The trainers' participation in the exchange program identified a number of opportunities for partnering and collaboration. One outcome that emerged from the evaluation was the opportunity to partner with academic institutions across both Australia and PNG that could enhance policy setting, policy implementation and approach to key cross-cutting issues such gender equality and inclusive education. This trainer described the new partnership with Western Sydney University:

"We need to create something tangible. All the discussions from SEOC[14], about development of policy, but what has actually happened? I have seen little kids running around in schools here. We must utilise Western Sydney University, their research and their study and that they continue to do it. We need to take all this and move it into the PNG context. To put us in a better situation, make it possible to learn. Put it into practice when we get back, move in the right direction for inclusive education and what the team here have been talking about. How best we can train teachers. If we want to make it inclusive, all teachers must have some inclusive teaching." (Provincial Education Advisor, Gulf Province)

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[14] Senior Education Officers Conference held annually

The exchange program also gave participants the opportunity to observe and participate in new partnerships and new strategies that address critical cross-cutting issues including gender equality and inclusive education. These participants spoke about their experiences throughout the exchange program in approaching inclusive education and practical ideas they developed to translate to their home school environments:

> *"Going to Bundanoon compared to our setting, we don't have this, we still have a long way to go. It was a nice experience for us to see demonstration lessons. Child safety, Sydney Story Factory, Western Sydney University lectures, I have learnt a lot but also they have confirmed the ideas I have. The teachers and the rights that the inclusive students have. Whatever is learnt can be planned for inside can also be done and made more fun outside. The focus I have when I return is for awareness of various methods and strategies." (PETTC, Gulf Province)*

> *"So much seen and so many experiences, they were new things that have boosted my morale. KTF believes in training. Through us we will make the difference. With inclusive education for children, two things I admired: 1. The set-up of the schools 2. Methods of teaching. Elaborating further, the relationship between the teacher and the student, a home-like environment, it boosts the children and helps them learn. We are more relaxed in PNG, there are time constraints here, how we perceive time in PNG is different. The reflection of what I can do for my country. I was brought here so I can do something and my focus is to make a change – me to teachers and then teachers to students. For me: I will do what I can, when I produce evidence I will show KTF facilitator the school I set up with my people, I think then she will be the happiest woman on earth." (Teacher Trainer, Gulf Province)*

The program encouraged participants to consider solutions to the hurdles they have, rather than seek solutions from others. A sense of what is needed, not just of need. That ranges from the observations of discrete qualities such as; attitude and use of space to infrastructure of systems and buildings.

In phase one in the province, the experience of active learning resourced a different style to deliver and experiment with. In phase two, in the immersion in Australia, the responsibility of the trainers to deliver the wider experience of their learning experience came to the foreground.

This as it was demonstrated in the phase 1, fell into a place within the narrative of their personal journey of learning. Seeing things and experiencing them in order to learn them. Seeing the scale, considered more the steps of implementation rather than a one-stop shop of 'fixing'. For example:

> *"I feel like a vessel, an empty container that was flown from PNG to Australia. Here is Australia 'mind the gap' I saw this at the train station. And then the emotions. I saw it from outside my body that early childhood inclusive education they have gaps that need to be reached in – from filling up this vessel I have here. Inclusive education I felt this different emotional feelings, tears in my eyes and my throat going dry because reflecting back to my community and children we have in our classrooms. When we are teaching*

we are not really sure about the kid sitting right at the back, whether he has eyesight problem or hearing problem and we are just screaming at them without knowing that this is a human being we are dealing with in the class. And this child needs respect from us. Those are the type of feeling we had when we went through this (exchange). The type of settings we have here I noticed in our education system we don't have, but maybe one location. I have learnt the different teaching styles and strategies in Early Childhood. We are going to have it despite because the policy is written. I felt tearful if I looked at the screen for the acts of kindness in professions video. We will help them make them see how important Early Childhood is as well as inclusive education." (Teacher Trainer, Gulf Province)

The exchange program fostered a sense of connection between participants and KTF. Participants emphasized the importance of strong relationships and expressed desires to implement collaborative endeavours in the future, amongst their own communities and with KTF:

"From my point of view it was an amazing trip. Firstly, thank you for the connection and relationship for the connection Martha and the relationship between Australia and Papua New Guinea. After being here and the things that I have seen and done I see inclusive education is a very important part and the KTF partnership. We take this with us." (Teacher Trainer, Southern Highlands)

Participants observed the cultural differences between PNG and Australia through various lenses, from gender disparity to social demeanour. While these differences seemed overwhelming at first, participants were able to develop specific strategies for translating their experiences into real, gradual change for PNG. The female participants acknowledged that introducing change in PNG would be particularly difficult for them, but they did not waver in their initiative to do so:

"What I have experienced, is positive attitudes and mindsets of everyone. Even the zookeepers how patient they were with the animals. The schools, such positive mindsets, to bring up these children that are placed in their hands. I tried to look at the PNG setting, what is it I am going to do when I go back? There's a big difference in attitude comparing with what I've seen here. Being a female I also have cultural barriers but looking at the experiences here, at least I have learnt a lot. No man is an island, it is not only me that will make the difference. So many people will have to play a part to get these things of what we are talking about. In the reality. In our little way. It will not be an overnight thing till we see the result. One thing in PNG we call our teachers by the second name, teachers here call the first name and running freely to them. This is my first step, first thing I go back and bring awareness in a little way to my community, parents, teachers, stakeholders." (Teacher Trainer, Gulf Province)

The exchange program provided students with opportunities to learn from new perspectives in a foreign, previously 'imaginary' land. Increased exposure to complex issues led participants to question established attitudes they had always known. Participants described the different ways that people from PNG and Australia approach difficult issues, suggesting that immediate, small changes are the

best way to spur larger systemic shifts. Female participants particularly embraced the exchange period as a rare opportunity to discuss openly issues that are usually too deeply ingrained in PNG culture.

The exchange program also provided participants with unprecedented exposure to model environments and solutions. Participants were not taught how to solve problems under the best circumstances, but rather the circumstances they truly face. These participants were not discouraged by the disparity between the model situations and their own, but rather inspired to adapt the information to best fit PNG. This is best expressed by the PEA from Hela province:

> *"I have seen things with my own naked eyes. Previously these things were imaginary to me, like story telling. Western Sydney University, inclusive education, I thought it was about disability or special needs. Its about more, regardless, it's about socio-economic, status, gender, ethnicity, nationality, language, sexual orientation, faith, they all have full access. But I see it's all about inclusive education developing a child with a holistic approach. Positive attitudes. Policy making is posing a challenge to us. Mainstream/special needs, they support this movement – how is it in the country I work? This is a challenge for me.*

> *"Teaching and learning strategies, I have seen be used by the teacher. In order for these to be effective it comes back to teacher training. We have got to train our teachers, retrain, keep on training how to do the right thing. We will get there. At Bundanoon, the community built that school, they wanted one, so they build it. The fathers built those cupboards. What can I do for the children in my community? That's when I say, we start little, with the resources we have there and once we do something we may get the support instead of sitting and talking.*

> *"Necessary training resources, our trip here I believe centred around inclusive education, children with special needs and the Early Childhood learning. What am I going to do? I found it moving when Marion, the lecturer in the auditorium for preservice students gave her example of herself and her child. Don't feel sorry for him, she said. In PNG we always feel sorry for our family members living with a disability. But when you go into a school setting, that's where the problem begins. We don't have the right resources and people. People (in PNG) see it as dirty work and no one wants to do it. Teachers see it as a task that challenges them as well. This was some of the learning, you knew it was emotional. PNG is always saying, oh sorry.*

> *"I could have listened all day to the aboriginal man speaking from the knowledge and experience he came from.*

> *"I am a woman, I need support, women are always helping and supporting. Islands women own land women have the challenges. Sometimes we stand up to talk, as professionals it's different, I can have the respect, but going back into communities, the obligation is very different. One of the things that touched me and moved me, I've never said this, the national PNG flag was designed by a woman. If that flag can fly, I can do anything. I cannot say this in PNG but I'm in Australia so I'm saying it." (Hela PEA)*

Experiences on the exchange provoked thought as to how potential solutions could be incorporated into the PNG context, specifically in their own unique, isolated communities with the resources available at hand.

> *"It is hard to express myself here. How will I go back to train my teachers with what I have seen? The school we went to, the settings, the classrooms comparing with my province. I was thinking of the space, if I were to accommodate the children with a disability, then how will I extend the classroom, would I still use this small space to accommodate the students? There were lots of questions running through my head. The learning materials, transporting these children. To go back and train the teachers, pass on the knowledge, what can I do, what can I do, in my centres? This is Australia but I can train my teachers in their settings, we may not have what you have here but we can make use of what I have in my small classrooms in very remote areas. No transport, only flying to them, and then walk a week and a week again. These schools have never been visited. I've learnt a lot and I will train my in-service and train teachers. I will be able to show pictures of ways to set up a classroom for the needs of the children, I took lots of photos. Small children going to school, how would my teachers in my province look at this? 4/5-year old's early childhood schools coming in, how will I train my teachers? From the visit I have learnt a lot, I will be able to tell them, this is what to do. We have so many remote schools I have not visited and I need to. Because of me being a woman I need to be assisted, to get to flying schools means travel and sleeping over, we need partnership."* (PETTC, Southern Highlands)

The partnerships fostered by the exchange program allowed participants to develop new perspectives and build strategies for spurring holistic change in PNG. Participants were driven to overcome adversity in spite of systemic difficulties, largely inspired by the exchange's cultural components.

Discussion and Recommendations

Conclusions

The evaluation identified the following 13 themes from participants describing their experiences throughout the Teach for Tomorrow II journey:

1. Approaching the participants as experts created an agency amongst the trainers that enabled them to approach their work with confidence, esteem and direction.

2. The workshops harnessed and built upon the motivation held by trainers to return to their regions and train their teachers with enthusiasm.

3. The workshop 'style' and 'delivery mechanism' was critical to the impact and efficacy of the training. It demonstrated activity-based and flexible learning which participants would utilise as action learning.

4. Enhanced teaching skills result in changes in behaviour and disciplinary methods. Specifically, child-centred teaching and learning was linked to improvements in child protection outcomes among trainers and teachers.

5. Learning a single concept that can be applied across many teaching activities created wider teaching opportunities and a holistic education approach to teaching the whole child.

6. It was critical for the training to acknowledge the importance of personal experience, narrative and context of each participant and to place the training within their own learning journey to this point.

7. Teacher training must have the ability to merge with other educational requirements rather than compete with them.

8. Training must focus on resourcing teachers and schools with local materials and creating solutions for teachers that have little to work with.

9. Collaboration must be undertaken with Government partners to deliver critical elements of teaching and learning. This collaboration can also orient Government partners to the importance of responding to teacher and trainer needs in a bespoke form.

10. The bespoke nature of the Teach for Tomorrow II journey was noticeably different to educational training models participants have received in the past. Active and engaged participation and contribution to the overall focus, content and structure of the training created agency amongst participants.

11. A strong enthusiasm existed among participants to learn and implement new and different approaches to teaching and learning in order to strengthen outcomes for their teachers and students. This included different teaching strategies and ways of learning for different contexts, environments, ability levels and students.

12. The exchange program offered a space and opportunity for participants to examine their knowledge, skills and capacity in the broader context of new and different educational settings.

13. The exchange program offered opportunities for partnerships and collaborations that would result in a range of outcomes including policy setting and cross-cutting issues.

Recommendations

This report provides essential feedback that provides insight into the efficacy of the Teach for Tomorrow II project, how it is creating impact for participants and how further and ongoing improvements can be made to the project design to maximise its long-term impact of improved delivery of Early Childhood and Elementary education.

Based on the findings outlined, the following recommendations are suggested to continue, enhance and expand the project:

1. Employ in-Province training to harness the professional development capacity to identify and strengthen the Early Childhood and Primary Teaching and learning skills, particularly in the context of the upcoming transition to the 1-6-6 model of education.

2. In partnership with PNGEI, work to develop accredited upskilling for teachers from the original elementary system to transition their role in the new structures; the Diploma in Junior Primary Teaching, and the delivery model that will be most attainable to all participant regardless of rural location.

3. Partner with PNGEI to support the delivery of Professional Development Modular Units of the Junior Primary Diploma into rural and remote regions of provinces.

4. Progress the phases of Teach for Tomorrow II at a provincial level through consultation with Provincial Elementary Education divisions to deliver Professional Learning Program to Provincial trainers.

5. Support the roll-out of the Professional Learning Program in Provinces via outreach models in close consultation with the provincial division education.

6. Rollout of training and mentoring to be strengthened via identification of key staff (trainers) who then identify regional 'demonstration schools' for pilot and training purposes.

7. Continue to harness the momentum from Teach for Tomorrow II in the delivery of best practice observations and professional practice sharing in communities.

8. Support the development and sharing of collaboration, partnership, policy and school building models.

9. Continue to explore the any gaps in training identified in the move from the original systems into the new 1-6-6 educational format.

10. Maintain professional engagement and communications with educational staff in support of the outreach mode with provincial partners with the necessary flexibility as the clarity of pathways for educators emerges.

Implementation of these recommendations will stand the project in good stead to continue delivering on the professional development needs of trainers, and the teachers they upskill, during the upcoming time of uncertainty during PNG education system reform, with the ultimate objective of a quality education for PNG children.