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SECONDARY SOCIAL SCIENCE TEACHER TRAINING
IN PAPUA NEW GUINEA AND SECONDARY SOCIAL STUDIES
TEACHER TRAINING IN NEW ZEALAND:

A Comparative Survey

A thesis presented in partial
fulfilment of the requirements
for the degree of Masters
in Education at
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By

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ABSTRACT

This thesis is presented in a form of a report on a comparative documentary survey of secondary social science teacher training in Papua New Guinea and secondary social studies teacher training in New Zealand. But because of the complexity of the field, the study has encompassed a number of related areas.

The thesis is organized into five chapters. Chapter one introduces the nature of study. Chapter two presents the descriptive information on education and the secondary social science teacher training in Papua New Guinea. Chapter three follows a similar pattern to chapter one but focuses on New Zealand and on secondary social studies teacher training at Auckland in particular.

Taken together, these chapters investigate such issues as, firstly, who goes to school and for how long. Secondly, they investigate the background information of the staff and students of the teachers college. Thirdly, these chapters examine the college curricula, how and why they are organized in that manner. In general, these two chapters set the scene and provide the background information as the basis for discussion in chapter four. In chapter four there is an analysis and comparison of education and social science teacher training in Papua New Guinea, and education and social studies teacher training in New Zealand. In doing so, the chapter reveals some of the significant weaknesses of secondary social science teacher training in Papua New Guinea.

The final chapter is devoted to making general conclusions and some suggestions for further studies for Papua New Guinea on the basis of the weaknesses identified in chapter four.

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TABLE OF CONTENTS

	<u>Page</u>
Abstract	ii
Acknowledgements	iii
Chapter One: Introduction	1
1.1 Origins and Reasons for Study	1
1.2 Methodology	3
Chapter Two: Secondary Social Science Teacher Education at Goroka	5
Introduction	5
2.1 The School System	6
2.2 Teacher Education at Goroka	11
2.3 The Goroka Curricula	17
2.4 Social Science at Goroka	28
Chapter Three: Social Studies Teacher Education at Auckland Secondary Teachers' College	38
Introduction	38
3.1 The School System	38
3.2 Teacher Education (Auckland) Secondary Training in New Zealand	44
3.3 The Auckland Curricula	50
3.4 Social Studies at Auckland	58
Chapter Four: An Analysis and Comparison of Social Science Teacher Training at Goroka and Social Studies Teacher Training at Auckland	68
Introduction	68
4.1 The School System in Papua New Guinea and New Zealand	70
4.2 Teacher Education: Goroka and Auckland Secondary	87
4.3 Staff and Students of Social Science at Goroka and Social Studies at Auckland	91
4.4 The Teachers' College Programmes: Social Science at Goroka and Social Studies at Auckland	95
Chapter Five: Additional Considerations and Suggestions for Further Studies	104
Introduction	104

	<u>Page</u>
5.1 Issues in Secondary Social Science	
Teacher Education for Papua New Guinea	105
A. Student Recruitment and Training	105
B. Academic and Professional	
Relationships within the College	107
C. Wider Issues for Secondary Teacher	
Education in Papua New Guinea	110
Appendices	112
Bibliography	129

<u>LIST OF TABLES</u>	<u>Page</u>
2.1 Structure of Education System	8
2.2 Growth of Grades 7-10, 1965-1978	9
2.3 The Length of the Academic Year, Goroka Teachers' College (1982)	14
2.4 The Teaching Subject Offered at Goroka	15
2.5 The Comparison of Students at the College (1982)	16
2.6 Social Science Staff at Goroka	18
2.7 Preliminary Year Programme Structure	20
2.8 Two-Year Diploma Programme Structure	22
2.9 One-Year Conversion Course (English/Social Science) Programme Structure	23
2.10 One-Year Post-Vocational Programme to Train Teachers of Agriculture	25
2.11 One-Year Post-Vocational Programme to Train Post-Secondary Teachers	26
2.12 Chart showing the Preliminary Year Programme	29
2.13 Chart showing Overall Plan for Years One, Two and Conversion Course Secondary Social Science Teacher Education at Goroka Teachers' College	31
2.14 Time spent on each Component of Social Science Teacher Education Course	34
3.1 The New Zealand Education System	39
3.2 College Year - Auckland (Secondary)	40
3.3 College Divisions, Entrance Qualifications and the Length of Training	41
3.4 Social Studies staff at Auckland	49
3.5 The College Faculties, their Departments and their Teaching-subject Areas	51
3.6 Teaching Subject Method Courses and Electives Offered	52
3.7 Categories of Teaching Subjects and Electives	54
3.8 Division C Course Structure	55
3.9 The College Timetable	56
3.10 Division B Course Structure	58
3.11 Summary of Modules Offered by the History Dept.	59
3.12 Faculty Courses and the College Timetable	63
4.1 Age of Entry, Compulsory and Total Years of Schooling	82

CHAPTER ONE

INTRODUCTION

1.1 Origins and Reasons for Study.

Teacher training has a vital role in the education system of Papua New Guinea. There are ten teachers' colleges in Papua New Guinea at present. Eight of these colleges are the Community (Primary) Teachers' Colleges, and In-service Course College for community (primary) teachers but one (Goroka) is a secondary teachers' college.

Goroka Teachers' College is located in the town of Goroka in the Eastern Highlands of Papua New Guinea. Its history as a secondary teachers' college has been relatively short as it only began in 1967. This makes secondary teacher education in Papua New Guinea a new business. From 1967 to 1975, the year in which the University of Papua New Guinea absorbed the college, the Department of Education was the controlling authority. The college, now the constituent part of the university, still specialize in the training of provincial high school (grade 7-10) teachers. Geographically, Goroka Teachers' College is 450 kilometers (by air) from the university's main campus at Waigani in Port Moresby.

At present, the Education Faculty at the main campus offers B.Ed. courses while Goroka Teachers' College offers courses to diploma levels.

Back in 1979, the Social Science Department at Goroka Teachers' College conducted research organized by Jim Murphy, the chairman of the department. That research aimed to evaluate the department's Social Science Teacher Education programme. Murphy posed a number of pertinent questions, such as "Who would be interested in trying to help evaluate the Social Science Departments' curriculum? Who would be interested in proposing changes? Who would have the knowledge?"¹ Questionnaires were sent to five categories of people. These were the Secondary Inspectors, High School Principals, Social Science subject Masters and Class Teachers and the Student Teachers. This was to be the first evaluative work of its kind specifically done by, and for, the Social Science Department since Goroka Teachers' College became part

of the university. It is vital that more research of a similar type be carried out because firstly, as a comparatively new innovation for Papua New Guinea, secondary teacher education requires constant review before clear directions become established. Secondly, education and the future quality of life will not be the same as it is today, thus research and evaluative work on the college programmes are required to prepare teachers to adapt to the inevitable changes that will enable them to educate the country's young people appropriately for the future.

In 1979, I was employed by the University of Papua New Guinea to teach social science at Goroka Teachers' College. My position then was that of supernumerary tutor. This meant that I was a trainee tutor employed over and above the Social Science Department's staff establishment at the College. As such, I was encouraged to familiarize myself with the nature of work involved at Goroka Teachers' College, and within the Social Science Department in particular. I was also asked to undertake further studies aimed at gaining the required knowledge and skills to enable me to become a full member of the Social Science Department's staff establishment. The study eventually decided upon was to be related to the ongoing evaluative study by Murphy (mentioned earlier). Thereafter, through intensive discussions, especially with the chairman of the Social Science Department, the idea of a comparative study was arrived at. It was thought that through comparative study, the Social Science Departments' Teacher Education programme would be examined from a rather different perspective, utilizing the experiences gained overseas.

The reasons for doing a comparative study in New Zealand are two fold. Firstly, New Zealand is a multi-cultural society, made up of Europeans, Maoris and other Pacific Island groups. Papua New Guinea is also a multi-cultural society which is made up of many different ethnic groups. Although the nature of both societies is obviously different, New Zealand's experiences in training teachers to cater for the considerable diversity of cultures can be valuable for Papua New Guinea. Not everything done in New Zealand can be appropriate for Papua New Guinea but some of what New Zealand

does in the method of teacher training can be adopted and modified to suit the conditions of the country. Papua New Guinea can learn how New Zealand trains her secondary teachers and why that country opts for some models rather than others. Comparative study is one of the ways in which ones own education system can be re-examined in terms of its successes and failures so that further changes can be done accordingly.

Secondly, the discussion of a comparative study to be done in New Zealand was due to the availability of the sponsorship. That is, the External Aid Division of the Ministry of Foreign Affairs in New Zealand had agreed to aid me financially to do my studies in New Zealand.

1.2 Methodology.

This thesis is presented in the form of a report on a comparative documentary survey of social science teacher education at Goroka and secondary social studies teacher education at Auckland and Christchurch. Because of the political complexity of the study, this research is limited to a comparative survey of the college curricula and pre-service teacher training in these three institutions, with the major emphasis on Goroka and Auckland.

Research data has been collected, both in New Zealand and Papua New Guinea from a variety of sources. These sources include Massey and Palmerston North Teachers' College libraries for the published materials, notes based on personal visits to the curriculum branch in Wellington, Palmerston North Teachers' College, and Auckland Secondary Teachers' College. When in Auckland, I had the opportunity to attend some of the social studies lectures, talk to students and carry out worthwhile firsthand observations. In addition, I have, on several occasions, corresponded with Christchurch Secondary Teachers' College and Goroka Teachers' College receiving valuable data from these institutions.

This thesis is organized into five chapters. This chapter is devoted to introducing the nature of study. Chapter two presents the descriptive information on education in Papua New Guinea. It includes such things as the school system in Papua New Guinea, the secondary teacher training at

Goroka, the Goroka curricula and the social science teacher education at Goroka. Chapter three follows a similar pattern to chapter two and deals with much the same kind of issues, but focuses on New Zealand and on secondary social studies teacher education at Auckland in particular.

Taken together, these two chapters investigate such issues as, firstly, who goes to school and for how long. Secondly, they investigate the background information of the social science staff and students at Goroka and social studies staff and students at Auckland. These chapters deal with students who attend teachers' college, indicating who goes to the college, with what qualifications and for how long. As far as the teacher educators are concerned, the chapters explore their educational backgrounds and experiences. Thirdly, the chapters examine the college curricula, how they are organized and why they are organized in that manner. Finally, chapters two and three examine the social science programme at Goroka and social studies programme at Auckland. In doing so, they reveal what constitutes social science at Goroka and social studies at Auckland, including how each programme is organized, what is taught, to whom and for how long.

In general, chapters two and three set the scene and provide the background information used as the basis for discussion in chapter four. In chapter four, there is an analysis and comparison of social science teacher training at Goroka and social studies teacher training at Auckland. The same issues introduced in chapters two and three are used as the basis for discussion and as a starting point from which to identify similarities and differences. In doing so, the chapter reveals some significant strengths and weaknesses of the secondary social science teacher education programme of Goroka.

The final chapter is devoted to making general conclusions and some suggestions for further studies. These are done on the basis of the issues identified in chapter four.

1. Murphy, Jim. Curriculum Development in Teacher Education: Review and Design of Social Science Teacher Education Curriculum for Papua New Guinea. (Thesis) 1980, p.36.