

DISTANCE TEACHERS and TUTORS



HANDBOOK

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I. DEFINITIONS

- A Tutor means a private teacher especially of one student or a small group of students.
- Tutorial is a meeting in which students discuss a subject or lesson with their tutor.
- Distance Teacher means a teacher marking and writing comments on students' work and assignments at a distance. This reflects the teacher's actual teaching in writing to a student regarding his/her work.
- Correspondence Student means a student enrolled with FODE and studying on his own except by attending tutorials. This includes st
- Non Full Correspondence Students means a student enrolled with FODE but studying with a Registered Study Centre. This includes those enrolled through Correspondence Study Centre.
- Distance Teaching is correcting students' work and explaining where they have made mistakes or gone wrong and praising or encouraging them for correct answers given.
- Registered Study Centre means an organization or institution that is registered with FODE to offer FODE programs on full time.
- Correspondence Study Centre means an organization that is registered to coordinate students enrolments and tutorials.

II. OVERVIEW

Flexible Open Distance Education

The Flexible Open Distance Education (FODE) is an educational institution that provides an alternative system of education to those who, for one reason or another, cannot continue their education in the formal system. FODE is the National Department of Education's distance education provider in Papua New Guinea and the largest distance education institution in the South Pacific.

FODE has its main office in Waigani, 20 Provincial and, 65 Correspondence and Registered Study Centres throughout the provinces in the country.

Department of Education's Vision

Integral human development achieved through an affordable education system that appreciates Christian and traditional values, and that prepares literate, skilled and healthy citizens by concentrating on the growth and development of each individual's personal viability and character formation, while ensuring all can contribute to the peace and prosperity of the nation.

FODE's Vision

Papua New Guineans harnessing all appropriate and affordable technologies to pursue flexible, open and distance education opportunities; One System, Many Pathways, Same Outcomes. One Curriculum, One Assessment Program, One Exams, One Certificate, One Form of SLF.

III. FODE COURSES

FODE courses are based on the National Curriculum prepared by the Curriculum Development and Assessment Division of the Department of Education. Therefore, the subject content of the courses is in line with what is being taught in the formal system. The difference lies mainly on the mode of delivery where FODE uses the distance mode.

1. Grades 7-10 core subjects

- English
- Mathematics (Grades 7 and 8)
- Formal Mathematics (Grades 9 and 10)
- Practical Mathematics (Grades 9 and 10)
- Social Science
- Science
- Commerce

Apart from Grade 10 English which has eighteen books, FODE courses consist of twelve books; six (6) Units and six (6) Assignments. The Unit books contain the lessons for students to study with practice exercises. A thorough understanding of the lessons and completion of practice exercises will consequently enable students to do their assignments satisfactorily.

2. Matriculation Studies Program (MSP)

(i) The Compulsory Subjects:

- Basic Maths
- Maths I
- Maths II
- Basic English
- English I
- English II
- History of Science and Technology

(ii) The Optional Subjects

- **Science Strand Subjects**
 - Biology
 - Chemistry
 - Physics
- **Social Science Strand Subjects**
 - Geography
 - Economics
 - Asia and the Modern World

Courses consist of varying Unit Books and Assignments arranged in a similar way as the FODE Grades 7 - 10 Courses but with slight differences.

IV. THE NATURE OF LEARNING

Learning is a reflective process, whereby the learner either develops new insights and understanding and changes himself/herself for the better to instill the knowledge and produce the habits, interests and ideals, and the drive to improve his/her quality of life.

The learner is not a passive recipient of the subject matter being taught. The learner is an active, thinking, feeling human being who needs to be stimulated, directed and guided toward the realization of all his/her inherent potentials, thereby becoming a worthy and productive member of the community.

Therefore, the distance teacher and tutor must make every effort to carry out teaching, tutorials and quality marking that must be geared towards the needs and interests of the learner, addressing his or her needs according to individual situation and status.

V. THE NATURE OF A DISTANCE LEARNER

Distance Teachers will only be limited to the marking of students' Workbooks/Assignments. In a classroom situation, teachers can provide additional support and guidance through verbal communication with students. With distance education, the only means of contact a Teacher has with the students is by means of a pen and paper that is by marking and writing corrections, comments and references.

Tutors on the other hand will conduct tutorial lessons as an avenue for face-to-face contact with the distance learners to clarify or unlock difficulties of topics encountered by the distance learners.

Every Provincial Co-ordinator is encouraged to provide avenues and set times where possible for students to meet and discuss their immediate problems with their Teachers.

Furthermore, Distance Teachers and Tutors must provide an analysis or general comments of the students' performance by identifying their strength and providing solutions for their weaknesses. Positive and constructive comments would be more suitable to arouse students' interest. The Distance Teacher must be friendly and encouraging. They must be seen to be concerned and caring, having a desire to assist in every area of need.

It is important that Distance Teachers and Tutors know the situations and problems that most FODE students could be encountering, some of which are:

- Many students live in isolated areas. In some instances, they are the only students in the whole area studying with FODE
- Many students may not have anyone to assist them with their work. The Distance Teacher could be the only person communicating with them.
- Many students may have difficulty to access transport. Some walk for hours and even days to reach the FODE Centres.
- Very few students may have access to a telephone and other communication facilities.
- Many students may not have a suitable place to study. Some study on the floor because there is no chair or a desk available.
- Because electricity cannot be afforded by many, it is more difficult for students to study at nights.
- It can be difficult for students to get immediate feedback on answers to their questions.
- For the majority of the students, English is their second language. Besides, English is not spoken in many homes. This makes their study more difficult.
- Many students do not have access to text books and library facilities. For some, the only reading materials they have could be the Unit books.
- Some students study with FODE in order to upgrade their qualifications so they could obtain promotions. These people have very little spare time to study due to work commitments
- Many students are from relatively disadvantaged backgrounds and find it difficult to pay their fees.

- Many students require a lot of encouragement for them to complete the course. Experience has shown that the dropout rate at FODE is relatively high especially in the early part of the course.

VI. REQUIRED QUALIFICATIONS AND QUALITIES OF;

(1) A Distance Teacher

Some educators say that “there is no teaching when there is no learning” or “when the learner has not learned, the teacher has not taught”. Specific areas are;

(i) Academic Qualifications

A teacher or tutor must be equipped with sufficient knowledge to teach the subject. Academic qualification comes to be very vital in the success of teaching-learning process as it prepares a teacher in a specific field of specialization. There is a saying that goes like this, “You cannot give what you do not have”. An academic qualification surely enhances a teacher or tutor’s effectiveness in his/her specialized subject areas.

(ii) Experience

“Experience is the best teacher”, so the saying goes. Observations show that teachers who have more teaching experiences have carried out their teaching duties effectively. Experienced teachers cannot only deal with the academic problems of students but also other personal problems that affect their performance.

(iii) Interests

An effective teacher is interested in his/her learners. The teacher must have interest in the subject matter that he/she teaches, without which he/she may not have the enthusiasm to teach. Teachers who are interested in the subject matter and in the learners would continue to do their work tirelessly notwithstanding the difficulties and the disproportionate pay in comparison to other professions.

(iv) Patience

The twin of interest is patience. The teacher’s multi-roles compounded by his exposure to various personalities in the community and the ineffectiveness of the system, demands his patience. Patience when coupled with humility enhances learning without necessarily losing one’s dignity. With patience, the teacher works with the belief that problems and difficulties have solutions.

A lot of patience is required from FODE Distance Teachers and Tutors.

(v) Motivation

The motivation of any person is crucial in his behavior and outlook on life. Why has a person chosen to become a Distance Teacher? Why do teachers stay in the job despite the meager monetary reward, lack, if not absence of incentives and minimal professional growth?

An effective teacher is motivated by the desire to help the learner grow as a human being and to materialize his/her potentials. Teachers stay in teaching because of the increased skills and adjustment they gained in the profession through the years. They also have learned to love the job despite the low salaries.

(vi) Values

Closely related to the teacher's motivations are his/her values. What values does the teacher give to education in general, and to teaching in particular? Does he/she show his/her words and deeds that education is worth spending time and money or worthy of sacrifice?

Intending applicants must be committed to teaching at distance which actually means teaching the students by marking Assignments Books and writing comments on their work.

Distance Teachers are employed according to the following order of preference:

- Non-working qualified Secondary Teachers with Secondary Teaching Certificate or Bachelor in Education or equivalent.
- Working qualified Secondary Teachers with Secondary Teaching Certificate or Bachelor in Education or equivalent
- Recommended Correspondence and Registered Study Centre Teachers who have Secondary Teaching Certificate or Bachelor in Education or equivalent
- Non-working Primary School Teachers with Primary Teaching Certificate or diploma (suitable to mark Grade 7 and Grade 8 Workbooks only)
- Working Primary School Teachers with Primary Teaching Certificate or diploma (suitable to mark Grade 7 and Grade 8 Workbooks only)

(2) A Tutor

To be considered and selected as Tutor, the following criteria must be met:

(i) Academic Qualifications

A tutor must be equipped with sufficient knowledge to teach the subject. Academic qualification comes to be very vital in the success of teaching-learning process as it prepares a teacher in a specific field of specialization. There is a saying that goes like this, "You cannot give what you do not have". An academic qualification surely enhances a teacher or tutor's effectiveness in his/her specialized subject areas.

Therefore, an applicant must have a Bachelor or First Degree from a recognized university or a Diploma in Post Graduate Degree in Education for Grade 7 to 10 tutors and a Bachelor or First Degree in a subject area such as English, Mathematics, Social Sciences, Science, Business Studies, Arts and Personal Development.

(ii) Teaching Experience

"Experience is the best teacher", so the saying goes. Observations show that teachers or tutors who have more teaching experiences have carried out their teaching duties effectively. Experienced teachers cannot only deal with the academic problems of students but also other personal problems that affect their performance.

A teaching experience of not less than three years from recognized primary or secondary schools or tertiary institutions

(iii) Teacher Registration

A full teacher registration as indicated in the applicant's Teacher Registration Certificate together with the Inspection Report

(iv) Submission of all academic and teaching documents and credentials**(v) Tutorial Competency**

The following requirements must be met by interested or intending Tutor applicants:

- The Distance Tutor must be able to demonstrate Methodology in the key subject studied. He/she must be able to use different teaching strategies on how to derive answers especially subjects that require calculations or computations and accuracy to achieve effective teaching-learning process.
 - The Distance Tutor must demonstrate a high degree of accuracy, fairness and objectivity in teaching.
 - The Distance Tutor should give students guidance on how to get their answers.
 - The Distance Tutor must establish rapport with the students to ensure that the lessons are clear to the students. Some practice exercises should follow to check the lessons are understood.
 - The Distance Tutor should make an effort to look through the students' Assignment Books and address their problems.
 - The Distance Tutor must follow-up in the next tutorial session, progress of the students' work indicating a progression of marks gained from the last Assignment book. Tutorials may be held before students submit their Assignments to ensure progress or learning takes place.
- (i) The Provincial Coordinator will sit in at least three tutorial lessons to assess the competency of the Tutor and therein endorse or reject the intending applicant.
- (ii) The desired qualities are;

- **Interests**

An effective teacher or tutor is interested in his/her learners. He or she must have interest in the subject matter that he/she teaches, without which he/she may not have the enthusiasm to teach. Teachers who are interested in the subject matter and in the learners would continue to do their work tirelessly notwithstanding the difficulties and the disproportionate pay in comparison to other professions.

- **Patience**

The twin of interest is patience. The teacher's or tutor's multi-roles compounded by his or her exposure to various personalities in the community and the ineffectiveness of the system, demands his patience. Patience when coupled with humility enhances learning without necessarily losing one's dignity. With patience, the teacher or tutor works with the belief that problems and difficulties have solutions.

A lot of patience is required from FODE Tutors.

- **Motivation**

The motivation of any person is crucial in his or her behavior and outlook on life. Why has a person chosen to become a Tutor? Why do teachers or tutors stay in the job despite the meager monetary reward, lack, if not absence of incentives and minimal professional growth?

An effective teacher or tutor is motivated by the desire to help the learner grow as a human being and to materialize his/her potentials. Tutors or Teachers stay in teaching because of the increased skills and adjustment they gained in the profession through the years. They also have learned to love the job despite the low salaries.

- **Values**

Closely related to the tutor's or teacher's motivations are his/her values. What values does the teacher or tutor give to education in general, and to teaching in particular? Does he/she show his/her words and deeds that education is worth spending time and money or worthy of sacrifice?

Intending applicants must be committed to teaching and tutorial at distance which actually means teaching and tutorial the students by marking Assignments Books and writing comments on their work.

(vi) **Tutors or Teachers are employed according to the following order of preference:**

- Non-working qualified Secondary Teachers with Secondary Teaching Certificate or Bachelor in Education or equivalent.
- Working qualified Secondary Teachers with Secondary Teaching Certificate or Bachelor in Education or equivalent
- Recommended Correspondence and Registered Study Centre Teachers who have Secondary Teaching Certificate or Bachelor in Education or equivalent
- Non-working Primary School Teachers with Primary Teaching Certificate or diploma (suitable to mark Grade 7 and Grade 8 Workbooks only)
- Working Primary School Teachers with Primary Teaching Certificate or diploma (suitable to mark Grade 7 and Grade 8 Workbooks only)

(VII) DUTIES OF;

(1) A Distance Teacher

The main duty of a Distance Teacher is to teach correspondence students by marking, giving corrections and references, diagnosing problems and providing comments on their work as mentioned earlier. The Teacher is expected to perform the following:

- Personally visit the Provincial Centre once a week during working hours to collect new assignments and to deliver marked Workbooks/Assignments.
- Return marked Workbooks/Assignments to the Provincial Centre seven (or less) days after the day of collection.
- Award marks fairly according to the allocation shown in the Marker's Guide.
- Write references, corrections and appropriate comments to help students understand the difficult section(s) of the Workbooks/Assignments.
- Write corrections with references to relevant Topic Number, Lesson Number and Page Number(s) in the Unit book where appropriate.
- Write simple, clear, explicit, easy to follow and self-explanatory comments, examples, explanations of why an answer is either correct or incorrect where appropriate.
- Write general (final) comments about student's overall performance inside the front cover or at the back of the Workbook/Assignment. The Teacher must establish a personal rapport with students through comments on matters relating to spelling, neatness, weaknesses and any general issues and advice on ways they can improve their work. All comments must be clearly written, dated and signed.
- Add all marks accurately in the appropriate section of the Workbook or Assignment and write the percentage on its front cover.
- Write all markings, corrections, references and comments in red ink.
- Discuss problems in the Course Material and Unit books/Assignments books with the Provincial Coordinator and suggest improvement.
- Advise the Provincial Coordinator on any student who is making unsatisfactory progress on all borderline cases.
- Check if students have self-corrected and sample marked their exercise books where applicable.
- Attend Distance Teacher's meetings and in-service sessions where required.
- Assist, guide and encourage student in their studies.
- Ensure that all issued Unit books and Marker's Guides are complete and well kept and returned to the Provincial Centre when he/she ceases to mark.

- Specifically;

(i) Teach

The most challenging duty of a Distance Teacher is to write appropriate and valid comments that teach, correct, guide and encourage students to excel in their studies. The Teacher must be convinced that as a teacher, it is his/her obligation to ensure that every student under his/her care receives the education he/she deserves.

The Distance Teacher teaches the students by:

- a) correcting their work and explaining where they have gone wrong and why they have made these mistakes and praising them for correct answers given.

They must write their explanations about the lesson (concept being taught) for the students to understand as to why his/her answer is incorrect. Making the students understand their mistakes is actual teaching in distance education.

Subject content knowledge of a Distant Teacher is paramount as they are required to explain in **simple terms** where possible.

- b) referring them to sections in the Unit books where they can study the content again and find similar exercises with their answers.

If a student makes a mistake, the Distance Teacher must correct that mistake, give the correct answer and refer them to pages in the unit book where these concepts can be studied further.

By writing references, the student will be required to study again and revise the sections in the Unit book to reinforce the explanation of the Distance Teacher.

- c) writing realistic and final accurate comments on the students' work at the end of the Unit book/Assignment book.

Most Workbooks have spaces on the inside front cover or at the end of the Assignments. Teachers must write overall comments on these spaces for students to read and act as commented. Positive comments are more constructive and encouraging to students studying through the distance mode. Teachers must begin their comments stressing the strengths of the student and encouraging them to continue.

Weaknesses must be presented in a positive way to encourage students to improve. Teachers must make an effort to provide solutions and suggestions on how to go about tackling the difficult areas. However, in situations where there are serious difficulties in understanding or completing the lessons, the Teacher may advise the student to seek assistance/help from someone who could help them overcome their difficulties.

Distance Teacher's comments should:

- use the student's name as much as possible

- be clear, in simple English and in an informal manner. The comments should be talking to the students.
- specify the problem/s being faced by the student
- motivate the student to develop strengths to revise the weaknesses
- be simple relevant and encouraging

(ii) Mark

Distance Teachers mark and assess students' work to see how well they progress in their learning.

The Teacher must bear in mind that the mark obtained from the Unit books/Assignments will count towards their final assessment.

Therefore, Teachers must and should exercise a higher degree of accuracy, fairness and objectivity in their marking.

Every Unit book/Assignment has a Marker's Guide by which the Distance Teacher must strictly abide by. Teachers should mark and allocate marks according to the marks specified in the Marker's Guide.

The allocation of marks indicated must not be altered for whatever reason without the approval of the Deputy Principal Curriculum.

However, in some cases, the Teacher may exercise flexibility and fair judgment when dealing with a student who has produced an acceptable answer which may not fully satisfy the question. The answers given in the Marker's Guide must not be thought of as the only acceptable answers. Teachers should use their discretion when a student has obviously understood the question and given an answer which may be partly correct. Every student must be given the mark they deserve.

The Teacher must consider that the interests of the students are best served when passing or failing a student on the borderline. It is not good to fail a potential student by a few marks, but equally harmful to push through a poor student who could hardly cope later. With borderline cases, the Teacher should go back and check if the student has been given the mark he/she deserved and the marks have been added up correctly to be able to exercise a fair judgment on the student's performance.

Some Assignment books are Sample Marked. This means that not all the questions have to be marked by the Teacher. The sample marking will be done by the student, that is, after completing the Unit book, the student will mark his/her own answers as instructed. The Assignment books and the Marker's Guides will clearly show what sections should be marked by the Teacher and what sections should be marked by the student.

(iii) Help Improve the Materials

The Distance Teachers ought to be familiar with the course and its contents or the subject matter. FODE is always looking for ways to improve its courses. Distance Teachers must report the concerns and comments of students, parents and the community on the course materials in the Monthly Report (SF7) form which they have to fill in every month.

(2) A Tutor

The main duty of a Tutor is to teach the students face-to-face. He or she is expected to carry out the following duties;

- Conducting tutorial lessons as scheduled by the Provincial Coordinator and preparing and marking enriched exercises to improve the skills of the students.
- Evaluating the progress of the students of his tutorial class, identifying his weaknesses
- Making a written report of the progress achieved by students of his tutorial classes and submitting the same to his or her Provincial Coordinator.
- Personally visit the Provincial Centre regularly to provide updates on students' progress.
- Writing references, corrections and appropriate comments to help students understand the difficult section(s) of the Workbooks or Assignments.
- Writing all markings, corrections, references and comments in red ink.
- Discussing problems in the Course Material and Unit/Assignments books with the Provincial Coordinator and suggest improvement.
- Advising the Provincial Coordinator on any student who is making unsatisfactory progress on all borderline cases.
- Checking if students have self-corrected and sample marked their exercise books where applicable.
- Attending Distance Teachers and Tutors meetings and in-service sessions where required.
- Assisting, guiding and encouraging students in their studies.
- Ensuring that all issued Unit books and Marker's Guides are complete and well kept.

Specifically;

(i) Teach

The most challenging duty of a Tutor is to provide appropriate and valid advice that teaches, corrects, guides and encourages students to excel in their studies. The Tutor must be convinced that as a teacher, it is his/her obligation to ensure that every student under his/her care receives the education he/she deserves.

The Tutor teaches the students by:

- a) giving students guidance and assistance with their studies and assignments.
- b) referring the students to sections in the Unit books where they can study the content and find exercises with their answers.

Weaknesses must be presented in a positive way to encourage students to improve. Tutors must make an effort to provide solutions and suggestions on how to go about tackling the difficult areas. However, in situations where there are serious difficulties in understanding or completing the lessons, the Tutor may advise the student to seek assistance/help from someone who could help him/her overcome his/her difficulties.

(ii) Help Improve the Materials

The Tutor ought to be familiar with the course and its contents or the subject matter. FODE is always looking for ways to improve its courses. Tutors must report the concerns and comments of students, parents and the community on the course materials in the Monthly Report (SF7) form which they have to fill in every month.

VIII) HOW TO APPLY FOR AND TO BECOME A FODE;

(1) DISTANCE TEACHER

The following requirements must be met by any intending or interested teacher who wishes to become a FODE Distance Teacher:

- (i) Write a formal letter to the Principal as an expression of interest through a formal application letter. The letter must be submitted with copies of the CV, qualification documents, inspection reports and teacher registration.
- (ii) After determining the applicant's suitability as Distance Teacher by the Provincial Coordinator, the applicant is given five (5) Assignment Books for sample marking, taking into consideration the suitability of markers according to the grade levels. For Distance Teachers to mark all grade levels, samples of all grades should be given to the applicant for sample marking.
- (iii) The Provincial Coordinator submits the application documents and the marked samples to FODE Head Office for assessment and approval. The application should include a covering letter signed by

the Provincial Coordinator and addressed to the Deputy Principal Curriculum.

- (iv) Approved Distance Teachers must re-apply for renewal after every two years.

(2) TUTOR

- (i) Write a formal letter to the Principal through the Provincial Co-ordinator, as an expression of interest and complete an application form (SF1B May 2010). The letter must be submitted with copies of the CV, qualification documents, inspection reports and teacher registration.
- (ii) After determining the applicant's suitability as Tutor by the Provincial Coordinator, the applicant is given an assessment on a tutorial session and the assessment report on his performance is completed by the Provincial Co-ordinator.
- (iii) The Provincial Coordinator submits the application documents and the assessment sheet to FODE Head Office for final screening, assessment and approval. The application should include a covering letter signed by the Provincial Coordinator and addressed to the Deputy Principal Curriculum.

(iv) The National Coordinator – Student Study Program and the Deputy Principal Curriculum will assess and approve the Distance Tutor's application based on the Provincial Coordinator's assessment report and his academic credentials.

(ii)

Approved Tutors must be reminded to re-apply for renewal after every two years.

(IV) CONDITIONS OF EMPLOYMENT FOR DISTANCE TEACHER/TUTOR

Designation:	Distance Teacher/Tutor
Classification:	Part-Time Teaching
Immediate Supervisor:	The Provincial Coordinator
Employer:	FODE Governing Council

(i) Definition

The Distance Teacher/Tutor position is a part-time teaching position at FODE, which offers the Papua New Guinea Grades 7 - 10 Curriculum and Matriculation Studies Program.

The position requires specialized training in a particular subject area and the ability to teach through distance education. The person in this position must be

efficient, conscientious, reliable, careful, consistent and be positioned to help students from every angle.

(ii) Purpose of the Position

The position demands teachers who are interested and willing to help students develop their potentials and abilities through distance education. The position holder is required to teach correspondence students by marking, giving references, diagnosing problems and providing comments on their work.

(iii) Accountability

The Teacher/Tutor is responsible for the development of the students' potential according to the aims of FODE and is accountable to the Provincial Coordinator.

(iv) Qualifications

Distance Teachers are to be employed according to the following order of preference:

- Non-working qualified Secondary Teachers with Secondary Teaching Certificate or Bachelor in Education or equivalent.
- Working qualified Secondary Teachers with Secondary Teaching Certificate or Bachelor in Education or equivalent
- Recommended Correspondence and Registered Study Centre Teachers who have Secondary Teaching Certificate or Bachelor in Education or equivalent
- Non-working Primary School Teachers with Primary Teaching Certificate or diploma (suitable to mark Grade 7 and Grade 8 Workbooks only)
- Working Primary School Teachers with Primary Teaching Certificate or diploma (suitable to mark Grade 7 and Grade 8 Workbooks only)
- For the MS Course, the Teacher must be a University graduate whose qualifications are suitable and appropriate to mark in a particular subject area.

The person must be a specialist or have a first degree in a subject area such as English, Mathematics, Social Sciences, Science, Commerce and Business Studies.

NOTE: The Principal through the recommendation of the Deputy Principal Curriculum will be the only authority to give special approval to applicants who do not have the basic qualifications stated in this document.

(v) Major Duties

The main duty of a Distance Teacher is to teach correspondence students by marking, giving corrections and references, diagnosing problems and providing

comments on their work as mentioned earlier. Accordingly, the Teacher is expected to perform the following:

- Personally visit the Provincial Centre once a week during working hours to collect new assignments and to deliver marked Workbooks/Assignments.
- Return marked Workbooks/Assignments to the Provincial Centre seven (or less) days after the day of collection.
- Award marks fairly according to the allocation shown in the Marker's Guide.
- Write references, corrections and appropriate comments to help students understand the difficult section(s) of the Workbooks/Assignments.
- Write corrections with references to relevant Topic Number, Lesson Number and Page Number(s) in the Unit book where appropriate.
- Write simple, clear, explicit, easy to follow and self-explanatory comments, examples, explanations of why an answer is either correct or incorrect where appropriate.
- Write general (final) comments about student's overall performance inside the front cover or at the back of the Workbook/Assignment. The Teacher must establish a personal rapport with students through comments on matters relating to spelling, neatness, weaknesses and any general issues and advice on ways they can improve their work. All comments must be clearly written, dated and signed.
- Add all marks accurately in the appropriate section of the Workbook or Assignment and write the percentage on its front cover.
- Write all markings, corrections, references and comments in red ink.
- Discuss problems in the Course Material and Workbooks/Assignments with the Provincial Coordinator and suggest improvement.
- Advise the Provincial Coordinator on any student who is making unsatisfactory progress and all borderline cases.
- Check if students have self-corrected and sample marked their exercise books where applicable.
- Attend Distance Teacher's meetings and in-service sessions where required.
- Assist, guide and encourage student in their studies.
- Ensure that all issued Unit books and Marker's Guides are complete and well kept and returned to the Provincial Centre when he/she ceases to mark.

(vi) Work Relationship

This position requires the Distance Teacher/Tutor to do the following:

- Promote professional, harmonious, cooperative, friendly and respectable relationships between FODE and the community
- Cooperate with the Provincial Centre Staff, Governing Council and Administration to ensure FODE programs are implemented effectively
- Improve weaknesses identified by the Provincial Coordinator
- Maintain a high and respectable standard of behavior

(vii) **Reporting to Authority**

The Distance Teacher/Tutor reports all matters relating to FODE courses and student's performance directly to the Provincial Coordinator.

Tutors are required to submit monthly and quarterly reports using FORM to the Provincial Coordinator and the National Coordinator – Student Study Programs containing the following information:

- 5.1 Name of Tutor, Grade, Subject and Date
- 5.2 Number of tutorials conducted
- 5.3 Number of students in attendance
- 5.4 Comments on students' progress
- 5.5 Signature and date

(viii) **Accountability**

The Teacher/Tutor is responsible for the development of the students' potential according to the aims of FODE and is accountable to the Provincial Coordinator and the National Coordinator – Students Study Program.

(V) **DISTANCE TEACHERS RELATIONSHIP WITH FODE**

1. Immediate Supervisor

The Provincial Coordinator is responsible for the overall administration of FODE activities in the Provinces. Provincial Centres directly supervise the Distance Teacher. All queries relating to the course materials, pay claims and other administrative matters must be brought to the attention of the Provincial Coordinator. FODE Head Office will only entertain queries that have been submitted through the office of the Provincial Coordinator.

Teachers collect and return Unit books/Assignment books to the Provincial Centres. The Provincial Coordinators inform the Teachers of changes in the marking procedures should there be any. The Teacher informs the Provincial Coordinator of any problems and mistakes in the course materials and assignments. This information is passed down to the relevant Subject Department Head at FODE Head Office.

2. Professional Development

FODE offers the Distance Teachers professional support in a number of ways. The Provincial Coordinator is always available for advice and help. Teachers can also contact the relevant Subject Department Heads through the Provincial Coordinator for advice about marking. The Provincial Coordinator conducts in-service sessions each year for its Teachers.

The first five (5) Unit books/Assignment books marked by the Teachers will be checked and commented upon by the curriculum officers of the subject departments.

If the officers think that the standard of marking could be improved, they may require another five (5) Unit books/Assignment books before the application as a Teacher is approved. The Provincial Coordinator must monitor the performance of its Teachers closely once approval is granted. This helps to maintain and improve standard of marking.

When Teachers receive the first Assignment books for marking they will also receive:

- (a) a full set of the Unit books for the subject they ought to be marking
- (b) copies of the Marker's Guide
- (c) Workbooks/Assignments for marking
- (d) Distance Teacher's Monthly Report Sheets (SF7)

3. The Provincial Co-ordinator

The Provincial Coordinator will be the first person to meet Distance Teachers and Tutors applicants.

4. The Deputy Principal Curriculum

The Deputy Principal Curriculum approves the employment of Distance Teachers and Tutors upon recommendation from the Subject Departments which has to be renewed after every two (2) years.

(5) The National Co-ordinator – Students Study Programs

The National Coordinator is responsible for students study programs of FODE as provided below;

- (i) Screens Applications and recommends to Deputy Principal Curriculum Registration and re-Registration of Tutorial Centres.
- (ii) Provides advice to Tutorial Centres on what is expected of them and the requirements of a Registered Tutorial Centre.
- (iii) Pays routine visits to Tutorial Centres and reports on the FODE program in each of the centres, using a Standard template.

- (iv) Recommends deregistration and termination of Registered Tutorial Programs on non-compliance to FODE set requirements and for lack of performance.
- (v) Ensures Tutors are selected according to FODE criteria.
- (vi) Ensures proper records of class and tutors attendance are kept by Registered Tutorial Centres.
- (vii) Ensures Tutors claims are processed promptly by FODE HQ Account.
- (viii) Maintains the good relationship between the School Admin and FODE Tutorial Programs and, that Schools benefit according to signed agreements.
- (iv) Ensure Provincial and Study Centres receive their exams papers on time as scheduled.
- (v) Ensure exams papers are stored away in safe lockable cupboards at Provincial Centres
- (iii)** Ensure Provincial and Study Centres have registered Exams Centres.
- (iv)** Ensure Provincial Coordinators and Study Centres Supervisors arrange and prepare exams centres.
- (v)** Ensure both internal and external invigilators are given inservice on what to do before, during and after the exams time by Provincial Coordinators and Study Centre Supervisors.
- (vi)** Ensure instructions and guidelines on how to conduct exams are observed and followed closely.
- (vii)** Ensure external invigilators seal the answer sheets and return to Provincial and Study centres Coordinators and Supervisors respectively.
- (viii)** Ensure sealed envelopes are returned to FODE Head Office on time and accordingly to schedule.
- (ix)** Ensure regular use of old exams papers for mock exams.
- (x)** Ensure exams results are communicated to students through their respective Provincial and Study Centres.
- (xiv) Screen applications and recommend to DPS Registration and Re-registration of Study Centres (RSC & CSC)
- (xv) Pay routine visits to FODE Programs in the Study Centres and report on their performances.

- (xvi) Provide advice to Study Centres regarding the FODE Programs and keep FODE HQ informed on a regular basis.
- (xvii) Recommend de-registration of any Study Centres based on non performance.

(6) The Account Section

The Accounts Section registers the application as approved and releases the payment of claims to approved Teachers when claims are submitted through their Provincial Offices signed by the Provincial Coordinators.

FODE pays for marking K5.00 per Assignment. Claims for payment are made by the Provincial Coordinator and submitted to FODE Head Office for processing upon receiving the PC4.

Tutors are paid K20.00 per hour for tutoring. A class list of students' attendance for each tutorial session together with a written report must be submitted to the Provincial Coordinator who will acknowledge, sign and endorse claim for payment.

Tax is calculated from the appropriate index in the taxation schedule.

All queries regarding claims for payment are to be directed to the Accounts Section through the Provincial Coordinator.

(V) THE SUBJECT DEPARTMENTS

The curriculum officers are responsible for the assessment of Distance Teacher's applications in the department. Any queries can be directed to the Senior Curriculum Officer.

Criteria for Assessment

The department will mainly assess the sample markings of the applicants. The assessment is based mainly on the criteria shown on the PC5 namely:

1. Qualification

The Distance Teacher must have the sufficient subject knowledge to carry out his/her duties efficiently. The Subject Departments will proceed with the assessment if the applicant possesses the qualification as stated on Item XI No. 4.

2. References

Students must be referred back to the Unit books or other resources as stated in Item VII, No. 1 (b).

3. Comments

Appropriate comments written where applicable and at the end of the Workbook/Assignment, as stated on Item VII, 1 (a) and (c), applying the concepts as explained on Item VIII.

4. Corrections

Put a tick (✓) in every correct answer and a cross (×) in every wrong answer. Furthermore, has correct answers been written beside every wrong answer.

5. Subjectivity

Does the Teacher have sufficient knowledge of the subject matter to explain to the student the concept of the lesson to achieve effective teaching-learning process as stated on Item V!

6. Accuracy

Is high degree of accuracy, fairness and objectivity in marking being demonstrated including the addition and calculation of percentage marks as stated on Item VII, 2!

7. Student's Queries

Has student queries (if any) about their work in the Unit book, Workbook/Assignments or on any matters relating to their studies been correctly attended to

Approval of the application by the Deputy Principal Curriculum will depend mainly on the recommendations through this assessment process by the subject departments. For unsuccessful applications, usually, another set of five (5) sample marked Workbooks/Assignments is required for further consideration by the concerned applicant until approved.

The Deputy Principal Curriculum's office makes copies of the application documents for distribution to the appropriate departments and Account Section for their appropriation.

(VI) MARKERS' GUIDES AND HOW TO USE THEM

(1) General

- **Materials for Marking**

A Distance Teacher and or Tutor is provided with a copy each of Unit books, Workbooks/ Assignments and Marker's Guides. The Markers Guide provides marking keys and guide or hints on;

- **Sample Marking**

The Sample Marking Sheet is for students' use. It shows final mark and gives answers to exercises not marked by the Teacher.

- **References**

Give references for questions in the Unit book/Assignment book, which have been poorly answered by the student. Refer the student back to the Unit book where he/she will find similar examples and exercises to work on. For example: Refer to Grade 9 Unit 3, Topic 2, Lesson 5, pp 54 ...etc.).

- **Comments**

Encouraging comments should be written on the page where the student has found it hard. Comments must be clearly written using simple English appropriate to the level of the student.

- **Marking**

When marking, all correct answers must be written beside every wrong answer. Just a tick (✓) and a cross (×) do not mean anything. Once a mistake is identified in the student's Unit book/Assignment book, the Teacher is expected to make instant corrections even if it requires further elaboration. He/she should try to “**talk**” to the student.

- **Discrepancy**

If any mistake is identified either in the Unit book, Marker's Guide or the Assignment book, inform the Senior Curriculum Officer concerned through the Provincial Coordinator as soon

(2) Individual Subject Markers Guides

(i) English

- **Materials Marking**

Grades 7, 8 and 9 have six units, six assignments and six markers guides each are issued to approved Distance Teachers and Tutors.

Grade 10 has 9 Distance Teachers' Marker's Guide (DTMG) gives answers to all questions to be marked and gives reference to CCC's and IM's.

Sample Marking Sheet (SMS) is for students' use. It shows final mark and gives answers to exercises not sample marked by Distance Teacher. These sheets will not be needed if the answers are included in the Workbooks.

- **Comments**

Write encouraging comments on the page where the student has met difficulties. Make comments on student's spelling, grammatical and structural errors. Comments should be clearly written specifically and appropriately to the student's level.

- **References**

Give references to CCC's and IM's for exercises which have been poorly answered (Grade 10 only) and Unit books for Grades 7-9 where they will find similar examples and exercises.

- **Percentage**

Instructions on how to work out percentage are given in the Distance Teachers Guide. Write the percentage mark on the outside of the front cover of the Assignment/Workbook.

- **Sample Marking**

All grades are sample marked.

- **Accuracy**

You have to check the student's answers thoroughly both in the objective and subjective marking. Be sure to put the mark for each item properly.

Be careful in accepting or rejecting student's answers. Be sure to follow the DTMG when marking student's written work, so that you do a fair marking for each student and do not take his or her efforts or failures for granted.

- **Discrepancy**

In case, any discrepancy is identified either in the DTMG, signment/Workbook or Unit book, inform the SCO as soon as possible.

(ii) Mathematics

- **Sample Marking**

Only Grade 7 Workbooks 1, 2, 3 and Practical Mathematics Grade 9 Workbook 3 can be sampled marked. This has been the case for the past years and will continue to be, until we modify and update these courses.

- **Borderline Cases**

Where a student fails to master a pass mark, the whole Assignment or Workbook should be assessed to give him a pass mark. If the student has not done too well in the whole Assignment/Workbook, then have him to repeat that Unit book.

- **Marking**

When marking, all correct answers must be written beside every wrong answer. The correct method of working out must also be shown. Just a tick (✓) and a cross (x) does not mean anything.

- **Marks**

Marks are to be awarded precisely as given in the Marker's Guides.

- **Discretionary Marks**

Where a question is worth more than one mark, you are permitted to give part marks using your discretion.

- **Comments**

Encouraging positive comments must be written in every section of the Assignment/Workbook. This will motivate the student to press on.

- **Identifying Common Weakness**

In some sections, you will come across a common mistake.

eg: i. Putting the decimal point in the wrong place even when the working and the answer is correct

ii. Writing am/pm beside 24hour time ...etc.

When you have identified such problems, you are to write comments in the workbook and teach them so as to correct that misunderstanding. That is your main duty as the Distant Teacher.

- **References**

Refer the student to the Unit book where he/she will find similar examples and exercises to work on. (eg: refer to Gr 9 Unit 3 Topic 2 Lesson 5, pp 54 ...etc.)

- **Wrong Answers In The Markers's Guides**

As people are bound to make mistakes, don't take everything for granted. If you find any answer you think is not correct in the Marker's Guide, you must write directly to the SCO Mathematics Department, showing your correct answer and the method of working out. This also applies to any Unit book or Assignment/Workbook.

(iii) **Social Science**

- **Sample Marking**

All Workbooks have been sampled marked and should take 15-20 minutes to mark. In Grade 8 Social Science, students mark their own work as the answers are provided in the Workbooks and the Distance Teacher only marks the Workbook or test.

- **Borderline Cases**

However, Distance Teachers are expected to check the whole Assignment/Workbook other than that sampled if the students failed to score a pass mark. The whole Assignment/Workbook assessment will help the Distance Teacher to decide fairly either to pass or fail the student.

The student must repeat the Assignment/Workbook if he continues to perform poorly and his mark can only be recorded on the SRC as 50%.

- **Materials For Marking**

The Distance Teacher should be provided with a Unit book, student's Workbook/Assignment and a Marker's Guide.

- **Marking**

Write the correct answer next to the wrong answer.

- **Comments**

Encouraging comments should be written on the page where the student has met difficulties. Use simple English that is appropriate to the level of the student and should be clearly written.

- **Teaching**

Once a mistake/error is identified in the student's workbook, you are expected to make instant corrections right there, even if it means for you to elaborate on the subject. You should try to 'talk' to the students.

- **References**

Students should be referred to the Unit book where they will find similar examples and exercises. For example, go to Unit book 2, Lesson 11, page 63 and read through the lesson again.

- **Awarding of Marks**

Marks are to be awarded accurately and precisely as stated in the marker's guide. In the case of a question that is worth more than one mark and a subjective question, the marker is allowed to use his/her discretion to award marks accordingly.

- **Discrepancy**

If any is identified either in the marker's guide, workbook or the unit book, inform the SCO as soon as possible. For instance, the key in the Marker's Guide is incorrect, missing pages and etc.

(iv) **Science**

- **Comments**

The comments you write in the Workbooks should help the student to study Science. So you should stress the importance of doing all the experiments.

welcomes any comments from Distance Teachers for the improvement of the Unit books, Workbooks and Marker's Guides.

- **Revision Questions**

Revision Questions and their answers should be issued to students when they complete Workbook 6. These are examination-type questions probably requiring the student to look back through his/her work. These provide model answers to the questions and most importantly the questions that reflect the relative importance of the six (6) Units for the examination.

- **Teacher**

The Science Distance Teacher must be an experienced Science Teacher.

(v) **Environmental Studies**

Environmental Studies has a new set of Marker's Guides. All Workbooks are marked out of 50. This is then multiplied by 2 to give a mark out of 100.

The Environmental Studies Distance Teacher must be an experience Science or Social Science Teacher.

- **Criteria for Marking**

Pass Mark 50% Workbook re-issued for a repeat.

Environmental Studies results are assessed from Workbook marks only as there is no examination.

If a student must repeat, re-issue the same Workbook.

<u>Final Mark</u>	<u>Grade Awarded</u>
91 – 100	Distinction
80 – 90	Credit
70 – 79	Upper Pass
45 – 69	Pass
44 – below	Fail

(vi) **Commerce**

Distance Teachers must be qualified High School Teachers and one of their areas of teaching must be Commerce.

Commerce does not have sample marking. All workbooks clearly show the marking schemes. Results are to be out of 100%.

Repeat Workbooks: Use the same Workbook.

To pass a Workbook, a student MUST attain 50% and over.

If a student repeats a Workbook, the actual mark is shown on the Workbook, but a pass, i.e. 50% is to be recorded on the SRC.

(VII) WHO MONITORS AND SUPERVISES THE WORK AND PERFORMANCE OF DISTANCE TEACHERS AND TUTORS?

The Provincial Coordinators are responsible for the day to day monitoring and supervision of the work and performance of Distance Teachers and Tutors. Headquarters is kept informed through the Deputy Principal Curriculum, Deputy Principal Services and Co-ordinator of Student Study Programs by way of regular reporting.

SF1 JAN '2000



Flexible Open Distance Education

APPLICATION FOR A POSITION AS DISTANCE TEACHER

1 **NAME:** _____

2 **ADDRESS:** _____

PHONE NO. _____

(Address and phone number should be such that the College can contact you as quickly as possible)

3 ARE YOU WORKING FULL TIME?	YES		NO	
-------------------------------------	-----	--	----	--

4 **QUALIFICATIONS** _____

TRAINING INSTITUTION	YEARS ATTENDED FROM/TO	QUALIFICATION AND YEAR OBTAINED
_____	_____	_____
_____	_____	_____
_____	_____	_____

For degrees and diplomas list key subject studied.

5 **TEACHING EXPERIENCE**

19	TO	19	
19	TO	19	
20	TO	20	

6 **TEACHING SUBJECTS DESIRED** (in order of preference)

CHOICE	1 ST CHOICE	2 ND CHOICE	3 RD CHOICE	4 TH CHOICE
Subject				

7 **PERIODS OF ABSENCE FOR THE NEXT TWELVE MONTHS**

8 **ATTACH ALL CV WITH THE APPLICATION FORMS**

 _____ Signature::
 _____ Date:/...../.....

22.7

SF1 JAN 2010



Flexible Open Distance Education

DISTANCE TEACHING STAFF

NAME: _____
(Surname) (Christian Names)

NATIONALITY: _____ **WORKING/NOT WORKING**

ADDRESS: _____ **WORK ADDRESS:** _____

PHONE: _____(HOME) (WORK) _____

FODE SUBJECT DEPARTMENT: _____

DATE COMMENCED DUTY: _____

22.8

Sample

SF6 JAN 2010



Flexible Open Distance Education

MARKERS AGREEMENT

NAME _____

ADDRESS _____

PHONE _____

You should read these conditions carefully. If you agree to work for CODE under these conditions, please sign the agreement.

- 1 Marking for correspondence students does not just mean ticking and crossing work, but involves teaching by giving references, diagnosing problems and making comments.
- 2 My handwriting must be clear so that it can be read by students.
- 3 I must personally visit the Provincial Centre at the same time to collect and deliver workbooks.
- 4 As far as possible I will try to visit the Provincial Centre at the same time each week so that the clerks or the Coordinator will have the workbooks ready for me.
- 5 I will notify the Provincial Coordinator if for any reason I am unable to visit the Provincial Centre.
- 6 I am prepared to discuss problems in the lesson materials with the Coordinator and suggest improvements.
- 7 I am prepared to advise the Coordinator on any student who is making unsatisfactory progress.
- 8 I will attend a Distance Teachers meeting if asked to do so unless there is a good reason for my inability to attend.
- 9 I will do my best to assist FODE students with their studies to the best I can.

Signed: _____

PROVINCIAL COORDINATOR

for: **D. TONGOGO**
Principal

Date: _____

**SF 1B
MAY
2010**



FLEXIBLE OPEN AND DISTANCE EDUCATION

APPLICATION FOR TUTOR

1. **NAME:** _____

2. **ADDRESS:** _____

PHONE: _____
(Address and phone should be such that the College can contact you as quick as possible)

3. **ARE YOU WORKING FULL TIME? YES** ____ **NO** ____
FULL-TIME: ____ **PART-TIME:** ____

4. **QUALIFICATIONS:** _____

5. **EDUCATIONAL BACKGROUND:**

5.1

Institution	Years Attended (From – To)	Qualification Obtained

Note: For degrees and diplomas list key subject studied.

5.2 OTHER TRAINING ATTENDED:

6. TEACHING EXPERIENCE:

Year (From – To)	Institution	Grade & Subject

7. TEACHING SUBJECTS DESIRED (In order of preference):

Choice	1 st Choice	2 nd Choice	3 rd Choice	4 th Choice
Subject and Grade				

8. ATTACH ALL C.V.s AND ACADEMIC CREDENTIALS WITH APPLICATION FORM.

9. TUTORS SHOULD BE ABLE TO DEMONSTRATE METHODOLOGY IN THE KEY SUBJECT STUDIED. STUDENTS SHOULD BE GIVEN GUIDANCE ON HOW TO GET TO THEIR ANSWERS THROUGH THE TUTOR. RAPPORT BETWEEN TUTORS AND STUDENTS MUST BE EVIDENT.

Signature: _____

Date

SF2B2010



FLEXIBLE OPEN AND DISTANCE EDUCATION

Private Mail Bag
P.O. Waigani
NCD
Papua New Guinea

Motto: MV FODE
Theme: Prosperity Through self Reliance
Sub-Theme: Gather Them Into the Fold Of FODE

Telephone: (675) 323 0299
Facsimile: (675) 323 0792
Mobile:
E-mail:

TUTOR REPORTING FORMAT QUARTERLY REPORT

NAME OF TUTOR: _____

GRADE: _____

SUBJECT: _____

DATE: ____/____/____

NUMBER OF TUTORIALS: _____ NO. OF STDS: _____

NO.	STUDENT NAMES	BRIEF COMMENT ON STUDENTS' PROGRESS
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

TUTOR'S SIGNATURE: _____

