

Kingdom of Cambodia
Nation Religion King



Ministry of Education Youth and Sport

Teacher Education Provider Standards

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Preface

Cambodian education system has made impressive progress to provide educational access to children especially at the primary level. However, National Assessment in grades 3, 6 and 8 and National Examination of grade 12 over the last three academic years shed light for the Ministry of Education to take drastic reform to ensure quality. It is apparently there are several interconnected factors that contribute the quality of education. It is also universally accepted that the quality of teacher accounts the heaviest weight. Teachers can become effective and efficient in coordinating children learning only where there exists a strong teacher education program.

Started from scratch in early 1980s as a teacher training of all sort of courses ranging from just a few weeks to 2 years currently, it is high time for Cambodia to upgrade its teacher education program moving from 12+2 to 12+4. The upgraded teacher education program is in line with the curriculum reform that requires teachers to shift from the textbook based teaching to competency based teaching. Teachers will have to change their traditional rely on textbooks to create the teaching and learning materials that will suit the learning of the children whose educational, socio-economic and cultural backgrounds are diverse.

In order to ensure common understanding among potential teacher education providers, there is a need for a guiding document such as this Teacher Education Provider Standards [TEPS]. It will help the leadership of The Pre-school Teacher Training Centre, Provincial Teacher Training Centre and Regional Teacher Training Centre to take necessary actions in order to upgrade their institution to be Teacher Education College [TEC] meeting all aspects-physical facilities, faculty members and administrative staff of the Cambodian National Qualification Framework and the National Standards for Institutional Accreditation to be education program providers. This standard is also intended as a guideline for the existing higher education institutions to expand their services to provide teacher education program.

MoEYS is confident that TEPS will serve as a crystal guideline document for the other reform aspects related to teacher such as teacher recruitment and teacher development with focus on quality of the graduates to deliver the expected learning outcome of the children.

Finally, I would like to take this opportunity to make an earnest appeal to all stakeholders to work close cooperation in order to upgrade the existing teacher training centers to become Teacher Education College with emphasis on upgrading the human capital to hold at least one educational level above the program the institution is offering, developing program teaching and learning materials driven by competency based approach and instilling in every teacher and teacher educator a lifelong learner.



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I. Background

To realize the dream of becoming an upper-middle income country by 2030, Cambodia requires competent human resources to serve all sectors of society. Quality education develops competent citizens for driving economic growth, increasing their competitive capacity, building relevant skills for a changing society, establishing a foundation for endogenous growth and sustainable development, as well as preparing a foundation for strong social cohesion.

The starting point of education is the education of teacher. Teachers not only lead the transformation of quality education, but also the changes of all forms of learning habits and lives of learners. In this respect, teacher education is the catalyst and key to prepare teacher trainees to be quality teachers who subsequently will coordinate the learning of children to have knowledge, skills, attitudes and values as clearly articulated in the Curriculum Framework for General Education and Technical Education.

To fulfill the priorities to improve the quality of education, all teachers in the current education system who do not have qualifications of bachelor degree need to go through a fast track in-service teacher education program in order to get to be bachelor degree holders of their teaching discipline. The reform will also require an upgrading of the teacher training system from 12 + 2 to bachelor degree program for all teachers from pre-school to lower secondary levels. This means that the Phnom Penh Preschool Teacher Training Center, Provincial Teacher Training Centers and Regional Teacher Training Centers will have to upgrade themselves in all aspects-physical facilities, teaching faculty members and administrative staff including management in accordance with Cambodian National Qualification Framework and National Standards for Institutional Accreditation.

The reform of teacher training will open up the system for higher education institutions to offer Teacher Education Programs. In order to ensure a common understanding amongst stakeholders interested in the provision of the Teacher Education Program at their institution, Teacher Education Provider Standards must be developed to govern both the Pre-service Teacher Education Program and the In-service Teacher Development Program.

Teacher education providers are dedicated to the pursuit and dissemination of knowledge, skills and educational values and the enhancement of personal strengths of individual learners for a changing society. The school teachers trained by the teacher education providers will ensure the delivery of competencies as defined in the 2016 National Curriculum Framework as listed below:

- Competencies in literacy and numeracy
- Competencies in foreign languages
- Competencies in ICT
- Competencies in communication
- Competencies in analysis and creativity
- Competencies in applying knowledge
- Competencies in personal, family and society development
- Competencies in entrepreneurship

II. Standards

Teacher Education Program Standards have 8 standards.

Standard I Institutional Qualification

The higher education institutions eligible to provide Teacher Education Programs must have received the Certificate of Institutional Accreditation from the Accreditation Committee of Cambodia and be permitted by the Ministry of Education, Youth & Sport.

National Institute of Education must have received the Certificate of Institutional Accreditation from the Accreditation Committee of Cambodia and be permitted by the Ministry of Education, Youth & Sport in order for the Institute to be eligible to offer other Teacher Education Program in addition to the current program of BA+1 for Upper Secondary School Teachers.

As for the current Preschool Teacher Training Center, Provincial Teacher Training Centers and Regional Teacher Training Centers, they must be upgraded to become **‘Teacher Education Colleges’** fulfilling the requirements of the Cambodian National Qualification Framework and the National Standards for Institutional Accreditation.

The accredited higher education institutions and the Teacher Education Colleges can offer one or more of the Teacher Education Programs stated in Standard II.

Standard II Program Development

Teacher Education Programs must be developed in accordance with the provisions of a wide variety of relevant documents related to Teacher Education and Training, including the relevant articles in the Constitution, the Education Law and other policy documents of the Kingdom of Cambodia. All programs are to be credit-based.

- Teacher Education Program for Preschool
- Teacher Education Program for Primary School
- Teacher Education Program for Lower Secondary School
- Teacher Education Program for Upper Secondary School

Standard III Program Principles

To ensure the quality of Teacher Education Programs, the program shall

- Be teacher education program for one of the three school levels: Preschool, Primary School and/or Lower Secondary School with the specialized subjects and other education related expertise;
- Be implemented based on Decision No. 04/04 on Credit System and Credit Transfers for the Accreditation Committee of Cambodia, dated 19 November, 2004;
- Be coherently and cohesively structured to ensure effective connections from year to year and between theories and practices;

- Include English and information communication technologies (ICT);
- Include professional teaching practice of at least 5 credits;
- Include a research component valued at 6 credits at maximum.

Standard IV Program Resources

In addition to the Certificate of Institutional Accreditation as an established higher education institution, the institution that desires to offer teacher education must demonstrate its human and facility resources in order to ensure effective delivery of the teacher education program it is licensed to offer. More specifically:

- Faculty who hold qualification at least equal to the program they wish to teach (BA, MA, PhD) and have at least 5 years of teaching experience must not exceed 50 per cent of the teachers teaching the program;
- Faculty who hold qualification at least one level higher than the program they wish to teach (MA, PhD) and have at least 3 years of teaching experience must constitute at least 50% of the total teaching force in the program;
- Faculty who hold qualification at least equal to the program they wish to teach (BA, MA, PhD) and have teaching experience of less than 5 years can be assigned as assistant teachers;
- Faculty must be competent in English, Information Communication Technologies (ICT) and related educational media to meet direct teaching responsibilities and for any other purpose required in the teaching profession;
- Providers must demonstrate their physical resources specifically prepared for the delivery of the Teacher Education Program it intends to offer, detailing:
 - Classrooms, lecture rooms, staff rooms, supporting rooms (photocopy, material development) for education program;
 - Teacher-student ratio as stated in the ACC document;
 - Library and E-library, laboratory equipment and experiment materials for supporting learning, teaching and researching that must be in place; and the
 - Information communication technology systems serving both administrative and academic purposes as well as teacher trainees serving effective teaching, learning, and researching be established.
- Providers must also ensure that all physical resources are accessible by teacher candidates with special needs.

Standard V Program Entrants

Provider must have a transparent and just selection mechanism ensuring that all entrants to the Teacher Education Program will be able to demonstrate their cognitive, affective and psychomotor capacity to engage effectively with a rigorous higher education program.

Providers must

- Establish guidelines on the selection mechanism to admit teacher candidates to the program are made publicly available to potential candidates;

- Enroll grade 12 graduates with at least “C” grade in the grade 12 examination or equivalent for Preschool, Primary School and/or Lower Secondary School Program;
- Admit BA holders with at least GPA of 2.5 in their discipline for additional course-load of at least 30 credits for Lower Secondary Program only;
- Admission to the programs is conducted via both written and oral examination.
- Recognition of prior learning or credit transfer arrangements are determined by provider in accordance with the Cambodian National Qualification Framework and Decision on 04/04 on Credit System and Credit Transfers, dated 19 November, 2004.
- Providers that wish to admit candidates with lower grade than “C” of grade 12 examination or “2.5” of GPA will have to consult with the Ministry of Education, Youth and Sport and establish support mechanism throughout the course of study to ensure that graduates will possess graduate qualities stated in Standard VII

Standard VI Application Schools and Cooperative Schools

Practical Professional Experience is a significant component of all teacher education programs as it assists to ensure the competency of the teacher trainee through real classroom practice.

- Provider must have a Handbook detailing the requirements, rules and procedures for conducting Practical Professional Experience at Application Schools and Cooperative Schools [Practicum Handbook];
- Provider must ensure that it has established a formal partnership with schools relevant to the programs it offers such as primary or high schools in order for teacher candidates to obtain Practical Professional Experience;
- Teaching candidates are given enough opportunity to work with learners in all aspects of teacher-student activities at a school level which corresponds to their study program in Standard II;
- Provider and its school partners must ensure that teacher candidates are supervised and supported by qualified teachers from the provider and that such qualified teachers have at least 5 years teaching experience;
- Provider and its partnership school must mentor, monitor and judge teacher candidates to determine whether or not they have demonstrated the graduate competencies stated in Standard III of the written narrative report based on the objective criteria stated in the Practicum Handbook.

Standard VII Graduate Quality

Provider of Teacher Education Program must demonstrate that teachers graduating from their programs meet the requirements of a teacher competence in any of the teaching field stated in the Cambodian Professional Standards for Teachers and ASEAN Teacher Professional Standards for the 21st Century.

Graduates will

- Be able to demonstrate an understanding and application of curriculum framework, subject syllabus, textbooks and any other materials and facility to

assist the teaching, learning and assessment of student learning;

- Be able to appreciate and apply the student contexts to lead teaching and learning routines to meet the individual learning styles and needs;
- Be able to plan for and manage learning of students and class routines to ensure effective and enjoyable teaching and learning in the classroom;
- Guide teacher candidates to develop, display and use teaching and learning materials;
- Be able to collect, analyze and interpret the students' learning assessment in order to improve the teaching and learning practices;
- Be able to build a positive relationship with students, parents/guardians, and the community to mobilize teaching resources to serve teaching and learning improvements;
- Be able to document the progress report detailing all the teaching, learning and assessment activities inside and outside the classroom for informing school management and stakeholders;
- Be able to demonstrate the ability to think creatively, reflectively and critically as well as to be problem-solvers; and
- Be able to appreciate accountability for teaching responsibility and professional ethics of teachers to uphold teacher professional value.

Standard VIII Internal Quality Assurance

- Provider must develop a guideline for assessing and evaluating its Teacher Education Program;
- Provider is required to set up a mechanism in order to conduct internal quality assurance activity and respond to external quality assurance conducted by relevant stakeholders;
- Provider must collect a range of data such as program development, program delivery, subject evaluation, student assessment, graduate survey, employer and other stakeholder feedback for program improvement; and
- Provider must report annually to the authorized competent authorities outlining challenges encountered or any changes in programs or addition of new programs or removal of existing programs.

III. Program Licensing Procedure

- Each accredited higher education institution and teacher education college submits the detailed teacher education program(s) to the authorized competent authorities to which it desires to offer;
- The authorized competent authorities review and decide on the proposal to authorize the institution to offer the Teacher Education Program(s) by Prakas/Sub-decree or otherwise

IV. Program Accreditation

The Teacher Education Program shall be accredited by the authorized competent authority [Teacher Council] based on the Standard for the Teacher Education Program Accreditation.