Kingdom of Cambodia

Nation Religion King

Ministry of Education, Youth and Sport

Continuous Professional Development Framework for Teachers and School Directors

August 2019

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Abbreviations

C/M	Coaching and Mentoring
CDPF	Capacity Development Partnership Fund
CIA	Curriculum, instruction, and assessment
CPD	Continuous Professional Development
CPDMO	CPD Management Office
DCD	Department of Curriculum Development
DGE	Directorate-General (Education)
DGPP	Directorate-General (Policy & Planning)
DGSE	Department of General Secondary Education
DOE	District Office of Education
DOF	Department of Finance
DOPer	Department of Personnel
DP	Development Partner
DTMT	District Training & Monitoring Team
ECED	Early Childhood Education Department
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
ELM	Educational Leadership & Management
E-TEC	Establishing (Foundations for) Teacher Education College
INSET	In-Service Teacher Training
IO	International Organization
JTWG	Joint Technical Working Group
MoEF	Ministry of Economy & Finance
MoEYS	Ministry of Education, Youth & Sport
NGO	Non-Governmental Organization
NIE	National Institute of Education
PED	Primary Education Department
PLC	Professional Learning Community
POE	Provincial Office of Education
PRESET	Pre-Service Teacher Training
PTTC	Provincial Teacher Training College
RTTC	Regional Teacher Training College
SEIP	Secondary Education Improvement Project
SSC	School Support Committee
STEPCam	Strengthening Teacher Education Programmes (in) Cambodia
SY	School Year
TCPP	Teacher Career Pathways Policy
TEI	Teacher Education Institution
TEPS	Teacher Education Provider Standards
TGL	Technical Group Leader
TOC	Theory of Change
ToR	Terms of Reference
TPAP	Teacher Policy Action Plan
TTC	Teacher Training College
TTD	Teacher Training Department
USESDP	Upper Secondary Education Sector Development Program (1 and 2)
VSO	Volunteer Service Overseas

Preface

The Ministry of Education, Youth and Sport (MoEYS), under the Framework of the National Strategic Development Plan of the Royal Government of Cambodia, developed the Education Strategic Plan (ESP) 2019-2023 with the ambition to develop human capital to lead the transformation of Cambodia into an uppermiddle-incomecountry by 2030 and a developed-country by 2050. Key factors to improve student learning in the 21st century and the Industrial Revolution 4.0 compose of highly qualified teachers and the roles of schools that enable students to learn effectively. This requires regular professional development for teachers and school directors, which incubate them with competency to make learning at school happen effectively.

MoEYS has adopted a Policy on Teacher in May 2013. This policy outlines the broad policy goals, objectives and general strategies to be pursued. The concrete action to realize the policy was the adoption of Teacher Policy Action Plan (TPAP) in January 2015. This TPAP provides clearer directions for systematic reforms and implementation of teacher recruitment, teacher education, teacher development and management including building a stronger supporting system at school level such as strengthening the inspection activities and the operation of teacher training centers. The implementation of TPAP has yielded significant results in terms of teacher pre-service training and education (PRESET) such as upgrading teacher training program from 12+2 to 12+4 and improving facilities and quality of inputs, through-puts and outputs at all the teacher education institutions. However, the teacher management and teacher professional development remain challenges due to the lack of coherent, comprehensive and sustained professional development system and the lack of alignment amongst the in-service trainings (INSET) and align with a clearly defined career pathway, which was adopted in June 2018.

This Framework and Action Plan on Continuous Professional Development for Teachers and School Directors (CPD) aims to assist teachers and school directors to gain access to their fundamental rights to improve their professional capacities to perform better. The CPD is a mandatory for professional to sharpen knowledge, skills, and attitudes with a linkage to their career progression through the implementation of a well-coordinated CPD system nation-wide, which is in line with the concept of lifelong learning for all.

On behalf of the Ministry of Education, Youth and Sport, I would like to thank all teachers, school directors and parents for their involvement in the education reforms. The education and schooling reforms required concerted efforts from all duty-bearers and right-holders. I hope that this CPD framework will be effectively implemented for the benefits of the education for our children in the 21st Century.

Phnom Penh, 30 August 2019

Dr. Hang Chuon Naron

Minister

Ministry of Education, Youth and Sport

Continuous Professional Development (CPD) in Cambodia

This document is divided into three sections. **Section 1** presents the foundation including international and regional CPD experience, national context, the relevant policy references, and the purpose with objectives and outcomes. **Section 2** provides an overview of the CPD conceptional and implementation frameworks with detailed strategies for CPD system development, implementation, and assessment. **Section 3**, the CPD Action Plan, presents the main strategies with activities as described in Section 2. **Section 4**, the Appendices, provides CPD administrators and implementers with quick policy and standards references, localized CPD systems and exemplars, and suggested CPD activities for all levels.

Section 1: Introduction

To address issues around the quality of education, the intention of the MoEYS is to develop a **culture of life-long learning**, in this case, for teachers and school directors with the support of national and sub-national education personnel, teacher education institutions, and development partners. Moreover, MoEYS will encourage teachers and school directors to become life-long learners within their own professional practice – to learn by doing, by testing new approaches, and assessing their impact on student learning. A focus on 21st Century skills will also be an important element of improving the quality of education in Cambodian schools.

If a teacher begins their career at 25 years of age and retires at 60, then they will work for as long as 35 years – reskilling and upskilling are critical for teachers and school directors to remain relevant and effective. MoEYS will ensure that teachers and school directors have the opportunity **of continuous professional development (CPD)** through several models and approaches – a balanced approach. This will enable them to upgrade their expertise (knowledge, skills, attitudes, behaviour) and qualifications and move along their preferred career path. It is also very important to strengthen education quality to align with the SDG4, as well as strengthen regional integration.

Direct benefits to teachers and school directors of CPD include:

- Improved subject-area knowledge, teaching methodologies, and understanding of learning theory
- Increased opportunities for career advancement with associated benefits
- Opportunities for career transition to specialist teaching, educational leadership, and teacher education
- Opportunities for appointment as *outstanding, distinguished*, and *lead* teachers or school directors
- Recognition awards for service and excellence in their profession
- Increased opportunities for further study domestically and internationally
- Access to national trainer programs
- Improved status within their profession and community

1. Background

1.1 National context

During the 1990s, extensive 'in-service training' (INSET) was conducted throughout Cambodia by government and non-governmental organizations in an effort to rebuild the education system in the post-conflict era. While the intended goal was to improve standards in the classroom, most of the INSET was aimed at upgrading teachers' personal educational levels rather than developing classroom pedagogical skills.

Over the many years, continuous professional development in Cambodia has not been well coordinated with many ministry small-scale programs, independent and fragmented external inputs, and a lack of systematic recording of educators' professional development experience. Much of the INSET has been project-based with resourcing coming from loan and grant projects. Educators have relied on irregular in-service opportunities to supplement their salaries, "…attendance at a 5-day MoEYS workshop can almost double a primary school teacher's salary".[1] The outcomes of in-service activities are often not known with minimal monitoring or evaluation of the application of new knowledge and skills. CPD tends to be short-term, one-off 'training' that rarely links with career pathways (promotion, transfer), remuneration, awards, or other professional benefits.

INSET delivery has typically been through the cascade model where national core trainers are exposed to the workshop material (usually prepared at the national level) and then expected to 'train' cohorts of sub-national personnel (POE, DOE, TTC) to conduct 'cascading' workshops for hundreds and thousands of teachers and school principals. After the training of trainers (ToT), a next stage may be to provide training only to Technical Group Leaders (TGL) from local schools so that they can then pass on the content to their school-based colleagues. This is often delivered through Thursday technical meetings or cluster-based sessions. Another option is to invite teachers or school principals to attend district, provincial, or regional workshops, which reduces a step in the training process although can be a costlier exercise. These workshops tend to be on specific topics (with or without a needs assessment) with little or no follow-up either on-site or through subsequent workshops for assessment of application and outcomes (sometimes referred to as 'drive-by training'). INSET tends to follow the model whereby particular weaknesses in teaching and school administration are the focus of multi-day workshops of varying quality and outcomes.

If teacher education institutions (TEI) are to become providers of INSET in addition to PRESET programs, then reforms will be necessary. Currently, PTTC lecturers and teacher candidates indicate that the PRESET curriculum is fragmented and overloaded (23 or more discrete subjects). Curriculum and materials revision tend to be piecemeal and slow to complete, due in part to weak coordination amongst government and donors for school-level innovations, creating a gap between PRESET and actual classroom practice. Improvements in PRESET leading into INSET should include: learner-centred teaching practice, technology use in classroom instruction, student assessment theory and practice, and facilities upgrades. Career pathways and other incentives for TEI lecturers should also be reviewed to attract and retain qualified personnel.

Development partners and NGOs have been funding and conducting professional development for educators mainly at the early childhood and primary levels for more than 30 years. Sometimes it has been through MoEYS departments and agencies using ministry staff with external technical assistance, while in some areas small-scale 'training' has been conducted directly at local schools with teachers and school principals. There are numerous examples of ongoing and long-term interventions by international organizations (IOs) and NGOs that have made valuable contributions to the education sector. In several cases, government policy and practice has grown out of the work of IOs/NGOs in primary and secondary schools (i.e., mother tongue instruction, child friendly schools, new generation schools, life skills, student councils, smart classrooms, reading cultures, school leadership, etc.).

[1] MoEYS (2017). *Implementation Framework on Continuous Professional Development for Teachers and School Directors (draft)*. Phnom Penh: Royal Government of Cambodia. pg. 4.

1.2 Addressing current issues within CPD framework

It will be critical for stakeholders to have a common understanding and vision for CPD for classroom and specialist teachers[2] and school directors in order to implement what, in many cases, are new approaches to CPD in Cambodia. These approaches include:

a) A **ministry vision for professional development** of educators in Cambodian schools.
b) A **comprehensive, dynamic, and coordinated management mechanism for CPD** nation-wide for the target groups, including CPD data-base.
c) The provision of **INSET services by teacher education institutions (TEIs)** in addition to the traditional PRESET programs.
d) Focus on **personal responsibility for professional development** during one's career incorporating Professional Portfolios, Professional Learning Plans, and Career Passports (Logbooks).
e) A stronger emphasis on **school- and cluster-based CPD** activities supported by TEIs, DOEs, POEs, and other partners.
f) **Teacher and School Director Professional Standards** (See Appendix E/F) must be integrated into CPD programming at all levels.
g) The development of **professional learning communities (PLC)** in TEIs, schools, and clusters to enable classroom and specialist teachers and school directors to support each other to improve their teaching and leadership practice.
h) A **career pathway** that is clear and simple to understand and manage, in line with international practice (See Section 1:5.5). It would include teacher licencing, CPD certification cycles, and CPD record-keeping to support merit-based career advancement and recognition awards.

2. Policy landscape

The CPD Framework and Action Plan are based upon the various national policies relevant for professional development in the education sector. The *Education Law (2007)*is the legislative reference for professional development of education personnel Two sections specifically related to professional development are: (i) Article 20: Educational personnel training, and (ii) Article 37: Rights and Obligations of Educational Personnel. The *National Strategic Development Plan (2014-2018)*highlights the government's focus on improving the quality and effectiveness of education through promoting early grade reading skills, developing basic life-skills training programs, allowing students to select subjects of their choice, improving the relevance of the curriculum and textbooks, designing evaluation standards for student achievement, and improving the supply of learning materials and textbooks.

*Cambodia Industrial Development Policy (2015-2025)*emphasizes skills and human resource development through: (i) strengthening the quality of education at primary and secondary levels by focusing on STEM; (ii) promoting general education for at least 9 years; and (iii) improving curriculum by integrating soft skills and including social communication skills in problem solving. The *MoEYS Human Resource Development Policy (2012)*was developed to require the transformation of MoEYS personnel to be more competent, effective, efficient, and reliable in the provision and support of educational services, which contribute to the capacity development of individuals and institutions. The *MoEYS Teacher Policy (2013)* promotes the development of teachers with knowledge, skills, and moral and professional competencies recognized by Cambodian society.

The *MoEYS Education Strategic Plan (2014-2018)* highlighted several challenges within the public education system including those relevant to professional development for school personnel. The **MoEYS Teacher Policy Action Plan (2015)** aims to establish a new vision

[2]Specialist teachers would include physical education, arts and music, special education, teacher-librarians, TVET, itinerant/mobile subject teachers, etc.

for the teaching profession, improve the equality of education at all schools, reform all teacher education institutions, raise the status of teachers in society, change traditional classroom pedagogies, enhance participation in education by all stakeholders, and lay the foundation for further deep reforms in the sector post-2020. The *MoEYS Human Resource Development Policy Action Plan (2015)*has a vision is to establish ethically sound human resources of the very highest quality in order to develop a knowledge-based society within Cambodia. The *MoEYS Education Strategic Plan Mid-Term Review (2016)* recommended further action on the 15 major education reforms, including themes for CPD:

i. Strengthen the functions of centers for teacher development to provide continuous professional development;
ii. Promote career development by establishing a clear career structure, merit-based promotion, and agreed salary scales through a policy on educational professional development;
iii. Establish a career path system; review criteria for the nomination/promotion of management officers; implement principles on education staff performance appraisal system; and develop education management staff capacity development plan and system.

The *MoEYS Policy on Continuous Professional Development for Education Staff (2017)*aims to prepare education personnel with necessary knowledge and skills to effectively conduct their responsibilities during their careers. The *MoEYS Framework of Teacher Career Pathways (2018)*aims to strengthen the quality of educational staff, especially teachers, school leaders and education specialists to respond to national and international economic and social changes and address education issues. The *MoEYS Education Strategic Plan(2019-2023)*identifies the improvement of teacher qualifications through CPD as a critical element of improving the education system:

3. CPD policy directions

The **rationale** for effective continuous professional development (CPD) programs is that all educators will be expected to keep their knowledge and skills updated on a regular basis. Educators need to be knowledgeable about current curriculum, instruction, assessment (CIA), and where appropriate, educational leadership and management in order to deliver a quality education for all students. The goal of CPD is to produce educators with a commitment to 'life-long learning'.

The *Teacher Policy Action Plan (2015)* indicates the desired direction for CPD for Cambodian educators:

- **TPAP Sub-strategy 6.1:** Cultivate a culture of life-long learning and sharing of professional knowledge and experiences with education network groups.
- **TPAP Sub-strategy 6.2:** Develop an effective mechanism of on-site teacher support; strengthen on-site support systems for teachers; institutionalize a system of school-based INSET at all education institutions (schools, TTCs, TECs, NIE).
- **TPAP Sub-strategy 6. 3:** Develop guidelines on the requirements and benefits of teacher professional development; establish guidelines for teachers to participate in professional development; link professional development programs to clear benefit structure.[3]

The *Policy on CPD for Education Staff (2017)* was developed and approved to provide more specific guidance around professional development for all MoEYS personnel (Appendix C). The policy states, "This policy envisions a culture of continuous and life-long professional development for all education staff…intends to prepare education staff to develop the

[3] MoEYS. (2015). *Teacher Policy Action Plan*. Phnom Penh: Royal Government of Cambodia. pg. 17.

complete attributes and potential to perform their duties throughout their careers."[4] The five main objectives of the policy are to ensure:

1. delivery of a framework for CPD of education staff;
2. that education staff receive regular in-service training;
3. encouragement in qualifications upgrading for education staff;
4. the link between CPD and the Teacher Career Pathways policy; and
5. enable a monitoring and evaluation system for the CPD of education staff.

The *Education Strategic Plan (2019-2023)* provides the most up-to-date guidance on CPD for the education sector:

i. Increase professional qualifications and experiences of trainers at centers for teacher development to meet Teacher Education Professional Standard (TEPS) requirements
ii. Strengthen the functions of centers for teacher development to provide continuous professional development
iii. Promote career development by establishing a clear career structure, merit-based promotion, and agreed salary scales through a policy on Educational Professional Development, a master plan on continuous professional development (systematic INSET/ONSET) prepared in a coordinated manner, the INSET/ONSET Budget will be incorporated in the School Budget, and the TPAP team to review the Teacher Careers Pathways (TCP) with consideration of the existing system. (MoEYS, 2019: 114)

4. Definition and rationale of CPD

In Cambodia, continuous professional development means:

> *a wide variety of specialized training, formal and informal education, or advanced professional learning intended to help classroom and specialist teachers and school directors improve their professional knowledge, skills, competence, and effectiveness.*

In addition, CPD requires the **process of tracking and documenting the knowledge, skills, and experience** that you gain both formally and informally as you work, beyond any initial (pre-service) training. It is a record of what you learn, experience, and then apply.

It is operationalised through a system that **recognizes and grants professional status for all professional learning** acquired formally and informally by an individual educator. CPD can be linked to career pathways (promotion, transfer, specialization), remuneration, awards, and other professional benefits.

Continuing professional development is important because it encourages you to continue to be competent in your profession. It is an ongoing process and continues throughout a professional's career – 'life-long learning'. **Effective professional development enables educators to develop the knowledge and skills they need to address student learning outcomes.**

CPD is a catalyst for the change of attitudes, beliefs, behaviours, and practice. It is only through the understanding, application, and evaluation of new methods that classroom teachers and school directors will change their attitudes and practice. Behaviour change is most likely when personnel have regular opportunities to practice what they have learned, receive feedback, and come to their own conclusions – and it takes time.

[4] MoEYS (2017). *Policy on Continuous Professional Development for Education Staff.* Phnom Penh: Royal Government of Cambodia. pg. 4.

5. Purpose, objectives, and intended outcomes of CPD framework

5.1 Purpose

To assist classroom and specialist teachers and school directors improve their professional knowledge, skills, competence, and effectiveness.

5.2 Objectives

1. Develop a national CPD framework to delineate CPD mechanisms, guidelines, delivery modalities, INSET roles and responsibilities, and monitoring and evaluation processes.
2. Ensure that educators have access to continuous professional development.
3. Encourage academic qualification upgrading for educators as a component of their CPD.
4. Ensure a link between CPD and teacher career pathways, as per the definition.
5. Implement an effective monitoring and evaluation system for the CPD of teachers and school directors, as per the definition (Section 1: 4).

5.3 Intended outcomes

1. A well-coordinated CPD system nation-wide (pilots initially through a phased approach; see 5.4 below)).
2. Evidence of the application of effective teaching and learning methodologies leading to improved student learning outcomes (teachers) – bring about change in the classroom practice of teachers, in their attitudes and beliefs.
3. Evidence of the application of effective leadership and management techniques to improve the operation of schools and student learning outcomes - bring about change in the practice of school directors, in their attitudes and beliefs.
4. Educators with a commitment to 'life-long learning'.

5.4 Scope

The CPD framework and action plan (2019-2023) applies to classroom and specialist teachers and school directors. It is recommended that a **phased approach to implementation be taken including accredited TEIs and districts, clusters, and/or schools that are identified initially as having high absorptive capacity for the CPD interventions.**

Initial indicative target areas:

- STEPCam – 100 primary schools (EGRA, EGMA…)
- SEIP – 100 lower secondary schools (SBM…)
- USESDP 2 – 50 secondary resource schools (STEM…)
- E-TEC – 2 basic education colleges (PRESET…)

CPD partnerships will be established amongst pilot schools, clusters, and districts and those INSET-accredited TEIs that are closest, where possible. This initial pilot phase may take 3-4 years to establish and assess for effectiveness and efficiencies before expanding to other areas of the country. This is a long-term process that may require 5-10 years to become institutionalized as veteran teachers and school administrators adopt the interventions and/or retire from the education system, and a critical mass of younger teachers with more current subject knowledge, pedagogy, and educational psychology (how people learn) comes into effect.

MoEYS in collaboration with UNESCO and UNICEF (STEPCam)

The current MoEYS project for EGRA and EGMA has been implemented on the premise that a CPD framework and action plan will be operationalized in 2019. The career pathways and 'credit for CPD' elements are integrated into the project planning.

The project's *Theory of Change* is that student learning outcomes will be improved by better quality teaching. STEPCam places students at the core of the programme and all

interventions have been designed and will be implemented in order to benefit them. To this end, improving the quality of teaching is an essential pre-requisite and this is why the programme mainly targets teachers, more specifically, in-service training of teachers and education staff.

Project components will directly address CPD for in-service teachers, with the aim of using systems that deliver incentives (tangible and intangible) for teachers to improve professional competency. This is a system and policy level intervention that aims to change the way teachers think about CPD and their professional competencies.

5.5 Career pathways and CPD

As Figure 1indicates, career pathways begin with PRESET intake, which is a critical factor in the development of a quality education system – strong student-teacher candidates are the basis for effective schools. Once PRESET is completed, graduates are deployed to schools, presumably, on the basis of school staffing needs. At this point, novice teachers are on probation (probationary teaching certificate) during an induction year with mentoring support by a senior teacher. With satisfactory performance appraisals by the school administration/DOE, the novice teacher receives a professional teaching certificate which permits them to teach anywhere in Cambodia at the appropriate level (ECE, primary, secondary). An Induction Handbook will be created for novice teachers based on the DOP's induction package training with information on deployment to retirement.

As a professional teacher, one has career choices: (i) classroom or specialist teacher, (ii) educational leadership & management, and (iii) teacher educator. And within each of these career paths, three levels of designation may be awarded under the current Teacher Career Pathways Policy (2018): *outstanding, distinguished,* and *lead*(See Figure 1: A, B, C). The E-TEC system also proposes levels of seniority (experience and competence) for its lecturers: *assistant lecturer, associate lecturer,* and *lecturer*. Figure 1 recommends that teachers should have a minimum of 3 years classroom experience when applying for TEI lecturer positions, while teachers should have at least 5 years classroom experience when applying for educational leadership positions including school director and deputy director or DOE or POE positions.[5]School Directors would receive a School Director Certificate upon completion of educational leadership and management (ELM) INSET.

Career pathways including promotion, transfer, specialization, and recognition will be based upon a combination of:

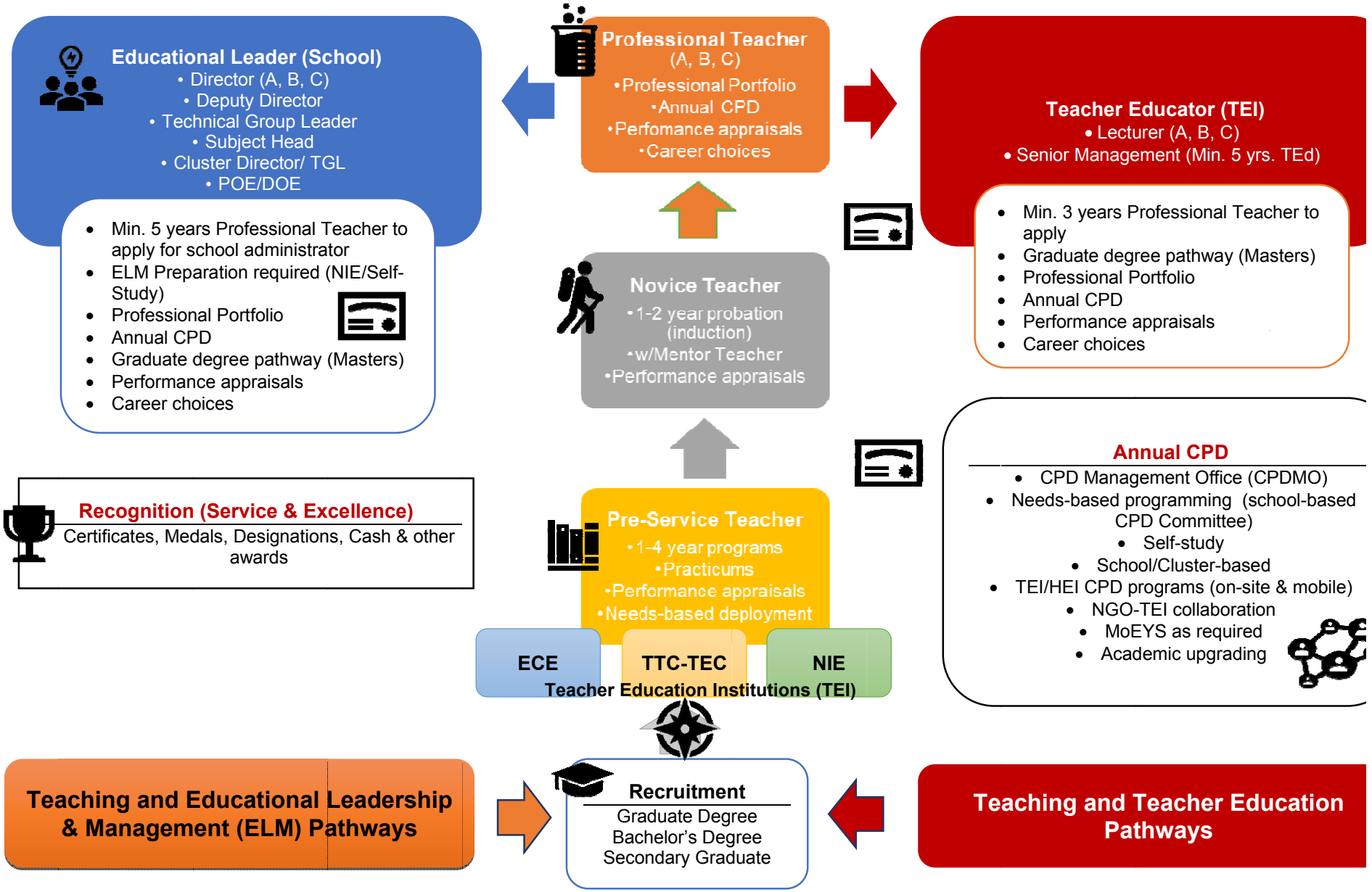
1. **academic qualifications**
2. **work experience**
3. **CPD activities (annual)**
4. **performance appraisals (annual/bi-annual)**

Thus, CPD activities have a higher value for teachers and school directors when they understand that the quantity and quality of their CPD will have an impact on their career aspirations. It must be understood also that CPD quantity alone is not sufficient; the application and outcomes of the CPD are most important – how CPD is used by the educator to improve their practice and student learning:

> *"The most successful programs require demonstration of improved practice, above and beyond course hours attended or diplomas received, as a basis of award of upgraded status or training credits". (Piper, & Spratt, 2017)*

[5]School Inspectors are required to have 8 years of work experience in education prior to training and deployment.

Figure 1: Merit-based Career Pathways



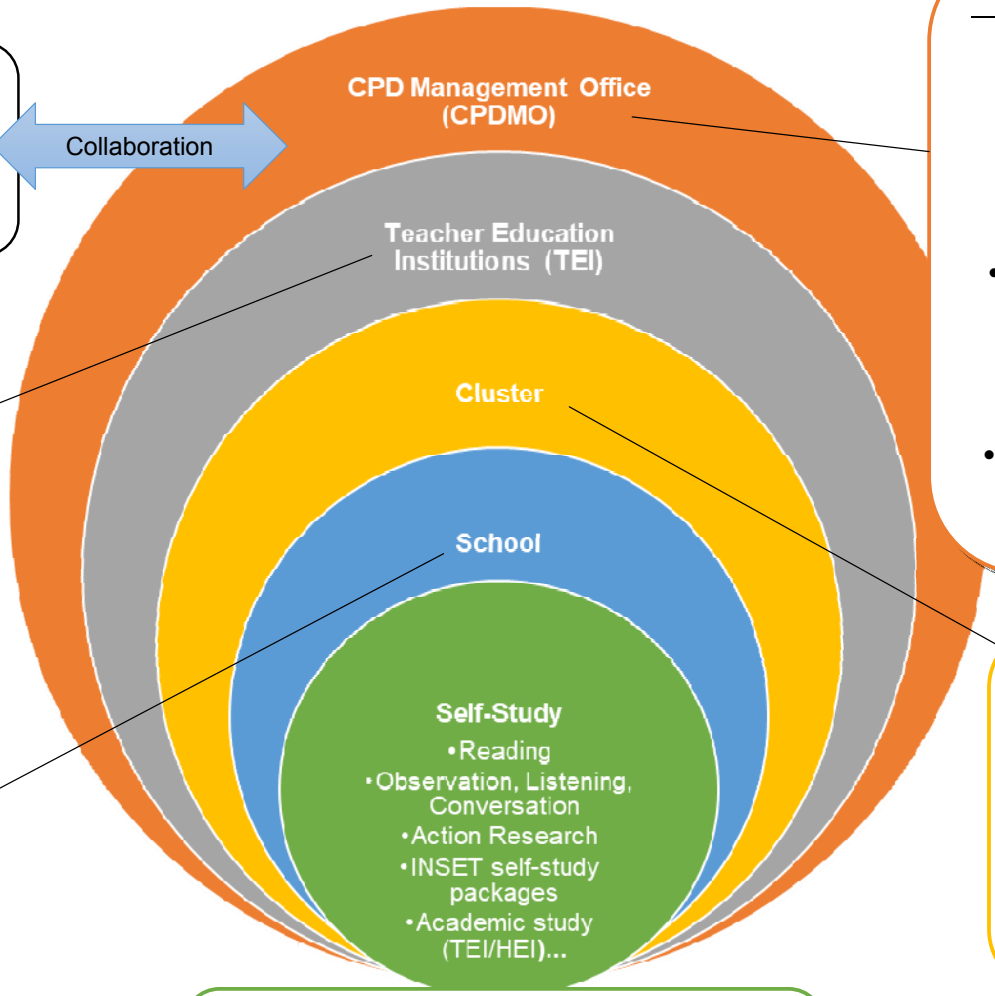
Section 2: CPD Framework

1. Overview and conceptual framework

The CPD approach (Figure 2) sees a balance between INSET decisions and provision by the central levels with a more localized approach, whereby teachers and school directors participate in CPD needs assessments based upon their practice in local schools, make choices about what CPD activities might be most appropriate, assess their application and impact, and in some cases, participate as facilitators for other colleagues (coaches, trainers, mentors, etc.).

- A central management agency (**CPD Management Office/CPDMO**) will be established to oversee the implementation of the CPD Action Plan (2019-2023) comprised of a steering committee (Minister as *ex officio*, relevant departmentand DP representatives) with secretariat (designated personnel, facilities, resourcing, etc.) to operationalize the various strategies in partnership with central, provincial, district, and school levels, and external agencies (DPs, NGOs, etc.). It may be necessary to give special status to the CPDMO within MoEYS to give it the authority to provide oversight and coordination of department INSET activities as it will with TEI and other CPD providers.
- A **central CPD data-base** will be developed and implemented (HRMIS may already have this capability) to archive and analyze teacher and school director CPD activity during their career. POEs will collect CPD data from schools (either directly or through DOEs) and maintain a database that will be accessed by the central level. DoPer will issue CPD certificates on a 5 year cycle (or as required for career advancement) indicating CPD hours acquired.
- The CPD approach also recommends approved **TEIs moving into INSET programming** design, delivery, and quality assurance in collaboration with the CPDMO and NGOs.
- **School CPD committees** will be established (school director, TGL, teachers) to conduct professional development needs assessments and school-based CPD activities; participate in cluster-based or higher level INSET; and partner with TEIs/NGOs/DOEs/POEs where appropriate or prescribed (See Appendix G).
- School personnel will create their own annual **professional learning plans** as part of a **professional portfolio** that can be used for evidence-based career advancement and/or recognition awards. Teachers and school directors will also manage their own **careerpassport** (CPD Logbook) of activities, which can be accessed by the POE for data collection. Annual or bi-annual performance appraisals will become required for all teachers and school directors (including deputies) as part of the professional portfolio.
- As mentioned under Section 1: 5.5, the **accounting of accredited and approved CPD** activities will become one of the four criteria for an individual's career advancement.
- This broadening of CPD activities to include school- and cluster-based CPD will be a **more cost-effective method** than currently exists. School- and cluster-based CPD will reduce costs in the long-term. TEIs can provide on-campus CPD activities requiring less travel by beneficiaries. TEIs will also be able to provide mobile CPD delivery (i.e., lecturers travel to clusters and schools for local sessions).

Figure 2: CPD conceptual framework



Department of Personnel

- CPD data collection, archiving, and analysis
- Teacher CPD Certificate (5 year cycles)

Collaboration

CPDMO

- MoEYS dedicated agency (ToR, personnel, budget)
  - Minister *ex officio*
- CPD policy and action plan implementation & oversight
- CPD Needs Assessment oversight (collection & analysis)
- CPD approvals (TEPS)
- Coordinate with INSET providers (incl. MoEYS) – annual schedule
- Coaching & Mentoring programs
- CPD quality assurance
- Professional Associations
- Professional Bulletin/Magazine
- Future CPD development for education personnel as per CPD Policy (2017)
- Other…

TEIs

- Apply for INSET approval
- Assist w/CPD needs assessment
- Develop & deliver CPD programs (institutional/mobile)
- Collaborate with NGOs
- Comply w/quality assurance
- Review & up-date as required
- Provide academic upgrading
- Other…

Cluster-based CPD

- School Director collaboration (needs assessment, CPD programming, etc.)
- Cluster-based workshops (self-facilitated, TEI/DOE/POE, NGO, CPDMO)
- Coaching & Mentoring
- School visits/exchanges
- Other…

School-based CPD

- CPD Committee – needs assessment/planning/records
- Instructional Leadership
- Peer/Team Teaching
- Coaching & Mentoring
- Technical Group Meetings
- School-based workshops (self-facilitated, TEI/DOE, NGO, etc.)
- Other…

Professional Portfolios

- Annual PLP (pre-SY & end-of-SY)
- Supervisor oversight (meetings, observations)
- Personal CPD Passport
- Professional Portfolios
- Annual/Bi-annual performance appraisals

2. Implementation framework

The implementation framework provides the way(s) in which the concept is to be operationalized. It makes connections with the various strategies as presented in the CPD Action Plan (2019-2023). The action plan is indicative and thus the 'time frames' and 'responsible departments' may be changed depending upon MoEYS expectations, protocols, and available resources including personnel.

Strategy 1: Theory of Change[6]

As a starting point for the action plan, a *Theory of Change* strategy is recommended.[7] This would involve workshops led by skilled professional facilitators to better ensure strong engagement by MoEYS and partner personnel in the CPD systems. It will be critical for stakeholders to have a common understanding and vision for CPD for classroom and specialist teachers and school directors in order to implement what, in many cases, are new approaches to CPD in Cambodia. Representatives of target provinces, districts, and schools will participate with relevant MoEYS and DP personnel.

Strategy 2: Institutionalization of CPD (guidelines & mechanisms)

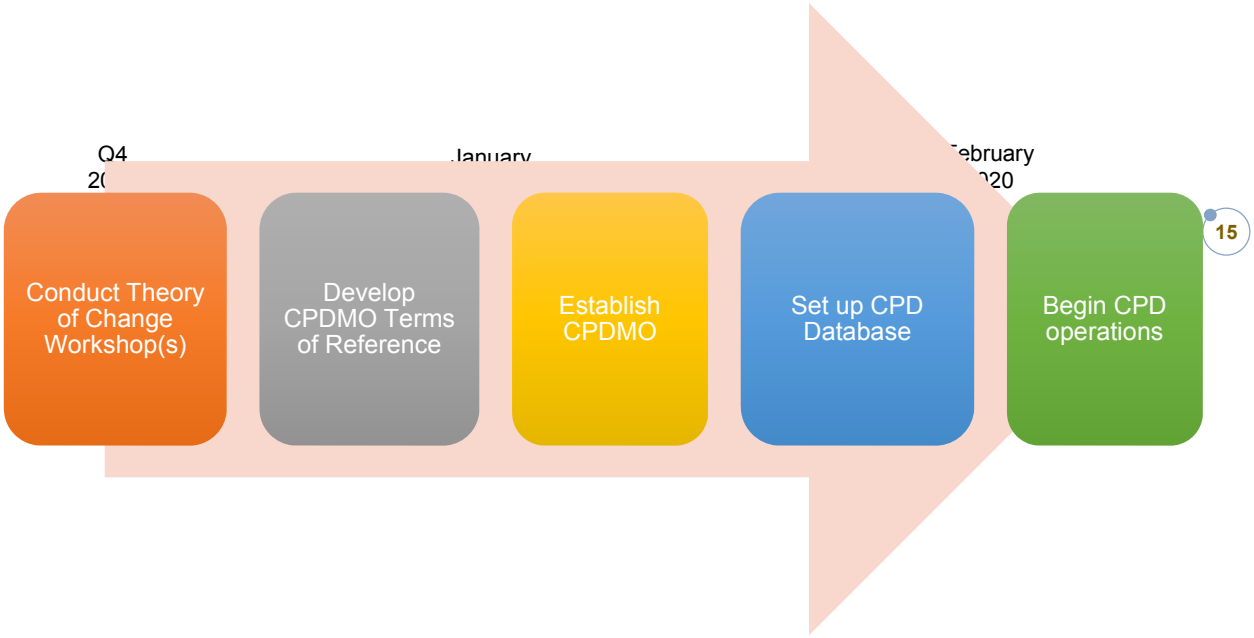
Based upon the outcomes of the *Theory of Change*process, more detailed decisions may be made about the operationalization of the CPD system and programs. However, indicative details are presented here.

2.1 CPD Management Office (CPDMO)

a) Establish a CPD Management Office with terms of reference, steering committee (MoEYS/DP), and designated secretariat (personnel, facilities, resourcing).
b) The CPDMO will be composed of people who are strongly committed to the improvement of professional development systems and programs for teachers and school directors. The heads of the Secretariat and the TLO will be members of the Steering Committee[8] (SC).
c) The SC will include only representatives of relevant departments and development partners. They will 'champion' the CPD concept in the education sector.
d) The Secretariat will be led by a person with strong leadership and management skills and previous experience working in public schools or other educational institutions (teaching or school leadership experience is desirable).
e) The members of the Secretariat will be seconded from MoEYS departments on a merit-basis (academic qualifications, work experience, CPD experience, and performance appraisals). Technical expertise will be desirable for non-administrative staff.
f) The SC will meet each quarter to review the progress and make recommendations on the CPD Action Plan. The role of the SC is critical to the sustainability of the CPD concept, and as such should not become another ministry committee with no 'teeth' and diminishing interest and participation.

[6] Centre for Theory of Change. (2019). https://www.theoryofchange.org/what-is-theory-of-change/. The *Theory of Change* process has been used effectively in the public and private sectors in Cambodia and other ASEAN nations.
[7] See also: *Theory of Change for STEPCam*, https://www.globalpartnership.org/sites/default/files/c1_-_cam-program_document_en.pdf.
[8] The Minister will be the *ex officio* chairperson.

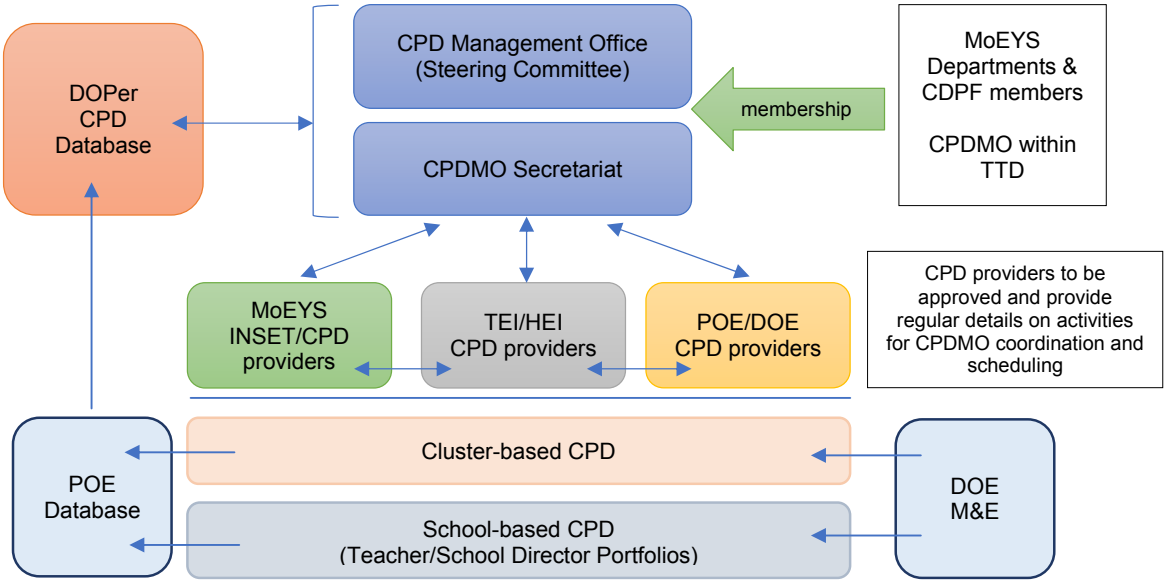
g) **Establishment Process**:



h) Manage the implementation and sustainability of the CPD Action Plan.
i) Have authority to oversee and coordinate INSET/CPD accreditation and programming for teachers and school directors in public schools – pilot initially (Figure 3).
j) Reach agreement on MoEYS inter-departmental and partner working relationships.
k) Reach agreement on funding mechanisms and funds-flow including localized CPD programming (i.e., integrated into School Improvement Grants, school CPD funds, vouchers, etc.). The initial indicative target schools/districts are within existing or proposed projects with their own funding (CPD Framework, Section 1: 5.4) .
l) Have authority to accredit/approve TEIs seeking to move into INSET program delivery in addition to academic upgrading (NIE is already providing PRESET/CPD to aspiring school directors and inspectors, as well as a Masters program in education).
m) Conduct orientation workshops during late 2019-early 2020 for national and target sub-national levels on the CPD approach – objectives, strategies, roles and responsibilities, and every year thereafter for new districts/schools.
n) Produce an annual schedule/calendar of CPD events/activities based on MoEYS-TEI-DP CPD planning (paper and on-line).
o) Work collaboratively with the DOPer in areas of CPD data collection, career advancement, recognition awards, etc.
p) With DOPer assistance, target POEs will develop and maintain a CPD database of all teachers and school directors as they participate in the new CPD system – phased approach.
q) Support the development of professionaltechnical groups for teachers and school directors. These professional groups (i.e., school directors, mathematics, Khmer literature, sciences, etc.) would generate bulletins / magazines and CPD activities for their members and engage with regional and international professional organizations (Appendix H: Professional Organizations).
r) Conduct quality assurance of INSET delivery through surveys, observation, interviews, etc. with analysis for future directions – using departments/DOEs and projects already involved in M&E.

s) Conduct an annual review and revision of the CPD system at the macro-level (CPD Action Plan, Section 10: Monitoring and Evaluation).

Figure 3: CPD management structure



2.2 Department of Personnel

a) Develop a CPD Database that can be integrated with existing MoEYS HR databases.
b) Assist target POEs to develop CPD databases at the provincial level to integrate with the DOPer HRMIS.
c) Be responsible for providing 5-year CPD Certificates for the educator's professional portfolio (Appendix G).
d) Work collaboratively with CPDMO in areas of accreditation of INSET providers, data collection, career advancement, recognition awards, etc.

2.3 Policy review and consolidation

a) Review all teacher-related MoEYS policies and guidelines and amend, as necessary, to enable the CPD system and programming.
b) Amend the Teacher Career Pathways Policy (2018) to be more inclusive, merit-based, and directly relevant to job promotion and transfer including criteriabased on academic qualifications, work experience, CPD activities, and performance appraisals.
c) Ensure consolidation of any existing documents or programs through an inventory of current INSET programs, where possible (i.e., USESDP 1&2, SEIP, STEPCam, NGOs, etc.).[9]
d) Recommend that a more comprehensive Teacher Policy be drafted for approval to include from recruitment to retirement – one overarching teacher policy that consolidates the various policies, regulations, and guidelines for teachers and school directors.
e) Recommend formal teacher/school director contracts to include days of work and professional development days within the school year. This would reinforce CPD

[9]MoEYS-DP projects will have documentation for INSET activities and the NGO Education Partnership (NEP) maintains a database of INSET activities by its members.

obligations of employees and MoEYS and provide educators with 35-40 CPD hours (5 non-instructional days) each year as a foundation for the required 100 hours as per the CPD Policy.

f) Publish and distribute a *Teacher Induction Handbook* for novice teachers with relevant information from deployment to retirement.

2.4 Hybrid academic and non-academic 'credit' systems

a) A *credit* represents the volume of learning required to complete a course subject; a standard one-credit course requires 45 hours of study. This applies to all higher education courses including degree-granting programs, academic upgrading, and TEI certificate or diploma post-graduate courses.

b) The Policy on CPD for Education Personnel (2017) requires teachers and school directors to complete 100 hours of professional development per [calendar] year. Thus, CPD 'credits' will be shown as hours in order to align with the policy.

c) A **hybrid 'credit' system** will include academic 'credits' and non-academic 'hours'. Merit-based career advancement will require academic qualifications (credits) and proof of CPD activities (hours), thus the two do not need to be equalto each other.[10]If the CPD programs are accredited/approved by CPDMO, then the hours are valid units. In all cases, educators' career passports (CPD logbooks) will be signed off by supervisors.

Table 1: Formal and informal 'credit' system

Objective	Degree	CPD certificates	Work duty
Credit system	Course 'credits'	CPD 'hours'	Not applicable
Delivery modality	Higher Education/TEI	School-based/cluster-based/TEI/MoEYS	MoEYS
CPD type	**Academic**	**Non-academic**	**Non-credit**

d) Some MoEYS workshops may be 'non-credit' events in that they are regarded as part of one's regular dutiesduring working hours (i.e., management meetings, staff meetings, policy dissemination, etc.).

e) CPD/INSET providers, including projects, may implement their own monitoring and evaluation instruments (i.e., attendance and performance based) with recognition for CPD 'hours' for submission to the CPD database. Career passports will be implemented in all cases to capture the CPD activities and hours for credit in the POE/DoPer database. CPD hours will be credited retroactively for current INSET programs (i.e., STEPCam, SEIP, USESDP).

2.5 Recognition awards

a) Establish an equitable and transparent recognition program for excellence and service in teaching and educational leadership (certificates, medals, Teacher Cup, cash awards, etc.).

b) The recognition awards program will be administered by the Teacher Awards Committee led by DOPer.

2.6 CPD Handbook

a) CPDMO to produce a comprehensive CPD Handbook for use by CPD management, providers, and practitioners to guide implementation and quality assurance.

[10] Converting all the possible CPD activities into credits to integrate with academic credits is a challenging task when one tries to compare activities with each other, and for what purpose. How to give credits to workshops compared to team-teaching compared to coaching compared to reading an education article, especially if the article may have the best outcome for some educators?

b) Amend the handbook as required.

Strategy 3: CPD Delivery

3.1 CPD modalities agreed

- There is agreement in principle on a balanced CPD approach with school- and cluster-based as the core elements of the CPD system (grounded in a PLC/ Coaching/Mentoring model)[11]– *everything else supports that model*.
- There is agreement in principle on PRESET providers (TTC, TEC, NIE, HEI) as INSET providers of CPD programs relative to TEPS criteria and available subject expertise. Will require amendments to TEPs Policy to include INSET delivery. To be accredited with quality assurance oversight by CPDMO.

Table 2: CPD Modalities and Providers

Providers& Modalities	School-based	Cluster-based	District&Provincial[12]	Certificate& Diploma	Degree Upgrade	Degree
Self-Study[13]	✓			✓		
Professional Learning Communities (PLC)[14]	✓	✓				
DOE/POE (Technical & Supervision)	✓	✓	✓			
PTTC[15]	✓	✓	✓	✓		
RTTC	✓	✓	✓	✓		
E-TEC	✓	✓	✓	✓	✓ →	?
NGO/IO (Technical)[16]	✓	✓	✓			
NIE	✓	✓	✓	✓	✓	✓
HEI (RUPP)					✓	✓
Study Abroad				✓	✓	✓

TTD, ECED, PED

3.2 MoEYS INSET

- MoEYS technical departments will partner with competent TEIs to deliver INSET programs to teachers and school directors (i.e., DCD roll out new curriculum and/or teaching materials with TEPS-accredited TTCs).
- National core trainers to be vetted by qualifications, experience, and performance appraisals.
- Delivery of INSET by MoEYS national personnel should be strategic and competent, in all cases. MoEYS 'core trainers' will participate in sessions on adult

[11] See Appendix H: Suggested CPD Activities

[12] District and provincial CPD may tend more towards dissemination (information with the 'Why and How To'), such as policy and project implementation. DOEs and POEs may be challenged to provide adequate direct technical support to teachers and school principals due to qualifications and experience deficits.

[13] Self-study can be an option for individual teachers and school principals – either through providers (modules or short courses) or custom designed by the individual based upon interest and/or need (i.e., subject area, cooperative learning, leadership and management skills, strategic planning, etc.)

[14] PLCs have a broad range of CPD activities for teachers and school administrators (Appendix H) that can be school appropriate and school-managed with varying levels of support from external agencies (expertise, facilitation, resources and materials, advice, coaching and mentoring, etc.).

[15] In order to provide appropriate INSET, TEI lecturers will require necessary INSET to 'raise the bar'. TEIs may be able to provide mobile CPD at school level, in some circumstances (as per light blue check marks).

[16] NGOs and IOs have provided INSET for school-based CPD for many years – the objectives and quality should align with MoEYS expectations and, wherever possible, be integrated with TEI program delivery.

education theory and practice relative to workshop delivery with evidence of'workshop design and facilitation knowledge and skills'.

- MoEYS INSET should comply with CPDMO oversight and requirements – submit schedules of INSET with required details for annual schedule of CPD events.
- *Study Abroad* for teachers and school directors, approved by MoEYS, will be considered as a CPD activity.

3.3 IO/NGO INSET and CPD integration

- The Joint Technical Working Group (JTWG) willendorsethe new approach of IO/NGOsworking in partnership with approved TEIs to reduce fragmentation and lack of coordination in CPD, while enabling knowledge and skills transfer to TEIs.
- This will be phased over time through MoEYS discussion with ESWG and civil society, with exceptions to the rule in some cases as jointly determined.

3.4 Teacher Education Provider Standards (TEPS)

- CPDMO to amend the Teacher Education Provider Standards (TEPS) for TEI INSET accreditation purposes.
- All established and interested TEIs may apply to the CPDMO for INSET-provider approval showing their evidence of appropriate faculty, program/curriculum proposals, assessment strategies, facilities, resources, funding, and logistics relative to CPD requirements.
- NIE is currently providing INSET services to the education sector. During 2019-2024, NIE programs will be reviewed and up-dated under USESDP 1 and USESDP 2 (MoEYS-ADB) in collaboration with NIE Singapore.
- TEIs must provide evidence of post-INSET follow-up or support for participants with assessment of intended outcomes for quality assurance. Certificates will be given to participants, where appropriate.

Table 3: Teacher Education Institutions (TEI)

Pre-School Teacher Training College	Provincial Teacher Training Colleges	Regional Teacher Training Colleges	E-TEC (Phnom Penh & Battambang)	National Institute of Education
Early childhood education	Grades 1-6	Grades 7-9	Grades 1-9	• Grades 10-12 • ELM PRESET • Inspector INSET (EQAD)

3.5 Phased approach to CPD implementation

- Target clusters and schools will exhibit absorptive capacity to increase the opportunities for success (as is the case with the New Generation School concept).
- The CPD approach will be expanded on an annual basis with preliminary exploration of potential areas for expansion – consultation with potential districts – and orientation sessions.

3.6 School-based CPD committees and Professional Portfolios (See Appendix G)

- Schools, in consultation with cluster heads and DOEs, will establish school-based CPD committees to identify local CPD needs, manage and facilitate CPD activities, and monitor and evaluate each year. The school director will chair with TGL, as CPD coordinator, and teacher members. May also include School Support Committee member(s).
- School personnel will complete **Professional Learning Plans (PLP)** at the beginning of each school year (SY) to guide and document their CPD activity. The PLP will be discussed with the school director at the start of each SY and the end of the SY with observations during the SY as per Appendix G. School Directors will fulfill this expectation with Cluster Head or DOE personnel. Educators will

record and have signed off all CPD activities during the calendar year. The PLP and **Career Passport** (CPD Logbook) will become part of the educator's **professional portfolio**, which stands as evidence for merit-based career advancement and professional recognition.

- Continue practice by POEs and DOPerof recording all educators' CPD activities through annual data collection from schools. POEs to establish CPD databases with access by DOPerfor national analysis and planning. CPD hours will be accumulated over a period of 5 years for issuance of CPD Certificates. The database can be designed to disaggregate types of CPD (i.e., SS, SB, CB, TEI, DOE/POE, MoEYS, etc.).[17]

Figure 4: CPD database (exemplar)

Name	Existing columns/fields												Academic qualifications	CPD hours (2019-2023)
Cham Ly													12+2	125
Lay Sombath													BA	250
Thean Pau													BA, MEd	310
VongYarim													12+4	275

3.7 CPD Needs Assessment

- Conduct a comprehensive CPD needs assessment of classroom & specialist teachersand school directors before the end of each school year, using school CPD committees in collaboration with DOEs and accredited TEIs. Refer to existing needs assessments for teachers and school directors.
- School CPD committees will develop plans for the school, while the CPDMO will work with accredited TEIs and other INSET providers to prepare a plan for INSET programming each year. This will guide INSET/CPD programming and scheduling to reduce overlap and repetition.
- *Teacher and School Director Professional Standards* (See Appendix E/F) will be integrated into CPD programming at all levels.

3.8 CPD design and delivery by TEIs

- Based on the national needs assessment, design and deliver a comprehensive CPD program to provide INSET (modern curriculum, instruction, and assessment/CIA strategies, ELM, etc.) by TEIs as a foundation for school- and cluster-based INSET, as per revised TEPS.
- TEIs to provide institutional and mobile on-site INSET services to clientele (individuals, schools, clusters, etc.) with monitoring and evaluation oversight by CPDMO.

3.9 CPD monitoring and evaluation

- Ensure follow up/on-site monitoring/coaching by TEIs, DOEs, POEs, regional or provincial coaches/mentors, and EQAD.
- Seek evidence of CPD impact on school operations, instruction and assessment, and student learning outcomes.
- As per Section 2: 3.6, POEs and CPDMOwillcollect CPD personnel data for archiving, analysis, and planning. This information will be available to individual educators and senior management as requested for professional purposes (career advancement, recognition awards, salary and benefits, etc.).

[17]'**Type'** refers to delivery model: self-study (SS), school (SB), cluster (CB), TEI, district/provincial (DOE/POE), MoEYS, and other.

- Conduct a longitudinal research study of the CPD approach for evidence-based decision-making post-2023.

Strategy 4: Classroom and Specialist Teachers

4.1 Career pathways for teachers

- Three levels of teacher and school director are available, as per TCP Policy, with career advancement criteria (academic qualifications, work experience, CPD activities, and performance appraisals).
- One year induction period should be included for entry-level novice teachers with mentor-teacher in place supervised by school director, including *Teacher Induction Handbook* as per Section 2: 2.3.

4.2 CPD for teachers

- Based on the national needs assessment, design a comprehensive CPD program to provide modern CIA INSET to classroom and specialist teachers as per Section 2: 3.8.
- Develop a school-based and/or cluster-based approach to teacher INSET using PLCs, supported initially by experienced regional or provincial mentors or coaches (NCT). Move toward a school-based coaching and mentoring approach supported by national and sub-national personnel.
- TEIs will provide CPD/INSET programs (institution-based and mobile) as required by needs assessment.
- TEIs and other INSET providers will conduct INSET assessments for quality assurance to be analyzed by the CPDMO.

4.3 Teacher professional portfolios

- CPDMO and POE/DOEs to support the establishment of CPD Committees and Professional Learning Communities (PLC) in participating schools to support CPD for classroom and specialist teachers.
- Classroom and specialist teachers to complete Professional Learning Plans at the beginning of each year – a cumulative professional portfolio of annual CPD achievements and reflections. Career Passports (CPD Logbooks) are to be maintained (Appendix G).
- Annual performance appraisals of teachers by school directors and/or DOE – will require in-depth orientation during start-up phase of CPD approach.

Strategy 5: School Directors

5.1 Career pathways for school directors

- Require minimum 5 years classroom experience to apply as school director.
- School Director licenses to be awarded upon completion of an ELM preparation course (i.e., NIE school director PRESET).
- Three levels of school director available, as per TCP Policy, with career advancement criteria (academic qualifications, work experience, CPD activities, and performance appraisals). One year induction period should be included for entry-level school (deputy) directors with DOE/POE and other mentoring.

5.2 CPD for school directors

- Conductan initial national needs assessment for school directors.
- Based on the needs assessment and the School Director Professional Standards, design and deliver a comprehensive CPD program to provide modern educational leadership & management (ELM) strategies. The program may require a review every 3-5 years.

- This can be done through TEIs (NIE), POEs/DOEs, and/or cluster-based CPD as per Section 2: 6.3. NIE may be the TEI to focus on ELM in view of its current work with school directors (3 month course).

5.3 Cluster-based CPD and School Director professional portfolios

- Develop a cluster-based approach to school director INSET using PLCs supported by experienced regional or provincial mentors or coaches.[18] TEIs (NIE) will support through institutional and mobile INSET services.
- School Directors to complete Professional Learning Plans at the beginning of each year – a cumulative professional portfolio of annual CPD achievements and reflections. Career Passports (CPD Logbooks) are to be maintained as per Section 2: 3.6.
- Annual or bi-annual performance appraisals of school directors by cluster head and/or DOE, POE, or Inspectorate.

5.4 Preparation program for school directors

- Strengthen the NIE preparation program (PRESET) for aspiring school directors and other senior leadership positions as part of the career pathways.[19]

Strategy 6: Coaches and Mentors (C/M)

6.1 Effective coaching and mentoring

- Reach agreement on Coaching and Mentoring in schools and clusters (School Based Mentoring TA to support).
- Develop a *Handbook for Effective Coaching and Mentoring*.[20]

6.2 Establish coach/mentor cohort(s)

- Identify and prepare (theory and practice) nominated coaches and mentors to work directly with target districts/clusters, initially, to establish PLCs in schools for internal coaching and mentoring programs (school-based teachers mentoring novice teachers and coaching with colleagues).[21]
- Strategic deployment and operation of C/M in pilot districts, clusters, and schools. Initially, regional or provincial C/M cohorts to develop cluster- and school-based C/M systems – localize the concept in schools.
- Incentivize school-based mentors (for novice teachers) and in-school coaches working with teacher colleagues with reduced instructional hours and CPD hours recognition.
- C/M workshops to monitor progress of CPD programming in clusters and schools, as required (at least annually).
- Expand C/M modelin line with annual expansion of target clusters and schools.

Strategy 7: Monitoring and Evaluation

7.1 Complete annual assessments and analysis

- Develop M&E procedures and instruments agreed upon by the CPD Management Office and included in the CPD Management Handbook.
- Integrate self-assessments and performance appraisals in all levels of CPD through Professional Portfolios.

[18] USESDP 2 project (2020-2024) will provide Regional School Improvement Advisors to support teachers and school directors within the existing Secondary Resource School networks.
[19] Refer to USESDP 1 and 2 (MoEYS-ADB).
[20] Recommend to reference *Centre for Professional Ethics and Mentoring* at NIE – MoEYS documentation is available from DGSE and KAPE.
[21] MoEYS coaches and mentors (C/M) can be seconded from various departments or other offices (POE/DOE/NGO/school staff) to be employed full-time during the CPD program. The C/M should not be split amongst other duties, if at all possible.

- CPDMO to analyze CPD data on a regular basis to adviseproviders on CPD program design and delivery.
- Review work done against the indicators, as shown for each strategy in the action plan.
- Prepare an overview report for the Annual Education Congress beginning in 2021.

7.2 Complete mid-term assessment (MTA)

- Review work done against the indicators, as shown for each strategy in the action plan.
- Using quantitative and qualitative methods, identify the strengths and areas for improvement including lessons learned, barriers to effective implementation, and best-practice.

7.3 Complete end-of-cycle assessment (EOC)

- Review work done against the indicators, as shown for each strategy in the action plan.
- Using quantitative and qualitative methods, identify the strengths and areas for improvement including lessons learned, barriers to effective implementation, and best-practice.

7.4 Research study with final paper

- Department of Policy (DGPP) to conduct and publish a longitudinal study of the CPD approach as implemented in 2019-2023.

7.5 Prepare strategic plan for 2024-2028

- CPDMO to prepare a CPD master planfor 2024-2028 based upon the mid-term and end-of-cycle assessments.

Types of Monitoring and Evaluation	Frequency	Responsible Units
Informal, anecdotal reporting	Random	CPD Action Plan responsible units – all levels
Coach/Mentor Review Workshops	Quarterly	CPDMO Secretariat, POE/DOEs
Implementation progress reports on strategies and main activities	Semi-annual	CPDMO (Steering Committee/Secretariat)
Analysis of CPD data	Semi-annual	DOPer
CPD activity reports (integrate with School Improvement Plans)	Annual	School-based CPD Committees
CPD Provider Quality Assurance self-assessment reports	Annual	CPD providers (TEI, HEI, NGO, etc.)
CPD Provider review	Annual	CPDMO (Steering Committee/Secretariat)
Annual Education Congress	Annual	CPDMO (Steering Committee/Secretariat)
CPDAP Mid-term review	2021	CPDMO (Steering Committee/Secretariat)
CPDAP End-of-cycle review	2023-2024	CPDMO (Steering Committee/Secretariat)

Section 3: CPD Action Plan (2019-2023)

1. Summary of Main Activities

The success of the CPDAP is dependent upon the effective implementation and management of the following main priority activities. Each activity is more fully detailed in the CPD Framework and Action Plan 2019-*2023* supporting document (implementation framework). All activities were developed based on extensive study and consultation on existing conditions, regional best practice, and MoEYS priorities under the framework of ESP 2019-2023.

Areas	Short-Term (2019-2020)	Medium-Term (2021-2023)
1. Theory of Change	• Conduct *Theory of Change* workshops for stakeholders • Conduct annual reviews and up-dating of CPD systems	• Conduct annual reviews and up-dating of CPD systems • Research project on emerging CPD approach in Cambodia (See Section 7 below)
2. Management Mechanisms	• Establish central *CPD Management Office* to oversee implementation of CPD action plan • Establish CPD funding mechanisms (school CPD grants, SIG, vouchers) • Publish *CPD Handbook* (CPD processes, management guidelines, etc.) • Review and consolidate teacher-related policies and guidelines • Establish a hybrid-credit system for CPD credit acquisition to archive in HRMIS (DOP) database • Strengthen recognition awards system to align with career pathways and CPD	• Conduct annual M&E and up-dating of CPD systems • Ensure quality assurance on TEI CPD delivery on an annual basis • Develop professional societies (i.e., Mathematics teachers, school directors, primary teachers, etc.)
3. CPD Delivery	• Institutionalize the balanced CPD approach including school- and cluster-based INSET. • Identify initial target provinces/districts and schools for phased CPD approach • Accredit competent TEIs to deliver CPD programming support for teachers and school directors (institutional and mobile) • Phase in IO/NGO CPD programming with partner TEIs • Establish school-based CPD committees • Conduct CPD needs assessments to inform program delivery and funding • Develop and implement Professional Portfolios for teachers and school directors (Professional Learning Plans, Career Passport, etc.) • Ensure CPD follow by MoEYS and TEIs through coaching, M&E, and quality assurance • Conduct annual CPD data collection with school-based CPD committees	• Identify and incorporate additional provinces/districts and schools each year • Ensure quality assurance on TEI CPD delivery on an annual basis • Conduct annual CPD needs assessments to inform program delivery and funding • Review and reform Professional Portfolio concept, as need be • Ensure annual ongoing M&E and CPD data collection for system analysis (See Section 10: Monitoring and Evaluation) • Ensure CPD and career pathways alignment and operation
4. CPD for Teachers	• Orient teachers to Career Pathways, CPD approach, and *Professional Portfolios* • Conduct CPD needs assessment with teachers in target schools • School-based CPD committees to plan and support teacher CPD activities • Teachers to generate *Professional Learning Plan* annually and participate in CPD activities (*Career Passport*)	• Conduct annual reviews and up-dating of CPD systems • Incorporate initial CPD participants in system reviews and orientations

5. CPD for School Directors	• Orient school directors to Career Pathways, CPD approach, and Professional Portfolios • Conduct CPD needs assessment with school directors in target schools • School-based CPD committees to plan and support school director CPD activities • School Directors to generate Professional Learning Plan annually and participate in CPD activities • Aspiring school leaders to participate in educational leadership & management PRESET	• Conduct annual reviews and up-dating of CPD systems • Incorporate initial CPD participants in system reviews and orientations
6. Coaching & Mentoring	• Establish cohorts of competent coaches and mentors at national level initially to develop sub-national and school-based coaches and mentors • Develop a *Handbook for Effective Mentoring and Coaching* • Conduct quarterly coach-mentor workshops to review approach	• Conduct annual reviews and up-dating of CPD systems • Incorporate initial CPD participants in annual system reviews and orientations • Expand C/M model, as required, for annual expansion of target clusters and schools • Institutionalize the C/M concept through PRESET and INSET programs
7. Monitoring & Evaluation	• Develop M&E procedures and instruments agreed upon by the CPD Management Office and included in the *CPD Management Handbook*. • Integrating self-assessments and performance appraisals in all levels of CPD through Professional Portfolios. • Analyzing CPD data on a regular basis to inform CPD programming and delivery. • Reviewing work done against the indicators, as shown for each strategy.	• Analyzing CPD data on a regular basis to inform CPD programming and delivery. • Reviewing work done against the indicators, as shown for each strategy. • Identifying strengths and areas for improvement including lessons learned, barriers to effective implementation, and best-practice (using quantitative and qualitative methods) • An ongoing research project on the emerging CPD approach in Cambodia.- publish in 2024

2. Strategies

In order to achieve the five objectives as outlined in the *CPD Policy for Education Staff (2017)*, MoEYS presents six strategies and twenty-six sub-strategies (See Section 7: CPD Action Plan Matrix). All programs and activities in the CPDAP Matrix were developed in line with these strategies and sub-strategies.

Strategy 1: Conducting a *Theory of Change* process as a strong foundation for the new CPD approach

Strategy 2: Developing mechanisms and legislative instruments for CPD management, implementation, and M&E

Strategy 3: Developing a balanced approach to CPD provision

Strategy 4: Providing CPD/INSET opportunities for classroom and specialist teachers

Strategy 5: Providing CPD/INSET opportunities for school directors including PRESET for aspiring school leaders

Strategy 6: Establishing competent coaching and mentoring cohorts at all levels to support teachers and school directors

Strategy 7: Establishing and maintaining a strong monitoring, evaluation, and analysis system for CPD programming as the approach develops (See sub-section 6 below)

3. CPD Action Plan Matrix

Strategies	Responsible Department	2019				2020				2021				2022				2023				2024				Indicators
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Prepare CPD Framework & Action Plan (2019-2023)	TTD/DP																									Completed July 2019
a) Identify target provinces, districts, and schools	DGE/DP																									Target list approved annually
b) CPD Orientation Sessions for target schools	DGE/DP																									Sessions completed
Strategy 1: Theory of Change																										
a) Conduct TOC workshops	DGE																									Workshops
b) Develop TOC document to underpin action plan	DGE																									Guiding document
Strategy 2: Institutionalization of CPD (Guidelines and Mechanisms)																										
2.1 Establish a CPD Management Office (CPDMO) with Steering Committee and Secretariat	DGE/DGAF																									CPDMO operational
a) Approve TEI CPD providers	CPDMO																									TEI INSET operational
b) Create an annual schedule/calendar of CPD events	CPDMO																									Annual calendar
c) Oversee annual monitoring, evaluation, and analysis	CPDMO																									M&E outputs
d) Encourage professional associations and bulletins	CPDMO																									Associations and bulletins
2.2 DOPer CPD Database	DGE/DGAF/DOPer																									CPD database operational
a) Develop a CPD Database in collaboration with POEs	DOPer/POE																									Database operational
2.3 Review and align all teacher-related policies with CPD approach	DGPP/DGE																									Review completed
2.4 Integrate hybrid academic and non-academic 'credit' systems into CPD	CPDMO																									Hybrid- Credit system in effect
2.5 Develop a clear Recognition Awards system	DOPer/TTD																									Awards in effect
2.6 Develop and publish CPD Guidelines	CPDMO																									Guidelines in effect

Strategies	Responsible Department	2019				2020				2021				2022				2023				2024				Indicators
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Strategy 3: CPD Delivery Systems																										
3.1 CPD modalities agreed[22]	DGE																									CPD approved
3.2 MoEYS INSET partnered with TEIs	CPDMO/TEI																									MoEYS-TEI CPD
3.3 IO/NGO INSET and CPD integration	JTWG/NGO																									TEI-NGO CPD
3.4 Amend the Teacher Education Provider Standards (TEPS) for INSET delivery	DGPP/DGE																									TEPS INSET-ready
3.5 Phased approach to implementation - target schools	CPDMO/POE																									Target list approved
3.6 Orientation to school-based CPD committees and Professional Portfolios	CPDMO/POE																									Annual orientations
3.7 CPD Needs Assessment (N/A)	CPDMO/Schools																									Annual N/A conducted
3.8 CPD design and delivery by TEIs[23]	TEI																									TEI CPD in effect
3.9 CPD monitoring and evaluation (as per Strategy 7)	CPDMO/POE																									Annual M&E outputs
Strategy 4: CPD for Teachers																										
4.1 Establish clear career pathways for teachers	DOPer																									TCP reformed
4.2 Design a comprehensive CPD program to provide modern CIA INSET	TEI/Schools																									TEI INSET programs
4.3 Develop a school-based and/or cluster-based approach to teacher INSET using PLCs	CPDMO/POE																									SB/CB CPD in effect
4.4 Create Professional Portfolios including Professional Learning Plans & Career Passports	CPDMO/POE																									Portfolios in effect
Strategy 5: CPD for School Directors																										
5.1 Establish clear career pathways for school directors	DOPer																									TCP reformed
5.2 Design a comprehensive CPD program to provide modern ELM INSET	TEI																									TEI INSET programs
5.3 Cluster-based approach to school director CPD[24]	TEI/Clusters																									CB CPD in effect

[22] Required for clear understanding and authority for more balanced approach to CPD – MoEYS approval means stronger foundation for implementation.
[23] See Appendix G (CPD Framework: Recommended CPD Activities).
[24] USESDP 2 project (2020-2024) will provide Regional School Improvement Advisors to support teachers and school directors within the existing Secondary Resource School networks.

Strategies	Responsible Department	2019				2020				2021				2022				2023				2024				Indicators
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
5.4 Create Professional Portfolios including Professional Learning Plans & Career Passports	CPDMO/POE																									Portfolios in effect
5.5 ELM preparation program (PRESET) for aspiring school directors[25]	TEI/USESDP																									Annual ELM graduates
Strategy 6: Coaching and Mentoring (C/M)																										
6.1 Develop a *Handbook for Effective Coaching and Mentoring*.	CPDMO/TTD																									Handbook in effect
6.2 Identify and prepare (theory and practice) nominated coaches and mentors[26]	DGE/TTD																									C/M cohort INSET in effect
a) Deployment and operation of C/M in pilot areas	DGE/TTD																									C/M work with SB/CB
b) Quarterly C/M workshops to monitor CPD	DGE/TTD																									Workshops conducted
c) Expand C/M model annually, as required.	CPDMO/DGE																									C/M model expansion
Strategy 7: System-wide monitoring and evaluation (M&E)																										
7.1 Complete annual assessments and analysis	CPDMO																									Reports available
7.2 Complete mid-term assessment (MTA)	CPDMO																									MTA conducted
7.3 Complete end-of-cycle assessment (EOC)	CPDMO																									EOC conducted
7.4 Research study with final paper	DOPol																									Research published 2024
7.5 Prepare CPD master plan for 2024-2028	CPDMO																									SP approved

[25] Refer to proposed *Centre for Professional Ethics and Mentoring* to be housed at NIE (associated with the New Generation School model).
[26] MoEYS Coaches and Mentors can be seconded from various departments or other offices (POE/DOE/NGO) to be employed full-time during the CPD program. The C/Ms should not be split amongst other duties.

4. Law and Regulation Drafting Schedule

5. Expenditure

6. Monitoring and Evaluation

To ensure successful, effective, and efficient implementation of the CPDAP and to align with the actual context, a system to follow up, review, monitor and evaluate the work at both national and sub-national levels will be required.

a) Monitoring and Evaluation Oversight

At the national level, the CPD Management Office (Steering Committee and Secretariat) will be responsible for the oversight and implementation of regular monitoring and evaluation activities. At the sub-national levels, POEs and DOEs will be responsible for conducting local M&E of school-based and cluster-based programs. CPD providers will be responsible for M&E as an element of their programming (intended outcomes) through participation/application assessments and satisfaction surveys.

b) Monitoring and Evaluation Mechanism:

To ensure that M&E is of a high standard, efficient, and cost-effectiveness, all M&E activity will be carried out by the responsible parties in line with timelines and indicators outlined in the Matrix above. This includes:

- Developing M&E procedures and instruments agreed upon by the CPD Management Office and included in the *CPD Management Handbook*.
- Integrating teacher and school director self-assessments and performance appraisals in all levels of CPD through Professional Portfolios.
- Analyzing CPD data on a regular basis to inform CPD programming and delivery.
- Reviewing work done against the indicators, as shown for each strategy.
- Identifying strengths and areas for improvement including lessons learned, barriers to effective implementation, and best-practice (using quantitative and qualitative methods)
- An ongoing research project on the emerging CPD approach in Cambodia.

c) Monitoring and Evaluation Reporting (types, frequency, responsible)

Types of Monitoring and Evaluation	Frequency	Responsible Units
Informal, anecdotal reporting	Random	CPD Action Plan responsible units – all levels
Coach-Mentor Review Workshops	Quarterly	CPDMO Secretariat, POE/DOEs
Implementation progress reports on strategies and main activities	Semi-annual	CPDMO (Steering Committee/Secretariat)
Analysis of CPD data	Semi-annual	DOPer
CPD activity reports (integrate with School Improvement Plans)	Annual	School-based CPD Committees
CPD Provider Quality Assurance self-assessment reports	Annual	CPD providers (TEI, HEI, NGO, etc.)
CPD Provider review	Annual	CPDMO (Steering Committee/Secretariat)
Annual Education Congress	Annual	CPDMO (Steering Committee/Secretariat)
CPDAP Mid-term review	2021	CPDMO (Steering Committee/Secretariat)
CPDAP End-of-cycle review	2023-2024	CPDMO (Steering Committee/Secretariat)

7. Conclusion

CPD programming in Cambodia is a critical element of any improvements to the public education system. More international studies have identified the failures of professional development programs than have acknowledged their success. A variety of factors contribute to the ineffectiveness of these programs. Two, in particular, are often misunderstood and should be well-defined during the formulation of professional development programs:

- what motivates educators to participate in professional development activities, and
- the process by which change in educators typically happens.

It will be important to keep the **principles of effective professional development** in the frame at all times to ensure higher achievement of intended outcomes. In particular, CPD should:

- be seen by educators as having a strong purpose and adding value to their professional growth and career pathway
- encourage educators to participate in CPD activities because they want to become better educators
- be concrete, specific, and practical and directly relate to the day-to-day operation of schools and classrooms
- bring about change in the classroom practice of teachers, in their attitudes and beliefs, and the learning outcomes of students
- strengthen leadership skills and organizational performance leading to improved student learning outcomes
- be supported by strong evidence and expertise, include collaboration, and be challenging, and
- be sustained over time leading to improved school operations and student learning outcomes.

Coaching and mentoring will become a stronger element of CPD in the coming years in Cambodian schools leading to improved school operations and student learning outcomes. They are roles that are not necessarily the responsibility of one person in a school or someone appointed to a position – anyone with the passion for education and helping others to become better educators can coach or mentor their colleagues and students.

Professional development must be prioritized by the school leadership.

Section 4: Appendices

Quick reference guide for CPD administrators and implementers

Appendix A: International and regional context

Several examples of international CPD programs are relevant to the development of CPD systems and programs in Cambodia. The Queensland Academy of Teachers (*Australia*) has developed a Continuing Professional Development (CPD) Policy and Framework the purpose of which is to recognize the importance of teacher engagement in continuing professional development and to outline the expectations for renewal of registration.In Alberta, *Canada* the emphasis is on school-based activities such as coaching, partnerships, and team/group development. Teacher contracts generally include 5 professional development days per school year, which are non-instructional when students do not attend school; participation is mandatory by contract (35-40 hours total).Within the *European Union*, teachers' professional development is supported through a 3-phase model: (i) teacher education, (ii) induction (for new teachers, 3-5 years after graduation), and (iii) in-service teacher education. This continuum supports teachers' career-long development.

In earlier years, *Finnish* in-service training was based on training days and short courses. These types of courses are still being offered to teachers, but the trend is towards a more holistic and integrated approach. It makes teachers capable of designing school-based projects and also their own development as it relates to school development. In *Japan*, CPD is integrated into a teacher's career from pre-service to pre-retirement. Professional learning communities (communities of practice) are grounded in the lesson study approach – school-based and organized by teachers.In terms of UNESCO's pillars of learning, the *Myanmar* education system focuses heavily on the first pillar, 'learning to know' with a model of learning that is predominantly receptive, encourages dependency by the learner on the teacher, and where assessment focuses on the quantity of knowledge learned. Opportunities for collaborative learning, critical thinking, and problem solving are rarely observed.

In *Singapore*, CPD is planned and managed by the National Institute of Education (NIE). Singapore offers a wide variety of CPD opportunities for teachers of all grade levels and content areas, from early childhood to higher education. Teacher CPD in this country: (a) is subject-matter specific and connected to classroom practice; (b) is intensive and ongoing; (c) provides teachers with opportunities for active learning; (d) promotes collective participation amongst teachers both across and within schools; and (e) is coherent with teachers' needs and interests and aligned with school and national priorities. The School Leadership Program is a priority, while the school-based Teacher-Growth Model (TGM) incorporating research is institutionalized.

In *South Korea*, three categories of CPD in-service include: qualification, general, and special. Qualification INSET is for credential maintenance and promotions; general INSET provides for elective professional and personal development; and special INSET relates to career re-entry (i.e., post-maternity leave, long-term medical leave, etc.) and specialized functions (i.e., librarian, school nurse, counsellor, etc.). CPD is offered by POEs, universities, and accredited on-line education institutions. The current *Thailand* education reforms have recognized the importance of CPD for teachers to maintain and update their knowledge and skills to be able to teach students effectively. They also recognize the need for effective leadership in schools to lead, manage, and support teachers in order to achieve such change.

The contractual conditions of service in the *United Kingdom* require teachers to be available for work under the direction of the headteacher for 1,265 hours per year, including five days when the school is not open to pupils. These five days were introduced to support a number of non-teaching activities, including in-service training (INSET). If CPD is organised within the 1,265 hours of annual 'directed time' that teachers must work, then they must take part. There is no legal minimum requirement for the length of time to be spent on CPD, which may take place both within and outside of working hours.

Appendix B: Teacher Policy Action Plan TPAP (2015)

The main activity areas within TPAP (2015) are presented below as a reference for the CPD Framework and Action Plan (2019-2023):

Areas		Short Term (2015-2017)	Medium Term (2018-2020)
I	Teacher Education & Recruitment	▪ Admit candidates scoring Grade A, B, and C on Grade 12 examinations automatically to TTCs ▪ Diversify entry points into the teaching profession by allowing BA holders from both public and private HEI to receive teaching license ▪ Provide accelerated training to BA holders to become Basic Education (Grades 1-9) teachers through HEI teacher education programs ▪ Improve financial and social benefits of teachers compared to those with similar qualifications; ensure teachers' salaries are higher compared to the others ▪ **Implement Teacher Education Provider Standards (TEPS)** ▪ **Upgrade TTCs to meet TEPS and raise overall quality of PRESET and INSET**	▪ Pilot 12+4 teacher education program in Phnom Penh and Battambang RTTCs ▪ Introduce BA+1 PRESET in TTCs ▪ Transform TTCs to Teacher Education Colleges (TEC)
II	**Professional Development**	▪ **Upgrade qualifications of TTC teacher educators (lecturers) to at least masters level** ▪ **Upgrade teacher qualifications through BA Fast-Track Program** ▪ **Institutionalize a school-based INSET approach** ▪ **Create national 'Teacher Cup' awards to best teachers, while raising the status of the profession**	▪ **Link INSET credit system to incentives within overall structure of Teacher Career Pathways** ▪ **Create a national 'Teacher Cup' award for high performing teachers and share best lessons**
III	**Teacher Management & Teacher Career Pathways**	▪ Strengthen teacher management, deployment, and transfer mechanisms ▪ **Formulate Teacher Career Pathways (TCP) to guide professional growth and continued career progression**	▪ **Develop an Induction Package for all new school teachers (Teacher Professional Standards, Teacher Autonomy Guidelines, Teacher Career Pathways, and other relevant documents)**
IV	School Environment	▪ Focus on improving school infrastructure including classrooms, WASH, teacher housing, staff rooms, libraries, etc.	▪ Construct and expand school infrastructure to improve working conditions for teachers in rural and remote schools
V	Textbooks	▪ Provide revised textbooks and new teacher guides for all priority subjects (Khmer, Mathematics, Sciences, History)	▪ Provide additional teaching and learning materials for teachers and students
VI	Pre-Service Curriculum	▪ Revise the PRESET teacher education curriculum across all levels	▪ Upgrade the quality of the PRESET teacher education curriculum to highest ASEAN standards
VII	Inspection	▪ **Effectively implement Teacher Professional Standards** ▪ **Develop School Director Standards** ▪ **Develop School Management Handbook to support effective school leadership** ▪ Strengthen the roles and responsibilities of teachers, teacher educators, and school directors to be accountable for their work performance ▪ Delegate key management functions and decision-making powers to school level according to MoEYS D&D policy	▪ Diversify accountability input, including the promotion of community feedback on schools and teachers ▪ **Improve on-site monitoring and support by school management**

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Appendix C: Policy on CPD for Education Staff (2017)

No.	Strategy	Activities
1	Develop legislative instruments and mechanisms for CPD	▪ Review, improve, and prepare legislative instruments for CPD of education staff ▪ Prepare implementation and support mechanisms for CPD with a focus on regular INSET and on-site training ▪ Organize committees and technical sub-committees to support, monitor, and evaluate policy implementation ▪ Prepare specific action plans with detailed programs, timeframes, and stakeholder responsibilities ▪ Widely disseminate the policy mechanisms and action plans ▪ Compile all INSET and disseminate on an electronic system to allow all education staff to work on self-study and prepare personal study plans
2	Track CPD system(s) for education staff	▪ Evaluate and properly manage all CPD related activities in order to have formal recognition or conferring of equivalency certificates (high school diploma, BA, MA) ▪ Set specific times for INSET ▪ Organize formal, specific INSET every 5 years ▪ Organize credit-earning system for all aspects of INSET ▪ Update human resource (HR) data management systems regularly ▪ Organize systems to develop all qualifications aspects for all education staff (on-site training, accelerated training programs, short courses for those holding specific degrees)
3	Track the needs for CPD of all education staff	▪ Prepare research plans and capacity development at education units ▪ Research about the CPD needs ▪ Set targets and content for every type of INSET ▪ Formulate plans for specialized education staff training in response to the needs of MoEYS/nation ▪ Study in detail, prepare a declaration, and implement co-teaching and teaching assistant systems for general and technical secondary schools ▪ Prioritize target groups (management committee and teacher educators at TEIs) to receive CPD and increase their qualifications to minimum BA level.
4	Manage and implement INSET for education staff	▪ Validate the content of INSET documents focusing on teaching methodology and coaching and mentoring programs ▪ Organize on-site management systems for all INSFET modalities ▪ Support new teachers to participate regularly in mechanisms for on-site coaching and mentoring ▪ Develop competencies of teacher educators, core coaches and mentors, and school-based coaches and mentors ▪ Develop competencies of school directors with a focus on school-based management(administration management, teaching and learning, financial and human resource management) ▪ Organize, strengthen, and practice new on-site support mechanisms for education staff to meet their needs and enhance professional knowledge and skills ▪ Organize a sharing event of the best practices and innovations by high-performing education staff ▪ Increase competencies of core officials of HR units at national and sub-national levels (planned through continuous rotation, gender equity in technical education, etc.)

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		▪ Develop teachers' professional skills through elective options, on-site credit-earning system, distance learning, step-by-step short courses, long-term courses, scholarships, training with 'letter of confirmation', and accelerated learning programs.\ ▪ Increase qualifications of education staff and education management committee members at the middle level to at least a graduate degree (masters) ▪ Use credit-earning systems for INSET to motivate education staff to follow the teacher career pathway ▪ Strengthen competencies of trainers, coaches, and leaders to meet the national competency standards and national qualifications framework requirements
5	Motivate and retain teachers in the education system	▪ Motivate teachers who have participated in CPD INSET inside or outside Cambodia ▪ Support and allow education staff to decide about their self-study and self-improvement for CPD to a level of at least 100 hours per year ▪ Recognize and incentivize education staff appropriately for the professional development and experience in alignment with the Teacher Career Pathways Policy (2018)
6	Implement the monitoring and evaluation system	▪ Establish monitoring and evaluation systems for the implementation process for CPD for all education staff from national to school level ▪ Study the impact of CPD for all education staff ▪ Establish and implement a reporting system for INSET

Appendix D: Teacher Education Provider Standards 2016 (TEPS)

Standard		Descriptor
1	**Institutional Qualification**	• Higher education institutions and the National Institute of Education (NIE) eligible to offer teacher education programs must have received the **Certificate of Institutional Accreditation** from the *Accreditation Committee of Cambodia (ACC)* and MoEYS • Existing Preschool, Provincial, and Regional Teacher Training Centres must upgrade to **Teacher Education Colleges** as per the requirements of the *Cambodian National Qualifications Framework (NQF)* and the *National Standards for Institutional Accreditation* • Accredited teacher education institutions, as above, may offer one or more of the teacher education programs (TEP) stated in Standard No. 2
2	**Program Development**	• TEP for: ○ preschool (3-5 years of age) ○ primary education (Grades 1-6) ○ lower secondary education (Grades 7-9) ○ upper secondary education (Grades 10-12)
3	**Program Principles**	• To ensure quality, the TEP shall: ○ include specialized subjects and other education-related expertise (content, pedagogy, education psychology, etc.) ○ be implemented based upon *Decision No. 04/04 (November 19, 2004)* re: credit system and credit transfers ○ be coherent and cohesive to ensure effective connections from year to year and between theory and practice ○ include English language and Information Communication Technology (ICT) instruction ○ include professional teaching practice (*practicum*) of at least 5 credits ○ include research component
4	**Program Resources**	• At least 50% of faculty with academic qualification higher than the TEP they teach in (MA, PhD) with at least 3 years prior teaching experience required • No more than 50% of faculty with academic qualification equivalent to the TEP they teach in (BA, MA, PhD) with at least 5 years prior teaching experience required • Faculty with equivalent academic qualifications and less than 5 years prior teaching experience may be initially assigned as Teaching Assistants • Faculty must be competent in English language and ICT for classroom and other application, as required • Physical facilities must be appropriate for effective TEP delivery: ○ Classrooms, lecture halls, staff work spaces (preparation, material development, photocopying, etc.) ○ Teacher-student ratios as per the AC documentation ○ Library (print and electronic) and laboratory/experiment equipment for teaching, learning ,and research purposes ○ ICT systems for both academic and administrative purposes and for development of teaching practice by student-teachers ○ All facilities and physical resources are accessible by student-teachers with special needs ○ Appropriate WASH facilities for faculty and student body
5	**Program Entrants**	• The selection process must be fair and transparent with established guidelines made publicly available to potential teacher candidates • Teacher candidates should have at least a 'C' grade in the Grade 12 examination or equivalent for preschool, primary, and lower secondary TEPs • Teacher candidates should have at least a 2.5 GPA in their degree discipline for upper secondary TEPs • Application requirements include a written and oral examination • Recognition of prior learning or credit transfer arrangements are determined in accordance with the Cambodian NQF and Decision No. 04/04 (November 19, 2004) re: credit system and credit transfers • Providers wishing to admit candidates with lower than 'C' grade or 2.5 GPA must consult with MoEYS for approval and then provide a support mechanism for

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		those candidates to meet Standard No. 7.

6	**Practicum Schools**	• Practical professional experience (*practicum*) develops the competency of the student-teacher through real-time classroom experience
		• The provider shall:
		  ○ prepare a *Practicum Handbook* detailing the requirements, rules, and procedures for conducting practice teaching at 'application' and 'cooperative' schools
		  ○ ensure that a formal partnership has been established with these schools to support student-teacher practice teaching in the appropriate TEP as per Standard No. 2
		  ○ ensure that student-teachers have adequate opportunity to work with learners in all aspects of teacher-students activities at the school level
		  ○ ensure that all student -teachers are properly supervised and supported by qualified personnel from the providers and qualified teachers at the school level
		  ○ ensure that each student-teacher is mentored and assessed to determine their acquisition of graduate competencies

7	**Graduate Quality**	• The provider must demonstrate that teacher graduates meet the requirements of teacher competencies as stated in the *Cambodian Teacher Professional Standards (2016)* and *ASEAN Teacher Professional Standards for the 21st Century*
		• Graduates will be able to:
		  ○ demonstrate an understanding and application of curriculum frameworks, subject syllabus, student learning outcomes, teacher guides and textbooks, and other teaching and learning materials for instruction and assessment of student learning
		  ○ demonstrate an understanding of and teaching practice for individual student learning styles and needs
		  ○ plan for and manage student learning and classroom routines to ensure effective and enjoyable teaching and learning
		  ○ effectively develop, display, and use teaching and learning materials
		  ○ collect, analyze, and interpret student learning assessment in order to improve teaching and learning practices
		  ○ develop positive relationships with students, parents/guardians, and the community to improve classroom teaching and learning
		  ○ demonstrate creative, critical, and reflective thinking and problem-solving
		  ○ demonstrate accountability and professional ethics as per the *Teacher Professional Standards (2016)*
		  ○ document and report on all teaching, learning, and assessment activities internal and external to the classroom to inform the school leadership and stakeholders

8	**Internal Quality Assurance**	• Providers must:
		  ○ develop guidelines for internal assessment of the TEP and a mechanism to conduct internal quality assurance
		  ○ respond to external quality assurance conducted by relevant stakeholders
		  ○ collect a broad range of data from program delivery, subject evaluations, student assessments, graduate surveys, and employer and other feedback activities for ongoing TEP improvements
		  ○ report annually to the authorized, competent authorities outlining challenges in TEP delivery or changes, additions, or deletions to programming

Licensing and Accreditation		• Each HEI and TEC applying for accreditation shall submit the details of the proposed TEP to the authorized, competent authority • The authorized, competent authority shall review and decide upon the TEP proposal to authorize the institution to offer the TEP, through prakas/sub-decree or other means • The TEP shall be accredited by the authorized, competent authority based on the *Standards for Teacher Education Program Accreditation*

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Appendix E: Teacher Professional Standards (2010)

Standards		Descriptors
1. Professional Knowledge		
Knowledge of students	1.1 **Know students** (their learning needs, capacity, academic backgrounds, and attitude to learning)	• Describe students' learning needs. • Describe students' learning capacity. • Describe students' learning backgrounds. • Describe students' learning attitude.
	1.2 Know clearly about **family status and factors** (i.e., gender, social & economic backgrounds, disability and ethnicity) that affect student learning, and how to resolve those factors	• Describe how gender influences student learning. • Describe how social & economic factors influence student learning. • Describe how disability and ethnicity influence student learning. • Describe how to deal with these factors.
Knowledge of content	1.3 Be aware of **national educational policies**, national education goals and purposes of general education	• Describe national educational policies, national goals and purposes of general education. • Describe how these policies, national education goals and purposes of general education are achieved.
	1.4 Understand how to **prepare a lesson plan**	• Describe objectives and their elements correctly. • Describe main points of Student-Center Approaches. • Describe appropriate student assessment strategies. • Describe appropriate teaching and learning materials to be used in teaching lessons
	1.5 **Understand curriculum content**. Be able to explain and teach subject content well	• Clearly outline curriculum contents to be taught. • Teaching indicates clear understanding of contents.
	1.6 Understand how to **integrate content from one subject to another** so students gain transferable skills and are more willing to learn.	• Describe ways of integrating contents from one subject to another that can help students learn better and enjoy learning.
Knowledge of student learning	1.7 Understand **educational context** of classroom and community.	• Describe ways the classroom environment can be improved to help students learn better. • Describe ways the school community could be involved to help students learn better.
	1.8 Understand **how students learn**.	• Describe one or more theories of how students learn. • Describe various student learning styles.
	1.9 **Understand differences** in student skills, learning speed and learning styles.	• Explain differences in how students learn. • Explain difference in student learning speeds. • Explain differences in student learning styles.
2. Professional Practice		
Planning for and Assessment	2.1 Prepare correct and **effective lesson plans**, teaching curriculum, and assessment of learning outcomes	• Lesson plan contains a clear statement of learning objectives. • Lesson plan contains a clear statement ofhow learning outcomes will be assessed. • Lesson plan contains a clear statement of student, teacher activities and contents to support learning objectives.

Standards		Descriptors
of Learning Outcomes	2.2 Prepare **teaching and learning materials** to achieve student learning outcomes	• Prepare effective student materials to achieve student learning outcomes. • Prepare effective teaching materials to achieve student learning outcomes.
	2.3 Employ a variety of appropriate **ways for assessing student learning**	• Construct test questions with appropriate formats and time for students to answer. • Select test items from books with appropriate questions and time for students to answer. • Show test answers and share corrections with students. • Clearly define test outcomes to show effectiveness of student learning.
	2.4 Follow up student participation and maintain **records of student progress**.	• Follow up student participation through observation and making notes. • Maintain records of student participation in learning activities.
	2.5 Give **feedback to students, parents or guardians** about the development of student knowledge, skills and attitudes.	• Give feedback to students by speaking in person with them and making appropriate written comments on written work, especially in relationship books. • Give feedback to parents or guardians through monthly reports and meeting them in person if necessary.
Learning Environment	2.6 Provide **safe learning environment** and encourage all students to learn	• Demonstrate effective classroom management. • Help students interact positively with each other. • Provide a learning environment which extends students' learning.
	2.7 Help **students to become increasingly responsible** for their own learning.	• Demonstrate ways students can be helped to take more responsibility for their own learning. • Show examples of student work which demonstrate self-study (tasks, mini projects, group reports, etc.).
	2.8 Participate in **school development** to support learning and welfare of students and colleagues.	• Describe school development activities the teacher participated in. • Make suggestions for school development activities.
Teaching Strategies	2.9 Use a **range of teaching methods** to facilitate student learning and to meet MoEYS *Curriculum Standards*.	• Demonstrate a range of teaching methods: deductive, inductive, group work, demonstration, problem-solving. • Describe effective teaching methods used for each lesson, especially correct implementation of Student-center Approaches. • Explain why a particular method has been used.
	2.10 Meet **student learning styles and needs** through suitable implementation of various teaching methods	• Show various teaching methods to fit student learning styles (i.e., good at language, Maths, physical movement, music, interpersonal relations, etc.) • Explain teaching methods which match student learning styles.
	2.11 Prepare and give students opportunities for learning about **problem resolution as well as critical and creative thinking**	• Help students to think critically to analyze issues. • Describe how to use critical thinking to resolve problems.
	2.12 Use of **information and communications technology**, if possible to make teaching and learning more effective.	• Describe how to use Information and Communications Technology to help motivate student learning. • Describe how to use Information and Communications Technology to help students learn more effectively.
3. Professional Study		
Self-Learning	3.1 Regularly evaluate own teaching and plan for **personal professional development**.	• Identify own professional strengths, weaknesses and needs. • Prepare an effective personal Professional Development plan. • Use a diary to reflect on own work.

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Standards		Descriptors
	3.2 Develop **IT knowledge and skills** to be applied to teaching and learning.	• Provide certificates as proof of further professional study. • Describe how to use Information Technology for research. • self study. • Willing to do research to gain knowledge on new teaching techniques through use of Information Technology.
	3.3 **Improve relationships** with students, parents, colleagues and community	• Demonstrate relationship with students. • Demonstrate relationship with colleagues. • Demonstrate relationship with parents and community.
Participation in Improving Teaching	3.4 Read **professional education articles** and carry out research to broaden knowledge and improve teaching.	• Describe the articles s/he has read and researched and how the lessons from reading have been used to improve teaching. • Share experiences gained through reading and researching, with co workers to upgrade capacity.
	3.5 Interact with other teachers in **professional learning activities.**	• List workshops / training attended. • Explain content of workshops / training attended and provide good experiences for teaching and learning to other teachers.
4. Professional Ethics		
	4.1 **Caring for students** and working in the interests of students and society.	• Speak to students, colleagues and others in community with respect and encouragement. • Show respect for child rights without verbal abuse and corporal punishment. • Work with colleagues and other community members in the interests of the students.
	4.2 Demonstrate **commitment and responsibility** to the teaching profession.	• Attend school regularly and arrive on time. Attend school events. • Demonstrate consistent friendly and kind behavior. • Show respect to students, colleagues and others in the community. • Show enthusiasm and initiative in all aspects of professional activities. • Demonstrate knowledge of the MoEYS Code of Ethics and Law on Education.
	4.3 Demonstrate a **positive model of ethical behaviour**. Enjoy harmonious relationships with students and community.	• Wear appropriate dress. • Demonstrate a positive attitude to students and others. • Demonstrate capacity to maintain harmonious professional relationships. • Instill the values of ethical behaviour in student parents and others.
	4.4 Use **fairness and transparency** in dealings with students, colleagues, and other members of community.	• Demonstrate professional integrity through treating others equally and without bias. • Give all students equal attention and access to resources irrespective of gender, disability, ethnicity or poverty. • Assess learning outcomes fairly.

Appendix F: School Director Professional Standards (2017)

Standards	Descriptors
Standard 1: Academic Level and Work Experience	
School director must have: • a minimum of Bachelor's degree or equivalent degree or sufficient efficiency (the best director in any year) • a certificate to prove professionalism in being a school director • basic knowledge of ICT and broad culture • knowledge of foreign languages to be used in communications • at least 5 years' experience in classroom or specialist teaching	
Standard 2: Ability and Qualifications of School Director	
2.1 Professional Code of Conduct	• Adherence to the professional consciousness of teachers • Strengthening solidarity • Strong work ethic • Professional confidentiality, loyalty to the institute, professionalism knowledge, value the scholars, non-discrimination, non-violent, good morality life with virtue and justice • Probability and Consultation on Evidence
2.2 Leadership	• Preferences in researching, understanding the new discoveries that involved leading and managing the school • Giving opportunities, honor, value toward co-workers • Skillful in solving problems with efficiency and participatory • Self-evaluation every day to improve after completing works (10-15 minutes) • Strong skills in determining the priority actions to be taken • Good leadership and practice models for all stakeholders • Making the right decisions, based on the requirements of local requirements and national policies, promotes multifaceted understanding and respect for different degrees.
2.3 Commitment	• Willing to build trust in the unit, dare to speak, dare to do, dare to be responsible • Knowledgeable, loving, and protecting the environment • Have patience and be flexible in a difficult situation
Standard 3: Critical Thinking and Innovative Skills	
3.1 Vision, Mission, Policy and Strategic Plan	• Understanding and disseminating policies, strategic plan principles, and legal documents of the Ministry • Understanding the objectives of the ministry and developing its vision, mission and strategic plan for school development (5 years, 3 years, 1 year) • Promote the School Development Strategic Plan to target stakeholders effectively
3.2. Implementation of the vision and action plan	• Job Arrangement, tasks, and responsibility for technical and organizational capabilities • Manage and allocate resources within the unit (budget, people, equipment and information)
3.3. Job review and evaluation	• Self-evaluation of the job completion and the improvement • Be the inspiration, will, consciousness, and encouragement to employees to love their work and the unit or institution • Implementation of the vision, mission, policy, principle, and legal documents

Standards	Descriptors
	• Collaborative and responsive collaboration works • Monitoring, analyzing data and information from different sources for leadership effectiveness and management • Timely resolution of all requests and issues in order to improve the efficiency of the work • Providing data and information to hierarchical and necessary leaders
Standard 4: Leadership in Managing the Administration of the School	
4.1. Administration Management	• Creating a culture of good relationship between the teachers and the leaders • Assigning resources efficiently and accurately • Leading and coordinating planning and budgeting by sensitizing expenditures and spending on priorities • Organizing an accounting and financial management system that is transparent, accountable, secure, and reliable • Organizational structure divides roles and duties to staff in an effective manner • Preparing and setting up committees and councils • Arrange documents, and accounting documents in accordance with the guidelines • Delegation is effective to achieve the strategic plan's objectives • Increasing management, leadership and achievement in accountability • Organizing the school's property management system • Demonstrating ability to think creatively, reflecting, critical thinking, and problem solving • Conducting a brief meeting on the short period of time with clear discussion and achieving results at the end of the meeting • Using technology for managing schools and networking effectively • Sharing recent knowledge to colleagues about the good experiences of other schools • Student leadership helps social work and communities including environment, sanitation, traffic, anti-drug, agriculture, international day, blood donations, culture, arts, news, tourism, including youth's social work such as the youth scout
4.2. Staff Management	• Understanding of the care of teachers and staff at school by studying the status of teachers and teachers' background (history, places of residence, names, preferences, and retirement dates) • Encourage people with good work by promoting them and give the letter of appreciation • Instruction to teachers about health care, hygiene, dressing, living and working behaviors • Evaluation the teacher's work with transparency • Facilitating teachers and educational staff in schools to receive additional study (pushing for research to expand teaching knowledgeand pedagogy) • Encouraging gender to participate in all activities • Promotion of professional values, teachers, and professional code of conduct
4.3. Financial Management	• Monitoring and evaluation of the results of the implementation of school development plans • Collecting and analyzing data to plan effectively
Standard 5: Leadership on Curriculum, Teaching and Learning	
5.1. Learning and Teaching Management	• Ensuring material for the process of teaching and learning and providing opportunities for teachers, students with materials and resources to build on the spirit of creativity and care • Push and encourage teachers to use clear pedagogical skills to facilitate students to learn • Prepare the inspection plan to help teachers and to implement this plan regularly • Encouraging teachers to prepare lesson plan, teach and apply the plan correctly • Observe the teacher's teaching and provide motivation feedback

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Standards	Descriptors
	• Encourage teachers to teach all types of students without discrimination • Encourage teachers to complete the school curriculum and fit the needs of students • Encouraging teachers to encourage students to self-study regularly • Creating a good learning environment with enthusiasm, intimacy and trust
5.2. Research	• Regularly organize technical teams and technical meetings • Participatory and encouraging study research session • Research and identifying the best teaching method to facilitate the teaching and learning effectiveness
5.3. Ability Improvement	• Organizing the meeting with staff and community in monitoring, improving and implementing the curriculum • Formal dissemination the evaluation report to stakeholders • Ensuring unity, peace and mutual respect
5.4. Capacity Development	• Development and utilizing the education resources by scientific way • Encouraging teachers who perform well • Providing opportunities for teachers to visit good school • Facilitating and promoting activities such as share the knowledge and mutual experiences (create an event where more experienced people can share to the less experienced people)
5.5. Internal Inspection	• Monitoring and evaluating activities to improve learning outcome • Evaluate learning outcome and write reports on the progress of teaching and learning • Assessment of strengths and weaknesses to improving teaching methods • Creating a good learning environment is hygienic, orderly and with no harm • Evaluate student learning outcome with transparent and fair on regular manner • Use the results of the evaluation to improve the process of teaching and learning
Standard 6: Connecting the School and the Community	
6.1 Local Authorities	• Building close and long-lasting relationships with the community, authorities, parents, and other stakeholders to develop schools • Leading and coordinating for resources mobilization from different sources to develop schools • Strengthening management and leadership by clearly demonstrating high responsibility, transparency and non-partisan planning • Building confidence by striving to maximize achievement, good academic achievement, shared will, dedication, vision, mission, clear structure
6.2 Parents	• Building good relationships with parents to gather children into school and learning outcomes • Explanation of the value of education to parents • Disseminating all the achievements of the schools in which the community participates
6.3 Stakeholders	• Building network with specialists and experts in all fields to participate in educational development, including the areas of work and vocational training, health, agriculture, industry, handicraft, traffic safety, culture, tourism, news, religion … • Facilitating stakeholders by providing support, honoring and giving opportunities to participate in activities • Listening to and accepting constructive criticism from communities and stakeholders

Appendix G: School-based CPD Model

A decentralized, localized or site-based model of CPD derives from the following best practice. Educators learn best when:

- they have a voice in determining their own professional development needs as opposed to those that are determined for them by others;
- the learning process is locally driven, placing responsibility for learning in the hands of educators, not those of external authorities;
- learning takes place within the working context as opposed to when it takes place off-site;
- they are seen as unique individuals with unique professional needs, requiring tailor-made programs as opposed to' one-size-fits-all' approaches; and
- they collaborate with colleagues from other schools, clusters, etc. and learn from each other.

Schools are encouraged to be creative in their of CPD and to share their innovations with the wider community of educators.

1. School-based CPD committee

Each school will establish a CPD committee led by the school director, by virtue of their role as instructional leader, with the Technical Group Leader as a CPD Coordinator (a practicing teacher, not an administrator). Classroom and specialist teachers would sit on the committee as well (subject representatives) and a School Support Committee member, as required. The CPD plans at the school level should be integrated with the annual School Improvement/Development Plan.

The CPD committee would: (i) assess the CPD needs of teachers and school director(s), (ii) prepare an annual CPD plan including appropriate activities, facilitators, venues, and scheduling, (iii) manage CPD funds, (iv) oversee implementation of activities, (v) keep accurate records of school personnel CPD activity, and (vi) liaise with district, provincial, and national offices, as need be (implementation, monitoring & assessment of outcomes, record-keeping, etc.).

Schools should be careful not to over-complicate the CPD system thereby creating 'CPD fatigue' for teachers. Keep it simple to address the CPD needs of local staff. It is recommended that a number of non-instructional days (3-5?) be set aside in the annual school calendar for school-based CPD activities that would be best conducted without students in attendance (paid working days). These non-instructional days would complement CPD activities outside the regular school year (i.e., modules and short courses provided by TEIs, action research, degree upgrading, etc.). Other school-based activities such as classroom observations, peer teaching/coaching, mentoring, technical group meetings, and materials production could be accomplished during regular school days. The University of Namibia CPD Guide (2014) includes various planning and teacher self-evaluation templates for reference.[27]

School-based CPD committees could network within primary school clusters or secondary resource school networks to share ideas, collaborate on activities, and be more cost-effective.

2. Professional portfolio, professional learning plans, and career passport

The *Professional Portfolio* is an educator's archive or collection of evidence of professional development and teaching or school leadership practice. The portfolio can be standardized, for example, in a book or binder, or be personalized such as in a box of documents and materials. The portfolio will contain materials related to their work (professional learning

[27] CPD Unit. (2014). *Implementation Guide: Site/School-based CPD Coordinating Committee – implementing CPD at the site/school level*. Windhoek: University of Namibia. See Reference Binder.

plans, career passport, certificates, performance appraisals, letters of appreciation, awards, best lesson plans, examples of good lessons, photographs, etc.) – anything that 'showcases' the educators experience and learning.

Staff will maintain a *Professional Learning Plan*(Figure 5) each year by indicating specific knowledge or skills that they wish to acquire to improve their teaching or leadership and management. A conversation at the start of the year with a colleague or supervisor would confirm the objective(s) for that year, and a year-end conversation would reflect on the progress made to achieve those objectives. MoEYS *Career Passport* (Figure 6) would be the document that is used to record and certify participation in CPD activities.[28] The plan would become part of a teacher's CPD portfolio during their career.

Figure 5: Professional Learning Plan exemplar

Professional Learning Plan		**Year:**
Name		
School		
Current Role		
Supervisor		
Goal(s)		
Resources required		
Strategies to achieve goal(s) (i.e., CPD activities)	**Measures of success (i.e., application of strategies)**	
End-of-year outcomes (What did you achieve? How have things improved?)		
Looking ahead…What do I want to learn more about?		

Figure 6: Career Passport exemplar (i.e., Grade 1 teacher, SY 2019-20)

CPD Activity	Type[29]	CPD Hours	Date(s)	Supervisor
Team teaching with Grade 2 teacher on EGRA (lesson prep, instruction, post-discussion) – observed by school director	SB	3	07/11/2019	XXXX
EGMA workshop at local PTTC – making teaching materials	TEI	15	15-16/01/2020	XXXX
Read a research article on Grade 1 literacy in Cambodia – explained briefly at TG meeting	SS	2	02/02/2020	XXXX
New Grade 1 science textbooks and teacher guides workshop	MoEYS	22	24-26/04/2020	XXXX

[28]A career passport concept was presented for consideration in 2011 named *Training Record Book for School Directors*. However, the idea does not appear to have been implemented at or since that time.
[29]**Type** refers to delivery model: self-study (SS), school (SB), cluster (CB), TEI, district/provincial (DOE/POE), MoEYS, NGO, other.

3. Performance appraisals

As one factor in career pathways (Section 1: 5.5), performance appraisals will be conducted on a regular basis by supervising personnel. The assessment process is essential because it focuses on building the teacher's and school leader's professional practice, knowledge, and skills throughout their career.Each teacher will be observed by the school director twice per year and by peer-teachers twice per year (minimum four times in total). School directors should be observed once per year by DOE and by peer-school directors once per year, where possible (minimum two times in total). The assessment process requires the supervisor to use evidence gathered in a variety of ways (professional learning plans, observations, CPD activities, communication, and professionalism) to determine aneducator's performance rating. Performance appraisals should also include self-assessments as shown below.

Self-evaluation(self-reflection)

Below is an exemplar for use by School Directors to self-assess their knowledge and skills[30]:

Effective Teaching & Professional Development	I have used this technique	I have not heard of this technique	I would like to know more…
Action Research		✓	
Adult Learning Principles		✓	✓
Building on what students already know	✓		
Case study discussions	✓		
Classroom observation and developmental feedback	✓		
Coaching		✓	✓
Examination of student work			✓
Help teachers to prepare lessons			✓
Identify effective teaching practice during classroom observations	✓		✓
Learn about instructional leadership through self-study and professional development activities (MoEYS or other)			✓
Learner-centred teaching		✓	✓
Lesson Study		✓	
Linking learning to students' lives	✓		
Mentoring		✓	✓
Peer observation		✓	
Professional Learning Communities (PLC)		✓	✓
Provide school-based professional development for teachers			✓
Providing challenging activities that require independent thinking			✓
Study Groups		✓	
Talk with teachers about what works well for them in the classroom	✓		
Using questions and prompts to promote learning	✓		✓

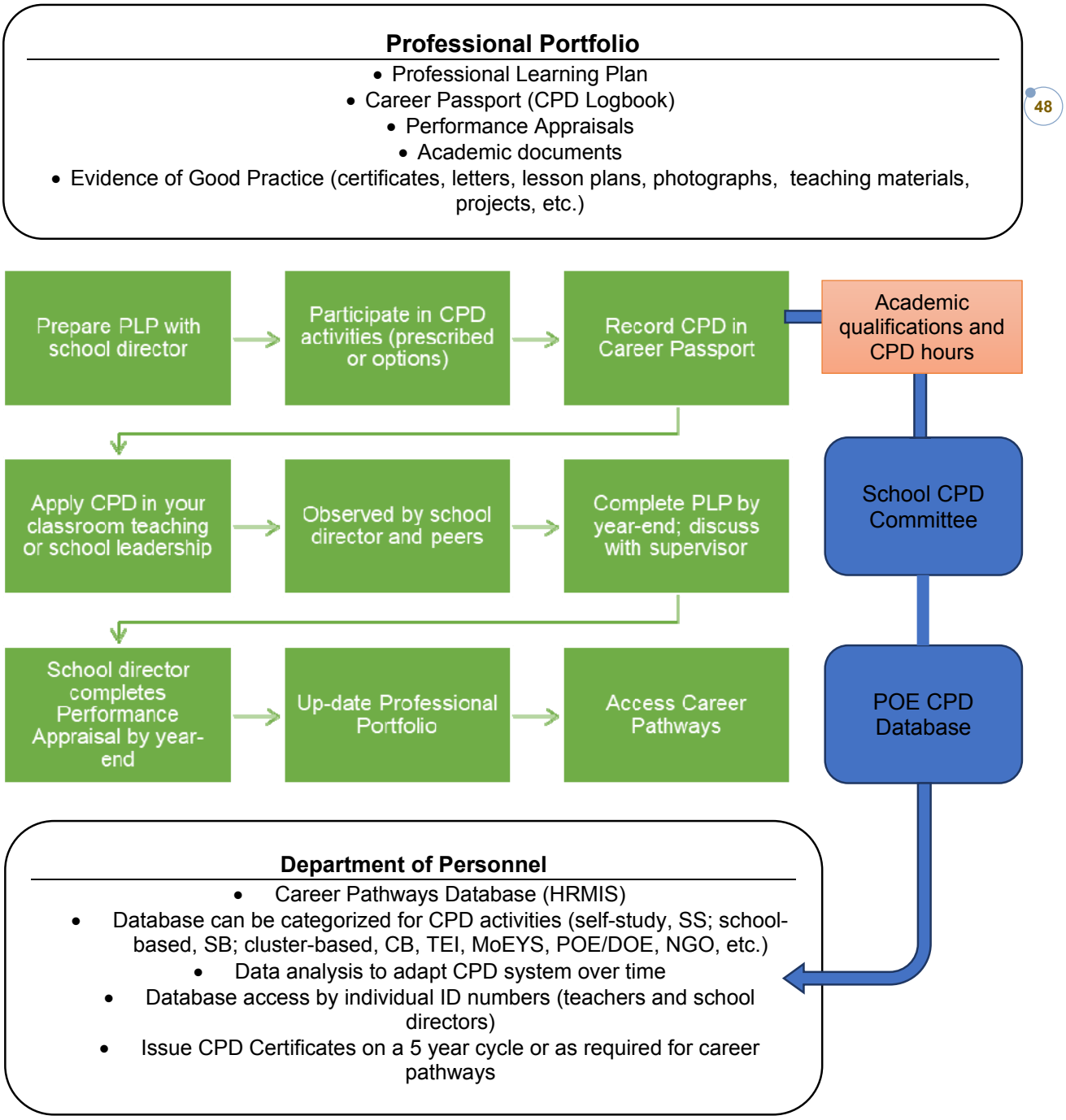
Supervisor's performance appraisal

School directors and DOE personnel will be instructed through SBM INSETon the purpose and implementation of professional performance appraisals for teachers and school directors. Performance appraisals will be standards-based (teachers and school directors) indicating an educator's level of competence for each standard (Appendix E/F). Supervisors will complete evidence-based appraisals (interviews, observation, documentation, etc.) on

[30] Ministry of Education & Training (2017).*Vanuatu School Principal In-Service Program: Principal's Manual*. Port Villa: UNICEF (Pacific).

an annual or bi-annual schedule, depending upon school size and leadership support (deputy directors available to assist).

Figure 7: CPD process for teachers and school directors



Below is an exemplar for use by School Directors to assess the teacher's knowledge and skills relative to the Teacher Standards (Appendix E). A similar format can be used for School Director appraisals relative to the School Director Professional Standards. Raw scores can be converted to percentages or other grading, as need be.

Standards	Performance Indicator	Comments (where explanation of rating valuable)	Performance Rating[31]
1. Professional Knowledge			**21/36**
Knowledge of students	1.1 Know students (their learning needs, capacity, academic backgrounds, and attitude to learning)		3
	1.2 Know clearly about family status and factors that affect student learning, and how to resolve those factors.		2
Knowledge of content	1.3 Be aware of **national educational policies**, national education goals, and purposes of general education		0
	1.4 Understand how to **prepare a lesson plan**		3
	1.5 **Understand curriculum content**. Be able to explain and teach subject content well		3
	1.6 Understand how to **integrate content from one subject to another** so students gain transferable skills and are more willing to learn.		2
Knowledge of student learning	1.7 Understand **educational context** of classroom and community.		2
	1.8 Understand **how students learn**.		3
	1.9 **Understand differences** in student skills, learning speed and learning styles.		3
2. Professional Practice			**28/48**
Planning for and Assessment of Learning Outcomes	2.1 Prepare correct and **effective lesson plans**, teaching curriculum, and assessment of learning outcomes		3
	2.2 Prepare **teaching and learning materials** to achieve student learning outcomes		2
	2.3 Employ a variety of appropriate **ways for assessing student learning**		2
	2.4 Follow up student participation and maintain **records of student progress**.		2
	2.5 Give **feedback to students, parents or guardians** about the development of student knowledge, skills and attitudes.		4
Learning Environment	2.6 Provide **safe learning environment** and encourage all students to learn		3

[31] Outstanding – 4; Good – 3; Satisfactory – 2; Needs Improvement – 1; No evidence - 0.

	2.7 Help **students to become increasingly responsible** for their own learning.		3
	2.8 Participate in **school development** to support learning and welfare of students and colleagues.		4
Teaching Strategies	2.9 Use a **range of teaching methods** to facilitate student learning and to meet MoEYS *Curriculum Standards*.		2
	2.10 Meet **student learning styles and needs** through suitable implementation of various teaching methods		2
	2.11 Prepare and give students opportunities for learning about **problem resolution as well as critical and creative thinking**		1
	2.12 Use of **information and communications technology**, if possible to make teaching and learning more effective.		0
3. Professional Study (CPD)			**10/20**
Self-Learning	3.1 Regularly evaluate own teaching and plan for **personal professional development**.		4
	3.2 Develop **IT knowledge and skills** to be applied to teaching and learning.		0
	3.3 **Improve relationships** with students, parents, colleagues and community		4
Participation in Improving Teaching	3.4 Read **professional education articles** and carry out research to broaden knowledge and improve teaching.		0
	3.5 Interact with other teachers in **professional learning activities.**		2
4. Professional Ethics			**12/16**
	4.1 **Caring for students** and working in the interests of students and society.		3
	4.2 Demonstrate **commitment and responsibility** to the teaching profession.		3
	4.3 Demonstrate a **positive model of ethical behaviour**. Enjoy harmonious relationships with students and community.		3
	4.4 Use **fairness and transparency** in dealings with students, colleagues, and other members of community.		3
		TOTAL	**/120**

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Appendix H: Recommended CPD Activities

The following glossary includes several activities used by educators around the world that can be conducted in various sites (self-study, school- or cluster-based professional learning communities, workshops, TEI settings, etc.).[32]In the past, professional development focused on in-service workshops and external delivery systems. Today, the emphasis is on school-based activities such as coaching/mentoring, partnerships, and team/group development.

[32] Alberta Teachers Association. (2019). PD Activities for Professional Growth. https://www.teachers.ab.ca/For%20Members/ProfessionalGrowth/Section%203/Pages/Professional%20Development%20Activities%20for%20Teachers.aspx

Action Research: Teachers often use their classrooms as research sites. For example, teachers might teach a concept in different ways to determine which had the greatest effect on student learning. Likewise, teachers might experiment to see what approach is most effective in facilitating cooperative learning among students.

School Directors can use action research to address issues related to their leadership role in schools. Action research is a reflective strategy that requires the collection of qualitative and quantitative data, which can lead to improved practice.

Book Study: Book studies work best if the participants have similar skills and interests. However, varying viewpoints are important because they encourage diverse opinions and enliven discussion. Choose a book on a topic that interests everyone in the group but that is sufficiently open-ended to encourage new learning through reading and discussion.

Classroom/School Visitation: Teachers visit the classrooms of colleagues to view innovative teaching practices and expand and refine their own personal pedagogy. For classroom visitations to occur, school directors should assist with scheduling and classroom coverage.

School Directors may benefit from visiting a school in the area or elsewhere in the country to view the facility, explore alternatives for organizing resources, and discuss leadership strategies with the hosting school director.

Coaching: Teachers and school administrators ask for and receive feedback about their practice after being observed by a coach (colleague or other observer – TEI, DOE, POE, MoEYS, NGO, etc.). Observation and assessment encourage educators to reflect on their everyday professional lives and can take many forms. Reflective writing and discussion allow educators to develop ideas that can be integrated into their teaching strategies and school leadership.

Collaborative Curriculum Development: Provides a unique opportunity for teachers to explore deeply into their subject matter. Working together, teachers can design new planning

materials, teaching methods, resource materials, and assessment tools.

Community and/or service organizations: Provide an opportunity for teachers and school administrators to develop leadership skills and gain important knowledge related to their role and community context.

Curriculum Mapping: Curriculum maps are tools to organize teaching. They outline a sequence for delivering content and provide a clear scope for what must be taught to all students as specified in the national curriculum. By mapping what's actually taught and when and aligning it with assessment data, teachers can modify instruction.

Data Analysis: Educators use data to inform their professional practice, that is, to make decisions about what to teach, how to teach it, and how to determine whether students have learned what was taught. Some data help determine the degree to which an individual student or a group of students has achieved specific standards as measured by teacher-made tests and assignments, norm-referenced tests, student portfolios, observation surveys and other sources.

Examining Student Work: Student work provides teachers with a critical source of information about how a student is learning, developing, acquiring new knowledge, and applying new skill sets. Student work includes such items as writing samples, projects, oral reports, and pictures. Thinking analytically about the work can give teachers greater insights into teaching and learning.

Hosting a Student Teacher: Hosting a student teacher is a form of mentoring, except that the experienced teacher has an obligation to focus on supporting the development of standards related to interim licencing. Host teachers are ultimately responsible for their students and therefore must closely supervise what the student teacher does with respect to lesson planning, classroom instruction, and student evaluation.

Integrated Curriculum Planning: The teacher organizes curriculum so that it cuts across subject-matter lines, bringing topics into meaningful association and allowing students to focus on broad areas of study (i.e., learning about the history of Mathematics through internet research; learning about the physics and history involved in Angkor Wat construction)

Internet Research: The Internet provides access to a wealth of information on countless topics contributed by people throughout the world. On the Internet, a user has access to a wide variety of services: vast information sources, electronic mail, file transfer, group memberships based on interest, interactive collaboration, and multimedia displays. Be aware of the quality issues around public websites.

Journaling: Journaling is a technique for recording observations and reflections. The entries may be related to teaching, student growth, the implementation of a new initiative, or any subject for which a teacher may want to develop a record. The journal can provide a rich, qualitative record of events and activities.

Lesson Study: Lesson study is a professional development process that Japanese teachers engage in to systematically examine and improve their practice. In this process, teachers work collaboratively to plan, teach, observe, and critique a small number of study lessons. To provide focus and direction to this work, teachers select an overarching goal and related research question that they want to explore. This research question guides their work on all the study lessons. Teachers then jointly draw up a detailed plan for the lesson that one of the teachers delivers to students in a real classroom. Other group members observe the lesson. The group then meets to discuss their observations. Often, the group revises the lesson, and another teacher delivers it in a second classroom, while group members again look on. The group then meets again to discuss the observed instruction. Finally, the teachers produce a report of what their study lessons have taught them, particularly with respect to their research question.

Leadership Development Programs: Leadership development programs are generally designed to provide teachers aspiring to school or district administration with an opportunity to learn about various aspects of the role and thus increase the pool of applicants for leadership positions.

Mentoring: Studies on novice teachers demonstrate that the first three years of teaching play a crucial role in shaping a teacher's perception of the profession and in helping the teacher decide whether to stay or leave. Novice teachers are in greatest need of the support that will enhance their instructional skills and classroom management. Mentors (assigned senior teacher) can provide the advice, suggestions, and constructive feedback that can make the difference between whether a new teacher succeeds or fails.

Networks: Effective professional development initiatives use a variety of communication networks and strategies. Technology networks (Telegram, WhatsApp, Line, Skype, etc.) can help educators' to communicate with a larger and more diverse group of educators beyond the staff at their own schools. Participants can discuss such issues as evaluation and assessment, technology across the curriculum, environmental and global education, second language instruction, conflict resolution, school leadership, and school-based research. Open systems can connect teachers to existing on-line libraries, databases, list servers, and other communication systems.

On-line CPD Programs: Some organizations and higher education institutions have developed on-line courses, tutorials, and self-guided programs for teacher professional development. Many programs have a registration fee.

Post-secondary Courses: Teachers interested in continuing their academic development can register for credit courses offered by post-secondary institutions. Some programs are offered using outreach or on-line strategies.

Professional Books and Journals: Some universities and organizations in Cambodia have libraries with education titles, some of which are on-line also (i.e., RUPP Hun Sen Library, Faculty of Education Office).

Professional Development Schools: Professional development schools (demonstration/practicum) are schools that collaborate with a teacher education institution (TEI). The faculty of the TEI/university works directly with school-based teachers and school directors on problems and issues relevant to the everyday practices of teachers, schools, and school systems. Through their ongoing communication with teachers, school directors, and DOE and POE staff, faculty members help to identify trends and challenges. Field development projects are collaboratively planned between schools and university personnel and may involve a combination of the following activities: problem identification, planning, delivery of CPD sessions, ongoing school support, school support committee membership, and project evaluation.

Professional Organizations: Associations for subject teachers (i.e., Mathematics Teachers, Primary Science Teachers, Music teachers, etc.) and school directors can be joined or established. They often provide literature, coaching, and/or professional development sessions on specific and relevant topics for classroom teachers and school directors.

Professional Portfolios: Professional portfolios are collections of credentials, artifacts, and reflections that document a teacher's professional practice. Some teachers and school administrators have used the portfolio development process to reflect on and improve their professional practice.

School Improvement Teams: Strategic planning empowers all members of the school community – administrators, teachers, support staff, parents, trustees, and other stakeholders – by enabling them to build their future exactly as they want it at the professional and personal levels. The value of strategic planning depends on the extent to which the school administration and staff are willing to change and to invest the time required to bring about that change.

School-Based Professional Development Workshops: CPD providers may offer a wide range of professional development workshops designed to address school staff needs. These workshops can be offered as full- or half-day

sessions or as part of an on-going program of school-based professional development.

Self-Reflection: Self-reflection is a critical skill for the ongoing development of one's professional practice. Self-reflection can be broken down into the following four steps: (1) *problem identification*, during which teachers identify a problem or question about their practice that they are motivated to address; (2) *information gathering*, during which teachers collect data to inform the area of practice; (3) *reflection and decision-making*, during which teachers attempt to find meaning in the data through reflection and analysis; and (4) *application and change*, during which teachers plan how to improve their practice. Self-reflection can be combined with other PD strategies such as action research, journaling, and developing a professional portfolio.

Study Groups: This approach to professional development benefits both teachers and administrators by bringing colleagues together on a regular basis to undertake in a group setting a task that they would normally do in isolation. The optimum size for a study group is about six so that each participant is equally responsible for the success of the group.

Summer Institutes: Provide teachers with an opportunity to immerse themselves in a curriculum or pedagogical topic for an extended period of time. Most summer institutes are three or more days in length and some are offered for university credit.

Seminars, Institutes and Retreats: Institutes are intensive, specialized sessions that focus on one topic or issue. Institutes and retreats provide opportunities for teachers to learn new teaching strategies and techniques and to explore in depth with colleagues.

Teachers' Conventions or Conferences: Local, provincial, and national conferences provide a forum in which ideas can be debated, analyzed, and sometimes validated. They can inspire, motivate, and create feelings of renewal. Some school staffs participate in conferences and seminars as groups and then meet to discuss what they learned and how it can improve student learning and classroom practice.

Team Teaching: Two or more teachers prepare and deliver lessons together for their combined class groups (i.e., Grades 8 and 9 Mathematics teachers combine their two classes for project-based learning such as measuring the school facility – geometric and trigonometric functions – and constructing an architectural model for display; Grade 10 History and Science teachers collaborate on a 'famous scientists or innovations' project with their students).

Technical Group Leaders: One role of the Technical Group Leader is to help a group of teachers identify a project that is meaningful to them and then work through the steps required to carry it out: implementing curriculum, conducting research, holding workshops, and establishing new lines of communication among staff. By engaging in group processes like consensus building, vision building, and conflict resolution, Technical Group Leader model ways for teachers and administrators to develop and hone their collaboration skills.

Video Conferencing: Video conferencing enables teachers to consult with their peers when distance prevents them from doing so. Video conferencing can be used to facilitate study groups, analyze student work, participate in workshops, and view presentations.

Viewing Educational Videos: Professional development videos can be accessed on YouTube in Khmer and other languages (i.e., cooperative learning/KAPE; subject knowledge/Khan Academy, etc.). Videos can be used for self-study or by professional learning communities.

Writing: Submit articles to CPDMObulletins (professionalassociations) and/or academic journals (i.e., Cambodian Education Research Journal).