

Kingdom of Cambodia

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Ministry of Education, Youth and Sport



Teacher Education Curriculum Framework

Preschool, Primary, and Lower Secondary
Education

Teacher Training Department

2023

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Preface

Teachers are at the core of Cambodia's education, and pre-service teacher education (PRESET) reform is one of the Ministry of Education, Youth, and Sport (MoEYS)'s key education sector reform priorities in the current as well as in the next Education Strategic Plan. The current PRESET programmes for teachers need to be further strengthened, adhering to new education reform policies and strategies, aligning with the Teacher Professional Competencies, and adhering to the universal standards of professional excellence.

One of the primary objectives of the Teacher Education Curriculum Framework (TECF) is to establish a harmonized PRESET teacher education system across various TEIs. It encompasses credit systems, curriculum development, teaching methods, action research, and practicum aligned with regional and global frameworks, and best practices. This Framework serves as a comprehensive guide for those involved in shaping the education of future preschool, primary, and lower secondary teachers. In addition, it has been designed to assist Teacher Education Institutions (TEIs) in developing credit-based curricula for pre-service teacher education to achieving MoEYS' vision of a highly competent teachers.

Furthermore, the TECF's credit-based model provides the basis for qualification upgrade programmes for in-service teachers with 12+2 qualifications to earn bachelor's degrees. The TECF also provides a framework for an incremental approach to transforming the Provincial Teacher Training Centres (PTTCs) and Regional Teacher Training Centres (RTTCs) to TECs.

The MoEYS would like to express its appreciation to the Capacity Development Partnership Fund (CDPF) for the technical and financial support. MoEYS encourages TEIs and relevant departments to implement this framework, and development partners to support in order to improve education quality, effectiveness, and efficiency. 8.4 ✓

Phnom Penh, 29 December 2023

Deputy Prime Minister

Minister of Ministry of Education, Youth and Sport



Dr. HANG CHUON NARON

LIST OF ABBREVIATIONS

Acronym/Abbreviation	Meaning
ASK	Academic Subject Knowledge
CPD	Continuous Professional Development
CQF	Cambodia Qualification Framework
CS	Curriculum Studies
ES	Education Studies
MoEYS	Ministry of Education, Youth and Sport
NIE	National Institute of Education, Phnom Penh
PED	Primary Education Department
PTTC	Provincial Teacher Training Centre
PSTTC	Preschool Teacher Training Centre
PS-TTC	Preschool Teacher Training Curriculum
PRESET	Pre-service training programme
RTTC	Regional Teacher Training Centre
RUPP	Royal University of Phnom Penh
SED	Special Education Department
STEC	Student Teacher Education Competencies
STEM	Science, Technology, Engineering and Mathematics
TEC	Teacher Education College
TEI	Teacher Education Institution
TECF	Teacher Education Curriculum Framework
TPS	Teacher Professional Standards
TTD	Teacher Training Department
UNESCO	United Nations Educational, Scientific and Cultural Organization

1. INTRODUCTION

1.1 Summary overview

This Teacher Education Curriculum Framework (TECF) is intended as an accessible, easy-to-consult manual for all those involved in the development of curricula for the pre-service training of preschool, primary and lower secondary teachers.

It is designed to support teacher educators and teacher training institutions in planning credit-based curricula for pre-service teacher training (PRESET).

This framework document also includes further content that can be used by programme developers to inform the development of programme syllabuses and accredited course content. This includes guidelines covering research and practicum components, recommended activity types, assessment mechanisms and scoring frameworks.

In keeping with MoEYS plans for ensuring harmonisation across institutions, and consistency and comparability across programmes, the guidelines provided in this TECF should be applied across all pre-service programmes in common. However, as part of anticipated approaches to curriculum design, each institution also has some flexibility in the scheduling and sequencing of programme content.

1.2 Summary of Contents

The TECF document commences with a broad **Statement of Vision** on the overarching role of this document (see Section 2). This is followed by a summary of the Framework's **Objectives** for supporting the development of pre-service curricula (see Section 3), accompanied by an overarching summary of **MoEYS' current policy priorities within teacher education** (see Section 4).

The Framework then provides the **Credits Calculation Formular** across all PRESET (see Section 5), accompanied by **a summary of credit-based awards and qualifications** for PRESET covered by this document (see Section 6). The design of each is based directly on the Cambodia Qualifications Framework (CQF).

The framework presents definitions for categorisation of programme content based on five content-based **Areas of Study** (see Section 7) and three programme-based **Course Categories** (see Section 8). This is followed by a summary of generalised **Student Teacher Education Competencies** (see Section 9), which itself is aligned with the Teacher Professional Standards (TPS). This content is to be applied across all pre-service programmes in common, in order to improve overall alignment and consistency in PRESET.

The presentation of framework for credit-based pre-service programmes commences with **a summary of the rationale for credit alignment across programmes** (see Section 10), followed by **an overview of credit allocation across all pre-service programmes** (see Section 11.1), and the individual framework and rationale for credit allocation for:

- Preschool 12+2 teacher education (see Section 11.2);
- Primary 12+2 and 12+4 teacher education (see Section 11.3 & 11.5);
- Lower Secondary 12+2 and 12+4 teacher education (see Section 11.4 & 11.6).

A summary overview of **Programme-based Assessment Mechanisms**, including grading, is presented in Section 12. Again, this content is to be applied across all pre-service programmes in common, in order to improve overall alignment and consistency in PRESET.

Additionally, for ease of reference, the TECF includes an annotated bibliography of all national policy and strategy documents cited in footnotes.

1.3 Design Rationale

Based on government priorities for the improvement of schooling, teacher education in Cambodia is currently undergoing a process of reform. This TECF is one output from that reform, and has been designed in order to contribute to the achievement of MoEYS' current plans.

Firstly, the design of this document fulfils the goal for the development of an overarching teacher education curriculum framework for pre-service Teacher Education Institutions (TEIs) that harmonizes teacher education curriculum and standards across all teacher education institutions (i.e., PSTTC, PTTCs RTTCs, and TECs). This harmonization includes in terms of credit systems, overarching curriculum design and delivery methods. In keeping with MoEYS strategies, these elements have been developed with close reference to the pre-service curriculum framework employed by Teacher Education Colleges (TECs).

Secondly, by introducing the credit-based framework, this TECF also contributes towards MoEYS goals for the future review and revision of the pre-service teacher education curricula delivered by TEIs.

Thirdly, the design of the TECF also supports the achievement of further goals for consistency and coherence in capacity development for teachers, firstly by assuring coordination at the national level, and secondly through the establishment of a credit system to support alignment of pre-service training with CPD offerings.

The overarching goal of this document is to ensure that all student teachers – preschool, primary and lowersecondary – each receive an equivalent quality of pre-service training, and have each been trained according to a national and universal standard for professional excellence.

All content and guidelines included within this document have been developed in accordance with existing government-approved policy and strategy for teacher education and continuous professional development.

2. STATEMENT OF VISION

The vision of the TECF is to Build fully qualified teacher resources to meet developmental and socio-economic needs in the context of Cambodia, the region and the world.

3. OBJECTIVES

The objectives of this TECF are to:

- guide the development of credit-based pre-service training programmes for preschool, primary and lower-secondary teachers;
- provide a framework for the design of teacher training curricula that will produce teachers who can fulfil required Teacher Professional Competencies;
- uphold current national policy and strategies for teacher education and continuous professional development;
- contribute to the fulfilment of the Education Strategic Plan (ESP) 2019-2023 broader national educational goals for:
 - ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all
 - ensuring effective leadership and management of education officials at all levels.

The programme learning outcomes (PLOs) of the PRESET for Preschool, Primary, and Lower Secondary education 12+2 and 12+4 are categorized as based on the Cambodia Qualifications Framework (CQF) 2012:

- **Knowledge**

- PLO1: Identify their students' learning needs/interests, capacities, learning backgrounds, and learning styles.
- PLO2: Concisely identify the kind of families, and relevant factors (such as genders, social background, economics, disabilities and cultural diversities) which influence on students' learning and their ways of solving problems.
- PLO3: Recall National Education Policy, National Education Goals, and General Education Goals.
- PLO4: Recall teacher professional standards and research to broaden knowledge for teaching development.

- **Cognitive domain**

- PLO5: Prepare an effective lesson plan based on the actual context of classroom environment and community.
- PLO6: Develop a lesson plan, syllabus, and assessment appropriately and effectively.
- PLO7: Apply the curriculum, course syllabus and present the lesson contents precisely.
- PLO8: Integrate the lesson content from one topic to another so that students can acquire transferable skills and be willing to learn.
- PLO9: Use appropriate teaching techniques considering the students' learning styles.
- PLO10: Conduct action research for professional development and effective teaching and learning.
- PLO11: Systematically assess student learning performance so that proper mediums can be applied to support students effectively.
- PLO12: Evaluate and reflect teaching performance and plan for continuous professional development.
- PLO13: Critically and/or creatively overcome challenges occurring in the classroom setting for better learning and teaching.

- **Communication, technology, and numeracy skills domain**

- PLO14: Apply information, technology, and communication (if applicable) to enhance effective teaching and learning, constructing the data, collecting and analyzing data as well as data representation with professional ethics.
- PLO15: Utilize knowledge and skills in ICT and digitalization to support their day-to-day teaching and learning.

- **Interpersonal skills and responsibility domain**

- PLO16: Provide feedback to students, parents or guardians about their learning progress and attitude development.
- PLO17: Foster the sense of responsibility among students toward learning.
- PLO18: Take care of and/or dedicate the effort for students and society.
- PLO19: Demonstrate commitment to their teaching as a professional.
- PLO20: Develop a positive thinking, role model, and global citizenship attitude with students and community in an ethical and harmonious way.

- PLO21: Establish good rapport with students, parents, colleagues and community.
- PLO22: Participate in school development to support education and students' prosperity as well as colleagues.
- PLO23: Collaborate with other teachers to improve teaching and learning quality.
- **Psychomotor domain**
 - PLO24: Create and renovate teaching and learning materials to raise student learning outcomes.
 - PLO25: Provide safe and conducive learning environment, enabling students to reach their fullest potentials.
 - PLO26: Adopt appropriate learning activities with students' learning styles and needs through flexible and blended teaching methods.
 - PLO27: Provide opportunities for students to physically and cognitively participate in problem solving by applying critical and creative thinking.
 - PLO28: Apply authentic assessment which involves a performance task that approximate what students are likely to have to do in real-world situations.

The different levels of programme learning outcomes between 12+2 and 12+4 are identified in Guideline on Student Teacher Education Competencies (STEC).

4. KEY OVERARCHING THEMES FOR TEACHER EDUCATION

Plans for PRESET and this TECF are placed within a broader context of current national policies for education.

Teacher training programmes in Cambodia are required to align with these overarching policy priorities, and ensure that they are adequately reflected within teacher training provision.

The key overarching policy priorities are as follows:

- Learner-centred teaching
- Inclusion and diversity
- Strengthening teacher professionalism
- Life-long learning and 21st Century Skills.

In design terms, all teacher training programmes should seek to ensure that these policy priorities are integrated across all courses, content, assessment tasks and accredited outputs.

4.1 *Learner-centred teaching*

Current government policy advocates for an overall approach to teaching and learning described as 'learner-centred teaching'.

In pedagogic terms, learner-centred teaching involves giving all learners a direct and active role in the learning process. It requires teachers to design and deliver lessons that engage their learners in discovering and using new knowledge, in order to build their understanding of the subject and develop their skills in applying it.

Teachers can achieve this through 1) the use of classroom management techniques that engage the learner, 2) the design of activities that involve learners in researching and exploring, and 3) the planning of lessons that draw on learners' previous knowledge.

It is the role of PRESET programmes to introduce student teachers to the principles and theories of learner-centred teaching, and to equip them with the range of techniques they can use in applying it. All programmes should therefore demonstrate learner-centred

approaches in their delivery, and feature the presentation, discussion and reflection on learner-centred approaches as a key cross-cutting aspect on all courses and accredited activities.

4.2 Inclusion and diversity

The Ministry of Education, Youth and Sport's Education Strategic Plan has identified inclusive and equitable education for all as one of the two main policy objectives for the Education sector as a whole. Fulfilling this objective involves the whole education system working to ensure that all learners have equal levels of access to quality education, regardless of gender, ethnicity, social or economic status, or physical or mental ability.

In addressing this at a classroom level, it is important to ensure that teachers are aware of the various barriers to learning that individual students may face, and can demonstrate a range of different approaches that they can take in supporting those students within the classroom. It is the role of PRESET programmes to provide all student teachers with insight and understanding of the challenges facing marginalised learners, and to give them a range of techniques for helping learners overcome those challenges. All programmes should therefore demonstrate inclusive approaches in their recruitment and delivery, and feature presentations, discussion and reflection on inclusive educational approaches as a key aspect of all courses and accredited activities.

4.3 Strengthening teacher professionalism

A number of current government policies and strategies are seeking to strengthen professionalism across the teaching workforce as a whole. Relevant examples include policy objectives for 1) strengthening educational leadership and management at all levels, 2) improving mechanisms for long-term professional development and career development, and 3) addressing the overall quality and focus of pre-service and in-service teacher training. Through such measures, the education system is expected to attract and retain good quality candidates, and encourage them to become more highly skilled, motivated and committed, thereby leading to better job performance and education outcomes for students.

In supporting this process, all PRESET institutions should therefore ensure that:

- At an institutional level, their programmes align with evolving national mechanisms for credit alignment, learner transition and teacher upgrading across institutions
- At a curriculum level, their programmes ensure that student teachers acquire specific professional skills and knowledge, in order that they a) graduate with required Teacher Professional Competencies, and b) are equipped to continue with their professional development through national CPD mechanisms
- At a teaching level, their programmes provide student teachers with the opportunity to apply theoretical knowledge to schooling practice, giving them relevant experience and understanding in order that they develop their personal teaching competences, values and attitudes.

By fulfilling the above requirements, all TEIs will ensure that their programmes are contributing to 1) the professionalisation of the teaching sector, 2) the motivation and engagement of individual teachers, and 3) the provision of an improved quality of schooling.

4.4 Life-long learning and 21st Century Skills

To address issues around the quality of education, MoEYS is seeking to develop a culture of life-long learning, both within teacher education specifically and across the population as a whole. MoEYS requires teachers, school directors and other educational staff to become life-long learners within their own professional practice – to learn by doing, by testing new approaches, by assessing their impact on student learning, and by engagement with peers and colleagues at school level through a supportive professional mentoring system.

Plans for the development of a culture of life-long learning are also aligned with national objectives for the development of 21st Century Skills, both within the teaching profession and across the population as a whole. Designed to enable life-long learning within the emerging global context, the development of 21st Century Skills incorporates a broad range of attributes including: creativity, critical thinking, problem solving, communication, collaboration, digital literacy and ICT skills, information and media literacy, and social and cultural skills.

It is the role of PRESET programmes to introduce student teachers to the principles and practices of life-long learning, and to equip them with the range of tools they can use in applying it to their own professional and academic practice.

All programmes should therefore include activities for self-reflection, analysis and professional development as part of core programming. Firstly, taught courses should include activities and approaches that stimulate learning in this way. Secondly, components for Research should engage student teachers through inquiry-based learning with the objective of developing their own professional knowledge and practice. Thirdly, components for Practicum should engage student teachers in applying critical self-reflection to practical teaching, in independent problem-solving, and in mechanisms for collaborative exchange. Finally, all courses should include assessed opportunities for creative and collaborative working, peer-to-peer communications, and the use of ICTs and digital media in accessing and sourcing new information.

5. CREDIT HOURS

5.1 Credit calculation

The model for the calculation of credit hours for all teacher education programmes will align with the requirements of the Cambodian Qualification Framework and MoEYS' System for Continuous Professional Development Credit Acquisition.

The model for the calculation of credit hours for teacher education will utilise a formula as follows:

Table 1: Credit Calculation Formula for Teacher Education

Standard Calculation:	1 Credit Hour =	45 hours' workload per semester	
Distribution	Course Type:	Participation hour	Self-study hours
	Lecture	15	30
	Class-based Teaching Theory & Practice	30	15
	Workshop/laboratory	30	15
	Practicum / Action Research/ field trip/ study tour	45	

Credit calculation will be based on a fixed set of hours for attendance at lectures or classroom sessions, accompanied by required additional time for students to read, prepare and undertake further self-study around the topics or tasks covered (see MoEYS' System for Continuous Professional Development Credit Acquisition and CPD Handbook).

5.2 Credit calculation for taught courses and other accredited activities

In general terms, standard taught courses and accredited activities will consist of either 1, 2 or 3 Credits total value. This covers courses and accredited activities for most Areas of Study, including Education Studies, Academic Subject Knowledge, Curriculum Studies, Practicum, and Research. For these courses and accredited activities, student teachers should therefore be required to fulfil a total workload of between 45 and 135 hours per semester.

Based on the identified course types, the workload should be calculated as follows.

Table 2: Credit Calculation for standard taught courses and accredited activities

Standard Calculation:		1 Credit Course = 45 hours' workload		2 Credit Course = 90 hours' workload		3 Credit Course = 135 hours' workload	
Distribution	Course Type:	Participation hrs	Self-study hrs	Participation hrs	Self-study hrs	Participation hrs	Self-study hrs
	Lecture	15	30	30	60	45	90
	Class-based Teaching Theory & Practice	30	15	60	30	90	45
	Workshop/ laboratory	30	15	60	30	90	45

In all cases, the total required Self-study Hours will include any time spent on required class assignments.

Based on individual course design at curriculum level, individual study courses might also include a hybrid of lecture, workshop and practice activities as part of the total Credit value. In these cases, the calculation of credit awarded will use the above Credit Hour formula and award a credit total based on a range of factors including: number of contact or delivery hours; course duration; expected levels of required self-study; and any assignments. The

allocation of time for each activity type, and the awarding of credit value should be calculated based on the 1 Credit Hour values outlined in the table above.

The Practicum component will not use the 1-3 Credit model. Instead, the total Credit value of any Practicum component will be between 2-10 Credits per semester. For Practicum, students should therefore be required to fulfil a total workload of between 135 and 450 hours per year. This workload includes all time spent on:

- Classroom observation;
- Lesson planning;
- Classroom teaching;
- Meeting with peers, mentors and headteachers;
- School-based research and self-study activities;
- Completion of assignments;
- Maintaining a teacher practicum portfolio.

The workload for Practicum components should be calculated as follows:

Table 3: Credit Calculation for accredited Practicum components

Standard Calculation	1 Credit
Practicum	45 hrs' workload

Table 4: Credit Formular for Teacher Education

	<u>(Subject Code)</u>	<u>Subject</u>	<u>Number of Credits (X-Y-Z)</u>
Example	<u>101203</u>	<u>Educational Psychology</u>	<u>3 (3-0-6)</u>
	<u>101405</u>	<u>Educational Philosophy</u>	<u>2 (2-0-4)</u>
<u>Number of Credit</u>	<u>1 2 or 3 credits</u> <u>X number of hour for class-based teaching theory (lecture)</u> <u>Y number of hour for class-based practice or practicum</u> <u>Z number of hour for workload</u>		

Table 5: Converting credit to study hour per week

<u>Converting credit to study hour per week</u>		
	<u>Number of credits</u>	<u>Number of hours</u>
<u>Class-based teaching theory</u>	<u>1 credit</u>	<u>1 hour/week</u>
<u>Class-based practice or practicum</u>	<u>1 credit</u>	<u>2 hour/week</u>
<u>Converting study hour to workload</u>		
	<u>Number of hours</u>	<u>Workload</u>
<u>Class-based teaching theory</u>	<u>1 hour/week</u>	<u>2 hour/week</u>
<u>Class-based practice or Practicum</u>	<u>1 hour/week</u>	<u>½ hour/week</u>

Example 1: Subject A is a 3-credit classroom-based theory written 3 (3-0-6).

Example 2: Subject B is 3 credits and divided into 2-credit class-based theory and 1-credit class-based practice written 3 (2-2-5).

Example 3: Subject C is 3-credit class-based practice written 3 (0-6-3).

Example 4: Subject D is 1-credit practicum written 1 (0-2-1) or 45 hours.

6. CREDIT-BASED AWARDS AND QUALIFICATIONS

All PRESET programmes will offer credit-based awards and qualifications aligned with the requirements of the CQF, MoEYS' System for Continuous Professional Development Credit Acquisition and CPD Handbook.

The available credit-based awards and qualifications are as follows.

6.1 "12+2" PRESET qualifications

The "12+2" programmes offer a pre-service qualification based on two years' of higher education study worth 60 credits and regarded as equivalent to an Associate Degree award (see curriculum mapping, cited in CQF 2012). The '12+2' programmes offer options for the training of preschool, primary and lower-secondary teachers.

The CQF defines the Associate Degree as:

"An award requiring a minimum of 60 credit hours following two years of full-time study or equivalent in higher education... An Associate Degree qualification provides a broad-based point of entry to employment, in particular in a range of associate professional occupations, and an introduction to the foundation of a discipline or across several disciplines"

(RGC 2012: 33)

Associate Degree awards are designed to develop the knowledge, skills, and attitude required for entry to employment in a specific professional field, and also provide a foundation for further studies leading to a Bachelors' Degree. As such, each Associate Degree is generally aligned with a relevant Bachelors' Degree programme.

6.2 "12+4" pre-service teacher training qualifications

The "12+4" programmes offer a pre-service qualification based on an extended four years' of higher education study worth 120 credits and regarded as equivalent to a Bachelors' Degree award. The "12+4" programmes offer options for the training of primary and lower-secondary teachers only.

The CQF defines a Bachelors' Degree as:

"An award which requires a minimum of 120 credit hours, normally following 4 years of full-time study or equivalent... designed to develop a comprehensive understanding of a broad field of study, with some studies taken to considerable depth and involving critical analysis of the latest developments and research"

(RGC 2012: 36)

Bachelors' Degree awards are designed to develop both the knowledge and skills required to practice in a specific professional field. They should also provide a background in practical and theoretical knowledge and research that will enable graduates to proceed to further study at postgraduate level.

7. AREAS OF STUDY

Each teacher education programme will provide a range of study topics and activities categorised according to five main academic Areas of Study, termed as follows:

- Education Studies
- Academic Subject Knowledge
- Curriculum Studies
- Practicum
- Research

All courses or accredited activities associated specifically with teacher training will fall within one of these five Areas of Study.

All teacher training programmes within the Cambodian Teacher Education system will use the six Areas of Study for the categorisation of programme content and allocation of academic credit. This is in order to ensure consistency, comparability, and alignment across all programmes and institutions.

Each programme has the further option to include additional **Extracurricular Activities** based on institutional requirements for scheduled non-academic student activities. Any institutional credit awarded for Extracurricular Activities is supplementary to the total programme credit associated with the five academic Areas of Study listed above.

The definitions and rationale covering each Area of Study are as follows.

7.1 Education Studies (ES)¹

Education Studies covers those courses that provide student teachers with a practical understanding of the key concepts and principles of education necessary for effective teaching and reflective practice in Cambodian schools. They will also have the opportunity for in-depth study of some significant aspects of education.

The purpose of Education Studies courses is to equip student teachers with a broad practical knowledge of common approaches to teaching learners at the school level, accompanied by an understanding of the wider issues that impact teaching and learning.

Examples of foundational and further topics categorised under Education Studies include:

- Teaching and managing learners
- Educational psychology
- Lesson planning and materials development
- Classroom practice
- Curriculum and syllabus design
- Assessing learning and performance
- Professional practice & inquiry
- Educational management and administration
- ICTs in the classroom
- Introductory content on cross-cutting issues in education, i.e.:

¹ Professional Skills (Preschool Teacher Training Curriculum 2011)

- Inclusive education
- Child-friendly schooling
- Schooling for 21st Century skills
- Multi-grade teaching
- Special needs education
- Gender and education
- Disability and education
- Multi-lingual education policy and practice
- Indigenous education-knowledge, models and method
- Community engagement.
- Academic Discourse Studies

Academic discourse studies are required for student teachers across all levels to acquire, firstly, a broad range of verbal cues and vocabulary for teaching and managing learners in a classroom setting. Secondly, student teachers will develop the linguistic and academic skills required to undertake research, access and read international academic texts, and write and present essays and assignments at a standard required of higher education. Thirdly, student teachers will master the basic computing skills required to undertake research, develop materials, give presentations, and submit written assignments.

Part of the role of Education Studies is to familiarise student teachers with the broad range of professional activities associated with teaching.

In keeping with MoEYS' current educational policies and strategies for teacher development, Education Studies will also cover topics such as:

- The principles and practices of life-long learning for teachers
- 21st Century Skills for teachers
- CPD mechanisms for school-based training

7.2 Academic Subject Knowledge (ASK)²

Academic Subject Knowledge (ASK) covers those courses that provide student teachers with an introduction to the content, concepts, and principles of school-level subjects, as covered by Cambodia's basic education curriculum for preschool, primary, or secondary levels.

In Academic Subject Knowledge courses, student teachers will reinforce their mastery of the overall subject content required for teaching at the school level.

The purpose of Academic Subject Knowledge courses is to equip student teachers with the subject knowledge required to teach at preschool, primary, or secondary levels, based on the topics covered by the national education curricula for Preschool, Primary, and Lower Secondary education.

It is important to note that the purpose of these courses is to provide student teachers with higher-level subject knowledge or skills higher than the K12 curriculum, roughly to those required of subject-based qualifications at diploma or degree.

² Basic Knowledge (Preschool Teacher Training Curriculum 2011 and Teacher Training Curriculum for Primary School Teachers 2017), Subject Knowledge (TEC Primary Education programme 2021), Academic Subject Knowledge (TEC Lower Secondary Education programme and Teacher Training Curriculum for Lower Secondary Teachers 2019).

Examples of foundational and further topics categorised under Academic Subject Knowledge include:

- Foundational and further topics in the English language
- Foundational and further topics in Mathematics
- Foundational and further topics in science (including Physics, Chemistry, Biology, and Earth Environment Science);
- Foundational and further topics in Social Studies and Civics (including Geography, History, Moral-Civics and Ethics);
- Foundational and further topics in Languages (including Khmer and French);
- Foundational and further topics in Art Education;
- Foundational and further topics on ICTs.

7.3 Curriculum Studies (CS)³

Curriculum Studies cover those courses that introduce student teachers to the specific pedagogical knowledge and skills associated with teaching specific school-based subjects, according to the requirements of Cambodia's basic education curriculum at preschool, primary, or secondary levels.

In Curriculum Studies courses, student teachers will be introduced to the specialist methodology for teaching a given subject at either the preschool, primary, or secondary level. They will also build their understanding of the requirements of specific subject curricula, and develop practical approaches to teaching within the classroom. Curriculum Studies courses will also provide student teachers with specialist knowledge and approaches for classroom teaching to particular sets of learners, including Preschool, Primary, and Lower-Secondary learners.

The purpose of Curriculum Studies courses is to help student teachers develop the pedagogical skills required for planning, teaching, and assessing specific subjects at the school level.

7.4 Practicum

Practicum covers those accredited study components where student teachers are attached to schools in order to gain experience and insight into all aspects of teaching.

On Practicum, student teachers across all levels will gain initial experience in school teaching; develop and apply specific practical teaching skills (including lesson planning, activity design, and classroom management); research and explore different ways of addressing learner needs; and engage with and learn from school-based peers and mentors, including experienced teachers and headteachers.

The purpose of the Practicum component is to introduce student teachers to the school environment, build their confidence in a classroom setting, develop their teaching competencies in a variety of contexts, and develop a self-reflective approach to teaching and learning.

Additionally, the Practicum component will also give student teachers insight into the wider issues associated with managing a school, providing learning in a community setting, and with the wider demands and responsibilities of the teaching profession.

³ Preschool knowledge and teaching methodology (Preschool Teacher Training Curriculum 2011), Teaching methodology by subjects (Teacher Training Curriculum for Primary School Teachers 2017).

Examples of accredited activities covered by Practicum include:

- School Experience (SE):
 - Classroom observation activities
 - Having regular reflection
- Teaching Assistantship (TA):
 - Classroom teaching assistance
 - Guided classroom teaching
 - Working with institutional peers and school-based mentors
 - Having regular reflection
- Teaching Practice (TP):
 - Lesson planning and preparation
 - Self-directed classroom teaching
 - Reflection on professional practice
 - Classroom-based action research
 - School-based peer-to-peer support activities.

7.5 Research⁴

The Research covers those taught courses and accredited activities associated with undertaking and applying academic and educational research. The Research component will consist of two elements: taught courses; and an action research project.

In Research-based taught courses, student teachers across all levels will gain insight into the purposes, processes, and value of academic and practical research in the context of school-based education. They will also develop their skills in designing research, collecting and analysing data, interpreting outcomes, and presenting findings. Research is a required action research project for all pre-service student teachers in order to fulfil the requirements of degree completion. For the Action Research Project, all student teachers will design and undertake an accredited action research project related to their own teaching practice, delivered in alignment with their school placement on the Practicum component.

The purpose of the Research component is to establish in student teachers at all levels the professional practice of researching and reviewing their own teaching practices in order to identify areas for improvement.

7.6 Extracurricular Activities

In addition to the five academic Areas of Study described above, each programme provider institution has the option to include additional Extracurricular Activities as part of their curriculum.

The inclusion of Extracurricular Activities will be based on institutional requirements for scheduled *non-academic* student activities. In general terms, Extracurricular Activities may include tasks and activities associated with building student teachers' social or civic engagement, physical health, and/or mental well-being.

⁴ Pedagogical Research (Preschool Teacher Training Curriculum 2021, Teacher Training Curriculum for Primary School Teachers 2017, Teacher Training Curriculum for Lower Secondary Teachers 2019)

Examples of activities covered by Extracurricular Activities might include:

- Physical exercise classes
- Sports and sporting events
- Creative activities and events (e.g., performance and arts)
- Community engagement activities
- Charitable or fund-raising activities
- Social events
- Campus and/or classroom cleaning sessions.

Any institutional credit awarded for Extracurricular Activities will be supplementary to the academic credit associated with the five academic Areas of Study specified above. In all cases, any credit awarded for scheduled Extracurricular Activities on PRESET programmes will total *no more than 2 credits per Study Year*.

8. COURSE CATEGORIES

Each teacher training programme will offer individual courses according to three Course Categories, termed as follows:

- Core courses
- Required courses
- Elective courses

All courses or accredited activities offered as part of the curriculum for all teacher education programmes will be placed within one of these three Course Categories. In order to ensure consistency, comparability, and alignment across all programmes and institutions, all teacher training programmes within the Cambodian Teacher Education system will apply these three Course Categories for the categorisation of individual courses within their curriculum and syllabus. The categorisation of individual courses as either Core, Required, or Elective courses will take place as part of the curriculum design process for each programme. However, it is anticipated that some centralised guidance will be needed to ensure cross-programme alignment. This applies particularly in the case of Core courses.

8.1 Core courses

“Core courses” are defined as those courses or accredited activities that are required or obligatory across *all* teacher training programmes in common.

Core courses include:⁵

- Those courses whose topics are foundational for *all* qualified teachers regardless of teaching level. For example, this includes any foundational or introductory courses that are common across all teaching levels. In general terms, these might be provided under the Area of Study of Education Studies;
- Those courses, components, or accredited activities that are pre-requirements for academic graduation for *all* student teachers regardless of teaching level. For example, this includes courses, components, and accredited activities that are common across all teaching levels, such as those provided under the Areas of Education Study, Practicum and Research.

⁵ The Teacher Education Curriculum Framework currently presents only generalised examples of Core, Required or Elective courses..

8.2 Required courses

“Required courses” are defined as those courses, components, or accredited activities that are required or obligatory for a qualification within specific programmes based on teaching level.

Required courses include:

- Those courses that cover foundational pedagogic or curriculum content specific to teachers within the preschool, primary, or lower secondary level. For example, in general terms this would include those level-specific foundational or introductory courses provided under the Areas of Study for Education Studies, Academic Subject Knowledge, or Curriculum Studies;
- Those courses that are required to qualify for graduation as a teacher with a particular subject specialism (i.e., Science, Language, Art, etc.).

8.3 Elective courses

“Elective courses” are defined as optional courses, components, or accredited activities that are available to study as part of total accreditation within specific programmes.

Elective courses present study options that can be selected based on an individual student teacher’s specific area of professional or personal interest. In general terms, elective courses will cover content that is additional to the baseline skills and knowledge required of teachers at either preschool, primary, or secondary levels.

Elective courses might include:

- Under Education Studies:
 - Supplementary courses on specific cross-cutting issues (e.g., gender, special needs education, inclusive learning, etc.);
 - Further courses on professional skills such as curriculum development; classroom research; school management; assessment & evaluation etc.
- Under Academic Subject Knowledge:
 - Supplementary courses on specific subject knowledge;
 - Further courses on the alignment of content within subject groups (e.g. sciences, humanities, languages etc.).
- Under Curriculum Studies:
 - Supplementary courses on subject-specific teaching and learning;
 - Supplementary courses on subject-specific curriculum content;
 - Further courses on cross-curricula teaching and learning.
- Under Research:
 - Further courses on research design and delivery;
 - Further courses on learner-centered research.

9. GUIDELINE ON STUDENT TEACHER EDUCATION COMPETENCIES

The Guideline on Student Teacher Education Competencies (STEC) sets out the range of skills, knowledge, and attitude that student teachers are expected to acquire and demonstrate at each stage of their pre-service training.

The Guideline on STEC is a key reference document for all users of this TECF.

This section of the TECF provides a summary introduction to the content and design of the Guideline on STEC. It also explains how the Guideline on STEC can be used to support programme development.

The Guideline on STEC can be used by **student teachers** to inform them of the required competencies they are expected to demonstrate and to guide them in their studies.

The main role of the Guideline on STEC is to support **programme developers** across all PRESET programmes in designing appropriate interventions to develop relevant skills and knowledge at different stages of their programmes.

Specifically, programme developers should refer to the Guideline on STEC in order to:

- Structure the overall programme curriculum across different Years of study;
- Identify courses and select content appropriate to expected levels of skills and knowledge;
- Guide the design of annual examinations, assessments and other evaluation tools to test the skills and knowledge required at each stage.

The Guideline on STEC is aligned with the current TPS.

By using the Guideline on STEC to inform curriculum design, PRESET programmes at all levels should ensure that their graduates can demonstrate the required TPS at either basic or comprehensive competency levels.

9.1 Structure of the Guideline on STEC

The structure of the Guideline on STEC is based on the current TPS and consists of two main elements – Components and Phases.

- Components outline the sets of knowledge, skills, and attitude that teachers are to be acquired;
- Phases outline how PRESET programmes will develop those knowledge, skills, and attitude over time.

9.1.1 Components of teacher professionalism

The Guideline on STEC consists of four Components, outlining the four broad areas of teacher professionalism. These four areas are as follows:

1. *Professional Knowledge;*
2. *Professional Practice;*
3. *Professional Study;*
4. *Professional Ethics.*

All Components, Sub-Components, Standards and Indicators of Guideline on STEC are based on the TPS.

9.1.2 Phases for learning and development

Against the areas of teacher professionalism covered by the Components, the Guideline on STEC presents two Phases for the development of relevant skill sets for the PRESET of Preschool, Primary, and lower secondary teachers 12+2. These two Phases outline the different stages in the pre-service education of student teachers.

Each Phase is aligned with one Year of Study within the PRESET system.

Table 6: Structure of STEC (12+2)

STEC Phase	Study Year	Competencies	Content Objectives
Phase 1	Pre-service Year 1	<i>Education Competent</i>	Orientation on the profession
Phase 2	Pre-service Year 2	<i>Advanced Competent</i>	Differences between students

Against the areas of teacher professionalism covered by the Components, the Guideline on STEC presents four Phases for the development of relevant skill sets for the PRESET of Primary and lower secondary teachers 12+4. These four Phases outline the different stages in the pre-service education of student teachers.

Each Phase is aligned with one Year of Study within the PRESET system.

Table 7: Structure of STEC (12+4)

STEC Phase	Study Year	Competencies	Content Objectives
Phase 1	Pre-service Year 1	<i>Education Competent</i>	Orientation on the profession
Phase 2	Pre-service Year 2	<i>Basic Competent</i>	Developing craftsmanship as a teacher
Phase 3	Pre-service Year 3	<i>Advanced Competent</i>	Differences between students
Phase 4	Pre-service Year 4	<i>Start Competent</i>	The school as an organization in development

Within the Guideline on STEC, each Phase summarises the competency levels a student teacher should demonstrate against each of the Components, Sub-Components, Standards and Indicators required by the TPS.

9.2 How to use the Guideline on STEC for programme development

Referring to the Guideline on STEC as part of programme design, programme developers should:

- Use the four Components and associated Sub-components to *select* the content for each programme;
- Use the relevant Phases to *structure* the content of the programme;
- Use the Standards, Indicators and Competencies to develop course content and activities;
- Use Competencies to design examination questions, assignments and other assessment tools.

At a programme level, programme developers should ensure that:

- The programme curriculum is aligned with the relevant Components and Sub-components of the Guideline on STEC;
- The programme syllabus is aligned with the relevant Phases of the Guideline on STEC.

At a course level, programme developers should ensure that:

- Each course outline is aligned with the relevant selection of Standards and Indicators within the Guideline on STEC;
- Each activity or learning task is aligned with the relevant selection of Competencies within the Guideline on STEC.

Within each course, programme developers should ensure that:

- each lecture, activity or resource is designed to help student teachers develop the relevant set of Competencies that they are expected to learn.

For assessment and evaluation, programme developers should ensure that:

- Every assessment tool (e.g., examination, assignment or quiz) is designed to test whether student teachers can demonstrate the relevant set of Competencies as required for each Phase of study.

10. RATIONALE FOR CREDIT ALIGNMENT ACROSS PROGRAMMES

This TECF is designed to support the alignment of credit across all PRESET programmes.

The TECF achieves credit alignment across programmes by using a common framework for credit calculation on all 12+2/12+4 PRESET programmes. This includes aligning the total allocation of credit for each Area of Study on all 12+2/12+4 PRESET programmes.

This approach ensures that all PRESET programmes at preschool, primary and lower-secondary levels produce teachers who:

- Are trained to equivalent professional standards;
- Can demonstrate similar levels of competency in the delivery of their general teaching responsibilities;
- Enter the teaching workforce at equivalent stages in their professional development.

By using the TECF as a reference resource for the design of curriculum, syllabus and course materials, teacher education institutions will ensure that all student teachers at preschool, primary and lower-secondary levels will acquire equivalent levels of skills and knowledge across subjects as set out below:

- Pedagogy and teaching methodology;
- Knowledge of specialized subjects;
- Professional knowledge;
- Practicum;
- Research;
- Other subject including inclusive education, child-friendly school, 21st century skills, special education, gender and multi-lingual education for indigenous people.

The overarching goal of this approach is to ensure that all pupils – preschool, primary and lower-secondary – receive an equivalent quality of schooling, taught by teachers who have been trained according to a common standard for professional excellence.

Credit alignment and national plans for teacher education

By aligning credit allocation across PRESET programmes, the Teacher Training Curriculum Framework supports national objectives for teacher education curriculum development, as set out in MoEYS' (ESP) 2019-2023 and published plans for teacher professional development.

This includes ESP objectives for:

- The introduction of a credit-based curriculum;
- The review and revision of pre-service teacher education curriculum for Preschool, Primary and Lower-Secondary teachers;
- The harmonization of teacher education curriculum and standards across all teacher training institutions, including in terms of:
 - Credit systems;
 - Curriculum design/structure;
 - Delivery methods.
- Improved consistency and coherence of capacity development for the teaching workforce.

11. PROGRAMME FRAMEWORKS FOR CREDIT ALLOCATION

This section summarises programme details and frameworks for total credit allocation across Areas of Study for each of the following pre-service programmes:

- Preschool teacher training programme 12+2 (Minimum 60 credits);
- Primary teacher training programme 12+2 (Minimum 60 credits);
- Primary teacher training programme 12+4 (Minimum 120 credits);
- Lower secondary teacher training programme 12+2 (Minimum 60 credits);
- Lower secondary teacher training programme 12+4 (Minimum 120 credits).

This section also includes a table providing a comparative overview of credit allocation across all programmes (Section 11.1) and a summary of the design rationale for credit allocation to each Area of Study, based on evidence of prioritised teacher need.

These summary curriculum frameworks provide programme developers with baseline guidance to support the development of 1) programme curriculum, 2) syllabus documents, and 3) the selection and sequencing of individual courses within each programme.

The presentation of credit allocation frameworks for each programme within this document is subject to update and amendment based on subsequent developments and design inputs at curriculum and syllabus level.

11.1 Summary overview of credit allocation

11.1.1 Comparison of credit across programmes

The table below gives a summary overview comparing credit allocation across all PRESET programmes. It presents credit allocation according to Areas of Study and percentage of total credit. The table is designed to demonstrate alignment across programmes and enable easy comparison between 12+2 and 12+4 programmes.

Table 8: Summary of credit allocation across TEI 12+2 / 12+4 PRESET programmes

No.	Area of Study and Accreditation	Allocation of Course Credit				
		12+2			12+4	
		Preschool	Primary	Lower Secondary	Primary	Lower Secondary
1	Education Studies	13	13	13	29	29
2	Academic Subject Knowledge	12	12	18	22	43
3	Curriculum Studies	18	18	12	41	20
4	Practicum	12	12	12	22	22
5	Research	5	5	5	6	6
Total Credit		60	60	60	120	120
6	Extracurricular Activities	See note, Section 11.1	See note, Section 11.1	See note, Section 11.1	See note, Section 11.1	See note, Section 11.1

11.1.2 Rationale for credit allocation by Area of Study

Across the Areas of Study for each programme, the rationale for credit allocation is as follows:

- **Education Studies**

In keeping with the rationale for the alignment of credit discussed in Section 10, each pre-service programme will have the same allocation of total credit for Education Studies. This Area of Study covers core content that are of equal value and importance to all student teachers, regardless of which level they will be teaching at.

- **Academic Subject Knowledge**

In comparison with Preschool and Primary pre-service programmes, Lower Secondary pre-service programmes have a higher level of allocated credit covering Academic Subject Knowledge. This is based on an identified need to strengthen the subject-based knowledge of lower-secondary teachers, particularly in relation to Mathematics and Science subjects.

- **Curriculum Studies**

In comparison with Lower Secondary pre-service programmes, Preschool and Primary pre-service programmes have a higher level of allocated credit covering **Curriculum Studies**. This is based on an identified need for Preschool and Primary teachers to possess a greater range of pedagogic understanding and educational techniques in order to effectively teach younger learners, particularly in lower grades.

- **Practicum**

All pre-service programmes will offer an annual **Practicum** component of between 4 Credits (180 hrs) and 8 Credits (360 hrs) per year. 12+2 programmes will provide Practicum components totalling 12 credits (540 hrs). 12+4 programmes will provide Practicum components totalling only 22 credits (990 hrs).

- **Research**

Under **Research**, 12+2 programmes will offer a Research component totalling 5 Credits (2 credits for taught course and 3 credits for action research project). 12+4 programme will offer a Research component totalling 6 Credits.

- **Extracurricular Activities**

In addition to the total credit awarded for each pre-service programme (12+2 = 60 Credits; 12+4 = 120 Credits), each institution has the option to offer additional credit for **Extracurricular Activities**, based on institutional requirements for scheduled non-academic student activities.

Any credit for Extracurricular activities is *supplementary and additional* to the fixed credit associated with the fields of academic study specified under the Areas of Study 1-5. For each programme, any required Extracurricular credit will total *no more than* 2 credits (90 hrs) per Study Year.

11.2 PRESET programme for Preschool Education 12+2 (Associate Degree equivalent)

The 12+2 PRESET programme for Preschool Education is equivalent to an Associate Degree. The study period for this programme is 2 years. The total credit awarded is 60 credits.

Except where indicated in the table below, the curriculum design process will decide the allocation of credit to Areas of Study within each Study Year. For a summary of the rationale for credit allocation across the 5 Areas of Study for this programme, please refer to Section 11.1 above.

Table 9: Credit allocation framework: PRESET for Preschool Education 12+2/60 credits

No.	Area of Study and Accreditation	Total credit	Year 1	Year 2
1	Education Studies	13	13 credits	-
2	Academic Subject Knowledge	12	Credit decided at curriculum level	Credit decided at curriculum level
3	Curriculum Studies	18	Credit decided at curriculum level	Credit decided at curriculum level
4	Practicum	12	Credit decided at curriculum level	Credit decided at curriculum level
5	Research	5	2 credits (Taught Course)	3 credits (Action Research Project)
Total		60	30	30
6	Extracurricular Activities	See note, Section 11.1	See note, Section 11.1	See note, Section 11.1

11.3 PRESET programmes for Primary Education 12+2 (Associate Degree equivalent)

The 12+2 PRESET for Primary Education is equivalent to an Associate Degree.

The study period for this programme is 2 years. The total credit awarded is at least 60 credits.

Except where indicated in the table below, the curriculum design process will decide the allocation of credit to Areas of Study within each Study Year. For a summary of the rationale for credit allocation across the 5 Areas of Study for this programme, please refer to Section 11.1 above.

Table 10: Credit allocation framework: PRESET for Primary Education 12+2/60 credits

No.	Area of Study and Accreditation	Total credit	Year 1	Year 2
1	Education Studies	13	13 Credits	-
2	Academic Subject Knowledge	12	Credit decided at curriculum level	Credit decided at curriculum level
3	Curriculum Studies	18	Credit decided at curriculum level	Credit decided at curriculum level
4	Practicum	12	Credit decided at curriculum level	Credit decided at curriculum level
5	Research	5	2 (Taught Course)	3 credits (Action Research Project)
Total		60	30	30
6	Extracurricular Activities	See note, Section 11.1	See note, Section 11.1	See note, Section 11.1

11.4 PRESET for Lower Secondary Education 12+2 (Associate Degree equivalent)

The 12+2 PRESET for Lower Secondary teacher training is equivalent to an Associate Degree. The study period for this programme is 2 years. The total credit awarded is at least 60 credits. Except where indicated in the table below, the curriculum design process will decide the allocation of credit to Areas of Study within each Study Year. For a summary of the rationale for credit allocation across the 5 Areas of Study for this programme, please refer to Section 11.1 above.

Table 11: Credit allocation framework: PRESET for Lower Secondary Education 12+2/60 credits

No.	Area of Study and Accreditation	Total credit	Year 1	Year 2
1	Education Studies	13	13 Credits	-
2	Academic Subject Knowledge	18	Credit decided at curriculum level	Credit decided at curriculum level
3	Curriculum Studies	12	Credit decided at curriculum level	Credit decided at curriculum level
4	Practicum	12	Credit decided at curriculum level	Credit decided at curriculum level
5	Research	5	2 (Taught Course)	3 credits (Action Research Project)
Total		60	30	30
6	Extracurricular Activities	See note, Section 11.1	See note, Section 11.1	See note, Section 11.1

11.5 PRESET for Primary Education 12+4 (Bachelors' Degree equivalent)

The 12+4 PRESET for Primary teacher training is equivalent to a Bachelors' Degree.

The study period for this programme is 4 years. The total credit awarded is at least 120 credits. Except where indicated in the table below, the curriculum design process will decide the allocation of credit to Areas of Study within each Study Year. For a summary of the rationale for credit allocation across the 5 Areas of Study for this programme, please refer to Section 11.1 above.

Table 12: Credit allocation framework: PRESET for Primary Education 12+4/120 credits

No.	Area of Study and Accreditation	Total credit	Year 1	Year 2	Year 3	Year 4
1	Education Studies	29	Credit decided at curriculum level	Credit decided at curriculum level	-	-
2	Academic Subject Knowledge	22	Credit decided at curriculum level	Credit decided at curriculum level	Credit decided at curriculum level	Credit decided at curriculum level
3	Curriculum Studies	41	Credit decided at curriculum level	Credit decided at curriculum level	Credit decided at curriculum level	Credit decided at curriculum level
4	Practicum	22	2 credits	5 credits	5 credits	10 credits
5	Research	6	-	-	3 credits	3 credits
Total		120	30	30	30	30
6	Extracurricular Activities	See note, Section 11.1	See note, Section 11.1	See note, Section 11.1	See note, Section 11.1	See note, Section 11.1

11.6 PRESET for Lower Secondary Education 12+4 (Bachelors' Degree equivalent)

The 12+4 PRESET for Lower Secondary education is equivalent to a Bachelors' Degree.

The study period for this programme is 4 years. The total credit awarded is at least 120 credits.

Except where indicated in the table below, the curriculum design process will decide the allocation of credit to Areas of Study within each Study Year. For a summary of the rationale for credit allocation across the 5 Areas of Study for this programme, please refer to Section 11.1 above.

Table 13: Credit allocation framework: PRESET for Lower Secondary Education 12+4/120 credits

No.	Area of Study and Accreditation	Total credit	Year 1	Year 2	Year 3	Year 4
1	Education Studies	29	Credit decided at curriculum level	Credit decided at curriculum level	-	-
2	Academic Subject Knowledge	43	Credit decided at curriculum level	Credit decided at curriculum level	Credit decided at curriculum level	Credit decided at curriculum level
3	Curriculum Studies	20	Credit decided at curriculum level	Credit decided at curriculum level	Credit decided at curriculum level	Credit decided at curriculum level
4	Practicum	22	2 credits	5 credits	5 credits	10 credits
5	Research	6	-	-	3 credits	3 credits
Total		120	30	30	30	30
6	Extracurricular Activities	See note, Section 11.1	See note, Section 11.1	See note, Section 11.1	See note, Section 11.1	See note, Section 11.1

12. ASSESSMENT MECHANISMS

This section provides an overview of assessment and evaluation mechanisms for PRESET programmes. It includes summary details of:

- The purpose of assessment and evaluation of pre-service programmes;
- The scoring and grading system to be employed by all programmes in common;
- Summary frameworks for the assessment of taught courses, practicum, and research components.

12.1 Purpose of assessment and evaluation

Assessment and evaluation of PRESET programmes serve three main purposes:

1. To measure student teacher progress;
2. To develop student teachers' professional capabilities for working in schools;
3. To assess whether programme course contents and activities are fit for the purposes.

In design terms, pre-service assessment tasks should:

- Focus on developing and testing the knowledge, skills, and attitude student teachers need to address pupils' learning;
- Encourage student teachers to learn by doing – i.e., testing new approaches and assessing their impacts on student learning;

- Support student teachers in developing their understanding, application, and evaluation of new methods, particularly in school settings;
- Engage student teachers in tracking and documenting their personal development of knowledge, skills, attitude, and experience gained, both formally and informally;
- Require student teachers to demonstrate that they can apply knowledge and understanding, and can engage critically and analytically with the knowledge acquired;
- Support student teachers in their development and amendment of professional attitudes, beliefs, behaviours, and practices.

Therefore, any assessment activities should be aligned with the phases of learning set out in the Guideline on STEC.

12.2 Scoring & Grading System

Across all PRESET programmes, all taught courses and other accredited activities (i.e., Practicum components, Action Research Reports, or Theses) will be scored using the following system:

Table 14: Scoring & Grading System

Mark Obtained %	Grade	Grade Point	Meaning
85%-100%	A	4.00	Excellent
80%-84%	B+	3.50	Very Good
70%-79%	B	3.00	Good
65%-69%	C+	2.50	Fairly Good
50%-64%	C	2.00	Fair
<50%	D	1.50	Failed

Across all PRESET programmes, final evaluation will be based on a Grade Point Average (GPA). The calculation formula for GPA is as follows:

GPA equals the sum of all accredited scores (Grade Point – P) multiplied by their credit values (Attempted Credit Value – C), divided by the sum of all total credit values.

$$\text{GPA} = \frac{\sum (P \times C)}{\sum C}$$

On all PRESET programmes, GPA for a Pass is 2 and above.

12.3 Assessment of Taught Courses

All PRESET programmes will assess student progress and achievement on taught courses through both formative and summative assessment methods.

Assessment of taught courses will include a range of modes, including course attendance, levels of engagement and contribution, written assignments and presentations, progress tests, and examinations.

Taught courses will be assessed based on the following criteria:

1. Course attendance (10% of final course grade);
2. Course engagement (participation) (20% of final course grade);
3. In-course (On-going) assessment (30% of final course grade);
4. Examinations (40% of final course grade).

12.3.1 Course attendance (10% of final course grade)

Course attendance will be assessed based on individual levels of attendance at lectures, tutorials, and other scheduled course events.

Students enrolled in each taught course require a minimum attendance level of 80% in order to sit final course examinations. However, depending on institutional regulations, individual exceptions may be made for medical or personal reasons, or for other extenuating circumstances.

12.3.2 Course engagement (20% of final course grade)

Course engagement will be assessed based on the frequency and quality of individual contributions made over the duration of the course. Course engagement will cover elements such as levels of engagement in undertaking assigned activities, exchange with teaching staff and peers, sharing ideas or resources, and giving comments & feedback.

Course engagement will be assessed based on:

- Levels of individual participation and contribution during lectures and tutorials;
- Levels of individual engagement in group discussion activities;
- Levels of individual engagement in peer-to-peer collaboration activities.

12.3.3 In-course assessment (30% of final course grade)

In-course assessment will be based on the quality of work or marks attained through formal formative assessment tasks scheduled for delivery throughout the duration of the course.

Formal course assessment tasks may include:

- Written assignments;
- Presentations;
- Academic research or applied action research projects;
- Mid-course progress tests.

In order to prepare student teachers for a professional career based on life-long learning, the design of any in-course assessment task should ideally align with the range of reflective or self-analytical assessment tasks used as part of teacher CPD or in-service training.

Students enrolled in each taught course are required to complete and/or submit all required in-course assessments in order to sit final course examinations. However, depending on institutional regulations, individual exceptions may be made for medical or personal reasons, or for other extenuating circumstances.

12.3.4 Examinations (40% of final course grade)

Final course examinations will provide a formal summative assessment of all taught courses. Final course examinations will be held in the Examination Week for each semester or academic year in which the course was taught.

Course examinations may include:

- Written essay assignments;
- Short answer papers;
- Multiple choice papers;
- Fixed-period research assignments;
- Fixed-period presentations.

Students enrolled on each taught course are required to sit final course examinations in order to receive a final grade. If a student fails a taught course, they are allowed to retake the final course examination once only.

12.4 Assessment of Practicum components

The purpose of the Practicum component is to familiarise the student teacher with the expectations and demands of classroom teaching plus all other aspects of professional teaching life. Therefore, tools and mechanisms used for in-practicum assessment should align with those tools and mechanisms used for the assessment and evaluation of professional teachers.

All PRESET programmes will assess student progress and achievement on accredited practicum components through both formative and summative assessment methods.

Assessment of practicum will include a range of modes, including attendance, levels of engagement and contribution, lesson planning, classroom teaching, and other school-based activities, and the maintenance of a teaching practicum portfolio based on the Professional Learning Plan.

Each practicum component will be assessed by the respective teaching institute in collaboration with the host schools.

Practicum will be assessed based on the following criteria:

1. Practicum attendance (10% of final component grade);
2. Practicum engagement (20% of final component grade);
3. In-practicum assessment (30% of final component grade);
4. Teacher Practicum Portfolio (40% of final component grade).

12.4.1 Practicum attendance (10% of final component grade)

Practicum attendance will be assessed based on individual levels of attendance at mentoring sessions, classroom observations, scheduled teaching periods, required meetings, and other scheduled school-based events.

Students require a minimum attendance level of 80% as part of each annual Practicum component in order to sit final programme examinations. However, depending on institutional regulations, individual exceptions may be made for medical or personal reasons or other extenuating circumstances.

12.4.2 Practicum engagement (20% of final component grade)

Practicum engagement will be assessed based on the frequency and quality of individual contributions made throughout each annual Practicum component.

Practicum engagement will cover elements such as levels of engagement in undertaking assigned school-based activities, exchange with school-based teaching staff and peers, contributions during appraisal sessions, sharing of ideas or resources, and giving comments & feedback to staff and peers.

Practicum engagement will be assessed based on:

- Levels of individual participation during and after classroom observation sessions;
- Levels of individual engagement in mentoring or group discussion activities;
- Levels of individual engagement in peer-to-peer collaboration activities;
- Levels of individual engagement in wider school/community life.

12.4.3 In-practicum assessment (30% of final component grade)

In-practicum assessment will be based on the quality of work or marks attained as part of formal formative Practicum assessment tasks scheduled for delivery as part of each annual Practicum component.

Formal in-practicum assessment tasks may include:

- Assessment of lesson plans, activity plans, or other written resources;
- Assessment of observed and assessed teaching practice;
- Assessment based on observed levels of professional development during the Practicum component;
- Assessment based on regular professional appraisals, to be undertaken by school directors.

12.4.4 Teaching Practicum Portfolio (40% of final component grade)

The final summative assessment of the annual Practicum component will be based on the submission of a Teaching Practicum Portfolio.

The Teaching Practicum Portfolio will be maintained by individual student teachers throughout the annual Practicum component and will include evidence of activities undertaken, teaching planned and delivered, as well as reflection on individual strengths, weaknesses, and professional development.

Contents of the Teacher Practicum Portfolio may include:

- A daily teaching diary, reflecting on activities undertaken and lessons learned;
- Notes from observed lessons;
- Annotated lesson plans, activity plans, and other resources;
- Annotated summaries of mentoring sessions, peer-to-peer activities, etc.;
- Annotated copies of staff appraisals and assessed lesson observations;
- Self-reflective notes reflecting on strengths, weaknesses, areas for improvement, and routes for doing so;
- Observations on other aspects of school life: management and administration; community engagement; parent-teacher relations etc.

The format for the Teaching Practicum Portfolio will be based on the Professional Learning Plan for individual professional teachers required by the MoEYS CPD Handbook.

12.5 Assessment of Research Components

All PRESET programmes will assess student progress and achievement on accredited research components through both formative and summative assessment methods.

The research component will consist of two elements: taught courses; and an action research project. Student teachers are required to complete and submit the Action Research Report

in order to sit final course examinations. However, depending on institutional regulations, individual exceptions may be made for medical or personal reasons, or for other extenuating circumstances.

12.5.1 Assessment of Taught Research Courses

Taught courses within the research component will be assessed based on the same modes and criteria outlined for standard taught courses (see above).

Assessment of taught research courses will be based on the following criteria:

1. Course attendance (10% of final course grade);
2. Course engagement (20% of final course grade);
3. In-course (On-going) assessment (30% of final course grade);
4. Examinations (40% of final course grade).

12.5.2 Assessment of the Action Research Project

All student teachers will design and undertake an accredited action research project related to their own teaching practice, delivered in alignment with their school placement on the practicum component.

Student teachers' research projects will be overseen by a lecturer at the programme provider institute, who will act as the research supervisor. The research supervisor will provide regular feedback, written comments, and guidance to ensure that student teachers undertake their research properly and write up quality research reports. The student teachers will also be mentored by a teacher trainer, who will support them in the delivery of their research project.

Assessment of the action research project will be based on the following criteria:

1. A research proposal (10% of final grade)
2. Research progress appraisals (at least 4 meetings) (20% of final grade)
3. Submission of Research Report and Final Defence (70% of final grade)

Following initial discussions with the research supervisor, student teachers will submit an initial draft of their research proposal for review. The proposal will include:

- Proposed area of research;
- Proposed project design;
- Proposed timeline of activities.

A final draft of the proposal will be submitted after comments have been addressed. The final appraisal meeting will include a review of a draft final report.

Student teachers are required to complete and submit all elements of the Action Research Report in order to sit final course examinations. The student teachers will not be able to graduate if they haven't fulfilled all requirements of the research component.

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GLOSSARY

Technical Terms

Definition

Academic Subject Knowledge

Academic Subject Knowledge (ASK) covers those courses that provide student teachers with an introduction to the content, concepts and principles of school-level subjects, as covered by Cambodia's basic education curriculum for preschool, primary or secondary levels. "Academic Subject Knowledge" is largely equivalent to the term 'Basic Knowledge', as used by the PSTTC and PTTC programmes. The TEC programme currently uses "Subject Knowledge" for their Primary programme and "Academic Subject Knowledge" for their Lower Secondary programme. RTTC programme also used "Academic Subject Knowledge" for their programme.

Area of Study

Area of Study refers to the broad category of course content included as part of a programme of study. In the context of teacher training, common Areas of Study include content types such as: pedagogic knowledge; subject-based knowledge; professional knowledge; practical skills; and research.

Competency Framework

The Competency Framework is a tool for presenting a set of suggested desired professional competencies of teachers.

Continuous Professional Development (CPD)

Continuous Professional Development is a term used to describe the learning activities professionals engaged in to develop and enhance their abilities, focusing on the enhancement of personal skills and proficiency throughout an individual's on-going career. CPD combines different formal and non-formal methodologies to learning, including training workshops, conferences and events, e-learning or self-study programmes, best-practice techniques and peer-to-peer exchange.

Core courses

Core courses are defined as those courses or accredited activities that are required in common across all teacher training programmes. In terms of study area or content, they refer to those courses that are a) a pre-requirement for all qualified teachers or b) a pre-requirement for academic graduation.

Credit

Credit refers to the proportion of a final course qualification awarded to students based on their successful completion of specific academic tasks or units of study within the course.

Credit Hour

Credit Hour refers to the approximate workload based on hours of academic study required to attain one course credit within an accredited programme of study.

Curriculum Framework

An overarching document that sets out the broad aims and objectives of the curriculum, outlines the curriculum structure, and allocates overall credit and time to curriculum activities.

Curriculum	A document that provides explicit and detailed information regarding the learning activities and outcomes expected to be achieved for each subject at each grade level. Required skills, competencies and content knowledge for each subject is organised into a scope and sequence of learning. Importantly, the curriculum is not be confused with the Syllabus (see definition below).
Curriculum Studies	Curriculum Studies cover those courses that introduce student teachers to the specific pedagogical knowledge and skills associated with teaching specific school-based subjects, according to the requirements of Cambodia’s basic education curriculum at preschool, primary or secondary levels. The term ‘Curriculum Studies’ is largely equivalent to the term ‘Preschool knowledge and teaching methodology’, as used by Preschool Teacher Training Curriculum 2011., or “Teaching methodology by subjects”, as used by the Teacher Training Curriculum for Primary Teachers 2017, and Teacher Training Curriculum for Lower Secondary Teachers 2019.
Education Studies	Education Studies cover those courses that provide student teachers with a practical understanding of the key concepts and principles of education necessary for effective teaching and reflective practice in Cambodian schools. Education Studies is largely equivalent to the term ‘Professional Skills’, as used by the Preschool Teacher Training Curriculum 2011.
Elective courses	Elective courses are defined as those courses or accredited activities that are supplementary or additional to any courses that are required or obligatory for graduation. They are optional to each student, and can be selected based on specific areas of professional or personal interest.
Extracurricular Activities	Extracurricular Activities cover scheduled non-academic student activities included based institutional requirements. In general terms, Extracurricular Activities may include tasks and activities associated with building student teachers’ social or civic engagement, physical health and/or mental wellbeing.
In-service training	In-service training is the process by which qualified and enrolled teachers engage in further education or training to refresh or upgrade their professional knowledge, skills and practices in the course of their employment.)
Pedagogic knowledge	In the context of teacher training, pedagogic knowledge refers those areas of study that provide student teachers with an introduction to the fundamental concepts and principles of teaching learners at school level. In general terms, pedagogic knowledge covers the theories, approaches and practical methodology required for teaching children at either the preschool, primary or secondary school level.

Practicum	In the context of teacher training, practicum refers those accredited activities and study components where student teachers are attached to schools in order that they can observe, develop and apply teaching competencies in a variety of contexts and at different levels. Depending on specific programme requirements, this can include activities associated with lesson design and delivery, learner assessment, classroom management, school administration and teaching professionalism.
Pre-service teacher training	Pre-service teacher training covers recognised and organised private and public educational programmes designed to train future teachers to formally enter the profession at a specified level of education with a recognised teaching qualification. Pre-service training does <i>not</i> cover teachers enrolled in a teacher training course concurrent to their work as a teacher: such activities are covered by in-service training.
Research	In the context of teacher training, Research refers to those courses and accredited activities designed to build trainees' skills in designing and undertaking information gathering and data analysis. "Research" is largely equivalent to the term "Pedagogical Research", as used by the Preschool Teacher Training Curriculum 2011, Teacher Training Curriculum for Primary Teachers 2017.
Required courses	Required courses are defined as those courses or accredited activities that are required or obligatory for qualification within specific programmes e.g., for teachers at preschool, primary or lower secondary sectors. They might also cover those courses required to qualify for graduation as a teacher with a particular subject specialism i.e., Science, Languages, Art etc.
Subject knowledge	In the context of teacher training, subject knowledge refers those areas of study that provide student teachers with an introduction to the content and fundamental concepts and principles of school-level subjects. They are provided in order to reinforce student teachers' mastery of overall subject content for school teaching, in order to support them in preparing to teach at school level.
Syllabus	The syllabus is a document which outlines the aims, selection and sequence of contents to be covered by a specific course, unit of study or teaching subject, as well as the mode of delivery, materials to be used, learning tasks and activities, expected learning objectives or outcomes, and assessment/evaluation schemes. It is often used incorrectly as an equivalent of the term "curriculum".
Teacher Competencies	Teacher competencies are a combination of skills, knowledge, behaviour, and attributes necessary for successful attainment of qualified teacher status.

Transition	In the context of teacher training qualifications, transition refers to the mechanisms through which teachers enter into further programmes of study based on qualifications or credit acquired through previous study or teaching service.
Qualification Upgrading	In the context of teacher training qualifications, upgrading refers to the mechanisms through which teachers can improve their existing professional qualifications, professional status, required knowledge or skills by undertaking further accredited study.