



Kingdom of Cambodia
Nation Religion King

Ministry of Education, Youth and Sport



Curriculum Framework for Primary Teacher Education (12+4)

Teacher Education Department
2025

PREFACE

The Ministry of Education, Youth and Sport (MoEYS) remains steadfast in its commitment to delivering inclusive, high-quality education and promoting lifelong learning for all, in line with Sustainable Development Goal 4. This commitment directly supports the Royal Government of Cambodia's Pentagonal Strategy – Phase I. The current education sector reforms centre on enhancing student learning outcomes and cultivating an educated, skilled workforce to establish a solid foundation for realising Cambodia's Vision 2050. In pursuit of this vision, the MoEYS has formulated the Education Strategic Plan 2024-2028 and the Education Sector Reform 2023-2028. Within these national initiatives, the development of the teaching profession has been prioritised through a plan and strategies for comprehensive reform of teacher education institutions (TEIs).

The Strategic Plan for Teacher Education Reform in Cambodia 2024-2030, following the Teacher Policy Action Plan 2024-2030, outlines four key strategic priority areas including: (1) the professionalised pathways into teaching, (2) the increased supply of well-trained teachers and teacher educators, (3) the strengthened institutional capacity of TEIs, and (4) the advancement of teacher education specialisations. The review of the Curriculum Framework for Primary Teacher Education (12+4) constitutes a key activity under the first strategic priority area and aims to facilitate the implementation of this programme across TEIs mandated to deliver Bachelor's level initial teacher education for primary teachers. The review updates this teacher education curriculum to reflect the ongoing fast-paced transformations in education and other sectors to ensure that student teachers develop the full range of competencies required to meet the Teacher Professional Standards upon completion of the programme and are best positioned to deliver quality education in their respective educational contexts.

The MoEYS wishes to express its sincere appreciation to the Strengthening Teacher Education Programmes in Cambodia (STEPCam) Phase II, funded by the Global Partnership for Education (GPE), for its valuable technical and financial support. The MoEYS also extends its thanks to the institutions, relevant departments and development partners who contributed to the review of the Curriculum Framework for Primary Teacher Education (12+4). The MoEYS strongly encourages all TEIs and relevant departments to implement this framework and development partners to continue their support in enhancing the quality, effectiveness, and efficiency of teacher education in Cambodia. ✓

Phnom Penh, 31st July 2025



Dr. HANG CHUON NARON

Deputy Prime Minister

Minister of Education, Youth and Sport

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Chapter 1

General Information

1.1. Introduction

Education in the 21st century, shaped by rapidly advancing digital technology and the demands of a knowledge-based society, necessitates a heightened emphasis on educational quality. At the core of this effort are highly competent and professional teachers who drive education and human development at the ground level. Equipping teachers with comprehensive knowledge, skills, and attitudes, in alignment with teacher professional standards, is therefore essential for Cambodia's future and sustainable development.

Primary Education serves as a crucial foundation for lifelong learning and personal development, thereby elevating the significance of the teachers' roles at this stage. Therefore, a robust and comprehensive curriculum framework for primary teacher education is necessary to meet the educational goals. This framework has been developed to provide prospective teachers with the requisite knowledge, skills, and values, ensuring they become fully qualified teachers capable of fostering a supportive and inclusive learning environment at the school level.

The Curriculum Framework for Primary Teacher Education (12+4) is developed based on several national and regional curriculum standards including the teacher education programme at Singapore's National Institute of Education (NTU/NIE, 2017), the Teacher Education Curriculum Framework for Preschool, Primary, and Lower Secondary Education 2023, the Primary Teacher Training Curriculum 12+2 (2017), the Lower Secondary Teacher Training Curriculum 12+2, and the Curriculum Framework of General Education and Technical Education of the Ministry of Education, Youth and Sport (MoEYS, 2016).

1.2. Degree

The official name of the degree awarded is **Bachelor of Education in Teaching (Primary School)**

1.3. Programme Education Objectives (PEOs)

This programme has been developed by integrating the academic rigor of a bachelor's degree with a foundational general knowledge within the national education system. It is designed to ensure that, upon completion of their studies, student teachers acquire a comprehensive set of competencies, including skills, knowledge, and attitudes, enabling them to perform effectively in the education sector and meet the requirements of the National Qualifications Framework and the Teacher Profession Standards. The programme offers the following objectives to student teachers:

- PEO1: Knowledge and skills on teaching, subject matters, pedagogies, methodologies, and varieties of learning evaluation in accordance with social changes and development.
- PEO2: Ability to apply and share knowledge by using effective teaching strategies, methodologies, and assessment techniques to improve students' active learning.
- PEO3: ICT skills, foreign language skills, and life skills to support education planning, responding to 21st-century skills and education in the digital era, attached to daily life.
- PEO4: Skills in educational research to strengthen teachers' knowledge, skills, and experiences through professional development and a lifelong learning culture.
- PEO5: Professional ethics, interpersonal skills, leadership, and global citizenship.

1.4. Programme Learning Outcomes (PLOs)

After completing the four-year teacher education programme, student teachers will possess the following educational competencies:

A. Knowledge Domain

- PLO1: Identify students' learning needs, cognitive abilities, academic backgrounds, family contexts, and other relevant factors that influence their learning in primary school.
- PLO2: Describe subject matter content, teaching methodology, and learning assessment aligned with the primary school curriculum.
- PLO3: Explain the Teacher Professional Standards, curriculum, national education policies, national and international educational goals, and standards relevant to primary education.

B. Cognitive Domain

- PLO4: Design lesson plans, teaching and learning materials, and student assessment tools effectively.
- PLO5: Solve classroom challenges based on real-life situations and/or research findings.
- PLO6: Analyze curriculum, the application of teaching methodology, and student learning assessments effectively and flexibly.

C. Interpersonal Skills and Responsibility Domain

- PLO7: Establish a close rapport with students, guardians, colleagues, and members of the wider community effectively.
- PLO8: Utilize foreign languages for both written and oral communication.
- PLO9: Create a positive, inclusive, and well-being learning environment.
- PLO10: Practice teaching with a sense of responsibility, paying close attention to student learning to respond to the teacher's professional practices.

D. Communication, Technology, and Numeracy Skills Domain

- PLO11: Apply information and communication technology (ICT) and artificial intelligence (AI) to support teaching and learning professionally.
- PLO12: Analyze data, assessment results, action research, and educational statistics.

E. Psychomotor Domain

- PLO13: Utilize lesson plans, teaching and learning materials, and assessment tools appropriately and effectively.
- PLO14: Manage classrooms effectively and flexibly, according to students' learning abilities.
- PLO15: Present action research findings effectively.

1.5. Expected Career

Student Teachers will become primary school teachers with a good command of knowledge, skills, and attitudes aligned with the Teacher Professional Standards, enabling them to perform effectively as teachers and earn recognition from society.

Chapter 2

Details of the Teacher Education Programme

2.1. Programme Structure

2.1.1. Areas of Study

The Primary Teacher Education Programme (12+4) will offer various study topics and activities across five main areas of study.

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

Table 1: Areas of study and number of credits

No.	Areas of Study	Total Credits	Percentage (%)
1	Education Studies	30	24.00
2	Subject Knowledge	22	17.60
3	Curriculum Studies	45	36.00
4	Practicum	22	17.60
5	Research	6	4.80
Total		125	100

This teacher education programme is a four-year programme, equivalent to 125 credits. Teacher education institutions can organize extracurricular activities as needed, without providing credits.

2.1.2. Credit System

The credits for the Primary Teacher Education Programme (12+4) are divided into three types, as follows:

- **Lecture:** One credit of theory-based lectures involves one hour of classroom instruction per week, or no less than 15 hours per semester.
- **Class-based teaching theory and practice:** One credit of class-based teaching theory and practice involves hands-on practice or experiment in a laboratory for at least two hours per week, or no less than 30 hours per semester.
- **Practicum:** One credit of field work involves training at public and private educational institutions or other practical training venues for at least three hours per week, or no less than 45 hours per semester.

Applying the formula for the Credit System in education is explained in the following example in Table 2.

Table 2: Credit Formula for Teacher Education

	(Subject Code)	Subject	Number of Credits (X-Y-Z)
Example	101203	Educational Psychology	3 (3-0-6)
	101405	Educational Philosophy	2 (2-0-4)
Number of Credit	1, 2, or 3 credits		
	X number of hours for class-based teaching theory (lecture)		
	Y number of hours for class-based practice or practicum		
	Z number of hours for self-directed learning		

Table 3: Converting credit to study hours per week

Converting credit to study hour per week		
	Number of credits	Number of hours
Class-based teaching theory	1 credit	1 hour/week
Class-based practice or practicum	1 credit	2 hour/week
Converting study hours to workload		
	Number of hours	self-directed learning
Class-based teaching theory	1 hour/week	2 hour/week
Class-based practice or Practicum	1 hour/week	½ hour/week

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 a 2-credit class-based theory and a 1-credit class-based practice, written 3 (2-2-5).

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

To complete this teacher educational programme, student teachers must take all courses within the 5 areas of study:

- Education Studies (30 credits)
- Subject Knowledge (22 credits)
- Curriculum Studies (45 credits)
- Practicum (22 credits)
- Research (6 credits)

2.1.3. Duration of the Teacher Education

This teacher education programme requires student teachers to study for 4 years to obtain a Bachelor of Education in Teaching (Primary School). Student teachers will receive this degree upon satisfactory academic performance. Student teachers are not permitted to study for more than six years upon enrollment. Each academic year is divided into two semesters, each lasting for at least 15 weeks.

2.2. Courses in the Teacher Education Programme

Table 4: Subjects of the Education Studies

1.	Educational Psychology: Theory and Practice for Learning and Teaching (I & II)	6 (6-0-12)
2.	Learning Assessment	3 (3-0-6)
3.	Professional Practice and Reflection	2 (2-0-4)
4.	Foundations of Education	3 (3-0-6)
5.	Pedagogy and Teaching	3 (3-0-6)
6.	Health and Physical Education	3 (2-2-5)
7.	Curriculum Foundations and Practice	2 (2-0-4)
8.	Use of ICT in Teaching and Learning	6 (4-4-10)
9.	Life Skills, Climate Change, Library, and Reading Literacy	2 (1-2-3)
Total		30 Credits

2.2.2. Subject Knowledge

Table 5: Subjects of the Subject Knowledge

1.	Khmer Language	Fundamentals of Khmer Literature (Grammar and Essay Writing)	3 (2-2-5)
		Fundamentals of Khmer Literature (Literature and Composition)	3 (2-2-5)
2.	Mathematics	Fundamentals of Mathematics in Primary Education	3 (3-0-6)
		Mathematics Enrichment	3 (3-0-6)
3.	Science	Fundamentals of Science in Primary Education (Physics, Chemistry, Biology)	3 (3-0-6)
		Fundamentals of Science in Primary Education (Earth and Environmental Science)	2 (2-0-4)
4.	Social Studies	Fundamentals of Social Studies (History, Geography)	3 (3-0-6)
		Fundamentals of Social Studies (Moral civics, Home Economics)	2 (1-2-3)
Total			22 Credits

2.2.3. Curriculum Studies

Table 6: Subjects of the Curriculum Studies

1.	Khmer Language	Teaching Khmer Language: Reading and Writing for Grade 1	3 (2-2-5)
		Teaching Khmer Language: Reading and Writing for Grades 2 and 3	2 (1-2-3)
		Teaching Khmer Language for Grades 4 to 6	3 (2-2-5)
		Assessment of Khmer Language Learning in Primary Education	3 (2-2-5)
2.	Mathematics	Teaching and Learning Mathematics I	3 (2-2-5)
		Teaching and Learning Mathematics II	3 (2-2-5)
		Teaching and Learning Mathematics III	3 (2-2-5)
		Assessment of Mathematics Learning in Primary Education	2 (1-2-3)
3.	Science	Curriculum Study and Science Practice in Primary Education	3 (3-0-6)
		Pedagogy and Assessment of Science in Primary Education	3 (3-0-6)
		Innovation in Designing and Implementing Science Projects in Primary Education	3 (3-0-6)
4.	Social Studies	Teaching and Learning Social Studies in Primary Education	3 (2-2-5)
		Teaching Methods and Assessment of Social Studies Learning in Primary Education	3 (2-2-5)
		Concept and Arts Education (Drawing and Handicrafts)	2 (1-2-3)
		Concept and Arts Education (Music and Dance)	3 (2-2-5)
5.	Foreign Languages	Teaching English in Primary Education	3 (2-2-5)
Total			45 Credits

2.2.4. Practicum

Table 7: Activities of the Practicum

1.	School Experience	2 Credits
2.	Teaching Assistantship	5 Credits
3.	Teaching Practice I	5 Credits
4.	Teaching Practice II	10 Credits
Total		22 Credits

2.2.5. Research

Table 8: Subjects of the Research

1.	Educational Research	3 (3-0-6)
2.	Action Research Project	3 Credits
Total		6 Credits

2.3. Teacher Education Programme Process

The structure of the primary teacher education programme (12+4) at teacher education institutions is presented in the table below:

Table 9: Subjects to be Studied in Year 1, Semester 1

Code	Course	Number of Credits	Areas of Study
	Foundations of Education	3 (3-0-6)	Education Studies
	Use of ICT for Teaching and Learning I	3 (2-2-5)	Education Studies
	Foundations of Khmer Literature (Grammar and Essay Writing)	3 (2-2-5)	Subject Knowledge
	Fundamentals of Mathematics in Primary Education	3 (3-0-6)	Subject Knowledge
	Fundamentals of Social Studies (History, Geography)	3 (3-0-6)	Subject Knowledge
	Teaching and Learning Mathematics I	3 (2-2-5)	Curriculum Studies
Total		18 Credits	

Table 10: Subjects to be Studied in Year 1, Semester 2

Code	Course	Number of Credits	Areas of Study
	Educational Psychology: Theory and Practice for Learning and Teaching (I & II)	3 (3-0-6)	Education Studies
	Health and Physical Education	3 (2-2-5)	Education Studies
	Life Skills, Climate Change, Library, and Reading Literacy	2 (1-2-3)	Education Studies
	Foundations of Khmer Literature (Literature and Composition)	3 (2-2-5)	Subject Knowledge
	Fundamentals of Science in Primary Education (Physics, Chemistry, Biology)	3 (3-0-6)	Subject Knowledge
	School Experience	2	Practicum
Total		16 Credits	

Table 11: Subjects to be Studied in Year 2, Semester 1

Code	Course	Number of Credits	Areas of Study
	Professional Practice and Reflection	2 (2-0-4)	Education Studies
	Pedagogy and Teaching	3 (3-0-6)	Education Studies
	Curriculum Foundations and Practice	2 (2-0-4)	Education Studies
	Teaching Khmer Language: Reading and Writing for Grade 1	3 (2-2-5)	Curriculum Studies
	Teaching and Learning Mathematics II	3 (2-2-5)	Curriculum Studies
	Curriculum Study and Science Practice in Primary Education	3 (3-0-6)	Curriculum Studies
	Teaching and Learning Social Studies in Primary Education	3 (2-2-5)	Curriculum Studies
Total		19 Credits	

Table 12: Subjects to be Studied in Year 2, Semester 2

Code	Course	Number of Credits	Areas of Study
	Learning Assessment	3 (3-0-6)	Education Studies
	Use of ICT for Teaching and Learning II	3 (2-2-5)	Education Studies
	Fundamentals of Science in Primary Education (Earth Science, Environmental Education)	2 (2-0-4)	Subject Knowledge
	Fundamentals of Social Studies (Moral Civics, Home Economics)	2 (1-2-3)	Subject Knowledge
	Teaching Khmer Language: Reading and Writing for Grades 2 and 3	2 (1-2-3)	Curriculum Studies
	Concepts and Arts Education (Drawing and Handicrafts)	2 (1-2-3)	Curriculum Studies
	Teaching Assistantship	5	Practicum
Total		19 Credits	

Table 13: Subjects to be Studied in Year 3, Semester 1

Code	Course	Number of Credits	Areas of Study
	Mathematics Enrichment	3 (3-0-6)	Subject Knowledge
	Teaching and Learning Mathematics III	3 (2-2-5)	Curriculum Studies
	Pedagogy and Assessment of Science in Primary Education	3 (3-0-6)	Curriculum Studies
	Teaching Methods and Assessment of Social Studies Learning in Primary Education	3 (2-2-5)	Curriculum Studies
	Teaching English in Primary Education	3 (2-2-5)	Curriculum Studies
	Educational Research	3 (3-0-6)	Research
Total		18 Credits	

Table 14: Subjects to be Studied in Year 3, Semester 2

Code	Course	Number of Credits	Areas of Study
	Educational Psychology: Theory and Practice for Learning and Teaching (I & II)	3 (3-0-6)	Education Studies
	Teaching Khmer Language for Grades 4 to 6	3 (2-2-5)	Curriculum Studies
	Concepts and Arts Education (Music and Dance)	3 (2-2-5)	Curriculum Studies
	Teaching Practice I	5	Practicum
Total		14 Credits	

Table 15: Subjects to be Studied in Year 4, Semester 1

Code	Course	Number of Credits	Areas of Study
	Assessment of Mathematics Learning in Primary Education	2 (1-2-3)	Curriculum Studies
	Innovation in Designing and Implementing Science Projects in Primary Education	3 (3-0-6)	Curriculum Studies
Total		5 Credits	

Table 16: Subjects to be Studied in Year 4, Semester 2

Code	Course	Number of Credits	Areas of Study
	Assessment of Khmer language learning in Primary Education	3 (2-2-5)	Curriculum Studies
	Teaching Practice II	10	Practicum
	Action Research Project	3	Research
Total		16 Credits	

2.4. Credit distribution over the four-year programme

Table 17: Credit distribution over the four-year programme

No.	Areas of Study/Subject	Year 1		Year 2		Year 3		Year 4		Total credit
		S1	S2	S1	S2	S1	S2	S1	S2	
1. Education Studies (30 credits)		6	8	7	6	0	3	0	0	30
	Educational Psychology: Theory and Practice for learning and teaching (I & II)	-	3	-	-	-	3	-	-	6
	Learning Assessment	-	-	-	3	-	-	-	-	3
	Professional Practice and Reflection	-	-	2	-	-	-	-	-	2
	Foundations of Education	3	-	-	-	-	-	-	-	3
	Pedagogy and Teaching	-	-	3	-	-	-	-	-	3
	Health and Physical Education	-	3	-	-	-	-	-	-	3
	Curriculum Foundations and Practice	-	-	2	-	-	-	-	-	2
	Use of ICT in Teaching and Learning	3	-	-	3	-	-	-	-	6
	Life Skills, Climate Change, Library, and Reading Literacy	-	2	-	-	-	-	-	-	2
2. Subject Knowledge (22 credits)		9	6	0	4	3	0	0	0	22
Khmer Language	Fundamentals of Khmer Literature (Grammar and Essay Writing)	3	-	-	-	-	-	-	-	3
	Fundamentals of Khmer Literature (Literature and Composition)	-	3	-	-	-	-	-	-	3

No.	Areas of Study/Subject	Year 1		Year 2		Year 3		Year 4		Total credit
		S1	S2	S1	S2	S1	S2	S1	S2	
Mathematics	Fundamentals of Mathematics in Primary Education	3	-	-	-	-	-	-	-	3
	Mathematics Enrichment	-	-	-	-	3	-	-	-	3
Science	Fundamentals of Science in Primary Education (Physics, Chemistry, Biology)	-	3	-	-	-	-	-	-	3
	Primary of Science in Primary Education (Earth and Environmental Science)	-	-	-	2	-	-	-	-	2
Social Studies	Fundamentals of Social Studies (History, Geography)	3	-	-	-	-	-	-	-	3
	Fundamentals of Social Studies (Morals civics, Home Economics)	-	-	-	2	-	-	-	-	2
3. Curriculum Studies (45 credits)		3	0	12	4	12	6	5	3	45
Khmer Language	Teaching Khmer Language: Reading and Writing for Grade 1	-	-	3	-	-	-	-	-	3
	Teaching Khmer Language: Reading and Writing for Grades 2-3	-	-	-	3	-	-	-	-	3
	Teaching Khmer Language for Grades 4 to 6	-	-	-	-	-	3	-	-	3
	Assessment of Khmer Language learning in primary Education	-	-	-	-	-	-	-	3	3
Mathematics	Teaching and Learning Mathematics I	3	-	-	-	-	-	-	-	3
	Teaching and Learning Mathematics II	-	-	3	-	-	-	-	-	3
	Teaching and Learning Mathematics III	-	-	-	-	3	-	-	-	3
	Assessment of Mathematics Learning in Primary Education	-	-	-	-	-	-	2	-	2

No.	Areas of Study/Subject	Year 1		Year 2		Year 3		Year 4		Total credit
		S1	S2	S1	S2	S1	S2	S1	S2	
Science	Curriculum Study and Science Practice in Primary Education	-	-	3	-	-	-	-	-	3
	Pedagogy and Assessment of Science in Primary Education	-	-	-	-	3	-	-	-	3
	Innovation in Designing and Implementing Science Projects in Primary Education	-	-	-	-	-	-	3	-	3
Social Science	Teaching and Learning Social Studies in Primary Education	-	-	3	-	-	-	-	-	3
	Teaching Methods and Assessment of Social Studies Learning in Primary Education	-	-	-	-	3	-	-	-	3
	Concept and Arts Education (Drawing and Handicrafts)	-	-	-	2	-	-	-	-	2
	Concept and Arts Education (Music and Dance)	-	-	-	-	-	3	-	-	3
Foreign language	Teaching English in Primary Education	-	-	-	-	3	-	-	-	3
4. Practicum (22 credits)		0	2	0	5	0	5	0	10	22
	School Experience	-	2	-	-	-	-	-	-	2
	Teaching Assistantship	-	-	-	5	-	-	-	-	5
	Teaching Practice I	-	-	-	-	-	5	-	-	5
	Teaching Practice II	-	-	-	-	-	-	-	10	10
5. Research (6 credits)		0	0	0	0	3	0	0	3	6
	Educational Research	-	-	-	-	3	-	-	-	3
	Action Research Project	-	-	-	-	-	-	-	3	3
Total		18	16	19	19	18	14	5	16	125

Chapter 3

Assessment

General learning assessment and examinations must be conducted according to the conditions set by the teacher education institution, based on the guidelines of the Ministry of Education, Youth and Sport.

3.1. Grade Point Average (GPA)

The formula for calculating the Grade Point Average (GPA) is as follows: it equals the sum of all accredited scores (Grade Point – P) multiplied by their corresponding credit values (Attempted Credit Value – C), divided by the sum of all total credit values.

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

After completing each course, student teachers must participate in a satisfaction survey for both the subject and the lecturer in charge. This helps to enhance the quality of the training for each respective course.

The internal quality assurance office within the teacher education institution is responsible for conducting internal assessments. The purpose is to ensure the quality, effectiveness, and responsiveness of the education programme to current needs.

3.2. Scoring and Grading System

Each student teacher must complete every required subject in the education programme. All student teacher assessments are determined through scoring and remarks as stipulated below:

- A. Scoring: Scores are determined from 0 to 100 [The minimum passing score or Grade Point Average (GPA) is 50 of 100 or 2 of 4 and above].
- B. Remark: Remark must align with the scores as follows:

Table 18: Scoring and 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

Learning assessment must be carried out according to the conditions of the teacher education institution, which includes Formative Assessment and Summative Assessment.

3.3. Assessment of Taught Courses

Assessments for taught courses include various forms such as attendance, course engagement, written assignments, presentations, tests, and final examinations.

Table 19: Assessment of Taught Courses

No.	Forms of assessment	Percentage (%)
1	Course attendance	10
2	Course engagement (participation)	20
3	In-course (On-going) assessment	30
4	Examinations	40
	Total	100

** Note: Teacher Educators have the right to organize assessments for the course they are responsible for with flexibility and in response to each course's learning outcomes.*

3.3.1. Course attendance

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

Students in each course must maintain at least 80% attendance to be eligible to sit for final examinations. However, depending on institutional regulations, individual exceptions may be made for medical or personal reasons, or other extenuating circumstances, based on the regulations of the Ministry of Education, Youth and Sports.

3.3.2. Course engagement

Course engagement will be assessed based on the frequency and quality of individual contributions made throughout 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 and feedback.

3.3.3. In-course (Ongoing) assessment

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

Formal course assessment tasks may include:

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

The design of in-course assessment tasks should align with self-reflective assessment tasks, which are used as part of continuous professional development, to prepare student teachers for their professional careers based on lifelong learning.

Students enrolled in each taught course are required to complete and/or submit all required in-course assessments to sit final course examinations.

3.3.4. Examinations

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.

Student teachers enrolled in each taught course are required to sit final course examinations to receive a final grade. If a student teacher fails a taught course, they are allowed to retake the final course examination once only. If a student teacher fails a re-examination, they must retake that course to be eligible for the final exam. Student teachers caught plagiarizing any assignment will receive a score of zero for that assignment.

3.4. Assessment of Practicum Components

The assessment of practicum includes attendance, levels of engagement and contribution, lesson planning, classroom teaching, 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 teacher training institution in collaboration with the host schools.

Table 20: Assessment of Practicum Components

No.	Forms of assessment	Percentage (%)
1	Practicum attendance	10
2	Practicum engagement	20
3	In-practicum assessment	30
4	Teacher Practicum Portfolio	40
	Total	100

3.4.1. Practicum attendance

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.

Student teachers must achieve 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.

3.4.2. Practicum engagement

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

Practicum engagement includes elements such as active involvement in assigned school-based activities, interaction with school-based teaching staff and peers, contributions during appraisal sessions, sharing of ideas or resources, and providing comments and feedback to teaching 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.

3.4.3. In-practicum assessment

In practicum, assessment will be based on the quality of work or marks obtained 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
- Of observed and assessed teaching practice
- Based on observed levels of professional development during the Practicum component
- Based on regular professional appraisals, to be undertaken by school directors.

3.4.4. Teaching Practicum Portfolio

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 including 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 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 Teaching Practicum Portfolio will adopt the format of the Professional Learning Plan for individual professional teachers, as outlined in the MoEYS Continuous Professional Development Handbook.

3.5. Assessment of the Action Research Project

All student teachers will design and undertake an accredited action research project related to their 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 student teachers conduct their research properly and produce 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.

Table 21: Assessment of the Action Research Project

No.	Forms of assessment	Percentage (%)
1	A research proposal	10
2	Research progress appraisals (at least 4 meetings)	20
3	Submission of Research Report and Final Defense	70
	Total	100

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 the final course examinations. The student teachers will not be able to graduate if they haven't fulfilled all requirements of the research component.

3.6. Assessment of Discipline, Morality, Conduct, and Behavior

The assessment of each student teacher's discipline, morality, conduct, and attitudes focuses on adherence to rules, regular attendance, diligence in studies, effort in research, task performance, and a spirit of solidarity within the class, both inside and outside the teacher education institution.

The assessment of each student teacher's discipline, morality, conduct, and behavior is determined by the absolute majority opinion of the Disciplinary Council, based on the actual characteristics of each student teacher and the internal regulations of the teacher education institution.

3.7. Degree Conferment

Student teachers must meet the following conditions to complete their studies and receive a degree:

- Successfully complete all credits specified in the Bachelor's level primary teacher education programme (12+4).
- Successfully complete the practicum.
- Possess an intermediate level of foreign language proficiency. Teacher education institutions must assess student teachers' foreign language proficiency at the beginning of Year 1 and arrange necessary courses to ensure student teachers achieve intermediate foreign language proficiency by the beginning of Year 3. This will prepare them for a 3-credit course on teaching methodology in the first semester of Year 3.
- Successfully defend their action research project.
- Pass the final examinations of the teacher education programme.

Student teachers who successfully complete their studies will receive a Bachelor of Education in Teaching (Primary School).

Chapter 4

Course Description

4.1. Education Studies (30 credits)

4.1.1. Educational Psychology: Theory and Practice for Learning and Teaching (I&II) [6 (6-0-12)]

This two-course series provides a comprehensive overview of psychology, educational psychology, and the application of psychological and learning theories to primary-level teaching and learning. Through exploring key concepts and fundamental knowledge in educational psychology, these course help student teachers develop a deeper understanding of themselves and their students, and foster core values, socio-emotional competencies, and 21st-century skills in learners. The course aims to support student teacher to achieve intended learning objectives, develop self-confidence and self-direction, and become resilient, active contributors to quality education. The series includes two main courses: Educational Psychology I and Educational Psychology II.

4.1.1.1. Educational Psychology: Theory and Practice for Learning and Teaching I [3 (3-0-6)]

Educational Psychology I introduce student teachers to the field of educational psychology in teaching and learning, including its origins and relevance for the teaching profession. This course covers the key concepts into the discipline, such as cognitive and language development, moral and emotional development, student learning diversity, and inclusive education. Upon completion, student teachers will acquire fundamental knowledge of educational psychology and be able to apply these concepts and theories in their teaching practice.

4.1.1.2. Educational Psychology: Theory and Practice for Learning and Teaching II [3 (3-0-6)]

Educational Psychology II aims to facilitate advanced explorations into the field including constructivism and humanism. Furthermore, this course covers the use of educational psychology in key concepts and theories such as problem-solving, innovation, socio-emotional learning, conceptual understanding, collaborative learning communities, learning motivation, instructional management, effective learning environments, teacher expectations, and school-based adaptation and flexibility. Upon completion, student teachers will be able to apply these concepts to promote student learning outcomes and enhance students' psychological well-being.

4.1.2. Learning Assessment [3 (3-0-6)]

This course equips student teachers with the skills to assess students from diverse abilities and multicultural backgrounds using valid and reliable tools. This course integrates the framework of the Southeast Asia Primary Learning Metrics (SEA-PLM) and the development of SEA-PLM tests (reading, writing, and mathematics) to align with the key regional objectives and improve primary student learning outcomes, such as National Learning Assessment Tests. Student teachers also learn to establish concrete assessment criteria for psychomotor or performance skills, essential skills (e.g., critical thinking, reasoning, practicing, role-playing, presenting, and project), and students' attitudes. By the end of the course, student teachers will acquire the knowledge and skills necessary for developing standardized tests, creating rubrics for assessing students' skills and attitudes, and developing valid, reliable, and effective regional tests in reading, writing, and mathematics.

4.1.3. Professional Practice and Reflection [2 (2-0-4)]

This course provides student teachers with practical teaching experience and encourages reflections on teaching and learning. Under the supervision of their respective TEI and school mentors, student teachers develop skills, reflect on their beliefs, gain deeper insights into the teaching and learning process, learn to inquire during teaching, foster positive parent-teacher relationships, and complete their practicum portfolios. By the end of the course, the student teachers will be able to discern the relationships among theories, practices, and professional reflection for their future teaching careers.

4.1.4. Foundations of Education [3 (3-0-6)]

This course covers on the concepts related to general education, social trends in education, and the basis of teacher education programmes. The course also incorporates topics such as children's rights, relevant laws, and international treaties, enabling student teachers to develop a strong sense of responsibility and their roles in decision-making. Furthermore, it will equip student teachers with an understanding of sustainable learning, empowerment strategies, and innovative means of thinking and doing. This course covers gender studies, combating sexual trafficking, inclusive education, multigrade teaching, 21st-century skills, Sustainable Development Goals (SDGs), international comparative studies, and school management. The course content also includes school administration, professional ethics, classroom management, and problem-solving skills for addressing teaching challenges to support children with special needs inclusively. Upon completing this course, student teachers will gain the knowledge, understanding, and foundational skills necessary for their studies across various subjects within teacher education programmes.

4.1.5. Pedagogy and Teaching [3 (3-0-6)]

This course aims to provide student teachers with a profound understanding of a student-centered approach to education, focusing on current trends in student well-being and diversity, interpersonal skills, critical and analytical thinking, and teacher professional accountability. The course content encompasses the concepts, principles, theories, and applications of recommended teaching methods for the primary level, including classroom management, strategies for creating conducive learning environments, and techniques to enhance student engagement. By the end of the course, student teachers will also be able to formulate and implement individualized content and lesson plans, foster supportive and participatory classroom environments, apply interdisciplinary skills, and manage classes effectively as a responsible primary school teacher.

4.1.6. Health and Physical Education [3 (2-2-5)]

Health and Physical Education aims to enhance student teachers' capacity and foundational knowledge in school health and physical education, thereby promoting the well-being of primary school students. Within this course, student teachers will undertake two main components: Health Education and Physical Education. The content of Health Education centers on school health, physical development and functions, hygiene and disease prevention, the impact of regular health checks, sexual health, mental health, first aid, school safety management, and the school health service and system. Physical Education covers the principles and functioning of physical education and sports classes, rhyme-synchronized physical workouts, gymnastics, athletics, ball games, and physical fitness tests. These studies also involve the development of locally produced teaching materials, as well as in-class and out-of-class practical applications. By the end of the course, student teachers will be well-

equipped with the fundamental capacity for personal health and safety management. In addition, the student teachers will be confident in teaching health and physical education at the primary level.

4.1.7. Foundations of Curriculum and Curriculum Practice

This specialized course introduces student teachers to meanings, principles, key concepts, theories, processes, and types of the curriculum, along with development, implementation, analysis, evaluation, challenges and trends in curriculum development. The course also covers sample models of curriculum development, school-based curriculum development, and curriculum revision approaches. By the end of the course, student teachers will be able to evaluate syllabi and ensure consistency in various curriculum components with textbooks, effectively implement the curriculum, facilitate teaching and learning, and propose new subjects to serve the needs of their teaching.

4.1.8. Use of ICT in Teaching and Learning [6 (4-4-10)]

This two-course series is designed to empower student teachers with the essential knowledge and practical skills to integrate Information and Communication Technology (ICT) and Artificial Intelligence (AI) into primary education. The courses emphasize both the pedagogical and ethical dimensions of technology use, preparing future teachers to create engaging, collaborative, and responsible digital learning environments. By the end of the series, student teachers will be equipped to leverage ICT and AI tools for lesson planning, classroom instruction, research, and professional communication—key competencies for 21st-century educators and digital citizens.

4.1.8.1. Use of ICT in Teaching and Learning I [3(2-2-5)]

The Use of ICT in Teaching and Learning I introduces student teachers to effective and ethical use of ICT and AI tools for more meaningful teaching and learning experiences. The course focuses on three core areas: (1) planning and developing teaching and learning materials using AI ethically, (2) fostering collaboration and communication through internet-based collaboration, and (3) using various resources without infringing on copyright is a crucial requirement for 21st-century teachers and digital citizenship. Upon completing this course, student teachers will have a clear understanding of ICT usage, as well as the potential, ethical, and responsible application of AI in an educational context. They will also learn the best practices to increase student engagement and promote active learning through presentations and practical classroom applications.

4.1.8.2. Use of ICT in Teaching and Learning II [3(2-2-5)]

Building on the foundations of the first course, this course deepens student teachers' ability and skills to effectively integrate ICT and AI into teaching and learning. The course centers on producing documents for teaching and learning, fostering computational thinking, conducting educational research, and utilizing various resources essential for 21st-century teachers and digital citizenship. By the end of the course, student teachers will be able to strategically leverage ICT to promote student engagement and outcomes in learning through presentations and practical classroom applications, and to support their own ongoing professional development.

4.1.9. Life Skills, Climate Change, Library, and Reading Literacy [2 (1-2-3)]

This course builds student teachers' capacity with a comprehensive understanding of the following three areas: life skills, climate change, reading literacy and library skills. First,

student teachers will engage with concepts and theories in life skills and active learning to equip primary school students with essential 21st-century skills. These include, but are not limited to, creative skills, critical thinking, problem-solving, self-regulation, resilience, communication, collaboration, negotiation, respect for multilingualism, and empathy, as outlined in the core curriculum framework. Second, student teachers will acquire knowledge and concepts on climate change, understand the application and integration of climate change education at the primary level across different subjects, and promote climate and environmental awareness amongst primary students. Third, the student teacher will learn about library setup, leading reading activities for library sessions, and utilizing active reading techniques. Teaching and learning activities within the course include lectures, mind-mapping, group discussions, role-playing, presentations, lesson plan preparation, micro-teaching, and reflective practice. By the end of the course, student teachers will be able to effectively teach primary level students' life skills, establish library and reading corners, lead reading activities during library hours, and integrate active reading skills and climate change concepts into other subjects.

4.2. Subject Knowledge (22 credits)

Subject Knowledge encompasses all courses designed to introduce student teachers to the content, concepts, and principles of every subject within the primary curriculum. This area of study focuses on strengthening subject matter knowledge essential for teaching at the primary level. The primary objective of this area is to equip student teachers with the necessary content knowledge for primary-level instruction, aligned with the national curriculum.

4.2.1. Khmer Language [6 (4-4-10)]

This two-course series provides student teachers with fundamental Khmer language and flexible real-life problem-solving skills for teaching at the primary level. With a strong foundation in the Khmer language, student teachers will also acquire other necessary 21st-century skills, enabling them to effectively and efficiently integrate content and knowledge into their primary classroom teaching. The student teachers will develop the four main language skills—listening, speaking, reading, and writing—within the context of their daily lives based on information and activities that impact their lives. The students' teacher will engage in group discussions and present topics related to their real-life experience, and research relevant documents to strengthen their knowledge of grammar, literature, and essay writing.

4.2.1.1. Fundamentals of Khmer Literature (Grammar and Essay Writing) [3 (2-2-5)]

This course is designed to build strong foundational knowledge and skills in Khmer grammar and essay writing for student teachers. With a comprehensive understanding of Khmer grammar, student teachers will grasp the concepts of phonetics, phonology, lexicology, syntax, and semantics. In addition to grammar, this course will focus on essay writing processes, particularly descriptive writing, by encouraging student teachers to express ideas on various topics clearly and coherently. The student teachers will engage in writing exercises, including paragraph writing, essay writing, and creative writing, as part of their language enhancement, enabling them to use writing as a means of effective communication. Through practical writing tasks and the knowledge gained in grammar and writing, student teachers will not only develop a deeper understanding of the correct usage of consonants, vowels, phrases, and sentences as well as apply grammar rules, but also appreciate the importance of each element in academic and professional contexts. By the end of this course, student

teachers will be able to creatively enhance their language skills for future teaching in educational literature and across multiple disciplines.

4.2.1.2. Fundamentals of Khmer Literature (Literature and Composition) [3 (2-2-5)]

This course provides student teachers with theories of literature and composition specifically tailored to meet the needs of primary school students. This course focuses on literary theory, literary history, and literary analysis. Additionally, the course examines the essential elements of children's literature, including narrative structure, and using appropriate language for children. It will focus on understanding how literature can foster cognitive and emotional development in children, as well as methods for promoting creativity and imagination through storytelling. Student teachers will also engage in practical exercises to create new stories targeted at primary school children, incorporating both creative and pedagogical principles. By the end of this course, student teachers will possess a foundational understanding of literature and the ability to compose literary works, enabling them to teach effectively at the primary level, aiming to develop reading and other essential and fundamental skills for children.

4.2.2. Mathematics [6 (6-0-12)]

This two-course series is designed to provide student teachers with a comprehensive foundation in mathematics, tailored for effective primary-level instruction. The courses cover essential mathematical concepts and skills, bridging core content knowledge with practical teaching strategies. Emphasis is placed on developing mathematical thinking, logical reasoning, and problem-solving abilities, all of which are crucial for fostering creativity, innovation, and confidence in both teachers and their future students.

4.2.2.1. Fundamentals of Mathematics in Primary Education [3 (3-0-6)]

This course aims to provide student teachers with the fundamental mathematics knowledge required for primary-level teaching. In this course, student teachers will study five sub-disciplines: arithmetic, algebra, measurement, geometry, and statistics. The fundamentals of each sub-discipline, like concepts, definitions, properties, and relationships between content areas, are explored to ensure student teachers clearly understand these topics. Furthermore, student teachers will also study problem-solving strategies that incorporate real-world contexts, aligning lessons with international standards and 21st-century skills. Upon completing this course, student teachers will gain an in-depth understanding of the foundations of all five sub-disciplines and be able to apply this knowledge to teach students with confidence and effectiveness.

4.2.2.2. Mathematics Enrichment [3 (3-0-6)]

This course builds on foundational knowledge to provide student teachers with a deeper and more advanced understanding of fundamental mathematics, expanding their knowledge to the lower secondary level with a broader perspective. The content to be studied in this course includes whole numbers, integers, fractions, decimals, ratios, percentages, proportions, measurement, geometry, probability, and statistics. Additionally, student teachers will also study mathematical thinking and logical reasoning, which are crucial for fostering creativity and innovation. Upon completing this course, student teachers will gain advanced insights into all sub-disciplines, which are essential for higher-level connections and for teaching students with confidence and effectiveness.

4.2.3. Science [5 (4-2-9)]

This two-course series provides student teachers with a comprehensive foundation in scientific knowledge and thinking, directly aligned with the primary education curriculum. The courses are designed to develop both content mastery and practical application skills across the core scientific domains—Physics, Chemistry, Biology, Earth Science, and Environmental Science. Emphasis is placed on fostering scientific inquiry, critical thinking, and motivation for lifelong learning, enabling future teachers to confidently deliver engaging and relevant science lessons at the primary level.

4.2.3.1. Fundamentals of Science in Primary Education (Physics, Chemistry, Biology)

[3 (3-0-6)]

This course provides fundamental scientific knowledge for primary education, focusing on key areas of explaining and practically applying scientific concepts in Physics, Chemistry, and Biology, and directly connecting with the primary curriculum. Upon completing this course, student teachers will gain foundational scientific knowledge for primary teaching and develop essential scientific thinking skills and the confidence to foster curiosity and motivation among students.

4.2.3.2. Fundamentals of Science in Primary Education (Earth and Environmental Science)

[2 (2-0-4)]

This course provides a fundamental knowledge of science for primary education, focusing on key areas of explaining and practically applying scientific concepts within Earth and Environmental Science, and connecting with the primary curriculum. The Fundamentals of Science in Primary Education as they relate to preparing science lessons at the primary level. Upon completing this course, student teachers will gain fundamental scientific knowledge for primary teaching and develop other scientific thinking skills, and the confidence to foster curiosity and motivation among students.

4.2.4. Social studies [5 (4-2-9)]

This two-course series equips student teachers with foundational knowledge and practical skills in social studies, preparing them to teach History, Geography, Moral Civics, and Home Economics at the primary level. The courses emphasize the development of critical thinking, civic responsibility, and practical life skills, enabling future teachers to foster well-rounded, informed, and responsible citizens.

4.2.4.1. Fundamentals of Social Studies (History, Geography) [3 (3-0-6)]

This course aims to develop student teachers' competencies in fundamental social studies knowledge for teaching social studies in primary education. In this course, student teachers will study two sub-subjects: History and Geography. The History component focuses on Cambodian history from prehistoric times to the present, exploring the evolution of human thought in political, economic, and social aspects, integrated with intercultural education, active citizenship, a culture of peace, and harmonious coexistence with nations, regions, and the world. The geography component focuses on general physical geography, economic geography, and demography, providing student teachers with knowledge related to the characteristics of the Earth, climate change, demographic patterns, socioeconomics, and natural disaster prevention. Upon completing this course, student teachers will be able to prepare lesson content for History and Geography for teaching social studies in primary education.

4.2.4.2. Fundamentals of Social Studies (Moral Civics, Home Economics) [2 (1-2-3)]

This course aims to develop student teachers' competencies in foundational social studies knowledge for teaching social studies in primary education. In this course, student teachers will study two sub-subjects: Moral Civics and Home Economics. The Moral Civics component primarily focuses on values, intelligence, will, rights, and responsibilities of citizens in national, regional, and global society. The Home Economics component focuses on sewing, cooking, hospitality, home management, and basic entrepreneurship, integrating practical application both inside and outside the classroom. Upon completing this course, student teachers will be able to prepare lesson content for Moral Civics and possess Home Economics skills for daily life and teaching social studies in primary education.

4.3. Curriculum Studies (45 credits)

4.3.1. Khmer Language [11 (7-8-18)]

This four-course series prepares student teachers to deliver high-quality Khmer language instruction across all primary grades. The courses cover foundational and advanced teaching methodologies for reading and writing, address the progression from early to upper primary literacy, and provide in-depth training in assessment practices. Emphasis is placed on inclusive education, alignment with national curriculum standards, and the development of professional ethics in teaching.

4.3.1.1. Teaching Khmer Language: Reading and Writing for Grade 1 [3 (2-2-5)]

This course aims to provide student teachers with fundamental teaching methodologies for developing reading and writing skills in the Khmer language for Grade 1. It emphasizes theories and practice, offering insights into effective teaching strategies that focus on the five components of reading and teaching principles. Student teachers will gain hands-on experience using reading package materials and preparing lesson plans, assessments, and various guidance in line with national curriculum standards to support inclusive learning needs. By the end of this course, student teachers will become Khmer language teachers for Grade 1, capable of teaching reading and writing with professional ethics.

4.3.1.2. Teaching Khmer Language: Reading and Writing for Grades 2 and 3 [3 (2-2-5)]

This course aims to equip student teachers with the foundational theories and practical methodologies for effectively teaching Khmer language reading and writing to students using the Grade 2 and 3 reading packages. The course focuses on age-appropriate literacy development strategies, emphasizing the five components of reading, seven key activities, and three principles of teaching for reading and writing (sentence structure and reading comprehension). Student teachers will explore various teaching methods, including interactive storytelling, reading models, and writing exercises, designed to engage students and foster a love for the Khmer language. This course will highlight the importance of different models, building on those in Grade 1, to meet diverse learning needs and provide techniques for assessing student progress in reading and writing. By the end of this course, student teachers will be prepared to teach Khmer language reading and writing in Grades 2 and 3, adhering to professional ethics.

4.3.1.3. Teaching Khmer Language for Grades 4 to 6 [3 (2-2-5)]

This course offers a comprehensive understanding of teaching methodologies for Khmer Language reading and writing, specifically for students in Grades 4-6. It focuses on teaching all four language skills and various sub-skills that promote the development of language

comprehension and written communication at the primary level. The course emphasizes the transition from basic literacy to advanced reading comprehension and writing skills by integrating diverse teaching models, assessment techniques, and syllabus development for upper primary grades. Student teachers will learn how to engage students in meaningful reading and writing activities that foster critical thinking, creativity, and language fluency. Through practical exercises, lesson planning, and reflective practice, student teachers will acquire the necessary tools for effectively teaching the Khmer Language in primary school, preparing students for academic success.

4.3.1.4. Assessment of Khmer Language Learning in Primary Education [3 (2-2-5)]

This course aims to provide student teachers with a deep understanding of assessment principles and practices for evaluating the four skills of the Khmer language in primary education. It covers the theoretical foundations of assessment, including formative assessment, summative assessment, test interpretation, and performance-based assessment, with a specific focus on how these can be effectively applied in Khmer language classrooms. Student teachers will learn how to design, implement, and analyze assessments that align with educational standards for primary students, especially national learning tests and international assessments. The course also emphasizes the creation of fair assessments. Key skills in providing constructive feedback and using assessment data to improve teaching strategies will be covered, ensuring alignment with national curriculum standards. By the end of this course, student teachers will be able to apply various assessment tools to evaluate students' reading, writing, listening, and speaking skills in Khmer. They will also be able to support students' continuous skill development, adaptable to all types and formats of tests.

4.3.2. Mathematics [11 (7-8-18)]

This four-course series prepares student teachers to deliver high-quality mathematics instruction across all primary grades. The courses cover foundational and advanced teaching methodologies, curriculum study, lesson planning, and assessment practices. Emphasis is placed on developing mathematical thinking, problem-solving abilities, and the use of diverse teaching strategies to meet the needs of all learners.

4.3.2.1. Teaching and Learning Mathematics I [3 (2-2-5)]

This course aims to provide student teachers with fundamental knowledge related to the primary-level mathematics content for Grades 1, 2, and 3, including arithmetic, algebra, measurement, geometry, and statistics, as well as the assessment of student learning in primary education. The course focuses on curriculum study, lesson planning, teaching methods, teaching strategies, teaching activities, lesson plan design, development of teaching materials, student learning assessment, and teaching practice. By the end of this course, student teachers will have gained knowledge of teaching methods and practical experience in delivering mathematics instruction for lower primary levels (Grades 1-3) with confidence and effectiveness.

4.3.2.2. Teaching and Learning Mathematics II [3 (2-2-5)]

This course aims to equip student teachers with fundamental knowledge in mathematics for Grades 4, 5, and 6, teaching methods (inquiry-based learning, 5Es, Problem-based learning, Project-based learning), teaching techniques (concrete, semi-concrete, semi-abstract, and abstract, and inductive and deductive approaches), and student learning assessment at the primary level. The fundamental knowledge to be learned in this course focuses on the

teaching of arithmetic, algebra, measurement, geometry, and statistics. The course also emphasizes curriculum study, lesson planning, teaching methods, teaching strategies, teaching activities, lesson plan design, teaching material development, student learning assessment, and teaching practice. By the end of this course, student teachers will acquire the knowledge of teaching methods and practical experience necessary to teach upper primary mathematics (Grades 4-6) with confidence and effectiveness.

4.3.2.3. Teaching and Learning Mathematics III [3 (2-2-5)]

This course aims to provide student teachers with knowledge of solving mathematical problems, including considerable solution strategies, strategies for identifying multiple correct answers, and mathematical thinking and reasoning. In addition, the course focuses on mathematical competencies and assessing student learning at the primary level through reporting. Key areas of focus in this course include curriculum study, designing problems that allow for multiple solution methods and multiple correct answers, and addressing varying levels of mathematical ability. Upon completion of this course, student teachers will gain knowledge of teaching methods, develop skills in creating mathematical problems, learn to assess students' competencies, and apply this knowledge to teach mathematics effectively and confidently.

4.3.2.4. Assessment of Mathematics Learning in Primary Education [2 (1-2-3)]

This course aims to provide student teachers with fundamental knowledge on test construction and the assessment of mathematics learning at the primary education level. The basic content covered in this course focuses on areas such as planning and developing tests, analyzing student performance and test items, and improving test items. Test construction should be standardized to align with the national curriculum, regional assessments (e.g., SEA-PLM), and international assessments (e.g., PISA). Upon completing this course, student teachers will gain the knowledge required to plan and construct tests, analyze student performance and test questions, and revise test items for primary-level mathematics, enabling them to conduct standardized and effective assessments.

4.3.3. Science [9 (9-0-18)]

This three-course series prepares student teachers to deliver high-quality science instruction across all primary grades. The courses emphasize curriculum design, innovative teaching practices, lesson planning, and assessment strategies. Student teachers develop scientific thinking, inquiry skills, and creativity, equipping them to foster curiosity and a love of science in diverse classroom settings.

4.3.3.1. Curriculum Study and Science Practice in Primary Education [3 (3-0-6)]

This course provides fundamental knowledge for understanding innovations in curriculum structure and implementation for primary science education. Key contents that student teachers will study include studying the foundations of inquiry-based science lessons, selecting lesson content through curriculum mapping, concept-based learning, appropriate teaching materials, experiment plans, preparing observation tools and records, analyzing classroom observation notes, and assessing teaching and learning by providing feedback focused on transparency, quality, and effectiveness. Additionally, student teachers will study how to construct questions based on scientific approaches such as Bloom's Taxonomy. By the end of the course, student teachers will gain fundamental knowledge related to

curriculum study in general science education, curriculum implementation, and the planning and delivery of science lessons in primary education.

4.3.3.2. Pedagogy and Assessment of Science in Primary Education [3 (3-0-6)]

This course provides foundational knowledge related to pedagogy for primary science education, focusing on the effective teaching methods and active strategies to enhance students' motivation, learning, knowledge acquisition, and scientific thinking. The course explores pedagogical concepts, science lesson observations (Naïve concepts, constructivism, concept maps, concept cartoon, context dependency, schema, scientific literacy, and ethnography), effectiveness of classroom management through tools such as attendance checkers, help-request cards, formative assessment materials, role cards, image cards, arithmetic operation card, and concept cartoon, active learning (Inquiry-Based Learning, 5Es, PBL, CBL), and practice of microteaching with principles using appropriate methods based on primary science content. The key content of this course includes student learning assessment, enabling student teachers to develop standardized tests and SEA-PLM tests for use in teaching and learning in primary education. By the end of this course, student teachers will gain fundamental knowledge related to test construction and pedagogical skills for teaching primary science effectively.

4.3.3.3. Innovation in Designing and Implementing Science Projects in Primary Education [3 (3-0-6)]

This course provides fundamental knowledge for creatively designing projects and implementing scientific observations for primary science subjects. It covers research methodologies, project planning, and frameworks such as the 7 Steps of STEM Education Learning Approach and Design Thinking Strategy. By the end of this course, student teachers will be equipped to develop science lessons and create engaging science projects and lessons that foster inquiry, creativity, and problem-solving among primary students.

4.3.4. Social Studies [11 (7-8-18)]

This four-course series prepares student teachers to deliver high-quality social studies and arts instruction across all primary grades. The courses emphasize foundational knowledge, practical teaching strategies, lesson planning, assessment, and creative arts integration. Student teachers develop the skills to foster civic responsibility, cultural appreciation, creativity, and critical thinking in diverse classroom settings.

4.3.4.1. Teaching and Learning Social Studies in Primary Education [3 (2-2-5)]

This course aims to develop student teachers' competencies in foundational knowledge and skills for teaching social studies at the primary level. The course focuses on the structure of the primary curriculum framework, the syllabi of primary education, textbooks, teaching methods and strategies for social studies, teaching plans, lesson plans, and teaching material development. This course will provide practical knowledge and skills by connecting concepts with hands-on activities such as preparing teaching documents and engaging in both individual and group-based teaching practices. By the end of this course, student teachers will be able to effectively use the course syllabi of primary education, organize teaching, and facilitate teaching and learning activities with flexibility and effectiveness.

4.3.4.2. Teaching Methods and Assessment in Social Studies Learning in Primary Education [3 (2-2-5)]

This course aims to develop student teachers' competencies in both content knowledge and skills for teaching and assessing social studies learning at the primary level. It focuses on teaching plans, lesson planning, the development of teaching materials, and the development of standardized tests for assessing student learning outcomes in social studies, aligned with the expected learning outcomes of the course syllabus. The course delivers clear and practical knowledge by linking theory with real-world application in preparing teaching documents, engaging in teaching practice, and designing student assessments through both individual and group tasks. By the end of the course, student teachers will be able to plan and lead teaching and learning, as well as design student learning assessments with flexibility and effectiveness.

4.3.4.3. Concepts and Arts Education (Drawing and Handicrafts) [2 (1-2-3)]

This course aims to develop student teachers' competencies in basic artistic knowledge and skills in drawing and handicrafts for both everyday use and teaching arts at the primary education level. The course focuses on the concepts of art, drawing, sculpture, and various handicraft activities that provide student teachers with basic concepts in design, the creation of artistic tools and materials, as well as craftsmanship. The course includes content instruction, practical application through individual tasks, group work, or project work, and teaching methods for the arts (drawing and handicrafts) at the primary level. Upon completion of this course, student teachers will gain basic skills in drawing and producing creative art and handicraft products for exhibition and designing art lessons (drawing and handicrafts) at the primary level with creativity.

4.3.4.4. Concepts and Arts Education (Music and Dance) [3 (2-2-5)]

This course aims to develop student teachers' competencies in basic artistic knowledge and skills in music and dance for both everyday use and teaching music and dance at the primary education level. The music component includes both traditional and contemporary music concepts, and the integration of simple practical exercises using musical instruments. The dance component covers the principles of dance, including classical movements, traditional dances, popular dances, and practice activities throughout the course. By the end of this course, student teachers will gain basic skills in singing educational songs, playing educational musical instruments, performing dances, and confidently leading music and dance learning activities at the primary level.

4.3.5. Teaching English in the Primary School [3 (2-2-5)]

This course provides student teachers with knowledge of methods for teaching English at the primary education level. The course focuses on training student teachers in developing the competency to teach English language skills such as reading, listening, speaking, and writing at the primary education level. In addition, this course emphasizes the preparation of lesson plans and the effective implementation of English teaching practices in primary school. Upon completing the course, student teachers will acquire knowledge of teaching methods and skills for teaching English at the primary level. They will also be able to reflect on and improve their teaching methods to help students achieve the expected learning outcomes.

4.4. Practicum (22 credits)

The teaching practicum covers the components of learning that are integrated with schools to gain practical experience and a comprehensive understanding of the teaching profession. Through the practicum, student teachers at all levels will 1) Gain initial teaching experience 2) Develop and apply practical teaching skills (including lesson planning, activities organizing, and classroom management) 3) Conduct research and explore various approaches to meet students' needs 4) Engage in learning with peers and mentors, including TEI mentors and experienced school mentors. The practicum aims to introduce student teachers to the school environment, build confidence in classroom teaching, develop instructional competencies in different contexts, and cultivate reflective practices in teaching and learning. Furthermore, the practicum also provides student teachers with a broader understanding of school management, community engagement, and professional responsibility.

4.4.1. School Experience (2 credits)

The Year-1 practicum offers student teachers a two-week school-based experience, allowing observations of teaching and learning processes in primary classrooms based on the grade levels, specialized subjects, and other elements of the teaching profession. Student teachers will observe for one week in lower primary classes (Grades 1 to 3) and one week in upper primary classes (Grades 4 to 6). Through weekly observation and reflection tasks, student teachers will connect theory with actual classroom practices by observing, recording notes, discussing with peers, and learning from classroom teachers on teaching techniques and classroom management approaches. This initial practicum helps student teachers to understand the roles and responsibilities of the classroom teacher, the connection between theory and practice through reflective discussions, develop of observation portfolios and prepare for subsequent practicum experiences.

4.4.2. Teaching Assistantship (5 credits)

In Year 2, student teachers will serve as teaching assistants at the primary education level for five weeks, based on appointment by the Ministry of Education, Youth and Sport. Over these five weeks, student teachers will engage in lesson observations conducted by their school mentor, participate in weekly reflective dialogues with TEI mentors, contribute to lesson planning, assist in the preparation and delivery of lesson segments, manage teaching materials, and support overall classroom management. Each week, student teachers are required to document their observation sheets to compile into a portfolio. As teaching assistants, they will gain hands-on experience by assisting school mentors in preparing lesson plans, producing teaching aids, managing students, and delivering partial lessons. Student teachers in Year 2 of primary education will continue their role as teaching assistants in the same assigned classes for the entire five-week period; half of the cohort may be placed in lower primary classes, while the other half may take the role as teaching assistants in upper primary classes. Student teachers assigned as teaching assistants in upper primary during Year 2 will subsequently be placed in lower primary classes for their Year 3 teaching practicum, as determined by the Ministry of Education, Youth and Sport's placement decisions.

4.4.3. Teaching Practice I (5 credits)

In Year 3 practicum, student teachers will gain experience in implementing teaching practices at the primary education level over a period of five weeks. They will stay in the same grade level during the practicum period, either lower or upper primary, based on appointment

letters issued by the Ministry of Education, Youth and Sport. If student teachers are appointed to early-grade level in Year 2, they will be assigned to upper primary in Year 3 for the full five-week period, and vice versa. This Practicum provides student teachers with real classroom teaching experience and exposure to diverse techniques in teaching and learning, helping them reach a higher level of teaching competency (Stage 3 of the TEC Student Teacher Education Competency). Weekly tasks will strengthen their skills in teaching planning, lesson planning, preparation of relevant teaching materials, and independent teaching delivery. During this period, student teachers will also deepen their understanding of pedagogical knowledge and practices by observing school mentors, conducting microteaching, teaching full lessons independently, and receiving constructive feedback from peers and TEI mentors during reflection meetings. This Year 3 practicum will also allow student teachers to closely observe classroom challenges that interest them, helping them select a topic and prepare their research proposal for Year 4 as part of the Educational Research course.

4.4.4. Teaching Practice II (10 credits)

The final practicum in Year 4 spans 10 weeks, during which student teachers will take full responsibility to conduct full lessons, prepare teaching plans, develop lesson plans, create teaching resources, manage students, and assess students' learning. They will also support school mentors by assisting with lesson planning, preparing materials aligned with lesson content, setting up a learning environment conducive to students' engagement, and helping with both in-class and out-of-class activities. In addition, student teachers will work on their research proposals by collecting data for their final research reports. Throughout the 10-week practicum, student teachers must schedule at least six formal lesson observations by their school mentors and at least two observations by the TEI mentors (including one midpoint lesson and one final lesson). Student teachers must also participate in three reflective dialogue meetings (the first reflective meeting in week 1, the second reflective meeting in week 5, and the third reflective meeting in week 10), and weekly reflection reports must be documented using the official reflective dialogue templates and included in their practicum portfolio. Through this 10-week practicum, student teachers can apply theories and principles of teaching in classroom contexts, deepen their understanding of the roles and responsibilities of teachers, gain insights into student needs and learning styles, and respond appropriately to students' needs, interests, and capabilities.

4.5. Educational Research (6 credits)

This research series provides student teachers with professional competencies for conducting research and consistently reflecting on teaching practices, thereby facilitating continuous enhancement of teaching and learning. The course introduces student teachers to the purpose, process, and value of educational research and action research within the classroom context. Moreover, it focuses on developing essential skills such as designing a research proposal, collecting and analyzing data, interpreting results, writing research reports, and presenting research results/findings. This course prepares student teachers to conduct action research, which is a mandatory requirement for the completion of the programme.

4.5.1. Action Research [3 (3-0-6)]

This course aims to provide student teachers with fundamental knowledge and skills in conducting educational and action research, which includes selecting a research topic, designing a research proposal, collecting and analyzing data, interpreting results, writing a research report, and presenting research results/findings. The course also equips student

teachers with skills in citing and using references, synthesizing content, adhering to research ethics, and avoiding plagiarism. By the end of this course, student teachers will have the knowledge and skills to write an action research proposal in preparation for implementation and/or use in writing their final research report.

4.5.2. Action Research Project (3 credits)

The Action Research project writing is designed to provide student teachers with the opportunity to carry out practical research and write a research report during their teaching practicum. In writing the action research report, student teachers will apply their knowledge of content, concepts, statistics, mathematics, data analysis, interpretation, and relevant educational research theories. Upon completing the action research report, student teachers will demonstrate higher-order thinking skills and produce original research work, while also reflecting on their writing abilities, skills that are highly beneficial for their future careers as professional teachers.

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