



**Kingdom of Cambodia**

Nation Religion King

Ministry of Education, Youth and Sport

# **Competency Standards for Directors of Teacher Training Centers**

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## Preface

The restoration of Cambodia's education system has been a demanding process in national development. To achieve the goals of the Rectangular Strategy of the Government, the Ministry of Education, Youth and Sports (MoEYS) of the Kingdom of Cambodia has continued to give high priority to capacity building and human resource development through supporting a strategic plan and prioritizing programs to continuously raise the quality and efficiency of education at all levels and to ensure Cambodia's competitiveness in integrating the country into this region and the world. The *Teacher Professional Standards* publication of MoEYS is a competency development and professional skills improvement framework to effectively strengthen teaching and learning quality. At the same time, *Competency Standards for Directors of Teacher Training Centers* will add strengthening the leadership and management of our pre-service and in-service teacher training institutes by setting standards for both longer term planning and day to day operations so that the national education goals will be successfully achieved.

MoEYS expects that the implementation of *Competency Standards for Directors of Teacher Training Centers* will directly provide motivation to all team leaders in Teacher Training Centers to be role models for educators and to prepare and implement pre-service and in-service training for both our new and experienced teachers that will help them meet the new standards for teachers and then continue to improve as educators through life long learning.

The development of this manual was funded by, and received technical assistance through Enhancing Education Quality Project (EEQP), which supported the work of experienced Ministry and TTC staffs.

The Ministry of Education Youth and Sports strongly believes that great efforts will be made to strengthen the quality of management, teaching and learning. The aim is to ensure become qualified and competent managers, teachers and efficient learners.

# Competency Standards for Directors of Teacher Training Centers

## 1. Introduction

The quality of Teacher Training Centers can vary remarkably. However, there needs to be consistency at a very high level, with common expectations for institutional performance based on the competencies of Directors of Teacher Training Centers being at the same level. To achieve this, the Ministry of Education Youth and Sports has produced this “ *Competency Standards for Director of Teacher Training Centers* ” Those manage the pre-service and in-service training of teachers and are responsible for all aspects of the performance of the institution. These competency standards are similar to those required of Directors of parallel colleges in the region. This ensures that our teacher trainees graduate with skills and competencies equal to those of other neighboring countries.

### **What is a Standard?**

A collection of statements specifying what is required and at what level, for an individual, a management team or an institution to perform effectively or to achieve the quality of outcomes required “Standards”.

The Competency Standards for Directors of Teacher Training Centers must be measurable and so must be stated with clearly measureable indicators to determine whether they have been met. These standards target the overall improvement of the general management of all Teacher Training Centers, but most directly they can be used to set performance goals for Directors and their management teams. Once standards have been set, goals can be determined to achieve those standards step by step. Deputy Directors and other managers are responsible to the Director for their area of specialty, but the Director is accountable to MoEYS for ensuring that the overall goals set for the institution based on these of Competency Standards for Directors of Teacher Training Centers are met. To ensure that the Competency Standards are comprehensive, they are specified in 6 domains:

1. Leadership
2. Administration
3. Academic Activities
4. Staff Professional Development
5. Facilities
6. Professional Ethics

## 2. Goal

Competency Standards for Directors of Teacher Training Centers intend to :

- Help the Directors work with staff to set plans for the institution to achieve the specified level of competence in all 6 domains.

- Develop the training environment including curriculum, teaching and learning strategies for teacher trainees.
- Develop a plan for the continuing education of teachers and for the in-service self learning of all institutional professional staffs.
- Enhance and expand linkages with the national and international education community to ensure the long term sustainability of the development of the institution.

These standards provide the necessary tools to develop a model of effective management for leadership within the institution and to improve the capacity of all staff to meet the institutional objectives as set by MoEYS.

### **3. Benefits**

These Competency Standards for Directors of Teacher Training Centers give all managers the tools to set measureable goals and objectives within an Institutional Development Plan for achieving the competency standards in their area of specialty so that the entire institution is successful.

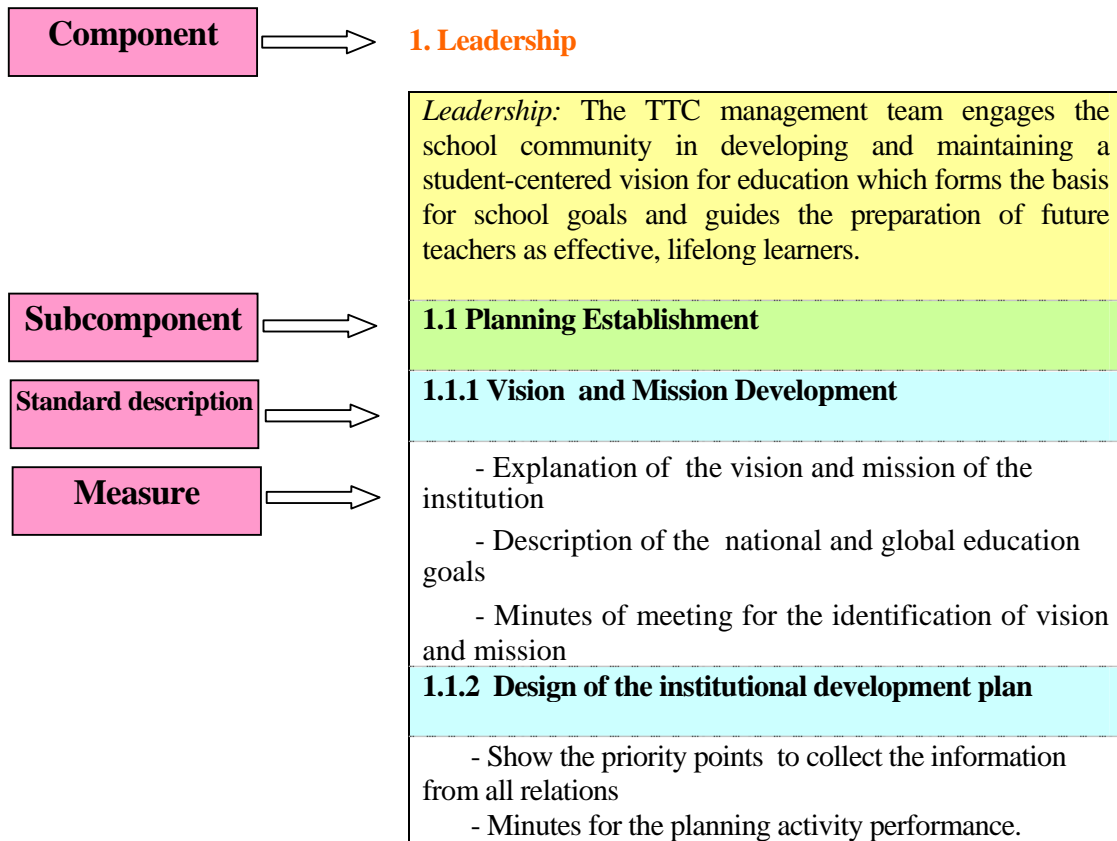
These standards when used as basis for the institutional development plan will provide the following benefits:

- A shared vision for the development of the Teacher Training Centers.
- Prepare the development of individual curriculum.
- Contribute to the development of an orderly and systematic management approach within the Teacher Training Centers.
- Provide the basis for the monitoring, evaluation and self evaluation of individual performance.
- Provide the procedures for budget allocations based on priorities and ensure transparency in financial operations.

In summary, the Competency Standards for Directors of Teacher Training Centers create a framework for an institutional development plan based on clear goals and objectives. It will help Institutional Directors to build an institutional working team where all staff understand and agree on a development plan that leads to achieving the outcomes required by MoEYS to ensure the continuous improvement of teaching throughout the educational system.

## 4. The Structure of the Standards

Example:



## 5. Standard Components

Competency Standards for Directors of Teacher Training Centers are set in six domains to ensure the institution understanding of their roles in terms of performance standards and activities general :

### 1. Leadership

<i>Leadership:</i> The TTC management team engages the school community in developing and maintaining a student-centered vision for education which forms the basis for a school development plan and guides the preparation of future teachers as effective, lifelong learners.
<b>1.1 Planning Establishment</b>
<b>1.1.1 Vision and mission development</b>
<ul style="list-style-type: none"> <li>- Explanation of the vision and mission of the institution</li> <li>- Description of the national and global education goals</li> <li>- Minutes of meeting for the identification of vision and mission.</li> </ul>
<b>1.1.2 Design of the institutional development plan</b>
<ul style="list-style-type: none"> <li>- Show the priority data required in the development plan from all participants.</li> <li>- Written minutes meeting for implementing the planed activity.</li> </ul>
<b>1.1.3 Assessment of the progress on plan and update plan.</b>
<ul style="list-style-type: none"> <li>- Minutes available on progress of the plan to review the activity performance</li> <li>- Minutes of self assessment and activity performance of plan achievement.</li> </ul>

<b>1.1.4 Planning actions for capacity building of education staff</b>
<ul style="list-style-type: none"> <li>- Agenda of staff meetings and any follow up</li> <li>- Provide a clear plan to design the capacity building activities for education staff</li> <li>- Follow up and assessment of performance.</li> </ul>
<b>1.1.5 Improvement of institutional development plan</b>
<ul style="list-style-type: none"> <li>- Record the institutional development plan</li> <li>- Provide the main contents of the plan to all staff and ensure they understand plan detail.</li> </ul>
<b>1.1.6 Annual educational technology (ICT) and development plan for each unit.</b>
<ul style="list-style-type: none"> <li>- Develop a plan in each unit and give to staff</li> <li>- Arrange ICT training curriculum for education staff.</li> </ul>
<b>1.2 Community Linkage</b>
<b>1.2.1 Community Involvement.</b>
<ul style="list-style-type: none"> <li>- Encourage the participation of the various communities</li> <li>- Minutes of meetings</li> <li>- Present the progress of agreed activities and other activities aimed at agreed targets.</li> </ul>
<b>1.2.2 Announcement of the guidelines of Ministry and Teacher Training Centers</b>
<ul style="list-style-type: none"> <li>- Review with the education staff to ensure awareness</li> <li>- Describe the implementation activities in support of policies.</li> </ul>
<b>1.3 Motivation</b>
<ul style="list-style-type: none"> <li>- Encourage the staff and teacher trainees to achieve all agreed goals and objectives</li> <li>- Encourage the staffs to develop their ability and to accept ownership of the institution improvement plan</li> <li>- Provide incentive certificates, promote to higher positions and base allowances on performance.</li> <li>- Assign motivated people to attend meetings and national conferences.</li> </ul>

## 2. Administration

<p><i>School Management:</i> The TTC management team encourages the success of all trainees by ensuring that the management of the institution, the operations and assignment of resources, lead to a safe, orderly and clean learning environment and that community service by students continues in maintaining the campus.</p>
<b>2.1 Regularity of work</b>
<b>2.1.1 Formal letter of performance assessment</b>
<ul style="list-style-type: none"> <li>- Prepare the files of regular formal performance assessment letters</li> <li>- Minutes on the assessment performance meeting following up the formal letters.</li> <li>- All formal letters in the files.</li> </ul>
<b>2.1.2 Time management on the activity performance</b>
<ul style="list-style-type: none"> <li>- Review the work of education staff and trainers</li> <li>- Record the applications for jobs.</li> </ul>

- Weekly activity reports on file
<b>2.2 Announcement</b>
<ul style="list-style-type: none"> <li>- Timetable visible on main notice board of each unit head.</li> <li>- Introduce the main points of the yearly calendar</li> <li>- Follow up and improve the performance of staff in all activities.</li> </ul>

### 3. Academic Activities

<i>Teaching and Learning:</i> The management team, trainers and education staff have the responsibility to ensure that new methodologies are implemented to improve the quality and effectiveness of teaching and learning.
<b>3.1 Performance Activities</b>
<b>3.1.1 Management of performance of activities</b>
<ul style="list-style-type: none"> <li>- Observe the performance of teachers and trainees and follow up with any recommendations with education staff.</li> <li>- Provide technical recommendations for appropriate dress and appearance.</li> </ul>
<b>3.1.2 Record of time table activities for trainees</b>
<ul style="list-style-type: none"> <li>- Random review of tabled student records and trainer service</li> <li>- Review the student timetable and trainer service records.</li> </ul>
<b>3.1.3 Annual academic calendar completed and posted</b>
<ul style="list-style-type: none"> <li>- Encourage staff to plan activities to follow the publically posted calendar.</li> <li>- Provide recommendation to improve the number of activities.</li> </ul>
<b>3.1.4 Enhance research assignments for teacher trainers, trainees and educational staffs</b>
<ul style="list-style-type: none"> <li>- Provide opportunities to conduct research on specific areas for trainers and trainees.</li> <li>- Record the interesting achievements of research activities to contribute to planning development.</li> <li>- Compile research documents and keep in the library.</li> <li>- Establish a competition schedule to display research competency.</li> <li>- Encourage by providing rewards for outstanding research.</li> </ul>
<b>3.2 Monitoring and assessment</b>
<b>3.2.1 Attendance and Timeliness of educational staff and trainers</b>
<ul style="list-style-type: none"> <li>- Follow up the absentee list.</li> <li>- Record important events of educational staff and trainers.</li> </ul>
<b>3.2.2 Check the teacher training curriculum</b>
<ul style="list-style-type: none"> <li>- Collect information on the training curriculum performance.</li> <li>- Take note of the concepts of all subject curriculums that can be improved.</li> </ul>
<b>3.2.3 Monitoring of the each subject curricula</b>
<ul style="list-style-type: none"> <li>- Follow up and assess the implementation activities.</li> <li>- Provide recommendations to improve the curriculum.</li> </ul>
<b>3.2.4 Check the lesson plans prepared by trainers</b>



<ul style="list-style-type: none"> <li>- Provide recommendations for trainers to improve lesson plans.</li> <li>- Practice continuous assessment of lesson plans.</li> </ul>
<b>3.2.5 Assessment of the effort and energy put into teaching by trainers</b>
<ul style="list-style-type: none"> <li>- Evaluate the performance of teacher trainers.</li> <li>- Provide recommendations to improve the trainer performance.</li> </ul>
<b>3.2.6 Active involvement of teacher trainees</b>
<ul style="list-style-type: none"> <li>- Evaluate the range of activities of the trainees.</li> <li>- Encourage trainee participation.</li> </ul>
<b>3.2.7 Review ICT use and the integration into teaching in each classroom</b>
<ul style="list-style-type: none"> <li>- Follow up the availability of hardware/software.</li> <li>- Make clear targets for the use of ICT-content.</li> <li>- Encourage all users to maintain and take care of computers.</li> </ul>

#### 4. Staff Professional Development

<p><i>Professional Development:</i> The Director of Teacher Training Centers should collaborate with a technical advisory council, trainers and staff to plan and implement professional development that promotes both individual and organizational growth and leads to improved teaching and learning.</p>
<b>4.1 Establishment professional development planning</b>
<b>4.1.1 Classroom inspection plan</b>
<ul style="list-style-type: none"> <li>- Arrange the inspection plan with each unit.</li> <li>- Inspect class room performance in each subject.</li> <li>- Provide recommendations for improvement of performance and place these in teacher files.</li> </ul>
<b>4.1.2 Individual learning plan (ILP) for each teacher trainer</b>
<ul style="list-style-type: none"> <li>- Encourage trainers to work together to prepare ILPs for each unit.</li> <li>- Follow up the implementation of the planned activities.</li> </ul>
<b>4.1.3 Individual Learning Plan of education staff linked to Institutional Development Plan</b>
<ul style="list-style-type: none"> <li>- Encourage the education staff to prepare ILPs of each unit.</li> <li>- Follow up the implementation of activities.</li> </ul>
<b>4.2 Planning Performance</b>
<b>4.2.1 Annual performance review of Trainers by subject head / academic head</b>
<ul style="list-style-type: none"> <li>- Review of classroom performance and the record of the last performance review.</li> <li>- Determine the targets for the next year.</li> </ul>
<b>4.2.2 Annual Performance review of academic and administrative heads</b>
<ul style="list-style-type: none"> <li>- Assess current activity and review the previous performance review to assess progress.</li> <li>- Determine the targets for the year ahead in consultation with the individual.</li> </ul>
<b>4.2.3 Review the plans for staff competency development in each subject area and in teaching methodologies</b>

- Make a record and evaluate the plans.
- Provide recommendations for improvement in teaching methodology if necessary.

## 5. Facilities

*College Improvement:* The management team of TTC should relate with and involve the internal and external community to manage the facilities and services, monitor progress in achieving goals based on the Institutional Development Plan, , and foster the step by step improvement of all physical aspects of the institution. The TTC is a model training environment that affects trainee attitudes on the production and use of teaching materials.

### 5.1 Management of Furnishings, and Teaching-Learning equipments

5.1.1 Maintenance and cleanliness : clean classrooms, clean labs and staff offices, hygienic canteen, meeting rooms, sport space, hostels , art room, library ,home economics work room and any other workrooms, washrooms and toilets

- Make a visual inspection and monthly reports.
- Determine the needs of class rooms and offices.

5.1.2 The maintenance and cleanliness of : pictures, diagrams, computers, experimental materials, materials cell, chemical, photocopy machine, printers, dishes, chairs, home economic material....Ensure the location of fire extinguishers for required rooms such as offices, class rooms, laboratories, meeting rooms

- Check the needs directly.
- Check the monthly reports and reports from material utilization of each area.

### 5.2 Environment in Teacher Training Institution

5.2.1 Buildings maintenance : Paint, Electricity network, Hard roofing, Drains system

- Assess directly and identify any risks.
- Minutes in the meetings with board members.

5.2.2 Planning and maintaining an attractive, high standard of grounds in TTC

- Prepare various gardens including: shrubbery, appearance of fence, outdoor labs to attract from people in general.
- Show the environmental view in publicly.
- Guide all staff in developing an environmental awareness and concern.

### 5.3 Services and Safety

5.3.1 Site Services: Sewerage, Water Supply, Biodiversity garden, Work room, Safety agency and Health agency.

- Check the monthly report that all is functioning.
- Assessed risks listed in minutes.

5.3.2 Safety and security review of all facilities and equipment such as material loss and fire risk area...

- Take immediate action where possible and record in minutes.
- Minutes/Reports of review.

## 6. Professional Ethics

**Leadership Conscience or Ethics:** Directors of TTC should display characteristics which inspire and motivate their educational staff to perform their duties with enthusiasm in the best interests of the institution. Directors must be aware that their words can influence their subordinates, their community and people throughout the country and be cautious when they speak.

6.1 Giving fair and equitable treatment and attention to education staff in order to develop the educational institution and the Nation as a whole.

- Assigning tasks fairly and equitably to all staff regardless of their gender or political party
- Working collaboratively with all colleagues and educational staff
- Showing broad awareness and understanding of educational laws and professional teachers' codes
- Establishing good relationship with colleagues, national and international community for the sake of benefiting the institution.

6.2 Performing their duties with justice, honesty and transparency with all colleagues or educational staff and other members of the community.

- Showing honesty in leadership with dignity, decorum, and impartiality
- Being well-prepared to support and assist colleagues in their work especially colleagues who are experiencing difficulties
- Performing continuous appraisals of education staff that give evidence of wisdom and sound judgment.

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