



**Kingdom of Cambodia
Nation Religion King**

Ministry of Education, Youth and Sport

Teacher Policy

May 2013

PREFACE

Education sector is a key factor in developing human resources contributing to the socio-economic development of the country. To ensure sustainable human resource development, it is necessary to equip teachers with full competence in order to successfully carry out the legal framework, policies and principles aiming at achieving the Education Strategic Plan (ESP) and the Royal Government of Cambodia (RGC)'s Rectangular Strategies.

In response to the above context as well as to the globalization, the Ministry of Education, Youth and Sport (MoEYS) has developed the Teacher Policy. The policy identifies strategies for developing teachers with quality, competence, accountability in line with the professional code of conduct and providing them with necessary enabling working environment for effective and efficient work and being recognized by the society.

The policy ensures that all teachers will be knowledgeable, skilful, morally and professionally competence through pre- and in-service teacher trainings. Important strategies to be implemented are stipulated in the policy aiming at achieving the defined vision, goal and objectives.

The MoEYS would like to deeply thank all development partners for their emotional and material assistance in developing this Teacher Policy. It is a guide for teacher development.

The MoEYS strongly hope that all concerned institutions, development partners, private sectors, communities, and all stakeholders will successfully and actively participate in the dissemination, support and implementation of this Teacher Policy.

Phnom Penh,

2013

IM SETHY

Minister,
Ministry of Education, Youth and Sport

TABLE OF CONTENT

PREFACE.....	1
TABLE OF CONTENT	2
1.INTRODUCTION	3
2.VISION.....	3
3.GOAL.....	3
4.OBJECTIVES/POLICIES.....	4
5.STRATEGIES	4
5.1 Developing legislative instruments and mechanisms to implement the Teacher Policy	4
5.2 Attracting competent persons into teaching profession.....	4
5.3 Developing the standards of teacher training systems	4
5.4 Developing teacher training centres	4
5.5 Teacher rationalized to meet the needs of education institutions	4
5.6 Provision of in-service trainings and professional development for teachers.....	5
5.7 Teachers motivated and retained in the system	5
5.8 Strengthening effectiveness of school leadership.....	5
5.9 Strengthening teacher monitoring and evaluation mechanism/systems	5
6. ACTION PLAN	5
6.1 Development of Implemented Mechanism to Implement the Teacher Policy.....	5
6.2 Setting up the Legal Framework.....	5
6.3 Financial Support	6
6.4 Human Resource Development.....	6
6.5 Project Implementation.....	6
7.MONITORING AND EVALUATION.....	7
8.CONCLUSION.....	7
LEXICON	7

1.INTRODUCTION

The rapid evolution of modern technology and the competition for excellence in the world results in each country competing for the best products and services. Human resources are key catalyst to achieving this. Teachers are widely recognized and credited for the crucial roles they play in building human resources and their contribution to the development of individuals, families, community, society, nation and the world. In recognition of this, many countries celebrate Teacher's Day every year. Knowledge, skills, moral and necessary characteristic required to be teachers are changing to meet socio-economic, cultural and technological development of the knowledge-based society and the world.

The purpose of the ASEAN community is to enhance the well-being and livelihoods of their people through a variety of activity including the promotion and investment in education, human resource development, life-long learning and applied science and technology in developing socio-economic development activities. To achieve this, it requires an active involvement of teachers. The System Assessment and Benchmarking for Education Result (SABER) is relevant for the region, exploring eight teacher policy goals including attracting the best candidates into teaching profession, preparing teachers with useful training and experiences, leading teachers with strong principals, and motivating teachers to perform.

Capacity building and human resource development are the priorities set by the Royal Government of Cambodia (RGC) as appeared in one angle of its Rectangular Strategies. The Education Law aims at developing human resources, promoting education quality, identifies the rights and obligations of educational personnel, such as the rights to gain professional value, develop the professions, and participate in developing educational standards, access educational services as well as obeying the professional code of ethics and fulfilling other duties. These contribute to meet the needs of teachers and learners, and provide them with knowledge, skills, capacities to contribute efficiently to the nation's development,

To align well with the above, the Ministry of Education, Youth and Sport (MoEYS) has developed several policies and legislative instruments including the Education Strategic Plan (ESP), Human Resource Policy for the Education Sector and others policies. In this respect, the MoEYS has developed the Teacher Policy aiming at contributing to the development of full and complete human resource.

This policy covers both public and private education establishments ranging from pre-school to upper secondary education and teacher training centres.

2.VISION

To develop teachers with knowledge, skills, moral and professional competencies recognized by the society.

3.GOAL

To develop teachers with quality, competencies and accountability in line with their professional code of conduct as well as providing enabling conditions to fulfil their profession effectively and efficiently.

4.OBJECTIVES/POLICIES

- 4.1 To attract and motivate competent persons into the teaching profession.
- 4.2 To ensure quality of pre-service teacher training.
- 4.3 To ensure regular professional development and in-service training for teachers.
- 4.4 To ensure the conditions necessary for teachers to fulfil their professional activity effectively and efficiently.

5.STRATEGIES

To accomplish the above goals and objectives, the key strategies are as follows:

5.1 Developing legislative instruments and mechanisms

- Review, amend and develop new legislative instruments related to the Teacher Policy
- Develop (necessary) mechanisms to disseminate, carry out, support, monitor and evaluate the implementation of the Teacher Policy
- Develop specific action plans and detailed programs to implement the Teacher Policy.

5.2 Attracting competent persons into teaching profession

- Improve the living condition, professional value, status and social standing of teachers
- Improve teacher's professional development.
- Define criteria and professional conditions required to recruit/ select teachers
- Modernise the standards of teacher training programs to meet the national needs and to be competitive regionally and globally.

5.3 Defining the standards of teacher training systems

- Update the teacher training systems
- Improve the teacher induction process to be more effective
- Define the level of teachers' autonomy.

5.4 Developing teacher training centres

- Develop the infrastructure of the teacher training centres
- Transform teacher training centres into centres for teacher development
- Increase (professional) qualifications and experiences of educational personnel at centres for teacher development
- Strengthen the functions of centres for teacher development to provide continuous professional development.

5.5 Rationalizing teacher to meet the needs of education institutions

- Modernise teacher planning (supply and demand) for the pre-service teacher training
- Strengthen teacher utilization based on the staffing norms and principles
- Improve the management and organization of teacher cadres/bodies/staffing
- Improve the process and procedures of teacher recruitment/selection and the retention of outstanding teachers to ensure education establishment sustainability
- Delegate the recruitment and management of teachers, following the principles set, to sub-national levels
- Enhance school supporting committee (SSC) and stakeholders' participation in the operation of school to improve students' learning achievement.

5.6 Provision of in-service trainings and professional development for teachers

- Cultivate a culture of life-long learning and the sharing of (professional) knowledge and experiences with educational network groups.
- Develop an effective mechanism of on site teacher support
- Develop guidelines on the requirement and benefits of teacher professional development.

5.7 Teachers motivated and retained in the system

- Improve conducive working environments and living conditions of teachers through the provisions of salary, remuneration/compensation, social welfare, general benefits and retirement benefits, particularly females and those who work in remote and disadvantaged areas
- Provide recognition and rewards to outstanding teachers (to remain in the system)
- Enhance career growth, autonomy and professional decisions of teachers as defined in the law to improve students' learning achievement.

5.8 Strengthening effectiveness of school leadership

- Strengthen effectiveness of school leadership mechanisms
- Ensure the rights of teachers in line with the Education Law
- Improve professional criteria required for the recruitment, training, employment, and the benefits of teacher trainers and school board of directors of public education establishments
- Define and implement administrative measures for teachers, teacher trainers and school board of directors of public education establishments ensuring that all abide by the principles and the required legal conditions.

5.9 Strengthening Teacher monitoring and evaluation mechanism/systems

- Improve the effective teacher management information system
- Establish and use teacher monitoring and evaluation mechanisms to improve the result of teachers' work
- Effectively use evaluating results of teacher performance to improve the educational achievement
- Define the rights of school board of directors of public education establishments in making decisions over the management and organizational development.

6. ACTION PLAN

6.1 Development of Implemented Mechanism to Implement the Teacher Policy

Strengthening the mechanisms in place or to develop the new ones to foster the implementation, monitoring, evaluation and feedback to improve the Teacher Policy implementation.

- At national level, the Teacher Training Department (TTD), in collaboration with other relevant institutions/organizations, works as a secretariat of Ministry of Education, Youth and Sport (MoEYS) and is in charge of implementing, facilitating, monitoring and evaluating, and making recommendations on the Teacher Policy
- At sub-national levels, heads of educational establishment /institution are in charge of facilitating, following up, monitoring and evaluating, and implementing the Teacher Policy.

6.2 Setting up the Legal Framework

- An in-place educational administrative structure (at national and sub-national levels) is used. If necessary the roles and responsibilities (of the persons) are added or the new committees are to be established by the MoEYS' Decision
- The committees have to review, amend or develop exiting/new legislative instruments to ensure the success of Teacher Policy implementation including the development of training materials /tools.

6.3 Financial Support

The government budget allocated for MoEYS and financial support from other sources shall be used to support the implementation of this policy at national and sub-national levels.

6.4 Human Resource Development

To ensure an effective implementation of the Teacher Policy, attention shall be paid to the development of training materials/tools aiming at supporting teacher training, teacher management and teacher development to reach the national standards and responding to the regional and global ones. To build capacity of human resources, the following target groups shall be trained:

- Directors of public education establishments: (the capacity building shall focus on) Knowledge, skills, research, foreign languages, information technology and capacities related to school management, leadership, supervision/monitoring, evaluation of teacher management and utilization and teacher professional development
- Teacher trainers at the centres for teacher development: Knowledge, skills, research, foreign languages, information technology and capacities related to subject specialism, facilitating capacity, monitoring and evaluation of the training/education/ teacher development
- Educational planners: Knowledge, skills, research, foreign languages, information technology, and capacities related to the planning, staff (development), data analysis and demand for and supply of teachers
- Human resource specialists/experts: Knowledge, skills, research, foreign languages, information technology, and capacities related to job analysis, (teacher) need analysis, (prioritized) groups to be trained, systematic (training) and training delivery modes
- All teachers: Contents, professional competence, research, foreign languages, information technology, classroom management, pedagogy, teaching methodologies, other teaching related techniques and knowledge related to the Teacher Policy and its benefits gained.

6.5 Project Implementation

To ensure effective and successful implementation of the Teacher Policy, attention shall be paid to the following:

- Consultation with all stakeholders on the development of the Action Plans to implement the Teacher Policy. These plans are to harmonize financial support, rationalization of teacher management and development, institutional development, decentralization and de-concentration implementation and the effectiveness of the implementation of this policy
- The alignment and harmonization between the Teacher Policy with the policies and strategies of the RGC/MoEYS
- The review, evaluation of the effectiveness and recommendations on the improvement of the implementation of the Teacher Policy
- The development of short and medium term Action Plans and Operational Plans to implement the Teacher Policy including:
 - Using all means to widely disseminate the Teacher Policy to all education institutions/organizations and relevant stakeholders
 - Developing detailed guidelines, amending and developing new legislative instruments related to the Teacher Policy
 - Updating, perfecting and modernizing data and plans on supply of and demand for new teachers and the teacher professional development plans
 - Updating roles and responsibilities for all types of teachers' positions.

7.MONITORING AND EVALUATION

To ensure the coverage and successful implementation of the Teacher Policy, it requires a system to follow up, review, monitor and evaluate the policy at both national and sub-national levels. The work shall be undertaken by representatives from all concerned institutions/organizations with the focus on:

- Targets and indicators on teacher training, management and development as set in the National Strategic Development Plan, Education Strategic Plan and the Teacher Development Master Plan
- Targets, strategies or action plans to implement the Teacher Policy
- Achievement against the targets sets and against the defined standards
- Participation of, benefit gained, and impact on all educational stakeholders in terms of implementing this policy
- Conducting inspection or auditing work performed by educational managers in relation to the effectiveness of the implementation of this policy.

8.CONCLUSION

The Teacher Policy defines vision, goals, objectives and strategies, which are the new concepts for developing teachers and strengthening teaching and learning quality aiming at developing qualified human resources.

Success of the implementation of this policy is the attractiveness, capacity development, retention and rationalization of teachers to meet the needs of all education establishments in all provinces/municipalities. In this respect, it requires comprehensive and clear action plans regarding the preparation and planning of resources (human, financing and materials) and involvement of all relevant stakeholders.

The Ministry of Education Youth and Sport strongly hopes that teachers, relevant institutions, development partners, private sectors, communities and all educational stakeholders shall actively and successfully enforce, disseminate, support and carry out this policy.

LEXICON

- **Competency** refers to the knowledge, skills, and attitude effectively used by a person to perform a given task and to meet an expected output/standard.
- **Induction:** Refers to the professional practice (of new graduates) after the completion of their training.
- **Practicum** refers to the professional practice (of teacher trainees) during their training.
- **Qualification** refers to people's competence official/professional recognized in the forms of certificate/diploma or degrees.
- **Rationalization** refers to the establishment of an organization based on scientific principles of management to improve effectiveness. It is to re-organize the work process of an organization aiming at improving organization's effectiveness by applying the least cost and to minimize the wastages.
- **Skills** refer to the results of learning or training in schools. It is the results of experiences gained from work or implementation/ practice of knowledge.
- **Teacher training schools/Centres** refer to the public establishments whose duties are to train teachers.
- **Teacher autonomy** refers to equilibrium between teachers' maximal self-development and professional interdependence of teachers. It is an academic or professional freedom that teachers have as stipulated in the confined policies.