

**Kingdom of Cambodia**  
**Nation Religion King**



**Ministry of Education, Youth and Sport**



**Policy on**  
**Continuous Professional Development**  
**for Education Staff**

**August 2017**

## PREFACE

The education sector plays an important role in developing human resources in order to share in the development of the economy and building a knowledge-based society. Teachers, school directors, school infrastructure, learning materials and the education system are the fundamental resources for the journey to effective education. Among these, the education staff, especially school directors and teachers, are the key factors in building human resources who require attention, motivation, and regular – continuous –professional development.

The Ministry of Education, Youth and Sport have formulated this **“Policy on Continuous Professional Development for Education Staff”** with the goals of enhancing the working potential of education staff, especially the teaching and learning ; giving equitable opportunities to education staff at all levels to attend professional development courses; instilling the culture of lifelong learning to education staff at all levels; and developing schools and units that share knowledge, skills and experience in their communities.

The contents of this policy – including the vision, goal, objectives, strategies, and implementation plans –will be a compass for the continuous professional development of education staff during their service. The Ministry of Education, Youth and Sport hopes and believes that all relevant institutions, development partners, civil society, private sector members and education staff will participant in the successful promotion, dissemination, support and implementation of this policy.



Phnom Penh, 03 August 2017

Minister of Ministry of Education, Youth and Sport

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**Dr. HANG CHUON NARON**

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## **1. Introduction**

The development of a progressive and prosperous country firstly requires the building of human resources with the complete attributes required: a balance of knowledge, skills, behaviour, fitness, patriotism and conscientiousness.

Teachers are the engineers of souls. High quality education requires qualified, capable, and highly responsible teachers under codes of: professional ethics; professional standards through a specific teacher development policy; and professional development mechanisms both pre- and in-service to implement continuous professional development and other motivations.

Pre-service training of teachers takes place in teacher training centres. Teachers can also receive in-service training courses such as: in-service training as self-study; on-site in-service training; and other in-service trainings at other teacher training centres, units and institutions. According to global and regional trends, economic needs and Cambodia's social situation, teachers have to further develop their professionalism through a specific, attractive and sustainable professional development framework.

Thus far, the Ministry of Education, Youth and Sport and other stakeholders have encouraged on-site and fragmented in-service training in different aspects, but the effectiveness is limited, not yet consistent, and does not yet respond to actual implementation demands. Past in-service training has fulfilled the needs of few teachers only and has not yet specified clear time scales or effective links to any performance appraisal or incentive systems.

This Policy on Continuous Professional Development for Education Staff has the aim of preparing education staff to have sufficient attributes and potential to fulfil their work over the course of their career, making effective use of curricula, coaching/mentoring, in-service training, and professional development programmes for all education staff.

## **2. Vision**

This policy envisions a culture of continuous and life-long professional development for all education staff.

## **3. Goal**

This policy intends to prepare education staff to develop the complete attributes and potential to perform their duties throughout their career.

## **4. Objectives**

- 4.1. Ensure delivery of a framework for continuous professional development of education staff.
- 4.2. Ensure that education staff receive regular in-service training.
- 4.3. Ensure encouragement in qualifications upgrading for education staff.
- 4.4. Ensure the link between Continuous Professional Development and the Teacher Career Pathway.
- 4.5. Enable monitoring and evaluation system for the continuous professional development of education staff.

## **5. Strategies**

In order to achieve the vision, goal, and objectives stated above, the key strategies are:

### **5.1. Develop legislative instruments and mechanisms for continuous professional development**

- Review, improve and prepare legislative instruments for continuous professional development of education staff.
- Prepare implementation and support mechanisms for continuous professional development with the focus on regular in-service training and on-site training.
- Organise committees and technical sub-committees to support, monitor and evaluate implementation of the policy.
- Prepare specific action plans with detailed programmes, timeframes and stakeholder responsibilities.
- Widely disseminate the policy mechanisms and action plans.
- Compile all in-service training and disseminate on an electronic system to allow all education staff to work on self-study and prepare personal study plans.

### **5.2. Track continuous professional development system/s for education staff**

- Evaluate and properly manage all professional development related activities in order to have formal recognition or conferring of equivalency certificates (high school diploma, BA, MA)
- Set specific times for in-service training.
- Organise formal, specific in-service training every five years.
- Organise credit-earning system for all aspects of in-service training.
- Update human resource data management system regularly.
- Organise systems to develop all qualifications aspects for all education staff (on-site training, accelerated training programmes, short training courses for those holding specific degree...).

### **5.3. Track the needs for continuous professional development of all education staff**

- Prepare research plans and capacity development at education units.
- Research about the needs of professional development.
- Set the targets and content for every type of in-service training.
- Formulate plans for specialised education staff training in response to the needs of Ministry/nation.
- Study in detail, prepare a declaration, and implement co-teaching and teaching assistant systems for general and technical high schools.
- Prioritise target groups (management committee and teacher trainers at teacher training centres) in receiving professional development; increase their qualifications to at least bachelor's degree.

### **5.4. Manage and implement in-service training for education staff**

- Validate the content of in-service training documents focusing on teaching methodology and coaching/mentoring programmes.
- Organise on-site management systems for all modalities of in-service training.
- Support new teachers to participate regularly in mechanisms for on-site coaching/mentoring.

- Develop competencies of teacher trainers, core coaches/mentors and coaches/mentors at schools.
- Develop competencies of school directors with focus on school-based management (administration management, teaching and learning, financial and human resource management).
- Organise, strengthen and practice new on-site support mechanisms for education staff support to meet needs and enhance professional skills.
- Organise a sharing event of the best practices and innovation by high-performing education staff.
- Increase competencies of core officials of human resource units at national and sub-national levels (planned by continuous rotation, gender equity in technical education...)
- Development of teachers' professional skills through elective options, on-site credit-earning system, distance learning, step-by-step short term training courses, long term training courses, scholarship, training with letter of confirmation, and accelerated training programmes.
- Increase qualifications of education staff and education management committee members at the middle level to at least master's degree.
- Use credit-earning systems for training courses to motivate education staff to follow the Teacher Career Pathway.
- Strengthen competencies of trainers/coaches/leaders to meet the national competency standards/national qualification framework requirements.

### **5.5. Motivate and retain teachers in the education system**

- Motivate teachers who have participated in in-service professional development courses inside and/or outside the country.
- Support and allow education staff to decide about their self-study and self-improvement for professional development to a level of at least 100 hours per year.
- Recognise and incentivise education staff appropriately for their professional development and experience in alignment with the Teacher Career Pathway.

### **5.6. Implement the monitoring and evaluation system**

- Establish monitoring and evaluation systems for the implementation process of continuous professional development for all education staff from national to school level.
- Study the impact of professional development for education staff.
- Establish and implement a reporting system for in-service training.

## **6. Implementation plan**

### **6.1. Establishing mechanisms**

Strengthen existing mechanisms where appropriate or add more for all education levels to push the implementation, monitoring and evaluation, and motivation; give recommendations to improve the Policy for Continuous Professional Development of Education Staff. As follows:

- Organise committees, technical sub-committees and secretariat in order to help guide, orient and co-ordinate the implementation of professional development.
- National Institute of Education and Institute of Pedagogy.
- Provincial Offices of Education, Youth and Sports staff and teacher training offices; Regional Teacher Training Centres; Provincial Teacher Training Colleges; and other institutions.
- District Offices of Education, Youth and Sports: all levels of educational foundations of themunicipal and district trainingand monitoring teams (DTMTs)are responsible for the implementation of on-site in-service training and work on coaching/mentoring.

### **6.2. Establishing legislative framework**

- Strengthen appropriate existing structureswith the addition of roles and responsibilities or establish new committeesaccording to the decisions of the Ministry of Education, Youth and Sport.
- The above committees have to review, edit and prepare new legislative instrumentsto ensure the effective implementation of this policy.

### **6.3. Supporting resources**

The implementation of this policy needs supporting resources: human resources; materials; budget; and documents for the work in coaching/mentoring, foron-site in-service training and regular professional development for each target. The relevantnational and sub-national units and development partners have to co-operate together to promptly solve any problems that may arise.

### **6.4. Implementation mechanism**

To ensure the successful and effective implementation of this policy, the relevant committees and units have to:

- Study the strategies of each policy and disseminate widely to national and sub –national stakeholders in all aspects.
- Prepare action plans to implement this policy for both short- and medium-term actions and consult with relevant partners to ensure the harmonisation of the implementation support and management.
- Review and evaluate the effectiveness of the implementation of this policy and provide timely recommendations for improvements.
- Update the workplan, implementation mechanism,resources requirements, and relevant legislative instruments.

## **7. Conclusion**

The Policy for Continuous Professional Development Policy of Education Staff has shown: the vision, goal, objectives, and strategies for the stakeholder units and institutions to prepare the action plan for professional development over the course of educational service careers;and willraisequality, capacity, the sense of responsibilities in line with professional ethics, Teacher Professional Standards and the study outcomes of students – who are the important human resources of the country.

The Ministry of Education, Youth and Sporthopes and believes that all relevant institutions, development partners, civil society, private sector members and education staff will participant in the successful promotion, dissemination, support and implementation of this policy.

## **Glossary**

Professional Development	Specialised training, formal education, or advanced professional learning intended to help education staff to improve their professional competencies, skills and effectiveness.
Coaching/Mentoring Programme	A support programme for new teachers who will receive it in two ways: core trainers and trainers at school. Coaching/mentoring programme focuses on content knowledge development which has two elements: subject knowledge and pedagogy study (the study of pedagogy through school curriculum and teaching methodology).
School-Based Management	A school management concept focusing on accountability and participatory governance at the school level. This concept is based on the foundation of administrative management, teaching and learning, financial and human resource management.