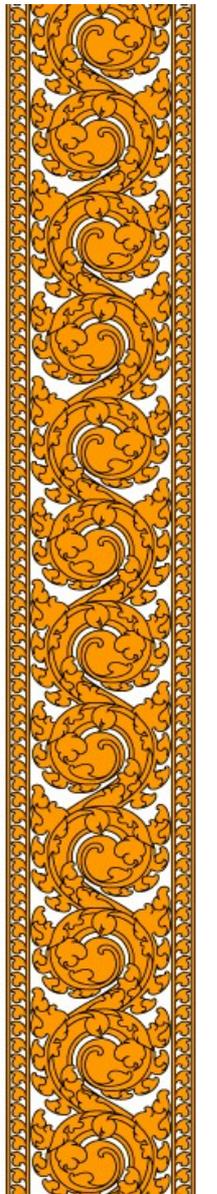


Kingdom of Cambodia

NATION RELIGION KING



Ministry of Education, Youth and Sport



CPD Handbook

a guide to continuous professional
development for teachers, school
directors and education specialists in
Cambodia

August 2021

Contents

Contents.....	1
List of acronyms and abbreviations	3
Preface.....	4
1.Introduction	5
1.1 Overall objectives of CPD system.....	5
1.2 School-based CPD	6
Structured CPD.....	7
Self-directed CPD	8
2. CPD process: user guidelines for teachers, school directors, and education specialists.....	8
2.1 Making a Professional Learning Plan	8
2.2 CPD credit system	9
2.3 Interaction and alignment of CPD system with other systems.....	12
CPD and appraisal systems	12
CPD and TCP systems.....	13
CPD and Teacher Qualifications Upgrade (TQU).....	13
CPD and Mentoring system	14
3.Management guidelines	15
3.1 Levels of responsibility and activity	15
School, CPD committees, Cluster, PLCs	15
District Office of Education, Youth, and Sport (DOE).....	18
Provincial Office of Education, Youth, and Sport (POE).....	19
CPDMO/MoEYS /HRMIS.....	19
CPD providers.....	20
A. Individual educator and non-teaching education staff	21
B. Direct supervisor of individual educators and non-teaching education staff (also expected to engage in their own CPD as stipulated in Column A).....	21
C. School-based CPD committee.....	21
D. PLCs at the school and cluster level.....	21
3.2 CPD, TCP, and HRMIS information flow	22
4. Accreditation processes and mechanisms for CPD providers and CPD offerings.....	25
4.1 Institutions and processes	26
4.1.1 Institutions involved in accreditation of CPD provides and offerings.....	26
4.1.2 The Accreditation Process.....	26

4.2 Accreditation of CPD providers.....	27
4.3 Accreditation of CPD offerings.....	28
4.4 Operationalisation of benchmarking.....	29
5. Information and Communication with teachers and school directors.....	29
5.1. Dissemination of CPD.....	30
5.2. CPD online operation.....	30
References.....	31
Annexes.....	32
1. Teacher CPD needs assessment tool.....	32
2. School director CPD needs assessment tool.....	34
3. Professional portfolio.....	36
Description of a professional portfolio and examples of what it may contain.....	36
Additional Tips.....	37
Portfolio template in the form of a cover sheet, including specific instances of what to include.....	38
4. Professional learning plan template.....	39
Professional learning plan exemplar.....	40
5. Career passport template.....	42
6. CPD certificate template.....	43
7. Template for annual calendar of CPD products/events.....	44
8. Accreditation instruments for CPD providers, products/offerings etc.....	45
8.1 Application form for accreditation as a CPD provider.....	45
8.2 Application form for accreditation of a CPD offering for teachers.....	48
8.3 Application form for accreditation of a CPD offering for school directors.....	52
8.4 Application form for accreditation of a CPD offering for TTC Directors.....	57
Accreditation instruments for use by the CPDMO.....	62
8.5 Proposed instrument for assessing application for accreditation of CPD providers.....	62
8.6 Proposed instrument for assessing application for accreditation of CPD products/offerings for teachers.....	63
8.7 Proposed instrument for assessing application for accreditation of CPD products/offerings for school directors.....	65
8.8 Proposed instrument for assessing application for accreditation of CPD products/offerings for directors of Teacher Training Centres.....	67
9. Examples of CPD credit attribution.....	69
10. Glossary.....	71
11. CPDMO organigram.....	73

List of acronyms and abbreviations

ACC	Accreditation Committee of Cambodia
ASEAN	Association of South East Asian Nations
AMS	ASEAN Member State
BA	Bachelor of Arts
B Ed	Bachelor of Education
CPD	Continuous Professional Development
CPDFAP	Continuous Professional Development Framework and Action Plan for Teachers and School Directors
CPDMO	Continuous Professional Development Management Office
DoPers	Department of Personnel
DOE	District Office of Education
DP	Development Partner
ESP	Education Strategic Plan
GPE 3	General Partnership for Education phase 3 programme
HRMIS	Human Resource Management Information System
ICT	Information and Communications Technologies
INSET	In-Service Teacher Education and Training
MA	Master of Arts
M&E	Monitoring and Evaluation
MoEYS	Ministry of Education, Youth and Sport
MOOC	Massive Open Online Course
NGO	Non-Governmental Origination
NIE	National Institute of Education
NQF	National Qualifications Framework
OECD	Organisation for Economic Co-operation and Development
POE	Provincial Office of Education
PhD	Doctor of Philosophy (Doctorate)
PLC	Professional Learning Community
PLP	Professional Learning Plan
PTEC	Phnom Penh Teacher Education College
PTTC	Provincial Teacher Training Centre
QA	Quality Assurance
RTTC	Regional Teacher Training Centre
SBM	School-Based Management
SEIP	Secondary Education Improvement Project
STEP Cam	Strengthening Teacher Education Programmes in Cambodia
TCP	Teacher Career Pathway
TD	Technical Department
TEI	Teacher Education Institution
TEPS	Teacher Education Provider Standards
TPAP	Teacher Policy Action Plan
TTD	Teacher Training Department
TQU	Teacher Qualifications Upgrading
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children’s Fund
USES DP-2	Upper Secondary Education Sector Development Programme - 2

Preface

The Ministry of Education, Youth and Sport (MoEYS) has developed a bold vision in the Education Strategic Plan (ESP) 2019-2023 to allow teachers, school directors and other education staff to realize their full professional potential. This contributes to the National Strategic Development Plan of the Royal Government of Cambodia, to develop the human capital to lead the transformation of Cambodia into an upper middle-income country by 2030 and a developed country by 2050.

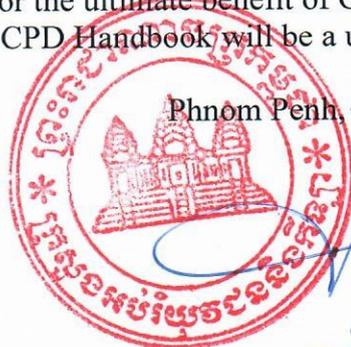
Such an endeavour requires highly qualified, motivated and active citizens who continually upgrade and develop their skills and knowledge by undertaking regular, relevant, good quality Continuous Professional Development (CPD). It is the role of the nation's educators to encourage students to become lifelong learners, leading by example and developing their own professional skills, in order to cultivate the knowledge, skills, curiosity and motivation to allow Cambodia's youth to become citizens able to realize these bold ambitions.

Drawing on MoEYS' 2013 Teacher Policy and 2015 Teacher Policy Action Plan (TPAP), the Continuous Professional Framework and Action Plan for Teachers and School Directors was developed in 2019 as a road map to developing the CPD system for educators in Cambodia. This sets out a vision of regular CPD as both a right and responsibility for the nation's educators. It draws on recent international evidence to set out a vision of CPD delivered primarily at the school and cluster levels, based on the overwhelming international consensus that teacher professional development is most effective in transforming teachers' professional practice when it takes place in and is relevant to the workplace. Considering teachers as members of a profession and encouraging them to consider themselves as professionals with the associated rights and responsibilities, including taking part in regular professional development, is critical to attracting and retaining the best candidates into teaching and, thereby, transforming the quality of education they can deliver.

The CPD system aims to translate this vision into daily reality, for Cambodia's educators. As it is progressively implemented, it will allow them to engage in regular, meaningful CPD, based on their identified needs and interests, and rewarded by CPD credits, which will facilitate their progress along the Teacher Career Pathway (TCP) and contribute to upgrading their qualifications, according to the system of Teacher Qualifications Upgrade (TQU).

This CPD Handbook has been developed to support all those who are involved in the CPD system, whether as teachers, school directors or education specialists engaging in their own professional development, or as staff of the DOEs, POEs or central MoEYS departments responsible for introducing and implementing the system. Many individuals are doubly targeted, since MoEYS staff at all levels are expected and entitled to benefit from CPD in their own right, in addition to making it available to educators.

On behalf of the MoEYS, I would like to thank all those responsible for the development and implementation of the CPD system, for the ultimate benefit of Cambodian students, educators and the entire population. I hope that this CPD Handbook will be a useful tool to support their efforts.



Phnom Penh, 30 August 2021

Dr. HANG CHUON NARON
Minister
Ministry of Education, Youth and Sport

1.Introduction

This CPD handbook is intended as an accessible, easy-to-consult manual for all those involved in continuous professional development (CPD) for teachers, school directors and education specialists in Cambodia¹. It is designed to support educators in planning their CPD, their managers in supporting the process, including those who are responsible for conducting institution-based (annual) performance appraisals, MoEYS officials at DOE, POE or national level, representatives of other government institutions, CPD providers (including but not limited to Teacher Education Institutions, NGOs or Technical Departments of MoEYS) and any other individual or organisations with an interest in professional development for education personnel and educators in Cambodia.

A significant reform of the teacher education and education personnel capacity building process is ongoing in Cambodia, including the introduction of an innovative CPD system. As a result, this handbook is a living document, designed to be regularly updated to reflect developments in the system as they are implemented.

1.1 Overall objectives of CPD system

Definition of CPD

In most countries, teacher education is a continuous process, which begins when a trainee teacher embarks on a programme of initial teacher education; after successfully completing this, obtaining a teaching license, and becoming a qualified teacher, the teacher is expected to continue their professional education throughout their professional lives². This requirement for teachers, school directors and education specialists to be “life-long learners” is one of the aspects which identifies teaching as a profession and teachers, school directors and education specialists as professionals, who are responsible for their ongoing education and professional development.

But what is teacher CPD? The CPD Framework and Action Plan (CPDFAP) (2019) defines CPD for Cambodia as “a wide variety of specialized training, formal and informal education, or advanced professional learning intended to help classroom and specialist teachers and school directors improve their professional knowledge, skills, competence and effectiveness” (8). CPD is expected to:

- Be continuous
- Be owned and managed by the individual learner
- Be driven by the individual’s needs and current state of development
- Have clear learning outcomes that satisfy individual and/or organisational needs

¹ Given the challenges and complexity of introducing a system which requires a considerable change of culture and professional practice, the CPD system is being introduced using a phased approach. The main focus of the first phase (2021 -2025) is CPD for teachers and school directors. CPD for education specialists and other education staff members will be included in the second phase, along with the further development of the CPD system for teachers and school directors, including the introduction of self-directed CPD. This will require a certain number of prerequisites, such as the development of professional standards for education specialists, which do not currently exist. This phased approach should not discourage education specialists and other staff members from engaging in CPD before the second phase of the process; it merely reflects the national priority of ensuring the entire teaching force is equipped with the requisite professional knowledge and skills.

² Although teacher licensing is not yet practiced in Cambodia, it is a much needed mechanism within the drive towards professionalisation of the teaching force and improving teaching quality; in many countries, engaging in regular, meaningful CPD is one of the requirements for obtaining and maintaining a teaching license.

- Evaluate learning rather than merely describe what has taken place
- Be seen as an essential part of professional and personal life, not an optional extra (Marchington and Wilkinson, 2009: 377).

CPD can be conducted in many different ways, including but not limited to training workshops, conferences and events, e-learning programmes, Professional Learning Communities (PLC), completely self-directed activities, such as reading professional literature, peer observation, mentoring and coaching, classroom-based or action research, participation in conferences or seminars, keeping learning journals or logs to reflect upon classroom practice, reading relevant news articles, podcasts and case studies and industry updates, observation visits to other schools, etc.

What all these activities have in common is an objective to improve an individual's personal and professional knowledge and competencies, allowing them to continuously improve their skills in accordance with institutional, professional, and personal goals.

The CPD system is designed to support improvements in the professionalism and quality of teachers, school directors and education specialists and in the quality and standards of their education, professional training and qualifications. It is important that engaging in CPD does not undermine teacher quality or the education they provide to their students. Teachers, school directors and education specialists should not therefore neglect their teaching and other professional obligations in order to pursue CPD; they should pursue CPD in order to improve their professional performance.

The CPDFAP includes the right and obligation for teachers to undertake 100 CPD hours per year. This equates to approximately 3 hours per week over the school year. The CPD framework includes the recommendation that teachers should benefit from 5 non-instruction days per year to devote to CPD, which would equate to 40 hours, suggesting they would need to dedicate 60 hours of their personal time to CPD in order to accomplish 100 hours. In practice, a Cambodian teacher's workload allows most teachers to undertake at least 3 hours CPD per week during their contractual hours. For example, primary school teachers do not teach on the fourth Thursday of the month, which is reserved for technical meetings, professional learning community (PLC) sessions, helping low-performing students, etc. which should allow primary teachers to engage in 3 hours' CPD during this time. Lower and upper secondary teachers who teach specialised subjects have a weekly timetable of 18 and 16 hours' contact time respectively, which should allow 3 hours per week for CPD. Where teachers teach double shifts in schools facing a teacher shortage, this may compromise their ability to engage in three hours' CPD weekly during their contractual workload hours. In addition to the obligation to conduct 100 hours CPD annually, teachers who wish to engage in more CPD, in order to gather additional CPD credits, either regularly or during a period where, for example, they are preparing for a TCP appraisal in the hope of being promoted to a higher professional title, are encouraged to dedicate time during weekends and/or school vacations to professional development activities.

1.2 School-based CPD

As we have already seen, there are many different forms of CPD for teachers, school directors, and education specialists, which go far beyond the traditional workshop or campus-based in-service training (INSET). A considerable evidence base now demonstrates that the best CPD, at least for teachers who have received initial teacher education, is practical, reflective, school based and directly

based on the teaching and learning process. Traditional workshops and training courses often take teachers out of the classroom without improving their classroom performance, since they do not address the challenges that individual teachers encounter in teaching *in the context in which they occur*, and so have little positive impact. Teacher CPD “must be such that teachers can relate to it from their own experience [and] provide opportunities for try-outs and reflection; participants must engage with theory alongside encounters with learners in real contexts in order to internalize the content” (Gathumbi et al., 2013:8). Likewise, CPD for school directors is most effective where it is focused on their workplace and involves ongoing reflection on the reality of the school and engagement with situations encountered in daily school leadership and management. CPD for education specialists may take place within a school or within a different workplace, depending on its focus and on the precise deployment of the education specialists.

The current understanding of teacher education including CPD stresses the role of reflection at all levels: the teacher or student teacher is encouraged and expected to reflect on their own practice in the light of theory and to reflect on theory based on their experience of classroom practice, in an ongoing iterative (mutually reinforcing) relationship. School director education is also based on regular application of principles learned to the reality of the workplace and reflection on the relationship between theory and practice. So, as part of being a lifelong learner, teachers and school directors are expected to be *reflective practitioners*, continuously assessing and seeking to reflect on and develop their own practice.

In Cambodia, the CPD system considers two categories of CPD:

- structured CPD, which refers to formal courses or other CPD activities delivered by an accredited CPD provider, for example a TEI, or a development partner or a technical department of the MoEYS in collaboration with a TEI;
- self-directed CPD, which refers to CPD undertaken by the educator without the formal support of an accredited provider but within the scope of the CPD framework³.

CPD credits may be earned for both types of CPD.⁴ The CPD system is being introduced in Cambodia as a phased process, beginning with structured CPD.

Structured CPD

Structured CPD consists of a CPD activity delivered by an accredited CPD provider, which will include a specified amount of face-to-face activities. Face-to-face activities may take the form of mentoring, coaching, workshops, taught courses, seminars, action research group activities, or other activities. For every hour of face-to-face activity, participants are expected to engage in at least two hours of self-study. Because CPD is an active process, where the teacher is at the centre of their own development, even structured CPD involves a significant amount of self-study and requires the teacher or school directors to demonstrate that they have actively engaged in the CPD process, by producing evidence that they have applied the learning to their professional practice in the classroom and in school, reflecting on the relationship between theory and practice and how the learning may help

³ The CPD system is being introduced using a phased approach, starting with structured CPD in 2020. Self-directed CPD will be introduced in 2025.

⁴ The CPDFAP refers to a “hybrid” academic and non-academic CPD credit system (17), where academic CPD is delivered by TEIs or HEIs and leads to course credits (within a TQU perspective) while non-academic CPD may be school-based, cluster-based, or delivered by a TEI or by MoEYS.

them improve their teaching and leadership. For more information about how structured CPD is credited, please see section 2.2.

Self-directed CPD

Self-directed CPD is based on input sourced by the individual teacher, school director, and education specialist, without recourse to an accredited CPD provider. This input includes (but is not limited to) a MOOC, attendance and/or presenting an original work at a conference or other professional learning activity, participation in a research group, reading professional literature in the form of journals or books, for example, researching and publishing an article, etc. A list of accredited sources recognised by CPDMO will be published in due course, once the system to award CPD credits for self-directed CPD is operational. It will also be possible for credits to be earned for self-directed CPD from a source not yet accredited; teachers, school directors, and education specialists will need to make an individual request for accreditation of the source(s) used.

For every hour of self-directed engagement with a CPD source, participants are expected to engage in at least two hours of related self-study. The teacher, school director, or education specialist must demonstrate that they have actively engaged in the CPD process, by producing evidence that they have applied the learning to their professional practice in the classroom and in school, reflecting on the relationship between theory and practice and how the learning may help them improve their teaching. For more information about how self-directed CPD is credited, please see section 2.2.

2. CPD process: user guidelines for teachers, school directors, and education specialists

CPD is active not passive: something a teacher, school director, or education specialist *does*, not something they receive or which is done to or for them. Just attending a course will not help teachers to become better teachers; what *will* do this is attending a course and applying the content to their teaching, reflecting on how the knowledge and skills encountered can make their teaching better and more relevant to their students. The same is true for school directors and education specialists. CPD is about self-development and involves teachers, school directors and education specialists taking opportunities provided to them to develop their professional skills and knowledge. CPD is not a one-size-fits-all activity. CPD should be based on the individual needs of the teacher, school director or education specialist. It is important for each teacher, school director, and education specialist to engage in a CPD needs assessment and to make an individual professional learning plan (or Professional Learning Plan) based on their own professional needs and interests, with support from their direct manager or supervisor.

2.1 Making a Professional Learning Plan

Each teacher, school director, and education specialist should have a professional learning plan (PLP). In other contexts, this is sometimes referred to as a Professional Learning Plan or professional development plan. This includes identifying:

- the area(s) of practice or knowledge to focus on (this may involve using a CPD needs assessment);
- goals (what we hope to achieve);

- the key skills needed for each goal;
- how to achieve this/these (actions or activities: what we intend to do);
- success criteria (how we will know the goals have been achieved);
- target dates for progress review and completion.

The PLP is part of a teacher, school director, or education specialist's annual work plan (annual employment agreement in the TCP framework).

During the regular appraisal meeting early in the school year (usually in November), the teacher, school director, or education specialist and their supervisor (usually their immediate manager) discuss and agree together what the individual's PLP plan for the year will consist of. They will identify one, two or maximum three area(s) of practice which should be focused on. These will be determined by:

- the teacher's perception of their own professional development needs;
- areas which the teacher has a particular interest in developing;
- areas which a supervisor (or senior mentor or inspector) has identified as needing development (possibly during teaching observation or supervision sessions);
- areas which are part of a whole school improvement plan, which all teachers in the school are required to focus on.

Multiple CPD activities may be undertaken within each area of practice. The teacher/school director and their supervisor will define the goals they hope to achieve and the key skills needed for each goal. They will agree the actions or activities the teacher will pursue and the resources required. The actions or activities may include enrolling on a particular structured CPD activity from the list published and regularly updated by the CPDMO on the dedicated CPD website and mobile app. They will agree on the success criteria (what will success look like? How will they know if the goals have been achieved?) and will fix a timetable to review progress. This will usually include at least one mid-point review and the regular appraisal meeting at the end of the school academic year, when the teacher's progress will be formally appraised.

Please see the Professional Learning Plan template and exemplar in Annex 4.

2.2 CPD credit system

CPD credits are awarded on the basis of the:

- Number of structured or self-directed hours of CPD activities successfully undertaken
- Number of hours of self-study associated with the structured or self-directed CPD hours
- Quality and content of CPD programme and activities, including competencies promoted (benchmarking and standards)
- Evaluation and assessment (demonstration of output and demonstration of outcome).

For more detail of the CPD credit system, please consult the CPD Credit Acquisition System (2020/21).

Number of CPD hours successfully undertaken and credited

Because CPD is an active, not a passive process, attending a workshop or training course is not sufficient to earn CPD credits. In order to ensure that CPD credits are only awarded for CPD of good quality, in which the participants have actively participated and which they have applied to their

professional practice, “number of hours” of CPD undertaken alone is not considered an appropriate basis for CPD credit attribution: In order to gain CPD credits, the CPD activities need to meet benchmarks (minimum standards) of quality and content. Teachers, school directors and education specialists need to demonstrate through assessment tasks both outputs (productions) and outcomes (positive change) which are measurable and of sufficient quality, in order to be awarded credits for the CPD undertaken.

The basic principle of allocating CPD credits is that a CPD activity consisting of 15 hours face-to-face + 30 hours self-study or 45 hours laboratory or fieldwork (or a combination) which conforms to accepted benchmarks of quality and measurable output/outcomes may earn one credit.

In the case of self-directed CPD, which does not include any face-to-face contact time, this is replaced by the notion of “input” from an accredited source, such as a MOOC, professional journal or textbook. Thus, for self-directed CPD, a similar principle applies in that a CPD activity consisting of 15 hours “input” from an acceptable source + 30 hours self-directed practical work, research, or application of the input which conforms to accepted benchmarks of quality and measurable output/outcomes may earn one credit.

One CPD credit is awarded for:

- **15 hours face-to-face + 30 hours self-study (practical work, research, laboratory work and application of the input) Or**
 - **45 hours of supervised teaching practice OR**
 - **15 hours “input” from an acceptable source + 30 hours self-study (practical work, research, laboratory work and application of the input) OR**
 - **45 hours of independent self-study, experiment, or fieldwork (outcome to be validated by supervisors/management of an organization)**
- which conforms to accepted benchmarks of quality and measurable outputs/outcomes**

Technical meetings related to work are not considered as CPD and are not eligible to earn CPD credits.

The CPD credit system is designed to align with the credit system for preservice teacher education⁵.

Credit attribution for structured CPD

When structured CPD is undertaken through an accredited CPD provider, such as a TEI, the provider informs the relevant level responsible for entering CPD information in the HRMIS of the list of teachers, school directors or education specialists who have successfully undertaken a given CPD activity, including dates, venues, scores obtained, etc. The relevant level for data entry in the HRMIS may be the school or TEI itself, the DOE, POE or CPDMO, depending on the location and level of connectivity of the school. The information is entered at the most decentralised level possible: at school or TEI level where possible. The school or TEI are responsible for ensuring this information is captured: where they do not have access to the necessary equipment, they are responsible for

⁵ To gain a pre-service Bachelor of Education degree, a student teacher needs to successfully earn a minimum of 120 credits in total. Typically, this involves completing earning 15 credits per semester, over four years. A 3-credit course involves trainees attending 3 hours of lectures and completing 6 hours of self-study (or 9 hours of laboratory or fieldwork) weekly for 15 weeks at least, and demonstrating their ability to meet the minimum assessment requirements. To earn 3 credits, a student teacher would typically need to undertake 135 hours of study (45 face-to face and 90 self-study). Typically five such courses are undertaken per semester, allowing 15 credits to be earned per semester. To earn 15 credits, a student teacher would need to undertake 675 hours of study (225 face-to-face and 450 self-study).

ensuring the information is provided to the relevant level for capture. This information is captured in the HRMIS. The HRMIS already includes accredited CPD providers and offerings, which have been judged to meet the benchmarks and requirements (see section 4 on accreditation of CPD providers and offerings); these will appear as drop-down menus within the HRMIS. Once the names of teachers, school directors or education specialists who have successfully undertaken the structured CPD activity are entered in the HRMIS and the information is validated at the relevant level, the CPD credits will appear in the individual teachers', school directors' or education specialists' HRMIS profiles (CPD passport). Where CPD credit information is entered in HRMIS at school or TEI level, DOE and POE will provide QA of the data entered: they will perform data verification and conduct spot checks of the documentation to ensure the validity of the information entered.

In parallel, on successfully completing all aspects of the CPD offering, including all assessments, the teacher or school director's physical CPD passport will be updated to show this information and stamped by the DOE, POE or CPDMO. The CPD passport remains in the holder's possession (see annex 5 for an example of a CPD passport).

Credit attribution for self-directed CPD

When self-directed CPD is undertaken at the school, cluster or PLC level, the teacher's individual professional learning plan (PLP) is agreed with their immediate supervisor. This is structured to include a given number of hours' input from an accredited self-directed CPD source, such as an accredited MOOC, given journal articles, given book chapters, etc. and a plan for a given number of hours of self-study or reflective practice, followed by preparation of an output to demonstrate the impact of the self-directed CPD. During their regular appraisal, the teacher or school director presents their portfolio of evidence that they have successfully accomplished their PLP, including evidence of impact (outputs and outcomes). If the appraisal result is positive, the appraiser confirms that the corresponding number of CPD credits have been earned and communicates this information to the DOE, POE or CPDMO, who captures this information in the HRMIS. (For more information about the appraisal system, please see the section on *CPD and appraisal systems*, pp 12-13.)

The HRMIS already includes information on accredited sources for self-directed CPD, which have been judged to meet the benchmarks and requirements (and space for as yet unaccredited sources to be validated on an individual basis). Once the information is validated at the relevant level, the CPD credits will appear in the individual teacher's profile (CPD passport).

In parallel, following a successful appraisal, the individual's physical career passport (CPD logbook) will be updated to show this information, signed by the supervisor and stamped. The CPD career passport remains in the individual's possession.

The CPD Management Office (CPDMO) maintains the CPD module of HRMIS which can be accessed at the national and sub-national levels. As explained above, CPD credits are captured in HRMIS at the most decentralised level possible (school, DOE, POE or CPDMO). There are two routes for CPD data to be recorded in the HRMIS:

- i) to record CPD credits earned by undertaking structured CPD activities provided by an accredited CPD provider: the provider records the credits earned by all participants in a given

CPD activity and submits to HRMIS a list of CPD activities and the outcomes / scores obtained by participants.

- ii) to record CPD credits earned through self-directed CPD (from phase two onwards, beginning 2025): the school (or DOE / POE, where schools lack connectivity) enters CPD credits earned following regular appraisals which assess successful completion of CPD activities against an educator's annual professional learning plan, including assessing the evidence in the teacher's portfolio.

The CPDMO, within DoPers, will issue CPD certificates on a 5-year cycle⁶ (or as required for career advancement), indicating CPD credits acquired. Accredited CPD/INSET providers, including DPs in collaboration with a TEI, may implement their own CPD monitoring and evaluation instruments, including attendance, participation and performance records, training reports, etc. translated into CPD credits for submission to the CPD module of HRMIS, based on the criteria set out in section 2 above.

Attribution of CPD credits will be administered by the CPDMO, which will accredit given CPD offerings and attribute credits to these, based on the CPD credit acquisition system. Physical (paper) career passports, in the possession of individual teachers, school directors and education specialists, will be implemented in all cases to record the CPD activities and credits undertaken; these will also be recorded in the HRMIS/CPD module. Section 2 further elaborates on the processes of awarding CPD credits, while section 4 elaborates on accreditation of CPD activities and providers.

The CPD credit acquisition will be implemented in a phased manner, beginning with credit for structured CPD in 2021 and expanding to include self-directed CPD by 2025. Initially, CPD credits will be attributed to teachers, school directors and education specialists participating in selected CPD activities provided by accredited CPD providers, including TEIs currently running TQU programmes (for example, PTEC) and DP projects providing INSET such as STEPCam, SEIP SBM and USESDP-2. CPD activities under INSET programmes currently running will be credited retroactively.

2.3 Interaction and alignment of CPD system with other systems

The CPD system interacts with various other systems, including the regular appraisal system, the teacher Career Pathway (TCP), the initial teacher education system and the teacher qualifications upgrading (TQU) system.

CPD and appraisal systems

As part of the teacher professionalization agenda, and within the framework to implement the TCP, there are two forms of teacher appraisal: regular and TCP appraisals. All teachers, school directors, and education specialists are required to undergo regular appraisals, in order to identify and reward good quality performance in all areas of professional behaviour, including but not limited to classroom teaching, membership of a teaching team and professional development, whilst prompting those appraised to identify, acknowledge and address their areas of weakness.

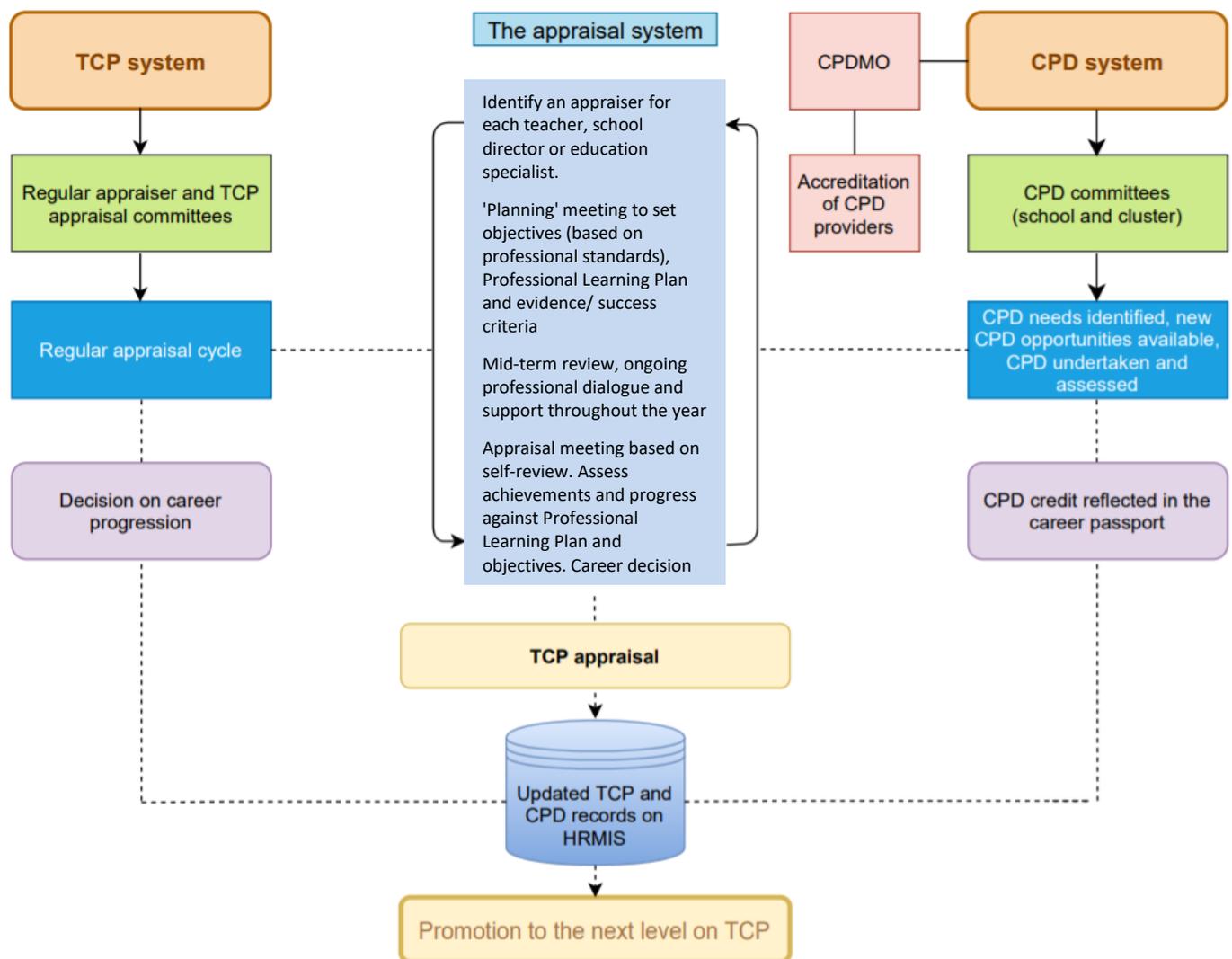
⁶ This may change to a one-year cycle.

Both forms of appraisal focus on: teacher’s professional competence, as defined by the *Teacher Professional Standards*; and achievement of the teacher’s CPD objectives.

CPD credits therefore contribute to both the regular and TCP appraisal outcomes (see figure 1 below). The *Appraisal System for the TCP pathways* provides a comprehensive explanation of the appraisal system, and the weighting of each criterion for regular and TCP appraisals.

CPD and TCP systems

Figure 1: Interaction of CPD, HRMIS, and TCP (Source: B. Khan and S. Doctors)



CPD and Teacher Qualifications Upgrade (TQU)

Cambodia is committed to all teachers holding a minimum of a Bachelor of Education (B Ed) qualification (or 12 + 4). A national programme supports teachers who currently hold a 12 + 2 qualification to upgrade this to a B Ed, taking the requisite courses at the National Institute of Education (NIE) for upper secondary, the Royal University of Phnom Penh (RUPP) for lower secondary, and Phnom Penh Teacher Education College (PTEC) for primary teacher educators, through which they earn the relevant credits. CPD credits can also contribute to teacher qualifications upgrading (TQU). One academic credit is based on one contact hour in a week in a period of one semester which is at

least 15 weeks long. In association with every contact hour, at least two hours of independent self-learning are recommended, with the amount of self-learning increasing with the level of study. The same method for converting nominal hours of learning into credits pertains for TQU programmes.

CPD credits – contribution to qualifications and TQU

To successfully complete initial teacher education and achieve a B Ed requires a minimum of 120 credits, with requirements for distribution of these amongst subjects of study:

1. Education studies (pedagogical studies)
2. Subject knowledge (pre-school and primary) / academic subject (lower secondary) school subject content
3. Curriculum studies (teaching methodology associated with school subjects)
4. Language enhancement (academic writing, reading, presentation, in foreign language (English or French))
5. Education Research (theory and practice of academic research)
6. Practicum (teaching practice)
7. Essential courses (modules on topics relevant to teachers)

TQU allows 60 credits of the 120 required for a B Ed to be waived providing the teacher:

- has a 12 + 2 qualification;
- has 5 years' experience as a MoEYS teacher
- is not older than 55 years of age at the time of application
- Passes the entrance exam (Prakas 1870)

Therefore, TQU requires 2 years full-time study or 2 years' intensive summer courses of approximately 50 hours of structured input per week over 9 weeks (= approximately 900 hours in total).

CPD credits may contribute to the 60 credits required for TQU. However, there are limits on the proportion of CPD credits which may contribute to each subject of study: a different formula applies for each of the seven types of course and for each of the types of teacher e.g. for a primary teacher with an associate degree in teaching or BA in primary education, undergoing TQU, of the 6 credits for Education studies, 2 or 3 of these may be earned through CPD credits, provided the CPD offering is accredited as "Education studies" (so for table 1 below, each of the seven types of course for each profile of teacher would have a separate formula for the proportion of credits which can be earned through CPD. Suggestion: 100% of Elective subjects ; 100% of LEADS; between 33% and 50% for other types of course).

See Table 1 below for details of the requirements per subjects of study for teachers in different categories.

CPD and Mentoring system

There are currently several mentoring systems available to teachers, whereby teachers are supported to improve their classroom practice through regular interaction with a mentor. Benefitting from mentoring, within an accredited mentoring system is considered as structured CPD. Teachers may earn CPD credits by successfully participating in a mentoring scheme and demonstrating, through measurable evidence, that they have improved their classroom practice as a result. The CPD credits

are awarded on the basis of the formula set out in section 2.2 above: each accredited mentoring scheme allows a defined number of CPD credits to be earned. Both mentees (teachers receiving mentoring support) and mentors (teachers/supervisors providing mentoring support) may earn CPD credits within the parameters of the CPD credit system. Structured input for mentees may include: reading of pedagogical references and materials; recorded participation in PLC sessions; and/or application of a new teaching strategy in the class, observed by the mentors who, afterwards, provide support to identify areas for improvement and strategies to achieve this. The mentees then conduct self-study activities by reading more and writing reflective notes/reports on how the issues are addressed and what they have learned from the experience. The reading log, mentoring record, and progress report, which can be presented in a professional portfolio, will be validated at the next regular appraisal (see example in Annex 3).

The mentors may receive structured input through, for example, mentor training at the school cluster, reading of pedagogical references and materials, recorded participation in PLC sessions, and/or providing support to mentees to help them identify areas for improvement and strategies to achieve this. The mentors will also need to demonstrate outputs and outcomes from the mentoring support, for example by writing reflective notes and reports on the strategies used to help teachers address their teaching challenges and the way forward for both mentees and mentors. These applications of learning by a mentor will be reviewed by a master mentor at the regular appraisal. All the activities are to be calculated in nominal hours in compliance with the formula for CPD credit attribution.

3. Management guidelines

3.1 Levels of responsibility and activity

This section sets out the roles and responsibilities of each level of the CPD system, summarised in table 2 below.

School, CPD committees, Cluster, PLCs

CPD for teachers and school directors is planned and coordinated at the school level. Each school has a CPD committee. The CPD committee is a subgroup of the School Management Committee: it is chaired by the school director and includes the technical group leader as CPD coordinator and another senior teacher with responsibility for mentoring other teachers.

The committee is responsible for organising and administering CPD activities within that school, including:

- identify local CPD needs and conduct CPD needs analyses;
- plan, manage and facilitate CPD activities;
- diffuse list of CPD offerings to teachers and enrol teachers into CPD activities;
- support teachers to develop professional portfolios of CPD achievements and reflections;
- support teachers to maintain Career Passports (CPD Logbooks);
- coordinate teacher appraisals, including elaborating individual PLPs and assessing to what extent teachers have achieved their CPD goals;
- coordinate instructional leadership (coaching, mentoring, etc.);
- organise peer/team teaching and observation;
- organise technical group meetings;

- organise school-based workshops, facilitated by the committee or by CPD providers such as TEI/DOE, NGOs
- keep records of CPD activities undertaken and CPD credits earned;
- keep records of appraisal results;
- communicate appraisal results and CPD credits earned to the DOE/POE for entry into the HRMIS (in the case of larger schools with the necessary equipment and connectivity, this information maybe entered directly into HRMIS at the school level);
- monitor and evaluate school-level CPD each year.

Table 1: Numbers of credits in areas of study required for teachers undergoing pre-service teacher education and TQU for a B Ed in Teaching and Number of CPD credits which may contribute to TQU (shown in brackets) (Source: Prakas 1870, TTD, 2019; TQU proposal added by STEPCam TAs)

	Subjects of study	Pre- primary teacher (regular) <i>Model C</i>	Pre-primary teacher with a BA or a higher degree in a relevant subject (TQU) <i>Model B</i>	Pre-primary teacher with an associate degree in teaching or BA not in early childhood education (TQU) <i>Model A</i>	Primary teacher (regular) <i>Model C</i>	Primary teacher with a BA in a relevant subject (TQU) <i>Model B</i>	Primary teacher with an associate degree in teaching or BA not in primary education (TQU) <i>Model A</i>	Lower Secondary (LS) teacher (regular) <i>Model C</i>	LS teacher with a BA in a relevant subject (TQU) <i>Model B</i>	LS teacher with an associate degree in teaching or BA in an irrelevant subject (TQU) <i>Model A</i>
1	Education studies	12	4 (2)	6 (3)	12	4 (2)	6 (3)	15	4 (2)	6 (3)
2	Specialised academic subject	25	9 (4)	6 (3)	25	9 (4)	14 (5)	55	9 (4)	22 (8)
3	Curriculum studies	54	0 (0)	24 (12)	54	0 (0)	21 (7)	12	0 (0)	9 (4)
4	Language enhancement and academic discourse skills	2	0 (0)	2 (2)	2	0 (0)	2 (2)	8	0 (0)	6 (6)
5	Education research	3	3 (1)	3 (1)	3	3 (1)	3 (1)	3	3 (1)	3 (1)
6	Practicum	20	0 (0)	0 (0)	20	0 (0)	0 (0)	20	0 (0)	0 (0)
7	Common (essential) subjects	4	2 (1)	4 (2)	4	2 (2)	4 (2)	7	2 (1)	4 (2)
	Elective subjects determined by TEI	0	12 (12)	15 (15)	0	12 (12)	10 (10)	0	12 (12)	10 (10)
	Total	120	30 (15)	60 (30)	120	30 (15)	60 (30)	120	30 (15)	60 (30)

Proposed ceiling on CPD credits appears in brackets, based on 100% for LEADS and Elective, and between 33% - 50% for other subjects of study. There is a proposed total ceiling on CPD credits overall of 50% (in red)⁷.

⁷ This is the recommendation of the STEPCam TAs, but MoEYS may choose to adjust the total ceiling to, say, 30%.

The PLPs at the school level should be integrated with the Annual Operational Plan, as part of the School Improvement/ Development Plan.

School-based CPD committees could network within primary school clusters or secondary resource school networks to share ideas, collaborate on activities, and be more cost-effective.

Some CPD activities are conducted within school clusters, allowing teachers (and school directors) from several schools to take part in CD activities provided by an accredited CPD provider, offering considerable economies of scale. CPD activities which may take place at the cluster level include:

- School Director collaboration (for CPD needs assessment, CPD programming, etc.)
- plan, manage and facilitate CPD activities at cluster level;
- Cluster-based workshops (facilitated by the cluster or by CPD providers, including TEI/DOE/POE, NGO, CPDMO)
- Coaching & mentoring
- School visits/exchanges

Professional Learning Communities (PLC) may be organised at the school or cluster level to allow classroom and specialist teachers, school directors, and education specialists to support each other to improve their teaching, leadership, and education practice. PLCs for teachers may include existing or future internal coaching and mentoring programs, with school-based mentors mentoring novice teachers and coaching with colleagues. A cluster-level PLC for school directors allows directors from a number of schools within a cluster to share experiences and resources and support one another's professional development. A PLC should be supported by experienced regional or provincial mentors or coaches, known as master mentors.

District Office of Education, Youth, and Sport (DOE)

The District Office of Education, Youth, and Sport provides liaison between the school and the provincial /national levels. An identified DOE CPD focal point facilitates two-way communication and transmission of information between the school or cluster and the Provincial Office of Education, Youth, and Sport. The DOE is responsible for performing the following roles:

- Collect CPD and regular appraisal data from schools and enter in HRMIS (or transmit to POE if facilities do not permit this);
- Provide training and technical support to school directors and CPD committees to conduct teacher appraisals, and CPD needs assessments, and support teachers in portfolio management and career passport maintenance and other activities;
- Provide information regarding CPD system to schools and clusters; remind these of procedures and deadlines for enrolment of teachers in CPD activities;
- Facilitate accredited CPD activities;
- Conduct quality assurance of CPD activities;
- Conduct regular appraisals of school directors (in coordination with TEIs as necessary);
- Conduct local M&E of school-based and cluster-based programmes.

Provincial Office of Education, Youth, and Sport (POE)

The Provincial Office of Education, Youth, and Sport (POE) provides liaison between the DOE and the national level. An identified POE CPD focal point facilitates two-way communication and transmission of information between the DOE and the CPDMO and responsible for the following functions:

- Collect CPD and regular appraisal data from DOE and enter in HRMIS;
- Provide training and technical support to DOE CPD focal points in all technical areas of CPD system;
- Provide information regarding CPD system to DOEs; remind these of procedures and deadlines for enrolment of teachers in CPD activities;
- Support and monitor accredited CPD activities;
- Conduct quality assurance of CPD activities;
- Conduct local M&E of school-based and cluster-based CPD programmes at provincial level.

CPDMO/MoEYS /HRMIS

The Continuous Professional Development management Office (CPDMO) is the office within the MoEYS which is responsible for managing, administering and regulating all aspects of the CPD system. The CPDMO is situated within the Department of Personnel (DoPers). The CPDMO comprises three divisions: the CPD data and credit recording and management division; the CPD coordination, benchmarking, accreditation, quality assurance and budgeting division, and the CPD information and communications division. All three divisions work in close coordination with the relevant divisions of the Teacher Training Department (TTD).

The CPD data and credit recording and management division is responsible for maintaining data on CPD credits acquired by teachers and CPD offerings (See Annex 11 for the CPDMO ToR, which specifies in detail the roles of the three divisions), by means of the CPD module of MoEYS' HRMIS⁸. The division is responsible for issuing CPD certificates on a five-year basis or as requested, indicating the CPD successfully undertaken by an individual teacher, school director or education specialist.

The CPD coordination, benchmarking, accreditation, quality assurance and budgeting division manages and regulated CPD activity, including benchmarking of CPD offerings, accreditation of CPD providers and products and providing quality assurance at all levels.

The CPD information and communications division manages information dissemination and communication with teachers, school directors and education specialists, including publishing an annual list of CPD offerings available for each.

The CPDMO's responsibilities include:

- Develop, implement and oversee CPD policy and action plan;
- Coordinate and Conduct CPD Needs Assessments;
- Coordinate accreditation of CPD offerings and providers (institutions and teacher educators);
- Produce and publish an annual calendar of CPD offerings;
- CPD quality assurance;
- Administer school-level funding for CPD;

⁸ The HRMIS also manages the TCP through a TCP module, allowing the CPD credit acquisition system to interact with TCP and all other teacher HR systems.

- Communicate with and oversee registration of Professional Associations;
- Communicate with and oversee registration of Professional Bulletins and Journals
- Commission CPD products for education personnel
- Monitor and QA teacher, school director, and education specialist regular appraisals
- Monitor and QA assessment of CPD activities by providers leading to awarding of CPD credits

CPD providers

The following types of organisation or individual may be accredited separately or as collaborative partners to deliver CPD, provided they meet the required criteria set out in the accreditation process (see section 4 below and Annex 8)⁹.

- Teacher Education Institutions (TEI)
- Higher Education institutions
- Technical Departments of the MoEYS (TD)
- Development Partners (DP)
- National NGOs
- International NGOs or International Organisations
- Commercial CPD providers
- Professional Trainers
- Senior teachers and teacher educators

As part of organisational accreditation, individual trainers and teacher educators employed by these organisations to deliver CPD must be listed, along with their qualifications.

⁹ Within the phased approach, commercial CPD providers, professional trainers and individual senior teachers and educators will be eligible for accreditation under the second phase from 2025.

Table 2: Roles and responsibilities of stakeholders in the management of the CPD system

A. Individual educator and non-teaching education staff	B. Direct supervisor of individual educators and non-teaching education staff (also expected to engage in their own CPD as stipulated in Column A)
<ul style="list-style-type: none"> • Complete an annual CPD needs assessment and Professional Learning Plan (PLP) as part of regular appraisal • Participate in a meeting with a next-level supervisor to develop and seek approval for a PLP at the beginning of an academic year and review it mid-year • Enroll in CPD activities using the systems which will be rolled out in phases, including the HRMIS mobile application and the CPD website • Participate in Professional Learning Community (PLC) sessions or technical meetings to share useful lessons learned after applying CPD content to professional practices • Prepare a professional portfolio of CPD and work achievements and reflections to present at regular appraisal meeting • Regularly check updates in their staff profile for accuracy, including CPD credits earned • Maintain a Career Passport based on CPD activities completed and credits earned 	<ul style="list-style-type: none"> • Convene a meeting to provide support and input to, review and approve a supervisee’s PLP at the beginning of an academic year and review it mid-year • Provide mentoring or coaching for further mutual learning and improved professional practices • Conduct regular appraisal of their supervisees and communicate appraisal results to the school management committee, with a copy of submitted evidence • Support educators and non-teaching staff to develop professional portfolios of CPD achievements and reflections; • Lead technical group meetings
C. School-based CPD committee	D. PLCs at the school and cluster level
<ul style="list-style-type: none"> • Conduct CPD needs analyses to identify local CPD needs (individual and school level); • Plan, manage and facilitate CPD activities; • Diffuse the list of CPD offerings to educators/education staff and enroll them or approve their enrolment in CPD activities; • Support teachers to develop professional portfolios of CPD achievements and reflections; • Support teachers to maintain Career Passports (CPD Logbooks); • Coordinate teacher appraisals, including elaborating individual PLPs and assessing to what extent teachers have achieved their CPD goals; • Keep records of appraisal results; • Coordinate instructional leadership (coaching, mentoring, etc.); • Organise peer/team teaching and observation; • Organise technical group meetings; • Communicate appraisal results and CPD credits earned to the DOE/POE for entry into the HRMIS (in the case of larger schools with the necessary equipment and connectivity, this information 	<ul style="list-style-type: none"> • Develop a PLC plan based on members’ and school’s professional goals and priorities; • Conduct CPD needs analyses to identify CPD needs at the school or cluster levels; • Plan, manage and facilitate CPD activities as part of the regular PLC sessions; • Diffuse the list of CPD offerings to teachers and enroll teachers in CPD activities; • Work with the school-based committee to organise school- or cluster-based workshops, facilitated by the committee or by CPD providers such as TEI or NGOs; • Keep records of CPD activities undertaken and CPD credits earned; • Communicate CPD credits earned to the DOE/POE for entry in HRMIS (in the case of larger schools with the necessary equipment and connectivity, this information maybe entered directly into HRMIS at the school level); • Promote and disseminate PLC members’ significant achievements, such as research reports, teaching and learning materials, etc.; • Monitor and evaluate school- or cluster-level CPD each year

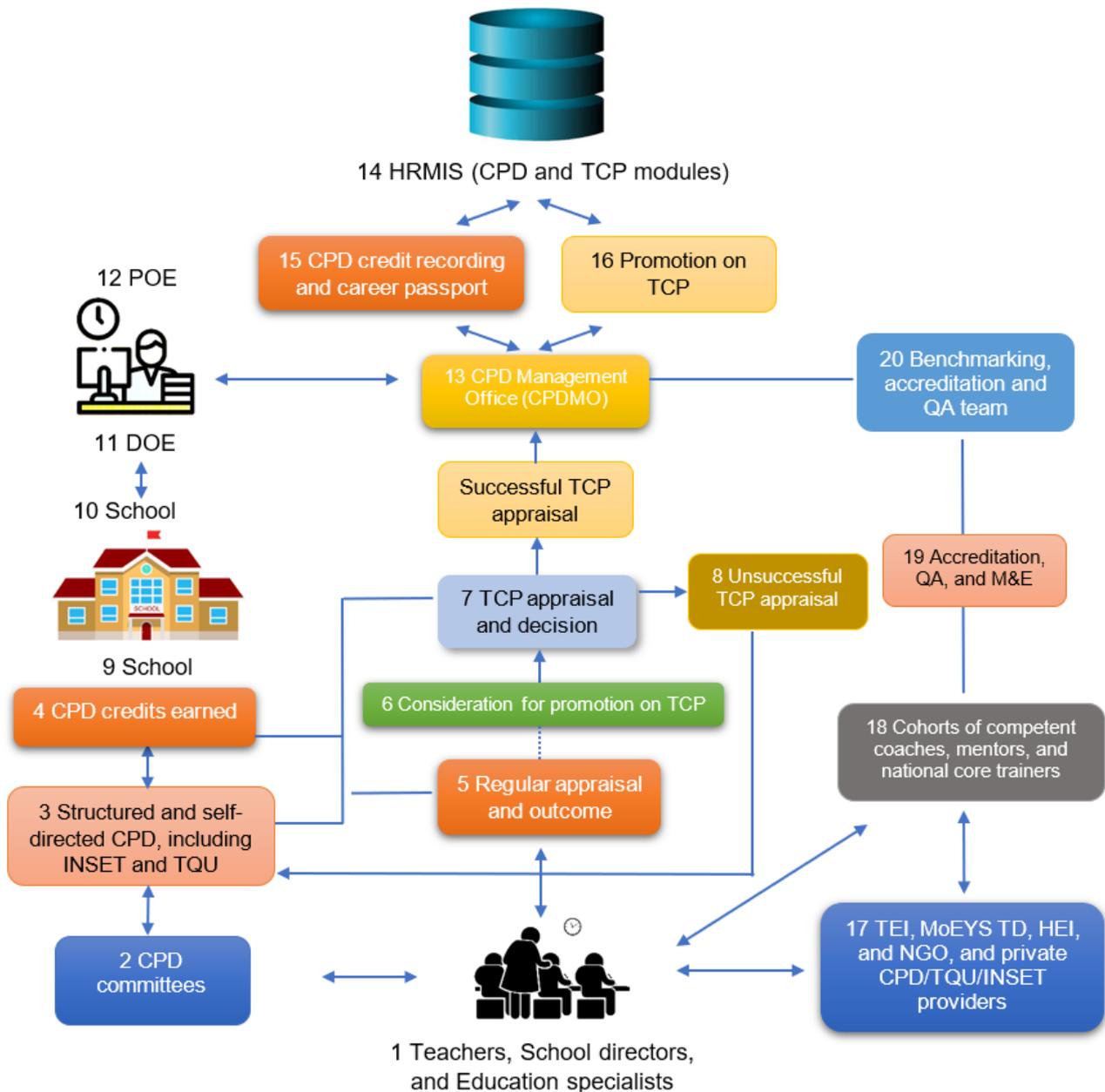
<p>maybe entered directly into HRMIS at the school level);</p> <ul style="list-style-type: none"> • Monitor and evaluate school-level CPD each year 	
<p>E. District Office of Education, Youth, and Sport (DOE)</p> <ul style="list-style-type: none"> • Collect CPD and regular appraisal data from schools and enter in HRMIS (or transmit to POE if facilities do not permit this); • Provide training and technical support to school directors and CPD committees to conduct teacher appraisals, and CPD needs assessments, and support teachers in portfolio management and career passport maintenance and other activities; • Provide information regarding CPD system to schools and clusters; remind these of procedures and deadlines for enrolment of teachers in CPD activities; • Facilitate accredited CPD activities; • Conduct quality assurance of CPD activities; • Conduct regular appraisals of school directors (in coordination with TEIs as necessary); • Conduct local M&E of school-based and cluster-based programmes 	<p>F. Provincial Office of Education, Youth, and Sport (POE)</p> <ul style="list-style-type: none"> • Collect CPD and regular appraisal data from DOE and enter in HRMIS; • Provide training and technical support to DOE CPD focal points in all technical areas of CPD system; • Provide information regarding CPD system to DOEs; remind these of procedures and deadlines for enrolment of teachers in CPD activities; • Support and monitor accredited CPD activities; • Conduct quality assurance of CPD activities; • Conduct local M&E of school-based and cluster-based CPD programmes at provincial level
<p>G. CPD Management Office</p> <ul style="list-style-type: none"> • Develop, implement and oversee CPD policy and action plan; • Coordinate and Conduct CPD Needs Assessments; • Accredite CPD providers (institutions and teacher educators); <ul style="list-style-type: none"> • Accredite CPD offerings; • Produce and publish an annual calendar of CPD offerings; • CPD quality assurance; • Administer school-level funding for CPD; • Communicate with and oversee registration of Professional Associations; • Communicate with and oversee registration of Professional Bulletins and Journals • Commission CPD products for education personnel • Monitor and QA teacher, school director, and education specialist regular appraisals • Monitor and QA assessment of CPD activities by providers leading to awarding of CPD credits 	<p>H. CPD Providers</p> <ul style="list-style-type: none"> • Develop CPD offerings based on educators' CPD needs and interests • Apply to the CPDMO for accreditation as a CPD provider • Apply to the CPDMO for accreditation of CPD products • Send information about CPD offerings and enrolment information to the CPDMO for listing on the CPD website and mobile application • Deliver CPD offerings, including assessing outputs and outcomes • Conduct monitoring and evaluation of CPD delivery • Enter participants' CPD credits in the HRMIS after a successful completion of a CPD offering

3.2 CPD, TCP, and HRMIS information flow

The CPD system involves many different actors and agencies between which information must flow in order for the system to operate effectively. Figure 2 and the explanatory box (below) illustrates the flow process whereby teachers undertake CPD, for which credit is recorded in HRMIS, and the

interaction between the CPD and TCP systems. The CPD and TCP systems are very interconnected, since earning CPD credits for successfully undertaking CPD is one of the criteria for successful promotion along the TCP. For more information, please see the “TCP framework and implementation guidelines” (2021).

Figure 2: Flow system for CPD credit and interaction with HRMIS and TCP with narrative (Source: B. Khan and S. Doctors, reproduced from the Specifications for CPD Module document)



Flow system for CPD credit and interaction with TCP

1. Teachers, school directors and education specialists are the focus of the CPD and TCP systems; all have the right and the obligation to engage in regular, meaningful CPD and the opportunity for promotion along the TCP once they meet the necessary criteria.

2. CPD committees in schools, through collaboration with CPD providers, coordinate the offering of CPD to teachers and school directors, organise individual and school-level CPD needs assessments and disseminate information about CPD opportunities.

3. Structured and self-directed CPD, INSET, and TQU: CPD may be structured and/or self-directed. Examples of structured CPD or INSET include taught courses or workshops delivered by a TEI, including those undertaken within a TQU programme. Examples of self-directed CPD include, for example, completing a self-study Mass Open Online Course (MOOC) online, reading a research article and writing a short report on its application in the teacher's own school, conducting a piece of action research or lesson study, or leading a series of sessions to share experience in a Professional Learning Community (PLC).

4. CPD credits earned: credits are awarded to the teacher, school director or education specialist on successful completion of a CPD activity. CPD credits earned are verified and authorized by an accredited CPD provider for structured CPD and by the CPD committee in schools for self-directed CPD. These credits are recorded in the individual's career passport and, electronically, in the HRMIS.

5. Regular appraisal and outcome: all teachers, school directors and education specialists undergo regular appraisals, usually with their immediate manager, to measure their performance against targets agreed at the previous appraisal meeting, acknowledge their achievements and identify any areas of concern and define upcoming CPD objectives. DOE monitors the regular appraisals. POE monitors DOE's coordination and support to schools for regular appraisal and enters results into HRMIS.

6. Consideration for promotion on TCP: teachers, school directors and education specialists who meet the criteria to be promoted to the next level on the TCP, may be considered for promotion to the relevant professional title. A mobile application will allow them to see their current score (and, therefore, ascertain their chances of success).

7. TCP appraisal and decision: teachers, school directors or education specialists eligible for promotion on TCP undertake a "high stakes" TCP appraisal. During the appraisal, the teacher, school director, or education specialist presents evidence to demonstrate that they meet the criteria for promotion to a particular level on the TCP. The TCP appraisal outcome is entered in the HRMIS. If the appraisal is successful, the candidate is promoted to a higher level on the TCP.

8. Unsuccessful TCP appraisal: if the appraisal is unsuccessful, the candidate is informed of their score and may reapply after a period of one year, during which they may work to enhance their performance in the areas deemed below standard.

9. School: CPD is organized at school level, with many CPD activities taking place within the school, so these are directly relevant to activities and performance within the classroom. Regular appraisals of teachers are also conducted at school level.

10. School cluster: clusters coordinate CPD activities, deliver support to teachers through mentoring programmes and CPD activities delivered by providers such as TEIs which have been accredited to deliver these. The cluster also functions as a link between the DoE and the school, in terms of transmission of information to schools and transmission of teacher-level CPD data to the DoE, which will then transmit the information to POE for entry in HRMIS.

11. DoE: an essential link in providing information to schools about CPD opportunities and credits and in transmitting teacher-level information about CPD undertaken and credits earned to HRMIS via PoE. The DoE may have a designated focal point responsible for CPD and TCP.

12. PoE: administers CPD and TCP systems at the decentralized level, providing the link between MoEYS and the DoE. Any formal CPD activities are coordinated at PoE level. Calendars of provincial-level CPD opportunities are prepared and published by the PoE focal point. CPD and TCP data is transmitted to the PoE by the DOE for entry into the HRMIS. The PoE has a designated focal point responsible for CPD and TCP.

13. CPDMO manages all CPD and TCP data at the central level, makes CPD policy, identifies funding for CPD, including school-level CPD, accredits CPD providers and offerings and disseminates information about CPD opportunities. CPDMO supports and coordinates these activities at the decentralized level through the network of MoEYS's TDs, PoE, DoE, school clusters and schools.

14. HRMIS (CPD and TCP modules): manage all data relevant to education sector employees' professional development and career progression.

15. CPD credit recording and career passport: CPD credits are recorded and career passports issued, showing a snapshot of this information after 5 years, or as needed.

16. Promotion on TCP: data on education employee qualifications, experience, appraisal outcomes and CPD are recorded to allow reports to be issued detailing an individual's position in relation to the requirements for promotion to a particular level of TCP.

17. TEI, MoEYS TD, HEI, and NGO, and private CPD/TQU/INSET providers: formal CPD is provided, often at school level, by a variety of providers, which have been accredited by the CPDMO, including Teacher Education Institutions, Technical Departments of the MoEYS, Higher Education Institutions, NGOs and other private providers of CPD, INSET and Teacher Qualification Upgrade programmes.

18. Cohorts of competent coaches, mentors, and national core trainers: individuals meeting the criteria for teacher education providers, and accredited by the CPDMO, may provide approved CPD activities directly to schools or may be employed by intutional providers.

19. Accreditation, QA, and M&E: the CPDMO, in collaboration with relevant TDs especially TTD and with ACC, is responsible for the accreditation, quality assurance and monitoring and evaluation of CPD system, in particular the offerings provided by individual and institutional CPD providers.

20. Benchmarking, accreditation and QA team: this section of CPDMO, working closely with the relevant divisions of the Teacher Training Department, establishes benchmarks and standards for CPD offerings to ensure these are of the necessary quality, within the context of the CPD credit system, and conducts accreditation and quality assurance based on these benchmarks.

4. Accreditation processes and mechanisms for CPD providers and CPD offerings

Providers of structured CPD must be accredited by the CPDMO to ensure they meet the minimum requirements for CPD delivery. Organisations (TEIs or HEIs) and, in time, commercial CPD providers or individuals (in time, professional trainers, senior teachers and teacher educators) may be accredited

to deliver CPD, provided they meet the criteria set out in the accreditation process. TDs, DPs and NGOs who wish to provide educator CPD should do so in partnership with an accredited TEI or HEI.

4.1 Institutions and processes

4.1.1 Institutions involved in accreditation of CPD provides and offerings

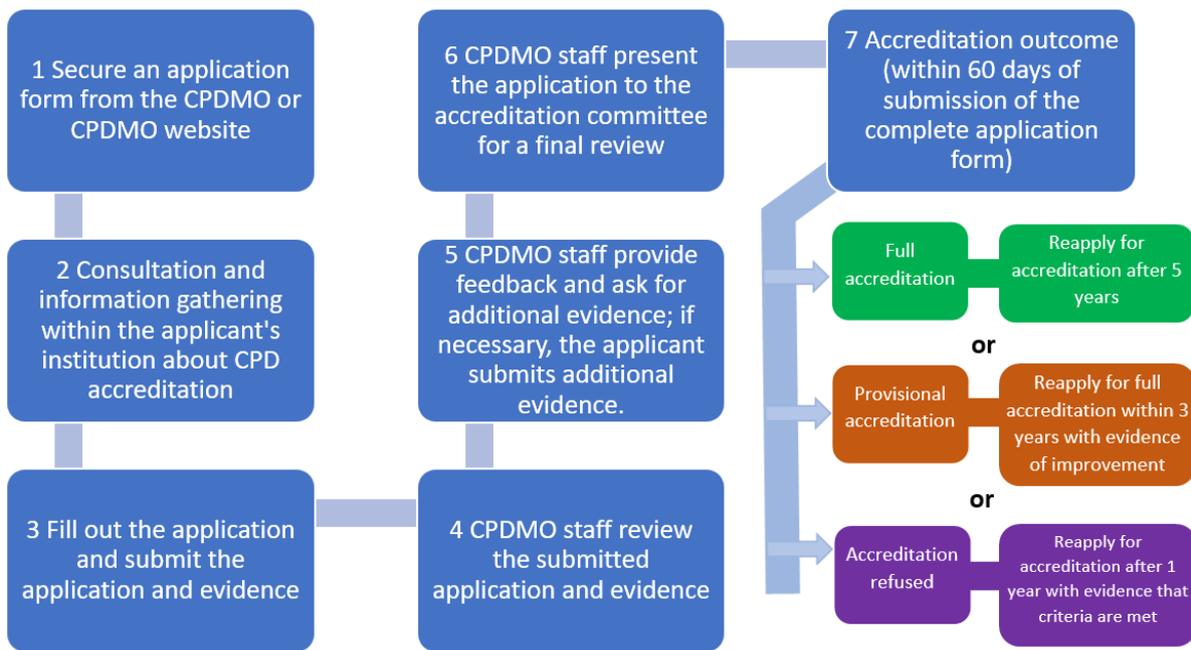
The accreditation of institutional CPD providers and individual CPD offerings is conducted by the CPDMO, based on technical expertise provided by the Accreditation Committee of Cambodia (ACC) and the Teacher Training Department (TTD) of MoEYS, and is overseen by the MoEYS CPD accreditation committee. The routine administrative function of accreditation is performed by the CPDMO. The criteria for accreditation and the instruments and processes used are jointly developed by CPDMO, ACC, and TTD. Where CPDMO staff require guidance in applying or interpreting these or where it is unclear whether a CPD provider applying for accreditation or a CPD offering meets the criteria, CPDMO staff shall consult the relevant division of TTD or ACC. TTD and ACC shall arbitrate in cases which are not straightforward. TTD shall also perform a QA role, monitoring accreditation decisions and performing spot checks where necessary.

4.1.2 The Accreditation Process

Applicants for accreditation as a CPD provider or for accreditation of a CPD offering obtain the relevant form from the CPDMO or download it from the CPDMO website (see annex 8), fill it in and send it, along with the supporting evidence to the CPDMO (the form gives details of evidence required). Prior to filling in the form, applicants should consult within their organisation to ensure the criteria for accreditation are understood and the best available evidence of meeting these can be produced. It is the responsibility of the applicant to explain on the form how the supporting evidence meets the criteria for accreditation (they may continue the explanation on a separate page if necessary). Where they refer to evidence in the form of a long document, they should indicate precisely which part of this is relevant, using page numbers where necessary.

After reviewing the application and the evidence submitted, the CPDMO staff will engage with the applicant and request additional evidence if required. Once the application is complete, or all available evidence has been provided, the application will be assessed by the CPDMO staff, using the relevant instrument (see annex 8) and submitted to the CPD accreditation committee, which will decide the outcome of the application, based on the staff's assessment. The response will be communicated to the applicant within 60 days of a complete application (an application which includes all the necessary supporting evidence) being received. Figure 3 below presents the different stages in the accreditation process.

Figure 3: Accreditation process flows (Source: B. Khan and S. Doctors, 2021)



4.2 Accreditation of CPD providers

CPD providers (including TEIs, TDs of MoEYS, DPs and NGOs in collaboration with a TEI, and, potentially, individuals or commercial organisations) may apply to CPDMO for accredited CPD provider status. Only accredited CPD providers may deliver CPD, although providers to whom accreditation is provisionally awarded may offer CPD during the timeframe they are allowed to meet the requirements before re-submission of their application (see 4.1 above). The HRMIS lists accredited CPD providers and their credentials, including their accreditation status. The instrument used to accredit CPD providers may be found in annex 8.

It is the responsibility of CPD providers to apply to CPDMO for accreditation, submitting a request, by completing the application form (see annex 8) and the relevant supporting evidence. The application should be submitted to the CPDMO by email, along with evidence of compliance with the accreditation criteria (see accreditation instruments in Annex 8). The CPDMO shall process the application, including working with ACC and TTD to process relevant sections, as necessary, and respond in a timely manner. The CPDMO shall deliver a decision within two months of a full accreditation application being received.

Three possible decisions may be reached:

- Accreditation awarded
- Accreditation provisionally awarded, pending specific improvements
- Accreditation refused.

In each case, the decision shall be communicated to the applicant in a timely manner (and within 2 months of a complete application being received).

Where accreditation is awarded or provisionally awarded, applicants shall include the decision (“fully accredited to deliver CPD to teachers” or “provisional accreditation to provide CPD to teachers

obtained”¹⁰) in their communications activities (letterhead, billboards, etc). Where accreditation is provisionally awarded, the communication includes details of the improvements required and the time frame within which these must be achieved: usually three years. The applicant may provide CPD during this time frame, after which they must submit a revised application with evidence of how the outstanding criteria have been met. The revised application may result in accreditation being awarded (if all criteria are met) or the award may once more be temporary, pending further improvements (if further improvements are deemed necessary) and a further time frame announced for these to be met. The applicant may continue to provide CPD during this time frame, after which they must submit a revised application with evidence of how the outstanding criteria have been met. Applicants who do not meet the requirements at the third submission will be refused accreditation and may no longer provide CPD.

Where accreditation is refused, the communication includes details of the reasons for refusal, the applicant may reapply for accreditation after a period of one year. Future applications should include explicit evidence of how the issues leading to refusal have been addressed.

The accreditation of institutional CPD providers uses the application form and assessment instruments presented in Annex 8. These are based on the 2010 Teacher Professional Standards, School Director Standards (2017), the 2016 Teacher Education Provider Standards (TEPS), the 2018 Southeast Asia Teachers Competency Framework, the Competency Framework for Southeast Asian Teachers of the 21st Century and the 2010 Teacher Competency Standards in Southeast Asian Countries (see Annex 8)¹¹.

Individual teacher educators employed by accredited CPD providers must be listed in the application for accreditation submitted by the provider. The application must provide details of their professional background, qualifications and professional experience. The accreditation process may require the upgrading of teacher educators who do not meet the requirements (as part of provisional accreditation) or their replacement by more qualified teacher educators.

See figure 3 above for the complete accreditation process.

4.3 Accreditation of CPD offerings

All CPD activities offered by CPD providers must be accredited. CPD activities which are awarded provisional accreditation may be offered during the timeframe they are allowed to meet the requirements (see 4.1 above). The HRMIS lists accredited CPD activities or offerings which may be offered by each provider. These appear in the list of annual CPD offerings disseminated to schools by the CPDMO and to teachers through the dedicated mobile app.

The application form and assessment instruments used to accredit CPD offerings may be found in Annex 8.

It is the responsibility of CPD providers to apply to CPDMO for accreditation of individual CPD offerings, submitting a request by filling in the relevant form and attaching the relevant supporting evidence.

¹⁰ Or “fully accredited to deliver CPD to teachers, school directors and education specialists” or “temporary accreditation to provide CPD to teachers, school directors and education specialists obtained”, as appropriate

¹¹ The CPD Framework and Action Plan makes clear that the Teacher Education Provider Standards (TEPS) may need to be amended for this purpose (19). However, amending the TEPS goes beyond the remit of UNESCO’s work, so the instruments proposed are based on the existing version of the TEPS.

The application is submitted to the CPDMO by email. CPDMO shall process the application, including working with ACC and TTD to process relevant sections as needed and respond in a timely manner. Applicants shall be informed of the decision and shall include the decision (“CPD offering fully accredited” or “CPD offering provisionally accredited”) in their communications activities (brochures, websites, lists of CPD offerings, etc). Three possible decisions may be awarded:

- Accreditation awarded
- Accreditation provisionally awarded, pending specific improvements
- Accreditation refused.

In each case, the decision shall be communicated to the applicant by the CPDMO in a timely manner, within two months of a full accreditation application being received.

Where accreditation is provisionally awarded, the communication includes details of the improvements required and the time frame within which these must be achieved. The applicant may deliver the CPD offering during this time frame, after which they must submit a revised application with evidence of how the outstanding criteria have been met. The revised application may result in accreditation being awarded (if all criteria are met) or the award may once more be provisional, pending further improvements (if further improvements are deemed necessary) and a further time frame announced for these to be met. The CPD offering may continue to be delivered during this time frame, after which the provider must submit a revised application, with evidence of how the outstanding criteria have been met. CPD offerings which do not meet the requirements at the third submission will be refused accreditation and may no longer be delivered.

Where accreditation is refused, the communication includes details of the reasons for refusal, the CPD provider may reapply for accreditation of the offering after a period of one year. Future applications should include explicit evidence of how the issues leading to refusal have been addressed.

See figure 3 above for the complete accreditation process.

4.4 Operationalisation of benchmarking

CPD offerings or activities are designed to meet the specific professional needs of the teachers and school directors for whom they are intended. The CPD credit system provides details of the benchmarking for CPD designed for teachers at each level (teachers aiming to upgrade their qualifications to B Ed; Senior teacher; Lead teacher; Master teacher) and school directors and education specialists at all stages in their careers. These benchmarks need to be operationalised so that they can be used effectively and easily for the purposes of accreditation of CPD offerings and Quality Assurance. Operationalising the benchmarks transforms more abstract statements describing knowledge and competencies, for example, into practical statements which may be used to assess a CPD provider or offering, for example within an accreditation instrument.

5. Information and Communication with teachers and school directors

The CPD system is a new way of supporting ongoing teacher education, which places the individual teacher or school director at the heart of the process. This requires a change of culture and clear communication about the aims, objectives and mechanisms of the system. This is why the CPDMO includes a dedicated division responsible for information and communication.

5.1. Dissemination of CPD

The Information and Communications division maintains the CPDMO website and mobile application as a source of up-to-date information about CPD and disseminates information about the CPD system to teachers and school directors at the beginning of each school year, updated regularly, through the channels of the dedicated focal points in POE and DOE. Information disseminated in this way includes:

- The present CPD handbook, in paper and electronic form
- Annual calendar of CPD activities
- Professional associations and bulletins/journals
- In the future, accredited sources of input for self-directed CPD
- CPD awareness-raising materials
- List of Professional Learning Communities where CPD credits may be earned
- Guidelines for management of CPD materials such as CPD passport, professional learning plan, professional portfolio, etc.

5.2. CPD online operation

The CPDMO operates a website which teachers and school directors can access directly, including through a mobile app. This allows teachers and school directors to play an active role in managing and planning their professional development and how this supports their career progression. Through the website or mobile app, teachers and school directors can:

- Access their profiles, including information about their qualifications, professional experience, appraisal outcomes and CPD credits.
- Verify the information held on them and validate this request this be corrected as appropriate.
- Simulate a TCP score calculation to verify their score in relation to TCP progression, in order to decide on the right time to request a TCP appraisal.
- Request a CPD certificate detailing the CPD successfully undertaking in the past five years or as required.
- Consult the calendar of CPD offerings by level, subject and geographical area and enrol for specific CPD activities.

References

Gathumbi, A.W., Mungai, N.J. & Hintze, D.L. (2013). "Towards Comprehensive Professional Development of Teachers: The Case of Kenya". *International Journal of Process Education*, Volume 5, Issue 1.

MoEYS. (2010). Teacher Professional Standards (2010). Phnom Penh: MoEYS

MoEYS. (2011) Competency Standards for Directors of Teacher Training Colleges. Phnom Penh: MoEYS.

MoEYS. (2016) Teacher Education Provider Standards. Phnom Penh: MoEYS

MoEYS. (2017) School Director Professional Standards. Phnom Penh: MoEYS

MoEYS. (2019). Continuous Professional Development Framework for Teachers and School Directors. Phnom Penh: MoEYS

SEA-TCF. (2018) Southeast Asia Teachers Competency Framework. Teachers' Council of Thailand, Bangkok, Thailand.

SEAMEO. (2009) Competency Framework for Southeast Asian Teachers of the 21st Century. Philippines: SEAMEO INNOTECH

SIREP. (2010) Teacher Competency Standards in Southeast Asian Countries. Philippines: SEAMEO INNOTECH

Annexes

1. Teacher CPD needs assessment tool

Objective: To assist with the identification and preparation of CPD activities to promote teachers' competencies, a questionnaire has been prepared to assess your professional development needs. Please fill in this questionnaire attentively, honestly, and individually. Based on the result of this survey, CPD activities will be recommended and CPD opportunities will be created or sought to address these needs.

Note: Please complete this questionnaire and return it by..... The questionnaire takes approximately 20 minutes to complete.

Name of school: Type of school: primary / secondary (please circle)

Name of teacher: Gender: female / male (please circle)

Highest qualification

Subject(s) of specialization

Subjects you teach / will be teaching

Subjects or areas in which you feel you need more training:

(1)

(2)

Number of years teaching experience

Section A

Do you feel you need to improve your knowledge and skills in any of the following areas? (please choose up to 6; 3 priorities and 3 desirable)

Area of professional knowledge or skills	priority	desirable
Classroom management		
Recording student progress and continuous assessment		
Child-centred teaching methods		
Enquiry-based learning		
Inclusive education		
Early-grade reading		
Early-grade mathematics		
Phonics		
Khmer language		
English language		
Communication with parents and families		
ICT for the classroom		
Internet skills		
Action research		
Child cognitive development		
Creating learning materials		

Teaching through stories and myths		
Teaching in a low-resource environment		

Section B

What other areas of knowledge of skills would you like to develop further?

.....

Section C: (to be completed by the supervisor)

Additional areas where the supervisor considers professional development is required:

.....

Supervisor's comments regarding the skills and knowledge identified by the teacher as requiring professional development:

.....

Signature of teacher Signature of supervisor

Print name of teacher Print name of supervisor

2. School director CPD needs assessment tool

Objective: To assist with the identification and preparation of CPD activities to promote the competencies of school directors, a questionnaire has been prepared to assess your professional development needs. Please fill in this questionnaire attentively, honestly, and individually. Based on the result of this survey, CPD activities will be recommended and CPD opportunities will be created or sought to address these needs.

Note: Please complete this questionnaire and return it by..... The questionnaire takes approximately 20 minutes to complete.

Name of school: Type of school: primary / secondary (please circle)

Name of school director: Gender: female / male (please circle)

Highest qualification

Qualification in school management

Subject(s) of specialization

Areas in which you feel you need more professional development:

(1).....

(2)

Number of years teaching experience

Number of years of school management

Section A

Do you feel you need to improve your knowledge and skills in any of the following areas? (please choose up to 6; 3 priorities and 3 desirable)

Area of professional knowledge or skills	priority	desirable
Knowledge of the professional code of conduct		
School leadership		
Commitment to school, teachers and pupils		
Policy and strategic planning, school development strategic plan		
Development and implementation of vision and action plan		
Self evaluation and managing own professional development		
School administration		
Staff management, support and appraisal		
Financial management		
Leadership and management of teaching and learning		
Leadership and support of curriculum		
Research		
Team management and support for professional development		
Internal inspections		
Connecting school and community		
ICT		

English language		
Add areas as needed		

Section B

What other areas of knowledge of skills would you like to develop further?

.....

Section C: (to be completed by the supervisor)

Additional areas where the supervisor considers professional development is required:

.....

Supervisor's comments regarding the skills and knowledge identified by the school director as requiring professional development:

.....

Signature of school director Signature of supervisor

Print name of school director Print name of supervisor

3. Professional portfolio

Description of a professional portfolio and examples of what it may contain

The professional portfolio gathers evidence of a teacher's professional growth and achievement over time¹². Portfolios allow us to reflect on what we do, document the practices we'd like to preserve and show these to others, including colleagues and supervisors.

A professional teaching portfolio is a careful record of professional development and accomplishments over an extended period of time. It may include the following:

Background Information

- resume
- background information on teacher and teaching context
- educational philosophy and teaching goals

Teaching artefacts and reflections documenting an extended teaching or professional development activity

- overview of unit goals and instructional plan for a particular unit of teaching
- list of resources used in unit
- two consecutive lesson plans
- videotape of teaching
- student work examples
- evaluation of student work
- reflective commentary by the teacher
- journal of teaching and reflections
- additional units/lessons/student work as appropriate

Professional Information and artefacts

- List of professional/CPD activities
- Research projects (evidence and documentation)
- Materials developed
- Formal evaluations or lesson observation sheets
- Presentations
- Assessments
- Projects produced for assessment of CPD activities (reports, recordings, teaching materials, posters, etc.)
- Certificates of completion/attendance
- Letters of recommendation

Portfolios vary in form and content but will contain some combination of teaching artefacts and written reflections. The artefacts, whether lesson plans, student work samples, or a parent newsletter, must be accompanied with written explanations. Be specific and be reflective. It's the intent and thoughtful evaluation that the artefacts should reveal.

¹² Adapted from Scholastic.com

Each artefact should be accompanied by a brief, identifying caption. Include, for example:

- title of the artefact
- date produced
- description of the context
- purpose, evaluation, or other types of comments

Additional Tips

- Explain your educational philosophy and teaching goals.
- Choose specific features of your instructional program to document.
- Collect a wide range of artefacts, and date and annotate them so you have the information you need when making your final selections.
- Keep a journal to draw upon for written reflections on your teaching.
- Collaborate with a mentor and other colleagues (preferably, those experienced in both teaching and portfolio construction). Meet regularly with colleagues to discuss your portfolio.
- Assemble the portfolio in an easily accessible form. The loose-leaf notebook works well, although electronic portfolios may be the wave of the future.

Portfolio template in the form of a cover sheet, including specific instances of what to include

ក្រសួងអប់រំ យុវជន និង កីឡា

Ministry of Education, Youth and Sport



Teaching portfolio

Name of teacher.....

School

Photo
(optional)

Portfolio contents

Background Information

- Resume
- Statement of background information and teaching context
- Statement of educational philosophy and teaching goals

Teaching artifacts (dated and accompanied by written explanations) and reflections

- Overview of goals and instructional plan for a particular unit of teaching
- List of resources used in unit
- Two consecutive lesson plans for unit
- Videotape or digital recording of teaching
- Student work examples
- Evaluation of student work
- Reflective commentary by the teacher
- Journal of teaching and reflections
- Additional units/lessons/student work as appropriate

Professional Information and artefacts

- List of professional/CPD activities
- Research projects (evidence and documentation)
- Materials developed
- Formal evaluations or lesson observation sheets
- Presentations
- Assessments
- Projects produced for assessment of CPD activities (reports, recordings, teaching materials, posters, etc.)
- Certificates of completion/attendance
- Letters of recommendation

(More experienced teachers may develop their own contents page)

4. Professional learning plan template

Professional Learning Plan for Teachers						
Name:		Position/title:				
Date developed:		District:				
Date revised:		School:				
Educator signature:		Grade levels:				
Evaluator signature:		Subject(s):				
What area of practice or knowledge do you intend to focus on?	What are your specific goals? What do you want to achieve?	What key skills are needed for each goal?	How are you going to achieve these? Actions or activities to undertake. Resources to use	Success criteria: How will you know you have achieved these?	Target dates for progress review and completion	Status: <input type="checkbox"/> achieved <input type="checkbox"/> in process <input type="checkbox"/> not yet achieved
1.						
2.						
3.						

Professional learning plan exemplar

Professional Learning Plan for Teachers						
Name:	សុដ បញ្ញា	Position/title:	Teacher			
Date developed:	19 October 2019	District:	Chikraeng			
Date reviewed:	6 April 2020	School:	Spean Thnoat Primary School			
Educator signature:		Grade levels:	1			
Evaluator signature:		Subject(s):	N/A			
What area of practice or knowledge do you intend to focus on?	What are your specific goals? What do you want to achieve?	What key skills are needed for each goal?	How are you going to achieve these? Actions or activities to undertake. Resources to use	Success criteria: How will you know you have achieved these?	Target dates for progress review and completion	Status: <input type="checkbox"/> achieved <input type="checkbox"/> in process <input type="checkbox"/> not yet achieved
1. Teaching Khmer consonants: Consonant sounds អ and អី	To help pupils distinguish between sounds អ and អី	N/A	<ul style="list-style-type: none"> - Exchange teaching strategies with other teachers at my school and cluster - Teaching practice with new strategies - Post-teaching reflection and discussion with mentoring support 	<ul style="list-style-type: none"> - Can clearly distinguish sounds អ and អី - Can teach pupils to distinguish sounds អ and អី - Pupils can associate words with sounds អ and អី 	Progress review: April 2020 Completion: 15 August 2020	Not yet achieved

2. Using a mobile app to register students' attributes such as profiles, attendance, and academic performance records, and send reports to parents	To digitalise students' attributes To communicate with parents more effectively	Using a mobile app on a smart phone	Undertake training at Chikraeng DOE	Use the mobile app to register students' attributes such as profiles, attendance, and academic performance records, and send reports to parents	Progress review: April 2020 Completion: 15 August 2020	Achieved in March 2020
3. Supporting dyslexic students in a mainstream class	To help dyslexic students improve their reading skill	Ability to identify characteristics of dyslexic students	Training at Spean Thnoat Primary School (Four weekends = 45 hours of structured input)	- Identify dyslexic students - Help dyslexic students read 80% of the target words fluently	Progress review: April 2020 Completion: 15 August 2020	In progress. Course taught by PTEC at Spean Thnoat Primary School

5. Career passport template

Ministry of Education, Youth and Sport



Career Passport

Department of Personnel / Continuous Professional Development Management Office (CPDMO)

This career passport is a service record for MoEYS teaching and non-teaching staff documenting all professional development and training programs taken by its holder and the credits awarded. This record is issued as hard copy and electronically with the CPD database of the MoEYS (relates to TPAP sub-strategy 6.1.3 Establish a 'credit-system' for INSET participation and CPD policy and framework.)

Name: XXXX YYYYY

Holder ID: _____

#	CPD program or unit	Duration in nominal hours	Credits	Provider & Date	Signature and stamp	certificate	Comment
1							
2							
3							
4							
5							
6							
7							
8							

6. CPD certificate template

Ministry of Education, Youth and Sport



CPD Certificate

Department of Personnel / Continuous Professional Development Management Office (CPDMO)

NAME has successfully completed the following CPD activities

Title of CPD activity	Date	CPD provider	Location or venue	Number of CPD credits earned	Score or grade (if applicable)

TOTAL number of CPD credits earned

Signature of HE Minister of Education

7. Template for annual calendar of CPD products/events

Name of CPD offering	Target participants	Cost	Number of CPD credits	Name of CPD provider	Location	Dates	Additional information/ registration link/number
Early Grade reading mentoring	Primary/ Early Grade teachers, focusing on Reading and Maths	Sponsored by STEPCam	04 (60 contact hours)	STEPCam-PED	School, with 3 x 3-day workshops in Tea Banh primary school	All year, Workshops 3-5 March, 5-7 May, 3-5 October	Need identified in regular appraisal. 023 777 868
ICT for teachers	Basic ICT skills for primary teachers	USD 50 per participant	03 (45 contact hours)	RUPP	Cluster, Kampong Kdei school	Workshop 5-9 May, 6-8 June; assignment due 9 July	Project to be conducted in school 15-17 May with Grade 6. CPDMO official website
Classroom management	Primary school teachers teaching big classes	MoEYS support	02 (30 contact hours)	MoEYS-PTEC	Siem Reap PTTC	10-14 September	CPDMO official website
(E-learning) formative assessment	Teachers aiming to train in formative assessment, especially with ICT assistance	MoEYS support	02 (30 contact hours)	MoEYS-TTD	MoEYS Moodle/ MOOC	All year	Registration via moodle... requires an official MoEYS account and is limited to 100 participants per course.

8. Accreditation instruments for CPD providers, products/offerings etc.

8.1 Application form for accreditation as a CPD provider



Application to the CPDMO for accreditation as a CPD provider

Institutional status		Evidence/documents to be submitted
Name of institution to be accredited		E.g. a Prakas by the MoEYS
Address of institution		
Name and role of main point of contact		
Email address for correspondence		
Phone number of main point of contact		
Type of institution (e.g., Teacher Education College, Higher Education Institution, etc.)		
Institutional Qualification		Evidence/documents to be submitted
1. Has the institution received a Certificate of Institutional Accreditation from the <i>Accreditation Committee of Cambodia (ACC)</i> and MoEYS?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Certificate applied for but not yet received	Certificate of Institutional Accreditation from the <i>Accreditation Committee of Cambodia (ACC)</i> and MoEYS
2. Has the institution been upgraded or does it have plans to upgrade to become a Teacher Education College (TEC)? (extra point?)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Institution has plans to upgrade Please give details:	Evidence of upgrading to a TEC (e.g. a Prakas issued by the MoEYS) or evidence of intention to upgrade to a TEC (e.g., a 5-year strategic plan)
Program Development		Evidence/documents to be submitted
3. What level of teacher CPD is the institution applying to provide?	<input type="checkbox"/> Teacher CPD for preschool <input type="checkbox"/> Teacher CPD for primary education <input type="checkbox"/> Teacher CPD for lower secondary education <input type="checkbox"/> Teacher CPD for upper secondary education <input type="checkbox"/> School director CPD <input type="checkbox"/> Education specialist CPD <input type="checkbox"/> Other: _____	NA
Program Resources		Evidence/documents to be submitted
4. How many faculty members/trainers are employed by the institution?		List of faculty members/ trainers, including full name and i) highest qualifications, ii) number of years' prior teaching experience, iii) level of competence in English language and iv) ICT for classroom Copies of all faculty members' / trainers' highest diploma / certificate
5. How many faculty members/ trainers have academic qualification higher than the teachers/school directors to whom they will provide CPD?		
6. How many faculty		

members have at least 3 years prior teaching experience?		
7. How many faculty members have at least 5 years prior teaching experience?		Evidence of English or other foreign language proficiency (e.g., Intermediate certificate of completion of a language programme at an accredited institution, an IELTS of 4.5, a TOEFL score of 500, etc.) for all faculty members / trainers
8. How many faculty members are competent in English or another foreign language?		
9. How many faculty members are competent in ICT for classroom and other applications?		Evidence of successful completion of at least basic ICT courses for education (e.g., Microsoft Office packages, how to teach online, using social media for education, etc.) for all faculty members / trainers
10. Are physical facilities within the applicants' premises appropriate for effective CPD delivery, as per standard 4 of Teacher Education Provider Standards?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In the process of upgrading to level of standard 4 of TEPS Please give details:	Evidence of appropriate physical facilities (e.g., teacher educator-student ratio based on the ACC framework, laboratory, ICT centre, training facilities, etc.)
Quality Assurance		Evidence/documents to be submitted
11. Has the institution developed guidelines for internal assessment of CPD offerings provided & a mechanism to conduct internal quality assurance?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In the process of developing guidelines Please give details:	Guidelines for internal assessment of CPD offerings
12. Has the institution developed a mechanism to conduct internal quality assurance?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In the process of developing a mechanism Please give details:	Evidence of a mechanism to conduct internal quality assurance or intention to do so (e.g., an internal programme or curriculum review, using a certain framework, such as by the ACC and the ASEAN University Network)
13. Has the institution responded to external quality assurance conducted by relevant stakeholders?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In the process of responding Please give details:	Evidence of responses to external quality assurance or intention to do so (e.g., action plan in response to the ACC accreditation)
14. Has the institution collected a broad range of data from program delivery, subject evaluations, student assessments, graduate surveys, and employer and other feedback activities for ongoing CPD program improvements?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In the process of collecting a broad range of data Please give details:	Evidence of data collected from program delivery, subject evaluations, student assessments, graduate surveys, and employer and other feedback activities for ongoing CPD program improvements
Outcome of previous application(s) and how issues leading to refusal have been addressed		Evidence/documents to be submitted
15. Has a previous application been submitted?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. If a previous application has been submitted, what was the date of submission?		
17. Was the previous submission successful?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. If a previous submission was unsuccessful, what issues led to refusal/provisional		Evidence of previous refusal, including date and issues identified (e.g., insufficient teacher educators with an MA)

accreditation?		
19. What measures have been taken to address the issues leading to refusal/provisional accreditation?		Evidence of measures taken (e.g., number and certificates of teacher educators upgraded to MA)

8.2 Application form for accreditation of a CPD offering for teachers



Application to the CPDMO for accreditation of CPD products/offerings for teachers

Selected details of CPD product/offering		Evidence/documents to be submitted
Name of CPD product/offering		
Main objectives of CPD product/offering		
Target participants		
Criteria to recruit/select participants		
Institutional status		Evidence/documents to be submitted
Address of institution		
Name and role of main point of contact		
Email address for correspondence		
Phone number of main point of contact		
Type of institution (e.g., Teacher Education College, Higher Education Institution, Technical department of the MoEYS, etc.)		
Minimum qualification of teacher educator(s)/trainer(s)		
Standards		Evidence/documents to be submitted
1. Which section(s) of the 2010 Teacher Professional Standards does the CPD offering seek to address (please select all which apply)?	1. Professional knowledge: <input type="checkbox"/> Knowledge of students <input type="checkbox"/> Knowledge of content <input type="checkbox"/> Knowledge of student learning 2. Professional practice: <input type="checkbox"/> Learning environment <input type="checkbox"/> Teaching strategies <input type="checkbox"/> Planning for and assessment of learning outcomes 3. Professional study: <input type="checkbox"/> Self-learning <input type="checkbox"/> Participation in improving teaching 4. <input type="checkbox"/> Professional ethics	Full description of the CPD offering, including objectives clearly defined (e.g., a course description plus material package)
2. Which specific standard(s) is/are addressed (e.g. 1.4 Understand how to prepare a lesson plan, 2.3 Employ a variety of appropriate ways for assessing student learning, etc.)? Please consult the Teacher Professional Standards (2010) and indicate all which apply.		
3. How will the CPD offering help		

<p>teachers to meet the specific standards? (Please continue response overleaf or on an additional page as needed).</p>		
<p>Benchmarks: Content addressed</p>		<p>Evidence/documents to be submitted</p>
<p>4. Which specialized subjects or education-related expertise (content, pedagogy, education psychology, etc.) does the CPD offering offer? (Please continue response overleaf or on an additional page as needed).</p>		<p>An extract from the CPD offering which illustrates this response.</p>
<p>5. Does the CPD offering include a strong focus on applying theory to practice and reflection on professional teaching practice? Please explain how the CPD offering supports participants in applying theory to practice and in reflecting on their professional teaching practice. (Please continue response overleaf or on an additional page as needed).</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:</p>	<p>An extract from the CPD offering which illustrates this response.</p>
<p>6. Does the CPD offering include knowledge and understanding (both Specific content knowledge, <i>knowing that</i> and Application knowledge, <i>knowing how</i>)? If so, please give examples of how both types of knowledge are included. (Please continue response overleaf or on an additional page as needed).</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:</p>	<p>An extract from the CPD offering which illustrates this response.</p>
<p>7. Does the CPD offering include a research component? If so, please give brief details.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:</p>	<p>An extract from the CPD offering which illustrates this response.</p>
<p>8. If so, does the research component include clear guidelines about intellectual property, how to cite sources, how to evaluate the quality of sources, and how to avoid plagiarism? Please give brief details.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:</p>	<p>An extract from the CPD offering which illustrates this response.</p>
<p>Benchmarks: Skills addressed</p>		<p>Evidence/documents to be submitted</p>
<p>9. Please indicate which skills the CPD offering and associated assessment package is designed to help teachers to develop.</p>	<p><input type="checkbox"/> Transferable skills (e.g. Communication and presentation, Technology, Application of numerical skills, Working with others, Improving own learning and performance, Analytical and problem-solving skills, Adapting to change) <input type="checkbox"/> Understanding of and the ability to apply curriculum frameworks, subject syllabus, student learning outcomes, teacher guides and textbooks, and other teaching and learning materials for instruction and assessment of student learning</p>	

<p>Please explain briefly how the CPD offering seeks to develop this/these skill(s).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understanding of and the ability to apply teaching practice for individual student learning styles and needs <input type="checkbox"/> Ability to plan for and manage student learning and classroom routines to ensure effective and enjoyable teaching and learning <input type="checkbox"/> Ability to effectively develop, display, and use teaching and learning materials <input type="checkbox"/> Ability to collect, analyse, and interpret student learning assessment in order to improve teaching and learning practices <input type="checkbox"/> Other skills (Please give details): 	<p>Extract(s) from the CPD offering which illustrates this response.</p>
Assessment		Evidence/documents to be submitted
<p>10. Please consult the section on assessment in the CPD Handbook or the CPD credit system. Does the CPD offering include a coherent system of assessment/assessment framework which conforms to the CPD credit system?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Please give details:</p>	<p>Extract(s) from the CPD offering which illustrates this response.</p>
<p>11. Is 10-15% of the assessment of structured CPD activities based on attendance and punctuality?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Please give details:</p>	<p>Extract(s) from the CPD offering which illustrates this response.</p>
<p>12. Are assignments designed to involve a range of appropriate methods of assessment and allow opportunities for teachers to demonstrate a wide range of competencies, knowledge and understanding?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Please give details:</p>	<p>Extract(s) from the CPD offering which illustrates this response.</p>
<p>13. Are assignments designed to demonstrate the ability to include a combination of theoretical and practical activities?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Please give details:</p>	<p>Extract(s) from the CPD offering which illustrates this response.</p>
<p>14. Are assignments designed to demonstrate both output and outcome?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Please give details:</p>	<p>Extract(s) from the CPD offering which illustrates this response.</p>
<p>15. Do assignments include a focus on the teacher's demonstration of outputs (for example: reflection paper, written reports, oral or video presentations, curriculum or pedagogical materials, accompanied by an introduction presenting the underpinning theoretical framework, portfolio of varied outputs, action research</p>	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Please give details:</p> <p>Application of key principles to related contexts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Please give details:</p>	<p>Extract(s) from the CPD offering which illustrates this response.</p>

reports for a PLC sharing session) in the following four areas:	<p>Ability to reflect on salient issues</p> <input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	
	<p>Transferable skills</p> <input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	
16. Do assignments include a focus on a teacher's demonstration of outcomes : that they have applied knowledge and understanding acquired through engaging in the CPD opportunity to their teaching work to attempt to produce positive change in their professional activity?	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	Extract(s) from the CPD offering which illustrates this response.
CPD credits		Evidence/documents to be submitted
17. How many hours of structured input does the CPD offering provide?		Extract(s) from the CPD offering which illustrates this response. E.g. table of contents with details of duration of each activity.
18. How many hours of self-study are envisaged within the CPD offering?		Extract(s) from the CPD offering which illustrates this response.
19. How many CPD credits is successful completion of the CPD offering designed to earn?		Extract(s) from the CPD offering which illustrates this response.
Outcome of previous application(s) and how issues leading to refusal have been addressed		Evidence/documents to be submitted
20. Has the applicant institution received accreditation to provide CPD from the CPDMO? If so, on what date?	<input type="checkbox"/> Yes, full accreditation <input type="checkbox"/> Yes, provisional accreditation Date and details: <input type="checkbox"/> No	Letter from CPDMO informing institution of outcome of accreditation application
21. If a previous application for accreditation of the same CPD offering has been submitted, what was the date of submission?		
22. If a previous submission was unsuccessful, what issues led to refusal?		Evidence of previous refusal, including date and issues identified (e.g. assessment criteria did not meet the criteria set out in the CPD Handbook)
23. What measures have been taken to address the issues leading to refusal?		Evidence of measures taken (e.g., assessment system revised to include an assignment designed to demonstrate outputs and outcomes)

8.3 Application form for accreditation of a CPD offering for school directors



Application to the CPDMO for accreditation of CPD offerings for school directors

Selected details of CPD product/offering		Evidence/documents to be submitted
Name of CPD product/offering		
Main objectives of CPD product/offering		
Target participants		
Criteria to recruit/select participants		
Institutional status		Evidence/documents to be submitted
Address of institution		
Name and role of main point of contact		
Email address for correspondence		
Phone number of main point of contact		
Type of institution (e.g., Teacher Education College, Higher Education Institution, Technical department of the MoEYS, etc.)		
Minimum qualification of teacher educator(s)/trainer(s)		
Standards		Evidence/documents to be submitted
1. Which section(s) of the 2017 School Director Standards does the CPD offering seek to address (please select all which apply)?	1. <input type="checkbox"/> Academic level and work experience 2. Ability and Qualifications of School Director: <input type="checkbox"/> Leadership <input type="checkbox"/> Commitment <input type="checkbox"/> Professional code of conduct 3. Critical thinking and innovative skills: <input type="checkbox"/> Vision, mission, policy and strategic plan <input type="checkbox"/> Implementation of vision and action plan <input type="checkbox"/> Job review and evaluation 4. Leadership management school administration: <input type="checkbox"/> Staff management <input type="checkbox"/> Financial management <input type="checkbox"/> Administration management 5. Leadership on curriculum, teaching and learning: <input type="checkbox"/> Research <input type="checkbox"/> Ability improvement <input type="checkbox"/> Internal inspection <input type="checkbox"/> Capacity development <input type="checkbox"/> Learning and teaching management 6. Connecting the school and the community: <input type="checkbox"/> Local authorities <input type="checkbox"/> Parents <input type="checkbox"/> Stakeholders	Full description of the CPD offering, including objectives clearly defined (e.g., a course description plus material package)
2. Which specific standard(s) is/are addressed (e.g. 3.3 Self-evaluation of the job completion and the improvement, 4.2 Evaluation the teacher's work with transparency, etc.)? Please consult the School Director Professional Standards		

(2017) and indicate all which apply.		
3. How will the CPD offering help school directors to meet the specific standards? (Please continue response overleaf or on an additional page as needed).		
Benchmarks: Content addressed		Evidence/documents to be submitted
4. Which specialized subjects or school management expertise does the CPD offering offer? (Please continue response overleaf or on an additional page as needed).		An extract from the CPD offering which illustrates this response.
5. Does the CPD offering include a strong focus on applying theory to practice and reflection on school leadership and management? Please explain how the CPD offering supports participants in applying theory to practice and in reflecting on their professional teaching practice. (Please continue response overleaf or on an additional page as needed).	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	An extract from the CPD offering which illustrates this response.
6. Does the CPD offering include knowledge and understanding (both Specific content knowledge, <i>knowing that</i> and Application knowledge, <i>knowing how</i>)? If so, please give examples of how both types of knowledge are included. (Please continue response overleaf or on an additional page as needed).	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	An extract from the CPD offering which illustrates this response.
7. Does the CPD offering include a research component? If so, please give brief details.	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	An extract from the CPD offering which illustrates this response.
8. If so, does the research component include clear guidelines about intellectual property, how to cite sources, how to evaluate the quality of sources, and how to avoid plagiarism? Please give brief details.	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	An extract from the CPD offering which illustrates this response.
Benchmarks: Skills addressed		Evidence/documents to be submitted
9. Please indicate which skills the CPD offering and associated assessment package is designed to help teachers to develop. Please give details.	<input type="checkbox"/> Transferable skills (e.g. Communication and presentation, Technology, Application of numerical skills, Working with others, Improving own learning and performance, Analytical and problem-solving skills, Adapting to change) <input type="checkbox"/> Understanding of and the ability to support and supervise teachers in the different aspects of their practice, in order to improved teaching and learning practices <input type="checkbox"/> Diagnose a real problem and situate this within the relevant body of academic research or literature <input type="checkbox"/> Formulate an action plan for their school, drawing on the relevant body of academic	

<p>Please explain briefly how the CPD offering seeks to develop this/these skill(s).</p>	<p>research or literature and on best practice examples from other countries</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement an action plan within their school <input type="checkbox"/> Monitor and report on the impact of their action plan, including assessing the extent of any changes observed <input type="checkbox"/> Other skills (Please provide details) 	<p>Extract(s) from the CPD offering which illustrates this response.</p>
<p>Assessment</p>		<p>Evidence/documents to be submitted</p>
<p>10. Please consult the section on assessment in the CPD Handbook or the CPD credit system. Does the CPD offering include a coherent system of assessment/assessment framework which conforms to the CPD credit system?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Please give details:</p>	<p>Extract(s) from the CPD offering which illustrates this response.</p>
<p>11. Are assignments designed to demonstrate the ability to include a combination of theoretical and practical activities?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Please give details:</p>	<p>Extract(s) from the CPD offering which illustrates this response.</p>
<p>12. Are assignments designed to demonstrate both output and outcome?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Please give details:</p>	<p>Extract(s) from the CPD offering which illustrates this response.</p>
<p>13. Do assignments include a focus on the school director's demonstration of outputs (for example: written reports, oral or video presentations, curriculum or pedagogical materials, accompanied by an introduction presenting the underpinning theoretical framework, portfolio of varied outputs, and annual operational plan) in the following areas:</p>	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Please give details:</p> <p>Application of key principles to related contexts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Please give details:</p> <p>Ability to reflect on salient issues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Please give details:</p> <p>Transferable skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Please give details:</p> <p>Diagnosis of a real-life problem and situating this within the relevant body of academic research or literature</p>	<p>Extract(s) from the CPD offering which illustrates this response.</p>

	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details: Formulation of an action plan for their school, drawing on the relevant body of academic research or literature and on best practice examples from other countries <input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	
14. Do assignments include a focus on a school director's demonstration of outcomes : that they have applied knowledge and understanding acquired through engaging in the CPD opportunity to their school management work to attempt to produce positive change in their profession activity?	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	Extract(s) from the CPD offering which illustrates this response.
15. If so, do the assignments include implementing an action plan within their school?	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	Extract(s) from the CPD offering which illustrates this response.
16. If so, do the assignments include monitoring and reporting on the impact of the action plan, including assessing extent of any change observed?	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	Extract(s) from the CPD offering which illustrates this response.
CPD credits		Evidence/documents to be submitted
17. How many hours of structured input does the CPD offering provide?		Extract(s) from the CPD offering which illustrates this response. E.g. table of contents with details of duration of each activity.
18. How many hours of self-study are envisaged within the CPD offering?		Extract(s) from the CPD offering which illustrates this response.
19. How many CPD credits is successful completion of the CPD offering designed to earn?		Extract(s) from the CPD offering which illustrates this response.
Outcome of previous application(s) and how issues leading to refusal have been addressed		Evidence/documents to be submitted
20. Has the applicant institution received accreditation to provide CPD from the CPDMO? If so, on what date?	<input type="checkbox"/> Yes, full accreditation <input type="checkbox"/> Yes, provisional accreditation Date and details: <input type="checkbox"/> No	Letter from CPDMO informing institution of outcome of accreditation application
21. If a previous application for accreditation of the same CPD offering has been submitted, what was the date of submission?		
22. If a previous submission was unsuccessful, what issues led to		Evidence of previous refusal, including date and

refusal?		issues identified (e.g. assessment criteria did not meet the criteria set out in the CPD Handbook)
23. What measures have been taken to address the issues leading to refusal?		Evidence of measures taken (e.g., assessment system revised to include an assignment designed to demonstrate outputs and outcomes)

8.4 Application form for accreditation of a CPD offering for TTC Directors



Application to the CPDMO for accreditation of CPD offerings for directors of teacher training centres

Selected details of CPD product/offering		Evidence/documents to be submitted
Name of CPD product/offering		
Main objectives of CPD product/offering		
Target participants		
Criteria to recruit/select participants		
Institutional status		Evidence/documents to be submitted
Address of institution		
Name and role of main point of contact		
Email address for correspondence		
Phone number of main point of contact		
Type of institution (e.g., Teacher Education College, Higher Education Institution, Technical department of the MoEYS, etc.)		
Minimum qualification of teacher educator(s)/trainer(s)		
Standards		Evidence/documents to be submitted
1. Which section(s) of the 2010 Professional Standards for Directors of Teacher Training Centres does the CPD offering seek to address (please select all which apply)?	1. Leadership: <ul style="list-style-type: none"> <input type="checkbox"/> Planning establishment <input type="checkbox"/> Community linkage <input type="checkbox"/> Motivation 2. Administration: <ul style="list-style-type: none"> <input type="checkbox"/> Regularity of work <input type="checkbox"/> Announcements 3. Academic activities: <ul style="list-style-type: none"> <input type="checkbox"/> Performance activities <input type="checkbox"/> Monitoring and assessment 4. Staff professional development: <ul style="list-style-type: none"> <input type="checkbox"/> Planning performance <input type="checkbox"/> Establishment of professional development and planning Facilities: <ul style="list-style-type: none"> <input type="checkbox"/> Environment in teacher training institutions <input type="checkbox"/> Services and safety <input type="checkbox"/> Management of furnishings and teaching learning equipment 5. Professional ethics: <ul style="list-style-type: none"> <input type="checkbox"/> Fairness and equity <input type="checkbox"/> Justice, honesty, transparency 	Full description of the CPD offering, including objectives clearly defined (e.g., a course description plus material package)
2. Which specific standard(s) is/are addressed (e.g. 1.1.2 Design of the institutional development plan, 3.2.5 Assessment of the effort and energy put into teaching by trainers, etc.)?		

Please consult the Professional Standards for Directors of Teacher Training Centres (2010) and indicate all which apply.		
3. How will the CPD offering help TTC directors to meet the specific standards? (Please continue response overleaf or on an additional page as needed).		
Benchmarks: Content addressed		Evidence/documents to be submitted
4. Which specialized subjects or TTC management-related expertise does the CPD offering offer? (Please continue response overleaf or on an additional page as needed).		An extract from the CPD offering which illustrates this response.
5. Does the CPD offering include a strong focus on applying theory to practice and reflection on TTC leadership and management? Please explain how the CPD offering supports participants in applying theory to practice and in reflecting on their professional and leadership practice (Please continue response overleaf or on an additional page as needed).	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	An extract from the CPD offering which illustrates this response.
6. Does the CPD offering include knowledge and understanding (both Specific content knowledge, <i>knowing that</i> and Application knowledge, <i>knowing how</i>)? If so, please give examples of how both types of knowledge are included. (Please continue response overleaf or on an additional page as needed).	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	An extract from the CPD offering which illustrates this response.
7. Does the CPD offering include a research component? If so, please give brief details.	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	An extract from the CPD offering which illustrates this response.
8. If so, does the research component include clear guidelines about intellectual property, how to cite sources, how to evaluate the quality of sources, and how to avoid plagiarism? Please give brief details.	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	An extract from the CPD offering which illustrates this response.
Benchmarks: Skills addressed		Evidence/documents to be submitted
9. Please indicate which skills the CPD offering and associated assessment package is designed to help TTC directors to develop.	<input type="checkbox"/> Transferable skills (e.g. Communication and presentation, Technology, Application of numerical skills, Working with others, Improving own learning and performance, Analytical and problem-solving skills, Adapting to change) <input type="checkbox"/> Understanding of and the ability to support and supervise teacher trainers in the different aspects of their practice, in order to improve teaching and learning practices <input type="checkbox"/> Diagnose a real problem and situate this within the relevant body of academic research or literature	

	<input type="checkbox"/> Formulate an action plan for their TTC, drawing on the relevant body of academic research or literature and on best practice examples from other countries <input type="checkbox"/> Implement an action plan within their TTC <input type="checkbox"/> Monitor and report on the impact of their action plan, including assessing the extent of any changes observed <input type="checkbox"/> Other skills (Please give details):	
Please explain briefly how the CPD offering seeks to develop this/these skill(s).		Extract(s) from the CPD offering which illustrates this response.
Assessment		Evidence/documents to be submitted
10. Please consult the section on assessment in the CPD Handbook or the CPD credit system. Does the CPD offering include a coherent system of assessment/assessment framework which conforms to the CPD credit system?	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	Extract(s) from the CPD offering which illustrates this response.
11. Are assignments designed to demonstrate the ability to include a combination of theoretical and practical activities?	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	Extract(s) from the CPD offering which illustrates this response.
12. Are assignments designed to demonstrate both output and outcome?	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	Extract(s) from the CPD offering which illustrates this response.
13. Do assignments include a focus on the TTC director's demonstration of outputs (for example: written reports, oral or video presentations, curriculum or pedagogical materials, accompanied by an introduction presenting the underpinning theoretical framework, portfolio of varied outputs, and annual/budget plan) in the following areas:	Knowledge and understanding <input type="checkbox"/> Yes <input type="checkbox"/> No Please give details: Application of key principles to related contexts <input type="checkbox"/> Yes <input type="checkbox"/> No Please give details: Ability to reflect on salient issues <input type="checkbox"/> Yes <input type="checkbox"/> No Please give details: Transferable skills <input type="checkbox"/> Yes <input type="checkbox"/> No Please give details: Diagnosis of a real-life problem and situating this within the relevant body of academic research or literature <input type="checkbox"/> Yes	Extract(s) from the CPD offering which illustrates this response.

	<input type="checkbox"/> No Please give details: Formulation of an action plan for their school, drawing on the relevant body of academic research or literature and on best practice examples from other countries <input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	
14. Do assignments include a focus on a TTC director's demonstration of outcomes : that they have applied knowledge and understanding acquired through engaging in the CPD opportunity to their TTC management work to attempt to produce positive change in their profession activity?	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	Extract(s) from the CPD offering which illustrates this response.
15. If so, do the assignments include implementing an action plan within their TTC?	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	Extract(s) from the CPD offering which illustrates this response.
16. If so, do the assignments include monitoring and reporting on the impact of the action plan, including assessing extent of any change observed?	<input type="checkbox"/> Yes <input type="checkbox"/> No Please give details:	Extract(s) from the CPD offering which illustrates this response.
CPD credits		Evidence/documents to be submitted
17. How many hours of structured input does the CPD offering provide?		Extract(s) from the CPD offering which illustrates this response. E.g. table of contents with details of duration of each activity.
18. How many hours of self-study are envisaged within the CPD offering?		Extract(s) from the CPD offering which illustrates this response.
19. How many CPD credits is successful completion of the CPD offering designed to earn?		Extract(s) from the CPD offering which illustrates this response.
Outcome of previous application(s) and how issues leading to refusal have been addressed		Evidence/documents to be submitted
20. Has the applicant institution received accreditation to provide CPD from the CPDMO? If so, on what date?	<input type="checkbox"/> Yes, full accreditation <input type="checkbox"/> Yes, provisional accreditation Date and details: <input type="checkbox"/> No	Letter from CPDMO informing institution of outcome of accreditation application
21. If a previous application for accreditation of the same CPD offering has been submitted, what was the date of submission?		
22. If a previous submission was unsuccessful, what issues led to refusal?		Evidence of previous refusal, including date and issues

		identified (e.g. assessment criteria did not meet the criteria set out in the CPD Handbook)
23. What measures have been taken to address the issues leading to refusal?		Evidence of measures taken (e.g., assessment system revised to include an assignment designed to demonstrate outputs and outcomes)

Accreditation instruments for use by the CPDMO

8.5 Proposed instrument for assessing application for accreditation of CPD providers

Standard/ category	Descriptor: in each case, please indicate whether the application for accreditation indicates that the criteria are met Yes/No	Evidence: please indicate whether sufficient evidence provided? Yes/No	Score: please calculate on the basis of evidence provided
Institutional Qualification	<ul style="list-style-type: none"> Has the applicant to become an accredited CPD provider received the Certificate of Institutional Accreditation from the <i>Accreditation Committee of Cambodia (ACC)</i> and MoEYS? Yes / No Has the applicant to become an accredited CPD provider upgraded to Teacher Education Colleges as per the requirements of the <i>Teacher Education Provider Standards (TEPS)</i> and the <i>National Standards for Institutional Accreditation</i> ? Yes / No 	<p>Yes / No</p> <p>Yes / No</p>	<p>/ 2</p>
Program Development	<ul style="list-style-type: none"> Is the application to provide: <ul style="list-style-type: none"> teacher CPD for preschool (3-5 years of age) <input type="checkbox"/> teacher CPD for primary education (Grades 1-6) <input type="checkbox"/> teacher CPD for lower secondary education (Grades 7-9) <input type="checkbox"/> teacher CPD for upper secondary education (Grades 10-12) <input type="checkbox"/> school director CPD <input type="checkbox"/> 		
Program Resources	<ul style="list-style-type: none"> Do at least 50% of faculty have academic qualification higher than the teachers/school directors to whom they will provide CPD, with at least 3 years prior teaching experience? Yes / No Sufficient evidence provided? Yes / No Do no more than 50% of faculty have academic qualification equivalent to the teachers/school directors to whom they will provide CPD, with at least 5 years prior teaching experience? Yes / No Are faculty competent in English language and ICT for classroom and other applications, where this is relevant to the CPD to be provided? Yes / No Are physical facilities within the applicants' premises appropriate for effective TEP delivery, as per standard 4 of TEPS ? Yes/No 	<p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p>	<p>/4</p>
Internal Quality Assurance	<ul style="list-style-type: none"> Has the applicant to become an accredited CPD provider: <ul style="list-style-type: none"> developed guidelines for internal assessment of CPD offerings provided & a mechanism to conduct internal quality assurance? Yes / No responded to external quality assurance conducted by relevant stakeholders? Yes / No collected a broad range of data from program delivery, subject evaluations, student assessments, graduate surveys, and employer and other feedback activities for ongoing CPD program improvements? Yes / No 	<p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p>	<p>/3</p>
Total score	/9		

Suggested scoring: 8-9/9 – accreditation ; 3-7/9 – provisional accreditation ; 0-2 /9 – accreditation refused

8.6 Proposed instrument for assessing application for accreditation of CPD products/offerings for teachers

Standard/ category	Descriptor: in each case, please indicate whether the application for accreditation indicates that the criteria are met Yes/No	Evidence: please indicate whether sufficient evidence is provided? Yes/No	Score: please calculate on the basis of evidence provided
Standards	<p>Which section(s) of the 2010 Professional Standards for Teachers does the CPD offering seek to address (please tick all which apply)?</p> <p>1. Professional knowledge: <input type="checkbox"/> knowledge of students <input type="checkbox"/> knowledge of content <input type="checkbox"/> knowledge of student learning</p> <p>2. Professional practice: <input type="checkbox"/> teaching strategies <input type="checkbox"/> learning environment <input type="checkbox"/> planning for and assessment of learning outcomes</p> <p>3. Professional study: <input type="checkbox"/> self learning <input type="checkbox"/> participation in improving teaching</p> <p>4. <input type="checkbox"/> Professional ethics</p> <p>Which specific standard(s) is/are addressed (e.g. 1.4 Understand how to prepare a lesson plan, 2.3 Employ a variety of appropriate ways for assessing student learning, etc.)? Please indicate all which apply.</p> <p>_____</p> <p>Does the application for accreditation indicate how the CPD offering helps teachers to meet the specific standards? _____</p> <p>_____</p>	<p>Does the CPD offering provide evidence of addressing the standards indicated? Yes / No</p> <p>Yes / No</p> <p>Yes / No</p>	<p>/ 3</p>
Benchmarks: Content addressed	<p>Does the CPD offering:</p> <ul style="list-style-type: none"> • include specialized subjects and other education-related expertise (content, pedagogy, education psychology, etc.) Yes / No • include a strong focus on applying theory to practice and reflection on professional teaching practice Yes / No • include knowledge and understanding (both Specific content knowledge, <i>knowing that</i> and Application knowledge, <i>knowing how</i>) Yes / No • include a research component Yes / No 	<p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p>	<p>/ 4</p>
Benchmarks: Skills addressed	<p>Is the CPD offering and associated assessment designed to ensure teachers develop the following skills:</p> <ul style="list-style-type: none"> • transferable skills (e.g. Communication and presentation, Technology, Application of numerical skills, Working with others, Improving own learning and performance, Analytical and problem-solving skills, Adapting to change) Yes / No • an understanding of and the ability to apply curriculum frameworks, subject syllabus, student learning outcomes, teacher guides and textbooks, and other teaching and learning materials for instruction and assessment of student learning Yes / No • an understanding of and the ability to apply teaching practice for individual student learning styles and needs Yes / No • ability to plan for and manage student learning and classroom routines to ensure effective and enjoyable teaching and learning Yes / No • ability to effectively develop, display, and use teaching and learning materials Yes / No • ability to collect, analyse, and interpret student learning assessment in order to improve teaching and learning practices Yes / No 	<p>Yes / No</p>	<p>/6</p>

Assessment	<p>Does the CPD offering include a coherent system of assessment/assessment framework which conforms to the CPD credit system ? Yes/No</p> <ul style="list-style-type: none"> • Is 15% of the assessment of structured CPD activities is based on attendance and punctuality? Yes/No • Are assignments designed to involve a range of appropriate methods of assessment and allow opportunities for teachers to demonstrate a wide range of competencies, knowledge and understanding? Yes/No • Are assignments designed to demonstrate the ability to include a combination of theoretical and practical activities? Yes/No • Are assignments designed to demonstrate both output and outcome? Yes/No • Do assignments include a focus on the teacher’s demonstration of outputs (for example: written reports, oral or video presentations, curriculum or pedagogical materials, accompanied by an introduction presenting the underpinning theoretical framework, portfolio of varied outputs, research or action research reports) in the following four areas: <ul style="list-style-type: none"> ○ Knowledge and understanding Yes/No ○ Application of key principles to related contexts Yes/No ○ Ability to reflect on salient issues Yes/No ○ Transferable skills Yes/No • Do assignments include a focus on a teacher’s demonstration of outcomes: that they have applied knowledge and understanding acquired through engaging in the CPD opportunity to their teaching work to attempt to produce positive change in their professional activity? Yes/No 	<p>Yes / No Yes / No</p> <p>Yes / No Yes / No Yes / No</p> <p>Yes / No Yes / No Yes / No Yes / No</p> <p>Yes / No</p>	<p>/10</p>
CPD credits	<ul style="list-style-type: none"> • How many hours of structured input does the CPD offering provide? _____ • How many hours of self-directed study are envisaged within the CPD offering? _____ • How many CPD credits is successful completion of the CPD offering designed to earn? _____ 	<p>Evidence that criteria for CPD credit acquisition met? Yes / No</p>	<p>/2</p>
Total score	/25		

Suggested scoring: 24-25/25 – accreditation ; 10-23/25 – provisional accreditation ; 0 – 9 /25 – accreditation refused

8.7 Proposed instrument for assessing application for accreditation of CPD products/offerings for school directors

Standard/ category	Descriptor: in each case, please indicate whether the application for accreditation indicates that the criteria are met Yes/No	Evidence: please indicate whether sufficient evidence is provided? Yes/No	Score: please calculate on the basis of evidence provided
Standards	<p>Which section(s) of the 2017 Professional Standards for School Directors does the CPD offering seek to address (please tick all which apply)?</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> Academic Level and Work Experience 2. Ability and Qualifications of School Director: <input type="checkbox"/> professional code of conduct <input type="checkbox"/> leadership <input type="checkbox"/> commitment 3. Critical thinking and innovative skills: <input type="checkbox"/> vision, mission, policy and strategic plan <input type="checkbox"/> implementation of job review and evaluation <input type="checkbox"/> vision and action plan 4. Leadership, management, and school administration: <input type="checkbox"/> administration management <input type="checkbox"/> financial management <input type="checkbox"/> staff management 5. Leadership on curriculum, teaching and learning: <input type="checkbox"/> ability improvement <input type="checkbox"/> research <input type="checkbox"/> internal inspection <input type="checkbox"/> capacity development <input type="checkbox"/> learning and teaching management 6. Connecting the school and the community: <input type="checkbox"/> local authorities <input type="checkbox"/> parents <input type="checkbox"/> stakeholders <p>Which specific standard(s) is/are addressed (e.g. 3.3 Self-evaluation of the job completion and the improvement, 4.2 Evaluation the teacher's work with transparency, etc.)? Please indicate all which apply)</p> <hr/> <p>Does the application for accreditation indicate how the CPD offering helps school directors to meet the specific standards? _____</p> <hr/>	<p>Does the CPD offering provide evidence of addressing the standards indicated?</p> <p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p>	<p>/ 3</p>
Benchmarks: Content addressed	<p>Does the CPD offering:</p> <ul style="list-style-type: none"> • include specialized subjects and other school management-related expertise directly based on the professional standards for school directors Yes / No • include a strong focus on applying theory to practice and reflection on school leadership and management Yes / No • include knowledge and understanding (both Specific content knowledge, <i>knowing that</i> and Application knowledge, <i>knowing how</i>) Yes / No • include a research component Yes / No 	<p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p>	<p>/ 4</p>
Benchmarks: Skills addressed	<p>Is the CPD offering and associated assessment designed to ensure school directors develop the following skills:</p> <ul style="list-style-type: none"> • transferable skills (e.g. Communication and presentation, Technology, Application of numerical skills, Working with others, Improving own learning and performance, Analytical and problem-solving skills, Adapting to change) Yes / No • an understanding of and the ability to support and supervise teachers in the different aspects of their practice, in order to improve teaching and learning practices Yes / No • diagnose a real-life problem and situate this within the relevant body of academic research or literature Yes / No • formulate an action plan for their school, drawing on the relevant body of academic research or literature and on best practice examples from other countries Yes / No 	<p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p>	<p>/ 6</p>

	<ul style="list-style-type: none"> • implement an action plan within their school Yes / No • monitor and report on the impact of their action plan, including assessing the extent of any change observed Yes / No 	Yes / No Yes / No	
Assessment	Does the CPD offering include a coherent system of assessment/assessment framework which conforms to the CPD credit system ? Yes/No <ul style="list-style-type: none"> • Are assignments designed to demonstrate the ability to include a combination of theoretical and practical activities? Yes/No • Do assignments include a focus on the school director’s demonstration of outputs in the following areas: <ul style="list-style-type: none"> ○ Knowledge and understanding Yes/No ○ Application of key principles to related contexts Yes/No ○ Ability to reflect on salient issues Yes/No ○ Transferable skills Yes/No ○ Diagnosis of a real-life problem and situating this within the relevant body of academic research or literature Yes / No ○ Formulation of an action plan for their school, drawing on the relevant body of academic research or literature and on best practice examples from other countries Yes / No • Do assignments include a focus on a school director’s demonstration of outcomes: that they have applied knowledge and understanding acquired through engaging in the CPD opportunity to their school management work to attempt to produce positive change in their professional activity, including: <ul style="list-style-type: none"> ○ implementing an action plan within their school? Yes / No ○ monitoring and reporting on the impact of their action plan, including assessing extent of any change observed? Yes / No 	Yes / No Yes / No Yes / No Yes / No Yes / No Yes / No Yes / No Yes / No Yes / No	/10
CPD credits	<ul style="list-style-type: none"> • How many hours of structured input does the CPD offering provide? _____ • How many hours of self-directed study are envisaged within the CPD offering? _____ • How many CPD credits is successful completion of the CPD offering designed to earn? _____ 	Is evidence provided that criteria for CPD credit acquisition met? Yes / No	/2
Total score	/25		

Suggested scoring: 24-25/25 – accreditation ; 10-23/25 – provisional accreditation ; 0 – 9 /25 – accreditation refused

8.8 Proposed instrument for assessing application for accreditation of CPD products/offerings for directors of Teacher Training Centres

Standard/ category	Descriptor: in each case, please indicate whether the application for accreditation indicates that the criteria are met Yes/No	Evidence: please indicate whether sufficient evidence is provided? Yes/No	Score: please calculate on the basis of evidence provided
Standards	<p>Which section(s) of the 2010 Professional Standards for Directors of Teacher Training Centres does the CPD offering seek to address (please tick all which apply)?</p> <p>1. Leadership: <input type="checkbox"/> planning establishment <input type="checkbox"/> community linkage <input type="checkbox"/> motivation</p> <p>2. Administration: <input type="checkbox"/> regularity of work <input type="checkbox"/> announcements</p> <p>3. Academic activities: <input type="checkbox"/> performance activities <input type="checkbox"/> monitoring and assessment</p> <p>4. Staff professional development: <input type="checkbox"/> planning performance <input type="checkbox"/> establishment of professional development and planning</p> <p>5. Facilities: <input type="checkbox"/> services and safety <input type="checkbox"/> management of furnishings and teaching learning equipment <input type="checkbox"/> environment in teacher training institutions</p> <p>6. Professional ethics: <input type="checkbox"/> fairness and equity <input type="checkbox"/> justice, honesty, and transparency</p> <ul style="list-style-type: none"> Which specific standard(s) is/are addressed (e.g. 1.1.2 Design of the institutional development plan, 3.2.5 Assessment of the effort and energy put into teaching by trainers, etc.)? Please indicate all which apply) _____ <p>Does the application for accreditation indicate how the CPD offering helps TTC directors to meet the specific standards? _____</p>	<p>Does the CPD offering provide evidence of addressing the standards indicated? Yes / No</p> <p>Yes / No</p> <p>Yes / No</p>	<p>/ 3</p>
Benchmarks: Content addressed	<p>Does the CPD offering:</p> <ul style="list-style-type: none"> include specialized subjects and other TTC management-related expertise directly based on the professional standards for TTC directors Yes / No include a strong focus on applying theory to practice and reflection on TTC leadership and management Yes / No include knowledge and understanding (both Specific content knowledge, <i>knowing that</i> and Application knowledge, <i>knowing how</i>) Yes / No include a research component Yes / No 	<p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p>	<p>/ 4</p>
Benchmarks: Skills addressed	<p>Is the CPD offering and associated assessment designed to ensure TTC directors develop the following skills:</p> <ul style="list-style-type: none"> transferable skills (e.g. Communication and presentation, Technology, Application of numerical skills, Working with others, Improving own learning and performance, Analytical and problem-solving skills, Adapting to change) Yes / No an understanding of and the ability to support and supervise teacher trainers in the different aspects of their practice, in order to improve teaching and learning practices Yes / No diagnose a real-life problem and situate this within the relevant body of academic research or literature Yes / No formulate an action plan for their TTC, drawing on the relevant body of academic research or literature and on best practice examples from other countries Yes / No 	<p>Yes / No</p>	<p>/6</p>

9. Examples of CPD credit attribution

The following examples illustrate CPD activities which would earn one CPD credit.

Examples of a one-credit structured CPD activity:

Example 1

Two days (15 hours) of face-to face workshop, followed by an assignment expected to involve 30 hours of self-directed learning assessed by a report.

Five days consisting of 3 hours of face-to face workshop daily, and six hours daily developing an appropriate output in groups.

Example 2

Engagement in a mentoring activity, consisting of 8 hours' total classroom practice in the presence of the mentor, 7 hours' total structured debriefing to identify areas for improvement and strategies to achieve this, 30 hours' engagement to address the areas identified (15 hours self-directed study and planning; 15 hours' preparing a report setting out approaches to the problem, strategies to overcome it and outcomes) to be validated during regular appraisals.

Examples of a one-credit self-directed CPD activity:

Example 1

Engagement in 15 hours' online learning from a MOOC and 30 hours' project work, leading to an output to be assessed during regular appraisals.

Example 2

Engagement in a teaching lab, organised within a PLC over the course of 10 weeks (3 hours per week participation; 15 hours' session preparation and report preparation): each week, one teacher presents a classroom situation with they would like their colleagues' professional input and support; teacher take it in turn to teach whilst their colleagues observe. The teacher whose situation is studied leads the feedback session and writes a report summarizing the professional learning achieved.

Example 3

Participation in an action research project: 5 hours' elaboration of project with mentor or PLC leader, including familiarisation with principles of action research; 30 hours action research activity in the classroom and working with colleagues; 10 hours' report production.

Examples of CPD credit attribution

The following examples demonstrate how CPD activities will be allocated credits, taking existing CPD offerings and applying the principles outlined to these.

Example 1: Mentoring undergone by early grade teachers (STEPCam, UNESCO)

54 hours' of face-to-face training + assumed 108 hours' "reflective application" during teaching and self-directed activity, including reports: **4 CPD credits** (based on $54/15 = 3.6$: round up to 60 hours?)

Content and assessment to be measured against benchmarks

- Assessment:
- 15% attendance and punctuality (awarded by trainers)
- 25% teaching demonstration during the workshop (awarded by workshop trainers using 14 indicators)
- 10% Production of teaching materials during the workshop (awarded by workshop trainers)
- 20% one-page reflection on workshop content (assessed by workshop trainers)
- 30% post-training application of workshop content – implementation report (assessed by school-based mentors)

Example 2: SBM training of school directors

16 days training (3 sessions): 85 hours face-to-face + assumed 170 hours self-study including assignments: **6 CPD credits** (based on $85/15=5.67$: round up to 90 hours?)

Content and assessment to be measured against benchmarks

Assessment:

- 15% assiduity (awarded by national trainers) N.B. Low attendance disqualifies
- 25% test (awarded by national trainers)
- 20% Post-training work assignment for school directors —planning (assessed by provincial mentors)
- 40% Post-training work assignment for school directors – implementation (assessed by provincial mentors)

Need 85% to pass. Scoring plan exists. A formula will be needed to translate this into CPD credits.

10. Glossary

Accredited CPD provider	An organisation or individual which has received authorisation from the CPDMO to deliver CPD to teachers, school directors or education specialists. Only accredited CPD providers may deliver CPD leading to the acquisition of CPD credits in the HRMIS of MoEYS.
Appraiser	Supervisor who conducts a regular appraisal to evaluate professional performance and development.
Benchmarking	System of measurable standards set for learning or professional development to ensure consistent quality of provision and achievement.
CPD	Continuous Professional Development – specialized training, formal and informal education, or advanced professional learning intended to help professionals improve their professional knowledge, skills, competence and effectiveness.
CPDMO	CPD Management Office – the unit of the MoEYS responsible for managing the accreditation, delivery, recording and quality assurance of CPD for education professionals.
HRMIS	Human Resources Management Information System: integrated data management system which allows data on education sector employees to be stored, collated, analysed and used for decisions on individual career advancement and policy development.
MOOC	Massive open online course – flexible online courses designed to deliver education and foster new skills, usually available without paying tuition fees.
Outcome	A change (for example, improved student reading) which takes place as a result of an action, activity or intervention.
Output	A product or production (for example, a document or broadcast) which is produced as a result of an action, activity or intervention.
PLC	Professional Learning Community – a group of colleagues who undertake collaborative, practice-based professional learning. Often a PLC uses a structured process of enquiry to focus on a specific area of teaching to improve learner outcomes and so raise school standards.
Professional Standards	The systematic description of professionals’ expected knowledge, competences and attributes and level of performance at different stages in their careers; teacher professional standards describe good teaching in a particular context, and the knowledge and skills which teachers need to implement such good teaching. They also provide a

framework for ethical behaviour and professional accountability, supporting the continued professionalization of teaching as a profession.

Quality assurance	The systematic review of education systems and personnel to maintain and improve the quality, equity and efficiency of staff development and education provision, using methods such as school self-evaluation, external evaluation (including inspection), the appraisal of teachers and school leaders, and student assessment.
Regular appraisal	Regular meetings with one's direct supervisor to evaluate professional performance and development and set upcoming objectives.
TCP	Teacher Career Pathway – a system for career progression of education personnel, comprising three distinct tracks: teaching track, leadership track and education specialist track, along which teachers can achieve promotion to higher professional titles.
TCP appraisal	A one-off “high stakes” appraisal to assess an individual's suitability for promotion to the next stage of the TCP (Teacher Career Pathway).

11. CPDMO organigram

