



KINGDOM OF CAMBODIA
NATION RELIGION KING

Ministry of Education, Youth and Sport



Curriculum Framework for
Bachelor of Arts (Education)
at
Teacher Education College (TEC)

2017

PREFACE

Progressing in science and technology and increasing in human needs have driven competition between countries in many fields, especially economics, sciences, technologies, productivities and services.

The Government of the Kingdom of Cambodia has delivered reform in all sectors, including education, health, agriculture, industry and tourism. The continued implementation of the rectangular strategy for national development of knowledge and human resources is a cornerstone to reach the Royal Government's ambition to make Cambodia a country with high-middle income by 2030 and a developed country by 2050. To successfully achieve the above stated vision, the Ministry of Education Youth and Sport has set fifteen priorities for sector reform with emphasis on the reform of the general education curriculum as well as all levels of teacher education and training; these are of crucial importance to take part in enhancing the quality of education and national development.

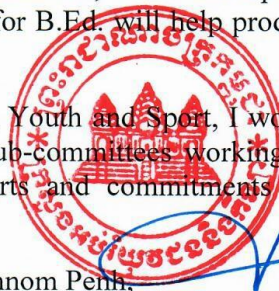
The teacher training curriculum framework for Bachelor of Education (B.Ed.) has been set up as a compass to improve teacher's competency by equipping them with knowledge, skills, health care and ethics in accordance with international standards of knowledge, pedagogy, morals and educational ethics.

With cooperation and support between national, sub-national institutions and development partners, the Ministry of Education, Youth and Sport expects that this teacher training curriculum framework for B.Ed. will help producing high quality teachers.

On behalf of the Ministry of Education, Youth and Sport, I would like to express my deep gratitude to all committees, sub-committees working teams, volunteers and all relevant people for their efforts and commitments in producing this valuable document.

Phnom Penh,

Minister of Education Youth and Sport



05 DEC 2017

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Table of Content

Foreword

Table of Content	1
1. Introduction.....	2
1.1. Background	2
1.2. Programme Education Objectives (PEOs)	2
1.3. Programme Learning Outcomes (PLOs).....	2
1.3.1. Knowledge	2
1.3.2. Cognitive Skills.....	2
1.3.3. Interpersonal Skills and Responsibility	3
1.3.4. Numeral, Information Technology and Communication Skills.....	3
1.3.5. Psychomotor Skills.....	3
2. Characteristic of the Curriculum	3
2.1. Duration of the Bachelor of Education Programme.....	3
2.2. Curriculum Standards.....	3
2.2.1. Teacher Professional Standards	3
2.2.2. Student Teacher Education Competencies	4
2.3. 21st Century Learning Skills	4
2.4. Research.....	4
2.5. Exams and assessments.....	4
2.6. Scoring and Grading System.....	5
2.7. Integrity	5
3. Curriculum Implementation	6
3.1. The Credit System.....	6
3.2. Classes	7
3.2.1. Semester and Class Session period	7
3.2.2. Planning of classes	7
3.2.3. Types of classes	7
3.2.4. Areas of Study	7
3.3. Practicum: developing teaching competence through practice.....	8
3.3.1. An Overview of four years of practicum.....	8
3.4. Specialization in Lower Secondary	9
4. Curriculum Structure for B.Ed. for TEC	10
4.1. Overview allocation Credits* per subject Primary Education	10
4.2. Summarized allocation Credits* per subject Primary Education	10
4.3. Overview allocation Credits* per subject Lower Secondary Education.....	11
4.4. Summarized allocation Credits* per subject Lower Secondary Education.....	12
4.4. Table 1: Curriculum Structure for Primary Education Programme.....	13
4.5. Table 2: Curriculum Structure for Lower Secondary Education Programme.....	17
5. References	25

1. Introduction

1.1. Background

The TEC offers the degree programmes for Bachelor of Education. The TEC programmes provide student teachers with a strong educational foundation such as pedagogies for effective teaching, and offer a holistic education to student teachers, emphasizing values and character development, physical and mental development, career conscience and skills development for being global citizenship.

While this curriculum framework for the B.Ed. TEC programme is designed based on the Singapore NIE Curriculum for Bachelor of Education (NTU/NIE, 2017), it includes the subjects that are currently taught in PTTCs and RTTCs and the subjects for grades 1-6 and 7-9, as mentioned in the Curriculum Framework of General and Technical Education (MoEYS, 2016)

1.2. Programme Education Objectives (PEOs)

The degree programme is positioned to integrate the best of a B.Ed. degree with a good foundation in the field of education to produce graduates with the full options of knowledge and skills to excel in careers in education. The programmes prepare student teachers for primary or lower secondary teaching. The programmes offer these following objectives to student teachers:

PEO-1: Knowledge and skills on teaching, subject matters, pedagogies, methodologies, and varieties of learning evaluation in accord with social changes and development.

PEO-2: Capacities in implementing and cognitive distribution with effective pedagogies, teaching methodologies and learning evaluation to enhance students' active learning efficiently and effectively.

PEO-3: ICT skills, foreign language skills and life skills to support education planning responding to 21st century skills and education in digital era attached with daily life.

PEO-4: Skills in educational research to strengthen teachers' knowledge, skills, and experiences upon professional development and lifelong learning culture.

PEO-5: Professional ethics, interpersonal skills, leadership, and global citizenship.

1.3. Programme Learning Outcomes (PLOs)

After attending 4-year education in Bachelor of Education programme, student teachers will be able to obtain knowledge and skills in these following categories:

1.3.1. Knowledge

PLO1: Know their students (students' learning needs, capacities, learning backgrounds, and learning styles).

PLO2: Know concisely related to kind of families, and relevant factors (such as genders, social background, economics, disabilities and cultural diversities) which influence on students learning and their ways of solving problems.

PLO3: Be aware of National Education Policy, National Education Goals, and General Education Goals.

PLO4: Be aware of teacher professional education standards and research to broaden knowledge for teaching development.

1.3.2. Cognitive Skills

PLO5: Figure out how to prepare lesson plan.

PLO6: Comprehend the curriculum, courses and be able to present the lesson content precisely.

PLO7: Integrate the lesson content from one topic to another so that students can acquire transferable skills and be willing to learn.

PLO8: Figure out the context of classroom environment and community.

PLO9: Comprehend the students' learning styles.

PLO10: Observe students' participation, record and analyse students' progress.

PLO11: Evaluate teaching performance and plan for professional development continuously.

1.3.3. Interpersonal Skills and Responsibility

PLO12: Provide feedback to students, parents or guardians about their learning progress and attitude development.

PLO13: Enhance student's responsibility toward learning.

PLO14: Pay attention and care to students, dedicate the effort for students and society.

PLO15: Demonstrate commitment and responsibility toward career professional.

PLO16: Perform a role model attitude in ethical and harmonious ways with students and community.

PLO17: Be justice and transparent in relationship with students, colleagues and other relevant stakeholders in the community.

PLO18: Collaborate with other teachers in term of professional learning community.

PLO19: Participate in school development to support education and students' prosperity as well as colleagues.

PLO20: Improve the rapport with students, parents, colleagues and community.

1.3.4. Numeral, Information Technology and Communication Skills

PLO21: Apply information technology and communication (if applicable) to enhance effective teaching and learning, constructing the data, collecting and analysing data as well as data representation the data with professional ethics.

PLO22: improve skills in ICT to implement them in practical teaching and learning.

1.3.5. Psychomotor Skills

PLO23: Prepare teaching lesson plan, syllabus and assessment appropriately and effectively.

PLO24: Create and renovate teaching materials in enhance learning outcomes quality.

PLO25: Apply valid and reliable learning assessment.

PLO26: Provide safe learning environment and motivate students reaching their maximize effort.

PLO27: Apply varieties of teaching methods to facilitate student's learning and achieve the MoEYs' curriculum standards.

PLO28: Offers appropriate learning activities to adopt with students learning styles and needs through flexible and blended teaching methods.

PLO29: Provide opportunities to students to participate in problem solving by applying critical and creative thinking.

2. Characteristic of the Curriculum

2.1. Duration of the Bachelor of Education Programme

The programme extends over a period of four years and lead to the award of the degree of Bachelor of Education. Student teachers may be awarded honours degree based on excellent overall performance in the four-year programmes. No candidate is permitted to take more than 6 years to obtain the degree.

2.2. Curriculum Standards

2.2.1. Teacher Professional Standards

Student teachers with a bachelor's degree in education will become successful teachers in accordance with the teacher professional standards (Ministry of Education, Youth and Sports,

Department of Training and Vocational Training 2010), which is the minimum standard. The teacher professional standards are the foundation of implementation and is linked to all disciplines of the Bachelor of Education program. This standard aims to enhance the teaching and learning of teachers by "providing a safe learning environment and giving teachers and students the courage for better study."

Teacher professional standards are categorized into 4 components:

- Professional Competencies
- Professional Practice
- Professional Education
- Professional Ethics

Each component consists of sub-components and there are indicators in each sub-component with the details of effective teacher criteria for teacher verification.

2.2.2. Student Teacher Education Competencies

Student Teacher Education Competencies are built as the essential cores and continuously implemented over a four-year period, fully linked with the teacher professional standards. All standards and components are set from basic to difficult levels and more complex from year to year which are evaluated annually. This means that student teachers must meet all the required competencies from the beginning to the end of the education program. As student teacher education progresses, their work becomes more complex and in-depth.

Student teacher education competencies are defined into 4 phases which all student teachers must achieve in each stage of academic year:

- Phase 1 (Year 1): Education Competencies (Career Orientation)
- Phase 2 (Year 2): Basic Competencies (Teacher Characteristic Development)
- Phase 3 (Year 3): Advanced Competencies (Diversity of Students Awareness)
- Phase 4 (Year 4): Initial Competencies (School as the Source of Development Awareness)

Competencies in each stage describe the competencies required for student teachers and they must be applicable after graduation. Each student teacher must demonstrate that they have all these competencies according to the teacher professional standards

Teacher Professional Standards and Student Teacher Education Competencies are foundations for professional teaching practice and linked to all subjects of the curriculum.

2.3. 21st Century Learning Skills

The world is consequently changed as education is limitless as well. Therefore, Student teachers must be ready for the 21st skills acquisition such as creativity, critical thinking, problem solving, communication, collaboration, digital literacy (ICT (basic) skills, information literacy, media literacy), social and cultural skills and self-regulation. These skills will enhance the teacher's capacity development systematically. These following skills will be integrated into all sessions in the syllabus according to their features as an explicit theme in separate classes.

2.4. Research

Student teachers are required for knowledge construction based on an investigative attitude theories and inquiry-based learning approaches to keep their own professional practice and education at their institute 'up to date' and taking to account They have to be able to research their own teaching practices to explore their own actions to improve, to innovate their own teaching practice, and to achieve recommendations to the practicum school to implement this change.

Student teachers acquire an understanding of the purposes, processes and outcomes of academic and educational applied research; with a focus on methods of designing, collecting, analysing, interpreting and presenting data. Applied Educational Research is to challenge their understanding of content specialization, and enrich their learning experience. In year 3 student teacher will learn about Educational Research. In year 4 student teachers will design, conduct and present a small Applied Educational Research in their practicum classroom or school as part of their graduation.

2.5. Exams and assessments

All courses in this programme will be assessed by formative and/or summative assessments. Different modes of assessment have been built into coursework. These include test/practical test, essay assignments, project work, progress ratings and examinations. Examinations will take place in the same week at the end of every semester, after each period of 15 weeks of classes. All

assessments, teaching practice, educational research and state examinations are essential components to verify student success in education program. Student teachers are allowed to take examinations in case they fulfil all requirements in all subjects, teaching practice, educational research with high moral attitude.

Practicum (Teaching Practice) will be assessed by the teacher trainer in collaboration with the model teacher with formative and summative assessments, related to the Teacher Professional Standards (TPS) and the TEC Student Teacher Education Competencies (STEC). The final Practicum Grade is based on the grade obtained for Teaching Practice II. Only Year 4 teaching practice grade will be defined in the official transcript.

Student teachers are not allowed to re-take an examination in order to improve on the grades of courses they have passed. In case student teachers fail any subject evaluation, they are allowed to re-take the examination once only and that grade cannot be higher than any other students with the lowest grade. The grades for a course taken by any student teachers in all attempts are reflected on the official transcript.

2.6. Scoring and Grading System

Every student must successfully complete each subject assigned by the TEC. Below is the scoring and grading system

Mark Obtained %	Grade	Grade Point	Meaning
85%-100%	A	4.00	Excellent
80%-84%	B ⁺	3.50	Very Good
70%-79%	B	3.00	Good
65%-69%	C ⁺	2.50	Fairly Good
50%-64%	C	2.00	Fair
45%-49%	D	1.50	Poor
40%-44%	E	1.00	Very Poor
<40%	F	0.00	Failure

TEC works with Grade Point Average (**GPA**) for a pass is 2 and above.

The calculation formula for **GPA** is: **GPA** equals the sum of all the subjects' scores (Grade Point – P) multiplied by their credit values (Attempted Credit Value – C), divided by the sum of all the subjects' credit values.

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

2.7. Integrity

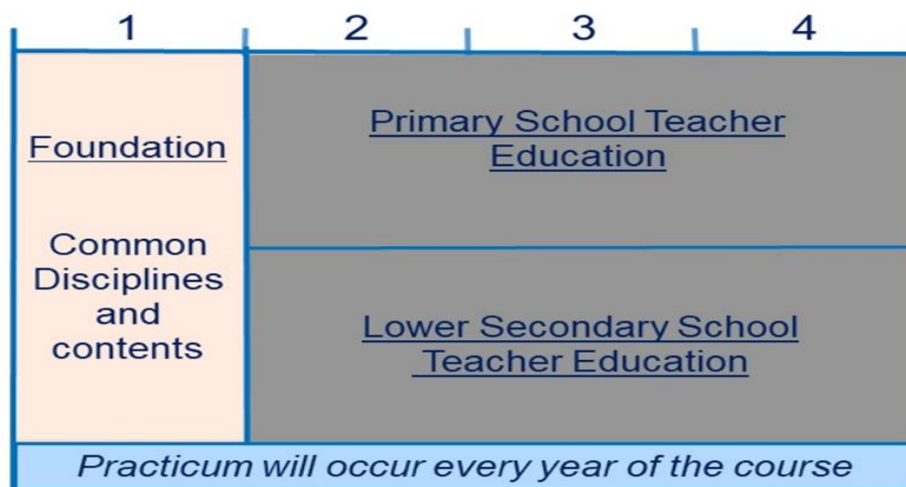
The TEC advises all student teachers to respect all copyrighted works and encourages the purchase of original textbooks and/or other copyrighted materials that are required for their programme of study. Student teachers should not plagiarize or pass off as their own, the writing or ideas of another, without acknowledging or crediting the source from which the ideas are taken.

In case where student's plagiarism is detected in their writings, that student will lose the credit and at worse can be repeated in class.

3. Curriculum Implementation

The BA of Education is a four-year programme of 140 credits for both PE and LSE, divided in two phases:

1. Foundation Phase of 1 year (not less than 30 credits)
2. Main Phase of 3 years (more than 90 credits), structured as follows:



Students must have successfully completed the foundation phase (not less than 30 credits) before they are allowed to start with the Main Phase.

Students are divided into a primary school teacher or lower secondary school teacher track from the beginning.

3.1. The Credit System

TEC adopt the credit system as mentioned in Law No. 04/04 ACC.SSR 2004), Chapter 2: Credit System Complying (ACC 2004).

- Lecturing: One credit in lecturing is one-hour lecturing in class a week or not less than 15 hours a semester.
- Laboratory/workshop: a credit of laboratory/workshop is a training or experiment in laboratory, which has at least 2 hours a week or at least 30 hours a semester.
- Field work: a credit of field work is a training conducted in farms, companies, hospitals, or other places which has at least 3 hours a week or at least 45 hours a semester.

A credit represents the volume of learning required to complete a class subject. A standard one-credit class subject requires 45 hours of study (total classroom learning and out-of-classroom learning) inside and outside the classroom.

Based on this, the number of class hours for each class subject is depending on the type of class.

In the case of lectures, classroom hours for one credit are 15 hours a semester, which means 30 hours of learning other than classroom hours are required to look into the readings for each lesson, to prepare for presentation and discussion, to review the lesson, and to do home assignments

Laboratory/workshop one credit, has 30 classroom hours and 15 hours out-of-classroom learning and Fieldwork (practicum) one credit, has 45 hours.

Based on this credit system, TEC sets the minimum of credits in a year at 30 and in one semester at 15.

TEC encourages student teachers to learn proactively and experience learning by a combination of classroom and out-of-classroom studies.

Crediting Classification for 4-year programme

Year	Credits for Courses			Credits for Practicum	
	Primary	L. Sec		Primary	L. Sec
		Non-language course	Language course		
Year 1	35	35	32	2 (2 weeks)	2 (2 weeks)
Year 2	31	30	30	5 (5 weeks)	5 (5 weeks)
Year 3	29	28	27	5 (5 weeks)	5 (5 weeks)
Year 4	23	25	29	10 (10 weeks)	10 (10 weeks)
Subtotal	118	118	118	22	22
Total	140 PE		140 LSE		

3.2. Classes

3.2.1. Semester and Class Session period

- Each curriculum has 44 weeks per year. 36 weeks are allocated to teaching and learning at TEC (classroom and practicum) and 8 weeks for introduction, preparation, examination, etc.

3.2.2. Planning of classes

- Student teachers are going 5 days to the TEC, Monday to Friday. No classes at Saturday, no sanitation day.
- Student teachers will follow the academic calendar and the time table of each TEC.
- There will be no 'home classes' for student teachers, student teachers will 'move' through the building(s). Some of the lectures will be given to large(r) groups (max. 125, auditoria).

3.2.3. Types of classes

- Classes are conducted in lectures, laboratory and workshops classes, practical classes and practical training (Practicum). During the period of training, student teachers are expected not only to study diligently but also to participate actively in talks, seminars, workshops and other activities organized for them. These activities form an integral part of the programme.

3.2.4. Areas of Study

The Bachelor of Education Program can comprise a selection of the following areas of study:

- Education Studies (ES)
This area of study covers the key concepts and principles of education that is necessary for effective teaching and reflective practice in schools.
- Curriculum Studies (CS)
These are designed to give student teachers the pedagogical knowledge and skills in teaching specific subjects according to the school curriculum.
- Subject Knowledge (SK)
This group of courses helps to reinforce subject content mastery for teaching.
- Academic Subjects (AS)
This area of study covers knowledge of the content and fundamental concepts and principles of subjects.
- Essential Course
This course introduces student teachers to the implications of living in a diverse society.
- Language Enhancement and Academic Discourse Skills (LEADS)
The courses in this component equip student teachers with the basic language and voice skills that they require for teaching, as well as for successfully engaging in academic writing of assignments and theses.
- Practicum
Student teachers will be attached to schools in blocks of up to 10 weeks so that they can develop teaching competencies in a variety of contexts and at different levels. Student teachers will be closely supervised by TEC mentor and will also learn from their school mentor in their practicum school about the schooling and teaching process.

3.3. Practicum: developing teaching competence through practice

Student teachers will be sent to the target schools for their practicum in the following phases of 4-year programme totally 22 weeks. During practicum, the teacher trainers / mentors of TEC will comply thoroughly supervision to facilitate student teachers bridging the theories into practice. Student teachers will obtain the experiences from class holding teachers / subject teachers such as teaching techniques, classroom management, professional development and ethics responding to teachers' professional standards.

The practicum is the absolute obligation for all student teachers to improve teaching capacity as it is a part of essential components in B.Ed. program of TEC. It is also the opportunities for student teachers to initiate their professional teaching development. The purpose of the practicum is to help prepare student teachers for the realities of student teaching by providing them with a clear understanding of the contexts for schooling. The practicum plays a major role in bridging "theory and practice" but beyond that, it offers the context for student teachers to develop their personal teaching competence and to acquire and develop the knowledge of teaching and pedagogical content knowledge of teachers.

It is through the practical experience that student teachers develop important professional knowledge such as knowledge of people, knowledge of themselves, self-control and inter-personal sensitivity. In addition, practicum teaches soft skills such as independent problem-solving, working collegially with fellow staff teachers and developing professional values and attitudes.

During practicum, student teachers are mentored and guided by their School Mentor (SM) and **TEC Mentor** (TM) through systematic observations, assistance and advice. They will have opportunities to become involved with, and actively participate in all aspects of the school's activities. Through these experiences they will learn to link theory and practice, and to acquire the understanding and skills necessary for teaching effectively in a range of classroom situations.

3.3.1. An Overview of four years of practicum

Course Code	Title	Course Category	No. of Credits	Pre-requisites
PR1	School Experience (2 weeks)	Core	2	-
PR2	Teaching Assistantship (5 weeks)	Core	5	PR1
PR3	Teaching Practice I (5 weeks)	Core	5	PR2
PR4	Teaching Practice II (10 weeks)	Core	10	PR3

- **PR1 School Experience**

This is 2 weeks long, with 1 week a lower grade class (grade 1-3) and 1 in a higher-grade class (grade 4-6) for primary school level. There is no division for lower secondary level. This is to provide student teachers opportunities to observe lessons in different classrooms. A set of weekly observation and reflection tasks will be given to foster theory-practice links. It is a requirement for student teachers to study in 2nd year and onward.

- **PR2 Teaching Assistantship**

Next the student teachers will undergo a 5-week Teaching Assistantship stint in accordance with their primary/lower secondary specialization track. A set of weekly TA tasks will guide them in observing their School mentor (SM) teach, engage in weekly conversations with their SMs' and to make theory-practice links in their reflections. They will also be given the practical experience of helping their SMs' plan lessons, prepare resources, manage pupils and to do some assisted teaching.

- **PR3 Teaching Practice I**

The third component of the Practicum is the 5-week Teaching Practice I which is to help the student teachers learn to teach independently. They will be provided opportunities to observe their SMs' lessons. Eventually they will learn to plan their own lessons to teach, prepare the relevant resources and manage pupils independently, in consultation with their SMs'.

- **PR4 Teaching Practice II**

In this 10-week Teaching Practice II, the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how co-curricular activities (CCAs) are managed.

3.4. Specialization in Lower Secondary

In the lower secondary teacher preparation programme, student teachers will be divided into several specialized courses, according to their interest and entrance exam scores, as listed below:

Non-foreign language teacher courses:

- Khmer
- Mathematics
- Physics
- Chemistry
- Biology
- Earth and Environmental Science
- History – Geography
- Moral Civics – Home Economics
- Health Education – Home Economics
- Art

Foreign language teacher courses

- English – ICT
- French – ICT

The subject of Art (Music and Visual Arts) is a specialized subject because this subject is very important for national identification and because some schools in some provinces do not have teachers for teaching Art.

4. Curriculum Structure for B.Ed. for TEC

4.1. Overview allocation Credits* per subject Primary Education¹

No	Subjects	Year				Total credits
		1	2	3	4	
1	Education Studies	6	6	4	5	21
2	Curriculum Studies	4	20	19	15	58
	a. Khmer language	-	4	4	4	12
	b. Foreign language	-	3	3	3	9
	c. Mathematics	2	3	3	3	11
	d. Science	-	3	3	3	9
	e. Social studies	-	4	3	-	7
	f. ICT	-	-	-	-	-
	g. Art		3	3	-	6
	h. Physical education	2	-	-	-	2
	i. Health education	-	-	-	2	2
3	Subject Knowledge	19	2	2	2	25
	a. Khmer language	3	-	-	-	3
	b. Foreign language	3	-	-	-	3
	c. Mathematics	4	2	2	2	10
	d. Science	3	-	-	-	3
	e. Social studies	6	-	-	-	6
4	LEADS: Academic discourse skills	2	-	-	-	2
5	Essential course:	4	3	4	1	12
	Physical practice	1	1	1	1	4
	ICT	2	2	2	-	6
	Literature	1				1
	Life Skills			1		1
6	Practicum	2	5	5	10	22
Total credits		37	36	34	33	140

4.2. Summarized allocation Credits* per subject Primary Education

No	Subjects	Year				Total credits
		1	2	3	4	
1	Education Studies	6	6	4	5	21
2	Curriculum Studies	4	20	19	15	58
3	Subject Knowledge	19	2	2	2	25
4	LEADS:	2	-	-	-	2
5	Essential course	4	3	4	1	12
6	Practicum	2	5	5	10	22
Total credits		37	36	34	33	140

* 1 Credit has

- 15 classroom hours lecturing (with 30 hours of self-study) or
- 30 classroom hours laboratory/workshops (with 15 hours of self-study) or
- 45 practicum hours.

¹More information about the courses in table 1

4.3. Overview allocation Credits* per subject Lower Secondary Education

(A) Non-foreign language courses

No	Subjects	Year				Total credits	
		1	2	3	4		
1	Education Studies	6	6	6	4	22	
2	Academic Subjects (one's specialised subjects)	20	15	10	10	55	
	a. Khmer	20	15	10	10	55	
	b. Mathematics	20	15	10	10	55	
	c. General Science	20	15	-	-	35	
	<i>Specialised subject</i>	Physics	-	-	10	10	20
		Chemistry	-	-	10	10	20
		Biology	-	-	10	10	20
		Earth-Environmental Science	-	-	10	10	20
	d. History - Geography	History	12	8	5	5	55
		Geography	8	7	5	5	
	e. Moral & Civics – Home Economics	Moral & Civics	12	8	5	5	55
Home Economics		8	7	5	5		
f. Health Education – Home Economics	Health Education	12	8	5	5	55	
	Home Economics	8	7	5	5		
g. Art		20	15	10	10	55	
3	Curriculum Studies (one specialised subjects)	-	3	3	6	12	
	a. Khmer	-	3	3	6	12	
	b. Mathematics	-	3	3	6	12	
	c. Science course (*choose one)	Physics	-	3	3	6	12
		Chemistry	-	3	3	6	12
		Biology	-	3	3	6	12
		Earth-Environmental Science	-	3	3	6	12
	d. History - Geography	History	-	2	2	3	12
		Geography	-	1	1	3	
	e. Moral & Civics – Home Economics	Moral& civics	-	2	2	3	12
		Home Economics	-	1	1	3	
f. Health Education – Home Economics	Health Education	-	2	2	3	12	
	Home Economics	-	1	1	3		
g. Art		-	3	3	6	12	
4	LEADS:	5	3	3	3	14	
	Academic discourse skills (*for all students)	2	-	-	-	2	
	Foreign language (*for non-foreign language students only)	3	3	3	3	12	
5	Essential course:	4	3	6	2	15	
	Physical practice	1	1			2	
	ICT	2	2	2		6	
	Literature	1				1	
	Life Skills			1		1	
	Career counselling	-	-	-	2	2	
	Appreciating and Valuing Differences	-	-	3	-	3	
6	Practicum	2	5	5	10	22	
Total credits		37	35	33	35	140	

(B) Foreign language courses

No	Subjects	Year				Total credits
		1	2	3	4	
1	Education Studies	6	6	6	4	22
2	Academic Subjects (one's specialised subjects)	20	15	10	10	55
	a. English+ ICT	English 20	12	7	7	55
		ICT -	3	3	3	
	b. French + ICT	French 20	12	7	7	55
		ICT -	3	3	3	
3	Curriculum Studies (one specialised subjects)	-	6	6	12	24
	a. English+ ICT	English -	3	3	6	12
		ICT -	3	3	6	12
	b. French + ICT	French -	3	3	6	12
		ICT -	3	3	6	12
4	LEADS:	2	-	-	-	2
	Academic discourse skills (*for all students)	2	-	-	-	2
5	Essential course:	4	3	6	2	15
	Physical practice	1	1			2
	ICT	2	2	2		6
	Literature	1				1
	Life skills			1		1
	Career counselling	-	-	-	2	2
	Appreciating and Valuing Differences	-	-	3	-	3
6	Practicum	2	5	5	10	22
Total credits		34	35	33	38	140

3.4. Summarized allocation Credits* per subject Lower Secondary Education

No	Subjects	Year				Total credits
		1	2	3	4	
1	Education Studies	6	6	6	4	22
2	Academic Subjects (In specialised subject(s))	20	15	10	10	55
3	Curriculum Studies (In specialised subject(s))					
	(A) Non-foreign language course	-	3	3	6	12
	(B) Foreign language course	-	6	6	12	24
4	LEADS					
	(A) Non-foreign language course	5	3	3	3	14
	(B) Foreign language course	2	-	-	-	2
5	Essential course	4	3	6	2	15
6	Practicum	2	5	5	10	22
Total credits						
	(A) Non-foreign language courses	37	35	33	35	140
	(B) Foreign language courses	34	35	33	38	140

* 1 Credit has

- 15 classroom hours lecturing (with 30 hours of self-study) *or*
- 30 classroom hours laboratory/workshops (with 15 hours of self-study) *or*
- 45 practicum hours.

Curriculum structure for BA (Ed) Primary Education Programme

Student teachers enrolled in the BA (Ed) Primary Education Programme will follow the curriculum structure shown in Table 1 below:

4.4. Table 1: Curriculum Structure for Primary Education Programme

Primary Year 1		
Category / subject	Primary Education Course Title	No. of Credits
Education Studies		
	Educational psychology I: Theories and applications for learning and teaching	2
	Professional practice and inquiry I	1
	General topics in education (Including basic ideas about inclusive education, child friendly school, human rights, gender, sexual trafficking, multi-grade teaching, GCE, etc.)	2
	Environmental Education	1
Curriculum Studies		
Mathematics	The teaching and learning of mathematics I	2
Physical education	The teaching and learning of physical education	2
Subject Knowledge		
Khmer language	Fundamental principles of Khmer language education	3
Foreign language	Grammar	3
Mathematics	Fundamental principles of primary mathematics I	2
	Fundamental principles of primary mathematics II	2
Science	Topics in science for primary education	3
Social studies	Disciplinary foundations in primary social studies: geography	3
	Disciplinary foundations in primary social studies: history	3
Language Enhancement & Academic Discourse Skills (LEADS)		
	Academic discourse skills	2
Essential Course		
Physical education	Physical practice (For the exercise of TEC students.)	1
ICT	Use of ICT in teaching and learning (*Learning how to use the internet to prepare lesson plans and teaching and learning materials without violating copyright.)	2
Reading	Literature	1
Practicum		
	School experience	2
Total		37

Primary Year 2		
Category / subject	Primary Education Course Title	No. of Credits
Education Studies		
	Teaching and managing learners at the primary level	2
	Educational psychology II: Theories and applications for learning and teaching	1
	Technologies for meaningful learning	2
	Assessing learning and performance	1
Curriculum Studies		
Khmer language	Teaching reading and writing in the primary school (Lower primary)	4
Foreign language	Teaching reading and writing in the primary school (Lower primary)	3
Mathematics	The teaching and learning of mathematics II	3
Science	Curriculum and practices for primary science	3
Social studies	Teaching social studies in the primary classroom	3
	Moral and civics and home economics (*Including the lessons to develop the practical skills necessary to teach home economics.)	1
Art	Concepts and practices in art education (Integrating the lessons on music)	3
Subject Knowledge		
Mathematics	Topics in mathematics for primary education	2
Essential Course		
Physical education	Physical practice (*For the exercise of TEC students.)	1
ICT	Use of ICT in teaching and learning (*Learning how to use the internet to prepare lesson plans and teaching and learning materials without violating copyright.)	2
Practicum		
	Teaching assistantship	5
Total		36

Primary Year 3		
Category / subject	Primary Education Course Title	No. of Credits
Education Studies		
	The social context of teaching and learning	1
	Educational research (for 2 semesters)	3
Curriculum Studies		
Khmer language	Teaching reading and writing in the primary school (Upper primary)	4
Foreign language	Teaching reading and writing in the primary school (Upper primary)	3
Mathematics	The teaching and learning of mathematics III	3
Science	Pedagogy for primary science (Including lessons on assessment for primary science classrooms.)	3
Social studies	Inquiry in primary social studies (*Including lessons on assessment for primary social study classrooms.)	3
Art	Children and adolescent's artistic development and its implications for teaching (*Integrating the lessons on music)	3
Subject Knowledge		
Mathematics	Further mathematics topics I	2
Essential Course		
Physical education	Physical practice (*For the exercise of TEC students.)	1
Life Skills	Life Skills	1
ICT	Use of ICT in teaching and learning (*Learning how to use the internet to prepare lesson plans and teaching and learning materials without violating copyright.)	2
Practicum		
	Teaching practice I	5
Total		34

Primary Year 4		
Category / subject	Primary Education Course Title	No. of Credits
Education Studies		
	Professional practice and inquiry II	1
	Basic knowledge for school teachers (*School administration, professional ethics, rules and regulations, use of a library, etc.)	1
	Applied Educational Research. (Design, conduct and present small applied educational research in their practicum classroom or school)	3
Curriculum Studies		
Khmer language	Assessment in Khmer language education	4
Foreign language	Student-centred language learning strategies and activities Assessment in language teaching	3
Mathematics	Assessment literacy for the primary mathematics classrooms	3
Science	Innovations in design and practices for primary science	3
Health education	The teaching and learning of health education	2
Subject Knowledge		
Mathematics	Further mathematics topics II	2
Essential Course		
Physical education	Physical practice (*For the exercise of TEC students.)	1
Practicum		
	Teaching practice II	10
Total		33

Curriculum structure for BA (Ed) Lower Secondary Education Programme

Student teachers enrolled in the BA (Ed) Lower Secondary Education programme will follow the curriculum structure shown in Table 2 below:

4.5. Table 2: Curriculum Structure for Lower Secondary Education Programme

(A) Non-foreign language courses

L. Sec Year 1		
Category / subject	Lower Secondary Education Course Title	No. of Credits
Education Studies		
	Educational psychology I: Theories and applications for learning and teaching	2
	Professional practice and inquiry I	1
	General topics in education (*Including basic ideas about inclusive education, child friendly school, human rights, gender, sexual trafficking, multi-grade teaching, GCE, etc.)	2
	Environmental Education	1
Academic Subjects		
<i>Choose one from the following modules based on the specialised subjects</i>		
Khmer		20
Mathematics		20
General science	<i>For the students choosing science subjects (Physics, Chemistry, Biology, Earth Science)</i>	20
History – Geography	History	12
	Geography	8
Moral & Civics – Home Economics	Moral & Civics	12
	Home Economics	8
Health Education – Home Economics	Health Education	12
	Home Economics	8
Art		20
Language Enhancement & Academic Discourse Skills (LEADS)		
	Academic discourse skills	2
<i>Choose one from the following courses based on the specialised subjects</i>		
Foreign language	French grammar and composition I <small>*For foreign language course students who choose English.</small>	3
	English grammar and composition I <small>(*For students other than the above).</small>	3
Essential Course		
Physical education	Physical practice <small>(*For the exercise of TEC students.)</small>	1
ICT	Use of ICT in teaching and learning <small>(*Learning how to use the internet to prepare lesson plans and teaching and learning materials without violating copyright.)</small>	2
Practicum		
	School experience	2
Total		37

(B) Foreign language courses

L. Sec Year 1		
Category / subject	Lower Secondary Education Course Title	No. of Credits
Education Studies		
	Educational psychology I: Theories and applications for learning and teaching	2
	Professional practice and inquiry I	1
	General topics in education (*Including basic ideas about inclusive education, child friendly school, human rights, gender, sexual trafficking, multi-grade teaching, GCE, etc.)	2
	Environmental Education	1
Academic Subjects		
<i>Choose one from the following modules based on the specialised subjects</i>		
English + ICT	English	20
French + ICT	French	20
Language Enhancement & Academic Discourse Skills (LEADS)		
	Academic discourse skills	2
Essential Course		
Physical education	Physical practice (*For the exercise of TEC students.)	1
ICT	Use of ICT in teaching and learning (*Learning how to use the internet to prepare lesson plans and teaching and learning materials without violating copyright.)	2
Reading	Literature	1
Practicum		
	School experience	2
Total		34

(A) Non-foreign language courses

L. Sec Year 2		
Category / subject	Lower Secondary Education Course Title	No. of Credits
Education Studies		
	Teaching and managing learners at the lower secondary level I	2
	Educational psychology II: Theories and applications for learning and teaching	1
	Technologies for meaningful learning	2
	Assessing learning and performance	1
Academic Subjects		
<i>Choose one from the following modules based on the specialised subjects</i>		
Khmer		15
Mathematics		15
General science	For the students choosing science subjects (Physics, Chemistry, Biology, Earth Science) General science subjects	11
	General Mathematics for Science (Basic Math and Statistics for Science)	4
History – Geography	History	8
	Geography	7
Moral & Civics – Home Economics	Moral & Civics	8
	Home Economics	7
Health Education – Home Economics	Health Education	8
	Home Economics	7
Art		15
Curriculum Studies		
<i>Choose one from the following modules based on the specialised subjects</i>		
Khmer	Teaching and learning the Khmer language I	3
Mathematics	Teaching and learning Mathematics I	3
Physics	Understanding the physics curriculum	3
Chemistry	Curriculum and pedagogy in chemistry	3
Biology	Curriculum and scientific practices in biology education	3
Earth Science	Curriculum and pedagogy in earth science	3
History – Geography	Principles of lesson planning and pedagogical approaches in history	2
	Planning for geography teaching	1
Moral & Civics – Home Economics	Moral & Civics	2
	Home Economics	1
Health Education – Home Economics	Health Education	2
	Home Economics	1
Art	Concepts and practices in art education: Classroom practices in Music I	3
Language Enhancement & Academic Discourse Skills (LEADS)		
<i>Choose one from the following modules based on the specialised subjects</i>		
Foreign language	French grammar and composition II *For foreign language course students who choose English.	3
	English grammar and composition II *For students other than the above.	3
Essential Course		
Physical education	Physical practice (*For the exercise of TEC students.)	1
ICT	Use of ICT in teaching and learning (*Learning how to use the internet to prepare lesson plans and teaching and learning materials without violating copyright.)	2
Practicum		

	Teaching assistantship	5
Total		35

(B) Foreign language courses

L. Sec Year 2		
Category / subject	Lower Secondary Education Course Title	No. of Credits
Education Studies		
	Teaching and managing learners at the lower secondary level I	2
	Educational psychology II: Theories and applications for learning and teaching	1
	Technologies for meaningful learning	2
	Assessing learning and performance	1
Academic Subjects		
<i>Choose one from the following modules based on the specialised subjects</i>		
English + ICT	<i>English</i>	12
	<i>ICT</i>	3
French + ICT	<i>French</i>	12
	<i>ICT</i>	3
Curriculum Studies		
<i>Choose one from the following modules based on the specialised subjects</i>		
English + ICT	Teaching of English at the lower secondary level: Reading	3
	Use of ICT in teaching and learning I	3
French + ICT	Teaching of French at the lower secondary level: Reading	3
	Use of ICT in teaching and learning I	3
Essential Course		
Physical education	Physical practice (*For the exercise of TEC students.)	1
ICT	Use of ICT in teaching and learning (*Learning how to use the internet to prepare lesson plans and teaching and learning materials without violating copyright.)	2
Practicum		
	Teaching assistantship	5
Total		35

(A) Non-foreign language courses

L. Sec Year 3		
Category / subject	Lower Secondary Education Course Title	No. of Credits
Education Studies		
	Teaching and managing learners at the lower secondary level II	1
	The social context of teaching and learning	1
	Educational research (for 2 semesters)	3
	Basic knowledge for school teachers (*School administration, professional ethics, rules and regulations, use of a library, etc.)	1
Academic Subjects		
<i>Choose one from the following modules based on the specialised subjects</i>		
Khmer		10
Mathematics		10
Physics		10
Chemistry		10
Biology		10
Earth Science		10
History -	History	5
Geography	Geography	5
Moral & Civics –	Moral & Civics	5
Home Economics	Home Economics	5
Health Education –	Health Education	5
Home Economics	Home Economics	5
Art		10
Curriculum Studies		
<i>Choose one from the following modules based on the specialised subjects</i>		
Khmer	Teaching and learning the Khmer language II	3
Mathematics	Teaching and learning mathematics II	3
Physics	Physics instruction & microteaching	3
Chemistry	Microteaching in chemistry	3
Biology	Pedagogies of biology education	3
Earth Science	Microteaching in earth science	3
History –	Teaching and learning of secondary history and social studies I	2
Geography	Classroom-based teaching strategies in geography	1
Moral & Civics –	Moral & Civics	2
Home Economics	Home Economics	1
Health Education –	Health Education	2
Home Economics	Home Economics	1
Art	Children and adolescent’s artistic development and its implications for teaching: Classroom Practices in Music II	3
Language Enhancement & Academic Discourse Skills (LEADS)		
Academic English	Reading academic texts in English	3
Essential Course		
Physical education	Physical practice (*For the exercise of TEC students.)	1
ICT	Use of ICT in teaching and learning (*Learning how to use the internet to prepare lesson plans and teaching and learning materials without violating copyright.)	2
	Multicultural Studies: Appreciating and Valuing Differences	3
Practicum		
	Teaching practice I	5
Total		33

(B) Foreign language courses

L. Sec Year 3		
Category / subject	Lower Secondary Education Course Title	No. of Credits
Education Studies		
	Teaching and managing learners at the lower secondary level II	1
	The social context of teaching and learning	1
	Educational research (for 2 semesters)	3
	Basic knowledge for school teachers (*School administration, professional ethics, rules and regulations, use of a library, etc.)	1
Academic Subjects		
<i>Choose one from the following modules based on the specialised subjects</i>		
English + ICT	English	7
	ICT	3
French + ICT	French	7
	ICT	3
Curriculum Studies		
<i>Choose one from the following modules based on the specialised subjects</i>		
English + ICT	Teaching of English at the lower secondary level: Writing	3
	Use of ICT in teaching and learning II	3
French + ICT	Teaching of French at the lower secondary level: Writing	3
	Use of ICT in teaching and learning II	3
Essential Course		
Physical education	Physical practice (*For the exercise of TEC students.)	1
ICT	Use of ICT in teaching and learning (*Learning how to use the internet to prepare lesson plans and teaching and learning materials without violating copyright.)	2
	Multicultural Studies: Appreciating and Valuing Differences	3
Practicum		
	Teaching practice I	5
Total		33

(A) Non-foreign language courses

L. Sec Year 4		
Category / subject	Lower Secondary Education Course Title	No. of Credits
Education Studies		
	Professional practice and inquiry II	1
	Applied Educational Research. (Design, conduct and present small applied educational research in their practicum classroom or school)	3
Academic Subjects		
<i>Choose one from the following modules based on the specialised subjects</i>		
Khmer		10
Mathematics		10
Physics		10
Chemistry		10
Biology		10
Earth Science		10
History - Geography	History	5
	Geography	5
Moral & Civics – Home Economics	Moral & Civics	5
	Home Economics	5
Health Education – Home Economics	Health Education	5
	Home Economics	5
Art		10
Curriculum Studies		
<i>Choose one from the following courses based on the specialised subjects</i>		
Khmer	Teaching and learning the Khmer language III	3
	Assessment in language education	3
Mathematics	Teaching and learning mathematics III	3
	Specialised areas in teaching and learning of mathematics	3
Physics	Assessment in physics education	3
	Reflective teaching and inquiry in physics	3
Chemistry	Assessment and laboratory issues in chemistry	3
	Trends, issues and challenges in chemistry education	3
Biology	Assessment in biology	3
	Innovative biology teaching	3
Earth Science	Assessment in earth science	3
	Challenges in earth science teaching	3
History – Geography	Inquiry-based experiential learning: fieldtrip design for secondary history	2
	Assessment and evaluation in lower secondary history	1
	Advanced teaching strategies in geography	2
	Field based teaching strategies and assessment in teaching geography	1
Moral & Civics – Home Economics	Moral & Civics	2
	Home Economics	1
Health Education – Home Economics	Health Education	2
	Home Economics	1
Art	Curriculum and assessment in art (Teaching of Art 3) Teaching of art in the classroom (Teaching of Art 4) Classroom practices in music III (including ensemble studies) Music in the lower secondary schools	6

Language Enhancement & Academic Discourse Skills (LEADS)		
Academic English	Writing academic texts in English	3
Essential Course		
Career Counselling	Career Counselling	2
Practicum		
	Teaching practice II	10
Total		35

(B) Foreign language courses

L. Sec Year 4		
Category / subject	Lower Secondary Education Course Title	No. of Credits
Education Studies		
	Professional practice and inquiry II	1
	Applied Educational Research. (Design, conduct and present small applied educational research in their practicum classroom or school)	3
Academic Subjects		
<i>Choose one from the following modules based on the specialised subjects</i>		
English + ICT	English	7
	ICT	3
French + ICT	French	7
	ICT	3
Curriculum Studies		
<i>Choose one from the following courses based on the specialised subjects</i>		
English + ICT	Teaching of English at the lower secondary level: Listening and Speaking	3
	Teaching English grammar at the lower secondary level	3
	Use of ICT in teaching and learning III	6
French + ICT	Teaching of French at the lower secondary level: Listening and Speaking	3
	Teaching French grammar at the lower secondary level	3
	Use of ICT in teaching and learning III	6
Essential Course		
Career Counselling	Career Counselling	2
Practicum		
	Teaching practice II	10
Total		38

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