

THE ANALYSIS OF TEACHER DEVELOPMENT PRACTICE AGAINST THE EDUCATIONAL LEGAL FRAMEWORK IN CAMBODIA

By Sophal Kao

Associate Dean of Faculty of Education, Paññāsāstra University of Cambodia, Cambodia

ABSTRACT

This study was conducted to philosophically analyze teacher development practice in Cambodia when evaluated against the educational framework which consists of the Education Law (2007), the Education Policy, the Teacher Policy (Ministry of Education, Youth and Sport, 2013), the Education Strategic Plan (ESP) (MoEYS, ESP: 2014-2018, 2009-2013 & 2006-2010) and the Teacher Development Master Plan of 2010-2014, to find out whether the important qualities, characteristics and tools described in these documents have been effectively utilized to train teachers to become qualified Global Teachers who will be able to produce qualified people whom Ben-Peretz (2009) referred to as global citizens (Ben-Peretz, 2009). The Global Teachers are well-trained teachers who meet eight qualities suggested in this study. The qualitative method of analysis was adopted and the data were collected from the principle documents mentioned above as well as other relevant sources to analyze current teacher development practice in Cambodia. Some main challenges are pinpointed, conclusions are withdrawn and some recommendations are made to amend the Education Law, to enhance Education Policy and to develop the Teacher Development Policy so that Cambodian teachers may be better trained to meet global teacher qualities.

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