MINISTRY OF EDUCATION, YOUTH & SPORT

Formative Teacher Support Framework

New Generation Schools Initiative

Phnom Penh, CAMBODIA
December 2016
(Updated in September 2020)

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1. KEY PRINCIPLES

The Teacher Support Framework described in this document has been established to provide opportunities for formative assessment of teachers that contributes to their growth as professionals. The process documented here is not intended to be a summative process and avoids the use of terminal scoring for this reason. In this sense, the framework has been designed to be a non-threatening process that is welcomed, not feared by teachers.

Since the original publication of this document in 2016, the teacher support framework at New Generation Schools has evolved considerably. With the establishment of the *New Generation Pedagogical Research Center (NGPRC)* at the National Institute of Education in Phnom Penh, each school in the NGS System has received 2 to 4 mentors to help animate the teacher development system described in this document. This development helps to greatly enhance both the frequency and the degree of professionalism observed in the efforts to support teachers. The availability of full-time mentors working at schools also shifts much of the burden for continuous professional development (CPD) from school managers to school-based mentors.
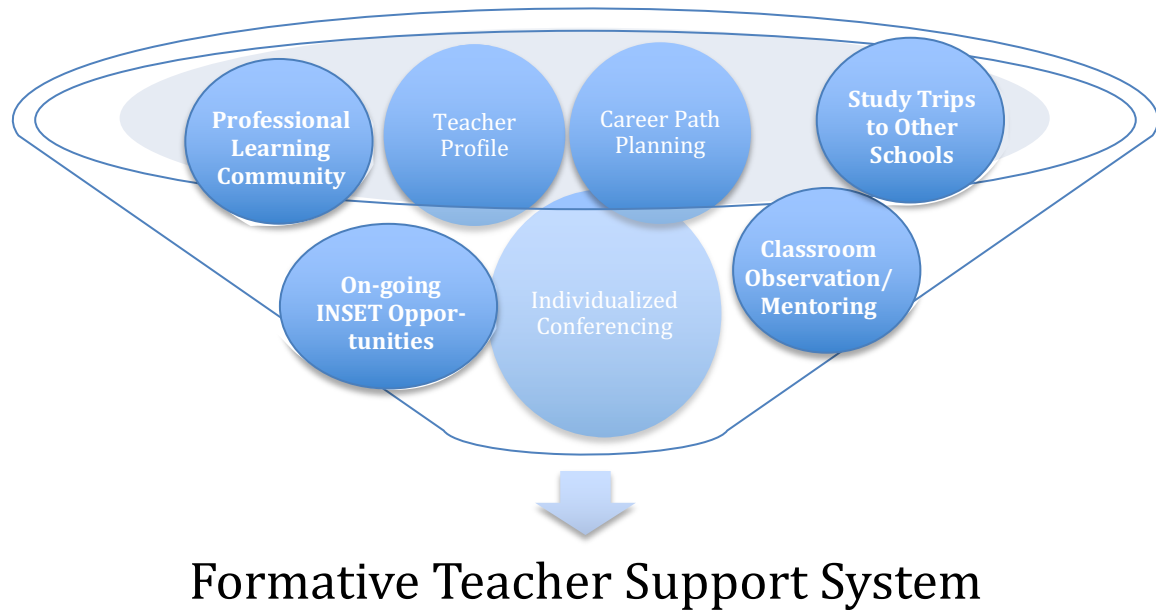
The Teacher Support Framework discussed in this document is governed by several key principles that are described below:

- ***Support Frameworks should be School-based:*** The process is intended to be school-based and should be maintained by full-time *Mentors* in collaboration with *School Managers*. In case school-based mentors are not available, the NGS network may also engage Non-state Actors (e.g., NGOs, outside resource persons, etc.) to help to animate the framework.

- ***Based on Principles of Reflective Teaching:*** The current framework seeks to help teachers improve themselves by providing them with opportunities to 'reflect' on their own teaching. The 'reflection process' requires that teachers are directly engaged in their own assessments and use Mentors as role models who can provide outside feedback. This process departs from 'check and control' approaches that have been used in the past.

- ***Assumption that All Teachers Are Self-Motivated:*** Reflective teaching philosophies can only work well if teachers are motivated to be professional in their teaching. A key assumption for implementing the present teacher development framework effectively, therefore, is that teachers are truly dedicated to being a good teacher and are not distracted by unprofessional activities that seek to exploit students. If this assumption does not hold at a New Generation School, it is likely that the present system will not function effectively. Thus, recruiting teachers with a strong sense of motivation, commitment, and professionalism is an absolute pre-requisite for the Teacher Support Framework to work.

2. KEY ELEMENTS OF THE TEACHER DEVELOPMENT PROCESS

There are several key elements of the Teacher Support Framework that should be established at every New Generation School. The simultaneous implementation of these operational elements helps to reinforce each other and ensure high standards of teacher professionalism at the school. The identification and description of these operational elements also provides a clear basis to help the NGS Accreditation Committee determine how well the Teacher Support System is operating at any given New Generation School. In this respect, there are 6 key operational elements to consider that are described in the Figure and text below.

Figure 1: Key Elements of the Formative Teacher Support System in a New Generation School

- **Professional Learning Community**
- Teacher Profile
- Career Path Planning
- **Study Trips to Other Schools**
- **On-going INSET Opportunities**
- Individualized Conferencing
- **Classroom Observation/ Mentoring**

Formative Teacher Support System

2.1 Teacher Profile Development

Teachers should be conscious of their achievement and development over the length of their careers. To help teachers to develop such a consciousness, each teacher should be assisted with developing a Professional Profile that documents how they have improved themselves over the years. The file may also include correspondence between the school and the teacher regarding their professional development, as well. Accordingly, each New Generation School should establish and maintain a profile for each teacher posted at the school, which should be periodically updated by both School Managers and the Mentor in collaboration with the teacher. The following documents may be included in the teacher profile:

Example of Teacher Profiles organized into box files for each teacher

- Teacher CV with picture

- Teacher Application Form before employment and Interview Scores
- Nomination letter from Ministry (as relevant)
- Completed Career Path Form (for every year)
- Special Certificates relating to their qualifications (e.g., NIE certificates, Bachelor or Master's Degree, Special training, etc
- Any Special Recognition Awards
- Completed Observation Forms (signed by both mentor and teacher)
- Completed Self-Reflection Forms (signed by both mentor and teacher)
- Completed Summative Teacher Evaluation Form (signed by teacher and Board members)
- Teacher Annual Contract
- Official Warnings to teachers in violation of NGS teacher ethics (if applicable)
- Scholarship Applications
- Any Relevant Correspondence between Teacher & School
- Transcripts (to be determined)

2.2 Career Path Planning

The teacher development process should start with teachers reflecting on their own professional goals and what they want to achieve in the next year and the next 5 years. Once these goals have been identified by the teacher, the Mentor can more easily help to provide guidance and support about how to achieve these goals. Goals identified by teachers should be specific. For example, the goal 'to improve my teaching,' is much too general to be of much use. Specific goals may include:

- Using ICT in my teaching more effectively
- Using new educational software in my teaching
- Using a new lesson plan format to plan my teaching
- Using Project Work Methods in my teaching
- Linking my teaching to the school's 21st Century Library and its research facilities
- Etc.

Technical support from mentors in Career Path Planning may include team teaching lessons together, providing feedback on experimental lessons, scholarships for additional qualifying degrees or certificates, and study trips. Teachers should record their professional goals into a Teacher Career Path Planning Form provided in Annex 10 of the NGS Operational Guidelines Manual. This form also includes a logbook to help teachers to make weekly and monthly entries that help to record their successes and challenges and provide guidance to subsequent discussions with Mentors.

Teacher conference to follow up on career path planning and reflection logbooks

2.3 Individualized Conferencing

Mentors should plan at least two individualized conferences with teachers during the school year (preferably more) in order to plan technical support to the teacher to

help achieve his or her professional goals. Each time that a teacher conference occurs constitutes what is known as a 'Mentoring Cycle.' A cycle starts with the pre-planning for a teacher conference and ends with a classroom observation.

The Career Path Planning Form should be the core document that is used to drive discussions during the Individualized Teacher Conference. The conference should give an opportunity for the Mentor to provide feedback to the teacher about achieving professional goals, which should include planning a classroom observation together (see below). The conference may also include discussion of scholarship opportunities provided by the school for professional development, upcoming study trips, and access to educational reference documents that may be relevant to a teacher's goals. Schools should keep a clear register of the teacher conferences that have occurred during the year as well so that the Accreditation Committee can validate that the Teacher Support System at the school is working. An example of such a register is provided in Form 1 (cf. **Annex 1**).

2.4 Classroom-based Observations and Team Teaching

Following the Individualized Teacher Conference, the Mentor should work with the teacher to plan a classroom observation. The Mentor's role in the observation is to act as a 'sounding board' for teachers, not to provide a highly formalized critique of the lesson that comes mainly from the Mentor. Rather, the critique of the lesson should come from the teacher him or herself with the Mentor providing feedback to the teacher's *self-evaluation.* The professional goals identified in the Career Path Plan as well as the observation form provided in Form 2 of this document (cf. **Annex 1**) should provide some structure for the self-evaluation, though some criteria in the observation form may not be relevant.

The self-assessment of the class may be done in several ways. For example, a teacher may opt to videotape herself and then provide a critique of the lesson on the basis of the video; alternatively, the assessment can also take the form of a team teaching exercise in which the Mentor teaches the lesson with the teacher to achieve a particular goal. The assessment may also take the form of a more conventional observation but where the teacher and Mentor complete the observation form together, trying to

A Khmer language teacher videotapes his lesson to help him get an outside perspective when assessing his lesson.

reach a consensus on strengths and weaknesses. Whatever form the self-assessment takes, it should be carefully planned beforehand by both the teacher and the Mentor during the Individualized Conference.

When the observation has been completed and all forms documented, these should be filed in the teacher's Development Profile discussed in Section 2.1 above.

As one can see, there is a close linkage between the Career Path Planning Process, the Individualized Conference, and the Classroom Self-assessment. The various steps preceding and following the Classroom Self-assessment are summarized in the table below.

Table 1: Summary of Steps in the Teacher Mentoring Process

	Teacher Development Process
Cycle 1	1. Teachers compete their Career Path Forms 2. Teachers return the forms to School Directors 3. School Directors provide Career Path Forms to Mentors for review 4. Mentors review forms to prepare for individualized conferences with assigned teachers 5. Mentors set a schedule for individual conferences with each teacher 6. Individual conferences with teachers occur to review their Career Path Plans and make a plan for observation, which can take the form of a regular observation, team teaching, or video critique. Scholarship support for outside professional development opportunities should also be discussed at this time. 7. Set appointments for formal observation/team teaching, etc. 8. Do Observations or Team Teaching as agreed with teachers. Teachers and Mentors should complete the Classroom Observation Form together to compare assessments of what worked well and what could be improved. Both Teachers and Mentors should arrive at a consensus on all points before the document is signed by both parties and dated. The Observation Form should NOT be used to come up with a total score across all criteria as this is intended to be a formative process. Rather, the scoring scale provided for each individual criterion should be used to arrive at a consensus assessment by both the Teacher and Mentor.
Cycle 2	9. Set schedule for new round of conferences to review forms and feedback 10. Repeat Steps 6 to 9. Note: Mentors should try to complete at least two cycles per year.

2.5 Use of Mentoring Software

One of the major innovations in the New Generation School System is the introduction of mentoring software known as *Observic.* This software provides an opportunity for teachers to record specific elements of their teaching using mobile devices (e.g., smartphone, camera, etc.), which can then be uploaded onto the *Observic* platform for review by a Mentor. The software enables teachers to have some control over the mentoring process by giving
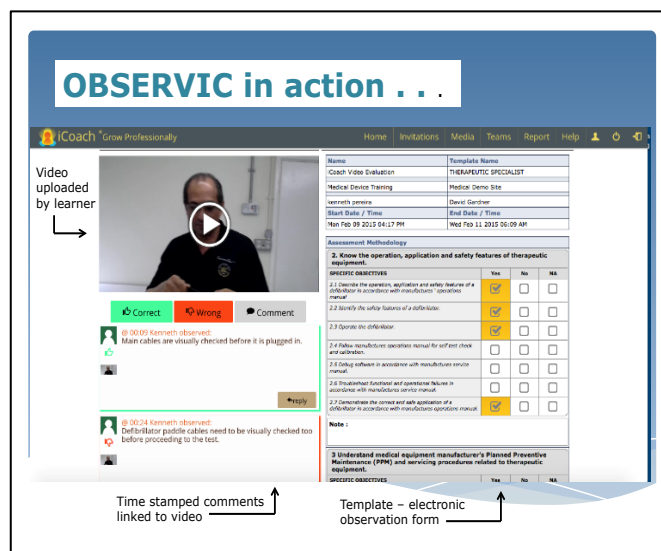
Revolutionizing the Teacher Mentoring Process in Cambodia: *The picture above captures what the Observic platform looks like to users.*

them the option of only presenting the teaching behaviors that they wish mentors to give them feedback on. The software enables mentors to make annotated comments (both positive and critical) on those segments of the video that has been shared by the teacher. The videos can easily be archived and used to form a record of a teacher's professional development. In addition, numerous forms provide some structure to the interaction between Mentors and Mentees and help to document the mentoring process. These forms can be found in **Annex 2.**

The use of mentoring software in the way described above is more advantageous than actual classroom observations where the teacher really has little control over what the mentor observes. The *Observic* platform also includes provisions to automatically tabulate performance metrics based on Key Performance Indicators (KPI) that the center adopts. The program presents progress on KPIs graphically, thereby creating a tracking process that will be very easy for teacher mentors to manage. The software is linked with five forms that can also be completed online and tabulated automatically to facilitate tracking of teacher performance.

The mentoring software suggested by NGS System has been contextualized to the Cambodian context and all fields have been translated into Khmer language. *Observic* is a licensed software and schools are liable to pay the license fees as per the requirements of the software proprietor.[1]

2.6 Professional Learning Community Framework

The New Generation School recognizes that in order for a school-based teacher development program to be successful, there must be a strong culture of professional behavior at the school. The majority of teachers must be both committed and motivated to strive for excellence. There should be behavioral norms in place whereby teachers who come late, extort money from students, and show poor preparation will meet with disapproval from their peers. These behaviors should be the exception, not the norm as it is at many public schools. When the

Math Teachers hold their regular weekly meeting to discuss the lessons for the upcoming week.

majority of teachers are committed to a higher standard of performance, they will reinforce each other and dis-incentivize dysfunctional behaviors. Thus, it is essential for every New Generation School to take active steps to create a Professional Learning Community where teachers support each other, share information, and enforce positive behavioral norms. Here are some important measures that should be put in place to ensure an active PLC at any given school:

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[1] License fees for *Observic* are currently set at $30 per year per teacher but may be negotiated with the proprietor depending on the number of teachers who will be suing the software.

- *Clear Expectations:* Teachers who are recruited to the school or already posted there should sign declarations or contracts that show that they understand the behavioral expectations of working at the school and commit themselves to respecting these behavioral norms. They should further understand that failure to meet these expectations might result in disciplinary action from the Oversight Board and non-renewal of their contract at the school.

- *Communication Linkages:* Teachers at a school should be linked together through social media. LINE groups are now common at New Generation Schools and help teachers to share information, educational resources, interesting videos, and some of the project work that their students are doing. By extensive sharing in this way, teachers better understand what each other are doing and strive to meet the behavioral norms that are being communicated.

- *Regular Meetings:* Teachers should plan to meet on a regular basis to share information, plan lessons and examinations together, and provide assistance to one another for special projects that are common to all teachers such as using educational software. These meetings do not need to be rigidly adhered to but should happen on a relatively frequent basis (e.g., two or three times per month). It is suggested that teachers meet in their own subject groups or by grade level.

- *Plenty of Spaces for Communal Interaction:* New Generation Schools should provide nice meeting rooms where teachers can meet easily as well as a Faculty Room where teachers can chat together informally while having snacks and coffee. The availability of such spaces will greatly facilitate the desired communications described above.

2.7 Study Trips Outside the School

Depending on the availability of funding, school mentors should also plan on bringing teachers to visit schools with very high standards either in Cambodia or abroad. The NGS Network will provide a listing of such schools where there have been positive learning experiences as well as willingness to receive visiting schools. Study Trip experiences are very useful because they provide exposure to new ideas, high professional standards, and different ways of organizing schools and classrooms. The exposure visits should be well planned with pre-visit discussions among teachers, school managers, and Mentors occurring beforehand to set out the objectives of the visit and how these might relate to efforts to further improve the school. There are also provisions in the

Reflection Exercise: Cambodian Educators attend a reflection meeting at a school in Thailand

Career Path Planning form to help teachers to think through the objectives of a study visit and how such a visit might help to achieve professional goals that they have set for the year.

2.8 On-going INSET Opportunities

New Generation Schools will receive on-going opportunities from the NGS Secretariat to study about new methodologies and approaches to education to keep Cambodia's education system up to date with the most recent developments from around the world. To a large extent, the school's INSET Program should reflect needs that have been identified during the formative teacher conferences and observations. In addition, MoEYS has already developed a growing body of training manuals in Khmer Language about useful methodologies that promote critical and creative thinking. Suggested INSET topics for a New Generation School may include but are not limited to the following possible topics:

- Orientation to New Generation Schools
- Constructivist Learning
- Problem-based Learning
- Cooperative Learning Principles and Techniques
- Bloom's Taxonomy and Its Use for Objective Writing and Evaluation
- Teaching to Promote Critical Thinking
- Writing Instructional Objectives
- Basic Principles of Student Evaluation
- Setting up Question Banks
- Using ICT in Education: Specific Software Programs
- Principles of Differentiated Instruction

INSET training workshops ideally should be scheduled before the school year begins and during holidays and vacations so that they do not reduce the number of days that students are in school.

3. The Role of School-based Mentors in the NGS Teacher Support Framework

3.1 How Mentors Complement the Role of School Management

The appointment of school-based Mentors in New Generation Schools starting in 2020 creates a full-time intermediary between the teacher and the school director/vice director who is usually tasked with the role of helping teachers to develop themselves professionally. Given all of the administrative work that school managers are burdened with, it is rare that this role is satisfactorily fulfilled by school managers. Because CPD is their primary focus, NGS Mentors are in a good position to provide significant support to school managers to help teachers expand their professional capacity. In this respect, NGS Mentors are trained intensively for one full year at the NGPRC in a way to fully prepare them to provide structured and continuous CPD activities at the schools to which they are assigned. The program in which Mentors are trained is actually a degree program leading to the conferral of a Master's Degree in Education (with a specialization in Mentoring). Thus, the qualifications of school-based Mentors in the NGS System are extremely high.

3.2 Policy Framework Governing the Role of Mentors in New Generation Schools

School-based Mentors who have been trained intensively for one full year at the New Generation Pedagogical Research Center have started to be posted to New Generation Schools, since the 2020-21 academic year. The NGPRC will take responsibility for future training of Mentors as well as the NGS System expands. The roles and duties of the Mentors are well-defined and a Job Description has been developed to formally document the duties of a Mentor (see **Annex 3**). The duties of a Mentor cover the following areas:

1- Coordinating with the School Director/Vice Director
2- Regular Reporting on Activities (Quarterly)
3- Teaching (Mentors will retain one or two classes to maintain their teaching practice)
4- Mentoring (Mentors should mentor 10 to 12 teachers at their signed schools)
5- Counselling Teachers and Professional Development
6- Professional Learning Community Relationships.
7- Research and Strategic Development

In addition, the NGPRC has developed a policy framework governing such things as the placement of Mentors, their relationship with other key personnel in the school (e.g., Technical Grade/Subject Leaders), financial incentives, specific tasks that they must perform, and other important matters (see **Annex 3**). While these policy guidelines have been developed for a New Generation School setting, they may also be used for other educational institutions with some adaptation.

Finally, it has been agreed that Mentors assigned to host institutions will maintain very close communication with the New Generation Pedagogical Research Center after their posting. The NGPRC will have some faculty members who are

assigned to tracking graduates to ensure that they are being properly utilized and that managers at the host institutions are satisfied with the service that they are receiving. Tracking will encompass formalized surveys as well as on site meetings with relevant stakeholders at various times during the school year (e.g., the end and or beginning of the semester). In cases where Mentors are not being properly utilized, a report will be made to the NGS National Board with recommendations for follow-up.

ANNEX 1: Basic Forms for Classroom Observations

Ministry of Education, Youth, & Sport

Form 1: Teacher Support System Conferencing Schedule

School Name: _____ Province: _____

Academic Year: _____

Teacher Name	Assigned Mentor	Subject(s)	Grades Taught	Phone Number	Cycle 1 Conference Date	Cycle 2 Conference Date
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						

Teacher Name	Assigned Mentor	Subject(s)	Grades Taught	Phone Number	Cycle 1 Conference Date	Cycle 2 Conference Date
25.						
26.						
27.						
28.						
29.						
30.						
31.						
32.						
33.						
34.						
35.						
36.						
37.						
38.						
39.						
40.						

MINISTRY OF EDUCATION, YOUTH, & SPORT

New Generation School Initiative
Form 2:
Classroom Observation Form for NGS Mentors & Teachers

PART I: GENERAL BACKGROUND

School Name and Location				Teacher's Name	Observer's Name
Date	**Lesson starts**	**Lesson ends**	**Grade**	**No of pupils on register/present**	**Subject**
What is the lesson about?					

PART II: OBSERVATION CRITERIA

Directions: This form should be used by both the Mentor and the teacher before, during and after the lesson. Depending on the agreed objectives in the teacher's Career Path Plan, the teacher and Mentor should agree on the criteria in this form that should be assessed, based on their relevance to the teacher's professional objectives. This agreement should be reached during the individualized conference before the observation. Thus, not all criteria necessarily need to be assessed, depending on the pre-planning discussion during the individualized conference. After the lesson is completed, the teacher should complete the form him or herself while the mentor may keep his or her own notes on the lesson using the same form. The Mentor and teacher should then try to reach a consensus on how well the lesson went based on the criteria to be assessed. A list of strengths and areas for improvement should also be summarized in Part IV of this form. Because the tool is formative in purpose, there is no total score at the end of the form though each criteria has a numerical scoring key to help mentors and teachers compare their assessments.

Scale Key Interpretation: Very Evident (4), Evident (3), Some Evidence (2), Little Evidence (1), Key Indicator not reviewed in this observation

CRITERIA TO CONSIDER…	Score	Notes from evidence
Criteria: Subject Competence		
1. The lesson is accurate in terms of content knowledge (e.g., correct use of symbols, concepts, etc.)		
2. The vocabulary is accurate and consistent.		
3. The teacher can competently answer the questions asked by students.		
Criteria– Classroom Preparation – *Does the*		

CRITERIA TO CONSIDER...	Score	Notes from evidence
classroom...		
4. Look tidy and have materials ready for use in this lesson?	0-1-2-3-4-5	
5. Show student-made material from other lessons, especially with respect to the use of Student Exhibition Boards?	0-1-2-3-4-5	
Criteria for Student Behavior - *Do pupils...*		
6. Look interested and engaged in their work?	0-1-2-3-4-5	
7. Use other resources than their textbook?	0-1-2-3-4-5	
8. Spend at least half of the lesson 'on task' or more?	0-1-2-3-4-5	
9. Enjoy the lessons that the teacher gives?	0-1-2-3-4-5	
10. Work in groups during a part of the lesson with clear group roles? *11. e.g., Time keeper, reporter, etc.*	0-1-2-3-4-5	
12. Have the opportunity to express personal opinions?	0-1-2-3-4-5	
13. Follow teacher directions effectively?	0-1-2-3-4-5	
Criteria for Teaching Behavior – *Does the teacher...*		
14. Have a lesson plan?	0-1-2-3-4-5	
15. Start on time and use the time effectively?	0-1-2-3-4-5	
16. Start the class with a review of previous lessons or homework?	0-1-2-3-4-5	
17. Use different instructional strategies during the lesson (e.g., cooperative learning, experimentation, demonstrations, etc.) besides lecturing?	0-2-4-6-8-10	
18. Use one or more activities that promote critical thinking?	0-1-2-3-4-5	
19. Tell the students what they will learn 20. in the lesson?	0-1-2-3-4-5	
21. Use different types of questions (e.g., higher order thinking, lower order thinking, etc)?	0-1-2-3-4-5	
22. Provide examples during the lesson?	0-1-2-3-4-5	
23. Use self-made *or* additional resources to explain the lesson (e.g., science ma-	0-1-2-3-4-5	

CRITERIA TO CONSIDER…	Score	Notes from evidence
terials, maps, diagrams, etc.)?		
24. Use the whiteboard/blackboard clearly and effectively?	0-1-2-3-4-5	
25. Makes positive comments to stimulate learning and confidence of the students?	0-1-2-3-4-5	
26. Help individual students who are having difficulties?	0-1-2-3-4-5	
27. Provide additional work for students who finish before the lesson ends?	0-1-2-3-4-5	
28. Use learning games to apply knowledge and skills?	0-1-2-3-4-5	
29. Summarize main points at the end of the lesson?	0-1-2-3-4-5	
30. Give homework at the end of the lesson?	0-1-2-3-4-5	

PART III: USE OF TECHNOLOGY & OTHER MATERIALS DURING THE LESSON

CRITERIA TO CONSIDER…					
Which of the following were used during the lesson (check all that apply) ?					
□ Textbook	□ Tablets	□ Computers	□ Laptops	□ LCD Projector	□ Video
□ Google	□ YouTube	□ Educational Software	□ MS Word/XL	□ PowerPoint	□ Other: _____
□ Microscopes	□ Lab Equipment	□ Tools for Measurement	□ Maps	□ Reference Materials (e.g., Dictionaries, etc)	□ Other: _____

PART IV: RECORD OF DISCUSSION/NOTES DURING TEACHER-MENTOR REVIEW

What in your opinion were the key strengths of the lesson?

What were the main points in need of improvement?

What measures might be taken to address the weaknesses?

SIGNATURES:

Mentor: _____ Date: _____

Teacher: _____ Date: _____

ANNEX 2: Observic Forms

FORM 1: Goal Evaluation Form
(To be completed by the Teacher or by a Peer)

Name of teacher being reviewed – automatically loaded
Name of Peer Teacher undertaking review – automatically loaded (Optional)
School (Dropdown menu)
Grade (Dropdown menu)
Subject (Dropdown menu)

Directions: This observation form allows teachers to reflect upon and evaluate video clips that evidence progress towards achieving one or more of one's Goals. The form can be used by the teacher to reflect on his/her progress or by other teachers giving the teacher feedback on one's progress.

Before using this form, the teacher should first review his/her video and add time-stamped comments as needed. These can be notes to oneself on what went well or suggestions of new approaches that could be introduced into one's teaching.

Next, use the comments one has made to inform an overall evaluation of the progress made by answering the questions on this form. Try to be as objective and fair as one can.

Click Submit to complete the review. The form will then be saved within the Observic platform. A copy can be printed for signing by the Mentor and the teacher.

Progress towards your Goals

Which Goal or Goals does this video apply to?

(Text box)

Describe the key findings shown in the video and how they contribute to achieving the Goals.

(Text box)

Explain and indicate where the video evidence illustrates improvement in teaching competence

(Text box)

What next steps do you suggest?

(Text box)

Signatures

Mentor/Peer   …………………………………………
Date   …………………….

Teacher   ………………………………………….
Date   …………………….

Observic Forms

FORM 2: INSET Observation Form
(To be completed by the Teacher or a Peer)

Name of teacher being reviewed – automatically inserted
Name of teacher undertaking review – automatically inserted
School (Dropdown menu)
Grade (Dropdown menu)
Subject (Dropdown menu)

Directions: This observation form allows teachers to review video clips of teaching following participation in an INSET course. Using the form helps evaluate how the teacher implements their INSET training in the classroom and the impact the training has on learning outcomes. The form can be used by the teacher to reflect on one's progress or by other teachers giving feedback on one's progress.

Before using this form, the teacher should first watch the video and add time-stamped comments as one wishes. These can be notes on what went well or suggestions that could be considered in future.

Then, one can use the comments one has made to help in answering the questions on this form. Next, proceed to the four Key Indicators. Click the button that best describes the teaching shown in the video and move the slider bar to give a score out of 100 for each of the four Key Indicators that apply. Try to be as objective and fair as one can.

Click Submit to complete the review. The form will then be saved within the Observic platform. A copy can be printed by the teacher for signing by their Mentor and themselves.

Implementing INSET training in your teaching

What was the focus of the INSET course undertaken by the teacher?

(Text box)

How well does the teacher implement their training from the INSET course?

(Text box)

What could be improved?

(Text box)

What next steps do you suggest?

(Text box)

(Reply icon)

Key Indicators

Subject Knowledge

31. The lesson is accurate in terms of content knowledge (e.g., correct use of symbols, concepts, etc.)
O Very Evident   O Evident   O Some Evidence   O Little Evidence
O Key Indicator not observed in this review

32. The vocabulary is accurate and consistent.

O Very Evident   O Evident   O Some Evidence   O Little Evidence
O Key Indicator not observed in this review

33. The teacher can competently answer the questions asked by students.

O Very Evident   O Evident   O Some Evidence   O Little Evidence
O Key Indicator not observed in this review

Lesson Preparation

The lesson is well planned and builds upon previous learning and activities.

O Very Evident   O Evident   O Some Evidence   O Little Evidence
O Key Indicator not observed in this review

(Slider bar)

Student Behaviour

All students are fully engaged in the learning activities and work in a purposeful and well-managed environment.

O Very Evident   O Evident   O Some Evidence   O Little Evidence
O Key Indicator not observed in this review

(Slider bar)

Pedagogy

The teacher enhances learning through activities and teaching techniques appropriate to the learning stage of the class and the needs of individual students.

O Very Evident   O Evident   O Some Evidence   O Little Evidence

O Key Indicator not observed in this review

(Slider bar)

Use of Resources

The teacher makes effective and appropriate use of educational technology and other resources to enhance learning and develop technology skills.

O Very Evident   O Evident   O Some Evidence   O Little Evidence
O Key Indicator not observed in this review

(Slider bar)

(Reply icon)

Signatures

Mentor ……………………………………………………
Date…………………….

Teacher ………………………………………………..
Date…………………….

Observic Forms

FORM 3: Peer/Mentor Review Form
(To be Completed by a Peer Reviewer or Mentor)

Name of teacher being reviewed – automatically loaded
Name of teacher undertaking review – automatically loaded
School (Dropdown menu)
Grade (Dropdown menu)
Subject (Dropdown menu)

Directions: This observation form allows a mentor or a peer reviewer who is a teacher at the school to review video clips of a colleague's teaching. The purpose of this form is to promote collaboration and an exchange of ideas about different ways of teaching. Facilitating such behaviors is an essential part of building a Professional Learning Community within the school. In completing such forms, one should always be constructive and helpful in one's comments.

Before using this form, one should first watch the video and add time-stamped comments on the colleague's performance that you have observed. These can be notes on what went well or suggestions the observed teacher could consider in his or her teaching next time.

Once the above preparations have been completed, one should use the comments one has made to help in answering the questions on this form (see below). Next, proceed to the Five Key Indicators. Click the button that best describes the teaching shown in the video and move the slider bar to give one's colleague a score out of 100 for each of the four Key Indicators. Try to be as objective and fair as one can possibly be.

Click Submit to complete the Peer Review. The review will then be saved within your Observic account and automatically sent to your colleague. Your colleague can print a copy for discussion and signing by their Mentor and themselves.

Teaching Strategies

What is the focus of the teaching shown in this video?

(Text box)

What worked well?

(Text box)

What could be improved?

(Text box)

What next steps do you suggest?

(Text box)

(Reply icon)

Key Indicators

Subject Knowledge

34. The lesson is accurate in terms of content knowledge (e.g., correct use of symbols, concepts, etc.)
    O Very Evident   O Evident   O Some Evidence   O Little Evidence
    O Key Indicator not observed in this review

35. The vocabulary is accurate and consistent.

    O Very Evident   O Evident   O Some Evidence   O Little Evidence
    O Key Indicator not observed in this review

36. The teacher can competently answer the questions asked by students.

    O Very Evident   O Evident   O Some Evidence   O Little Evidence
    O Key Indicator not observed in this review

Lesson Preparation

The lesson is well planned and builds upon previous learning and activities.

O Very Evident   O Evident   O Some Evidence   O Little Evidence
O Key Indicator not observed in this review

(Slider bar)

Student Behaviour

All students are fully engaged in the learning activities and work in a purposeful and well-managed environment.

O Very Evident   O Evident   O Some Evidence   O Little Evidence
O Key Indicator not observed in this review

(Slider bar)

Pedagogy

The teacher enhances learning through activities and teaching techniques appropriate to the learning stage of the class and the needs of individual students.

O Very Evident   O Evident   O Some Evidence   O Little Evidence
O Key Indicator not observed in this review

(Slider bar)

Use of Resources

The teacher makes effective and appropriate use of educational technology and other resources to enhance learning and develop technology skills.

O Very Evident   O Evident   O Some Evidence   O Little Evidence
O Key Indicator not observed in this review

(Slider bar)

(Reply icon)

Signatures

Mentor/Peer Reviewer …………………………………………………
Date…………………….

Teacher …………………………………………………..
Date…………………….

Observic Forms

FORM 4: School Trip Review Form
(To be completed by the Visiting Teacher)

Name of teacher undertaking review – automatically loaded
Name of teacher's school - (Dropdown menu)
Location of School Trip - (Text box)

Directions: This observation form allows teachers to reflect upon and evaluate video clips recorded during a school trip to another school that offers outstanding examples of good practice. Such trips are intended to provide additional professional development opportunities for teachers and should occur after the teacher has identified concrete points of interest to observe at the host school that link with the teacher's personal career path planning. The form can also be used to suggest improvements to one's own teaching based on various findings during the visit.

Before using this form, one should first review one's video and add time-stamped comments as one wishes. These can take the form of notes to oneself on what went well or suggestions of new approaches that could be introduced into one's teaching.

Once the above preparations have been completed, the teacher may use the comments made to inform an overall evaluation of the school trip by answering the questions on this form. Try to be as objective and fair to oneself as possible.

Click Submit to complete one's review. The review will then be saved within the teacher's Observic account. The teacher can print a copy for discussion and signature by yourself and one's assigned Mentor.

Your School Trip

What was the purpose and focus of your School Trip?

(Text box)

Describe the key findings from your School Trip that are shown in your video.

(Text box)

How will the findings from your School Trip contribute to achieving your Goals and furthering your professional development?

(Text box)

What are your next steps?

(Text box)

Signatures

Mentor …………………………………………………
Date…………………….

Teacher …………………………………………..
Date…………………….

Observic Forms

FORM 5: Self Review Form
(To be completed by the Teacher)

Name of teacher – automatically loaded
School (Dropdown menu)
Grade (Dropdown menu)
Subject (Dropdown menu)

Directions

This observation form allows teachers to review and evaluate video clips of aspects of their own teaching.

Before using this form the teacher should first review his/her video and add time-stamped comments on the performance. These can be notes to oneself on what went well or how one could improve one's teaching next time.

Next, the teacher should use the comments he/she has made to help in answering the questions on this form.

Click Submit to complete the Self Review. The review will then be saved within the teacher's Observic account. The teacher or mentor can print a copy for discussion and signature.

The Teacher's Teaching

What is the focus of one's teaching in this video?

(Text box)

What worked well?

(Text box)

What could be improved?

(Text box)

What are the teacher's next steps?

(Text box)

Signatures

Mentor ………………………………………………

Date…………………….

Teacher ………………………………………………..
Date…………………….

ANNEX 3: Mentoring Governance Framework

MINISTRY OF EDUCATON, YOUTH, & SPORT

JOB DESCRIPTION

NEW GENERATION SCHOOLS

Position Title:	MENTOR
Program Name:	New Generation School
Supervisor:	School Director and/or Vice Director

Overview: NGS is a program aiming to give every student the same chance to access a fair, high quality education, in a healthy environment, adapted to their needs. In order to achieve this goal, the teachers in the school must receive continuous training and feedback from an experienced mentor. The mentor will focus most of his/her time on mentoring duties (about 20 hours per week) but may also teach one class in order to keep up his/her own teaching skills. It is expected that a mentor should not be mentoring more than 15 teachers at one time but preferably within the range of 10 to 12 teachers.

JOB DUTIES:

Relationship with the School Director
1. Bring to the attention of the School Director general information about the needs of the teachers, especially in terms of training. However, this doesn't include personal information on a specific teacher or on his/her performance.
2. Communicate timetables of all his/activities especially classroom observations and conferences with teachers.
3. Advise the School Director on pedagogical issues.
4. Report unethical behaviors that he/she might witness during his/her mentoring activities. This includes things such as absenteeism, illegal fees or child abuse, but doesn't include genuine pedagogical mistakes.

Reporting
5. Attend faculty meetings as requested and report pertinent news.
6. Report the time and duration of all the activities done with the mentees to the School Director.
7. Report the content of classroom observations to the observed teacher himself/herself.

Teaching.
8. Teach normal students between 5 and 10 hours a week, as relevant to the subject matter and the grade (1 or 2 classes).
9. Fulfil all the normal duties of a teacher during that service (including assessments, lesson preparations, student support and student discipline).
10. Demonstrate the best teaching practices and welcome visitors (mentees or other) who might need to observe them.

Mentoring.

11. Provide technical and pedagogical support to any teacher who might need it.
12. Provide emotional support to any teachers who might need it.
13. Select several teachers who will receive long-term support (mentees), in concert with the other mentors in the school.
14. Prepare a schedule for classroom observations and conferences with mentees at the beginning of each week.
15. Conduct classroom observations in a way that doesn't threaten the mentees' authority and reputation.
16. Preserve confidentiality on the difficulties encountered by the mentees during class-room observations or expressed by them during the subsequent conferences. This doesn't apply to obvious unethical behavior (such as absenteeism, child abuse or illegal fees).
17. Inform the mentees beforehand about the rules regarding confidentiality.

Counselling Teachers and Professional Development
18. Maintain his/her knowledge about the latest trends on education and the requirements of the MoEYS.
19. Organize pedagogical workshops for the teachers of the school when it is relevant.
20. Stand by at the school to respond to concerns that teachers might have. This duty depends on the facilities offered by the school (independent office).

Professional Learning Community Relationships.
21. Work as a team with the other mentors in the school to assign mentees to mentors, establish schedules and share pedagogical information.
22. Contribute to establish a good and effective Professional Learning Community, in collaboration with the Technical Team Leaders.
23. Participate in the organization of school events with students, alumni, parents, and past parents according to his/her talents and competences.

Research and Strategic Development
24. Contribute to the research undertaken by the New Generation Pedagogical Research Center (NGPRC) on mentoring, by facilitating data collection and responding to the surveys and interviews that concern him/her.
25. Write an annual report on the pedagogical achievements and challenges of the school. This report may be undertaken collaboratively with other mentors working the school.
26. Participate in conferences and workshops relevant to the mentoring program, especially those organized by the NGPRC or the Alumni Association of the NGPRC.

Key competences:
- The Mentor should possess a Master's Degree of Education in Mentoring or a mentoring certificate issued by the NGPRC or a substantial equivalent.
- A successful experience as a teacher is a prime requirement.
- The candidate should:
  o Concur with the ideas, values and objectives of the NGS programme, including compliance with measures that prevent the occurrence of a 'commercial' relationship with students in which money is changing hands (e.g., *rien kua*).
  o Have excellent communication and interpersonal abilities.
  o Have good listening skills.
  o Have good knowledge about teaching methodology and classroom management.
  o Be a continuous learner.
  o Have good organizational and time-management skills.
  o Have initiative, leadership and supervisory skill.

Mentoring Policy Framework
For New Generation Schools
Last Revised: *November 14, 2020*

1 DEFINITION

For the current policy framework, Mentors are defined as expert teachers who provide pedagogical support to other teachers in a one-to-one relationship. Mentors who graduate from the New Generation Pedagogical Research Center will hold a Master's Degree of Education in Mentoring. Mentors who graduate from the NGPRC are not coaches. In this respect, it should be noted that 'Mentoring is oriented around relationships.' Although the mentor and mentee might initially focus on certain learning goals or competencies, over time they develop a bond and rapport that often transcends specific workplace issues. On the other hand, 'Coaching is oriented around defined tasks.' Coaches are often called upon to help individuals become more proficient in certain areas or address important workplace skills they might be lacking. Some examples might include using a specific curricular document, employing a specialized set of materials, or following a scripted lesson plan. Thus, it is important that the policy governing Mentors should clearly distinguish between what a Mentor does and what a Coach does.

2 ELIGIBLE INSTITUTIONS WHERE MENTORS MAY BE POSTED

2.1 KIND OF INSTITUTIONS FOR MENTOR PLACEMENTS
Three kinds of institutions are eligible to host NGPRC mentors:
- Schools within the New Generation School System
- Ordinary Public Schools
- Teacher Training Institutions, such as Teacher Education Centers and the National Institute of Education.
- Provincial or District Offices of Education where there is need for Office-based Mentors.

The highest priority for NGPRC is to post mentors to New Generation Schools to ensure the sustainability of such schools' high teaching standards as well as a possible expansion of the NGS System that may occur in future years.
Public schools, training institutions, and provincial/districts offices of education may also request mentors, preferably one year in advance of their posting. By doing so, such institutions accept the mentoring policy, and they commit themselves to providing their mentors with good working conditions and an accommodative institutional structure. Requests for mentors should be are submitted to the NGPRC, and will be reviewed in accordance with the current priorities set by MoEYS.

2.2 Matching system

It is important that Mentors and the institutions where they will be posted are well-suited to one another. If Mentors are placed in institutions where they are not happy, they may request a transfer to another institution after a short time or may not be effective, or both. In order to reduce such risks, a placement fair will be organized each year to let NGPRC graduates and school directors meet each other, before any graduates express a preference for their ultimate place of posting. NGPRC will provide the participants with all the relevant information needed to make a well-informed decision about where they would like to be posted (e.g., academic achievement of the candidates, age, academic background, previous experience). The institutions that require NGPRC Mentors will similarly provide information on their objectives, facilities, organization and teaching philosophy in the form of leaflets or posters. A short orientation workshop might be organized for institutions receiving Mentors beforehand to explain the mentoring system, if the directors of these institutions request it.

After meeting as many school directors as possible, NGPRC graduates will rank their preferences while the schools may rank the candidates as well, based on the information provided.

As long as the graduating classes of NGPRC degree candidates are small enough, the faculty will seek to find suitable placements for Mentors through discussion in order to accommodate personal preferences. If this method proves to be impractical, a dedicated matching algorithm will be designed to match mentors and schools.

2.3 Where should Mentors be based?

Ideally, Mentors will be based in specific schools, preferably secondary schools, in order to be as close as possible to their Mentees. Mentors may also be placed in other institutional settings where they provide support to larger groups of individuals such as a training institution. However, school-specific locations are more ideal for Mentor placements.

2.4 Zone of intervention

- Firstly, Mentors should be based in their assigned school.
- On request, and with the permission of the school director, Mentors may also be made responsible for other schools in the vicinity.
- At the request of NGPRC and with the approval of their immediate supervisor (e.g., a school director), Mentors may also be used for the delivery of specific workshops as determined by MoEYS. In such cases, Mentors will be properly remunerated for their services with respect to daily subsistence and user fees.

3 Tasks of the mentors

3.1 Mentoring Tasks

The tasks undertaken by Mentors may include any or all of the following:

- Classroom observations (followed by post-conferences)
- Consultations (to prepare lessons and other teaching activities)
- Co-teaching (this is meant to build up the skills of the hosting teacher, not to replace him/her in any way, i.e., Mentors are not intended to be substitute teachers)
- Classroom Demonstrations (Mentors can demonstrate new techniques to the hosting teacher, but they are not supposed to replace him)

3.2 TEACHING SERVICE

Mentors must have some credibility as teachers. That is, they must be able to show that they have actually taught students. Consequently, it is important that Mentors continue to engage in teaching at the schools/institutions where they may be posted. Nevertheless, teaching responsibilities assigned to Mentors should be limited to not more than one-third of their total working time. The remaining time should be focused on fulfilling their mentoring duties. School directors should not use Mentors to fill gaps in their timetables, which may distract Mentors from their main duties. In addition, Mentors should not be used as substitute teachers.

3.3 REMOTE OBSERVATIONS VIA OBSERVIC

Under certain circumstances, it may be necessary for Mentees to submit a video of their teaching to a Mentor remotely using the *Observic* Platform, which is a new mentoring software contextualized to the Cambodian education system. Such circumstances may include some of the following situations: (i) the teacher cannot find adequate support in the school about a particular subject-matter that is not the specialty of the available mentors; (ii) the available mentors are too busy; (iii) the teacher doesn't feel comfortable with the available mentors, etc. When using the *Observic* platform, the Mentee can choose the Reviewer, if the latter is available.

Every Mentor in the NGS network will participate to the remote observation program as Reviewers. Other Mentors may also participate in the *Observic* Platform, especially alumni from the NGPRC. The complete list of Mentors doing remote observations will be accessible via the *Observic* platform.

Mentors should be conversant in using the *Observic* Platform and will be able to provide technical assistance through the *Observic* Platform.

Specific guidelines are available for *Observic* at the following link:. [create a link]

3.4 OTHER MENTOR TASKS

Other Mentor tasks may include, but are not limited to, the following:
- Conducting workshops and other training sessions, both in their assigned schools or outside.
- Writing articles, in Khmer, to answer questions raised by teachers during their interventions. Dedicated online platforms will be developed by the NGPRC for this purpose.
- Animating professional teams, through social media or physical presence. For this purpose, Mentors will use platforms created by the NGPRC or

other platforms provided by the learning community where Mentors are based.

Specific tasks should be negotiated between the school directors, the Mentors and the institutions where Mentors are based. The NGPRC will provide support and advice to assist posted Mentors in cases where they are presented with difficult problems or issues.

4   ASSIGNING MENTEES TO MENTORS

4.1   DETERMINING THOSE TEACHERS WHO ARE ELIGIBLE TO RECEIVE MENTORING

Schools should designate teachers as Mentees using the following considerations:

- All new teachers in a school must be assigned to a Mentor.
- All teachers recently recruited into the school from other institutions, regardless of their previous experience must be assigned to a Mentor
- Teachers on staff with less than 5 years of experience must be assigned to a Mentor.
- Other teachers with more than 5 years of experience may volunteer to be a Mentee but are not obligated to do so.

4.2   PAIRING MENTORS AND MENTEES TOGETHER

To the degree possible, Mentees should be allowed to choose their Mentors.
It is recommended to match Mentors and Mentees according to their subject-matter. But this is not an absolute necessity.
TRUST IS THE KEY to building a productive Mentor-Mentee relationship. In this respect, Trust is more important than technical expertise.

5   TEACHER-MENTOR RATIO

The NGPRC recommends a ratio of between 10 and 15 teachers per Mentor. This Teacher-Mentor Ratio will be re-evaluated on a regular basis to take the actual workload and local circumstances into account. The NGPRC will conduct yearly research to determine the optimal ratio.
The assignment of Mentors should be based on a careful assessment of the needs of the school including the total number of teachers, their years of experience, the quality of instruction, and other relevant factors. The number of Mentors assigned to a school should be based on commensurate needs.
Ideally, at least two Mentors should be assigned to a school so that they can provide support to one another.

6   MENTOR ASSIGNMENTS BY SUBJECT MATTER

To the degree possible, Mentors should be organized in schools to cover four subject groupings as follows:

- Natural Sciences (e.g., Physics, Chemistry, Biology, Earth Science)
- Mathematics
- Languages (e.g., Khmer, English)
- Social Sciences (History, Geography, Morals)

When a subject is not directly covered by the assigned mentors, teachers can use the *Observic* software to find the support they need.

7 EVALUATING THE WORKLOAD OF MENTORS

7.1 FREQUENCY OF CLASSROOM OBSERVATIONS

New teachers will be observed/conferenced at a rate of around once a week. More experienced teachers should be observed at a rate of about once a month, as part of their continuous professional development. Sharing one's experience should become part of a new culture in the schools where mentors work.

7.2 DURATION OF AN OBSERVATION

A typical classroom observation should include preparation time, a pre-conference with the teacher to determine the areas of need where the teacher requires assistance followed by the observation itself, and a post-conference for feedback. The observation process should take between 1.5 to 3 hours each time. As a general rule, it is recommended that a Mentor should limit observations to various teachers to not more than 3 per day.

7.3 REQUIRED TIME FOR ADDITIONAL TASKS

A reasonable amount of time should be reserved in the Mentors' timetable for additional tasks (e.g., workshops, reporting, exposure visits, etc.) and for emergencies.

8 POSITION OF THE MENTOR IN THE SCHOOL HIERARCHY

8.1 SENIORITY

The Mentor will occupy a place of some seniority in the school hierarchy that will be equivalent to Vice School Director

8.2 NON-THREATENING POSITION

The work of a Mentor relies on trust. As a consequence, Mentors should not be seen as judges or supervisors by the teachers they are meant to support. Nevertheless, Mentors still need to be conferred with the authority and autonomy necessary to do their job effectively.
A Mentor should be able to request reasonable tasks of a teacher, as a condition for the support he/she is providing. Such tasks may include simple research, lesson planning, completion of career planning documents, and other normal prep-

aration of lessons. If a teacher refuses to perform these tasks, the technical support to the teacher may be cancelled.

8.3 RELATIONSHIP BETWEEN THE TECHNICAL GROUP LEADER AND THE MENTOR

School-based Mentors are not intended to replace TGLs, rather their role is to supplement the regular duties of the TGL. The TGL may give assistance to Mentors who are working with teachers who teach subjects in which the Mentor has not knowledge of the subject matter. The Mentor may also invite the TGL to help with team teaching and other professional development activities for new teachers.

8.4 RELATIONSHIP BETWEEN THE SCHOOL DIRECTOR AND THE MENTOR

For Teacher Training Institutions, such as NIE and TEC, please see the dedicated section.

8.4.1 Requesting Specific Tasks

Mentors act as pedagogical advisers at school level. The school director may request Mentors to perform various tasks related to school management, as long as those tasks do not interfere with their main duties. Such tasks may include the following:

- Administrative tasks (short and temporary tasks)
- Participation in discussions about school development planning or special school events
- Training workshops for teachers
- Other educational tasks.

8.4.2 Mentoring a Teacher who is Struggling with the Execution of His/Her Job Duties (e.g. with classroom management or academic content)

Occasionally, a school director can request a mentor to visit a teacher who is struggling with the execution of his or her duties. The initial visit should take the form of an individualized conference with the teacher with the possibility of follow-up observations or team teaching. This should be done with as much tact as possible.

No official report should be done after this mandatory conference, though the Mentor may give an informal assessment and recommendations to the School Director. **If the school principal must visit the teacher's class to make a decision about his/her career, the director should do so him/herself.** As noted above, it should be remembered that Mentoring is based on trust, which is why it is important that the Mentor not be seen by teachers as a 'supervisor' or an 'inspector.' The school director will not interfere in the relationship between the Mentor and the Mentee. However, if a teacher refuses to be mentored or refuses to take the advice provided into consideration, disciplinary action may be taken by the school director.

8.4.3 Reporting

The observation reports produced by Mentors are strictly confidential. They are written for the Mentee him/herself. Neither the school director nor other teachers should have access to these reports without the agreement of the teacher in

question. When the Mentor assesses the Mentee's work, such assessments should be used for formative purposes only and not for considerations of promotion or demotion. The Mentor can advise the Mentee to request a more complete evaluation, if he/she thinks that it might help the teacher's professional development. This evaluation should be conducted by someone else. Once again, Mentors should NOT be seen as an Inspector.

Of course, for practical reasons and for the transparency of the process, Mentors should provide reports about their schedules with teachers and the degree to which teachers comply with such schedules. However, the content of the observations and conferences should remain confidential to preserve the trust between the Mentors and their protégés.

8.4.4   Observation of Immoral and/or Illegal Activities

If a Mentor observes immoral behavior, he/she has to make a difficult decision that may supersede issues of trust between the Mentee and the Mentor.

If the behavior poses an immediate threat to the safety or the moral well-being of one or. more students (e,g., drunkenness in the classroom, corporal punishment, or sexual harassment), the Mentor must report it at once.

Serious non-urgent professional misbehaviors, such as taking illegal fees or coming to school late, must also be reported after a reasonable warning (a few days or weeks), if there is no improvement. The probationary time for such warnings to be heeded may be reduced to nothing, depending of the policy of the school. For instance, the ban on illegal fees is a very important rule in the New Generation School program, which teachers are well aware of from the day that they sign their contract with the school. Thus, there may be some variation in the response of the Mentor to various situations depending on the school context and relevant policies.

Genuine mistakes in pedagogical practice should not be considered to be bad behavior, as per the other examples provided above. Rather, such mistakes should be seen as learning opportunities.

In any case, it is the responsibility of the school director (not the Mentor) to enforce any disciplinary actions with regards to a teacher's misbehavior.

The principles explained in this section should be explained orally to the Mentee on the first day of his/her entry into a mentoring program.

8.4.5   Duties of the School Director with regards to the Mentor and Mentees

The role of the school director should be to actively facilitate the work of the Mentor. This facilitation may take various forms such as organizing timetables for observations and conferences, providing an appropriate meeting space for private conferences, providing equipment for classroom observations (e.g., tripods, video cameras, etc.), providing advice and feedback about questions asked by the Mentor, and other assistance.

9   FINANCIAL INCENTIVES

Mentors should receive special remuneration from the school, in order to:
- Recognize their expertise and special training
- Retain Mentors at the School
- Ensure the credibility of the career development program

- Confirm their status as having a superordinate role vis a vis other teachers

Within the NGS System, such special remuneration is fixed at 300,000 CR per month. In other contexts and projects, this remuneration may be negotiated depending on the available resources.

10 SCHOLARSHIP CONDITIONS AND REFUND POLICY

A Mentor graduating from the New Generation Pedagogical Research Center will be expected to work as a government staff for a minimum of 6 years including at least 3 years as a Mentor, in compensation for the scholarship support provided by MoEYS for free study. In case a mentor quits the public system, such individuals may be required to reimburse the scholarship fee to the Center. The amount of this refund is variable but may be ascertained from the following link: [link]. A contract outlining the above conditions of scholarship support will be signed by every trainee who enrolled at the NGPRC with scholarship support.

11 MENTORS ASSIGNED TO TEACHER TRAINING INSTITUTIONS (NIE, TEC) AND OTHER OFFICES

11.1 DUTIES OF THE DIRECTOR

The directors of teacher training institutions and other government offices provide the mentors with all the information needed to accomplish their mission. This includes:
- Job description of all instructors and other staff
- Pedagogical and administrative policy of the institution or office
- Relevant Regulations regarding teacher oversight.

The Director should also facilitate the relationship between the Mentor and the rest of the staff, by:
- Organizing orientation workshops for relevant staff about the role and responsibilities of the Mentor. NGPRC will provide relevant materials for such presentations.
- Organizing a tour around the institution/office and introducing the Mentor to all personnel.
- Providing facilities necessary to the mentor's mission (e.g., desk, computer, meeting room, etc.)

11.2 ROLE OF MENTORS IN TEACHER TRAINING INSTITUTIONS AND OTHER OFFICES

11.2.1 Activities of Mentors Working at Training Institutions

Mentors will be assigned to the Pedagogy Department of the institutions where they are posted, but will receive authority to conduct classroom visits across all other departments.

Mentors posted to training institutions will participate in planning the implementation of Practicums for teacher candidates enrolled at their respective institutions to ensure that there is adequate support feedback during the Practicum experience.

Mentors posted to training institutions may also provide specialized courses to both Instructors and Teacher Candidates about Continuous Professional Development and how teachers can ensure that their classroom practice follows a growth mindset.

Mentors will make links between the departments at the institutions/offices where they are posted and contribute to creating a professional learning community using social media, shared video archives, and other PLC mechanisms.

Mentors may conduct anonymous surveys among students and lecturers, in order to evaluate the needs of all stakeholders.

Mentors will advise the Director of the TEC about the organization of the practicum.

11.2.2 Activities of Mentors Posted at Provincial or District Offices of Education

Mentors posted at Provincial or District Level Offices will design programs to promote teacher development. Such programs may be targeted at certain groups of schools or across all schools to meet specific needs (e.g., recently posted teachers fresh out of a training center). Teacher Development Programs may have the following elements:

- Professional support for new teachers graduating from local training institutions.
- Outreach to School Directors who wish to upgrade the quality of teaching at their school.
- Organizing specialized courses or workshops on specific methodologies that promote student learning
- Organizing exposure visits for teachers in specific schools
- Organizing on-going school-based support systems in local schools
- Other

11.3 POSITION AND SALARY IN TEACHER TRAINING INSTITUTIONS

Mentors receive a salary compatible with their hierarchical position in the assigned institution. The position of a Mentor is similar to a Senior Instructor or Office Head (e.g., Head of the Academic Office) and will be remunerated at a similar level of payment.

12 ASSESSING THE MENTORING PROGRAM

NGPRC will conduct longitudinal research about the effectiveness of Mentors. This research will provide a scientific basis to revise the current policy framework as well as all relevant curriculum documents.