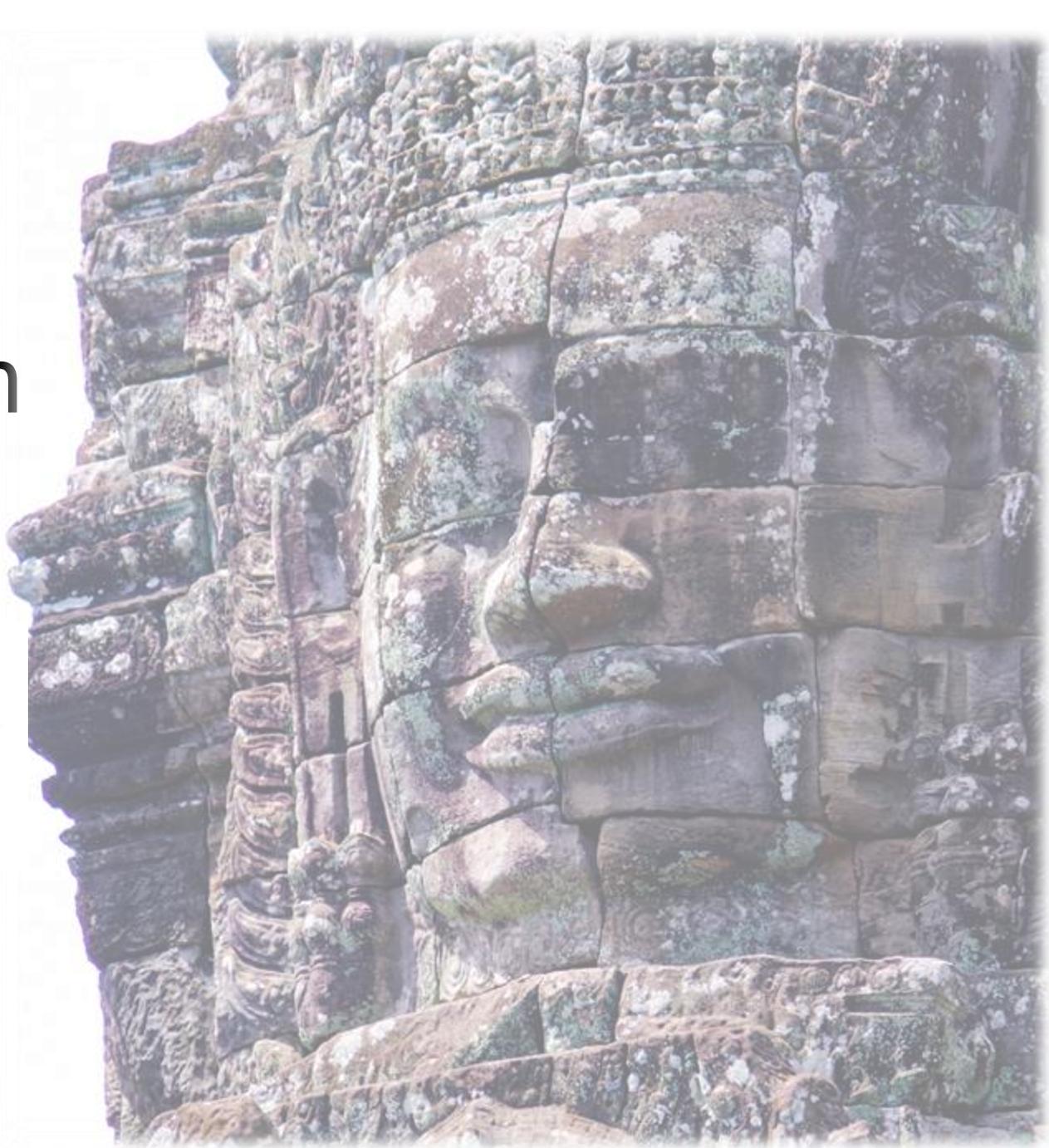# Insights on Teacher Professional Identity in Cambodian Schools

18th June 2024

Professor Leo Casey & Deirdre Tinnelly

PIKT
Professional Identity for Khmer Teachers

IRISH RESEARCH COUNCIL
An Chomhairle um Thaighde in Éirinn

PIKT Research Collaborators

Centre for Education and Lifelong Learning, NCI

SeeBeyondBorders Cambodia

Department of Policy (think tank of ministry for education)

Phnom Penh Teacher Education College

Research Goals & Approach

The research goals of the PIKT:

(1) to facilitate early grade Cambodian teachers to develop their professional identity and thereby enhance their classroom practice;

(2) to design and deliver customized workshops, activities and resources to support this process;

(3) to further develop the practical research skills and capabilities of the collaborating partners so the work can continue in the future.

- Design-based research (DBR) allowed all three goals to be addressed simultaneously.

  The method involves iterations of data-gathering, conceptual design, practical intervention and reflection.
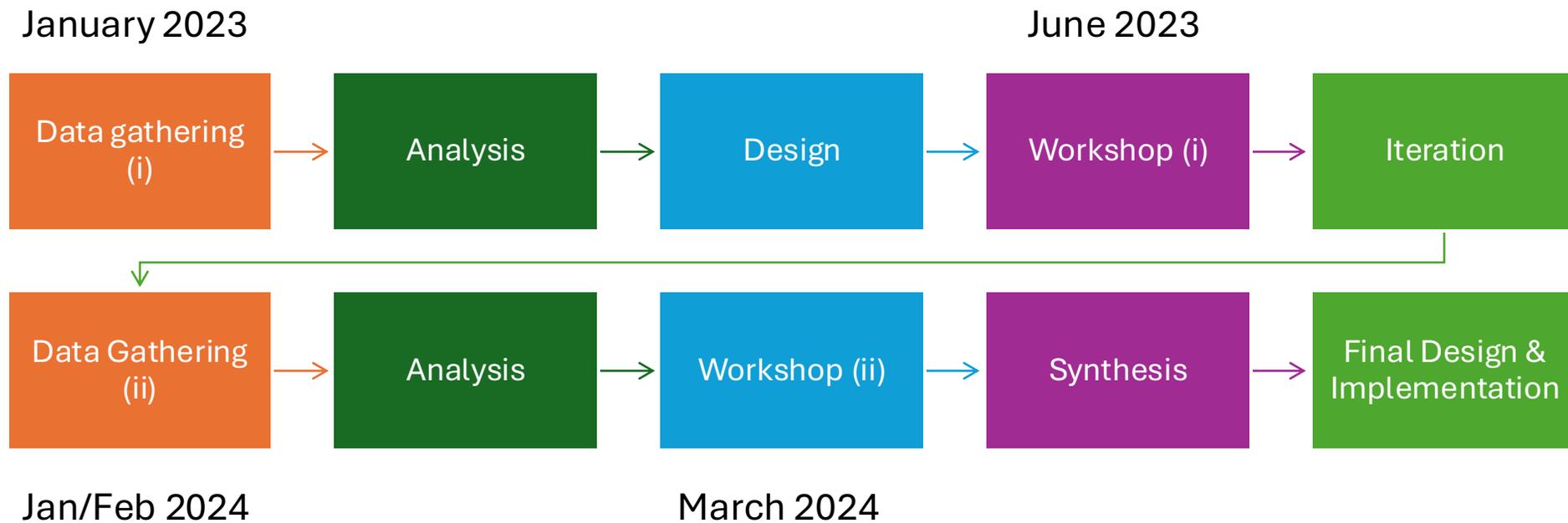
  DBR positions researchers as agents of change rather than passive observers (Barab & Squire 20024, Barab 2006).

Barab, Sasha. 2006. "Design-based research." The Cambridge handbook of the learning sciences 153-169.

Barab, Sasha, and Kurt Squire. 2004. "Design-Based Research: Putting a Stake in the Ground." Journal of the Learning Sciences 13 (1): 1-14.

Teacher Professional Development Participant Group

- 25 Teachers
- Battambang Region
- 10 Schools
- Early Grades Y1, Y2, Y3

Design Based Research Cycle

January 2023   June 2023

| Data gathering (i) | → | Analysis | → | Design | → | Workshop (i) | → | Iteration |

| Data Gathering (ii) | → | Analysis | → | Workshop (ii) | → | Synthesis | → | Final Design & Implementation |

Jan/Feb 2024   March 2024

Teach * elements of Good Teaching

Classroom Culture
- Supportive Learning Environment
- Positive Behavioural Expectations

Instruction
- Lesson Facilitation
- Checks for Understanding
- Feedback
- Critical thinking

Socioemotional Skills
- Autonomy
- Perseverance
- Social & Collaborative Skills

- *Based on the *Teach* Classroom Observation Tool (Molina et al. 2020; Molina et al. 2018).

Data Gathering Instruments

Classroom Observation

Teacher Interviews

## School in Community Profile

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Classroom Observation Data

QUALITY OF TEACHING PRACTICES

Areas / Elements / Behaviors		Scoring						Final Scores

A. CLASSROOM CULTURE

1.	SUPPORTIVE LEARNING ENVIRONMENT		1	2	3	4	5	
1.1	The teacher treats all students respectfully			L		M		H	
1.2	The teacher uses positive language with students			L		M		H	
1.3	The teacher responds to students' needs	N/A		L		M		H	
1.4	The teacher does not exhibit bias and challenges stereotypes in the classroom	a. Gender L M H / b. Disability L M H Sub-scores / Determine score		L		M		H	

2.	POSITIVE BEHAVIORIAL EXPECTATIONS		1	2	3	4	5	
2.1	The teacher sets clear behavioral expectations for classroom activities			L		M		H	
2.2	The teacher acknowledges positive student behavior			L		M		H	
2.3	The teacher redirects misbehavior and focuses on the expected behavior, rather than the undesired behavior			L		M		H	

B. INSTRUCTION

3.	LESSON FACILITATION		1	2	3	4	5	
3.1	The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives			L		M		H	
3.2	The teacher explains content using multiple forms of representation			L		M		H	
3.3	The teacher makes connections in the lesson that relate to other content knowledge or students' daily lives			L		M		H	
3.4	The teacher models by enacting or thinking aloud			L		M		H	

4.	CHECKS FOR UNDERSTANDING		1	2	3	4	5	
4.1	The teacher uses questions, prompts or other strategies to determine students' level of understanding			L		M		H	
4.2	The teacher monitors most students during independent/group work	N/A		L		M		H	
4.3	The teacher adjusts teaching to the level of students			L		M		H	

5.	FEEDBACK		1	2	3	4	5	
5.1	The teacher provides specific comments or prompts that help clarify students' misunderstandings			L		M		H	
5.2	The teacher provides specific comments or prompts that help identify students' successes			L		M		H	

6.	CRITICAL THINKING		1	2	3	4	5	
6.1	The teacher asks open-ended questions			L		M		H	
6.2	The teacher provides thinking tasks			L		M		H	
6.3	The students ask open-ended questions or perform thinking tasks			L		M		H	

C. SOCIOEMOTIONAL SKILLS

7.	AUTONOMY		1	2	3	4	5	
7.1	The teacher provides students with choices			L		M		H	
7.2	The teacher provides students with opportunities to take on roles in the classroom			L		M		H	
7.3	The students volunteer to participate in the classroom			L		M		H	

8.	PERSEVERANCE		1	2	3	4	5	
8.1	The teacher acknowledges students' efforts			L		M		H	
8.2	The teacher has a positive attitude towards students' challenges			L		M		H	
8.3	The teacher encourages goal setting			L		M		H	

9.	SOCIAL & COLLABORATIVE SKILLS		1	2	3	4	5	
9.1	The teacher promotes students' collaboration through peer interaction			L		M		H	
9.2	The teacher promotes students' interpersonal skills			L		M		H	
9.3	Students collaborate with one another through peer interaction			L		M		H	

Supportive Learning Environment

The teacher treats all students respectfully

Data Round 2, Lesson Part 2

High (39%)
Medium (61%)

2024

Data Round 1, Lesson Part 2

High (17%)
Medium (21%)
Low (63%)

2023
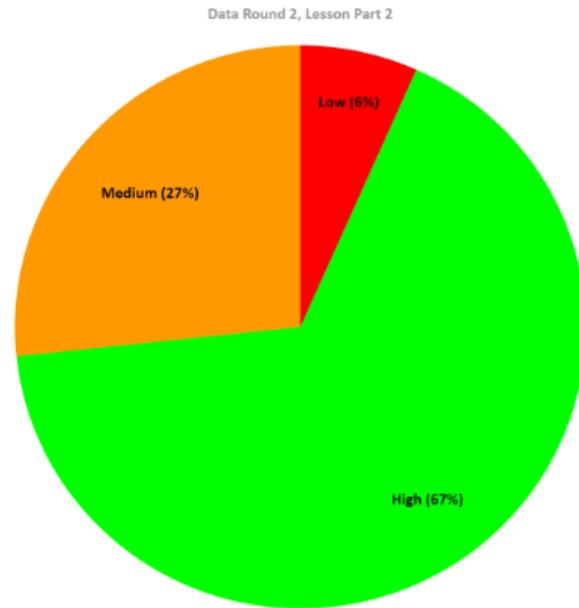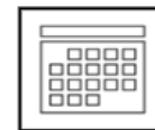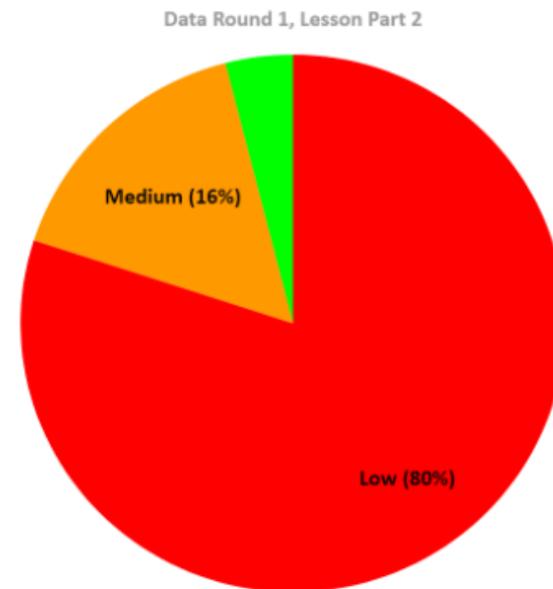
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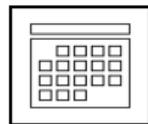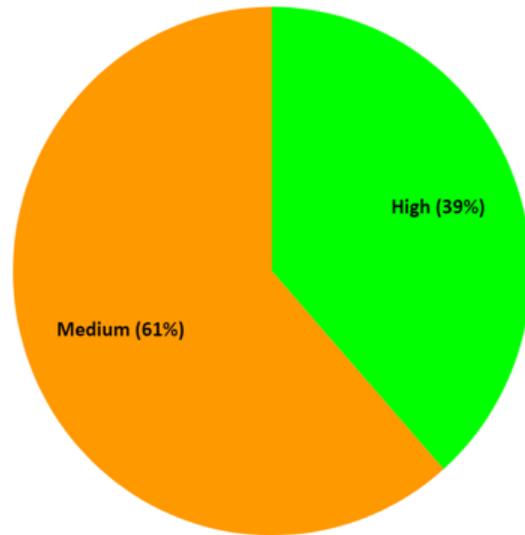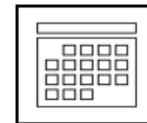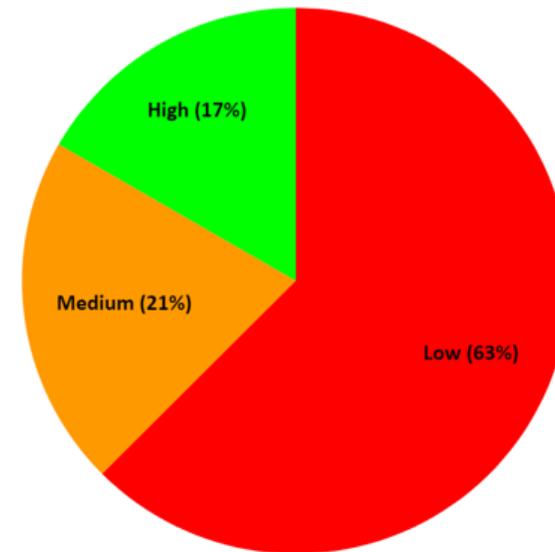
Positive Behavioural Expectations

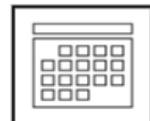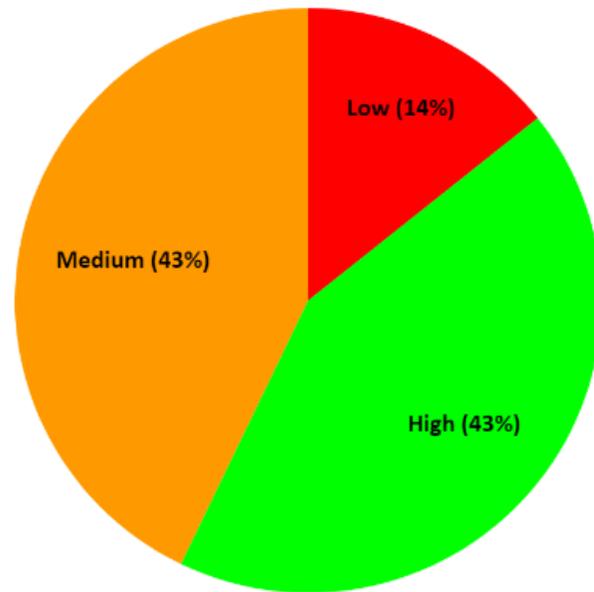The teacher sets clear behaviour expectations for classroom activities
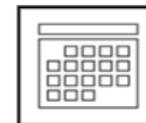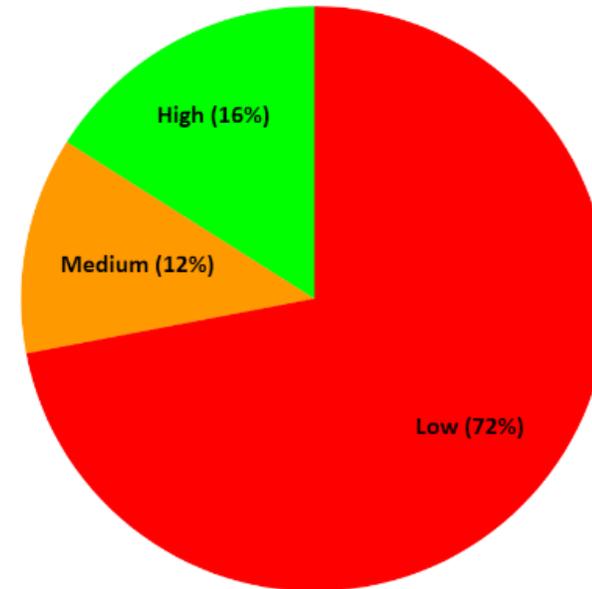

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Lesson Facilitation

The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives

Data Round 2, Lesson Part 2

Low (14%)
Medium (43%)
High (43%)

2024

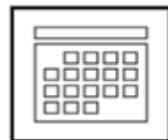Data Round 1, Lesson Part 2

High (16%)
Medium (12%)
Low (72%)

2023

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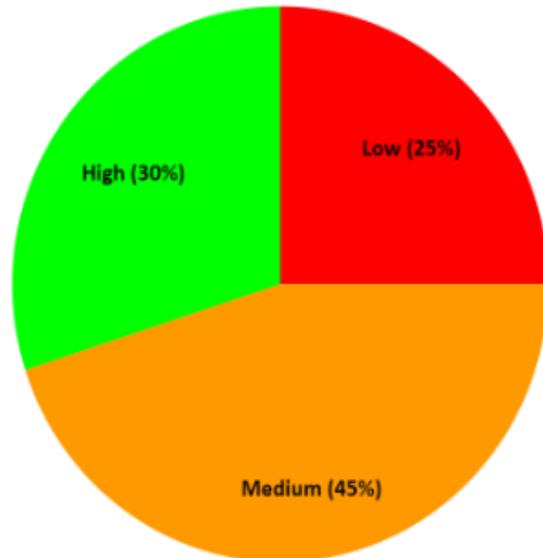
Checks for understanding

The teacher uses, questions, prompts or other strategies to determine student's level of understanding

Data Round 2, Lesson Part 2

High (30%)
Low (25%)
Medium (45%)

2024

Data Round 1, Lesson Part 2

Medium (25%)
Low (75%)

2023

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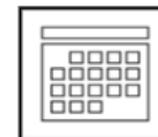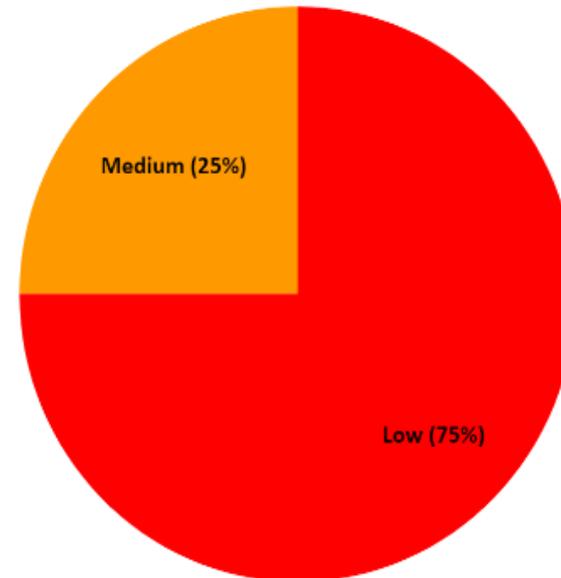
Teacher Interviews Data

- Round 1 – Structured interview

- Round 2 – Semi-structured interview

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Why did you want to be a teacher?

Desire to help Children

Family Influence

Financial Considerations

Enjoyment & Passion

Respect for the Profession

DT

Why did you still want to be a teacher?

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Passion for Teaching and Learning

Positive Feedback and Pride

Financial Support

Contribution to Society

Professional Growth and Improvement

No Desire to Change Profession

Enjoyment

What do you want to improve in your teaching practice?

Enhancing Teaching Methods

Use of Educational Technology

Subject-Specific Improvements

Language Skills

Research Skills

Leadership Skills

Preparation and Planning skills

General Management skills

Personal Growth

Ways to improve teaching practices

Professional Development

Attend short courses

Pursuit of Higher Education qualifications

Learn from Others

DT

Designing the TPI workshop (ii)

Data presentation & discussion

Panel discussions

Group discussions & tasks

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Feedback from TPI Workshop (ii)

The teachers indicated that the panel discussion and group discussion had actively engaged them.

The teachers found the professional conversations with their peers useful, in particular how to develop critical thinking skills in students.

However, many teachers felt the concept of critical thinking was challenging to comprehend.
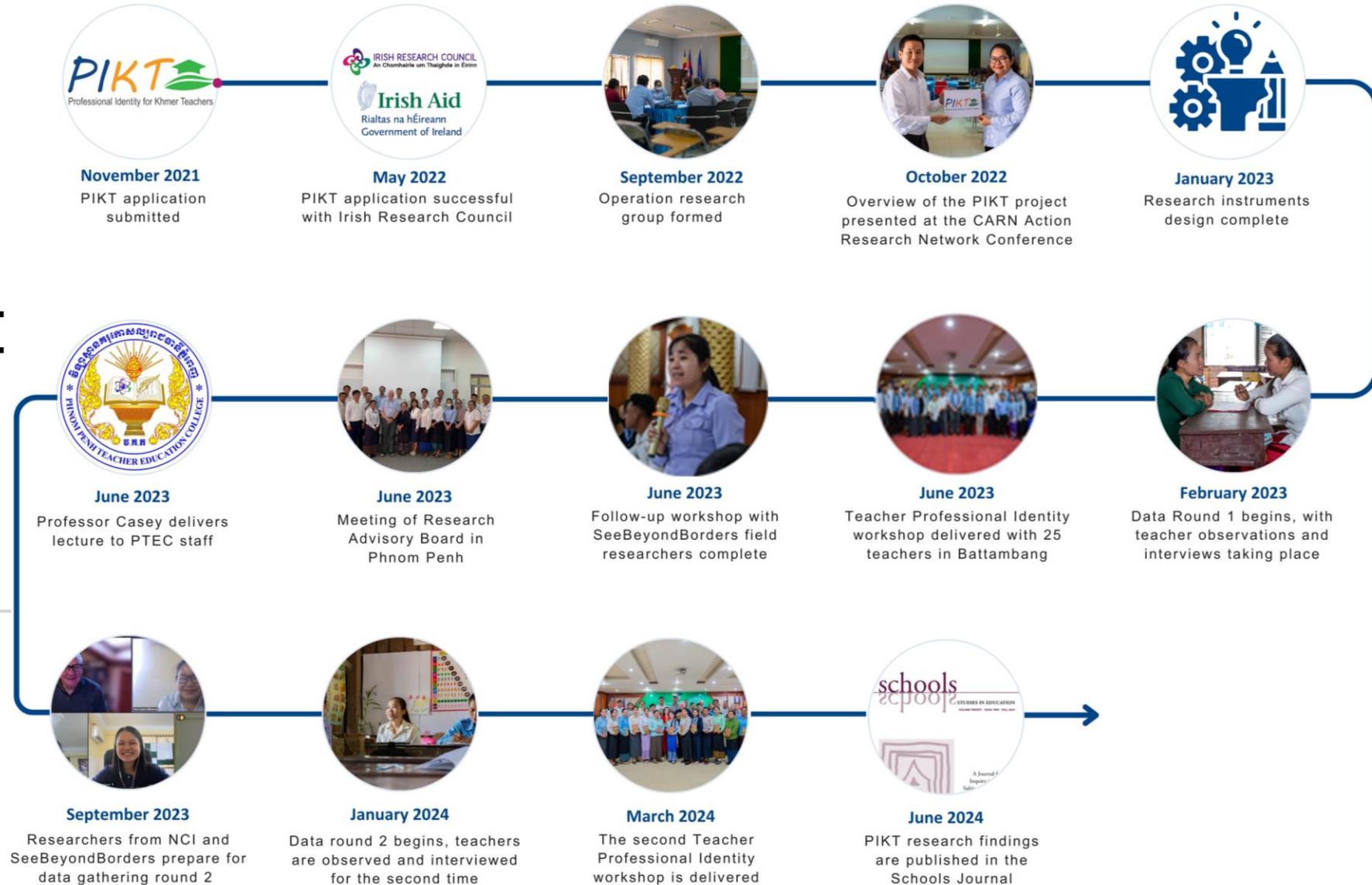
The teachers reported they were surprised by the amount of active participation throughout the workshop.

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Teacher reflections on TPI workshop (ii)

Where are we now and what happens next?

November 2021
PIKT application submitted

May 2022
PIKT application successful with Irish Research Council

September 2022
Operation research group formed

October 2022
Overview of the PIKT project presented at the CARN Action Research Network Conference

January 2023
Research instruments design complete

June 2023
Professor Casey delivers lecture to PTEC staff

June 2023
Meeting of Research Advisory Board in Phnom Penh

June 2023
Follow-up workshop with SeeBeyondBorders field researchers complete

June 2023
Teacher Professional Identity workshop delivered with 25 teachers in Battambang

February 2023
Data Round 1 begins, with teacher observations and interviews taking place

September 2023
Researchers from NCI and SeeBeyondBorders prepare for data gathering round 2

January 2024
Data round 2 begins, teachers are observed and interviewed for the second time

March 2024
The second Teacher Professional Identity workshop is delivered

June 2024
PIKT research findings are published in the Schools Journal

Discussion

- DBR
- Researcher development
- Participant development
- Insights
- Next actions

Thank you

Enhancing Pedagog in Cambodia (EPIC)

An international academic and educator professional network

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