

A review on the pre-service teacher education research in 2009 (Mongolian case)

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Outline of the review

- **What went well?**
- **What benefits did the research provide?
What could have been improved?**
- **What are the challenges?**

What went well?

- Teacher education policy & curriculum analyzes
 - Stakeholders meetings and discussions
 - Follow up activities

Teachers' Training Curricula Review

	Curricula	Credit	Academic term								
			I	II	III	IV	V	VI	VII	VIII	
1	General base	>=22									18%
	A. Social science	8	■	■	■	■					
	B. Humanities	>=6	■	■							
	C. Others	>=8	■	■	■	■					
2	Professional base	>=31						GE			25%
	A. Introduction to teacher qualification	1	■								
	B. Psychology	5		■	■						
	C. Pedagogy	7			■	■					
	D. Subject didactics	5				■	■				
	E. Teaching practice	12						■	■		
	F. Course work or term work	1							■	■	
3	Specialty	>=70									57%
	A. Official study	>=55	■	■	■	■	■	■		GE	45%
	B. Optional study	>=15							■	■	12%

The main findings from the review on the pre-service teacher education policy

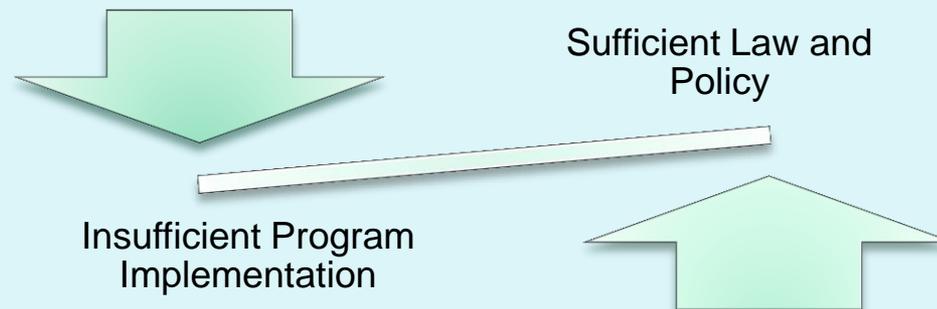
To what extent are **inclusive education issues** included in the existing policies?

Existing educational policies	Sufficient	Include in some respects	Insufficient
Education law	*		
The State Policy on Education (1995)		*	
The Master Plan on the Development of Education (2006-2015)	*		
Education Development Strategy (2007)	*		
The National Program for Training of Pre-school, Primary and Secondary School Teachers and Their Retraining (2008)			*
Master Plan to Develop the MSUE (2007-2015)			*

Findings

Gaps:

Inclusive education issues is not completely included in the ***National Program*** for pre-school, primary and secondary school teacher training and in-service training as well as in the ***MSUE's Master Plan***.



What benefits did the research provide?

- Teacher education program evaluation
- Approach to Inclusive Education has been changed
- Multilingual education
 - Special program for Kazak children's education
- Teacher education curricula redesign

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Education Development Strategy (2007)			*
The National Program for Training of Pre-school, Primary and Secondary School Teachers and Their Retraining (2008)			*
Master Plan to Develop the MSUE (2007-2015)			*

Cont...

No attention to multilingual education

Unclear bilingual strategy

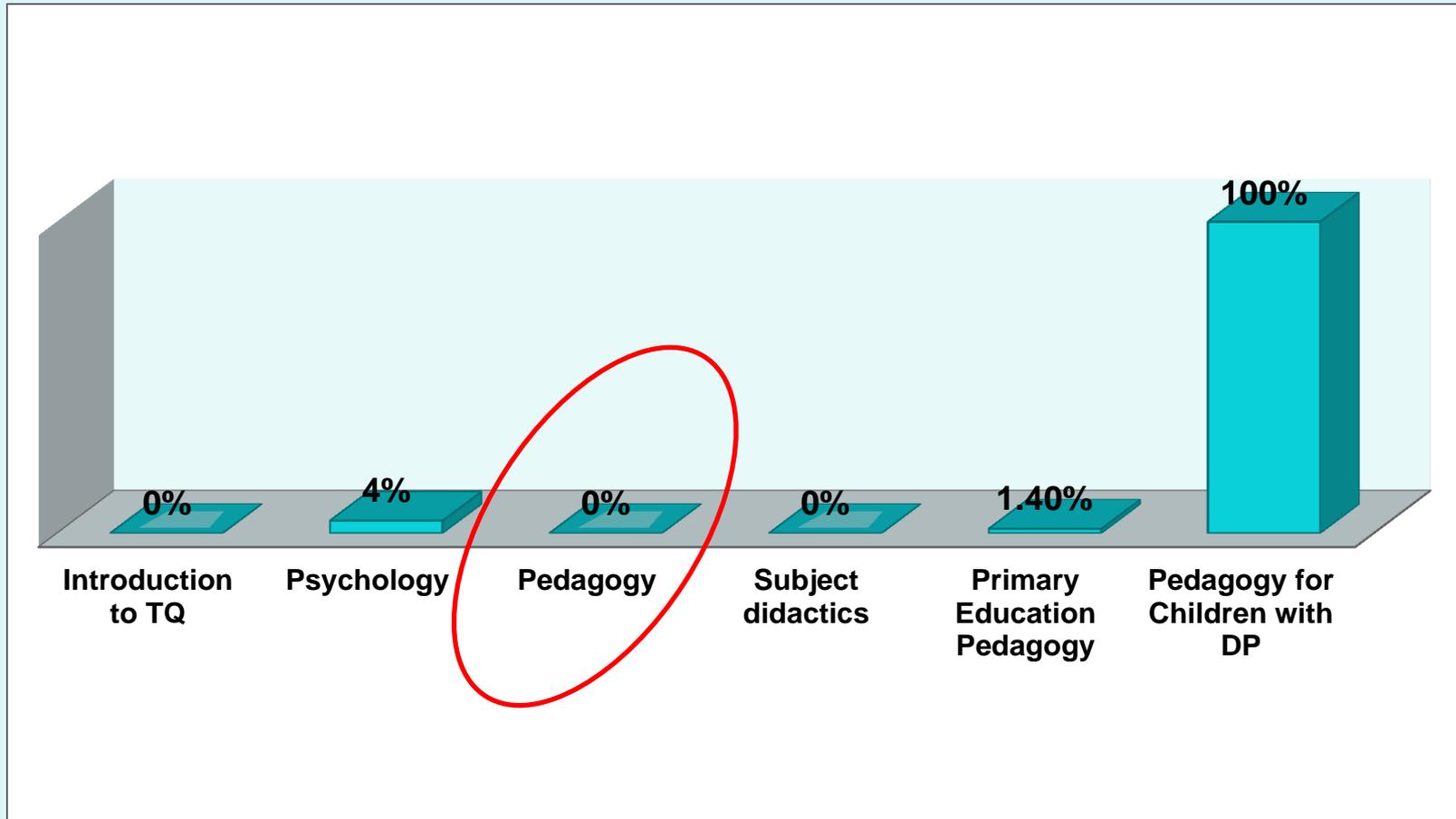
Unequal standards and expectations

No mother tongue learning in some area



The main findings from the review on the pre-service teacher training curricula

To what extent are **inclusive education issues** integrated into the existing curricula?



Findings

Weaknesses:

- The lack, or the absence of opportunities of class lecturing, seminars, discussion and exchange of views.
- Insufficient knowledge and skills are given during training to ensure inclusive education.
- The curriculum mainly aims at giving knowledge on the psychological specificities of children with special needs and the integration of children with light mental disabilities with normal ones.

Gaps:

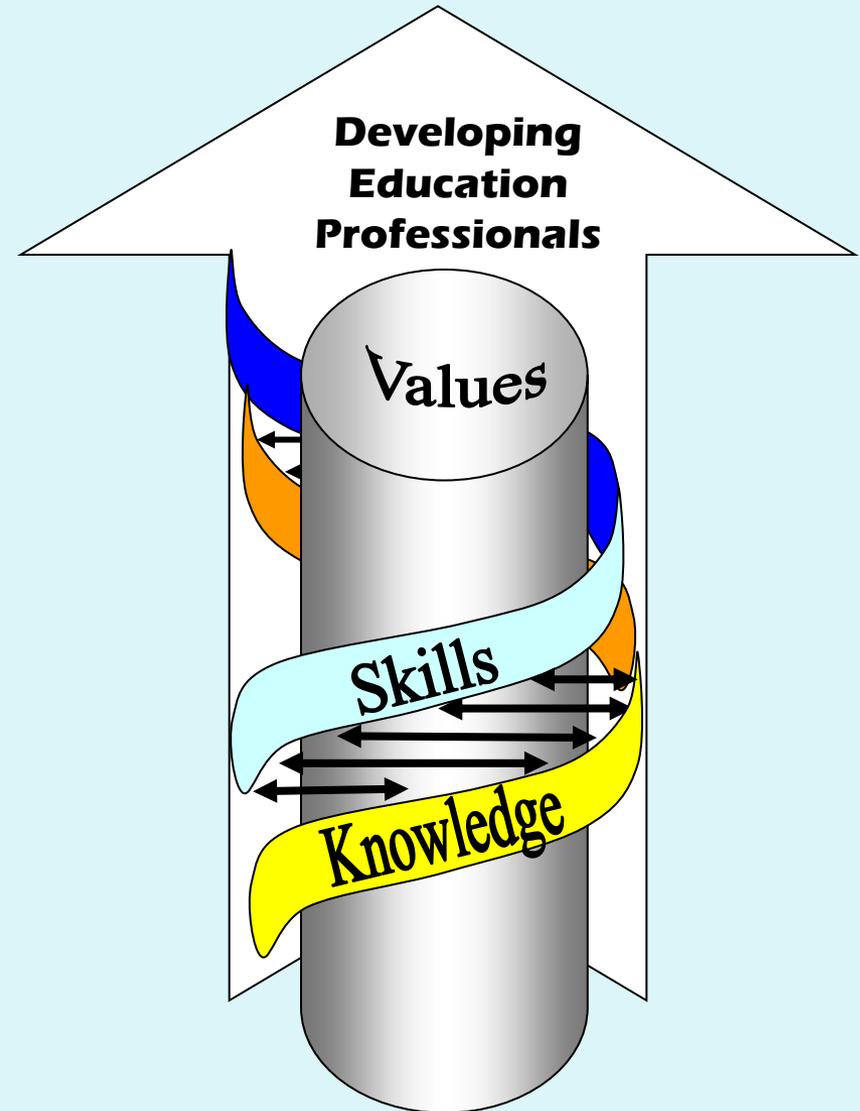
- The curricular do not include sufficient knowledge and skills, attitude to work not only with children with development problems, but also the disadvantaged ones with learning difficulties and help them to overcome the weaknesses.
- The lack of opportunities of knowledge and skills for teachers to identify and respond to barriers to learning within the school setting

Pre-Service Training

Framework for Initial Teacher Education Programmes

Inclusiveness

Holistic approach



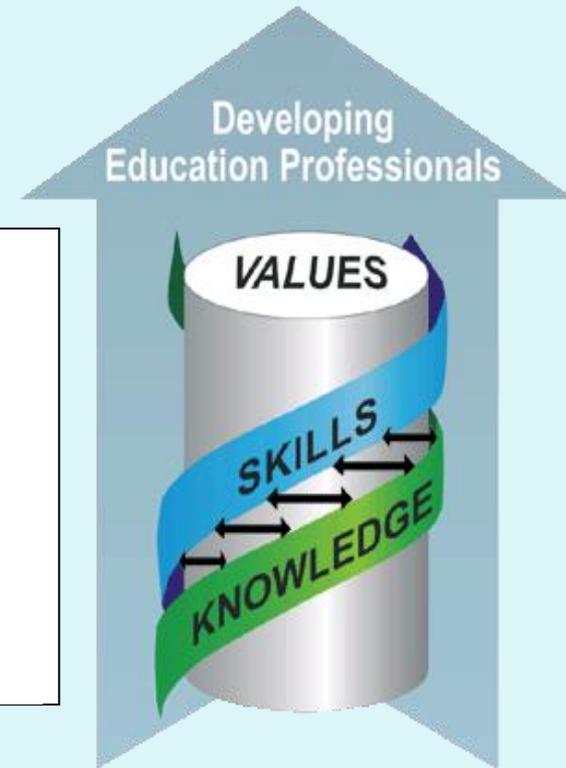
Revised Framework

Skills

- Pedagogical Skills
- Interpersonal Skills
- Reflective Skills
- Personal Skills
- Leadership Skills

Knowledge

- Child rights issues & **Child protection**
- **Diversity**
- Curriculum development
- **Inclusiveness**
- Student centered T&L
- **Child friendly school**



Values

Care and concern for all children	Respect for diversity	Commitment and dedication to the profession	Collaboration, partnership with family & community	Desire for continuous learning, innovation	Belief that all children can learn
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Challenges



- Attitudes based traditional values
 - Inclusive education = Special needs education
 - Support special schools
 - Special program for nomadic herders' children, working children, migration
- Gender responsiveness
- Teaching methods & skills
 - Mixed group teaching approach
 - Value based competence
 - Personality learning

*Thank you for your
attention*

