

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

*Sumiya Tsegmed;  
Enkhtuvshin Sengee;  
Myagmar Jadamba :*

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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	<b>General base</b>	<b>&gt;=22</b>									18%
	A. Social science	8									
	B. Humanities	>=6									
	C. Others	>=8									
2	<b>Professional base</b>	<b>&gt;=31</b>						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	<b>Specialty</b>	<b>&gt;=70</b>									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

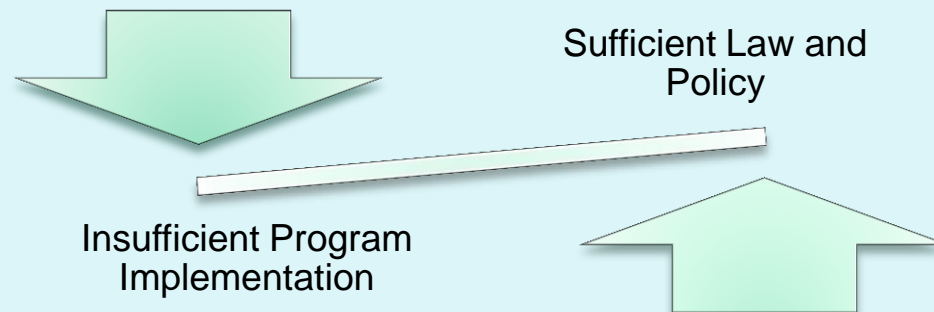
To what extent are **inclusive education issues** included in the existing policies?

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

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

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

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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)			*



## Cont...

No attention to  
multilingual  
education

Unclear  
bilingual  
strategy

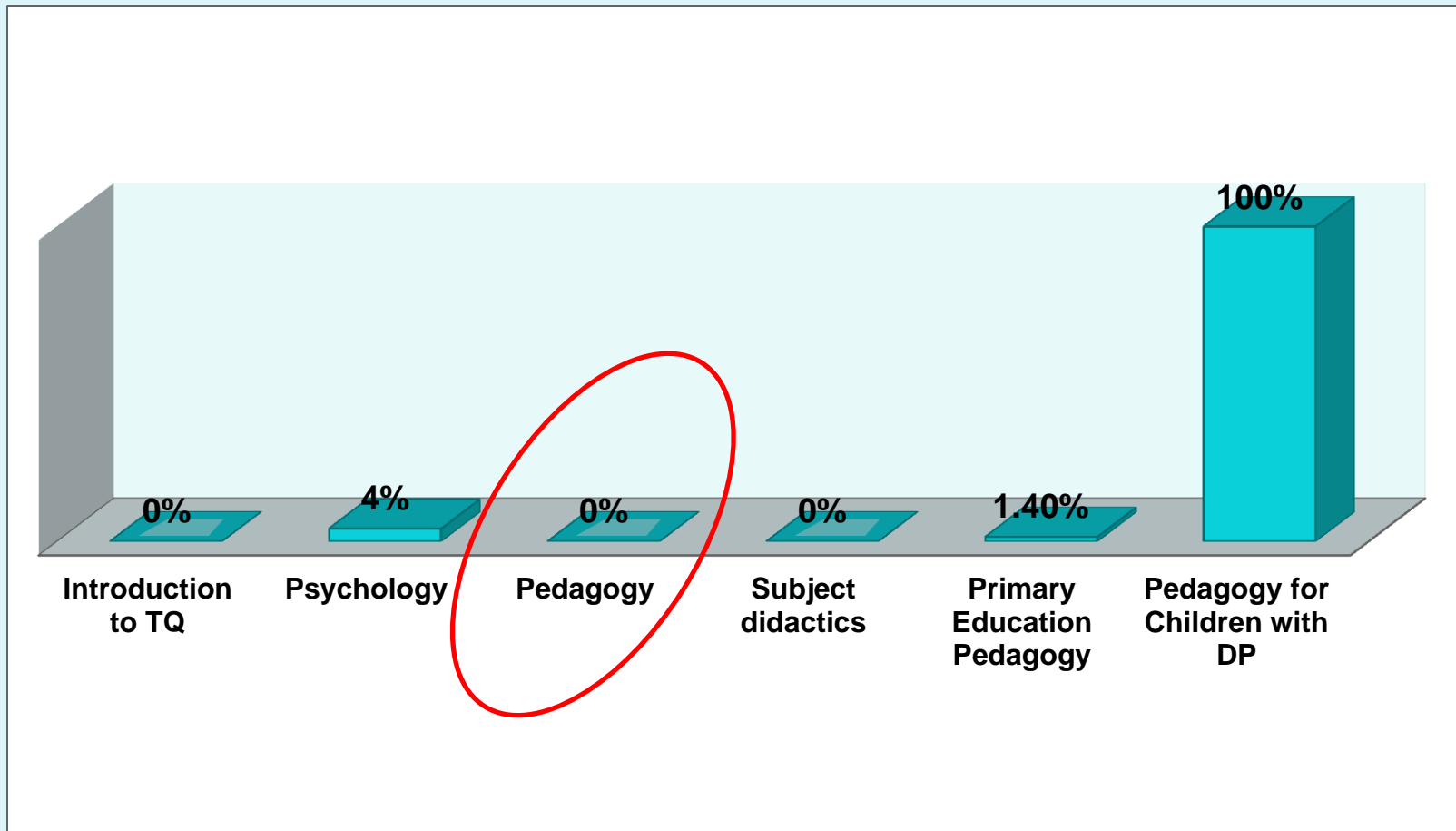
Unequal  
standards and  
expectations

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:

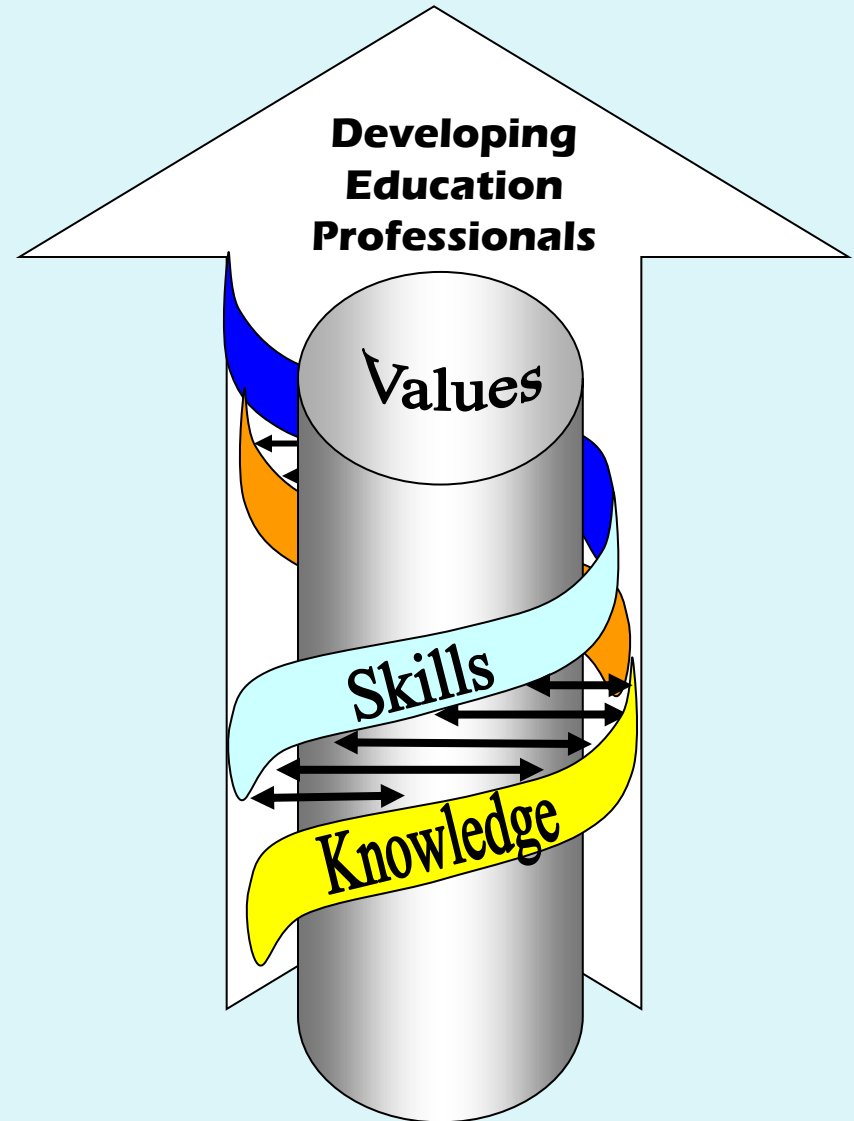
- The curricular do not include sufficient knowledge and skills, attitude to work not only with children with development problems, but also the disadvantaged ones with learning difficulties and help them to overcome the weaknesses.
- The lack of opportunities of knowledge and skills for teachers to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

# Pre-Service Training

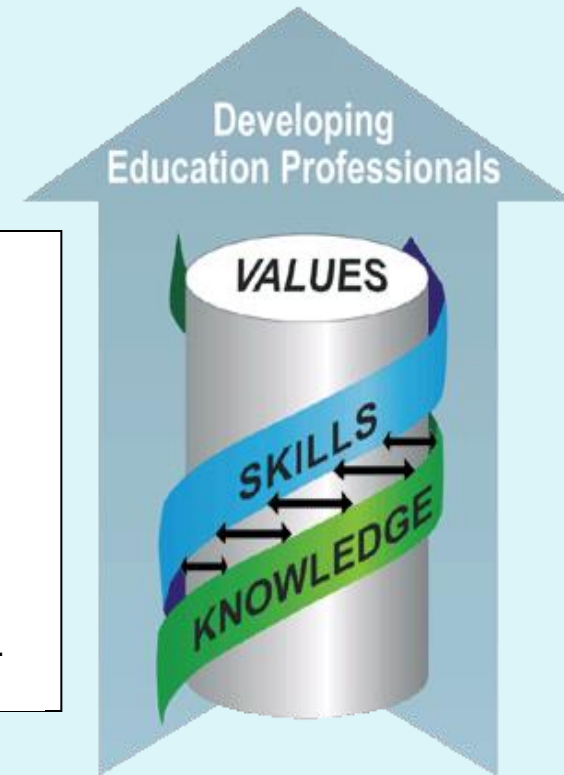
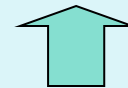
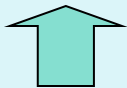
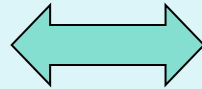
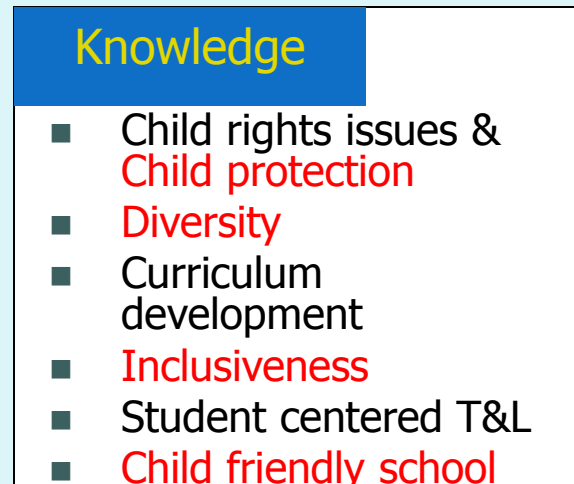
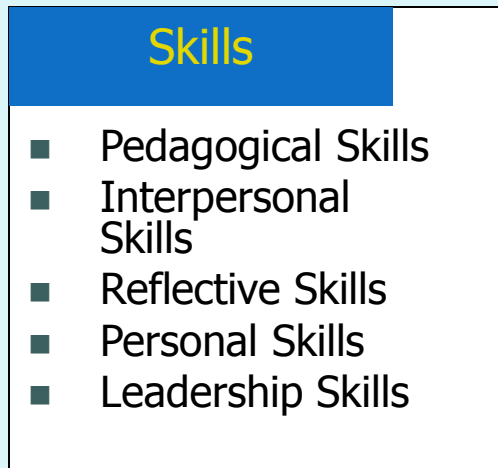
## Framework for Initial Teacher Education Programmes

Inclusiveness

Holistic approach



# Revised Framework



## 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

# 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*

