TEACHER IN MONGOLIA

Regional Meeting: Asia Pacific Regional Review of the Status and Rights of Teachers

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Overview

• Participation and support of the teacher plays an important role in maturity and overall development of self-confident and highly educated citizens who are able to work and live in a humane, civilized and democratic society, respect the national traditions, culture and customs, having aspiration and desire to study, possess broad-minded knowledge.

• Mongolia has giving more attention on teacher’s preparation and continuous teacher’s development as a priority of an educational field.

• Study of teachers’ right, their status and work conditions are significantly important to identify their needs to develop, to support the teachers and to improve social welfare services.
Purpose of the research:

Purpose of the research is to make analysis for compliance of currently existing rules, regulations and legal documents with the needs of today's society, their further development and submit a proposal to improve its implementation.

Framework

• Teachers in Secondary Schools and Kindergartens
General characteristics of the country’s education systems, laws, regulations and practices

- Preschool, primary, and secondary educational, training organizations are working for providing the rights to educate citizens in 9 districts of Ulaanbaatar, 329 soums (picture 1) of 21 provinces in Mongolia. 59 percent of total kindergartens, 72 percent of general educational schools are in local area.
General characteristics of the country’s education systems, laws, regulations and practices

- Every citizen has the right to educate and it guarantee in constitution. According to the constitution, State gives education free of charge public general education.
- Mongolian educational purpose strives to produce citizens who have the ability to live, work, study individually and posses sound mind, morals and physique as well as adhere to the rights of all human beings.
General characteristics of the country’s education systems, laws, regulations and practices

- Education is the base for non-stop development, progress and existence of the country. The Mongolian state is developing the education sector.
- Adjustment principles of legislation in Educational branch are based on Mongolian constitution.
- Aim of quality reform policy in education area is to create condition for mature Mongolian who is able to respect value of democratic citizen’s society, patriotic, creative, competitive and educated. In other words, it means to give education which is to able to mature appropriate character and attitude, acquiring knowledge and develop skills.
General characteristics of the country’s education systems, laws, regulations and practices

The number of Educational organizations, 2009-2015 year

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Educational organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>814</td>
</tr>
<tr>
<td>2010-2011</td>
<td>839</td>
</tr>
<tr>
<td>2011-2012</td>
<td>879</td>
</tr>
<tr>
<td>2012-2013</td>
<td>945</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1067</td>
</tr>
<tr>
<td>2014-2015</td>
<td>1171</td>
</tr>
</tbody>
</table>

- **Pre-school education**
  - Number of kindergarten: 1171
  - The total number of students: 206636
  - The total number of teachers: 6158

- **Primary and secondary education**
  - Number of secondary school: 762
  - The total number of students: 515313
  - The total number of teachers: 28257

Legend:
- Blue: kindergarten
- Green: secondary school
- Yellow: Vocational education and training center
- Red: universities and colleges
TEACHER’S EDUCATION SYSTEM

Prepare a teacher /4-5 years/

Experiencing period of a new teacher /1 year/

First period of teacher’s professional development /2-3 years/

Period of becoming professional teacher
Pre-Service Teachers

• One who completed general education or equivalent education with it, can enroll to bachelor degree education courses at colleges and universities, and student of teacher’s profession can enroll to the college and university where prepare teachers.

• There is a policy of allocating governmental scholarship of 70 and 100% of tuition fee to enrollers of teacher training state universities/colleges who got 650 – 750 scores at their entrance exam and 100% living expenses during their intern at local schools. Now, there are about 2000 students who got those scholars.
Pre-Service Teachers

Pre-Service Teachers/courses of preschool and school teachers

Fulltime student, per week capacity:
- Preschool: 40 hours
- School: 48 hours

Fulltime student must complete all courses in 4 years.

Bachelor degree courses capacity is no longer than 120 hour courses. Academic schedule continuous 32 weeks per year. Summer break continuous 8 weeks.

Preschool:
- Seasonal break 6 weeks,
- Winter break 2 weeks

School:
- Seasonal exam in 4 weeks,
- Winter break 3 weeks

Practice period of pedagogical work
- Preschool: at least 10 weeks
- School: at least 12 weeks

Extramural and evening courses continue 1 year longer than normal fulltime course.
Mongolian State University of Education: training process of planning and organization

- curriculum and plans,
- Structure of the academic year, calendar
- Learning-term planning
Pre-Service Teachers
Requirement for teachers

Methodology of courses/training:

Learning acts must be student-centered, encourage their attendance, and combine active methods of training.

Colleges/universities must give opportunities to use ICT and online, open source information in courses.

Colleges/universities must give opportunities of practice and experience for fulfill the requirement for work.

Mandatory requirements

- scientific in any situation and must have skill how to use it
- positive and ethical individual who has the required skill to live in democratic society
- fulfilled the modern requirements for job position in work skills

Main requirements /knowledge/

- Knowledge about Mongolian laws, Law on education
- Knowledge about science of child pedagogy and psychology;
- Knowledge about preschool child's age, mental speciality and method to develop them
- Knowledge about educational structure and administration
- Knowledge of collaboration with parents and caregivers
- Knowledge about speciality of child with disabilities

Main requirements /skill/

- ability to use teaching methods
- Child development
  Applicable laws and regulations and in accordance with the legal
- Parents, guardians and community relations
CONCEPTS OF CONTINUOUS TEACHER’S PROFESSIONAL DEVELOPMENT

CONCEPTS
- Developing teacher’s skill
- Giving inclusive right to each teacher
- Using modern technology

STRATEGY
- Improve systematic management
- Create and develop teacher research
- Teacher’s support
- Promote every parties in teacher’s professional development activities
- Create and develop an evaluation system on qualification of teacher’s professional development trainings
In-Service Teachers/ teacher’s requirements

Above documents about teacher’s requirements by the researchers, teacher’s requirements and skills could be classified in 4 ways.

Teacher must have theoretical knowledge of nature and society, and understood patterns of sciences, acts scientifically in any matters and uses it in real life.

Teacher must have good knowledge of pedagogy, and training methods and be creative and responsible.

Teacher must obtain a skill of democratic society citizen, follows law and rules and code of conducts, and have right attitude.

Teacher must develop ownself continuously according to fast rapid change of science and society by learning foreign language, use of ICT and teamwork.
In-Service Teachers/ teacher’s requirements

Teacher's Requirements in "teacher's job description"

basic and special teacher's requirements

Skill

Fulled practice of teaching at school or kindergarten

Bachelor and above

teacher's certification

To make didactical decision

Use of IT

To solve problem

To develop information
teacher's statistic, 2014-2015

kindergarten teacher 6158 18%
primary school teacher 10356 30%
secondary school teacher 10349 30%
high school teacher 7578 22%

total number of teachers - 34415

professional degree

consulting teacher 1%
leading teacher 15%
methodologist 36%
non 48%
teacher’s rights and obligations

<table>
<thead>
<tr>
<th>Teacher’s rights— 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 44.1.1. To ask to ensure proceed normal training activities;</td>
</tr>
<tr>
<td>• 44.1.2. To choose advanced training methods, textbook which aligned with educational standard and training tools;</td>
</tr>
<tr>
<td>• 44.1.3. To ask requirements or to give advice for learner and his/her parents and caregivers;</td>
</tr>
<tr>
<td>• 44.1.4. To assess learner’s knowledge, skills and practice and to give description on their abilities and physical and mental development;</td>
</tr>
<tr>
<td>• 44.1.5. To select students for advanced teaching, to organize professional or advanced trainings/lessons;</td>
</tr>
<tr>
<td>• 44.1.6. To do research, to upgrade degrees;</td>
</tr>
<tr>
<td>• 44.1.7. To inform/arbitrate parents and caregivers for accusing innocent child and making child’s health;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher’s obligations— 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 44.2.1. To honor teacher’s code of conduct;</td>
</tr>
<tr>
<td>• 44.2.2. To implement educational standard;</td>
</tr>
<tr>
<td>• 44.2.3. To upgrade his/her knowledge of content, methodologies and skills;</td>
</tr>
<tr>
<td>• 44.2.4. To not discriminate learners, to respect their honors;</td>
</tr>
<tr>
<td>• 44.2.5. To understand learner’s diverse strengths, act humanity, to encourage learners to develop themselves, and to become a right mature;</td>
</tr>
<tr>
<td>• 44.2.6. To respect learner’s individual perceptions and worldview;</td>
</tr>
<tr>
<td>• 44.2.7. To give attention to learners’ health and safety;</td>
</tr>
<tr>
<td>• 44.3. Not allowed to do over learners, to give bruise on learners’ mind and to disclosure personal secrets.</td>
</tr>
<tr>
<td>• 44.4. Teacher must follow the code of conduct of teachers to implement his/her legalized duties.</td>
</tr>
</tbody>
</table>
Teacher’s workloads

Teacher's work norms on 1 week

- Curriculum planning: 10 hours
- Teaching a lesson: 19 hours
- Assessing and improving the curriculum: 5 hours
- Teacher professional development
  - Activity for support training: 6 hours
- Teacher's work norms on 1 week: 40 hours

Teacher professional development
- Community school development
# Teacher’s workloads

<table>
<thead>
<tr>
<th>Within the framework to support training activities</th>
<th>Teacher development</th>
<th>Normal development of citizens and students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• prepare for Olympiad</td>
<td>• Exploratory teaching</td>
<td>• Class A Directors / Classroom management/</td>
</tr>
<tr>
<td>• organizing competitions, participating</td>
<td>• Traineeships</td>
<td>• The teacher on duty</td>
</tr>
<tr>
<td>• Students are assessed</td>
<td>• Provide training</td>
<td>• Organizing the memorial, other professional and cultural events</td>
</tr>
<tr>
<td>• Students diagnosis</td>
<td>• Writing of practices</td>
<td></td>
</tr>
<tr>
<td>• Recommended methodologies</td>
<td>• Material positioning in technology fund</td>
<td></td>
</tr>
<tr>
<td>• Responsible for Pedagogical Collective</td>
<td>• Observing classes and discussion</td>
<td></td>
</tr>
<tr>
<td>• achievement of those students do</td>
<td>• Counseling</td>
<td></td>
</tr>
<tr>
<td>• trails and documentation for</td>
<td>• Research</td>
<td></td>
</tr>
<tr>
<td>• Vetting</td>
<td>• Presentation</td>
<td></td>
</tr>
<tr>
<td>• Review</td>
<td>• Participating in Olympiads</td>
<td></td>
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<tr>
<td>• The cabinet is responsible</td>
<td></td>
<td></td>
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<tr>
<td>• Curriculum development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstration and application preparation</td>
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</tbody>
</table>
Conclusion:
- Life-long activities of enriching professional knowledge, understand and skill
Teacher’s professional development

Requirements for selection of school principal, training manager, and kindergarten director

- **Working as teacher no less than 5 years**
- General and professional didactics
- Skills to make strategy and process plan
- Above grade of bachelor
- Knowledge and Experience of the characteristics of the school patterns

The criteria for professional degree Common Criteria

- teacher's certification
- able to studies, foreign languages and knowledge of information technology
- able to promote the development of methods and instructional technology
- Teachers have worked strictly follows the relevant legislation, ethics investigations
Guiding policy to support teachers’ continuously professional development

Minister of education and science, 2013 A/287, A/305 order

Professional degree

Professional Development in the workplace:
- practical research
- exchange experience
- cross learning

Professional Development in the workplace:
- Major
- Specialized
- Reserved

Certification of teaching

Schoolwide

Regionwide

Nationwide

Consulting teacher
Certification of teaching
No expiry date

Leading teacher

10th years’ Major training /10 days/

5th years’ Major training /10 days/

Certification of teaching
Expiry in 5 years

Certification of teaching
Expiry in 5 years

2nd, 3rd and 4th years’ Major training /3 days/

1st year’s Major training /10 days/

Qualification to work in educational organization for a year

Above 15 years
15 years
14 years
13 years
12 years
11 years
10 years
9 years
8 years
7 years
6 years
5 years
4 years
3 years
2 years
1 year
Teacher’s salaries

- **Base Salary**: Depends on office rating from Public Service Average / PSA/ -1 to Public Service Average / PSA/ - 8, depending on the years of I-Y stages up to speed.

- **Overtime wages**: Teacher's lessons for more than 19 hours, calculating the time in hours. Teachers more time to run shall be in accordance with the provisions of Article 53 of the Labor Code overtime pay (for example: the basic salary / 168 x 1.5 x lessons for more than 19 hours time to time).

- **Additional charges**: Class A bear 10%
  Responsible for Classrooms and laboratories are 5%
  5% of the pedagogical integration management

- **Professional degree category**: Methodologist teacher – 10%
  Leading teacher – 15%
  Consulting teacher – 20%

- **Additional charges of skill proficiency**: The amount of skill proficiency indicator of supply, depending on the level of the monthly salary of civil servants determined to be 10-30%. Teachers and staff skills is evaluated semi-annually.

- **Quarter incentives**: The progress and results, and evaluate the performance for each quarter of the year, and the average of these semi-annual and annual evaluation of the estimates. 10% of 70-80; 13% of 81-90 and 15% of 91-100.

**Teacher’s average salary is 365$**
Instructional leadership support

Hence, there are following functions on support of the school administration on teacher’s development:

- School administration must have teacher's development policy, program and plan.
- Teacher encourages him/herself to continuously developed, and school administration/leader helps on it.
- To develop and implement curriculum based on teacher’s demand.
- To have “Teacher's development center” where can continuously professionally developed at workplace, to provide information, to make database, to encourage new guide book, online lesson, lesson materials, new teaching methodology and experience.
- To set up execution, encouragement and activation of the administration to teacher’s development.
Scheme of teacher’s professional development

- **Nationwide**
  - Major training
  - Specialized training
  - Online training /3-6 months/

- **Regionwide**
  - Major training
  - Specialized training
  - Online training

- **Organization wide (school)**
  - Follow up
  - Online training
  - Active research, Session research

- **For general interest**
In-service training/professional development

FURTHER STRATEGY

Teacher’s online campus
esurgalt.itpd.mn

Teaching Certification
(ALLOCATE, EXTEND)

30 days
ONLINE TRAINING

50 score
PROFESSIONAL TEST

20 score
CLASSROOM TRAINING

1 days
PROFESSIONAL TEST

2.5 days
REFORMED CURRICULUM CONTENTS AND METHODOLOGY

1.5 days
CONTENTS FOCUSED ON TARGET GROUP’S DEMAND

1 days
CLASSROOM COMPUTER TRAINING

Classroom training

Teacher’s development at workplace

30 days
ONLINE TRAINING

1 year ago
GET TEACHING CERTIFICATION

1 month ago
ONLINE REGISTRATION burfgel.itpd.mn

15 days
ONLINE TRAINING

WORK
Classroom and curriculum autonomy

In the definition of teacher jobs teacher's tasks is
• Curriculum planning
• Training programs
• Assessing and improving the curriculum.

Therefore, to self-organizing of training classroom teachers learning to teach self-selection methodology.
Performance evaluation and incentives

Evaluating teachers’ performance

- Maturity
  1. Character
  2. Habits
  3. Participation

- Knowledge, growth of ability, success of children
  Growth
  Success

- Manner of discovering and developing children’s talent
  To discover and develop children’s various gifted talent and ability.

- Satisfaction of Education service.
  (student’s, teacher’s, parent’s, caretaker’s, and other participant’s)

- Health
  Healthy form, healthy relationship, healthy and safety environment
Conclusions

This academic year, there are 762 schools, 1171 kindergartens and 34415 teachers in Mongolia. Because of a lower value of teacher in public, Mongolia has taking steps of reform in activities of teacher training and teacher’s development issues from 2012.

- First step is to raise a minimal score of entrance exam of teacher training university enrollers and to allocate scholars to enrollers who got higher score. Also, there are activities to qualify teacher intern alongside the reform of teacher training methods.

- Also the Institute of Teacher’s Professional Development has re-established by the 180th resolution of the Mongolian government on May, 2012 and it performs the main role on teacher’s continuous development. In an activity of allocating teaching certification, we are working on to assess teacher’s work for real to increase a value of teacher in public and a quality of training/instruction.
Conclusions

According to a Mongolian infrastructure and distribution of the population, a teacher’s workload is assorted.

• Number of students in a classroom
• Teaching many kind of subjects
• Other non-valued works
  • It depends on school management
  • It depends on local administration and local education department.

According to the research of the Institute of Labor in 2013, a state average salary was 642,2 but, at educational field, the average salary was 627,3. in 2014, teacher’s salary has increased 15%, and a government has working on it to make it more increased.
Recommendations

• To work more on legal regulations of improvement of payroll system to assess teacher’s real work, to take actions to change teacher’s training methods, skills and attitudes, and to increase a value of teacher in public,

• To take actions step by step to solve teacher’s sufficiency and quality at crowd population locals to increase school and preschool sufficiency

• To develop schools as a local development center /to provide every parties’ participation/, to engage local administrations, citizens and all kind of educational institutions, parents, publics and students to implement policies efficiently.
Recommendations

- To provide schools with training tools according to the request from schools to improve school efficiencies
- To help teachers to not be removed from training activities, to help teachers to not to be mobilized too many additional works
- To make an academic graphics and a structure of school to make teacher’s work more definite, to form helping teacher/intern position to make a right allocation of other works which is not defined in job description
- To research and inspect other additional works which is not defined in teacher’s job description, and to reflect it in job description if necessary.
- To research on teacher’s working hours, and to differentiate teacher’s working hours according to subject features and teachers who teach more than 3 subjects.
Thank you.

If you have more question, please send e.mail this address: zokhikhsuren@itpd.mn