



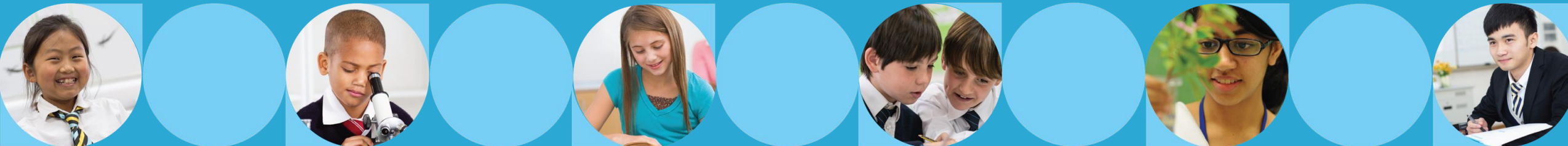
Cambridge Assessment
International Education

Challenges to Opportunities:

Empowering Teachers to become Bilingual

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Date



Agenda

In this session we will explore together:

- ▶ Where did Cambridge take our school?
- ▶ Challenges we faced
- ▶ Empowering Teachers to become Bilingual
- ▶ Opportunities for teachers

Lead messages

The lead messages should be in all our communications and conversations:

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Learn: Schools can shape a Cambridge curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them.

Discover: Cambridge programmes inspire students to love learning, helping them discover new abilities and a wider world.

Achieve: Cambridge programmes help students aged 5 to 19 develop the skills they need for life, and to achieve at school, university and work.

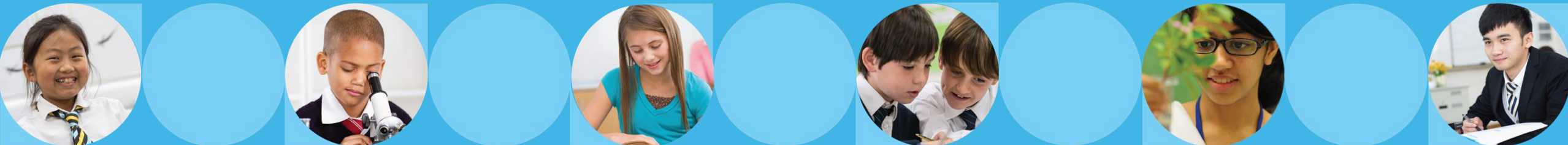
Where Did Cambridge Take Our School?

We have implemented Cambridge Curriculum for 8 years, since 2015. Some overview of the changes during this period.

- ▶ Student Growth: 330 to 1300
- ▶ Staff Growth: 41 to 110
- ▶ Bilingual Teacher Growth: 13 to 38
- ▶ Foreign Teacher Growth: 2 to 12



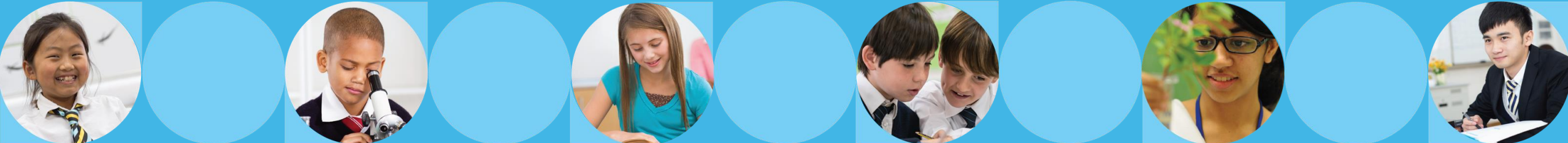
Challenges we faced



Challenges

- ▶ Small number of Mongolian bilingual teachers
 - ▶ Bilingual teachers almost didn't exist in Mongolia except English language teachers.
 - ▶ Subject specific teachers who studied abroad are scarce
- ▶ Retaining existing teachers and developing them into bilingual teachers
 - ▶ Professionally the best teachers
 - ▶ Stayed with us for a long time
- ▶ Difficult to find foreign teachers for the long term
 - ▶ Extreme climate
 - ▶ Air pollution
 - ▶ Salary level in comparison to developed countries

Empowering Teachers to become Bilingual



Empowering teachers through motivation

Motivation is vital in driving adult professionals to adopt new teaching ways.

- ▶ Encouraging their self-esteem and self-belief
 - ▶ Personal development training
- ▶ Positive environment
- ▶ Preparation for two years
- ▶ Achievements of teachers who turned bilingual

Empowering teachers through language skills

- ▶ Language Training Program for Teachers
 - ▶ Language training started two years before implementing Cambridge Curriculum
 - ▶ Conducted in A1-B2 levels to reach bilingual proficiency.
 - ▶ School English teachers run the courses and are paid for extra hours.
 - ▶ The training hours are counted as paid office hours
 - ▶ School pays all related costs
- ▶ Evolved into an ongoing teacher-led program

Empowering teachers through professional development

- ▶ Peer support programs
 - ▶ Create an opportunity for teachers to collaborate, share experiences, and exchange ideas by bringing in experienced professionals.
- ▶ Engaging workshops
 - ▶ Cover relevant topics, innovative teaching methods, and emerging trends.
- ▶ Mentoring sessions
 - ▶ Provide one-on-one guidance and support.



Empowering teachers through cultural immersion

▶ International Study Trips

- ▶ Experiencing teaching and learning in bilingual environment
- ▶ Finland, China and USA

▶ International Cultural Trips

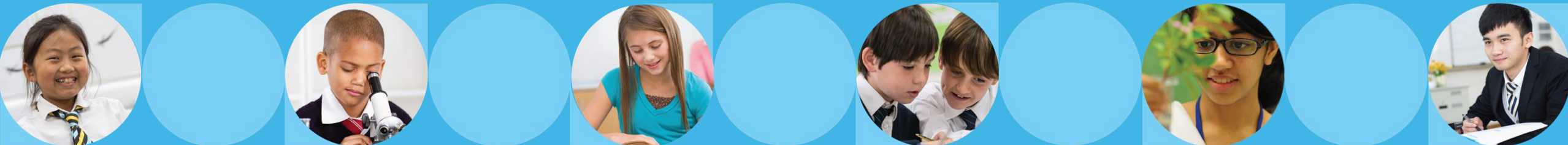
- ▶ Understanding different cultures
- ▶ China, Malaysia, Singapore, Thailand, Vietnam, Hungary and Turkey



Empowering teachers through study abroad

- ▶ Teachers and our graduates studied abroad and returned
 - ▶ We offered scholarship based on future employment commitment
- ▶ Expecting more teachers to pursue higher degrees in English-speaking countries
- ▶ Discussions with US-based universities for tailor-made programs

Opportunities for Teachers



Opportunities for Teachers

- ▶ Advantages of Cambridge Curriculum
 - ▶ Organised curriculum in contrast with the National Curriculum of Mongolia
- ▶ More Time for Teaching and Learning Activities
- ▶ Focus on Continuous Professional Development
 - ▶ Language proficiency allowed teachers to explore and acquire professional knowledge and skills
 - ▶ Teachers are committed for life-long learning with vast information available in English
- ▶ Cambridge PDQ centre is in process to support teachers with appetite for development
- ▶ Wide range of academic resources became available for teachers as Mongolian language is spoken by only 4 million people

Opportunities for Teachers

- ▶ **Autonomy in Teaching Activities and Self-development**
 - ▶ Freedom in running teaching activities
 - ▶ Self-development opportunities with language skills
- ▶ **Improved Perspective and Social Development**
 - ▶ Improved self-perspective through bilingual teaching
 - ▶ Increased recognition and competence
- ▶ **Incentive System and Valuing Local Teachers**
 - ▶ The incentive includes English proficiency
 - ▶ Emphasis on developing local teachers over short-term ex-pat teachers

Teacher interviews

- ▶ Two teachers speak briefly about their bilingual journey.
 - ▶ Teacher 1: Mrs. Yanjinkham, graduate of Orkhon KhaSu. She returned after earning her degree. Working for five years
 - ▶ Mrs. Munkhnasan, who 12 years at Orkhon KhaSu School. As discussed here, she became a bilingual teacher through Orkhon KhaSu's preparation program.





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Thank you
Any questions?

