



CAMBRIDGE

Singapore school of Mongolia

**How to Lead and Manage a New
Cambridge School**

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SINGAPORE SCHOOL
OF MONGOLIA

- The Singapore School of Mongolia was founded in 2018
- Every child should be afforded a nurturing environment conducive to learning.
- Started with only 180 students and 20 staff and now we have 900 students and 120 staff
- Rapid growth prompted the development of a modern campus, equipped with modern tools and facilities, accommodating 1,500 students.
- This growth has come with challenges, including relocating and shifting our approach to align with our mission and vision.



The challenges we faced as a new Cambridge School and some of the ways we were able to address them:

01



Alignment between the Cambridge curriculum and local educational requirements

We conduct curriculum mapping to ensure that both Cambridge and local requirements are met. Our teachers are trained to balance the global perspective Cambridge with local cultural and educational contexts.

02



Managing the transition between different stages of the Cambridge curriculum

To manage the Cambridge stage transitions, we focus on understanding curriculum objectives, supporting teachers, training and collaboration, preparing students, and engaging parents.

03



Ensuring active learning and student engagement with the Cambridge curriculum in the classroom

Our teachers use a variety of interactive methods such as group discussions, role-plays and project-based learning. Additionally, interactive whiteboards are integrated into our lessons to promote engagement

04



Greater parent understanding and engagement with the Cambridge curriculum

Making sure to constant engage with the parents in helping them get a better understanding of the Cambridge curriculum. This usually involves Q&A and training sessions which helps them get engaged and improves their overall involvement.

Continued:

05



Teaching strategies used to develop higher-order thinking skills, such as analysis, evaluation and synthesis

We emphasize effective questioning and real-world scenarios. Teachers trained in metacognition mentor peers, while research projects and inquiry-based tasks foster higher-order thinking

06



Balancing formative and summative assessments to support student learning

We use a mix of formative and summative assessments to track student progress. Data and results from these assessments are used to identify learning gaps and make adjustments to teaching plans

Ready for the world

Continued:

07



Professional development strategy and teacher collaboration

This year, we introduced a 4 stage approach to teacher professional development.

- Building Foundational Knowledge
- Knowledge Sharing
- Peer Observation
- Formal Observation

Ready for the world

Professional Development and why it is such an important part of a new Cambridge school's continued growth and eventual success:



The prior listed tools and strategies all make up the various methods we used to improve how our school delivered the Cambridge curriculum

What we noticed from the Mongolian education sector is the rapid growth and acceptance of the Cambridge curriculum throughout the country

However, with this rapid expansion is the issue of getting qualified teachers to adequately deliver the curriculum

Instead of trying to hire teachers experienced in delivering the Cambridge curriculum we thought it was best to balance it with internally developing and training our teaching staff



CAMBRIDGE



PROFESSIONAL DEVELOPMENT AT SINGAPORE SCHOOL OF MONGOLIA

Key Objectives:

- 01 Promote continuous professional growth
- 02 Ensure training leads to classroom impact
- 03 Foster collaboration and knowledge sharing
- 04 Align PD with school vision

Our **4 stage** PD policy aims to meet each of these objectives.

Stage 1: Foundational Knowledge



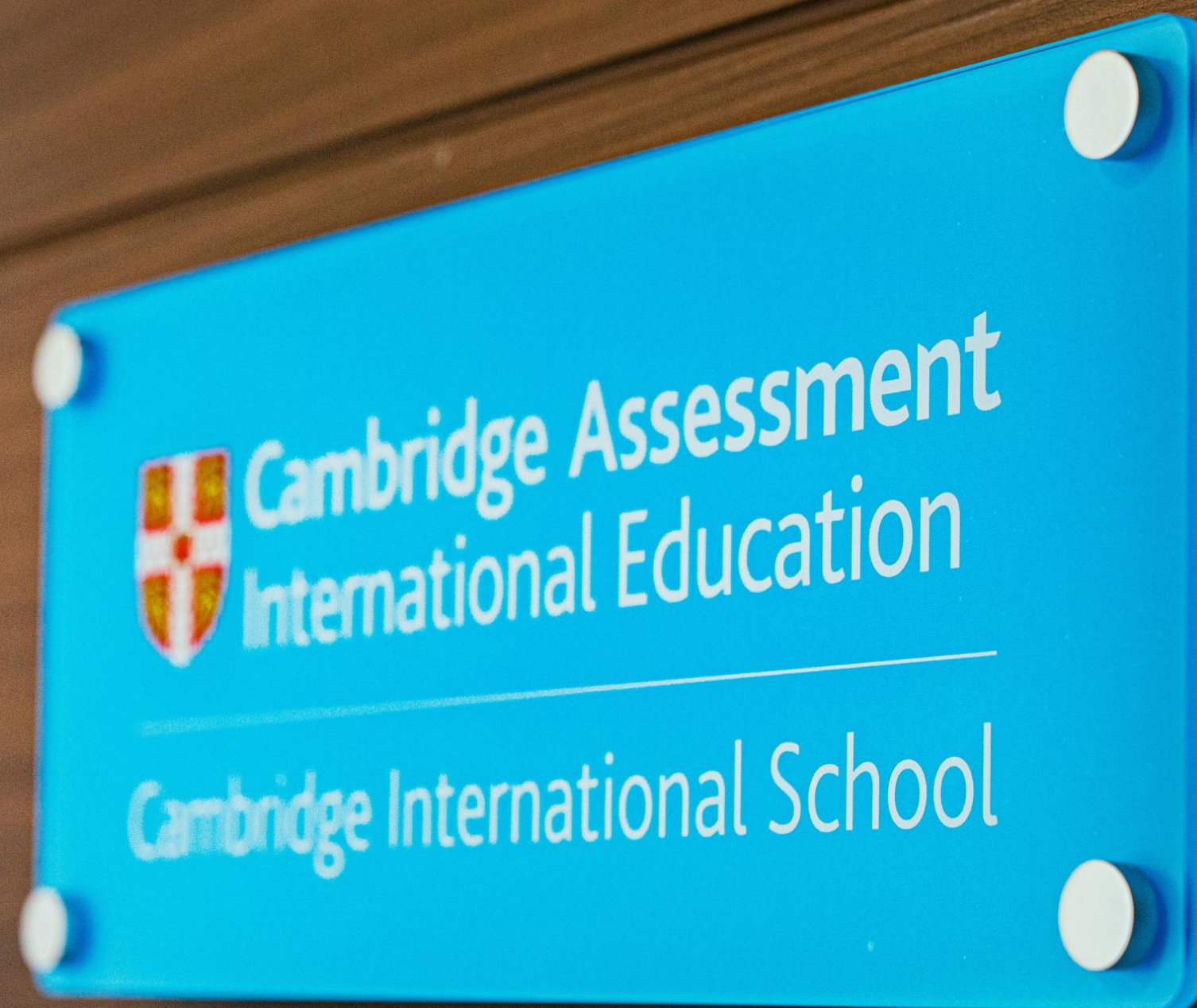
Stage 2: Knowledge Sharing



Stage 3: Peer Observation



Stage 4: Formal Observation



STAGE 1: FOUNDATIONAL KNOWLEDGE

Objectives

- Build confidence
- Ensure consistency
- Encourage a growth mindset
- Improve classroom practice
- Increase student achievement



Breakdown

Introduction

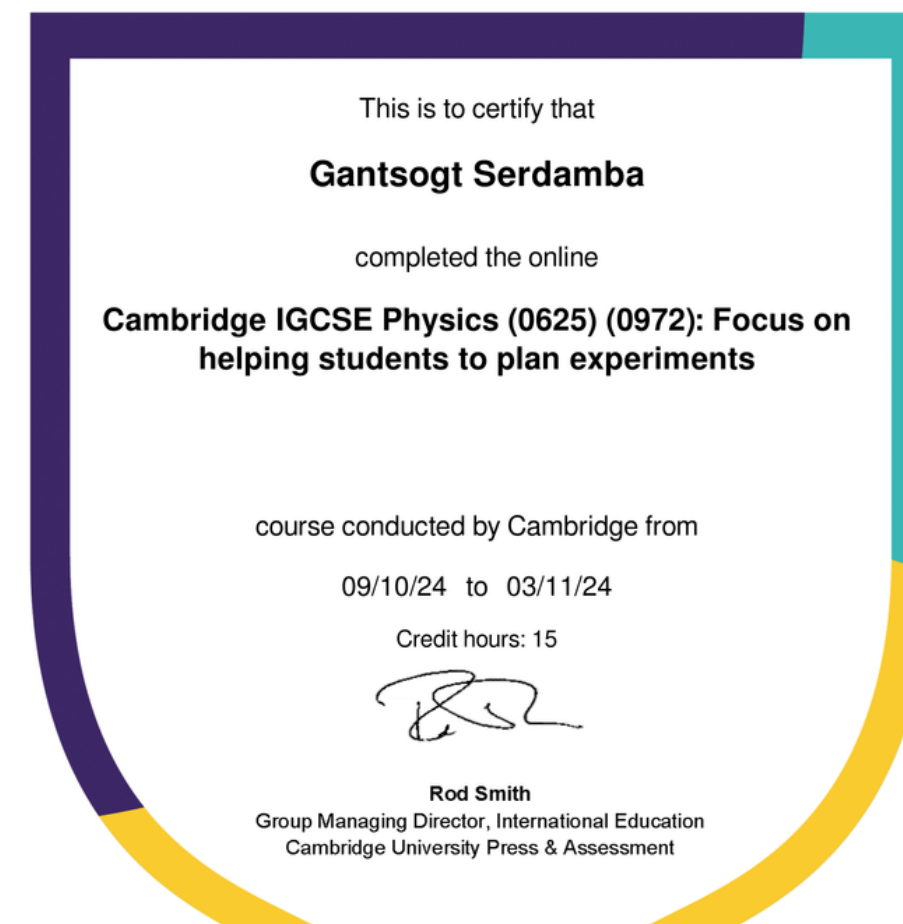
Syllabus Specific

- Improving speaking
- Focus on progress
- Focus on teaching

Enrichment

- Active learning
- Metacognition
- Assessment for learning

Certificate of completion



Certificate of completion



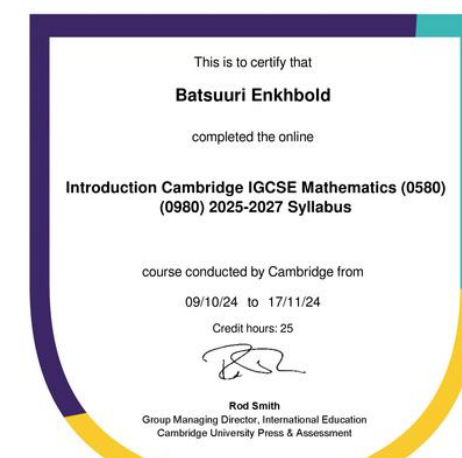
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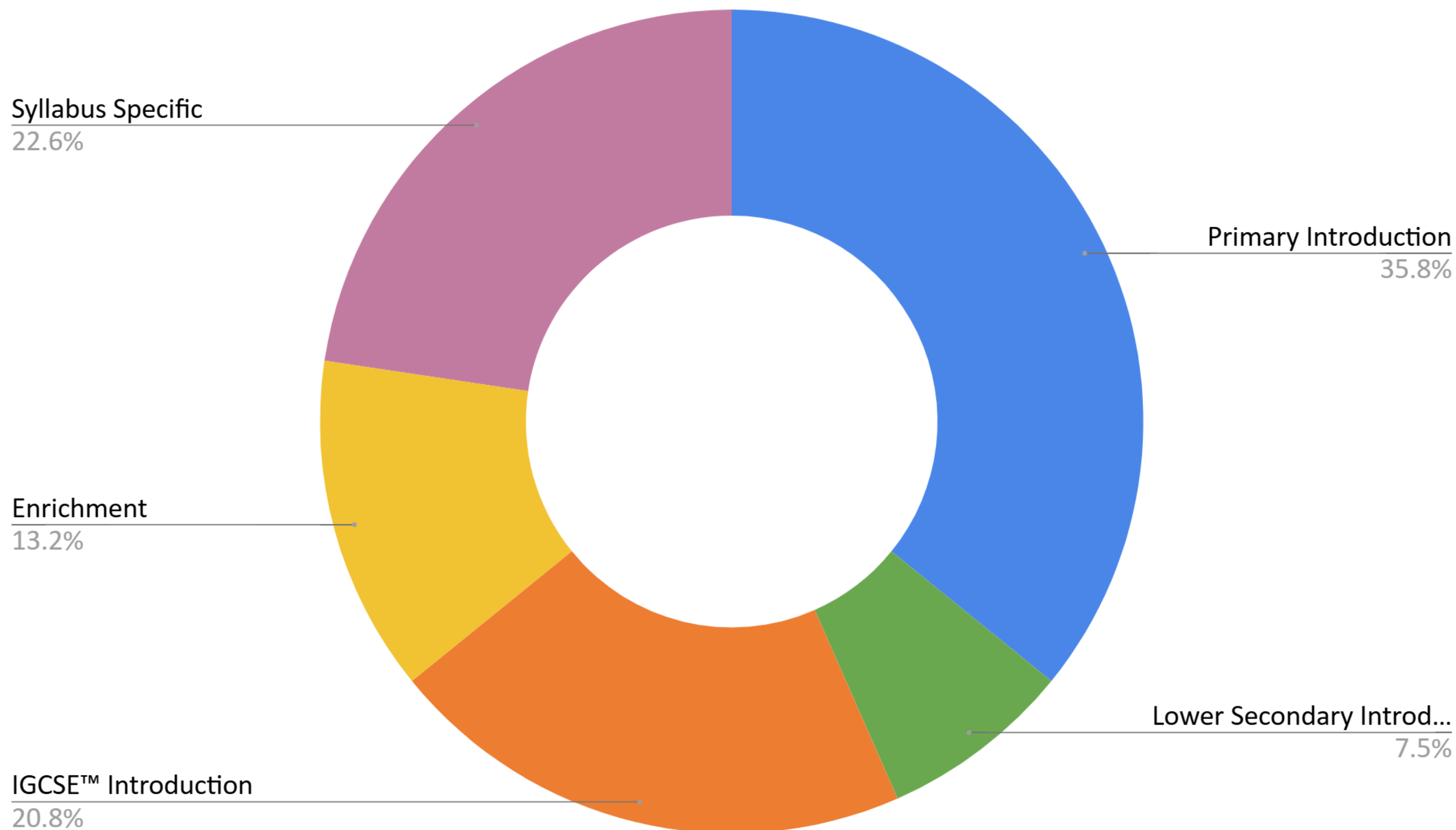
Certificate of completion



Certificate of completion



Cambridge Course Completion





STAGE 2: SHARING KNOWLEDGE

Sharing knowledge enables teachers to take an active role in the development of the school and its communal teaching practices.

We encourage this practice by organizing workshops and teacher-led sessions.

This is a key step in **turning individual learning into school-wide improvement.**

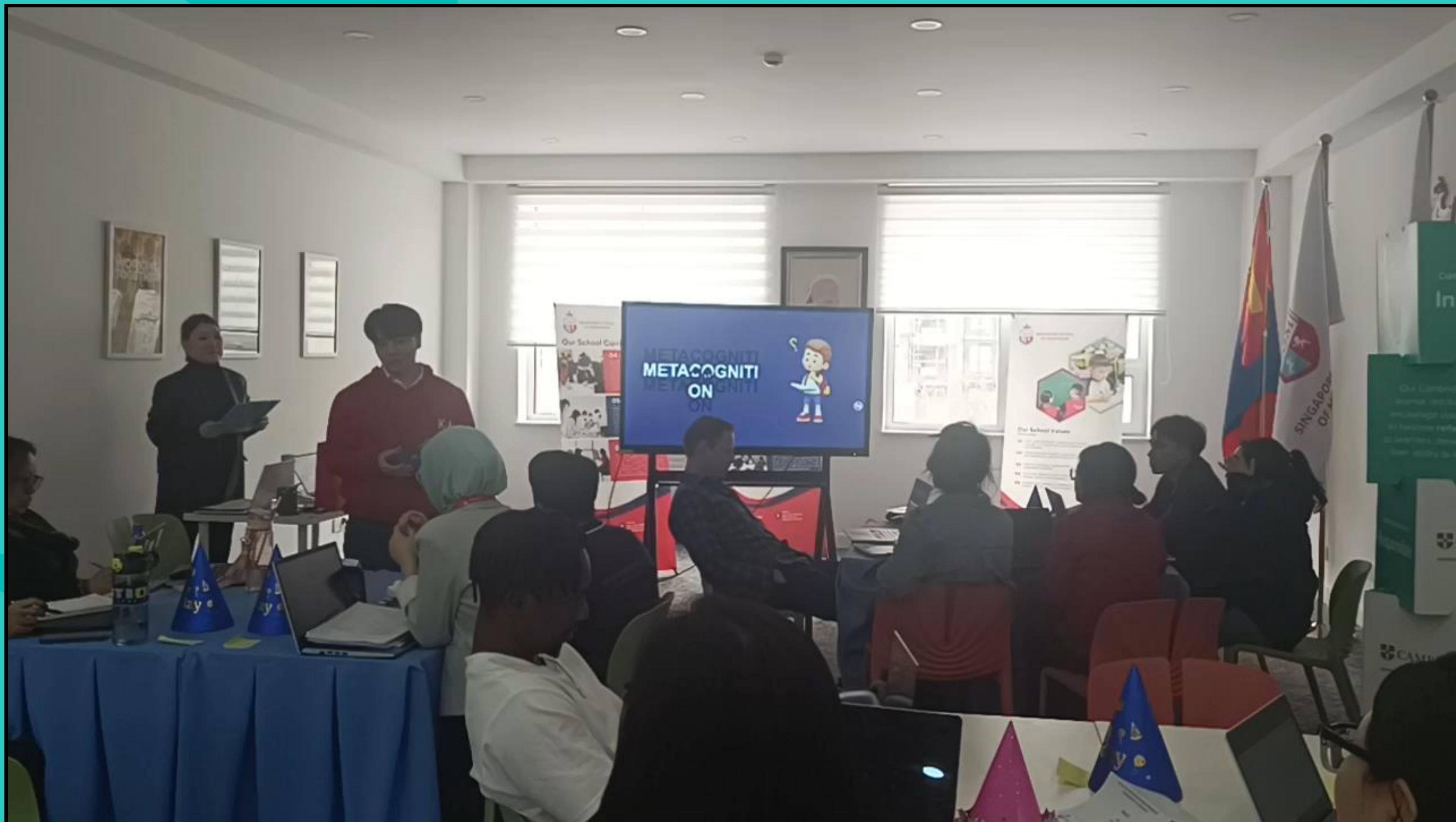


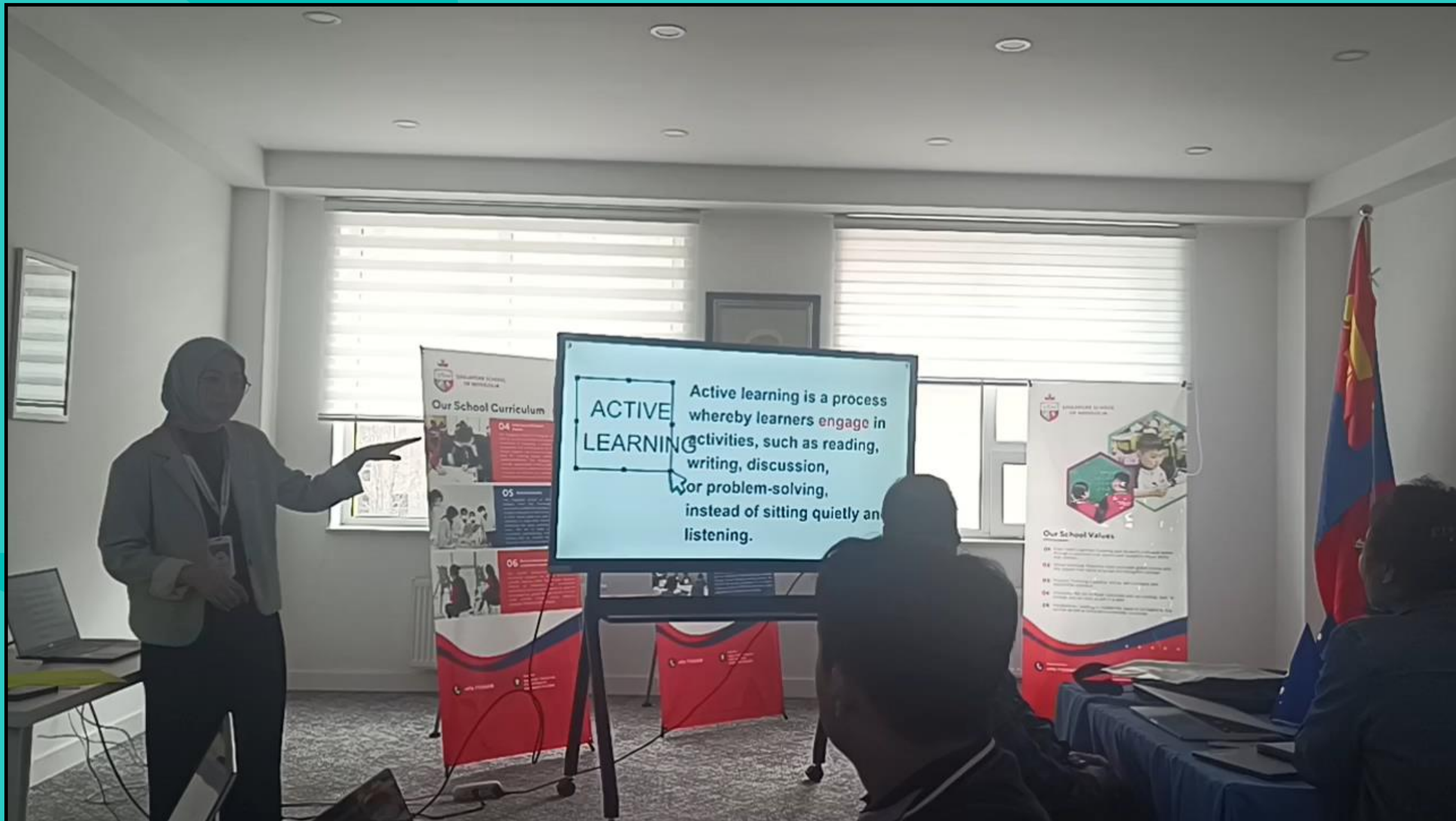
Workshops

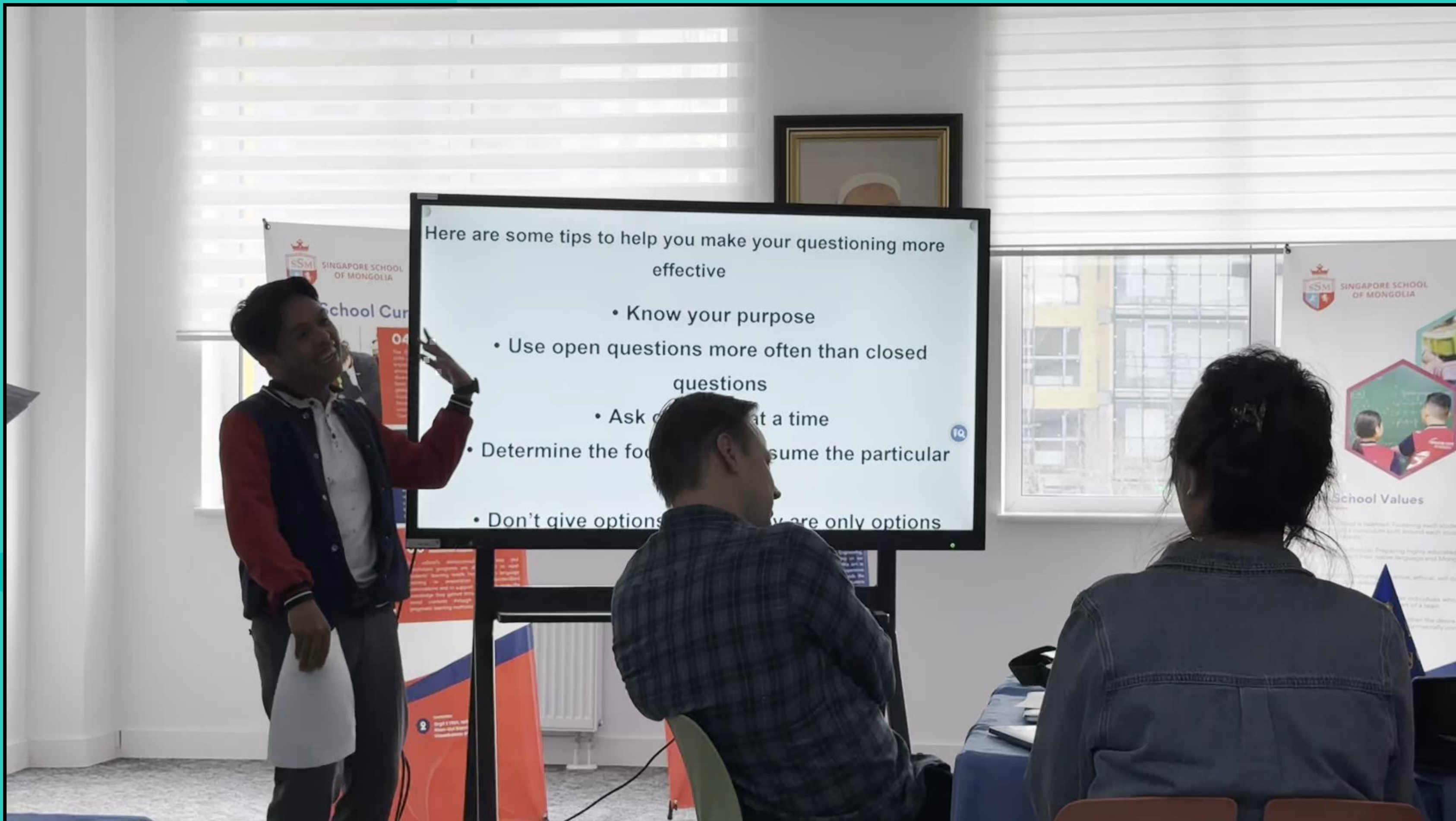
7 workshops

40 teachers









Here are some tips to help you make your questioning more effective

- Know your purpose
- Use open questions more often than closed questions
- Ask only one question at a time
- Determine the focus of the question and assume the particular
- Don't give options if you only have one option



STAGE 3: PEER OBSERVATIONS

- Paired based on their subject or area of expertise
- Observations occur weekly over 1-2 months.
- Feedback sessions are structured, using a reflection template
- Teachers are encouraged to act as 'critical friends'

Week 2

My lesson: **Assessment**

Lesson I am observing: **Assessment**

Checklist

Lesson plan

☒

Pre-observation discussion

☒

Observation

☒

Post-observation discussion

☒

Analysis of the lesson I observed

The observed lesson on "Community and Members of the Community" for 3rd graders was well-structured and effectively conducted. The teacher utilized group activities, worksheets, PowerPoint slides, and discussions to engage students, ensuring an interactive learning experience. The lesson smoothly built on prior knowledge with a review session, and the planned activities were executed seamlessly. Overall, the lesson was well-paced, engaging, and aligned with the learning objectives.

Specific Feedback to give to my partner

A slight adjustment in pacing would enhance the lesson flow.

Feedback from my partner about my lesson

Lesson plan was carried out smoothly. The strategies used was suitable to learners and the usage of visual presentations was really interesting and catchy towards students. Instruct the students to check their punctuation during the guided dictation.

What I will do differently



STAGE 4: FORMAL OBSERVATIONS

Process & Purpose

- Use of PD strategies in lessons
- Student engagement and participation
- Assessment and feedback techniques

Provides an opportunity to:

- Identify areas for improvement
- Offer recommendations
- Suggest additional training opportunities

Outcomes

- Teachers receive personalized feedback
- School leaders identify areas for future PD focus
- Results help shape next year's training programs.
- Students reap the benefits



Future - Peer Mentorship Programme

Why peer mentorship

- Supports new teachers in adapting to the Cambridge Programme
- Encourages collaboration
- Strengthens quality and student outcomes

How it works

- Experienced teachers mentor new teachers
- Focus areas
- Ongoing support

Expected impact

- Confident well-equipped educators
- A stronger professional learning community
- Improved student engagement and outcomes



**Ready
for the
world**



Thank you for your attention

Get in touch!

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