



Robert Carl Garcia, PhD

Foreign English Teacher
(Elementary, High School, and University)

A PhD in English Literature educator specializing in the IB and Cambridge curricula. Expertise in designing rigorous, concept-based programs (PYP, MYP, DP, IGCSE, A-Level) that foster critical thinking, international-mindedness, and student agency. Proficient in collaborative planning for curriculum alignment, implementing ATL skills, and utilizing criterion-referenced assessment to ensure learning has a meaningful impact beyond the classroom.

CONTACT ME

HUD 15, Dul Town,
Ulaanbaatar, Mongolia

EDUCATION

Doctor of Philosophy in English Language and Literature

La Consolacion University Philippines/
Malolos, Philippines
2021-2023

Master of Arts in Education major in English

Tarlac State University/Tarlac, Philippines
2015-2020

Bachelor of Education major in English

Mabalacat City College/Pampanga,
Philippines
2010-2014

SKILLS

- Curriculum Planning and Development
- Classroom Management
- Instructional Strategies
- Assessment and Data-Driven Instruction
- Educational Technology
- Research Literacy
- Mentoring and Feedbacking
- Collaboration

(Teaching, Learning, and Parents)

- Critical and Creative Thinking
- Pedagogical Content Knowledge
- IELTS, TOEFL, SAT ENGLISH

LICENSE AND CERTIFICATES

- Licensed Professional Teacher (Philippines)
- TEFL (Teacher Record)
- TESOL (HAI English)

AWARDS

- cum Laude (With Honors)
- Best in Attendance and Demonstration
- Best Adviser

WORK EXPERIENCE

English Teacher - Middle and High School

2025 - At Present

Orchlon School and Kindergarten Complex I Khan Uul, Ulaanbaatar Mongolia

- Designs and delivers differentiated language lessons for Mongolian students in Grades 8–12, aligned to varied proficiency levels, interests, and learning needs.
- Systematically records and analyzes student performance data to guide instructional decisions and improve teaching strategies.
- Reviews individual student backgrounds and achievement data to identify strengths and learning gaps and develops personalized lesson plans that support steady academic progress.

English Teacher - Elementary and High School

2024 - 2025

Duuren Erdem I Modun Town, Ulaanbaatar Mongolia

- Designed and delivered differentiated English language instruction for Mongolian students in Grades 1-8, tailoring lessons to diverse learning needs, interests, and proficiency levels.
- Implemented a dynamic, multi-sensory curriculum to teach all core language skills (reading, writing, speaking, listening, and grammar) through interactive methods, including:
- Maintained meticulous and accurate student records, including attendance, progress reports, and assessment data, ensuring full alignment with institutional policies by communicating with parents.
- Fostered student growth and a positive learning environment through dedicated one-on-one coaching, mentoring, and consistent positive reinforcement, directly contributing to increased student confidence and overall academic success.

English Teacher (Part-Time)

2024 - 2026

Richmount Learning Centre I Dujingarav Road, Ulaanbaatar Mongolia

- Designs and delivers differentiated English language instruction to diverse, multi-level classrooms, developing tailored writing courses to address specific student needs under Grades 5-10.
- Facilitates critical literary analysis discussions to cultivate critical thinking, analytical skills, and a respectful exchange of ideas.
- Fosters a safe, inclusive, and collaborative classroom environment that values diverse perspectives and provides student participation.
- Evaluates all student work through a rigorous, criterion-based framework focused on content accuracy, structural coherence, and creative expression.
- Provides targeted one-on-one instructional support to address individual learning gaps, leading to measurable improvement in written and spoken English proficiency.

IELTS Teacher (Part-Timer)

2024 - 2025

iEnglish School I Officer Branch, Ulaanbaatar Mongolia

- Conducted monthly student evaluations to assess comprehension and measure learning outcomes, utilizing the data to dynamically adjust lesson plans and instructional strategies to students grade 8-12.
- Systematically documented and analyzed student achievement and performance metrics to inform data-driven decisions and continuously refine pedagogical approaches.
- Performed detailed reviews of individual student backgrounds and performance to identify unique strengths and learning gaps, enabling the creation of personalized lesson plans that fostered consistent academic growth and success.

English Language Arts and Research Teacher

2016 - 2024

Department of Education I Mabalacat City, Philippines

- Cultivated a collaborative and inclusive classroom environment designed to support diverse learning needs through differentiated instruction and the strategic integration of educational technology to Grades 11-12.
- Administered comprehensive assessments to monitor both academic progress and social-emotional development, using data to inform instructional practices.
- Designed and facilitated hands-on art instruction to foster creativity, self-expression, and fine motor skills.
- Established clear behavioral expectations and implemented positive, consistent management strategies to encourage respectful student interactions and a positive classroom culture.
- Championed a growth mindset and the principles of lifelong learning, continuously refining curriculum and pedagogical methods to maximize student engagement and developmental growth.

English Teacher

2014 - 2016

Springhill Montessori School Inc I Angeles City, Philippines

- Developed and adapted differentiated lesson plans to address diverse learning needs, utilizing a variety of instructional strategies to support students Grades 1-10 at all proficiency levels.
- Conducted ongoing student assessments to monitor progress and inform instruction, while maintaining clear and consistent communication with parents regarding student achievement.
- Committed to continuous professional development to enhance pedagogical skills and integrate current best practices into the classroom.
- Ensured all instructional practices promoted an inclusive learning environment and were effectively aligned with established curriculum standards and student interests.