Spreading knowledge and learning trough mentoring in public schools in Chile.



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Fundación Educacional Oportunidad

is a professional development program for

pre K and K educators, that aims to make

contributions to initial education quality in

Chile, working in public schools. The inter-

vention is centered on literacy instructional

strategies supported by the complemen-

attendance, leadership teams and family

tary areas of socio-emotional skills,

UBC

involvement.





→ SPREAD



Schools started working with a Continuous Improvement Methodology in order to empower school teams in the inclusion and follow up of new pedagogic actions aligned

with their own improvement plans. Since then, collaborators have being developing a mentoring program, where after their own participation in UBC, they spread the knowledge and methodology to other schools.

To keep progress in UBC's schools. To spread methodology so other schools can improve their results.

How do we spread? UBC experience 2014-2015

WE SELECT DISTRICS



WE SELECT **MENTORS**



WE DEFINE GOALS

Spread is a main strategy for the district.

- An executive leader of the educational administration office is designated. This leader is in charge of district changes.
- A field leader is designated by the executive leader. This field leader is in charge of daily tasks related to spread.
- Successful schools are selected. These must have high quality improvement processes and PDSA cycles.
- District must have monetary and structural resources to implement the dissemination process.

Pre-School Teachers and Management Team who have ended one year with UBC project, and are/have:

- Innovators or fast adapters to changes.
- · Reached good achievements in their children's learning, and also in their pedagogical practice.
- Develop and maintain improvement processes and PDSA cycles.
- Easiness to communicate and transmit their learning.
- Demonstrate and transmit motivation to their own work and from others.

Mentors define goals for their own, and for the district schools. These are made for a one-year period, and consider specific goals depending on each stage of the process.

MENTORS PREPARE FOR SPREAD

STAGE 1

Awareness and Experimentation

Mentors and receptor schools get familiarized with the methodology and the collaborative work process. Strong support from UBC team.

STAGE 2

Expansion

Mentors and receptors start their own changes and PDSA cycles, and register the process. They make their District diagram. Medium support from UBC team.

STAGE 3

Consolidation and Maturity

Improvement activities are part of mentor's, school's and district's daily tasks. They are more independent in the decisions they make for the district. Low support from UBC team.

Mentors, leaders and UBC coach define workshop goals and contents. They also define responsibilities and design activities for the meeting.





Is a two hour meeting were mentors transfer and apply continuous improvement methodology according to the school's needs. They share their own experience with the process, and help them define goals and actions for each school.

UBC's Coach or mentors run a meeting where they identify what to maintain and improve about the workshop; they

plan new challenges, and establish a following up plan in

order to support the application of the methodology in

"When I was asked to be mentor, was as a recognition of my work. There is no payment, but I felt I had the duty to be. I think it is a great way to improve education nationwide." Sara Silva, teacher.

Key elements to success

WHAT

- High expectations of teaching improvement and being the best of the District. Expectations of children's outcomes improvement.
- Commitment of UBC Team, Mentors, Teachers, Managers, and Directors; Commitment of participating teachers and also children and their families.

Principal Challenges of Spread

WHO

- District and school authorities must look towards improvement. Schools should get support from Ministry of Education, and "reserve" time out of classroom to work in spread. Presence of the Executive Sponsor is a must.
- Mentor Leaders must have motivation and skills to work with the methodology, but also easiness to transmit and communicate their learning; willingness and closeness with people and ability to mediate in conflict situations.

HOW

other shcools.

MENTORS RUN

WORKSHOPS

FEEDBACK

- Collaborative: Analysis, improvement and agreements must be done jointly. As mentors share their experience, teachers must share it with other teachers of their own schools, always in an environment of mutual respect.
- Systematic: work must be planned and followed-up. Mentors and participants must register evidence of achievements and processes, and use children's and their own data positively, for decision making. They also have to use charts in series of time and PDSA cycles.
- Easy and practical: Workshop must consider previous learning of participant, and mentors need to have clarity in what they are sharing, and in the methodology steps. They must promote the application of what they are learning to classroom, giving constant feedback, and starting activities from game, to make it fun and motivating.
- **Progressive:** Following the defined steps of the process is important to make it easier, and to keep teams motivated and engaged. This will progressively empower mentors and participants.

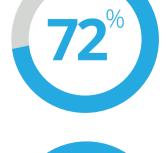
QUANTITATIVE RESULTS

Create links to the new authorities, because they are constantly changing.

• Establish institutionalization process of improving quality in each District.



of the Schools with Preschool levels in the Districts participate in the Spread



of the Schools that participate in the Spread know and apply the Continuous Improvement Methodology



of the Mentors lead the instances of Spread



of Schools reach their District Goals

QUALITATIVE RESULTS

- Participating teachers with pedagogical ability to think over.
- Systematization of their own pedagogical processes.
- Continuous improvement methodology is incorporated in the school and in the classrooms, this allows to focus on the lower skills of children.
- Greater interaction between peers of the municipalities, as there is a knowledge and feedback about the job done by the other.

