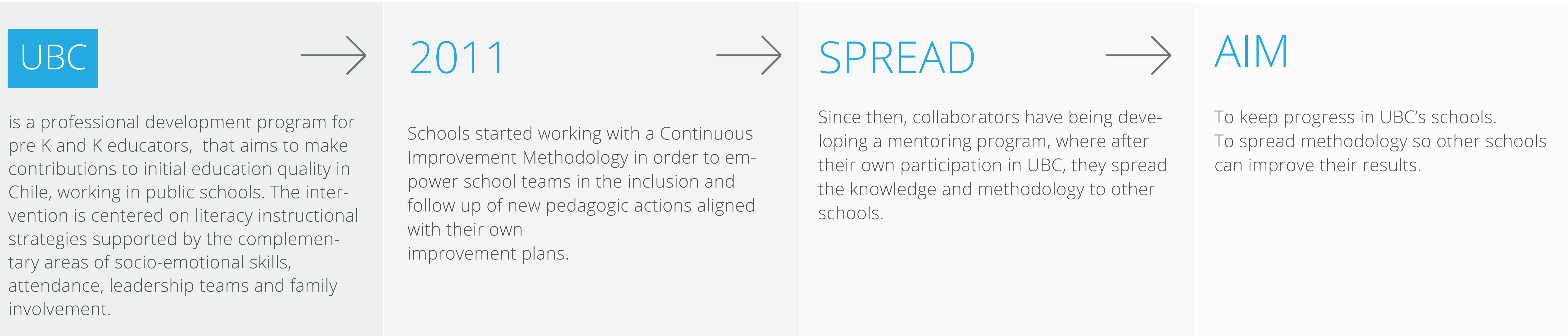


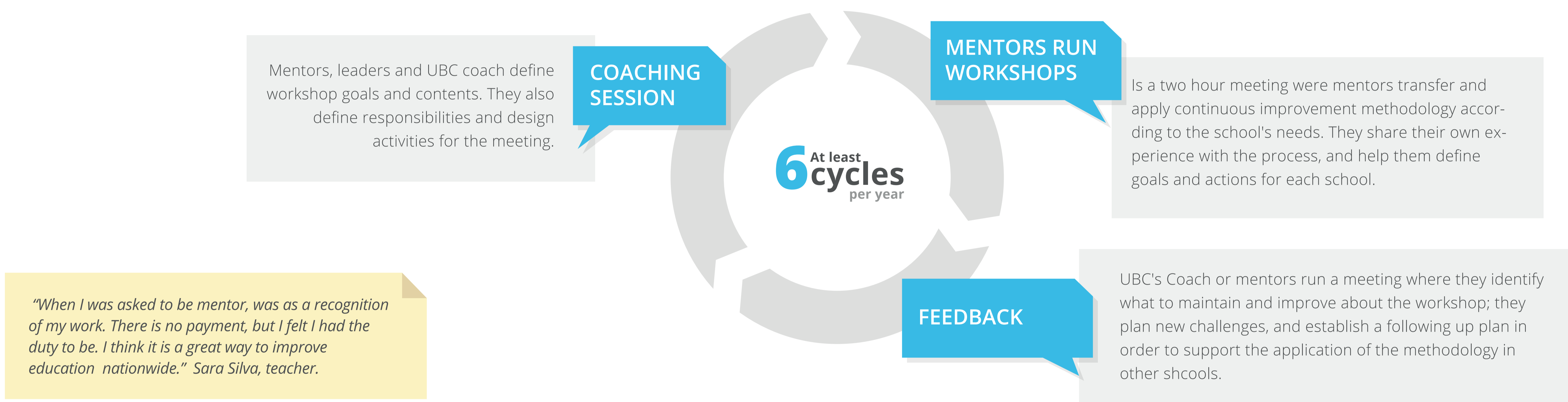
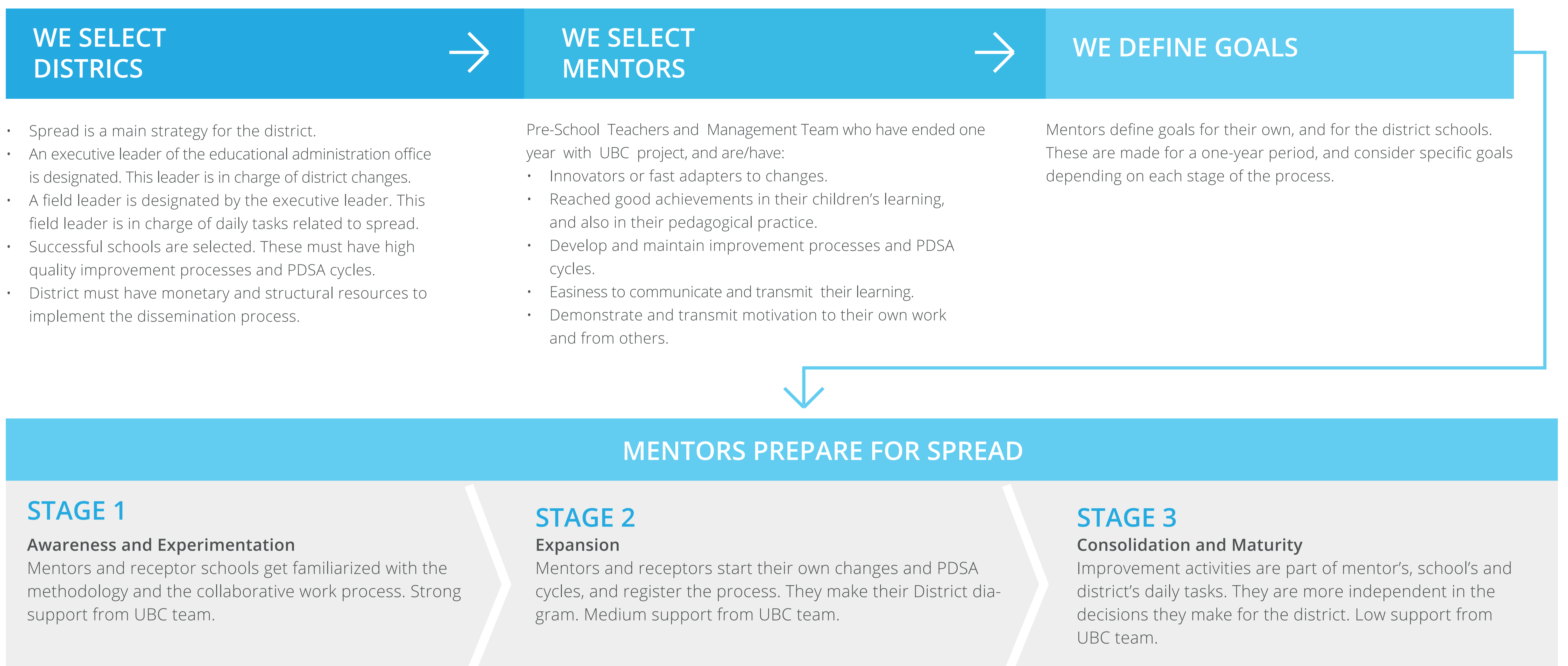
Spreading knowledge and learning through mentoring in public schools in Chile.

Autoras: Susana Toledo, Trinidad Castro, Francis Durán

Fundación Educacional Oportunidad



How do we spread? UBC experience 2014-2015



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.

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.

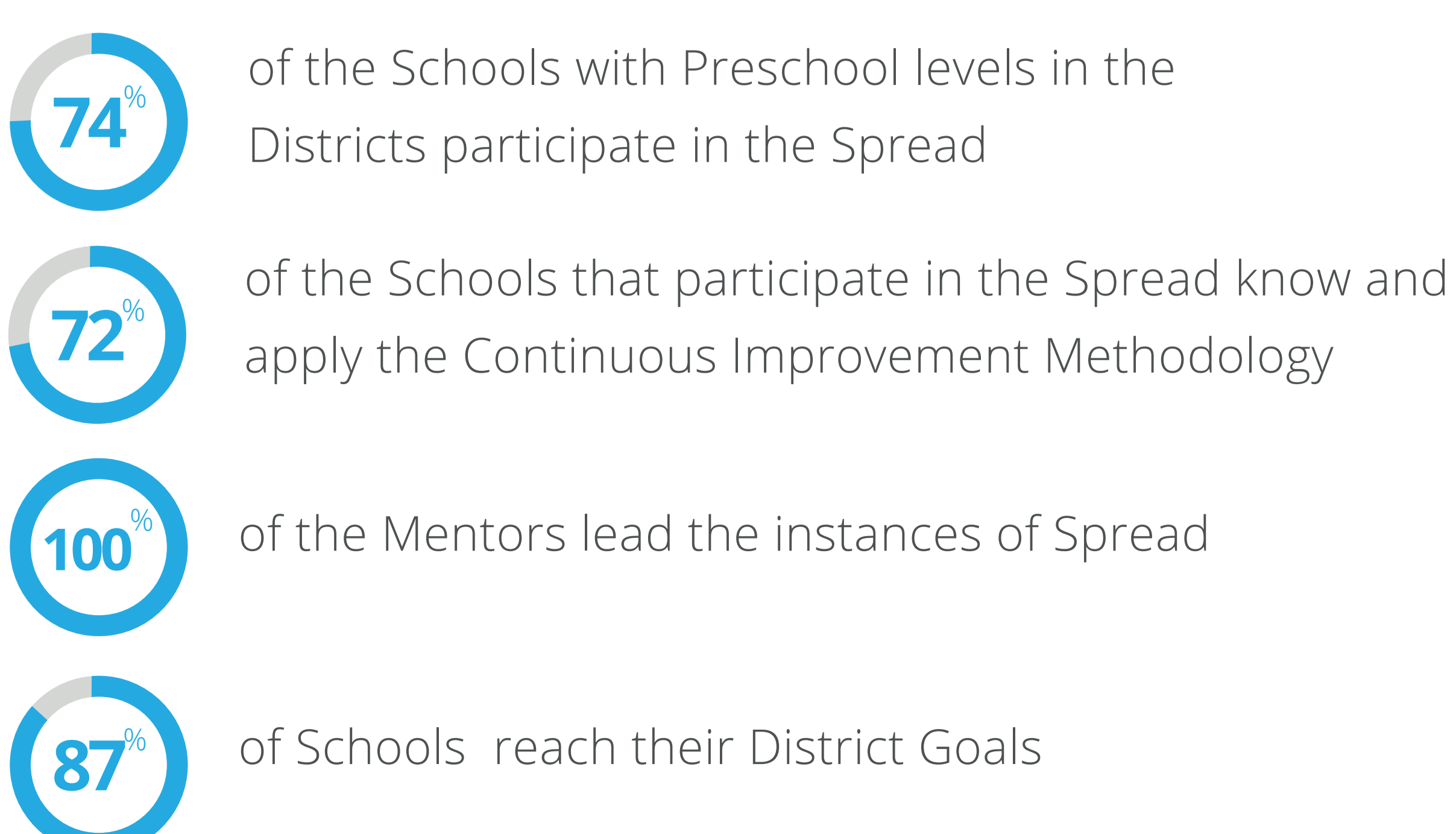
HOW

- **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.

Principal Challenges of Spread

- Create links to the new authorities, because they are constantly changing.
- Establish institutionalization process of improving quality in each District.

QUANTITATIVE RESULTS



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.