



Un Buen Comienzo (UBC)

Improving language development of preschool children from rural communities in Chile

Building professional capabilities to enhance the school system

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Preschool education in Chile

Since 2006, the Chilean government prioritizes preschool education (PSE)

1. Institutionalization:

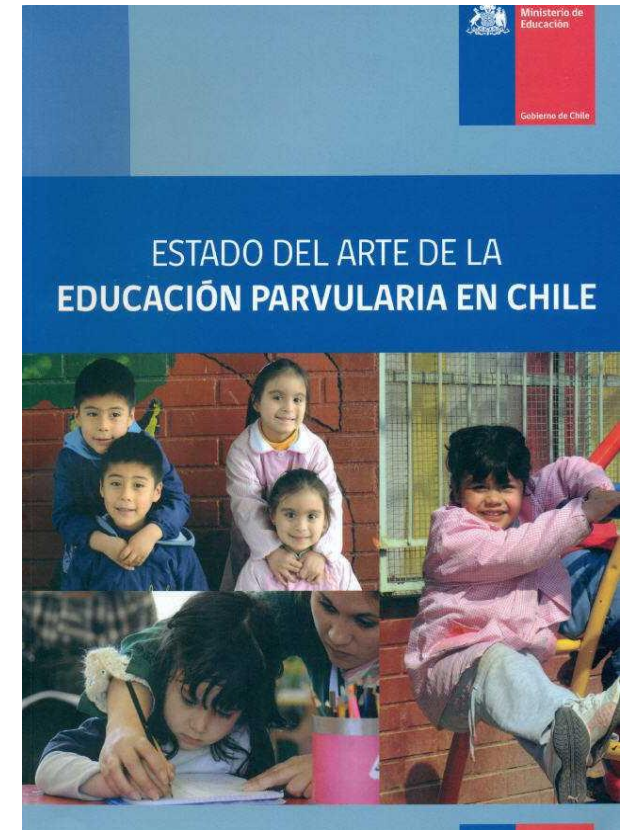
- Vice-Ministry of preschool education created

2. Coverage:

- 94% of children 4-5 years old have access to PK and K

3. Quality: Chilean PSE outcomes

- **Below the average** compared to Latin American peers
- **Large inequities:** children from low SES have significantly higher rates of language delays and socioemotional delays



UBC: A story of perseverance

2006 - 2010



- + Based on best evidence**
- + Private public collaboration**
- + Experimental evaluation**

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2011 - 2015



- + Continuous Improvement Model (IHI)
- + Voice & participation of teachers and school leaders

UBC: A story of perseverance

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2011 - 2015



- + Continuous Improvement Model (IHI)
- + Voice & participation of teachers and school leaders

2016 - 2018



- + Innovation for sustainability
 - + Collaboration
- UBC Improvement Network**

UBC Improvement network: 60 schools

Chile – O'Higgins Region



98%
Low SES
schools

77%
Schools <
300
students

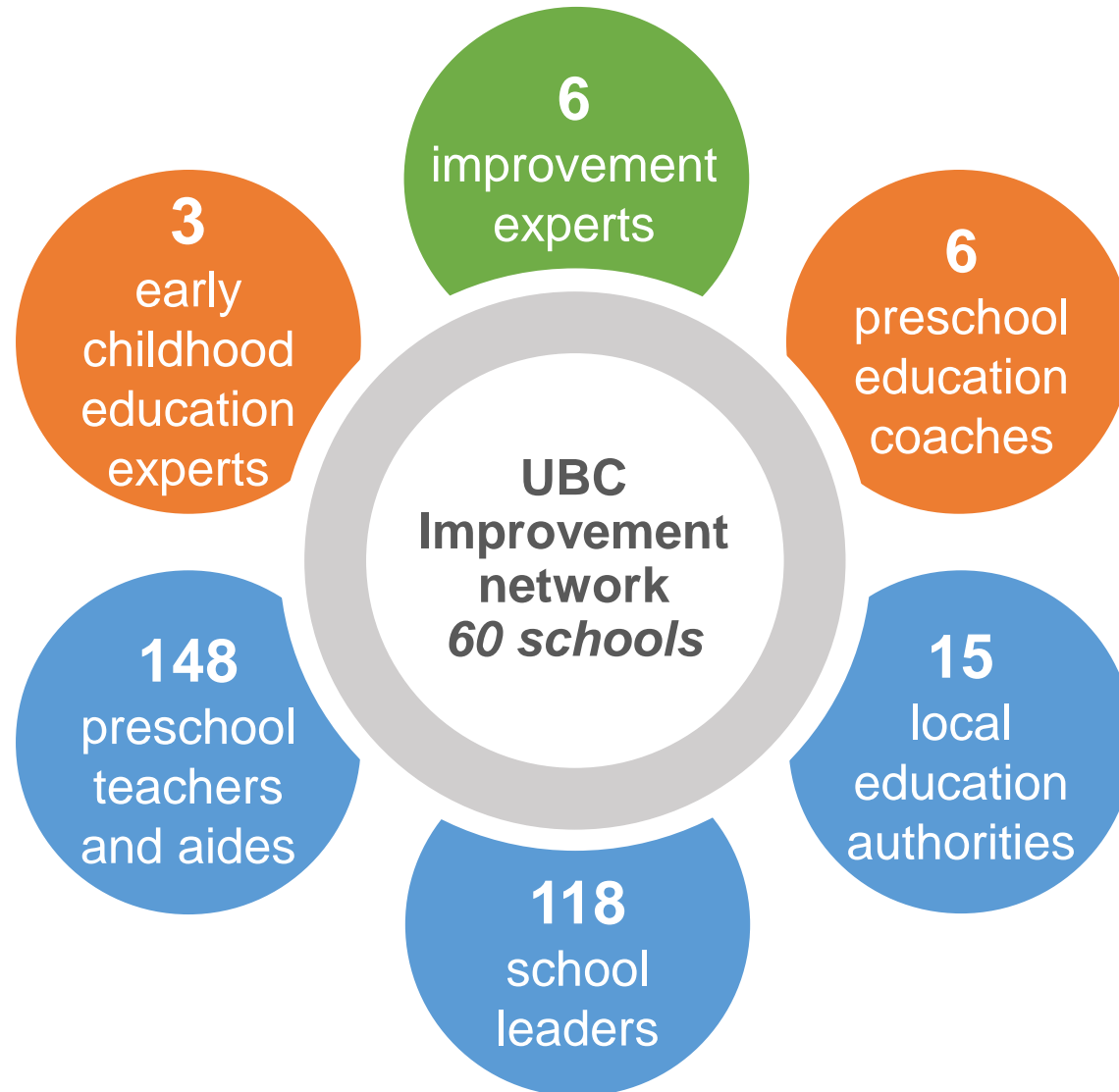
73%
Rural
schools

UBC Improvement network: 60 schools

Chile – O'Higgins Region

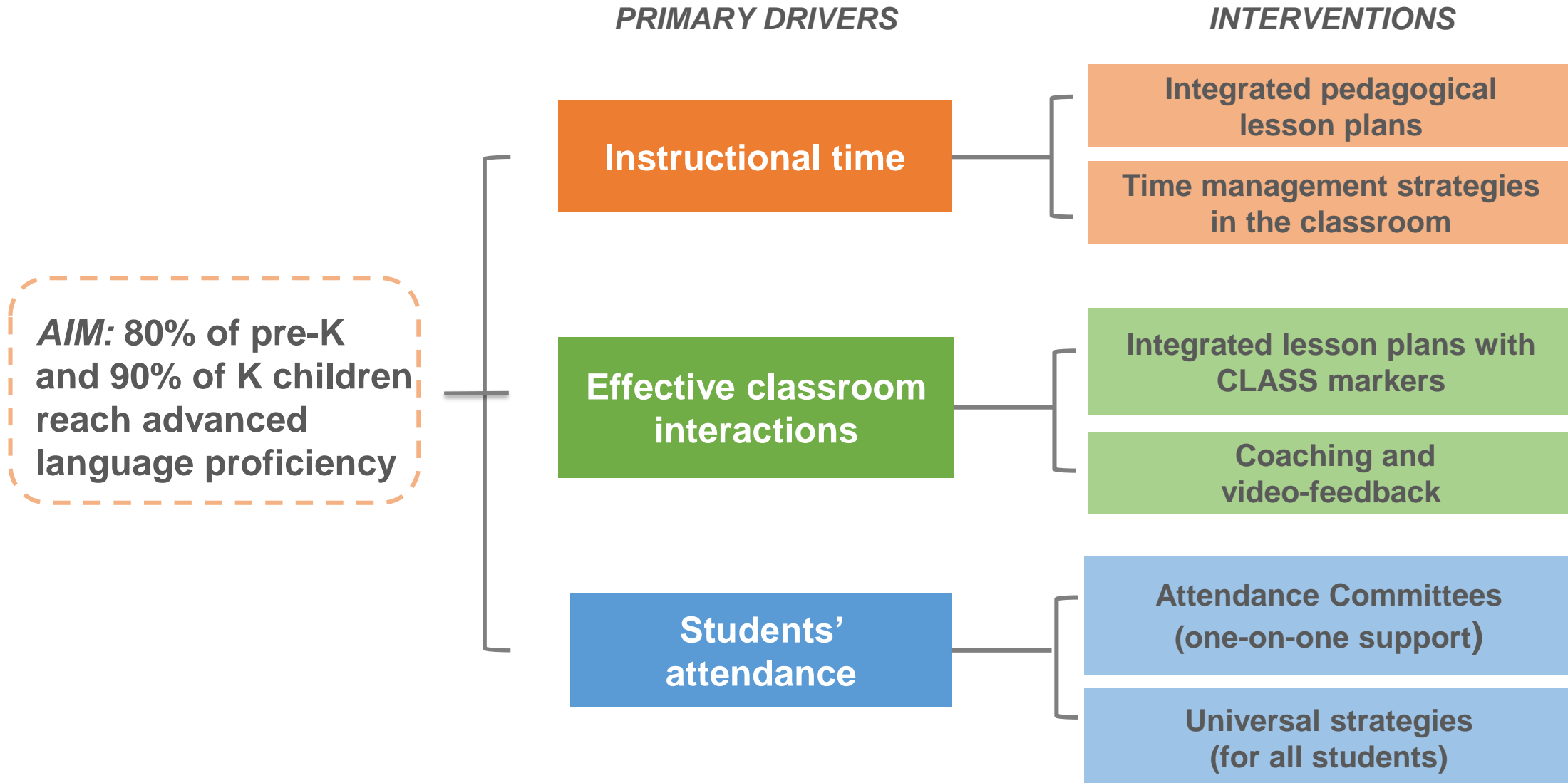


Diverse expertise coming together



**Addressing inequity
by improving
language learning
in early education**

Theory of improvement: Driver Diagram



Building capacity at 3 levels

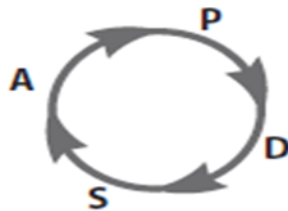
	March	April	May	June	July	August	September	October	November	December
Classroom			*	*		*		*	*	
School			*	*		*		*	*	
Network		*			*					*

CLASSROOM level strategies



Teachers:

- Propose ideas
- Test
- Measure
- Evaluate



Teachers and school leaders:

- **Analyze** data to **make decisions**
- **Adapt** innovations to context

SCHOOL level strategies



Teachers and school leaders:

- Conduct school-to-school visits
- Model and observe testing changes in pedagogical practices
- Analyze shared experience based on data analysis

NETWORK level strategies

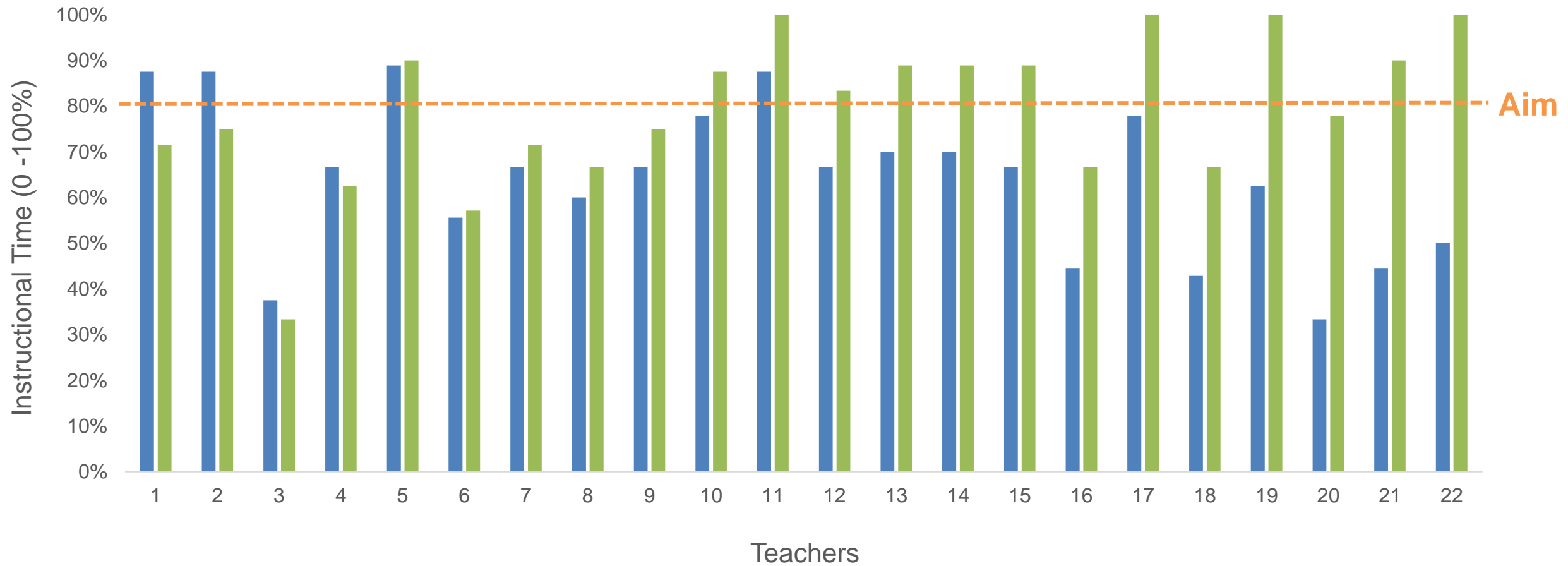


Full teams and sponsors attend learning sessions

- Embrace a shared aim
- Analyze progress using common metrics
- Share innovations
- Set new challenges

Results: Instructional Time

Instructional time



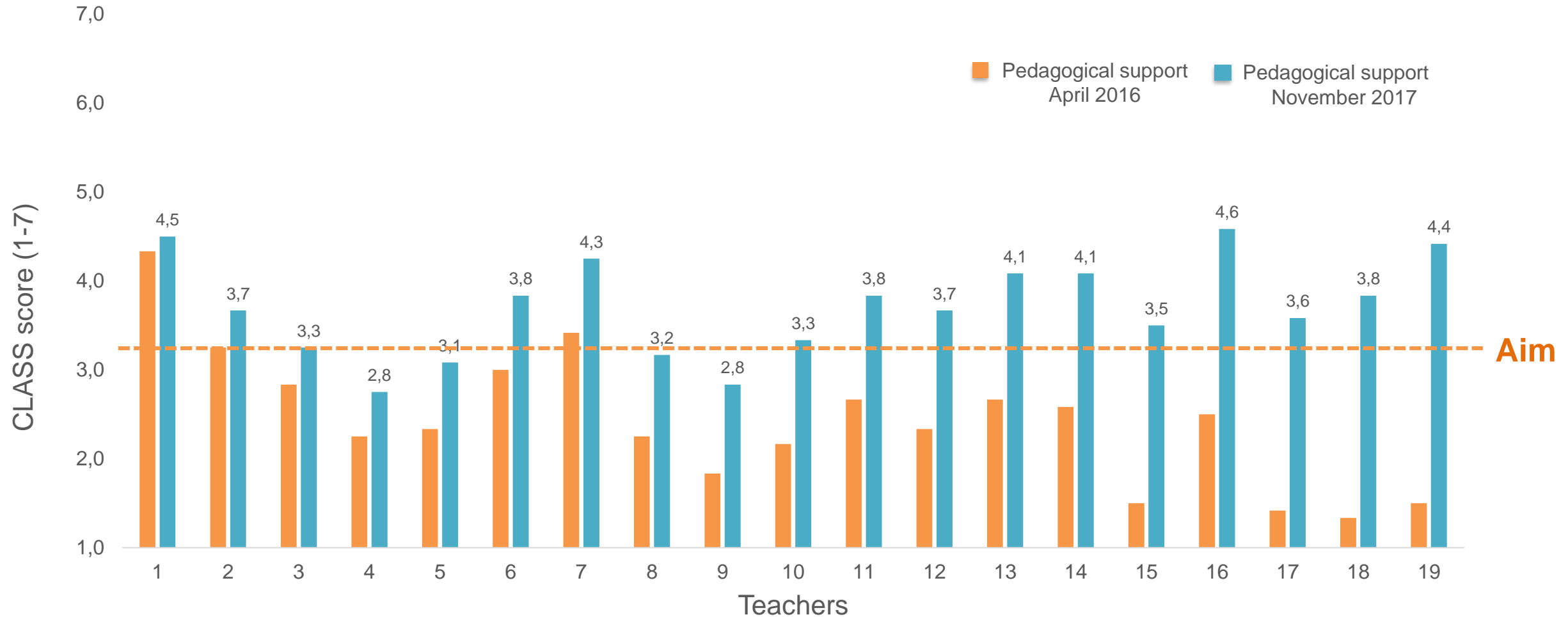
- + 18 of 22 teachers improved
- + 50% of teachers met the aim

■ T1 April 2017

■ T2 November 2017

Results: Quality of Pedagogical Support

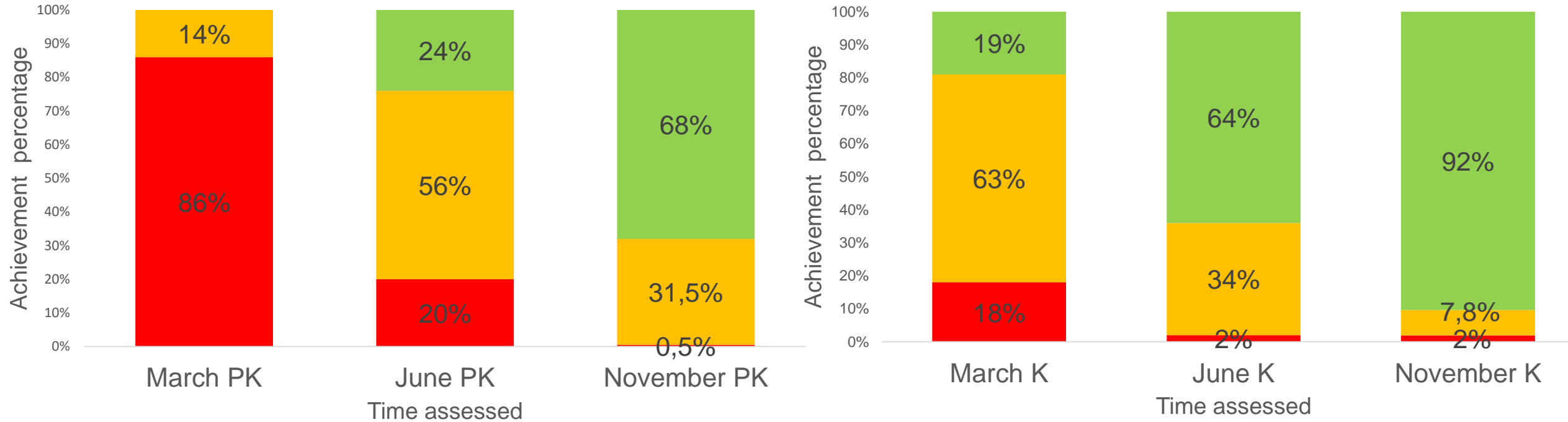
Effective interactions



+ All teachers improved

+ 84% of teachers met the aim (>3.25) associated with children's outcomes

Results: Language Outcomes, internal evaluation

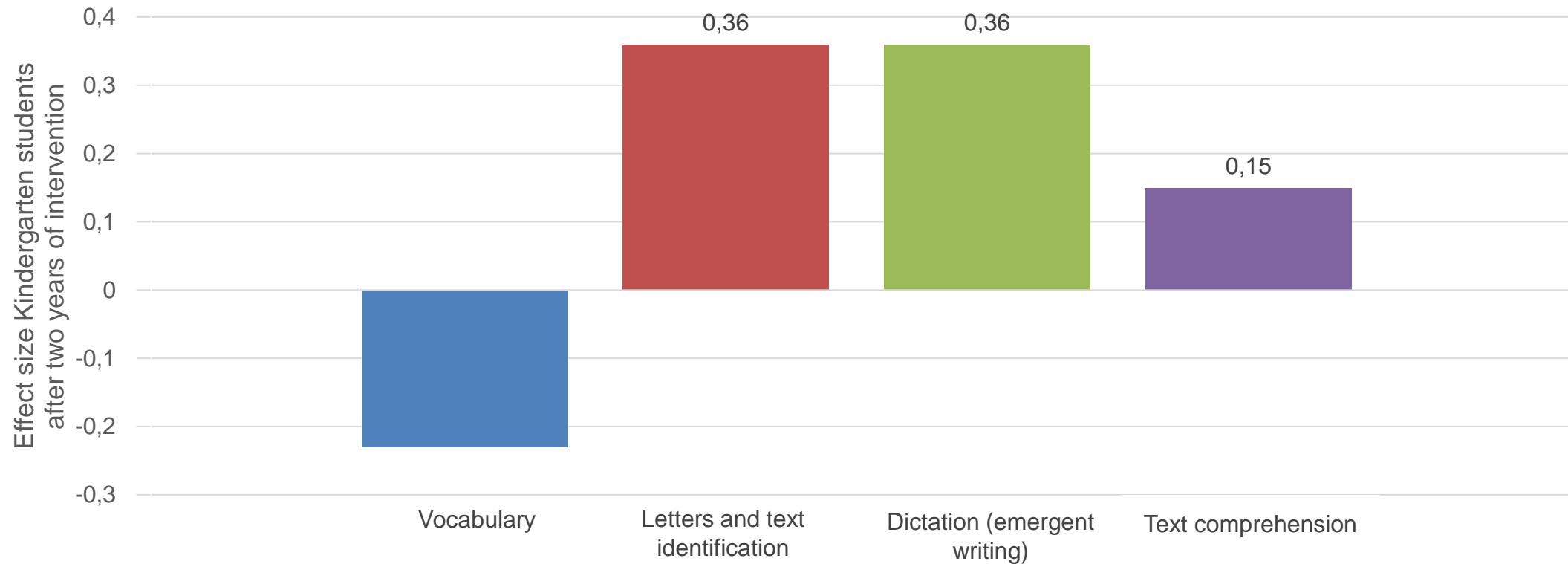


+ 80% of PK and 90% of K reach advanced language proficiency (700 students)

■ Advanced
■ Intermediate
■ Initial

Results: Language Outcomes, external evaluation

Language results UBC students / control group
Woodcock- Muñoz test
UBC Improvement Network 2016 - 2017



Source: Fundación Educacional Oportunidad from Cachapoal UBC
Evaluation 2016-2017 cohort CENTRE-P.
Universidad Católica de Chile

Power of Networks for Learning



Learnings



A common aim



Continuous development of practices



Cross-network collaboration



Innovation



Continuous adaptation, based on data and reflection

Challenges



- Sustaining the instances of collaboration in the improvement network as a part of the system in the classroom, the school and the school district.
- Sharing strategies and methodologies that have proven to be successful to other sectors and institutions.
- Developing coherence among those who participate in the educational system under one objective: “improving (Spanish) language skills in students from prekindergarten and kindergarten”.