



Key Elements to Spread
Chilean experience



I' m Carlitos,
and my dream is to be happy.



I' m Santiago
and my dream is to be
a teacher



I' m Pablo,
and my dream is to play



I' m Sara,
and my dream is to be
a doctor.



I' m Sara,
and my dream is to
become a doctor of
animals.



I' m Brian,
and my dream is to be
a writer of short stories



I' m Maite,
and my dream is to
learn how to tell short
stories

Región Metropolitana:

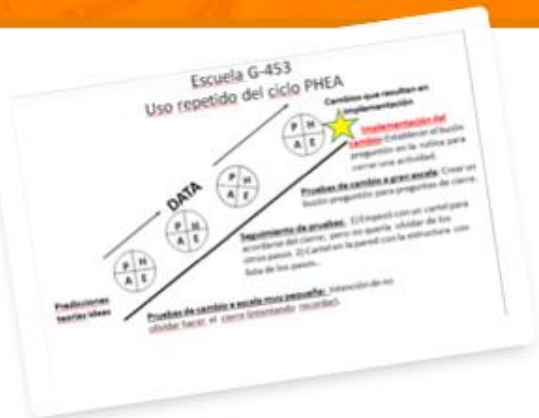
San José de Maipo: 5 escuelas
 La Pintana: 10 escuelas
 Estación Central: 1 escuela
TOTAL: 3 comunas, 16 escuelas



VI Región (Libertador General Bernardo O'Higgins):

Rancagua: 2 escuelas	Mostazal: 2 escuelas
Codegua: 2 escuelas	Peumo: 3 escuelas
Chimbarongo: 2 escuelas	Pichidegua: 4 escuelas
Machalí: 6 escuelas	Quinta de Tilcoco: 3 escuelas
Coinco: 4 escuelas	Rengo: 3 escuelas
Coltauco: 3 escuelas	San Vicente: 4 escuelas
Doñihue: 3 escuelas	TOTAL: 14 comunas, 43 escuelas
Las Cabras: 2 escuelas	

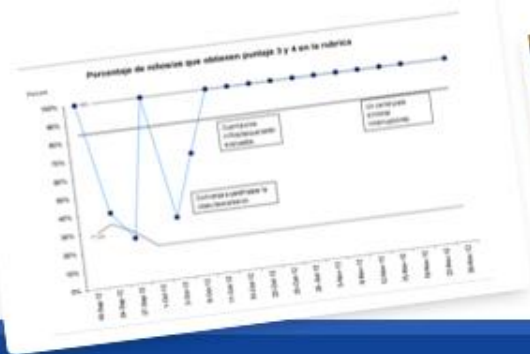
- 17** DISTRICTS
- 59** SCHOOLS
- 80** CLASSROOMS
- 1443** CHILDREN



2011
From UBC, schools learn language strategies, self-regulation, and attendance at classroom level

2012:
UBC begins to work with the improvement methodology. Schools begin to try out.

2013:
Schools begin to share their learnings with other teachers from the same school, and from other schools.

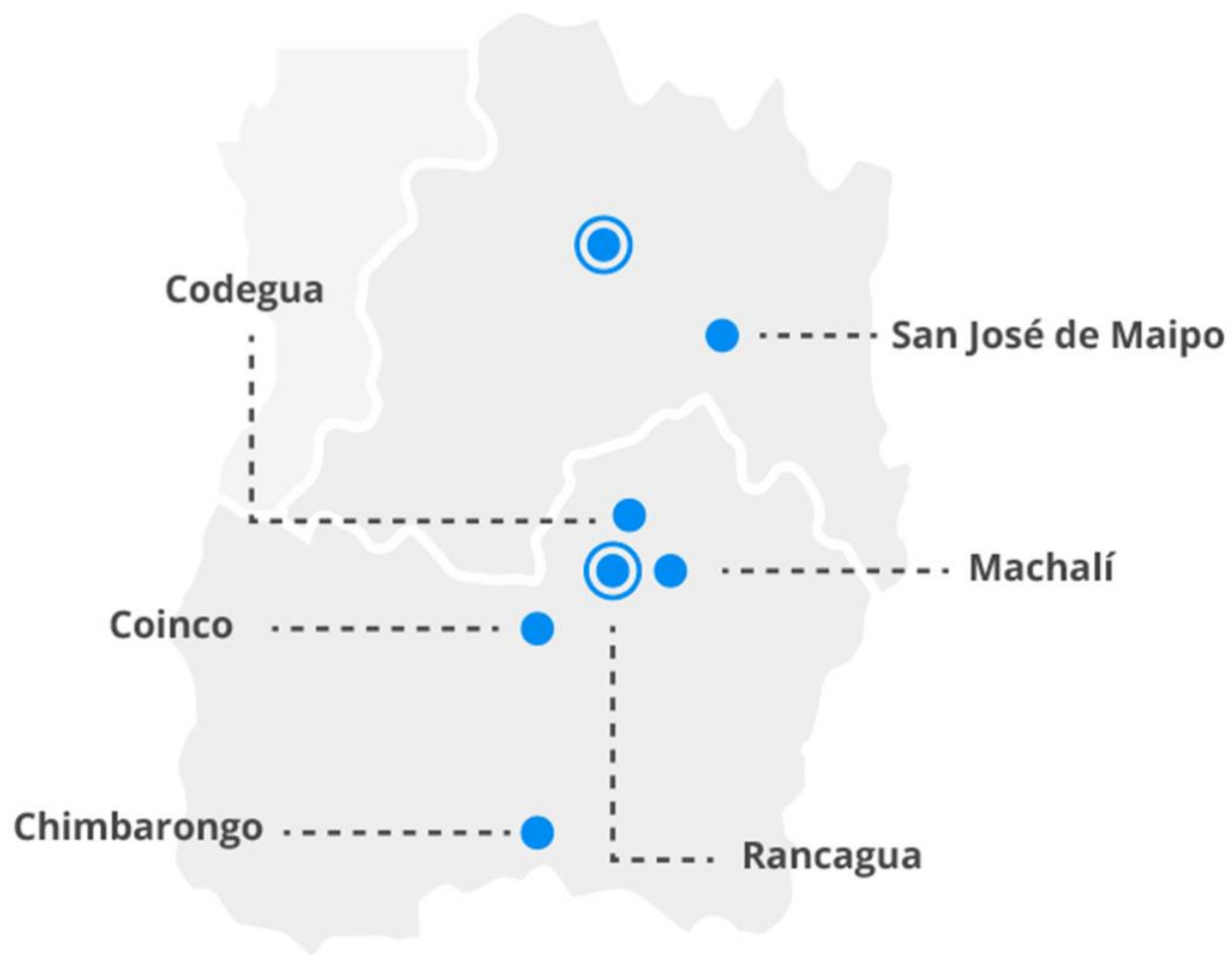


SEP Law

MECE Law



Change of
Government



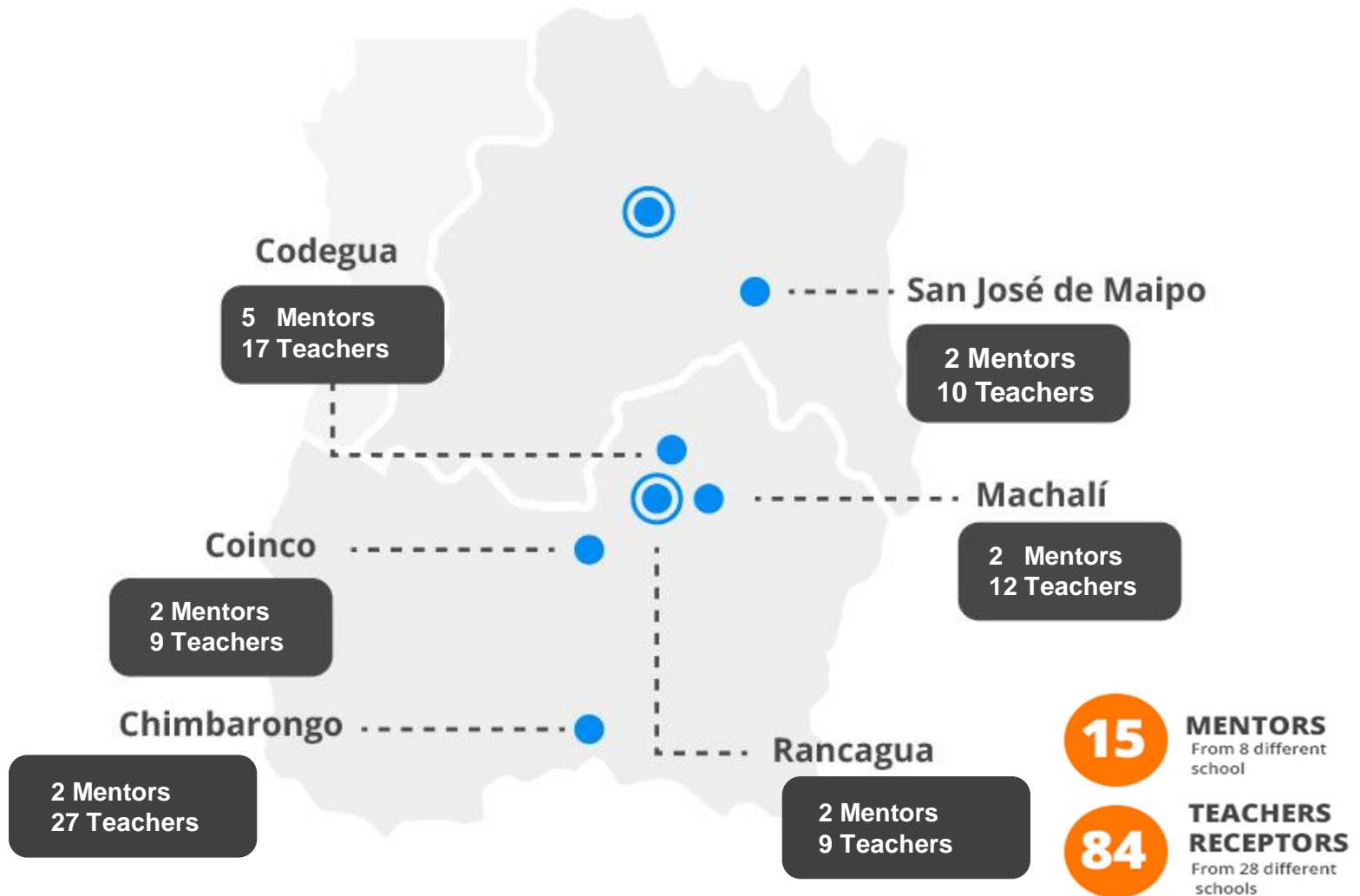
Who are they?

Pre-School Teachers and Management Team who have ended one year with UBC project.

They are chosen together with the executive sponsor.

- Innovators or fast adapters to changes.
- Reach good achievements in learning for their children, 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.





Working Format to the Receiving Schools



LS1
March

AP1

LS2
July

AP2

LS3
December

AP3*

maintain the achievements

- Establish Goal and Initial Plan
- Creating Annual Schedule
- Conditions for Spread

Achievements, progress, and difficulties of the 1st Semester.

Setting the initial plan

Commitments and challenges 2nd Semester.

Identifying Learning and Achievements of the Spread.

Congratulating efforts.

To project the district to a next stage. .

LEARNING SUPPORT

- ★ e-mail
- ★ Coaching
- ★ Follow up
- ★ Mentors support

LS – Learning Sessions
AP –Action Periods

PA3* Continue with data collection to document success.

Mentor Coaching



District Learning Session



Feedback





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

- 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.



Alejandra Donoso

“I have a vast experience, that is why I began mentoring with no expectations. However, I learnt new strategies, and I loved the interaction between peers.” Alejandra



Sara Silva

“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



Alicia Figueroa

“The biggest challenge was learning to do mediations with adults. It was difficult to stand up in front of teachers and management team to make open questions about the matter is wanted to be improved, but at the end, was satisfying, I realized I was capable, and that I could make it better”. Alicia



Key Elements from the Success in the Spread

WHAT?



- High expectations
- Commitment

WHO?



- Authorities
- Mentor Leaders

HOW?



- Collaborative
- Systematic
- Easy and practical
- Progressive

High expectations



Improve Teaching

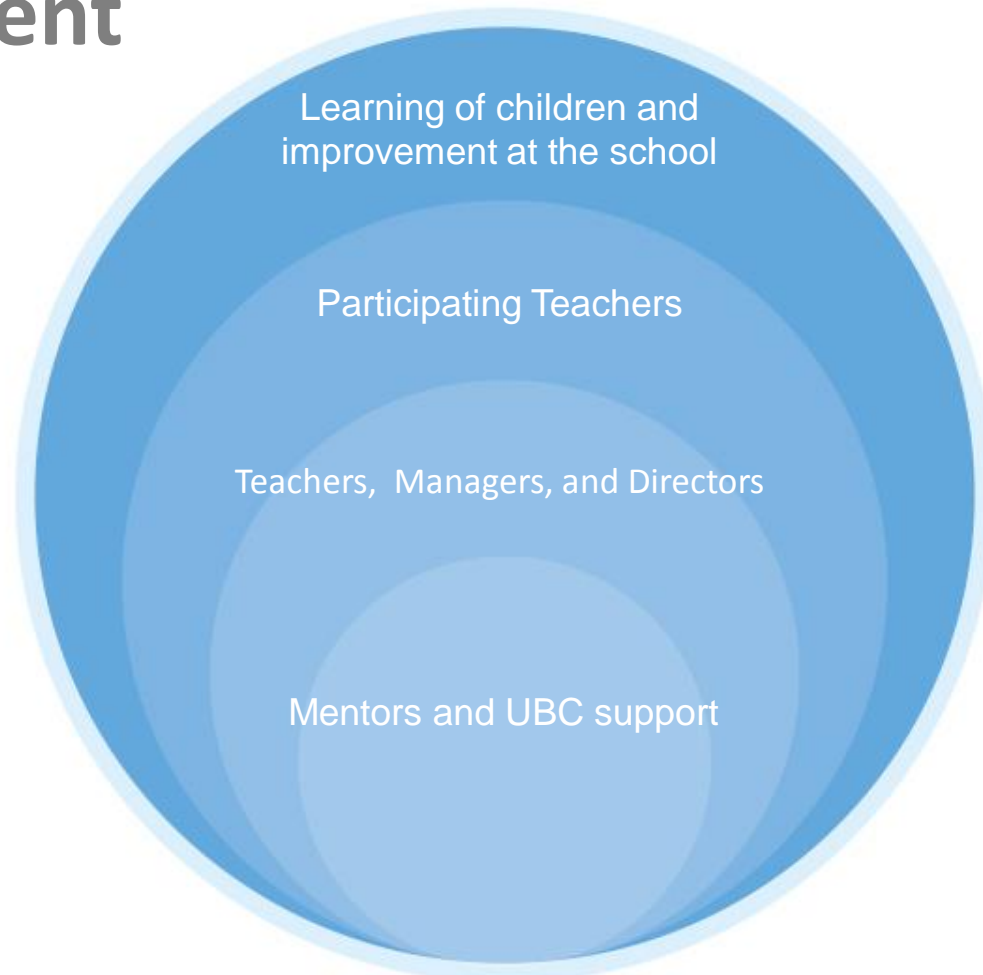


Be the best of the
District



Improving outcomes
for children

Commitment



“The commitment has to do with the improvements we want to do in learning and in schools”
Teacher from Chimbarongo

Authorities

A look towards
improvement

Support from
Ministry of
Education

Mandatory
time to work
in spread

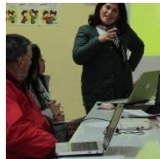
Presence by
the Executive
Sponsor

Mentor Leaders



Possessing skills at work with the Continuous Improvement Methodology

Demonstrate and transmit motivation for their own work, and from the others



Easiness to transmit and communicate their learning

Willingness and closeness with people

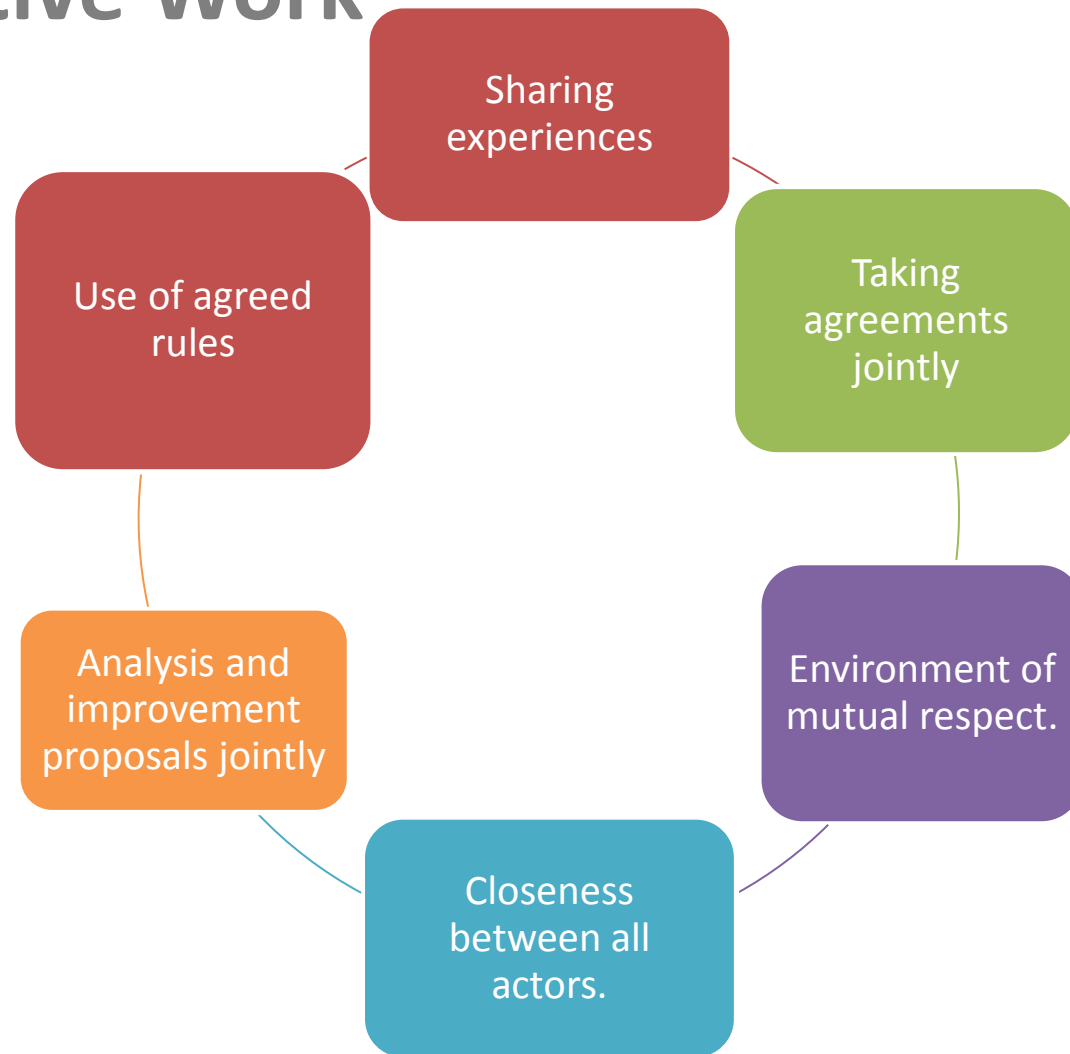


Respect for the work of the others.

Ability to mediate in conflict situations



Collaborative Work



Easy



Systematic

Planned Work

Permanent follow-up

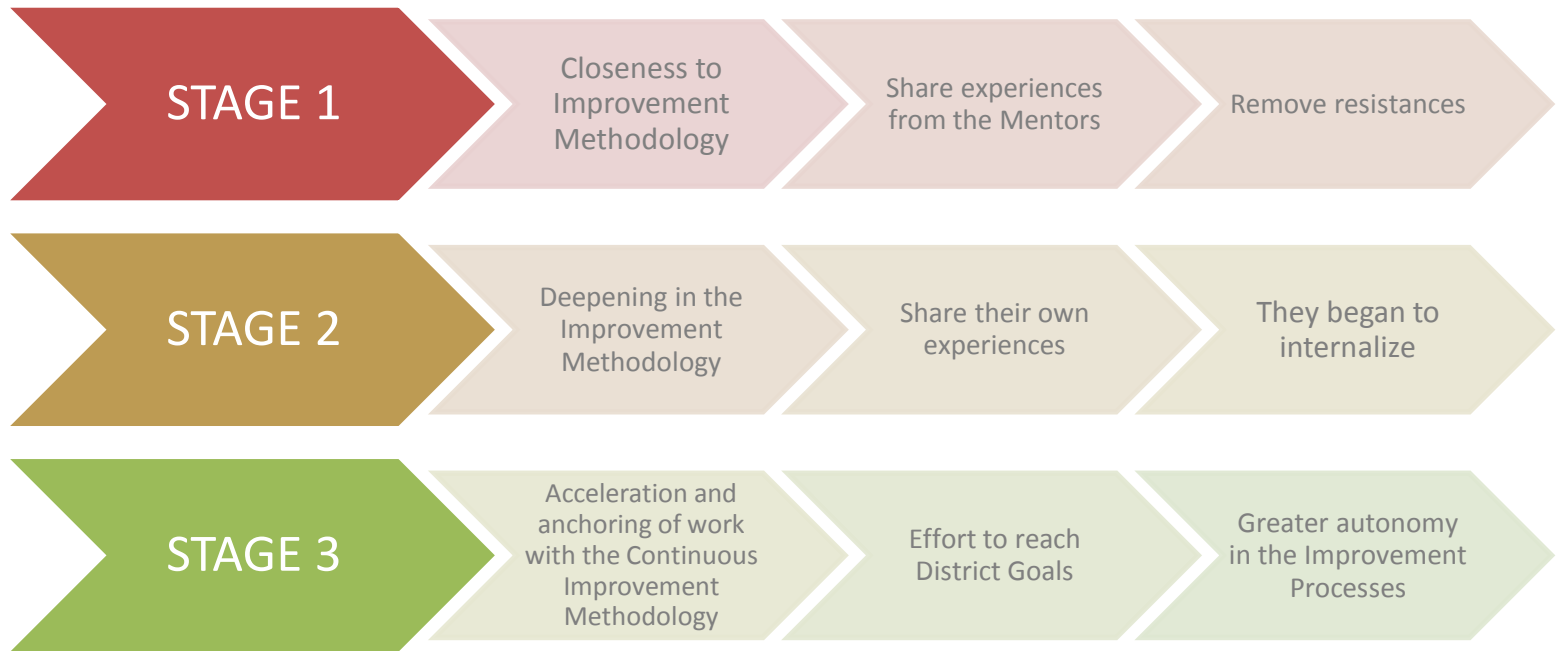
Consistent evidence of achievements and processes

Analysis and use of data for decision-making

Use of charts in series of time and PDSA cycles

Use of data always positively

Progressive



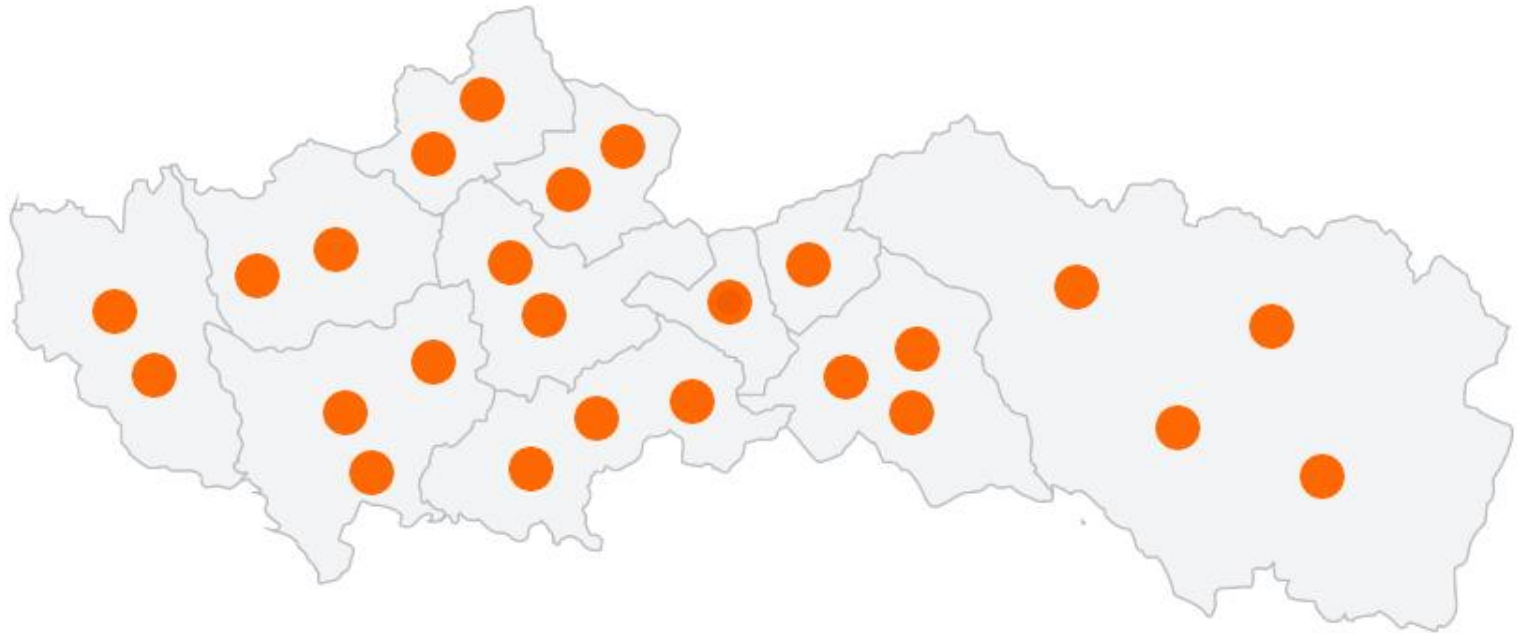


Create links to the new Authorities.



Establish institutionalization process of improving quality in each District.











WE EXIST TO CREATE AND EXPAND OPPORTUNITIES
FOR CHILDREN, PREFERABLY IN
A VULNERABLE SITUATION,
IMPROVING THEIR LEARNING
SIGNIFICANTLY.

¡THANK YOU!

