



# Un Buen Comienzo (A Good Start)

Marcela Marzolo | María Paz Collao | MaryCatherine Arbour



April 2019





# **Improving language development of preschool children from rural communities in Chile**

*Building professional capabilities to enhance the school system*

# 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 of 4-5 years old have access to PK and K





# Preschool education in Chile

---

## 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 and socioemotional delays



# UBC: A story of perseverance

---

2006 - 2010



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

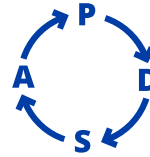
## UBC: A story of perseverance

2006 - 2010



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

2011 - 2015



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

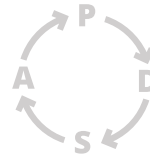
## UBC: A story of perseverance

2006 - 2010



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

2011 - 2015



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

2016 - 2019



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

# UBC Improvement network: 60 schools

Chile – O'Higgins Region

**98%**

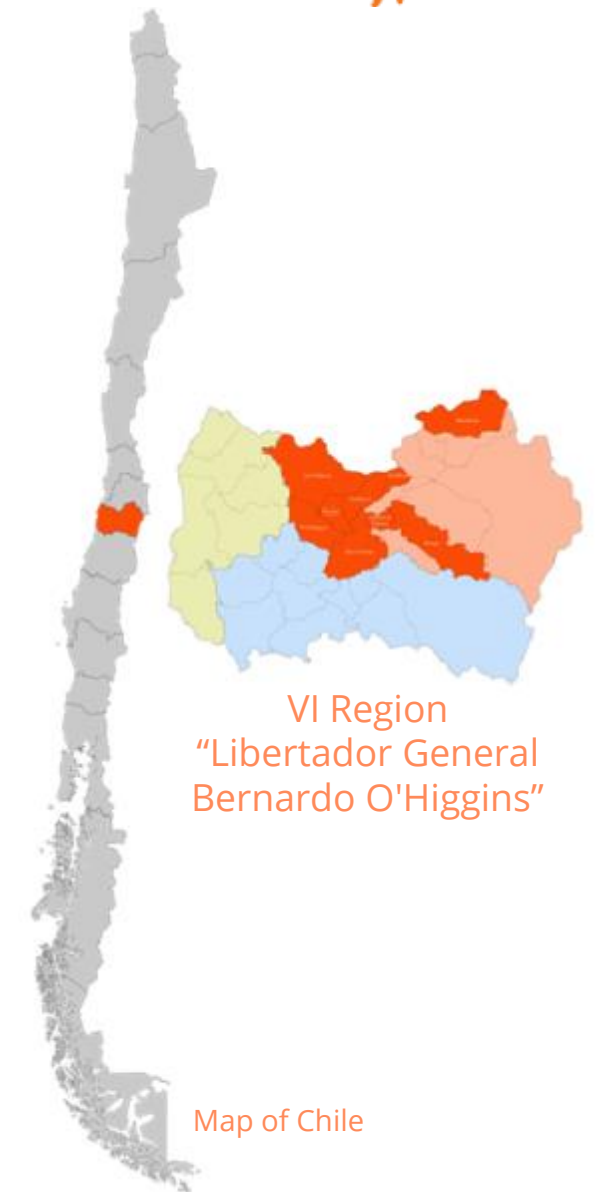
Low SES  
schools

**77%**

Schools  
< 300  
students

**73%**

Rural  
schools



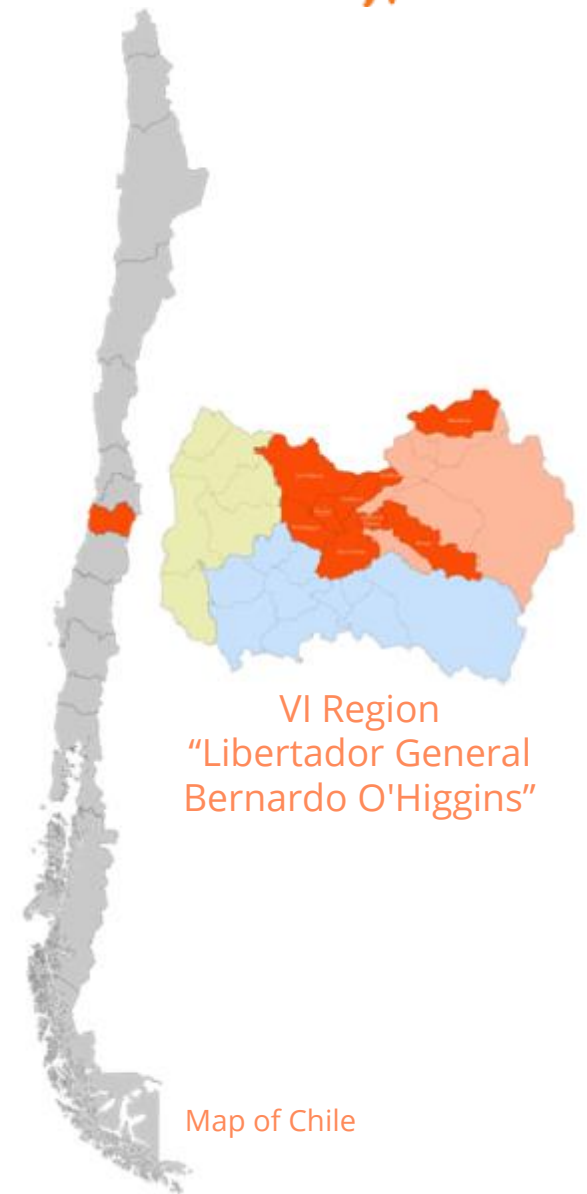
VI Region  
"Libertador General  
Bernardo O'Higgins"

Map of Chile



# UBC Improvement network: 60 schools

Chile – O'Higgins Region

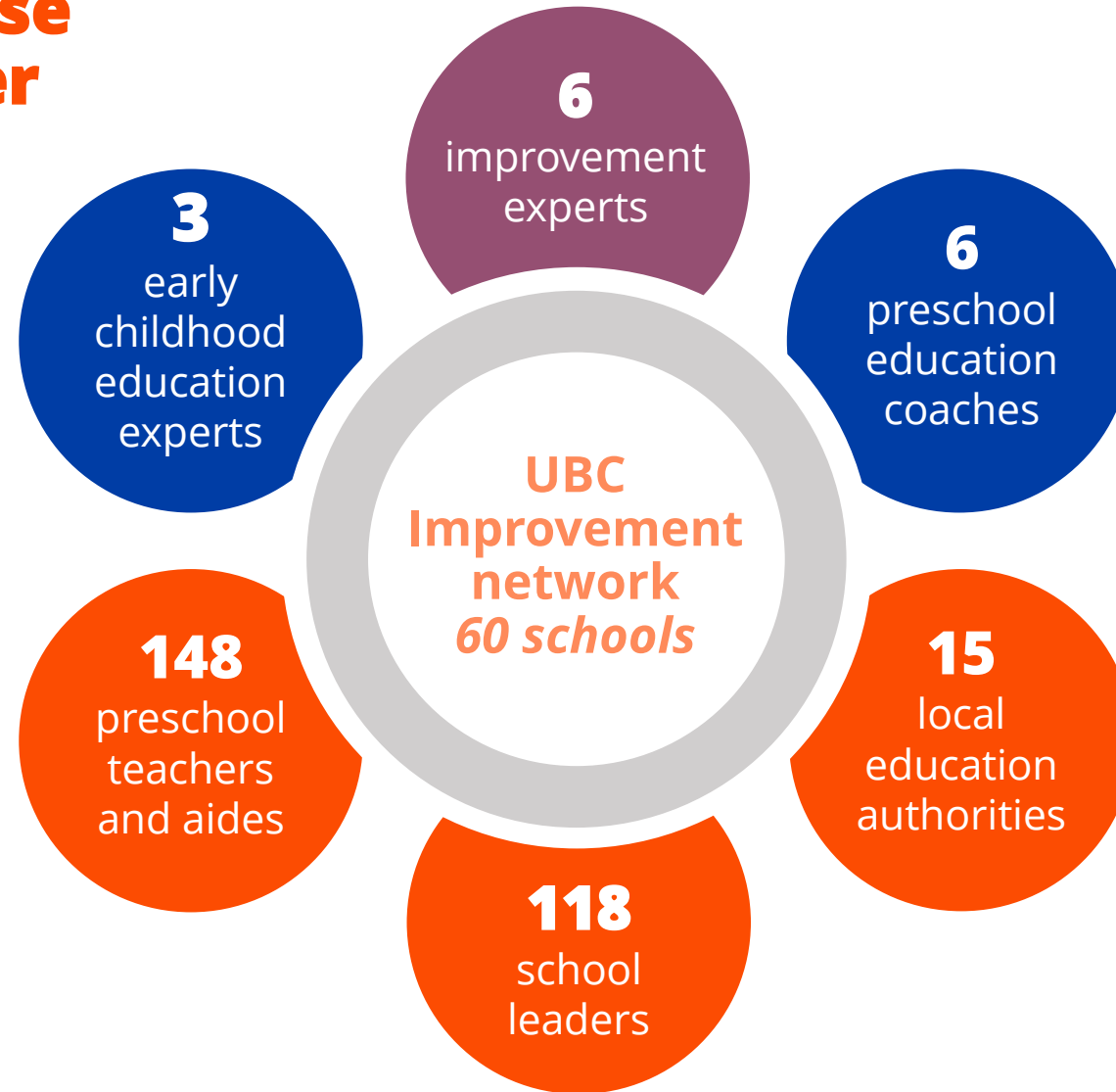


VI Region  
"Libertador General  
Bernardo O'Higgins"

Map of Chile

## Diverse expertise coming together

Addressing inequity by improving language learning in early childhood education.



# Building capacity at 3 levels

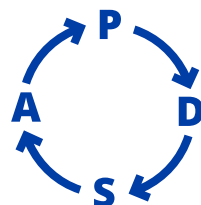
	March	April	May	June	July	August	September	October	November	December
<b>Classroom</b>			*	*		*		*	*	
<b>School</b>			*	*		*		*	*	
<b>Network</b>		*			*					*

## 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

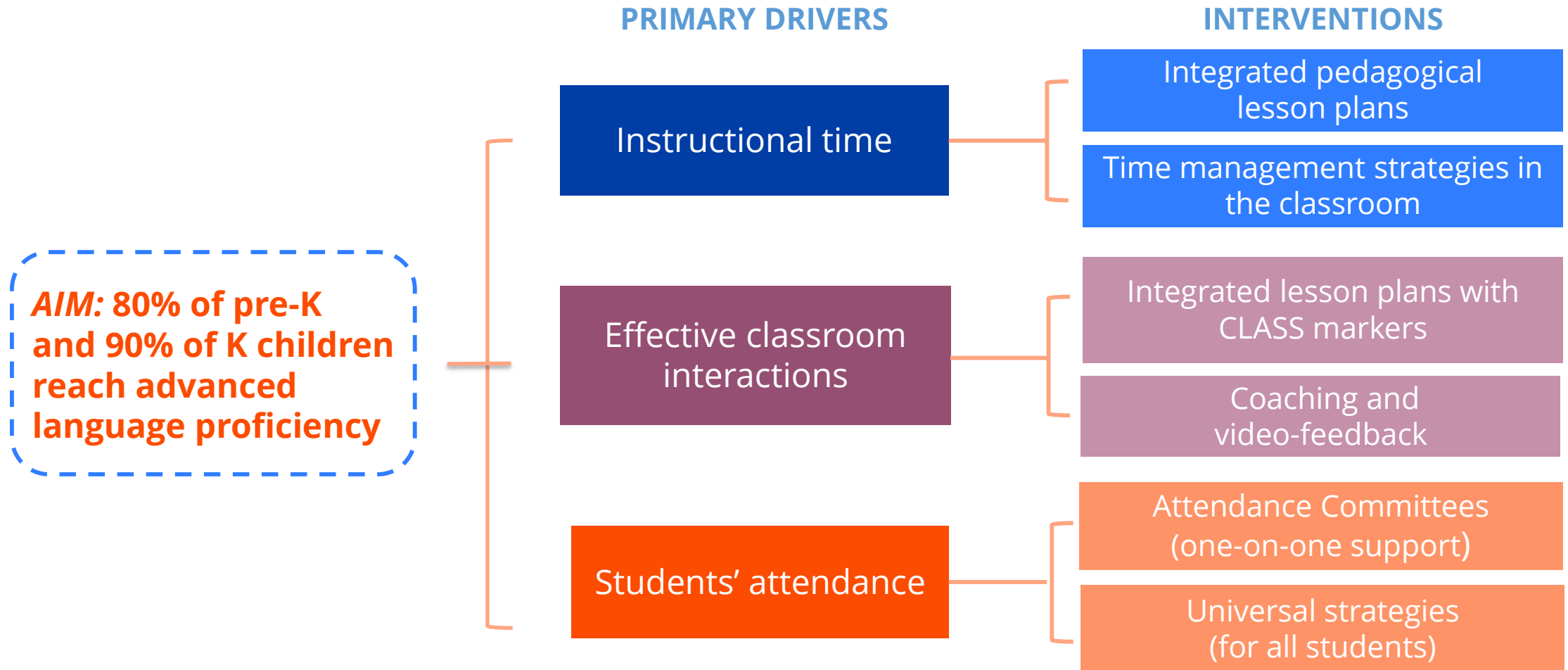
## NETWORK level strategies



### Full teams and sponsors attend learning sessions:

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

# Theory of improvement: Driver Diagram



# How does it work?

**1** Gather experiences

**2** Frame opportunities

**3** Generate ideas

**4** Select ideas to test

**5** Define metrics that matter

**6** Test ideas with improvement cycles



1

## Gather experiences

Start by understanding the needs

Early childhood education in Chile

Expert meetings

Improve language learning



## 2

## Frame opportunities

What problem are we trying to solve?

**Instructional time**

**Effective classroom interactions**

**Students' attendance**

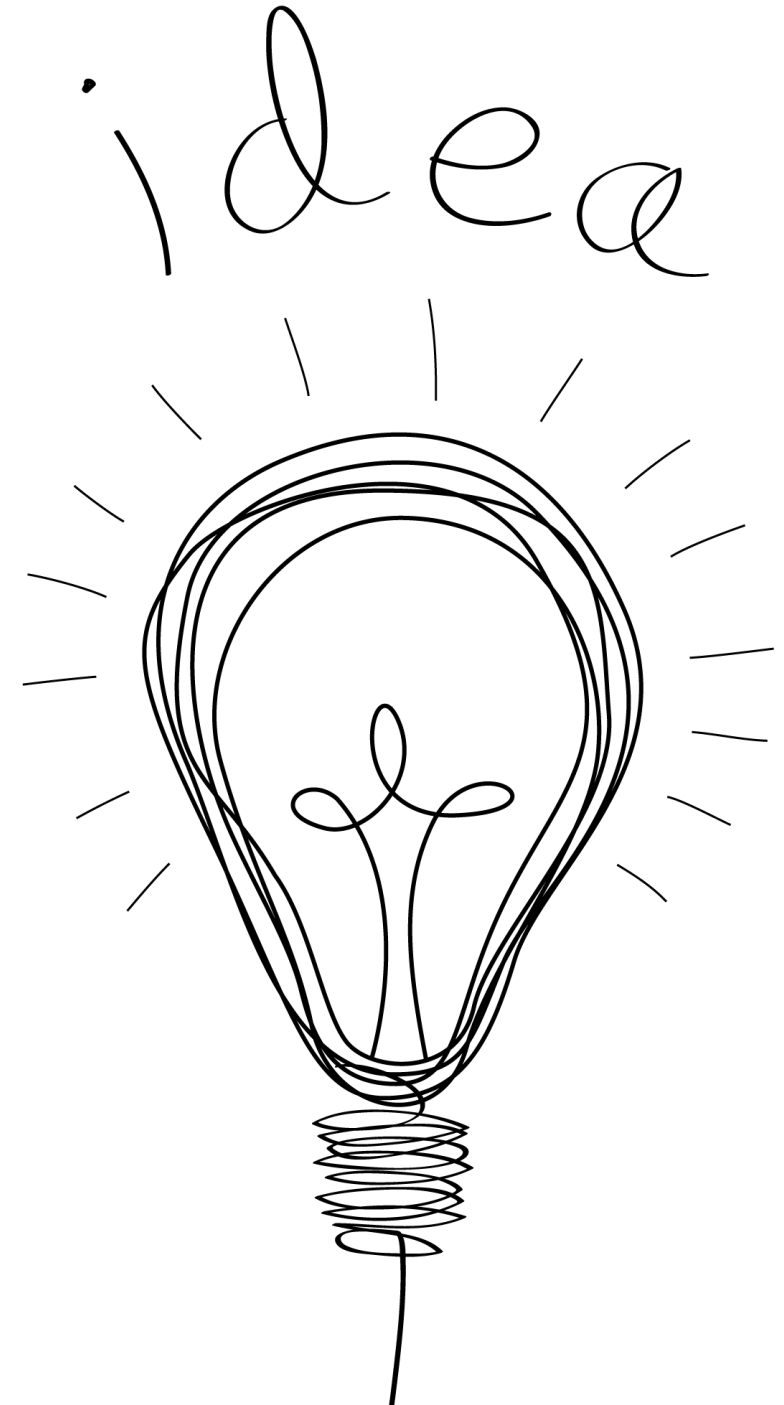
# 3 Generate ideas

Go for quantity!

**Instructional time**

**Effective classroom interactions**

**Students' attendance**





## 4

## Select ideas to test

They have to be relevant and plausible

Integrated pedagogical lesson plans

Time management strategies in the classroom

Integrated lesson plans with CLASS markers

Coaching and video-feedback

Attendance Committees  
(one-on-one support)

Universal strategies (for all students)



# 5

## Define metrics that matter

The metrics have to represent success for all and evaluate whether the change is an improvement.

Resultados Ausentismo Crónico año 2017 Colaboración Cerro Navia-Cachapoal

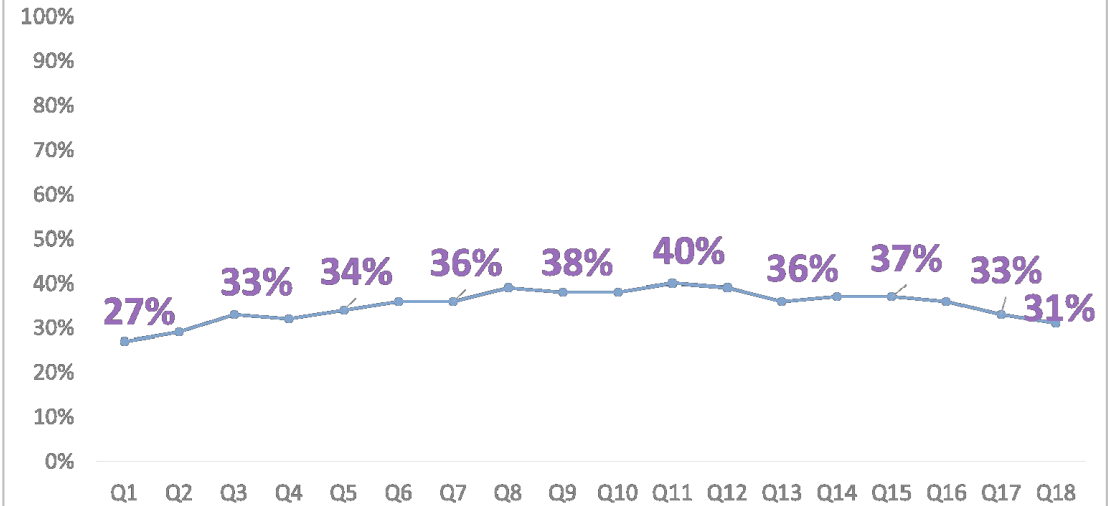
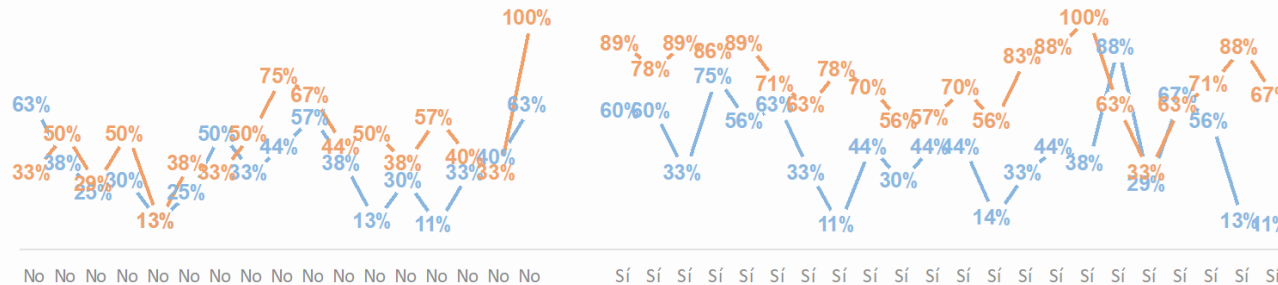


GRÁFICO N°13: TIEMPO INSTRUCCIONAL ACTIVO EDUCADORAS CACHAPOAL 2017



% of instructional time and class management time

% of achievement in the CLASS domains: instructional support, emotional support and classroom organization

% of students that have missed 10% or more days of school



# 6

## Test ideas with improvement cycles

The school teams bring ideas to life. All network members must collect, record, and analyze process data.



Integrated pedagogical lesson plans

Time management strategies in the classroom

## Example: Optimization of Daily Schedule



**PAUTA TIEMPO**

Establecimiento:		Nivel:	
Fecha aplicación:		Nombre Educadora y Técnico:	
Horario de Jornada: inicio		Termino	

Esta pauta pretende analizar la jornada diaria y determinar si los tiempos planificados se ajustan a los tiempos reales.  
**COMPLETA** en las columnas correspondientes los periodos de tu jornada diaria y los tiempos planificados para estos.  
**MARCA** si o no dependiendo si el periodo se ajusto a los minutos planificados.

MOMENTOS DE LA JORNADA	TIEMPO ASIGNADO 15 min	SE CUMPLIÓ O NO		TIEMPO REAL	OBSERVACIONES
Ejemplo : recepción		SI	<input checked="" type="checkbox"/> NO	25	
1.-		SI	NO		
2.-		SI	NO		
3.-		SI	NO		
4.-		SI	NO		
5.-		SI	NO		
6.-		SI	NO		
7.-		SI	NO		
8.-		SI	NO		
9.-		SI	NO		
10.-		SI	NO		
11.-		SI	NO		
12.-		SI	NO		
13.-					
14.-					
15.-					
<b>Total minutos</b>		% de cumplimiento			

The goal of the optimization of the daily schedule is to provide the greatest number of learning opportunities, increasing children's wellbeing and participation.



# Example of a ramp: Optimization of Daily Schedule

## IMPROVEMENT CYCLE 1:

Plan: Planned time versus real time diagnostic instrument will be applied.

Study: 21% of the activities planned are actually done. There is a lot of time lost on transitions between activities.

## IMPROVEMENT CYCLE 2:

Plan: Classroom team adds a visual daily schedule panel and reorganizes the routine to reduce transitions.

Study: We increased from 21% to 42% of planned versus real time used.

## IMPROVEMENT CYCLE 3:

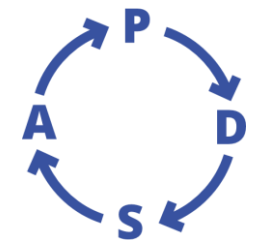
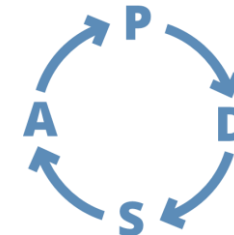
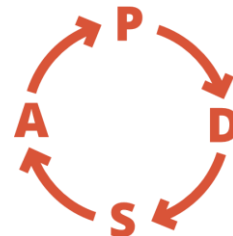
Plan: implement team work routine to reduce time in the bathroom.

Study: We increased to 82% of planned versus real time used.

## IMPROVEMENT CYCLE 4:

Plan: children and classroom are aware of using time as planned.

Study: 100% of time was used as planned.





## Building capacity at 3 levels

	March	April	May	June	July	August	September	October	November	December
<b>Classroom</b>			*	*		*		*	*	
<b>School</b>			*	*		*		*	*	
<b>Network</b>		*			*					*

### 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



**Plan de Escuela**

Incorporar el Saludo en la rutina diaria de los alumnos.  
Mejorar la comprensión auditiva a través de historias y canciones.

### Descripción de Pruebas de cambio trabajadas

**Equipo Directivo** La prueba de cambio busca incorporar el Inglés como elemento fundamental de la rutina de los alumnos.  
**Docente:** La prueba consiste en que a partir de historias los alumnos practiquen y mejoren sus habilidades de comprensión auditiva.

#### Equipo de Escuela

**Directores:**  
Luis Villalón  
Jefe de UTP.  
Verónica Gallardo  
Docente  
Claudia González



### Planear

Se incorporará el Saludo en Inglés. Se realizará el profesor encargado.

### Estudiar

No fue bien, ya que 100% de los alumnos reproduce el Saludo Inglés en Inglés en las situaciones que no son de Inglés o al salir de Inglés.

### Planear

En los docentes incorporaron a su rutina diaria el Saludo y despedida en Inglés.

### Estudiar

No fue bien, ya que paulatinamente los docentes de la comunidad han empezado a usar el Saludo y despedida en Inglés 60% de los alumnos responde al Saludo y despedida.



### Planear

Se incorporaron lecturas en donde los alumnos debían contestar 3 preguntas de comprensión. Esta fue realizada por docente de Inglés.

### Estudiar

Los alumnos respondieron a las preguntas de manera incorrecta dentro de los primeros días. A partir de los días 5 los alumnos comenzaron a contestar 2 de 3 preguntas.

### Planear

Se analizaron 3 preguntas de comprensión auditiva, seleccionando según nivel de cada uno. Para determinar el nivel de respuesta de los alumnos se usó una planilla de nivel con puntaje, para determinar el nivel de los alumnos.

## CICLO PHEA

### Equipo Directivo

### Hacer

Se realizó lo planificado.

### Ajustar

Se mantendrá el Saludo y se incluirá a todos los docentes de la comunidad. Se incorporará la despedida.

### Hacer

Se realizó lo planificado con un break de invitación en inglés.

### Ajustar

Se va a mantener el Saludo y despedida en Inglés. El equipo de profesores seguirá realizando la rutina.

## CICLO PHEA

### Equipo Sala

### Hacer

Se realizó lo planificado.

### Ajustar

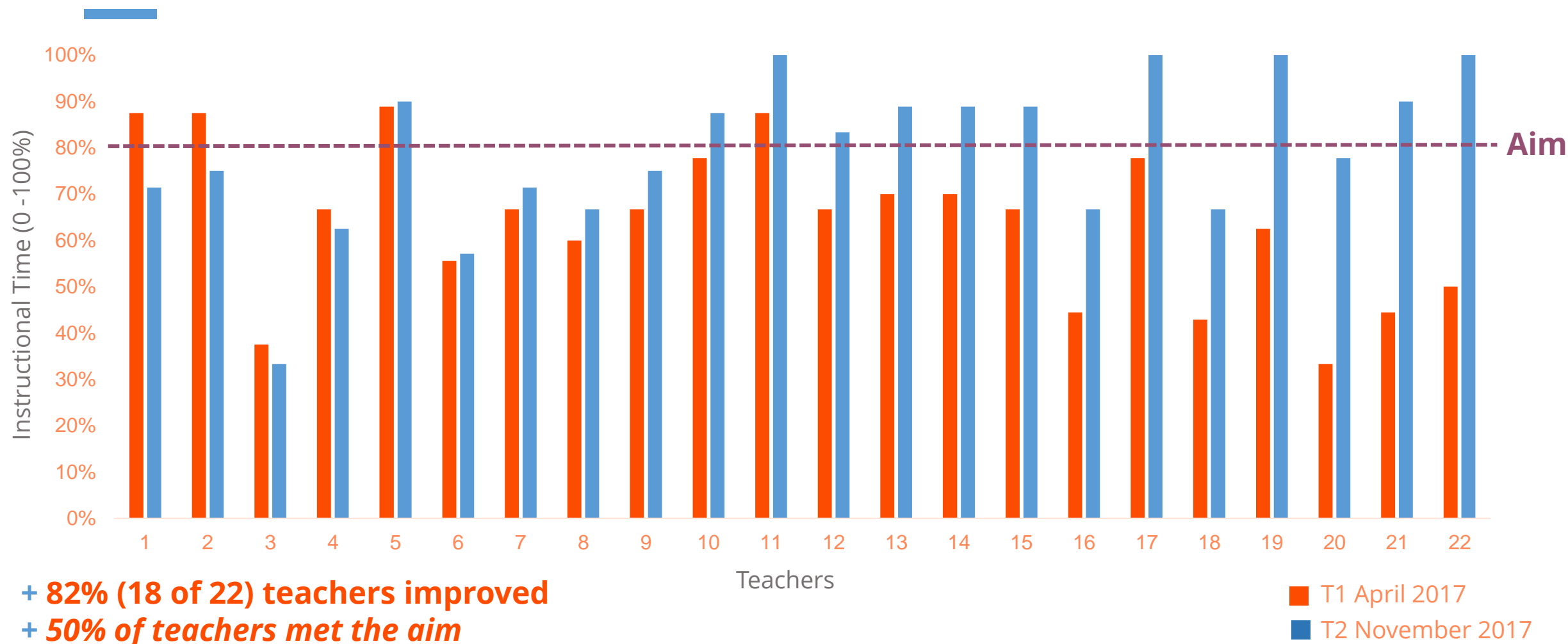
La docente decidió mantener el ciclo, pero se modificó la selección de alumnos a partir de los días 5, se eligió una lista de los alumnos que respondieron a las preguntas.

### Hacer

Se realizó lo planificado con un break de invitación.

### Ajustar

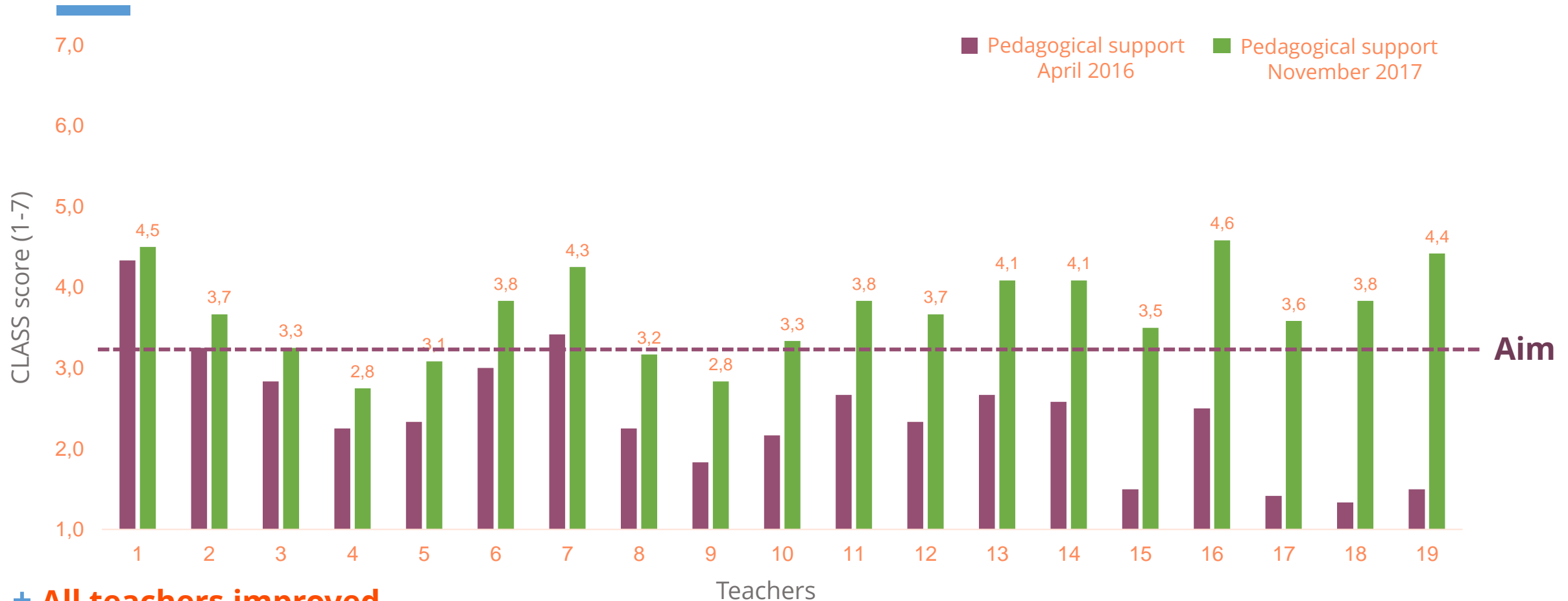
# Results: Instructional Time





# Results: Quality of Pedagogical Support

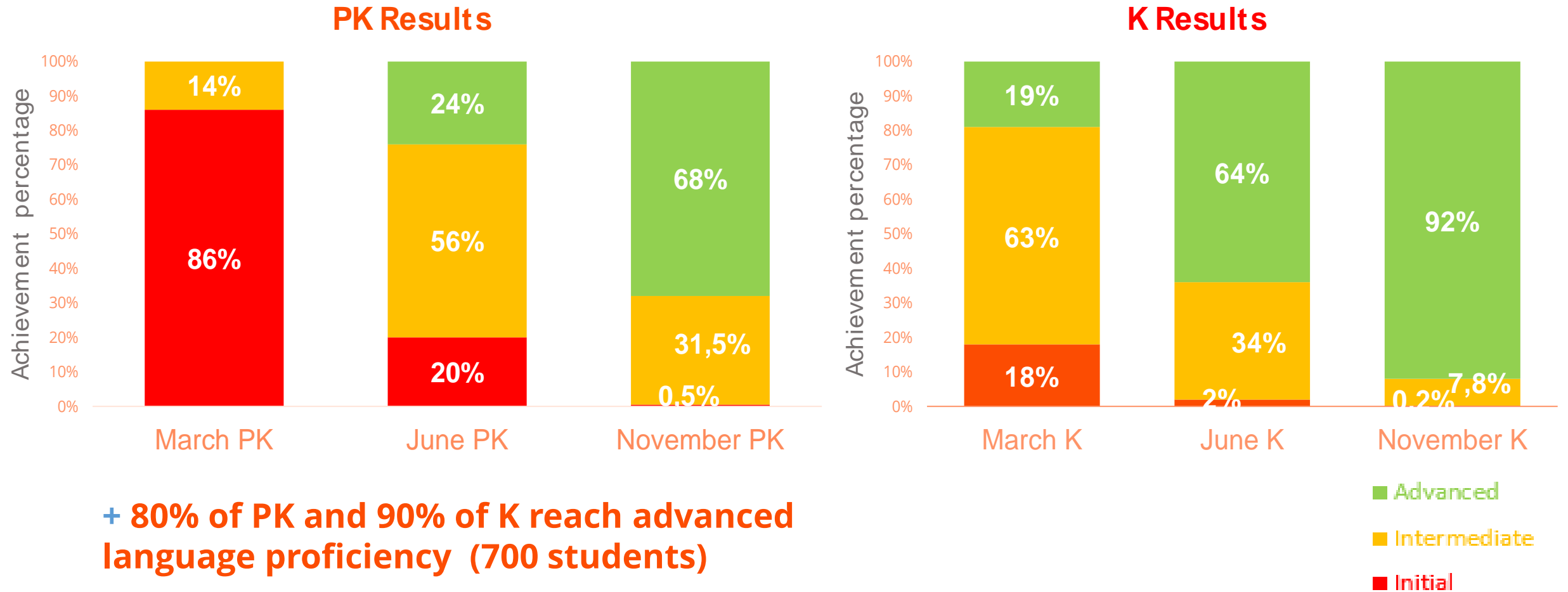
Effective interactions



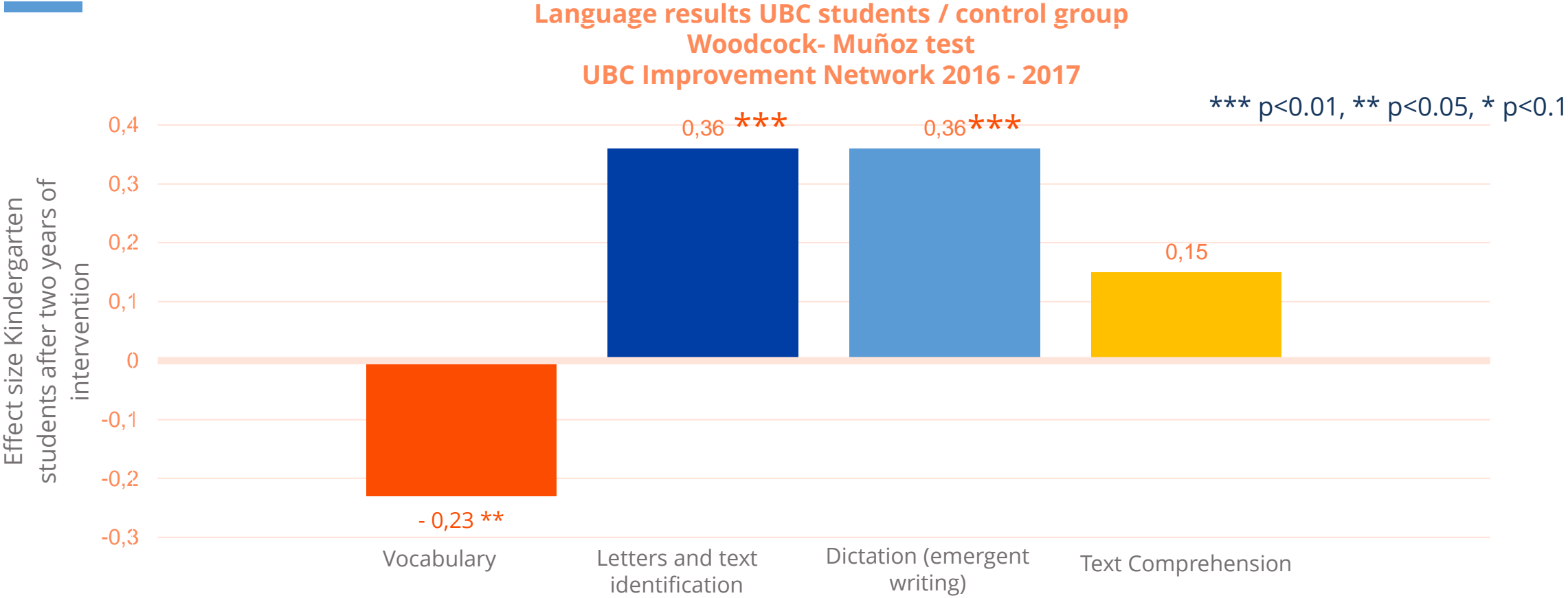
+ All teachers improved

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

# Results: Language Outcomes, internal evaluation



# Results: Language Outcomes, external evaluation



+ In comparison to similar students in similar schools that DID NOT participate in the network, students whose teachers participated in the network had significantly larger increases in letters and text identification and emergent writing.

# Power of networks for learning

---

- Everyone teaches, everyone learns
- We learn by doing
- We learn from each other
- We use the data for learning



## Testimonials from Members of the Un Buen Comienzo (UBC) Improvement Network

---

“Being part of a CQI network has helped me immensely to improve in the classroom and even take those lessons to other colleagues outside the school, so I feel I can contribute to a goal that we all have as a network, which is to improve children's learning starting with early childhood.”

Tamara Sepúlveda, Preschool Teacher





**“The network, which has been generated thanks to the Un Buen Comienzo program, has been very enriching because it allows us to exchange experiences with other schools. We have had the opportunity to visit other schools and see how they work and learn new strategies that can be applied in our school to improve children’s learning.”**

***Rigoberto Fuentes, School Leader***

# Thank you!

*Follow us*



@FunOportunidad



@fun\_oportunidad



/Fun\_Oportunidad



/FunOportunidad