



Applying Quality Improvement and Collaborative Methods to
Improve the Quality of Preschool Education in Chile

Francis Durán

- Explain how collaborative structures were adapted for Chile and to meet limited resources. (15 minutes)
- Describe how spread strategies in 2013 leveraged improvement mentors, regional leaders, and parents. (15 minutes)

“Sanhattan”

Las Poblaciones





We want to ensure that the most vulnerable children in our country have better opportunities to learn and develop.



Preschool interventions for poor children can:

-effectively reduce basic economic inequality (Heckman, 2005).

-improve short & long-term outcomes across education, health & income.



IF THEY ARE OF SUFFICIENT QUALITY



- Chilean children between 3 - 6 years of age have
 - Lower comprehension levels than expected for their age (Villalón, Suzuki, Herrera, & Mathiesen, 2002) and
 - Lower literacy skills as compared with students from other Latin American countries (Bravo, Villalón, & Orellana, 2005).
 - Children from the poorest families score well below their more affluent peers.
 - Nearly half of poor parents report they never read to their children. (Strassi & Lissi, 2006)
- Less attention has been paid to quality.
 - Variation in teaching quality exists, with approximately 1/3 of pre-school teachers have not received university training (nor is it required).
 - Pre-school is the most poorly compensated career in education



UBC Study (2008-2011)

- 6 Municipalities
- 64 Schools
- 1,868 children

UBC 2.0 (2011-2013)

Start of QI Efforts!

- 7 Municipalities RM/VI
- 17 Classrooms (2012)
- 41 Classrooms (2013)
- 2,232 children

UBC Plus (2014-2016)

- 20 Municipalities RM/VI)
- 4,000 children

What do we want to accomplish?

Increase achievement levels by at least 45% in vocabulary, oral comprehension, and writing by the end of the year (Dec 2014).

Assessed through the Language Evaluation completed in March, June, and November.

Increase time spent on instructional activities in language and self-regulation.

Goal: Complete one hour daily in every classroom (equals 2 activities per day).

Improve pedagogical support

Goal: Reach the average level in pedagogical support (assessed by CLASS).

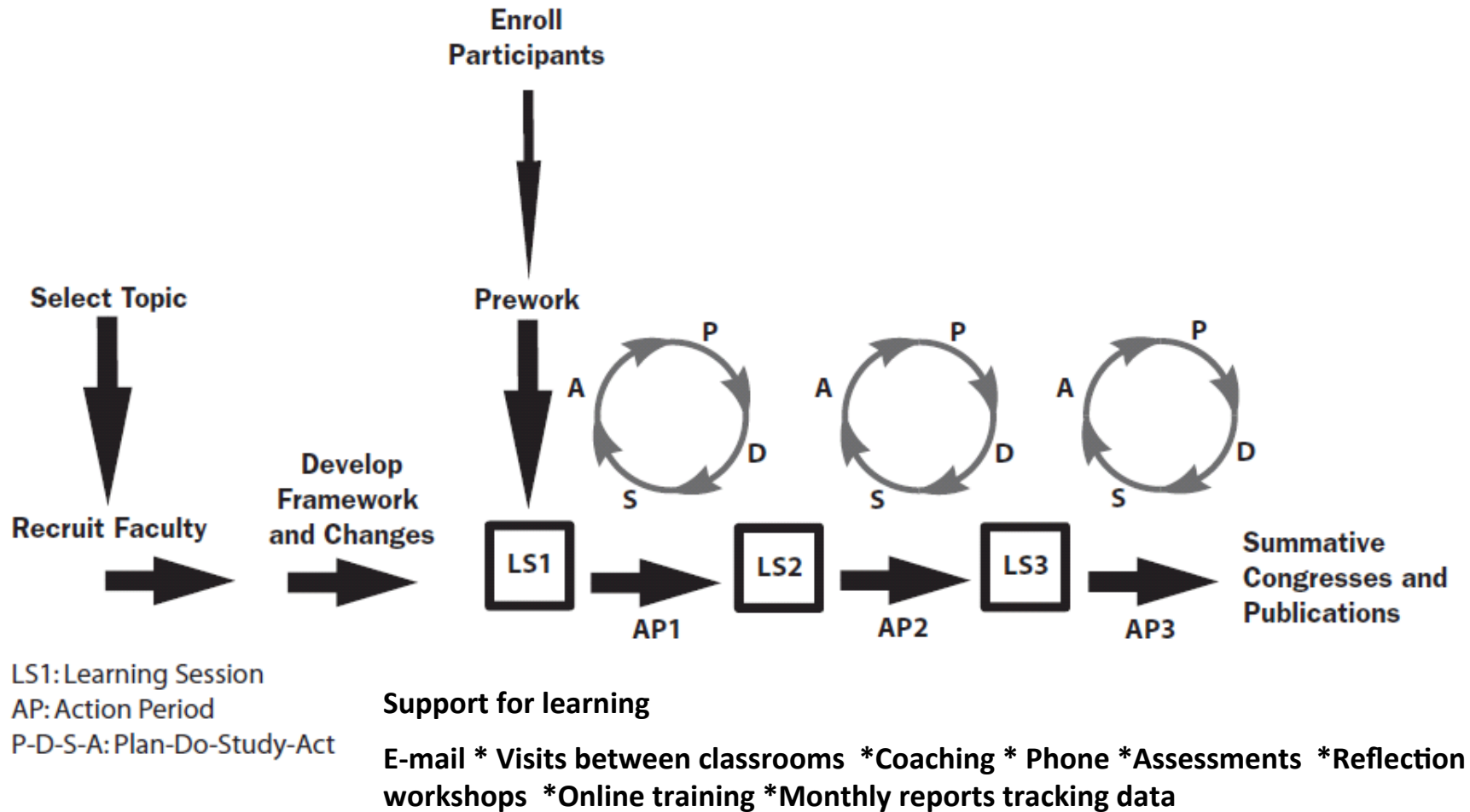
Improve consistent student attendance.

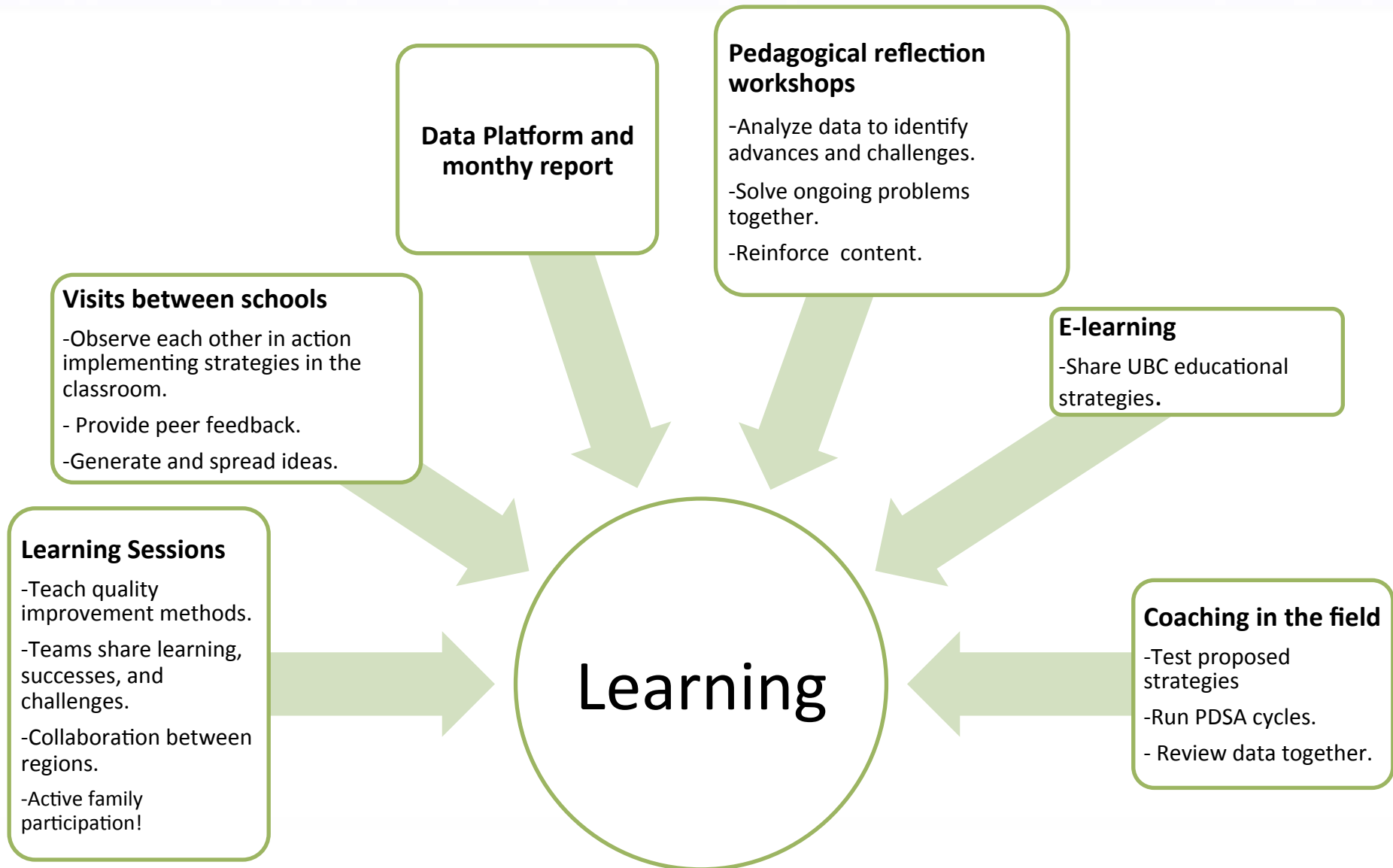
Goal: Reduce by 10% children who miss two days or more in a fortnight.

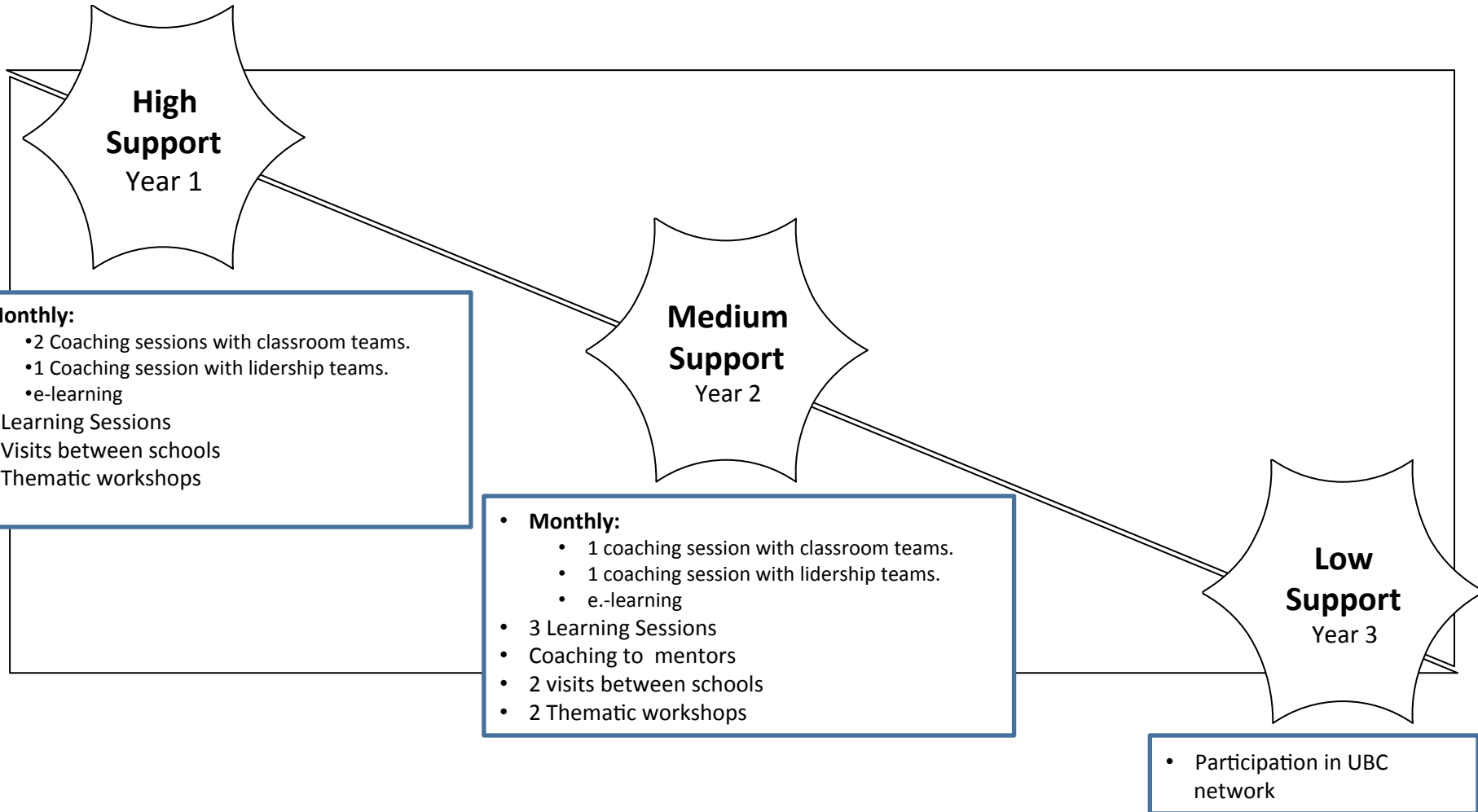
Increase self-regulation in children.

Goal: Increase by 20% children who achieve self-regulated behavior.

Figure 2. Breakthrough Series Model



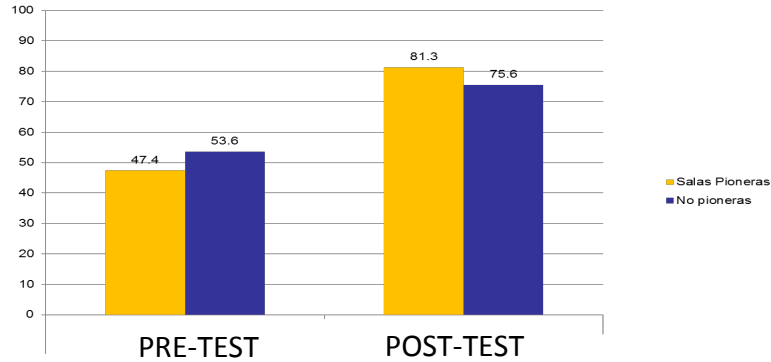




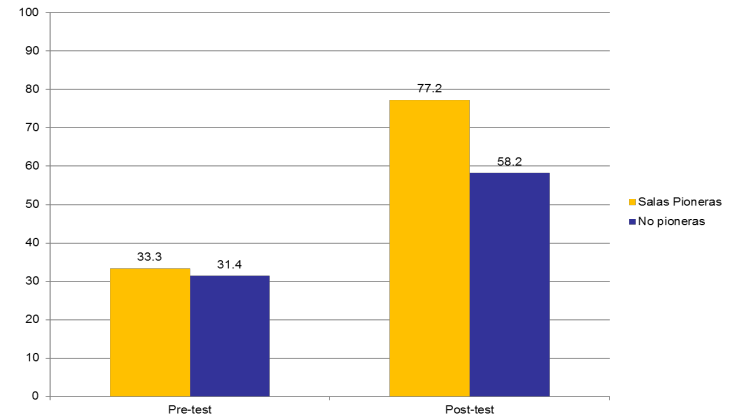
EXAMPLES OF KEY RESULTS AND LEARNING FOR THE NETWORK

Network results 2012

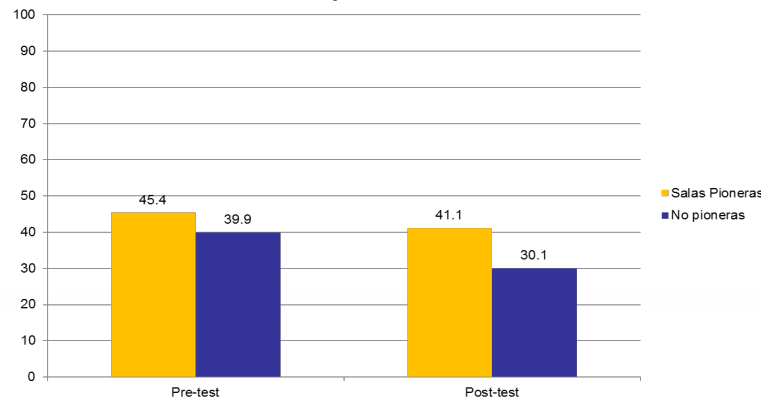
% students assessed with “fluid level” on the Woodcock-Munoz Vocabulary



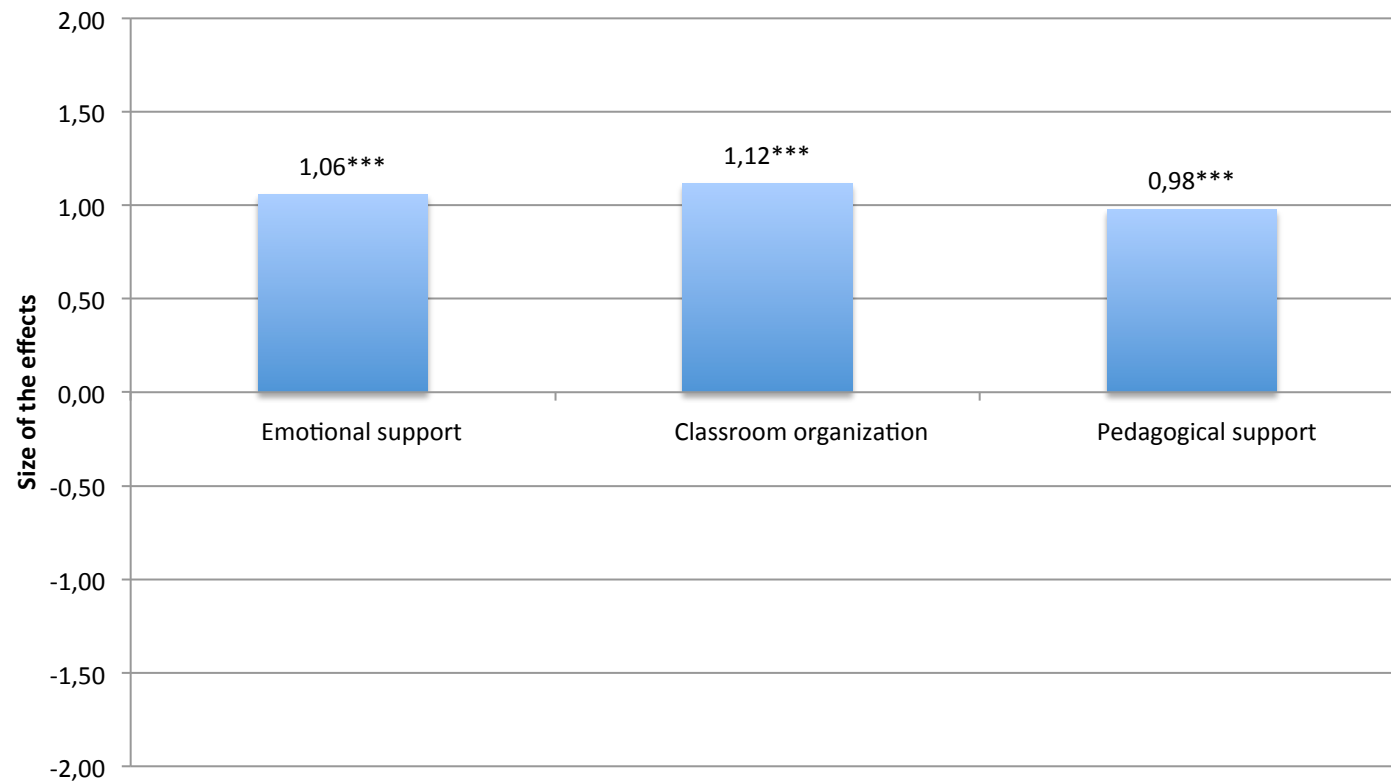
% students assessed with “fluid level” on the Woodcock-Munoz Writing



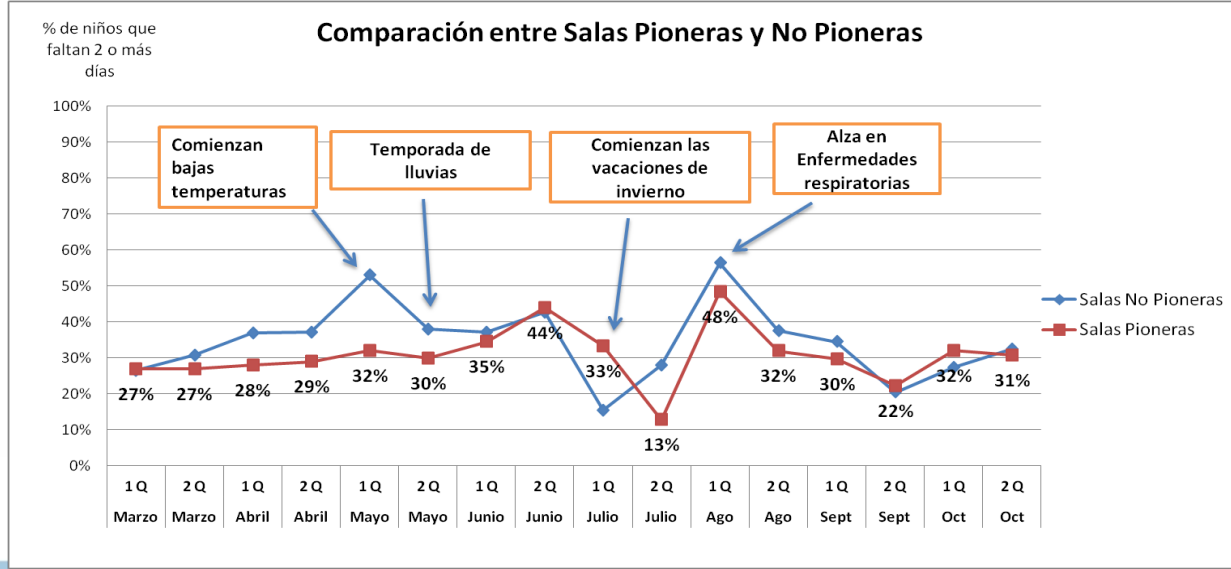
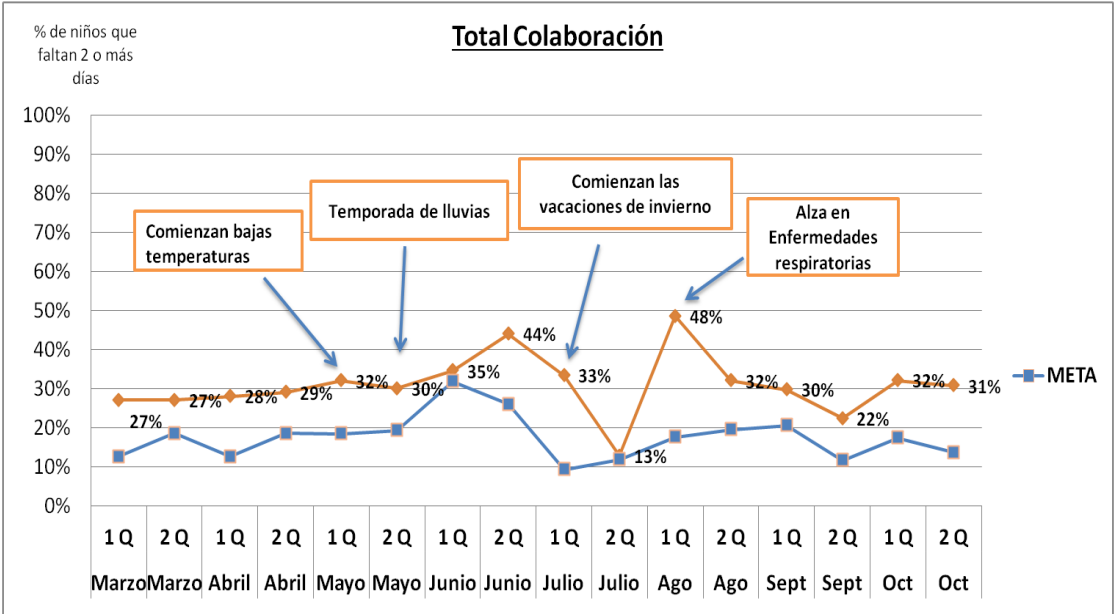
% students assessed with “fluid level” on the Woodcock-Munoz Oral Comprehension



Size of the effects in quality classroom interactions after 2 years of intervention

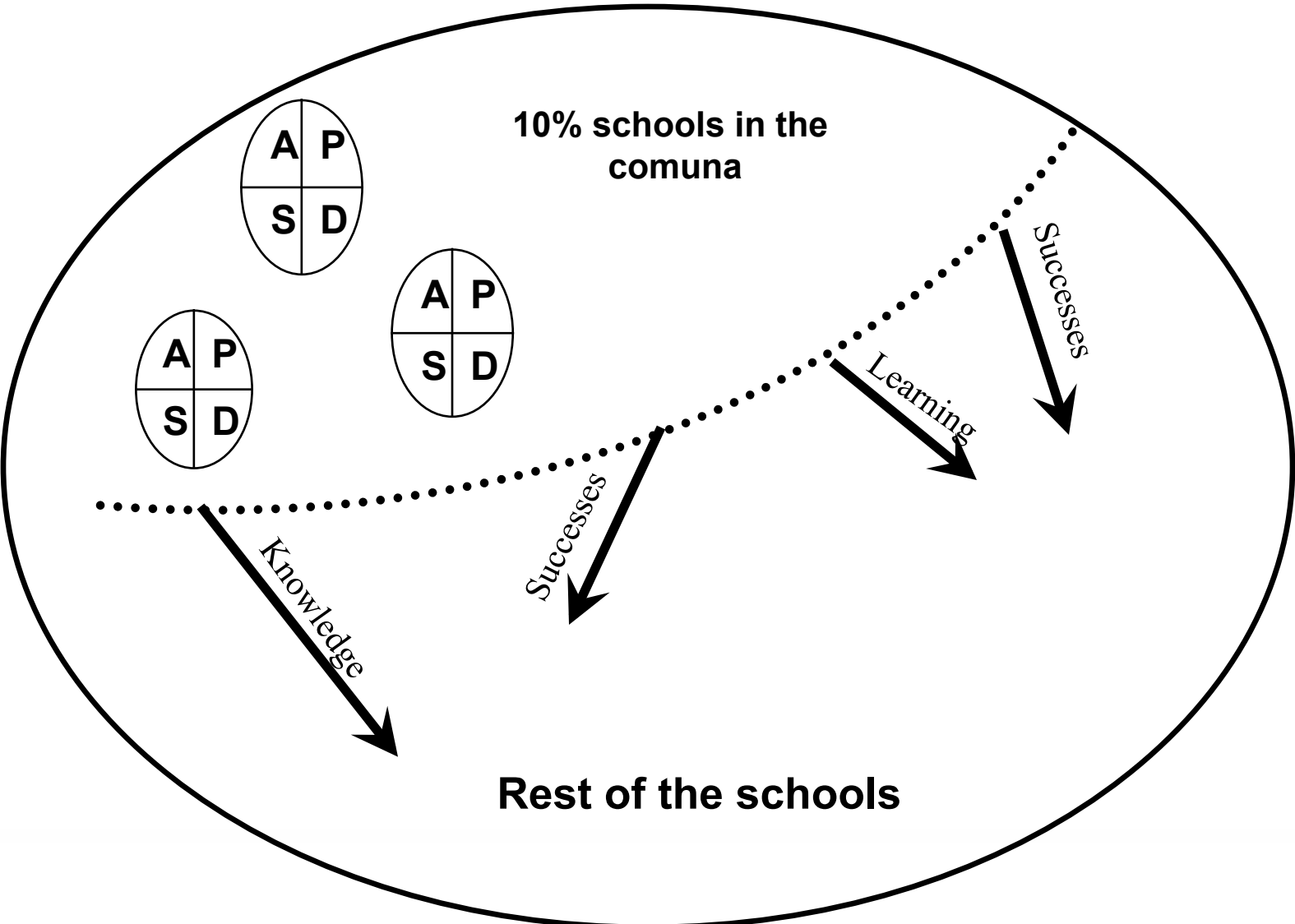


Our Challenge! Reducing School Absenteeism

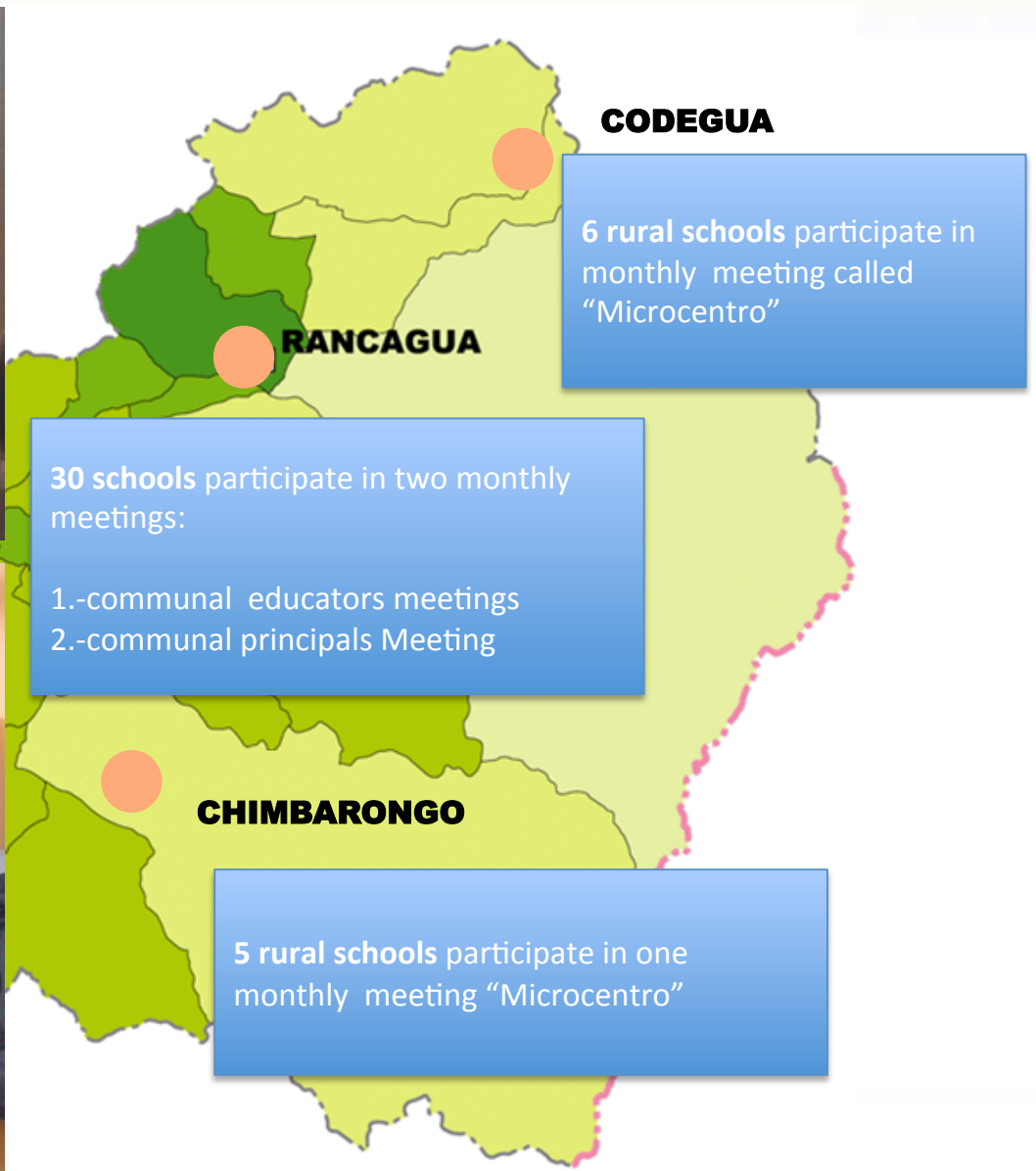


- ❖ The classrooms that participate in our learning network the longest achieve the best outcomes.
- ❖ Quality of classroom interaction improve, but levels still low.
- ❖ Working in urban schools has been more challenging than those in rural settings. We need to learn how to target our work in urban settings.
- ❖ Attendance is a complex problem that requires engagement and support from a wide variety of stakeholders (district/ municipal leadership, school management teams, classroom staff, families, and community members). Improving attendance will require multiple interventions that are deployed simultaneously and consistently.
- ❖ Families are a key ally, and their active participation has been a tremendous boost. Family members have been actively engaged in working with children at home and providing new ideas to improve the quality of education.
- ❖ Never before we had so much interest in improving the quality of early childhood education in Chile! This initiative has started a spark for the educational system to impact the lives of educators and the children that they serve.

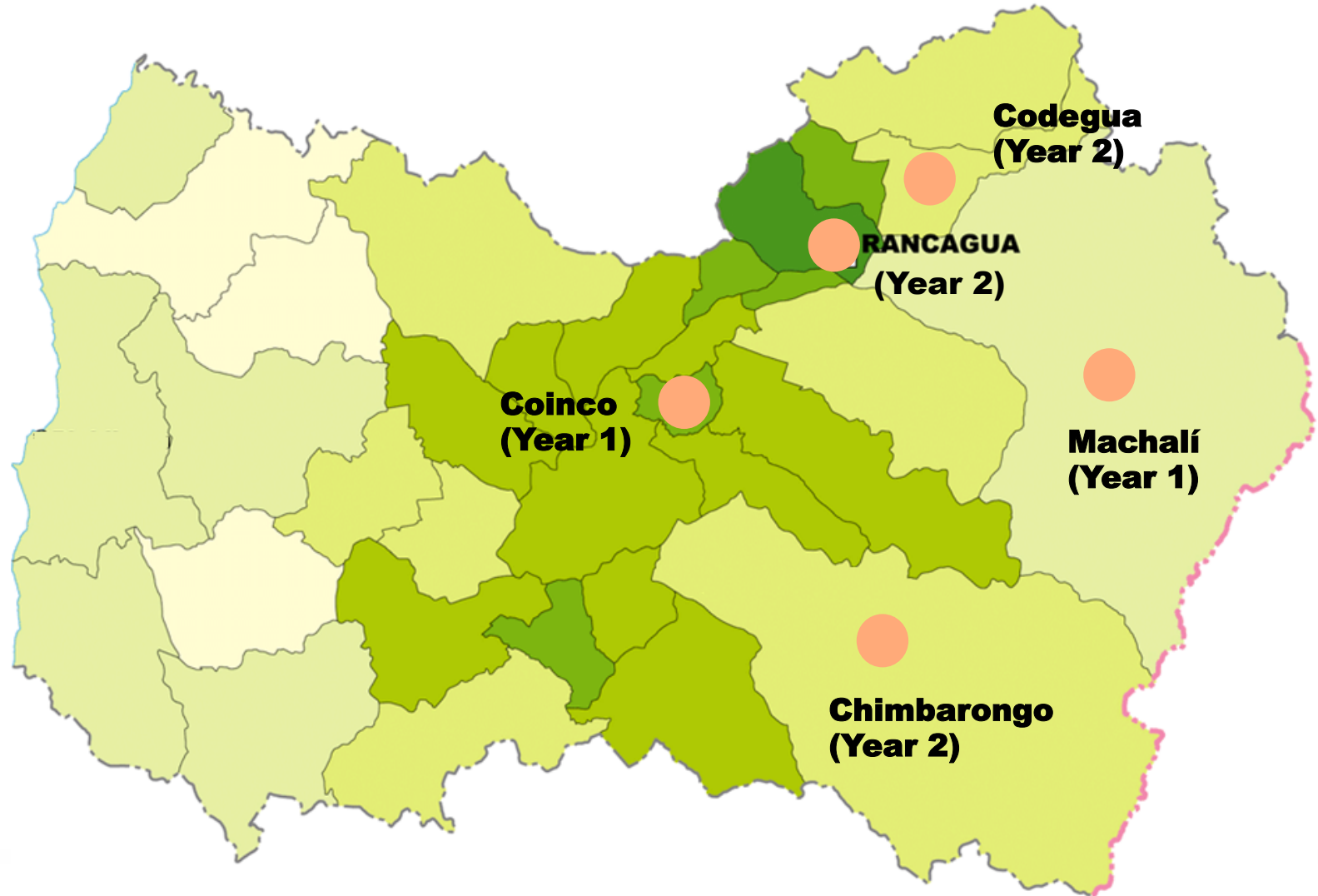
- Explain how collaborative structures were adapted for Chile and to meet limited resources. (15 minutes)
- **Describe how spread strategies in 2013 leveraged improvement mentors, regional leaders, and parents. (15 minutes)**



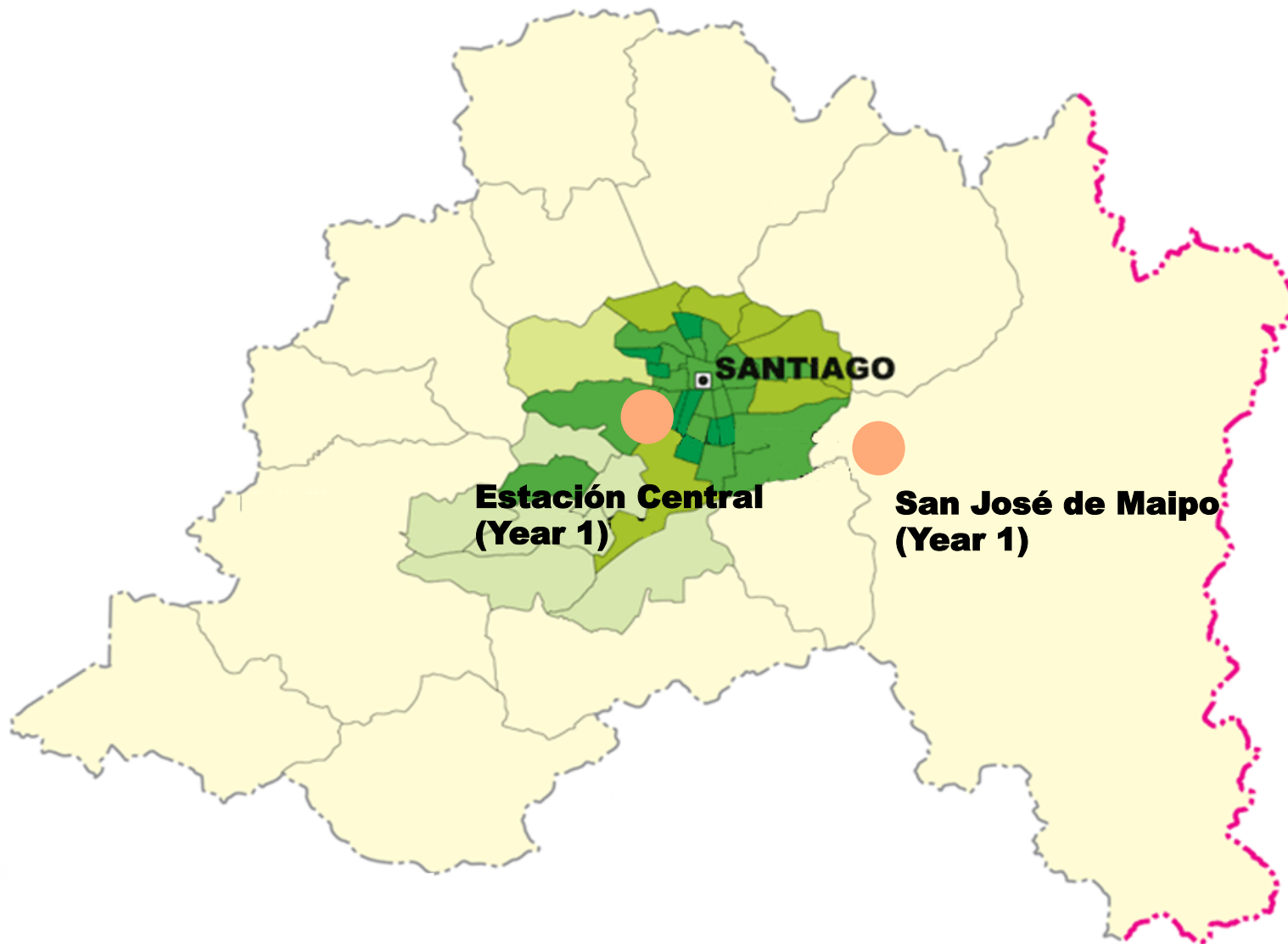
Developing Mentors to Spread UBC (2013)



- There is a lot of interest in spread—to new schools, new grade levels, new regions!
- “Microcentro” meetings provide an excellent opportunity for spread, as it is a monthly meeting for all teachers and the time is protected by the Ministry of Education.
- Urban schools do not participate in “microcentro” meetings, therefore, there they do not have the same opportunities for collaboration among educators and school management teams.
- The way to work in each municipality is unique, so we had to adapt to different situations.
- Goal for 2014: Develop a curriculum for mentors!



Spread 2014, Metropolitan Region



Year 1

Learn about adult education.

Create norms and a routing for QI work.

Create an enabling environment for learning and improvement.

Co – create training materials.

Begin training/ QI work in the 2nd semester.

Apply student evaluation instruments.

Year 2

Deepen knowledge of methodology and data management.

Assist in applying QI methods in classrooms.

Learn how to observe each other and provide feedback.

Set and meet common goals (set by the schools).

Apply student evaluation tools. Use data for decision making.

Year 3

Maturity and expansion

- 1 mentor coaching visit per month (approx. 2 hours/mo).
- Support in 1 communal training or microcentro meeting (2 hours/ mo).
- Special training and reflection for mentors to cross-learn across regions/ comunas (3 times/ yr.)*
- Special sessions during learning sessions and other collaborative activities.
- Exchange visits between schools to learn from each other.

