







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

Session Objectives



 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)





Las Poblaciones



Fundación Educacional Oportunidad





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

Why QI in Early Education is Important





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

Why QI in Early Education is Important





- 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

Un Buen Comienzo





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

UBC Learning Structure (2014)



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 selfregulation.

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.

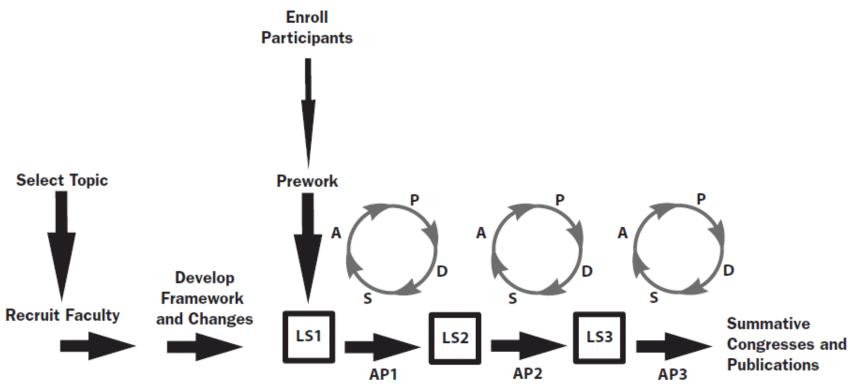
Increase self-regulation in children.

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

Our Learning Network Design



Figure 2. Breakthrough Series Model



LS1: Learning Session AP: Action Period P-D-S-A: Plan-Do-Study-Act

Support for learning

E-mail * Visits between classrooms *Coaching * Phone *Assessments *Reflection workshops *Online training *Monthly reports tracking data

UBC Action Period Support to Teams



Data Platform and monthy report

Pedagogical reflection workshops

- -Analyze data to identify advances and challenges.
- -Solve ongoing problems together.
- -Reinforce content.

Visits between schools

- -Observe each other in action implementing strategies in the classroom.
- Provide peer feedback.
- -Generate and spread ideas.

Learning Sessions

- -Teach quality improvement methods.
- -Teams share learning, successes, and challenges.
- -Collaboration between regions.
- -Active family participation!

Learning

E-learning

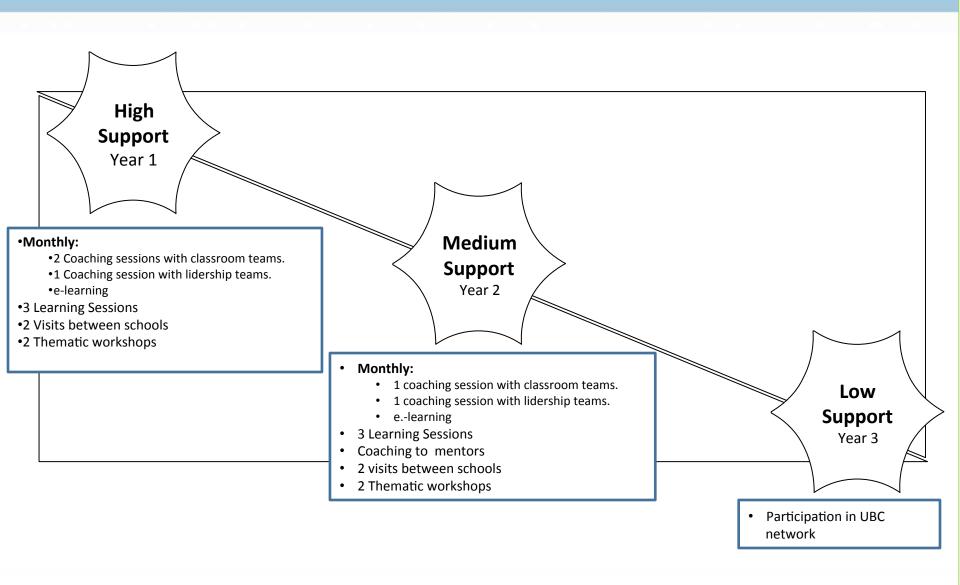
-Share UBC educational strategies.

Coaching in the field

- -Test proposed strategies
- -Run PDSA cycles.
- Review data together.

UBC Supports





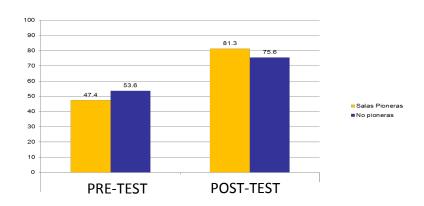


EXAMPLES OF KEY RESULTS AND LEARNING FOR THE NETWORK

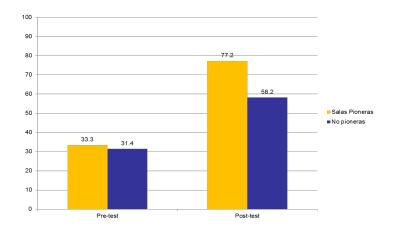
Network results 2012



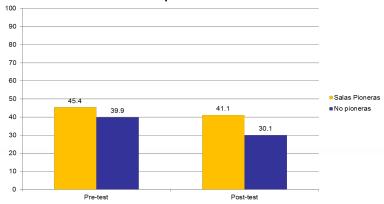
% students assessed with "fluid level" on the Woodcock-Munoz Vocabulary



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

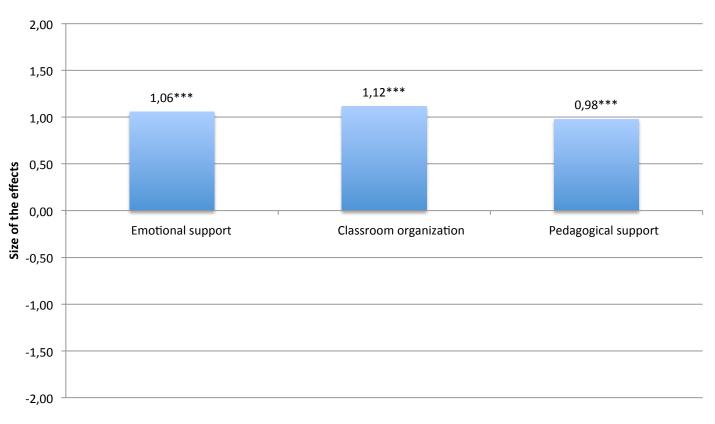


% students assessed with "fluid level" on the Woodcock-Munoz Oral Comprehension



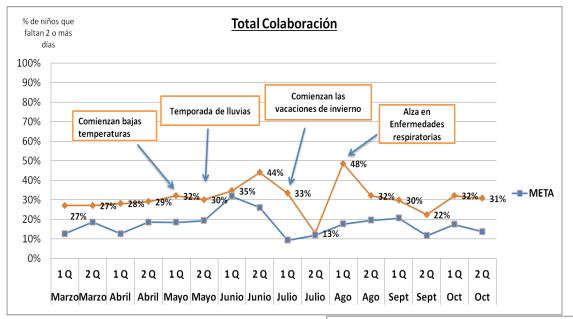


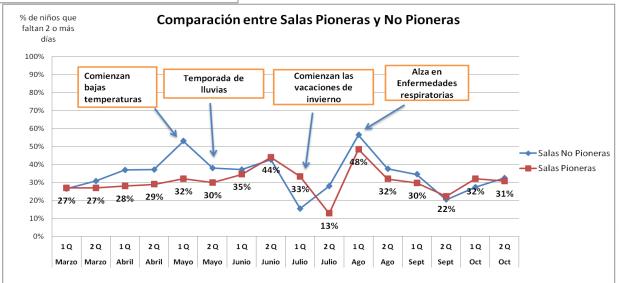
Size of the effects in quality classroom interactions after 2 years of intervention



Our Challenge! Reducing School Absenteeism







UBC Key Lessons Learned



- 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.

Session Objectives

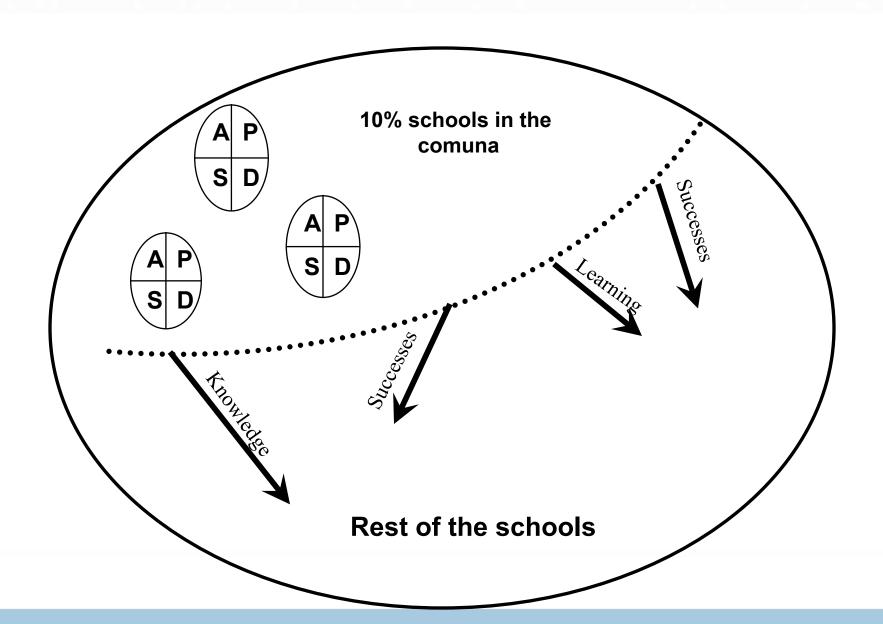


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Developing Mentors to Spread UBC (2013)





Developing Mentors to Spread UBC (2013)







6 rural schools participate in monthly meeting called "Microcentro"

30 schools participate in two monthly meetings:

RANCAGUA

1.-communal educators meetings2.-communal principals Meeting

CHIMBARONGO

5 rural schools participate in one monthly meeting "Microcentro"

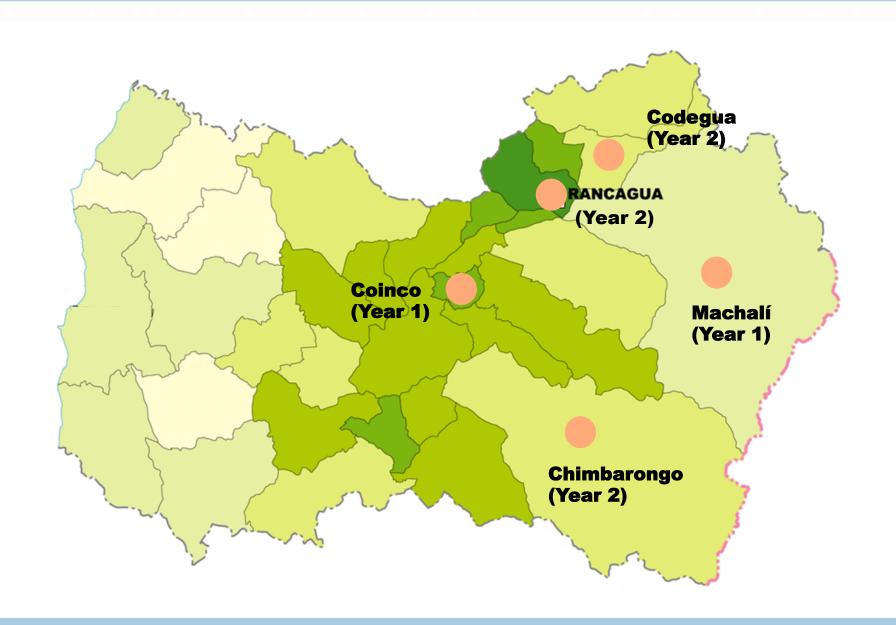
Learning from Spread (2013)



- 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!

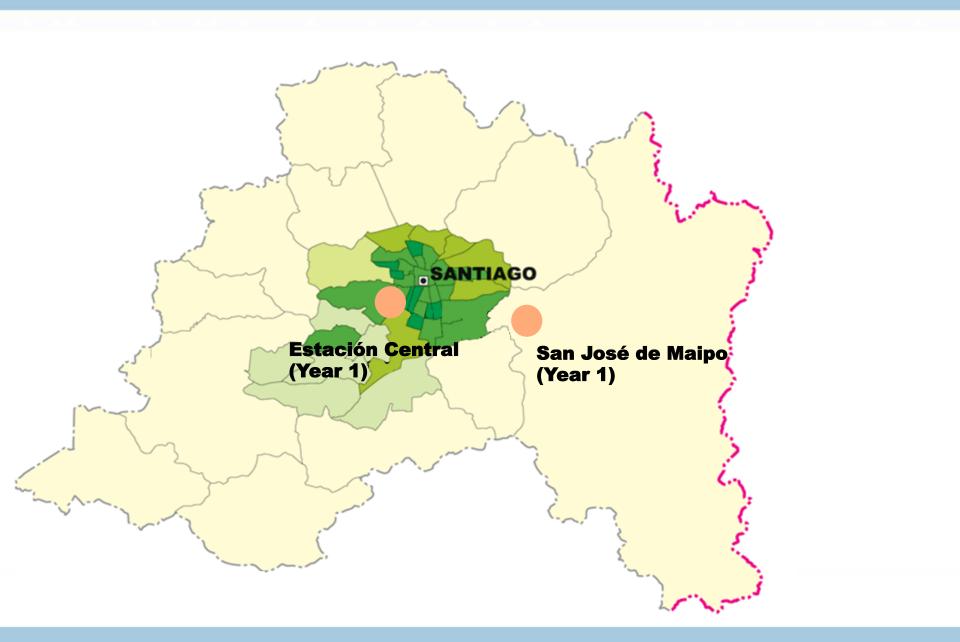
Spread 2014, VI Región





Spread 2014, Metropolitan Region





Learning Goals by Stage



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

Support to Mentors (2014)



- > 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.

