Background

Early Childhood Education is more than preparation for primary school. It's a key stage to develop a solid base of social, emotional and cognitive skills for lifelong learning and wellbeing.

Language skills developed by children during early childhood and early elementary years are key predictors of later literacy and broader academic outcomes (*Duncan et al., 2007; La Paro, Pianta, & Cox, 2000; Snow, 2006*).

What Happens in Chile?

In Chile socio-economic gaps in language skills are observable within children at 36 months of age (Norbert et al., 2014) and are perpetuated throughout their school trajectory.

Learning opportunities dedicated to language in Chile are scarce and, in low performing schools, opportunities for students to read, manipulate books independently, and work with texts are frequently absent (Eyzaguirre & Fontaine, 2008).

> According to PISA results (2018), Chile leads outcomes in Latin America in reading, but remains below the OECD average.

Un Buen Comienzo

Un Buen Comienzo (UBC), "A Good Start", is a program with 12 years of experience promoting the professional development of Early Childhood teachers and leaders, with a focus on language and socioemotional development. It is implemented among at-risk public schools in urban and rural areas of Chile.

Since 2018, the schools that successfully complete the two-year program enter the UBC Continuous Quality Improvement (CQI) Network in order to sustain the learned practices, collaborate and innovate while maintaining the same common goal.

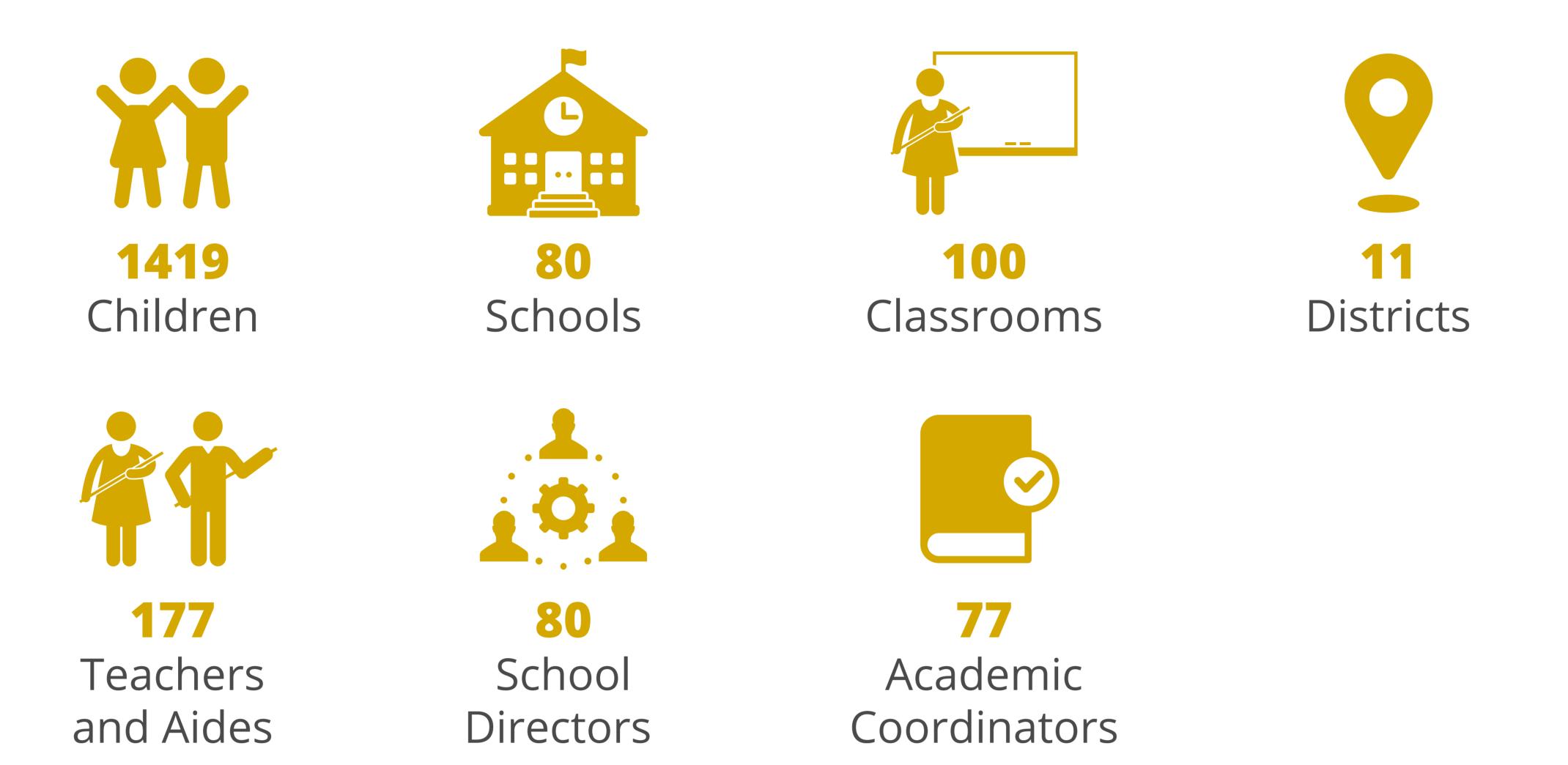


Implementing an Early Childhood Education Quality Improvement Network: Un Buen Comienzo

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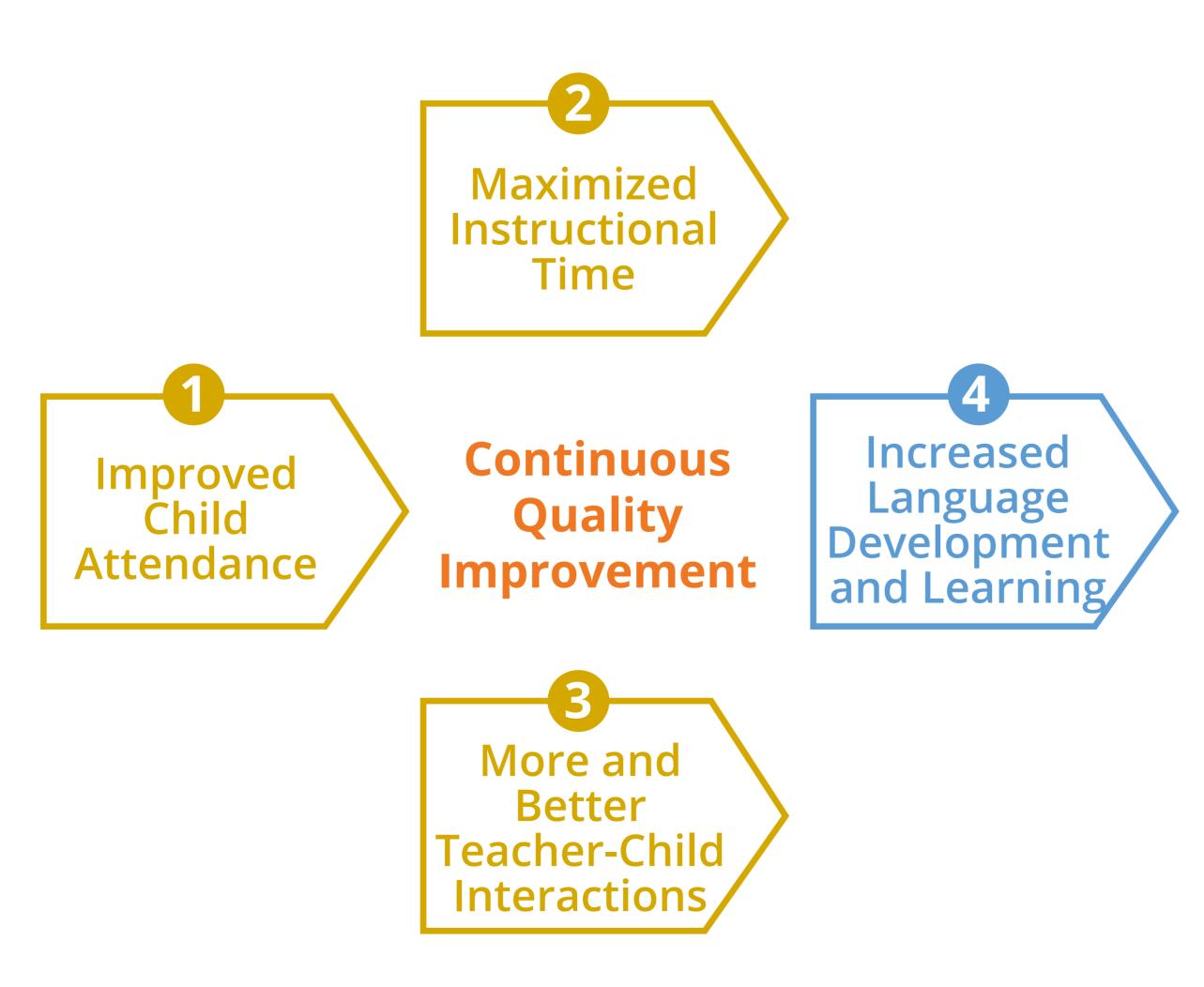
Un Buen Comienzo Improvement Network

The UBC CQI Network is a collaborative learning community in which Chilean public schools learn, support each other and work together to carry out improvements and thus achieve a common goal that is focused on young children's language outcomes.



Theory of Change

The theory of change for the UBC network consists on children attending school, instructional time being optimized in generating significant learning, and having quality interactions in the classroom. As a result it is expected for children to learn more, and both them and their families developing a high appreciation for the school, thus maintaining regular attendance through time.



1. Attendance of each child is measured monthly.

2. Instructional Time is measured at the beginning and at the end of the year through an adaptation of the Stallings Snapshot Observation instrument (World Bank Education Global Practice, 2015), using data from the entire daily routine.

3. Effective Interactions are also measured at the beginning and at the end of the year through the Classroom Assessment Scoring System (CLASS) *(Hamre & Pianta, 2007).*

 Language development is measured through a language test applied in March, July and December.

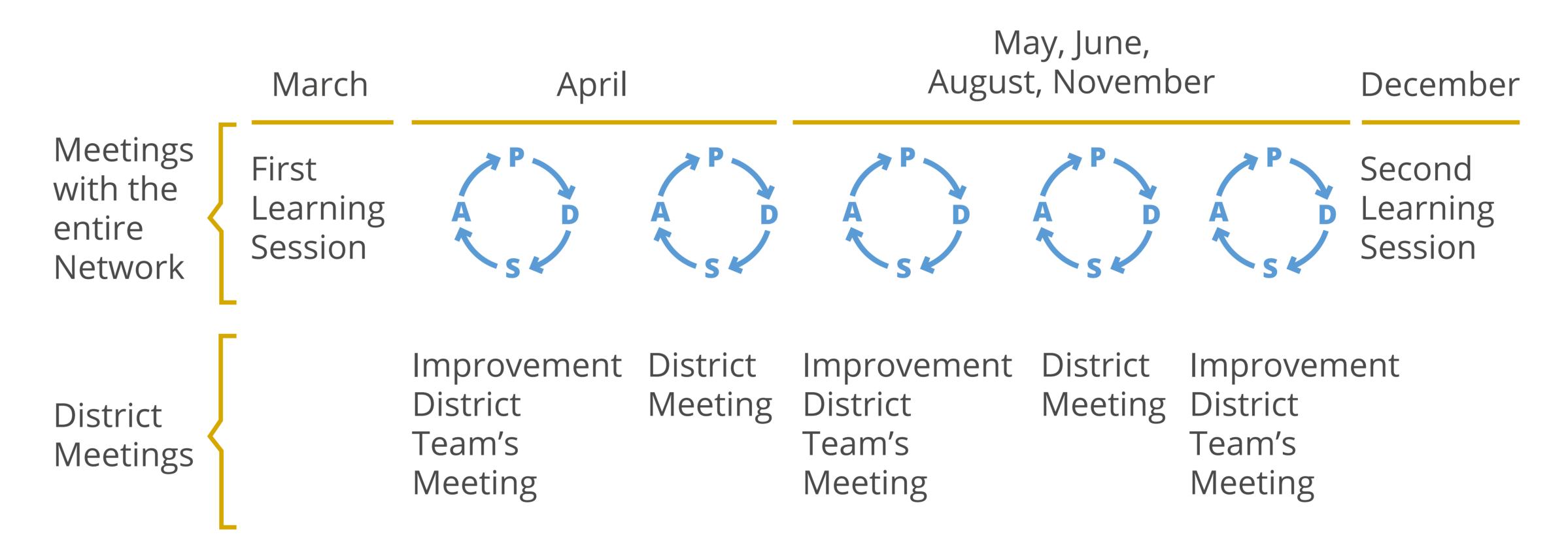
How Does the UBC Improvement Network works?

Collaboration Model



Instances and Participants of the UBC Improvement Network

What characterizes this CQI Network is the constant use of data (indicated in the theory of change) to study the degree of achievement of the networks' goals, and the process that leads to achieving them. Even though the goals are shared by the entire Network, each district decides how to work on them.



• **First Learning Session:** Look at the Language, Attendance, Effective Interactions and Instructional Time results of the beginning of the year to plan the year's work both at the network level and at the local level.

• Improvement District Team's Meeting (April): a) Take the lessons of the Learning Session and plan how to implement them at the local level. b) Plan the schedule of the District Meeting.

• **District Meeting:** a) Study the progress of the results in the different areas both at the district level and at the classroom level. b) Classroom teams and/or school leaders share learnings from their implementation and results. c) Plan how to continue the work in order to study them in the next District Meeting.

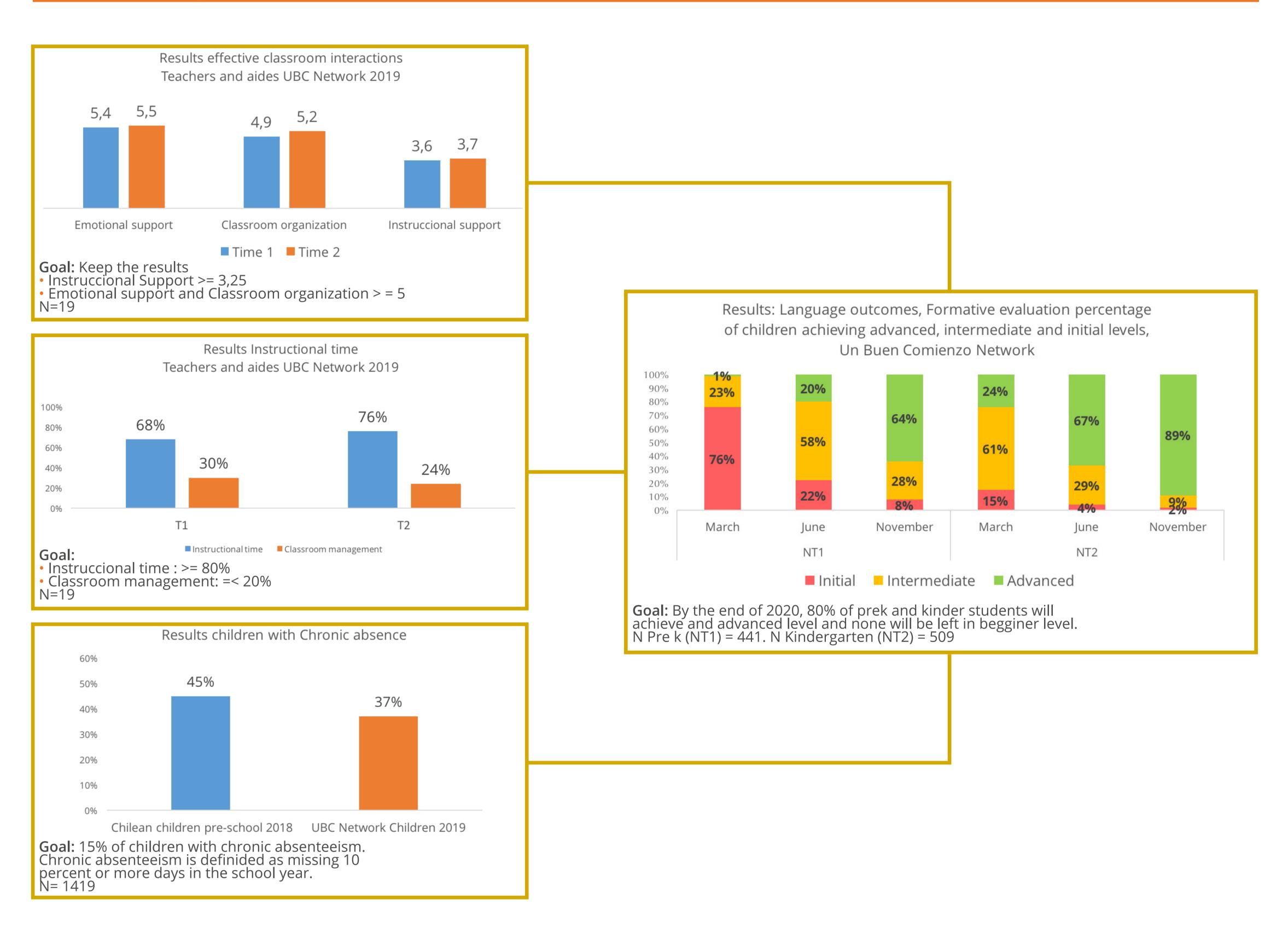
• Improvement District Team's Meeting (May to November): a) Look at the agreements of the past District Meeting and agree on topics to address in the next District Meeting. b) Continue with data analysis.

• **Second Learning Session:** a) Look at the Network's results of each area and identify learnings from the year's work and recognize challenges for next year.

UBC Improvement Network Results



UBC Improvement Network Results



Lessons learned

It is important that the network shares a common goal and contents, as well as having each school district local network make decisions and organize their work based on their own necessities.

> To generate local networks, it is necessary to have a team that organizes instances for shared work to study data and share findings and innovations among the members, as well as following up on common agreements.

> Even though studying data from children's test results and pedagogical practices, the local improvement teams must work on and monitor elements that boost the network's functioning such as training, collaboration amongst members, leadership and innovation.

UBC Network's Results Regarding Elements that Boost Networks

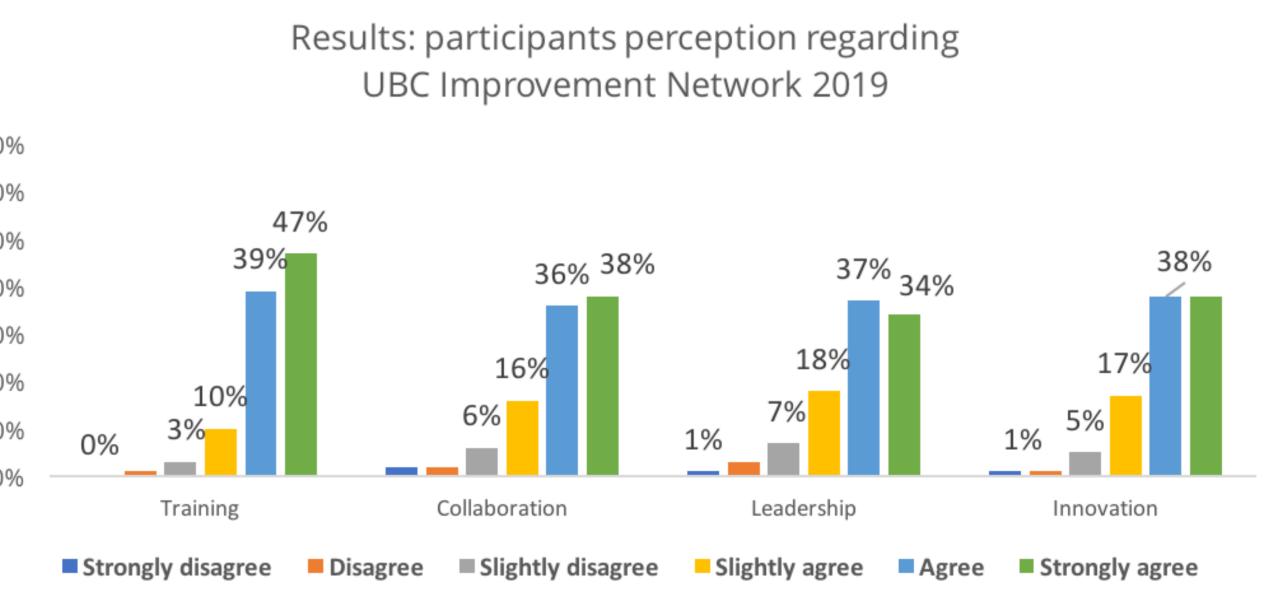
(Survey Applied in December 2019)

 86% of UBC network's members consider it an important element of their professional development.

74% mention that the network is a space where collaboration in allowed.
71% say that there is distributed

leadership in decision making processes.

 76% consider that innovations are generated in UBC Network's instances.



The survey used is an adaptation of one proposed by the "Centro de Liderazgo para la Mejora Escolar", Chile. N= 284