The Improvement Network Un Buen Comienzo: A Path for the Development of Professional Capital in Early Childhood Education

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Content

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Objectives

General:

- Systematize the implementation and learning processes of the Improvement Network Un Buen Comienzo from 2018 to 2020.

Specific:

- Describe the model and theory of the UBC Improvement Network, in order to contribute to the development of effective networks that contribute to school improvement from the early years.

- Describe and identify the results and learnings of the UBC Improvement Network in the period 2018-2020, within the framework of educational innovation, in order to contribute to the design of public policy, both at international, national and local levels.

Methodology

Complementary and Concurrent Study for the purpose of deep understanding (Greene, 2007)

- Documentary Analysis

- Multiple case study six municipalities of the network

- Quantitative analysis
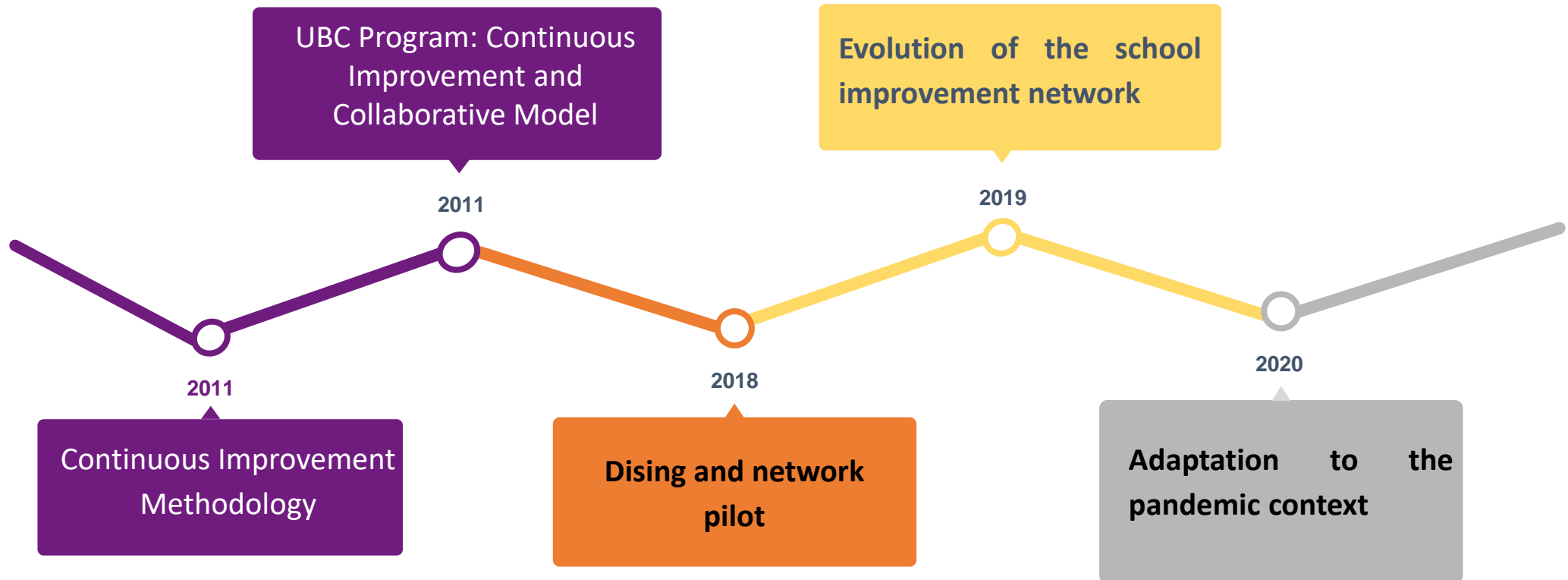
Methods and Participants

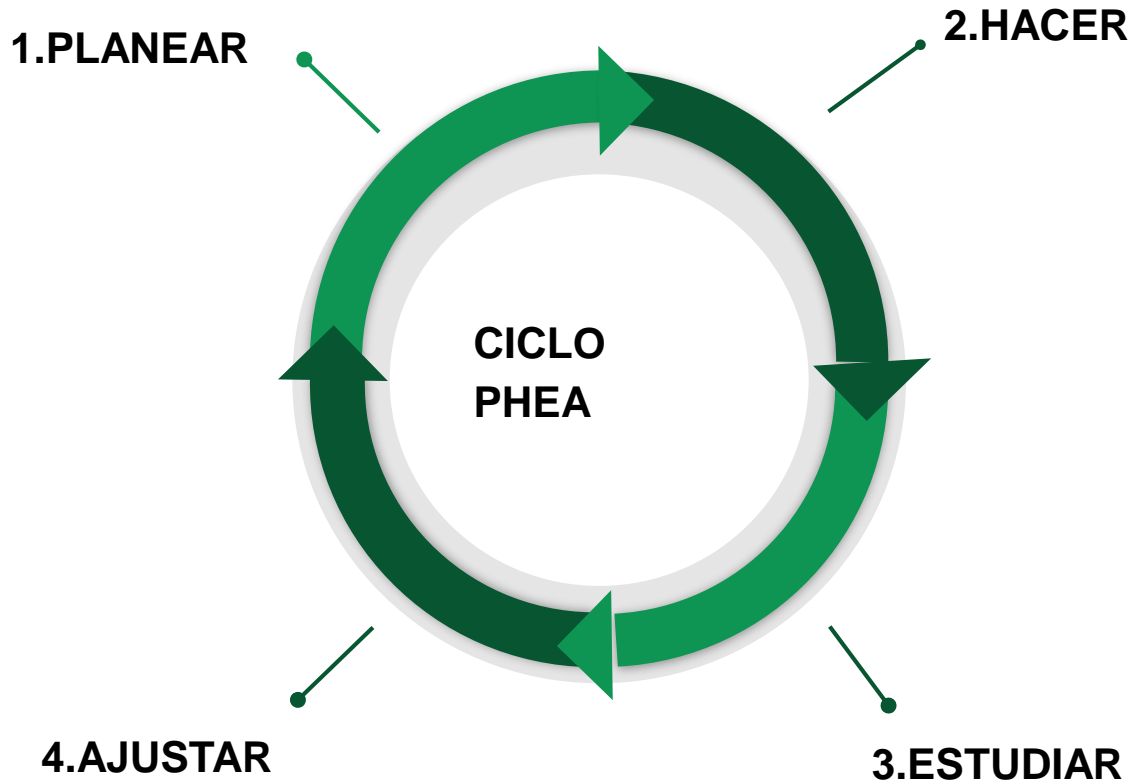| Interviews and focus groups	Number
Individual Interviews Community Improvement Team	6
Focus group leadership teams and educational eams	57
Focus group Team from Fundación Educacional Oportunidad	4
Individual interview to local and province authoroties	4
Individual interview headteachers, curriculum coordinators, kindergarten teachers and kindergarten assistants	5
Total participants	76

The School Improvement Network Un Buen Comienzo (UBC)

Network Background

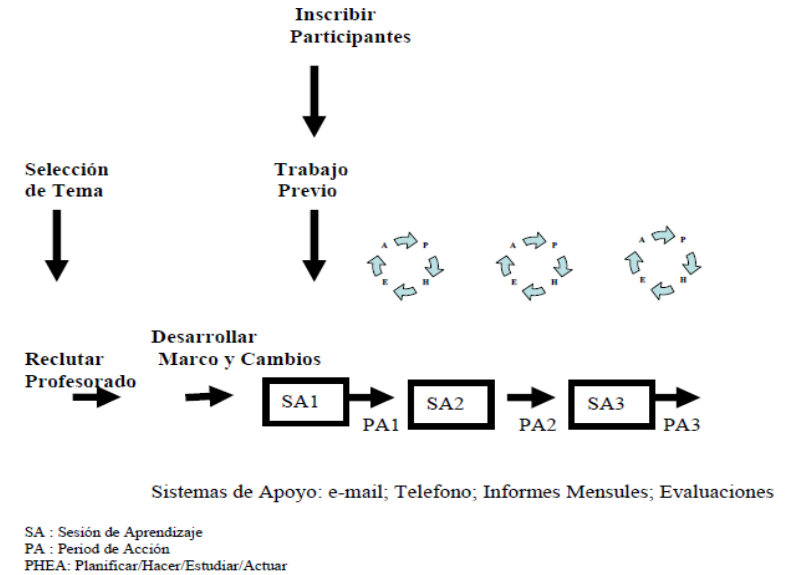Testing ideas for improvement through the PHEA Cycle

1.PLANEAR

2.HACER

CICLO PHEA

4.AJUSTAR

3.ESTUDIAR

Collaboration Model

Inscribir Participantes

Selección de Tema

Trabajo Previo

Reclutar Profesorado

Desarrollar Marco y Cambios

SA1 → PA1 → SA2 → PA2 → SA3 → PA3

Sistemas de Apoyo: e-mail; Telefono; Informes Mensules; Evaluaciones

SA : Sesión de Aprendizaje
PA : Period de Acción
PHEA: Planificar/Hacer/Estudiar/Actuar

Diagrama conductor

Maximización del tiempo instruccional

Meta: Que todas las salas logren un promedio de 60 minutos o más de actividades instruccionales de lenguaje por día, al menos 4 meses del año.
Indicadores: Tiempo dedicado a actividades instruccionales de lenguaje por día (minutos).
Instrumento: calendario, auto-reporte de las educadoras.

Objetivo
¿Qué queremos lograr?
Aumentar los niveles de logro en vocabulario, comprensión oral y escritura en la evaluación de lenguaje 25% (Marzo – Junio) y otro 15% (Junio – Noviembre). Ningún niño/a logrará menos de 70% al fin de año. Indicadores: Porcentaje de logro evaluación Lenguaje

Interacciones efectivas

Meta: Lograr un nivel medio (4) o más en cada dominio del CLASS: en apoyo emocional, organización del aula, apoyo pedagógico, cada mes. Ninguna sala termina con menos de un 4 en apoyo emocional y organización del aula, y un 3,25 en apoyo pedagógico.
Indicadores: puntajes CLASS.
Instrumento: pauta de observación CLASS.

Asistencia permanente de los niños y niñas

Meta: Disminuir el porcentaje de niños que faltan 2 días o más en la quincena con respecto a los datos de 2014.
Indicador: número de niños que faltan dos o más días en una quincena.
Instrumento: planilla registro asistencia.

Communities, Schools, and Clasrooms of the UBC Improvement Network

	2018	2019	2020
Communities	13	11	9
Schools	60	84	104
Classrooms	79	109	162
Educators (Nursery technician	148	216	356
Headteachers and Curriculum Coordinator	118	158	188
Children	1632	2805	4123

Network adaptations during the pandemic (2020)

It is maintained

- Continuous Improvement Methodology (PHEA)
- Collaborative instances: Community meetings, learning session, meetings between Community Improvement Teams
- Meetings between the Foundation's network coordinator and the Community Improvement Team.
- Professional training.
- Survey of perception of network functioning

Main changes

- Instances of virtual meetings at the community (municipal level) and intercommunal level
- Work is prioritized around the needs of the schools in each community, postponing the work based on the Conductor Diagram.
- The "Community Meeting Observation Guidelines" commissioned by the Community Improvement Team emerge.
- Assistance and communications teams are developed.

Findings

Components of UBC Improvement Network

Purpose: Refers to the collective goal that the network builds and seeks to achieve during its operation. (Chapman y Hadfield, 2009; Rincón Gallardo y Fullan, 2016)

Continuous Improvement: promotes the acceleration of school improvement through collaborative work based on a systematic evaluation of leadership practices and pedagogical practices. (Delgado, 2018; Institute for Healthcare Improvement, 2008).

Culture of collaboration: Collaboration is essential for networking, it implies that there is a commitment to work together. Exchange of resources, experiences and practices. (Chapman & Muijs, 2013)

Professional capital: Capacity building, composed of human capital, social capital and decision-making capital. (Hargreaves and Fullan, 2012; Shirley, 2016).

Depth: It implies a transmission of the knowledge elaborated in the network to the schools or educational units. What happens in network meetings contributes to the integral development of children. (Pino-Yancovic y Bruna, 2020).

Purpose

- The purpose is clear and precise. It is adapted at the communal level and at the school level by the different communes.

- In some communes it is perceived as externally defined.

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"There's a network purpose that's like UBC ... We have as a purpose at the communal level and also each school that makes up the network has its purpose, but they all have to do with the same thing." (Focus group management teams)

Continuous Improvement
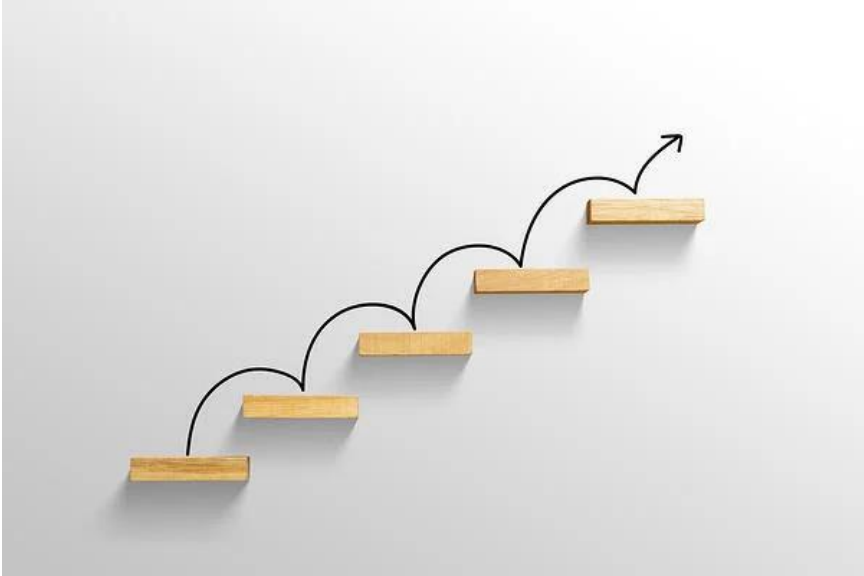
- Key theoretical and methodological framework.

- Emphasis on learning based on testing and using data.

- In the network, in schools and as an identity element for members

"The work of continuous improvement, the methodology of continuous improvement, has been very strong. There is a circle called PHEA, Plan, Do, Study and Adjust, that allows us to make small changes and then take them on a large scale and gives very good results, and always measuring (...) what is not measured can not be improved, and we learned that quite practical and it has served us a lot (...) any situation we have to do based on data because the eye deceives sometimes. " (Focus group management team)

Culture of collaboration in the UBC Network

Emergent/irregular: Exchange of strategies, successful and difficult experiences.

Collaborative culture: visits between schools and co-construction of tools for work in the classroom and / or in school communities.

"But yes, I also have experience of saying, oh, you know this didn't work out for me. And I think it is clearly trust as they say, it is trust to whom one is going to say "hey, you know that this did not work for me and I do not know what to do", and the colleague tells you "you can do this", or help you or support you (...) to say now, this costs me and I can not do it, and consider the opinion of the colleague to support us, as the Sala team." (Focus group educational team)

Professional Capital Development

- **Human capital** knowledge, attitudes and skills developed during vocational training

  - Continuous Improvement Methodology: Data analysis in decision making and PHEA Cycles.
  - Learning language strategies in educational teams.
  - Reflective and critical skills: Systematic evaluation of the school day.
  - Observation and feedback of classroom pedagogical practices.

Professional Capital Development

- **Social capital** relationships of trust based on cooperation and reciprocity to achieve the purpose of the network.

   "Also the fact of changing the look of the observation of classes, of going to observe a class with a certain focus and where the observed is invited to look for what their greatest strengths are and what is, let's say, the point that would improve what they executed or did within the classroom. So there is a very strong change of view also in what is class observation" (Interview member of the Community Improvement Team)

Professional Capital Development

- **Decisional capital** capacity and opportunity of teachers to use their experience and professional judgment for decision-making in matters of their practice.

"But what I understood was that from the driving diagram and the plan they gave us, the communal plan, we had to generate activities. But there were already themes. Within that we still wanted to be a little rebellious and we wanted to create our own themes. And in fact we are going to work on a theme with the network, which has to do with addressing special educational needs"
(Focus group management team)

Depth

- Attendance of boys and girls: The number of children attending classes increases.
- Benefits for children: Enrichment of verbal expression, creativity and reduction of fear of error in the school day.
- Achievements in boys and girls: Increase in vocabulary, fluent reading and reading comprehension in boys and girls.

"When I took over for the year 2018, 2019, we made a diagnosis and realized that the children who were in the program had a much higher state of progress than the rest of the children. And we certainly attribute it to this support from UBC. This came to confirm the support of UBC, of the foundation for us, because in 2019, 2020, the Quality Agency determined that the best evaluated schools in the commune, raising them from condition, taking them out of the condition lower middle section, and raising them to the middle section, with very few points to miss to reach the autonomous degree (...) (Chief DAEM Interview)

Quantitative
Study

Instrumentos de UBC para medir y observar los logros de la Red

En rojo los utilizados en este estudio

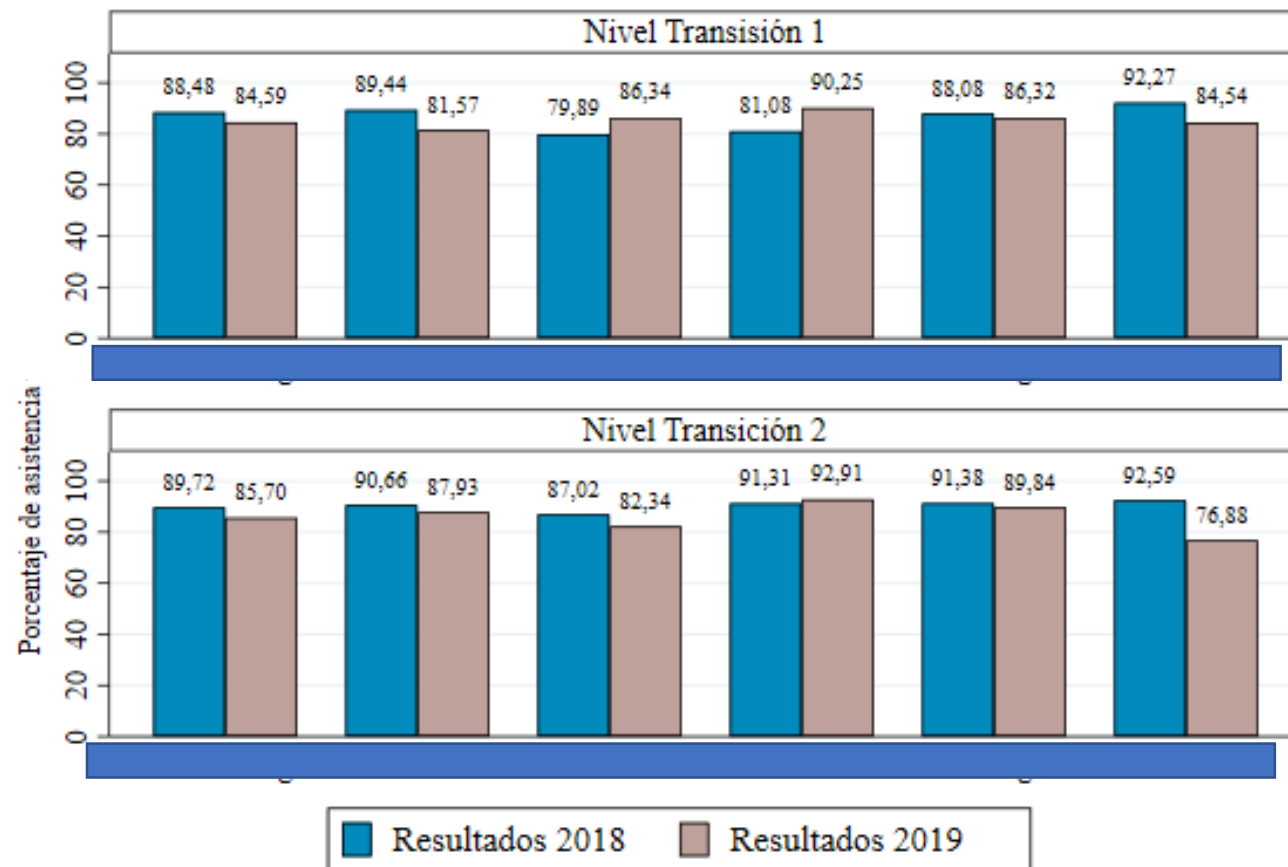| Tools for studying the achievements of the UBC Network	Application actor	2018	2019	2020
Internal language assessment	Children	Si	Si	No
Effective Interactions (CLASS)	Educational teams	Si	Si	No
Instructional Time (Stallings)	Educational teams	Si	Si	No
School attendance	Children	Si	Si	No
Questionnaire for monitoring the operation of the Network	Network participants (management teams, educational teams, community leaders)	No	No	Si
Internal frequency data activities UBC Driver Diagram	Frequency of application of strategies by the educational team	Si	N/A	N/A
Dynamic observation patterns community meetings	Guideline is applied at each communal meeting	No	No	Si

Additionally…

- Rotation of educational teams in the establishment.

- A partial correlation analysis was developed to know a possible relationship between the time of participation in the UBC program with the level of achievement of these six communes in 2019 - during their participation in the UBC Improvement Network.

Average attendance percentage of boys and girls per community.
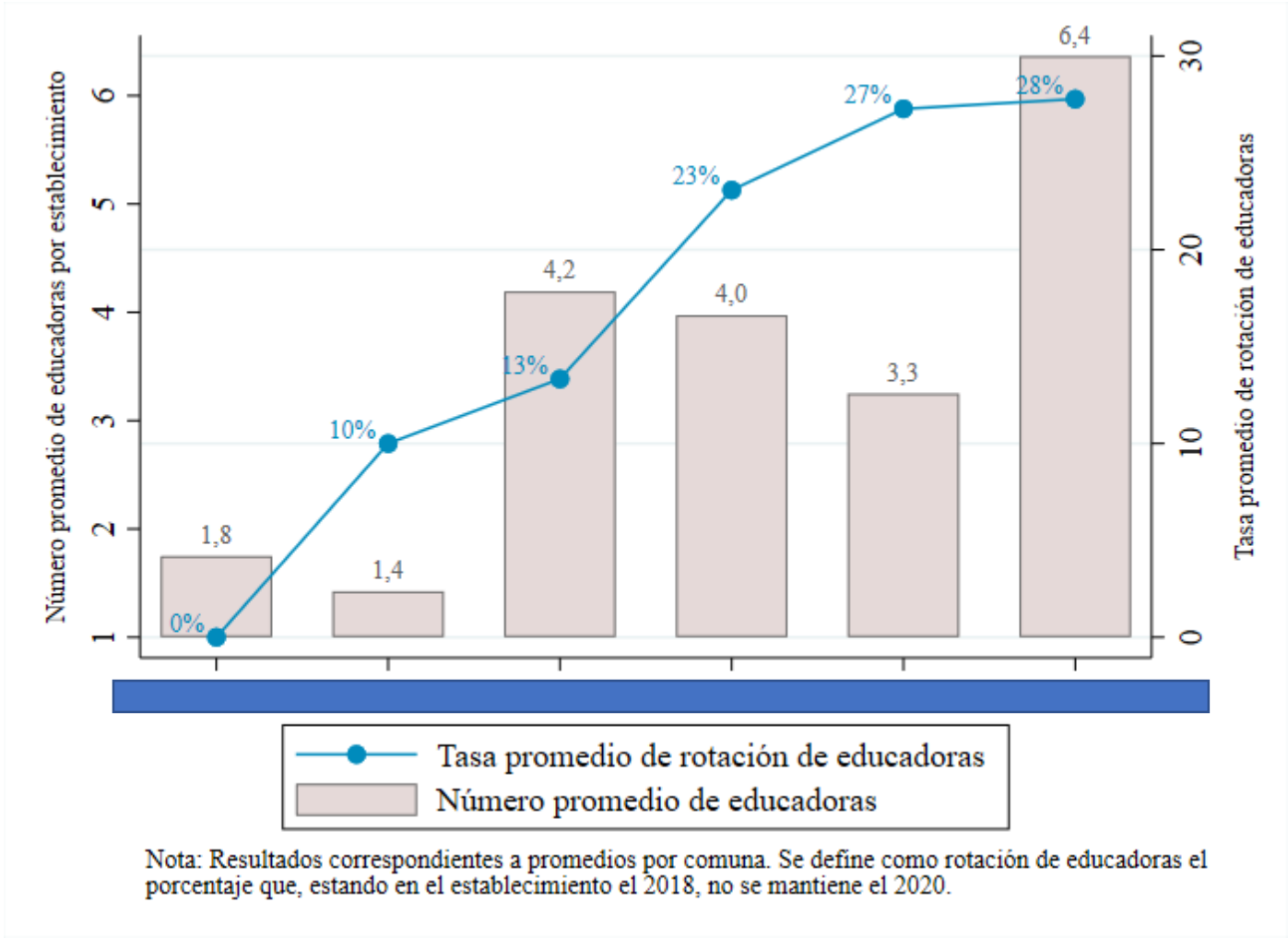
Results of 2018 and 2019.

Rotation of educators by commune.

Results 2018 regarding not being present in 2020.

30% National Rotation Mean (2018)

Nota: Resultados correspondientes a promedios por comuna. Se define como rotación de educadoras el porcentaje que, estando en el establecimiento el 2018, no se mantiene el 2020.

Análisis Cuantitativo

The descriptive statistical analysis is consistent with the participants' report, where very favorable results can be detected with children.

As for the percentage at the Advanced level in language results shows very positive results and does not vary to a greater extent between the communes, highlighting some cases (example 74% and 80% in 2018 and 2019, respectively).

The situation in NT2 shows even better results, with improvements observed between 2018 and 2019 (in three communes).

There are no significant differences in the percentages of boys and girls who are in initial level and level advancing in 2019 between schools that entered the UBC Program in different years, both in NT1 and NT2.

Good results in average attendance. Nevertheless, in four communities 50% of children – NT1 and/or NT2 attended less than 90% of the days in 2019.

Strengths, weaknesses and opportunities

Strengths

- Focus on children's learning

- Commitment to Continuous Improvement

- Peer Learning (Community Improvement Teams)

- Collaboration and trust

- Leadership practices (downward and sideways)

- Development of professional capital (maintained in the commune)

- Network depth

Debilidades

Participants with little influence on objectives. Previous evidence in SLEPs warns of sustainability risk from this approach

There is no evidence of upward leadership (sustainability)

There is no clear follow-up to the capacity development of the Community Improvement Teams

Limited information on the operation of the network (few responses in certain communes, and in some there is no information)

There is no distinction between the Program and the Improvement Network (warning for sustainability)

•The perception of positive results is homogeneous, but the statistical data are more heterogeneous

Opportunities

Purposes and objectives could be modified or resignified

In a context of distance learning during socio-educational crisis, the elaboration of local objectives is particularly relevant.

Facilitate that the learnings of the UBC Improvement Network do not arise only or mainly from the training provided by the Foundation (take advantage of the network).

Alternative measurement instruments for the pandemic context.

Strengthen links with intermediate-level agents (Sustainability).

Muchas Gracias

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