

Chile - Tensions of Teachers' Professionalism during (and after) Covid-19 Crisis in Chile

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Issue

How the new public management (NPM) educational policies, that encourage external supervision and control, were challenged by the pandemic considering teachers' educational responses to covid-19?



Context

COVID-19: School closures and transition to remote teaching during 2020 and most of 2021 school years.

Ministry data showed 71% of schools provided printed material to students, 54% employed Ministry's web platform for remote teaching.

NGO survey showed 50% students had occasional or no access to Internet at home and 63% reported lack of contact with their teachers.

Educators and families struggled to continue with the educational process, while dealing with health and social effects of the pandemic.

Competing notions of educators' professionalism



Professional supervision

Ministry guidelines sought educators' compliance with centralized decisions and control of their work through policy instruments



Professional judgement



Educators developed local innovations to address their communities' needs and adapted their work to students' conditions to learn from home.

curriculum
priorization

project-
based
learning

social &
emotional
wellbeing

Emerging
demand for
increased
professional
autonomy of
educators

distributed
leadership

school
networks

