

TODOS
POR
CHILE



INITIAL TEACHER TRAINING

Ministry of Education

April 2016





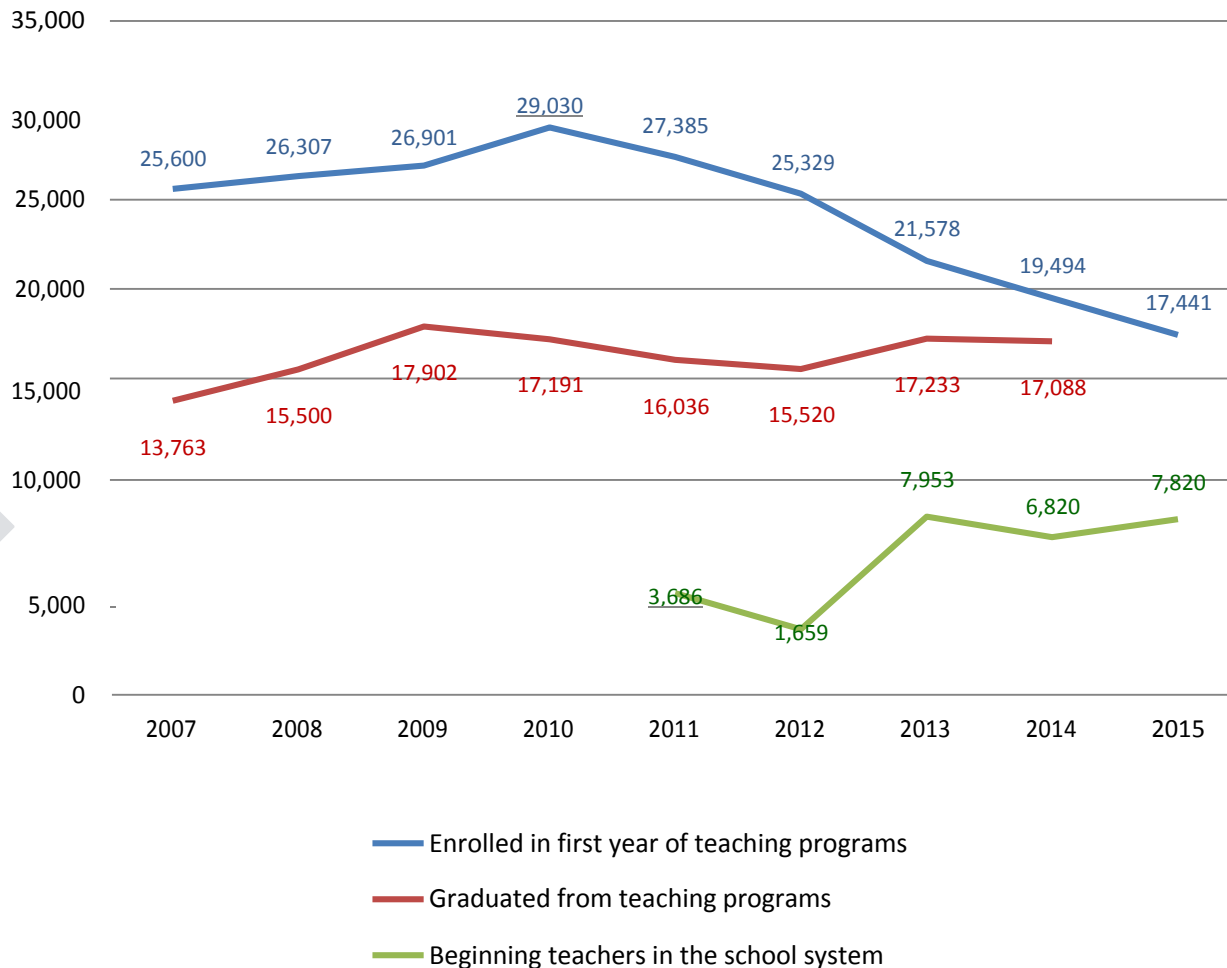
Background

Characteristics of the Chilean System of Initial Teacher Training (ITT)

- More than 86,000 students of education
- 55 universities offering initial teacher training programs: 15 State universities, 40 private universities (10 without institutional accreditation). Additionally, there are 14 Professional Institutes closing their teaching programs (more than 8,000 students).
- In 476 different programs (352 accredited); 1141 programs if campuses and modalities are counted separately (629 accredited).

Assessment of initial teacher training in Chile

Evolution of admission and graduation from education programs, and entry into teaching practice in the school system



Source: Enrollment and graduation data from the Higher Education Information System (SIES) 2007-2015 MINEDUC; databases from Teacher Census (Teacher Suitability) 2011-2015, MINEDUC.

Beginning teachers are those that begin their practice in the same year or the year after having graduated. For 2012, teachers are considered as those who begin their practice in the same year or the year after having graduated.

History of initial teacher training policy

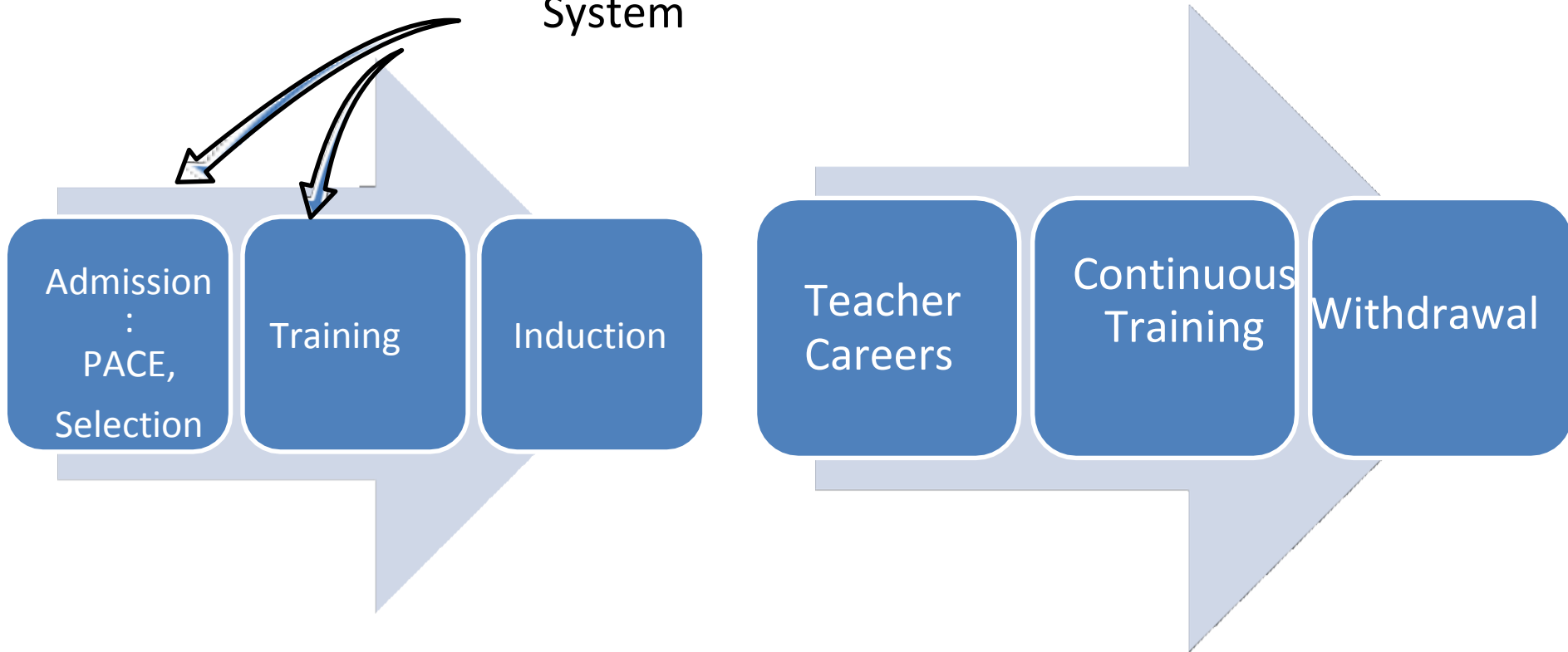
- 1997-2002: Initial Teacher Training Strengthening Program (FFID) → Development of Standards and curricular redefining in 17 universities.
- 2004-2010: Higher Education Improvement Program (MECESUP-2) → agreements with some universities for curricular reworking
- 2010-2014: INICIA program → Development of Guiding Standards for graduates of teaching programs and voluntary diagnostic assessment.
- 2016-2017: Teacher Professional Development System → **Systemic policy of Initial Teacher Training**



Initial Teacher Training in the Teacher Professional Development System

Initial Training in Teacher Professional Development Policy

Initial Teacher Training System



OBLIGATORY ACCREDITATION

- All teaching programs (leading to an education degree) must be accredited and offered by accredited universities.
- Academic programs that lose accreditation are supervised by CNED for a certain length of time; if they are unable to regain accreditation, they are closed.
- Requirements for ITT academic program accreditation:
 - Training processes that are consistent with graduation criteria, as well as pedagogical and disciplinary standards.
 - Relation with the education system.
 - Academic body, infrastructure, and equipment.
 - Continuous improvement of results (from diagnostic assessments).
 - Implement admission requirements.
 - Apply diagnostic assessment (when beginning the academic program and one year after graduation).

ADMISSION TO ITT

- Increase selectivity in admissions for all teaching careers, moving towards 30% improved academic performance.
- Consider National University Selection Exam (PSU, indicator of national performance) and grade ranking of the student in their school (indicator of local performance).
- Accompaniment and Effective Access to Higher Education Program (PACE).
- Meeting specific admission and enrolment requirements is a condition for programs to be accredited.

PEDAGOGICAL AND DISCIPLINARY STANDARDS FOR ITT

They explain and define the group of skills, knowledge, and attitudes that each teaching career or program must develop in students of education during the university training process.

Pedagogical Dimension

This addresses elements that are common to all educators according to the teaching format. It includes elements that transcend the disciplinary field, such as general principles and strategies of classroom management and organization, knowledge of personal and social child development, elements about the school culture, and professional ethics and undertaking.

Disciplinary Dimension

This considers knowledge of a subject area and ways to create this knowledge, the comprehension of links between the subject and the curriculum, and finally, the specific forms of teaching, learning, and assessment of the subject.

ITT DIAGNOSTIC ASSESSMENTS

The challenge is finding a method of comprehensive assessment for training processes.

First Diagnostic Assessment

Developed and applied by universities to first year students.

Emphasis on preconceptions about teaching.

Second Diagnostic Evaluation

Developed and applied by CPEIP to students in their second-to-last year. Based on Pedagogical and Disciplinary Standards.

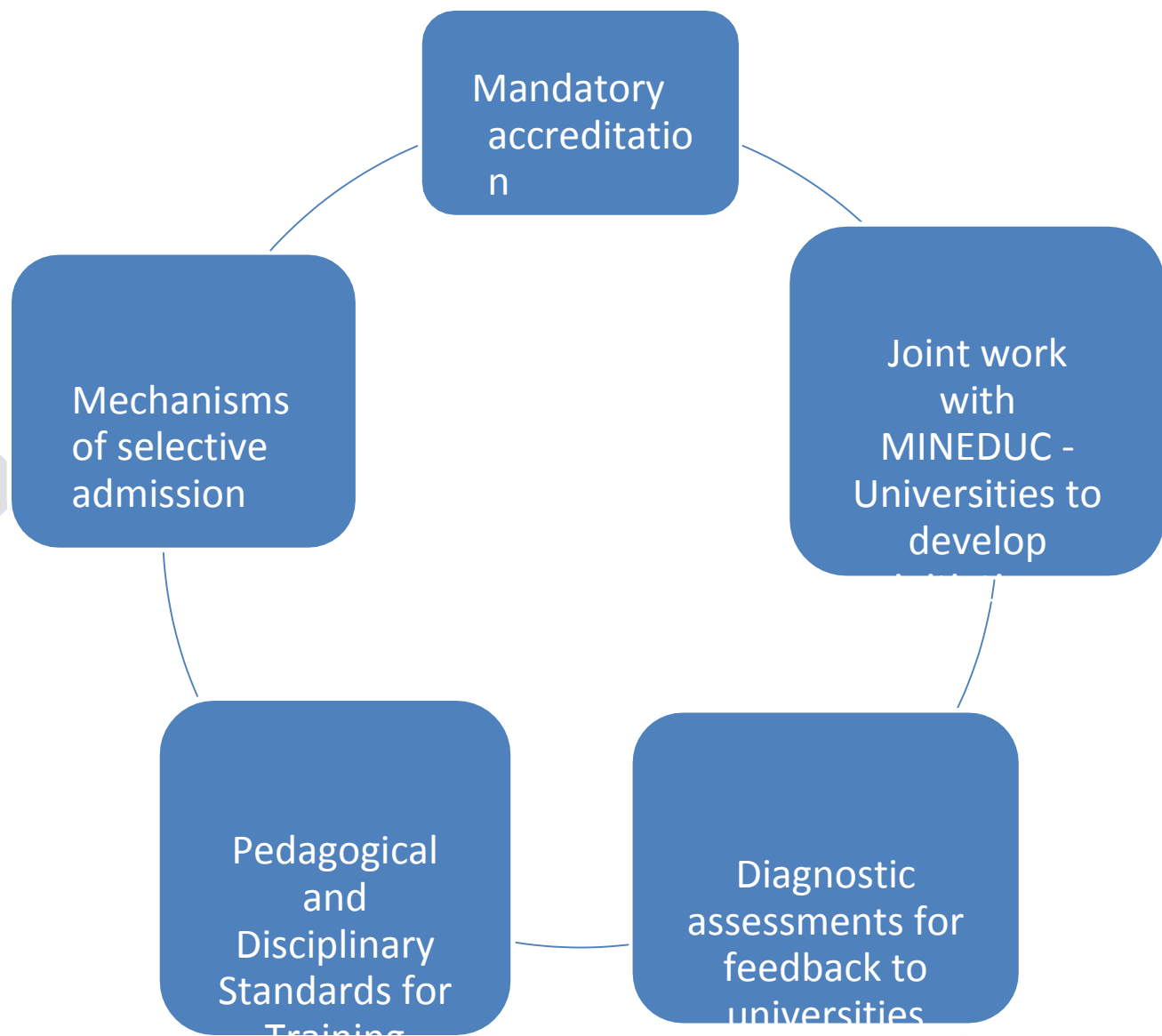
Set of tools to measure pedagogical and disciplinary knowledge and the teaching of subjects. Includes open-ended question instruments and multiple choice instruments.

WORK WITH UNIVERSITIES

Collaboration between CPEIP and universities for strengthening of ITT.

- Work groups on gender in ITT. National Meeting of Stakeholders in ITT.
- Work with different Teacher Trainer Networks of various topics:
 - Special Education
 - Rural Education
 - ITCs

INITIAL TEACHER TRAINING POLICY



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