

TODOS
POR
CHILE



Teacher Professional Development System

Law N° 20903

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THE GOAL OF OUR REFORMS



3,271,844 students in state-funded schools

1,290,770 in municipal schools (36.4%)

1,935,222 in state-subsidized private schools (54.5%)

45,852 in delegated administration schools (1.3%)

435,625 children in state-funded kindergarten and day care centres



203,363 educators and teachers in the public and state-subsidized private sector

98,418 in the municipal sector

102,696 in the state-subsidized private sector

2,249 in delegated administration schools

7,885 teachers in State-funded kindergarten and day care centres



11,409 public and state-subsidized private schools

5,279 municipal schools

6,060 state-subsidized private schools

70 delegated administration schools

MILESTONES OF THE PROCESSING OF LAW N° 20903

- **April 21, 2015** → President Bachelet sends the Project created by the TPDS to Congress.
- **June 2015** → A tripartite committee is created between the Executive branch, deputies of the Education Commission, and the Teachers Association.
- **June 2015** → Government accepts the agreements of the tripartite committee. Reworking of original project.
- **January 28, 2016** → Project is approved by Congress with widespread agreement in all sectors, both in the Senate as well as the Chamber of Deputies.
- **March 4, 2016** → The law is enacted by President of the Republic.
- **April 1, 2016** → The law is published in the Official Journal.

GOALS OF LAW N° 20903

General

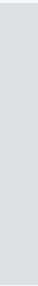

- Recognize teaching as a highly complex and challenging profession, and support its practice by increasing its value for future generations, while understanding the decisive mission that the profession holds in society.
- Contribute to the creation of an inclusive system, in which quality education is a right for all.

Specific

- Promote and guarantee quality Initial Teacher Education.
- Strengthen teacher professionalism.
- Accompany teachers throughout their career.
- Create a new model of in-service training, linked to school area.
- Encourage collaboration within the system and the development of learning communities at all levels.

TEACHER PROFESSIONAL DEVELOPMENT SYSTEM

- Addresses admission to pedagogical programmes and the development of a professional career
- Substantially improves conditions for the teaching practice through a new salary scale consistent with different levels of professional development and increases in non-teaching hours.
- Creates new rights for teachers through support during the first years of practice and continuous training.
- It will benefit all educators and teachers that give classes in kindergartens, day care centres, and schools that receive funding from the State.
- The admission of schools to the system will be conducted gradually by sector.



KEYS OF THE TEACHER PROFESSIONAL DEVELOPMENT SYSTEM

INITIAL TEACHER TRAINING

For the first time, admission requirements are established for all education programmes

- 2017 → approx. 500 points on the PSU (top 50%) or be in the top 30% of grade rankings, or have passed a MINEDUC-recognized program granting access to higher education
- 2020 → approx. 525 points on the PSU (top 60%) or be in the top 20% of grade rankings, or be in the top 40% and have obtained 500 points on the PSU, or have passed a MINEDUC-recognized program granting access to higher education
- 2023 → approx. 550 points on the PSU (top 70%) or be in the top 10% of grade rankings, or be in the top 30% and have obtained 500 points on the PSU, or have passed a MINEDUC-recognized program granting access to higher education

INITIAL TEACHER TRAINING

Compulsory accreditation

- The accreditation of education programmes will be compulsory, and will be conducted by the National Accreditation Commission (CNA) according to quality criteria. Similarly, only accredited universities will be able to offer education programmes.
- Academic programmes must comply with conditions of infrastructure, academic body, improvement programs, linking agreements, and practices in educational establishments.
- Teaching and disciplinary standards approved by the National Education Council will be established.

Compulsory diagnostic assessments

- One assessment at the beginning of the programme, applied by universities with the goal of understanding the possible needs of academic adjustment of their students.
- A second assessment administered by MINEDUC at least one year before graduation. The results will be delivered to the CAN for universities to establish improvement plans, and MINEDUC will then consider them for modelling training.

INDUCTION SYSTEM FOR BEGINNING TEACHERS

- The system seeks to facilitate the entry of new teachers into the educational community and their progression during their career.
- The induction will be conducted during the first or second year of professional practice, and will last at least ten months.
- The hours intended for this process will be funded by MINEDUC.
- This process will not have an enabling character but a formative one.
- The main mechanisms employed will be mentoring, carried out by a qualified teacher trained for that purpose.
- Institutions listed as High Performance will be able to develop their own induction processes through prior agreement with MINEDUC.
- From 2017 to 2022, the system will operate gradually and will prioritize applicants.

NEW TEACHER PROFESSIONAL CAREER

- The new career offers professional development perspectives in schools and teacher networks, specific training support, and a new salary scale.
- During their careers, teachers will be able to advance in 5 Sections of Professional Development, demonstrating skills gained and teaching experiences through the Teacher Professional Development Recognition System.

Temporary level

- ❖ Access to the System

Compulsory levels

- ❖ Beginner
- ❖ Intermediate (4 or more years of experience)
- ❖ Advanced (6 or more years of experience)

Voluntary levels

- ❖ Expert I (8 or more years of experience)
- ❖ Expert II (12 or more years of experience)

NEW TEACHER PROFESSIONAL CAREER

Level information to professors that practice in State-funded schools

- On August 2, CPEIP enabled a system to deliver section information to each teacher, with which they will begin their new career.
- Sections were defined according to years of teaching experience and the current result in the portfolio tool.
- Additionally, the results of a disciplinary and teaching knowledge exam taken in the accreditation processes for AEP or AVDI assignment were considered.
- Teachers that did not have results from MINEDUC assessments are temporarily placed in the Access Section.
- The section that each teacher is placed in serves as their starting point in the New Teacher Professional Career.

NEW TEACHER PROFESSIONAL CAREER

The benefits associated with the new teacher professional career will be able to be earned by teachers when their school enters into the system:

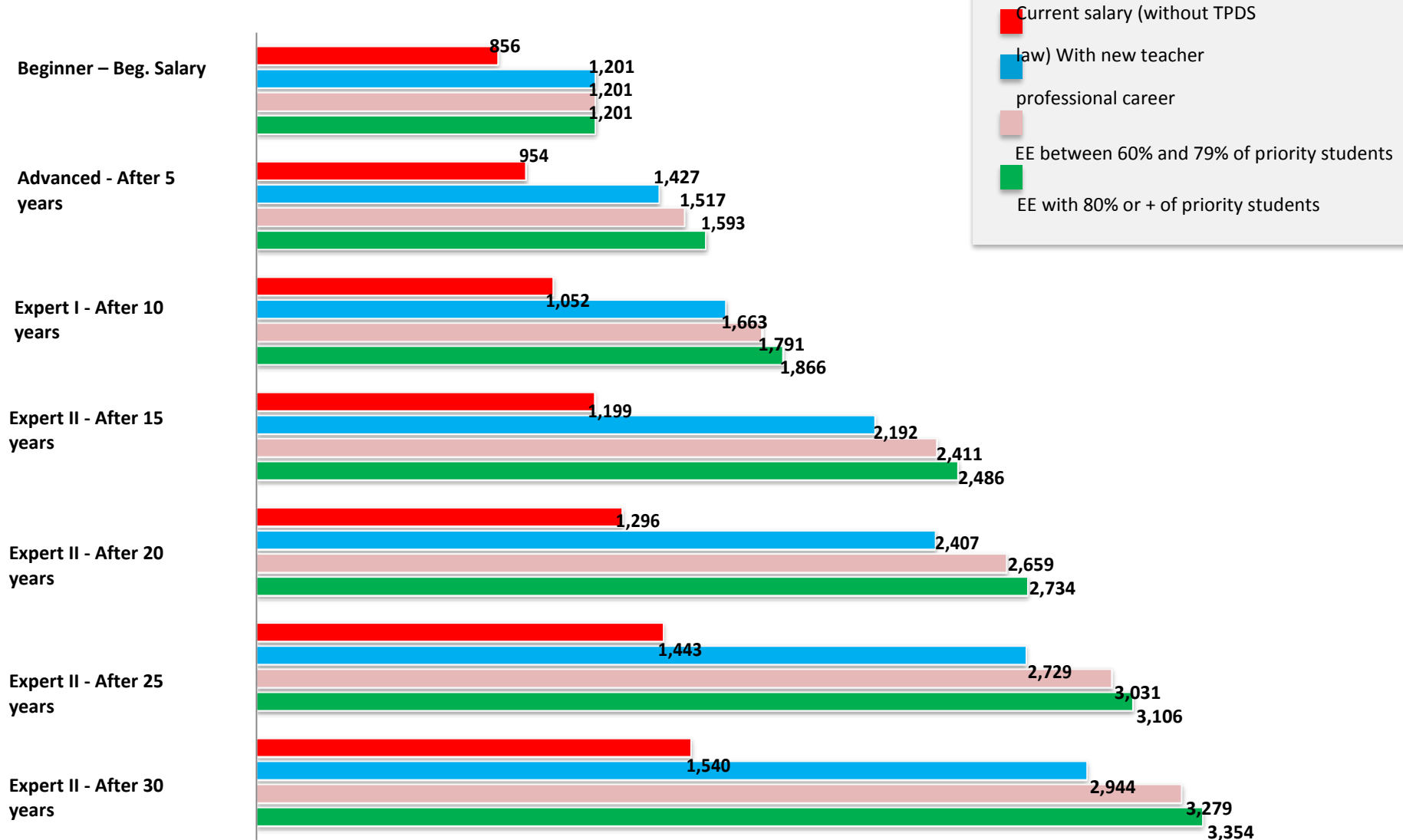
- ✓ Municipal Schools → July 2017
- ✓ State-subsidized Private and delegated Admin. Schools → Voluntary entry until 2025. Teachers will begin to participate in recognition assessment processes in 2018.
- ✓ Kindergartens and day care centres → from 2020 to 2025.

Entry into the system will mean an increase in salary for the majority of teachers, estimated at an average of 30%.

MINEDUC will ensure that no teacher suffers any loss of pay in their current salary due to the section in which they enter into the system.

EXAMPLE OF CAREERS

Simulation of a teacher that advances from the Beginner Section to the Advanced Section and that decides to continue onto the voluntary sections.



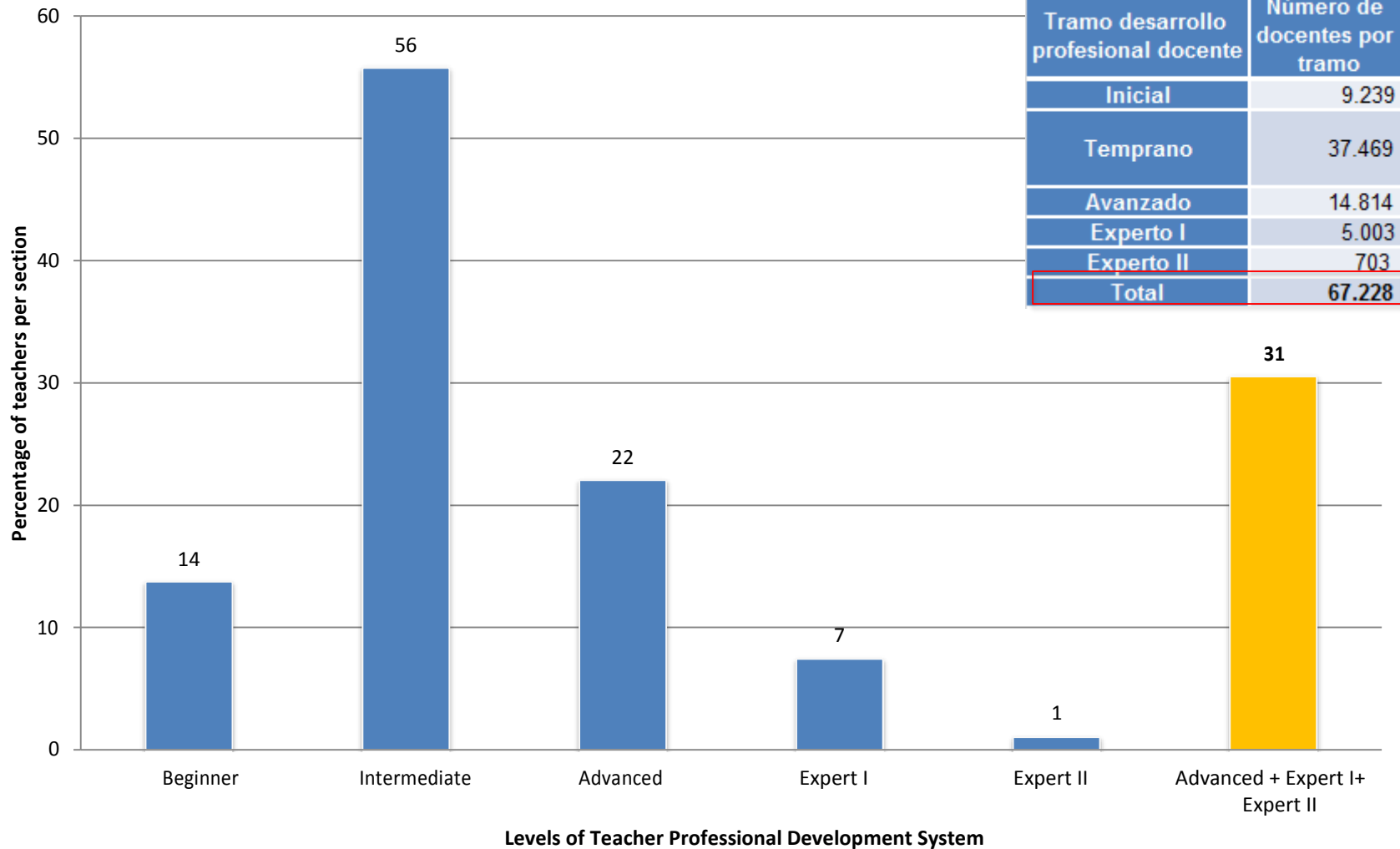
Dollar calculated in USD \$1 = 670 Chilean pesos



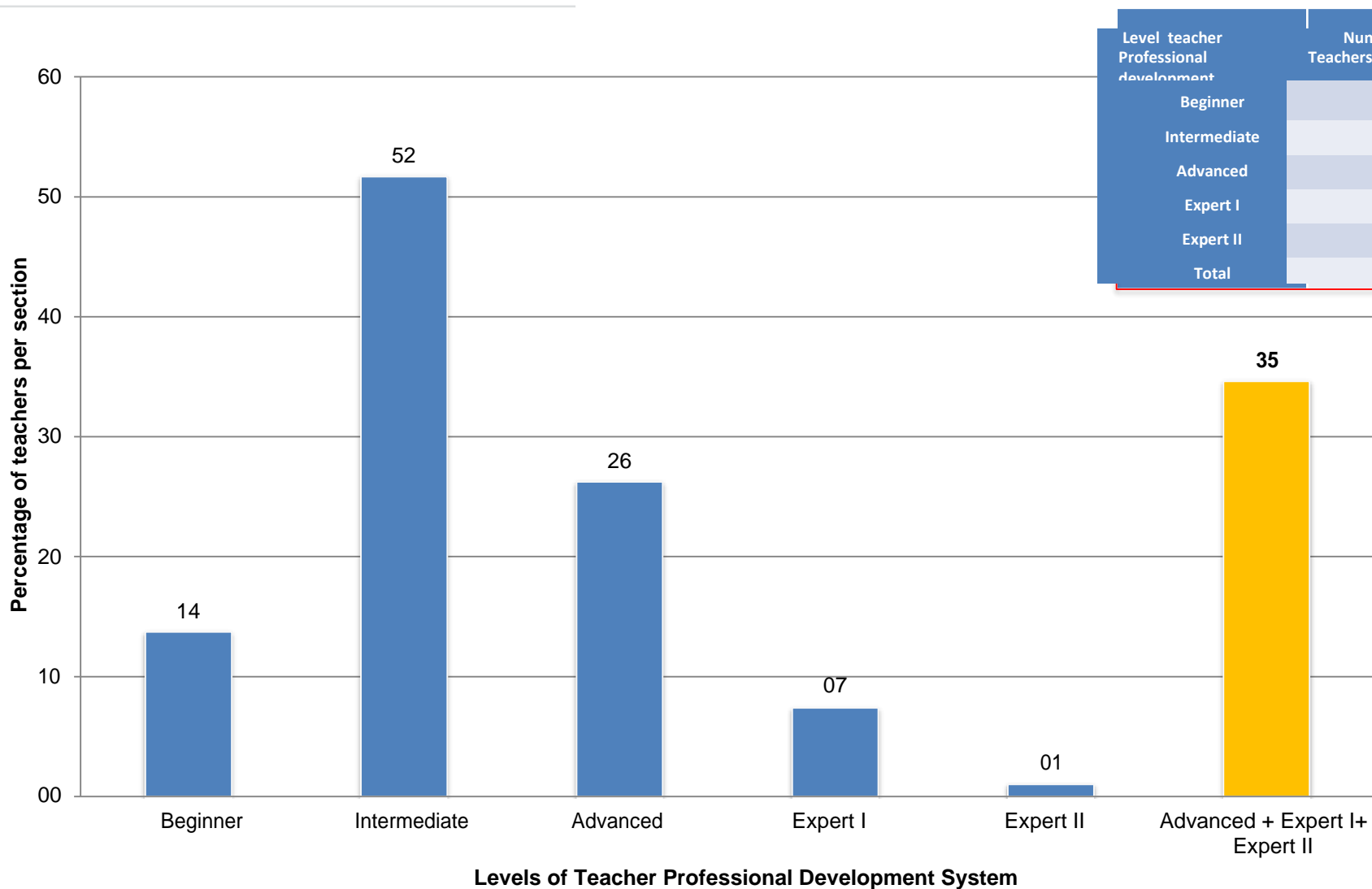
INFORMATION ON THE SECTION ASSIGNMENT PROCESS TO PRACTICING TEACHERS

Results of teachers in municipal schools with tools

(67% of all teachers in the sector)



Distribution of all teachers with tools (all sectors)



Level teacher Professional development	Number of Teachers per section
Beginner	11,181
Intermediate	42,135
Advanced	21,380
Expert I	6,019
Expert II	821
Total	80,715

TRAINING FOR STATE- GUARANTEED DEVELOPMENT

- The law guarantees free and relevant in-service training for all teachers enrolled in the Teacher Professional Development System.
- CPEIP will conduct these programs, courses, or training activities directly or through collaboration with accredited universities, or through non-profit organizations certified by the Centre, in addition to granting scholarships for these programs.
- The training offered by CPEIP will consider the professional needs of teachers and of the institution, taken from the Recognition System, Local Diagnostics, and Educational Improvement Plans.
- Local Teacher Professional Development Committees will make necessary information available to provide a relevant in-service training to sectors and schools.
- Jointly, they will encourage schools to carry out local training plans for professional development.

INCREASE IN NON-TEACHING HOURS

- Starting in 2017, all public and state-subsidized private school teachers will have more non-teaching time.
- This increase will be ensured for teaching activities and school principals must see that they are assigned in blocks.
- School subsidies will increase in 2017 and 2019, in order to finance these increases in non-teaching hours.

Gradualness

- **2017 → 5 percentage point increase (reaching 30% of contract hours).**
- **2019 → 5 percentage point increase (reaching 35% of contract hours).**
- 2019 → Professionals that teach in the first cycle in schools with a population of more than 80% vulnerable students will be able to access 40% NTH (charged to the SEP)

FIRST IMPLEMENTATION LANDMARKS

(2016 - 2017)

- New education programme admission requirements (Admission process 2017)
- Updating of the framework for Good Teaching: participation of more than 120 thousand teachers.
- Section assimilation to practicing teachers: Currently in a consultation and appeals process.
- National Recognition System launch and Promotion of Teacher Professional Development.

July 2017 → First monthly resource transfer to advocates for payment of benefits

- Implementation of new in-service training model For teachers enrolled in the System.
- Local Professional Accompaniment System: start of induction and mentoring processes.
- Application of recognition tools for professionals that work in schools with permanent SLN students (2016) and of the Technical Professional format (2017).

TEACHER PROFESSIONAL DEVELOPMENT SYSTEM FLOWCHART

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Initial Teacher Training											
ITT admission requirements	500 PSU or top 30% or Access Programme recognized by MINEDUC (RAP)				525 PSU or top 20% or 500 PSU + top 40% or RAP			550 PSU or top 10% or 500 PSU + top 30% or RAP			
ITT diagnostic assessment	Obligatory application to all education students in the twelve months before graduation										
Compulsory accreditation of programmes				All education programmes must be accredited in order to allow student enrollment.							
ITT standards	Development of new standards and CNED approval			Publication and dissemination of new standards							
New professional career											
Induction for new teachers											
Induction processes	The system will function gradually and will prioritize applicants						Universal for all teachers that are admitted to EE affiliated with the system				
Mentor training	567 mentors	Continuous training of mentors in all regions of the country.									
Transition of entry into TPDS											
Public sector	Categorization	Active career									
State-sub.priv. sector and delegated adm.				Voluntary entry of schools						Total entry	
Kindergartens and day care centres					Gradual entry				Total entry		
New payment scale											
Professional Recognition Bonus raises for those affiliated with the career (starting July 2017)											
New section assignment for those affiliated with the career (starting July 2017)											
New Recognition Assignment for Teaching in schools with a high concentration of priority students, for those affiliates with the system (starting July 2017)											
Non-teaching hours (NTH)											
Currently 25%	30% NTH	35% of non-teaching hours									
In-service training											
Creation of local TPD committees	32 constituted	42 constituted	42 local Teacher Professional Development committees in operation								
New Certification system	Transition	Implementation of new CPEIP course and teacher Professional Development certification system									
In-service training for TPD	Transition	Implementation of new Local Teacher Development strategy									

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