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Организация  
Объединенных Наций по  
вопросам образования,  
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Educación  
2030



# Continuous training for Teacher professional development

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Learning and Teaching in the  
Education 2030 Agenda

Santiago - Chile  
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STATE-  
GUARANTEED  
IN-SERVICE  
TRAINING  
LAW N° 20903

Two new rights for teachers:

- **Support during the first two years of teaching.**
- **Continuous training.**

**Free and relevant** in-service training for all teachers.

Encourage training institutions to carry out **local training plans** for their teachers' professional development.

STATE-  
GUARANTEED  
IN-SERVICE  
TRAINING  
LAW N° 20903

- In-service training must consider the **professional needs of teachers and of the school**, taken from the **Recognition System, Local Diagnostics**, and **Educational Improvement Plans**.
- **Encourage progression in the system's levels**, proposing that teachers reach **at least the advanced professional level**.

# FOUNDATIONS OF IN-SERVICE TEACHER PROFESSIONAL DEVELOPMENT



## DEFINITION TEACHER PROFESSIONAL DEVELOPMENT

A training process established by law that **enriches teaching skills** and enables a more complex understanding of the profession; it is the **development or updating** of the abilities to think, plan, and act with **children, youth, and teachers** in every stage and aspect of a teacher's life.

(National Teacher Policy, 2014)

## CHARACTERISTICS OF THE NEW TPD



- Localised
- Collaborative (in network)
- Transformative
- Synergistic



# LOCALISED TEACHER PROFESSIONAL DEVELOPMENT

Move forward with in-service

training that is responsive to **centralized**

**demands** made by **external agents**, and that is an

**occasional** complement to continuous professional

development that considers the **needs of teachers** and of

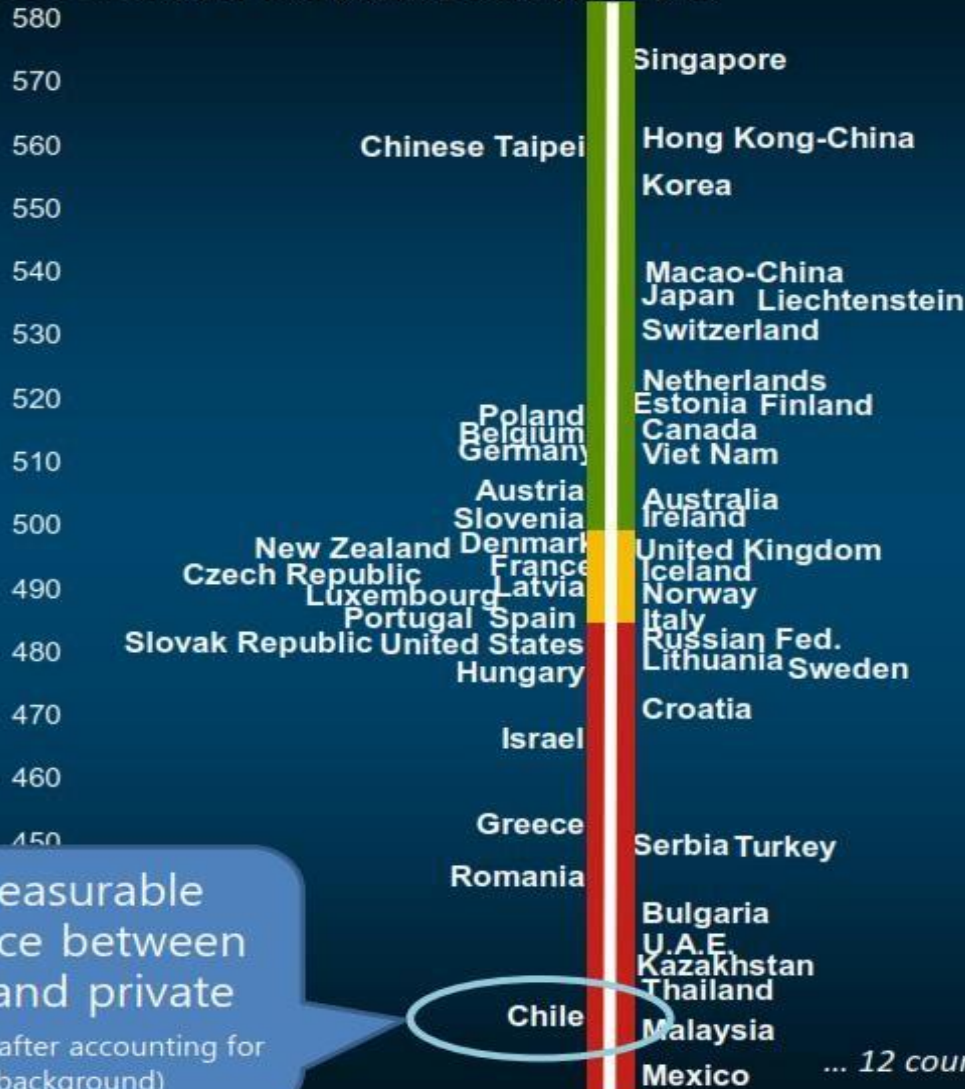
**schools in their regional uniqueness.**



# Student performance

## High mathematics performance

Mean score ... Shanghai-China performs above this line (613)



Average performance of 15-year-olds in

Mathematics

Fig I.2.13



No measurable difference between public and private schools (after accounting for social background)



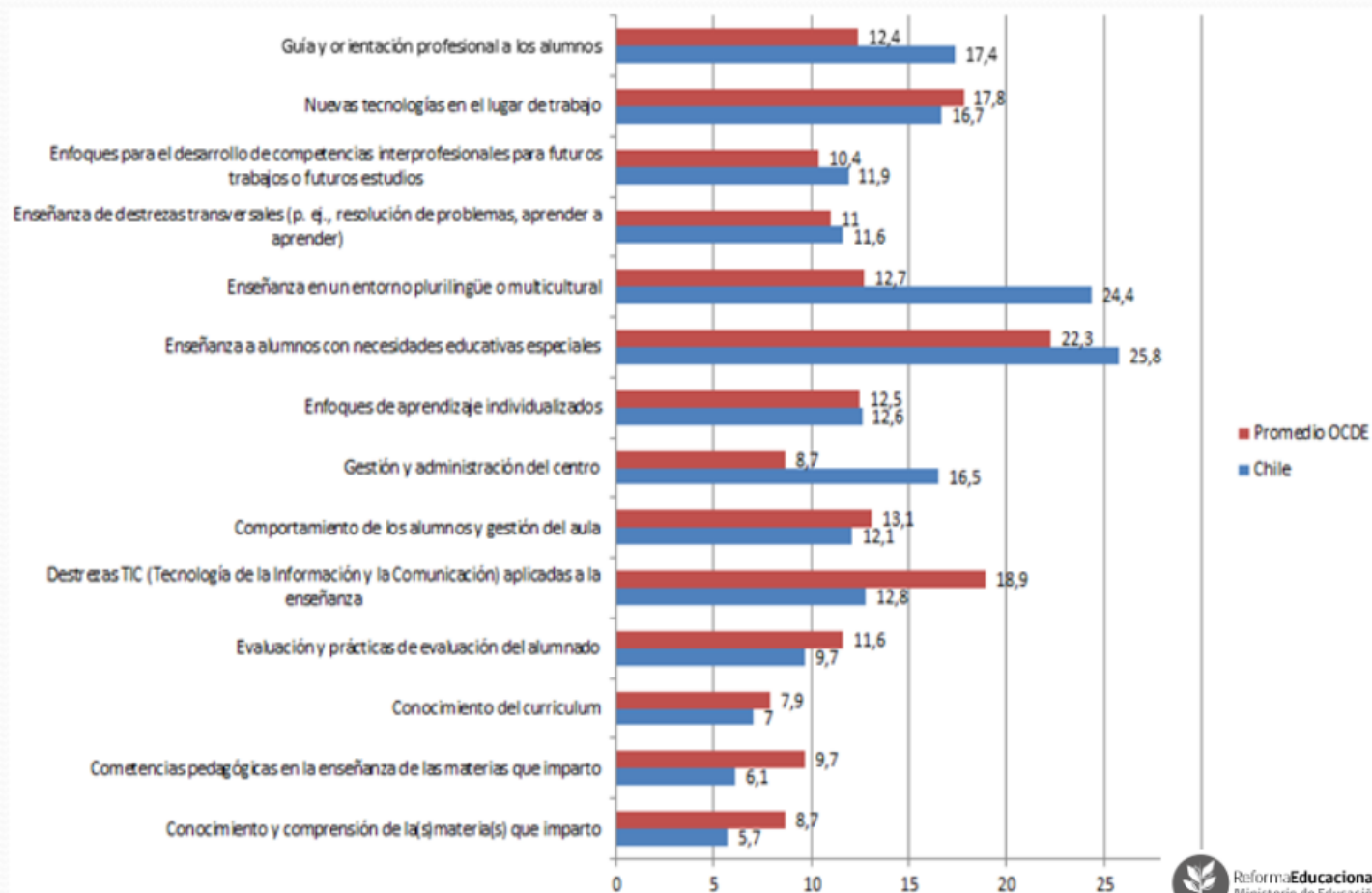
... 12 countries perform below this line

## Low mathematics performance



## Professional development needs. Teacher opinion (Talis, 2013)

### Necesidades de desarrollo profesional. Opinión docente (Talis 2013)



## Skills that Chilean teachers emphasize most in their assessments versus those that are demonstrated by students (mathematics)

Skill	% in exams year 4 (Chilean teachers)	% in TIMSS exam year 4	% in exams year 8 (Chilean teachers)	% in TIMSS exam year 8
Knowledge management	53	20	67	15
Use of concepts	23	20	7	20
Problem solving	19	40	19	40
Reasoning	5	20	7	25

## LOCALIZED TEACHER PROFESSIONAL DEVELOPMENT

### TALIS 2013 - teacher practices and development

- Little in-class interaction, difficulties in encouraging inquiry, critical thinking.
- Work that is isolated from teacher ... Improvement as well.
- The greatest challenge is addressing classroom diversity, but very few development actions to accommodate, for example, SEN.

### UNESCO/OREALC 2014

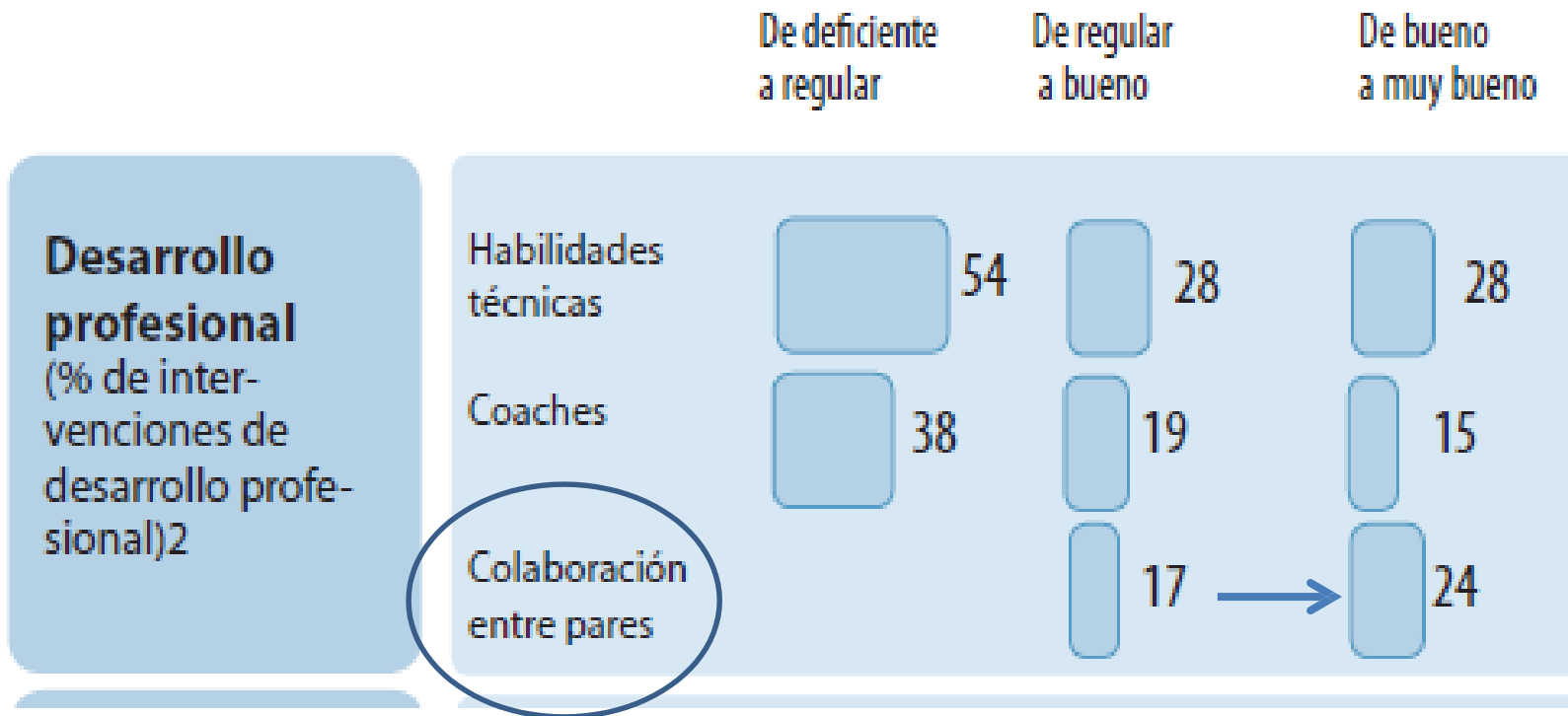
- Available training is characterized by “models, designs and processes frequently distanced from the interests, contexts, and environments of individuals.”

# COLLABORATIVE TEACHER PROFESSIONAL DEVELOPMENT



Boost **teaching leadership** training that strengthens and increases teacher human capital, and that drives **collaborative learning** through **professional dialogue** that **changes practices**.

# TPD Interventions on the path to improvement



McKinsey Report, 2010.

*“As systems improve, there is greater trust in collaboration between colleagues than external training for development.”*

## COLLABORATIVE TEACHER PROFESSIONAL DEVELOPMENT

Teacher retraining must promote **collaborative work**:

- In schools
- Between schools in the same area.
- Between schools in different areas.





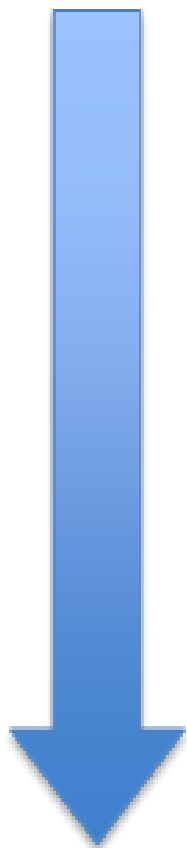
# TRANSFORMATIVE TEACHER PROFESSIONAL DEVELOPMENT

Modelos	Propuesta de Modelo
Modelo de Entrenamiento Modelo de Certificación de Competencias Modelo de Déficit Modelo de Cascada	Transmisión 
Modelo de estándares basales Modelo de <u>Mentoría</u> /Inducción Modelo de Comunidades de Aprendizajes	Transición
Modelo de Investigación Acción Modelo Transformativo	Transformativo 

Models of Teacher Professional Development (Kennedy 2005)

In various formats suitable for local requirements through training path models

# TRANSFORMATIVE TEACHER PROFESSIONAL DEVELOPMENT



DPD CPEIP	Modelo de DPD de Kennedy	Modelo de Conocimiento de Cochran-Smith, M., & Lytle, S. L.	Informe McKinsey 2010
Oferta Programática	Transmisión	Conocimiento para la practica	Asegurar conocimientos mínimos de los docentes
Oferta Situada	Transición	Conocimiento en la practica	Asegurar conocimientos en la practica
Investigación acción	Transformación	Conocimiento de practicas	Aprendizaje entre pares



SYNERGISTIC  
TEACHER  
PROFESSIONAL  
DEVELOPMENT

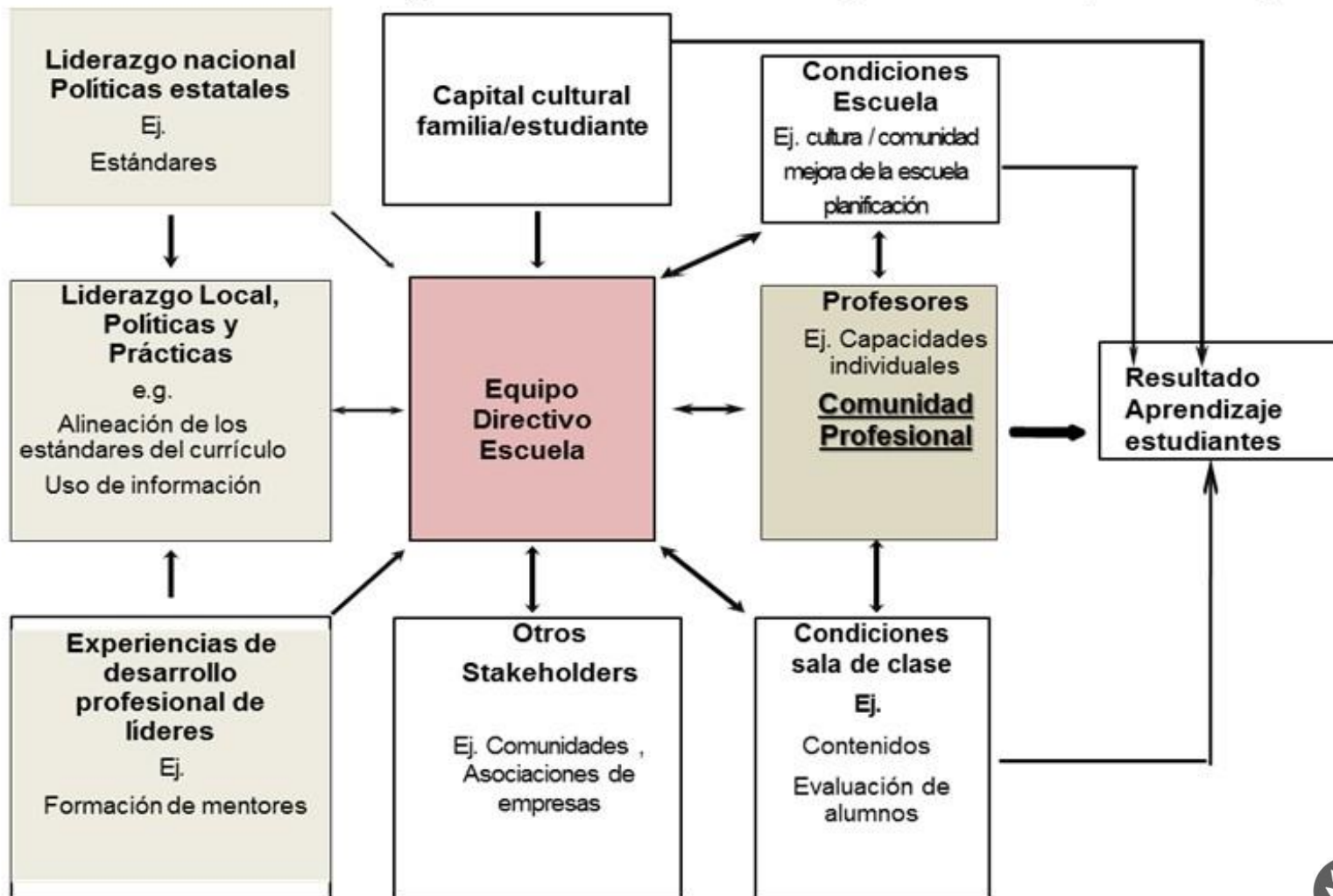
In and between schools in the **same area**,  
with **local and regional** institutions.

Between institutions of the **Quality Assurance System** in designing and implementing national/local actions.

With the National Teacher Policy and its components, **Collaborative and Distributed School Leadership Policies, Initial Training, Induction System, and Teacher Career.**

# Policies that promote professional communities require close alignment with leadership policies

Relación Política – liderazgo escolar – comunidades profesionales (Leithwood, 2010)



## CPEIP CHALLENGES

- Ensuring that results of TPDS instruments are read with a **key to training** and report a **pertinent and progressive** professional development.
- Guide training plans for **progress in the level of the teacher career**, enriched with local assessments that produce dialogue with the local community.
- Foster **plural training modalities**, incentivizing network learning among peers and led by advanced teachers in each area.

# TRAINING MODEL DESIGN WITH A FOCUS ON TRAINING PATHS





# Teacher Career

In their careers, teachers will be able to advance through 5 Levels of Professional Development, demonstrating skills gained and experiences in the exercise through the Teacher Professional Development Recognition System.

## Compulsory levels

- ❖ Beginner
- ❖ Intermediate
- ❖ Advanced

## Voluntary levels

- ❖ Expert I
- ❖ Expert II



## DEFINITION OF CAREER PATHS

In the case of teacher training for development ...

*Careers are presented as all **moments, facts, and reflections** that can lead a teacher to **training**, and that consider **academic, personal, and life** dimensions.  
(Lozano, Inés - Gutiérrez, Edith, 2013).*

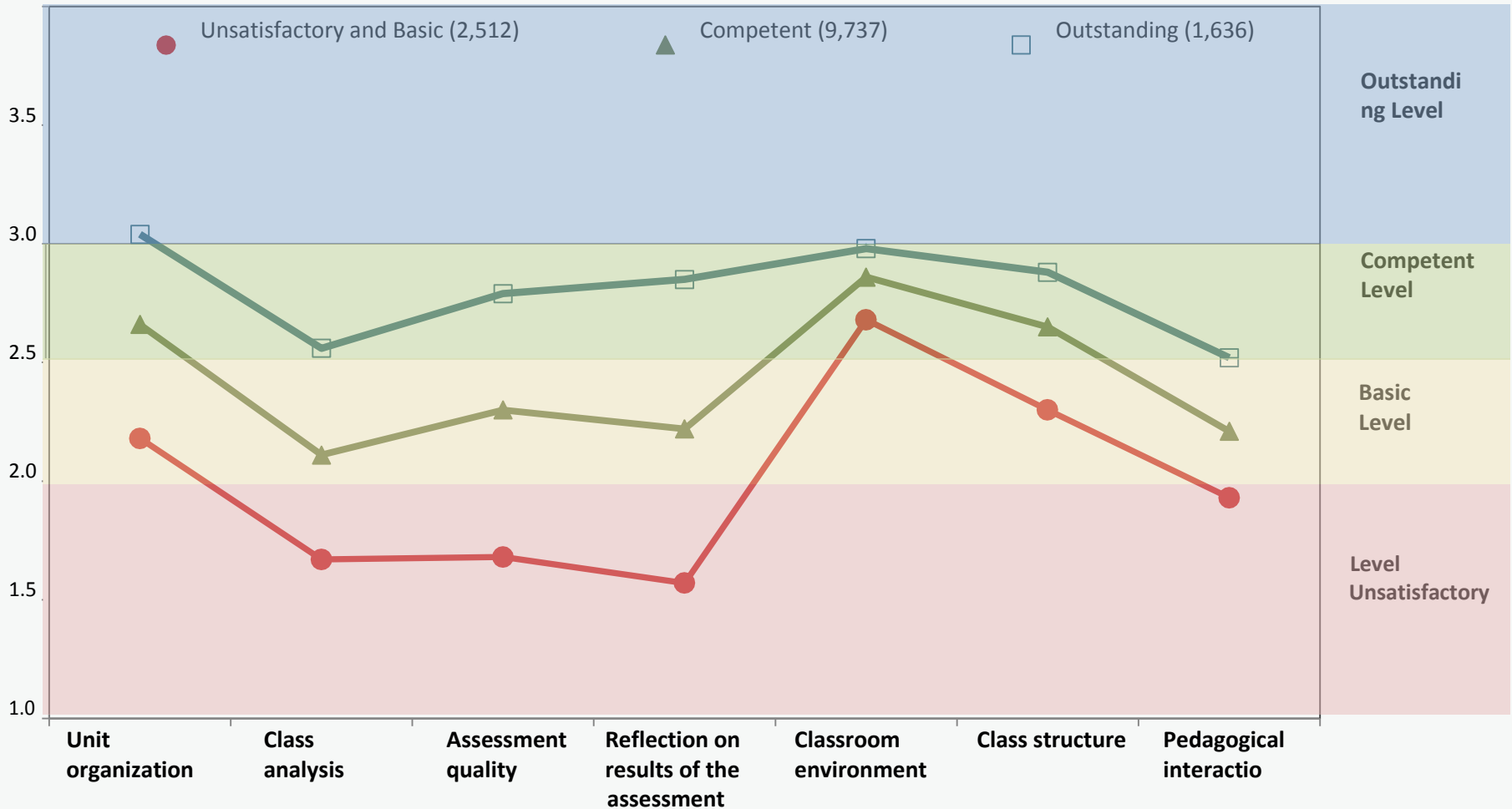
## PURPOSE OF THE CAREER PATHS MODEL

Boost professional development in **support of improvement**, the acquisition of **skills and competencies** to solve teacher problems, and **research innovation and skills**:

- **Restorative and compensatory** training to reach expected teacher performance and training levels.
- Development of **teaching skills of the utmost importance** to school communities and teacher teams.

# Average in Portfolio dimensions, according to 2015 final performance level

4.0



Greater relative achievements in planning than in the analysis of planned and implemented class

Critical, quality of assessment strategies and tools, and above all, reflection on results.

Critical, interaction that makes what is taught/learned meaningful

# Example of Career Map (Classroom work planning dimension)

Section	Performance	
<b>Expert I and II</b>	Shows advanced performance level and always collaborates with colleagues to assist in the design of lesson plans, serving as a technical reference at the local level in this aspect.	Transform the context, leading professional learning communities in the local environment.
<b>Advanced</b>	Uses the curriculum's learning objectives and the PEI guidelines as a reference, contextualizing contents and activities according to student characteristics.	Incorporates the reality of the context.
<b>Intermediate</b>	Uses the curriculum's learning objectives and the PEI guidelines	Plans with valid references that require contextualization.
<b>Beginner</b>	Reproduces the proposals of curricular foundations and the PEI guidelines.	

Two directions:

- Towards developing teaching improvements through **collaborative work** in a learning community, with **in-context influence** and **recognition in the educational system**;
- Towards the **valuing and creation** of meaning in teaching within society, its influence, and the formal recognition of teacher performance.



## TRAINING CAREERS MODEL

- Gives context to TPD's **undertaking to providing support.**
- Recognizes **teacher performance** through the instruments and incentives of the teacher career.
- Defines **focuses of prioritized training** that are determined with assessments of the quality of public education at their various levels.

## DIMENSIONS OF TRAINING ACTIONS

Training actions, with a focus on training careers, that incentivize TPD and accompaniment of professional recognition, must be developed in **four dimensions** congruent with the targets of teacher policy:

- **Strengthening**
- **Updating**
- **Specialization**
- **Higher Education**

## EXPECTED IMPACT OF THE TRAINING MODEL

- Redirect the **selection, organization, and sequencing** of contents towards continuous training.
- Recognize what is **expected of teachers** and **give feedback** in regards to achievements made and to be made.
- Provide criteria that guide the analysis of practices in **dialogue between colleagues and collaborative work**.
- **Accompany teachers** in their career and **strengthen their weakest skills** in the context of an **educational community that learns**.



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