



United Nations
Educational, Scientific and
Cultural Organization

Santiago Office
Regional Bureau of Education for
Latin America and the Caribbean



Perspectives

on Teacher-Policy Development in Latin America and the Caribbean

Lessons learnt from the Regional Strategy on Teachers, OREALC/UNESCO 2011-2016



Education
2030 

The Regional Strategy on Teachers, led by OREALC/UNESCO Santiago, is implemented since the end of the year 2011 and has been developed in three stages.

In its first phase (2011-2012), a State of the Art on policies relating to teachers in the region was produced along with background and criteria for Teacher-Policy Development. For such purpose, recognized experts, and national working groups from eight countries in the region have supported UNESCO (Argentina, Brazil, Chile, Colombia, Guatemala, Mexico, Peru, and Trinidad & Tobago). Four fundamental dimensions were stated in the documents: pre-service teachers training; in-service teachers training and professional development; teaching careers and working conditions; and teacher-policy institutions & processes, which also includes teachers' organizations. Findings from the first phase are contained in the publication "Background and Criteria for Teacher-Policy Development in Latin America and the Caribbean".

In its second phase (2012-2013), the Regional Strategy on Teachers sought to deep on relevant issues regarding teachers' strengthening in the region, also addressing the key role of school leaders. Four publications were produced as a results of this second phase: "Critical Issues for formulating new teacher policies in Latin America and the Caribbean: the current debate" and "Compilation of Relevant Experiences related Teacher-Policy in Latin America"; also "Liderazgo escolar en América Latina y el Caribe" ("School Leadership in Latin America and the Caribbean") and "Formación directiva en América Latina y el Caribe" ("Training of School Leaders in Latin America and the Caribbean").

In a third phase (2014-2016), the Regional Strategy on Teachers focused on carrying out a specific diagnostic and on formulating guidelines for policy design regarding early childhood teachers, focused on contributing with the quality of their training and working conditions. Moreover, in this third phase, two additional documents were produced. The first one, related to teaching careers in Latin America and focused on the value of teaching profession; the second one presents an analysis of Information and Communication Technologies and their connection with a quality education. As a result of this phase, three publications are available: "State of the Art and Policy Guidelines on Training and Professional Development of Early Childhood Teachers in Latin America and the Caribbean"; "Teaching Careers in Latin America. Merit-based Measures for Professional Development" and "TIC al servicio de la calidad educativa" ("Information Technologies for quality education").

This publication summarizes the central findings in all of these documents.



United Nations
Educational, Scientific and
Cultural Organization

Santiago Office

Regional Bureau of Education for
Latin America and the Caribbean

Perspectives

on Teacher-Policy Development in Latin America and the Caribbean

Lessons learnt from the Regional Strategy on Teachers, OREALC/UNESCO 2011-2016

Published in 2016 by the United Nations Educational, Scientific and Cultural Organization, 7, Place de Fontenoy, 75352 Paris 07 SP, France and the Regional Office for Education in Latin America and the Caribbean.

© UNESCO 2016



This publication is available in Open Access under the Attribution-Share Alike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/termsuse-ccbysa-en>).

Original title: *Perspectivas sobre Políticas Docentes en América Latina y el Caribe*

Published in 2016 by the United Nations Educational, Scientific and Cultural Organization and the Regional Office for Education in Latin America and the Caribbean. The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

UNESCO Santiago prioritizes gender perspective; nevertheless, to facilitate reading, neutral pronouns shall be used, and/or masculine or feminine pronouns shall be referenced according to the literature presented.

Graphic design: sinpermiso.cl

Printed in Chile

Credits

This document is a compilation of several publications developed by the Regional Strategy on Teachers led by OREALC/UNESCO Santiago between the years 2011-2016.

Developed

Developed by Paz Portales with the technical assistance of Henry Renna.

Thanks to

Regional Strategy on Teachers' Technical Secretariat, particularly the support given by Carlos Eugenio Beca, Cristián Cox, and Marianela Cerri.

To cite this work

UNESCO-OREALC. Portales, P. (comp). (2016). "Perspectivas sobre políticas docentes en América Latina y el Caribe. Aprendizajes de la Estrategia Regional sobre Docentes de la OREALC/UNESCO 2012-2016". Published by UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago).



INDEX

Index 5

Presentation 6

Chapter I

Guidelines for teacher-policy development in Latin America and the Caribbean 10

Training of early childhood teachers 10

Professional development and in-service teacher training 11

Teaching careers 12

Teacher-policy institutions and processes 13

Chapter II

Teaching careers in Latin America 19

Teaching careers in Latin America haven't changed substantially 20

Regulation over teaching careers in Latin America is heterogeneous 22

Incentive strategies continue to primarily favour supplies and monetary bonuses 24

Some guidelines 24

Chapter III

Guiding criteria for the development of policies for training and professional development of early childhood teachers in Latin America and the Caribbean 30

- Guidelines on institutions and professional profiles **31**
- Guidelines on pre-service teacher training **32**
- Guidelines on in-service teacher training and professional development **33**
- Guidelines on working conditions and professional careers **34**

Chapter IV

School leadership in Latin America and the Caribbean 50

- Policies for school leaders **50**
- School leader's profiles **51**
- Public institutions in charge of school leaders' policies **52**
- School leaders associations **52**
- Educational legislation on school leaders **52**
- Expected roles **53**
- Framework for action **54**
- Capacity for building teams **54**
- Capacity for opening up participation **56**
- Professionalization **56**
- Performance evaluation **56**
- School Leaders' paths **57**
- Working conditions **58**
- School leaders' training **58**
- Research **59**

Chapter V

Training for school leaders in Latin America and the Caribbean 62

Chapter VI

Digital technologies for quality education 70

- Key aspects **71**
- Some guidelines **74**



PRESENTATION

UNESCO works for helping countries to guarantee the Right to Education. For such purpose, the organization works together with all those who strive for this key and relevant objective for societies.

For the United Nations Educational, Scientific and Cultural Organization sharing this goal with all who has collaborated with the Regional Strategy on Teachers in the region is a privilege. We would like to thank the Technical Secretariat and its professional team, as well as to all institutions, experts, government, universities and teachers unions representatives in the region, for contributing with their knowledge and experience. We also thank the Spanish Cooperation for its strong and permanent support.

Right to Education should be also understood as the “right to learn” for all. Thus, its guarantee requires inclusive-schools, able to welcome everyone in and to satisfice individual learning needs of each student, regardless of their differences. The guarantee implies a fair distribution of knowledge, information, abilities and the access to a quality, equal education; it is the basis for fairer and more democratic societies and is fundamental to and a condition for the construction of peace and the

more fair sustainable human development we want. For such reasons, teachers and their training, recruitment, retention, status and working conditions, are part of UNESCO's main priorities. "Teachers are the most influential and strongest force for equality, access and quality of education", the Director General of UNESCO has affirmed.

UNESCO is aware that the main challenge faced by the teaching profession refers to the number of teachers at schools, the quality of their training and the school and working conditions. Since 2012 the Regional Strategy on Teachers aims to reduce knowledge and capacity gaps in favor of a quality teachers' performance in the region, taking advantage of the region's self capacities. We understand the need to have integrated and articulated policies in the region. We also know that improve the quality of such policies is imperative. In this framework, the Regional Strategy intends to contribute through addressing reflection and producing information, jointly with key actors in the field of teachers' policies. Its efforts had involved the production of rigorous collectively-built knowledge which recognizes the region's past experience, reviews international evidence, and take advantage of the highly-experts capacities present in Latin America and the Caribbean.

The Regional Strategy on Teachers was highly recognized by the Ministers of Education at the Ministerial Meeting held in Lima in 2014, where it was highlighted as an indispensable regional device for the E2030 Agenda. As noted, "Teachers, educators, school principals and school leaders are key actors in achieving quality education. We commit to reinforcing the regional strategy for teachers and school principals so that all learners are taught by qualified, professionally-trained, motivated and well-supported teachers in well managed schools, in collaboration with the "International Task Force on Teachers for EFA". We also commit to providing continuing professional development for teachers, educators, school principals and school leaders, taking into consideration good practices in the region and sharing information on these".

We are sure we are better prepared to address the challenges regarding teachers, thanks to Regional Strategy on Teachers. Those challenges will

require our best capacities and efforts. Moreover, the new Education Agenda E2030 establishes that having more and better prepared teachers is key for guaranteeing an “inclusive, equitable, and quality education and lifelong learning for all”.

The organization will continue on this path, working to face the challenges and to advocate for teachers and for the protection of their rights. We should mention that an effort as the carried out by the region in the framework of the Regional Strategy, has no precedent in last years. The region has taken the leadership in this issue in the international cooperation level. The Strategy has crossed the borders of Latin America and the Caribbean and has awoken interest by other regions with which we have shared the knowledge and lessons learnt here. This experience offers us strong basis for continuing to improve our efforts in favor of the Right to Education and of children of our region.

Paz Portales

Coordinator, Regional Strategy on Teachers 2011-2016
OREALC/UNESCO Santiago

Jorge Sequeira

Director OREALC/UNESCO Santiago

Chapter 1

Guidelines for teacher-policy development in Latin America and the Caribbean

This chapter is based on the document “Background and Criteria for the development of Teacher-Policy Development” developed by the Technical Secretariat of the Regional Strategy on Teachers, led by the Center for Policies and Practices in Education (CEPPE) by Pontificia Universidad Católica de Chile, comprised by Cristián Cox, Project Director, Carlos Eugenio Beca, and Marianela Cerri. This document contains contributions from Latin American and Caribbean experts in educational policies and the teaching profession, specifically in the following subjects: pre-service teacher training, Beatrice Avalos (Chile) professor, doctor of Educational Sciences from the University of St. Louis, United States; in-service teacher training and professional development, Sylvia Ortega (Mexico) sociologist and educator, Doctorate in Populations & Development from the University of Texas, Austin; teaching careers, Denise Vaillant (Uruguay), doctor of education from the University of Quebec, Montreal; teacher-policy institutions, Mariano Palamidessi (Argentina), doctor of education from the Universidad Federal do Rio Grande do Sul; and institutionalization of teacher policies, Simon Schwartzman (Brazil), doctor of Political Sciences from the University of Berkeley, California.

GUIDELINES FOR TEACHER-POLICY DEVELOPMENT IN LATIN AMERICA AND THE CARIBBEAN

In taking up the challenge of formulating teacher policy guidelines, it was understood that some proposals would be more relevant to some countries than to others and that, in general, if interested countries wished to adopt them, they could be implemented over different timescales and/or adjusted as appropriate to each national context. This calls for concerted efforts in each country in order to adapt the proposals to the context, duly taking the country's political system, social and economic characteristics and cultural identity into account. Furthermore, the guidelines should not be viewed in isolation, for they cover various aspects of a situation that policies must address systematically.

FOUR GENERAL GUIDELINES ARE PROPOSED FOR PRE-SERVICE TEACHER TRAINING:

- **Encourage better applicants to take up teaching by raising the admission requirements for teacher training.** So that educational policies and teacher-training institutions will target applicants who meet the minimum requirements for becoming good educators.
- **Improve the quality of teacher training programs, particularly curriculum, content, training and learning achievement strategies, and the quality of teacher trainers.** Key determinants of the quality of teacher training include the setting of agreed standards and cooperation between teacher training centres

and schools for the development of practices and reflection on those practices.

- **Deliver quality training relevant to the teaching of disadvantaged social groups.** Deliver quality training relevant to the teaching of disadvantaged social groups
- **Implement appropriate systems to regulate the quality of teacher-training programmes and their graduates.** Assessment and accreditation mechanism would be established for teacher-training institutions and conditions would be created so that the necessary capacities could be acquired.

SIX GENERAL GUIDELINES ARE PROPOSED FOR PROFESSIONAL DEVELOPMENT AND IN-SERVICE TEACHER TRAINING:

- **Guarantee teachers' right to relevant continuing training, with emphasis on holistic training and pupils' learning achievement.** It is important to make progress in establishing and defining agreed standards as reference points for professional development and performance assessment. Furthermore, incentives and conditions must be in place to encourage teachers to participate in training activities.
- **Ensure that in-service training has a significant impact on teachers' practices and pupils' learning achievements.** Promoting the development of learning communities, focus on links between training activities and classroom work practices, achieve adequate levels of coverage and use new technologies in professional development activities.
- **Built professional development paths that distinguish the various teaching carers stages.** Emphasis is placed on the need to support and mentor new teachers at the beginning of their career and to appoint teachers who have attained high levels of professional development to advisory roles in support of their peers and, in particular, newly qualified teachers.



In sixth grade

52%

of teachers expect that most of their students will reach post-secondary level studies or beyond

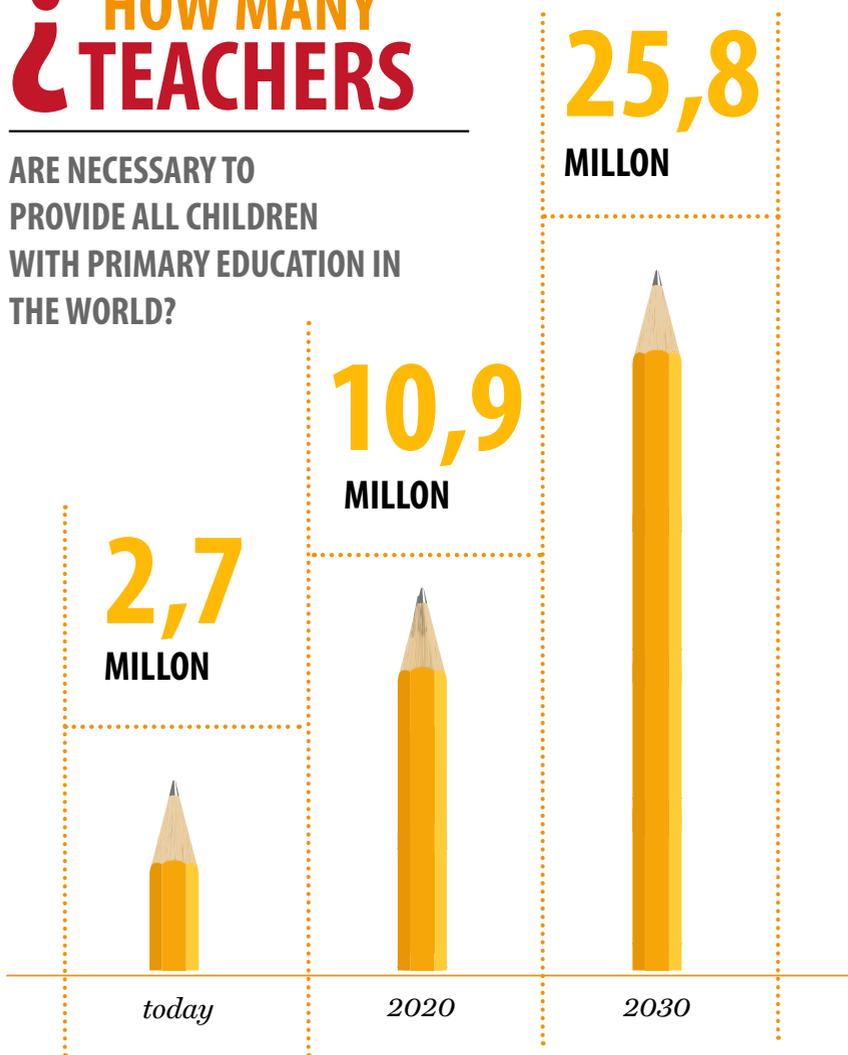
“Teachers should have the highest expectations of their students’ capacities, talents and potential. A teacher should care about them, wish the best for them. Without generosity towards them, the processes of teaching and learning will simply not flow”

Francisco Javier Gil, Chile

- **Implement mechanisms to regulate the provision of in-service training and assure quality and relevance.** This entails public institution-building for training and professional development in order to coordinate the various bodies involved in continuing training while building the capacities of the agencies that provide the various training programmes.
- **Promote collaborative learning in schools.** The teachers’ isolated classroom work must be superseded by collaborative activities. Head teachers must therefore spearhead professional development and organize teachers’ workloads effectively.

HOW MANY TEACHERS

ARE NECESSARY TO
PROVIDE ALL CHILDREN
WITH PRIMARY EDUCATION IN
THE WORLD?



59 MILLION
children are out of school

Source: Global Monitoring Report, 2016

- **Regulate the relevance of postgraduate courses.** Incorporating criteria to boost relevance and the potential impact on teaching practices and the award of grants for study in priority areas, on the basis of teachers' merits and their schools' requirements.

SIX GENERAL GUIDELINES ARE PROPOSED FOR TEACHING CAREERS:

- **Design and implement career structures in such a way that they strengthen the teaching profession and attract good candidates.** Teacher courses must be underpinned by policies for the effective recognition of teaching and its social enhancement, through better pay and working conditions.
- **Provide recognition in the career structure for different stages of teacher development and skill.** Introduce different categories of classroom teachers to reflect their experience and skills. In particular, consideration must be given to a period of induction or mentoring for new teachers and to creating conditions for teachers who have attained high levels of performance to carry out technical tasks and support teachers performing at lower levels.
- **Structure the teaching career around the goal of enhancing professional performance.** Teachers' performance must be assessed and acknowledged as the key to career progression. Experience and further training should be prized because they lead to enhanced professional learning. To encourage the conduct of more training activities and discussion by groups of teachers.
- **Design and implement a clear and consistent pay and incentive policies to encourage teachers in their work.** An attractive professional career is one that offers decent pay and opportunities for better earnings and professional development as teachers rise in seniority. Incentives must moreover be offered so the highly skilled teachers can move to and remain in schools attended by pupils from poor homes and remote areas.

- **Develop sound, agreed teacher performance assessment systems.** Educational systems must have mechanisms in place for performance assessment and improvement, despite the complexity of this task. An objective and transparent performance assessment system, organized in conjunction with teachers and based on standards validated by the profession, must therefore be designed and implemented. Emphasis is laid on the formative nature of assessment.
- **Establish transparent for teacher recruitment and task assignment.** Clear policies must be established on entry into the teaching profession, which requires the introduction of minimum national requirements based on compliance with standards. Teachers must be appointed on the basis of objective and transparent competition. In each school, all teachers must be assigned to the roles in which they can make the greatest contribution.



“What is central is the ability to establish meaningful relationships with students. In the absence of this quality, pedagogical knowledge and disciplinary domain have a lesser impact.”

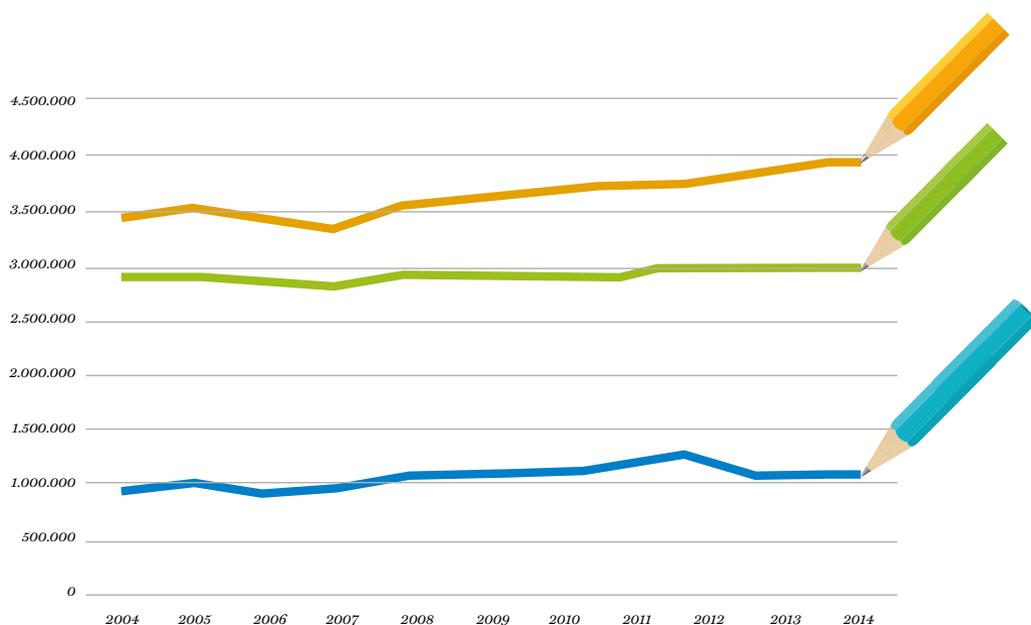
Silvia Ortega, Mexico

FOUR GENERAL GUIDELINES ARE PROPOSED FOR TEACHER-POLICY INSTITUTIONS AND PROCESSES:

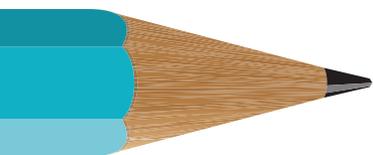
- **Prioritize teacher policies from a systemic standpoint.** As teaching has a great impact on the quality of education, such policies are, perforce, of crucial strategic importance. Teacher policies must be formulated holistically and system-wide in the public interest to close the inequality gap in learning opportunities.
- **Enhance the effectiveness of teacher policies by reconciling continuity and change.** Policies must have defined purposes, medium – and long-term objectives, reasonable levels of stability, flexibility margins and scope for innovation and improvement.
- **Promote stakeholder participation in policy-making.** Educational and societal stakeholders should participate in dialogue and for a organized to build national agreement in order to meet the need to adapt education systems to challenging new external requirements. In particular, bodies must be established for discussion and cooperative relations between governments and teachers' organizations.
- **Strengthen public institutions in charge of teacher-policy formulation.** State policy-making institutions must be developed by strengthening their powers, capacities, resources and managerial continuity. These institutions should be capable of having an impact on various aspects of teaching policy. Emphasis must be placed on institutions and processes that can initiate, implement, monitor and evaluate policies, and not only on policy content.

NUMBER of TEACHERS

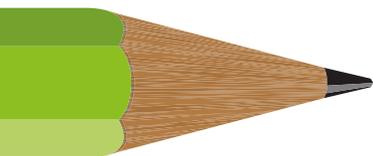
IN LATIN AMERICA AND THE CARIBBEAN,
BY LEVEL 2004-2014



Source: UIS/UNESCO, 2016



PRE-PRIMARY



PRIMARY



SECONDARY

Chapter 2

Teaching Careers in Latin America

This chapter is based on the document “Teaching Careers in Latin America, Merit-based Measures for Professional Development”, developed by the Technical Secretariat of the Regional Strategy on Teachers, by the consultant, Ricardo Cuenca, Peru, social psychologist and director of research from the Institute for Peruvian Studies (IEP).

TEACHING CAREERS IN LATIN AMERICA

The teaching careers in Latin America have heterogeneous legal contexts in terms of their legal nature, technical orientation and internal structure. This is due to the extensive period of time during which these regulations have originated. As of 2014, careers that were designed and approved in the fifties coexist together with the most recent regulations of 2013.

However, it is possible to organize teaching careers in Latin America into three groups using two characteristics: the scope and length of the career measured from the strategies of horizontal and vertical promotion and also the inclusion of evaluation mechanisms that have high-impact consequences; i.e. performance assessments of teachers that may result in the loss of job stability.

- The majority of the regulations in the region fall into the first group. For all of them, the career dynamic is based on criteria such as seniority and the accrual of certifications. Not only is performance evaluation not considered. Moreover, job stability is guaranteed by the state except in those cases where there was a problem with moral or ethical behaviour or due to normal retirement processes.
- The second group includes those careers that have their foundation in the first-generation careers, but also happen to have some of the characteristics of the new careers. In most cases these traits are linked to performance evaluation.
- The third group is the second generation of careers. These are most recent ones and are designed strictly using a merit-based approach. In these careers, job stability is associated with the

results of performance evaluations and usually favours horizontal promotions.

- In the future, designing new careers and the most recent regulations should seek to recognize and reward individual good practices, without sacrificing the collective essence of education. This is the first great challenge that the regulatory policies for teaching must deal with. Further challenges should include more options for job promotion and new possibilities for workspaces; the establishment of links between careers and training plans under a comprehensive teaching policy framework; the creation of frameworks for performance, standards and specific competencies on the role and practice of educators; the design of specific regulations aligned with the national legal framework; and the formulation of integrated encouragement and incentive plans for teacher performance.
- The teaching profession in Latin America faces the primary challenge of built its grounds upon professional development mechanisms that help strengthen the profession and raise the quality of education as a result.

TEACHING CAREERS IN LATIN AMERICA HAVE NOT BEEN SUBSTANTIALLY MODIFIED

Reviewing the current career options shows that eight out of 18 countries have changed their regulations in the last 12 years¹. Of these eight, four have changed the regulations but have not shifted toward a merit-based approach that characterizes the new careers².

- This is why the various teaching careers are diverging more and more. On one end of the spectrum are those careers linked to traditional approaches fundamentally characterized by specifically using vertical employment promotion, job stability and favouring seniority and certifications. The other end includes

1) This refers to Colombia, Ecuador, El Salvador, Mexico, Paraguay, Peru, Dominican Republic and Venezuela.

2) This refers to El Salvador, Paraguay, Dominican Republic and Venezuela.

hose careers with the opposite characteristics; i.e. and emphasis on horizontal promotion and stability based on performance.

- This career classification is due to the fact that the current teaching careers regulations in the region have been issued in a time period of 60 years. The oldest existing profession dates back to 1953, while the most recent is from 2013³. In some cases, career tracks that have existed for twenty years have undergone partial modifications in order to be aligned with the merit-based approach⁴.

3) This refers to Costa Rica as the oldest and Mexico as the most recent.

4) This refers to Chile.



“Teachers’ knowledge is produced thanks to peer’s exchanges. This social aspect of teachers’ learning is just starting to be recognized as mechanism which deserve be integrated as part of the strategies for achieving professional development.”

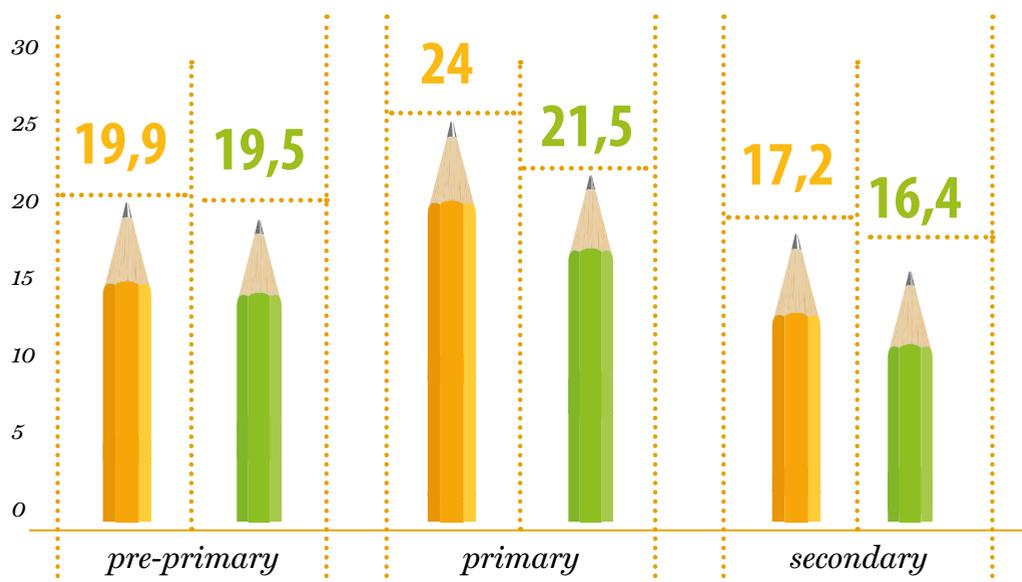
Gloria Calvo, Colombia

REGULATIONS ON TEACHING PROFESSION IN LATIN AMERICA IS HETEROGENEOUS

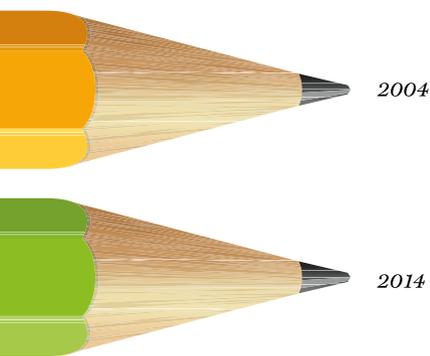
- Specific regulations for teachers along with those strictly linked to political constitutions and sections within the general education laws coexist in the region. In this same legislative vein, the variety of standards is evidenced when looking at the teaching careers that have different legislative levels that go from regulation defined by the executive branch up to specific laws. This gives rise to the fact that those countries with specific and wider-ranging standards need to have specific regulation spelled out in maximum detail of the employment history of the teachers.
- Another hallmark of heterogeneity is linked to political entities of the state and the levels of decentralization in decision-making. In federal nations, the governments structures make available and allows professional specification. This is done sometimes on top of the general regulations of the country whereas others create high degrees of fragmentation. In unitarily structured countries on the other hand, the general standards are applied to the entire teaching body. The levels of regional decision-making depend upon the degree of decentralization reached. In most cases, actors at the regional administrative level have limited roles to play in implementing the teaching professions.
- One matter in particular pertains to those teaching careers in countries that have both a public and a private system, with the latter currently in expansion in Latin America. Strictly speaking, this situation means that the teaching regulations are applied to careers in the public service sector, whereas in the private sector they are regulated by general labour codes.

NUMBER OF STUDENTS PER TEACHER, BY LEVEL, 2004 AND 2014

PER TEACHER, BY LEVEL,
2004 AND 2014



Fuente: UIS/UNESCO, 2016



THE INCENTIVE STRATEGIES CONTINUE TO PRIMARILY FAVOUR SUPPLIES AND MONETARY BONUSES

- In spite of the fact that the region has had incentive programs since the second half of the nineties, the national trends in the region are characterized by strategies based primarily on process ahead of results and in financial stimulus before any non-monetary recognition. The incentive plans are typically associated with the careers without thinking about strategies promoted outside of the system that directly support achieving the shared goal of performance improvement.

Some guidelines

- **The merit-based approach that will characterize future teaching careers in the region must be understood and implemented with an understanding of the cultures of the school and of teachers.** The inherent individualistic stance of this type of approach, in addition to going against the grain of the teaching culture, could be hurt by the contradiction of the requirements made by this very system on the teachers who carry out work in teams. Trying to recognize and reward merit without losing the collective essence of education constitutes the first large challenge that teaching regulation policies must face.
- Another consideration is connected to the **emphasis that must be placed on the conception of teaching careers.** The context is characterized by initiatives to promote the societal appreciation of the teaching profession. In this context it is essential to conceptualize the teaching careers as instruments of professional development, and not only documents that regulate the contractual relationship of the state with the teaching staff.



“

Teachers need to have a strong pedagogical knowledge. They are workers and, at the same time, have a professional responsibility... Their work has to be carried out with social engagement.”

Guillermo Scherping, Chile



Including alternative careers in the job promotion options and the new possibilities of workspaces are fundamental in designing the new teaching regulations.

- It is fundamental to **associate teaching professions with the teacher training process**. The right functioning of regulation shall be connected with in-service teacher training, but also with pre-service teacher training as well. Training from the very start under a merit-based framework requires a set of basic skills that will not be obtainable with only post-pre-service training. A third element to bear in mind is the connection of the careers with the training plans and, even better, their establishment in a framework of comprehensive teaching policies.
- The shift toward merit-based careers should be accompanied by **defining what it means to perform as a good teacher**. To the degree that the regulations are connected to assessment, a nearly complete agreement on what good performance means will be required.
- **The creation of a framework for performance, standards and specific skill sets for teaching functions and practice** is a challenge that educational systems need to resolve to consolidate teaching careers.
- Another consideration to bear in mind for teaching regulations is concerning the legal nature of the regulation. There is a trend toward specifying teaching regulations (i.e. isolating the teaching legislation from general education standards). **It is essential not to disconnect the logic between legal mechanisms;** i.e. between the specific regulations on the teaching career with the macro legislation of the sector (general educational



“

We need a collaborative spirit, practical methods to work with the students, all of it with a success-focussed perspective, (and) always search for more knowledge.”

Marianela Cerri, Chile

or budgetary laws), or with specific regulations on teacher training and the legal provisions such as the civil service laws or legislation on healthcare and retirement. A fifth challenge for policy designers is to create specific regulations aligned with the national legislation.

- The trend toward more merit-based teaching careers **must include the creation of integrated incentive plans for teachers performance**. Specific yet disconnected norms may not help to comply with the goals proposed by incentives. Those plans must also consider guidelines on performance and results, various types of incentives (monetary and non-monetary) as well as links with public or private initiatives developed outside of the career.

This is an overview of the teaching -profession and measures taken by governments to modify it, reform it or to create new careers. It is made to help as a ground to ask ourselves how these new generations of careers include a perspective that promotes the professional development to teachers.

The narrative on teaching career development and the policy decisions on this have to face the technical strengthening of the profession and the specific actions from the State in order to promote its appreciation by society. Both of these approaches cannot be avoided. If we advance in professionalization of teaching career but without the needed social recognition, then we will make this process truly difficult.

In addition, careers geared toward professional development under a merit-based approach, should be able to show more and more that teacher training is a key element of this development. They should try to avoid the view of the assessment as a tool associated with rewards and penalties. Making teaching assessment a mechanism for strengthening teacher training is a conceptual and operational challenge for teaching regulations in the region.

To developing the teaching careers organized around a technocratic procedural basis, these countries also have the challenge of building, reconstructing and recreating the definitions of teacher performance. It is essential to have clear definitions in this regard. Otherwise this type of career, far from promoting professional development, could end up pushing what the profession “should be” instead of building a consensus around what the profession “is”.

The challenge of the merit-based teaching careers is, ultimately, to reaffirm that the mechanisms based on merit are the means by which to achieve greater goals, such as the very teacher development that will help create better learning outcomes for the students. Taking up the suggestion once more of Hargreaves (2012), the merit-based careers should have the goal of professional development in terms of increasing professional capital; i.e. the personal, professional and social development of teachers.

Chapter 3

Policy Guidelines on the Training and Professional

Development of Early Childhood Teachers

in Latin America and the Caribbean

This Chapter is based on the document “State of the Art and Policy Guidelines on the Training and Professional Development of Early Childhood Teachers in Latin America and the Caribbean”, elaborated at the request of the Technical Secretariat of the Regional Strategy on Teachers, by the specialists Marcela Pardo (Chile), Anthropologist, Master in Educational Psychology with a mention in early childhood by Boston College U.S.A; and Cynthia Alderstein (Chile), pre-school educator, Doctorate in Social Sciences by Flacso, Argentina.

POLICY GUIDELINES ON THE TRAINING AND PROFESSIONAL DEVELOPMENT OF EARLY CHILDHOOD TEACHERS IN LATIN AMERICA AND THE CARIBBEAN

These guidelines are formulated in general terms, without specific recommendations for their implementation, so that each country can adapt them to its own socio-political and cultural context, institutional characteristics, available resources, public policy priorities and feasible timelines.

GUIDELINES FOR INSTITUTION-BUILDING AND PROFESSIONAL PROFILES

Raising the Professional Status of Early Childhood Teachers

According to various international organizations with experience in this field, formulating new policies for institutional-building at this level of education and regulating its teachers will increase their visibility and importance and thus, it is to be hoped, improve their status and professionalism (ILO-UNESCO, 2015). The progressive recognition of ECE makes it imperative for policies designed to increase its standing to focus on increasing the professionalism of its teachers, which will require providing working conditions that will allow them to meet the complex teaching demands made of them.

Raising the status of the profession will require establishing policies that will inevitably lead to recognition of teachers as an important occupational group that is essential for society as a whole.

For such purpose it is proposed:

- **Make the various social stakeholders aware of the importance and complexity of the profession.** It is essential to impress upon school administrators, employers, lawmakers, families and other stakeholders the need for a high quality ECE system- stressing that teachers at this level require advanced specialist training and that every child should be taught by a specialist- as key factors in the quality of education and in social development.
- **Develop a legal framework that will introduce, gradually and in accordance with the situation of each country, a requirement that all classes be taught by an early childhood teacher trained at the post-secondary level.** This will require strengthening the composition of current ECE teaching teams and increasing the proportion of professional teachers who can guide the work of their paraprofessional colleagues. This is, of course, an enormous challenge for the entire Latin American region, where most early childhood teaching is provided by community and/or paraprofessional teachers. However, this guideline can serve as a goal to be pursued in the effort to achieve high quality ECE.
- **Agree on a professional profile that will make teachers and society aware of the complexity of early childhood teaching.** To establish a professional profile that will make society aware of the specialized knowledge and expertise that early childhood teaching requires, thereby improving its status. These profiles are needed not only for classroom teachers, but also for their trainers.
- **Develop public participation and social dialogue mechanisms for early childhood teachers.** Improving teachers' status will require a public effort to adopt and implement appropriate legal frameworks and institutional mechanisms to give teachers and their organizations opportunities for social dialogue and allow

them to play an important role in public policy debates and education reform efforts. It is essential for states to establish types of dialogue and public decision-making in which teachers can be seen to play a constructive role.

Reaching National Consensus on the Goals of Early Childhood Education

The development of early childhood teaching as a profession will require inter-sectoral and interdisciplinary institutional efforts with a common goal. Despite the necessary differences in strategies and the need to take specific educational and sociocultural contexts into account, it is



“

This century demands new skills; creativity, innovation, tolerance, respect for others and for the environment and collective work. All of them are skills learned inside and outside of the classroom, and must be part of the main focus of teachers”

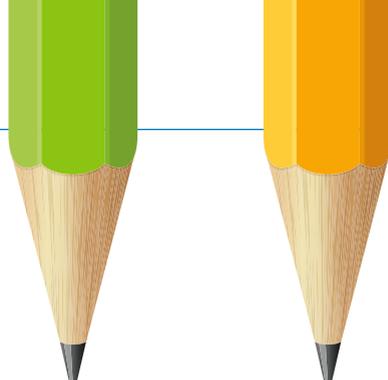
Jorge Sequeira, UNESCO

essential to reach national consensus on the goals and outcomes of these efforts. To that end, the relevant social stakeholders – training institutions, teachers’ organizations, families, employers, researchers, policy-makers and others – must be involved. This consensus should lay the foundation for consistent public policies for the entire system of ECE; in other words, the goals of children’s learning and the basis for teachers’ initial training and professional development.

Implementing consistent, coordinated Early Childhood Education systems that raise teachers’ social standing

- **Develop consistent administrative structures.** In light of the sociocultural and political characteristics of these countries, states should pursue the development of an administrative structure that reflects the goals established in their legislation with regard to the provision of holistic care and the closing of social gaps. Whether they opt for a unified, divided or mixed institutional model, it is essential for it to pursue and be oriented towards a comprehensive approach; in other words, it must combine education and care.
- **Implement equivalent regulatory and/or quality control systems for the various education programmes.** While institutional models should include systems and agencies that monitor compliance with these quality requirements, this does not mean that the programmes should be standardized and homogenized, but rather that opportunities for and access to ECE should be available to all children, regardless of their living conditions.
- **An equitable and sustained public financing system for early childhood education.** Sustained public financing for ECE programmes is critical in ensuring growth with quality (Clifford, 2012; OECD, 2014b) because it makes it possible to hire competent staff and invest adequately in the infrastructures and equipment that provide the necessary physical environment for effective learning (OECD, 2014b).

- **Focused, equitable deployment of the workforce.** Countries are facing the challenge of achieving a better balance in the profile and deployment of their workforce in order to meet growing needs and improve the quality of their teachers. It is essential to develop public policies for balancing workforce distribution and teachers' professional development and effectiveness. In particular, a sufficient number of well-trained teachers must be deployed to rural areas and those where poverty is greatest.
- **Promotion of a gender-inclusive workforce.** Public policies must be used to overcome the feminization of teaching, which, while not limited to the region, is taken for granted there. In the Latin American and Caribbean countries, it is essential to combat the assumption that women make the best teachers and the association of stereotypes about women and mothers with early childhood teaching and school administration. Campaigns that demonstrate the scientific complexity of the profession and restoring teachers' social status are an important step in that regard. Some developed countries have shown that strategies such as professional networking and supervision of male teachers facilitate progress towards a gender-inclusive profession.



Without initial education

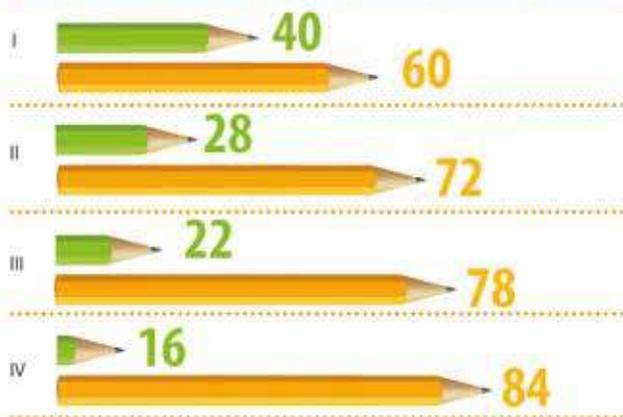
With initial education

LEVEL OF ACHIEVEMENT

According to TERCE results for 6th grade

Mathematics

(% of students)

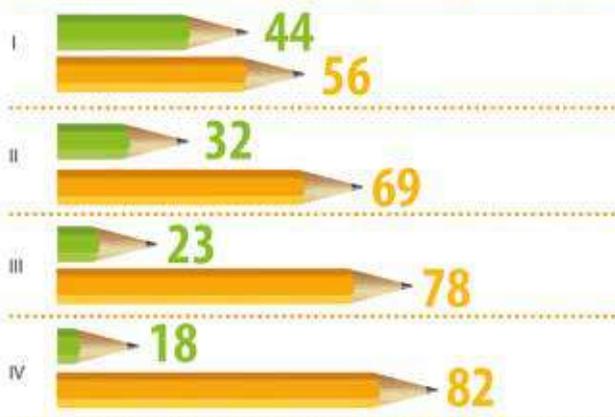


Based on the results, a significant disparity in learning achievements between students who did not have initial education (before 6 years of age) and those who did, is observed

Performance levels determine the specific skills and progress achieved by the students, which are organized from level I to IV, where IV is the upper level.

Language

(% of students)



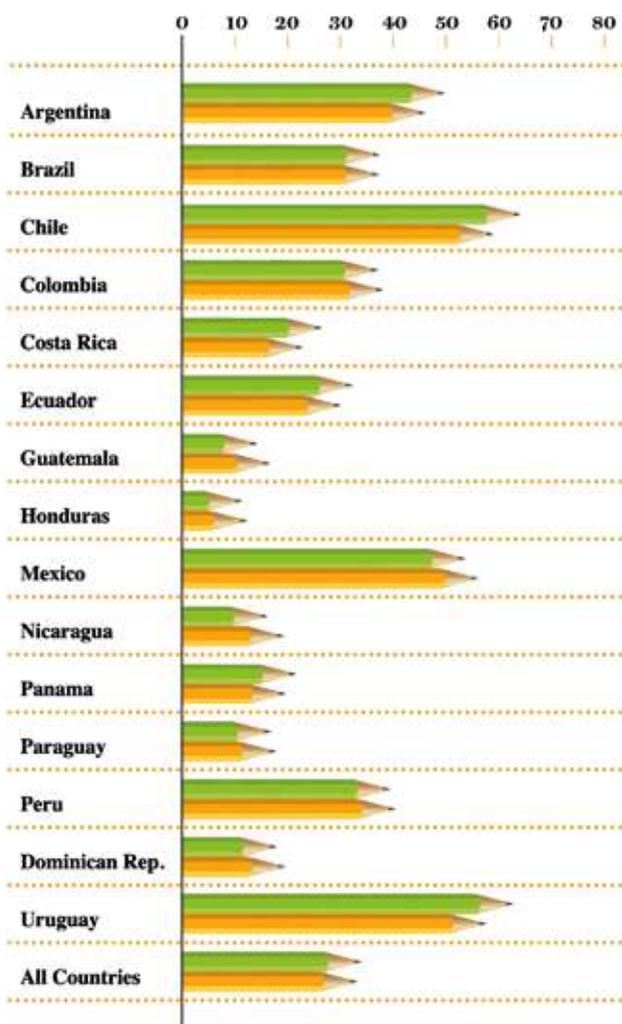
Introducing information, monitoring and evaluation system for policies on early childhood education

The available information on the profession is minimal and of varying quality. Although all of the countries stress the need for studies, monitoring systems, evaluation and official lists of services and programmes, there is very little experience in that regard.

- **Implement (longitudinal) early childhood education impact assessment programmes.** While investment in ECE has increased, countries also recognize the absence of quantity and quality assessments of the impact of the investment being made.
- **Put in place national systems for the production of data on early childhood education.** In addition to the few available data on ECE, countries in the region are facing the task of agreeing on a model and developing national data production systems that are comparable between countries and over time.

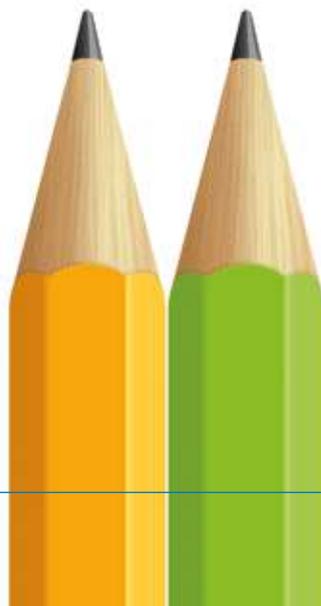
% of STUDENTS

Who attended pre-school education between 4 and 6 years of age



Even though participation rates in pre-school education have increased, they are still low with respect to reaching the objective of guaranteeing universal early-childhood education.

6th Grade 3rd Grade



Fuente: TERCE/UNESCO, 2015

GUIDELINES FOR PRE-SERVICE TEACHER TRAINING

Require post-secondary pre-service teacher training for early childhood teachers

Nowadays the importance for early childhood teachers to have a specialized four year tertiary education at a university or another high level institution is widely accepted. Consequently, its absence seriously limits the quality of early childhood education.

- **Make post-secondary training a legal requirement for early childhood teaching.** While this measure will not ensure that all children who attend initial education programmes are properly taught, it is a minimum requirement for progress towards quality education at this level.
- **Develop a post-secondary training plan for currently employed early childhood teachers with secondary level qualifications.** This measure is an alternative for providing post-secondary training to currently employed early childhood teachers who were trained at the secondary level. This is important because several countries have many such teachers.
- **Develop a plan for the progressive conversion of secondary to post-secondary level training institutions.** This means working towards the progressive closure of early childhood teacher training programmes at the secondary level and converting them to post-secondary institutions.

Raising the admission requirements of programmes for the pre-service teacher training of early childhood teachers

In most of the countries of this region, the admission for the early childhood teacher programs is characterized by its low academic selection.

Bring the pre-service teacher training curriculum into line with agreed goals for early childhood education

For many countries in this region the initial early childhood education is characterized by its wide curriculum diversity. Although the diversity could be a response to the educational programs' valuable plurality, significant teaching contents could be seen as threatened. The following guidelines are made to preserve the relevant content in pre-service teacher training:

- **Set standards, directives or guidelines for the initial training of early childhood teachers.** Their purpose should be to provide training institutions with general guidelines on the basic knowledge, skills and aptitudes that early childhood teachers need so that their teaching will, in practice, promote children's development and learning.
- **Change the curricula of programmes for the initial training of early childhood teachers.** This change must be based primarily on the standards, directives or guidelines set in each country in order to ensure that all of the basic knowledge, skills and aptitudes required for early childhood teaching are incorporated into initial training. Proposed curricula should include the fundamental principles of ECE, such as play-based learning and holistic child development (including not only languages and mathematics, but also personal, social, artistic and physical development), as well as the transition to primary school and special education at this level.

Strengthening early childhood teacher training institutions

The available evidence suggests that the institutions responsible for the initial training of early childhood teachers have weaknesses, particularly insufficient resources and inadequate mechanisms for demonstrating their quality. The following guidelines will help to overcome these problems.

- **Establish public accreditation systems for early childhood teacher training institutions.** These systems should aim to ensure that all training institutions provide instruction of sufficient quality to meet their goals effectively. Certification should be

based on stringent requirements and be a requirement for offering a programme for the initial training of early childhood teachers, not merely a formality based on criteria tangential to that function.

- **Provide early childhood teacher training institutions with the resources necessary for the provision of adequate initial training.**
- **Strengthen existing academic institutions.** As part of the preceding point, training institutions must have sufficient resources to form stable teaching faculties specializing in ECE. Of course, it is now widely recognized that only this type of faculty can adequately implement an initial training programme by providing opportunities for discussion and debate based on a common core of specialized knowledge.



“

“If we want to strengthen public education we must support the public-school teachers, in-service teacher training, better labour conditions and recover the primary sense of their task.”

Eugenio Beca, Chile

GUIDELINES FOR CONTINUING PROFESSIONAL DEVELOPMENT

Strengthen State regulation of continuing professional development programs for early childhood teachers

Evidence shows that there is insufficient state regulation of existing programmes for the continuing professional development of early childhood teachers in various countries in the region. The following guidelines will help to overcome this problem:

- **Establish an accreditation system of programmes for the professional development of early childhood teachers.** This system should publicly certify the quality of existing programmes from the point of view of the soundness of their curricula, the level of their current training resources and the academic qualifications of their faculty.
- **Develop a national policy on the continuing professional development of early childhood teachers.** This policy should seek to improve the consistency and relevance of the available programmes by avoiding gaps and duplication in content and methodology.

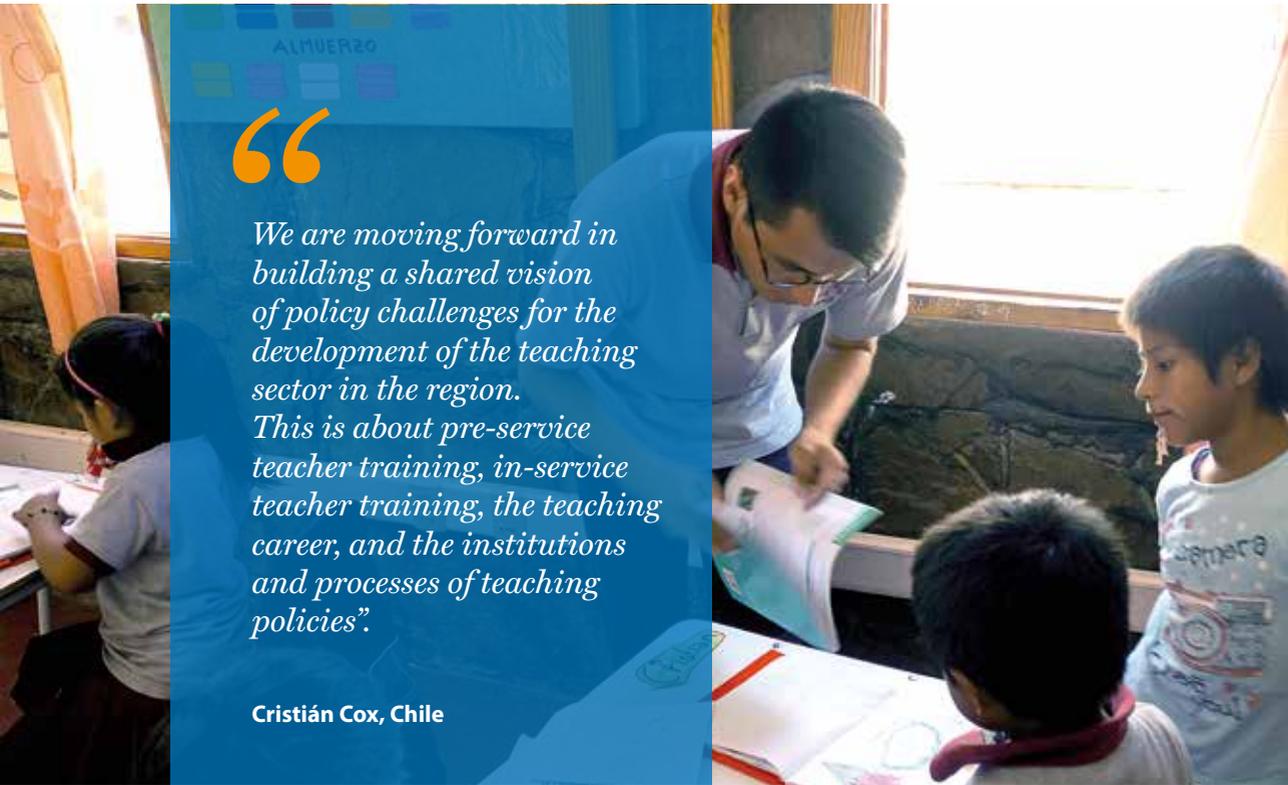
Encourage the Systematic Linking of Programmes for the Continuing Professional development of early childhood teachers

Evidence suggests that in several of the participating countries, programmes for the continuing professional development of early childhood teachers are not linked to the initial education system as a whole in terms of their relationship with initial training and public policy and their response to the needs of currently employed teachers. The following guidelines may help to overcome these problems:

- **Identify the professional development needs of currently employed early childhood teachers.** This diagnosis should be used in deciding which programmes for the professional development of early childhood teachers to offer, based on

their expressed needs and taking into account their length of service and areas of interest, the type of curriculum and the characteristics of the children in their care.

- **Promote the availability of various alternatives for the continuing professional development of early childhood teachers in terms of content, duration and approach.** This range of options can be used to facilitate, in a single move, the linking of continuing professional development programmes with the priorities of initial training and public policy and the personal interests of teachers themselves.
- **Encourage the establishment of learning communities.** There has been a growing awareness that peer learning for teachers is a rich source of continuing professional development that has a positive impact on teaching effectiveness. Learning communities allow teachers to share their understanding, research and teaching practices. A learning community is a group of teachers who undertake to cooperate in research, problem-solving and discussion of their teaching practices; thus, they complement formal continuing professional development programmes (Darling-Hammond et al., 2005; Mindich & Lieberman, 2012). These communities, which have already been established for teachers at other levels of education in several countries in the region (UNESCO-OREALC, 2013), might assume responsibility for, among other things, facilitating the transition of teachers who have recently entered the field.



“

We are moving forward in building a shared vision of policy challenges for the development of the teaching sector in the region. This is about pre-service teacher training, in-service teacher training, the teaching career, and the institutions and processes of teaching policies”.

Cristián Cox, Chile

Systematize existing data on continuing professional development for early childhood teachers

Several of the participating countries do not have aggregated country-wide data on their continuing professional development programmes and are therefore unable to take advantage of a valuable resource that could inform national policy development. The following guidelines may facilitate progress in that regard:

- **Centralize the available data on existing professional development programmes.** In practice, this guideline entails making better use of the currently available but disparate data on the countries in the region. These data could be compiled by systematically entering them in a national database organized by content, modality, length and type of certification granted.

- **Increase the availability of existing data on continuing professional development programmes.** The purpose of this guideline is to improve the information available both to early childhood teachers seeking information on available options and to public policy-makers and researchers in the field.

GUIDELINES FOR WORKING CONDITIONS AND PROFESSIONAL CAREER

Improve salaries and working conditions

The salaries and working conditions of early childhood teachers are inadequate and, in several countries, lower than those of primary school teachers, lessening the profession's attractiveness. The following guidelines may help to overcome these serious problems:

- **Establish fair salaries that reflect the professional status sought.** These salaries should be paid to early childhood teachers at the beginning of and throughout their careers and should be at least equivalent to those of all other teachers in the country in question. However, the goal should be to bring them into line with those of other professionals as a sign of the importance of early childhood teaching as a profession.
- **Provide early childhood teachers with attractive individual and collective working conditions.** Policies on this issue should seek to improve teachers' working conditions, particularly by providing protected time for non-teaching activities (planning, evaluation, teamwork and contact with families), reducing the high student-teacher ratio and assigning teaching assistants to help them provide a proper educational experience in the schools.



Only

57%

of students in third grade, attend classes where there is an environment that facilitates learning.

Only

56%

of students in sixth grade, attend classes where there is an environment that facilitates learning.

Source: OREALC/UNESCO, 2016

Establish attractive prospects for professional career

In several of the participating countries – albeit to different extents – there is no professional career system for early childhood teachers and none of the elements thereof are in place.

The following guidelines may facilitate progress in this regard:

- **Establish a professional career system for early childhood teachers that clearly and transparently regulates their hiring, practice, job security, development, promotion and retirement.** This system may be incorporated into that of teachers as a whole or be established specifically for early childhood teachers. The key take-away of this guideline is that professional career for early childhood teachers must include the various stages of their careers while reflecting the specific characteristics of the profession (for example, play-based learning, multidisciplinary teamwork and involvement of the family) in setting criteria for promotion.

- **Establish a professional career system that includes early childhood teachers.** A professional career for early childhood teachers should allow them to accumulate entitlements throughout their careers, regardless of the institution in which they work or the age of the children in their care.
- **Link professional development to professional career for early childhood teachers.** Participation in relevant, high quality continuing professional development programmes should be heavily weighted in decisions on promotion and their purpose – improving teaching skills – should be stressed.

Create appropriate performance evaluation mechanisms

The increasing introduction of mechanisms for evaluating the performance of early childhood teachers has met with opposition from the profession.

- **Build consensus between early childhood teachers' organizations and the education authority.** This will entail agreeing on appropriate mechanisms for evaluating the performance of early childhood teachers, which should reflect the specific characteristics of ECE that define the profession.

Chapter 4

School leadership in Latin

America and the Caribbean

This chapter is based on the document “**School Leadership in Latin American and the Caribbean. State of the Art Based on Eight school Systems in the Region**” developed by the Technical Secretariat on School Leadership led by the education faculty at Universidad Diego Portales and constituted by José Weinstein, Gonzalo Muñoz and Macarena Hernández. The mentioned document contains Latin-American experts’ contributions on school leadership policies in the following countries: Claudia Romero (Argentina), Sofía Lerche and Eloísa Vidal (Brazil), Macarena Hernández (Chile), María Victoria Angulo (Colombia), Eduardo Fabara (Ecuador), Sylvia Ortega (Mexico), Ricardo Cuenca (Peru), and Ancell Shecker (Dominican Republic).

SCHOOL LEADERSHIP IN LATIN AMERICA AND THE CARIBBEAN

In view of the relevance of school leadership at the educational policies' level, and taking into consideration the gap of information on this topic in America Latina and the Caribbean, to provide compared information about policies in this field in 8 school systems in the Region, was the target addressed. The evidence and analysis produced by the research, constitute a new input in the progress of strengthening school leadership in the region and, at the same time, offer guidelines for the research agenda about this topic.

POLICIES AIMED AT SCHOOL LEADERS

- Taking into consideration the greater or lesser advances made by school systems in this area, policies designed by the authorities are required to promote school leadership. Such policies must to address all the strategic dimensions: status, working conditions and salary issues, functions and performance standards, selection processes, promotion, evaluation, as also the school leaders' training.
- These policies must be articulated with the other existing educational policies, particularly related to autonomy and attributes of the school leaders and regarding key aspects of school leadership.

- Educational authorities must move forward to comprehensive policies, able to encompass different context coexisting within school systems. They must to specifically address the situation of rural and intercultural schools and should regulate the private sector more extensively, in order to get impact on the whole education system.

SCHOOL LEADERS PROFILE

- Reliable and updated information on socio-demographic, professional and related to working conditions regarding schools leaders, must be incorporated into to educational statistics by educational authorities.
- This information can become a strategic input for policy and programmes design aimed at enhancing school leadership, as well as for monitoring these actions.



PUBLIC INSTITUTIONS IN CHARGE OF POLICIES REGARDING SCHOOL LEADERS

- Create specialized agencies or units within the educational system so that policies for school principals are systematically monitored and updated.
- These specialized agencies or units must be articulated and coordinated with institutions responsible for the development and assessment of the teaching profession in the highest level.

SCHOOL LEADERS ASSOCIATIONS

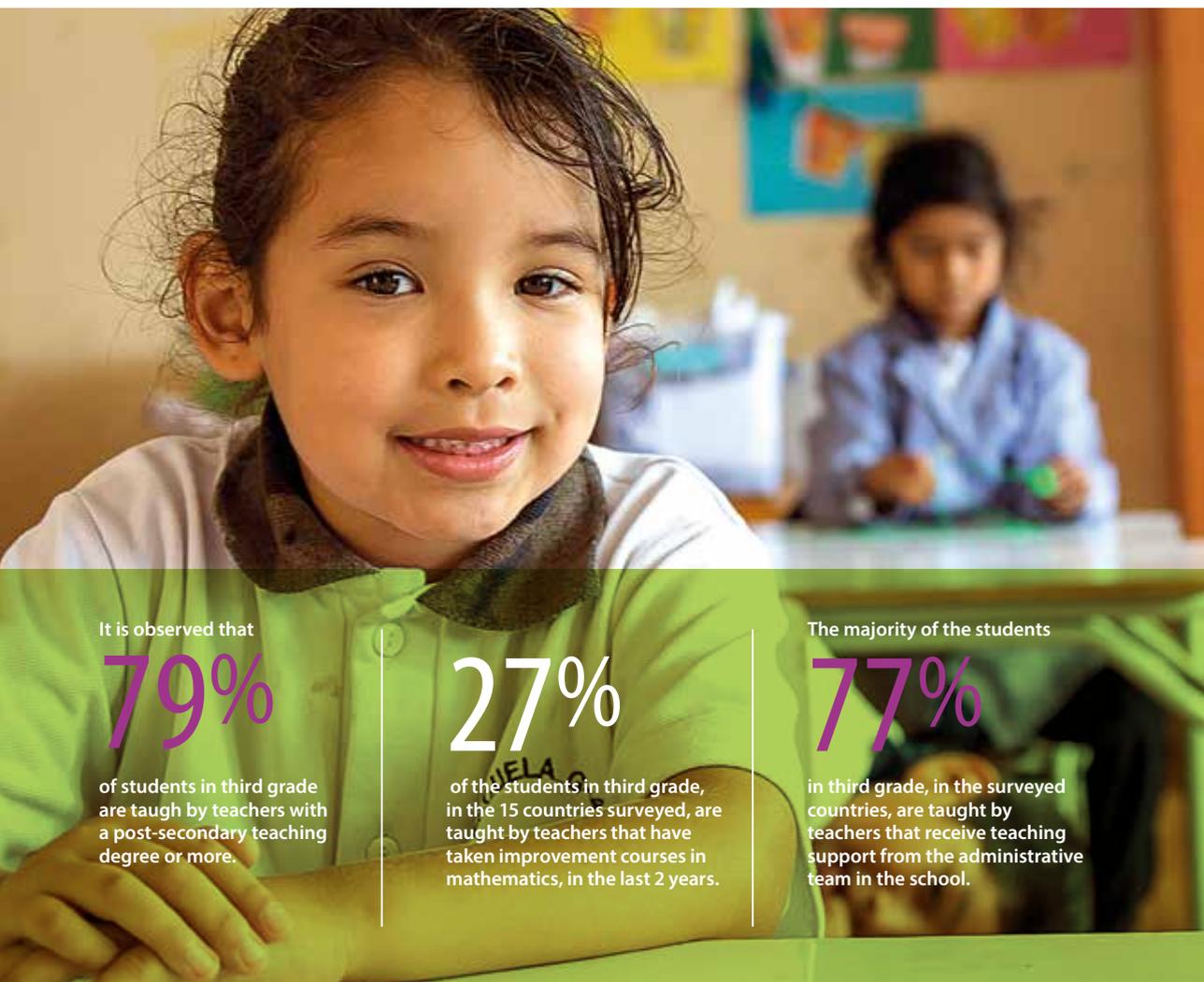
- Public policy must foster associations among school leaders, supporting networks' design as well as exchange opportunities.
- At different levels, educational authorities must set up consultation mechanisms, regular and extraordinary, to collect the school leaders' opinions.

EDUCATIONAL LEGISLATION REGARDING SCHOOL LEADERS

- Educational authorities must establish priorities within school leaders' functions, encouraging pedagogical leadership.
- Prioritized functions must have the necessary resources, in a broad sense, in order the school leaders be able to mobilize it and thus respond to demands.
- The promotion of pedagogical management among school leaders requires more attributions for them, for supporting the teachers' pedagogical work, as well as for their own professional development.

EXPECTED SCHOOL LEADERS ROLES

- Policies for school leaders must explicitly incorporate their role within the school and in regular and extracurricular programs developed in schools.
- School leaders' socio-educational functions, when they exist, must be recognized as part of their work.
- In the case of programs with multi-sectoral components, schools leaders' participation in local coordination levels jointly with other services must be favoured.



It is observed that

79%

of students in third grade are taught by teachers with a post-secondary teaching degree or more.

27%

of the students in third grade, in the 15 countries surveyed, are taught by teachers that have taken improvement courses in mathematics, in the last 2 years.

The majority of the students

77%

in third grade, in the surveyed countries, are taught by teachers that receive teaching support from the administrative team in the school.

ACTION FRAMEWORK FOR SCHOOL LEADERS

- Policies should move towards the development of performance standards that clearly state the roles assigned to school leaders, as well as the levels of performance that are considered adequate.
- Those standards must be articulated and show coherence with all the existing normative on school leadership in each educational system.
- Schools leaders must have attributions and resources enough, in a wide sense, which allow them to fulfil the established standards.
- The standards must orientate school leaders' training, as well as the selection and performance evaluation processes.

SCHOOL LEADERS CAPACITY FOR TEAM BUILDING

- Educational policies must encourage and support the creation of effective leadership teams, which allows the school leadership be distributed within the schools and become sustainable over the time.
- Educational policies must identify the strategic positions for supporting school leaders' performance, which may vary, in number and definition, according to the complexity of the school.
- School leaders should be able to influence into the formation of their own leadership team, as well as on the individual and collective professional development of such a team.



For a long time, we have been in industrial logic, where all students are the same. Today we know that in cognitive development there is a mismatch between the ways in which the school has traditionally taught and how students are linked to the world. How school and teachers speak to young people of the 21st century.”

Eugenio Severin, Chile

CAPACITY FOR OPEN PARTICIPATION

- Policies for school leadership must ensure actions in favour of the institutional project with all the stakeholders involved.
- Attributions must be given to school leaders as well as their capacities must be developed for driven the existing instances for participation at the school level.

PROFESSIONALIZATION

- Policies must insist in stablishing transparent selection and recruitment processes, timely and able to hire the best candidates for the school leadership position.
- The selection criteria should clarify the required competencies (relating to behaviour and functions). These competencies must be consistent with current performance standards and functions.
- The legitimacy and relevance of the selection process will benefit from the participation of local actors in decision-making. Political and union influences should be avoided in order not to affect the professionalization of the school leadership.
- If the public system counts on capacities for the recruitment of qualified human resources, these should be used for school principals.

PERFORMANCE EVALUATION

- Policies favouring school leadership should include the school leaders' performance evaluation as part of their regular action procedures.
- Evaluating school leaders will be helpful if it is oriented towards the required performance standards. The evaluation should be done in a timely manner and with appropriate procedures,

and should serve as feedback to both the school leaders and the authorities.

- The evaluation consequences should be in favour of improving the capacities of school leaders.

ADMINISTRATIVE PATHWAYS

- Educational policies should re-think school leadership as a career. This career must distinguish clearly between its different stages (novice directors and experienced directors, for example), and offer opportunities for development and recognition for each of those stages, with horizontal promotion perspective.
- School leaders must count on established spaces to contribute professionally to the school system, once their leadership function has finalized. That way you will not lose your knowledge and your experience. This could motivate them to occupy positions in the educational administration or be part of initiatives of professional formation for new directors.



“

In all countries, there are young people who would like to take up the teaching profession. But they do not, due to the working conditions”

Beatrice Avalos, Chile

WORKING CONDITIONS

- Working conditions and salary are relevant to attract and retain the best school leaders. For such reason, policies must consider it.
- Monetary and non-monetary incentives given to school leaders must be aligned with the key objectives of public policy. Among them, the quality of students' learning and with the equity in the distribution of good school leaders among educational institutions.

SCHOOL LEADERS TRAINING

- Educational authorities must encourage the development of quality and pertinent educational offer for school leaders.
- Public institutions must have an adequate regulation of the quality of the training offer for school leaders, systematically monitoring its results.
- School systems must ensure that school leaders receive the required training, which cannot depend on their own ability to pay.
- The training offered must be differentiated according to the different stages in the school leadership career. Training should distinguish between prior training, induction and in service professional development. The training must advance in each of the stages with innovative teaching methodologies that allow a quality training.

RESEARCH

- It is necessary to advance in the construction of a research agenda on the school leadership that allows to channel and to generate knowledge on the actions in this area within the region.
- In this agenda must have an adequate professional and socio-demographic characterization of school leaders. Country leadership practices should be identified at the comparative level. These investigations can link school leadership' practices, the teachers' performance and the students' learning results.
- At the same time, existing policies and programs in the countries should be studied in order to promote the school leadership. This will allow to know better the factors that make possible its development, as well as its effects in school centres.
- Training that school leaders are receiving must be deeply studied both, in terms of training trajectories and the quality, opportunity and relevance of the offer.



In 3rd grade,

80%

of students are taught by teachers satisfied with the job.

Only the

37%

of students are taught by a satisfied teacher regarding the salary.

Capítulo 5

Training for School Leadership in Latin America and the Caribbean

This Chapter is based on the document “**School Leadership in Latin America and the Caribbean. Innovative leadership training experiences in the region**” developed by the Technical Secretariat of the UNESCO School Leadership Strategy, hosted by Education Faculty of Diego Portales University and composed by Jose Weinstein, Carolina Cuellar, Joseph Flessa, Macarena Hernandez.

TRAINING FOR SCHOOL LEADERSHIP IN LATIN AMERICA AND THE CARIBBEAN

Training policies for school leaders in Latin America and the Caribbean currently face the challenge of producing quality programmes for improving leadership in educational institutions. Countries are significantly promoting an adequate capacity building of school leaders. Governments and school leaders themselves are investing relevant amounts of resources in that training. However, the quality of the training is, in general, uneven. (UNESCO / OREALC, 2014). So far, evidence (Avalos, 2011, Vaillant, 2011, UNESCO / OREALC, 2014) has shown that traditional training programs do not lead to a school leadership that places learning at the centre and promotes new teaching practices. In this scenario, studying innovative training programs for school leaders constitutes a timely contribution and an original input to guide the design and implementation of future actions by the systems in this area.



“

After two decades of intense strategic reflection, it is clear that economic and social improvement must be guided by human development. In this context, education is key. We are talking about a quality education, able to provide solid basis in the early life stages as well as update knowledge systematically for a better human development in all life's dimensions: social, political, cultural and economic.”

Francisco Esquivel, Costa Rica

Findings from the study are outlined below. The lessons learned refer to both, the internal management of the experiences reviewed as well as their articulation with the educational system and policy in the country in which they were carried out.

- Innovative training programs begin with the motivation of different institutional actors who are confident that school leadership can and should be a relevant factor in improving educational quality and that school leaders have a high potential for change. Although these initiatives emerge from different actors, they only achieve greater coverage and impact when they receive the public sector's support (National or Sub-national Ministry of Education).
- Innovative training programs are centred on a kind of school leadership that promotes a vision of the leader as a change promoter, able to encourage and promote educational transformations in his school - both at pedagogical and institutional level. Innovative training programs are centred on a kind of school leadership that promotes a vision of the leader as a change promoter, able to encourage and promote educational transformations in his school - both at pedagogical and institutional level.
- Innovative training programs have a well-planned curriculum design that articulates training, theoretical and practical contents, as well as the individual and collective dimension of school leadership.
- Innovative training programs use a wide variety of methodological strategies, characterized by an active-participatory approach based on the notions of adult learning and centred on professional practices. They move away from traditional and too academic methodologies.
- Innovative training programs prioritize the inclusion of a broad and varied core of trainers (from various professions). They combine theoretical and practical knowledge on school leadership, and seek to bring training closer to the learning needs of school leaders.



- Innovative training programs use various recruitment processes. Among them, we can stand out practices aimed at identifying the most suitable and motivated candidates and the practices related to considering the candidates from a strategic view of their potential. If programs tend to become universalized, the selection possibilities decrease.
- Some innovative training programs use systematic monitoring procedures of their work, which allows them to feed back the planning and educational activities they develop. They also seek to advance towards the training impact evaluation on the practices and competencies of the benefited school leaders and their schools.



“

We know that, after the role of teachers, the role of school leaders is the most important factor in the effectiveness and improvement of schools”.

José Weinstein, Chile

- Innovative training programs usually come from three institutional actors: Ministry of Education, universities or private foundations. However, they tend to seek partnerships with other institutions in order to strengthen their technical or political components and promote their articulation with the needs of the school system they are in.
- Innovative training programs can be articulated with those educational policies aimed at promoting school leadership, especially those oriented to the pre-service training, in-service professional development, progression in the school leadership career, school improvement and creation of networks between school leaders.

Latin America is beginning a new phase of school leadership. Ongoing initiatives are very recent, have less than a decade. They are focused on making school leadership attractive (using incentives), on redefining the responsibilities and attributions of school leaders (setting performance standards), and on professionalizing the recruitment and selection processes (to avoid clientelism and discretion) (UNESCO/OREALC, 2014; Weinstein y Hernández, 2014). In relation to training, this is a pending subject. The amount of resources and hours invested by the governments and by the school leaders themselves in training programmes is not equivalent to the irregular quality nor to the lack of opportunity and pertinence that they have (Avalos, 2011; Vaillant, 2011). It is inevitable for school systems to improve the supply of training for school leaders so that they have a greater impact on their practices and strengthens their leadership in the educational communities. In this process it will be necessary to avoid replicating experiences from other regions in a mechanical way. School leaders in other regions do not have the same educational and socio-cultural challenges as those present in Latin America. (Oplatka, 2004; Weinstein y Hernández, 2014).



In third grade

85%

percent of the students are attended by teachers who are agree to carry out various evaluations to students, according to their knowledge or maturity level.

52%

percent of the students are attended by teachers who believe that all students must to answer the same test on the contents taught

Chapter 6

Digital Technologies for Quality Education

This chapter is based on the document “**Digital Technologies for Quality Education. A change proposal focused on learning for all**”, developed by Eugenio Severin, Coordinator of the OREALC/ UNESCO Experts Group on learning and ICT in Latin America and the Caribbean, currently the Executive Director of “Tu Clase, Tu País”.

DIGITAL TECHNOLOGIES FOR QUALITY EDUCATION

Today we know that digital technologies and internet have a central role in our personal and professional lives and in the social and economic development of countries. We also know that those students who have not acquired the basic skills for productive and creative use of these technologies are in danger of being disconnected from economic, social and cultural life (Schleicher, 2015b). The ubiquity of information and communication technologies in everyday life creates opportunities for learning and highlights the need for specific digital skills. In addition, the dynamic and changing nature of these technologies requires that their users update their knowledge and skills frequently.

KEY FACTORS

- Users of technologies must learn quickly. Only those who can assume their learning for themselves, solving unknown or unusual problems as they arise, will be able to enjoy the benefits of a world rich in technology and innovation (OCDE, 2015).
- The implementation of initiatives for the use of digital technologies must be at the service of the purpose and the educational objectives, especially for ensuring the right to a quality education for all.
- Technologies invite to rethink the pedagogy and methods used to teach and to learn. ICT users often must be coupled to a new device, software or new functions or applications in their current devices, in a fluid way.

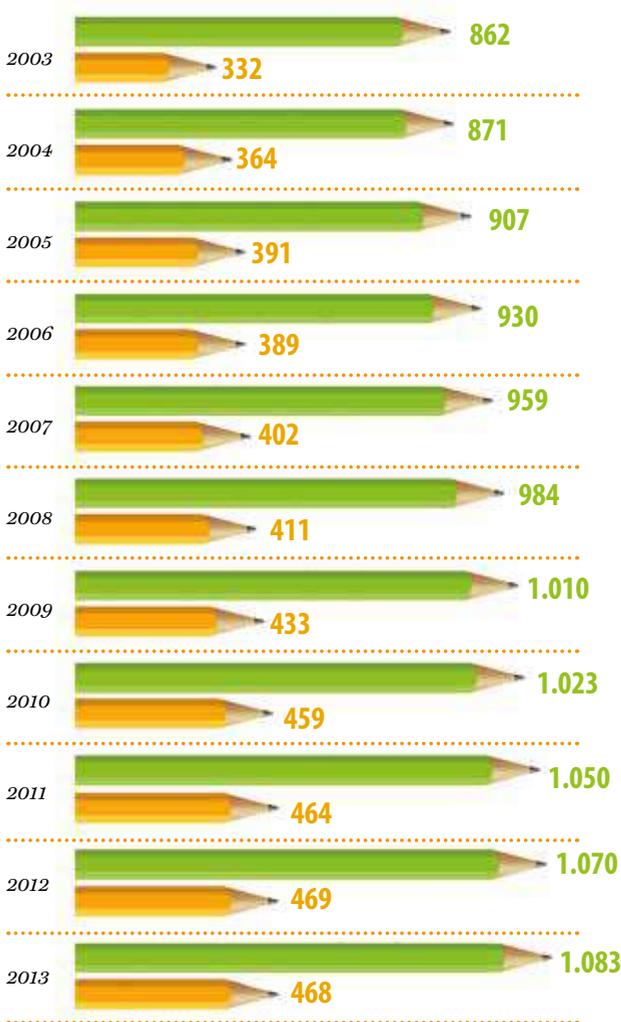
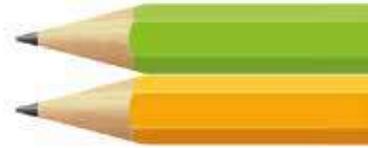
- If it is sought to mobilize support for the achievement of the best results, it is necessary to move towards more innovative teaching practices that offer students better learning experiences.
- If investment in technology is done in favour of teachers, and that makes their planning work and classroom practices more efficient, we will reach more students and support other teachers in the effective use of ICT.
- It is necessary to invest in new professional development strategies, aligned with this purpose, so that teachers become active agents of change. Teachers should be involved in the design of new learning experiences; they should not be mere implementers of technological innovations and should not be outside the projects development.
- The role of digital technologies is supporting changes in pedagogy. Such pedagogy should be centred on the student as an active participant in searching new knowledge, with tools for research, collaborative learning spaces and practical and cooperative activities..
- Teachers who believe and apply innovative and participatory teaching methods (i.e. those who see themselves as facilitators of students research or those who believe that thinking and reasoning methods are more important than some specific curriculum content), are more likely to use ICT in the classroom and other more active teaching techniques.

RESEARCHERS

In terms of population, 2003-2013

World

*Latin America and
the caribbean*



The number of professionals working in the region on the design of new knowledge, products, processes, methods and systems, as well as on the implementation of these projects for a given year, have not grown to the extent needed.

Source: UIS/UNESCO, 2016

SOME GUIDELINES

Successful integration of technology in education does not depend on the type of devices chosen, usage of time, software or digital books.

Key factors seem to be:

- Teachers, school leadership, and the vision and ability of decision-makers to connect students with devices and learning, in order to have a relevant and valuable experience.
- Providing students and teachers with the best conditions for ICT implementation in the classroom, for having a good connection to a broadband and relevant resources that help teachers and allow the best use of technology.
- The exchange and collaboration between teachers and the strengthening of collective expertise. The exchange and collaboration between teachers and the strengthening of collective expertise.

All educational action must be proposed from a set of educational objectives. Many efforts have been made in recent years to incorporate digital technologies into education systems. Nevertheless, those efforts did not have explicit educational objectives due to they were proposed from other logics.

Including:

- Economic rationality has been part of projects designed from the logic of the economies competitiveness. This kind of projects have proposed the use of educational technologies as a need and an opportunity to improve the human capital competencies and, thanks to that, for a better competency in international markets, in the context of global economies.
- For its part, social rationality has emphasized equity and inclusion, ensuring access to technologies to sectors, families and people who would otherwise not have those possibilities.



- Cultural rationality is based on the value gained by internet as a space for knowledge development and for cultural and social goods distribution.
- Each of the three rationalities mentioned have meaning and may be complementary, but none of them necessarily take into consideration the achievement of educational objectives as was proposed above.

It has been strongly emphasized that digital technologies have introduced a substantial change in 21st century society. It is said that they have modified our economic organization, communications, ways of accessing, creating and sharing knowledge, ways of producing goods and services, ways of building identity and that have also diluted borders and brought cultures closer together. But all these changed have already happened and are inevitably installed between us. But education, by definition, works on the future. Is it possible today to foreshadow how the future will be for the children who are entering today to our schools in 12 or 15 years?



“

Establishing a compulsory teaching practice is not enough. This should be part of the curriculum and of the education system. It must have a clear support system, involving trainers at the university and schools level, so that the practices are transformed into learning for the future teacher”

Paula Louzano y Gabriela Moriconi, Brasil

- Trend analyzes and predictions have shown few successes. Some news emerged as a great and promising leap forward for humanity, but disappeared in a few years, leaving no trace of his fleeting presence among us. Other humbler and poorly considered proposals have developed enormously, but we can not even explain the causes of such penetration, growth, and impact.
- It is important to wonder about the future. Everything seems to indicate that the industrial educational paradigm is over. In such paradigm, a core of fixed contents was delivered to a group of students who were like empty vessels. There, teachers conveyed knowledge at the same pace and at the same time. That paradigm is in a long agony. The lack of quality educational results seems to be a consequence of an educational system that does not respond to the characteristics of children and young people, nor does it understand the needs of the society in which it is inserted.
- Human knowledge grows at breakneck speed and is not possible to catch it, condense it and make it memorized by students (and it is not clear that it is useful). Thanks to the development of digital technologies, this knowledge is now available, in increasingly shorter terms, in computer networks, allowing other people to access it, incorporate it, question it, or create new knowledge from each finding. That knowledge available, demands, and will demand more and more capabilities to explore, find, discern, select, process, convert, create and share, rather than remember and repeat it.

The current crisis is not a education crisis, but of the school, as it has been conceived and constructed until now. It is not the end of the education what is in question: we know that society must continue to develop in its citizens skills and competences to live in community, to be productive and happy. What have to be changed, urgently, is the way we do it. If the school does not change, it is at risk of becoming irrelevant..

The development of the knowledge society makes learning experiences available everywhere and at all times, ubiquitous and available throughout life. Increasingly, learning is not a specific need of children and adolescents, but a permanent attitude of every human being. The one who stops learning will be the new marginalized in the knowledge society.

- How will education systems accompany a population that needs to be trained at all times?
- How the school will create this common learning space, where individual knowledge is not enough, because what matters to every human community, what gives meaning to society, is what we share, what we have in common



United Nations
Educational, Scientific and
Cultural Organization

Santiago Office

Regional Bureau of Education for
Latin America and the Caribbean

