CHILE

Prepared by the Ministry of Education, Chile

Introduction

The following is a compilation of the main strategies that are currently active in Chile which have aspects in common with the ideas of innovation, change and good educational practices, among others. Some of the examples given here belong to institutions which are not necessarily located in Chile, but the country participates on the initiatives the organizations promote at regional level.

The initiatives are presented with no priority order.

1. General programs to foster good pedagogical practices and innovation

1. **Enlaces program, Ministry of Education: Buenas prácticas pedagógicas (good pedagogical practices)**

The Ministry of Education, through the program ENLACES (*Links*) has a section where it has compiled good pedagogical practices, since it has recognized that in many Chilean classrooms there is an interesting variety of successful educational practices. The website promotes and gives access to these experiences, providing a synthesis of them and useful resources for teachers.

Many of these pedagogical practices use ICT and are focalized activities. They develop specific curricular objectives, with limited time for implementation. ICTs are integrated as a tool for their development and can be replicated on other contexts and by other teachers.

It is expected that the description of these practices will allow teachers to implement the suggested lessons, since they include pedagogical orientations and the required instruments for the development in class (evaluations, summaries, among others).

For each of the offered practices the site includes: descriptive summary, planning of the strategy, classroom file and annexes. All of these are offered in PDF format and with zipped files. For some of them there are also videos available with access for users.

Some of the examples for good pedagogical practices are: playing with randomness; the Comic, image to the service of narration; Origins project, our aboriginal people through silent films; Interwrite workspace enlightens your life; the blog, a space for reading and playing; I am having fun and learn; Playing with language I learn a lot more; Animating learning with Movie Maker; Illustrating the life of my father, etc. [1]

2.   Program Innovative Teaching for Deeper Learning, Diego Portales University

Universidad Diego Portales (UDP) is a private university from Chile and LASPAU (Academic and Professional program for the Americas, associated with Harvard University) and together they have developed a program called "Program for innovative teaching for deeper learning". This program is a sustained effort started in 2010 by UDP to build an institutional culture of teaching improvement.

The participants attend a seminar focused on innovative teaching approaches and on how to apply these new techniques to their own teaching practices. They get interactive micro-teaching sessions, where the program illustrates principles of active and transformative learning, which gives the participants an opportunity to get and receive feedback on their teaching methods. Participants then developed ideas on how to improve their own taught courses by utilizing the new methodologies discussed throughout the seminar.

3.   Centro de Innovación y Aprendizaje, UAI Center for innovation and learning, Universidad Adolfo Ibáñez

This is a center located on a Chilean private university[2]. The objectives of this center are:

- Promote the implementation of teaching centered on student effective learning

- Enhance professors` professional development from UAI, supporting them on specific areas of pedagogy, like planning and subject design, methodologies and evaluation

- Favor innovation on the applied teaching methods

- Generate a reflection culture, dialogue and experiences exchange around teaching among professors from UAI

- Contribute to the positioning of UAI as a leader on the process of renewal of practices and conception that have historically characterized Chilean higher education

4.   FUNDACION CHILE: Center for Innovation in Education

Definition: This institution is one of the largest in Chile dedicated to education and educational institutions. This center develops its work at different levels of the school system, trying to impact on practices, processes and results of all the actors through services and tools which are pertinent and have high quality.

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[1] Website: http://www.enlaces.cl/index.php?t=44&i=2&cc=1871&tm=2

[2] Website: http://www.uai.cl/investigacion/centros-de-investigacion/centro-de-innovacion-y-aprendizaje

The main foci of action for this center are: School effectiveness, Management and School Leadership and ICT and Education. The center has a multidisciplinary team of experts, dynamic and committed to generate and systematize knowledge. The Center also belongs to multiple networks at national and international level and that makes possible to increase its added value and to become a good partner for any institution.

Research Center: The Center also develops applied research through a research center whose main objective is to contribute to a better understanding of the school system by systematizing evidence which can contribute to decision-making in educational policy in Chile. The research center develops applied research on topics like educational leadership, improvement and school effectiveness. Since its beginning the center has developed a series of studies that can be seen at the Center`s website. Currently the center of research is developing studies on technical education, school leadership and evaluation of educational support plans from private foundations.

International networks: The research center is associated with the following international institutions:

- OISE. Ontario Institute for Studies in Education
  http://www.oise.utoronto.ca/oise/Home/index.html

- CEPPE: Centro de Estudios de políticas y prácticas en educación. http://www.ceppe.cl/en/ Center for the study of policies and practices in education

- RINACE: Red iberoamericana de investigación sobre cambio y eficacia escolar. Ibero-American Network for Research on Change and School Efficacy http://www.rinace.net/

Seminars: The Center for Innovation also develops seminars and conferences which are free of access and open for every person interested on the topics. Some of the seminars the Center has developed over the last year have been: Professional teaching career: A pending assignment for education of quality in Chile; Seminar on leaders schools: expert Barrie Bennett: Pedagogical intelligence: key tool for school learning; What kind of public education we want for Chile?

School effectiveness (*Efectividad escolar*): The focus of this work is on the generation of capacities inside educational communities, installing processes, institutional management and pedagogical capacities, supporting the training of in service teachers and principals for a better performance on the direction of schools and high schools, especially inside the classrooms. It is about a complete process of support to schools and high schools, emphasizing the differences between each school.

Management and leadership (*Gestión y liderazgo*): The goal of this component is to develop and promote capacities for the management and leadership in schools and associated institutions, through the transference of effective models and methodologies that allow getting quality standards that are possible to demonstrate. The idea is to install systems for management and quality direction for associated school institutions, at local and national level. To be able to do this, promotes and transfer effective and innovative methodologies that can make possible to get quality standards. [3]

TICs y Educación: ICTs and education: With a specialized focus on information and communication technologies, the Center on innovation on education searches to provide schools and high schools, teachers, directors and students, with tools that contribute to optimize the pedagogical and institutional

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[3] Website: http://www.gestionescolar.cl/

processes inside the schools. And also it tries to make possible to facilitate access to contents, materials and tools for students and teachers, according to the 21st teaching and learning challenges. [4]

5.   Program on development and educational innovation (Programa Desarrollo e Innovación Educativa SEPADE)

This program belongs to the Evangelical Service for Development, SEPADE, which is a nonprofit private corporation. This is a private ecumenical institution for public interest, with 35 years of work on the management and development of social, cultural and productive initiatives. Currently their programs are developed in regions of Araucania and Bio Bio on the south of Chile and the Metropolitan region.

This corporation intends to contribute to the construction of a more welcoming and inclusive society. Society should not limit the development of people and communities should not discriminate arbitrarily among people for social, cultural, ethnic, religious, political, sexual, gender, age, health or physical and mental disabilities.

The corporation was funded from an initiative of the Pentecostal church and the assembly of different evangelical churches. Its work has an ecumenical and pluralist orientation.

SEPADE`s intervention emphasizes the building of social trust to facilitate the generation of solid articulations between different social actors. So, SEPADE acts as a mediator, mobilizing resources and designing policies at local level. This is a way to increase the effectiveness of public investment that is oriented to reducing poverty.

SEPADE wants to increase the access opportunities for a training of quality, to be able to have access to development and influence public policies, especially for the groups living under poverty and the discriminated groups, on the territories of institutional intervention.

Currently, SEPADE works on social, educational and productive initiatives through three programs: Development and Civic participation; program of Development and educational innovation and the program of productive Development and Promotion.

Objectives: The main objective of this program is searching that children, boys, girls, young and adult people, who live under poor conditions, have the competencies that enable them to build their life projects, insert creatively on the job market and exert their citizens' rights, by providing them with educational quality projects that are inclusive, relevant, innovative and nondiscriminatory.

The schools that are administered under this Project are: Centro Educacional de la Madera, Coronel; Centro Educacional Agroalimentario, Negrete y Santa Bárbara and Liceo Industrial de Temuco.

Financing of SEPADE: Institutional programs and projects are financed through cooperation agreements with foreign and national agencies, and also through service contracts with governmental entities. The

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[4] Website: http://www.educacionfch.cl/tics-y-educación.html

main foreign counterparts for SEPADE are the German Agency for Cooperation (Evangelischer Entwicklungdienst" (EZE/EED) and the European Union, through the European Commission in Chile.

On the national field, SEPADE applies to projects that have public and private financing, through public funding from different public organisms. In the case of educational institutions that are administered and directed by the Corporation the Ministry of Education is in charge of financing schools. [5]

6. Centro de Innovación y Desarrollo Docente (Center for innovation and teachers` development)

This center, CIDD, belongs to Universidad Católica de la Santísima Concepcion (UCSC) and its main concern is to enhance the quality of teaching, center of students` learning through training, research, teachers` innovation and the strengthening of the pedagogical capacities of professors at UCSC.

The center is concerned with the pedagogical capacities of the teaching staff at UCSC. The training of future professionals needs to be harmonized with the needs and requirements of the knowledge society, globalization and the new demands of the work and business world. Also it is necessary to keep in mind the integral training of young people, so the university is also training citizens with a wide commitment and social responsibility through solid moral values according to the principles that inspire the academic work of UCSC.

This university wants that its graduates are educated with capacities to assimilate and generate new information, with abilities to innovate, with habits of responsible autonomy, with leadership capacities. The idea is to train students with the capacity to assimilate and generate new information, able to innovate, with habits of responsible autonomy, with capacity of leadership and teamwork, which they can use to the service of equity and social development. They implement a program of pedagogic abilities and competencies whose purpose is to support the improvement, efficiency and the efficacy of these.

Supporting the professors on the context of the process of curricular renewal, emphasizing teaching centered on the students, its autonomous work and the development of competencies. [6]

2. Networks on innovation

1. Red de Profesores Innovadores: Network of innovative teachers

This is a network that is under the working field of Fundación Chile. [7]The network of innovative teachers is a joint initiative from Enlaces, Educarchile website and Microsoft Chile that intends to enhance the

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[5] Website: http://www.sepade.cl/pdie/

[6] Website: http://cidd.ucsc./iniciclo

[7] Website: http://rpi.educarchile.cl/Paginas/Inicio.aspx

capacities and abilities of teachers through the incorporation of technologies on the processes of teaching and learning, so we achieve quality in education. The idea is to exchange knowledge, questions and reflections about teaching practices, providing support to technology and supporting its integration into the learning process. This website is open to registered teachers who can have a name and password available to enter and have access to the different set of available tools and resources. Some of the resources than can be used are learning modules, competencies maps with information and communication technologies and innovative experiences. Also there are some sections dedicated to the following:

- **ICT news:** where different news and updates are offered with ideas that are applied to education, seminars and trainings.

- **Innovative experiences:** In terms of the ILE project this is a very interesting section, where teachers from different areas of the country narrate their experiences in the classroom; some alternatives to regular lessons are shared, among other initiatives. Website: http://rpi.educarchile.cl/experiencias/Paginas/default.aspx.

- **Learning modules:** This is a training program directed to teachers so they can see the use of ICT as an opportunity to improve their professionals work and widen their professional development. The program is organized around three themes: Technologies of teaching, teaching and technological management. Some of the competencies that are developed on these modules are: Learning activities based on the network: Webquest; Effective communication through weblogs; Viable communication; Automatic creation of multiple selection tests; Virtual communities creation; Creation and publication of websites; Creating learning activities through an interactive board; Educational activities design through hot potatoes, etc.

- **Technical support:** This is a course that delivers contents that are necessary when starting a technical support at the institution, and also the different problems, through preventive support. This section of the website offers downloads for teachers and students from the course instructors.

- **Agenda:** This section offers information about different activities set on a calendar and including all the necessary information.

2. **Red regional de innovaciones educativas *Innovemos***

The regional network of educational innovations Innovemos is an interactive space and a permanent forum of reflection, production, exchange and promotion of knowledge and practices for innovation and educational change. The focus is on contributing to improve quality and equity in education at its different modules and programs.

Innovemos Network was created in year 2001 and is coordinated from the Regional Office for Education from UNESCO, OREALC/UNESCO Santiago. Emerges from the forum Educatio for All in Dakar in 2000 and it is a way of monitoring the regional project for Latin American and the Caribbean, PRELAC, approved by the region ministries in 2002.

It is financed by the government of Spain. Currently has the participation of 19 countries from Ibero-America, being Chile one of them. From year 2008 some countries from the Caribbean have been integrated with the collaboration of UNESCO/Kingston.

The network is formed by institutions linked to the field of educational innovation in relation to eight thematic areas: curricular design, professional development, education and work, diversity and equity, democracy and citizenship, new technologies and patrimony and education.

The priority is to contribute to the transformation of educational conceptions and practices, generating knowledge from and towards practice. To facilitate the access to different countries of Latin American and the Caribbean, the webpage *innovemos* is presented in Spanish, Portuguese and English. All the information is presented on these three languages.

The network objectives are: To build a permanent framework of reference shared on the theory and practice of change and educational innovations in the region, and about systematization, research and evaluation of innovations; promote research, evaluation and systematization of innovation on different themes and educational levels; produce, exchange and promote knowledge and relevant information about processes of change and educational innovations; generate and recreate a communication and exchange space between teachers and other professionals of education.

Network strategies: The network works in 4 different levels connected among them: production of theoretical and practical knowledge through processes of research, systematization and evaluation of innovations; systematization, promotion and exchange of knowledge and information through publications, workshops and the website INNOVEMOS; development of concrete innovative experiences and non-formal educational programs. Current innovations will be identified and technical support will be developed to give them support and systematize them; training through reflection and exchange meetings and training workshops at regional and national level.

The network`s website offers as well a library online with documents, bulletins, brochures and website of interest. The network also develops activities that are also published on the website. [8]

3. MICROSOFT Alianza por la educación (MICROSOFT Alliance for Education)

Microsoft has developed an initiative at world level called Alliance for Education[9]. This idea intends to contribute to the transformation of education through technological innovation to generate new opportunities for children and young people in Latin America. Chile is also part of this group of participating countries. It supplies cutting edge technology to all elementary, secondary and higher education institutions, integrating programs oriented to create education that prepares students for 21st century challenges. Three initiatives are developed under this program: Innovative teachers, innovative schools and innovative students.

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[8] Website: **http://www.redinnovemos.org/**

[9] Website: https://www.microsoft.com/latam/educacion/alianzaporlaeducacion/home.aspx

Innovative teachers:

This is also a program at global level that offers to work inside a global community interested on education centered on learning for the 21st century and recognized by an exemplary effort to prepare students to become productive citizens for the 21st century. [10] This work offers two main initiatives:

- Forum for Innovative Teachers: These are annual events at regional, national and global level that recognize teachers who put into practice learning elements for the 21st century and then incorporate these skills to the learning environment where they work. The last of these events happened in Santiago, Chile in September, 2011. [11]

- Network for Innovative Teachers: This is a global network and provides access to lesson planning, articles about "how I do it", students projects based on research and implementation instructions using a systematic methodology. By working on a global network of portal at the Microsoft office SharePoint, they can participate at online chats and create virtual project teams with other innovative teachers from participating countries around the world. Different network operate in Latin America and for Chile the network is based in Fundación Chile, already included on this country note: [12]

Innovative schools:

This program helps many schools around the world to move beyond the class boundaries and the traditional educational models. Through the contribution of people Microsoft intends to help for a more committed, inspiring and relevant education. It provides support to 12 schools by offering them intellectual property, technological knowledge, empirical knowledge and support from the Microsoft community. The idea is to inspire broader thinking and discover best practices; to create shared models and experiences so any school or system can use them in the future for the success of 21st century.

In Chile the selected school was Centro Educational Erasmo Escala Arriagada, located at the commune of Peñalolén. A video is offered to understand the changes that this school has started and to better understand the nature and profile of this school.
https://www.microsoft.com/latam/educacion/alianzaporlaeducacion/innovativeschools.aspx
Fundación Chile prepared as well a document analyzing this school and explaining the school context, their main goals and success which is available at:
http://www.redenlaces.cl/cedoc_publico/1216931737escuela_innovadora.pdf

Innovative students:

This program is slightly different from the other two initiatives and offers the technological package *Microsoft Student Innovation* with a more accessible and dependable software. This package trains governments to increase technological access for poor households who would like to have their own personal computer.

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[10] Website https://www.microsoft.com/latam/educacion/alianzaporlaeducacion/innovativeteachers.aspx

[11] For more information on this event: http://www.microsoft.com/latam/educacion/foro2011/

[12] Chile: http://www.educarchile.cl/Portal.Base/Web/verContenido.aspx?ID=106580

4. Red de Escuelas Líderes (Network for leaders schools) Fundación Chile

Even though this is not specifically a network dedicated to innovation, it has some elements of innovation that are important to analyze[13]. This is a network of educational institutions against poverty that has 73 leading schools members from the north to the south of Chile. They are distinguished as *"effective schools"*, this is schools that are not only focused on getting good academic results, but are also effective because they have assumed their need to reach good performance but also contribute to the complete education of children and young people, which is for them a real challenge.

These schools intend to make the difference on the work they develop and they have to involve the affective and social dimension of their students and work with the whole community and the social contexts where the schools are located. The main idea is to generate a culture of inclusion in favor of diversity, recognizing social, economic, cultural and religious differences.

The idea started in 2007 when the publication *"Educating in Poverty"* was launched by Fundación Chile and published at El Mercurio newspaper. Different experiences where high quality education was provided also in poor areas were shared with readers. Later, a national call was projected to search for other cases. 20 schools were selected inserted into 4 main concepts: learning strategies, community dimension, culture as empowering learning and the social and emotional dimensions.

The first network was formed by the initial 10 cases plus the new 20 found cases and they constituted the first Network for Education of Quality against Poverty. In April 2008 there was a national meeting with 800 teachers and directors who were working at deprived areas and the leaders were awarded. By May 2009 there were 15 new schools, 60 in 2010, in 2011 they are 73 and in year 2012, 12 more have joined reaching a total of 85 schools.

The idea of the network is to be an encounter place to empower good practices in poverty contexts and to show that under any circumstance is possible to teach with quality. This Network is supported by the education area of Fundacion Chile, El Mercurio newpaper and the Minera Escondida Foundation. In November 2011 Arauco Educational foundation joined the associated partners.

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[13]   http://www.educarenpobreza.cl/Portal.Base/Web/VerContenido.aspx?ID=130740&GUID=70b586bf-af7b-4d5b-9c59-d60997e7fbca

3. Awards and Prizes

1. **Premio Fundación Teléfonica a la Innovación Educativa (Telefonica foundatio award for educational innovation)**

This award has been active for almost 13 years. The idea is to foster and support the integration of ICT into the teaching processes. Any teacher who works with students from 3 to 17 years old can participate on this award. [14]

Teachers can present works where they have use and applied any ICT on the educational context: presentations, blogs, webs, wiki, social networks, etc. These works have to have been developed between May 2011 and May 2012.

The presented works have to be public, facilitating URL of Access and can be elaborated in diverse languages: Spanish, Portuguese and English or official languages of Spain (Galician, Euskara and Catalan).

There are a series of prizes for the winners, for teachers and also for the classrooms, like a better technological setting at the educational centers. Different modalities are offered to participate on this prize:

- Supporting the classroom with digital resources, multimedia, etc.
- Exercising and interactive tasks to practice in the classroom
- Producing contents and group work
- Working in collaborative inter schools projects

2. **Premio iberoamericano a la innovación educativa (Ibero-American award to Educational Innovation)**

This award is supported by INTEL and intends to give incentives and strengthen the capacity of educational institutions to design and implement educational projects with new technologies proper to the historical, social and cultural realities where they are developed and that can also be examples for other educational institutions so they can replicate and increase them. [15]

This award AHCIET 2010 consists on the presentation by teachers and school directors of educational projects they are currently working at including ICT use, with innovative strategies to integrate ICT in all fields of the school, and including also the development of teacher competencies for ICT integration on a simple and successful long term manner.

This award is open to public and private school from Latin America, Spain and Portugal. Two initiatives are awarded and it will be specially highlighted those institutions where institutional capacities are enhanced to develop and implement projects with adequate technologies to the historic, social and cultural reality where they are inserted so they be examples for other educational institutions.

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[14] http://premiointernacional.educared.org/

[15] http://www.enlaces.cl/index.php?t=44&i=2&cc=768.218&tm=3

The winners can present the experience at the conference AHCIET on ICT and Education and social inclusion. They will get a grant including a ticket and accommodations.

3. Concurso innovo en clases, integrando tecnologías (Contest "I innovate in class, integrating technologies")

This is a contest organized by the Center for Technology and Education at the Ministry of Education, ENLACES[16]. During all the time this program has been active, it has oriented the work towards use of technology delivering infrastructure and connectivity, training teachers and providing them with tools to integrate technologies into educational processes. Also, in year 2000 the program developed the workshops on educational technologies, by which it was possible to promote experiences on the use of technologies for teaching and learning at different educational levels.

During the last years the focus has been into getting good teaching practices using ICT pedagogically. In year 2010 the contest "Teach with technology: good pedagogical practices with ICT for the Bicentennial" was launched. More than 100 experiences were received, showing large motivation and interest from teachers. In year 2011 the contest was "I innovate in classes integrating technologies". More than 130 projects applied and regions were largely represented.

For 2012 it was decided to keep the topic "I innovate in classes integrating technology". It is recognized that the world of educational technologies is always moving and changing, so it is important to be prepared for new challenges. So, proper models and methodologies are necessary and they can be translated into teaching practices that allow the use of such technologies in different educational areas. The educational system on the process of teaching and learning needs teachers with skills and competencies on ICT, and also teachers who can appropriate themselves of innovative strategies that allow a pedagogical use in the classroom.

The main idea is to have a bank of good practices in the classroom with a minimum of 4 months of development. There are four categories of participation:

- Learning beyond the classroom
- Collaboration
- Knowledge construction and critical thinking
- Information in challenges contexts

Also, on the current contest, it is required that all participants present projects promoting at least one of the following 21st century skills: Define the information you need; Search for information; Select information; Evaluate information; Organize information; Integrate information; Analyze information; Represent information; Generate new information; Know how to transmit information to others and make responsible use of ICT.

The participants present an application form and a 5 minutes video recording. 12 proposals will be selected by a specialized panel of judges. They will visit each selected proposal with an evaluation scorecard. The

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[16] Website: http://www.enlaces.cl/index.php?t=79

prizes are: 1st place: the recognition from the Ministry of Education to represent Chile as participant of the Latin-American forum for Innovative Education to be held in Peru on 19 and 20 September, 2012 and if they win this forum they can participate at the World Forum on Innovative education in Greece at the beginning of November 2012. Microsoft finances all the expenses through the program "Partners in learning". Also, the winner will participate in Expoenlaces 2012 to be held in Santiago on November 23rd, 2012. For the second place there it is also offered the opportunity to participate on Expoenlaces this year.