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School Improvement Networks and Collaborative Inquiry

Fostering Systemic Change in Challenging Contexts

Mauricio Pino Yancovic
Alvaro González Torres
Luis Ahumada Figueroa
Christopher Chapman

SCHOOL IMPROVEMENT NETWORKS AND COLLABORATIVE INQUIRY

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In the current international policy environment, teachers are viewed as learning-oriented adaptive experts. Required to be able to teach increasingly diverse sets of learners, teachers must be competent in complex academic content, skilful in the craft of teaching and able to respond to fast changing economic and policy imperatives. The knowledge, skills and attitudes needed for this complex profession requires teachers to engage in collaborative and networked career-long learning. The types of learning networks emerging to meet this need comprise a variety of collaborative arrangements including inter-school engagement, as well as collaborations with learning partners, such as universities or policy-makers. More understanding is required, however, on how learning networks can deliver maximum benefit for both teachers and students.

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INVESTOR IN PEOPLE

We want to dedicate this book to all the school leaders that work hard for the education of their students. We also want to dedicate this book to the families of these leaders, and to our families, that support and allow us to concentrate our energy to promote the systemic improvement of education.

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ACRONYMS

MINEDUC	→	Chilean Ministry of Education (in Spanish, Ministerio de Educación).
PLN	→	Professional Learning Network.
PME	→	Educational Improvement Plan (in Spanish, Plan de Mejoramiento Escolar).

SIMCE	→	System of Measurement of Educational Achievement (in Spanish, Sistema de Medición de la Calidad de la Educación).
SIN	→	School Improvement Network.
UNESCO	→	United Nations Educational, Scientific and Cultural Organization.

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