



DEG

**División
Educación
General**

English Teacher Networks
Guidelines 2023

Index

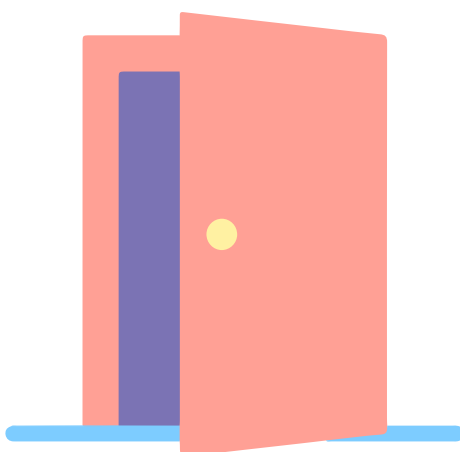
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I. Introduction

The English Teachers Networks (ETN) are professional learning communities (PLC) located in all regions of the country and are comprised of teachers of English who voluntarily participate and meet regularly to share and critically reflect on their teaching practices and implement plans to enhance their teaching skills, and thereby improve their students' learning outcomes.

The ETN represent an effective continuing professional development (CPD) opportunity in which pedagogical reflection, collaborative work, and educational leadership, which are the main principles in the Teaching Professional Development System (Ley 20.903) and Marco para la Buena Enseñanza, are promoted and enhanced.

Being part of an ETN allows teachers to share their pedagogical practices, collect evidence, and receive feedback from their peers which is crucial for the enhancement of the teaching and learning process. Participating in a peer learning community promotes innovation among its members and makes students' learning more meaningful.



Considering the important role that the ETN have, the Ministry of Education is addressing the current national policy "Reactivación Educativa Integral, Seamos comunidad" (2.3.) through the "Programa Inglés Abre Puertas" (PIAP), by continuing to provide support to these communities of teachers with different initiatives and resources that can contribute to their professional growth and career path.

The 2023 ETN's work will be focused then on the following aspects:

- Enhancing collaborative pedagogical practices within ETN meetings.
- Promoting the exchange of innovative teaching practices and displaying students' resulting learning outcomes within regional ETN meetings and any other related instances.
- Implementing projects in the classroom, school community, and Region, that pertain to pedagogical innovation.

"All teachers involved!"

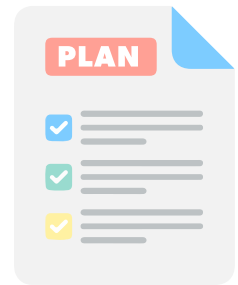
We invite you to make this motto your own considering that each of you has an important role within the ETN, and you are all invited to cultivate collaborative reflective practices and build up strong professional bonds.

II. Action plan for 2023

“REGIONAL PEDAGOGICAL LEADER” - A NEW ROLE AND SUPPORT FOR THE ETN!

As mentioned above, one of the main points of focus this year is to increase collaborative practices among ETN members, and so in addressing this the EODP has incorporated a new role that will support and guide the work of the ETN coordinators and members. The Regional Pedagogical Leader (RPL) will work together with the English Regional Representative/Coordinator (ERI in Spanish) and will focus on promoting and enhancing reflection, peer observation and feedback among teachers. Through guided sessions, workshops, and follow-up, this professional will be able to support the ETN's annual plan between May and November.

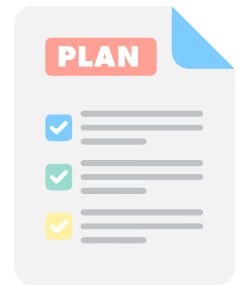
In April, The PIAP will start actively recruiting teachers who are interested in applying for this new position and meet the requirements. Teachers who graduated from the Pedagogical Leaders Program will be given priority. More details will be announced in a timely manner.



II. Action plan for 2023

ETN COORDINATOR'S ROLE:

The role of the ETN coordinator is key to guiding and enhancing the pedagogical work that these professional learning communities do. Thus, it is expected that the coordinator will:



1. Identify and distribute roles among team members according to their skills, availability, and the ETN's needs.
2. Provide time for collaborative practices in the monthly meetings, promoting reflection time, peer observation, and guided feedback by a pedagogical leader (if the ETN has one) and/or another teacher who has the role, skills, and time to do so.
3. Work collaboratively with members of the network to create an annual plan with realistic, achievable, yet challenging goals that consider teachers', students', and the community's needs. Optimize resources, taking advantage of the opportunities and any other support which is available within the ETN initiative, and in the local community.
4. Organize professional development activities for teachers that respond to the ETN's needs, with the guidance and feedback of English Regional Representative/Coordinator and the Regional Pedagogical Leader.
5. Maintain close communication with the ERI and the RPL, to inform them about the ETN's activities, or any other information regarding the ETN when requested.
6. Keep a systematic record of your ETN's work, uploading and sharing your monthly meeting reports, attendance list, resources created and shared within the network. There will be a google platform available for that.

ETN ANNUAL PLAN 2023

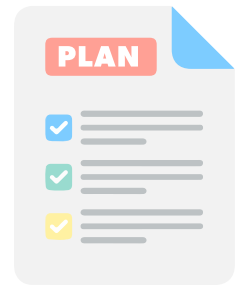
Planning the work and specific activities to take place during the year is a crucial step in obtaining the results you want to achieve. The ETN plan should consider the teachers' professional needs in relation to students' achievement of learning outcomes within the educational context they are immersed. Thus, this plan should focus on topics and activities that are aligned with the current national policy, curricular framework and guidelines given by the Ministry of Education.

Appendix 1 - ETN annual plan structure

Keeping regular contact with your English Representative (ERI) or Regional English Coordinator and the new professional support (RPL) is key for receiving feedback and guidance to carry out your ETN Annual Plan.

ETN MONTHLY MEETINGS:

The ETN meetings represent an effective and unique/valuable opportunity for teachers to grow professionally. The meetings aim to promote and enhance collaborative work, pedagogical reflection, and leadership among members. Therefore, it is expected that coordinators and members consider the following guidelines:



PEDAGOGICAL REFLECTION:

Reflection among teachers is essential to improve teaching practices and enhance students' learning. It is said that the more reflective you are, the more effective you are. (Hall and Simeral, 2008). The ETN as a peer learning community provides the opportunity to promote reflective and collaborative practices. We invite ETN teachers to systematically incorporate this notion as the premise for the meetings. [See appendix 2 - Gibbs' Reflective Cycle.](#)



EDUCATIONAL LEADERSHIP:

Promoting leadership and developing transferable skills such as peer collaboration, effective communication, peer observation and feedback, among others with ETN members is pivotal. This can be encouraged and enhanced through the members of the ETN that have successfully completed the "Induction Online Course for Pedagogical Leaders," or other network members who are capable and willing to collaborate in this line of work.



COLLABORATIVE WORK:

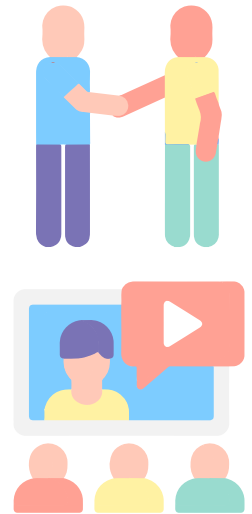
Cultivating collaboration among teachers is a key element to becoming sustainable, renewed, and an effective peer community. Sharing tasks and distributing roles improves the capacity and skills of its members and promotes engagement and commitment around a common objective. The pedagogical view is enriched, and it allows for innovation to take place.

We invite you to consider collaborative work when planning and making decisions as a network.



MEETING DYNAMICS:

- ETN Meetings will take place in a distance/remote format, a face-to-face format, or a combination of the two, depending on each ETN's reality.
- Emails, WhatsApp, or any other social networking space are key for keeping regular communication. We encourage teachers to make the most of these tools.
- We ask that each network keeps records of their meetings, attendance list, activities implementation, samples of reflection and feedback, resources that were shared, etc. This will be crucial for accountability purposes and will be evidence of the ETN's work. The information collected will be systematized in a google platform which the ERI and the RPL will access it and provide feedback.



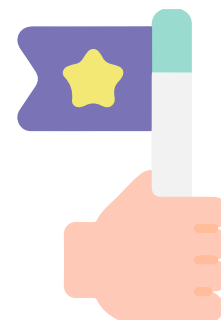
MEETINGS WITH ETN COORDINATORS:

- Your ERI and the RPL will have individual or group meetings with ETN Coordinators and/or Pedagogical Leaders and/or the whole group on a regular basis, and according to the regional context. The purpose of these meetings is to provide guidance, support and to be updated about the ETN's needs and contexts.



PEDAGOGICAL LEADERS INDUCTION ONLINE COURSE (2023):

There will be a fourth call for training Pedagogical Leaders (PLs). This opportunity is offered to ETN members who meet the requirements to become a PL. The participant will develop transferable skills that allow them to enhance the pedagogical work of their peers from the ETN and their colleagues within their school community. The PL course program lasts 15 weeks (May to August) and adapts its activities related to "video club" or "Lesson study" modalities to align with the strategies promoted by CPEIP as potential tools for the reflection and improvement of the teaching and learning process. The tasks and assignments in the PL induction course will be linked to the ETNs' needs in relation to their professional development.



PEDAGOGICAL LEADERS PLAN (PLP) (Cohort 2022 and previous cohorts):

ETNs that have a Pedagogical Leader who graduated from the induction online will have the opportunity to be part of a PL plan, contextualized according to the ETN's needs. This plan includes modelling of an innovation strategy for peer observation. Pedagogical Leaders will be accompanied throughout the process by a local mentor, and they will be provided with a follow-up action plan to be implemented between April and June. The Pedagogical Leader Plan should be implemented in collaboration with ETN members and supported by the ETN Coordinator. Pedagogical Leaders who finish this plan will get the PIAP certificate for the whole PL Program completion.



ETN PEDAGOGICAL INNOVATION AND REGIONAL PROJECTS (PIP) 2023:

- Innovation Projects are a great opportunity for teachers to implement actions and make changes that result in the English learning improvements of students.
- The project action plan implementation will focus on responding to teachers and students' needs and interests within the current teaching and learning scenario. PIAP, in collaboration with ERIs and coordinators, will offer ETN options that are better suited for them.



ETN REGIONAL MEETINGS:

- Regional meetings are offered to ETN active members and are organized by the ERI with the collaboration of coordinators and/or teachers-trainers. The aim of this initiative is to promote peer learning and continued professional development based on pedagogical exchanges, the evidence of their practices, and students' achievements. Reflection and feedback are also promoted within these meetings. It is expected to have 1 ETN Regional meeting between August and October. Each region can also organize other ETN meetings if needed, or as required by the ETNs, to address local issues and topics.



III. PIAP initiatives for ETN members

PIAP ONLINE COURSES

The PIAP aims at enhancing the CPD of teachers of English and the English language learning of the students from public and subsidized schools throughout the country. Thus, The PIAP provides ETN teachers with activities that are exclusively for them, such as: ETN Regional Meetings, Innovation Projects, the Pedagogical Leader Program, and professional and pedagogical support from the English Regional Representative/Coordinator and the Regional Pedagogical Leader.

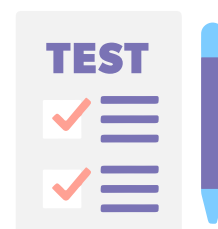


On the other hand, the PIAP offers ETN teachers and other teachers of English training opportunities such as online courses under the CPEIP "acciones formativas". The online courses respond to a CPD framework that considers 3 development categories. Further details click on this link: [PIAP Online Course on CPEIP platform](#)

For more information you can contact your ERI: [Encargados Regionales de Inglés - PIAP](#)

CAMBRIDGE ENGLISH PLACEMENT TEST (CEPT)

This test is available for ETN teachers who need to identify their English level according to The Common European Framework of Reference for Languages (CEFR) and have not taken the test from 2020 onwards. Each ERI organizes the test application sessions for the teachers in their respective region and will provide them with more details about the application modality and its procedure.



TP BOOKLETS

PIAP provides teachers and students from Technical Professional Schools with a set of teaching and learning material for English classes of secondary levels and the corresponding methodological guidelines. This material enhances the English language skills which are articulated using the technical vocabulary of the different areas of Technical Professional Schools. For more information, click on the PIAP website <https://ingles.mineduc.cl/tp-booklets/>



IV. PIAP initiatives for students

The English Opens Doors Program currently offers three different initiatives for students, all of which aim to provide unique opportunities to develop and practice EFL skills while simultaneously increasing motivation and interest in learning the foreign language.

- English Camp is a week-long English language immersion activity designed to give students from 5° básico to 4° medio an opportunity to practice English in a real-life context while making new friends in their local community. Camps are centered around interactive and dynamic activities that include role playing, performances, group projects, competitions, and playful activities, among others that seek to promote students' socioemotional wellbeing in an EFL context. Currently, this educational activity is carried out during both summer and winter vacations in all 16 Regions, with the collaboration of Professional Chilean EFL teachers and future teachers of English. Approximately 50.000 students from state-funded and subsidized schools have benefitted from this initiative over time, with overwhelmingly high levels of student satisfaction!



- Extracurricular English Workshops are an opportunity for students from 5° - 8° básico to develop their communicative abilities in the English language through game-filled, dynamic, weekly language immersion sessions facilitated by both International English-Speaking Volunteers (virtually) and Professional Chilean English teachers (both virtually and in-person). This initiative seeks to provide students with a fun-filled, structured learning experience that allows them to feel a sense of their own capabilities and progress in the area of EFL. Annually, approximately 10.000 public school students participate in this initiative," with approximately 95% of surveyed students reporting significant increases in their confidence in communicating in the English language. Curricular plans for this activity reinforce and support the Chilean National Curriculum for EFL, thereby supporting the work of Chilean EFL teachers. This initiative will be implemented during the second semester of the 2023 academic year.



- "Spill the Ink" is an annual short story challenge which promotes the use of the English language to students of 1° - IV° medio, using the steps of the writing process, through a short story challenge in English. The challenge promotes creativity and encourages students to reflect on, write about, and generate awareness on a variety of topics which are chosen by students through a national survey. Previous topics have included: responsible digital citizenship and healthy coexistence and inclusivity.



All student initiatives of the PIAP are meant to make EFL learning exciting, inclusive, and relevant to public-school students, creating safe spaces for reflection, and expression, as well as personal and linguistic growth.

Additionally, mastering basic and instrumental English will allow students to expand their knowledge and have a broader view of the world, creating the conditions to have better chances of getting a job, succeeding in college, applying for scholarships, accessing new information through the Internet, among other advantages and opportunities.

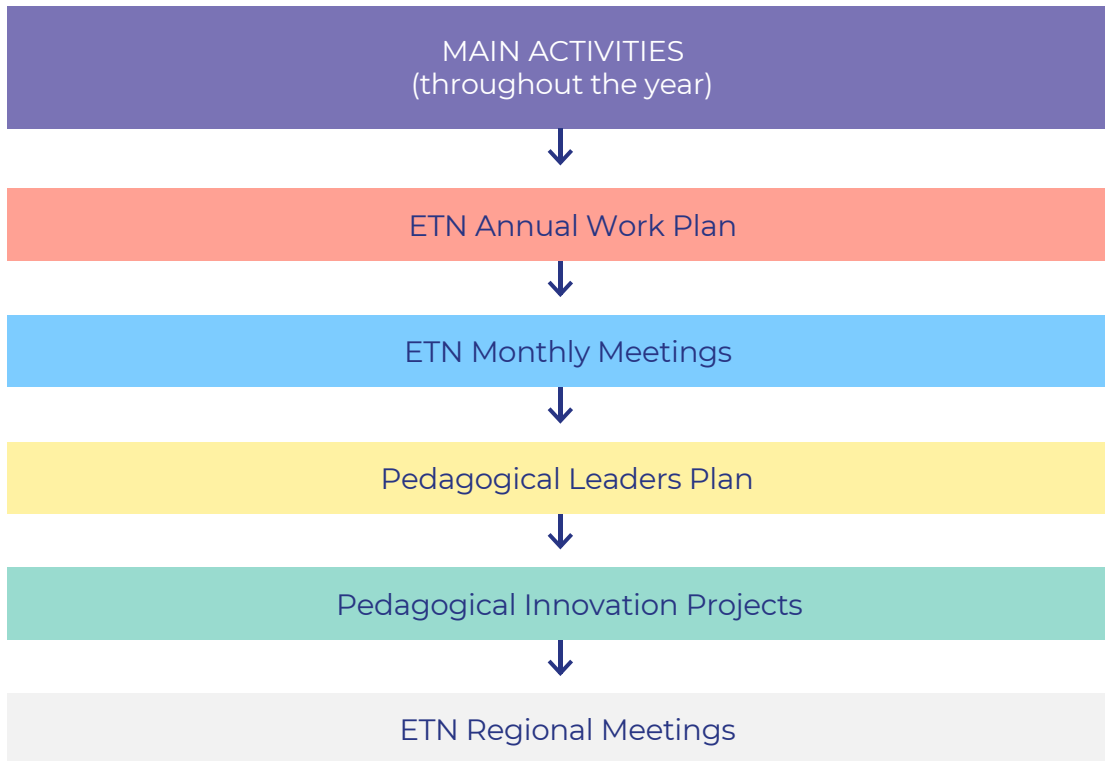
V. Keeping in touch!

To support, raise awareness, and promote the ETNs work, along with complying with internal accountability requests, we will ask you to keep formal records of your activities and share this information with PIAP and sometimes other ETNs as well.

See details below:

RECORD	DESCRIPTION	PERSON IN CHARGE	FORMAT	LINK FORM	DEADLINE	REQUIRED
Official Registration of ETNs and members	Validate ETN members to officialise participation in the ETNs. Once a year	Coordinators and members	Online	Registration	April (30)	To have priority access to all PIAP and CPD initiatives
ETN Annual Plan	Record of ETNs suggested work, activities, and organization. Once a year	Coordinators	Online	Annual Plan	April (30)	To have priority access to all PIAP and CPD initiatives
Monthly Meeting Reports	Log to summarize the most relevant areas covered at each meeting. Once a month	Coordinator or delegate	Online	To be confirmed	Five days after monthly meeting	To participate in Regional Meetings, and apply for innovation projects funds
Monthly Attendance	List of participants in each session. Once a month	Coordinator, vice-coordinator, or delegate	Online	To be confirmed	At the end of the monthly meeting	To participate in Regional Meetings, workshops, online courses CPD training opportunities

VI. Summary of ETN Activities 2023

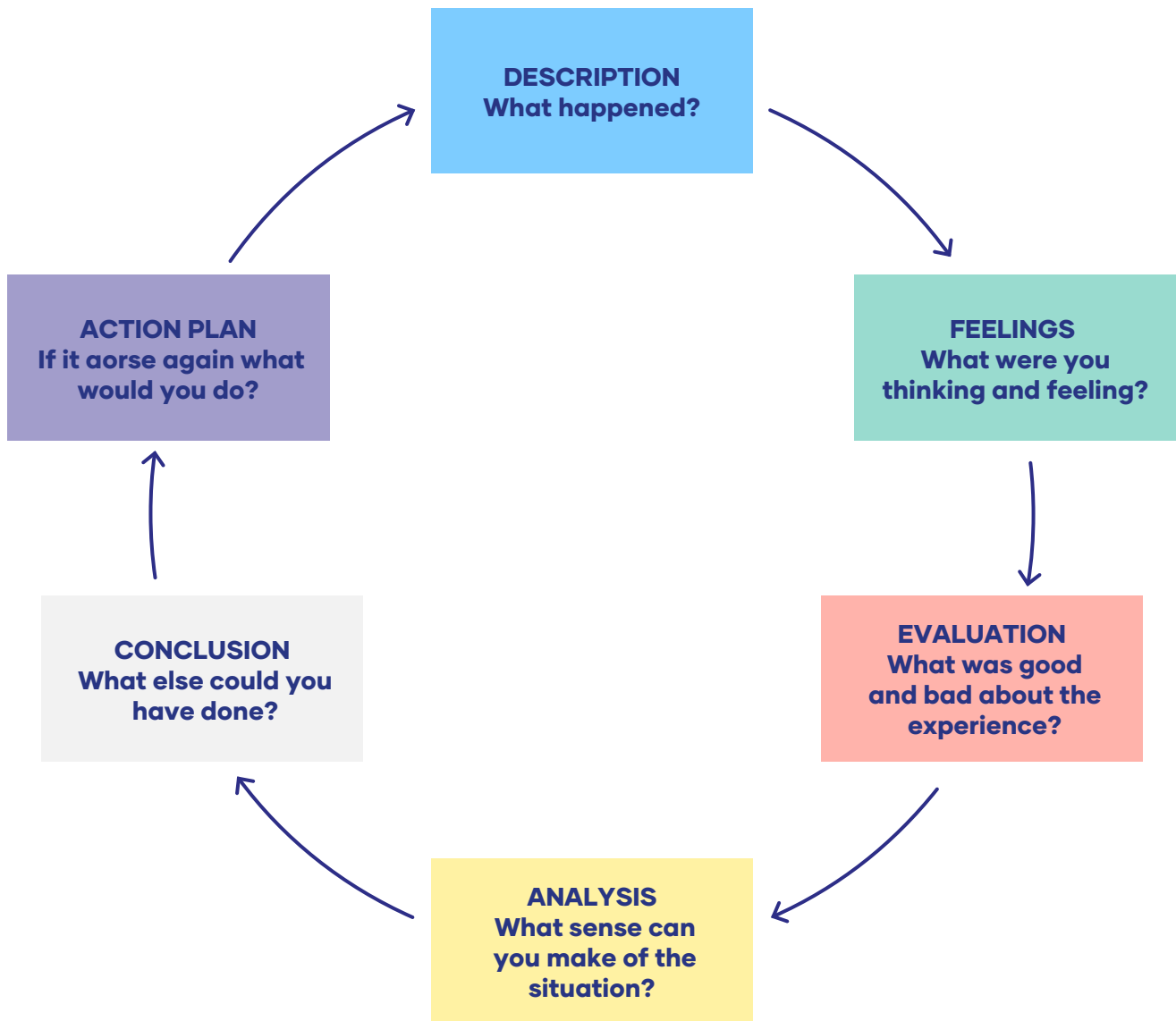


VII. Appendix 1 - How to elaborate your annual plan?

After analysing your ETN context regarding the learning needs of students and the professional development of teachers, collaboratively design a plan considering the following structure, which is considered in the ETN ANNUAL PLAN 2023 form as well:

ETN ANNUAL PLAN 2023	
GOALS	What is/are the main objective(s) you have as a network for this year? What do you want to achieve as an ETN?
OUTCOMES	Which are the visible changes/results you want to achieve as a network?
TOPICS	<p>What main topic(s) from the list will you cover this year?</p> <ul style="list-style-type: none"> • EFL Methodology. How to teach English in the Chilean Classroom: • Project based learning (PBL) • Content and Language Integrated Language Approach Differentiation in EFL/ In Education • Creating and adapting material • Lesson Planning and assessment • Encouraging Speaking skills in large classes • Encouraging Writing skills in the EFL class • Developing/Fostering higher order thinking skills/Critical thinking • Student- Centered learning approach <p>21st century learning and teaching:</p> <ul style="list-style-type: none"> • Technology Skills and Digital literacy • The ICT in the EFL Classroom; tools, and strategies. • Social and Emotional Learning (SEL) • Promoting/fostering teamwork (How to work collaboratively) • Problem-solving project • Problem-solving strategies • Cross-curricular projects <p>Apropiación curricular:</p> <ul style="list-style-type: none"> • Bases Curriculares y textos de estudio Mineduc • Priorización Curricular: Objetivos Priorizados; Aprendizajes basales y complementarios. • Other(s): which one(s) how will the topic(s) be covered?
ACTIVITIES	What are the main activities you will work on with your ETN during this year?
MEETING FORMAT	<p>What format will you use to have your ETN meetings?</p> <ul style="list-style-type: none"> • Online meetings • Face to face meetings • Both

VIII. Appendix 2: Gibbs' Reflective Cycle



Gibbs, G. (1988). Learning by doing: A guide to teaching and learning methods. London: Further Education Unit.

Further research on reflective practices:

https://www.researchgate.net/publication/222953641_The_reflective_dimension_in_teacher_education



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