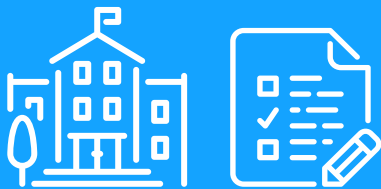


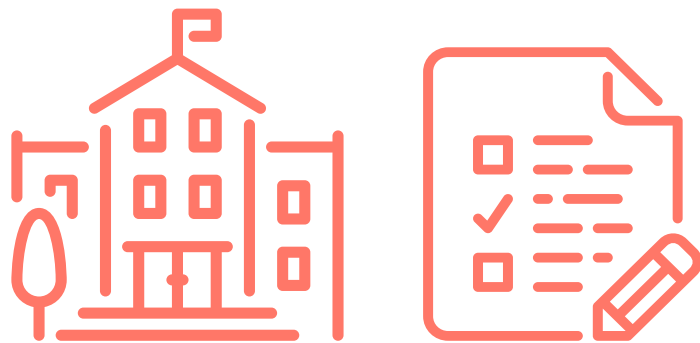


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# English Teachers Networks Guidelines 2020





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# English Teachers Networks Guidelines 2020

## Introduction

The English Teachers Networks represent the core of teacher professional development for The English National Plan. Therefore in 2020, ETNs will be supported by different initiatives that promote and enhance pedagogical reflection, collaborative work, and educational leadership which are ETN's basis and cross-cutting principles for the new ["Teaching Professional Development System" \(Ley 20.903\)](#) and ["Marco para la Buena Enseñanza"\(MBE\)](#).

This year ETNs are expected to give emphasis to the development and sharing of teaching practices, pedagogical resources and material. All of this will be used by PIAP to create a virtual library as a repository of effective classroom practices.

Considering the current emergency due to the Covid-19 pandemic, the following guidelines suggest a contingency work plan so that ETNs can continue working and developing their objectives.



## Action plan for 2020

As the scenario has drastically changed due to the pandemic, we will be promoting the online work and technology use for the Continuing Professional Development (CPD) among the ETNs. Meanwhile, we provide ETNs with the following action plan:

### Main activities

#### Monthly meetings

- Will take place in an online format, so we encourage each coordinator and/or the communication delegate to organize their meetings by [Zoom](#) or [Skype](#).
- Your ERI will have an online meeting with ETNs coordinators at least once a month or more regularly if necessary. The purpose of this is to provide guidance, support and be updated about your contexts.
- Emails, WhatsApp, or any other social network are key for keeping regular communication, so we encourage teachers to make the most of these tools.

#### Material for pedagogical reflection

- ETNs will be provided with a set of 4 reflection guides which include questions for group discussion and activities that promote peer learning and feedback.
- Every **two months** ETNs will have a different topic to reflect and work on in their monthly meetings, starting in April.

- The reflection topics are relevant and connected with the pedagogical framework "**Marco para la buena enseñanza**" (MBE) which guides and sets standards for teaching practices that enhance students learning. See Appendix.
- The reflection outcomes that ETNs will generate in their meeting, will be considered as an instrument to elaborate Innovation Projects.

### Upcoming activities

#### Self-Assessment Tool (SAT)

- The SAT is a 30 – 45-minute online survey.
- This tool will be available for all ETN's members and will allow ETNs to have an overall picture of their professional development competences and needs.
- The self-assessment is anonymous, and teachers will not be identified by their response just by their ETN's name.
- All teachers are invited to take the SAT. More details will be announced in April.

#### Pedagogical leaders training

- There will be a **second call** for training pedagogical leaders (PLs) during the first semester. Thus, all the ETNs can have their PL prepared to implement a PLP within the ETN in the second semester. More details will be announced in April.

## Second semester initiatives

### Pedagogical Leaders Plan (PLP)

- PIAP, in collaboration with the British Council, will offer ETNs the opportunity to implement a differentiated plan within the ETN which is mainly focused on equipping leader-teachers with transferable skills needed to facilitate reflective practices and guide decision-making regarding pedagogical work and enhance the continuing professional development (CPD) of all members within the ETN.
- The PLP will adjust activities related to **"video club"** modality which is promoted by CPEIP as a potential tool for the reflection and improvement of teaching and learning processes. Nevertheless, the plan is subject to changes depending on how the current situation develops. More information will be announced in a timely manner.

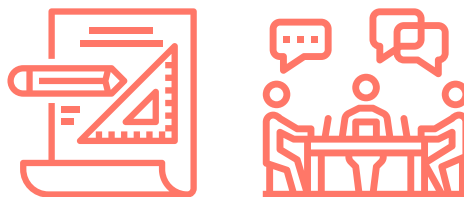
### ETN innovation projects

- Innovation Projects represent a great opportunity for teachers to implement actions and make changes that result in English learning improvements of students.
- The focus this year will be on implementing and presenting effective practices which are discussed in ETN monthly reflections. It is recommended that ETNs keep a record of monthly reflections and

collaborative work during the first semester. However, the initial plan will also need to be reformulated considering the upcoming scenario. More information will be announced in a timely manner.

### ETN regional meetings

- Regional meetings are offered to ETN active members and organized by the ERI with the collaboration of coordinators and/or teachers-trainers. The aim of this initiative is to promote peer learning and teacher training based on pedagogical exchanges. As same as the previous initiatives the initial plan will be reformulated so that ETNs can benefit from this type of professional development opportunity or similar. More information will be announced in a timely manner.



## Other PIAP initiatives for ETN's members

### Online courses

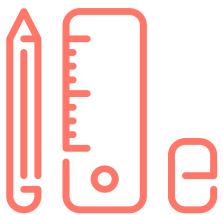
The courses aim at upgrading a teacher's knowledge and skills regarding topics that are relevant to teaching and the learning process. The current courses available are being revised and further details will be sent by email in the next couples of weeks.

### Cambridge English Placement Test (CEPT)

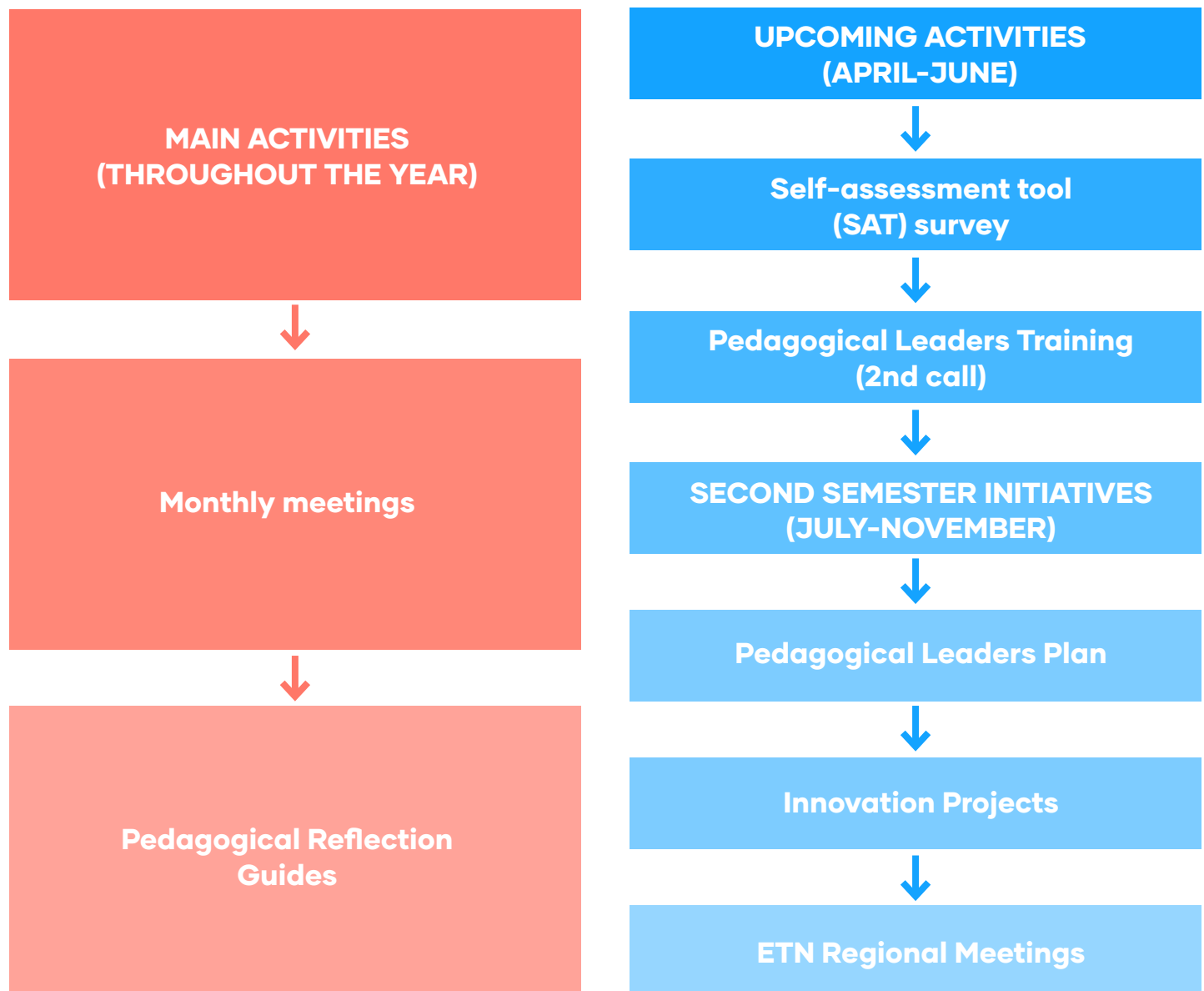
This test is available for ETN's teachers who need to identify their English level according to The Common European Framework of Reference for Languages (CEFR). Each ERI organizes the test application sessions for the ETNs when required.

### TP Booklets

PIAP will provide teachers and students from Technical Professional schools with material for English classes of secondary levels. For further information [click here](#).



# Summary table of ETN's action plan 2020





## 2020 Tasks and forms

In order to keep a systematic record which is needed for accountability purposes of our initiatives and ETN's progress. ETNs are asked to do some tasks and collaborate with PIAP in the process.

There are some basic tasks to be **required** and some other activities or instruments which are **strongly recommended** to be

done or used in order to help ETNs carry out an articulated work plan. Look at the following table.

**Keep in mind that for our records we will use mainly online forms. It will be the official way to do follow-up and for accountability purposes. All these changes are meant to help systematize and facilitate the tasks for everyone.**

| TASK & INSTRUMENT                         | DESCRIPTION  | PERSON IN CHARGE                           | FORMAT | LINK FORM  | DEADLINE              | REQUIRED/ RECOMMENDED | PRE-REQUISITE   |
|---|--|--|--------|--|-----------------------|-----------------------|---|
| Official Registration of ETNs and members | Fill out the form to officialise participation in the ETNs.<br><b>Once a year.</b>       | All members and coordinators               | Online | <a href="#">ETN&amp; Members Registration 2020</a> | April 30              | Required              | To access to all PIAP and CPD initiatives for ETNs  |
| Monthly Meeting Reports                   | Complete the form <b>every month</b> to keep record of ETN's work.                       | Coordinator or delegate                    | Online | <a href="#">Monthly Meeting Reports 2020</a>       | Every monthly session | Required              | To participate in Regional Meetings, and apply for innovation projects funds              |
| Monthly Attendance                        | Fill out the form <b>every month.</b>  | Coordinator, vice-coordinator, or delegate | Online | Link will be sent in April                         | Every monthly session | Required              | To participate in Regional Meetings, workshops, online courses CPD training opportunities |
| Reflection Guides                         | Work on the guides provided and keep records of outcomes and tools teachers can generate | All ETNs                                   | Online | Link will be sent in April                         | Every monthly session | Strongly Recommended  | To participate in Regional Meetings, workshops, online courses CPD training opportunities |

**Note:** Considering the current situation the elaboration of **ETN's Annual Plan** will not be required; instead, we suggest ETNs use the contingency plan provided. However, if each ETN needs to incorporate other topics and/or activities, they are free to do it and have the chance to work on that in **peer learning and collaborative work** session of monthly meetings.

## Appendix: Templates and guidelines

### Suggested ETN monthly meeting structure

Considering the current situation and challenges that online modality may have, we encourage ETNs and motivate teachers to cover at least the two fundamental components during meetings:

**Pedagogical reflection** and **Peer learning & collaborative work**.

Nevertheless, ETNs can include other elements that may consider relevant for ETNs' professional development and or are part of ETNs dynamics and needs.



#### Suggested structure:

| Components of the session            | Guidelines  |
|--------------------------------------|---|
| Welcome and introduction             | ETNs can have ice-breakers activities (short ones 5-10 minutes max). This can help warm-up the session and welcome new members.   |
| Pedagogical Reflection               | ETNs are encouraged to make the most of the time discussing and exchanging ideas on reflection topics. It is suggested that ETNs have a facilitator who can help organize teachers' talk turns and someone who can take notes and keep records of the meetings. |
| Peer learning and collaborative work | This time can be an opportunity for working collaboratively with peers. For example: sharing, revising, and/or designing e-learning material, such as games, handouts, rubrics, etc.  |
| Closing                              | Review main ideas, agreements and remind members relevant information or announcements.   |

### ETN monthly meeting report

The online form must be completed every month and has 3 sessions that consider the following information.

- ETN information:** name, region, date the meeting, venue, number of attendees.



- 2. Meetings contents:** main ideas, conclusions, observations and agreements of the fundamental components and any other element the ETN agrees to work on, for example, projects or ETN's needs.
- 3. File uploader and declaration:** ETNs can upload file(s) such as pdf or ppt generated during this session. These cannot be over 10 MB. Also, there is a declaration that represents coordinator's signature and validates information contained in the monthly report.

## ETN meeting- monthly attendance list

The monthly attendance online form is PIAP official record and is required to be completed. However, a paper-based format is available on the following page and it is recommended to be used as a backup and evidence for DAEM, DEPROV or in case that ERIs may require it, all this, once normal activities are resumed.



## ETN Meeting - Monthly Attendance List

| NAME OF THE ETN: |      |         |     |    | DATE: |           |
|------------------|------|---------|-----|----|-------|-----------|
| Nº               | Name | Surname | RUT | DV | RBD   | Signature |
| 1                |      |         |     |    |       |           |
| 2                |      |         |     |    |       |           |
| 3                |      |         |     |    |       |           |
| 4                |      |         |     |    |       |           |
| 5                |      |         |     |    |       |           |
| 6                |      |         |     |    |       |           |
| 7                |      |         |     |    |       |           |
| 8                |      |         |     |    |       |           |
| 9                |      |         |     |    |       |           |
| 10               |      |         |     |    |       |           |
| 11               |      |         |     |    |       |           |
| 12               |      |         |     |    |       |           |
| 13               |      |         |     |    |       |           |
| 14               |      |         |     |    |       |           |
| 15               |      |         |     |    |       |           |
| 16               |      |         |     |    |       |           |
| 17               |      |         |     |    |       |           |
| 18               |      |         |     |    |       |           |
| 19               |      |         |     |    |       |           |
| 20               |      |         |     |    |       |           |
| 21               |      |         |     |    |       |           |
| 22               |      |         |     |    |       |           |
| 23               |      |         |     |    |       |           |
| 24               |      |         |     |    |       |           |
| 25               |      |         |     |    |       |           |

## Pedagogical reflection and its connection with the MBE

| MES       | DOMINIO BASE RDI                     | CRITERIOS DOMINIO BASE   | TÓPICOS DE REFLEXIÓN REUNIONES RDI | DOMINIO DEL TÓPICO | CRITERIO DEL DOMINIO   | DESCRIPCIÓN DEL DOMINIO  |
|-----------|--------------------------------------|--|------------------------------------|--------------------|--|--|
| ABR - MAY | D<br>RESPONSABILIDADES PROFESIONALES | D1:<br>El profesor reflexiona sistemáticamente sobre su práctica.  | SPEAKING SKILLS                    | A                  | A1   | <b>Domina los contenidos de las disciplinas</b> que enseña y el marco curricular nacional.   |
|           |                                      |  |                                    | A                  | A3   | <b>Domina la didáctica de las disciplinas</b> que enseña.  |
| INCLUSION |                                      |  | A                                  | A4                 | Organiza los objetivos y contenidos de manera coherente con el marco curricular y las <b>particularidades de sus alumnos</b> . |  |
|           |                                      |  | B                                  | B1                 | Establece un clima de relaciones de aceptación, equidad, confianza, solidaridad y respeto.                                     |  |
| AGO - SEP |                                      | D2:<br>Construye relaciones profesionales y de equipo con sus colegas.                                   | ASSESSMENT                         | A                  | A5   | Las <b>estrategias de evaluación son coherentes</b> con los objetivos de aprendizaje, la disciplina que enseña, el marco curricular nacional y permite a todos los alumnos demostrar lo aprendido. |
|           |                                      |  |                                    | C                  | C6   | <b>Evalúa y monitorea el proceso</b> de comprensión y apropiación de los contenidos por parte de los estudiantes.  |
| OCT - NOV |                                      | D5:<br>Maneja información actualizada sobre su profesión, el sistema educativo y las políticas vigentes. | DIFFERENTIATION                    | C                  | C2   | Las estrategias de enseñanza son desafiantes, coherentes y significativas para los estudiantes.  |
|           |                                      |  |                                    | A                  | A4   | Organiza los objetivos y contenidos de manera coherente con el marco curricular y las <b>particularidades de sus alumnos</b> .   |



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