



The First Decade of Asian Research on School Leadership in a Global Context 拾載以來的全球脈絡亞太學校領導研究

Expert Teams in Instructional Leadership Practices and Their Transfer to Local Networks of Pedagogical Practices Improvement

Paulo Volante

One of the main challenges of the Policies and Practices of teacher professional development, in Chile and worldwide is to systematize and make available the expert knowledge of teachers, to transmit it and therefore be applied by their peers in other contexts. Little evidence of "sociogenetic" processes applied to teaching is observed in the international and local literature. In virtue of this need, this project is based on the successful experience of the "Teacher Peer Excellence Groups" (T-PEGs) program, of Vanderbilt University, Tennessee, USA, which in partnership with the Shanghai Normal University, implemented a program of transference of leadership practices and pedagogical improvement in public schools. For a similar application in Chile, the hypothesized model involves facilitating teams of teachers and principals who are experts in the teaching of Mathematics and English at the 2nd level in primary education, to systematize their practices and transfer them to teams (intra and between schools), interested in improving these areas. The research team operates as a mediator, systematizer and evaluator of the change produced in a brief intervention in twenty public schools, with a focus on the development of leadership practices and collaborative teaching.