

Good Teacher Profile: Comparing Biobío's Excellent Teachers' Perspectives and Practices with the Ministry of Education Criteria

Ana I. Mendoza Mardones, Gloria I. Sanzana Vallejos, Pamela Pino, José Soto, Laura Valdebenito
Universidad de Concepción, Concepción, Chile

Author Email: anaismendoza@udec.cl

Date received: July 17, 2024

Date revised: August 8, 2024

Date accepted: August 14, 2024

Originality: 96%

Grammarly Score: 99%

Similarity: 4%

Recommended citation:

Mendoza Mardones, A., Sanzana Vallejos, G., Pino, P., Soto, J., Valdebenito, L. (2024). Good teacher profile: Comparing Biobío's excellent teachers' perspectives and practices with the Ministry of Education criteria. *Journal of Interdisciplinary Perspectives*, 2(9), 258-267. <https://doi.org/10.69569/jip.2024.0355>

Abstract. This study aimed to compare the perceptions and practices of excellent teachers in a city in Chile and the Framework for Good Teaching (GTF) established by the Ministry of Education and Chilean teacher evaluation. The central objective was to compare the criteria for good teaching established by the Ministry of Education with the perceptions and practices of excellent teachers from a Chilean city, describing similarities and convergences. A qualitative descriptive methodology used a content analysis approach to describe teachers' understanding supported by topic frequencies. Six criteria were selected as essentials for the Praxis: 1. Proficient in the national curriculum 2. Students' characteristics 3. Students' integral development; 4. Positive learning environment 5. Learning process evaluation, and 6. reflection on their practices. The findings showed several similarities, principally about the importance of curriculum management, preparing classes to plan, learning process evaluation, and integrating students' interests. Further, it underscores the necessity to use different teaching strategies and technological resources to improve the learning process and as keys to educational success. At the same time, divergences address the need to consider integral students' development, the learning environment, the teacher's use of the school coexistence plan, collaborative reflection about the practice, and teachers' commitment to the students beyond academics. Theoretical and practical implications highlight the necessity to consider teachers' opinions, especially those who excel in their teaching practices, in creating prescribed ministerial frameworks. For teaching practices, teachers advocate for real collaboration time to improve their reflection and collaboration, positively impacting students learning.

Keywords: Good teacher profile; Quality education; Teaching practices; Teacher training.

1.0 Introduction

Since the return to democracy in 1990, education in Chile has undergone profound transformations. In the first years, the focus was literacy coverage, with the slogan education for all; in 2011, the coverage rates for school education reached 91% (Alarcón et al., 2020; Donoso, 2012). This coverage did not translate into real quality learning for children. According to Blanco et al. (2007), coverage and quality of learning are two aspects that should be developed together since they maintain a close relationship. Thus, the motto that has moved education in the last decade is improving the quality and equity of education; for this purpose, teachers are the first variable that positively affects the results of students (Bolívar, 2010; Hrabowski et al., 1999b; Lucas & Villegas, 2010). In Chile, attempts have been made to strengthen the role of teachers through mentoring programs and teacher professional development as measures to motivate, incentivize, and recognize their work (Alarcón et al., 2020). One of the most relevant measures adopted is Chilean teacher evaluation. This evaluation is based on three

modules and five tasks, including a knowledge test. The assessment is based on the Framework for Good Teaching (GTF).

There is a large body of literature about Chilean teacher assessment results, variables that influence a good teacher, and the characteristics of a good teacher. (Hrabowski et al., 1999a, 1999b; Sun, 2022; Tuytens et al., 2020). However, there is a lack of studies from the perspective of teachers. The relevance of this study lies in determining whether there is a concordance between what the Ministry of Education requests and the characteristics highlighted for Chilean teachers, specifically excellent teachers – with high-level evaluation in teacher assessment – working in public schools.

1.1 Evolution of the Teachers' Trajectories from 1990

With the return to democracy in 1990, several reforms emerged in Chile. Firstly, school coverage should be ensured, and education for all should be guaranteed. In this regard, Article 1 of Act N° 18.956, which restructured the Ministry of Education, states the necessity to “promote the development of education at all levels ensuring access to basic education for the entire population; to stimulate scientific and technological research and artistic creation, and to protect and increase the cultural Heritage of the nation” (Gobierno de Chile, 1990).

In 1994, during President Frei's government, the Commission for the Modernization of Education was created, which could diagnose the state of the educational system and propose forms of action. This Commission suggested a central action “strengthening the teaching profession and a common program of training that reached all Chileans and provided them with a solid moral and intellectual formation” (Rebolledo Castillo, 2020).

Ten years later, under law 19.961, the first teacher assessment emerged. This evaluation would measure teachers' performance by considering complex criteria and indicators. An instrument was created to guide this purpose: the Framework for Good Teaching (GTF). This assessment was understood as a system that recognized the perfectibility of teachers' performance. (Biblioteca del Congreso Nacional de Chile, 2004; Marco para la Buena Enseñanza, 2004) The GTF becomes the map document to guide teachers' practices in their classrooms. To improve the performance of future teachers, in 2008, Pedagogy students took a new test called Inicia (or test initial) to improve training for future teachers. (Bastías-Bastías & Iturra-Herrera, 2022; Centro de Perfeccionamiento experimentación e Investigaciones Pedagógicas [CPEIP], 2023).

1.2 Theoretical Framework

The theoretical framework was created from three relevant documents that guide teachers' work: first, the orientation standards for future teachers (Gobierno de Chile, 2011; CPEIP, 2023), the Framework for Good Teaching (Marco para la Buena Enseñanza, 2004), and Chilean teacher evaluation, which put into action the theory of GTF (Biblioteca del Congreso Nacional de Chile, 2004) Providing tools for effective teaching and strengthening professional development by enhancing social and pedagogical skills. Based on the common topics and descriptors among these documents, a profile of good teachers was created because they frame the responsibilities that each teacher must appropriate for the exercise of the profession.

Competency Standards for Teaching Program Graduates

These standards were created to support initial teacher training and to contribute to the preparation of excellent teachers, both in terms of subject content and teaching methodologies, to support effective learning. The Chilean Ministry of Education considered it essential to provide training institutions with clear and precise guidelines about what every teacher is expected to know and do at the end of their basic or initial training (Gobierno de Chile, 2011; CPEIP, 2023) Future teachers are expected to address the moral dimension of their profession (Fink, 2019), through the commitment to teach, to learn continuously, and to know how school culture is transformed and prepared to promote the personal and social development of students (Marco para la Buena Enseñanza, 2021; Ministerio de Educación, 2020).

Framework for Good Teaching

Teacher performance is the variable with the greatest impact on student achievement (Sanzana & Mendoza, 2023). This is why GTF has become an essential tool for teachers and future teachers; its domains and descriptors establish what every teacher must know, how to do it, and how to evaluate (and self-evaluate). The GTF was

created in 2003 by a tripartite reflection among the technical teams of the Ministry of Education, the Chilean Association of Municipalities, and the Teachers Association. This study considered the national and international experience criteria regarding professional teaching performance in different school systems.

GTF has four domains, each involving central aspects of teaching: a. Teaching preparation, b. creating a learning environment, c. teaching for every student's learning, and d. professional responsibility (CPEIP, 2008). This framework serves as a guide for newly graduated teachers, and it helps experienced teachers be more effective in their classes, enhancing their professional skills and, at the same time, improving the quality of education.

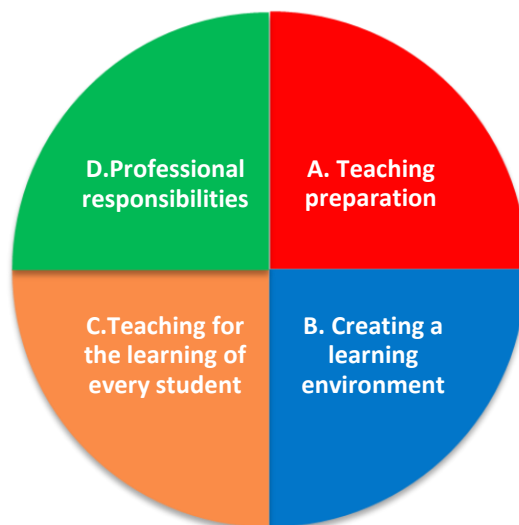


Figure 1. Macro Organization GTF

1.3 Chilean National Teacher Evaluation System

The Chilean National Evaluation System of Teacher Performance. This program has assessed primary and high school teachers' performance since 2003. The teachers' evaluation system assesses the educators in public schools in the country based on the criteria established by the GTF (Biblioteca del Congreso Nacional de Chile, 2004; Tuytens et al., 2020), becoming one of the first pioneering countries in this type of program (Sun, 2022). The teacher evaluation program is a training process that seeks to strengthen professional performance, acting from the perspective of self-reflection to establish strengths and weaknesses to achieve better student learning. This evaluation system is articulated based on a series of rubrics divided into performance levels:

- Outstanding performance: indicates a professional performance that stands out concerning what is expected in the evaluated indicator.
- Competent performance: indicates adequate performance that meets the expected professional requirements for the teaching role.
- Basic performance indicates a professional performance that meets expectations but in an irregular way.
- Unsatisfactory performance indicates performance with clear weaknesses that significantly affect teaching work. Teachers at this level and those who refuse to be evaluated can access free professional development plans. Those with outstanding or competent performance can opt for an individual performance variable assignment through a knowledge test (Maldonado & Chávez, 2020; Ministerio de Educación, 2016).

1.4 What are the Pillars of Pedagogical Excellence?

For this study, the team generated a profile of a good teacher based on the essential criteria from the GTF, the orientation standards, and Chilean teachers' evaluation (Gobierno de Chile, 2011; Marco para la Buena Enseñanza, 2004; Ministerio de Educación, 2016). These documents delimit the responsibilities that every teacher must have

in the daily practice of the profession. Six essential criteria for a good teacher profile were chosen, and each criterion had four to five descriptors from the GTF to amplify their understanding.

a. Teachers must be proficient in the national curriculum and develop strategies according to the student's needs. In addition, different methodologies are used according to the learning objectives.

Descriptors:

- i. The teacher knows the relationship between the central concepts of the discipline they teach and those of related disciplines, generating bridges that allow students to understand a phenomenon from different points of view.
- ii. The teacher knows the learning ideal from the national curriculum, which focuses on competencies, knowledge, abilities, and attitudes.
- iii. The teacher knows diverse types of learning resources suitable for developing activities depending on the topic they are working on with their students and their characteristics.
- iv. The teacher knows the current curriculum, and it can identify the emphases and orientations of the subjects.
- v. The teacher communicates to the students the content to be developed in class and connects the content with the learning objectives to be developed.

b. Every teacher must know their students' characteristics and learning styles.

Descriptors:

- i. The teacher knows the most relevant aspects of the family context of their students.
- ii. The teacher knows the way that each student learns, as well as the teaching strategies that allow them to address the different rhythms, which are the learning styles of their students that everyone can learn.
- iii. The teacher knows diverse learning resources suitable for different activities depending on the topic they are working on with their students.
- iv. Teachers select learning activities appropriate to the age and interest of their students.

c. Every teacher must promote the integral development of their students in the value and social fields.

Descriptors:

- i. The teacher has general knowledge about the progression in the development of students from the cognitive, physical, and social affective fields.
- ii. The teacher generates relationships of respect with the students by listening to them, commenting on their contributions, and enriching the discussion in the classroom.
- iii. Teachers can handle conflicts, bullying, and disqualifications among students. The educator guides adequate resolution.
- iv. Teachers promote respect for individual differences among students.

d. Teachers must create a learning environment, establish clear rules, optimize, and respect the time to develop activities.

Descriptors:

- i. The teacher generates a learning environment. The rules of coexistence are clear to all students.
- ii. The teacher organizes time efficiently without wasting it 'on actions unrelated to the activities or the proposed content.' In addition, the teacher has the flexibility to incorporate student input and interest into the class's development.
- iii. The organization of the class. This parameter is based on the type of activity proposed. Coherence is observed between the proposed activity and the use of space.
- iv. The teacher develops a defined class structure that allows differentiation between various stages regardless of the strategy developed.

e. Every teacher must evaluate the student's learning process and give relevant feedback at various times in class.

Descriptors:

- i. The teacher knows which assessment strategies are most appropriate for the objectives and content of the subject taught.

- ii. The teacher can develop evaluation strategies that assess the student's knowledge, skills, and competencies.
- iii. The teacher systematically evaluates and monitors the degree of learning the students achieve at various times of the class. Hence, the educator has a clear idea about the classroom level.
- iv. The teacher provides the students with feedback on the work results.
- v. The teacher collected evidence of the student's learning based on the products of their work and specific evaluation procedures, which allowed us to establish the level of achievement of the expected learning.

f. Teachers must reflect on their practices and develop collaborative relationships with the school community.

Descriptors:

- i. The teacher critically analyzes their practices' strengths and weaknesses and their effects on the students' learning. Thus, they will reformulate their practices to make them more effective and relevant.
- ii. Bassett, teachers systematically seek to identify their needs for updating and professional development when evaluating their practices.
- iii. Teachers collaborate with their colleagues to integrate and maintain spaces for reflection and systematic exchange of practices. Additionally, teachers look for enriching practices through literature.
- iv. The teacher attends meetings and training planned for the school.
- v. The teacher informs parents and guardians about the objectives, contents, and learning the students are expected to achieve. Additionally, the teacher informs students how to develop strategies in their class to achieve them.

Based on the background and criteria presented, reflecting on the teaching profession's skills, competencies, attitudes, tools, methodologies, and daily exercises is necessary. In this way, questions arise, such as the responsibilities and competencies attributed to teachers in their pedagogical practice. What are the teachers' purposes regarding the limitations of teaching at the Ministry of Education? What are the practices used by teachers from the GTF? What practices are important for excellent teachers and are not considered in the GTF?

This study aimed to compare the profile of good teachers from the perspective of excellent teachers and the profile proposed by the Ministry of Education through the Standards for Pedagogy students, the framework for good teachers, and their descriptors, considering those relevant for Chilean evaluation.

2.0 Methodology

2.1 Research Design

The focus of this study is qualitative, relying on the collection of rich descriptive data through semi-structured interviews, observations, and content analysis, rather than standardized data. The method chosen in this study is content analysis since "Qualitative deductive content analysis defines itself within this framework as an ethical approach of methodologically controlled analysis of text following analytical rules of content and step by step models without quantification In between" (Cáceres, 2008; Creswell & Creswell, 2018; Elo & Kyngäs, 2008) This study used frequency counts to reinforce the content descriptors with graded affinity among teachers. The research design is descriptive. This design helped to describe excellent teachers' perceptions and practices about the profile of a good teacher, describing the common and dissimilar from their point of view (Creswell & Creswell, 2018; Hernández-Sampieri & Mendoza, 2020)

2.2 Research Participants

For this study, purposively selected participants. (Bhattacharya, 2017) were chosen because they met the following crucial criteria: excellent results in Chilean teacher assessment, two or more years of teaching, working in a public school in a district in the Biobío Region, and due to their relevant experience with the research topic, a total of 15 participants had two to 20 years of teaching. These teachers were interviewed for two hours or more and observed at least two times teaching in their classroom.

2.3 Research Instrument

The central instrument was a semi-structured interview with six criteria defined from the theoretical framework and three questions to indagare the descriptors; in some cases, the questions were aggregated to clarify the

participants' answers. The second instrument included one or two non-participant observations of the excellent teachers to determine how the descriptors can be implemented for the teachers, in contrast to the GTF.

2.4 Ethical Considerations

All the participants were teachers, so they were adults. They were previously contacted and informed about the use of the information. The teachers who willingly participated were assured of the confidentiality of the information. The participant list was held for the principal researcher in a private folder. The 15 participants read and signed the informed consent form.

2.5 Data Analysis

The recommendations for the content analysis start with participant selection and the definition of categories (in this case, criteria and descriptors). Then, the categories were analyzed and coded by extracting the answers from the transcriptions. Additionally, the frequency of the appearance of answers and the actions were con. Finally, the analysis and comparison of the six criteria and descriptors were performed for the final description of each one, supported by frequency, and finalized with relevant information from the decimal.



Figure 2. The study analysis content diagram (adapted from Cáceres, 2008)

3.0 Results and Discussion

These results are organized into the six criteria defined in the theoretical framework and the description product of content analysis, the data from non-participant observation, and team notes. For each one, are presented the descriptors mentioned with major frequency for the teachers and finally are present the relevant dissimilarities result from this study.

Criterion 1. National Curriculum Domain

The study teachers describe this criterion as how excellent teachers guide their practice by the current curriculum. Additionally, they mention the preparation or planning of learning based on the characteristics of their students and the importance of communicating the learning objective/s to the students. In addition, they established that a teacher should have the complete domain of the subject being taught because developing knowledge, competencies, and abilities with their students is not possible without discipline knowledge. Additionally, teachers must be able to apply different teaching strategies according to their students' needs and interests. They highlight how a teacher should use all the available resources, such as concrete material, the students' text, information, and Communication Technology (ICT). Further, they emphasize student learning by discovery.

This criterion has the greatest agreement about GTF, teacher perceptions, and practices. Table 1 shows the teachers' high-frequency descriptors about planning, the development of competencies, and the use of objectives and activities for the class.

Table 1. High-frequency descriptors in curriculum management

Teacher Key Responsibilities	Frequency
1. Preparing and designing classes according to the study programs, class by class, monthly and annually.	5
2. Promoting the development of lower and higher-level cognitive skills	3
3. Presenting the objective and activities to their students	3

Criterion 2. Students' Characteristics and Learning Strategies

Excellent teachers must have a high level of knowledge about their students. They seek information and data about students' families, interests, motivations, and attitudes. For instance, they look to identify how their students learn to develop different teaching strategies and teaching resources. Table 2 shows the topics highlighted for the teachers: a complete initial evaluation and different teaching resources and activities are fundamental for them.

Table 2. High-frequency descriptors about student characteristics and learning strategies

Teacher Key Responsibilities	Frequency
1. Applying a comprehensive evaluation to know about individual characteristics of learning style and social context	8
2. Different resources should be used according to the manner of learning.	4
3. Creating activities according to the physiological characteristics of the students	3

Criterion 3. Integral Student Development

This criterion is understood from the content of interviews and observations of teachers as follows: inquire about general knowledge about the development stage of the students, in the cognitive, physical, and emotional. It is also associated with teachers being able to generate learning activities appropriate to each stage of the students. Additionally, they must generate respectful relationships with the students, handle conflicts properly in the classroom, and ensure that individual differences are respected. Table 3 highlights a single descriptor with different evidence that hit the highest number mentioned in the study.

Table 3. High-frequency descriptors of integral student development

A Teacher must	Frequency
1. Established in respect, of course, in the classroom, and with each course: • Agreement about the rooms with Students. • Starting the class, remember the rules in the classroom. • Reminding the rules during the class.	10

Criterion 4. Creating a Learning Environment

These teachers try to generate a positive learning classroom climate with clear rules. Further, they prepare class plans with time according to the activities to be working. For this reason, it is possible to differentiate three distinctive moments in their classes: starting, developing, and class closing. Each moment in a class is linked with a type of teaching or learning strategy. The descriptors presented in Tables 3 and 4 are remarkably similar, probably because of their connection to creating a learning environment for integral students' development.

Table 4. High-frequency descriptors about the learning environment

An Excellent Teacher is able	Frequency
1. To generate a climate of student respect, tolerance, acceptance, and trust. • Promoting respect with and among the students. • Generating basic rules of communication. • Developing and listening to all the opinions. • Encouraging responsibility in students.	10
2. Developing motivational and didactic classes according to the interests of the children.	7
3. Finding and adapting the activities to the student's interests and using information technology.	4

Criterion 5. Students' learning evaluation process.

According to the group of teachers, the purpose of the evaluation is to inquire about the student's knowledge, abilities, attitudes, and competencies. The evaluation helps to identify the level reached at different moments of the learning process. For them, the evaluation objective is to generate a feedback process that enriches the learning

process or makes decisions to improve the practices. Additionally, excellent teachers are concerned about evaluating knowledge relevant to the subject. Regarding Table 5, it is interesting that the idea of evaluating during each class and the use of different evaluation tools are highly frequent. However, feedback about the weaknesses and strengths of the student learning process is not often used in the classroom.

Table 5. High-frequency descriptors used in the evaluation process

Evaluation Includes	Frequency
1. Evaluate each process using different tools according to the activities.	6
2. Provide continuous feedback about students' learning strengths and weaknesses.	2

Criterion 6. Reflection on the Praxis

Teachers connect individual reflection about Praxis with the ability to critically analyze their strengths and weaknesses during the teaching process. They must make their practices more effective, or they can improve professionally through a professional update. Further, they indicate the importance of working in collaborative reflection about Praxis with their colleagues. Collaborative teacher work implies attending meetings, participating in group reflection, and participating in school training programs.

When teachers reflect on their practices and can provide information to parents and guardians about the strategies developing in their classes and the objectives that they intend to achieve with their students, however, in the content, the teachers underscore the lack of space and time for collaborative reflection in the school. The participants list activities related to collaborative reflection, as shown in Table 5.

Table 6. High-frequency descriptors about reflection on the Praxis

When a teacher reflects on the Praxis can	Frequency
1. Sharing experiences and spaces for reflection and self-evaluation about the practice.	6
2. Teaching for the learning of all students.	4
3. Continuous training.	4
4. Constantly change the pedagogical task.	3
5. Creating plan classes with teachers.	3

Main divergences

There are several similarities between the profile extracted from the GTF and the content and practices of the excellent teachers. However, there are relevant divergent points from the teachers' perceptions and practices. Starting with criterion three, students' integral development: Teachers emphasize the importance of involving families in students' learning process more than the GTF, as they communicate continuously in both directions. Teachers of excellence also emphasize the importance of internalizing the effective needs that their students may have.

On the other hand, the GTF indicates to the management of conflicts that the teacher must demonstrate the competencies and capacity to handle them. However, teachers indicate that some conflicts are not resolved for them; in some situations, they follow the school coexistence plan, which delegates the resolution responsibility to inspectors, councilors, and multidisciplinary teams, as well as assigning student mediators from the school. Thus, they indicate that the GTF does not consider this option.

According to the excellent teachers' view, another divergence is present in a positive learning environment criterion: the satisfaction of students' basic needs as a sine qua non-requirement for learning. They work in public schools with culturally vulnerable groups of students; some of them need breakfast, clothes, or other basic needs. These teachers try to help with these necessities because, in their words, learning is not possible for a starving student. Further, for them, a good teacher ensures the minimum conditions, thus, when the school's infrastructure is not adequate, when the weather is very cold or when the families cannot meet basic conditions. It is the duty or responsibility of the teacher to provide some solution, even in extreme cases where they provide breakfast or wood for the school stove.

The last dissimilar point is for the teachers. It is about promoting dialogue with peers around pedagogical and didactic aspects; they recognize the importance of collaborative reflection. However, they often do not have

enough time to dedicate to this task. On this day, the collaboration among teachers is just a conversation in the hallway or at lunchtime, which is insufficient to achieve a true teacher reflection or a collaborative relationship.

4.0 Conclusion

The main objective of this study was to compare the Ministry of Education's criteria for good teaching with the perceptions and practices of a group of excellent teachers. The results regarding the convergence and divergence between the prescribed profile and the teachers' perceptions and practices can be synthesized in two large groups.

The convergence criteria are focused on curriculum management and learning evaluation; there are no significant differences between the Ministry profile and excellent teachers' perceptions and practices. Convergences include knowledge about the national curriculum, the crucial aspects of lesson planning, and strategies for teaching and learning (Ávalos, 2006; Hung, 2020). Also, they underscore the importance of considering student characteristics and evaluation for learning. Other authors, such as Ávalos (2006), Bolívar (2010), and Hung (2020) have confirmed that central pedagogical teachers' knowledge includes content, practices, and strategies for student learning. Most of these descriptions were supported by the frequency of topics. However, evaluation feedback during the learning process was less frequent, and the results from the evaluation confirmed that the coherence between activities with the correct evaluation is a challenging point for teachers (Gajardo Ibáñez et al., 2020; Sun, 2022; Tuytens et al., 2020), including excellent teachers.

The divergences are centered on evaluating the learning process, the integral students' development, the learning environment, and the reflection on the Praxis. The findings suggest some discrepancies that should be considered because public school teachers are the principal factor in the results of students. The divergences in the learning environment indicate a weakness in the GTF, which does not consider the school coexistence plan or regulations in public schools (Andrades-Moya et al., 2020; JUNAEB, 2013). Additionally, all public teachers are conscious of students' contexts, characteristics, interests, and social necessities; teachers attach importance to human relationships as a central part of teacher identity (Ávalos et al., 2010); they commit to their students, and they act beyond the curriculum because of their vocation (Mendoza Mardones, 2022).

The theoretical implications of this study include the importance of considering the perceptions and opinions of excellent teachers in different educational policies, which can enrich and complement the guidelines established by the Ministry of Education. From a practical approach, improving important aspects of good teaching, such as being timeless for collaborative work between teachers and taking advantage of how well teachers understand and use coexistence rules for learning environments in schools.

The size and location of the sample limit this study. In addition, all qualitative research may present biases in interpreting the data, which we try to correct by triangulating the data and strengthening the theoretical framework that guides the study. Based on this study, this research can continue to expand the sample to include teachers from different departments, not only the public. Furthermore, other regions of the country should be considered from a broader perspective. An analogous way to expand the sample to other participants with the same role importance can be included, such as students and their families or tutors (Andrades-Moya et al., 2020).

5.0 Contributions of Authors

The authors confirm the equal contribution of each part of this work. All authors reviewed and approved the definitive version of this work.

6.0 Funding

This work received no specific grant from any funding agency.

7.0 Conflict of Interests

All authors declare that they have no conflicts of interest.

8.0 Acknowledgments

The team would like to thank each teacher who dedicated time and opened the classroom door for this study observation. We also thank the school principals who allowed the interview time and observations.

9.0 References

- Alarcón López, C., & Falabella, A. (2020). The Chilean education system: Between expansion and inequality. *Global Education Systems*. Springer, Cham.
- Andrades-Moya, J., Castrillón-Correa, E. M., Pérez-Álvarez, E. O., & Philominraj, A. (2020). Family (ies) in Studies about school coexistence in Chile: A systematic review. *Journal of Education and Learning (EduLearn)*, 14(3), 424–433. <https://doi.org/10.11591/edulearn.v14i3.16582>
- Ávalos, B. (2006). Currículo y desarrollo profesional docente. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000151590>
- Ávalos, B., Cavada, P., Pardo, M., & Sotomayor, C. (2010). La profesión docente: Temas y discusiones en la literatura internacional. *Estudios Pedagógicos (Valdivia)*, 36(1), 235–263.
- Bastías-Bastías, L. S., & Iturra-Herrera, C. (2022). La formación inicial docente en Chile: Una revisión bibliográfica sobre su implementación y logros. *Revista Electrónica Educare*, 26(1), 229–250. <https://doi.org/10.15359/ree.26-1.13>
- Bhattacharya, K. (2017). *Fundamentals of qualitative research*. Routledge.
- Blanco, R., Astorga, A., Guadalupe, C., Hevia, R., Nieto, M., Robalino, M., & Rojas, A. (2007). Quality education for all: A human rights issue. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000150273>
- Bolívar, A. (2010). El liderazgo educativo y su papel en la mejora. Una revisión actual de sus posibilidades y limitaciones. Retrieved from <https://doi.org/10.5027/psicoperspectivas-Vol9-Issue2-fulltext-112>
- Cáceres, P. (2008). Análisis cualitativo de contenido: Una alternativa metodológica alcanzable. *Psicoperspectivas. Individuo y Sociedad*, 2(1), 53–82. <https://doi.org/10.5027/psicoperspectivas-Vol2-Issue1-fulltext-3>
- Centro de Investigación Avanzada de Educación (CIAE). (2011). Estándares orientadores para egresados de carreras de pedagogía en educación básica. Retrieved from <http://portales.mineduc.cl/usuarios/cpeip/File/libro-estandaresbasica2.pdf>
- CPEIP Centro de Perfeccionamiento experimentación e Investigaciones Pedagógicas. Marco para la Buena Enseñanza, (2004).
- CPEIP Centro de Perfeccionamiento experimentación e Investigaciones Pedagógicas. (2021). Estándares de Desempeño Docente. Retrieved from <https://estandaresdocentes.mineduc.cl/Categoria-p/mbe/>
- Creswell, J. W., & Creswell, J. D. (2018). *Mixed methods procedures. In Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.
- Donoso, M. P. (2012). Evidencias 10: Realidad educativa en Chile: ¿Qué aprendemos de la Encuesta CASEN 2011? Retrieved from <https://hdl.handle.net/20.500.12365/18276>
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107–115. <https://doi.org/https://doi.org/10.1111/j.1365-2648.2007.04569.x>
- Fink, D. (2019). Hacia un liderazgo sostenible, más profundo, más prolongado, más amplio. *Revista Eletrônica de Educação*, 13(1), 182–195. <https://doi.org/10.14244/198271993071>
- Gajardo Ibáñez, L., González González, D., & Gajardo Guevara, L. (2020). La evaluación docente en Chile: La actitud del profesorado hacia los instrumentos que evalúan el desempeño profesional docente. *Revista Inclusiones*, 7(2). <https://revistainclusiones.org/index.php/inclu/article/view/291>
- Hernández-Sampieri, R., & Mendoza, C. (2020). *Metodología de la investigación: las rutas cuantitativa, cualitativa y mixta*. McGraw-hill México.
- Hrabowski, F. A., Lee, D. M., & Martello, J. S. (1999a). Educating teachers for the 21st century: Lessons learned. *Journal of Negro Education*, 68(3), 293–305. <https://doi.org/10.2307/2668102>
- Hrabowski, F. A., Lee, D. M., & Martello, J. S. (1999b). Educating teachers for the 21st Century: Lessons learned. *The Journal of Negro Education*, 68(3), 293. <https://doi.org/10.2307/2668102>
- Hung, Y. H. (2020). Exploration of teachers' personal practical knowledge for teaching controversial public issues in elementary school classrooms. *Journal of Social Studies Research*, 44(3), 281–289. <https://doi.org/10.1016/j.jssr.2020.04.001>
- JUNAEB, C. (2013). Construcción de un índice de vulnerabilidad social para niños y niñas de Educación Parvularia pertenecientes a Establecimientos Subvencionados y de las Instituciones JUNJI e INTEGRA en Chile.
- Lucas, T., & Villegas, A. M. (2010). The missing piece in teacher education: The preparation of linguistically responsive teachers. *Teachers College Record: The Voice of Scholarship in Education*, 112(14), 297–318. <https://doi.org/10.1177/016146811011201402>
- Maldonado, C. O., & Chávez, R. C. (2020). Trabajo docente y nueva gestión pública en Chile: una revisión de la evidencia. *Educação & Sociedade*, 41, e219509. <https://doi.org/https://doi.org/10.1590/es.219509>
- Mendoza-Mardones, A. I. (2022). Portraying Chilean educators: motivations and practices to address educational inequities for immigrant students in elementary schools in the Bio-bio region.
- Ministerio de Educación. (2016). LEY 20903 Crea el Sistema de Desarrollo Profesional Docente y Modifica Otras Normas. Biblioteca Nacional. Retrieved from <https://bcn.cl/2f72c>
- Ministerio de Educación. (2020). Plan de aseguramiento de la calidad de la educación 2020–2023. Retrieved from <https://hdl.handle.net/20.500.12365/14503>
- Ministerio de Educación. (1990). Ley N° 18.956 Reestructura el Ministerio de Educación Pública. Retrieved from <http://www.leychile.cl/Navegar?idNorma=30325>
- Rebolledo Castillo, J. A. (2020). Análisis documental sobre el presente de la enseñanza media técnico profesional bajo el enfoque de la educación basada en competencias (Thesis). Universidad de Talca (Chile), Instituto de Investigación y Desarrollo.
- Sanzana Valjeos, D. G., & Mendoza, D. A. I. (2023). Variables efectivas; configuración comprensiva y valoración de su influencia en la Praxis de profesores de excelencia en escuelas públicas de la provincia de Concepción, Chile. *Ciencia Latina Revista Científica Multidisciplinar*, 7(1), 4982–5004. https://doi.org/10.37811/cl_rcm.v7i1.4812
- Sun, Y. (2022). Teacher assessment in Chile. In *Teacher evaluation around the world: Experiences, dilemmas and future challenges* (pp. 165–190). Springer.
- Tuytens, M., Devos, G., & Vanblaere, B. (2020). An integral perspective on teacher evaluation: A review of empirical studies. *Educational Assessment, Evaluation and Accountability*, 32(2), 153–183. <https://doi.org/10.1007/s11092-020-09327-7>