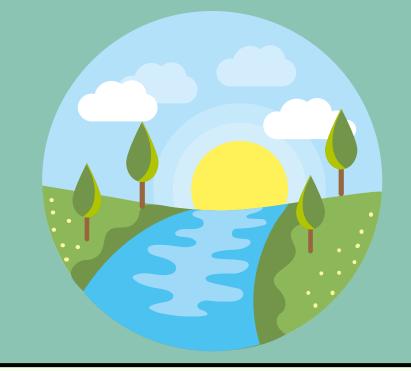
# Chile - Tensions of Teachers' Professionalism during (and after) Covid-19 Crisis in Chile

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### Issue

How the new public management (NPM) educational policies, that encourage external supervision and control, were challenged by the pandemic considering teachers' educational responses to covid-19?



COVID-19: School closures and transition to remote teaching during 2020 and most of 2021 school years.

Ministry data showed 71% of schools provided printed material to students, 54% employed Ministry's web platform for remote teaching.

## Context

NGO survey showed 50% students had occasional or no access to Internet at home and 63% reported lack of contact with their teachers.

Educators and families struggled to continue with the educational process, while dealing with health and social effects of the pandemic.

# Competing notions of educators' professionalism



#### **Professional supervision**

Ministry guidelines sought educators' compliance with centralized decisions and control of their work through policy instruments



#### **Professional judgement**

Educators developed local innovations to address their communities' needs and adapted their work to students' conditions to learn from home.

curriculum priorization

projectbased learning

social & emotional wellbeing

Emerging demand for increased professional autonomy of educators

distributed leadership

> school networks

