



»»» PBL in motion



Motivate your students!



WHO WE ARE

Tu clase, tu país is a non-profit professional organization that seeks to support the training and professional development of teachers and school leaders all over Latin America. Born in Chile in 2012, what moves us is the vision of a teacher as a professional in permanent development, training as a process built from real practices in the classroom and pedagogical conversations around them, that promotes the development of learning communities for teachers.

Our program has been implemented in nine countries Chile, Uruguay, Brazil, Argentina, Colombia, Venezuela, Dominican Republic, Costa Rica and Panama, allowing us to develop a work model adjusted to requirements and needs of the professional teams of each country, seeking to guarantee the development of their capacities on a permanent basis, delivering autonomy and longtime projection, supporting the development of specific contents aligned with prioritized areas previously defined.

WHY WORK WITH US?

At Tu clase, tu país we develop learning experiences focused on practical, collaborative work between peers for corporations, companies, organizations and government institutions for Chile and Latin America.

Our work method is based on concrete and situated practices in the participant's real context, framed within a strategy of "training for action" that involves three didactical moments: **information, reflection, and action.**

Our trajectory is sustained by the work we've done with prestigious entities and schools in Chile that are taking their methodologies and learning to the next level in their classrooms, developing training programs and installing skills and competencies all over their educational community.

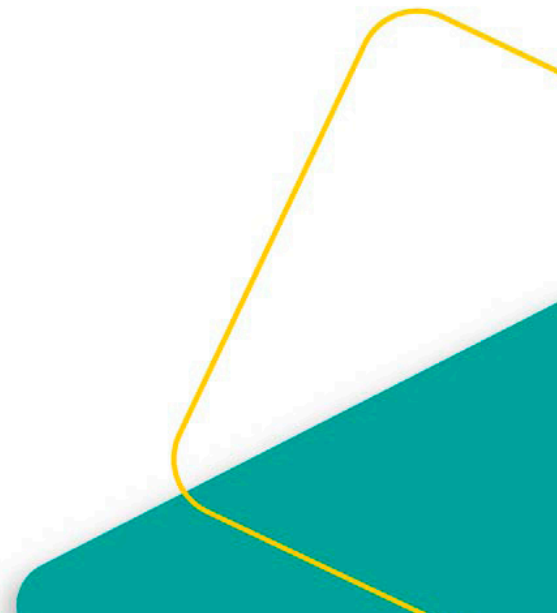




PROGRAM SUMMARY

This program seeks to empower **training and accompaniment** for teachers and school leaders in the **Project Based Learning (PBL)** methodology. We develop and implement deep learning experiences that aim for the students to develop 21st century skills, socioemotional learning and be agents of change, moved to improve their surroundings and the world.

Along this path, **the program seeks for teachers to innovate in their various pedagogical actions** to progressively create suitable environments for student learning. In this process, students will begin to give meaning and intention to questions and topics addressed in the academic dynamics, generating **curiosity and interest in learning**, and applying this learning in their environment, to make the world a better place. In addition, they will be able to make deep and analytical reflections and connections of the topics from the heart and mind. Finally, this program helps students to **identify how they learn what they learn**, feeling prepared to learn new knowledge, with sustained learning over time.



WHAT IS THE CHALLENGE?

What is the purpose of education in the 21st century? How do we prepare our boys and girls to face current social challenges? Right now we live in a society where approximately 50% of the jobs that people carry out today will be automated and developed by robots and artificial intelligence in the next 20 years, where climate change has become an urgency that cannot wait, where migratory movements are bursting, where social tensions call into question democratic institutions and international cooperation, where poverty and hunger continue to be priorities for development policies, increased by the effect of the pandemic, among so many other problems that we have to live with. It is a historical moment of enormous challenges and hopes.

While there is talk of advancing towards the learning of 21st century skills and towards making students transforming agents of their communities and the world, some schools still teach in a logic where the teaching process is based on memorizing content for the test, disconnected from other subjects and the problems of the world. This type of education demotivates students year after year, which is reflected not only in poor results on global assessments, but also in increasing rates of absenteeism and school dropout.

Theoretical evidence, academics and international organizations, and the actors of the school communities themselves have reached a global consensus: the way in which schools and educational systems are organized today have little impact on student learning outcomes and provide ineffective experiences to students.

Our challenge is to move forward into new forms of organization and new methodological and didactic approaches, which better connect with the conditions and experience of students, focused on the needs of 21st century society.



OBJECTIVES

Promoting deep learning in students today is the main challenge of **Project-Based Learning (PBL) methodology, training school leaders and teaching teams, and accompanying them in the design and subsequent implementation of valuable, authentic learning experiences.**

In this new methodological learning experience, the program seeks to enable students to:



To give meaning and purpose to questions and topics addressed in the classroom.



To show gratification, curiosity and interest in learning and applying that acquired learning, to carry it out and make the world a better place.



To be able to make deep reflections and connections of the topics, from the heart and mind.



To identify how they learn what they learn and feel prepared to acquire new knowledge.



Have a methodology that allows them to sustain knowledge in the long term.

CONTENTS OF THE PROGRAM

The program contains different stages and activities which can be **adapted for each educational community, based on the needs detected in the diagnostic stage.**

Promotion of teaching learning communities during the learning process, which collaboratively reflect on pedagogical practices that have the greatest impact on student learning. This need for teacher development must be addressed in the management training action, providing pedagogical leadership skills, efficient use of data and creation of reflective learning communities. The challenge is that school leaders manage to promote a deep reflection work with the teaching teams, a self-diagnosis of their teaching practices, evaluating them and detecting those that lead students to deep learning.

Diagnostic Stage



Accompaniment Stage



Training Stage



We train and support teachers through the design, implementation and evaluation of authentic projects that position students in the role of active agents that change their reality. These projects promote investigation, search and generation of both cognitive and socio-emotional knowledge, articulating this line of learning with the curricular objectives of different subjects. The projects will be designed from teachers' best practices, associated with deep learning and understanding the digital space as a support for learning practices.

We work with the school leadership team in managing the culture of the school and the structural conditions to implement PBL.



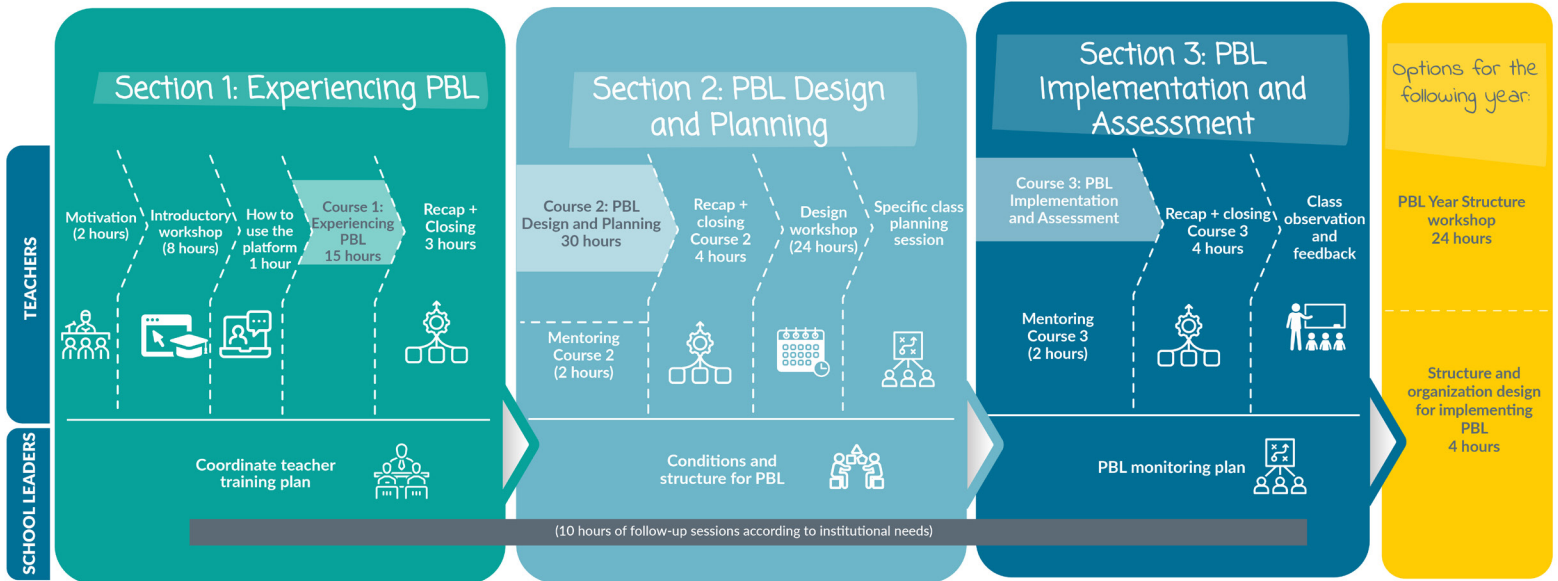
FORMATIVE SKILLS TO DEVELOP

This program aims to install skills and knowledge of deep learning in the classroom, backed by a methodology applied in high-level schools around the world, with great results. The main **objectives and skills** to be achieved are:

- To install **pedagogical innovation** inside the classroom, focused on authentic **experiences that develop** students' socio-emotional learning and digital citizenship to improve the world.
- **Improve students' perception** of their level of socio-emotional learning, as transforming agents of their environment.
- That students get **to know themselves**, develop a growth mindset, and learn and think for themselves.
- That they **can build and collaborate** with their peers, through quality relationships.
- That they can be **agents of change**, mobilized to improve their environment and the world.
- To establish **best teaching practices** in the classroom, endorsed by their own teachers and students.



TRAINING PATH





CONTACT

+569 78901475

MAIL

contacto@tuclase.cl

WWW.TUCLASE.CL

