

What is a Performance-Based Agreement?

A Performance-based agreement (PBA) is a contract between the State and the Higher Education Institutions (HEIs) through which the latter commit a notable performance implying a significant institutional improvement not possible to be achieved on their own.

This is an instrument calling for high impact category resources, to be awarded under competition terms to provide for a result-based financing allowing the institution to generate transformation initiatives to face structural problems of all kind and focus institutional efforts in different aspects associated to quality improvement.

For a Higher Education system evidencing important challenges, PBAs offer important opportunities to prioritize in terms of generating notable achievements, competitive advantages and a strategic positioning in the functional or knowledge areas subject to improvements and to becoming a reference for other like institutions.

Title and Degree

UPLA, by signing and implementing the Performance-Based Agreement, aims at making substantial changes in teachers' education. Excellence formation processes are to be achieved to generate a high impact in school student results as well as socially strengthening the educational communities.

Implementation period

36 months.

Area of Implementation

Teacher Education

How significant is for UPLA to be the recipient of a Performance-Based Agreement awarded.

UPLA is one of the two state-owned universities awarded with the Performance-Based Agreement on Teacher Education (the other one is Universidad de Chile).

Based on the purposes expressed in the Educational Model (2011) and in the Institutional Strategic Plan (PDEI, 2011-2015 acronym in Spanish), and on the long-lasting institutional history as of initial teacher education in all areas of knowledge, UPLA purports at generating substantial and significant changes for excellence teacher education contributing to the efficient improvement of results in the local and national school system.

On the other hand, UPLA is committed to overcoming academic indexes by integrally meeting the educational needs of the pedagogy students and impacting in the local and national school system performance; namely, quality, equity, and educational excellence.

These high level changes in the institutional indexes imply redesigning the teachers' education curriculum through a proposal incorporating high quality, productivity and efficiency educational methods in learning, by efficiently linking the school community. Strengthening the academic staff and increasing pedagogical practicum, including permanent tutoring and mentoring to reinforce good teaching practices will be basic. Likewise, changes in the local school system are expected (SIMCE, PSU, under social vulnerable conditions).

General Objective

To reach a substantial change in the process of teacher education at Universidad de Playa Ancha de Ciencias de la Educación (UPLA) by developing high level professional competences generating notable changes in the learning quality inside the school classrooms, particularly around the most socially vulnerable communities.

Specific Objectives

Specific Objective 1

- Strengthen faculty quality as teachers of teachers, through renewal, training and pedagogical qualification according to the new curricular model.

Specific Objective 2

- Improve the student admission and retention quality process in pedagogy.

Specific Objective 3

- Design a unique innovative teachers' curricular education model, organized into cycles, student-centred and based on learning outcomes, considering the personal, discipline and pedagogical areas.

Specific Objective 4

- Improve quality and efficiency in the curricular management processes to support learning processes and timely degree graduation for new teachers.

Specific Objective 5

- Strengthen the link between the teachers' education and the school community for better learning outcomes and educational system development.

Institutional Commitments



Patricio Sanhueza Vivanco, Rector of Universidad de Playa Ancha, main implementing institution of the proposal for Institutional Improvement Plan (IIP), within the framework of Initial Teacher Education, called “Substantial Changes in the Teacher Education at Universidad de Playa Ancha de Ciencias de la Educación; excellence educational processes to impact on school performance and social strengthening of the educational communities“, applying for state resources to be awarded, herein commit myself to:

- Manage, within the boundaries of the University, the significant changes allowing the total implementation of this IIP.
- Guarantee the financial, technical and political feasibility of the IIP.
- Guarantee the amount, quality, availability and timely management of the working teams: be them directive, academic, professional, technical and students as necessary for the implementation of the notable achievements committed in the IIP.
- Care for the good use of the material and financial resources committed.
- Comply with the performance commitments assumed with the highest quality standards.
- Make the best alliances with third parties and external partners.
- Monitor and systematize this experience to contribute to sustainability and replicability.

The success of this Institutional Improvement Plan will be reflected in its future sustainability; therefore, our institution will assume all necessary and relevant commitments to make it continuous and institutionalized in the medium and long term.

Patricio Sanhueza Vivanco
Rector
Universidad de Playa Ancha

Working Team

This plan will be led by the Rector himself with three levels of implementation for an efficient and effective agreement, caring for the institutional perspective, the operational work, the coordination with the system and the Ministry of Education.

These three levels are as follows: (i) the directive level, in which strategic decisions are made and the macro control of the agreement is kept;

(ii) The executive level which implements each of the areas associated to the five specific objectives of the agreement.

This level houses the direction of the IIP, and cares and drives academically the different strategies, actions and the compliance of the milestones allowing an adequate achievement of the performance and process indicators committed.

For a better execution of the tasks, an executive team is to be hired to make it responsible for the management control and operational tasks as provided for in the directive and executive level; and

(iii) For a better management of the IIP, a consultative level is considered integrated by the five Deans of the Colleges involved in teacher education. This level will contribute with background information, recommendations and actions facilitating the participation of the academic and student bodies in the different tasks as appropriate.

Directive team

Rector, Patricio Sanhueza Vivanco.
patricio.sanhueza@upla.cl

Academic Vice-Chancellor, Tito Larrondo González.
titolarrondo@upla.cl

Research, Graduate Studies, and Innovation Vice-Chancellor, Daniel López Stefoni.
daniel.lopez@upla.cl

San Felipe Campus Vice-Chancellor, Óscar Valenzuela Vásquez.
oscar.valenzuela@upla.cl

Administration and Finance Vice-Chancellor, Eduardo Faivovich Bortnik.
eduardo.faivovich@gmail.com

Executive Team

Director

General Director of Graduate Studies, Marcela Lara Catalán.

mlara@upla.cl

Associate Director

General Director of International Affairs, Cecilia Arriagada Correa.

arriagad@upla.cl

Member of the Executive Committee

Vice-Rector, Carmen Ibáñez Castillo.

cibanez@upla.cl

Institutional Indicators

General Director of Analysis and Institutional Strategy Planning, María Francisca Briones.

mbriones@upla.cl

Innovation

Director of Studies, Curricular Innovation and Teachers Development, Arturo Pinto Guevara.

arturo.pinto@upla.cl

Community Relationships

General Director for the Community Relationships, Boris González López.

bgonzal@upla.cl

Research and Evaluation

Raúl Pizarro Sánchez.

rjepizarrosan@gmail.com

Note

This team is coordinated with the Consultative Team.

Consultative Team

(UPLA's Colleges listed alphabetically)

Dean, College of Arts, Alberto Teichelman Shuttleton.

ateichel@upla.cl

Dean, College of Education Sciences, Luis Alberto Díaz Arancibia.

ladiaz@upla.cl

Dean, College of Humanities, Juan Saavedra Ávila.

jsaaved@upla.cl

Dean, College of Natural and Exact Sciences, José Rubio Valenzuela.

jrubio@upla.cl

Dean, College of Physical Activity and Sports, Elías Marín Valenzuela.

emarin@upla.cl

Institutional Background

Upon considering the purposes expressed in the Educational Model (2011), in the Institutional Improvement Plan (IIP, 2011-2015), and based on the long-lasting history of the institution in the area of initial teacher education in all fields of knowledge, Universidad de Playa Ancha de Ciencias de la Información (UPLA) aims at generating substantial and significant changes for the education of teachers of excellence efficiently contributing to improve the local and national school system results. The university has defined policies by sector in the academic field to show that curricular management is mainly oriented to quality in undergraduate education, relationships with the community, and students development; also stating that improvement and quality assurance are priority tasks, and students development is to be understood from an integral perspective (Academic Vice-Chancellor Office, Sector Plan, 2012).

The academic offering of UPLA in the pedagogical field covers all specialties required by the Chilean educational system. It has 17 accredited teacher education programs both in Valparaíso City and San Felipe. Likewise, the University has developed graduate-studies programmes in education and associated disciplines (two PhD programmes, eight Master Degrees Programmes; three Diploma Programmes and four graduate programmes).

Further information about the Performance-Based Agreement UPA 1203 can be found at <http://www.upla.cl/convenio/>