

PANAMÁ
Bilingüe

MEDUCA
PARA TODA LA VIDA
MINISTERIO DE EDUCACIÓN

GOBIERNO DE LA REPÚBLICA DE
PANAMÁ

The *Panamá Bilingüe* Program: Empowering Teachers through Multifaceted Professional Development

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Session Outline

- Self-introductions
- Overview of the *Panamá Bilingüe* Program
 - Mission
 - Components
 - Statistics
- Professional Development Opportunities for Teachers
 - Local
 - International
 - Online modules
 - Trainings provided by publishers
 - Cambridge certification
- Impact
 - Teacher education
 - Elementary and After School programs
- Successes, Challenges and Next Steps
- Discussion/ Q &A



Program Mission

- Strengthen the pedagogical model of the Panamanian educational system, providing educational and technological tools to improve the quality of learning.
- Improve the skills and abilities of teachers in the teaching of English as a second language, by incorporating innovative trends and educational strategies.
- Improve the quality of life of the Panamanian population through bilingual education.
- Promote the training of Panamanians through intensive English courses at the local and international level.



PROGRAM COMPONENTS

Kids Program



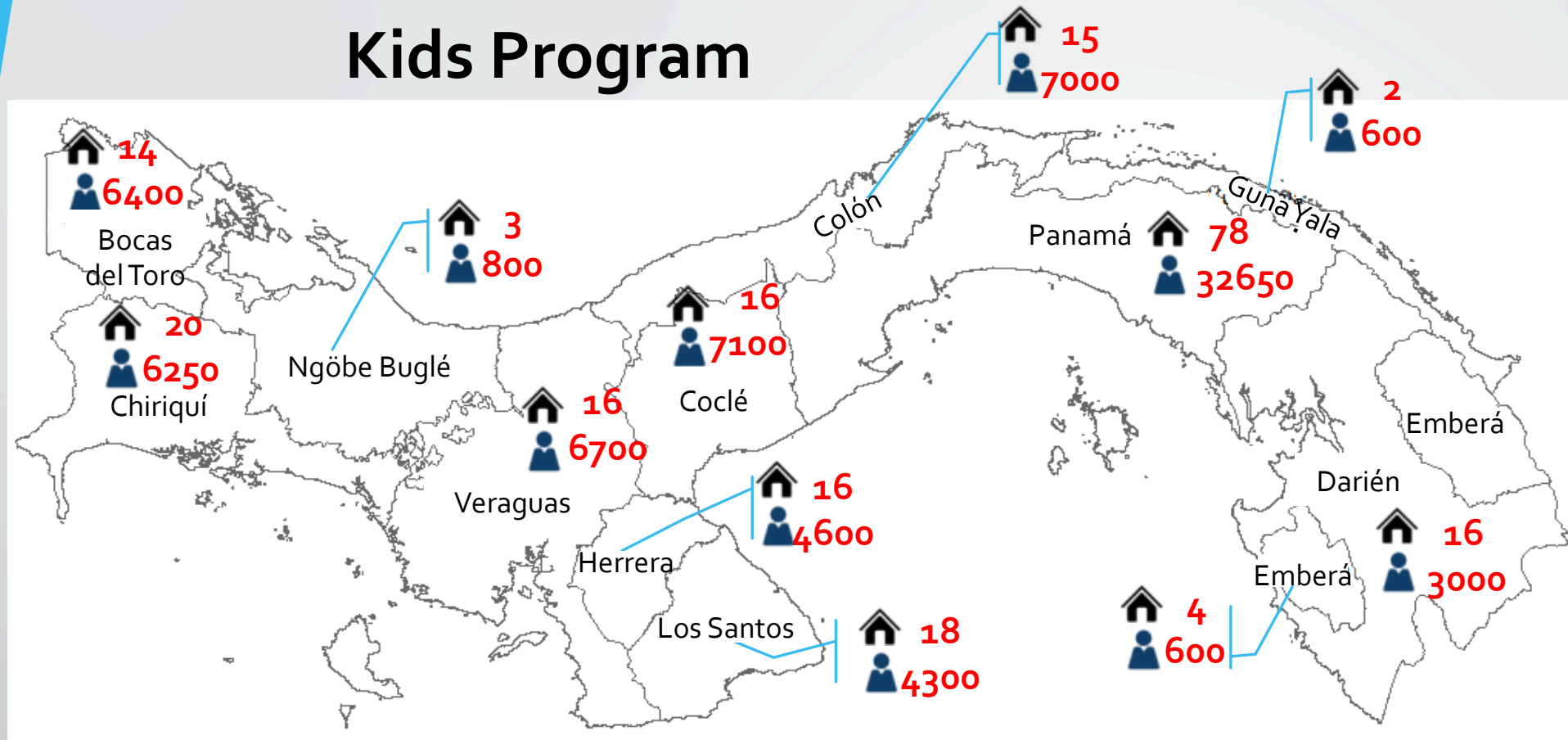
After School Program



Teacher Training



Kids Program



KIDS incorporates a bilingual education plan with 10 periods of weekly classes taught in English. In addition, students receive 2 additional hours of Science classes in English.

Kids Program 10 hours

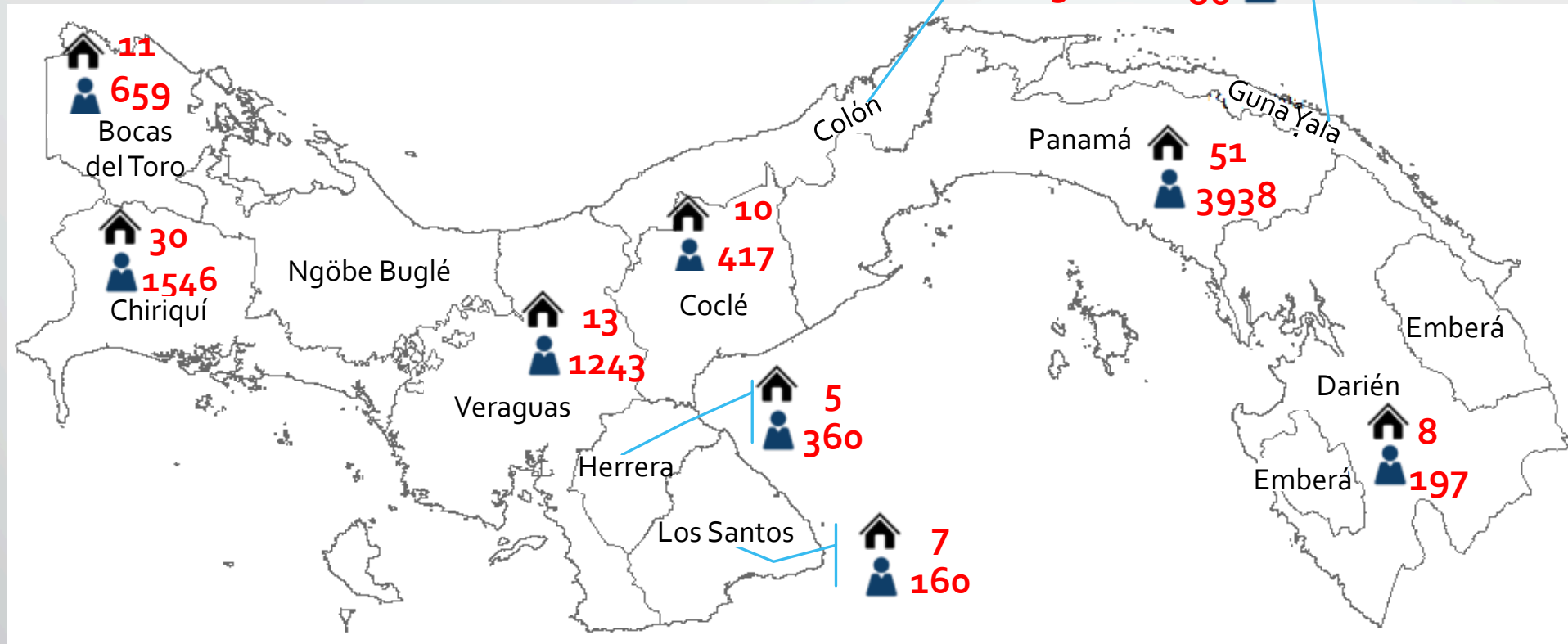
PANAMÁ Bilingüe		Statistics
🏠	Schools	267
👤	Students	120,000

KIDS PROGRAM

- 267 elementary schools in 2018
- 10 hrs/wk of English and 2 hrs/wk of Science
- Future: Arts. Technology, PE in English
- The success of the program is based on the support of every school member:
 - School Principals
 - Supervisors and English Academic Coordinators
 - Teachers and Academic Instructors
 - Academic Consultants (Publishers)
 - Students
 - Parents
 - Community
 - Partners (US Embassy, National and International institutions)
- Evaluation: standardized tests
- K-6 English curriculum design



After School Program



After School Program (ASP) provides English classes for high school students in official schools, whether in MEDUCA facilities or in Training Centers, in opposite schedules to their regular school shifts.

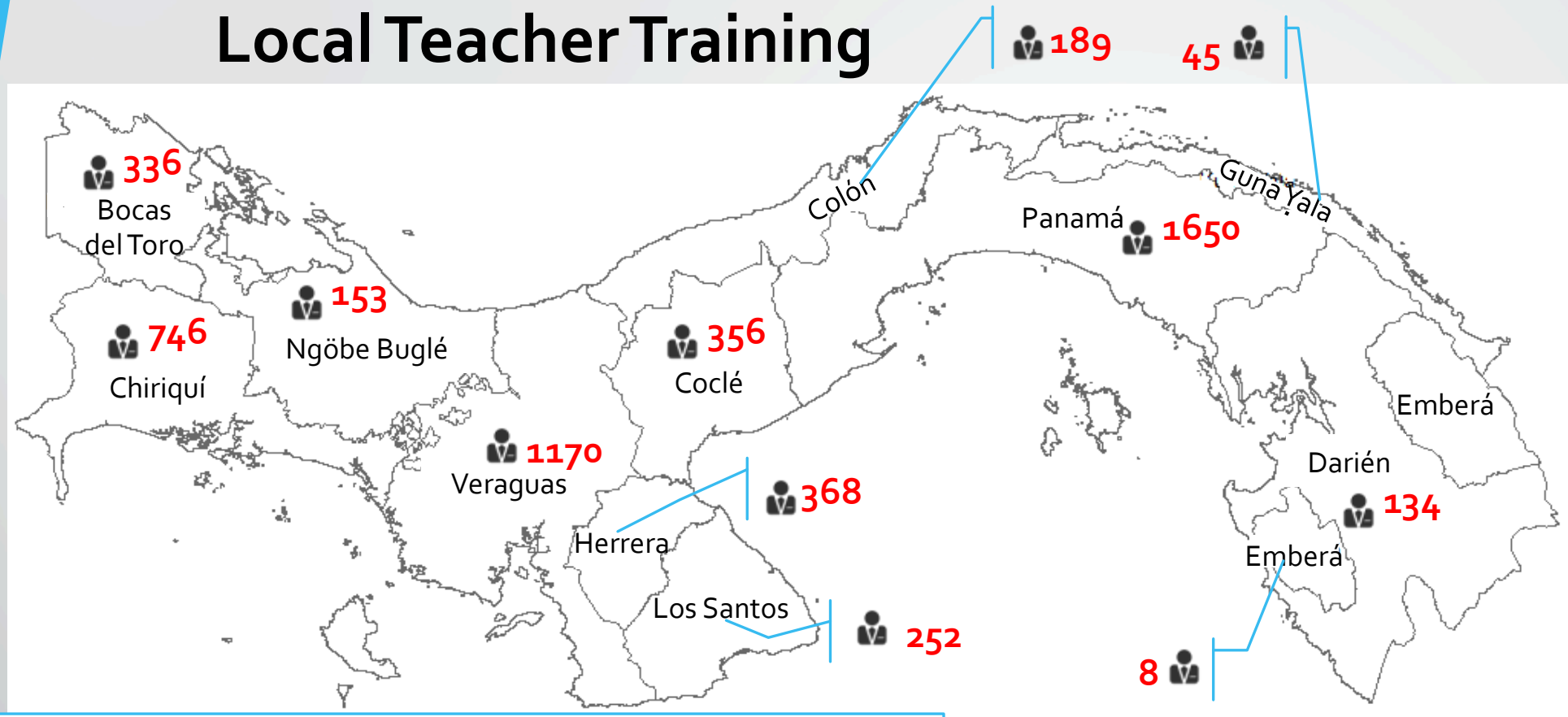
After School Program	
	Statistics
	2018
Schools	150
Students	10,000

AFTER SCHOOL PROGRAM

- High school students
- 3 hrs of English, 4 days per week, either before or after school
- 300 hours total per year (250 academic hrs + 50 extra-curricular hrs)
- **MEDUCA (public schols)**
 - **117** Schools
 - **191** Instructors
 - **14** Regions
 - Graduated: **3,752 (in 2017)**
- **TRAINING CENTERS (univs.)**
 - **33** Schools
 - **243** Instructors
 - **12** Regions
 - **11** Training Centers
 - Graduated: **5,216 (in 2017)**



Local Teacher Training



Back to the Basics and **240 hours** are training opportunities for in-service and pre-service teachers of the official educational system with the objective of strengthening their knowledge and skills to deliver English classes.

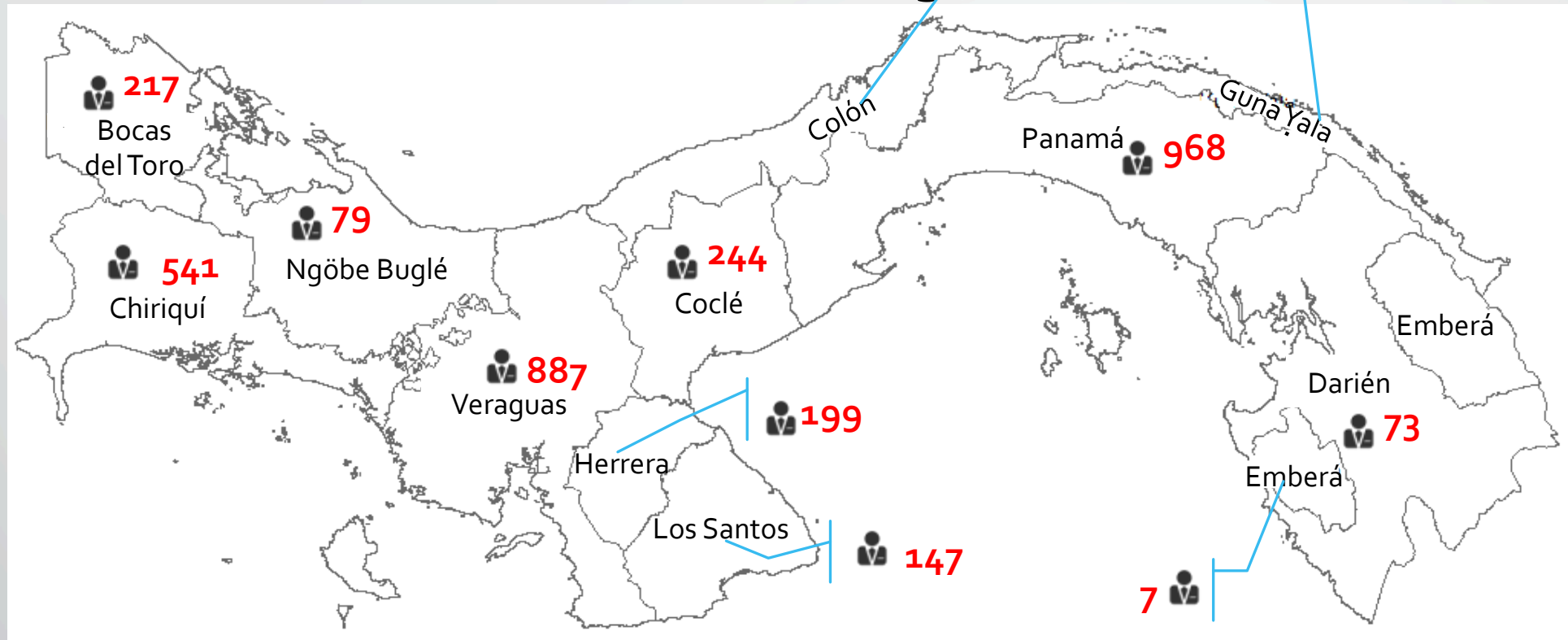
Program: Local Teacher Training	
	Statistics
	2014-2017
Participants	6,672

TEACHER TRAINING: LOCAL

- “*Back to Basics*” -- intensive 40-hour courses for English teachers already in the public school system – can be taken once a year on different topics
- Intensive 240 hours of English language instruction for students of the Normal School & university students studying English or Education



International Teacher Training



International Training provides participants with intensive courses in international English-speaking universities. The training may take from 8 to 16 weeks.

Program: Local Teacher Training



Statistics

2015-2018



Participants

4,700

TEACHER TRAINING: INTERNATIONAL

- Intensive courses of 8 or 16 weeks
- 42 universities in the U.S., the UK, and Canada



LOCAL PROFESSIONAL DEVELOPMENT

- Intensive courses (240 hours)
 - Students from the Normal School
 - University students majoring in English or Education
- “*Back to Basics*” (40 hours)
 - In-service teachers
 - Taken before study abroad and once a year after return
 - Topics:
 - Lesson planning (SIOP)
 - Student-centered learning
 - Classroom management
 - Teacher leadership
 - Assessment



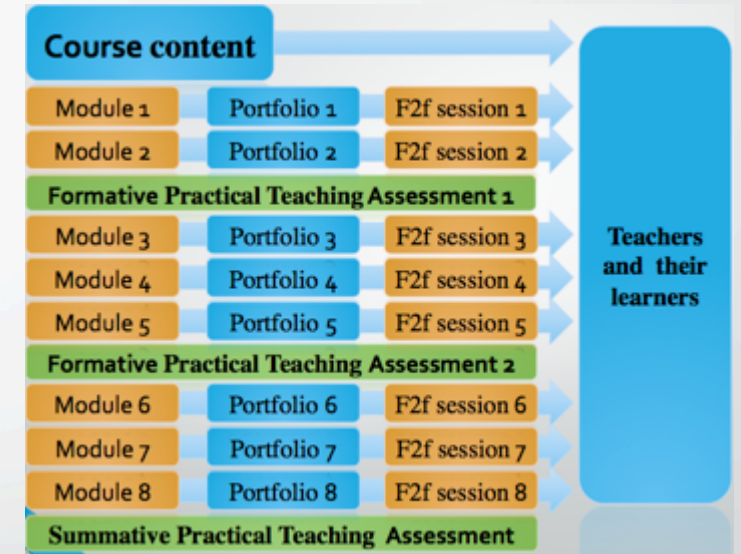
LOCAL PROFESSIONAL DEVELOPMENT

- Support and guidance provided by Regional Coordinators
 - Local trainings and classroom visits
 - Focus on lesson planning and delivery
- Coaching provided by publishers
 - Local trainings and classroom visits
 - Focus on use of textbooks and supplementary materials
- Professional Development provided by Ministry of Education (SENACYT)
 - Science teachers
- 240 hrs. of English classes offered on-site for mainstream elementary classroom teachers (“maestros de grado”)
- *Panamá Bilingüe* Congress (in 2017)



LOCAL PROFESSIONAL DEVELOPMENT

- Cambridge online certification
 - (CELT-P & CELT-S)
 - Online course with face-to-face support by local coaches
 - 388 teachers participated in 2017
 - 400 teachers currently enrolled in 2018
- Online training modules for After School teachers
 - Based on “American English Webinars”
 - Teachers view webinars, try out new practices in their classroom, and participate in web discussions



After watching the video and the slides about -Using Group Work Effectively, I refreshed my mind about the strategy: cooperative learning, it is necessary inside the class to make our students talk without any problem.



I did a different jigsaw activity. Students made sentences using clothes vocabulary; then, all the groups will interchange the sentences and they will try to unscramble it, until they finish all the sentences of each group. During the activity they will read the sentences to everybody heard and correct them if is necessary.

PROFESSIONAL DEVELOPMENT FOR LEADERSHIP TEAM

National Supervisors and Academic Coordinators also receive professional development opportunities

- Local opportunities
 - Publishing companies
 - Specialists sponsored by the US Embassy
 - Invited experts
- International opportunities
 - Leadership workshops at US universities
 - Attendance at international conferences (e.g., TESOL)



INTERNATIONAL PROFESSIONAL DEVELOPMENT

- Study-abroad programs at 42 universities in the U.S., the UK, and Canada
 - In-service teachers: 8-weeks
 - Pre-service teachers: 16 weeks
 - English language development
 - Methodology and practice
 - School visits
 - Cultural visits
 - Lodging
 - Food
 - Transportation



IMPACT

My role

- Fulbright Scholar working with *Panamá Bilingüe* central office
- Also affiliated with Universidad Latina

Activities

- Consulting/support for National Coordinators and Regional Coordinators in the Panama City area
- Professional development sessions
- Classroom-based ethnographic research



Professional Development Priorities

- Emphasis on **self-reflection** and **critical inquiry**.
- Opportunities for teachers to **collaborate** in teams and create networks of support.
- Involvement of administrators and district leaders to **support teachers** with appropriate resources, infrastructures, and follow-up mentoring.



Successes, Challenges, and Next Steps

- Testimonials from teachers and administrators
- Dealing with challenges
 - Resistance from certain groups (e.g., school principals, unions teachers)
 - Threats to sustainability
- Next steps
 - Addition of Arts, Technology and PE instruction in English
 - The future of the program

