

Students At Colegio Hebreo Are
Enjoying A Fun, Safe, and Trusting
Learning Environment With LINC's Help



A School Focused On Creating Tomorrow's Leaders

In 2017, the leadership team at Colegio Hebreo launched a continuous improvement process for its educators to ensure they could prepare students to become entrepreneurial leaders. Leaders armed with the skills to face current and future challenges.

This evolved into a new professional development plan designed to help meet this strategic goal and achieve international certifications.

The Colegio Hebreo Union team selected LINC as its professional development partner because its services are aligned with their exact goals. In our early conversations, we discovered clear alignment on the skills and characteristics we believe teachers should possess and a focus on student-centered learning.

Here Is What The Colegio Hebreo Union Team Says About Their Experience:

In 2017, we received LINC's proposal. We were impressed by [LINC's PAACC Framework](#) and

their [innovative methodology](#) of professional development under which each teacher could learn at their own pace and focus on skills they needed to develop. We decided to work with LINC beginning with the second semester of 2017. We were clear that to achieve transformation, and we needed to motivate our teachers and gradually lead them into a new way of learning.

We wanted them to see the value in engaging in personalized professional development, where they could manage their access to knowledge through [LINCspring cycles](#). We had several face-to-face meetings and decided to prioritize these topics for our first year:

- ✓ Project-Based Learning
- ✓ Formative Assessment
- ✓ Blended Learning
- ✓ Data Analysis for Decision Making

As our work with LINCspring evolves, we have fewer face-to-face meetings and more autonomous learning through the LINCspring platform.

How Colegio Hebreo Got Their Entire Team To Buy In

To increase buy-in, we broke our team into five groups and assigned each group a mentor from our leadership team. This allowed our leadership team to lead by example by demonstrating our engagement and completing cycles alongside our teachers.

This helped us ensure all of our teachers were shifting their practices and improving their instruction. Our leadership team plays a fundamental part in this role.

Making The Most Of LINCspring Cycles

Today, we base our entire professional development plan on LINCspring training cycles. Our leadership team selects a set of standard cycles for our whole team to complete together to target specific strategic objectives in our annual professional development plan. We allow teachers to choose the other cycles they will work on according to their interests and needs, giving them voice and choice over their professional development.

The LINCspring cycles have been instrumental in implementing blended learning as a methodology that LINC's support is precious because it has helped us make the transformation we want in our school by implementing generative change.

Transforming Practice, Student Engagement, And Agency With LINCspring

When we launched this new initiative, we encountered a bit of resistance from teachers to the methodology, and they expressed a desire to continue with face-to-face seminars. As our teachers have progressed, they understand how this work with LINC enables a greater degree of reflection and awareness to transform, improve, and work collaboratively to implement successful educational practices.

Teachers increasingly value the opportunity that the LINC-Colegio Hebreo Union teamwork offers and find it relevant to their growth, rather than an obligation.

The LINCspring cycles have been instrumental in implementing blended learning as a methodology



that truly enables personalization in student-centered education. In addition, the elements of the PAACC have guided us in planning classes to develop 21st-century skills.

We do internal monitoring through a plan that each leader structures for their group. This structure allows our teams to have agency and creativity to develop a strategy that supports their progress. These strategies include weekly, individual, or group learning communities.

We also cultivate positive motivation through our social networks. We share achievements and celebrate mistakes as learning opportunities so that

our teachers do not fear failure and dare to take risks and innovate.

Through its formative evaluations, the Colegio Hebreo Unión has seen that teachers use data to personalize learning through the station rotation model. A high percentage of the school's leadership team and teachers have learned to work autonomously, at our own pace, and appreciate that we have the support of everyone to continue to improve collaboratively. There are no hierarchies in place; a teacher can be at a more advanced level than a member of the leadership team, and they collaborate.

Conquering Resistance To Give Students A Fulfilling Learning Experience

At the beginning of our new professional development program with LINC, our students were not very comfortable in the new role we envisioned.

They went from passive to active players in the classroom. We wanted them to leave their comfort zones, as we had done as teachers, and learn to generate learning products differently. This created some resistance.



However, as teachers progressed in their professional development, they guided and accompanied the students in the process. Little by little, the students were motivated by implementing new technological tools and platforms that made learning more fun.

In the same way, evaluation and co-evaluation processes generated a safe and trusting environment where mistakes are allowed and considered opportunities for growth in autonomy and self-management.

Students have benefited from implementing Project-Based Learning and collaborative work and value it as an opportunity to respect each other's interests and learning rhythms. Additionally, as teachers have better data management, students have benefited from a more personalized education through blended learning models.

Conclusion

Today our teachers are highly motivated and committed to their professional development. They feel that LINCspring is an excellent opportunity for their growth; 85% of those registered on the platform have obtained the [Innovator in Action Badge](#).

We see an increasing interest among teachers who want to engage on the LINCspring platform to participate in this generative change and paradigm shift.

We are involved in a healthy competition in completing cycles so that we all move forward in shifting and improving our instruction to benefit our students. Our greatest joy is seeing how, after 3 1/2 years, our students benefit the most from the excellent learning opportunities that our teachers design for meaningful and learner-centered learning.

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