

## OVERVIEW

I am proud to present number 47 of the *Calidad en la Educación* (Quality in Education) journal. On this occasion it includes seven interesting articles presenting the results of research and reflections on various themes relevant to the current education agenda and referred to the broad spectrum of the education system, spanning from nursery school to doctoral programs. In this way, through these pages the reader may elaborate on the impact of public nursery education on the academic results attained by fourth grade girls and boys in the SIMCE test; how teaching of the Mapuche language and culture is addressed in various Chilean primary schools; the strategies employed by secondary school principals in this country to resolve school conflict; digital literacy in Colombian schools; validation in Chile of an international instrument for assessing beliefs among pedagogy students surrounding the efficacy of mathematics teaching; the diversity and differentiation of the supply of national doctoral programs; and new conceptual perspectives with regard to academic resilience.

In their article titled *Educación parvularia chilena: efectos por género y años de participación* (Chilean nursery education: impact by gender and years of participation) researchers Alejandra Cortázar and Constanza Vielma analyzed the long-term impact of attending public nursery education, based on assessment of the academic results attained in the standard SIMCE tests for fourth grade Language and Mathematics. Considering variables of gender and years of participation, the authors concluded that attending public nursery education has a positive influence on the results attained in both tests; that this positive impact is greater for boys rather than girls, and that Transition Level 1 attendance has a positive impact on the academic results attained in these tests.

One theme of great interest to the CNED agenda is Bilingual Intercultural Education. In the article titled *Estudio de caso de la enseñanza de lengua y cultura mapuche y su implementación como*

*asignatura del currículo de educación básica* (Case study of the teaching of Mapuche language and culture and its implementation as a subject in the primary education curriculum) academics Margarita Calderón, Silvia Castillo, Diego Fuenzalida, Felipe Hasler, Héctor Mariano and Cristián Vargas present the results of a study on the content and teaching strategies of Mapuche language and culture in the first two primary education levels. With the aid of qualitative research techniques they analyzed experience at six schools, reaching as a core conclusion that this subject mainly emphasizes learning of Mapuche cultural content, promoting a sense of belonging among students, over and above the transmission of the indigenous language in favor of bilingualism.

Next, in their article *Liderazgo escolar y conflictos socioeducativos. Un estudio exploratorio en liceos públicos chilenos* (School leadership and socio-educational conflicts. An exploratory study at Chilean public secondary schools), researchers Cristóbal Villalobos, Javiera Peña, Elisa Aguirre and Magdalena Guerrero present the results of a study on education conflict processes, describing the strategies and action frameworks implemented by school principals at public secondary education schools in Chile. Using qualitative research tools the researchers studied eight Municipal secondary schools, reaching four main conclusions: (i) the conflicts that develop within these schools are very diverse, ranging from internal micro-politics to elements of the school system context; (ii) the way that conflict develops and is managed within these schools depends on who is involved —students and/or teachers—; (iii) conflict that develops in educational contexts transits easily from cognition to affection, circumscribed to the field of interpersonal relationships and emotions; and (iv) school leaders tend to react according to the contingency and treat socio-educational conflict with a multiplicity of strategies, ranging from enforcing rules and protocols (mainly when there are students involved) to dilating or relativizing the conflict (mainly when the conflict involves teachers).

The fourth, in tune with the aim of internationalizing the journal, we present *El rol de la infraestructura tecnológica en relación con la brecha digital y la alfabetización digital en 100 instituciones*

*educativas de Colombia* (The role of technology infrastructure in relation to the digital gap and digital literacy at 100 schools in Colombia) by the Colombian researchers Luis Sánchez, Ana María Reyes, Diana Ortiz and Fredy Olarte. The article presents the results of research that aimed to firstly, characterize certain technology infrastructure at schools in different parts of Colombia, subsequently analyzing the relationship between these conditions, technology development, and results attained in standard tests (*Saber 11* test). Among other things, the results presented show persistent gaps in access and technology infrastructure among schools in different parts of Colombia, and that there is no relationship between the *Saber 11* test results and technology infrastructure conditions at schools.

The fifth article in this number addresses a determinant theme for the performance of teachers, namely their perceptions of learning and their own role as teachers. The academics Marco Verdugo, Rodrigo Asún and Salomé Verdugo present the results of the study *Validación de la escala de creencias de eficacia de la enseñanza de la matemática (ECEEM) y caracterización de las creencias de estudiantes de pedagogía básica* (Validation of the scale of beliefs regarding the efficacy of mathematics teaching (ECEEM) and characterization of primary pedagogy student beliefs) which aimed at validating in Chile an adapted version of the Teaching Efficacy Belief Instrument (MTEBI). A sample of 945 Primary School Pedagogy students at 14 universities distributed in five regions of Chile was considered for these purposes. Together with validating the use of this international scale in Chilean reality, applying the instrument showed these future teachers demonstrate beliefs of positive efficacy with regard to mathematics teaching, but likewise there is a significant group of pedagogy students that doubts their chances of producing significant learning among their students.

The last article in this number dwells on the trends followed by doctoral programs in our country. In *Diversidad y diferenciación en la oferta de programas de doctorado en Chile* (Diversity and differentiation in the supply of doctoral programs in Chile) the researcher Pablo Baeza considers variables such as the education policy, institutional

academic setting, financing, regional coverage, and the quality assurance experience, exploring the processes of differentiation experienced by doctoral programs over time, and the diversity of the current offer of doctoral programs in Chile. His conclusions account for the relevance of the 1980 education reform in terms of creating conditions for the differentiation of doctoral supply; the relevance of the academic setting, and also of government financing for the development of doctoral programs; the support generated for these programs by quality assurance processes, and the existing imbalance at regional level with regard to quality and the diversity of areas of knowledge in the doctoral programs on offer.

The number ends with the essay *Resiliencia académica, nuevas perspectivas de interpretación de aprendizajes* (Academic resilience, new perspectives for the interpretation of learning) where the authors Gabriela Gómez and Marlene Rivas reflect on the relationship between the concept of resilience and learning in socially vulnerable contexts. While elaborating on their argumentation they account for the most recent conceptualizations of resilience, making the concept operational, analyzing motivation and its relationship to reading comprehension.

I would like to take this opportunity to thank the entire editorial team at *Consejo Nacional de Educación* —and collaborators— for the work carried out at each stage involved in publishing this journal. Promoting the improvement of the quality of education in this country is a complex challenge that requires a multiplicity of actions in various spheres, and the *Calidad en la Educación* journal decidedly contributes in this direction. By disseminating studies and reflections through its pages, in addition to making new knowledge public, it also stimulates continuous development of research on education and supports the work of researchers dedicated to this task. My thanks are also for the authors who trusted in *Calidad en la Educación* to publish their articles, since in this way they bring this editorial space into reality, helping us achieve the goals we have set. Lastly, I am grateful for the privilege of having worked as Executive Secretary of CNED during this period. This task has implied important learning at a personal and professional level for which I

hope I have and will continue to reciprocate, since contributing to the quality of education will always be everyone's task.

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