

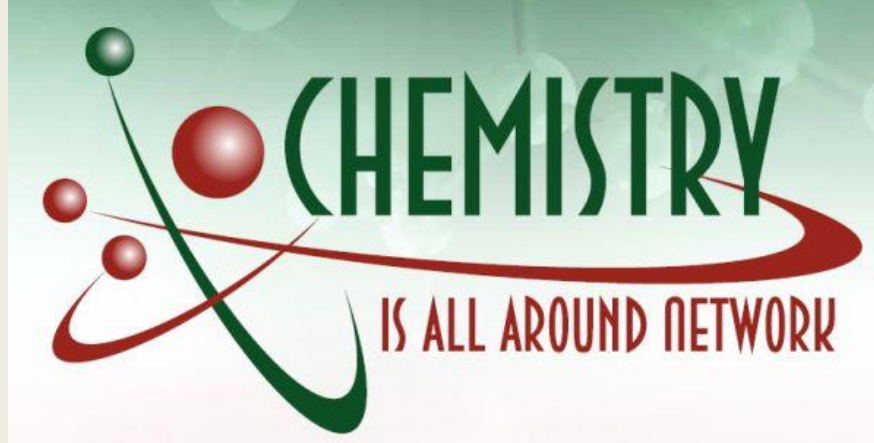
International Conference “Initiatives in Chemistry Teacher Training”

29th November 2013, Limerick Institute of Technology, Limerick,
Ireland.



Lifelong
Learning
Programme

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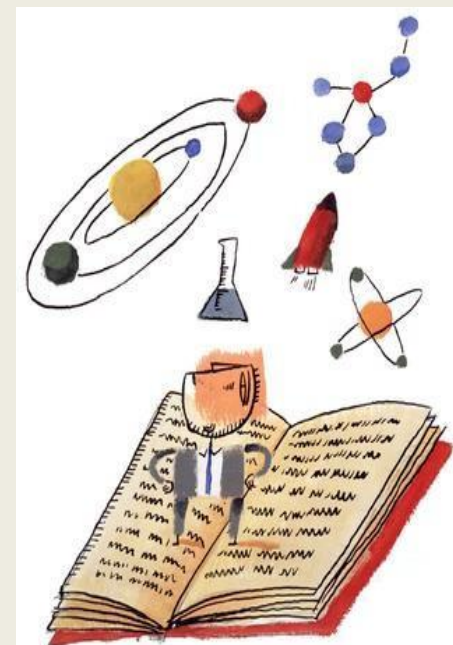
SCIENCE TEACHERS TRAINING IN SPAIN

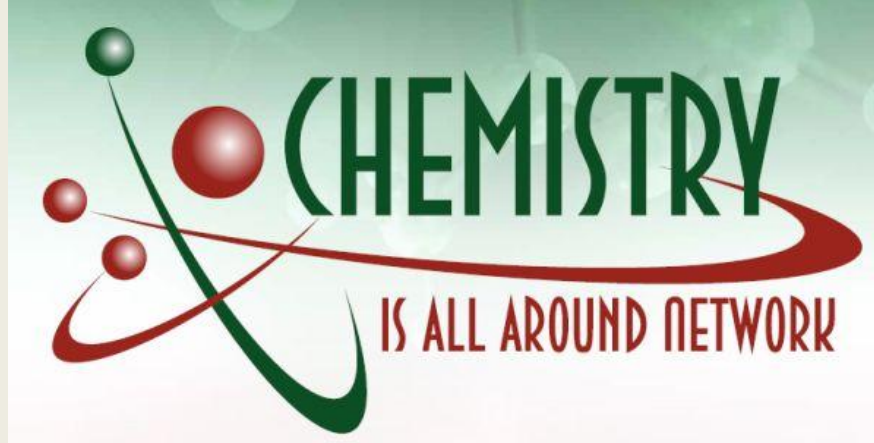
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INTRODUCTION

- ❖ Teacher's training has also to include contents on the *history of scientific ideas, processes of knowledge building, interaction with other subjects and staying update with specific and technological recent developments.*
- ❖ Some authors suggest the *inclusion of contents related to sciences' didactics, students' assessment and pedagogical training that might enable students to reflect on their practice and get involved in educational innovation and research tasks.*



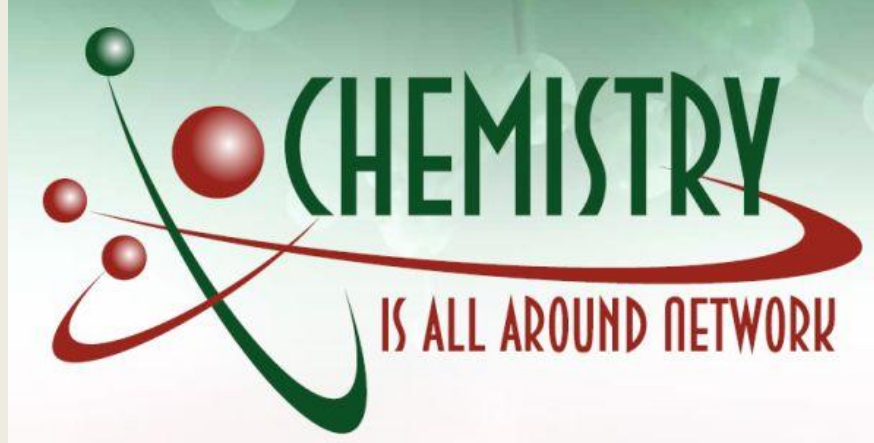


Teacher training national situation

- ❖ Since 70s to 2009, the Secondary Education Teacher Training Programme in Spain consisted on the Educational Aptitude Course (CAP)

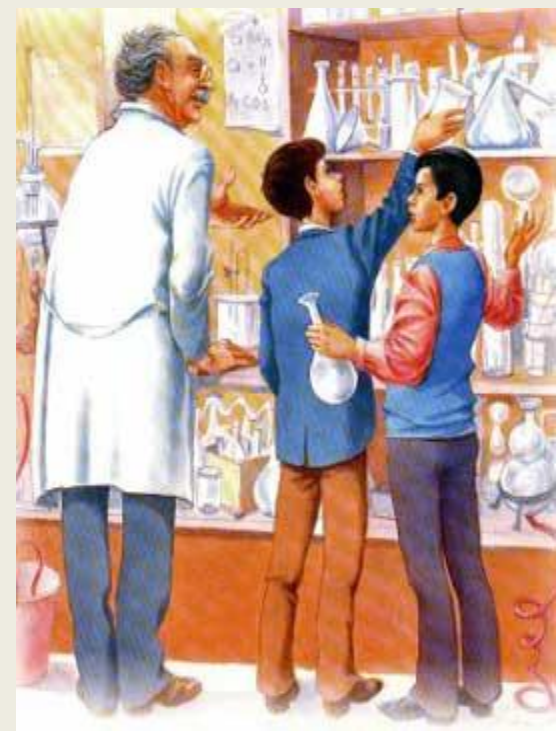


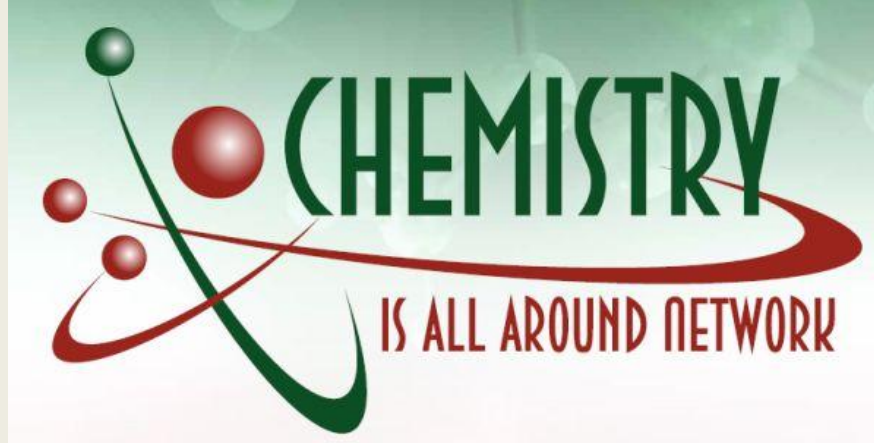
- ❖ From academic course 2009/2010 onwards, a new curriculum is being introduced: 60 ECTS (1500 hours) credit MASTER organised by public and state Spanish Universities.
- ❖ The MASTER was structured into three modules:
 1. **Generic Module (12 ECTS)** devoted to general contents, including: *educational processes and contexts, society, family and education*. Its objective is to acquire several competences related to **communication processes** and problem solving. Further more, education and social contexts are related in this section in order to **increase the acquirement of social competences** connected to respect equal rights and duties.
 2. **Specific Module (14 ECTS)** devoted to specific contents, including: *complements for disciplines training, learning and teaching of each specific subject and teaching innovation and introduction to educational research*. Future teachers need to learn how to transmit a **dynamic view of their subject** through history, **recent developments**, the acquirement of knowledge about theoretical/practical contents and how to transform curricula into activity and work programmes which means the importance for the future teacher to learn **how to put into practice innovative teaching resources**, basic research and evaluation techniques.
 3. **Practicum (16 ECTS)** the main aim is to gain some experience in **planning, teaching** and **assessing** the subjects they specialized in.



Lifelong Training

- ❖ Lifelong training should allow the achievement of goals such as widening teachers' specialized and didactic knowledge, enabling teachers to design curricular projects and developing more critical and cooperative didactic practices.
- ❖ In Spain, teachers' training on active service is optional and it is organized by the Education Ministry through Educational Technologies and Teachers Training National Institute (**INTEF**), Education Councils of Regional Governments through their Teachers Training Centres (**CEPS**), Universities through Lifelong Training Centres, trade unions, employers and teachers associations and private institutions (**CECE**).
- ❖ **A new model of Lifelong learning** is arising in Spain. Its basic features are: the improvement of school success, acquisition of basic competences, ICTs application in the classroom, multilingualism, inclusion and cohabitation, good-quality management of Centres and educational leadership.
- ❖ Moreover, the idea of training teachers in their centres **linking their training to their own educational projects** is starting to arise in recent conferences. This way, training would be related to the centres' needs.





Strengths and weaknesses of the Master and the Lifelong training

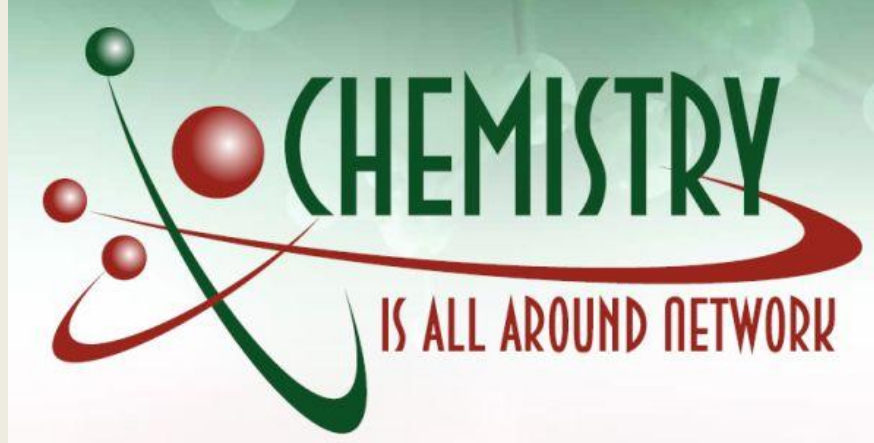
Strengths

- ✓ High degree of implication and motivation from teachers and students.
- ✓ The Master can become a permanent teaching instrument for tutors and a initial training tool for prospective teachers.
- ✓ It reinforces the relationship between universities and secondary education teachers.
- ✓ The use of virtual environments.
- ✓ Teachers are offered a wide range of courses specialized.



Weaknesses

- ↓ Hasty implementation of the Master.
- ↓ Lack of coordination between institutions and teachers involved.
- ↓ Economic criteria as a priority in the design of the curricula activities.
- ↓ Lack of coherence between teaching models expected to use in the classroom.
- ↓ Teacher's courses are not compulsory.
- ↓ Lack of time for teachers to attend training courses.
- ↓ Teachers' courses are not compulsory.



Conclusions

- ❖ The teacher training in Spain needed some changes.
- ❖ Initial training shows many failures due to its hurried implementation and coordination mistakes.
- ❖ Long-life training still needs to be adapted to the centres' real needs.
- ❖ It is not easy to motivate teachers who have little time and whose education is not oriented towards research in the classroom.
- ❖ Those problems will be solved provided that both, teachers and students, get strongly involved in the process and a long teacher training programs count on institutions' support, in order to achieve high-quality teaching and properly qualified teachers.

Thank You!

