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**INITIAL AND PERMANENT  
TRAINING OF TEACHERS**

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# INITIAL AND PERMANENT TRAINING OF TEACHERS

This chapter discusses two categories of teaching staff, broken down by educational level: “Educación Infantil” and Primary, secondary and higher education.

In the sections that follow these categories are considered jointly when they share features with respect to initial training, service conditions and continuing education.

## A. INITIAL TRAINING OF TEACHERS

The academic qualifications required to teach are uniform throughout the entire nation, although they do vary according to the various levels of the education system.

### 1. INITIAL TRAINING FOR PRE-SCHOOL AND PRIMARY SCHOOL TEACHERS

#### • *Historical overview*

State regulations for primary education teacher training in Spain can be traced back to the very origins of the educational system. More precisely, regulations that set up the necessary requisites for the teaching profession are to be found from the XVIII century on. Also traceable to this time are indications as to the various types of centres devoted to providing initial training for future teachers. After successive reforms the first teacher training college “*Escuela Normal de “Maestros”*” was founded in 1839. This school grew and consolidated vigorously over the entire XIX century and served as a training model for the Spanish teacher corps practically up until 1970. At that time the General Act on Education (LGE) integrated Pre-school and Primary School teacher training into the University.

The aforementioned 1970 Act set up the “Escuelas Universitarias” for Teacher Training for “Educación General Básica” “EGB” in substitution of the former teacher training colleges. The intention was to raise the initial training level for Pre-School and “EGB” teachers. The LGE stipulated that Pre-school and “EGB” school teachers should at least have a “Diplomado”, Technical Engineer or Technical Architect degree, which are awarded after three years of higher education. Thus, although teaching was permitted for people with different degrees, teachers for these levels usually have been trained in the aforementioned “Escuelas Universitarias”.

In line with the frameworks used in the 70’s, specialisation for teachers as foreseen in the LGE comprised the following areas: Pre-school; Sciences; Human Sciences; Philology; and Special Education. Specialisation was therefore to be fundamentally focused on curricular areas.

With the educational reform enacted by the LOGSE in 1990 initial teacher training was once again reformulated. Training has retained the same previous level, that is, university first cycle or “Diplomado”, and the professional title to be used is “Maestro”. However, the initial training system has been renewed with regards to its organisation and

contents. The intention is to adapt teacher training to the demands of today's educational system. A significant new point brought to bear by the law is the requirement of a "Maestro" certificate to teach at the "Educación Infantil" and Primary levels.

- ***Specific legislative framework***

The diplomas required to teach at the non-university level are specified in the LOGSE.

The "Maestro" certificate, needed for teaching at the "Educación Infantil" and Primary levels, is regulated by a Royal Decree adopted in 1991, which likewise lists the specialities and general guidelines for the studies leading up to this degree.

- ***Decision-making bodies in initial teacher training***

The Government, acting on Universities Council recommendation, establishes which university certificates are to be valid nation-wide, as well as the overall guidelines for studies that should be taken to earn these certificates. On the basis of such guidelines, individual Universities specify the studies to be taken to earn the various kinds of certificates, subject to subsequent validation by the Universities Council.

- ***Types of institutions***

"Educación Infantil" and Primary school teacher training is acquired in the teacher training colleges of the "Escuelas Universitarias" and in the teacher training institutes attached to university Education Faculties.

- ***Admission requirements***

Conditions for admission to the "Escuelas Universitarias" or the teacher training institutes are the same as those for the rest of first cycle university studies. Provided there is a sufficient number of places, anyone who has passed the "Curso de Orientación Universitaria" "COU", the second year of the new Baccalaureate or certain specialities under second tier (FP II) Vocational Training and advanced Specific Vocational Training or equivalent can enrol in the "Escuelas Universitarias".

### **. Curriculum, branches of study and specializations**

Teacher training in “Escuelas Universitarias” consists of a first cycle, which lasts for three years, leading to the certificate of “Maestro”. Presently seven different specialities are provided: “Educación Infantil”, Primary Education, Foreign Language, Physical Education, Music Education, Special Education, and Hearing and Speech.

Pursuant to the general guidelines common to all universities for curricular plans for teaching studies (*‘planes de estudio de Magisterio’*), these studies may not have an overall course load of less than 180 credits. Class time may range from 20 to 30 hours per week including practical lessons. Under no circumstances may classroom theory account for over 15 hours of class time a week.

These guidelines likewise establish that the instruction provided by “Escuelas Universitarias” for teacher training should consist of a series of subjects related to the subject matters taught in “Educación Infantil” and Primary Education, and to psychopedagogical issues. The core curriculum for these studies, without prejudice to University autonomy, includes the following subjects: Psychopedagogical Bases for Special Education; General Education Theory; Organisation of Educational Establishments; Psychology of Education and of School Age Development; Sociology of Education; Contemporary Education Theory and Institutions; New Technologies Applied to Education; and teaching Practice. Apart from these common subjects, in all study programmes there are compulsory subjects to be included according to each speciality, likewise common throughout the entire nation. In addition to these subjects, which are called common trunk subjects and speciality trunk subjects, each university in the exercise of its autonomy, establishes compulsory as well as optional subjects for its students

#### **• Methods**

“Maestro” training comprises theory and a period of practice teaching in educational establishments. Students must do at least 320 hours of practice teaching (also known as *‘practicum’*). Organisation of the various kinds of activities to be performed during this period is incumbent on each “escuela universitaria” or teacher training institute involved.

The teaching methods employed are set up by each university department and, ultimately, by each training professor, in virtue of the constitutional right to academic freedom.

#### **• Evaluation, certification**

Student evaluation at the University level is incumbent upon the respective university department and staff.

Students successfully completing their studies in teacher training at the “Escuelas Universitarias” or in the teacher training institutes earn a “Maestro” certificate in the respective speciality.

- ***Openings, training-employment relationship***

Both “Escuelas Universitarias” providing teacher training and teacher training institutes contact ordinary “Educación Infantil”, Primary and Special Education schools to set up arrangements for future teachers for the teaching practice sessions which are laid down in the curriculum.

The measures taken to help university graduates to find employment also apply to “Maestros”.

## **2. INITIAL TRAINING FOR SECONDARY SCHOOL TEACHERS**

Teacher training for secondary education is carried out in universities. The enactment of the LOGSE commenced a modification in the types of degrees and the additional pedagogical training required of secondary school teachers.

- ***Historical overview***

In contrast to the established procedures for Pre-school and Primary teachers, teacher training for Secondary Education has traditionally been provided at universities. In general, teachers at this level took higher university studies at the different faculties or schools, specialising in one or various areas of knowledge, without receiving specific pedagogical training for teaching.

This situation was altered by the LGE in 1970, which made it compulsory for future teachers to take pedagogical training in addition to university studies.

According to the LGE, the degrees foreseen for teachers vary according to the area of secondary education where they are going to teach: “Licenciado”, Engineer or Architect for “BUP” and “COU”, and other kinds of diplomas for Vocational Training, depending on the subjects taught. Official Vocational Training Teachers, entitled to teach theoretical-practical subjects in FP 1 and FP II, were required to hold a “Licenciado”, Technical Engineer or Technical Architect degree. Workshop “Maestros” teaching practical courses on the FP 1 level, were required to have at least an FP II diploma.

As mentioned above, in addition to their respective degrees, teachers were required to have pedagogical training, obtained through the Education Science Institutes. Completion of these courses entitled students to a Pedagogical Aptitude Certificate (CAP). Students taking Pedagogy as a speciality in the university and those who had a year’s teaching

experience in a public or private school on the educational level they aspired to teach were exempt from this requirement. Such training was not required for workshop “Maestros”.

The LOGSE, enacted in 1990, establishes two teaching corps at this education level: Secondary Teachers and Technical Teachers of Vocational Training. Teachers belonging to the Secondary Teacher Corps can teach “Educación Secundaria Obligatoria”, Baccalaureate, and certain subjects of Specific Vocational Training. This calls for holding a “Licenciado”, Architect or Engineer degree. The Technical Teachers of Vocational Training teach Specific Vocational Training and, in certain cases, some subjects of Secondary Education and Baccalaureate. The initial training required for them is that of “Diplomado”, Technical Architect or Technical Engineer.

The Act also stipulates in all cases, with the exception of those who hold a “Maestro” certificate or “Licenciado” degree in education, that a specialised educational training diploma will be required. The diploma is obtained after doing a course of pedagogical qualification.

- *Specific legislative framework*

Given that the university is responsible for training Secondary Education teachers, the legislative framework for their initial training is the 1983 Organic Act on University Reform (LRU), and subsequent associated legislation. Regulations on specialised educational training were laid down in 1995 as were the study programmes and the teaching of such courses in 1996.

Provisionally, some aspects of the 1970 General Act on Education (LGE) are still in effect as regards secondary education teacher training.

- *Types of institutions*

To become a Secondary Education teacher it is required, firstly, to be a “Licenciado”, Engineer or Architect. Therefore, the establishments where they receive the initial training are the faculties or university “escuelas técnicas superiores”.

In addition, it is necessary to follow a teaching qualification course. Presently this course is on the process of being organised. Under the regulations, the Education Authorities may establish the corresponding agreements with universities to teach the course.

To become a Technical Teacher of Vocational Training it is necessary to hold a university [‘Diplomado’], Technical Architect, Technical Engineer degree or equivalent for teaching effects, and in addition to complete a course of pedagogical qualification. These qualifications are taught in faculties, “escuelas técnicas superiores”.

### **. Admission requirements**

Admission is subject to the general requirements for access to first cycle or first and second cycle university studies, depending on the respective cases of Technical Teachers of Vocational Training or Secondary Education Teachers.

The course on pedagogical training required to earn a professional specialised educational training certificate is organised by speciality, corresponding to the various areas taught in Secondary Education. The study programmes establish the total course load, which is to consist of no fewer than 50 and no more than 60 credits, to be spread over at least one school year.

Study programmes are organised into two course components: theoretical-practical studies and professional teaching practice, guaranteeing a suitable proportion between each of them. The theoretical-practical component consists of general requisites for all pupils and specific subject matters related to the speciality chosen. The requisites deal with sociological, pedagogical and psychological aspects of relevance in Secondary Education. The specific requisites address educational aspects of the corresponding disciplines, subject matters and modules.

Optional subjects, which round out the scientific and technical aspects of training, may not account for over 20% of the total course load in the theoretical-practical unit, which in turn comprises a minimum of 40 credits.

The minimum course load for the practice teaching or *Practicum* component is 15 credits, at least 10 of which must be earned under actual teaching conditions in Secondary establishments and the rest in preparation, analysis, reflection and evaluation of the trainee programme.

For specialities related to Specific Vocational Training, the *Practicum* must address on-the-job training processes.

### **• Methods**

Secondary Education Teachers and Technical Teachers of Vocational Training may have taken different kinds of university studies, SO the methods used in their training vary depending on the discipline studied and the educational establishment attended. In any case, just as in the case of university studies, teaching methods are as a whole incumbent upon university departments, and ultimately, on the teacher.

### *. Evaluation, certification*

Assessment of university students is the responsibility of each department and its staff.

To be a Secondary Teacher it is required to have a “Licenciado” Engineer or Architect degree, obtained after second cycle university studies. To be a Technical Teacher of Vocational Training it is required to be a “Diplomado”, Technical Architect or Technical Engineer, degrees which are all obtained after the first cycle university studies.

Future teachers likewise have to obtain a specialised educational training certificate. This certificate is awarded after completing a one-year course, which includes a period of practice teaching.

## **B. IN-SERVICE TRAINING**

The LOGSE stipulates that continuing training is both a right and an obligation for all teaching staff, who are expected to update their scientific, educational or professional expertise periodically. It urges Education Authorities to plan the necessary activities to make such training possible and to provide a wide range of cost-free courses. Each Autonomous Community with full powers in education matters is responsible for programming and planning in this area.

As far as in-service training for University teaching staff is concerned, the Universities themselves, as well as various public and private institutions, are responsible for covering this need.

### **. IN-SERVICE TRAINING FOR NON-UNIVERSITY TEACHING STAFF**

The following sections deal with continuing training for “Educación Infantil”, Primary and Secondary Education level teaching staff. Courses intended to keep Vocational Training teachers abreast of the latest developments are available in centres specifically instituted for this purpose.

### *. Historical overview*

The 1970 LGE provided that the University, through the Education Science Institutes (ICE) and attached experimental centres, would assume counselling functions as well as particular responsibility for training and continuing training education for teaching and executive personnel in educational establishments. The ICE had been created a year before in each of the state universities.

The continuing teachers' training model was subsequently changed and the centres for teachers were set up as permanent centres to foster teamwork and training of non-university teaching personnel within the area of management of what was then known as the Ministry of Education and Science. Some Autonomous Communities with full educational responsibilities adopted similar models for continuing teacher education, creating their own centres for teachers. Other Communities implemented different kinds of mechanisms through the ICE or other institutions.

As from the 1990 approval of the LOGSE continuing teacher training has been considered a right as well as an obligation for teachers, and a responsibility for Education Authorities and education centres. To this end, Education Authorities must periodically carry out scientific, didactic and professional activities in education centres, in specific training institutions and in universities. In the case of Vocational Training teachers, such activities are to be carried out in companies as well.

- ***Specific legislative framework***

Since the enactment of the LOGSE, the continuing education programmes for non-university level teachers are in line with the teacher training demands implemented under this Act. The Ministry of Education and Culture and the Autonomous Communities have developed in the area under their management specific legislation on continuing teacher training.

Thus, the regulations deal with the calling, recognition, certification and registration of continuing teachers training activities and establish the terms of equivalence for research activities and university degrees.

Moreover, an essential step for actual implementation of continuing teacher education was the creation and operation of the specific centres for teachers, which are called by a different name in each Autonomous Community.

- ***Decision making bodies***

The system for continuing teacher training has been drawn up with the participation various actors involved in this field. The proposals put forward by Education Authorities and teachers, represented by their unions, have been reflected in several Autonomous Community plans. All of the Communities have continuing education models, implemented by their own particular competent bodies.

Continuing education for private school teachers is provided via the training plans formulated by the establishments themselves, in conjunction with teachers' unions and other institutions.

- ***Types of institutions***

Since in-service teacher training is a decentralised responsibility, the public institutions in charge of it differ depending on the Education Authority to which they are responsible. In general, the in-service teachers training centres, university departments and education science institute or similar institutions conduct such activities for non-university staff training.

Apart from this, Universities are in charge of initial teacher training and they are also the main research bodies. As a result of this, they provide continuing training. Each university establishes, within the framework of its autonomy, its own continuing training activities. In turn the universities may carry out joint actions in collaboration with other Ministry of Education and Culture institutions. In this case, collaboration agreements are necessary.

Moreover, numerous private associations, groups or institutions have among their purposes the continuing training of teachers. Among these groups mention could be made of official professional associations, teachers' unions, pedagogical renovation movements, foundations, etc.

The centres for teachers (which receive different names according to the Autonomous Community) are the foremost institutions for continuing training for non-university public teachers, as well as for staff performing educational tasks in technical support services.

Furthermore certain specific centres, called centres for education, innovation and development of Vocational Training have been instituted for intermediate and advanced Specific Vocational Training teachers employed in publicly subsidised schools. These centres are instrumental to further education for Vocational Training teaching staff, to research into the objectives and content of vocational training and to the development of pedagogical methods applicable to this kind of education.

Continuing education programmes are developed for private school teachers by their own educational centres, and other institutions. Collective agreements offer teachers certain kinds of aid and leave time for training.

- ***Admission requirements***

Qualifications for participation are established for each kind of training activity subject to specific admission requirements which may include matters such as degrees, holding a teaching position on a certain level, etc.

Thus, for example, the continuing education activities that take place in these centres are intended for teachers at non-university level educational establishments, whether the

latter be public or “centros concertados”. These activities are likewise intended for the technical support service personnel attached to such establishments.

Activities organised by the centres for education, innovation and development of Vocational Training are intended for intermediate and advanced level teachers of “ciclos formativos” in publicly subsidised schools.

### *. Curriculum, branches of study and specialization*

Further education courses attempt to adapt training plans to teaching staff concerns and the demands deriving from the implementation of the LOGSE. The concepts discussed above have given way to the following programmes:

- a) Programmes intended for all teaching staff engaging in “Educación Infantil”, Primary and Secondary Education, including: training projects in the educational establishments themselves; scientific and educational updating courses; action to promote the formulation and dissemination of teaching materials; as well as action addressing self-training and academic promotion for teachers (study leaves, individual aid to encourage attendance in training activities, etc.).
- b) In-service training support programmes, such as those relating to the organisation and restructuring of the continuing education network, or the qualifications of teachers in the network. Special programmes are also run in the areas of coeducation, health, drug abuse, the European Union, Spanish teachers abroad, educational counselling and psychopedagogical support, or support for pedagogical renovation movements and non-profit organisations engaging in teacher training.
- c) Scientific and didactic programmes (summer courses, are summoned by the “International Menendez Pelayo”, “Complutense”, “UNED” Universitys. Theses courses are applied to National Territory, and are financed by Subdirección General of In Service Teacher Trainer.

### *. Methods*

The training programmes may be run under very different formats as far as methodology, contents and duration: working groups, permanent seminars, scientific and educational refresher courses, training projects in establishments, specialisation courses, short courses, conferences, exhibitions, round tables, lectures, etc.

Given the special importance of training projects in educational establishments, they are considered to be a specific category of training activity, even though they may be implemented under any of the above formats. They are a tool for attending to the training needs of a team or group of teachers who teach in a non-university centre with the purpose of improving the quality of teaching in that establishment. Projects relate to theoretical and

practical training in areas regarding school administration, management and organisation, curricular projects and their development, etc.

### ***Evaluation, certification***

Generally speaking, attendance certificates are issued for educational enhancement courses. In some cases individualised assessments are done and awarding of certificates is made subject to such assessment. In each of the teachers training centres the characteristics of the activities in which the teachers assigned to them participate must be recorded.

Certificates may be issued for each activity, specifying the value of the activity in question in terms of training credits. information on all certificates is recorded in the Ministry of Education and Culture's General Register of In-service Training.

### ***. Training-employment relationship***

Undertaking in-service training activities has a direct effect on teachers' professional careers, either as merits for competitive examinations or as a necessary requisite in some Autonomous Communities to be eligible for sexennials, which is a complement in teachers' salaries linked to training.

## **BIBLIOGRAFY:**

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